LEARNING UNIT 6: INTEGRATED AND INNOVATIVE TEACHING AND LEARNING PRACTICES
ASSIGNMENT SIX (6)

QUESTION ONE: CREATIVITY AND INNOVATION

Compose an original and creative **poem**, OR **song** for a particular grade/phase about an aspect of public health awareness (for instance, the current epidemic of COVID-19). Write at least three paragraphs explaining your poem or song. Use the *Rubric* on the following pages to formulate your answers
(40)

QUESTION TWO: INTEGRATED AND INNOVATIVE TEACHING AND LEARNING PRACTICES

Using the Lesson *Plan* attached, design an innovative lesson that:

- gets your learners working together;
- uses relevant educational technology (see the stimulus material at the end); and that
- integrates your creative work (done in QUESTION ONE) into your teaching and learning practices.

Use the *Rubric* on the following pages to formulate your answers (20)

TOTAL [60]

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RUBRIC FOR STUDENTS

ALL of your answers must be in your own words, demonstrating your own personal understanding. Do not cut and paste text from a source. If you DO use sources to inform your answers, make sure you show WHICH source you are using, and then REFERENCE it correctly.

QUESTION ONE

Area	Focus points	Descriptors	Marks
Technical issues	a. **Grade/phase**	The student has indicated the grade/phase for which the work is intended [*Foundation Phase; Intermediate Phase; Senior Phase; FET; or Adult Basic Education*].	2
	b. **Topic**	The student has clearly explained **in a paragraph** which aspect of public health the work focuses on (*e.g. history of the spread of diseases; or awareness without panic; or avoiding discrimination and assigning social stigma; awareness of misinformation; or self-protection or protection of others etc.*)	5
	c. **Introduction**	The student has an INTRODUCTION **in paragraph form** that is well written (and edited for language errors). It clearly explains what the background to the poem is, and what it focuses on, with an analysis of (or self-reflection on) the content.	5
The poem/ song	a. **Title**	The creative work has an appropriate, relevant title that is linked to the grade/phase level, the theme and the actual content.	2
	b. **English**	Has a well-written English version (or translation) that has been edited for language errors	5
	c. **Audience: Language use**	Uses language that is clearly suitable for the particular phase/grade chosen	3
	d. **Audience: Theme and Message**	The theme and content is clearly appropriate, containing appropriate content and a relevant message for the selected phase/grade	10
	e. **Originality**	Comes across as thoughtful and creative. It is original (in that it is the student's own work, without plagiarism in any form)	5
	f. **Coherence Cohesion**	Has unity and cohesion between the stanzas/ paragraphs which all clearly connect to the theme -- that is, it is not a haphazard collection of loose ideas throw together	3

TOTAL			40

SECTION TWO: LESSON PLAN

- Use the *Technology in the Classroom* poster (attached) as stimulus material.
- Read *Learning Unit 5*
- Use the *Lesson Template* below (or one of your own with a similar format)

Subject		**(1)**
Topic		**(1)**
Grade		**(1)**

Lesson Objectives **(3)**

1. *For example: My learners will work on their team work and small-group discussion skills.*
2.
3.
4.
5.

The student identifies what skills and knowledge the learners will develop in the classroom.

Describe, in full sentences, how you will run your lesson, and what will your learners do. **(10)**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

The student identifies clearly and logically what takes place in the classroom, explaining the steps taken to achieve the lesson objectives.

Materials used; equipment used; technology used **(2)**

1.
2.
3.

The student has listed what materials (e.g. pen, paper), equipment (e.g. blackboard) and technology (e.g. PowerPoint, overhead projector, mobile phones) will be used in this lesson.

Homework **(2)**

The student sets a thoughtful, useful homework task that is related to the topic, and that furthers the learners' knowledge and skills developed during the lesson.

STIMULUS MATERIAL



Hand-held computers



Laptops / Compact Laptops



Tablet PCs



Games consoles



Desktop PCs

Media players (podcasting +/-Video)

Record and edit audio clips

1- Soundcloud.com
2- Audioboom.com
3- Vocoroo·.com
4- Clyp.

Create interactive video content

1- Youtube Video Editor
2- Wevideo.com
3- Mogisglo.com
4- Animoto.com

Create infographics and posters

1- Pilctochort.com
2- Convo.com
3- Drowin .google.com
4- Thinglin .com

PERSONAL LEARNING NETWORKS

Create PLNs, connect , discover new content.

and grow professionally

3- Plus.google.com

2- Facebook.com

Use blogs and wikis to create participatory spaces for students

3- Edublogs.org

2- Wor press.com

Create engaging presentations

: 4- Prezi.com

: 2- Haikudec .com

ml

1- Twiller.com

1- Blog9er.com

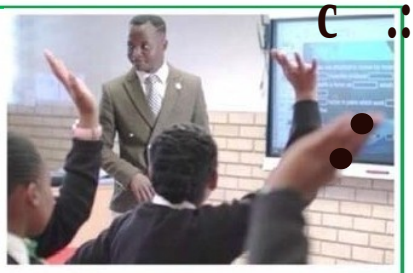
: 1- Do«.google.com/presentotion

- 3- Zoho.com/docs/show.ht

4- Linkedin.com

4- wikispoces.com

2- Silk.co







Create digital portfolios

1- Web.seesaw.me

3- Sites. oogle.com
4- Weeb y.com

Collect , organize and share digital resources

1- Diigo.com
2- Scoo .it
3- Educ iftper.nel
4- Edshe f.com

Create digital quizzes

1- Flip uiz.me
2- Ridd e.com
3- Quizolize.com
4- Teslmoz.com



