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1. INTRODUCING GENERAL SUBJECT DIDACTICS

OUTCOME

Once you have completed this study unit, you will be able to identify the roles and competencies of the educator.

ASSESSMENT CRITERIA

We will know that you have achieved this outcome when:

1. you, upon careful reflection, indicate why you chose to become a teacher.
2. you define didactics and the didactic situation, discuss the didactic situation, and distinguish between general subject didactics and specific subject didactics.
3. you identify and discuss the roles and characteristics of a competent teacher.
4. you explain the code of ethics in the teaching profession and apply it to school case scenarios.

ASSESSMENT CRITERION 1: UPON CAREFUL REFLECTION, INDICATE WHY YOU CHOSE TO BECOME A TEACHER.

BEFORE YOU START

Let’s see what you know already...

Why do you want to become a teacher?

Please take some time to reflect on why you want to become a teacher. The following survey questions have no correct or incorrect answers. Answering them will simply help you to understand your own reasons for deciding to become a facilitator.

Tick the appropriate column

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- Make a difference to a learner’s life, as one of your favourite teachers influenced your life
- Help learners to discover and develop to their full potential
- Be creative and ignite the spark of curiosity in learners
- Impart your knowledge and enable learners to further their studies in different fields
- Style and form learners into literate and skilful citizens
- Enjoy seeing learners that learn to read, write and count; and support them to successful learning.
Turn your love of learning into a love of teaching
Teach learners skills and values that will provide them with proud and integrity.
Learn with learners on their level, from the views of their socio-context and inspire them to reach new heights in their live.
Serve your learners, community and South Africa

Can you think of any other reasons why you want to become a teacher? Tell us why...

LEARNING ACTIVITIES

In your textbook...
Start your preparation for this assessment criterion by working carefully through page 1—2 [Chapter 1] of your prescribed text book.

View this lecture video...
Watch the lecture video for Unit 1.1

Lecture slides...
View the PowerPoint slides for Unit 1.1
WHAT HAVE YOU LEARNT?

Summary...

Use the space below to summarise the main points you have learnt with respect to your reasons for wanting to become a teacher.


ASSESSMENT CRITERION 2: DEFINE DIDACTICS AND THE DIDACTIC SITUATION, DISCUSS THE DIDACTIC SITUATION, AND DISTINGUISH BETWEEN GENERAL SUBJECT DIDACTICS AND SPECIFIC SUBJECT DIDACTICS.

BEFORE YOU START

Let’s see what you know already...

Now that you know why you want to be a teacher, let’s see if you know what the meaning of General Subject Didactics is.

Complete the quiz below by answering ‘True’ or ‘False’.

If you say ‘False’, then what is the correct answer?

1. Didactics means how to teach specific content

2. General Subject Didactics implies that a teacher is trained to teach in a specific subject
3. A didactic situation consists of an adult, parents and principal  
   [True] [False]

4. Specific subject didactics refers to specific skills of teachers  
   [True] [False]

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**LEARNING ACTIVITIES**

**In your textbook...**

Start your preparation for this assessment criterion by working carefully through page 2—3 [Chapter 1] of your prescribed text book.

**View this lecture video...**

Watch the lecture video for **Unit 1.2**

**Lecture notes...**

**What is didactics?**

The word ‘didactic’ originated from the Greek word “didaskein”, which means to teach, or to impart contents to someone in order to learn something.

Other words to describe and explain the human’s involvement in teaching:
- “Didaskalos” (teacher),
- “didache” (the content),
- “didaskalia” (the teaching profession)

**General subject didactics**
- General Subject Didactics: the lecturer will teach compiled themes that are applicable to all the study fields of teachers and teach them **how to teach**.
Specific subject didactics

- Science cannot be taught in the same way as Geography.
- The nature of subjects is different and requires specific teaching methods.
- Specific Subject Didactics refers to the “how” of teaching a specific subject.

A didactic situation

- A didactic situation always includes a person who knows (usually an adult) and a person who does not know (usually a child), that interact with one another to impart knowledge and skills.

Components of a didactic situation

The adult and the learner in the didactic situation

- The teacher unlocks reality and learning is spontaneous
- Learners emancipate, free themselves from control
- They orientate themselves to new: learning environments
- The teacher guides learners into certain directions
- Learners make sound judgements, based on experiences
- Learners progresses: pass a subject
- Learners have opportunities to demonstrate their skills
- Learners learn to socialise and exchange ideas

Lecture slides...

View the PowerPoint slides for Unit 1.2
WHAT HAVE YOU LEARNT?

Once you’ve completed all the learning activities, you can test your knowledge by doing this assessment. Doing so allows you to determine if you are ready to be assessed against this assessment criterion.

**Do this assessment...**

*Complete the quiz below by circling the correct answer.*

1. “Didactics” derived from the following words: (which one does not fit?)
   a. Didaskein: to instruct
   b. Disubject: content
   c. Didaskalo: teacher
   d. Didaskalia: teaching as a profession

2. The teaching and learning of General Subject Didactics implies that the lecturer will teach... : (Choose the correct answer)
   a. Will teach teachers on how to teach a specific subject
   b. Compiled themes that are applicable to all the study fields of teachers and teach them how to teach.
   c. Students specific teaching skills on subject content
   d. Students skills on how to select methods for one subject

3. Specific Subject Didactics (Choose the correct answer)
   a. All subjects that can be taught in the same way
   b. The nature of the subjects that are the same
   c. The “how” of teaching a specific subject
   d. Not all subjects require specific teaching methods

4. A didactic situation consists of interaction between.... (Choose the correct answer)
   a. the parent, teacher and principal
   b. usually an adult and a child,
   c. the teacher, HOD and parent
   d. a parent, family member and a grandparent

5. A didactic situation includes the following components: (choose the correct answer)
   a. Teaching and learning media, parents, assessment and evaluation, curriculum implementation, teaching skills and a lesson plan
   b. Teaching and learning media, teaching methods, reports and parents’ input, curriculum implementation, teaching skills and a lesson plan
   c. Teaching and learning media, teaching methods, assessment and evaluation, curriculum implementation, teaching knowledge and a lesson plan
   d. Teaching and learning media, teaching methods, assessment and evaluation, curriculum implementation, teaching skills and a lesson plan
ASSESSMENT CRITERION 3: IDENTIFY AND DISCUSS THE ROLES AND CHARACTERISTICS OF A COMPETENT TEACHER.

BEFORE YOU START

Let’s see what you know already...

Let’s see what you know already about the roles and characteristics of a competent teacher. Answer these questions in the space provided.

1. What is a competent teacher?

2. A beginner teacher needs basic competencies. How will you as a student-teacher,
ensure you have developed all of these competencies?

LEARNING ACTIVITIES

In your textbook...

Start your preparation for this assessment criterion by working carefully through page 6—10 [Chapter 2] of your prescribed textbook.

View this lecture video...

Watch the lecture video for Unit 1.3

Lecture notes...

A teacher shows competence in the required characteristics, skills, and knowledge by being:

- A curriculum developer
- A specialist in teaching and learning
- A leader, administrator and manager:
- A scholar researcher and lifelong learner
- A professional who plays a community, citizen and pastoral role
- A specialist in a particular learning area subject or phase:
- A specialist in assessment
Do this learning activity...

Discuss with a friend and do research to find out what the basic competency requirements of a beginner teacher is according to the Government Gazette 34467 (2011). List the basic competency requirements of a beginner teacher in the space provided.

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Apart from specific competencies a teacher has various roles he needs to execute in class:

The roles of the teacher

A teacher is:
Do this learning activity...

In your discussion groups decide why a committed teacher is important to improve learners’ academic performances. Write down a summary of the discussion points from your group in the space provided.

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Lecture slides...

View the PowerPoint slides for Unit 1.3
WHAT HAVE YOU LEARNT?

Once you’ve completed all the learning activities, you can test your knowledge by doing this assessment. Doing so allows you to determine if you are ready to be assessed against this assessment criterion.

Do this assessment...

What is a competent teacher?

Complete the quiz below by circling the correct answer.

1. A characteristic of a competent teacher is to:
   a. allow learners to develop in groups.
   b. be creative and ignite the spark of talkative and emotional learners.
   c. impart your knowledge and allow learners to participate in active classroom activities.
   d. enable learners to complete their Grade with minimal assistance.

2. The teacher should be able to adapt to constant changes in the education field. What changes should the teacher be able to adapt to?
   a. New policies, extra work load, new technology, lack of resources, a growing population, economical demands and parents replacing their education responsibilities.
   b. Curricula activities, lack of resources, extra work load, a growing population, poor socio-economic status of learners and parents replacing their education responsibilities.
   c. New technology, lack of resources, new policies, a growing population, economical demands and parents replacing their education responsibilities.
   d. Extra work load, new policies, old technology, lack of resources, a growing population, low salaries, economical demands and parents replacing their education responsibilities.

3. The teacher’s roles as described by the ‘The National Policy Framework for Teacher Education and Development in the South Africa Government Gazette No 29832’: (Choose the correct answer)
   a. Competences, norms, attitudes, morals, values and qualifications.
   b. Roles, applied competences, norms, attitudes, morals, values and qualifications standards that are needed for the development of educators.
   c. Attitudes, roles, competences, morals, values and qualifications standards that are needed for the development of educators.
   d. Applied competences, roles, norms, attitudes, values and qualifications standards.

4. A competent teacher can be described as follows:
   a. A teacher with the necessary years of training, heart and loving care to teach learners.
   b. A teacher who can teach and is good in administrative work.
   c. An educator who can perform and is good in administrative work and extra-curricular activities.
   d. Teacher with the ability to perform the tasks and roles required to the expected standard.
5. How can a teacher play a professional and pastoral role in the community?
   a. Teachers should be partially supportive and caring to learners in order to develop their emotional, ethical, and social well-being. The teacher can use the community, church and parents to develop learners’ social, emotional and behaviour skills.
   b. Teachers should be supportive and caring to learners in order to develop their social, emotional and behaviour skills.
   c. Teachers should care for learners and use the community, church and parents to develop learners’ social, emotional and behaviour skills.
   d. Teachers should be supportive and caring to learners in order to develop their emotional, ethical, and social well-being. The community, church and parents play an important role in the development of learners’ social, emotional and behaviour skills.

Summary...

Use the space below to summarise the main points you have learnt with respect to this assessment criterion.

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ASSESSMENT CRITERION 4: EXPLAIN THE CODE OF ETHICS IN THE TEACHING PROFESSION AND APPLY IT TO SCHOOL CASE SCENARIOS.

BEFORE YOU START

Let’s see what you know already...

From personal experience during your practical teaching, list the unethical activities that teachers engage in.

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LEARNING ACTIVITIES

On the web...


