VCE Vocational Major

**Unit 3 Respectful and Ethical Entreperneurs**

Integrated Curriculum

Support Material

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# **Step 1- Ideas**

*"I never dreamed about success. I worked for it."*

[Estée Lauder](https://www.workspace.co.uk/content-hub/entrepreneurs/20-inspirational-quotes-from-the-world-s-top-entre)

*“The only way you are going to have success is to have lots of failures first.”*

[Sergey Brin, co-founder, Google](https://www.linkedin.com/pulse/50-inspirational-quotes-entrepreneurs-david-smith)

Watch the following videos below by clicking on the image:

[](https://youtu.be/h-KHWUq3B7I)

**Video Link:** <https://youtu.be/RO4abBz6W7M?si=Y9fiwTrwzbQWzHp0>

[](https://youtu.be/4mjRM7sbhFk)

**Video Link:** <https://youtu.be/4mjRM7sbhFk?si=VkVlSQeSVp8WND0o>

|  |
| --- |
| Task Checklist |
| |  |  |  | | --- | --- | --- | |  | A green and orange puzzle piece with a person standing on it  Description automatically generated | A group of people with arrows  Description automatically generated | | **Group work** | **Individual work** | **Peer work** |   Students will complete the following for Step 1- Ideas.  Step.1 Activity 1.1 Group brainstorm and discussion notes  Step.1 Activity 1.1 Brainstorm and discussion notes  A green and orange puzzle piece with a person standing on it  Description automatically generated Step.1 Activity 1.2 Shark Tank clips Table  A green and orange puzzle piece with a person standing on it  Description automatically generated Step.1 Activity 1.3 Local business research and site visits x 3 table  Step.1 Activity 1.4 Business proposal pitch techniques summary  Step.1 Activity 1.5 Business one-pager analysis  Step.1 Activity 1.6 Evaluation of business proposal/pitch modes and justification paragraph  Step.1 Activity 1.7 Working as an effective team looks like, feels like, sounds like table |

|  |
| --- |
| Key vocabulary (you need to know) |
| [**Respectful-**](https://www.dictionary.com/browse/respectful) full of, characterized by, or showing politeness or deference  [**Entrepreneur-**](https://www.dictionary.com/browse/entrepreneur) a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.  [**Ethical**](https://www.dictionary.com/browse/ethical)**-** pertaining to or dealing with morals or the principles of morality; pertaining to right and wrong in conduct.  [**Social awareness**-](https://study.com/academy/lesson/social-awareness-definition-example-theories.html) is to empathetically consider the perspectives of those around a person and apply that knowledge to guide an individual's choice of words and actions within a specific social situation.  [**Interpersonal skills-** are](https://www.investopedia.com/terms/i/interpersonal-skills.asp) the behaviors and tactics a person uses to interact with others effectively.  [**Concept-**](https://dictionary.cambridge.org/dictionary/english/concept) A principal or idea.  [**Issue-**](https://dictionary.cambridge.org/us/dictionary/english/issue) a [subject](https://dictionary.cambridge.org/us/dictionary/english/subject) or [problem](https://dictionary.cambridge.org/us/dictionary/english/problem) that [people](https://dictionary.cambridge.org/us/dictionary/english/people) are [thinking](https://dictionary.cambridge.org/us/dictionary/english/thinking) and [talking](https://dictionary.cambridge.org/us/dictionary/english/talk) about.  [**Emotional:**](https://www.dictionary.com/browse/emotional) subject to or easily affected by [emotion](https://www.dictionary.com/browse/emotion).  [**Social:**](https://www.dictionary.com/browse/social) relating to, devoted to, or characterised by friendly companionship or relations.  [**Cultural**:](https://www.dictionary.com/browse/Cultural) of or relating to [culture](https://www.dictionary.com/browse/culture) or cultivation.  [**Economic:**](https://www.dictionary.com/browse/Economic)pertaining to the production, distribution, and use of income, wealth, and commodities.  [**Environmental:**](https://www.dictionary.com/browse/Environmental)of or relating to the totality of things, conditions, influences, cultural forces, etc., that surround and shape the life of a person or a population. |

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated For the Unit 3 Respectful and Ethical Entrepreneurs project you will be required to work in a pair or small group to develop, implement and review a business idea/product.You will be selling this product at the VPC and VCE VM makers market. Include date/event details here so students are aware of what they are working towards.This may be an ongoing shop/stall/market ect. You may like to use funds to put back into the group/class business or donate to a cause of their choice.

A group of people in a room

Description automatically generated **Teacher Advice:** Students should be provided an overview of the whole project before starting the project step activities. Students should be aware that they will be developing, implementing and executing a business idea or product. Students should be given time to think about who they would like to work with and have that agreed upon in consultation with the teacher before beginning Step. 1 Activity 1.4.

## Step 1- Activity 1.1 Brainstorm and discussion notes

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Description automatically generatedA group of people with a gear above them

Description automatically generated **Part 1:** In consultation with your teacher, brainstorm some local businesses to visit that you think may have been developed in response to an issue. Use the following issue categories for your brainstorm: cultural, social, environmental and economic. Some may fall into more than one category.

You can do this brainstorm as a class together or in small table groups on butcher's paper. Take a picture and insert evidence of your collective ideas below.

|  |
| --- |
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A group of people with a gear above them

Description automatically generated **Part 2:** From the brainstorm session discuss which businesses you want to visit and provide explanations for why you have chosen these businesses.

|  |
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A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated A group of people with a gear above them

Description automatically generated **Part 3:** As a class identify the top 3 businesses from each category you have discussed and agreed upon as being important to visit.

Each student will be provided with 3 sticky notes in total. On the 3 sticky notes there will be one number of 3, 2 and 1. Each student gets to put their sticky note against the businesses they want to visit. For example the business the student wants to visit the most gets 3 points, the second business you want to visit gets 2 points and the third business you want to visit gets 1 point.

The 3 businesses with the most votes will be the businesses that the class/cohort will go to and visit in person.

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1 Activity 1.1- Brainstorm and discussion notes  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning**: You have attempted to engage in some aspects of the brainstorm. To bump it up, participate and contribute to all sections of the brainstorm and business selection activities. | **Consolidating:** You have attempted to engage in some aspects of the brainstorm and identify which businesses to visit. To bump it up, participate and contribute to all sections of the brainstorm and business selection activities. | **Achieving:** You have engaged in all aspects of the brainstorm and identified which businesses to visit. To bump it up, try to expand your reasons as to why you want to visit specific businesses | **Excelling:** You have been highly engaged in all aspects of the brainstorm and identified which businesses to visit. Your reasons for why you wanted to visit specific businesses were detailed. Excellent work. |
| Teacher Comment: | | | | |

## Step 1- Activity 1.2 Shark Tank

**[](https://www.youtube.com/channel/UCmdI-Y9DGqIUzVXGZ-o1pOQ)**

**Video Link:**  [Shark Tank Australia (youtube.com)](https://www.youtube.com/channel/UCmdI-Y9DGqIUzVXGZ-o1pOQ)

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Description automatically generatedA green and orange puzzle piece with a person standing on it

Description automatically generated**Part 1**: **Shark Tank-** Individually or as a group watch the following Shark Tank Australia Youtube videos:

**Video 1:** [This 17 Year old is a business powerhouse!](https://youtu.be/SVY4YxO9d4s)

**Video 2:** [The BIGGEST Deal in Shark Tank’s History- Shark Tank Australia](https://youtu.be/TOl1_W4cpc8)

**Part 1.1**: Then search two other shark tank clips that you are interested in. As you watch the clips take notes for each in the table below:

A green and orange puzzle piece with a person standing on it

Description automatically generated A purple icon with check marks

Description automatically generated As you watch the clips take notes for Shark Tank clip in the four tables below.

|  |  |
| --- | --- |
| **Video name** | **The 17 year old is a business power house!** |
| **List any words you don’t know.** |  |
| **Presentation style observation- Oral presentation, body language, content and information provided.**  **Give your own opinion on their pitch.** |  |
| **Positives from their pitch.** |  |
| **Negatives or areas of improvement from their pitch.** |  |

|  |  |
| --- | --- |
| **Video name** | **The Biggest Deal in Shark Tank’s History.** |
| **List any words you don’t know.** |  |
| **Presentation style observation- Oral presentation, body language, content and information provided.**  **Give your own opinion on their pitch.** |  |
| **Positives** from their pitch. |  |
| **Negatives or areas of improvement** from their pitch. |  |

|  |  |
| --- | --- |
| **Video name** |  |
| **List any words you don’t know.** |  |
| **Presentation style observation- Oral presentation, body language, content and information provided.**  **Give your own opinion on their pitch.** |  |
| **Positives from their pitch.** |  |
| **Negatives or areas of improvement from their pitch.** |  |

|  |  |
| --- | --- |
| **Video name** |  |
| **List any words you don’t know.** |  |
| **Presentation style observation- Oral presentation, body language, content and information provided.**  **Give your own opinion on their pitch.** |  |
| **Positives from their pitch.** |  |
| **Negatives or areas of improvement from their pitch.** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1 Activity 1.2- 4 Shark Tank video notes tables.  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** You  have attempted to make some notes for the provided Shark Tank clips. You have tried to complete aspects of the table for some of the sections. To bump it up- complete all sections required with basic responses. | **Consolidating**: You have demonstrated that you have watched the shark tank clips provided and selected two of your own. You have been able to provide minimal information for each section provided.To bump up your response add in more details to your responses in each section of the table | **Achieving:** You have demonstrated that you have watched the shark tank clips provided and selected two of your own. You have been able to provide some detailed information for each section.To bump up your response add in more details to your responses in each section of the table. | **Excelling:** You have demonstrated that you have watched the shark tank clips provided and selected two of your own. You have been able to provide a detailed response for each section.You have made some reference to persuasive techniques used to position the audience. |
| Teacher Comment: | | | | |

## Step 1- Activity 1.3 Local Business research and site visits

A group of people in a room

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Description automatically generated **Teacher advice:** This task is ongoing over the period of time that your business visits occur. Students can continue on to the other activities in Step 1 as needed in between visits. Students should not continue on to Step 2 activities until Step 1 is fully completed. It is highly recommended to nominate one person from the group to take one copy of business promotional materials to make a class bank of materials to review instead of students taking one each. This will ensure all students have access to the materials and you can make photocopies back at school. Marketing materials cost businesses money so you want to make sure that the visit is a positive experience for both the business and the students.

A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1 Local Business Visits:** In **Step 1** **Activity 1.1 Brainstorm and discussion** **notes** your class/cohort identified 3 local businesses to visit. Complete the **before** business visit section for each of the three businesses in the template below.

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Description automatically generated **Part 2:** Review what needs to be done or collected in the **during section** prior to the business visit.   
A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 3:** After each site visit actively participate in a class discussion debrief and then complete the **post business visit section** for the relevant business.

