



Phases of the PPPP Learning Process targeted:



Activity title	Identifying Community Needs			
Overview	Students will begin to identify and understand the idea of community and of community needs. This is important, as the goal of the Entrepreneurship course is to identify and meet needs within the <i>community</i> . Students will also identify which communities they feel they belong to and what needs these communities face. Finally, students will narrow down the community needs they are interested in addressing and prioritize them in order of personal interest.			
Duration	45 min	Materials	<i>My Communities</i> activity sheet, <i>Identifying Community Needs</i> activity sheet, <i>Identifying the Real Needs of Your Community</i> activity sheet, dictionary	
ICT	None required			
Grouping	individual	pairs	small groups	whole class
Teaching	whole class	small groups	pairs	individual
Artifacts	Community needs identity activity sheets, community needs class reference tool			

Links with the *Entrepreneurship* program


Competencies	Competency 1 Determines his/her suitability for entrepreneurship	Competency 2 Implements an entrepreneurial project
Key Features		Chooses an entrepreneurial project

EN Program Content (QEP: pp. 22-25)

EN qualities	Initiative, Solidarity		
Strategies	Communication	Exploration	Conflict-management
	Taking advantage of the exchange of ideas	Using brainstorming	
	Problem-solving	Metacognitive	Decision-making
		Taking time for personal reflection Setting personal objectives	Determining the context
	Reflection and review		
Knowledge	Need		

Evaluation Criteria (Updated framework for the evaluation of learning)

* For feedback purposes, not to be considered in the student's report card 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	observation	reflection
	peer evaluation	self-evaluation	activity sheets

 Process		
	Role of teacher	Role of student(s)
Before	Prepare a list of the communities you feel you belong to as a means of modeling the activity, e.g. member of the school community; member of the School Board community; member of the QPAT provincial community.	
1	Introduce the idea of community. Have students brainstorm, as a class, the meaning of the term <i>community</i> . Record the results (chart paper, digitally, whiteboard) to use as a reference tool. Have the students define the term using a dictionary (online or physical).	Students will, as a class, brainstorm the meaning of the term <i>community</i> .
2	Hand out My Communities activity sheet. Have students define and share their personal definition of community.	Using a dictionary, students will define the term <i>community</i> . They will use that information as they create a personal definition of the term <i>community</i> and record it on the My Communities activity sheet.
3	Talk about how each of us identifies with different communities: Family, Neighborhood, Team, School, Town/City, Ethnic or Religious Groups, Interest Group (SPCA), Provincial Identity (Quebecer), National Identity (Canadian), Global Identity or Interest Groups.	Students contribute to the discussion.
4	Introduce the idea of needs. Have students brainstorm, as a class, the meaning of the term <i>need</i> . Record the results (chart paper, digitally, whiteboard) to use as a reference tool. Have the students define the term using a dictionary (online or physical). Have students personally define the term <i>need</i> on the My Communities activity sheet.	Students will, as a class, brainstorm the meaning of the term <i>need</i> . Using a dictionary, they will define the term <i>need</i> . They will use that information as they create a personal definition of the term <i>need</i> and record it on the My Communities activity sheet.
5	Have students identify the communities they feel they belong to on the My Communities activity sheet. Instruct them to start with the smallest community and to end with the largest, e.g. My family is a small community; My fellow environmentalists would be a global community.	Students will identify the communities they feel they belong to on the My Communities activity sheet. They will start with the smallest community and end with the largest.

6	<p>Now that students can identify their communities, provide them with the Identifying Community Needs activity sheet. Have the students identify community needs at school, in their local community, their provincial community, their national community and their global community.</p>	<p>Students will identify community needs at school, in their local community, their provincial community, their national community and their global community.</p>
7	<p>Have students share their community needs with the class. Create a chart of community needs for each category (school, local, etc.) to use as a classroom reference tool.</p>	<p>Students will share their community needs with the class as they create a class reference tool that addresses various needs at each community category.</p>
8	<p>Provide the students time to reflect on the different community needs they have addressed. Hand out the Identifying the Real Needs of Your Community activity sheet and instruct each student to narrow their list of community needs they would like to address to a top three.</p>	<p>Referring to the community needs class reference tool, students will select their top three community needs that they would like to address in an entrepreneurial project. They will enter these on the Identifying the Real Needs of Your Community activity sheet. They will prioritize and justify their choices.</p>
9	<p>Give the students an opportunity to informally share their top three community needs with their classmates. This will allow them a chance to identify those with similar interests. Remind them that this is an opportunity to talk to their classmates about forming groups based on similar interests.</p>	<p>Students will share their top three choices informally with their classmates, allowing them a chance to identify those with similar interests and to talk about forming entrepreneurial groups.</p>
10	<p>Remind students that groups are formed on more than just personal interests. They must also consider what entrepreneurial qualities each person brings to the group and if that group can be successful.</p>	
Follow-up	<p>In future projects, students can revise the reference tools used in this activity. Needs of various communities and students' priorities may change over time.</p>	

