

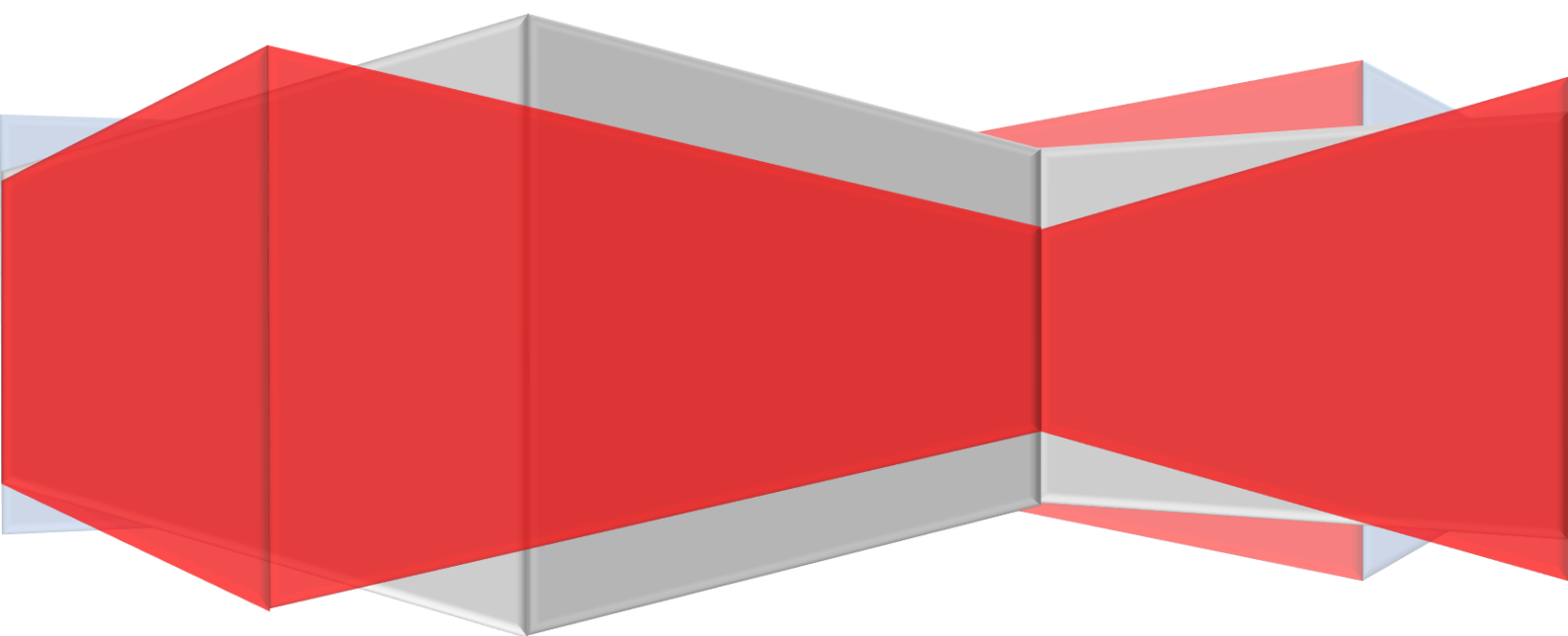
**Cultivate school entrepreneurial mindset through holistic approach targeting teachers and pupils**



# **A set of activities (toolkit) to be used by teachers in school for the development of the entrepreneurial mindset of pupils**

IO8A3: 3.3 Coping with uncertainty, ambiguity and risk (Activity)

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<b>Program</b>	Erasmus+
<b>Key Action</b>	KA201 - Strategic Partnerships for school education - Cooperation for innovation and the exchange of good practices
<b>Project Title</b>	Cultivate School Entrepreneurial Mindset through a Holistic Approach Targeting Teachers and Pupils
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Competence 3.3 Coping with uncertainty, ambiguity and risk	
<b>Duration</b>	1 hour
<b>Lessons it could be used in</b>	<ul style="list-style-type: none"> <li>• Flexible zone</li> <li>• Civic education</li> <li>• Environmental Study</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Develop skills to identify risks and their impact and feel safe to propose alternative plans</li> <li>• Use techniques (effectuation theory, IDEAL problem-solving method, risk analysis) to guide pupils to become more committed and resilient</li> <li>• Develop the ability to propose alternative scenarios in order to have alternative plans</li> <li>• Inspire pupils to develop a positive attitude towards uncertain situations and problem solving</li> </ul>
<b>Type of activity</b>	<input type="checkbox"/> Story Telling <input type="checkbox"/> Game Activity <input type="checkbox"/> Theater /Drama Activity <input checked="" type="checkbox"/> Use of Reflection Techniques <input type="checkbox"/> Creation of an Item <input type="checkbox"/> Role Play <input type="checkbox"/> Other Experiential Activity
<b>Aims and objectives of the activity</b>	<p>The activity consists of team working in order to identify, categorize and prioritize risks related to the start-up of a social enterprise. Pupils are presented with an idea for social business. Each of the team members has to write on sticky notes one or more risks associated with the business idea.</p> <p>All similar risks are associated and all risks are then categorized in terms of impact and probability.</p> <p>All risks have to be addressed, starting from the most urgent to the least urgent ones. Pupils will learn how to collaborate in order to assess and classify risks. Moreover, because the activity is conducted in a team,</p>

