

ENTREPRENEURSHIP DAY PROJECT PLANNER



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | EMS



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE **7**

PROJECT-BASED LEARNING GRADE 7 PROJECT PLANNER

Dear teacher and coach

If this is your first experience with E³, we hope that you will soon become as excited as we are. If it's your next round, you know what is waiting for you: lots of excitement from learners and their parents, some pushback from uninitiated colleagues and lots of hard work and on-the-spot problem solving as you deal with the day-to-day challenges and joyful surprises that Project-Based Learning brings into the classroom. Stay focused and stay enthusiastic – once you have a personal plan of action that suits your style and school, things do get easier.

You will notice that we have changed the method of planning as the large bulky Excel document was becoming a little unwieldy and difficult to use. This booklet replaces the spreadsheet and we believe is more user-friendly.

The step-by-step instructions have been bulleted and simplified, but we have also added guidance to the big E³ picture: a summary of why learners are even doing the activity, how PBL is helping and what the actual project is.

Most importantly, however, is an important reminder that we should all be remembering the compelling goal that is driving this programme:

*To ensure that **youth unemployment** is seriously addressed, every South African must be gainfully employed as an entrepreneur, have a job or be pursuing an educational journey after school.*

Please pay attention to the development of the competencies learners need to develop to flourish in a challenging post school environment.

To assist you we have included a table of the competencies that E³ is promoting to ensure our learners are ready and excited to enter a changing world. Use the reflection sheets at the end of this booklet to track your own development of competencies! Use the language in the table to guide your feedback.

Have fun – laughter truly is a powerful tool for unleashing a love for learning and the confidence that we need to be successful in an uncertain future.



RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET



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 learned 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 always have 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 on 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.

PROJECT-BASED LEARNING | GRADE 7 PLANNER

1



WHY

Learners develop content knowledge, critical thinking, creativity and communication skills by doing a meaningful project. Project-based learning energizes students and teachers.

HOW

Learners do a project over a long period of time, enabling them to solve real-world problems. They develop a product and present it to demonstrate knowledge and skills.

WHAT

Learners conduct an Entrepreneurship Day so that the issue of the need to raise money/leave a legacy for the school is addressed.

TEACHER ACTIVITIES FOR THIS WEEK

- Teacher refers to lesson on business and asks learners who owns these businesses.
- From the answers given by learners, teacher explains that these owners of businesses are all entrepreneurs. Explain what an entrepreneur is.
- Teacher explains to learners that they must go and interview business owners in their communities to find out what characteristics and skills they possess. Writes instruction on the chalk board. They report back during periods two and three.

OUTCOMES TO ACHIEVE THIS LESSON

By the end of the lesson learners will be able to:

- Give a definition of an entrepreneur
- List the characteristics of an entrepreneur
- List the necessary skills needed to be an entrepreneur
- Discuss the entrepreneurial actions of buying, selling, producing and making a profit.

ENRICHMENT ACTIVITIES

How to Interview a business man; group work. Questionnaire for interview. Assign group leader.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

CAPS aligned to Term 3 content

WHAT ARE THE LEARNERS DOING?

Learners listen attentively and find information. Learners brain storm the concepts Entrepreneur and give the examples of local entrepreneurs. Learners write down instruction to complete the worksheet.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Checklist
- Worksheets
- Rubric

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Critical thinking
- Risk taking

RESOURCES YOU WILL NEED FOR THIS LESSON

- Textbooks
- Chalk board
- Flipchart
- Coloured koki pens per group
- Learner's project notes
- Worksheet 1

CLASSROOM MANAGEMENT AND LAYOUT

- Moving around

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Know different entrepreneurs. Draw a distinction between entrepreneur and entrepreneurial mindset. Develop the services beyond the class-room.

PROJECT-BASED LEARNING | GRADE 7 PLANNER

2



WHY

Learners develop content knowledge, critical thinking, creativity and communication skills by doing a meaningful project. Project-based learning energizes students and teachers.

HOW

Learners do a project over a long period of time, enabling them to solve real-world problems. They develop a product and present it to demonstrate knowledge and skills.

WHAT

Learners conduct an Entrepreneurship Day so that the issue of the need to raise money/leave a legacy for the school is addressed.

TEACHER ACTIVITIES FOR THIS WEEK

- Have a discussion about entrepreneurs and employees. Are they really different?
- Let learners complete Activity 1.1: 'An entrepreneur, employer and employee?'
- Make a list that distinguishes between the three.
- Allow learners to report back on their interviews with business owners in their communities.
- Write down the responses from the learners on what characteristics and skills an entrepreneur possesses.

OUTCOMES TO ACHIEVE THIS LESSON

- Ability to differentiate between Entrepreneur and Employee

ENRICHMENT ACTIVITIES

Visit retail stores to see how they run their business

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

CAPS-aligned to Term 3 content

WHAT ARE THE LEARNERS DOING?

