



MODULE No 3

Entrepreneurship (5-7 hours)

OBJECTIVE: Pupils work with mentors on developing ideas.

LEARNING OUTCOME AND DESCRIPTORS:

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

Knowledge on (K)¹

(K) on how to apply important concepts regarding cultural and social affairs

(K) on how to describe the role of several social institutions

Skills in (S)²

(S) in recognise their strengths and weaknesses

(S) in taking part in a group project and contributing actively to the group work.

Competences to (C)³

(C) show fairness, self-confidence and respect in relations and cooperation with others

(C) take part in conversations on their local community and recognize the connection between their community, local history, culture and social affairs

(C) obtain, evaluate and use information on cultural and social affairs from different data and media

(C) take part in democratic cooperation and conversation

(C) in setting objectives for themselves and make plans for a variety of tasks

(C) use different technical devices in an effective and varied manner

(C) use various means and search engines for suitable systematic information acquisition

(C) use software/computer programmes for communication of knowledge in a creative and clear manner.

TRAINING METHODS

Built on problem-based and cooperative learning, see ENGAGE curriculum and pedagogical section of this handbook.

OVERVIEW

The teacher prepares a presentation about entrepreneurship for the class. Each group then works on their ideas. They find someone in their community who has knowledge on their chosen project and get to meet with him/her. Then they finalize their idea.

¹ Knowledge refers to being able to read, understand and interpret information and guidelines.

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

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



Key concepts:

- **Discussion:** What is entrepreneurship?
- **Investigation:** How can we develop new products/ideas?
- **Presentation:** How can we sell an idea to others and how do we show our best appearance?
- **Determination:** What is positive about living in our hometown? What can be improved in our hometown?

Preparation prior to discussion:

- Teacher prepares a slideshow about what steps to take according to the basic understanding of entrepreneurship.
- Teacher sends a development plan to his students - see this [template](#).

Activity	Method and organisation	Time
Working on developing ideas	<p>Teacher shows a slideshow about what steps to take according to the basic understanding of entrepreneurship. Then the groups fill out a mind map about their project/idea. The final goal of this project is to find out who could be their mentor and help them to sell this idea/project to the stakeholders. Teacher can make suggestions about who could be a good choice for their idea/project</p> <p>Equipment: paper or computer for the mindmap, computer for the slideshow.</p>	60 minutes
Contacting those who could possibly become mentors.	<p>Teacher sits down with each group and goes through the process of contacting the mentor. Options can vary f.ex. from phone call to email. Students then contact the mentors and ask if he/she is interested in this project/idea and if so the teacher will contact the mentor for further information.</p> <p>Equipment: computer, phone</p>	60 minutes
Working on a development plan.	<p>Pupils find a suitable time to meet with their mentor to tell them more about their idea. Together they fill out this template. Mentor is supposed to give students advice about how to finalize their idea/project.</p> <p>Equipment: Notebooks/paper, pencils/pens</p>	60-120 minutes
Finalizing their idea/project. Prepare a pitch for their idea.	<p>Pupils find the best way to finalize their idea/project. They can f.ex. make a model, draw a picture, explain with words and excetera. Then they prepare a pitch that they will use when they meet the stakeholders.</p> <p>Equipment: Depends on the content.</p>	120 minutes



EVALUATION AND FEEDBACK

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

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 apply important concepts regarding cultural and social affairs				
(K) on how to describe the role of several social institutions				
(S) in recognise their strengths and weaknesses				
(S) in taking part in a group project and contributing actively to the group work				
(C) to show fairness, self-confidence and respect in relations and cooperation with others				
(C) to take part in conversations on their local community and recognize the connection between their community, local history, culture and social affairs				
(C) to obtain, evaluate and use information on cultural and social affairs from different data and media				
(C) to take part in democratic cooperation and conversation				
(C) in setting objectives for themselves and making plans for a variety of tasks.				
(C) use different technical devices in an effective and varied manner				
(C) use various means and search engines for suitable systematic information acquisition				
(C) use software/computer programmes for communication of knowledge in a creative and clear manner.				

TEACHER'S REFLECTION: