

# EXEMPLAR 3

## B

usiness plan proposal with a poster

### LESSON PLAN CONTENT

Drawing on a circular/green economy example

The Grade 9 EMS curriculum, as well as Business Studies, and many enterprise development courses, require learners to come up with a business plan. This exemplar encourages educators to consider stimulating learners to address environmental issues and develop green economy ideas as a business plan. Draw on Modules 1 and 2 for content ideas.

### Problem/s

Identify the problem/s that you wish to respond to

**Examples:** Local pollution, global climate change, drought, hunger, poverty, unemployment, boredom / nothing to do, cruelty to animals, soil erosion, elderly people without transport to pick up their medicines or grants, traffic accidents, wildlife poaching, loss of indigenous knowledge ...

Which SDGs does this issue link to?

Is it social, economic, environmental in nature, or interconnected?

#### What can be done to solve or reduce this problem?

What can you do to solve or reduce this social-environmental problem?

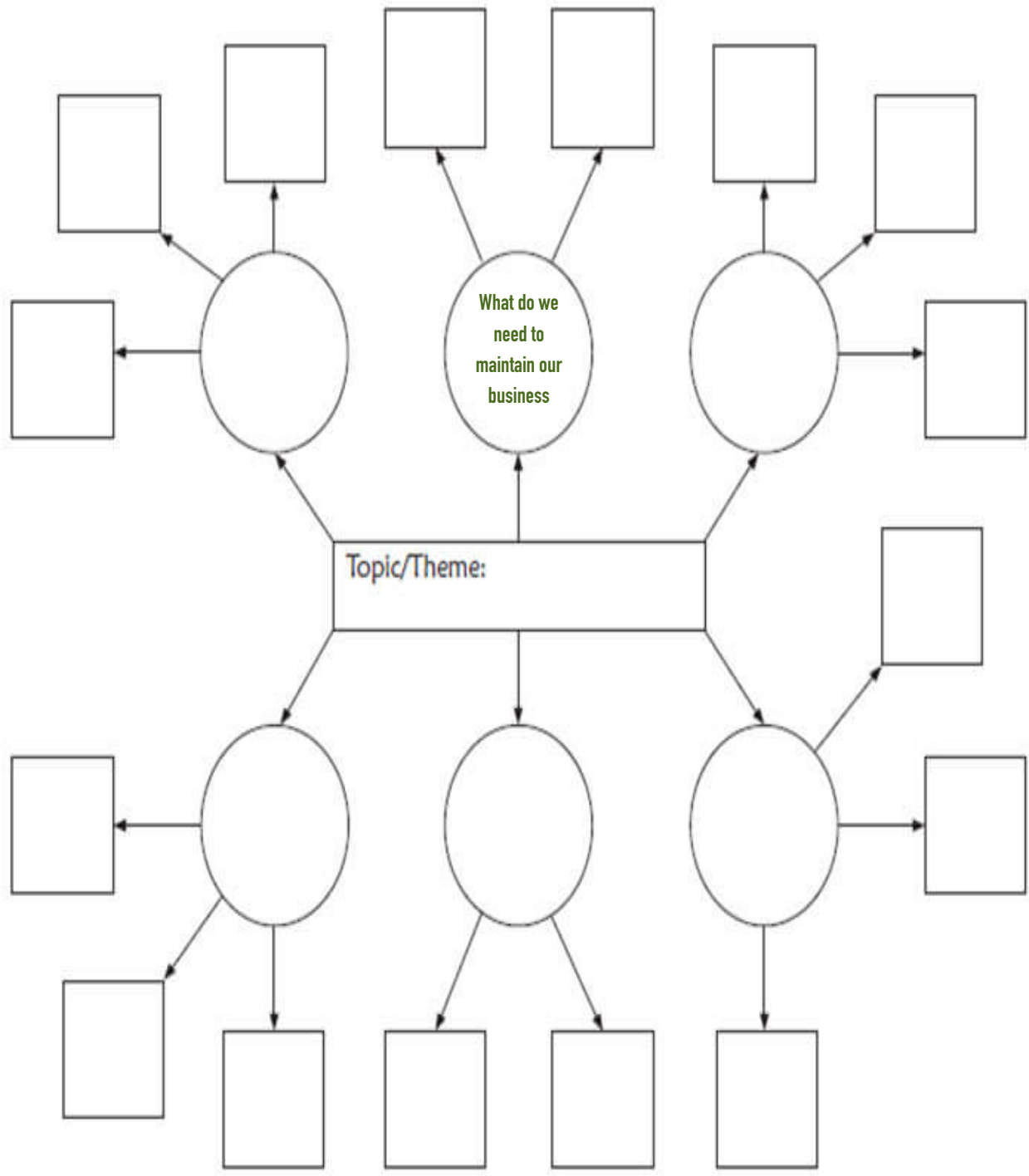
How can you make money out of this plan, i.e. *how is it a business?*

#### What do you need to start this business?

- What do you need to maintain this business?
- Where can you find what you need? (e.g. start-up cash, loan, knowledge, premises, partners, customers)
- What (contextual) factors will support your business? How do you plan to use them? Note that while many business courses encourage entrepreneurs to compete with others, most businesses cannot start without cooperation, drawing on networks and forming partnerships. This should therefore be a very important aspect of the business plan.
- What factors could work against your business? How do you plan to reduce their impact?
- How will your business help the environment? How will it help to reduce waste?

- Show your planned budget for starting your business.
- Write up your business plan in a document (2) summarise it on an eye catching poster, or record a presentation on a phone or tablet.

**Brainstorm below**



**How to teach this lesson and assess the learning: In each example demonstrate (aspects of) the 5 T's 'active learning' model as well as the assessment tasks.**

<b>TASK</b>	<b>ASSESSMENT (MARK / COMMENT / BOTH)</b>	<b>CRITERIA (TEACHER TO ADD TO OR DEDUCT FROM THESE DEPENDING ON OWN CAPS CONTEXT AT THE TIME)</b>
1. Problem Identified		<p>Is this a real problem in the learner's context?</p> <p>Was lesson content or given materials used to better understand the problem?</p> <p>Was further research done to identify and/or better understand the problem? (e.g. interviewing elders or reading up about it)</p> <p>Are the social aspects of the problem clear?</p> <p>Are the environmental aspects of the problem clear?</p>
2. Solution proposed		<p>Is this a practical, interesting or creative solution proposed by the learner?</p> <p>Is the solution linked to the problem?</p> <p>Are the social aspects of the problem addressed by the solution?</p> <p>Are the environmental aspects of the problem addressed by the solution?</p>
3. Planning		<p>Is there evidence that the learner has carefully planned the activity?</p> <p>Did the learner think through the practical aspects of starting and maintaining a business?</p> <p>Were the financial aspects planned for?</p> <p>Did the learner(s) manage their time well in coming up with the business plan/proposition?</p>
4. Presentation		<p>Is the presentation / poster clear and easy to follow?</p> <p>Is the presentation / poster interesting/creative?</p> <p>Is the presentation / poster carefully produced with attention to detail, professional?</p> <p>Degree of independence / group work / identifying help needed for execution</p>
5. Environmental considerations		<p>Has the learner giving attention to the environmental aspects of running the business?</p> <p>Resources like water and electricity, pollution or waste produced or avoided, etc.</p> <p>Would the environment be better off or worse off if this business was established?</p>

6. Financial Planning		<p>Is there evidence that the learner carefully budgeted for the project/activity?</p> <p>Does the learner understand the basics of budgeting?</p> <p>What is the range of items included in the budget (e.g. materials, electricity, water, distribution, cleaning up, etc)</p>
7. Reflections / Evaluation		<p>Did the learner reflect thoroughly on ..</p> <p>Why the project would be worth doing as a business activity, or not?</p> <p>How clear and professional their poster or presentation was</p> <p>What they have learnt and how they would do it differently next time?</p>