



IDEAS AND OPPORTUNITIES  
EntreComp Competence 1.1

# Spotting opportunities

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| How can you describe this competence?  | Use your imagination and abilities to identify opportunities for creating value: Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met. Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.   |   |  |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it.<br><a href="https://www.youtube.com/watch?v=LctfWCH5j0w&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=1">https://www.youtube.com/watch?v=LctfWCH5j0w&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=1</a>   |   |  |
| What does progression look like for this competence, as students get better at it? | Foundation:  | Intermediate:   | Advanced   |
|  | Learners can find opportunities to generate value for others.  | Learners can recognise opportunities to address needs that have not been met. | Learners can seize and shape opportunities to respond to challenges and create value for others. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.  |   |  |
| What learning threads does this competence break down into?                        | Spotting opportunities as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence: <ul style="list-style-type: none"> <li>○ Identify, create and seize opportunities</li> <li>○ Focus on challenges</li> <li>○ Uncover needs</li> <li>○ Analyse the context</li> </ul>  |   |  |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ Walking in different shoes – ask your students to choose a persona – perhaps a person from history, someone famous or someone from the community – and describe a typical day in that person’s life. What problems do they encounter? What solutions can students thinkof?</li> <li>○ Opportunity journal – ask students to pay attention, spot ideas for change in their day to day lives and add to an opportunity journal</li> <li>○ Suggestion box - Bring in a suggestion box for students to spot opportunities to improve the space and environment in the school</li> </ul> |   |  |
| Want to go deeper?   | Learn about lesson plans which support spotting opportunities from the Barclays Life Skills series <a href="https://barclayslifeskills.com/media/4044/problem-solving-lesson-plan.pdf">https://barclayslifeskills.com/media/4044/problem-solving-lesson-plan.pdf</a>   |   |  |



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IDEAS AND OPPORTUNITIES  
EntreComp Competence 1.2

# Creativity

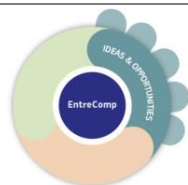
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| <p>How can you describe this competence?</p>  | <p>Creativity is about developing creative and purposeful ideas: to develop several ideas and opportunities to create value including better solutions to existing and new challenges, explore and experiment with innovative approaches and combine knowledge and resources to achieve valuable effects.</p>   |   |  |
| <p>Watch the two minute film!</p>   | <p>This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it.<br/><a href="https://www.youtube.com/watch?v=NRC9h1V4vSo&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=2">https://www.youtube.com/watch?v=NRC9h1V4vSo&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=2</a></p>  |   |  |
| <p>What does progression look like for this competence, as students get better at it?</p> | <p>Foundation:</p>  | <p>Intermediate:</p>  | <p>Advanced</p>  |
|   | <p>Learners can develop multiple ideas that create value for others.</p>  | <p>Learners can test and refine ideas that create value for others.</p> | <p>Learners can transform ideas into solutions that create value for others.</p> |
|   | <p>Progression shown in this competence: Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.</p>  |   |  |
| <p>What learning threads does this competence break down into?</p>                        | <p>Creativity as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ol style="list-style-type: none"> <li>1. Be curious and open - showing curiosity about new and different things</li> <li>2. Develop ideas - coming up with lots of different or new ideas</li> <li>3. Define problems - understanding a problem and think of methods of solving it</li> <li>4. Design value - looking at a solution or idea and identifying the potential different values of it to others</li> <li>5. Be innovative - understanding what being innovative means and recognising whether solutions or ideas are innovative</li> </ol> |   |  |
| <p>How I can develop this in my teaching</p>  | <ul style="list-style-type: none"> <li>• Brain writing: in small groups, each group has a problem written (either chosen by them or given to them related to subject theme) at the top of a large sheet of paper. Each group spends three minutes adding as many opportunities for solutions as they can, then they move to the next sheet and repeat until all groups have time working on all sheets.</li> <li>• Present an everyday object e.g. paperclip or cup, and ask students to think of lots of ideas on (1) alternative uses (2) how it cannot be used.</li> </ul>   |   |  |
| <p>Want to go deeper?</p>   | <p>7 ways to bring creativity into your classroom <a href="https://creativeeducator.tech4learning.com/2018/articles/cultivate-creativity-in-your-classroom">https://creativeeducator.tech4learning.com/2018/articles/cultivate-creativity-in-your-classroom</a></p>   |   |  |



