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NETWORK
OF ENTREPRENEURIAL
SCHOOLS

BOOKLET

FOSTERING THE ENTREPRENEURIAL
MINDSET: CREATIVE AND EFFECTIVE
METHODS AND TOOLS

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SCHOOLS

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NETWORK
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TOOLS AND RESOURCES

CHILDRENS FROM 6 TO 9 YEARS OLD

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ENTREPRENEURSHIP EDUCATION

CHILDRENS FROM 6 TO 9 YEARS OLD

Exercise 1 - Students presentation. In a circle, each student presents the colleague on the left and simultaneously says the best quality the colleague.

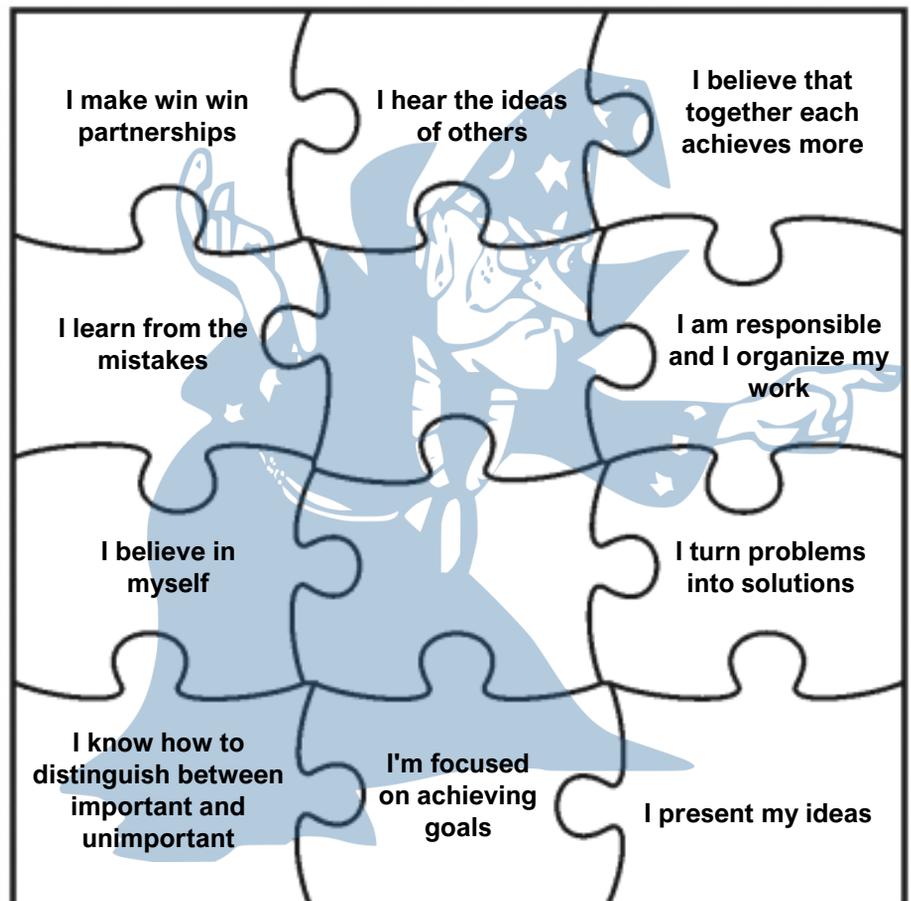
Exercise 2 - The steering wheel. In pairs, they put one after the other. Who is behind puts their hands on the partner's shoulders (this one is blindfolded - eyes closed). The student behind must guide the other with the following instructions – one touch on the right shoulder is to turn right; one touch on the left shoulder is to turn left; on touch on the top of the head is to stop; one touch on the back is to start walking and one touch on the belly is to honk.

Exercise 3 - The steering wheel. In pairs, they put one after the other. Who is behind puts their hands on the partner's shoulders (this one is blindfolded - eyes closed). The student behind must guide the other with the following instructions – one touch on the right shoulder is to turn right; one touch on the left shoulder is to turn left; on touch on the top of the head is to stop; one touch on the back is to start walking and one touch on the belly is to honk.

Exercise 4 - Ice break, "Memory game" In a circle, each one says a word and the colleague on the right says the previous word and add another word, related with the previous one. Ex White, milk, cat, whiskers.

Exercise 5 - The puzzle.

In teams of 4/5, each team receives a puzzle with a changed piece of the puzzle. The exchanged piece belongs to a puzzle of the neighboring team. To complete the game the team will have to look for the missing piece and negotiate with the other teams. Win the team that complete the puzzle in the first place. This exercise intent to introduce some of the Entrepreneurial Competences (Partnerships; Communication; TeamWork; Responsibility; Proactivity; Planning and Organization; Believe in Yourself; Ability to Work in a team; Creativity; Focus; Desire to learn and Grow)



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ENTREPRENEURSHIP EDUCATION

CHILDRENS FROM 6 TO 9 YEARS OLD

VALUE CRATION CYCLE

- Create mixed groups of 5 students (each team is a company). Give to each group the "company info template". And ask the to create a company name, logo and slogan.
- Introduce the positions of CFO (who manages the company's money), commercial (who will buy the raw materials); Production (responsible for the product), Marketing and advertising (who will communicate and sell the product), CEO (Responsible for the proper functioning of the team).
- All companies will pass through the value creation cycle. The 4 P's: Product, price, promotion and square. Each company has 50 EUR initial capital.
- Describe the raw materials we have (in the Bazar you can have all recycle material that you can collect - bottle caps, corks, straws, paper, toothpicks, yogurt cups, boxes, different types of paper, wire, egg cartons, etc...). Each material displayed at the newsstand will have a different price (cost) that will be given by the trainer, according to the availability / quantity of existing material and its degree of complexity.
- Start the cycle. Each company chooses what it will buy and what product it will do. Only one element of the team is going to buy. They have 15/20 minutes to make the product (from the moment you start the purchase until the moment you finish the product).
- Explain how the price is given. Production cost (raw material value) + Work/time spent + creativity. Multiply the cost (only the money that they invest to buy the raw materials) by 3, and if it is quite original, it can be multiplied by a maximum number of 10.
- Product presentation. The student that will present the product must explain: What it is the product? How it works? Where can we use it? How they made it? Why should we buy it? How much they want for the product?
- The team that best worked as a team receives additional 100 additional EUR.

- In the following sessions you start the session reviewing the previous sessions and giving the money to the CFO. Session after session, they will have more money, that they can use to create more complex products. You can also introduce new concepts as: competitors; Innovation and value; Capital.
- Keep all materials, after some sessions you can organize a bazar, where you will invite other trainers/ teachers, Parents, Guests and you sell the products developed by the students (you can give symbolic prices - 0,20 EUR; 0,50 EUR; 1,00 EUR). And it the money that you made on the Bazar you can organize a party with the class or donate to an organization.

COMPANY TEMPLATE

NAME

SLOGAN

TEAM

Financial Director

Commercial Director

Production Director

Maketing Director

Executive Director

	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5	CLASS 6	CLASS 7
Initial Amount							
Investment							
Final Amount							

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THE RIGHT QUESTIONS

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

An object that has available

GOAL

Learn the importance of asking the right questions to get the information we want. Can evolve to explain the difference between open and closed questions.

DESCRIPTION

Choose a random object and put it in your pocket. Give the child the opportunity to ask 10 closed questions (yes or no answer).

