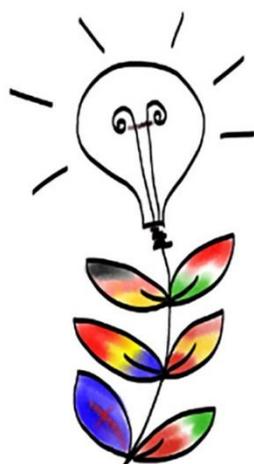


**ERASMUS+ KA2 project**

**Education & Entrepreneurship**

**Project number: 2020-1-HU01-KA229-078748**



EDUCATION & ENTREPRENEURSHIP



**Erasmus+**

## Participating schools:

Nyíregyházi SZC Széchenyi István Technikum és Kollégium,

Hungary

<https://www.nyirszikszi.hu/>

KBS Nordhorn, Germany

<https://www.kbs-noh.de/>

Liceul Technologic Joannes Kajoni, Romania

<https://www.kajoni.ro/>

Fjolbrautaskolinn vid Armula, Iceland

<https://www.fa.is/>

IES Tegueste, Spain

<https://www3.gobiernodecanarias.org/medusa/edublog/iestegueste/>

I.I.S.S. Carlo Maria Carafa, Italy

<http://www.iisscmcarafa.edu.it/public/1/>

## Summary

Teachers from secondary schools from six countries participated in the two-year project: Germany, Iceland, Romania, Italy, Spain and Hungary. All the participating teachers had in common that they were committed to educating young people to think entrepreneurially and were ready to renew their professional knowledge.

The aim of the project was to collect good practices as the project progressed and examine why it is important to develop entrepreneurial skills among students. We agreed that the role of the teacher is crucial in any educational system, as they can influence the results of their students and thus their future. Because of the different competencies for entrepreneurship, teachers need to create a school environment that enforces creativity and risk-taking, and defines mistakes and failures as learning opportunities.

The aim of the project was to study the "initiative and entrepreneurship" competence and its development possibilities in the partner countries. One of the eight key competencies is "initiative and entrepreneurship", which refers to an individual's ability to implement ideas. The main goal was to examine what formal and non-formal education methods were used in the teaching processes of the partner countries in the vocational training system.

One of the most important parts of the project is the "initiative and entrepreneurship" competence, which has three main components: knowledge, skills, and attitude. The mobilities were dedicated to a detailed examination of these three components, according to pre-planned activities.

As a first step, each project partner formed a student group of 15-20 people with the aim of testing the new methods and good practices learned during the project and examining their effects. During the mobilities, the teachers collected good practices, which were tested in the student groups after each meeting.

In each country, we got to know the legal environment of education, the legislation on vocational training, and the local curricula, the social, economic and institutional environment. During the analysis, we focused on a detailed examination of each component of entrepreneurship in each country.

In Hungary: presentation of entrepreneurial thinking and entrepreneurial spirit

In Germany: creativity, innovation, adaptability

Romania: the importance of teamwork

Iceland: Entrepreneurial and social competences

Spain: Problem solving, the importance of communication, its role in entrepreneurial competence

Sicily: risk reduction, the role of management in business

After the mobilities, the task of the partner countries was to apply the methods learned during the meetings in the student groups formed at the beginning of the project. The teachers made a summary of these experiences, evaluated them, and then presented them to the staff in the partner countries till the next meeting. After that, each country created a lesson plan according to the given topic, to which reflections were added.

Results of the project: Good practices, lesson plans, the results of the questionnaires, a video of the two-year work, project book: lesson plans, cooperative lesson plans, useful links, reflections, a poster, a project website:

The teachers try out the new methods learned in the project not only in the student group created for testing, but also they try to apply them as widely as possible in other student groups.

In addition, the teachers participating in the project shared their experiences in their own school with the teachers, who are also trying out the new practices in the groups of students they teach. The materials collected during the project will be used for educational purposes in the future, which will be published on common platforms in all schools. The project book is published in the mother tongue of each partner country and in the common working language, in English as well.

As a long-term impact of the project, we want to develop the entrepreneurial skills and competencies with as many students as possible and prepare them for the labour market, strengthening them with knowledge of entrepreneurial thinking.

A long-term effect is an organization of teachers and the maintenance of their relationships and the further sharing of good practices even after finishing the project. According to our plans, more and more schools will apply the good practices that we have learned and published, so that as many students with entrepreneurial competences leave the schools as possible.

## The main results



- **Questionnaires before and after the project implementation**
- **Collection of good practices, lesson plans**
- **Reflexions on the lesson plans**

# Questionnaires before and after the project implementation

## School

1. Does your school have contact with local enterprises?
  - If yes, how many companies?
  
  - If no, is the school planning to involve companies into the education. When and how?
  
2. Do you involve these companies into the education process? In which form?
  - a) The entrepreneur gives lectures in the school
  - b) The entrepreneur gives lectures at the company
  - c) In the form of practical education
  
3. Is the entrepreneurial education incorporated in the local curriculum?
  - If yes, how many lessons a week?
  
4. Do you have dual education in your school?
  - If yes, for how many years?
  - If no, do you want to start it?
  
5. Do you have any other organisations you can work with on the entrepreneurship education?
  - If yes, who are they?
  
6. How flexible is the curriculum in your school? (Can you add plus lessons for that kind of topics and your ideas?)

## **Teachers**

1. Do you use creative methods in your lessons?
  - often
  - rarely
  - never
  
2. What kind of methods do you use to improve entrepreneurial skills?
  - face-to-face classroom education
  - teamwork
  - project method
  - active learning
  - practical activities: virtual companies, real based companies
  - none of them
  - other:.....
  
3. How are your students' problem-solving skills?
  - very good
  - average
  - poor
  -
  
4. Do you use special activities to improve students' problem-solving skills?
  
5. Do your students work in teams?
  - regularly
  - rarely
  - never
  
6. Do you work in teams with other teachers?
  
7. Do you exchange good practices?
  
8. Do you consider it is important to improve risk management of students?
  
9. Do you take part in mentoring student companies?
  - yes
  - no
  
10. Do you think that the project based teaching can be used in education successfully?
  
11. Do you think it is possible to teach entrepreneurial skills in your lessons/subject?
  
12. Are you committed to teaching entrepreneurial competences?
  
13. Is there a chance to have flexible curriculum in your school?

## Students

1. How important do you consider the development of entrepreneurial competencies in high schools to be?

- Very important
- Important
- Not important at all

2. Do you usually work in teams in the lessons?

- Often
- Sometimes
- Never

3. Do you consider it is important to develop your creativity?

- Very important
- Important
- Not important at all

4. What do you think about your problem-solving ability?

- Very good
- Good
- It needs to be improved

5. Do you like working in a team?

- I really like it
- I want to, but I have never worked in a team yet
- I don't like working in a team

6. Do you consider it is important to introduce practical education in your school?

- yes
- no

7. Have you ever participated in project-based education?

- Yes
- No

8. If you have participated in project-based education, what is your opinion?

- I really liked it, I enjoyed it
- I liked it, but it wasn't applied well
- I didn't like it at all

9. Would you like to gain experience with local entrepreneurs?

- Yes
- No

10. Have you ever been involved in a student business?

- Yes
- No, because I don't care of it
- No, because it doesn't work at school
- No, but I'd love to give it a try

11. Do you consider it is important to get some knowledge about risk management?

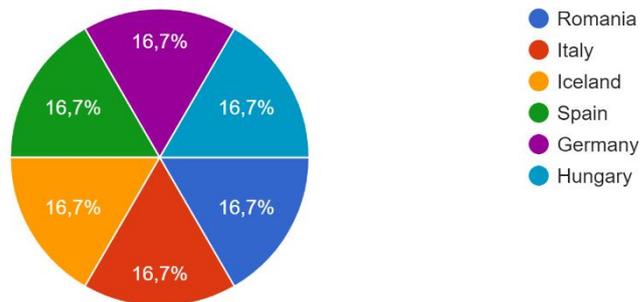
- Very important
- Less important
- Not important

# The result of questionnaires before the project implementation

## SCHOOL

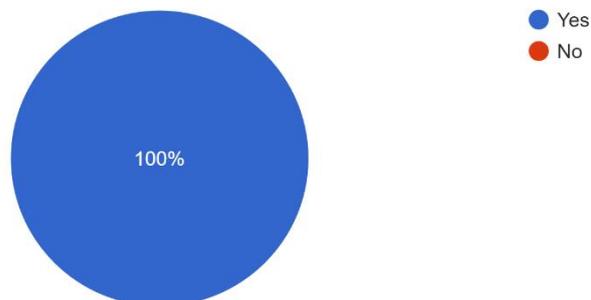
Which country do you represent?

6 válasz



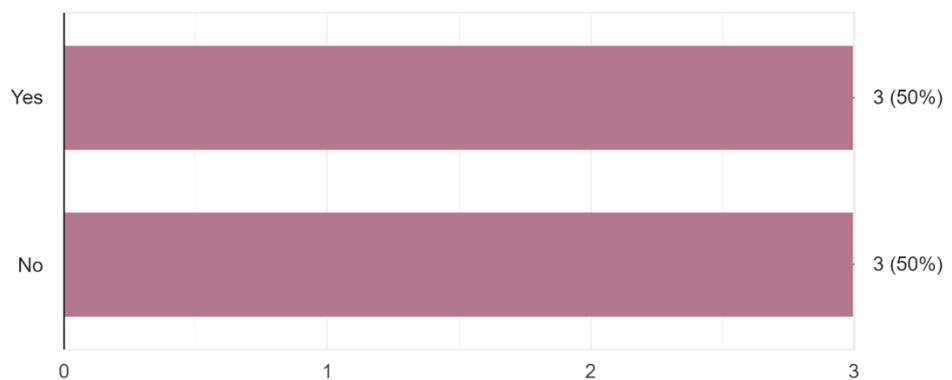
Do you have any experience in Erasmus+ projects?

6 válasz



Have you ever had an Erasmus+ project about Entrepreneurship?

6 válasz



### If yes, what was it about?

3 válasz

Student company

"Fusion" project, a project about the use of technological innovation into regular teaching work.

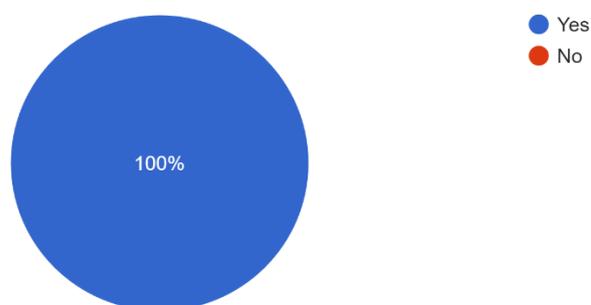
We've had at least two projects about entrepreneurship.

I don't know much about them, since I was not involved in the projects but they are called:

The Entrepreneurs of the Future and New Tendencies in Economy and Entrepreneurship.

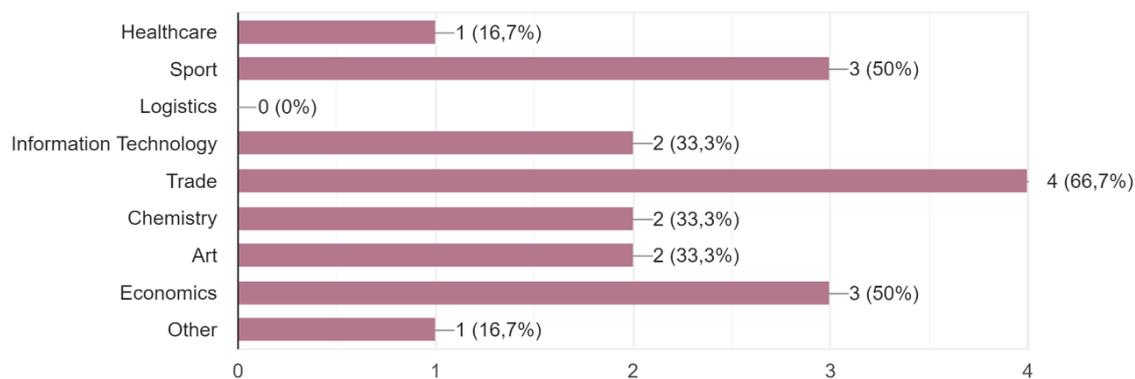
### Is there economics education in your school?

6 válasz



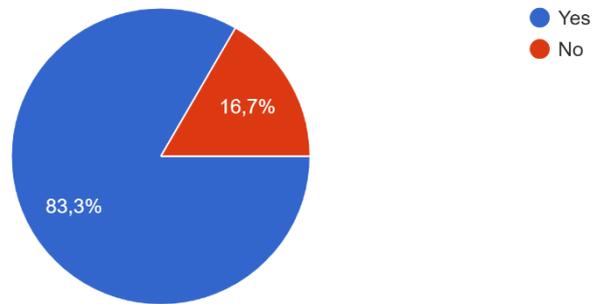
### What departments are there in your school?

6 válasz



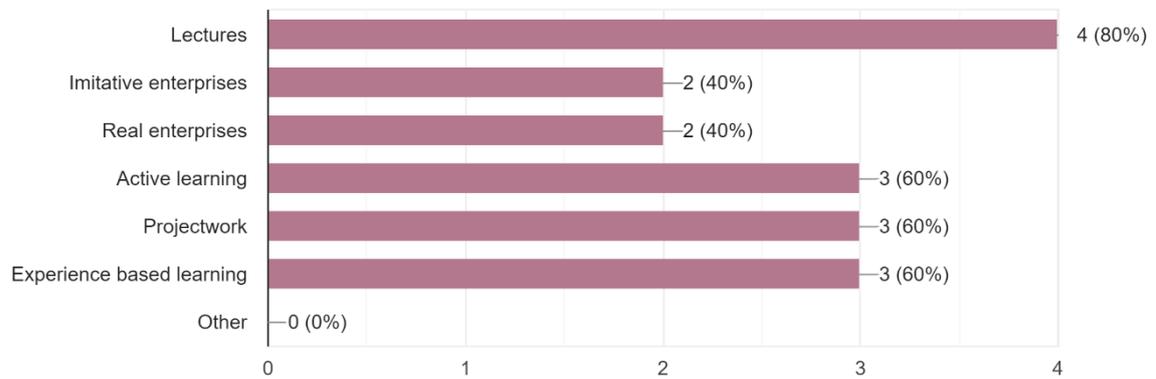
### Are entrepreneurship skills taught at your school?

6 válasz



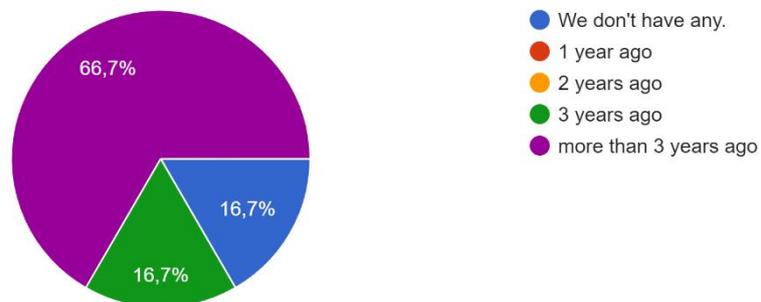
### If yes, what methodology do you use?

5 válasz



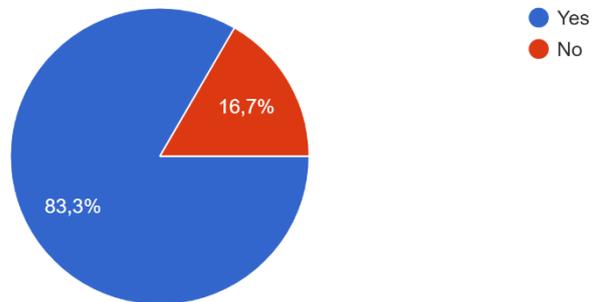
### When did you start the development of entrepreneurship skills?

6 válasz



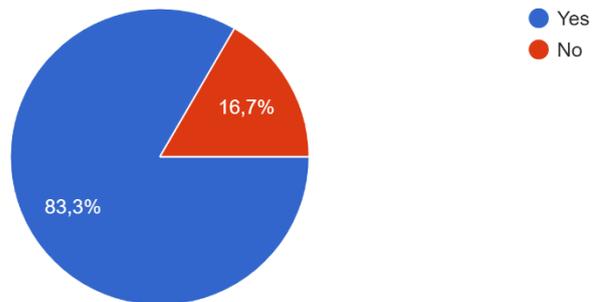
Is the development of entrepreneurship education a part of Curriculum?

6 válasz



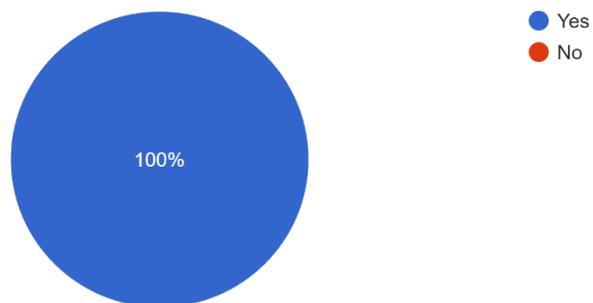
Are there any student companies in your school?

6 válasz



Is your staff open to teaching entrepreneurship skills?

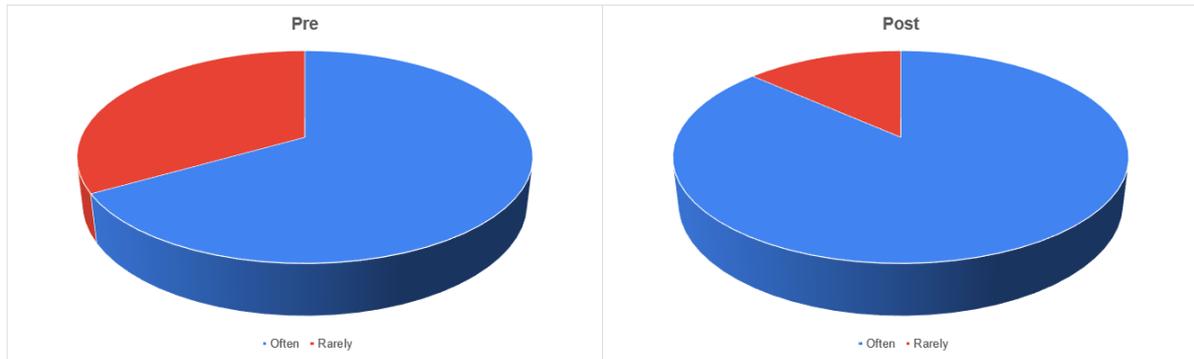
6 válasz



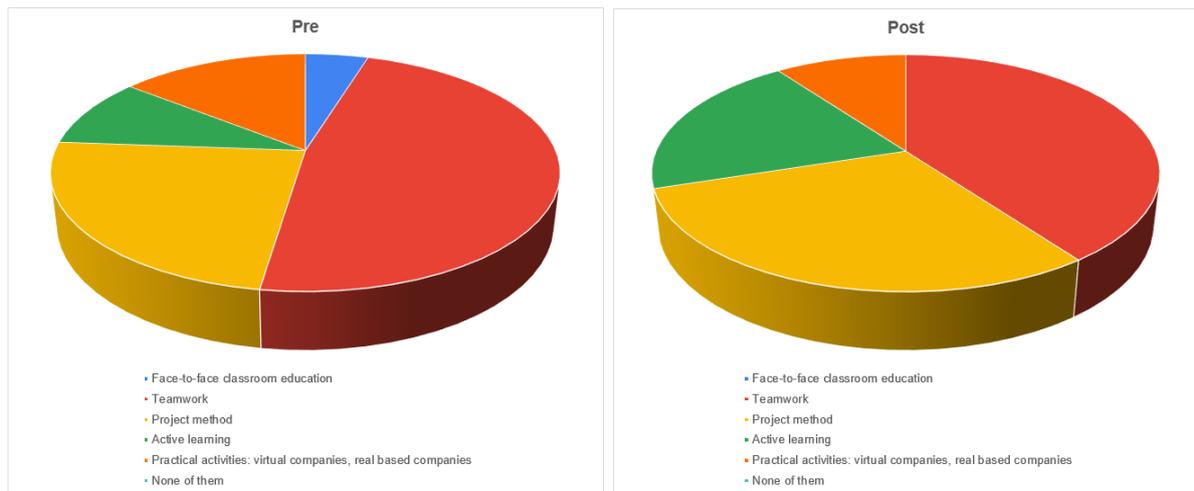
# The result of questionnaires before and after the project implementation

## TEACHERS

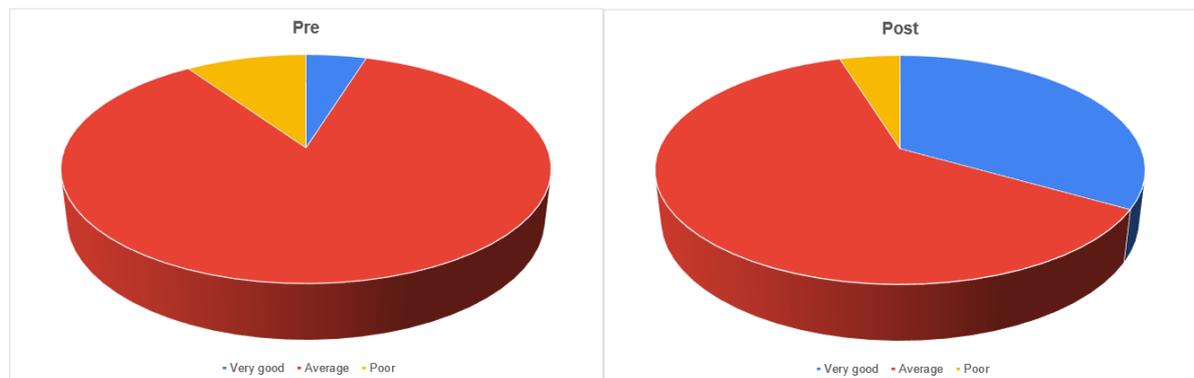
Do you use creative methods in your lessons?



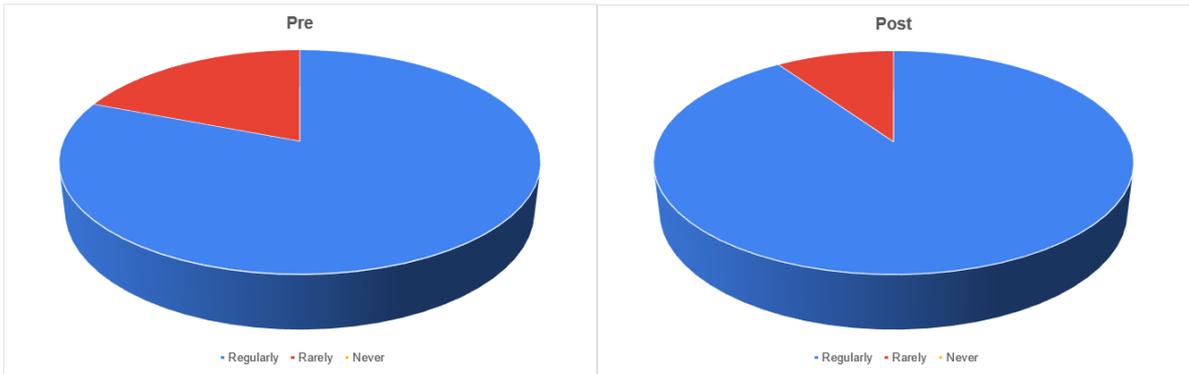
What kind of methods do you use to improve entrepreneurial skills?



How are your students' problem-solving skills?

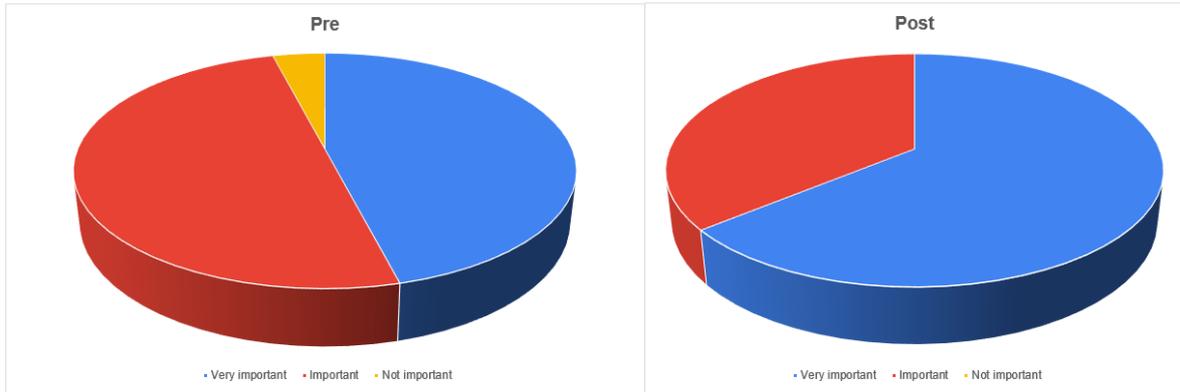


**Do your students work in teams?**

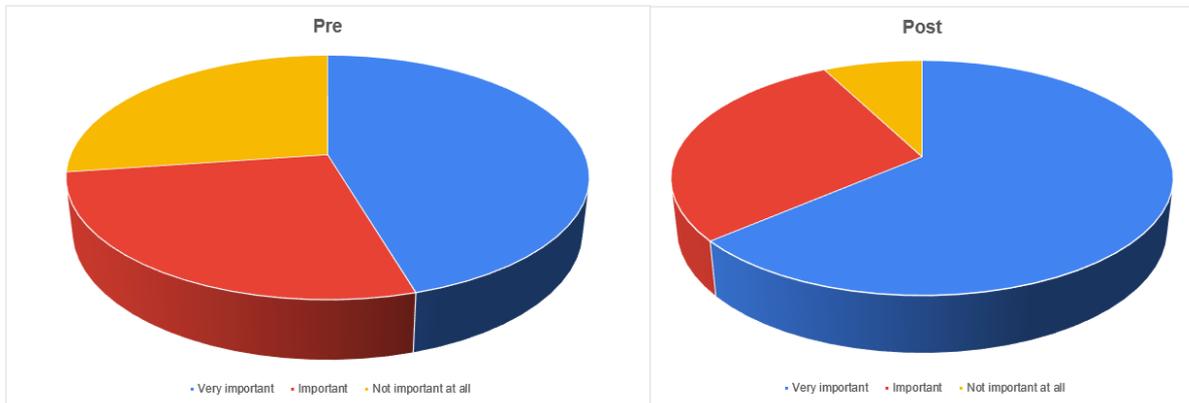


# STUDENTS

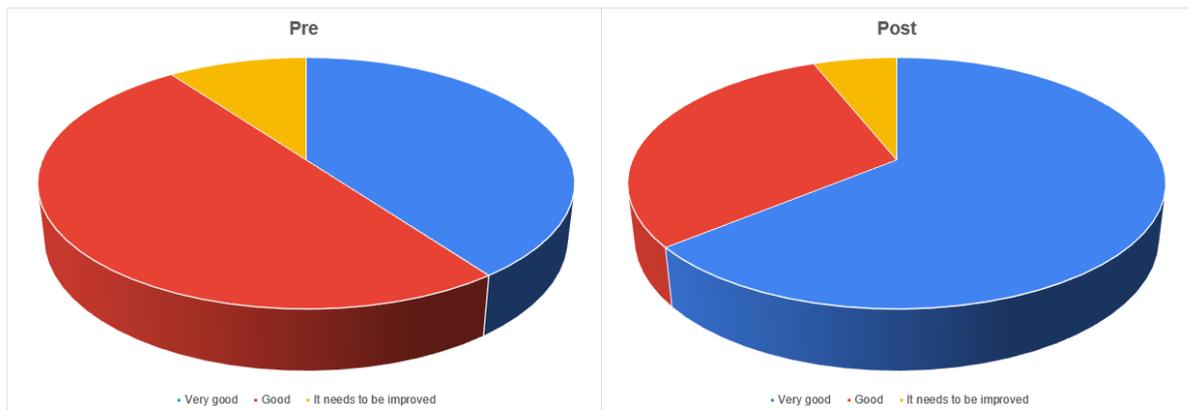
How important do you consider the development of entrepreneurial competencies in high schools to be?



Do you consider it is important to develop your creativity?



What do you think about your problem-solving ability?



# LESSON PLANS



**Germany: Creativity and innovation**

**Romania: Team-working skills**

**Iceland: Entrepreneurial and social competences**

**Spain: Problem-solving**

**Italy: The role of management and reduction of the risk**

## Creativity and innovation

### Hungary

<b>Teacher's name:</b> Tímea Huriné Verdes (owner of the idea)	<b>Date of teaching and learning activity:</b> November, 2022
<b>Course or programme:</b> Economics	<b>Duration of the learning activity/lesson plan:</b> 8-10 lessons
<b>Module name:</b> Creativity and innovation competitions	<b>Level of course:</b> 9-11. grades
<b>Topic:</b>	Innovation ideas on a real problem to solve - Sustainable school by STEM
<b>The teaching aims of session:</b>	<ul style="list-style-type: none"><li>- to shape students' attitudes towards innovation</li><li>- critical thinking</li><li>- to express and present own ideas</li><li>- to develop creativity</li><li>- to develop solution-oriented way of thinking and system view problem-solving</li></ul>
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	<ul style="list-style-type: none"><li>- an innovative answer for a problem</li><li>- implementation steps of the idea</li><li>- presentation of the idea</li><li>- sharing the own knowledge</li></ul>
<b>Background of students:</b>	2-3 year experience in Economics studies
<b>Students' prior knowledge:</b>	<ul style="list-style-type: none"><li>- basic presentation techniques</li><li>- basic Economics studies</li><li>- STEM knowledge and skills</li></ul>

<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	Students work in mixed groups (4-6 people) on one of the following topics: <ul style="list-style-type: none"> <li>- innovation</li> <li>- creativity</li> <li>- problem-solving in the own school</li> </ul>
<b>Resources &amp; materials:</b>	<ul style="list-style-type: none"> <li>- <a href="http://scitech.jaeurope.org/">http://scitech.jaeurope.org/</a></li> <li>- PPT about the challenge</li> </ul>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	Monitoring aspects at the end of the project: <ol style="list-style-type: none"> <li>1. Professionalism, professional knowledge</li> <li>2. Use of professional language</li> <li>3. Ingenuity, creativity</li> <li>4. Performing tasks independently</li> <li>5. Basic communication and presentation skills</li> <li>6. Communication</li> <li>7. Reasoning</li> </ol>
<b>(if applicable) summative assessment at the end of module to be graded</b>	<ul style="list-style-type: none"> <li>-</li> </ul>

## Iceland

<b>Teacher's name:</b> Halldor Gisli Bjarnason	<b>Date of teaching and learning activity:</b> 16.01-20.01.2023
<b>Course or programme:</b> Music/icelandic	<b>Duration of the learning activity/lesson plan:</b> 3x60 min.
<b>Module name:</b> Weather in Icelandic songs	<b>Level of course:</b> 1. Level
<b>Topic:</b>	Creativity and innovation
<b>The teaching aims of session:</b>	<ul style="list-style-type: none"><li>-In the Icelandic tongue there are many words that describe the weather. At least about 40 words tell us many forms of snow.</li><li>- Young Icelandic students do not know those words, and some are very old and not used any more in the language.</li><li>- In the first lesson the group communicate, and each student must find one song in Icelandic where weather is part of the song. They can use the internet if they will.</li><li>- In the second lesson the group pick out all the words connected to weather and learn what each word means.</li><li>-In the third lesson the group write and perform a new song, including all the words about the weather. By singing the song and playing it.</li></ul>
<b>Expected learning outcomes for students:</b>	<ul style="list-style-type: none"><li>-The students will learn many words about the Icelandic weather. Words they maybe never heard before.</li><li>-It is a new and fun way to learn Icelandic in secondary school.</li><li>-It is creative, and students use innovation to learn, write and perform the song.</li></ul>

<b>Background of students:</b>	16-17 years old students. At least two of the group can use instruments like, guitar, flute, piano, drums and so on.
<b>Students' prior knowledge:</b>	On the first or the second year in secondary school. The subject of study is Icelandic language connected to music.
<b>Resources &amp; materials:</b>	<p><a href="https://skemman.is/bitstream/1946/36167/1/T%C3%B3list%20C3%AD%20sk%C3%B3lastarfi%20Kostir%20og%20C3%A1hrif%20C3%BEess%20a%C3%B0%20nota%20t%C3%B3list%20C3%AD%20kennslu.pdf">https://skemman.is/bitstream/1946/36167/1/T%C3%B3list%20C3%AD%20sk%C3%B3lastarfi%20Kostir%20og%20C3%A1hrif%20C3%BEess%20a%C3%B0%20nota%20t%C3%B3list%20C3%AD%20kennslu.pdf</a></p> <p><a href="https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron">https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron</a></p> <p><a href="https://www.lessonplanet.com/search?keywords=music+and+language+arts">https://www.lessonplanet.com/search?keywords=music+and+language+arts</a></p>
<b>In class formative assessment:</b> <b>(What can be observed or quickly assessed during or at the end of the activity)</b>	<ul style="list-style-type: none"> <li>-Finding words in songs</li> <li>-Communication and learning new words</li> <li>-Writing song and performing</li> </ul>
<b>(If applicable) summative assessment at the end of module to be graded?</b>	Participation is 20 percent of the final grade.

## Germany

<b>Teacher's name:</b> Theresa Brüning	<b>Date of teaching and learning activity:</b> June 2022
<b>Course or programme:</b> Business administration (full time)	<b>Duration of the learning activity/lesson plan:</b> 1 or 2 lessons
<b>Module name:</b> Professional English	<b>Level of course:</b> 1st year vocational college
<b>Topic:</b>	Escape Game: English grammar revision and summary
<b>The teaching aims of session:</b>  To understand ....	<ul style="list-style-type: none"><li>• To review basic English grammar and sum up contents learned during the course</li><li>• Problem solving by using English grammar</li><li>• Motivating students by using a game / competition</li></ul>
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	<ul style="list-style-type: none"><li>• Reading and writing skills</li><li>• Revision of English grammar</li><li>• Learning how to face problems</li><li>• Specific vocabulary in English</li></ul>
<b>Background of students:</b>	<ul style="list-style-type: none"><li>• Grammar knowledge from general English lesson (secondary school)</li></ul>
<b>Students' prior knowledge:</b>	See Background of students
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	Students work in mixed groups (stronger and weaker students; can be preset by teacher)

<b>Resources &amp; materials:</b>	<a href="https://www.ipadmachtschule.at/one-best-thing-escape-the-room/">https://www.ipadmachtschule.at/one-best-thing-escape-the-room/</a>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<ul style="list-style-type: none"> <li>• Contents/topics that need some further practice (individual assessment)</li> <li>• Social skills (empathy)</li> </ul>
<b>(if applicable) summative assessment at the end of module to be graded</b>	

## Spain

<p><b>Teacher's name</b> C. Dolores Toledo</p>	<p><b>Date of teaching and learning activity:</b> 2022 November-December</p>
<p><b>Course or programme:</b> Industrial Chemistry</p>	<p><b>Duration of the learning activity/lesson plan:</b> 4 weeks-9 season (15 h)</p>
<p><b>Module name:</b> Solid and fluid transport</p>	<p><b>Level of course:</b> 2<sup>nd</sup> level of Industrial Chemistry (advanced vocational training)</p>
<p><b>Topic:</b> Load loss elements for proyect</p>	<p><b>Teamwork:</b> Activity in wich information is sought on elements of load losses ,for the transport of solids and fluids and this application to the final project.</p>
<p><b>The teaching aims of session:</b>  To understand.</p>	<ul style="list-style-type: none"> <li>- How create teams.</li> <li>- How to works in teams and organize the different tasks.</li> <li>- How to search for information</li> <li>- How to bring that information to projects and work as a team.</li> <li>- How to apply what they learn to innovate in the future.</li> </ul>
<p><b>Expected learning outcomes for students:</b>  <b>Describe how can help in creativity and innovation</b></p>	<ul style="list-style-type: none"> <li>- Development of abilities, skills and Competences.</li> <li>- Elements vocabulary search.</li> <li>- Decision-making</li> <li>- Use specific vocabulary</li> <li>- Aplication to your final Project.</li> <li>- Creatively propose a future Project.</li> </ul>

<b>Background of students:</b>	- Students of 2nd of Industrial Chemistry have similar backgrounds, but they have a different level. In general the group have a good level.
<b>Students' prior knowledge:</b>	All students have already passed first, so they present previous knowledge chemistry and ICT.
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	<p>Students will work in groups of 2-3 people. Students will be encouraged to choose those colleagues who "are strong in their weaknesses" in order to get balanced groups. They will have to establish tasks and</p> <p>objectives, assigning them to the members of the group and arranging the timing, so each group will be able to work at their own pace.</p>
<b>Resources &amp; materials :</b>	-Computer with internet connection

	<p>- Bulletin board with name of necessary material.</p> <p>- Information with transport of solids and fluids. - Material for manufacturing fluid transport projects.</p>
<b>In class formative assessment:</b> <b>(what can be observed or quickly assessed during or at the end of the activity)</b>	<p>The teacher will guide students through literature search and the teacher will help them in the making of the projects . At the end of the project, monitoring aspects are:</p> <ol style="list-style-type: none"> <li>1. Teamwork ability: cooperation, environment and goal achievements.</li> <li>2. Use of specific vocabulary, writing skills, template, contents.</li> <li>3. Oral presentation: vocabulary, creativity, communication skills,</li> </ol>

	<p>reasoning.</p> <p>4. Task organization and performing.</p> <p>5. Creativity and application to future project</p>
<p><b>(if applicable) summative assessment at the end of module to be graded</b></p>	

## **Romania**

Transdisciplinary Travel in the Education of 21st Century

**Purpose of the Foundation:** The purpose of the Foundation is to support educational activity, improve material conditions, organize cultural activities, and provide material support to deserving and needy students.

**Project title:** *Transdisciplinary Travel in the Education of 21st Century*

**Duration of the project:** from 01.09.2022, to 01.11.2022

**Project location:** "Joannes Kajoni" Technological High School - Miercurea-Ciuc, 22 Toplița Street.

### **Short description of the project**

The world is changing fast. New technologies, new occupations, even new fields are emerging. Most likely, by the time they graduate from college, our students will have jobs that don't exist yet. Through the educational project "Transdisciplinary Travel in the Education of 21st Century", we aim to educate students to succeed in this future that we now only glimpse.

Our school does not aim to produce mathematicians, physicists, IT specialists, linguists etc. **We aim to develop human beings capable of adapting to an ever-changing world and of using what they have acquired where it is useful, whatever the field.**

For this reason, this transdisciplinary, integrative approach, on the one hand, enables pupils to aim for performance in particular subjects and, on the other hand, invites them to go beyond their boundaries in applying what they have learned.

Pupils have experiences that fix knowledge and practise specific skills in multiple areas of application in life. The project will conclude with a specific multilingual activity - a transdisciplinary communication session.

Members of the project team - PhD. Oanea Oana-Larisa and Kiss Csilla, teachers of Romanian language and literature, as well as Nagy Ildikó, teacher of mathematics - will carry out organisational activities in order to implement the proposed multilingual educational project in a transdisciplinary communication session, entitled "Transdisciplinary Travel in the Education of 21st Century", in which students, through representatives of all classes in the school, will present a transdisciplinary project, on topics specific to their school profile, their specialisation, but also according to their areas of interest.

### **The proposed activity aims to:**

- to increase the educational dynamics of transdisciplinary, multilingual and multicultural teaching-learning, which gives pupils the opportunity to learn, interact, express themselves and practice public speaking;
- maximising openness to knowledge, so that each learner learns at his/her own pace and is valued for his/her performance and interests;
- to give pupils the opportunity to express themselves fully in areas where their skills are most evident or can be developed according to their age-specific interests and social and community circumstances;

- placing pupils in a problem-solving situation, giving them an active and leading role: imagining, mentally constructing, investigating, exploring, creating, putting into practice, finding the means and resources to translate what they have prefigured into reality;
- cultivating multicultural and transdisciplinary cooperation and communication;
- putting pupils in a genuine situation of solving a concrete task with an integrative aim.

The communication session activity will be preceded by cross-curricular counselling and workshops involving school teachers to provide models of good practice and ideas for pupils.

The students' projects will be judged and awarded by a jury made up of teachers from the school and outside the school, as well as representatives of the local/regional community (economic agents in the fields of tourism, commerce, economics, finance, gastronomy, or wellness).

The activities of the proposed project will be supported by the school management, but also by other teachers, depending on the topics chosen by the students.

The direct beneficiaries of the project are the pupils of our high school - about 600 students.

Indirect beneficiaries: the community, economic agents, parents, and teachers.

### **Media coverage of the project**

The communication session "Transdisciplinary Travel in the Education of 21st Century" will be announced and disseminated publicly, both on the school website and on the school's Facebook social media page, and by publishing articles about the project in the school magazine (registered with ISSN) or in the local press. Finally, it is also planned to present the submitted project in the specialist methodological circles.

### **Names of funders and their contribution**

The "Joannes Kajoni" Foundation provides 10% of the value of the project and the Harghita County Council provides a maximum of 90% of the total budget of the project.

### **Beneficiaries**

The target group of the project is represented by the teachers and the students of "Joannes Kajoni" Technological High School in Miercurea-Ciuc - about 650 students and teachers involved.

The results of the project will be disseminated on the website of the High School and on the Facebook page of the institution but will also be presented to local/regional economic agents interested in the ideas produced.

### **Expected results of the project**

It is expected that all 650+ pupils and teachers from our school will be involved in the project, through the transdisciplinary demonstration lessons they will take part in, as well as the teachers involved in the project. The project on this scale is intended to develop pupils' skills and personalities, to change the approach of teaching and learning, through an open and transdisciplinary mindset to the subject (on the part of teachers) with a much greater tendency

towards practical applicability (for pupils), multilingualism and multiculturalism, interdisciplinarity, all in view of the demands of today's community and society.

Our school students are expected to be given a drive for knowledge and openness, in order to become more adaptable to the future ahead of them.

Such activities have already taken place in our high school at class level, but it is hoped to increase the motivation of as many students as possible in this respect, as well as of teachers, by motivating and rewarding their achievements. If the effects of the project will be as expected and will be echoed/appreciated at extracurricular level, we are thinking of extending the project locally (in 2023-2024) and possibly regionally (later), even in collaboration/partnership with economic agents/institutions interested in the theme addressed by the students.

**Precise performance indicators showing actions, associated costs, objectives pursued, results achieved and expected for the coming years**

The project actions are the communication session (two stages: semi-final and final), judged by representative members of the school and outside the school, preceded by the teachers' transdisciplinary demonstration lessons, with the aim of providing ideas and best practices; provision of equipment and information and documentation materials to pupils (with the possibility of a snack if they are out of town and working on the project outside the normal timetable); protocol for the organisation of the communication session; awards to pupils; dissemination of the project online and in the media.

Cheltuieli	Finanțarea solicitată de la Consiliul Județean Harghita	Contribuția proprie	Alte surse de finanțare	Total
Cheltuieli de cazare	0	0	0	0
Aprovizionare hrană	500	50	0	550
Cheltuieli pentru onorarii și serviciile de consultanță	200	20	0	220
Cheltuieli de transport și serviciile de transport	200	20	0	220
Cheltuieli privind serviciile de închiriere	0	0	0	0
Cheltuieli privind serviciile de publicitate	0	0	0	0
Cheltuieli privind materialele consumabile	500	50	0	550
Cheltuieli privind echipamentele	3600	360	0	3960
Alte cheltuieli	0	0	0	0
Alte cheltuieli	0	0	0	0
Alte cheltuieli	0	0	0	0
Alte cheltuieli	0	0	0	0
Alte cheltuieli	0	0	0	0
<b>Total</b>	<b>5000</b>	<b>500</b>	<b>0</b>	<b>5500</b>

1. 1. Expenditure on food:

1.a. 300 lei - water and snacks for out-of-town students during project preparation;

1.b. 600 lei - water and lunch (30 portions\*20 = 600 lei) during the communication session for all participants in the session and for the jury.

2. Expenses for fees or consultancy (translators, lawyers, doctors, travel and wellness agencies, economists, museum documentation, etc.): for services that cannot be provided by the organising teachers or for various fees - 200 lei

3. Transport costs and transport services: for students or teachers during the project - 12,5 litres of petrol\*8 lei = 100 lei

4. Expenditure on consumables:

4.a. stationery products: XEROX paper, A4, 500 sheets/top - 5 tops\*20 lei=100 lei

4.b. Office supplies: 2 lei\*50 pens + 4 lei\*25 markers + 4\*25 workbooks=300 lei

4.c. diplomas: 50 pieces\*2 lei = 100 lei

4.d. printer toner cartridge - 100 lei

4.e. prizes in the form of vouchers for pupils - 5200 lei, as follows:

A. Multilingual transdisciplinary projects with impact on the local/regional community: 5\*500 lei = 2.500 lei

B. Multilingual and multicultural transdisciplinary projects: 5\*300 lei = 1500 lei

C. other finalist transdisciplinary projects 10\*100 lei = 1000 lei

D. the most interesting interventions from the audience (made up of school pupils) 2\*100 lei.

Of these expenses, the own contribution, through the Foundation, is 700 lei.

### **Project development this year (based on the 2022-2023 funds obtained from the Harghita County Council)**

The project started on September 1<sup>st</sup>, 2022, once with the beginning of the new school year (2022-2023), when preparations begun with the teachers involved in the project. As soon as the students started the school, it also started the preparation of the projects by the students, in the desired language - Romanian, Hungarian, English, or German - in collaboration with the assisting teachers, for the communication session that took part on 16<sup>th</sup> November, in the multimedia room of the "Joannes Kajoni" Technological High School.

Contact persons (project team) - PhD. Oanea Oana-Larisa and Kiss Csilla, teachers of Romanian language and literature, and Nagy Ildikó, teacher of mathematics.

**Students task was to present a transdisciplinary project, in 10-15 minutes, on topics specific to their school profile, their specialisation and their areas of interest.**

**The project `must` was to integrate five different areas of knowledge of their choice and the presentation, supported by digital material (integration of digital competence), all made in a language other than their mother tongue (RO/HU/EN/DE - integration of language competence). Teams were allowed to consist of a maximum of three students.**

The students' projects were judged and awarded by a jury made up of teachers and representatives of the local/regional community (tourism/trade/economic/financial/administrative).

The prizes consisted of vouchers and were awarded according to the following criteria:

A. transdisciplinary projects with an impact on the local/regional community: 2\*500 lei = 1000 lei

B. Multilingual and multicultural transdisciplinary projects: 5\*300 lei = 1500 lei

C. other finalist transdisciplinary projects 4\*150 lei = 600 lei.

Project coordinator,

PhD. Oana-Larisa OANEA, teacher of Romanian language and literature

## Team-working skills

### Hungary

<b>Teacher's name:</b> Éva Kissné Sinka	<b>Date of teaching and learning activity:</b> 10-14 October,2022
<b>Course or programme:</b> Economics	<b>Duration of the learning activity/lesson plan:</b> 4 lessons
<b>Module name:</b> English lesson	<b>Level of course:</b> 9.grade
<b>Topic:</b> Circular economy	
<b>The teaching aims of session:</b> To understand ....	<ul style="list-style-type: none"><li>• to understand the importance of the circular economy</li><li>• to learn the vocabulary of the topic</li><li>• to look for information (video)</li><li>• to know different ways for recycling</li><li>• to give examples for the recycling</li><li>• to share their knowledge about the topic</li></ul>
<b>Expected learning outcomes for students:</b> Describe how ----- can be used to enhance collaborative learning	<ul style="list-style-type: none"><li>• to expand the vocabulary on the given topic</li><li>• creating online dictionary using an app</li><li>• word cloud with the professional vocabulary</li><li>• mindmap</li><li>• padlet: explanation of terms</li><li>• new knowledge about circular economy</li></ul>
<b>Background of students:</b>	<ul style="list-style-type: none"><li>• first year of Economics studies, English language level B1/B2</li></ul>
<b>Students' prior knowledge:</b>	<ul style="list-style-type: none"><li>• prior knowledge from Economics and Science lessons</li></ul>
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	Students work in mixed groups (4-5 students per group)

<b>Resources &amp; materials:</b>	<a href="https://www.youtube.com/watch?v=p8JGQ23PTWg">https://www.youtube.com/watch?v=p8JGQ23PTWg</a> <a href="https://www.trinitycollege.com/resource/?id=6813">https://www.trinitycollege.com/resource/?id=6813</a>
<b>In class formative assessment:          (what can be observed or quickly          assessed during or at the end of          the activity)</b>	self- evaluation sheet in English for students
<b>(if applicable) summative          assessment          at the end of module to be graded</b>	group evaluation by the teacher

## Germany

<b>Teacher's name:</b> Holger Jouppien	<b>Date of teaching and learning activity:</b> 16 May 2023
<b>Course or programme:</b> 2-year course in business management and IT	<b>Duration of the learning activity/lesson plan:</b> 90 minutes lesson
<b>Module name:</b> team work	<b>Level of course:</b> 2 <sup>nd</sup> year, age 17-20
<b>Topic:</b> How does a team work	What are positive or negative aspects of team work and how do teams secure a good work progress
<b>The teaching aims of session:</b> Students should see what makes a team working successfully and how they can encounter threats	Students identify positive as well as negative aspects of team work and categorise them, find ways of solving threats that might appear with the negative aspects and ways of hindering negative aspects to diminish the success of the team work
<b>Expected learning outcomes for students:</b> - list of positive/negative aspects of team work - measurements how to manage negative aspects so that they are not endangering the team work - finding ways to motivate team members to cooperate successfully  Describe how <b>Team work</b> can be used to enhance collaborative learning	Students see that there are positive as well as negative aspects, but they should develop a positive attitude towards negative aspects and not seeing them as threats but as challenges  Finding solutions by negotiating different approaches how to deal with negative aspects shows students that cooperation can enlarge the pool of ideas and the ways how to meet possible threats for the success of a group work
<b>Background of students:</b> many years of team work at different schools	Students are used to working in teams in the lessons; they have met different problems and are able to identify and assess them, find solutions and put them into practice
<b>Students' prior knowledge:</b> they have worked in teams and met many problems to be solved	As the students had to work in different forms of teams during several years at school, they have gained experience in solving upcoming problems

<p><b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b></p>	<p>Working in mixed teams enables students to identify different problems for team work, so there are no special requirements for putting students into these groups; different approaches are welcome</p>
<p><b>Resources &amp; materials:</b> work sheet, Internet research, own experience</p>	<p>A structured work sheet helps them to identify positive as well as negative aspects of team work, assess them and find solutions how to deal with the negative aspects by searching the Internet or recalling own experience</p>
<p><b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b></p>	<p>Students learned to discuss and evaluate aspects of team work, categorise them and enlarge their own repertoire of techniques to meet the problems</p>
<p><b>(if applicable) summative assessment at the end of module to be graded</b></p>	<p>Students learned that negative aspects do not hinder them from participating in team work but to see them as challenges</p>

## Iceland

<b>Teacher's name:</b> Ásdís Thordardóttir Sigrún Eiríksdóttir	<b>Date of teaching and learning activity:</b> January 3rd 2022
<b>Course or programme:</b> Social science	<b>Duration of the learning activity/lesson plan:</b> 80 minutes
<b>Module name:</b> Multiculturalism	<b>Level of course:</b> 1st level
<b>Topic:</b>	Activation, participation of empowerment and minority groups
<b>The teaching aims of session:</b>  To understand ....	Notes  In a pluralistic society diversity is an everyday experience. In order to prevent the danger of intolerance and disunity it is important to reduce ignorance and discrimination. Gives students an opportunity to see the strength in multicultural society, how they can strengthen social competence and democratic values. Trust, teamwork and understanding are crucial factors in every good social structure on a micro or macro level. The growth of leading companies and societies rests on how they invest in the human capital, their most valuable assets  Students will have the opportunity to develop or contribute solutions for their school society. Integrate and empowering all students
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	Notes Development of competence and skills Problem solving ability Critical thinking Practical brainstorming
<b>Background of students:</b>	First year secondary school students

<p><b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b></p>	<p>Students are divided into 5 groups of 4 and each student is assigned a number from 1- 4.</p> <p>Students have to find 5 things or ideas that could improve the school culture to make it more open minded and tolerant towards different cultural groups. Students record their ideas on a padlet</p> <p>When the assignment is finished students are divided again in their groups (by numbers) and each group discusses one item on the list.</p> <p>When the students have finished their task they are divided again according to their number and each group receives a topic to cover.</p> <p>The students in the groups have to find three realistic methods to make their goal achievable.</p> <p>The groups present their results to each other.</p>
<p><b>Resources &amp; materials:</b></p>	<p><a href="https://www.jobberman.com/discover/tolerance-culture-workplace">https://www.jobberman.com/discover/tolerance-culture-workplace</a></p> <p><a href="https://unpo.org/article/21238">https://unpo.org/article/21238</a></p> <p><a href="https://www.cost.eu/what-do-we-know-about-the-integration-and-inclusion-of-ethnic-and-migrant-minorities/">https://www.cost.eu/what-do-we-know-about-the-integration-and-inclusion-of-ethnic-and-migrant-minorities/</a></p> <p><a href="https://www.betterup.com/blog/human-capital-examples">https://www.betterup.com/blog/human-capital-examples</a></p> <p><a href="https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/">https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/</a></p>
<p><b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b></p>	<p>Performing the task</p> <p>Communication and presentation skills</p> <p>Team working skills</p>

## Spain

<b>Teacher's name</b> Joel Iglesias Martín	<b>Date of teaching and learning activity:</b> 2022 November
<b>Course or programme:</b> Industrial Chemistry	<b>Duration of the learning activity/lesson plan:</b> 2 weeks – 4 sessions (8h)
<b>Module name:</b> Control and Regulation of Chemical Processes Basic Operations in Industrial Chemistry	<b>Level of course:</b> 1st level of Industrial Chemistry (advanced vocational training)
<b>Topic:</b>	<b>Teamwork:</b> Elaboration of a Standard Operation Procedure (SOP) for the use of laboratory equipment (sieve shaker, muffle, fume hood, etc.).
<b>The teaching aims of session:</b> To understand....	How to create teams according to their strengths and weaknesses. <ul style="list-style-type: none"><li>- How to write a SOP.</li><li>- How to work in teams and organize the different tasks.</li><li>- How to use laboratory equipment.</li><li>- How to present results to an audience.</li></ul>
<b>Expected learning outcomes for students:</b>	<ul style="list-style-type: none"><li>- Development of abilities, skills and competences.</li><li>- Cooperative literature searching: use of operators, keywords and specific search engines to complete a shared document with all the relevant information.</li><li>- Decision-making: SOP format, contents</li></ul>

	<p>and task distribution. Negotiation and mediation.</p> <ul style="list-style-type: none"> <li>- Interpretation of technical data sheets.</li> <li>- Writing skills: drafting, use of specific vocabulary and format. Peer-review of procedures amongst groups.</li> </ul>
<b>Background of students:</b>	<p>Students of 1st level of Industrial Chemistry have very different backgrounds, being some of them young students who have just finished bachillerato (A-levels) while other students have already studied one or two years of technical or scientific degrees at university. There's also a minority group of students who have finished other vocational training studies like Chemical Laboratory Analysis and Quality Assessment (advanced vocational training) or Chemical Laboratory Operations (medium vocational training).</p>
<b>Students' prior knowledge:</b>	<p>All students have some knowledge about chemistry and maths, even though some of them haven't studied chemistry since they finished high school. They also have some basic ICT skills (word processors, spreadsheets and presentation, makers).</p>
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	<p>Students will work in cooperative groups of 4-5 people, and teams will be formed on the basis of a dynamic that highlights their strengths and weaknesses in group work. To do this, a talent target will be designed in which each student will score themselves (from 1 to 5) in relation to their skills: writing, conflict management, commitment, ICT skills, time management, communication skills... Students will be encouraged to choose those colleagues who "are strong in their weaknesses" in order to get balanced</p>

	<p>groups.</p> <p>They will have to establish tasks and objectives, assigning them to the members of the group and arranging the timing, so each group will be able to work at their own pace.</p>
<b>Resources &amp; materials :</b>	Talent target. Technical Data Sheets of laboratory equipment. SOP examples and templates. Computer with internet connection (shared folders and documents).
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<p>The students products are: talent target (individual), team identity –logo and motto– (group), SOP (group), oral presentation (group), work diary (group).</p> <p>The teacher will guide students through literature search and SOP writing. At the end of the project, monitoring aspects are:</p> <ol style="list-style-type: none"> <li>1. Teamwork ability: cooperation, environment and goal achievements.</li> <li>2. Written SOP: use of specific vocabulary, writing skills, template, contents.</li> <li>3. Oral presentation: vocabulary, creativity, communication skills, reasoning.</li> <li>4. Task organization and performing.</li> </ol>
<b>(if applicable) summative assessment at the end of module to be graded</b>	

**Romania**

**LICEUL TEHNOLOGIC JOANNES KAJONI  
CATEDRA DE LIMBA ENGLEZĂ  
PROFESOR : DARVAS GYÖNGYI**

## **LESSON PLAN**

29.05.222

### ***DESCRIPTION OF THE CLASS:***

- CLASS: XCDE
- NUMBER OF CLASSES PER WEEK: 1h
- NUMBER OF STUDENTS:16
- TIMING: 50 MINUTES
- LEVEL OF ENGLISH: L.2

Textbook used: Soars, Liz and John: *New Headway English Course*, Elementary, English Course, Oxford University Press, 2000

### **THREE MUSICAL CITIES**

#### **OBJECTIVES**

1. to introduce students to read together and to understand a text together in their groups
2. to enable students to look up new words and to explain them to their colleagues
3. to enable students to answer some questions together
4. to enable students to cooperate

#### ***ACTIVITY 1 LISTENING AND SPEAKING***

<b>OBJECTIVE:</b> to generate some interest in the topic of dance and cities and to provide some motivation to read the texts
<b>CLASS ORGANISATION:</b> pair work
<b>ESTIMATED TIME:</b> 5 minutes
<b>MATERIALS:</b> CD,
<b>DESCRIPTION OF THE ACTIVITY:</b> The teacher invites students to listen to three types of Latin dance music and to connect the three cities with their music

### ***ACTIVITY 2: READING AND GROUP WORK***

<b>OBJECTIVE:</b> to enable students to read and interpret an unknown text, to solve several tasks connected with the text
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME:</b> 20- minutes
<b>MATERIALS:</b> books
<b>DESCRIPTION OF THE ACTIVITY</b> Students will work in four groups , each group will have four members. Each group is asked to read a text about a famous city (Buenos Aires, Havana, Seville and Liverpool) and to do three task: <ol style="list-style-type: none"><li>1. to underline and write out the unknown words from the texts, to use their dictionaries and look them up</li><li>2. to label, to find their cities from those 12 sentences, each city has three sentences</li><li>3. to answer eight questions about their city, and to write the answers in their notebooks</li></ol>

### ***ACTIVITY 3 SPEAKING AND GROUP WORK***

<b>OBJECTIVE:</b> To check their work, students will be able to use dictionaries, to cooperate when answering questions,
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME-</b> 10 minutes
<b>MATERIALS:</b> worksheet,
<b>DESCRIPTION OF THE ACTIVITY :</b> each representative of a group comes out to the blackboard and writes the new words on the board with explanations. Then teacher will check the twelve sentences about the cities together with the class

### ***ACTIVITY4: SPEAKING AND GROUP WORK***

<b>OBJECTIVE:</b> to enable students to speak about what they have just read, to be able to compare, to contrast
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME:</b> 15 minutes
<b>MATERIAL:</b> books
<b>DESCRIPTION OF THE ACTIVITY:</b> students are regrouped that each new group has a member representing the four texts. We will have new groups who will speak about their cities using their notes from exercise 4.

***HOMEWORK:*** write a paragraph about one of the cities that you liked.

## Italy

### LESSON PLAN: WOMEN AND BUSINESS

#### Description

- ▶ Topic: Women and Business
- ▶ School subjects: Citizenship, Business English Micro-language (ESP); Business Economics
- ▶ Target group: 5th year of Upper Secondary School - AFM course (Administration, Finance and Marketing) – 18/19-year-old students (B1+/B2 level of CEFR)
- ▶ Setting - Material: classroom, IWB, textbook, handouts, PC, digital platform.

#### Purpose

- ▶ This Lesson Plan aims to make the students aware that a crucial element to improve entrepreneurship is to adopt inclusive attitudes, as well to overcome gender discrimination in business professional environment. Not all women in the world have equal opportunities as men at work, but they may meet some obstacles in recruitment, employment, access to opportunities, payment or career advancement.
- ▶ The Lesson Plan introduces Goal 5 (Gender Equality) of UN Sustainable Development Goals and makes an overview of the past activism for women's rights, to examine the current situation of women in the business and the existing socio-cultural barriers to their professional growth, concluding with the analysis of successful businesswomen's careers.
- ▶ This topic could also be a stimulus to the students' multidisciplinary work for the Final Exam.

#### Competences

European Key Competences for lifelong learning involved (EU Recommendation of 2018)

- ▶ Multilingual competence
- ▶ Digital competence
- ▶ Personal, social and learning to learn competence ▶ Citizenship competence
- ▶ Entrepreneurship

## Competences

Specific competences:

- ▶ to improve knowledge and use of business English vocabulary ▶ to select information
- ▶ to express one's own point of view
- ▶ to develop analytical thinking
- ▶ to develop critical thinking
- ▶ to know how to use the concepts of: gender gap, gender pay gap, glass ceiling, mansplain talk, etc.
- ▶ to take advantage of business managers' advice
- ▶ to be aware of past and current situation on gender equality ▶ to do a sustainable business to improve established goals ▶ to make web quests for specific purposes
- ▶ to find interdisciplinary links

Values transmitted

- ▶ Social aspects of Sustainable Development
- ▶ Goal 5: Gender equality
- ▶ to reflect upon social issues
- ▶ to overcome prejudices, discrimination and socio-cultural barriers ▶ to adopt inclusive attitudes as benefits for the business ▶ woman's emancipation/independence/mobility ▶ the importance of professional career/growth for a woman ▶ the importance of changes in one's own mindset ▶ citizenship values
- ▶ entrepreneurial attitude
- ▶ education as a means to progress in life and in business

Methods and techniques

Method:

- ▶ ESA (Engage, Study, Activate)

Techniques:

- ▶ reading comprehension
- ▶ structured multiple exercises
- ▶ guided debate
- ▶ group work.

### Structure of the Lesson Plan

3h lesson + 1h assessment

- ▶ Warm Up: guided discussion + spidergram (15 min)
- ▶ 1st activity: video watching and comments, reading comprehension, speaking (45 min)
- ▶ 2nd activity: board map, guided debate, reading comprehension (2h) ▶ Follow Up: homework – Web Quest and Ppt presentation ▶ Evaluation: Ppt presentation (1h)

### Warm up

Warm up (15 min): guided discussion + spidergram

- ▶ The teacher revises the already studied UN Sustainable Development Goals and focuses on Goal n.5: Gender equality by drawing a board spidergram.
- ▶ With the help of some concept questions he/she tries to elicit a definition of what gender equality is and issues related to it, such as inequalities, discrimination, unequal treatments, unequal justice based on gender identity, in many countries of the world.

### **1st step**

1st step (45 min) video watching and comments, reading comprehension, speaking/debate

- ▶ Professional Women in the past - “Fight for women’s right“: the teacher (T) introduces the figure of Emmeline Pankhurst and her Suffragette movement by means of catchy short videos and previously prepared handouts.
- ▶ After that, the students (SS) read from their textbook an overview on Virginia Woolf’s life, which is focused on the business she set up, the publishing house Hogarth press, and her feminist activism. The T outlines her essay A room of one’s own, where the writer promoted women’s economic and mental independence from men, as well as an androgynous mind to

approach life; the SS are asked to do related exercises (fill the gap, reorder the sentences, answer the questions...).

► The focus of the reading comprehension is to reflect and debate upon women's independence and confidence in their chance of playing decision-making roles.

### **2nd step (part 1)...**

2nd step (2h) board-map, guided debate, reading comprehension

► Professional women today - The T talks about the current situation of women in the business in developed countries, where it is possible to find more women in decision-making working positions than in the past; despite this many obstacles still exist, so the T writes a board map where he/she defines the concepts of glass ceiling, mansplain talk, gender pay gap as debated issues related to women in the business.

► The T focuses on the concepts of maternity leave, working mothers and women employment in the business, by showing on the IWB, a short video, webpage headlines, quotations and articles about Elisabetta Franchi's interview during a meeting on women and work

<https://www.youtube.com/watch?v=oNGqAQfPwpY> . E. Franchi is an Italian businesswoman, founder of her own fashion brand and exporter of the Made in Italy all over the world. She has recently been at the centre of a great controversy in Italy, after having declared that she prefers hiring women over 40 because they have already had children and guarantee their work 24/7. After the media debate, she affirmed to have been misunderstood and instrumentalised.

► The T starts a guided debate where the SS are asked to discuss the topic, analysing elements in favour of and against the topic, saying if they agree or disagree and giving their opinion, trying to use the vocabulary of the concepts previously defined on the board.

### **...2nd step (part 2)**

► Then the SS are asked to do the reading comprehension "Millennial influencers – The new start of digital marketing", from an article of The Guardian, which is a text about Chiara Ferragni and other influencers, a new generation of entrepreneurs who uses the digital technology to set up a business; they make profits from the collaboration with well-known

brands or even the promotion of their own brands of clothes, shoes or make up, by sharing digital contents with the huge number of followers they have on social networks.

► After a scanning of the text the SS make a skimming, to complete the related exercises, in order to test their comprehension and fix the language.

### **Follow up**

Follow up/homework: Web Quest + class report/presentation

► The T divides the class in six groups and assign a web quest to each of them: the SS must search for famous and talented business women who have reached leaderships positions in different sectors thanks to their enterprising spirit. Each group has a sector assigned (Education, Industry and manufacturing, Politics, Finance, IT Information Technology, STEM disciplines).

► The groups can take inspiration from The world's 100 most powerful women list in Forbes webpage <https://www.forbes.com/power-women/list/#tab:overall> . SS must write a profile with key points for each businesswoman, where they analyse their current position, careers and obstacles to success.

► The product will be a PowerPoint presentation to be uploaded in the class digital platform and to be discussed in class.

### **Evaluation**

Evaluation (1h) : class report/presentation

► Evaluation will be formative and summative and it will consider students' writing and speaking skills for their class reports and class discussion; it will also take into account students' ability of problem detecting and critical thinking in the situations analysed.

## Entrepreneurial and social competences

### Hungary

<b>Teacher's name:</b> Tímea Huriné Verdes	<b>Date of teaching and learning activity:</b> 2023. October
<b>Course or programme:</b> Economics	<b>Duration of the learning activity/lesson plan:</b> 1 lesson per week in an academic year (extracurricular lesson)
<b>Module name:</b> Student company	<b>Level of course:</b> 9-12. grades
<b>Topic:</b>	Creating a business based on a common idea that can be operated on a realistic basis
<b>The teaching aims of session:</b>  To understand ....	<ul style="list-style-type: none"> <li>- Getting to know entrepreneurship through joint work develops the students' entrepreneurial competence</li> <li>- to show the opportunities that are offered like knowledge, creativity, innovation and risk-taking, as well as making and implementing plans for one's goals</li> <li>- to develop the following skills and abilities such as planning, organization, management, leadership, sharing of tasks, analysis, communication, good judgment, evaluation of experiences, risk assessment and acceptance, working individually and in a team, and ethical behaviour.</li> <li>-</li> </ul>
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	<ul style="list-style-type: none"> <li>- Business plan</li> <li>- Marketing strategy</li> <li>- Own website</li> <li>- Social media platforms (Facebook, Instagram, Twitter)</li> <li>- Presentations, Fairs and competitions</li> </ul>
<b>Background of students:</b>	<ul style="list-style-type: none"> <li>- Economics studies</li> </ul>

<b>Students' prior knowledge:</b>	<ul style="list-style-type: none"> <li>- Some knowledge from different subjects: Economics, ICT, Foreign language,</li> <li>- Good communication and presentation technics</li> </ul>
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	<p>Students work in mixed groups (5-10 people) on one of the following topics: Company foundation and operation</p>
<b>Resources &amp; materials:</b>	<p>Internet sources, videos, films</p> <ul style="list-style-type: none"> <li>- JA Hungary- mentors</li> </ul>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<p>Monitoring aspects at the end of the project:</p> <ol style="list-style-type: none"> <li>1. Professionalism, professional knowledge</li> <li>2. Use of professional language</li> <li>3. Ingenuity, creativity</li> <li>4. Performing tasks independently</li> <li>5. Basic communication and presentation skills</li> <li>6. Communication</li> <li>7. Reasoning</li> </ol>
<b>(if applicable) summative assessment at the end of module to be graded</b>	<p>External evaluation at competitions (professional jury)</p>

## Iceland

<b>Teacher's name:</b> Kristen M. Swenson	<b>Date of teaching and learning activity:</b> 5th May 2023
<b>Course or programme:</b> English	<b>Duration of the learning activity/lesson plan:</b> 2 hours
<b>Module name:</b> Entrepreneurial and social competences	<b>Level of course:</b> B2/C1 CEFR (Common European framework of Reference)
<b>Topic:</b> Post-Modernism: entrepreneurship and its effects on society, literature and art	Post-Modernism: entrepreneurship and its effects on society, art and literature
<b>The teaching aims of session:</b>	<ul style="list-style-type: none"><li>• That students explore and define what it means to be an “entrepreneur” and can use the necessary vocabulary to do so</li><li>• That students make connections as to how entrepreneurs have impacted society and therefore, art and literature</li><li>• That students connect what they have learned about Post-Modernism to entrepreneurship and social change</li><li>• That students identify a Post-Modernist author, or artist, who showed and utilized entrepreneurial characteristics and traits</li><li>• That students learn how entrepreneurs within the art world have changed and impacted society as a whole</li></ul>
<b>Expected learning outcomes for students:</b>	Students should be able to connect entrepreneurial skills with artist(s) within the Post-Modernist period. They should be able to identify the characteristics of entrepreneurship and give real examples of these characteristics in the artist of their choice. Students should be able to utilize target vocabulary a presentation of an author (or artist). Students should be more aware of the importance of entrepreneurship, both within a literary context and a broader societal context.
<b>Background of students:</b>	Students are of a diverse background, but all have achieved at least a B2 level English competency (CEFR).

<b>Students' prior knowledge:</b>	These are all Upper-secondary students. Some have had 12 years of English courses, but others have progressed more quickly through the competency levels.
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	<ul style="list-style-type: none"> <li>• Encourage and point out the importance of different perspectives.</li> <li>• Present clear objectives within a wide framework to allow for diverse outcomes.</li> <li>• Encourage creativity and originality in final presentations. Point out that students can present their artists in various ways.</li> </ul>
<b>Resources &amp; materials:</b>	<p><a href="https://www.masterclass.com/articles/postmodern-literature-guide">https://www.masterclass.com/articles/postmodern-literature-guide</a></p> <p><a href="https://www.oecd.org/cfe/smes/ministerial/documents/2018-SME-Ministerial-Conference-Parallel-Session-5.pdf">https://www.oecd.org/cfe/smes/ministerial/documents/2018-SME-Ministerial-Conference-Parallel-Session-5.pdf</a></p>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<p>Student presentations should include:</p> <ul style="list-style-type: none"> <li>• The use the target language and appropriate vocabulary</li> <li>• An understanding of the key features of entrepreneurship</li> <li>• Examples of the possible connections between entrepreneurship and societal change, for instance within the context of Post-Modernism</li> </ul>
<b>(if applicable) summative assessment at the end of module to be graded</b>	

## Germany

<b>Teacher's name:</b> Ruth Wehner	<b>Date of teaching and learning activity:</b> 03.03.2023
<b>Course or programme:</b> Secondary High School with a focus on economy	<b>Duration of the learning activity/lesson plan:</b> 2 lessons
<b>Module name:</b> Applications	<b>Level of course:</b> 11 <sup>th</sup> grade
<b>Topic:</b> Social competences	Social skills and competences in your CV
<b>The teaching aims of session:</b>  To understand ...	<ul style="list-style-type: none"><li>• the most common social skills and competences and why they are important</li><li>• to identify which of them are of value for an application (e.g.: communication, teamwork, leadership, conflict resolution, empathy, adaptability)</li><li>• to employ the knowledge to their individual personality</li></ul>
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	<ul style="list-style-type: none"><li>• understanding of what social skills and competences are</li><li>• why they are important for job applications</li><li>• their individual weak and strong social skills</li><li>• individual ready-to-hand in CV</li></ul>
<b>Background of students:</b>	<ul style="list-style-type: none"><li>• knowledge from general education</li><li>• knowledge from German lessons</li></ul>
<b>Students' prior knowledge:</b>	<ul style="list-style-type: none"><li>• having dealt with applications in general:<ul style="list-style-type: none"><li>– reading and understanding a job offer</li><li>– reading and working with an application</li><li>– having prepared their CV as homework</li></ul></li></ul>

<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	<ul style="list-style-type: none"> <li>the members for groupwork are preset by the teacher (= heterogenous groups)</li> </ul>
<b>Resources &amp; materials:</b>	<ul style="list-style-type: none"> <li><a href="https://www.indeed.com/career-advice/resumes-cover-letters/resume-core-competencies#:~:text=Include%20skills%20you're%20proficient,demonstrate%20your%20diverse%20skill%20set.">https://www.indeed.com/career-advice/resumes-cover-letters/resume-core-competencies#:~:text=Include%20skills%20you're%20proficient,demonstrate%20your%20diverse%20skill%20set.</a></li> <li><a href="https://www.indeed.com/career-advice/career-development/social-skills">https://www.indeed.com/career-advice/career-development/social-skills</a></li> <li><a href="https://www.easyresume.io/career-advice/top-interpersonal-skills">https://www.easyresume.io/career-advice/top-interpersonal-skills</a></li> <li><a href="https://www.cvplaza.com/cv-skills/cv-skills-profile/">https://www.cvplaza.com/cv-skills/cv-skills-profile/</a></li> <li>See attached list of soft skills</li> </ul>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<ul style="list-style-type: none"> <li>The students feel more comfortable to define their individual social skills and competences</li> </ul>
<b>(if applicable) summative assessment at the end of module to be graded</b>	

## Soft Skills:

### 1. Communication

Effective communication is one of the most important soft skills. Able communicators can adjust their tone and style according to their audience, comprehend and act efficiently on instructions, and explain complex issues to co-workers and clients alike.

A key but often forgotten communication skill is listening. Active listening is a valuable soft skill to develop.

It involves considering what may be communicated to you before you listen, giving the speaker your full attention without interruption, understanding what you have been told, choosing the key relevant points and reflecting on that information.

Whether you are [dealing with a customer complaint](#) or working with your colleagues, good listening skills will help you learn and respond correctly to the circumstance you have been presented with.

Equally as important are your verbal communication and non-verbal communication skills.

Verbal social skills are key to fostering relationships that are collaborative, respectful, and ultimately, productive. This also applies to your [written communication skills](#).

Much business communication is now played out by email, so it is important to have good [email etiquette](#) and give instructions clearly and concisely.

## 2. Responsibility

Responsibility is a seldom talked about but highly valued soft skill. Colleagues who fail to take responsibility for their work will be less productive and accordingly less successful overall.

To demonstrate a high level of responsibility, make sure you master these skills:

- [Trustworthiness](#)
- Discipline
- Motivation
- Conscientiousness
- Accountability
- Resilience
- Adaptability

Taking responsibility means taking ownership of not only your goals but the wider company goals. This will mean taking the initiative to make improvements, accepting responsibility for any failures and genuinely caring about working your way to success.

## 3. Teamwork

Good [teamwork skills](#) involve a combination of other soft skills.

Working in a team towards a common goal requires the intuition and [interpersonal acumen](#) to know when to be a leader and when to be a listener.

Good team players are perceptive, as well as receptive to the needs and responsibilities of others. Their people skills are highly developed.

## 4. Problem-Solving

[Problem-solving](#) does not just require analytical, creative and critical skills, but a particular mindset; those who can approach a problem with a cool and level head will often reach a solution more efficiently than those who cannot.

This is a soft skill which often relies on strong [teamwork](#).

Problems need not always be solved alone. The ability to know who can help you reach a solution, and how they can do it, can be of great advantage.

## 5. Ability to Work Under Pressure

Many jobs come with demanding deadlines and high stakes. Hiring managers prize candidates who show a decisive attitude, an unfaltering ability to think clearly, and a capacity to compartmentalize and set stress aside.

The [ability to work under pressure](#) requires:

Adaptability

- Emotional self-control
- Self awareness

## 6. Dependability

A dependable employee can be relied on to do their best, to do what they say they will do and to be consistent in their behaviour.

Employers value dependable employees because they do not require ongoing supervision, and their behaviour, therefore their productivity, is generally predictable.

Dependability, as a soft skill, is as highly valued in a team position as in a leadership role.

### List of business and management skills

Skill or competency	Description
<b>Communication</b>	The ability to communicate effectively with clients, colleagues and external stakeholders.
<b>Leadership</b>	Having a long-term vision and leading a team of other professionals.
<b>Teamwork</b>	Working effectively within a team to accomplish key objectives.
<b>Delegating</b>	The ability to appropriately delegate or assign work and tasks to others.
<b>Management</b>	Managing other people according to the key principles of leadership and management.
<b>Supervising</b>	Supervising junior staff members.

<b>Customer service</b>	Providing outstanding customer service at all times and to all customers, including dealing with customer queries and complaints.
<b>Organisational skills</b>	Managing workload, meeting deadlines and being organised at all times.
<b>Professionalism</b>	Dealing with others in a courteous and professional manner.
<b>Diplomacy</b>	Using appropriate techniques to move others to action or to gain agreements.

## Spain

<b>Teacher's name:</b> Ana Belén Déniz Ruiz	<b>Date of teaching and learning activity:</b> 2022. December
<b>Course or programme:</b> Vocational studies of Lab Analysis and Quality Control	<b>Duration of the learning activity/lesson plan:</b> 15 lessons
<b>Module name:</b> Professional English	<b>Level of course:</b> 2nd
<b>Topic:</b>	Good practices in job search
<b>The teaching aims of session:</b>  To understand ...	<ul style="list-style-type: none"> <li>- To shape students 'attitudes towards job searching in this professional field</li> <li>- Provide students with tools to make easier for them to look for a job in this sector and to successfully face a job interview</li> <li>- Develop empathy and sociability</li> </ul>
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	Developing of competences and skills Reading and writing skills Learning how to face a job interview Computer Basics: Microsoft Office Programs Surfing on the net (with computer, laptop and/or smart phone) to search information about this professional field (Chemical Industry and Labs); apps to edit videos Ability to cooperate, fair division of labor State their own opinion being respectful with others Products: Job offer advert, motivation letter, curriculum vitae Video to show all the process from the different points of view (companies and candidates) Specific vocabulary in English

<b>Background of students:</b>	First year of vocational studies in Industrial Chemistry / Chemistry and material test Labs
<b>Students' prior knowledge:</b>	Knowledge from other subjects of the vocational studies and secondary school
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	<p>Students work in mixed groups (3-4 people) developing:</p> <p>Job advert, motivation letter, CV</p> <p>Questions of a job interview</p> <p>How to answer questions in a job interview, in a professional phone conversation</p> <p>Discuss and decide about the most suitable candidate</p> <p>Shooting and editing a video to show the process</p>
<b>Resources &amp; materials:</b>	<p><a href="https://eu-agencies.net/">https://eu-agencies.net/</a></p> <p><a href="https://jobs.chemistryworld.com/jobs/chemistry/europe/">https://jobs.chemistryworld.com/jobs/chemistry/europe/</a></p> <p><a href="https://www.youtube.com/watch?v=1mHjMNZZvFo">https://www.youtube.com/watch?v=1mHjMNZZvFo</a></p>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<p>Monitoring aspects at the end of the project:</p> <ol style="list-style-type: none"> <li>1. Professionalism, professional knowledge</li> <li>2. Use of professional and suitable language and vocabulary</li> <li>3. Good pronunciation</li> <li>4. Good communication skills: reasoned answers, well formulated questions, correct wording...</li> </ol>

**Romania**

**LICEUL TEHNOLOGIC JOANNES KAJONI  
CATEDRA DE LIMBA ENGLEZĂ  
PROFESOR: DARVAS GYÖNGYI**

29.05.2022

## **LESSON PLAN**

### ***DESCRIPTION OF THE CLASS:***

- CLASS: X.D.
- NUMBER OF CLASSES PER WEEK: 4h
- NUMBER OF STUDENTS: 22
- TIMING: 50 MINUTES
- LEVEL OF ENGLISH: L.1
- COURSEBOOK: Tim Falla, Paul.A Davies., *Solutions*, Upper- Intermediate Student's Book, 2<sup>nd</sup> Edition, Oxford University Press, 2012

### **OBJECTIVES**

1. to enable students to talk about personality traits
2. to enable students to use vocabulary related to physical appearance and inner characteristics
3. to enable students to write description of a person
4. to enable students to work in groups, to make presentations
5. to enable students to evaluate their colleagues' works
6. to enable students to talk about their feelings, attitude when writing

### ***ACTIVITY 1: WARM UP***

<b>OBJECTIVE:</b> to create the atmosphere, to introduce the topic of personality traits
<b>CLASS ORGANISATION:</b> frontal activity
<b>ESTIMATED TIME:</b> 10 minutes
<b>MATERIALS:</b> books
<b>DESCRIPTION OF THE ACTIVITY:</b> The teacher asks students to revise together some vocabulary related to describing people. Teacher brainstorms some adjectives related to physical appearance, clothing, hair style; -adjectives related to inner qualities: ambitious, argumentative, assertive, considerate, calm, conventional, unconventional, creative, dedicated, eccentric, immature, organized, outgoing, responsible, selfish, sensible, stubborn, active, adventurous, amiable, grumpy, rational, patronizing, vain, witty, cagey, conceited, condescending, daring, energetic, friendly, humorous, intelligent, irritable, logical, loyal, relaxed, timid, unassuming, etc.

### ***ACTIVITY 2: GROUP WORK***

<b>OBJECTIVE:</b> to enable students to write a description of a person
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME:</b> 15 minutes
<b>MATERIALS:</b> sheets of paper, dictionaries, pictures
<b>DESCRIPTION OF THE ACTIVITY</b> Teacher groups students in six groups, then asks them to write 4 paragraphs about a famous person given to each group. Students can use dictionaries, they are given photos of these people to be able to describe their physical appearance. They should write an introduction of 1-2 sentences about who the person is, why he/she is famous for, then they are asked to write a paragraph about his physical appearance, one paragraph about his/her inner features using the adjectives revised together as a class. A final conclusion about the person why they admire/look up to him. The famous people are the following: Donald Trump, Adam Sandler, Thomas Hawkins, Mark Zuckerberg, Freddie Mercury, Lionel Messi.

### ***ACTIVITY 3: SPEAKING***

<b>OBJECTIVE:</b> to enable students to present the outcome of their work
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME-</b> 20 minutes
<b>MATERIALS:</b> worksheets
<b>DESCRIPTION OF THE ACTIVITY:</b> Students are asked to choose a representative to present what they have just written. We listen together as a class and after each presentation, students are asked to make comments, to add new ideas, to outline positive aspects or to make some recommendations.

### ***ACTIVITY4: SELF EVALUATION/FFEDBACK***

<b>OBJECTIVE:</b> to enable students to reflect upon their feelings, attitude towards writing, towards group work in general
<b>CLASS ORGANISATION:</b> frontal activity, individual work
<b>ESTIMATED TIME:</b> 5 minutes
<b>MATERIAL:</b> oral activity
<b>DESCRIPTION OF THE ACTIVITY:</b> students are asked to make final comments about how they have felt during group work. They will be asked about what they have found the easiest, the most difficult when working, writing.

## Italy

### Topic: Social Balance

- ▶ Subject: Business Economics
- ▶ Target group: fifth class of the address Administration, finance and marketing – students 18-19.
- ▶ Purpose: to analyse the social balance to improve entrepreneurial skills.

#### Competences

- ▶ Raise awareness of social respect issues among students ▶ Promote compliance with the code of ethics
- ▶ Ensure that the company's purpose is not only profit but also respect for the persons (employees, stakeholders, banks, ecc) it operates

#### Values transmitted

- ▶ Respect for the people
- ▶ Not to be greedy for profit
- ▶ Harmony of the expected results with the respect of the code of ethics

#### Implementation

- ▶ Preparation:

- 6 hours of lessons are required to tackle the topic.

- 3 hours of lesson with the help of documentaries and the vision of sentences that have condemned big companies to compensate for having polluted the environment in which they operated.

#### Implementation

- ▶ Description:

· A company that does not exploit its employees, who takes on the handicap, who respects the needs of workers, who does not discriminate sex or race, is a model of company that will have a positive and commendable social report, certainly good principles of solidarity and integration.

· The company mission itself is no longer based on a static vision of profit, understood as unique end of social activity, but evolving becomes an interpreter not only of economic goals but also of social .

· For the enterprise it becomes of fundamental importance to satisfy not only the short-term goals of those who contributed risk capital, but the expectations of the various interlocutors that in the company become protagonists in the foreground of every phase of social activity.

#### Post lesson activity and evaluation

▶ 1- set up a system for measuring and systematic collection, organization and communication of relevant data concerning the impact of business activities on the wellbeing of various stakeholders;

▶ 2 - evaluate the consistency between the results achieved and the objectives deriving from the mission, from values and the Code of Ethics;

▶ 3 - identify, through the open dialogue with the stakeholders, their degree of satisfaction in on the correspondence between their expectations on the one hand and the objectives and results of the business activities on the other.

▶ 4 - Social reporting is an attempt to "measure" what the reports are traditional can not bring out, that is, the "value generated by the investment", because it makes the effect that the company has produced on the main categories of stakeholders is evident.

#### Implementation

##### ▶ Description

· A socially responsible company, in short, is the one that transfers its goal from the pursuit of maximum profit to that of maximum value. It is consequent and logical therefore that company management also wishes to be accountable for how it has operated against company's mission so that there is congruence between what the company offers and what it receives in change from the social system and therefore to ensure that the choices and values adopted internally they can have the right visibility on the outside.

#### References

▶ In the social field, creating, developing and disseminating supporting information by means of documents different from the financial statements, or at least integrate it.

## Problem-solving

### Hungary

<b>Teacher's name:</b> Tímea Huriné Verdes (owner of the idea)	<b>Date of teaching and learning activity:</b> February, 2023
<b>Course or programme:</b> Economics	<b>Duration of the learning activity/lesson plan:</b> 7 lessons
<b>Module name:</b> Green economy	<b>Level of course:</b> 10. grade
<b>Topic:</b>	Green household-conscious consumption
<b>The teaching aims of session:</b>  To understand ....	<ul style="list-style-type: none"> <li>• to shape students' attitudes towards protecting our environment and our wallets, pointing out that the family is a prerequisite for sustainable development, a community that is important to prepare for future challenges.</li> <li>• By addressing the issues of greening the family budget, conscious consumption, the importance of recycling, and sustainable transportation, our goal is to introduce and deepen the spirit of sustainability in the daily lives of students.</li> <li>• to develop a form of behavior in line with one of the basic ideas of our school's mission, which aims to create and develop the principles of eco-conscious vocational training that ensures sustainability</li> </ul>
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	Development of competences and skills Basic reading skills Application of basic mathematical operations Computer Basics: Microsoft Office Programs Using the keyboard, mouse, tablet and smart phone Ability to cooperate, fair division of labour Manual skill Problem solving ability Critical thinking; Formulate your own opinion Creativity Products: Mind map, Vocabulary in English Poster: 12 points for conscious consumer Ecological footprint Wakelet collection Presentations

<b>Background of students:</b>	second year of Economics studies
<b>Students' prior knowledge:</b>	Some knowledge from Economics lesson
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	Students work in mixed groups (6-7 people) on one of the following topics: Water Solar energy Household Electricity
<b>Resources &amp; materials:</b>	Internet sources
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	Monitoring aspects at the end of the project: 1. Professionalism, professional knowledge 2. Use of professional language 3. Ingenuity, creativity 4. Performing tasks independently 5. Basic communication and presentation skills 6. Communication 7. Reasoning
<b>(if applicable) summative assessment at the end of module to be graded</b>	•

## Iceland

<b>Teacher's name:</b> Halldor Gisli Bjarnason	<b>Date of teaching and learning activity:</b> 13.03.-17.03.2023
<b>Course or programme:</b> Live skills	<b>Duration of the learning activity/lesson plan:</b> 2x60 min. 1x120 min.
<b>Module name:</b> Breaking barriers	<b>Level of course:</b> 2. Level
<b>Topic:</b>	Problem solving
<b>The teaching aims of session:</b>	<ul style="list-style-type: none"><li>-This is a Collaborative project between 15 abled students 18 years old and 10 students 18-19 years old with special needs and are in special class in the school.</li><li>-The abled students learn about special needs from special teachers in the school.</li><li>- They learn about daily activities and lessons in the special class.</li><li>-They discuss how they can bring the special needs students into meeting their school mates in after lessons and on the lunch hour, and also to include them into student parties.</li><li>-The abled students and the students with special needs meet in 120 Minute lesson and get to know each other and discuss the next steps to take.</li></ul>
<b>Expected learning outcomes for students:</b>	For the abled students to learn that students with special needs are part of the school and sometimes they need a little help to be involved in the schoolwork. For the students with special needs it is a break from isolation.

<b>Background of students:</b>	18. years old.
<b>Students' prior knowledge:</b>	Have finished one level of social science in secondary school.
<b>Resources &amp; materials:</b>	<p>Baher, Bruce et al. 2004. <i>Steps to Independence: teaching everyday skills to children with special needs</i>. Baltimore: Brooks publishing company.</p> <p>Mannix, Darlene. 2009. <i>Life Skills Activities for Secondary Students with Special Skills</i>. San Fransisco: John Wiley and Sons inc.</p> <p>Skårbrevik, Karl J. 2005. „The quality of special education for students with special needs in ordinary classes.“ <i>European Journal of Special Needs Education</i>. 20(4), 387 – 401.</p>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<ul style="list-style-type: none"> <li>-Performing the task</li> <li>-Communication</li> <li>-Problem solving skills</li> </ul>
<b>(if applicable) summative assessment at the end of module to be graded?</b>	Participation is 10 percent of the final grade.

## Germany

<b>Teacher's name:</b> Theresa Brüning	<b>Date of teaching and learning activity:</b> October / November 2022
<b>Course or programme:</b> Management assistants in wholesale and foreign trade	<b>Duration of the learning activity/lesson plan:</b> 8-10 lessons (depending on level of competency)
<b>Module name:</b> Purchasing	<b>Level of course:</b> 1st year of apprenticeship
<b>Topic:</b>	Finding a supplier for (new) goods
<b>The teaching aims of session:</b>  To understand ....	<ul style="list-style-type: none"> <li>• To understand the problem of the need of finding a new supplier for goods</li> <li>• Problem solving by using different strategies (brainstorming, mind mapping, clustering, utility analysis, ...) and sources (online and offline, inland and abroad)</li> </ul>
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	<ul style="list-style-type: none"> <li>• Calculating ideal purchasing amounts</li> <li>• Setting criteria for possible suppliers</li> <li>• Finding information about possible suppliers</li> <li>• Writing enquiries and orders</li> <li>• Specific vocabulary in English</li> <li>• Working in a team</li> <li>• Giving feedback</li> </ul>
<b>Background of students:</b>	<ul style="list-style-type: none"> <li>• Basic knowledge about purchasing (from working in companies)</li> <li>• Secondary school</li> </ul>
<b>Students' prior knowledge:</b>	<ul style="list-style-type: none"> <li>• Knowledge from other modules</li> <li>• Practical knowledge from working in the company</li> </ul>

<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	Students work in mixed groups (stronger and weaker students; can be preset by teacher)
<b>Resources &amp; materials:</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.wlw.de/de/inside-business/praxiswissen/lieferantenmanagement/die-richtige-auswahl-von-lieferanten">https://www.wlw.de/de/inside-business/praxiswissen/lieferantenmanagement/die-richtige-auswahl-von-lieferanten</a></li> <li>• <a href="https://www.yellowpages.com">https://www.yellowpages.com</a></li> <li>• <a href="https://studyflix.de/wirtschaft/nutzwertanalyse-315">https://studyflix.de/wirtschaft/nutzwertanalyse-315</a></li> <li>• Student coursebooks</li> </ul>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<ul style="list-style-type: none"> <li>• Contents/topics that need some further practice (individual assessment)</li> <li>• Social skills (empathy, teamwork)</li> <li>• Usability of different methods</li> <li>• Practical use in the company of learned methods (especially usability analysis)</li> <li>• Criticism on different methods used</li> </ul>
<b>(if applicable) summative assessment at the end of module to be graded</b>	

## Spain

<b>Teacher's name:</b> Xirahi Martínez Marrero	<b>Date of teaching and learning activity:</b> 2023. October
<b>Course or program:</b> Vocational studies of Chemistry Industry	<b>Duration of the learning activity/lesson plan:</b> 5 lessons
<b>Module name:</b> Basic Operations in Chemistry Industry	<b>Level of course:</b> 1st
<b>Topic:</b>	<b>Problem Solving</b> "Optimize the grind of coffee beans"
<b>The teaching aims of session:</b>  To understand ....	which techniques and structures can help them to face problems at their future job. - how to make research of specific and technical vocabulary like quality control legislation. - how to present the result to an audience. - how to analyze a process with the intention to optimize it.
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	Development of abilities, skills and competences need to solve problems. Cooperative literature searching: use of operators, keywords and specific search engines to complete a shared document with all the relevant information. Decision-making: contents and task distribution. Negotiation and mediation. - Interpretation of technical data sheets. - Writing skills: drafting, use of specific vocabulary and format. Peer-review of procedures amongst groups.
<b>Background of students:</b>	First year of vocational studies in Industrial Chemistry

<p><b>Students' prior knowledge:</b></p>	<p>Knowledge from other subjects of the vocational studies and secondary school.</p>
<p><b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b></p>	<p>Students work in mixed groups (3-4 people). The teacher will choose one captain for each team and every other student should write two possible weak points/abilities and two strong ones in a piece of paper. Each captain will be in charge of creating a balance team following the information of the pieces of paper.</p>
<p><b>Resources &amp; materials:</b></p>	<p>Computer with internet connection (shared folders and documents).</p>
<p><b>In class formative assessment:</b> <b>(what can be observed or quickly assessed during or at the end of the activity)</b></p>	<p>The student's products are: oral presentation and grinding proposal.</p> <p>The teacher will guide students through the literature search and the optimized grind proposal. Possible monitoring aspects are:</p> <p>Teamwork ability: cooperation, environment and goal achievements.</p> <p>Written proposal: use of specific vocabulary, writing skills, template, contents.</p> <p>Oral presentation: vocabulary, creativity, communication skills, reasoning.</p> <p style="padding-left: 40px;">- Task organization and performing.</p>

## **LESSON PLAN**

### ***DESCRIPTION OF THE CLASS:***

- CLASS: X.F.
- NUMBER OF CLASSES PER WEEK: 3h
- NUMBER OF STUDENTS: 20
- TIMING: 50 MINUTES
- LEVEL OF SKILLS: II
- COURSEBOOK: Culinary Food 2013, Type of culinary recipes 2009 - 2020, own meals photo

### **OBJECTIVES**

1. to enable students to talk about the soups in traditional culinary
2. to enable students to use profesional vocabulary related to the objects
3. to enable students to write caraceristics concepts about type of soups
4. to enable students to work in groups, to make presentations
5. to enable students to evaluate their colleagues' works
6. to enable students to talk about their favorite soup

### ***ACTIVITY 1: INTRODUCTION***

<b>OBJECTIVE:</b> to create the atmosphere, to introduce the topic of soups group
<b>CLASS ORGANISATION:</b> frontal activity
<b>ESTIMATED TIME:</b> 10 minutes
<b>MATERIALS:</b> teacher's presentation
<b>DESCRIPTION OF THE ACTIVITY:</b> The teacher asks students to revise example about localy soups, and use professional vocabulary to describing meals what they prepared a week ago at home. Each group have to choose a soup what they have to describe. Teacher brainstorms some type of meals related to raw material, preparation, serving; Adjectives related to the students qualities: argumentative, assertive, creative, organized, responsible, active, rational, witty, conceited, humorous, intelligent, logical, relaxed, timid, knowledgeable, imaginative, original.

### ***ACTIVITY 2: IDEA CHANGES***

<b>OBJECTIVE:</b> to enable students to write argumentative text with specific concepts
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME:</b> 15 minutes
<b>MATERIALS:</b> sheets of paper, traditional recipe book
<b>DESCRIPTION OF THE ACTIVITY</b> Teacher groups students in five groups, then asks them to write an argumentative text about a favorite soup given to each group. Students can use recipes book. They should write an introduction of 1-2 sentences about the most important raw materials, why and what period is famous, then they are asked to write a paragraph about the soup preparation, one paragraph about the serving methods. A final conclusion about the recreation possibilities with new materials, preparation and serving methods. The famous local soups are: chicken soup, potato cream soup, potato soup with tarragon, bean soup with smoked knuckles, ragout soup, goulash soup, and specifies sour soups with different soup topping, like mixed vegetables, salad, meatball, tripe, fish, etc most of them is going to remain from the Romanian gastronomy.

### ***ACTIVITY 3: PRESENTATION***

<b>OBJECTIVE:</b> to enable students to present the outcome of their work
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME-</b> 20 minutes
<b>MATERIALS:</b> worksheets
<b>DESCRIPTION OF THE ACTIVITY:</b> Students are asked to choose a representative to present what they have just written. We listen together as a class and after each presentation, students are asked to make comments, to add new ideas, to outline positive aspects or to make some recommendations.

### ***ACTIVITY 4: FFEDBACK***

<b>OBJECTIVE:</b> to enable students to reflect upon their feelings, attitude towards writing, towards group work in general
<b>CLASS ORGANISATION:</b> frontal activity, individual work
<b>ESTIMATED TIME:</b> 5 minutes
<b>MATERIAL:</b> smart activity
<b>DESCRIPTION OF THE ACTIVITY:</b> Each group have to choose 10 concepts of the text and create a Word Art logo about their favorite soup. students are asked to make final comments about how they have felt during group work. They will be asked about what they have found the easiest, the most difficult when working, writing.

*Example: sheets of paper, type of soup what prepared*

## The role of management and reduction of the risk

### Hungary

<b>Teacher's name:</b> Tímea Huriné Verdes (owner of the idea)	<b>Date of teaching and learning activity:</b> 2023. May
<b>Course or programme:</b> Economics	<b>Duration of the learning activity/lesson plan:</b> 8-10 lessons
<b>Module name:</b> Green economy	<b>Level of course:</b> 9-11. grades
<b>Topic:</b> recycling	The task: build up a company which makes only recycled products
<b>The teaching aims of session:</b>  To understand ....	<ul style="list-style-type: none"> <li>• to shape students' attitudes towards risk-taking in a company</li> <li>• to know how to build up a company</li> <li>• risk from the beginning till the operation of a company</li> </ul>
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	<ul style="list-style-type: none"> <li>• a virtual business</li> <li>• business plan</li> <li>• presentation</li> <li>• presentation of products</li> </ul>
<b>Background of students:</b>	<ul style="list-style-type: none"> <li>• Economics studies</li> </ul>
<b>Students' prior knowledge:</b>	Some knowledge from different subjects: Economics, History, ICT, Foreign language, Mathematics

<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	Students work in mixed groups (6-7 people) on one of the following topics: Research group Foundation of the company Marketing and risk-taking Management and
<b>Resources &amp; materials:</b>	Internet sources, videos, films <a href="https://www.youtube.com/watch?v=40aaQZG4Z2w">https://www.youtube.com/watch?v=40aaQZG4Z2w</a> <a href="https://app.fluentize.com/lesson/adidas-upcycling-shoes">https://app.fluentize.com/lesson/adidas-upcycling-shoes</a>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	Monitoring aspects at the end of the project: 1. Professionalism, professional knowledge 2. Use of professional language 3. Ingenuity, creativity 4. Performing tasks independently 5. Basic communication and presentation skills 6. Communication 7. Reasoning
<b>(if applicable) summative assessment at the end of module to be graded</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Germany

<b>Teacher's name:</b> Holger Jouppien	<b>Date of teaching and learning activity:</b> 13 February 2023
<b>Course or programme:</b> Fachoberschule (technical college)	<b>Duration of the learning activity/lesson plan:</b> 45 minutes
<b>Module name:</b> Marketing – Founding your own company	<b>Level of course:</b> year 12
<b>Topic:</b> Risk management	
<b>The teaching aims of session:</b> Making students aware of what might be a risk for start-ups	Students should think about what risks they might face when founding a company – in the beginning, but also after a certain time of running your business
<b>Expected learning outcomes for students:</b> - recognizing risks - finding ways to meet these risks - finding solutions how to solve unexpected problems  Describe how <b>Risk management</b> can be used to enhance collaborative learning	Students should discuss with each other the risks they might face and find solutions how to meet these risks, how to prepare beforehand and how to solve the problems that come up unexpectedly  Discussing the risks and finding ways how to meet them should show the students that collaborative learning can help them to find more ideas/
<b>Background of students:</b> second year of a two-year full-time course in business management	The students have learned basics in entrepreneurship, business management and financial administration
<b>Students' prior knowledge:</b> Entrepreneurial lessons in former schools 1,5 years of lessons in business management during their studies	Some of the students have experience in running a students' shop; all of them have done a practical training with a company for three days per week during year one of the course
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b> in this group there are no restrictions concerning abilities, except for language problems – working in a mixed team helps to	As the lesson is held in the English language, language barriers should not play a role; if there are problems, they can be solved by translating into students' mother languages or German, as this is the common language for lessons; differences in prior knowledge are met by forming mixed groups, so that experiences can be exchanged;

translate English into languages spoken by the students	
<b>Resources &amp; materials:</b> work sheet with a grid to fill in information; Internet research; own experience	The grid with the three rubrics 'risks, consequences, actions to take' shows the students what consequences the risks might have and how they can meet the risks
<b>In class formative assessment:</b> (what can be observed or quickly assessed during or at the end of the activity)	Students recognise that discussing problems within a group helps them to enlarge their range of ideas; researching the Internet helps them to evaluate search results and assess the risks in their impact on new businesses
<b>(if applicable) summative assessment</b> <b>at the end of module to be graded</b>	Solutions how to meet the risks show students that risks should not be a barrier in becoming an entrepreneur. They are able to recognise, evaluate and assess them, to find the right approach in solving the problems and prevent them from occurring again in the future.

## Iceland

<b>Teacher's name:</b> Ásdís Thordardóttir Sigrún Eiríksdóttir	<b>Date of teaching and learning activity:</b> 14/4-1/5 2023
<b>Course or programme:</b> Economics	<b>Duration of the learning activity/lesson plan:</b> Two weeks
<b>Module name:</b> <b>management and risk-taking</b>	<b>Level of course:</b> 3rd level (10th grade)
<b>Topic:</b> Salmon aquaculture is the fastest growing food production system in the world.	Management and risk taking in open net salmon farming.
<b>The teaching aim of session:</b>	Note Students should be prepared to examine short-term and/or long-term financial risks and/or profits in operations. Also paying attention to ethical issues, towards nature and culture. Integrate social responsibility into business operations
<b>Expected learning outcomes for students:</b>	Notes Students should develop skills to make management plans. Look at risk taking from different perspectives such as financial, ethical, environmental and political policies and decisions of social responsibility. Prepare students to develop a multifaceted view of risk management  Understanding socio-economics and environmental dynamics in management, planning and policy
<b>Background of students:</b>	Third year secondary school students
<b>Students' prior knowledge:</b>	They have taken introductory courses in management and planning.

<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	<p>First week students are divided into three groups with around 5-6 students in each group.</p> <p>Each will work following topics:</p> <ol style="list-style-type: none"> <li>1. Environmental effects and risks</li> <li>2. Financial planning and risk taking as a business in open net salmon farming in some fjord in Iceland.</li> <li>3. Social, cultural and economic effects for a small town in some far away fjord.</li> </ol> <p>Each group gives a presentation and makes a journal about the group's outputs and activity.</p> <p>Second week</p> <p>All three groups are mixed up and again put into new three groups. They all have the same topics.</p> <ol style="list-style-type: none"> <li>1. Making future policies for the area that takes into account all socio-economics and environmental dynamics, profits and danger.</li> </ol>
<b>Resources &amp; materials:</b>	<p><a href="https://study.com/academy/topic/risk-management-in-business-lesson-plans.html">https://study.com/academy/topic/risk-management-in-business-lesson-plans.html</a></p> <p><a href="https://nasf.is/en/norway/">https://nasf.is/en/norway/</a></p> <p><a href="https://www.sciencedirect.com/science/article/pii/S0964569105001158">https://www.sciencedirect.com/science/article/pii/S0964569105001158</a></p> <p><a href="https://www.livingoceans.org/initiatives/salmon-farming/issues/environmental-impacts-open-net-pen-salmon-farms-benefit-the-ocean">https://www.livingoceans.org/initiatives/salmon-farming/issues/environmental-impacts-open-net-pen-salmon-farms-benefit-the-ocean</a></p> <p><a href="https://www.sciencedirect.com/science/article/pii/S0925753597000520">https://www.sciencedirect.com/science/article/pii/S0925753597000520</a></p> <p><a href="https://link.springer.com/chapter/10.1007/978-3-030-15577-3_25">https://link.springer.com/chapter/10.1007/978-3-030-15577-3_25</a>  A Serious Game for Teaching Natural Risk Management</p> <p><a href="https://www.sciencedirect.com/science/article/pii/S0925753597000520">https://www.sciencedirect.com/science/article/pii/S0925753597000520</a></p>
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<p>Observe students' communications and their journals. Evaluate their presentations</p>
<b>(if applicable) summative assessment</b>	<p>20% of their final grade.</p>

**at the end of  
module to be  
graded**

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## Spain

<b>Teacher's name:</b> Marta Díaz Díaz	<b>Date of teaching and learning activity:</b> 26 May 2023
<b>Course or programme:</b> LOMLOE optative	<b>Duration of the learning activity/lesson plan:</b> 4 hour/4 sessions
<b>Module name: Photography</b>	<b>Level of course:</b> 1o de Bachillerato
<b>Topic:</b> "Taking care in the Laboratory of Photography"	Notes In our subject we are going to use different materials and instruments that can be dangerous for the skin, or the eyes, also the machines and technologies have to be managed with care.
<b>The teaching aims of session:</b> To understand... - the composition of the different chemicals - the risks of the materials and and how to manage them. To apply... -the prevention methods -the different resources in case of an accident	Notes This unit is going to be worked in groups of 5 people, then we will have 3 groups of 5 people. The different elements are going to be investigated by the students, trying to understand the composition and if the elements are dangerous or not only how to prevent but also how to proceed if the element touch ayes or skin. Once they have a previous knowledge they will look for the material needed to protect themselves, these resources will be bought and the students are going to design posters with information about how to protect and solve the different risks. These poster are going to me hanged in the walls of the laboratory.
<b>Expected learning outcomes for students:</b>  Describe how ----- can be used to enhance collaborative learning	Notes Teh expected learnings are: -How to manage a Laboratory -Risks of the materials managed -How to prevent and protect themselves -What to do in case of an accident

<b>Background of students:</b>	These group is formed by 15 students, we can see an heterogeneous group where we can find hard working students and then some students that are not really interested and skip a lot of classes.
<b>Students' prior knowledge:</b>	They have never used photographic material then they do not have any previous knowledge.
<b>Strategies for inclusion (mixed ability groups, students' backgrounds, special needs)</b>	There is a student that is autistic, because of that he needs a more individual teaching and is always assisted by the teacher and some classmates. He is very interested in the subject.
<b>Resources &amp; materials:</b>	We have an small room as a laboratory, one amplifier, and the chemicals to reveal photos, the high school also have gloves, plastic glasses and fire extinguishers.
<b>In class formative assessment: (what can be observed or quickly assessed during or at the end of the activity)</b>	<p>The assessment instruments will be:</p> <ul style="list-style-type: none"> <li>- A document with the previous information</li> <li>-The list of materials that we are going to need.</li> <li>-A poster</li> </ul> <p>Also we are going to make a follow-up of the every day work of each student.</p>
<b>(if applicable) summative assessment at the end of module to be graded</b>	At the end we will assess the unit giving a grade to each instrument, giving a bigger importance to the final poster.

29.04.2023

**LESSON PLAN**  
**RISK TAKING**

***DESCRIPTION OF THE CLASS:***

- CLASS: X.D.
- NUMBER OF CLASSES PER WEEK: 4h
- NUMBER OF STUDENTS: 24
- TIMING: 70 MINUTES
- LEVEL OF ENGLISH: L.1

**OBJECTIVES**

1. to enable students to make up a business plan, to create a budget and to take risks
2. to enable students to use vocabulary connected to business
3. to enable students to elaborate a plan in groups how to start a profitable business
4. to enable students to work in groups, to make presentations
5. to enable students to evaluate their colleagues' works
6. to enable students to talk about their feelings, attitude when planning a business

***ACTIVITY 1: WARM UP***

<b>OBJECTIVE:</b> to create the atmosphere, to introduce the topic risk taking
<b>CLASS ORGANISATION:</b> frontal activity
<b>ESTIMATED TIME:</b> 10 minutes
<b>MATERIALS:</b> ppt
<b>DESCRIPTION OF THE ACTIVITY:</b> The teacher explains students that they are going to work in 6 groups of 4 students each. They have to come up with business ideas of how to run a profitable company at a very famous tourist attraction, the Pre World War Romanian Hungarian Border. Two ideas are suggested: to set up a museum or kind of guesthouse, yet it needs to be profitable.

### ***ACTIVITY 2: GROUP WORK***

<b>OBJECTIVE:</b> to enable students to come up with good ideas, to create a profitable business, to take risks, to create a budget, to be able to compromise
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME:</b> 30 minutes
<b>MATERIALS:</b> internet, laptops
<b>DESCRIPTION OF THE ACTIVITY</b> Teacher explains the task, the groups are given 30 minutes to create their businesses, to ask for loan, to buy or rent the property, to build the museum or guesthouse, to decorate it, to come up with the necessary years to end up in profit, etc.

### ***ACTIVITY 3: SPEAKING***

<b>OBJECTIVE:</b> to enable students to present the outcome of their work
<b>CLASS ORGANISATION:</b> group work
<b>ESTIMATED TIME-</b> 20 minutes
<b>MATERIALS:</b> ppt, prezi, canva
<b>DESCRIPTION OF THE ACTIVITY:</b> Students are asked to choose a representative to present what they have just written. We listen together as a class and after each presentation, students are asked to make comments, to add new ideas, to outline positive aspects or to make some recommendations.

### ***ACTIVITY4: SELF EVALUATION/FFEDBACK***

<b>OBJECTIVE:</b> to enable students to reflect upon their feelings, attitude towards risk taking, towards managing a business in general
<b>CLASS ORGANISATION:</b> frontal activity, individual work
<b>ESTIMATED TIME:</b> 10 minutes
<b>MATERIAL:</b> oral activity
<b>DESCRIPTION OF THE ACTIVITY:</b> students are asked to make final comments about how they have felt during group work. They will be asked about what they have found the easiest, the most difficult when working, presenting.

## Italy

### Plan: Marketing mistakes

#### Description

- ▶ Topic: Marketing mistakes - How to promote a product and how to learn from other businesses' mistakes
- ▶ Subject: Business English Micro-language (ESP), Marketing, Business Economics
- ▶ Target group: 4th year of Upper Secondary School - AFM course (Administration, Finance and Marketing) – 17/18-year-old students (B1+ level of CEFR)
- ▶ Setting – Material: classroom, IWB, textbook, PC

#### Purpose

The following Lesson Plan has been designed to make the students aware that a good management is made not only by goals to reach, but also by mistakes to avoid. Being a good entrepreneur means to learn even from potential competitor's weaknesses and strengths. Entrepreneurship could be improved by learning from other's failures and mistakes. Even big well-known companies, which were too confident with their products, undervalued the market changes and the customers' needs; they committed dangerous marketing mistakes for their business.

#### Competences

European Key Competences for lifelong learning involved (EU Recommendation of 2018):

- ▶ Multilingual competence
- ▶ Digital competence
- ▶ Personal, social and learning to learn competence
- ▶ Citizenship competence
- ▶ Entrepreneurship

#### Specific competences:

- ▶ to improve knowledge and use of business English vocabulary ▶ to improve communicative skills
- ▶ to develop analytical thinking
- ▶ to develop critical thinking
- ▶ to learn how to attract more customers
- ▶ to expand the target
- ▶ to use of digital devices as marketing tools
- ▶ to improve the image of the company
- ▶ to create customer's loyalty
- ▶ to promote local products
- ▶ to consider the mechanism of supply and demand ▶ to ensure economic goals/profits
- ▶ to evaluate the relationship between goals and results achieved

#### Values transmitted

- ▶ use failures as tools for improvement
- ▶ attention and respect for customer's needs ▶ promotion of customer satisfaction
- ▶ promotion of customer's loyalty
- ▶ taking into account of the market changes ▶ taking into account the competitors
- ▶ improvement of the company's image
- ▶ the importance of local handicraft/products ▶ marketing researches as basis for a good management

#### Methods and techniques:

- ▶ ESA (Engage, Study, Activate)

#### Techniques:

- ▶ reading comprehension
- ▶ structured multiple exercises

- ▶ guided debate
- ▶ group work.

### **Structure of the Lesson Plan**

4h lesson + 1h assessment

- ▶ Warm Up: video + guided discussion (15 min)
- ▶ 1st activity: overview, reading comprehension, map, speaking (45 min) ▶ 2nd activity: board map, reading comprehension, speaking (1h) ▶ 3rd activity: group-debate, group work (2h)
- ▶ Follow Up/homework: Web Quest, for class report
- ▶ Evaluation: report or Ppt presentation (1h)

### **Warm up**

Warm up (15 min): video + guided discussion

➤ The teacher (T) shows a short Youtube video on the IWB, Coca-cola marketing blunder – New Coke – Case Study

<https://www.youtube.com/watch?v=H3B6FQr3NpE> to catch the students' (SS) attention and make them aware of the topic.

➤ In 1985, according to surveys, consumer preferred the sweeter taste of the competitor Pepsi, so Coca Cola decided to change the taste formula and launch the New Coke, but replaced the original Coke with it. People felt betrayed and started to import Coca Cola from other countries; Coca Cola had underestimated its customers' loyalty. The original Coke was brought back, so consumers' loyalty was not damaged.

➤ A brief guided class discussion follows.

#### **1st step**

1st step (45min) overview, reading comprehension, maps and speaking

- ▶ The T makes an overview of the marketing concept, the marketing process and the marketing mix for a successful product; SS follows from their school textbook.
- ▶ The SS are asked to make some structured exercises on their textbook, and to fix the topic by means of board mind maps;
- ▶ after they give common examples of brands and products they know and discuss the marketing strategies behind them.

#### **2nd step**

2nd step (1h) reading + listening; speaking

▶ The T illustrates the types of Market Research, to focus on how the first steps in the trade of a product are as important as the final results. SS are invited to do a reading comprehension which includes 2 listening activities about Market research failures of well-known companies:

- the 1st is The wrong product: Coca-cola, about the product Diet Coke which didn't sell well because it was perceived by young male consumers as a female product, and replaced with Zero Coke,

- the 2nd is The wrong perception of needs: Kodak, when Kodak's revenue fell for its wrong perception of what consumers wanted, for having overlooked the market digital evolution, in favour of more innovative competitors.

