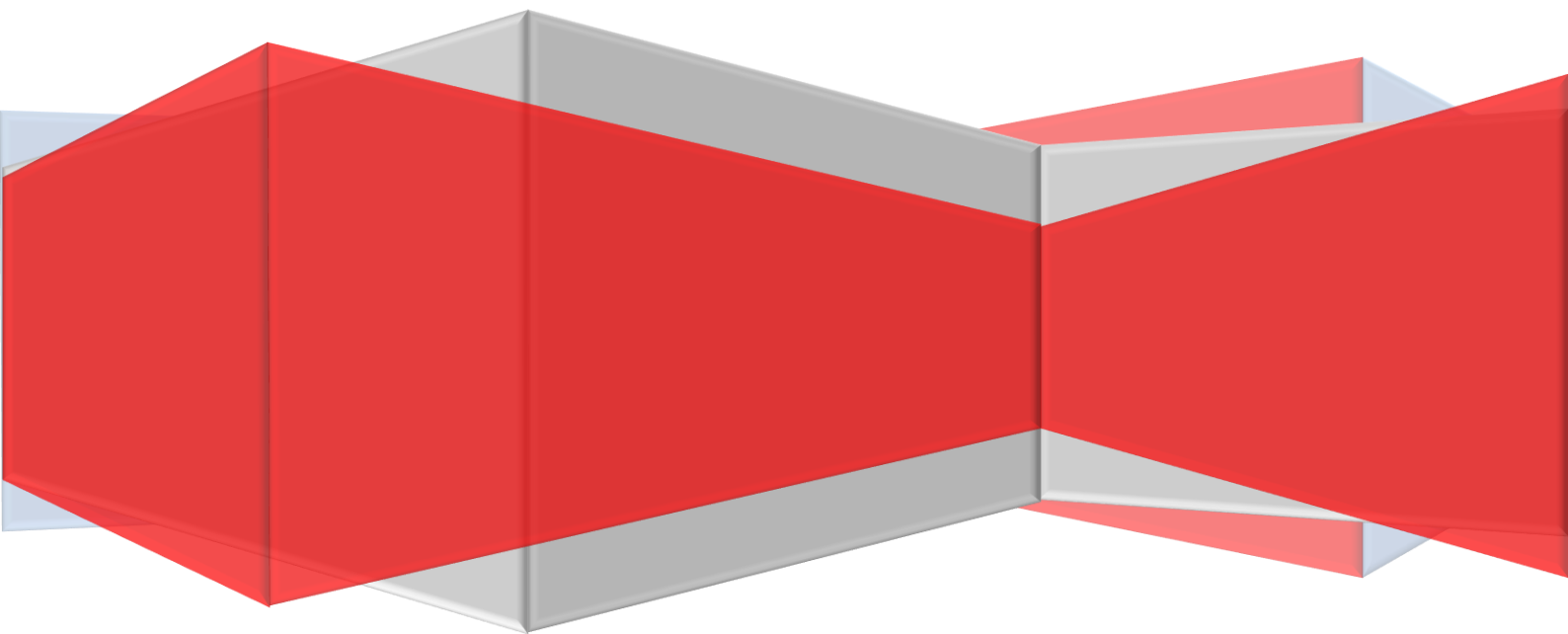**Cultivate school entrepreneurial mindset through holistic approach targeting teachers and pupils**

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ISO Certified Materials for Teachers: Development of Entrepreneurial Mindset for teachers Level 6

IO5A8: 2.1 Self-awareness and Self-efficacy

Partner Responsible: Rinova Limited

Coordinated by

MMC Mediterranean Management Centre

Partners

RINOVA innovate, create & regenerate

DIMITRA educational organization

FH | JOANNEUM University of Applied Sciences

CYPRUS CERTIFICATION COMPANY

15billionebp

GRUPPO 4

Apostolos Varnavas Primary School

4ᵗʰ Primary School of Tyrnavos

Program	Erasmus+
Key Action	KA201 - Strategic Partnerships for school education - Cooperation for innovation and the exchange of good practices
Project Title	Cultivate School Entrepreneurial Mindset through a Holistic Approach Targeting Teachers and Pupils
Project Acronym	EnterSchoolMind
Project Agreement Number	2018-1-CY01-KA201-046906
Project Start Date	01/11/2018
Project End Date	31/10/2021

