



PURPOSE
OUTCOMES
ASSESSMENT
ACTIVITIES

The learning/teaching activities are derived from the assessment tasks.
Let's look at them one by one.

At the start each learner is given an information sheet about the nature and requirements of the project. This will be discussed in detail so that all learners have a clear idea of what is expected of them.

1. Minutes of a meeting

The learners, working in groups of three, hold three formal meetings: (1) to brainstorm ideas for their community project; (2) to choose one idea and identify and delegate tasks and (3) to report back on their progress with their tasks.

Each learner has a turn to take the minutes of a meeting. They keep a copy of the minutes for their own reference (particularly in the event of disputes). In order to prepare learners for this, they discuss handouts on meeting procedure and how to take minutes. They also have a short list of criteria for assessing minutes. If they could be given the opportunity to critique a simulated meeting that would be great.

The group proofreads and edits the minutes, using the list of criteria. A second and final draft of the minutes will then be handed in for summative assessment.

2. A formal letter

Discuss the audience and purpose of the letter with the class. In all cases the audience is an official who has the authority to give permission/grant requests related to each group's individual project. In most cases the purpose of the letter will be to ask permission e.g. to start a club or to put forward a proposal to help out at a hospital.

Learners are given an example of a similar letter. The letter has several mistakes regarding content; structure; language and layout. Learners correct this letter and then report back on the changes they have made. From this discussion the class will derive criteria for assessing a formal letter.

They then write their letters, using the criteria as a guide. Afterwards they assess their first drafts, using the list of criteria. They assess their own and their group's efforts before writing a second draft to be handed in for summative assessment.

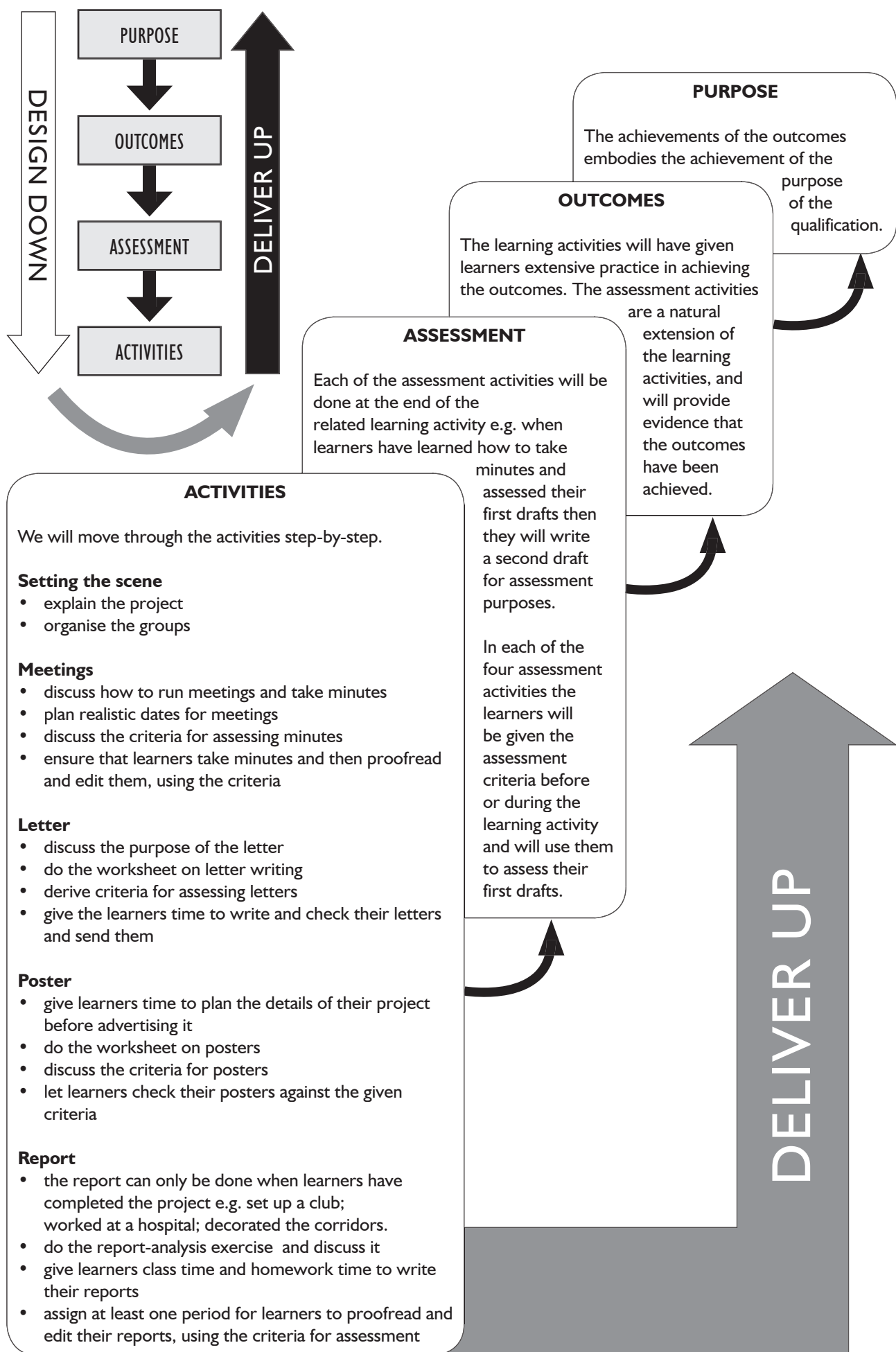
3. A poster

Once the learners have received the official go-ahead for their projects they can start planning how to recruit other students to join them. They are required to do this in two ways: (1) make a poster and (2) choose another form of advertising. For example, if they are starting a skateboarding club, they could give a demonstration of skateboarding. Only the poster will be assessed. However they should reflect on the second form of advertising in their reports.

