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All Your Dreams Can Come True if You Have the Courage to Pursue

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Methodological recommendations

Integration of entrepreneurship into the educational process

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2ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΝΕΑΣ ΙΟΝΙΑΣ ΜΑΓΝΗΣΙΑΣ

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TURKEY

Faik Sahenk Mesleki ve Teknik Anadolu Lisesi

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“Entrepreneurship in practice: educational tool for learning English“

(Prepared by the teachers Aurelija Čebelienė and Jolita Stapurevičiūtė; LITHUANIA)

<https://youtu.be/fcYOWeRuDFk>

2. Integrated lesson: IT-Entrepreneurship

“AI in Entrepreneurship”

(Prepared by the teacher Mehmet Yilmaz, TURKEY)

<https://youtu.be/DUGIIVaI8Gc>

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“The concept of Entrepreneurship: the main vocabulary and practical methods”

(Prepared by the teachers Juan Antonio Luque Corriente and Alberto Barrera López; SPAIN)

<https://youtu.be/uvTb0AWOpsw>

4. Integrated lesson: English-Entrepreneurship

“Entrepreneurship and soft skills”

(Prepared by the teachers Juan Antonio Luque Corriente and Alberto Barrera López; SPAIN)

<https://youtu.be/aTZU24cm7RI>

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(Prepared by the teacher Hayriye Arı, TURKEY)

<https://youtu.be/cD0R2WugNKc>

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<https://youtu.be/qlVrxJJsk-w>

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(Prepared by the teacher Sofia Mentsiviri, GREECE)

<https://youtu.be/VCezB1uojB4>

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“Agreeing-Disagreeing”

(Prepared by the teacher Sofia Mentsiviri, GREECE)

I. ALL YOUR DREAMS CAN COME TRUE IF YOU HAVE THE COURAGE TO PURSUE: about the project

Entrepreneurs are often thought of as national assets to be cultivated, motivated, and remunerated to the greatest possible extent. Great entrepreneurs can change the way we live and work. If their innovations get successful, they may improve standards of living, and in addition to creating wealth with entrepreneurial ventures, they also create jobs and contribute to a growing economy. But entrepreneurship education practice at schools for a long time has been neglected, or at least not treated with appropriate attention. As a result, the European Union emphasized its importance with the Lisbon Strategy for Growth and Jobs (Lisbon European Council 2000 and 2005) which stressed the necessity of supporting educational and career choices as well as entrepreneurship education in schools and colleges by the member countries.

“All Your Dreams Can Come True IF You Have the Courage to Pursue” (acronym - “Young Entrepreneurs”) is a 2-year project with five partners, which stems from the needs identified in all partner schools deals with the promoting high school students' entrepreneurial skills.

Our aims were equipping students with necessary entrepreneurial skills, professional development and starting and running their own businesses, teaching students flexibility, creativity and self-confidence as both future employers and employees, improving their IT skills while working with modern technologies and technological devices, developing creative thinking and problem-solving, improving team-building and motivational competences, starting cooperation and strengthening existing links between the local businesses and schools participating in the project, improving the teachers' competences in the areas of teaching entrepreneurship, use of foreign languages, improving language skills, especially in the field of Business English, making young people realize that despite our cultural diversities, we are a part of global economy, which gives us many possibilities to participate.

Thanks to this project we were able to lead our students to international cooperation to widen their horizons in the field of entrepreneurship, to provide them not only with the theoretical background but also with the practical experience in this field. Through their cross-country cooperation and personal experience of the local businesses, the participants with no doubt benefited from the participation at the project, not to mention the cultural and cross-cultural awareness that enabled them to broaden their minds and capabilities, as well as their performance, communication, and language skills.

II. WHY ENTREPRENEURSHIP?

Intro part

Entrepreneurship education has emerged as a source of creativity, action, teamwork, and pro-activeness in the schools. As regional economies interconnect and global markets become increasingly competitive, entrepreneurship competence has become vital for every person, be it a job creator, employee, active civil citizen, or educator. Recognizing the role of entrepreneurship in building a successful future for students we embed the entrepreneurship education in our curricular and inspiring students to gain the skillset and mindset for the future.

We focus on developing the entrepreneurial competences among our school students via the experiential learning based on learning by doing approach. Core education methods are focused on letting the students create their students' companies, be mentored by professionals from the businesses. We kindly invite guest speakers to the class and organize study visits, job shadowing opportunities for youth. Including the academic programs, workshops, and project-based learning we focus on equipping students with the necessary skills and opportunities to develop their entrepreneurial mindset and 21st century skills.

Entrepreneurship education goes far beyond traditional rules-based thinking and emphasizes risk-taking, problem-solving, flexibility, creativity, leadership. It allows to experience ideations, business planning, financial management, marketing, human resource management in action. Whether starting a small business or diving into science, pedagogical activities, entrepreneurship education empowers students to pursue their aspirations and be the change they want to see in their communities.

In conclusion, embedding entrepreneurship education plays a significant role in shaping the curricular of the schools and bringing innovations to the class. By equipping students and teachers with knowledge, skills, and mindset needed to run entrepreneurial activities we contribute to make a meaningful impact on society, ensure economic sustainability, and create opportunities for all.

Prepared by Andželika Rusteikienė (director of "Junior Achievement Lithuania")

III. INTEGRATED LESSON PLANS

These guidelines contain several examples of integrated lessons with plans and visual materials prepared by the educational institutions that implemented the project. This methodological tool does not pretend to be methodological recommendations of a generalized and approved level but reflects the possible aspects and points of contact of subject lessons that integrate entrepreneurship, based on common practices and insights from several countries.



Main subject/-s:

Class (age):

Teacher/-s:

Duration:

Date:

Topic:

The main goal of the lesson:

Didactic goal (*what other students' competences and/or skills will be acquired*):

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. The main subject/-s:

1.2. Entrepreneurship:

2. Target Outcomes:

2.1. Methods used:

2.2. Materials used:

2.3. Resources (*useful links*):

3. Authentic Problems and Product Development:

3.1. Empathy / Real problem / Problematic situation of lesson topic

(Discover the problem that you are facing in your real life and define the area to focus on)

3.2. Fact findings related to the topic of the lesson

(Students search for some background information on the Internet or other sources)

3.3. Ideation

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)

3.4. Product Development and/or Prototyping

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

3.5. Dissemination and Testing (*of the final product*):

4. Reflecting (*Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools*)



Main subject/-s: Engineering/English
Class (age): 14
Teacher/-s: Jolita Stapurevičiūtė and Aurelija Čebeliėnė
Duration: 90 min.
Date: 3 rd May, 2023
Time: 8:00-9:40

Topic: Entrepreneurship in practice: educational tool for learning English
The main goal of the lesson: by working in teams, brainstorming ideas, the students will be able to create a sketch of an educational tool for learning English and present it to the class
Didactic goal (<i>what other students' competences and/or skills will be acquired</i>): To improve students' speaking skills in a foreign language, to develop their critical thinking, to form the ability to process information, to express their opinion, to think logically and creatively, to enhance cooperation. Also, so that the students realize how much effort needs to be invested in product development.

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. The main subject/-s: Engineering/English
1.2. Entrepreneurship: research the market, how much educational tools cost, create advertising, present the authenticity of the product

2. Target Outcomes:

2.1. Methods used: teamwork, brainstorming, placemat, Classdojo, drawing a sketch, presentation
2.2. Materials used: laptops, handouts, slides, coursebooks
2.3. Resources (<i>useful links</i>): logogenerator.com, menti.com, classdojo.com

3. Authentic Problems and Product Development:

3.1. Empathy / Real problem / Problematic situation of lesson topic (<i>Discover the problem that you are facing in your real life and define the area to focus on</i>) Young learners find learning vocabulary and grammar of a foreign language boring or challenging.
3.2. Fact findings related to the topic of the lesson (<i>Students search for some background information on the Internet or other sources</i>) Students research the market, find the existing samples of educational tools, their prices
3.3. Ideation (<i>Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product</i>) Using a placemat, working in groups of 3 students brainstorm ideas, suggest their own ideas and select the most appropriate one.
3.4. Product Development and/or Prototyping (<i>Selecting the best option / problem solution / idea that work, developing details, and finalizing the product</i>)

After selecting the best option, decide upon the content, create the instructions of how to use their educational tool, define the steps of realization, consider the material needed.

3.5. Dissemination and Testing (*of the final product*): presenting the sketch

Preparing for the presentation, considering the name of the team, generating logo and sharing the designed sketch with the class.

4. Reflecting (*Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools*)

Using Menti.com app to evaluate the lesson if preparing an educational tool is easy/ challenging/ fun and easy/ challenging and boring.

As well as this, using Menti app to define how you felt working in a team: as a leader/ as a person who implements the commands/ no contribution made/ as a provider of original ideas.



LESSON PLAN
(Focus on entrepreneurship)

Main subject/-s: Computer Science

Class (age): high school level 15+

Teacher/-s:

Duration: 45*2 depending on the students digital skills and age and sex time will change)

Date:

Topic: AI in entrepreneurship

The main goal of the lesson:

1. Teaching how to use AIs at a company
2. Creating awareness on the subject
3. Comparing AI outputs with human ideas,

Didactic goal (what other student competencies and/or skills will be acquired):

1. Asking the right questions to an AI.
2. Critical thinking
3. Colaboration
4. Making logical assumptions,
5. Evaluating

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. **Entrepreneurship:**

1. making comparisons
2. making the right decision

2. methods ,techniques and materials/resources

2.1. **Methods used:**

1. question answer,
2. deduction,
3. group work,pair work,
4. hands-on learning

2.2. **Materials used:** computers, internet sites

2.3. **Resources** (*useful links*): <https://aiforbiz.co/> <https://chat.openai.com/>
<https://www.perplexity.ai/> <https://www.mage.space/><https://designer.microsoft.com/>
<https://www.crayon.com/><https://www.veed.io> <https://www.synthesia.io/>

3. Authentic Problems and Product Development:

3.1. **Empathy / Real problem / Problematic situation of lesson topic**
(Discover the problem that you are facing in your real life and define the area to focus on)

AI technology is coming fast and growing day by day. It will be in our lives more than ever. We had better learn how to use it in every way . Otherwise it will be a race we will lose our jobs. There are companies using AI as a CEO even today. Using AI technologies instead of hiding from them is crucial.

