

# ORGANISING AN INTERCULTURAL EVENT PROJECT PLANNER



-  **3** ENTREPRENEURSHIP
-  EMPLOYABILITY
-  EDUCATION

PROJECT-BASED LEARNING | LIFE SKILLS



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**GRADE**  
**4**

# PROJECT-BASED LEARNING GRADE 4 PROJECT PLANNER

Dear teacher and coach

If this is your first experience with E<sup>3</sup>, we hope that you will soon become as excited as we are. If it's your next round, you know what is waiting for you: lots of excitement from learners and their parents, some pushback from uninitiated colleagues and lots of hard work and on-the-spot problem solving as you deal with the day-to-day challenges and joyful surprises that Project-Based Learning brings into the classroom. Stay focused and stay enthusiastic – once you have a personal plan of action that suits your style and school, things do get easier.

You will notice that we have changed the method of planning as the large bulky Excel document was becoming a little unwieldy and difficult to use. This booklet replaces the spreadsheet and we believe is more user-friendly.

The step-by-step instructions have been bulleted and simplified, but we have also added guidance to the big E<sup>3</sup> picture: a summary of why learners are even doing the activity, how PBL is helping and what the actual project is.

Most importantly, however, is an important reminder that we should all be remembering the compelling goal that is driving this programme:

*To ensure that **youth unemployment** is seriously addressed, every South African must be gainfully employed as an entrepreneur, have a job or be pursuing an educational journey after school.*

Please pay attention to the development of the competencies learners need to develop to flourish in a challenging post school environment.

To assist you we have included a table of the competencies that E<sup>3</sup> is promoting to ensure our learners are ready and excited to enter a changing world. Use the reflection sheets at the end of this booklet to track your own development of competencies! Use the language in the table to guide your feedback.

Have fun – laughter truly is a powerful tool for unleashing a love for learning and the confidence that we need to be successful in an uncertain future.



# RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET



COMPETENCIES	Character	Citizenship	I am very committed and involved in various activities in my community and people regard me as someone to follow in my circle of influence.
		Curiosity	I am very curious about everything around me and all my senses are alerted to possibilities which I always put into practice.
		Resilience	When I face challenges I am always excited about the possibilities and I always get up after I have been unsuccessful. I am always enthusiastic about what I have learned in the process.
	Thinking	Creativity	I always use my imagination to come up with original ideas and/or I am always creating new things.
		Critical thinking	I always form judgements based on my ability to analyse and evaluate objectively.
		Reasoning	I always think about things in a logical and sensible way and I always come up with conclusions easily.
	Collaboration	Collaboration	I always produce good work / things by working well with people (individuals or a team).
		Communication	I am always successful in conveying or sharing ideas or feelings.
		Empathy	I have a highly developed ability to understand and share the feelings of others.
E-MINDSET	Agency	Growth mind-set	I am always open to new information and am always willing to change my beliefs, assumptions and actions as a result.
		Motivation	I always do what needs to be done without needing to be influenced by other people or situations. I always find a reason or the strength to complete a task, even when it is challenging, without giving up or needing anyone else to encourage me.
		Internal locus of control	I always have control of my life and my work is always my own and it is because of this that I experience success often. I never blame others or circumstances on my lack of success.
		Regulation of emotion	I always respond to the demands of a situation with emotions that are socially tolerable and sufficiently flexible to allow spontaneous or delayed reactions – whichever are appropriate.
	Self-efficacy	Tasting success	I have always done things successfully enough to give me “the taste of success” that makes me motivated to want more and to believe that I can get it.
		Socially relatable role model	I have always been fortunate to have been exposed to excellent role models that I can relate to and who make me motivated to want to be like them.
		Positive support	I have always been fortunate to have had someone who has been a positive support to me and who has encouraged me and seen me as a person.
	Solution seeking	Resourceful	I always find quick and clever ways to overcome difficulties and find solutions.
		Problem solving	I always find solutions to difficult or complex problems.

# PROJECT-BASED LEARNING | GRADE 4 PLANNER

# 1



WHY

Students develop deep content knowledge, critical thinking, creativity and communication skills doing an authentic, meaningful project.

HOW

Learners work on a project for an extended period of time that engages them in solving real-world problems. They develop a public product and presentation.

WHAT

Issues concerning lack of confidence linked to cultural identity is addressed. Learners produce a culturally rich item (recipe or story book) and organise a public event.

## TEACHER ACTIVITIES FOR THIS WEEK

- Read a cultural story
- Test comprehension
- For homework – find a cultural recipe or story

## OUTCOMES TO ACHIEVE THIS LESSON

- Learners draw illustrations of the story
- New content concept development (words)

## ENRICHMENT ACTIVITIES

Play a game of Match (match pictures to actions in the story)

## CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Cultural and moral lessons. Moral lessons selected from narratives of cultural groups.

## WHAT ARE THE LEARNERS DOING?

Learners are doing active listening by drawing pictures that correspond to the story. Identify the moral lesson (use Quick Quiz). Match sentences to pictures.

## TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Listening skills (specific information)
- Plan picture before they colour
- Identify moral lesson

## COMPETENCIES TO LOOK FOR IN THIS LESSON

- Listening
- Evaluate moral lesson
- Synthesize information

## RESOURCES YOU WILL NEED FOR THIS LESSON

- Paper
- Coloured pencils
- Eraser
- Notebooks
- Quick Quiz
- Rubric for creative response
- Memorandum for moral lesson, characters, etc.

## CLASSROOM MANAGEMENT AND LAYOUT

Integrate in language lesson and CAPS lesson

## POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

n/a





**WHY**

Students develop deep content knowledge, critical thinking, creativity and communication skills doing an authentic, meaningful project.

**HOW**

Learners work on a project for an extended period of time that engages them in solving real-world problems. They develop a public product and presentation.

**WHAT**

Issues concerning lack of confidence linked to cultural identity is addressed. Learners produce a culturally rich item (recipe or story book) and organise a public event.

**TEACHER ACTIVITIES FOR THIS WEEK**

- Group learners
- Explain the worksheet
- Homework (prepare and oral, recipe or story)

**OUTCOMES TO ACHIEVE THIS LESSON**

- Discover new foods/dishes or ask questions
- New content (research variety of dishes/stories)

**ENRICHMENT ACTIVITIES**

Draw pictures, make a collage of different dishes

**CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION**

Cultural groups in South Africa

**WHAT ARE THE LEARNERS DOING?**

Word search, group feedback (recipe and story), interview, mind map

**TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)**

- Reading strategy (word search)
- Discussion

**COMPETENCIES TO LOOK FOR IN THIS LESSON**

Reading and extracting information

**RESOURCES YOU WILL NEED FOR THIS LESSON**

- Worksheet (word search)
- Pencils
- Notebooks for planning
- Mind map

**CLASSROOM MANAGEMENT AND LAYOUT**

- Facilitate groups
- Writing an interview
- Mind map
- Differentiate between pictures

**POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT**

n/a



**3**

ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION



**WHY**

Students develop deep content knowledge, critical thinking, creativity and communication skills doing an authentic, meaningful project.

**HOW**

Learners work on a project for an extended period of time that engages them in solving real-world problems. They develop a public product and presentation.

**WHAT**

Issues concerning lack of confidence linked to cultural identity is addressed. Learners produce a culturally rich item (recipe or story book) and organise a public event.

**TEACHER ACTIVITIES FOR THIS WEEK**

- Listen to orals
- Delegate new drawing task to learners not presenting

**OUTCOMES TO ACHIEVE THIS LESSON**

- Share information
- Show understanding

**ENRICHMENT ACTIVITIES**

Word wall with flash cards

**CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION**

Menus from different cultures in South Africa

**WHAT ARE THE LEARNERS DOING?**

Word search, group feedback (recipe and story), interview, mind map

**TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)**

- Speaking
- Listening

**COMPETENCIES TO LOOK FOR IN THIS LESSON**

- Speaking
- Illustrate relevant information

**RESOURCES YOU WILL NEED FOR THIS LESSON**

- Flash cards
- Paper
- Pens
- Crayons
- Eraser

**CLASSROOM MANAGEMENT AND LAYOUT**

Integrate with language subjects for formal assessment

**POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT**

Perform the recipe with show and tell, or demonstrate with cooking apparatus. Food festivals



**WHY**

Students develop deep content knowledge, critical thinking, creativity and communication skills doing an authentic, meaningful project.

**HOW**

Learners work on a project for an extended period of time that engages them in solving real-world problems. They develop a public product and presentation.

**WHAT**

Issues concerning lack of confidence linked to cultural identity is addressed. Learners produce a culturally rich item (recipe or story book) and organise a public event.

**TEACHER ACTIVITIES FOR THIS WEEK**

- Assist in planning the intercultural event
- Homework – bring cultural artefacts

**OUTCOMES TO ACHIEVE THIS LESSON**

- Neat copy of the story or recipe
- Synthesize ideas in a mind map
- Draw up a budget

**ENRICHMENT ACTIVITIES**

Price matching. Compare prices for budget and saving

**CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION**

Menus from different cultures in South Africa.  
Moral stories of South African cultures.

**WHAT ARE THE LEARNERS DOING?**

Contribute a well-written recipe or story with illustrations. Build a mind map with flash cards.

**TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)**

Writing frame for story or recipe

**COMPETENCIES TO LOOK FOR IN THIS LESSON**

- Writing stories/recipe
- Draw up a budget

**RESOURCES YOU WILL NEED FOR THIS LESSON**

- Worksheet 4
- Writing frames
- Pens
- Pencils
- Erasers
- Crayons

**CLASSROOM MANAGEMENT AND LAYOUT**

- Rubric for writing
- Rubric for budget
- Facilitate

**POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT**

Price matching to budget





**WHY**

Students develop deep content knowledge, critical thinking, creativity and communication skills doing an authentic, meaningful project.

**HOW**

Learners work on a project for an extended period of time that engages them in solving real-world problems. They develop a public product and presentation.

**WHAT**

Issues concerning lack of confidence linked to cultural identity is addressed. Learners produce a culturally rich item (recipe or story book) and organise a public event.

**TEACHER ACTIVITIES FOR THIS WEEK**

- Assist with display
- Check descriptions of artefacts
- Help to put together recipes or stories

**OUTCOMES TO ACHIEVE THIS LESSON**

- Set up an expo
- Promote the event
- Collaborate with others

**ENRICHMENT ACTIVITIES**

Choose teams to manage, plan and set up the expo

**CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION**

Menus from different cultures in South Africa.  
Moral stories of South African cultures.

**WHAT ARE THE LEARNERS DOING?**

Brainstorm event details (group work). Complete budget. Display artefacts and write descriptions. Create posters for the promotion of event.

**TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)**

- Write paragraph (for display)
- Transactional writing
- Alphabetize
- Editing of books

**COMPETENCIES TO LOOK FOR IN THIS LESSON**

- Writing
- Drawing
- Editing
- Teamwork

**RESOURCES YOU WILL NEED FOR THIS LESSON**

- Table cloth
- Artefacts
- Paper
- Pencils
- Pens
- Hangers
- Stapler

**CLASSROOM MANAGEMENT AND LAYOUT**

- Facilitate and supervise
- Rubric for participation

**POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT**

n/a



**3**

ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION



**WHY**

Students develop deep content knowledge, critical thinking, creativity and communication skills doing an authentic, meaningful project.

**HOW**

Learners work on a project for an extended period of time that engages them in solving real-world problems. They develop a public product and presentation.

**WHAT**

Issues concerning lack of confidence linked to cultural identity is addressed. Learners produce a culturally rich item (recipe or story book) and organise a public event.

**TEACHER ACTIVITIES FOR THIS WEEK**

- Note display quality
- Participation

**OUTCOMES TO ACHIEVE THIS LESSON**

- Enjoy other's cultures
- Develop respect for others
- Establish your own culture
- Collaborate ideas

**ENRICHMENT ACTIVITIES**

Dress up, cook food, read to Grade 1 to 3 learners

**CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION**

Menus from different cultures in South Africa.  
Moral stories of South African cultures.

**WHAT ARE THE LEARNERS DOING?**

Combine the recipes or stories into a book. Create invitations to friends/parents. Show-case posters, books and artefacts with descriptions (brochure)

**TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)**

- Editing books
- Groupwork (teams)
- Communicate – answer questions

**COMPETENCIES TO LOOK FOR IN THIS LESSON**

- Teamwork
- Collaboration
- Communication

**RESOURCES YOU WILL NEED FOR THIS LESSON**

- Posters
- Books
- Brochures
- Artefacts

**CLASSROOM MANAGEMENT AND LAYOUT**

- Facilitate and supervise
- Rubric for participation

**POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT**

Invite traditional dancers from the community. Food festivals.



# REFLECTION

DATE:

TOPIC:

This activity went well because:

1

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

# REFLECTION

DATE:

TOPIC:

This activity went well because:

2

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

# REFLECTION

DATE:

TOPIC:

This activity went well because:

3

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

# REFLECTION

DATE:

TOPIC:

This activity went well because:

4

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

# REFLECTION

DATE:

TOPIC:

This activity went well because:

5

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

# REFLECTION

DATE:

TOPIC:

This activity went well because:

6

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset: