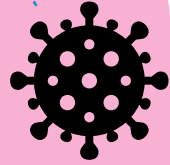


# Grade Seven Project EMS: Teacher guidance on customising the term three project

We understand Covid has impacted teaching and learning.



So we created this guide to help you decide how you can implement some, or hopefully all, of this term three project.

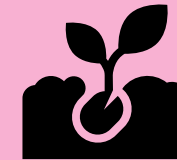
You have probably already read about Playful Project-based Learning...



...so, you will know that it is a **learner-centred, teacher-guided teaching method** where learners learn by actively engaging in **real-world meaningful projects**.



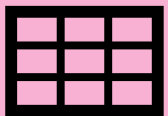
The purpose of these projects is...



...to create an environment for learners to **practise and develop the 'skills for a changing world'** also known as 21<sup>st</sup> century skills or soft skills.

You might also know that there are **three** different stages to our Playful Project-based Learning projects.

3



In the table below, we will unpack what learners will cover in each of these stages, what content will be covered and what skills learners will develop.

This will help you to make a decision on what you can cover in this term.



Ideally you would have time to do the whole project, but we do know how challenging it is right now.



E<sup>3</sup> has created these projects to help realise the intentions of the CAPS curriculum, to prepare learners with the **'skills for a changing world'**.

The more of the project you can do the greater the opportunity for learners to develop and practise their **'skills for a changing world'!**

The best place to start is with the Inquiry-based learning stage and follow the stages sequentially then go on to the problem-based learning stage and finish with the design-based learning stage.

# Grade Seven Project EMS: Teacher guidance on customising the term three project

**Inquiry-based Learning:** *is an active learning method that involves learners asking questions about a topic, triggering learners curiosity and engagement in a topic*



**Inquiry - based Learning**

**INQUIRY BASED LEARNING STEPS**

- 1 **KNOWLEDGE:**
- 2 **NEW KNOWLEDGE:**
- 3 **ORDER**
- 4 **APPLY**

**CAPS ALIGNMENT**

- Entrepreneurship: Definition of an entrepreneur
- Entrepreneurship: characteristics
- Entrepreneurial skills of buying and selling
- Entrepreneurial skills of actions of producing and making a profit through manufacturing

**SKILLS FOR A CHANGING WORLD**

- Questioning
- Curiosity
- Collaboration
- Communication

**REFLECT**

If you choose to end the project here;

- Share the reflection tool with learners.
- Recommend that learners can continue the project on their own.



Learners can **REFLECT** and exit here

**S**  
Social Interaction

**P**  
Purpose

**Problem-based Learning:** *Learners work in teams to formulate complex, real-world problems, and propose possible solutions. Real world problems are the tool for learners to investigate and develop their understanding of the CAPS curriculum.*



**Problem - based Learning**

**PROBLEM BASED LEARNING STEPS**

- 5 **DEFINE**
- 6 **EXPLORE**
- 7 **BRAINSTORM**
- 8 **PRESENT**

**CAPS ALIGNMENT**

- Entrepreneurial skills of producing and making profit through manufacturing.
- Needs and wants.
- The concept of advertising – media used in advertising.
- Setting and achieving goals.
- Identify and solve problems and make decisions using critical and creative thinking.
- Collect, analyse, organise and critically evaluate information.

**SKILLS FOR A CHANGING WORLD**

- Problem solving
- Critical thinking
- Reasoning
- Collaboration
- Creativity
- Communication

**REFLECT**

If you choose to end the project here;

- Share the reflection tool with learners.
- Recommend that learners can continue the project on their own.




Learners can **REFLECT** and exit here

**E**  
Enjoyment

**C**  
Curiosity

**I**  
Iteration

**Design-based Learning:** *Learners produce solutions to complex problems by designing, building, and testing prototypes (a “prototype”) that solve some of the problems learners identified in the problem phase.*



**Design - based Learning**

**PROBLEM BASED LEARNING STEPS**

- 9 **EVALUATE**
- 10 **PROTOTYPE**
- 11 **FEEDBACK**
- 12 **INTEGRATE**
- 13 **PRESENT**

**CAPS ALIGNMENT**

- Entrepreneurship SWOT analysis
- Entrepreneurial skills of producing and making profit through manufacturing
- Budget for Entrepreneurship day, simple cost calculations, fixed price, cost price and variable price.
- Organise an entrepreneur's day
- Work effectively as individuals and with others as members of a team,
- Organise and manage themselves and their activities responsibly and effectively.


**SKILLS FOR A CHANGING WORLD**

- Creativity
- Communication
- Collaboration
- Resilience
- Agency
- Growth mindset
- Self efficacy

**REFLECT**

If you choose to end the project here;

- Share the reflection tool with learners.
- Recommend that learners can continue the project on their own.



Well done! Your learners have completed the project

**A**  
Active Engagement

**L**  
Learner centred

 Complete this tree map after each of the stages, inquiry, problem and design-based learning stages to help you reflect on your experiences and develop your thinking skills.

# MY REFLECTIONS ON PARTICIPATING IN THE PROJECT



*I have just completed the Inquiry stage / Problem stage / Design stage [cross out as applicable]*

What knowledge did I learn about being an entrepreneur?

---

---

---

---

---

---

---

---

What do I want to know more about being an entrepreneur?

---

---

---

---

---

---

---

---

What skills did I develop through the project?

---

---

---

---

---

---

---

---

Did I learn anything that surprised me?

---

---

---

---

---

---

---

---

What did I learn about myself?

---

---

---

---

---

---

---

---