	<p>collaboration within the group will ensure a broad categorization and identification of risks.</p> <p>Lastly, due to the exercise of prioritising the risks, pupils are also involved in planning activity and risk management</p>
<p><b>Implementation of the activity</b></p>	<p><b>Step 1: IDENTIFY RISKS</b></p> <ul style="list-style-type: none"> <li>• Gather the class together.</li> <li>• Put in front of the pupils a white board with sticky notes and sharpies.</li> <li>• Give the pupils a social business idea (e.g. social restaurant employing disadvantaged people)</li> <li>• Have everyone start writing risks associated with that business idea on the sticky notes, one risk per note. Allow for about 10 minutes for this activity.</li> <li>• Have a volunteer read off their risks one by one and place them on the white board</li> <li>• Have another volunteer read off their risks and put the sticky notes on the white board. If they identified an identical risk to one that has already been listed, the volunteer should place that note on a note that already exists on the white board. Continue until all the risks are on the white board.</li> <li>• Have the group gather at the white board and look through all of the risks, grouping together any duplicates that haven't already been identified.</li> </ul> <p><b>Step 2: CATEGORIZE RISKS</b></p> <ul style="list-style-type: none"> <li>• Gather the sticky notes together and put them in a pile.</li> <li>• Draw a pair of Axes on the white board: X Axis is impact, Y Axis is probability.</li> <li>• A volunteer takes the first sticky note off the pile and places it on the white board in the right position based on its anticipated probability and Impact.</li> </ul> <p><b>The next volunteer has three options:</b></p> <ol style="list-style-type: none"> <li>a) Place the next risk on the board in relation to the first one</li> <li>b) Move an existing risk somewhere else on the board. If the team member chooses this option they should explain why they are moving the risk.</li> <li>c) Pass – this choice should really only be used when the number of sticky notes is getting low.</li> </ol> <ul style="list-style-type: none"> <li>• Repeat this until all the risks have been placed on the board and everyone has passed.</li> </ul> <p><b>Step 3: ADDRESS RISKS</b></p>

	<p>Discuss each of those risks and identify a plan to address. In order to issue the plan, 4 options are available:</p> <ol style="list-style-type: none"> <li>a) Avoid – Take steps to ensure that the risk does not happen</li> <li>b) Transfer – Find someone outside the team who is better positioned to take care of the risk</li> <li>c) Accept – Realize that you have done all you can to address the risk. Take no action and be comfortable with the results</li> <li>d) Mitigate – Take steps to reduce the impact and/or probability of the risk.</li> </ol> <p>1) For each risk, a team member should volunteer to own that risk (make sure it is getting addressed) and by when so that the team knows when to check back.</p>
<p><b>Resources and materials required to run the activity</b></p>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Sticky notes</li> </ul> <p>Coloured pens</p>
<p><b>Equipment and facilities</b></p>	<p>Pupils in a classroom where they can easily get into groups and two or three round tables, depending on the number of pupils</p>
<p><b>Tips for the trainer</b></p>	<p>In order to facilitate <b>Step 2</b>, the two Axes can be divided into three levels (Low, Medium, High) creating a matrix and pupils have to classify them according to these levels.</p> <p>This will also facilitate <b>Step 3</b>: in order to address risks, let them start with the ones located in the upper right-hand quadrant of the chart (with high impact and high probability).</p> <p>Those are the risks that you should address first.</p> <p>To guide the pupils in identifying and classifying the risks connected to their fictional social enterprise, teachers can follow this strategy:</p> <ol style="list-style-type: none"> <li>a) Have them identify their business tasks, the tasks which are necessary to let them run the business e.g. requirements, coding, testing, training, implementation, resource management etc.</li> <li>b) If they still have some difficulties in identifying risks, prompt them with some examples:             <ul style="list-style-type: none"> <li>• Budget risks (e.g. budget exceed, unanticipated expenditure...)</li> <li>• Scope risks (e.g. scope poorly defined...)</li> <li>• Schedule risks (e.g. schedule overruns, tasks omitted from schedule...)</li> <li>• Technical risks (e.g. lack of technical requirements, software algorithm malfunctioning...)</li> <li>• Personnel risks (e.g. team is under-resources, skills gap..)</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Quality risks (e.g. the software's interface is cumbersome or inexplicable...)</li> <li>• Communication risks (e.g. poor communications, stakeholders' dissatisfaction...)</li> <li>• Resource risks (e.g. materials shortage, machinery unavailable..)</li> <li>• Environmental risks (e.g. bad weather results, weather delays progress, adverse environmental effect...).</li> </ul> <p>You can perform this activity for the first time with the whole class to ensure their confidence with the activity. Once they are comfortable with the rules and the risk management approach, you can create different teams within the class (max 10 pupils per team) and allocate them to the risk management of different social enterprises.</p> <p>When each team has completed the activity, they can present the results to the other teams who have to ask questions, make suggestions, raise issues and express their agreement or disagreement with the team strategy.</p>
<p><b>Materials for implementing the Tool</b></p>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Sticky notes</li> <li>• Coloured pens</li> <li>• <a href="https://www.kbp.media/risk-management-game/">https://www.kbp.media/risk-management-game/</a></li> </ul>