



Creating and managing a small business

Functional Situation Model for Carrying Out a Project

Direction de la formation générale des adultes (DFGA)
of the Ministère de l'Éducation du Québec
and
Joint Federal-Provincial Literacy
Training Initiatives

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Ministère de l'Éducation, 1999 — 99-0590

ISBN 2 – 550 – 34884-2

Legal Deposit — Bibliothèque nationale du Québec, 1999

ACKNOWLEDGMENTS

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INTRODUCTION

By means of a functional situation, this document describes the main activities of a project carried out over two semesters, between January 1996 and December 1996,¹ at the Le Retour centre of the Commission scolaire Jacques-Cartier. Two groups of adults, classified in Step Two of literacy training, participated in an outstanding manner.

This document does not describe the entire project. It does, however, include the essentials and also attempts to illustrate how any business project could be carried out (by being adapted to different contexts).

The materials used to prepare and carry out the project may be consulted at the Le Retour centre. Those interested in doing so should contact Ghislaine Gauthier or Jean Patry at (514) 670-3130, extension 242. Either will be pleased to make the materials available and to answer any questions.

Note: This functional situation differs from those that have already been published in that the first were “written” with a view to being implemented. This one was implemented with a view to being “written” and proposed as a general model for carrying out projects. Our experiment made it possible to confirm that integrated training is not only feasible, but is in fact an approach that provides highly satisfactory results.

¹ Activity report (Petit Robert 1994, p. 26). *Création et gestion d'une petite entreprise*. Ministère de l'Éducation du Québec, January 1997.

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Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: PRESENTING THE PROJECT

SKILLS	OBJECTIVES
<p>1. To be able to listen to the information required for making a decision and to ask for additional information or explanations, if necessary.</p> <p><u>Functional Objective:</u></p> <ul style="list-style-type: none"> • To acquire the desire to learn. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. L.S. 2.5 To recall specific information heard. L.S. 2.6 To interpret directions and messages accurately. L.S. 2.7 To listen to and correctly interpret a short sequence of instructions. L.S. 2.8 To ask questions and make requests.</p>
<p>Learning Situation</p> <p>There are several methods available to teach the students English and arithmetic. In order to develop skills useful for everyday life, while increasing knowledge of English and arithmetic, a project may be carried out according to students’ preferences and needs.</p> <p>Materials</p> <ul style="list-style-type: none"> • None 	

Procedure

- Begin the discussion by asking the following questions:
 - You have learned to read, write and do arithmetic in order to be better at doing what?
 - Are there other ways to learn besides using pencils and paper?
 - Would you like to learn something else besides English and arithmetic?
- Present the project of creating a small business by explaining everything that the students could learn during the activity.
- Ask for the students' reactions and answer any questions.
- Explain that if the group decides to participate, certain rules will have to be followed and the project will depend on the responsibility of each person.
- Give the group a few days to think about the project before coming back to it.
- Have the students share their opinions and then make a decision as a group.

REVIEW

- Does each person agree with the decision made?
- Does everyone want to participate?
- Would this activity give everyone an opportunity to learn things that would be useful in their everyday lives?

Notes

- It is important to set objectives and rules before presenting the project to the group.
- The teacher must be aware of the availability, creativity and flexibility required for the project.
- This activity may be suggested to the group once the students have had the time to get to know each other. The idea may also be presented gradually.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: CHOOSING A TYPE OF BUSINESS

SKILLS	OBJECTIVES
<p>1. To be able to listen to the information given, express their opinions, make a choice, and be willing to participate.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To plan an activity. • To make decisions with others. • To respect others’ opinions. • To be willing to go along with the decision of the majority. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>T.S. 2.7 To relate to the feelings and behaviour of others.</p> <p>T.S. 2.10 To distinguish fact from opinion.</p>
<p>Learning Situation</p> <p>The group has decided to go ahead with the project. The objectives and organizational constraints are clearly defined. The students must choose the type of business they will start.</p> <p>Materials</p> <ul style="list-style-type: none"> • None 	

Procedure

- Begin the discussion by reviewing the project, the objectives and the criteria selected for choosing the type of business: time and equipment available, skills required, budget, etc.
- Ask the group for suggestions of activities. Write them on the board. Allow those who made a suggestion to explain it.
- Consider each of the suggestions on the basis of the criteria selected.
- Take a vote.
- Make sure that everyone is willing to go along with the majority vote.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Examples of businesses: making cookies, greeting cards or dried flowers; setting up a car wash; selling coffee, etc.

