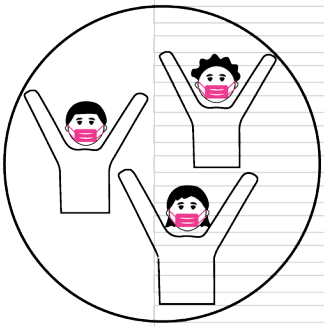
COVID-19 SERIES

We Care

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

Teacher's Project Notes

CELEBRATING COVID-19 HEROES



PROJECT-BASED LEARNING | EMS

GRADE 8

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

Teacher's Project Notes

GRADE 8

E³ Projects for Trimmed ATP

PROJECT: Celebrating COVID-19 HEROES

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PLEASE NOTE

Part 1 and 2 **of this booklet must be printed** and are the minimum project resources you as the 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.

Don't forget to **enter the Teacher's Agency Awards** (see page 2)

This programme is accompanied by **podcasts, audio recordings and videos**.
We will send out the links shortly.

Before you start, please **complete the Teacher's Mindset Rubric** on page 3.

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^3, 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^3 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^3: Entrepreneurship, Employability and Education is currently being rolled out in SA schools. The DBE-E^3 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^3 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^3 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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3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

E³ TEACHER'S PROJECT NOTES | GRADE 8 | TERM 3

TEACHER'S PROJECT NOTES

GRADE 8

ECONOMIC MANAGEMENT SCIENCES

E³ PROJECT FOR TRIMMED ATP

Celebrating COVID-19 HEROES

Assessment Rubric /50

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Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

RECOGNISING SOLUTION-SEEKING TEACHERS
ENTER THE TEACHER AGENCY AWARD
If it's going to be, it's up to me

E³ ENTREPRENEURSHIP EMPLOYABILITY EDUCATION

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 E³. Awards will be announced in the first week of every month. If no worthy entry is received that merits a prize, E³ 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 E³ 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 E³ website:

www.e3-dbe.org
www.ecubed-dbe.org

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 - E³ response to COVID-19

In collaboration with the DBE we have created projects for the new trimmed curriculum. In the past, lead teachers would gather and projects would be created during a writers' workshop. A similar process is being followed now, but the trimming of the curriculum has made it difficult to create one solid, clear project anchored by a community/learner problem because Term 3, the project term, now has to cover a number of themes very superficially.

We have tried to create a coherent project which follows internationally-accepted standards in that it is research-based and includes enquiry-based learning and problem-based learning as part of the Project-based Learning process whilst adhering to the CAPS requirements of the trimmed ATP.

Time frame for project completion - assessment

The assessment for Term 3 is a project. Do not use the number of hours allocated to determine which project/s you feel will be useful for your learners (e.g. Week 1). As long as there is one project mark by the end of the term for the SBA (50 marks), the CAPS requirement will have been achieved.

However, we do encourage you to use this opportunity to press learners to do as much research and investigating as is possible – if we plan this well we shall succeed.

Encourage learners to keep visual evidence of the process of their projects: E³ has invited learners to submit evidence of their project to the URLS/contact details in the Learner Workbook – we would love to showcase your school!

Ideas for planning:

Pre-plan

1. Write a letter to the caregivers, parents, family and siblings (a letter is part of the Resource Pack at the end of these notes) explaining the need for their support.
2. Break up the project (each could be 3-4 weeks long) into small deadlines that you will check.
3. Help learners manage some social learning. (See social learning below)

2. Social Learning during COVID-19 (Coronavirus)

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:

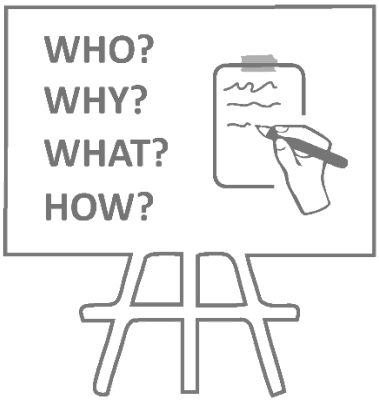
The teacher's role

Be available

Notes/WhatsApps/face-to-face questions to teachers (give them a contact number or place a box for queries at the door of your classroom);

Wh-wall

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 and so strengthen the fundamentals (especially language).

