

**COVID-19  
SERIES**



**We  
Care**



**3**

**ENTREPRENEURSHIP**



**EMPLOYABILITY**



**EDUCATION**

## **Teacher's Project Notes**

**A POSITIVE RESPONSE TO COVID-19**



**PROJECT-BASED LEARNING | LIFE ORIENTATION**

**GRADE**

**10**



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



Dear Teacher

Provided herewith is a **Learner's Project Workbook** and a set of **Teacher's Project Notes for the School- Based Assessment (SBA) Task for Term 3** as per the SBA Plan in Section 4 of the CAPS. These documents were specially created to support you with COVID-19 issues for your subject as per the trimmed Annual Teaching Plan (Section 3) for Term 3.

Most importantly, it is envisaged that this will lessen your workload as we come to grips with the disruptions caused by COVID-19.

The Learner's Workbook and Teacher's Project Notes were created by DBE-E<sup>3</sup>, a unit at the National Department of Basic Education which is rolling out Project-Based Learning (**PBL**) in schools, to better prepare learners for a changing world. Although you may not be part of the DBE-E<sup>3</sup> Programme as yet, these projects were created to:

1. Engage learners in processing the pandemic which is affecting their lives and those of their families;
2. Promote learner self-reliance and independent learning using safety measures; and
3. Encourage social learning in a safe environment.

#### **Where did this all start?**

**E<sup>3</sup>: Entrepreneurship, Employability and Education is currently being rolled out in SA schools.** The DBE-E<sup>3</sup> Unit, in response to the National Development Plan, has been working in public schools since 2018 to advocate the eventual implementation of Activity-Based Learning, with a special **focus on PBL**. E<sup>3</sup> is part of a DBE programme to introduce *Thinking Skills for a Changing World* into the curriculum in its effort to reduce youth unemployment substantially by 2030.

#### **How did this work in 2018 and 2019?**

Initially three provinces in 2018, and then all nine provinces in 2019, implemented PBL in Term 3, the term in which the SBA is an actual project. This meant that the projects, written by teachers for teachers were available to select schools by the provinces as part of a pilot research project. In this initial phase schools on the programme were provided with projects for Life Skills Grade 4-6, EMS Grade 7-9 and Life Orientation Grade 10 to 11.

*The Learner's Workbook and Teacher's Project Notes are provided as a critical resource for you during COVID-19, and the beginning of activity-based learning and PBL as a teaching method the DBE- E<sup>3</sup> is consciously promoting.*

**We truly respect your anxiety during this time, and acknowledge your commitment.  
We appreciate all your hard work.**



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**TEACHER'S PROJECT NOTES**

**GRADE 10 Life Orientation**

**E<sup>3</sup> PROJECT FOR TRIMMED ATP**

**A positive response to COVID-19**



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TEACHER AGENCY AWARD ENTRY FORM	

# RECOGNISING SOLUTION-SEEKING TEACHERS ENTER THE TEACHER AGENCY AWARD

*If it's going to be, it's up to me*



## CALLING ALL TEACHERS!

**Think you lead the way in  
creating solutions to problems?**

**Enter this award and be rewarded  
and recognised for your unique  
problem-solving abilities.**



## SO WHY?

To reward you for being awesome! You have shown that you care, that you have found a solution to a problem that helps others and that you have just gone ahead and made it happen.

We want to acknowledge and reward you and tell the world you are our hero! We want to reward you if you can show us that you are self-motivated, self-directed and want to grow - and if you are driven by purpose and the desire to help others.

## WHO ME?

Yes you! Any teacher or school official who is doing something for the greater good.

## WHAT WILL I WIN?

T&Cs: We will be awarding exciting, significant prizes of up to R5000 per prize winner. These will go to worthy recipients from each province whose solutions meet the criteria on the entry form. These will be judged by E<sup>3</sup>. Awards will be announced in the first week of every month. If no worthy entry is received that merits a prize, E<sup>3</sup> reserves the right not to award a prize for that month.

The last winners will be announced in the first week of October 2020 when this opportunity closes. Keep an eye on the E<sup>3</sup> website to see if you have won and to celebrate the other winners and admire their solutions.

## WHEN MUST I HAND IT IN?

NOW! You can apply anytime whenever. This is an ongoing opportunity that has no deadline. How cool is that?

## WAIT WHAT?!

So here's what you need to show us - you need to be able to tell us that you:

- 1 Had the courage to just get going
- 2 Had belief in yourself to just do it
- 3 Activated a range of competencies that make you THE person that this new crazy world needs to fix it and solve its problems, competencies such as:
  - 3.1 A great character who is self-motivated to be a SA citizen who cares, who is curious about fixing things and who has the energy, enthusiasm and resilience to carry on.
  - 3.2 The ability to think and be creative, figure things out, find the information you need and make sense of it.
  - 3.3 How you made connections, how you collaborated and communicated with others as you stood in their moccasins to solve problems.



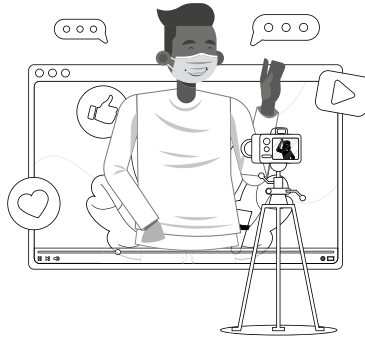
## SO HOW MUST I APPLY?

It's really simple - just fill in the form at the back of this book and submit it to us.

Or submit the form on the E<sup>3</sup> website:

**[www.e3-dbe.org](http://www.e3-dbe.org)**  
**[www.ecubed-dbe.org](http://www.ecubed-dbe.org)**

**Send your  
pictures and  
videos!**



**Please send us  
pics/videos for our  
Facebook/Website**

Dear learner

We are so excited to see your project and we would like you to share it with us so that we can profile it on our website and possibly on Facebook or Instagram. To do that, please follow these instructions very carefully.

## **HOW TO PUT TOGETHER YOUR INFORMATION:**



### **Tell us about your project:**

1. Product or service you created:
2. Name of learner:
3. School:
4. Grade:
5. Describe your project. (50 – 100 words)
6. Describe the biggest challenge you had doing this project. (50 – 100 words)
7. Describe what you would do better next time. (50 – 100 words)



### **Choose the right photographs to tell the story of your project**

1. Choose three photographs that tell the story and progress of your project.
2. Make sure that no-one's face is clearly visible unless they are wearing masks.
3. Make sure the picture is in focus and clear.



### **How to send your submission:**

1. All submissions must be in a word document and the pictures must be in the document.
2. You can send it to us on email.
3. You can email it yourself, or you can ask your parent/caregiver or teacher to do this for you. You must use this subject line on the email: *Learner Project Grade 10 LO*.



Email

info@ecubed-dbe.org

If needed, we might ask you to make some changes to your submission in order to make it ready for uploading onto our website.

## RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET

Did your entrepreneurial mindset grow whilst managing this project?				Personal rating (1=Poor, 4=Excellent)	
				Pre-project	Post-project
COMPETENCIES	Character	Citizenship	I am very committed and involved in various activities in my community and people regard me as someone to follow in my circle of influence.		
		Curiosity	I am very curious about everything around me and all my senses are alerted to possibilities which I always put into practice.		
		Resilience	When I face challenges I am always excited about the possibilities and I always get up after I have been unsuccessful. I am always enthusiastic about what I have learned in the process.		
	Thinking	Creativity	I always use my imagination to come up with original ideas and/or I am always creating new things.		
		Critical thinking	I always form judgements based on my ability to analyse and evaluate objectively.		
		Reasoning	I always think about things in a logical and sensible way and I always come up with conclusions easily.		
	Collaboration	Collaboration	I always produce good work / things by working well with people (individuals or a team).		
		Communication	I am always successful in conveying or sharing ideas or feelings.		
		Empathy	I have a highly developed ability to understand and share the feelings of others.		
E-MINDSET	Agency	Growth mindset	I am always open to new information and am always willing to change my beliefs, assumptions and actions as a result.		
		Motivation	I always do what needs to be done without needing to be influenced by other people or situations. I always find a reason or the strength to complete a task, even when it is challenging, without giving up or needing anyone else to encourage me.		
		Internal locus of control	I always have control of my life and my work is always my own and it is because of this that I experience success often. I never blame others or circumstances for my lack of success.		
		Regulation of emotion	I always respond to the demands of a situation with emotions that are socially tolerable and sufficiently flexible to allow spontaneous or delayed reactions – whichever are appropriate.		
	Self-efficacy	Tasting success	I have always done things successfully enough to give me “the taste of success” that makes me motivated to want more and to believe that I can get it.		
		Socially relatable role model	I have always been fortunate to have been exposed to excellent role models that I can relate to and who make me motivated to want to be like them.		
		Positive support	I have always been fortunate to have had someone who has been a positive support to me and who has encouraged me and seen me as a person.		
	Solution-seeking	Resourceful	I always find quick and clever ways to overcome difficulties and find solutions.		
		Problem solving	I always find solutions to difficult or complex problems.		



# PART 1 – SETTING THE SCENE

## 1. THE TRIMMED PROJECTS - E<sup>3</sup> RESPONSE TO COVID-19 (CORONAVIRUS)

DBE and E<sup>3</sup> are collaborating to create projects for the new trimmed curriculum. In the past, lead teachers would gather and projects would be created during a writer's workshop. A similar process is being followed now, but remotely.

In Grade 10 we shall be working on one larger project. Learners will plan a Career Expo and create a poster on a chosen career that has been highlighted due to the current coronavirus pandemic.

### Time frame for project completion

The assessment for Term 3 is a project. As a teacher, you will know your learners and their context best, so adjust the project as necessary. This is why we have included an MS Word version so you can edit or translate if you'd like to.

Please note that learners will be working on their own for the most part of the project. Your role is to support the learner wherever it is possible. Create a Question-wall and remember to promote the *Wh-wall* because there will be unrelated questions to the project, personal issues, traumatic events, etc.

Use this opportunity to press learners to do as much research and investigating as is possible – if we plan this well we shall succeed. This is an excellent chance to develop learner agency and self-reliance.

### Ideas for planning:

1. Write a letter to the caregivers, parents, family and siblings (an exemplar letter is part of this pack for your use) explaining the need for their support.
2. Break up the projects into small deadlines that you will check regularly.
3. Help learners manage some social learning. (See social learning on the next page.)
4. **PLEASE NOTE: Part 1 and Part 2 of this booklet must be printed and are the minimum project resources you as teacher will need.** However, the rest of the booklet contains valuable tools for personal development, as well as very good sources in support of the project. You don't have to look anywhere else.
5. **PLEASE NOTE:** Don't forget to enter the Teacher's Agency Awards - see page 6.
6. This programme is accompanied by podcasts, audio recordings and videos.
7. Encourage learners to document the process of their projects (see learner submission instructions in the learner's workbook) for the E<sup>3</sup> website which will provide a space for showcasing learner excellence.  
Email: [info@ecubed-dbe.org](mailto:info@ecubed-dbe.org)

## 2. SOCIAL LEARNING DURING COVID-19

Individual learners will be "scientists" and go through a process (including elements of design thinking, problem-based learning, etc.) which will guide them to solve a problem. Learners will not have groups to work with, but the social learning can be facilitated by:

- 2.1 Notes/WhatsApp/face-to-face questions to teachers (give them a contact number or place a box for queries at the door of your classroom).
- 2.2 A *WH-wall* for *Who? Why? What?* (and also *How?*) questions that are posted on the wall. Learners write their open-ended question in large letters on pages that can be stuck on the wall, anonymously if learners wish.

You could review all the questions once a week (after they have been on the wall for at least 48 hours) and answer the important questions. The questions need not be about the project – it is a great opportunity to allay general fears about the “new normal” of living and going to school during the pandemic and also to encourage questioning techniques.

- 2.3 Have learners appoint a buddy-guard (a safe critical friend whom s/he has identified before the project has started. The pair will agree that they give each other support and feedback at school with social distancing and via text and WhatsApp messages).



- 2.4 The family care-givers will also have a letter sent to them to explain their role.



### 3. GENERIC PROJECT OUTLINE FOR ALL PROJECTS



#### STEP 1: Planning

1. Learners brainstorm the problem that needs to be solved on their own, or with their buddy-guard, teacher or family. The brainstorm could also be a class activity done by the entire class.
2. Learners list questions that will help them think of the BIG question that will guide them in solving the problem.
3. They write down the topic of their research – the BIG question.



#### STEP 2: Research/Finding out

1. They note down five sources of information from the following that they are planning to use to gather information:
  - People they could interview
  - Articles they could read
  - Websites they could go onto
2. They identify someone who might help them if they need information whilst stuck at home.



#### STEP 3: Making and showing evidence

1. What equipment will be needed to create the project item?
2. Where will information on how to make the item be found?
3. How many times did they try before they got it right?



#### **STEP 4: Getting feedback and changing if you need to**

1. Learners get feedback from their buddy-guard, parents or caregivers or teacher.
2. They use information they have gathered to improve their product.
3. They note what they changed, when they made changes and why.



#### **STEP 5: Finishing off the project**

Using all the feedback and what was learned after trying to improve their product, learners finish off their project item and the writing that goes with it.



#### **STEP 6: Showing off your project**

1. They show off their project to as many people as it is safe to show it to.
2. People who view the projects (even those at home) write down their feedback or leave notes or send voice notes. Learners ensure that their WhatsApp number is on the project item and notes.
3. The final item is taken to school and the teacher and learners arrange that the projects are shown to the rest of the school.



#### **STEP 7: Thinking about it afterwards (Academic and Personal Reflection)**

##### **Academic Reflection:**

1. The problem
2. The solution
3. Steps I went through to reach the solution
4. My challenges
5. Rating my final product

##### **Personal Reflection:**

1. What did I love about working on this project?
2. What made this project hard for me?
3. What did I learn by working on this project? About myself? About COVID-19?
4. What would I do differently if I did a project like this again?

## 4. TEACHER'S RESOURCES

See the Resource Pack in Part 3 of these notes to help you manage the project and to help you save time. Included you will find:

### Practical Assistance, e.g.:

#### 1. PROJECT RESOURCES

A letter to the parents and caregivers.

*The difference between Primary and Secondary Resources; How to formulate the big question, etc.*

#### 2. TEACHER DEVELOPMENT NOTES, e.g.:

Project-based Learning is a new pedagogy for teachers. We've included the E<sup>3</sup> model and a variety of interesting articles to develop your PBL skills.

*The Project-based Learning (PBL) Cycle and your role as a Project Manager; The journey to Project-based Learning which starts with Enquiry-based Learning and Problem-based Learning, etc.*

### Resources in the Learner's Workbook

The Learner's Project Workbook is enriched with many resources to help the learner complete the project independently. We are aware that learners will not have access to primary and secondary sources, so we've tried to address this obstacle.

#### PLEASE NOTE:

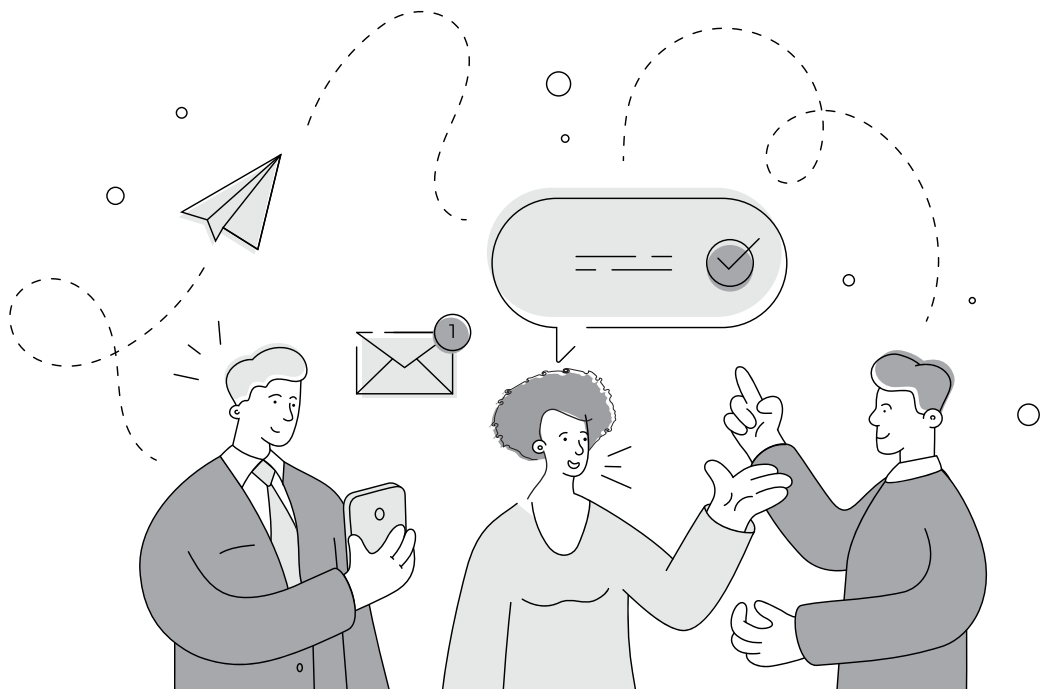
- After introducing the CAPS topic in class, learners are orientated towards the project and then left to deal with the project as an individual learner with access to all their resources.
- The number of weeks allocated to a topic in the CAPS does not mean that the length of the project is limited. Remember: the project is a tool to allow deeper investigation into a serious problem that impacts learners.
- We recommend that a learner be given 3 to 4 weeks to complete a project.

And now, for a summary of the Grade 10 project.

