3 ENTREPRENEURSHIP

EMPLOYABILITY

EDUCATION

PROJECT-BASED LEARNING | LIFE ORIENTATION

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

NDP 2030

GRADE **10**

3 ENTREPRENEURSHIP

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TEACHER'S PROJECT NOTES
GRADE 10 | TERM 3: WEEKS 6 – 10 (CAREER AND CAREER CHOICE)

PLANNING A CAREER EXPO: FUTURE-FOCUSED CAREERS

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Before you start, try to ensure that the whole school and local community get involved. Launch the project term in some way, particularly at school level: the principal could announce the project week at the first assembly of Term 3. A learner could also make this announcement at the school assembly. Grades involved in implementing the project can put up posters to announce the "big event". Flash mobs are also an exciting way of creating awareness of a great happening in the near future. Ensure that your School Management Team and your School Governing Body are on board by sending them invitations to your public event at the end of your project. As project manager your job is to start the process of instilling a new culture in your school - as a passionate teacher you are also the "culture builder" at your school!

It is very tempting to revert to "chalk-and-talk" teaching using the textbook as a resource. You do need to achieve what your CAPS document sets out, but in a different way. Do the project using the textbook as an information source *only when needed*? This is called **Just In Time Learning**. Below you will find the **Key Knowledge, Understanding and Success Skills** to help you manage an excellent project:

- **Challenging problem or question:** Why is this project critical? What is the problem in society and at school being addressed in this project? Keep talking about how this project will solve a local or global problem.
- **Sustained enquiry:** Are learners being "researchers"? Are they doing the research and getting deeper and deeper into the problem or are you doing all the talking? Look at the second below these notes overleaf to remind you of your role: manage activities and scaffold student learning. Learners must not be allowed to give up – you must "build a culture" of getting to the bottom of the problem and coach them when they lose their way. With time E³ will be developing thinking tools to ensure that you are equipped with strategies to take the enquiry to a new level. In the 2020 training manual we have added information on dealing with diversity, groups and language obstacles.

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- **Authenticity:** Keep the project real by referring to learners' own lives – this is about them and their world.

- **Student Voice and Choice:** Although learners did not choose this project, make it such fun and so real to the world they know, that they own it. Their voices and opinions are what your deeper goal is – encourage their views and applaud each contribution!

- **Reflection:** To truly embed learning learners should be able to reflect on what they have learned and think of better ways of doing things. The reflection activities in the worksheets are not just for fun. Encourage learners to spend time on them as this will deepen their learning.

- **Critique and Revision:** As you assess and evaluate their products (not them!) learners will see that there are better ways of solving problems.

- **Public Product:** At the end of the project what does the learner have to show or to brag about? Ensure that there is a Project Culmination Week in which each grade displays their products during a week selected by the management team because many parents and other stakeholders can attend.
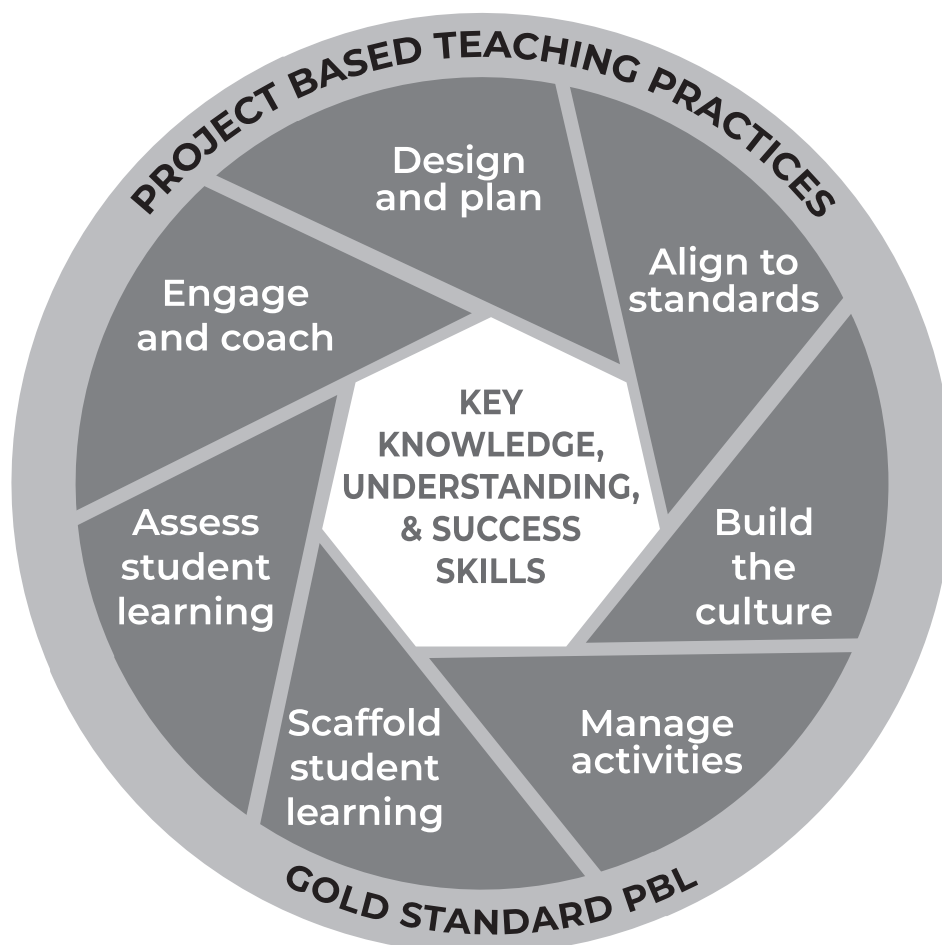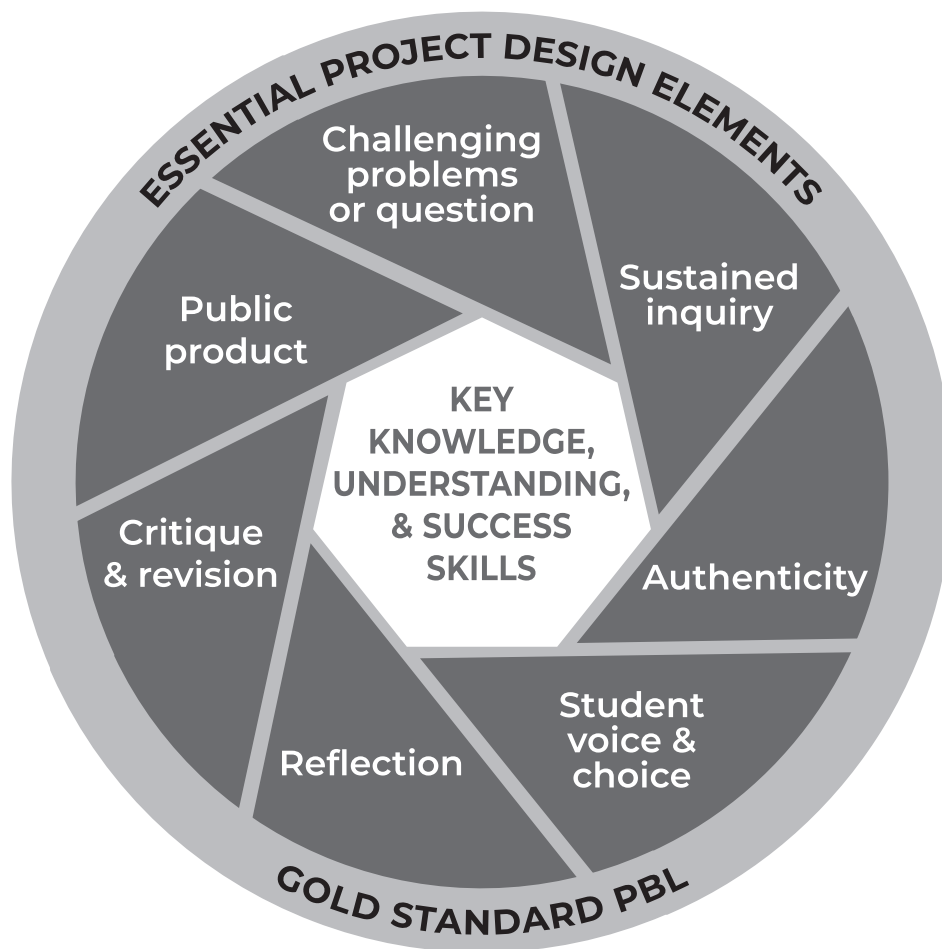
Notice in the second circle *Project-based Teaching Practices* that your role as a teacher has changed: you are less of a teacher in the traditional sense of the word. Your lessons are more learner-centred. Instead of driving the activities, you now check CAPS-alignment and then manage and coach learners as they need it and then assess their efforts.

PLEASE NOTE…

Time has not been allocated for each activity. Be creative. If you think that there is not enough class time to complete the activities, there are various options (and not all options are applicable to all school profiles.) Decide which option would work best for your school. Your pragmatism and creativity, together with a sound knowledge of what is feasible in your school will decide on the best plan. Some options could include: working after school, negotiating with the language teacher to take over certain activities which s/he can assess. The technology teacher can also assist as could the art teacher. This is a school effort and not just the responsibility of the teacher implementing the project.

Suggestion: create a large Gantt chart which you can post on your wall. Clearly mark the phases of the project in weeks and discuss progress of the Project-based activity at the beginning or end of every week.

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ESSENTIAL PROJECT DESIGN ELEMENTS

Challenging problems or question

Sustained inquiry

Public product

KEY KNOWLEDGE, UNDERSTANDING, & SUCCESS SKILLS

Authenticity

Critique & revision

Reflection

Student voice & choice

GOLD STANDARD PBL

PROJECT BASED TEACHING PRACTICES

Design and plan

Align to standards

Engage and coach

KEY KNOWLEDGE, UNDERSTANDING, & SUCCESS SKILLS

Build the culture

Assess student learning

Scaffold student learning

Manage activities

GOLD STANDARD PBL

© BIE

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PLANNING A CAREER EXPO: FUTURE-FOCUSED CAREERS

We are facing constant change in society and our learners have to keep up with the changing times. Careers will not be what they used to be in the past. Who would have thought we would see the emergence of You-tubers, Hackers, Drone pilots, App designers and UX specialists? Learners need to be prepared and we have to awaken their curiosity about what is possible in the future.

This is a process of discovery and the learners should feel that they are sharing their secret discoveries with the rest of the school.
This project is logistically advanced but learners will benefit greatly from it if they are involved in all the processes – not only the research, but also the project management of the exhibition.

For this to be a success, the whole school, as well as the community, should buy into the concept.

Introducing E³

These E³-activities will empower and enable learners to learn by experience, and independently. Collaboration is needed throughout the project in all activities. Learners are constantly acting as investigators, critical thinkers and informed decision-makers. They are challenged holistically: bodily, emotionally and intellectually.

The approach used is inclusive and encourages learners not to feel inferior whether they are slow learners, progressing or repeating. After completing the project and all the activities, learners would see the need for, and appreciate their talents outside of the academic world. Challenged learners should rather find a way of making a living using their talents and passion, which might include music, handwork, sports or dancing.

> **The Web as I envisaged it, we have not seen it yet. The future is still so much bigger than the past.**
>
> *Tim Berners-Lee*
> *Inventor of the World Wide Web*

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ACTIVITY 1

The announcement: "The future is here!"

RESOURCES:
- Access to e-mail or airtime to create invitations
- Volunteer speakers from the community
- Learner's Project Worksheets 1.1; 1.2 and 1.3

CAPS LIFE ORIENTATION TERM 3:
Coping with change: the importance of communication and making friends; Profitable use of time: the importance of planning; Soft skills such as self-awareness, critical thinking, decision-making, problem-solving, assertiveness, negotiations and goal setting; Gender and sexuality in the workplace.

STEP-BY-STEP DESCRIPTION OF LESSON

1. In term 3 the L.O. teacher needs to organise a project with his/her learners based on careers and career choices. This will take the form of an Exhibition or Expo to help learners see the need of choosing a career that will suit them in the Fourth Industrial Revolution.

2. Explain the project, but not in too much detail. Divide the learners into groups and ask them to come up with random ideas concerning the logistics of the expo and jot them down. Let them identify speakers from the community, brainstorm ideas for the exhibition etc. *(Worksheet 1.1)*

3. Bring the conversation back to the logistics. They need to decide on dates, venue, speakers, exhibitions, the programme for the day, and the outcomes expected. *(Worksheet 1.1)*

4. Lead the class in the design of an e-mail invitation. Let them discover and decide what should be added on the invitation. Who will design it? How will we send it, via e-mail or WhatsApp? For enrichment, you can show the class (they might already know!) how to create an electronic invitation on Gmail or Outlook with built-in RSVP function and possible Pdf or Jpeg invitation attachment. Today the class should also draft a covering letter to possible speakers and/or exhibitors.

   Ask them to do the planning on Worksheet 1.2 and 1.3.

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ACTIVITY 2
The Fourth Industrial Revolution

RESOURCES:

- Video on the Fourth Industrial Revolution (4IR)
- Scrap paper for flash cards
- Pens
- Textbooks
- Prestik
- Worksheets
- Gantt chart
- Flip chart paper
- Learner's Project Worksheet 2

CAPS LIFE ORIENTATION TERM 3:

Careers and career choices (Diversity in jobs, economic sectors, opportunities within different career fields, including recreation, fitness and sport industries.)

STEP-BY-STEP DESCRIPTION OF LESSON

1. What is the 4IR? Why is the world of work changing? Start a conversation in class and ask learners to come up with descriptions for the first, second and third industrial revolutions. What do they think the 4IR will entail?
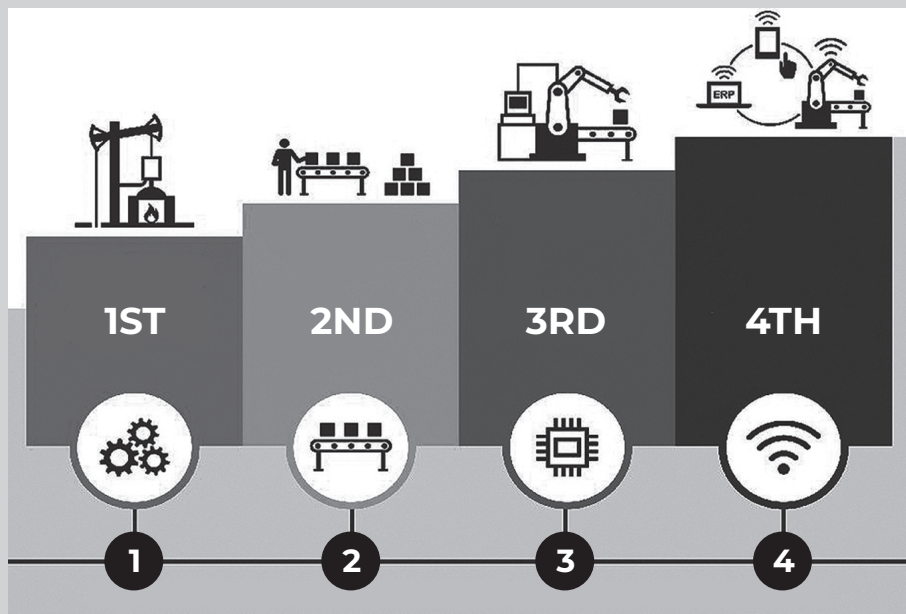
1. **1784**
   Mechanisation, steam power

2. **1870**
   Mass production, assembly line, electrical energy.

3. **1969**
   Automation, computers and electronics

4. **Today**
   Cyber-physical systems, internet and networks

The **First Industrial Revolution** used water and steam to mechanise production, the **second** used electric energy to create mass production and the **third** used electronics and information technology to automate production (1969).

The **Fourth Industrial Revolution** (4IR) is the **fourth major industrial era** since the initial Industrial Revolution of the 18th century. It is characterised by a fusion of technologies that is blurring the lines between the physical, digital and biological spheres, collectively referred to as cyber-physical systems.

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2. Take the conversation back to their careers and their future plans. Hand out flash cards and let each learner write down what he/she is planning to do in the future. One job per flash card. As them to write in large letters, please.

Prepare a place on a wall and create three columns marked: Primary Sector, Secondary Sector and Tertiary Sector. Ask questions to lead to the discovery of a simple definition or explanation of each.

Learners should now tack their flash cards to the wall under the relevant sector.

The **Primary sector** relates to the extraction and collection of natural resources; such as farming, forestry, mining and fishing. The **Secondary sector** processes raw materials or semi-finished goods into more valuable products. The **Tertiary sector** is the provision of services.

3. Show the video on the 4IR and how it changes the world of work. Alternatively, research and share information on the new age careers listed below. Give the learners a chance to be creative and come up with new ideas. Even if far-fetched, they could still a possibility for the future.

Hand out more flash cards – one per learner. Let them each dream up a perfect futuristic job for him-/herself. Tack the cards to the wall under the relevant economic sectors.

4. Finally, explain the importance of the Career Expo to the learners and how they will be able to educate and influence the decisions of younger grades – and even their own! For homework, learners should do research on their future chosen career.

5. Show an example of a Gantt chart to the learners. Divide them into their former groups and hand out flip charts to each. Ask the groups to design a Gantt chart for the Career Expo and include timelines and duties as they go along. Below is an example and a description of a Gantt chart. They may not be able to complete their charts today. Please allow time for this during the next lesson. *(Worksheet 2)*

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6. If you have time, create a large Gantt chart for your wall so that you and your learners can track your progress.
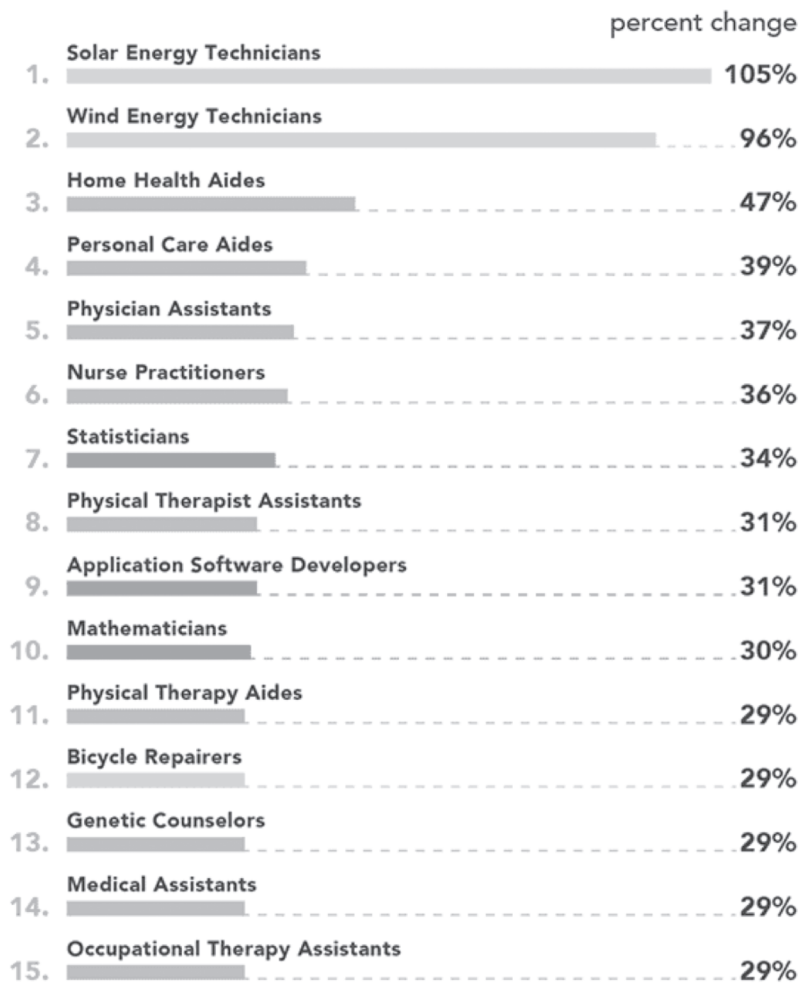
A Gantt chart is a horizontal bar chart developed as a production control tool in 1917 by Henry L. Gantt, an American engineer and social scientist. Frequently used in project management, a Gantt chart provides a graphical illustration of a schedule that helps to plan, coordinate, and track specific tasks in a project.
Source: https://searchsoftwarequality.techtarget.com/definition/Gantt-chart
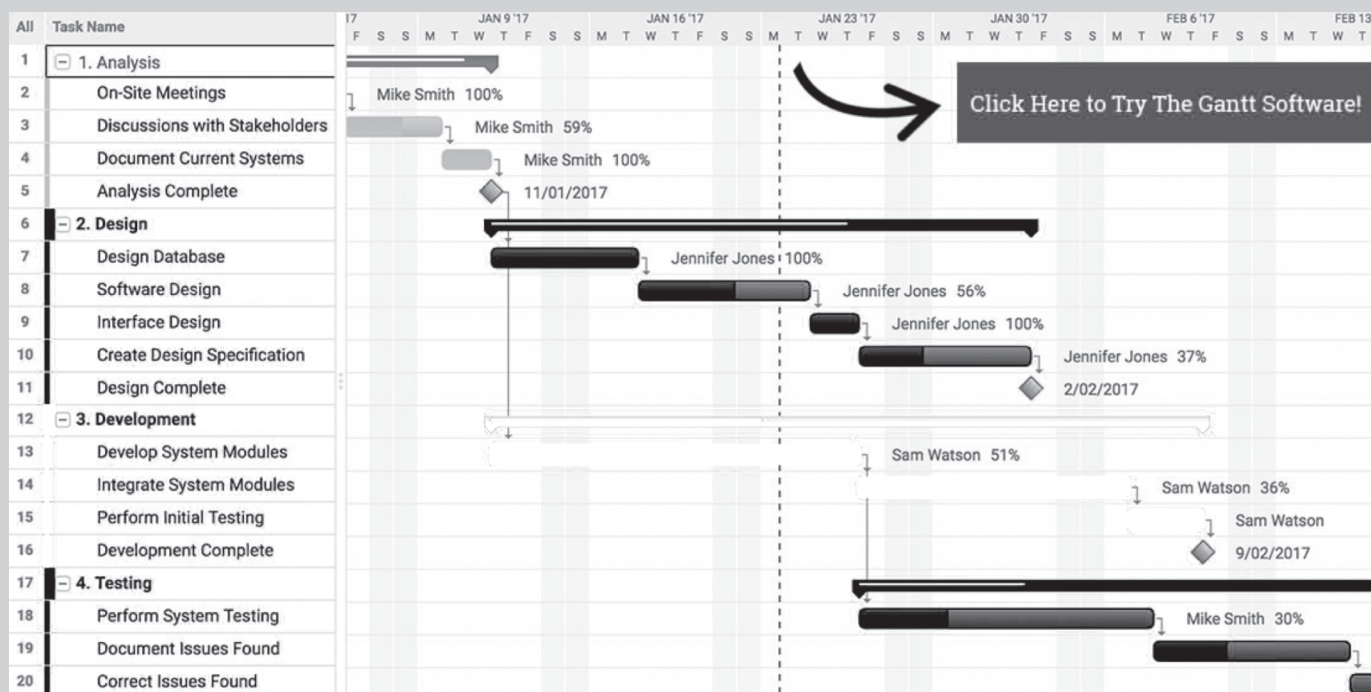
7. On the next pages you will find some information on interesting future-focused careers as background.

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15 Fastest-Growing Occupations From 2016 to 2026

percent change

	Occupation	
1.	Solar Energy Technicians	105%
2.	Wind Energy Technicians	96%
3.	Home Health Aides	47%
4.	Personal Care Aides	39%
5.	Physician Assistants	37%
6.	Nurse Practitioners	36%
7.	Statisticians	34%
8.	Physical Therapist Assistants	31%
9.	Application Software Developers	31%
10.	Mathematicians	30%
11.	Physical Therapy Aides	29%
12.	Bicycle Repairers	29%
13.	Genetic Counselors	29%
14.	Medical Assistants	29%
15.	Occupational Therapy Assistants	29%

Source: U.S. Bureau of Labor Statistics, Employment Projections, 2016–2026.

trade-schools.net

1.   Solar Energy Technician

Like wind energy, solar power will continue to be a major part of humanity's transition toward a clean-energy future. The cost of solar energy keeps dropping year after year, so it's becoming much more affordable for businesses and homeowners. In cities all around the world, solar energy technicians are enjoying stable employment in a growing industry that makes a positive difference.

3.   Nurse Practitioner

Because of aging and longer-living population, the health care system may have trouble keeping up with the growing influx of patients. Many regions could experience severe shortages of doctors. They'll need more non-physician health professionals with the ability to diagnose and treat patients with various acute and chronic conditions. Registered nurses who get the right kind of advanced education at the graduate level can become nurse practitioners and help fill the void.

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29.   Tech Ethicist

Humanity still hasn't fully learned that we shouldn't do something just because we can. Ethicists have the job of trying to help us avoid learning that lesson the hard way. They help us examine hard-to-answer questions in relation to new technologies and their potential consequences. For example, should we allow the creation of "designer babies?" Who has parental rights when a human is conceived, grown, and born in a laboratory, outside of a mother's womb? Should we grant artificially intelligent robots the same rights we have? How much information are we entitled to know about other people? The questions are almost limitless given how quickly technology is changing our world.

30.   Virtual Reality Designer

Most people like to travel and explore places they've never been. However, you don't necessarily have to physically travel anywhere in order to see and experience new places. Whole virtual worlds are being created, and the supporting technology will increasingly allow you to interact with it using all of your senses. A lot of VR users might even form deep relationships with other people's virtual avatars while having adventures that they would never experience in the real world. As this technology matures, what's real and what's fantasy will start to blur together. Talented VR designers may become highly sought-after as VR developers race to fill a growing demand for more sophisticated, realistic, and imaginative virtual experiences.

33.   Project-Based Human Resources Director

With more companies moving toward project-based employment models, it's likely that specialized human resources professionals will increasingly be needed for choosing and coordinating the best freelance workers for individual projects. In fact, organizations may hire project directors the same way movie studios hire film directors. A project director would be responsible for selecting his or her own team for a particular assignment from among all available freelance talent. Along with skills in human resources, this type of professional may also need a deep understanding of project management.

JOBS THAT DON'T QUITE EXIST YET (But Probably Will)

36.   Personal Education Guide

Going to school is still an effective way to learn and get recognized credentials. But as we move farther into the future, it's possible that education will become much more personalized and even more convenient than today's online programs. Personal education guides may act as coaches and counsellors in helping people choose on-demand courses or designing customized training plans that utilize freelance instructors. And they may provide confirmation that their clients have successfully completed those courses and earned alternative credentials that more and more employers will recognize as being valid.

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4. **Software Developer**

    Computers, robots, and mobile devices are useless without the well-engineered software that gives life to the sophisticated hardware it runs on. As the Internet grows and machines get smarter and more connected to us and to each other, the need for talented software developers will expand. Mobile app development, especially, is considered one of the best careers for 2020 and beyond. In fact, almost 1.2 million total job openings are projected to become available in the software development field between 2016 and 2026.

5. **Physical Therapist**

    With more seniors in our communities, the need for physical therapy professionals will increase. Many seniors end up requiring some form of physical rehabilitation, pain management, mobility assistance, or therapeutic treatment as they age. From 2016 to 2026, about 177,000 jobs may become available for physical therapists.

9. **Digital Content Specialist**

    One of the major cultural revolutions that keeps getting more entrenched is the move toward more dynamic, digital, interactive, and on-demand media. Because of digital devices that keep us constantly connected to almost any kind of information or entertainment we want to consume, the need for fresh content that breaks through the noise is never-ending. Organizations in every industry are discovering that generating new digital content is becoming a major key to sustaining their effectiveness.

12. **Biomedical Engineer**

    Professionals in this field are already starting to revolutionize the health care industry. In fact, biomedical engineering is probably one of the best careers to get into if you want your work to have a positive impact in the years ahead. After all, biomedical engineers are involved in all kinds of cutting-edge research and development. For example, many of them get to design things like sophisticated medical devices, artificial organs, bionic body parts, and biological implants. About 16,000 jobs are expected to become available in this field over the decade from 2016 to 2026.

15. **Digital Rehab Counsellor**

    Do you ever feel overwhelmed by the incredible amount of digital information you consume in a day? Many people do. As more and more of our lives revolve around social media and other online activities, there's a growing awareness that a lot of us are actually addicted to the technology we use. So one of the top jobs of the future may involve helping people "detox" from their over-consumption of digital inputs. People with counselling training will likely be the best-equipped to pursue this type of job.

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16. **Blockchain Developer**

You've probably heard of the digital cryptocurrency called Bitcoin. But how much do you know about the underlying technology that makes it possible? Blockchain technology works as a distributed cryptographic ledger that can make economic and other types of transactions decentralized, faster, and more private. It's all a bit hard to understand, but many experts believe that blockchain technology will eventually be just as world-changing as the Internet. That's why professionals who understand how to develop practical services and products with blockchain technology will probably be in high demand well into the future.

17. **Civil or Commercial Drone Pilot or Dispatcher**

The government is figuring out the best way to regulate the use of drones. After all, people continue to dream up new ways to take advantage of their remote flight capabilities. Instead of drones mostly being used for military or recreational purposes, they are increasingly used for all kinds of civil and commercial applications. For example, companies like Amazon envision drones delivering packages. But they could also be used for things like removing waste from city streets, monitoring air pollution levels, and performing routine tasks in high places that are dangerous or hard to reach. So some companies and public agencies are beginning to put together teams of drone pilots and dispatchers to manage their fleets of small remote-controlled aircraft.

19. **3D-Printing Technician**

Many futurists believe that we've only just begun to scratch the surface of what 3D-printing technology (aka additive manufacturing) will ultimately be capable of achieving. Hobbyists, industrial designers, biomedical engineers, and other people are already experimenting with on-demand manufacturing of things like tools, food, clothing, everyday household objects, medical implants, and aviation, automotive, and electronics components. As this technology advances, 3D-printing machines may become just as commonplace as refrigerators and microwaves.

24. **Remote Health Care Engineer**

As robotics and communications technologies get more advanced, it's becoming possible for doctors and other health care specialists to consult with patients without being physically present. Technology is even being developed and perfected to allow surgeons to perform remote operations with the assistance of robots. In the future, many more remote health care engineers will develop and coordinate the use of advanced technology that allows patients to get diagnosed and treated by almost any medical specialist in the world, regardless of where he or she is physically located.

25. **Urban Agriculture Specialist**

Here's a startling fact: Each year, the urban population on Earth grows by the equivalent of about seven Chicago-sized cities. That means, from 2010 to 2050, the global population of city dwellers will double, reaching about 5.2 billion people. In addition, many of today's industrial farming practices are damaging the natural environment. So in order for cities to be sustainable, they'll need to grow their own food using sophisticated hydroponics and vertical farming methods. Demand for professional urban farmers will likely grow as more cities and urban dwellers realize that their survival depends on growing food locally.

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37. Custom Body Part Manufacturer

At some point, waiting lists for organ transplants will probably become a thing of the past. Soon, doctors may be able to order up custom organs that are grown or 3D-printed using their patients' own cells. After all, scientists have already had some success at creating hearts, kidneys, and livers in their labs. They've even grown skin, ears, and other external body parts.

43. Hyper-Intelligent Transportation Engineer

We're quickly moving toward a future in which humans will no longer be the operators of transport vehicles. Self-driving cars are probably only the beginning. With more intelligent machines and several advanced technologies already in place or being developed, a future of fully automated transportation networks may become reality. A new paradigm of smart roads, vacuum-tube tunnels, maglev trains, and many other advanced transportation systems could replace our current one.

44. Cyborg Designer

By combining the best aspects of a natural organism with those of an advanced robot, it may be possible to create a new entity that is superior to the sum of its parts. So, in the future, highly creative cyborg designers might be in demand as humans try to merge themselves with machines in order to transcend their natural limitations. Other non-human cybernetic organisms may also be developed for use in health care, entertainment, sports, space exploration, and many other industries.

46. Space Tourism Guide

Companies like SpaceX and Virgin Galactic already have plans well underway to commercialize space travel for the public. In the relatively near future, space tourists may be going into orbit for family holidays, a little adventure, or even to conduct business. If bases are established on the moon, they may be going there too. Of course, most of us aren't astronauts. That's why special guides will be needed to help people prepare for space travel and get adjusted to the new environment once they're in orbit.

49. Extinct Species Revivalist

Human actions continue to cause the extinction of various plants, animals, and micro- organisms. In many cases, we don't realize how important those species are to the health of the world's ecosystems until they're gone. As zoologists and other scientists learn more about the widespread ecological impacts of extinctions, it's becoming clear that many species play critical roles in supporting the environments that humans rely on. So conserving threatened species is often essential. But science may also advance to the point that we can actually bring back some of the species that have already gone extinct and reintegrate them into their natural environments.

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ACTIVITY 3
The Fourth Industrial Revolution

Researching careers for the future; playing the Perfect Entrepreneur Game

RESOURCES:
- Perfect Entrepreneur Game
- Entrepreneurial Profile Game (enrichment)
- Career expo template
- Textbook
- Learner's Project Worksheet 3.1, 3.2 and 3.3

CAPS LIFE ORIENTATION TERM 3:
Careers and career choices,
Integration into the world of work,
Entrepreneurship is relevant to any career,
Entrepreneurship is the bridge to transfer skills to other related industries.

STEP-BY-STEP DESCRIPTION OF LESSON

1. Start the class with the Perfect Entrepreneur Game. Afterwards ask the learners to complete the WITS (Weaknesses, Interests, Talents and Skills) analysis on themselves. *(Worksheet 3.1)*

   Start a conversation around different personalities, interests and how important every person in the chain of work and life is – with their unique skills and interests. Research some good examples of people that have singularly changed the course of fate/humanity with particular skill in some areas, and no skills in others. It is important to understand that we all differ. Learners should never feel that they have less to offer the world.

2. Play the Perfect Entrepreneur Game. Below is information about the game and the debriefing.

   The Perfect Entrepreneur - Important entrepreneurial characteristics

   a) Learners divide into pairs and act out the following role-play for three minutes. They make rough notes as they will need these notes for use in the activity in their notebooks.

   b) Player 1 gives reasons for: I would be a fabulous entrepreneur because … (Player 2 writes down all the reasons player 1 gives)

   c) Then player 2 gives reasons for: I would be a fabulous entrepreneur because … (Player 1 writes down all the reasons player 2 gives)

   d) Have a classroom discussion about all the reasons learners gave for being perfect entrepreneur. Make notes as they will need these for the written activities in their notebook.

   e) They act out the following role-play for three minutes. They make rough notes as they will need these notes for use in the activity in their notebooks.

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f) Player 1 gives reasons for: I would be a horrible/an imperfect entrepreneur because...

(Player 2 writes down all the reasons player 1 gives)

Then player 2 gives reasons for: I would be a horrible/an imperfect entrepreneur because...

(Player 1 writes down all the reasons player 2 gives)

g) Discuss in class all the reasons learners gave for being horrible or imperfect entrepreneurs. Make notes as they will need these for the written activities in their notebooks.

Debriefing: (Visit groups to listen to their responses to the following questions)

a) Do all learners have the potential characteristics to become entrepreneurs? Explain.

b) Is it a negative if some participants do not possess the characteristics to become an entrepre-neur? Explain.

c) What have you learned from this exercise?

d) Which entrepreneurial characteristics do you need to develop to run a business? Discuss them.

3. Not all learners will become entrepreneurs, some will wish to be employed. Hand out the template for career research to the class and specify expectation from the research. Learners need to complete the template with information they brought to class (their research on careers). This is an ongoing activity. They should go home and research the areas about which they were uncertain (e.g. subject choices to enter field). *(Worksheet 3.2)*

4. Ensure that learners understand the following:

• Each group has to design, create and produce a deck of career cards.

• Create a brand (name, logo) and a box.

• Create an engaging game for Grade 9 learners to play as a tool for discovering future-focused careers.

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For enrichment if there is time. This is an excellent game to stimulate creativity and to discover who entrepreneurs are and what they do.

5. After learners have played the entrepreneurial profile game, they complete Worksheet 3.3.

Entrepreneurship can also be considered a career option (even after learner's post-Matric study). Below is a memorandum of possible answers as is the skeleton overleaf.

Entrepreneurial Profile Game

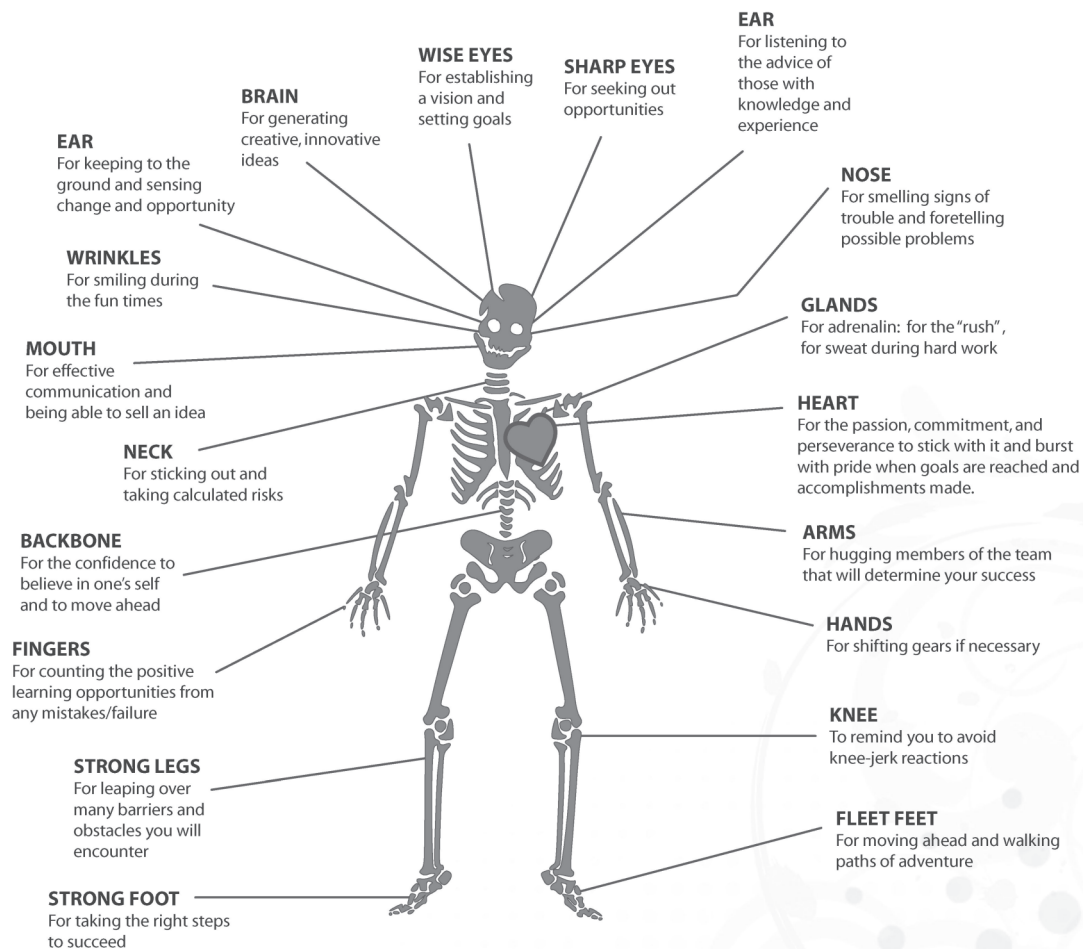| Body part	Entrepreneurial characteristic
e.g. Shoulders	*Need big shoulders to carry the big responsibility for running a business*
head	For rational, analytical decisions, for creative thinking and the generation of new ideas.
eyes	For focusing on your goals, e.g. 'keeping your eye on the ball', for identifying new gaps in the market, for keeping an eye on what your competitors are doing
ears	For keeping your ear to the ground about new developments in the market, for listening to good advice from mentors
mouth	For marketing, having the gift of the gab, for selling yourself, for speaking empathetically to your staff members, for excellent communication skills, for asserting yourself when you feel uncertain.
nose	For keeping your ear to the ground about new developments in the market, for listening to good advice from mentors
forehead (brain)	Like the head: for rational, analytical decisions, for creative thinking and the generation of new ideas.
neck	for taking calculated risks, e.g. sticking your neck out, for turning your head when you need to choose a direction different from the current one
elbows	For pushing into a market and elbowing competitors out in fair business practice
hands	To dirty in hard work, to shake when you have closed a good deal, to count your money and to point out the positive opportunities you have identified and developed.
legs	For running ahead of the pack and enjoying it, for jumping over hurdles
feet	For taking the right steps to succeed, for walking away from negative thoughts and failure

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b)   After group presentations, use picture of the Entrepreneurial Person to help learners fill in any gaps they may have left out. Not all the body parts appear on the poster – encourage creativity and explain to learners that this metaphoric representation of entrepreneurial qualities will enhance what is in their textbooks.

Entrepreneurial Person

EAR
For listening to the advice of those with knowledge and experience

WISE EYES
For establishing a vision and setting goals

SHARP EYES
For seeking out opportunities

BRAIN
For generating creative, innovative ideas

EAR
For keeping to the ground and sensing change and opportunity

NOSE
For smelling signs of trouble and foretelling possible problems

WRINKLES
For smiling during the fun times

GLANDS
For adrenalin: for the "rush", for sweat during hard work

MOUTH
For effective communication and being able to sell an idea

HEART
For the passion, commitment, and perseverance to stick with it and burst with pride when goals are reached and accomplishments made.

NECK
For sticking out and taking calculated risks

ARMS
For hugging members of the team that will determine your success

BACKBONE
For the confidence to believe in one's self and to move ahead

HANDS
For shifting gears if necessary

FINGERS
For counting the positive learning opportunities from any mistakes/failure

KNEE
To remind you to avoid knee-jerk reactions

STRONG LEGS
For leaping over many barriers and obstacles you will encounter

FLEET FEET
For moving ahead and walking paths of adventure

STRONG FOOT
For taking the right steps to succeed

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RESOURCES:

- A4 writing paper
- Poster paper or flip chart paper
- Paint
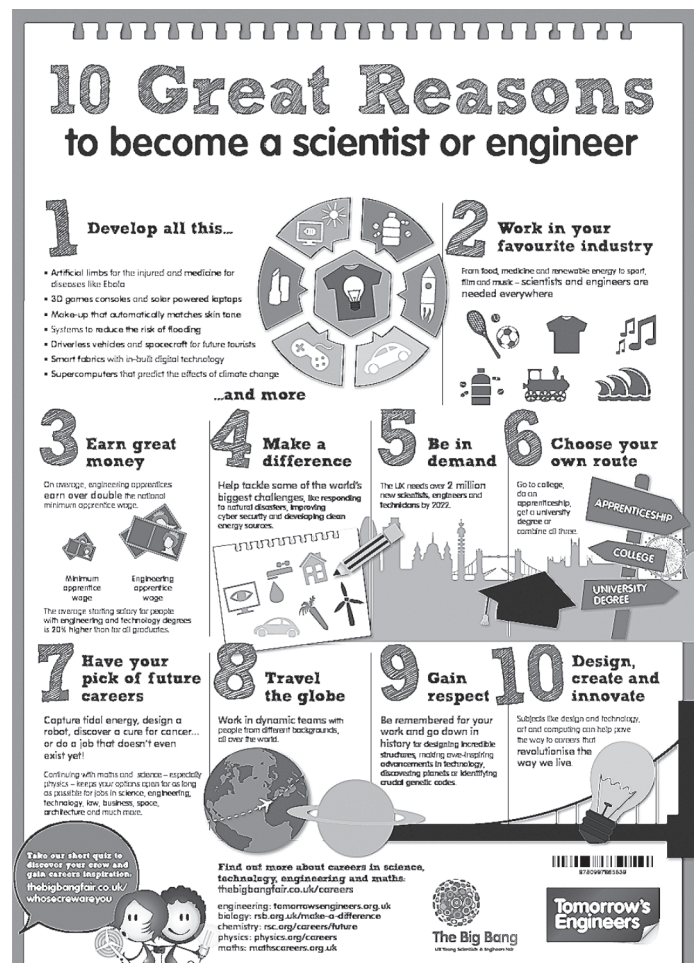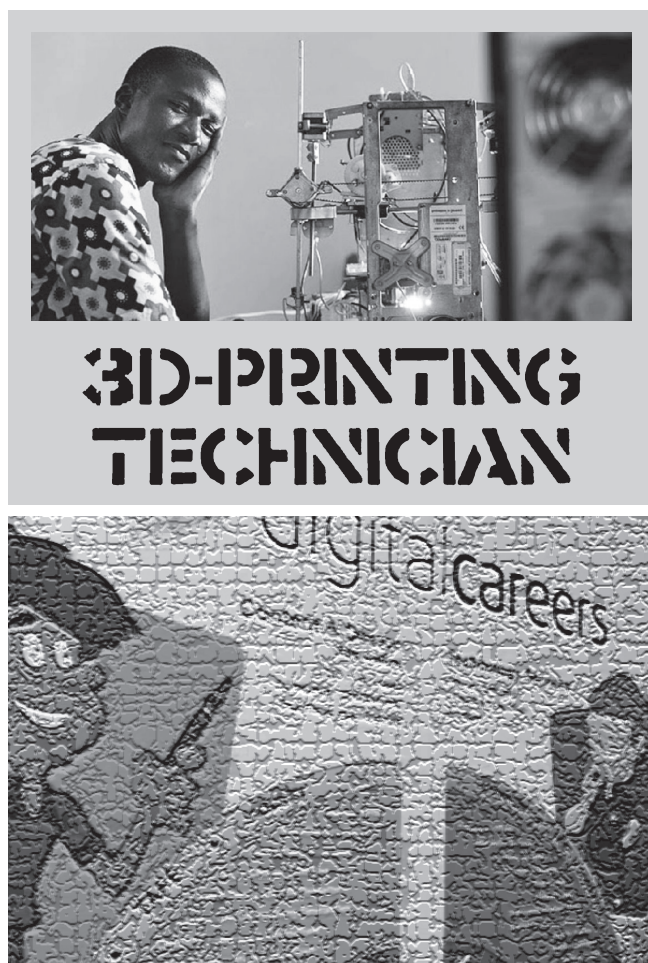- Learner's Project Worksheet 4

CAPS LIFE ORIENTATION TERM 3:

Careers and career choices.

STEP-BY-STEP DESCRIPTION OF LESSON

1. Research on career options should now be complete. In groups learners plan posters on A4 sheets for the Career Expo. These are recreated in poster size. *(Worksheet 4)*

2. Planning the final logistics for the Careers Expo is very important. The class must decide if there will be an MC (or two), also: What is the course of the programme? How much time allowed for set-up? What else is needed on the day?

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ACTIVITY 5

CAREER EXPO DAY and Reflection

RESOURCES:
- Tables for exhibitors
- Chairs
- Sound system (if needed)
- Coffee and tea for visitors/speakers
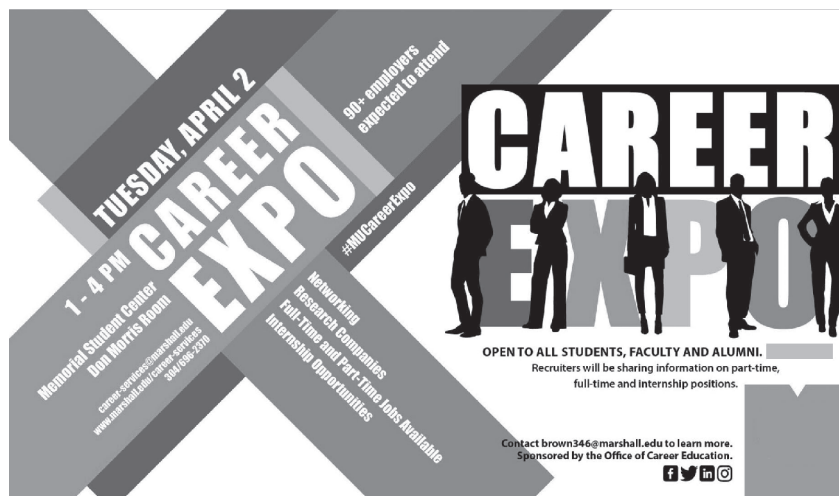- Registration forms
- Learner's Project Worksheet 5

CAPS LIFE ORIENTATION TERM 3:
Careers and career choices.

STEP-BY-STEP DESCRIPTION OF LESSON

1. Career Expo takes place.

2. Learners complete the self-reflection questionnaire in **Worksheet 5**.

3. Let them share their experience and report back on findings.

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✓ ASSESSMENT RUBRIC

Name of learner: _____ Grade 8: _____

Assessed by: _____ Date: _____

CRITERIA	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT
Brainstorming	Merely identified crucial elements (2)	Adequately attempted to brainstorm important details (3)	Partially brainstorm the vital elements (4)	Clearly identified and brainstormed the crucial elements (5)
The design of the invitation	Not well designed invitation/uninteresting graphics and with no colours/final design is not visible (1-2)	Adequately designed invitation/ interesting graphics but not colourful/final design is not clearly visible (3-5)	Moderate designed invitation/ interesting graphics and colourful/final design is visible (6-8)	Well-designed invitation/ interesting graphics and colourful/final design is visible (9-10)
Covering letter	Poorly written and not formally done with no relevant details (1)	Adequately written and formally done with less details (2-3)	well written and formally done with relevant details needed (4)	Excellently written and formally done with relevant details needed (5)
The design of the Gantt chart	Poor planning (1)	Adequate planning (2-3)	Acceptable planning (4)	Excellent planning (5)
WITS- analysis	Incomplete (1)	Partially completed (2-3)	Well completed (4)	Excellently completed (5)
Research focused career	Poor research with less relevant aspects (1-4)	Adequate research with few aspects covered (5-9)	Acceptable research but not all aspects covered (10-19)	Outstanding research with all aspects covered (20-30)
Career day expo presentation	Poor presentation (1-5)	Adequately presented (6-10)	well- presented (11-15)	Outstandingly presented (16-20)

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