

# BULLYING TEACHER'S PROJECT NOTES



- 3 ENTREPRENEURSHIP
- EMPLOYABILITY
- EDUCATION

PLAYFUL PROJECT-BASED LEARNING | TERM 3 LIFE SKILLS PROJECT FOR SBA



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



GRADE 6



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Dear Teacher

We have come a long way since January 2018 when the National Education Lekgotla announced that Entrepreneurship in Schools (EiS) was to become a national priority and that a programme should be set up to investigate how to prepare learners with thinking skills for a changing world.

EiS was rebranded as E<sup>3</sup>, as we felt that learners who were not able or keen to start an enterprise should not be excluded. Hence E<sup>3</sup> was born: **Entrepreneurship, Employability and Education** for lifelong learning has become the pathway all learners in our country will follow as they find their place in the economy. Playful Project-based Learning was the approach chosen as a method teachers would use for the first trial period, as PPBL has been proven to unlock competencies learners of our century need to thrive in the world after school. These are very clearly indicated in the model on the following pages.

Thus, since 2018, E<sup>3</sup> have been conducting trials in schools using the PPBL method as an approach, especially for Term 3 where the School-based Assessment is a Project. Thus, your work as a teacher has been prepared for you (you may, of course, change what does not work for you).

Provided herewith is a **Learner's 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 are specially created to support you as per the trimmed Annual Teaching Plan (Section 3) for Term 3. You will also be provided with the resources learners need to complete their projects

The Learner's Workbook and Teacher's Project Notes were created by DBE-E<sup>3</sup>, our unit at the National Department of Basic Education, and reviewed by our master trainers, who are leader teachers or district officials. For those schools that have been part of E<sup>3</sup> in the past: you will notice that we have added a number of additional thinking skills to the original model – try to engage learners in these “thinking” sessions as this is where their growth lies.

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

Enjoy unlocking play in your classrooms and encouraging a solution-seeking mindset in your learners – and remember that our learners look up to us – so let's walk the talk!

Good luck!

The E<sup>3</sup> team



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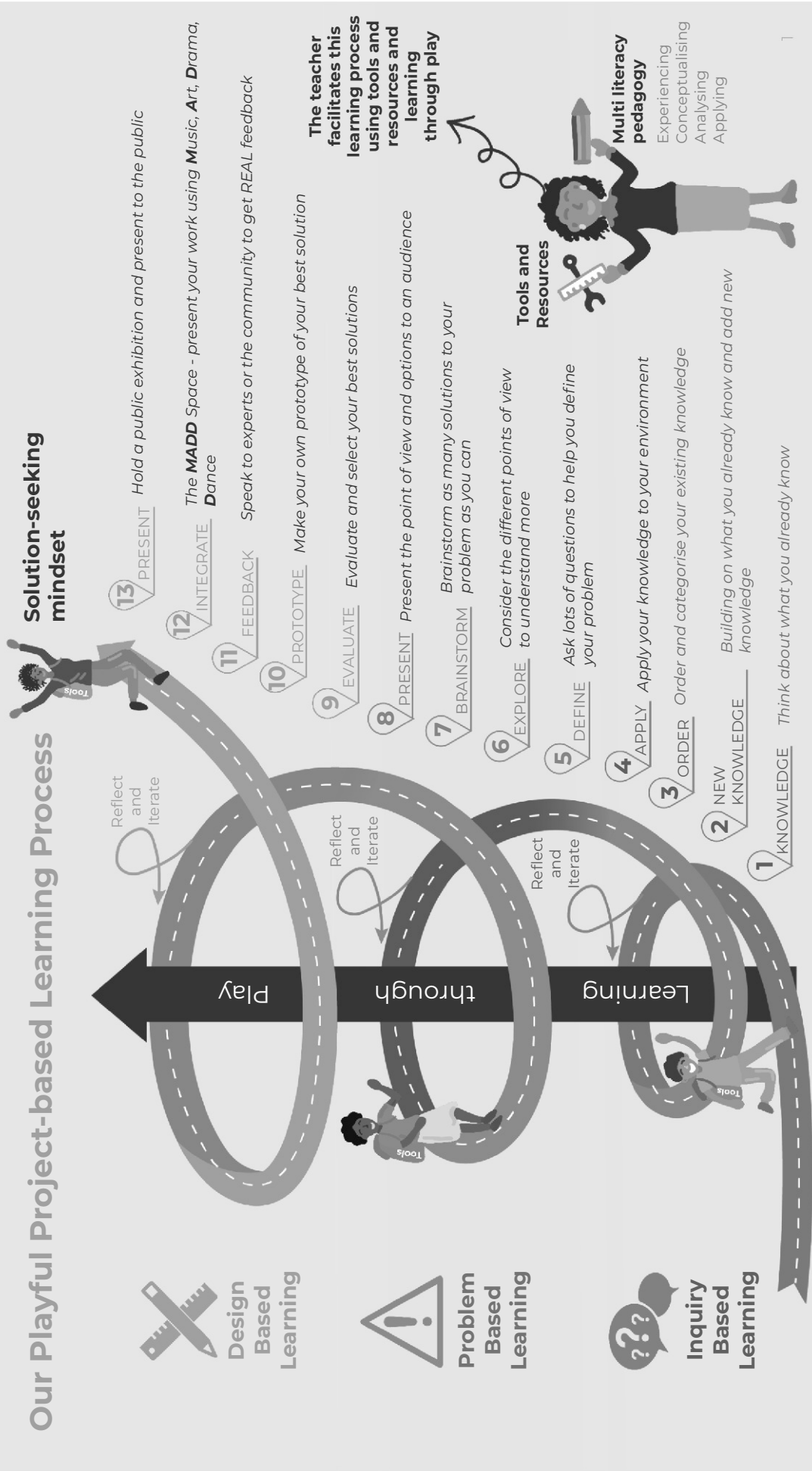
## RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET

Did your entrepreneurial mindset grow whilst managing this project?				Personal rating (1=Poor, 4=Excellent)	
				Pre-project	Post-project
<b>COMPETENCIES</b>	<b>Character</b>	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 learnt in the process.		
	<b>Thinking</b>	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.		
	<b>Collaboration</b>	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.		
<b>E-MINDSET</b>	<b>Agency</b>	Growth mind-set	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 am always in 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.		
	<b>Self-efficacy</b>	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.		
	<b>Solution-seeking</b>	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.		



# PPBL Spiral-model

## Our Playful Project-based Learning Process





Playful Project-based Learning is a **learner-centred, teacher-guided** teaching method where learners learn by actively engaging in real world and personally meaningful projects. Playful Project-based learning **connects** what learners learn in school to **real-world issues, problems, and applications**. If learning mirrors real-life contexts and equips learners with practical and useful skills, we argue that they are more likely to be **interested** in and **motivated** by what they are learning. This includes 21st century knowledge, work habits and character traits that are critically important to success in today's world.

Playful Project-based Learning is **learner centered and teacher guided**, allowing for in depth investigation of a topic. There are three phases to our Playful Project-based Learning approach.

### **Inquiry-based Learning**

Learners are given an open question or problem, they then create and answer their own more focused questions, generating conceptual procedural knowledge in the process. At the same time, learners are developing their problem solving and critical thinking skills.

Teachers encourage learners to ask questions, scaffolding them through the investigation process and moving them beyond general curiosity into the realms of critical thinking and understanding.

### **Problem-based Learning**

Learners work in teams to formulate complex, open problems rooted in the real world, and propose possible solutions.

Following a student-centred approach, teachers scaffold the development of learners' ability to work collaboratively, be self-directed, and to think critically, promoting critical thinking skills, communication skills, and cooperation.

### **Design-based Learning**

The design phase integrates design thinking and the design process in the classroom. This phase is concerned with how solutions to complex problems might work in practice, in a particular, context. Learners come up with solutions to complex problems by designing, building, and testing prototypes, \*(A "prototype" is a simple model that lets you test out your idea!) that solve some of the problems learners identified in the problem phase.



