

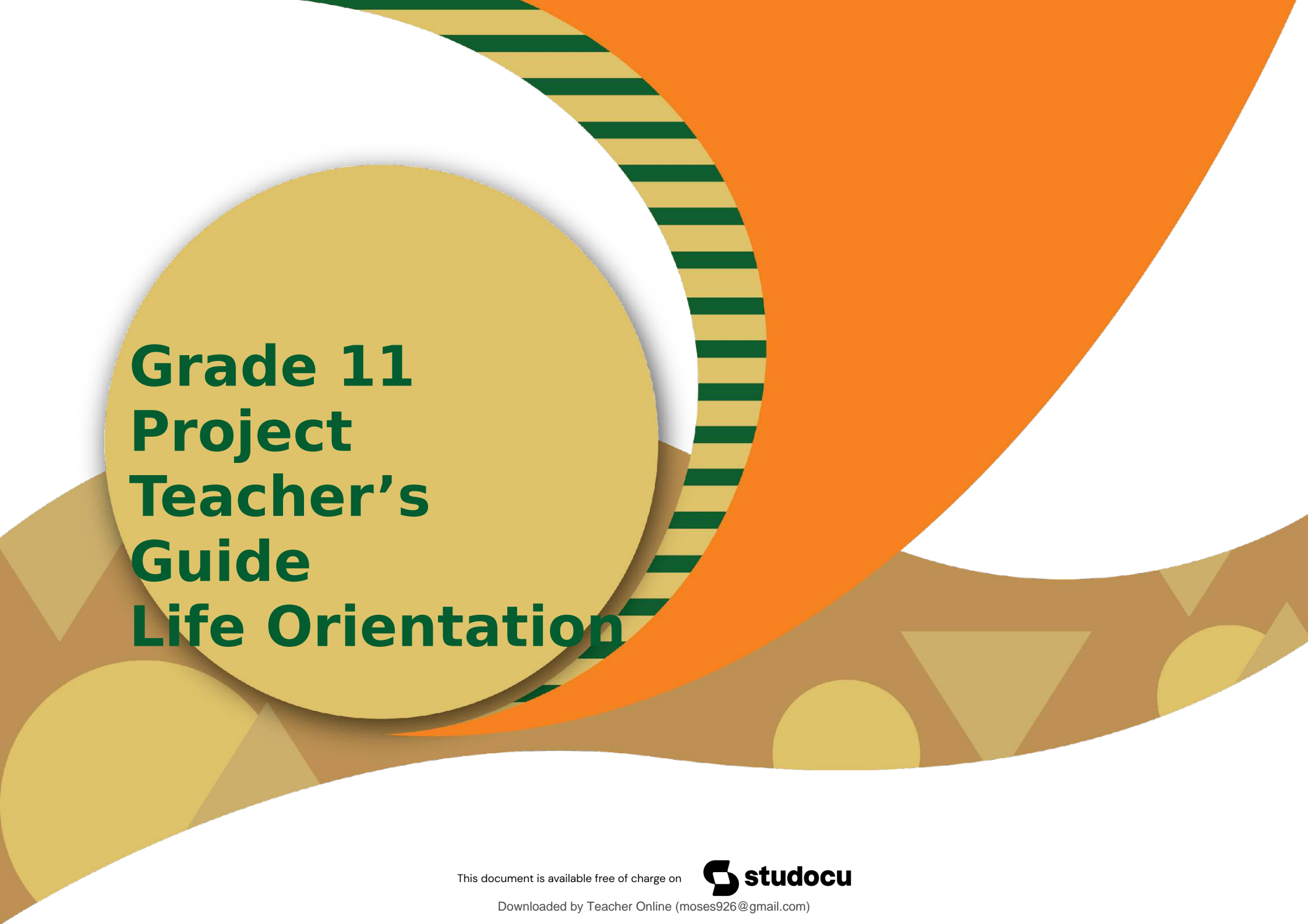


Term 3 project for life orientation grade 11

Life Skills 1 (Cape Peninsula University of Technology)



