Tutorial Letter 102/0/2022

Resource Development in the Foundation Phase

Assignments

RDF2601

Year module

Department of Early Childhood Education

This tutorial letter contains important information about your module.

BARCODE

Dear Student

1. INTRODUCTION

During 2022, we will only have one tuition and assessment period for all students registered for RDF 2601. This is a year module, with online assessment only.

This tutorial letter will provide you with important information, as well as information on the formal assessment (assignments).

This module (RDF2601) is offered fully online, which means all activities have to be completed online.

2. ASSIGNMENTS

The assignments

All the assignments and information about them will be available online on the website for this module on my Unisa, your virtual campus.

Assignment 01

Assignment 01 consists of 30 multiple-choice questions.

Assignments are regarded as part of the learning material for this module. As you do the assignments, you are actively engaged in learning. Looking at the assessment criteria and the mark allocation rubrics given for each assignment, will help you to gain a clear understanding of what is required of you.

We prefer typed assignments in PDF format to be **submitted online**. “Read-only” PDF files cannot be marked and will be cancelled. Handwritten assignments should be legible and written in black ink and can be scanned for online submission. Contact your regional office for assistance. Assignments submitted in pencil will not be marked (except for multiple-choice question answers on a mark-reading sheet). It is important that the correct question number appears next to each answer. Ensure that the correct module code, unique assignment number, as well as the general assignment number appear on the front cover.

It is best practice to include a table of contents, and to do a spell check and proofread your assignments before submitting them. Students lose many marks by submitting incomplete answers. We expect the assignments to be completed in a professional, academic writing style.

Do show respect when contacting your lecturers: the use of social-media language is not acceptable in an academic environment.

Feedback on the assignments will be provided in different ways. The markers will comment constructively on all four assignments. In addition to this, feedback on all four compulsory assignments **will be included** in a follow-up tutorial letter **to all students registered for this module**, and not only to those students who submitted the assignments.

As soon as you have received the feedback, please check your answers. The assignments and feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment. Pay special attention to all your assignments, as there is no examination for this module. Your year-end performance will be judged from your competency in all four assignments (one of which is a portfolio, which is equivalent to an exam).

When you make inquiries about an assignment, please provide the module code (RDF2601), the number of the assignment and your student number.

No extension can be granted for the assignments and/or the portfolio.

It will take you quite a while to complete your assignments, so start immediately after registration. Check the due dates of the assignments and work smart. The assignments will take many hours of your time. You will undoubtedly benefit from spending enough time on them and giving your best when completing your assignments.

The role of assignments

As explained above, assignments are regarded as part of the learning material for this module. While doing the assignments, studying and reading the texts, consulting other resources, discussing the work with your fellow students and/or tutors, or doing research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand more clearly what is required of you.

The aim of these questions is to help you to work through the study guide systematically. Please do not merely scan the study guide to find the answers – make sure you read and understand the contents of each chapter thoroughly. In this way, you will not only prepare yourself for compiling the portfolio, but you will also gain the knowledge required to achieve the outcomes of this module and be successful in your career.

INSTRUCTIONS FOR ANSWERING ASSIGNMENT 01

Use the *study guide* to find the answers to the questions.

- Assignment 01 RDF2601 is a multiple-choice assignment based on your study material.
- Complete Assignment 01 online/ electronically via myUnisa. Assignments may not be submitted by posted, faxed or e-mail
- Please watch the short YouTube video on steps to follow to complete your MCQs assignment online. https://www.youtube.com/watch?v=toYChCq3djk
- You are required to answer all 30 multiple-choice questions.

ASSIGNMENT 01

CONTRIBUTES 25 % TO FINAL PASS MARK

MULTIPLE-CHOICE QUESTIONS

The purpose of this assignment is to help you work through the learning material/guide.

Sources to consult:
- RDF2601 Study Guide
- E-reserves

Instructions on how to complete the assignment:
- Read through your RDF2601 study guide.
- Read every question carefully and identify the section in the study guide or e-reserves where you will find the answer to the particular question.
- Write your answers down.
- Transfer your answers to the online submission page on myUnisa.
- Submit your answers online.

