



## MODULE No 1

### Introduction to innovation and entrepreneurship (3 hours)

**OBJECTIVE:** Students can understand and define the key concepts “innovation” and “entrepreneurship”.

#### LEARNING OUTCOME AND DESCRIPTORS:

*Following are descriptors to measure learning outcomes from the implemented lesson.*

#### Knowledge on (K)<sup>1</sup>

- (K) how to search for new ideas and brainstorm
- (K) meaning of innovation and entrepreneurship

#### Skills in (S)<sup>2</sup>

- (S) suggesting new ideas for solutions to problems
- (S) engaging and showing interest in the assignment
- (S) expressing ideas
- (S) taking part in a group project and contributing actively to the group work.

#### Competences to (C)<sup>3</sup>

- (C) express fairness, self-confidence and respect in relations and cooperation with others
- (C) develop ideas of solution with a group
- (C) evaluate and react to different views and information in a tolerant manner.

#### TRAINING METHODS

First teacher talks about entrepreneurship and how it can help us in solving ideas. Each pupil gets a post it sticker. They are supposed to define a problem or issue that they would like to fix. They write down their ideas. When everyone has written down something, the teacher asks them to share their idea with the class. Each pupil has to be very polite, say something positive and if they criticize they do it in a good manner.

#### OVERVIEW

Pupils learn about innovation and entrepreneurship. First teacher talks about entrepreneurship and how it can help us in solving ideas. Each pupil gets a post it sticker. They are supposed to define a problem or issue that they would like to fix. They write down their ideas. When everyone has written down something, the teacher asks them to share their idea with the class. Each pupil has to be very polite and say something positive. Ideas are then developed further in groups.

**You need** Post it stickers and you can use [Reflection survey](#) for self assessment of students.

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<sup>1</sup> Knowledge refers to being able to read, understand and interpret information and guidelines.

<sup>2</sup> Skills refer to the ability to apply knowledge to complete tasks, select relevant actions and measure their effectiveness.

<sup>3</sup> Participants/pupils will have competences to put to practice general knowledge and skills acquired.



Activity	Method and organisation	Time
<p>Practising individual brainstorming and to be able to share and respect others ideas.</p> <p>Group discussions.</p>	<p>First teacher talks about entrepreneurship and how it can help us in solving ideas. Then pupils define a problem or issue that they would like to find a better solution for or things that they would like to function better.</p> <p>Each pupil tries to find as many ideas as he can and write them down on post-it stickers.</p> <p>Pupils introduce their ideas to the group and put their post-it stickers together on a wall.</p> <p><b>Equipment:</b> Post-it stickers.</p>	<p>40-60 minutes</p>
<p>Practising individual brainstorming and to be able to share and respect others ideas.</p> <p>Group discussions.</p>	<p>After the introductions everyone is allowed to come up with suggestions for solutions to these problems. Pupils are encouraged to name as many ideas as possible. All ideas are welcomed, no matter how odd they might sound. They are written on post-it stickers and put under the sticker with the related problem written on to connect each problem with possible solutions.</p> <p><b>Note:</b> Pupils are encouraged to show respect to each others ideas and not to criticize them.</p> <p>It is all right to suggest improvements to others ideas.</p> <p>There are no traditions or formal rules when it comes to innovation.</p> <p><b>Equipment:</b> Post-it stickers.</p>	<p>40-60 minutes</p>
<p>Group discussions about the key concept “entrepreneurship”</p> <p>Development of a product.</p>	<p>Teacher explains the meaning of entrepreneurship.</p> <p>Students then choose which solution they would like to develop further in groups of 3-4.</p> <p>Each group then makes a poster. On it they explain the problem and how they found a solution to the problem. they think about whether this invention could be sold and who then would buy it. They find a name for this product and write down a slogan that could help sell the product.</p> <p>Each group introduces their product.</p> <p><b>Equipment:</b> A2 carton in various colours, pencils, pens and coloured pencils.</p>	<p>60 minutes</p>



EVALUATION AND FEEDBACK

Following evaluation including module descriptors can be used to evaluate individual pupils, for self- and peer evaluation.

Pupils make a self assessment with these questions in [google form](#) including following questions related to different descriptors of knowledge (K), skills (S) and competences (C):

- Do I understand how I can search for new ideas and practice brainstorming? (C)
- Was I able to find new ideas? (C)
- Was I able to share my idea with the group? (S)
- Am I interested in the assignment? (C)
- Do I understand the meaning of innovation and entrepreneurship? (K)
- Did I participate in developing an idea with my group? (C)
- Did I evaluate and react to different views and information in a tolerant manner? ©

The pupil should be able to:

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
(K) on how to search for new ideas and brainstorm				
(K) on meaning of innovation and entrepreneurship				
(S) in suggesting new ideas for solutions to problems				
(S) in expressing ideas				
(S) taking part in a group project and contributing actively to the group work				
(C) to express fairness, self-confidence and respect in relations and cooperation with others				
(C) to evaluate and react to different views and information in a tolerant manner.				

TEACHERS REFLECTION: