



Faculty of Education
Work-integrated learning
Workbook for TPED 176/7/8
Portfolio

ORIENTATION

Word of welcome!

Dear 1st year BEd-student teacher

A friendly welcome to all students from the Faculty of Education!

We believe that Teaching Practice will add value to the development of your professional identity and lay the foundation for the skills you will need as a teacher. Teaching practice (TP) refers to the time you will spend at schools gaining practical teaching experience. **You will have one TP module per year for the 4 years of your studies.** Except for the first semester of your first year, you will spend a predetermined number of weeks under the guidance of a mentor teacher in a school during each semester. This will give you the opportunity to learn FROM practice and learn IN practice.

TP modules are very different from academic modules! It is very important that you understand this at the beginning of your first year. In academic modules you will be expected to submit a few different assignments and you have the opportunity to make up marks if you missed a submission. There are limited submissions for TP modules and there are no second opportunities. **So, if you do not successfully complete a TP module, you will have to repeat it during the next year.** It is also stipulated very clearly in the Faculty of Education Yearbook that you are not allowed to register for more than one TP module per semester, so if you do not complete a TP module, you will automatically extend your studies. It is therefore crucial to work hard on this module to ensure that you complete it successfully.

It is essential that there are certain skills that you acquire before your first TP experience in a classroom, and that is why you will not be going to schools during the first semester, but you will be completing the online **Professional Orientation Program (POP)**. **You will complete a school-based placement in the second semester.**

You will therefore have TWO SUBMISSIONS for this year module.

Submission 1: Professional Orientation Programme

Submission 2: School-based placement portfolio of evidence

Everything that you need to successfully complete this module is included in this workbook. It is also a very good idea to consult the **NWU Teaching Practice Manual** that you will find on eFundi.

You will need the following textbook for all your Teaching Practice modules during the next four years:

Botha, C.S (ed), Wolhuter, C, Vos, D. 2020. Towards Thriving, not just surviving: The Journey from Pre-service to Beginner Teacher. Van Schaik, Cape Town.

During the *first semester* you will complete and submit POP. Do not wait until the very last moment to start this large assignment! Your submission will be online via a Google Form. You will not be able to submit on eFundi.

During the *second semester* (July – August 2024) you will be placed in a school for 20 consecutive days. **It is crucial that you familiarise yourself with the NWU rules for school placement.** To complete TEPD 176/7/8 successfully it is compulsory to be placed at a school and to complete and submit a portfolio of evidence. The practicum experiences enable you, as a student teacher, to expand and demonstrate the knowledge, skill, and disposition necessary to support the learning of all learners. The school-based practicum presents a practical real-world teaching experience in which you can apply effective teaching practices. This experience is carried out under the close supervision of a team of Teaching Practice specialists. At the university you will work under the supervision of the University Teaching Practice (TP) mentor from the Faculty of Education at the North-West University. At the school, you will work under the supervision of the Trained School Mentor and/or the School Mentor Teacher.

Follow the instructions in this workbook to ensure that you are ready and prepared for both POP and your first school-based placement experience.

Good luck!

CONTACT INFORMATION

FAQ link

Consult the following Frequently Asked Questions page before you send an email to ask for assistance:

<https://efundi.nwu.ac.za/portal/directtool/113b8ecc-7ebf-45f4-aabf-81c317da4b12/>

Further contact information will be available on your TPED eFundi page.

COMMUNICATION CHANNELS

Communication platforms

eFundi

This is our PRIMARY means of communication. Please ensure that you visit your eFundi site at least ONCE a day! This site contains all the important Teaching Practice information, including:

- The WIL manual
- All announcements
- Teaching practice assignment
- Resources

Email

The TPRAC team can communicate with you by sending a personal email, especially with regards to placements or marks.

Should you wish to send an email with an inquiry, please ensure that you always indicate:

- Full name
- Student number
- Campus
- Contact or distance
- Phase
- Year group
- Module code
- If your inquiry is related to registration matters, include proof of registration.

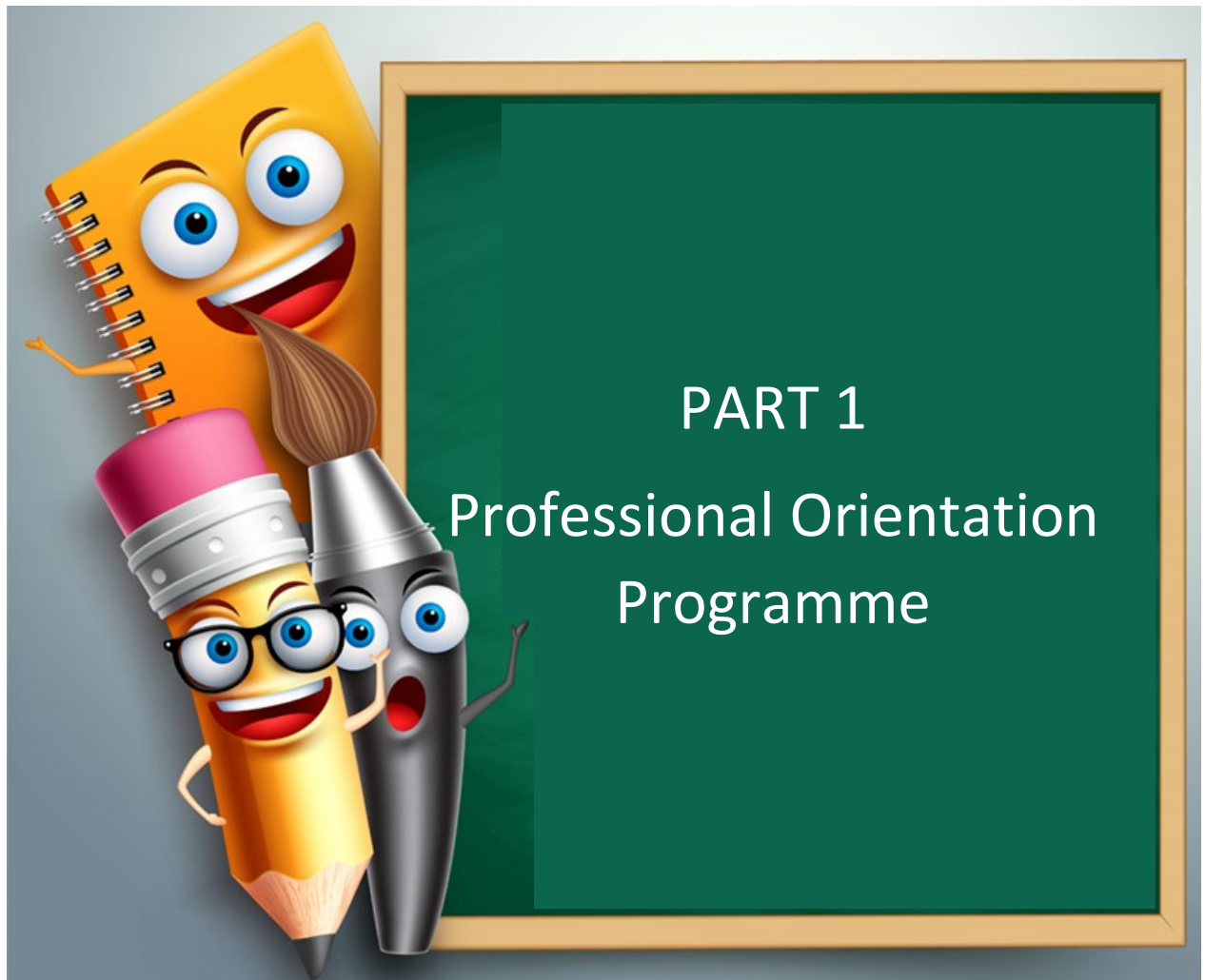
Explain your problem in as much detail as possible so that you can be assisted quickly and effectively.

EXPLORING THE MODULE

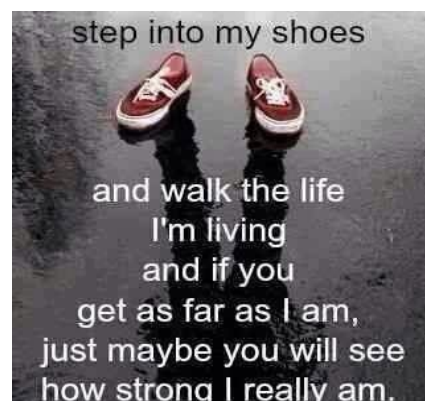
Components of the TPED176/7/8 module:

Do the following	Date of completion/upload	Weighting
Task 1 - 7	24 May 2024	50%
Do the following	Date of completion/upload	Weighting
Second semester workbook	August 2024	50%

Take note that NO late submission will be accepted.



