

## Entrepreneurship & Innovation



**Brainstorming activity** (asynchronous, before the beginning of the 1st teaching period): students are provided with a collaborative [digital wall](#) and some questions to consider regarding business and entrepreneurship. Students write their ideas on the wall having the following questions in mind:

Elaborate on: “Being the richest man in the cemetery doesn’t matter to me. Going to bed at night saying we’ve done something wonderful, that’s what matters to me” - Steve Jobs

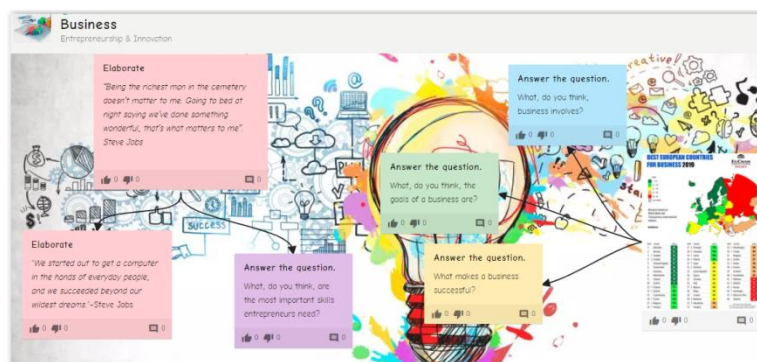
Elaborate on: “We started out to get a computer in the hands of everyday people, and we succeeded beyond our wildest dreams” - Steve Jobs

What, do you think, are the most important skills entrepreneurs need?

What, do you think, business involves?

What makes a business successful?

What, do you think, the goals of a business are?



**1<sup>st</sup> teaching period**

**1<sup>st</sup> Activity:**

**Time:** 10'

**Type of activity:** visualization of digital wall and discussion

**Class organisation:** discussion in class

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Actions/Tasks: the teacher presents the digital wall that the students have completed on the interactive whiteboard. The students explain their ideas and both students and teacher comment on them.

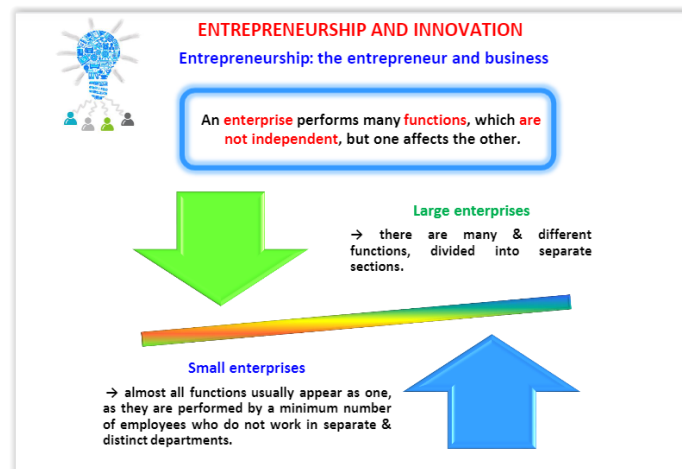
## **2<sup>nd</sup> Activity:**

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 1) and explains issues involved in fashion (definition of business, what it depends on, large and small enterprises, business operations, labour-intensive/capital-intensive industries, goals of a business) and gives explanations if needed.



## **3rd Activity:**

Time: 20'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet 1](#), (main differences of labour-intensive/capital-intensive industries with examples, problems faced by labour-intensive industries, businesses and reduction in employees' wages). If there is not enough time, students are assigned the rest for homework (either on the online worksheet or on google drive). They present in class. Students are also provided (in the e-class) with an online [glossary](#).



## 2<sup>nd</sup> Teaching period

### **1<sup>st</sup> Activity:**

Time: 10'

Type of activity: discussion on students' answers on the worksheet

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers.