IDEAS AND OPPORTUNITIES  
EntreComp Competence 1.3

# Vision

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| How can you describe this competence?  | Work towards your vision of the future: Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action.  |   |   |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it.<br><a href="https://www.youtube.com/watch?v=-STTWzcvx4g&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=3">https://www.youtube.com/watch?v=-STTWzcvx4g&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=3</a>   |   |   |
| What does progression look like for this competence, as students get better at it? | Foundation:  | Intermediate:   | Advanced  |
|  | Learners can imagine a desirable future.   | Learners can build an inspiring vision that engages others. | Learners can use their vision to guide strategic decision-making. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.  |   |   |
| What learning threads does this competence break down into?                        | <p>Vision as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ul style="list-style-type: none"> <li>○ Imagine</li> <li>○ Think strategically</li> <li>○ Guide action</li> </ul>  |   |   |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ The School I'd Like: in 2011 a UK newspaper asked schoolchildren to share their vision of the school they would like – the results spoke of a very different school! Ask your pupils to do the same in your school. Let them be creative and choose the way they would like to express their ideas. It could be a written outcome, but also video, audio, poster, story board, drama, image, etc.</li> <li>○ . Vision Board: Ask your students to create a vision board. They can create a vision for their lives, and the teacher can pose questions such as (1) What life do you want to have lived at age 20, 30, 40, 50, 60, 70, 80,...? (2) What kind of people do you want to be surrounded by? (3) What do you wish you could change about the world?</li> </ul> |   |   |
| Want to go deeper?   | Teaching through vision boards <a href="https://www.studyallknight.com/why-teachers-should-create-vision-boards-with-their-students/">https://www.studyallknight.com/why-teachers-should-create-vision-boards-with-their-students/</a>   |   |   |



IDEAS AND OPPORTUNITIES  
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## Valuing ideas

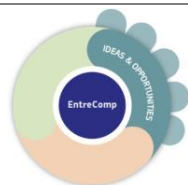
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| How can you describe this competence?  | Make the most of ideas and opportunities: Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.   |  |   |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it.<br><a href="https://www.youtube.com/watch?v=HddM4bMHSqY&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=4">https://www.youtube.com/watch?v=HddM4bMHSqY&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=4</a>  |  |   |
| What does progression look like for this competence, as students get better at it? | Foundation:   | Intermediate:  | Advanced  |
|  | Learners can understand and appreciate the value of ideas.  | Learners understand that ideas can have different types of value, which can be used in different ways. | Learners can develop strategies to make the most of the value generated by ideas. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.   |  |   |
| What learning threads does this competence break down into?                        | Valuing ideas as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence: <ul style="list-style-type: none"> <li>○ Recognise the value of ideas</li> <li>○ Share and protect ideas</li> </ul>  |  |   |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ Definitely not that one: ideas generation can come up with many ideas and working out which one to choose is the challenge! Ask your students to discuss their (hopefully very many) ideas and decide whether to put each idea into no or maybe piles.</li> <li>○ Coloured glasses: ask students to make different coloured glasses, and to analyse ideas using each of these four lenses. Allow students to brainstorm based on the following questions (one per colour)<br/>Blue: What facts do we know?<br/>Green: What is positive about the idea? Yellow: What is negative?</li> <li>○ Red: What sort of feelings do we have when we realize the idea?</li> </ul> |  |   |
| Want to go deeper?   | Valuing ideas can be about intellectual property <a href="https://www.epo.org/learning-events/materials/kit.html">https://www.epo.org/learning-events/materials/kit.html</a>  |  |   |



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IDEAS AND OPPORTUNITIES  
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# Ethical and sustainable thinking

