ECONOMIC MANAGEMENT SCIENCES EMS

TEACHER'S PROJECT NOTES

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

Playful Project-based Learning | EMS | TERM 3

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

GRADE 7

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Dear Teacher

We have come a long way since January 2018 when the National Education Lekgotla announced that Entrepreneurship in Schools (EiS) was to become a national priority and that a programme should be set up to investigate how to prepare learners with thinking skills for a changing world.

EiS was rebranded as E^3, as we felt that learners who were not able or keen to start an enterprise should not be excluded. Hence E^3 was born: **E**ntrepreneurship, **E**mployability and **E**ducation for lifelong learning has become the pathway all learners in our country will follow as they find their place in the economy. Playful Project-based Learning was the approach chosen as a method teachers would use for the first trial period, as PPBL has been proven to unlock competencies learners of our century need to thrive in the world after school. These are very clearly indicated in the model on the following pages.

Thus, since 2018, E^3 have been conducting trials in schools using the PPBL method as an approach, especially for Term 3 where the School-based Assessment is a Project. Thus, your work as a teacher has been prepared for you (you may, of course, change what does not work for you).

Provided herewith is a Learner's Workbook and a set of Teacher's Project Notes for the School-Based Assessment (SBA) Task for Term 3, as per the SBA Plan in Sec on 4 of the CAPS. These documents are specially created to support you as per the trimmed Annual Teaching Plan (Section 3) for Term 3. You will also be provided with the resources learners need to complete their projects.

The Learner's Workbook and Teacher's Project Notes were created by DBE-E^3, our unit at the National Department of Basic Education, and reviewed by our master trainers, who are leader teachers or district officials. For those schools that have been part of E^3 in the past: you will notice that we have added a number of additional thinking skills to the original model – try to engage learners in these "thinking" sessions as this is where their growth lies.

We truly respect your apprehension during this time, and acknowledge your commitment. We appreciate all your hard work.

Enjoy unlocking play in your classrooms and encouraging a solution-seeking mindset in your learners – and remember that our learners look up to us – so let's walk the talk!

Good luck!

The E^3 team

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RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET

			Did your entrepreneurial mindset grow whilst managing this project?	Personal rating (1=Poor, 4=Excellent)	
				Pre-project	Post-project
COMPETENCIES	**Character**	Citizenship	I am very committed and involved in various activities in my community and people regard me as someone to follow in my circle of influence.		
		Curiosity	I am very curious about everything around me and all my senses are alerted to possibilities which I always put into practice.		
		Resilience	When I face challenges I am always excited about the possibilities and I always get up after I have been unsuccessful. I am always enthusiastic about what I have learnt in the process.		
	Thinking	Creativity	I always use my imagination to come up with original ideas and/or I am always creating new things.		
		Critical thinking	I always form judgements based on my ability to analyse and evaluate objectively.		
		Reasoning	I always think about things in a logical and sensible way and I always come up with conclusions easily.		
	Collaboration	Collaboration	I always produce good work/things by working well with people (individuals or a team).		
		Communication	I am always successful in conveying or sharing ideas or feelings.		
		Empathy	I have a highly developed ability to understand and share the feelings of others.		
E-MINDSET	**Agency**	Growth mind-set	I am always open to new information and am always willing to change my beliefs, assumptions and actions as a result.		
		Motivation	I always do what needs to be done without needing to be influenced by other people or situations. I always find a reason or the strength to complete a task, even when it is challenging, without giving up or needing anyone else to encourage me.		
		Internal locus of control	I am always in control of my life and my work is always my own, and it is because of this that I experience success often. I never blame others or circumstances for my lack of success.		
		Regulation of emotion	I always respond to the demands of a situation with emotions that are socially tolerable and sufficiently flexible, to allow spontaneous or delayed reactions – whichever are appropriate.		
	Self-efficacy	Tasting success	I have always done things successfully enough to give me "the taste of success" that makes me motivated to want more, and to believe that I can get it.		
		Socially relatable role model	I have always been fortunate to have been exposed to excellent role models that I can relate to and who make me motivated to want to be like them.		
		Positive support	I have always been fortunate to have had someone who has been a positive support to me and who has encouraged me and seen me as a person.		
	Solution-seeking	Resourceful	I always find quick and clever ways to overcome difficulties and find solutions.		
		Problem solving	I always find solutions to difficult or complex problems.		

