

# Stanford Lake College



## Smart Programme

*Far better it is to dare mighty things, to win glorious victories, even though chequered by failure, than to take rank with those poor souls who neither enjoy or suffer much; because they dwell in a perpetual grey twilight that knows not victory nor defeat!" Theodore Roosevelt*

### Introduction

South Africa is an emerging country. The market place is where credentials play the important role in securing employment, be it by self or corporately.

As a young person in South Africa, the need for quality credentials is paramount to a successful life. These credentials realise themselves as skills. A young person in South Africa needs quality, recognisable and practical skills. Skills to enable development of self, family and lifestyle. Skills that will stand an individual above their peers giving them greater market value.

Being  Smart.!

**“Philosophies are not theories, but actions”**

**Ludwig Wittgenstein 1898 - 1991**

### The Smart Philosophy

Stanford Lake College’s educational philosophy:

- If you were to ask a school or its learners what the future looks like the answer is of course, we don’t know. We have a rough ideas but we can never be certain.
- If you ask a school how are they preparing their learners for the future that they don’t know, most will give you the conscripted answers of; a good senior certificate, and a fine, balanced social and moral education, blarr, blarr, blarr!!
- These are certainly worthy credentials, but do they prepare learners for the unknown, for the inevitability of constant change? This is perhaps they only consistency that we can embrace in the future, and thus the only consistency is change.

***“Tempora mutantur, et nos mutamur in illis. Times change, and we change with them.”***

From this fact and normal human behaviour, the following conclusions can be drawn:

- A changing future will need **fresh solutions** for the inevitable challenges;
- Fresh solutions will have a **greater risks** associated with them;
- Greater risks are perceived as **financial** outlay;
- Financial outlay requires effective and influential **Communication**;
- Effective Communication is the basic ingredient of **relationships**;
- Relationships establish meaning to our lives.



**Smart** can be an acronym which depicts five skills that entrepreneurs need to have. These five skills stand up above the rest.

The abilities to:

Essential Entrepreneurial skills	Smart acronym
<ul style="list-style-type: none"> <li>○ Find and implement solutions to challenges.</li> <li>○ Secure and manage financial means.</li> <li>○ Be a good friend.</li> <li>○ Perceive and take calculated risk.</li> <li>○ Be a confident and flexible communicator.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>S:</b> Solution Finder</li> <li>○ <b>M:</b> Money wise</li> <li>○ <b>A:</b> Associates well with others</li> <li>○ <b>R:</b> Risk Taker</li> <li>○ <b>T:</b> Talks with confidence</li> </ul>

It is through a quality educational process that these five fundamental skills are facilitated. It is our belief that in a progressive educational environment all these skills can be taught. It is here; that the skills of the educational facilitator to identify, apply and exasperate the transfer of learning is essential. This will transform the learner's archaic view of subjects as individual entities.

This **Smart** philosophy is dynamic and if taken on may transform your education!! We are currently implementing this programme in the GETC phase (grades 8 and 9). This philosophy works along with other great ones such as Seven Habits of Highly Effective Teenagers.

The **Smart** programme unique to SLC, it is supports the vision of the school which is:

- "To optimise our uniqueness, and in so doing, to develop balanced, globally astute individuals within the Stanford Lake College family."
- To prepare learners for the future is to prepare them for fluidity of change. Developing these five skills within a certain value system, will equip them for handling the unknown, unwritten future.
- We have identified and named these skills smart skills.
- We spend considerable time implementing them and developing smart learners.
- This then is our mission, which we hope, by our educational facilitation allows each student to realise that they have within these five essential smart skills. "I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion." Kurt Hahn

### The Crux

- At the very heart of this educational philosophy is preparation for the future which we know very little about.
- A school education, like the future, needs to change. OBE has done a lot to move the system forward, but there is still a way to go. The transfer of learning and cross curricula teaching is essential for the full facilitation of a whole leaner education.
- The crux of this philosophy lies then in the practical application of the academic learning material. Educators need to identify the five smart skills, and impress them upon their learners.
  - What they are learning?
  - How it is cross curricula?
  - How to implement the transfer of that learning.
  - And why it helps them to be smart and prepare them for a future they do not know!



**Smart** students as we have discovered are varsity and life advantaged, proactive synergisers, they are learners who:

- Seize the day
- Take hold of life
- Maximise their opportunities to learn and be of service to others.

## How we implement the Smart programme

Lesson formats need to emphasise

- Academic cross links – how does archery help us with English
- Smart skills learning area – why do we paddle? To teach us focus, hard work, determination, anger management

Lessons have the following structure

1. Refresh From the previous class
2. Front load Introduce the days work
3. Execute do the days work – must have a common thread
4. Review 10 minutes of review after each class

The five learning areas are:

Qualities of student who are:	What subject
Solution finders	Technology
Risk Takers	Adventure
Confident Communicators	Arts and Culture
Financially astute	Entrepreneurship
A Good Friend	Life Orientation

***“A wise person will always make more opportunities than he finds.” Francis Bacon 1561 – 1626***

In 2010 only Risk Taking and Solution finding will be taught in the dad Centre. Arts and Culture how to communicate, Entrepreneurship and Life orientation will be taught up in the school integrating them smoothly into the academic programme.