Notes

- In this case, the small business involved making and selling muffins for the first activity and cookies for the second.
- It is important that the teacher be comfortable with the activities chosen. For this reason, the teacher may first prepare a list of suggestions from which the group can choose.
- It is also important to encourage discussion during this activity and to allow all students the opportunity to express themselves.
- All the students should see the personal advantages of getting involved in the project.
- This activity can be done in two stages:
 - Suggestions and evaluation of the criteria selected
 - Review of the suggestions and consensus

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: PREPARING A SURVEY AND EVALUATING THE RESULTS

SKILLS	OBJECTIVES
<p>1. To be able to choose the essential information and take it into consideration.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To contribute to the teamwork. • To suggest new ideas. • To be creative. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p> <p>R. 2.29 To recognize specific information required.</p> <p>W. 2.5 To form complete sentences.</p> <p>W. 2.20 To write for content and meaning.</p> <p>W. 2.21 To edit and revise.</p> <p>A. 1.47 To add and subtract using a calculator.</p>
<p>Learning Situation</p> <p>It is important to know the needs of the clientele before setting up a new business. Therefore, using a survey, the students will discover which products the clients want.</p>	

Materials

- Vocabulary list

Procedure

- As a group, demonstrate the importance of knowing what future clients want to buy. How do we find out? What do new businesses do before setting up? Explain what a market study is.
- As a group, identify what information should be obtained through the survey. Write this information on the board. Examples: variety, price, etc.
- Formulate sentences.
- Correct the text.
- Agree on the format of the text.
- Recopy the text neatly (preferably on computer).
- Discuss the choice of survey sample.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?

Notes

- Students are generally quite interested in this activity and take it seriously because it signals the beginning of the business.
- The students will be responsible for distributing the questionnaires, collecting and compiling data, and communicating results.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

**ACTIVITY: CHOOSING TASKS TO TAKE ON IN THE BUSINESS:
KNOWLEDGE AND BEHAVIOURS**

SKILLS	OBJECTIVES
<p>1. To be able to read and understand information related to functional skills (behaviours) and to recognize their own skills.</p> <p><u>Functional Objective:</u></p> <ul style="list-style-type: none"> • To recognize their skills. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>L.S. 2.4 To provide personal information clearly.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p> <p>W. 2.1 To spell and use words related to personal information.</p> <p>W. 2.5 To form complete sentences.</p> <p>W. 2.34 To correct faulty sentences.</p> <p>W. 2.39 To meet standards for headings, margins, indentations, and writing and spelling in all written work.</p>
<p>Learning Situation</p> <p>In order for students to choose two tasks to take on in the business, they must first be aware of their skills and interests. This activity gives them the opportunity to prepare a list of skills developed in everyday life that will be useful in the business.</p>	

Materials

- A photocopy of the vocabulary list for each student
- A text on functional skills (written by the teacher)
- Questions to evaluate students' comprehension of the text

Procedure

- Write the different tasks available on the board.
- Define what a skill is.
- Begin a discussion on the skills required to participate in the various stages of the project.
- Have the students read the text on skills.
- Ask questions to evaluate their comprehension of the text.
- Ask each student to list three of their skills.
- Have the students write their list of skills by beginning the sentence with "I."

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have? Would you like to spend more time on this activity?

Notes

- Students find it difficult to recognize their skills. The teacher should help them individually by having them talk about their jobs, leisure activities, interests and needs with respect to this project.
- The texts written by the students should be kept in their personal files for subsequent use.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: CHOOSING TASKS TO TAKE ON IN THE BUSINESS: ATTITUDES

SKILLS	OBJECTIVES
<p>1. To be able to read and understand information regarding their ability to adapt (attitudes) and to recognize their own skills.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To recognize their skills. • To recognize their qualities. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>L.S. 2.4 To provide personal information clearly.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p> <p>W. 2.1 To spell and use words related to personal information.</p> <p>W. 2.5 To form complete sentences.</p> <p>W. 2.34 To correct faulty sentences.</p> <p>W. 2.39 To meet standards for headings, margins, indentations, and writing and spelling in all written work.</p>
<p>Learning Situation</p> <p>After becoming aware of their knowledge and behaviours, students will be encouraged to recognize their attitudes with respect to the tasks that they could carry out in the business.</p>	

Materials

- A short text explaining attitudes
- A text related to the situation (written by the teacher)

Procedure

- Have the students read the text.
- Ask questions to evaluate their comprehension of the text.
- Ask the students to list some qualities. Write them on the board.
- Have the students select five personal qualities. Ask them to write them down and give an example of each. The teacher will help each student individually.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Which steps did you go through before reaching a decision.

Note

- This self-knowledge activity is demanding of students and requires much thought on their part.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: CHOOSING THE NAME OF THE BUSINESS

SKILLS	OBJECTIVES
<p>1. To be able to listen to the information given, express their opinions, make a choice and be willing to participate.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To plan and make decisions with others. • To be willing to go along with the decision of the majority. • To respect others’ opinions. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p>
<p>Learning Situation</p> <p>The students have chosen the type of business they want to start and must now find a name for it.</p> <p>Materials</p> <ul style="list-style-type: none"> • Blackboard, chalk 	

Procedure

- Begin the discussion by asking the students to find names of existing businesses that they like. Ask them why they like these names.
- Explain that the name of a business must mean something and that at the end of this activity, it will become official for the duration of the project.
- Brainstorm to find ideas for names. Write them on the board.
- Discuss the suggestions by giving students the opportunity to express their opinions and justify their choice.
- Have a vote.
- Make sure that all students are willing to go along with the majority vote.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- What experiences in your everyday life could help you carry out certain tasks?
- Could you acquire new skills by taking on a certain task?