View this lecture video...

Watch the lecture video for Unit 1.4

Lecture notes...

The Code of Professional Conduct
The Code of Professional Conduct as stipulated by SACE requires minimum standards of professional conduct of teachers and is not an exhaustive list of such standards.

In relation to pupils:
The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, physical characteristics, age ancestry of place of origin.

- The teacher is responsible for diagnosing educational needs, prescribing and Implementing instructional programmes, and evaluating progress of pupils.
- The teacher treats pupils with dignity and respect and is considerate of their circumstances.
- The teacher may not divulge information about a pupil received in confidence or in the course of professional duties, except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.
- The teacher may not take advantage of his/her professional position to profit from the sale of goods or services to, or for, pupils in the teacher’s charge.
- The teacher may not accept pay for tutoring a pupil in any subjects in which a teacher is responsible for giving classroom instruction to that pupil.
- The growth of a friendly relationship between teacher and pupil which is based on mutual respect and recognition of the role that each plays in the learning situation, is desirable.
It is, however, an abuse of this professional relationship for the teacher to:

- Enter into improper association with a pupil;
- Show undue personal favour or disfavour towards a pupil;
- Commit such acts against a child which are illegal; and
- Endeavour to exert an undue influence with regard to personal attitudes, opinion and behaviour, which are in no way connected with the work of the school.

- The teacher shall to the best of their abilities work to promote the qualities of initiative, self-reliance and independence in their pupils. In so doing they shall recognize the human right to self-determination and strive to endow pupils with the confidence necessary to become agents of their own learning and discovery.
- The teacher, in discharging his/her duties in relation to the pupils, shall be punctual, prompt and prepared, and shall recognize his/her responsibility with regard to the academic and personal development of the pupil.

In relation to colleagues:

- The teacher does not undermine the confidence of other teachers.
- The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism.
- The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report.
- The teacher does not take, because of animosity or personal advantage, any steps to secure dismissal of another teacher.
- If a teacher experiences any concern or dissatisfaction in relation to a colleague’s conduct or standard of work, the teacher should discuss the issue informally and in confidence with the colleague concerned. Where the issue is not resolved informally, the teacher should take no further action without informing the colleague. Should the teacher have reason to believe that a colleague is acting in a way which might be harmful to the school or to individual pupils, then there is a clear duty to make a report to the head teacher.
- The teacher recognizes the duty to protest, where possible through proper channels, administrative policies and practices, which the teacher cannot accept.
- The teacher, as an administrator, provides opportunities for staff members to express their opinions and to initiate and develop democratic processes in the administration of the school.

In relation to the profession:

- The teacher acts in a manner which maintains the honor and dignity of the profession.
- The teacher should not denigrate their colleagues in the presence of other parties nor should a teacher adversely criticize a colleague in the presence of others, save in the context of appropriate procedure.
- The teacher does not engage in activities which adversely affect the quality of the teacher’s professional service.
- The teacher submits to the disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.
Lecture slides...

View the PowerPoint slides for Unit 1.4

From your online course resources...

You can read more on professional ethics in the SACE Handbook for the Code of Professional Ethics

Do this quiz...

Complete the quiz below by answering 'True' or 'False'.

If you say 'False', then what is the correct answer?

1. The teacher may profit from the vending of cargo or services to, or for, pupils in the teacher’s charge

   True   False

2. The teacher may accept payment for tuition in any subjects in which a teacher is responsible for giving classroom instruction to that pupil.

   True   False

3. The ethical educator, in fulfilling obligations, will:

   a. Apply for, accept, offer or assign a position of responsibility only on the basis of profession, qualifications and will adhere to the conditions of a contract or the terms of the appointment;
   b. Conduct professional business, including grievances, through established lawful and reasonable procedures;
   c. Strive for continued salary improvement:
   d. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties.

Which one of the following statements does not fit?

WHAT HAVE YOU LEARNT?

Once you’ve completed all the learning activities, you can test your knowledge by doing this quiz. Doing so allows you to determine if you are ready to be assessed against this assessment criterion.

Do this peer group assignment...

Discuss the unethical activities you listed above with a peer. Suggest approaches for addressing these activities.

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Summary...

Use the space below to summarise the main points you have learnt with respect to this assessment criterion.

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ANSWER KEY TO LEARNING ACTIVITIES IN THIS LEARNING UNIT

Assessment criterion 1: Upon careful reflection, indicate why you chose to become a teacher.

Let’s see what you know already...

*Suggested answer:
The questions in this survey have no correct or incorrect answers. Answering them will simply help you to understand your own reasons for deciding to become a facilitator of learning.

Assessment criterion 2: Define didactics and the didactic situation, discuss the didactic situation, and distinguish between general subject didactics and specific subject didactics.

Let’s see what you know already...

*Suggested answer:
a. False. Means to know how to teach.
b. False. General Subject Didactics implies that a teacher knows how to teach all subjects in general
c. False. A didactic situation consists of a person who knows and a person who does not know where the one learns from the other (usually an adult and a child)
d. False. Specific subject didactics refers to a teacher who is able to teach a specific subject for example Science

Do this assessment...

*Suggested answer:
b. b.
c. b.
d.

Assessment criterion 3: Identify and discuss the roles and characteristics of a competent teacher.

Let’s see what you know already...

*Suggested answer:
1. What is a competent teacher?
Your answer should include at least five of the following words:
Lifelong learner, role model, motivates learners, technology literate, a social friend,
teaches learners, acknowledges individual learning styles of learners, professionalism, communicator, subject specialist, facilitate learners, identify learners’ barriers, demand learners to bring gifts, manager of the class.

2. A beginner teacher needs basic competencies. How will you as a student-teacher, ensure you have developed all of these competencies?

As a student teacher I will:
• work through the prescribed textbook
• attend all lectures for this subject
• participate actively in class
• do assignments and presentations well
• observe thoroughly during practical teaching.

By doing so I can develop the following basic competencies:
• master my subject content knowledge
• be able to select teaching methods that will accommodate all my learners’ needs;
• be able to accommodate all learners’ different learning styles and adjust my teaching methods accordingly;
• be able to communicate effectively

Suggested answer:
A teacher should:
• be knowledgeable on the subjects they teach;
• know how to teach and to select teaching methods for each lesson;
• be able to identify learners’ different learning styles and adjust activities accordingly;
• be able to communicate effectively;
• develop numeracy, literacy and information technology skills;
• be well-informed on the school curriculum (policy documents);
• understand diversity and teach all learners according to their various needs;
• be able to identify learners’ learning and social problems and work with professional service providers to address these.

Suggested answer:
Your answer can include the following:
The teacher should:
• stimulate learners’ interest in a topic;
• prepare lessons that can encourage learners’ active involvement;
• allow learners to apply their skills on newly acquired content in inquiring learning activities; and
• encourage intrinsic motivation of learners to improve their academic performance.
Assessment criterion 4: Explain the code of ethics in the teaching profession and apply it to school case scenarios.

Let’s see what you know already…

Suggested answer:
There are a variety of activities and behaviours that could be listed. Examples could include favouritism, abuse of power, unauthorised absenteeism, and many others.

Do this quiz…

Suggested answer:
1. False. The teacher may not take advantage of his/her professional position to profit from the sale of goods or services to, or for, pupils in the teacher’s charge.
2. False. The teacher may not accept pay for tutoring a pupil in any subjects in which a teacher is responsible for giving classroom instruction to that pupil.
3. c.

Do this peer group assignment...

Suggested answer:
There will be different views of unethical experiences in each discussion group. A few examples are discussed below:
1. One of the learners might be disabled or are not keeping up with the rest of the class, the teacher tends to ignore the learners and focuses only on the “clever” learners.
   a. Teachers should treat all learners with the necessary dignity and acknowledge learners’ individuality and their specific needs.
2. There are two learners bullying other learners in the class and stealing lunch from their school bags. The teacher deliberately ignores the other learners’ complaints about these issues.
   a. A teacher should report these incidents using the line function, to the HOD, principal School, governing body, school district office. The teacher should exercise authority without humiliating or abusing these learners.
   b. The teacher should explicitly develop learners’ values by discussing honesty, respect for others and responsibility in class.
c. The teacher should establish a classroom climate of safety and trust where learners are free from fear of other learners.
d. The teacher should also be a role model, showing appropriate behaviour in a manner that does not show disrespect to the values, customs and norms of the community when interacting with learners.
2. DESIGNING AND PLANNING LESSONS

OUTCOME

Once you have completed this study unit, you will be able to design and plan a lesson with reference to the three stages of a lesson.

ASSESSMENT CRITERIA

We will know that you have achieved this outcome when:

- you use the CAPS document to plan a lesson containing an introduction to the lesson, learning content, differentiated learning activities.
- you include the introductory, content and feedback phases when planning a lesson.

ASSESSMENT CRITERION: USE THE CAPS DOCUMENT TO PLAN A LESSON CONTAINING AN INTRODUCTION TO THE LESSON, LEARNING CONTENT AND DIFFERENTIATED LEARNING ACTIVITIES.

LEARNING ACTIVITIES

- In your text book...
  Start your preparation for this assessment criterion by working carefully through page 27—30 [Chapter 3] of your prescribed text book.

- View this lecture video...

- Lecture notes...

The formal curriculum

The formal curriculum is the planned syllabus consisting of:

- a timeframe;
- objectives and learning outcomes;
- teaching and assessment methods;
- content;
- learning, teaching and remedial activities and resources that a school uses to educate learners.
The lesson plan
A lesson can be divided into the following three phases:

**Introductory phase**
- State the lesson objectives and outcome;
- Introduce the new content in a creative and interesting way;
- Point out the relationship of the lesson to previous ones.

**Content phase**
- New content is presented.

**Concluding/Feedback phase**
- Evaluation and assessment;
- Determine if the objectives of the lesson have been actualised.

(De Jager, 2014)

**The Introductory Phase**
- State the lesson outcomes and objectives;
- Ask questions on prior learning related to the topic; or
- play a video clip related to the topic for not more than three minutes; or
- use a case scenario to illustrate or identify the problem; or
- use a guess speaker to introduce the new topic; or
- set a short quiz on the new content;
- use role play to gain interest in the topic; or
- bring real life objects to class.

**The Content Phase**
- New content is introduced;
- Teach content using the media (posters, models, pictures etc) you have planned for the lesson;
- State a problem to motivate learners’ to find solutions and discover new content; and
- Learners do research on the topic prior to the actual lesson.

Lecture slides...
On the web...

You will need a copy of the Curriculum Assessment Policy Statement (CAPS) document for one of your major learning areas to plan your lesson. You will find links to where CAPS documents for all the learning areas can be downloaded from on this web page: http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS).asp

Do this assignment...