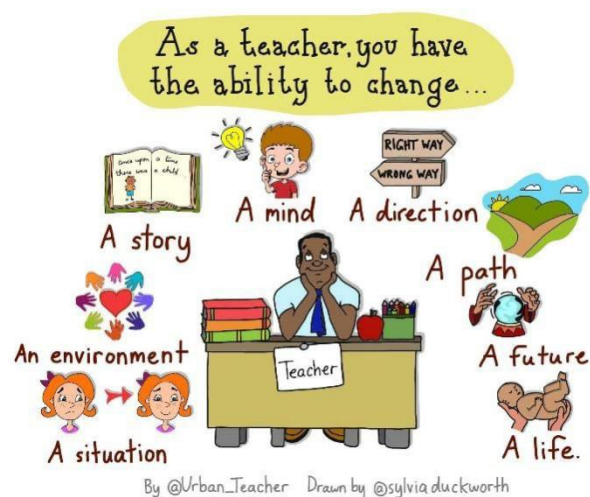
Welcome!



In this Professional Orientation programme (POP) we are going to invite you on an adventure to kick off your shoes, examine your shoes, walk in someone else's shoes and dream about the shoes you want to wear in the future. We will explore the perceptions and expectations that you enter your tertiary education with. There are certain reasons why you decided to study teaching. Some might include the desire to make a difference in the lives of children or you might see it as a calling. Some students will report that they wish to teach so that they could coach a sport they are passionate about, whilst others will have to admit that they had a bursary or that they did not get accepted to the degree programme they first applied for and thus ended up in education.

Some of you taught your siblings or toys since childhood and some might have realised that teaching is your preferred career at a later stage in life. Some might already be employed as teaching assistants or even be teachers already.

Whatever brought you to this place in your life is relevant to your journey of BECOMING A TEACHER.



This process of becoming a teacher involves more than simply learning the theory involved in the phase or the subject that you are planning to teach one day. It therefore involves more than the “what” or the “how” of teaching, but it is also centred around the “why”. POP was designed to address this concept – the development of your professional identity. It is essential that you understand the “why” of teaching before you are placed in a school to experience the “how”. The “how” aspect will also be addressed by your other academic modules where the focus is on curriculum and methodology.

In this programme, you will be invited to critically reflect on your life experiences that brought you to this specific place in your life. Activities will help you to define your identity as a teacher and expose you to the socio-emotional aspects of teaching. As a teacher you will be expected to live according to a very specific set of values. These values cannot only be learnt once you stand in front of a classroom, they need to be ingrained in your identity from your first year so that you can embody these values once you are hosted in a school for your WIL experiences.

In South Africa we are blessed and challenged to live in a country with so much diversity in terms of schools, resources, learners, teachers, and all other stakeholders in the educational system. It is crucial that you are prepared to teach in more than one of these contexts and be equipped to deal with the challenges of the Fourth Industrial Revolution. Over the course of the next four years, you will be placed in a variety of schools, to be exposed to various contexts and school environments; this is a Department of Higher Education requirement. You might find yourself in a classroom with all the technology and resources you can dream of, or you might stand in a class where there are barely any tables and chairs and if you are lucky, a blackboard. A great teacher can function optimally in both these circumstances. This POP will assist you in preparing yourself for all these different contexts.

The content you are going to discover in the following pages was structured around the professional standards for South African Teachers (SACE 2019). It will assist you in forming the foundation that you build the rest of your teacher education upon. Use the opportunity to learn as much as you can and to reflect on your own opinions, perceptions, experiences, and expectations of the journey you are on.

Have you ever really thought about what it would feel like to walk in someone else’s shoes? Not only assume that you know what they are going through, feeling, fearing, and hoping for, but to really live their life? Have you ever taken the time to really think about the person standing in your own shoes? Have you reflected on your belief system, your dreams, your

worries, and your future? When we think about our own situation, or attempt to place ourselves in someone else's shoes, we are **reflecting** on the situation.

Why should we reflect on experiences?

- Reflection makes all of us self-aware. It challenges us to think deeply about how we learn and why or why not.
- Reflection deepens ownership. When we reflect, we become sensitive to the personal connection that exists between ourselves, our learning, and our work. The more we consider these connections, the deeper they seem to become. Reflection makes things matter more.
- Reflection helps us get comfortable with the uncomfortable. It also helps us move forward. It's through reflection that we discover our greatest powers, our collective expertise, and our willingness to encourage and celebrate risk-taking.
- Reflection helps us know ourselves better. It helps us sharpen our vision, so we can align our actions to it. Reflection also helps us notice when we're getting off track.
- Perhaps most importantly, reflection helps us advocate for ourselves and support others. Taking the time to reflect enables us to identify what we want, what we need, and what we must do to help ourselves. It also helps us realize how our gifts and strengths might be used in service of others.

All reflection is built upon and influenced by experience. Watch the following video guiding you on how to practice reflection and how to become a reflective practitioner:

Learning the skill of true reflection early in your academic career will be a great advantage during your WIL time at school when you will be expected to reflect on many issues. This programme will assist you to have the best start in your preparation of becoming a reflective teacher and to get the most possible from your time at university. It will empower you with skills to put yourself in the shoes of the learners that you are going to meet and to become a reflective practitioner who will always be critical about dominant discourses and assess your own point of view without merely stepping into any pair of shoes.

This programme is structured around four themes and aims to, through the content covered in the four themes, also address the challenges of the fourth industrial revolution. The assessment you are expected to submit will therefore not only test your interaction with the

content of the programme and your reflection thereof, but also your ability to integrate technology into your learning and effectively use technology to assist you in learning.

It is crucial that you read the instructions very carefully to ensure that you complete both the content of the assessment as well as follow the technical requirements to submit.

What must I submit?

The aim of the POP is twofold. Firstly, to invite you to engage with content and reflect on the process of becoming a teacher, and secondly, to display your skills in using technology for learning. You will be expected to submit your assessment via eFundi.

Note the following:



Each part of your submission needs to be formatted to certain specifications to show competence in technological skills. Note that the individual answers to each question will not be assessed.

The competence in technology will be assessed.

Before you start with the contents of the Professional Orientation Programme, do the following:

Create a folder on your computer.

Rename the folder: POP 2024

As you work through the POP, save every question in the required format.

Make sure that you save the documents as instructed, e.g., **STUDENT NUMBER_Question1**, **so you will save as 12345678_Question1**

As you progress through POP, you will save a variety of documents and artifacts.

At the end of the programme, you will be instructed on how to submit each of the documents via e-Fundi.

Theme 1

Stepping into my shoes

Nice to meet you!

Reading material

Read the Preface (p. iii – v) in *Botha, C.S., Wolhuter, C. & Vos, D. 2020. Towards thriving not surviving: The journey from pre-service to beginner teacher. Pretoria: Van Schaik.*

The Empathy Museum¹ is a series of art installations and its purpose is to help visitors view the world through the perspectives of others, using participatory storytelling and dialogue. Going to one of these museums around the world, you get the chance to stand in a pair of shoes of people across the globe and listen to their stories.



As a teacher, you are going to be confronted with situations where you must put yourself in the shoes of others....before you can do that, it is important that you know your own story...

I am therefore inviting you to share your own story in our own Empathy Museum! Our museum is filled with stories of first year BEd students from across the country. Just imagine how interesting it would be to walk through the museum, pick up a shoebox and examine the contents of the box whilst you listen to the person telling their story over a set of headphones connected to each box.

¹ <https://www.empathymuseum.com/>

For your first task, you must imagine that one of these shoe boxes belong to you...you must now choose what the content of the box is going to be....you also have to write the script for the story that we will hear once we open your box.

What items and story would you add to the shoe box to tell the story of why you chose to become a teacher? What incidents or anecdotes tells the story of why you decided to become a teacher?

Use some or all the following questions as inspiration and guidance:

1. How did you get here? Which events in your life lead up to this moment of you being a first-year student teacher at the NWU?
2. Why do you want to be a teacher?
3. When did you decide to become a teacher?
4. What did other people say about your choice?
5. Who inspired you to be a teacher?
6. Do you think your past has prepared you for this career? How?

After you have answered the questions and thought about your teaching-story, identity a **minimum of one and a maximum of three items** that you would add to the shoe box that would best describe your story. These items can be literal, like a piece of chalk or a book, or it can be metaphorical, like a plant or a bucket.

TASK 1

1. Place the item(s) that you chose next to each other on a flat surface and photograph it with your cell phone or camera.
2. Write a narrative where you tell the story of your decision to become a teacher and your journey thus far. Be sure to include the symbolic meaning and reasoning behind the item(s) that you chose. Include anecdotes from your past to illustrate meaning. Your narrative should be **at least 1 page long (excluding the picture). Arial, 12 pt., 1,5 line spacing.**
3. Save the picture and narrative in a Word Document.
4. Save your Word document as **STUDENT NUMBER_TASK**

Tracing your steps

Thank you for sharing your story! I hope that you were reminded of the critical events in your life that led up to this moment in time.

When you think of a teacher, who and what do you imagine? Consider the following questions and provide a complete answer to each question:

1. What makes a good teacher?
2. Do you think that you could now start working as a full-time teacher if you had to? Motivate your answer.
3. What do you think the greatest challenges are that South African teachers face every day?
4. What knowledge, skills and values of a good teacher do you still need to develop?
5. How do you feel about choosing teaching as a career? Do you consider teaching to be an easy career to follow?

TASK 2

1. Open your Word document that you saved as STUDENT NUMBER_TASK.
2. Add the answers to these 5 questions on A NEW PAGE.
- 3. Remember to save your work.**

Theme 2

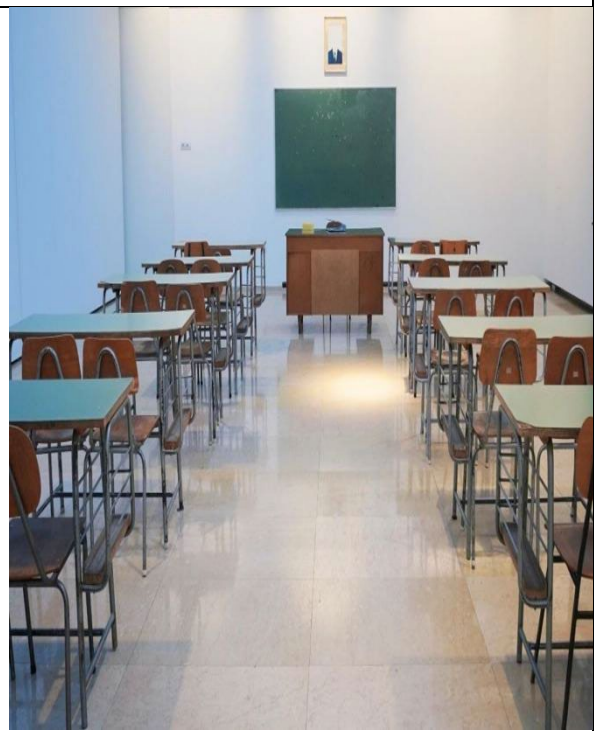
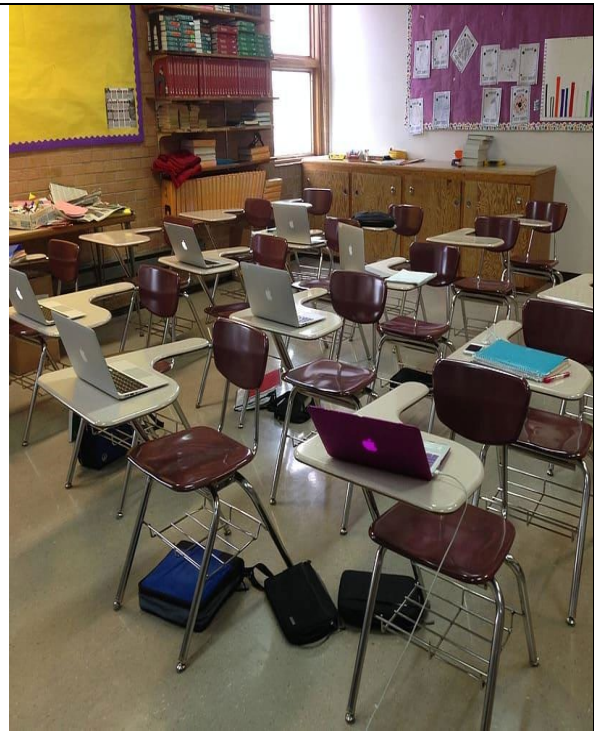
Putting myself in your shoes

