

GEC INTEGRATED GRADE 9 PROJECT TEACHER'S RESOURCE PACK



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | ANCHOR SUBJECT: LIFE ORIENTATION



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**GRADE
2026**

9



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GEC PROJECT

MAPPING OF THE LANGUAGES ACTIVITIES ACCORDING TO THE ANNUAL TEACHING PLAN

GRADE 9 TERM 3 HOME LANGUAGE

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Listening and Speaking • Listen to a negotiation scene between two people and discuss (led by teacher) ○ Structure and development of ideas ○ Using negotiation skills to reach consensus ○ Language style • Conversation ○ Appropriate use of voice, tone and pace ○ Punctuation in reading ○ Body language ○ Contact with audience		Listening and Speaking Discussion – Employment vs Own Business [Owner/Self-employed] • Discuss effective research techniques • Listen and take notes on information about the project • Asks and answers questions for clarity on research to be done		Listening and Speaking Interview of business/career person Discuss questions and answers for clarity • Topic guidance • Listen to information on the topics • Ask questions and give answers • Understand the expected outcomes of the topic Provide guidance to learners on the expectations of the oral presentation		Listening and Speaking ORAL PREPARATION: PROPOSAL (SPONSORSHIP LETTER): <u>Plan</u> (for your presentation) using a graphic organiser to verbally share a business proposal requesting Sponsorship OR REPORT: <u>Plan</u> (for your presentation) using a graphic organiser to verbally share the Report on the research process for a suitable career ORAL PRESENTING: <u>Presenting</u> a pitch/business proposal to a potential sponsor for <u>own business</u> OR <u>Presenting</u> a report on the research process for a <u>selected career</u>		Listening and Speaking • Storytelling ○ Pay attention to speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures ○ Conventions and features of a story • Prepared reading aloud ○ Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency	
Reading and Viewing • Read a literature text, e.g. drama ○ Specific focus on literary text features ○ Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu, role of narrator,		Reading and Viewing Do research on a career path / business venture you want to pursue • Read for information based on the topics selected. Read a literature text, e.g. drama • Specific focus on literary text features		Reading and Viewing • Read and view multiple resources to understand the requirements needed for the specific topic and presentation required. Reading/viewing for comprehension (written texts) • Skimming for main ideas		Reading and Viewing Poetry Key features of poem • Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm • External structure of a poem, lines words, stanzas, typography • Figurative meaning • Mood		Reading and Viewing • Read literature text such as drama ○ Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • Reading process ○ Pre-reading (Introduce text)	



theme, conclusion and ending • Reading process ○ Pre-reading (Introduce text) ○ During reading (Features of text) ○ Post-reading (Answer questions, compare, contrast, evaluate) • Reading for comprehension: Visual text - Cartoon ○ Skimming for main ideas ○ Scanning for supporting details ○ Making predictions ○ Inferring the meaning of unfamiliar words and images ○ The influence of selections and omissions on meaning of text ○ The effect of figurative and rhetorical devices ○ Impact of visual techniques	• Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu, role of narrator, theme, conclusion and ending Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions)		• Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices Read a literature text, e.g. drama • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu, role of narrator, theme, conclusion and ending Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions)	• Theme and message	○ During reading (Features of text) ○ Post-reading (Answer questions, compare, contrast, evaluate) • Poetry Key features of poem ○ internal structure of a poem, figures of speech/imagery, rhyme, rhythm ○ external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
Writing and Presenting • Transactional text, e.g. dialogue ○ Word choice ○ Personal voice and style ○ Vivid description ○ Tone ○ Main and supporting ideas ○ Mind maps to organise coherent ideas • Focus on process writing ○ Planning ○ Drafting ○ Revision	Writing and Presenting Compile information from the research done on selected topics [Assessment tool: checklist] No mark Compile a bibliography of the resources used	Writing and Presenting Compile a set of questions that you will be asking of the person who is in the career / business you have selected.	Writing and Presenting <u>Plan</u> (for writing) using a graphic organiser to write a Business /Formal Letter requesting Sponsorship <u>OR</u> <u>Plan</u> (for writing) using a graphic organiser to write a Report on the research for a suitable career process • Draft the text by referencing the research findings (notes) Focus on the following: ○ Correct format and features ○ Paragraph / visual conventions	Writing and Presenting <u>Write a Business / Formal Letter</u> requesting sponsorship <u>OR</u> <u>Write a Report</u> about the research process for a suitable career and the findings thereof	Writing and Presenting • Transactional texts, e.g. emails ○ Correct format ○ Purpose ○ Main and supporting ideas ○ Language use ○ Register ○ Logical order of sentences ○ Use conjunctions to ensure cohesion ○ Use a variety of sentence types, lengths and structures



- Editing - Proofreading - Presenting Write a dialogue, following the process approach to writing	[Assessment tool: checklist] No mark	- Logical progression of paragraphs / ideas to ensure coherence - Main and supporting ideas - Language conventions as required by the selected topics - Personal voice and style - Planning to organise ideas Write a Business / Formal Letter requesting sponsorship OR Write a Report about the research process for a suitable career and the findings thereof.		Focus on process writing - Planning - Drafting - Revision - Editing - Proofreading - Presenting Write an email
Language Structure and Conventions Reinforcement of language structures and conventions covered in previous weeks Word level work Concrete and abstract nouns, conjunctions and transition Sentence level work Speech, tenses, sentence types, paragraph types, voice, clauses and phrases Word meaning: Paronyms, polysemes, homonyms, homophones Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Language Structure and Conventions Word meaning: Literal and figurative, denotative and connotative, figurative language, critical language usages, colloquial and jargon Vocabulary in context as required by the type of text to be produced	Language Structure and Conventions Reinforcement of language structures and conventions covered in previous weeks Word level work: As required by the topic selected for the project. Sentence level work: As required by the type of topic selected for the project. Word meaning: As indicated by the type of topic selected for the project. Punctuation and spelling: spelling patterns Vocabulary in context Remedial grammar from learners' writing	Language Structure and Conventions Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: attributive Sentence level work Description paragraph, choice paragraph, classification paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Language Structure and Conventions Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs, pronouns: interrogative, demonstrative and indefinite Sentence level work Procedure, spatial order, order of importance, concluding paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
TERM 3 ASSESSMENT				
GEC INTEGRATED PROJECT: CAREERS OPPORTUNITY & BUSINESS IDEA [50 marks]			TASK 8: RESPONSE TO LITERATURE [30 marks]	
RESEARCH 20 marks			Question 1 (Compulsory): Poem (10 marks) <u>AND</u>	
FINAL PROJECT (Business / Formal Letter/Report) 30 marks			Question 2: Novel or Drama (10 marks) or Question 3: Short story or Folklore (10 marks)	
ORAL PRESENTATION – 20 marks [FOR TERM 4]				



GEC PROJECT

MAPPING OF THE LANGUAGES ACTIVITIES ACCORDING TO THE ANNUAL TEACHING PLAN

GRADE 9 TERM 3 FIRST ADDITIONAL LANGUAGE

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Listening and Speaking: • Listen to a negotiation scene between two people and discuss (led by teacher) ○ Structure and development of ideas ○ Using negotiation skills to reach consensus ○ Language style • Conversation ○ Appropriate use of voice, tone and pace ○ Punctuation in reading ○ Body language ○ Contact with audience		Listening and Speaking: Discussion – Employment vs Own Business [Owner/Self-employed] • Discuss effective research techniques • Listen and take notes on information about the project • Asks and answers questions for clarity on research to be done		Listening and Speaking: Interview of business/career person Discuss questions and answers for clarity • Topic guidance • Listen to information on the topics • Ask questions and give answers • Understand the expected outcomes of the topic Provide guidance to learners on the expectations of the oral presentation		Listening and Speaking: ORAL PREPARATION: PROPOSAL (SPONSORSHIP LETTER): <u>Plan</u> (<i>for your presentation</i>) using a graphic organiser to verbally share a business proposal requesting Sponsorship OR REPORT: <u>Plan</u> (<i>for your presentation</i>) using a graphic organiser to verbally share the Report on the research process for a suitable career ORAL PRESENTING: <u>Presenting</u> a pitch/business proposal to a potential sponsor for <u>own business</u> OR <u>Presenting</u> a report on the research process for a <u>selected career</u>		Listening and Speaking: • Storytelling ○ Pay attention to speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures ○ Conventions and features of a story • Prepared reading aloud ○ Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency	
Reading and Viewing: • Read a literature text, e.g. drama ○ Specific focus on literary text features ○ Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu, role of narrator, theme, conclusion and ending		Reading and Viewing: Do research on a career path / business venture you want to pursue • Read for information based on the topics selected. Read a literature text, e.g. drama • Specific focus on literary text features		Reading and Viewing: • Read and view multiple resources to understand the requirements needed for the specific topic and presentation required. Reading/viewing for comprehension (written texts) • Skimming for main ideas • Scanning for supporting details • Intensive reading		Reading and Viewing: Poetry Key features of poem • Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm • External structure of a poem, lines words, stanzas, typography • Figurative meaning • Mood • Theme and message		Reading and Viewing: • Read literature text such as drama ○ Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme • Reading process ○ Pre-reading (Introduce text) ○ During reading (Features of text)	



• Reading process ○ Pre-reading (Introduce text) ○ During reading (Features of text) ○ Post-reading (Answer questions, compare, contrast, evaluate) • Reading for comprehension: Visual text - Cartoon ○ Skimming for main ideas ○ Scanning for supporting details ○ Making predictions ○ Inferring the meaning of unfamiliar words and images ○ The influence of selections and omissions on meaning of text ○ The effect of figurative and rhetorical devices ○ Impact of visual techniques	• Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu, role of narrator, theme, conclusion and ending Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions)	• Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices Read a literature text, e.g. drama • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background/ milieu, role of narrator, theme, conclusion and ending Reading process • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions)	○ Post-reading (Answer questions, compare, contrast, evaluate) • Poetry Key features of poem ○ internal structure of a poem, figures of speech/imagery, rhyme, rhythm ○ external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message		
Writing and Presenting: • Transactional text, e.g. dialogue ○ Word choice ○ Personal voice and style ○ Vivid description ○ Tone ○ Main and supporting ideas ○ Mind maps to organise coherent ideas • Focus on process writing ○ Planning ○ Drafting ○ Revision ○ Editing ○ Proofreading ○ Presenting	Writing and Presenting: Compile information from the research done on selected topics [Assessment tool: checklist] No mark Compile a bibliography of the resources used [Assessment tool: checklist] No mark	Writing and Presenting: Compile a set of questions that you will be asking of the person who is in the career / business you have selected.	Writing and Presenting: <u>Plan</u> (for writing) using a graphic organiser to write a Business /Formal Letter requesting Sponsorship <u>OR</u> <u>Plan</u> (for writing) using a graphic organiser to write a Report on the research for a suitable career process • Draft the text by referencing the research findings (notes) Focus on the following: ○ Correct format and features ○ Paragraph / visual conventions ○ Logical progression of paragraphs / ideas to ensure coherence	Writing and Presenting: <u>Write a Business / Formal Letter</u> requesting sponsorship <u>OR</u> <u>Write a Report</u> about the research process for a suitable career and the findings thereof	Writing and Presenting • Transactional texts, e.g. emails ○ Correct format ○ Purpose ○ Main and supporting ideas ○ Language use ○ Register ○ Logical order of sentences ○ Use conjunctions to ensure cohesion ○ Use a variety of sentence types, lengths and structures • Focus on process writing ○ Planning ○ Drafting ○ Revision



Write a dialogue, following the process approach to writing			- o Main and supporting ideas - o Language conventions as required by the selected topics - o Personal voice and style - o Planning to organise ideas Write a Business / Formal Letter requesting sponsorship OR Write a Report about the research process for a suitable career and the findings thereof.		- o Editing - o Proofreading - o Presenting • Write an email
Language Structure and Conventions: Reinforcement of language structures and conventions covered in previous weeks Word level work Concrete and abstract nouns, conjunctions and transition Sentence level work Speech, tenses, sentence types, paragraph types, voice, clauses and phrases Word meaning: Paronyms, polysemes, homonyms, homophones Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Language Structure and Conventions: Word meaning: Literal and figurative, denotative and connotative, figurative language, critical language usages, colloquial and jargon Vocabulary in context as required by the type of text to be produced	Language Structure and Conventions: Reinforcement of language structures and conventions covered in previous weeks Word level work: As required by the topic selected for the project. Sentence level work: As required by the type of topic selected for the project. Word meaning: As indicated by the type of topic selected for the project. Punctuation and spelling: spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Language Structure and Conventions: Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: attributive Sentence level work Description paragraph, choice paragraph, classification paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Language Structure and Conventions: Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs, pronouns: interrogative, demonstrative and indefinite Sentence level work Procedure, spatial order, order of importance, concluding paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing	
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RESEARCH 20 marks FINAL PRESENTED PROJECT (Business / Formal Letter/Report) 30 marks					
ORAL PESENTATION – 20 marks [FOR TERM 4]			Question 1 (Compulsory): Poem (10 marks) AND Question 2: Novel or Drama (10 marks) or Question 3: Short story or Folklore (10 marks)		





HL and FALTEACHERS' RESOURCE PACK

HOME LANGUAGE OR FIRST ADDITIONAL LANGUAGE- RESEARCH ACTIVITY (20)

TEACHING MOMENT:

The teacher will:

Utilize the inclination assessment provided by TeacherConnectchat to help learners identify a career that matches their skills and qualities. The inclination test can be accessed through WhatsApp at +27 60 060 3333.

Scan the QR Code for ease of access



Open the WhatsApp application on your phone and send this keyword IGO in a WhatsApp message to TeacherConnectchat contact. Please note that the keyword is not case-sensitive (so you can enter it in uppercase or lowercase). Just make sure that there are no spaces between the letters i g and o.

- discuss question types that relate to interviews for research on careers and business opportunities.
- read and discuss the possible questions listed below for understanding and allow learners to develop their own questions as part of their research.
- define new terminology/ vocabulary to make meaning in the possible questions below.
- explain and demonstrate to learners how to develop a research question as well as how to do research.
- demonstrate to learners how and why it is necessary to do referencing as part of the research activity.

Learners will:

- select between option 1 (*Career / Job*) and option 2 (*Business Idea*)
- will research the option selected
- develop a research question
- develop an interview questionnaire that will respond to the research question developed
- will conduct interviews as part of the research process as follows:
 - Do a psychometric assessment
(Resource: <https://positivepsychology.com/career-counseling-test-questions/>)
 - **CAREER CHOICE:** Conduct an interview with somebody who works in the learners' selected career choice (*can be done face to face, via WhatsApp, email or a questionnaire*)
 - **BUSINESS CHOICE:** Conduct an interview with a business owner (*can be done face to face, via WhatsApp, email or a questionnaire*) will keep a list of resources used for referencing purposes

SIMPLE STEPS TO GUIDE LEARNERS IN RESEARCH ON A GIVEN TOPIC

1. UNDERSTAND THE RESEARCH TOPIC

Start by providing a clear explanation and context of the research topic to the learners. Ensure they have a basic understanding of what the topic entails and its significance.

2. BRAINSTORM PRIOR KNOWLEDGE

Engage the learners in a brainstorming activity to gather their prior knowledge and ideas related to the research topic. This will help activate their background knowledge and generate initial thoughts.

3. DEVELOP RESEARCH QUESTIONS:

Encourage learners to formulate research questions based on their curiosity and the gaps in their knowledge. Guide them in creating open-ended questions that can be explored through research.

4. PLAN AND ORGANIZE RESEARCH:

Teach learners the importance of planning and organizing their research process. Guide them to create a research plan that includes identifying reliable sources, setting timelines, and allocating resources.

5. CONDUCT RESEARCH

Introduce various research methods and techniques to learners, such as reading books, articles, and websites, conducting interviews, or performing experiments. Encourage them to explore multiple sources of information to gather diverse perspectives.

6. TAKE NOTES AND SUMMARIZE INFORMATION

Teach learners effective note-taking strategies to help them capture key ideas, supporting evidence, and relevant details from their research sources. Guide them to summarize information in their own words to ensure understanding.

7. EVALUATE AND SELECT INFORMATION

Instruct learners on the importance of critically evaluating the information they gather. Teach them to assess the credibility, reliability, and relevance of sources before using them in their research.

8. ANALYZE AND INTERPRET FINDINGS

Guide learners in analyzing and interpreting the information they have gathered. Help them identify patterns, connections, and trends in the data and encourage critical thinking to draw meaningful conclusions.

9. ORGANIZE AND PRESENT FINDINGS

Assist learners in organizing their findings in a logical and coherent manner. Teach them how to create outlines, charts, or visual aids to present their research effectively.

10. REFLECT AND COMMUNICATE

Encourage learners to reflect on their research process and findings. Guide them in communicating their research outcomes through presentations, reports, or other suitable mediums. Emphasize the importance of clear and concise communication.

11. PEER FEEDBACK AND REVISION

Foster a collaborative environment where learners can exchange feedback on each other's research work. Encourage them to revise and improve their research findings based on the feedback received.

12. CELEBRATE AND SHARE

Provide opportunities for learners to share their research findings with their peers, teachers, or even a wider audience. Celebrate their efforts and accomplishments, fostering a sense of pride in their research work.

By following these simple steps and engaging learners in the research process, you can help them develop valuable skills such as information literacy, critical thinking, and effective communication.

TEACHING STEPS TO MEDIATE THE DEVELOPMENT OF A RESEARCH QUESTION

1. INTRODUCTION

Start by introducing the concept of a research question to the learners. Explain that a research question is an inquiry that guides a research study and helps explore a specific topic or problem.

2. EXPLORING TOPICS

Engage learners in a brainstorming session to generate a list of topics they find interesting or would like to learn more about. Encourage creativity and curiosity during this process.

3. NARROWING DOWN

Discuss the importance of narrowing down a topic to make it more manageable and focused. Help learners select one topic from the list that they are most interested in exploring.

4. RESEARCHING EXISTING KNOWLEDGE

Guide learners to conduct preliminary research on their chosen topic. Provide them with resources such as books, articles, or websites to gather information and gain a better understanding of the existing knowledge and literature related to their topic.

5. IDENTIFYING GAPS

Facilitate a discussion to help learners identify any gaps or unanswered questions within the existing knowledge. Encourage critical thinking and inquiry-based discussions to stimulate curiosity about the topic.

6. FORMULATING RESEARCH QUESTIONS

Teach learners the characteristics of a good research question: it should be specific, focused, answerable, and relevant to their chosen topic.

Guide learners to formulate their research questions using open-ended question words (e.g., "how," "why," "what") to encourage exploration and investigation.

Emphasize the importance of clarity and conciseness in the research question.

7. EVALUATING AND REFINING

Help learners evaluate their research questions using criteria such as relevance, feasibility, clarity, and significance. Encourage peer feedback and discussion to refine and improve their questions.

8. FINALISING RESEARCH QUESTIONS

Once learners have received feedback and made necessary revisions, guide them to finalize their research questions. Encourage them to articulate their research questions clearly and concisely.

9. REFLECTION AND DISCUSSION

Engage learners in a reflection activity, where they can share their research questions with the class and explain why they find their chosen questions compelling or relevant. Encourage a class discussion to foster curiosity and inspire others.

10. SUPPORT AND GUIDANCE

Provide ongoing support and guidance to learners as they embark on their research projects. Help in refining their research questions further, identifying appropriate research methods, and accessing relevant resources.

By following these teaching steps, you can help learners navigate the process of developing research questions in a simplified and accessible way, fostering their critical thinking skills and curiosity in the research process.

SIMPLE STEPS TO TEACH LEARNERS ON HOW TO DO REFERENCING WHILE DOING RESEARCH

1. INTRODUCE THE IMPORTANCE OF REFERENCING

Explain to learners why referencing is crucial in academic research. Emphasize that proper referencing gives credit to the original authors, allows readers to locate the sources, and helps maintain academic integrity.

2. PROVIDE AN OVERVIEW OF DIFFERENT REFERENCING STYLES

Familiarize learners with commonly used referencing styles such as APA (American Psychological Association), MLA (Modern Language Association), or Harvard referencing. Explain that different disciplines may have specific preferences for referencing styles.

3. TEACH THE COMPONENTS OF A REFERENCE ENTRY

Break down the essential components of a reference entry, including the author's name, publication date, title, source, and any other necessary details specific to the chosen referencing style. Explain the importance of accuracy and consistency in including these components.

4. MODEL AND EXPLAIN IN-TEXT CITATIONS

Demonstrate how to incorporate in-text citations within the body of the research work. Teach learners the appropriate format for citing sources within the text, including the author's name and publication year.

5. USE ONLINE TOOLS OR REFERENCING GUIDES

Introduce learners to online referencing tools or referencing guides specific to the chosen referencing style. These resources can provide templates or guidelines to simplify the referencing process.

6. PRACTICE REFERENCING WITH SAMPLE SOURCES:

Provide learners with sample sources such as articles, books, or websites, and guide them in creating accurate reference entries and in-text citations. Offer feedback and corrections to reinforce proper reference.

7. TEACH HOW TO CITE DIFFERENT TYPES OF SOURCES:

Explain the nuances of referencing different types of sources, such as books, journal articles, websites, or interviews. Highlight any variations or additional requirements specific to each source type.

8. DISCUSS PLAGIARISM AND ACADEMIC INTEGRITY:

Engage learners in a conversation about plagiarism and its consequences. Emphasize the importance of avoiding plagiarism by properly referencing all sources used in their research.

9. PROVIDE RESOURCES FOR FURTHER REFERENCE

Share additional resources such as referencing guides, websites, or academic writing handbooks that learners can consult independently for further guidance on referencing.

10. SCAFFOLD REFERENCING IN ASSIGNMENTS

Gradually increase the complexity of referencing expectations in assignments. Provide clear guidelines and templates to support learners as they practice referencing in their own work.

11. ENCOURAGE PEER REVIEW AND FEEDBACK

Foster a culture of peer review where learners can provide feedback on each other's reference lists and in-text citations. This process allows learners to learn from their peers and identify areas for improvement.

12. OFFER ONGOING SUPPORT AND GUIDANCE

Be available to answer questions and provide guidance throughout the research process. Offer individual assistance to learners who may require additional support in mastering referencing skills.

By following these steps, teachers can effectively guide learners in understanding and implementing referencing practices. Reinforcing the importance of proper referencing and providing ample opportunities for practice will help learners develop this essential skill for academic research.

RESOURCE 1



Thinking maps

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



THINKING MAPS APPLICATION TIPS

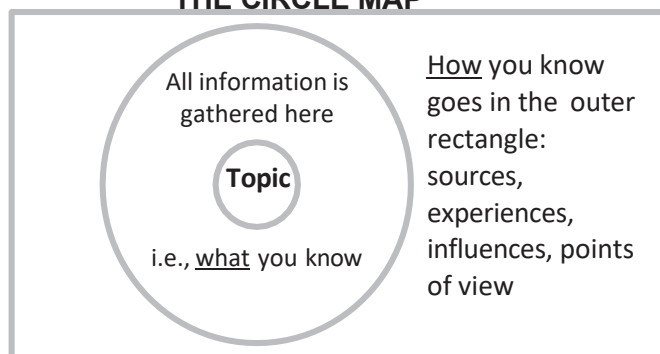
When you are **Defining...**

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...**

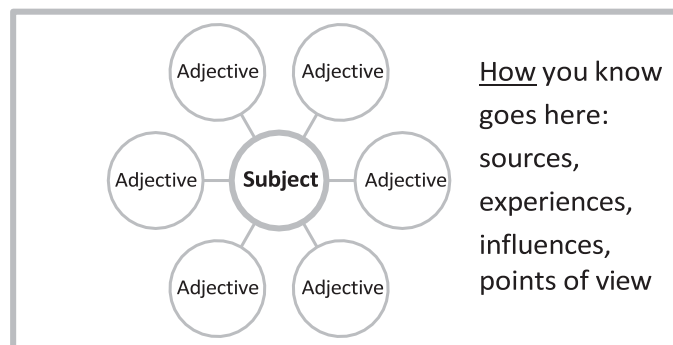
KEY WORDS USED	QUESTIONS ASKED	APPLICATIONS
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would you 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

THE BUBBLE MAP

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).



RESOURCE 1

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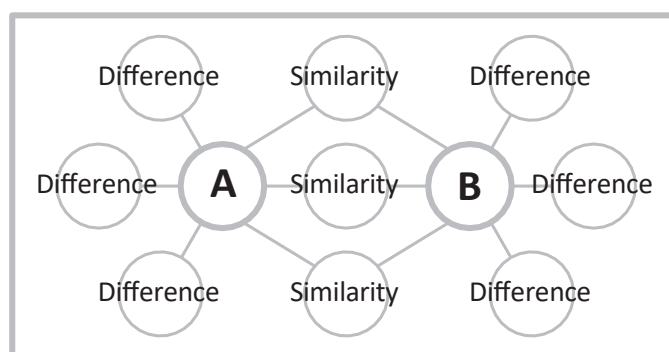
when you are **Comparing and Contrasting...**

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.

THE DOUBLE BUBBLE MAP



When you are **Classifying...**

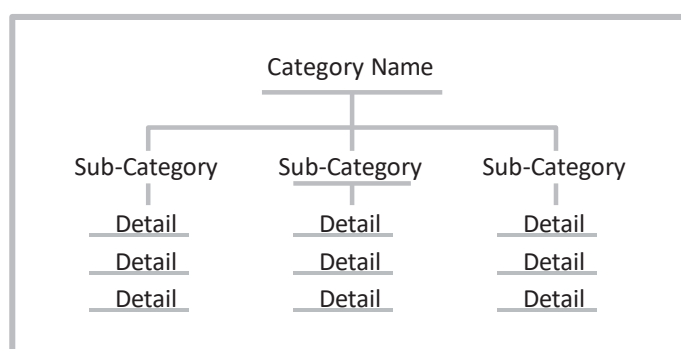
KEY WORDS USED	QUESTIONS ASKED	APPLICATIONS
Classify, sort, group, categorise, give related detail, types of, kinds of, list and elaborate, taxonomy	How might you group the main ideas, supporting ideas and details in this topic? What are the key headings in this unit of work/project/talk/essay? Can you 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.

THE TREE MAP

...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



RESOURCE 1



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



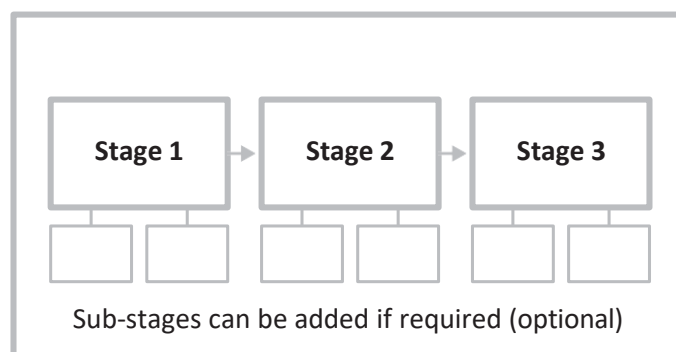
When you are **Sequencing...**

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. Timelines 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.

THE FLOW MAP

...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!



Worksheet 6.2: Mind Map – Project Notes



What must learners do?

- Write their **business idea in the centre**
- Use **keywords (not full sentences)** to show research
- Add **branches (satellites)** around the idea
- Each branch = one important aspect of the business



Main Sections (Branches of the Mind Map)



1. Business Idea

- Name of business
- Type (service / trading / manufacturing)



3. Funding Sources

- Own savings
- Loans (bank)
- Investors / family



5. Expenses

- Rent
- Salaries/wages
- Electricity & water
- Stock



7. Reason for Choosing the Business

- Passion / interest
- Gap in the market
- Community need



9. Entrepreneur Characteristics

- Hardworking
- Creative
- Good with money
- Risk-taker
- Problem-solver



2. Capital (Start-up Money)

- How much money is needed
- What it will be used for



4. Assets Needed

- Equipment (tools, machines)
- Vehicles
- Buildings / shop



6. Income

- Sales of goods/services
- Other income (if any)



8. Viability (Is the business a good idea?)

- Will it make a profit?
- Is there demand?
- Competition



Important Tips for Learners

- Use **keywords only** (no long sentences)
- Keep it **neat and colourful**
- Use **arrows, lines, and icons**
- Show **clear connections between ideas**



Teacher Note (Assessment Guidance)

- Check if:
 - All key aspects are included
 - Information shows **research**
 - Mind map is **organised and logical**
 - Learners understand their business idea

Worksheet 7: Boat-Making Game – Project Notes

https://youtu.be/z5aZ4_BI7-c?si=JkX1w8FWC6qcsIJu

Purpose of the Activity

- Understand **business functions**
- Learn about **income and expenses**
- Practice **teamwork and decision-making**
- Experience **risk in business**
- Apply **entrepreneurship skills**

Preparation (DAY BEFORE the lesson)

Teacher Preparation

- Divide learners into **groups of 4–8**
- Prepare:
 - Scrap/A4 paper (equal per group)
 - Play money
 - Chance cards (1 per group)
 - Timer / bell
- Set up a **“Bank” (teacher desk)**

Learner Preparation

- Explain the **idea of the game** clearly
- Tell learners:
 - They will run a **mini business**
 - They will **make and sell boats**
 - They will need **teamwork and planning**
 - **Google HOW TO BUILD A BOAT**

On the Day of the Lesson

Group Roles (Business Functions)

Each group is a business:

- General Manager (planning & control)
- Production workers (production function)
- Salesperson (sales function)
- Marketing manager (promotion)
- Financial/Record keeper (finance)
- Public relations (communication)

 Learners must understand:

Each role = a business function

Game Rules (VERY IMPORTANT)

- Starting capital: **R200**
- Raw materials: **R50 per sheet**
- Selling price: **R80 per boat**
- Salaries: **R20 per worker**
- Only **ONE Chance Card per team**
- No rent or storage costs

How the Game Works (Steps)

Step 1: Buy Materials (5 min)

- Teams decide how many sheets to buy
- Pay the teacher (bank)

Step 3: Sell Boats (10 min)

- Teacher is the **only buyer**
- Sell at **R80 per boat**

Step 5: Salaries & Final Money (5 min)

- Pay workers
- Calculate:
 - Total income
 - Total expenses
 - Final profit

Step 2: Production (10 min)

- Make boats **quickly AND neatly**
- Quality matters!

Step 4: Chance Card (5 min)

- Each team draws ONE card:
 - Gain money 
 - Lose money 
 - Unexpected costs 

Winning the Game

- The team with the **highest profit** wins

Reflection (Worksheet 7)	
Learners answer: - Which team made the most profit? Why? - What decisions helped or hurt the business? - Why is planning important? - Which business functions were used? - What went wrong for the weakest team? - Give 3 clever ideas your group used - What went right/wrong? Explain	
Key Concepts Learners Must Understand	
💡 Business Functions - Production - Marketing - Finance - Human Resources - General management	💰 Important Calculations Income = Selling price × number of boats Expenses = Materials + Salaries Profit = Income – Expenses
⚠️ Common Mistakes (VERY IMPORTANT) - Thinking income = profit ❌ - Buying too many materials and wasting time ❌ - Poor teamwork ❌ - Ignoring planning ❌	👨🏫 Teacher Tips (Classroom Management) - Use a timer ⌚ - Allow one cashier per group - Accept only neat boats - Keep the pace fast and energetic
🧠 Assessment Opportunities - Observe: - Teamwork - Decision-making - Calculations - Use: - Reflection questions - Short discussion	☀️ Differentiation Stronger learners: - Add marketing costs - Allow own selling price Support learners: - Provide income/expense table - Show how to fold a boat

HOW TO MAKE A PAPER BOAT	
https://youtu.be/3N7EUi3-PG8?si=DGIkJkA5ASzp-Fre https://youtu.be/THkUkhBt8Rc?si=PoEphYo2hCTalneZ https://youtu.be/khuVGbCE0PY?si=7RxEMMowDpph1vLs	
✂️ What you need: 1 x A4 sheet of paper	

STEPS:

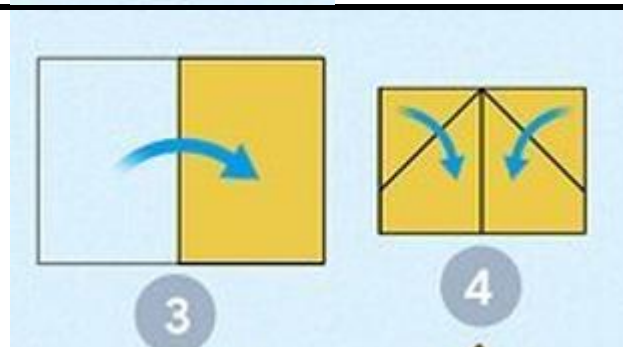
● STEP 1–2: Start & Fold in Half

- Take your A4 paper
- Fold it in **half from top to bottom**



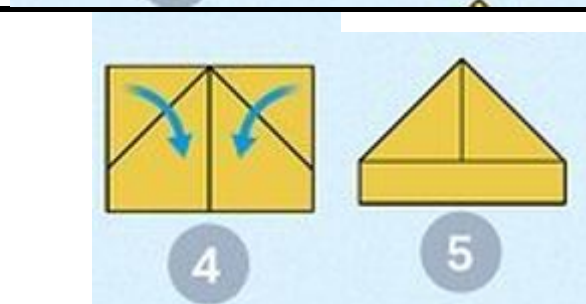
● STEP 3–4: Fold in Half Again & Open

- Fold the paper **side to side**
- Open it again (this shows the middle line)



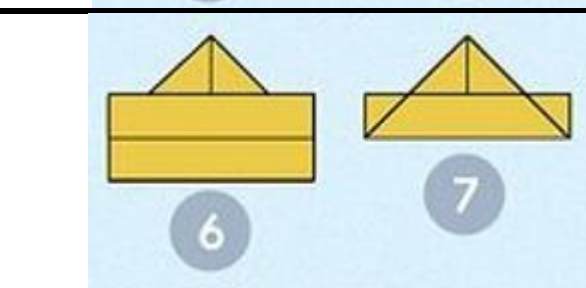
● STEP 4–5: Fold Top Corners

- Fold both top corners **down to the middle line**
- You now have a **triangle shape**



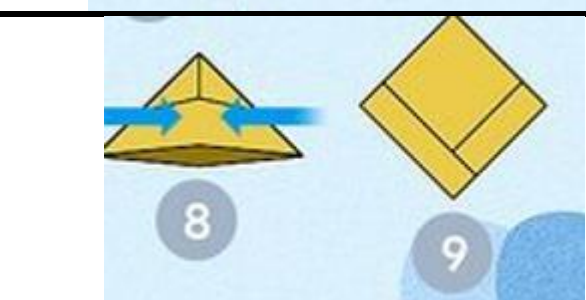
● STEP 6–7: Fold Bottom Flaps

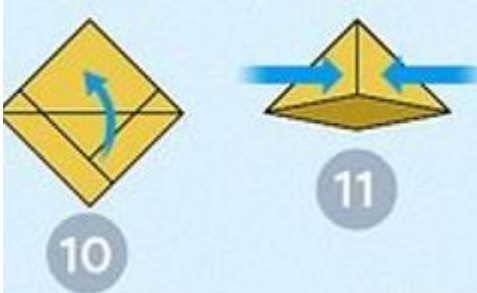
- Fold the bottom strip **up on one side**
- Turn it over and fold the other side up



● STEP 8–9: Open into a Square

- Open the bottom of the triangle
- Flatten it into a **square shape**

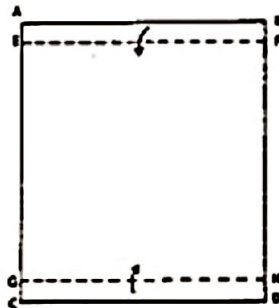


● STEP 10–11: Fold Bottom Corners Up • Fold the bottom corners up again • This makes another triangle	
● STEP 12–13: Open Again • Open the triangle again • Flatten into a square	
🚢 STEP 14: Form the Boat • Hold the top corners • Pull them apart gently 🎉 Your paper boat is ready!	
★ Quick Learner Tips ✓ Follow each step carefully ✓ Keep folds neat and sharp ✓ Don't rush ✓ Google the steps and WATCH A VIDEO on YouTube 👉 Better folding = better quality = more sales! 💰	

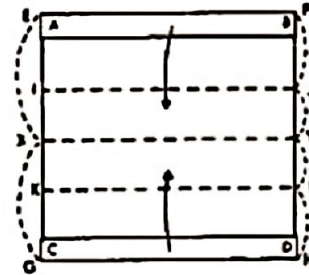
HOW TO MAKE A BOAT

Pleasure Boat

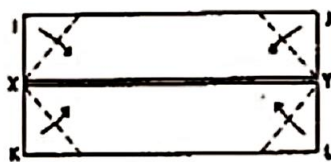
1. Valley-fold the top and the bottom about 1.5 cm from the edges



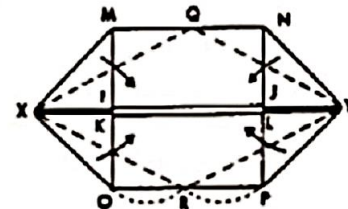
2. Valley-fold the paper from top to bottom and unfold. Valley-fold EF so that it rests along the center fold line. Repeat with GH



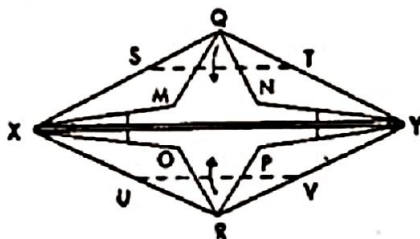
3. Your paper should look like this. Diagonally valley-fold each corner to meet along the center line XY



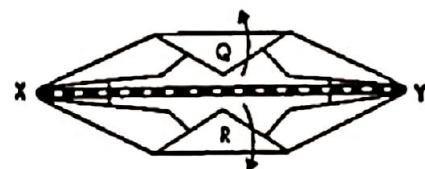
4. Valley-fold along the lines indicated. You will need to use your thumbnail to achieve a sharp crease



5. Valley-fold point Q and point R forwards so that they meet approximately 1.5 cm from the center line XY



6. Mountain-fold the entire boat along line XY



7. Pick up the boat and gently pull the sides out



8. Insert your thumbs between the inner pockets formed by XY and gently turn the entire boat inside out. Do this by starting on the left side and working from the center to the tips. Then work on the right side. Work slowly to avoid tearing, and pinch and flatten as you go.



✅ QUALITY CONTROL CHECKLIST (PRINTABLE)

🏠 BOAT QUALITY CONTROL CHECKLIST

📋 Group Name: _____

👤 Inspector Name: _____

🔍 Check each boat:

Criteria	Yes ✓	No X
Folded neatly and evenly	☐	☐
Boat shape is correct	☐	☐
Stands properly (not collapsing)	☐	☐
No tears or damage	☐	☐
Looks presentable (good quality)	☐	☐

🚫 REJECTION RULE:

👉 If 2 or more boxes = NO → Boat is **REJECTED**

🏆 FINAL DECISION:

- ✅ Accepted
- ❌ Rejected

💬 Feedback:

💡 TEACHER TIP (This is gold 🏆)

- Assign 1 learner per group as Quality Controller
- This links directly to:
 - 👉 Production function
 - 👉 Quality control in business
- You can even say:
 - 👉 "The customer (teacher) only buys approved products!"

Worksheet 10: Business Functions – Project Notes

What must learners do?

- Choose **ANY 4 business functions**
- Create a **table**
- For each function, explain:
 -  **Role** (what it does)
 -  **Importance** (why it matters for the EV launch)

Key Reminder to Learners

- Answers must be linked to:
 -  **Durban Auto Parts launching EV components**

The 8 Business Functions (EMS CAPS)

Learners may choose any 4:

General Management; Production; Marketing; Financial; Human Resources; Purchasing; Public Relations; Administration

Model Answer (High-Level Example)

FUNCTION	ROLE	IMPORTANCE (EV Launch)
Production	Manufactures EV components efficiently and ensures quality	Ensures high-quality products are produced to meet demand and avoid defects
Marketing	Promotes EV components and identifies customer needs	Creates awareness and demand for the new EV product line
Financial	Manages budgets, costs, and profits	Ensures the launch is affordable and profitable
Human Resources	Recruits and trains workers	Ensures skilled workers are available to produce EV components

How to Answer (Simple Structure for Learners)

ROLE:

- What does this function **do in a business?**

IMPORTANCE:

- Why is it important for:
 - The **EV product**
 - The **success of the launch**

Common Mistakes (Important for marking)

-  Only listing functions (no explanations)
-  Not linking to **EV launch**

-  Confusing role and importance
-  Giving very vague answers

Teacher Tips (Quick Wins)

- Encourage learners to use:
 -  “This function is important because...”

- Look for **application**, not just theory
- Reward answers that clearly link to:
 -  EV components / product launch

Worksheet 11: Why must these functions be part of the business?

What must learners do?

- List **ANY 8 business functions**
- For each function:
 - Give a **reason WHY** it is needed in Durban Auto Parts
 - Link to the **EV component business**

The 8 Business Functions (CAPS)

Learners may choose any 4:

General Management; Production; Marketing; Financial; Human Resources; Purchasing; Public Relations; Administration

How to Answer (VERY IMPORTANT)

Each answer must:

-  Name the function
-  Give a **reason (WHY it is needed)**
-  Link to the **EV business**

Model Answer (Full Marks Example)

General Management	To plan, organise and control the EV product launch so all departments work together
Production	To manufacture high-quality EV components efficiently and meet demand
Marketing	To advertise and create awareness of the new EV components to customers
Financial	To manage costs, budgets and ensure the business makes a profit
Human Resources	To hire and train skilled workers for EV production
Purchasing	To buy the correct raw materials needed for EV components
Public Relations	To build a positive image and inform the public about the new product
Administration	To keep records, manage documents and ensure smooth communication

Simple Sentence Structure for Learners

-  “This function is needed because...”
-  “It helps the business to...”
-  “For the EV product, this means...”

Common Mistakes

-  Only listing functions (no reasons)
-  Giving definitions instead of reasons
-  Not linking to EV components
-  Repeating the same reason

Teacher Tips (Quick & Practical)

- Look for **“WHY” answers**, not just definitions
- Check if learners:
 - Understand **purpose of each function**
 - Can apply it to a **real business (EV launch)**
- Accept **different wording**, as long as meaning is correct

Extension Idea (if you want to deepen thinking)

Ask learners:

-  “Which function is **MOST** important and why?”

(This is great for higher-order thinking )



Worksheet 13: Business Plan – Project Notes

What must learners do?

- Use their **Mind Map (Worksheet 6.2)**
- Write a **structured business plan**
- Present it as if asking for **funding/sponsorship**

STEP-BY-STEP STRUCTURE (Learner Guide)

1. Executive Summary / Introduction (2 marks)

 Brief overview of the business

Include:

- Business name
- What the business does
- Purpose

Example:

Our business, “Eco Clean Team”, provides cleaning services at school. We aim to create a cleaner environment and need funding to buy cleaning materials.

2. Problem Identified (2 marks)

 What problem are you solving?

Example:

The school environment is often dirty, and there are not enough cleaning resources.

3. Product / Service Description (2 marks)

 What are you offering and where?

Include:

- Product/service
- Where it will take place

Example:

We will offer cleaning services at school using eco-friendly products.

4. Management Plan (2 marks)

 Who does what?

Example:

- Manager: Oversees project
- Workers: Clean areas
- Finance: Handles money

5. Goals and Objectives (2 marks)

 What do you want to achieve?

Example:

- Keep school clean
- Make a profit
- Build teamwork

6. Marketing Plan (2 marks)

 Use **4 P's + AIDA**

 **Keep it simple**

4 P's Example:

- Product: Cleaning service
- Price: Affordable
- Place: School
- Promotion: Posters

AIDA Example:

- Attention: Posters
- Interest: Clean school
- Desire: Healthy environment
- Action: Learners support

7. Public Relations / Sponsor Recognition (2 marks)

 How will you thank sponsors?

8. Production Plan / Timeline (2 marks)

 When and how will you do it?

Include:

Examples: • Announce sponsor at assembly • Thank them publicly • Put their name on posters	• Timeline • Resources you already have Example: We will start next week. We already have learners and some cleaning tools.
 9. Financial Plan (2 marks)  What do you need? Include: • Funding request • Simple budget Example: • Cleaning materials: R300 • Transport: R100	 10. SWOT Analysis + Conclusion (2 marks) SWOT: • Strength: Hardworking team • Weakness: Limited money • Opportunity: Support from school • Threat: Competition Conclusion Example: This business will improve the school and succeed with proper support.
 Common Mistakes (VERY IMPORTANT) ✗ Missing sections ✗ Writing too little detail ✗ Not linking to the business idea ✗ No financial plan ✗ Weak or no SWOT	 Teacher Tips (This will save you time!) ✓ Check structure first (easy marks) ✓ Then check application to business idea ✓ Accept simple language if understanding is correct ✓ Reward creativity (especially PR + marketing)



AM I AN NGO OR AN NPO?

UNPACKING THE ALPHABETH SOUP

By Liesl Williams on April 9, 2020 Posted in [General](#)

The charitable sector is peppered with acronyms whose correct usage is not always fully appreciated. This naturally leads to confusion.

The common acronyms are:

NPO: non-profit organisation/not-for-profit organisation **NGO:** non-governmental organisation

PBO: public benefit organisation **NPC:** non-profit company

When a not-for-profit entity asks, 'What am I?' the answer can only be one of three options: a not-for-profit company (under the Companies Act 2008), charitable trust (under the Trust Property Control Act 1988) or a voluntary association of people (under the common law). These are the only three legal structures available through which to operate a not-for-profit entity.

The two most common statuses for which a not-for-profit entity can apply are: non-profit organisation status (in terms of the Non-profit Organisations Act 1997) and public benefit organisation status (in terms of the Income Tax Act 1962). Entities that are awarded such status often then refer to themselves as an NPO or a PBO. However, remember, that is not their legal nature. It is a description of their legal structure, a declaration that they have an NPO number and/or a PBO number. Commonly a non-profit entity will have both an NPO and a PBO number.

The term NPO is also used as a general descriptor to indicate that the entity concerned is not-for-profit, that is, the opposite of a for-profit entity. In these circumstances, it is not a statement that the entity has an NPO status under the Non-profit Organisations Act.

NGO is another descriptor used to refer to not-for-profit entities.

The word 'charity' has fallen out of favour. In its place the terms NGO and NPO are used. Given that NPO has at least two distinct meanings, it seems preferable to use the term NGO to describe any not-for-profit entity (whatever legal form it takes). Regrettably, in practice you will see not-for-profit entities, corporations and government departments using the terms NGO and NPO as though they were referring to distinctly different concepts. This has led to situations such as a not-for-profit entity missing out on a funding opportunity because it has assumed one label (NPO) and the funding body has used another label (NGO) as an essential qualification criterion. In this situation, the parties have missed the obvious: NPO and NGO can be used interchangeably. They both refer to a not-for-profit entity as the body entitled to apply for the funding.

Source: <https://www.financialinstitutionslegalsnapshot.com/2020/04/am-i-an-ngo-or-an-npo-unpacking-the-alphabet-soup/>



Volunteering to build career skills

HOW VOLUNTEERING CAN HELP YOU BUILD SKILLS FOR YOUR CAREER

About this article-

Written By: Louise March 14, 2018

More about: [Careers and Job Search](#), [Volunteer Engagement](#)



Volunteer work can broaden and deepen your experience and provide skill development in a way that is often not possible or available to you elsewhere. We hear all the time about the challenges faced by those actively job hunting, particularly recent graduates: “I don’t have direct experience in the type of work I’m looking for, and many employers don’t train anymore”, or “I don’t have any connections in the industry I’m trying to break into and there is so much competition!”

Here is a summary of some of the ways that volunteering can help you build skills and gain experience.

1. MEET NEW PEOPLE

Volunteering puts you amongst all kinds of people. You don’t just get a new perspective on the rich diversity of our communities, but you learn to be comfortable talking to people you’ve just met, as well as how to start and sustain conversations. You’ll also have a chance to observe how others navigate in the nonprofit work environment and learn other social skills, all while building self-confidence.

2. DEVELOP PROFESSIONAL RELATIONSHIPS

Volunteering helps you develop new networks, through which you will hear about job openings, training opportunities, and networking events. Through these networks, you will also build an awareness of the trends, issues, people & resources in your community and the causes you’re interested in, while at the same time allowing you to elevate your visibility amongst experienced, influential community leaders. You may have a well -developed skill set that you now want to apply to a cause you’re passionate about – new networks can help connect you to the right people at the right organization.

3. HONE AND SHARPEN SKILLS

You may have just graduated, or perhaps your job doesn’t allow you to use all your skills and experience, or to advance further. Volunteering can help you retain and sharpen existing skills like planning and budgeting for example, with the bonus of concurrently developing soft skills such as team building, goal setting, problem solving and adaptability. A volunteer position may afford you the opportunity to learn how to be a leader and achieve a higher level of responsibility when none exist where you work.

4. DEVELOP NEW SKILLS

Volunteering is a great way to learn new skills and try new things in a relatively risk-free environment. You could try working with animals in a volunteer position, for example, before committing to the cost of a multi-year university veterinary program. This is a valuable way to either reinforce your level of interest or possibly even discover that it's not the career for you. You can also explore entirely new fields – possibly discovering skills & interests you were previously unaware of.

5. BOOST YOUR PERFORMANCE

The act of volunteering and engaging with your community stimulates the circulation of oxytocin, one of the “feel-good” neurochemicals like dopamine and serotonin. Apart from the “feel-goods”, oxytocin limits the release of the stress hormone cortisol. Your increased sense of well-being and reduction of stress will help you learn better, improve your focus, and release your creativity.

6. BUILD YOUR RESUME

All experience is valuable, and headhunters have long encouraged clients to include volunteer work on their resumes. Typical interview questions that ask for concrete examples of “thinking outside the box” or “working with teams to overcome challenges” can be answered by referring to your volunteer experience. The fact that you care about your community, are willing to learn new things, have the initiative to gain the experience you need, and possess the time management necessary to fit volunteer work into your schedule are all attractive attributes to a prospective employer.

In summary, volunteering is a great way to make the connections you need and gain the experience necessary to pursue the career you've always wanted.

Louise Sparrow is a Volunteer Services Professional and founder of Louise Sparrow Consulting – where ideas take flight.

Source: https://charityvillage.com/how_volunteering_can_help_you_build_skills_for_your_career/



EIGHT BUSINESS FUNCTIONS FOR SUCCESS

Why are the 8 business functions necessary for success in a volunteer organization?

As a nonprofit, you have a responsibility to your community, as well as your donors, to be successful and operate in a way that is, ideally, fiscally independent of donations. Choosing to run your nonprofit like a for-profit business can ensure you meet your revenue goals each year, as well as operate on the lean side without making unnecessary expenditures that could cost the livelihood of your organization.

RUN YOUR NONPROFIT LIKE A STARTUP

Nonprofits should treat their organization like a startup. First, NPOs should conduct research to understand their clients' problems. Second, they should develop an MVP, and test and iterate it until they find product-market fit. Once they achieve product-market fit, NPOs should then pitch their programming to foundations and corporations interested in the problem they are solving.

Jason William Johnson, Chicago Urban League

Source: <https://www.forbes.com/sites/forbesnonprofitcouncil/2018/03/07/12-effective-ways-to-operate-a-nonprofit-like-a-for-profit-business/?sh=354eff0634c6>



Rules of Brainstorming



Defer Judgment



Encourage Wild Ideas



Build on the Ideas of Others



Stay Focused on the Topic



One Conversation at a Time



Be Visual



Go for Quantity

1. DEFER JUDGMENT

Creative spaces are judgment-free zones; they let ideas flow so people can build from each other's great ideas. Don't judge, just take part.

2. ENCOURAGE WILD IDEAS

Embrace the most out-of-the-box notions. There's often not a whole lot of difference between outrageous and brilliant.

3. BUILD ON THE IDEAS OF OTHERS

Try to use "and" instead of "but" it encourages positivity and inclusivity and leads to tons of ideas.

4. STAY FOCUSED ON THE TOPIC

Try to keep the discussion on target. Divergence is good, but you still need to keep your eyes on the prize.

5. ONE CONVERSATION AT A TIME

This can be difficult, especially with lots of creative people in a single room—but always think about the challenge topic and how to stay on track.

6. BE VISUAL

Use coloured markers and Post-its. Stick your ideas on the wall so others can visualize them. Let someone draw pictures and doodles while ideas are flowing.

7. GO FOR QUANTITY

Don't stop at 20 ideas: For any 60-minute session, you should try to generate 100 ideas.

Source: <https://www.ideo.com/blogs/inspiration/7-simple-rules-of-brainstorming>



FIVE STEP GUIDE TO REPORT WRITING

The purpose of report writing:

- To communicate a research process clearly and simply
- To give logical structure to the methods, results and findings of research
- To inform the reader of the findings and possible recommendations of the research
- To be easy to read and navigate for the reader
- To develop clear, concise communication and documentation skills



1. Read the brief/terms of reference carefully

The brief should tell you:

- Who the report is for (**audience**)
- What they want to find out (**purpose**)

- Think about what questions the audience want to find answers to
- Ensure that your report addresses these questions in the Introduction, Discussion, and Conclusion

2. Plan each section

- Plan each relevant section using bullet points/spider-diagrams/short paragraphs, or any other suitable method
- Common elements that are found in reports include:

○ Title Page ○ Acknowledgements ○ Contents ○ Abstract or Summary ○ Introduction ○ Literature Review	○ Methodology ○ Results or Findings ○ Discussion ○ Conclusion and Recommendations ○ References ○ Appendices
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- Consider the role each item will play in communicating information or ideas to the reader:
 - Does it provide background to your research? (**Introduction or Literature Review**)
 - Does it describe the types of activity you used to collect evidence? (**Methods**)
 - Does it present factual data? (**Results or Findings**)
 - Does it place results or evidence in the context of background reading (**Discussion**)
 - Does it make recommendations for further action? (**Conclusion**)

3. Relate findings to background research

- When writing your discussion, look back at:
 - Your original research questions
 - Your literature review or any wider reading
- Keep these in front of you as you write
- Ask how your findings answer your research questions
- Use your background reading to help interpret your results
- Does this research provide any possible explanations or evidence to support your interpretations or findings?
- Do your findings confirm or contradict previous research findings?

4. Put yourself in the position of the reader

- Reports are designed to be informative: think about your audience and their needs
- Ask yourself the following questions:
 - What does your reader already know?
 - What do they want to find out?
 - You know what you mean, but can your reader follow your reasoning i.e. do you jump from one idea to another without explaining them fully?
 - Is all of the information relevant to the reader?

5. Edit ruthlessly and proofread

- Leave time to read through your report
- Clear and simple sentences convey your ideas more effectively
 - Cut out any unnecessary descriptions
 - Get to the point: shorten any needlessly long sentences, especially in introductory sentences
 - Example: "This report will concern itself primarily with the important issue of the noise level on campus" is better as "This report concerns the noise level on campus"

Use technical terms accurately and make sure you fully understand what they mean
Avoid adding unnecessary jargon just to sound more 'academic'

For more information on the report writing, see the interactive resources on our website:

go.qub.ac.uk/ReportWriting