The goal is for the child to guess the object in his pocket by asking only 10 questions. If you pass the 10 questions without success you can allow me to continue asking questions until you guess.

If you do it in a class, you can give each child the opportunity to ask one question at a time, in this way everyone participates. If anyone wants to take a chance, they can do it by putting their arm in the air, but if they fail, stay out of the game in this round.

NOTES

In a group, this dynamic works communication, listening, responsibility and teamwork, interpersonal relationships and win-win partnerships. With small changes in dynamics can work other issues.

Replace the object with something related to the subject matter of the program, you can test and practice the knowledge of your students.

The number of questions increases the challenge in its component of selection and critical sense, such as the responsibility of choice.

Conflict management can be improved if it allows the child with more group difficulties to be placed in the main role, or in the choice of the object.

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OTHER FORMS

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

A pen, which can be adapted to any object.

GOAL

Learn the importance of creativity and imagination in identifying opportunities, which we face in our lives.

DESCRIPTION

Choose an object and ask each child to think and give it another use, just because of its shape. The child who says more uses for the object, gains dynamics. There can be no repeated words. The game always follows the same order, whoever does not say a new word, loses and leaves the game.

The game ends when one last child or team remains.

Example: The shape of the pen can be transformed into a brush, knife, handle of a spoon, mascara, stem of glasses, baton

As a group, this dynamic works on communication, listening, creativity, speed, concentration and the association of ideas.

NOTES

In improvable groups (colleagues with bad relationships or rivals in the same group) conflict management can work.

Replace the object with a word or character, you can work and practice knowledge about them.

Ex .: Afonso Henriques- everyone has to say the most information about this historical character.

Ex .: Word "beautiful" - say synonyms / antonyms.

The team or child that says the most words wins.

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GROUP WORDS

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

30 papers or post-its with words or phrases

GOAL

Develop the ability to group and organize. The planning process is facilitated by the ability to bring tasks and objectives together in groups so that they are easier to manage and achieve.

DESCRIPTION

Make a sheet with several different words or take advantage of the list below.

Spread these words on separate papers on the table and ask the child to group them together. Note that the difficulty is not just choosing which group to place each role in, but choosing the groups themselves, that is, deciding which areas condense all the things that are represented in the various roles.

Depending on the child's age, adjust the degree of involvement in the activity, sometimes helping to unlock the process.

In group this dynamic works the communication, organization and planning, responsibility and team work, interpersonal relationship and win-win partnerships.

NOTES

Choose words according to the subject to study. As a first approach to a theme, it helps to familiarize yourself with it and possible free associations. At a more advanced stage in the study of a topic, it can test knowledge or serve as a practical exercise.

Give a blank board, with a specific title, the children should fill the board with words or expressions on that chosen topic.

With the words already in the correct group, children can be challenged to give a possible title to that group of words.

Hammer	Rubber	Glass
Spoon	Case	Pan
Pliers	School Notebook	Rice
Screw	Crayons	Octopus
Nail	Room	Spaghetti
Leopard	Living Room	Cod
Alligator	Kitchen	Steak
Snake	Bathroom	Potatoes
Whale	Dish	Monkey
Bee	Fork	Pot

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DETAIL MOVEMENTS CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

One paper and pen per participant

GOAL

Realize that any activity is divisive in several steps, from the simplest activity, such as teeth washing, to more complex activities such as organizing a football world, and developing the ability to identify these steps because this is fundamental for us to organize a project.

DESCRIPTION

Ask the child to write on a piece of paper, step by step, what needs to be done to brush their teeth.

Tell him to start at the bathroom door, but outside, and that the door is closed, and that it should end right outside the bathroom. Everything that happens in between is what it will identify and write, point by point.

In the end the child gives him the role he wrote and it is now his turn to make a theater.

You can go even to the bathroom door, or do it elsewhere, strictly follow the steps that the child has identified and play every time some step does not make perfect sense, play for the positive and make the child laugh, the goal is to laugh at the situation and not laugh at the child.

It may happen for example that the child said to put the folder in the brush, but forgot to open the folder, so as much as you try the folder will not leave.

This activity may, and should, be done simultaneously with other persons including adults, that is, even for an adult it is difficult to identify all the steps and the risotto will be even bigger.

You can repeat the activity with several situations, such as: Go to bed and get some sleep. Start by being dressed outside the bedroom, and end up sleeping, covered, in the dark.

Prepare a cheese sandwich. Start at the kitchen door and end up sitting at the table eating the sandwich.

Coordination, balance, spatial orientation, ability to check and synthesis, originality, quickness of reasoning, spatial orientation, greater awareness of the body and present moment, valorization of physical abilities and confidence. In group this dynamic works communication, motor coordination, concentration, listening, responsibility and teamwork, fun, interpersonal relationship and win-win partnerships.

NOTES

As a group, they can detail the different steps together and choose one of the elements to make the theater. It works the management of conflicts in the unlikely groups.

With specific subjects (study of the environment, history or natural sciences) you can ask the class to draw up a list, step by step, on a topic:

The respiratory system;

The discovery of Brazil;

The evolution of species;

Mathematical rules...

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IRON ARM

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

-

GOAL

With this little activity we warn children that cooperation often leads to better results than competition, and that destroying the other is not synonymous with winning.

DESCRIPTION

Ask participants to put themselves in an iron arm position. If you are doing the activity with only one child you can ask an adult to join them.

Then say the following instructions:

"I'm going to count 30 seconds, the goal is for each team to win as many times as possible during that time. To win you have to be able to take the other's hand to touch the table."

Give the starting signal and most likely you will see fierce competition from each other so you can win. Maybe in 30 seconds there is one that wins once, or two or three, but, as you may have already noticed, the way to maximize each other's victories is to collaborate and simply walk with their arms to one side and the other, going to the same side instead of resisting each other.

Nothing in the instructions that said winning was doing more than the other. In the instructions we said that the goal was that each "Team wins the most times".

Take the opportunity to talk a little about the subject of cooperation and underline that working with others always brings better results than working against others.

Do not give the solution immediately, let the child reach the solution by himself. Insist that you think each team can win about 30 times and ask them to try again until they themselves figure out the path of cooperation on their own.

NOTES

Fantastic exercise for children to understand the advantages of cooperation.

"Alone I go fast, together we go far"

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QUESTIONER

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

-

GOAL

Develop a taste for the team work. In this funny way, you can work on partnerships, trust between children and their imagination.

DESCRIPTION

One of the children puts himself in the center of the wheel and explains to each of his friends that he will ask surprise questions.

In groups of two, who should always answer is the pair of the person to whom the "questioner" initially asks. To whom, the "questioner" if he directs should neither wave, smile, nor answer under any circumstances. Whoever answers loses.

He addresses one of the players and asks:

"Do you understand?" The questioned child almost always responds, the pair should be put out of the game.

To make the game difficult to introduce later, making the dynamics more complex, it is no one can answer "yes" or "no". New rules can be introduced. The more unexpected the questions the funnier the game becomes.

In group (two elements) this dynamic works the concentration, communication, listening, emotional management, self-stat, trust, responsibility and teamwork, interpersonal relationship and win-win partnerships.

NOTES

Choose one of the children who is sadder and give them funny questions to ask their classmates.

Promote self-esteem, creativity and confidence.

Give the child the freedom to choose the questions they want, even if dizzy, allow fun to reinse, even for brief moments.

It is an exercise that if done on Mondays on a regular basis, can work the relaxed, sharing, willingness to go to school, planning, fun and simultaneously the concentration of children.

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YOU HEARD WELL
CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

One paper and pen per participant

GOAL

Alert to the importance of knowing how to listen and our surprising inability to do so. It is very common for children to think that knowing how to listen is a very simple ability and that everyone does it perfectly. But listening carefully is something different, and realizing that we do not always listen carefully and the consequences that this entails is the main purpose of this activity.

DESCRIPTION

We will give you several stories then, the process is always the same. Sit the child, or the class and tell them you're going to test if you can hear carefully.

Read one of the sentences we propose and at the end ask the corresponding question.

Ask the children not to say the answer but to write it down. It's only after everyone has written the answer that you're struggling.

Repeat the phrase again, if the success rate is small, until it becomes clear that you have not heard it carefully enough.

In a group, this dynamic works communication, listening, concentration, emotional management, trust, responsibility and teamwork, interpersonal relationships and win-win partnerships.

NOTES

Ask each group/child to create an identical phrase to present to the class. Creativity, adaptability, originality, association of ideas and reasoning are valued in this activity.

Give a theme (matter under study) for the construction of sentences. In this case you can test/practice knowledge.

*An electric train runs from Lisbon to Porto at 100 kilometres per hour. Which way is the smoke going?
(Solution: Nowhere, electric trains do not smoke)*

*A shepherd has 10 sheep. They're all running, except six. How many sheep did the shepherd get?
(Solution: with 6 sheep)*

*You're a fruit vendor in a grocery store. One day you sold Mrs. Grape Apples, Oranges to Mrs. Pear, bananas to Mrs. Melance and Strawberries to Mr. Figo. Who bought the oranges?
(Solution: Mrs. Pear)*

*Rui's mother has 5 children, BueBláBlá, BuéBléBlé, BuéBlíBlí and BuéBlóBló. What's the other son's name?
(Solution: Rui)*

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THE HIDDEN SOUND
CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

Music

GOAL

Learn the importance of knowing how to listen and create a taste for silence. That we can learn a lot about ourselves and others when we listen carefully.

DESCRIPTION

Ask the child to sit, lie down as comfortable as possible. Place a song of your choice, depending on the goal you want to achieve. Soft music if you want relaxation and more hectic music if you want communication, enthusiasm or competition.

During the song introduce a different sound (horn, whistle, palms, singing of a bird...). At the end of the song ask the child to identify the sound strange to the music.

Discuss and promote sharing about what was heard and felt most during music.

If you want to make it difficult for you to enter more than one sound, in a group, ask each of the children to make a sound during the game. Whoever hits the most sounds heard and identifies them correctly wins.

In group this dynamic works nonverbal communication, concentration, knowing how to listen, trust and responsibility.

NOTES

With soft music works the body relaxation and concentration of all students.

With hectic music, it works competition, fun, concentration, emotional management and body awareness.

Choose one or more students to make the mystery sounds and work on nonverbal communication, self-esteem, confidence and creativity.

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CONFIDENCE IN THE DAY TO DAY

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

Imagination

GOAL

Build trust every day.

DESCRIPTION

This is not an activity like the others with a beginning a means and an end. It is about having, as a parent/educator, a constant attitude of encouragement and initiative, even when it goes wrong.

Applaud whenever your child or student tries to do something for the first time, regardless of the end result.

Much of the fear of wrongness we find in adults comes from an education we call "error hunting", where parents, teachers and colleagues are constantly on the prowl to be able to point the finger or scold the first slip.

Soon children realize that it's more convenient to do nothing than do nonsense once in a while.

In practical terms this means giving it autonomy. Everything becomes slower, have no doubts or illusions about it, but think of this additional time as an investment you make in the future of your children or students.

Examples?

A shopping trip:

- Let them make the shopping list before leaving home;
- In the store assign you 4 or 5 products to search;
- When you get to the box ask him how much he thinks the purchases will cost, enter the competition and whoever gets closer has a prize;
- Give him 1 euro to spend on whatever he wants, let him make choices, even give him the coin for his hand and let his child pass in a box alone, greeting, paying, receiving the change and thanking, all on his own

Anyway, in any situation of everyday life can share tasks with children, doing so is allowing them to try new things and learn from them, but remember that you should not expect them to do everything exactly as an adult would, so do not criticize, applaud, encourage, celebrate every little victory, make you feel like a winner.

This model also works for a class, not the example of going shopping but other activities that the teacher usually does alone can delegate. Assign responsibilities to your students, one is the guardian of the faults that always marks on a sheet the friends who are present and the missing, another is the guardian of the hours that warns the teacher when the interval or lunch time approaches.

You will see that many of the things that the teacher does alone can be delegated, on a rotating basis, to his students and with this he gains a more self-confident and more responsible class.

In a group, this dynamic works on self-esteem, trust, communication, knowing how to listen, responsibility and interpersonal relationships.

NOTES

Choose or invite one of your students, each week and rotatingly, to present the class with a theme you choose for a school time during a school time.

Give the contents or a general theme to promote research.

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MAGIC BOX

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

A box and a mirror.

GOAL

Promote self-esteem and awareness, as each one sees himself. Develop and promote a positive view of yourself.

DESCRIPTION

Take a closed box with a mirror inside. Talk there is a child who has many magazines and who likes clippings. Let's get this straight, but never say you put a cutout inside the box. Tell her that the challenge is her, look inside the box and describe 3 or 4 of the best image qualities of whoever comes inside the box.

With more than one child, ask them to guess whose image everyone is talking about. When opening the box participants should begin the phrase by "This person is.....". You should never say what's inside the box.

In group this dynamic works self esteem, trust, communication, empathy and interpersonal relationship.

NOTES

Crop an image of a personality or study theme and ask each of the children to say something about the image they see.

Anyone who guesses who or what it's about wins the disfiguree. This activity can be used to test, practice knowledge, fun, originality and association of ideas.

Place the picture of one of the children in the class (do the same with the other children in the following weeks) and ask each one to say a quality of who the photograph is about.

Promote interpersonal relationships, empathy, trust, friendship, and self-esteem

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THE TONE OF VOICE CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

Papers with various sentences and intonations.

GOAL

Showing children how the tone of voice impacts the message they are passing.

DESCRIPTION

The game is simple and always fun. Below is a list of phrases and a list of intonations. We suggest that you pass each one (phrases and intonations) to small papers and post-its.

After doing so place the papers with the phrases and in another container the papers (folded) with the intonations.

A player removes a sentence and an intonation and reads the sentence according to this intonation. The role of others is to guess what intonation is being used.

Exhaust all intonations with each sentence, i.e. don't change sentences without having finished all the intonations, so it's clear how the same sentence communicates different things when dealing with intonations.

In a group, this dynamic works communication, knowing how to listen, self-esteem, trust, interpersonal relationships and empathy.

NOTES

Tell one of the children a secret intonation and let your classmates guess.

Sentences:

Today's going to be duck rice day, and that's why I decided to come here.

Tomorrow's going to be a beautiful sunny day, but today's going to rain all night.

Every time I ride my bike, I get so much wind in my head, my hair is all behind me.

Sometimes I go to the beach, but the pool is undoubtedly my favorite place

Intonations:

Angry

Cheerful

Excited

Nervous

Discouraged

Confused

Confident

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THE AD

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

Paper and pens.

GOAL

Develop the child's self-esteem. Promoting communication and self-awareness.

DESCRIPTION

Each student will have a piece of paper and will write an ad about friendship, talking about themselves. Each child will "advertise themselves" as if it were an ad, writing what makes him a fantastic friend. This announcement will be anonymous.

After everyone has written your ad, place the folded papers in a box or bag and box. Each child should, at the time, remove a paper and try to guess the author of it.

Promote communication and highlight the originality of ads.

In a group, this dynamic works on self-esteem, trust, communication, empathy, creativity, association of ideas and interpersonal relationships.

NOTES

Promote other themes for your ads. Test and practice knowledge and promote group work. Ask each of the children to write an ad about their colleague on their right. Promote interpersonal relationships, communication, empathy, friendship, and trust.

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FLIP THE RUG

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

A rug.

GOAL

Promote teamwork and raise awareness of the need for everyone to play their part as best they can. To acquire the notion that we are interdependent and that our action is conditional on that of the colleague.

DESCRIPTION

This activity only works with a minimum of 4 participants.

You need a bespoke rug for the group you have. A bespoke rug means that the whole group standing on top of it in which all the people are leaning against each other there is no empty carpet left.

The challenge for the group is to turn the carpet upside down without touching the body on the floor.

It can make the activity even more difficult if after they get it they ask them to pick up objects that spread on the floor

In group this dynamic works communication, responsibility and teamwork, creativity, trust, interpersonal relationship and win-win partnerships.

NOTES

With a set time make the challenge difficult.

Divide into groups: some groups do the challenge and the other groups support it.

Create cheerleaders, extra groups to promote the motivation of colleagues.

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DEAF WORDS

CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

Paper and pens for each group.

GOAL

Promote teamwork and individual responsibility in the group. Where the skills of each element are an asset to the group.

DESCRIPTION

Choose and say only once, ten loose words. Each group will have to listen to the largest number of words and build a small paragraph with the ten words. The first group that writes the paragraph faster with the largest number of words wins the challenge.

After explaining the challenge, give each group a few minutes of organization and planning before saying the words.

Depending on the ages of your students, increase or decrease the number of words, such as their complexity.

In a group, this dynamic works communication, concentration, listening, responsibility and teamwork, interpersonal relationships and win-win partnerships.

NOTES

With a set time make the challenge difficult.

Divide into groups: some groups do the challenge and the other groups support it.

Create unlikely groups and work on conflict management.

Say words about a topic under study. Ask that in addition to the text, each group gives your text a title.

Test and practice knowledge while simultaneously working in groups

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THE BOX OF GOODIES CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

A box of goodies.

GOAL

Promote hope and positivism. Develop and promote a positive view of yourself.

DESCRIPTION

First of all, ask if there are allergies or foods that any of the students should not eat.

Grab a closed box with goodies inside. Tell the kids there's food in the box, some sweets, some less sweet, some they'll like and some they probably hate. Let's get it right, but never say you put a specific food, negative or spicy. Tell him that the challenge is to believe in life and what it can bring to them positive. Without looking into the box, each one has to take something and eat without seeing.

With more than one child, ask them to guess what's inside the box. Each participant takes a food at a time and silently sits down. After everyone has taken and ate something let the children share and talk about the experience

With more than one child, ask them to guess what's inside the box. Each participant takes a food at a time and silently sits down. After everyone has taken and ate something let the children share and talk about the experience.

Encourage all children to participate and believe in the good fortune they will have when they exercise. However, fear and insecurity are part of and do not force anyone to participate against their will.

In group this dynamic works hope, positive thinking, self esteem and confidence.

NOTES

Build the contents of the box with your students before the Life box class. What would you like to find inside the box? What do you consider important that the box contains? What they hope to find in a box of life.

This box can be built with feelings or ideas instead of goodies, can be in the room and each of the students can take one feeling a day as self-help exercise.

Promote interpersonal relationships, empathy, trust, friendship, and self-esteem.

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THE DRAWING OF LIFE CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

Colored paper and pens or pencils.

GOAL

Develop self-esteem, child confidence. Promoting nonverbal communication and self-awareness.

DESCRIPTION

Each pair will have a sheet of paper and each element will have a pen or crayon. Very important pens or pencils are of different colors between the pair.

To the sound of calm music each pair should communicate only by scribbles, without speaking and there is once each makes a scribble that will be completed by the other. The result of each conversation is unique. The two different colors contrast the white sheet and convey how the conversation went.

Do not forget that there may be more lively and strange conversations, such as the state of mind of each child. The laugh is for sure. For each pair, a unique two-color drawing. believe in the good luck you will have when you exercise. However, fear and insecurity are part of and do not force anyone to participate against their will.

In pairs this dynamic works nonverbal communication, creativity, trust, responsibility and teamwork, interpersonal relationship and win-win partnerships.

NOTES

Promote peer swapping, and invite the children to talk about how they felt in each of the silent conversations.

Show the different drawings that resulted from this game to the elements of the entire class, so you can admire the work of your colleagues.

It can be an excellent tool for integration or conflict management. For putting in pair, students with some communication problems with each other the teasing should decrease and strengthen ties between them.

BOOKLET

FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



LIST OF ACCOLADES CHILDRENS FROM 6 TO 9 YEARS OLD

MATERIAL

Pen and paper.

GOAL

Develop self-esteem, child confidence. Promoting self-awareness.

DESCRIPTION

Sitting on a wheel, each participant has a white sheet, where at the top of it writes its name.

When you count to three, everyone should pass your sheet to your colleague on the left. Each student will have the colleague's sheet on their right. When you have the colleague's sheet in your possession you should write in it a compliment, quality to whom it belongs to the sheet.

When each student writes the quality should not sign, only write the word that tends to gift the colleague.

Count back to three and return to give the sheet they have in their possession to the colleague on the left. They return to write the best quality of the person to whom this new sheet belongs.

Repeat the exercise, always in the same direction until each student's sheet comes back to itself.

At the end of the dynamic, each student will have their sheet with the number of qualities equal to the number of colleagues they have.

It is important to note that each participant should strive to be the most honest and try to choose the best quality of each colleague without reading the ones already written by the other.

In pairs this dynamic works communication, trust, responsibility, self-esteem, interpersonal relationship and win-win partnerships.

NOTES

Create a list of the different qualities that exist before performing this activity.

Promote creativity and beyond qualities let students write expressions about colleagues, as long as positive and true, e.g. ... good heart, bright sun...

In the end, ask each child to read your list or to yourself or aloud so that the whole class can hear.

Ask each one to choose the quality or compliment he most enjoyed reading and why.

Promote sharing.

After the exercise, highlight the leaves, when the children are sad or conflicted, invite them to read their leaves again,

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HUMAN BINGO

ENTREPRENEURSHIP
COMPETENCES

Get to Know each other

Tell the players that they must interview each other. Have each player go around the group and ask other people to check off one box that applies to them. Names or signatures on multiple boxes won't count.

Changed or customized one object that owns: How?	Taking the initiative of talk to somebody in an unknown environment: With who? In what situation?	Tried one dish that doesn't know: Where? What was the dish?	Made part of an Association: Which?
Have fought for something that really wanted to: What?	A business idea that would like to achieve: What?	Volunteered for a cause of solidarity: Wich?	Traveled between continents: Where? When?
Worked during the summer holidays: Where? What did you do?	Realized a dream: Which? How is it happened?	Researched a subject without being asked: Which? Why?	I win a prize: Which? On what circumstance?
Saved money for something that really wanted: For What?	Practiced a collective sport: Wich?	Organized a party: When? How it was?	Achieved something that the others doesn't believe: What?

