



GRADE 10

LIFE ORIENTATION

TASK 3: PROJECT

TOTAL: 90

This project consists of 14 pages.

| | |
|----------------------------|--|
| TOPIC: | TERM 3 CAREERS AND CAREER CHOICES DEVELOPMENT OF THE SELF IN SOCIETY |
| SUB-TOPICS: | The following Sub-topics have been used in this project: <ul style="list-style-type: none"> • Life Roles and responsibilities. • Transition from adolescence to adulthood stage. • Diversity in jobs. • Research careers. • Opportunities within different career fields. |
| PURPOSE: | The Project seeks to empower learners with the needed research skills, knowledge and values that they could use to work <u>collaboratively</u> in teams/peers/groups when <u>investigating</u> challenges that grade 10 learners may face when they transition from puberty to adulthood and to determine the extent to which the transition could impact their ability to make informed decisions about suitable career fields for their chosen careers which could consequently assist them to develop the needed 4 th Industrial and 21 st century skills. Essentially, this project will teach learners how to use <u>metacognitive</u> (reflective), <u>communication</u> , <u>creative</u> and <u>critical thinking</u> skills to adapt to change while making informed and helpful decisions about career choices in order to either combat or deal with unemployment. |
| DURATION: | 4- 6 Weeks |
| DATE OF ISSUE | |
| DATE OF SUBMISSION | |
| FORM OF ASSESSMENT: | Project |

A. **INSTRUCTIONS ON TECHNICAL ASPECTS AND MARK ALLOCATION.**

1. On the cover page, include the school's name, particulars of group members, the grade and the subject.
2. Use a table of contents in which you will indicate all the sections of your project, including related sub-topics and topics
3. Acknowledge all sources used in your bibliography. Consider example of a bibliography at the end of this document.
4. Present your answers in an essay form by indicating the sub-headings in line with numbering system used in the activity.
5. For the depth and extent of the required answers, consider the marks allocated to each question.
6. Carefully read the instructions in each question.
7. Your Project must be bound or stapled.
8. Adhere to the submission date.
9. Fill in the declaration form and attach it to your Project.
10. The project consists of group work, i.e., **Activities 4, Activity 5.1, Activity 5.2 and Activity 5.3, and individual Activities comprising Activity 1, Activity 2, Activity 3 and Activity 6.**

DECLARATION BY LEARNER

| | |
|---|-------|
| SCHOOL'S NAME: | _____ |
| NAME OF LEARNER: (SURNAME and FIRST NAME) | _____ |
| EDUCATOR'S NAME: (SURNAME AND INITIALS) | _____ |

I hereby declare that all pieces of material used in this project are my own original work. To ensure originality of the final product, all used resources have been procedurally acknowledged.

I agree that if it is determined by relevant authorities that I have violated the copyrights Act, I shall forfeit the marks obtained in this assessment.

CANDIDATE'S SIGNATURE

DATE

As far as I know, the above statement by the candidate is true and I accept that the work offered is his / her own.

EDUCATOR'S SIGNATURE

DATE



A. PROBLEM STATEMENT

Thoroughly read the problem statement below and complete the activities being guided by the questions in each activity.

Challenges of transiting from adolescence to adulthood in the context of changing life role and choosing jobs

Research has proven that most South African young people in South Africa (SA) often face transitional challenges related to changes in life roles while transitioning from adolescence to adulthood. Unfortunately, that change has a potential to negatively affect the ability of young people to make informed decisions about their career choices, especially those that require 4th industrial Revolution and 21st century skills. Various attempts have been made by both the public and private sectors to expose learners to the different career fields and that were intended to empower them the necessary knowledge and skills to carefully choose careers in line with their potential, values, and attitudes. Amidst the various attempts made to help them most young people are still battling with the inability to make informed career decisions. There are many reasons that could be attributed to this inability.

Adapted from <https://www.researchgate.net>, Accessed on the 10th of May 2024.

COMPLETION INSTRUCTIONS

- Learners will follow the instructions provided in each activity.
- 4 or more sources, i.e., articles, documents, textbooks, newspaper articles, etc. may be used.
- All answers must be presented in full sentences, in essay form.
- Follow the mark allocation in each activity for successful presentation of your answers.
- In answering the questions in this project, learners should always collaborate, communicate and apply critical and creative thinking skills. In other words, learners must always work in groups so that they may effectively complete both the individual and group activities.

ACTIVITY 1: Individual Activity

To complete your introduction, answer the following questions.

- Define the term *career field* (1x2) (2)
 - What is meant by the concept *transition* from adolescence stage to adulthood stage? (1x2) (2)
 - State FOUR reasons why it is important to consider career fields when you want to make informed career decisions. (4x1) (4)
 - Which sector of the economy is the most prominent/common in your community? (1x1) (1)
 - Discuss TWO ways in which being employed could contribute to the improvement of your emotional wellbeing. (2x2) (4)
- Sub-Total** 13

ACTIVITY 2: LITERATURE REVIEW

Individual Activity

To complete this part of the project, learners will, in groups, study relevant literature such as newspaper articles, textbooks, internet articles, etc. to have a firm grasp of the content therein. After having discussed the possible responses to the questions below, each learner will individually complete the activity.

- Identify any type of higher education institution that could be ideal for your chosen career field/career in South Africa and state TWO reasons why you think your choice is relevant to you. (1+2) (3)
- Mention any FOUR possible factors that may hinder your effort to successfully pursue a suitable career based on your chosen career field. (4x1) (4)
- State TWO possible social factors that could negatively affect your effort to succeed in your chosen career. (2x1) (2)
- What could have inspired you to follow your chosen career field and explain how that may have assisted you to make an informed decision about your chosen career. (1+2) (3)
- Analyse the importance of consulting those who are already in your chosen career to strengthen your decision about your preferred career. (2x2) (4)
- Discuss the importance of conducting self-evaluation to identify suitable career fields. (2x2) (4)
- Evaluate how using career advisory services may impact your career decisions. (1x4) (4)

Sub-Total 24

ACTIVITY 3: SELF EXPLORATION (CAREER DECISION MAKING)
Individual Activity

- Use the *self-observation sheet (below)* to conduct self-exploration of your potentialities that may match your desired career field.

SELF-OBSERVATION SHEET: ANNEXURE A

| DESCRIPTOR | INDICATORS |
|---|------------|
| How it fits my interests (Job interests*) | |
| How it aligns with my workplace values. (Work Values**) | |
| Characteristics of the work environment | |
| Important skills to have | |
| Required education or certifications | |
| Average salary | |
| Related careers | |
| My overall impressions (Can I see myself doing this job) | |
| Based in the above information, indicate your desired career: | |
| | |

(1x2) (2)
[2]

- Then, motivate why the chosen career field is suitable for you.
- Sub-Total**

ACTIVITY 4: PLANNING FOR CAREERS' DAY

Group activity

This activity will require learners to use the 21st century skills, i.e., communication, collaboration, problem solving and critical thinking skills. These skills must be applied throughout.

Now that you have completed the self-observation sheet and have motivated why the career field is relevant to you, plan for the hosting of a careers' day by following the instructions below:

(10x1) (10)

- Do a simple drawing of a plan that can be used by all group members to graphically project the layout of their stalls on the careers' day by considering the following elements: indication of the specific career field, different careers within the career field, work settings, examples of activities, the potential benefits, growth within the career field, possibilities of changing careers in the career field, indication of how the careers are related in the career field, dress code of the different careers in the career field, skills/values/interests required by the career field/careers.

Sub Total

10

ACTIVITY 5

Now that plan has been developed, learners must implement it by following the instructions below.

This activity will require learners to use the 21st century skills, i.e., communication, collaboration, problem solving and critical thinking skills. These skills must be applied throughout.

Activity 5

Getting ready to implement

[20]

Group Activity

Instructions to group members

- Work in group of 4/5 learners
- Each member of the group should be assigned their responsibility

Instructions

Now that the plan has been developed, in your groups, brainstorm whether you choose to promote the careers' day through a poster which could either be digital or manual **(5.1)**, pamphlet which could either be digital or manual **(5.2)** or you opt for digital advertisement. **(5.3)**

For successful promotion of the career day, members of each group must work as a team.

5.1 Posters

Example of a poster:



(Digital Poster)

- The poster must display your careers so that it attracts the attention of your classmates.
- It must carry educational messages about the specific careers.
- Those details must be well explained
- The poster must be educational as discussed in Activity 5 above, i.e.,
 - indication of the specific career field,
 - different careers within the career field
 - work settings,
 - examples of activities,
 - the potential benefits,
 - growth possibilities within the career field,

- possibilities of changing careers in the career field,
- indication of how the careers are related in the career field,
- dress code of the different careers in the career field,
- skills/values/interests required by the career field/careers.
- Decorate your poster by using relevant logos, pictures, demonstrations, contact number of places that would provide key information on your careers.
 - Creating your poster can be done using the following websites:
<https://www.canva.com/create/posters/>
<https://www.postermywall.com/index.php//online-poster-maker>
 - Print out some posters to put up around school and save as a .jpg file to upload them onto social media.

OR

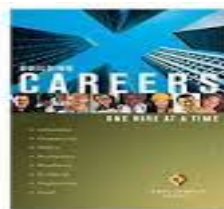
(Manual Poster)

- Create a manual poster that will attract the attention of your fellow classmates to display your careers.
- The poster should preferably be designed on an A3 paper / cardboard and should be aimed at educating the school community about your specific careers.
- Work neatly and legibly so that your viewers can clearly read your writing. You may use paint/ oil pastels/ markers/ colour pencils, etc. to make your final product clear and colourful.
- The poster must be educational by explaining the following 10 aspects:
 - indication of the specific career field,
 - different careers within the career field,
 - work settings,
 - examples of activities,
 - the potential benefits,
 - growth possibilities within the career field,
 - possibilities of changing careers in the career field,
 - indication of how the careers are related in the career field,
 - dress code of the different careers in the career field,
 - skills/values/interests required by the career field/careers.
- Remember to also include the details about where you will further your career. This could either be at an Institution of Higher Learning or a company/business, etc.
- Decorate your poster by using relevant logos, pictures, demonstrations, contact number of places that would provide key information on your careers.
- A duplicate of the same poster should be developed for posting on the school notice board for everyone to notice.

Note: Display one poster around your school where the school community can see it and submit the other poster in the evidence file.

5.2 Pamphlet:

Example of a Pamphlet:



(Digital Pamphlet)

- Create a digital pamphlet to advertise your career. Remember the aim of a pamphlet is to attract the attention of individuals who intend to follow your career.

The pamphlet must include an explanation of the following aspects

- indication of the specific career field,

- different careers within the career field
- work settings,
- examples of activities,
- the potential benefits,
- growth possibilities within the career field,
- possibilities of changing careers in the career field,
- indication of how the careers are related in the career field,
- dress code of the different careers in the career field,
- skills/values/interests required by the career field/careers.

- Remember to also include the details of where you will further your career. This could either be at an Institution of Higher Learning or a company/business, etc.

Creating your pamphlet can be done digitally on Microsoft Word or one of these online websites for free:
<https://www.lucidpress.com/pages/examples/free-pamphlet-maker-online>
<https://spark.adobe.com/make/pamphlet-maker/>

Note: Upload your pamphlet on your social media page. You could also make a few copies and hand out to your school community.

OR

(Manual Pamphlet)

- Create a manual pamphlet to advertise your career. Remember the aim of a pamphlet is to attract the attention of individuals who intent to follow your career.
- The poster must be educational and contain and explanation of the following aspects:
 - indication of the specific career field,
 - different careers within the career field
 - work settings,
 - examples of activities,
 - the potential benefits,
 - growth possibilities within the career field,
 - possibilities of changing careers in the career field,
 - indication of how the careers are related in the career field,
 - dress code of the different careers in the career field,
 - skills/values/interests required by the career field/careers.
- Remember to also include the details of where you will further your career. This could either be at an Institution of Higher Learning or a company/business, etc.

(Hint! A pamphlet uses both sides of an A4 page, so you will have TWO pages of information back-to-back)

You could also make a few copies and hand out to your school community. One of your pamphlets must be included when handing in the Project.

OR

5.3 Advert: (Digital Advert)

Create an advert which will market your Careers' Day. The advert must motivate the school community to support your stall at the exhibition. Your advert should:

- Not exceed more than 3-5 minutes.
- The Digital advert must be educational and carry an explanation of the following aspects:
 - indication of the specific career field,
 - different careers within the career field
 - work settings,
 - examples of activities,
 - the potential benefits,
 - growth possibilities within the career field,
 - possibilities of changing careers in the career field,
 - indication of how the careers are related in the career field,
 - dress code of the different careers in the career field,
 - skills/values/interests required by the career field/careers.

Activity 6: Individual Activity Reflection

- Analyse how the Careers' Day impacted you personally (you can choose the medium in which you want to convey this information which could be in a form of an essay / a mind map / illustrations / a flow map /tree map, etc. by indicating the following aspects:
 - the extent to which the process has helped you to confirm or review your career choices,
 - how it has assisted you to consolidate your understanding of different careers,
 - how it has enabled you to determine the importance of aligning your choice with your interest, values, personality, potential,
 - how it made you realise the importance of proper planning for your career and (4x2) (8)
 - how it has helped you to determine the entry requirements to different education and training institutions.
- Based on your research in this project, assess ways in which you will ensure that you remain relevant to your career for the longest time. (3x2) (6)
- Suggest THREE ways in which you could make an impact in your community through your experience in this project. (3x2) (6)

Sub Total 20

Activity 7

Group activity

Preparation:

Instruction:

Evidence

Work as a group to develop the list of references used in the project.

Collect a list of resources used by the entire group. Include internet websites, video references etc. by following the tips below.

- Compile ONE bibliography consisting of resources/ references used in the completion of the project. However, each individual will be credited for accurately acknowledging the specific sources used.
- Make sure you use the correct referencing techniques. Include the list of names of people you have interviewed for your Project. Use the reference on page 3 to guide you or the link below to assist you with the correct form of referencing:
<http://www.citethisforme.com/harvard-referencing>
- **Now that you are finished, compile your Project and hand it in as a group; however, each learner must hand in a project for portfolio purposes.**

Sub-Total 01

Grand Total 90

| |
|---|
| <p>1. Books. Author's surname and initials, year of publication, title (underlined), edition, place of publication, and publisher. <i>Example:</i> Marais, B.V.C. and Horne, K.W.W. 2011. <u>The influence of the media on public opinion</u>, Pretoria: Juta</p> |
| <p>2. Journals. Author's surname and initials, year of publication of the journal, title of the article, title of the journal (underlines), volume, and pages. <i>Example:</i> Wobbe, T. 2001. How to organize the unorganized, <u>Human Resource Management</u>, 12(8), 8-9.</p> |
| <p>3. Chapters in books. Author's surname and initials, the title of the chapter, title of the book (underlined), editor of book, place of publication, publisher, pages. <i>Example:</i> Gericke, H.B. The place democracy has in our country, in <u>South Africa, the democratic ideal</u> edited by J.J. Matthews. London: Benton: 44-45.</p> |
| <p>4. Newspaper articles. Author surname and initials, year, title, newspaper (underlined), date and month, page. <i>Example:</i> Louw, S.2002. Water crisis, what's next? <u>Daily news</u>. 29 January: 7</p> |
| <p>5. Internet Referencing. Author surname and initials, year, title (online) Available: (full web address) Date accessed. <i>Example:</i> Unknown (2004) Sentient microfilaments: A tempest in a tubule (Online). Available: http://somecomputer.printer.edu/pub/harnad/psyc.95.3.26/consciousness/11/bixley Date accessed: 5 May 2011.</p> |

6. Personal Interview.

Surname and initials. Year. Personal Interview. Date, Place.

Example:

Malan, B.D. 2011. Personal Interview. 5 May, Stellenbosch.

ANALYSIS GRID

| ACTIVITY | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---------------|-----------|-----------|-----------|
| 1 | 2 | | |
| | 2 | | |
| | 4 | | |
| | 1 | 4 | |
| 2 | 3 | | |
| | 4 | | |
| | 2 | | |
| | 1 | 2 | |
| | | 4 | |
| | | 4 | |
| | | | 4 |
| 3 | | 2 | |
| 4 | 10 | | |
| 5 | | | 20 |
| 6 | | 8 | 6 |
| | | | 6 |
| 7 | 1 | | |
| TOTALS | 30 | 24 | 36 |

| COGNITIVE LEVELS | ACTUAL | EXPECTED |
|------------------|--------|----------|
| LOW | 30 | 27 |
| MID | 24 | 36 |
| HIGH | 36 | 27 |