

PROUD OF MYSELF AND PROUD
OF MY CULTURE
TEACHER'S PROJECT NOTES



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PLAYFUL PROJECT-BASED LEARNING | TERM 3 LIFE SKILLS PROJECT FOR SBA



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE **4**

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Dear Teacher

We have come a long way since January 2018 when the National Education Lekgotla announced that Entrepreneurship in Schools (EiS) was to become a national priority and that a programme should be set up to investigate how to prepare learners with thinking skills for a changing world.

EiS was rebranded as E³, as we felt that learners who were not able or keen to start an enterprise should not be excluded. Hence E³ was born: **Entrepreneurship, Employability and Education** for lifelong learning has become the pathway all learners in our country will follow as they find their place in the economy. Playful Project-based Learning was the approach chosen as a method teachers would use for the first trial period, as PPBL has been proven to unlock competencies learners of our century need to thrive in the world after school. These are very clearly indicated in the model on the following pages.

Thus, since 2018, E³ have been conducting trials in schools using the PPBL method as an approach, especially for Term 3 where the School-based Assessment is a Project. Thus, your work as a teacher has been prepared for you (you may, of course, change what does not work for you).

Provided herewith is a **Learner's Workbook** and a set of **Teacher's Project Notes for the School-Based Assessment (SBA) Task for Term 3**, as per the SBA Plan in Section 4 of the CAPS. These documents are specially created to support you as per the trimmed Annual Teaching Plan (Section 3) for Term 3. You will also be provided with the resources learners need to complete their projects

The Learner's Workbook and Teacher's Project Notes were created by DBE-E³, our unit at the National Department of Basic Education, and reviewed by our master trainers, who are leader teachers or district officials. For those schools that have been part of E³ in the past: you will notice that we have added a number of additional thinking skills to the original model – try to engage learners in these “thinking” sessions as this is where their growth lies.

We truly respect your apprehension during this time, and acknowledge your commitment. We appreciate all your hard work.

Enjoy unlocking play in your classrooms and encouraging a solution-seeking mindset in your learners – and remember that our learners look up to us – so let's walk the talk!

Good luck!

The E³ team



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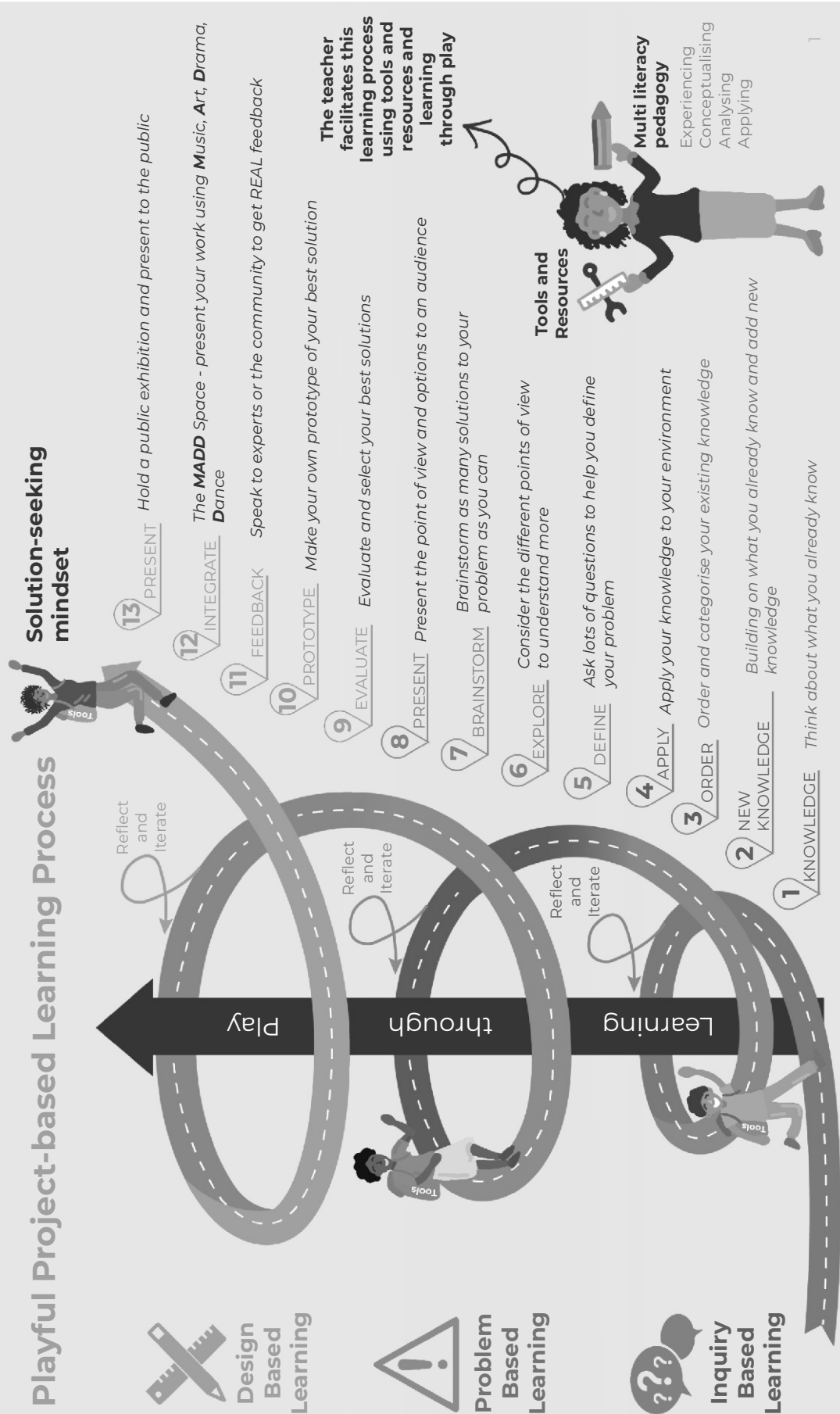
RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET

Did your entrepreneurial mindset grow whilst managing this project?				Personal rating (1=Poor, 4=Excellent)	
				Pre-project	Post-project
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 learnt 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 am always in 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 for 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.		



PPBL Spiral-model

Our Playful Project-based Learning Process





Playful Project-based Learning is a **learner-centred, teacher-guided** teaching method where learners learn by actively engaging in real world and personally meaningful projects. Playful Project-based learning **connects** what learners learn in school to **real-world issues, problems, and applications**. If learning mirrors real-life contexts and equips learners with practical and useful skills, we argue that they are more likely to be **interested** in and **motivated** by what they are learning. This includes 21st century knowledge, work habits and character traits that are critically important to success in today's world.

Playful Project-based Learning is **learner centered and teacher guided**, allowing for in depth investigation of a topic. There are three phases to our Playful Project-based Learning approach.

Inquiry-based Learning

Learners are given an open question or problem, they then create and answer their own more focused questions, generating conceptual procedural knowledge in the process. At the same time, learners are developing their problem solving and critical thinking skills.

Teachers encourage learners to ask questions, scaffolding them through the investigation process and moving them beyond general curiosity into the realms of critical thinking and understanding.

Problem-based Learning

Learners work in teams to formulate complex, open problems rooted in the real world, and propose possible solutions.

Following a student-centred approach, teachers scaffold the development of learners' ability to work collaboratively, be self-directed, and to think critically, promoting critical thinking skills, communication skills, and cooperation.

Design-based Learning

The design phase integrates design thinking and the design process in the classroom. This phase is concerned with how solutions to complex problems might work in practice, in a particular, context. Learners come up with solutions to complex problems by designing, building, and testing prototypes, *(A "prototype" is a simple model that lets you test out your idea!) that solve some of the problems learners identified in the problem phase.



THINKING MAPS APPLICATION TIPS

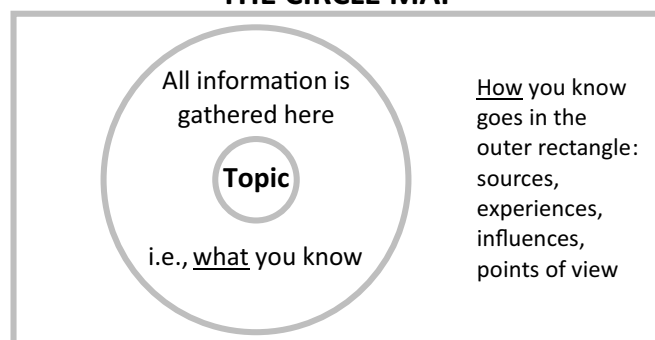
When you are **Defining...**

Key Words used	Questions asked	Applications
Tell me everything you know about this topic, List, Define, Note the key points, name all the types (of fractions, forces, habitats, plants, animals, qualities, points of interest) in this topic. Brainstorm, discuss.	What do you think this word means? What did we learn about this topic? What are the main issues raised in this video/book? What are all the points you want to make (or learn) about this topic? What are all the ways of getting to this answer/number?	Formative Assessment of what students already know about a topic. This includes misconceptions, which you can be aware of. A starting point to gather all ideas – firstly your own, and then perhaps more from peers, video or written material; or pre and post revision.

...then the Thinking Map to use is

Note: You can use the Circle Map to measure growth in your thinking, such as checking and self-correcting information that is incorrect and adding new information in a different colour.

THE CIRCLE MAP



When you are **Describing...**

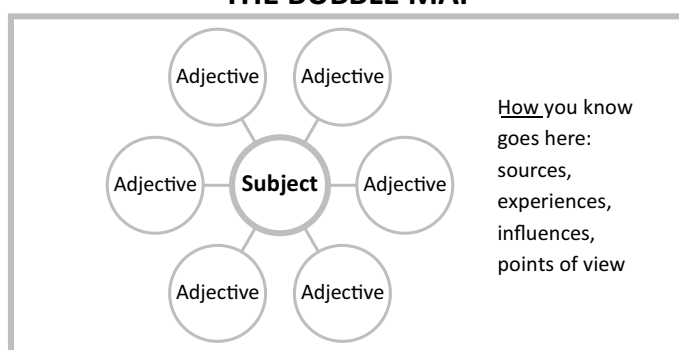
Key Words used	Questions asked	Applications
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would you use to paint a vivid picture of it in your mind?	Generate rich and original adjectives before writing – to describe a setting, a character, or situation. Consider the properties of materials or visuals in Natural Science, Design and Technology or Art.

...then the Thinking Map to use is

Note: The Bubble Map is for adjectives only.

It is not a Spider Diagram! (If you are looking for a Spider Diagram, either collect main ideas in a defining Circle Map or main headings in a classifying Tree Map, in which case you can also add sub-points under those headings).

THE BUBBLE MAP

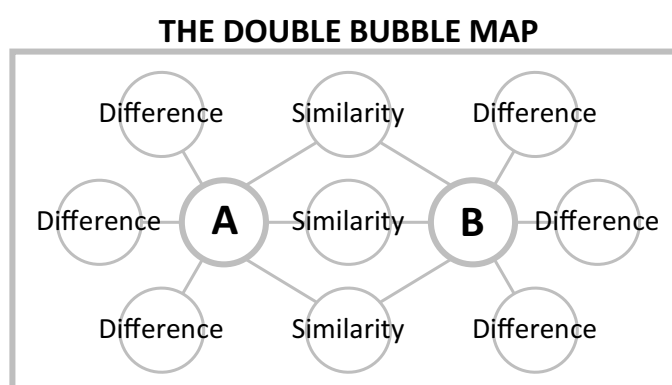


When you are **Comparing and Contrasting...**

Key Words used	Questions asked	Applications
Compare/contrast, discuss similarities/differences, distinguish between, differentiate, what things/concepts have in common or not.	What are the similarities and differences between A and B? What do they have in common? What is unique to only one of them? What distinguishing features help you identify them from each other?	Compare and contrast characters in a book/film, two shapes, methodologies, countries, time periods, formulae, technologies, types of plant or animal. Clarifying identifying properties that enhance understanding of forms, functions, applications and meanings.

...then the Thinking Map to use is

Note: Be careful to connect the lines to the rights places, based on the properties that link or differentiate A and B. Use the most striking or meaningful similarities and differences without mechanistically mirroring them (e.g. tall and short may be less distinguishing than that A is gangly and B is well-dressed). A and B can have different numbers of differences.



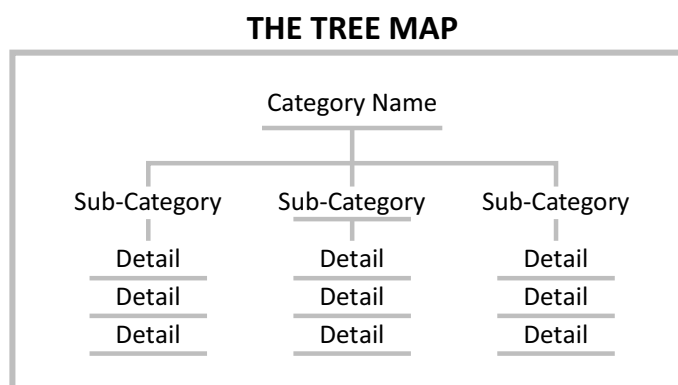
When you are **Classifying...**

Key Words used	Questions asked	Applications
Classify, sort, group, categorise, give related detail, types of, kinds of, list and elaborate, taxonomy	How might you group the main ideas, supporting ideas and details in this topic? What are the key headings in this unit of work/project/talk/essay? Can you sort all the information you have gathered into key concepts? What important details do you want to add under each heading?	Making notes or summaries in any content area – students think about the category headings and the details of what they learn. Categorising information from a Circle Map in preparation for writing about a topic or giving an oral presentation. Collecting information under predetermined headings whilst reading a text.

...then the Thinking Map to use is

Note: Be careful to draw the Tree Map exactly as structured here.

You can use the Tree Map to give students an overview of a subject, to see what is coming up and how units of work fit in. It is also extremely useful for revision.



When you are **Sequencing...**

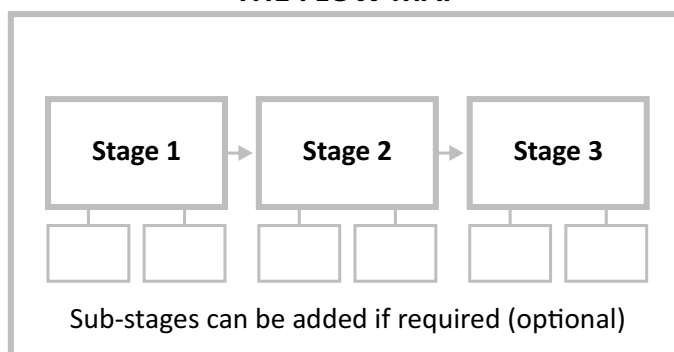
Key Words used	Questions asked	Applications
Sequence, map the steps in this project, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems	What is the process/project you are sequencing? What is the step-by-step sequence of events in the process/project? What are the sub-stages? Is each step in the right order?	Mapping a sequenced step-by-step project in PPBL. Life Cycles and processes in Natural Science/Social Science. Time lines in history. Planning the sequence of a story for writing/recording the sequence of a story. Recording a thought process, such as in problem solving.

...then the Thinking Map to use is

Note: Make sure that the Flow Map has arrows showing the order of events/stages. For life cycles it becomes a circle.

General Note: Whilst it is vital to apply the Thinking Maps with the elements of each map exactly as they were designed, please don't squeeze student thinking to the size or number of circles or blocks. Freehand maps that are corrected as they develop, capture more expansive thinking!

THE FLOW MAP



Welcome



Welcome to the grade 4 project for term 3. South Africans get to celebrate Heritage Day on 24 September, which is in term 3, so this is the ideal time for this project. Although we have this wonderful day to celebrate our rainbow heritage, there is still a level of ignorance, distrust and fear between different cultural groups, which can lead to rejection and anger. In this project, we focus on the burning issue of a lack of cultural pride and identity. Learners will showcase and celebrate traditional and cultural foods through a recipe book or poster and create a specific menu to celebrate Heritage Day. The aim of the project is to improve cultural awareness in the school by celebrating different cultures through sharing our favourite foods.

ATP CAPS alignment



CAPS ATP 2021

Week 2 Social responsibility

- Cultures and moral lessons: - Cultural groups in South Africa. (Cultural food with nutritional value and which will boost immune system)
- Weekly reading by learners: reading for enjoyment - Reading about moral lessons found in narratives of different cultures.

Week 3 Social responsibility

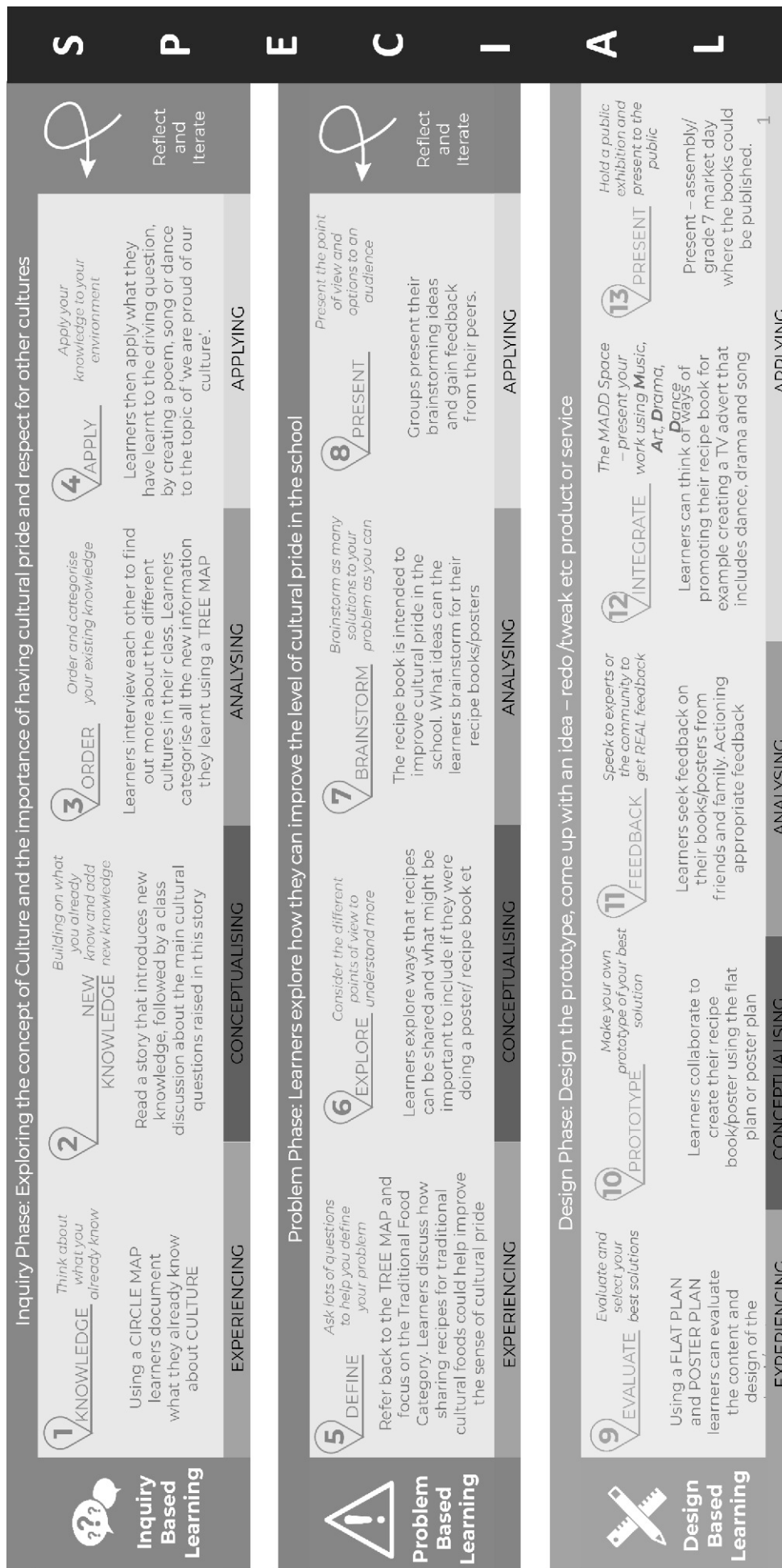
- Menus from different cultures in South Africa.
- Weekly reading by learners: reading for enjoyment.
- Reading about moral lessons found in narratives of different cultures.

Week 4 Social responsibility

- Moral lessons selected from the narratives of cultural groups in South Africa.
- Weekly reading by learners: reading for enjoyment.
- Reading about moral lessons found in narratives of different cultures.



Grade four project: Developing cultural pride





Project planning table

Grade 4 Life Skills

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
1.	PRIOR KNOWLEDGE: Learners play Hot p\potato game where they share prior knowledge about the importance, uses and sources of water.	Term 3: weeks 2,3,4.	Learner's Workbook		Languages HL Languages FAL
2.	NEW KNOWLEDGE: Read a story that introduces new knowledge, followed by a class discussion about the main cultural questions raised in the story.	Term 3: weeks 2,3,4.	Learner's Workbook Teacher's Resource 1	Story can be dramatised.	Languages HL Languages FAL
3.	ORDER: Learners interview each other to find out more about the different cultures in their class. Learners categorise all the new information using a tree map.	Term 3: weeks 2,3,4.	Learner's Workbook	Learners can create their own interview questions.	Languages HL Languages FAL
4.	APPLY: Learners apply what they have learnt to the driving question by creating a poem, song or dance with the topic, "We are proud of our culture."	Term 3: weeks 2,3,4.	Learner's Workbook	Learners can create a peer review checklist for the presentations.	Languages HL Languages FAL
5.	DEFINE: Referring back to the TREE MAP and focusing on the Traditional food category, learners discuss how sharing recipes for traditional cultural foods could help improve the sense of cultural pride in the school.	Term 3: weeks 2,3,4.	Learner's Workbook		Languages HL Languages FAL
6.	EXPLORE: Learners explore and collect recipes from their culture. They also research the different ways recipes can be shared and what might be important to include if they were doing a poster, recipe book etc.	Term 3: weeks 2,3,4.	Learner's Workbook	Teachers can bring in recipe books and you can make a display for learners to explore.	Languages HL Languages FAL
7.	BRAINSTORM: Learners brainstorm ways of presenting their recipes i.e., in a recipe book, poster or any other way they can think of.	Term 3: weeks 2,3,4.	Learner's Workbook	A Circle Thinking Map can facilitate the brainstorm.	Languages HL Languages FAL
8.	PRESENT: In this step, each group will present their ideas from the brainstorming session and get feedback from their peers.	Term 3: weeks 2,3,4.	Learner's Workbook	Learners can construct their own peer review questions.	English HL English FAL



Project planning table (continued)

Grade 4 Life Skills

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
9.	EVALUATE: Learners will make a final choice about how they will present their recipes.	Term 3: weeks 2,3,4.	Learner's Workbook	You may want to bring in decision-making skills here.	Languages HL Languages FAL
10.	PROTOTYPE: Guided by the assessment rubric, learners will use project planners to plan and create a prototype of their project.	Term 3: weeks 2,3,4.	Learner's Workbook	The planners are a good way to do some formative check-ins.	Languages HL Languages FAL
11.	FEEDBACK: Learners get feedback on their prototype plans from friends and family and integrate it into their final product.	Term 3: weeks 2,3,4.	Learner's Workbook	This is a good time to discuss constructive feedback.	Languages HL Languages FAL
12.	INTEGRATION: Learners integrate the feedback and make the final project.	Term 3: weeks 2,3,4.	Learner's Workbook		Languages HL Languages FAL
13.	PRESENT: Learners present and celebrate the projects.	Term 3: weeks 2,3,4.	Learner's Workbook		Languages HL Languages FAL

PART 1

INQUIRY-BASED LEARNING



Driving question: What does culture mean and why is it important?



STEP 1: Prior knowledge

Thinking and sharing what you already know

Purpose of this step: Using a CIRCLE MAP, learners discuss, share and document what they already know about CULTURE.

We often use the word 'culture' but does this word have the same meaning for everyone? When exploring cultural identity, a useful place to start is by creating a common definition of the word 'culture' which is where this project will start.

1. Arrange the class into small groups of between 4 to 6 learners per group.
2. Ask each group to vote in a presenter who will share the group's ideas to the class.
3. Ask learners to turn to **Worksheet 1: The Cultural Circle Thinking Map**.
4. In their groups, learners discuss and share what the word 'culture' means to them. Each learner writes down all the ideas and thoughts onto their own circle maps.
5. After the discussion, the presenters share their group's ideas with the class.
6. Draw a circle map on the board (or create one using a big chart or page) and note the group's ideas until each presentation is complete and you have a beautiful big Cultural Circle Thinking Map displaying all of your learners' prior knowledge.
7. After the presentations, together with the learners, try to create a definition of the word 'culture' by answering the question: "Culture means...". The definition may be longer than one sentence.



Please note, because this activity draws out what learners already know, it is useful as a baseline evaluation, helping you see gaps and guiding ongoing teaching and learning.

STEP 2: New knowledge



Build on what you already know and add new knowledge

Purpose of this step: Read a story that introduces new knowledge, followed by a class discussion about the main cultural questions raised in this story.

8. Once the learners have started thinking about culture, it's time to bring in some new knowledge.
9. Explain to learners that you will read a story about culture and then discuss what they learnt from the story. Then read (or ask a volunteer) the story called, **'Go Away Girl'** which is in your resource pack.
10. After the story, guide a discussion using open-ended questions such as:
 - Why do you think the grade 4s were scared or suspicious of Aamiina?
 - Is Aamiina different to you?
 - How do you think Aamiina felt at the new school?
 - Do you think this type of situation happens a lot?
 - Do you think this type of situation has even happened in your school?
 - What did you learn from this story?
 - How do you think Aamiina was made to feel about her culture?



STEP 3: Order

Order and categorise your existing knowledge

Purpose of this step: Learners interview each other to find out more about the different cultures in their class. Learners categorise all the new information they learnt using a TREE MAP.

11. In this part of the project, learners will interview each other to learn more about the variety of cultures in the class.
12. Arrange learners into pairs for the interviews. A fun way to do this is to put all their names into a bag. Pull out two names at a time to make a pair. This means all learners will be included and the process is fair.
13. Refer learners to **Worksheet 2: Cultural Conversations**. Learners interview each other and record their answers on the worksheet. Single word answers are enough as this is more of a listening and learning than a writing activity.
14. Walk around the classroom, observing learners' interactions and listening to some of their answers. This is a good time to offer scaffolding (extra support) to learners who need it.
15. Listening to what they are saying and seeing what they are writing down will give you useful formative information and help you evaluate their understanding.
16. Once the interviews are done, create a Tree Thinking Map on the board (or create one using a big chart or page) such as the one in the Learners Workbook.
17. Refer learners to **Worksheet 3: Tree Thinking Map: Organising our cultural information**. Together with learners, fill in these thinking maps to categorise all the knowledge they learnt from their interviews. Encourage learners to use different colours for each category.



STEP 4: Apply

Apply your knowledge to your context (driving question)

Purpose of this step: Learners apply what they have learnt to the driving question, by creating a poem, song or dance with the topic, **'We are proud of our culture'**.

18. In the final step of the Inquiry-based learning phase of the project, learners need to apply what they have learnt to their driving question. For this step, learners will use what they have learnt about cultures in the class.
19. In groups, learners need to create a short poem or a song called, "We are proud of our culture." The oral presentations can be accompanied by a dance or any type of rhythmic movement.
20. To end off this phase, refer learners to **Worksheet 4: The what and the why of my learning**. Read the instruction to make sure everyone understands what to do. This can be done at home where learners will have more time to think and reflect on the 'what' and the 'why' of their learning.

PART 2

PROBLEM-BASED LEARNING



Driving question: How can we improve cultural pride in our school?



STEP 5: Define

Ask lots of questions to help you define your problem

Purpose of this step: Referring back to the TREE MAP and focusing on the Traditional Food Category, learners discuss how sharing recipes for traditional cultural foods could help improve the sense of cultural pride in the school.

21. In the Inquiry-based Learning phase, learners explored the concept of culture – they learnt about the various cultural groups in class and reflected on the importance of having cultural pride and respect for other cultures.
22. In this phase, Problem-based learning, learners will explore how they can improve the level of cultural pride in the school.
23. Refer learners back to **Worksheet 3: Tree Thinking Map: Organising our cultural information** and focus on the traditional food category.
24. Share a traditional food from your own culture with your learners. Explain when it is eaten, why it is eaten and how eating this food makes you feel. Show the recipe if possible.
25. Then, refer learners to **Worksheet 5: Celebrating culture through food** and **Worksheet 6: Celebrating South African foods**. Give learners time to read, discuss and absorb the information.
26. Learners now need to be grouped strategically: they can choose to work in single-culture or multicultural groups.
27. In their groups, give learners time to discuss how they think sharing recipes for traditional cultural food could help improve the sense of cultural pride in the school. They can also start thinking about the best way to share recipes i.e., in a book or a poster as well as what kinds of food they would choose for a heritage day menu.



STEP 6: Explore

Consider different points of view to help you understand more

Purpose of this step: Learners explore and collect recipes from their culture. They also research the different ways recipes can be shared and what might be important to include if they were making a poster, recipe book etc.

In this step, learners will explore and collect cultural recipes by asking people in their families and the wider community. They will also research how recipes can be shared and what is important to include in a recipe book or poster. Here are some ideas to guide them through their exploration:

- Go through recipe books at home
- Look at recipes in magazines or newspapers
- Listen to a parent/caregiver explaining or making a recipe
- Search for recipe books online
- Explore different ways recipes are shared



STEP 7: Brainstorm

Brainstorm as many solutions to your problem as possible

Purpose of this step: Learners brainstorm ways of presenting their recipes i.e., in a recipe book, poster or any other way they can think of.

28. Using the information they learnt in the exploration stage, learners now brainstorm ideas for how they want to share cultural recipes. Remind learners that the purpose of the project is to improve cultural pride in the school.



STEP 8: Present

Present the point of view and options to an audience

Purpose of this step: In this step, each group will present their ideas from the brainstorming session and get feedback from their peers.

29. Each group will present their ideas from the brainstorming session and get feedback from their peers.
30. Refer learners to **Worksheet 7: Peer evaluation feedback form**. After each group has presented their idea, the rest of the class uses the criteria on the feedback form to guide their feedback. This will encourage some critical thinking and help learners give useful feedback.

PART 3

DESIGN-BASED LEARNING



Driving question: How will we make and present our project?

STEP 9: Evaluate



Evaluate and select your best solution

Purpose of this step: Learners will make a final choice about how they will present their recipes.

31. In groups, learners evaluate the feedback from their peers and make a final decision about how they will present their cultural recipes – which will become the project for assessment.

STEP 10: Prototype



Make the prototype of your best solution

Purpose of this step: Guided by the assessment rubric, learners will use project planners to plan and create a prototype of their project.

32. Begin this step by referring learners to **Worksheet 9: Project assessment rubric** in their workbooks. This is the rubric that will be used to assess the final project. Go through the criteria so that learners know exactly what is required of them. Having the end objective in mind will make their planning easier and more focused.
33. Please emphasize that, along with the recipes, they need to create a menu of foods they would love to eat at a Heritage Day feast.
34. Then, refer learners to **Worksheet 8: Project planners**. Included is a flat plan which is a very useful tool for designing any book. On their flat plans, learners can decide:
 - What to put on the front and back covers
 - Where to place the recipes and pictures
 - How many pages are needed
 - Where the Heritage Day menu will be placed
35. There is also a project planner where they can sketch the placement for information on a poster. These plans should be done in pencil so that learners can erase and make changes to the design. The actual project will be made based on this plan, so learners must not rush this process.

STEP 11: Feedback



Speak to experts or the community to get REAL feedback

Purpose of this step: Learners get feedback on their prototype plans from friends and family and integrate it into their final product.

36. Encourage learners to share their prototype plans with friends or family to make sure they have not left anything out, or to get more ideas on how to make the recipe books or posters even better.
37. Any suggestions can be added to the book if group members agree.



STEP 12: Integration

Integration in The MADD Space – present your work using Music, Art, Drama, Dance

Purpose of this step: Learners integrate the feedback and make the final project.

38. This is the end result of a process of discussing, sharing, collecting, evaluating, comparing, collaborating, selecting and iterating. They are now ready to complete their project.



STEP 13: Present

Public exhibition

Purpose of this step: To present and celebrate the projects.

39. This is the big moment that you would have announced at the launch of the project.
40. The public exhibition needs to be a real celebration where many people get to see the recipe books or posters.
41. Learners need to be prepared to explain and answer questions about their projects.

Here are some ideas:

- Create a public exhibition and presentation at, for example, an assembly. If possible, invite parents and people from the community to the event.
- Integrate the recipe book project with the grade 7 market day and have the grade 4s set up a stand where people can view and/or buy the books.
- Showcase the Heritage Day celebration – parents or community members who have food outlets can help supply some of the dishes for learners to share and celebrate.

End-of-project reflection

To tie up the project and consolidate learning, each learner needs to complete **Worksheet 10: Reflecting on the project**.



CRITERIA	5	4	3	2	1
Project showcases 5 cultural recipes including ingredients and method and pictures.	5 recipes showcased on project.	4 recipes showcased on project.	3 recipes showcased on project.	2 recipes showcased on project.	1 to no full recipes showcased on project.
Project contains a cultural menu to celebrate a heritage day celebration.	Rich and detailed menu of culturally specific foods included.	Good menu included. Culturally specific and links well to Heritage Day.	Adequate menu included but lacks detail and not each dish is culturally specific.	Minimal menu included – 1 to 2 dishes only.	No menu included.
Projects are presented in a creative and eye-catching using cultural designs and pictures.	Excellent effort taken and learners have included a lot of eye-catching detail.	Good. Learners have made an effort to present a project that looks good and they are proud of.	Adequate presentation, but may have been rushed. Learners are aware that there is room for improvement.	Projects are untidy and poorly planned and contain minimal design and illustration.	Project lacks imagination and does not include any additional design or pictures. Project may not be finished.
Learners in the group can answer questions about their projects and describe the process.	All group members can answer questions in detail about the process and purpose of the project and the information contained in the project.	Most group members can respond to questions and give a detailed explanation of the process.	At least half the group member can answer questions in some detail and most of the group have a good grasp of the process.	Fewer than half of the group can answer questions but responses lack detailed information. Description of process is adequate.	No group members can answer questions about their project and explanation about the process is vague.
The project's objective, to improve cultural awareness and pride, was achieved.	Excellent production and objective clearly understood and achieved. Much iteration in evidence and the best possible project was produced.	Good project which was done with care and pride. Project objective achieved.	Project does not convey the objective, without explanation from the group members. Effort evident but more detail needed.	The project objective is understood but the content of the project need improvement to convey the message. More iteration was needed.	Objective not achieved. The messaging about improving cultural identity and pride is lost. Learners did not integrate feedback to improve their project.
TOTAL SCORE					/30