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Grade 11 Project Teacher's Guide Life Orientation

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PROJECT OVERVIEW

	Name of project: Substance Abuse	
Subject: Life Orientation	Grade: 11	Duration: 6 hours
Possible areas for integration with other subjects: Social Science, Languages and Life Sciences		
CAPS content covered	Term three, weeks 1-6 Life Orientation <ul style="list-style-type: none"> ● Healthy and balanced lifestyle choices ● Poor decision-making skills ● Unhealthy behaviours. ● Emotional factors - Peer pressure ● Substance use and abuse. ● Interview skills: Personal appearance, conduct and preparation for typical questions. ● Work ethics: Responsibility and accountability Click here for the 2023/2024 ATPS.	
Driving question	Scenario: Substance Abuse History: John has been abusing drugs for the past 8 years, first starting with marijuana and then progressing to cocaine and heroin. He has been in and out of drug rehab programs but has not been able to stay clean for more than a few months at a time. Driving Question: <i>Recommend possible solutions to eliminate substance abuse in our communities</i>	
Project summary and objectives	The Project seeks to empower learners with research skills and values to exercise responsibility when making decisions and avoid unhealthy lifestyle choices. To effectively deal with the societal challenges such as drug abuse, eventually leading to unhealthy choices that impact negatively on career in later stages	
Entrepreneurial way-of-being skills developed in this project	Communication	Collaboration
	Critical Thinking	Creative Thinking
Products	Brochure, interview and talk show.	
Public presentation	Learners will Conduct the talk-show based on the project you they did as the group. Teacher will help learners to reach broader audience by inviting other members of school community to the talk show. Teacher can further create a link on social media platforms so that other members of the community can have access to the talk show (live streaming). furthermore, teacher together with the learners can select two	

	best talk shows to present their show in the assembly
Activating the science of learning	<p>This project:</p> <ul style="list-style-type: none"> ● Activates learner prior knowledge by asking learners to have their own meaning and understanding of drugs. ● Focuses learner attention and engagement on the learning throughout the project because learners work collaboratively on a real-world issue and are involved in doing, creating, and reflecting. Learners conduct research, brainstorm ideas, design solutions, implement them, and reflect on their experiences. This type of active learning is more effective in promoting knowledge retention and skill development than passive learning, where learners sit in silence to complete work on their own. <p>Results in ‘sticky learning’ learning that is memorable and lasting by actively engaging the learners in purposeful action that is relevant and impactful. Learners also revisit their learnings multiple times from different perspectives and with different aims, which makes the learning more memorable.</p>

**LIFE ORIENTATION
GRADE 11
MEMORANDUM**

TOTAL: 90

This memorandum consists of 14 pages.

TOPICS:	DEVELOPMENT OF THE SELF IN SOCIETY CAREERS AND CAREER CHOICES
SUB-TOPICS:	<ul style="list-style-type: none"> • Healthy and balanced lifestyle choices • Poor decision-making skills • Unhealthy behaviours. • Emotional factors - Peer pressure • Substance use and abuse. • Interview skills: Personal appearance, conduct and preparation for typical questions. • Work ethics: Responsibility and accountability
PURPOSE:	The Project seeks to empower learners with research skills and values to exercise responsibility when making decisions and avoid unhealthy lifestyle choices. To effectively deal with the societal challenges such as drug abuse, eventually leading to unhealthy choices that impact negatively on career in later stages
DURATION:	6-8 Weeks
FORM OF ASSESSMENT:	Project

INSTRUCTIONS ON TECHNICAL ASPECTS AND MARK ALLOCATION.

1. Your Project must have a cover page with the following information:

School name.

(1)

Group members name and surname

Grade
Subject

2. Your Project must have a table of contents:
 - (1)
Sub-topics.
Page numbers.
3. Your Project must have a bibliography as shown below.

