

## **What is the Eumundi Markets Schools Project?**

The project takes enterprise education out of the classroom and into a 'real life' marketplace. For over four years students from three schools have had an opportunity to develop skills and confidence by preparing for and managing a stall at Queensland's most famous country market.

Participating schools share responsibility for the stall and use a variety of approaches in sourcing or manufacturing products for sale, identifying students to be involved and integrating student learning.

Noosa Youth Service played a crucial role in the development of the project and continues to play a facilitation role across the three schools. Noosa Youth Service has encouraged schools to focus on the involvement of students 'at risk' of early school leaving.

## **Background – Markets at Eumundi**

Eumundi is a small town on the Sunshine Coast in Queensland that has become famous for its local market. The Eumundi Market was founded in 1979 by the Eumundi and District Historical Society and has grown over the decades from a Saturday cake stall to a huge market averaging 500 stalls and bringing an estimated half million visitors to the town each year. In recent years the Saturday market concept was extended to Wednesdays to provide tourists and locals alike, with a mid week opportunity to shop. Though perceived by visitors as being the same, the Wednesday market is a separate entity managed by the Eumundi and District Community Association and called the Wednesday Country Market. It involves 250 stallholders, including the stall run by the local consortium of schools. Funds raised by the Association are earmarked for local community projects and are held in trust by the Maroochy Shire Council.

## **Project Partners**

Noosa Youth Service

Noosa District State High School

Sunshine Beach State High School

Cooroora Secondary College

Eumundi and District Community Association

## **Role of the Partners**

### **Project Coordinator –**

Noosa Youth Service fostered the development of the project and has continued to play a role in coordination and communication between schools and with market management (The Eumundi and District Community Association). The NYS plans the roster for school involvement, hosts a monthly planning session for project partners and facilitates an annual review. The NYS coordinator has a strong relationship with schools involved, nurtured through weekly participation in Student Welfare Team Meetings at each school.

### **Schools –**

Responsibility for the market stall is rotated so that each school goes to market once every three weeks. Schools take individual responsibility for identifying students to participate, managing student involvement, integrating student learning and resourcing staff to support students. At least one representative from each school is involved in Project Planning Meetings facilitated by the NYS.

### **Students –**

Students involved in the project are required to source or help manufacture products for sale, be aware of market forces, adhere to strict business procedures (stock tally sheets and profit and loss statements), offer goods at competitive prices, compete with other stall-holders to attract custom, demonstrate professional customer service, have sound product knowledge, review and evaluate product demand, manage fees and charges associated with operating a market stall, be well organised and ready to start at 7.30am on market day, have a positive attitude, promote the project to the wider community and work cohesively as a team.

### **Market Manager –**

The Eumundi and District Community Association manages the Wednesday market and takes an active interest in the project. They are involved in the annual project review process, participate in the Student Presentation Ceremony at the end of the year and are in regular communication with the Noosa Youth Service. The stall hosted by the schools is subject to the regular fees and charges associated with operating a market stall.

## Case Study - Noosa District State High School

### Target Group

Year 9 and 10 students whose social and academic outcomes have been effected by a lack of motivation at school.

### Objectives

- To encourage student motivation, goal setting and time management.
- To facilitate independent learning and foster the development of positive relationships with peers and adults.
- To develop interpersonal skills, team work and problem solving

### How it works in practice

#### ***Securing student involvement***

The Eumundi Markets project is linked to a ten-week subject called 'Enterprise Education'.

Enterprise Education is offered to Year 9 and 10 students who been sent to the 'time out' room at least once during a school term. (Students are sent to the 'time out' room as a consequence of disruptive classroom behaviour.)

Eligible students are invited to an information session to find out about the subject. During the Session the Behaviour Management Coordinator provides students with an overview of the subject and invites questions from students.

Elements of the subject outlined during information session: -

- Participation in a 3 day 43km Wilderness Trek
- Participation in the Eumundi and Cooroy Markets involving product identification, product sourcing and/or production and sale on six market days
- The assessment process – self evaluation of responsibility, motivation, communication and cooperation, a small amount of written work and teacher evaluation based on communication, participation and teamwork
- Benefits of taking the subject including

- the participative nature of the course (ie. they are involved in decisions about market involvement)
- that it is a chance to make some money (ie. at the end of term they share the profits), and
- that it has the potential to positively impact on their time at school.

An information sheet is provided for parents of interested students (see Project Resources)

***Enterprise Education – Subject Structure***

- Each term (10weeks) 8 students participate
- The 3-day wilderness trek is undertaken early in the term to promote team building, self-esteem and problem solving. Classes prior to the trek focus on preparing for it mentally and physically.
- Each week students undertake 3 x 70 minutes lessons. Lessons are used to prepare and debrief their involvement in six markets.
- The group prepares for participation in Eumundi Markets twice and Cooroy Markets four times. Four students staff the stall at Eumundi Markets and two students staff the stall at Cooroy. They are accompanied by a Project Officer who is employed by the school as a ‘teacher’s aide’ to support students at the Market. Each student has an opportunity to attend two market days throughout the term.

***Identifying and sourcing or producing product***

In 2001 the core product produced for the market was cakes and slices. Each week the students spent their Monday Enterprise Education classes cooking and packed and labeled the product on Tuesday during their lunch break.

Additional products sold at the stall included:

- High quality wood products resulting from a partnership between the school and the Cooroora Woodworkers Club, a community based arts incubator. Members

of the club worked for a half-day each week with six gifted and talented woodwork students. The products produced were sold at the market with 60% of proceeds returning to the Club to buy materials and 40% going to the sales team.

- Other products were sourced from within the school including honey and vegetables grown by Agriculture classes on the school farm, a music CD produced by a Music class and other baked products made by Home Economics students.

### ***Integrating Student Learning***

Project planning, marketing and communication skills are woven into the program, and have a particular focus on the day they go to market. On market days the youth worker/teacher's aide particularly focuses on the development of interpersonal skills through student interaction with customers and other stallholders. Students also undertake a range of mathematical tasks including ordering raw ingredients, organising the float, maintaining stock control, counting takings, recording income and expenditure and profit and loss.

An important element of the program is developing student awareness of achievement through self -assessment. Using a simple yet structured feedback process students evaluate their performance and ultimately contribute to the final subject rankings that appear on their school report. All junior secondary subjects involve a grading i.e. A, B, C and a ranking (1-4) on student responsibility, motivation, communication and cooperation. Their final grading and ranking results are based on self-evaluation combined with teacher observation and written work.

### ***Outcomes for Students***

Students who had undertaken the program identified the following personal outcomes:

- More confidence
- A feeling of achievement
- Improved relationships with peers and teachers

- An increased ability to trust
- A positive impact on other subjects such as Physical Education and Maths
- Experience that they believed would help them get a better job when they leave school

School staff have identified the following outcomes for participating students:

- An improved ability to handle conflict
- Reduced behaviour management problems
- Increased confidence and motivation

### ***School Staffing and Support***

The program was staffed by: -

- A teacher with a full subject allocation to deliver Enterprise Education. The teacher took responsibility for all program planning, preparation for and debriefing student achievements following each market day.
- A 'Teacher's aide' employed to support students on Market Day. This involved collecting students from school, attending the market with them and supporting them in their learning and development. The person selected for the role had a background in youth work

### ***Keys to success***

#### 1. Supportive school leaders

The flexibility and support of the School Principal has been vital to the success of the project. Resources committed included a teacher, teacher's aide, a room to work in and materials to decorate it.

#### 2. Motivated teacher

A teacher who has an ability to build a strong relationship with the students and build their confidence and sense of responsibility.

#### 3. Transparency

The teacher used a transparent approach to learning and assessment, with students understanding the overall objectives yet having input to the process and an opportunity to evaluate their own performance.

#### 4. Cross department collaboration

A broad spectrum of knowledge and interest in the project across the school resulting in an across faculty approach to producing products.

