

# Young Entrepreneurs



## Key Learning Areas & Outcomes

### Maths

MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems  
 MA2-5NA uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers  
 MA2-9MG measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres, and measures, compares and records temperatures  
 MA2-11MG measures, records, compares and estimates volumes and capacities using litres, millilitres and cubic centimetres  
 MA2-18SP selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs  
 MA2-19SP describes and compares chance events in social and experimental contexts

### Science and Technology

ST2-2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity  
 ST2-7MW-T investigates the suitability of natural and processed materials for a range of purposes

### English

EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community  
 EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational  
 EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts  
 EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own  
 EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning

## Community & Real-World Connections:

School P&C  
 Local Business

## Driving question

How can we as entrepreneurs, create a product to sell at this year's carnival?

## Project Description

Students investigated how they could develop a product, that other students would want to buy, and make a profit at a stall for Carnivale (school fair). Students first surveyed their target audience about their various ideas of products, worked within a budget, priced their items, marketed their stalls and created their products. Students then worked as a class to develop rosters for who would man the stalls and at what time during Carnivale night. After Carnivale, students needed to complete a financial report and determine how much profit they had made.

## Final Product/s

Students bought a stall space from the school at Carnivale and sold their products on the night. Student products included; stress balls, pet rocks, door signs and friendship bracelets.

## Need to knows...

- What does it mean to be an entrepreneur?
- What would people want to buy?
- What types of qualities make a product undesirable to buy?
- What is an appropriate cost for each item?
- What materials are suitable?
- Does our product need age limit eg. not suitable for children under 3?
- What is the timeline?
- How will the stall be set up?
- How will we ensure the product gets sold?
- Who do we need to consult with to buy a stall at Carnivale?

# Bringing the Project to Life

## Consider the context:

- What are your target audiences' interests?
- How will you help students to produce a quality product?
- How will operate the stall at Carnivale after school?
- How will students determine how many products they will need for the stall?
- Who might serve as experts for this project? How might you leverage their expertise?
- How will student obtain the materials to make their product?
- What is an unsuitable product for the Carnivale stalls?
- How will the students structure their surveys so they are informative?

## Consider the students:

- How will you ensure students get kind, helpful and specific feedback that they can respond to?
- How can students express their individual creativity and problems solving during their learning?
- Will all students be able to communicate with customers at the stall? How will they be supported?
- How will groups be formed and structured?

## Consider the content and skills:

- What strategies do you have to support effective collaboration?
- Is there prior knowledge students should be aware of before creating pricing per item?
- How and where might specific content and/or skills be teacher-led?
- What supports will your students need as they plan, draft and revise their products and stall campaigns?
- What will students produce as an individual and as a group?
- What types of exemplars could you show students for their financial report?