Create and apply teaching and learning activities introducing new content for a specific lesson in one of your major subject fields (e.g. Science, Maths etc.). Provide examples indicating the:

- The grade the lesson is planned for
- The topic
- Teaching and learning activities

WHAT HAVE YOU LEARNT?

Test your knowledge...

The formal curriculum and the lesson plan

Complete the quiz below by circling the correct answer.

1. Curriculum adaptations or modifications can be made to (which one does not fit?)
   a. The teaching and learning environment
   b. Teaching and learning techniques
   c. Teaching and learning support, material that enhances a learner’s performance or allows at least partial participation in a learning activity
   d. The allocation of assessment marks
   e. Learning outcomes

2. The teaching phase can be considered as the phase where content is functionalised. Select the best description for the teaching phase
   a. Introduction of a new theme and learning outcomes
   b. Learners apply new content in problem situations
   c. Determine whether lesson outcomes have been reached
   d. Learner’s knowledge is expanded in this phase
   e. Content debates are held in this phase

3. Planning guidelines to consider when planning a lesson plan (which one does not fit?)
   a. Clear outcomes
   b. Learner gender
   c. Type of lesson: demonstration, practical etc.
   d. Approach: inductive or deductive
e. Select teaching strategies

4. Components of a lesson plan as indicated by caps:
   a. Theme; grade; learning outcomes; sources; integration; content; inclusion, assessment-activities
   b. Theme; learning outcomes; class size; sources; integration; content; assessment; activities and standards.
   c. Theme; grade; sources; integration; content; assessment-activities and standards; class size
   d. Theme; grade; learning outcomes; integration; content; assessment-activities and standards
   e. Theme; learning outcomes; content; assessment-activities.

5. Consider the following steps when planning a lesson (which one does not fit)
   a. Identify the outcomes
   b. Provide input and activities to achieve outcomes
   c. The learners’ behavioural patterns
   d. Assess if learners have achieved outcomes
   e. Use the result of your assessment to plan the next cycle

Summary...

Use the space below to summarise the main points you have learnt with respect to this assessment criterion.
ASSESSMENT CRITERION: INCLUDE THE INTRODUCTORY, CONTENT AND FEEDBACK PHASES WHEN PLANNING A LESSON.

LEARNING ACTIVITIES

In your text book...

Start your preparation for this assessment criterion by working carefully through page 30—31 [Chapter 3] of your prescribed text book.

View this lecture video...

Lecture notes...

A proposed structure for a lesson plan

1. Date
2. Duration (allocated time):
3. School
4. Grade
5. Subject
6. Theme
   - Select from CAPS document
7. Topic:
   - Select from CAPS document
8. Lesson aim
   - Select from CAPS document (specific for each subject)
   - Aims: are broader long-term goals and take years to achieve, e.g. ‘to develop English competency in reading and writing in the language subject English’.
9. Lesson Objectives
   - What are the skills, content, values that a learner will acquire at the end of the lesson? What is the purpose of the lesson?
   - Objectives are short-term intentional targets created for a specific activity of what learners should be able to do and know at the end of a lesson.
Objectives guide the teacher to: select content, decide on how much content and in what order content should be instructed.

10. Actualisation of prior knowledge (use 15% of your allocated time)
   • For example: ask questions, set a quiz or short test.

11. Lesson Introduction (use 15% of your allocated time)
   • Motivate learners’ and stimulate their interest in this lesson. For example, use real life objects, videos, role play, music and others that are related to the lesson topic.

12. Exposition of new content (explain new content) (use 25% of your allocated time)
   • Explain step by step, new content to class using media and sources.

13. Class activities including evaluation of class activities (use 40% of your allocated time)
   • Will be different for each class and teacher.
   • Create teaching activities for the teacher.
   • Create differentiated class activities for the learner.

14. Teaching and learning methods
   • Select teaching and learning strategies according to the topic of the lesson and the needs of the learners?
   • Decide on group work or individual work.
   • What class work tasks could help learners to deepen their understanding of this topic?
   • Some examples of teaching & learning strategies are: discussion, show, tell & explain, debate, draw, illustrate, quiz, investigation, experiments, calculate, etc.

15. Summary (use 5% of your allocated time)
   • Summarise the new content that was taught in the lesson

16. Sources needed: Teaching and learning media: Posters, models, video clips, pictures etc.

17. Homework/Assessment
   • Self /peer/group or teacher assessment.

18. Teacher reflection
   • You need to fill this in after completion of the lesson.
   • Determine good and bad practices, and change methods, activities etc. accordingly.

The advantages of planning a lesson
• Order your class
• Sets the correct example: As role model
• Creates a learning atmosphere: create an informal, disciplined and interactive atmosphere
• Saves time
• Contributes to work satisfaction
Plan a complete lesson in one of your major subjects using the provided lesson plan structure as a guideline. Attach the document in word and allow a peer to evaluate your lesson plan by ticking the criteria according to the scales below.

Peer evaluation by: ____________________________ (Name and Surname)

_________________________ (Student number)

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<th>Not at all (1)</th>
<th>To a limited extent (2)</th>
<th>Average (3)</th>
<th>Excellent (4)</th>
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<tbody>
<tr>
<td>Grade and Subject indicated</td>
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<td>Theme and topic indicated</td>
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<tr>
<td>Lesson aim and objectives stated and compiled from CAPS</td>
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<tr>
<td>Methods and strategies indicated</td>
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<td>Activities clearly stated</td>
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<td>Resources indicated</td>
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<td>Total score:</td>
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</table>

Summary...