## The Other GETC Subjects not directly taught through the Smart programme

### **Mathematical Science** (Maths, maths literature and accounting)

- Maths is problem solving in its purest form. It is also dynamic communication, diverse risk taking—going out on a theory or an idea and in accounting or cooking the books. Maths helps us to think, by being pure, logical and systematic it is one of the most useful subjects!

“The grand book of the universe is written in the language of mathematics.” Galilei Galileo

“How are you at Mathematics?”

“I speak it like a native!” The Goon Show

### **Human and Social Science** (Geography, History)

- Geography is a wonderful broad look at the effects that the environment has on mankind's. History is the remarkable journey of mankind and its affect on the environment.
- Environment here is our biosphere, both social and physical. It is befitting that these subject are intricately linked.

### **Natural Science** (EVS, biology, ecology)

- Mankind's interaction with the environment (which is not his, for the environment was before mankind) is very important. If we can understand the environment which has allowed us to live then we will be prepared for it to look after us.

### **Languages** (English, Afrikaans and Localised African.)

- Languages lend themselves naturally to confident communication. Be it verbal or written, students learn how to express themselves using various media. However as with all subjects the 5 skills can be identified and utilised.



**Smart SKILL: SOLUTION FINDING**  
**LEARNING AREA: TECHNOLOGY**


*“There are very few challenges that can not be solved through a suitable application of high explosives!” “The Dilbert Principle”*

- Solution finding is the positive way of saying problem solving. We don't even say problems; we say challenges because it is grander to rise to the challenge rather than the problem!!
- There are many solution finding processes and I have fought with many and a varsity as what is the right one. In the end it doesn't matter as long as it is a systematic process, flexible and helps you find a solution.
- There is always more than one solution to a problem or challenge. However there are normally certain specifications that the solution has to fall within. You can easily pass an exam with your text book, but most exams do not always allow such liberties.
- Young people are constantly faced with challenges. Be them academic, relationships, finances and religions. If we can all impart tolerance and a structured approach to each challenge as we face it our mountain soon become molehills, which are quiet surmountable!

Term 1	Term 2	Term 3	Term 4
<b>Grade 8</b>	<b>Grade 8</b>	<b>Grade 8</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>▪ Introduction to the SMART programme</li> <li>▪ Why dad</li> <li>▪ Solution finding process</li> <li>▪ Technological Process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Structures</li> <li>▪ Lego based learning               <ul style="list-style-type: none"> <li>○ Frames, shells</li> <li>○ Supporting methods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Mechanisms               <ul style="list-style-type: none"> <li>○ Gears and Levers</li> <li>○ Pulley's</li> <li>○ Wheels and axels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduction to graphics</li> <li>▪ Energy</li> <li>▪ Lego Energy sets</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>▪ Theoretical Project 1: Technological Process</li> <li>▪ Assignment 1: Treks review poster</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theoretical Project 2: Technological Process</li> <li>▪ Exam Test 1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theoretical Project 3: Technological Process</li> <li>▪ Assignment 2: Insulation Poster</li> </ul>	<ul style="list-style-type: none"> <li>▪ Theoretical Project 4: Technological Process</li> <li>▪ Case Study 1: Renewable Energy</li> <li>▪ Exam test 2</li> </ul>
<b>Grade 9</b>	<b>Grade 9</b>	<b>Grade 9</b>	<b>Grade 9</b>
<ul style="list-style-type: none"> <li>▪ Revise what and why dad</li> <li>▪ Revise technological process</li> <li>▪ Hydraulics and Pneumatics</li> <li>▪ Electronics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revise structures</li> <li>▪ Materials               <ul style="list-style-type: none"> <li>○ Concrete, plastics, metals, wood</li> <li>○ Fabrics</li> </ul> </li> <li>▪ Graphical Communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revise mechanisms</li> <li>▪ Advanced mechanism               <ul style="list-style-type: none"> <li>○ Bevels and worm gears</li> </ul> </li> <li>▪ Manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Food processing</li> <li>▪ Conservation</li> <li>▪ Revision</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>▪ Research Project 1: Power Tools</li> <li>▪ Project 1: Build a Lighting solution</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project 2: Build a Recycled pencil case</li> <li>▪ Exam Test 1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project 3: Build a Child's Toy</li> <li>▪ Case Study: Draken Industries</li> <li>▪ Assignment: 1: The history of rope making</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assignment 2: Food preservation</li> <li>▪ Assignment 3: Conservation poster</li> <li>▪ Exam Test 2</li> </ul>

**Assessment Summary**

Grade 8	Grade 9 Portfolio	
<ul style="list-style-type: none"> <li>▪ 4 Theoretical Project : Technological Process</li> <li>▪ 2 Exam tests</li> <li>▪ 2 assignments</li> <li>▪ 1 case study</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 Building projects</li> <li>▪ 3 Assignments</li> <li>▪ 1 Research project</li> <li>▪ 1 Case Study</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 Formal Exam Tests</li> <li>▪ Numerous short tests</li> </ul>



**Smart SKILL: RISK TAKING**  
**LEARNING AREA: ADVENTURE SPORTS**

*“When we conquer without danger; our triumph is without glory!” Pierre Corneille*

*“Courage is often lack of insight, fear, in many cases is based on good information” - Peter Ustinov*

- Risk is all around, all day every day. We risk our pride, our friendships and our lives through the choices we make. When taking risk, it is very important to calculate it. At the end of this moment, will I survive? And is that important to me?
- With knowledge, skills and resources available to you, can you perceive the outcome? If you can, what is acceptable to you and what is not. The conclusion of which is to take the risk or not, that is calculated risk taking.

Term 1	Term 2	Term 3	Term 4
Grade 8	Grade 8	Grade 8	Grade 8
<ul style="list-style-type: none"> <li>▪ Intro to kayaking</li> <li>▪ Equipment</li> <li>▪ Capsize drill</li> <li>▪ Strokes</li> <li>▪ General skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rock climbing</li> <li>▪ Video</li> <li>▪ Knots</li> <li>▪ Equipment</li> <li>▪ Climbing techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orienteering</li> <li>▪ Compass work</li> <li>▪ Setting up and orienteering course</li> <li>▪ Basic map work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intro to Archery</li> <li>▪ Range commands</li> <li>▪ Equipment</li> <li>▪ Revision of years work</li> <li>▪ Trees, birds and frog identification</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>▪ Practical assessment: strokes and skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prac: knots</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical test: basic map work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical assessment</li> </ul>
Grade 9	Grade 9	Grade 9	Grade 9
<ul style="list-style-type: none"> <li>▪ Kayaking</li> <li>▪ Revision</li> <li>▪ Advanced Strokes</li> <li>▪ Deep water rescue techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rock climbing</li> <li>▪ Revision</li> <li>▪ Advanced techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orienteering</li> <li>▪ Revision</li> <li>▪ Advanced map work for racing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Archery revision</li> <li>▪ Water skills</li> <li>▪ Trees, birding and frog identification</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>▪ Practical assessment: rescue techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prac: belay and climbing techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical map work during last expedition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical assessment</li> </ul>

 **Smart SKILL:** CONFIDENT COMMUNICATION  
**LEARNING AREA:** ARTS AND CULTURE

*"An orator is someone who says what he thinks and feels what he says" William Bryan*


Communication is our way of life. It takes place in many different forms, in many different ways every day. To be confident in communication is to demonstrate it on three levels

- Orally—a presentation, a group discussion, an interview or a performance
- Writing—from an essay, to a journal, a paragraph or a script
- Non verbal—the way we use our bodies through posture, gesture and dance movements, how we respond to rhythm and how we communicate through designing, painting, sketching and building.
- Technology is changing the way we communicate, and we are becoming more introspective because of it. The ability then to develop skills whereby we can communicate confidently without hiding behind technology is a very important one.

Term 1	Term 2	Term 3	Term 4
Grade 8	Grade 8	Grade 8	Grade 8
VISUAL ARTS <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Theory of drawing</li> <li>▪ Vocabulary</li> <li>▪ Elements of Visual Art</li> <li>▪ Tone</li> </ul>	VISUAL ARTS <ul style="list-style-type: none"> <li>▪ Texture</li> <li>▪ Shape</li> <li>▪ Form</li> <li>▪ Space</li> <li>▪ Colour</li> </ul>	VISUAL ARTS <ul style="list-style-type: none"> <li>▪ Theory of Painting</li> <li>▪ Painting media</li> <li>▪ Brief History of Painting</li> </ul>	VISUAL ARTS <ul style="list-style-type: none"> <li>▪ Trends and Influences</li> <li>▪ Painting Techniques</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>▪ 1 Pencil Sketch</li> <li>▪ 1 Card Design and Paint</li> <li>▪ 1 Drawing and Collage</li> <li>▪ 1 Line Drawing</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 Assignment research project</li> <li>▪ 1 Exam Test</li> <li>▪ 1 Cycle Test</li> <li>▪ 1 Collage and Montage</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 Shape Poem</li> <li>▪ 1 Word-O-Gram</li> <li>▪ 1 Tonal Drawing-Still Life</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 Mixed Media A2</li> <li>▪ 1 Research Project and Presentation</li> </ul>
Grade 9	Grade 9	Grade 9	Grade 9
<ul style="list-style-type: none"> <li>▪ Elements of Drama</li> <li>▪ Elements of Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elements of Dance</li> <li>▪ Elements of Music</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio Tasks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio Tasks</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>▪ 1 Performance</li> </ul>	1 Research Task 1 Questionnaire/Interview 4 Art Processes 1 Paragraph	1 Journal 1 Questionnaire/Investigation 1 Cycle Test 1 Exam Test	<ul style="list-style-type: none"> <li>▪ 2 Sketch Books</li> <li>▪ 1 Exam Test</li> </ul>

**ASSESSMENT SUMMARY**

GRADE 8	GRADE 9
<ul style="list-style-type: none"> <li>▪ 1 Pencil Sketch</li> <li>▪ 1 Card Design and Paint</li> <li>▪ 1 Drawing and Collage</li> <li>▪ 1 Line Drawing</li> <li>▪ 1 Collage and Montage</li> <li>▪ 1 Shape Poem</li> <li>▪ 1 Word-O-Gram</li> <li>▪ 1 Tonal Drawing-Still Life</li> <li>▪ 1 Mixed Media A2</li> <li>▪ 1 Assignment Research Project</li> <li>▪ 1 Research Project with Presentation</li> <li>▪ 1 Painting Exercise</li> <li>▪ 2 Exam Tests</li> <li>▪ 1 Cycle Test</li> </ul>	<b>PORTFOLIO REQUIREMENTS</b> <ul style="list-style-type: none"> <li>▪ 15 % Assignments, Tests, Orals</li> <li>▪ 25% Performance, Display, Sketch Book, Field Trip, Exhibition</li> <li>▪ 15% Assignments, Research Tasks, Questionnaires, Investigations, Interviews</li> <li>▪ 25% Art Processes/ Products</li> <li>▪ 20% Observation, Journal, Essay, Script</li> </ul>

 **Smart SKILL:** FINACIALLY WISE  
**LEARNING AREA:** ENTRPENUERSHIP


*"A banker is someone who lends you their umbrella when the sun is shinning and wants is back the minute it starts to rain" Mark Twain*

- Financial wisdom is being blown apart by the likes of Rich Dad Poor Dad and other such books. The old days of saving until you have enough to buy and always be out of dept are passing us by. The knowledge of good debt and bad debt are new and dynamic concepts. The facts of I can't afford this product i.e. I don't have the money together at the moment, is replaced with How can I afford this...?
- New concepts in employment are now commonplace with a high emphasis on entrepreneurship. Making your money work for you rather than cashing your tail to work for money. Acquiring a passive income which is more than your salary is now seen as a better investment than pension scheme.

Term 1	Term 2	Term 3	Term 4
Grade 8	Grade 8	Grade 8	Grade 8
<ul style="list-style-type: none"> <li><b>MOD. 1 Money makes the world go round</b> (The origins of money &amp; Trade &amp; the Economic Problem)</li> <li><b>MOD. 3 Important economic concepts</b> (Economic systems, Trade Unions &amp; Inflation)</li> <li><b>MOD. 4 Sustainable growth</b> (Budgets – personal / national, household budget &amp; The Reconstruction &amp; Development Programme, RDP)</li> </ul>	<ul style="list-style-type: none"> <li><b>MOD. 5 Processes in economic growth</b> (Investments &amp; technology)</li> <li><b>MOD. 6 Managerial Knowledge &amp; skills</b> (Statement of net worth &amp; management strategies)</li> <li><b>MOD. 7 Source documents</b> (Receipts &amp; payments)</li> </ul>	<ul style="list-style-type: none"> <li><b>MOD. 8 Forms of compensation</b> (Returns from savings and investments, &amp; remuneration for work done)</li> <li><b>MOD. 9 The entrepreneurial environment</b> (Organisations that promote entrepreneurship &amp; Ideas for a new business)</li> <li><b>MOD. 10</b> (Forms of ownership, financial viability &amp; feasibility &amp; my own business venture)</li> <li><b>Entrepreneurship - market day</b> (simulation)</li> </ul>	<ul style="list-style-type: none"> <li>Contin of <b>MOD. 6 &amp; 7 Managerial knowledge &amp; skills</b></li> <li>Revision &amp; any of the modules mentioned not covered</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>Assign. No. 1: Report on the annual Budget Speech</li> <li>Project No.1 PP Presentation: Community research on RDP projects</li> <li>Cycle test on all three modules</li> </ul>	<ul style="list-style-type: none"> <li>Assign. No.2: Research on different investment, savings and loan opportunities</li> <li>Project No. 2: Report from departmental heads of a business to management</li> <li>June exam on term 1 &amp; 2 work</li> </ul>	<ul style="list-style-type: none"> <li>Market research, unit 9.2</li> <li>Case study: financial viability of a business</li> <li>Project No. 3 PP Presentation, MOD. 10 My own business venture (Market Day [simulation])</li> </ul>	<ul style="list-style-type: none"> <li>Project No. 4: MOD. 6, Unit 6.1 Statement of net worth report</li> <li>Nov. exam/end of year exam and PP Presentation on market day</li> </ul>
Grade 9	Grade 9	Grade 9	Grade 9
<ul style="list-style-type: none"> <li><b>MOD.7 Entrepreneurs &amp; their environment</b> (Strategies &amp; conduct)</li> <li><b>MOD.8; unit 8.2 Economic realities that affect everyone</b> (conditions of service)</li> </ul>	<ul style="list-style-type: none"> <li><b>MOD. 9 Planning a calculated risk</b> (SWOT analysis, business plan)</li> <li><b>Simulation;</b> stationary/tuck shop</li> </ul>	<ul style="list-style-type: none"> <li><b>MOD.10 Entrepreneurial knowledge</b> (Form of ownership, marketing campaign, small medium &amp; micro-enterprises [SMMEs])</li> <li>On-going; stationary/tuck shop</li> </ul>	<ul style="list-style-type: none"> <li>On-going stationary/tuck shop</li> <li>Revision of all the modules</li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>Project No.1, MOD 7: Ways in which businesses promote public relations, social responsibilities &amp; environmental responsibilities</li> <li>Spot test on Gr. 8 work</li> <li>Cycle test on MOD. 7 &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>Assign. 1 MOD.9: SWOT analysis poster</li> <li>Project No. 2 Business plan for stationary/tuck shop/advertising campaign</li> <li>June exam</li> </ul>	<ul style="list-style-type: none"> <li>Research project MOD 10 Unit 10.1: Forms of ownership research</li> <li>Project No. 3 MOD 10 Unit 10.2: Marketing Campaign on the influence of advertising on product or enterprise preference</li> <li>Case study MOD 10 Unit 10.3: SMMEs</li> </ul>	<ul style="list-style-type: none"> <li>Assign. 2 MOD 7: Extension on public relations, social &amp; environmental responsibilities</li> <li>Assign. 3 MOD 8: Extension on conditions of employment</li> <li>November exam/end of year exam and PP Presentation on the on-going tuck/stationary shop business</li> </ul>

**Assessment Summary**

Grade 8	Grade 9 Portfolio
<ul style="list-style-type: none"> <li>2 Exam tests</li> <li>2 assignments</li> <li>1 case study</li> </ul>	<ul style="list-style-type: none"> <li>2 Formal Exam Tests</li> <li>Numerous short tests</li> </ul>

 **Smart SKILL:** A GOOD FRIEND  
**LEARNING AREA:** LIFE ORIENTAION

*“A faithful friend is a sturdy shelter, they that have found one has found a treasure, there is nothing is so precious as a faithful friend, and no scales can measure their excellence.” Ecclesiasticus, Apocrypha,*

- Life Orientation, like orienteering is getting going in the right direction. It is the focus of Life Orientation to then aid learners in motivating their lives in the right direction.
- Relationships are the very heart beat of our existence. Humans are not designs for solitary living. We are social beings with strong needs for intimate relationships.
- Being in any real relationship conflict is inevitable. As iron sharpens iron so we sharpen each other. As iron sharpens iron so sparks fly, hence as we seek to improve our relationships, so we are bound to find sparky conflict.
- Learning to hold and resolve ours and others emotions is the basis of sound relational values. Good emotional intelligence and sound processes in dealing with what life throws at us helps us to become relationship intelligent. All that the older generations can pass on to the upcoming ones is the years they've walked and the paths they've trod; and such is their wisdom.

Term 1	Term 2	Term 3	Term 4
Grade 8	Grade 8	Grade 8	Grade 8
<ul style="list-style-type: none"> <li>▪ Orientation into High School               <ol style="list-style-type: none"> <li>1. Autobiographical paragraphs, questionnaires,</li> <li>2. Study skills: mind maps, Bibliographies, Research</li> <li>3. Memory skills, Memorizing techniques, Problem solving and lateral thinking.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ World Politics               <ol style="list-style-type: none"> <li>1. Democracy</li> <li>2. Elections</li> <li>3. World Super Powers</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Healthy Living               <ol style="list-style-type: none"> <li>1. The body and how it works</li> <li>2. Exercise and nutrition principles</li> <li>3. Personal exercise and eating programmes</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Life Saving               <ol style="list-style-type: none"> <li>1. Practical life saving</li> <li>2. Water safety and cpr</li> <li>3. Swimming competency</li> <li>4. Zambi life saving course</li> </ol> </li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>▪ Design project, written project, test</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exam, 2 x Assignment,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project, Assignment, design project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project, Exam, practical</li> </ul>
Grade 9	Grade 9	Grade 9	Grade 9
<ul style="list-style-type: none"> <li>▪ Healthy Living               <ol style="list-style-type: none"> <li>1. The body and its energy systems</li> <li>2. Exercise and nutrition principles</li> <li>3. Personal exercise and eating plans</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Careers and Business               <ol style="list-style-type: none"> <li>1. CV's</li> <li>2. Application and business letters</li> <li>3. Career research and opportunities</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The Environment and Epidemics               <ol style="list-style-type: none"> <li>1. Pollution and the effects on the environment</li> <li>2. Litter (biodegradables)</li> <li>3. Epidemics in our local areas</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Comparative Religions               <ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. Judaism</li> <li>3. Hinduism</li> <li>4. Islam</li> <li>5. Buddhism</li> </ol> </li> </ul>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>▪ Project, Design project, test</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exam, Assignment, project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project, Assignment, design projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exam, Assignment, practical</li> </ul>

