

# THE CARING-FOR-ANIMALS CLUB PROJECT PLANNER



-  **3** ENTREPRENEURSHIP
-  EMPLOYABILITY
-  EDUCATION

PROJECT-BASED LEARNING | LIFE SKILLS



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



GRADE **6**

# PROJECT-BASED LEARNING GRADE 6 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 6 PLANNER

# 1



WHY

Learners develop content knowledge, critical thinking, creativity and communication skills by doing a meaningful project. Project-based learning energizes students and teachers.

HOW

Learners do a project over a long period of time, enabling them to solve real-world problems. They develop a product and present it to demonstrate knowledge and skills.

WHAT

Learners start an "I care" club. They develop an animal shelter. Event: launching a meeting managed by learners. This project indirectly combats bullying and violence.

## TEACHER ACTIVITIES FOR THIS WEEK

- In groups, learners identify who of them (or family member) have pets.
- They should say why they keep their pets. Class discussion.
- Learners have a class discussion on where they have seen cruelty to animals.
- They take a photo of their group discussion or create a short video.

## OUTCOMES TO ACHIEVE THIS LESSON

- Learners understand the concept of caring.
- Awareness of different types of pets.
- Exposed to different forms of cruelty to animals.

## ENRICHMENT ACTIVITIES

Information sharing

## CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Animals: caring for and protecting them; cruelty to them; places of safety; caring for people

## WHAT ARE THE LEARNERS DOING?

Learners work in groups; discuss the two topics and give feedback to the class

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

- Focused group discussion
- Research skills

## COMPETENCIES TO LOOK FOR IN THIS LESSON

- Communication
- Respect
- Listening skills

## RESOURCES YOU WILL NEED FOR THIS LESSON

- Writing paper
- Pens
- Cellphone/camera  
Photos for club launch
- PowerPoint presentations

## CLASSROOM MANAGEMENT AND LAYOUT

Group work

## POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Learners can bring pets to school and show how to care for these pets. The caring club concept can be shared with other schools in the community as well as learners from overseas who run environmental/caring clubs.





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**TEACHER ACTIVITIES FOR THIS WEEK**

- Teacher explains to class that they will draw up a class action plan on caring for animals for the caring club.
- Each group writes down ideas on flash cards.
- Teacher places flash cards on the "Caring for Animals Wall".
- Take photos of the process.
- Learners complete the "Ladder and Apples" worksheet to create a mission and vision - the big red apples (dreams) are the vision and the ladder (steps to help community achieve this) is the mission. Share with other schools and community.

**OUTCOMES TO ACHIEVE THIS LESSON**

- Learners develop an action plan.
- Learners understand the concepts vision and mission.
- Learners develop their own vision and mission statements.

**ENRICHMENT ACTIVITIES**

Developing 21st Century skills - technology

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

Animals: caring for and protecting them; cruelty to them; places of safety; ways of taking care of them

**WHAT ARE THE LEARNERS DOING?**

Learners write down ideas on flashcards - Cards are placed on "Caring for animals wall". Learners complete worksheet - bring awareness to communities.

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

- Worksheet
- Flashcards

**COMPETENCIES TO LOOK FOR IN THIS LESSON**

- Brainstorm
- Writing skills
- Vocabulary development

**RESOURCES YOU WILL NEED FOR THIS LESSON**

- Flashcards
- Writing paper
- Pens
- Cellphone/camera
- Photos for PowerPoint presentations
- Ladder and Apples worksheet
- Books to read
- Textbook

**CLASSROOM MANAGEMENT AND LAYOUT**

Create enabling environment for learners to complete tasks

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

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**TEACHER ACTIVITIES FOR THIS WEEK**

- Publicise the launch meeting: use posters, organise a flashmob or bring pets to school.
- To raise awareness of pets and caring for them.
- Invite parents, community, staff and learners.
- The meeting itself: One learner is the MC who introduces the main speaker and agenda items: What is the Vision and Mission of the club? How do we create a better environment for animals? What hands-on projects can we get involved in to protect animals?
- A vote to start a temporary animal shelter for housing of strays until the SPCA fetches them.
- A role-play in which an act of cruelty to animals is depicted.

**OUTCOMES TO ACHIEVE THIS LESSON**

- Learners implement action plan.

**ENRICHMENT ACTIVITIES**

Conducting a meeting and learning meeting procedures. Understanding roles

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

Animals: caring for and protecting them; cruelty to them; places of safety; ways of taking care of them

**WHAT ARE THE LEARNERS DOING?**

Learners market the purpose and launch of the Caring Club.

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

- Poster development

**COMPETENCIES TO LOOK FOR IN THIS LESSON**

- Teamwork
- Communication
- Assertiveness
- Public speaking

**RESOURCES YOU WILL NEED FOR THIS LESSON**

- Poster or flipchart paper
- Paint
- Camera or cellphone
- Actual pets to be available

**CLASSROOM MANAGEMENT AND LAYOUT**

Group work

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**TEACHER ACTIVITIES FOR THIS WEEK**

- Display the journey at the launch meeting of the club.
- Photos are taken at each stage of these activities.
- Display the photos showing the journey from the problem of strays to the creation of an action plan and care-for-animals club.
- Each photograph has a paragraph or two explaining what is taking place in each photo.

**OUTCOMES TO ACHIEVE THIS LESSON**

- Learners illustrate the journey.

**ENRICHMENT ACTIVITIES**

Presentation skills

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

Animals: caring for and protecting them; cruelty to them; places of safety; ways of taking care of them

**WHAT ARE THE LEARNERS DOING?**

Learners exhibit photographs of the journey

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

- Display

**COMPETENCIES TO LOOK FOR IN THIS LESSON**

- Skills in technology

**RESOURCES YOU WILL NEED FOR THIS LESSON**

- Display boards
- Printing access

**CLASSROOM MANAGEMENT AND LAYOUT**

Group work

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**3**

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# 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:

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This activity went well because:

3

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

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4

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

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