3.2. **Fact findings related to the topic of the lesson**
(Students search for some background information on the Internet or other sources)

- 1. Student finds companies already using AI and see how they use them.**
- 2. Governments and institutions banned using AI**
- 3. Learn how to login to chatgpt and other AIs need login**

3.3. **Ideation**
(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)**1. Students will have a table chart comparing their ideas to AIs' and an outline of setting up a company. This will be done as a group work.**

3.4. **Product Development and/or Prototyping**
(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

Students will get a table chart showing AI outputs and their ideas side by side .They will see the differences. Choose the best ones.

3.5. **Dissemination and Testing (of the final product):**
Students will show their final products.

4. Reflecting (Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools)**Google forms ,online questionnaire**

<https://aiforbiz.co/>
<https://chat.openai.com/>
<https://www.perplexity.ai/>

<https://www.mage.space/>
<https://designer.microsoft.com/>
<https://www.craiyon.com/>

<https://www.d-id.com/>
<https://www.veed.io>
<https://www.synthesia.io/>

choose a country

western
eastern
developed
developing
race
ask to chat gpt

your ideas

AI

--	--

Find a product

color
size
price
quality
ask to chat gpt

your ideas

AI

--	--

Company name

your ideas

AI

--	--

customers

adult
young
children
sex
age
rich poor
ask to chat gpt

your ideas

AI

--	--

Slogan for company and product

ask to chat gpt

your ideas

AI

--	--

working hours

flexibility
ask to chat gpt

your ideas

AI

--	--

--	--

who will you need

salary

ask to chat gpt

your ideas

AI

--	--

create an advertisement/ insta text

ask to chat gpt

your ideas

AI

--	--

create a logo

chat gpt and dall-e

<https://www.craiyon.com/>

your ideas

AI

--	--

create a video (optional)

<https://www.veed.io/>

<https://www.synthesia.io/>

use google ads

please evaluate the course.

<https://forms.gle/zEyqocdg6CPcV9Q28>

COUNTRY:.....

COMPANY:.....

PRODUCTS:.....

.

CUSTOMERS:.....

STAFF:.....

SLOGAN:.....

WORKING HOURS:.....

LOGO:

ADVERTISEMENT:



Main subject/-s: English ESL

Class (age): 15/16 yrs

Teacher/-s: Alberto Barrera/Juan Luque

Duration: 45'

Date: 3rd May

Topic: The concept of Entrepreneurship: the main vocabulary and practical methods

The main goal of the lesson: To learn about the meaning and features of entrepreneurship

Didactic goal (*what other students' competences and/or skills will be acquired*): Team work, debate skills, creativity

- ESL Debating skills
- ESL Reading comprehension
- Critical thinking
- Team/Cooperative work

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. **The main subject/-s:** English ESL

1.2. **Entrepreneurship:**

- To learn about entrepreneurship
- To know some successful examples
- To debate about entrepreneurship
- To foster entrepreneurial skills

2. Target Outcomes:

2.1. **Methods used:**

- Cooperative work
- Debating

2.2. **Materials used:**

- Worksheets
- YouTube videos

Resources (*useful links*):

- <https://www.youtube.com/watch?v=wGb4M34kFmg>
- <https://www.youtube.com/watch?v=-sQeREfZY-8&t=8s>

3. Authentic Problems and Product Development:

3.1. **Empathy / Real problem / Problematic situation of lesson topic**

(*Discover the problem that you are facing in your real life and define the area to focus on*)

Do we really know what entrepreneurship means?

3.2. **Fact findings related to the topic of the lesson**

(*Students search for some background information on the Internet or other sources*)

We watch a YouTube video in which Murray Hurps, Director of entrepreneurship in the University of Technology Sydney, gives a definition for the concept.

3.3. Ideation

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)
We brainstorm about the concept of entrepreneurship

3.4. Product Development and/or Prototyping

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

Students will debate about the 10 Characteristics of Successful Entrepreneurs, and will decide, among a bunch of adjectives, the most suitable for them, then we'll watch a video made by the *Harvard Business School* to find out which ones (according to the video), are the 10 Characteristics of Successful Entrepreneurs

3.5. Dissemination and Testing *(of the final product):*

- Answers for the texts
- Debates and participation

4. Reflecting *(Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools)*

Activity: "5 examples of successful entrepreneurs"

We'll read 5 texts of different companies: Coca-Cola, Amazon, Netflix, Spanx and Airbnb and then we'll answer the questions related to the texts.

Some of them are aimed to check the students' understanding of their texts, some others are made for them to reflect about the goal of the lesson.



LESSON PLAN
(Focus on entrepreneurship)

Main subject/-s: Entrepreneur, English, Arts and crafts

Class (age): 14 years old

Teacher/-s: Alberto and Juan Antonio

Duration: 45 minutes

Date: 3rd May 2023

Topic:

Soft skills and Entrepreneurship

The main goal of the lesson:

Figure out society needs and develop team-working skills

Didactic goal (*what other students' competences and/or skills will be acquired*):

- Team building
- Problem solving
- Language skills
- Critical thinking
- Creativity

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. **The main subject/-s:**

Soft skills – team building

1.2. **Entrepreneurship:**

Understand the importance of working with others and improve communication and empathy skills.