Assessment Summary

Grade 8	Grade 9 Portfolio
<ul style="list-style-type: none"> <li>▪ 3 x written assignments</li> <li>▪ 2 x design projects</li> <li>▪ 3 x projects (written and illustrated)</li> <li>▪ 4 x tests or exams ( written and practical)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 x projects (written and illustrated)</li> <li>▪ 2 x design projects</li> <li>▪ 2 x research assignments</li> <li>▪ 3 x tests or exams (practical and written)</li> </ul>

# The SOLUTION Finding PROCESS

## The Solution Finding Process

Using this process students are shown a clear way in which to generate many different solutions to challenges they might face. Following the process can help realise a solution to a challenge. There are several stages to this process.

### 1. Identifying the problem or challenge

- a. Is it a real problem that can be fixed, changed, developed or a perceived one which needs factual correction?
- b. Develop a design brief
  - i. A design brief is a short statement in which the challenge is specifically outlined. It is a written explanation outlining the aims and objectives of a design project. It includes:

#### 1. A problem statement

- a. The primary purpose of a problem statement is to focus the attention of the problem solving team. It must be too the point, but not so constricting that it limits ideas.

#### 2. Specifications and Constraints

- a. What it can and cannot be

#### 3. Time frames and budget implications

### 2. Dream up / brainstorm

- a. Generate and sketch as many different ideas as you can. Do not be too limited by the design brief!

### 3. Synergise

- a. Choose an amalgamation of ideas. Find the compromise. Synergise ideas

### 4. Realisation

- a. NIKE, just do it! Get on and realise the solution

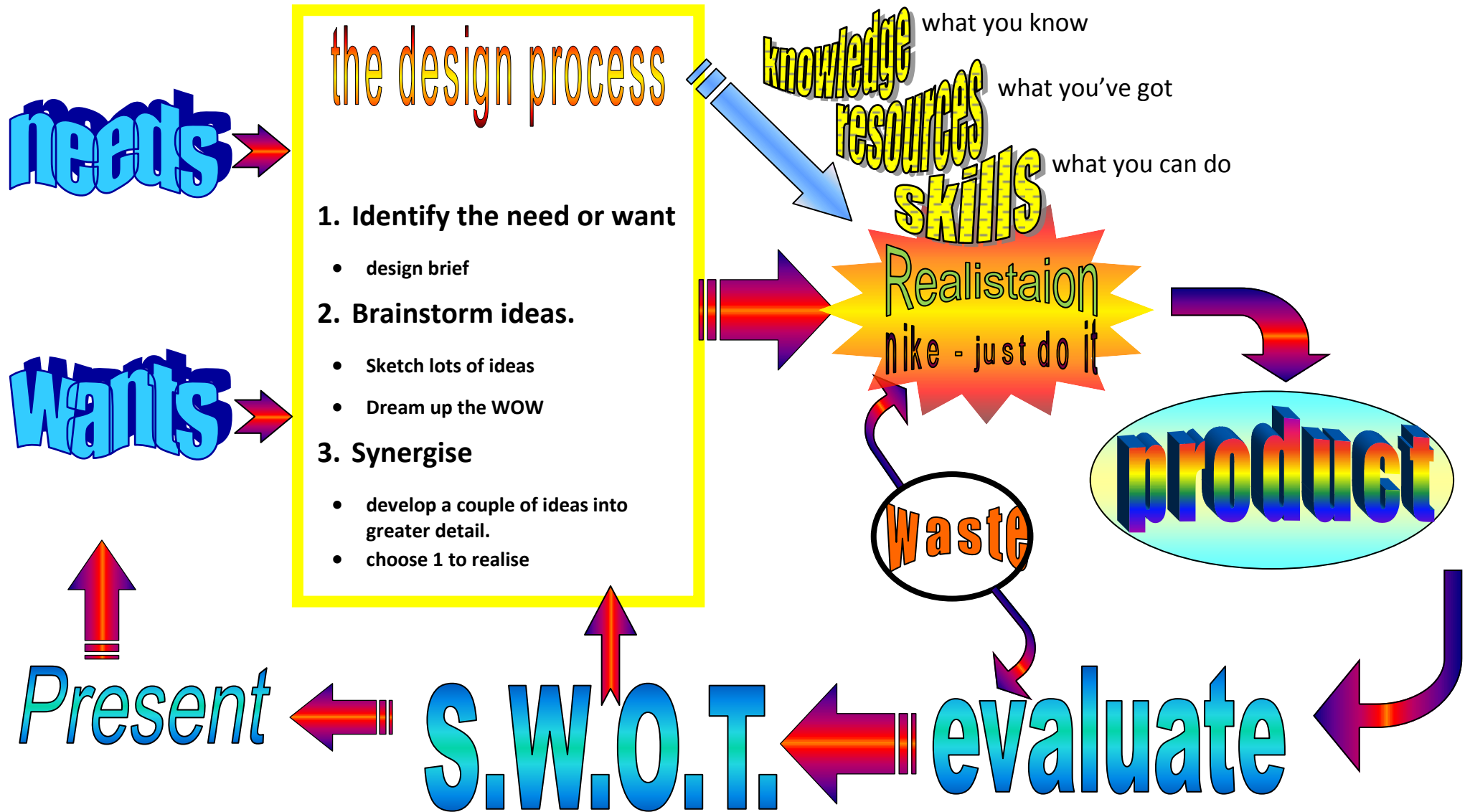
### 5. Evaluation

- a. Continuous and summary based evaluations to check you process is on line
- b. SWOT analysis

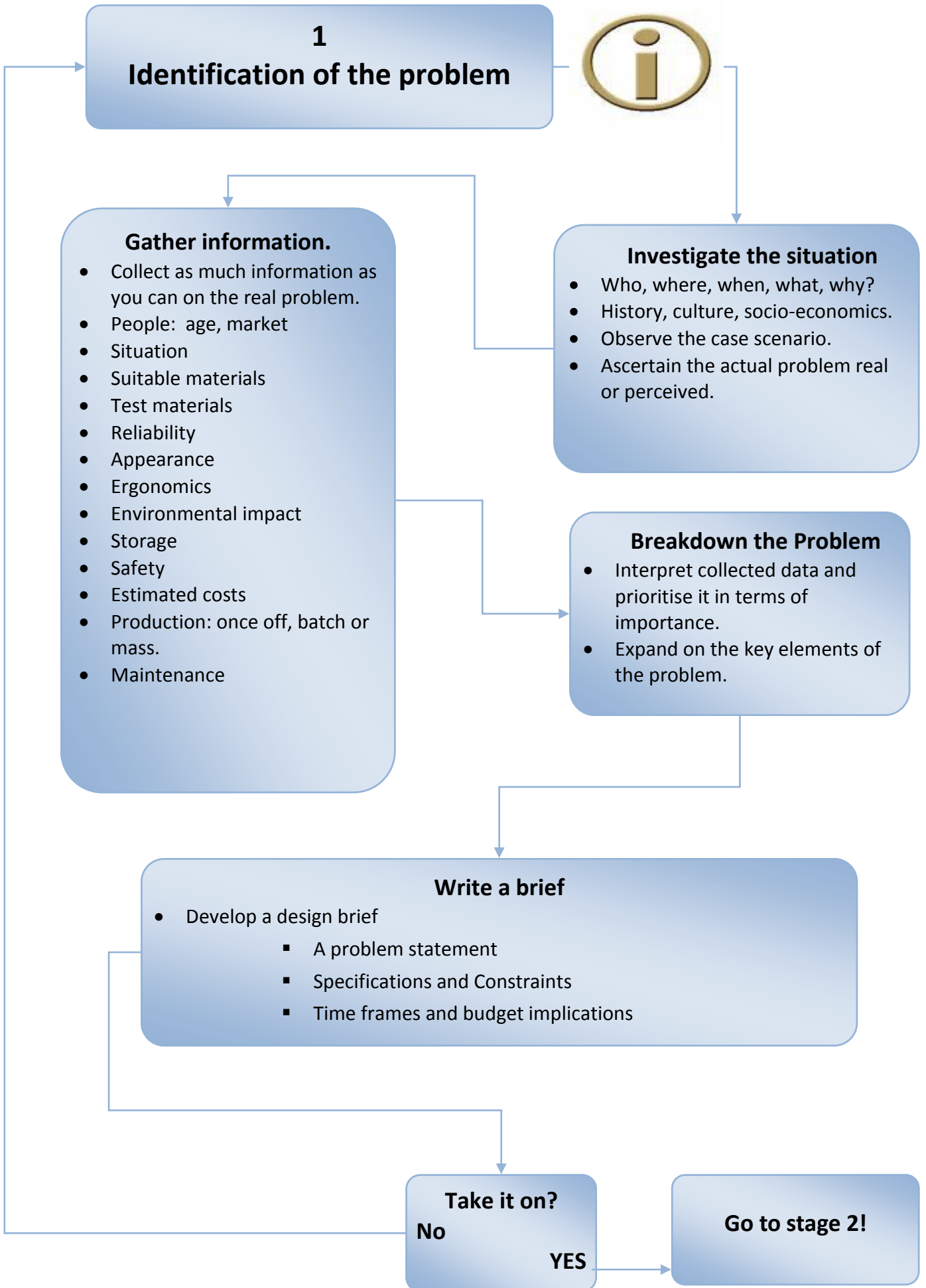
### 6. Presentation

- a. Effectively communicate you idea to your client / friend

# The SOLUTION Finding PROCESS



Continuous evaluation. Does it meet the need set out in the design brief?





## 2 Brainstorm

### The storm

- Be fluid - let the ideas flow, lots of them.
- Be flexible - lots of varied ideas
  - Out of the box thinking
- Be Flamboyant - add ideas together, pull 'em apart smash 'em up and rebuild them.

### **Selah - chew them over**

- Sort the ideas out into groups
- Rearrange, organise and structure ideas.
- Consolidate and simplify

Other ideas that could be used:

- Substitute, what could be used instead.
- Minify, how can it be made smaller
- Reverse, change the order of things.
- Combine with other ideas.

### **REMEMBER K.I.S.S.**

Keep It Simple Stupid

### Enlighten

- Identify promising possibilities
- Gooi out the unfeasible, sublime and ridiculous.
- Select several possible solutions
- Refine and amalgamate if possible.

Take it on?

NO

YES

Est c'est bon?

- Are these solutions any good?
- Do they meet the specifications of the design brief?
- Could they solve the problem?

Go to stage 3!



### 3 Synergise Select and plan

#### Write a specification

- Function of solution: what problem will it solve?
- General appearance: aesthetics
- Ergonomic considerations
- Age group considerations
- Size and shape
- Finish requirements
- Type and amount of materials
- Cost - basic and production
- Manufacturing method
- Environmental impact
- Safety requirements
- Maintenance requirements

#### Prepare working drawings

- Help to communicate graphically the final solution.
- Contains details and blow ups of important areas for construction, production and processes for manufacture.
- Measurement of each part
- Accurate labelling and explanations
- Joints, shaping, material finishing methods

**NB**  
**Simple bold and clear**

#### Real time plan

- Plan out your stages of production
- Give some time lines and deadlines
- Order tasks
- Who, will do what and by when
- Costs and budgets
- Meeting and check ups

Take it on?

NO

YES

Go to stage 4!

**4**  
**Realisation**  
**Nike – Just do it**



**NB**  
Making a model scale first can save you time in the long run. It is something that you should consider carefully

**Plan your work**

- Using the last step of section 3 plan out carefully your manufacturing process.
- This can be fluid so don't get too stressed out if it not exactly to plan.
- Source materials, tools and work area
- Get tool training from someone wise!!

Take it on?  
YES

Go back to stage 3 and re design

**Shape the materials**

- Shape each piece of the solution as indicated in the working drawings.
- Cut out, turn, chisel, drill weld, grind, hammer, bigger hammer, recycle, start again!
- File, smooth, sand, drop, hammer, bigger hammer, recycle start again!

**Assemble and join parts**

- Glue, screwing, welding, riveting.
- Put the thing together

**Simple finish**

- Sand, wire wool, paint, dip, varnish, grease, oil
- Clean

**Precision work**

- Complicated tuning, refining, winding securing intricate bits and pieces
- Check, does it work
- Is it safe to use

Take it on?  
Yes  
NO

Go to stage 5!

# 5 Evaluation



Different sorts of evaluation

## 1. Formative

- Continuous information gathering during the whole tech process.
- Evaluate each stage as you go along. Always looking to link feedback loops into the system.
- Develop an evaluation for each step of the tech process. i.e. make an evaluation relevant to that step.
- This helps correcting errors that do fit with the specs. Which if left till a summary evaluation would be to late.

## 2. Summary

- This is an evaluation at the end of project. This is a typical evaluation
- In science you would test against the hypothesis in your conclusion, here in the real world we evaluate!!.
- Here you evaluate the final product, against a set of standards which you have implemented. Linking back to the design brief.

## Some questions to ask about evaluation - criteria setting.

- What needs to be evaluated?
- Why does it need to be evaluated?
- How is it to be evaluated?
- A what stage and therefore type of evaluation- formative or summary ?
- What media is the evaluation to be presented in

## Evaluation criteria

- Does the solution meet the requirements set out in the design brief and the specifications.
- Does it consider...
  - Function
  - Aesthetics
  - Ergonomics
  - NRG usage and recyclable
  - Environmental impact
  - Safety
  - Coast effective
  - Comparison with existing products
  - Durability
  - Life span

## SWOT ANALYSIS

- **S**trengths
- **W**eaknesses
- **O**pportunities
- **T**hreats
- Evaluation report
- Present your ideas and state reason for conclusions.

Take it on?  
No Yes

Go back to stage 3!

Go to stage 6!

# 6 Presentation