These resources have been created by Thinking Schools South Africa at [admin@thinkingschools.org.za](mailto:admin@thinkingschools.org.za)



## THINKING MAPS APPLICATION TIPS

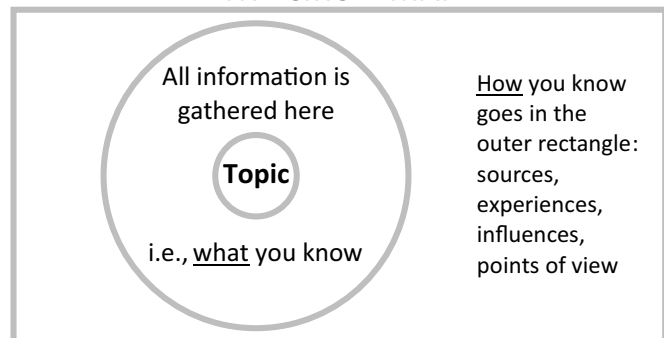
When you are **Defining...**

Key Words used	Questions asked	Applications
Tell me everything you know about this topic, List, Define, Note the key points, name all the types (of fractions, forces, habitats, plants, animals, qualities, points of interest) in this topic. Brainstorm, discuss.	What do you think this word means? What did we learn about this topic? What are the main issues raised in this video/book? What are all the points you want to make (or learn) about this topic? What are all the ways of getting to this answer/number?	Formative Assessment of what students already know about a topic. This includes misconceptions, which you can be aware of. A starting point to gather all ideas – firstly your own, and then perhaps more from peers, video or written material; or pre and post revision.

**...then the Thinking Map to use is**

Note: You can use the Circle Map to measure growth in your thinking, such as checking and self-correcting information that is incorrect and adding new information in a different colour.

### THE CIRCLE MAP



When you are **Describing...**

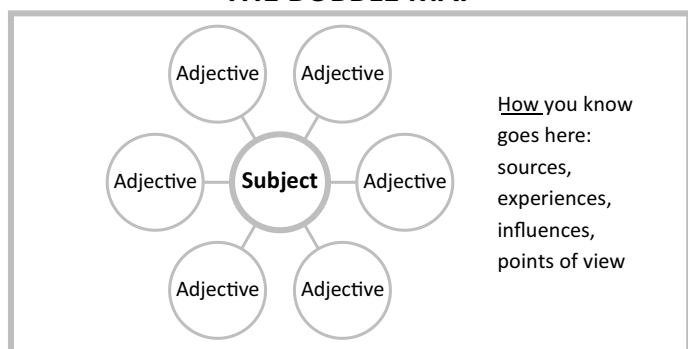
Key Words used	Questions asked	Applications
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would you use to paint a vivid picture of it in your mind?	Generate rich and original adjectives before writing – to describe a setting, a character, or situation. Consider the properties of materials or visuals in Natural Science, Design and Technology or Art.

**...then the Thinking Map to use is**

Note: The Bubble Map is for adjectives only.

It is not a Spider Diagram! (If you are looking for a Spider Diagram, either collect main ideas in a defining Circle Map or main headings in a classifying Tree Map, in which case you can also add sub-points under those headings).

### THE BUBBLE MAP

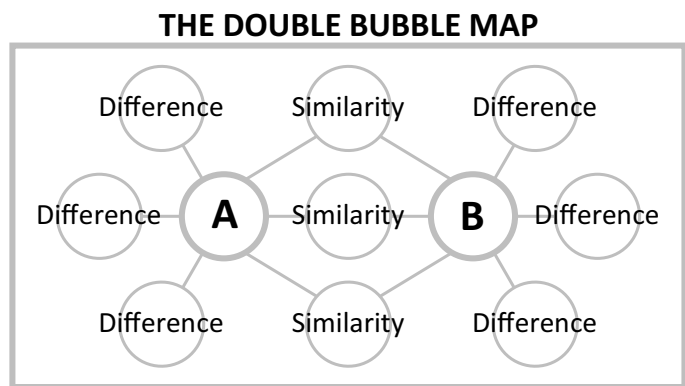


When you are **Comparing and Contrasting...**

Key Words used	Questions asked	Applications
Compare/contrast, discuss similarities/differences, distinguish between, differentiate, what things/concepts have in common or not.	What are the similarities and differences between A and B? What do they have in common? What is unique to only one of them? What distinguishing features help you identify them from each other?	Compare and contrast characters in a book/film, two shapes, methodologies, countries, time periods, formulae, technologies, types of plant or animal. Clarifying identifying properties that enhance understanding of forms, functions, applications and meanings.

...then the Thinking Map to use is

Note: Be careful to connect the lines to the rights places, based on the properties that link or differentiate A and B. Use the most striking or meaningful similarities and differences without mechanically mirroring them (e.g. tall and short may be less distinguishing than that A is gangly and B is well-dressed). A and B can have different numbers of differences.