2. Target Outcomes:

2.1. **Methods used:**

- Public Speech
- Teamwork
- Brainstorming

2.2. **Materials used:**

- Paper
- Markers
- Post-it
- Objects (ball, elastic band, pencil case, glass, trousers)
- Template self-assess
- Template entrepreneurship
- Words about soft skills

2.3. **Resources** (*useful links*):

<https://www.nubedepalabras.es/>

<https://www.dafont.com/es/>

<https://lettering.org/es/generador-de-lettering/>

3. Authentic Problems and Product Development:

3.1. **Empathy / Real problem / Problematic situation of lesson topic**

(Discover the problem that you are facing in your real life and define the area to focus on)

Students face the problem of communicating with others due to ITC and the high level of hours in front of gadgets.

New ideas may come out and find the everyday people needs.

3.2. **Fact findings related to the topic of the lesson**

(Students search for some background information on the Internet or other sources)

Students should know what entrepreneur is as well as know some important examples about people who created important companies all around the world.

The 1st of a two-session-task is aimed on it.

3.3. **Ideation**

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)

1.-

CLOUD OF WORDS. (15')

In groups, they will create a cloud of words.

Firstly, they will choose the shape.

Relay: one by one will go to a place a take an important skill and talk about it in groups. If they agree, they will include in the cloud.

All groups will show their works and vote for the winner.

2.-

USES OF OBJECTS (15')

In groups, using the 1,2,4 technique, we will show different object. Taking into account the main target of the object they must think about another and new use.

They will post it in the wall.

To finish, they will stand up and put a tick or a cross to the other teams' ideas.

3.-

M V O (12')

In groups, know the nature resources (any) we can find out in Vilnius or Lithuanian. Think about ideas we can get from them.

4.-

SPEECH (1'PER GROUP)

Students will show their ideas about entrepreneurship.

5.-

SELF-ASSESSMENT (5')

Individual task, students, will complete a self-assessment worksheet about what they already are and what they are not yet.

3.4. **Product Development and/or Prototyping**

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

The students will create:

Cloud of words

Ideas to carry out a company

Self-assessment

3.5. **Dissemination and Testing** (*of the final product*):

Post the activity in a wall.
Speak about the ideas with the group
Template to fill in

4. **Reflecting** (*Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools*)

We will use a template. Students will assess themselves in order to know what skills they already have and what skills they should get and put into practice.

LESSON PLAN
TEMPLATE ENTREPRENEURSHIP



PRODUCT	
MATERIALS	
TARGET GROUP	
MISION	
SOLIDARITY	

LESSON PLAN
TEMPLATE ENTREPRENEURSHIP



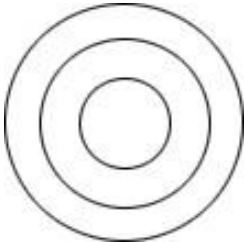
PRODUCT	
MATERIALS	
TARGET GROUP	
MISION	
SOLIDARITY	

LESSON PLAN
SELF - ASSESSMENT

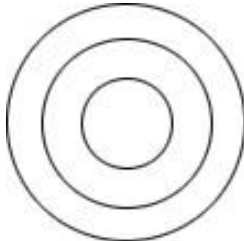


QUESTIONS - COLOUR IN THE CIRCLES

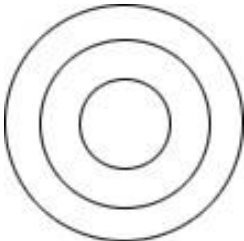
Are you a sportsmanlike person?



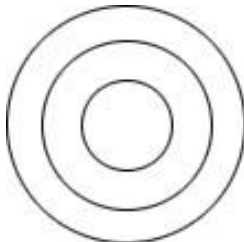
Are you empathetic?



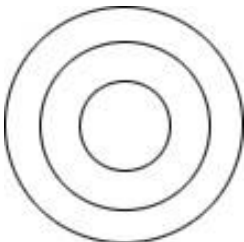
Are you outgoing (talk nineteen to the dozen)?



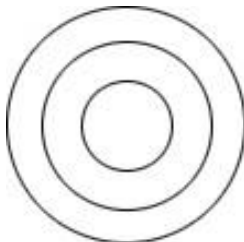
Do you work on well in groups?



In a difficult situation, do you face the problem and tackle it?



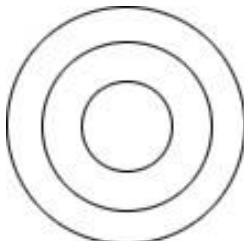
Do you like speaking in public?



Are you a leader?



Do you usually control your time when doing you duties?



RESPONSABILITY	EMPATHY	TEAMWORK	PROBLEM-SOLVING
COMMUNICATION	CRITICAL THINKING	DECISION MAKING	FLEXIBILITY
COMPETITIVE & SPORTSMANLIKE	OPEN TO CRITICISM	CONFLICT MANAGEMENT	INNOVATION
ADAPTABILITY	AMBITIOUS	PUBLIC SPEAKING	ETHIC
TIME MANAGEMENT	SELF-MOTIVATION	LEADERSHIP	CREATIVITY



Main subject/-s: Psychology/Sociology/Human Sciences

Class (age): High school level

Teacher/-s: Hayriye Ari

Duration: 90 minutes

Date: 3 rd May, 2023

Topic: Entrepreneurship: persuasive methods

The main goal of the lesson:

The students will be able to use persuasive methods in communication, they will create their own advertisement by using the persuasive methods.

Didactic goal (*what other students' competences and/or skills will be acquired*):

To develop ss creativity, teamwork, communication skills, presentation skills and analyzing skills

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. The main subject/-s: Psychology/Sociology/Human Sciences

1.2. Entrepreneurship:

Raised awareness of the ss on the methods used in advertisements.

Creating advertisement using the persuasive methods

2. Target Outcomes:

2.1. Methods used: Teamwork, presentation, Kahoot, creating a story

2.2. Materials used: Handouts, slide, smart board, drawings

2.3. Resources (*useful links*): <https://www.canva.com/storyboards/templates/>

3. Authentic Problems and Product Development:

3.1. Empathy / Real problem / Problematic situation of lesson topic

Young learners don't use consciously persuasive methods in communication.

3.2. Fact findings related to the topic of the lesson

(Students search for some background information on the Internet or other sources)

Students research the commercials and how do they effect people's choices

3.3. Ideation

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)

The students will be in groups and decide on their company's advertisement method. They will choose the best story for their brand.

3.4. Product Development and/or Prototyping

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

After they decide on their method they will create their own story by using the appropriate shapes, logos or name.

3.5. Dissemination and Testing (*of the final product*):

They will present their advertisement story in the class.

4. Reflecting (*Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools*)

The students will evaluate the lesson by Google survey



Main subject/-s: Art/English

Class (age): 12-13

Teacher/-s: Naibe Funda Dost

Duration: 45 minutes

Date: 5th May, 2023

Topic: Wood painting for entrepreneurship

The main goal of the lesson:

Cultural & Historical: The students will be able to demonstrate knowledge of the culture of wood painting.

Aesthetic & Critical Analysis: The students will accurately be able to identify and compare styles of wood painting.

Creation & Communication: The students' artworks will be expressive, thematic, and a good design.

Skills & Techniques : The students will be able to safe use of tools and equipment. Students will make clear, distinct, neat paintings.

Applications to Life: The students will be able to discuss the importance of using wood painting as a means of expression and communication together with entrepreneurship. Also, they will be able to create their own page in Instagram.

Didactic goal (*what other students' competences and/or skills will be acquired*):

Creative ability

Capacity for critical reflection

Capacity for growth and innovation

Organisational ability

Communicative ability

External awareness

Capacity for collaboration

Entrepreneurship ideas

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. **The main subject/-s:** Art and English

1.2. **Entrepreneurship:** searching the market, painting woods, presenting them to the teachers and students, selling them in the lesson by artificial money, creating an Instagram page, selling them in order to earn money and donate them.

2. Target Outcomes:

2.1. Methods used:

Cooperative learning

Brainstorming

Discussion

Student presentation

Performance

Presenting the material

Using social media in an effective way

Selling the materials

2.2. **Materials used:**

Oil based paints
Palette
Synthetic or natural bristel brush paints
Some decorations
Wood
Water
Varnish

2.3. **Resources** (*useful links*):

[pinterest.com/wood arts](https://www.pinterest.com/woodarts/)

3. **Authentic Problems and Product Development:**

3.1. **Empathy / Real problem / Problematic situation of lesson topic**

(Discover the problem that you are facing in your real life and define the area to focus on)

Students sometimes have problems with

- enabling themselves to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- developing creativity and imagination through a range of complex activities;
- improving their ability to control materials, tools and techniques;
- increasing their critical awareness of the roles and purposes of art and design in different times and cultures;
- developing how to increase confidence in the use of visual and tactile elements and materials;
- fostering an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- adapting what they have learned in lessons to the real life

3.2. **Fact findings related to the topic of the lesson**

(Students search for some background information on the Internet or other sources)

Students search on the internet, find the best examples of wood arts and their prices, create their own wood paintings, exhibit them in the fair, present them to the teachers and students, create their Instagram page as a group and try to sell them on Instagram.

3.3. **Ideation**

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)

Working in three groups, brainstorming (beads, birdhouses, bookmarks, clothespins, coasters, craft dowels, craft sticks, crates & boxes, cutting boards, key chains, magnets, letters & numbers, pallets, Paintings, picture frames, plaques – round, square, oval, rectangle wood tray with handles, small and large shapes- squares, cubes, and blocks, trunks, turnings – spools, etc., wood canvases, wood slices words, etc.), and selecting the most appropriate idea.

3.4. **Product Development and/or Prototyping**

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

After deciding what to make, they will follow these general steps in wood painting:

Step 1 – Choosing a Wood

They can draw on any wood surface they like, although some are a bit easier to draw on than others.

It would be more convenient to use woods with minimal grain, especially if they want their drawing to be detailed.

Grain can cause their lines to be bumpy while a wood with little grain allows them to draw more precise and definite lines.

Step 2 – Preparing The Wood Surface

It's ideal to draw on a smooth and sanded surface. For doing this they can use some sandpaper which is not too coarse, on all areas of the wood that they are planning to paint.

This is not mandatory, but if they sand the wood, the final result will look much neater and drawing

itself will be a lot easier to do when the surface is smooth.

In order to paint with oil painting on the wood, they have to grind it with sandpaper a lot to have smooth surface otherwise brush doesn't slide smoothly on the wood.

Step 3 – Putting Acrylic Primer.

After sanding, it is recommended to put two or three coats of special primer to the surface that they are planning to draw on. Choosing primer mainly depends on the type of paints with which they are planning to draw.

They would suggest using acrylic primer, which is often sold in art stores. It is perfect for coating of wood for acrylic, oil, gouache and tempera colors.