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The LOs at a glance

Competence Code and Title	2.1 Self-awareness and self-efficacy
Entercomp Area	2.1
Learning Outcome Numbers and Titles	9. Define self-awareness and self-efficacy 10. To use techniques/theories from Duval & Wicklund, Goleman and using the Proust Questionaire to turn pupils needs, wants, interests and aspirations into goals. 11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided 12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses 13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures

Methodological tool Type	Number of Methodological tools
☒ Lecture (compulsory)	1
☒ Open-ended questions	1
☒ Closed questions	1
☒ Individual Exercise	1
☐ Role play	
☐ Experiential workshop	
☒ Group discussion	1
☒ Brainstorming	1
☒ Group Exercise	1
☐ Other (Please indicate)	

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Total Number of methodological tools:	7

Referencing your tools

(PPT for Power Point Presentation, CL for classroom or SD for self-directed learning)+Competence_number +number_of_methodological_tool

Example:

SD1.5_3 = Self-directed exercise, on Entercomp competence area 1.5 (Ethical and sustainable thinking), 3rd tool

PPT3.4_4=Power point presentation, on Entercomp competence area Working with others, 4th tool

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Compulsory Methodological tools

Power Point Presentation

Code of methodological tool	PPT 2.1_1
Competence Code and Title	2.1 self-awareness and self-efficacy
LO codes and titles	9. Define self-awareness and self-efficacy 10. To use techniques/theories from Duval & Wicklund, Goelman and using the Proust Questionaire to turn pupils needs, wants, interests and aspirations into goals. 11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided 12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses 13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures
Aim of the methodological tool	Lecture
Hints and tips for the trainer	
Attachment	PPT_EnterSchoolMind s 2.1_1 Oct 20.pptx Competence 2.1 Self-awareness and S Competence 2.1 Additional Handout Fc

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Open Ended Questions

In this methodological tool you need to develop at least <u>five (5) open ended question for the</u> <u>competence</u> to be developed through classroom learning.

Code of the methodological tool	CL 2.1_2
Competence Code and Title	2.1 self-awareness and self-efficacy
LO codes and titles	10. To use techniques/theories from Duval & Wicklund, Goelman and using the Proust Questionaire to turn pupils needs, wants, interests and aspirations into goals. 11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided 12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses 13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures
Aim of the methodological tool	Open ended questions
Hints and tips for the trainer	Get the participants to really consider their answers, using critical thinking. Please get the participants to write as fully as they can.

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Self-awareness questions:

Question 1: What is your biggest dream or goal?

Answer:

Subjective candidate answer. However, the importance here is that the candidate needs to identify one obtainable goal, something that may be unobtainable at the moment, but a pathway can be created to reach named desire.

Question 2: What is in the way towards your dream?

Answer:

Candidate needs to identify restricting or limiting factors in reaching stated desire

Question 3: Rank the most important things in your life (career, money, family, love, knowledge)?

Answer:

Candidate should ideally comprise a list of around 15-20 items of importance

Question 4: What is the proportion of time dedicated to these items accordingly? (if most of your time is given to the less important things, you should think about reprioritising your schedule)

Answer:

Next to each item on their previous list candidates should list the time that they allocate to each action

Question 5: What would the ideal you be like?

Answer:

Candidates should now have the flexibility of thinking to be objective in their answer to this question. They should consider their life goals, how to reach them and what the end outcome of this would look like in their lives.

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Self-efficacy questions:

Question 1: Can you think of ways your own self efficacy beliefs play a role in your daily life? In which areas do you have strong self-efficacy? In which areas would you like your self-efficacy to be a bit stronger? How could you increase your self-efficacy in those areas?

Answer:

This is a multi-layered question. It challenges candidates to go on a journey of self-discovery and to deeply think about what motivates and challenges them within their lives and areas that they succeed in.

Question 2: Can you think of a time when a teacher, coach, or parent did something to encourage your self-efficacy? What did he or she do and say? How did it enhance your self-efficacy?

Answer:

Candidates should be able to recall a time in their formative years when successes have been valued and acknowledged and identify the professionals/ significant adults who have done so.

Question 3: What are some of the ways that you can help strengthen the self-efficacies of the people in your life?

Answer:

Candidates should use critical thinking and analytical processes in their answer, looking at specific strategies to aid self-efficacy.

Question 4: Can you think of a time when collective efficacy played a role in your team or group activities? What did you notice about being on a team or in a group with low collective efficacy?

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> Answer: Candidates should identify the difference between successful teams where efficacy is high, and all members are able to support processes and teams that are unsuccessful and see obstacles as things that are not able to be overcome.

Closed Questions

In this methodological tool you need to develop at least <u>ten</u> (10) close questions, of any type in order to consider as concluded methodological tool.

Code of methodological Tool:	CL 2.1_3	
Competence Code and Title:	2.1 self-awareness and self-efficacy	
LO Code and Title:	9. Define self-awareness and self-efficacy 10. To use techniques/theories from Duval & Wicklund, Goelman and using the Proust Questionaire to turn pupils needs, wants, interests and aspirations into goals. 11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided 12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses 13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures	
Aim of the methodological tool:	Closed questions	
Hints and tips for the trainer:	Reflect on answers and clarify correct answers for those who may have answered questions incorrectly.	
Question Type:	**Type**	**Number**
	True/False questions and answers	6

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	Multiple Choice Questions and answers	4
	Multiple Response Questions and answers	
	Sequence questions and answers	
	Matching question and answers	
	Word Bank questions and answers	1
		11

Notes

- In total you need to develop 10 questions minimum from any of the types mentioned. Please make sure to use a minimum of three types

- Please copy and paste any of the tables as required.

True/False Question

Choose whether the statement is true or false

STATEMENT:

Statement:	**Self-awareness is having conscious knowledge of one's own character and feelings?**
True	
False	
Correct Answer	True

True/False Question

Choose whether the statement is true or false

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STATEMENT:	
Statement:	**Self-awareness makes you feel sad?**
True	
False	
Correct Answer	False

True/False Question

Choose whether the statement is true or false

STATEMENT:

Statement:	**Achieving self-awareness gives you the opportunity to make positive changes and increase your self-confidence?**
True	
False	
Correct Answer	True

True/False Question

Choose whether the statement is true or false

STATEMENT:

Statement:	**Having a strong sense of self-efficacy means that you don't believe in yourself and feel unsuccessful in completing tasks?**
True	
False	
Correct Answer	False

True/False Question

Choose whether the statement is true or false

STATEMENT:

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Statement:	**A strong sense of efficacy enhances human accomplishment and personal well-being?**
True	
False	
Correct Answer	True

True/False Question

Choose whether the statement is true or false

STATEMENT:

Statement:	**The most effective way of creating a strong sense of efficacy is through mastery experiences?**
True	
False	
Correct Answer	True

Multiple Choice Question

Select the correct answer from the choices below

Statement:	Why aren't we more self-aware?
Alternative 1	Because we don't have the cognitive ability to do so
Alternative 2	We are simply «not there» to observe ourselves
Alternative 3	We don't like what we see
Correct answer	Alternative 2

Multiple Response Question

Select one or more correct answers from the choices below

Statement:	Why is listening important?
Alternative 1	Because we pick out the best bits

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Alternative 2	We Listen because we have no choice but to
Alternative 3	When you become a good listener, you will also be better at listening to your own inner voice
Correct answer	Alternative 3

Multiple Response Question

Select one or more correct answers from the choices below

Statement:	Why is self-efficacy important?
Alternative 1	it will lead to making more money in your chosen career
Alternative 2	You have a bigger ego
Alternative 3	It has been proven to be an important construct for academic achievement in traditional learning environments
Correct answer	Alternative 3

