

Cultivating Tomorrow's Entrepreneurs :

by Sonal Chawda (Educational Consultant)

Early Entrepreneurial Skill Development in LKG and UKG Children

Introduction:

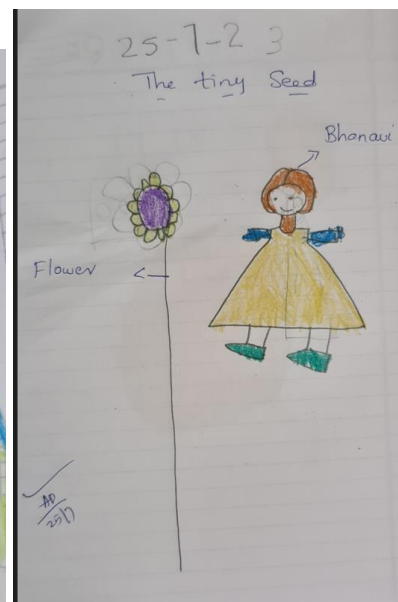
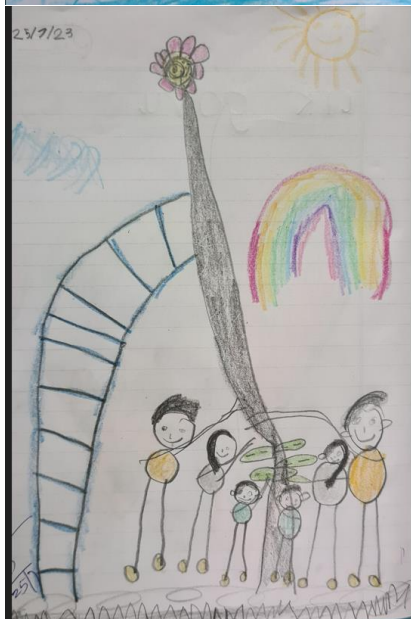
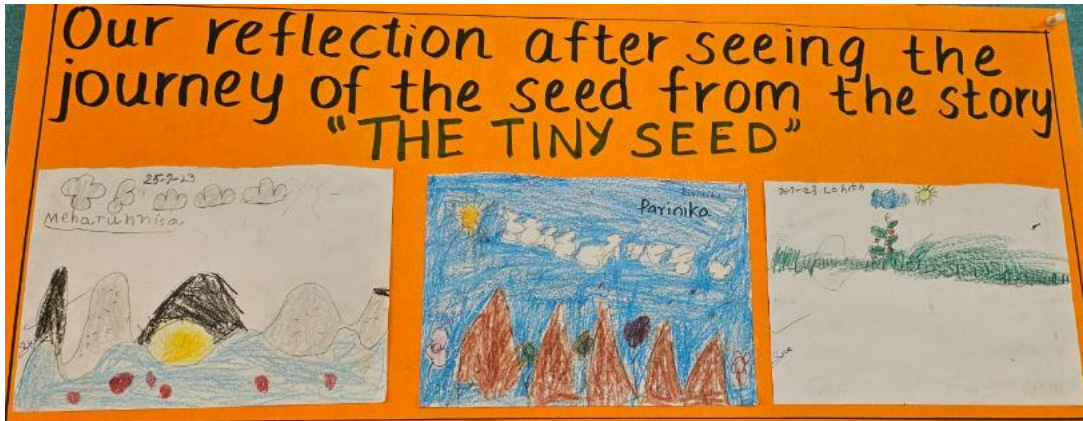
In the ever-evolving landscape of education, the importance of nurturing entrepreneurial skills in young minds has gained significant attention. As educators, parents, and mentors, our responsibility extends beyond traditional academics to empower children with practical skills that will prepare them for the challenges of the future. Recently, I had the privilege of leading an **Entrepreneurial project** through innovative methodologies and hands-on experiences which was aimed at fostering entrepreneurial spirit in young children of the Preschool, that I give consultancy to. Here is the glimpse of the EP Project

Project Overview:

The project "Green Thumb" embraced a holistic approach, incorporating strategies like KWL (Know, Wonder, Learned), Super 3 (Information Literacy strategy) which included steps like Plan, Do, Review. The projects also incorporated enriching study tours to farm and vegetable packaging facilities as well as nearby super market. Children got involved in Production, Marketing, Selling and Financial know how of the farm produce. The focal point was providing young learners with immersive experiences to instil a sense of curiosity, resilience, creativity, and collaboration vital components of entrepreneurial success. Let me take you to through the journey of this project step by step.