Step 4 – Painting

With a prepared surface they can proceed to drawing!

Step 5- Varnishing

When they are done and happy with their result, they can either stop at this or they may consider varnishing your piece. Varnish should be chosen according to the type of paints that they used.

Apply one or more coats of it, let it dry thoroughly and they are finished!

Apply some varnish to make it last longer and have a shiny look.

3.5. Dissemination and Testing *(of the final product):*

Presenting their materials to the teachers and the students

Buying them by artificial money

Creating an Instagram page and uploading the photographs of them together with their information

Later, they can make more materials and organize a fair at their schools in order to sell them.

4. Reflecting *(Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools)*

The teacher will collect one of the feedbacks below:

Kahoot

Questionnaire

Verbal feedback



LESSON PLAN
(Focus on entrepreneurship)

Main subject/-s: English Language

Class (age): 15 years old

Teacher/-s: Sofia Mentsiviri

Duration: 90 minutes +

Date: 24th April 2023

Topic: Entrepreneurs are great!

The main goal of the lesson:

- ✓ This lesson is about entrepreneurship and its place in society. It develops speaking and writing skills and the use of context-specific vocabulary and idiomatic language. The students' own experiences and opinions form the basis of all discussions and written work.
- ✓ To identify the meaning of and use vocabulary in the context of entrepreneurship
- ✓ To identify the meaning of and use idioms in the context of entrepreneurship
- ✓ To write a narrative about an entrepreneur's life and achievements

Didactic goal (*what other students' competences and/or skills will be acquired*):

- ✓ Out-of-the-box thinking and creativity.
- ✓ Problem-solving abilities.
- ✓ Taking initiative.
- ✓ Persuasion and social skills.
- ✓ Critical thinking skills. Writing skills
- ✓ Listening skills
- ✓ Vocabulary enhancement
- ✓ Retaining information in the short term memory
- ✓ Speaking skills
- ✓ Use of idiomatic language

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. The main subject/-s:

English Language

1.2. Entrepreneurship:

- To identify what it means to be an entrepreneur and discuss the importance of entrepreneurship to individuals and society

2. Target Outcomes:

2.1. **Methods used:**

- 1) Personal insight and reflection
- 2) Guided instruction
- 3) Reward for action (enterprising behaviour as a learning goal)
- 4) Collaborative learning

2.2. **Materials used:**

worksheets with the tasks, pens, pencils, paper, digital devices, bingo cards

2.3. **Resources** (*useful links*):

[Richard Branson](#)

[dictionary](#)

<https://www.biography.com/business-leaders/richard-branson>

<https://vocaroo.com/>

<https://print-bingo.com/blank-bingo-cards.php>

3. **Authentic Problems and Product Development:**

3.1. **Empathy / Real problem / Problematic situation of lesson topic**

(*Discover the problem that you are facing in your real life and define the area to focus on*)

STEP 1:

Hand out *Task 1*, or project the word cloud on the board and ask students to make sentences using the words/phrases they know from the word cloud before asking them to make a note of words/phrases they don't know.



Possible sentences	Words I don't know

- Ask students to write their suggestions on the board.
- Address any errors in the sentences as a class and identify the meaning of unknown vocabulary.

Try to elicit the topic of the lesson. Ask:

What do you think today's lesson is about?

- Students provide their answers.

STEP 2:

- Explain to students that they are going to use the words and phrases from the word cloud to play a game of 'Bingo'. Encourage the students to think about what it means to be an entrepreneur and write down words that they associate with it.

Then you can call out the words and phrases at random until there is a winner. This Bingo game can be played in groups or individually. In the resources section, there is a resource link so as to how to create Bingo cards.

3.2. Fact findings related to the topic of the lesson

(Students search for some background information on the Internet or other sources)

STEP 3:

- Ask students to think about what makes a good entrepreneur – show them the video about Richard Branson. [Richard Branson](#) (you may need to play it more than once).
- Get feedback on the advice that Richard Branson gives.
- Ask students to work in pairs to write a definition for the word ‘entrepreneur’, encouraging students to use the vocabulary from the previous activities.

- What is an entrepreneur?

An entrepreneur is...

.....

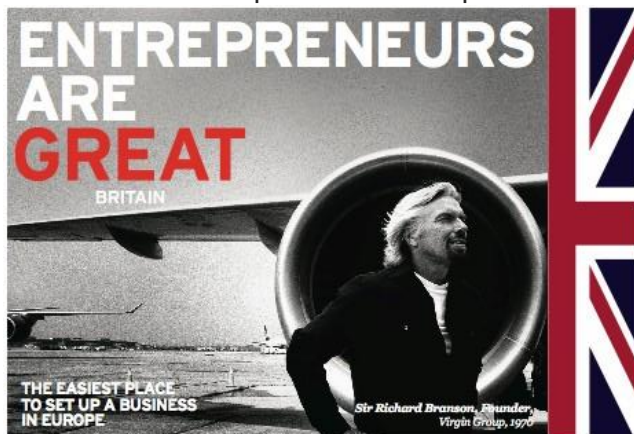
.....

.....

For a dictionary definition, you might like to visit: <http://dictionary.cambridge.org/>

- Monitor, making a note of common errors.
- Ask for suggestions and write the best ones on the board.
- You may want to direct your students to the online learners’ dictionary included in the resources section.

Show students the poster for ‘Entrepreneurs are great’.



Ask:

- Do you recognise the man in the photograph?
- Do you know what he is famous for?

Elicit prior knowledge of Richard Branson and provide extra information if necessary.

Hand out *Task 2*.

In pairs, the students prepare and discuss their responses to the first three personal questions:

- 1) Do you have any friends or family who are entrepreneurs?

2) Are you, or would you like to be, an entrepreneur? Why?

3) Do you know of any famous entrepreneurs?

before discussing entrepreneurship in a wider sense.

Monitor and provide content-based feedback if students require it.

Listen and make notes of common errors.

As a group, elicit content feedback and promote debate about the questions posed.

→ Discuss the following statement with your partner:

“Entrepreneurship is essential in society and governments should help individuals become entrepreneurs.” Share your thoughts with rest of the class.

Feedback any common errors that were noticed during pair discussion.

3.3. Ideation

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)

Running dictation

- Hand out **Task 3**.
- Put students in pairs and allocate one ‘runner’ and one ‘writer’.
- Attach copies of the running dictation text to the classroom wall, or just outside the door (to make the activity fair, the texts should be the same distance away from each ‘writer’).
- Explain to the students that they must work in pairs to rewrite the text – the ‘runner’ must go to the text, remember a chunk of language, return to the writer and relay this language in order for the writer to write it down.
- Set a time limit (10 minutes) and monitor (if no pair has accurately completed the text within the time limit, the winning pair is the one who has written the most with the greatest accuracy).
- Afterwards, make sure each pair has a copy of the text to check their answers and refer back to throughout the rest of the lesson

Idioms

1.

- Explain that the dictation text contained nine idioms in the context of entrepreneurship.
- Hand out **Task 4** and ask students to match each idiom to its correct definition.
- Monitor, giving help as requested and then feed back correct answers as a class.

For a more kinaesthetic feel, you may like to make the table of idioms and definitions into cards for students to match up. Alternatively you could hand out the individual cards at random in order for students to mingle to find their ‘pair’.

2.

- Instruct students to complete the gaps with the correct idiom.
- Monitor, encouraging students to use the correct verb forms.
- Feed back correct answers as a class.

3.4. Product Development and/or Prototyping

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

Writing

- Ask students if they know any local or worldwide famous entrepreneurs. Insist on locality so as to make students aware that there are quite many successful entrepreneurs in their region or country who are worth knowing about.
- Ask students to research a local entrepreneur and find information about this person.
- Hand out **Task 5** and encourage students to write a narrative about an entrepreneur using as much of the vocabulary and as many of the idioms covered in the lesson as possible.
- Remind students that it would be unnatural to use too many idioms all in one go, however, for the purposes of learning idioms effectively, it can be useful to learn them as a lexical set.
- Encourage students to peer check their work and read their work aloud to their partner.

Students could record themselves reading their work aloud at <http://vocaroo.com/>. This gives them the opportunity to self-correct. They can even send their recordings to you so you can give more detailed feedback.

3.5. **Dissemination and Testing** *(of the final product):*
Students present their recordings to the class.

4. Reflecting *(Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools)*

Teacher asks the students to evaluate the lesson. Students write or record (now they know how) their impressions of the lesson and what they would like to change.



LESSON PLAN

(focus on entrepreneurship)

Main subject/-s: English Language

Class (age): grade 10, 15 years old

Teacher/-s: Sofia Mentsiviri

Duration: 60 mins

Date: Tuesday 25th May 2023

Topic:

DISCUSSING:AGREEING/ DISAGREEING

The main goal of the lesson:

- To introduce students with vocabulary and expressions used in English to express agreement disagreement, so as to increase their vocabulary range.
- To strengthen their reading, writing, listening and speaking skills.
- To teach them how to build strong arguments for and against a subject
- To make them realise the importance of dialectics in life
- To teach them to write interesting, coherent, engaging essays
- This lesson looks at the vocabulary and functions around agreeing and discussing in a business situation. Students will read a conversation between three people discussing a changing deadline. They will also listen to people using different functions of speech, such as committing, encouraging etc. Exercises focus on related vocabulary, adjectives + prepositions, and reading and listening comprehension.

Didactic goal (*what other students' competences and/or skills will be acquired*):

- Communication skills
- Composition skills
- Critical thinking
- Imagination
- Creativity
- Decision making
- Conflict resolution

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. The main subject/-s:
English Language

1.2. Entrepreneurship:
Teambuilding, Conflict Resolution, Tolerance

2. Target Outcomes:

2.1. Methods used:
Guided learning, small group instruction, content-based learning

2.2. Materials used:

2.3. Resources (useful links):

3. Authentic Problems and Product Development:

3.1. Empathy / Real problem / Problematic situation of lesson topic

(Discover the problem that you are facing in your real life and define the area to focus on)

Warm up

In pairs, discuss the following questions.

1. How often do you have family meetings/family discussions about matters of concern in the family?
2. What do you usually talk about in the family discussions?
3. Do family members often agree or disagree with each other in the meetings? Can you think of examples of this?
4. Who leads the meetings? What do you do to make sure the family meeting will run smoothly?

Practice:

Focus on vocabulary

Part A:

Match the definitions to the vocabulary.