Notes

- A folder with the business's name could be prepared for each student. This file would contain any document related to the project and each student would be responsible for his or her own file and for filing documents.
- In this case, the name *Muffins inc.* was chosen for the first activity and *Petits biscuits inc.* for the second.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: DESCRIBING THE TASKS TO BE CARRIED OUT

SKILLS	OBJECTIVES
<p>1. To be able to read and understand information related to tasks.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To be able to make choices. • To recognize their skills. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p>
<p>Learning Situation</p> <p>The business has been set up and now various tasks must be assigned. Students must therefore be made aware of the various tasks involved in the business and the skills required to carry them out.</p>	

Materials

- A photocopy of the descriptions of each task for each student
- The teacher writes the descriptions according to the type of business chosen

Procedure

- Have the students read the descriptions of the tasks and discuss them.
- Give examples and explain the vocabulary.
- Have the students each choose two tasks that they prefer and that would put their skills to good use. Ask them to justify their choices.
- Review the text and the vocabulary.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- What experiences in your everyday life could help you carry out certain tasks?
- Could you acquire new skills by taking on a certain task?

Notes

- Several people may share the same task. One person per team will be in charge.
- Students should choose their task according to their current skills and the skills they would like to acquire.
- The teacher may help or provide encouragement to the students with their decisions.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: ANSWERING QUESTIONS ON AN EMPLOYMENT APPLICATION FORM

SKILLS	OBJECTIVES
<p>1. To be able to read and understand the form. To be able to find answers to questions and fill in the form.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To take risks. • To recognize their skills. • To respect schedules. • To set objectives. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.5 To recall specific information heard. L.S. 2.6 To interpret directions and messages accurately. L.S. 2.7 To listen to and correctly interpret a short sequence of instructions. L.S. 2.8 To ask questions and make requests. R. 2.1 To take risks. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. R. 2.26 To use calendars. R. 2.29 To recognize specific information required. R. 2.36 To use schedules and timetables. W. 2.1 To spell and use words related to personal information. W. 2.5 To form complete sentences</p>
<p>Learning Situation</p> <p>Students have each chosen two tasks that they would like to take on in the business and must now fill out a form in order to highlight their skills as accurately as possible. Candidates will then each be called into a selection interview and a person will be chosen for each task. A specific date must be set for each interview so that a schedule can be made up. The teacher should explain to students that they must have confidence, know themselves and avoid minimizing or exaggerating their skills.</p>	

Materials

- The text describing each task and a photocopy for each student of the form to be filled in (written by the teacher according to the situation)

Procedure

- For each task, explain in simple words what is required.
- Give many examples, including negative ones.
- Ask each student to choose two different tasks.
- Ask each student to explain verbally why he or she can perform those tasks. Students must also provide reasons for their choices.
- Have the students write the answers to the questions on the form in a booklet.
- After checking the answers, have the students neatly transfer the information to the form.
- This is quite a long activity and is done in several stages. Students must submit the completed form by a specified date.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Is there anything you would like to improve?
- What skills have you learned?

Notes

- This activity is long and difficult, and requires a great deal of individual support.
- Students need several examples. They should be encouraged to take risks and to be realistic.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: PREPARING FOR A SELECTION INTERVIEW

SKILLS	OBJECTIVES
<p>1. To be able to read and understand information and simulate an interview.</p> <p><u>Functional Objective:</u></p> <ul style="list-style-type: none"> • To control their stress. • To have confidence in themselves. • To communicate their skills and objectives. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>L.S. 2.3 To answer specific factual questions.</p> <p>L.S. 2.4 To provide personal information clearly.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>L.S. 2.10 To relate one’s own experiences to ideas and concepts heard and read.</p> <p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p>
<p>Learning Situation</p> <p>Students each meet with the teacher in order to explain their choice of the two tasks and why they are the best person for those tasks. Students should be convincing.</p>	

Materials

- A photocopy for each student of texts related to the interview, the objectives and the behaviours to be adopted (written by the teacher)
- A photocopy for each student of an observation checklist (prepared by the teacher)

Procedure

- Discuss the reasons for having a selection interview. How should students behave? What should students do or not do? Write the answers on the board.
- In small groups, have the students read the texts. Each team must indicate new information.
- As a group, review the information that each team identified and compare it with the information that was previously written on the board.
- Do role plays in which incorrect behaviours, attitudes and language are used.
- Discuss what happened in the role plays.
- Suggest ways of controlling stress.
- Simulate a meeting during which behaviours are correct. Evaluate the behaviours using the checklist.
- Inform students that this observation checklist will be used during their selection interviews.
- Ask each student to note the date, time and place of their interview.
- Review the text on the interview: questions, vocabulary exercises.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Name one thing that you should not do during an individual meeting.
- Name a skill that you used during this activity.

