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Play in Primary School Market in the Garden: Learn to Understand Entrepreneurship

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Abstract: Entrepreneurship is key success of finding new ways to create value. However, many people wonder whether entrepreneurial skills and mindset can be effectively taught in childhood. This paper will highlight the activity of primary school market in the garden (PMG). The author as participant observer (a teacher) in Khon Kaen University Demonstration Primary School clarified what the PMG look like and how it situated students to learn via role playing for developing entrepreneurship. The PMG is usually organized for a month. The activities included 1) students plan their business for a day of market in the garden, 2) students present their business plans into the class, 3) students develop products for selling with parents' helping, 4) students design the packages and determine the price, 5) students design their marketing plan, and 6) students practice their selling products as participating in a day of market in the garden. Power of playing in primary school market in the garden (PMG) is a context-based experiential learning program that helps Grades 1-6 students explore their passions, talents and interests as they plan and implement their own real business ventures. It may also enhance students to perceive some issues related to entrepreneurial skills.

Keywords: role-play, entrepreneurship, primary school students

1. Introduction

We all live in a dynamic socioeconomic environment that is undergoing rapid change. The concerns that underlie the process of changing the environment include, among other things, modifications to social norms and behaviors, organizational structure and culture, social attitudes, and informal institutions. Since then, it has been crucial to thoroughly improve one's own abilities and skills in order to learn new skills for taking advantage of new chances. Entrepreneurship, when combined with entrepreneurial skills, is now regarded as one of the most sought-after skills in today's world. There is a body of theoretical literature on various aspects of entrepreneurship, the question of how to create and support entrepreneurial activities, attitudes, and norms remains unanswered. There may be substantial trials of identifying and defining the most effective techniques used to develop extensively entrepreneurial skills in theoretical works (Richert-Kazmierska and Lechman, 2014).

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In Thailand, strategic planning and management 4.0 is about preparing people, creating people, innovating, connecting access to technology, and being a part of the change. This necessitates systematic management using education-driven planning to be successful and can be converted to practice as a procedure for problem solving and development, identity change include cultural change that can propel the country to Thailand's first world 4.0. Education is the primary development mechanism, supporting and cultivating ideas and knowledge in the civic community. Education, by definition, is the primary solution for human and societal development. The key context of contemporary educational design to the dynamics of change from the twentieth to the twenty-first centuries. The changing currents have had an impact on the social, economic, environmental, cultural, and educational factors (Jedaman et.al., 2018). Entrepreneurship education is one of crucial 21st century skills that is provided in strategic plan in many countries including Thailand. It usually is provided as interdisciplinary for 21st century education. This could be viewed when it is integrated literacy as financial economics, business and entrepreneurial literacy (ONEC, 2014).

Entrepreneurship is being recognized as critical for success in all aspects of life because it is a path that allows people to address real-world challenges, seek opportunities, and find new ways to create value. In order to prepare students' entrepreneurial literacy, the entrepreneurial education probably should be early started in primary school (Suparee and Yuenyong, 2021; Sutaphan and Yuenyong, 2019; Sutaphan and Yuenyong, 2023). However, many people wonder whether entrepreneurial skills and mindset can be effectively taught in childhood. This paper will present how we could prepare role play activities in order to situated students to learn entrepreneurial skills.

2. Learning for entrepreneurship education

To understand entrepreneurship education, we need to discuss about what the entrepreneurial mindset is. And, we must first examine the definitions of "mindset" and "entrepreneurial" independently in order to come up with a definition.

According to Dweck (2006), a mentality can be either fixed or growth-oriented. A fixed mindset assumes that your qualities and abilities are predetermined, but a growth mindset thinks that they can be developed. Dweck is quick to emphasize that a person's mindset may change. Increasing your awareness of your existing attitude and taking deliberate action to begin thinking and acting in new ways will help you achieve a lot of this. To begin with, the experiences we give the students in our classes give us a direct approach to affect their thinking. Nevertheless, as mindsets change through an involved process, the effort is not one-off. Instead, it has to be nurtured and exercised. A mindset can be thought of in this way as a practiced habit.

The French word entrependre, which means "undertaker" in the sense of someone taking on a significant enterprise, is where the word "entrepreneur" first appeared. The role of an entrepreneur, according to Schumpeter (1942), is to "reform or revolutionize the pattern of production... by exploiting an invention or, more generally, an untested technological possibility for producing a new commodity or producing an old one in a new way, by opening up a new source of supply of materials or a new outlet for products, by reorganizing an industry, and so on." Shane and Venkataraman (2000) proposed that entrepreneurship seeks to understand the sources of opportunities, the processes of discovery, evaluation, and exploitation of opportunities, as well as the group of people who discover, evaluate, and exploit them in an effort to support the academic field of entrepreneurship.

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According to a study of the literature on entrepreneurship education programs, these initiatives are effective at inspiring entrepreneurs to launch new businesses or enhance existing ones. Programs for enterprise education offer opportunities for social experience, such as the chance to take on substantial tasks, launch one's own firm, and interact with relevant role models (Peterman & Kennedy, 2003). But the best way to educate enterprise has been a topic of constant discussion and controversy, especially when it comes to how to promote the growth of enterprise qualities through a teaching program and so create competent, skilled, and entrepreneurial people (Collins & Robertson, 2003). According to Peterman and Kennedy's 2003 study, participants who had no prior positive experience with entrepreneurship experienced significant shifts in their attitudes regarding starting a firm after taking part in the enterprise program.

Collins and Robertson (2003) asserted that any approach to a teaching program must be based on an understanding of the learning process, while Gibb (1993) asserted that the enterprise learning mode was the antithesis of the didactic method frequently employed in higher education institutions. The distinction between entrepreneurship and enterprising behavior been made by several authors. In contrast to the traditional association of entrepreneurship with a specific type of economic activity—the founding of a firm—entrepreneurial conduct is more broadly defined as the effort made in education to help students become independent and enterprising. Although the term "enterprising conduct" has been defined in a variety of ways, it generally seems to refer to personality traits like initiative, changeability, and the ability to recognize and take opportunities. Heinonen and Poikkijoki (2006) identified the following objectives in entrepreneurship learning such as **"**learn to understand entrepreneurship**''**, **"**learn to become entrepreneurial**"** and **"**learn to become an entrepreneur**"**. Regarding instructional strategies, there are some consequences for all three aims. Lectures, books, reviews, and exams are examples of traditional teaching techniques that do not encourage entrepreneurship (Sogunro et al, 2004). Thus, they suggested that the utilization of entrepreneurial directed approach will give the student the opportunity to take a new kind of role and to probe hidden aspects of the self, as role-playing encourage people to view situations from new perspectives (Sogunro, 2004). The entrepreneurial directed approach, according to Heinonen and Poikkijoki (2006), is ideally suited for improving comprehension of the concept of entrepreneurship, particularly regarding the significance of the entrepreneurship process.

To clarify how to prepare programs or activities of role playing for developing entrepreneurship, the article will give highlight the activity of primary school market in the garden that the author as participant observer (a teacher) in Khon Kaen University Demonstration Primary School.

3. Overview activity of playing in primary school market in the garden (PMG)

Activity of playing in primary school market in the garden (PMG) is annual extra activity for Grade 1 to 6 of Khon Kaen University Demonstration Primary School. The PMG is usually organized for a month. The activities included 1) students plan their business for a day of market in the garden, 2) students present their business plans into the class, 3) students develop products for selling with parents' helping, 4) students design the packages and determine the price, 5) students design their marketing plan, and 6) students practice their selling products as participating in a day of market in the garden. The pictures could be highlight as the figure 1.

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Figure 1: Students are selling products in a day of market in the garden

4. Power of playing in primary school market in the garden (PMG) for learning to understand entrepreneurship

Power of playing in primary school market in the garden (PMG) is a context-based experiential learning program that helps Grades 1-6 students explore their passions, talents and interests as they plan and implement their own real business ventures. The program is designed for classroom teachers and easily integrates into different subject areas. The program typically runs over a week period and is designed to be adapted to meet multiple classroom goals. There are also opportunities for meaningful parental and community involvement.

Real-world learning

Students in the PGM activity create business plans, design products and marketing materials, and then showcase their achievements and sell their products at a dynamic event. The PGM introduces students to product design that is customer-driven. Before finalizing their designs and producing their products, they begin by envisioning new product ideas. They then create prototypes, conduct market research, and ask for feedback from others. Through the business planning process, which involves thinking about consumer input, profitability, and other elements of a business model, students' progress. They frequently take out loans, usually from their parents, and manage their own finances. Additionally, they are required to give some of their earnings to a charity of their choice. This stimulates interest in important social issues and reinforces the message that everyone has an active role to play in the community

Highly engaging techniques

The activity promotes student initiative, with teachers serving as facilitators who provide assistance and direction. Students have the freedom to decide for themselves, make mistakes, and take chances. As they progress through the business planning process, they actively participate in assessment and use it to improve their successes. Teachers motivate students as they progress through the business planning processes by using skill-building "games" and practical exercises. As they work toward their objectives, the students are pushed to hone fundamental abilities including creativity, critical thinking, and communication skills. This active learning approach helps students gain confidence in their current competencies and acquire new skills as required, a defining characteristic of entrepreneurs. The process of taking their business from concept to reality in a community environment teaches young people of all abilities to set goals, organize, problem solve, focus, act independently and work as a team. The flexible learning model and extension activities make it relatively easy for teachers to adapt and personalize content and to pace the learning to individual needs.

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Reflection

At the end of the project, students reflect on their experiences and evaluate how they can build on their successes in the future, a crucial step to help them become more self-aware. The activity's objective is to equip young people for more rewarding lives and meaningful contributions to society. Students gain self-assurance and positive self-belief by explicitly tying their success in creating a business idea to their capacity to pursue other personal ambitions. Along with learning about entrepreneurship as a possible career path, students get the entrepreneurial mentality and skills necessary for success in a world that is changing quickly, whether they choose to start their own businesses or work for already established enterprises.

Students and their parents reflect that they perceived some issues related to entrepreneurial skills. These included 1) making a business plan that shows the cost, profit, and marketing of the product; 2) selling something to other people; 3) communicating with people I know or I don't know; 4) overcoming the fear of rejection; 5) being inventive and coming up with new concepts; 6) Putting ideas into practice and finishing what I have started; 7) knowing what I can do to benefit charities and actually doing it; 8) identifying issues and resolving them; and 9) attempting new things.

5. Conclusion

The paper shared the activity of playing in primary school market in the garden in order to enhance students to learn about entrepreneurship. A fundamental principle underlying the PMG activity is that an entrepreneurial mindset and toolkit of skills can be developed for all students by immersing them in a rigorous real-world project where they take responsibility for launching their own businesses. The PMG activity could provide issues for enhancing entrepreneurial skills for primary school students. The PMG activity reminded that school was where many people develop their intentions about their future careers through exposure to a variety of possibilities. Entrepreneurship is being recognized as important for success in all areas of life because it is a pathway that enables people to address real-world challenges, seek opportunities and find new ways to create value.

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