

Phases of the PPPP Learning Process targeted:

Reflection and review











Activity title	Evaluation of Entrepreneurial Strategies						
Overview	Students reflect on a completed entrepreneurial project using the Reflecting on My Project Process graphic organizer.						
① Duration	30 Materials Reflecting			on My Proje	ect Process	graphic organiz	zer
ICT	None required						
Grouping •		ndividual 🕴 🛉 pairs		🕴 🕴 small group		small groups	∤∱† whole class
Teaching	Teaching whole class		# # # sn	mall groups # † pairs		rs .	† individual
Artifacts A completed Reflecting on My Project Process graphic organizer; a reflection on a completed entrepreneurial project							
Links with	the E	ntreprene	<i>urship</i> pro	gram			
Competencies Competency 1 Determines his/her suitabili			ity for entrepreneurship Competenc		y 2 an entrepreneurial project		
Key Features Looks critically at his/her en			trepreneurial profile Evaluates the project		e project		
EN Program Content (QEP: pp. 22-25)							
EN qualitie	EN qualities						
Strategie	Communication			Exploration		Co	nflict-management
	Taking advantage of the exchange of ideas						
	Problem-solving			Metacognitive			cision-making
			Taking time for personal reflection		ersonal		

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Evaluation Crite	ria (Updated framework	for the evaluation of learning)		
* For feedback purpose the student's report car	es, not to be considered in d mark.	Information clarifying the criteria		
Proficiency of subject-specific knowledge targeted in the program content (QEP)*				
Relevant planning				
Effective implementation of an entrepreneurial project				
Relevant reflection				
Evaluation tools	checklist	<u>observation</u>	reflection	
	peer evaluation	self-evaluation	graphic organizer	

and successes

things, if necessary

Taking account of his/her errors

Modifying his/her way of doing

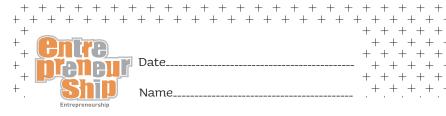
Reviewing the strategies used

Discussing his/her experiences with classmates

Knowledge



_	Entre	openeurship		
		Process		
		Role of teacher	Role of student(s)	
	Before	Ensure that students have completed a project. OR Students may be part way through a project and reflection will serve as an adjustment of their practices.	Students will need to have completed an entrepreneurial project. OR Students may be part way through a project and the reflection will serve as an adjustment of their practices.	
	1	Explain the importance of reflecting on any project, task or job. Address the benefits of reflection; as a means of determining whether goals have been met, in order to improve future activities, for personal and professional growth, to make visible the invisible thinking processes and decisions that took place during a project, etc.	Students ask questions and for clarification as needed.	
	2	Ask students to individually reflect on their completed entrepreneurial project. Ask them to think about what they hoped to achieve when they began the project. What were their goals? What worked well for them during the project? What did not work for them and what did they do to overcome their difficulties? And finally, ask them to consider what they learned from this process. It may be that they would rather work behind the scenes. It may be that they really enjoyed talking to key people.	Students will individually reflect on their exploration process and progress, and on the strategies they used to initiate, sustain and deliver the project. They can consider their goals, successes, difficulties, modifications, what they learned from their career exploration, and their accomplishments overall. They can discuss their thoughts in their project groups or in new randomly formed groups to further their understanding of the successes and difficulties encountered in a variety of situations.	
	3	Introduce students to the Reflecting on My Project Progress graphic organizer. Explain to them that using a graphic organizer is just one method of reflection. They may have used a video diary, a journal entry, or other method.	Students will individually complete the Reflecting on My Project Progress graphic organizer as a means of critically evaluating their entrepreneurial experience.	
	4	Have students present the results of their Reflecting on My Project Progress graphic organizer to their project group for feedback.	Students will share their completed graphic organizer with their project group members and invite questions. They will compare and contrast the experiences of other members of their group with their own.	
	5	Ask students to look at the last section of the graphic organizer and consider how they intend to develop other qualities they have chosen to target.	Students reflect on the qualities they would like to develop and how they could go about doing this. For future reference, they date and record their thoughts in their journal, notebook, appropriate recording tool or the graphic organizer itself.	
	Follow-up	This graphic organizer can be use at the end of the next entrepreneurial project as a means of determining whether students have made adjustments to their entrepreneurial project process and shown overall competency development.	Students can revisit this graphic organizer as they begin their next entrepreneurial project. They will use it as reminder of their successes and difficulties so that they can make adjustments.	





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Reflecting on My Project Process

Determines his/her entrepreneurial profile

Project description

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The strategy or resource was ▼	These are the steps I followed to carry out this strategy or use this resource ▼
Where did I run into problems? What changes did I make? ▲	What would I do differently to carry out my next project? A
What qualities did I demonstrate? What are some	e other qualities that I can develop? ▼
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