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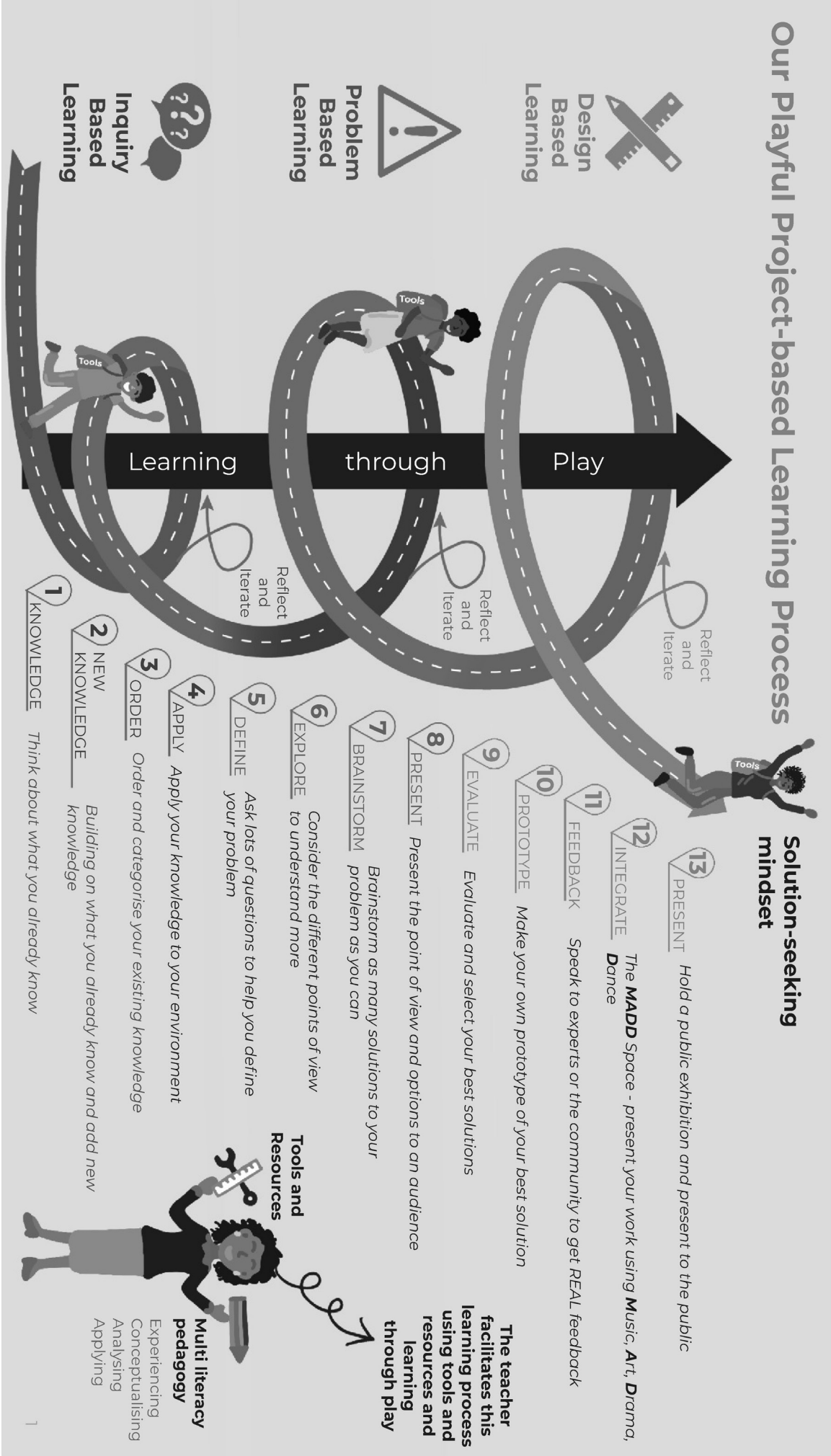
PPBL SPIRAL-MODEL



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About PPBL

Playful Project-based Learning is a **learner-centred, teacher-guided** teaching method where learners learn by actively engaging in real world and personally meaningful projects. Playful Project-based learning **connects** what learners learn in school to **real-world issues, problems**, and **applications.** If learning mirrors real-life contexts and equips learners with practical and useful skills, we argue that they are more likely to be **interested** in and **motivated** by what they are learning. This includes 21st century knowledge, work habits and character traits that are critically important to success in today's world.

Playful Project-based Learning is **learner centered and teacher guided**, allowing for in depth investigation of a topic. There are three phases to our Playful Project-based Learning approach.

Inquiry-based Learning

Learners are given an open question or problem, they then create and answer their own more focused questions, generating conceptual procedural knowledge in the process. At the same time, learners are developing their problem solving and critical thinking skills.

Teachers encourage learners to ask questions, scaffolding them through the investigation process and moving them beyond general curiosity into the realms of critical thinking and understanding.

Problem-based Learning

Learners work in teams to formulate complex, open problems rooted in the real world, and propose possible solutions.

Following a student-centred approach, teachers scaffold the development of learners' ability to work collaboratively, be self-directed, and to think critically, promoting critical thinking skills, communication skills, and cooperation.

Design-based Learning

The design phase integrates design thinking and the design process in the classroom. This phase is concerned with how solutions to complex problems might work in practice, in a particular, context. Learners come up with solutions to complex problems by designing, building, and testing prototypes (a "prototype" is a simple model that lets you test out your idea!) that solve some of the problems learners identified in the problem phase.

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These resources have been created by Thinking Schools South Africa at admin@thinkingschools.org.za

THINKING MAPS APPLICATION TIPS

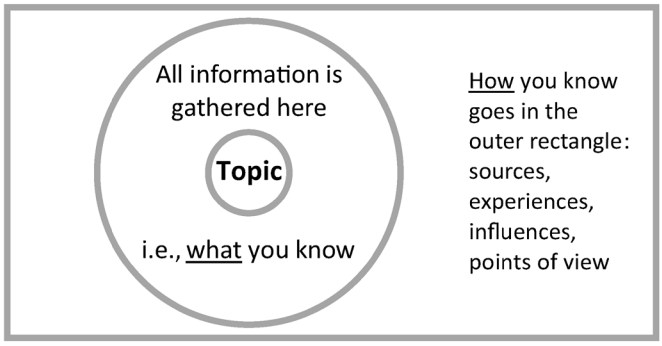
When you are **Defining…**

Key Words used	Questions asked	Applications
Tell me everything you know about this topic, List, Define, Note the key points, name all the types (of fractions, forces, habitats, plants, animals, qualities, points of interest) in this topic. Brainstorm, discuss.	What do you think this word means? What did we learn about this topic? What are the main issues raised in this video/book? What are all the points you want to make (or learn) about this topic? What are all the ways of getting to this answer/number?	Formative Assessment of what students already know about a topic. This includes misconceptions, which you can be aware of. A starting point to gather all ideas – firstly your own, and then perhaps more from peers, video or written material; or pre and post revision.

…then the Thinking Map to use is

Note: You can use the Circle Map to measure growth in your thinking, such as checking and self-correcting information that is incorrect and adding new information in a different colour.

THE CIRCLE MAP



When you are **Describing…**

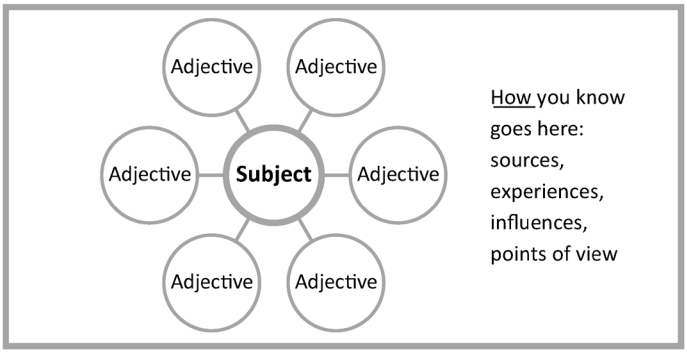
Key Words used	Questions asked	Applications
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would you use to paint a vivid picture of it in your mind?	Generate rich and original adjectives before writing – to describe a setting, a character, or situation. Consider the properties of materials or visuals in Natural Science, Design and Technology or Art.

…then the Thinking Map to use is

Note: The Bubble Map is for adjectives only.

It is not a Spider Diagram! (If you are looking for a Spider Diagram, either collect main ideas in a defining Circle Map or main headings in a classifying Tree Map, in which case you can also add sub-points under those headings).

THE BUBBLE MAP



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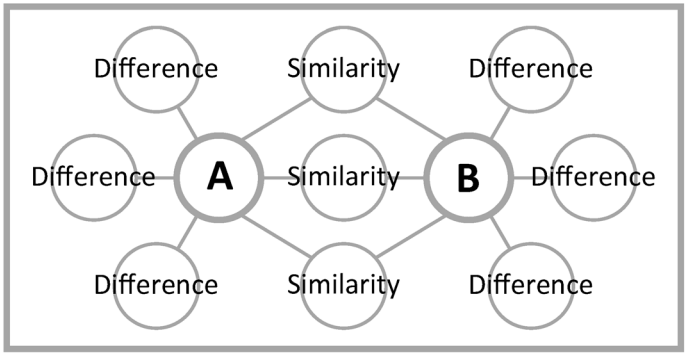
When you are **Comparing and Contrasting…**

Key Words used	Questions asked	Applications
Compare/contrast, discuss similarities/differences, distinguish between, differentiate, what things/concepts have in common or not.	What are the similarities and differences between A and B? What do they have in common? What is unique to only one of them? What distinguishing features help you identify them from each other?	Compare and contrast characters in a book/film, two shapes, methodologies, countries, time periods, formulae, technologies, types of plant or animal. Clarifying identifying properties that enhance understanding of forms, functions, applications and meanings.

…then the Thinking Map to use is

Note: Be careful to connect the lines to the rights places, based on the properties that link or differentiate A and B. Use the most striking or meaningful similarities and differences without mechanistically mirroring them (e.g. tall and short may be less distinguishing than that A is gangly and B is well-dressed). A and B can have different numbers of differences.

THE DOUBLE BUBBLE MAP



When you are **Classifying…**

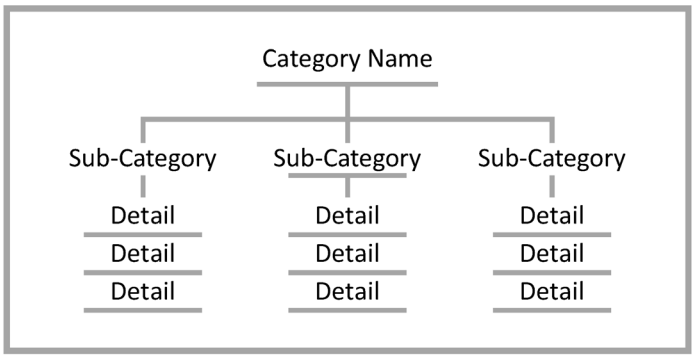
Key Words used	Questions asked	Applications
Classify, sort, group, categorise, give related detail, types of, kinds of, list and elaborate, taxonomy	How might you group the main ideas, supporting ideas and details in this topic? What are the key headings in this unit of work/project/talk/essay? Can you sort all the information you have gathered into key concepts? What important details do you want to add under each heading?	Making notes or summaries in any content area – students think about the category headings and the details of what they learn. Categorising information from a Circle Map in preparation for writing about a topic or giving an oral presentation. Collecting information under predetermined headings whilst reading a text.

…then the Thinking Map to use is

Note: Be careful to draw the Tree Map exactly as structured here.

You can use the Tree Map to give students an overview of a subject, to see what is coming up and how units of work fit in. It is also extremely useful for revision.

THE TREE MAP



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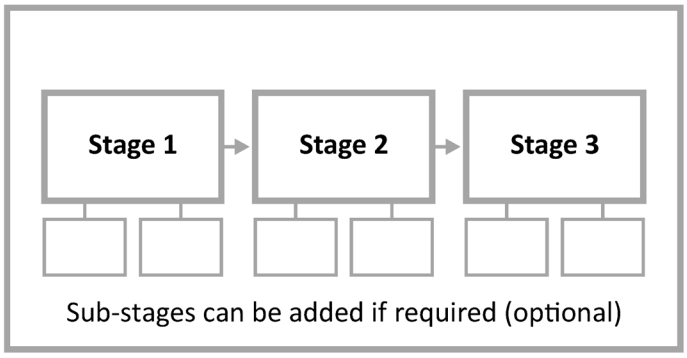
When you are **Sequencing…**

Key Words used	Questions asked	Applications
Sequence, map the steps in this project, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems	What is the process/project you are sequencing? What is the step-by-step sequence of events in the process/project? What are the sub-stages? Is each step in the right order?	Mapping a sequenced step-by-step project in PPBL. Life Cycles and processes in Natural Science/Social Science. Time lines in history. Planning the sequence of a story for writing/recording the sequence of a story. Recording a thought process, such as in problem solving.

…then the Thinking Map to use is

THE FLOW MAP



Note: Make sure that the Flow Map has arrows showing the order of events/stages. For life cycles it becomes a circle.

General Note: Whilst it is vital to apply the Thinking Maps with the elements of each map exactly as they were designed, please don't squeeze student thinking to the size or number of circles or blocks. Freehand maps that are corrected as they develop, capture more expansive thinking!

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HOW TO PLAN YOUR PROJECT

Inquiry Phase: [*insert one line about this stage in your project*]

Inquiry Based Learning

1 KNOWLEDGE — *Think about what you already know*

Who am I? What choices do I have after school? Could I be an entrepreneur? Use free aptitude tests available, fill in the tree map with 3 choices under each: E³

EXPERIENCING

2 NEW KNOWLEDGE — *Building on what you already know and add new knowledge*

What is entrepreneurship? What is intrapreneurship? Learners use interviews and articles to gather new knowledge

CONCEPTUALISING

3 ORDER — *Order and categorise your existing knowledge*

Order knew knowledge about entrepreneurship in a double bubble map– entrepreneur vs intrapreneur

ANALYSING

4 APPLY — *Apply your knowledge to your environment*

Play the perfect entrepreneur game. This is where self-knowledge and new knowledge come together.

APPLYING

Reflect and Iterate

Problem Phase: [*insert one line about this stage in your project*]

Problem Based Learning

5 DEFINE — *Ask lots of questions to help you define your problem*

We have learned that entrepreneurs/intrapreneurs are problem solvers. What problem do I want to solve in the world/our community? Collaborate in groups to address possible problems and solutions.

EXPERIENCING

6 EXPLORE — *Consider the different points of view to understand more*

Investigate business ideas in groups. Interview family members/members of the community to find out if they think these ideas are feasible. What is a business plan? What are the 8 buss functions? Investigate! Play the boat-making game.

CONCEPTUALISING

7 BRAINSTORM — *Brainstorm as many solutions to your problem as you can*

Groups discuss interview responses/research and collate all the information to create a sound solution. Prepare a basic business plan with 5 points for presentation. Each member presents own dept., e.g. finance

ANALYSING

8 PRESENT — *Present the point of view and options to an audience*

Groups present their business plans to a panel of peers for feedback. Create their own rubric of what a business plan should include

APPLYING

Reflect and Iterate

Design Phase: [*insert one line about this stage in your project*]

Design Based Learning

9 EVALUATE — *Evaluate and select your best solutions*

Groups evaluate the feedback they got from peers. They do a SWOT analysis and fix their business plans accordingly. Work starts on a prototype

EXPERIENCING

10 PROTOTYPE — *Make your own prototype of your best solution*

Groups work on the finalisation of their business plan and decide who will present which part (according to functions) to the investors. If possible, they create a basic prototype for presentation

CONCEPTUALISING

11 FEEDBACK — *Speak to experts or the community to get REAL feedback*

Groups get final feedback from family members and teachers (integrate Language, math and EMS). Practice their presentation.

ANALYSING

12 INTEGRATE — *The MADD Space- present your work using Music, Art, Drama, Dance*

Using MADD, groups put the final touches to their prototypes and presentations to make the presentation memorable.

13 PRESENT — *Hold a public exhibition and present to the public*

Learners present their prototypes and business plans to real investors from the community.

APPLYING

S P E C I A L

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ATP CAPS alignment

Term 3 Topic: Entrepreneurship	Definition of an Entrepreneur Characteristics and skills of an entrepreneur Entrepreneurial skills of buying and selling (making profit through trading)	SBA (Formal Assessment)
THE ENTREPRENEUR	Entrepreneurial skills of actions of producing and making profit through manufacturing. Needs and wants SWOT Analysis Setting goals and achieving goals The concept of advertising-media used in advertising Principles of advertising Budget for Entrepreneurs Day Simple cost calculations Explain the following: Fixed cost, Cost price, Variable cost	Project with Rubric (50 marks)

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Project planning table: Term 3

Activity	Description	CAPs alignment	Resources	Enrichment activities	Assessment & integration with other subjects
1	Learners use Circle Map to list prior knowledge about entrepreneurship	Entrepreneurship: Definition of an Entrepreneur	Learner's Book Resource Pack	Further reading, watching in-terviews with Entrepreneurs on Youtube	Project (50 marks)
2	Learners read case study of Lerato and Thandi in Resource Pack	Entrepreneurship: Definition of an Entrepreneur	Learner's Book Resource Pack		
3	Learners complete crossword puzzle about entrepreneurship		Learner's Book Resource Pack		
4	Learners play the Skeleton Game in groups	Entrepreneurship: Characteristics	Learner's Book Resource Pack		English HL or FAL presenting to the class
5	Learners order new knowledge from the game into Tree Map	Entrepreneurship: Characteristics	Learner's Book Resource Pack		
6	Learners work on driving question	Entrepreneurial skills of buying and selling (making profit through trading)	Learner's Book Resource Pack		
7	Learners play the Perfect Entrepreneur Game	Entrepreneurial skills of actions of producing and making profit through manufacturing	Learner's Book Resource Pack		
8	Learners list their own entrepreneurial characteristics using a Bubble Map	Entrepreneurial skills of actions of producing and making profit through manufacturing	Learner's Book Resource Pack		
9	Learners define a problem pertaining to Entrepreneurs Day	Entrepreneurial skills of actions of producing and making profit through manufacturing	Learner's Book Resource Pack		
10	Learners do a feasibility study on their ideas	Entrepreneurial skills of actions of producing and making profit through manufacturing	Learner's Book Resource Pack		Mathematics - graphs
11	Conversation around needs and wants in business	Needs and Wants	Learner's Book Resource Pack Handbook		
12	Groups choose a business idea for Entrepreneurs Day	Entrepreneurial skills of actions of producing and making profit through manufacturing	Learner's Book Resource Pack		
13	Learners study the concept and principles of advertising and apply to their business	The concept of adver-tising- Media used in advertising Principles of advertising	Learner's Book Resource Pack		

