

FACING THE “DRAGONS” PROJECT PLANNER



3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PROJECT-BASED LEARNING | EMS



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



GRADE 9

PROJECT-BASED LEARNING GRADE 9 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 9 PLANNER

WHY

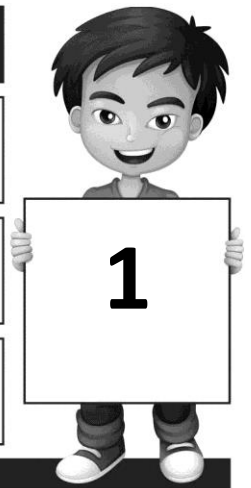
Learners develop deep knowledge, critical thinking and communication skills by doing an authentic, meaningful project. It energises both learners and teachers.

HOW

Learners work on a project over an extended period of time that solves a real-world problem or answers a complex question. They present it to a real audience.

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Groups of learners plan their own businesses and present it to a Dragon's Den, addressing the issue of self-sufficiency by starting one's own business.



TEACHER ACTIVITIES FOR THIS WEEK

- Learners read the background and rules for the boat-making game/watch the video.
- Divide the class into groups of 6-8 learners.
- Choose 2 learners to do the boat buying.
- Choose 1 learner to run the bank/raw material shop.
- Learners play the boat-making game.
- Unpack the game with the focus on the 8 business functions, as well as small business operations and its challenges.
- Prep for Term 4: discuss format of business plan.

OUTCOMES TO ACHIEVE THIS LESSON

- Learners revise the 8 business functions by playing a game.
- They learn about business in general by taking part in this activity, e.g. time management, strategy, bookkeeping, cash flow, goal setting, competition in the market, etc.

ENRICHMENT ACTIVITIES

Create own game or role play/interactive online game that explains business functions.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 3 Weeks 6-8: Functions of a business
Life Orientation.

WHAT ARE THE LEARNERS DOING?

Learners play the boat-making game and discuss the 8 business functions.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Video of boat-making game
- Black/white board for making notes during unpacking

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Focus
- Teamwork
- Strategy

RESOURCES YOU WILL NEED FOR THIS LESSON

- Worksheets
- Play money
- Signs (buyer 1, buyer 2, bank, raw materials)
- Chance cards
- Bell & timer
- Scrap paper A4
- Textbook
- Coloured koki's
- Video of game

CLASSROOM MANAGEMENT AND LAYOUT

- One buyer on each side of classroom
- Bell and timer
- Tables for buyers and bank/raw materials
- Learners divided in groups of 6-8

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Create games to demonstrate information; store any good ideas for later product development; turn it into a business.

PROJECT-BASED LEARNING | GRADE 9 PLANNER

WHY

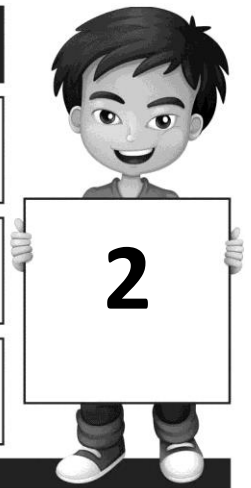
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TEACHER ACTIVITIES FOR THIS WEEK

- Divide the class into groups of 6-8 learners.
- Ask learners to brainstorm ways of explaining 8 business functions to each other.
- Learners research learning styles.
- They can create teaching aids in the form of a poster, video, radio interview or drama.

OUTCOMES TO ACHIEVE THIS LESSON

- Learners discover their own learning styles, also the learning styles of friends/classmates.
- Learners recap 8 business functions.

ENRICHMENT ACTIVITIES

Create own game or role play/interactive online game that explains business functions.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 3 Weeks 6-8: LO: Characteristics of Business Functions and their role in business. Art & Tech.

WHAT ARE THE LEARNERS DOING?