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| <p>How can you describe this competence?</p>   | <p>Assess the consequences and impact of ideas, opportunities and actions: Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly.</p>   |  |   |
| <p>Watch the two minute film!</p>  | <p>This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it <a href="https://www.youtube.com/watch?v=Hg_tEWqB--s&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=5">https://www.youtube.com/watch?v=Hg_tEWqB--s&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=5</a></p>   |  |   |
| <p>What does progression look like for this competence, as students get better at it?</p>  | <p>Foundation:</p>  | <p>Intermediate:</p>   | <p>Advanced</p>   |
|  | <p>Learners can recognise the impact of their choices and behaviours, both within the community and the environment.</p>  | <p>Learners are driven by ethics and sustainability when making decisions.</p> | <p>Learners act to make sure that their ethical and sustainability goals are met.</p> |
| <p>Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.</p> |   |  |   |
| <p>What learning threads does this competence break down into?</p>   | <p>Ethical and sustainable thinking as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ul style="list-style-type: none"> <li>○ Behave ethically</li> <li>○ Think sustainably</li> <li>○ Assess impact</li> <li>○ Be accountable</li> </ul>   |  |   |
| <p>How I can develop this in my teaching</p>   | <ul style="list-style-type: none"> <li>○ Dilemma scenarios: solving real life dilemmas can be a great way to practice this competence. Using dilemma scenarios and prepared questions, students are asked to debate or write their views.</li> <li>○ My coat of arms: explore student values and ideas by asking them to design their own shield, representing their values, accomplishments and ideals. Students can present their Coat of Arms and explain what the different images mean to them.</li> </ul> |  |   |
| <p>Want to go deeper?</p>  | <p>Take a look at cooperative education can be a great way to introduce entrepreneurship and ethics into your teaching <a href="https://www.coopilot-project.eu/">https://www.coopilot-project.eu/</a></p>  |  |   |



RESOURCES  
EntreComp Competence 2.1

# Self-awareness and self-efficacy

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| How can you describe this competence?  | Believe in yourself and keep developing: Reflect on your needs, aspirations and wants in the short, medium and long term. Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.  |   |   |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it<br><a href="https://www.youtube.com/watch?v=ScKfciKwSwU&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=6">https://www.youtube.com/watch?v=ScKfciKwSwU&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=6</a>   |   |   |
| What does progression look like for this competence, as students get better at it? | Foundation:   | Intermediate:   | Advanced  |
|  | Learners trust their own ability to generate value for others.  | Learners can make the most of their strengths and weaknesses. | Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.   |   |   |
| What learning threads does this competence break down into?                        | Self-awareness and self-efficacy as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence: <ul style="list-style-type: none"> <li>○ Follow your aspirations</li> <li>○ Identify your strengths and weaknesses</li> <li>○ Believe in your ability</li> <li>○ Shape your future</li> </ul>   |   |   |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ Skills and strengths quiz: Give your students opportunity to assess their skills, to identify their strengths and weaknesses, set goals and reflect on their progress together with peers and a teacher. Carry out a quiz at the beginning of the year, and revisit the quiz during the course of the project or after a set period of time to reflect on students' progress;</li> <li>○ Throw away negative thoughts: Give students several slips of paper. Instruct them to write down statements of why they believe they cannot be successful in your class. Discuss them sensitively, then make a big show of discarding these negative thoughts. Have students rip these papers and throw them in the wastebaskets. Then give students several more slips of paper to write down positive statements about themselves and write action statements. Ask them to carry these statements around throughout the year, and to read them during the year.</li> </ul> |   |   |
| Want to go deeper?   | What is self-efficacy? Find out more here <a href="https://www.youtube.com/watch?time_continue=24&amp;v=xcLKlPTG97k">https://www.youtube.com/watch?time_continue=24&amp;v=xcLKlPTG97k</a>   |   |   |