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Project planning table: Term 3 continued

Activity	Description	CAPs alignment	Resources	Enrichment activities	Assessment & integration with other subjects
14	Learners create a Flow Map with their plans for Entrepreneurs Day	The concept of advertising- media used in advertising. Principles of advertising	Learner's Book Resource Pack		
15	Learners set goals for their businesses	Setting and achieving goals	Learner's Book Resource Pack Handbook		Life Orientation - goal setting
16	Learners present their goals and Flow Map of the business plan for Entrepreneurs Day	Setting and achieving goals	Learner's Book Resource Pack		English HL or FAL present-ing in class
17	Learners learn and perform the rap poem in their groups by Dennis Waitley. They add percus-sion and dance moves.		Resource Pack		Performing Arts: Music, percussion and musical genres
18	Learners reflect on the process of planning a project and what they have learnt about business so far	Entrepreneurial skills	Learner's Book		
19	Learners do a SWOT analysis on their business ideas	Entrepreneurship: SWOT analysis	Handbook Learner's Book		
20	Learners Design Prototypes and work on their businesses for Entrepreneurs Day	Entrepreneurial skills of actions of producing and making profit through manufacturing	Learner's Book		
21	Learners draw up a budget for Entrepreneurs Day	Budget for Entrepreneurs Day Simple cost calculations Explain the following: Fixed cost, Cost price, Variable cost	Handbook Learner's Book	Study different budgets to rec-ognise shortfalls, etc.	Mathematics: Loans and calculating Interest
22	Learners create an adver-tisement for their busi-ness using song, dance, drama (MADD space)	The concept of adver-tising- Media used in advertising	Learner's Book Resource Pack	Study great ads that have won prizes to see what sets these apart	Performance Art: Drama and Music
23	Learners present an Entrepreneurs Day and take the lead organising and setting up.	Organise an Entrepreneurs Day		Learners can invite the whole community - or other grades to participate	
24	Learners draw up an income/expenditure sheet for the day	Budget for Entrepreneurs Day Simple cost calculations Explain the following: Fixed cost, Cost price, Variable cost	Handbook Learner's Book Resource Pack		
25	Learners reflect on the journey		Learner's Book		

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Grade 7 EMS Term 3 Project Rubric

	0-1	2-3	4-5	6-7
Listed the entrepreneurial Characteristics, Skills and abilities using a Tree Map	Did not list any.	Only listed 1 per category.	Listed at least 3 -4 per category.	Listed at least 5 per category.
Listed own Characteristic, skills and abilities using a bubble-map	Did not list any.	Only listed 1 per category.	Listed at least 3 -4 per category.	Listed at least 5 per category.
Market Research done	Little or no research conducted – less than 2 people interviewed.	Hardly any research conducted – less than 5 people interviewed.	Little research conducted - interviewed 6-8 people	Excellent and executed with completed interview list – At least 10 people interviewed
Flow-Map Presentation of process to teacher and class	Presentation unsatisfactory, unprepared.	Presentation not ideal, somewhat unprepared.	Presentation good, well prepared.	Great presentation, excellent preparation.
Project demonstrates both originality and creativity	Project does not demonstrate originality and creativity.	Project demonstrated a little bit of originality and creativity.	Good work but based on existing ideas.	Very creative and unique project.
SWOT analysis: Look at both the internal and external factors that may influence the business's ability to compete in the market	Response excludes essential components and/ or does not address the requirements indicated in the instruction.	Responses includes only one or two of the requirements in the instruction.	Response includes most of the components and meets the requirements in the instruction.	Response includes all components and meets or exceeds all requirements indicated in the instruction.
Sign, Decorations and Ads	Learner did not create any sign, decorations, and advertisement for their stall/product.	The learner created a stall sign, decorations, and advertisement. Sign, decor, and advertisement was somewhat effective.	The learner created colourful and creative stall signs, decorations, and advertisements for their product. Sign, decorations, and advertisements were eye catching and effective.	Learner's stall stood out from all the rest. Signs and ads looked very professional.
Income and Expenditure Statement	The learner did not follow instructions and did not complete their cash-up and reconciliation activities successfully.	The learner followed most instructions and completed their cash-up and reconciliation activities with minimum errors.	The learner followed instructions and completed their cash-up and reconciliation activities correctly with no errors.	Cash-up and reconciliation are perfect. Learner have an excellent grasp of the content.
Event Success Factor	The learner's stall was unsuccessful with plenty stock remaining and no profit was made on the day.	The learner's stall was successful with some stock remaining and a somewhat of a profit was made on the day.	The learner's stall was a complete success with little to no stock remaining and an overall profit was clearly made on the day.	Learner's stall was a great success and possible continuation of business is advised.

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PART 1 INQUIRY-BASED LEARNING

STEP 1: Prior Knowledge

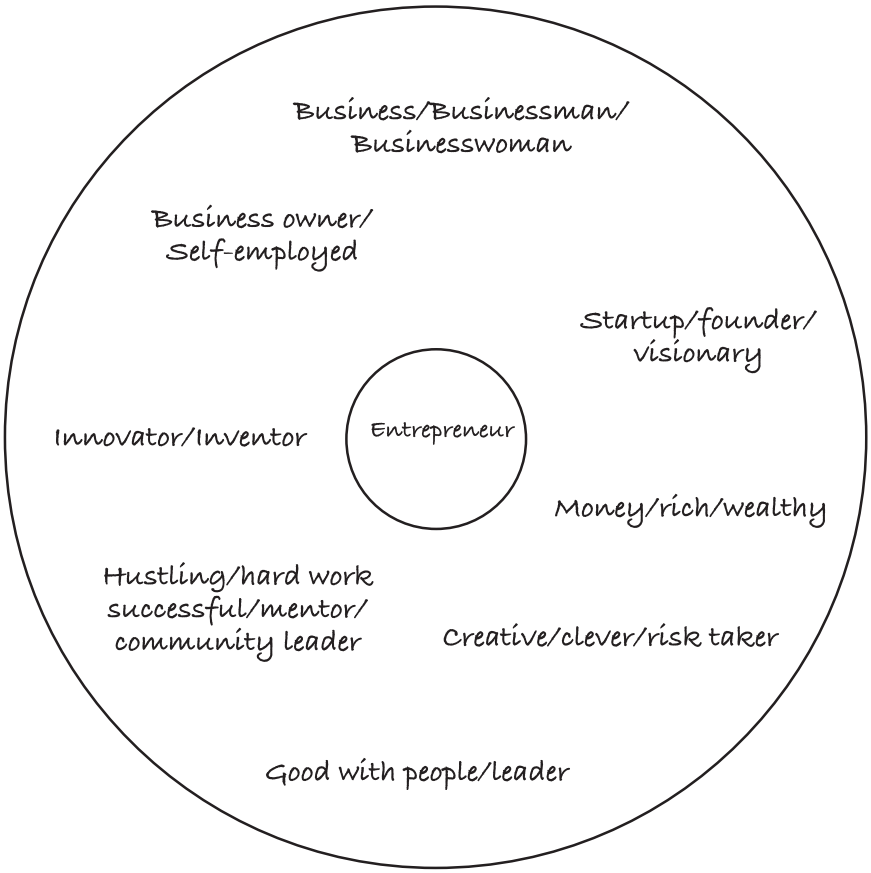
Think about what you already know.

Purpose of this step: learner reflects on and shares own knowledge, experiences and perspectives (stimulating prior knowledge and evaluating baseline knowledge) about the burning issues.

1.1 Learners use a Circle Map (write Entrepreneur in the Middle) from ***Worksheet 1*** to pen down their current knowledge of entrepreneurship according to a set of questions. Ask them:

What is an entrepreneur? What skills do entrepreneurs have?
What characteristics do entrepreneurs show? What attitudes do entrepreneurs share?
What do they do? What do they know?

Circle Map answers memo: Please note, these are just suggestions, there are many more associations learners can make.



1.2 Use the two case studies of Lerato and Thandi in the Resource Pack. Learners can read these out loud, or study it on their own. After reading the case studies learners answer the following questions to evaluate their understanding of Entrepreneurial skills, characteristics and attitudes.

Who is the most successful entrepreneur between Lerato and Thandi?

Compare the characteristics, skills and abilities of the two entrepreneurs using a Double-bubble Map ***(Worksheet 2)***. Refer to the Resource Pack on how to use this map.

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STEP 2: New knowledge

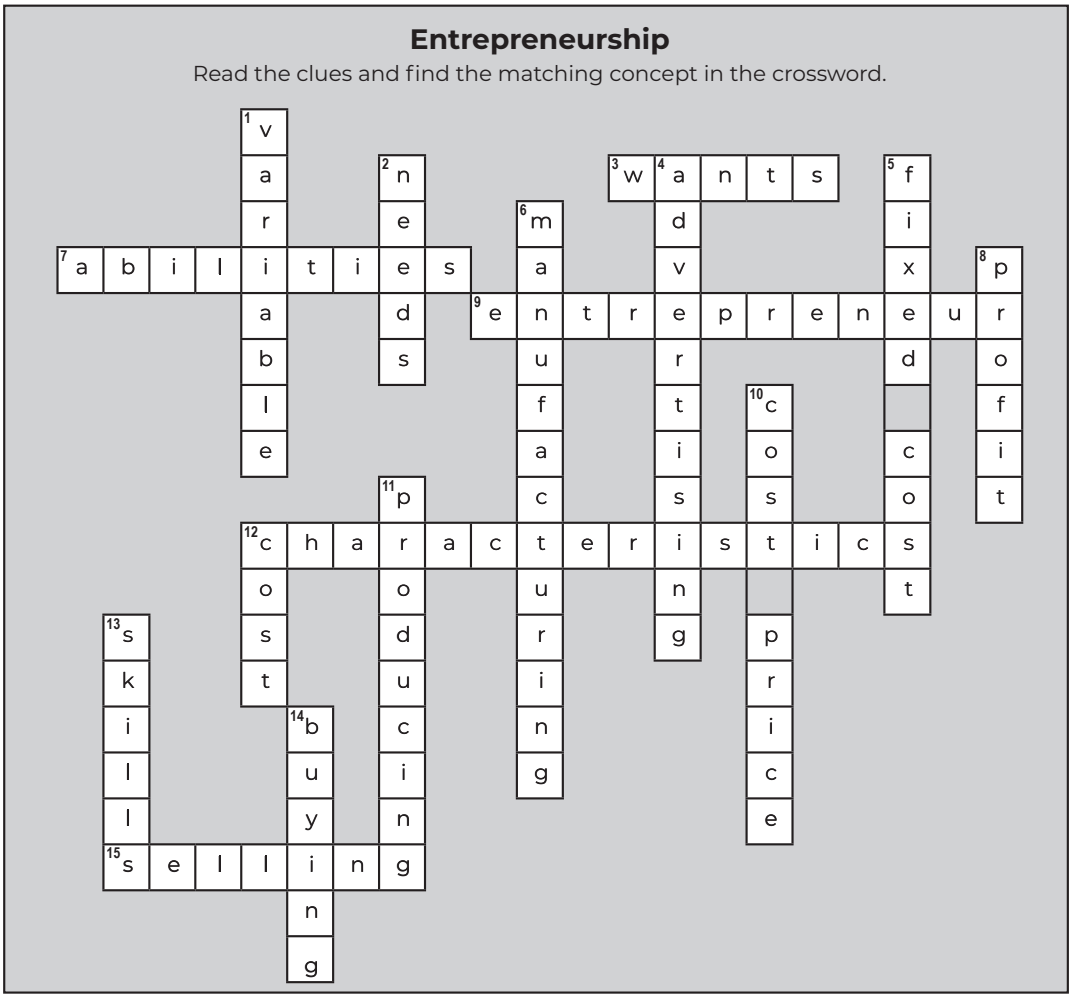
Build on what you already know and add new knowledge.

Purpose of this step: Learner observes or takes part in something new that is an extension/ expansion of prior knowledge and adds knowledge to the driving question.

2.1 Facilitate the understanding of the following concepts and ask learners to complete ***Worksheet 3: Crossword Puzzle*** to facilitate learning:

- Definition of an entrepreneur.
- Entrepreneurial skills of buying and selling (making a profit through trading).
- What is skillful buying and selling?
- What are needs and wants?
- What is Profit/Fixed Cost/Cost Price/Variable Cost/Manufacturing/Producing?

Crossword puzzle answers:



2.2 Divide the class into groups. Learners play the skeleton game in their groups.

- On a big piece of paper, they draw a skeleton and label the body parts of the skeleton with entrepreneurial **characteristics**, **skills** and **attitudes**, e.g. Entrepreneurs have strong shoulders to carry the weight of responsibility for other people's wages. Entrepreneurs use their thinking skills to do buying and selling. Entrepreneurs have a growth mindset to overcome obstacles, etc. Please see the Resource Pack for a memo.
- Each group appoints a spokesperson who presents their group's outcomes to the whole class.
- While the groups are presenting, start on Step 3: Order.

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STEP 3: Order

Order and categorise your existing knowledge**.**

Purpose of this step: To order and make sense of information and knowledge that emerged in *Knowledge* and *New knowledge* steps.

3.1 While the different groups are presenting their outcomes, learners will now present their understanding of prior and new knowledge. On ***Worksheet 4***, learners will find a Tree Map with 3 divisions: Skills (something that is learned or acquired), Abilities (Being able to do something), Characteristics (A feature or quality belonging typically to a person). Learners populate this map with at least five items/words per category, thereby ordering all the knowledge they gained from the presentations and case studies.

3.2 You will have to oversee the process and do a feedback session to ensure that there are no gaps, and that all learners have participated and understood the concepts.

STEP 4: Apply

Apply your knowledge to your context (driving question)

Purpose of this step: To use knowledge to answer the driving question

4.1 Learners, in their groups, work on a driving question around entrepreneurship. The question could be: What skills do I need to become a successful entrepreneur? What skills do we as a group have that would help us to run a successful Entrepreneurs Day?

4.2 Learners play the Perfect Entrepreneur Game. Each learner chooses a partner. The teacher sets a timer for 2 minutes. Each gets an opportunity (for 2 minutes) to list as many of their skills, talents and competencies that would make them a perfect entrepreneur - as fast as possible.

The partner takes notes on ***Worksheet 5***. For the next 2-minute session, each learner lists their personal challenges (e.g. lazy, scared to speak to buyers) which would NOT make them a great entrepreneur. The partners make notes.

4.3 Learners now create a Bubble Map on ***Worksheet 6*** to list their own entrepreneurial characteristics, skills and abilities. Encourage learners to compare the Bubble Maps in their groups to make sure that between all of them, the most important characteristics abilities and skills are covered to start and run a business during Entrepreneurs Day. This is the reason why most entrepreneurs need partners. It is not necessary to own all the skills as skills can be learnt as well.

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PART 2 PROBLEM-BASED LEARNING

STEP 5: Define

Ask lots of questions to help you define your problem.

Purpose of this step: Push for clarity on the problem/questions.

5.1 Define a problem that the learners would want to research pertaining to the Entrepreneurs Day. In groups learners will come up with as many ideas of things they could make and sell on the day. Honing in on the question, once again using a Circle Map on ***Worksheet 7:*** **What need is there to fill in my environment, and what Product or Service can I provide to solve this need on the day?**

5.2 Learners can do a feasibility study on ***Worksheet 8*** to determine which product or service would be successful on the day. Draw up a feasibility questionnaire with examples of the following:

1. Is there a demand for the product? (Find out the characteristics required of the product and the size and value of the market.)
2. Who else is producing similar products? (Determine the number and type of competitors)
3. What is needed to make the product? (Find the availability and cost of staff, equipment, services, raw materials, ingredients and packaging.)
4. What is the cost of producing the product? (Calculate the capital costs of getting started and the operating costs of production.)
5. Do I have what I need to make this product or service? If not, how can I get the things that I need?

5.3 Start a conversation in class about the differences between needs and wants. Ask learners to complete the exercise on ***Worksheet 9*** with various examples of products and services. Learners must now also determine whether their product or service will serve a WANT or a NEED with their customers. Explain that they have to be sure that their product or service solves a problem and truly answers the big question/topic of their research study.

STEP 6: Explore

Consider different points of view to help you understand more.

Purpose of this step: Research phase – what do we need to answer the question/solve the problem?

6.1 Learners, in their groups, choose one business idea for Entrepreneurs Day. Learners will need to research the viability of their Business Idea (Market Research).

Learners must interview as many different people in their immediate environment to establish which product or service is needed or wanted. This can be learners and teachers at school, family members, etc. Learners design a questionnaire on ***Worksheet 10*** and use this to interview these people.

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STEP 7: Brainstorm

Brainstorm as many solutions to your problem as possible.

Purpose of this step: Discuss and share possible solutions.

7.1 Learners take the information from all interviews and brainstorm the best business ideas (in their opinion), in their groups.

7.2 Learners work on the Concept and Principles of advertising. Use the checklist on ***Worksheet 11***. Please find more information in the Resource Pack.

7.3 Learners spend time in their groups to work on their plans for Entrepreneurs Day.

- List of resources needed to produce their product/service.
- List of equipment needed for the day.
- Learners will decide on the role that each group member will play on the day.

Each group member must have a specific job. They must decide about a product/service. Who will do the design? Who will do the making? Who will find investment capital/sponsorship? Who will do the books making sure that they can make a profit? Who will do the marketing in the form of pamphlets or posters or WhatsApp etc.? Who will set up the stall, create the stall and man the stall? Learners create job descriptions for each member of the group.

7.4 Learners create a Flow Map to organize the planning process of their project on ***Worksheet 12***.

7.5 Start a conversation with the class around goal setting. Please see the Resource Pack for more information. *Goal setting is an essential part of life. We all need goals to help illuminate the road to our hopes and our dreams. When we write out goals, they become more real.* Facilitate the understanding of setting and achieving goals and the acronym SMART (Specific, Measurable, Achievable, Realistic, and Timely). Ask groups to set 3 simple goals for Entrepreneurs Day on ***Worksheet 13***. Are these goals measurable according to the SMART method? Let them explore.

STEP 8: Present

Present the point of view and options to an audience (in practice run for Step 13)

Purpose of this step: Presenting the possible solutions for iteration/change

8.1 Learners present their flow map and goals in groups to the teacher, or a panel of teachers who can ask questions to further clarify the idea.

8.2 Learners learn the rap poem (See Resource Pack) by Denis Waitley and perform it in their groups. They add creative percussion, backing vocals and movement. This is a great poem about accomplishing goals.

8.3 Learners take time for reflection on ***Worksheet 14***:

- What have they learned about business thus far?
- What are the challenges they are experiencing in planning an Entrepreneurs Day?
- What have they enjoyed so far? What are they scared of?
- What can they change?

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PART 3 DESIGN-BASED LEARNING

STEP 9: Evaluate

Evaluate and select your best solution.

Purpose of this step: Design the prototype, come up with an idea – redo /tweak etc. product or service.

9.1 Groups go back to the drawing board and look at all the feedback from their presentations. They adapt their plan, marketing, product or service accordingly.

9.2 Learners can now start work on posters or pamphlets (any advertising ideas) for Entrepreneurs Day.

9.3 Explain the concept of a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to the class. Let each group perform a SWOT analysis on their business product or service idea on ***Worksheet 15***.

Worksheet 15

STEP 10: Prototype

Prototype make the prototype of your best solution.

Purpose of this step: build or make the prototype based on the design.

10.1 Learners now design prototypes (actual models or demonstrations) of their chosen product or service for Entrepreneurs Day. They also design their marketing material.

10.2 Learners draw up a budget for Entrepreneurs Day. Budget is prior knowledge from Term 2. Use ***Worksheet 16*** for the budget. Remind them to keep all receipts for their final income/expenditure statement after Entrepreneurs Day.

Worksheet 16

STEP 11: Feedback

Feedback Speak to experts or the community to get REAL feedback.

Purpose of this step: To get expert feedback about possible improvements or design changes.

11.1 Learners can now invite some of the entrepreneurs they've interviewed back to school, or other teachers, to come and view their prototypes and plans. They should carefully listen to the last line of feedback. Learners use the feedback form on ***Worksheet 17***.

Worksheet 17

STEP 12: Integration

Integration in The MADD Space – present your work using Music, Art, Drama, Dance

Purpose of this step: To iterate learning in a fun way.

12.1 To integrate the MADD Space, learners create an advertisement (it can be a poem, dance/jig, small drama, skit or jingle song) to advertise their product or service on Entrepreneurs Day.

12.2 They plan their creative advertisement on ***Worksheet 18***.

Worksheet 18

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STEP 13: Present

Present Public exhibition

Purpose of this step: Present and celebrate the products or services.

13.1 On Entrepreneurs Day, Learners take the lead in putting up the stalls and running the stalls, and organizing the day in general. Let them enjoy their handiwork. They use their MADD Space advertisements to attracts customers/buyers.

13.2 Learners have to complete an Income and Expenditure statement for the day on ***Worksheet 19***, so it is VERY important for them to note all sales/income on the day and extra expenses incurred.

13.3 It is very important for learners to reflect after the day. They can complete ***Worksheet 20*** for reflection:

- What have they learned about business?
- What have they learned about being an entrepreneur?
- What would they do differently next time?
- What are they proud of?

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