1. Books.

Author's surname and initials, year of publication, title (underlined), edition, place of publication, and publisher.

Example:

Marais, B.V.C. and Horne, K.W.W. 2011. The influence of the media on public opinion, Pretoria: Juta

2. Journals.

Author's surname and initials, year of publication of the journal, title of the article, title of the journal (underlines), volume, and pages.

Example:

Wobbe, T. 2001. How to organize the unorganized, Human Resource Management, 12(8), 8-9.

3. Chapters in books.

Author's surname and initials, the title of the chapter, title of the book (underlined), editor of book, place of publication, publisher, pages.

Example:

Gericke, H.B. The place democracy has in our country, in South Africa, the democratic ideal edited by J.J. Matthews. London: Benton: 44-45.

4. Newspaper articles.

Author surname and initials, year, title, newspaper (underlined), date and month, page.

Example:

Louw, S.2002. Water crisis, what's next? Daily news. 29 January: 7

5. Internet Referencing.

Author surname and initials, year, title (online) Available: (full web address) Date accessed.

Example:

Unknown (2004) Sentient microfilaments: A tempest in a tubule (Online). Available: <http://somecomputer.printer.edu/pub/harnad/psyc.95.3.26/consciousness/11/bixley>
Date accessed: 5 May 2011.

6. Personal Interview.

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

Example:

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

4. Your Project must be written in an essay form, indicating the sub-headings with the same numbering as in the question paper.
5. Read the instructions for each question carefully.

6. The mark allocation guides you on the length and depth of your answer.
7. Acknowledge all sources consulted in the form of a bibliography.
8. Your project must be bound or stapled.
9. Fill in the declaration form on the page and sign. Cut it out and attach to your Project.
10. Stick to the submission date.
11. Your teacher will explain the assessment process in detail.

NB: Do intensive research to obtain maximum marks and enhanced knowledge.

1. Research further into substance abuse and recommend solutions to eliminate drug abuse in your community.

- In your own words what do you understand by the term **substance abuse**.
two marks for explanation (1x2) (2)
is the use of a drug in amounts or by methods that are harmful to the individual or others (✓) for mood-altering purposes (✓)
- **Define the concept substance use and state two factors that may contribute to youth abusing substances.** (2+2) (4)

Mark allocation:

Two marks (✓✓) for a well explained definition.

Definition:

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs (✓) in uncontrollable way (✓).

AND

Mark allocation:

One mark (✓) each of the TWO factors

- Peer pressure (✓)
 - Lack of knowledge about the consequences (✓)
 - Bad role models (✓)
 - Parental/Family history of substance use. (✓)
 - Poor parental monitoring/ guidance. (✓)
 - Family rejection of sexual orientation or gender identity. (✓)
 - Depression/anxiety/ADHD (Attention Deficit Hyperactivity Disorder) (✓)
 - Easy accessibility/availability (✓)
 - Media influence (✓)
 - Socio-economic factors like poverty.
- **Explain how a high prevalence of substance abuse can negatively impact a community.**

Two marks (✓✓) two well explained factors.

- Substance abuse can lead to criminal behaviour such as theft, violence, and drug-related offenses (✓). This can create an unsafe environment for community members, increasing fear and decreasing quality of life. (✓)
 - Substance abuse is associated with a range of health problems including mental health disorders (✓) this means communities will face increased rate of mortality (✓)
 - Substance abuse can cause a significant economic burden on a community. (✓) this can lead to loss of productivity, increased healthcare costs, and decreased property values (✓). (2X2) (4)
 - Substance abuse can cause strain on families and relationships (✓), leading to dysfunction and instability in the community (✓).
 - Substance abuse can negatively impact academic performance (✓) this can lead to increase the risk of dropping out of school. (✓)
 - Substance abuse can lead to stigma and social isolation (✓) which means people struggling with addiction may face discrimination, judgment, and barriers to accessing healthcare (✓)
- **How does substance abuse impact an individual's physical health?** (4X2) (8)

Mark allocation:

Two marks (✓✓) for each of the four factors

Substance abuse may affect individual physical health by...

