



## Module 5: Teaching the competences and values

Guidance material	5.12.3 Teaching Entrepreneurship Grade 10-12
What is the purpose of this material?	<ul style="list-style-type: none"> <li>This is a selection of teaching strategies and teaching templates to support the teaching of entrepreneurship.</li> </ul>
When to use this material?	<ul style="list-style-type: none"> <li>When introducing the competences to teachers to support them in implementing this competence in their class programme.</li> </ul>
With whom to use this material?	<ul style="list-style-type: none"> <li>Teachers</li> </ul>
Have you considered these materials first?	<ul style="list-style-type: none"> <li>Introduce teachers to the SCF through: <ul style="list-style-type: none"> <li>1.1 What is the SCF?</li> <li>1.2 Structure of the SCF</li> <li>1.3 Definitions matching activity</li> <li>1.4 Prior knowledge brainstorm activity</li> <li>1.5 Close reading – Executive summary</li> <li>1.6 Close reading – Framework Requirements and Exemplifications</li> <li>4.1 What are competences?</li> </ul> </li> <li>Introduce teachers to this competence through: <ul style="list-style-type: none"> <li>4.1.12 What is Entrepreneurship?</li> </ul> </li> </ul>
How to use this material?	<ul style="list-style-type: none"> <li>This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> <li>Share with teachers and discuss it in staff meetings or team meetings.</li> <li>Encourage teachers to plan using the ideas in this resource.</li> <li>Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs.</li> <li>Discuss the ideas and then ask teachers to share their own ideas for teaching this competence.</li> </ul> </li> <li>For more information on each competence read the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>.</li> <li>Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites</li> </ul>
What resources or equipment are needed?	<ul style="list-style-type: none"> <li>Copies of the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.</li> </ul>



## Teaching Entrepreneurship Grade 10-12

The most effective way for students to build develop the skills of an entrepreneur is to be an entrepreneur themselves. Students, individually or in teams, can be supported to design, create, market and evaluate a product or service. The product or service does not have to be elaborate or complicated. Students need to justify their new idea, design it, create a business plan, use technology for research when faced with unfamiliar activities, market it and evaluate its success. Many of the teaching strategies presented below can be incorporated into a longer term entrepreneurship project.

Here are some strategies and teaching approaches to try in your classroom to promote entrepreneurship:

- Students identify a need, create an organisation that does not duplicate existing efforts and provides jobs to the local community. They identify what is replicable and how to bring the organisation to scale in other communities
- Create a micro-economy in your class where a school event is planned. Students take responsibility for personal financial decisions. Students work in groups They make financial decisions by systematically considering alternatives and consequences affect their life in the economy and the success of the event
- Products we use every day were designed and created by an entrepreneur. They might have designed a new product or modified an exciting product.
  - Students research a product that they use every day. Who invented it? When and why was it invented? How is it used? What other products led to its development?
  - The Visa Evolution TV commercial highlights how everyday products we use have changed over time to make our lives easier and more comfortable. Students can identify the products in the commercial (e.g. typewriter) and explore how new products (e.g. laptop) make our lives easier. What might these products look like in 100 years?



[Visa Evolution TV commercial](#)



- Select everyday products and talk about how they impact on our lives.

### The Things We Use



What is this used for?	Why do you think this product was developed?	How has this changed how we do things?	How might it change in the future?

- Provide opportunities for students to engage in a variety of methods of recordkeeping so they understand its importance
- Discover the importance of saving money for future goals and how this contributes to the financial well-being of themselves and their country
- Provide opportunities for students to self-discover that every decision has an opportunity cost
- Entrepreneurs must overcome challenges, including their product or service possibly failing. Students research a new or failed product. Who invented it? When and why was it invented? Why might/did it fail? What would you do differently?



- Students are encouraged to demonstrate charitable giving (both in time and money). This could be volunteering at or raising funds for appropriate charities

الوحدة 5: تدريس الكفاءات والقيم  
المادة التوجيهية: 5.12.3 أساليب التدريس رياضة الأعمال لصفوف 10-12

الوحدة 5: تدريس الكفاءات والقيم

Module 5: Teaching the competences and values

Guidance material: 5.12.3 Teaching Entrepreneurship G 10-12



- Create a marketing challenge concluding with a product fair. Groups create a prototype, sales and promotional video for a product or social innovation. They work through idea generation, product and consumer testing, pricing strategy, and the product fair presentation open to the public
- Entrepreneurs need a good understanding of finances such as: budgeting, profit and loss, keeping accounts. There are many lesson plans and resources online for teachers.



### Resources for building financial understanding

- If an entrepreneur is going to be successful they need to market their product or service to their potential client.
  - Students research a famous product and share with the class how it is advertised and why they believe that marketing is so successful.
  - The brand for a product or service might include its name, logo, colours, motto and/or jingle. What are your favourite brands and why? Why are brands important? How does the brand relate to the product/service? What should an entrepreneur think about when designing their brand?



(Copyright Coca-Cola)



(Copyright Subway)

**Create a brand (name, logo, motto and jingle) for these ideas:**

1. A bubble gum flavoured drink
2. A fold up television
3. A flying car



Consortium of  
Entrepreneurship  
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- Intellectual property refers to the ownership of our inventions, written and artistic works, and symbols, names, images, and designs. It is important that students learn about copyright, patents and trademarks. The websites below have many resources and ideas for teaching students about IP – it is important that the IP law information in them is checked against current UAE IP law.



#### [UAE patent process](#)

[IP education resources from the US Patent and Trademark Office](#)

[IP education resources from the Hong Kong Government IP department](#)

- A business plan outlines the goals of the business and how to achieve these goals. It gives the business direction and helps the business owner to build on opportunities and overcome challenges. Students could write a business plan as a team, individually for a new business idea or they could support a real local business owner with writing their business plan.

#### **Questions to consider in a business plan could include:**

- 1) How can you describe the business...in only one paragraph?
- 2) What is your product, or service?
- 3) Who will buy it?
- 4) Where should you locate the business?
- 5) How can you attract customers?
- 6) Who/what is your competition?
- 7) How much should you charge for the product or service?
- 8) What advice do you need and who can provide it?
- 9) How will you organize the managers and/or workers of the business?
- 10) How will you split the profits? Who is responsible for the losses?
- 11) What should you consider to be able to produce the product and get it to the customer?
- 12) How much money is needed to get the business started?
- 13) How many customers will you have per month and how much will they buy per month?
- 14) How much does it cost to make the product or provide the service?
- 15) What are your operating costs?
- 16) How much money will your business earn each month by selling your product or service?
- 17) How much investment will you need to keep the business going until you make a profit?
- 18) What is your potential profit per year for Year I, Year II, and Year III?
- 19) How much money do you need to start this business?
- 20) How will you make the business grow in the future?

(From <http://www.entre-ed.org/teach/activits.htm>)

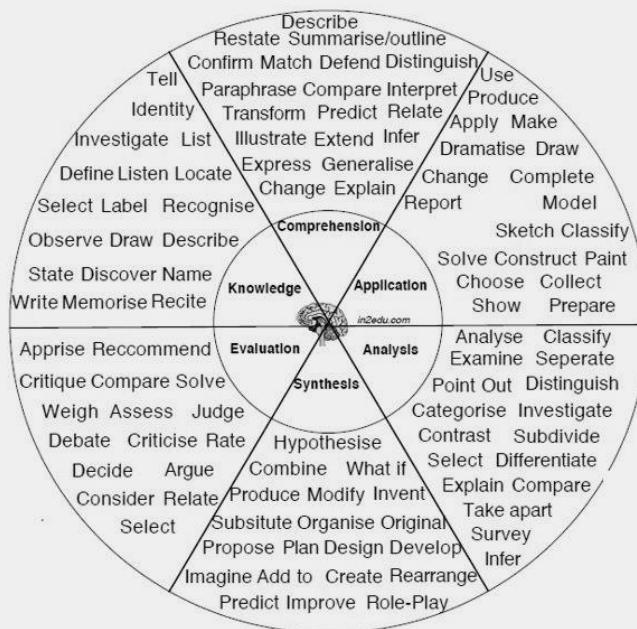


## SCF Pilot School Case Study

### Blooms action verbs

SCF Pilot School

Bright Riders Private School



Many teachers are familiar with the [Blooms Taxonomy Action Verbs wheel](#), but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.

### Blooms action verbs for: Entrepreneurship

e.g. By the end of this lesson students will be able to **contribute** to the design of new ideas for the school fundraiser.

#### Action verbs:

Organise	Respond	Predict	Act
Design	Relate	Explain	Show
Justify	Value	Lead	Connect
Create	Listen	Seek	Agree
Construct	Collaborate	Judge	Work
Compose	Contribute	Examine	Demonstrate
Adapt	Perform	Invent	Participate
Generate	Develop	Discover	Hypothesize
Invent	Manage	Change	Inspire
Assist	Persist		