Step 1: Let's read the story:

The project commenced with a viewing of Eric Carle's "The Tiny Seed." story. The captivating narrative, rich with vibrant illustrations, served as a gateway to the magical world of plants and the awe-inspiring life cycle of a seed. As the children delved into the story, their imaginations blossomed, setting the stage for a deeper exploration of the natural world. After immersing themselves in the story, the children were prompted to reflect on the life cycle of a seed. Through drawings and creative expressions, they articulated their understanding of the story, forming a visual representation of the journey from seed to plant. Here are the sample of the children 's reflections of the story The reflections from the story propelled our educational journey into the realm of inquiry-based learning where children learnt about germination, how plants grow? what plants needs to grow.?

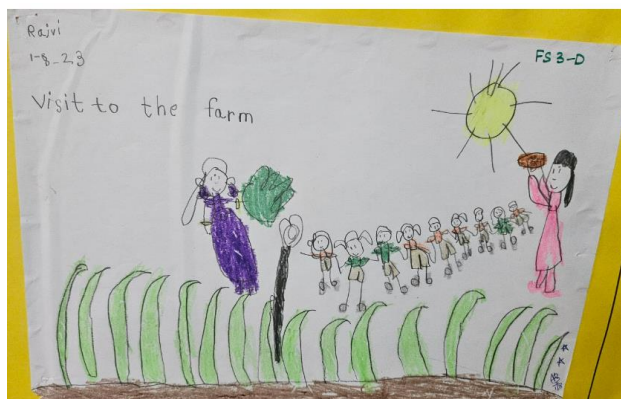
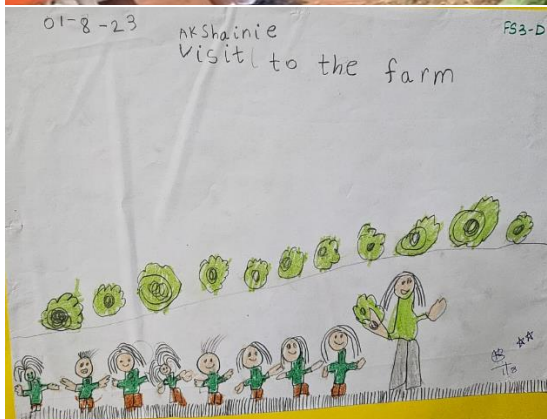


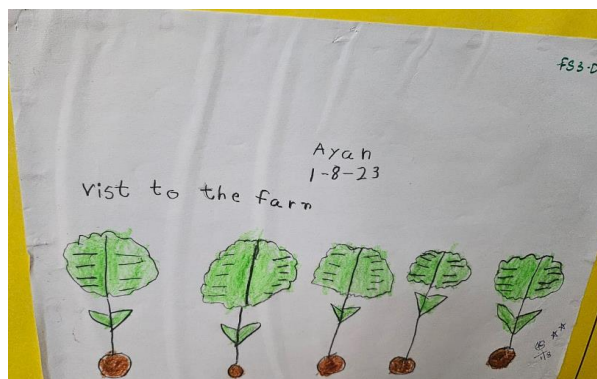
This exercise not only stimulated their artistic abilities but also laid the foundation for discussions on plants, fruits, and vegetables. This led us to introduce our first strategy (KWL) Children came up with what all they knew about fruits and vegetable and what they wonder

and what they want to learn about fruits and vegetables. The teachers facilitated discussions around what the children already knew about plants, what they wondered, and, most importantly, what they learned. This strategy helped our children to learn about how to build questions and dwell deep in getting the information on things that are there in their immediate environment.

Step 2: Study Tour of the Farm:

To explore more about vegetable and plants we set out to a study to nearby farm. Children were prepared on how to go on study tour with their notebooks and questions in hand. Here are the glimpse of their tour and their reflection after the study tour.



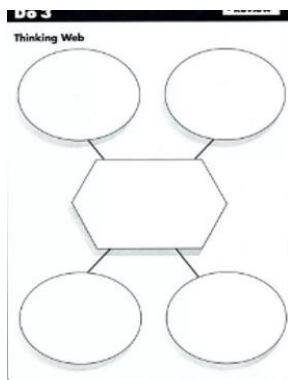


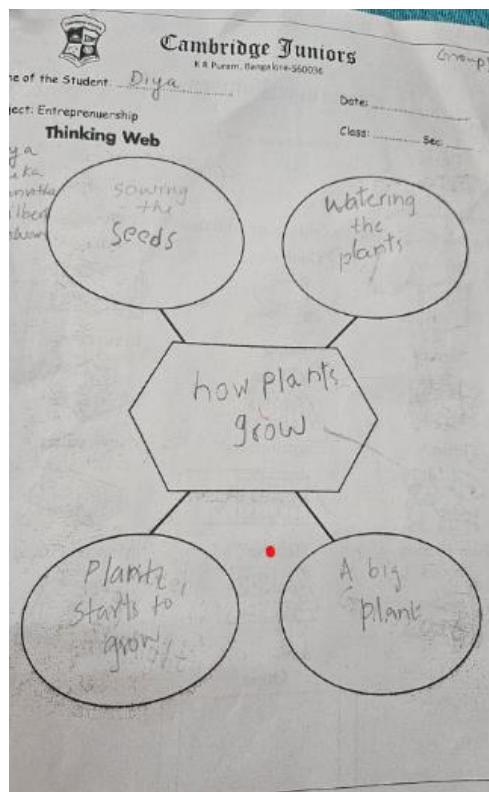
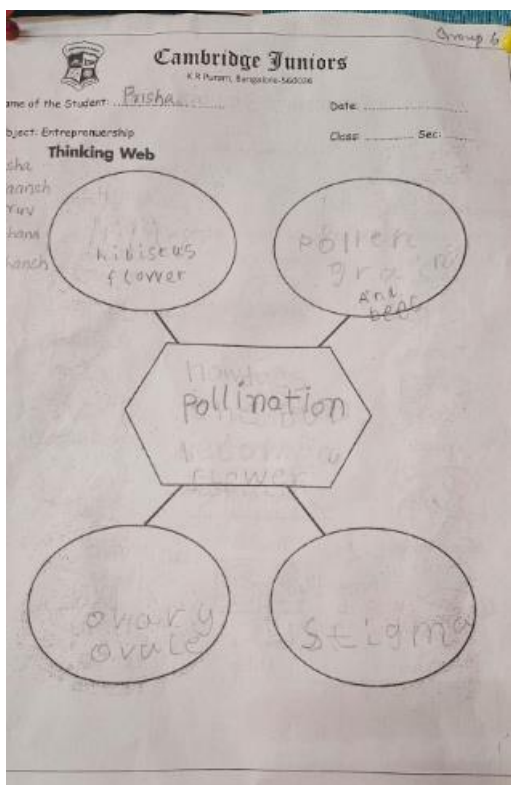
With this experiential journey they learnt about how vegetable grows in farm. They understood the process of growing vegetable from seed to sapling to plants. They came up with so many questions like what is germination? what plants need to grow etc. Now that they were ready with their questions, we discuss about how to get information and where to get information on what we want to learn. That opened the door of our third step of the journey where we introduce our children to the Super 3 strategy which is a process model that teaches students to effectively research , gain and use information to solve a problem or complete a task.

Step 3: Super 3 Strategy: Seeking Knowledge with Purpose.

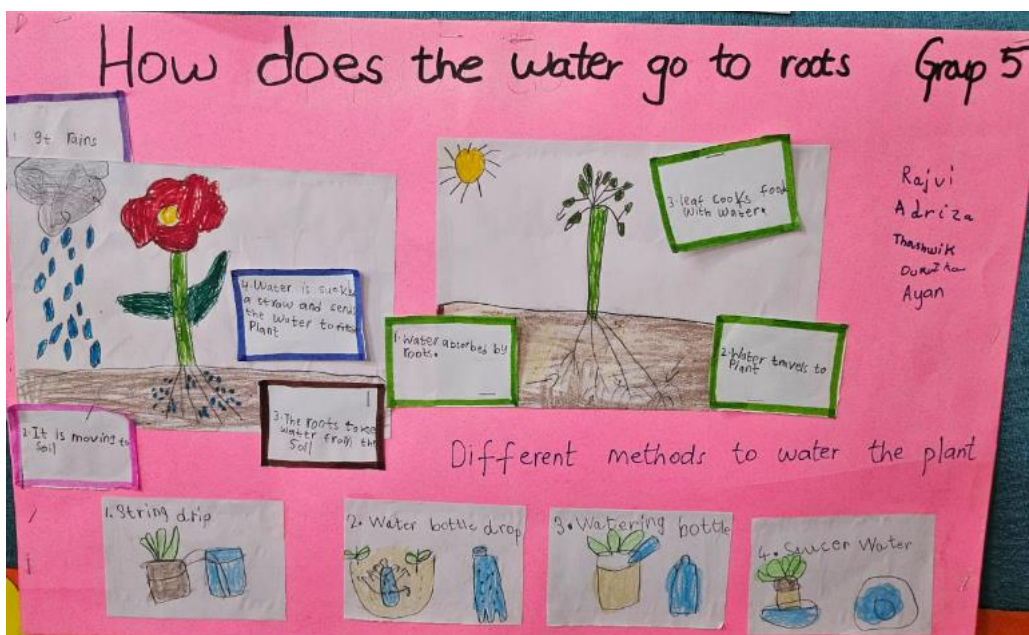
Super 3 strategy comprise of three steps: Plan, DO and Review.