Multiple Response Question

Select one or more correct answers from the choices below

Statement:	Why is a low sense of self-efficacy dangerous?
Alternative 1	Children who regard themselves as socially inefficacious withdraw socially, perceive low acceptance by their peers and have a low sense of self-worth
Alternative 2	Because it gives you a thrill
Alternative 3	It can mean that the ego gets inflated and then you stop listening
Correct answer	Alternative 1

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Word Bank Question
Drag the words and drop them to the appropriate places

A strong sense of_____enhances human accomplishment and personal _____ in many ways. People with high assurance in their_____approach difficult tasks as challenges to be

_____rather than as threats to be_____. Such an efficacious outlook fosters intrinsic interest and deep engrossment in_____. They set themselves _____goals and maintain strong

_____to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of _____after failures or_____ .

1.	Efficacy
2.	Activities
3.	Avoided
4.	Setbacks
5.	Challenging
6.	Efficacy
7.	Well-being
8.	Mastered
9.	Capabilities
10.	Commitment
Correct answer	A strong sense of <u>efficacy</u> enhances human accomplishment and personal <u>well-being</u> in many ways. People with high assurance in their <u>capabilities</u> approach difficult tasks as challenges to be <u>mastered</u> rather than as threats to be <u>avoided</u>. Such an efficacious outlook fosters intrinsic interest and deep engrossment in <u>activities</u>. They set themselves <u>challenging</u> goals and maintain strong <u>commitment</u> to them. They heighten and sustain their

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efforts in the face of failure. They quickly recover their sense of <u>efficacy</u> after failures or <u>setbacks</u>.

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Additional methodological tools

Individual Exercise

Code of methodological Tool:	CL 2.1_4
Competence Code and Title:	2.1 self-awareness and self-efficacy
LO Code and Title:	10. To use techniques/theories from Duval & Wicklund, Goelman and using the Proust Questionaire to turn pupils needs, wants, interests and aspirations into goals. 11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided 12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses 13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures
Aim of the methodological tool:	Individual Exercises
Hints and tips for the trainer:	Get the participants to complete all of the 8 activities. Spending at least 20 minutes on each. The workshop is supported by the attached PowerPoint which is used as a structure for the session. There are notes in the notes section of the PowerPoint to support the facilitator in all aspects of delivery.

General Guidelines (for the facilitator)
Ensure that the participants write as fully as they can
Number of persons
Individual exercise. Up to 12 participants
Instructions for the participants
See PowerPoint presentation
Estimated Duration

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20 minutes per person
Materials
Pens, Paper (A4/A3), Flipchart, Flipchart paper
Debriefing Question 1
After Proust Questionnaire, Ask participants to feedback on how the activities have made them self-reflect.
Debriefing Question 2 (please add as many questions as needed)
What was their own personal favourite activity and why?
Instructions/Comments from facilitator
Use critical thinking and careful consider answers within the activities See PowerPoint presentation

Group exercise

Code of methodological Tool:	CL 2.1_5
Competence Code and Title	2.1 self-awareness and self-efficacy
LO Code and Title	10. To use techniques/theories from Duval & Wicklund, Goelman and using the Proust Questionaire to turn pupils needs, wants, interests and aspirations into goals. 11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided 12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses 13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures
Aim of the methodological tool:	Group exercises
Hints and tips for the trainer	Ensure that the participants understand the instructions fully for each activity before they start, clarify if necessary.

