

Phases of the PPPP Learning Process targeted:











Activity title	Planning Back	kwards		
Overview	the time one begins time they have ava indicate the numbe	and the time something is cillable using the deadline as	due. This activity will help st is a starting point and worki ig the desired time frame (w	ch time is available between udents determine how much ng backwards. Students will reek, term, project) and plan
O Duration	45 Materials	Blank calendar of the t	erm, student class schedule	e, highlighter
ICT	Word Processing so	oftware to generate calendar	rs	
Grouping	† individual	🕴 🛉 pairs	🕴 🕴 🖠 small groups	†††† whole class
Teaching	* whole class	🕴 🕴 🛊 small groups	🕴 🛉 pairs	† individual
Artifacts		early indicates the number of list (<i>Graphic organizers</i> B i	,	project iimeline or To Do List could

	be us	ed)			
Links with th	1е <i>Е</i>	intrepreneurship pro	gram		
Competenc	ies	Competency 1 Determines his/her suitabi	lity for entrepreneurship		etency 2 ents an entrepreneurial project
Key Featu	res			Plans tl	he project
EN Program	Co	ntent (QEP: pp. 22-25)			
EN qualities	Abi	lity to adapt			
Strategies	Coi	mmunication	Exploration		Conflict-management
					Planning terms and conditions
	Pro	blem-solving	Metacognitive		Decision-making
			Setting personal objectiv Modifying his/her way o things, if necessary		Building a consensus

Evaluation Crite	ria (Updated framework	for the evaluation of learning)	
* For feedback purpose the student's report car	es, not to be considered in rd mark.	Information clarifying the crite	eria
Proficiency of subjectargeted in the progra			
Relevant planning		<u> </u>	
Effective implementa entrepreneurial proje			
Relevant reflection			
Evaluation tools	checklist	observation observation	reflection
	peer evaluation	self-evaluation	calendar, daily plan

Knowledge

Reflection and review

Action plan



Process

	Role of teacher	Role of student(s)
Before	Students have selected a project that interests them and responds to a social need. In project groups, students have brainstormed the possible tasks required in order to deliver their good, service or event.	Students select the tasks they will be responsible for in the development and delivery of the project.
1	Discuss the idea of effective planning and how it can take various forms. Introduce the idea of planning by starting with the deadline and working backwards.	Bring their school timetable to class.
2	 Provide students with a calendar from the current date until the end of the term or school year. Assign a deadline for the completion of the entrepreneurial project. Instruct students to work backwards starting from the deadline. More experienced students can select their own project deadline. Discuss how entrepreneurs still maintain lives outside their work or projects and balancing these out is a key part to success and managing stress. One key element related to stress is lack of time and too many tasks. Have students map out their time and tasks within the timeframe allotted for this project. Ask students to break down their individual tasks in a daily plan or to-do list. Graphic organizers such as, Breaking it Down, Project Timeline or To Do List could be made available. Ask guiding questions, e.g. How will you be prepared for problems in your plan and your timeline? 	Using their timetable, a blank calendar and a highlighter, students individually: Indicate each day that they have an Entrepreneurship class between the current date and the deadline. Indicate other deadlines or projects from other tasks, hobbies, etc. which will take up their time in the evening and weekends, e.g. history project, hockey practice. Write in task deadlines. Write the break down of each task into a daily plan or to-do list. In some cases students may calculate the number of hours they will have to complete their project; useful when many small tasks are required in one day or class period.



Guide students to now validate their plan with their group. Some tasks require that another classmate's tasks be completed first.

Project group members share their individual task timelines and adjust their individual timelines and tasks to ensure the project will flow.

Follow-up

Ask each group to make one project timeline with major milestones indicated and to decide on how and who will keep track of the timelines for the team.

As a group, project members produce a master timeline for their project indicating only the major milestones along the way.

Reflection:

How will each group member report delays and problems or additional tasks that may arise?





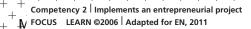
Breaking it Down

Carries out the project

Project >

List all your project tasks, and fill in what you need to do to accomplish each task. **Keep in mind** the due date and plan how long you think it will take to complete each step. **Set yourself** individual due dates, and check off each as they are completed. ▼

Steps	То Do	Due	Done
☐ Write up interview questions			
O			
☐ Evaluation			









Project Timeline

Plans the project

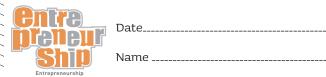
Use the timeline below to plan the steps that will guide you to carry out this entrepreneurial project.

Use a highlighter to keep track as you go along. ▼

	Date	▼	Date	Date	Date	Date	▼ \
)				 	 		
				 	 		\
	<u> </u>			 	 		
	Start date	Re	Vising the Plan it need to be revised? How?				Due date
	Start date	Does	it need to be revised? How? ▶	•			Due date

Competency 2 | Implements an entrepreneurial project FOCUS | LEARN © 2006 | Adapted for EN, 2012







Plans the project

Assignment -

Step 1 Due	Step 2 Due
What do I do first? ▶	What is next? ►
What do I need? ▶	What do I need? ▶
How do I carry out this step? ▶	How do I carry out this step? ▶
Step 3 Due	Step 4 Due
Step 3 Due	Step 4 Due
• -	