

LEARN TO SUCCEED

**E<sup>3</sup> TRAINING: 2021**

# ACTIVITY BOOK

ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# ACTIVITY BOOK E<sup>3</sup>: If it's going to be, it's up to me!



## Activity 1 – The world and teaching today

1.1 The introduction has highlighted the following in my personal life:

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In my professional life:

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## Activity 2 – Who am I? Where am I going?

2.1 Look through the following statements and reflect on your personal make-up by rating each statement on a scale from 1-4 where **1 = not at all** and **4 = very much so**.

| RATING | FIXED / GROWTH MINDSET            | RATING | FIXED / GROWTH MINDSET                      |
|--------|-----------------------------------|--------|---|
|        | If you succeed, I feel threatened |        | I don't like to be challenged               |
|        | Tell me I try hard                |        | My effort and attitude determine everything |
|        | When I fail, I'm no good          |        | Tell me I'm smart                           |
|        | I want to challenge myself        |        | If you succeed, I'm inspired                |
|        | When I'm frustrated, I persevere  |        | My abilities determine everything           |
|        | I'm either good at it, or I'm not |        | I can learn anything I want to              |
|        | When I fail, I learn              |        | When I'm frustrated, I give up              |

2.2 **Underline** the conclusion you have reached.

I show more qualities of a growth / fixed mindset

2.3 Reflect on what you need to change to be better equipped for the 21<sup>st</sup> century:

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2.4 Give your workbook to a friend and ask if they agree with your self-assessment.

YES  NO Comment: \_\_\_\_\_

### Activity 3 – Circle of influence and Circle of Control

3.1 Study the following typical frustrations in a teacher's day and **circle what you can control** and **underline what cannot be controlled**.

|   |   |   |   |
|---|---|---|---|
| 1 | Children arrive at school hungry  | 2 | Learners are undisciplined  |
| 3 | You lack the confidence to go to the principal to complain about a senior teacher who is giving you a hard time | 4 | ESKOM is load-shedding and you cannot plan your day because the schedules are not always accurate |
| 5 | You are dissatisfied with the increase in the price of petrol   | 6 | Some teachers do nothing - and you are overworked   |
| 7 | You do not understand the work you have to teach  | 8 | You are often late for school and are always in trouble   |

3.2 Explain how the above activities will make you happier and more productive at work.

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3.3 In the block below insert one or two personal mantras in the next phase of your life.

| MY PERSONAL MANTRA FOR SUCCESS: |
|---------------------------------|
| .....                           |
| .....                           |
| .....                           |
| .....                           |

### Activity 4: Personal and professional brick wall

Study the brick wall and in your own brick wall below insert obstacles that you experience personally in your own school, district, province.

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## Activity 5: The happiness trilogy

Play the “Spilling the Beans” game. In groups answer the following questions/share the personal reflections:

5.1 How important is making your mark on the world? (2 people share views. Jot down main ideas)

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5.2 Do you really think that a “worthwhile” life is so important in our pursuit of happiness? (Another 2 people share views. Jot down main ideas)

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5.3 Personal reflection:

Underline your choice in each sentence:

I am / I am not yet a valued member of the teaching community because

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I value / do not value the teaching community because

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The teaching community is valued / is not valued because

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I am happy / unhappy as a teacher and personally because

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**Activity 6: Teachers yesterday and tomorrow**

6.1 In groups, complete this table:

**Teaching success factors:**

| The past | The future |
|----------|------------|
| 1        |            |
| 2        |            |
| 3        |            |
| 4        |            |
| 5        |            |
| 6        |            |

## Summative Activity Topic 1

In order to succeed as an educator, I have to practise what I preach. This means I must model the following competencies (in order of importance), and this is how I can do that.

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## TOPIC 2 - THE DBE PLAN

### Activity 7: The DBE plan - a graphic harvest

7.1 In groups, decide on who will do the artwork and capture notes for a graphic (mind-map or harvest) to sum up the DBE plan using these headings / key ideas:

- Why E<sup>3</sup>?
- What will E<sup>3</sup> do?
- How will this happen?
- What is the ideal outcome?





## Activity 9: Brainstorm ideas for the launch

9.1 Brainstorm ideas around launching PBL in Term 3 in your school, district and province.

School

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District

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Province

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## Activity 11: Reflection

**11.1** Reflect on Michelle's presentation and capture the details of her project in the table below.

|   | STAGE                             | COMMENT |
|---|-----------------------------------|---------|
| 1 | Challenging problems or questions |         |
| 2 | Sustained inquiry                 |         |
| 3 | Authenticity                      |         |
| 4 | Student voice and choice          |         |
| 5 | Reflection                        |         |
| 6 | Critique and revision             |         |
| 7 | Public product                    |         |

**11.2** How will teachers have to change? Capture main points below.

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## Activity 12: Spinning a yarn

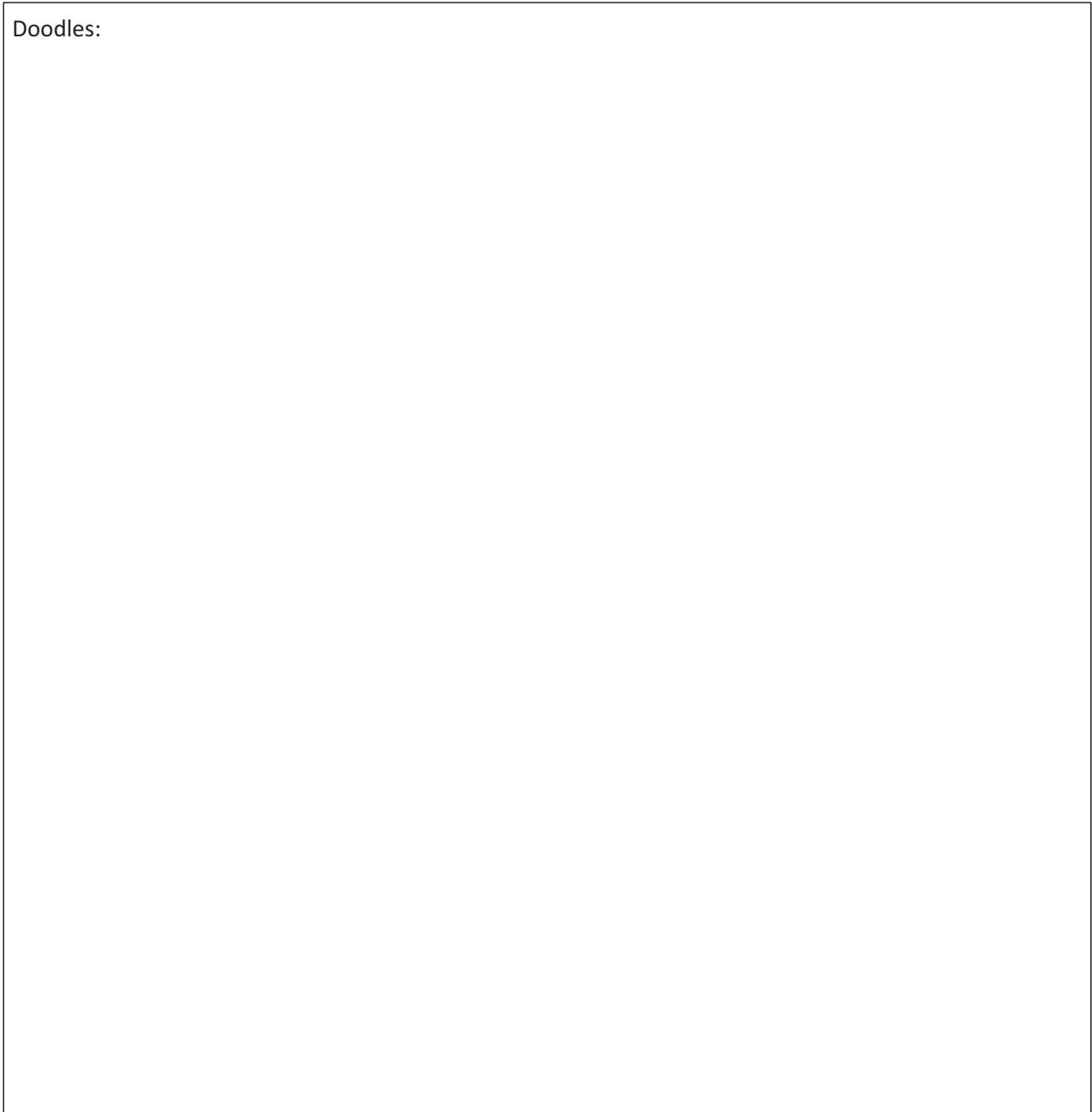
12.1 Using strings, recount stories from your past sharing how...

... language disempowered a learner you knew.

... language proficiency has empowered learners you know/knew.

12.2 Doodle as your group mates speak:

Doodles:

A large, empty rectangular box with a thin black border, intended for students to draw or doodle while listening to their group mates speak.
















## TOPIC 4 - THE PBL LEARNER AND THE PBL TEACHER

### Activity 13: Generational Gaps

13.1 Study the graphic below and in groups decide where each member of your team fits, by writing their names in the correct category.

| Characteristics                            | Maturists (pre-1945)  | Baby Boomers (1945-1960)   | Generation X (1961-1980)  | Generation Y (1981-1995)   | Generation Z (Born after 1995)  |
|--|---|--|---|--|---|
| Formative experiences                      | Second World War<br>Rationing<br>Fixed-gender roles<br>Rock'n'Roll<br>Nuclear families<br>Defined gender roles - particularly for women | Cold War<br>Post-War boom<br>„Swinging Sixties“<br>Apollo Moon landings<br>Youth culture<br>Woodstock<br>Family-orientated<br>Rise of the teenager | End of Cold War<br>Fall of Berlin Wall<br>Reagan / Gorbachev<br>Thatcherism<br>Live Aid<br>Introduction of first PC<br>Early mobile technology<br>Latch-key kids:<br>rising levels of divorce | 9/11 terrorist attacks<br>PlayStation<br>Social media<br>Invasion of Iraq<br>Reality TV<br>Google Earth<br>Glastonbury | Economic downturn<br>Global warming<br>Global focus<br>Mobile devices<br>Energy crisis<br>Arab Spring<br>Produce own media<br>Cloud computing<br>Wiki-leaks |
| Percentage in U.K. workforce*              | 3%  | 33%  | 35%   | 29%  | Currently employed in either part-time jobs or new apprenticeships  |
| Aspiration                                 | Home ownership  | Job security   | Work-life balance   | Freedom and flexibility  | Security and stability  |
| Attitude toward technology                 | Largely disengaged  | Early information technology (IT) adaptors   | Digital Immigrants  | Digital Natives  | „Technoholics“ - entirely dependent on IT; limited grasp of alternatives  |
| Attitude toward career                     | Jobs are for life   | Oranisational - careers are defined by employers   | Early „portfolio“ careers - loyal to profession, not necessarily to employer  | Digital entrepreneurs - work „with“ organisations not „for“  | Career multitaskers - will move seamlessly between organisations and „pop-up“ businesses  |
| Signature product                          | Automobile<br>                                       | Television<br>  | Personal Computer<br>  | Tablet/Smart Phone<br>            | Google glass, graphene, nano-computing, 3-D printing, driverless cars   |
| Communication media                        | Formal letter<br>                                    | Telephone<br>   | E-mail and text message<br>  | Text or social media<br>          | Hand-held (or integrated into clothing) communication devices<br>      |
| Communication                              | Face-to-face  | Face-to-face ideally, but telephone or e-mail if required  | Text messaging or e-mail  | Online and mobile (text messaging)   | Facetime  |
| Preference when making financial decisions | Face-to-face meetings   | Face-to-face ideally, but increasingly will go online  | Online - would prefer face-to-face if time permitting   | Face-to-face   | Solutions will be digitally crowd-sourced   |

\*Percentages are approximate at the time of publication.



13.2 Why is this information important for you and any teacher?

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## Activity 14: How are you doing?

| PBL Facilitator  | How I need to adapt / or not? |
|--|-------------------------------|
| <p><b>Design and plan</b><br/>A learner problem arises and a lesson is created around it. She knows her curriculum and this will help her to link the problem to relevant CAPS information/knowledge transfer.</p>   |                               |
| <p><b>Align to standards</b><br/>Knows the CAPS and links her lesson to outcomes and expectations from the CAPS.</p>   |                               |
| <p><b>Build the culture</b><br/>Understands that school culture plays a huge role in modeling appropriate and meaningful relationships.</p>  |                               |
| <p><b>Manage activities</b><br/>The project is designed around practical real-life solutions. There is very little transmission teaching. Learners are given a task with clear instructions and the teacher observes learners and helps them when needed. She is a class and activity manager.</p>                           |                               |
| <p><b>Scaffold student learning</b><br/>She understands that all learners are different and in a variety of ways. She sees her role as that of supporter as each individual learner is helped to climb to the next level because of her one-on-one coaching.</p>   |                               |
| <p><b>Assess student learning</b><br/>In her classroom, there are 3 types of assessment and each is treated differently and has a different purpose:<br/>Baseline – where should we start?<br/>Formative – How are we doing, every little step of the way?<br/>Summative – How did we do when tested on a chunk of work?</p> |                               |
| <p><b>Engage and coach</b><br/>Her role is to pay attention to the needs of every learner and to offer them support, not via formal teaching, but by one-on-one coaching especially as they work in groups.</p>  |                               |





## TOPIC 6 - SUPPORTING E<sup>3</sup> AND PBL IMPLEMENTATION

### Activity 15: Professional Learning Communities (PLCs)

15.1 In pairs, explain why each of the 10 characteristics is crucial for a successful PLC.

|  |  |
|--|--|
| 1 Mutual trust and respect                             |  |
| 2 Support challenge and constructive critique          |  |
| 3 Shared vision and focus on learning for all learners |  |
| 4 Collaborative and reflective enquiry                 |  |
| 5 Inclusive membership                                 |  |
| 6 Leadership   |  |
| 7 Collective responsibility for student learning       |  |
| 8 Coherent, responsive change in practice              |  |
| 9 Regularity   |  |
| 10 Systematic, rigorous enquiry into practice          |  |

## Activity 16

In pairs, discuss how you can commit to change by:

16.1 Saying what action you will take immediately:

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16.2 Finding an inspiring quotation to embody your view of PBL as nation building:

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16.3 Your personal mantra to drive your own life (personal and professional):

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**TOPIC 7 - INTERCONNECTEDNESS AND SELF-DETERMINATION**

### Activity 17

Complete the the following sentences:

17.1 Sitting in rows all the time and keeping to a fixed curriculum is good because .....

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a bad idea because .....