Name: _____

Date: _____

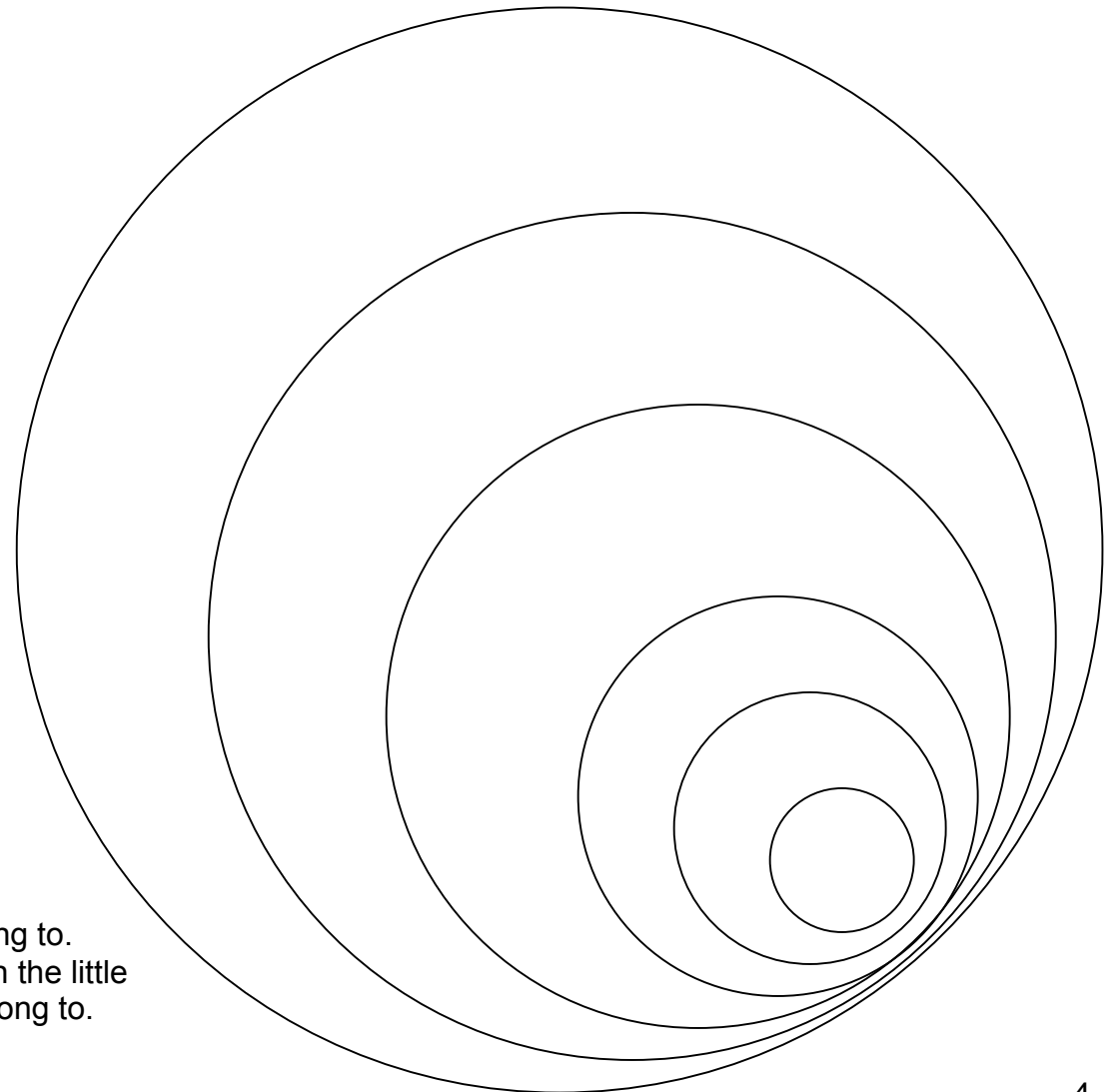


My Communities

1. What is a community?

2. What is a need?

3. Identify some of the communities that you belong to. Start with the smallest community you belong to in the little circle and end with the largest community you belong to.

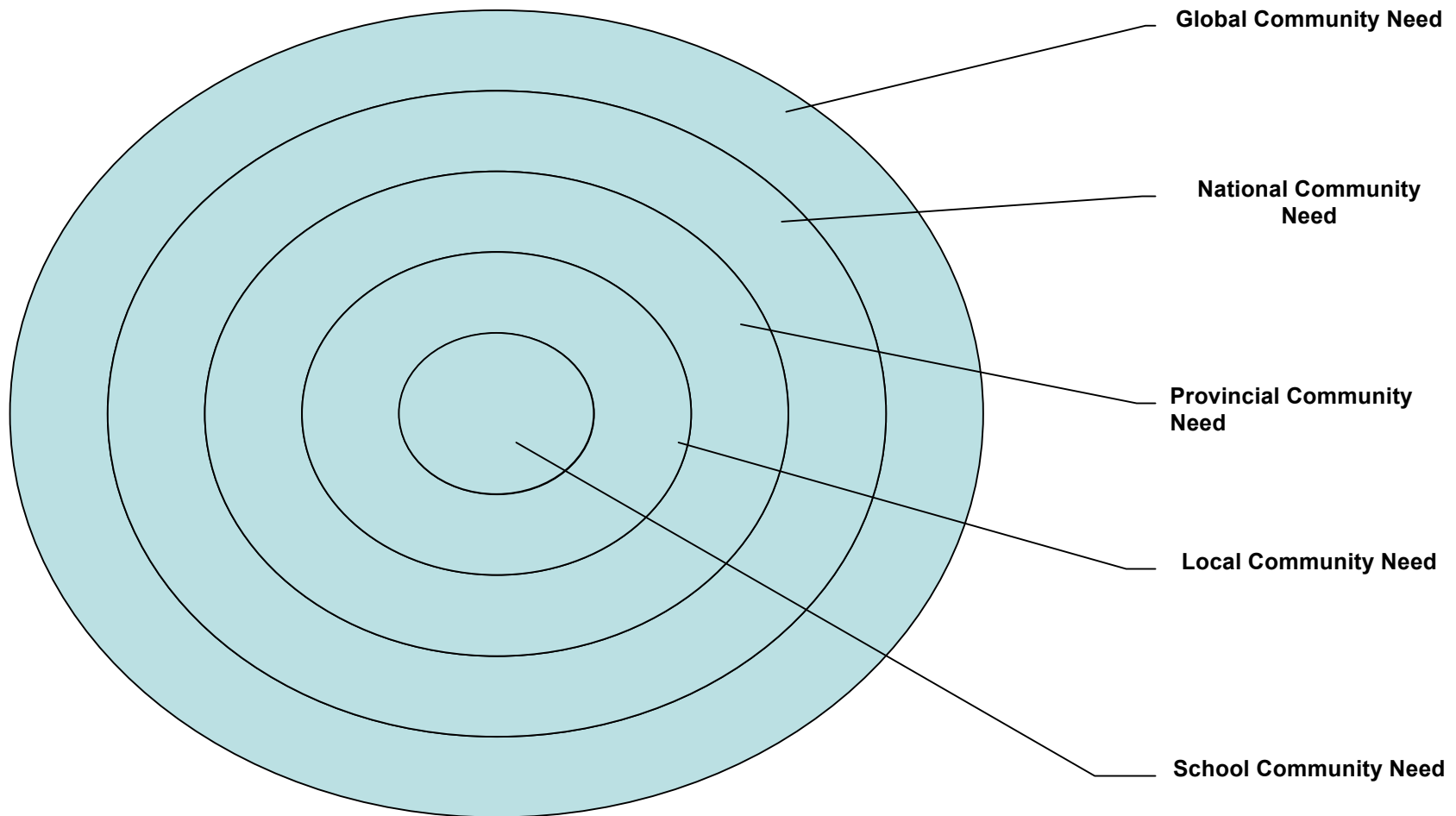


Name: _____

Date: _____

Identifying Community Needs

Using the diagram below, begin identifying some of the needs that exist in your community at school, locally, provincially, nationally and globally. Be prepared to share your results with your classmates.



Name: _____

Date: _____



Identifying the Real Needs of Your Community

Of all the needs the class has identified, list the three you would like to address, in order of priority. Why?

Need #1	<i>Why did you select this need?</i>
Need # 2	<i>Why did you select this need?</i>
Need #3	<i>Why did you select this need?</i>