



Employability and Entrepreneurship E-guide

*Get Ready for Opportunities in the World of Work- GROWW
Strategies and Initiatives New in Education to Reinforce Grounding in
Employability and Entrepreneurship - SINERGEE*

2016-1-BG01-KA219-023639

GROWW SINERGEE

This project has been funded with support from the EC

ERASMUS+, KA 2

ABOUT THE PROJECT

GROWW - Getting Ready for the Opportunities in the World of Work - apart from being the aim of each individual, one's personal goal to achieve growth and professional fulfilment either as employee or entrepreneur, is also a common venture. What counts is not just being a successful individual but how to personally contribute to a group, a team, the community, and be a useful team player. It was a large project partnership to facilitate the broadest range of perspectives, experiences and examples of good practices from different cultural backgrounds. Seven partners -Bulgaria, Finland, France, Italy, Roumania, Poland, Portugal brought together their skills, knowledge and expertise to work towards what is today's school major task - to teach students (aged 15-20) to recognise and develop their potential as individuals and teammates and build up the right set of attitudes, skills and knowledge that can ensure their capability of being effective in the workplace to the benefit of themselves and society.

SINERGEE - Strategies and Initiatives, New in Education to Reinforce Grounding in Employability and Entrepreneurship (including social entrepreneurship) - was focused on. We intended to apply innovation and exchange good practices in diverse learning based on working life needs. Throughout the two years the project lasted participating students were engaged in activities that encouraged learning by doing - they collaborated, learned and trained, searched and investigated, examined, compared, prioritised and analyzed, planned, organised, initiated, created, implemented and evaluated with the strong involvement of their teachers, school management, parents and community.

The project was prompted by the need to combat low motivation and apathy at school, as well as anxiety about the future. Considering the decline in industrialisation in most of our areas, due to the economic crisis, and the migration of families to more thriving economic environments our schools contemplated the urgent need to enhance young people's creative, culture and innovative capabilities towards employability and entrepreneurship. Lack of creative skills is one of the causes of unemployment, therefore a student who is exposed to knowledge is better disposed at being creative, thus encouraging innovation and greater marketing opportunities. Therefore, to focus on students' learning by integrating theory and practice was a way of implementing effective employability and entrepreneurship education. Students benefited from the project as they were exposed to workshops and seminars that helped them identify business opportunities. The project also helped in linking what is learnt in school with practical situations so as to be able to solve practical problems in society. Their knowledge was shared with other partners and this created greater awareness.

Our involvement in a project on employability and entrepreneurship, social entrepreneurship including, proceeded from the conviction that young people from all cultures face the same

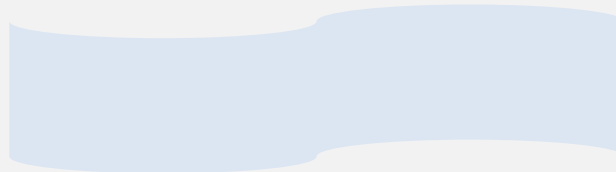
fundamental choice in life related to their future professional fulfilment. We see the role of this project as empowering our students to grow.

WHY THIS E-GUIDE

Considering that the topic of the project is of great interest for partners and a European priority, we believe our efforts in introducing employability and entrepreneurship to young people at school could be worth sharing and helpful to the level of the partners' institutions and to the wider educational community. The project identified effective practice using various methods to raising students' awareness. The involved partner members had precise tasks in accomplishing a user-friendly end product available electronically for the target and for the stakeholders in different European countries as a real added value for education. This result of a two-year project represents one phase of a long-term goal devoted to the acquisition of specific life and intercultural skills and strategies, which will enable students to make better sense of the world they live in and their place in it.

Young people today face plenty of problems in the world of work and the school often fails to prepare them for that. In this e-guide we have tried to help our students to become aware of their potential, to see that they are capable beings and find the strength to establish themselves as efficient employees or entrepreneurs, which is necessary both for their personal development and their future life. It would be a great opportunity for the students to share the skills and knowledge they have, with the students from other countries. By getting aware of opportunities young people from other countries have, they will be better equipped to identify and seize their own.

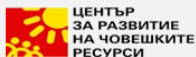
Our students came up with genuine interest and keen response to most of the activities we designed for them. Here we present some of the activities that might work well for those interested in this area of study.



This material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



BULGARIA GEO MILEV ENGLISH LANGUAGE, RUSE



FINLAND SAIMAAN AMMATTIOPISTO SAMPO ETELA - KARJALAN KOULUTUSKUNTAYHTYMA, FINLAND LAPPEERANTA



FRANCE LYCEE POLYVALENT GABRIEL TOUCHARD-GEORGE WASHINGTON, LE MANS



ITALY ISTITUTO STATALE DI ISTRUZIONE SUPERIORE "FERMI-MATTEI", ISERNIA



PORTUGAL V. N. FAMALICAO, AGRUPAMENTO DE ESCOLAS D. SANCHO I



POLAND BIECZ, LICEUM OGOLNOKSZTALCACE W BIECZU



ROMANIA PIATRA NEAMT, COLEGIUL NATIONAL DE INFORMATICA PIATRA NEAMT



COLEGIUL NAȚIONAL DE INFORMATICĂ

Piatra Neamț, Neamț, România, Str. Mihai Viteazul, nr. 12; 610226
Tel/Fax: 00 40 233 227 510; 227 529; 223 252.
<http://cni.nt.edu.ro> e-mail: liceu@cni.nt.edu.ro

Teachers' Tips, Aids and Tools on What Employability is

TABLE OF CONTENTS

The table of contents follows the logic of the project plan, which included the following topics:

	PAGE
Make a Portfolio	5, 6, 7, 45
What I can, What I Am – My Strengths and Capabilities	8, 14, 16, 22, 25, 26, 35
My Job	30, 32
How My Peers Assess My Strengths	39
Get to Know European Certificates.....	41
Psychometric Testing.....	42,45,47
Research –The Ten Most Wanted Jobs in the Region	49, 51
Research – Opportunities in My Town	50
Meet the Business World	53
Talking about your career	54
Job Satisfaction	56
A Letter of Application	58
Job Interviews	60, 64, 67
SWOT analysis	70
LinkedIn	72
A List of Employability Skills	48,70, 74

My First CVideo

Level / Age	16-17, upper-intermediate
Time	120'
Materials	Smart phone / Personal production
Objectives	To create an interactive format of the Europass CV To highlight personal skills

Procedure

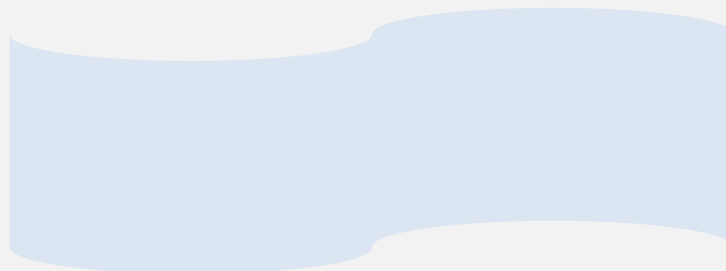
1. Filling the Europass CV
(<https://europass.cedefop.europa.eu/fr/documents/curriculum-vitae>)
2. Writing the script following this order:

Identity / Actual Studies / Degrees / Computing and Languages Skills / Professional Experience / Social skills / Hobbies / Interest for the job

3. Staging your future - 2 minutes video presentation (spot, props)
4. Recording and Releasing
5. Online Examples

<https://www.youtube.com/watch?v=QAS0 LS0knQ>

<http://www.topito.com/top-cv-original-video>



Starting a Portfolio

Level / Age	16-17, upper-intermediate
Time	45'
Materials	flipchart/ whiteboard
Objectives	To relate studying IT to studying Humanities at University To raise students motivation and awareness of the necessity to develop IT and the importance of structuring a substantial portfolio

Procedure

1. Inviting a former student of the school(in this case a third-year student from the American University in Bulgaria, who follows a course in Political Science and Public Relations)
2. The student introduces himself and shares with students which of the skills he has acquired at school he needs and uses at university now
3. Students write on the board the items they are have been studying in IT this school year.
4. The guest explains which of these are being used at the university:
 - Module Word processing: developing a thesis, a report;
 - Module Electronic spreadsheet: various projects in all subjects;
 - Module Database: applied everywhere in his future job;
 - Module Presentations systems: project work in all subjects;
 - Module Algorithms: developing and planning strategies in project work.
5. The guest asks students in what extracurricular activities and school initiatives they participate. He writes on the board a list of attributes and skills he has acquired through these while he was at school. He suggests that everybody do the same for themselves.
6. Next the guest tells the students how he chose his future job and how he constructed his portfolio for the university. He gives them useful tips of whom of the teachers at school they could address for help when compiling the portfolio.

Follow up examples of portfolio

My Portfolio – Writing a CV

Level / Age	17/18, Intermediate
Time	90'
Materials	Sample CVs
Objectives	<p>To create a fully-developed Curriculum Vitae for the future use or reference.</p> <p>To enable the students to develop the skill to write an effective and professional CV.</p> <p>To be more aware of own competences, skills and talents.</p>

Procedure

1. Handing out printed CVs. Some students are asked to fill in a digital version of the document and send it forward to the teacher or project coordinator.
2. Teacher's explanation of the details in each part of the CV.
3. Completing the CVs by the students, according to the following points:
 - a) Personal information: first name, surname, address, contact details;
 - b) Type of application and its description;
 - c) Work experience (details concerning all the work places);
 - d) Education and training (details of all the organisations which provided education to the applicant);
 - e) Personal skills: mother tongue(s), other language(s), communication skills, organisational/managerial skills, job-related skills, digital competence.

Notes:

Students need to put some more effort in assessing their language level and their digital competence.

Follow-ups and discussion: Students create job descriptions and personality profiles.

What I Can, What I Am -1

Level/ Age	Upper-intermediate
Time	90'
Materials	Whiteboard, marker, worksheets, flashcards
Objectives:	To introduce the theme: Employability To identify strengths, weaknesses and areas to improve

Procedure

1. Teacher introduces the theme of the project and asks students to divide into groups of 4-5. One of the students in each group should think about a job and the others must try to guess what the job is by asking questions about it. The students may only ask questions which have a **Yes** or **No** answer.

The students are given these examples:

1. Do you...? - work with your hands - wear a uniform - travel a lot - treat people - build/design/plan something - look after someone - manage a department	2. Do you need to be...? - adaptable - imaginative - creative - competitive - reliable - punctual - proactive
3. Do you work...? - outside - inside - in a university - in a hotel - in an office - from home	4. Do you have to have...? - special qualifications - special certificates - training

2. Teacher asks the students to give an appropriate title to point 2 of the list of examples (hopefully they will refer to Qualities/Strengths/Skills).

3. Now teacher divides the class in 2 groups and distributes flash cards to each group. One group is given names of **Strengths** and the other their **Definitions**. The students from the **Definitions** group are asked to find their matching card in the classroom by asking questions to the students from the other group (e.g. “Are you an active person?”, “Do you usually have imaginative ideas?”, “Can people trust your work?”, “Are you an efficient worker?” ...). The game lasts for 20 minutes.

Example of possible flashcards:

STRENGTHS	DEFINITIONS
Proactive	Getting things done instead of waiting to be told what to do.
Organized	Arranging and planning activities carefully and effectively.
Communicative	Willing to talk to people and giving them information.
Dependable	People know you will do a job and do it well.
Co-operative	Working well with others to get things done.
Punctual	Always being on time or getting things ready on time.
Flexible	Able to change or adjust easily according to the situation.
Independent	Not needing to rely on other people; able to work alone.
Competitive	Always trying to be the best.
Creative	Showing an ability to make new things or think of new ideas.

4. Teacher stresses the importance of knowing yourself well before choosing your career path/job. Teacher hands out a worksheet (**Worksheet 1**) regarding strengths

and weaknesses. Students complete the worksheet with adjectives selected in the previous task or others, signaling their strengths and weaknesses.

5. After that, students (still working in groups) complete a “*How do my partners see me*” worksheet (**Worksheet 2**) in which each student says what they think about their partners in the group. When they finish, each student collects his/her mates’ opinions and writes a paragraph reflecting on what the others have said about him/her.
6. Finally, they discuss the strengths and weaknesses of each person, defined both by the student and their colleagues, and decide about possible career paths/jobs for the members of the group. They also suggest areas each student needs to improve to be successful in finding a job. Each student resume to **Worksheet 1** and insert the suggestions about areas they need to improve in its last item.



Worksheet 1

MY STRENGTHS AND WEAKNESSES**AREAS I NEED TO IMPROVE**

Self-awareness helps you to understand who you are. This includes being aware of your strengths, weaknesses and feelings – and figuring out how to make decisions based on this knowledge.

Complete the tasks to get an idea of how you see yourself.

Name: _____

I'm good at _____

I feel proud of _____

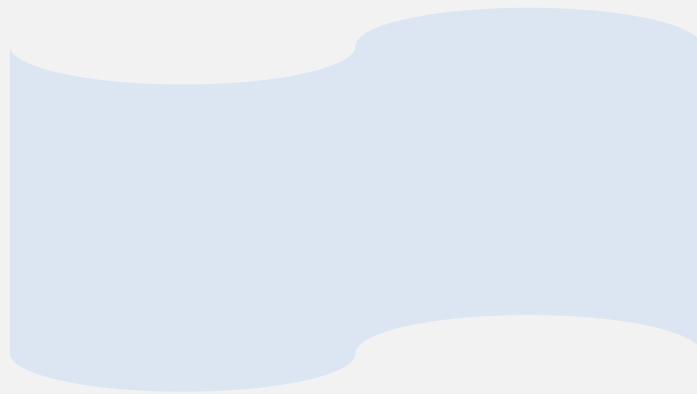
I love to do these activities: _____

This is important to me: _____

It is hard for me to _____

I am useless at _____

These are the areas I need to improve so that I can grow:



Worksheet 2**HOW MY SCHOOLMATES SEE ME**

I am: (name of the student in the group the other student is going to write about)

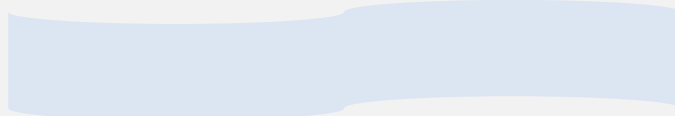
(Name of the student in the group who is going to fill the form) **is going to write about me.**

Choose 3 adjectives to describe me: _____

Write a paragraph (4-5 lines) to describe a time when you have seen me at my best:

My worst characteristic is _____

I struggle to _____



What I Can, What I Am - 2

Level/ Age	16-18, upper-intermediate
Time	45'
Materials	Handouts for 6/7 groups, flipchart/ whiteboard
Objectives	To introduce students to the topic of the project – Employability To raise their awareness of their own strengths and areas they need to develop

Procedure

1. Students think of someone they admire as a professional and describe him/her in three words.
2. They report and accumulate ideas on the board – see which qualities are often repeated – make a list of top 10.
3. Students finish the sentences:
 - I am.....(think of an adjective that best describes you)
 - I believe in
 - I can
 - I am best at.....
 - I have always been able to
 - At school I learnt how to
 - I want to become (a)
 - I want to be better at
 - What I need to develop to be successful is
4. Discuss the endings in groups of four.
5. Provide the groups of students with handouts (Handout 1) - Lists of employability skills, attributes and values. Let them decide on what is a skill or attribute and what is a value. (Check through –“I can...” ,” I am...” and “I believe in...”). Let them see whether they have some of these in their own sentences. Compare with the list of attributes produced in advance at stage 2.
6. Let them finish the sentences again individually, using as many as possible items from the lists they find apply to them personally. Tell them to keep these in their portfolio of the project.

7. If time allows, working in groups, students work out their own definition of employability.
8. Follow up – What is Employability – presentation

Handout 1

Co-operative	Positive relationships	Solve problems and make decisions	Lifelong learning
Adaptable	Plan and organise	Use mathematics	Take the lead
Trust	Communicate	Fairness	Honesty
Responsibility	Quality	Creative	Hardworking
Be enterprising	Independent	Integrity	Punctual
Enthusiastic	Proactive	Dependable	Work in a team
Reliable	Use ICT		

Co-operative	Positive relationships	Solve problems and make decisions	Lifelong learning
Adaptable	Plan and organise	Use mathematics	Take the lead
Trust	Communicate	Fairness	Honesty
Responsibility	Quality	Creative	Hardworking
Be enterprising	Independent	Integrity	Punctual
Enthusiastic	Proactive	Dependable	Work in a team
Reliable	Use ICT		

What I Can, What I Am - 3

Level/ Age	16-18, upper-intermediate
Time	45'
Materials	Handouts for 6/7 groups, flipchart/ whiteboard, mobiles
Objectives	To consolidate the concept of Employability To give students the chance to discuss the topic freely, drawing on personal experience

Procedure

1. (Handout 2, stage1) Give each student a strip that contains a skill, a synonym or an explanation. Students start searching partners to form groups of three that match the skill, its synonyms and explanation. Then each trio presents to the class what they have formed. Give them time to think of an example drawing from their own experience and illustrate the skill to the class.
2. Distribute the same handouts with the lists of employability skills and values from the previous activity (Handout 1)(Employability and Me -I).
3. Let the students group the items into separate lists of skills and values. Discuss attributes, skills and values in advance. If you find attributes questionable as a term in the business world, adapt it your way.
4. Let the students choose three items of each list and think of synonyms and definitions.
5. Students of each group ask a synonym or a definition to the other groups until they exhaust all the items.
If students find it difficult, be ready to give them a list of definitions to match, working in pairs.(Handout 3)
6. Let students Google employability skills, see variations and compare findings.
7. At the end of this activity students try to make up a list of employability skills without referring to sources of information, just what they remember, in order of priority for them.
8. Follow up: Psychometric testing

Notes:

If students are less advanced and giving definitions of their own is too much of a challenge or matching is too long and boring, this site offers flashcards that can be done online. It might be even better to start the activity with a couple of examples even to more advanced students.

<http://www.cram.com/flashcards/employability-skills-qualities-and-values-5111278>

Handouts follow attached:

Handout - activity 1 and 2

Co-operative	Positive relationships	Solve problems and make decisions	Lifelong learning
Adaptable	Plan and organise	Use mathematics	Take the lead
Trust	Communicate	Fairness	Honesty
Responsibility	Quality	Creative	Hardworking
Be enterprising	Independent	Integrity	Punctual
Enthusiastic	Proactive	Dependable	Work in a team
Reliable	Use ICT		

Co-operative	Positive relationships	Solve problems and make decisions	Lifelong learning
Adaptable	Plan and organise	Use mathematics	Take the lead
Trust	Communicate	Fairness	Honesty
Responsibility	Quality	Creative	Hardworking
Be enterprising	Independent	Integrity	Punctual
Enthusiastic	Proactive	Dependable	Work in a team
Reliable	Use ICT		

Handout activity 2, stage 1 – to be cut in separate strips of paper

Self-reliance	independence, self-sufficiency, autonomy	able to work on your own, solve problems and make decisions without help
Open-mindedness	tolerance, liberalism, non-judgmental	interested in other people's ideas and prepared to work with people you disagree with
Pragmatism	practicality, expediency, common sense, matter of fact, simplicity	able to find simple practical solutions that will work and just do what it takes
Adaptability	flexibility, adaptableness, and compliance	able to cope if things need to be done slightly differently from your original plan
Perseverance	persistence, determination, pushiness, diligence, and resolution	keep going when it gets difficult or there are obstacles
Determination	strength of mind, willpower, resolve, purpose, fortitude, grit	Once you have decided something you make it happen
Creativeness Improvisation	artistic, originality, and vision invention, creativeness, lateral thinking, inventiveness	you have original ideas you find yourself developing different ways of doing things
Confidence	self assurance, self confidence, belief	On the whole do you think that you can do things rather than worry that you can't
Initiative	Inventiveness, enterprise, have ideas	you find that you don't wait to be told to get on with things

Handout 3, stage 5– optional, can be used only the first part for skills or as reference to teachers

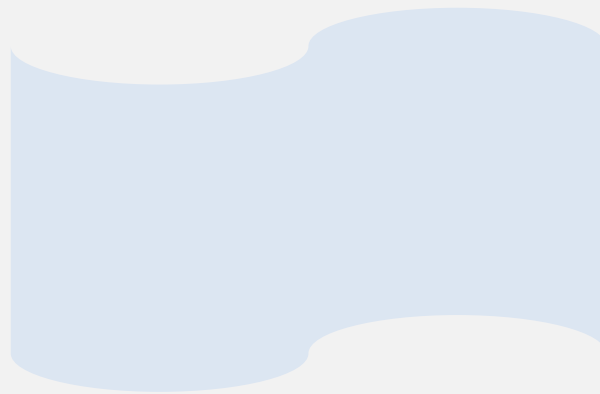
Skills defined

Communication	This is the ability to clearly get your message across to a variety of people so that everyone can understand it. It can take place in a variety of ways, for example: - face to face (through meetings or presentations); - written (using letters, e-mails or posters); and/or - by talking on the telephone. This is also the ability to decide which of the above methods is the best way to get the message across to people.
Teamwork	This is when a group of individuals work together with a common goal. Each person within the group has a role to carry out to ensure the task is completed successfully.
Problem-solving and decision-making	This is the ability to: - spot the issue on time; and - use the information available to act appropriately
Being enterprising	This is the ability to use your imagination to come up with new ideas to improve the workplace. Such people show a willingness and readiness to undertake new challenges even when the outcome is unknown.
Planning and organizing	This is the ability to accurately decide the who, what, how and when achieving a goal or completing a task.
Using ICT	This is the ability to use technology as a tool to help manage information, for example: - researching on the internet; - storing information on a database; and/or - processing letters or communicating with the use of e-mail, PowerPoint or another computer package.
Using Mathematics/ Numeracy	This is the ability to use knowledge to carry out a variety of tasks effectively, for example: - calculating percentages; - measuring and drawing plans; and/or - analysing graphs and trends to make predictions.
Leadership skills	This is the ability to: - inspire a team of people around you to get them to want to work to their

	best ability; and - create a vision that is shared by all so that everyone knows the future goals and how they are going to achieve them
--	--

Attributes Defined	
Dependable	Being able to make sure people know you will do the job and do it well.
Reliable	Being able to show that people can trust in you and in your work.
Hardworking	Taking great care and perseverance to get a task done. Independent Not needing to rely on other people to get a job done.
Proactive	Making things happen instead of waiting to be told what to do (sometimes referred to as showing initiative).
Co-operative	Working well with others to get jobs done.
Enthusiastic	Showing real and genuine interest in a job.
Punctual	Always being on time or having things ready on time
Values Defined	
Integrity	Acting in a way that is open and honest. Not being influenced by others to act inappropriately
Quality	High level of excellence.
Positive relationships	Making good connections with others.
Responsibility	Being able to say what, how and why you have worked in a certain way.

Honesty	Acting truthfully at all times.
Fairness	Sticking to the rules without having a negative effect on others.
Trust	Having confidence in someone or something.
Lifelong learning	Continually developing skills and knowledge to improve self and ways of working.



What I Can, What I Am - 4

Level/ Age	16-17, upper-intermediate
Time	120'
Materials	Handouts for 6/7 students, flipchart/ whiteboard, pictures of professionals
Objectives	To introduce students to the topic of the project – Employability To raise their awareness of their own strengths and areas they need to develop

Procedure (variation)

comparison between their feelings about themselves and how the others may see them.

- Students look at pictures showing people as a professional and describe him/her in three words.
- They report and accumulate ideas on the board – see which qualities are often repeated – make a list of top 10.
- Students finish the sentences:
 - I am.....(think of an adjective that best describes you)
 - I believe in
 - I can
 - I am best at.....
 - I have always been able to
 - At school I learnt how to
 - I want to become (a)
 - I want to be better at
 - What I need to develop to be successful is
- Provide the groups of students with handouts (Handout 1) - Lists of employability skills, attributes and values. Let them decide on what is a skill or attribute and what is a value. (Check through –“I can...” ,” I am...” and “I believe in...”). Let them see whether they have some of these in their own sentences. Compare with the list of attributes produced in advance at stage 2.
- Let them finish the sentences again individually, using as many as possible items from the lists they find apply but not to them personally : they choose one of their classmates and tell what are for them the best skills, attributes or values to describe him / her. This person then finds out what the other thinks about him/her and can express what he/she feels different from what he/she thinks about him/herself.

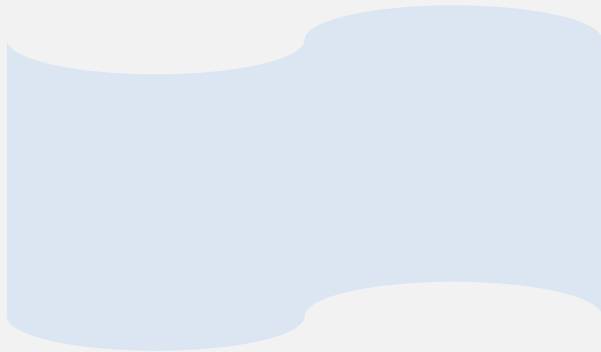
6. (Handout 2, stage1) Give each student a strip that contains a skill, a synonym or an explanation. Students start searching partners to form groups of three that match the skill, its synonyms and explanation.
7. Distribute the same handouts with the lists of employability skills and values from the previous activity (Handout 1)(Employability and Me -I).
8. Students look at the pictures of professionals again and decide for each person one skill, one attribute and one value that suits him/her the best.

Handouts follow attached:

Handout - activity 1 and 2

<ul style="list-style-type: none"> • I am (think of an adjective that best describes you) • I believe in • I can • I am best at..... • I have always been able to • At school I learnt how to • I want to become (a) • I want to be better at • What I need to develop to be successful is 	<ul style="list-style-type: none"> • You are..... (think of an adjective that best describes your neighbour) • He/she believes in • He/she can • He/she is best at..... • He/she has always been able to • At school He/she learnt how to • He/she wants to become (a) • He/she wants to be better at • What He/she needs to develop to be successful is
--	---

Describe the main character of each picture in 5 words :



What I Can, What I Am – 5

Level/ Age	15-16, upper-intermediate
Time	45'
Materials	Internet, PC, flipchart/ whiteboard
Objectives	To improve writing skills To get to know the requirements for writing a CV To relateschool knowledge to searching for a job

Procedure

1. Students make a list of jobs they are likely to find after turning the age of 16.
2. Students do research on the terms and conditions to be allowed to have a job at this age.
3. Students finish the sentences:
 - I am.....(think of an adjective that best describes you)
 - I believe in
 - I can
 - I am best at.....
 - I have always been able to
 - At school I learnt how to
 - I want to become (a)
 - I want to be better at
 - What I need to develop to be successful is
4. Students opt for a job for the summer holiday.
5. Students find a standard form of CV to fill in and keep it in a file at the school computers.
6. **Follow up** – fill in the form.

What I Can, What I Am - 6

Level/ Age	15-16, Intermediate
Time	45'
Materials	handouts for 5- 6 groups of 4-5 students , flashcards, flipchart/ whiteboard
Objectives	<p>To identify key skills that are related to employability</p> <p>To raise students' awareness of their own qualities and areas they need to develop;</p> <p>To relate personal strengths to key skills (needed in school and future jobs)</p> <p>To relate new knowledge to the topic of the project – Employability.</p>

Procedure

1. Teacher invites students to brainstorm ideas about key skills needed for school progress and later needed in the field of work (can be done individually or in groups) (2-3 min.)
2. They report and accumulate ideas on the board/flipchart– see which qualities are often repeated and could be grouped together.
Teacher leads the discussion so that at the end there is a list of several key skills, e.g.
Verbal and Written Communications skills, Numeracy skills, Information and Communication Technology skills (Computing skills), Critical Thinking and Problem Solving skills, Team work and Collaboration Skills, Self Development skills (other skills can also be included). Teacher asks students to give examples with professions – e.g. “You need numeracy skills in order to be an accountant/shop assistant/ bank manager.”, “You need team work skills in order to work as a manager/a teacher/ a secretary.”, “You need ICT skills in order to have a career as a designer, a secretary, an editor.”, etc) (5 min.)
3. Teacher distributes handouts so that everyone reads the instruction for the next exercise.
4. Teacher explains the aim of the exercise – students can choose adjectives/expressions to describe their strengths and weaknesses; students raise their awareness of themselves; relate this knowledge to what they have

- learned about Self- Image and self-esteem in Psychology class; relate this to their everyday life experience
5. Depending on the level of English the teacher could go through the instructions with students.
 6. It is very important that the teacher reminds the students before starting that they can choose to “pass” if asked to reveal something they do not wish to talk about.
 7. Teacher issues a set of flash cards to each group (up to 5 members)
 8. Teacher observes and supports the groups as they play the game (max. 10 minutes)
 9. Teacher asks the students what they have learned from the game – about their own qualities, about others’ qualities, about how other people see themselves. (5 min.)
 10. Ask students to give examples of how personal weaknesses prevent them from doing good at school or how these qualities could do harm in terms of work performance. What could be done in order to change weaknesses? (2-3 min.)
 11. Teacher invites the students to go back to the key skills on the whiteboard/flipchart and try to relate at least one definition of a personal strength to each set of key skills. (e.g. “can easily explain ideas” to “Verbal and written Communication skills”; “reliable” to “Team work and Collaboration skills; “self-disciplined” to “Self development skills”, etc.) (5 min.)
 12. Teacher or several students summarize how personal qualities are related to skills and how skills are applied in work.

Instructions for the flash cards exercise:

- Your group will receive a set of cards.
- Shuffle the cards and leave the pile on the desk face down.
- Each of you take one card , think how it reflects your personality, as either a strength or a weakness. If the card means something to you, keep it. If it does not, you have the chance to reject your card and put it face down underneath the pile, and replace it with another from the top of the pile.
- If you get a blank card you can write in a personal quality of your choice.
- The exercise is complete when all the cards have been used (It may occur , however, that some cards are not acceptable to anyone)
- Everyone in the group then shows their cards to the rest of the group and explains your choice. Discuss any changes you would like to make to your selections – what other strengths you possess, how you could work on your weaknesses, why you want to change?
- Think about what you have learned as a result of this game.

An example for the flash cards (leave several cards empty):

AGGRESSIVE	AMBITIOUS
ABLE TO PLAN ACTIVITIES	ABLE TO INFLUENCE OTHERS
AUTHORITARIAN	CONFIDENT
LOYAL	UNDERSTANDING
ADVENTUROUS	CAN SET OWN GOALS
STRICT	MODEST
CAN WORK OUT PRIORITIES	LAZY
WELL-MANARED	SYMPATHETIC
CHEERFUL	CANNOT ACCEPT CRITICISM
GOOD WITH WORDS	DISLIKES BEING GIVEN ADVICE
HELPFUL	CAN SOLVE PROBLEMS
THINKS OUT OF THE BOX	DECISIVE
LACKS PATIENCE	INDECISIVE
GENEROUS	TOLERANT
HARD WORKING	GOOD AT GIVING SPEECH
TACTFUL	SUPPORTIVE
HONEST	CONSIDERATE
INDEPENDANT	GOOD LISTENER
WELL ORGANIZED	WELL BEHAVED

FULL OF FUN	CAN CREATE POWERPOINT PRESENTATIONS
RELIABLE	SENSIBLE
CAN USE COMMON SENSE	PUNCTUAL
ACTS AS A LEADER	CAN IDENTIFY DIFFICULTIES AND OPPORTUNITIES
FRIENDLY	PREFERS WORKING ALONE
GOOD WITH NUMBERS	GOOD AT MANAGING TIME
CAN FOLLOW INSTRUCTIONS	CAN GIVE INSTRUCTIONS
EASILY LED	OBSERVANT
EVENTEMEPERED	SENSITIVE
FINDS IT DIFFICULT TO EXPLAIN FEELINGS AND IDEAS	FINDS IT DIFFICULT TO OBSERVE RULES
CAN UPLOAD VIDEOS ON THE INTERNET	CAN DRAW CHARTS
CAN WRITE FORMAL EMAILS	CAN READ CHARTS AND GRAPHS
INCONSISTENT	RESOURCEFUL
MOODY	SOCIABLE
FLEXIBLE	MESSY
ARTISTIC	INVENTIVE
EFFICIENT	ABLE TO CONFRONT OTHERS

My Job

Level 16-18, upper-intermediate

Time 90'

Materials Computers, whiteboard

Objectives To identify the kind of work you would like to try.

To identify different aspects of the work they would like to try.

To say why you would like to do the job.

To say if your own skills and qualities would be helpful in the job.

Procedure

Methods work-team, debates, research, reflective discussion

1. What kind of work would you like to do? Answer the following questions.

- Do you like to work in a group?
- Do you like to work alone?
- What are you good at in college?
- What are your hobbies?
- Do you like making things?
- Do you like working with children?
- Do you like working with animals?
- Do you like working inside or outside?
- Do you like meeting new people?
- Do you want to go to university?

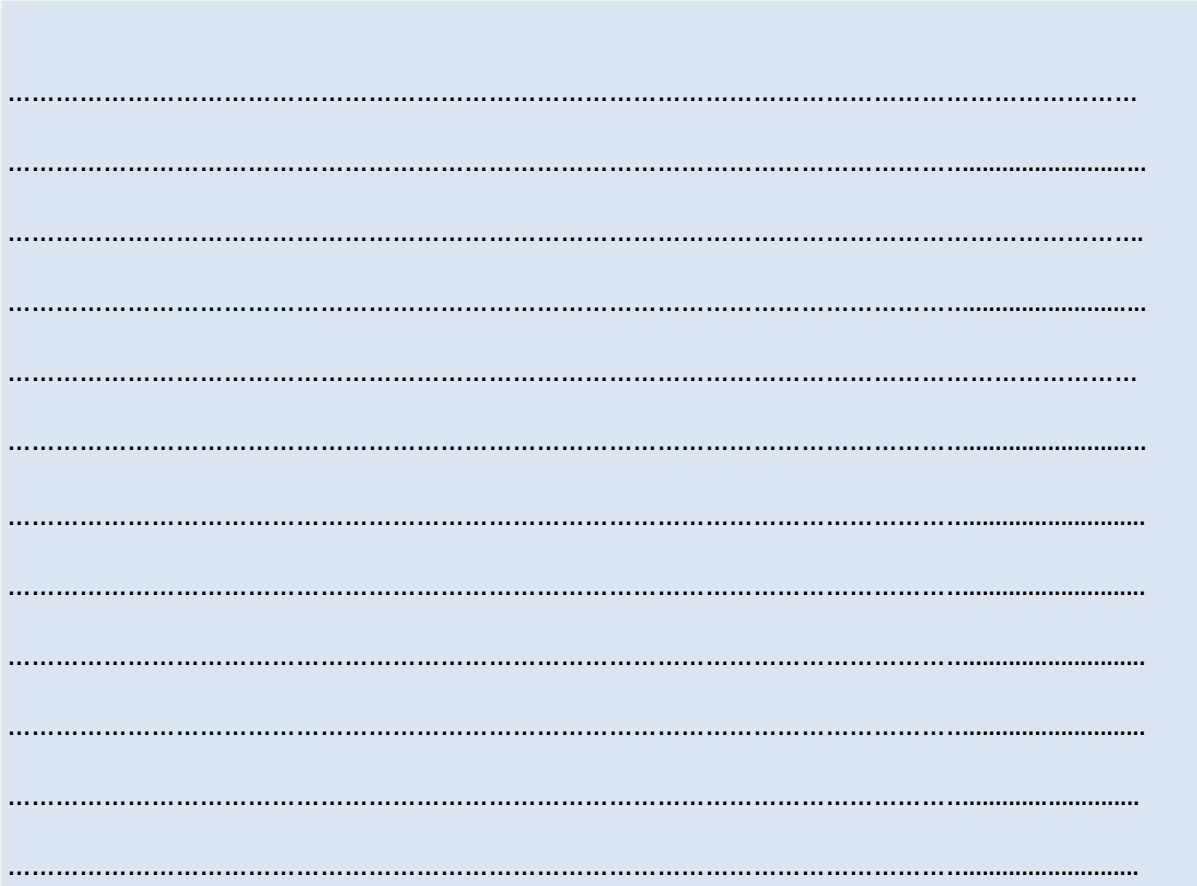
2. Now pass your paper to the person sitting next to you what do they think would be a good job for you?

_____ thinks that a good job for me would be _____

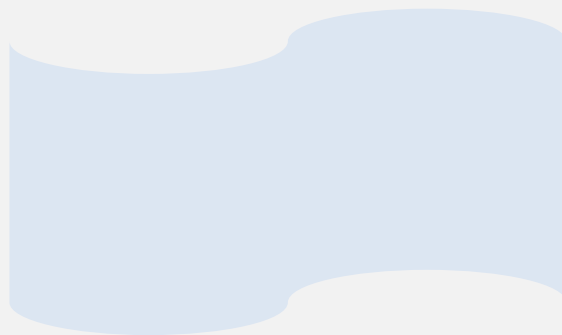
Do you agree?

I think a good job for me would be _____

3 .Now write 12 lines about why you are interested in this job. Find out what qualifications you need to do this job. What different aspects of this job would you like to try (e.g. I want to be a teacher I would like to try writing on the board.) and what skills and qualities you have that would be good for this job.



Extension activity: Make a poster about your ideal job- get some pictures from the internet to help you.



Preparation for the Labour Market

Level 16-18, upper-intermediate

Time 90'

Materials Computers, whiteboard

Objectives To recognise personal skills and qualities

To identify what kind of work you would like to try.

To identify different aspects of the work they would like to try.

Procedure

Method work-team, debates, research, reflective discussion

1. Find the jobs in the word search below.

t b s d n d g h h k l r b r c	accountant
e n e e y u k a t k e s u e i	builder
e i a s c g r r w s y b s c v	bus driver
t b r t i r e s s l h z d i m	cleaner
x n t f s g e e e m c r r f a	cook
o s d t a i r t e e o e i f a	doctor
d g f n i d s c a d o d v o q	hairdresser
d r a v r f h s n r k l e e q	manager
f m e i r a w b a q y i r c k	mechanic
s t a j n e o n e p v u p i b	nurse
c h q i v z n v b z o b o l f	police officer
a c c o u n t a n t y h m o r	secretary
r e h c a e t h e r r i s p w	shop assistant
d o c t o r l e r l l h d l m	teacher
j l x y j o z d b d c j m m o	vet

2. A job I would like to do is.....

3. Skills and Qualities

Lesson Objective: Identify your personal skills and qualities. Identify the kind of work you would like to try.

1. Look at the words below are they skills or qualities? Put them into the correct place in the chart. Can you think of anymore?

ICT skills, punctual, honest, team- working, creativity, maths skills, patient, communication (oral), communication (written), hard-working, reliable, problem-solving, enthusiastic, telephone skills, friendly, organised, time-management skills.

Skills	Qualities

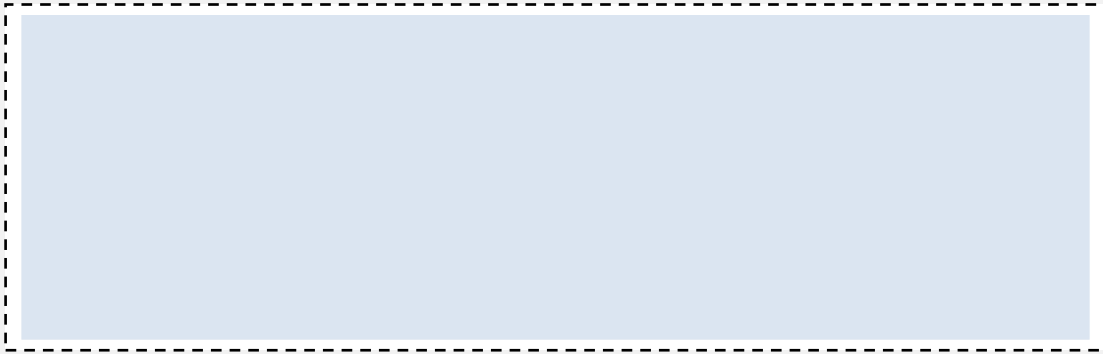
2. In the chart below write five skills and five qualities that you think you have.

My skills	My qualities

3. Think about the following jobs; what kinds of skills and qualities do these people need to have?

Job	Skills	qualities
Nurse		
police officer		
Mechanic		
Hairdresser		
Builder		
Cook		
shop assistant		
Teacher		
Doctor		
Informatician		
Driver		
Engineer		
Counter		
Lawyer		

3. Write below the job you want to do. What skills and qualities do you need to do this job? Do you have these skills and qualities- circle the ones that you do?



Extension task: Make a poster for a new teacher - what skills and qualities do they need?



Follow up to Strengths and Weaknesses and Employability Skills

Level / Age	18-19(School leavers) Advanced
Time	30'
Materials	None
Objectives	To personalize knowledge To develop writing skills

Procedure

1. Warm up – short discussion on “What questions do you ask yourselves on leaving school?”
2. Assign topics to students:
 - a. What questions did you ask yourself when picking a career/ choosing a university?
 - b. What factors go into choosing a career?
 - c. My strengths and weaknesses on leaving school.
 - d. Which important employability skills are developed at school? Which are not?
 - e. How useful your education has been as a preparation for the world of work?
 - f. Should school offer a career advice service? What can the school do to help?
 - g. Write a short essay starting with:”I leave school with my head packed full of knowledge to pass the exams put in my path. However,”
 - h. Write a short essay starting with:” I am lucky. I found what I love early in life.”

Students' essays

The first professional path every person takes is school. School teaches us how to think, learn, study, endeavour and the most important aspect- how to be a developed successful person among the others. There are several skills that we unconsciously acquire and develop at school.

To start with, responsibility is the major skill that students are faced with. It is an essentially important skill and if we manage to master it, we are able to become successful leaders in our future jobs. Even writing homework is a type of responsibility.

Secondly, our communicative skills that we improve in our daily routine are vital. Students are often made to work on group projects. Hence, they better their interaction skills, which make them gregarious and open-minded people.

Although we are taught to take huge responsibilities, we are not able to reveal and to develop our leadership skills. It will be a great idea, if the students can build a company through a simulation process. It is a possibility of how people can develop their leadership and management skills through such an experience at school.

In conclusion, I would say that school teaches us many essential things- it builds up our thinking. We are taught how to take responsibilities and how to interact with other people in an appropriate way. However, at school we have a lack of leadership programs and courses with such a purpose.

Georgi Petrov

The most difficult decision I have ever made was choosing where to study medicine. I had a lot of questions to answer before making my decision. But with a little help of my teachers I was able to make my decision.

One of the things I asked was the location of the universities. My teachers said that Varna School of Medicine was the best choice. They said that many great doctors have studied there. That's why I chose this university as my primary choice.

The expenses for the university played a significant role. I didn't want to spend a lot of money on my education, but my mother told me not to worry about it. What I had to consider next was transportation. My parents decided to buy me a new car. It was essential since I wanted to stay in Bulgaria.

In conclusion, this was the hardest decision in my life with the help of my teachers and my family I was able to make the right choice.

Teodor Dimitrov

What questions do/did you ask yourself when choosing a university/picking a career?

Choosing a university and picking a career are probably the most important things a young adult has to deal with. Still considered a 'teen', one must make decisions that will inevitably have impact on the rest of his/her life. Even though this is undoubtedly one of the most nerve-racking moments in one's life, it is also one of the most exciting ones. My experience when dealing with those issues was not much different.

Last summer marked the beginning of a six-month journey of applying for universities both in the UK and the Netherlands. It is safe to say that I spent the first two months flip-flopping between two majors- international law and international business. During those two months I kept asking myself questions like: , In 5 years' time do I see myself as a lawyer or as a business woman?' or , Are the qualities I know I have more applicable in the legal system or in the business world?' Eventually, law prevailed. Thankfully, after

that decision was made, I did not have to waste time in deciding for which universities I was going to apply. International law is not a wide-spread major and I had a very limited choice. I picked the universities which had my major and which also had affordable fees.

I do not know if I made the right decision by choosing to study law. All I know is that I followed my inner voice. I am hoping for the best!

Kalina Naydenova

Choosing a university can be a formidable challenge since the consequences of this decision have a long-term impact on our lives. Personally, I am not much of a believer that being a student in the highest-profile universities in the world is the ultimate path to success. However, to some extent it does make a difference for people like me who have decided to pursue a career in Psychology.

Before I asked myself where to continue my education after high school, I took into consideration what personal and professional qualities I need to possess or acquire in order to succeed in the field of Psychology. It occurred to me that a good psychologist has to be academically competent, communicative and able to work with people from various social backgrounds, with diverse personalities and problems. Therefore, I was convinced that England and particularly London was the best option because it reincarnates diversity, not only in terms of people but also in terms of opportunities.

Another question I had to consider was if London is a place where there are universities in which I could gain expertise and hands-on experience on the subject I am willing to study. By doing research I found the universities I believe and I hope I could continue to pursue my vocation. The entry requirements are a prominent aspect a future undergraduate should take into consideration. One should have realistic self-esteem, not too low and not too high, in order to assess in advance their chances for a successful application.

The questions I asked myself concerning my future career and university life are many but what is crucial is the answers I managed to get all by myself. Thus, I have high hopes that I've made the right decision and in the future I can find an environment I belong to.

Stiliyana Obreshkova

What questions did you ask yourself when picking a career?

Choosing one's career is a critical point in the life of a youngster. This vital decision, which we face at a fragile age, is to determine our further development as individuals. Therefore, it should be treated with great caution and by considering all aspects of one's personality and aspirations.

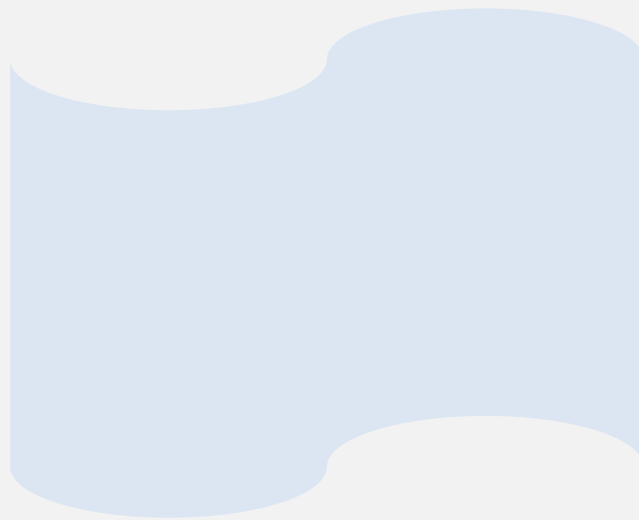
I believe that in order to come to the conclusion of what you want to become, you must first know who you are. One can't be uncertain about their qualities and goals and expect to easily decide on which path to set foot on. On that note, one should evaluate their strengths and weaknesses, the activities they love and the ones they detest doing in order

to find out what occupation they may consider suitable. By doing so, young people can determine the field they want to study and work in.

When I was at this crossroads myself, I concentrated on what was more valuable to me—being happy with my career or being financially stable? After contemplating my personality and outlook on life, I found that doing what I loved for a living, despite all the risks it comes with, would be far more rewarding than a well-paid but a monotonous, nine-to-five job.

In conclusion, the questions one will have to face, when making this important decision, have to do with what their idea of happiness is and who they really are. Finding your place in today's society can be a difficult task but if you consider your individuality when making a choice, you are bound to end up at the right spot.

Anna Ivanova



Student-Student Reference

Age 15-18, lower intermediate to advanced

Time 45'

Materials Handouts / sample references

Objective Collaborative writing which spreads the responsibility

Procedure

1. Decide on a job that the class would like to think about.
2. Divide the class into an even number of groups of about 4
3. Tell them that each person is going to write a reference to help a member of another group to get this particular job. In their group students decide who will write whose reference. Tell them not to write the name of the student they are writing the reference for. The objective is to make their reference as clear as possible so that the other group will easily be able to recognise who it applies to.
4. Within their groups they check each other's writing and ask you for any help.
5. The groups get together and read out references. The other group has to guess which of them it applies to.

Notes: In less advanced classes the teacher explains the format of a reference, gives useful vocabulary as prompts, gives out sample references to refer to or lets students Google sample job reference. Students can also refer to handouts of previous activities on employability skills to refer to, thus refreshing awareness of employability skills

Follow ups:

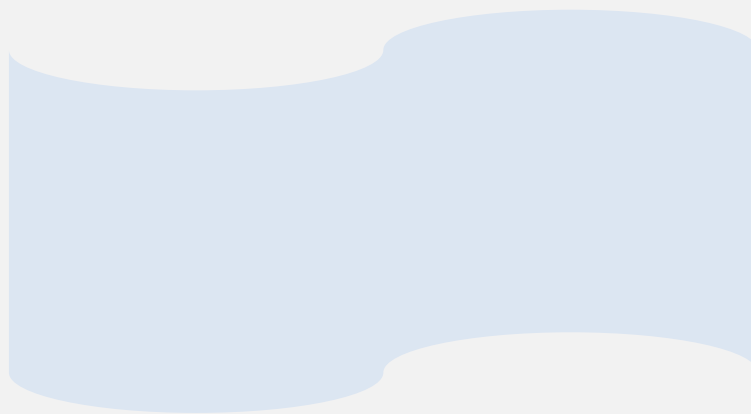
- Job interviews
- Letters of application
- Job descriptions
- Personality profiles

Handout:**Guidelines:**

Format – formal letter writing

Points to consider:

1. What are the qualities and skills for this particular job?
2. Start with: I have known the applicant since..... as (explain how you have seen the applicant in the area you have met)
3. Write a paragraph describing the skills the applicant has that make him/ her fit for this particular job.
4. Describe the qualities and skills in terms of personality – communication, initiative, motivation, working in a team, confidence, socialization, interests, stamina, fitness.
5. Make it realistic but avoid any negativism, be serious
6. Follow the requirements of formal language



European Standards and Certificates

Level/Age	Upper-intermediate
Time	4'
Materials	Whiteboard, marker, computer, net
Objectives	To get familiar with standard European certificates

Procedure

1. Teacher divides the class in 4-5 groups, provides students with useful links to get information about standard European certificates (https://ec.europa.eu/education/policy/strategic-framework/skills-qualifications_en ; http://europa.eu/youreurope/citizens/education/university/recognition/index_en.htm ; <http://www.accreditation.info/>) and asks them to survey the net, in order to prepare a PowerPoint presentation with a summary of the information they found.
2. Students present their work and their findings are compared and discussed orally until these European certificates are fully understood.

Follow up – Work on the portfolio



Psychometric Testing On-line

Level /Age	Upper-intermediate
Time	90'
Materials	Whiteboard, marker, worksheet, computer, net
Objectives	To get familiar with psychometric testing by completing some free testing on-line. To be able to identify oneself as a prospective applicant for specific jobs.

Procedure

1. In a computer room, teacher hands out a worksheet (**Worksheet 1**) about Psychometric testing and reads the information about the definition and the importance and these tests with the students, discussing the concepts.
2. Students go to the site <https://www.jobtestprep.co.uk/personalityfree.aspx> and <https://www.jobtestprep.co.uk/freepsychometrics.aspx> to complete the tests.
3. Students Print Screen their results.
4. Students join in groups of 4-5 and are asked to select the strengths/skills a salesperson and a nurse should possess (they can refer to the vocabulary tested in the flash cards in Activity 1), for example:

SALESPERSON	NURSE
Charismatic	Compassionate
Flexible	Kind
Communicative	Responsible
Pro-active	Organized
Intelligent	Dependable
Competitive...	Communicative...

5. Students imagine they are employers. They check the Psychometric Tests results in their groups to decide if someone present shows the characteristics that can make them good candidates to occupy the positions referred previously. They must be prepared to justify their choices.

6. Finally, they choose a spokesperson and each group, one at a time, present their results to the class.

Worksheet 1

PSYCHOMETRIC TESTING

What is a Psychometric Test and how do they work?

If you're looking for a job or a promotion then you've probably spent hours preparing your C.V. and getting ready to face some tough interview questions. But, what if you're expected to sit a psychometric test or aptitude test? With over 70% of the world's employers using aptitude tests as part of their recruitment process you need to make sure that you are prepared.

Psychometrics simply means measurement of the mind. It's derived from the Greek 'psyche' (mind) and 'metron' (measure). Essentially, it is a measure of how your brain works and provides a quantifiable measurement of your mental ability. They provide a potential employer with an insight into how well you work with other people, how well you handle stress, and whether you will be able to cope with the intellectual demands of the job.

The psychological tests that measure our minds generally fall into two broad categories:

1. There are tests designed to assess personal qualities, such as personality, beliefs, values, and interests, as well as motivation or 'drive'. These are known as measures of typical performance. They are usually administered without a time limit and the questions have no 'right' and 'wrong' answers. The answers reflect how the person taking the test would usually or typically feel, what they believe, or what they think about things.
2. The second category includes tests that are designed to measure performance. These are called tests of ability, aptitude or attainment and are known as measures of maximum performance. They are usually administered with a fixed time limit, and the questions have right and wrong answers.

TASKS:

Now you are going to take 2 tests, one from each category. You can see how well you perform and the areas you need to improve if you are to get the job you want:

1. **Category 1:** follow the link <https://www.jobtestprep.co.uk/personalityfree.aspx> and complete the first test: **Free Personality Test Sample**. When you finish, [Print Screen your results and be prepared to show them to the class.](#)

2. **Category 2:** follow the link <https://www.jobtestprep.co.uk/freepsychometrics.aspx> and complete the test: **Free Psychometric Test Practice**. When you finish, Print Screen your results and be prepared to show them.

3. Join in groups of 4-5 each. Use your previous knowledge about strengths/skills to select the ones a salesperson and a health aid should possess.
4. Now imagine you are employers. Check the Psychometric Tests results in your group to decide if there is someone present who could occupy the positions referred in point 3. Justify your choices.
5. Choose a spokesperson and present your results to the class.

Other sites where you can practise your skills:

<https://www.excellerate.co.nz/free-online-psychometric-tests.html>

<http://www.psychometricinstitute.com.au/Free-Aptitude-Tests.asp>



Psychometric Testing On-line

Level / Age`	Upper-intermediate
Time	90'
Materials	Computer, Internet, worksheet
Objectives	<p>To get to know what psychometric tests are and what they are crucial for recruiters</p> <p>To raise selfawareness and self-esteem</p> <p>To become familiar with types of psychometric testing completing some free testing on-line</p> <p>To be able to seeoneself as an applicant for specific jobs</p>

Procedure

1. In a computer room , a teacher starts discussion about students skills, personal qualities and job preferences
2. The teacher presents PP presentation about psychometric tests (attachment 1)
3. Students go to the following sites and complete online tests
<https://www.assessmentday.co.uk>
<http://www.psychometricinstitute.co.uk/>
4. Students Print Screen their results.
5. Students join in groups of 4-5 and discuss the results they got. They decide as a group about each person's proper position to occupy and justify their decisions.
6. Each group chooses a spokesperson who presents their results to the class.

TASKS:

Now you are going to take 2 tests, one from each category. You can see how well you perform and the areas you need to improve if you are to get the job you want:

1. **Category 1:** follow the link
<https://www.jobtestprep.co.uk/personalityfree.aspx>and complete the first test:

[Free Personality Test Sample. When you finish, Print Screen your results and be prepared to show them to the class.](#)

2. **Category 2:** follow the link <https://www.jobtestprep.co.uk/freepsychometrics.aspx> and complete the test: [Free Psychometric Test Practice. When you finish, Print Screen your results and be prepared to show them.](#)
3. Join in groups of 4-5 each. Use your previous knowledge about strengths/skills to select the ones a salesperson and a health aid should possess.
4. Now imagine you are employers. Check the Psychometric Tests results in your group to decide if there is someone present who could occupy the positions referred in point 3. Justify your choices.
5. Choose a spokesperson and present your results to the class.

Other sites where you can practice your skills:

1. <http://www.practiceaptitudetests.com/>
2. <https://www.assessmentday.co.uk/>
3. <http://www.cubiksonline.com/cubiks/practicetests/>
4. <http://www.graduatesfirst.com/>
5. <http://www.psychometricinstitute.co.uk/>
6. http://downloads.pgwebtools.com/practice_reasoning_test.html
7. <http://www.psychometric-success.com/>
8. <http://www.cebglobal.com/shldirect/index.php/en/practice-tests/>



Psychometric Tests

Level 16-18, upper-intermediary

Time 1*45'

Materials Computers, whiteboard

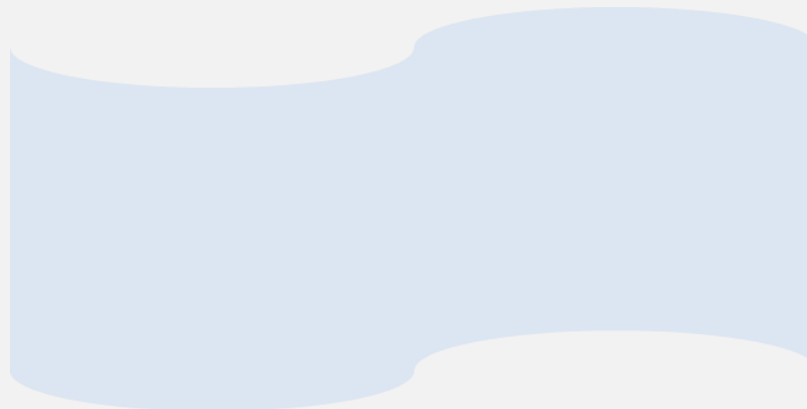
Objectives Students understand what psychometric tests are and via tests they can find out what their primary personal type is.

Procedure

1. Psychometric tests in general: ability, aptitude, personality- Frontal teaching
2. Purpose of personality tests - Frontal teaching
3. Taking a personality tests - Individual student activity
 - Go to www.16personalities.com
 - "Change language"
 - "Take the Test"

Follow-up-discussion teacher + students

1. From individual test results: What is your primary personal type (Mind/Energy/Nature/Tactics/Identity)
2. What are your personal type's strengths and weaknesses?
3. Which personal feature you should develop in the future?



Round up on Employability – Skills, Test and CV

Age /Level	16-18/ upper-intermediate to advanced
Time	45'
Resources	Internet, mobiles or a computer lab
Objectives	To explore reliable sources of information To consolidate and expand on the concept of employability

Procedure

1. Divide students in pairs
2. Present to them the site of the University of Kent which contains a wealth of information on the topic
3. Tell them to google – EMPLOYABILITY SKILLS – UNIVERSITY OF KENT

<https://www.kent.ac.uk/careers/sk/skillstest.html> - skills

4. Students go through the table of employability skills
5. Then they do the exercise, which is a test on employability skills
6. After taking the test, they click on jobs related to the skills to refer their results to the table.

Expanding on the CV

1. Tell students about other possible sites to search help when writing a CV
2. Students google:

<https://www.kent.ac.uk/careers/cv.htm> for hints for a CV for about 15 min.

3. Students report what they have found useful and new.
4. For another 5min. they explore :

<https://www.livecareer.com/quintessential/job-skills-values> - employability skills and values and free samples of CV

The Job Market in the Region / country

Level/ Age	Upper-intermediate
Time	45'
Materials	Whiteboard, marker, computer, net
Objectives	<p>To find information about the national job market.</p> <p>To find out about the jobs most frequently available in the local job market.</p> <p>To find out about the local vocational courses with the highest employability rate.</p>

Procedure

1. Teacher asks about national unemployment rates and whether unemployment is higher for men or women, youngsters or adults (brainstorming activity).
2. Teacher asks for the students' opinions about the most available jobs for job seekers in the region (brainstorming activity).
3. Teacher asks for the students' opinions about the best succeeded (in terms of employability) vocational courses in the region (brainstorming activity).
4. Half of the students in the class search the net looking for information about the 10 best job offers in the region on certified employment sites while the other half looks for information on the 10 vocational courses with the highest employability rate in the region.
5. Each group of students prepare a PowerPoint presentation with the results they found.
6. The groups show their results to the class.
7. Students comment the results obtained (*"Did they know about the existing gap in the job market that separates young people from adults?"*, *"Were the results what they expected?"* / *"Will they adjust their planned career path to the results?"* *"Do they know anyone who graduated from any of the vocational courses mentioned?"* ...)

