

Quest for a better life – pathway 12-15

This is an example, a suggested learning pathway for teachers to offer to their 9-12-year-old learners to get started with entrepreneurial education in their own school and neighbourhood contexts.

Developed, with best wishes, from the IDEEC.EU team

Presentation:

INTRODUCTION:

This is a pathway to work on an entrepreneurial project with impact. You can access IDEEC definitions, methodology and didactics principles [HERE](#).

This is a proposal designed by the IDEEC consortium. You can follow it point by point or it can serve as an inspiration to understand how the IDEEC project framework and toolbox works, as well as the possibilities of implementation in the classroom.

Let's start from a model idea to build a project. The best way is to find a theme, a challenge or a goal that matches the interests of the students. At this point, we recommend practising active listening, which allows us to capture these interests and give students an active role, so that they recognise that the impact on the environment is in their hands. In any case, we propose to work on this fact in activity 1 of phase 1.

In order for the impact to be visible both to the outside world and to the group itself in the classroom, thus favouring motivation, it is important to design a communication plan with which the project advances and builds community at the same time as it is being created. This can give several positive results, such as creating a network of action in relation to our objective, or even generating some news in a local or regional media.

Change and adapt this pathway and its contents as it is best for you! Furthermore, we recommend having the **Social Business Model Canvas Activity** as reference to monitoring the project and team's activity.

Aim: Take a route through the entire process of building a project with impact. This pathway suggestion will take a number of sessions, so as teacher, choose a shorter pathway, add and remove as you need.

Our project will be based on the next idea: Improve the community life in our school.

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<p>Taster session: IDEEC proposal It is to carry out an activity of phase 1, mainly the activity where you can talk and discuss about an identified problem from which to develop a project. In this way, the motivation of the class and the possibility of developing this type of process can be tested.</p>		<p>Time: The execution time of this pathway will be conditioned by the availability of the teacher to work on the project. The maximum time to go through all the activities is one trimester. Each activity proposes its own time. And to facilitate the good development of the pathway and maintain motivation in the classroom, we recommend having a deadline; Free date or belonging to a date indicated in the educational center or in the environment.</p>	
<p>Phase 1: Challenge framing</p>	<p>Competences:</p> <ul style="list-style-type: none"> • Self-Awareness and Self-Efficacy • Ethical and sustainable thinking. • Vision. 	<p>Activity 1: Problem ideation –Vision- This activity helps students to generate a large number of ideas in order to see multiple problems that exist in the world for their age group, school, community, or country.</p>	<p>Impact:</p>
<p>Click above to access all the information about the phase. Time to approach the problem and build a challenge. It is essential to deal with the problem in as deep and concrete a way as possible, to make it easier to act.</p>		<p>Activity 2: Newspaper activity –Ethical and sustainable thinking- Students explore local newspapers to identify and rank important community issues, then create their own “newspaper” highlighting these concerns. They brainstorm imaginative solutions to one selected issue and reflect on the process, building their</p>	

		understanding of community impact and the steps needed to research and develop viable ideas.	
Phase 2: Solutions experimenting	Competences:		Impact:
<p>Click above to access all the information about the phase. Here we will see all the possibilities and ideas that our project can generate. At the same time we can work on team cohesion, creativity, criticism and self-criticism. Our idea is important to build our project!</p>	<ul style="list-style-type: none"> • Creativity. • Teamwork. • Critical Thinking. 	<p>Activity 3: The 5 Whys –Critical Thinking- The 5 Whys technique is a method based on asking questions and find possible answers, to get conclusion as a team, that can lead to highlight a problem or challenge. The aim is to explore a particular problem through questions and then link the group answers to generate more questions, making conclusions at the end.</p> <p>The ideas (questions and answers) should be brief, concise, and presented.</p>	
		<p>Activity 4: Creativity Spark I and II – Creativity- This activity will help to highlight the importance of creativity when solving problems or implementing new ideas. It shows that everyone can be creative as an individual and as a team member.</p> <p>The activity is divided into three small warm up exercises, and it is aimed to produce ideas without filters. Creativity Spark I can be followed by Creativity Spark II.</p> <p>This activity will help to highlight the importance of creativity when solving problems or implementing new ideas. It</p>	

		<p>shows that everyone can be creative as an individual and as a team member.</p> <p>Creativity Spark II is a continuation of Creativity Spark I, and is intended to produce and filter ideas, selecting and improving the best ones for purpose.</p>	
		<p>Activity: Traffic Light Reflection – Teamwork-</p> <p>Students reflect on collaboration in their group using colours of red, orange and green.</p>	
Phase 3: Impact Making	Competences:		Impact:
<p>Click above to access all the information about the phase. Putting everything in line and launching the project for implementation. We have chosen one/several ideas, which we have to implement and analyse if they work and are viable. It may be necessary to go back to phase 2 to rethink.</p>	<ul style="list-style-type: none"> • Organization • Coping with uncertainty, ambiguity and risk • Mobilising Others 	<p>Activity 5: Project Wrap-up –Organisation-</p> <p>Students reflect on the highs, lows, personal growth, and any learnings from their project. They conclude with a moment of gratitude for someone who supported them during the process.</p>	
		<p>Activity 6: Peer feedback - Coping with uncertainty, ambiguity and risk-</p> <p>Students practice giving and receiving constructive feedback on their entrepreneurial ideas, helping them refine their projects through peer input and actioning relevant suggestions.</p>	
<p>Assessment: Use the impact tools (see impact page) to add pre and post evaluation throughout the process. Continuous evaluation is key to the construction of the project in the classroom. Direct evaluation with the students will also be useful, as the topic chosen in this pathway allows to create debate and to see how the project works and how it can influence the vision and experience of the students. CLICK HERE TO ACCESS THE IMPACT ASSESSMENT TOOL.</p>			