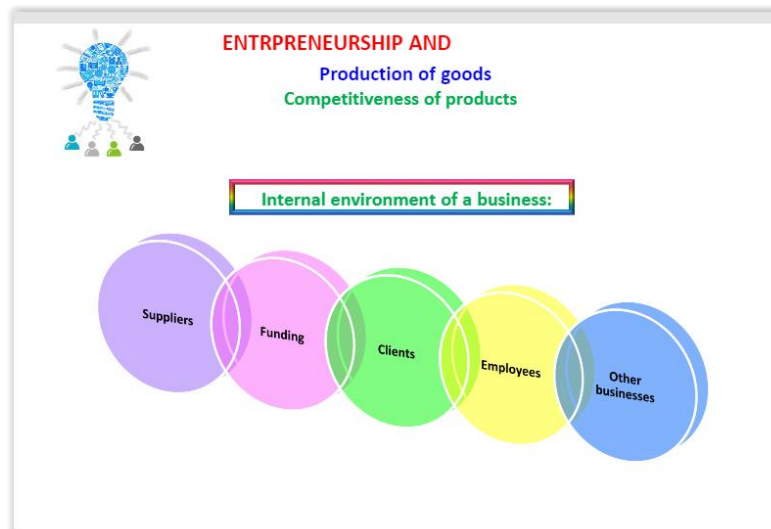
### **2<sup>nd</sup> Activity:**

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 2) and explains issues in commercial vs ethical fashion (external/internal environment in business, effectiveness/competitiveness, extroversion of business) and gives explanations if needed.



### **3rd Activity:**

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet II](#), after looking at diagrams and statistics and given. The teacher selects some of the questions to work on in class, which they then present in class and the rest are assigned for homework (in the same groups, either on the online worksheet or on google drive).



**WORKSHEET II**  
NAMES:

A. When is a country's economy competitive?

B. The following diagram (1) shows the reasons why a country is unable to show a high competitiveness index over time.

**Diagram (1). Most problematic factors for doing business**

Factor	Percentage
Insufficient government bureaucracy	17.0
Tax rates	17.0
Restrictive labor regulations	11.0
Tax regulations	10.0
Access to financing	9.0
Policy instability	8.2
Insufficient quantity of infrastructure	8.1

### **3<sup>rd</sup> Teaching period**

#### **1<sup>st</sup> Activity:**

Time: 10'

Type of activity: discussion on students' answers on the worksheet

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers.

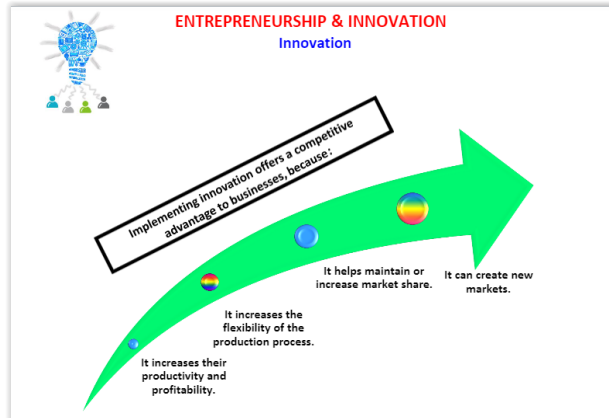
#### **2<sup>nd</sup> Activity:**

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 3) and explains issues in innovation (conditions for innovation, advantages of implementing innovation, innovation factors, internal/external factors hindering innovation). The teacher gives explanations if needed.



### **3rd Activity:**

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet III](#). The teacher selects some of the questions to work on in class, which they then present in class and the rest are assigned for homework (in the same groups, either on the online worksheet or on google drive).

### **4<sup>th</sup> Teaching period**

#### **1<sup>st</sup> Activity:**

Time: 10'

Type of activity: discussion on students' answers on the worksheet

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers.

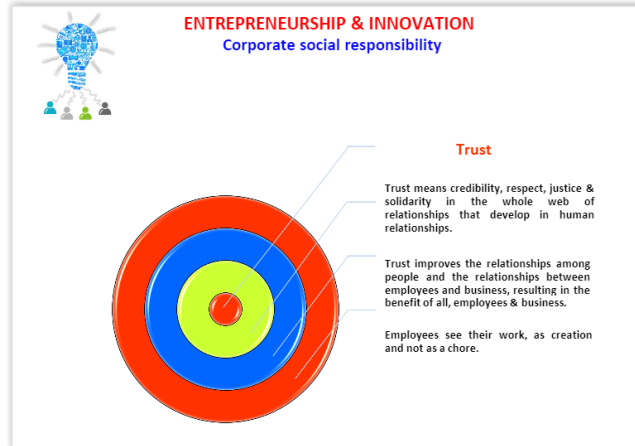
#### **2<sup>nd</sup> Activity:**

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 4) and explains issues in corporate social responsibility (business ethics, transparency of business activities, trust, efficiency, equality). The teacher gives explanations if needed.



**3rd Activity:**

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet IV](#). The teacher selects some of the questions to work on in class, which they then present in class and the rest are assigned for homework (in the same groups, either on the online worksheet or on google drive).

"Take away my people, but leave my factories and soon grass will grow on the factory floors.....Take away my factories, but leave my people and soon we will have a new and better factory." - Andrew Carnegie

[A. Comment on this view.](#)

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**Project:** Choose a businessman/businesswoman to ask for an interview. The interview can take place either at school or at his/her business. Indicative questions are given.

**5<sup>th</sup> Teaching period**

**1<sup>st</sup> Activity:**

Time: 10'

Type of activity: discussion on students' answers on the worksheet

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers.

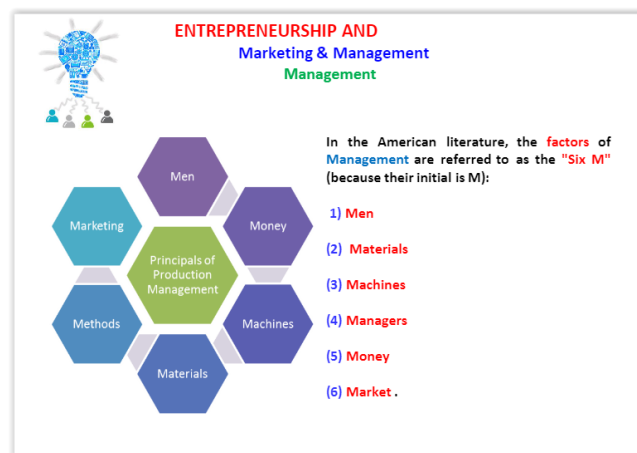
## **2<sup>nd</sup> Activity:**

Time: 20'-25'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 5) and explains issues in Marketing and management (marketing goals, marketing strategy, marketing mix, SWOT analysis, management, basic leadership skills/styles). The teacher asks comprehension questions.



## **3rd Activity:**

Time: 15'-20'

Type of activity:

Class organisation: individual/pair work

Actions/Tasks: students are asked to do the activity on the 4 Ps of Marketing [https://h5p.org/node/1090998?feed\\_me=nps](https://h5p.org/node/1090998?feed_me=nps) . Then they are asked to write down (in pair) six sentences beginning with an M (having the 6M in Management in mind).

**Homework:** divided in groups, they are asked to follow the instructions on [Worksheet V](#). By taking into account the 10 top skills, but also by studying the template of a European CV (<https://europass.cedefop.europa.eu/en/documents/curriculum-vitae> ), students are asked to write their CV, in which they need to mention their personal details (address, phone, etc.), their studies, inclinations / skills and interests, in order to promote themselves in the best way.



## **Assessment**

(it can be done in class in separate teaching periods or asynchronously)

### **Content assessment:**

Students check content knowledge by doing an online [quiz](#).

### **Language practice:**

1. Students practise vocabulary through various activities and games on [https://quizlet.com/\\_9akqpo?x=1qqt&i=6m3w6](https://quizlet.com/_9akqpo?x=1qqt&i=6m3w6). For weaker students, the meaning in their native language could also be provided.
2. Vocabulary practice on key terms: <https://h5p.org/node/1090998>

### **Expansion:**

1. A list of informational websites is provided in the e-class throughout the lessons (and digitally: <https://h5p.org/node/1083306>) and are suggested for further exploitation (see also 'Informational material').
2. Quiz: [https://core.tonyrobbins.com/leadership-quiz-2?\\_ga=2.57211754.1715364837.1610913655-853860087.1610913655](https://core.tonyrobbins.com/leadership-quiz-2?_ga=2.57211754.1715364837.1610913655-853860087.1610913655)
3. Sustainable companies: [Who Are The 100 Most Sustainable Companies Of 2020? \(forbes.com\)](https://www.forbes.com/2020/04/20/100-most-sustainable-companies-2020/)