



Activity title	Planning Backwards		
Overview	Effective planning requires one to have a clear understanding of how much time is available between the time one begins and the time something is due. This activity will help students determine how much time they have available using the deadline as a starting point and working backwards. Students will indicate the number of periods available during the desired time frame (week, term, project) and plan backwards from the deadline, breaking down tasks for each day.		
Duration	45 min	Materials	Blank calendar of the term, student class schedule, highlighter
ICT	Word Processing software to generate calendars		
Grouping	individual	pairs	small groups
Teaching	whole class	small groups	pairs
Artifacts	A calendar which clearly indicates the number of periods available during a project A daily plan or to-do list (<i>Graphic organizers Breaking it Down, Project Timeline or To Do List</i> could be used)		

Links with the Entrepreneurship program


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

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

EN qualities	Ability to adapt		
Strategies	Communication	Exploration	Conflict-management
			Planning terms and conditions
	Problem-solving	Metacognitive	Decision-making
		Setting personal objectives Modifying his/her way of doing things, if necessary	Building a consensus
	Reflection and review		
Knowledge	Action plan		

Evaluation Criteria (Updated framework for the evaluation of learning)

* For feedback purposes, not to be considered in the student's report card mark.	Information clarifying the criteria		
Proficiency of subject-specific knowledge targeted in the program content (QEP)*			
Relevant planning			
Effective implementation of an entrepreneurial project			
Relevant reflection			
Evaluation tools	checklist	observation	reflection
	peer evaluation	self-evaluation	calendar, daily plan

 Process		
	Role of teacher	Role of student(s)
Before	<p>Students have selected a project that interests them and responds to a social need.</p> <p>In project groups, students have brainstormed the possible tasks required in order to deliver their good, service or event.</p>	<p>Students select the tasks they will be responsible for in the development and delivery of the project.</p>
1	<p>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.</p>	<p>Bring their school timetable to class.</p>
2	<ul style="list-style-type: none"> • 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. <i>Graphic organizers</i> such as, Breaking it Down, Project Timeline or To Do List could be made available. <p>Ask guiding questions, e.g. How will you be prepared for problems in your plan and your timeline?</p>	<p>Using their timetable, a blank calendar and a highlighter, students individually:</p> <ul style="list-style-type: none"> • 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. <p>*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.</p>

3	<p>Guide students to now validate their plan with their group. Some tasks require that another classmate's tasks be completed first.</p>	<p>Project group members share their individual task timelines and adjust their individual timelines and tasks to ensure the project will flow.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Follow-up</p>	<p>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.</p> <p>Reflection: How will each group member report delays and problems or additional tasks that may arise?</p>	<p>As a group, project members produce a master timeline for their project indicating only the major milestones along the way.</p>

Date.....

Name.....


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	To Do	Due	Done
<input type="checkbox"/> Write up interview questions		-----	<input type="checkbox"/>
<input type="checkbox"/> -----		-----	<input type="checkbox"/>
<input type="checkbox"/> -----		-----	<input type="checkbox"/>
<input type="checkbox"/> -----		-----	<input type="checkbox"/>
<input type="checkbox"/> -----		-----	<input type="checkbox"/>
<input type="checkbox"/> -----		-----	<input type="checkbox"/>
<input type="checkbox"/> Evaluation 		-----	<input type="checkbox"/>



Date _____

Name _____

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 ▼

Start date

Revising the Plan

Does it need to be revised? How? ►

Due date





Assignment ▶

<p>Step 1 Due</p>	<p>Step 2 Due</p>
<p>What do I do first? ▶</p> <p>What do I need? ▶</p> <p>How do I carry out this step? ▶</p>	<p>What is next? ▶</p> <p>What do I need? ▶</p> <p>How do I carry out this step? ▶</p>
<p>Step 3 Due</p>	<p>Step 4 Due</p>
<p>What is next? ▶</p> <p>What do I need? ▶</p> <p>How do I carry out this step? ▶</p>	<p>What is next? ▶</p> <p>What do I need? ▶</p> <p>How do I carry out this step? ▶</p>