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General Guidelines (for the facilitator)
Number of persons (or groups)
4 groups of 4 per group
Instructions (for the participants)
Follow the instructions of each activity closely
Person responsible for each task (allocation of work, if applicable)
Facilitator to explain tasks at start of activity
Estimated Duration
Each activity should be at least 15 - 20 mins in duration
Materials
Bowl, index cards, water, Glue, liquid starch, ingredients for a recipe of choice, Paper, Wheel of life (in PowerPoint), Table for right here, right now (in PowerPoint), Paper (A4/A3), Blank badges, Sellotape, Spaghetti (uncooked)
Guidelines
Because the activities are long most of the instructions for the trainer are embedded in the attached PowerPoint
Debriefing Question 1
After each activity get participants to feed back to the group on how the activity made them feel.
Instructions/Comments from facilitator
The workshop is supported by the attached PowerPoint which is used as a structure for the session. There are notes in the notes section of the PowerPoint to support the facilitator in all aspects of delivery.

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Group Discussion

Code of methodological Tool:	CL 2.1_6
Competence Code and Title	2.1 self-awareness and self-efficacy
LO Code and Title	10. To use techniques/theories from Duval & Wicklund, Goelman and using the Proust Questionaire to turn pupils needs, wants, interests and aspirations into goals. 11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided 12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses 13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures
Aim of the methodological tool:	Group discussion
Hints and tips for the trainer	Take time when doing the mindfulness and visualization practice. This is to give participants a fully immersive experience within the workshop
	See PowerPoint presentation

General-efficacy scale

1	I can always manage to solve difficult problems if I try hard enough.
2	If someone opposes me, I can find the means and ways to get what I want.
3	It is easy for me to stick to my aims and accomplish my goals.
4	I am confident that I could deal efficiently with unexpected events.
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.
6	I can solve most problems if I invest the necessary effort.
7	I can remain calm when facing difficulties because I can rely on my coping abilities.

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8	When I am confronted with a problem, I can usually find several solutions.
9	If I am in trouble, I can usually think of a solution.
10	I can usually handle whatever comes my way.

Response format:

▸ 1 = Not at all true   2 = Hardly true   3 = Moderately true   4 = Exactly true

▸ Validity:

▸ The General Self-Efficacy Scale is correlated to emotion, optimism and work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

Introduction to the topic (if applicable)

Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations and surrounding environment, through a gentle, nurturing lens.

The daily practice of visualizing your dreams as already complete can rapidly accelerate your achievement of those dreams, goals, and ambitions.

Conclusion questions

Using visualization techniques to focus on your goals and desires yields **four very important benefits**.

1.) **It activates your creative subconscious** which will start generating creative ideas to achieve your goal.

2.) **It programs your brain** to more readily perceive and recognize the resources you will need to achieve your dreams.

3.) **It activates the** law of attraction, thereby drawing into your life the people, resources, and circumstances you will need to achieve your goals.

4.) **It builds your internal** motivation to take the necessary actions to achieve your dreams.

Conclusions (if applicable)

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The practice of mindfulness is about beginning to notice these internal distractions and mind wanderings and, once noticed, to bring your focus back. You may lose focus and bring your attention back many, many times over the course of several minutes. Don't worry, this is part of the practice.

Brainstorming

Code of methodological Tool:	CL 2.1_7
Competence Code and Title	2.1 self-awareness and self-efficacy
LO Code and Title	10. To use techniques/theories from Duval & Wicklund, Goelman and using the Proust Questionaire to turn pupils needs, wants, interests and aspirations into goals. 11. Implement difficult tasks for pupils as challenges to be mastered rather than threats to be avoided 12. Use techniques/theories from Albert Bandura on Self-efficacy to support pupils identify their strengths and weaknesses 13. Support pupils in reflecting on lessons learned from experiences that they may consider as failures
Aim of the methodological tool:	Brainstorming
Hints and tips for the trainer	Use Flip Chart to explore initial ideas of the group to give them a scaffold to write their own personal manifestos
	See PowerPoint presentation

Topic
Personal Manifesto and Mission Statement
Method of analysis (e.g. grouping of ideas, development of a new model etc)
Grouping of ideas, development of a new model
Conclusions
Ask participants to carefully think about their core values. What makes them tick. What are the unique qualities that they possess? Not only personality traits but steer the questioning around

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morality and what things the participants stand for in life. For some it may be around faith beliefs, for others it may be family values. Take time to explore this in depth.

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