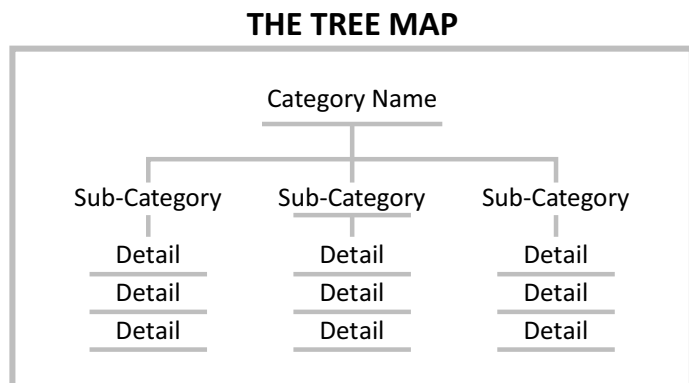
When you are **Classifying...**

Key Words used	Questions asked	Applications
Classify, sort, group, categorise, give related detail, types of, kinds of, list and elaborate, taxonomy	How might you group the main ideas, supporting ideas and details in this topic? What are the key headings in this unit of work/project/talk/essay? Can you sort all the information you have gathered into key concepts? What important details do you want to add under each heading?	Making notes or summaries in any content area – students think about the category headings and the details of what they learn. Categorising information from a Circle Map in preparation for writing about a topic or giving an oral presentation. Collecting information under predetermined headings whilst reading a text.

...then the Thinking Map to use is

Note: Be careful to draw the Tree Map exactly as structured here.

You can use the Tree Map to give students an overview of a subject, to see what is coming up and how units of work fit in. It is also extremely useful for revision.





When you are **Sequencing...**

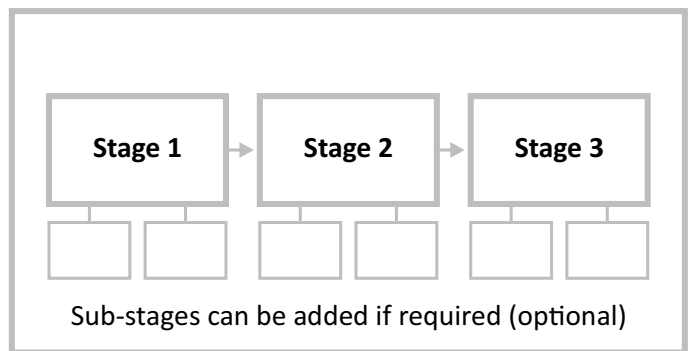
Key Words used	Questions asked	Applications
Sequence, map the steps in this project, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems	What is the process/project you are sequencing? What is the step-by-step sequence of events in the process/project? What are the sub-stages? Is each step in the right order?	Mapping a sequenced step-by-step project in PPBL. Life Cycles and processes in Natural Science/Social Science. Time lines in history. Planning the sequence of a story for writing/recording the sequence of a story. Recording a thought process, such as in problem solving.

**...then the Thinking Map to use is**

Note: Make sure that the Flow Map has arrows showing the order of events/stages. For life cycles it becomes a circle.

General Note: Whilst it is vital to apply the Thinking Maps with the elements of each map exactly as they were designed, please don't squeeze student thinking to the size or number of circles or blocks. Freehand maps that are corrected as they develop, capture more expansive thinking!

**THE FLOW MAP**



## Welcome



During Term 3, learners will create a poster and present it to the school, i.e. learners, teachers and parents. The purpose of this project is to raise awareness on the prevalence of bullying and how to stop the habit. The project will introduce the exciting new E<sup>3</sup> teaching model which includes 13 important steps in three phases – Inquiry-based Learning, Problem-based Learning and Design-based Learning.

This project is set out according to those 13 steps over a period of 6 to 8 weeks. You will find guidance in this document for every step of the way, and more resources at the back of the document. Please also see the ATP CAPS outcomes that are covered in the process and rubric.

You can work with the Creative Arts content on the final stage of this project where learners can do a performance (drama), rap song or graffiti. This can be a mark out of 30 for the CA study area.

**The overarching or burning issue for Grade 6 is bullying and how learners can handle bullying acts, defend themselves against bullies, where to report bullies and how to help them.**

## ATP CAPS alignment



TERM 3: TOPIC, CONCEPTS, SKILLS AND VALUES		ASSESSMENT	SBA
BULLYING	Requisite pre-knowledge	Activities Thinking maps	(Formal Assessment) Project with rubric/memo
Reasons for bullying	Definition of bullying and where it takes place Understanding why bullies bully other people		
Getting out of the habit of bullying	Where to report bullies and how to assist them to get out of the habit of bullying		
Where to find help	How to help bullies		

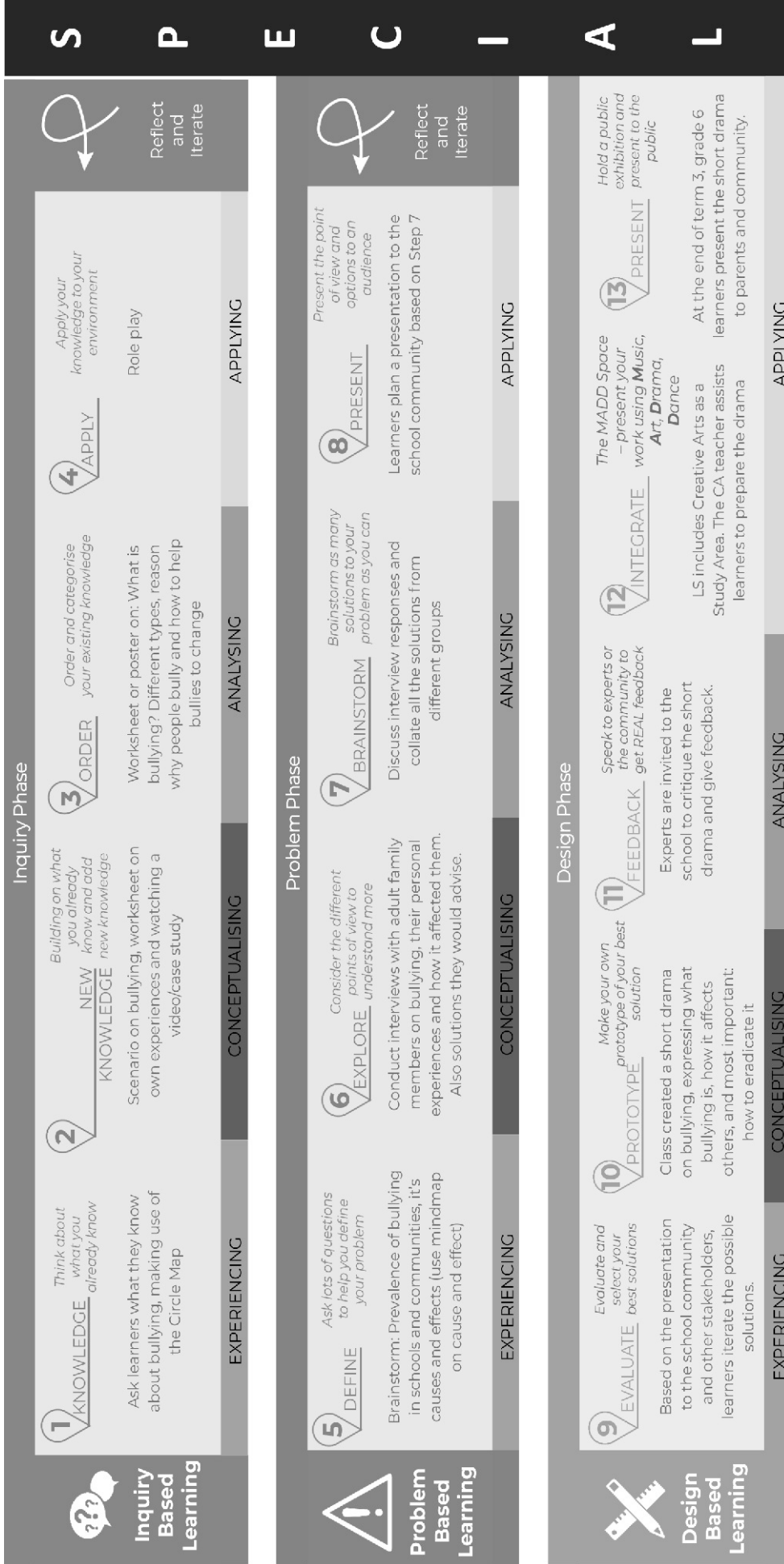


**NB:** The following topics for term 3 have not been included in this project. The teacher still has to cover them:

- *Caring for animals*
- *Caring for people and*
- *Nation building*



# Grade six project: Bullying





# Project planning table

## Grade 6 Life Skills

TERM 3						
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS	
1.	PRIOR KNOWLEDGE: Learners discuss pictures and thereafter, make use of circle map to define bullying.		Learner's Workbook	Learners can make use of drama/performance of different acts of bullying.	English HL English FAL Creative Arts	
2.	NEW KNOWLEDGE: Answer questions based on article on bullying.		Learner's Workbook	Learners, narrate their own experiences.	English HL English FAL	
3.	ORDER: Make use of double tree map.		Learner's Workbook		English HL English FAL	
4.	APPLY: Learners talk about their own experiences on prevalence of bullying at school or in their communities.		Learner's Workbook		English HL English FAL	
5.	DEFINE: Learners ask a lot of questions around bullying to understand the issue.		Learner's Workbook	Invite an adult/s to come and talk about their own experiences and how they were affected.	English HL English FAL	
6.	EXPLORE: Conducting interviews with different stakeholders on the issue of bullying.		Learner's Workbook		English HL English FAL	
7.	BRAINSTORM: Brainstorming around issues that have been raised in previous activity.		Learner's Workbook		English HL English FAL	
8.	PRESENT: Presenting all the information they have gathered to a panel of experts on bullying.		Learner's Workbook	Panel discussion.	English HL English FAL	
9.	EVALUATE: Design prototype by discussing features of the brochure.		Learner's Workbook		English HL English FAL Creative Arts	
10.	PROTOTYPE: Make prototype, making the actual product.		Learner's Workbook		English HL English FAL Creative Arts	



## Project planning table (continued)

### Grade 6 Life Skills

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
11.	FEEDBACK: Getting feedback from experts.		Learner's Workbook		English HL English FAL
12.	INTEGRATE: MADD, planning music, art, dance or drama to perform on the topic of bullying.		Learner's Workbook		English HL English FAL Creative Arts
13.	PRESENT: A public presentation of their final product, thus celebrating.		Learner's Workbook		English HL English FAL

# PART 1

## INQUIRY-BASED LEARNING



Driving question: What is bullying?



### STEP 1: Prior knowledge

Thinking and sharing what you already know

**Purpose of this step:** learner reflects on and shares own knowledge, experiences and perspectives (stimulating prior knowledge and evaluating baseline knowledge ) about the burning issue.

What is bullying?

- Do you know someone who has been bullied?
- Have you watched someone being bullied?
- How did you feel?

- 1.1 Learners study the two pictures provided (**Worksheet 1**) and answer questions that follow.
- 1.2 Making use of a circle map (**Worksheet 2**), learners, in groups of 4, define what bullying is and they also refer to the pictures they have discussed. They include issues like where it takes place, e.g. at home, at school or in the community.
- 1.3 Learners write little notes and share experience of being bullied or someone they know who was bullied, and how this person responded to the incident.
- 1.4 Learners fill in the survey on bullying.



### STEP 2: New knowledge

Build on what you already know and add new knowledge

**Purpose of this step:** Learner observes or takes part in something new that is an extension / expansion of prior knowledge and adds knowledge to the driving question.

- 2.1 Learners read an article on bullying (**Worksheet 4**). The teacher can assist by explaining difficult words for better understanding. Learners, in groups of four, discuss the questions as a group and write the answers individually.



### STEP 3: Order

Order and categorise your existing knowledge

**Purpose of this step:** To order and make sense of information and knowledge that emerged in *Knowledge* and *New knowledge* steps.

- 3.1 Learners exchange notes to compare their responses to the questions from the previous activity.
- 3.2 They use a tree map to represent their knowledge (**Worksheet 2**). The following bullets will assist them in categorizing their existing knowledge:
  - What is bullying?
  - Types of bullying
  - Where to report bullying incidents



## STEP 4: Apply

Apply your knowledge to your context (driving question)

**Purpose of this step:** To use knowledge to answer the driving question.

- 4.1 Learners, in 5 groups, discuss the responses from activity 3.2 and think about their own school. They discuss how prevalent bullying is at their school and discuss and apply all the responses.
- 4.2 They discuss measures to curb and prevent bullying in their own school.

# PART 2

## PROBLEM-BASED LEARNING



Driving question: How can we make our school safe through eradicating bullying and its consequences?

## STEP 5: Define



Ask lots of questions to help you define your problem

**Purpose of this step:** Push for clarity on the problem/questions.

- 5.1 Now that learners have gathered new knowledge, they brainstorm and redefine the problem through finding out the following:
  - Are there any incidents of bullying in their school and in their community?
  - What are the causes of bullying?
  - What impact does bullying have on the ethos of the school?
  - Is there a policy on bullying?
  - How can the school manage incidents of bullying?
  - Is there any help for both the bully and their victims?
- 5.2 Based on the questions above, learners need to determine what is the main issue.

## STEP 6: Explore



Consider different points of view to help you understand more

**Purpose of this step:** Research phase- what do we need to answer the question/solve the problem

- 6.1 Learners in their groups refer to the questions in step 5 and identify experts in different fields of expertise. Each group is allocated a professional to consult and interview to get more information on the driving question. Experts are in the following areas: Psychologist, Teacher, Parent, SAPS.
- 6.2 Each group identifies a spokesperson to do a presentation on their findings from the different people they interviewed.



## STEP 7: Brainstorm

Brainstorm as many solutions to your problem as possible

**Purpose of this step:** Learners brainstorm possible solutions to bullying issues.

- 7.1 Based on the presentations from step 6, learners investigate each presentation and then brainstorm solutions as per each category of presentation, e.g. what was raised by parents, teachers, psychologists as challenges and solutions.



## STEP 8: Present

Present the point of view and options to an audience (practice run for Step 13)

**Purpose of this step:** Presenting possible solutions for iteration/change

- 8.1 Learners plan a mock symposium or a panel discussion where they invite the community. Each group prepares a presentation on the issue and the panel members ask questions.

# PART 3 DESIGN-BASED LEARNING



## STEP 9: Evaluate

Evaluate and select your best solution

**Purpose of this step:** Design the prototype, come up with an idea/ re-do/tweak the product

- 9.1 Learners, in groups, evaluate the feedback they received from the panel and effect changes to their presentations.



## STEP 10: Prototype

Make the prototype of your best solution

**Purpose of this step:** Build or make the prototype based on the design

- 10.1 The learners discuss how to write a school policy on bullying based on the information they have received during the symposium/panel discussion.
- 10.2 They discuss the format of a school policy and start their first draft.







## STEP 11: Feedback

Speak to experts or the community to get REAL feedback

**Purpose of this step:** To get expert feedback about possible improvement on the product

11.1 Learners take their first draft to the SMT of the school to get feedback on their product.

11.2 Learners make changes based on the feedback received.



## STEP 12: Integration

Integration in The MADD Space – present your work using Music, Art, Drama, Dance

**Purpose of this step:** To iterate learning in a fun way

12.1 Here learners have different options. Life Skills include Creative Arts as a Study Area and this means that they can create a drama, song, poem and dance moves with bullying content. The teacher can use this as an assessment (3<sup>rd</sup> Term) for Creative Arts.



## STEP 13: Present

Public exhibition

**Purpose of this step:** Present and celebrate the product

13.1 Learners present their product at the end of term Parents meeting and other stakeholders that have an interest in bullying.

## Assessment rubric



CRITERIA	1	2	3	4	5	LEARNER'S MARK
Definition of bullying	The definition is unclear with no understanding of the concept	Definition is very shallow	Definition is understandable but lack	Definition is clear and understandable	Learner has provided an excellent coherent definition with examples	
Types of bullying with explanations	One example have been provided	2 examples have been provided	3 examples have been provided	Four examples provided	Mentioned four types with examples for each	
Reasons why bullies bully other people	No reason provided	1 reason provided	2 reason provided with no examples	3 reasons provided with no clear explanation	3 reasons provided with explanations	
Effects of bullying on their victims	1 effect given	2 effects given	3 effects given	4 effects given	5 effects given	
Four steps people who bully can take to change their ways	No steps given	1 step given	2 steps given	3 steps given	4 steps given	
Where to report bullying	1 place given	2 places given	3 places given	4 places given	5 places given	
<b>TOTAL</b>						<b>/30</b>