



Turks and Caicos Islands
Ministry of Education

PROJECTS-BASED LEARNING

Based on the Grade K-6
Primary Curriculum



Growing Plants ● Exploring Art ● Community Action ● Exploring Music and Dance ● Managing Money ● Travel
Environmental Awareness ● Introduction to Fishing ● Tourist Destinations ● Growing Food ● Sports Involvement
Basic Food Preparation ● Producing a Product ● Planning an Enterprise ● Running an Enterprise



DEAR TEACHERS,

The Grade 3-6 curriculum is grounded in the development of Career & Life Skills.

An integral part of Career & Life skills is increasing students' critical thinking capabilities and developing hands-on skills. This guide provides opportunities to develop STEAM and STEM skills with a focus on problem/project-based learning.

Students should be engaged in activities that harness the skills and competencies needed to function in the 21st Century. These activities should centre around the three occupational areas **Tourism, Agriculture and Entrepreneurship**. Students should have opportunities to solve and engage in authentic problems/projects to develop skills that allow them to contribute to society as creative problem-solvers to become well-informed citizens.

All projects must be integrated with Mathematics, Language Arts, Science and Social Studies with Technology, Arts and Engineering.

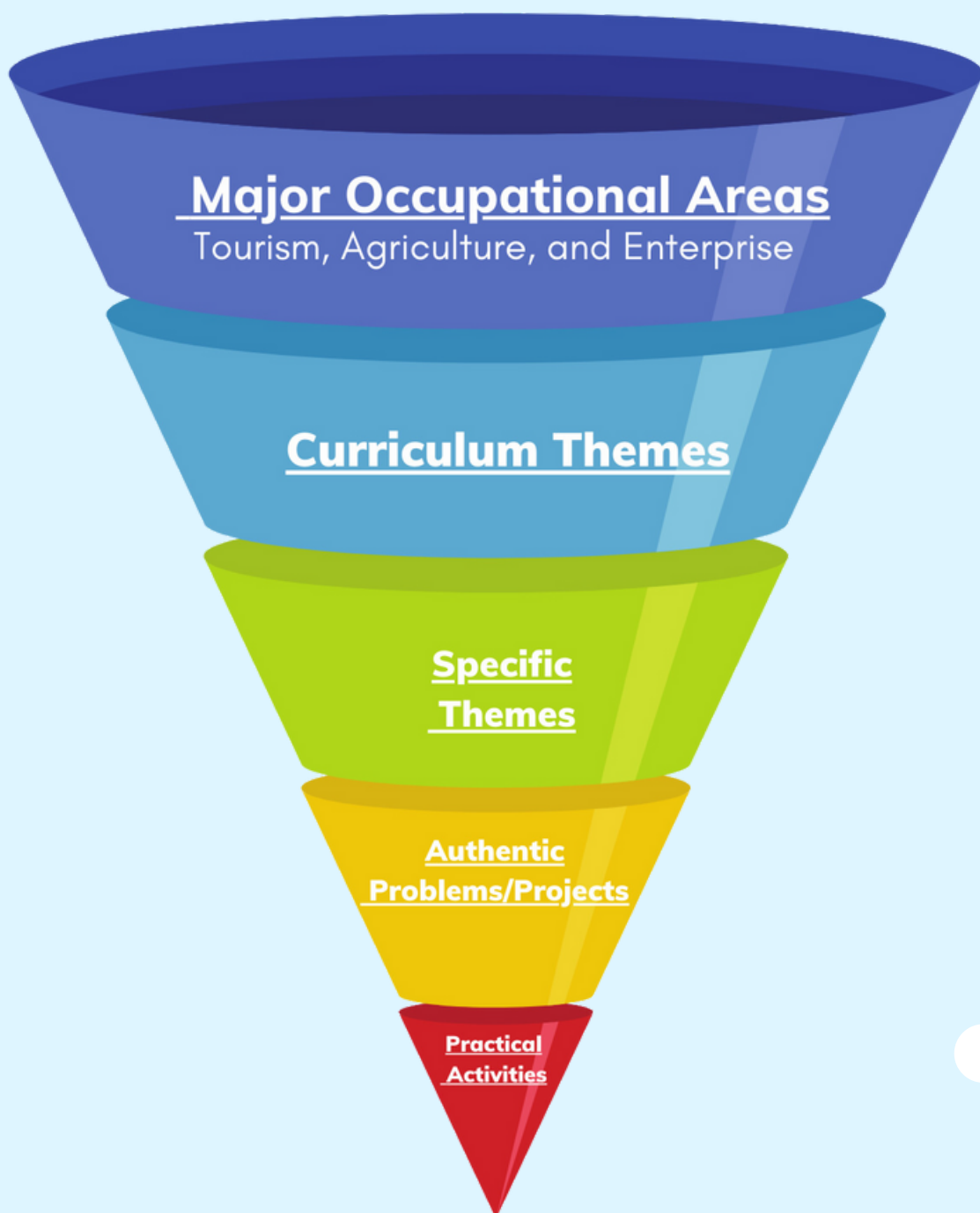
Use this guide to assist in the planning and developing of projects within your class. You have partial anatomy to make adjustments where necessary based on the student's interest; however, adjustments must not be made to the themes for Grade 3 to 6 students.



















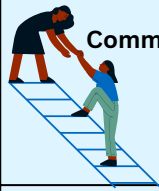






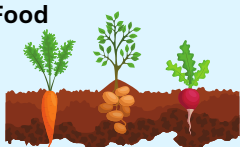





PROJECT-BASED Learning

Projects are divided into themes based on selected major occupational areas within The Turks and Caicos Islands. All themes provide a project criterion that the teacher uses to: (i) develop specific themes, (ii) design a problem/project, and (iii) create/select activities students should engage in to solve the problem or develop a project.

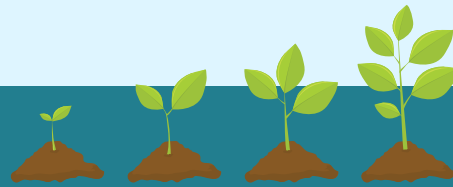


Curriculum Themes

Curriculum Themes by Grade

	Term 1	Term 2	Term 3
Kindergarten 1	 <p>Healthy Eating</p>	 <p>Under the Sea (Turks and Caicos Islands)</p>	 <p>On the Farm</p>
Kindergarten 2	 <p>Farmer's Market</p>	 <p>Community Helpers</p>	 <p>Weather</p>
Grade 1	 <p>The Islands of the TCI</p>	 <p>Farm to Table</p>	 <p>Run a Stand (e.g. Island Treats, Lemonade)</p>
Grade 2	 <p>The Rock Iguana</p>	 <p>Three R's of Waste Management</p>	 <p>Budgeting for an Item</p>
Grade 3	 <p>Exploring Art</p>  <p>Growing Plants</p>	 <p>Community Action</p>	 <p>Exploring Music and Dance</p>
Grade 4	 <p>Managing Money</p>  <p>Travel</p>	 <p>Environmental Awareness</p>	 <p>Introduction to Fishing</p>
Grade 5	 <p>Tourist Destinations</p>  <p>Growing Food</p>	 <p>Sports Involvement</p>	 <p>Basic Food Preparation</p>
Grade 6	 <p>Producing a Product</p>	 <p>Planning an Enterprise</p>	 <p>Running an Enterprise</p>

Grade 3



Term: 1 _____

Curriculum Theme: Growing Plants

Aim: To inspire students to grow plants and understand the most appropriate conditions for growing.

Project Criteria:

- Name the conditions needed for growth
- Give examples of different types of growing medium
- Give examples of different growing locations
- Choose an appropriate container or site for a chosen plant
- Choose an appropriate growing medium for a chosen plant
- Care for the plant over an agreed amount of time, with assistance
- Comment on the outcomes of the task

Suggested assignments/activities

- Guest speaker/visit to a local garden/farm – this would be an excellent introduction to the different growing media, requirements of plants, and growing locations.
- Activity in pairs or groups – looking at pictures of different effects of growing medium, e.g., growing towards the light, not enough water. Actual examples would be even better. Students match the effect with the right reason.
- Practical activity – students can feel and touch different growing media and put the correct name to each.
- Teacher-led discussion on the different growing locations for seeds, bulbs, etc.
- Activity – pair/group matching examples of flowerpots, bowls, etc., with the correct name.
- Worksheets – quizzes to reinforce opportunities and assessment evidence.
- Assessment – students list different conditions, types of growing medium, and locations for growing plants.
- Student-led discussion regarding what is to be grown, where and in what container.
- Reinforcement of the information could be carried out using worksheets or having a class quiz on Kahoot.
- During the care of the plant, many opportunities arise for student-led discussion around the most appropriate action to be taken regarding:
 - amount of water to add, if any is needed
 - shifting the plant's location due to being too hot or too cold and not enough light.
- These discussions could be recorded, or witness statements kept.
- Student-led discussion assessing the success of the plant growth. As a result of the discussion, students create a list of modifications for growing a plant at a future date.
- Assessment – students grow a plant with teacher assistance and provide photographic evidence.
- Assessment feedback, review, and evaluation of theme.
- **CPEA Project Rubric**