## PART 2 – THE PROJECTS

### 5. PROJECT SUMMARY AND CAPS ALIGNMENT

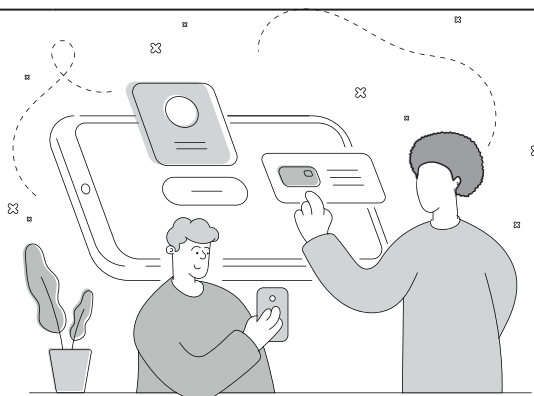
PROJECT Part 1: Who am I? My Personal Journal	
Alignment CAPS (trimmed ATP)	Description of Project
<p><b>Week: 1-4 Development of Self in Society</b></p> <p><b>Life roles: nature and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Life roles as child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader and follower</li> <li>• Evolving nature of roles and responsibilities inherent in each role; how roles change and affect relationships</li> <li>• Evolving nature of life-roles as a result of COVID-19</li> </ul> <p><b>Handling each role effectively</b></p> <ul style="list-style-type: none"> <li>• Changes towards adulthood</li> <li>• Changes associated with development towards adulthood</li> <li>• Evolving nature of life roles and the demands it puts on children, family members, adults, elderly, etc. as a result of COVID-19</li> </ul> <p><b>Development of Self in Society</b></p> <ul style="list-style-type: none"> <li>• Emotional changes: maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs, values and sexual interest</li> <li>• Social changes: relationship with family, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce and increased responsibilities</li> <li>• Coping with change: importance of communication and making friends</li> <li>• The effects of COVID-19 on established norms of family life</li> </ul>	<p>Learners complete 8 short entries in a journal.</p> <p>This means thinking deeply about the coronavirus and how it has affected them and their families, both in a good and a bad way.</p> <p>Has the pandemic made them think differently about the future?</p>



## PROJECT Part 2: Career Gallery:

**Creating a poster/video/PowerPoint presentation on possible career paths post COVID-19.**

**Where am I going? How will I get there?**



Alignment CAPS (trimmed ATP)	Description of Project
<p><b>Week: 5-8</b></p> <p><b>Diversity in jobs: Economic sectors: primary (raw materials), secondary (finished products or goods) and tertiary (infrastructure and providing services)</b></p> <ul style="list-style-type: none"><li>• Work settings: workplace environment and conditions; indoors and outdoors (laboratory, mine)</li><li>• Activities involved in each job: designing, assembling and growing.</li><li>• Management and preparation of the workplace to minimize the spread of COVID-19 to employees/ employers</li><li>• Safety issues at the workplace The importance of observing the following: Fumigation, testing and monitoring</li><li>• Provision of information on safety procedures</li><li>• Constant monitoring for adherence</li><li>• The use of Personal Protective Equipments (PPEs)</li></ul> <p><b>Skills and competencies: information gathering or analysis and instruction</b></p> <ul style="list-style-type: none"><li>• Various facets of self and integration into the world of work</li><li>• Opportunities within different career fields including work in recreation, fitness and sport industries</li><li>• Alignment of personal facets to the new job opportunities that COVID-19 makes available</li><li>• Matching personal facets to the new jobs that COVID-19 has made available including those that were not known or common</li></ul> <p><b>Research skills, salary package, promotion, and further study prospects</b></p> <ul style="list-style-type: none"><li>• The need for new jobs arising from the advent of COVID-19</li></ul> <p><b>Changing nature of jobs:</b></p> <ul style="list-style-type: none"><li>• New jobs</li><li>• Redefinition of old jobs</li><li>• Changing nature of the workplace, etc.</li></ul> <p><b>Time management</b></p> <ul style="list-style-type: none"><li>• Effective use of time to Identify personal abilities and skills required for post COVID-19 challenges</li></ul>	<p><b>Project 2:</b></p> <p>Learners research, design and create a poster, PowerPoint presentation or video on careers that have been highlighted during the COVID-19 pandemic and the impact that COVID-19 has had on the choice of careers or a new job that may not have been showcased prior to the advent of COVID-19.</p> <p>The aim of the project is to involve every learner in class in the creation (researching, writing and illustrating) of an A3 or A2 poster on: COVID-19 careers and what the job market will look like post-COVID -19.</p> <p>If COVID-19 regulations allow at the time, the posters can be displayed at an open day. The school can invite parents, the whole school community and members from media houses to be part of this event.</p> <p>Alternatively the grade 10 project can be on display for enjoyment by the rest of the school, keeping to the regulations.</p> <p>Do not exclude some kind of public display, if possible. This motivates learners to give of their best work.</p> <p>Finally, they present their findings at a public event (they might want to introduce their research to younger grades in school) if and should COVID-19 regulations allow.</p> <p>Alternatively, the display can be digital</p>


## 6. THE PROJECT IN MORE DETAIL

The following step-by-step unpacking of the project explains the tasks and your role in managing the project. Items marked with (\*) can be found in PART 3 of this booklet or in the resource pack at the back of the Learner's Workbook.

### **NOTE: Please track Competencies**

The column on the far right is for you to mark/underline which **competencies** you think you touched on, or were developed, in each step or task. E.g. Citizenship. **You also take stock of your competencies in the pre-project rubric on page 8.**

### 6.1 PROJECT: Creating a poster/video/PowerPoint presentation on possible career paths post COVID-19.

 <b>STEP 1 - Planning</b>			
TASK	Teacher's Role	Resources	Competencies
<p><b>Part 1: Baseline – My personal journal: Who am I?</b></p> <p>Learners start with a baseline assessment of their feelings and ideas by completing Activities 1 to 4 in the Learner's Workbook. This is an ongoing process during the project.</p> <p><b>The Career Gallery:</b></p> <p>Learners watch the video or read the video transcription about careers in the 21st century and are asked to re-assess the career space post COVID-19.</p> <p>They are introduced to the outcome of the project: A Career Gallery where they will display one of the following items to share their research on careers: an academic poster, a power point presentation or a short video.</p> <p>Learners play the Perfect Entrepreneur game – many never consider starting an enterprise as a career.</p> <p>Learners are introduced to journaling, do a WITS analysis on themselves and reflect on how COVID-19 has changed their environments and their futures.</p>	<p><b>Baseline – My personal journal: Who am I?</b></p> <ol style="list-style-type: none"> <li>Before the actual project starts, learners start taking stock of their feelings and ideas in the form of a mindmap in which they analyse how the coronavirus has affected their lives (Activity 1).</li> <li>Introduce learners to the process and idea of journaling. Ask them to start with their first entries. Explain that there is no right or wrong way to go about it, since it is a very personal way to reflect on your days, happenings and thoughts about it. It should be an ongoing process during the project (Activity 2).</li> <li>Learners now take stock of who they are now and analyse how they have changed especially in terms of their roles and responsibilities. (Activity 3)</li> <li>In Activity 4.1 – 4.4 ideas on how to armour themselves emotionally, socially and in terms of values against the onslaught of COVID-19 are explored.</li> </ol> <p><b>The Career Gallery:</b></p> <ol style="list-style-type: none"> <li>Tell learners about the project and the outcomes expected from them and guide them in creating questions to direct their career research.</li> <li>Explain the Perfect Entrepreneur game and keep time while learners play with their buddy-guards.</li> <li>Explain the reason or meaning of a WITS analysis and guide learners to complete it.</li> <li>They read the article in their Library and reflect.</li> </ol>	<p>Video on careers URL: <a href="https://youtu.be/PZiTyw34IZQ">https://youtu.be/PZiTyw34IZQ</a></p> <p>Screen to view video on</p> <p>* Memo: The Perfect Entrepreneur game</p> <p>* What is a journal?</p> <p>Textbook Learner's Workbook</p> <p>* Articles on careers post COVID-19</p>	<p><b>Character</b></p> <p>Citizenship Curiosity Resilience Mindset</p> <p><b>Connection</b></p> <p>Collaboration Communication Empathy</p> <p><b>Thinking</b></p> <p>Creativity Critical thinking Reasoning</p>





## STEP 2 - Research/ Finding out

TASK	Teacher's Role	Resources	Competencies
<p>Identify career or entrepreneurial opportunities created by the COVID-19 Pandemic.</p> <p>Learners each choose a career they will research.</p> <p>Learners design a poster, PowerPoint or video with all the information research about this specific career.</p> <p>Remind learners about keeping their journals updated.</p>	<ol style="list-style-type: none"> <li>1. Guide learners in doing research on their chosen careers in class or at home..</li> <li>2. Explain sources and referencing, and show them the video. There is a transcript of the video in the Learner's Library if video viewing is not possible.</li> <li>3. Guide them to the careers section of the Library. They then complete questions 1 to 3.</li> <li>4. Learners start planning the outline of a poster, PowerPoint or video containing all the researched information.</li> <li>5. Remind learners about the importance of planning so that all important information is included in their final product.</li> <li>6. Remind learners to update their journals regularly.</li> </ol>	<p>Pens</p> <p>Markers</p> <p>A4 Paper</p> <p>A3 or A2 Paper (for final posters)</p> <p>Researched information</p> <p>Textbook</p> <p>Learner's Workbook</p> <p>* Article on careers post COVID-19</p> <p>* How to create a research poster</p> <p>* List of Future and COVID-19 Careers</p>	<p><b>Character</b></p> <p>Citizenship</p> <p>Curiosity</p> <p>Resilience</p> <p>Mindset</p> <p><b>Connection</b></p> <p>Collaboration</p> <p>Communication</p> <p>Empathy</p> <p><b>Thinking</b></p> <p>Creativity</p> <p>Critical thinking</p> <p>Reasoning</p>



## STEP 3 Making and showing the evidence

TASK	Teacher's Role	Resources	Competencies
<p>Plan and start creating a colourful, effective poster, PowerPoint presentation or video with important information on the chosen career path post COVID-19.</p>	<ol style="list-style-type: none"> <li>1. Learners gather all their research.</li> <li>2. Give them time to start planning their posters/power point presentations or videos.</li> <li>3. Learners now independently work on putting their poster, PowerPoint or videos together (rough drafts for feedback).</li> <li>4. Remind them to also add positive outcomes of the COVID-19 pandemic in the form of career and entrepreneurial opportunities.</li> <li>5. Learners finish their rough drafts for feedback.</li> <li>6. Remind learners to update their journals.</li> </ol>	<p>* How to create a research poster</p> <p>* Career day poster, PowerPoint or video project. (Google search).</p> <p>A4 paper (white and coloured)</p> <p>A3 or A2 poster paper</p> <p>Glue stick</p> <p>Scissors</p> <p>Cello tape</p> <p>Coloured pens for poster design and creation.</p> <p>Cellphone for video</p> <p>Computer for PowerPoint</p>	<p><b>Character</b></p> <p>Citizenship</p> <p>Curiosity</p> <p>Resilience</p> <p>Mindset</p> <p><b>Connection</b></p> <p>Collaboration</p> <p>Communication</p> <p>Empathy</p> <p><b>Thinking</b></p> <p>Creativity</p> <p>Critical thinking</p> <p>Reasoning</p>





## STEP 4 - Getting feedback and changing if you need to

TASK	Teacher's Role	Resources	Competencies
<p>Learners show their poster, PowerPoint or video to class mates, family, buddy-guard, teacher and other people (via safe channels like WhatsApp and social distancing, etc.)</p> <p>Learners collect feedback from all sources.</p> <p>Learners implement changes suggested by feedback.</p>	<ol style="list-style-type: none"> <li>1. Ask learners to show their poster/power point presentations or videos to family members and members of society for feedback.</li> <li>2. Ask learners to implement the changes suggested by feedback.</li> <li>3. Explain why feedback is important. Learners have to realise that it will never be perfect the first time. They must learn to keep on improving and pushing the standard.</li> <li>4. Learners complete Step 4 in Learner's Workbook and get as much feedback as possible on their ideas. They can now consider making changes.</li> <li>5. Remind learners to update their journals.</li> </ol>	<p>Learner's Poster designs, PowerPoint presentation or video</p> <p>Learner's Workbook</p>	<p><b>Character</b></p> <p>Citizenship</p> <p>Curiosity</p> <p>Resilience</p> <p>Mindset</p> <p><b>Connection</b></p> <p>Collaboration</p> <p>Communication</p> <p>Empathy</p> <p><b>Thinking</b></p> <p>Creativity</p> <p>Critical thinking</p> <p>Reasoning</p>



## STEP 5 - Finishing off your project

TASK	Teacher's Role	Resources	Competencies
<p>Learners work at home or in class, finishing off their posters, PowerPoint or video with changes they are considering after the feedback.</p> <p>Brainstorm ideas on the safety for the final showing of their posters, PowerPoint or video at the Career Expo – to the rest of the community or the rest of the school if it is still unsafe.</p> <p>Online display is an option.</p> <p>Talk about safety measures for public display according to COVID-19 regulations.</p>	<ol style="list-style-type: none"> <li>1. Guide learners through the process of change and adaptation of their posters/power point presentations or videos and the reason for these changes. Explain importance of iteration and reviewing projects as part of the improvement of the final quality.</li> <li>2. Give them time to complete or redesign their posters, PowerPoints or videos in class and at home.</li> <li>3. Brainstorm ideas with learners for the public display of their posters, PowerPoints or videos. (In class? In the school hall? Online? Safety measures?)</li> <li>4. Learners prepare posters for display. Remember that they should be one-sided. They help with the set-up for the public display.</li> <li>5. Remind learners to update their journals.</li> </ol>	<p>Learner's Workbook</p> <p>Learners' posters, PowerPoint presentations or videos</p>	<p><b>Character</b></p> <p>Citizenship</p> <p>Curiosity</p> <p>Resilience</p> <p>Mindset</p> <p><b>Connection</b></p> <p>Collaboration</p> <p>Communication</p> <p>Empathy</p> <p><b>Thinking</b></p> <p>Creativity</p> <p>Critical thinking</p> <p>Reasoning</p>



## STEP 6 - Showing off your project

TASK	Teacher's Role	Resources	Competencies
Learners present their posters to other classes/ rest of the school/parents or members of the community according to plan (and with safety measures in mind)	<ol style="list-style-type: none"> <li>1. Learners create a visitors' form (and analyse feedback after the event).</li> <li>2. Help learners to set up their display. They create a to-do list and script the wording for a Facebook or WhatsApp message to publicise the event.</li> <li>3. Appoint a COVID-19 officer or two from class. They should see to it that all COVID-19 regulations are followed during any public event.</li> <li>4. Use rubric to assess the project.</li> <li>5. Learners should have their workbook with them to complete the rest of the activities in Step 6.</li> <li>6. Remind learners to update their journals.</li> </ol>	<p>Public area for presentation; Sanitiser, masks, gloves or other safety measures; * Rubric</p> <p>Learner's Workbook Extended learning opportunity: Display posters online on school's website, Facebook or a specially created blog.</p>	<p><b>Character</b> Citizenship Curiosity Resilience Mindset</p> <p><b>Connection</b> Collaboration Communication Empathy</p> <p><b>Thinking</b> Creativity Critical thinking Reasoning</p>



## STEP 7 - Thinking about it afterwards

TASK	Teacher's Role	Resources	Competencies
Reflection on success or failure of the project and lessons learned by completing Activity 13	<ol style="list-style-type: none"> <li>1. Please don't skip this step.</li> <li>2. Give learners time in class to reflect on the success of their project (academically and personally).</li> <li>3. Remind learners to update their journal during the reflection process.</li> <li>4. Do the teacher's reflection rubric at the beginning of the book (the post-project rubric on page 8).</li> </ol>	<p>* Teacher's Reflection rubric Learner's Workbook</p>	<p><b>Character</b> Citizenship Curiosity Resilience Mindset</p> <p><b>Connection</b> Collaboration Communication Empathy</p> <p><b>Thinking</b> Creativity Critical thinking Reasoning</p>

## 6.2 RUBRICS

### Project Part 1: Journal activities and entries showing development of self – from child to adult

Criteria	Level Descriptors						Total Mark	Mark obtained
	0	1-2	3-4	5-6	7-8	9-10		
1. Initial mind-map showing aspects of life affected by Coronavirus	No engagement with mind-map/ no attempt to understand the task	Limited engagement with mind-map. Very little reflection and thinking displayed. 2 issues analysed	Limited engagement but an attempt to analyse at least 4 of the issues related to the effect of the Coronavirus on self.	Adequate engagement with mind-map – 5 or 6 issues analysed. Evidence of a growing understanding of growth towards adulthood and accompanying responsibility.	Proficient responses. 7 or 8 issues analysed with good insight and evidence of growing responsibility and maturity.	Excellent completion of mind-map. All issues and some additional issues analysed. Shows maturity and an acceptance of changing role and additional responsibility	10	
2. Eight Journal entries to collect ideas, experiences and feelings	No engagement with journal /no attempt to understand the task or share ideas, experiences and feelings	1-2 journal entries completed, but clearly no deep understanding of the reasoning behind each	3-4 journal entries completed, but no evidence of deep reflection and awareness of changing role and responsibilities	Adequate engagement with journal – 5 or 6 entries. Evidence of a growing understanding of growth towards adulthood and accompanying responsibility	Proficient journal entries. 7 or 8 entries completed showing evidence of self-analysis with good insight and evidence of growth and maturity.	Excellent completion of all 8 and more journal entries. Shows maturity and an acceptance of changing role and additional responsibility.	10	
3. Self-analysis worksheet	No attempt to reflect on growth during COVID-19	Some evidence of analysis of situation and effect on self-development, but very limited.	Some engagement in worksheet. Shows an attempt to reflect and respond realistically	Adequate responses to worksheet questions. A fair attempt to reflect honestly and with some maturity.	Proficient and mature response to worksheet questions. A good attempt to analyse self realistically. Good insights.	Excellent. Completion of all questions and honest analysis show deep insight and maturity as well as accepting responsibility.	5	
<b>TOTAL</b>							<b>25</b>	

## Project Part 2: Research into career provides an understanding of various elements to create a deep understanding of careers and the world of work

Criteria	Level Descriptors					Total Mark	Mark obtained
	0	1-2	3-4	5-6	7-8	9-10	
1. Research component: Skills and competencies in gathering and analysing information	No information gathered or analysed. No evidence of skills displayed.	Minimal evidence of information gathered or analysed. Minimal evidence research skills displayed. 2 issues analysed.	Some information gathered and analysed. Some evidence of research skills displayed.	Adequate amount of information gathered and analysed. A fair display of skills in research.	Solid and well-analysed information. A good attempt to gather the required information from various sources.	Excellent and proficient research skills in evidence. Shows mature and deep understanding of processing information. Rigorous researcher.	10
2. Research-based understanding of the world of work: 3 sectors, how chosen career fits into sector	No evidence of understanding of the 3 sectors and how chosen career fits into the sector.	Minimal understanding of the 3 sectors and how chosen career fits into the sector. Confuses sector and job fit.	Some evidence of understanding of the 3 sectors and how chosen career fits into the sector.	Adequate evidence of understanding of the 3 sectors but unsure of how chosen career fits into the sector.	Solid understanding of the 3 sectors and how chosen career fits into the sector.	Excellent and proficient research skills evident – excellent grasp of the three sectors and how chosen career fits in.	10
3. Research-based information of the chosen career: work setting, activities in career, salary median, promotion and further study and other opportunities; Safety issues in the chosen career (6 items)	No items of required information gathering in evidence. No attempt made.	Minimal effort made to research required information items. 1-2 items of information gathered.	Some information gathering – 2-3 items in evidence.	Adequate evidence that the required information was sought. 3-4 items in evidence.	Good information gathering – 4 to 5 items of information in evidence.	Excellent information gathering – all 6 items and more enriched the research.	10

4. Use of appropriate media and skills to communicate the research data (Choice of poster/ power point presentation/ video)	0	1-2	3-4	5-6	7-8	9-10	10	
	No medium to communicate research data handed in.	Poster/power point presentation/video handed in but little evidence of care in presentation or of the packaging of the data for the chosen medium	Some attempt to use design features and layout and editing to present data. Some attempt shown.	A fair understanding of the medium is displayed in the fairly good attempt to organise information in an appealing and neatly structured manner	A solid and appealing presentation of data showing pride, good planning and a good synthesis of the information gathered	Excellent and highly proficient presentation: well-organised, appealing and showing evidence of a deep understanding of the information		
5. Insight into how management can minimise spread of coronavirus	0	1	2	3	4	5	5	
	No response to how management can minimise spread of coronavirus	Little insight into how management can minimise spread of coronavirus	Some attempt to analyse how management can minimise spread of coronavirus	Adequate insight into how management can minimise spread of coronavirus	Good insight into how management can minimise spread of coronavirus	Excellent insight and understanding of management's task in minimising the spread of coronavirus		
6. Clear insight into self and how "self" integrates into chosen career	0	1	2	3	4	5	5	
	No attempt to reflect	Little insight into self and how "self" integrates into chosen career	Some attempt to analyse how "self" integrates into chosen career	Adequate insight into self and how "self" integrates into chosen career	Clear insight into self and how "self" integrates into chosen career	Mature insight into self and how "self" integrates into chosen career. Deep understanding of self and career requirements evident.		
7. Understanding of doing business using 4IR communication skills (e.g. face book/WhatsApp promotion of Career Gallery)	0	1	2	3	4	5	5	
	No attempt made to complete this task.	Minimal understanding of doing business using 4IR communication skills (e.g. social media used but ineffectively and not to promote expo/gallery)	Some understanding of doing business using 4IR communication skills (e.g. face book/WhatsApp promotion of Career Gallery)	Adequate understanding of doing business using 4IR communication skills (e.g. face book/WhatsApp promotion of Career Gallery)	Good understanding of doing business using 4IR communication skills – thought went into compiling the message and all information was present.	Excellent grasp of social media for business. Creative and appealing message ticks all / most boxes.		
TOTAL							55	

## **PART 3 – TEACHER’S RESOURCES**

### **PROJECT RESOURCES**

This section offers you all the resources you might need in launching your project, reflecting on your personal development as an active learning facilitator and Project-based Learning Project Manager and practical thinking and other tools to help you in carrying out the project, e.g. step-by-step instructions and information sheets and rubrics.

#### **7.1 LETTER TO THE PARENTS**

You may print the letter on the next page to use.

Date \_\_\_\_\_

***Dear Parents, Siblings and Caregivers***

*The Grade 10 learner in your care will be doing a project or two during the next few weeks.*

*A large part of the project will be done at school, but an important part will be done after school, at home.*

***How can you help?***

- *The project plan is quite structured with dates for each step clearly set out. Check the deadlines and help your child understand the importance of keeping to a schedule.*
- *The project asks learners to share information with the family at home and also to ask for feedback and advice. Please set aside some time to help when needed. Perhaps you can ask one member of the family to be the “Advisor” for the family. Your child will have to note the feedback/advice as part of the project, so this is a serious matter for your child.*
- *The Project Pack has all the information resources your child needs, but you may be asked for advice on how to do something. Your experience as an adult will give your child the support needed.*

*Good luck! Let’s learn from each other and offer our children support, empathy and care.*

\_\_\_\_\_  
*Teacher*

## 7.2 PRIMARY AND SECONDARY RESOURCES

Sources of information are often categorized as primary or secondary depending upon their originality.

### Primary Sources

1. Direct or first-hand evidence about an event, object, person, or work of art
2. Published materials written or produced by someone with first-hand experience of the event.
3. Individual viewpoint of a participant or observer.

Examples of primary sources:

- Interviews, surveys, and fieldwork
- Diaries, personal letters, and correspondence
- Internet communications on email, blogs, and newsgroups
- Photographs, drawings, and posters
- Books, magazine and newspaper articles and ads published at the time
- Public opinion polls
- Speeches
- Original documents (birth certificates, property deeds, trial transcripts)
- Research data, such as census statistics
- Official and unofficial records of organizations and government agencies
- Radio interviews, DVDs, and video recordings
- Government documents (COVID-19 pamphlets, reports, etc.)
- Scientific journal articles reporting experimental research results

### Secondary Sources

1. Describe, discuss, interpret, comment upon, analyse, evaluate, summarize, and process primary sources
2. Written or produced after the fact with the benefit of hindsight
3. Lack the freshness and immediacy of the original material
4. Collect, organize, and repackage primary source information to increase usability and speed of delivery, such as an online encyclopaedia.
5. Can be written or non-written (sound, pictures, movies, etc.).

Examples of secondary sources:

- Bibliographies
- Biographical works
- Reference books, including dictionaries, encyclopaedias, and atlases
- Articles from magazines, journals, and newspapers after the event
- Literature reviews and review articles (e.g., movie reviews, book reviews)
- History books and other popular or scholarly books
- Works of criticism and interpretation
- Commentaries and treatises
- Textbooks
- Indexes and abstracts

<https://sccollege.edu/Library/Pages/primarysources.aspx>

**How to reference this source:** Staff writer, date unknown. *Identifying primary and secondary source*, viewed on 2 June 2020, <<https://sccollege.edu/Library/Pages/primarysources.aspx>>



## 7.3 THE BIG QUESTION IN RESEARCH

Essential questions, or driving questions, are a key element of project-based learning, so we've outlined 14 essential question stems to help you craft **the most engaging PBL essential questions**.

**1. How can \_\_\_\_\_ improve \_\_\_\_\_?**

*How can studying different cultures improve our understanding of our community?*

*How can robotics improve the healthcare industry?*

*How can access to clean water improve communities, especially during coronavirus?*

**2. How can \_\_\_\_\_ be applied to \_\_\_\_\_?**

*How can entrepreneurship skills be applied to subjects like science and geography?*

*How can entrepreneurship skills be applied in our daily lives?*

*How can ethics be applied to solve environmental problems?*

**3. How can \_\_\_\_\_ change \_\_\_\_\_?**

*How can individuals change their communities?*

*How can kindness change bullying?*

*How can the human behaviour change the environment?*

**4. How would you design a new \_\_\_\_\_?**

*How would you design a new school?*

*How would you design a new system to purify water?*

*How would you design a new flag for your community?*

**5. How does \_\_\_\_\_ affect \_\_\_\_\_?**

*How do poor eating habits affect communities around the world?*

*How does bullying affect our community?*

*How does violence affect our daily lives?*

**6. What impact did/does \_\_\_\_\_ have on \_\_\_\_\_?**

*What impact does climate change have on the environment during the 20th century?*

*What impact does the coronavirus have on children's sense of security?*

*What impact does social media have on our understanding of the facts surrounding the coronavirus pandemic?*