Learners brainstorm ways of explaining the 8 business functions to each other. They create learning materials, e.g. posters, video, radio interview or short drama.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

Rubrics for assessment of poster and/or presentation

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Creativity
- Research
- Teamwork

RESOURCES YOU WILL NEED FOR THIS LESSON

- Textbook
- Worksheet 2

CLASSROOM MANAGEMENT AND LAYOUT

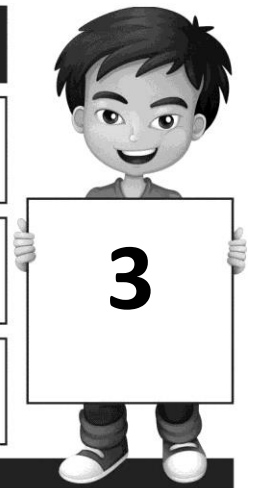
- Learners divided in groups of 6-8
- Access to Wifi for research

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

In learning about different learning styles, groups can present to each other/maybe to teachers about solutions for teaching those with learning difficulties or different learning styles.



PROJECT-BASED LEARNING | GRADE 9 PLANNER



WHY

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Groups of learners plan their own businesses and present it to a Dragon's Den, addressing the issue of self-sufficiency by starting one's own business.

TEACHER ACTIVITIES FOR THIS WEEK

- Set up the risk-taking game.
- Divide the class into 2 groups.
- Learners play the risk-taking game.
- Use the unpacking of this game to revise all the Term 3 work done in class, particularly concepts such as risk management, teamwork, strategy, etc.

OUTCOMES TO ACHIEVE THIS LESSON

- Through play, learners revise the term and ideas learned in Term 3.
- They learn to work as teams and to strategise.

ENRICHMENT ACTIVITIES

Learners can recreate this game at home and play it with siblings or friends.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 4 EMS: Risk Management

WHAT ARE THE LEARNERS DOING?

Learners play the risk-taking game in class. They also unpack the game and discover many business concepts that were highlighted in playing the game.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Video of risk-taking game, if resources allow
- White or black board for unpacking concepts

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Teamwork
- Strategy

RESOURCES YOU WILL NEED FOR THIS LESSON

- Flipchart paper
- Koki
- Scrap paper (to make balls)
- Masking tape
- Dust bins

CLASSROOM MANAGEMENT AND LAYOUT

- Learners divided into groups
- Full game set-up in class to play game and to unpack afterwards

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

What else did we learn from this game? Much more than basic functions and concepts. See how many learning opportunities this game brings about.

PROJECT-BASED LEARNING | GRADE 9 PLANNER

WHY

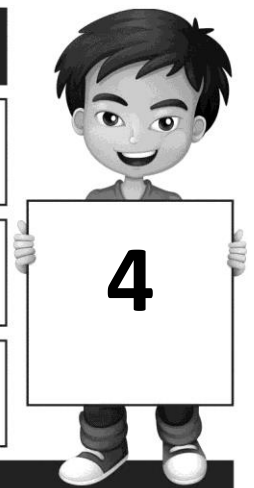
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TEACHER ACTIVITIES FOR THIS WEEK

- Explain to learners that they will be preparing a business pitch in front of a real audience, a type of Dragon's Den.
- Divide the class into groups of 6-8 learners.
- Ask them to think about ideas for a business.
- They will be presenting this idea to an audience.
- They should start in class, but can continue their planning at home or after school in their groups.

OUTCOMES TO ACHIEVE THIS LESSON

- Learners think about ideas for businesses.
- They learn about a business plan and what it entails.

ENRICHMENT ACTIVITIES

Start a YouTube channel with information about your business, or start a crowd-funding campaign.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 4 EMS: Project-based principle: Public performance.

WHAT ARE THE LEARNERS DOING?

Learners discuss business ideas in their groups. They start their preparations for the pitch by writing down all the aspects of a business plan.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Good examples of business plans
- Videos of business pitches
- Videos on how to pitch your business

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Teamwork
- Creative ideas for businesses

RESOURCES YOU WILL NEED FOR THIS LESSON

- Worksheet 4

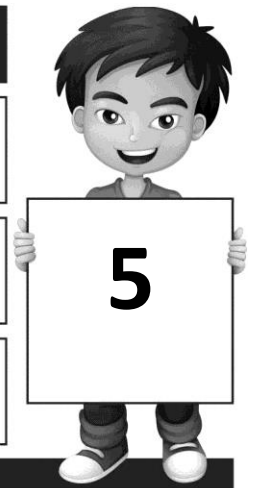
CLASSROOM MANAGEMENT AND LAYOUT

- Learners divided into groups
- Scaffolding at groups to see if they are on the right track

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

What else did we learn from this game? Much more than basic functions and concepts. See how many learning opportunities this game brings about.

PROJECT-BASED LEARNING | GRADE 9 PLANNER



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TEACHER ACTIVITIES FOR THIS WEEK

- Learners should start to visualise and practise their pitch.
- Find your Dragon's Den. It can be teachers or parents, or real investors from within the community.
- Let the learners practise in front of each other.

OUTCOMES TO ACHIEVE THIS LESSON

- Learners practise their pitches in front of each other.
- Learners learn to manage stress.
- Learners learn about pitching for business support or venture capital.

ENRICHMENT ACTIVITIES

Google visualisation for success and practice doing this.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 4 EMS: Project-based principle: Public performance.

WHAT ARE THE LEARNERS DOING?

Learners practice their pitches in front of each other. They help each other get ready for the formal pitch.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Good examples of business plans
- Videos of business pitches
- Videos on how to pitch your business

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Teamwork
- Public performance
- Organisation in presentation

RESOURCES YOU WILL NEED FOR THIS LESSON

- Textbook
- Worksheet 5

CLASSROOM MANAGEMENT AND LAYOUT

- Learners divided into groups
- Scaffolding at groups to see if they are on the right track and need any support

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Learn to do public speaking. Look at the most common mistakes that people make while speaking in public. What are the ingredients of a good speech/pitch/presentation?

PROJECT-BASED LEARNING | GRADE 9 PLANNER

WHY

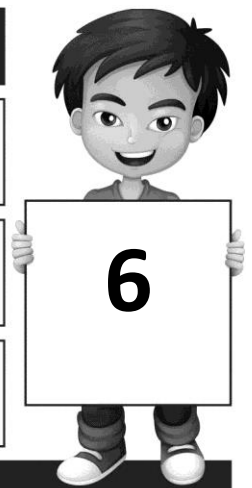
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TEACHER ACTIVITIES FOR THIS WEEK

- Ask learners to start preparing to exhibit their product/service during Project week.
- Groups should create to-do lists for all members.
- Groups create posters/samples/prototypes/slideshows for visitors to view as they visit their stalls.
- As a teacher, you can omit this activity, but it can be very powerful if you involve the Art and Technology teachers.

OUTCOMES TO ACHIEVE THIS LESSON

- Learners learn to display their product in an attractive way.
- Learners interact with visitors to their stall and test their product or service on a real crowd.

ENRICHMENT ACTIVITIES

How to draw attention from the crowd. Look at interactive exhibitions and creative advertising.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 4 EMS: Project-based principle: Public performance.

WHAT ARE THE LEARNERS DOING?

Learners set up a stall and come up with creative ideas to draw attention to their product/service. They test their prototypes on visitors and use feedback to make changes where necessary.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Ideas for drawing attention/advertising your new product
- Art and Tech teachers support

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Teamwork
- Creativity
- Public performance
- Organisation

RESOURCES YOU WILL NEED FOR THIS LESSON

- Materials needed for display
- Worksheets
- Equipment for display (tables, chairs, computers, etc.)

CLASSROOM MANAGEMENT AND LAYOUT

- Support learners in setting up their displays
- Find appropriate venue at school (hallway, big hall, or classroom)

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Learners must take the feedback from the exhibition and go back to the drawing board. Learners can make videos of all the products/services on display and use it as an online showcase for the school.

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WHY

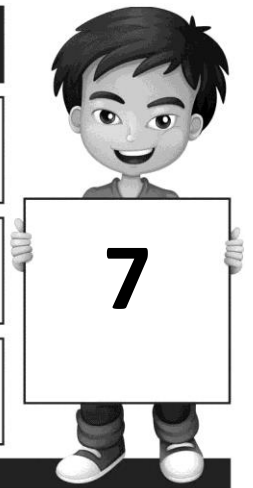
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TEACHER ACTIVITIES FOR THIS WEEK

- Learners demonstrate their product or service during the Project Week.

OUTCOMES TO ACHIEVE THIS LESSON

- Learn how to promote your product or service to interested parties.
- Testing product or service on real people.

ENRICHMENT ACTIVITIES

Create prototypes and do research on packaging, presentation, advertising, etc.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 4 EMS: Project-based principal: Public performance. Integrate English HL and FAL

WHAT ARE THE LEARNERS DOING?

Learners get a stall ready and display their product or service. They interact with visitors.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

n/a

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Organisation
- Teamwork
- Self-confidence

RESOURCES YOU WILL NEED FOR THIS LESSON

- Materials needed for the display
- Equipment such as tables, chairs, computers

CLASSROOM MANAGEMENT AND LAYOUT

- Venue that is ideal such as hall, hallway, stoep, classroom, or other
- Get the whole school involved to visit and interact with the learners

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Learners could use the feedback from visitors to their stall to upgrade or change their product or service. Excellent opportunity for real-life testing.

PROJECT-BASED LEARNING | GRADE 9 PLANNER

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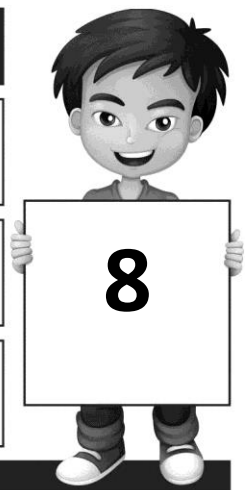
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TEACHER ACTIVITIES FOR THIS WEEK

- Today learners pitch their business plans to a panel of judges.
- Let them check the lists on 8.1 to 8.4 to see if they are ready.
- Set up the venue.
- Allow 10 minutes per presentation with 5 minutes for questions by the panel.
- Score the presentations according to the rubric provided.

OUTCOMES TO ACHIEVE THIS LESSON

- How to pitch a business to a possible investor.
- How to survive a public performance.
- How to answer questions from a panel.

ENRICHMENT ACTIVITIES

If real money is at stake, the lessons learned are much more valuable. Look for a real investor.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 4 EMS: Project-based principle: Public performance.

WHAT ARE THE LEARNERS DOING?

Learners get ready to present to the panel of judges. Each group presents and answers questions from the panel.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

n/a

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Teamwork
- Creativity
- Stress management
- Public performance
- Organisation of presentation

RESOURCES YOU WILL NEED FOR THIS LESSON

- Business plan
- Extras for presentation
- Panel of judges or investors

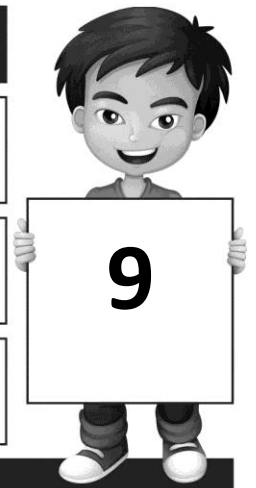
CLASSROOM MANAGEMENT AND LAYOUT

- Learners must now cope on their own
- Score them according to the rubric

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Learners can ask for feedback from the panel about their presentations and learn what to change and where they can improve.

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TEACHER ACTIVITIES FOR THIS WEEK

- Learners do reflection after the presentation.
- Announce the winning group and organise a prize from the school.
- Remind learners that unless they think about learning, the learning will never be deep.
- Don't skip this activity.

OUTCOMES TO ACHIEVE THIS LESSON

- Looking back at the challenges and learning from it.
- Discovering what deep learning is about.

ENRICHMENT ACTIVITIES

Create a reflection blog. Write a report for the school about the event.

CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 4 EMS: Project-based principal: Public performance. Integrate English HL and FAL.

WHAT ARE THE LEARNERS DOING?

Learners reflect on the project and how it impacted them.

TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

n/a

COMPETENCIES TO LOOK FOR IN THIS LESSON

- Reflection
- Self-reflection
- Thinking

RESOURCES YOU WILL NEED FOR THIS LESSON

Worksheet 9

CLASSROOM MANAGEMENT AND LAYOUT

- Calm classroom for thinking
- Enough time for deep learning

POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Write an article for a community newspaper on the pitching event that took place. Do a vox pop and interview members of groups etc. to get their feedback, but also members of the panel can give valuable advice for future.



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
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TOPIC:

This activity went well because:

2

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3

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4

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5

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TOPIC:

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6

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7

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This activity went well because:

8

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TOPIC:

This activity went well because:

9

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This activity went well because:

10

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Mindset: