


**Grade 10 Project
Teacher's Guide
Life Orientation**

PROJECT OVERVIEW

	Name of project:	
Subject: Life Orientation	Grade: 10	Duration: 8 weeks
Possible areas for integration with other subjects: Language		
CAPS content covered	<p>Term three, weeks 1,3 - 10</p> <ul style="list-style-type: none"> ● Life Roles and responsibilities. ● Adolescences to adulthood. ● Diversity in jobs. ● Research careers. ● Opportunities within different career fields. <p>Click here for the 2023/2024 ATPS.</p>	
Driving question	<p>Driving Question: <i>How do you transition from the adolescent to the adulthood stage, amidst the looming challenges of unemployment, and still being able to carefully explore the different career fields for identification of suitable careers with which you may alleviate unemployment?</i></p>	
Project summary and objectives	<p>The project's goal is to enable learners to make informed decision about their preferred careers while dealing with challenges that may arise from them transiting from the adolescent to adulthood stage by focusing on the following:</p> <ul style="list-style-type: none"> ● Conduct literature review to understand the challenges puberty may pose to learners who are enroute towards realisation of their career goals. ● Using the 21st century and the 4th industrial revolution skills to design a plan that could be considered to effectively stage a careers' day in which different careers may be showcased. ● Using the 21st century and 4th industrial revolution skills to enhance the involvement of learners in groups when developing promotional material such as the posters/ pamphlets/ adverts/ to display the different careers under each career field. ● Using the 21st century and the 4th industrial revolution skills to evaluate the effectiveness of the careers' day. ● Using critical thinking skill to evaluate the staging of the careers' day. 	
Stimulus	Play this video to stimulate learners' thinking on issues to be considered when completing this project.	

	School Career Day - https://youtu.be/12ass4FSCcg
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Entrepreneurial way-of-being skills developed in this project	Communication	Collaboration
	Critical Thinking	Creative Thinking
	Metacognition	
Products	Poster, pamphlets, advertisements.	
Public presentation	Sharing what the team has learnt about their chosen community group with a wide audience.	

Activating the science of learning	<p>This project:</p> <ul style="list-style-type: none"> ● Activates learner prior knowledge by referring learners to goals regarding lifestyle choices; subject choices made in grade 9; considering identified interests, abilities, talents, strengths; socio-economic factors when making choices; requirements for further studies. ● Focus learner attention and engagement on the learning through transitioning from adolescence to adulthood; life roles and responsibilities; researching salary packages and promotional opportunities; reviewing diversity in jobs; conducting interviews of professionals; visiting websites; viewing video footage. ● Results in ‘sticky learning’ learning that is memorable and lasting by designing posters/pamphlets/advertisements (digitally or manually). Culminating in careers day exhibition (learners can wear the professional attire). Bringing in technology and social media. A learner reflection/relevance of career in 10 years+? And inclusivity of chosen career.
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MARKING GUIDELINES

Activity 1:

Individual Activity

Instruction: After reading various sources, answer the following questions to complete your introduction

- Define the term *career field*

Marks should be awarded as follows:

TWO (✓✓) marks for the correct definition.

Career field is ...

- a broad category of work that encompasses various jobs/occupations (✓) requiring similar skills/expertise/educational qualifications, e.g., the medical career field could include roles such as doctors, nurses, medical researchers, and healthcare administrators. (✓)
 - a classification of certain career with almost the same scope/focus (✓) from which people with almost the same expectations/yearnings/ambitions/know how could choose. (✓)
 - one or more groups of occupations (✓) that require similar knowledge and skills. (✓)
 - classification of careers (✓) according to similar attributes/characteristics. (✓)
 - **Any One of the above for Two marks**
- (1x2) (2)
- What is meant by the concept *transition* from the adolescence stage to adulthood stage.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explain response.

It is ...

- a process of change underwent by young people who are coming out of age (✓) requiring changes in their life roles/responsibilities. (✓)
- when young people experience sudden changes in their physical/emotional/spiritual/social life (✓) when

- they are between 13 and 19 years old underscoring a sudden change in their overall outlook to life. (✓)
- when young people of ages between 13 and 19 experience significant growth/development (✓) in their physical/emotional/psychological aspects of lives. (✓)
 - a developmental phase that bridges the gap between young people at puberty and grown-ups (✓) in which society may expect them to perform different set of responsibilities/roles. (✓)
 - a time in which young people of ages between 13 and 19 may engage in a continuous process of self-exploration/self-discovery (✓) in which behaviours related to being children are slowly forsaken. (✓) (1x2) (2)
 - a period in which those in puberty begin to gain more emotional/behavioural autonomy (✓) in which different roles/responsibilities may be expected from them. (✓)
 - a stage of change in which young people entering adulthood stage (✓) may be expected to increasingly perform more of matured people's roles. (✓)
 - **Any One of the above for Two marks**
- State FOUR reasons why it is important to consider career fields when you want to make informed career decisions.

Marks should be awarded as follows:

FOUR (✓✓✓✓) marks for a well explained responses.

It could enable you to ...

- gain clarity about the various career options (jobs/occupation/studies) you may choose from within the category of careers. (✓)
- align your skills/interests/goals with specific career tracks. (✓)
- develop insights into job responsibilities/growth prospects/industry trends within the category of careers for you to choose a most suitable career to pursue. (✓)
- have a deeper knowledge of the different paths within a career field so that you may align your skills/interests/goals with the most ideal career. (✓)

(4x1) (4)

- determine which careers in a specific career field offers unique opportunities for your growth/advancement/specialization. (✓)
- work out which possible career in a career field that aligns more with your personal values/lifestyle/preferences/long-term goals. (✓)
- determine which related careers you may consider should you decide to change careers in the same career field. (✓)
- determine possible challenges you may face from individual careers for you to choose a career that may not present challenges to your life. (✓)
- **Any FOUR of the above for ONE mark each**

- Which sector of the economy is the most prominent/common in your community?

Note to the teacher

- The learner should be awarded marks for mentioning only one of the three sectors indicated below, as per the ATP. Examples under each may also be considered.

(1x1) (1)

Marks should be awarded as follows:

One (✓) mark for a correct sector.

The sectors may include the following:

- Primary (Mining, Agriculture, Fishing etc.) (✓)
- Secondary (Manufacturing/construction, Finance, Real Estate, and Business Services, Trade, Catering, Accommodation, food, beverages, textiles, machinery, Food processing etc. (✓)
- Tertiary sector (General Government Services) (✓)
- **Any One of the above for One mark**

- Discuss TWO ways in which being employed could contribute to the improvement of your emotional well-being.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained answer.

It could ...

- result in you developing financial independence (earn your own money), (✓) which could lessen earlier feelings of insecurity for not having been able to take care of yourself. (✓)
 - give reasons for you to wake up every day for the work-related activities ahead (✓) and that may generate feelings of self-contentment (happiness) in realising that you too can do something with your life. (✓)
 - enable you to earn an income with which you may plan for the attainment of your short/medium/long term goals/plans in life (✓) and it may bring a sense of joy for being in a track to fulfil your life desires/sense of purpose in your life. (✓)
 - provide you with the needed financial resources that you may use in your family to cater for their basic needs (✓) and that may gratify you for having been able to be there when they needed you/during their time of need. (✓)
 - could expose you to various work-related opportunities (promotions/changes in jobs) you may not have had access to had you not been employed (✓) and that could make you appreciate/values what you are actually capable of. (✓) (2x2) (4)
 - offer you with various opportunities to network with a wide range of individuals in different work settings (✓) and that exposure could generate positive attitudes of wanting to do more with your skills. (✓)
 - give you a chance to use your highest strengths in your work (✓) which could be interesting to you, seeing it happens. (✓)
 - enable you to contribute a certain portion of your income to a good cause (church/orphanages/poor and vulnerable groups in society/beggars) (✓) and that could make you feel honoured for having assisted them. (✓)
 - **Any Two of the above for Two marks each**
- Sub-Total**
13

ACTIVITY 2: LITERATURE REVIEW

Individual Activity

To complete this part of the project, learners will, in groups, study various relevant sources such as newspaper articles, textbooks, internet articles, etc. After discussing the

possible responses to the questions below, each learner will individually complete the activity.

- Identify any type of higher education institution that could be ideal for your chosen career field/career in South Africa and state TWO reasons why you think your choice is relevant to you.

Marks should be awarded as follows:

ONE (✓) mark for identifying institution.

Note to the teacher

- The learner must be awarded only for mentioning the type of an institution and not the examples under each type.
- There are three categories of higher education institutions in South Africa.

(1x1) (1)

Marks should be awarded as follows:

ONE (✓) mark for mentioning the type of an institution.

Higher education institutions in South Africa are as follows:

- **Universities**
(Traditional/comprehensive/public/private universities/ higher education colleges/university colleges) (✓)
- **University of Technology** (✓) (formerly known as Technikons)
- **Technical and Vocational Education and Training** (TVET) colleges. (✓)
- **Only ONE of the above for ONE mark**

AND

Note to the teacher

- The explanation should be related to what the learner has chosen above, e.g., if the learner chose University of Technology, the explanation should be in line with that choice.

Note to the teacher:

Marks should be awarded as follows:

ONE (✓) mark for a well explained response

My choice of a **university** is based on ...

- its potential ability to offer theoretical training in specialized fields which could develop critical/creative/problem solving/innovative skills needed in the world of work/for one to start his/her enterprise. (✓)
- the fact that it could offer me opportunities to deepen my academic knowledge in a particular academic discipline enabling me to contribute to the knowledge economy/intellectual capital of the country through pursuance of further education, e.g., post-graduate education levels. (✓)

I chose a **university of Technology** because it...

- offers course/qualification that could develop innovative, problem-solving and career-directed courses, enabling me to benefit from both theoretical and academic knowledge needed by the job market. (✓)
- offers practical and theoretical education/knowledge in different fields of the economy, providing practical experiences/knowledge that may be needed by employers. (✓)
- offer courses that may enable me to gather both practical and theoretical knowledge on how business is run for me to open my own business. (✓)

(2x1) (2)

I chose to pursue my education at a **TVET** colleges because they...

- provide practical training in technical or vocational fields to fill the skills gap in the job market. (✓)
- equip students with both academic knowledge and practical experience that could enable quick entry into the workforce. (✓)
- offers education and training opportunities for a duration varying from a few months to three years, enabling me to enter the job market immediately. (✓)
- provide basic education that may enable me to easily pursue my studies University of Technology for fulfilment of the lifelong learning ideals. (✓)
- provide for experiential learning opportunities which employers may consider, where a certain form of experience is required, for your employment. (✓)
- **Any TWO of the above for One mark each**

- Mention any FOUR possible factors that may hinder your effort to successfully choose a suitable career from your chosen career field.

Marks should be awarded as follows:

FOUR (✓✓✓✓) marks for a well explained responses.

Answers may include the following:

- Inability to do an effective introspection of your existing potentialities related to the specific career in the career field. (✓)
- Inadequate understanding of your personal interests/values/strengths/weaknesses resulting in you choosing incompatible careers. (✓)
- Choosing to follow a career path that is not aligned with your personal preferences/abilities. (✓)
- Insufficient knowledge/information about various career options/industries/job roles within a career field. (✓)
- Inability to conduct proper research/exploration about possible benefits/challenges related each career in the career field, resulting in wrong choices been made. (✓)
- Not being able to determine the real demands/expectations of each career in line with your potentialities. (✓)
- You may experience pressure from friends/family members/peers who may recommend/persuade you to choose an incompatible career which they may believe is cool for you. (✓)
- You may choose a career in a career field for the potential financial benefits, without taking in to account its real demands. (✓)
- Unrealistic expectations you may have had about certain careers in the career field which may prove difficult/ impossible to live up to. (✓)
- Not having a clear career plan my result in you choosing irrelevant careers in the career field. (✓)
- Inability to seek for professional help from career advisors about which possible career in the career field could be suitable to you. (✓)
- **Any FOUR of the above for One mark each**

(4x1) (4)

- State TWO possible social factors that could negatively affect your effort to succeed in your chosen career.

Marks should be awarded as follows:

ONE (✓) mark for a well explained response.

It could be as a result of ...

- people assessing your work in a career according to their own personal standards/wishes resulting in you not exerting the needed effort. (✓)
- you lacking positive support from peers/family/mentors, especially when you face difficulties at work. (✓)
- ethnic/culture/gender attributes in which co-workers/colleagues/supervisors may not give you the needed support due to these factors. (✓)
- you coming from a particular social group, e.g., political affiliations/religious identity/cultural identity that most in that career are not prepared to associate with. (✓)
- your social status, e.g., poverty/affluence that most in your community/workplace may frown upon. (✓) (2x1) (2)
- your inability to form social links of support in the workplace/community. (✓)
- your supervisors/leaders/management expecting work for which you may not have the necessary knowledge/means to do it. (✓)
- you coming late to work/absenting yourself from work due to mass action in your community. (✓)
- you being subjected to gender stereotype in which people of a different gender may not support you. (✓)
- you always experiencing negative comments/remarks for having pursued that type of a job. (✓)
- you going through a dilemma in which some in your community may associate your career with a particular group in society, e.g., a job for old people/a job for poor people etc. (✓)
- **Any Two of the above for One mark each**
- What could have inspired you to follow your chosen career field and explain how that may have assisted you to make an informed decision about your chosen career.

Marks should be awarded as follows:

One (✓) mark for inspiration.

You could have been inspired by ...

- the set of value systems represented/pursued by the career field which seem to be compatible to my own personal values. (✓)
- the focus of work that careers in the career field may be directed to perform, e.g., work setting aligned with your expectation of a place of work. (✓)
- being surrounded by people from the same work environment. (✓) (1x1) (1)
- admired people/role models who make a difference in their communities through their involvement in careers under a specific career field. (✓)
- being exposed to the inner operations of a career in a career field through job-shadowing. (✓)
- family members/parent/sibling who pursued a certain career path. (✓)
- people who guided you/shared wisdom with you/encouraged you towards a certain career path. (✓)
- the media portraying the good work that people in a certain career field are doing to their community/wellbeing of the community. (✓)
- historical figures/important individuals/trailblazers/visionaries/leaders who left an indelible/unformattable mark in certain careers. (✓)
- films/books/TV/social media which run successful/remarkable stories about individuals who pursued that career path. (✓)
- **Any ONE of the above for ONE mark each**

AND

TWO (✓✓) marks for a well explained response.

It could have ...

- made me realise that i also have the potentialities to follow careers in that career field (✓) since those involved in such careers are the ones with whom you (1x2) (2)

share similar work interests/values/attitudes/skills etc. (✓)

- assisted you to notice the interest you have for operating in certain work settings (✓) since you may not have realised such a yearning/such environments fulfil you. (✓)
 - offered you an opportunity to confidently take part in discussions based on the inner working of such careers (✓) as having such informative discussions about what you cherish in life thrills/delight you. (✓)
 - offered you an opportunity to gain first hand information about what is going on in the specific careers (✓) which may have invoked/developed certain interests in that career. (✓)
 - given you the needed advice (✓) which assisted you to identify related/inherent/common potentialities with a career you never thought could provide such. (✓)
 - provided hints on what careers are available globally (✓) since you may have had unrealised interests in them/unexplored skills compatible to them. (✓)
 - **Any ONE of the above for TWO marks**
- Analyse the importance of consulting those who are already in your chosen career fields to strengthen your decision about your preferred career.

Mark should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It could ...

- offer you an opportunity to benefit from diverse experiences/ perspectives of those who have been working in a specific field for a considerable period of time (✓) so that you may consider the wealth of information given to you for a proper decision. (✓) (2x2) (4)
- make you to stay updated on industry trends/ shifts/advent of technology (✓) which could help you align your career choices within the evolving landscape, ensuring long-term relevance/adaptability. (✓)
- open doors to networking opportunities/expand your professional circles (✓) which may introduce you to relevant contacts/mentorship programs/industry events for your career. (✓)

- assist you to do a reality check of what career you really want, (✓) since different perspectives/knowledge/orientation may assist you to review your initial choices of a career. (✓)
- guide you on the essential skills/qualifications/soft skill highly regarded/needed (✓) so that you may thrive in your chosen field. (✓)
- can provide you with opportunities for mentoring/support from experienced individuals (✓) and that can offer guidance/encouragement/constructive feedback to help you develop your skills/overcome obstacles/achieve your career goals. (✓)
- can provide you with various opportunities for validation/reassurance that you're on the right path, (✓) thereby inspiring confidence in your own abilities to pursue your goals with determination and perseverance. (✓) (2x2) (4)
- **Any TWO of the above for TWO marks**
- Discuss the importance of conducting self-evaluation to identify suitable career fields.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

It could ...

- help you gain clarity about your interests/values/ skills (✓) so that you may explore career opportunities that align with your true self. (✓)
- enable you to identify your core value (✓) so that you are more likely to find fulfilment/satisfaction in your work. (✓)
- highlight aspects of your personality/abilities that you may have been overlooking (✓) so that you may identify a career that aligns with it. (✓)
- enable you to conduct a personal SWOT analysis (✓) which could let you understand/delve into areas you are good at for proper decisions. (✓)
- help you to delve into your core values/priorities/ long-term goals (✓) so that you may pursue career paths that could provide a sense of purpose/meaning/fulfilment. (✓)
- helps you understand your personality traits/work style (✓) so that you may purposely pursue work environments in keeping with your true nature. (✓)

- **Any Two of the above for Two marks each**

- Evaluate how using career advisory services may impact your career decisions.

Marks should be awarded as follows:

FOUR (✓✓✓✓) marks for a well explained response.

They could ...

- provide a range of invaluable/worthful information about various career paths/industries/job roles/educational opportunities (✓) opening your mind to a variety of suitable options for your career path; (✓) however, such services may provide a range of related information (✓) and that could overwhelm unprepared users (✓)
- offer personalized guidance on your specific career orientation (✓) which could help you to accurately align your choice according to your specific potential skills/interests/goals; (✓) however, personalised career guidance services take long to complete (✓) and some may abandon the process having not been helped/ make hasty decisions. (✓)
- conduct workshops/seminars/training sessions for a group of interested individuals (✓) which could offer you an opportunity to share experiences/confirm/refute your preferences with them; (✓) however, seminars/workshops have a potential to influence you according to what most have preferred/other in the seminar may influence you to follow careers that they prefer (✓) and this may limit/blind you from helpful career decisions. (✓)
- assist you to explore alternative career options within the framework of compatible skills/values/attitudes, (✓) thereby offering you with other/related choices to choose from, should your first option does not work; (✓) however, having different options may end up confusing you (✓) and you may eventually choose inappropriate/irrelevant careers. (✓).
- connect individuals with professionals/alumni/ industry experts (✓) who may open your mind about a variety of opportunities that may be line with your career aspirations; (✓) however, not everyone could

(1x4) (4)
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have access to such expert advice (✓) and if that happens, those who are in dire need may not benefit from such services. (✓)

- use knowledgeable/astute people to provide the service (✓) which could enable attendees an opportunity to evaluate their needs in line with the careers of their choice; (✓) however, a high number of learners may queue up for such a service (✓) and the service provider may not be in a position to effectively pay attention to an individual learner's needs. (✓)
- **Any ONE of the above for FOUR marks each**

Sub-Total

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

SELF-OBSERVATION SHEET: ANNEXURE A



DESCRIPTOR	INDICATORS
How it fits my interests (Job interests*)	
How it aligns with my workplace. (Work Values**)	
Characteristics of the work environment	
Important skills to have	
Required education or certifications	

Average salary	
Related careers	
My overall impressions (Can I see myself doing this job)	

Based in the above information, indicate your desired career:

Note to the teacher

- Learners must have completed the Self-observation sheet, i.e., (Annexure A) to answer the question below.
- The answers given to the questions in Annexure A will enable the learner to respond to this question.

- Then, motivate why the chosen career field is suitable to you

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response.

Answers may include the following:

The career field...

- contained careers that fit my career interests (✓) and that could assist me to successfully realise my career goals. (✓)
- seems to be well aligned with my expected work values (✓) and that could make it easier for me to fit in. (✓)
- provides for careers whose characteristics fit well with my nature (✓) and that could enable me to perform optimally in my career. (✓)
- resonate with my embedded/inner skills/potentialities (✓) and that could provide opportunities for further growth/development in my career. (✓)
- match with my basic educational levels/certificates (✓) which may be a needed requirement for me to pursue certain careers in the career field. (✓)
- houses careers whose potential benefits (remuneration/salary/payment) match my expectations (✓) and that could encourage me to do my best being satisfied with the compensation. (✓)
- classifies related careers from which to choose (✓) and the connectedness of these careers may allow me to change careers when the need arises. (✓)
- **Any ONE of the above for TWO marks each (1x2) (2)**

ACTIVITY 4: PLANNING FOR CAREERS DAY

Group Activity

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

- Do a simple drawing of a plan that can be used by all group members to graphically project the layout of their stalls on the careers' day by considering and **explaining** the following elements: indication of the specific career field, different careers within the career field, work settings, examples of activities, the potential benefits, growth within the career field, possibilities of changing careers in the career field, indication of how the careers are related in the career field, dressing code of the different careers in the career field, skills/values/interests required by the career field/careers.
- Learners must be observed for their display of communication, collaboration, problem solving and critical thinking skills which will help them complete the activity.

Marks should be awarded as shown in the rubric below

<i>Criteria, descriptors, and mark allocation</i>					
ACTIVITY 4:				<i>Teachers Mark</i>	<i>Moderators Mark</i>
<i>The plan should talk to the following 10 aspects</i>	0-1 factors 0-2 factors indicated	2 – 3 factors 3-6 factors indicated	4 – 5 factors 7 – 10 factors indicated		
<u>Indication of the specific career field, different careers within the career field, work settings, examples of activities, the potential benefits, growth within the career field, possibilities of changing careers in the career field, indication of how the careers are related in the career field, dressing code of the different careers in the career field, skills/values/interests required by the career field/careers</u>	The learner's plan was not able to indicate any of the elements OR Only ONE to TWO elements were	The learner's plan was able to correctly indicate THREE to SIX factors indicated on the plan	The learner's plan was able to accurately depict SEVEN TO TEN of the required elements were clearly indicated on the plan		

	indicated on the plan.				
Sub-total					10

Activity 5: Individual - Develop promotional material.

ONE per group member

Learners must be observed for their display of communication, collaboration, problem solving and critical thinking skills in the completion of this activity.

					Teacher's Mark	Moderators Mark
Poster/Pamphlet/digital advertisement	0-6 Two (✓✓) marks per factor if explained . One (✓) mark if not explained	8 -12 Two (✓✓) marks per factor if explained . One (✓) mark if not explained	14 -18 Two (✓✓) marks per factor if explained . One (✓) mark if not explained	20 Two (✓✓) marks per factor if explained . One (✓) mark if not explained		
<i>Create a poster that will attract the attention of your fellow classmates to display and EXPLAIN more about the career field</i> 1. indication of the specific career field, 2. different careers within the career field 3. work settings, 4. examples of activities, 5. the potential benefits, 6. growth possibilities within the career field, 7. possibilities of changing careers in the career field, 8. indication of how the careers are related in the career field, 9. dressing code of the different careers in the career field, 10. skills/values/interests required by the career field/careers.	0-3 The poster <u>did not</u> show any of the required aspects. OR One to 3 aspects were correctly explained and displayed, 1.indication of the specific career field, 2.different careers within the career field 3.work settings, 4.examples of activities, 5.the potential benefits, 6.growth possibilities within the career field, 7.possibilities of changing careers in the career field, 8.indication of how the careers are related in the career field, 9.dressing code of the different careers in the career field, 10.skills/values/interests required by the career field/careers.	4 or 6 of the important aspects were correctly displayed and explained : 1.indication of the specific career field, 2.different careers within the career field 3.work settings, 4.examples of activities, 5.the potential benefits, 6.growth possibilities within the career field, 7.possibilities of changing careers in the career field, 8.indication of how the careers are related in the career field, 9.dressing code of the different careers in the career field, 10.skills/values/interests required by the career field/careers.	7 or 9 of the following aspects were properly explained and displayed: 1.indication of the specific career field, 2.different careers within the career field 3.work settings, 4.examples of activities, 5.the potential benefits, 6.growth possibilities within the career field, 7.possibilities of changing careers in the career field, 8.indication of how the careers are related in the career field, 9.dressing code of the different careers in the career field, 10.skills/values/interests required by the career field/careers.	All the 10 elements were excellently explained and displayed 1.indication of the specific career field, 2.different careers within the career field 3.work settings, 4.examples of activities, 5.the potential benefits, 6.growth possibilities within the career field, 7.possibilities of changing careers in the career field, 8.indication of how the careers are related in the career field, 9.dressing code of the different careers in the career field, 10.skills/values/interests required by the career field/careers.		

Activity 6: Individual Activity Reflection

- Analyse how the Career's Day impacted you personally (you can choose the medium in which you want to convey this information which could be in a form of an essay / a mind map / illustrations / a flow map /tree map, etc. by indicating the following aspects:

Note to the teacher

- The teacher/marker will credit the learner for linking his/her responses to the criteria below.
- Each response, i.e., the four that will be given/presented must link with the criteria.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

It ...

- helped me re-evaluate/revisit my initial stance regarding the career I wanted (✓) and that led to me choosing a career path that resonates/in line with my core values/interests/attitudes/skills. (✓)
- opened my mind about the various careers that exist in each career field (✓) and that raised the need for me to interrogate each one of them before a final decision was taken. (✓)
- it enabled me to acknowledge the importance of aligning my career choice with my interest/values/personality/potentials (✓) since that ensured that I fit in with less challenges. (✓)
- made me realise the importance of proper planning (✓) as that could have helped me to painstakingly/carefully go through the various steps of making informed decisions. (✓)
- opened my eyes about the relevant entry requirements to various higher education/training institutions (✓) as that is important in organising preparing to meet those requirements for the pursuance of education leading to your career. (✓)
- assisted me to notice that hasty decisions when making career decisions may not work (✓) as the likelihood that you may choose an unrelated career, because it may be in the same career field as others, is great. (✓)

(4x2) (8)

- made me realise that taking decisions at first glance/peep/look may not work (✓) and that taught me the importance continuously weighing my options before the final decision is taken. (✓)
 - **Any FOUR of the above for TWO marks each**
-
- Based on your research in this project, assess ways in which you will ensure that you remain relevant to your career for the longest time.

Mark should be awarded as follows

TWO (✓✓) marks for a well explained response

Possible responses may include the following:

- Set clear career goals/identify the skills/knowledge required to achieve them (✓) since that could enable you to always seek for various/alternative ways to reach your goals. (✓)
- Attend conferences/read industry publications/follow thoughtful leaders (✓) so that you to keep up-to-date with changes in your career. (✓)
- Always follow the latest news/trends/developments in your industry (✓) so that you may always be prepared for the imminent changes in your career. (✓)
- Obtain relevant/futuristic certificates (✓) to demonstrate to your employers that you are always committed/ready to adapt to continuous changes in your career/ since that could enhance your credibility/open up new opportunities for you in your career. (✓)
- Attend industry events/connect with colleagues (✓) since that could empower you with valuable insights/job referrals/collaborative opportunities for adaptation in your career. (✓)
- Showcase your recently acquired skills on social media platforms, such as LinkedIn (✓) since that could earn you a good reputation/validation for the type of skills you continue to develop for the enhancement of your job performance. (✓)
- Stay updated by learning new tools/software/platforms relevant to your industry (✓) so that you always sharpen your skills with latest developments in your career. (✓)
- Continuously invest in your skills by taking courses/attending workshops/learning from online resources (✓) as that may update your current knowledge/skills/values in keeping with changes in the industry. (✓)
- Consider freelance work/consulting/project-based assignments (✓) as that could continuously bolster your practical skills which may be needed in the future. (✓)

(3x2) (6)

- **Any THREE of the above for TWO marks each**
- Suggest THREE ways in which you could make an impact in your community through your experience in this project.

Marks should be awarded as follows:

TWO (✓✓) marks for a well explained response

Answers may include the following:

- Knowing the value to genuinely connecting with fellow volunteers/the people with whom you are working (✓) could enable me to rally/organise communities to a common course, e.g., community development initiatives. (✓)
- Understanding the importance of always exercising empathy when engaging members of a team (✓) could help me to easily encourage community members to open up to me when they are in your midst. (✓)
- Being grateful to others when they have done extra ordinary things towards any initiative (✓) could enable me to genuinely show appreciation to others when they exert efforts in uplifting the community. (✓)
- Exercising patience when faced with obstacles in any initiative (✓) may enable me to endure ongoing challenges in life. (✓)
- Valuing team work (✓) may assist me with the skills to effectively promote collaboration/team work in order to overcome bottlenecks/logjams/challenges in any project (✓)
- Careful application/honing of critical thinking skills (✓) could enable me to constantly analyse events/situations in life/communities. (✓)
- Using the tools for conducting an investigation (✓) could enable me to take stock of any matter that relates to community development. (✓)
- Being creative/artistic when promotional material is designed/developed (✓) could help me to successfully entice communities to participate in community projects. (✓)
- Development/application of peoples' skills (✓) could enable me to enhance interaction between community member in community projects. (✓)
- Using effective communication skills (✓) may enable me to effectively share ideas with other community members in any project. (✓) (3x2) (6)
- **Any THREE of the above for TWO mark each**

Sub-Total 20

Activity 7**Evidence****Group activity**

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

Preparation:

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

Instruction:

- Compile ONE bibliography with the entire group' resources/ references. However, each individual will be credited for accurately acknowledging the specific sources used
- Make sure you use the correct referencing techniques. Include the list of names of people you have interviewed for your Project. Use the link below to assist you with the correct form of referencing:
<http://www.citethisforme.com/harvard-referencing>

Marks should be awarded as follows:

ONE (✓) mark for accurately presenting the list of references.

(1x1) (1)

Sub-Total 01

Grand Total: 90

Observing 21st-Century Skills in the FET
Phase
Term Three Projects

What are 21st Century Skills?

21st-Century Skills refer to key abilities that learners need to grow in order to succeed and thrive in today's fast-paced world. These skills include but are not limited to communication, collaboration, and critical thinking. These skills hold importance beyond just academic achievement. They play a crucial role in all spheres of life including education, employment, and entrepreneurship.

Why should we measure these skills?

Given that South Africa's youth unemployment rate is at a high of 70%, it's more important than ever to provide learners with as many tools as possible for their future success. We know that 21st-Century Skills can be developed, and to do so, we need to identify and nurture these in learners.

How can we measure these skills?

During 2023, we focus on identifying and recognising these skills in learners while they participate in the term three projects. The Skills Rubric is an easy tool to help teachers understand 21st-Century Skills and to begin to recognise them in each learner. This guide has been created to help teachers begin observing these skills in their classrooms. Observing these skills is the first step in growing and then measuring these skills. Measuring 21st-Century Skills is a long-term journey, over time as learners become more exposed to 21st-Century Skills the rubrics will grow in complexity.

Using the rubric

Here are some tips on getting started with this rubric:

1. **Read and understand the Rubric:** Familiarise yourself with the rubric and understand the distinction between "Emerging", "Growing", and "Proficient" levels for each competency: Communication, Critical Thinking, and Collaboration.
2. **Have conversations about 21st-Century Skills with your learners**
3. **Continuous Observation:** Use the rubric throughout the project, not just at the end. It's important to consistently monitor learners' progress. You might want to create your own observation template that you keep with you throughout the term, it could look something like this, every time you see a learner practicing one of these competencies you can just make a mark on your observation template. There is a template at the end of this document if you want to use it.

Name	Communication Communication is the process of sharing information, attitudes, and values. Both "what we say" (verbal communication) and "how we say it" (non-verbal communication) are important	Critical Thinking Critical thinkers ask questions, find the right information, and apply it to solve a problem	Collaboration Collaboration is when two or more people work together to solve a problem. Group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.
Thandi			
Walter			
Sophie			

4. **Evidence-based Assessment:** Make sure that any score you give a learner is based on observable evidence. You can use the observation template as your evidence. You could take brief notes on what you see. Remember, any marks awarded for the 21st-Century Skills are not for marks and should not influence promotion or progression.

5. **Assessment for Learning:** Use this tool as an assessment for learning opportunities. Reflect on what you see. Do learners have the opportunities to practice collaboration for example, are there enough opportunities in the project for learners to work together, and if not, what can you do to provide learners with opportunities to work together?

