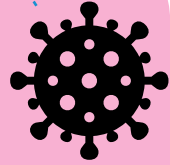


Grade Eight Project, EMS: Teacher guidance on customising the term three project

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...



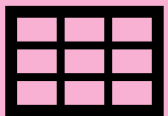
...so, you will know that it is a **learner-centred, teacher-guided teaching method** where learners learn by actively engaging in **real-world meaningful projects**.

The purpose of these projects is...



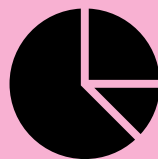
...to create an environment for learners to **practise and develop the 'skills for a changing world'** also known as 21st century skills or soft skills.

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



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.

E³ 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 Eight Project, EMS: Teacher guidance on customising the term three project

SPECIAL LEARNING ENVIRONMENTS LEAD TO THE SKILLS FOR THE CHANGING WORLD

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 forms of ownership.
- Characteristics advantages and disadvantages.
- Forms of ownership in sustainable job creation and the use of natural resources.
- Sole traders and partnerships – characteristics, advantages and disadvantages

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

- Deepen knowledge from the content covered in the inquiry phase.
- 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

- Transfer knowledge and content gained in the problem-based stage
- Understand different perspectives,
- 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 the topic of forms of ownership?	What do I want to know more about the topic of forms of ownership?	What skills did I develop through the project?	Did I learn anything that surprised me?	What did I learn about myself?
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