I AM AN ENTREPRENEUR

TEACHER'S PROJECT NOTES

3 ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION

PLAYFUL PROJECT-BASED LEARNING | TERM 3 EMS PROJECT FOR SBA

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

2030 NDP

GRADE 9

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Dear Teacher

We have come a long way since January 2018 when the National Education Lekgotla announced that Entrepreneurship in Schools (EiS) was to become a national priority and that a programme should be set up to investigate how to prepare learners with thinking skills for a changing world.

EiS was rebranded as E³, as we felt that learners who were not able or keen to start an enterprise should not be excluded. Hence E³ was born: **E**ntrepreneurship, **E**mployability and **E**ducation for lifelong learning has become the pathway all learners in our country will follow as they find their place in the economy. Playful Project-based Learning was the approach chosen as a method teachers would use for the first trial period, as PPBL has been proven to unlock competencies learners of our century need to thrive in the world after school. These are very clearly indicated in the model on the following pages.

Thus, since 2018, E³ have been conducting trials in schools using the PPBL method as an approach, especially for Term 3 where the School-based Assessment is a Project. Thus, your work as a teacher has been prepared for you (you may, of course, change what does not work for you).

Provided herewith is a **Learner's Workbook** and a set of **Teacher's Project Notes for the School-Based Assessment (SBA) Task for Term 3**, as per the SBA Plan in Section 4 of the CAPS. These documents are specially created to support you as per the trimmed Annual Teaching Plan (Section 3) for Term 3. You will also be provided with the resources learners need to complete their projects

The Learner's Workbook and Teacher's Project Notes were created by DBE-E³, our unit at the National Department of Basic Education, and reviewed by our master trainers, who are leader teachers or district officials. For those schools that have been part of E³ in the past: you will notice that we have added a number of additional thinking skills to the original model – try to engage learners in these "thinking" sessions as this is where their growth lies.

We truly respect your apprehension during this time, and acknowledge your commitment. We appreciate all your hard work.

Enjoy unlocking play in your classrooms and encouraging a solution-seeking mindset in your learners – and remember that our learners look up to us – so let's walk the talk!

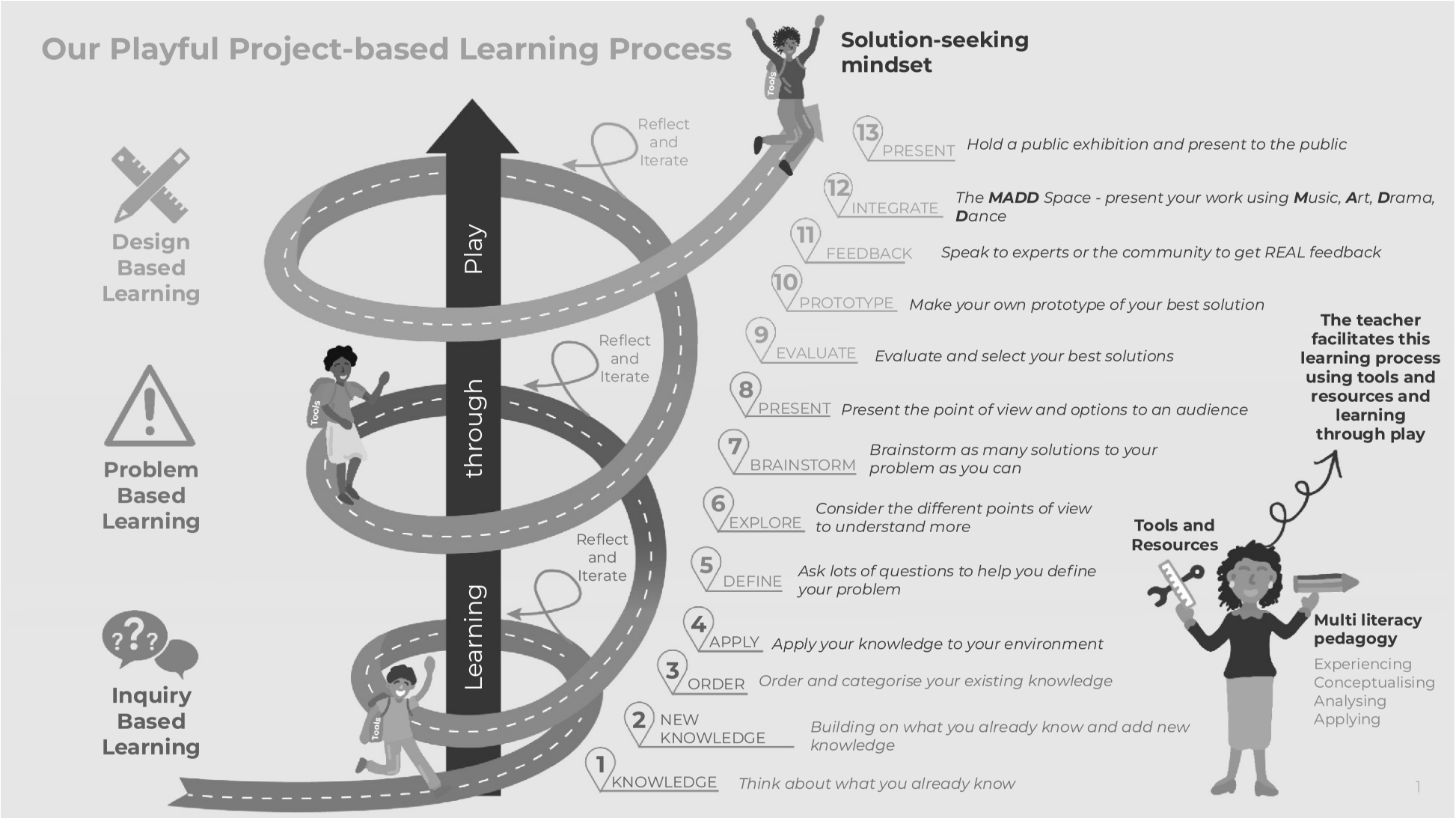
Good luck!

The E³ team

RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET

			Did your entrepreneurial mindset grow whilst managing this project?	**Personal rating** (1=Poor, 4=Excellent)	
				Pre-project	**Post-project**
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 learnt 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 am always in 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 for 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.		

PPBL Spiral-model



About PPBL

Playful Project-based Learning is a **learner-centred, teacher-guided** teaching method where learners learn by actively engaging in real world and personally meaningful projects. Playful Project-based learning **connects** what learners learn in school to **real-world issues**, **problems**, and **applications**. If learning mirrors real-life contexts and equips learners with practical and useful skills, we argue that they are more likely to be **interested** in and **motivated** by what they are learning. This includes 21st century knowledge, work habits and character traits that are critically important to success in today's world.

Playful Project-based Learning is **learner centered and teacher guided**, allowing for in depth investigation of a topic. There are three phases to our Playful Project-based Learning approach.

Inquiry-based Learning

Learners are given an open question or problem, they then create and answer their own more focused questions, generating conceptual procedural knowledge in the process. At the same time, learners are developing their problem solving and critical thinking skills.

Teachers encourage learners to ask questions, scaffolding them through the investigation process and moving them beyond general curiosity into the realms of critical thinking and understanding.

Problem-based Learning

Learners work in teams to formulate complex, open problems rooted in the real world, and propose possible solutions.

Following a student-centred approach, teachers scaffold the development of learners' ability to work collaboratively, be self-directed, and to think critically, promoting critical thinking skills, communication skills, and cooperation.

Design-based Learning

The design phase integrates design thinking and the design process in the classroom. This phase is concerned with how solutions to complex problems might work in practice, in a particular, context. Learners come up with solutions to complex problems by designing, building, and testing prototypes, *(A “prototype” is a simple model that lets you test out your idea!) that solve some of the problems learners identified in the problem phase.

These resources have been created by Thinking Schools South Africa at admin@thinkingschools.org.za

THINKING MAPS APPLICATION TIPS

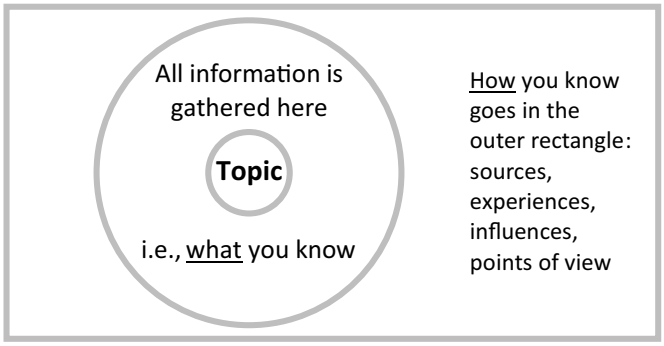
When you are **Defining…**

Key Words used	Questions asked	Applications
Tell me everything you know about this topic, List, Define, Note the key points, name all the types (of fractions, forces, habitats, plants, animals, qualities, points of interest) in this topic. Brainstorm, discuss.	What do you think this word means? What did we learn about this topic? What are the main issues raised in this video/book? What are all the points you want to make (or learn) about this topic? What are all the ways of getting to this answer/number?	Formative Assessment of what students already know about a topic. This includes misconceptions, which you can be aware of. A starting point to gather all ideas – firstly your own, and then perhaps more from peers, video or written material; or pre and post revision.

…then the Thinking Map to use is

Note: You can use the Circle Map to measure growth in your thinking, such as checking and self-correcting information that is incorrect and adding new information in a different colour.

THE CIRCLE MAP



When you are **Describing…**

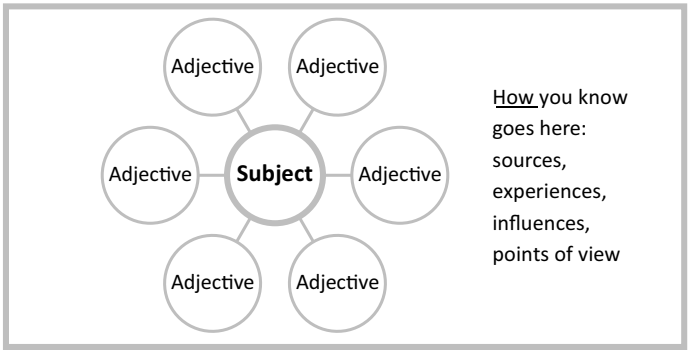
Key Words used	Questions asked	Applications
Describe feelings, attributes, characteristics, properties, adjectives, qualities. Use each of the 5 senses to explain how it feels, smells, sounds, tastes, looks.	How would you describe this in your own words? What is this really like? Which words would you use to paint a vivid picture of it in your mind?	Generate rich and original adjectives before writing – to describe a setting, a character, or situation. Consider the properties of materials or visuals in Natural Science, Design and Technology or Art.

…then the Thinking Map to use is

Note: The Bubble Map is for adjectives only.

It is not a Spider Diagram! (If you are looking for a Spider Diagram, either collect main ideas in a defining Circle Map or main headings in a classifying Tree Map, in which case you can also add sub-points under those headings).

THE BUBBLE MAP



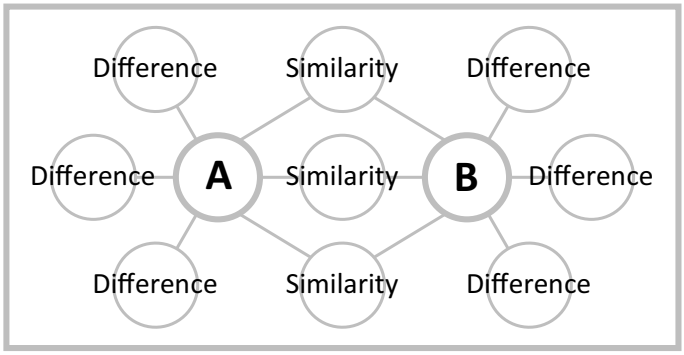
When you are **Comparing and Contrasting…**

Key Words used	Questions asked	Applications
Compare/contrast, discuss similarities/differences, distinguish between, differentiate, what things/concepts have in common or not.	What are the similarities and differences between A and B? What do they have in common? What is unique to only one of them? What distinguishing features help you identify them from each other?	Compare and contrast characters in a book/film, two shapes, methodologies, countries, time periods, formulae, technologies, types of plant or animal. Clarifying identifying properties that enhance understanding of forms, functions, applications and meanings.

…then the Thinking Map to use is

Note: Be careful to connect the lines to the rights places, based on the properties that link or differentiate A and B. Use the most striking or meaningful similarities and differences without mechanistically mirroring them (e.g. tall and short may be less distinguishing than that A is gangly and B is well-dressed). A and B can have different numbers of differences.

THE DOUBLE BUBBLE MAP



When you are **Classifying…**

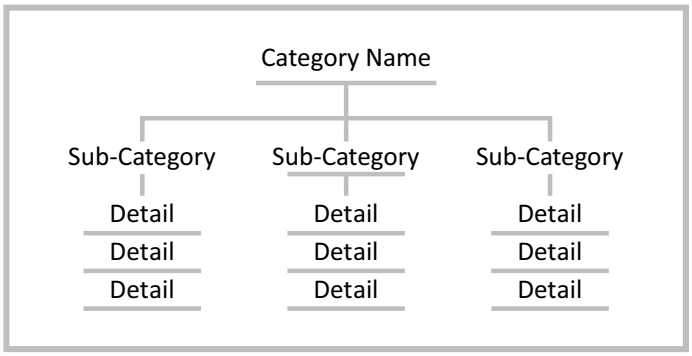
Key Words used	Questions asked	Applications
Classify, sort, group, categorise, give related detail, types of, kinds of, list and elaborate, taxonomy	How might you group the main ideas, supporting ideas and details in this topic? What are the key headings in this unit of work/project/talk/essay? Can you sort all the information you have gathered into key concepts? What important details do you want to add under each heading?	Making notes or summaries in any content area – students think about the category headings and the details of what they learn. Categorising information from a Circle Map in preparation for writing about a topic or giving an oral presentation. Collecting information under predetermined headings whilst reading a text.

…then the Thinking Map to use is

Note: Be careful to draw the Tree Map exactly as structured here.

You can use the Tree Map to give students an overview of a subject, to see what is coming up and how units of work fit in. It is also extremely useful for revision.