**Business Site Visit 1:** A purple icon with check marks

Description automatically generatedAdd the business name here.

|  |
| --- |
| Before business visit |
| A purple icon with check marks  Description automatically generated **Business research:**  What do you already know about the business?  What information can you find out about the business online and via social media platforms?  Do you think the business has been developed in response to address and issue? If so, example what and how.  How does the business provide information about what they do or what they sell to the public? E.g. social media posts, tiktok, instagram, facebook, flyers, advertising.  Create 3-5 questions to ask the business owner about their business. These should be checked off by your teacher before the visit to the business.  1.  2.  3.  4.  5. |
| **During business visit** |
| A purple icon with check marks  Description automatically generated **Date:**  **Business Visit participation:** Add picture of you at the location.    From your prepared questions, which ones were you able to ask? What were the answers?  What leadership skills and qualities did the owner or employer say that it takes to run a business?  Is the business underpinned by any ethical values or guiding principles? If so, what are they and why are they important?  Was there any promotional/informational material that a customer could take away from the business? Eg. Flyers, brochures, business cards, QR codes. What is your opinion of these materials? Explain why.  **Any other notes or important information shared:** |
| **Post business visit** |
| A purple icon with check marks  Description automatically generated From the business site visit what was one positive and one negative on the business explanation or pitch you were provided with? Think back to the shark tank clips if you need something to compare too.  Did you learn or see any tips that you want to apply in your own business proposal or pitch?  How do you think these leadership qualities and skills the business owner/employer identified as being important could relate to your own business project? Are there any areas that you may need to grow in before putting these into action?  What was your main takeaway from the business visit? |

**Business Site Visit 2:** A purple icon with check marks

Description automatically generatedAdd the business name here.

|  |
| --- |
| **Before business visit** |
| A purple icon with check marks  Description automatically generated **Business research:**  What do you already know about the business?    What information can you find out about the business online and via social media platforms?    Do you think the business has been developed in response to address and issue? If so, example what and how.    How does the business provide information about what they do or what they sell to the public? E.g. social media posts, tiktok, instagram, facebook, flyers, advertising.    Create 3-5 questions to ask the business owner about their business. These should be checked off by your teacher before the visit to the business.  1.  2.  3.  4.  5. |
| **During business visit** |
| A purple icon with check marks  Description automatically generated **Date:**    **Business Visit participation:**  Add picture of you at the location.    From your prepared questions, which ones were you able to ask? What were the answers?      What leadership skills and qualities did the owner or employer say that it takes to run a business?        Is the business underpinned by any ethical values or guiding principles? If so, what are they and why are they important?      Was there any promotional/informational material that a customer could take away from the business? Eg. Flyers, brochures, business cards, QR codes. What is your opinion of these materials? Explain why.      **Any other notes or important information shared:** |
| **Post business visit** |
| A purple icon with check marks  Description automatically generated From the business site visit what was one positive and one negative on the business explanation or pitch you were provided with? Think back to the shark tank clips if you need something to compare too.    Did you learn or see any tips that you want to apply in your own business proposal or pitch?    How do you think these leadership qualities and skills the business owner/employer identified as being important could relate to your own business project? Are there any areas that you may need to grow in before putting these into action?    What was your main takeaway from the business visit? |

**Business Site Visit 3:** A purple icon with check marks

Description automatically generatedAdd the business name here.

|  |
| --- |
| **Before business visit** |
| A purple icon with check marks  Description automatically generated **Business research:**  What do you already know about the business?    What information can you find out about the business online and via social media platforms?    Do you think the business has been developed in response to address and issue? If so, example what and how.    How does the business provide information about what they do or what they sell to the public? E.g. social media posts, tiktok, instagram, facebook, flyers, advertising.    Create 3-5 questions to ask the business owner about their business. These should be checked off by your teacher before the visit to the business.  1.  2.  3.  4.  5. |
| **During business visit** |
| A purple icon with check marks  Description automatically generated**Date:**    **Business Visit participation:**  Add picture of you at the location.    From your prepared questions, which ones were you able to ask? What were the answers?      What leadership skills and qualities did the owner or employer say that it takes to run a business?        Is the business underpinned by any ethical values or guiding principles? If so, what are they and why are they important?      Was there any promotional/informational material that a customer could take away from the business? Eg. Flyers, brochures, business cards, QR codes. What is your opinion of these materials? Explain why.      **Any other notes or important information shared:** |
| **Post business visit** |
| A purple icon with check marks  Description automatically generatedFrom the business site visit what was one positive and one negative on the business explanation or pitch you were provided with? Think back to the shark tank clips if you need something to compare too.    Did you learn or see any tips that you want to apply in your own business proposal or pitch?    How do you think these leadership qualities and skills the business owner/employer identified as being important could relate to your own business project? Are there any areas that you may need to grow in before putting these into action?    What was your main takeaway from the business visit? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1 Activity 1.3- 3 Local business research and site visit tables  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** You have attempted some aspects of the task. To bump it up, you need to complete all the requirements for 3 business site visits | **Consolidating**: You have provided basic responses for all the required information in the tables for 3 business site visits. You were present for the business visits. To bump it up, add further details to your responses. | **Achieving:** You have provided detailed responses for all the required information in the tables for 3 business site visits. You were engaged and involved in the business site visits. To bump it up, extend your responses to include further thoughts, opinions or connections that you have made to apply to your own project ideas. | **Excelling:** You have provided highly detailed responses for all the required information in the tables for 3 business site visits. You were highly engaged and involved in the business site visits. Your responses include further thoughts, opinions or connections that you have made to apply to your own project ideas. Great work! |
| Teacher Comment: | | | | |

## Step 1- Activity 1.4 Business proposal pitches techniques.

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated  **Part 4:** Research the following three business proposal pitch techniques listed in the table below and research two of your own that interest your group. Summarise what the technique is and how it works in your own words.

A black background with a black square

Description automatically generated with medium confidence**See some useful links below:**

[How to Pitch a Business Idea: 5 Steps](https://online.hbs.edu/blog/post/how-to-pitch-a-business-idea)

[How to Make a Successful Business Pitch: 9 Tips From Experts](https://piktochart.com/blog/business-pitch/)

|  |  |
| --- | --- |
| **Business Pitch Technique** | **Summarise-** in your own words. Keep it short, concise and simple. |
| **The Elevator Pitch** |  |
| **The WHAC method** |  |
| **Impressive one pager** |  |
| A purple icon with check marks  Description automatically generatedAdd your own here. |  |
| Add your own here. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1 Activity 1.4- Business proposal pitch techniques  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** You attempted some aspects of this task. You have tried to summarise some of the provided techniques in your own words. To bump it up- complete all sections required. | **Consolidating:** You have given a brief summary of the provided business pitch techniques. To bump it up- you need to add in two of your own research techniques as well as a summary. | **Achieving:** You have given a brief summary of the provided business pitch techniques and two of your own. To bump it up- you need to add in additional details to your summary. | **Excelling:** You have provided a concise and clear summary of the provided business pitch techniques and researched two of your own. Great work! |
| Teacher Comment: | | | | |

## Step 1- Activity 1.5 Analysing one-pager business proposal/pitches

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated **Teacher advice:** Before providing students this activity you will need to find 3 examples of business one-pager infographics that you think will interest your cohort. Add or insert the examples in the table below.

 **Part 1:** Choose one of the options below.

**Option 1:** As a group, discuss and write four or five sentences about each business brochure/one pager in the student analysis section of the table.

**Option 2:** Research and find your own one-pagers to analyse.

**Part 2:**

Include all off the following points in the group analysis notes column in the table below (3 in total):

What is the business pitch about?

Who is the target audience?

What are they providing? (Goods, products, services ect)

How do they deliver their pitch to get their proposal across? A black background with a black square

Description automatically generated with medium confidence [Persuasive Elevator Pitch techniques](https://www.startupgrind.com/blog/10-tips-for-a-persuasive-elevator-pitch/)

Group opinion: How is their proposal presented? What do you like or dislike about the layout, format, presentation ect. As a group do you agree or disagree with each other? Explain why.

|  |  |
| --- | --- |
| Business one-pager pitch 1 | Group analysis |
| A group of people in a room  Description automatically generated Add business one-pager example here before giving to students. | A purple icon with check marks  Description automatically generated |
| **Business one-pager pitch 2** | **Group analysis** |
| A group of people in a room  Description automatically generated Add business one-pager example here before giving to students. | A purple icon with check marks  Description automatically generated |
| **Business one-pager pitch 3** | **Group analysis** |
| A group of people in a room  Description automatically generated Add business one-pager example here before giving to students. | A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1 Activity 1.5- Business one-pager analysis  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** You have attempted some aspects of this task. To bump it up, you need to provide a basic response for all requirements of this task | **Consolidating:** You have included most of the required information with basic responses about each business one pager. To bump it up, you need to make sure all required information is included, as well as persuasive devices used to appeal to the target audience. | **Achieving:**You have provided the required information with detailed responses about each business one pager. You have been able to identify persuasive techniques used with the one-pager proposal.  To bump it up, make recommendations of improvement for the target audience. | **Excelling:**You have provided the required information with highly detailed responses about each business one pager. You have been able to identify persuasive techniques used with the one-pager proposal. You have made informed recommendations of improvement for the target audience. Excellent work! |
| Teacher Comment: | | | | |

## Step 1- Activity 1.6 Analysing one-pager business proposal/pitches

A purple icon with check marks

Description automatically generated**Part 1:** In the evaluating scales below insert the positives and negatives for the different types of business pitch **delivery modes** from Step 1 Activity 1.2 Shark Tank, Activity 1.3 Business site visits and Activity 1.5 Business one-pager.

**Shark Tank/Business Owner**

(Video/In person oral presentation)

Add your ideas here.

**Positives**

**Negatives**

Add your ideas here

**One-Pager business proposal pitch**

(Written/Infographic)

Add your ideas here.

**Positives**

**Negatives**

Add your ideas here

 **Part 2:** As a group discuss and then provide a collaborative written response to justify why one format is better than the other in the text box below (1-2 paragraphs max).

[**Justify-**](https://dictionary.cambridge.org/dictionary/english/justify) to show how something is [reasonable](https://dictionary.cambridge.org/dictionary/english/reasonable), [right](https://dictionary.cambridge.org/dictionary/english/right), or [true](https://dictionary.cambridge.org/dictionary/english/true).

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add your group justification response here. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1 Activity 1.6- Evaluationg scales and justification paragraph  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** You attempted some of evaluating the different presentation formats. You have attempted to give a justification for your team's thoughts. To bump it up, complete all sections required. For your justification give clear reasons as to why you have come to form the opinion you have. | **Consolidating**: You have provided a basic response for evaluating the different presentation formats. You have attempted to give a justification for your team's thoughts. To bump it up, complete all sections required in greater detail. For your justification give clear reasons as to why you have come to form the opinion you have. | **Achieving:** You have provided a detailed response for evaluating the different presentation formats. You have given a basic justification for your team's thoughts. To bump it up, for your justification give clear reasons and further explanations as to why your group has come to form the opinion you have formed. | **Excelling:** You have provided a detailed response for evaluating the different presentation formats. You have given a detailed justification for your team's thoughts and how your group opinion has been formed. Great work! |
| Teacher Comment: | | | | |

## Step 1- Activity 1.7 Looks like, sounds like, feels like

 **Part 1:** As a team discuss, share, brainstorm and list below in the relevant categories how you would like to work as an effective team in creating and actioning a business product/idea.

Add more rows to your table to capture all of your teams ideas.

|  |  |  |  |
| --- | --- | --- | --- |
| **Behaviors your team wants to display** | **Looks like…**  **Eye outline** | **Sounds like…**  **Ear outline** | **Feels like…**  **Winking face outline outline** |
| **Example:** Listening to others opinions/ideas | All team members are heard.  Every team member gets a chance to raise their thoughts. | Respectful and kind language even during disagreements.  Appropriate language for a workplace setting. | Team members feel like they can share their ideas and thoughts freely without negative judgments.  All team members feel like they have a say in what happens. |
| A purple icon with check marks  Description automatically generated Add your own group example here. |  |  |  |
| A purple icon with check marks  Description automatically generated Add your own group example here. |  |  |  |
| A purple icon with check marks  Description automatically generated Add your own group example here. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 1 Activity 1.7- Looks like, sounds like and feels like…  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** You have attempted to fill in some parts of this table. To bump up your response, you need to complete all aspects of this task. | **Consolidating**: You have attempted to provide a basic response for nearly all aspects of this table. To bump up your response, you need more details in your responses and complete all sections. | **Achieving:** You have provided a basic response for all sections of this table. To bump up your response, you need to add more details in your responses and complete all sections. | **Excelling:** You have provided a detailed response for all sections of this table. Great work! |
| Teacher Comment: | | | | |

## Before you move onto Step 2 - Plan

Have you completed the following activities?

|  |
| --- |
| Task Checklist |
| Step.1 Activity 1.1 Group brainstorm and discussion notes  Step.1 Activity 1.1 Brainstorm and discussion notes  A green and orange puzzle piece with a person standing on it  Description automatically generatedStep.1 Activity 1.2 Shark Tank clips Table  A green and orange puzzle piece with a person standing on it  Description automatically generatedStep.1 Activity 1.3 Local business research and site visits x 3 table  Step.1 Activity 1.4 Business proposal pitch techniques summary  Step.1 Activity 1.5 Business one-pager analysis  Step.1 Activity 1.6 Evaluation of business proposal/pitch modes and justification paragraph  Step.1 Activity 1.7 Working as an effective team looks like, feels like, sounds like table |

# **Step 2- Plan**

|  |
| --- |
| Task Checklist |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | A green and orange puzzle piece with a person standing on it  Description automatically generated | A group of people with arrows  Description automatically generated |  |  | | **Group work** | **Individual work** | **Peer work** |  |  |   A group of people in a room  Description automatically generated A green outline of a person with a computer  Description automatically generated **Students will complete the following for Step 2- Plan. All activities in Step.2 plan can be completed as a group.**  ​ Step.2 Activity 2.1 Team norms  Step.2 Activity 2.2 The Design Thinking Process-3 stages  Step.2 Activity 2.3 Numeracy-Idenitfy the mathematics  Step.2 Activity 2.4 Business one-pager proposal  Step.2 Activity 2.5 Shark Tank Peer Pitch |

|  |
| --- |
| Key vocabulary (you need to know) |
| [**Team norms:**](https://scrumdictionary.com/term/team-norms/)Team norms are a set of rules or guidelines that a team establishes to shape the interaction of its members with each other and with people external to the team. Team norms are used to help guide the behavior of team members and to assess how well they are behaving.  [**Leadership:**](https://dictionary.cambridge.org/dictionary/english/leadership)the [quality](https://dictionary.cambridge.org/dictionary/english/quality) or [ability](https://dictionary.cambridge.org/dictionary/english/ability) that makes a [person](https://dictionary.cambridge.org/dictionary/english/person) a [leader](https://dictionary.cambridge.org/dictionary/english/leader), or the [position](https://dictionary.cambridge.org/dictionary/english/position) of being a [leader](https://dictionary.cambridge.org/dictionary/english/leader).  [**Characteristic:**](https://www.dictionary.com/browse/characteristic) a distinguishing feature or quality.  [**Effective:**](https://www.dictionary.com/browse/effective) adequate to accomplish a purpose; producing the intended or expected result.  [**Teamwork:**](https://www.dictionary.com/browse/teamwork)cooperative or coordinated effort on the part of a group of persons acting together as a [team](https://www.dictionary.com/browse/team) or in the interests of a common cause.  [**Attribute:**](https://dictionary.cambridge.org/dictionary/english/attribute) a [quality](https://dictionary.cambridge.org/dictionary/english/quality) or [characteristic](https://dictionary.cambridge.org/dictionary/english/characteristic) that someone or something has.  [**Skill:**](https://dictionary.cambridge.org/dictionary/english/skill?q=skills)  an [ability](https://dictionary.cambridge.org/dictionary/english/ability) to do an [activity](https://dictionary.cambridge.org/dictionary/english/activity) or [job](https://dictionary.cambridge.org/dictionary/english/job) well, [especially](https://dictionary.cambridge.org/dictionary/english/especially) because you have [practiced](https://dictionary.cambridge.org/dictionary/english/practised) it.  [**Social:**](https://www.dictionary.com/browse/social) relating to, devoted to, or characterised by friendly companionship or relations.  [**Cultural**:](https://www.dictionary.com/browse/Cultural) of or relating to [culture](https://www.dictionary.com/browse/culture) or cultivation.  [**Economic:**](https://www.dictionary.com/browse/Economic)pertaining to the production, distribution, and use of income, wealth, and commodities.  [**Environmental:**](https://www.dictionary.com/browse/Environmental)of or relating to the totality of things, conditions, influences, cultural forces, etc., that surround and shape the life of a person or a population. |

## Step 2- Activity 2.1 Team Norms

 **Part 1:** In a small group, with whom you are going to work with to develop a business product or service, participate in the activities below to establish clear guidelines and expectations for how you are going to work as a team.

A purple icon with check marks

Description automatically generated **Part 2:** In the two categories below list what skills and attributes that you all agree are important when working with others. You need a minimum of 3 for each category.

|  |  |
| --- | --- |
| Leading a team | Being an effective team member |
| 1.  2.  3. | 1.  2.  3. |

**Part 3:** Establishing agreed upon team norms is important to ensure that everyone in the team is clear on responsibilities and actions.

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Description automatically generated with medium confidenceClick on the link or image below to watch the short video about team norms.

**[](https://youtu.be/l-7ZUW_jDQs?si=AnrZ_KtKQz1vZYmb)**

**Video Link:** https://youtu.be/l-7ZUW\_jDQs?si=QSO4Wks\_eZz7rReh

**Some examples of team norms include the following:**

Start meetings on time and finish on time.

Be respectful of each other.

Difference of opinion is a positive thing and should be communicated and received in a polite way.

Complete tasks by agreed due dates.

A purple icon with check marks

Description automatically generated As a team establish a minimum of 5 key team norms to support you all to be successful for this project:

|  |
| --- |
| 1.  2.  3.  4.  5. |

**Part 4:** Even the best planned projects have problems that will occur once the project work starts. As a team describe 3 different problem solving approaches that you think will support you when/should a problem in your project arise that will support you to work through the issue. Think back to the effective teamwork task if you are unsure.

**Problem solving approach 1:**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

**Problem solving approach 2:**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

**Problem solving approach 3:**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

**Part 5:** In the graph below list the benefits of using ICT to share documents and ideas for your project.

Benefits of using ICT to collaborate for project work to meet project

**Benefit 1-**

add your idea here.

**Benefit 4-**

add your idea here.

**Benefit 2-**

add your idea here.

**Benefit 3-**

add your idea here.

A purple icon with check marks

Description automatically generated **Part 6:** As a team discuss and response to the questions below. Provide specific information in the ICT Plan about how you are going to use technology to communicate and work on your project as a team.

**Group ICT Plan**

|  |
| --- |
| A purple icon with check marks  Description automatically generated  How will you communicate with each other when you are not together in person?  Where will your documents be stored?  Who has access to these documents?  What programs will you use?  How will you update each other? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2 Activity 2.1- Team norms  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** As a team you have attempted some aspects of the team norms activities. To bump it up, re-read task instructions and make sure you have responded to all sections of each task. | **Consolidating:** As a team you have completed all aspects of the team norms activities with basic responses. The group has given a general overview of how you will work together. To bump it up,you need to add more details to your responses with specific information so that it is clearer how your group intends to work together. | **Achieving:** As a team you have completed all aspects of the team norms activities with detailed responses. The group has given an overview of how you will work together with some specific examples. To bump it up,you need to add more details to your responses with specific information so that it is clearer how your group intends to work together. | **Excelling:** As a team you have completed all aspects of the team norms activities with highly detailed responses. The group has given a comprehensive overview of how you will work together with a range of specific examples. It is clear how your team intends to work together on this project. |
| Teacher Comment: | | | | |

## Step 2- Activity 2.2 The Design Thinking Process 3 Stages

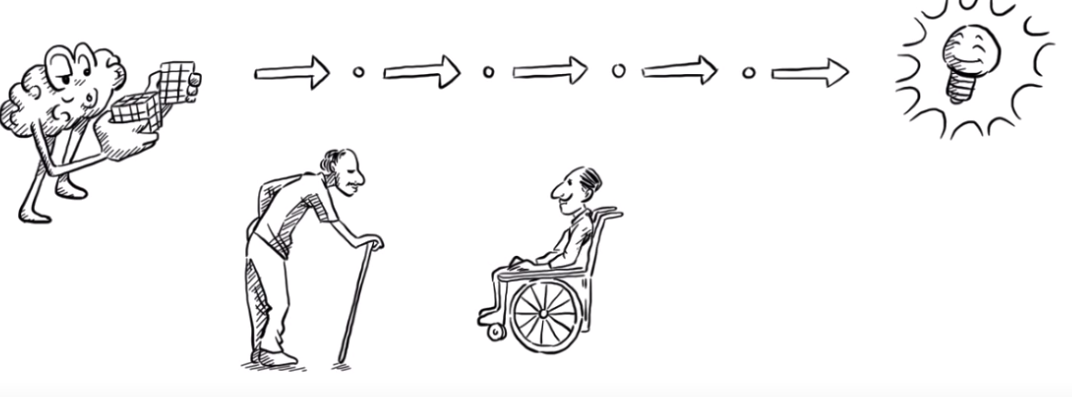
A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated For this project you and your team are going to follow the design thinking process to develop an idea for a product or service you want to create. Your idea may be connected to cultural, social, environmental or economic issues that as a team you would like to address.

 **Part 1:** Watch the short videos below which outlines how the design thinking process works.

**The Design Thinking Process**

**[](https://youtu.be/_r0VX-aU_T8?si=CRXBiv7i6l1csYfV)**

**Video Link:** <https://youtu.be/_r0VX-aU_T8?si=0fD_sojYzEHNTJhN>

**Example of the design thinking process in action.**

**[](https://youtu.be/NTmXw40wmjU?si=sFkVl1xelT8Ku_6k)**

**Video Link:** https://youtu.be/NTmXw40wmjU?si=0AHEuE1NzrGi13hJ

You will complete the following sections of the design thinking process in our project steps below outlined below.

**Step.2** Empathise, Define and Ideate

**Step.3:** Prototype and Test

You will complete **Step.4 Adapt** and **Step.5 Reflect** as normal.

Before beginning the design thinking process, think about a product that your group might like to make or an innovation you might like to add to an existing product. This could be in response to a cultural, social, environmental or economic issue that you are collectively passionate about.

**Stage 1- Empathise**

**Part 3:** [**Empathise-**](https://www.interaction-design.org/literature/article/design-thinking-getting-started-with-empathy)this is the stage your group will consider and put yourselves in the shoes of who your product is for. You want to get to know as much information about your uses as you can. In this stage it is very important you:

1.Don’t make any judgments or assumptions.

2. Have a beginners mindset.

3. Make notes of what can be seen

Use the prompts below as group consider who your product is for.

|  |  |
| --- | --- |
| **Who?** |  |
| **What are their needs, wants, values and priorities?** |  |
| **What benefit will your product add to their lives?** |  |

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Description automatically generated with medium confidence **Part 4:** Using information from the Interaction Design Foundation website for empathise methods, choose an appropriate method, plan and carry gaining insights from your users. You can find out about these methods via the [Interaction Design Foundation website here.](https://www.interaction-design.org/literature/article/design-thinking-getting-started-with-empathy)

Record your own notes in the space below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

**Part 5:** Plan which Empathise method/s your group will use from 3.1 to carry out information gathering. You need to use at least two different methods.

**Method 1**

|  |  |
| --- | --- |
| **Empathise Method** | A purple icon with check marks  Description automatically generated What empathise method did you use? |
| **Resources** | A purple icon with check marks  Description automatically generated What do you need to do this? |
| **Context** | A purple icon with check marks  Description automatically generated Where will this happen? |
| **Evidence** | A purple icon with check marks  Description automatically generated How will you collect evidence of your observations?  How will the group show they have engaged with users? |

**Method 2**

|  |  |
| --- | --- |
| **Empathise Method** |  |
| **Resources** |  |
| **Context** |  |
| **Evidence** |  |

**Stage 2- Define**

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Description automatically generated with medium confidenceA purple icon with check marks

Description automatically generated **Part 6:** [**Define**](https://careerfoundry.com/en/blog/ux-design/stage-two-design-thinking-define-the-problem/)**-** in this stage you will define the problem that the users need you to solve.

Using the [Careerfoundry Design thinking](https://careerfoundry.com/en/blog/ux-design/stage-two-design-thinking-define-the-problem/#what-is-the-define-stage-and-why-is-it-necessary) stage 2 advice use the Four W’s method to help you define the problem. Double click on the image below and type in your responses. Click ‘Save and close’ when you are done.

**Who is experiencing the problem?**

**Where does the problem occur?**

**Why does it matter?**

**What is the problem?**

A black background with a black square

Description automatically generated with medium confidence **Part 7:** According to [CareerFoundry](https://careerfoundry.com/en/blog/ux-design/stage-two-design-thinking-define-the-problem/#what-is-the-define-stage-and-why-is-it-necessary) A problem statement ‘Identifies the gap between the current state (e.g. the problem) and the desired state (e.g.the goal) of a process, service or product.’

A black background with a black square

Description automatically generated with medium confidence Using the structures below from the Interaction Design foundation develop your own problem statement.

[Point of View Template from Interaction Design Foundation](https://www.interaction-design.org/literature/article/what-is-ideation-and-how-to-prepare-for-ideation-sessions)

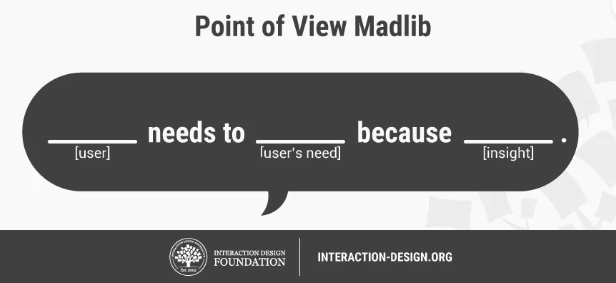
|  |  |  |
| --- | --- | --- |
| **User** | **Need** | **Insight** |
| A purple icon with check marks  Description automatically generated Problem they are having. | A purple icon with check marks  Description automatically generated What they need to happen? | A purple icon with check marks  Description automatically generated Context/situation/contributors to the problem. |

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Description automatically generated with medium confidence **Part 8:** Condense your group point of view template from Part 7 into a concise statement using the structure below. Click on hyperlink below for more information and examples.

[Point of View Madlib problem statement Interaction Design Foundation](https://www.interaction-design.org/literature/article/what-is-ideation-and-how-to-prepare-for-ideation-sessions)



*Author/Copyright holder: Teo Yu Siang and Interaction Design Foundation. Copyright terms and licence: CC BY-NC-SA 3.0*

Create your problem statement in the space below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated (User) needs to (users need) because (insight). |

**Stage 3- Ideate**

**Part 9:** [**Ideate**](https://lucidspark.com/blog/best-practices-for-the-ideate-stage-of-design-thinking)**-** In this stage you and your group will think of as many ideas as you possibly can that could support to address the problem for your user. There are no silly ideas and this is the time to think outside the box and let your imaginations run wild!

**Option 1:** Your group can use the brainstorm table below or create your own brainstorming template below in option 2.

|  |  |  |  |
| --- | --- | --- | --- |
| **Group member 1- Add name here.** | **Group member 2- Add name here.** | **Group member 3- Add name here.** | **Group member 4- Add name here.** |
|  |  |  |  |

**Option 2:** Choose your own brainstorming template and add your group brainstorm into the space below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add your group brainstorm here. |

A purple icon with check marks

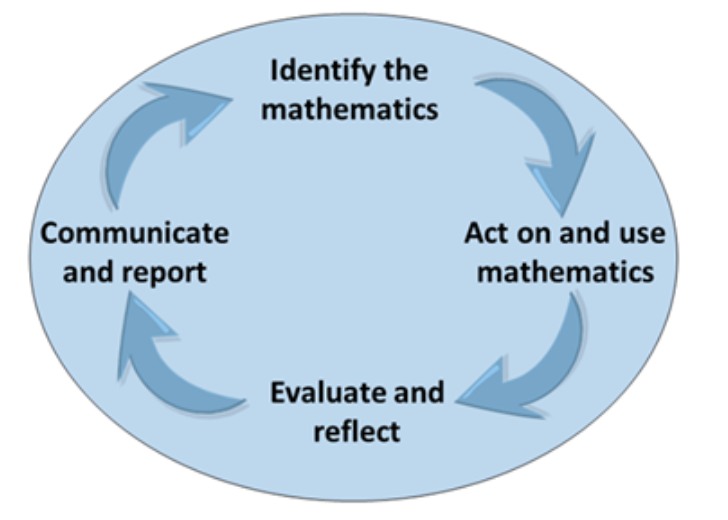
Description automatically generated **Part 10:** As a team review and discuss all of your ideas listed. From your group brainstorm each team member should indicate their top 3 favorite ideas. In the space below identify the top 3 ideas from the group.

|  |
| --- |
| **Top Ideas** |
| 1.  2.  3. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2 Activity 2.2-The Design Thinking Process 3 Stages  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning**: As a group you have attempted some of the tasks in the design thinking process activities. To bump it up, reread the instructions and make sure you complete all sections of the activities | **Consolidating:** As a group you have attempted all aspects of the tasks in the design thinking process activities. Your group responses are basic and general in the information that has been provided. To bump it up, you need to add additional details to your responses and be specific in establishing who your service/product is for. | **Achieving:** As a group you have completed all aspects of the tasks in the design thinking process activities. Your group responses in some sections include detailed information. To bump it up, you need to add additional details to your responses and be specific in establishing who your service/product is for as well as what the problem/issue is. | **Excelling:** As a group you have completed all aspects of the tasks in the design thinking process activities. Your group responses are highly detailed and include specific information. From the information you have provided it is clear your group has an understanding of who the user is and the problem they are facing. Excellent work! |
| Teacher Comment: | | | | |

## Step 2- Activity 2.3 Numeracy- Identify the mathematics from your Top 3 group ideas

**Numeracy Problem Solving Cycle-** You will use the numeracy cycle below to demonstrate your numeracy skills and knowledge relevant to your group business service/product project.



 **Part 1:** As a team complete the numeracy pre project survey reflection questions below.

1. List your group members names below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What is your group's project goal/aim/purpose?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What mathematical operations, processes and skills does your group require for this project?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. As a group, how are you all feeling about starting your project? Tick one box from the list below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1-Poor** | **2** | **3** | **4** | **5-Excellent** |

1. As a group, how are you all feeling about the Numeracy required for this project? Tick one box from the list below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1-Poor** | **2** | **3** | **4** | **5-Excellent** |

1. As a group outline some new numeracy skills you think will be needed for your project?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What mathematical tools will your group be likely to use? (E.g. digital/spreadsheets, tables, data collection tools such as google forms)

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What does your group need to clarify, find out, learn, ask or seek assistance with?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

A group of people with a gear above them

Description automatically generated **Part 2:** Identify the different mathematical skills your group would require for the **Top 3 ideas** you currently have for this project and how you will use them in your project. (You will need to select from the checklist below).

|  |  |
| --- | --- |
| Click on the checkbox to select a  mathematical skill | Describe how your group would use the mathematical skill/s for your current top 3 project ideas. |
| **Number:**  Read very large and very small numbers.  Solve a range of practical calculations including positive and negative numbers, including rounding whole numbers and decimals up to three places.  Solve problems involving fractions, decimals and percentages, including calculating percentage increase and decrease.  Solve problems involving powers and square roots.  Solve simple problems with ratio and proportions. | A purple icon with check marks  Description automatically generated |
| **Shape:**  Describe and classify a range of different two-dimensional shapes and three-dimensional objects.  Determine reflectional and rotational symmetry, and use these to manipulate shapes.  Understand common angle properties in relation to two-dimensional shapes.  Use ideas of congruence and self-similarity.  Create compound two-dimensional shapes and three-dimensional objects and describe the relationship between these, including through the use of technology.  Determine, name and describe patterns according to different properties of shapes such as those found in engineering, architecture and design, for example bridges, buildings, sculptures. | A purple icon with check marks  Description automatically generated |
| **Quantity and Measures:**  Estimate and measure objects and distances by using measurement tools with appropriate accuracy and tolerance.  Undertake calculations and determine measurements of distance, perimeter, area, volume and capacity for routine, more complex two-dimensional shapes and three-dimensional objects including compound shapes, for example the use of pi in circular measurements.  Convert between both metric and non-metric units where relevant such as cm/inch, Celsius/Fahrenheit, and grams/pounds.  Read and interpret units of analogue and digital time including 24-hour time and time zones.  Read, interpret and calculate temperature measurements.  Perform calculations using multiple units of time, including time zones, and calculate time durations, including the use of calendar months, weeks, days, as well as hours, minutes, and seconds. | A purple icon with check marks  Description automatically generated |
| **Relationships:**  Describe relationships between variables and explain their significance in relationship to the applied context.  Develop and represent relationships with mathematical expressions, or graphical or tabular representations.  Use and apply formulas to solve real-life problems.  Use and apply rates to solve problems such as $/m3, L/hr, wages/hr.  Use and apply relevant ratios and proportions to solve problems such as scales on maps and plans, in the mixing of chemicals or ingredients, or calculating magnification factors. | A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2 Activity 2.3- Idenitfy the mathematics  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this activity. | **Beginning:** You have attempted some sections of the project proposal and plan. There are sections of this task that are incomplete. To bump up, your response you need to complete all sections of this task. | **Consolidating:** You have completed all sections of your project proposal and plan with basic responses. You have edited and checked over your work. You have completed the numeracy identification survey. To bump up, your response you need to add additional details to the information you have provided. | **Achieving:** You have completed all sections of your project proposal and plan with detailed responses. You have edited and checked over your work. You have completed the numeracy identification survey. To bump up, your response you need to add more detailed explanations that directly link to your project. | **Excelling:** You have completed all sections of your project proposal and plan with highly detailed responses. You have edited and checked over your work.You have completed the numeracy identification survey. Excellent work! Well Done! |
| Teacher Comment: | | | | |

## Step 2- Activity 2.4 Business One-pager

A group of people in a room

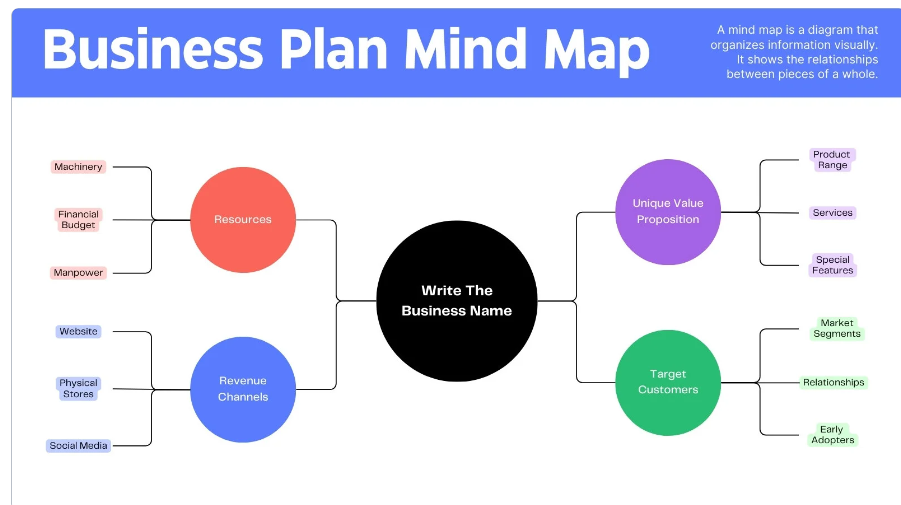
Description automatically generated A green outline of a person with a computer

Description automatically generated **Part 1:** As a group decide on the one business product/idea you want to develop or create for this project.

**Part 2:** Design a one-page business map, proposal or infographic.Think back to some of the examples from Step 1- Activity 1.5 Analysing one-pager business proposal/pitches.

A black background with a black square

Description automatically generated with medium confidence **See an example and templates from canva below.**

**[](https://www.canva.com/templates/EAFb0XRDN0Q-business-plan-mind-map-brainstorm-whiteboard-in-blue-red-modern-professional-style/)**

**Image source and website link:** [Templates (canva.com)](https://www.canva.com/templates/EAFb0XRDN0Q-business-plan-mind-map-brainstorm-whiteboard-in-blue-red-modern-professional-style/)

Your business one pager must include the following information.

The product you want to make.

Who the product is for.

What the benefits are.

If the product is addressing a particular social, cultural, economic or environmental issues including how the product will do that.

Resources you need.

The cost of those resources .

The price you would charge for the product.

The price difference between the how much it would cost for the product/service and how much you would charge, to estimate profit on the sale of 100 products or services.

Where you would market/promote your product?

**Part 3:** Edit your business one pager.

|  |  |
| --- | --- |
| **Have we edited our work? (Tick them off as you do it)** | |
| **Spelling-** Do we have any red squiggles? \*use spell check\* |  |
| **Capital letters-** At the start of sentences and if we have used ‘I’ stand alone is it a capital letter? |  |
| **Full stops-** At the end of sentences have we used full stops? |  |

**Part 4:** Insert the link or image below of your group business one-pager.

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add business one-pager here. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2 Activity 2.4- Business one-pager  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** Your group has attempted some aspects of creating a  business one-pager summary document. To bump it up, read over the task instructions and make sure all the required information is included. | **Consolidating:** Your group has completed most aspects of creating a  business one-pager summary document. The reader has some idea about what the product is from the information provided. To bump it up, read over the task instructions and make sure all the required information is included. Make sure you edit your document and check for any spelling or grammatical errors. | **Achieving:** Your group has completed all aspects of creating a  business one-pager summary document. The information provided is general. The reader has a basic idea of what your product is and who it is for. To bump it up, try to include more specific details to your product/service. Make sure you edit your document and check for any spelling or grammatical errors. | **Excelling:** Your group has completed all aspects of creating a  business one-pager summary document. The information provided includes specific details directly related to your business product/service. The reader has a clear understanding of what your product is, who it is for and what problem it is addressing. The group has edited your document and there are no spelling or grammatical errors. Great work! |
| Teacher Comment: | | | | |

## Step 2- Activity 2.5 Shark Tank peer pitch

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated  **Part 1:** It is now time for your very own group Shark tank pitch! Share your business one-pager with one other peer group and teacher. Get feedback then provide feedback to other group and ask for feedback from your teacher. Think back to business pitch ideas in Step 1- Activity 1.4 Business proposal pitch techniques if your group wants to structure your pitch.

**Part 2:** Complete the feedback templates below.

**Peer Group Feedback**

|  |  |
| --- | --- |
| **Names:**  **Date:** | **Feedback for the group** |
| Is the business idea clear and you know what the end goal is? |  |
| One thing that the group has done well? |  |
| One area that needs improvement? |  |
| One suggested change for how improvements could be made. |  |

**Teacher Feedback**

|  |  |
| --- | --- |
| **Names:**  **Date:** | **Feedback for the group** |
| Is the business idea clear and you know what the end goal is? |  |
| One thing that the group has done well? |  |
| One area that needs improvement? |  |
| One suggested change for how improvements could be made. |  |
| **Resources-** are the resources needed available? |  |

**Part 3:** Take a picture of the group sharing and add image of participation below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add group sharing picture here. |

**Part 4:** As a group, review and discuss your feedback. What advice or actions do you need to take from the feedback provided from your peers and teacher? List these in the space below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated Type your response here. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 2 Activity 2.5- Shark Tank Peer Pitch  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** Your group has attempted some aspects of this task. There are some sections that are still incomplete. To bump it up, complete all sections with basic responses and include a photo of your group discussion/sharing. | **Consolidating:** Your group has provided basic information for all the required feedback sections. To bump it up, add additional details to your responses and include a photo of your group discussion/sharing. | **Achieving:** Your group has provided detailed information in some parts of the required feedback sections. Your group has included a picture of your sharing/discussion. Your group has outlined some basic actions to take from the feedback provided. To bump it up, add additional details to all of your responses. In the follow up actions make sure you include not just what needs to be done but how your group intends to do this. | **Excelling:** Your group has provided detailed information to all parts of the required feedback sections. Your group has included a picture of your sharing/discussion.The group has outlined follow up actions and provided details on how you intend to do this moving forward. Well done! |
| Teacher Comment: | | | | |

## Before you move onto Step 3 - Act

Have you completed the following activities?

|  |
| --- |
| Task Checklist |
| **Students will complete the following for Step 2- Plan. All activities in Step.2 plan can be completed as a group.**  ​ Step.2 Activity 2.1 Team norms  Step.2 Activity 2.2 The Design Thinking Process-3 stages  Step.2 Activity 2.3 Numeracy-Idenitfy the mathematics  Step.2 Activity 2.4 Business one-pager proposal  Step.2 Activity 2.5 Shark Tank Peer Pitch |

# **Step 3 – Act**



|  |
| --- |
| Task Checklist |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A green and orange puzzle piece with a person standing on it  Description automatically generated | A group of people with arrows  Description automatically generated |  |  |  | | **Group work** | **Individual work** | **Peer work** |  |  |  |   Students will complete the following for Step 3 - Act.  Step.3 Activity 3.1 Team roles.  Step.3 Activity 3.2 Portfolio of evidence and mathematical toolkit .  A green and orange puzzle piece with a person standing on it  Description automatically generatedStep.3 Activity 3.3 Skills and attributes log record. |

|  |
| --- |
| Key vocabulary (you need to know) |
| [**Communication**](https://dictionary.cambridge.org/dictionary/english/communication?q=Communication)**:** a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.  [**Critical thinking**](https://dictionary.cambridge.org/dictionary/english/critical-thinking): the process of [thinking](https://dictionary.cambridge.org/dictionary/english/thinking) [carefully](https://dictionary.cambridge.org/dictionary/english/carefully) about a [subject](https://dictionary.cambridge.org/dictionary/english/subject) or [idea](https://dictionary.cambridge.org/dictionary/english/idea), without [allowing](https://dictionary.cambridge.org/dictionary/english/allow) [feelings](https://dictionary.cambridge.org/dictionary/english/feeling) or [opinions](https://dictionary.cambridge.org/dictionary/english/opinion) to [affect](https://dictionary.cambridge.org/dictionary/english/affect) you  [**Problem solving**](https://dictionary.cambridge.org/dictionary/english/problem-solving): the [process](https://dictionary.cambridge.org/dictionary/english/process) of [finding](https://dictionary.cambridge.org/dictionary/english/finding) [solutions](https://dictionary.cambridge.org/dictionary/english/solution) to [problems](https://dictionary.cambridge.org/dictionary/english/problem).  [**Decision-making**](https://www.umassd.edu/media/umassdartmouth/fycm/decision_making_process.pdf): is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.  [**Metacognitive skills**](https://ctl.columbia.edu/resources-and-technology/resources/metacognition/)**:** is defined as **'thinking about thinking. '** This involves any behavior directly linked with a person's control and monitoring of their own learning and thinking, including emotion.  [**Reliability:**](https://www.dictionary.com/browse/reliability) the ability to be relied on or depended on, as for accuracy, honesty, or achievement.  [**Adaptability:**](https://www.dictionary.com/browse/adaptability) the ability to adjust to different conditions or circumstances.  [**Persistence:**](https://www.dictionary.com/browse/persistent) persisting, especially in spite of opposition, obstacles, discouragement, etc  [**Motivation**:](https://www.dictionary.com/browse/motivation) the state or condition of being motivated or having a strong reason to act or accomplish something.  **Mathematical Toolkit:** A resource bank of numeracy strategies, formulas and supports that can be identified in specific examples and applied to different contexts. |

## Step 3 - Activity 3.1 Team Roles

A purple icon with check marks

Description automatically generated **Part 1:** As a group establish team roles that are suitable for your group project and match each other’s skills and attributes. Create your own role names, descriptions and list some key responsibilities that each person will be responsible for as you enter the prototype and test phase of the design thinking process. Think back to the WRS Task 4- Collaboration and teamwork.

|  |  |  |  |
| --- | --- | --- | --- |
| **Team member name** | **Role name** | **Main purpose of role** | **What are they responsible for?** |
| **Example:** Trent Reuben | Facilitator | Oversees all aspects of the project to get to the end goal. | **Project administration:**   * Organising weekly meetings. * Keeping meeting notes. * Organising our shared google folder. * Following up with team members if things aren't complete by their due date. |
|  |  |  |  |
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| --- | --- | --- | --- | --- |
| Step 3 Activity 3.1- Team roles  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** Your group has attempted to complete some aspects of this task. To bump it up,make sure each team member's name, role name, purpose of role and responsibilities is included. | **Consolidating:** Your group has attempted to complete most aspects of this task. The group has provided basic information in most sections. To bump it up, make sure each team member's name, role name, purpose of role and responsibilities is included. | **Achieving:** Your group has completed all aspects of this task. The group has provided basic and general information for all sections about each team member's role and responsibilities. To bump it up, try to add more specific details about the roles and responsibilities for each team member directly related to your project. | **Excelling:** Your group has completed all aspects of this task. The group has provided detailed and specific information for all sections about each team member's role and responsibilities. Great work! |
| Teacher Comment: | | | | |

## Step 3 - Activity 3.2 Portfolio of evidence and mathematical toolkit

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated  **Part 1:** It is time to put your business service/product one-pager from Step 2. into action using the prototype and test phase of The Design Thinking Process. As a group choose between option 1 or option 2 below for how you would like to develop a portfolio of evidence for your group project work. You need to read over all parts of this activity and Step.3 Activity 3.3 Skills and attributes record log before you begin.

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated **Remember**-this is an ongoing project (over at least five weeks) so you should have lots of evidence. You need to have some sort of evidence on how you contributed towards your project as an individual each week in order to meet the learning outcomes. You cannot rely on other team members' work to count as yours. Each member's work needs to be clearly identifiable throughout the Act step.

**Option 1:** Over an agreed upon period of time with your teacher, as a team you are going to develop a **portfolio of evidence**. You will need to collect evidence and keep a record of you/your group's **actions.**

As a group, you **can choose** how you want to **show** what you have done as a group and individually.This can be digital or hard copy. You will need to make sure you have evidence of the following below included in your final portfolio/presentation.

|  |  |  |
| --- | --- | --- |
| **Examples of evidence types** | | |
| * Videos * Photos * Emails * Presentation-including visuals * Steps of prototype phase * Collage | * Video diaries * Montage * TikToks * Screenshots of work * Calculations * Use of mathematical tools and toolkit | * Texts * Receipts * Order forms * team trello board * team spreadsheet |

Your **portfolio of evidence must** include the following:

Weekly team meeting with completed team meeting minutes.

Weekly evidence of team work and progress.

Weekly record or any problems that occurred or problem-solving actions required by team members.

The Design thinking- prototype stage.

The Design thinking- test stage.

Weekly updates to your group **mathematical tool kit** (outlined below in Part 2 after option.2).

Weekly update in your individual skills and attributes reflection log. Outlined in the next activity Step.3 Activity 3.3 Skills and attributes record log.

**Option 2:** Your group can use the templates below to record your evidence in. Then present your information in a formal way of your choice.

Portfolio of evidence student template

|  |  |  |
| --- | --- | --- |
| **Examples of evidence types** | | |
| * Videos * Photos * Emails * Presentation-including visuals * Steps of prototype phase * Collage | * Video diaries * Montage * TikToks * Screenshots of work * Calculations * Use of mathematical tools and toolkit | * Texts * Receipts * Order forms * team trello board * team spreadsheet |

Prototype session/s

Add your group responses in the table below.

|  |
| --- |
| **Stage 4: Prototype- Start to create solutions**  **Date:** Add location date and time here. There may be multiple sessions. |
| This is the experimental phase and where you aim to find the best solution for your problem.  As a team you should produce some low cost and smaller versions of the poduct you want to make. An example of this would be [‘paper prototyping](https://www.interaction-design.org/literature/topics/paper-prototyping)’.  **Source:** [Design Thinking: Get Started with Prototyping | IxDF (interaction-design.org)](https://www.interaction-design.org/literature/article/design-thinking-get-started-with-prototyping) |
| **Stage 4: Protype- Start to create solutions** |
| A purple icon with check marks  Description automatically generated Add evidence of your groups prototype work here. |

Test session/s

Add your group responses in the table below.

|  |
| --- |
| **Stage 5: Test- Try your solutions out!**  **Date:** Add location date and time here. There may be multiple sessions. |
| This is phase where you look at both the positives and negatives of your protype/s. During the testing phase you may identify more problems with your protype. From your findings you can continue to develop your protype to get the best possible product by going through the stage design thinking process as needed.  **Source:** [What is Design Thinking? — updated 2024 | IxDF (interaction-design.org)](https://www.interaction-design.org/literature/topics/design-thinking#stage_5:_test%E2%80%94try_the_solutions_out-11) |
| **Stage 5: Test- Try out your prototype to see if it works** |
| A purple icon with check marks  Description automatically generated Add evidence of your groups prototype testing work here. |

Team meeting structure

**Process team meetings:**

1. Allocate each team member a meeting role. Eg note taker, time keeper, chair person-to keep the meeting on track. Rotate these roles each time you meet.
2. Be clear on the meeting purpose. What are you discussing?
3. Note who is at the meeting and who isn’t.
4. Review the previous agreed actions from the previous meeting for updates before add in new items.
5. Take note of key information only. Record what needs to be done, who is responsible and the due date.
6. Person taking the notes at the end of the meeting summaries the actions and agreements made at the meeting.
7. At the end of the meeting set the next agreed upon meeting date.

Portfolio of evidence of sample weekly template

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated If you want your students to complete 6 weeks of project work. You can copy and paste the template and make a template for all 6 weeks for your students to complete. You will need to change the week number in the green row sections.

 **Part 1:** Record your group work in the template below each week.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1: Group project meeting minutes** | | | |
| **Date:**  **Time:**  **Location:**  **Duration:**  **Purpose:**  **Attendees:**  **Apologies/no shows:** | | | |
| **What?**  (Actions/tasks that need to be done.) | **Who?**  (Which team member is responsible for the action?) | **Time/Due date**  (When does the action need to be completed by?) | **Action/Task status**  (Not started, in progress, complete) |
| 1.  2.  3.  4.  5. |  |  |  |
| **Week 1: Evidence contributions by group members** | | | |
| **Group member 1**- add name. | **Group member 2**- add name. | **Group member 3**- add name. | **Group member 4**- add name. |
| A purple icon with check marks  Description automatically generatedAdd evidence here. | A purple icon with check marks  Description automatically generated Add evidence here. | A purple icon with check marks  Description automatically generated Add evidence here. | A purple icon with check marks  Description automatically generated Add evidence here. |
| **Week 1: Problem-solving by group members** | | | |
| **Problem-solving Team actions**  Did any problems occur this week?  Did any group members have to use problem solving skills?  Did any groups members need to do the following- identifying a problem or issue, setting goals, researching and planning possible responses and putting a solution into action? | | | |
| **Group member 1**- add name. | **Group member 2**- add name. | **Group member 3**- add name. | **Group member 4**- add name. |
| A purple icon with check marks  Description automatically generated Add evidence here. | A purple icon with check marks  Description automatically generated Add evidence here. | A purple icon with check marks  Description automatically generated Add evidence here. | A purple icon with check marks  Description automatically generated Add evidence here. |
| **Mathematical tool kit** | | | |
| A purple icon with check marks  Description automatically generated Add group evidence of mathematical toolkit here. See Part 2 below. | | | |
| **Week 1: Group to do list** | | | |
| Team meeting and decision action record.  Add weekly portfolio evidence.  Add to group numeracy toolkit for the week.  Each individual to update their own skills and attributed record log. (Step.3 Activity 3.3). | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week 1- Group project check-in  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** Your group has completed or attempted some aspects of this task for this week. Some parts are incomplete or require more information. To bump it up, complete all required sections of this task. | **Consolidating:** Your group has completed all required parts of this task for this week. You group has provided basic information for the responses. To bump it up, add further details to your responses. | **Achieving:** Your group has completed all required parts of this task for this week. Your group responses provide general information. To bump it up, add more specific information related to your group project. | **Excelling:** You have completed all required parts of this task. Your group responses are detailed and provide specific information related to your project. Excellent work! |
| Teacher Comment: | | | | |

Portfolio of evidence

In the space below insert, link or add the final copy of your group portfolio of evidence for Step 3. Act.

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add your group portfolio here. |

**Part 2: Mathematical tool kit template**

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated Mathematical Toolkit example only. You may need to modify this example to suit your own context.

Fill in the mathematical toolkit template below and outline what numeracy knowledge and skills your group is applying and demonstrating throughout your project. You will use this tmplate each time you add to your numeracy toolkit.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group Project Mathematical Toolkit**  **Resource:** A purple icon with check marks  Description automatically generatedAdd the name of the resource here.   |  |  |  | | --- | --- | --- | | Numeracy Toolkit Examples | | | | **Representational** | **Physical** | **Digital** | | * Models * Manipulatives * Scaffolds * Worked examples | * Word walls * Placemats * Graphical organisers * Measuring equipment * Calculator | * Spreadsheet * Specific programs * Specific apps * Websites |   **Purpose:**  **When to use:**  **Accuracy:**  **Notes:**  **Insert photo or link to resource here (Digital):**  **Insert photo of you or your group using the resource here (Physical/Representational):** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 3 Activity 3.2 – Portfolio of evidence and mathematical toolkit final portfolio  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** Your group has attempted some parts of this task. Your group portfolio of evidence and the mathematical toolkit are incomplete. To bump it up, your group needs to complete all required sections of the task with basic responses. | **Consolidating:** Your group has provided basic responses to most  aspects of your portfolio of evidence and mathematical toolkit. Your group portfolio of evidence includes a piece of evidence for most weeks from each group member. Your group portfolio of evidence is laid out clearly and the audience can see what actions you and your group undertook both individually and as a team. Your mathematical toolkit contains a basic overview of several numeracy skills you group needed for this project. To bump it up,you and your group need to add more information and details to your portfolio of evidence and mathematical toolkit. This includes more examples and evidence of actions that you/your group did. | **Achieving:** Your group has provided detailed responses to most  aspects of your group portfolio of evidence and mathematical toolkit. Your group portfolio of evidence includes several pieces of evidence for most weeks from each group member. Your group portfolio of evidence is laid out clearly and the audience can see what actions you and your group undertook both individually and as a team. Your mathematical toolkit contains a detailed overview of several numeracy skills you group needed for this project. To bump it up, you and your group need to add more information and details to your portfolio of evidence and mathematical toolkit. This includes more examples and evidence of actions that you/your group did over each week of your project. | **Excelling:** Your group has provided detailed responses to all  aspects of your group portfolio of evidence and mathematical toolkit. Your group portfolio of evidence includes a range of evidence for most weeks from each group member. Your group portfolio of evidence is laid out clearly and the audience can see what actions you and your group undertook both individually and as a team. Your mathematical toolkit contains a detailed overview of a range of numeracy skills you group needed for this project. Excellent work! |
| Teacher Comment: | | | | |

## Step 3 - Activity 3.3 Skills and attributes record log

A green and orange puzzle piece with a person standing on it

Description automatically generatedA purple icon with check marks

Description automatically generated **Part 1:** As an individual working in a group you will keep an ongoing and weekly record of skills and attributes that you apply and are required for being an effective leader and team member within your group project. You will keep an ongoing record and log in the template below. You may need to add addition rows to the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time & Context** | **Skill/Attribute** | **Leader** | **Team member** | **Evaluate (+/-)** |
| **Example**: Weekly team meeting Tuesday session 1 | Communication | Calmed an argument between team members. |  | **Positive**: By reminding team members that in our team norms we agreed to not put each other down I was able to stop a fight.  **Negative:** Reflecting, I could have acted sooner. |
|  |  |  |  |  |
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| --- | --- | --- | --- | --- |
| Step 3 Activity 3.3 – Skills and attributes log  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted to add some information to the skills and attributes record log throughout your project. To bump it up, you need to make sure you have a minimum of one skill or attribute evaluation from each week of your project. | **Consolidating**: You have provided basic information to the skills and attributes record log throughout your project for most weeks of your project duration. To bump it up, you need to make sure you have a minimum of one skill or attribute evaluation from each week of your project. | **Achieving:** You have provided detailed information to the skills and attributes record log throughout your project for most weeks of your project duration. To bump it up, you need to make sure you have a minimum of one skill or attribute evaluation from each week of your project. | **Excelling:** You have provided detailed information to the skills and attributes record log throughout your project for all weeks of your project duration. You have consistently evaluated your skills and attributes as a leader and team member. Excellent work! |
| Teacher Comment: | | | | |

## Before you move onto Step 4 - Adapt

Have you completed the following activities?

|  |
| --- |
| Task Checklist |
| Students will complete the following for Step 3 - Act.  Step.3 Activity 3.1 Team roles.  Step.3 Activity 3.2 Portfolio of evidence and mathematical toolkit .  A green and orange puzzle piece with a person standing on it  Description automatically generatedStep.3 Activity 3.3 Skills and attributes log record. |

# **Step 4 – Adapt**

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|  |
| --- |
| Task Checklist |
| |  |  |  | | --- | --- | --- | |  | A green and orange puzzle piece with a person standing on it  Description automatically generated | A group of people with arrows  Description automatically generated | | **Group work** | **Individual work** | **Peer work** |   Students will complete the following for Step 4 - Adapt.  A green and orange puzzle piece with a person standing on it  Description automatically generated Step. 4 Activity 4.1 Skills and attributes reflection  Step.4 Activity 4.2 Numeracy- Evaluate and reflect  A green and orange puzzle piece with a person standing on it  Description automatically generated Step.4 Activity 4.3 Individual team evaluation  A group of people with arrows  Description automatically generated Step. 4 Activity 4.4 Peer sharing  Step.4 Activity 4.5 Group product evidence |
| Key vocabulary (you need to know) |
| [**Communication**](https://dictionary.cambridge.org/dictionary/english/communication?q=Communication)**:** a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.  [**Critical thinking**](https://dictionary.cambridge.org/dictionary/english/critical-thinking): the process of [thinking](https://dictionary.cambridge.org/dictionary/english/thinking) [carefully](https://dictionary.cambridge.org/dictionary/english/carefully) about a [subject](https://dictionary.cambridge.org/dictionary/english/subject) or [idea](https://dictionary.cambridge.org/dictionary/english/idea), without [allowing](https://dictionary.cambridge.org/dictionary/english/allow) [feelings](https://dictionary.cambridge.org/dictionary/english/feeling) or [opinions](https://dictionary.cambridge.org/dictionary/english/opinion) to [affect](https://dictionary.cambridge.org/dictionary/english/affect) you.  [**Problem solving**](https://dictionary.cambridge.org/dictionary/english/problem-solving): the [process](https://dictionary.cambridge.org/dictionary/english/process) of [finding](https://dictionary.cambridge.org/dictionary/english/finding) [solutions](https://dictionary.cambridge.org/dictionary/english/solution) to [problems](https://dictionary.cambridge.org/dictionary/english/problem).  [**Decision-making**](https://www.umassd.edu/media/umassdartmouth/fycm/decision_making_process.pdf): is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.  [**Metacognitive skills**](https://ctl.columbia.edu/resources-and-technology/resources/metacognition/)**:** is defined as **'thinking about thinking. '** This involves any behavior directly linked with a person's control and monitoring of their own learning and thinking, including emotion.  [**Reliability:**](https://www.dictionary.com/browse/reliability) the ability to be relied on or depended on, as for accuracy, honesty, or achievement.  [**Adaptability:**](https://www.dictionary.com/browse/adaptability) the ability to adjust to different conditions or circumstances.  [**Persistence:**](https://www.dictionary.com/browse/persistent) persisting, especially in spite of opposition, obstacles, discouragement, etc.  [**Motivation**:](https://www.dictionary.com/browse/motivation) the state or condition of being motivated or having a strong reason to act or accomplish something. |

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated **Teacher advice:** For this step it is recommended to add in something specific for your context if the students are sharing/selling the products they have made for a particular purpose or event. One idea could be photos or videos of them selling their product at the event. A very basic outline has been provided in Step.4 Activity 4.5 for you to customize to suit your context.

## Step 4 - Activity 4.1 Skills and attributes reflection

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Description automatically generatedA purple icon with check marks

Description automatically generated **Part 1:** Review and reflect on your skills and attributes record log from Step.3 Activity 3.3 Skills and attributes log record. Then complete the reflection templates below on how you applied the skills and attributes throughout your group project so far as an effective team member and leader.

**Effective team member**

|  |  |  |
| --- | --- | --- |
| **What went well?** | **Even better if?** | **Where to next?** |
|  |  |  |

**Leader**

|  |  |  |
| --- | --- | --- |
| **What went well?** | **Even better if?** | **Where to next?** |
|  |  |  |

A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 2:** From the where to next column identify one area of focus that you want to continue to work on developing. Explain why this area of growth is important to you.

**Effective team member**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

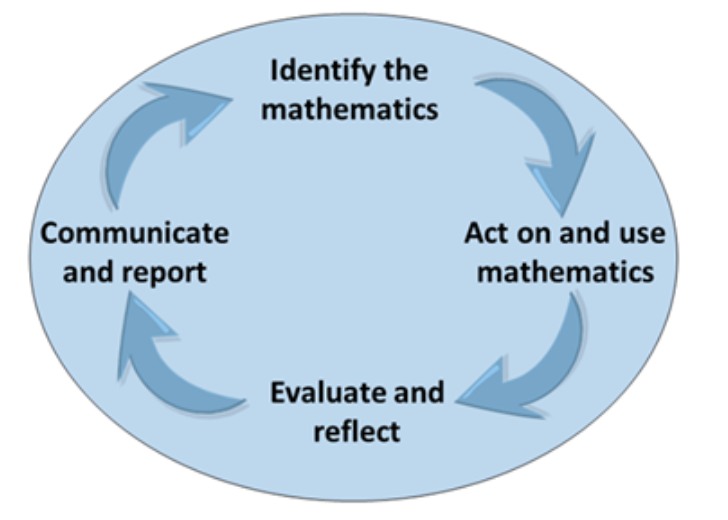
**Leader**

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 4 Activity 4.1- Skills and attributes reflection  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of this task. To bump it up, you need to complete all sections of the reflection activity with a basic response | **Consolidating**: You have provided basic and generalised responses for all required sections in the reflection activity. To bump it up, you need to add specific information directly related to you to your responses. | **Achieving:** You have provided responses for all required sections in the reflection activity. Some of the responses are detailed and specific to you. To bump it up, you need to add specific information directly related to all your responses. | **Excelling:** You have provided detailed responses for all required sections in the reflection activity. Your responses are detailed and specific to your project work. Great work! |
| Teacher Comment: | | | | |

## Step 4 - Activity 4.2 Numeracy- Evaluate and reflect

**Numeracy Problem Solving Cycle-** You will use the numeracy cycle below to demonstrate your numeracy skills and knowledge relevant to your group business service/product project.



**Part 1:** As a team complete the numeracy post design thinking process-survey reflection below.

1. List your group members names below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What is your group's project goal/aim/purpose?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What mathematical operations, processes and skills did your group require for this project? Outline below?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. A purple icon with check marks

   Description automatically generated **Post design thinking process-** As a group, how are you all feeling about your project work so far? Tick one box from the list below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1-Poor** | **2** | **3** | **4** | **5-Excellent** |

1. As a group outline below what new numeracy skills your group developed throughout your project so far?

|  |
| --- |
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1. What mathematical tools did your group use? (e.g. Spreadsheets, tables, data collection tools such as google forms)

|  |
| --- |
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1. What did your group need to clarify, find out, learn, ask or seek assistance with?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

A purple icon with check marks

Description automatically generated **Part 2: Reflect (Mathematics)-** In the table below, compare and contrast the two data sets. Your group can use pre and post project numeracy survey results from Step.2 Activity 2.3 Idenitfy the mathematics, your mathematical toolkit and the survey your group just completed in Part 1.

|  |  |
| --- | --- |
| **Similarities between pre and post design thinking process data sets.** | **Differences between pre and post design thinking process data sets.** |
| 1.  2.  3. | 1.  2.  3. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 4 Activity 4.2 Numeracy- Evaluate and reflect  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** As a group you have attempted to complete some parts of this task. To bump it up, your group needs to complete all aspects of this task. | **Consolidating:** As a group you completed most aspects of the post project numeracy reflection. You have provided basic responses for both the similarities and differences in your pre and post data sets. To bump it up, add further details to your comparison responses. | **Achieving:** As a group you completed all aspects of the post project numeracy reflection.You have provided detailed responses for both the similarities and differences in your pre and post data sets. To bump it up, provide specific examples from your pre and post numeracy surveys. | **Excelling:** As a group you completed all aspects of the post project numeracy reflection. Your group responses were highly detailed and specific.You have also provided highly detailed responses including specific details for both the similarities and differences in your pre and post data sets. Great work! |
| Teacher Comment: | | | | |

## Step 4 - Activity 4.3 Individual team evaluation

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Description automatically generated **Part 1:** On your own complete the team evaluation survey below.

|  |  |
| --- | --- |
| **Statement** | **Rating-** Choose the best answer for each statement. |
| The team had clearly defined goals which all team members understood. | Choose an item. |
| The team had sufficient resources for this project. | Choose an item. |
| Disputes or conflicts are resolved in a constructive manner. | Choose an item. |
| Everyone contributes a sufficient amount of time. | Choose an item. |
| Roles are assigned according to our individual strengths. | Choose an item. |
| Team members communicate to each other effectively. | Choose an item. |
| Team members complete their work on time. | Choose an item. |
| Team members regularly provide each other with feedback. | Choose an item. |
| Team members encourage and motivate each other. | Choose an item. |
| When problems occur our team uses problem solving methods and approaches to work through each problem that arises. | Choose an item. |
| Our team members show leadership skills and attributes in different ways that are unique to each individual. | Choose an item. |

A green and orange puzzle piece with a person standing on it

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Description automatically generated **Part 2:** Complete the team evaluation questions below.

1. On a scale of 1-10 (1 being terrible and 10 being amazing) in your opinion how has your team worked together on their project so far? Explain why you have picked this number.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. Did how your team worked together contribute to the outcome of your business product/service? Provide specific examples of how your team worked together and supported or didn’t support your team to meet their goal.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What was the biggest challenge for your team? How did you overcome this?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. Give an example and details of behavior/s from another team member that you thought were high quality examples of being an effective team member. You do not need to include names.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. If you were to work as a team with the same people again, what would be the advice you would give to the whole team?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 4 Activity 4.3- Individual team evaluation  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have completed some aspects of the team evaluation activities. To bump it up, you need to complete all aspects of the activities with basic responses. | **Consolidating:** You have completed some aspects of the team evaluation activities. Your responses are basic and contain minimal specific information or examples. To bump it up, you need to complete all aspects of the activities with basic responses. | **Achieving:** You have completed all aspects of the team evaluation activities. The majority of your responses are basic with only some responses containing specific information or examples. To bump it up, you need to make sure that all your responses contain specific information or examples. | **Excelling:** You have completed all aspects of the team evaluation activities. All your responses contain specific information and examples. Well done on providing a detailed evaluation on how your team has worked together so far. |
| Teacher Comment: | | | | |

## Step 4 - Activity 4.4 Peer sharing

A group of people with arrows

Description automatically generated **Part 1:** With a peer who is **not** in your team have a discussion on the following below.

Share your opinion on behaviors, skills and attributes that have contributed to your team working positively so far.

Share your viewpoint on what has caused challenges within your team. Does your peer have any advice for you on how to work on this to work more effectively together in the future?

Have you and your peers had similar or different experiences?

Share one example that you are proud so far from this project.

**Photo evidence-** add a picture with your peer in the space below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add photo here. |

**Peer sharing notes-** add summary notes of your peer discussion in the space below.

|  |
| --- |
| A purple icon with check marks  Description automatically generated Add summary notes here. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 4 Activity 4.4- Peer sharing  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted to engage in some aspects of the peer sharing activity. To bump it up, you need to provide photo and recorded notes as evidence of your discussion. | **Consolidating**: You have engaged in most aspects of the peer sharing activity. To bump it up, check that you have included all required evidence. | **Achieving:** You have engaged in all aspects of the peer sharing activity. You have included all the required evidence. To bump it up, add additional information about what you took away from your discussion as well as how you can action the advice you recieved. | **Excelling:** You have engaged in all aspects of the peer sharing activity. You have included all the required evidence. You have included additional information about what you took away from your discussion as well as how you can action the advice you received. Great work! |
| Teacher Comment: | | | | |

## Step 4 - Activity 4.5 Group product evidence

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated **Part 1:Teacher advice:** As a group provide evidence of the business product/service you created to sell at include specific event details here. For example,if students were selling a product at a school market you could include activities and link to other learning outcomes from the VCE VM study designs around their organisation, marketing, preparation, set-up, stall displays, interactions with customers and post event reflection.

|  |  |
| --- | --- |
| Group product evidence | A purple icon with check marks  Description automatically generated Group product evidence here. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 4 Activity 4.5- Group product evidence  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | A group of people in a room  Description automatically generated**Beginning:** Customise criteria from other examples in this step to best suit your contex | A group of people in a room  Description automatically generated**Consolidating**: Customise criteria from other examples in this step to best suit your context. | A group of people in a room  Description automatically generated**Achieving:** Customise criteria from other examples in this step to best suit your context. | A group of people in a room  Description automatically generated**Excelling:** Customise criteria from other examples in this step to best suit your context. |
| Teacher Comment: | | | | |

## Before you move onto Step 5 - Reflect

Have you completed the following activities?

|  |
| --- |
| Task Checklist |
| Students will complete the following for Step 4 - Adapt.  A green and orange puzzle piece with a person standing on it  Description automatically generated Step. 4 Activity 4.1 Skills and attributes reflection  Step.4 Activity 4.2 Numeracy- Evaluate and reflect  A green and orange puzzle piece with a person standing on it  Description automatically generated Step.4 Activity 4.3 Individual team evaluation  A group of people with arrows  Description automatically generated Step. 4 Activity 4.4 Peer sharing  Step.4 Activity 4.5 Group product evidence |

# **Step 5 - Reflect**



|  |
| --- |
| Task Checklist |
| |  |  |  | | --- | --- | --- | |  | A green and orange puzzle piece with a person standing on it  Description automatically generated | A group of people with arrows  Description automatically generated | | **Group work** | **Individual work** | **Peer work** |   Students will complete the following for Step 5 - Reflect.  A green and orange puzzle piece with a person standing on it  Description automatically generatedStep.5 Activity 5.1 Leadership styles  Step.5 Activity 5.2 Group work team reflection  Step.5 Activity 5.3 Numeracy group interview.  A green and orange puzzle piece with a person standing on it  Description automatically generatedStep.5 Activity 5.4 Reflection questions |

|  |
| --- |
| Key vocabulary (you need to know) |
| [**Communication**](https://dictionary.cambridge.org/dictionary/english/communication?q=Communication)**:** a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.  [**Critical thinking**](https://dictionary.cambridge.org/dictionary/english/critical-thinking): the process of [thinking](https://dictionary.cambridge.org/dictionary/english/thinking) [carefully](https://dictionary.cambridge.org/dictionary/english/carefully) about a [subject](https://dictionary.cambridge.org/dictionary/english/subject) or [idea](https://dictionary.cambridge.org/dictionary/english/idea), without [allowing](https://dictionary.cambridge.org/dictionary/english/allow) [feelings](https://dictionary.cambridge.org/dictionary/english/feeling) or [opinions](https://dictionary.cambridge.org/dictionary/english/opinion) to [affect](https://dictionary.cambridge.org/dictionary/english/affect) you.  [**Problem solving**](https://dictionary.cambridge.org/dictionary/english/problem-solving): the [process](https://dictionary.cambridge.org/dictionary/english/process) of [finding](https://dictionary.cambridge.org/dictionary/english/finding) [solutions](https://dictionary.cambridge.org/dictionary/english/solution) to [problems](https://dictionary.cambridge.org/dictionary/english/problem).  [**Decision-making**](https://www.umassd.edu/media/umassdartmouth/fycm/decision_making_process.pdf): is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.  [**Metacognitive skills**](https://ctl.columbia.edu/resources-and-technology/resources/metacognition/)**:** is defined as **'thinking about thinking. '** This involves any behavior directly linked with a person's control and monitoring of their own learning and thinking, including emotion.  [**Reliability:**](https://www.dictionary.com/browse/reliability) the ability to be relied on or depended on, as for accuracy, honesty, or achievement.  [**Adaptability:**](https://www.dictionary.com/browse/adaptability) the ability to adjust to different conditions or circumstances.  [**Persistence:**](https://www.dictionary.com/browse/persistent) persisting, especially in spite of opposition, obstacles, discouragement, etc.  [**Motivation**:](https://www.dictionary.com/browse/motivation) the state or condition of being motivated or having a strong reason to act or accomplish something. |

## Step 5 - Activity 5.1 Cluster Map

A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1:** Complete the concept map below by reflecting on the different leadership styles you saw from the group members including yourself when working on this project. Think back to the What is leadership? task if you are unsure about leadership styles. You do not need to include people's names.

Leadership Styles

A green and orange puzzle piece with a person standing on it

Description automatically generatedA purple icon with check marks

Description automatically generated **Part 2:** Using the brace map below analyse 3 different leadership styles that you witness throughout your project from your team members. Unpack how these influenced or impacted on how you worked as a team and your overall project outcome.

Leadership styles

Add leadership style here.

Add leadership style here.

Add leadership style here.

Add influences/ impacts here.

Add influences/ impacts here.

Add influences/ impacts here.

Add influences/ impacts here.

Add influences/ impacts here.

Add influences/ impacts here.

A green and orange puzzle piece with a person standing on it

Description automatically generatedA purple icon with check marks

Description automatically generated **Part 3** From the concept maps above compare the leadership styles by outlining which styles were suited to your project and context and which ones were not. You will need to explain why.

|  |  |
| --- | --- |
| **Suitable leadership styles** | **Not suitable leadership styles** |
|  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 5 Activity 5.1- Leadership style reflection  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the leadership style reflection task. To bump it up, you need to complete all sections of the reflection activity with basic responses. | **Consolidating**: You have completed most aspects of the leadership style reflection task. To bump it up, you need to complete all sections of the reflection activity with basic responses. | **Achieving:** You have completed all aspects of the leadership style reflection task. You have provided basic responses with general information. To bump it up, try to add specific details, examples and contexts to your responses. | **Excelling:** You have completed all aspects of the leadership style reflection task. You have provided detailed responses that include specific information, examples and contexts. Great work! |
| Teacher Comment: | | | | |

## Step 5 - Activity 5.2 Group teamwork reflection

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated **Teacher advice:** You will need to customise this activity to include specific details.

 **Part 1:** As a group reflect and evaluate on how you worked as a team for the event/context specific for your students in Step.4 Activity 4.5 Group product evidence. The reflection should occur after the event/method in which the students' business product/service has happened. This activity links to the curriculum point below.

**PDS Aos 3:** Effective teamwork

**Key Knowledge**

1.5 metacognitive strategies for reflection and evaluation of individual contributions to a team, the effectiveness of teamwork and the overall outcome of an activity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 5 Activity 5. 2 Group teamwork reflection  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | A group of people in a room  Description automatically generated **Beginning:** Customise criteria from other examples in this step to best suit your contex | A group of people in a room  Description automatically generated **Consolidating**: Customise criteria from other examples in this step to best suit your context. | A group of people in a room  Description automatically generated **Achieving:** Customise criteria from other examples in this step to best suit your context. | A group of people in a room  Description automatically generated **Excelling:** Customise criteria from other examples in this step to best suit your context. |
| Teacher Comment: | | | | |

## Step 5 - Activity 5.3 Mathematics Problem Solving Cycle and Interview

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated  **Part 1:** As a group complete the template below. You need to include specific information for each group member.

|  |  |
| --- | --- |
| **Unit 3: Respectful and Ethical Enrepreneurs Communicate and Report** | |
| **Identify the mathematics** | List what numeracy skills did your group demonstrated throughout this project. Explain why you needed to use these numeracy skills specific to your project.  You can use and summarise information from the following activities you have already completed:  Step.2 Activity 2.3 Identify the mathematics.  A purple icon with check marks  Description automatically generated Add your information here. |
| **Act on and use the mathematics** | Summarise the numeracy skills you used throughout your project. Include information about things that worked and didn’t work.  Provide information about the different data sets and numeracy skills you needed.  You can use and summarise information from the following activities you have already completed:  Step.3 Activity 3.2 Portfolio of evidence  Step.3 Activity 3.2 Mathematical toolkit  A purple icon with check marks  Description automatically generated Add your information here. |
| **Evaluate and reflect** | Outline the positives and negatives of the numeracy skills you used throughout your project.  How did your results compare with your project goal? Explain how you measured this.  You can use and summarise information from the following activities you have already completed:  Step.4 Activity 4.2 Numeracy evaluate and reflect  A purple icon with check marks  Description automatically generated Add your information here. |
| **Communicate and report** | What worked and didn’t work when using your numeracy skills within your project?  What did you find challenging?  If you were to complete this project again, would you collect any more data to help prove the effectiveness of it?  A purple icon with check marks  Description automatically generated Add your information here. |

**Part 2:** Using the information your group has collated in Part.1 create a digital presentation of your choice. Your group can use the categories in the left-hand column for the title headings for each section of your presentation.

|  |
| --- |
| A purple icon with check marks  Description automatically generatedAdd your presentation or link to your presentation here. |

A group of people in a room

Description automatically generated A green outline of a person with a computer

Description automatically generated **Part 3:** Book in a Teacher interview time to communicate and report on your numeracy Problem-Solving Cycle throughout your group project work. Your teacher will ask each group member invidual questions to check your understanding.

|  |  |
| --- | --- |
| **Teacher Name:** |  |
| **Date:** |  |
| **Sign off:** |  |
| **Teacher Feedback about presentation:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 5 Activity 5.3 Mathematics Problem Solving Cycle and Interview  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:**Your group has completed parts of this task. To bump it up, your group need to complete all sections of this task with basic information. | **Consolidating:** Your group has provided a basic presentation and communicated your use of mathematics and the problem-solving cycle in your teacher interview. To bump it up, your group needs to include more detailed specific examples from your project. | **Achieving:** Your group has provided a detailed presentation and successfully communicated your use of mathematics and the problem-solving cycle in your teacher interview. To bump it up, your group needs to include more detailed specific examples from your project. | **Excelling:** Your group has provided a comprehensive presentation. Your group has clearly communicated your use of mathematics and the problem-solving cycle supported by a range of examples in your teacher interview. Excellent work! |
| Teacher Comment: | | | | |

## Step 5 - Activity 5.4 Self Reflection

A green and orange puzzle piece with a person standing on it

Description automatically generated **Part 1:** Complete the reflection questions below.

1. What did you learning about yourself as a leader throughout this project?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What did you learn about yourself as a team member throughout this project?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. What did you learn about from working with others throughout this project?

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

1. If you had the opportunity to do this project again what would you do differently? Explain why.

|  |
| --- |
| A purple icon with check marks  Description automatically generated |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Step 5 Activity 5.4 Self Reflection  Student Reflection - How well did you go with this step? (Please check the box below) | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| Student Comment (Optional): | | | | |
| **Teacher Feedback** | | | | |
| Not Submitted | Beginning | Consolidating | Achieving | Excelling |
| **Not Submitted:** No work has been submitted or attempted for this outcome. | **Beginning:** You have attempted some aspects of the reflection questions. To bump it up, go back over the questions and provide a basic response for each questions. | **Consolidating**: You have provided a basic response for most of the reflection questions. To bump it up, go back over the questions and provide a basic response for each question. | **Achieving:** You have provided a basic response for all of the reflection questions. To bump it up, try to expand your responses to include recommendations for what you would like to do in the future differently or improve on. | **Excelling:** You have provided a detailed response for all of the reflection questions. Your responses include recommendations for what you would like to do in the future differently or improve on. Well done! |
| Teacher Comment: | | | | |

## Before you move onto another task

Have you completed the following activities?

|  |
| --- |
| Task Checklist |
| Students will complete the following for Step 5 – Reflect  A green and orange puzzle piece with a person standing on it  Description automatically generatedStep.5 Activity 5.1 Leadership styles  Step.5 Activity 5.2 Group work team reflection  Step.5 Activity 5.3 Numeracy group interview.  A green and orange puzzle piece with a person standing on it  Description automatically generatedStep.5 Activity 5.4 Reflection questions |

Bibliography

CareerFoundry webpage viewed 23 November, 2023 [Stage 2 in the Design Thinking Process: Define the Problem (careerfoundry.com)](https://careerfoundry.com/en/blog/ux-design/stage-two-design-thinking-define-the-problem/#what-is-the-define-stage-and-why-is-it-necessary)

Interaction Design Foundation webpage viewed 24 November, 2023 [UX Design Courses & Global UX Community | IxDF (interaction-design.org)](https://www.interaction-design.org/)