

# BULLYING TEACHER'S PROJECT NOTES



**3** ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

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



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**GRADE 6**



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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 E<sup>3</sup>, as we felt that learners who were not able or keen to start an enterprise should not be excluded. Hence E<sup>3</sup> 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, E<sup>3</sup> 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-E<sup>3</sup>, 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 E<sup>3</sup> 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 E<sup>3</sup> Team**





Project-based Learning is a **learner-centered, teacher-guided** teaching method where learners learn by actively engaging in real world and personally meaningful projects. 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.

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

### **Exploring the world (inquiry 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.

### **Embracing the challenges (problem learning)**

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

Following a learner-centered 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.

### **Designing the future (design 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 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



During Term 3, learners will create a poster and present it to the school, i.e. learners, teachers and parents. The purpose of this project is to raise awareness on the prevalence of bullying and how to stop the habit. The project will introduce the exciting new E<sup>3</sup> teaching model which includes 13 important steps in three phases – Inquiry-based Learning, Problem-based Learning and Design-based Learning.

This project is set out according to those 13 steps over a period of 6 to 8 weeks. You will find guidance in this document for every step of the way, and more resources at the back of the document. Please also see the ATP CAPS outcomes that are covered in the process and rubric.

You can work with the Creative Arts content on the final stage of this project where learners can do a performance (drama), rap song or graffiti. This can be a mark out of 30 for the CA study area.

**The overarching or burning issue for Grade 6 is bullying and how learners can handle bullying act, defend themselves against bullies, where to report bullies and how to help them.**

## ATP CAPS alignment



TERM 3: TOPIC, CONCEPTS, SKILLS AND VALUES		ASSESSMENT	SBA
BULLYING	Requisite pre-knowledge	Activities Thinking maps	(Formal Assessment) Project with rubric/ memo
Reasons for bullying	Definition of bullying and where it takes place Understanding why bullies bully other people		
Getting out of the habit of bullying	Where to report bullies and how to assist them to get out of the habit of bullying		
Where to find help	How to help bullies		

## Project planning table



TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
1.	PRIOR KNOWLEDGE: Learners discuss pictures and make use of circle map to define bullying.		Learner's Workbook	Learners can make use of drama/performance of different acts of bullying.	English HL English FAL Creative Arts
2.	NEW KNOWLEDGE: Answer questions based on article on bullying.		Learner's Workbook	Learners, narrate their own experiences.	English HL English FAL
3.	ORDER: Make use of double tree map.		Learner's Workbook		English HL English FAL
4.	APPLY: Learners talk about their own experiences on prevalence of bullying at school or in their communities.		Learner's Workbook		English HL English FAL
5.	DEFINE: Learners ask a lot of questions around bullying to understand the issue.		Learner's Workbook	Invite an adult/s to come and talk about their own experiences and how they were affected.	English HL English FAL
6.	EXPLORE: Conducting interviews with different stakeholders on the issue of bullying.		Learner's Workbook		English HL English FAL
7.	BRAINSTORM: Brainstorming around issues that have been raised in previous activity.		Learner's Workbook		English HL English FAL
8.	PRESENT: Presenting all the information they have gathered to a panel of experts on bullying.		Learner's Workbook	Panel discussion.	English HL English FAL
9.	EVALUATE: Design prototype by discussing features of the brochure.		Learner's Workbook		English HL English FAL Creative Arts
10.	PROTOTYPE: Make prototype, making the actual product.		Learner's Workbook		English HL English FAL Creative Arts

## Project planning table (continued)



TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
11.	FEEDBACK: Getting feedback from experts.		Learner's Workbook		English HL English FAL
12.	INTEGRATE: MADD, planning music, art, dance or drama to perform on the topic of bullying.		Learner's Workbook		English HL English FAL Creative Arts
13.	PRESENT: A public presentation of their final product, thus celebrating.		Learner's Workbook		English HL English FAL

# PART 1 INQUIRY-BASED LEARNING



Driving question: What is bullying?



## Prior knowledge

Thinking and sharing what you already know

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

What is bullying?

- Do you know someone who has been bullied?
- Have you watched someone being bullied?
- How did you feel?

- 1.1 Learners study the two pictures provided (**Worksheet 1**) and answer questions that follow.
- 1.2 Making use of a circle map (**Worksheet 2**), learners, in groups of 4, define what bullying is and they also refer to the pictures they have discussed. They include issues like where it takes place, e.g. at home, at school or in the community.
- 1.3 Learners write little notes and share experience of being bullied or someone they know who was bullied, and how this person responded to the incident.
- 1.4 Learners fill in the survey on bullying.



## New knowledge

Build on what you already know and add new knowledge

**Purpose of this activity:** 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 Learners read an article on bullying (**Worksheet 4**). The teacher can assist by explaining difficult words for better understanding. Learners, in groups of four, discuss the questions as a group and write the answers individually.

## Order



Order and categorise your existing knowledge

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

- 3.1 Learners exchange notes to compare their responses to the questions from the previous activity.
- 3.2 They use a tree map to represent their knowledge (**Worksheet 2**). The following bullets will assist them in categorizing their existing knowledge:
  - What is bullying?
  - Types of bullying
  - Where to report bullying incidents





## Apply

Apply your knowledge to your context (driving question)

**Purpose of this activity:** To use knowledge to answer the driving question.

- 4.1 Learners, in 5 groups, discuss the responses from activity 3.2 and think about their own school. They discuss how prevalent bullying is at their school and discuss and apply all the responses.
- 4.2 They discuss measures to curb and prevent bullying in their own school.



## PART 2 EXPLORING THE WORLD

**Driving question: How can we make our school safe by eradicating bullying and its consequences?**



## Define

Ask lots of questions to help you define your problem

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

- 5.1 Now that learners have gathered new knowledge, they brainstorm and redefine the problem through finding out the following:
  - Are there any incidents of bullying in their school and in their community?
  - What are the causes of bullying?
  - What impact does bullying have on the ethos of the school?
  - Is there a policy on bullying?
  - How can the school manage incidents of bullying?
  - Is there any help for both the bully and their victims?
- 5.2 Based on the questions above, learners need to determine what is the main issue.



## Explore

Consider different points of view to help you understand more

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

- 6.1 Learners in their groups refer to the questions in step 5 and identify experts in different fields of expertise. Each group is allocated a professional to consult and interview to get more information on the driving question. Experts are in the following areas: Psychologist, Teacher, Parent, SAPS.
- 6.2 Each group identifies a spokesperson to do a presentation on their findings from the different people they interviewed.



## Brainstorm

Brainstorm as many solutions to your problem as possible

**Purpose of this activity:** Learner's brainstorm possible solutions to bullying issues.

7.1 Based on the presentations from step 6, learners investigate each presentation and then brainstorm solutions as per each category of presentation, e.g. what was raised by parents, teachers, psychologists as challenges and solutions.



## Present

Present the point of view and options to an audience (practice run for Step 13)

**Purpose of this activity:** Presenting possible solutions for iteration/change

8.1 Learners plan a mock symposium or a panel discussion where they invite the community. Each group prepares a presentation on the issue and the panel members ask questions.

# PART 3 DESIGNING THE FUTURE



**Driving question: What solutions can we test to solve the problem of bullying**



## Evaluate

Evaluate and select your best solution

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

9.1 Learners, in groups, evaluate the feedback they received from the panel and effect changes to their presentations.



## Prototype

Make the prototype of your best solution

**Purpose of this activity:** Build or make the prototype based on the design

10.1 The learners discuss how to write a school policy on bullying based on the information they have received during the symposium/panel discussion.

10.2 They discuss the format of a school policy and start their first draG.

## Feedback



Speak to experts or the community to get REAL feedback

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

11.1 Learners take their first draft to the SMT of the school to get feedback on their product.

11.2 Learners make changes based on the feedback received.

## Integration



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

**Purpose of this activity:** To iterate learning in a fun way

12.1 Here learners have different options. Life Skills include Creative Arts as a Study Area and this means that they can create a drama, song, poem and dance moves with bullying content. The teacher can use this as an assessment (3<sup>rd</sup> Term) for Creative Arts.

## Present



Public exhibition

**Purpose of this activity:** Present and celebrate the product

13.1 Learners present their product at the end of term Parents meeting and other stakeholders that have an interest in bullying.



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



## THINKING MAPS APPLICATION TIPS

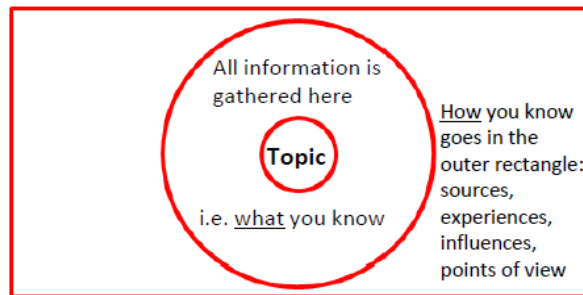
When you are **Defining...**

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...**

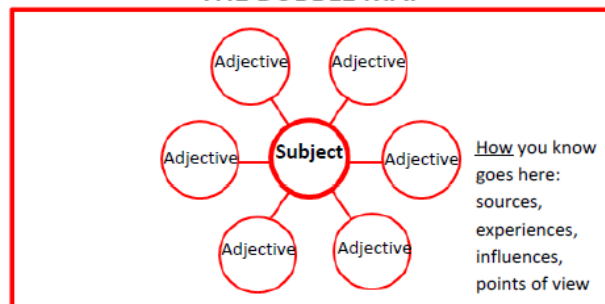
Key Words used	Questions asked	Applications
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would paint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



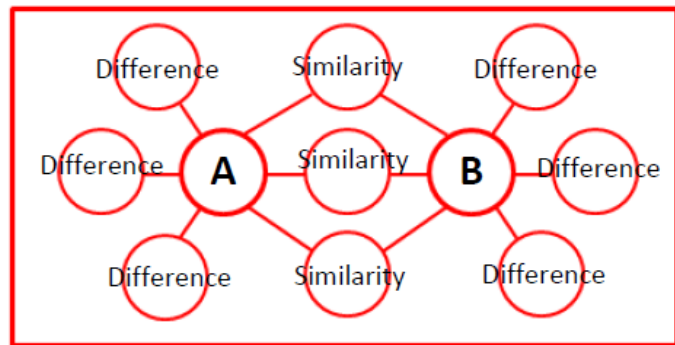
When you are **Comparing and Contrasting...**

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.

**THE DOUBLE BUBBLE MAP**



When you are **Classifying...**

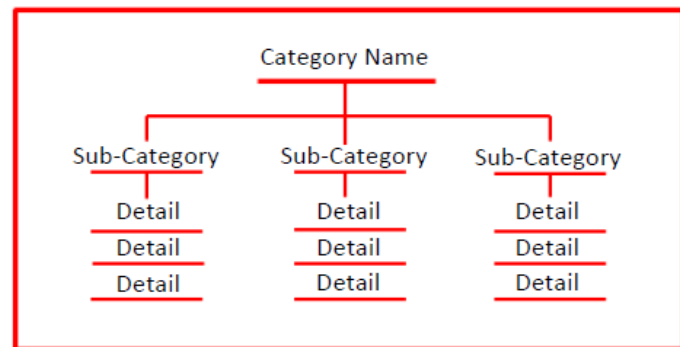
Key Words used	Questions asked	Applications
Classify, sort, group, categorise, give related detail, types of, kinds of, list and elaborate, taxonomy	How might you group the main ideas, supporting ideas and details in this topic? What are the key headings in this unit of work/project/talk/essay? Can you 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.

**THE TREE MAP**



When you are **Sequencing...**

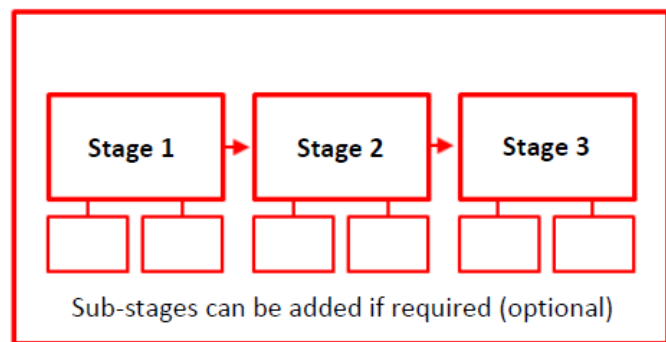
Key Words used	Questions asked	Applications
Sequence, map the steps in this project, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems	What is the process/project you are sequencing? What is the step-by-step sequence of events in the process/project? What are the sub-stages? Is each step in the right order?	Mapping a sequenced step-by-step project in PBL. 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**


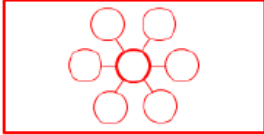
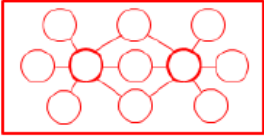
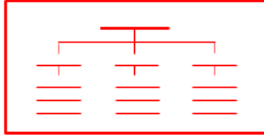
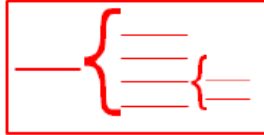
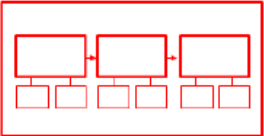
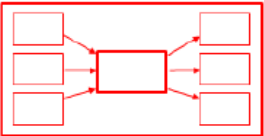

Note: Make sure that the Flow Map has arrows showing the order of events/stages. For life cycles it becomes a circle.

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!

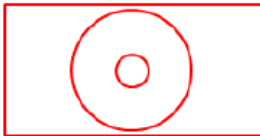
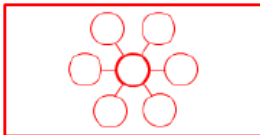
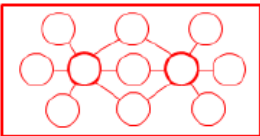
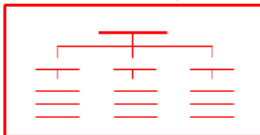
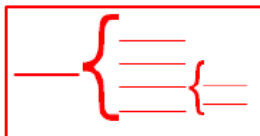
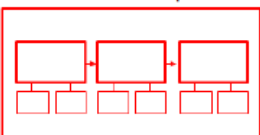
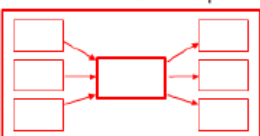

**THE FLOW MAP**



## THINKING MAPS OVERVIEW

Questions	Thinking Process	Thinking Map
Tell me everything that you know about this. How are you defining it? What is your context? What is your frame of reference?	<b>Defining in Context</b>	<p style="text-align: center;">Circle Map</p> 
How would you describe this object/idea/person? Which adjectives would you use?	<b>Describing</b>	<p style="text-align: center;">Bubble Map</p> 
What are the similarities and differences?	<b>Comparing and Contrasting</b>	<p style="text-align: center;">Double Bubble Map</p> 
How might you group the main ideas, supporting ideas and details?	<b>Classifying</b>	<p style="text-align: center;">Tree Map</p> 
What are the parts that make up the whole object? Can the parts be broken down into sub-parts?	<b>Part-Whole Relationship</b>	<p style="text-align: center;">Brace Map</p> 
What is the sequence of events? What are the sub-stages?	<b>Sequencing</b>	<p style="text-align: center;">Flow Map</p> 
What are the causes and effects?	<b>Cause and Effect</b>	<p style="text-align: center;">Multi Flow Map</p> 
What is the analogy being used for?	<b>Seeing Analogies</b>	<p style="text-align: center;">Bridge Map</p> 

## KEY THINKING WORDS

THINKING MAP	THINKING PROCESS	KEY WORDS
<p>Circle Map</p> 	<p><b>Defining in Context</b></p>	<p>Context, context clues, list, define, tell everything that you know, brainstorm, tell about, explore the meaning, discuss</p>
<p>Bubble Map</p> 	<p><b>Describing</b></p>	<p>Describe, use vivid language, observe using 5 senses, describe feelings, attributes, characteristics, properties, adjectives, qualities</p>
<p>Double Bubble Map</p> 	<p><b>Comparing and Contrasting</b></p>	<p>Compare/contrast, discuss similarities/differences, distinguish between, differentiate</p>
<p>Tree Map</p> 	<p><b>Classifying</b></p>	<p>Classify, sort, group, categorise, give sufficient and related details, types of, kinds of, list and elaborate, taxonomy</p>
<p>Brace Map</p> 	<p><b>Part-Whole Relationship</b></p>	<p>Parts of, take apart, show structure, physical components, anatomy,</p>
<p>Flow Map</p> 	<p><b>Sequencing</b></p>	<p>Sequence, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems</p>
<p>Multi Flow Map</p> 	<p><b>Cause and Effect</b></p>	<p>Causes and effects, discuss consequences, what would happen if, predict, change, identify motives, why, results, outcomes, benefits</p>
<p>Bridge Map</p> 	<p><b>Seeing Analogies</b></p>	<p>Identify the common relationship, guess the rule, interpret symbols, simile, metaphor, allegory, ratio</p>