Opportunities in My Town

Level/ Age	16-17, upper-intermediate
Time	120'
Materials	Computers, Internet
Objectives	To discover business areas in Le Mans To locate them and understand why entrepreneurs choose the city to set up activities

Procedure

1. In Le Mans, which business areas employ the most? Justify.
<http://www.lemansdeveloppement.fr/en/key-figures/>

a. The Development Clusters

A business cluster is a geographic concentration of interconnected businesses, suppliers, and associated institutions in a particular field.

Le Mans Métropole has development clusters known and recognized in France and abroad, the combined legacy of industrial expertise and recent opportunities around university research.

<http://www.lemansdeveloppement.fr/en/the-development-clusters/>

Which fields are developed ? Give specific examples of companies and activities.

b. - Le Mans, a hub for business?

Locate these activities and transport infrastructure on a plan.

After explaining their professional activity, explain why they did choose Le Mans.

<http://www.lemansdeveloppement.fr/en/they-chose-le-mans-do-like-them/>

The Job Market in the Region / c Country

Level/Age	17/18/ Intermediate/ upper-intermediate
Time	45/ 60'
Materials	Whiteboard, markers, computer, net, smartphones, sheets of paper in five different colours
Objectives	<p>To obtain information about the job market in Poland.</p> <p>To obtain information about professions available in the local job market.</p> <p>By using all sources available, to be able to obtain information about vocational courses in the area which increase chances of employment.</p>

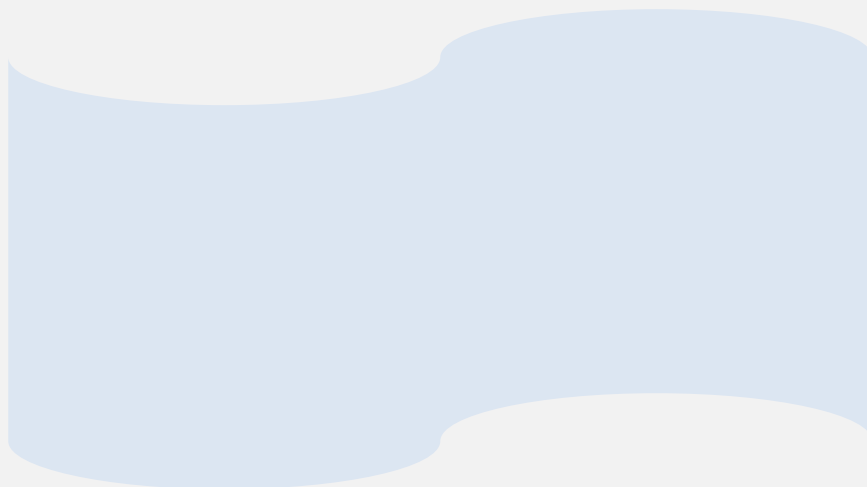
Procedure

1. Warm-up activity: Teacher introduces basic terms related to job market (employment, unemployment, unemployment benefits, employability etc.), next shows students several numbers which refer to national unemployment rates and asks them to guess which number refers to unemployment among women, unemployment among men, unemployment among youngsters, unemployment among people after 50 and so on.
2. Teacher asks students to express their opinions about the most available jobs in the region and country (brainstorming). The results are written on the red sheet of paper for country and green region.
3. Teacher asks students to express their opinions about the most in-demand jobs in the region and country (brainstorming). The results are written on the blue sheet of paper for country and yellow for region.
4. Teacher asks for the students' opinions about the best succeeded (in terms of employability) vocational courses in the region (brainstorming).
5. The results are written on the pink sheet of paper.
6. Students are divided into four groups. Each of them focuses on searching in the Internet for specific information. Group A - information about the 10 best job

offers in the region on certified employment sites. Group B - information about the 10 best job offers in the country on certified employment sites. Group C - information on the 10 vocational courses with the highest employability rate in the region. Group D - details of all institutions which provide information about current job offers.

7. Each group of students prepare a PowerPoint presentation with the results they found.
8. The groups show their results to the class.
9. Students compare the results they obtained with their predictions made during brainstorming session.

<http://www.studia.net/zawody-przyszlosci/1269-10-najbardziej-poszukiwanych-zawodow-w-polsce-w-europie-i-na-swiecie>



Meeting the Business World

Level Upper-intermediate

Time 45'

Materials Paper, pens, board, marker

Objectives To prepare an interview to a local employer.

To develop communication skills

Procedure

1. Students work in groups and build 6 questions to put to a local employer about human resources selection methods.
2. Testing: teacher chooses one student from each group to role-play as employer. The other students from the group test their questions on him/her and see if they are effective and easily understood by the interviewee.
3. After that, each group puts forward its final questions.
4. The whole class vote on the best 6 questions.
5. Some students are selected to record the interview and others to edit afterwards, after an inquiry about the students technical abilities.



Talking About Your Career

Level/ Age	16/ Upper intermediate
Time	30'
Materials	Handouts with the questions or multimedia projector
Objectives	<p>To warm up students to the difficult choice of picking a career, focusing on various factors and considerations.</p> <p>To allow students to express their points of view and engage in constructive discussion with each other.</p> <p>To explore what informed young people on gender stereotypes, including parental values, peers and the media.</p>

Procedure

1. Students fill in a questionnaire:

You and your job: To what extent do you agree or disagree with the following:

1. Job satisfaction is more important than money.
2. It is better to work for the government than in a private company.
3. There are better career opportunities in a family firm than in a large business.
4. The best jobs of all are in multinational companies:
5. Private firms are nearly always more efficient than state run businesses.
6. I would accept a more important job title rather than a higher salary.

Career Stereotypes

Do you agree or disagree with the following statements?:

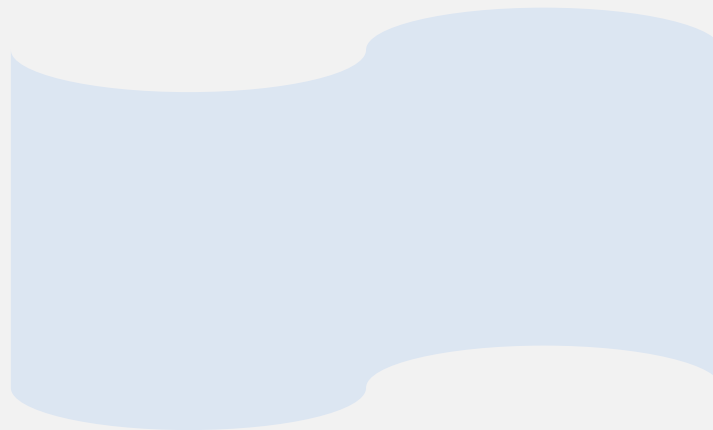
1. Men usually earn more than women because they work longer hours.
2. Women are better suited to caring professions.
3. It is a man's job to support his family financially.
4. Women are not good managers because they are more emotional than men.
5. More men work in the haulage industry because they are better drivers than women.
6. There are some jobs that women just can't do.
7. There are more male celebrity chefs because men are better cooks.

8. Women are better at teaching younger children because of their mothering instincts.
9. Men find it hard to take orders from women, which is why there are fewer female bosses.
10. Men are physically better suited to manual work.

2. Discussion: - Students express their points of view and engage in constructive discussion with each other. Focus is on gender stereotypes, including parental values, peers and the media. It is important to point out that equality legislation in most countries makes it illegal to discriminate someone during the recruitment process. Employers must make sure they hire the best person for the job, regardless of faith, gender, sexuality, disability, age or ethnicity.

Follow up:

Graphs and pie charts are made according to the answers given and the results will be summed up in a presentation



Job Satisfaction

Level/ Age	15-16, lower intermediate to intermediate
Time	90'
Materials	Handouts / sample references
Objective	To learn about job skills, qualities and personality types

Procedure

1. Brainstorming jobs - for 1 min in pairs write down as many different jobs as possible.
2. Divide the class into groups of 3 - each student chooses a job and takes notes about it under the following headings: qualifications - personal qualities - pros/cons and tell the group what is it like to be a machine engineer / musician / doctor, for example. The members of the group take turns to guess the job each of them has thought of
3. Discussion with the whole group:

What should we know about a person's job? What are the important things people consider when choosing a job- (write answers on the whiteboard) - type of job, salary/wages, working hours, place of work, qualifications, pros/cons, personal feelings

Follow up:

Writing a short description of a person's job - Interview your parents or relatives about their jobs and write a short article 120-160 words about him/her.

Part 2 - continuation

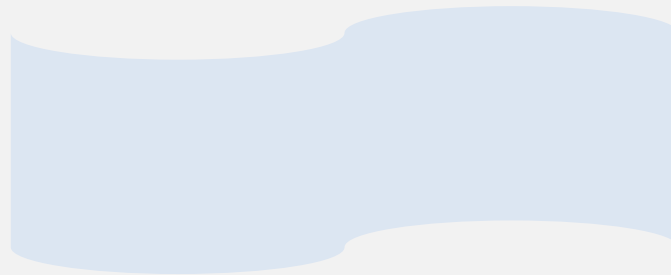
1. Students present their articles about a person's job in the new lesson. In groups of 6, they read and discuss the homework articles. The speaker of the group provides feedback.
2. Students go through a list of phrases describing a job, choose 2 jobs from the brainstormed list from the previous activity and describe them using as many phrases given as possible
3. Expressing personal preferences - Students consider one job they would love to do and one job they would hate to do and give reasons to justify their choice? (e.g. I

would never be a, because I wouldn't like.... / I'd prefer to be a, because....)

4. Considering skills and qualities needed for a certain job - Elicit from the students the difference between a skill and a quality. (A skill is a type of work or activity which requires special training or knowledge, someone's qualities are characteristic that are part of the person's nature). In pairs use notes to talk about what skills/qualities each job requires, as in the example (e.g. A teacher needs to have a university degree, and must be good at explaining things. They should be dedicated and patient, and interested in helping others.)

5. Handouts with description of 6 personality types: Risk-taker, Conventional, Investigative, Creative, Practical, Caring and examples of the most appropriate jobs for each type. Students read the descriptions and decide which is most/least like them. (e.g. I think caring is most like me as I like being with people. I am not at all practical as I am not good with my hands, so I could never be a mechanic. I'd like to be a teacher as I like working with children. I think this job matches the characteristics of a "caring" person.)

6. Game – Occupation, please (extension). Write various jobs on pieces of paper. Choose a student to draw a card. The class in 3 teams asks him/her Yes/No questions to find out what the job is



Writing a Letter of Application

Level /Age	15-17, lower intermediate to intermediate
Time	90'
Materials	Handouts / sample references
Objective	To learn about how to plan and write a letter of application in an appropriate style

Procedure

Part 1

1. Lead in questions: When do we write a letter of application? (*when applying for a job*). Remind the students that it is important to plan the letter and have a clear idea what to include before they start writing it. Brainstorm what is to be included and write the answers on the white board:

e.g. **Items to include:**

- Job title
- When / where you saw it advertised
- What you are doing at present
- Work experience
- Qualifications
- Personal qualities
- How much you want the job

Items not to include

- Hobbies (in the CV)
 - Salary you expect to get (ask at the interview)
 - Family status (in the CV)
2. Analysing a model application letter. Students read a model letter of application and complete a paragraph plan. Compare answers in pairs.
 - Para 1: reasons for writing
 - Para 2: age/qualifications
 - Para 3: experience/personality
 - Para 4: closing remarks
 3. Familiarising with formal style – Referring to the model text, search for examples characterising the style formal or informal. (*Formal style: polite language, full forms, use of formal phrasal verbs, formal greetings and salutations*)
 4. Analysing style and finding examples. Students are asked to find formal expressions from the model text to match the informal ones in a table. Compare with the partner and then the class.

Informal	Formal
<i>I want to apply for...</i>	<i>I am writing to apply for...</i>

<i>... that I saw an ad for in....</i>	<i>... as advertised in...</i>
<i>Right now I am studying...</i>	<i>I am currently studying tourism at Preston College....</i>
<i>Think about me for the job</i>	<i>I hope you will consider me for the job</i>
<i>I can't wait to hear from you</i>	<i>I look forward to hearing from you</i>

5. Writing a letter of application. Students read out the rubric (You saw an advertisement in the local newspaper last Monday. Write a letter of application, about 100-150 words). Students plan their letter, the plan is discussed in the class, and they start writing. To be completed at home as homework.

WANTED

Part-time waitresses to work weekends at Street Café

- *Some experience is required*
- *Good rates of pay*
- *Lively personally an asset*

Apply in writing to Mr Field, PO Box 64

Plan

Who will you address your letter to?

Introduction (Para 1)

What position are you applying for?

Where and when did you see it advertised?

Main body (Para 2 & 3)

What are you doing at the moment?

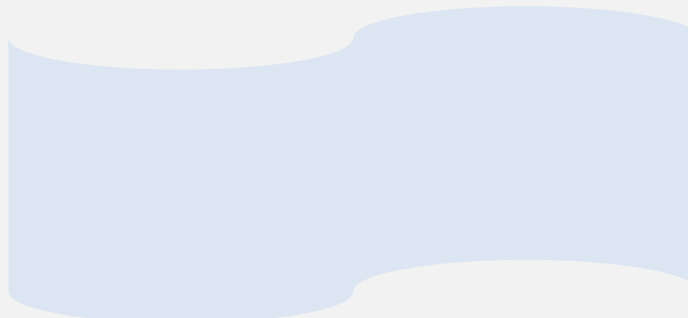
What is your work experience?

What relevant personal qualities do you have?

Conclusion (Para 4)

What are your closing remarks?

How will you sign off?



Job Interview

Level / Age	16-18, upper intermediate to advanced
Time	90'
Materials	Presentation, handouts / sample references
Objective	To learn how to best prepare for a job interview, how to use a structure for answering competency based questions and practise answering questions in an interview situation

Procedure

1. Lead in – revision of related terminology
 - Covering Letter – letter of introduction
 - C.V. Curriculum vitae – self-generated
 - Application – generated from the organization

Tips:

The primary aim of the CV and Letter of Application is

- To get the applicant an interview
- To introduce and differentiate themselves and their skills
- Is a marketing tool – SELL SELL SELL
- To pick out competencies against the job profile
- To present the applicant's professional record

The secondary aim of the CV and Letter of Application is

- To create a strong pre-interview impression
- To act as an outline for the interview

Targeting your application is key – Your skills, experience and qualifications should overlap the required criteria

3. Showing short job interview video. What is the structure of the interview?
 - Opening
 - Information Gathering
 - Close/Candidate Questions
4. Based on first impressions what do you think the percentage split is for the impact of the following:
 - What you say
 - Tone of voice used
 - Body language & facial expression

Flip chart the guesses and then write the actual: Body language – 55%, Tone of voice – 38%, What we actually say – 7% - based on research

So, not only do we need to prepare what we say – we also need to prepare how we say it. Hence the importance of demonstrating positive and assertive body language appropriate to the new post

- Positive body language – firm handshakes, eye contact, and positive body language and remember to smile!!
- Nerves – calm yourself by controlled breathing, ensure you are fully prepared, have adequate time for the journey.
- Remember – nerves are absolutely normal – you can control them by some simple relaxation methods – breathing. Also – preparation will help; arrive in good time etc...

5. Anticipation questions - Part of preparation is anticipating questions.

- *Tell me about yourself*
- *What have you done to develop yourself in the last year?*
- *How did you prepare for this interview?*
- *What do you consider to be your greatest achievement and why?*
- *What are your strengths as an employee?*
- *What are your weaknesses?*
- *Briefly tell me about your career to date*
- *Where do you see yourself in three years' time?*
- *What were the challenges of your previous job?*
- *Do you have any questions?*

6. Students read a handout text about Competency Based Interview and Competency Based Questions and the difference between competency-based interviews and normal interviews. Task: outline the difference

"Competency" is a concept linking three parameters - Knowledge, Skills and Attitude. For example - you might have good interpersonal skills (skills), but will not be competent to join a company as Project Manager unless you possess adequate education/experience (knowledge) and the right temperament/behaviour (attitude). Competency-based interviews (also called structured interviews) are interviews where each question is designed to test one or more specific skills. The answer is then matched against pre-decided criteria and marked accordingly. For example, the interviewers may want to test the candidate's ability to deal with stress by asking first how the candidate generally handles stress and then asking the candidate to provide an example of a situation where he worked under pressure.

Normal interviews (also called unstructured interviews) are essentially a conversation where the interviewers ask a few questions that are relevant to what they are looking for but without any specific aim in mind other than getting an overall impression of you as an individual. Questions are fairly random and can sometimes be quite open. For example, a question such as "What can you offer our company?" is meant to gather general information about you but does not test any specific skill or competency. In an unstructured interview, the candidate is judged

on the general impression that he/she leaves; the process is therefore likely to be more subjective.

Competency-based interviews (also called structured or behavioural interviews) are more systematic, with each question targeting a specific skill or competency. Candidates are asked questions relating to their behaviour in specific circumstances, which they then need to back up with concrete examples. The interviewers will then dig further into the examples by asking for specific explanations about the candidate's behaviour or skills.

7. Students are given examples of Competency Based Questions

- *Motivation: - What currently gives you most job satisfaction?*
- *Leadership: - Give me an example of where you had to take on a leadership role*
- *Planning and organising: - When did you plan badly and have to rescue a situation?*
- *Communication: - Give an example of when you had to deliver unpleasant news*
- *Team working: - What opportunities have you had to influence a group?*

8. Answering Competency based questions

- Context
- Action
- Result

CAR Examples:

What were the challenges of your previous job?

Context -

In a previous role I worked for 2 managers and this created a huge workload for me at certain times and consequently I had to work very long hours and some work produced was not of my usual standard. My working relationships with them suffered.

Actions -

Through discussions with both my managers I worked out a system of forward planning my expected workload which I shared with both of them on a twice monthly basis so we could identify those times where there would be potential 'hot spots' and plan accordingly

Results -

*By simply putting into place a work plan my work load improved massively.
Not only was I able to forward plan but I also encouraged more
communication between my 2 managers which in turn improved our working*

relationships and led to a much improved working environment. What was also great about this is several of my colleagues also adopted this to help with similar situations they faced.

9. Interview practice – Preparation for the interview

Students are divided into 2 big groups working on job interviews for 2 different positions: an English teacher and a beach lifeguard. Working on in pairs students have 20 minutes to prepare answers to the anticipated questions. After 20 minutes, they get into groups of 4 and practice answering the questions. Each participant to have 10 minutes. Interviewers to give feedback in terms of how the answer was delivered e.g. tone of voice, body language etc .as well as what was said. (5 mins)

Explain the exercise then talk through the ground rules – emphasising how to give feedback in the right way.

Ground Rules

Feedback must be constructive

Use the template as a guide – start with what went well then move on to what can be improved upon - body language, tone of voice and what was said.

Remember – be specific!

Feedback is a gift!

When receiving feedback – listen and take on board and don't waste it

One of the interviewers must keep to time – 10 mins for each person followed by 5 mins of feedback from the panel

***Video of interviews uploaded on the site of the project GROWW.info**



Job Interview

Level / Age	16-18, upper intermediate to advanced
Time	90'
Materials	Worksheet, computer, projector, printer, paperboard, scissors, glue
Objective	Identify the characteristics of job interviews
	<ul style="list-style-type: none"> • Prepare students for real world work scenarios • Identify the characteristics of both positive and negative job interviews • Inspire creativeness • Be prepared to assess other people's performances

Procedure

1. Teacher introduces the theme, hands students a worksheet and tell them to order the questions and answers of a model job interview while listening to it.
 - a. Example of the worksheet:
2. We asked Jeremy Foster, a Human Resources technician, who has dealt with hundreds of applicants, to help us understand how to deal with job interviews.
3. Listen to the dialogue and put the questions and answers in the correct order:

1. Are there many types of interviews?	a. Behavioural interviews are becoming more and more common.
2. So, the typical interview questions that you may expect of your background and qualifications are not going to be the most important?	b. Hello. Yes, as a matter of fact, applicants tend to feel uneasy, mainly because they're insecure about what to say or not say.
3. Hello, Mr. Foster. The job interview is always a tricky test for the applicant, isn't it?	c. No, you will need to be prepared to provide detailed responses about specific examples of your work experiences, about how you would act

	in specific situations, for example.
4. What is, basically, a behavioural interview?	d. There are a variety of types of interviews that employers may conduct; behavioural interviews, group interviews, phone and video interviews, and even interviews held during a meal.
5. How can an applicant prepare for the interview?	e. It is based on the premise that a candidate's past performance is the best predictor of future performance.
6. Exactly. And we hope that you can tell us how to overcome that attitude. Is there an instruction book to follow?	f. The best way to prepare it is to think of examples where you have successfully used your skills. Take the time to compile a list of skills, values and interests, as well as your strengths and weaknesses. Emphasize what you can do to benefit the company rather than just what you are interested in.
7. What is the most common type nowadays?	g. No, not really. But the first step is to know what type of interview the applicant is going to be faced with.

Source: www.jobsearch.about.com (adapted)

- 4 Still using the worksheet, students are asked to match two halves of questions in order to make sample questions.

1. Why are you applying	a) for this position?
2. What about the job?	b) that will be helpful to you in this job?
3. What about the job	c) most appeals to you?
4. What are your qualifications	d) Do you need to overcome?
5. What experiences do you have	e) for doing this job?
6. What do you think are your most valuable	f) does not appeal to you?
7. What weaknesses	g) in considering you for this position?
8. What would you like to be doing	

9. Is there anything else I should know about you	h) strengths? i) five years from now?
--	--

4. Teacher shows students a PowerPoint presentation with rules you should follow in order to perform a good job interview and teacher and students discuss those rules.
5. In groups, students prepare posters with the DOS and DON'TS of job interviews.



Job Interview

Level / Age	16-18, upper intermediate to advanced
Time	90'
Materials	Computer, projector, cameras, audio system, role cards, evaluation sheets
Objective	<p>To prepare students for real world work scenarios</p> <p>Identify the characteristics of both positive and negative job interviews</p> <p>Inspire creativeness</p> <p>Be prepared to assess other people's performances</p>

Procedure

1. Teacher and students watch some job interviews tutorials on YouTube (<https://www.youtube.com/watch?v=5QOR3GPb7hk>)
2. <https://www.youtube.com/watch?v=epcc9X1aS7o>) to get inspired.
3. Students join in pairs and imagine one of them is an employer and the other is a job applicant. Teacher selects a pair of role cards for each pair and distributes them to the students. Each pair has to prepare an interview to be played for the class: half of the class prepares a good interview and the other half a weak interview.

Example of possible role cards:

ROLE CARDS A

INTERVIEWER	APPLICANT
<p>You are a marketing director and you are looking for a personal assistant (PA). You need someone with office and organisational skills. You are also very demanding and expect your personal assistant to look very professional and serious. You believe appearances count, so your assistant must reflect your</p>	<p>You have applied for the post of personal assistant (PA). You are not that organized but you have some experience in office work. You have an outgoing personality and are very responsible. You believe that how you look is important for a PA position but dressing with style</p>

image.

does not come naturally to you.

ROLE CARDS B

INTERVIEWER

You are the owner of a kindergarten and you are looking for someone to take care of a group of 4-year-olds. You don't require someone with a diploma. Basically you need someone who can relate to children and truly cares for them. You also think that person needs to be creative to develop interesting activities for the kids.

APPLICANT

You have a degree in Arts and you have applied for a post in a kindergarten because you thought you could teach the children to draw, colour and mold. You are creative but you don't have much experience in dealing with kids and lose patience easily. However, you generally find them cute and funny.

ROLE CARDS C

INTERVIEWER

You own a sports clothing store and you are looking for a shop assistant. You need someone who is gentle and outgoing. Your shop is recognised for the personal way it deals with clients, so you need an employee that can easily relate to people.

APPLICANT

You are fresh out of school and you are looking for your first job. You thought it would be really cool to work as a shop assistant in a sports centre. You know a lot about sports but not much about clothes, though. You are sociable and have lots of friends.

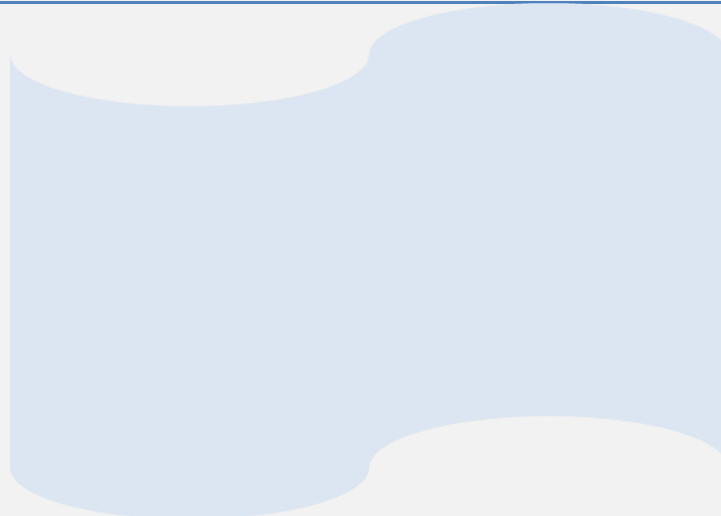
2. Some of the pairs role-play their interviews, both good and weak, to the class. They are recorded on video.
3. While watching the interviews of all the pairs, the students complete a Candidate and an Interviewer's Evaluation Sheet based on their colleagues' performances.

Example of Evaluation Sheets:

CANDIDATE'S EVALUATION SHEET	
Name:	
	Points

1. Was the candidate nervous?	<input type="checkbox"/>
2. Was he/she polite or impolite?	<input type="checkbox"/>
3. Did he/she give a general good impression?	<input type="checkbox"/>
4. Did he/she seem to know the job he/she is applying for?	<input type="checkbox"/>
5. Did he/she ask the interviewer relevant questions?	<input type="checkbox"/>
Total	
<i>Excellent - 4</i> <i>Good - 3</i> <i>Fair - 2</i> <i>Poor - 1</i>	

INTERVIEWER'S EVALUATION SHEET	
Name:	
Points	
1. Was the interview logical?	<input type="checkbox"/>
2. Did the interviewer take notes?	<input type="checkbox"/>
3. Did the interviewer describe the job well?	<input type="checkbox"/>
4. Did he/she give the candidate a chance to ask questions?	<input type="checkbox"/>
5. Was he/she polite and pleasant?	<input type="checkbox"/>
Total	
<i>Excellent - 4</i> <i>Good - 3</i> <i>Fair - 2</i> <i>Poor - 1</i>	



SWOT

Level 16-18, upper-intermediate

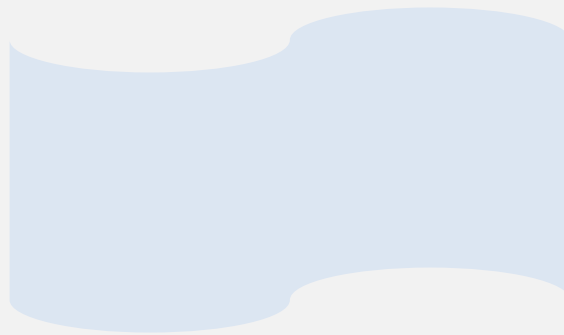
Time 120'

Materials Computers, whiteboard

Objectives Students know/understand about SWOT

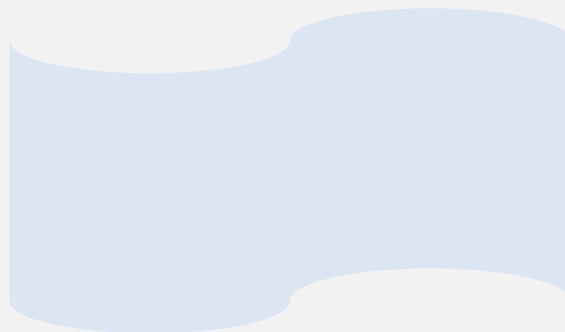
Procedure

1. At the beginning of the task it is good to tell a story of your own. "How did you become what you are today? Tell some of your strengths, weaknesses, opportunities and threats
2. Tell students to think about their dreams and hopes for the future.
3. After finding out dreams and hopes, students will think of their strengths, weaknesses, opportunities and threats compared to dreams and hopes
4. Give students 20 minutes to fill in the grid **Handout 1**
5. When ready every student will write most important thing from every box of her/ his own to the wall/ Power Point or what is suitable for you
6. Make a word cloud of every box where the results of each group can be seen



Handout 1

MY SWOT	
<p>STRENGTHS</p> <ul style="list-style-type: none">• What can I• What I am good at?	<p>WEAKNESSES</p> <ul style="list-style-type: none">• What do I need to improve?• What os hard to me?
<p>OPPORTUNITIES</p> <ul style="list-style-type: none">• What are the chances for me?• Do I have an alternative plan?• What chances do I have to study in my future?	<p>THREATS</p> <ul style="list-style-type: none">• What might disturb my plan?• What might disturb my development?• Are tgere any barriers or blocks in my way?



LinkedIn Activities

Level/ Age	16-17, upper-intermediate
Time	55'
Materials	Handouts for 6/7 PUPILS, flipchart/ whiteboard, computers, video
Objectives	To introduce students to LinkedIn as a professional network :

Procedure

Finding out information in an online article, creating their own LinkedIn profile, creating

the top ten list « before using LinkedIn »

- 1. What is LinkedIn** - Students read the article (handout 1 attached) and answer a few questions :
- 2. Signing up** - Students watch a short video showing how to create one's own LinkedIn account and then do it themselves :
 - a. They must think about how to promote themselves
 - b. They must find a few contacts
- 3. Students create the checklist** : what you should think of / should not forget before signing up to join LinkedIn
 - a. They first make a short list about the key points
 - b. They share their answers and decide what the top ten tools are and make a list of tips



Handouts follow attached

Why LinkedIn is Important to Your Career in 2014

<https://www.searchenginejournal.com/linkedin-important-career-2014/95883>

While it may not be the sexiest of social media networks, LinkedIn is definitely the most important one for professionals. With more than 277 million members, there's no denying LinkedIn is the world's largest professional network. In fact, professionals are signing up to join LinkedIn at an astounding¹ rate of more than two new members per second. And that's just the beginning of LinkedIn's potential.

A whopping² 94 percent of recruiters use LinkedIn to vet³ candidates. Moreover, LinkedIn's growth in web traffic [grew by 34.51 percent](#) in 2013. In short, LinkedIn use is not only increasing with millennials⁴, it's also become the go-to service for professionals of all ages. If you need more convincing, consider the following.

Establishing Connections

LinkedIn is all about establishing connections. When you connect with other professionals in your field, you're gaining more knowledge and insight since you're interacting with colleagues. Have a question? Ask someone on LinkedIn. Want to know about upcoming events in your area? You can find out this information on LinkedIn as well. In other words, your connections on LinkedIn can help accelerate your career.

If you're looking to get more connections on LinkedIn, here are a couple of tips⁵:

- Have a profile image — a professional headshot⁶ is recommended.

When interviewed by Search Engine Journal's Murray Newlands, LinkedIn Senior Content Marketing Manager Jason Miller [explained](#) that establishing connections was a crucial part of the LinkedIn Influencer Program.

- Complete your profile. Make it easier for people to find you by including your name, location, and enticing⁷ headline. Be sure to add a summary of your education, skills, and experience.
- Add connections. Begin by searching for people you already know and send a personal message, inviting them to connect.
- Get recommendations and endorsements⁸. Ask people you have worked under or with to give you a recommendation or endorsement.
- Share relevant⁹ content on a regular basis¹⁰.
- Participate with groups. Become an active member of two sets of groups: one consisting of¹¹ people from your niche, and the other consisting of your target audience. Then, share content and engage them. [Joining groups is an excellent resource.](#)

¹ Stupefying

² enormous

³ Check thoroughly

⁴ Generation Y

⁵ Advice

⁶ Portrait

⁷ Captivating

⁸ Approvals

⁹ Pertinent

¹⁰ Regularly

¹¹ Made of

Promoting Yourself

You can also use LinkedIn as a way to promote yourself professionally. Whether you're employed, looking for a job, or a business owner, think of your LinkedIn page as a personal website that can be used to share your accomplishments with your connections. After all, you now know what [potential connections](#) are out there; a high-profile partner or client could be impressed by your work.

Behavioral¹¹ health expert Shannon Freedle encourages young adults to “*Keep in mind that LinkedIn should not be used as your resume¹². The difference is that a resume informs others what you've done, while LinkedIn tells viewers you who you are.*”

Freedle further [advises](#), “*While sharing a summary of your past education and experience are important, it's more vital to illustrate your value and what you can bring to the table.*”

Receiving Job Alerts

Gone are the days of searching through pages and pages of job listings. LinkedIn now has the capability to recommend jobs that directly match your profile. Additionally, LinkedIn will show job listings in your network and send out email alerts for recommended jobs. If you're a business owner and are looking for employees, LinkedIn also provides the ability to post job listings.

Showing a potential employer that you have a well-maintained LinkedIn profile can make an enormous difference when applying for a job opening. Consequently, you want to make sure that your information is both up-to-date and complete.

LinkedIn Bests Other Social Networks

When it comes to professional social networks, LinkedIn stands alone. Think about it. Who are LinkedIn's major competitors? No other social network focuses solely on professionals. Moreover, local services such as Xing, Viadeo, and Baidu simply don't match the size and scope of LinkedIn.

Also consider that LinkedIn is safer for your career, meaning you won't have to worry about someone tagging you in an embarrassing photo or status during a drunken stupor. Furthermore, LinkedIn is probably the only social network that is permissible to be used in the workplace. While Facebook, Twitter, or YouTube may be banned, you can still be on LinkedIn because it's a work-related tool.

What I have understood

- **Underline sentences which prove the importance of LinkedIn for professionals.**
- **Identify (underline with different colors) different situations / categories of people involved in this network.**
- **What are the advantages of LinkedIn for professionals, compared with ordinary networks?**

- **What is the difference between LinkedIn and a normal resume?**

¹¹ Comportemental

¹² CV

--	--

- **How can people promote themselves efficiently? Describe in a few words**

--

Top Ten List : What is important to think of before / when signing in to join LinkedIn ?

Your first answer	Common list
1-	1-
2-	2-
3-	3-
4-	4-
5-	5-
6-	6-
7-	7-
8-	8-
9-	9-
10-	10-

Employability Skills

Assessing Myself for Work

Level 16-18, upper-intermediate

Time 120'

Materials Computers, whiteboard

Objectives Students know/understand:

- the characteristics of a good employee in the labour market
- success in the workplace
- strenghts and weaknesses for the future job

Procedure

Methods work-team, debates, research, reflective discussion

The teacher uses the table below in a way that is appropriate to the level and stage.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Knowledge understanding and skills
1. Understand what skills and personal attributes are needed for success in work	1.1 Describe what is meant by being successful in the workplace	What is meant by success? Know the way success in the workplace is measured which could include: • achievement of targets • feedback • promotion • bonus • additional responsibilities
	1.2 Outline transferable skills in different workplace situations that lead to success	Examples of transferable skills could include: • Using ICT • team working • problem solving • using initiative Examples of transferable skills used in different workplace situations that lead to success include: • in an office – using ICT to create an efficient filing system • in a kitchen – using effective team working to prepare meals on

		time in a busy environment
	1.3 Outline sector-specific skills in different workplace situations that lead to success	Know that different sectors require specialist skills
	1.4 Outline personal attributes in different workplace situations that lead to success	Examples of sector-specific skills in different workplace situations that can lead to success could include: • a chef making preparations in advance • a carpenter fitting a new wooden door without damaging the door or surround • a carpet fitter cutting the carpet to minimise waste • sales person exceeds targets for sales
	1.5 Describe how being successful in the workplace benefits individuals and the organisation	Examples of personal attributes include: • enthusiasm and willingness to learn • creativity and initiative • planning, organising and time management • confidence and assertiveness • flexibility and adaptability • decision making • self management Examples of how being successful in the workplace benefits individuals and the organisation include: • promotion for the individual • individual is motivated and enjoys work • a happier working environment • organisation benefits from the development and experience of the member of staff

<p>2.Be able to audit current skills and personal attributes</p>	<p>2.1 Self assess and use feedback from others to outline current strengths in skills</p> <p>2.2 Self assess and use feedback from others to outline personal attributes</p>	<p>Self assessment is completed with guidance, self SWOT analyse</p> <p>Sources of feedback could include: • peers • workplace supervisors and colleagues • teachers/tutors</p> <p>Self assessment is completed with guidance, self SWOT analyse</p> <p>Sources of feedback could include: • peers • workplace supervisors and colleagues • teachers/tutors</p> <p>Skills can be: • transferable • sector-specific Personal attributes could include: • enthusiastic and willing to learn • creative and uses initiative • plans, organises and time manages • confident and assertive • flexible and adaptable • decision maker • self manager</p>
<p>3.Understand own skills and personal attributes that need to be gained or developed for a sector area</p>	<p>3.1 Outline skills that need to be gained or developed for a sector area</p> <p>3.2 Outline personal attributes that need to be gained or developed for a sector area</p> <p>3.3 Describe why it is important to identify areas for development</p>	<p>Range of sectors available</p> <p>Transferable skills relevant to the chosen sector</p> <p>Sector-specific skills</p> <p>Personal attributes relevant to the chosen sector</p> <p>Examples of why it is important to identify areas for development could include: • being able to adapt to change • to prepare for progression</p>
<p>4.Be able to plan how to gain or develop skills and personal attributes for a sector area</p>	<p>4.1 Outline ways to develop skills and personal attributes for a sector area in an action plan</p> <p>4.2 Outline people and/or organisations</p>	<p>Examples of an action plan include: • a template provided by teacher/tutor • a report • a presentation • a diary/schedule</p> <p>Examples of ways of developing skills and personal attributes include: • school or college courses • part-time or full time courses • work experience • part-time jobs • short training courses • personal study</p> <p>Examples of people and/or organisations that can help include: • teachers and tutors •</p>

	<p>that can help develop skills and personal attributes for a sector area in an action plan</p> <p>4.3 Outline different stages in an action plan</p>	<p>counsellors • peers • parents and carers • schools and colleges • adult learning centres • libraries • careers services</p> <p>Action plan includes</p> <ul style="list-style-type: none">• start date• end date• activities• necessary resources <p>Examples of why it is important to have an action plan include: • to identify what needs to be done • to be able to check progress • to use the plan to motivate</p>
--	---	---



A Final List of Employability Skills

Level/ Age 15-18, intermediate, upper intermediate

Time 30' / a week or more for results

Materials paper for notes and posters

Objective To reinforce awareness of employability, to validate previous knowledge
To develop research skills and ability to process data

Procedure

1. Ask in advance as many students as you have contact with to ask one question an employer.

The employer could be anybody they know - a parent, a relative, a neighbor, an acquaintance. Advise them to try to find as many as possible. (In our case we had 170 respondents).

The question to the employer is just one: Which are the most important skills and attributes they seek in an employee? – To name 3 to 5

2. After the deadline the students gather in groups of 5 to sum up their findings. Each group selects one student to present the summed up results in a larger group. Finally, a team of all the classes is selected to sum up the results in a PP presentation.
3. Students watch the presentation when it is ready at another session and compare the findings of what they have read, found or studied up to the moment with the findings of their own research.

Notes: at this stage of our project students had accumulated some knowledge of employability skills through all kinds of research. The idea was to go out of the Internet as the usual source of information and establish live contact as well as not take things for granted. At a previous stage some students carried out and recorded longer interviews with employers but with this simple task we managed to involve more students.