Source: Gesentrepreneur

BOOKLET

FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



THE ONION OF PERSONAL IDENTITY ENTREPRENEURSHIP COMPETENCES

OBJECTIVES

To allow participants to look at their own values and their different layers of identity;
To better understand our basic values, beliefs and aspirations.

DESCRIPTION OF THE TOOL

Emphasize on the fact that this exercise will imply participants emotionally and personally. Ask participants to answer individually and honestly. Give enough time for each participant to answer the questions without causing any time pressure or creating any anxiety about the time required for each participant to think about the answer.

Give to each participant the 1st color paper (blue) and present the following questions, using only key words:
What do I like to wear? What music do I like? What do I like to eat? One habit that I have is...

After all participants answer to the first questions, give to each of them a 2nd color paper (white) and ask them to answer to the following questions:

What do I notice in other people? What my social life look like? What do I talk about with my friends?

On the 3rd color paper (yellow) ask them to answer to the following questions:

One good thing about me is that I..., One bad thing about me is that I..., "To grow up" for me means..., In 10 years I will be...

On the 4th color paper (red) ask them to answer to the following

What do I believe in? What are my values? What would I never do?

Leave them enough time to answer all questions

Then ask them to wrap the last paper they answered to (more deep internal things)

To put it upon the 2nd last and wrap it together, and so on...: At the end, everyone should have a "ball", an onion with the more external answers as last layer and the deepest in the core. Make sure they all identify with a sign their own onion (no name).

Collect all onions and mix them up.

Ask everybody to pick up one onion, to unwrap it and to start reading it, then to comment it in a written way short.

Ask them to wrap it again and to put them back.

Everyone should then open his/her own onion and read comments.

DEBRIEFING:

Our identity and the way how we interact with others is defined by our values, aspirations and beliefs. If we want to create a culture of innovation and entrepreneurship is fundamental that we understand what are our values, expectations in life and beliefs. Even when we are challenged to develop a team project.

How did you feel as you opened your onion again?

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FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



ORIGAMI

ENTREPRENEURSHIP COMPETENCES

OBJECTIVES

To allow participants to think about entrepreneurial competences;
To understand about the importance of teamwork (learn with each others) and to understand the important of cooperation;
To understand that we have different competences and the importance of having persons with different competences in a team.

DESCRIPTION OF THE TOOL

Step 1 - First the trainer make the Origami in front of the participants (saying that you would like to share something with the participants).

Then ask participants that you will need that all participants must have an Origami (like the one on the picture) in the next five minutes. Don't help the participants and let them know how they will solve the problem (you will have participants that doesn't know how to make the Origami but let them find the way how can they have their Origami in the time defined). We will see that they will find different ways (copy, ask for help to other participants, ...).

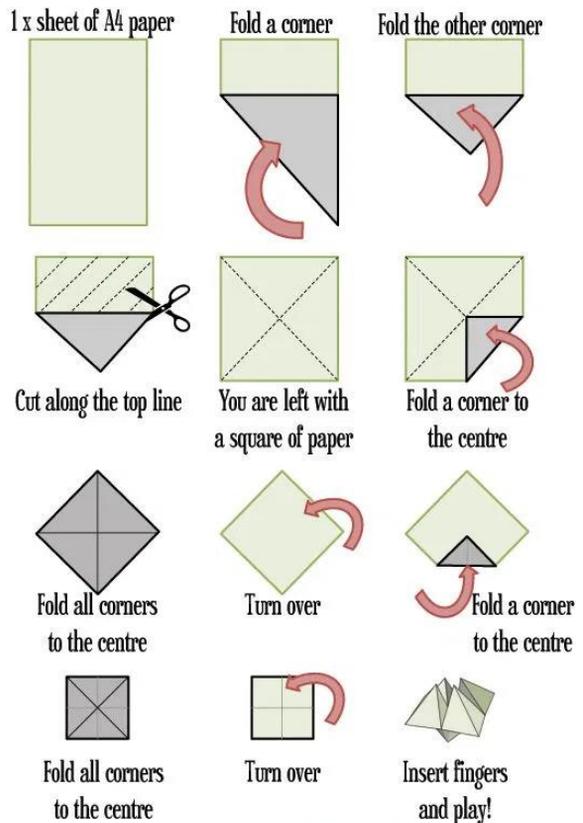
DEBRIEFING:

How they solve the problem? Do they spend more time complaining or finding solutions? Asking for help and support from other participants.

Step 2 – Ask participants to write 8 characteristics of an entrepreneur (one on each triangle). After all finished, its time to play! Tell the participants to play, asking to other colleagues to identify with each characteristic they identify themselves. Each participant can only choose one. In the end, each participant will have an origami representing the diversity that exists in the room.

DEBRIEFING:

To select a team for a project is fundamental that we take into consideration the diversity and the complementarity of the members. We don't need to have all the competences that we identify as necessary for an entrepreneur, but the team must have it.



www.Vintage-Toys.co.uk

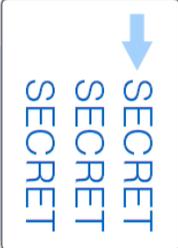
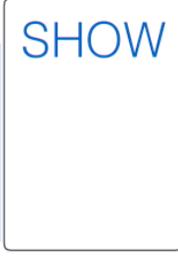
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REBUS ROUNDUP CREATIVE THINKING

Rebus puzzles use visuals that put a different spin on words or parts of words that are well known. Figure out the word or phrase for each of these rebus puzzles and write it underneath.

16		11		6		1	
17		12		7		2	
18		13		8		3	
19		14		9		4	
20		15		10		5	

Source: Global Digital Citizen Foundation

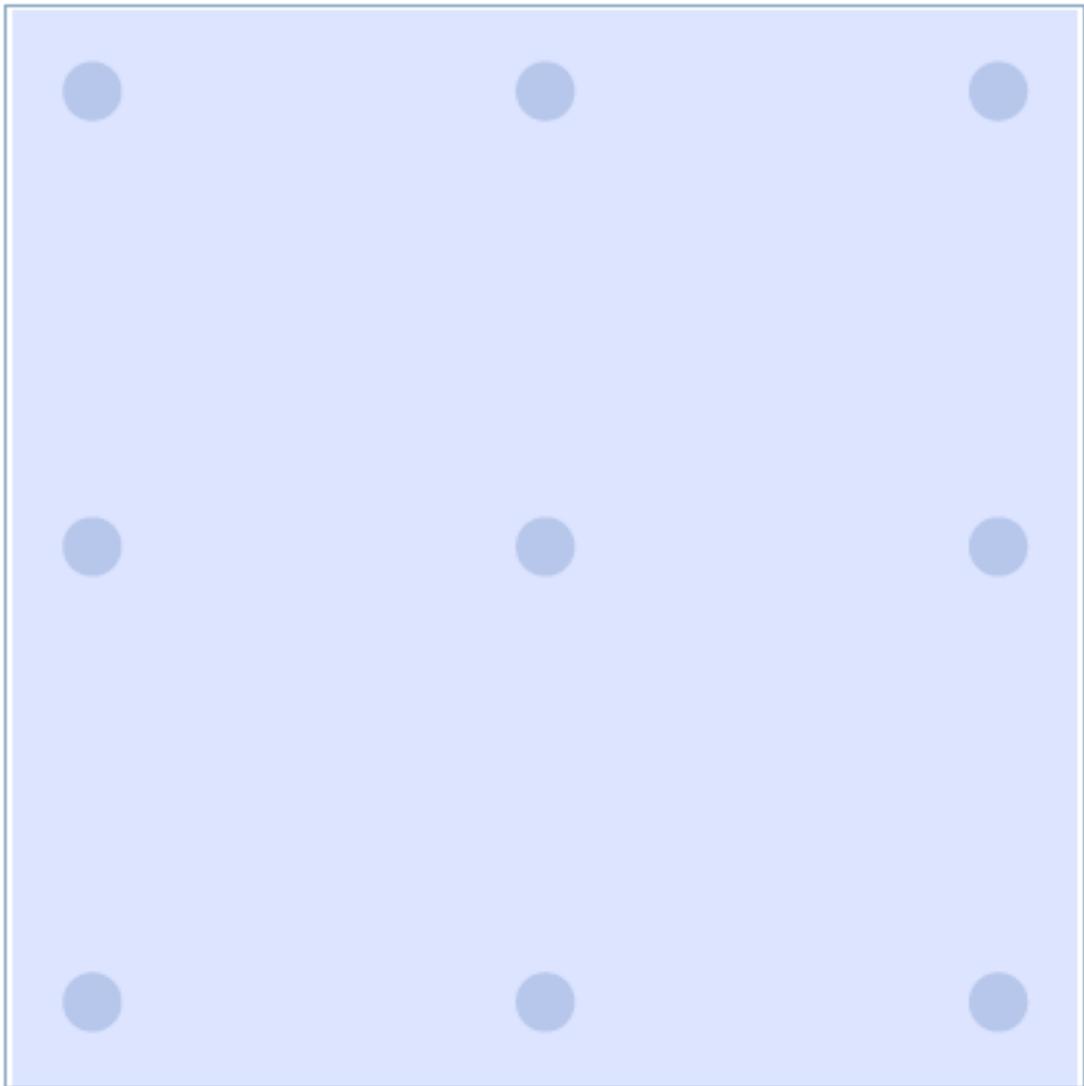
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4/9 CONNECT
CREATIVE THINKING

Connect these 9 dots using only four lines, and without lifting your pencil from the paper. (Hint: Think beyond real and imaginary boundaries with this puzzle.)



Source: Global Digital Citizen Foundation

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FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



PLASTIC BOTTLE CREATIVE THINKING

Understand that it is possible to observe reality from a different perspective. Give each student a copy of the template, which will take five minutes to imagine what other uses can you give a plastic bottle. After this part, create groups of 5 students and ask them to share solutions and find the most 15 creative and useful solutions.

IDEA	DESCRIPTION	DESIGN
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

BOOKLET

FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



BRAINSTORMING IDENTIFY OPPORTUNITIES

Place on this grid the most interesting problems identified in the session and those discovered during field work.

IDEA	HOME	SCHOOL	CITY		
IT'S NOT EASY					
IT'S NOT COMFORTABLE					
IT'S NOT CHEAP					
IT'S NOT ECOLOGICAL					
IT'S NOT PRETTY					

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ANALIZING OPPORTUNITIES

VALIDATE YOUR PROBLEM

Evaluates each problem with a puncture of 1 to 5 (1 = nothing / 5 = much) using each of these three categories:- Relevance: the problem affects many people (5) or few people (1).- Efficiency: the solution to the problem will be a radical change for the user (5) or it will simply be an improvement (1).- Feasibility: we ourselves can solve the problem (5) or the solution is out of our possibilities (1).

PROBLEM	RELEVANCE	EFFICIENCY	FEASIBILITY	TOTAL

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IDEAS CONTEST HOW TO PLAN A BUSINESS

SKILLS TO BE DEVELOPED

Autonomy, Perceptiveness, Opportunity Identified, Efficient, Team Spirit, Capacity for Organising and Decision-making.

TIME 60-90 minutes

MATERIAL:

- Document: "Our Business Idea" (one example per group)
- Document: "Idea Contest" (one example per class)
- Presentation: "Transform ideas into projects"
- Computer
- Videoprojetor

OBJETIVES:

- Put in practice some aspects inherent to entrepreneurship, such as: brainstorming, business planning, SWOT analysis, among others.
- Prepare the students for the Ideas Contest, giving them to know what is wanted of the same.

PREPARATION:

- Copy the document "Our Business Idea" (one copy for each group of students, knowing that each group should have between 3 and 4 elements).
- Prepare a computer and a video projector to display the "Transform ideas into projects".

IMPLEMENTATION:

- Tell students that this activity intends to address some aspects inherent to entrepreneurship and also to prepare students for the Ideas Contest if they wish to compete.
- Ask the students to form groups of 3 or 4 elements (students can choose the groups they want). However, tell them to group together on some aspects, such as similar interests, sharing common ideas, colleagues with whom they would like to participate in the contest.

The activity is to idealize a business. To do this, students will structure and analyse a business, responding to a set of aspects present in a form. The business to be planned can be the business that the students will present in the Ideas Contest.

- Tell them to imagine that together they will open a business.
 - Ask them to identify 5 business ideas, that could succeed if they were implemented, in 5-10 minutes. You can already think of ideas that could lead to the Ideas Contest.
 - Then ask the groups to look at the list created and to choose one of these ideas, bearing in mind that they could open this business.
 - Then explain to them that they will then figure out that they will actually move forward with the implementation of this business, and for that they should plan and study the entire business by completing the document "Our Business Idea".
 - Hand out the document by groups and give them 40 minutes to work in detail on the idea chosen.
 - At the end, ask the groups to present their business idea succinctly.
 - When all the groups have presented their ideas, display the presentation " Transform ideas into projects".
- #### INSTRUCTIONS FOR REFLECTION:
- Ask students which ideas would be most likely to be successful businesses, justifying their answers.
 - Ask, too, which ones could go the wrong way or even fail, justifying their opinions.
 - Discuss with students these questions by identifying all the relevant aspects so that the business can succeed or fail.
 - Discuss with the students aspects to improve their ideas, referring important factors that have not been mentioned in their works / presentations.
 - Lastly, explain to them that much of what is wanted in the Ideas Contest is only to deepen what has been accomplished in the activity. So invite all students to participate.
 - Conduct a survey of students interested in competing by completing the "Ideas Contest" document

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FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



IDEAS CONTEST HOW TO PLAN A BUSINESS

The activity is to idealize a business. To do this, students will structure and analyse a business, responding to a set of aspects present in a form. The business to be planned can be the business that the students will present in the Ideas Contest.

PROJECT NAME

SCHOOL

PROMOTERS

PROMOTER 1:

PERSONAL ADDRESS:

**MOBILE
PHONE**

EMAIL:

PROMOTER 2:

**MOBILE
PHONE**

EMAIL:

PROMOTER 3:

**MOBILE
PHONE**

EMAIL:

PROMOTER 4:

**MOBILE
PHONE**

EMAIL:

**GUIDING
TEACHER**

**MOBILE
PHONE**

EMAIL:

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IDEA/ PROJECT IDENTIFICATION

DESCRIPTION OF THE PRODUCT/ SERVICE

(WHAT ARE THE
CHARACTERISTICS OF
YOUR BUSINESS IDEA)

INNOVATION

HOW INNOVATIVE IS THE
PRODUCT / SERVICE? IN
WHICH MEASURE THE
PROJECT ADDS VALUE
AND IS DIFFERENT
REGARDING OTHER
EXISTING SOLUTIONS.