#### **Resources**

Parent Information

Student Assessment Outline

Student Diary Proforma

Student Self-evaluation Sheets

Student Survey

## **Case Study - Sunshine Beach State High School**

### **Target Group**

Special needs students.

### **Objectives**

- To provide cross curricula, multi-leveled learning experiences for students with disabilities
- To promote the development of social, communication and life skills in a 'real life' environment outside home or school
- To promote quality school – community partnerships

### **How it works in practice**

#### ***Securing student involvement***

In 2001, sixteen students at Sunshine Beach State High School were assessed as having a disability. As a result of each assessment, Individual Education Plans were developed and teaching resources committed. Depending on the degree of disability students either attended a special needs unit (The Student Teacher Access Centre - STAC) full-time or part-time in conjunction with mainstream classes. All students with a disability were involved in the Eumundi Markets project with the Student Teacher Access Centre becoming the hub of activity. The type and level of student

involvement in the project was linked to individual needs and learning objectives as outlined in their Individual Education Plans.

### ***Structure***

In 2001 involvement in the market was not identified as a discrete school subject rather it was integrated into the teaching and operation of The Student and Teacher Access Centre (STAC). In the days leading up to market day, manufacturing became the focus for STAC students and staff. .

Implementation of the Market Project involved the following:

- Identification of products, the production of which provided cross-curricula, multi-level learning experiences;
- Planning a roster for student involvement in production (?) and market days;
- Involving students in purchasing materials from the local community
- Working with students to produce items to be sold at the market
- Accompanying students to the Market
- Facilitating student learning in the production phase, at the Market and in review of Market Days
- Monthly planning and review of the Market Day

### ***Identifying and manufacturing product***

The identification of product was primarily teacher driven to maximise learning potential. As the project has developed student input to and understanding of the marketing process increased. Products manufactured and sold included: -

- Pencil cases and aprons
- Tomato relish
- Greeting Cards
- Chocolates and slices

Soaps were also sourced locally for sale at the Market.

### ***Integrating Student Learning***

The Eumundi Markets Project offered a framework for integrating learning for students with special needs. The team of teachers working on the project viewed it as a 'rich task', meaning that it offered: -



- Coverage of a number of key learning areas.
- A variety of levels of engagement and complexity so all students, no matter what disability were able to find meaningful relevance in it.
- Learning and development over a long period of time.
- Technology skills, life skills, social and communication skills.

In planning the learning, teachers identified products and processes that provided a series of 'real life' rich tasks relevant to literacy, numeracy, art, home economics and manual arts. Student involvement and achievement was monitored and reviewed against their Individual Education Plans.

### ***Outcomes for Students***

Students identified the following personal outcomes:

- Knowing how to cook and make things
- Learning how to deal with money
- Improved technology skills
- An understanding of market forces
- Completion of tasks within a set time frame
- An ability to socialise with people

Teachers identified the following outcomes for students:

- Increased confidence
- An ability to work as a team
- Improved communication and interpersonal skills
- Improved basic skills eg. numeracy and literacy
- Development of life skills

### ***School Staffing and Support***

STAC teachers and support staff take responsibility for day to day project management and planning. Staffing levels are determined by the number of special needs students in the school each year and the degree of disability. The Head of Department, Social Justice strongly supports the project and represents the school in Eumundi Market project meetings coordinated by the Noosa Youth Service.

### ***Lessons to date***

The team plan to have the Eumundi Markets project housed within a school subject such as 'Enterprise Education' in future. This will mean that the project will be structured within the school timetable and will attract resources rather than being viewed as an 'add-on'. Student and Teacher Access Centre staff also hope that structuring it as a subject will result in greater commercial success by allowing for a more ordered approach to planning and production.

### ***Keys to success***

#### 1. Teacher Commitment

An essential element of the project has been a committed team of teachers, who viewed the Eumundi Markets Project as a fantastic learning and development opportunity for students, and were prepared to put the work in to achieve quality outcomes for students.