Learners are given an information sheet containing the requirements for the poster, with regard to content; layout and language. They are also be given the criteria for assessment. They then do a worksheet in which they compare two posters. They will need to decide which of the two is more effective and justify their answer, with reference to the criteria for assessment.

4. A report

Once learners have completed the poster; recruited other learners into their projects and completed the project, they write a report reflecting on the whole experience. Different aspects of report-writing should be discussed. The learners are given an information sheet and a list of criteria for assessing a report. They then read a similar report and edit it. They edit their own and each others' first drafts before handing in a second and final draft for summative assessment purposes.



TO KEEP IN MIND

ADAPT ACTIVITIES

Adapt activities to suit your needs and circumstances.

For example, in the community project mentioned above, if your college does not allow learners to start clubs then let the groups either organise neighbourhood projects e.g. pick up litter or organise projects at the college e.g. weed the garden; help fix broken chairs or assist with any painting that the maintenance department is doing.

LINKS TO OTHER UNIT STANDARDS

It is helpful to integrate other Language unit standards, for example the following unit standards and specific outcomes were also used in the community project:

8968 Accommodate audience and context needs in oral communication

SO 1 Interact successfully with audience in oral communication.

SO 3 Identify and respond to manipulative use of language.

These outcomes dovetail well with the activity on meeting procedure.

LINKS TO OTHER LEARNING AREAS

There is usually a very close correlation between Language and other learning areas. If lecturers make this link overt, it contributes towards learners achieving Critical Outcome 7.

In the case of the community project activity there are several links to unit standards in other learning areas:

	ID	UNIT STANDARD TITLE
Core	7573	Demonstrate ability to use the World Wide Web
Core	8420	Operate in a team
Core	13929	Co-ordinate meetings, minor events and travel arrangements
Core	10170	Demonstrate understanding of employment relations in an organisation
Core	13935	Plan and conduct basic research in an office environment
Core	13934	Plan and prepare meeting communications
Core	13933	Plan, monitor and control an information system in a business environment
Core	7570	Produce word processing documents for business
Core	9533	Use communication skills to handle and resolve conflict in the workplace

BUSINESS LEVEL 3

LINKS BETWEEN ACTIVITIES AND OUTCOMES

FUNDAMENTAL					CORE					
ACTIVITY	US 8968	US 8969	US 8970	US 9960	US 8420	US 7573	US 13938 10170 7785	US 13934	US 7570	US 9533
UNIT 1: EVALUATE VALUES										
1. Examine fraud		●	●	●	●	●				
2. Values and Language	●	●	●	●			●			
3. Persuasive speaking	●		●	●						
UNIT 2: ORGANISE A COMMUNITY PROJECT										
4. Plan	●		●		●			●		
5. Publicise			●	●	●			●	●	
6. Write a report			●		●				●	
UNIT 3: RESEARCH A SELECTED BUSINESS ENVIRONMENT										
7. Teamwork	●	●	●		●		●	●		●
8. Research	●	●	●		●	●	●	●	●	●
9. Report	●		●		●		●	●	●	

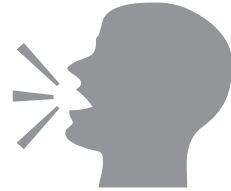
ORGANISE A COMMUNITY PROJECT

In this unit you will work in groups of two or three to organise a community project. Your project should benefit others and it should not take much longer than half a day.

The examples below will give you an idea of the types of projects you could organise. You can use one of these examples if you wish, or come up with your own ideas.

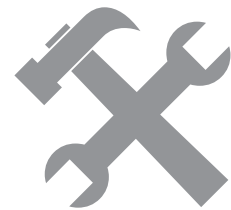
1. **Start a club at your college**

Have a recruitment drive for a club you would like to start, e.g. darts, ballroom dancing, aerobics, debating, cards, fishing, skateboarding, social soccer, table tennis or rollerblading. You could hold the recruitment drive one lunchtime.



2. **Do something to improve your college environment, for example:**

- paint/provide pictures for the classrooms
- help in the garden
- help with maintenance.



3. **Do something with another college, for example:**

- organise a debate with students from a nearby college
- organise a general knowledge quiz
- organise an AIDS awareness campaign together.



4. **Do something for the wider community, for example:**

- hold a raffle in the neighbourhood to raise funds for a charity
- help out at a nearby hospital for a couple of hours
- organise a lunchtime fashion show to raise funds for charity
- collect newspapers, bottles and cans to recycle and raise money.



WORKSHEET I

THE LETTER

Read the following letter carefully. It has the same purpose as the letter you will have to write. What would you change in the letter? Why?

Make your changes on the letter: add, delete or substitute letters/words/ phrases/sentences. Then write out the corrected version.

Be prepared to explain the changes you have made.



Business Administration class
Cape Point Campus
Southlink College
Cape Point
9000
26 May 2005

The President
Cape Point
9000

Dear Ms Williams

Request

As part of a class project we would like to humbly request your permission to start a ladies bodybuilding club. We wish to start the club because we believe that fitness is very important. We also think that mussels look lekker and we would be very satisfied if we could donner people who give us problems.

In our research survey we found that 90% of the women students would be interested in joining the club.

The establishment of such a club would not cost the college anything. Instead of bying weights we would use the stuff around us, for example the rocks in the garden.

If you accede to our demands we would like to spend one lunch break recruiting members of the club.

Yours faithfully
Natasha, Pumeza and Charmaine