MARKET/ COSTUMERS

WHAT IS YOUR TARGET?
DESCRIBE YOUR
COSTUMERS AND
CLIENTS. WHAT ARE THE
NEEDS/ PROBLEMS OF
YOUR COSTUMERS?

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IDEA/ PROJECT IDENTIFICATION

COMPETITORS

WHO ARE YOUR COMPETITORS? WHAT SOLUTIONS PRESENTED BY YOUR COMPETITORS?

SWOT ANALYSES

WHAT ARE YOUR STRENGTHS, WEAKNESSES, THREATS AND OPPORTUNITIES?.

MARKETING

WHAT ARE THE CHANNELS THAT YOUR ARE GOING TO USE MAKE YOUR PRODUCT/ SERVICE KNOWN?

FEASEBILITY

WHAT IS THE BUSINESS MODEL? HOW YOU WILL MAKE MONEY?

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IDEAS CONTEST HOW TO PLAN A BUSINESS

The activity is to idealize a business. To do this, students will structure and analyse a business, responding to a set of aspects present in a form. The business to be planned can be the business that the students will present in the Ideas Contest.

IDEA/ PROJECT IDENTIFICATION

INVESTMENT

WHAT DO YOU NEED TO START THE BUSINESS?

FINANCIAL PROJECTIONS

	1ST YEAR	2ND YEAR	3RD YEAR
INVESTMENT			
SALES			
FIXED COSTS			
VARIABLE COSTS			
PROFIT (before tax and amortization)			

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DISC MODEL PERSONALITY PROFILE

Based on the work of psychologist William Moulton Marston in the 1920s, the DISC Model is a popular, straightforward, standardized, and relatively easy way to assess behavioral styles.

The tool classifies people's behavior into four types (Dominance, Influence, Steadiness, and Conscientiousness) by analyzing their preferences on two scales: Task versus People. Fast-Paced versus Moderate-Paced.

DISC MODEL BENEFITS:

More Time and Energy for Productive Activity: When teams aren't working well, huge amounts of time and energy are taken up with resolving conflict, dealing with performance issues, and remedying poorly communicated expectations. You'll have a lot more time to spend on productive activity if your people learn to work alongside one another better.

Better Fit Between Team Members and Roles: People become dissatisfied when they aren't well matched to their jobs. When you understand a person's natural preferences, it is easier to fit her with a job she'll like and will be good at. This helps improve performance and engagement.

Improved Understanding of Customers and Other Stakeholders:

There's potential for conflict and miscommunication when your team comes into direct contact with customers or other external stakeholders. Knowing their own preferences will help your team members understand how to serve their different customers more effectively.

The DISC model identifies four different behavior styles:

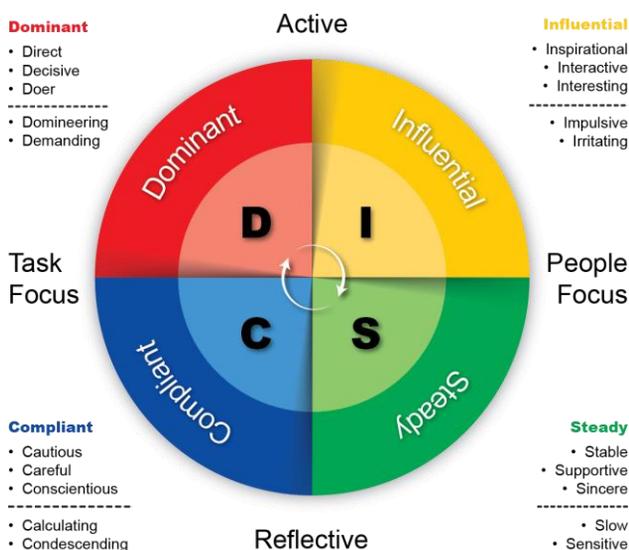
> D (RED) stands for Dominance or how someone approach problems and challenges.

> I (YELLOW) stands for Influence or how someone transmit thoughts and ideas to their surroundings

> S (GREEN) stands for Stability or how someone respond to ambient tempo.

> C (BLUE) finally stands for Conformity or how someone replies rar on ambient conditions and procedures

Everyone is a combination of this 4 styles but what separate people is the type of their dominant style and the percentage of each of the styles they possess.



<https://salesbox.com/disc-model-sales-process/>

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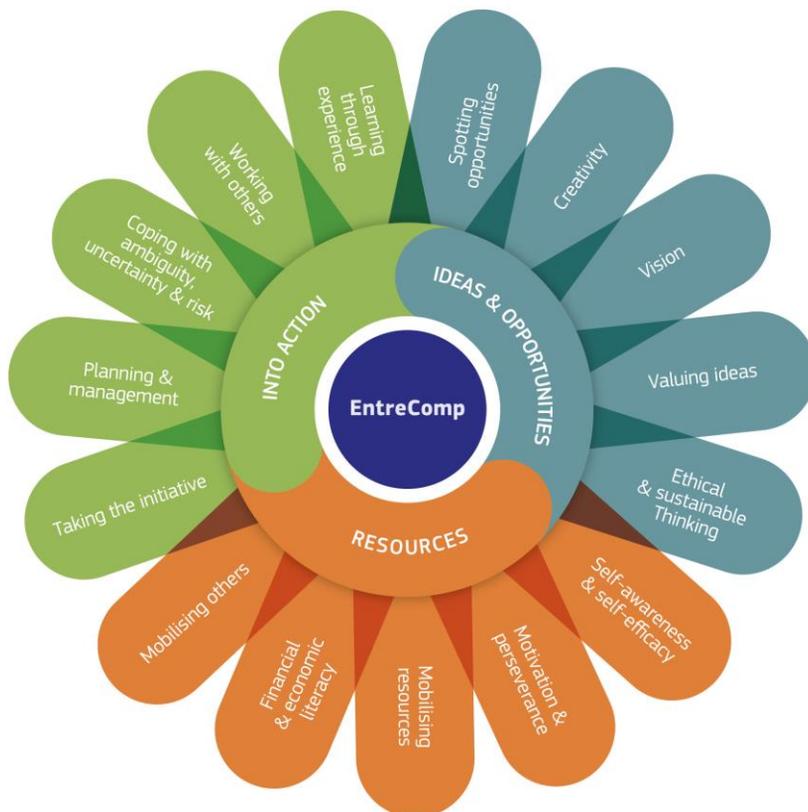


ENTRECOMP: THE ENTREPRENEURSHIP COMPETENCE FRAMEWORK

PERSONALITY PROFILE

The Joint Research Centre, in partnership with DG Employment, Social Affairs and Inclusion, has developed EntreComp: The Entrepreneurship Competence Framework. EntreComp describes entrepreneurship as a lifelong competence, identifies what are the elements that make someone entrepreneurial and describes them to establish a common reference for initiatives dealing with entrepreneurial learning.

EntreComp has been developed to provide a coherent conceptual understanding for entrepreneurship education inside the EU. As such, the framework sets the ground for identifying relevant knowledge, skills and attitudes that comprise “entrepreneurial mindset”, and observes it through three major competence areas, which are subdivided into 15 competences each:



<https://ec.europa.eu/jrc/en/entrecomp>

BOOKLET

FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



ENTREPRENEURSHIP IN THE CLASSROOM

FOOD FOR THOUGHTS

It is easy to find in society some adolescents in their 30s, 40s and even 50s. They have technical skills (mathematics, management, informatics), but they do not know how to manage and protect emotions, to expose and not impose ideas, i.e. to filter stress.