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17.2 Piaget said that knowledge is a consequence of experience. Do you agree? Explain your answer. 4 lines

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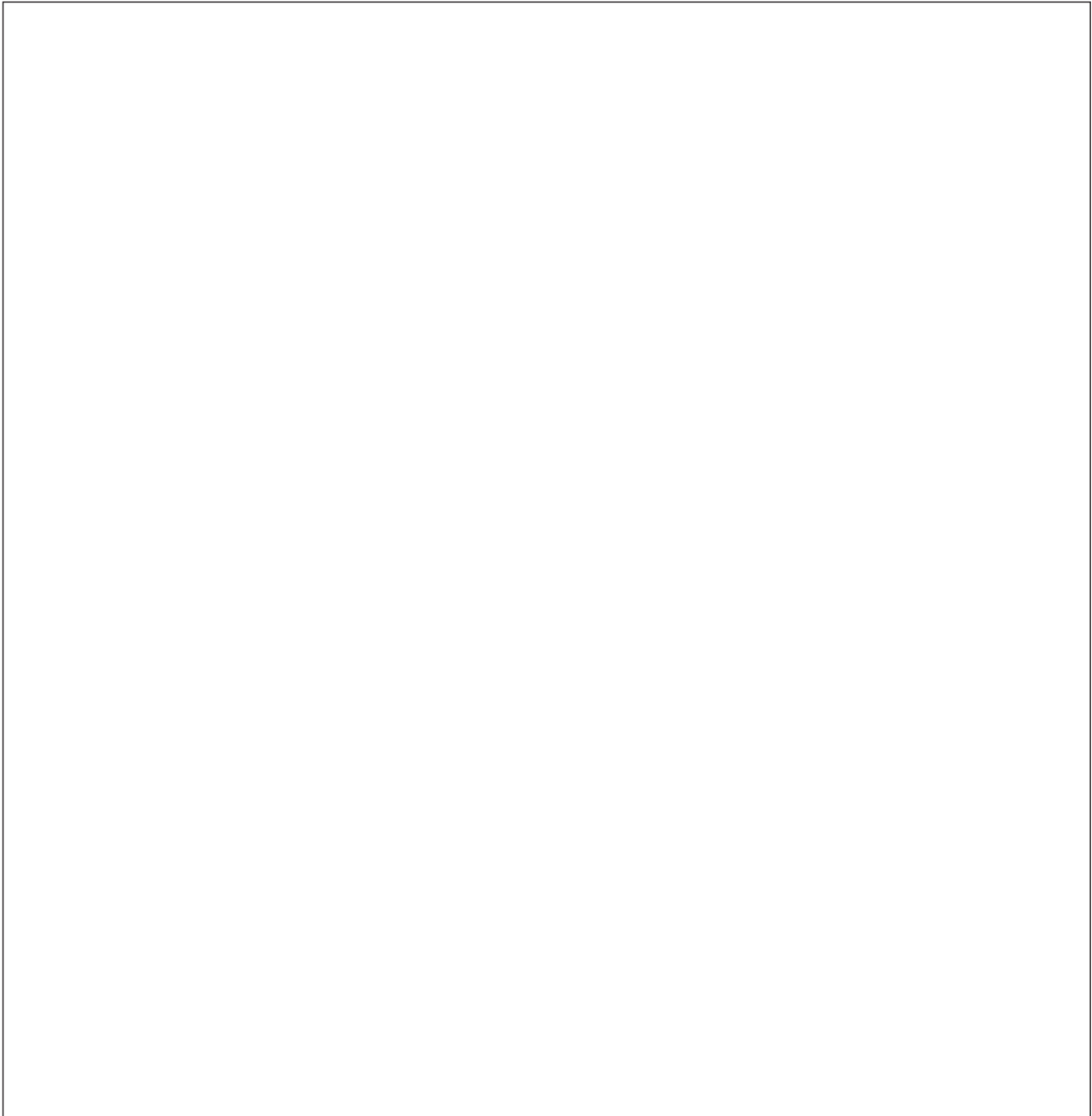
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## Activity 19

Study the drawing and redraw it using more appealing graphics . Then rate the three qualities of self-determination where 1=most important.



Finally Write a sentence about yourself using each of the three words

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## Summative Activity Topic 7

1.1 Are you a happy teacher, Create a diagram explaining what makes you happy and what makes you unhappy.



1.2 What is your message for someone entering the profession?

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1.3 What will you do to become a happier teacher?

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