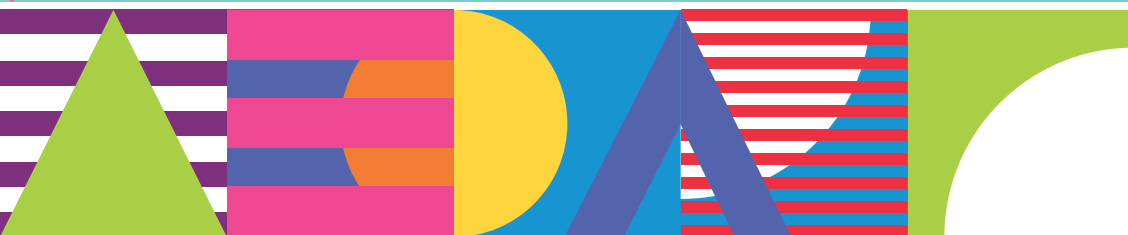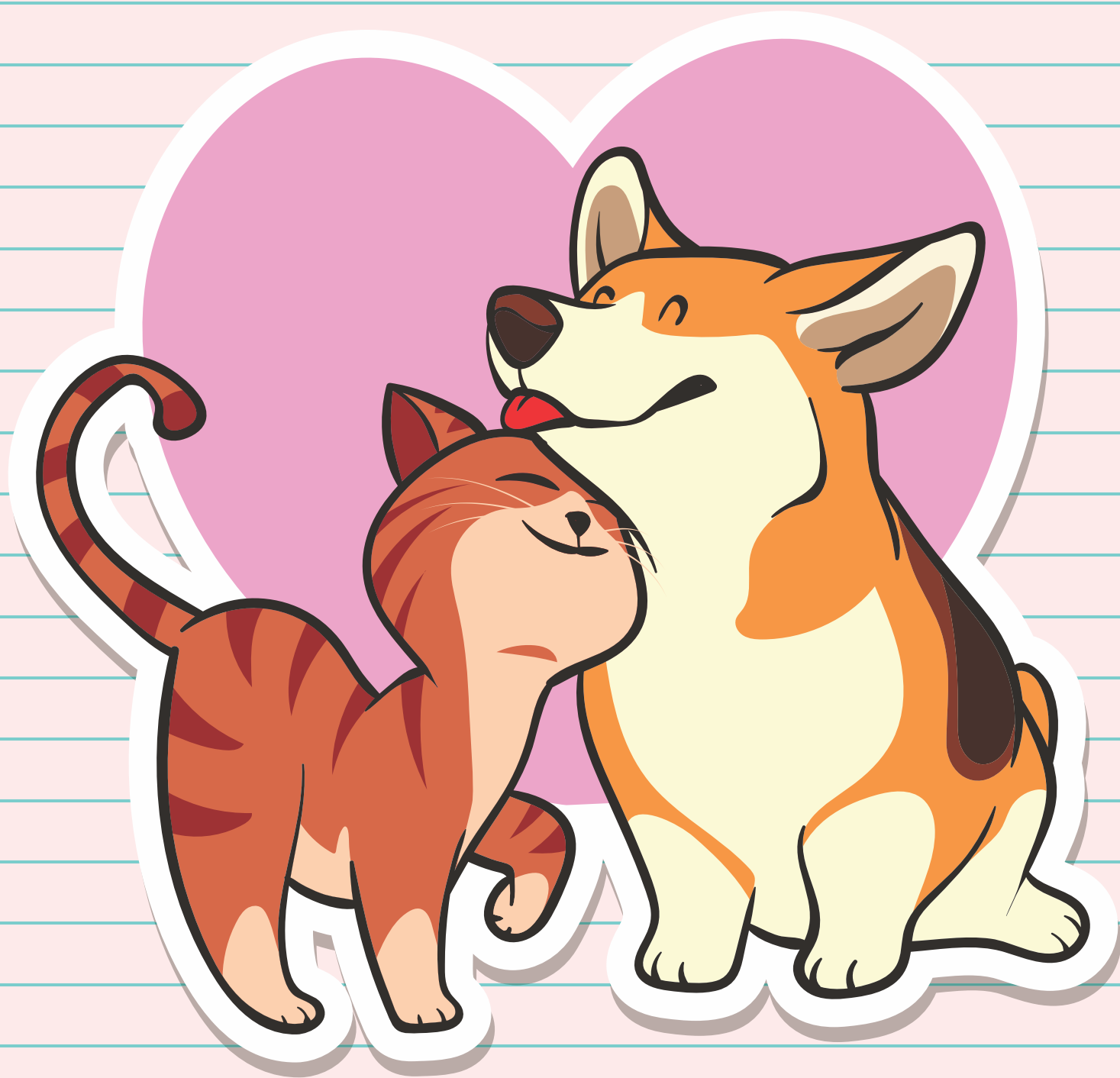# THE CARING-FOR-ANIMALS CLUB
TEACHER'S PROJECT NOTES