Term: 1

Curriculum Theme: Exploring Art

Aim: To explore different types of art techniques. Students have the opportunity to use various techniques and media to create pieces of art.

Project Criteria:

- List different art techniques
- Identify techniques used relating to a given selection of artwork
- Choose art techniques for personal pieces of art
- Select appropriate equipment/materials
- Follow safety guidance while producing a piece of art
- Create a piece of art according to the agreed theme
- Comment on the success of own piece of art
- Tidy work area and correctly store equipment.



Suggested assignments/activities

- Group activity – the group discusses the health and safety issues for their class and creates a list of five rules to be followed by the entire group.
- Students should be introduced to a variety of different forms of art.
- Teacher-led discussion about how the art has been created and the different media used.
- Students should be able to recognize, after some practice, a variety of different styles. Quizzes/ worksheets for completion could be used.
- Group discussion about various pieces of artwork to encourage students to think about techniques and what they like or dislike in a piece of artwork.
- An outing to a local artist art gallery, with a worksheet for completion.
- Assessment – a practical task where students list different techniques they can identify from a selection of pieces of art supplied by the teacher.
- Teachers should provide demonstrations to show students new techniques. In addition, teachers demonstrate good practices regarding health and safety.
- Group activity – creating a checklist for setting up their area and cleaning up afterwards.
- Practical – students should be given several opportunities to try different techniques to create their art.
- Assessment – observation of practical work, with witness statements completed. Students discuss the success of their work with the teacher. The student's work is photographed and stored in a portfolio/class.
- Assessment feedback, review and evaluation of theme.
- **CPEA Project Rubric**

Term: 2

Curriculum Theme: Community Action

Aim: To encourage students to participate in local community activities and understand the benefits of these activities for themselves and the community.

Project Criteria:

- Identify a community group in their local area and what it does
- Participate in a relevant community action activity
- Identify how this activity benefits others



Suggested assignments/activities

- Student-led discussion – What are community groups? For example, activities for people with shared interests, to provide a service for people in the community, to take action on an issue of importance to the community.
- Paired research or visits – gather information about community groups in the local area.
- Paired presentation on information gathered.
- Activity – students interview family/friends about their involvement in community groups.
- Guest speakers – from local community groups to speak about their group's role and how the individuals involved benefit.
- Assessment – students record information in the format of a notice for display in their school or community.
- Teacher-led group discussion to select community activity from a range of given options.
- Student-led one-on-one or small group meetings to confirm choice for activity.
- Role-play activities that relate to community activity.
- Debrief and feedback to include health and safety aspects and individual responsibilities.
- Practical – involvement in a community activity.
- Assessment – present evidence of community activity involvement and how others benefited, such as diary or log, witness statement, and photographs.
- Assessment feedback, review, and evaluation of theme.
- **CPEA Project Rubric**

Term: 3

Curriculum Theme: Exploring Music and Dance

Aim: To allow students to listen, experience and take part in different types of dances and create music.

Project Criteria:

- Identify different types of music from a given selection
- Identify several musical instruments from their sound
- Create a simple musical instrument
- Contribute to a group music session by playing an instrument
- Recognize different types of dances from a given selection
- Demonstrate movement to different types of sounds
- Follow instructions to perform a short dance routine
- Present a dance in own style
- Contribute to a group dance routine



