Funded by the European Union

Entrepreneurship

LESSON No. 1

	Business plan
Note	- Age: 17–18 - Entrepreneurship, Civics, Marketing and Management, Consulting, IT - Students should already be familiar with the concepts of SE and CSR.
Teacher/trainer/author	Ljubica Božić, teacher/author
Topic	Learn how to write a simple plan
Objectives and outcomes	Outcomes: A.4.1. Apply innovative and creative solutions. A.4.2. Manage business insecurity and risks. A.4.3. Ability to understand and critically observe opportunities for career development and professional growth.
Material	Multimedia, markers, internet, white paper
Duration	90 minutes

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/Competences	Duration (minutes)
Introduction	Warm up Brainstorming – think of topics or problems in your micro-social environment (school) or local community that present a problem - in groups of five	Cognitive competence. Critical thinking: processing information, applying analytical techniques and methods.	10
Main Activity	T/ Teacher shows some ideas of SE stores needed in students' community https://www.youtube.com/watch?v=fXiqk05sr5U&feature=youtu.be	Using the Internet and appropriate e-tools for exploring different economic systems and their capabilities.	15
	T/ Teacher shows link: https://www.youtube.com/watch?v=tus5H_rUHVI&feature=youtu.be T/ Teacher shows, explain 2 different models of business plans (attached below) S/ Students read from worksheets	Finding information about businesses on the Internet, reading and understanding the reports of different social businesses.	7 10
	T/ In groups decide on one problem that you	Using the internet	

	want to solve and explain it to your group. S/ Students discuss the similarities and differences in the two business plans presented - make a list (similarities and differences) T/ Teacher gives advice: Create a mental map for a business model related to the problem selected T/ - write on blackboard: Assessment: mental map of a business plan that includes the following elements: ● Introductory information about the company ● Reasons for investing ● Subject of business Students can search internet "Business Planning using Mind Mapping software" ex: https://www.youtube.com/watch?v=DbGWmPVkPSA&feature=youtu.be ● Location ● Technological/technical processes ● Market justification ● Final evaluation of the project T/ Teacher advices: T/ Assign roles to group members (manager, PR, human resources, finance manager, development department) T/ Individually, list the tasks of your position.	and appropriate e-tools for exploring different economic systems and their possibilities. Assessing the risk associated with the changing economic situation in the wider area. Digital competence. Digital safety: using digital tools responsibly and safely in business-related activities. Using e-tools and websites to learn how to write all elements of a business plan. Communication competence. Report development: adapting the means and forms of expression to the communication situation and the addressee. Students work in groups, learn public speaking, understand the importance of teamwork. Understanding and critically observing career development and professional growth opportunities.	8 20 5 5
Final part Students present their work Debate: reflection /evaluation	S/ Each group presents their work. How does this kind of lesson help students to find out how important it is to create a business plan? Can it be done more easily?		10

ATTACHMENT 1 to LESSON PLAN 1:

Company name: _____
School:_____

Adress:_____
Telephone: _____
School e-mail adress: _____
OIB:_____ / Registration No._____

BUSINESS PLAN

Plan created by Name & Surname

City, Month, date

1. INFORMATION ABOUT THE ENTREPRENEUR

The name of our organization is "_____" The conceptual founder is "_____", and the other members of the team are_____. These students are in the__grade at the School_____ , led by advisor teacher. In our very short, but rich _____experience, the completion of elementary school in the 2012 school year is included, and in the same year our high school experience began; where we were participants in numerous school projects, especially in the subject of civic education.

2. BEGINNING/VISION

2. 1. By making jokes about food in the school's Big Breakfast break, observing eating habits on school trips, and having out-of-school peer groups at the expense of unhealthy diets, we spotted talents and hobbies on how to prepare a healthy meal. We searched the internet on school vacations, were taught ecology in biology lessons, we learned the consequences of changing from a traditional way of life to a modern one in our sociology lessons, the solution to the nutrition problem was explored in entrepreneurship lessons, and the opportunity to turn our idea into a business plan was given to us in elective Civics classes.

2.2. The vision of company name: _____is to become the leading market-oriented chain of healthy, natural foods, accessible to all, hand in hand with an accompanying healthy fast-food chain. Our business' success will have a positive effect on the expansion of the company and spread the idea of healthy nutrition to the wider community; thus, positively influencing the general public's eating habits to become healthy and of the highest quality as possible, therefore fulfilling the mission of our company. With the quality of our services, we hope to expand throughout the entire region and, over time, to the rest of the continent, so that we can offer quality food to society as a whole and become a strong brand in the market.

3. BUSINESS SUBJECT

DESCRIPTION OF BUSINESS AND ACTIVITIES

We are registered as a catering business. Our company is primarily a chain of healthy restaurants. The history of our company is very short, as the company was only recently established in the city of _____. The founders are members of our group (listed above). The share capital does not amount to a large sum of money; however, we hope that our project will be recognized, and that the investment will be large.

4. LOCATION

4.1. Description of existing location

The current location is in the city of_____, but we hope to relocate and open new branches with the desired investments from all investors.

4.2. Description of the project location for the new space

The location of the new space is in the city_____, state _____ . It is a luxurious setting, but one that can provide the healthiest meals at a lower cost.

4.4. Description of protection

So far, everything is in the planning stage, however, our foods will be subject to strict control and any damage caused by our products will be settled out of our own pockets so our customers can stay calm and secure when they dine with us.

5. TECHNOLOGICAL AND TECHNICAL ELEMENTS OF INVESTMENT

5.1. Description of investment structure

When moving into a new space, we will be ready for all necessary investments; every device will be strictly inspected, and we will be sure that workers will not have any problems while working. We need all equipment related to the catering service that our restaurant chain would make use of. As for the deadlines that have been set: In one year we will raise sufficient capital to kickstart such a generous but very useful project, at that time most of the equipment should be procured, and the deadline for the procurement of equipment missing at any given time will be another month.

5.2. Structure and number of existing employees

The total number of employees will be at least 100 people, as it is a very complex business, and each part of the restaurant (Whey-t Restaurant, Whey-t To-Go and Whey-t for Gains) will require a certain number of employees to look after every task. Workers will be paid regularly to ensure our business is successful.

5.3. The structure, number, and dynamics of additional employment

Additional employment is not yet foreseen, however, if our business becomes more successful, there will be a possibility of creating a new sector, which will require additional education and new professional staff.

6. MARKET JUSTIFICATION

6.1. The Procurement Market

Procurement will be carried out by people within the neighbourhood so the food will always be fresh; payment conditions will be agreed upon with the suppliers, we will be trying to meet them at a rate in their favour.

6.2. The sales market

The target customers are young, but primarily mature people who want to stay fit the target market is people between the Age of 15 and 55, although, of course, everyone is welcome. We will make the next step of distribution with good advertising in the wider neighbourhood, and larger and wider activity will depend on our own success.

6.3. Estimation of income realization

What we plan to do is a daily salary of at least $ 5,000, since this is a market that is first and foremost enormous in number, and then generous, i.e. high in purchasing power. Such earnings guarantee approximately $ 150,000 per month, and with such earnings they would soon return the money invested, workers would be paid on time and there would also be plenty of money left to pay for all advertisements, i.e. advertising steps.

