

GEC INTEGRATED GRADE 9 PROJECT TEACHER'S RESOURCE PACK



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PLAYFUL PROJECT-BASED LEARNING | ANCHOR SUBJECT: LIFE ORIENTATION



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE 9

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RESOURCE 1



Thinking maps

These resources have been created by Thinking Schools South Africa at admin@thinkingschools.org.za



THINKING MAPS APPLICATION TIPS

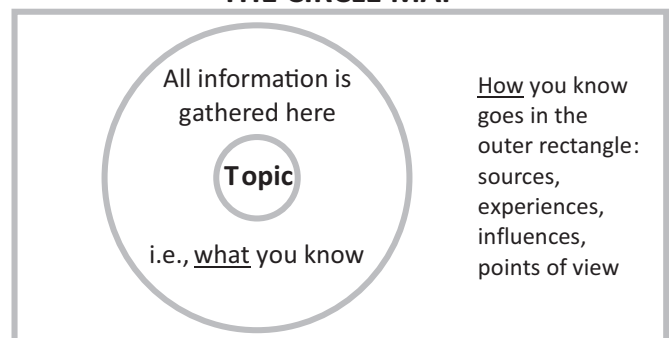
When you are **Defining...**

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...**

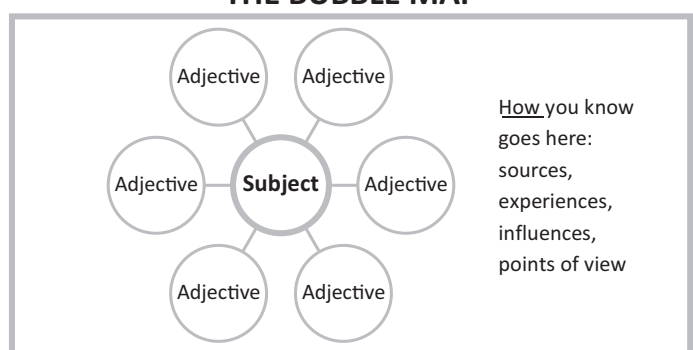
Key Words used	Questions asked	Applications
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would you 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

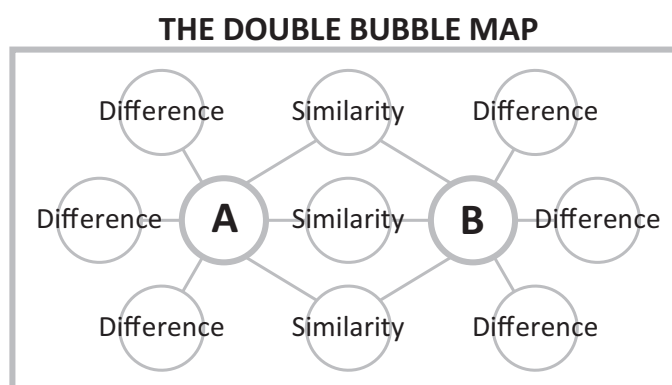


When you are **Comparing and Contrasting...**

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 mechanistically 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.



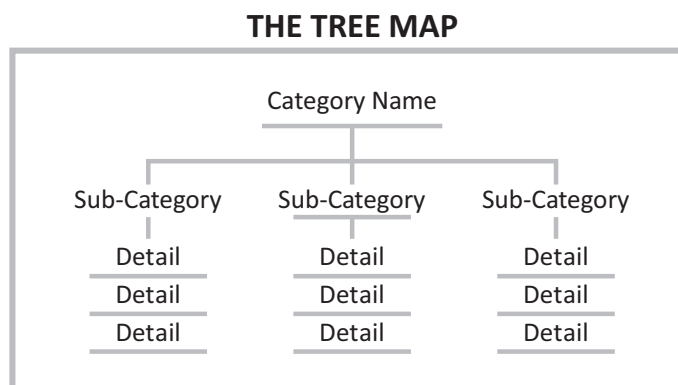
When you are **Classifying...**

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...**

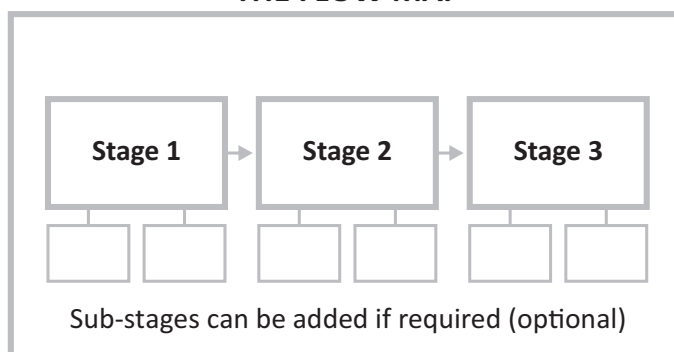
Key Words used	Questions asked	Applications
Sequence, map the steps in this project, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems	What is the process/project you are sequencing? What is the step-by-step sequence of events in the 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





