



2021 Pilot of

# GENERAL EDUCATION CERTIFICATE

Activity Book



basic education  
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Basic Education  
REPUBLIC OF SOUTH AFRICA

  
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# 1. The Trilogy of Happiness

## Activity 1.1 – The world and teaching today

1.1 The introduction has highlighted the following in my personal life:

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In my professional life:

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## Activity 1.2 – The happiness trilogy

Answer the following questions/share the personal reflections:

1.2.1 How important is making your mark on the world?

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1.2.2 Do you really think that a “worthwhile” life is so important in our pursuit of happiness?

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- 1.2.3 Personal reflection:  
Underline your choice in each sentence:

I am / I am not yet a valued member of the teaching community because

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I value / do not value the teaching community because

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The teaching community is valued / is not valued because

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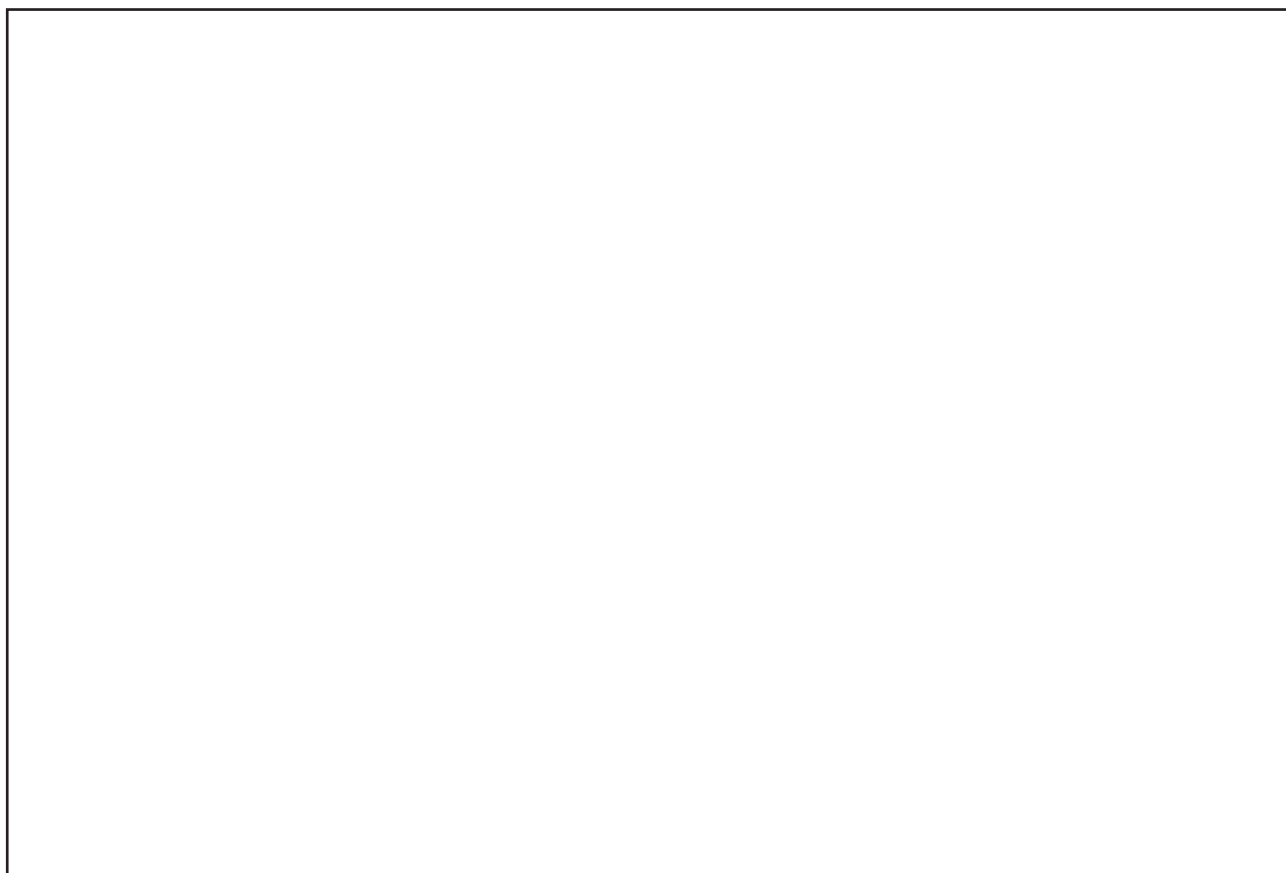
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I am happy / unhappy as a teacher and personally because

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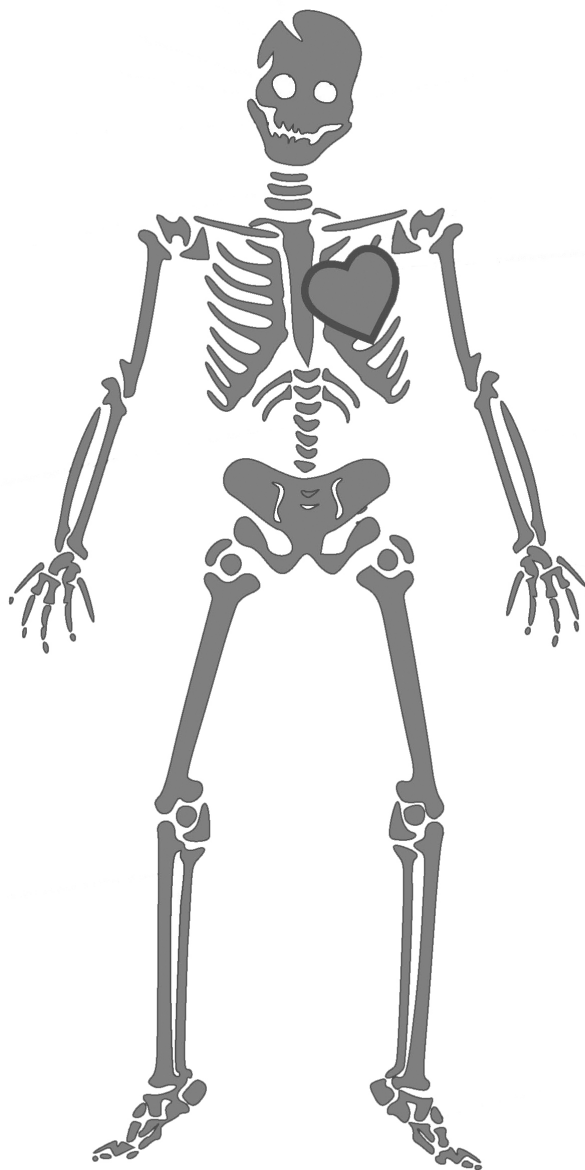
- 1.2.3 Create a visual to show how happy you are. If necessary, include obstacles to happiness in your visual diagram





**Activity 2: Profile of 21st century learners**

2. In groups, link the body parts to 21st century teaching skills learners need to face a changing world, e.g. strong shoulders to bear the burdens of the changing world.



### Activity 3: Personal and professional brick wall

Study the brick wall and in your own brick wall below insert obstacles that you experience personally in your own school, district, province.


#### Activity 4: The Flourishing 21st Century Learner - who is s/he?

Study these pictures and think hard about what you wish for each learner at the end of Grade 9. What do they need to flourish?




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Paste a picture of a learner you care for:



## Activity 5: Generational Gaps

5.1 Study the graphic below and in groups decide where each member of your team fits by writing their names in the correct category.

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock'n'Roll Nuclear families Defined gender roles - particularly for women	Cold War Post-War boom „Swinging Sixties“ Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Gorbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids: rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Glastonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adaptors	Digital Immigrants	Digital Natives	„Technoholics“ - entirely dependent on IT: limited grasp of alternatives
Attitude toward career	Jobs are for life	Organisational - careers are defined by employers	Early „portfolio“ careers - loyal to profession, not necessarily to employer	Digital entrepreneurs - work „with“ organisations not „for“	Career multitaskers - will move seamlessly between organisations and „pop-up“ businesses
Signature product	Automobile 	Television 	Personal Computer 	Tablet/Smart Phone 	Google glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	Formal letter 	Telephone 	E-mail and text message 	Text or social media 	Hand-held (or integrated into clothing) communication devices 
Communication	Face-to-face	Face-to-face ideally, but telephone or e-mail if required	Text messaging or e-mail	Online and mobile (text messaging)	Facetime
Preference when making financial decisions	Face-to-face meetings	Face-to-face ideally, but increasingly will go online	Online - would prefer face-to-face if time permitting	Face-to-face	Solutions will be digitally crowd-sourced

\*Percentages are approximate at the time of publication.



5.2 Why is this information important for you and any teacher?

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### Activity 6: E<sup>3</sup> Competencies

Allocate a score to each of the E<sup>3</sup> competencies in pairs (think of what learners need after school to flourish.)

(1 = Not at all important; 3 = somewhat important; 5 = critically important)

Critical thinking	<input type="text"/>	Empathy	<input type="text"/>
Creativity	<input type="text"/>	Citizenship	<input type="text"/>
Reasoning	<input type="text"/>	Curiosity	<input type="text"/>
Collaboration	<input type="text"/>	Resilience	<input type="text"/>
<b>Total</b>	=	<input type="text"/>	

Using the same rating scale, rate your own competencies as a teacher:

Critical thinking	<input type="text"/>	Empathy	<input type="text"/>
Creativity	<input type="text"/>	Citizenship	<input type="text"/>
Reasoning	<input type="text"/>	Curiosity	<input type="text"/>
Collaboration	<input type="text"/>	Resilience	<input type="text"/>
<b>Total</b>	=	<input type="text"/>	

### Activity 7: Teachers yesterday and tomorrow

7.1 In groups, complete this table:

Teaching success factors:

The past	The future
1	
2	
3	
4	
5	
6	



### 8.1 How do you think PBL can start addressing the issues of 4IR and youth unemployment?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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**Activity 9: How are you doing? A simple PBL checklist.**

PBL Facilitator	How I need to adapt / or not?
<b>Design and plan</b> A learner problem arises and a lesson is created around it. She knows her curriculum and this will help her to link the problem to relevant CAPS information/ knowledge transfer.	
<b>Align to standards</b> Knows the CAPS and links her lesson to outcomes and expectations from the CAPS.	
<b>Build the culture</b> Understands that school culture plays a huge role in modeling appropriate and meaningful relationships.	
<b>Manage activities</b> The project is designed around practical real-life solutions. There is very little transmission teaching. Learners are given a task with clear instructions and the teacher observes learners and helps them when needed. She is a class and activity manager.	
<b>Scaffold student learning</b> She understands that all learners are different and in a variety of ways. She sees her role as that of supporter as each individual learner is helped to climb to the next level because of her one-on-one coaching.	
<b>Assess student learning</b> In her classroom, there are 3 types of assessment and each is treated differently and has a different purpose: Baseline – where should we start? Formative – How are we doing, every little step of the way? Summative – How did we do when tested on a chunk of work?	
<b>Engage and coach</b> Her role is to pay attention to the needs of every learner and to offer them support, not via formal teaching, but by one-on-one coaching, especially as they work in groups.	

## Activity 10: Professional Learning Communities (PLCs)

Complete the the following sentences:

- 10.1 Sitting in rows all the time and keeping to a fixed curriculum is sometimes good because .....

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a bad idea because .....

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- 10.2 Piaget said that knowledge is a consequence of experience. Do you agree? Explain your answer. 4 lines

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- 10.3 Give some advantages and some disadvantages of group work:

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- 10.4 Groups should be fit for purpose. Explain:

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### Activity 11: Intrinsic Motivation

In pairs, discuss and then complete the worksheet:

11.1 Why is it better for learners to be intrinsically motivated?

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11.2 Are you and your colleagues always intrinsically motivated? Explain:

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11.3 Would you agree that really good teachers are intrinsically motivated?  
Explain where the power of intrinsic motivation in a teacher lies.

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**Activity 12 – Circle of Influence and Circle of Control**

12.1 Study the following typical frustrations in a teacher's day and circle what you can control and underline what cannot be controlled.

1	Children arrive at school hungry	2	Learners are undisciplined
3	You lack the confidence to go to the principal to complain about a senior teacher who is giving you a hard time	4	ESKOM is load-shedding and you cannot plan your day because the schedules are not always accurate
5	You are dissatisfied with the increase in the price of petrol	6	Some teachers do nothing - and you are overworked
7	You do not understand the work you have to teach	8	You are often late for school and are always in trouble

12.2 Explain how the above activities will make you happier and more productive at work.

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12.3 In the block below, insert one or two personal mantras in the next phase of your life.

MY PERSONAL MANTRA FOR SUCCESS:

12.4 Look through the following statements and reflect on your personal make-up by rating each statement on a scale from 1-4 where 1 = not at all and 4= very much so

RATING	RATING	RATING	RATING
	If you succeed, I feel threatened		I don't like to be challenged
	Tell me I try hard		My effort and attitude determine everything
	When I fail, I'm no good		Tell me I'm smart
	I want to challenge myself		If you succeed, I'm inspired
	When I'm frustrated, I persevere		My abilities determine everything
	I'm either good at it, or I'm not		I can learn anything I want to
	When I fail, I learn		When I'm frustrated, I give up

12.5 Underline the conclusion you have reached.  
I show more qualities of a growth / fixed mindset

### Activity 13: Commit to change - just do it!

In pairs, discuss how you can commit to change by:

13.1 Saying what action you will take immediately:

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13.2 Finding an inspiring quotation to embody your view of PBL as nation building:

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13.3 What have you learned about mindset (the heart), skills (the hands) and knowledge (the head) to help you flourish as a PBL teacher?



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