THE TREE MAP

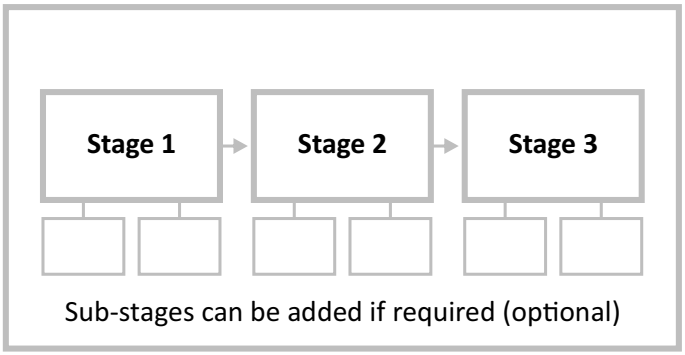


When you are **Sequencing…**

Key Words used	Questions asked	Applications
Sequence, map the steps in this project, put in order, order, recount/re-tell, what happens next, cycles, patterns, processes, change, solve multi-step problems	What is the process/project you are sequencing? What is the step-by-step sequence of events in the process/project? What are the sub-stages? Is each step in the right order?	Mapping a sequenced step-by-step project in PPBL. Life Cycles and processes in Natural Science/Social Science. Time lines in history. Planning the sequence of a story for writing/recording the sequence of a story. Recording a thought process, such as in problem solving.

…then the Thinking Map to use is

THE FLOW MAP



Note: Make sure that the Flow Map has arrows showing the order of events/stages. For life cycles it becomes a circle.

General Note: Whilst it is vital to apply the Thinking Maps with the elements of each map exactly as they were designed, please don't squeeze student thinking to the size or number of circles or blocks. Freehand maps that are corrected as they develop, capture more expansive thinking!

Welcome

During Term 3 learners will create a business plan around a business idea and present it to a panel of investors (or mock-investors). The project will introduce the exciting new E^3 teaching model which includes 13 important steps in three phases – Inquiry-based Learning, Problem-based Learning and Design-based Learning.

This project is set out according to those 13 steps over a period of 6 to 8 weeks. You will find guidance in this document for every step of the way, and more resources in the separate Resource Pack that accompanies this project for learners who have no access to the internet. Please also see the ATP CAPS outcomes that are covered in the process and rubric.

The goal for this project is to unlock learners' latent entrepreneurial skills through planning a business, and in doing so, developing their 21st century competencies needed for success in the workplace, entrepreneurship or further education. They must also gain skills in securing funding for future ventures when they leave school. This is a very meaningful project which will develop many different entrepreneurial skills and competencies, even if they enter the job market or go on to tertiary studies.

ATP CAPS alignment

TERM 3: TOPIC, CONCEPTS, SKILLS AND VALUES		ASSESSMENT	SBA
ENTREPRENEURSHIP: FUNCTIONS OF A BUSINESS	Requisite pre-knowledge The different kind of business functions, administration, purchasing, marketing, financing, public relations, human resources, production, general management, risk management, Role and importance of business functions.	Activities Thinking maps	Formal Assessment project with rubric
ENTREPRENEURSHIP: BUSINESS PLAN	Concepts, components and format of a business plan SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.		
FINANCIAL LITERACY: DEBTORS, CREDITORS	**Please note - Teachers must still cover the following outside of the project:** Consolidation of activities, Recording of cash and credit transactions of a sole trader in the Subsidiary journals, Credit purchases: Accounting cycle, Effect of transactions on the accounting equation, Creditors Journal, Recording of payments to the Cash Payment Journal (CPJ), posting to the General Ledger and Creditors Ledger.		Quiz with memo to strengthen Debtors / Creditors Knowledge

Grade nine project: Entrepreneurship

Inquiry Based Learning

Inquiry Phase: [*insert one line about this stage in your project*]

1 KNOWLEDGE	2 NEW KNOWLEDGE	3 ORDER	4 APPLY
Think about what you already know	*Building on what you already know and add new knowledge*	*Order and categorise your existing knowledge*	*Apply your knowledge to your environment*
Who am I? What choices do I have after school? Could I be an entrepreneur? Use free aptitude tests available, fill in the tree map with 3 choices under each: E³	What is entrepreneurship? What is intrapreneurship? Learners use interviews and artides to gather new knowledge	Order knew knowledge about entrepreneurship in a double bubble map– entrepreneur vs intrapreneur	Play the perfect entrepreneur game. This is where self-knowledge and new knowledge come together.
EXPERIENCING	CONCEPTUALISING	ANALYSING	APPLYING

Reflect and Iterate

Problem Based Learning

Problem Phase: [*insert one line about this stage in your project*]