Notes

- This activity is stimulating and encourages active participation on the part of students.
- It is suggested that the teacher select certain behaviours and attitudes for evaluation prior to the interviews and clearly communicate the criteria to the students. In this way, the teacher will be able to verify whether any change has occurred. Examples: clothing, language, posture
- The interviews should be held several days after this activity so that the teacher can evaluate what the students have retained from the exercise.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: ATTENDING THE SELECTION INTERVIEW

SKILLS	OBJECTIVES
<p>1. To be able to listen in order to respond verbally to specific questions.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To be able to identify their skills. • To control their stress. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>L.S. 2.3 To answer specific factual questions.</p> <p>L.S. 2.4 To provide personal information clearly.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>L.S. 2.10 To relate one’s own experiences to ideas and concepts heard and read.</p>
<p>Learning Situation</p> <p>During the interview, students must demonstrate that they are the ideal person to take on certain tasks in the business. They must answer specific questions and justify their answers.</p> <p>Materials</p> <ul style="list-style-type: none"> • Students must come to the interview with their personal file (the application that they filled in during a prior activity) • An observation checklist and the list of questions to be asked during the interview 	

Procedure

- The day of the interviews, students will have individual work to do in class while they wait for their own interview. Students will present themselves at the appointed time and place for their interview. The teacher and students will pretend that they do not know each other and that they are meeting for the first time.
- During the interview, students will introduce themselves and answer specific questions. They must try to convince the teacher that they have the skills required or that they show sufficient interest to take on the tasks selected.
- The teacher will ask questions on the students' availability and interest and will give students a hypothetical situation to see how they would react.
- Students should be advised that they may not be selected for the tasks they chose and should be asked if they are willing to accept other tasks.
- After each interview, the teacher will record the observations on a checklist.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- How did you feel during the interview?
- What was the most difficult part? The easiest?
- Are there things that you learned during the other activities that helped with the interview?
- What did you learn that would be helpful to you in your everyday life?

Notes

- Students tend to take this activity very seriously, so they experience a great deal of stress.
- It is important to plan individual work for the students who are not doing their interviews so that they do not waste their time waiting.
- Students must be advised that they may not necessarily be assigned to the tasks that they selected.
- The criteria for assigning a task are as follows: the skill required to carry out the task and the possibility of increasing the students' knowledge as a result of the task. Students should not be encouraged to take on a task for which they are too skillful as this would deprive them of an opportunity to learn new things. Some students may also be given the chance to increase their self-esteem by being offered a more difficult task than the one they chose.
- Each student is assigned two tasks in order to be able to participate actively in running the business.
- After the tasks have been assigned, a list is posted in the classroom. Students should be encouraged to make comments and to see each task as having equal value. The teacher should emphasize that everyone is responsible for the business running smoothly and that each student coordinator and team leader will make sure things are done properly.
- It is suggested that those responsible for the project should be officially introduced to the various persons at the centre (e.g. administrative and secretarial staff) with whom they will be working. This will make the project official and will give a real sense of responsibility to those involved.
- Following the interviews and the assignment of tasks, the teacher should meet with each student in order to set personal objectives to be attained with respect to LEARNING, BEHAVIOURS and ATTITUDES. The teacher will record the objectives and give students a copy for their personal file. Students will be evaluated on the attainment of these objectives at the end of the project.
- **After this activity**, each team will participate in workshops so that the students can learn the skills required to accomplish their tasks. Examples:
 - workshop on counting money and using a calculator for cashiers and those responsible for purchasing and accounting
 - workshop on volume and fractions for the cooks
 - workshop on computers for those in charge of publicity
- Once the tasks have been assigned and the teams formed, the students must decide when the product will be sold or the service offered.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

**ACTIVITY: WRITING ADVERTISEMENTS AND ORGANIZING A PUBLICITY CAMPAIGN
(the Publicity Team)**

SKILLS	OBJECTIVES
<p>1. To be able to communicate their ideas clearly and to use a computer.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To be able to work in a team. • To plan and make decisions. • To learn how to resolve problems. • To take risks. • To suggest new ideas. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. L.S. 2.5 To recall specific information heard. L.S. 2.6 To interpret directions and messages accurately. L.S. 2.7 To listen to and correctly interpret a short sequence of instructions. L.S. 2.8 To ask questions and make requests. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. W. 2.5 To form complete sentences. W. 2.15 To spell words used in social and work settings. W. 2.59 To discover and correct patterns of spelling errors.</p>
<p>Learning Situation</p> <p>Once the students have decided what kind of product will be sold (in this case, cookies), the price and the dates on which they will be sold, they need to make the business known. The team responsible for publicity must plan a publicity campaign: where? when? how? what?</p> <p>This is a good opportunity for students to become familiar with computers.</p> <p>Approximately four three-hour courses will be required for this activity.</p>	

Materials

Course 1:

- A photocopy for each student of a list of vocabulary used in advertising (prepared by the teacher)
- A photocopy for each student of a list of instructions to be followed to start up a computer and use the most simple functions (prepared by the teacher)

Course 2, 3, 4:

- Coloured cardboard and felt pens

Procedure

Course 1:

- Begin the activity by discussing the experiences and fears that each student feels with respect to computers.
- Demystify the computer and present the different parts (screen, keyboard, hard disk, mouse, etc.)
- Have the students operate the computer by following the written instructions.
- Have the students do the exercises to learn how to use the space bar, move around the screen and erase.
- Read the vocabulary list related to advertising and begin to enter the words on the computer.

Course 2:

- Review the first course.
- Begin a discussion on the type of language used in advertising, the qualities that make advertising good, etc.
- Brainstorm to find ideas for advertisements. Write them on the board.
- Discuss the ideas and reach an agreement.
- Make decisions as a group concerning the publicity campaign (written advertising, verbal advertising, location, etc.).
- Ask each student to write several slogans on the computer by following the instructions for computer use.

- Once the slogans are written, the students learn to do a layout according to their preferences and to use different types of fonts.
- The activity may be carried out in groups of two.
- Print each student's document.
- Choose one student to be in charge of photocopying.
- Post the advertisements in the predetermined areas.

Course 3, 4:

- Review the students' reactions had to the advertising.
- Discuss the tasks that remain to be done. As a group, find slogans. Write them on the board.
- Have each student enter one of the slogans on the computer.
- Make collages on the cardboard and decorate them.
- The day before the sale, ask one or two students to make an announcement over the intercom.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- How did you feel during the activity? And now?
- Do you feel more comfortable with a computer?
- Is there anything you would like to improve?
- Did you learn any new skills? Which ones?

Notes

- This activity was carried out only by the publicity team.
- If the students have never used a computer, show them only the essential functions.
- This activity motivates the students to be creative and to help each other.
- Students must be encouraged to take risks and must be given ongoing encouragement.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: CHOOSING RECIPES

SKILLS	OBJECTIVES
<p>1. To be able to read and understand information pertaining to recipes and to choose recipes.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To listen to others’ opinions. • To be able to make choices. • To be willing to go along with the decision of the majority. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>L.S. 2.9 To give instructions and directions so that others may follow them.</p> <p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p>
<p>Learning Situation</p> <p>The results of the survey are known. Using certain criteria, the students will now choose the recipes that will be made. All the students participate in this activity.</p> <p>Materials</p> <ul style="list-style-type: none"> • In this case: a photocopy for each student of a file with several recipes for different kinds of cookies chosen from the survey results • The teacher prepares the document according to the situation. 	

Procedure

- To begin the activity, the teacher reviews the survey results.
- With the group, determine the criteria for selecting recipes and write them on the board. Examples: price of ingredients, degree of difficulty, amount of time the cookies will keep
- Give each student a file with several recipes for different kinds of cookies.
- Go through the file. Does the file contain the four kinds of cookies chosen from the survey results? Are the recipes grouped by type? Are there other types besides those chosen from the survey?
- Choose the recipes on the basis of the criteria selected. The criteria that have been respected for each recipe can be checked off on the board. Example: can the cookies be refrigerated?
- Note the recipes selected by the group.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Which skills did you use during this activity?
- Is there anything you would like to improve?

Notes

- This activity encourages the active participation of all students.
- Some students may suggest important selection criteria that the teacher may not have thought of. Example: allergies to nuts
- The activity may also be used to give students information on health and nutrition.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: PREPARING THE LIST OF INGREDIENTS REQUIRED BY THE COOKING AND ACCOUNTING TEAMS

SKILLS	OBJECTIVES
<p>1. To be able to read recipes, select ingredients and calculate the exact quantities required.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To learn how to work in a team. • To learn how to be organized. 	<p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p> <p>W. 2.15 To spell words used in social and work settings.</p> <p>A. 1.32 To read sums of money.</p> <p>A. 1.34 To compare sums of money.</p> <p>A. 1.46 To become familiar with the calculator.</p> <p>A. 1.47 To add and subtract using a calculator</p> <p>A. 1.53 To multiply and divide using a calculator.</p>
<p>Learning Situation</p> <p>In order to estimate production costs and plan purchases, a list of ingredients must first be prepared.</p> <p>Materials</p> <ul style="list-style-type: none"> • A photocopy for each student of the selected recipes 	

Procedure

- Read the selected recipes.
- In teams of two, prepare the list of ingredients for each recipe.
- Calculate the quantities to be produced for each recipe, according to the sales forecasts (multiply the quantities in the recipes).
- Prepare a thorough list of ingredients for the accounting team.
- Using a calculator, calculate the quantities required for each ingredient.
- Calculate approximately how many cookies will be made.
- Calculate the approximate cost of making the product, using grocery store circulars.
- Estimate the price at which the product will be sold.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Which skills did you use?
- Are there any skills you would like to improve? How could you do so?

Notes

- This activity is divided into several stages.
- The students participate actively, and working in teams of two encourages them to help each other.
- Once the production costs have been estimated, the coordinator and accounting team will meet with the administration to obtain a cash advance.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: CHOOSING AND BUYING INGREDIENTS

SKILLS	OBJECTIVES
<p>1. To be able to read grocery lists and publicity circulars. To be able to choose the best purchases (price/quality ratio).</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To be able to make choices. • To make decisions as a team. • To take risks. • To have confidence in themselves. 	<p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p> <p>A. 1.31 To count sums of money.</p> <p>A. 1.34 To compare sums of money.</p> <p>A. 1.46 To become familiar with the calculator.</p> <p>A. 1.47 To add and subtract using a calculator.</p>
<p>Learning Situation</p> <p>The members of the purchasing team will determine the most economical and practical way of buying the ingredients. They will then make the purchases. They will first have participated in workshops on counting money.</p> <p>Materials</p> <ul style="list-style-type: none"> • A list of ingredients submitted by the cooking team • Local grocery store circulars 	

Procedure

- In teams and using a calculator, the students will compare the prices of ingredients in the circulars.
- As a group, determine where and when the purchases will be made.
- Prepare a list of purchases to be made for each store.
- Form teams.
- Using a calculator, do approximate calculations of the funds required for each team.
- The person in charge of accounting will distribute the cash required and will ask for a signed receipt.
- Each team will purchase all the ingredients on their list, making sure to keep the bills.
- When they return from the shopping expedition, each team will check the bills and the remaining cash with the accounting team.
- The teams will verify whether all the products have been bought and will put the products away.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Which skills did you use?
- How did you feel when making the purchases? Afterwards?
- What did you find easy? Difficult?
- What did you find helped you? What hindered you?
- Is there anything you would like to improve?

Notes

- This activity takes place after several workshops on calculating amounts of money and counting money.
- Transportation should be taken into account when forming small purchasing teams. Also, the more skillful students should be paired with the less skillful students.
- The more skillful students should be advised not to make the purchases for their partners.
- The students should be encouraged to take risks and to review what they have experienced.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: MAKING THE PRODUCT (the Cooking Team)

SKILLS	OBJECTIVES
<p>1. To be able to read recipes and understand the different units of volume.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To observe the rules of hygiene. • To be organized. • To take risks. • To control their stress. • To make decisions with others. • To work in a team. • To be persevering. • To be responsible. 	<p>R. 2.6 To develop an advanced sight vocabulary.</p> <p>R. 2.7 To meet basic reading requirements.</p> <p>A. 2.19 To be familiar with the symbols and vocabulary associated with metric units of liquid volume.</p> <p>A. 2.21 To use instruments for measuring liquid volume.</p>
<p>Learning Situation</p> <p>In this case, 800 cookies were made. In the classroom, students learned the rules of hygiene. Teams of two were formed and a leader coordinated the work.</p>	

Materials

- A photocopy of the recipes for each team
- The required utensils

Procedure

- Begin the activity by asking the leader to verify if all the students have washed their hands and are wearing hairnets.
- Make sure that the dishes are washed and the work area is clean.
- Read the recipes and calculate quantities.
- Make rolls of dough and wrap them correctly before refrigerating.
- Wash the utensils as they are used and make sure that the work area is always clean.
- Once the all the dough has been prepared and refrigerated, clean the area.
- On the day that the cookies are baked, shape the cookies, determine the cooking time and bake them.
- Decorate and individually wrap the cookies.

REVIEW

- Did you feel prepared to do this activity?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Have you learned anything new in this activity?

Notes

- The students may have to come in early or stay late on the day that the cookies are baked.
- This activity is a good opportunity for students to work in a team and to develop initiative. This activity gives rise to many emotions (e.g. worry, pride).
- While the cooking team works in the kitchen, the publicity team decorates the sales counter, and those responsible for accounting and the cash boxes prepare the cash boxes and practise making change. The teacher must be available for this activity.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: PLANNING THE SALE OF THE PRODUCT

SKILLS	OBJECTIVES
<p>1. To be able to assess a situation in order to plan an activity.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To respect schedules. • To set objectives. • To work in a team. • To give their opinion. • To listen to others’ opinions. • To be able to make choices. • To make decisions with others. • To be willing to go along with the decision of the majority. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.2 To speak loudly enough to be heard.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>R. 2.26 To use calendars.</p> <p>R. 2.36 To use schedules and timetables.</p>
<p>Learning Situation</p> <p>The day of the sale is approaching. It is important to assess what needs to be done before that day. The group must make decisions and distribute the work.</p>	

Materials

- None

Procedure

- Begin the activity with a verbal progress report from each team.
- Discuss what remains to be done (e.g. expenses, decorations, advertising) and write the items on the board.
- Lead the discussion using the following questions:
 - Are we sure that our future clients know about the sale?
 - Do we need more advertising?
 - What kind?
 - What selling points could influence buyers?
- Distribute the tasks among the different teams. The team leaders coordinate the work.

REVIEW

- Did you feel prepared to do this activity?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Have you learned anything new?

Notes

- To determine what remains to be done, the teacher will ask some general questions regarding each task so that the students find the answers themselves. Examples: Is there anything left to do in terms of the cash boxes? Are the products ready for sale?
- Students are very motivated during this activity, but they are also very tense. They need reassurance. This can be an opportunity to emphasize how being well prepared reduces stress.
- Allow the team leaders to coordinate the work of their respective groups. This is an opportunity to observe each student's initiative and ability to work in a team.
- The teacher should expect a lot of bustle.
- In this case, the students decided to use the intercom for announcements and used a short text prepared by the publicity team.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: SETTING UP AND DECORATING A SALES COUNTER

SKILLS	OBJECTIVES
<p>1. To be able to listen and follow instructions. To be able to plan and carry out different tasks.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To be responsible. • To be able to work in a team. • To make decisions with others. • To resolve problems. • To take initiative. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p>
<p>Learning Situation</p> <p>The sales counter should be set up to serve clients and display products well.</p> <p>Materials</p> <ul style="list-style-type: none"> • Tables, decorations, balloons, tablecloths, posters on which prices are indicated, etc. 	

Procedure

- Lead the discussion on the criteria for setting up a sales counter: it must be practical, attractive, clean and inexpensive.
- List the materials required. Purchases are made by purchasing team.
- As a group, distribute the tasks: the students who do not have any other tasks are responsible for setting up and decorating the sales counter.
- Appoint a student to coordinate the activities.
- After the sale, clean and put away everything (all students are involved).

REVIEW

- Did you feel prepared to do this activity?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Have you learned anything new during this activity?
- Which skills did you use?

Notes

- Plan for a space that allows clients to move around and that is not stressful for the cashiers. Example: the set-up should be such that clients line up in front of the cash boxes.
- This activity is a good opportunity to observe the students' behaviours.
- Students are very creative and motivated during this activity. This activity also channels the stress that has been steadily increasing as the day of the sale approaches.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: SELLING THE PRODUCT (the Accounting Team and Cashiers)

SKILLS	OBJECTIVES
<p>1. To be able to give change correctly and count money.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To deal with people. • To develop a sense of responsibility. • To control their stress. • To have confidence in themselves. 	<p>A. 1.30 To establish equivalences between different monetary values.</p> <p>A. 1.31 To count sums of money.</p> <p>A. 1.47 To add and subtract using a calculator.</p>
<p>Learning Situation</p> <p>It is important that everything be ready before the sale so that the risk of errors and the stress may be reduced as much as possible.</p> <p>Materials</p> <ul style="list-style-type: none"> • Cash boxes for the money • A form for each cashier indicating the various coins and bills • A calculator 	

Procedure

- As a group, decide on the amount of money (coins and bills) to be put in each cash box.
- The student in charge of accounting will go to the bank to get the money required.
- The student in charge of accounting gives the money to each cashier. The cashier indicates on the form the number of coins and bills received and signs it.
- The student in charge of accounting keeps the forms, which will be used for accounting purposes after the sale.
- Do role plays to practise counting money.
- After the sale, the student in charge of accounting counts the money in each cash box with the cashier and writes the amounts on the cashier's form.

REVIEW

- Did you feel prepared to do this activity?
- Have you learned anything new?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- How do you feel?
- What did you find easy? Difficult? Why?
- Which skills did you learn?
- Is there anything you would like to improve?

Notes

- The cash boxes will be kept by two people. To form the teams of two, put a more skillful student with a less skillful one.
- Give the student in charge of accounting the task of offering support to the less rapid cashiers, but not of doing their job.
- During the sale, the teacher will supervise the activity from a distance, will make suggestions if necessary and will observe the students' behaviours.
- Other teachers may be asked to encourage their groups to be patient when waiting in line.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: CLOSING THE BUSINESS (the Accounting Team)

SKILLS	OBJECTIVES
<p>1. To be able to calculate expenses and income in order to record them in the general ledger.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To develop a sense of responsibility. • To be meticulous. • To be organized. 	<p>A. 1.31 To count sums of money. A. 1.47 To add and subtract using a calculator.</p>
<p>Learning Situation</p> <p>The sale is over. The unused ingredients must be disposed of and the books closed so that the business can shut down.</p> <p>Materials</p> <ul style="list-style-type: none"> • A calculator • Rolling paper for coins 	

Procedure

- Begin the discussion as a group in order to decide what should be done with the unused ingredients.
- The accounting team counts the cash on hand.
- Subtract the expenses from the income in order to calculate the profit.
- Record the results in the general ledger.
- Roll the coins. The student in charge of accounting will go to the bank to exchange the coins for bills.
- Pay back the cash advance received at the beginning of the project.