- increasing the risk of heart disease (✓) resulting into heart attacks, and other cardiovascular problems. (✓)
- damaging the liver (✓) leading to conditions such as hepatitis, cirrhosis, and liver failure. (✓)
- causing respiratory problems (✓) leading to diseases such as lung cancer, chronic bronchitis, and emphysema. (✓)
- causing gastrointestinal problems such as ulcers, gastritis, and other digestive issues (✓), Thus making difficult for individual to cope with daily life (✓)
- leading to poor nutrition and dehydration, (✓)which can have a range of negative health consequences like damage of vital organs. (✓)
- weakening the immune system (✓) thus making it harder for the body to fight off infections and illnesses (✓)
- causing reproductive problems in both men and women (✓), leading to infertility and hormonal imbalances (✓)
- **Recommend TWO solutions to eliminate drug abuse in your community.**

Mark allocation:

Four (✓✓✓✓) marks for two well-articulated responses.

Drug abuse can be eliminated by having prevention programs in a community. (✓) These programs can help young people, who are at a higher risk of drug abuse (✓), by focusing on developing life skills, building self-esteem, and providing education about the risks associated with drug use (✓). Thus, leaving youth with coping skill (✓) (2X4) (8)

- Another solution to eliminate drug abuse is to provide treatment and rehabilitation programs (✓). These programs can include counselling, medication-assisted treatment (✓). Rehabilitation this program can also help individuals address the underlying issues that may have led to their drug abuse (✓), this will empower addict to avoid succumbing to drugs. (✓)
- Examine the risk factors on community safety (✓) this will enable identification of spaces that may be used to sell illegal substances (✓) this will limit youth to access drugs (✓) and in this way communities will be safer and there will be no drugs in the community (✓)
- Have mass awareness campaigns (✓) this will help to educate the community on the dangers of drug abuse (✓) this will lead to people making informed decision (✓) thus reducing the rate of drug use in the community (✓)
- Any TWO of the above responses for four marks each)

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2. Investigate healthy and balanced lifestyle choices as a strategy to combat substance abuse.

Design a brochure focus on the following:

**Importance of educating young people on risky behaviors.
One mark for each of five responses**

Mark allocation:

One (✓) mark for each of the five responses

Educating young people may....

- form part of their path to accepting responsibility, forming identities, and becoming independent young adults. (✓)
- understand risk differently from adults teaching them might help for better understanding. (✓)
- assist in channeling their energy into safe and constructive activities (✓).
- help to understand behavior and consequence related to each type of behavior (✓) (5x1) (5)
- result in strong moral fiber for youth (✓)
- help young people establish their identities and learn from their successes as well as their failures. (✓)
- help youth to know about and understand the consequences of risky behaviours so that they can make better choices and avoid negative behaviour. (✓)
- Being knowledgeable will help them understand how their actions affect other people, rather than just themselves. (✓)

Any FIVE of the above responses for one mark each (5x1) (5)

Give strategies that may assist you in making healthy lifestyle choices.

Mark allocation:

One (✓) mark for each of the five responses

- Have a diet plan to guide you on healthy eating (✓)
- Commit to lifestyle plan to live a balance life (✓)
- Have time management tools such as study plan to avoid stress related to pressure (✓)
- Don't be silenced if you are abused, have a trusted adult to talk to (✓) (5x1) (5)
- Engage in physical activities/exercise or listen to music. (✓)
- Set clear and realistic goals for yourself. (✓)
- Have systems of support (✓)

Any FIVE of the above responses for one mark each (5x1) (5)

Suggest tips for promoting healthy behaviors among youth?

