



APPENDIX II: Chapter 4

Bernice

Learning task design (See Appendix for copy of the design)

Concept Map - none in file

Carol

Learning task design (See Appendix for copy of the design)

Concept map - Practice theory of facilitating learning

Mack

Learning task design (See Appendix for copy of the design)

Concept map - Practice theory of facilitating learning



Bernice (Afrikaans original translated to English)

Learning task design(See Appendix for copy of the design)

Concept Map – none in file



Bernice.

Hammanskraal Leertaak

Lewenswetenskap: Biologie

VOO: Gr 10

Die tema wat behandel moet word is: Die nut van plante en diere. Ek behandel dit aan die hand van die volgende voorbeeld: Die jagbedryf/wildbedryf. Is jag goed of sleg? Ek beoog om leerders ten volle te laat deelneem aan die hand van die feit dat die meerderheid van die klas wel 'n sterk mening oor hierdie onderwerp sal hê!

Program organiseerder

Is jy vir of teen die jag van diere? Dink jy dus diere moet gekoop en verkoop word vir jagdoeleindes?

Spesifieke uitkomst

- Leerders moet nadink en kan redeneer oor voor- en nadele van jag.
- Hulle moet die nut van wilde diere in SA beseef.
- Hulle moet dit ook kan toepas op die nut van plante.
- Elke leerder moet sy punt kan staaf (wetenskaplik, natuurlik, nie emosioneel nie! Gebruik van bv artikels word absoluut vereis!).



Asseserings kritere vir elke SO in volgorde.

- x Hier behoort elkeen eerstens 'n mening te hê. Ek bepaal dit deur te sien of alle leerders dit moontlik vind om hulleself te plaas in die uitteen groep.
- x 'n leerder wat nie die nut van diere besef nie redeneer emosioneel en is gladnie op vir oortuiging nie!
- x Elkeen moet op sy eie vir my (om in te handig) 'n voorbeeld gaan neerskryf vir die nut van plante wat ek dan sal asseseer.
- x Elke leerder se gestaaftde mening word geasseseer soos dit ingediën word met verwysings na bronne.

Tyd toegestaan.

Twee periodes en inhandiging van take op dag 3 of liever periode 3.

Dit word gedoen oor 2 enkel periodes op 2 opeenvolgende dae om my tyd te gee om die klas op te maak.

Klas organisasie

- DAG 1: Die klas kom in en stap reguit in 'n jagveld in. Daar is potplante (dis die "bos") oral en diere wat daaragter skuil. Iewers skreeu 'n sambahse. Dis warm (vensters is toe) en die wind waai deur die bome (waaiers), mens hoor die wind.

Die klas word in 2 groot groepe verdeel: Die vir jag en die daarteen. Ek gee 10 min vir elke groot groep om met net 1 baie sterk punt af te skop.



Nou verdeel ek hulle (elke groot groep) in kleiner groepe van 4. †

Ek wys nou vir hulle 'n video van 'n wildvuangs en 'n wildveiling sodat almal weet hoe dit werk.

Hulle word na bronne verwys, maar daar is 'n paar artikels in die klas wat hulle nou moet gebruik, want elke klein groep moet nou 'n paar sterk argumente versamel vir die volgende periode. Hulle mag dit ook insluit in hul eie taak, maar die moet ook hul eie unieke bronne bevat.

Ek verduidelik hoe die volgende dag sal werk.

DAG 2 : Die klas is vandag 'n veilings perseel. Hulle stap deur die seil hekke van 'n boma na 'n podium wat voor in die klas staan. Hier staan die afslaer (dis nou ek). Die veiling werk so:

Elke groepie kry geleentheid om sy stelling te maak en die ander span mag kommentaar lewer. Hulle maak beurte. Die spanne is nou die vir en teens. Hulle mag stegs deur my praat en geen direkte kommunikasie met mekaar word toegelaat. Ek sal die bot toeslaan op die span wat hul punte verdedig het met die meeste en beste feite!



Hulpbronne

Potplante

Groot prente | gemaakte prente van diere

Waaiers

Voersakke wat vasgewerk is aan mekaar
TV en videomasjien vir dié video.

Bandspeler en band met sonbesie - geluid

Podium

Artikels

Veilingsbaniere

Asseseringsmetode

Elke groep mag besluit wie hulle verteenwoordig om hul stelling te maak, daarna mag enige iemand reageer. Elkeen in die groep moet 'n kans kry om iets te sê. Ek mag (en moet) ter enige tyd enige persoon toets deur hul aante vat oor hul mening of 'n vraag te stel. Dus hoor ek of almal wel 'n mening het.

Wat betref die werkstukke / take :

4. Leerder verstaan duidelik, het goeie stelling wat feitlikus gestaat is.
3. Leerder verstaan, maar daar is meer emosie as feite.
2. Leerder gorrel en het flou argumente.
1. Leerder weet nie waarvan hy/sy praat en het swak / geen argumente. Geen feite.



LTD : Die perfekte voorbeeld!

Leerder se mening oor jag : Voorbeeld : Vur jag.

Ek is vur jag.

Haekom?

Bedrygde spesies word deesdae gejag vir
astronomiese bedrae. Tog sterf hulle nie uit nie,
nee hulle word geteel en vir groot bedrae
geloop en verkoop om gejag te word!

Wat beteken dit? Jag red bedrygde spesies!
Bedrygde spesies word nou teen duurste geteel
want hulle het soveel (jag-) waarde. Dit
het tot gevolg groter getalle van die spesies.

Kyk maar wat gebeur met die jagluiperd. Hy
het geen jagwaarde nie en word deur elke
Janrap en sy maat geskiet - dit het tot gevolg
'n spoedige atname in hul getalle!

Laat die uitlanders jagluiperds skiet en daar
sal waargeneem word hoe die spesie gered
word!

Bronne:

Hamanskraal Learning Task

Life Science: Biology

FET: Grade 10

The theme covered is: Uses of plants and animals. I taught this with reference to the hunting! game industry. Is hunting good or bad? My intention is to allow the learners to participate fully ,considering that the majority will hold strong views about the topic!

Programme Organiser

Are you for or against the hunting of animals? Do you believe that animals should be bought and sold for hunting purposes?

Specific Outcomes

Learners should consider and argue the case for or against hunting.

- They should understand the usefulness of wild animals
- They should apply this to the usefulness of plants as well
- Each learner should be able to defend his/ her position (scientifically, not emotionally! The use of resources eg articles is essential!)

Assessment Criteria for each Specific Outcome as written above

- Each one should at least have a point of view. I will know this if they are able to place themselves either in the for or against group.
- A learner who does not recognize the usefulness of animals takes an emotional stance and is not likely to change his/ her mind
- Each one has to write down one use of plants (this will be taken in and assessed)
- Each learner's informed view will be assessed when taken in along with references.

Time allocation

Two periods and submission of assignments during third period.
This will be covered over two single periods on two consecutive days to give me time to set up the classroom.

Class organization

Day I: As the learners enter the classroom, they walk into a hunting ground. There are pot plants everywhere(the 'bush') and animals hiding behind them. A cicada screeches from somewhere. Its hot (windows closed) and you can hear the wind blowing through the trees (fans).

The class is divided into 2 large groups: those for hunting and those against. 10 minutes are allocated for each group to prepare one strong point to start with.

Now each large group is divided into smaller groups of 4 .

Next I show a video of game capturing and a game auction to enable everyone to understand the process.

Learners are given a number of references to consult later, but all have to consult the articles in the classroom because each small group has to develop a few strong arguments for the next period. They may include this information in their own tasks, as well as information from their own references.

I explain what happens the next day.

Day 2:

To-day the class at an auction site. They walk through the canvas gates of a boma towards a lectern placed in the front of the classroom. This is where the auctioneer is (that's me). This is how the auction works:

Each small group is given the opportunity to present their point of view while the other groups are allowed to comment. They take turns. Now they are divided in to the 'for' and 'against' teams. They may only communicate through me and no communication with each other is allowed. I will award the bid to the team who defends their stand with the most and best facts!

Resources:

Pot plants

Posters of animals Fans

Feedings bags stitched together TV
and VCR

Tape recorder and tape with cicada calls Lectern

Articles

Auction banners

Assessment:

Each group may elect a member to present their argument. When this is done, anyone may respond. Each person in the group has to have an opportunity to respond. I may (and must) test any learner at any time by asking a question or eliciting their points of view. This will allow me to assess if everyone has a point of view.

With regards to the tasks:

4- The learner understands, makes a good statement, based on fact.

3 - The learner understands, but responds emotionally rather than factually. 2-
Learner 'waffles' and has weak arguments.

1- Learner does not understand and presents no argument or facts.

LTD: The perfect example!

Learner's view about hunting: Example: in favor of hunting

I am in favour of hunting

Why?

Endangered species are currently hunted for astronomical amounts. In spite of this they have not become extinct, because they are bred and bought and sold for large amounts of money to be hunted.

What does this mean? Hunting saves endangered species! Endangered species are bred at much expense because they have a high hunting value. This results in larger numbers of the species.



Look at what happened to the cheetah - shot by every Tom, Dick and Harry - leading to a rapid decline in numbers!

Allow foreigners to shoot cheetah and it will be saved from extinction

References



Carol

Learning task design (See Appendix for copy of the design)

Concept map - Practice theory of facilitating learning



card.

① LTD Template

| | |
|---------------------|--|
| Learning Subject | |
| Learning phase (Gr) | |
| Time Allocated | |

Class Organisation

Resources (classroom)

Programme Organisation

Problem

Resources

- Authentic
- popular lang
- general resour
- institutional resources



Worksheet





Categories
Constructing of Meaning (content)

Competencies Acquired

Relationship
- Meta-Cognition

- Co-operative learning

- Feedback

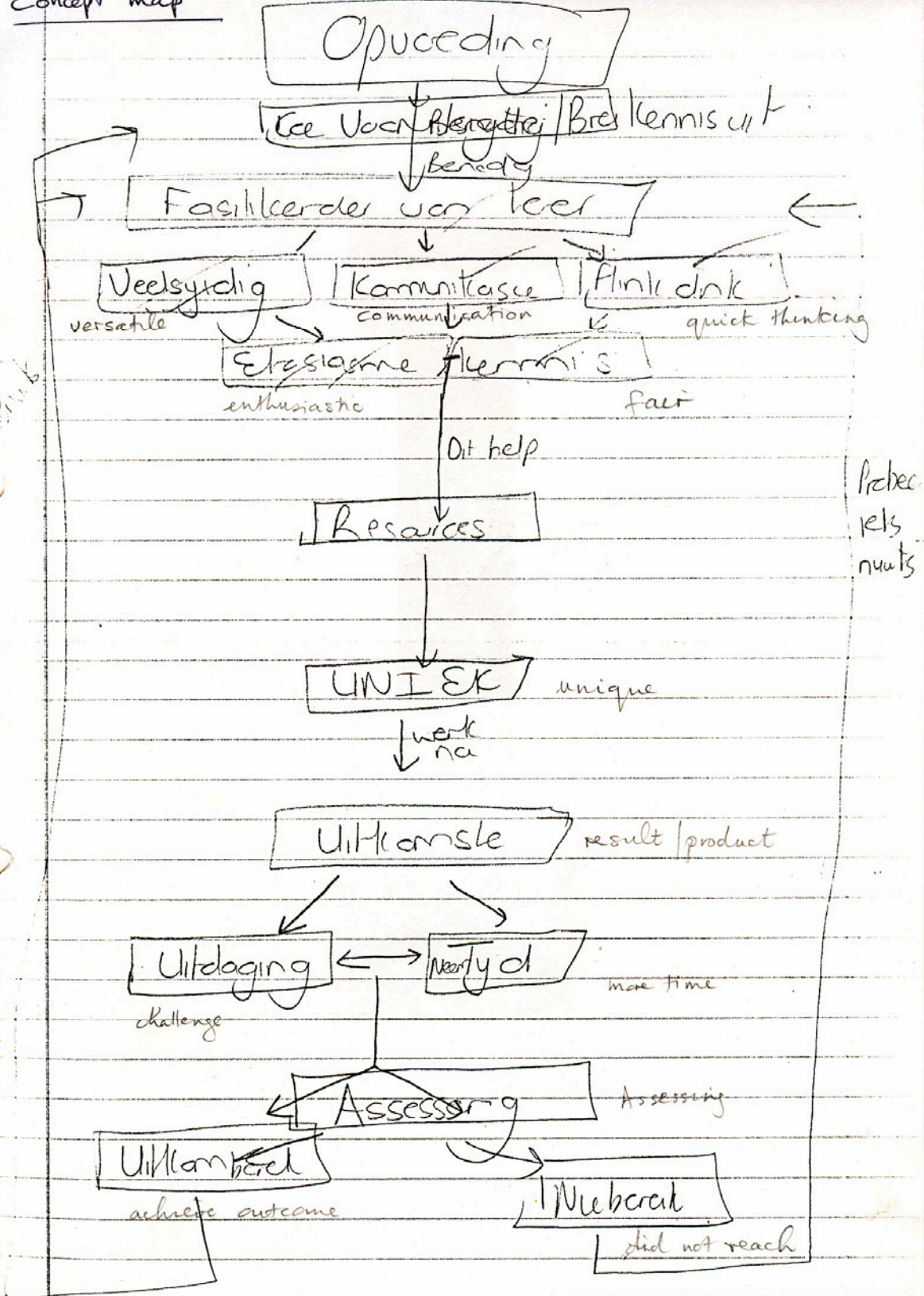
Learning Task

Learning Outcomes

Assessment Criteria



Concept map





Mack

Learning task design (See Appendix for copy of the design)