Buddy-guard

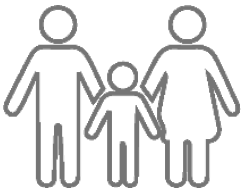
A buddy-guard (a safe critical friend whom s/he has identified before the project has started) is the learner's primary sounding board. The pair will agree that they give each other support and feedback at school with social distancing and via text and WhatsApp messages).

Critical, safe partner.

A buddy-guard is a special friend who cares about you and wants to support and look out for you.

The role of the family

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



3. Generic Project outline for all Projects (directed at the learner)

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 1: Project topic guided by a big question

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 visit
2. They identify someone who might help them if they need information whilst stuck at home.

Step 2: Plan research sources

3. MAKING AND SHOWING THE 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 3: Making creative project item and documenting the process

4. GETTING FEEDBACK AND CHANGING IF THEY 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 4: Feedback

5. FINISHING OFF THEIR 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 5: Finishing off

6. SHOWING OFF THEIR PROJECT

1. They show their project to as many people as can be done safely.
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 show the projects to the rest of the school.

Step 6: Showing off projects

7. THINKING ABOUT IT AFTERWARDS

1. What did they love about working on this project?
2. What made this project hard for them?
3. What did they learn by working on this project?
4. What would they do differently if they did a project like this again?

Step 7: Reflection

4. Resource Pack

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

Resources in the Teacher's Project Notes

1. Practical Assistance, e.g.:
   A letter to the parents and caregivers.
2. Professional Development, e.g.:
   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. There are rich resources to help you explain concepts more easily too!

- ✓ After discussing the CAPS topic with your class, learners are orientated towards the project and then left to deal with the project independently 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.

PART 2: The Project/s

5. Project Summary and CAPS alignment.

Alignment CAPS (trimmed ATP)	Description of Project
Weeks 7-8 **Entrepreneurship:** Forms of Ownership: Different forms of ownership • Sole traders • Partnerships • Private and public companies Levels and functions of Management: Different levels of management and management. Tasks such as planning, organising, leading and controlling. Characteristics of good management COVID-19 framework	Project: Celebrating COVID-19 Heroes Learners showcase local heroes during a public event. A local hero can be described as someone who has made a difference in the community, created a business against all odds, or solved a problem during the COVID-19 pandemic. Learners interview COVID-19 entrepreneurs who are using the opportunity that COVID-19 provided to pivot their business, or create a whole new business. The information is compiled in poster format for display on a heroes' wall for a public viewing at school (or an online platform if COVID-19 regulations don't allow public gatherings). Learners also study case studies of local businessmen/women. They recognise different forms of ownership, levels of management and characteristics of good management in these case studies.

6. The Project in more detail

The following step-by-step unpacking of the project explains the teacher's or care giver's role in the roll-out of the project, the PBL cycle and Enquiry-based and Problem-based Learning. ***Items marked with (*) can be found in the Library at the back of the Learner's Workbook.***

Competencies

The column on the right is for you to mark/underline which competencies you think you touched on in each step.

PROJECT 1

6.1 Celebrating COVID-19 Heroes: Entrepreneurs who used COVID-19 to grow stronger personally and professionally. Creating a COVID-19 Poster Gallery of Heroes.

STEP 1: Planning

Task	Role of Teacher or Caregiver	Resources	Competencies touched on in this step
Learners watch the videos of young entrepreneurs or study the scripts of the videos and decide what makes these young entrepreneurs successful. How do these businesses solve a COVID-19 problem? Learners create a definition of a hero and COVID-19 hero. Learners ask the BIG question.	1. Show the video/s to the learners or have learners read the script. (Ice-breaker) 2. Discuss why these young people stand out as heroes in the business communities. What were their challenges? How did they prevail, etc.? What are the forms of ownership? 3. With a critical thinking exercise, ask learners to come up with a definition of a local hero. Also define a COVID-19 hero. (Activity 1) 4. Lead learners in discovering the BIG question for this project with special emphasis on young role models during COVID-19 pandemic. (Activity 2) 5. 5. Discuss the outcome of the project: **Creating a COVID-19 Gallery of Heroes.**	Videos of COVID-19 hero, Ludwick Marishane *Video transcription of Ludwick Marishane talk Memorandum *Article: Overview of Management Learner's Workbook Text Book **Extended Learning Opportunity:** Research Ludwick's business trajectory over the years (after his TED talk) and how his business is currently doing	**Character** Citizenship Curiosity Resilience Mindset **Connection** Collaboration Communication Empathy **Thinking** Creativity Critical thinking Reasoning

STEP 2: Research/ Finding Out

Task	Role of Teacher or Caregiver	Resources	Competencies touched on in this step
Learners search for COVID-19 entrepreneurship heroes in their community. Why do they consider these people heroes? Learners discuss ideas with neighbours and family members about who they recognise as local COVID-19 heroes. They contact these people and ask for interviews. Each learner contacts one hero for an interview. Learners compile interview questions (with safe distancing, i.e. via WhatsApp or email).	1. Open a discussion about local heroes in the community. (Activity 3) 2. Ask learners to come up with names of their favourite local heroes. 3. Assist learners to contact these heroes for personal interviews. 4. Guide learners in compiling questionnaires for their local heroes. Ensure that all requirements of the trimmed ATP come up in their questions. Guide the questions or give them key works for formulating questions. 5. Discuss the possible outcome of the project, i.e. a public display celebrating local heroes – physical poster display once school reopens or on a WhatsApp chat group created by learners. **Extended Learning Opportunity:** Learners create videos of the interviews with COVID-19 heroes for public or online display.	*5 tips for arranging interviews with entrepreneurs *Typical Questions to ask during interviews Learner's Workbook Text Book	**Character** Citizenship Curiosity Resilience Mindset **Connection** Collaboration Communication Empathy **Thinking** Creativity Critical thinking Reasoning

STEP 3: Making and showing the evidence

Task	Role of Teacher or Caregiver	Resources	Competencies touched on in this step
Learners read or listen to the 8 case studies. They discuss how COVID-19 has influenced these entrepreneurs. How can they become COVID-19 success stories? Give examples and good advice. They interview their chosen local entrepreneur (COVID-19 hero). Learners complete their poster planning on the local entrepreneur and present these to family/friends/buddy-guard for feedback	1. Reflect on local heroes and COVID-19 entrepreneurial heroes. (Activity 3) 2. Select one to interview and prepare interview questions. (Activity 4) 3. Play the 8 case studies to learners in class. (Or read the scripts.) 4. Open the discussion on how COVID-19 has influenced these people and their businesses. What safety measures should they take. What advice would you give them? 5. Create a table (see Learner's Workbook) on how COVID-19 has affected their businesses. How it influences people and businesses? In terms of Operations, what safety measures should they take? What are their chances of survival? Ensure that the outcomes of the trimmed ATP are captured. Learners give creative ideas to improve these businesses or make them COVID-19 proof. (Activity 5) 6. Interview the hero and record the data. (Activity 6) 7. Give learners time in class or at home to finish the planning (rough drafts) of their posters or videos about local heroes. (Activity 7)	8 case studies of local entrepreneurs *5 tips for arranging interviews with entrepreneurs *Typical Questions to ask. *COVID-19 safety Rules in businesses. A3 pages for each learner for final poster design Learner's Workbook Text Book	**Character** Citizenship Curiosity Resilience Mindset **Connection** Collaboration Communication Empathy **Thinking** Creativity Critical thinking Reasoning

STEP 4: Getting feedback and changing if you need

Task	Role of Teacher or Caregiver	Resources	Competencies touched on in this step
Learners get feedback from family/friends/buddy-guard. They make changes to the poster as they see fit.	1. Teacher/caregiver discusses feedback and guides learner in getting and applying feedback. (Activity 8)	*What is a research poster? *Sample of well-designed poster Learner's Workbook	**Character** Citizenship Curiosity Resilience Mindset **Connection** Collaboration Communication Empathy **Thinking** Creativity Critical thinking Reasoning

STEP 5: Finishing off your project

Task	Role of Teacher or Caregiver	Resources	Competencies touched on in this step
Learners work at home or in class, finishing off their posters with changes they are considering after the feedback. Brainstorm ideas on the safety for the final showing of their posters on the Hero Wall – to the rest of the community or the rest of the school. If it is still unsafe to organise public gathering, online display is an option. Talk about safety measures for public display according to COVID-19 regulations.	1. Guide learners through the process of change and adaptation of their posters, and the reason for these changes. Explain importance of iteration and reviewing projects as part of the improvement of the final quality. (Activity 9) 2. Give them time to complete or redesign their posters in class and at home. 3. Brainstorm ideas with learners for the public display of their posters. (In class? In the school hall? Online? Safety measures?) 4. Learners prepare final posters for display. **Extended Learning Opportunity:** Learners create videos of the interviews with COVID-19 heroes for public or online display with their posters.	Learner's Workbook Learners' posters	**Character** Citizenship Curiosity Resilience Mindset **Connection** Collaboration Communication Empathy **Thinking** Creativity Critical thinking Reasoning