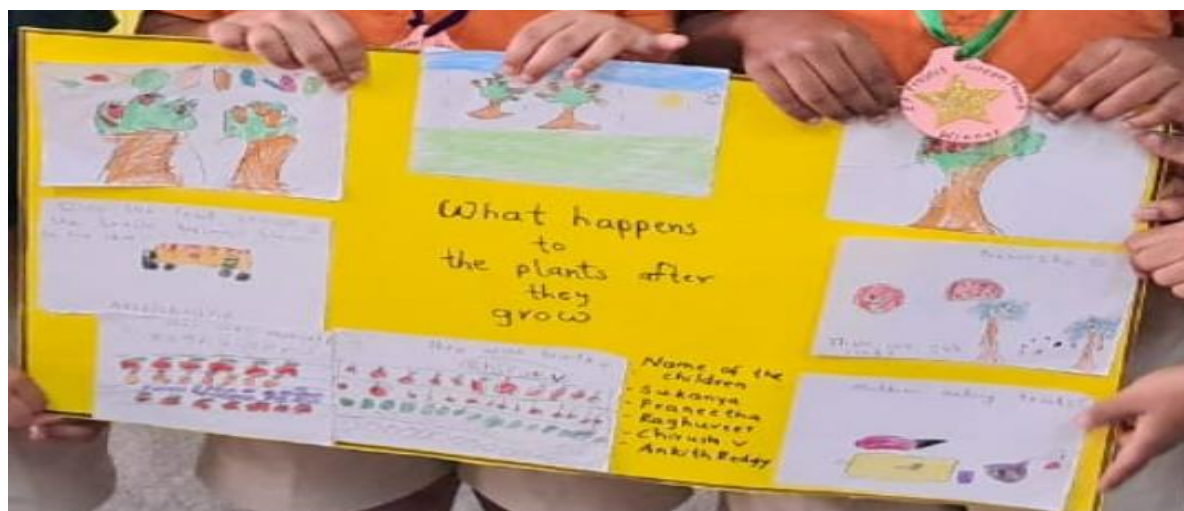
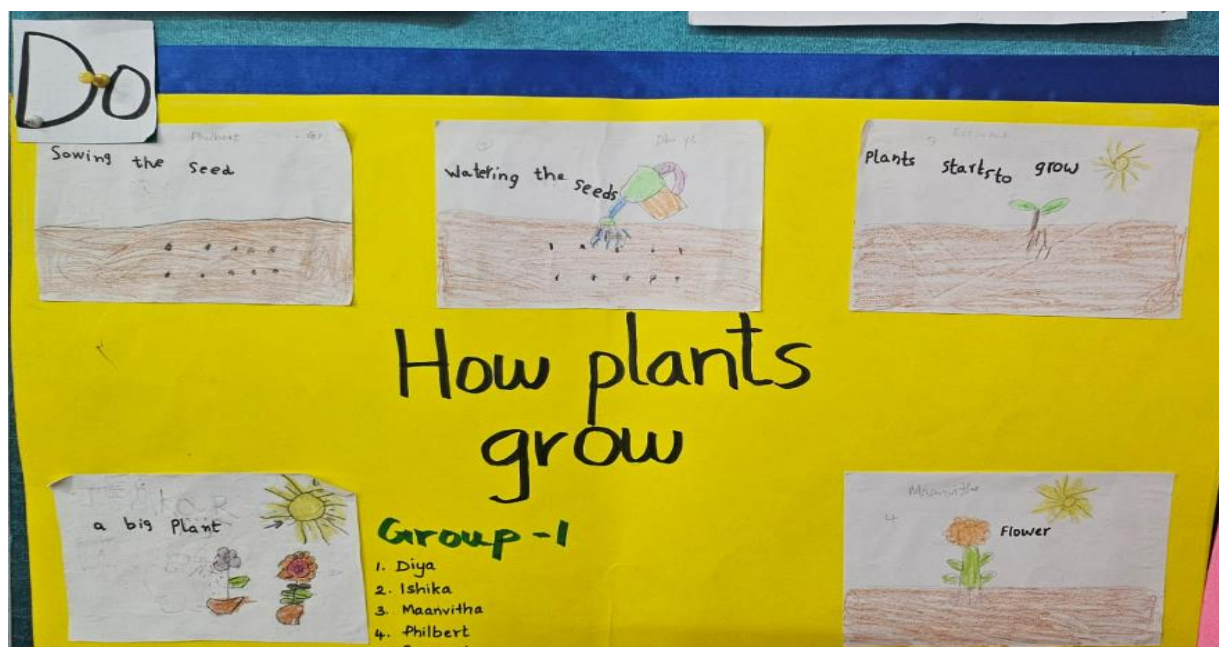
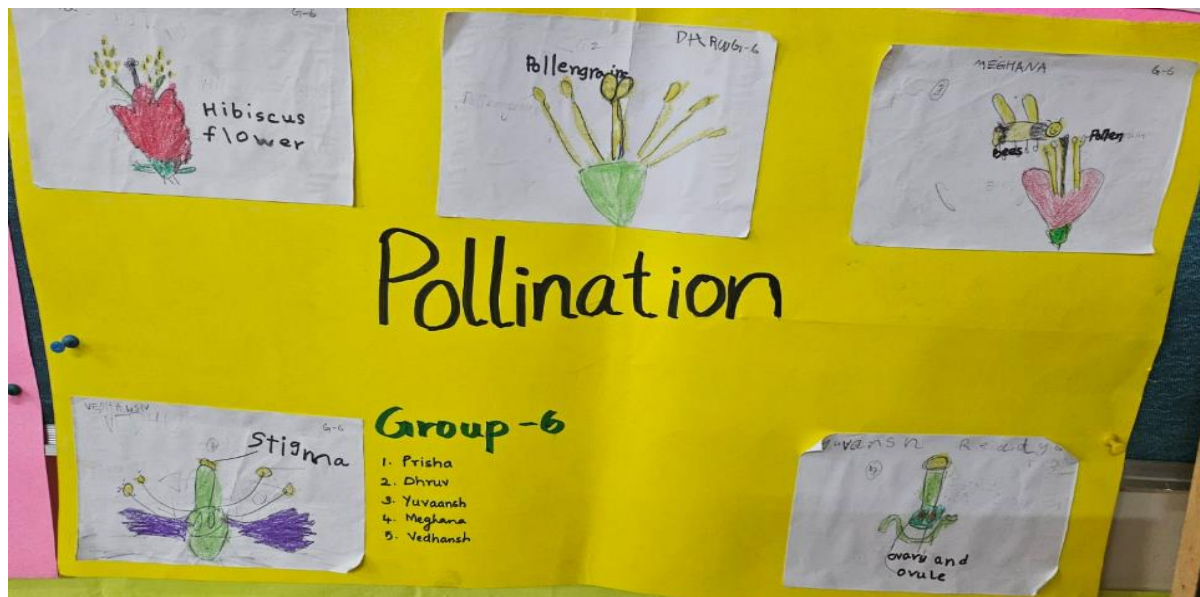
1. **Plan:** The children were encouraged to plan their learning journey by setting goals and identifying the information they sought regarding plants, fruits, and vegetables. Teacher created groups where children had various questions like What is germination? What happens to Fruits and Vegetables when they grow? What are the different types of plant? What kind of soil needed for plant to grow? What is pollination? Between the 5 classes of K2 they covered topics like germination, pollination, life cycle of plants, types of plants , parts of plants, food cycle, knowledge about what plants need to grow, types of fruits and vegetables , seeds, stem, parts of vegetable, what part we eat etc .Not only they came up with question but also came up with ideas on how and where will they get information about these questions. Here is the glimpse of their “Plan”: Children were given two form for their plan. Form 1 was a simple mind map about what they want to know and Form 2 was where will they find the information about their topic.





2. **Do:** Armed with their questions and curiosity, the young learners actively engaged in activities such as research, observation, and discussions to gather information. Once they had question in their hand they set out to find answers for it through various ways like finding information from internet, asking experts, looking into books, magazine or encyclopaedias. They created their presentation after the research and presented their finding to the whole class by small presentation on charts. Here is the glimpse of their research presentation:” Do” There were many presentations done but here I am putting only one presentation just to get an idea of how the presentation was done.







3. **Review:** Through reflection and group discussions, the children reviewed what they had learned, fostering critical thinking, and reinforcing the learning cycle. When one group was presenting their presentation other group did peer review of their presentation and asked questions on the topic which the children were presenting. Here is the glimpse of peer review session. Where one group of children were presenting their finding on “pollination” and other children listening to them as well as asking questions. After the presentation children reviewed their presentation and gave rating between 1 to 5. The parameters were did they complete their given work? Did they answered the questions asked? Did all the group members participated? And what rating will you give to this presentation.?



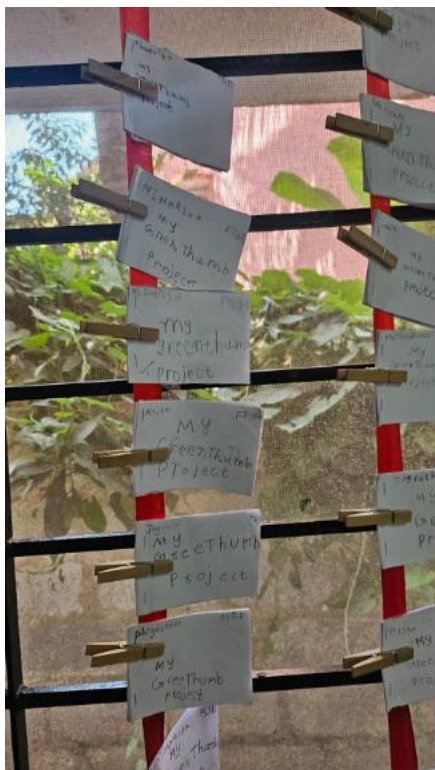


Entrepreneurial Group Project Presentation		
Group	Topic	Marks
Group A	Circumination	1
Group B	How plants grow?	4
Group C	Edible parts of plant	3
Group D	What happens to plants after they grow?	5
Group E	Types of plants	4
Group F	Pollination	3

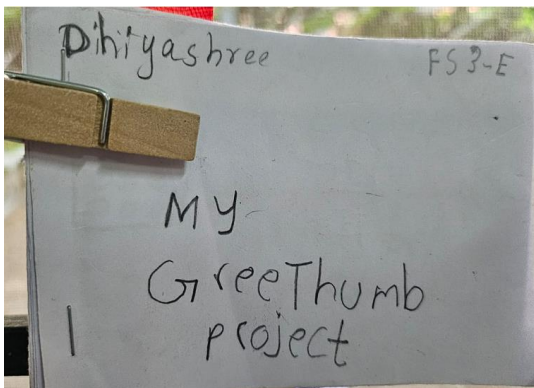
Step 4: Planting the seeds:

Now that we were ready with information on all about the plant it was time to grow plants. Children discuss among themselves what they want to grow in their school. They came up many names like mango, watermelon, pumpkin, okra, tomatoes, and so on. That led to another discussion session o what grows fast and what we can grow in our planters. To solve the problem of what to grow they voted and understood the meaning of voting. Finally they voted for fast growing and easy maintenance leafy plants and decided to grow coriander, radish and some leafy plants like spinach and amaranths. Children planted their seed in the planters and then waited for the seeds to come out. They wrote and measure the growth of their plants in their small booklets meticulously:





Children's observation booklet where they measured growth of their plants.

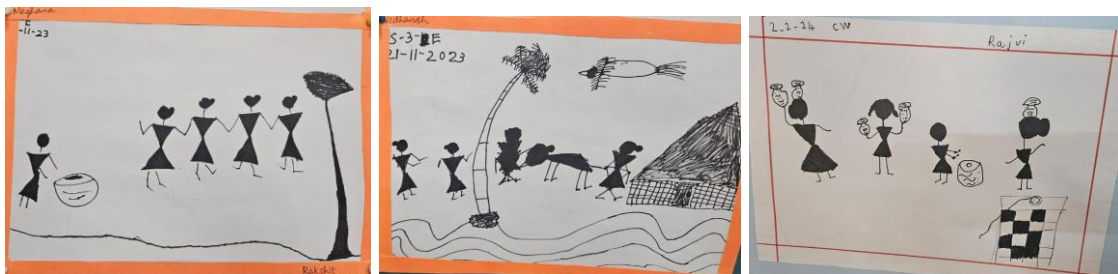


The failure: The seeds sprouted quickly and all were excited but after few days children found out that their plants were not growing enough and dying. All children gather together to discuss the issue and teacher suggested lets go to the mentor to find out the solution. So we invited the Gardner of the school to the classroom and ask for the solution.He suggested that this plant will not grow any more as they have not been provided with mauver as well as enough sun light. Children need to do replanting again. All the children decided to replant their seeds and the planters were moved to a better place so that they get more sun light

Step 5: Learning art around plants and stories around the plants.

Now that children were waiting for their plants to grow we dwell more in the learning art and craft around plants. They learnt Warli art of Maharashtra and read stories like Ekki Dokki which are around plants

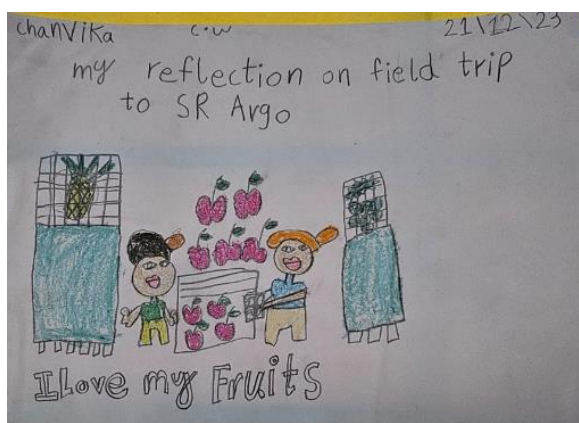
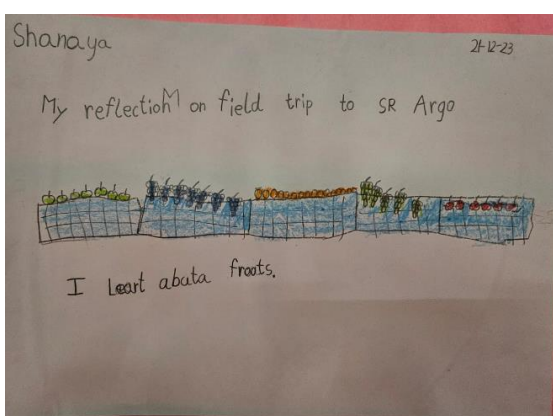
Images of Warli ART:

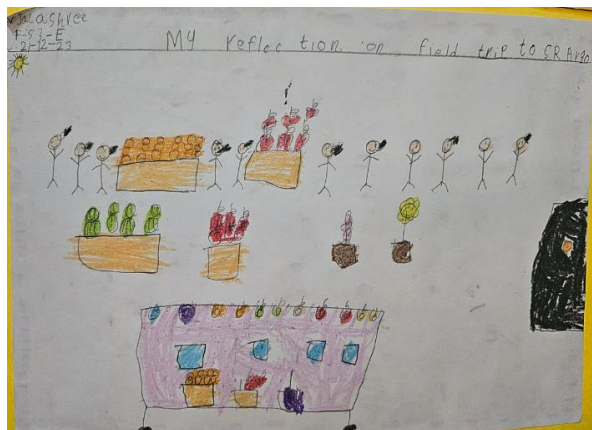
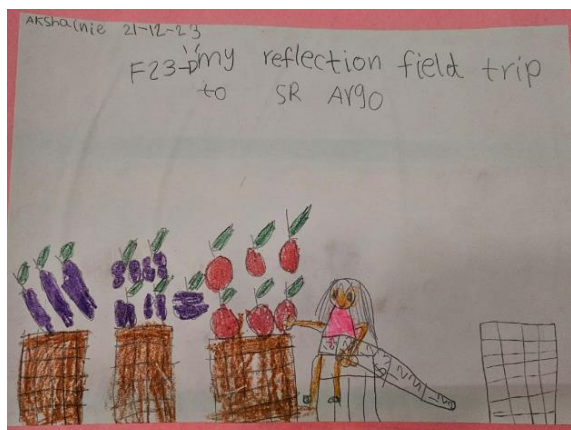




Step 6: Visit to vegetable packaging facility.

Our vegetables were getting ready so it was time to find out what happens to vegetables once they are harvested. Children visited a packaging unit and learn about the meticulous packing methods employed before vegetables hit the market shelves. Here are the glimpse of their study tour to packaging facility and their reflections after that.