4. Students make up their own personal list of employability skills as a checklist to compare with a similar one they had at the starting point of the project.

Teachers' Tips, Aids and Tools on What Entrepreneurship is

TABLE OF CONTENTS

The table of contents follows the logic of the project plan, which included the following topics:

	PAGE
A Successful Entrepreneur.....	83,85
Most valued Employee versus Entrepreneur qualities.....	86
PLT Skills.....	87
Interview with an Entrepreneur– incorporated in an English lesson.....	89
Economy and private companies	90
Business Processes and Entrepreneurial Skills.....	91
Creating and running a Business Company – Special features.....	92,93
Risks, risk management and insurances.....	94
Creating a Risk Management Checklist.....	95
Start-up/New company's funding/capital raising.....	96
Start-up/New company's marketing, sales and customer service.....	98
Start-up/New company's profitability and accounting.....	99
Creating a Regulation for the Enterprise Challenge.....	99
Business Ethics	101
Preparing a Business Plan	103
My business plan.....	107
Creating an Invitation Leaflet.....	117

A Successful Entrepreneur -1

Level	17-19, intermediate to upper-intermediate
Time	45 min
Materials	text, Internet, computers/ tablets, whiteboard
Objectives	Students get familiar with some careers of famous businesspeople. Enriching students business vocabulary.

Procedure

1. Ask students a few questions about most successful entrepreneurs in their country.
2. Show the text about Percy Ross – an American businessman, millionaire and charitable activist.
3. Present some unknown vocabulary from the text.
4. Students match missing sentences with the gaps in the text.
5. Students discuss the questions concerning Percy Ross (his family life, career and charity actions).
6. Divide the class in 8 groups of 3 or 4. Ask them to find in the net a successful entrepreneur they could prepare their presentation about. While preparing their Powerpoint presentations make them focus on the following questions:

Is this person a good role model for young people? How did they start their career? What did they have to give up to make their dream come true? Who did they cooperate with? Have their lives changed much?

7. Students report what they have worked out.

Follow up – students produce their Powerpoint presentations.

Handout 1

PERCY ROSS - AMERICA'S RICH UNCLE!

Percy Ross was a trash-bag tycoon, a serial entrepreneur who had made millions in plastics in the 1960s and relished spending it. But in 1977 he staged an astonishing reinvention. Ross would become a philanthropist — and not just any philanthropist, but one for people like him: a “blue-collar millionaire,” as he put it. He'd give money away the way he'd gotten it, in bills small and large, and always when it was needed the most. He'd portion out his millions in cash, in checks, accompanied by the satisfying clink of a silver dollar. Percy Ross would become, as the newspapers called him, “America's Rich Uncle.”

In 1958, the story went, Ross borrowed \$30,000 to invest in a failing plastics company. He knew nothing about the industry, and within five years he'd filed for bankruptcy — but with hard work, the help of his family, and a little innovation, he eventually turned the company around. Poly-Tech, as he renamed it, made plastic garbage bags. He liked to tell people he sold Poly-Tech for \$8 million on the same day Neil Armstrong walked on the moon: July 20, 1969.

1) _____ Born in 1916 in Laurium, Michigan, a small town on the state's copper-rich Upper Peninsula, Ross was the son of immigrants, desperately poor Jews from Russia and present-day Latvia. His father was

a junk dealer who worked constantly, and so did his three sons. 2) _____ He sold magazines. He started his own business rebuilding car batteries. He would have shined shoes at the country club if they hadn't rejected him for being too poor and too Jewish.

After the Poly-Tech sale, Ross began calling himself an "investment entrepreneur" and threw money at anything that interested him: Broadway shows, oil wells, a Hollywood production company. He'd even considered buying a professional boxing franchise and a failing Minneapolis soccer team.

Ross surrounded himself with luxury and spared no expense. 3) _____. He had apartments in London; Los Angeles; Rancho Mirage, California; and the Minneapolis suburb of Edina, where he also had a 3,000-square-foot office that had a color television and a telephone in the bathroom suite. He hired a staff of young, beautiful women with "IQs of at least 130," he said. One later modeled for Playboy.

Sometime in the mid-1970s, Ross hired Timothy Kehr, the director of a Minneapolis ad agency, to help him with a new project: "He just wants to give away money and be known for it," Kehr told *Backstage* magazine in 1981. Charity might have been the impulse driving his generosity, but Ross wanted to position his narrative differently. He wasn't just some cruise director for the famed and fabulous. He would give away money—and be known for it.

Percy Ross made his first foray into the world of philanthropy with a Christmas party. The event on December 24, 1977 was his one-man cotillion, less a party than a choreographed event. An advance press release had been sent to national media outlets. He had invited more than a thousand disadvantaged children — culled carefully from lists supplied by social-service agencies — to the Minneapolis Auditorium. 4) _____. A cameraman was on hand to record the evening's finale. Just as the children were preparing to leave, Ross pulled up a stage curtain to reveal a crowd of brand-new bicycles. The kids went berserk.

It's sweet to see this moment on film. The camera captures a little girl's face exploding with joy as the curtain rises. It pans over to a group of kids who are scrambling onto the bikes, pedaling shakily in circles, trying out the horns. Ross pulls a handkerchief from his pocket and dabs at his eyes, smiling through his tears. It's hard to be cynical about the engineering that went into producing this moment. Afterward, Ross said it was a journalist who first called him "the Jewish Santa Claus," though this language seems to have come from Ross himself.

The Christmas party was picked up by the local media, and wire stories about the event turned up in papers as far as Colorado and California. 5) _____

Strangers began writing to Ross asking for his financial help. He tried to reply to every letter, sometimes with checks, others with advice. He set to work developing his responses into a newspaper column, which he first pitched to a local paper in 1980. In March 1983, *Thanks a Million* launched in seven papers. "The Philanthropist," as Ross was sometimes billed, started receiving 4,000 letters a week.

Between 1983 and 1999, Percy Ross — the Jewish Santa Claus, the Blue-Collar Millionaire, America's Rich Uncle — gave away between \$20 and \$30 million of his personal fortune, usually in amounts totaling less than \$2,000, through *Thanks a Million*. In the process, he introduced the world to a new kind of celebrity: a philanthropist with an outsize talent for giving the people what they wanted.

What's most moving about Ross's brand of philanthropy is not that he wanted to provide hope, but that he wanted to provide dignity and pleasure. 6) _____ He agreed to fund a nurse in a psychiatric hospital who wanted to buy cigarettes for her patients and sent another writer a case of snuff. He sent money to an older woman to live out her modest dream of playing the slots and eating a pastrami sandwich in Atlantic City, and he helped a woman keep her 92-year-old grandfather in girlie magazines for the rest of his life.

Adapted from <https://longreads.com/2017/07/20/percy-ross-wants-to-give-you-money/>

Task: Match the sentences A - G with the gaps 1 -6 in the text. There is one extra sentence.

A) He matched his suits to his watches and his cars, of which there were at least eight — including a chauffeur-driven chocolate-brown Lincoln Continental limousine previously owned by Howard Hughes

B) By the age of 6, Percy had begun making weekly rounds through the neighborhood with a wagon of farm eggs his father had bought for 12 cents a dozen, which he then sold to neighbors at a 3-cent markup.

C) There were piles of gifts for each child and an appearance by MLB Hall of Famer Rod Carew

D) The story of the trash-bag turnaround was part of Percy Ross's pitch-perfect rags-to-riches tale.

E) Over the next few years Ross also pulled more publicity stunts — for instance, offering the Ayatollah Khomeini \$50 million in 1980 to release the Americans held during the Iran hostage crisis.

F) "Sorry, but I don't intend to help you" he wrote to D. C., a medical student from a family of surgeons who wanted \$70,000 for his education. "So...suture self."

G) He sent warm coats for husbands, long underwear and warm socks for entire families, a set of satin sheets and pillows to a bedridden 71-year-old, and a supply of incontinence pads to enable a woman to fly across the country for her daughter's wedding.

A Successful Entrepreneur – 2

Incorporated in a lesson in English

Level	17-19, intermediate to upper-intermediate
Time	45 min
Materials	Handouts for 6/7 groups, flipchart/ whiteboard
Objectives	To introduce students to the topic of the project – Entrepreneurship - Success, To raise their awareness of the skills and attributes that account for success

Procedure

1. Students have already read of Matt Roberts – (a text for reading comprehension in their textbooks) Now they scan the text again, highlighting phrases and expressions that account for success.
 1. NOTE: Any text of a successful entrepreneur could be done this way.
2. They discuss their choices in pairs and then in groups of four.
3. They make a list of all the phrases they have accumulated in a column
4. Next to each item – word or phrase that stands for a fact of his life and career, students give adjectives that describe personal traits and attributes
5. They report and accumulate ideas on the board – see which qualities are often repeated – make a list of top 10.
6. Discuss the findings.
7. Follow up – A Successful Entrepreneur – presentations following the same pattern – a fact of life and the corresponding attribute they can infer from this fact

Handout 1

FIT FOR FAME

He's the man who keeps stars in good shape. But Matt Roberts is more than just a fitness trainer. At 29, Matt Roberts is Britain's leading personal trainer. His clients include the rich and the famous: people like supermodel Naomi Campbell and Mel C, the former singer with pop group Spice Girls. He has already published two books about fitness and he is about to launch his own range of health and fitness products.

Unlike many of his clients, Mat has always been sporty. His father, John Roberts, played professional football for top London club Arsenal in the early seventies, and Matt looked set to follow his footsteps. Then, during an athletics match at school, his plans suddenly changed when he was knocked on the head by a stray discus. Doctors ruled out team sports from then on, and for a few months he got no exercise at all. This gave Matt a brief taste of what's it like to be out of condition. After that he decided to focus on another activity he had always excelled at: sprinting.

Matt trained hard and once even represented England, but already by the age of 16, he had set his sights on becoming fitness trainer with his own gym. He recalls: 'When my injury meant I wasn't getting any exercise. I just wasn't myself. It's the same for people who are overweight or unfit. They aren't themselves.' For Matt remains convinced that fitness is the basis of a full and happy life.

After leaving school, Matt went to the USA. This was a lucky move because his arrival coincided with the rise in the fashion for personal trainers amongst celebrities, and he became one of the pioneers in the field. His first big break came when a rock star who was preparing for a world tour employed him full-time. 'It was a great experience,' Matt recalls, coming up with the entire health package for somebody. But intense.' He's careful, however, even now, not to give away his employer's identity. And it is this acceptance of the confidential nature of their relationship that his clients value highly, perhaps even more than the training itself. So it comes as no surprise that news of his skills spread through word-of-mouth recommendations.

After six months, Matt moved back to London, where he built up a base of clients, whom he trained in their homes, before spotting the premises he was looking for in the city's fashionable Mayfair district. As he was only 22, the banks wouldn't lend Matt the start-up money he needed and suppliers wouldn't lease equipment. But Matt worked hard to save the capital and moved into what it would be the first of his chain of gyms.

Sample: Part of the list produced by one group:

Decided to focus	Motivated, focused, decisive, strong-headed
Sporty	Health-oriented, fit, energetic
Excel at	Ambitious, gifted, hard-working
Helps people find s.th	Helpful, sympathetic, tolerant
Has his own range of products	Independent, creative
Wrote books	Creative, productive, clever
One of the pioneers	Adventurous, high-spirited, enterprising
Not give away his client's identity	Loyal, tactful, reliable, respectful

Notes: Students can come up with a variety, some groups might produce as many as 20 items

Most valued Employee versus Entrepreneur qualities

Level 17-19, intermediate to upper-intermediate

Time 90

Materials computer, projector

Objectives: To identify the most valued qualities of Entrepreneurs

- Compare the most valued qualities of Entrepreneurs with those of Employees collected in previous activities
- Present their differences and similarities

Procedure

Previously, teacher asks the students whose parents are businesspeople to collect their opinions on the most important quality of an Entrepreneur. Teacher also asks them to bring a photo of their parents.

Students report what they have collected to the class and the 10 most common qualities are chosen.

Teacher and students select the most interesting citations from the businesspeople.

The group prepares a PowerPoint presentation with the 10 most interesting citations from parents with the identification of their authors (name, age, working area and photo).

Teacher reminds the students of the 10 strengths of an Employee they have collected during the preparatory activities for the short-term exchanges of groups of pupils in Finland.

Students identify the common qualities that bond Employees to Entrepreneurs.

They explain why those characteristics are relevant, both to employers and employees and add the information to the PowerPoint they had created in point 4.

PLT Skills

Level 17-19, intermediate to upper-intermediate

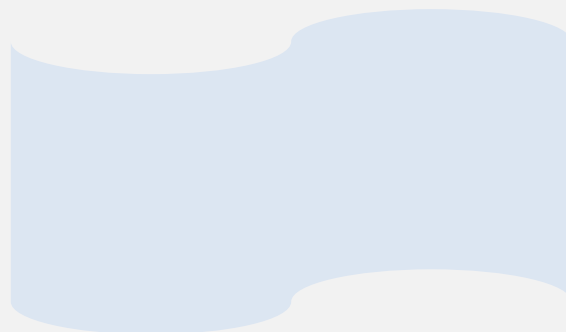
Time 60

Materials computer, presentation on PLTs

Objectives: Get aware of PLT SKILLS

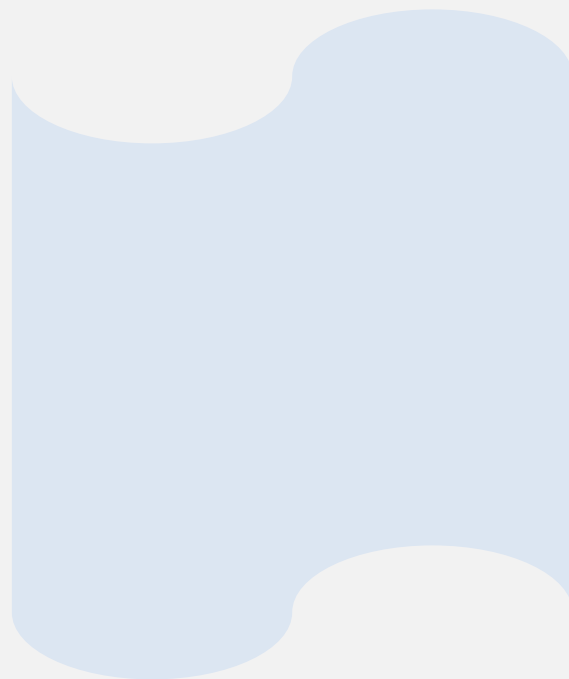
Procedure

1. Ask a few questions to employability skills to refer to former project activities
 2. Show the slide with the six groups of PLTS
 3. Present some unknown vocabulary – for example: Enquire, reflect, etc
 4. Divide the class in 6 groups of 4 or 3. Give them sheets of paper to report. Each group takes a group of skills – team worker, independent enquirer, reflective learner, etc. Each group tries to deconstruct the notion – What stands behind the term? What does each of these do? What each of these is capable of? Students work in groups for 5 minutes and then circulate the sheet with points they have worked out to the other groups. Each group reads what the others have produced and adds to the list. They work for 2/3 minutes and circulate the sheets again till each groups has worked on any of the six groups of skills
 5. They report what they have worked out and then compare to the slides of the presentations against the check lists
 6. Follow up – students produce their priority list of skills
-





Presentation available on [GROWW.info/ Results/ Entrepreneurship/ Presentations](http://groww.info/Results/Entrepreneurship/Presentations)
http://groww.info/groww2/pages/presentation_enterpr.html



Interview with an Entrepreneur – incorporated in an English lesson

Level 17-19, intermediate to upper-intermediate

Time 90

Materials none

Objectives: To prepare for an interview with an entrepreneur

Procedure

Divide the class in groups of 4, 5 or six – as many members as the groups are

1. Give them 10 min to think of what they would like to ask an entrepreneur.
2. Form new groups as each member of the previous groups meets a member from all the groups.
3. They compare their questions, decide which are repeated and choose among them. They also decide which questions should be skipped and how to arrange the ones they find best
4. Students come up with a list of questions they should pass to the entrepreneur they are going to meet.

Here is what one class produced:

What is entrepreneurship like?

Can one study it?

What was the main motivation behind starting the career of an entrepreneur?

Can you say a bit about your achievements? Are they different in any way? Do you apply the same approach? What is it?

What do you think sets you apart from you friends who are doing the '9 to 5' in more regular conventional careers?

What next? Where do you see yourself going?

What would you advise those who have an entrepreneurial spirit?

Follow- up – videotape an interview

Economy and private companies

Level 16-18, upper-intermediate

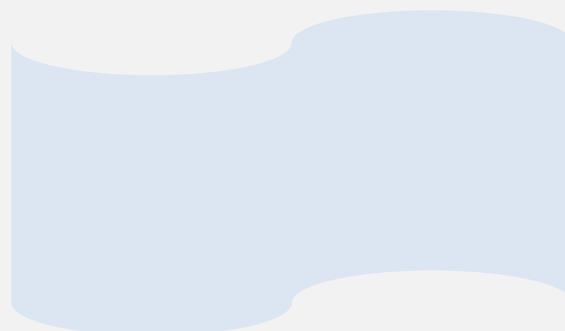
Time 2*45' (Lessons 1-2)

Materials Computers, whiteboard

Objectives Students understand how the economy works and what is the importance of private companies and entrepreneurship to economy

Procedure

- | | |
|---|--------------------------------|
| 1. Structure of the economy | Frontal teaching |
| 2. Basic features of Market economy | Frontal teaching |
| 3. What is business and business activities? | Frontal teaching |
| 4. Importance of business and private companies to various members of society | Student activity in teams of 2 |
1. Find answers to following questions from internet
 1. What business and companies mean / has impact to society and economy?
 2. What business and companies mean / has impact to consumers?
 3. What business and companies mean / has impact to entrepreneurs?
 5. Follow-up-discussion: the most important impacts of private companies in the society
-



Business Processes and Entrepreneurial Skills

Level 16-18, upper-intermediate

Time 3*45' (Lessons 3-5)

Materials Computers, whiteboard

Objectives Students understand:

How the independent companies work and what are their Business Processes (Financial Process/Manufacturing Process) and how they work
 What is entrepreneurship and what is meant by Internal/External Entrepreneurship?

Procedure

1. Business Processes Frontal teaching
2. Entrepreneurship: Internal/External Frontal teaching
3. Are you ready to become Entrepreneur? Do you have the required skills? Student activity in couples
 1. Group assignment: Find answers to following questions from internet
 1. What are most important reasons to become an entrepreneur?
 2. What skills must a person have/are required to become an entrepreneur?
 3. What other requirements must be fulfilled to start your own business

Find answers to following questions from internet
 2. Follow-up-discussion: summary of the most important skills and requirement presented by students
4. Take a Tests: I as an entrepreneur or self-employed person; [Entrepreneur test](#)

Creating and running a Business Company – Special features

Level 16-18, upper-intermediate

Time 3*45' (Lessons 6-8)

Materials Computers, whiteboard

Objectives Students understand:

What words competition, profit, risk, continuity and business idea mean

What is business idea/How business idea is structured?

Procedure

1. Competition, profit, risk, continuity and business idea

Group assignment: Information search of the words from the internet

2. Follow-up-discussion: Search results presented by students + more explanation by teacher

Discussion + teaching

3. Business idea

Group assignment: Information search from the internet in couples:

Write and return a report about a chosen company's business idea by giving answers to following questions:

1. Company's target customer group/-s
2. Target group/-s anticipations, needs and requirement for the company
3. Goods/services offered by the company
4. Company's image
5. Company's operation mode
6. Company's competitive advantage

Creating and running a Business Company – Special features

Level 16-18, upper-intermediate

Time 2*45' (Lessons 9-10)

Materials Computers, whiteboard

Objectives Students know and understand:

What corporate forms are available

What are the basic features of different corporate forms

For which kind of companies the different corporate forms are suitable

Procedure

1. Corporate forms Explaining the basic corporate forms
Group assignment: Information search from the internet and making a presentation of one corporate form/group in groups of 2-3 students
2. Follow-up-session: Groups giving presentations
Discussion + teaching

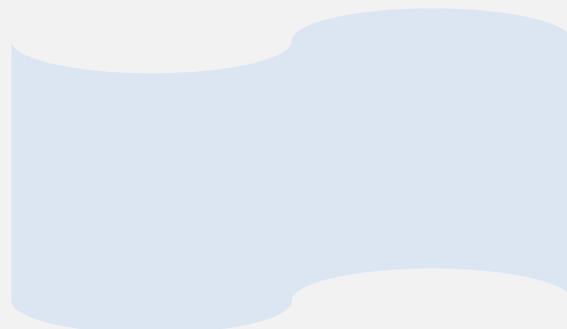


Risks, risk management and insurances

Level	16-18, upper-intermediate
Time	2*45' (Lessons 11-12)
Materials	Computers, whiteboard
Objectives	Students know and understand: What kind of risks new entrepreneur will face What is risk management How to cover different kind of risks

Procedure

1. Risks and risk management for new entrepreneur Frontal teaching
2. Risks and risk covering Group assignment: Information search from the internet. Find answers to following questions, make a report and return it.
 - a. What is ment by an insurance?
 - b. What kind of insurances a start-up company/new entrepreneur is recommended to acquire?
 - c. Why an entrepreneur has to take insurance?
 - d. What is covered by different insurances?
3. Follow-up-session: Discussion + teaching



Creating a Risk Management Checklist

Level	16-18, upper-intermediate
Time	45'
Materials	Computers, whiteboard, projector
Objectives	To get aware of the importance of checklists for specific jobs or tasks. <ul style="list-style-type: none">• To learn about the main characteristics of a checklist.

Procedure

1. Teacher explains the students why checklists are indispensable in certain areas of work, like in medicine, aviation or space exploration, giving examples of mistakes in those areas that have cost many lives.
 - In medicine medical errors are a significant cause of patient injury and death, even in the best hospitals in the world filled with specialized staff.
 - In aviation human error is the primary cause of dozens of commercial aviation safety incidents. There are even TV shows who report a significant number of tragedies in aviation caused by human error.
 - In 1999, NASA lost the unmanned spacecraft Mars Climate Orbiter which had been launched to explore Mars. One critical mistake was later identified. One part of the software involved used metric units while another part used "American units" (e.g. pounds). As a result, the Orbiter made an error and disintegrated in the Mars atmosphere. In addition to slowing scientific progress, the error represented a significant loss of valuable equipment.
2. Teacher reminds the students of the importance of checklists in other areas of expertise, like in business, where the checklist is one way to address the challenge of making sure we are using existing knowledge correctly. It is also true that the checklist has significantly improved performance globally, despite major differences in equipment, training and tradition.
3. Teacher explains that you can make significant improvements using checklists even if you are working on your own. If you follow some steps you can create and use a checklist. Once you become more confident with the process, you can develop checklists for other important activities in your life and work (e.g. preparing for a trip or launching a product).

Start-up/New company's funding/capital raising

Level 16-18, upper-intermediate

Time 2*45' (Lessons 13-14)

Materials Computers, whiteboard

Objectives Students know and understand:

Where a start-up-company/new entrepreneur needs funding and capital?

How funding can be required; what sources are available?

Own capital/Foreign Capital

Procedure

1. Funding expenditure in general level: investments, working capital
Frontal teaching + discussion
2. Sources of funding in general level: Cash flow, investments funding, allowances
Frontal teaching + discussion
3. Sources of funding Group assignment: Information search from the internet and making a presentation of one external sources of funding/group in groups of 2 students
 - i. Allowances by local/central government
 - ii. Start-up funding by central government
 - iii. Bank funding/bank loans
 - iv. Own capital
 - v. Share capital
 - vi. Capital from insurance companies
 - vii. Capital from other financial companies
 - viii. Guarantees
 - ix. Forms of loan backpayments and interest rates
4. Follow-up-session: Discussion + teaching

Start-up/New company's marketing, sales and customer service

Level 16-18, upper-intermediate

Time 2*45' (Lessons 15-16)

Materials Computers, whiteboard

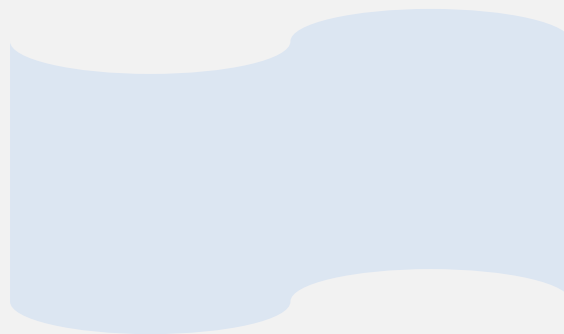
Objectives Students know and understand:

What is marketing and what are marketing activities?

What 4P in marketing means and how company can make use of it?

Procedure

- | | |
|-----------------------------|---|
| 1. Description of marketing | Frontal teaching + discussion |
| 2. 4P | 1. Short explanation of concept 4P (Product-Price-Place-Promotion)
Frontal teaching
2. Group assignment: Information search from the internet and making a presentation of one 4P's/group in groups of 2 students |
| 3. Follow-up-session: | Group presentations + Discussion + teaching |

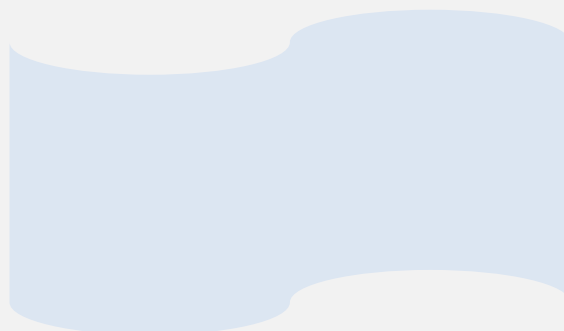


Start-up/New company's profitability and accounting

Level	16-18, upper-intermediate
Time	2*45' (Lessons 17-18)
Materials	Computers, whiteboard
Objectives	Students know and understand: External/internal accounting Profitability, cost accounting and profit margin

Procedure

1. External / internal accounting; what the terms mean?
Frontal teaching + discussion
2. Profitability and profit margin; how to calculate profit margin? Profit margin calculations.
Frontal teaching
3. Key ratios; profit margin-%, business profit-%, return on investment-%, inventory turnover etc.
Frontal teaching + discussion
4. Follow-up-session:
Discussion + teaching



Creating a Regulation for the Enterprise Challenge

Level 16-18, upper-intermediate

Time 90')

Materials Computers, whiteboard projector, printer,

Objectives To learn how to create a checklist
To get acquainted with the rules of creating a

Procedure

1. Teacher tells students that contest rules should be concise, understandable and contain only material essential to the subject matter. Recipients are interested in getting to the point. Teacher and students create together a checklist of points that can be included in any regulation (Annex 1).
2. She then shows the class some examples of regulations for contests/competitions at school or organized by local institutions, namely, the regulation for *My project is Entrepreneurial* applications, organized by the network *Famalicão Empreende*. Students use their checklists.
3. Students select the points that they checked more regularly in their checklists and decide which ones are applicable to the regulation they want to create. She also asks them if they feel they should do any kind of adaptation to the specific regulation the class is creating. Some adjustments are made.
4. Teacher tells students to notice the hierarchy of the information they want to convey and to decide on the order it should obey to. She reminds them that any regulation should start with the explanation of the concept or goal of the challenge.
5. Together, the class contributes for the writing of the Enterprise Challenge Regulation.

6. Finally, one student reads the rules aloud to a student who wears the hat of someone who doesn't know anything about the challenge. The latter tells the class if the regulation the class created is thorough and easily understandable. If the answer is negative, the regulation should be revised until it's clear for the recipient.

Handout 1

CHECKLIST OF REGULATION TOPICS

<input type="checkbox"/>	Introduction
<input type="checkbox"/>	Aims
<input type="checkbox"/>	Recipients
<input type="checkbox"/>	Nature of the work
<input type="checkbox"/>	Categories
<input type="checkbox"/>	Scope of application
<input type="checkbox"/>	Development/Process
<input type="checkbox"/>	Phases of the competition
<input type="checkbox"/>	Dates
<input type="checkbox"/>	Jury
<input type="checkbox"/>	Evaluation
<input type="checkbox"/>	Selection process
<input type="checkbox"/>	Criteria for the selection
<input type="checkbox"/>	Awards
<input type="checkbox"/>	Final dispositions

Business Ethics

Level / Age	16-18, upper intermediate to advanced
Time	45 -90'
Materials	Presentation, handouts / sample references
Objective	To get aware of human values in reference to business ethics

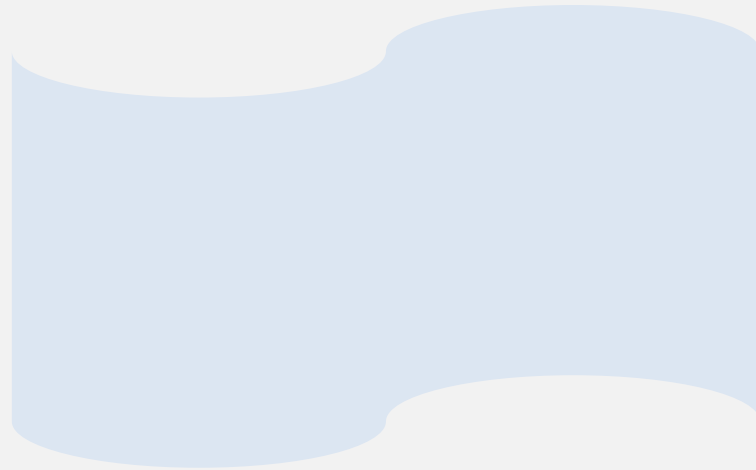
Procedure

1. Teach students basic concepts of ethics and values (self-dignity, courage, honesty, justice, selflessness, truthfulness, loyalty). Hierarchy of values may refer to a variety of life aspects: social, political, religious or economical. It has been different in different epochs or for each individual.
2. Discussion on contemporary stereotypical beliefs and convictions, eg.:
 - Honest people are destined to fail
 - Do you have to steal your first million?The discussion should end up with general conclusions, eg. Your self-respect and peaceful life depends on your honesty; Lies and cheating prevent people from effective cooperation.
3. Divide the class in groups of 3 or 4.
Practical exercise: How to behave?
Students imagine themselves in certain situations described by the teacher. They say what their behaviour would be, and explain why.
 - Situation 1. There is just one car owned by the company you work for. You know that one of your colleagues often uses it for private purposes. Your job is more difficult, because you have to take public transport to get to business meetings with the company's clients.
 - Situation 2. The company you work for is taking part in an auction to renovate the town hall. The owner asks you to check what is the offer of the main competitor, knowing that your uncle is the manager there.
 - Situation 3. You have been hired to build a garden kennel for a puppy. You have a dog of this breed yourself, and you know that they love digging in the ground, and so they can also dig under the kennel, if it's not set deep enough. You know that you don't have proper equipment for this kind of job, but you really need that job and money. What will you tell the dog owners?
4. Discuss immoral behaviour in business, eg. polluting the environment, dumping, „creative bookkeeping“, cheating, producing dangerous products, etc.
5. Talk about the consequences of immoral action mentioned above (it may affect consumer, business partners, employees, or the entire company).

6. Practical exercise: list features of character of a good businessman/entrepreneur. Divide students in small groups who write down their ideas and share them with others. The teacher compares and contrasts all the results.

Follow up:

Students come to the conclusion that business ethics defines the behaviour of entrepreneurs. Their unethical actions derive from economic independence and their right to make own decisions within the existing law. Businessmen want to maximise their incomes and minimise their expenses. This often leads to controversial decisions, far from being socially acceptable.



Preparing a Business Plan

Level / Age	16-18, upper intermediate to advanced
Time	120'
Materials	Presentation; examples of a successful business plan; Students' worksheets: General description of the enterprise- attachment 1; Names of products, services, and their descriptions- att. 2; Market analysis and marketing plan- att.3; Organisational structure and employment plan- att. 4; Operational plan- att. 5; Financial plan- att.6. Evaluation sheet.
Objective	Students start a simulation of their own business, based on the business plan they have created, mastering skills of team work.

Procedure

Stage 1 - case study

1. Students are already familiar with some basic economic aspects connected with preparing a business plan.
The teacher checks students' knowledge about business plans using Kahoot quiz.
2. Teacher divides student in groups of 4 and gives them examples of successful business plans. Students analyse examples, discuss and note characteristics of a successful business plan.
3. The results of the discussion on the character of a professional business plan are noted down on the board by the teacher.

Stage 2 - The project work – a business plan.

1. Students are divided in groups of 6, leaders are selected, worksheets are given out.

Designing a business plan- see attachments (1- 6):

Working on the task: teacher helps the students with the work, as they prepare all the stages of a business plan. They concentrate on aspects requiring cooperation and common conclusions. Teacher checks the progress of works and encourages group leaders to allocate certain tasks to specific students, so that during the next lesson the teams can compare their results and be ready with the presentations. Students have one week to complete their business plans.

Stage 3: USING TECHNIQUE „HEY YOU SEE SO”.

Students put together elements of their business plans. They use overhead projectors to present their results. Each presentation is followed by a class discussion (credibility, practicality of the idea, chances and dangers of doing it in real life. Students evaluate their work according to the elaluation sheet they have.

Teacher makes the final evaluation, following the criteria mentioned below:

- a) teamwork skills 0-5 points
- b) originality of the idea for the company 0-5 points
- c) team management skills 0-5 points
- d) completing business plan elements 0-10 points
- e) project reality 0-5
- f) aesthetic design of the project 0-5 points
- g) presentation style 0-5 points
- h) chances to use the project in practice 0-5 points
- i) reliability and credibility of the information collected 0-5 points

Together: 50 points

Grading scale:

45-50- excellent

40-44- very good

35-39- good

30-34- satisfactory

25-29- poor

Insufficient mark (fail) is not an option if any work at all has been done. Marks are given during the lesson, with the students' involvement, which also enables to revise all the material.

Follow up: learning about the procedures of company registration (the Internet).

Attachment 1.

- General description of the enterprise:
- Basic goals of the business:
- Name of the enterprises:
- Legal form:
- Information about the owners:
- Business core:
- Location/headquarters:
- Area of the enterprise:

Attachment 2. Names of products, services, and their descriptions:**Attachment 3. Market analysis and marketing plan:**

- Entities operating in the branch, including competitors:
- Recipients- individual and collective:
- Prices of products and/or services on offer:
- Distribution channels, sales organisation

Attachment 4. Organisational structure and employment plan:

- Company management:
- Employment plan:
- Salaries: wages system, wages fund:

Attachment 5. Operational plan:

- Scale of investments:
- Own and external sources of financing:
- Quantitative and qualitative production plan:
- Materials supply:

Attachment 6: Financial plan:

- Enterprise revenues/income:
- Expenses (their kinds and amount):
- Expected profit:

Attachment 7.**Chart: evaluation sheet.**

EVALUATION CRITERIA	POINTS	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Teamwork skills	0-5					
Originality of the idea for the company	0-5					
Team management skills	0-5					
Completing business plan elements	0-10					
Project reality	0-5					
Aesthetic design of the project	0-5					
Presentation style	0-5					
Chances to use the project in practice	0-5					
Reliability and credibility of the information collected	0-5					
TOGETHER	0-50					

My Business Plan

Level/Age	16/18/ upper-intermediate
Time	1h 30`
Materials	Whiteboard, computers
Methods	work-team, debates, research, reflective discussion, brainstorming
Objectives	<p>At the end of this unit students will be able to assess:</p> <p>The life and work of an entrepreneur-from the list of famous entrepreneurs provided, and</p> <p>A list of entrepreneurial traits and characteristics that foster self-worth and individualism.</p>

Procedure

Economic Standards Addressed

Standard 1 description: Productive resources are limited. People, therefore, cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Content Keywords: scarcity, choice, goods, services, wants, opportunity cost, consumers, productive resources, natural resources, human resources, capital resources, human capital, entrepreneurs, producers.

Standard 2 description: People respond predictably to positive and negative incentives.

Content Keywords: incentives, choice.

Standard 6 description: When individuals, regions and nations specialize in what they can produce at the lowest cost and then trade those goods with others, both production and consumption increase.

Content Keywords: specialization, gains from trade, comparative advantage, absolute advantage, investment in human capital, division of labor, productivity, interdependence, relative prices, productive resources, transaction costs, factor endowments.

Materials

Handout I: Pretest survey on attitudes

Handout II: A List of Famous Entrepreneurs

Overhead Master: Entrepreneurial Traits

Grading Rubric to evaluate and score each student's five-minute oral presentation

Student Activities

1. Students will be given a pretest survey on their attitudes toward work and entrepreneurship to help them to realize the characteristics needed for entrepreneurship. (See Handout I.) I
2. The teacher can initiate the lesson using this definition of entrepreneurship: An entrepreneur is an innovator who establishes a new business offering new or existing products or services for the reward of profit. Entrepreneurs have strong beliefs about market opportunities and willingly accept a high level of personal, professional and financial risk. An entrepreneur possesses a variety of different characteristics that provide a skill set for achieving success and a high level of reward.
3. Compare the items on the pretest survey to the definition listed above, and then help the students gauge their own interest in entrepreneurship.

The Overhead Master:

Entrepreneurial Traits will assist the teacher in helping students focus on the nature of entrepreneurship. Drawing attention to the pretest survey items, students will gain understanding of the nature of those individuals in our economy that innovate and take risks so that products and services are offered in our economy.

Students will select a name from Handout II: A List of Famous Entrepreneurs, which contains a list of well-known firms and their original owner. Then they will prepare a five-minute oral presentation on this entrepreneur.

Key Components of the Assignment:

This assignment will require library and/or Internet research.

1. Encourage the students to use visual aids, including the product itself or a facsimile.
2. Students should stress the particular trait or characteristic that was dominant in the entrepreneur they chose.
3. Students should include an annotated list of all research materials used in their presentations. ³/₄ Use a grading rubric (like the one suggested) to assess the students' presentations.

Suggested Websites

Famous

<http://entrepreneurs.miningco.com/od/famousentrepreneurs/>

Success Stories: An Annotated Bibliography of Famous Entrepreneurs:

<http://www.dwc.edu/library/entrepreneurs.shtml>

Biography.com: <http://www.biography.com/search/index.jsp>

Famous Inventors: http://inventors.about.com/library/bl/bl1_1.htm

Entrepreneurs:

HANDOUT 1

Name.....

Mark your choice according to the legend below.

Please answer these questions honestly; there is really no right or wrong answer.

**Strongly Agree = (SA) Agree = (A) No Opinion = (NO) Strongly Disagree = (SD)
Disagree = (D)**

Statements	Strongly Agree = (SA)	Agree = (A)	No Opinion = (NO)	Strongly Disagree = (SD)	Disagree = (D)
I enjoy working hard in order to achieve my goals.					
Most businesses are started by knowledgeable people.					
Entrepreneurs need a creative skill to find workable solutions.					
Never showing discouragement is the mark of a successful entrepreneur.					
I feel that I am aggressive in acting on my ideas.					
I usually have good concentration and am not easily distracted.					
Self discipline is one of my					

strong points.					
I feel best when I am in control of the game, discussion or situation.					
Job security will be an important concept in my future.					
I like it when my ideas are used by others.					
I feel good about risk-taking.					
I love to work long hours if I know that I will benefit.					
I can handle pressure.					
I don't often engage in risky behaviors.					
I usually take responsibility for my actions.					
Family life is an important idea for me.					
I feel that I am self-motivated.					
I feel that I can easily get along with others.					
I often encourage others to do their best.					
I possess some technical ability to start my own business.					
I am loyal to my family and friends.					

Statements	Strongly Agree = (SA)	Agree = (A)	No Opinion = (NO)	Strongly Disagree = (SD)	Disagree = (D)
I have the mental drive to succeed.					

I have the physical drive to succeed.					
I have self-confidence in my own abilities.					
Innovation is the key to success in a business.					
I prefer to work for myself.					
I have the talent to analyze complex situations and draw logical conclusions.					
I enjoy working for someone else.					
I can clearly focus on my goals and objectives.					
Part of success in business is pure luck.					
Problems for me are a challenge rather than a frustration.					
I like being a winner in the spotlight.					
I like interaction with people of all ages.					
I want to own and operate my own business in the future.					

HANDOUT 2

List of entrepreneurs

All of the people listed below have a unique history,

By studying their lives, we can discover the traits that made them successful entrepreneurs; they can become role models we can follow. Choose one of these business people and be prepared to present a five-minute oral report on this person's life and the characteristics he or she used to become successful.

Think about the:

1. product or service,
2. costs and method of production, and

3. market served.

Entrepreneur's Name	Firm
Jeff Bezos	Amazon.com
Jay Van Ande	Amway
Alphonse Busch	Anheuser Busch
Steve Wozniak	Apple Computer
Steven Jobs	Apple Computer
Thomas Armstrong	Armstrong Floor and Tile
A. P. Giannini	Bank of America
P. T. Barnum	Barnum & Bailey Circus
Olive Beech	Beech Aircraft
William E. Boeing	Boeing Aircraft
Michael Dell	Dell Computers
Walt Disney	Disney Studios
Thomas Monaghan	Domino's Pizza
Donald W Douglas	Douglas Aircraft
Steven Spielberg	DreamWorks Studio
Bill Rosenberg	Dunking Donuts
George Eastman	Eastman Kodak
Pierre Omidyar	EBay
Estee Lauder	Estee Lauder Cosmetics
William Farah	Farah Men's Wear
Willy Amos	Famous Amos Cookies

Entrepreneur's Name	Firm
Fred Smith	Federal Express
Henry Ford	Ford Motor Company
Alfred P. Sloan	General Motors
King Gillette	Gillette Razors

Gloria Vanderbilt	Gloria Vanderbilt Enterprises
Joyce Hall Hallmark	Cards
Milton Hershey	Hershey Chocolate
David Hewlett	Hewlett Packard
Thomas Watson	IBM Thomas Watson
Gordon Moore	Intel
John Johnson	Johnson Publishing (Ebony Magazine)
Donna Karan	Karan Fashions
Harlan Sanders	Kentucky Fried Chicken
Paul Orfalea	Kinko's Copying
Bud Hadfield	Kwik Kopy
Levi Strauss	Levi Strauss & Co.
Liz Claiborne	Liz Claiborne Clothing
Lockheed Brothers	Lockheed Aircraft
J. W. Marriott	Marriott Hotels
Martha Stewart	Martha Stewart. Inc.
Mary Kay Ash	Mary Kay Cosmetics
Ray Kroc	McDonalds
James McDonnell	McDonnell-Douglas
Bill Gates	Microsoft
Paul Allen	Microsoft, Charter Communications
John Queeny	Monsanto
Berry Gordy	Motown Records
Debbie Fields	Mrs. Fields Cookies
Robert Pittman	MTV Edwin Land Polaroid Camera
John D. Rockefeller	Standard Oil

Entrepreneur's Name	Firm
Howard Schultz	Starbucks
Fred DeLuca	Subway
Carl Swanson	Swanson Frozen Foods
Charles Tandy	Tandy / Radio
Shack Anita Roddick	The Body Shop
Henry Luce	Time/ Life
Donald Trump	Trump Enterprises
Ted Turner	Turner Broadcasting, CNN
Andrew Carnegie	US Steel Al Neuharth USA Today
Richard Branson	Virgin Atlantic
Robert Vlastic	Vlastic Pickles
Sam Moore	Walton Wal-Mart

HANDOUT 3

Grading Rubric/Oral Presentations

Famous Entrepreneurs

Student's Name: _____

Entrepreneur Selected: _____

Grade Awarded: _____

Item/Skill Evaluated	Score	Comments
Presentation skills		
Assessment of visual(s) used		

Connection to characteristics discussed		
List of Research Materials submitted		
Quality of Research		
Overall Presentation		

HANDOUT 4

Entrepreneurial Traits

Independence—the desire to be your own boss.

Self Discipline—the way we train ourselves to meet certain goals.

Concentration—“sticking” it out through distractions to get the job done.

Persistence—never showing discouragement, always thinking of new ways to approach a problem and acting on your ideas.

Creativity—the ability to come up with clever, workable solutions.

Business like Attitude—possessing the knowledge of your chosen business and having the savvy to conduct business.

Hard Work—being capable of doing the work and enjoying it.

Motivation—the mental and physical drive to succeed, to accomplish chosen tasks on your own terms.

Confidence—having a firm belief in your own capabilities and your chances of success.

Willingness to Take Risk—the readiness to sacrifice your own security, if need be, in order to accomplish your goals.

Human-Relation Skills—the ability to get along with others, to inspire cooperation, confidence and loyalty

Communication Skills—the ability to express yourself and to understand others so that ideas can be shared.

Technical Ability—the expertise to produce the goods and services of your business.

Ability to Make Decisions—the talents to analyze complex situations and draw conclusions that will make the business succeed.



Creating an Invitation Leaflet

Level / Age	16-18, upper intermediate to advanced
Time	60'
Materials	Computer, printer
Objective	to get proficient in the use of the software Publisher
•	To obtain practice in the writing of invitations using the Publisher software

Procedure

1. Teacher divides the class in small groups and asks the students to create a leaflet to promote the Enterprise Challenge using the programme Publisher. Students are asked to choose an adequate model to promote this kind of event and the teacher sums up how the Publisher works for those who have never used it.
2. Students are asked to choose the adequate models and fill them with information about the event. That information should include the following topics:

promotors

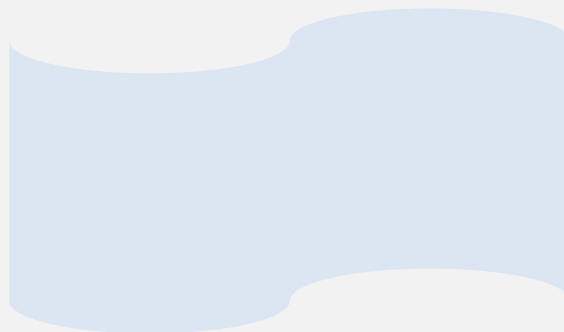
dates

contest regulation

contacts

motivational message

3. Students present their work to the class and the best proposal is chosen by the teacher.
4. The best proposal is then printed, folded as a leaflet and distributed in the school by the GROWW work group.



Teachers' Tips, Aids and Tools on What Social Entrepreneurship is

TABLE OF CONTENTS

The table of contents follows the logic of the project plan, which included the following topics:

	PAGE
A Warm up to the topic of Social Entrepreneurship – The Six Thinking Hats.....	119
Social Entrepreneurship.....	123, 126
Social Entrepreneurship- Theory.....	129
How to think of a Social Enterprise.....	129.
Be a Social Entrepreneur.....	130
My Bussiness Plan.....	131
Business Model Canvas – Social Entrepreneurship.....	133



Warm up to the topic of Social Entrepreneurship – The Six Thinking Hats

Level / Age	13-17, upper-intermediate
Time	120'
Materials	A4 sheets for students' work , handouts, sets of hats of the six colours or stickers with hats
Objectives	To activate creative thinking To help students focus on identifying problems and seeking solutions To incorporate the topic of social entrepreneurship into an English lesson on writing a story and rhyming To encourage team work and taking responsibilities

Procedure

1. Divide students in groups of six
2. Ask them questions about hats – what kinds of hats they know, why we wear hats, whether hats can think, if we can recognize people by the hat, whether we could say that hats have a role, etc
3. We give students the sets of hats at each table, or we give sets of stickers if different colours.
4. They are also given handouts (1 and 2) with the roles of the hats to get acquainted with de Bono's method and the teacher also explains and asks questions about the different colours and what they stand for.
5. Students are given 3 min. to choose a hat
6. Then students from each team come to the front to play the association game, words are written on the board
7. The teacher chooses 6 words on some principle (every 6th word, for example) and tells the students to write a story.
8. The teacher clearly gives the task that the story should contain a problem concerning a group of people and its solution by a hero/superhero. The story should also have a limit of words depending on the time assigned (for ex. – 100 words for 20 min.)
9. Students read their stories to the jury – (as this was done originally as a workshop there were 3 teachers on the jury) (Alternatively, students could vote by using virtual currency)
10. The activity could stop here if pressed for time or continue with a second stage

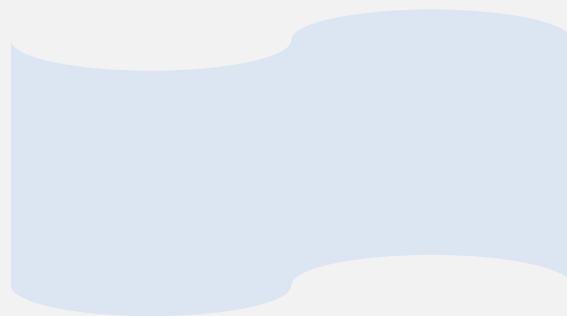
11. 2 volunteers from each group play another word game – the chain game - they start with the word “hat”, the next one should start with “T” and each new word starting with the last letter of the previous word until enough words are accumulated on the board and the last remaining student wins. Then again six words are selected on the principle of every 4th, 5th or 6th word – depending on how many there are on the board.
12. Students are given 15 min. and invited to write a rhyming advertisement with the six words promoting the event or some topical event, or the school itself
13. They read their advertisements
14. While the jury decides on the winner, students are shown a short animation movie on social entrepreneurship
15. The teacher asks the students what they think – why they played these games and what it has to do with social entrepreneurship, what is important to know and to be able to do if you want to become a social entrepreneur –
 - To be able to identify a problem
 - To be willing to seek its solution
 - To be capable of working in a team and taking a certain responsibility
 - To be creative, resourceful and innovative
 - To be able to create a product, to present it and to be persuasive enough when promoting it







Notes:

This can be done in the native language as well if you decide that the tasks are too challenging in English

Materials: these can be copied on sticking paper and cut in as many sets as the groups are:





COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	<i>White paper</i>	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	<i>Fire and warmth</i>	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	<i>Sunshine</i>	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	<i>A stern judge</i>	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	<i>Vegetation and rich growth</i>	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	<i>The sky and overview</i>	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.



Social Entrepreneurship

Level/ Age	16-18, upper-intermediate
Time	330'
Materials	Handouts for 6/7 groups, flipchart/ whiteboard
Objectives	To discuss what social entrepreneurship and social entrepreneurs are To develop students' knowledge of content-related lexis To provide material and information for further topic and language based studies
Content.....	The major contents: The concept of social entrepreneurship Researching existing definition of social entrepreneurship What is social enterprise? Examples of real-world social enterprises

Procedure

Task 1: (60 minutes)

Teachers tell students they are going to watch videos that introduce Concept of social entrepreneurship.
Youtube: - social entrepreneurship
What is a social entrepreneur?
Presentation of vocabulary:

Students look up meanings of expressions and words related to social entrepreneurship.
Students use the new vocabulary to describe a social enterprise in their own words.

Task 2: (20 minutes)

Teacher hands out worksheet A and tells students to express their opinions
Students are asked to choose an item from the list in the worksheet and confront with their partners

Task 3:(30 minutes)

Students watch videos and fill in a Venn diagram (worksheet B) listing the key characteristics of a business enterprise and those of a successful social enterprise evaluating those traits that are shared.

Youtube: Eureka – un'impresa sociale ; Quattro storie di imprese innovative; Nasce la cooperativa sociale "Meet Project"

Task 4: (2 hrs)

Students are asked to create power points using their ideas of sociaenterprise.

Handout 1

What Makes a Social Enterprise?

Look at the statements and decide which ones you agree with. Work with a partner and discuss each one.

A social enterprise.....

Agree/disagree

...needs a sound business idea

...is in it for the money

...relies on charity to stay in business

...should never make a profit

...must be spontaneous and creative to succeed

...must have a business-minded team behind it

...brings people together

...sometimes fails

...is for the community

...is about fair-trade

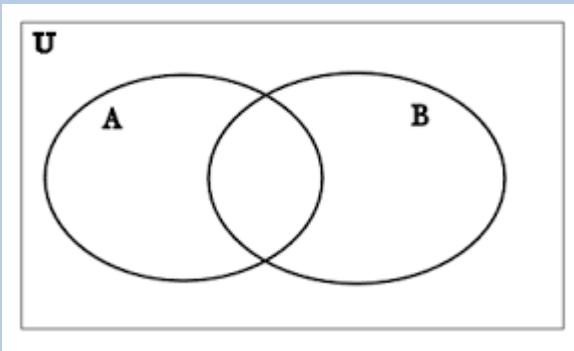
...is about the environment

...aims to make a difference for other people

With your partner, choose one from the above list that you failed to agree upon. Why was it difficult to agree?

Handout2**Business Enterprise or Social Enterprise?**

List the characteristics of both a business enterprise A and a social enterprise B. Which features do they share?

**BE A SOCIAL ENTREPRENEUR**

1. What is a problem in your school or community that you care about that could be helped by volunteers or fund raising? _____ 2.

2. How many volunteers would you need, or how much money would you need, to make a good impact on the problem? Explain how you calculated your answer. _____ 3.

3. What is a business that you can create to raise awareness, money, and volunteers to help support this cause? What product or service will it provide? What will you name your business? _____ 4.

4. How will volunteer time be used to support this cause? How will the money that you make be used to support this cause? _____

Have students discuss these ideas and share their answers with the class. **EXTRA CREDIT:** Have the class vote for their favorite idea, and then take action as a classroom to support your cause for one month. Track the hours volunteered and the money raised, and ask students how they would measure their impact and their success in the community.

Social Entrepreneurship

Level/ Age	16/ 18
Time	1 h
Materials	Computers, whiteboard
Objectives	Know what a social enterprise is

Identify the problems and the solutions found by a social entrepreneur in our region

Procedure



1. The teacher projects the image on a screen and writes the term 'social entrepreneur' on the board and facilitates a short class discussion/brainstorming session using questions such as:

- How could you define the word entrepreneur?
- Based on your definition, what do you think a social entrepreneur is?

The teacher shares the definition of a social entrepreneur found on

https://en.wikipedia.org/wiki/Social_entrepreneurship

and discusses it with the students

2.The teacher gives Students a handout with different statements about social entrepreneurship and Ss have to mention if they are true or false:

1. Social enterprises have a social impact on the community.
2. Social enterprises do not make profit.
3. Social entrepreneurs give all the profit to the poor.
4. A social enterprise is a charity that uses social media for fundraising.
5. You can't make money working for a social enterprise.

The teacher explains Students the reasons why the statements are either correct or incorrect.

The teacher provides students with an example of social entrepreneur in the region by sharing or having students access the content of their site and their activities on <http://solidaritatesociala.ro/despre-noi/>

The teacher divides the class into 5 groups and asks them to answer the following questions after having studied the site of the entrepreneur:

-What was the problem(s) that was identified by this social entrepreneur?

-What was the solution(s) this social entrepreneur found for the problem?

-Describe the success of the entrepreneur's program in terms of the number of people they have helped and the positive outcomes.

The spokesperson in each group presents the results.



Social Entrepreneurship- Theory

Level/ Age 16/ 18

Time 3h 45

Materials Computers, whiteboard

Objectives Know what a social enterprise is

Who is social entrepreneur?

How to identify social entrepreneurship on society

Students get acquainted with different kind of social and societal enterprises in their local area

Procedure

1. What is social entrepreneurship? Frontal teaching
2. Law on social enterprises? Frontal teaching
3. State support on social enterprise? Team work
4. Why to start a social enterprise? Team work
5. How social businesses differ? Frontal teaching
6. What is done with the profit?

Follow-up-discussion: What is the impact of social enterprises on society and individual.

1. Recognising social enterprises via internet team work
 - i. (at least 3 social/societal enterprises)
2. Making and giving a presentation team work

Follow-up-discussion: summary of the most important features of these companies group assignment

How to think of a Social Enterprise

Level / Age	16-17, upper-intermediate
Time	120'
Materials	A3 sheet to produce a poster
Objectives	To motivate students up to think socially To create a social project and develop it into a business plan To incorporate making a business plan with an English lesson on Tourism and Travel

Procedure

1. Divide the class in groups of 4 or 5
 2. Tell them they are the City Councillors
 3. They need to think of an idea what to initiate to attract more tourists to their native town
 4. Students are given three criteria by which they are going to be assessed:
 - The plan needs to be realistic; easy to implement
 - The plan needs to be economically reasonable/ feasible. They have to consider where the money comes from and how their plan will make money in future
 - Their presentations skills will also be assessed – speaking, not reading; eye contact; persuasiveness
 5. Students are given 20 min to work on their plan and 10 min to prepare for the presentations
 6. Students give their presentations
 7. There is a jury of three students who ask questions and evaluate according to the criteria
 8. Then the teacher shows the business model canvas on you tube and asks the students to develop these into business plans for social enterprise. The teacher reminds the students that they need to consider the 9 steps of the canvas and also to focus on the social impact. Students are given a deadline after which they give PowerPoint presentations
-

Be a Social Entrepreneur

Level / Age	16-17, upper-intermediate
Time	45'
Materials	Handouts to fill in
Objectives	To motivate students up to think socially To create a social project and develop it into a business plan

Procedure

1. Distribute handouts to students to think over and fill in
2. Have students discuss these ideas and share their answers with the class. EXTRA CREDIT:
3. Have the class vote for their favorite idea, and then take action as a classroom to support your cause for one month.
4. Track the hours volunteered and the money raised, and ask students how they would measure their impact and their success in the community.

Handout 1

What is a problem in your school or community that you care about that could be helped by volunteers or fund raising?

2. How many volunteers would you need, or how much money would you need, to make a good impact on the problem? Explain how you calculated your answer.

3. What is a business that you can create to raise awareness, money, and volunteers to help support this cause? What product or service will it provide? What will you name your business?

4. How will volunteer time be used to support this cause? How will the money that you make be used to support this cause?

My Bussiness Plan

Level/ Age	16/ 18 upper-intermediate
Time	3 h
Materials	Computers, whiteboard
Methods	work-team, debates, research, reflective discussion, brainstorming
Objectives	to know the differences between business and social business to identify social media channel of marketing to identify the costs and ratio between costs and profit

Procedure

I. What is a business plan?

A social business plan is a written document that describes an idea for a social product or social service and how it will make money and solva a problem of the community. It includes your marketing plan as well as estimates for revenue, expenses, and how to make a profit.

IDEA

What is your big idea of social business? Is it a product? A service?

.....

.....

II. Students will ask for the following questions and they will complete the Canvas model for a social business plan.

Is your business a social enterprise? Please explain why. (3 lines)

.....

.....

.....

What added value added are your social business?(4 lines)

.....

.....

.....

.....

How you develop a sustainability of the social business?(4 lines)

.....
.....
.....
.....

How you manage working conditions for employees?(3 lines)



5. How you obtain profit and how you will use it?(5 lines)

.....
.....
.....
.....
.....

Provide a chart for the business canvas model



Business Model Canvas – Social Entrepreneurship

Level/ Age	16/ 18 upper-intermediate
Time	4 h
Materials	Computers, Internet,whiteboard
Methods	work-team, debates, research, reflective discussion, brainstorming
Objectives	Create a Business Plan for a social-environmental project, meeting the needs of the town’s population

Procedure

1. The class of 35 students is organized in team of 3-4 people.
2. They have to fill the following document about the project they have imagined :
<https://canvanizer.com/new/business-model-canvas>
3. They can look at the example of AirBnb Business Model Canvas online :
<http://1001startups.fr/methodologie-business-model-canvas/>
4. They create a poster to develop communication.
5. The Communication Agency « Machin Bidule », located in Le Mans, hosts the class to speak about their job and explain how the company is involved in Social Entrepreneurship by doing workshops.
6. Their projects are published on Tumblr and the GROWW Facebook page
<https://groww-touchard-washington.tumblr.com/>
7. A jury of entrepreneur, teachers and the direction of the school choose their favorite projects :

In this case

The winner was : BLINDY MAKE UP by Nahila, Thylda, Younes, Ali.