Learners listen, ask questions and complete Activity 1. Make a list distinguishing between the two. Learners report back on their interviews. Learners write down characteristics, skills of an entrepreneur.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Checklist
- Worksheets
- Rubric

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Critical thinking
- Confidence
- Communication Skills

RESOURCES YOU WILL NEED FOR THIS LESSON

- Strips of paper
- Koki pens
- Ideas for stalls
- Learners project notes

CLASSROOM MANAGEMENT AND LAYOUT

- Moving around

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Know different entrepreneurs. Draw a distinction between entrepreneur and entrepreneurial mindset. Develop the services beyond the classroom.



PROJECT-BASED LEARNING | GRADE 7 PLANNER

3



WHY

Learners develop content knowledge, critical thinking, creativity and communication skills by doing a meaningful project. Project-based learning energizes students and teachers.

HOW

Learners do a project over a long period of time, enabling them to solve real-world problems. They develop a product and present it to demonstrate knowledge and skills.

WHAT

Learners conduct an Entrepreneurship Day so that the issue of the need to raise money/leave a legacy for the school is addressed.

TEACHER ACTIVITIES FOR THIS WEEK

- Allow learners to complete Activity 1.1. Define characteristics and skills.
- Explain the concept of mind mapping.
- Allow learners to complete Activity 1.2. Define characteristics and skills.
- Explain the concept of mind mapping.
- Allow learners to complete Activity 2: Start your own group business.
- Allow learners to work individually and then in groups.
- From the best idea chosen, teacher gives learners a checklist to discuss their business idea further.

OUTCOMES TO ACHIEVE THIS LESSON

Learners identify with the given characteristics and skills.

ENRICHMENT ACTIVITIES

Learners identify with characteristics mentioned

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

CAPS aligned to Term 3 content

WHAT ARE THE LEARNERS DOING?

Learners do Activity 1.1. Learners do Activity 1.2. Learners discuss and record the details of the business ideas. The best idea is chosen and learners discuss this further by using the checklist given by the teacher.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Checklist
- Worksheets
- Rubric

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Critical thinking
- Confidence
- Communication Skills

RESOURCES YOU WILL NEED FOR THIS LESSON

- Textbook
- Learner's project notes
- Chalkboard
- Calculators
- Checklist

CLASSROOM MANAGEMENT AND LAYOUT

- Moving around

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Know different entrepreneurs. Draw a distinction between entrepreneur and entrepreneurial mindset. Develop the services beyond the classroom.

PROJECT-BASED LEARNING | GRADE 7 PLANNER

4



WHY

Learners develop content knowledge, critical thinking, creativity and communication skills by doing a meaningful project. Project-based learning energizes students and teachers.

HOW

Learners do a project over a long period of time, enabling them to solve real-world problems. They develop a product and present it to demonstrate knowledge and skills.

WHAT

Learners conduct an Entrepreneurship Day so that the issue of the need to raise money/leave a legacy for the school is addressed.

TEACHER ACTIVITIES FOR THIS WEEK

- Teacher refers to lesson on needs and wants covered in term one. What needs and wants of consumers are satisfied by businesses – because people need food!
- Teacher gives learners some notes to take down in their class work books.
- Discuss with learners their community needs and wants.
- Ask learners what is needed to start a business.
- Write their responses on the chalk board.
- From their discussion in previous lesson about their business ideas ask learners to come with pictures of what would be needed to start a business.

OUTCOMES TO ACHIEVE THIS LESSON

- Mention need and wants of consumers in their community.
- Describe SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and give examples.
- Describe setting and achieving of goals.
- Discuss advertising, media used in advertising, the AIDA concept.
- Use of Recycled material.
- Draw up a budget for Entrepreneurs Day and do simple cost calculation, variable and fixed costs.

ENRICHMENT ACTIVITIES

Learners relate with real life situation

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

CAPS-aligned to Term 3 content

WHAT ARE THE LEARNERS DOING?

Discuss needs and wants of consumers. Learners paste picture in their worksheets. Learners discuss best SWOT ideas. Learners write down the definition of SWOT and its different components.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Checklist
- Worksheets
- Rubric

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Critical thinking
- Confidence
- Communication Skills

RESOURCES YOU WILL NEED FOR THIS LESSON

- Textbooks
- Learners project
- Recycled material
- Calculators
- Newspapers
- Magazines

CLASSROOM MANAGEMENT AND LAYOUT

- Moving around

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Know different entrepreneurs. Draw a distinction between entrepreneur and entrepreneurial mindset. Develop the services beyond the classroom.



REFLECTION

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

DATE:

TOPIC:

This activity went well because:

1

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

REFLECTION

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

DATE:

TOPIC:

This activity went well because:

2

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

REFLECTION

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

DATE:

TOPIC:

This activity went well because:

3

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

REFLECTION

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

DATE:

TOPIC:

This activity went well because:

4

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset: