



## Astrid Lindgren School Willstätt- Hesselhurst Mini School Business “Colorful Little School Shop”

### Initial Planning Ideas

#### Explanation:

- Class 9b (mentally disabled students) of the Astrid Lindgren School Willstätt- Hesselhurst (ALS), together with mainstream students of the Hauptwerkrealschule (secondary/middle school) Bodersweier-Nord Ost (WRS-NO) tend a school garden planted with many fruit trees and a herb spiral created by the students. The harvest from this garden is processed into jams, jellies, fruit sauces, syrups, herb salts, herb oils and herb teas by the students. Until now, these products have been sold by the students at Christmas markets. The proceeds were placed in a savings account and used for larger school outings.
- In addition to tending the garden and creation of products, this activity also involved planning and computational tasks that were integrated into German and mathematics classes.
- The students so very much enjoyed these activities and showed so much eagerness to learn that we have decided to expand this enterprise and start a small student business.

#### Goal:

- This project is designed for students to develop a high for learning by enabling each student to recognize, apply and profit from their own specific skills and competencies. This creates a future perspective for each individual student that can be realized simply and inexpensively. Further, students acquire and directly apply mathematical concepts in the course of running this business, for example book keeping, calculation, accounting and the handling of real money. In German classes, competencies are acquired through written tasks such as process descriptions, reading and understanding recipes, advertising, placing ads in newspapers etc. Mentally disabled students and mainstream students work together some of the time. This promotes the integration between students with and without disabilities. They learn to accept and appreciate each other by working together to reach a goal. Selling at the weekly market also provides opportunities for interactions between disabled students and the community at large while disabled students learn to make their way in society without fear. In media classes, students learn to write, design and illustrate recipes using the PC software “Boardmaker”. By photographing their products and integrating these images with the texts written in German classes, students further expand their media skills. The individual processing steps are explained using sign language, which also benefits mainstream students. This concept could also prove useful for the increasing number of students we have with poor German language skills who do not understand much of the terminology used.

#### Initial Planning Ideas / Implementation Planning:

- Both schools cooperate on this project: Astrid Lindgren Schule – Hesselhurst (ALS) and the Werkrealschule Bodersweier- Nord Ost (WRS-NO)
- Both schools are kept informed through their respective teacher conferences (GLK). In addition, there will be discussions and deliberation between teachers specifically interested in this project.
- Parents are kept informed during the respective initial parent-teacher conferences and asked for advice, help with collecting jars, fabric remnants etc.
- The class 9b decides where we sell our products to create a continuous work flow.
- Information about selling at markets needs to be obtained from the city administration in city hall of the town of Kehl.
- Notices should be placed in the schools to invite the collection of jars and small bottles that would otherwise be directed into the waste stream.



- We need to be trained in the hygienic handling of food products by the health department.
- There will be discussions with the students and teachers about the choice of teaching methods. Everyone has already had an opportunity to familiarize themselves with these methods during the next to last school year.
- Following several trainings (LIKE) for the teachers of the Bodersweier School (WRS-NO), three methods days were conducted for all classes in the entire school. Each student was able to experience and try out all methods offered in completely newly configured groups.
- This means: Each teacher prepared teaching methods suitable for all participants regardless of whether the students knew each other or had very different competencies. The emphasis was on the integration of disabled students rather than on the disability itself.

All students signed up using lists. This mixed up all students in the school and completely superseded the school's class structure.

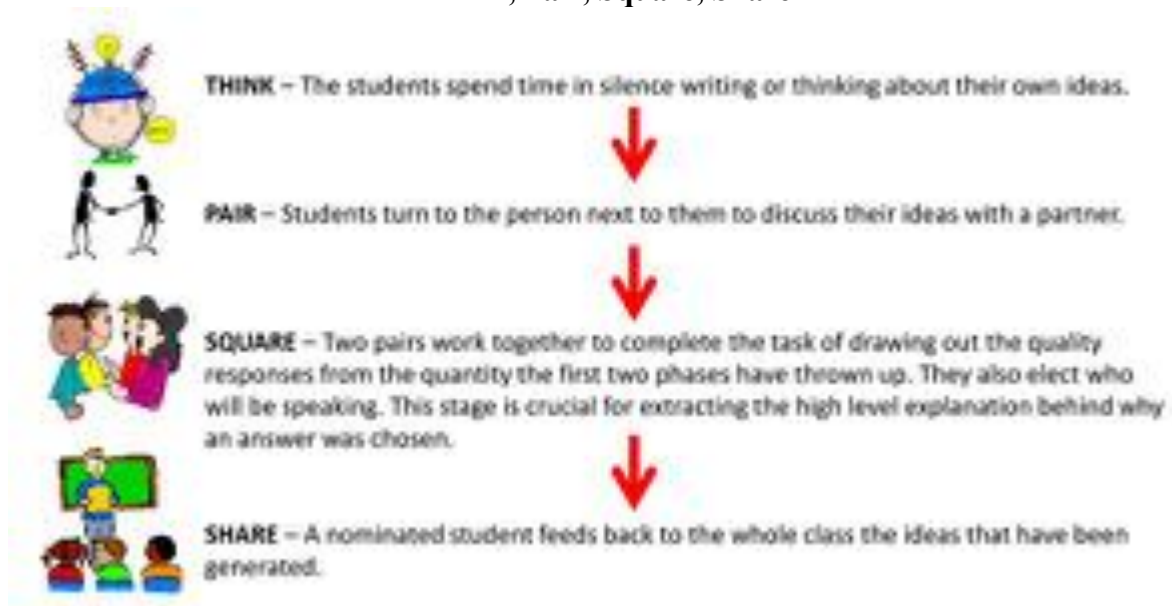
- Following these method days, the methods were tested in the existing classes as part of regular lessons. We tested the inclusive models in the respective lessons (cooperation).
- **Implementation in the Schools:**
- **The project was initially discussed with the principals of both schools, who approved and showed their support for this project.**
- Both schools were informed through their respective teacher conferences (GLKs). In addition, there were discussions and deliberation between teachers specifically interested in this project.
- Parents were informed during the initial parent-teacher conferences and asked for advice, help with collecting jars, fabric remnants etc.
- Informing teacher colleagues in the teacher conferences (GLKs) in the Astrid Lindgren School and in the WRS-NO. Everyone is invited to participate and we will also take products created by various classes on assignment.
- The proceeds will be returned to the respective classes.
- Several classes participate, almost the entire school.
- Initial contacts with the market manager in Kehl regarding the first date for selling at the market.

### **Implementation Steps in the projektclass 9B (AKB) outreachclass Bodersweier**

- The students of class 9B decided where to sell to enable continuous work flow. We decided to sell at the weekly market in Kehl at regular intervals in our own booth. We also plan to sell again at a Christmas market. During the first parent-teacher conference, the parent council of our class immediately offered to inquire at the Christmas market in Durbach.
- We obtained all the necessary information about selling at the market at city hall in Kehl and personally contacted the market manager. The first market date was set for 18.11.2015. The second date will be in December together with a partner class of the Astrid Lindgren School.
- At the Bodersweier School (WRS-NO), the class has posted a noticed about collecting the needed jars and small bottles.

- The class and teachers went through hygiene training at the public health department in Offenburg before the beginning of summer vacation. This was also required to conduct and experience cooking classes at school.
- A discussion was held with the students and teachers about the choice of teaching methods.
- The methods “**Think, pair, share**“ and „**placemat**“ were the most suitable for cooperative lesson units. These methods are applied in cooking classes and whenever classes mix up to work on shared topics.

### Think, Pair, Square, Share



(Source: Pictures:  
[http://images.google.de/imgres?imgurl=http://www.classroomcapers.co.uk/media/teacher-talk/Think-pair-square-article-image.jpg&imgrefurl=http://www.classroomcapers.co.uk/teacher-talk/verbal-responses-class1-&h=302&w=600&bnid=stq\\_4d5TUWIM.&bnl=90&bnw=179&docid=3zVTQVQMjW8EM&ug=\\_\\_8bQnuV2YZxED4E3pPYM4UC8wIPs=&sa-X&ved=0ahUKewimj57D7L\\_LABWBCpoKHdyDLgQ9QEKJAC](http://images.google.de/imgres?imgurl=http://www.classroomcapers.co.uk/media/teacher-talk/Think-pair-square-article-image.jpg&imgrefurl=http://www.classroomcapers.co.uk/teacher-talk/verbal-responses-class1-&h=302&w=600&bnid=stq_4d5TUWIM.&bnl=90&bnw=179&docid=3zVTQVQMjW8EM&ug=__8bQnuV2YZxED4E3pPYM4UC8wIPs=&sa-X&ved=0ahUKewimj57D7L_LABWBCpoKHdyDLgQ9QEKJAC))

## The placemat method

The method is a classic of the so-called "co-operative learning".

