

Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils



IO4: ISO certificated curricula for teachers Level 6

Competence:

Partner Responsible: DIMITRA

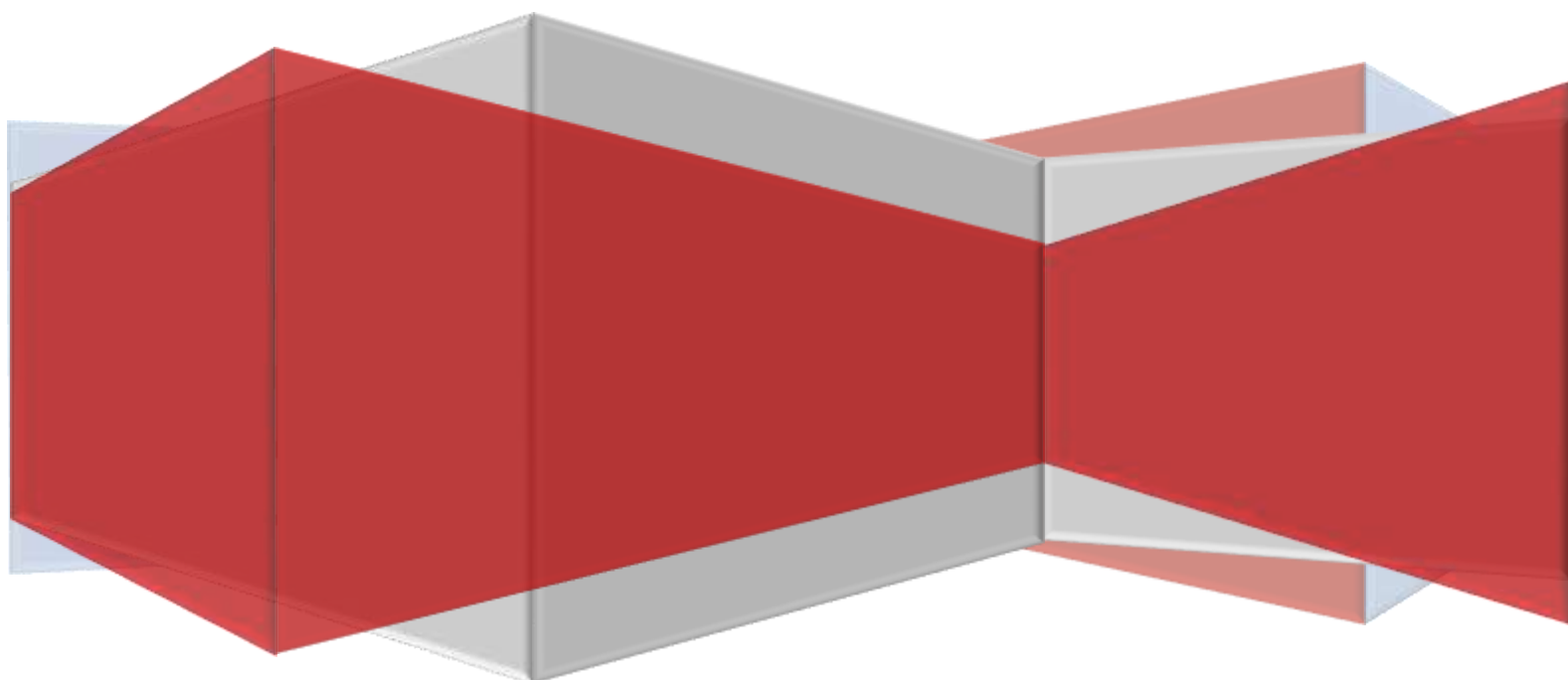


Table of Contents

Contents

Table of Contents	1
TRAINING CURRICULUM FOR COMPETENCE:.....	2
Aim of the workshop	2
Learning outcomes	2
Training methodology.....	3
Prerequisites.....	3
CLASSROOM LEARNING.....	3
Workshop duration.....	3
Training techniques	3
Equipment and materials necessary	3
Workshop programme breakdown	4
Methodological tools.....	6
SELF DIRECTED LEARNING	6
Resources.....	7

TRAINING CURRICULUM FOR COMPETENCE:

Aim of the workshop

Please write a short and concrete aim of the workshop that should reflect the learning outcomes mentioned below. We expect to have ½ of A4 paper the maximum

This workshop focussing on Coping with uncertainty, ambiguity and risk is part of an eight-workshop series named “Development of Entrepreneurial Mindset of Teachers EQF Level 6”. By sharpening the teachers’ understanding of today’s importance of entrepreneurial skills and equipping them with supporting tools, they will foster the pupils’ skills related to the entrepreneurial mindset, which is seen as competence to support society, take over the responsibility for one’s own life and start initiatives that create value to society.

The Coping with uncertainty, ambiguity and risk workshop is dedicated to helping teachers learn more on how to explain and use effectuation theory, IDEAL problem solving method, risk analysis to reduce risks of pupils quitting as well as develop the skills of pupils to identify risks and their impact and feel safe to propose alternative plans.

Learning outcomes

Please use Blooms taxonomy to express the learning outcomes into knowledge, skills and competences. Please make sure that you include learning outcomes that are specific and measurable (easy to assess). Please refer to the LO, which we identified during our project meeting. Please include a minimum 8 max 16 LOs

After the end of the workshop the participants will be in a position to:

In terms of knowledge:

26. Explain effectuation theory, IDEAL problem solving method, risk analysis to reduce risks of pupils quitting

In terms of skills:

27. Promote a sense of safety to the pupils

28. Use techniques(effectuation theory, IDEAL problem solving method, risk analysis) to guide pupils to become more committed and resilient

29. Develop pupils ability to propose alternative scenarios in order to have alternative plan in the case some pupils drop of the task/activity/project

In terms of competences:

30. Inspire the pupils to develop a positive attitude towards uncertain situations and problem solving

Training methodology

We suggest to include both methodologies in all competences (unless there are good reasons of not doing so)

Classroom Learning

Self-Directed Learning

Prerequisites

Please state if it is for beginner level or some specific skills or previous workshops are required.

Teachers degree required

CLASSROOM LEARNING

Workshop duration

Minimum 2 days (14 teaching hours) and maximum 4 days (28 teaching hours)

2,3 days

Training techniques

Technique

Lecture (compulsory)

Individual Exercise

Group Exercise

Role play

Experiential workshop

Group discussion

Brainstorming

Case Study

Questions and Answers (multiple choice and open questions)

Other (Please indicate

Equipment and materials necessary

Equipment:

- ✓ Flip chart
- ✓ Hand outs
- ✓ Training room
- ✓ Projector
- ✓ Legos

Materials:

- ✓ Pen
- ✓ Paper

Workshop programme breakdown

Please name the list of topics that will be covered in this workshop including rough estimation of teaching time per topic. Please indicate the topics, subtopics as well as main training techniques (matching section 6). See an example below which you can delete later on. Please ensure that you use the formatting also as shown below. The codes of the methodological tools are associated with IO5

No.	Theme/Content	Workload in minutes
1	Introduction to coping with uncertainty, ambiguity and risk <ul style="list-style-type: none"> • Definitions of the concepts • Recognizing uncertainty, ambiguity and risk <ul style="list-style-type: none"> • Example • Q&As (SD3.3_2, SD3.3_3) 	60 min
2	The importance of developing the ability to deal with ambiguity, uncertainty and risk <ul style="list-style-type: none"> • The impact of ambiguity <ul style="list-style-type: none"> • Presentation • Group discussion on literature study (CL3.3_4) • Q&A session (SD3.3_2, SD3.3_3) • Motivation of the entrepreneurial mindset <ul style="list-style-type: none"> • Presentation (PPT3.3_1) • Effectuation • Individual Exercise of Effectuation (CL3.3_5) • Video “One of the greatest speeches ever” (PPT3.3_1) • Working with ambiguity and uncertainty? <ul style="list-style-type: none"> • Exercise - How well do you handle ambiguity (CL3.3_6) • Presentation of concepts (PPT3.3_1) • Group discussion (CL3.3_7) • Video and group discussion “The Unknown unknowns” (PPT3.3_1) 	320 min
3	Becoming resilient <ul style="list-style-type: none"> • Importance of risk, failure and retry <ul style="list-style-type: none"> • Presentation of concepts (PPT3.3_1) 	420 min

No.	Theme/Content	Workload in minutes
	<ul style="list-style-type: none"> • Group exercise “Managing risk” (CL3.3_8) • Individual Exercise “CV of failures” (CL3.3_9) • “7 ways to fail better” (CL3.3_10) • Students encouragement <ul style="list-style-type: none"> • Group discussion – World Café on 1) adjusting the learning context: “Let’s try this another way.” 2) Encourage persistence: “Keep trying. Don’t give up!” 3) Model self-compassion: “Be kind to yourself when you’re confused; it’s okay.” 4) Build positive relationships with students: “I see your strengths, and I believe in you.” 5) Focus on resilience: “Even though this is tough, you will find your way.” (CL3.3_11) • “The art of failing” why we should educate students about failure • Problem Solving <ul style="list-style-type: none"> • Presentation of concepts (PPT3.3_1) • How to act upon a problem • IDEAL problem Solving and exercise (CL3.3_17) • de Bono’s 6 hats of thinking • Group Exercise (CL3.3_12) 	
4	<p>Techniques for facilitating the students uncertainty, ambiguity and risk</p> <ul style="list-style-type: none"> • Brainstorming, Discussion and open questions on techniques to be used • Development of a Plan for “Failure week” (CL3.3_14) • Experiential workshop / Simulation of failure week (CL3.3_15) 	240 min

No.	Theme/Content	Workload in minutes
	<ul style="list-style-type: none"> Games “Shifting the rules” to help students deal with ambiguity (PPT3.3_1) – (CL3.3_16) 	
5	<p>Summary and Evaluation</p> <ul style="list-style-type: none"> Questions and Answers Discussion/Reflection Summarise of Module Feedback on the Training 	60 min

Methodological tools

The methodological tools will be developed under IO5. Here you need to list them and associate them with a technique. Also please add the attachment here.

No.	Training Technique	Title of Methodological tool
1.	Lecture	Various topics corresponding to uncertainty, ambiguity and risk
2.	Open Questions	Various questions that will be asked throughout the module
3.	Closed questions	At the end to asses, remind and reflect
4.	Group Discussion	The Impact of ambiguity
5.	Individual Exercise	Effectuation theory
6.	Individual Exercise	How well do you handle ambiguity
7.	Group Discussion	“The Unknown unknowns”
8.	Group Exercise	Managing Risks
9.	Individual Exercise	CV of failures
10.	Individual Exercise	7 ways to fail better
11.	Group Discussion _ world Café	Students encouragement
12.	Group Exercise	Develop an exercise for IDEAL learning
13.	Group Exercise	Wear your hats and discuss
14.	Braistorming	How do you encourage failure in your classroom
15.	Group exercise	Failure week Activities
16.	Experiential workshop	Failure week Activities simulation
17.	Group exercise	Lego castle

SELF DIRECTED LEARNING

Resources

You can add here websites, articles, book references etc. that will help to develop the learners competences. Please make sure that you enter at least 5 resources for this competence.

No	Title and Reference	Attachment (if applicable)
1	Teaching self-determination	https://pdfs.semanticscholar.org/412e/c33e8cc3f79bd48be45120c81639c46061b5.pdf
2	Young people develop 'uncertainty competence's'	https://www.researchgate.net/publication/291687541_A_pedagogy_for_Uncertain_Times
3	A Classroom Full of Risk Takers	https://www.edutopia.org/article/classroom-full-risk-takers
4	Responsible risk taking students	http://inservice.ascd.org/encouraging-a-culture-of-responsible-risk-taking/
5	Students dealing with uncertainty	http://www.ascd.org/publications/educational-leadership/oct17/vol75/num02/Inviting-Uncertainty-into-the-Classroom.aspx