Choose the correct answer:

1. Resources used to enhance a learning concept in an educational context are:

1) resources that can be handled by learners, and sometimes transformed, or which may allow learners to join in
2) learning and teaching support material (LTSM)
3) resources that have a variety of functions
4) resources that can be handled, transformed or combined in various ways

2. Outdoor activities are promoted in the Foundation Phase, as they:

1) are resources found in the natural environment?
2) are resources that use people to provide material, knowledge and skills
3) encourage gross motor movements in young learners
4) are resources that have no predetermined use

3. Where learning takes place through physical and tactile activities and experiences:

1) pieces of wood, leaves, sand and water
2) kinaesthetic learning
3) skipping ropes, hula hoops and see-saws
4) thunderstorm energy

4. The purpose of resources is to:

1) support the teaching and learning process, to make the process more effective and productive
2) establish an enhanced view of children
3) allow learners to function and operate alone
4) All of the above.

5. ***"The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done – men who are creative, inventive and discoverers."***

The main idea of this theory is that all individuals go through the various stages of development in order to reach full human intelligence. Identify the theory/leading expert in the field of the development of knowledge from birth to childhood who proposed this:

1) Howard Gardener's multiple intelligences
2) Gumbo's Africanisation theory
3) Lev Vygotsky's socio-cultural theory
4) Jean Piaget's cognitive theory

Read the extract below and answer questions 6 to 8.

John learns best through physical movement and tactile inputs. His teacher finds that he often responds well when engaged in hands-on activities and learns best when doing activities.

6. What learning style does John display? John is a _____.

1) visual learner
2) auditory learner
3) kinaesthetic learner
4) 1 and 2

7. How is John smart? In other words, what intelligence does John display when learning?

1) musical intelligence
2) bodily-kinaesthetic intelligence
3) spatial intelligence
4) logical-mathematical intelligence

8. Select the most appropriate combination of resources that will assist in supporting John in developing *writing* and *handwriting* skills:

1) beads, sensory bags and talking chips
2) playdough, sensory bags and tongue depressors
3) blocks, rocks and playdough
4) 1 and 3

Complete the following statement by selecting the best option:

9. According to the Curriculum and Assessment Policy Statement (DBE 2011), the standard materials required specifically for the teaching of Creative Arts are:

1) charts, posters and audio equipment
2) construction material, open space and different sized objects
3) musical instruments, old clothes and open space
4) open space, visual stimuli, a variety of props and musical instruments

10. As the Botswana Training Authority (BOTA 2005) states, the aim of providing guidelines for the use of teaching and learning resources "is to support different types of learning modes", as well as "to ensure that learning materials developed include and support different types of learners".

Which of the following guidelines on developing resources have <u>NOT</u> been adapted from BOTA (2005) and from Coyle et al. (2014)?

1) Structure and design
2) The scientific and technological process skills design
3) Establishing a need
4) Flexible design

11. Grade R-3 learners should not be exposed to work with dangerous recycled materials. Which recycled materials would you not recommend for use in Grade R-3 classrooms? Choose one of the groups below.

1) glass
- jars
- bottles (cooldrink, sauce and medicine bottles)

2) paper
- newspaper, magazines, scrap paper/wrapping paper and old books
- paper cups
- paint swatches
- cardboard
  - boxes (medicine, cereal, biscuit, tissue, juice boxes etc)
  - tubes (toilet roll, paper towel, wrapping paper and Pringle tubes)
  - egg cartons
  - old puzzles

3) *plastics*
- black soft plastic
- black polystyrene trays
- plastic trays made from PET (marked with '1' in the triangle)
- plastic contaminated with oil, paint or glue, or plastic bonded with paper such as laminated paper

4) *plastic*
- bottles
- lids (bottle and cream lids)
- tubs (cream, ice cream, yoghurt tubs etc)
- medicine bottles
- cotton reels
- buttons
- plumbing pipes
- straws

12. According to the Department of Social Development, which of the following is a minimum standard to which equipment and resources should adhere to in Foundation Phase teaching?

a) Clean and safe.
b) Breakables stored out of reach of learners.
c) Scissors to be stored in a box in the front of the room.
d) Small manipulatives like buttons stored in jars with bottle tops.

Read the scenario below, taken from Curtis and Carter (2008), and then answer questions 13 to 16.

The children in Mrs Dlamini's class regularly climb on the chairs, tables and anything else they can find to get up higher. The programme budget is on hold and the teacher has been told she'll need to wait to buy pieces of equipment for indoor large motor play. In the meantime, she wants to offer the children a challenging but safe opportunity for climbing. She used some sturdy block shelves as the base for making a Plexiglas mirror bridge. Sitting close to the children as they climb, she sees the determination and feeling of competence they gain as they make their way across the bridge. Mrs Dlamini looks forward to helping the children negotiate the new challenge that emerges as they head toward each other in the middle of the bridge.