- ▶ SS listen twice and complete with the missing information.
- ▶ After that, the T asks them to think about alternative strategies for the companies and the products analysed and to discuss them.

#### **3rd step**

3rd step: Group work (2h): problem-solving and debate; launching of a class product

▶ The T divides the SS in small groups, which discuss the best methods of market research for some established situations (involving aspects of the product, sales, market competition, specific targets, customer's satisfaction, etc.).

► After having tried to detect and solve the cases, each group shows its idea in turn, while the other groups take notes of potential bad and good strategies, or it could intervene to give advice.

► In a second phase the class is asked to imagine a hypothetical situation: the class is a company preparing the launch of its product, a school website or a page on a social network. The SS are the market researchers who must do a sort of SWOT analysis, considering their class and the consumer's needs (the other students of their school) and the market competition (other schools of the city), and including all the variables learned in the previous lessons on market researches and marketing mistakes (customer's needs, expectations, perceptions and reactions, customer's loyalty, marketing mix for a successful product, image of the company, sales and balance between objectives and outcomes).

#### **Follow up**

Follow up/Homework: Web Quest + short class report

► The SS are asked to do a Web Quest by using their devices, following T's guidelines (name of famous products and brands, questions about the product launching, price, results, marketing mistakes, current situation): the SS's task is to find out information about one of the products and then give a short report to the class.

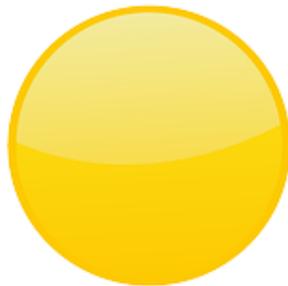
Evaluation

Evaluation (1h): class report/presentation

► Evaluation will be formative and summative and it will consider students' writing and speaking skills for their class reports and class discussion. Evaluation will also take into account students' ability of problem-detecting and problem-solving, as well as the enterprising spirit showed in the situations analysed.

## Reflections for lesson plans

The lesson plans were tried out in the student groups, and the teachers have written an opinion about it: how the students found it, what results we achieved, positives, negatives, whether it is possible to recommend it to others.



## HUNGARY

Topic of the lesson plan	How did the students like it?	positive results	negative results	recommendation
creativity and innovation	Students were surprised about STEM sciences the students liked the challenge and found the task interesting	the students found the task interesting tasks were shared during teamwork classes were busy students' communication improved	the STEM science application was difficult it took a lot of time to understand the task	it can be easily adapted to other subjects recommended for solving any problem where creativity is important It is also recommended for science subjects
teamwork	Students loved the topic, they were very active	They have learnt new vocabulary about circular economy	Some unknown words and expressions, the text full of special terms	an important topic to learn about
entrepreneurial skills	At first, the students were uncertain about the task, but they soon became relaxed during the work. They enjoyed it and learned a lot from each other.	The students' communication and problem-solving skills improved. The presentation went well, their performance improved. Their vocabulary has also developed, especially in the area of professional language.	There was a problem with time, the students felt that it was not enough compared to the detailed elaboration of the task.	Recommended for professional subjects, courses dealing with student entrepreneurship, preparing for competitions dealing with entrepreneurship
problem solving and communication	The students were randomly assigned to groups. Each group member received a task that can be evaluated separately. They found the task exciting, where the groups presented very	Learn more about saving options. The tasks were examined in different areas: household, food, energy, transport. The students' horizons have broadened.	There are many new professional terms that are not yet known to the students, so it was time-consuming to develop the task	Also in the framework of a theme week in all schools of the Vocational Training Center. In addition, it is also good for science classes and general classes.

	<p>different solutions. The opinions were formed actively.</p>			
<p>risk management</p>	<p>We covered an important topic with recycling. The students examined the risks of recycling. The students liked this challenge, they made the work enthusiastically.</p>	<p>Busy hours, developing key competencies, increasing self-awareness, improving problem-solving skills</p>	<p>some students got stuck in their work, they didn't like the random group assignments, they had difficulty solving and tuning into each other</p>	<p>It can be adapted to other subjects, it can be the subject of project work, which includes several hours. It is very suitable for professional lessons. It is also recommended for professional work and topics for school competitions</p>

## ICELAND

Topic of the lesson plan	How did the students like it?	positive results	negative results	recommendation
Creativity and Innovation	The students liked the work very much and it was a great variety to learn Icelandic through music.	The work was very lively and the students were positive to create music and learn many Icelandic words about weather.	Some students were a bit shy about performing the music but everyone tried.	This was a good and fun way to learn and combine music and the Icelandic language.
Teamwork	First the students were not very motivated, but most of them were interested in the topic after the lesson.	Because the students were divided into groups and then split again after a short lesson it was a lively lesson. Students really came up with good practical ideas to improve school culture and deepen inclusion between mixed cultural groups. Also, motivation to apply ready-to-use CV exchange of competences – awareness of their self-perception in comparison to external perception.	No negative results. There were many good ideas that were not doable for all kinds of reasons. Introverted students might have problems to open up, time-pressure.	This lesson is recommended for all students where teamwork is needed to help students to work on positive practical solutions. The lesson can be recommended but - if possible - one should spend two double lessons to be able to go into more details and have the students come up and/ or search for relevant skills themselves more thoroughly.
Entrepreneurial Skills	The students seemed to enjoy the activities. The lesson gave them a bit of choice and creative freedom. They had a chance to put	It was necessary for students to use communicative skills, including target language and important vocabulary, to discuss their thoughts and	This lesson would have benefitted from allowing for more time to complete the presentation	It would have been better to give them a week to complete this. Nonetheless, the main objectives were met.

	<p>their knowledge of post-Modernism to use. This group enjoys collaborative work and presenting their findings.</p>	<p>come up with a strategy to present their findings. It gave them a chance to put their knowledge of post-Modernism to use and this group enjoys presenting their findings.</p>		
<p>Problem solving and communication</p>	<p>The students liked it. Both the abled and the disabled students.</p>	<p>Some of the disabled students got friends for the first time in school. We saw also in the start of the school day they said Hi or Good morning to each other. In the lunch time and in the breaks, they sat together and had a nice chat to each other.</p>	<p>There were not negative results but two of the abled students did not attend and two of the disabled students did not want to take part.</p>	<p>This is a good plan to break barriers between disabled and abled students in secondary school.</p>
<p>Risk management</p>	<p>The students liked it very much. It challenged their independent research methods and teamworking skills, presenting their conclusions both verbally and visually.</p>	<p>Teamwork skills developed.</p> <p>Relevant topics deep discussed.</p> <p>Students develop research and discussion skills.</p> <p>Find solutions and work on compromised views.</p>	<p>Introverts and students that miss out lessons were sometimes a little bit out of touch in the project. But the journal that students held helped to put them on track.</p> <p>Some students had maybe too strong opinions to develop different perspectives.</p>	<p>The lesson can be recommended. It prepares students to dive deep into projects from different points of view and make a reasonably good but ethical, cultural, and financial decision.</p>

## ROMANIA

Topic of the lesson plan	How did the students like it?	positive results	negative results	recommendation
creativity and innovation	The students needed to be challenged a little bit, as creativity and innovation proved to be the most difficult for them to handle	when the majority of students understood the task much better, they started to open up and have excellent, innovative, new ideas	some students were afraid to be creative some students did not show enough interest	This lesson showed us that innovation and creativity should be dealt with in schools more thoroughly, as it seems that our students lack these skills the most.
teamwork	The students were involved from the beginning of the group work, different members had their specific role in the group: one of them was the Leader, the other the secretary, the researcher and the spokesperson.	to cooperate with one another, to communicate efficiently, to speak English fluently, to present the outcome of their work	some members of the group seem to get bored after a while some students let others to do more	This lesson can be recommended to spend two hours, you can let students to recommend other cities to learn more about music
entrepreneurial skills	The students were showing interest, they were intrigued to have a business plan and to try to get profit	to enhance their entrepreneurial skill, enabled students to come up with new business ideas	time pressure some of them were more active than the others	The lesson can be recommended, even if they might have strange/ unique ideas for possible businesses, this might be a good challenge for students.
problem solving and communication	the students seemed enthusiastic from the beginning, some of them outlining their opinion more loudly than the others.	to enable students to reach a common solution for a controversial topic, to compromise	some students showed no tolerance towards opposing views, ideas	The lesson can be recommended, but we should be aware that we might have ardent debates on the specific topic.

<p>risk management</p>	<p>The students showed interest from the very beginning, even though the task seemed a little bit difficult or challenging for them.</p>	<p>to create a positive tension among group members, enabled some students to take the initiative and to encourage the whole group to take risks and to handle possible negative outcomes</p>	<p>some introverted students prefer to remain in the background, they do not like taking risks</p>	<p>The lesson can be recommended, students should be encouraged to take risks not only during classes to solve a task, but in life as well.</p>
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## GERMANY

Topic of the lesson plan	How did the students like it?	positive results	negative results	recommendation
creativity and innovation	Students liked the competition / challenge to find the solution. Instructions were easy to follow.	<ul style="list-style-type: none"> <li>• motivation was high</li> <li>• Revision of contents</li> <li>• Team-work when needed</li> </ul>	<ul style="list-style-type: none"> <li>• some students felt like being under pressure (time)</li> <li>• Some students were „stuck“ and not able to move on</li> </ul>	<ul style="list-style-type: none"> <li>• suitable for B1 / B1+ students but not for more advanced English speakers (they would be bored)</li> <li>• Can be recommended for revision of different contents (transfer to other subjects)</li> </ul>
teamwork	The students were a bit resistant in the beginning as some do not like to work in teams, so they did not see the sense in thinking about teamwork; but finally they got motivated and showed some good results	<ul style="list-style-type: none"> <li>• they saw what makes teamwork valuable</li> <li>• they recognised what might be obstacles and how to improve these/get rid of them</li> </ul>	<ul style="list-style-type: none"> <li>• some students did not see the sense in it</li> </ul>	Might be recommendable for new classes if you plan to use teamwork quite often in the lessons, so they know how to circumvent obstacles; might not work with experienced classes
entrepreneurial skills	The students were showing interest, followed the	<ul style="list-style-type: none"> <li>• motivation to apply</li> <li>• ready-to-use CV</li> </ul>	<ul style="list-style-type: none"> <li>• introverted students might have problems to open up</li> </ul>	The lesson can be recommended but - if possible - one could spend two double lessons to

	<p>instructions immediately, were quite stimulated in their groups and especially liked it to work out their individual weak and strong social skills.</p>	<ul style="list-style-type: none"> <li>• exchange of competences – awareness of their self-perception in comparison to external perception</li> </ul>	<ul style="list-style-type: none"> <li>• time-pressure</li> </ul>	<p>go into more details and have the students come up and/ or search for relevant skills themselves more thoroughly.</p>
<p>problem solving and communication</p>	<p>Students had no trouble identifying the problem(s) by putting together their brainstorming-results. Strategies to solve problems were adapted after instructions (and individual help)</p>	<ul style="list-style-type: none"> <li>• quick implementation of new problem solving strategies</li> <li>• Students had fun calculating prices to find the best supplier</li> <li>• Individual criteria were included in the problem solving strategy</li> </ul>	<ul style="list-style-type: none"> <li>• for mixed level classes it is hard to find the „middle“</li> </ul>	<ul style="list-style-type: none"> <li>• overall success but individual additional practising tasks (especially for calculations) should be considered</li> <li>• Students see practical need for solving the problem at work</li> </ul>
<p>risk management</p>	<p>They mostly found it interesting and were eager to find solutions; some needed help to identify something as a risk</p>	<ul style="list-style-type: none"> <li>• many risks were identified and ways to prevent/manage them were found</li> <li>• students saw that becoming an entrepreneur might be a risky endeavour</li> </ul>	<ul style="list-style-type: none"> <li>• some could not think of that many risks, just saw ‘making a loss’ problematic</li> <li>• some could not find ways to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>• using the SWOT analysis helps to show that threats from outside, but also weaknesses from the inside can be risks for a</li> </ul>

			that was considered a risk	business/student- art-up • students should have thought beforehand about how to set up a business
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## SPAIN

Topic of the lesson plan	How did the students like it?	positive results	negative results	recommendation
<b>Creativity and innovation:</b> “ <b>Topic: Load loss elements for project</b> ”.	They worked in teams and developed their skills in literature searching. They also developed their autonomy by learning more about the topics already studied.	This activity improved students’ motivation and cooperation, it also improved students’ attendance.	There was a lot of information, so students had trouble to classify and process it.	It may be interesting to create databases of information in order to refine and improve literature searching.
<b>Teamwork:</b> “ <b>Elaboration of a Standard Operation Procedure (SOP) for the use of laboratory equipment (sieve shaker, muffle, fume hood, etc.)</b> ”.	The students created balanced teams. They seemed really interested in the way teams were made, and they realised how to make a team on the basis of strengths and weaknesses. They also thought about their own strengths and weaknesses individually, scoring themselves.	Teamwork enhancement, they seem more focused on their tasks, and they had a good time management. They had the opportunity to write a SOP, ready to use. They developed ICT and communication skills.	Not all the teams had enough time to develop their SOP the way they planned. Some of the SOPs required further revisions to be ready to use.	It is important for teams to be well balanced, so teachers are able to supervise this formation. Also, it could be useful to give one or two sessions in advance in order to discuss and improve their SOPs.
<b>Entrepreneurial skills:</b> “ <b>Good practice in job search</b> ”.	They made really original scripts for their videos, excellent questionnaires for interviews searching for competent employees and amazing video editing.	They worked together, sharing experiences and opinions, respecting each other’s points of view.	Some of the team members did not take the work seriously at the beginning of the activity and some conflicts appeared, although in the end we were able to solve it.	Make the students aware of the importance of a good command in job search skills and reduce the number of sessions of this activity from 15 to 12 sessions.
<b>Problem solving and</b>	The students were really enthusiastic	The students were motivated	Some introvert	It might be a good idea to

<p><b>communication:</b>  <b>“Optimize the grind of coffee beans”.</b></p>	<p>about starting a new way of working in the class. They followed the instructions to create groups and every member was assigned with a task. They liked the topic of the project a lot and they were really excited to do a scientific analysis of a daily process.</p>	<p>to work in the laboratory and analyse data. The online research done by every team followed a specific pattern and it was well structured. The results of the analysis were well explained in the final presentations.</p>	<p>students struggled with the final presentation. Students could have organised better the laboratory work in advance.</p>	<p>spend a session organising the laboratory work before letting the students step into it. Giving the students a fixed structure for the presentation of the results could improve the final product.</p>
<p><b>Risk management:</b>  <b>“Taking care in the Laboratory of Photography”.</b></p>	<p>They learned about the different risks you are under when you work in labs, the material needed to protect themselves and the proper attitude to work safely. Then, how to act when a lab accident occurs and how to solve it. After making posters on these issues, they are going to be hung on the laboratories and classrooms walls.</p>	<p>All of them were really creative. There was one team which had an autistic student and his partners made him feel comfortable in their group.</p>	<p>Some of the students were afraid of working with dangerous substances and materials, but the teacher explained to them that this attitude is sometimes worse as it may cause accidents, so they understood and they changed the way they felt.</p>	<p>Working with digital tools to create the posters (such as Canva, Genially, etc), and using the final results in the whole high schools ( labs and classroom)</p>

## ITALY

Topic of the lesson plan	How did the students like it?	positive results	negative results	recommendation
creativity and innovation	Students loved the creative tasks, they can create something interesting.	Students were very creative, they had many new ideas.	No negative results, all the ideas were good.	Interesting topics to find.
teamwork	Students liked teamwork.	Cooperation is needed in real life situations.	Some students are not too open.	Working in groups can improve many skills and competences, it is required at a company.
entrepreneurial skills	Students raised awareness of social respect issues	Respect for the people	This topic is not familiar for students	In the social field, creating, developing and disseminating supporting information by means of documents different from the financial statements
problem solving and communication	The students seemed to enjoy the activities.	This topic could also be a stimulus to the students' multidisciplinary work for the Final Exam.	No negative results. There were many good ideas	a crucial element to improve entrepreneurship is to adopt inclusive attitudes
risk management	The students visited the companies and learned about the management risks inside the factories.	<ul style="list-style-type: none"> <li>• Offer students opportunities for personal growth that helps develop their sense of responsibility</li> <li>• Foster intergenerational communication</li> </ul>	<ul style="list-style-type: none"> <li>• Insecurity on the part of some students to use certain innovative technologies for production.</li> </ul>	More practice in companies so that students can improve their workshop activities and understand on the spot any problems to be solved.

		tion, laying the foundation s for a mutual exchange of experencie s and mutual growth		
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