GUIDELINES FOR TEACHERS

K.C.7_Entrepreneurship Competence

Asociación Guaraní y Solidaridad Sin Fronteras (SSF)

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	UNIT 1- Creative Problem Solving
INTERCULTURALITY ELEMENTS OF THE UNIT	- Different ways of communication (visual, linguistic, spatial) - Use of constructivist listening - Resources adapted to the target group's needs - Didactic methods/strategies of socially oriented principles (work in teams, pair-share, random groups) - Engaging all participants in group discussion
TARGET GROUP	ADULT MIGRANT LEARNERS
LEVEL	A-B1
TEACHER/S	Trainers in adult education, counselors, coaches, social workers
TIME (Specify: **duration of the Learning Unit** and **number of lessons** to be developed)	9 hours and 3 lessons
KEY COMPETENCES INVOLVED	**ENTREPRENEURSHIP COMPETENCE** MULTILINGUAL COMPETENCE PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE CULTURAL AWARENESS AND EXPRESSION COMPETENCE
PRE-REQUISITES	Literacy skills Ability to communicate according to the situationAbility to critically reflect and make decisions Ability to express own opinions and provide informationTeam working ability

LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)	KNOWLEDGE	SKILLS	COMPETENCES
	• To identify a problem situation • To define a problem • To recognize different ways of solving a problem • To reflect on a plan to solve a problem • To list creative ideas • To describe a problem solving cycle	• To compare different ways of solving a problem • To analyze a problem • To discuss about different options • To apply creativity to solve a problem	• To collaborate with others • To decide on alternatives • To promote creativity in others • To be responsible for own decisions.

		ACTIVITY PLAN LESSON
LEARNING ENVIRONMENT		Learned centered environment. Participants will learn based on prior knowledge and experiences.
METHODOLOGIES		Problem Based Learning, cooperative learning, peer interactions and peer learning, dynamic activities, creative problem solving techniques (brainstorming, creative intuition approach…)
DIDACTIC TOOLS		Notebook and pens, flipchart/whiteboard, presentations (prezi, generally, power point…), worksheets, pictures, smartphones
	TIME	**ACTIVITY PLAN LESSON** **LESSON 1: Investigating problems**
SITUATION ANALYSIS	20min.	*Circle time*: Participants are encouraged to sit together for a circle activity. Depending on the relationship between participants, the trainer will propose a different group dynamic: ice-breaker, team building… and will encourage the participation of all participants. The trainer will hightligh the importance of creativity in the problem solving process.
MOTIVATIONAL PHASE/STEP	20min.	The trainer will play the video **"Bridge"** by Ting Chian Tey: https://www.youtube.com/watch?v=_X_AfR k9F9w S/he will invite participants to talk about the different situations, characters and their attitudes and behaviours that appears in the video. Also s/he will encourage the participants to talk about problems in their own countries that can relate to this kind of situations. TIP: try to keep them focus on solutions: promote an attitude focused on solving problems. S/he will write on a whiteboard or post it relevant words to work on them along the unit. S/he can ask the learners to translate in their own languages and write those words down in the board too.

ACTIVITIES FOSTERING SKILLS DEVELOPMENT	120min.	**Step 1 Introductory phase**	The trainer will ask participants to try to define what a problem is and all the ideas will be posted on a witheboard or flipchart. Following the trainer will provide with an academic definition of "problem" and s/he will clarify ideas and concepts.
		Step 2 Intermediate phase	**Checklist to investigate problems.** The trainer will present a simple and effective problem solving activity that is straightforward to use and easy to adapt to any specific circumstance. Taking the problem esposed in the video "Bridge", the trainer will use a set of structured questions, (Anexe 1) that will encourages both broad and deep analysis of the problem. The questions will be adapted to the skills of the participants.

			This tool uses a question hierarchy: "what" broadly states the situation or problem and "why" is arguably the most powerful question you can ask. Asking "why"forces participants to consider the significance of the problem and thus the nature of their response. Next the they should use "how", "where", "who" and "when". These questions are designed to both deepen and broaden analysis. Participants are asked to combine all questions into a question checklist to create a tool for analysing and the basis for an action plan to solve problems.
		Step 3 conclusive phase	**The newspaper headline:** The trainer will invite participants to think on a problematic situation that they haveexperienced during that week. Following, working individualy first, they have to entitle the situation as it was a newspaperheadline. They are encourage to use the checklist to investigate problems as starting point.
META-COGNITIVE PHASE	20min.		The trainer will prepare a self-assessment survey to evaluate the lesson: a quiz with 20 exercises (closed answers) When all participants have smartphones and internet connection is assured, it can be used Kahoot, Quizlet,Socrative or similar, to be shared with learners after the end of each lesson. Afterwards, with the results, the trainer will summarise the main achievements and things to improve.
	TIME	**ACTIVITY PLAN LESSON** **LESSON 2: Developing creativity**	
SITUATION ANALYSIS	10min.		Participants are asked to tell inventtions/gadgets that have changed the daily life of people. For example, thestick of the mop. The facilitator may ask them if they use those gadgets in their countries and, if not, what other gadgets they usedthay are not in their host country.

