

## PROMOTING ENTREPRENEURSHIP EDUCATION

<b>Students age</b>	13-16
<b>General topic</b>	Project-Based Learning: Promoting Entrepreneurship Education in the Third School Level.
<b>Leading teachers (Tartu Raatuse School)</b>	Jane Kruusmaa, Marvi Remmik
<b>Cross-curricular topics</b>	<p><b>Cross-Curricular Topic: "Civic Initiative and Entrepreneurship"</b></p> <ol style="list-style-type: none"> <li>2. To be proactive, ambitious and enterprising, to form personal opinions and express them;</li> <li>3. To understand the relationships and functioning between public, business, and non-profit sectors;</li> <li>4. To understand the role of entrepreneurship in society and to have a positive attitude towards entrepreneurship and voluntariness.</li> </ol>
<b>Integrated subjects</b>	<ol style="list-style-type: none"> <li>1. History</li> <li>2. Mathematics</li> <li>3. Handicraft</li> <li>4. Geography</li> </ol>
<b>Goals</b>	<ol style="list-style-type: none"> <li>1. Students design a model of the "company" (start-up).</li> <li>2. Students can understand the mathematical language related to entrepreneurship and financial health.</li> <li>3. Students have an understanding of major sustainability goals - geographical, biological, social, etc.</li> </ol>
<b>Hands-on activities</b>	<ol style="list-style-type: none"> <li>1. The students create a product (a - prototype or b - service).</li> </ol>
<b>Links with curriculum</b>	<ol style="list-style-type: none"> <li>1. <b>History:</b> Different economic systems (capitalism, socialism)</li> <li>2. <b>Mathematics:</b> Addition and subtraction, mathematical literacy</li> <li>3. <b>Handicraft:</b> Safe use of various craft tools</li> <li>4. <b>Geography/Natural Science:</b> Mapping natural resources, future needs, climate change, etc.</li> <li>5. <b>Civic Education:</b> Polite communication with people from different nationalities and cultural backgrounds</li> </ol>
<b>Planned activities</b>	<ol style="list-style-type: none"> <li>1. Forming a team and mapping each member's strengths and weaknesses.</li> <li>2. Identifying a problem and finding solutions. Generating ideas and justifying needs. To know what is needed, it is necessary to understand where the problem or need lies.</li> <li>3. Forming a company (start-up) - what, why, and when is needed?</li> <li>4. Visiting companies (e.g., Bolt, Foxway, etc.).</li> <li>5. Developing a prototype or service.</li> <li>6. Assessing impact and funding - self-promotion, marketing.</li> <li>7. Presenting your company to someone, for example, classmates (e.g., Raatuse Start-Up or Entrepreneurship Day).</li> </ol>

	<ol style="list-style-type: none"> <li>8. Lectures from external guests - examples of start-ups, banks, experiences, etc.</li> </ol>
<b>Expected learning outcomes/results</b>	<ol style="list-style-type: none"> <li>1. Develops a business model based on the chosen strategy.</li> <li>2. Describes the establishment process according to the chosen form of entrepreneurship.</li> <li>3. Assesses the profitability of the company based on the business model.</li> <li>4. Works collaboratively, listens to, and takes into account fellow students.</li> </ol>
<b>Evaluation/feedback/ of students progress</b>	<ol style="list-style-type: none"> <li>1. Mapping prior knowledge, the student self-assesses their work as a reflection (participant's self-assessment - the impact of the project and what was learned).</li> <li>2. The best business idea is selected at Raatuse Entrepreneurship or Start-UP Day demonstration (presentation and marketing, the art of "selling").</li> <li>3. Teachers can evaluate within their lesson framework: <ul style="list-style-type: none"> <li>● <b>History:</b> Forms of entrepreneurship and supporting economic systems (modeling - business model)</li> <li>● <b>Geography, Biology:</b> Identifying and solving problems related to waste management, climate change, etc.</li> <li>● <b>Handicraft:</b> Evaluating the process and outcome of prototype creation</li> <li>● <b>Mathematics:</b> Creating a budget</li> </ul> </li> </ol>
<b>Blended activities (before and after the exchange week)</b>	<ol style="list-style-type: none"> <li>1. Students collaborate with the teacher to discuss the changes they want to see in the world. We arrange a preliminary meeting in zoom, where students share what they would like to change in the world. Based on the meeting, initial groups can be formed according to their interests.</li> <li>2. After the meeting in Estonia, a follow-up meeting will be held online. Students can discuss the progress of their service or prototype.</li> </ol>
<b>Teachers involved (Tartu Raatuse School)</b>	Geography teacher