5 DEFINE	6 EXPLORE	7 BRAINSTORM	8 PRESENT
Ask lots of questions to help you define your problem	*Consider the different points of view to understand more*	*Brainstorm as many solutions to your problem as you can*	*Present the point of view and options to an audience*
We have learned that entrepreneurs/intrapreneurs are problem solvers. What problem do I want to solve in the world/our community? Collaborate in groups to address possible problems and solutions.	Investigate business ideas in groups. Interview family members/members of the community to find out if they think these ideas are feasible. What is a business plan? What are the 8 buss functions? Investigate! Play the boat-making game.	Groups discuss interview responses/research and collate all the information to create a sound solution. Prepare a basic business plan with 5 points for presentation. Each member presents own dept., e.g. finance	Groups present their business plans to a panel of peers for feedback. Create their own rubric of what a business plan should include
EXPERIENCING	CONCEPTUALISING	ANALYSING	APPLYING

Reflect and Iterate

Design Based Learning

Design Phase: [*insert one line about this stage in your project*]

9 EVALUATE	10 PROTOTYPE	11 FEEDBACK	12 INTEGRATE	13 PRESENT
Evaluate and select your best solutions	*Make your own prototype of your best solution*	*Speak to experts or the community to get REAL feedback*	*The MADD Space- present your work using Music, Art, Drama, Dance*	*Hold a public exhibition and present to the public*
Groups evaluate the feedback they got from peers. They do a SWOT analysis and fix their business plans accordingly. Work starts on a prototype	Groups work on the finalisation of their business plan and decide who will present which part (according to functions) to the investors. If possible, they create a basic prototype for presentation	Groups get final feedback from family members and teachers (integrate Language, math and EMS). Practice their presentation.	Using MADD, groups put the final touches to their prototypes and presentations to make the presentation memorable.	Learners present their prototypes and business plans to real investors from the community.
EXPERIENCING	CONCEPTUALISING	ANALYSING	APPLYING	

SPECIAL

Project planning table

Grade 9 EMS

TERM 3					
ACTIVITY	**DESCRIPTION**	**CAPS ALIGNMENT**	**RESOURCES**	**ENRICHMENT ACTIVITIES**	**ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS**
1.	Learners use Circle Map to complete prior knowledge on Entrepreneurship	Entrepreneurship: Concepts, skills and values	Learner's Book Teacher's Book		
2.	Learners use the Tree Map to think about their future jobs, business or studies	Entrepreneurship: Concepts, Skills and values	Learner's Book Teacher's Book	Learning could do research on futuristic business ideas and jobs	Project Third Term
3.	50% of class research Entrepreneurship, 50% research Intrapreneurship and complete the Double-bubble Map	Entrepreneurship: Concepts, skills and values	Learner's Book Resource Pack	Interview Entrepreneurs and Intrapreneurs from different industries to compare	
4.	Learners play the Perfect Entrepreneur Game and revisit Circle Map to add more information (new knowledge)	Entrepreneurship: Concepts, skills and values	Learner's Book Resource Pack		
5.	Learners identify problems in the community that can be solved with a business idea	Entrepreneurship: concepts, skills and values	Learner's Book		
6.	Groups come forward with a burning question (problem)	Entrepreneurship: concepts, skills and values	Learner's Book		
7.	Learners in groups of 8 play the Boatmaking Game and choose a business function for each player going forward	Entrepreneurship: The different kinds of business functions, administration, purchasing, marketing, financing, public relations, human resources, production, general management, risk management, Role and importance of business functions.	Learner's Book Handbook Teacher's Book		
8.	Learners choose one business idea to develop in groups	Role and importance of business functions			

Project planning table (continued)

Grade 9 EMS

TERM 3					
ACTIVITY	**DESCRIPTION**	**CAPS ALIGNMENT**	**RESOURCES**	**ENRICHMENT ACTIVITIES**	**ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS**
9.	Learners do a feasibility study on their chosen business	SWOT analysis, description of the product or service offered by the business	Learner's Book Resource Pack	Do in-depth research and study feasibility studies of unicorn businesses	
10.	Learners research elements of a good business plan and start putting theirs together	Concepts, components and format of a business plan.	Learner's Book Resource Pack		English HL: writing Mathematics: Graphs
11.	Groups start planning and practicing their presentation to a peer panel. They created a rubric to evaluate others	Concepts, components and format of a business plan	Learner's Book Resource Pack	Interview Entrepreneurs and Intrapreneurs from different industries to compare	
12.	Groups evaluate feedback from peer panel and integrate into business plan and presentation	SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.	Learner's Book Resource Pack		
13.	Learners do a SWOT-analysis on their own business idea	SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.	Learner's Book Resource Pack		
14.	Groups now create a prototype product or demo service for the presentation	SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.	Learner's Book Resource Pack		

Project planning table (continued)

Grade 9 EMS

TERM 3					
ACTIVITY	**DESCRIPTION**	**CAPS ALIGNMENT**	**RESOURCES**	**ENRICHMENT ACTIVITIES**	**ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS**
15.	Groups ask for final feedback from parents, teachers or community members - is the product viable?	SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.	Learner's Book Resource Pack		
16.	Groups pep up their presentation with MADD-space elements. Music, Art, Drama, Dance		Learner's Book Resource Pack		
17.	Groups present their business idea, prototype and business plan to a panel of judges (Dragon's Den format)				English HL: Presentation/oral
18.	Learners reflect on what they have learnt		Learner's Book		

PART 1 INQUIRY-BASED LEARNING

Driving question: Could I be entrepreneurial? Could I become an entrepreneur?

STEP 1: Prior knowledge

Thinking and sharing what you already know

Purpose of this step: Learner reflects on and shares own knowledge, experiences and perspectives (stimulating prior knowledge and evaluating baseline knowledge) about the burning issues:

- *Who am I and where am I going?*
- *What is an **entrepreneur**; how do I start a business and how do I get funding?*
- *Am I **"entrepreneurial"** in the broader sense of the word?*
- *What is an **INTRApreneur** and could I become one?*

1.1 Learners use the circle map on ***Worksheet 1*** to input their current knowledge/answers to the questions above. (We will revisit this circle map at the end of the Inquiry-based stage to add in all the NEW knowledge they have learned.)

1.2 Learners start with the tree map on ***Worksheet 2***:
Label the top of the tree map with *My future* and the next layer of 3 branches with *My business (Entrepreneurship), My job (Employee), My further Education*. Ask each learner to take their time, to think deeply, and add at least 3 options to each branch. These are things they would like to do, e.g. Employee – Dress maker, Designer, Fashion model. Or Education – Bookkeeping, Teaching, Sciences. Please see memo at the back of the book.

1.3 Ask if learners would like to discuss their choices with their group or in pairs. Never discourage any choices. If they made them, they have considered it and probably have the latent talent, skills or competencies and interest to pursue these ideas. Circulate among groups and make notes for possible one-on-one discussions.

1.4 If possible, ask learners to take an online aptitude test. (see Resources: 123test.com/Career Aptitude Tests). If not possible, please see Resource Pack for paper personality test. Any similar tests are perfect, the aim being that learners get to know themselves a bit better.

STEP 2: New knowledge

Build on what you already know and add new knowledge

Purpose of this step: Learner observes or takes part in something new that is an extension / expansion of prior knowledge and adds knowledge to the driving question.

2.1 Ask half of the class to research entrepreneurship (My business). They should interview local community entrepreneurs (or business owners) and get answers to the following questions on ***Worksheet 3*** (where they can also add their own questions):

- How and why did you start your business?
- Have you always been an entrepreneur?
- What are the qualities of a good entrepreneur?
- What if they don't have these qualities?
- What problem are you solving in our community?
- How did you decide on your business idea?
- What are the challenges of entrepreneurship?
- What are the advantages of being an entrepreneur?
- Do you have a message for future / starter entrepreneurs?

2.1 Ask the other half of the class to research INTRApreneurship. Please see resources made available at the end of the book. They should find a company where they can interview the owner/manager in regards to intrapreneurship in employees. Please answer the following questions (they can also add their own questions to the list):

- What is intrapreneurship?
- How is it different from entrepreneurship?
- Why is it important for companies to cultivate intrapreneurship? (3 or more reasons)
- What is an example of intrapreneurship?
- What type of companies welcome intrapreneurship?

Please note, if it is not possible to interview local businessmen / women, learners can listen to prerecorded interviews (Please see Resource Pack) or follow along with the transcriptions.

STEP 3: Order

Order and categorise your existing knowledge

Purpose of this step: To order and make sense of information and knowledge that emerged in *Knowledge* and *New knowledge* steps.

3.1 Learners who have done the entrepreneurship research pick a partner from the intrapreneurship research and they compare their results.

3.2 Learners complete the double bubble map on ***Worksheet 4*** with the outcomes. The double bubble map is an excellent tool for comparison. There are many similarities to entre- and intrapreneurship, but also many differences. Please see resources for a memo.

3.3 The point of this is develop entrepreneurial mindset in learners by observing that many of the same competencies are needed in life, not only in specific careers.

STEP 4: Apply

Apply your knowledge to your context (driving question)

Purpose of this step: To use knowledge to answer the driving questions... *Could I be entrepreneurial? Could I become an entrepreneur?*

4.1 Learners now play the Perfect Entrepreneur Game. Each learner chooses a partner. The teacher sets a timer for 2 minutes. Each gets an opportunity (for 2 minutes) to list as many of their skills, talents and competencies that would make them a perfect entrepreneur as fast as possible. The partner takes notes on ***Worksheet 5***. For the next 2-minute session, each learner lists their personal challenges (e.g. procrastinate) which would NOT make them a great entrepreneur. The partners make notes.