Mark allocation:

One (✓) mark for each of the five responses

- Improving healthy food options in School (✓)
- Improving PE and Physical Activity (✓)
- Preventing Tobacco Use (✓)
- Supporting Social and Emotional Learning (✓)
- Less of arcade games (✓)
- Maintaining a normal body weight (✓)
- Obtaining daily sufficient sleep. (✓)
- Manage stress effectively (✓)
- Stay hydrated (✓)

(5x1) (5)

- **Explain how communities can use physical activities to reduce the abuse of substances.**

Mark allocation:

Two marks (✓✓) for of two well explained responses.

Communities can use physical activities to...

- relieve boredom and promote socialization (✓) and in that way, the recovering addict can feel the love and support of the other family members (✓).
- help affected community members to be physically fit (✓) thus engaging in sporting activities can distract you from cravings or make them less powerful. (✓).
- reduce stress, enhanced family relations, and improved academic performance (✓), these can greatly protect substance abuse among youth and young couples by giving them support (✓).
- develop skills like self-discipline, self-reliance, and setting personal goals (✓). Thus, eliminating chances drug abuse (✓)
- give community members something to do and build social network (✓) and this might help you avoid people, places, or things that remind you of drugs by keeping them engaged (✓).
- organize substance-free events (✓) these events might include promote safe environment and act as a catalyst for coping (✓)

(2x2) (4)

Any TWO of the above responses for two marks each.

- **Analyze the impact of risky behaviours on self, focusing on the following:**

Mark allocation:

Three marks (✓✓✓) for of three well explained responses.

Psychological

Risky behaviours may...

- Impact negatively on self-worth and cause sense of resentment (✓) as one might be paralyzed forever with no chances of recovery (✓) which can lead to increased sense of hopelessness and self-pity (✓)
- Individuals who engage in risky behaviors may experience feelings of guilt and shame. (✓) as they may feel that they have let themselves down or that they have disappointed others. (✓) These feelings can lead to low self-esteem, depression, and anxiety. (✓)
- Engaging in risky behaviors can also cause individuals to experience fear and anxiety (✓). This will lead worry about the consequences of their actions, such as getting caught or getting hurt (✓). Thereby increasing vulnerability to stress (✓)
- Risky behaviors can sometimes lead to traumatic events, such as accidents or injuries (✓). Individuals who experience trauma may develop post-traumatic stress disorder (PTSD) (✓), which can cause flashbacks, nightmares, and other symptoms. (✓)
- Risky behaviors can also lead to addiction (✓), which can have a significant impact on one's mental health (✓) and that may lead individuals to experience withdrawal symptoms (✓)

(1x3) (3)

Emotional

(1x3) (3)

Risky behaviours may...

- have vast emotional reaction can be expected by unsafe behavior (✓) including rage, disappointment, or shock (✓) because of getting disease from unsafe practice (✓)
- cause enormous emotional effect on self like the pain and suffering place a heavy burden on self (✓) which could lead to extreme levels of distress, including depression, hostility, and anxiety (✓) creating further negative consequences like interfere with life goals or relationships and evoke feelings of guilt, shame or lack of control. (✓)
- lead to feelings of isolation and alienation from others (✓), as well as a loss of self-esteem and self-worth (✓). This can further exacerbate negative emotions and lead to a cycle of self-destructive behavior. (✓)

(1x3) (3)

Social

Risky behaviours may...

- lead to crime or youth delinquency (✓) thus, person may be punished or may go to jail (✓). This will result into social labelling, and they may lose family support (✓)
- affect the person social relationships to the extent to which an individual feels isolated (✓) which may lead to self-harm, depression, and suicidal attempts (✓) because the person feels lonely in a social world (✓)
- have severe impact on trust and relationships (✓) as they may erode trust within relationships, as others may question your judgment or reliability (✓). This can lead to strain friendships, romantic relationships, and family dynamics. (✓)
- lead to social isolation. (✓). As people may distance themselves from individuals who engage in activities that are perceived as dangerous or harmful (✓) consequently victims may feel excluded (✓)

Any THREE of the above responses for three marks each. (3x3) (9)

Critically discuss why healthy nutrition is essential for a recovering or rehabilitated drug addict.

(2x4) (8)

Mark allocation:

Four (✓✓✓✓) marks for two well-articulated responses.

Healthy nutrition may...

- improve the physical health of the addict (✓) by providing the body with the nutrients it needs to repair damage caused by drug use (✓) which will lead to individuals maintaining a healthy weight (✓) which is important for recovery of physical state. (✓)
- enhance mental health of the drug victim (✓) thus, nutrition can play a role in supporting mental health by providing nutrients like omega-3 fatty acids and B vitamins (✓) which can help to reduce symptoms of depression and anxiety (✓) leading to a smooth recovery process. (✓)
- help to reduce the cravings and withdrawal symptoms (✓), which can lead to relapse (✓) thus nutrition helps to keep addicts on the clean sheet (✓) resulting into healthier lifestyle (✓)
- increase the production of blood corpuscles (✓) which are essential for prevention of diseases caused by drugs (✓) leading to more stronger organs (✓) which are vital for path to wellbeing (✓)

[36]

3. Develop a Curriculum Vitae and the following must be included.

Criteria	0 mark	1 mark	2 marks	Teacher allocation

Personal details	Learner did not include their personal details	Learners included all their personal details		___/1
All forms of experience gained	Learner did not include the experienced gained	Learner included only some of his experiences	Learner included all experiences gained	___/2
Evidence of job shadowing	Learner did not include the evidence of their job shadowing	Learner included minimal evidence of job shadowing.	Learner included all evidence of their job shadowing	___/2
Informal/part-time jobs	Learner did not mention any part time/informal jobs	Learner mentioned only one informal/part time job.	Learner mentioned all part time/informal jobs	___/2
Administration skills	Learner did not mention any skills	Learner mentioned ONE skill	Learner mentioned TWO or more skills	___/2
Testimonial / Reference	Learners did not include testimonials/reference	Learners included all the testimonials/references		___/1
TOTAL	/10			

[10]

4. Conduct the talk-show based on the project you did as the group.

- Each member must have a particular role:

- The **host** of the show (Will asked the questions)
 - A person who will present the **brochure**. (Risky behaviours, healthy lifestyles and healthy choices)
 - **Career specialist (Importance and aspects)**
 - **Psychologist/dietician (Healthy nutrition for addicts)**
 - **Social worker (Impact/solutions for drugs)**
- The group must work collaboratively to plan for the talk-show and formulate questions and responses for the specialists.
 - There must be two questions from the audience.

[10]

Mark allocation	0-2 mark	3-4 mark	4-6 marks	Teacher allocation
Content knowledge	Learners had elementary content knowledge	Learners had substantial content knowledge	Learners had outstanding content knowledge	___/6
Mark allocation	0-1 mark	2-3 mark	4 marks	Teacher allocation
Presentation skills	Learners had elementary presentation skills	Learners had substantial presentation skills	Learners had outstanding presentation skills	___/4
TOTAL				/10

Mark Allocation	0	1	2	3	4	Mark of teacher
Aspects with motivation	Learner could not provide any aspects or motivation	Learner could provide one aspect but without any motivation	Learner could provide one aspect with motivation or two aspects without any motivation	Learner was able to provide two aspects, with one good motivation	Learner was able to provide two aspects with excellent formulated motivation for both	___/4

Discuss TWO most important aspects that you learned from the interview, provide motivation as to why you consider them most important?
(2x2) (4)

In a well-articulated response learner will explain two lessons he/she learners from the project.

5. BIBLIOGRAPHY

- Acknowledge all sources used for the completion of the project. (2)

Refer to 3 on the instruction page.

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

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</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.

<i>solution to it.</i>			
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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?