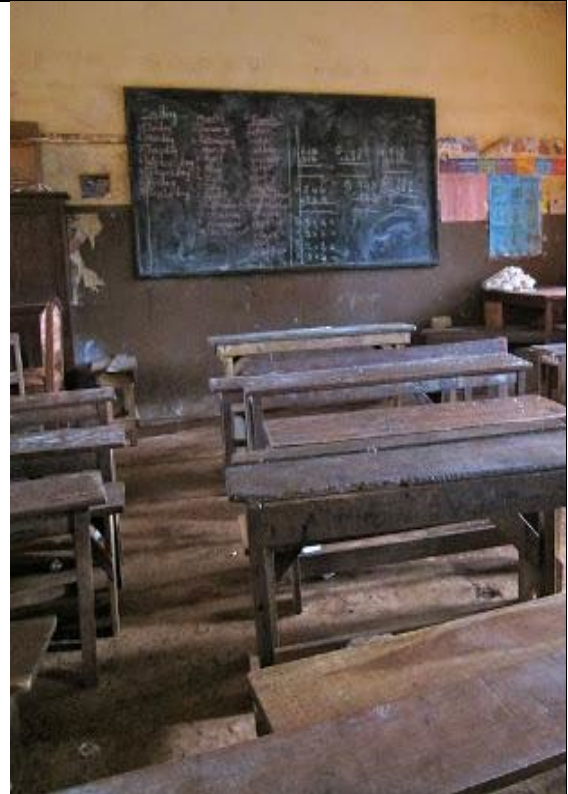
The importance of context

According to Grant and Zeichner's article on reflective teaching, a reflective teacher thinks about open-mindedness, responsibility, and wholeheartedness in order to reflect upon both their own teaching and the context in which it occurs. Like in the video above, "children see children do" when it comes to their contact with teachers. Considering this is a crucial step in discovering and developing a professional identity, and a process that is ongoing throughout one's career.

When one becomes a teacher, you need to learn to observe the **context in which you will work**. Consider two different types of contexts you will possibly be confronted with. Firstly, think about the context of the school where you will be working. South Africa has such a diversity of schools. Some schools have all the resources and technology a teacher can dream of, where others are lucky if they have a blackboard or chairs and tables. As a student teacher you need to be prepared to function in schools in all these various contexts. Secondly, you must consider the learning environment that you create in your own classroom.

Study the following pictures of various contexts of South African schools:





Compare the resources available in each classroom and then answer the following questions.

1. Think about the **learners** in these different classrooms. How will they differ in terms of the technology they have available to them? Will they have different opportunities for learning? What different challenges might they face in this classroom? How do you think these learners in the various classrooms will differ in terms of their socio-economic background and the circumstances they live in?
2. Think about the **teachers** in these different classrooms. What challenges might they face in terms of resources and technology? What training needs might they have? Do you think that teachers in different contexts have some other similar challenges? What would they be? Which challenges would be different? Will teachers in different contexts play different roles in the lives of their learners or will their roles be similar?
3. Think about **yourself** in these different classrooms. Which type of classroom would you prefer to teach in? Why? Do you think it will be valuable for you to be exposed to various contexts during WIL? What will you miss out on if you are only placed in one type of school? What might you gain by being placed in various settings?

TASK 3

1. Open a new Word document.
2. Change the orientation of your page to LANDSCAPE.
3. Create a table with 2 columns and 4 lines.
4. Name the first column CATEGORY and the second column MY ANSWER.
5. Name the rows of your table: LEARNERS, TEACHERS, YOURSELF
6. Adjust the size of the column on the left to be as small as possible, but still able to easily read the content.
7. Now add the answers to the questions above to the second column. In line two, answer the questions about LEARNERS, in line 3 the questions about TEACHERS and in line 4 the answers about YOURSELF. Answer the questions in as much detail as you possibly can.
8. Save the Word document as STUDENT NUMBER_Table.

Theme 3

Filling big shoes

What makes a good teacher?

What did the exploration of various contexts mean to you? Have you really tried to put yourself in the shoes of the learners that are going to sit in these classes that you just saw pictures of?

What is your own experience of diversity? Do you tend to think of diversity as only related to culture and race? Or in terms of lack of resources and technology? Have you really thought about diversity in terms of personality, skills, talents, etc.?

Think about the learners that will sit in your class one day...What will they be like? What will their dreams be? What will their challenges be? Will they consider you as a good and caring teacher? How can you prepare yourself to be the best teacher that you can be for your learners?

Watch the following two videos to really explore the complexity of the term Diversity:

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

https://www.youtube.com/watch?v=4p5286T_kn0

Did you manage to reflect on your definition of diversity and inclusivity? It will always be challenging to address all these issues! One of the most important lessons that you might learn as a beginner teacher will be your frame of mind, attitude, and willingness to accept people for who they are, and this will determine your success in educating them. It will constitute the teaching climate in your classroom and set the tone for the learning that will take place. If every learner feels valued and appreciated, they will want to perform well in your class. The unfortunate reality is that learners are often very enthusiastic and willing to learn, but the teaching style and classroom management of the teachers make it difficult for them to reach their potential.

“Every kid needs a champion”.

Rita Pierson was an inspirational teacher who was loved dearly by all the learners that she taught throughout the years. In her TEDTalk called “Every kid needs a champion” she gives a good overview of the characteristics of a good teacher. Remember that this can never be confined to only behaviour, it also refers to your attitude, your work ethic, your professionalism, caring and the values that you live by when you are in your class.

TASK 4

1. Find the “Every kid needs a champion” video on eFundi.
2. Watch the video and write down the key lessons that you learnt from miss Pierson.
3. Did you have a champion teacher? Reflect on your notes and in one paragraph explain why the person was your champion teacher **OR** what would have made someone your champion teacher.
4. In addition, in a few sentences explain what ‘small’ thing you could do differently as a teacher that may contribute to your development as a champion teacher.
5. Save your activity (point 3 and 4) in Word format as STUDENT_NUMBER_TASK.

You might have felt a bit overwhelmed while you were watching this. You might have wondered how you are ever going to learn everything you need to know to be the teacher discussed above. Experience is a wonderful tool for learning! It will lead to you eventually feeling comfortable in the shoes of a teacher you will be wearing.

The reality is that having the right characteristics for being a teacher, is not all you need to be successful. There are some golden rules for you to follow to help you be the kind of teacher that learners admire and want to learn from.

Reading material

Read Chapter 1 (p 3 – 8) on the Ten Golden Rules of Teaching in in *Botha, C.S., Wolhuter, C. & Vos, D. 2020. Towards thriving not surviving: The journey from pre-service to beginner teacher. Pretoria: Van Schaik.*

TASK 5

1. Decide which two of the Golden Rules that you just read touched you the most. What did you learn that you will remember for the school-based placement next semester as well as for your future career as a teacher?
2. Create a PowerPoint presentation with three slides.
3. Use the first slide for a cover page of your presentation. Include your name, surname, and student number.
4. Use the second and third slide for each of the two golden rules that really touched you. For each rule, share what you have learnt and why this rule is one that you would like to live out as a teacher.
5. Search for a relevant picture to support your idea and add it to each of the two pages.
6. Save the PowerPoint as STUDENT NUMBER_ Rules

Rules of the Profession

TASK 6 [10 MARKS]

Do the following:

- **Read** the SACE Code of Professional Ethics, and the SA Schools Act of 84 of 1996 (specified sections):
 - Chapter 2: Learners
 - 5A Norms and standards for basic infrastructure and capacity in public schools
 - 8 Code of Conduct
 - 10 Prohibition of corporal punishment

Complete a multiple choice on e-fundi

The multiple choice will be open on the 20th of May 2024 and close on the 24 of May 2024 @ 23:59

Theme 4

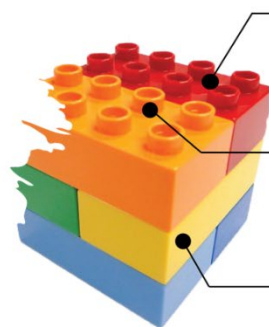
Trying on some new shoes

The six bricks curriculum

https://youtu.be/0a6FkgK3d_Y

Great teachers are lifelong learners. They are innovative and they stay on top of new developments on all fronts, including curriculum and pedagogical matters. One such example of a new development is the 6-bricks curriculum developed by Care for Education, the South African distribution company for all Lego products, which is now included in the Foundation Phase CAPS curriculum. A roll out programme is currently underway where all Foundation Phase teachers in several provinces in the country are being trained to implement six-bricks techniques in their classroom. The NWU is the first university in the country to include six

Six Bricks



"Six Bricks is a concept designed to excite and motivate young children in the classroom to attain the skills, knowledge and attitudes necessary for success in later life. In order to grasp concepts, children must be given time to manipulate concrete tools. They need opportunities to use their whole body to explore and aid their development of ideas, curiosity and imagination.

The Six Bricks activities are short, simple exercises or games designed to wake up the brain and get the child moving, thinking and remembering. They are not intended to be a curriculum, but they do support all areas of development in the curriculum.

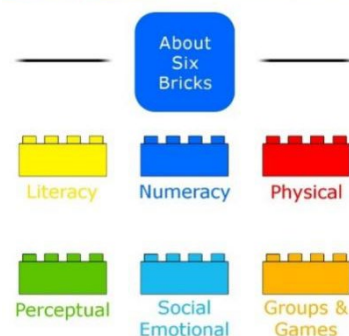
Every child has a set of six 2x4 stud bricks, one of each colour, on his / her desk or readily available throughout each school day. The teacher can then easily facilitate

In play, children develop their most important basic brain function - the ability to control their movements to reach a goal. The Six Bricks activities give plenty of opportunity for the child to practise this function, which is fundamental to all other learning in life. Look for Six Bricks activities on this site to support language, cognitive, motor, social and emotional skills in the young child.



bricks in our pre-service teacher training programmes and we are very excited to introduce you to this powerful teaching tool.

Although initially designed for Foundation phase learners, the principles of using six Lego bricks for learning can easily be adapted to all other phases. We all know the value of learning through play, and the six bricks curriculum uses this principle to excite learners of any age and in the process contribute to cognitive, emotional, and social development.



You will be introduced to the six-bricks curriculum as part of this Professional Orientation programme and will be supplied with your own set of six bricks to use during your second semester school-based placement. You will also be expected to incorporate the principles of six bricks during lesson planning and preparation in subsequent years of school-based placement.

You are going to be challenged to not only practice the six bricks activities that have already been developed by the Lego Foundation, but also to invent your own innovative activities specifically suited to your phase, subject and personality.

In doing this, you will contribute to the bank of six bricks activities that will be made available to student teachers and teachers all over the world.

On your eFundi page, you will find an orientation video on the six bricks project and activities for all four phases of South African education.



TASK 7

Do the following:

- Download the Six Bricks app from your Android or Apple Play store. All the information and activities shared on the app is open sourced and can be downloaded and shared. This app is also zero-rated, so you will not need any data to be able to use this app.

- Skim and scan through the following booklet to get ideas about activities that you can use within your classroom: Six Bricks Booklet. The LEGO Foundation. https://cms.learningthroughplay.com/media/jrfpg4tx/sixbricks_ok_print.pdf

1. Choose one activity from the Six Bricks app that you would be interested to use or to adapt for your specific subject and the age of the learners sitting in your class. In a brief summary indicate how you will use this activity within your chosen subject.

2. Now design your own activity that you could use for the year group and subject that you have chosen. Remember the aim of six bricks is to develop activities that can be completed in 5 minutes or less and do not have an assignment or homework. It needs to be a cognitively challenging activity that can be scaffolded.

3. Write a detailed description of the activity and submit your activity with all the resources you will need. Include photographs to illustrate the steps for your activity. (Remember not to include photographs of learners' faces).

4. Save your Word document as STUDENT NUMBER_Sixbricks



Theme 5

Those special shoes I dream of...

Preparation for school-based placement

We have invited you to examine the shoes that you have been wearing and that has brought you to this point. You have put yourself in the shoes of learners in different contexts in the South African education system. You have even walked a mile in the shoes of an experienced teacher like Rita Pierson and envisioned your future.

However, the reality is that you will wear many pairs of shoes between now and when you are a full-time teacher. The first pair is the shoes you are wearing now as a beginner student teacher, that of being a first-year student. Before you can dream of the shoes you will wear once you have graduated and you are a qualified teacher, before you can really look forward, you must be comfortable in the shoes you are wearing now!

You have reached the end of your Professional Orientation Programme. We hope that you have reflected on the content and have not only realised why you are here, but that you have also started to think about the work you still need to do to be ready for your first school-based placement. As you learnt from the Apprenticeship of Observation, the ideas that you currently have about teaching might not be very realistic. You still have a lot to learn!

It is important that you prepare yourself well for the school-based placement at the **beginning of the second semester**. We would like to invite you to prepare yourself as best you can for that experience!

NOW: combine your tasks into a single file to be submitted as your workbook. See eFundi for tools that will assist.

Just before you submit your POP, it is essential that you prepare yourself for the exciting adventure of school-based placement that lies ahead of you. Keep an eye on eFundi for dates and important information how to place at a school.

Reading material

Read Chapter 4 (p.37 – 51) in *Botha, C.S., Wolhuter, C. & Vos, D. 2020. Towards thriving not surviving: The journey from pre-service to beginner teacher. Pretoria: Van Schaik.*

This chapter deals specifically with school-based placements and provides very valuable tips that you should pay attention to before you go to the school and whilst you are at the school.

Reading material

Read Chapter 3 (p.19 – 33) and Chapter 10 (p. 119 – 133) in *Botha, C.S., Wolhuter, C. & Vos, D. 2020. Towards thriving not surviving: The journey from pre-service to beginner teacher. Pretoria: Van Schaik.*

It will also be very beneficial if you take the time to read **chapter 3 and chapter 10** before you start your school-based placement! You have now completed the Professional Orientation Programme. Well done! It is time to submit your work.

CHECKLIST FOR YOUR POP:

COMPONENT TO SUBMIT <u>AS A SINGLE DOCUMENT</u>	<input checked="" type="checkbox"/>
1. PDF document saved as STUDENT NUMBER_Task	
2. Word document saved as STUDENT NUMBER_Task	
3. Word document saved as STUDENT NUMBER_Table	
4. Word document saved as STUDENT NUMBER_Task	
5. PowerPoint saved as STUDENT NUMBER_Rules	
6. Completed the rules of profession-multiple choice on efundi [/10]	
7. Word document saved as STUDENT NUMBER_Sixbricks	