REVIEW

- Did you feel prepared to do this activity?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Which skills did you use during this activity?
- Are there any skills you would like to improve? Which ones? How?

Notes

- The teacher supervises this activity.
- The students may decide at the beginning of the project what they will do with the profits. This could be the subject of a group discussion.

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: THANKING CONTRIBUTORS

SKILLS	OBJECTIVES
<p>1. To be able to write a thank-you letter.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To contribute to teamwork. • To be creative. • To make decisions with others. • To be willing to go along with the decision of the majority. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion.</p> <p>L.S. 2.5 To recall specific information heard.</p> <p>L.S. 2.6 To interpret directions and messages accurately.</p> <p>L.S. 2.7 To listen to and correctly interpret a short sequence of instructions.</p> <p>L.S. 2.8 To ask questions and make requests.</p> <p>W. 2.5 To form complete sentences.</p> <p>W. 2.15 To spell words used in social and work settings.</p> <p>W. 2.22 To choose words carefully to convey the precise meaning intended.</p> <p>W. 2.27 To know the required format for a letter.</p> <p>W. 2.39 To meet standards for headings, margins, indentations and writing and spelling in all written work.</p>
<p>Learning Situation</p> <p>The business is closing its doors. A number of people have contributed to its success and so deserve to be thanked.</p> <p>Materials</p> <ul style="list-style-type: none"> • None 	

Procedure

- Several days after the books have been closed, begin a discussion on the work that was done during the project.
- Emphasize the participation of individuals who were not in the group.
- Write the names of these individuals on the board.
- Suggest to the group that a thank-you letter be written to these individuals.
- Ask the students what could be said in the letter and write the suggestions on the board.
- Write a sample letter with the students.
- Ask the students what could be done to personalize the letter.
- Decide how the letters will be given.
- Write the letters.
- Distribute the letters.

REVIEW

- Did you feel prepared to do this activity?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- How do you think the individuals who are thanked will react?
- What have you learned during this activity?
- How did you feel after this activity?

Functional Situation

CREATING AND MANAGING A SMALL BUSINESS

ACTIVITY: EVALUATING THE PROJECT

SKILLS	OBJECTIVES
<p>1. To be able to evaluate activities and express their satisfaction or dissatisfaction.</p> <p><u>Functional Objectives:</u></p> <ul style="list-style-type: none"> • To listen to the opinions of others. • To give their opinion. • To have confidence in themselves. • To be able to take stock of a situation. 	<p>L.S. 2.1 To listen to others in order to take part in a discussion. L.S. 2.2 To speak loudly enough to be heard. L.S. 2.5 To recall specific information heard. L.S. 2.6 To interpret directions and messages accurately. L.S. 2.7 To listen to and correctly interpret a short sequence of instructions. L.S. 2.8 To ask questions and make requests. R. 2.6 To develop an advanced sight vocabulary. R. 2.7 To meet basic reading requirements. W. 2.1 To spell and use words related to personal information. W. 2.15 To spell words used in social and work settings. T.S. 2.10 To distinguish fact from opinion.</p>
<p>Learning Situation</p> <p>The project is finished. It is important to evaluate what was done and to see how satisfied the students were with the project.</p> <p>Materials</p> <ul style="list-style-type: none"> • A photocopy for each student of an evaluation questionnaire prepared by the teacher 	

Procedure

- Begin the discussion by reviewing the different stages of the project.
- Ask the students to give their opinions on whether they thought the project was a success, how satisfied they were with it, what they liked, what they disliked, etc.
- Ask the students to identify one thing they learned that will be helpful to them.
- Verify whether the students feel they have improved their English and arithmetic and learned other skills.
- After the discussion, ask the students to complete the short questionnaire.

REVIEW

- Did you feel prepared to do this activity?
- Is what you have learned useful in your everyday life? Would it be easy for you to use this new knowledge?
- Is there anything you haven't learned that you feel you should have?
- Which skills did you use during this activity?
- Are there any skills that you would like to improve? Which ones? How?

Notes

- The students' evaluation of the project is essential.
- Because an evaluation is done at the end of each week during the project, students have acquired a certain skill in completing this task. It is recommended that the same vocabulary and questions be used for each evaluation.
- Allow the students to freely express themselves and encourage the shyer ones to share as well.
- The teacher will help the students become aware of the progress or change that has been noticed during the project.