MOTIVATIONAL PHASE/STEP	20min.		*Circle time*: All participants are invited to stand in a circle. The trainer will take an object, for example a book, and s/he will explain what is a book used for. Then s/he will transfer the object to the participant next to her/his and that person has to give a different utility of the object and so on with all participants.
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	130min.	**Step 1 Introductory phase**	The trainer will ask participants what is being creative for them and and all the ideas will be posted on a witheboard or flipchart. Is the creativity the same in different countries? Why itis or it is not? And what are the differences, if any? Following the trainer will provide with a academic definition of "creativity" and s/he willclarify ideas and concepts.
		Step 2 Intermediate phase	**The Norway Highway. Developing Creativity** All the participants are divided into small groups of 2-3 prs.

			They have a sheet of paper and a pen(cil) for every group.
			1. A trainer tells the participants two key-words: the first is "departure point" and the second is "destination point". It will be items, or concepts, or anything. Nouns is better. Facilitator may use pictures of the words to make it easier to understand. The issue is those two key-words should not have the association link between one another. 2. The participants should create an association chain between those 2 points, using as many additional words put as they need. 3. It should be a clear and present association between every two key-words following one by one. But you don't need longer associations than between 2 points. 4. Use minimum amount of "points": as few as you can. An example would be: door (departure point) – house – dog – nature – sky – moon (destination point) For trainer: examples of "departure points" and "destination points" pairs: a cloud - a flywheel a Jew - a supernova a watch - a smile a plateau - a peacemaker a kettle - a gambit a make-up - an euthanasia a virus - a love The facilitator may ask the learners for words and create pairs with

			them for "departure and destination points".
			At the end, students may be asked to judge whether the associations that have been drawn are totally understandable or odd (and if this may be related to cultural differences). The facilitator could also ask whether some student is able to explain – or just give her interpretation – why for her the association was clear (perhaps for some cultural feature).
		Step 3 conclusive phase	The trainer proposes a group discussion about how is possible to escape cliche ways of thinking and stereotypes in any kinds of activities and how inspiration and creative way of thinking can be applied to the solution of daily problems.
			Facilitator may start a debate about how prejudices work as a problem-solving tool when

		they are used as heuristics (shortcuts) and the problems thay may bring.
META-COGNITIVE PHASE	20min.	The trainer will prepare a self-assessment survey to evaluate the lesson: a quiz with 20 exercises (closed answers) When all participants have smartphones and internet is assured, it can be used Kahoot, Quizlet, Socrative or similar, to be shared with learners after the end of each lesson. Afterwards, with the results, the trainer will summarise the main achievements and things to improve.
	TIME	**ACTIVITY PLAN LESSON** **LESSON 3: Problem solving**
MOTIVATIONAL PHASE/STEP	20min.	Participants are asked to think in a problematic situation they have experienced or that they are familiar with (they can use the one proposed in the newpaper headline activity) and working individually they will proposed at least 3 different solutions to this problem. They will be encourage to propose any idea without concious thought (creative intuition).

| ACTIVITIES FOSTERING SKILLS DEVELOPMENT | 130min. | Step 1 Introductory phase | The trainer will present the cycle of a problem solving, using for example the following chart with the 5-steps to problem solving and s/he will give a brief explanation of each step (Anexe 2): |
| | | Step 2 Intermediate | **Island Adventure. Problem solving.**
Participants has to use their problem solving-skills to survive being stranded on a desert |

		phase	island.
			Set the scene by drawing a boat on the board (or show an image/picture of a boat). Tell the participants to imagine that they are on the boat. Trainer can also suggest what they are doing there.
			Then, explain by using images, that the boat has been hit by a storm and has started taking on water.
			Now, divide the participants into small groups and give a copy of the worksheet to each group (Anexe 3).
			Tell the participants that there is a desert island nearby (image) and that each group must choose four items from the worksheet to help them survive on the island.
			Name each item by pointing at it so students can learn new vocabulary.
			The participants then complete the worksheet by drawing a circle around the four items and giving them an order of priority. When participants have finished, ask each group to explain their choices to the class.
		Step 3 conclusive phase	Participants are asked to take the problem and solutions developed during the motivational phase and working in first individually they will pick a solution from the already proposed and explain how it can be implemented to the group. Participants can also relate expected results after implementing their solution.
META-COGNITIVE PHASE	20min.		The trainer will prepare a self-assessment survey to evaluate each lesson: a quiz with 20 exercises (closed answers) When all participants have smartphones and internet is assured, it can be used Kahoot, Quizlet, Socrative or similar, to be shared with learners after the end of each lesson.

		Afterwards, with the results, the trainer will summarise the main achievements and things to improve.
AUTHENTIC TASK (It is required at the end of the Learning Unit.)	1hour	A practical task for the learners to try their new abilities and competences and master them. It is important to follow the steps proposed in the previous activities: define the problem, generate several solutions, pick a solution, implement it and review the results. The facilitator may keep in the board or the wall the whole procedure and also the different activities to generate ideas and to boost creativity. All the group will work in the same problem in order to compare the different solutions and implementations

		(even if they have come to the same solution). And also the different procesos they have follow to get there.
		
		Here we suggest two options:
		First one would be to use one of the problems the group has proposed in the past activities. Since the learners have been working on their own problems, the facilitator can choose one of those for them to work on it in more detail. This option is more suitable to give value to cultural problems and work cultural awareness within the goup.
		
		Second one is to use one moderately structured problem:
		  a) Design a box for 25 candies. Each candy is round, 2cm radius and 1cm tall. You can use only one sheet of paper.
		  b) We are throwing a party but we don't know what to do yet. We have 500 euros for the party.

TIPS & SUGGESTIONS		✓ Consider the heterogeneity of the group and adapt lessons and didactic tools to participants. ✓ Self-assessment has to be also adapted to the participants' skills and available resources. ✓ Encourage participation of each student and interaction with others. ✓ Facilitate learning of new vocabulary: write down on the board new words and explain its meaning, use pictures and images, etc. ✓ Some people has may overcome difficult situations and problems, be sure that you can provide with appropriate support or referred him/her to another professional if needed.

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	UNIT 2- Project Management
INTERCULTURALITY ELEMENTS OF THE UNIT	- Different ways of communication (visual, linguistic, spatial) - Use of constructivist listening - Resources adapted to the target group's needs - Didactic methods/strategies of socially oriented principles (work in teams, pair-share, random groups) - Engaging all participants in group discussions
TARGET GROUP	**ADULT MIGRANT LEARNERS**
LEVEL	**A-B1**
TEACHER/S	Trainers in adult education, counselors, coaches, social workers
TIME (Specify: **duration of the Learning Unit** and **number of lessons** to be developed)	9 hours and 3 lessons
KEY COMPETENCES INVOLVED	**ENTREPRENEURSHIP COMPETENCE** MULTILINGUAL COMPETENCE PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE CULTURAL AWARENESS AND EXPRESSION COMPETENCE MATHEMATICAL COMPETENCE

PRE-REQUISITES	Literacy skills Ability to communicate according to the situationAbility to critically reflect and make decisions Ability to express own opinions and provide informationTeam working ability		
LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	• To recognise bad and goodteam work • To list diferent steps on anactivity plan • To relate different problems • To define a problem • To select resources	• To plan an activity • To utilise a budget • To create a presentation • To identify causes an effects of aproblem • To explore different actors	• To create a plan • To contribute withideas/solutions to a problem • To decide on solutions • To be responsible for owndecisions • To contribute to a solution of a

	• To recognise a business strategy	involved in a problem	problem
LEARNING ENVIRONMENT	Learned centered environment. Participants will learn based on prior knowledge and experiences.		
METHODOLOGIES	Intuitive-creative approach, cooperative learning, dynamic activities, brainstorming, role-play, individual/pair/ group work, problem solving.		
DIDACTIC TOOLS	White paperboards, post-its (different colorus), markers, pens or pencils, computer software (word, excel), videos.		

	TIME	**ACTIVITY PLAN LESSON** **LESSON 1: Approaching to project management:** **group work and planning a common activity**	
SITUATION ANALYSIS	20min.	Ice-breaking and team building activity. The trainer will emphasize that we relate (and work) with diverse people, we share things and not others, but each person will be able to contribute to the group work.	
MOTIVATIONAL PHASE/STEP	15min.	Trainer will give papers to the participants with two columns: "what I know before the lesson" and "what I know after the lesson" (Annex 1). Trainer will encourage participants to do an individual braimstorming of the concept "team work" and "planning activities (to approach the concept of "project management").	
ACTIVITIES FOSTERING SKILLS		**Step 1 Introductory phase**	**Team work** Trainer will play the following video about bad and good team work, "Bad and good team work": https://www.youtube.com/watch?v=fUXdrl9ch_Q After that, it will be a short debate to share participants' ideas about what they have seen. The trainer can ask the following questions: - What happens in each video? - Why is the first video an example of bad team work? Why is the second video an example of good team work?

DEVELOPMENT	120min.	Step 2 Intermediate phase	**Planning a common activity** Divide the participants in groups (4-5 people). The students are going to plan a leisure activity to do with their classmates (for example: organize a dinner, a cinema session, visit to a museum…). They are going to use colour post-its to classify the steps of the event organization: 1. What are we going to do – green - 2. Who (different activities and who is going to do each one) – blue - 3. When – yellow -