**7. What makes a good/effective \_\_\_\_\_?**

*What makes a good library?*

*What makes an effective school?*

*What makes a happy classroom?*

**8. How do/does \_\_\_\_\_ impact my community?**

*How does racism impact my community?*

*How does the food grown in our region impact what people eat?*

*How does bullying and violence impact my community?*

**9. What is the relationship between \_\_\_\_\_ and \_\_\_\_\_?**

*What is the relationship between maths and everyday life?*

*What is the relationship between science and entrepreneurship?*

*What is the relationship between transportation and trade?*

**10. What would \_\_\_\_\_ be without \_\_\_\_\_?**

*What would our school be without classrooms?*

*What would the Earth's climate be like without the atmosphere?*

*What would the world be without art?*

**11. If you were in charge of \_\_\_\_\_, what would you change?**

*If you were in charge of our school, what would you change?*

*If you were in charge of our community, what would you change?*

*If you were in charge of Facebook, what would you change?*

**12. How can you use \_\_\_\_\_ to inspire \_\_\_\_\_?**

*How can you use poetry to inspire change?*

*How can you use storytelling to inspire people take better care of the environment?*

*How can you use science to inspire people to eat healthier food?*

**13. What if \_\_\_\_\_?**

*What if you could go back in time, what would you change?*

*What if South Africa did not have schools?*

*What if the world lost the internet for one year?*

**14. How might your community change if \_\_\_\_\_?**

*How might your community change if it were twice as big?*

*How might your community change if it rained every day for a year?*

*How might your community change if every person were given R1 million?*

Seeing the different ways learners approach an essential question is one of the most rewarding parts of project-based learning, and you'll get to learn a lot about the learners in your class! Engage students through project-based learning by providing them with great PBL essential questions, then watch them dive in and take control of their own learning.

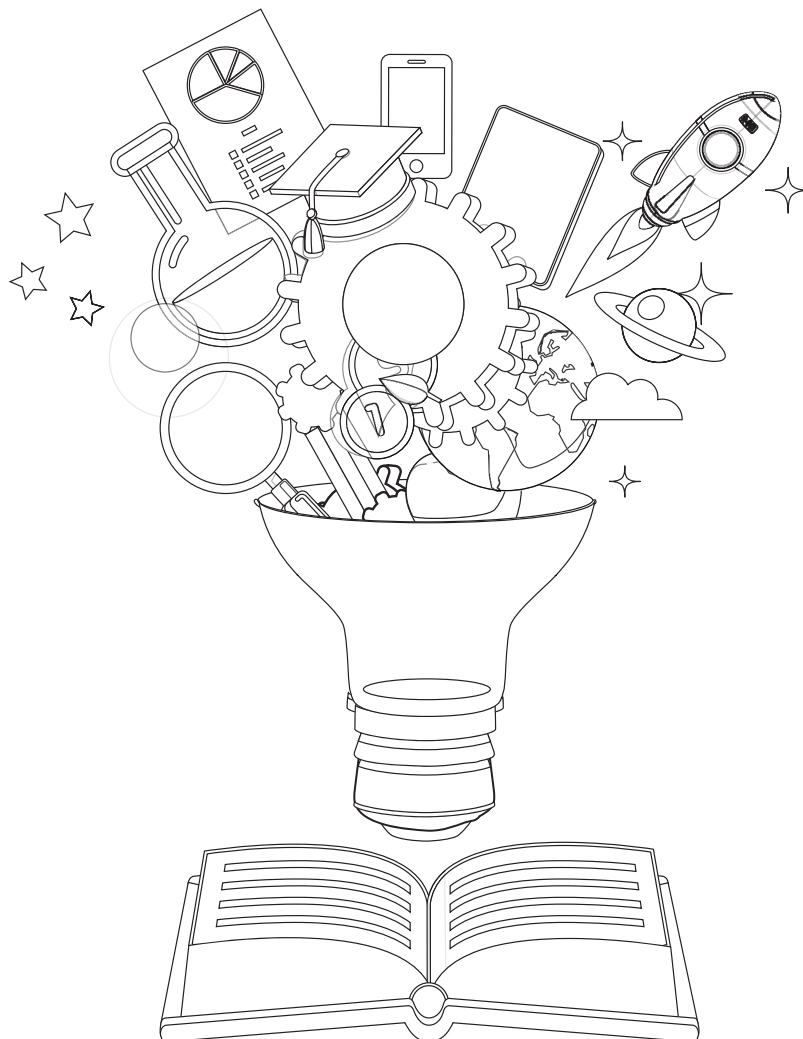
<https://www.penpalschools.com/blog/easy-project-based-learning-question-stems-for-essential-questions>

**How to reference this source:** Staff Writer, 2020. PBL: Easy essential stems for project-based learning, viewed on 2 June 2020, <<https://www.penpalschools.com/blog/easy-project-based-learning-question-stems-for-essential-questions>>

# TEACHER DEVELOPMENT NOTES

## 7.4 TRADITIONAL VS. ACTIVITY-BASED LEARNING

<b>Traditional — teacher centred</b>	<b>Activity-based — learner centred, e.g Project-based Learning</b>
Basic learning	In-depth learning
Bigger class size	Smaller groups within class
Isolated subjects	Integrated/interdisciplinary subjects
Product-oriented	Process-oriented
Learning by repetition	Learning through active involvement
Concepts are facts to memorise	Concepts are questions to be investigated
Quantitative evaluation (numerical testing)	Authentic assessment (competencies, integrated, mindset)



## 7.5 THE PROJECT-BASED LEARNING CYCLE

Below please find the *Key Knowledge, Understanding* and *Success Skills* to help you manage the project.



**Challenging problem or question:** Why is this project critical? What is the problem in society and at school being addressed in this project? Keep talking about how this project will solve a local or global problem.



**Sustained enquiry:** Are learners being “researchers”? Are they doing the research and getting deeper and deeper into the problem or are you doing all the talking? Look at the second circle overleaf to remind you of your role: manage activities and scaffold student learning. Learners must not be allowed to give up – you must “build a culture” of getting to the bottom of the problem and coach them when they lose their way. With time E<sup>3</sup> will be developing thinking tools to ensure that you are equipped with strategies to take the enquiry to a new level.



**Authenticity:** Keep the project real by referring to learners’ own lives – this is about them and their world.



**Student Voice and Choice:** Although learners did not choose this project, make it fun and real, and applicable to their own world, so that they own it. Their voices and opinions are what your deeper goal is – encourage their views and applaud each contribution.



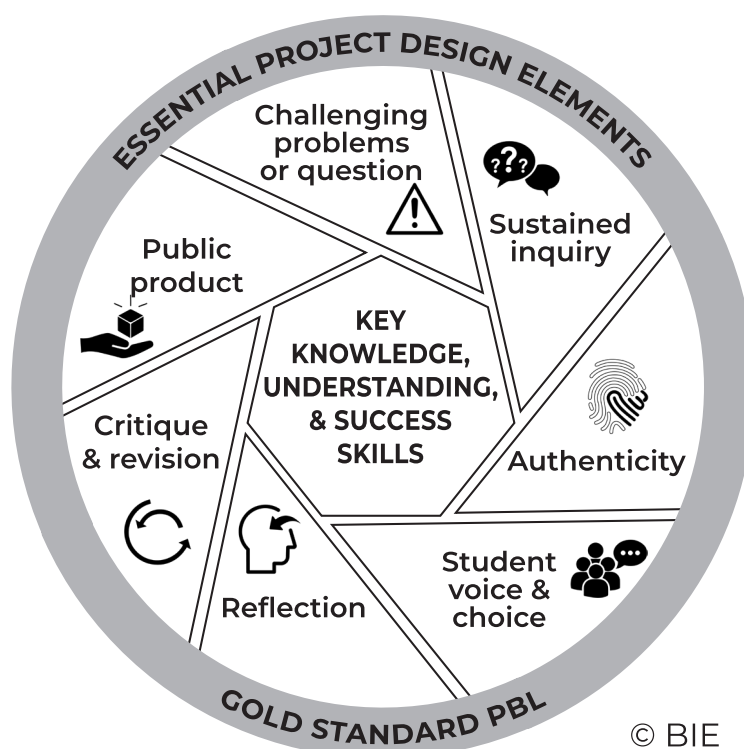
**Reflection:** To truly embed learning, learners should be able to reflect on what they have learned and be able to think of better ways of doing things. The reflection activities in the worksheets are not just for fun. Encourage learners to spend time on them as this will deepen their learning.



**Critique and Revision:** This process is to help learners experiment with their innovation and learn how to improve their work and thinking. As you assess and evaluate their products (not them!) learners will see that there are different ways of solving problems. It is important that learners hone their curiosity and learn how to “stick it out” and keep trying, not giving up when it doesn’t work first time round.



**Public Product:** At the end of the project what does the learner have to show or to brag about? Ensure that there is a Project Culmination Week in which each grade displays their products during a week selected by the management team to ensure that many stakeholders attend.

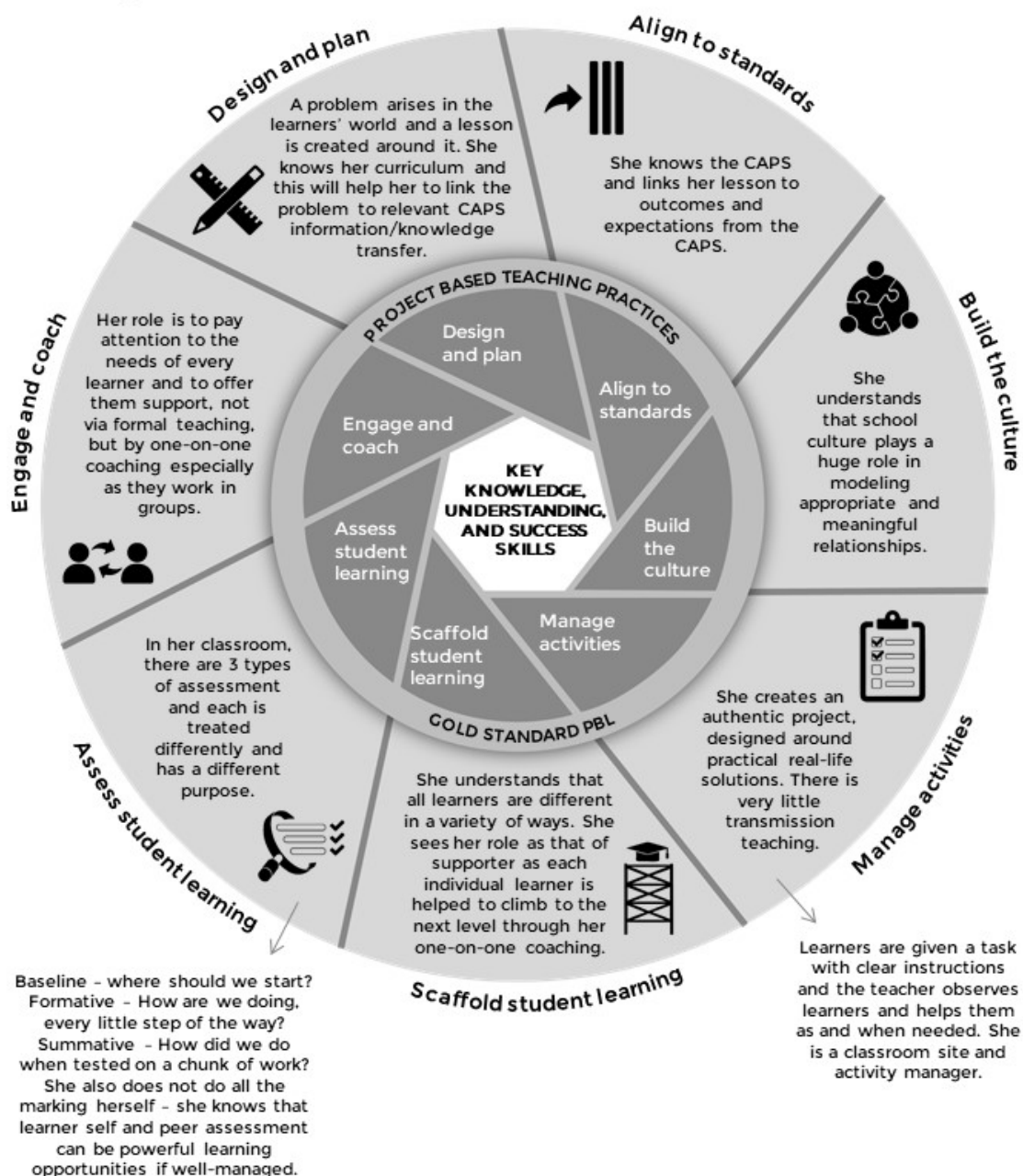


© BIE

# PROJECT-BASED LEARNING: THE TEACHER'S ROLE AS THE PROJECT MANAGER

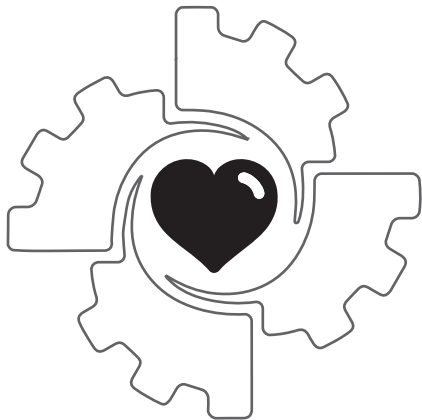
We as teachers need to reassess our roles. The time for good lecturing has passed. The time has come to put learner needs and their problems at the centre of the lesson and to do everything in our power to make school useful for life after school, to help learners know and believe in themselves and to give them space to become problem solvers themselves... and, of course, to have fun.

Learners go to school not to WORK, but to LEARN!



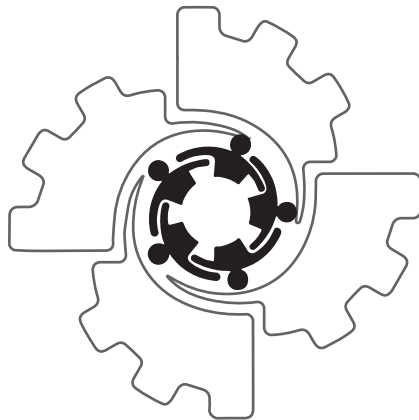
## 7.7 THE E<sup>3</sup> COMPETENCIES WHICH WE ARE TRYING TO ACHIEVE

### THE E<sup>3</sup> COMPETENCIES WITHIN THE CAPS



#### CHARACTER

citizenship  
curiosity  
resilience  
mindset



#### CONNECTION

collaboration  
communication  
empathy



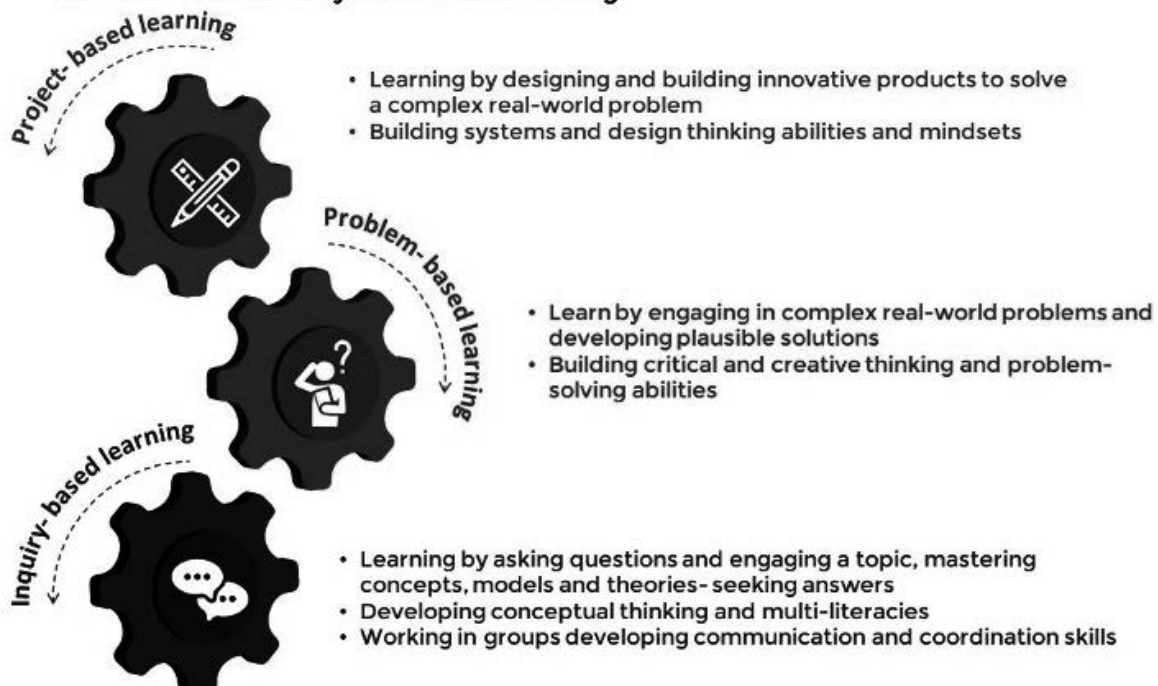
#### THINKING

creativity  
critical thinking  
and reasoning

These appear in the competencies column of your planning. Please highlight each competency that was addressed during the lesson.

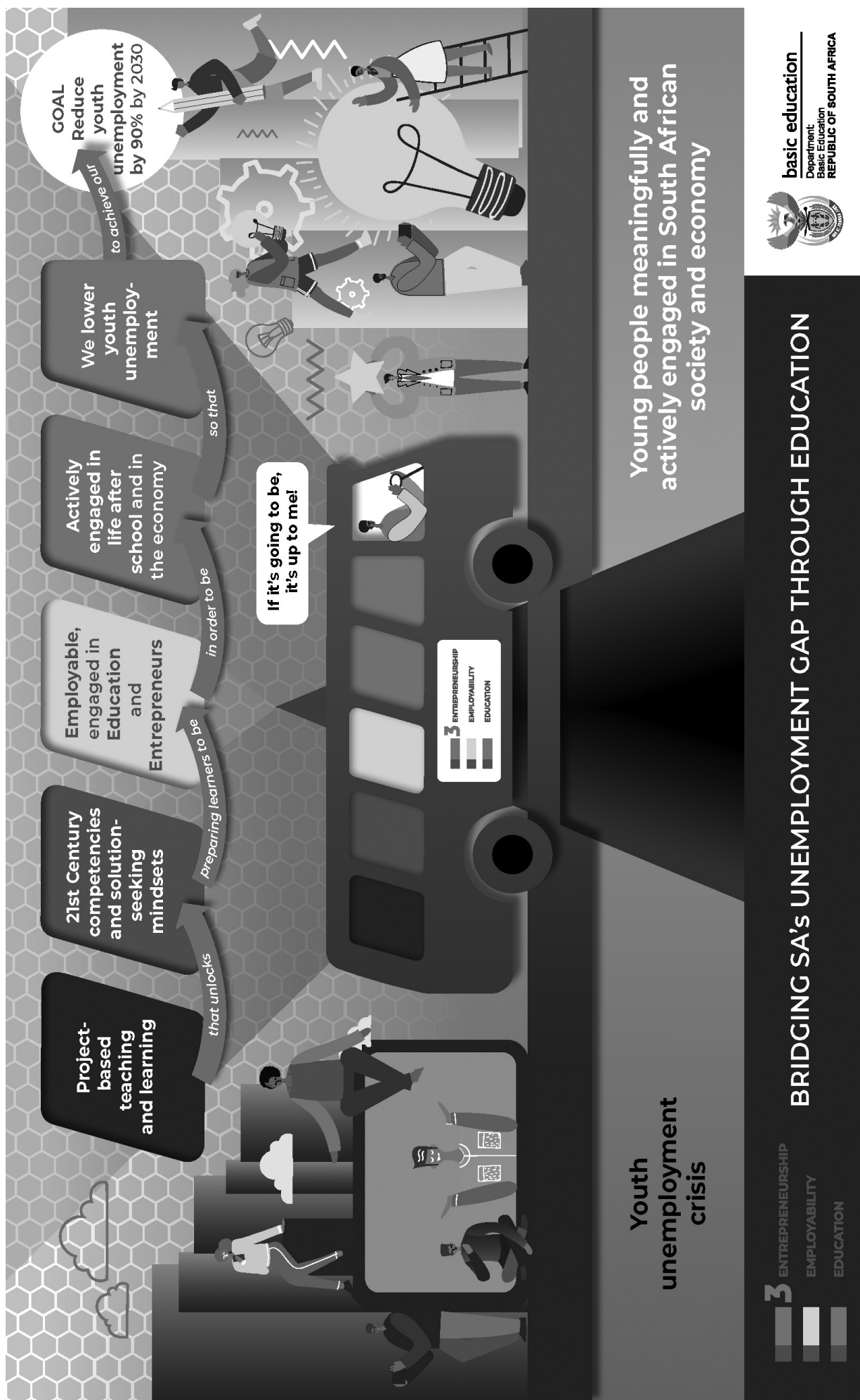
## 7.8 THE JOURNEY TO PBL VIA ENQUIRY-BASED AND PROBLEM-BASED LEARNING

### The road to solid Project-Based Learning





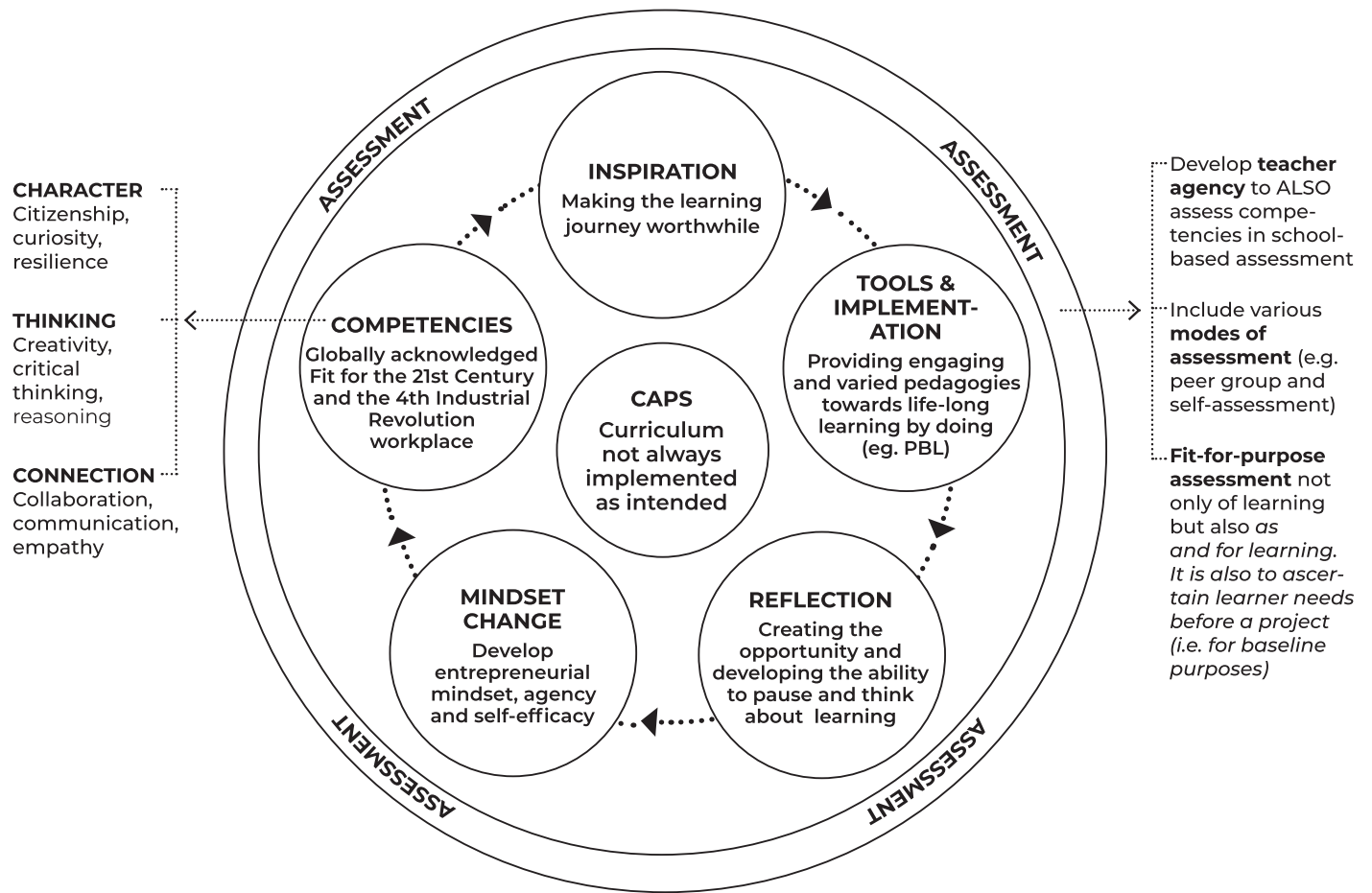
## 7.9 BRIDGING THE UNEMPLOYMENT GAP THROUGH EDUCATION



## 7.10 THE E<sup>3</sup> LEARNING CYCLE – PEDAGOGICAL PARADIGMS

### E<sup>3</sup> LEARNING MODEL

The E<sup>3</sup> model follows a learning cycle that will foster a solution-seeking (entrepreneurial) mindset every day in every classroom.





# TEACHER AGENCY AWARD FORM

Email your completed form to [info@ecubed-dbe.org](mailto:info@ecubed-dbe.org)  
with the subject line "Teacher Agency Award submission"



[info@ecubed-dbe.org](mailto:info@ecubed-dbe.org)

Name:	
Position: (e.g. Teacher, SMT, etc.)	
<b>If teacher:</b>	
Subject taught:	Grade:
School name:	District:
Province:	
<b>Your contact details:</b>	
Email:	Cell number:
WhatsApp number:	

Name of your solution:

Why did you choose this name?

Identifying the problem: *(Maximum 200 words)*

*I identified the following problem in my school/community/at home:*

[illegible]

Trying, adapting the process until problem was solved: *(Maximum 200 words)*

*Initially I .... Then .... Eventually I could solve the problem in this way: .....*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Collaboration and access to information: *(Maximum 200 words)*

*I collaborated with ... and accessed information from ... which helped me in the following ways...*

[illegible]

Creativity and innovation: *(Maximum 200 words)*

*My solution was very creative because I .... My solution was unique and innovative because ...*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Meeting E<sup>3</sup> standards: *(Maximum 200 words)*

Explain why you are an E<sup>3</sup> ambassador and tribe member. Use phrases like the following in your explanation:

*I care and want to help others:* .....

*I am a problem-solver:*.....

*I am awesome:* .....

*I am driven by purpose:*.....

*I have courage and self belief:.....*

*I can keep going, despite challenges:.....*

Provide us with each of the following (please include clear notes on the pictures and videos):

- Your 4 best pictures (2 in portrait and 2 in landscape)
- A VoiceNote of not more than a minute reflecting on your growth in this project
- A short video that shows an important episode in the project
- If minors appear in the photos and video, please submit permission from parents or caregivers that these photos appear on E<sup>3</sup> platforms.