RESOURCE 2

The boat making game

Watch how to play the Boatmaking Game on this link:

<https://www.youtube.com/watch?v=syUr8vHw-Po>

Background Information on the Boat-making Game

Your city is very close to a large dam. Boat building is a very good business and some crafts people, like you and your family, have been making boats for generations. However, building boats is very competitive and you have to work very hard to make a profit. As in any family business, everyone involved must do their best to make the best possible boats.

Making boats is an art as well as a craft. Some people are better than others in designing and building boats in various shapes and sizes. There is a timber company in the city that specialises in the types of treated plywood needed to make the best boats. All the boat builders buy sheets of plywood from this timber company because they know they will receive the best quality at reasonable prices. The cost of one sheet of plywood is R50. Because the city is known throughout the country for making high quality boats, there are two major boat-buying companies in the city. They buy boats and then transport them to other areas of the country and province to be sold.

The first company, Premier Boats, is a fairly strict company and buys only boats that meet their high standards. They are very careful in choosing the boats they are going to buy. This company has a set price of R80 when buying boats from the builders. Only once in the past four years has Premier Boats paid more than R80 for a large Sea Boat, and that was because of the demand from the fishing industry.

The second company, Batho Boats, is owned by the Mokoena family who have lived in the area for a long time. Batho Boats is not as strict in evaluating the quality of the boats they buy, but the price may vary based on demand (the price may go up or down).

Playing the Boat-making Game

You need to buy plywood, make boats and sell the boats. Boats can be sold at any time to either one of the two boat-buying companies. The money received from the boat buyers can then be used to purchase more sheets of plywood, make and sell more boats. You need to record all transactions (income and expenses) in the General Journal.

During the game you need to:

- save some of your money for unexpected expenses
- pay each worker in the business a salary of R10 on Friday of each week. All wages are deposited into the workers' savings accounts
- pay rent for the factory building. The rent is R100 per month and this is payable on thrid Friday of the month.



Your company has a starting balance of R200 in its bank account. You also know that you cannot count on all workers being at work all the

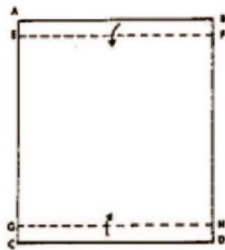
time. Workers may get hurt, get sick or miss work for other reasons. Make sure you plan carefully. If you don't sell all of your boats by the end of the month, you will have to pay a storage fee of R5 for each boat. Therefore, be careful to have only a few boats in stock at the end of the month.

Extra plywood that is not used in making the boats, can be used in making attachments or decorations. You may also make smaller boats and try to sell them. The boat buyers may pay a little more for a well-designed and decorated boat. You may use some extra colours to make the boat look more appealing.

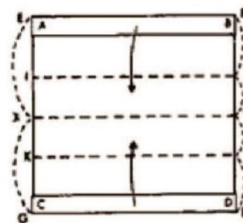
HOW TO MAKE A BOAT

Pleasure Boat

1. Valley-fold the top and the bottom about 1.5 cm from the edges



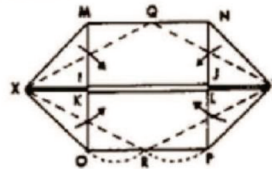
2. Valley-fold the paper from top to bottom and unfold. Valley-fold EF so that it rests along the center fold line. Repeat with GH



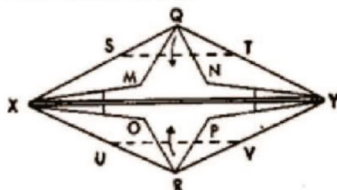
3. Your paper should look like this. Diagonally valley-fold each corner to meet along the center line XY



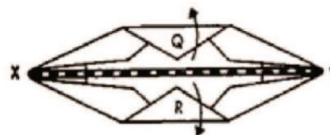
4. Valley-fold along the lines indicated. You will need to use your thumbnail to achieve a sharp crease



5. Valley-fold point Q and point R forwards so that they meet approximately 1.5 cm from the center line XY



6. Mountain-fold the entire boat along line XY



7. Pick up the boat and gently pull the sides out



8. Insert your thumbs between the inner pockets formed by XY and gently turn the entire boat inside out. Do this by starting on the left side and working from the center to the tips. Then work on the right side. Work slowly to avoid tearing, and pinch and flatten as you go.