#### 2. Flexible learning for students with special needs

The flexible, holistic and individual approach to managing the learning for students with special needs at Sunshine Beach State High School has been a key success factor. This has meant that involvement of students has not been bound by timetable constraints, rather it is determined by the relevance of the learning opportunity presented.

#### 3. Role of the Noosa Youth Service

The involvement of the Noosa Youth Service in cementing the partnership was seen as vital. The role they played in facilitating planning and communication between the schools and markets personnel was complemented by their active involvement in the schools Student Welfare Committee.

### **Quotes** (to be incorporated throughout web page with photographs)

*"It is a shame that you have to have a diagnosis of disability to open the door to wonderful educational experiences, why isn't it the same for all young people?"*

Tony Althaus, Acting Head of Studies, Special Education Unit, Sunshine Beach State High School

*“Young people can only reach levels of excellence and professional behaviour if they are exposed to it. How can we expect them to get jobs unless they know the standards to reach for?”*

Louis Formosa, Market Manager

*“I’ve only been in trouble once since I’ve done Enterprise Education. It’s heaps better than other subjects as you are more independent, we were sat down and told this is what you have to do and its up to you to do it.”*

Hannah, Aged 14, Noosa District State High School

*“I learnt cooking, handling money, trusting others with money and being brave enough to sell products at the market.”*

Paul, Aged 14, Noosa District State High School

*“The aim is to give the students a positive experience, with a fair degree of freedom. I facilitate real life experiences that bring them out of their comfort zone and require them to develop maths and communication skills. As a result they can see their work at school being put into practice.”*

*“I believe one of the keys to program success is an ability to get on with kids and to enable them to see and evaluate their own success.”*

Dorothy Hogan, Behaviour Management Coordinator, Noosa District State High School

*“Projects like the Eumundi Markets have huge potential for middle schooling if teachers are prepared to take on a multi-disciplined team teaching approach.”*

Scott Wallace, Head of Department, Social Justice

*“The best thing about the markets is that we are now making money. When we started we were making a loss until we worked out that we need to make things that people want to buy and give them a range to choose from.”*

Lachlan, 14 years old, Sunshine Beach State High School

*“If you become involved you’ll learn how to sell things, make things and talk to others.”*

Jono, 13 years old, Sunshine Beach State High School

*“The markets were better than being trapped in school. You get to meet people and know your classmates better. I learnt how to measure stuff, how to sew and work in a mad rush to get it all done. It also built up my confidence.”*

Shane, 17 years old, Sunshine Beach State High School

## **Project Success Factors**

### ***Shared commitment***

Weekly participation by a school in the market would be difficult to sustain so sharing the responsibility between the schools made a lot of sense.

### ***External facilitator***

An external party prepared to coordinate across the schools and link them together with Market Management was identified by the schools and Market Management as a key success factor. The coordinator needs to have a sound working relationship with the schools, strong community links and a good relationship with Market Management.

### ***School and teacher support***

Participation by each school required a high level of teacher commitment and support by the School Executive. Teachers involved need time to develop and manage school involvement in the project.

### ***Sound rapport between teachers and teacher aid/youth workers***

Student learning was enhanced where there was strong pre and post involvement of the youth worker/teacher’s aide that accompanied the students to the markets.

Where possible employment of a teacher's aide for 1.5 days per market day, allows for their involvement in product sourcing or manufacturing, market day and in debriefing market day.

### ***Regular project planning meetings***

Regular project meetings provided an opportunity for project partners to plan, share knowledge and identify challenges as well as areas for quality improvement.

## **Improvement Opportunities**

### **Product Development**

Opportunities to improve the products could include: -

- Engaging stall-holders as mentors in supporting product development by students
- Expanding the involvement of faculties and students in developing products to be sold

### **Increased involvement of Market Management in identifying development opportunities**

The Market Manager expressed a willingness to work more closely with schools to identify further opportunities for development of the project with particular emphasis on product development and promotion.

## COMMUNICATIONS STRATEGY

### DSF EUMUNDI MARKETS PROJECT RESOURCE

#### Target Group:

Members of the education, youth and community sectors interested in

- enterprise education;
- innovative programs for students 'at risk' or students with special needs;
- industry/education partnerships;
- cross curriculum opportunities for middle schooling.

#### Aim:

- To raise awareness of the resource by the target group.
- To encourage use of the resource and development of similar projects in communities throughout Australia.

Target Group	Strategy	Tactics
Teachers, coordinators and community members involved in industry/ education partnerships	Work with ECEF to promote the resource	<ul style="list-style-type: none"> <li>• Develop link from ECEF Web-site</li> <li>• Promote resource in ECEF publication such as 'Express'</li> <li>• Promote resource via 'Express On-line' including a direct web-site link</li> <li>• Promote the resource on E-Vocation – line up Noosa Youth Service and teachers involved in Eumundi project to post the message and/or help to generate a discussion</li> <li>• Encourage promotion of resource in any future Enterprise Education publications or professional development activities</li> </ul>
Educators interested in Enterprise Education	1. Make links with Curriculum Corporation. Curriculum Corporation have had a strong history in the development of Enterprise Education Resources and host a web-site with Enterprise	Strategy 1 <ul style="list-style-type: none"> <li>• Have the resource promoted on the Enterprise Education page of the Curriculum Corporation web-site (<a href="http://www.curriculum.edu.au/enterprise/index">www.curriculum.edu.au/enterprise/index</a>)</li> <li>• Negotiate inclusion in the Curriculum Corp Enterprise Education Newsletter if they begin to publish it again following funding decisions</li> </ul>

	<p>Education Resources and Links. Their work in the area currently is limited as they are waiting for federal government funding announcements in relation to Enterprise Education.</p> <p>2. Discuss potential opportunities to promote the resource with the Department of Education, Science and Training (DEST)</p>	<ul style="list-style-type: none"> <li>• Discuss any other potential opportunities to promote the resource with Helen Smith, Manager, Transition Programs, Curriculum Corporation Ph. 03 9207 9653</li> </ul> <p>Strategy 2</p> <ul style="list-style-type: none"> <li>• Make contact with the Enterprise Partnership Section of DEST (<a href="mailto:ann.byrne@dest.gov.au">ann.byrne@dest.gov.au</a>) to discuss possibilities</li> </ul>
<p>Teachers</p>	<p>1. Promote through Education Network Australia (<a href="http://www.edna.edu.au">www.edna.edu.au</a>)</p> <p>2. Promote the resource to relevant special units of Departments of Education</p> <p>3. Promote through relevant associations/publications</p>	<p>Strategy 1</p> <ul style="list-style-type: none"> <li>• Negotiate a link to the resource from the EDNA site to the DSF site</li> <li>• Negotiate promotion of the resource through the EDNA 'Whats New' Email Alert</li> <li>• Identify whether there are any current EDNA discussion groups that may have particular interest in the resource and promote it through them</li> </ul> <p>Strategy 2</p> <ul style="list-style-type: none"> <li>• Identify specific sections/people in Departments that may be interested in promoting Resource ie. Students at Risk Sections, Enterprise Education etc.</li> <li>• Write personalised letter to identified contacts seeking promotion through internal publications and linkages to a relevant section of the Departmental web-site or other appropriate web-sites for teachers in their state</li> </ul> <p>Strategy 3</p> <ul style="list-style-type: none"> <li>• Promote the resource through an article in the Australian Careers Service Newsletter (distributed nationally to 1500 teachers) – key contact for publication is Martin Murley at Curriculum Corporation on 03 9207 9600</li> <li>• Promote the resource through the Middle Years of Schooling Association Newsletter (contact – 07 33774732 – <a href="http://www.mysa.org.au">www.mysa.org.au</a>)</li> </ul>

<p>Youth and community sector</p>	<p>1. Promote the resource through non-government youth affairs organisations</p> <p>2. Promote links to the resource on other relevant youth/community building web-sites</p>	<p>Strategy 1</p> <ul style="list-style-type: none"> <li>• Make contact with Youth Organisations to discuss possible web-site links to the resource and/or promotion in any relevant publication. Contacts include: Youth Action and Policy Association <a href="http://www.yapa.org.au">www.yapa.org.au</a>, Youth Affairs Council of WA (YACWA) <a href="http://www.yacwa.org.au">www.yacwa.org.au</a> Youth Affairs Network Queensland <a href="http://www.thehub.com.au/~yang/">www.thehub.com.au/~yang/</a>, Youth Affairs Council of South Australia (YACSA) <a href="http://www.yacsa.com.au">www.yacsa.com.au</a>, Youth Coalition of ACT <a href="http://www.actcommunity.org/youth/whorwe.htm">www.actcommunity.org/youth/whorwe.htm</a> RuralYouth <a href="mailto:ruralyouth@vision.net.au">ruralyouth@vision.net.au</a></li> </ul> <p>Strategy 2</p> <ul style="list-style-type: none"> <li>• Make contact with Community Builders (<a href="http://www.communitybuilders.nsw.gov.au">www.communitybuilders.nsw.gov.au</a>) to add a link to the resource as part of their web-site links to resources under identified topic areas</li> <li>• Make contact with Roger Holdsworth, at the University of Melbourne to promote the resource through the publication 'Connect' that aims to provide resources to support youth participation.</li> </ul>
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[date]

Dear Parents,

Your son/daughter has expressed an interest in taking Enterprise Education as a unit in term 1 next year.

Below is a brief overview of the unit and a parental consent form to be returned to the school by [date] if you want your son/daughter to be included in the group of 8 students taking Enterprise Education in 2002. When the permission note is received a variation will be made to your son's subjects as planned for next year.

This unit is not available at any other time to Yr 10 students.

Thank you for your assistance in this matter at this very busy time of the year and please call me if you have any concerns.

Enterprise Education teacher

# The Enterprise Education Unit

This is a program designed by Noosa District State High School to assist students to achieve improved academic, social and personal outcomes.

## What is Enterprise Education?

In the Year 10 Enterprise Education unit the activities are flexible to cater for the needs of the students within the group but will include for each student:

- i) 1 day at the Eumundi Market and 1 day at the Cooroy Markets
- ii) 3 day Wilderness Trek on [date]
- iii) School based skill development

Involvement in the enterprise education unit is voluntary but once agreeing to participate all students must attend all activities.

## Who is involved

Eight, year 10 students

[name] from [organisation] support for the students during the day at the markets.

Staff from [organisation] for the Wilderness Trek

## Aims of Enterprise Education Unit

The Unit will attempt to cater for the needs of individual students within the group to assist in developing skills in literacy and numeracy, communication skills, problem solving skills, time management and organizational skill etc. There will be an emphasis on students working together to make decisions and carry them out in a supportive school and community environment. We aim to help students learn skills that will help them to be achieving and happy in school and in life.

### 1. What is the school based skills component?

The skills above will be addressed throughout the unit as well as other aspects which could include.

- Confidence
- Effort and persistence (motivation)
- Happenings, thoughts, feelings and behaviours
- Self-acceptance/self esteem
- Goal setting
- Making friends
- Handling conflict

Students will receive a certificate outlining the content of the course they have completed.

Students will receive an official school reference at the end of the unit based on the student's participation and efforts in the Year 10 Enterprise Education Unit.

## **2. What is Market Component?**

This is a partnership with Noosa Youth Service through Enterprise Education Project funded by other government departments.

Students from the group will spend the day from 7.30am to approximately 1.30pm at the [name of market] Market with [name] from [organization]. [name] will provide supervision and support for the students in setting up a stall and selling products.

The aim is to show students how the skills they are learning at school have a real-life application in a work experience type situation.

Students will be responsible for getting products ready for sale, setting up the stall, stock and money control, budgeting, promotion of their stall and their school.