Use the space below to summarise the main points you have learnt with respect to this assessment criterion.
ANSWER KEY TO LEARNING ACTIVITIES IN THIS LEARNING UNIT

Assessment criterion 1: Use the caps document to plan a lesson containing an introduction to the lesson, learning content and differentiated learning activities.

Do this assignment...

Possible answer:
- Grade 10
- Topic: a business plan
- Teaching and learning activities:
  - Define a business plan
  - Allow learners to create their own business plans individually
  - Allow them to discuss in groups their various business plans
  - Present their business plans to the rest of the class

Test your knowledge...

Suggested answer:
- d.
- c.
- b.
- a.
- c.

Assessment criterion 2: Include the introductory, content and feedback phases when planning a lesson.

Do this assignment...

Example of an answer:
1. Date
   10 February

2. Duration (allocated time)
   35 minutes

3. School
   Filadelfia School

4. Grade
   Grade 9

5. Subject
   Life Orientation

6. Theme
HIV/AIDS

7. Topic
    Prevention of HIV/AIDS

8. Lesson aim
    To ensure learners will be cautious on not to become infected with AIDS/HIV

9. Lesson Objectives
    • Learners will learn specific values and norms in life
    • Learners will refrain from having different sexual relationships with different partners.

10. Actualisation of prior knowledge (use 15% of your allocated time)
    Ask questions, set a quiz or short test to establish what learners know concerning the topic

11. Lesson Introduction (use 15% of your allocated time)
    This will differ according to each teachers’ creative skills. For example, use real life objects, videos, role play, music and others that are related to the lesson topic.

12. Exposition of new content (explain new content) (use 25% of your allocated time)
    • Explain new content step-by-step to class, using media and sources
    • Summarise the most important content knowledge of this lesson:
      o How is the content knowledge linked to the prior knowledge of learners and/or current affairs?
      o What subject vocabulary/terminology would learners need to learn during this lesson?
      o What examples can you use to help learners understand better?
      o What evidence of understanding should learners produce during the lesson?
      o What common misunderstandings or mistakes might learners make during the lesson?
      o How could you anticipate the possible misunderstandings learners may have?
      o What aspects of learner diversity need consideration?

13. Class activities including evaluation of class activities (use 40% of your allocated time)
    • Will be different for each class and teacher
    • Create teaching activities for the teacher
    • Create differentiated class activities for the learner
    • Create three different activities based on the learning outcomes for the slow, average and gifted learners

14. Teaching and learning methods
    • Select teaching and learning strategies according to the topic of the lesson and the needs of the learners.
    • Decide whether it is best to arrange learners to work in groups, in partners or let them work individually. Explain the reason/s for your choice/s.
    • What class work tasks could help learners to deepen their understanding of this topic? Some examples of teaching & learning strategies are: discussion, show, tell & explain, debate, draw, illustrate, quiz, investigation, experiments, calculate, answer questions, demonstration, role play, read for information, listen for information, research a project, creative writing, summarise, tabulation, take notes, observe, measure & record, interview, story telling.
15. **Summary** (use 5% of your allocated time)
   Summarise the new content that was taught in the lesson

16. **Sources needed**
   Teaching and learning media: Posters, models, video clips, pictures etc.

17. **Homework/Assessment**
   - Self-assessment
   - Peer/group assessment
   - Teacher assessment.

18. **Teacher reflection**
   - You need to fill this in after completion of the lesson.
   - Determine good and bad practices, and change methods, activities etc. accordingly.
3. INTRODUCING VARIOUS TEACHING METHODS AND STRATEGIES

OUTCOME

Once you have completed this study unit, you will be able to use a variety of teaching methods and strategies to achieve specific learning outcomes.

ASSESSMENT CRITERIA

We will know that you have achieved this outcome when:

- you distinguish between direct and indirect instruction.
- you apply direct teaching methods such as direct telling, demonstrating, question-and-answer and scaffolding in learning activities.

ASSESSMENT CRITERION: DISTINGUISH BETWEEN DIRECT AND INDIRECT INSTRUCTION.

BEFORE YOU START

Let’s see what you know already...

LEARNING ACTIVITIES

In your text book...

Start your preparation for this assessment criterion by working carefully through page 39—41 [Chapter 4] of your prescribed text book.

View this lecture video...

Lecture notes...

Direct and indirect instruction
Teacher centered ("deductive") methods

The demonstration method

(De Jager, 2014)

Questioning Method

(De Jager, 2014)

Visual scaffolding methods
**Learner centered ("inductive") methods**

**Examples**
- Discovery method
- Small group method
- Simulations
- Case studies
- Role Play
- Research

*Discovery method*

(De Jager, 2014)

**Cooperative/ collaborative teaching methods**

(De Jager, 2014)
WHAT HAVE YOU LEARNT?

Test your knowledge...

1. Direct instruction can be defined as: (which one does not fit?)
   a. educator provides the learners with content.
   b. it is an educator approach
   c. lectures
   d. group work
   e. demonstrations

2. Characteristics of direct instruction (which one does not fit?)
   a. outcomes need not be clear at the beginning of the lesson
   b. feedback must be academically orientated
   c. the educator must monitor the learners carefully
   d. the educator must exercise strict control of the time allocated to different activities
   e. mark must be recorded

3. Discussion strategies (which one does not fit?)
   a. interaction between people where ideas are exchanged
   b. the whole class need not be involved for discussion, only two groups.
   c. the whole class can be involved or can be divided in small groups
   d. discussions can form part of the lesson or more than one part
e. give the information well ahead of time: e.g. Discuss the advantages and disadvantages of genetically foods, you would certainly give an opinion if you read about the topic

4. Advantages of small group strategies can be identified by the descriptions below. (which one does not fit?)
   a. to emphasise the individual working in a group
   b. to deepen the learner’s understanding of a subject or learning area
   c. for learners to exchange ideas and learn from one another
   d. to improve learners’ communication skills while they are learning the content
   e. to give one group of learners some extra attention while the rest of the groups are actively learning

5. Cooperative learning implies: (choose the correct answer)
   a. working together to achieve the same goal. Learners can help one another if given opportunities
   b. working individually in groups
   c. exchange ideas raised by the teacher in the group
   d. inspire the group to present their ideas in front of the class
   e. exchange ideas from textbook literature and formulate a conclusion

6. To create successful cooperative learning: (which one does not fit?)
   a. set objectives very clearly ahead of time
   b. select the most suitable form of cooperative learning for your learning area
   c. explain how the learning activity is going to work
   d. start with a long introduction the first day and gradually make it shorter
   e. provide enough resources and aids

7. Cooperative learning activities can be successful if the teachers: (which one does not fit?)
   a. mix the class groups according to gender, abilities, culture etc.
   b. develop a system to acknowledge and reward learning, both by individual learners and in respect of the group’s achievements
   c. decide on assessment instruments before hand
   d. make time for reflection after the lessons
   e. reward only the slow learners for progress

8. Simulations can be defined as: (which one does not fit?)
   a. the imitation of real conditions
   b. a case study
   c. demonstrations
   d. role play
   e. introductions and illustrations of lessons

9. Simulations is an event where the following features (Maley 1997:159)(which one does not fit?)
   a. it must have reality of function, no play acting or fooling around
   b. the environment is simulated. There is no contact with the real world
   c. simulation must have a structure. Not pretend or invent. All facts and information must be provided for them
   d. simulations use closed structured questions
   e. simulations are usually problem centred

10. Case studies: (which one does not fit?)
    a. is a presentation of a real problematic event
    b. is something that could possibly happen, so that learners can analyse, investigate and discuss it and then suggest possible solutions or make predictions.
c. Can be used to introduce new info, concepts and theories.

d. Can enable learners to acquire knowledge and skills in certain situations. Often used in assessment.

e. Can be set in a video or else each student must have a copy of the case.

SUMMARY...

ASSESSMENT CRITERION: APPLY DIRECT TEACHING METHODS SUCH AS DIRECT TELLING, DEMONSTRATING, QUESTION-AND-ANSWER AND SCAFFOLDING IN LEARNING ACTIVITIES.

BEFORE YOU START

Let’s see what you know already...

LEARNING ACTIVITIES

In your text book...

Start your preparation for this assessment criterion by working carefully through page 42—68 [Chapter 4] of your prescribed text book.

View this lecture video...

Lecture notes...

Lecture slides...
On the web...

From your online course resources...

Do this quiz...

Do this assignment...

As a teaching strategy compose a five-minute recording of a possible lesson introduction that you will use to introduce new content in your subject. The IMovie should be loaded on YouTube. The template for the IMovie can be downloaded from the following site: http://windows.microsoft.com/en-za/windows7/products/features/movie-maker

Once you have downloaded the template you will be able to insert your videos, pictures, text and music.

Do this assignment...

You are a teacher with an appointment to meet the parents of Sipho, a 16-year old Grade 10 learner. Both his parents are infected with HIV/AIDS. His mother is a secretary at a government department and the father is a painter. There are four other children aged 5 to 18 years in the family. Sipho’s father is not working because of his illness and his mother is the current breadwinner. They are living in a poor community and can hardly pay their monthly expenses.

Discuss the case study with your peer group and formulate a conclusion on how you could help Sipho’s parents to plan for their children’s education in future?

Do this assignment...

Create a power point consisting of 10-20 slides for a lesson of 30 minutes.

Upload your power point and complete the checklist below.

*Self-assessment checklist for the PowerPoint presentation:*

Yes = ✔
The slides commence with a lesson outcome
The slides are visible
The slides consist of keywords only
The slides are creatively designed and include videos and visuals

WHAT HAVE YOU LEARNT?

Test your knowledge...

Summary...
ANSWER KEY TO LEARNING ACTIVITIES IN THIS LEARNING UNIT

Assessment criterion 1: Distinguish between direct and indirect instruction.

Test your knowledge...

_Suggested answer:_

d.

Do this assignment...

*Example of an iMovie:*

View this iMovie example

Do this assignment...

*Example answer for the case study:*

- I will involve them in regular parent meetings where they will be able to take part in the discussion on their child’s education.
- Special parent workshops can be held to educate parents on how to plan and budget for their children’s education.
- Introduce parents to institutions that can support their children with special study bursaries.
4. INTRODUCING INCLUSIVE EDUCATION

OUTCOME

Once you have completed this study unit, you will be able to create differentiated learning activities appropriate to learning content and learners’ learning preferences.

ASSESSMENT CRITERION

We will know that you have achieved this outcome when:

- you define inclusive and differentiated education and apply them appropriately in learning scenarios.

ASSESSMENT CRITERION: DEFINE INCLUSIVE AND DIFFERENTIATED EDUCATION AND APPLY THEM APPROPRIATELY IN LEARNING SCENARIOS.

BEFORE YOU START

Let’s see what you know already…

LEARNING ACTIVITIES

In your text book...

Start your preparation for this assessment criterion by working carefully through page 69—80 [Chapter 5] of your prescribed text book.

View this lecture video...

Lecture notes…
Lecture slides...

On the web...

From your online course resources...

Do this quiz...

Do this assignment...

WHAT HAVE YOU LEARNT?

Test your knowledge...

Summary...
5. INTRODUCING VARIOUS ASSESSMENT STRATEGIES AND ACTIVITIES

OUTCOME

Once you have completed this study unit, you will be able to use a variety of strategies for effective assessment of learning.

ASSESSMENT CRITERION

We will know that you have achieved this outcome when:

- you differentiate between formal and informal assessment and apply both types of assessment in your facilitation practice.
- you distinguish and select appropriate methods, techniques and tools for assessment with reference to case scenarios.

ASSESSMENT CRITERION: DIFFERENTIATE BETWEEN FORMAL AND INFORMAL ASSESSMENT AND APPLY BOTH TYPES OF ASSESSMENT IN YOUR FACILITATION PRACTICE.

BEFORE YOU START

Let’s see what you know already...

LEARNING ACTIVITIES

In your text book...

Start your preparation for this assessment criterion by working carefully through page 107—111 [Chapter 6] of your prescribed text book.

View this lecture video...

Lecture notes...
Lecture slides...

On the web...

From your online course resources...

Do this quiz...

Do this assignment...

WHAT HAVE YOU LEARNT?

Test your knowledge...

Summary...

ASSESSMENT CRITERION: DIFFERENTIATE BETWEEN FORMAL AND INFORMAL ASSESSMENT AND APPLY BOTH TYPES OF ASSESSMENT IN YOUR FACILITATION PRACTICE.

BEFORE YOU START
Let’s see what you know already...

LEARNING ACTIVITIES

In your text book...

Start your preparation for this assessment criterion by working carefully through page 113—120 [Chapter 6] of your prescribed text book.

View this lecture video...

Lecture notes...

Lecture slides...

On the web...

From your online course resources...

Do this quiz...

Do this assignment...
WHAT HAVE YOU LEARNT?

Test your knowledge...

Summary...
6. CREATING MEDIA AND USING TECHNOLOGY APPLICATIONS FOR TEACHING

OUTCOME

Once you have completed this study unit, you will be able to design, create and select appropriate media to facilitate learning.

ASSESSMENT CRITERIA

We will know that you have achieved this outcome when:

- you design and create media and technology applications for teaching.
- you design and create your own teaching object or model.

ASSESSMENT CRITERION: DESIGN AND CREATE MEDIA AND TECHNOLOGY APPLICATIONS FOR TEACHING.

BEFORE YOU START

Let’s see what you know already...

LEARNING ACTIVITIES

View this lecture video...

Start your preparation for this assessment criterion by working carefully through page 113—120 [Chapter 6] of your prescribed text book.

Lecture notes...

Lecture slides...
On the web...

From your online course resources...

Do this quiz...

Do this assignment...

WHAT HAVE YOU LEARNT?

Test your knowledge...

Summary...

ASSESSMENT CRITERION: DESIGN AND CREATE YOUR OWN TEACHING OBJECT OR MODEL.

BEFORE YOU START

Let’s see what you know already...
LEARNING ACTIVITIES

View this lecture video...

Start your preparation for this assessment criterion by working carefully through page 113–120 [Chapter 6] of your prescribed text book.

Lecture notes...

Lecture slides...

On the web...

From your online course resources...

Do this quiz...

Do this assignment...

WHAT HAVE YOU LEARNT?

Test your knowledge...

Summary...
OUTCOME

Once you have completed this study unit, you will be able to enhance learning interactions activities through the use of learning technologies.

ASSESSMENT CRITERION

We will know that you have achieved this outcome when:

- you use technology to create your own media to support learning.

ASSESSMENT CRITERION:  USE TECHNOLOGY TO CREATE YOUR OWN MEDIA TO SUPPORT LEARNING.

BEFORE YOU START

Let’s see what you know already...

LEARNING ACTIVITIES

View this lecture video...

_start your preparation for this assessment criterion by working carefully through page 113—120 [Chapter 6] of your prescribed text book._

Lecture notes...

Lecture slides...

On the web...
From your online course resources...

Do this quiz...

Do this assignment...

WHAT HAVE YOU LEARNT?

Test your knowledge...

Summary...
OUTCOME

Once you have completed this study unit, you will be able to communicate effectively using social media and virtual learning environments.

ASSESSMENT CRITERION

We will know that you have achieved this outcome when:

- you use social media to share resources, discuss ideas and communicate socially.

ASSESSMENT CRITERION: USE SOCIAL MEDIA TO SHARE RESOURCES, DISCUSS IDEAS AND COMMUNICATE SOCIALLY.

BEFORE YOU START

Let’s see what you know already...

LEARNING ACTIVITIES

View this lecture video...

Start your preparation for this assessment criterion by working carefully through page 113—120 [Chapter 6] of your prescribed text book.

Lecture notes...

Lecture slides...

On the web...
From your online course resources...

Do this quiz...

Do this assignment...

WHAT HAVE YOU LEARNT?

Test your knowledge...

Summary...