STEP 6: Showing off your project

Task	Role of Teacher or Caregiver	Resources	Competencies touched on in this step
(Should learners be back at school and able to display posters:) Learners present their posters in a gallery of COVID-19 heroes to other classes/rest of the school/parents or members of the community according to plan (and with safety measures in mind). Alternatively, learners can display their posters online, possibly on a WhatsApp group, the school's website or Facebook.	1. Help learners to set up their display. 2. 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. (Activity 10) 3. Use rubric to assess the project. **Extended learning opportunity:** Display posters online on school's website, Facebook or a specially created blog.	Public area for presentation Sanitiser, masks, gloves or other safety measures *COVID-19 safety Rules in businesses. Posters for display Equipment to show posters *Rubric Learner's Workbook	**Character** Citizenship Curiosity Resilience Mindset **Connection** Collaboration Communication Empathy **Thinking** Creativity Critical thinking Reasoning

STEP 7: Thinking about it afterwards

Task	Role of Teacher or Caregiver	Resources	Competencies touched on in this step
Reflection on success or failure of the project and lessons learned.	1. Please don't skip this step. 2. Give learners time in class to reflect on the success of their project (academically and personally). (Activity 11) 3. Do the teacher's reflection rubric. (Post-project rubric)	Teacher's Reflection rubric; Learner's Workbook	**Character** Citizenship Curiosity Resilience Mindset **Connection** Collaboration Communication Empathy **Thinking** Creativity Critical thinking Reasoning

7. Rubric: Celebrating local COVID-19 heroes

Assessment Criteria	Not Achieved (0-2)	Partially Achieved (3-5)	Achieved (6-8)	Outstanding Achievement (9-10)	Learner Mark
1. Recognise forms of ownership: Sole traders Partnerships Private and public companies	Learner has no idea about forms of ownership	Learner has some idea about forms of ownership	Learn has a fair idea about forms of ownership	Learner has an excellent idea about forms of ownership in business.	
2. Critical thinking exercise: Definition for hero and COVID-19 hero	No attempt at critical thinking	Some attempts at critical thinking	Fair attempt at critical thinking	Excellent critical thinking	
3. Compile good interview questions	Completed last minute and/ or after the time. Rushed, with no sign of commitment	Effort was made.	Commitment is evident. Good list of questions	Obvious commitment to create an excellent set of questions for the interview/s	
4. Feedback gathered through interviews	No feedback gathered	Some feedback gathered	Good feedback gathered	Excellent feedback from many sources	
5. Presentation or public display of research poster to other classes/rest of school or online	Presentation unsatisfactory, unprepared. Unsatisfactory design and content	Presentation not ideal, somewhat unprepared. Little design effort and not enough content	Presentation good, well prepared. Good design and content satisfactory	Great presentation, excellent preparation. Striking creative design and well researched content	
Total					**/50**

PART 3: TEACHER RESOURCES

8. Tools to assist with the Project

8.1 Letter to the parents/caregivers

See the next page.

Date:_____

Getting Ready

Dear Parents, Siblings and Caregivers

The Grade 8 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 with his / her teacher 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 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 Learner's Resource Library 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

8.2 Primary vs Secondary sources

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

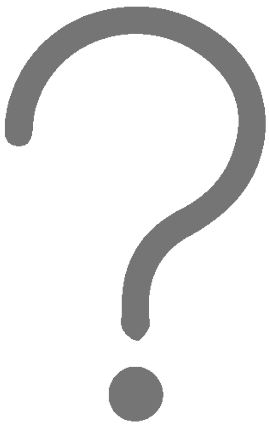
1. Describe, discuss, interpret, comment upon, analyse, evaluate, summarize, and process primary sources
2. Written or produced after the fact with the benefit of hindsight
3. Lack the freshness and immediacy of the original material
4. Collect, organize, and repackage primary source information to increase 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

SOURCE	https://sccollege.edu/Library/Pages/primarysources.aspx

8.3 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 the coronavirus pandemic?

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 21st century?
What impact does 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?

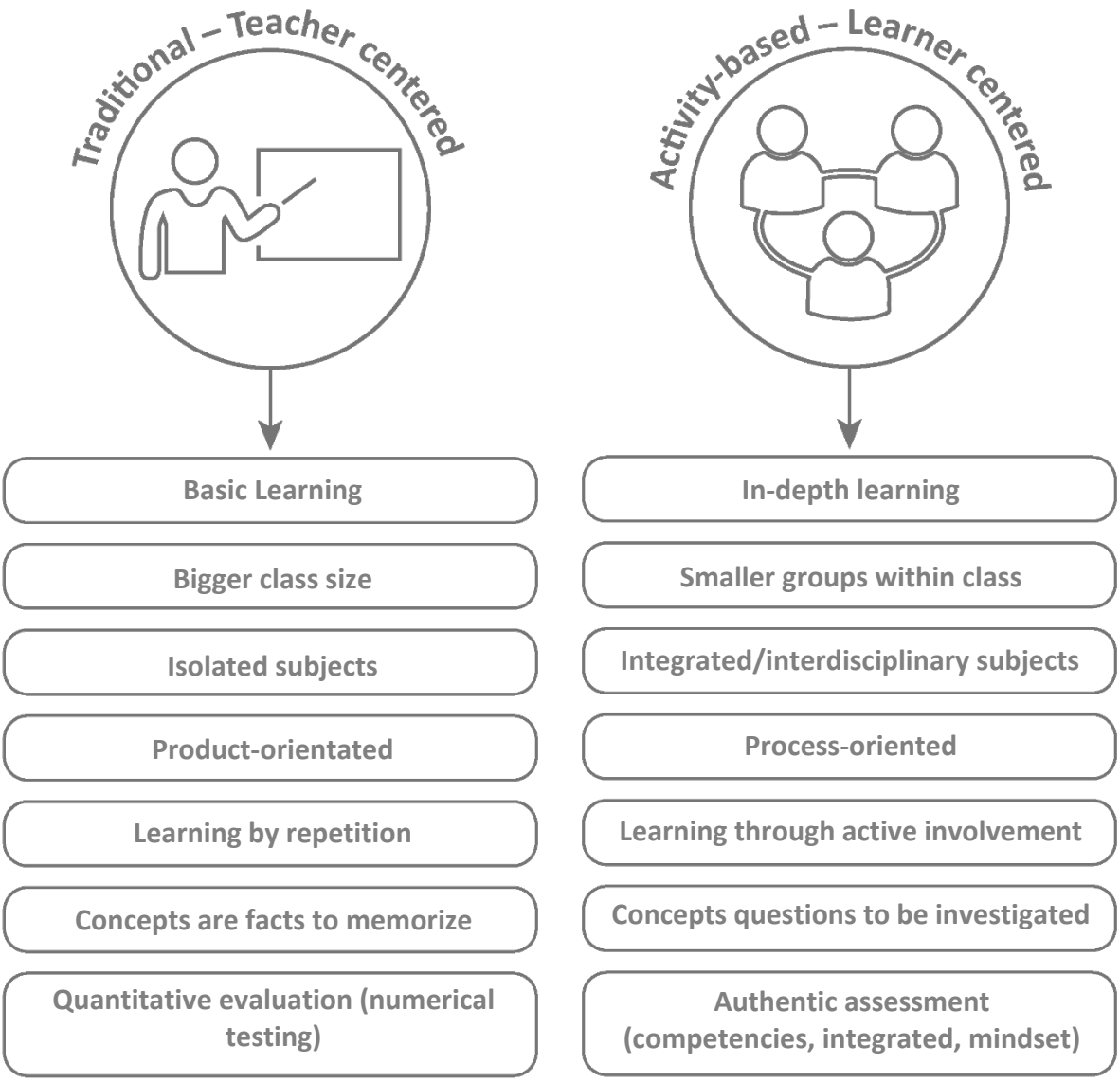
14. How might your community change if _____?
How might your community change if it were twice as big?
How might your community change if it rained every day for a year?
How might your community change if every person were given R1 million?

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.

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

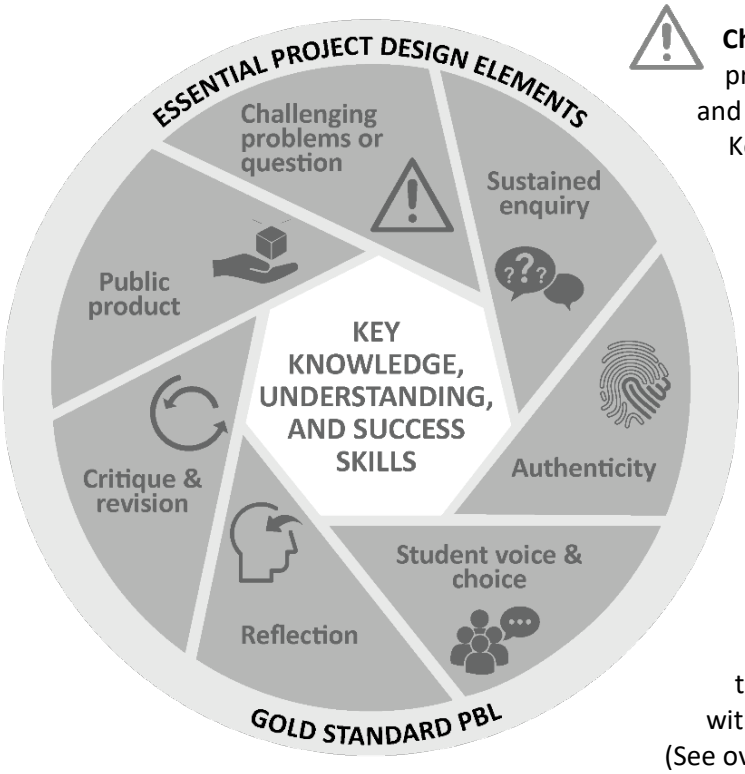
9. Professional Development

9.1 Traditional vs Activity-based Learning



9.2 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 E³ will be developing thinking tools to ensure that you are equipped with strategies to take the enquiry to a new level. (See overleaf for the current PBL learning cycle with a built-in innovation cycle.)

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.

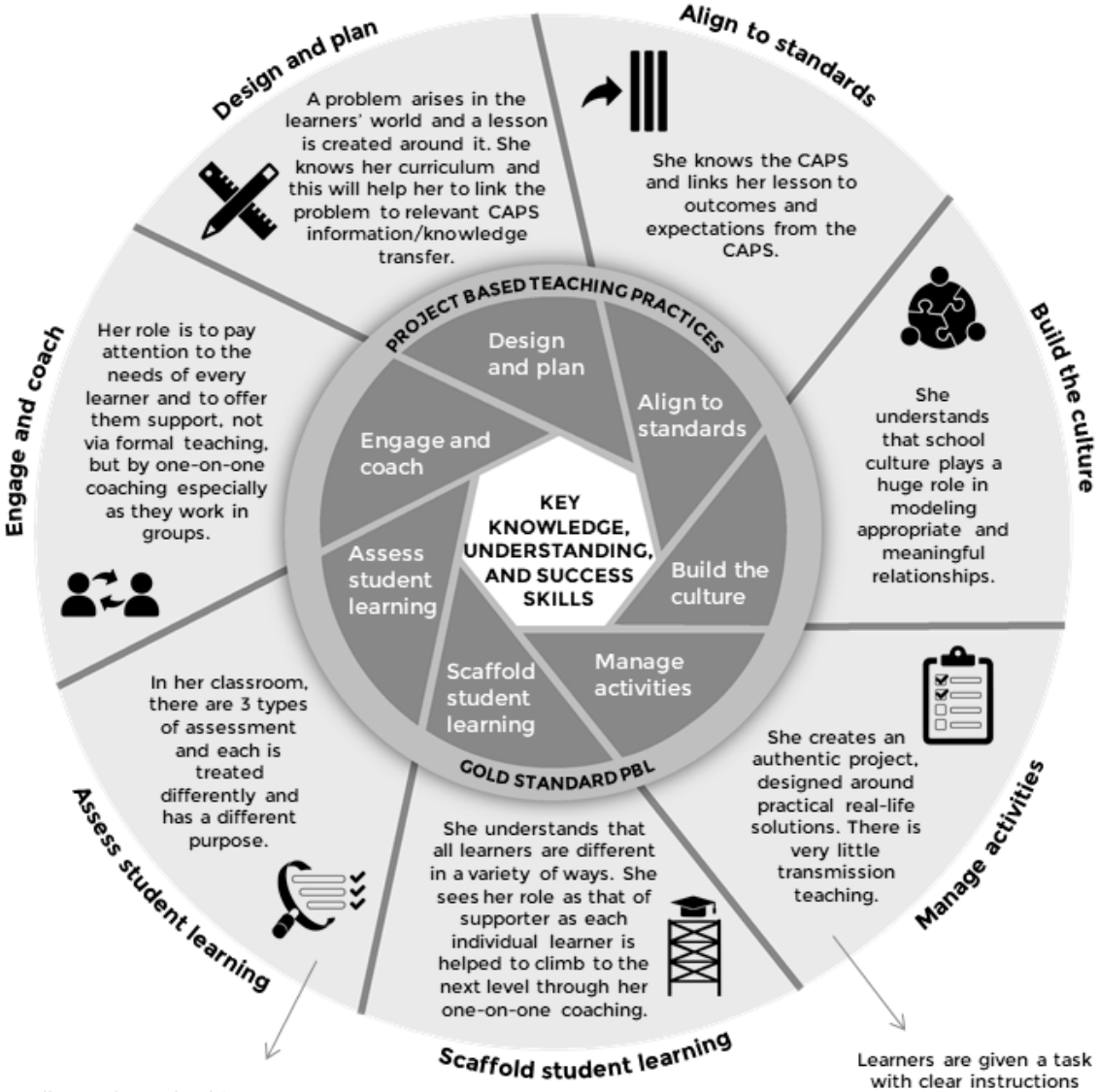
Public Product: At the end of the project what does the learner have to show or to brag about? Ensure that there is a Project Culmination Week in which each grade displays their products during a week selected by the management team to ensure that as many parents and other stakeholders as possible attend.

9.3 The Project-Based Learning facilitator

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!

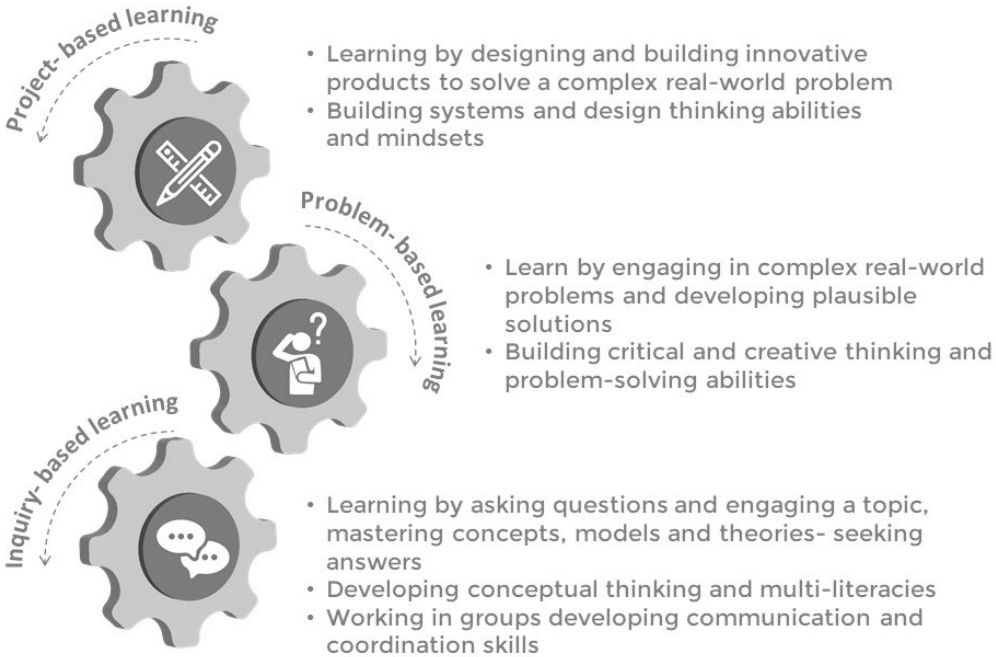


Baseline - where should we start?
Formative - How are we doing, every little step of the way?
Summative - How did we do when tested on a chunk of work?
She also does not do all the marking herself - she knows that learner self and peer assessment can be powerful learning opportunities if well-managed.

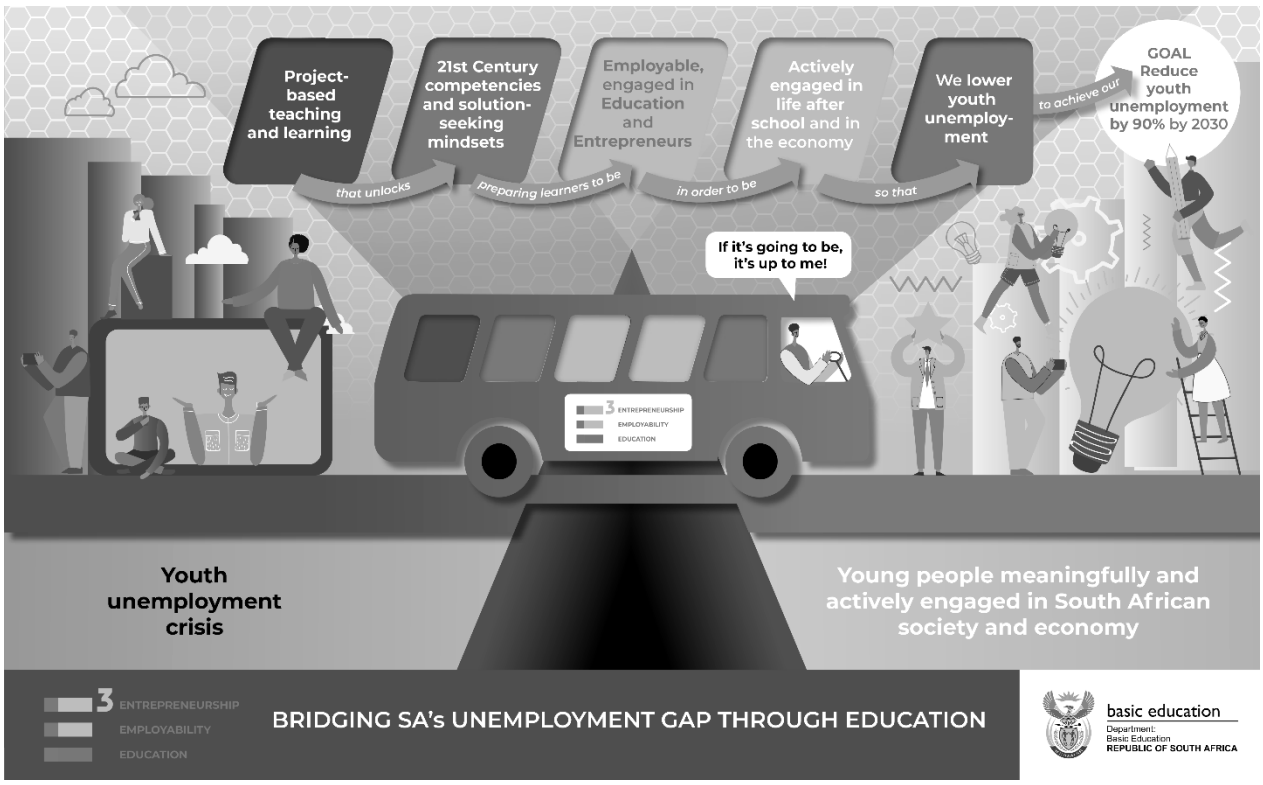
Learners are given a task with clear instructions and the teacher observes learners and helps them as and when needed. She is a classroom site and activity manager.

9.4 The E^3 Competencies model within the CAPS

9.5 The journey to PBL via Enquiry-based and Problem-based Learning



9.6 Bridging the Unemployment gap through Education



ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

TEACHER AGENCY AWARD FORM

Email your completed form to info@ecubed-dbe.org
with the subject line "Teacher Agency Award submission

info@ecubed-dbe.org

Name:	
Position: (e.g. Teacher, SMT, etc.)	
If teacher:	
Subject taught:	Grade:
School name:	District:
Province:	
Your contact detalls:	
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:

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

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

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

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

Creativity and innovation: *(Maximum 200 words)*

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

Meeting E³ standards: *(Maximum 200 words)*

Explain why you are an E³ 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 E³ platforms.