

# ENTREPRENEURSHIP DAY TEACHER'S PROJECT NOTES



**3** ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

PROJECT-BASED LEARNING | EMS



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



GRADE **7**



## TEACHER'S PROJECT NOTES | GRADE 7 | EMS

# ENTREPRENEURSHIP DAY

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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 or even other grades 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 circle overleaf to remind you of your role to 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 E<sup>3</sup> will be developing thinking tools to ensure that you are equipped with strategies to take the enquiry to a new level.

- **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 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 thought 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.

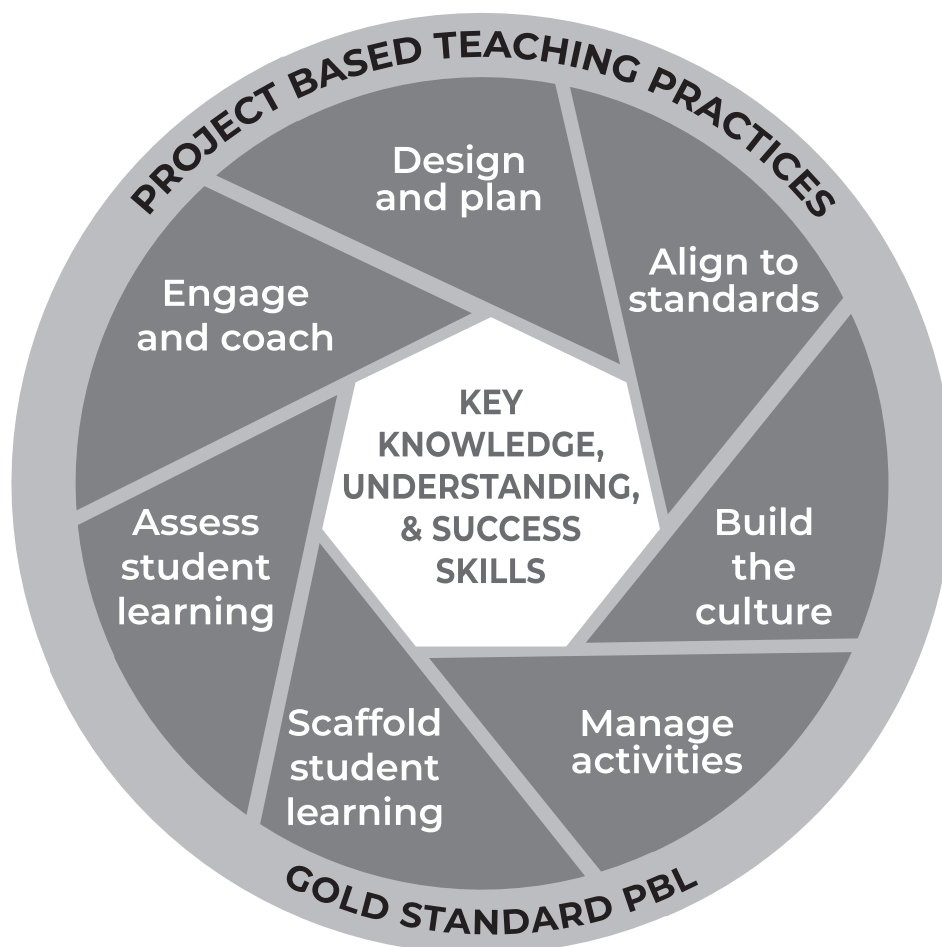
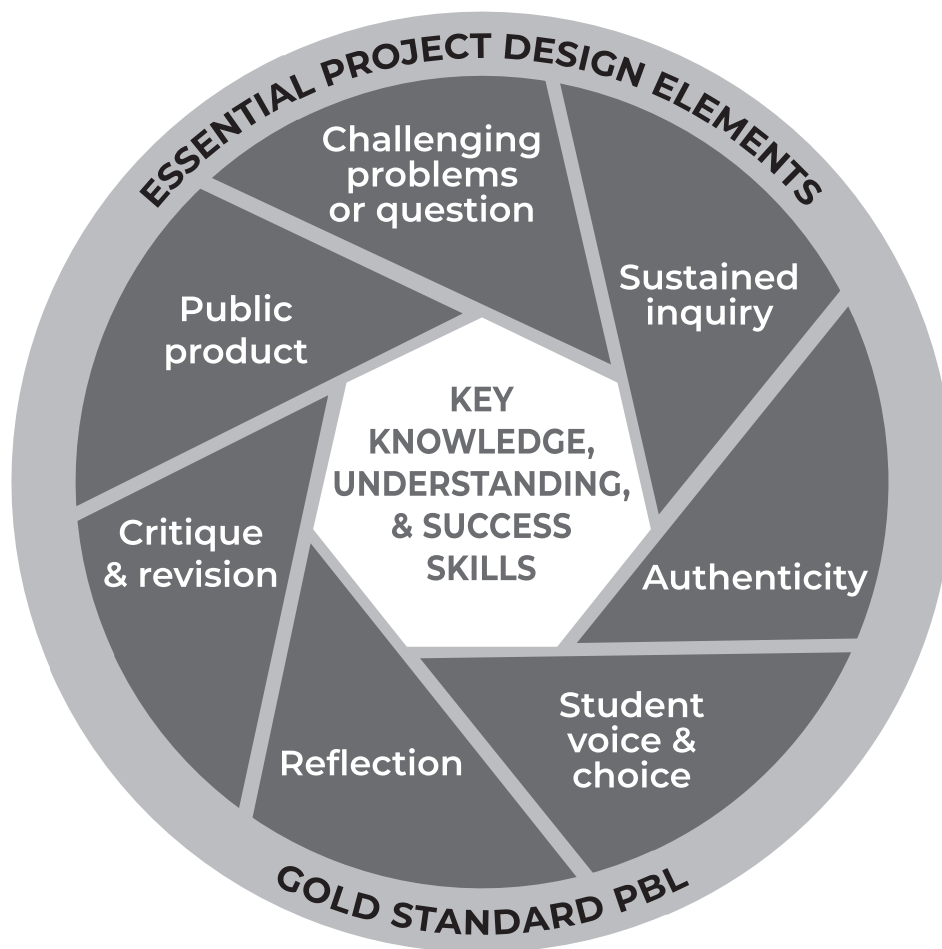
*Good luck, you are a ground-breaker! Make this project work and secure the future of your learners.*



### 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 and 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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## ENTREPRENEURSHIP DAY

“The way to get started is to quit talking and begin doing.”

*Walt Disney*



## ACTIVITY 1.1

### An entrepreneur, employer or employee?

#### RESOURCES:

- 1 Flipchart page per group
- Coloured koki pens per group
- Learner's project notes
- Worksheet 1

#### CAPS EMS TERM 3:

Week 1

Entrepreneurial skills and difference between an entrepreneur, employer and employee.



## STEP-BY-STEP DESCRIPTION OF LESSON

- The teacher has a discussion about entrepreneurs and employees. Are they really different?
- Learners complete Activity 1: 'An entrepreneur or an employee?'
- Make a list that distinguishes between the two.

***Learners complete Worksheet 1.***



## ACTIVITY 1.2

### Play the “Entrepreneurial Profile” game

#### RESOURCES:

- 1 Flipchart page per group
- Coloured koki pens per group
- Learner's project notes
- Worksheet 1

#### CAPS EMS TERM 3:

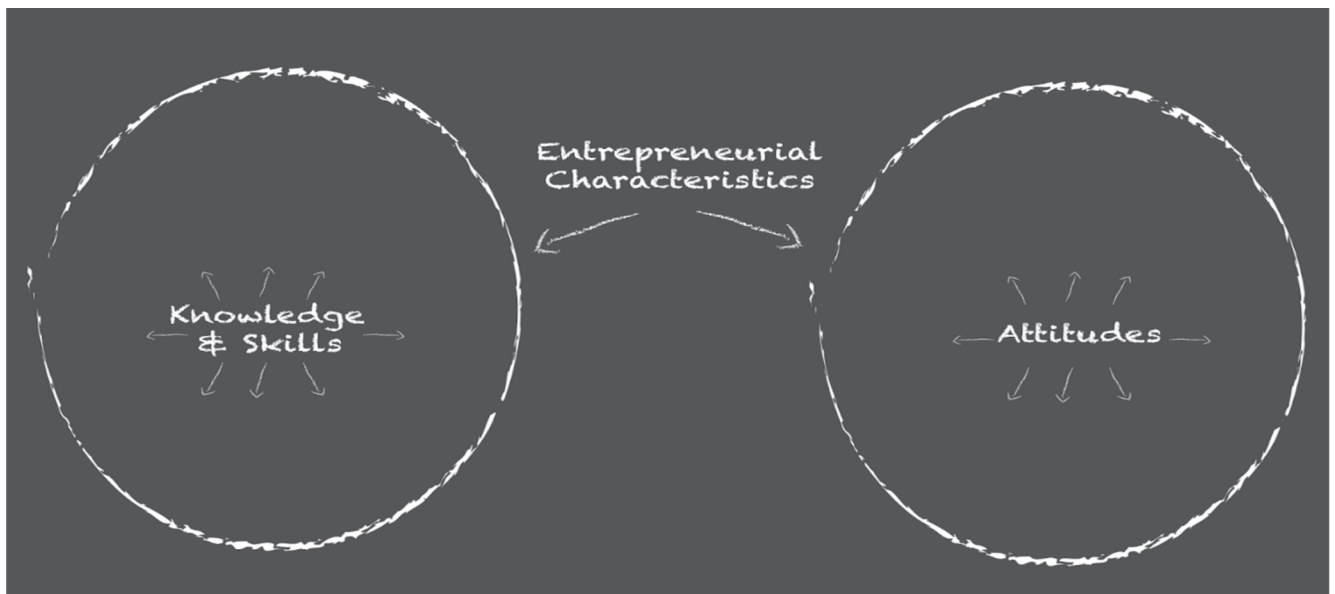
Weeks 2 - 3

Entrepreneurial skills and definition of an entrepreneur.



### STEP-BY-STEP DESCRIPTION OF LESSON

1. Before any formal lesson or reference to the Learner's project notes, introduce the topic of entrepreneurship by asking questions such as: “What is an entrepreneur? What skills do you think an entrepreneur needs?”
2. Hand out a flip chart and koki pens to each group and ask the group to create the shape of a person/skeleton and discuss how each body part is linked to the skills and attitudes required by an entrepreneur, e.g. strong shoulders to carry the burden of creating a business, and keen eyes to search for opportunities, etc.
3. Each group nominates a presenter, who then shares body parts linked to entrepreneurial characteristics.
4. As they are speaking, create a mind-map on the board, and as entrepreneurial characteristics are named, write them on the mind-map, but sort them according to knowledge, skills and attitudes.



5. Once all the groups have presented (make sure that the same idea is not repeated), the class studies the mind-map, which is a summary of all their ideas, and they try to come up with a definition of an entrepreneur.
6. If there is time in class, **learners can complete Worksheet 1** or alternatively, it is homework.





## SUGGESTED ANSWERS: WORKSHEET 1.1

### Activity 1.1: An entrepreneur, employer and employee?

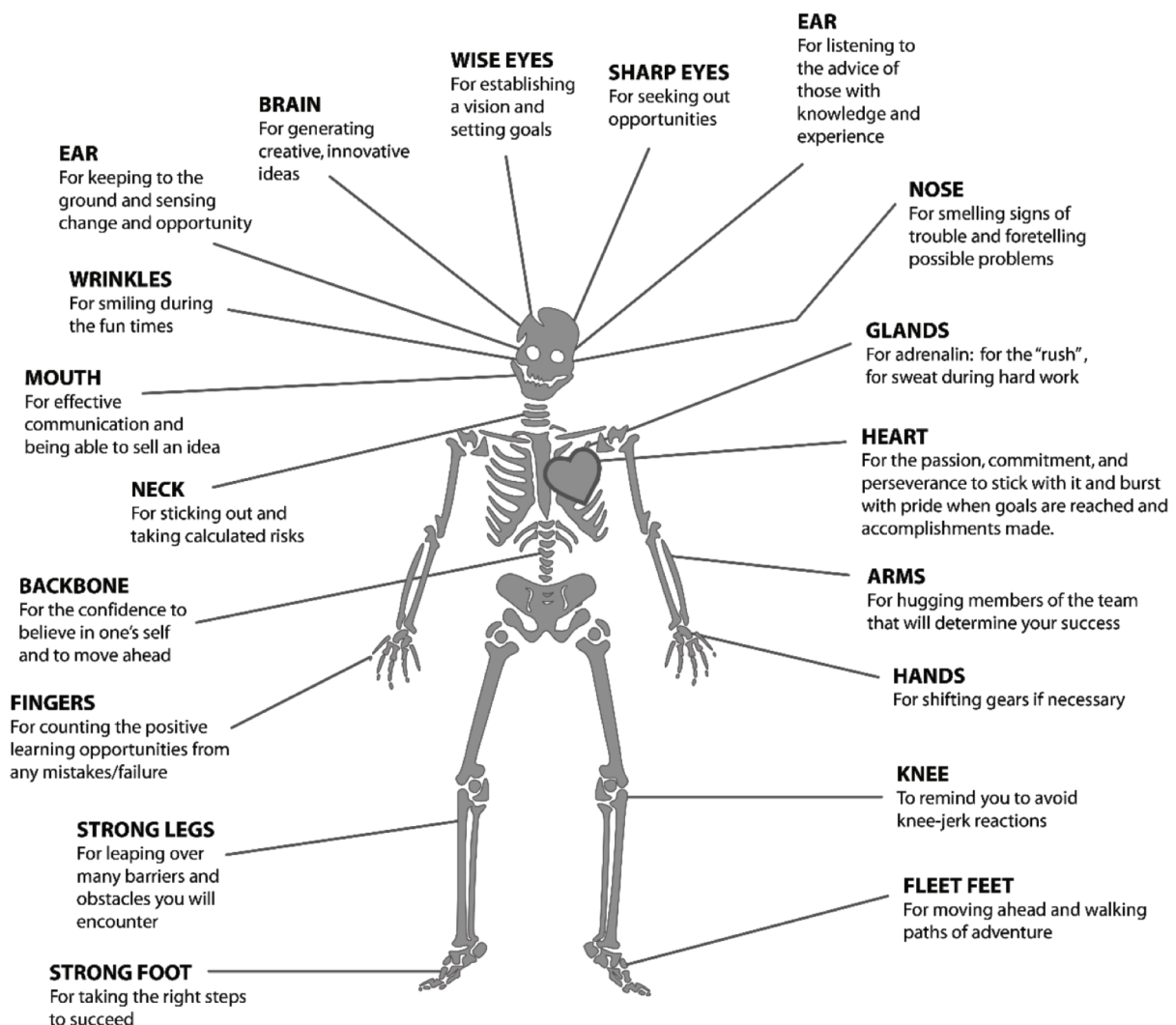
Learner's responses will differ, but the focus should be on an entrepreneur being someone who sees an opportunity in a burning problem in his/her community and starts a business to take advantage of this opportunity and to make a profit, and give back to the community.



## SUGGESTED ANSWERS: WORKSHEET 1.2

### Activity 1.2: Play the “Entrepreneurial Profile” game.

Learner's responses will differ, but expected responses will include:





## ACTIVITY 2

### Business Draw

#### RESOURCES:

- Strips of paper
- Koki pen/s
- Ideas for stalls
- Box for draw to take place
- Flash cards with 8 business functions
- Learner's Project Notes
- Worksheets 2.1, 2.2 and 2.3

#### CAPS EMS TERM 3:

Weeks 2 - 3

Entrepreneurial actions of buying, selling, producing and making a profit.



## BEFORE THE PROJECT

The project for the Grade 7s is the organising, presenting and reflection on an entrepreneurship day – the Grade 7 class are raising funds for a gift to their school, a “legacy” project.

1. Each Grade 7 class is divided into groups of 8 and each group becomes a business with a stall for selling products or rendering services.
2. Each stall type is written onto a strip of paper, and the Grade 7 teachers share the strips so that learners in each Grade 7 class can draw a stall idea.
3. Each group is represented by a general manager who represents the group in the draw. It would be quite exciting if you could manage the process for groups to negotiate with each other if they have drawn a stall that does not suit them. There are notes at the end of the Learner's Project Notes to help them develop their products.
4. Because, giving learners free choice of a stall, will result in too many stalls of the same kind (e.g. 'cookies and sweets'), all the Grade 7 teachers meet and take strategic decisions about the number of stalls to be selling products or services at the entrepreneurship day, e.g. Three food stalls, two stalls selling objects made of recycled materials, etc. It would be wonderful if creative learners also contributed to the types of stalls in the planning phase.
5. Please remember that the funds raised are for the legacy project so that their discussion also covers questions like:
  - What will your group be leaving the school as a legacy?
  - How can the legacy project be celebrated in some way, during the “Market Day”?
6. Keep reminding the learners that the project is being driven by a burning issue or a driving need and that, because they CARE enough, they will work hard. Deep down empathy should be highlighted.





## STEP-BY-STEP DESCRIPTION OF LESSON

### ACTIVITY 2.1

1. The teacher affords the learners the opportunity to choose how they prefer to run their businesses: individually or in groups. (Progressing to forms of ownership). Guidance should be provided on what should inform their choices (Advantages and Disadvantages on forms of ownership).
2. Each group of 8 chooses one of the following tasks/jobs for which he/she will take responsibility for the group: General Manager, Human Resource Manager, Marketing Manager, Purchasing (Buying) Manager, Administration Manager, Production Manager, Financial Manager and Public Relations Manager.
3. Once the decisions are made, learners write down the names of their team members next to their specific roles on **Worksheet 2.1**.

### ACTIVITY 2.2

1. Explain that one cannot start a business, unless there is a market for your business. Thus, some form of a needs analysis must be done.
2. Explain the difference between quantitative and qualitative analysis needs. (Quantitative focuses on simple 'one-word' answers and the responses can be counted in research. Qualitative focuses on more in-depth, opinion-based answers and thus requires open-ended questions, which makes it challenging to quantify responses.)
3. The group creates three closed questions and one open-ended question. Check that they understand the difference by visiting the groups and noting how they are completing the worksheets for this activity. (**Worksheet 2.2**)
4. Each learner in the group interviews 6 learners at break and, using **Worksheet 2.2**, fills in the respondent responses in pencil.

### ACTIVITY 2.3

When learners get back to class, they collate the responses and make informed decisions about how to adjust their initial ideas for their stall. (**Worksheet 2.3**) Learners' responses will differ but the focus is on whether the learners have been able to probe so that they have gathered sufficient information from their interviewees.



## ACTIVITY 3

### SWOT analysis and planning

#### RESOURCES:

- Flipchart / Interactive whiteboard / Chalkboard etc.
- Learner's Project Notes
- Worksheets 3.1 and 3.2

#### CAPS EMS TERM 3:

Weeks 4 - 5

Analysis of strengths, weaknesses, opportunities and threats.



## STEP-BY-STEP DESCRIPTION OF LESSON

### ACTIVITY 3.1

1. Teacher selects one business and analyses the business with the class according to the strengths, weaknesses, opportunities and threats of the business.
2. Ensure learners understand that strengths and weakness are internal to the business and the business has control over these, and that opportunities and threats are external to the business and the business has very little control over these, e.g. quality product (strength), inexperienced staff (weakness), decrease in tax rate (opportunity) and strong competition (threat).
3. Learners complete the SWOT analysis based on their business. (**Worksheet 3.1**)

### ACTIVITY 3.2

1. Explain to learners that the entrepreneurship day is a few weeks away and that proper planning is needed. If you have time it would be very useful to have a large Gantt chart on the wall of your classroom to explain your own planning in terms of the entrepreneurship day.
2. As you achieve a goal on your Gantt chart, tick it off (colour it in) so that learners can see that this is a dynamic planning tool.
3. Learners then complete the Gantt chart. (**Worksheet 3.2**)
4. Try to refer them back to their Gantt chart throughout the project so that they are also checking whether they have achieved their goals.



## ACTIVITY 4

### Setting a budget

#### RESOURCES:

- Flipchart / Interactive whiteboard / Chalkboard, etc.
- Learner's Project Notes
- Worksheets 4.1, 4.2 and 4.3

#### CAPS EMS TERM 3:

Weeks 4 - 5

Budget for Entrepreneur's Day.



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Explain the difference between a product and a service.
2. Explain how to cost a product and a service (selling price):

When costing a product or service, remember to think about the following:

- How much do the raw materials of this product/service cost?
- How much time does it take to make (produce and package) this product? This is important to know because it will affect how much to charge for labour (salaries/wages).
- How much are similar businesses (stalls) charging for this type of product?
- How much profit do you want to make?

4. Explain the difference between fixed and variable costs. Your Learner's Project Notes will have all the information necessary.
5. Remind learners that they need seed capital, so they either need to borrow money from their parents (this amount has to be recorded as a donation/loan on their income and expenditure statement later in the project **(Worksheet 8)**. They could also come up with small projects in which they generate seed money for purchasing the raw materials they need to produce their products or render their services.
6. Explain other items on the worksheet that may need to be clarified, e.g. forecast, expected expenditure etc. **(Worksheet 4.2)**
7. Guide learners in filling in **Worksheets 4.1 and 4.2**.
8. Explain that learners need to estimate the costs and fill in the first column of **Worksheet 4.3**.

**Please remember to keep receipts as these will be critical in completing the income and expenditure statement. (Worksheet 8)**



## ACTIVITY 5

### Mid-project reflection

#### RESOURCES:

- Worksheet 5



### STEP-BY-STEP DESCRIPTION OF LESSON

1. Explain that projects do not always run smoothly. Even in the real world, there will be personality clashes, time-frame issues and other practical problems.
2. Encourage learners to reflect on how far they are, and what the problems are that have arisen. Please do not feel tempted to exclude this reflection activity. **(Worksheet 5)**

***Reflection** is an integral part of the **learning** process. **Teaching** students to reflect on their work by noticing and correcting their own mistakes, as well as which activities and behaviours allowed them to be successful is a vital part of the learning experience that far too many classrooms leave out of the equation.*



## ACTIVITY 6

### Marketing, advertising and publicity

#### RESOURCES:

- Learner's Project Notes
- Worksheet 6

#### CAPS EMS TERM 3:

Weeks 4 - 5

Concept of advertising and media used in advertising.



### STEP-BY-STEP DESCRIPTION OF LESSON

1. Explain to learners that they will not be able to sell their products if people do not know about the product, and thus they need to advertise.
2. Learners then create a mind-map where they mention all the ways they are planning on advertising their business, e.g. newspaper, posters, pamphlets, Facebook, etc. **(Worksheet 6.1)**.
3. Explain the different types of media to learners, e.g. social media, print media, etc. Your Learner's Project Notes will have all the information necessary.
4. Learners then sort the activities they listed in the relevant columns in the table. **(Worksheet 6.2)**



## ACTIVITY 7

### Just in time marketing

Making of advertising media and assigning responsibilities.

#### RESOURCES:

- Learner's Project Notes
- Resources learners may need to make their advertising products (poster paper, paint, kokis, Wi-Fi, photocopying facilities)
- Worksheet 7

#### CAPS EMS TERM 3:

Weeks 4 - 5

Concept of advertising and media used in advertising.



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners update their Gantt Charts and discuss the marketing they need to do as the entrepreneurship day is very close now. The following are some ideas:
  - **Posters:** Designing, making and duplicating
  - **Announcements at assembly and over the intercom:** Writing the advertising message and deciding on when to “place” it.
  - **Social Media:** Who will be posting regularly? Instagram? Blog? Facebook? Twitter feeds? WhatsApp?
  - **Other ideas:** Flash mobs, dress up, guerrilla marketing, face to face selling, cold calls, etc.
2. The team now works together to support the Marketing (advertising) manager. The General Manager lists specific tasks for specific team members (**Worksheet 7**).
3. Learners need to understand that their friends and family are the first port of call, thus a last minute WhatsApp, SMS, e-mail etc. is important at this stage. **Explain to learners to keep these as part of Worksheet 7.**



## ENTREPRENEURSHIP DAY

The Entrepreneurship Day now takes place. You and the other Grade 7 teachers will have decided whether stalls will be evaluated by local businesses and what the criteria and prizes will be.

The rubric that is used to assess the learner's stall at the market day is on page 15.





## ACTIVITY 8

### Income and expenditure statement

#### RESOURCES:

- Source documents of products bought
- Learner's Project Notes
- Worksheets 4.3 and 8

#### CAPS EMS TERM 3:

Weeks 6 - 7

Income and Expenditure Statement.



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners take their source documents and complete the last two columns of **Worksheet 4.3** which will give them the necessary information to complete the question.
2. Learners are guided through the Income and Expenditure statement template and then complete it to determine how much profit (loss) they made as a business from the Entrepreneurship Day. (**Worksheet 8**)
3. Learners answer the three questions about their overall score, financial goals and Gantt Charts. (**Worksheet 8**)



## ACTIVITY 9

### Post event reflection exercise

#### RESOURCES:

- Worksheet 9
- Learner's Project Notes



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Remind learners that unless they think about their learning, this learning will not be “deep”. Encourage learners to reflect on how far they are, and what the problems are that have arisen. Again, do not feel tempted to exclude this reflection activity.
9. **Learners complete Worksheet 9.** Answers will vary, but focus is on learners reflecting on the knowledge, skills, attitudes and values they have acquired through this project.





## RUBRIC: ECONOMIC AND MANAGEMENT SCIENCES MARKET DAY

Name of learner / Group: \_\_\_\_\_ Grade 7: \_\_\_\_\_

Assessed by: \_\_\_\_\_ Date: \_\_\_\_\_

**Group Activity - Instruction to learners:** This rubric is used to assess every aspect of the planning, market research, product or service, budget, cost calculations, advertising, setting up of stall, team work, selling on market day, income and expenditure statement (profit/ loss) of learners.

| ASSESSMENT CRITERIA   | NOT ACHIEVED (0 - 1)   | PARTIALLY ACHIEVED (2)   | ACHIEVED (3)   | OUTSTANDING ACHIEVEMENT (4 - 5)  | LEARNER'S MARK |
|---|--|--|--|--|----------------|
| <b>Market research was done in advance</b>  | Unable to collect relevant data for motivation of choice of product/service. (0) But tried. (1)                      | Able to collect data, but not able to analyse it correctly in order to motivate choice of product/service. (2) | Able to collect most of the relevant data to motivate choice of product/service. (3)             | Able to collect data in order to motivate choice of product/service. (4) Did thorough market research in a very professional way. (5)  |                |
| <b>Choice of product</b>  | Product choice does not meet the recommended criteria at all. (0) Product choice meets only one of two criteria. (1) | With some guidance the product meets some of the recommended criteria. (2)                                     | Most criteria of the product choice/ selection were met. (3)                                     | Meets (4) or exceed (5) all the criteria, including: <ul style="list-style-type: none"> <li>• Recommendation from market research</li> <li>• Recommended price</li> <li>• Affordability</li> <li>• Quality</li> <li>• Marketability</li> </ul> |                |
| <b>Ability to draw up a budget according to given example</b>                                   | No attempt. (0) not able to draw up a cash budget, but tried. (1)  | Drew up cash budget, but made many mistakes. (2)   | Drew up a cash budget, but made minor mistakes. (3)  | Able to draw up a cash budget (4) exactly according to the given example. (5)  |                |
| <b>Distinguished between fixed and variable cost</b>  | No attempt to distinguish between costs. (0) some attempt. (1)   | Attempted to distinguish between costs, but made many mistakes. (2)  | Made mistakes in distinguishing between fixed and variable costs. (3)                            | Able to distinguish between fixed and variable costs without any mistakes. (4 – 5)   |                |
| <b>Advertising (advertising at least a week before the market day)</b>                          | None. (0) Little attention or persuasion evident in promotion strategies. (1)  | Attracts some attention, but does not provoke desire to buy. (2)   | Attracts attention and provides desire to buy. (3)   | Convinces customers to buy. (4) Very effective marketing strategies were used. (5)   |                |
| <b>Planning of stall:</b><br>• Layout<br>• Appearance<br>• Accessibility                        | None. (0) Little attention paid to layout, access and appearance. (1)  | Some attention paid to layout, appearance and accessibility. (2)   | A fair amount of attention paid to layout, access and appearance. (3)                            | Considerable amount of attention paid to layout, appearance and accessibility. (4 – 5)   |                |
| <b>Group organisation</b>   | Group roles and skills not defined. (0) Not clearly defined and/or not completely adhered to. (1)                    | Group roles and skills defined but not completely adhered to. (2)  | Group roles and skills defined and used to a large extent in the entrepreneurial activity. (3)   | Group roles and skills clearly defined, understood and utilised. (4) Group roles effectively utilised in the entrepreneurial activity. (5)   |                |
| <b>Ability to draw up a statement of income and expenditure and determine final profit made</b> | Did not calculate profit. (0) Not able to calculate profit, but made an attempt. (1)                                 | Able to calculate profit, but made many mistakes and/or did not include all expenditure. (2)                   | Able to calculate profit, but made mistakes and/or did not include all proof of expenditure. (3) | Able to calculate profit very accurately. (4) Had proof of all expenses in the form of source documents. (5)   |                |
| <b>Achievement of group's objectives</b>  | None of the defined objectives, if any were achieved (made a loss). (0)  | Few of the defined objectives were achieved (very small profit was made). (2)                                  | Some of the defined objectives were achieved (reasonable profit was made). (3)                   | All defined objectives were achieved. (4) A substantial profit was made. (5)   |                |
| <b>Selling of goods/ services</b>   | Goods/services sold were not popular at all. (0 – 1)   | Some of the goods/services were sold, but not all. (2)   | Most of the goods/services utilised to a great extent. (3)                                       | All goods/services fully utilised. (4) Very popular. (5)   |                |
| <b>TOTAL</b>  |  |  |  |  | <b>/50</b>     |