			4. Where – orange – Trainer will encourage them to do a brainstorming for each question. They have to organize themselves, one of the participants will note the ideas. After that (around 20-30 min) they have to think about which resources they need. 5. What do we need to buy? – pink - 6. Where are we going to buy it? – purple – For this step, we will tell them that our budget is 30-40€. We will tell them that for each product/service they will buy, they have to think in one shop. They can think about where they buy their products in their daily life, and make a approximate budget (as real as possible: for example, 2 bags of chips, 3€; etc…).
		Step 3 conclusive phase	Each group will show its planned activity. In a big white paper or whiteboard, each group will fix their post-its at the same time they explain each category.
META-COGNITIVE PHASE	20min.		The trainer will prepare a self-assessment survey to evaluate the lesson: a quiz with 20 exercises (closed answers) When all participants have smartphones and internet is assured, it can be used Kahoot, Quizlet, Socrative or similar, to be shared with learners after the end of each lesson.
	TIME		**ACTIVITY PLAN LESSON** **LESSON 2: Planning a community engagement.** **The problem tree/solution tree analysis**

MOTIVATIONAL PHASE/STEP	20min.	The trainer will show an example of how can a problem be converted into a project aimed at providing sustainable solutions. S/he play a video, some explames are: A video of a social project, "A new beginning in Sierra Leone": https://youtu.be/hi_IOf2962Y A video of a business plan, "Social Enterprise 101": https://youtu.be/9_g5RqwW51I After the videos, the trainer will invite participants to share their ideas about project management and social entrepreneurship and to discuss about them. Trainer will ask the participants: - Have you ever get involved in a social project? - Do you know any NGO that works in this city/town?	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	130min.	**Step 1 Introductory phase**	**Identifying a social problem** The trainer will start by asking participants to think about a social problem they are aware of or they are suffering. To do so, s/he will provide participants with sticky notes (post-it) where they will write down the problem (only few words). Trainer may suggest some general social problems that may affect migrants to guide the discussion: unemployment, lack of opportunities, xenophobia and racism, exclusion, etc. It is easier to think about the problems in a immediate environment, so the trainer will encourage to think about the

			neighbourhood/quarter where they are living. Then, they will be asked to reflect on who is affected by this problem: which groups, sex, age, etc., where is located the problem and, more importantly, what solutions they imagine for the problem or problems and how the problem could be managed. At this stage, it is likely that they won't be able to come up with a clear and consistent solution but only general comments.
		Step 2 **Intermediate** **phase**	**Solution tree analysis** The problem tree' methodology will help participants to break down a problem into manageable and definable parts, making possible to change from abstract problems to feasible solutions in a cooperative manner, and thus improve their skills. To create the problem tree they will use: post-its of three different colours and a tree (drawed previously on big paper and glued to the wall/paperboard). Participants are divided into groups (3-4 people). The problem tree toolkit is carried out in 2 steps: 1. **Select and define the core problem:** • Groups will choose among several social problems they want to overcome with the project, introduced by themselves of with the support of the trainer. • The core problem is written in a card or on a sticky-note that is placed in the middle of the white paperboard or a wall. 2. **Identify causes and effects.** • Participants will have to consider which are the direct causes and effects of the problem are. Each cause shall be written in negative terms (i.e. "migrants/refugees don't have access to funding"), using a red card or a sticky-note. • Participants analyse and reorder all the cards in a logical manner.

		• Then, they work through the cause and effect on a sequential basis, starting from the core problem. The immediate causes to the problem are placed in a line below that of the core problem. The immediate effect is placed above the problem. • Participants need to continue to repeat the process on further horizontal lines until they are no longer able to identify any further underlying causes. • It is important to review the sequence of cause and effects in order to make sense. • Once the order or placement of all the cause and effect relationships is agreed, they can be linked with vertical lines. Horizontal lines can be used to join related causes or effects.
	Step 3	**Deciding on group solutions**

		conclusive phase	When the problem is defined on the tree (main problem, causes and consequences), trainer will ask to think about some solutions. Groups will work on it doing brainstorming. After that, each group will tell their choosen solution. Trainer will encourage rest of participants to make suggestions, so there will be more ideas. At the end, participants will choose the preferred intervention/solution.
META-COGNITIVE PHASE	20min.		The trainer will prepare a self-assessment survey to evaluate the lesson: a quiz with 20 exercises (closed answers) When all participants have smartphones and internet is assured, it can be used Kahoot, Quizlet, Socrative or similar, to be shared with learners after the end of each lesson.
	TIME	**ACTIVITY PLAN LESSON** **LESSON 3: Role play about project management and conflict solution**	
MOTIVATIONAL PHASE/STEP	30min.		Everyone takes two minutes to write down what they think are the most important values to group work (considering them a student group). Now divide them into small groups that then have to share what they wrote and collect those values in posters with pictures, words and symbols that illustrate those shared values. Each group will have to draw a symbol that represents each value.
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	110min.	**Step 1 Introductory phase**	Trainer will start with a simple explanation of what a role play is. As an introduction to the role play and as a icebreaking, participants will play mime game. Participants will be divided in two groups. Trainer will prepare cards with different professions. In turns, two participants of each group will represent a situation related to the profession (for example: doctor with patient) in less than 1 minute and the rest of members of the group have to guess it. The performers will have around 30-50 seconds to think about what are they going to do. This can be repeated around 3 times per group. For lower language skilled learners the role-playing can be done with gestures instead of talking. Some pictures representing objects can be

			provided to make it easier for them, such as an sthetoscope and a casted arm for doctor with patient, or a menu with pictures of food for a cheff and a restaurant customer.
		Step 2 Intermediate phase	Trainer will explain the role play, give the papers with the role play situation and distribute the characters (Annex). Distribution will depend on the number of participants, but we can give the same character to 2-3 participants, in order that they cooperate to understang the role play story and prepare the performing (it can be participants with higher language level than others). Participants will have around 50 min for this. The number of group members in the role play can be decreased to min. 3 (possibly students X, Y and B) and increased to max. 7 (possibly 2 x student X, student Y, 2 x student Z, students A and B).

The individual role descriptions are given only to the relevant players while the background description is given to all players involved. To the extent possible (based upon knowledge of the cultural background and the individual personality of the players) roles should be distributed so that each player will play a role NOT very natural to her/him.

Role play will take place. The role play starts when the last student(s) comes in late. The roleplay should last for 20 – 30 minutes, depending upon how intense the group discussions are.

If there are lower language learners and they speak the same language than other learner, the facilitator may pair them and they would act as one person (the learner with higher language skill would explain and translate for the other).

If the facilitator can not do that, then we suggest this adaptation:
- Main words will be teached and written down in the board: work, punctual, help, TV, sports, project, good, bad, talk, feel ill/bad, illness, supervisor, etc.
- S/he will have some pictures representing the main goals and motivations for each character: for work harder a person in front of a laptop; for being punctual a clock; for helping other someone picking up someone; for illness someone in a bed with a thermometer; for supervisor someone with a tie; etc. The facilitator will teach them how to use these pictograms to communicate with the group and encourage them to use words aswell.
- The facilitator will tell the whole group to talk slowly and use not too many words to help the lower language skilled learners to understand.
- The facilitator will help with some translations and understanding.

			- The use of gesture will be encourage and some gestures will be define to be common at the beginning, such as "agree", "disagree", "yes", "no", "happy", "angry", etc.
		Step 3 conclusive phase	Follow-up of the role play can be in the form of f.ex. the following questions for discussion with the students: ⬚ What can we learn about group work from this play? ⬚ What can we learn about project management from this play? ⬚ What can we learn about conflicts in project groups from this play? ⬚ To which extent do you recognise the group members in your own group? ⬚ Do you have any suggestions for solving the group problems and conflicts?
META-COGNITIVE PHASE	20min.		Participants will do the "entry test" to note concepts and ideas related to what they know now, after the lessons. This method allows them to be aware of the learning process. Also, the trainer will prepare a self-assessment survey to evaluate the lesson: a quiz with 20 exercises (closed

		answers) When all participants have smartphones and internet is assured, it can be used Kahoot, Quizlet, Socrative or similar, to be shared with learners after the end of each lesson. Afterwards, with the results, the trainer will summarise the main achievements and things to improve.
AUTHENTIC TASK (It is required at the end of the Learning Unit.)	1hour	Based on the problem/solution choosen in Lesson 2, the group will work in creating a plan and a management protocol. First the facilitator will write down in the board (or several flipcharts) the basic information regarding the problem/solution: core problem, causes, effects, proposed solution. S/he will remind them to work as a team and take into consideration all the conflict resolution abilites tey hae learnt, just in case that some disagreement happens. Then in groups of 4 or 5 the learners will create a plan to pun into action that solution, answering the same questions they answered in Lesson 1: what, who, when, where and with what resources. Finally they need to find a way to mantain this solutions: sustainable in time. How can they achieve that? When all the groups have finished, they will compare their management plans and explain why they did it that way.

| TIPS & SUGGESTIONS | | Consider the heterogeneity of the group and adapt lessons and didactic tools to participants. Self-assessment has to be also adapted to the participants' skills and available resources. Encourage participation of each student and interaction with others. Facilitate learning of new vocabulary: write down on the board new words and explain its meaning, use pictures and images, etc. Some people has may overcome difficult situations and problems, be sure that you can provide with appropriate support. Consider that the concept "project management" may not be familiar for participants, so introduce it in a easy way. Trainer will adapt the language of the role play ("background", "roles") to the level of participants. Rememeber to use support materials when needed: pictures/icons, gestures, translated words or sentences, etc. |

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	UNIT 3 - Life plan
INTERCULTURALITY ELEMENTS OF THE UNIT	Different ways of comunication Diversity of living situations and conditions Priorities and desires in life Different skills and abilities for entrepreneurship
TARGET GROUP	Adult migrant learners
LEVEL	A2
TEACHER/S	VET educators, languages teachers
TIME (Specify: **duration of the Learning Unit** and **number of lessons** to be developed)	4 lessons – 9 hours
KEY COMPETENCES INVOLVED	Entrepreneurship CompetenceCitizenship Competence Multilingual Competence Personal, Social And Learning To Learn Competence Cultural Awareness And Expression Competence
PRE-REQUISITES	Literacy skills Basic vocabulary Ability to communicate according to the situationAbility to critically reflect and make decisions Ability to express own opinions and provide

	informationTeam working ability		
LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)	**KNOWLEDGE**	**SKILLS**	**COMPETENCES**
	1. Draw up a budget for a simpleactivity 2. Domination of norms regardingefficient communication 3. Handling with vocabulary and information of abilities and	1. Find and use resources responsibly 2. Imagine a desirable future 3. Define the goals for a simplevalue-creating activity 4. Solve problems that affect their	1. Critical thinking 2. Vision and spottingopportunities 3. Ethical and sustainablethinking 4. Motivation and perseverance

	professional eviroment 4. Understanding how society worksalong organization and businesses. 5. Design and implementation of aplan 6. Understanding social and economic opportunities and challenges for employers 7. Recognise what they have learntthrough taking part in value- creating activities. 8. Financial and economic literacy:add and subtract	communities 5. Recognise the impact of their choices and behaviours, both within the community and the environment 6. Understand and appreciate thevalue of ideas 7. Trust their own ability to generate value for others 8. Communicate their ideas clearlyand with enthusiasm 9. Turn ideas into action in personal, social and professionalactivities 10. Self-awareness and self efficacy 11. Creativity	5. Mobilising resources 6. Taking the initiative 7. Planning and management 8. Coping with uncertainty,ambiguity and risk 9. Team working 10. Learning through experience

LEARNING ENVIRONMENT	Learned centred environment. Participants will learn based on prior knowledge and experiences.
METHODOLOGIES	Discussion, Brainstorming, Role Play, Group Work, Individual Work and Lecture.
DIDACTIC TOOLS	Whiteboard, notebooks and pens, guidebooks for teacher, port names, marker pen, scotch tape and materials inAnnex (cards and posters).
TIME	**ACTIVITY PLAN** **LESSON 1**

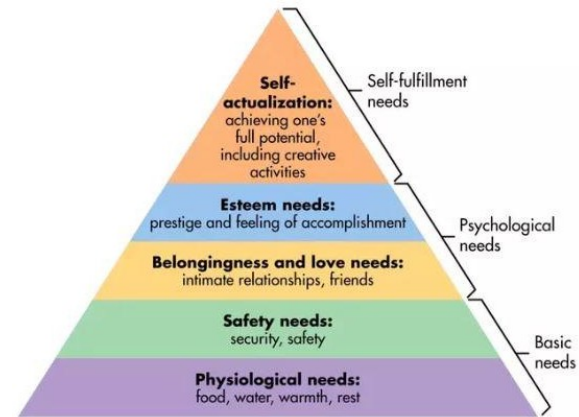|		
SITUATION ANALYSIS (It is essential for the first lesson but not required for the following ones)	20 min	Before starting the teacher should propose one ice breaking activity so the students can start to interact and/or know each other better before start working together. She/he can choose any of the activities included in the "ice breakers annex".
MOTIVATIONAL PHASE/STEP	15 min	Then, she/he will introduce the topic and the program to the students, so they can understand from the beggining the main goal of the unit. The program pretends to provide an adequate space to facilitate reflections and analysis of the entrepreneurship competence and the impact it may have on their life. The teacher can ask the students if they understand the topic and have a small debate/chat of

			what does it mean for each of them and the importance they think it has in their real lifes.
		Step 1 Introductory phase	The teacher will explain the concept of **necessities** and **desires**, and encourage the students to tell the differences about them. What does it means for them each of the concepts or what elements they consider necessities and which ones desires; and he/she will provide them different examples in order to show clearly the difference between them. This can leads to a debate in which the students can explain their point of view and find differences between them in the idea of each concepts.
			They can do a brainstorming or a list of concepts and elements from each (necessities and desires). This is a chance for the teacher to review and explain some vocabulary.

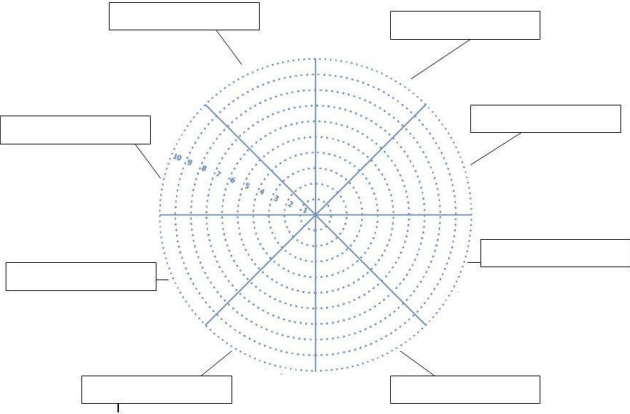| ACTIVITIES FOSTERING SKILLS DEVELOPMENT	60 min	Step 2 Intermediate phase	Maslow pyramid: the teacher hangs on the wall the poster of the Maslow Pyramidand explains it. The hierarchy of human necessities, and how while you cover the main ones you can develop other new necessities. After the previous debate it´s important to clarify that each person has his/her own priorities depending on theircharacteristics, circunstances, priorities and even culture. So there is not a valid or universal answer.

