

# FACING THE “DRAGONS” TEACHER’S PROJECT NOTES



**3** ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

PROJECT-BASED LEARNING | EMS



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GRADE **9**



## TEACHER'S PROJECT NOTES | GRADE 9 | EMS

# FACING THE “DRAGONS”

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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 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. In the 2020 training manual we have added information on dealing with diversity, groups and language obstacles.

- **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.

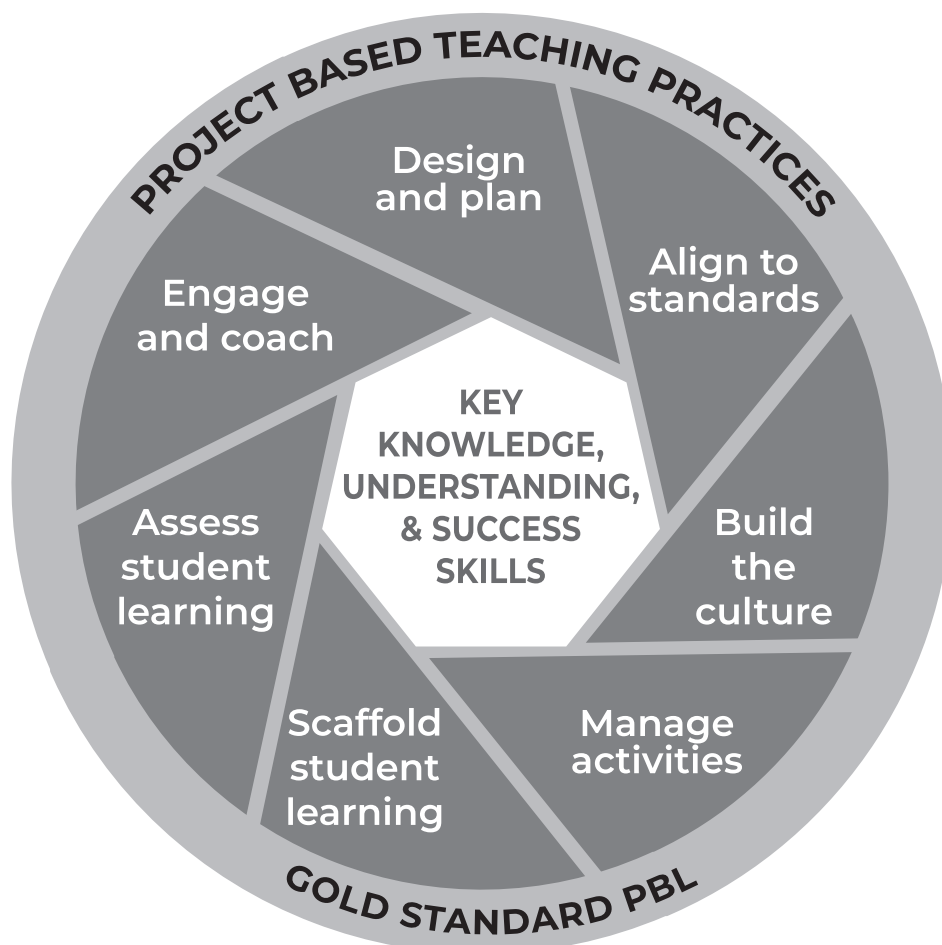
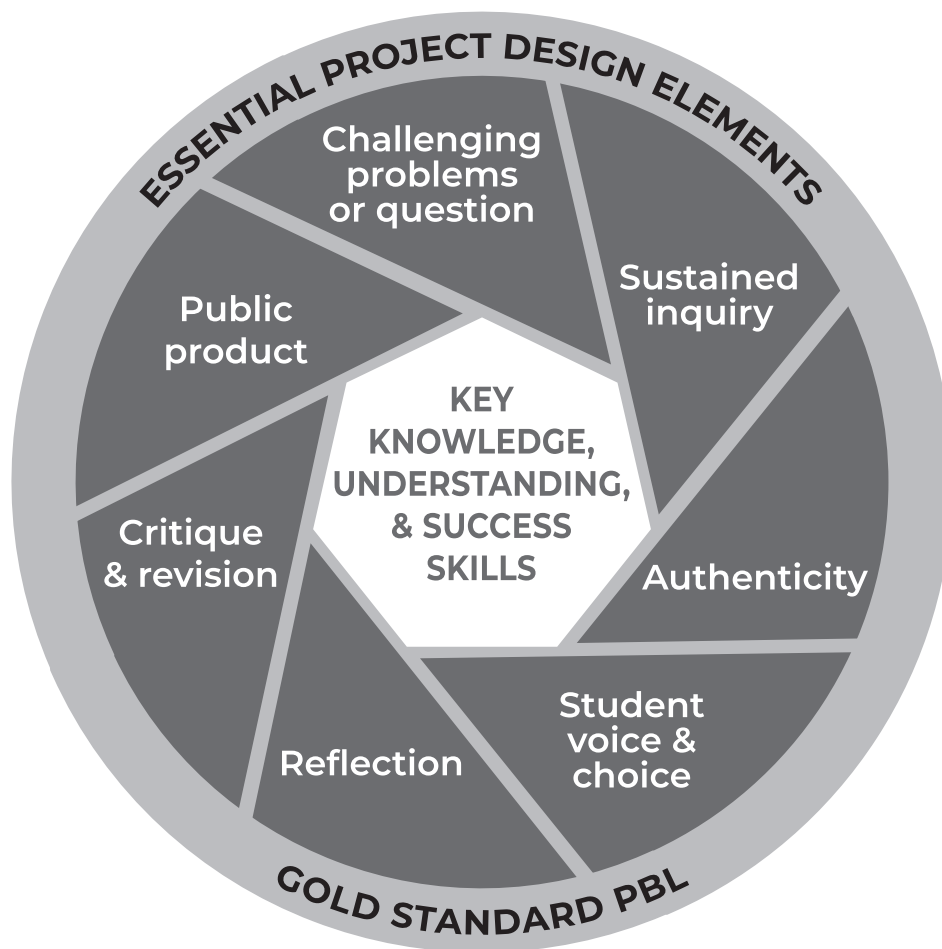
*Good luck, you are a ground-breaker! Make this project work and secure the future of your learners.*



### 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, or 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 reflect on the progress of the Project-based activity at the beginning or end of every week.



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## FACING THE “DRAGONS”

“ It takes a lot of courage to show your dreams to someone else ”

*Erma Bombeck*



## ACTIVITY 1

### Business simulation: Play the “Boat-making Game”

*View videos or read script to gather information in preparation for writing a case study.*

#### RESOURCES:

- Play money
- Signs saying Buyer 1, Buyer 2, Raw Materials & Bank
- Chance Cards
- Bell
- Scrap Paper
- Textbook
- Kokis
- Video of Boat-making game

#### CAPS EMS TERM 3:

Weeks 6 – 8

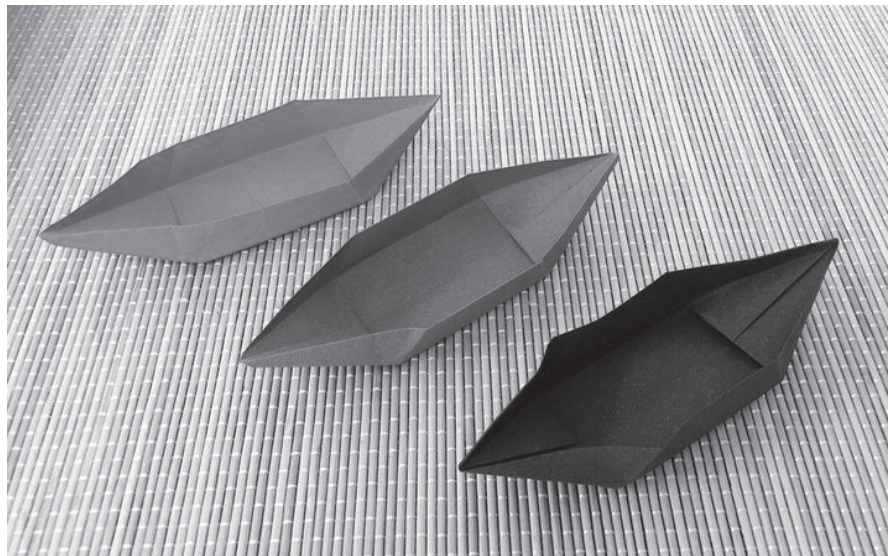
Functions of a business



## STEP-BY-STEP DESCRIPTION OF LESSON

### PROCEDURE

1. Select two learners who will act as the bank and the wholesaler of raw materials.
2. Select two learners who will act as buyers of boats.
3. Divide the rest of the class into teams of 5 to 7 members and make sure you have a mixed group of males and females in each group.
4. Have a learner read the background Information about the Boat-making Game to the class or have the group leader read the information to his/her group.
5. Learners study their notes on how to build a boat.
6. Summarise the information and explain to learners how the game will be played.
7. Print out the chance cards.



8. Ensure that there are a minimum of the following denominations when printing the money. For a class of 40 or fewer:
- 12 x R200
  - 12 x R100
  - 12 x R50
  - 12 x R20
  - 12 x R10
  - There are no coins (R5, R2, R1, 50c etc.) in the game.

**There are strict rules in this game:**

- Each team starts with R 200 in their bank account.
  - Each team buys raw materials (R 50 per A4 page) at the wholesaler.
  - The teams must then produce boats with the A4 paper they have bought.  
The teams then sell the manufactured boats to anyone of the two boat-buyers at any time during the course of the game.
  - The money received from the boats sold can be used to buy more raw materials, more boats can be manufactured and sold and so on.
  - The teams must record the transactions in the CPJ (Worksheet 1B) and the CRJ (Worksheet 1C).
  - A game will last for one virtual month (4 weeks).
  - Make sure that each team records all transactions in the CPJ (Worksheet 1B) and the CRJ (Worksheet 1C).
  - Each team needs to save some money for unexpected expenses.
  - Each worker in the team will need to be paid R10 every Friday as salaries (drawn from the bank).
  - Each team is renting a factory at R100/month to be paid to the bank at the end of the game.
  - For each manufactured boat that has not been sold at the end of the game, a storage fee of R10 must be paid to the bank.
9. Explain the role of the Chance Cards (but do not share the information on the cards!) During each play period of one 'week', each team selects a number between 1 and 20 from the facilitator who is moving among the groups. The corresponding Chance Card is then read by the facilitator to the team members. All of the 20 chances involve a transaction of money either coming into the business or money going out of the business.
10. Give the teams time to practise making a boat.
11. While the teams are practising making boats, then give instructions to the two learners who act as the bank and the wholesaler of raw materials.
12. Let the game begin by having each team go to the bank and get R200 as opening balance.
13. The teams start manufacturing boats, sell their boats, buy more raw materials, record the transactions and so on.

14. After the game has been running for 5 – 10 minutes or so, inform the groups that the first week has come to an end. It is Friday and workers must be paid. Then let the game run for another 5 – 10 minutes or so and week 2 has come to an end. After another 5 – 10 minutes for week 3 and finally, another 5 – 10 minutes for week 4, the entire game has come to an end.
15. In each “week” or each second “week”, go to each team and have them pick a number and read the corresponding information on the Chance Card and based on the instruction on the Chance Card, the business will either gain or lose money (hence the need to save for unforeseen expenses).
16. At the end of the game, each team calculates how much money they have left, how many boats they have not sold (for which they pay storage fee of R10/boat). They also pay the R100 to the bank for factory rent.
17. Double check the transactions on the CPI/CRJ. (Worksheet 1(B) and Worksheet 1(C).
18. The team with the most money at the end of the Game has won.

### **How to adapt the Boat-making Game to the conditions in your classroom?**

- You do not have to use clean A4 paper; recycled A4 paper, newspapers or retail pamphlets can work just as well. All teams should use the same type of paper. Ensure that all boat-making materials are all cut to A4 size.
- Monopoly money can be used or money can be made by learners using scrap paper. In fact, you can even use stones – the bartering mode will be determined by your resourcefulness and creativity!
- Ensure that a strong bilingual learner is the General Manager of each group as translation or explanation of the handouts may be necessary.
- Only one person in each group can be out of their seat at any time. This person sells boats, draws money from the bank and buys raw material.
- The General Manager of each group might help other members of the group to script dialogues for them when selling the boats, buying raw materials or going to the bank so that the language obstacle does not hamper the flow of the game. Ensure that the scripts do not neglect polite greetings and closing tactics, e.g. Thank you! Have a nice day!
- The game can be played outside if your classroom is too small.

### **Worksheet 1 (A) (Learner's Project Worksheets)**

- 1.1 Ask learners who won the game and why they think they were the winners. Answers emerging from this question usually include the following:
  - We worked very quickly (Time management is important in effective business operations.)
  - We realized that we each had to do what we did best, etc. (The 8 business functions)

This activity sets the scene for real-life problems experienced by a business, problems the business only experiences once the business is running.

It is important that learners are involved in a process of self-discovery. They experience first-hand what makes businesses succeed or fail.

This game forms the basis of information that will guide learners in drafting a realistic business plan. The draft of this business plan is our goal for the end of term 3 as the actual final business plan for Grade 9 need only be submitted for term 4.

1.2 Ask learners why their team did well or not so well. Answers emerging from this question will vary but the main focus is that each team member had a role, and although business is often unpredictable, there are key learnings which will mitigate risk in a business: time management, role clarification, team cohesion, good management and leadership, respect for all members of the team, etc.

1.3 Ask learners what is important about business functions. Answers should lead to discussion about the following:

- Learners should know that when businesses start up, one person has to be responsible for all eight business functions until the business can afford to employ specialists.
- People perform better if they play to their strengths.

Learners complete the table in 1.3 where they specify the business function, the role of this function and the name of the group member who played this role.

***More questions to ask if time allows:***

a) Why are the efforts of all team members important to the success of a business?

***Possible Answer:*** All team members must be willing to give and receive help to achieve group goals as well as their individual tasks.

b) How would the vision have assisted in guiding the eight business functions in the boat-making business?

***Possible Answer:*** The vision provides the business with a framework and benchmark of what they want to achieve. Each business function will have this in mind, and thus structure all operations in a way to make this vision a reality.

- c) Discuss any goals you had before the game (such as how much money you planned to make, how many boats you planned to sell, etc.).

**Possible Answer:** Learners will present unique answers – all answers that indicate that learners were directed by agreed-upon goals.

- d) Did your “business” achieve its goals? Explain.

**Possible Answer:** Each group will present their results.

- e) Did the organisational culture (atmosphere) in your business help or hinder your business' involvement in the Boat-making Game? Explain.

**Possible Answer:** Open-ended answers, but emphasis should be placed on learners identifying whether there was a warm, democratic and accepting culture, or a cold, dictatorial culture and how this affected individuals in the group, the group itself, as well as negotiation with buyers, suppliers and the banks.

- f) What did the Boat-making Game highlight about small business operations?

**Possible Answer:** There needs to be a manager; roles need to be defined, etc. Very importantly, there must be passion, motivation and the commitment to doing well and making money. Entrepreneurs close deals and they are winners.

- g) List similarities between what was required of you during the game and what you might need as a future entrepreneur.

**Possible Answer:** Commitment, passion, learning from mistakes, closing deals, focusing on transactions made to see if you are growing as a business, etc.

- h) What effects did the Chance Cards have on the operations and profits of the business?

**Possible Answer:** Unexpected cash could improve productivity as more raw materials can be bought and the production line increased.

Worksheets 1(B) and 1(C) will differ depending on outcomes of the game.



## PREP FOR TERM 4

In preparation for next term, encourage learner groups to finalise their business ideas for Term 4.

Discuss the format for a business plan with your learners based on the requirement of the CAPS. They can read through the chapter in the textbook to get ahead!

## Assessment Rubric 2 (Poster)

	0-1	2-3	4-5	6-7	8
The poster attracts attention	The poster attracts no attention	Captures little attention	Captures attention, but has shortcomings	Captures attention	Is colorful and captures attention
The poster creates a desire for product / service...	No benefit is clear from the poster	Benefits are not clearly depicted or stated by poster	Only one benefit is depicted and stated.	More than one benefit is depicted and stated	A wide variety of benefits is depicted and stated by poster.
The poster convinces the customers to buy the product / service	No reason to buy is stated or depicted on the poster. Text nor picture is relevant to the situation.	Reasons to buy stated or depicted on the poster are not relevant. Message from text or picture is unconvincing	Only one reason to buy is stated or depicted on the poster. Text or picture urges clients on to action.	One reason to buy is stated and depicted on the poster. Text & picture urges client on to action.	Various reasons to buy are stated and depicted on the poster. Convincingly urges client on to action.
The picture complements the text	The picture has no bearing on the text or situation.	The picture has no bearing on the text or situation	The picture complements the text or situation well.	The picture complements the text and situation.	The picture complements the text & depicts the situation brilliantly.
Final product	Neither the text nor the picture is relevant.	Not original or interesting	Only text or picture is relevant.	A good poster, but based on existing ideas	Unique poster of extremely high quality.
Oral presentation	Speaker shows little command of topic	Support and guidance needed from educator	Basic presentation more practice needed.	Satisfactory presentation illustrates command for topic	Excellent presentation with good use of terminology – illustrates insight
				TOTAL	: 40



### TERM 4

The risk-taking game serves as a vehicle for revision of term 3 work. The worksheet for Activity 3 covers the work done in term 3.



### ACTIVITY 3

#### Risk-taking Game

##### RESOURCES:

- Flipchart Paper
- 1 Koki
- 3 pieces of crumpled scrap paper
- 1 bin
- 1 roll of masking tape
- Worksheet 3

##### CAPS EMS TERM 4:

Week 1  
Revision



### STEP-BY-STEP DESCRIPTION OF LESSON

1. The Risk-taking game is a creative way of introducing risk and risk management which are part of the Term 3 curriculum in the CAPS.
2. The learners remain in the same business teams.
3. The Risk-taking game will lead them to self-discovery of how to mitigate risk.



## ACTIVITY 2

### Analysing business functions

#### RESOURCES:

- Textbooks
- Worksheet 2

#### CAPS EMS TERM 3:

Weeks 6 – 8

Characteristics of Business Functions and the role and importance of the business functions



### STEP-BY-STEP DESCRIPTION OF LESSON

In groups, learners brainstorm ways of explaining the 8 business functions to each other. Some may have different learning styles, i.e. visual learners, learners who need to move as they learn (kinaesthetic learning style), learners whose best way of learning is by listening or by “seeing” the main points visually. Allow learners to Google learning styles if they wish.

Here are some ideas to get them started:

- Create a poster (1 x A4 size or 2 x A4 size) or a brochure.
- Make a video.
- Record a radio interview with various “managers” who explain their functions.
- Create and perform a short drama which makes the 8 business functions clear.
- Choose a medium of your own if you have a great idea.

Below are the rubrics for a poster and a presentation (depending on what the learners decide) which you will use to assess learners' products. Please note, this is the formal assessment task for them.

### Assessment Rubric 1 (Presentation of Radio Interview/Drama/Video)

	0-2	3-4	5-6	7-8	9-10
The presentation attracts attention	Attracts <b>no</b> attention. No effort.	Captures <b>little</b> attention. Little effort.	Captures attention, but has shortcomings. <b>reasonable</b> effort.	Captures attention. <b>Fair</b> effort.	Is vibrant and captures attention. <b>Great</b> effort.
The functions	The functions are named <b>only</b> in the presentation	<b>2</b> functions are named <b>and</b> explained in the presentation	<b>4</b> functions are named <b>and</b> explained in the presentation	<b>6</b> functions are named <b>and</b> explained in the presentation	<b>8</b> functions are named <b>and</b> explained in the presentation
The acting complements the verbal message	The acting has <b>no</b> bearing on the verbal message.	The acting has <b>little</b> bearing on verbal message	The acting complements the verbal message well and illustrates the functions of a business satisfactorily.	The acting complements the verbal message and illustrates the functions of a business creatively.	The acting complements the text <b>and</b> depicts the business <b>functions brilliantly</b> .
Final product	Neither the acting or the verbal message is relevant. Very little preparation evident.	The acting and the verbal message are not original or interesting. The acting is reasonable but not enough preparation evident.	The acting and the verbal message are moderately original and interesting. Some preparation evident.	The acting and the verbal message are original and interesting. Good preparation evident.	The acting and the verbal message are excellently executed and show great preparation and originality.
				<b>TOTAL</b>	<b>: 40</b>

4. Reflection after the game opens up discussion which also revises Term 3 content.

## PREPARATIONS

- a) Place the container on the floor.
- b) Take two steps away from the container.
- c) Use the masking tape to mark off 10–15 intervals (about the length of a shoe) from the container.
- d) Each interval is numbered by using the marking pen. The interval line closest to the container is marked number 1 and the farthest interval line from the container is marked 15.
- e) Divide learners into teams of about 5 members each.
- f) Teams can name themselves according to animals found in Africa or any name of choice, e.g. The Lions, The Elephants, etc.
- g) As part of a practice run, allow each learner 3 opportunities to throw the paper balls into the container to develop a feel for the game.
- h) Appoint a learner as a Referee to ensure that contestants do not overstep an interval line while throwing.
- i) Appoint a learner as a Score Keeper to write the scores of each contestant and team on the blackboard.
- j) Each team throws 10 times.

## PROCEDURES

The Risk-taking game is played as follows:

- a) Each member of a particular team is now given 3 opportunities to take position behind an interval line and then try to throw a paper ball successfully into the container.
- b) Each contestant decides for him- or herself the distance or interval line from where he or she wants to attempt a throw.
- c) Contestants may vary the distances or interval lines from where they throw. For example: contestants may start off close to the container and then move further away after a successful throw, or they may use all 3 opportunities from exactly the same position. This decision is entirely up to the individual contestant. Do not influence their decision in any way.

## CALCULATION OF SCORES

Scoring in the Risk-taking game is done as follows:

- Each team member throws 3 times.
- A successful throw from an interval line close to the container obtains a low score.
- A successful throw from an interval line further away from the container receives a higher score. An unsuccessful throw receives a score of 0.
- The score of a successful throw simply corresponds with the interval line number from where the contestant threw. For example, a successful throw from interval line number 3 achieves a score of 3, while a successful throw from interval line number 9, achieves a score of 9.
- The idea is that those successful throws incorporating higher risk-taking because they have to cover a longer distance to the container, and are rewarded with higher scores.
- Throughout the game, the individual scores of all team members are recorded on the blackboard.
- When the individual score of a team member for a particular throw is indicated, the first number refers to the interval line from where he or she has thrown, while the second number reveals the actual score obtained.
- When all the members of a particular team have completed their opportunity to throw, the individual scores of the members are added to obtain an overall score for the team as a whole.
- The team with the highest overall score, wins the Risk-taking game.

Recreate the following table on a flip chart to show the scores while teams are playing:

THROW / TEAM	GROUP 1	GROUP 2	GROUP 3	GROUP 4
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				
9)				
10)				
TOTAL				

### Worksheet 3

3.1 Ask the winning team why they think they did well, and the losing teams why they did not manage to do well. Answers will vary, but the focus should be on taking calculated risks, strategising, having a vision and teamwork.

3.2 Possible responses to the question could include the following:

- A big risk is less likely to achieve success.
- Taking calculated risks is the best thing for a business.
- Throwing the ball randomly is gambling and it is not calculating the risk.
- There is a difference between gambling and taking a risk.
- Having a strategy as a team was important, etc.

3.3 All the employees are part of a team. In a business you get, for example, a management team, financial team and a production team. Businesses won't be able to achieve their goals if the employees are not willing to work in a team.

3.4 Risks for the business:

- The business needs more working capital.
- The administration costs are high.
- There is a risk of bad debts and or debtors do not settle their debts.
- A credit transaction is more time consuming.

Risks for the debtor/client:

- It is possible that you can spend more money on credit that you don't have.
- Customers pay more for goods because of credit facilities.

3.5 The turnover of the business will decrease and therefore the profit as well. By means of negotiation, disputes can be solved in an orderly manner.



## ACTIVITY 4

### Preparing for the pitch

#### RESOURCES:

- Worksheet 4

#### CAPS EMS TERM 4:

Project-based principle:  
Public performance



## STEP-BY-STEP DESCRIPTION OF LESSON

Learners complete the table below on **Worksheet 4** using their textbooks and other information that they have researched.

Description of the product or service	
The goals of the business	
Business ownership	
Production Plan	
Marketing Plan	
Management Plan	
SWOT analysis	
Financial Plan <ul style="list-style-type: none"><li>• Fixed and variable costs</li><li>• Break-even point</li><li>• Cost price per unit</li><li>• Mark-up on sales</li><li>• Profit percentage</li></ul>	

Learners will start the activity at school and complete it as they continue with the activity. Each learner should have notes on each element of the business plan.

Explain the table to the learners and ensure that they understand what must be done.



## ACTIVITY 5

### Visualise the pitch: Prepare to pitch your business

#### RESOURCES:

- Textbooks
- Worksheet 5

#### CAPS EMS TERM 4:

Project-based principle:  
Public performance



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners now prepare for the public performance at the end of project week.
2. So far, they understand the 8 functions of business, and that trust is the glue that binds teams together. They also have realised that gambling is very different from taking calculated risks, and that calculated risk-taking sometimes takes a business to a new level.
3. The table has been “laid” for their first business activity, facing the “Dragon's Den” to acquire funding.
4. The draft business plan will form the basis of their preparation for facing the “Dragon's Den”, which, depending on your own creativity, can be a panel of teachers, fellow learners, parents or if you want to simulate reality, real-life investors from the local community if the business has real potential.
5. Learners complete the role-play activity after they have planned their strategy for facing the “Dragons”. They use the table in Worksheet 5 to practise.





## ACTIVITY 6

### Making a visual impact (create a PowerPoint slideshow)

#### RESOURCES:

- Computers (with Microsoft PowerPoint installed)
- Textbooks
- Worksheet 6

#### CAPS EMS TERM 4:

Project-based principle:  
Public performance



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners divide up the tasks in preparation for facing the panel of investors and complete Worksheet 6 as part of their preparations.
2. The most creative pair or group should be responsible for creating a PowerPoint slideshow or any other tool for a visual impact, e.g. a poster.
3. They make notes on important facts in Worksheet 6.
4. The person nominated to do the presentation practises using the visual tools and asks for feedback from the group which will coach them through the presentation.
5. Everybody not presenting must be available to answer questions on his/her own particular portfolio during the panel presentation.



## ACTIVITY 7

### Demonstration of product / service

*Demonstration of product / service during Entrepreneurship Week.*

#### RESOURCES:

- Materials needed for display
- Equipment needed for display (tables, chairs, computers, etc.)
- Worksheet 7

#### CAPS EMS TERM 4:

Project-based principle:  
Public performance



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Each group creates a to-do list of what needs to be done to exhibit their product/service in an arranged display if there is time. (Worksheet 7)
2. Each group sets up their station where they will exhibit their product/service.
3. Groups can create posters/samples/prototypes/slideshows etc. of their product/service for people to view when they walk past their station.
4. This activity can be omitted, but could also be quite powerful if the Art/Technology teacher became involved.



## ACTIVITY 8

### Pitching business idea

#### RESOURCES:

- Business Plan
- 1 panel of judges or “investors” for every 6 groups
- Worksheet 8

#### CAPS EMS TERM 4:

Project-based principle:  
Public performance



## STEP-BY-STEP DESCRIPTION OF LESSON

1. The group completes the checklist (8.1 – 8.4) to confirm their readiness for the pitch.
2. Learners present their business in front of a panel of judges.
3. Time should be allocated for learners to pitch, as well as for judges to ask questions.
4. The draft business plan is submitted to the judges who are given a few minutes to scan through the business plan in preparation for the presentation.
5. Each group is given 10 minutes per presentation with 5 minutes for questions from the judges after the presentations.



## ASSESSMENT RUBRIC

Name of learner: \_\_\_\_\_ Grade 8: \_\_\_\_\_

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

This is the rubric you will use to score the groups' documents and presentations:

CRITERIA	0 - 5	6 - 10	11 - 15
<b>Business Description</b>	Name and creativity.	Name, logo and creativity.	Name, logo, description of business (what does the business do) and creativity.
<b>Marketing plan</b>	Name of the product and creativity.	Name of product, creativity and price.	Name of product, creativity, price and market research.
<b>Production plan</b>	Inputs	Inputs and outputs.	Inputs, the process and outputs.
<b>Financial plan</b>	Fixed and variable costs.	Fixed and variable costs, break-even point and cost price per unit.	Fixed and variable costs, break-even point, cost price per unit, mark-up on sales and profit percentage.
CRITERIA	0 - 3	4 - 6	7 - 10
<b>Management plan</b>	Goal and role of managers.	Goal, role of managers and forms of ownership.	Goal, role of managers, forms of ownership, and how selling and buying will take place.
<b>Presentation of business: Visual support (Power-Point / Poster)</b>	Little effort has been done.	Some effort has been done.	A lot of effort has been done.
<b>Verbal message</b>	A lack of information was presented.	Not so confident and not all information presented.	Confident and a good verbal presentation with a lot of information.
<b>Questions and answers</b>	Not adequately answered.	Partly answered.	All the questions were adequately answered.
<b>TOTAL SCORE:</b>			<b>/ 100</b>



## ACTIVITY 9

### Reflection after the event

#### RESOURCES:

- Worksheet 9



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Winning group is announced and possibly receives a prize (this is dependent on the teachers/school.)
2. 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.