13. What content area is Mrs Dlamini specifically promoting, according to CAPS (DBE 2011)?

1) Personal and Social Well-Being
2) Life Skills
3) Performing Arts
4) Physical Education

14. Refer to Curtis and Carter (2008) on your e-reserves on myUnisa to find which principle is being promoted by Mrs Dlamini.

1) Providing real tools and quality materials
2) Selecting materials using an enhanced view of children
3) Drawing on the aesthetic qualities of materials
4) Layering materials to offer complexity

15. When looking at the processes of developing resources, what aspect is Mrs Dlamini addressing?

1) Structure and design
2) Establishing a need
3) Access and equity
4) Resource mobilisation

16. In this instance, which of the following materials could Mrs Dlamini also adapt to develop gross motor play inside?






1. 2. 3. 4.

1) 1, 2 and 4
2) 2 and 3
3) 3 and 4
4) All of the above

17. An object/material is recyclable:

1) when it can be converted into something new
2) when it can be repurposed and reused
3) when it is made of glass, plastic, textiles and paper
4) 1, 2 and 3

18. Select the option below that best describes the principle of resource development that speaks to *acknowledging human rights, inclusivity, environmental and social justice.*

1) Resources need to be sensitive to issues of diversity and echo the identity, indigenous knowledge, background and experiences of the children in your class.
2) Resources need to promote knowledge in local contexts, while being sensitive to global imperatives.
3) Resources must present the main content, concepts or skills that support the instructional objectives and subject focus according to the curriculum.
4) Resources need to encourage and facilitate the learning of the four 21st century skills: communication, collaboration, creative and critical thinking skills.

19. Choose the option that best defines what the term *aesthetically appealing* means.

1) Deals with the nature of beauty and appeals to the senses
4) Deals with the nature of learners' interests
3) Deals with the nature of introducing new ideas to generate possibilities through originality
4) None of the above.

20. DAP can be defined as those practices:

1) that are not suitable or fitting for the development of the learners
2) that conform with the belief that learning takes place as a result of an individual interacting within their environment
3) that take note of what is known about child development and also what is known or learnt about each child and her/his development
4) that support a more knowledgeable other scaffolding for learners to achieve specific learning outcomes

21. Organise the following resources according to the principle that speaks to resources needing to be *well designed, attractive and accessible for learners*. Organise them from the worst example to the best example.


1.


2.


3.



4.

1) 3, 1, 4 and 2
2) 1, 2, 3 and 4
3) 4, 2, 3 and 1
4) 3, 2, 4 and 1

Read the scenario and answer questions 22 and 23.

> **A Grade R class is learning about wild animals and the teacher has set up an interest table with wicker baskets, animal-patterned material and furs, stuffed toy animals, bones and tails made from old stockings.**

22. According to the CAPS curriculum (DBE 2011), what content area is this interest table mainly promoting?

1) Visual Arts
2) Creative Arts
3) Performing Arts
4) Beginning Knowledge and Personal and Social Well-Being

23. Based on your answer above, what description best describes the learning that will take place when learners are interacting with the interest table?

1) Physical growth, development, recreation and play are emphasised.
2) Learners will be guided to use their natural inclinations to use their imagination, manipulate and work with materials, move and tell stories.
3) Discussion and questioning are enriched as learners experience the real world through visual and sensory stimulation.
4) Learners will develop sensory motor skills and fine and gross motor co-ordination through the manipulation of materials and the mastery of a variety of art techniques.

Answer questions 24 and 25 with regard to flard cards as a resource.

24. In the CAPS Mathematics curriculum (DBE 2011:16), flard cards are mentioned as a resource. What description best describes what these are?

1) A set of cards bearing information with words, images or numbers used in a classroom to build memory
2) A set of number cards used to build up and break down numbers according to their place values
3) A set of wall cards that aid in describing the basic number concepts relating to number symbol, unit and name
4) A set of cards with a variety of dots on each one in order to develop learners' subitising skills

25. With regard to what roles resources play, which option best describes the role flash cards play in the teaching and learning process?

1) They inspire conversation and create an atmosphere conducive to learning.
2) They aid in introducing, developing or reinforcing a concept.
3) They grab learners' attention and encourage interaction.
4) They evoke prior knowledge and appeal to learners' needs.

26. The process of developing resources does <u>NOT</u> include the following step:

1) Establishing a need
2) Flexible design
3) Contacting donors for donations
4) Access and equity

27. Choose the most correct option that best describes resources that promote *21st century skills*.

1) Resources that promote active and critical learning
2) Resources that stimulate collaborative and communication skills
3) Resources that stimulate creative and critical thinking
4) All of the above.

28. Developmentally appropriate practice (DAP) involves:

1) The different ways in which learners learn and acquire information
2) Taking into consideration how learners typically learn and develop
3) Belief that knowledge is constructed based on the interactions an individual has with others
4) Applying the senses while physically acting upon the environment

29. Foundation Phase lesson plan stages include:

1) Pre-operational, concrete operational and formal operational
2) Logical, bodily kinaesthetic and intrapersonal
3) Introduction, lesson development and conclusion
4) Lesson development, sensory motor and linguistic

30. An object/material is recyclable when it can be converted into something new and removed from the waste stream. In other words, a recyclable material is one which can be reused and repurposed. Which materials do not belong to recyclable category below?

1) Food waste, ceramics and bubble wraps
2) Glass, paper and egg cartoons
3) Buttons, straws and cotton reels
4) Ear phones, cell phones and old tires

TOTAL: [30]

ASSIGNMENT 02

WRITTEN ASSIGNMENT

The purpose of the assignment is to help you work through the learning material/guide.

Sources to consult:
- RDF2601 Study Guide
- E-reserves

Instructions on how to complete the assignment:

- Read each question carefully.
- Answer ALL the questions.
- Write down the number of each question when answering.
- Use the mark allocation as a guide for how much you must write for each answer.
- Explain yourself clearly and properly.
- Set your assignment out logically, with a cover page and contents page, and use headings and paragraphs where appropriate.
- Cite your sources where applicable and provide a reference list at the end of the assignment.

General layout:

When compiling an assignment, one needs to include the following:

- A cover page with your name, your student number, the module code and the unique assignment number.
- A contents page, which must include all the main headings in your assignment, with the relevant page numbers on which they can be found.
- Page numbers.
- In-text referencing / citations — refer to your study guide to see how this is done correctly and consistently.
- Reference list / bibliography — refer to your study guide to see how this is done correctly and consistently.

This is a formal, academic assignment and should be treated as such — your writing style, neatness and the overall presentation of the assignment count towards the general layout mark, and are also a reflection on you.

QUESTION 1: **(38)**

Learning and teaching support materials / resources (LTSM) provide the structure for teaching within which learners explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress.

1.1 Complete the following table to emphasise the structure LTSM provide for teaching and learning. (10)

Name three categories of resources you can use to enhance your teaching and learning in the Foundation Phase.	**Provide an example of each category.**	**Explain how each identified resource can be used in the teaching of the following Foundation Phase subjects:** - **Mathematics** - **Home Language** - **First Additional Language** - **Life Skills**
•		
•		
•		

1.2 Bušljeta (2013:56) describes the purpose of teaching and learning resources as being to "assist the teacher with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different abilities and values".

Discuss the common goals of using LTSM in your classroom. Illustrate each goal by giving an example from each of the subjects, Maths, Life Skills, Home Language and First Additional Language. (8)

1.3 *Resource development according to Howard Gardner's multiple intelligences:*

Howard Gardner, a developmental psychologist, believes that learning styles should rather be referred to as "intelligences" and focuses on the question "how are you smart?", instead of "how smart are you?" His theory suggests EIGHT (8) multiple intelligences (MI) that people engage in when processing information.

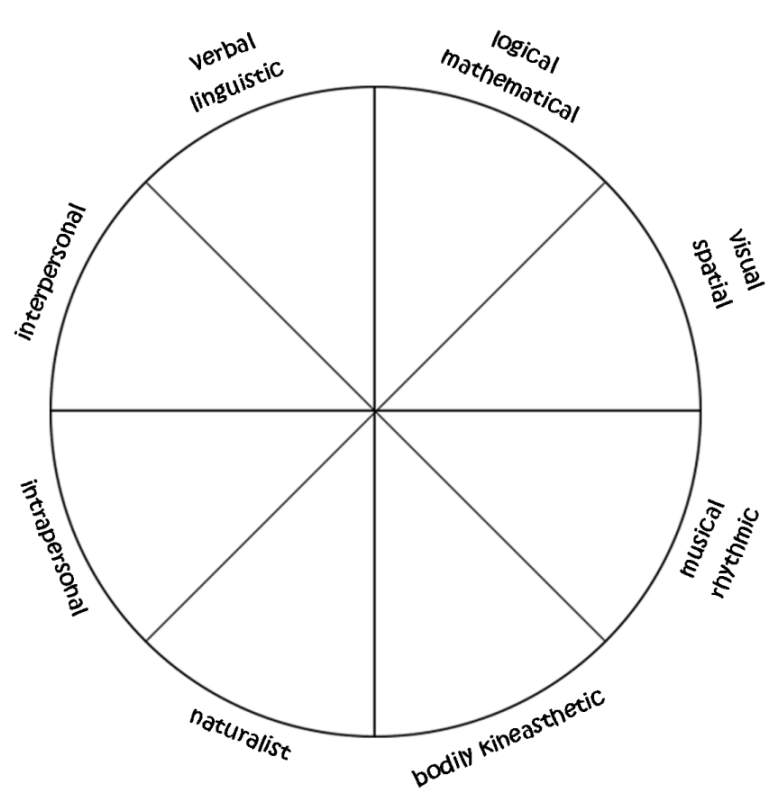
1.3.1 List FIVE (5) of Gardner's multiple intelligences that you can apply to develop Foundation Phase resources. (5)

1.3.2 In the corner of your Grade 2 classroom, design, make, paint and display the type of resources you can use to attract learners that show each of the five intelligences of your choice (for example Linguistic smart), taking into consideration that they learn better and freely when their types of smart are identified and taken care of. Justify each one of your choices. (15)

NB: Please take photographs of each to include in the assignment

QUESTION 2: **(17)**

2.1 Fill in the pie chart below with Mathematics <u>or</u> Home Language <u>or</u> Life Skills resources you can think of which will appeal to each type of intelligence. (7)



2.2 Match the following scenarios by rewriting them in the table below, under the relevant stages of cognitive development as described by Jean Piaget:

- A sister tricks her brother by pouring his juice from a tall cup into a smaller, wider one.
- A girl playing doctor with her teddy.
- A boy sets out his study timetable in his school diary.
- A child is squishing mud through their fingers.
- A group of children are doing a volcano experiment with vinegar and bicarbonate of soda.
- A child sorts her blocks from biggest to smallest.
- A little boy running around in a Superman outfit.
- Two friends playing chess together.
- A boy finds a toy after his mom hides it while playing peek-a-boo.
- A little girl goes to her dad for a hug when he holds his arms out.

(10)

Sensorimotor stage	**Preoperational stage**	**Concrete operational stage**	**Formal operational stage**

QUESTION 3: **(45)**

Read the scenario below and then answer the questions that follow:

It is advisable that the design of a model/artefact should be done with Grade 3 learners.

Two villages, Ga-Mashashane and Nonkqubela, are divided by a big river. Children like to play in the river while they use enamel buckets to carry water home. The river, kwaNoNkcampa, serves as a recreation and socialisation spot as well, as most schoolboys and girls play indigenous games like dekgati, upuca, ugqaphu and others.

Ga-Mashashane managed to build a Junior Primary School (J.P.S.) for Grades R to 4, whereas the Nonkqubela villagers were wise to build a Senior Secondary School (S.S.S.). The villages are situated in a rain belt and the forests and grass are evergreen. Livestock and mealie fields boost the economy and enable parents to make ends meet.

3.1 What natural resources are available in the villages of Ga-Mashashane and Nonkqubela Villages? List SIX (6) natural sources. (6)

3.2 How do children enjoy their leisure time in these villages? List SIX (6) ways. (6)

3.3 Identify the kind(s) of serious problem(s) these villages face. (2)

3.4 Suggest and formulate the strategies you as principals and teachers could devise to help all the children attend both high school and primary school, without barriers. In your strategies, consider the following available resources in the villages:

- Human resources like parents, extended families, the chief, elderly men and women, headsmen, etc.
- Consider the natural resources that are available in the vicinity.
- Consider the rain, green trees and wetlands.

(6)

3.5 Investigate, design and make a miniature structure or a model that could change the problem of crossing (inability to cross): When developing the structure consider the following:

- Appropriateness
- Rigidity
- Aesthetic value
- Measurement
- Group contribution
- Individual contribution
- Learner compliance
- Materials
- Tools

(15)

3.6 Write all your thoughts down, brainstorm them and discuss what could be done by whom, using the available resources in the villages. (10)

NB: Please take photographs of your model to include in the assignment.

TOTAL: [100]

ADDENDUM A:

SELF-ASSESSMENT CHECKLIST (ASSIGNMENT 02)

FILL IN THE FORM BELOW TO EVALUATE YOUR ASSIGNMENT.

A. FORMAT: Does the assignment contain the following?

A cover page with the following details (mark with a tick): …..

Name: …… Student number: ……...

Module code: …… Unique assignment number: ……..

Scheduled due date: ……

A contents page with headings ……Yes/No

A contents page with page numbers …… Yes/No

Logical paragraphs with sub-headings …… Yes/No

Have you typed/written clearly and legibly? ……..… Yes/No

Have you presented a neat and tidy assignment? ……... Yes/No

B. CONTENT: Does the content contain the following?

Did you refer to practical examples to substantiate your viewpoints? ……... Yes/No

Did you integrate theory and practice to substantiate your answers? …… Yes/No

Could you apply your knowledge instead of reiterating sources? ……..…… Yes/No

Did you write enough to meet the mark allocations? …… Yes/No

Did you refer to the marker's rubric to help guide you on how to answer questions? …… Yes/No

C. REFERENCING:

Correct in-text referencing …… Yes/No

Number of sources consulted: ……..……

Number of sources referenced in the reference list/bibliography: ……..

You should have a reference list, where all in-text references and other sources used are acknowledged correctly ..... Yes/No

BASED UPON YOUR ASSIGNMENT AND YOUR SELF-ASSESSMENT ABOVE, HOW WOULD YOU RATE YOUR ASSIGNMENT?

- 50%	55%	65%	70%	75%	80% +

ADDENDUM B:

MARKER'S RUBRIC (ASSIGNMENT 02)

RDF2601 Assignment 02			
	TOTAL MARKS	**STUDENT MARKS**	**COMMENTS**
Question 1.1 Table is completed correctly and in accordance with the minimum Standards of the Department of Social Development for equipment and resources	**10**		
Question 1.2 The common goals of using LTSM in your classroom are discussed correctly and appropriately illustrated with examples from the subjects.	**8**		
Question 1.3.1 Five of Gardener's Multiple Intelligences have been identified correctly for the development of Foundation Phase resources.	**5**		
Question 1.3.2 In the corner of your Grade 2 classroom, you have designed, made, painted and displayed the types of resources that can be used to attract learners that show each of the five intelligences of your choice. You have photographed this.	**15**		
Question 2.1 The pie chart has been completed correctly with Mathematics, Home Language and Life Skills resources that would appeal to each type of intelligence indicated.	**7**		

Question 2.2 The scenarios were correctly matched and rewritten under the relevant stages of cognitive development according to Jean Piaget.	**10**		
Question 3.1 Six natural resources available in Ga-Mashashanwa and Nonkqubela Villages were cited correctly.	**6**		
Question 3.2 Six leisure activities were identified from the scenario.	**6**		
Question 3.3 Evaluation of whether or not a problem can be identified and stated.	**2**		
Question 3.4 Evaluation is based on whether you can consider available resources to formulate strategies to solve a problem.	**6**		
Question 3.5 You should have investigated, designed and made a miniature structure or a model that could solve the problem of crossing the river. An evaluation is made of whether or not the theme table display (in terms of your resources used) adheres to the principles for developing resources. You have photographed this.	**15**		

Question 3.6 Did you brainstorm and discuss what could be done by whom using the available resources in the villages?	**10**		
TOTAL	**100**		

STUDENT'S DECLARATION FORM

This declaration form is COMPULSORY, and MUST be signed by the student for the module; **Resource Development in the Foundation Phase (RDF2601). Complete the student declaration form on academic honesty (against plagiarism) for ALL your written assignments and ATTACH THE FORM to the FRONT of each assignment when submitting.**

The purpose of this declaration form is to ensure the authenticity (truth and legitimacy) of **each written assignment** and that actual learning took place. You must complete and sign this declaration form. Should this form not be signed and/or in the case of plagiarism, it could result in the withdrawal of your **assignment**.

DECLARATION BY STUDENT

I, ……..…….……..….
(full name of student),

do hereby declare that:

1) *all the work presented in this **assignment** is my own, and*

2) *I understand the consequences of plagiarism.*

3) *I have read and understood the following UNISA policies:*

   3.1 Policy for Copyright and Plagiarism

   3.2 Policy on Academic Integrity

   3.3 Student Disciplinary Code

Student signature ……..…….. Date ……..……....

Student number …….. Contact number ……..……

Witness:

Signature …….. Date ……..……..…....

Contact number ……..……