1. accept (v)	a. a promise to do something between two or more people
2. agreement (n)	b. help someone by making them feel they can do or complete something
3. argue (v)	c. make someone believe something is true or necessary
4. commit (v)	d. an agreement in business on what will be done between two or more people
5. convince (v)	e. agree that something is possible or needed
6. deal (n)	f. say why you think something will not work or is the wrong thing to do
7. encourage (v)	g. the stress over what will happen if something isn't finished on time
8. persuade (v)	h. get someone to do something by giving them reasons to do it
9. pressure (n)	i. say you will definitely do something

Part B:

Complete the sentences with other parts of speech of the words from Part A. You may need to use a dictionary to check the exact meanings of those forms.

acceptance	commitment	convincing	dealing	disagree	encouragement	persuasion	pressuring
------------	------------	------------	---------	----------	---------------	------------	------------

1. Although wearing jeans to the office wasn't popular with management to begin with, there was a growingof it.
2. I hate towith you, but I don't think that what you're saying is correct.
3. We've made ato working with them for the next three years which I think will be good for both of our companies.
4. I didn't think they would agree to do it, but my boss was very.....
5. The sales team are..... with a record number of sales this year which is great news for us.
6. After a little, they agreed to reduce the price by 25%.
7. They areus to deliver two weeks ahead of the date we first discussed.
8. He was feeling quite negative about his job until I gave him someand told him how well he was doing at it.

PART C:

Skimming for gist

Put the vocabulary from Part A into the correct gaps in the conversation below.

A change of plan	accept	agreement	argue	commit	deal	encourage	persuade	convince	pressure
------------------	--------	-----------	-------	--------	------	-----------	----------	----------	----------

Carla: OK. I want to discuss the progress with the project and see if we are still going to finish on time. Stuart, how is it going?

Stuart: Well, Carla, as you know, there have been some problems with the service which have made things difficult. To be honest, I think we are going to have to 1..... that we're going to finish later than we originally planned.

Carla: What was the original 2.....?

Stuart: We said that we'd have everything complete by the 30th June.

Carla: Hmm. checking notes. Yes, that's right. Suzanne, what do you think?

Suzanne: I think Stuart is right. I know there's a lot of 3..... to finish on time from management and consumers, but we're just not going to be able to give the quality that our customers need if we don't. I don't think there's any point in trying to work all hours to do something that will almost certainly have problems with it when we finish. It makes us look bad and we might lose customers. Quality is really important with this. I think we will have to 4..... management to give us more time, perhaps two months, three at most.

Carla: It's possible that customers will 5..... that we need to reduce the price.

Stuart: I think if we 6..... to a new date to finish and talk to marketing about advertising it, I think we will be able to 7..... customers to buy it at the same price. We could maybe do a competition and give 6..... months service free to ten winners.

Carla: OK. Let's plan for finishing by the 30th August. If I'm going to do a 8..... with management, I need to be really certain that we can complete by the new date.

Suzanne: I think we will until the 30th September. The writing alone is going to take another month.

Stuart: I agree. I think we can definitely commit to the 30th September. I can show you the steps we need to take.

Carla: OK. Show me. I think we can 9..... management to give us three more months, but we need a really good plan.

Stuart: OK, so look at this. First of all, we need...

PART D:

Reading comprehension

Read the conversation on page three and decide if the following statements are true (T) or false (F).

1. Stuart doesn't believe that they will complete the project by the agreed time.....
2. Suzanne is in agreement with Stuart.....
3. Suzanne thinks that if they work for longer hours, they will be able to deal with the problems.....
4. Carla thinks the customers will be happy to pay more.....
5. Stuart suggests giving some customers free service for a limited time.....
6. They agree to complete the project by the end of August.....

3.2. Fact findings related to the topic of the lesson

(Students search for some background information on the Internet or other sources)

Listening for details

Listen to the speaker.

Write down 5 characteristics of debating.

Teacher plays the transcript 2 times. [Listening task](#)

characteristic 1	characteristic 2	characteristic 3	characteristic 4	characteristic 5
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3.3. Ideation

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)

Talking point

In pairs, discuss the following questions.

1. When was the last time you had to persuade someone to do something? What did you say?
2. When was the last time someone encouraged you at school? What did they say to you?
3. What was the last thing you committed to? Are you still committed to it? Why/why not?
4. When have you felt pressure in school? What do you do when you feel under pressure?
5. When was the last time you made a deal with someone? What was it for? Was it a good experience? Why/why not?
6. Has anyone ever convinced you to do something you didn't want to do? What did they say to you? How did you feel about it afterwards?
7. Are you comfortable arguing with someone if you don't agree with them? Why/why not?
8. What have you had to accept in life that you are not happy about?

3.4. Product Development and/or Prototyping

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

Divide the students in groups of 2. Ask them to write down the pros and cons of people using argumentation in their everyday lives.

Students write their paragraphs.

3.5. Dissemination and Testing (*of the final product*):

Extended activity/Homework

Choose one of the following:

1. Write a dialogue between you and your boss where you try to persuade him to raise your salary.
2. Write a dialogue between two people who are making a deal.
3. Write a dialogue between two people where one convinces the other to do something they don't want to do.

You should:

- Write at least 100 words
- Check your grammar, spelling and punctuation

Teacher evaluates students' work based on the pre-set criteria.

4. Reflecting (*Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools*)

Teacher receives students' feedback on the lesson via a questionnaire, an interview or a survey form.



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