Suggested assignments/activities

- Group activity – listen to pieces of different types of music, and match a list of music types with the music extract.
- Assessment – practical activity, listen to different types of music for the learner to identify.
- Teacher-led discussion on different types of musical instruments.
- Group activity – students are given cards to match the names and pictures of various musical instruments.
- Group activity – students are allowed to try out as many instruments as possible.
- Assessment – practical activity with the learner listening to and identifying the various musical instruments.
- Group activity – students make and play their newly-made instruments.
- Assessment – completed musical instrument which can be played.
- Practical – students work together to create music. This could be around a theme chosen by the teacher or learner. The musical instruments made by students could be used.
- Group activity – look at video clips of different types of dances. Students are encouraged to comment on the dance styles, what they like, what they dislike etc.
- Visits to various dance companies where possible.
- Assessment – students watch and listen to different dance styles which they name. This could be recorded on a worksheet.
- Practical dance sessions with students.
- Activity – students create their routine with a suitable prop. Students need time to learn and perfect their routines. They may also need guidance and support in sourcing and selecting appropriate accompanying music.
- Assessment – practical observation of dance routines could be recorded on video, or an observation/witness statement could be written.
- Assessment feedback, review and evaluation of theme.
- **CPEA Project Rubric**

Grade 4



Term: 1 _____

Curriculum Theme: Managing Money

Aim: To give students simple knowledge and practical skills in budget planning and carrying out transactions to help them manage their finances.

Project Criteria:

- Identify their weekly income
- Identify items they need to spend money on
- Prepare a simple personal weekly budget
- Demonstrate paying for an item
- Make simple calculations when paying for an item



Suggested assignments/activities

- Activity – calculate weekly personal expenditure. 'What do I need to buy each day?' 'How much will these items cost me every week?' Record information using a simple budget template.
- Assessment – students present a personal budget template.
- Student-led discussion – different ways to pay for items: cash, debit card, cheques.
- Practical – visits to shops, canteen etc., to practice transactions involving paying for two items with cash and calculating the change required.
- Group activity – fundraising activity, for example, bake sale. Students take turns selling and giving change.
- Teacher-led discussion: using a debit card – 'What is a PIN?' 'How to remember your PIN.'
- Practical – posters – how to use a debit card (online/ in-store)
- Teacher demonstration – on the board or flip chart: how to fill out a cheque.
- Role-play – using invalid cheque books, using cheques to pay for items.
- Assessment – rubric assessing students paying for an item and making simple calculations.
- Assessment feedback, review, and evaluation of theme.
- **CPEA Project Rubric**

Term: 1

Curriculum Theme: Travel

Aim: To enable students to carry out research to select a destination for travel, prepare for and participate in travel, and assess their contribution to travel success. This theme enables students to practice their time management, planning, and behaviour skills.

Project Criteria:

- Research to find out about a chosen destination
- Plan a visit to a travel and tourism destination
- Plan the cost of the travel
- Wear appropriate clothing
- Carry out health and safety preparations
- Behave appropriately
- Describe how personal actions contributed to the success of the travel.



Suggested assignments/activities

- Teacher-led discussion – factors to consider when deciding a destination for a day trip and where to find the necessary information.
- Practical – interview friends, family and other students about destinations they would recommend for a visit.
- Small-group research – different destinations. Present findings and select destination.
- Assessment – using a prepared checklist, provide evidence of research on the chosen destination.
- Teacher-led discussion – what factors do you need to consider when planning to travel?
- Practical activities – plan a group trip using the same worksheet/ forms.
- Case studies and group discussions to identify health and safety considerations for a day trip. Create poster listing considerations.
- Assessment – plan trip using teacher-prepared worksheet/ form; plan cost of the trip using teacher-prepared worksheet/ form for a list of costs; students complete simple calculations for the total cost.
- Teacher-led discussion – ‘How to take part in a trip’ -Outline ground rules.
- Practical – visit to a decided location.
- Assessment – evidence of appropriate personal skills shown during a trip.
- Group discussion – evaluation of the trip. Complete logbooks.
- Assessment – one-on-one with teacher – respond to straightforward questions on how their actions contributed to the trip's outcome.
- Assessment evaluation, theme review and feedback.
- **CPEA Project Rubric**

Term: 2

Curriculum Theme: Environmental Awareness

Aim: To encourage students to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

Project Criteria:

- Recognize human impact on the environment
- Identify an environmental issue that affects their community
- Create a program/campaign to improve the environment in their community