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PROJECT-BASED LEARNING | LIFE SKILLS

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead

A Reading Nation is a Leading Nation

NDP 2030

GRADE 6

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NDP 2030

DEAR TEACHER

Before you start, try to ensure that the whole school and local community get involved. Launch the project term in some way, particularly at school level: the principal could announce the project week at the first assembly of Term 3. A learner could also make this announcement at the school assembly. Grades involved in implementing the project or even other grades can put up posters to announce the "big event". Flash mobs are also an exciting way of creating awareness of a great happening in the near future. Ensure that your School Management Team and your School Governing Body are on board by sending them invitations to your public event at the end of your project. As project manager your job is to start the process of instilling a new culture in your school - as a passionate teacher you are also the "culture builder" at your school!

It is very tempting to revert to "chalk-and-talk" teaching using the textbook as a resource. You do need to achieve what your CAPS document sets out, but in a different way. Do the project using the textbook as an information source *only when needed*. This is called **Just In Time Learning**. Below you will find the **Key Knowledge, Understanding and Success Skills** to help you manage an excellent project:

- **Challenging problem or question:** Why is this project critical? What is the problem in society and at school being addressed in this project? Keep talking about how this project will solve a local or global problem.

- **Sustained enquiry:** Are learners being "researchers"? Are they doing the research and getting deeper and deeper into the problem or are you doing all the talking? Look at the second circle overleaf to remind you of your role to manage activities and scaffold student learning. Learners must not be allowed to give up – you must "build a culture" of getting to the bottom of the problem and coach them when they lose their way. With time E³ will be developing thinking tools to ensure that you are equipped with strategies to take the enquiry to a new level.

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- **Authenticity:** Keep the project real by referring to learners' own lives – this is about them and their world.

- **Student Voice and Choice:** Although learners did not choose this project, make it such fun and real to the world they know that they own it. Their voices and opinions are what your deeper goal is – encourage their views and applaud each contribution!

- **Reflection:** To truly embed learning learners should be able to reflect on what they have learned and thought of better ways of doing things. The reflection activities in the worksheets are not just for fun. Encourage learners to spend time on them as this will deepen their learning.

- **Critique and Revision:** As you assess and evaluate their products (not them!) learners will see that there are better ways of solving problems.

- **Public Product:** At the end of the project what does the learner have to show or to brag about? Ensure that there is a Project Culmination Week in which each grade displays their products during a week selected by the management team because many parents and other stakeholders can attend.

Notice in the second circle *Project-based Teaching Practices* that your role as a teacher has changed: you are less of a teacher in the traditional sense of the word. Your lessons are more learner-centred. Instead of driving the activities, you now check CAPS-alignment and then manage and coach learners as they need it and then assess their efforts.
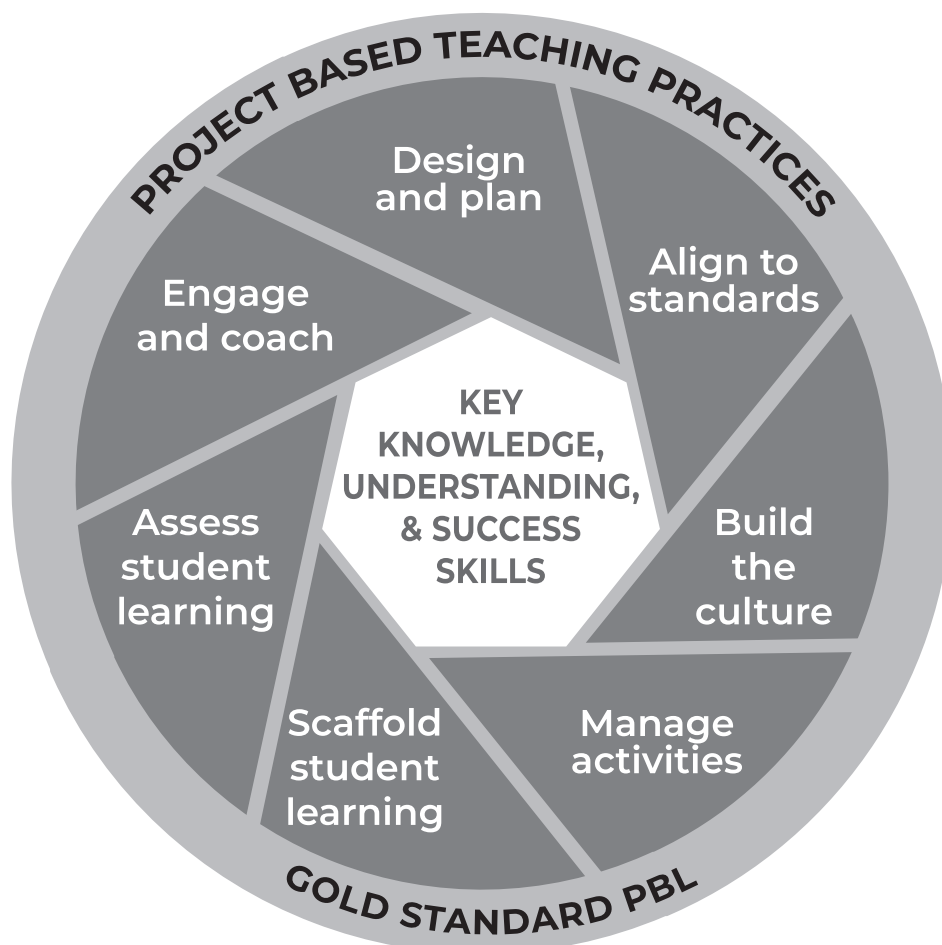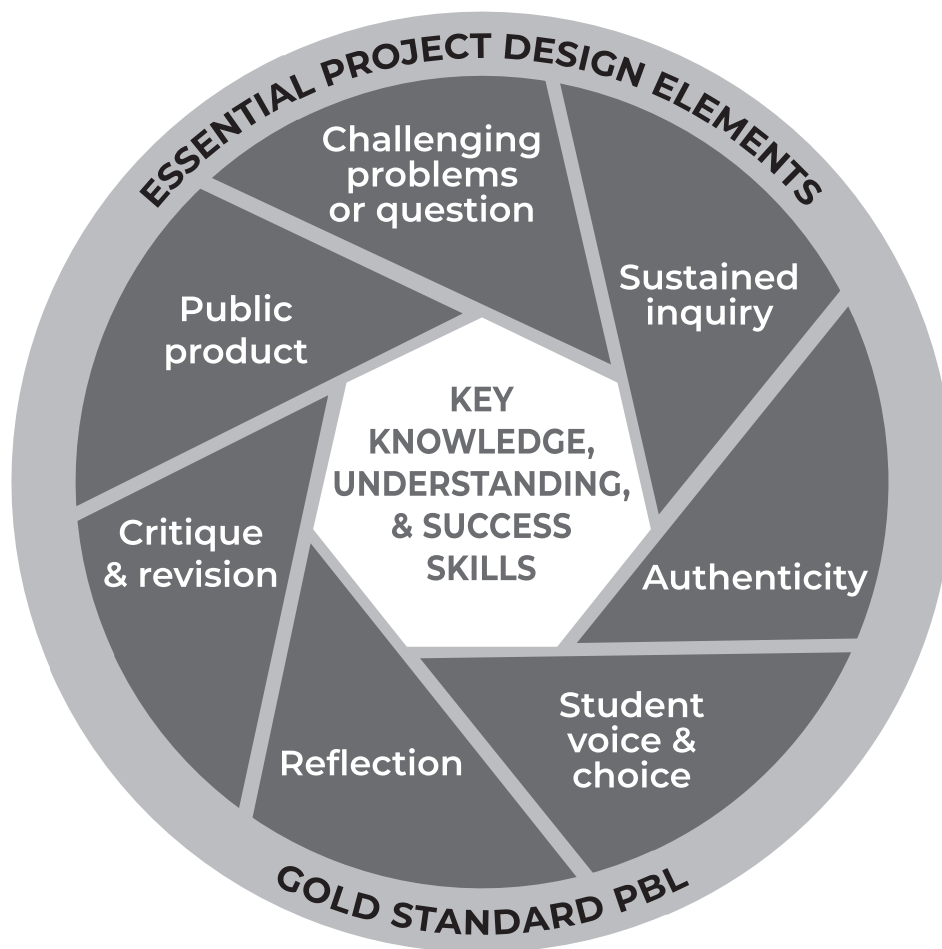
Good luck, you are a ground-breaker! Make this project work and secure the future of your learners.
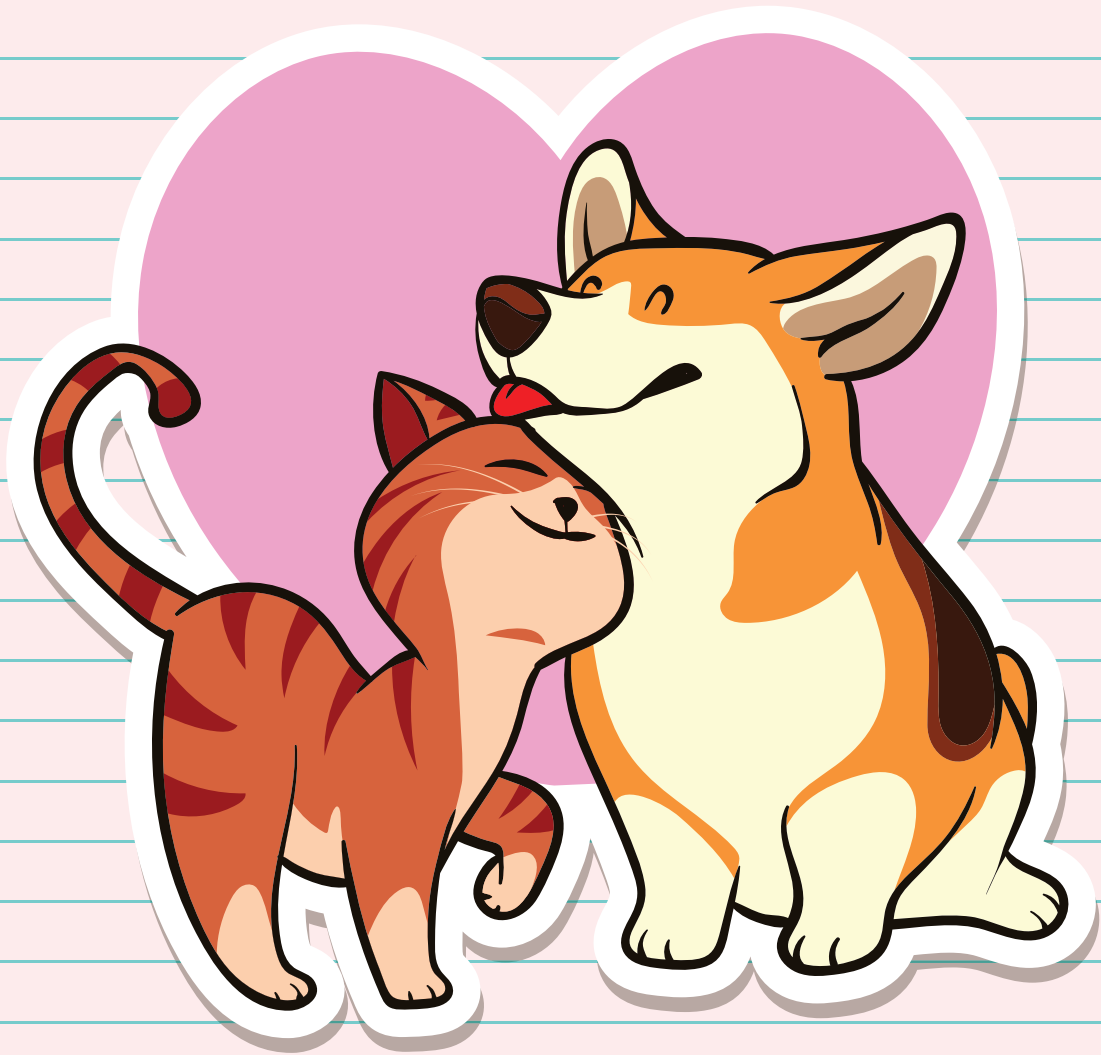
PLEASE NOTE...

Time has not been allocated for each activity. Be creative. If you think that there is not enough class time to complete the activities, there are various options (and not all options are applicable to all school profiles.) Decide which option would work best for your school. Your pragmatism and creativity, together with a sound knowledge of what is feasible in your school will decide on the best plan. Some options could include: working after school, negotiating with the language teacher to take over certain activities which s/he can assess. The technology teacher can also assist as could the art teacher. This is a school effort and not just the responsibility of the teacher implementing the project.

Suggestion: create a large Gantt chart which you can post on your wall. Clearly mark the phases of the project in weeks and discuss progress of the Project-based activity at the beginning or end of every week.

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ESSENTIAL PROJECT DESIGN ELEMENTS

- Challenging problems or question
- Sustained inquiry
- Authenticity
- Student voice & choice
- Reflection
- Critique & revision
- Public product

KEY KNOWLEDGE, UNDERSTANDING, & SUCCESS SKILLS

GOLD STANDARD PBL

PROJECT BASED TEACHING PRACTICES

- Design and plan
- Align to standards
- Build the culture
- Manage activities
- Scaffold student learning
- Assess student learning
- Engage and coach

KEY KNOWLEDGE, UNDERSTANDING, & SUCCESS SKILLS

GOLD STANDARD PBL

© BIE

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THE CARING-FOR-ANIMALS CLUB

> **❝ The greatness of a nation and its moral progress can be judged by the way its animals are treated. ❞**
>
> *Mahatma Gandhi*

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ACTIVITY 1

I saw the cruellest thing happen...

RESOURCES:
- Writing paper
- Pens
- Cell phone or camera for taking photos
- Worksheet 1

CAPS LIFE SKILLS TERM 3:

Acts of cruelty against animals.

Taking care and protecting animals.

Places of Safety for animals.

Link to bullying and caring for people.

STEP-BY-STEP DESCRIPTION OF LESSON

- Divide the class into conversational groups of 6 to 8 learners. In each group, ask learners to share the cruellest acts they have seen or heard of against animals. Lead the group discussion on the reasons behind the cruelty. Ask why one should take care for animals.

- Ask learners to share special stories about how they care for their animals or have seen people care for or rescued animals. Let one learner from each group share their favourite story with the rest of the class.

  Learners complete Worksheet 1.

- To stop cruelty to animals, learners in groups create a slogan for a peaceful demonstration. Write the slogan on paper and take photos (or video) of each group with their slogan. There are some examples below and on the next page.

- If possible, invite a representative of the SPCA or similar society to speak to the learners about cruelty, rescue and how they can make a difference by creating awareness in their societies. Learners can also do research on existing animal protection services.

  The research process involves:
  - Identifying
  - locating
  - assessing
  - analysing the information you need to support your research question
  - developing and expressing your ideas.

- Remember to document the whole process (or remind the "documenters").

According to HumanSociety. org, **intentional cruelty** to animals is strongly correlated with other crimes, including violence against people. They have also found that dogfighting, cockfighting and other forms of **organized animal cruelty** go hand in hand with other crimes.

Data on domestic violence and child abuse cases reveal that a staggering number of animals are targeted by those who also abuse their children or spouses.

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ACTIVITY 2

An action plan for a CARING-FOR-ANIMALS CLUB

RESOURCES:
- Flashcards
- Writing paper
- Pens
- Worksheets 2.1 and 2.2
- Books on animal care (domestic and livestock)
- Life Skills Textbook
- Camera or cell phone

CAPS LIFE SKILLS TERM 3:

Acts of cruelty against animals.

Taking care and protecting animals.

Places of Safety for animals.

Link to bullying and caring for people.

STEP-BY-STEP DESCRIPTION OF LESSON

- Explain to the class that they have to come up with an action plan to start an environmental club that will not only care for animals, but also create awareness at school and in the community.

- Divide the class into groups of 6 to 8 learners. Ask probing questions to bring out ideas on how to care for animals in their neighbourhoods. They may use some of the sources (books) for ideas. Correct the spelling before the learners write their ideas on flash cards and put them up on the wall. Label the part of the wall or board: Caring-for-Animals Club.

- *Next, ask the learners to complete the Ladder and Apples worksheet (Worksheet 2.1).*

- Explain that the Apples are the outcomes of the effort, or the great **vision** they have in mind, while the ladder is the steps it will take to get there, i.e. the **mission.** Explain the symbolism to the learners.

- From the ideas on the apple tree and ladder, let the class write out a vision and mission statement for the Caring for Animals Wall. Tack it to the wall.

- Now ask the class to list some practical steps they can take to communicate with parents and friends in regards to the protection of animals and HOW their club could make a difference. Examples would be "Notify the club of any strays in the community. The club will then send out a mass message to the school and community to find the owners, or else contact the SPCA".

- *Learners complete Worksheet 2.2.*

CONCEPTS EXPLAINED

Animal cruelty – the torturing or beating of animals

Free vaccinations – Free injections

Pet boarding – A doghouse, dog house, dog shed or kennel is a small shed commonly built in the shape of a house, intended to provide dogs with a sense of security and protection from various weather conditions.

Pet sitters – Pet sitter is a noun that means the person who takes care of someone else's pet.

Vision and Mission Statement

_____

Caring-for-Animals Club

Adopt strays

Rescue strays

Have pets fixed

Friends feed when you are away

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ACTIVITY 3

Publicise the launch meeting of your club

RESOURCES:
- Poster paper or flip chart paper
- Paint
- Camera or cell phone
- Access to a computer with PowerPoint
- Actual pets to attend the meeting
- Worksheets 3.1 and 3.2

CAPS LIFE SKILLS TERM 3:

Acts of cruelty against animals.

Taking care and protecting animals.

Places of Safety for animals.

Link to bullying and caring for people.

STEP-BY-STEP DESCRIPTION OF LESSON

- Divide the class into 3 sub-groups. Ask by a show of hands who would be interested in
  - · A) Designing a poster,
  - · B) Creating a flash mob or a small drama (role play)
  - · C) Oral presentation with a PowerPoint presentation (or flip chart presentation)

- Ask the group A-learners to design examples of posters in their worksheets (Worksheet 3.1). Use the best designs to create posters to publicise the meeting for the club opening.

- Ask the group B-learners to create a 2-minute flash mob or role play to emphasize the importance of caring for pets and animals which will be presented at the meeting. They can also use the flash mob to advertise the meeting during breaks. *(Worksheet 3.1)* If traffic is not a problem, a silent protest with powerful posters at the side of the road is very powerful.

- Group C starts on the creation of a PowerPoint presentation or flip chart (with the documented photos) for the meeting. They should add the reason for the starting of an animal protection club, the vision and mission of the club and how each member of society can be of service to this great cause. They also prepare a speech. One learner (or the synchronised group) can present to the audience. *(Worksheet 3.1)*

RSVP is an acronym derived the French phrase *Réspondez s'il vous plait*, meaning "Please respond" to require confirmation of an invitation.

- Finalise the date for the meeting (After school on Friday?) and create a list of final to-do's. Remind the learners to practise as often as possible to get it perfect. *(Worksheet 3.1)*

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- In the Arts and Culture class, show learners how to design e-mail (or physical) invitations for the founding meeting. Let them add illustrations of pets and explain what RSVP means.

- *Worksheet 3.2:* Remind the learners to get an actionable reply from the audience on the evening. Sign them up for the club and get emails for future communication purposes. They should also go out into the school ground and canvass for members. Target at least 30 new members. Add a small survey on the clipboard (Do you have pets? How many? Do you need help caring for them, etc.?)

- Arts and Culture: If the school allows, ask for a corner of the general notice board where club founders can put up news about the club of meetings or interesting articles. Add posters and tear-off strips (club business cards) on the board so that interested learners can reach club members.

ACTIVITY 4

Launch meeting of the CARING-FOR-ANIMALS CLUB

RESOURCES:	CAPS LIFE SKILLS TERM 3:
- PowerPoint presentation and screen or Flipchart presentation - Seats for visitors - Ready flash mob - Ready presenters - Real pets	Acts of cruelty against animals. Taking care and protecting animals. Places of Safety for animals. Link to bullying and caring for people.

STEP-BY-STEP DESCRIPTION OF LESSON

- Let the learners shine on the day. They manage the whole affair and interact with audience members.

- During the next lesson, let them complete the reflection *(Worksheet 4)*.

FIREWORKS!
- For you it might be "Wow!" but for them it's "Ow!"

Evolve… end violence against animals!

RESCUED is my favourite breed!

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RUBRIC: THE CARING-FOR-ANIMALS CLUB

Name of learner: _____ Grade 5: _____

Assessed by: _____ Date: _____

POSTER ASSESSMENT

CRITERIA	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Labels	All items of importance on the poster are clearly labelled with labels that can be read from at least 3 feet away.	Almost all items of importance on the poster are clearly labelled with labels that can be read from at least 3 feet away.	Many items of importance on the poster are clearly labelled with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labelled.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical / mechanical mistakes on the poster.	There are 1-2 grammatical / mechanical mistakes on the poster.	There are 3-4 grammatical / mechanical mistakes on the poster.	There are more than 4 grammatical / mechanical mistakes on the poster.

POSTER ASSESSMENT

Activity: _____ Role played: _____

CRITERIA	5	4	3	2	1
Speech was clear with appropriate volume and inflection					
Role was played in a convincing, consistent manner					
Arguments and viewpoints expressed fit role played					
Costumes and props were effectively used					
Role-play was well prepared and organized					
Role-play captured and maintained audience interest					

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RUBRIC: THE CARING-FOR-ANIMALS CLUB

Name of learner: _____ Grade 5: _____

Assessed by: _____ Date: _____

ORAL PRESENTATION				
CRITERIA	**EXCELLENT [4]**	**GOOD [3]**	**FAIR [2]**	**NEEDS IMPROVEMENT [1]**
Delivery	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.	Consistent use of direct eye contact with audience, but still returns to notes. Speaks with satisfactory variation of volume and inflection.	Displays minimal eye contact with audience, while reading mostly from the notes. Speaks in uneven volume with little or no inflection.	Holds no eye contact with audience, as entire report is read from notes. Speaks in low volume and/ or monotonous tone, which causes audience to disengage.
Content / Organization	Demonstrates full knowledge by answering all class questions with explanations and elaboration. Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence.	Is at ease with expected answers to all questions, without elaboration. Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions.	Is uncomfortable with information and is able to answer only rudimentary questions. Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject; includes very thin data or evidence.	Does not have grasp of information and cannot answer questions about subject. Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions.
Enthusiasm / Audience Awareness	Demonstrates strong enthusiasm about topic during entire presentation. Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject.	Shows some enthusiastic feelings about topic. Raises audience understanding and awareness of most points.	Shows little or mixed feelings about the topic being presented. Raises audience understanding and knowledge of some points.	Shows no interest in topic presented. Fails to increase audience understanding of knowledge of points.
Comments				

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