4.2 Ask for volunteers to come forward, or share in their groups and present each other's skills and competencies or challenges.

4.3 Start a discussion on why not all entrepreneurs are perfect, and why we need business partners or a team to make up for what we lack, in other words, why it is necessary to build a strong team.

4.4 Revisit Worksheet 1 (circle map) and ask learners to add more to this map. They can use a different colour pen or pencil to add in the NEW knowledge they have gained during this stage.

PART 2 PROBLEM-BASED LEARNING

STEP 5: Define

Ask lots of questions to help you define your problem

Purpose of this step: Push for clarity on the problem/questions.

5.1 Ask learners to come forward with problems in the community. Write these on a black/white board or on a big sheet of paper in front of the class. Collect as many problems as possible. They can be simple and they can be complex. Just keep going.

5.2 Now divide the class into groups of 8 students and ask them to choose a problem from the board and to come up with at least 5 solutions in their group. They use ***Worksheet 6*** for this purpose.

5.3 Ask the groups to choose a representative to come forward and present some of the solutions.

5.4 Now each group must come up with a burning question from their problem. E.g. How will we combat loneliness in our older residents in the community? Or How will we get clean drinking water to all the houses in our community?

STEP 6: Explore

Consider different points of view to help you understand more

Purpose of this step: Research phase – what do we need to answer the question/solve the problem?

6.1 To answer the burning question from Step 5, learners, in their respective groups, now need to come up with a business idea to answer the question, or a solution to the problem. The business idea must be feasible. Ask them to come forward with at least 5 business ideas to solve the problem. Park them for the time being in ***Worksheet 7***.
6.2 Play the Boat-making game. Please see the rules and resources for the Boat-making game in Resources. Learners play this game to discover the 8 business functions of a business.
6.3 After unpacking the game in Worksheet 8, ask groups to choose members for each of the business functions. They are: administration, purchasing, marketing, financing, public relations, human resources, production, general management, risk management.

STEP 7: Brainstorm

Brainstorm as many solutions to your problem as possible

Purpose of this step: Discuss and share possible solutions

7.1 Groups now brainstorm the many business ideas and come to a single conclusion. They must choose only one idea and may find that they change their business idea along the way. It should be an idea that excites them.
7.2 Learners could do a feasibility study (see Resource Pack). The business should be something that is feasible, doable (a product or service) and which they can see coming to fruition to solve a pressing problem or need.
7.3 The groups start on researching good business plans. Each member is responsible for his/her business function as part of the business plan. The general manager or finance manager initiates the discussion here.
7.4 Groups also start planning to present their initial business idea to their peer panel.
7.5 Each group also creates a simple rubric for a good business plan/presentation on ***Worksheet 9***.
7.6 They will need this if it is their turn to sit in on the peer panel.

STEP 8: Present

Present the point of view and options to an audience (practice run for Step 13)

Purpose of this step: Presenting the possible solutions for iteration/change

Please note: Integration of subjects possible here. English teacher might be able to use this step.

8.1 Each group presents their business plan to a peer panel. Each member presents his/her part (business function) of the plan.
8.2 The peer panel uses their rubric ***(Worksheet 9)*** to give positive feedback.
8.3 The peer panel asks questions to each person in turn about his business function, thus iterating learning in this regard.

PART 3 DESIGN-BASED LEARNING

Apply and make

STEP 9: Evaluate

Evaluate and select your best solution

Purpose of this step: Design the prototype, come up with an idea – redo /tweak etc. product or service

9.1 Groups evaluate the feedback they got from the peer panel; they decide whether the solution would be a product or service, and interrogate the best possible offering to the market.
9.2 They make changes to their business plan where necessary.
9.3 Discuss a swot-analysis with the learners. All the info is in the Resource list. Give time to each group to complete a SWOT analysis on their business idea on ***Worksheet 10***.

STEP 10: Prototype

Make the prototype of your best solution

Purpose of this step: Build or make the prototype based on the design.

10.1 Groups now discuss the making of a prototype product or service demonstration of their business plan. They do the planning/design on ***Worksheet 11***.
10.2 They appoint makers/creators and start work on their prototype for a final presentation of their business plan to real investors (but if not possible, a panel of parents/teachers with business background).

STEP 11: Feedback

Speak to experts or the community to get REAL feedback

Purpose of this step: To get expert feedback about possible improvements or design changes

11.1 Groups take their prototype product or service to members of the community, other teachers or family members for feedback. This step would be ideal for market research. Use ***Worksheet 12***.
11.2 Groups practice their presentation and do final changes on their business plan.
11.3 Open a discussion about Debtors and Creditors. Give learners time to listen to (if an audio recording can be played) or read the transcription of a bookkeeper explaining the difference to a small business owner.

Please note - Teachers must still cover the following outside of the project: *Consolidation of activities, recording of cash and credit transactions of a sole trader in the Subsidiary journals, Credit purchases: Accounting cycle, Effect of transactions on the accounting equation, Creditors Journal, Recording of payments to the Cash Payment Journal (CPJ), posting to the General Ledger and Creditors Ledger.*

STEP 12: Integration

Integration in The MADD Space – present your work using Music, Art, Drama, Dance

Purpose of this step: To iterate learning in a fun way.

12.1 Learners get some time to use MADD elements and add these to their presentation to make an impact. They can use a rap song or poetry to get their message over, or a song and dance as they walk up to the presentation. Anything that iterates their learning and adds an element of fun and entertainment.
12.2 Similarly, one could use this step to create and advertisement, jingle, poem or poster – anything that can be used to advertise their business.

STEP 13: Present

Public exhibition

Purpose of this step: present and celebrate the products

13.1 Groups present their business ideas and prototypes of products or services to real investors in Dragon's Den format.
13.2 Learners answer questions from the investors about their business idea.
13.3 On ***Worksheet 13***, learners reflect on their experience of the project.

Assessment rubric

GRADE 9 TERM 3 PROJECT RUBRIC	
CAPS alignment:	ENTREPRENEURSHIP: FUNCTIONS OF A BUSINESS Requisite pre-knowledge The different kind of business functions, administration, purchasing, marketing, financing, public relations, human resources, production, general management, risk management Role and importance of business functions ENTREPRENEURSHIP: BUSINESS PLAN Concepts, components and format of a business plan SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan FINANCIAL LITERACY: DEBTORS, CREDITORS Consolidation of activities, Recording of cash and credit transactions of a sole trader in the Subsidiary journals. Credit purchases: Accounting cycle, Effect of transactions on the accounting equation. Creditors Journal, Recording of payments to the Cash Payment Journal (CPJ), posting to the General Ledger and Creditors Ledger.

Assessment rubric (continued)

ITEM	EXCEED EXPECTATIONS (8-10)	MEETS EXPECTATIONS (6-7)	ADEQUATE (4-5)	NOT ACHIEVED (1-3)
Tree Map with Entrepreneurship, Employment and Education options	Creative imagining and coherent plan	Understands concept and applies it well	Understands concept, not sensible application	Does not understand concept and has no creative ideas
Double bubble map with new knowledge about entrepreneurship and intrapreneurship	Filled out full map with 3 similarities and 3 differences each	Filled out map with 2 similarities and 2 differences each	Filled out map with 1 similarity and 1 difference each	Could not map out the similarities and differences
Identifying problem that needs solving in the community, creative business ideas	Creative problem identification and very creative business solution	Fair problem identification and highly feasible business solution	Problem identification, reasonable business solution	Poor problem identification, unimaginative solution
Understanding the 8 business functions, it's role and importance	Understands role and importance, and can recall the 8 business functions	Understands role and importance and can recall 6 of the 8 business functions	Understands and can recall 4 to 5 of the 8 business functions	Does not understand the role and importance of business functions. Can hardly recall any.
Concepts, components and format of a good business plan	Well-researched the format of a good business plan and adapted business plan accordingly	Sufficient research on business plans and good application	Almost enough research on business plan format, application needs attention	Poor research done and application not up to standard
SWOT analysis on business plan	Creative SWOT analysis on own business idea	Commended SWOT analysis on own business idea	Fair SWOT analysis on own business idea	Poor SWOT analysis on own business idea
Physical presentation of business plan to investors	Excellent presentation of business idea, captured imagination of audience	Well prepared and presented business idea, kept audience interested	Fair presentation of business idea. Audience lost interest at times	Poor presentation of business idea. Lost audience during presentation
Consolidation of activities, Recording of cash and credit transactions of a sole trader in the Subsidiary journals	Understands the concepts very well and can apply to imagined scenarios	Understands the concepts well and can apply to imagined scenarios	Have a fair idea of the concepts and can apply some of it to imagined scenarios	Doesn't have a grasp of the basic concepts and/or application to imagined scenarios unsatisfactory
Credit purchases: Accounting cycle, Effect of transactions on the accounting equation	Understands the concepts very well and can apply to imagined scenarios	Understands the concepts well and can apply to imagined scenarios	Have a fair idea of the concepts and can apply some of it to imagined scenarios	Doesn't have a grasp of the basic concepts and/or application to imagined scenarios unsatisfactory
Creditors Journal, Recording of payments to the Cash Payment Journal (CPJ), posting to the General Ledger and Creditors Ledger.	Understands the concepts very well and can apply to imagined scenarios	Understands the concepts well and can apply to imagined scenarios	Have a fair idea of the concepts and can apply some of it to imagined scenarios	Doesn't have a grasp of the basic concepts and/or application to imagined scenarios unsatisfactory
			TOTAL	**/100**