Suggested assignments/activities

- Activity– students create a poster or single PowerPoint slide giving at least two examples of the environmental ill effects caused by human behaviours, e.g., water pollution, air pollution, depletion of water resources
- Activity – students scan local news broadcasts via the internet or local newspapers to find evidence of local environmental issues.
- Activity – group discussion to determine which local environmental issues concern fellow students the most, e.g., litter, wasting of energy, wasting paper, wasting water resources, pollution of air, land, sea or water. Offer the option to name an issue not listed if preferred.
- Activity – establish the most common environmental concerns highlighted by the discussion.
- Activity – students select an issue that they feel affects their own life. Students identify its effect on their life using an appropriate method, e.g., photographs, and litter count.
- Activity – students brainstorm ways in which they could personally help the environment, e.g., monitoring water use and reducing it by showering instead of bathing and not leaving taps running, doing litter picks in the learning centre, in the local area such as the town centre or play area, organizing a recycling programme at home or in the learning centre, setting up or helping in a small organic gardening project.
- Activity – students take part in an environmental project such as one of those mentioned above; this might be an established community project or a new project organized by the teacher
- The practical activity should be appropriate for students, considering the availability of specialist staff, facilities in the local area, cost and transport. It may be necessary to organize more than one activity so that the experience is accessible and appealing to all students.
- Assessment activity – students select one of the issues which affect their own lives and develop a program/campaign to rectify the issue.
- Assessment activity – teacher interview in which students say how they can act to help the environment.
- Assessment feedback, review and evaluation of the project.
- **CPEA Project Rubric**

Term: 3

Curriculum Theme: Introduction to Fishing

Aim: To equip students with basic fishing skills.

Project Criteria:

- Select appropriate bait, tools and materials needed for fishing
- Assembly of basic gear for fishing
- Demonstrate one simple fishing knot
- Perform one fishing technique
- Follow all health and safety tips for fishing



Suggested assignments/activities

- Teacher-led discussion on types of bait used in fishing.
- Visual display of tools and materials - discussion on the purpose of them.
- Matching exercise on tools and materials using images and their names.
- In groups, students list the tools and materials needed
- Teacher-led demonstration on assembling fishing gear.
- Special guest (fisherman) to discuss basic skills/techniques used when fishing
- Show video on how to assemble basic gear
- Visual activity involving various types of lines and hooks (Displays, Images and videos)
- Scrapbook of tools and materials needed for fishing
- Fieldtrip to various fishing locations/hotspots and fishing plants
- Practical: Assemble fishing gear, demonstrate fishing knot and fishing techniques
- Group discussion on health and safety tips to follow when fishing.
- Role-play activities for students to practice fishing techniques.
- Teacher-led discussion on cleaning, packaging and storing fish.
- Assessment – one-on-one discussion with the teacher, through completing a worksheet and student demonstrations
- Assessment feedback, review and evaluation of theme.
- **CPEA Project Rubric**

Grade 5



Term: 1

Curriculum Theme: Tourist Destination

Aim: To research the Turks and Caicos Islands as a tourist destination and understand the facilities and attractions.

Project Criteria:

- Identify the Turks and Caicos Islands as a tourist destination to research
- Identify different methods of transport in the area and accommodations
- Identify areas of interest, attractions and facilities of the chosen tourist destination
- Identify the advantages and disadvantages of the tourist destination
- Provide evidence of the research methods used to collect information on the chosen destination
- Present information on Turks and Caicos as a tourist destination using visual aids
- Answer questions about Turks and Caicos as a tourist destination
- Ask questions about other students' presentations



Suggested assignments/activities

- Teacher-led activity – who has been where? Create a map of destinations visited.
- Teacher-led discussion – ‘What are tourist destinations?’ Factors to consider when deciding on a tourist destination and where to find the necessary information. Introduction to holiday brochures, leaflets, websites etc., as a source of information.
- Practical – game to match locations in the TCI with resort names.
- Brainstorming what destinations offer: accommodation, attractions, facilities, and transport with Teacher-led, follow-up discussion.
- Video – TV travel programmes about TCI as a tourist destination and complete teacher-prepared worksheet/ form.
- Guest speaker – give a presentation, with visual aids, to promote Turks and Caicos as a tourist destination.
- Local research or visit Tourist Information Centre. Discuss findings.
- Small group research – research a tourist destination.
- Assessment – present research on TCI as a tourist destination, for example, TripAdvisor, leaflets, printouts, notes, and transcripts of interviews.
- Student-led discussion on how to improve tourist attractions.
- Practical – prepare information marketing TCI as a destination to present to others, for example, PowerPoint/Video
- Assessment – present information on TCI as a destination, including visual aids, and ask and respond to questions on TCI as a destination.
- Assessment evaluation, theme review and feedback.
- **CPEA Project Rubric**

Term: 1

Curriculum Theme: Growing Food

Aim: To provide students with the skills needed for growing simple fruits and vegetables.

Project Criteria:

- Select the best soil for growing food.
- Create a compost bin.
- Select the appropriate tools and materials needed for planting
- Choose seeds for growing fruits and vegetables
- Plant and sow fruits or vegetables



Suggested assignments/activities

- Sensory activity – types of soil: feel, texture, colour, reaction to water etc.
- Teacher-led discussion – ‘What is the best soil for fruits and vegetables?’ Factors to consider when selecting soil.
- Video– creating a compost bin
- Teacher-led discussion/demonstration:
- Creating a compost bin- reusing food scraps
- Tools and materials needed for planting.
- The best conditions are needed for planting.
- Field trip: Visit local farms, farmers' markets etc.
- Student-led collection of seeds, i.e., zip-locked bags, containers etc.
- Teacher-led visual presentation of seeds and their fruits
- Scrapbook of seeds and their names
- Students match seeds with their fruit or names.
- Practical - students create a school/community garden by selecting the best soil, tools, materials, etc.
- Small group project – plant and sow fruits and vegetables
- Assessment evaluation, theme review and feedback.
- **CPEA Project Rubric**

Term: 2

Curriculum Theme: Sports Involvement

Aim: To allow students to participate in a range of different types of sports to gain experience in the necessary skills and requirements.

Project Criteria:

- Take part in team/Individual sports by:
 - dressing appropriately for the team/individual sport
 - following the rules of the team/individual sport
 - using skills and techniques in different team/individual sports
 - using sports equipment in different team/individual sports
 - demonstrating safe practices
- Identify own strengths and weaknesses, outlining areas for improvement



Suggested assignments/activities

- Teacher-led sports tutorials
- Practice sporting activities (this could be a sport in which they are already participating). Discuss how this will be assessed, e.g., by checklist or witness statement.
- Individual tutorials will be held throughout the theme to check how students are progressing in their performance.
- 'Team games' quiz covering:
 - rules
 - winners
 - losers
 - dates
 - players.
- Group game (any sport).
- Task – students research an athlete that inspires them.
- Small group discussion sharing reasons for the choice of athlete that inspires them.
- Students rank good team player attributes.
- Practical – students take turns to be team captains in a sports activity.
- Task – students list protective clothing, including what area of the body it protects and why it is required.
- Study task – students research the rules of soccer/basketball.
- Soccer/basketball practical (skills and techniques).
- Home study task – students review their performance.
- Softball practical (skills and techniques).
- **CPEA Project Rubric**

Term: 3

Curriculum Theme: Basic Food Preparation

Aim: To introduce students to preparing food and cooking safely and hygienically.

Project Criteria:

- Identify ways to store food safely
- State why food needs to be stored safely
- Select small equipment for preparation and cooking tasks for a given recipe
- Follow instructions to cook food using an electric or gas cooker for a given recipe
- Demonstrate safe and hygienic practices
- Store equipment safely



Suggested assignments/activities

- Student-led discussion – 'Why is it important to eat fresh food?'
- Activity – paired work – simulation – students choose where to store different food, followed by a whole-class discussion to agree on correct storage places.
- Activity – worksheet to consolidate knowledge.
- Activity – use-by dates – students work in pairs to identify correct use-by dates on different items.
- Activity – students make 'warning' posters to display in a kitchen about proper storage and use-by dates.
- Assessment – students record ways to store food safely and why food needs to be stored safely.
- Activity – quiz – display small equipment for students to handle/use – 'What would you use this for?' multiple-choice questions.
- Teacher-led question and answer session to establish knowledge of kitchen hygiene and safety. Safe practices agreed, and safety rules were displayed for students to refer to during practical tasks.
- Activity – demonstration of the use of small equipment.
- Activity – practical – using small equipment to practice food preparation tasks, e.g., peel a potato, weigh pasta, measure milk.
- Activity – question and answer session. 'Why is it important to clear up after preparing and cooking food?'
- Activity – teacher-supported research of recipes using books and the internet, and students choose food to cook from the teacher's recipes. Whole-class discussion to agree on food to cook in practical sessions.
- Activity – practical sessions – Teacher demonstrates food preparation followed by students preparing food following instructions. The teacher demonstrates cooking, followed by students cooking food, following instructions. Students clear up and replace equipment after each session.
- Classes to provide feedback, log achievements, and identify skills that could be developed.
- Assessment – Portfolio outlining activities completed in selecting small equipment for preparation and cooking tasks, preparing food, cooking food, safe and hygienic practices, cleaning equipment used during cooking, storing equipment safely, and cleaning kitchen area.
- Assessment feedback, review, and evaluation of the theme
- **CPEA Project Rubric**

Grade 6

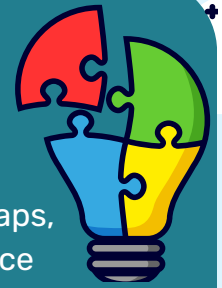


Term: 1

Curriculum Theme: Producing a Product/Service

Aim: To enhance students' skills in product and service development.

Project Criteria:



- List suggestions of products or services to sell/promote, i.e., dessert, soaps, candles, handmade jewellery, dog-walking service, carpet cleaning service
- List the steps needed to make the product/ provide the service
- Identify the skills required to make the product/ provide the service
- Demonstrate appropriate levels of safety when making the product/ providing the service
- Examine products and services, qualities and faults.
- Produce a product/ deliver a service.

Suggested assignments/activities

- Teacher-led discussion on making a product or providing a service.
- In small groups, students suggest products to make or services to provide, with resources or materials needed.
- Group discussion on skills needed to make a product or provide a service.
- Assessment – students list steps to make their product or provide service and the skills needed in a one-on-one discussion with the teacher or worksheet/ form.
- Teacher-led discussion on safety when developing a product or providing a service.
- Guest speaker (local entrepreneur)
- Workshops to make a product.
- A practical activity to provide service.
- Assessment – students observed making the product or providing the service safely.
- Group discussion on examining products and services, qualities and faults.
- Assessment – students list qualities and any faults of product or services, either in a one-on-one discussion with the Teacher or on a worksheet/ form.
- **CPEA Project Rubric**

Term: 2

Curriculum Theme: Planning an Enterprise

Aim: To engage students in enterprising activities to promote their product or service.

Project Criteria:

- Give reasons for the choice of product or service
- List customers who might buy the product or service
- List the costs involved in producing the product or service
- List ways of promoting the product or service
- Use one basic promotional method to advertise the product or service



Suggested assignments/activities

- Teacher-led discussion on the requirements of an enterprise activity:
 - The product or service to sell/promote
 - Who will buy it?
- Group discussion on how to promote the activity. In small groups, students prepare ideas for videos, posters or flyers to promote the activity.
- Teacher-led discussion on possible costs in carrying out the enterprise activity.
- Teacher-led discussion on the skills needed to sell the product or service.
- Students list the skills needed and produce a checklist of skills for selling the product or service in groups.
- Role-play activities for students to practice selling the product or service.
- Assessment – in a one-on-one discussion with the teacher or through completing a worksheet/ form, students list:
 - suggestions of products or services to sell
 - customers who might buy the product or service
 - to promote the product or service
 - costs involved in producing the product or service
 - skills needed to sell the product or service.
- Students produce promotional material such as videos, songs, jingles, posters or flyers to promote the enterprise activity.
- Assessment feedback, review and evaluation of theme.
- **CPEA Project Rubric**

Term: 3

Curriculum Theme: Running an Enterprise

Aim: To provide students with the opportunity to discover what is involved in running a successful enterprise.

Project Criteria:

- List ideas or methods that will lead to the success of an enterprise activity.
- Choose a product or service for selling
- Choose an appropriate price
- Choose an appropriate venue for carrying out the enterprise
- Demonstrate sales skills when selling a product or service
- List the number of sales and costs
- List the profit or loss made



Suggested assignments/activities

- Teacher-led discussion on what makes an enterprise activity successful.
- In groups, students identify possible customers, tasks and timescales for the activity and allocate tasks and roles to appropriate people.
- Assessment – learner's complete worksheet/ form to list ideas or methods that will lead to the success of the enterprise activity.
- Teacher-led discussion on keeping financial records.
- Students practice completing financial records according to scenarios provided by the teacher.
- Students carry out enterprise activities.
- Assessment – students are observed selling products or services.
- Assessment – learner's complete financial records, including the number of sales, costs, profit, and loss made during the enterprise activity.
- Assessment feedback, review and evaluation of theme.
- **CPEA Project Rubric**

PROJECTS-BASED LEARNING

