

Short-term review/What next?

As they worked on their business venture, the children were developing a number of important skills. They were developing their awareness of literacy as they were writing their signs and developing the planning stages of their project. Their mathematical skills were extended as they calculated their money and counted their profits!! They were estimating quantity when they were working out how much fruit they needed to use and we focused on healthy eating as we promoted their products.

They discovered that making their project a success required perseverance, teamwork, co-operation and patience!!

I wonder now girls, how and what you will decide to do with your profits?

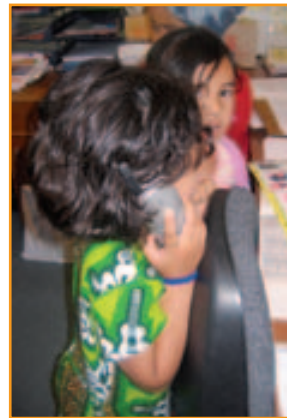
Decisions to be made

After browsing through many different catalogues the girls decide that their profits should be spent on the purchase of three dolls and a selection of clothes and shoes!!



Placing their orders

The girls ring Rachel at Play 'N' Learn and place their orders. They give her their names and the kindergarten address so that she can despatch the parcel as soon as possible.



The rewards of a great business venture

Smiles of satisfaction from the girls as they see a tangible result after all their hard work.

New dolls for the kindergarten!!

What's happening here?

Kirstlee, Kelan, and Shavaughan set up a juice stand at the kindergarten. They start the project by writing up a business plan – a proposal, target market, and action plan. They set the price, produce and sell the juice, and finally make the decision about what to do with the profits.

What does this assessment tell us about the learning (using a Contribution/Mana Tangata lens)?

The children involved in this project become ready, willing, and able to collaborate together on a task that will benefit the kindergarten. The teacher comments that “In one way or another the majority of the morning session children and parents were involved in their business venture”. The children share and distribute the tasks – planning, asking for donations of fruit, making the juice, designing and painting the tablecloth, selling the juice, and spending the profits.

How might this documented assessment support Contribution/Mana Tangata?

This assessment is written up as a business report, including: a proposal, an outline of the target market, an action plan, a design (the tablecloth), and details about production, commencing the business, customer satisfaction, profit margins, and orders. The assessment provides information about a project that has a parallel in the “real world” beyond the kindergarten and provides ideas and supports inclinations for children to develop other collaborative ventures.

What other strands of Te Whāriki are exemplified here?

Kirstlee uses a laptop to make a sign, and the girls design and paint a tablecloth, count their takings, and “read” the catalogue; these are all aspects of the Communication/Mana Reo strand. Also, as the teacher comments, the children discover that making their project a success requires perseverance, teamwork, co-operation, and patience, all of which relate to the strands of Exploration/Mana Aotūroa and Well-being/Mana Atua. The involvement of so many of the families contributed to a general sense of *belonging* and working for a common purpose.