Observing 21st-Century Skills

As a teacher, you already know that you play an **essential role as a facilitator of learning**. You know that rather than simply giving knowledge to learners, you create an environment in which your learners can **explore, discover**, and **construct** their own understanding of the subject matter. As a facilitator, you should

- create an **emotionally and psychologically safe learning environment** so that learners feel safe to participate in the lesson,
- provide **prompts** when learners get stuck,
- provide **constructive and timely feedback** to learners,
- and make adjustments to your lesson based on what you observe (this is assessment as learning) so that learners can grow their understanding and grow their skills and competencies.

While learners are working on their tasks throughout this project your role as a facilitator is to **observe, listen**, and **record** the **process of their learning** during the lesson. These observations are the foundation for the assessment of this project, so make a few notes, these will help you when you do the final assessment. With regards to 21st-Century Skills here are some specific things you can look out for during the project.

Skill	Observation	Possible prompts (if learners need a little help)
<p>Communication</p> <p><i>Communication is the process of sharing information, attitudes, and values. Both “what we say” (verbal communication) and “how we say it” (non-verbal communication) are important.</i></p>	<ul style="list-style-type: none"> Observe how learners share their thoughts, ideas, and feelings both verbally and non-verbally. 	<p><i>"I noticed you're having some difficulty expressing your ideas. What if you try to visualise your idea as a story or picture first? Can that help you explain it better?"</i></p>
	<ul style="list-style-type: none"> Pay attention to the clarity, detail, and alignment between their words and body language. 	<p><i>"It seems like your words and body language might not be telling the same story. How about we practice aligning them? Think about how your body might 'speak' what you're saying."</i></p>
<p>Critical thinking</p> <p><i>Critical thinkers ask questions, find the right information, and apply it to solve a problem.</i></p>	<ul style="list-style-type: none"> Watch for instances when learners ask questions, how they seek information, and how they apply what they've found to solve problems. 	<p><i>"You seem a bit stuck on the questions to ask about this problem. What if you try to imagine you're explaining this problem to a friend? What would you want to know?"</i></p>
	<ul style="list-style-type: none"> Pay particular attention to the complexity of their questions, their strategy in information gathering, and their problem-solving approach. 	<p><i>"It looks like finding useful information for this problem is challenging. Remember, it's okay to not have all the answers. Can you think of other ways or places to look for the information you need?"</i></p>
<p>Collaboration</p> <p><i>Collaboration is when two or more people work together to solve a problem. Group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.</i></p>	<ul style="list-style-type: none"> Observe how learners interact in group settings. Look at how they share responsibility, pool resources, and work towards a shared understanding of the problem and its solution. 	<p><i>"I see you're finding group work a bit tricky. Maybe you could ask your team members what they think about the problem or how they think it could be solved? Remember, every member's input is valuable."</i></p>
	<ul style="list-style-type: none"> Notice their participation level, their contributions, and their ability to collaborate effectively with others to devise solutions. 	<p><i>"It appears there might be some confusion about roles and responsibilities within your group. Perhaps you can initiate a discussion about who is doing what, to make sure everyone has a part to play?"</i></p>

21st-Century Skills Rubric

CRITERIA	Emerging	Growing	Proficient	Total
<p>COMMUNICATION</p> <p><i>Communication is the process of sharing information, attitudes, and values. Both “what we say” (verbal communication) and “how we say it” (non-verbal communication) are important.</i></p>	<p>(0-1 mark)</p> <p>The learner is beginning to share information, attitudes, and values verbally and non-verbally. The information may not always be clear or may lack detail. Non-verbal cues are inconsistently used or may sometimes contradict the verbal message.</p>	<p>(2 marks)</p> <p>The learner shares information, attitudes, and values verbally and non-verbally. The information is generally clear, with some room for more detail or precision. Non-verbal cues are mostly aligned with verbal messages, but the learner may still need some refinement in this area.</p>	<p>(3 marks)</p> <p>The learner skilfully shares information, attitudes, and values verbally and non-verbally. The information is consistently clear, and detailed, and accurately conveys the intended message. Non-verbal cues are well-matched with verbal messages, enhancing the overall effectiveness of the communication.</p>	/3
<p>CRITICAL THINKING</p> <p><i>Critical thinkers ask questions, find the right information, and apply it to solve a problem</i></p>	<p>(0-1 mark)</p> <p>The learner is starting to ask basic questions, showing initial attempts at information gathering. They can apply some of the information they find to solve simple problems but may need guidance to navigate complex issues or to distinguish relevant from less relevant data.</p>	<p>(2-3 marks)</p> <p>The learner is asking more complex questions and actively seeking information. They are starting to apply this information more effectively to solve a variety of problems. At this stage, the learner occasionally may require assistance to strategize or to analyse the quality of the information they've gathered.</p>	<p>(4 marks)</p> <p>The learner is independently asking insightful, deep questions, and can efficiently gather high-quality information. They effectively apply the information they've found to resolve complex problems, demonstrating a clear understanding and a high level of skill in critical thinking. The learner's problem-solving approach is systematic and strategic, and they consistently come up with well-reasoned solutions.</p>	/4
<p>COLLABORATION</p> <p><i>Collaboration is when two or more people work together to solve a problem. Group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.</i></p>	<p>(0-1 mark)</p> <p>The learner is beginning to work in a group setting. They occasionally contribute to the group's problem-solving process by sharing some resources and ideas. At this stage, shared responsibility is minimal, and the learner may rely on others to guide the understanding of the problem and its solution.</p>	<p>(2 marks)</p> <p>The learner is actively participating in group activities. They regularly contribute ideas, share resources, and take responsibility within the group. They are improving in their ability to understand problems and are working with others to develop solutions. They may, at times, still need help to fully grasp the concept of shared understanding and responsibility.</p>	<p>(3 marks)</p> <p>The learner consistently collaborates effectively. They constantly share ideas and resources and assume shared responsibility within the group. They can develop a shared understanding of problems and are adept at cooperating to devise solutions. At this stage, the learner demonstrates a high level of collaborative skill and contributes significantly to the group's problem-solving efforts.</p>	/3
TOTAL				/10

21st-Century Skills Observation Template

Name	Communication Communication is the process of sharing information, attitudes, and values. Both "what we say" (verbal communication) and "how we say it" (non-verbal communication) are important	Critical Thinking Critical thinkers ask questions, find the right information, and apply it to solve a problem	Collaboration Collaboration is when two or more people work together to solve a problem. Group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.

Learner 21st-Century self-reflection tool

Instructions:

- 1. Understand the Skill Statements:** Start by carefully reading through each of the skill statements for the three 21st-century skills: Communication, Critical Thinking, and Collaboration. Each skill has three different statements: "I cannot yet," "I am learning to," and "I can."
- 2. Reflect on Your Skills:** Think about your own abilities in each of these areas. Where do you believe you currently stand for each skill? Remember, it's okay not to have mastered all of these skills yet — this tool is about recognizing where you are now and understanding what you can work on.
- 3. Select the Statement That Best Describes You:** For each skill, decide which statement best describes your current level of ability and place a tick under it.
- 4. There Are No Right or Wrong Answers:** It's important to know that there are no right or wrong answers. This is a self-reflection tool, which means it's all about your personal understanding of your skills. Be honest with yourself — this will help you identify areas for growth and improvement. **This is not for marks, promotion, or progression.**
- 5. Use This Tool for Growth:** This tool is designed to help you start identifying and growing these important 21st-century skills. By understanding where you are now, you can plan what to work on next to continue developing these skills.

Remember, learning is a journey, and this tool is here to guide you on your path to growth and success.

21st-Century Skills	Emerging	Growing	Proficient
COMMUNICATION <i>Communication is the process of sharing information, attitudes, and values. Both "what we say" (verbal communication) and "how we say it" (non-verbal communication) are important.</i>	I cannot yet clearly share my thoughts, feelings, and ideas with others, both through my words and actions.	I am learning to better express myself by thinking about what I want to say and how I should say it. This includes my words and actions.	I can effectively share information, feelings, and ideas with others. I can choose the right words and actions to make sure my message is understood.
CRITICAL THINKING <i>Critical thinkers ask questions, find the right information, and apply it to solve a problem</i>	I cannot yet ask the right questions or find the best information to solve a problem on my own.	I am learning to ask good questions, search for useful information, and use what I find to figure out solutions to problems.	I can ask thoughtful questions, find relevant information, and apply this information to solve problems effectively.
COLLABORATION <i>Collaboration is when two or more people work together to solve a problem. Group members share responsibility and pool their information and resources to develop a shared understanding of the problem and their solution to it.</i>	I cannot yet work effectively with others to solve problems. I struggle to share my ideas or use others' ideas to find a solution.	I am learning to work well with others. This means sharing my ideas and listening to theirs, so we can combine our knowledge to solve problems together.	I can successfully work with my friends or classmates to solve problems. We share our ideas, and resources, and work together to find the best solutions.

REFLECTION JOURNAL

Reflecting on how a lesson or activity went is essential to improve your teaching practice. By reflecting on the lesson, we can make **adjustments** to the project and enhance our future lessons.

Self-reflection is crucial for teacher professional development because it allows us to **learn from our experiences, grow as a teacher, and improve our instructional effectiveness**. By continually improving our teaching practice, we can better support our learners' learning and help them achieve their academic goals. Therefore, taking the time to reflect on each lesson is an investment in our professional development and the success of our learners.

WEEK ONE

Weekly reflection checklist

At the end of every teaching week, take a few minutes to sit down with your checklist. Reflect on the past week of teaching. Think about your lessons, learner interactions, and the progress you've noticed in your learners. Consider any challenges you faced and how you addressed them. For each statement on the checklist, consider to what extent it reflects your experience during the week. Use the Likert scale to rate each statement. Remember, the purpose of this reflection checklist is to provide a structured way for you to think about your teaching practices and identify areas for growth. It's not about perfectly scoring every time—it's about ongoing learning and development. Be honest with yourself and remember **that teaching is a journey, not a destination.**

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK TWO

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK THREE

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK FOUR

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK FIVE

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK SIX

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK SEVEN

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK EIGHT

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK NINE

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?

WEEK TEN

Weekly reflection checklist

Reflections	1 – Not at all	2 – Somewhat	3 – Quite a bit	4 - Very much
Learner Engagement: The learning activities that were used, led to active learner engagement.				
Conceptual Understanding: The learners demonstrated a clear understanding of the key concepts covered in the lesson.				
Addressing Misunderstandings: We effectively identified and addressed what learners did not understand in the lesson.				
Collaboration Opportunities: The lessons provided meaningful opportunities for learners to collaborate and work together on tasks or problems.				
Critical Thinking Opportunities: The lessons encouraged learners to think critically, promoting their problem-solving and analytical skills.				
Communication Opportunities: The lessons fostered opportunities for learners to communicate their thoughts, ideas, and understandings effectively, both verbally and non-verbally."				

What did you learn this week?

What iterations (changes based on your reflections) do you want to make for next week?
