

Discovering the Integrated Projects: Workshop Facilitators Guide

Context of this training

The goal of the GEC is to:

- support the development of learners' "21st-Century Skills" and inclinations and,
- strengthen the effective assessment of these skills and learners' knowledge and,
- provide learners with an opportunity to develop and grow these skills, in such a way that prepares learners to make decisions about their future studies and career pathways that then prepares them for success in a changing world (through the mechanism of an integrated project).

In this **training**, we will explore how we prepare learners with skills for a changing world by addressing the following topics:

1. **Define** the integrated projects.
2. **Understand** key elements of the Integrated Projects
3. **Explore** and **understand** why an integrated project is a useful approach to preparing young people with the skills (21st-Century Skills) they need to succeed in a rapidly changing world.

The 'Curious Questions' driving this workshop are:



- **What** is an Integrated Project?
- **How** does an integrated project prepare learners for a changing world?

The learning goal of this workshop is: to equip participants with the understanding of the Integrated Projects SO THAT participants can effectively train and support teachers to be able to effectively implement an integrated project in term three.

The objectives of this workshop are:

1. **Define** an integrated project.
2. **Understand** the key elements that make up an integrated project.
3. **Explore** and **understand** why an integrated project is a useful approach to preparing young people with the skills (21st-Century Skills) they need to succeed in a rapidly changing world.

The outcome of this workshop is:

By the end of this workshop participants will be able to:

- Clearly explain what an integrated project is.
- Understand the activities that make up the integrated projects.
- Understand how to carry out the assessment activities within the integrated projects.

PLEASE NOTE: PLEASE FEEL FREE TO ADAPT THIS TRAINING TO THE SPECIFIC NEEDS OF YOUR TRAINING COHORT. THE ACTIVITIES AND NOTES IN THIS DOCUMENT ARE A SUGGESTION.

There are 6 activities in this workshop. All activities in this workshop will be carried out in the same groups of approx. 6 – 8 people throughout the workshop.

Activity 1: Introduction

Time: 10 minutes

Resources: None

Purpose: The purpose of this activity is to supply participants with the context of the Integrated Projects. So *that* subsequent activities not only make sense, but also engage participants more deeply, encouraging them to utilize the insights gained, and foster a more productive experience.

1. Begin this session by introducing the curious question and giving an overview of the unit.

Ideas for what to say

Times are changing. Our learners will probably not be prepared for the future if we use teaching methodologies that were created for the 19th century. The Integrated Project approach connects what learners learn in school to the real-world making it relevant to cultivating 21st-Century Skills needed for learners to succeed in a changing world. It does this by providing learners with practical opportunities to be self-directed as they identify problems and find solutions to real and meaningful problems thereby creating value for other people. Through the integrated projects, learners are able to PRACTICE the 21st –Century Skills such as communication, collaboration, creative thinking and critical thinking, that help to prepare young people for a changing world.

2. Carefully dissect the curious question together with the participants so that they all understand the concepts. The question is: *What is an Integrated Project and how do integrated projects prepare young people for a changing world?*
3. Give participants 2 minutes to write their own answers to the curious question. They will have the chance to go back and re-write their answers at the end of the unit.
4. Present the power point presentation that explains what an integrated project is and why it helps to prepare young people for a changing world.

DID YOU KNOW

The Integrated Project offers ways for learners to practice many of the higher-order thinking skills outlined in Bloom's Taxonomy which are Remembering, Understanding, Applying, Analysing, Evaluating and Creating. In order to prepare learners for success in a changing world, they need opportunities to work collaboratively and think critically as they solve real-life and relevant problems. Experiential learning methodologies such as Project-based Learning provide these opportunities. Let's take a quick look at how Project-based Learning incorporates some of the higher-order thinking skills such as applying, analysing, and creating.

In Project-based Learning, learners have a real-life problem to solve. They can start by **remembering** what they know (prior knowledge) and discovering new knowledge. They then deepen their **understanding** (comprehension) of the new knowledge as they compare, contrast, and interpret this knowledge by **applying** it to identify solutions to the problems they face. They **analyse** and **evaluate** these solutions and bring their project to life by **creating** an outcome such as a product or service.

In this example, you can see how each level of Bloom's Taxonomy is addressed as learners practice the higher order skills that make up the entrepreneurial way-of-being. NOTE THAT BLOOM'S LEVELS ARE NOT SEQUENTIAL AND CAN HAPPEN IN ANY ORDER DEPENDING ON THE TYPE OF PROJECT.

Activity 2 Planning a wedding

Time: 30 minutes

Resources: A3 papers and coloured markers, Workbook.

Purpose: The purpose of this activity is to provide participants with a real-life and relevant experience of project-based learning so that, participants feel what it is like to participate in Project-based Learning and how and why this might lead to learners practicing and growing the skills they need to succeed in a changing world.

1. Divide the participants into groups of 6 to 8 participants. Ask for a volunteer to read the story about Dozi and Dumni's wedding.

Dozi and Dumni are getting married

Dozi first set his eyes upon Dumni at his company's yearend party and immediately fell in love with the pretty lady. Within a month, while dining at a restaurant right on the beach, he asked her to marry him. The elated Dumni said: "YES, yes, yes!" All the other diners clapped hands and called out congratulations when they realised what was happening. The very next day, Dumni started drawing up a guest list with at least 300 people. Dozi was perplexed. Where did she find all these people? Dumni explained that her family was very traditional, and apart from her 7 older brothers and sisters, she also had 42 cousins. She couldn't possibly leave anyone out! Dozi quickly realised that he had to enlist the help of his cleverest family members to help organise the wedding, hopefully within budget!

2. Each group in the room should think of themselves as various members of Dozi's family.
3. Hand out pieces of A3 or Flipchart paper and coloured markers to each group. Ask participants to draw a circle map on the provided piece of paper. Write the couple's name in the centre circle. Start filling out the outer circle with important things that should be included in the wedding plan such as how you would go about organising this wedding; what are the first steps; what it important to consider etc.
4. Explain that they have 15 minutes to come up with as many ideas as possible, and 2 minutes to present their plan to the rest of the group. Please keep strict timing.

5. Once the participants have finished their circle maps explain that what we have just done is the inquiry phase of Project-based Learning an approach used within the Integrated Projects, understanding what we know about planning a wedding (prior knowledge) and adding in any new knowledge about planning a wedding. Using wedding planning as an example the next steps would be to solve any problems that arise e.g. the seating arrangement and then be creative and innovative in implementing the wedding. Obviously, we don't have time to do all that today, but the purpose of this was to show you how everyday life activities are also forms of integrated learning.

Example of a Wedding Plan using a Circle Map



Activity 3 Group Discussion

Time: 10 minutes

Resources: Whiteboard / Blackboard or flip chart

Purpose: The purpose of this activity is to discuss and reflect on the experiences during activity 2, so that the experience in activity 2 leads to deeper, more long-lasting learning.

1. Explain to the participants that the planning of a wedding is in fact a form of Project-based Learning and approach used in the Integrated Projects. Ask if they can think of any other real-life situations that require one to use a project to get things done.

Ideas that may come forward are as follows:

- Researching and buying a car
- Applying to a university
- Planning a family holiday
- Planning a funeral
- Putting a concert together
- Launching a special charity project

Activity 4 The Integrated Projects

Time: 45-60 minutes

Resources: Integrated Project guides for the LO and MST projects.

Purpose: The purpose of this activity is for participants to become familiar with the Integrated Projects so that participants are able to explain and train teachers to implement these projects effectively.

1. Divide the participants into groups.
2. Hand out the Project books (Teacher and Learner Books) to each of the groups.
3. Ask if they recognise some of their Annual Teaching Plan (ATP) themes in the Projects. This means that the projects cover some of the ATP for the third term. This is not extra work for the teacher, but in fact it covers important parts of the curriculum that need to be covered during term three. The project is not extra work for teachers because it covers important parts of the content.
4. Give the groups 30 minutes to study the Projects and answer the quiz questions.
5. Participants need to use the Teacher and Learner Workbooks to answer these questions.


Here are the five quiz questions:

- A. What Annual Teaching Plan (ATP) content is covered in your project?
- B. What problem are the learners trying to solve?
- C. Find one activity in the project where learners have to collaborate with each other (the Social Interaction in S.P.E.C.I.A.L.).
- D. Where in this project would learners find an opportunity to be creative?
- E. What opportunities are there for learners to reflect on what they have learnt?
- F. What subjects are covered in the project?

Activity 5 Presenting Integrated Projects

Time: 50-60 minutes

Resources: Flip chart paper, pens etc.



Purpose: The purpose of this activity is for participants to think deeply about the integrated projects, by thinking of different ways to present the project through the medium of a poster.

1. Allow groups 20-30 minutes to create a poster of their projects. These posters will be displayed in a gallery wall.
2. Allow 10-15 minutes for participants to put their posters up on the walls and explore the gallery wall.

Activity 6 Conclusion

Time: 10 minutes

Resources: Group presentations

Purpose: The purpose of the conclusion is to wrap up participants' experiences, allow time for reflection and to answer the curious question.

1. Let's relook at the curious question. Can we relate to ***What is an Integrated Project and why does it help to prepare young people for a changing world?***
2. Ask participants to revisit the answer they wrote at the start of the unit and add in any new information they learnt in this unit. Encourage participants to share their learning.