RESOURCE 3

NGO or NPO - Unpacking the alphabet soup

Am I an NGO or an NPO? Unpacking the alphabet soup

By Liesl Williams on April 9, 2020 Posted in [General](#)

You are both. And neither. The charitable sector is peppered with acronyms whose correct usage is not always fully appreciated. This naturally leads to confusion.

The common acronyms are:

NPO: non-profit organisation/not-for-profit organisation

NGO: non-governmental organisation

PBO: public benefit organisation

NPC: non-profit company

When a not-for-profit entity asks 'What am I?' the answer can only be one of three options: a not-for-profit company (under the Companies Act 2008), a charitable trust (under the Trust Property Control Act 1988) or a voluntary association of persons (under the common law). These are the only three legal structures available through which to operate a not-for-profit entity.

The two most common statuses for which a not-for-profit entity can apply are: non-profit organisation status (in terms of the Non-profit Organisations Act 1997) and public benefit organisation status (in terms of the Income Tax Act 1962). Entities that are awarded such status often then refer to themselves as an NPO or a PBO. However, remember, that is not their legal nature. It is a description of their legal structure, a declaration that they have an NPO number and/or a PBO number. Commonly a not-for-profit entity will have both an NPO and a PBO number.

The term NPO is also used as a general descriptor to indicate that the entity concerned is not-for-profit, that is, the opposite of a for-profit entity. In these circumstances, it is not a statement that the entity has an NPO status under the Non-profit Organisations Act.

NGO is another descriptor used to refer to not-for-profit entities.

The word 'charity' has fallen out of favour. In its place the terms NGO and NPO are used. Given that NPO has at least two distinct meanings, it seems preferable to use the term NGO to describe any not-for-profit entity (whatever legal form it takes). Regrettably, in practice you will see not-for-profit entities, corporations and government departments using the terms NGO and NPO as though they were referring to distinctly different concepts. This has led to situations such as a not-for-profit entity missing out on a funding opportunity because it has assumed one label (NPO) and the funding body has used another label (NGO) as an essential qualification criterion. In this situation, the parties have missed the obvious: NPO and NGO can be used interchangeably. They both refer to a not-for-profit entity as the body entitled to apply for the funding.

Source: <https://www.financialinstitutionslegalsnapshot.com/2020/04/am-i-an-ngo-or-an-npo-unpacking-the-alphabet-soup/>



Volunteering to build career skills

HOW VOLUNTEERING CAN HELP YOU BUILD SKILLS FOR YOUR CAREER

About this article



Written By: Louise

March 14, 2018

More about: [Careers and Job Search](#), [Volunteer Engagement](#)



Volunteer work can broaden and deepen your experience and provide skill development in a way that is often not possible or available to you elsewhere. We hear all the time about the challenges faced by those actively job hunting, particularly recent graduates: “I don’t have direct experience in the type of work I’m looking for, and many employers don’t train anymore”, or “I don’t have any connections in the industry I’m trying to break into and there is so much competition!”

Here is a summary of some of the ways that volunteering can help you build skills and gain experience.

Meet new people. Volunteering puts you amongst all kinds of people. You don’t just get a new perspective on the rich diversity of our communities, but you learn to get comfortable talking to people you’ve just met, as well as how to start and sustain conversations. You’ll also have a chance to observe how others navigate in the nonprofit work environment and learn other social skills, all while building self confidence.

Develop professional relationships. Volunteering helps you develop new networks, through which you will hear about job openings, training opportunities, and networking

events. Through these networks, you will also build an awareness of the trends, issues, people & resources in your community and the causes you're interested in, while at the same time allowing you to elevate your visibility amongst experienced, influential community leaders. You may have a well-developed skill set that you now want to apply to a cause you're passionate about – new networks can help connect you to the right people at the right organization.

Hone and sharpen skills. You may have just graduated, or perhaps your job doesn't allow you to use all your skills and experience, or to advance further. Volunteering can help you retain and sharpen existing skills like planning and budgeting for example, with the bonus of concurrently developing soft skills such as team building, goal setting, problem solving and adaptability. A volunteer position may afford you the opportunity to learn how to be a leader and achieve a higher level of responsibility when none exists where you work.

Develop new skills. Volunteering is a great way to learn new skills and try new things in a relatively risk-free environment. You could try out working with animals in a volunteer position, for example, before committing to the cost of a multi-year university veterinary program. This is a valuable way to either reinforce your level of interest or possibly even discover that it's not the career for you. You can also explore entirely new fields – possibly discovering skills & interests you were previously unaware of.

Boost your performance. The act of volunteering and engaging with your community stimulates the circulation of oxytocin, one of the “feel-good” neurochemicals like dopamine and serotonin. Apart from the “feel-goods”, oxytocin limits the release of the stress hormone cortisol. Your increased sense of well being and reduction of stress will help you learn better, improve your focus, and release your creativity.

Build your resume. All experience is valuable, and head hunters have long encouraged clients to include volunteer work on their resumes. Typical interview questions that ask for concrete examples of “thinking outside the box” or “working with teams to overcome challenges” can be answered by referring to your volunteer experience. The fact that you care about your community, are willing to learn new things, have the initiative to gain the experience you need, and possess the time management necessary to fit volunteer work into your schedule are all attractive attributes to a prospective employer.

In summary, volunteering is a great way to make the connections you need and gain the experience necessary to pursue the career you've always wanted.

Louise Sparrow is a Volunteer Services Professional and founder of Louise Sparrow Consulting – where ideas take flight.

Source:

<https://charityvillage.com/how-volunteering-can-help-you-build-skills-for-your-career/>



RESOURCE 5

8 business functions for success

Why the 8 business functions are necessary for success in a volunteer organisation.

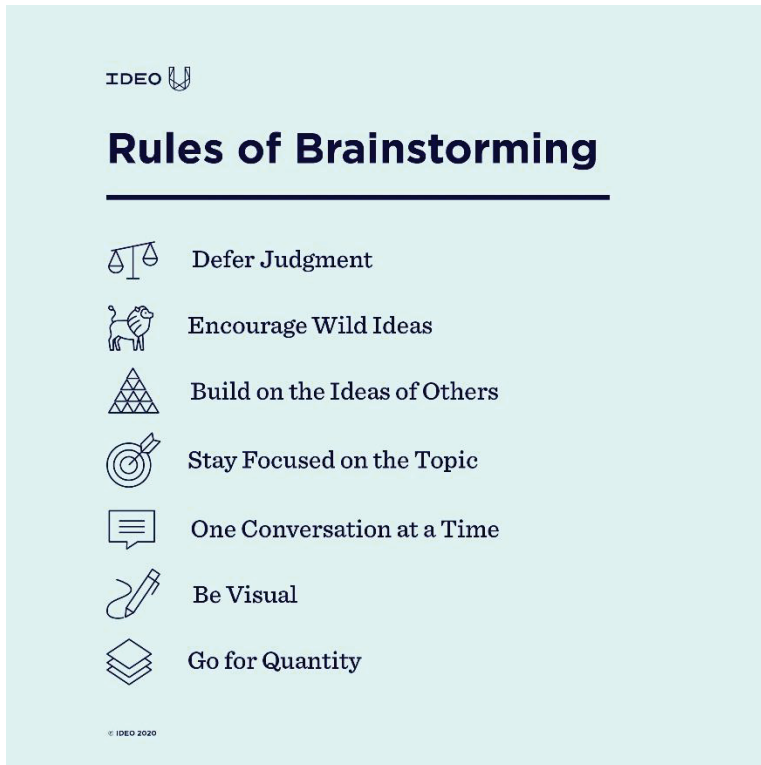
As a nonprofit, you have a responsibility to your community, as well as your donors, to be successful and operate in a way that is, ideally, fiscally independent of donations. Choosing to run your nonprofit like a for-profit business can ensure you meet your revenue goals each year, as well as operate on the lean side without making unnecessary expenditures that could cost the livelihood of your organization.

5. Run Your Nonprofit Like A Startup

Nonprofits should treat their organization like a startup. First, NPOs should conduct research to understand their clients' problems. Second, they should develop an MVP, and test and iterate it until they find product-market fit. Once they achieve product-market fit, NPOs should then pitch their programming to foundations and corporations interested in the problem they are solving. - [Jason William Johnson, Chicago Urban League](#)

Source:

<https://www.forbes.com/sites/forbesnonprofitcouncil/2018/03/07/12-effective-ways-to-operate-a-nonprofit-like-a-for-profit-business/?sh=354eff0634c6>



Rules of Brainstorming

1 — Defer Judgment

Creative spaces are judgment-free zones—they let ideas flow so people can build from each other's great ideas. Don't judge, just take part.

2 — Encourage Wild Ideas

Embrace the most out-of-the-box notions. There's often not a whole lot of difference between outrageous and brilliant.

3 — Build on the Ideas of Others

Try to use "and" instead of "but," it encourages positivity and inclusivity and leads to tons of ideas.

4 — Stay Focused on the Topic

Try to keep the discussion on target. Divergence is good, but you still need to keep your eyes on the prize.

5 — One Conversation at a Time

This can be difficult—especially with lots of creative people in a single room—but always think about the challenge topic and how to stay on track.

6 — Be Visual

Use coloured markers and Post-its. Stick your ideas on the wall so others can visualize them. Let someone draw pictures and doodles while ideas are flowing.

7 — Go for Quantity

Don't stop at 20 ideas: For any 60-minute session, you should try to generate 100 ideas.

Source: <https://www.ideo.com/blogs/inspiration/7-simple-rules-of-brainstorming>



Learning
Development
Service

5 Step Guide to Report Writing

The purpose of report writing:

- To communicate a research process clearly and simply
- To give logical structure to the methods, results and findings of research
- To inform the reader of the findings and possible recommendations of the research
- To be easy to read and navigate for the reader
- To develop clear, concise communication and documentation skills



1. Read the brief/terms of reference carefully

The brief should tell you:

- Who the report is for (**audience**)
- What they want to find out (**purpose**)
- Think about what questions the audience want to find answers to
- Ensure that your report addresses these questions in the Introduction, Discussion, and Conclusion

2. Plan each section

- Plan each relevant section using bullet points/spider-diagrams/short paragraphs, or any other suitable method
- Common elements that are found in reports include:
 - Title Page
 - Acknowledgements
 - Contents
 - Abstract or Summary
 - Introduction
 - Literature Review
 - Methodology
 - Results or Findings
 - Discussion
 - Conclusion and Recommendations
 - References
 - Appendices
- Consider the role each item will play in communicating information or ideas to the reader:
 - Does it provide background to your research? (**Introduction or Literature Review**)
 - Does it describe the types of activity you used to collect evidence? (**Methods**)

For information please contact us on 028 9097 3618 or email lds@qub.ac.uk

<http://www.qub.ac.uk/lds>

- Does it present factual data? (**Results or Findings**)
- Does it place results or evidence in the context of background reading (**Discussion**)
- Does it make recommendations for further action? (**Conclusion**)

3. Relate findings to background research

- When writing your discussion, look back at:
 - Your original research questions
 - Your literature review or any wider reading
- Keep these in front of you as you write
- Ask how your findings answer your research questions
- Use your background reading to help interpret your results
- Does this research provide any possible explanations or evidence to support your interpretations or findings?
- Do your findings confirm or contradict previous research findings?

4. Put yourself in the position of the reader

- Reports are designed to be informative: think about your audience and their needs
- Ask yourself the following questions:
 - What does your reader already know?
 - What do they want to find out?
 - You know what you mean, but can your reader follow your reasoning i.e. do you jump from one idea to another without explaining them fully?
 - Is all of the information relevant to the reader?

5. Edit ruthlessly and proofread

- Leave time to read through your report
- Clear and simple sentence convey your ideas more effectively
 - Cut out any unnecessary descriptions
 - Get to the point: shorten any needlessly long sentences, especially in introductory sentences
 - Example: "This report will concern itself primarily with the important issue of the noise level on campus" is better as "This report concerns the noise level on campus"
- Use technical terms accurately and make sure you fully understand what they mean
- Avoid adding in unnecessary jargon just to sound more 'academic'

For more information on report writing, see the interactive resources on our website:

go.qub.ac.uk/ReportWriting

For information please contact us on 028 9097 3618 or email lds@qub.ac.uk

<http://www.qub.ac.uk/lds>