The schoolboys split themselves in groups, mainly consisting of four schoolboys. They lay a big sheet of paper on her group table (A3 or greater). In the middle a big oval is drawn and the setting of tasks is put down. The free place around this field in the middle is divided in four parts (or more, according to group size). The "Placemat" (into German a sort of "table doily") is ready.

Now every schoolboy can write his thoughts on the subject in the middle in one four fields. After the first round the paper is turned or the schoolboys move up. Now everybody can comment on the written of his school-friends. It develops a quiet writing conversation.

An alternative is to turn the sheets after the first writing phase to take note of the notes of the others and to discuss in the connection on it in a conversation about it.

The method can be applied with a subject entrance to produce associations. However, she also serves the reactivation of foreknowledge or him stick from learning results. Particularly it is suited because they all schoolboy activates. Everybody can take part. Also the reserved, quiet schoolboys can express themselves without being drowned by the quicker and pure ones.



In our class, there are students, they can't write. So they look for pictures on the ipad and other students write for them.

The following lesson units are taught for the student business:

- **Communication Round:**

Each week, the current production status, what needs to be clarified or explained again and what needs to take place during the week is discussed. Special emphasis is placed on joint verbal exchange. Each student takes turns speaking. Each person needs to think and make a contribution in this round. Time and space is created for youth who do not know the terminology or who are not able to express themselves well verbally. In those cases, we work with images directly on a computer or i-pad or using gestures that are understood by everyone.

We do not use existing sign language, because we cannot assume that all students in a secondary school (WRS) have ever experienced it or want to learn it. This also applies to students who do not speak German or speak German poorly (migrants and refugees). We therefore employ common, everyday gestures. We are able to proceed in this manner because this group of students does not include hearing impaired youth.

## In the communication Round:

We talked about what we can produce.  
Where we sell our products.



What is the price.  
What can we do with our earned money.  
So we decided:

- We can Jam, juice, applesauce, biscuits, cakes, knitted slippers, cheese, crafts such as necklaces, gift cards, woodwork.
- We have decided to sell the goods on the market in the city.
- With the first money we earn, all want to save it for the country school stay on Lake Constance, where all can eat a delicious meal;-)
- Also we decided to work together with our cooperation class and sometimes with groups of our school in Hesselhurst.

## General Studies:

Students develop the scope of a student run business. We examine the origin of jars and how they are recycled or reused (for example, in our business); how the fabric we use to decorate our products is created; how the rubber sealing rings used with our jars are created; what the fruit trees in our school garden need to grow, how they need to be tended, etc. etc. etc.

## Special Planning Round:

Takes up the results of the communication round and decides what to do and who does it.

## Mathematics:

Students learn measurement units such as kilogram, gram, milligram, liter and milliliter, centimeter and millimeter and actively experience these during production. Purchasing costs are calculated. Proceeds from sales are added up. Income and expenses are subtracted. The handling of money is taught in theory and then constantly practiced during the selling of products (accepting money, calculating and handing back change). Students learn how to make bank deposits and withdrawals and how to check their bank balances.

## Mathematics:

In the mathematics lessons we learn to keep like us a bank account. In addition we learn to count money, how we remove money on our savings book and how to pay in. Moreover, we calculate how much money we need for material what we take and have really earned then.

What we have to do to earn Money with the Mini students company, Schullädele.

A class report which is written, primarily, by Abdullah Ildiz and was formulated together with the teacher understandably. In spite of many letters it is about figures and mathematical understanding.

- For what is the bank account and what this is:

We try to earn a lot of money, so that our class can be a matter eating with the land school stay once really nicely. Everybody what he wants and how much he wants.

We have a bank account. This is our savings book on which there comes all money what we have earned. We have money because we sell things which we ourselves produce. From the savings book we remove money if we need material. (Jam jars, material etc.)

I write down this everything and work out what we have really earned. Thus we always know how much money we have. There I have a table on which I can put down everything.



I, Abdullah am our treasurer and must always check everything. I make this in the mathematics lessons.

By the market sales we have practiced everybody to count on the money. I am able to do this already in the head. Others still need aid for learning and count and also I am still glad if the teacher is present and counts.

### 2. Payments and withdrawals:

If we go to the bank, we take the savings book. Before we have worked out how much money we need and this then we take off. Or we deposit everything what we have earned. In addition one must fill payment notes or paying-in slips. So we have learnt how we write by heart our given name and surname.



Photo big signature presentations U material

### 3. To take products of selling on commission from other classes:

Since there the students company, "ALS-Schullädele", is the classes not only for themselves sell. Now all classes at the market can always sell in Kehl together. That is in commission take. There all classes bring her products to the stand or the goods are fetched. Every class delivers a list of commodities, so that behind can be subtracted.

All not sold goods, decrease to the classes. Now the income is calculated. In addition we have the lists and can exactly check. This has made the AKB for the first time for everybody in autumn.

We have taken seriously this job very much and have settled accounts most exactly and have returned money or goods.





- Problems or what is to do now:

In December there were one more sales at the market in Kehl. This time another class of Astrid Lindgreen sold school. We have delivered applesauce and kiwi jam in the state for the sales. The total value amounted to 28.50€.

We have got 15€, unfortunately, no rest product from the teacher. There, something must have gone wrong .

Now we have considered how we can make this better. Our idea is: On every sales a students per class goes along and take care for the own products.

This is our sellinglist:

Apfelmus		<p>1,50</p> <p>Verkauft 1 sold</p>	<p>12</p>
Scharfes Öl		<p>5,-</p> <p>Verkauft 3</p>	<p>6</p> <p>1,50€</p> <p>15,-€</p>
Rosmarinsalz		<p>2,50</p> <p>Verkauft2</p>	<p>6</p>
Erdbeermarmelade		<p>1,50</p> <p>Verkauft3</p>	<p>3</p> <p>5,-€</p> <p>4,50</p>



Holunderblüten- gelée /klein		1,-  Verkauft3	3   3,-€
Holunderblüten- gelée/groß		1,50  Verkauft2	2   3,-€
Holunderblüten- sirup		1,50  Verkauft7	7   10,50€
Apfelgelée		1,50  Verkauft 2	12   3,-€
Quittengelée		2,50  Verkauft7	11   17,50€



## German:

Each project participant, including persons with physical or mental disabilities, learn how to sign their first and last name.

Students use different mind maps to document their ideas. Those who are able to write do so. Those unable to write search for pictures (prepared by the teacher or via the internet, i-pad). Reports about activities are written. This happens in coordination with the current lesson plans for German classes. This may mean that some students with disabilities, for example, only complete sentences by adding adjectives, as in "Sugar is *sweet*. Milk is *liquid*, etc.

## We have Mini - students company founded.

First we have considered what is a company and on the Internet in request.

We have liked the companies who produce something.

Now we knew, we also want to try this and we have considered what we ourselves can produce.

We have written down many ideas:



Then we have considered when we make all that and where we sell the things.

We want to sell in the school breaks and at the weekly market in Kehl. Maybe we make one more on-line-shop on the school homepage, but we do not know this yet exactly.

In Bodersweier also takes part in our Kooperationsklasse.

We have also asked the other Außenlassen of Astrid Lindgren school and in the Hesselhurster school whether somebody wants to take part.

Then our first sales were in November in Kehl.



Then we have still sold at the Nicholas's celebration.



We have considered that we go all 3 months on the market our 1st market sales were in November, 2015 in Kehl at the weekly market  
2. Should be before the Easter holidays at the end of March.  
3. Should be at the beginning of July  
Written and forms from  
Abdullah Ildiz

### Media Studies:

In these classes, students learn how to import photos to the computer, store them in folders, find them and include them in text. They learn how to create a table and add information to it consecutively. Each student has his own folder to work in. Different Ipad apps help with calculating funds, contacts via Skype.

Look I-movie: E&S



### Home Economics:

In home economics, student of both schools work together as described in the methods section. During the creation of the different products, students learn how to operate various kitchen appliances, how to handle food and how to meet the necessary hygiene requirements. These lessons also help students develop their visual senses for beautiful products. For example, a poorly decorated cookie will be hard to sell and the students themselves are not keen to accept it.

## We cook applesauce!



Zuerst müssen alle Äpfel gewaschen werden.

Frist, all the apples must be washed.



Nun werden die Äpfel geschält.

Now the apples are peeled.



Danach werden sie entkernt und in kleine Stücke geschnitten.

They are then seeded and cut into small pieces.



Die Apfelstücke nun in einen in einen Kochtopf geben.

The apple pieces now enter into a saucepan.



Nun werden sie gekocht. Dabei muss man rühren, damit sie nicht anbrennen.

Now they are cooked. It must stir it, so they do not burn.



Wenn sie weich sind, werden sie noch püriert.

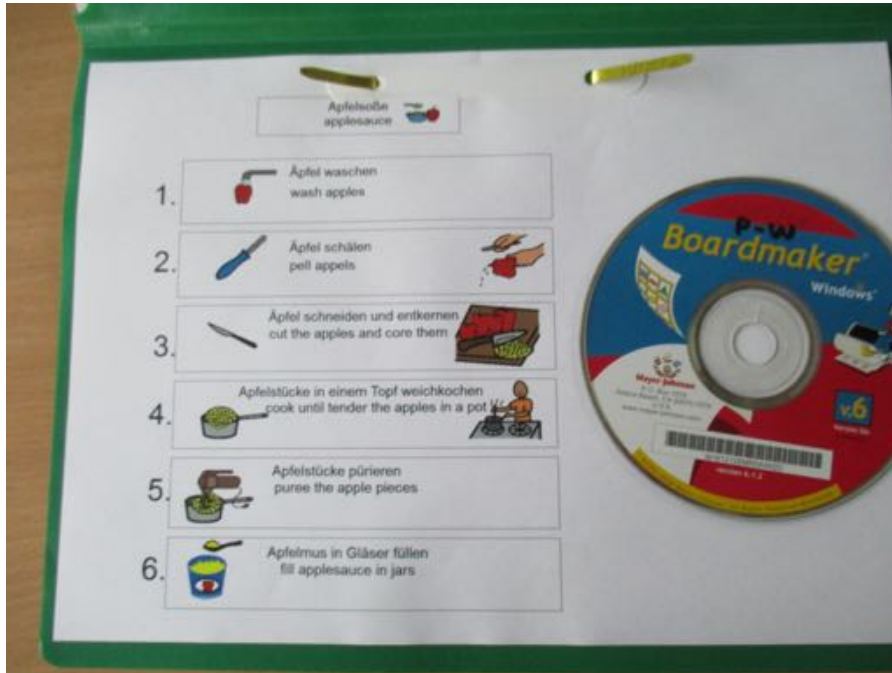
When they are soft, they are still pureed.



Das fertige Apfelmus wird noch heiß in Gläser abgefüllt und sofort verschlossen.

The finished applesauce is still hot packed into jars and sealed immediately.





An example of how we create recipes for students who can't read or doesn't understand the language. It is possible to work with all languages

### Technical studies:

Technology classes are somewhat different from cooking classes. The students don't work in groups, although ad hoc groups may form. The teacher specifies the work piece/goal, explains the instructions (words and images) and the individual work steps, the necessary tools and the time allowed. All students are assigned the same work piece as a goal. Each student begins to work and all students help each other in the group. These classes especially highlight that the mainstream students enjoy helping students with disabilities, especially with difficult tasks. On the other hand, students with disabilities show more endurance and dedication to a task because they really want to do a good job. This situation, in turn, again and again inspires the mainstream students, including students with very low motivation to work. Some work pieces were more continuously pursued by students with disabilities than by the mainstream students, especially in the area of electricity. Constructing circuitry analogues to a precise, simple plan (1 to 1 matching) was more difficult for some mainstream students than for students with disabilities.



### Cooperative and Inclusive Lessons:

- Specified cooperative lessons that are conducted inclusively: Home Economics (HTW), technical studies (WAG), Art (WZG), Horticulture (AG) and Sports, which does not play a role in this project.
- Before the summer vacation, strawberry jam, elderberry syrup and elderberry flower jelly was created. Herbs and sage were harvested and dried or processed.
- Following the summer vacation, plums and mirabelles were harvested and processed into marmalade. Unfortunately, during the summer break, most fruit had been harvested by “fruit robbers” or was spoiled.
- We were able to harvest many apples which we processed into apple sauce. Quince was the last fruit to be harvested from the school garden and was processed into jelly.
- As small group of students from the WRS-NO who is especially interested is also researching other products we could make ourselves and sell, for example knitting socks, felting slippers and baking cakes and cookies.
- Manufacturing of wood products, for example wooden stars.

### Financial Considerations:

Our mini-business is financed exclusively from the proceeds in each class account.

We are considering selling online via our homepage products that can be created at any time without interfering the normal school operations. Classes in the Astrid Lindgren school that also create products finance these from their own class accounts. The outreach class accepts these products on commission and returns the proceeds to these classes.

### Challenges:

The students of the WRS-NO are not able to participate in the selling of products, because they are not allowed to miss their regular classes.