

CELEBRATING LOCAL HEROES TEACHER'S PROJECT NOTES



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PLAYFUL PROJECT-BASED LEARNING | TERM 3 EMS PROJECT FOR SBA



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE **8**



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Dear Teacher

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

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

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

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

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

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

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

Good luck!

The E³ team



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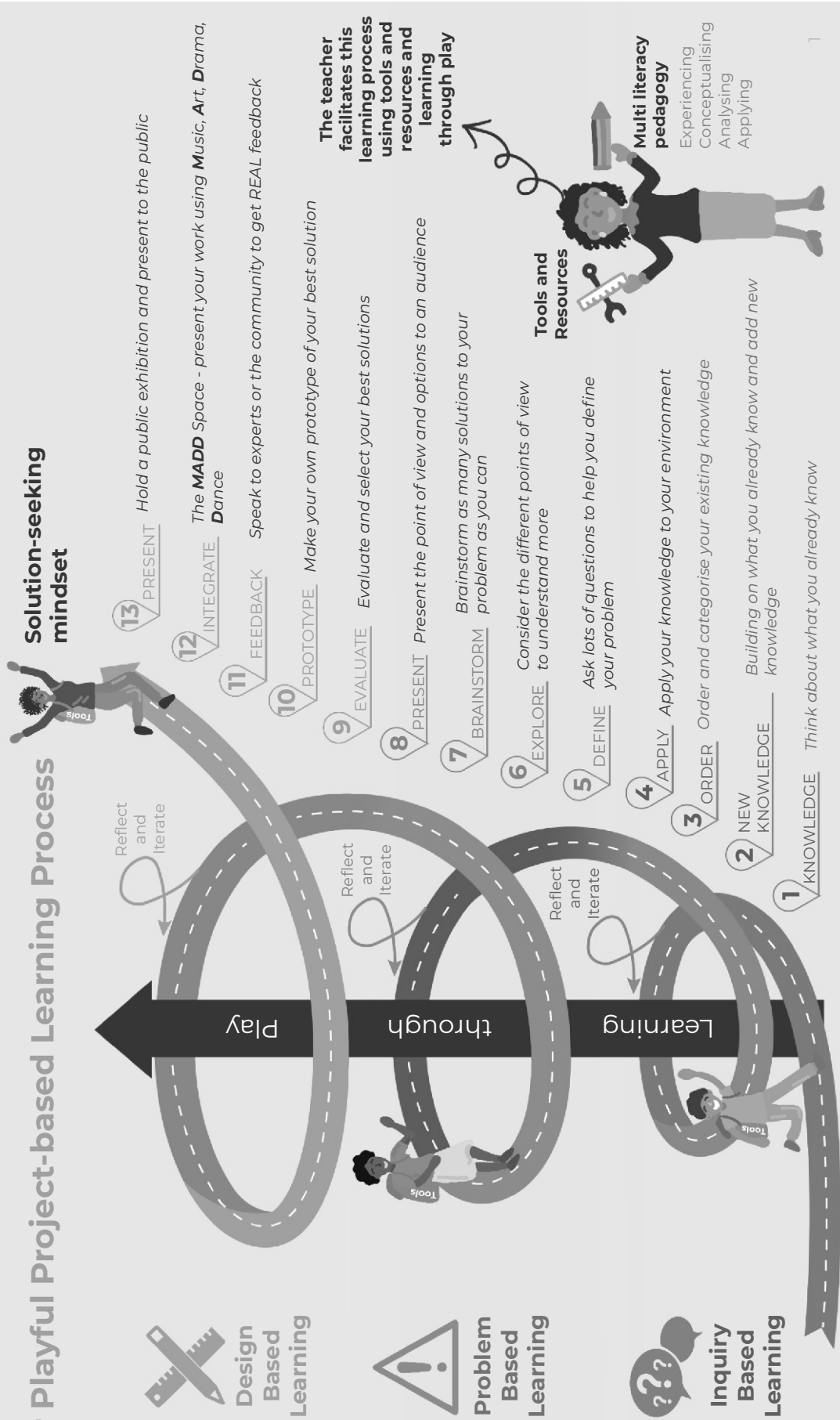
RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET

Did your entrepreneurial mindset grow whilst managing this project?				Personal rating (1=Poor, 4=Excellent)	
				Pre-project	Post-project
COMPETENCIES	Character	Citizenship	I am very committed and involved in various activities in my community and people regard me as someone to follow in my circle of influence.		
		Curiosity	I am very curious about everything around me and all my senses are alerted to possibilities which I always put into practice.		
		Resilience	When I face challenges I am always excited about the possibilities and I always get up after I have been unsuccessful. I am always enthusiastic about what I have learnt in the process.		
	Thinking	Creativity	I always use my imagination to come up with original ideas and/or I am always creating new things.		
		Critical thinking	I always form judgements based on my ability to analyse and evaluate objectively.		
		Reasoning	I always think about things in a logical and sensible way and I always come up with conclusions easily.		
	Collaboration	Collaboration	I always produce good work/things by working well with people (individuals or a team).		
		Communication	I am always successful in conveying or sharing ideas or feelings.		
		Empathy	I have a highly developed ability to understand and share the feelings of others.		
E-MINDSET	Agency	Growth mind-set	I am always open to new information and am always willing to change my beliefs, assumptions and actions as a result.		
		Motivation	I always do what needs to be done without needing to be influenced by other people or situations. I always find a reason or the strength to complete a task, even when it is challenging, without giving up or needing anyone else to encourage me.		
		Internal locus of control	I am always in control of my life and my work is always my own, and it is because of this that I experience success often. I never blame others or circumstances for my lack of success.		
		Regulation of emotion	I always respond to the demands of a situation with emotions that are socially tolerable and sufficiently flexible, to allow spontaneous or delayed reactions – whichever are appropriate.		
	Self-efficacy	Tasting success	I have always done things successfully enough to give me “the taste of success” that makes me motivated to want more, and to believe that I can get it.		
		Socially relatable role model	I have always been fortunate to have been exposed to excellent role models that I can relate to and who make me motivated to want to be like them.		
		Positive support	I have always been fortunate to have had someone who has been a positive support to me and who has encouraged me and seen me as a person.		
	Solution-seeking	Resourceful	I always find quick and clever ways to overcome difficulties and find solutions.		
		Problem solving	I always find solutions to difficult or complex problems.		



PPBL Spiral-model

Our Playful Project-based Learning Process





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

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

Inquiry-based Learning

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

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

Problem-based Learning

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

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

Design-based Learning

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



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



THINKING MAPS APPLICATION TIPS

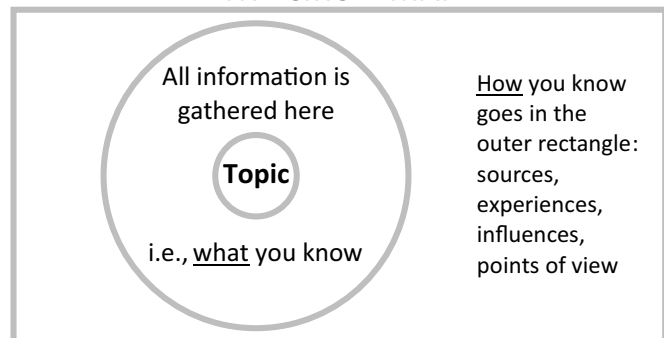
When you are **Defining...**

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

...then the Thinking Map to use is

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

THE CIRCLE MAP



When you are **Describing...**

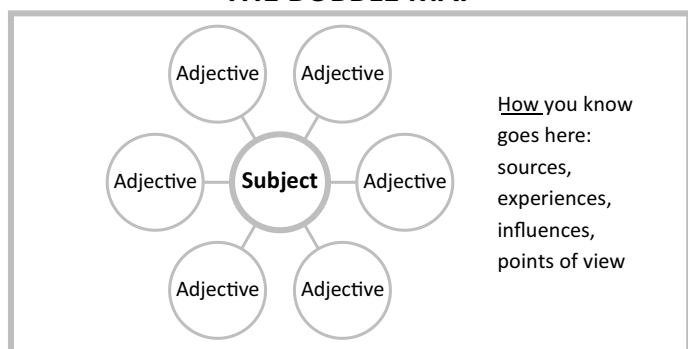
Key Words used	Questions asked	Applications
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would you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

...then the Thinking Map to use is

Note: The Bubble Map is for adjectives only.

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

THE BUBBLE MAP

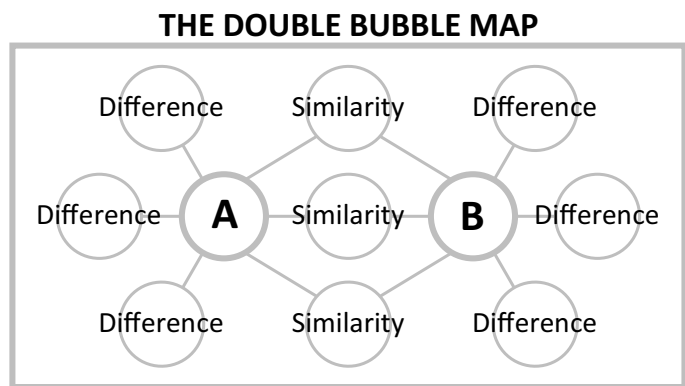


When you are **Comparing and Contrasting...**

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

...then the Thinking Map to use is

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



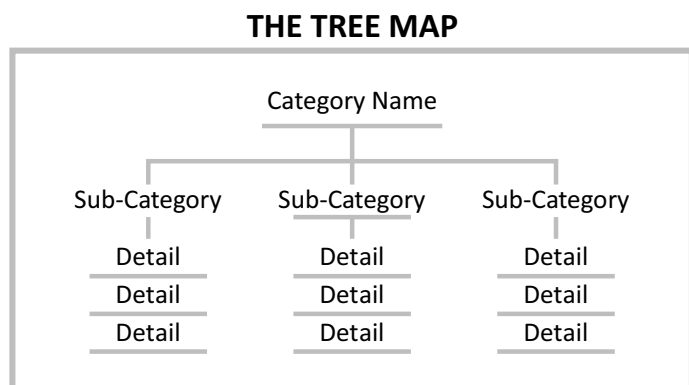
When you are **Classifying...**

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

...then the Thinking Map to use is

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

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



When you are **Sequencing...**

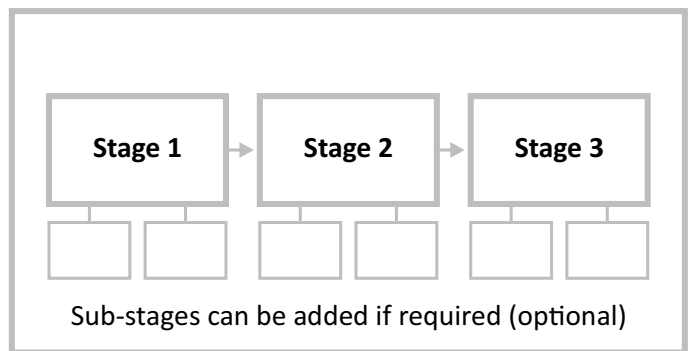
Key Words used	Questions asked	Applications
Sequence, map the steps in this project, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems	What is the process/project you are sequencing? What is the step-by-step sequence of events in the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

...then the Thinking Map to use is

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

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

THE FLOW MAP



Welcome



In the Grade 8 project, learners celebrate local entrepreneurial heroes. These are people who use local resources, employ local people and make a marked difference to the local community, either by providing a service or product, or by investing in the community itself.

Learners investigate possible local heroes, interview them and present their stories to the wider community and the rest of the school to celebrate these people.

This gives learners the opportunity to iterate learning on forms of ownership, but also gives them perspective into what skills and characteristics entrepreneurs need to succeed and thrive.

A meaningful project where they display their learning and develop interviewing, planning and organisational skills which are competencies that are much prized in the real world.

ATP CAPS alignment



TERM 3: TOPIC, CONCEPTS, SKILLS AND VALUES		SBA
ENTREPRENEURSHIP FORMS OF OWNERSHIP	<p>Sole traders and Partnership – Characteristics , Advantages and Disadvantages</p> <p>Comparison of the Four Forms of ownership: Characteristics advantages and disadvantages</p> <p>The role of forms of ownership in sustainable job creation and use of natural resources</p> <p>Please note: Teachers must still cover the following in the ATP outside of the project:</p> <p>FINANCIAL LITERACY Cash Receipts Journal: Entering the cash transactions in the CRJ. Closing off the CRJ.</p> <p>Cash Receipts Journal: The effect of CRJ on the Accounting Equation.</p> <p>Cash Payments Journal of service business. Formats and uses of the Columns. Sources documents used</p> <p>Cash Payments Journal of service business. Formats and uses of the Columns. Sources documents used</p> <p>Cash Payments Journal Entering of cash transactions on the Accounting Equation</p> <p>Cash Receipts Journal and Cash Payments Journal: Entering combined transactions in the CRJ and CPJ.Closing off of CRJ and CPJ.Effect of cash transactions on the Accounting Equation.</p>	Project with rubric/ memo



Grade eight project: Celebrating local heroes

Inquiry Phase: [insert one line about this stage in your project]

1 KNOWLEDGE Think about what you already know
Using a Circle Map, learners define a hero according to prior knowledge. Teacher initiates discussion of local entrepreneurs who could be seen as heroes. Learners watch the video or read the transcription of Ludwick Marishane's talk.

2 NEW KNOWLEDGE Building on what you already know and add new knowledge
Teacher revisits the forms of ownership. Students think of examples from the local community. The discuss the possible forms of ownership.

3 ORDER Order and categorise your existing knowledge
Learners use a Bubble Map to plot forms of ownership and the name/names of local entrepreneurs who fit the form.

4 APPLY Apply your knowledge to your environment
Learners go back to the Circle Map and add their new knowledge about heroes on the map.

Reflect and Iterate

EXPERIENCING ANALYSING APPLYING

S P E C I A L

Problem Phase: [insert one line about this stage in your project]

5 DEFINE Ask lots of questions to help you define your problem
Learners in groups discuss how they can celebrate local heroes, and why. They start work on a set of interview questions for local entrepreneurs they would like to celebrate.

6 EXPLORE Consider the different points of view to understand more
Learners do interviews with these local entrepreneurs in their groups. They gather all the information they can get from these interviews

7 BRAINSTORM Brainstorm as many solutions to your problem as you can
Learners now look at many ideas on how to retell the stories of local entrepreneurs (include forms of ownership) to the rest of the community.

8 PRESENT Present the point of view and options to an audience
Each group presents their idea to a panel of teachers. The teachers decide on the 3 best ideas.

Reflect and Iterate

EXPERIENCING ANALYSING APPLYING

Design Phase: [insert one line about this stage in your project]

9 EVALUATE Evaluate and select your best solutions
Learners evaluate all three ideas and discuss what the best ONE could be. They need to discuss pros and cons of each. They may vote on the outcome of the one idea.

10 PROTOTYPE Make your own prototype of your best solution
Learners get to work on the one idea for celebrating their local heroes. There are many ways to do this, physically, electronically, through storytelling and design. Each group works on their entrepreneurs's display.

11 FEEDBACK Speak to experts or the community to get REAL feedback
Learners ask feedback from parents, teachers, community members. They go back to the drawing board and make changes.

12 INTEGRATE The MADD Space – present your work using Music, Art, Drama, Dance
Learners think of ways to incorporate Music, Art, Drama and Dance in the creation of their celebration.

13 PRESENT Hold a public exhibition and present to the public
Learners present their heroes to the wider community, and the rest of the school at a celebration or launch. They reflect on their journey.

EXPERIENCING ANALYSING APPLYING



Inquiry Based Learning



Problem Based Learning



Design Based Learning



Project planning table

Grade 8 EMS

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
1.	Learners use Circle Map to define a hero	Entrepreneurship: Forms of Ownership		Learners can do research on the philosophy of heroes and why people adore them	
2.	Learners think of local entrepreneurs who could be viewed as heroes	Entrepreneurship: Forms of Ownership			
3.	Learners watch or read Ludwick Marishane's TED talk	Comparison of the Four Forms of ownership: Characteristics advantages and disadvantages	Link to TED talk in Resource Pack. Transcription in Resource Pack	View similar talks or do more research on Ludwick and where his first business has taken him	English HL/FAL: Why is this a really good talk? Elements of a good oral presentation
4.	Revise forms of ownership in business	Entrepreneurship: Forms of Ownership	Handbook Resource Pack	Each country has its own forms, have a look at other countries' forms of ownership	
5.	Think of local entrepreneurs who trade under these forms of ownership	The role of forms of ownership in sustainable job creation and use of natural resources			
6.	Complete the Bubble Map with forms of ownership and persons who might trade under these	Entrepreneurship: Forms of Ownership			
7.	Learners discuss pros and cons of different forms of ownership	Entrepreneurship: Forms of Ownership	Handbook Resource Pack	Learners can invite a local bookkeeper or lawyer to explain and discuss forms of ownership	



Project planning table (continued)

Grade 8 EMS

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
8.	Learners complete a Tree Map with pros and cons, reiterating all learning material	Entrepreneurship: Forms of Ownership	Handbook Resource Pack		
9.	Groups choose a local hero they would like to celebrate	Entrepreneurship: Forms of Ownership	Resource Pack		Arts: Create a poster or flyer
10.	Groups discuss possible ways to do above	Entrepreneurship: Forms of Ownership	Resource Pack	Learners can start a Facebook page with local hero portraits and information.	
11.	Learners create interview questions for their hero and interview takes place		Resource Pack	Learners can videotape these interviews and create shortform videos which tell the story of the hero	
12.	Learners collate information from interview and discuss ways to present this to the public	Entrepreneurship: Forms of Ownership	Resource Pack	Learners can also present a TED-talk type evening and ask heroes to each give a 10 min speech	
13.	Learners present ideas to portray hero to teacher panel	Entrepreneurship: Forms of Ownership	Resource Pack		
14.	Learners vote for their favourite idea and start preparing product (poster or post) and event (publication or event)	Entrepreneurship: Forms of Ownership	Resource Pack		
15.	They get feedback from family and friends and make the last changes to their product or event plan		Resource Pack		



Project planning table (continued)

Grade 8 EMS

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
16.	Learners celebrate their local hero in publication or at an event with a poster/booklet/video etc.	Entrepreneurship: Forms of Ownership		Invite the community to the celebration evening. Make a video of the event	
17.	Learners create an advertisement, song or dance to promote the evening or event		Resource Pack		Performing Arts: Create an advertisement/short drama/song/dance
18.	Learners reflect on their experience in doing this project		Resource Pack	Grade 8 can build on to this project year after year and the school can celebrate 5 heroes per year	



STEP 1: Prior knowledge



Thinking and sharing what you already know

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

- Who are the heroes in our community?
- Why do we view entrepreneurs as heroes?
- How can we celebrate these heroes?

- 1.1 Using a Circle Map, learners define a hero according to their prior knowledge on **Worksheet 1**.
- 1.2 The teacher initiates a discussion of local entrepreneurs that could be viewed as heroes: People who solve a problem in the community or make some kind of contribution.
- 1.3 Learners now watch (or read the transcription – See Resource Pack) a talk by Ludwick Marishane, owner and founder of Dry Bath. Learners go back to **Worksheet 1** and add more about heroes to their Circle Map.

STEP 2: New knowledge



Build on what you already know and add new knowledge

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

- 2.1 Revisit the forms of ownership in business. Please see the ATP and CAPS outcomes.
- 2.2. Ask learners to think of local entrepreneurs who fit with the different forms of ownership.

STEP 3: Order



Order and categorise your existing knowledge

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

- 3.1 Learners complete the Bubble Map on Worksheet 2. They reiterate the forms of ownership in each bubble and add the name of a local entrepreneur who might have this form of ownership.



Please note that one cannot know for certain which forms of ownership they trade in, and these are just good guesses (that can later be updated when they interviews these entrepreneurs).



STEP 4: Apply

Apply your knowledge to your context (driving question)

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

- 4.1 Learners discuss the forms of ownership, but also the pros and cons of each. Why is it good to start out as a sole proprietor? Why is it important to protect your own assets when you own a business? Let the discussion iterate all the knowledge they should gain about forms of ownership and the reason why people choose certain forms.
- 4.2 Learners watch the video's of Sally and Nabira and discuss their forms of ownership and how this can influence their businesses in the long run.
- 4.3 Learners complete the Tree Map on **Worksheet 3** with forms of ownership and pros and cons under each.

PART 2

PROBLEM-BASED LEARNING



STEP 5: Define



Ask lots of questions to help you define your problem

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

- 5.1 Learners, in their groups, choose a local hero they would like to celebrate. They work on a problem statement, e.g. How will we celebrate local heroes at our school? How will we get their stories out into the community?
- 5.2 They discuss, in their groups, possible ways of celebrating these people/telling their stories to the wider community.
- 5.3 Learners start work on a set of interview questions for their hero. They use **Worksheet 4**. Remember that they should add forms of ownership and reasons for their choice to the interview questions.

STEP 6: Explore



Consider different points of view to help you understand more

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

- 6.1 Learners make an appointment with their chosen entrepreneur/local hero. If it is not possible to do an in-person interview, they can send the questions via email or WhatsApp. They can also use online applications such as Zoom or Google Meets.
- 6.2 Learners decide on who will ask what in their groups. They must all make very good notes. Make sure they thank the hero for his/her time and for the opportunity to interview them.
- 6.3 Remind learners to ask for extras, maybe a photo of their hero, or a follow-up interview, just in case, or even photos of the business or product.



STEP 7: Brainstorm

Brainstorm as many solutions to your problem as possible

Purpose of this step: Discuss and share possible solutions

- 7.1 Learners now gather all their information on their local hero.
- 7.2 They discuss, in their groups, what would be the best way to portray their hero to the rest of the community and celebrate what they have done or accomplished. This can take many forms. Learners might want to create posters or flyers of their heroes and put them up at school in a hallway (a walk of fame, if you like). Otherwise, if resources allow, they can make short form videos with voice overs. They can publish these online, create a Facebook page and celebrate each group's hero online. They can invite their heroes to an evening and ask each to deliver a short speech after the learner's have presented their research/introduction of the person. Let them come up with as many possibilities as possible on **Worksheet 5**.



STEP 8: Present

Present the point of view and options to an audience

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



***Please note:** integration of subjects possible here. English teacher might be able to use this step.*

- 8.1 Learners present their ideas for the celebration of their hero to a panel of teachers.
- 8.2 The panel of teachers choose the best 3 ideas for the celebration of heroes.

PART 3 DESIGN-BASED LEARNING



STEP 9: Evaluate



Evaluate and select your best solution

Purpose of this step: Design the prototype, come up with an idea – redo /tweak etc. product or service

- 9.1 Learners evaluate, in their groups, the three final ideas. They should take everything into consideration with regards to resources available, time frames, Covid protocol, etc.
- 9.2 Learners each vote for the best idea.
- 9.3 The outcome is announced and they all fall into line to use this favourite method of presenting their work and celebrating their heroes.



STEP 10: Prototype

Make the prototype of your best solution

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

- 10.1 Learners now start planning the celebration and product (video or poster or such) on **Worksheet 6**.
- 10.2 They plan the product as well as the manner of celebration (online or physical walk of fame, online publication or an event with invitations). They may use storytelling or design.



STEP 11: Feedback

Speak to experts or the community to get REAL feedback

Purpose of this step: To get expert feedback about possible improvements or design changes

- 11.1 Learners present their final idea to their parents, peers, other teachers and family members.
- 11.2 They take the feedback into consideration and make amendments and changes as they see fit.
- 11.3 They finalise the plans for the celebration and they bring in final touches to their product (video or poster, etc.).



STEP 12: Integration

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

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

- 12.1 Learners think of a creative way in integrating Music, Art, Drama and Dance to create an invitation or an advertisement for their celebration.



STEP 13: Present

Public exhibition

Purpose of this step: Present and celebrate the products

- 13.1 Learners present their product at a public exhibition. They can invite their heroes to the event, as well as parents and members of the community.
- 13.2 Learners do all the organizing and finalizing of the event details. They welcome the visitors, and afterwards thank the visitors.
- 13.3 Learners reflect on what they have learnt after the event.

Assessment rubric



CRITERIA	SCORE OF 8-10	SCORE OF 6-7	SCORE OF 4-5	SCORE OF 1-3	LEARNER'S MARK
Thinking Maps	Thinking Maps used exceptionally well to capture prior knowledge and new knowledge	Good use of Thinking Maps to show prior and new knowledge	Adequate use of Thinking Maps to show prior and new knowledge	Inappropriate use of Thinking Maps to show prior knowledge and new knowledge	
Understanding of Content	Shows a sophisticated understanding of themes in work	Shows and understanding of major themes	Displays a somewhat limited understanding of themes	No understanding of themes or content	
Quality of interview questions	Exceptionally clever and unique in showing deep interest	Thoughtfully put together; showing understanding of outcomes	A few original touches; some understanding of outcomes	Shows little creativity and originality. No effort	
Product (poster or video that represents the hero)	Exceptionally attractive and particularly neat in design and layout	Attractive and neat in design and layout	Acceptable in design and layout	Poorly conceptualized and designed. No pride in work	
Overall quality of the event or launch	Project is engagingly organized and material presented is captivating	Project is well-organized, complete and holds the attention of the viewer	Project is incomplete, disorganized at times and somewhat interesting	Project is incomplete, audience disengaged	
TOTAL SCORE					/50