Chairman of the Board:

_____

ATTACHMENT 2 to LESSON PLAN 1:

Company name: _____
School:_____
Adress:_____
Telephone: _____
School e-mail adress: _____
OIB:_____ / Registration No._____

BUSINESS PLAN

The plan was drafted by members of the company's management team, 9WM d.o.o.

Rijeka, March 10, 2015

INFORMATION ABOUT THE ENTREPRENEUR

The founders and board members of company name_____ consist of students from the School name:_____, in the ___grade of School _____, who take elective Civic education classes. It consists of 10 members, of which nine are female and one is male.

BACKGROUND

Encouraged by a lack of time and desire to do homework as well as being difficult, we decided, with knowledge and creativity, to create a product that would help people who do not have enough time to clean their floors and help people who lack the desire to clean.

We got this idea by reading a website where we came across a similar product. We have copied and refined this patent, and our version has more options than only cleaning.

Our idea is to sell this patent to a factory or investor who would continue to manufacture our patent. Over time, we would upgrade and enhance the patent, thus continuing to manufacture, sell, distribute, promote, and design the product over a long period of time. The development of our product depends on market needs, competition, and partners.

The vision of our company name_____ is to become the leading hygiene and orthopaedic company in the country. Business success will have a positive impact on the members of the board (co-owners), employees, the users of our products, the wider community, as well as the location where our company owns business premises. With more purchases of our products, we will have the opportunity to develop our product and reduce its prices. Our success will be visible through a growing

positive image and the quality of the relationships we have with all our partners, employees, and users of our services.

SUBJECT OF BUSINESS

The plan of our company is the production of hygienic, orthopaedic, and hygienic-orthopaedic patents. The headquarters are located at the "School name company name_____. The founders of this company are: Number and name of students _____ along with teacher advisor _____. Our company's founding date is _____ and we are registered with the Commercial Court in city_____. The share capital of our company is _____ Kn, and at its foundation, each member of the Management Board gave _____Kn.

THE LOCATION

The company is registered at the address of its founding. More specifically, at the address of the School name with address_____. We make arrangements in classroom No.____, where the idea of establishing a company originally came to our minds, where we gathered for the first time, and where we conceived of our most famous, and currently, our only project.

We are currently thinking about moving to a new space, even though the current funding does not allow for it. However, as we develop our project, by increasing our core capital and turnover, we will develop a strategy for moving to better business premises.

In terms of environmental impact, our project is environmentally friendly because we work with recycled materials that have low emissions by nature.

TECHNOLOGICAL-TECHNICAL PROCESSES

When setting up our company, we decided to have an equal share of investment and earnings in the company, so each of us has 10% ownership and earnings. We need equipment to sketch and design our project and for this, we need top-notch IT equipment. Deadlines are of the utmost importance for us concerning production and this is one of the basic things of good cooperation; so respecting deadlines and quality, as well as the business relationship is paramount. We plan to expand our production, refurbish our existing equipment, and purchase new equipment.

We currently have ten employees, and we all work together to improve the project and the company. We pay salaries on a regular basis and all our employees are employed part-time. In the near future, we plan to have 20 employees who would be specialized in hygiene and orthopaedic products and we would send existing employees to additional training.

MARKET JUSTIFICATION

We plan to source the basic materials for our products in the Republic of Croatia, in order to improve a small domestic economy. An important input material is recycled plastic because our product is made from recycled and eco-friendly materials. Therefore, we do not plan to import these materials, but we plan to buy and purchase them from domestic manufacturers. We are, first and foremost, attentive to the quality of our product, but the manufacturers of recycled materials should become aware of our offer to sell at a cheaper price, in order for our company to break into the market and be able to offer the lowest possible price for our product.

The users of our product are primarily people who have very little time (mothers with children, people with very long working hours). We aim to make their leisure time as comfortable as possible, but in a "one step" walk or walk and clean.

FINAL EVALUATION OF THE PROJECT

We consider our product very efficient because it is easy for over-employed people who have very little free time. The purpose of orthopaedic slippers is both relaxing and hygienic in order to save on their free time, which users have very little. Our company currently has 10 employees, and over the years we plan to increase the number of employees.

SUMMARY OF BUSINESS PLAN

In relation to other companies and the situation in Croatia, our company is the only one that offers such orthopedic and hygienic aids, i.e. the only one in the region that produces and sells them at all. We attach great importance to ecological and recycled materials in order to contribute to the "environmental awareness" of our country, the users of our services and our partners. The survey we conducted in our group makes our product very attractive and interesting and we are sure that our product would make a big profit and at the same time make everyday life easier for those who have too little free time. We want to make everyday life easier for our customers, present and future, and create even more free time. Thank you and we hope to cooperate soon.

Chairman of the Board:

_____ _____

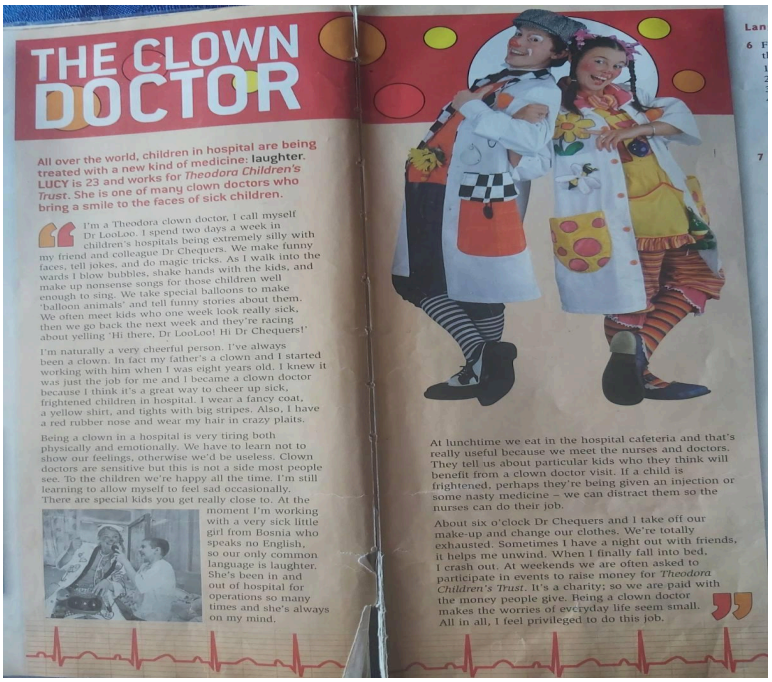
Lesson No. 2

		The Clown Doctor
	Note	Age: 16–17 SOCENT
	Teacher/trainer/ author	Tatjana Golcheva, English and Innovations teacher Lidija Stojcheva, Business and Economics teacher
	Topic	'The Clown Doctor' – a part of a charitable organization
	Objectives and outcomes	- To encourage students to share joy at everyone around them, particularly among young people who suffer from serious diseases. - To inspire students to have empathy for the emotions of children who are going through treatment for deadly diseases. - To initiate the student's ability to find understanding for sick children, their feelings and emotions, and to be ready to help them overcome treatment obstacles, through playing games, singing silly songs, telling funny stories, etc. - To develop student's skills of organizing humanitarian events and collecting funds for this group of children. - Charitable Organization - concept and meaning.
	Material	Photos, Student's book, Board, Laptop, Marker
	Duration	45 min

	Lesson procedure	Step-by-step description of the lesson (T– teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)
	All students Several	Introduction: T- Are you happy? When have you recently felt happiness and why? What kind of jobs make people happy? (Certainly, a job that they like very much). S- give various answers.	Social, emotional and healthy living competences and Responsibility. Empathy: Recognising and	10

	Discussion Communicative	T- declares loudly, “I am the happiest when I make someone else happy!” Written on the board: Paediatricians and clowns… What connects them? One word: CHILDREN What do they both do? S- give some facts such as: both take care of children, make people happy, healthy, feel better, … T- Which profession is better (a doctor or clown) and why? The goal is to help students focus on social awareness as well as social intelligence. T- comes to conclusion – the best solution is, clown doctors. Main Activity: T- helps students better understand this kind of profession by showing students photos of clown doctors and their young patients (children). Then T explains to students that clown doctors work in charitable organizations where in the text is it noted how they have opportunities and abilities to be useful and helpful to society? Definition: A charitable organization or charity is a non-profit organization whose primary objectives are philanthropy and social well-being (e. g. educational, religious, or other activities that serve public interest or common good). Charitable organizations often depend partly on donations from businesses. Such donations to charitable organizations represent a major form of corporate philanthropy. Philanthropy involves charitable giving to human causes on a large scale and must be more than just a charitable donation. It is based on altruistic desire to improve human welfare. Link to e-book (Page 18–19) - https://www.academia.edu/9782205/2_New_Headway_Intermediate_Student_39_s_book S- read the text and answer the given questions: 1. In what ways is this job ‘extremely silly’? (point out emotions)	responding to the emotions of others <u>Creativity and Critical thinking competencies.</u> Generating: looking for ways to enhance children's emotions and their positivity. <u>Cognitive competence.</u> Subject knowledge and skills: learning about professions that promote social responsibility, defining what a charity is	25

		2. Why do clown doctors love their job? (They make children who are seriously ill laugh and forget their suffering for a moment). 3. What is 'laughter' in this case? (their tool for communication, as well as 'the best medicine') 4. Is it a tiring job, and why? (always smiling and being cheerful although the children are suffering from severe and deadly diseases). On the board, write some key sentences from the text: "it is a great way to cheer up sick, frightened children in hospital…. clown doctors bring a smile to the faces of sick children…."	<u>Social, emotional and healthy living competence.</u> Empathy, social awareness and building positive interpersonal relationships	
	Students' reflection /evaluation Work in groups	Final part: T- puts students in groups of 3 or 4 to discuss. One student is the leader of the group and must ask other students in the group. They must be sure everyone has a chance to give ideas about how to organize charity activities (fashion evening, garage sale, gig, drama…). Another student can be the secretary and they will write notes about what each person says and then report to the class. For homework- students work independently to divide tasks and responsibilities in order to organize and realize their charity activity.	<u>Creativity competence.</u> Generating: raising ideas, offering solutions on how to organize charity activities <u>Responsibility</u> Learn to take responsibilities for achieving the result, which creates better life in the community	10



THE CLOWN DOCTOR

All over the world, children in hospital are being treated with a new kind of medicine: laughter. LUCY is 23 and works for *Theodora Children's Trust*. She is one of many clown doctors who bring a smile to the faces of sick children.

I'm a Theodora clown doctor. I call myself Dr LooLoo. I spend two days a week in children's hospitals being extremely silly with my friend and colleague Dr Chequers. We make funny faces, tell jokes, and do magic tricks. As I walk into the wards I blow bubbles, shake hands with the kids, and make up nonsense songs for those children well enough to sing. We take special balloons to make 'balloon animals' and tell funny stories about them. We often meet kids who one week look really sick, then we go back the next week and they're racing about yelling 'Hi there, Dr LooLoo! Hi Dr Chequers!'

I'm naturally a very cheerful person. I've always been a clown. In fact my father's a clown and I started working with him when I was eight years old. I knew it was just the job for me and I became a clown doctor because I think it's a great way to cheer up sick, frightened children in hospital. I wear a fancy coat, a yellow shirt, and tights with big stripes. Also, I have a red rubber nose and wear my hair in crazy plaits.

Being a clown in a hospital is very tiring both physically and emotionally. We have to learn not to show our feelings, otherwise we'd be useless. Clown doctors are sensitive but this is not a side most people see. To the children we're happy all the time. I'm still learning to allow myself to feel sad occasionally. There are special kids you get really close to. At the moment I'm working with a very sick little girl from Bosnia who speaks no English, so our only common language is laughter. She's been in and out of hospital for operations so many times and she's always on my mind.

At lunchtime we eat in the hospital cafeteria and that's really useful because we meet the nurses and doctors. They tell us about particular kids who they think will benefit from a clown doctor visit. If a child is frightened, perhaps they're being given an injection or some nasty medicine – we can distract them so the nurses can do their job.

About six o'clock Dr Chequers and I take off our make-up and change our clothes. We're totally exhausted. Sometimes I have a night out with friends, it helps me unwind. When I finally fall into bed, I crash out. At weekends we are often asked to participate in events to raise money for *Theodora Children's Trust*. It's a charity; so we are paid with the money people give. Being a clown doctor makes the worries of everyday life seem small. All in all, I feel privileged to do this job.

Text



READING AND SPEAKING

THE CLOWN DOCTOR



Exercises

Lesson No. 3

		Social Entrepreneurship
	Note	Age: 15–18 SOCENT
	Teacher/trainer/author	Lidija Stojcheva / Tatjana Golcheva – Entrepreneurship teachers
	Topic	What is a Social Entrepreneurship and Corporate Social Responsibility?
	Objectives and outcomes	- Discuss what social entrepreneurship is and how it differs from business entrepreneurship, - Students increase the ability to locate a social problem, - Develop the values for social responsibility, - Students can differentiate between a Social Enterprise and a Corporate Social Responsibility - Students working in groups can develop an idea of 'startup business' for their own social enterprise
	Material	Laptop, WiFi, smart phones, links, videos, websites, coloured pencils, flip chart

	Duration	45 min.

	Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)
	Discussion All students, in groups	Introduction T- Write the term 'social entrepreneurship' on the board. Teacher begins the class by asking students if they have ever heard about social entrepreneurship. Facilitate a short class discussion/brainstorming session using the QR- code below that contains several examples. Teachers must focus the students on problems in society because the best business ideas come from problems. The goal of this exercise is to teach students to develop the vision with empathy and analysis that frames the problem they are trying to solve it as well as to come up better creative solutions by asking several questions (given examples in the main part). **Main part** T- For many years, people in our country and throughout the world have felt that solving major problems like hunger, fighting disease, poverty, education, etc. should be left to government. Do you agree or disagree with this statement? Why? S- Students should participate in this discussion and share their opinions. T- Teacher can display the definition of- What is Social Entrepreneurship and CSR? S- Students can facilitate a short discussion, according to the photos given in the QR-code, that addresses the following questions: What was the problem(s) that was identified by	Cognitive competence. Critical thinking: recognising and evaluating new information, developing and building social awareness by presenting real problems. Data-analysis competence Students learn to analyse the data to clear the problems of the community Social, emotional and healthy living competences. Philanthropy for social responsibility Cognitive competence. Critical thinking/problem solving: identifying	10 25

		student as social entrepreneur? -What was the solution(s) this social entrepreneur found for the problem? T- To help students see the significance of social entrepreneurship, break them into small groups to conduct research about social entrepreneurship using the problems last many years and give some guide questions such as: 1. Choose the target group (homeless people). 2. How can you make changes? (find them some job). 3. How can you help them knowing their capabilities? (open social enterprise according to their working abilities: to wash cars…) 4. How can you find finance? (through washing cars) 5. How the profit to be divided and invested? (for better equipment)	social problems, seeking solutions and evaluating the effectiveness of solutions. Financial literacy – how to provide funding	
	Students' reflection /evaluation	T- When students have completed their project drafts (because of time limit), provide each group with 3-5 minutes to present their ideas. S- For homework, students should finish their posters with the problem they have chosen and answer the guide questions, keeping in mind the definition of social entrepreneurship. T- Teacher will go over their work as a class and display the posters in a common area of the school so other students can learn about social entrepreneurship.	Communication competence. Report delivery: presenting the result of teamwork. Communication skills and responsibility for group work. Creativity in designing posters for SE ideas	10

Lesson No. 4

		WALL OF THE GREAT
	Note	Age: 15–18
	Teacher/trainer/author	Gordana Vasileva Vukashinovikj – Entrepreneurship teacher
	Topic	Socially responsible companies (technique: WALL OF THE GREAT)
	Objectives and outcomes	Students working in teams can develop an awareness of responsibility towards the local community through practical examples, while also raising participants' self-confidence.
	Material	Laptop, websites, TV, smart phones, coloured pencils, flip chart…
	Duration	45 min.

	Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/ Competences	Duration (minutes)

	Discussion All students, groups	Introduction T -Write the term 'socially responsible companies' on the board. Teacher begins class by asking students if they have ever heard about socially responsible companies. Facilitate a short class discussion / brainstorming session using an example of a socially responsible company (i.e., Google). The goal of this exercise is to teach students to develop an awareness for responsibility towards the local community with empathy and analysis, through practical examples from their own country or local community. This activity can represent a good foundation for future actions and ideas that may come out during the activity. You should keep this fact in mind if you want to stimulate your students to take future actions. <u>Main Activity</u> T- Teacher divides the students into groups of 4 to 6. Instructs them to present their chosen socially responsible company visually (in a presentation). Carefully observe the groups; if there is a group that finds it difficult to reach a conclusion or has a conflict, address this in the inference section. After they have finished, invite each group to facilitate a short discussion about their feelings. S -Students can facilitate a short discussion that addresses the concluding question: - How do you feel when you research socially responsible companies in our country / local community? T- One study says that many people in our country think that socially responsible companies do not exist or are very few. Do you agree or disagree with this statement? Why? To help students, provide some guiding questions, such as: 1 Was it difficult for you to think of good examples? Why or why not? 2 What is our duty in our society and our communities?	<u>Cognitive competence.</u> <u>Critical thinking</u>: evaluating the authenticity and impact of corporate social responsibility initiatives in terms of their effectiveness, transparency and compliance with ethical values. <u>Citizenship competence.</u> Living in the community building a democratic society: developing social responsibility	10 30

		3 What actions can we take?		
	Students' reflection /evaluation	T- When students have completed their projects and presentations, provide each group with 3-5 minutes to present their examples of socially responsible companies. S- For homework, students should finish their posters with the examples they have chosen and answer the guiding questions. T- Teacher will go over their work as a class to display the posters in a common area of the school so other students can learn about socially responsible companies in their own country.	Creativity competence. Evaluation and reflection: long -term planning while students create a social company, modelling and designing presentations of examples of socially responsible enterprises.	5

Lesson No. 5

		An Interview with a Homeless Person
	Note	Age: 18
	Teacher/trainer/author	Snezhkana Boshkovska – Entrepreneurship teacher
	Topic	An Interview with a Homeless Person
	Objectives and outcomes	• To develop the skills for conducting an interview • To develop listening skills • To be aware of social problems and decision making • To use critical thinking skills
	Material	Camera or smartphone, laptop, websites, TV, coloured pencils, flip chart
	Duration	45/90 min.

	Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/ Competences	Duration (minutes)
	Discussion All students, in groups	Introduction • T- Teacher announces the topic: "Life of the Homeless" • T -Teacher asks if they read the story – "The Girl with the Matches" – and what is your response to similar situations • S -Students comment on this assignment • T -Have you heard Mother Theresa's saying? "The hunger for love is much more difficult to remove than the hunger for bread." • T -What message does this saying convey? S -Students comment on the saying • T -Teacher gives instructions about how to conduct an interview, how to formulate the questions, and how to	Social, emotional and healthy living competences. Empathy, social awareness and building positive relationships: learning to maintain empathetic relationships, to understand and realise the possibility of tolerant communication with socially isolated individuals and	10 30/60

		ask them. Main Activity ● S -Students elicit ideas on what questions could be asked of a homeless person. ● S -Students write their interview questions on the board ● T -Teacher asks the students to choose, through voting, three questions out of the suggested questions on the board ● S -Students write down their three questions on the worksheet that each group has. ● S -Student are divided into groups of three. Each student has a role of either the interviewer, homeless person, or observer.	groups (homeless people) Cognitive competence. Critical thinking: developing decision-making.	
	Students' reflection /evaluation	Each interview is followed by a 5-minute analysis where the observer presents his/her impressions on how the interview went (feelings of the homeless person and language and tone the interviewer's questions). •Teacher assigns HW – picture an interview with a homeless person	Creativity competence. Evaluation and reflection: self-evaluation.	10

WORKSHEET

Questions	Comments
How did you become a homeless person? What was your life like before you became homeless? What kinds of problems do you face as a homeless person?	

Lesson No. 6

		Business plan
	Note	Age: 18
	Teacher/trainer/author	Snezana Boskovska – Business and Entrepreneurship teacher
	Topic	Business plan
	Objectives and outcomes	The students make a business plan to help homeless people – with food provided by an NGO. The students work in groups to develop a modern business, guided and facilitated by the teacher.
	Material	Laptop, websites, TV, coloured pencils, flip chart…
	Duration	45/90 min.

	Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)

	Discussion All students, in groups	Introduction ● Students are shown the video, "Confession of a Homeless Person." ● The teacher asks the students to watch the video attentively. ● http://sep.jayeapps.com/countries/macedonia/auxilium-21/ ● CrnoBela: https://www.youtube.com/watch?v=u00h3A8Ryqk ● Students define the problem and resolve it ● Teacher asks – What are the most common required necessities of a homeless person? ● Students give answers ● The teacher suggests answers and gives the following assignment: ● Make a business plan for an NGO - a canteen for homeless people where food is free, and food can be delivered to them. Main Activity Teacher gives instructions: ● Split into small group ● Give your NGO a name ● Write the motto, mission, and vision of your NGO ● Discuss the number of homeless people in your city ● Discuss the gender and age of the homeless people in your city ● Discuss which state or community organizations might be responsible for supporting the NGO ● Discuss whether other citizens would support the NGO ● Make a SWOT analysis ● Analyse the necessary resources ● Discuss and decide the type of management and structure of the NGO ● Discuss financials (financial plan – Balance Sheet, Income Statement) ● Discuss the expenditures and revenues needed for five years (presented in Euros). ● Work on presentation	Creativity and critical thinking competences. Exploration: generation of ideas, presentation of social entrepreneurship ideas. Cognitive competence. Problem Solving: developing a strategy for an NGO's business plan, assessing the costs and revenues of the enterprise they are creating. Data – analysis competence Creativity competence. Development: creating a business plan presentation Data – analysis competence	10 30/60

			Financial literacy competence	
	Students' reflection /evaluation	Each group presents their own interview followed by a discussion after each presentation.	Creativity and Communication competences. Evaluation and reflection: explaining the value of the business plan they have developed	

Lesson No. 7

		SOCENT
	Note	Age 16–18 Economics and Entrepreneurship, Civics, Geography, Information Technologies, History, Mathematics and other subjects
	Teacher/trainer/author	Danutė Bitytė, Economics and Entrepreneurship teacher
	Topic	Implementing ideas of social enterprise in the school
	Objectives and outcomes	Goal – to train students' social entrepreneurship skills by striving to implement social enterprise ideas. Tasks: 1 Develop students' critical thinking by evaluating social enterprise ideas. 2 Improve students' skills by implementing social enterprise ideas. 3 Improve students' leadership skills and responsibilities by analysing individual skills. 4 Develop empathy, creativity, and teamwork skills.
	Material	Internet, computer, projector, paper, coloured pens, poll box.
	Duration	90 min.

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)
Introduction	T reminds students of the last lesson's ideas of social enterprise. Students are encouraged to select the best social enterprise idea.	Developing motivation	5
Main Activity of the lesson	Lesson Procedure: 1. In groups, students present their evaluation of the idea, which they take from the idea box and which was offered by another team, list its benefits and drawbacks. 2. Presentation of results: a volunteer from each team presents the results. 3. Voting: the best idea is selected. For example: the idea 'Friendship' is selected. The concept of the idea of friendship is tolerance, empathy, and developing respect in a	Cognitive competence. Critical thinking: developing decision-making, evaluating social enterprise ideas. Communication competence	12 15

	community. This activity involves students' creative skills and imagination. 4. Students will develop communication skills and make friends while participating in this activity. During the application of the idea, students will organize themed events in their communities and invite people to participate in them, i.e., watch a film, make handicrafts, cook, etc. S – Preparation for application of the idea: establish the enterprise, prepare registration documents, present the structure and responsibilities of the enterprise. T– invites the president of a working enterprise, or other representatives as well as businessmen or uses the material on the Internet: Ilja Laurs article: https://www.youtube.com/watch?v=b8pjoXSO868 The President of the newly established enterprise is responsible for building a team who will implement the social enterprise idea. The Vice President of the newly established enterprise for finances is responsible for the income and expenses for the social enterprise idea. The vice president of the newly established enterprise for marketing is responsible for the presentation of the social enterprise idea. The vice-president of the newly established enterprise for staff is responsible for how the team members complete activities. 5. T–SS: organize students into teams for the idea to be implemented using the steps of the newly established enterprise, while keeping in mind the students' skills, wishes, and abilities. Students choose which responsibilities they want to do and which activities they want to participate in. The President and Vice Presidents are elected through a vote. 6. SS–SS: working in teams, students prepare a plan of their social enterprise ideas.	Social, emotional and healthy living competences. Empathy, social awareness and building positive relationships: creativity, developing tolerance, developing teamwork skills, promoting leadership and responsibility among students. Cognitive competence. Subject knowledge and skills: ability to develop a social enterprise idea plan.	8 15 8 15
Students' reflection/ evaluation	Reflection and self-evaluation: T - instructs the students to write a diary evaluating their experience of implementing the social enterprise idea. Questions for the diary: Why is this idea the best way to solve the	Developing social and personal competences	12

	chosen problem? What was the most difficult part of creating the social enterprise idea? How will this social enterprise impact the local community? How is practice different from theory? What was the biggest success? What success are you most proud of? Would you like to establish your own social enterprise in the future? If so, how would you improve your process?		

Lesson No. 8

		Who can start a Social Enterprise?
	Note	Age 15–17 Entrepreneurship, Civic Education, Foreign language, IT, the business world. Students who are already familiar with the concepts of SE and CSR.
	Teacher/trainer/author	Sanja Padavić, teacher/trainer/author
	Topic	Social enterprise
	Objectives and outcomes	Pod (Entr) A.4.1. 1 Students apply innovative and creative solutions. Pod (Entr) A.4.3. 2 Students understand and critically observe opportunities of career development and professional growth. Pod. (Entr) A.4.3 3 Identify the opportunities and conditions needed to start one's own business.
	Material	Internet, poster material, crayons
	Duration	90 min.

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/ Competences	Duration (minutes)
Introduction	1. Warm-up: students write down 5 words related to social enterprise (completed during a previous lesson). 2. The teacher creates a word cloud by writing words as many times as they are mentioned. Print and hang on the wall (this is done while students are engaged in group work).	<u>Cognitive competence: innovativeness.</u> Subject knowledge and abilities: using economic, financial and business terms and concepts correctly, analysing situations, identifying problems, recognising social, socially	7 8
Main Activity	1. Who can start a social enterprise? Show a 2-to-5-minute video about Jamie Oliver's (or another famous person, e.g., Paul Newman) company. Students fill in worksheets A and B (created by the teacher, depending on the video they choose). 2. Who can start a social enterprise?		10

<table>
<tr>
<td></td>
<td>Students suggest various answers, the teacher writes them down (e.g., the young, the unemployed, the famous, the successful, NGO, etc.). The teacher and students explain what might motivate certain groups or types of people to start an SE.
3. Group work:
Students pick a person at random: a young philanthropist, an unemployed person, Jenifer Lopez, Mate Rimac, NGO representative. Students who have drawn the same name sit together to form a group.

Students are given the assessment chart
<table>
<tr><td>Creative</td><td>1 to 5</td></tr>
<tr><td>Innovative</td><td>1 to 5</td></tr>
<tr><td>Realistic</td><td>1 to 5</td></tr>
<tr><td>Social impact</td><td>1 to 5</td></tr>
</table>
Students in each group try to figure out how their assigned person could best contribute to an SE by considering the following questions:
1. Which social problem do you want to solve?
2. How will you initially finance your SE?
3. How are you going to make profit?
4. How is the profit going to be invested?
5. What kind of impact do you expect your SE to have?

Each group presents their idea from the perspective of the assigned person. Each student answers one of the above questions.

While they listen, students can ask questions.

While they listen to each other, students award points in the above chart. They comment on how successful the presentations were.

Group work, part 2 -
Practical activity, self-assessment
Each group creates a poster to present what certain types of SE entrepreneurs can do.</td>
<td>responsible and sustainable business, explaining the reasons for starting a social enterprise

<u>Creativity and critical-thinking competences.</u>
Generating: generating ideas, proposing solutions.

<u>Communication competence.</u>
Creating a report: public speaking skills.

<u>Creativity competence.</u>
Creation: combining ideas, selecting relevant concepts, self-evaluation, visual presentation of the concept.</td>
<td>5

15

20

10

15</td>
</tr>
<tr>
<td>Final part
Students’ reflection /evaluation</td>
<td></td>
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Lesson No. 9

	Comparison of Social Enterprises and Corporate Social Responsibility departments / activities
Note	Age 15–17 Entrepreneurship, Civic Education, Foreign language, IT

	The world of business Students already familiar with the concepts of SE and CSR
Teacher/trainer/author	Sanja Padavić, teacher/trainer/author
Topic	Distinction between SE and CSR
Objectives and outcomes	Pod (Entr) A.4.1. - Students apply innovative and creative solutions. Pod (Entr) A.4.3. - Students understand and critically observe opportunities for career development and professional growth - are introduced to various forms of employment and their advantage and disadvantage - Students can differentiate between a social enterprise and a corporate social responsibility department / activity
Material	Internet, poster material, crayons, candy
Duration	90 minutes

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/ Competences	Duration (minutes)
Introduction	1. Warm-up: In pairs, students find 3 SEs and 3 CSRs on the internet. Each pair writes the names of the CSRs on one sticky-note and the names of the SEs on another sticky-note. They put the sticky-notes on the appropriate place on the wall. 2. Each pair of students reads the names of the companies they found. Other students can comment and double-check that they understand the concept of SEs and CSRs.	<u>Cognitive competence.</u> Subject knowledge and skills: review of previously learned concepts, using IT tools assessing, selecting information	10 5
Main Activity	1. What kind of socially responsible activity does more good for society, starting an SE or organizing a CSR department? Students form a line and take a step to either side to choose their answer (SE or CSR). 2. Group work: 4 groups are formed (each student picks one of four candies – students who choose the same candy, form one group). Students can use their notes and the internet. <u>Group work tasks</u>: Students think of the following: Group 1: 4 advantages of SEs Group 2: 4 disadvantages of SEs Group 3: 4 advantage of CSRs Group 4: 4 disadvantages of CSRs	<u>Cognitive competence.</u> <u>Critical thinking</u>: evaluating and justifying ideas	5 5

	3. Presentation: Each group presents the results of their work to the class. Each member of the group should present one argument. After each group's presentation there is a Q&A time. 4. What kind of socially responsible activity does more good for society, starting an SE or organizing a CSR department? Students form a line and take a step to either side to choose their answer (SE or CSR). 5. Discussion: Students discuss why they have or have not changed their minds from their initial choices.	and arguments Communication competence. Report delivery: developing public speaking skills. Cognitive competence. Critical thinking and decision making: evaluating the pros and cons of both starting a social enterprise (SE) and organizing a corporate social responsibility	20 5 15
Final part Students' reflection /evaluation	Practical activity (self-assessment) Draw/ make a poster indicating the pros and cons of SE and CSR	Creativity competence. Evaluation and reflection: self – assessment, visual presentation of an idea.	15

Lesson No. 10

	Business SOCENT
Note	Age: 16 to 18
Teacher/trainer/author	Vesna Zhivaljevikj, MA in Monetary Economics, Business teacher
Topic	Market research (with emphasis on social entrepreneurship)
Objectives and outcomes	Goals: ● Discuss what social entrepreneurship is and how it differs from business entrepreneurship. ● Identify areas in our economy/society where social entrepreneurs work. ● Identify characteristics of successful social entrepreneurs. ● Discuss how social entrepreneurship can contribute to the healing of the whole systems. Expected results: ● After following biography exercises, students will be able to identify their own skills and gifts. ● Students can identify a social need that they have a passion to

	address. ● Students can solve social problems and explain their solutions.
Material	Wi-Fi, computers, smart phones, internet, videos, websites, a laptop, coloured pencils, white board, flip chart….
Duration	50 min.

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)
	Introduction T: Announce the new unit and define the goals that should be achieved. T: Explain the "Problem tree" and "5 Whys" techniques that are used to easily define a particular problem/phenomenon and the reasons and consequences of its occurrence. For an easier understanding of these techniques, demonstrate their use with a concrete problem: "Overuse of plastic water bottles" Write the problem on the tree trunk drawn on the whiteboard. In order to help students determine the causes of this problem, ask the 5 following questions and write them on the root of a tree: 1. WHY do you buy plastic bottles? 2. WHERE do you buy them? 3. WHICH is the biggest supplier? 4. HOW MANY TIMES a week do you buy a plastic bottle? 5. WHAT are the consequences on your budget and on the environment? Students write down 5 answers - consequences of the problem on the tree branches. S: "I don't bring water with me." (1) S: "At the nearest store." (2) S: "Jana, Pelisterka, Izvorska." (3) S: "I buy 5 plastic bottles a week." (4) S: "I spend 5 euro each month and more than 50 euro a year for plastic bottles and this produces a massive pollution problem." (5)	Cognitive competence. Critical thinking: analysing, being able to identify social problems	10
	Main Activity Form Teams - Forming teams of 3 to 5 students, including students with different skill sets in each group. Encourage team members to share their ideas in order to eliminate or improve any existing social problems. Defining the problem – Task every team with defining a social problem according to their analysis of the market. We can	Cognitive competence. Problem solving: Identifying problems to be solved and their causes, and evaluating different alternatives for	30

	use the "Problem Tree" activity that was previously explained. The problem should be written in the tree trunk. Students should find innovative and creative ideas that could solve social problems in a sustainable way. Causes of the problem – For this we use the "5 Whys" technique that was explained previously. Each team should write down several causes that contribute to the problem they defined and then write the causes in the roots of the tree. This is necessary in order to figure out a solution to the problem. Consequences of the problem – After defining the problem (at first individually, then as a group), they list the consequences of the problem on the branches of the tree.	change. <u>Innovativeness</u> Students find new ideas for solving social problems	
Students' reflection/ evaluation	Presentation – Each group draws the tree on a white sheet of paper. Afterwards, each group presents the analysed problem, the causes that brought the problem into existence, the consequences of its existence, and the solution to the problem. In our campaign about the overuse of plastic water bottles, we educated students about the harmful effects of buying plastic bottles on the environment, their health, and their family's budget. We also persuaded our classmates to stop using plastic bottles and introduce a new fashionable trend in their lives – aluminium thermoses for water or juice. <u>https://alter-com-mk9.webnode.com/</u>	<u>Communicative competence.</u> Report development and delivery: applying innovative approaches that combine empathy and imagination to address social and environmental issues, contributing to a more equal and sustainable world.	10

Lesson No. 11

	ENTREPRENEURIAL EDUCATION
Note	Grade 10–17 years old, Romanian language
Teacher/trainer/author	Teodora Gaman
Topic	STARTING AND RUNNING A BUSINESS **THE BUSINESS PLAN AND THE PROBLEMS OF ITS APPLICATION**
Objectives and outcomes	- appropriate use of entrepreneurship specific concepts - identification of legislative aspects related to entrepreneurial activity - evaluating the possibilities of running a profitable business, taking into account the interests of the community
Material	Blackboard, exercise books, pencils, multimedia
Duration	50 minutes

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)
Introduction	T: records absences in the catalogue and ensures that students are ready for the start of the lesson S: they prepare their notebooks and writing instruments to start the activity Teacher: Formulate the question: "What is an entrepreneur guided by when starting a business?" S: Answer the questions T: Announce the title of the new lesson: The business plan and the elements, present the operational objectives. What do you think it means being an entrepreneur? What do you understand when referring to the quality of an individual? What are the qualities of a successful entrepreneur? S: answer the questions	<u>Cognitive competence, critical-thinking.</u> Knowledge and skills: describing subject-specific phenomena, learning new facts and concepts.	2 2 2 5
Main Activity	Teacher's activity: Definition of the business plan – it is an indispensable tool for entrepreneurs that is used to start and run a business and that requires financial, material and human resources. The teacher also presents the students with the opportunity to establish an economic entity (commercial company), in the network of Practice Enterprises with an object of activity established by them. T: The teacher asks questions and proposes a worksheet for solving (Appendix 1) S: Answer the questions, solve the proposed worksheet	<u>Communication competence</u> the new contents: organising and directing the learning	35
Independent work	T: The teacher proposes the following homework to the students: Think of an activity object that you would like your own business to have (eg: trade, various	<u>Creativity and critical thinking competences.</u> Generation:	

	services, production) and give the company a name, depending on the chosen activity object. Briefly describe the activity and determine: the number of employees (human resources), the material and financial resources you need to establish the business. Search the Internet for the direct competitors in the market for the business you are about to undertake S: ask questions related with homework	raising ideas, offering solutions for creating a business enterprise.	
Students' reflection /evaluation	worksheets		

Appendix 1

I. Complete the following statements with the correct information:

1. The business plan is a tool of.....which is used for .... and which require resources.. ....., ..., ...
2. The role of the business plan is to ..... that the business is worth financing but also to . ..... the entrepreneur starting with the first year of business operation.
3. The business plan is a written ..... It must be drafted as much as possible by ..... and ....., as it is the first document that will be read by a potential investor.

II. Answer true or false:

1. The process behind business planning does not include goal setting.
2. The business plan includes milestones and other helpful elements for orientation in the economic environment.
3. By means of the business plan, past experience and achievements are capitalised in order to project the future.

III. List the elements and write the general content of a business plan

Lesson No. 12

Note	DISCIPLINE: ENTREPRENEURIAL EDUCATION CLASS: X
Teacher/trainer/author	Teodora Gaman
Topic	CONSUMER PROTECTION
Objectives and outcomes	Operational objectives: • list consumer rights • to exemplify situations of violation of consumer rights • to recognize the consumer protection legislation Formative-educational objectives: • to develop creative thinking • to acquire the necessary skills for a trained, educated, informed consumer
Material	blackboard, chalk, computer, video projector
Duration	50 minutes

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)
Introduction	T: records absences in the catalogue and ensures that students are ready for the start of the lesson S: they prepare their notebooks and writing instruments to start the activity	Citizenship competence. Respect for human rights and freedoms: identification of legislative provisions relating to entrepreneurship	2
	T: Formulate the question: "How would we define a consumer?" "Do consumers have rights?" "Do you think consumer rights are protected by law?" S: Answer the questions		2
Main Activity	T: Announce the title of the new lesson: Consumer protection and present the operational objectives. S: write down	Citizenship competence. Identifying the consequences of the entrepreneur's activity on the consumer and on the environment	2
	T: Ask the questions: What are the ethical principles in business? What are the consequences of the entrepreneur's activity on the consumer and on the environment? S: answer the questions		5
	Communication of the new contents: organising and directing the learning (depending on the constructed learning situations) – 35 min. (Appendix 1) T: The teacher asks questions and proposes for consultation, accessing the Internet, Government Ordinance (OG) no. 21/1992, on consumer protection S: Answer the questions, access the proposed legislation	Citizenship competence. Living in the community: assessing the opportunities to run a profitable own business, taking into account the interests of the community	35
	T: The teacher asks questions S: Answer the questions		3
	T: The teacher proposes the following homework to the students: Find and write on notebooks, from O.G. 21/1992, the definitions of the following terms: consumer, quality, economic operator, distributor, safe product, defective product, durable product, service, damage, abusive clause, declaration of conformity, warranty period, validity period, deadline consumption, hidden vice.	Social, emotional and healthy living competence. Responsible decision-making and behavior in assessing the	

	S: ask questions related to doing the homework	consequences: identifying alternative solutions to community problems related to business initiation and/or operation	1
Students' reflection/ evaluation	Portofolio, worksheets		

Appendix 1

Consumer protection

1. Definition of the consumer - the person who uses the goods and services existing on the market in order to satisfy the needs.
The state does not remain indifferent to the consumer quality of the individual:
- establishes the necessary conditions for full access to products and services;
- inform consumers;
- defends and ensures the rights and interests of consumers against abusive practices;
According to Government Ordinance no. 21 on Consumer Protection, consumers are "any natural person or group of natural persons constituted in associations, who act for purposes outside of their commercial, industrial or production, craft or liberal activity"

2. Consumer rights:
- the right to satisfy the essential requirements for life - rights to goods and services that guarantee survival;
- the right to safety – the right to be protected against products or services that endanger people's health and life;
- the right to be informed – the right to have elements necessary to make a decision or to make a choice;
- the right to be protected – against information, advertising, labeling or other fraudulent, misleading or false practices;
- the right to choose – the right to have access to a variety of products and services, at prices established on the basis of competition;
- the right to be heard - the possibility for consumers to express their dissatisfaction with the goods and services purchased;
- the right to compensation – the right to fair settlement of justified claims;
- the right to education - to obtain the knowledge and skills necessary for an informed consumer;
- the right to a healthy environment – the right to a natural environment that improves what is defined as "quality of life"

3. Legislation in the field of consumer protection

Consumer rights according to this ordinance OG no. 21/1992 are:
- to be protected against the risk of purchasing a product or being provided with a service that could harm their life, health or security or affect their legitimate rights;

- to be correctly, completely and precisely informed about the essential characteristics of the products and services, so that the decision they adopt in relation to them corresponds as best as possible to their needs, as well as to be educated in their capacity as consumers;
- to have access to markets that provide them with a varied range of quality products and services;
- to be compensated for damages caused by the inadequate quality of products and services;
- to organise in associations for the protection of consumers in order to defend their interests;

4. Violations of consumer rights
- the sale of products that show deviations from the quality characteristics or that may endanger life, health or safety
- the sale of falsified or counterfeit products
- keeping and storing products intended for commercialization in conditions that do not ensure the maintenance of their quality characteristics
- the sale of products with incomplete identification elements
- presentation in advertising, in brochures, catalogues, etc. of other values of the characteristics of products and services than the real ones

5. The National Authority for Consumer Protection
- It is a government body with a role in consumer protection.
- Its objective is the implementation of government policy in the field of protecting life, health, security and the legitimate interests of consumers.
- It is a specialised body of the central public administration in Romania, with legal personality, subordinated to the Government.

Activities carried out:

- tracking the compliance of the mandatory standards by the economic agents
- verification of compliance with legal provisions regarding consumer protection
- the legality and correct use of measuring instruments
- detection of contraventions and application of fines
- carrying out information, counselling and education activities for consumers

Lesson No. 13

		Entrepreneurial Education
	Note	Age: 15 (Grade 10)
	Teacher/trainer/author	Ioana-Patricia Vasile
	Topic	The entrepreneur
	Objectives and outcomes	After guided discussions, students are able to identify three main roles of an entrepreneurial person. Using an interactive presentation, students identify the three goals for sustainable entrepreneurship. In groups, students identify at least three examples of potential social enterprises.
	Material	Whiteboard, markers, computer, projector (or smartboard), smart phones, notebooks, pens/pencils, interactive presentation (i.e.: mentimeter)
	Duration	50 min.

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)

Introduction	T – Presents the lesson subject and objectives and asks the students how they would describe an entrepreneurial person. T/S – Through brainstorming, the students come up with adjectives that could describe an entrepreneur. The teacher draws a mindmap on the whiteboard based on the students' answers.	<u>Creativity competence.</u> Generating ideas	2 5
Main Activity	T/S – Through guided discussion, the teacher asks the students what they believe to be the main differences between three of the main roles an entrepreneurial person can enact: entrepreneur, manager and intrapreneur. The teacher makes sure the students write down the right answers and encourages everyone to participate in the discussion. T – After resuming the main identified differences, the teacher presents some of the main characteristics that any entrepreneurial person has, no matter the position they have in an organisation. T/S – The teacher asks students to vote on what the main objective of an entrepreneur should be, using an interactive slide in the presentation (the students can vote by raising their hands, if the teacher doesn't have access to an interactive presentation or to the needed hardware). The options are: economic development, social development and environmental development. (It is expected that most of the students will vote for economic development). After the voting is over, the teacher reveals that all three goals are of utmost importance for the sustainable development of any business, and asks the students to find the reasons why. Through guided discussion, the teacher makes sure that the right answers are noted in the students' notebooks. (i.e.: all resources come from the community and from the environment, without a strong and healthy community, there will be less qualified workers, but also less clients for the business). T – The teacher points out that it is not necessary to limit the social responsibility and involvement to non-profit organisations, but, on the contrary, it is imperative that all businesses incorporate the social dimension in their activity, and that by doing so, they guarantee economic development, for themselves as well as others.	<u>Cognitive competence.</u> Critical Thinking: analyzing the characteristics of each role and identifies key differences between them <u>Citizenship competence.</u> Community life: learning to be responsible and active citizens Understanding broader perspectives / <u>Long term planning and thinking /</u> <u>Problem solving</u>	10 3 3 10 2

	S – The teacher asks the students to work in groups and identify at least 3 examples of business ideas that would contribute in a positive way to the growth of the community around them. These are presented by each team and posted in a collaborative space (online, google classroom, jambord, padlet, miro etc. can be used; or offline on post-its that are put up on the board, in this instance the recommendation being that the students take a picture, so they can use the activity as a source of inspiration for future lessons – writing their own business plan).	Creativity and innovativeness competences. Creation: comes up with innovative business ideas to help meet the needs of the community	10
Students' reflection /evaluation	In a google form, or menti presentation, students fill out three items: 1. One new thing they learned 2. One question they have moving forward. 3. One thing they will do differently moving forward.	Reflection / Auto-evaluation/ Growth mindset	5

Lesson No. 14

	Entrepreneurial Education
Note	Age: 15 (Grade 10)
Teacher/trainer/author	Ioana-Patricia Vasile
Topic	Market segmentation
Objectives and outcomes	After guided discussions, students are able to identify the four main criteria for market segmentation. After watching a video about the UN's 17 Sustainable Development Goals, students identify potential business ideas that promote social entrepreneurship. In groups, students define and analyse the target market for a business idea, focusing on the social need the product satisfies.
Material	Whiteboard, markers, computer, projector (or smartboard), smart phones, notebooks, pens/pencils, interactive presentation (i.e.: mentimeter)
Duration	50 min.

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences	Duration (minutes)
Introduction	T – Presents the lesson subject and objectives and asks the students how they would define the "market".	Cognitive competence. Critical thinking:	2
	T/S – Through brainstorming, the students come up with key elements that define the market such as clients, competitors, products etc. The teacher draws a mindmap on the whiteboard based on the students' answers.	analysing the concept of the market and identifying the essential components of its functioning.	5
Main Activity	T/S – Through guided discussion, the teacher focuses the discussion on the "clients" part of the market, asking students to identify what		5

	motivates clients to choose one product or another (needs/wants, income, personality etc.) The teacher makes sure the students write down the right answers and encourages everyone to participate in the discussion. T – The teacher presents the four main criteria by which an entrepreneur can select their target market segment (geographic, demographic, psychographic and behavioural), explaining what each of them stands for. T/S – The teacher gives an example of a local business and asks students to characterise the target market based on the four criteria, to make sure the students understood. Through brainstorming the students answer and the teacher points out the best answers. T – The teacher plays a short video presenting the UN's 17 Sustainable Development Goals: Do you know all 17 SDGs? T/S – Through guided discussion, the students identify to which of the 17 Sustainable Development Goals a social enterprise could contribute (no poverty, zero hunger, good health and well-being, quality education, affordable and clean energy, reduced inequalities, peace, justice and strong institutions) and how (what products or services could they offer). The teacher writes the answers on the board, in the form of a mind map. S – In groups, the students choose one of the identified ideas and define and analyse the target market, focusing on the social need the product satisfies. Each group presents its target market, and the others offer ideas for improvement. (Based on this activity, in the "Marketing" lesson, students will create responsible marketing tools in advertising products or services).	Cognitive competence. Critical thinking and problem solving: analysing information, evaluating arguments and making informed decisions. Cognitive competence. Subject knowledge and skills: analysing and evaluating how a social enterprise could contribute to specific Sustainable Development Goals (SDGs). Creativity competence. Exploration/ Creation: critically assessing market data to identify trends, opportunities, and potential challenges, developing responsible marketing tools, enhancing their practical skills in marketing.	6 7 2 8 10
Students' reflection/ evaluation	In a google form, or menti presentation, students fill out three items: 1. One new thing they learned	Creativity competence. Evaluation and	5

	2. One question they have moving forward. 3. One thing they will do differently moving forward.	reflection: evaluating one's learning experience. Growth mindset	

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