Some of the activities to prepare for the day at the Markets may involve leaving the school grounds. This will be done with teacher supervision and students will not miss other lessons. Students will receive a certificate outlining the skills they have displayed as a part of the Enterprise Education Unit.

## **3. What is the Wilderness Trek?**

The 3 day Wilderness Trek is run by the Sunday Creek Environmental Education Centre which is a Department of Education facility. **The trek costs \$50** and all equipment and food is supplied. The aims of the trek include to assist students in facing challenges, setting goals and working as a member of the team.

Students will receive a certificate at the completion of the trek.

Specific details of the trek will be given closer to the date.

## **Parental Consent Form**

Please discuss this Unit with your student and fill in the consent form attached and return it to [name] by [date].

Places are limited to 8 students for the term.

# Year 10 Enterprise Education Unit Parental Consent Form

I/We \_\_\_\_\_ consent to our son/daughter \_\_\_\_\_ of roll group \_\_\_\_\_ participating in the Year 10 Enterprise Education Unit during [date].

I/We understand this programme includes:

- 1 full day at the [name of market]
- a 3 day Wilderness Trek costing \$50.00
- trips away from the school
- travel and supervision provided by staff of the [organization name]
- travel may also involve the personal vehicle of staff of [school]

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

# STUDENT DIARY

Name \_\_\_\_\_ Date \_\_\_\_\_

What you have done since the last diary entry to contribute to the group? You can include what work have you done, ideas you have raised, how you have helped another person.

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What has been working well for you where you can see that you are improving your skills?

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What are you concerned about or feel needs improving?

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What do you plan to do to change this situation?

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Looking back over your past diary entries what have you achieved that you planned to do and what still needs to be worked on?

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# Enterprise Education

## SELF EVALUATION SHEET

Name \_\_\_\_\_

1. What do you feel you learnt by being a member of this group?

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2. Rate yourself on the following by placing an X on the line.

	Low level of skills					High level of skills				
Communication skills										
Money handling										
Stock control										
Product knowledge										
Marketing and promotion										
Motivation										
Achievement										
Confidence building										
Self-esteem										
Organization of time										
Success										
Problem solving										

What do you think the group achieved?

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What did you contribute to the success of the group?

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# ENT 201F

## ASSESSMENT

This course will involve on-going assessment throughout the term and some assessment you have to organise yourself.

The on-going assessment will include [name of teacher] getting feedback from members of the school and outside community on your behaviour, effort, presentation, communication skills, etc, as well as how you operate as a member of the group, and your contribution to the group.

### ASSESSMENT CHECKLIST

You are responsible to complete the following and hand in your portfolio on [date].

1. Self evaluation sheets
  - a) before course
  - b) after course
  - c) reporting
2. Diary (at least 10 entries)
3. At Markets sheet
4. Income and expenditure sheet

# STUDENT SURVEY

## Market Enterprise Project

*We would appreciate your feedback regarding your experience of the Market Project.*

1. Did you enjoy participating in the Market Project?

Yes  No

Comments \_\_\_\_\_

2. Please tick the skills which have been improved from your involvement in the market project.

Communication  Customer service  Team work   
Organisational  Cash handling  Product display

3. How will these skills help you in the future

\_\_\_\_\_

4. If you could change something about the market project what would it be?

\_\_\_\_\_

5. Was the market project what you expected?

Yes  No

Comments \_\_\_\_\_

6. What did you like the best about the market project?

\_\_\_\_\_

7. What did you like the least?

\_\_\_\_\_



8. Please list some of your ideas for goods/items that could be sold at the stall

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9. Can you suggest ways of presenting to other students how this program works, so that they have an understanding of what is involved (what happens)

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10. Would you be willing to be a part of this presentation?

Yes

No

Comments

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11. Would you like to attend the market stall on a more regular basis, eg, every Wednesday?

Yes

No

Comments

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*Thank you for completing this survey. Your feedback is valuable for improving the project.*