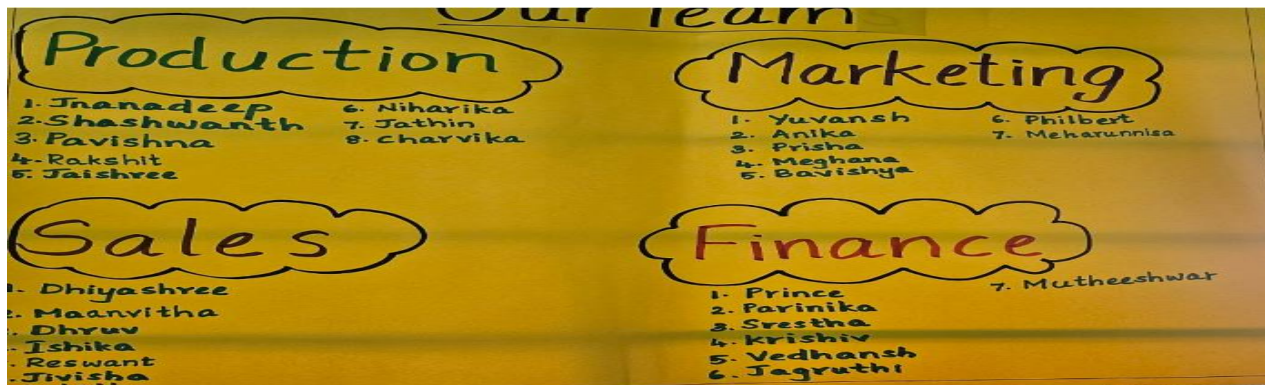




Step 7: Getting ready for Sale: Financial Literacy

Children now knew that their plants were ready for harvest. They were excited to start their entrepreneurial journey. Teacher discuss about how they are going to harvest and sale their vegetables and discuss about how things are sold in the market. Children visited super market and learnt about how things are sold and purchased in the market. They also talk about finance, currency, digital currency etc. Teacher talk to them about what will be the next step in their journey. Children were told that there will be a Flea market organise in the school and parent will be called to take part in it, they discussed about how they will prepare for their Flea Market Day.

The class was divided into four groups Production group, Marketing group. Sales. and Finance:

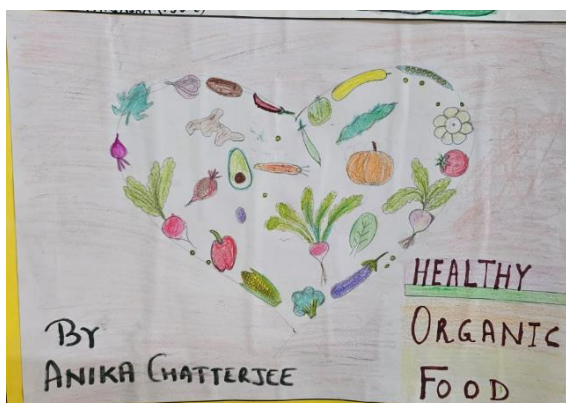


The production group was responsible of harvesting the vegetables, washing it and pack their produce.





The Marketing group's job responsibilities included making flyers and jingles for their produce.



The sale's team job was to find the customers and plan strategies to sell their vegetables and prepare kiosk for the flea market day. They not only come with idea of going to other sections teachers and ask them to buy their vegetables but also came up with the strategies to

pack the vegetable in Ziplock bags and sale them at higher prices than other groups. One section's children decided to do village markets set up and sale with by one get one strategies.



The finance team was responsible for putting the price to the produce and sit at the kiosk and sale the produce on flea market day and afterwards do profit and loss analysis.



Market Day Extravaganza:

The culmination of our project was marked by a school flea market, where the little entrepreneurs donned their creative hats and set up stalls to sell the vegetables they had grown. This hands-on experience in marketing and selling not only enhanced their communication and interpersonal skills but also provided a tangible understanding of economic concepts. The project went beyond cultivating vegetables and extended into the realm of financial literacy. Children were introduced to the basics of budgeting, profit, and loss. They eagerly counted their earnings, learned about expenses, and discovered the importance of careful financial planning – lessons that are often reserved for much later stages of education. Here are glimpse of their journey into entrepreneurship





Outcomes and Reflections:

The impact of this entrepreneurial project was remarkable. Children not only developed a newfound appreciation for nature and agriculture but also honed crucial skills such as teamwork, problem-solving, and adaptability. The hands-on experiences provided a solid foundation for future learning, emphasizing the significance of practical, experiential education. This journey fostered creativity, collaboration as well as gave information literacy skill to the children as they learn how to learn. The success of this project highlights the potential of integrating real-world experiences into early education to foster a generation of forward-thinking, creative, and resilient entrepreneurs. As educators and parents, let us

continue to pave the way for a future where every child is empowered with the skills they need to thrive in an ever-changing world.

"Special acknowledgments to the dedicated teachers, supportive management, and vibrant children of Cambridge Juniors Preschool K.R.Puram, Bangalore for their invaluable contributions."