Being a teenager:

- Be afraid to debate ideas;
- Worry too much about the approval of others;
- Be upset when confronted/criticized;
- Not having resilience - ability to overcome difficulties and learn from them;

However, these factors are educated, exercising and experiencing the mind.

LIFE IS A RISK, "TO ERR IS HUMAN, TO PERSIST IT IS INHUMANE"

The strong/ "the grown" start all over again, know how to praise, thank, recognize follies as wisdom recognizing it and transforming it.

Why? Because mistakes are great opportunities to learn!

How to identify signs of demotivation:

Low self-esteem; Depressive mood ; Isolate yourself; School dropout; Self-mutilation; Irritation; Sadness; Easy crying; Apathy; Regular and constant diseases; Negative thoughts; Exaggerated sleep isolation; Behavioral changes.

In recent years much has been said about Entrepreneurship.

What is it? Why should we cultivate this competence in our Adolescents?

ENTREPRENEURSHIP

- It means undertaking;
- Know how to solve a challenging situation with creative solutions;
- Add value;
- Know how to identify opportunities and transform them;
- Focus on the solution.

The biggest challenge is to abandon the role of victim and focus on the role of fighter, believe that you can be a successful person, have an entrepreneurial attitude.

Entrepreneurship develops skills:

- Personal skills and attitudes;
- Help in personal relationship;
- An intrapreneurship attitude,
- Ability to know how to overcome challenges and achieve objectives. It's not just whistly to the creation of the business itself.

Most adolescents who arrive at the office are "lost". They do not know "who they are", nor what they want to do in the future, their aim is to identify objectives.

Why learning entrepreneurial attitude?

- Verbal and nonverbal communication;
- Emotional intelligence;
- Time and priority management
- Initiative capacity
- Motivation
- Self-confidence,
- Teamwork and
- Creative capacity to solve daily challenges.

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FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



ENTREPRENEURSHIP IN THE CLASSROOM

FOOD FOR THOUGHTS

How to identify Entrepreneurial characteristics in a Teenager:

1. It is that individual who does not expect things to happen;
2. Proactive person, that is, makes things happen;
3. He is highly motivated;
4. You have good ideas and how to implement them in order to achieve your goals;
5. Not afraid to start projects boldly;
6. Has leadership skills
7. Makes commitments;
8. Planning capacity;
9. Ease in teamwork.

The entrepreneur knows that a **failure is just an opportunity to learn to be better**, do not let himself be saddened by it, having the ability to deal with frustration.

Intervene early in the face of all these skills, and attitudes since childhood, easing adolescents with tools that make them reflect, experience and learn to identify their objectives, as well as have a set of valid attitudes with positive impact on society.

So we want to educate Adolescents - Entrepreneurial Attitude Emotional Intelligence - the fact that they are

- Proactive
- Innovators;
- Dynamic;
- Collaborative;
- Interactive;
- Integrated;
- Able to deal with change;
- Able to deal with challenges and creative solutions.

The more balanced each adolescent is, the more family tranquility there will be, the more motivated it will be, and the more productivity it will give society.

Then we must provide this information and experiences to parents and teachers, so that they can best pass on to their students.

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FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



ENTREPRENEURSHIP IN THE CLASSROOM

FOCUS ON SOLUTION OR PROBLEM?

1. Identification of the problem/question to be addressed: what is my concern?

Give an accurate description of what's bothering you or bothering you and what you'd like it to be different.

2. Goal setting: what do I want to achieve or change?

Set a specific and accurate goal. A realistic and measurable goal.

Also set the deadline for this goal to be achieved and what your intrinsic motivation is to achieve it. You can also define what your reward will be when you reach the goal (an extra reward, in addition to achieving it).

3. Brainstorming: what can I do for this?

Evaluate all your options to get there without entering judgments.

Use your creativity and don't restrict yourself to any form.

Even absurd, or unusual, ways deserve to be considered at this stage. Write down all the alternatives.

4. Consequences: what can happen?

Now it's time to think about the consequences, positive or negative, of all possible alternatives.

Think of any outcome or any difficulty related to your approaches.

This step can be divided into smaller steps:

A. What are the advantages? It is better to look at the advantages before looking at the disadvantages, because you start looking at the disadvantages you may be disappointed and no longer find the advantages.

B. What are the risks? What do you have to be careful about? What barriers can arise? How to overcome them? c. How do you intuitively feel about the alternatives?

5. Decision: how should I/want to do this?

Make a clear choice and set a time limit for trying to reach your goal (validate whether the time set in step 2 is even the optimal time).

6. Implementation: Run! Do!

The run/do can present itself in the form of small tasks throughout the process.

It's good that, at this point, the big goal is already visibly divided into small goals that will take you to the desired point.

7. Evaluation: Does this work for me?

Now it's time to see what happened. Success? Celebrate! It's the right time to give yourself that reward chosen in step two.

These simple seven steps can be applied in almost every situation where you want to focus on the "solution" of an issue in your life.

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FOSTERING THE ENTREPRENEURIAL MINDSET: CREATIVE AND EFFECTIVE METHODS AND TOOLS



ENTREPRENEURSHIP IN THE CLASSROOM DREAM MAP

MAPPING STEPS:

- Recognize your dreams
- Draw up your dream map
- Identify the stones and bridge of the path
- Plot your attitude map
- Draw up your action plan
- Mirror through drawing the map of your dreams
- Results

PART I RECOGNIZE YOUR DREAMS

- List some dreams you've had in the past:
- At the age of seven, I dreamed of being:
- At the age of eighteen, I dreamed of being:
- Make a list of 10 dreams you would like to fulfill (have, be, do, get, go...)

PART II DRAW YOUR DREAM MAP

Describe in a sentence how is your current situation in the fields below:

- Entrepreneurial activity
- Ecological and social causes
- Relationship with friends
- Family life
- Financial realization
- Professional career and work

PART II DRAW YOUR DREAM MAP

Refer to five of your dreams in order of importance.

- 1.
- 2.
- 3.
- 4.
- 5.

Determine which dream should be achieved first (the most urgent and not exactly the most important, should serve as the basis for the rest):

- Is there an imbalance in your dream map?
- Do the dreams and actions you wish to pursue relate only to your career or do they also encompass other life projects?
- Here's the most discovered area and write an action to be taken to address this flaw:

PART III IDENTIFY THE STONES AND BRIDGES OF THE PATH

Refer to the five main obstacles to realize your dream:

- 1
- 2
- 3
- 4
- 5

Ex: fear of becoming unemployed

Refer to the five main stimuli to the realization of these dreams:

- 1.
- 2.
- 3.
- 4.
- 5.

Ex: Encouragement of friends who can't take it anymore to see me unhappy in the job

Identify how to protect yourself:

PART IV PLOT YOUR ATTITUDE MAP

Attitudes acquire Attitudes to eliminate Attitudes consolidate

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ENTREPRENEURSHIP IN THE CLASSROOM DREAM MAP

PART V DRAW UP YOUR ACTION PLAN

List five priorities among all the actions you have thought so far to enable your dreams in a balanced way:

Priority Action

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

For each priority listed, describe: one action, the resources you need, the support you have been looking for, and the deadline for achieving each action

PART VI MIRROR THROUGH THE DRAWING THE MAP OF YOUR DREAMS:

Draw your dreams.

PART VII RESULTS

This space is reserved to relate your achievements: