

HEALTHY LIFESTYLE CHOICES FOR TEENAGERS TEACHER'S PROJECT NOTES




- 3** ENTREPRENEURSHIP
- EMPLOYABILITY
- EDUCATION

Playful Project-based Learning | Life Orientation | TERM 3



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE **11**

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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: **E**ntrepreneurship, **E**mployability and **E**ducation 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 Sec on 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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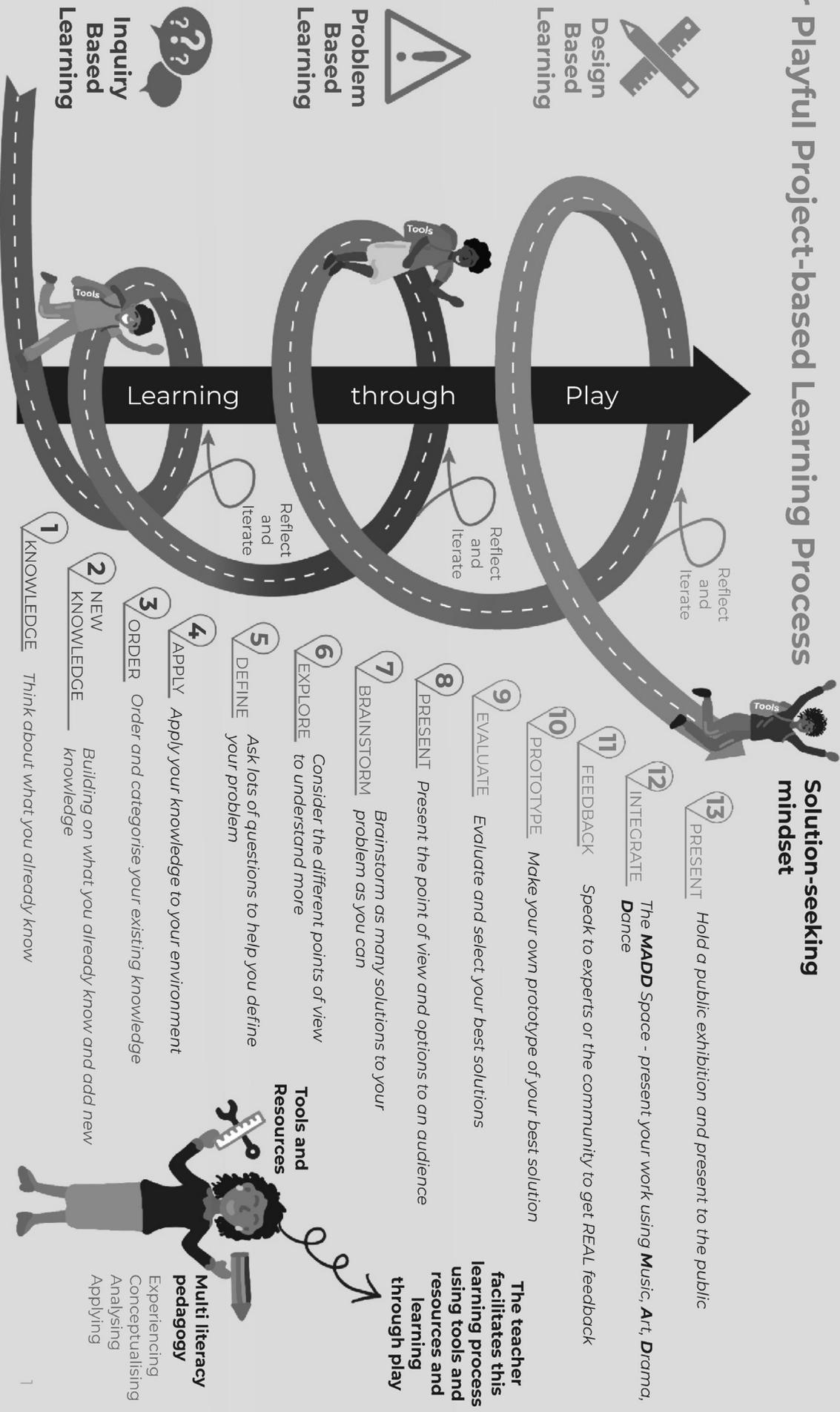


RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET

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.		



Our Playful Project-based Learning Process



About PPBL



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.

Welcome



In this project learners address the driving question: ***How can we share information with our peers to prevent risky behaviour and promote healthy lifestyle choices?***

In the **Inquiry Phase**, learners start by thinking what they know about the topics of risky behaviour and healthy lifestyle choices, learners learn new information about the topic and then think how this applies to their own community.

In the **Problem stage**, learners go on to speak to people in their community to further understand these concepts and how they might be seen by different people with different perspectives. In the problem phase learners start to brainstorm how they might begin to share information with their peers so they are able to make informed decisions.

In the **Design phase**, learners start to create models of their chosen solutions, whether this is a presentation, brochure, social media campaign or whatever ideas they come up with, culminating in a public presentation of their work.



These resources have been created by Thinking Schools South Africa at admin@thinkingschools.org.za



THINKING MAPS APPLICATION TIPS

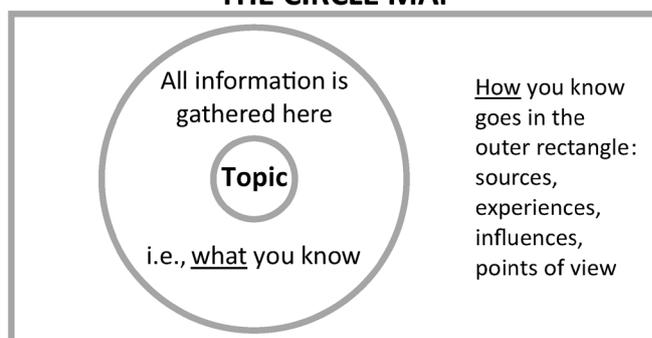
When you are **Defining...**

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...**

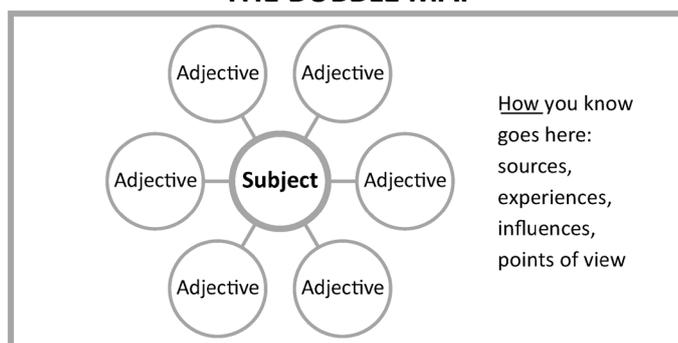
Key Words used	Questions asked	Applications
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would you 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

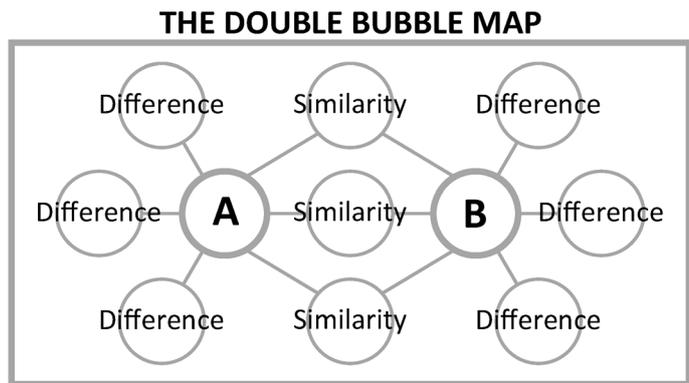


When you are **Comparing and Contrasting...**

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 mechanically 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.



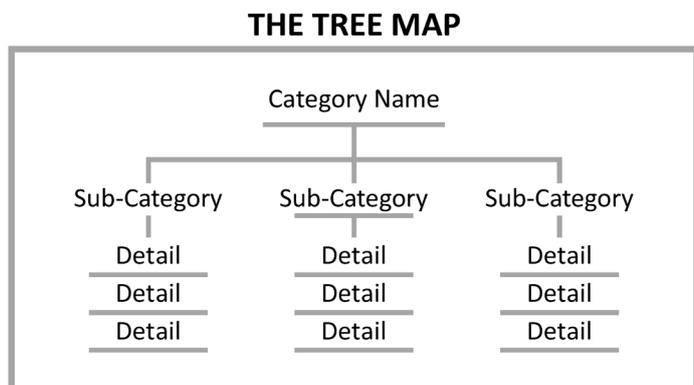
When you are **Classifying...**

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...**

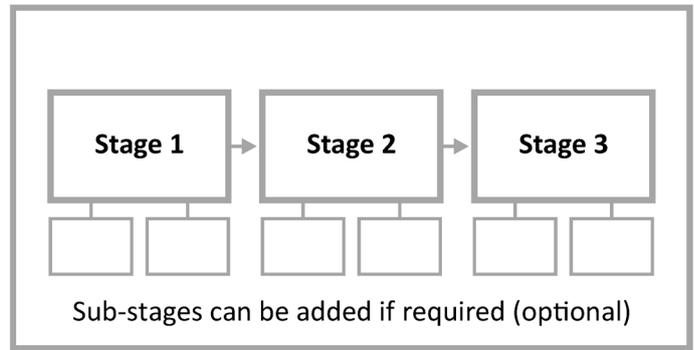
Key Words used	Questions asked	Applications
Sequence, map the steps in this project, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems	What is the process/project you are sequencing? What is the step-by-step sequence of events in the 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





HOW TO PLAN YOUR PROJECT

Grade 11, Term 3, Life Orientation, How can we share information with our peers to prevent risky behaviours and promote healthy lifestyles

Inquiry Phase: How might jobs and careers be different 10-20 years from now?

1 KNOWLEDGE Think about what you already know
The first step in learners being able to answer the driving question is for learners to understand what they already know about the topic. A circle map is used to help learners to identify what they already know about the topic.

2 NEW KNOWLEDGE Building on what you already know and add new knowledge
Learners build on what they know by reading a report – Changing Youth Behaviour in South Africa. Learners can add any new knowledge to their circle maps using a different coloured pen.

3 ORDER Order and categorise your existing knowledge
Using a Multi-Flow Map learners order the information they have learnt to assess and show the potential consequences of different risky behaviours.

4 APPLY Apply your knowledge to your environment
In groups of four, learners then apply what they know to their community by having a class discussion on what learners' think are the biggest risky situations and challenges in their community

Problem Phase: We cant tell the future, how might you find out more about these new jobs that do not yet exist?

5 DEFINE Ask lots of questions to help you define your problem
In this stage learners start thinking about who they might interview in their community about the topic and start writing interview questions

6 EXPLORE Consider the different points of view to understand more
Learners carry out their interviews to find out opinions of youth and risky behaviour. Learners then complete a Tree Map to classify the information they received in their interviews

7 BRAINSTORM Brainstorm as many solutions to your problem as you can
In this step learners start to brainstorm methods and approaches to answering the driving question. How can we share information with our peers about risky behaviour.

8 PRESENT Present the point of view and options to an audience
Learners now present their ideas to their peers in small groups to receive peer to peer feedback.

Design Phase How might you present this information to your fellow learners?

9 EVALUATE Evaluate and select your best solutions
Learners evaluate their ideas and the feedback they received and select the most feasible idea.

10 PROTOTYPE Make your own prototype of your best solution
In this step learners create a model or prototype of their idea.

11 FEEDBACK Speak to experts or the community to get REAL feedback
Learners seek feedback from their peers and carry out 'rapid' prototyping, actioning feedback and updating their prototype, seeking further feedback and so on...

12 INTEGRATE The MADD Space – present your work using Music, Art, Drama, Dance
In their small groups of 4 learners think about how they want to use music, art, dance or drama to share hat they have learnt.

13 PRESENT Hold a public exhibition and present to the public
Learners hold a public presentation to share their important messages with their peers and members of the community

S Social Interaction
P Purpose
E Enjoyment
C Curiosity
I Iteration
A Active Engagement
L Learner centred

Inquiry - based Learning
Problem - based Learning
Design - based Learning

Reflect and Iterate
Reflect and Iterate
Reflect and Iterate



PRE REQUISITE PRE KNOWLEDGE

Healthy and balanced lifestyle, Risky behaviours and situations, unsafe practices, etc.

The driving question for Grade 11 is **How can we share information with our peers to prevent risky behaviour and promote healthy lifestyle choices.** This covers the CAPS content of Risky behaviours and situations, and healthy lifestyle choices.

ATP CAPS alignment

	Content	Assessment	SBA
Healthy and balanced lifestyle choices: <ul style="list-style-type: none"> • Maintaining physical, • Psychological, • Social, • Emotional and • Spiritual health • Healthy nutrition and being physically active 	Define a healthy lifestyle choice	Thinking maps, tree map	PROJECT
Risky behaviour and situations: <ul style="list-style-type: none"> • Substance use and abuse • Unsafe sexual behaviour • Risk of pregnancy • Teenage suicides • Poor hygiene and dietary habits • Unsafe road use 	Identify risky behaviour and situations	Identify risky behaviours from pictures	
Factors that impact negatively on lifestyle choices <ul style="list-style-type: none"> • Lack of knowledge • Poor decision making skills • Unsafe attitudes and behaviours • Unsafe environments • Emotional factors • Peer pressure 	Discuss factors that impact negatively on lifestyle choices of youth	Thinking maps, flow maps and discussion	

DRIVING QUESTION: How can we share information with our peers to prevent risky behaviour and promote healthy lifestyle choices.

To address the driving question, learners first have to understand what risky behaviours are and what healthy lifestyle choices are. In the Inquiry stage, learners spend time finding out more about this topic and developing their procedural and conceptual knowledge of the topic.

Project planning table



GRADE 11 PROJECT PLANNING TEMPLATE

Activity	Description	CAPS alignment	Resources	Enrichment activities	Assessment & integration with other subjects
1.	Prior knowledge, using circle map, concepts are defined		Learners Book		English (HL & FAL) Creative Arts
2.	New knowledge - read a text and answer questions		Learners Book		English (HL & FAL)
3.	Order and categorise – make use of a multi flow map to order and categorise prior and new knowledge		Learners Book		English (HL & FAL)
4.	Apply - knowledge gathered to their own experiences of risk behaviour - or in their communities		Learners Book		English (HL & FAL)
5.	Define - Conduct interviews to define the issue in depth or to get more information		Learners Book		English (HL & FAL)
6.	Explore the issue by grouping together same types of behaviour and asking more questions		Learners Book	Talking to people who were involved in risky behaviour but have recovered and have overcome their challenges	English (HL & FAL)
7.	Brainstorming as many behaviours and their matching solutions		Learners Book		English (HL & FAL)
8.	Presenting findings to a panel of experts for iteration		Learners Book	Panel discussion	English (HL & FAL)
9.	Design prototype - learners discuss different products and decide on one based on available resource		Learners Book		English (HL & FAL) and Creative Arts
10.	Make prototype		Learners Book		English (HL & FAL) and Creative Arts
11.	The product is presented to experts for feedback		Learners Book		English (HL & FAL)
12.	MADD, planning music, art, dance or drama to perform on the topic of bullying		Learners Book		English (HL & FAL) and Creative Arts
13.	Exhibition; a public presentation of their final product		Learners Book		English (HL & FAL)

Assessment Rubric

ASSESSMENT ACTIVITIES	MARKS
1. Definition of concepts: a healthy and balanced lifestyle; unsafe attitudes and behaviours; risky behaviours and situations; Covid 19	4X3 =12
2. Define and give an example of any 4 risky situations young people are frequently exposed to	4X4 = 16
3. Discuss 3 factors that may cause teenagers to engage in each of the risky behaviours and situations chosen	3X4= 12
4. How do these risky behaviours impact on teenagers and their communities	5
5. Suggest and discuss solutions to risky behaviours	5
PART 2: The impact of Covid 19 on a healthy and balanced lifestyle	
2.1 Discuss the negative impact of Covid 19 on a healthy and balanced lifestyle under the following topics:	
2.1.1 Loss of income and poverty	5
2.1.2 Cultural and religious practices	5
TOTAL	60

Teacher is requested to develop a task on Careers out of 20 marks to make up 80 marks as per assessment for grade 11, term 3.

<p>1. Define the concepts</p> <p>A Healthy and balanced lifestyle: Means eating a balanced diet, getting regular exercise, avoiding tobacco and drugs and getting plenty of rest</p> <p>Unsafe attitudes and behaviours: Includes drugs, alcohol use and experimentation, defiance and lying, moodiness and irritability, engaging in unsafe sex.</p> <p>Risky behaviours and situations: Unprotected sexual activities that may lead to unwanted teenage pregnancies and Sexually Transmitted Infections (STIs), strong addiction of drugs and alcohol, involvement in illegal works for easy earnings, under-age driving, involvement in political parties where they might face different threatening situations, unhealthy dietary behaviours and inadequate physical activity.</p> <p>Covid 19: Covid 19, is a disease caused by a new strain of coronavirus. CO stands for corona and VI for virus and D for disease. Formerly it was referred to as “2019 novel corona virus” or 2019-nCoV. It is also known as as severe acute respiratory syndrome coronavirus 2.</p>	3X4	12
<p>2. Choose 4 risky situations and describe each situation - give examples Choose any 4.</p> <p>Personal safety refers to avoidance of possible harmful situations or persons in your surrounding. This implies that teenagers should avoid walking alone at night, getting involved in situations of violence, e.g. drinking or walking with strangers.</p> <p>Road use refers to the methods and measures used to prevent road users from being killed or seriously injured. Typical road users include pedestrians, cyclists, motorist, vehicle passengers, etc. Drinking and driving, driving without a driver’s license - all these put the lives of road users at stake.</p> <p>Substance abuse refers to the use of illegal drugs or the use of prescription or over the counter drugs or alcohol for purposes other than those for which they are meant to be used or in excessive amounts. Substance abuse may lead to social, physical, emotional and job related problems. Teenagers smoke dagga, tik, nyaope. At times, they start off by experimenting and end up addicted. At times the use of cough mixtures with codeine is abused. All these substances lead to addiction and behaviour that causes self destruction.</p> <p>Sexual behaviour, teenage pregnancy and Sexually Transmitted Diseases (STDs). This is human sexual activity, human sexual practice or human sexual behaviour in a manner in which humans experience and express their sexuality and can cause STIs and also lead to unwanted teenage pregnancy. Teenagers engage in unsafe sexual behaviour and get pregnant, leading to dropping out of school. It also leads to contracting serious diseases like HIV/AIDS.</p>	4X4	16

<p>2. Continued...</p> <p>Teenage suicide is when a young person deliberately ends their own life.</p> <p>Hygiene and dietary behaviour encompasses food choice and motives, feeding practices, dieting and eating related problems such as obesity, eating disorders and feeding disorders and hygienic processes. Teenagers, at times, because of low self esteem, find themselves wanting to lose weight and engage in methods of weight loss that can lead to anorexia. They later get depressed and moody. Some become obese also because of psychological challenges.</p> <p>Peer pressure is the direct influence on people by peers, or the effect on an individual who is encouraged and wants to follow their peers by changing their attitudes, values or behaviours to conform to those of the influencing group or individual. Negative peer pressure leads to unsafe and risky behaviours like substance abuse and unsafe sex practices.</p>		
<p>3. Discuss 3 factors that may cause teenagers to engage in each of the risky behaviours and situations chosen</p> <p>Brain power; they are impulsive and make emotional decisions without thinking about the consequences, lack of experience.</p> <p>Unhealthy optimism; Teens think that negative outcomes will never happen to them and negative consequences don't deter them.</p> <p>Adventure; boredom causes them to look for excitement, that is mostly detrimental to their safety.</p> <p>Peer pressure; research shows that risk taking among teens doubles when peers are around. Some teens want to be accepted and fit in - they want to impress their friends.</p> <p>Media; movies and television project a wide range of risky behaviour in glamorous and admirable ways.</p> <p>Poor self-esteem; a young person with a low self-esteem may not be assertive to say NO and find himself involved in risky behaviour. Such individuals are easily swayed to get involved in wrong doing.</p> <p>Choose any 3.</p>	3X4	12
<p>4. How do these risky behaviours impact on teenagers and their communities?</p> <p>Youth may bunk school, stealing to satisfy behaviours like substance abuse and this increasing crime rate. Substance abuse can lead to violence and the addict can be a threat to both himself and society.</p> <p>This behaviour can cause anxiety, mental stress and unhappiness among people. This health problem causes health issues for the individual. Risk behaviours lead to personal, social and economic problems and are associated with mortality, namely, through accidents, violence and crime.</p>		5
<p>5. Suggest and discuss solutions to risky behaviours</p> <ul style="list-style-type: none"> • Good communication in the family • Engage in positive activities such as sport clubs, art clubs, etc • Serve or volunteer in your community • Be clear of the consequences of the risk behaviour • Talk about values at home and in the community • Have good role models in the community 		5
<p>PART 2</p> <p>2.1 impact of Covid 19 on a healthy and balanced lifestyle under the following topics:</p> <p>2.1.1 Loss of income and poverty. Covid 19 caused a lot of job losses because of the heavy lock down. Households lost income and this led to families not being able to fulfil basic needs like food. This put a lot of pressure on families who were unable to provide for their children. Because of lack of provision, teenagers lack coping skills and get depressed. It can also lead to drug abuse as a coping skill. Loss of income and poverty are related. It has an impact on the quality of the lives of of youth. Some teenagers may engage in criminal activities to get food.</p>	5	5
<p>2.1.2 Cultural and religious practices. Attending church, for many families, is important as it promotes values within families. Church attendance was prohibited during hard lock down. There was no alternative place to go to for spiritual upliftment and communities lost the opportunities of gathering. Cultural practices like celebrations of weddings and, for Xhosa culture, circumcisions were prohibited. This resulted in more loneliness and hopelessness. Teenagers and their families were unable to manage or cope with these situations. This impacted negatively on their lifestyle choices.</p>	5	5



DRIVING QUESTION: *How can we share information with our peers to prevent risky behaviour and promote healthy lifestyle choices?*

To address the driving question, learners first have to understand what risky behaviours are and what healthy lifestyle choices are. In the Inquiry stage, learners spend time finding out more about this topic and developing their procedural and conceptual knowledge of the topic.

STEP 1: Prior Knowledge



Think about what you already know.

Purpose of this step: learner reflects on and shares own knowledge, experiences and perspectives (stimulating prior knowledge and evaluating baseline knowledge) about the burning issue.

The first step in learners being able to answer the driving question, is for learners to understand what they already know about the topic. A circle map is used to help learners to identify what they already know.

- 1.1 Ask your learners to create three circle maps in their exercise books, or use **Worksheet 1** in the learner workbook. In the three circle maps, learners define what they already know about the following concepts:



- Risky behaviours and situations,
- Healthy and balanced lifestyle,
- Unsafe practices.

Learners can consider how Covid-19 might affect these behaviours.

Remind learners to keep these circle maps as they can add any new knowledge they gain in different colours and in later steps.

Note to teachers: 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.

Risky behaviours can include:

- Personal safety
- Road use
- Substance abuse
- Sexual behaviour, teenage pregnancy and Sexually Transmitted Diseases (STDs)
- Teenage suicide
- Hygiene and dietary behaviour
- Peer pressure

- 1.2 Share **Worksheet 2** with the learners. Learners work in groups of four. Ask learners to study the three pictures and explain why these situations are risky. Ask learners to answer the following questions:



- Identify risky situations from the three scenarios and explain why you think they are risky.
- Identify risky behaviour from the 3 scenarios and explain why it is a risky behaviour
- Why might a teenagers behave this way?
- How might you prevent or reduce cases like this?

- 1.3 Next, ask learners to complete **Worksheet 3** in the learner workbook. This is a survey on their own personal behaviour. Explain to learners that this is an anonymous survey and they do not need to share information with other people.



STEP 2: New knowledge



Build on what you know and add new knowledge

Purpose of this step: Learner observes or takes part in something new that is an extension/expansion of prior knowledge and adds knowledge to the driving question.

- 2.1 Ask your learners to read the report on *Changing Youth behaviour in South Africa* - a copy of this can be found in **Worksheet 4** of the learner workbook.
- 2.2 Learners can then answer six questions at the end of the report - they can either answer them in the learner workbook or they can write down their answers in their exercise books.
 - Name 4 youth risk behaviours mentioned in this article:
 - Why are men more likely to drink alcohol than women?
 - Name 3 consequences of risk behaviours that affect South African youth the most.
 - HIV awareness campaigns were successfully conducted through which media?
 - Mention 2 youth risk behaviours that are prevalent in your community and why.
 - In your opinion, why is it a challenge to reduce or prevent youth risk behaviours?
- 2.3 Finally, to help learners see what new knowledge they have gained, ask them to use a different colour pen and ADD any new knowledge to their circle maps.



STEP 3: Order



Order and categorise your existing knowledge.

Purpose of this step: To order and make sense of information and knowledge that emerged in the *Knowledge* and *New knowledge* steps.

- 3.1 Now that learners have gathered new knowledge on the topic, they can order and categorize it. Learners create a multi flow map to show how each risky situation impacts on the lifestyle choices of teenagers. Learners can complete **Worksheet 5** in the learner workbook or copy down the Multi-Flow Map into their exercise books.
- 3.2 In small groups, learners can share their Multi-Flow Maps and discuss the cause and effect of risky situations on teenagers. Learners can add new information to their Multi-Flow Maps, and use different colour pens to show what information is new.



STEP 4: Apply



Apply your knowledge to your context (driving question)

Purpose of this step: To use knowledge to answer the driving question

- 4.1 Divide your learners into groups of four. Facilitate a class discussion on what learners think are the biggest challenges they face with regards to risky situations and behaviours.
- 4.2 Ask the class to identify at least four risky situations that are prevalent in their communities and what strategies are already in place to deal with these challenges.



STEP 5: Define



Ask lots of questions to help you define your problem

Purpose of this step: Push for clarity on the problem/questions.

In the Inquiry phase, learners identified and explored the concepts of risky behaviours and what these might be in their communities. In the problem phase, learners will explore the topic further by speaking to members of the community to find out their perspective on youth and risky behaviours. Learners will then use all the information they have gathered so far to brainstorm creative and feasible ways of addressing the driving question – how can we share information with our peers and promote healthy lifestyle choices?

- 5.1 Now that your learners have identified risky behaviours in their communities, they can start to find out more about the problems in their communities by speaking to the adults in their community. In groups of 4 learners can create their own interview questions. **Worksheet 6** in the learner workbook has some questions that learners can start with. Learners should feel free to add any other questions they might want to add.



Examples of questions learners can ask:

- In your opinion, what are the challenges facing youth in this community?
Why do you think that?
- Which is the most challenging?
- How can this be addressed?
- Who in this community could help to support in addressing these challenges?
- In your opinion, why do you think youth engage in these behaviours?
- What could be done to reduce these risky behaviours?
- What other questions might you want to ask?

STEP 6: Explore



Consider different points of view to help you to understand more

Purpose of this step: Research phase - what do we need to answer the question/solve the problem?

- 6.1 Here learners have the opportunity to carry out their interviews. This could be done as a piece of homework.

Remind learners to keep good notes of the interviews they conduct as this information will be needed later on.

Remind learners to:

- Explain who they are.
- What they are doing?
- Why they are doing it – the driving question.
- Explain that they will be taking notes, if it is acceptable with the person.
- Thank the person when they have finished.

6.2 Remind learners about the Covid-19 regulations and think about how this might affect the interview process. Ask learners to think of alternative ways that they could get this information from people in their communities if interviews are not possible. One possible solution might be to print the questions, drop them off somewhere and collect later, or to do phone interviews if in-person interviews are not possible.

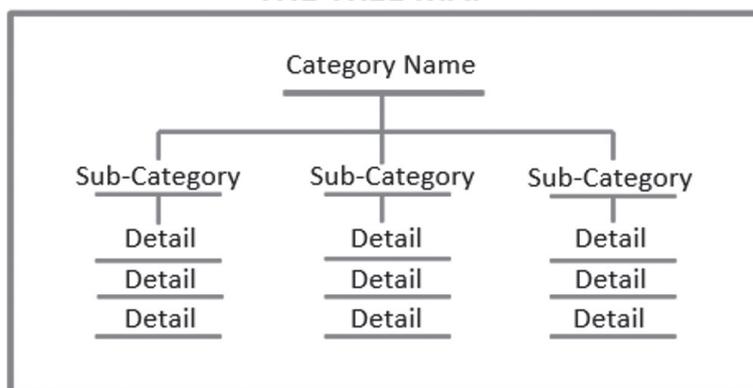
6.3 Learners can then use a Tree Map to classify the information that they received in their interviews and also in the Inquiry phase of the project. The Tree Map Template can be found in **Worksheet 7** of the learner workbook or learners can copy down the template and complete it in their workbook.



Questions learners can consider when completing the Tree Map:

- What important details do you want to add under each heading?
- How might you group the main ideas, supporting ideas and details in this topic?
- What are the key headings in the project?
- Can you sort all the information you have gathered into key concepts?

THE TREE MAP



This process will help learners to answer the driving question – ***How can we share information with our peers to prevent risky behaviours and promote healthy lifestyle choices?***

STEP 7: Brainstorm



Brainstorm as many solutions to your problem as possible

- 7.1 In small groups of four, learners can look over their Tree Maps and brainstorm ideas of how they can **share information with their peers** to prevent risky behaviours and promote healthy lifestyles.
- 7.2 Learners can assess the feasibility of these solutions and think about what might be possible to do this term, and present this at an event at the end the project.

STEP 8: Present



Present the point of view and options to an audience

Purpose of this step: Presenting possible solutions for iteration/change

- 8.1 In this step, learners present some of their solutions to learners in their class.
- 8.2 Learners give and receive feedback on some of the ideas.



Step 9: Evaluate



Evaluate and select the best option

Purpose of this step: Design the prototype, come up with an idea/re-do/tweak the product.

- 9.1 Based on the feedback they received in step 8, learners (still in their groups of four) discuss and choose one of their best ideas on how to share information with their peers to prevent risky behaviour and promote healthy lifestyle choices.

Some possible ideas (but don't limit to these) could be for learners to: design a newspaper article, brochure, PowerPoint presentation, social media campaign etc.

What other ideas could learners think of?

Step 10: Prototype



Make a prototype of your best solution

Purpose of this step: build or make the prototype based on the design

- 10.1 After learners have chosen how they want to address the question “How can we share information with our peers prevent risky behaviour and promote healthy lifestyle choices?”, they can now start making a model of their chosen idea.

You can show the short video <https://www.youtube.com/watch?v=85muhAaySps>

- 10.2 Ask learners to bring items such as cardboard food packaging, plastic bottles, things that could be recycled, from home.

- 10.3 In their small groups of four, learners will have a chance to create a model of their chosen idea. The purpose of this is to test their idea and see how they could improve it. Remind learners that models do NOT need to be perfect and can be made very quickly, so that they are able to get feedback on the model and iterate (do it again to make it better).

Remind learners in their model to think about:

- What sort of information needs to be included to answer the driving question?
- How will it be displayed or conveyed?
- What colours will be used?
- How is the message appropriate to the audience? Will it change behaviours? etc.

- 10.4 Learners can then update their prototype as many times as they need to.

TIP: If possible, set a timer and tell learners they have 10 minutes to make their first prototype. Give them 10 minutes for feedback. Repeat this cycle as many times as you can. The more you do it, the better your prototype will be. See step 11 for feedback on the prototype.



Step 11: Feedback



Speak to experts in the community to get good feedback

Purpose of this step: To get expert feedback about possible improvement on the product

- 11.1 If possible, invite community members/experts in the field of risky behaviour to the school. If this is not possible learners can seek feedback from their peers in the class.
- 11.2 Learners can then present their prototypes and explain these to a panel of experts or peers to receive feedback.
- 11.3 Give learners time to action the feedback they have received. See point 10.4 above.

Step 12: Integration



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

Purpose of this step: To iterate learning in a fun way

- 12.1 In this penultimate step, learners, in their small groups of 4, discuss other ways of presenting their work to answer the driving question – ***How can we share information with our peers to prevent risky behaviours and promote healthy lifestyle choices?***
Learners discuss how they might use Music, Art, Dance, Drama to present their ideas.
- 12.2 Give learners an opportunity to practice their presentations using Music, Art, Dance or Drama. These presentations can be shown at the final presentation along with their other work as well.

STEP 13: Present



- 13.1 In the final step, learners hold a public presentation of their work. The primary audience is their peers in other classes, but it would be nice to invite the whole school community including parents, stakeholders, and others who have supported this project.
- 13.2 Learners present their written and musical/dance/drama/art work to the public.

END-OF-PROJECT REFLECTION



To wrap up the project and consolidate learning, each learner needs to complete

Reflection questions:

- What I loved most about the project.
- What I found the most difficult.
- What I learnt about myself.
- What I learnt about careers.
- What advice I would give to other learners doing project.