Concept map - Practice theory of facilitating learning



Maek

Learning Task Design Template

Date :

Learning Area :

Learning Phase : Grade

Specific Outcomes :

Assessment Standards :

Resources :

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |

Class Organisation :

Time Allocated :

| Period | Specific learning task. |
|--------|-------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |



Learning Task Design

Date: 20/02/2004

Learning Area: Life Sciences

Learning Phase: Senior, Grade 9

Specific Outcomes: Apply & Interpret scientific, technological & environmental knowledge.

Assessment Standards: Understand sustainable use of the earth's resources; Analyse information about sustainable & unsustainable use of resources.

Resources:

1. Information on genetic diversity.
2. Opaque containers.
3. Marbles - 20 x red
- 20 x white.

Class organisation:

1. work singly.
2. work in groups of 4.

Time allocated:

Period

1-2

Understanding genetic diversity.

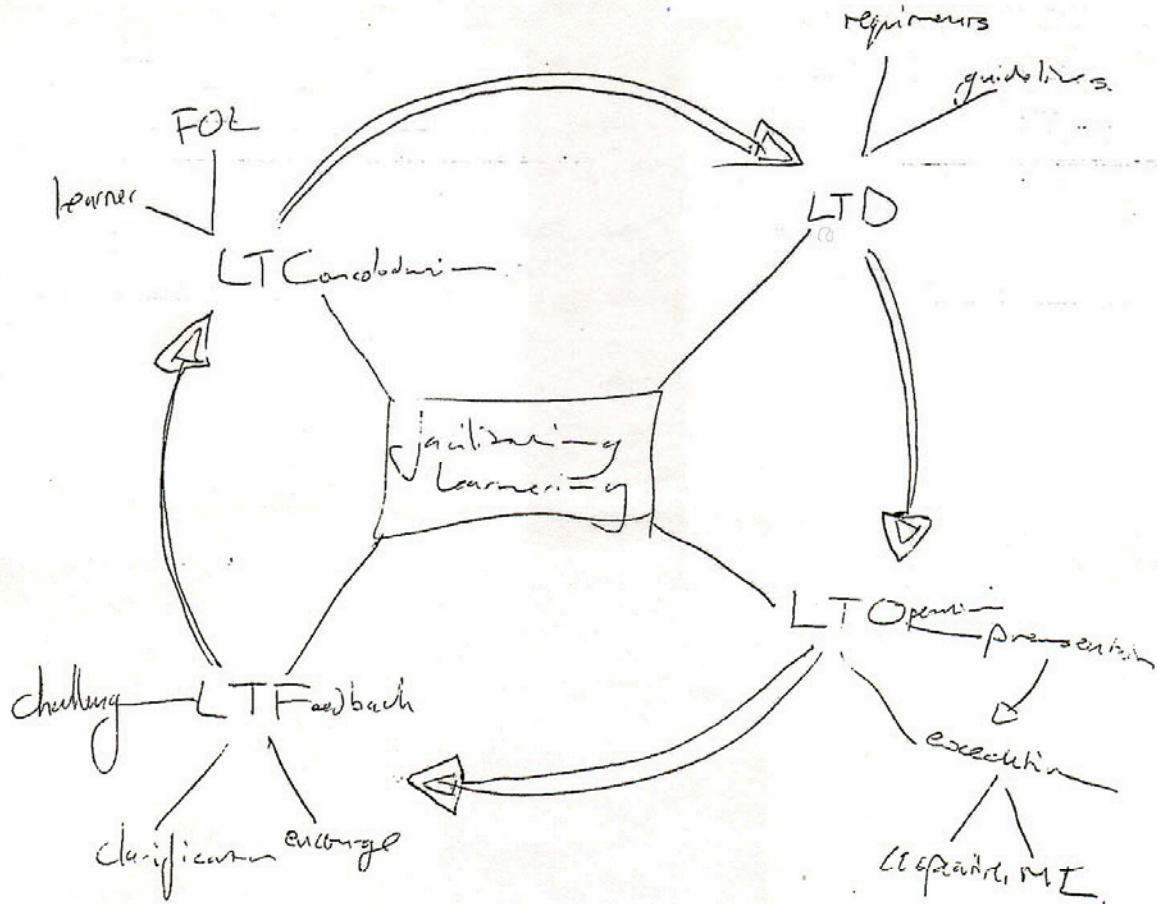
3

Working with probability.



Mack

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