		Step 3 Conclusive phase	The teacher gives the students a list of needs/ things on the board or paper (example at Annex), and ask the students to allocate them in the Maslow Pyramid in pairs. They can later compare the results of each pair and reflect on the different possibilities, and how some of them are very related or depend of the situation where to allocate them.
META-COGNITIVE PHASE	20 min		After all these excersices the teacher will start a debate about the Maslow Pyramid itself. Ask the students if they knew the concept, whether they find themselves confortable with it, if they agree or think it is useful. Also she/he can ask if there are similar theories on their cultures, and encourages them to explain them, or similar tools to talk about the hierarchy of human needs and priorities.
AUTHENTIC TASK	15 min		The teacher encourages the students to think about their own priorities in their real life (using the Maslow Pyramid or any other), and making a list of their neccesities and priorities as a personal work to work on them further on.
	TIME	**ACTIVITY PLAN LESSON 2**	
MOTIVATIONAL PHASE/STEP	15 min		The teacher will bring to the classroom real stories of wellknown persons with entrepreneurship competence that succeed in something in life (it can be people with migrant background, comunity leaders or people with succesfull lifes). Some volunteers will read the stories for the classroom. Some examples can be found in the Annex, but the teacher should search examples related with the cultures of the different students in her/his classroom. It is also a good idea to use simple examples of people that has succed in the own city/comunity (for example, the baker: that came from another country and after learning the languague and a lot of efforts and savings opened her own bussines).

The teacher will ask the students if they knew this people and what do they think about |

			them and their stories.
ACTIVITIES FOSTERING	60 min	**Step 1 Introductory**	Lecture about vocabulary related with abilities and their definition. The teacher can write a list of basic abilities on the board, explain their meaning and then do some

| SKILLS DEVELOPMENT		**phase**	brainstorming with the students to look for some additional ones. They can copy them on their notebook to practice the writting and memorise their meaning. They can also fill a sheet (given by the teacher) linking some of the vocabulary with their meaning (as individual work), and then correct it on the blackboard (in annex).
		Step 2 Intermediate phase	Stories: this is an excercise by pairs. The teacher will read and hang on the wall some stories of people faceing different situations (annex) related to one ability. Then, he/she gives each pair some names of abilities in cards. They will have to discuss in pairs and match each ability with each story. Then they match the cards on each story on the wall and they check the answers and compare the contributions of each pair in big group.
		Step 3 conclusive phase	In groups, they will debate which ones they think are more important in the different fields: personal, social and proffesional and why. And how to boost or use the ones they have (in real examples), or how to develope the ones they lack or have less developed.
META-COGNITIVE PHASE	20 min		Individual excercise: the teacher gives each student one sheet with a circle (in annex), and give them some time to reflect on what are the abilities they think are more important for life and their challanges. They will have to fill each space with one of those abilities, and then colour more or less each side, depending on how they think they have developed each area. They can relate this activity with the previous one of their priorities in life.

AUTHENTIC TASK		In pairs the students will have to prepare a short exposition of a real person they know (wellknown or not, of their own culture...) who succeed in something and analise and explain the habilities they thinkhe/she has. They will have to explain: - Who he/she is? - What did he/she do? - Why you consider him/her someone succesful? - Which habilities you consider he/she has and help him/her to succed?
	TIME	**ACTIVITY PLAN** **LESSON 3**
MOTIVATIONAL PHASE/STEP	30 min	The students will present to the class by pairs the stories of the entrepreneour inspiring people theyprepared previously.
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	60 min	**Step 1 Introductory phase** The teacher will explain the concept of enterpreneurship, that it doesn´t reffers onlyto the profesional area, or to bussines, but also to personal area, creative solving problems, etc. She/he will reffer to all the previous activities and stories of succesfullpeople, give some ideas, explain some concepts and review vocabulary on the blackboard, before starting a debate of ideas for enterpreneurship using all those terms.

		Step 2 Intermediate phase	The teacher writes on the board a list of personal barries important to overcome in order to be a entrepreneurial person. He/She can also ask to the students and makea small brainstorming. Some examples could be: shame, low selfsteem, not know to work in team, sloth... After he/she encourage them to propose some solutions or advices to solve some of the barriers or overcome the situation mentioned.
		Step 3 Conclusive phase	Role Playing : the teacher will divide them in groups, and give some different situations or problems for an entrepreneour person. The groups will have some minutes to prepare a role playing where they have to solve the problem, and thenrepresent a short story in front of the rest of the class. Also, they will ask their classmates about the things they could have done to solve the problem. They will have to use vocabulary and knowledge learnt in previous lessons.
META-COGNITIVE PHASE	20 min		In pairs, the students will have to explain his/her partner an idea for their own life that they would like to implement (it doesn´t have to be a big idea or related with bussines, just some idea to solve one problem of their lives or improve it). Then each of them has to write a text about his/her classmate's ideas and give it to the teacher.
ATHENTIC TASK	15 min		Make a list of the problems/barriers they have to achive their goals, as individual work. In each of the problems make three lists, writing there: what they tried and didn´t work, what they tried and worked, and new ideas they could try to solve the problems. They can review the prevoius activities (their priorities, and theirs habilities).
	TIME		**ACTIVITY PLAN LESSON 4**

MOTIVATIONAL PHASE/STEP	20 min	The teacher will ask them for their profesion one by one (or ask for volunteers) and will ask them whatabilities and capacities are needed for that profession. She will encourage everyone to participate and to show that each profession (even house keeping if they are not in active) requires important and

			different abitilies that sometimes we aren´t aware of. And that they can use those abilities for otherchallanger in theis life.
			Then she will ask if anyone has another desireble proffesion or important challange in their life theywant to achieve, and in group all the class will help suggesting ideas of abilities needed for that profession or idea.
			If no one has ideas the teacher can suggest a brainstorming of proffesions and try to link each of themwith some ability. This way they will also review vocabulary of proffesions.
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	60 min	**Step 1 Introductory phase**	The teacher will start asking students if they have any type of income, for exampletheir salary, their work, etc., and suggest that all of those who count with a certainincome should consider the possibility of creating a budget. She/he will ask what they think a budget is and then explain it. A budget refers to a detailed summary that shows the incomes and outcomes for a period of time. It is the most efficient and useful way to manage our money and to visualize our future financial movements. 　　o　what are the elements that make a budget? 　　　■　incomes and outcomes of an individual. 　　o　what is a balanced budget? 　　　■　a balanced budget refers to a budget where the incomes areequal or higher than the outcomes. The teacher can encourage the students to reflect over the fact that in certain situations people might want to consume things that are more expensive than whatthey can actually afford to buy and this can be dangerous because it can lead to financial instability and bankruptcy. Thus it is important to adequately know and analyze our incomes and the capacity to consume and not consume certain things.
		Step 2	Monthly Budget activity: the poster (in annex) will be placed on the wall and the

		Intermediate phase	teacher will explain the concepts and their order (from more important to less).
			She/he can ask for examples from the students that can be places on the paster(with post its).
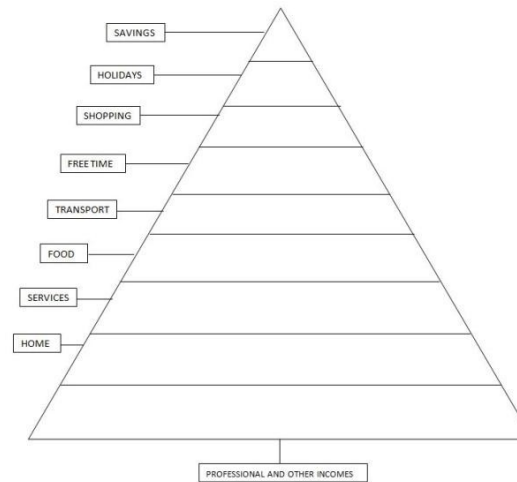
Then prepare the "life flashcards": choose one example of "professional category and other incomes" and place it on the poster, so all the students know the situation of this imaginary person. The students will have to pick different cards of all the categories (home, food, transport, free time...) and have a debate of what card is more suitable for the person in each category (according to his/her income and situation) to end up with a balanced budget. It's necessary to determine and choose a flashcard from each category following the pyramid´s order and everyone has to agree on the flashcards being chosen. The teacher can help giving some tips and indications and emphasizing the need and importance of having a balanced budget for the individual´s professional profile.

Step 3 Conclusive phase	In addition to the previous activity the teacher will provide different "future cards" (in annex) with inconveniences or eventualities that can happen to the character of the last activity. The student will have to struggle to find solutions or make changes in the monthly budget to overcaome this eventualities.

META-COGNITIVE PHASE	20 min	Once they have finished the activities proposed before, the teacher will ask them if they think that the prizes of some products are suitable, for example: the prize of the public transport. Also, they can contribute to the debate by saying the different prices between the products in their origin countries and in the country where they live at the moment.
AUTHENTIC TASK (It is required at the end of the Learning Unit.)	60 min	Dessign their own plan to achive their goal or challange using all the ideas developed in the Unit and the models and tools provided.

TIPS & SUGGESTIONS		✓ Consider the heterogeneity of the group and adapt lessons and didactic tools to participants. It is important to be flexible and adapt the content and methodology to the students level, skills and interests ✓ Give the oportunity to the students to suggest activities realted with the topic ✓ Take into account the situation and profile of the different students and be sensitive to the eventualities or different situations there may occur ✓ Self-assessment has to be also adapted to the participants' skills and available resources. ✓ Encourage participation of each student and interaction with others. ✓ Facilitate learning of new vocabulary: write down on the board new words and explain its meaning, use pictures and images, etc. ✓ Some people has may overcome difficult situations and problems, be sure that you can provide with appropriate support or you can change the activity ✓ Consider that many concepts and tools may not be familiar for participants, so introduce it in a easy way, and give them the chace to give their opinion about it or found similatiries to others they may know. ✓ Rememeber to use support materials when needed: pictures/icons, gestures, translated words or sentences, etc.

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