RESOURCES  
EntreComp Competence 2.2

# Motivation and perseverance

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| How can you describe this competence?  | Stay focused and don't give up: Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure.  |  |  |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it<br><a href="https://www.youtube.com/watch?v=gK3m6hmZoSM&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=8">https://www.youtube.com/watch?v=gK3m6hmZoSM&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=8</a>   |  |  |
| What does progression look like for this competence, as students get better at it? | Foundation:   | Intermediate:  | Advanced   |
|  | Learners want to follow their passion and create value for others.  | Learners are willing to put effort and resources into following their passion and create value for others. | Learners can stay focused on their passion and keep creating value despite setbacks. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.   |  |  |
| What learning threads does this competence break down into?                        | <p>Motivation and perseverance as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ul style="list-style-type: none"> <li>○ Stay driven</li> <li>○ Be determined</li> <li>○ Focus on what keeps you motivated</li> <li>○ Be resilient</li> <li>○ Don't give up</li> </ul>  |  |  |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ Genius Hour: an inquiry –based learning project in which students work on individual projects focused on their passion. Genius Hour was started by the companies Google and 3M, giving their employees 20% of their time to work on a passion– or non-work related project.</li> <li>○ Mindset wisdom: Ask students to describe in writing a time when they worked really hard. Give them questions: What made you work so hard? Did you ever feel like giving up? What kept you going? How did it turn out? What did you feel when it was all over? Let them share their reflections in small groups. Ask them to pick a skill they would like to learn or improve and make a seven-day plan for how to practice the skill for an hour a day, including ideas and tips from friends, teachers. Give them time to do it and keep daily journal on how it is going. After seven days let students share their journal and reflect on it. [This activity has been developed by What Kids Can Do -www.wkcd.org</li> </ul> |  |  |
| Want to go deeper?   | For you as a teacher – five ways to motivate your students <a href="https://teach.com/what/teachers-change-lives/motivating-students/">https://teach.com/what/teachers-change-lives/motivating-students/</a>  |  |  |



RESOURCES  
EntreComp Competence 2.3

# Mobilising resources

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| How can you describe this competence?  | Get and manage the resources you need: Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (for example, through suitable partnerships, networking, outsourcing and crowd-sourcing).  |   |  |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it<br><a href="https://www.youtube.com/watch?v=IHa4MzggFN8&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=9">https://www.youtube.com/watch?v=IHa4MzggFN8&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=9</a>   |   |  |
| What does progression look like for this competence, as students get better at it? | Foundation:   | Intermediate:   | Advanced   |
|  | Learners can find and use resources responsibly.  | Learners can gather and manage different types of resources to create value for others. | Learners can define strategies to mobilise the resources they need to generate value for others. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.   |   |  |
| What learning threads does this competence break down into?                        | Mobilising resources as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence: <ul style="list-style-type: none"> <li>○ Manage resources</li> <li>○ Use resources responsibly</li> <li>○ Make the most of your time</li> <li>○ Get support</li> </ul>  |   |  |
| How I can develop this in my teaching  | Dragon Fire project: Set pupils real challenges in which they have to generate real solutions and so acquire knowledge and skills in designing, making and selling a product or service. Sessions include: <ol style="list-style-type: none"> <li>1. Selecting job roles, choosing the right person for the right role and working together in teams;</li> <li>2. Product design, development and costing/pricing;</li> <li>3. Production and safety;</li> <li>4. Sales and marketing;</li> </ol> Although pupils can offer a service, the product has to be able to be “real” and something that they can provide or produce. The project works best when the product has a theme, for example, making something for a special occasion. Students will need several weeks to complete the whole process. Read more here: <a href="http://www.tesguide.eu/tool-method/dragon-fire-project.htm">http://www.tesguide.eu/tool-method/dragon-fire-project.htm</a> |   |  |
| Want to go deeper?   | Resources for helping students mobilise resources <a href="http://ecosystemapp.net/wp-content/uploads/2017/08/8-Mobilising-resources.pdf">http://ecosystemapp.net/wp-content/uploads/2017/08/8-Mobilising-resources.pdf</a>   |   |  |



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RESOURCES  
EntreComp Competence 2.4

# Financial and economic literacy

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| How can you describe this competence?  | Develop financial and economic know-how: Estimate the cost of turning an idea into a value-creating activity. Plan, put in place and evaluate financial decisions over time. Manage financing to make sure my value-creating activity can last over the long term.   |  |   |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it<br><a href="https://www.youtube.com/watch?v=7_NydlHsmLY&amp;list=PLG15zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=10">https://www.youtube.com/watch?v=7_NydlHsmLY&amp;list=PLG15zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=10</a>  |  |   |
| What does progression look like for this competence, as students get better at it? | Foundation:  | Intermediate:  | Advanced  |
|  | Learners can draw up the budget for a simple activity.   | Learners can find funding options and manage a budget for value-creating activity. | Learners can make a plan for the financial sustainability of a value-creating activity. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.  |  |   |
| What learning threads does this competence break down into?                        | <p>Financial and economic literacy as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ul style="list-style-type: none"> <li>○ Understand economic and financial concepts</li> <li>○ Budget</li> <li>○ Find funding</li> <li>○ Understanding taxation</li> </ul> |  |   |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ Personal budget: challenge students to keep track of their personal finances for one month</li> <li>○ \$10 change-makers: ask students to create value for others using a starting fund of \$10 – they can come up with any legal idea from creating a business, to creating a fundraising event to using the money in any other way.</li> </ul>              |  |   |
| Want to go deeper?   | More ways to teach financial literacy across the age range <a href="https://childfinanceinternational.org/">https://childfinanceinternational.org/</a>   |  |   |





RESOURCES  
EntreComp Competence 2.5

# Mobilising others

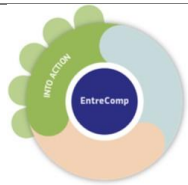
|  |   |   |  |
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| How can you describe this competence?  | Inspire, engage and get others on board: Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes. Demonstrate effective communication, persuasion, negotiation and leadership.   |   |  |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it<br><a href="https://www.youtube.com/watch?v=W1S34E-E9Xg&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=7">https://www.youtube.com/watch?v=W1S34E-E9Xg&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=7</a>   |   |  |
| What does progression look like for this competence, as students get better at it? | Foundation:   | Intermediate:   | Advanced   |
|  | Learners can communicate their ideas clearly and with enthusiasm.   | Learners can persuade, involve and inspire others in value-creating activities. | Learners can inspire others and get them on board for value-creating activities. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.   |   |  |
| What learning threads does this competence break down into?                        | Mobilising others as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence: <ul style="list-style-type: none"> <li>○ Inspire and get inspired</li> <li>○ Persuade</li> <li>○ Communicate effectively</li> <li>○ Use media effectively</li> </ul>   |   |  |
| How I can develop this in my teaching  | Role play: Organize a role play where every person is selected to play one role: one will present an idea; one is a sponsor; the rest of the group are reporters who will create a story around the idea. ( <a href="http://www.tesguide.eu">www.tesguide.eu</a> ) <ol style="list-style-type: none"> <li>1. Start the role play. The presenter must try to convince the sponsor that this is an idea worth investing in. The reporters observe and take notes. Allow two minutes for this step.</li> <li>2. Afterwards, simulate a press conference where the reporters will question the presenter and the sponsor.</li> <li>3. Give the reporters three minutes to write a rough draft of their article. Ask someone to read out what they have noted.</li> <li>4. Any new insight will help to further develop the idea for presentation and implementation.</li> </ol> |   |  |
| Want to go deeper?   | Teach persuasion techniques: <a href="https://www.scholastic.com/teachers/articles/teaching-content/teaching-kids-gentle-art-persuasion/">https://www.scholastic.com/teachers/articles/teaching-content/teaching-kids-gentle-art-persuasion/</a>  |   |  |



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INTO ACTION  
EntreComp Competence 3.1

# Taking the initiative

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| How can you describe this competence?  | Go for it: Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks.   |  |  |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it<br><a href="https://www.youtube.com/watch?v=RHS3BriNBAY&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=11">https://www.youtube.com/watch?v=RHS3BriNBAY&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=11</a>  |  |  |
| What does progression look like for this competence, as students get better at it? | Foundation:  | Intermediate:                                    | Advanced   |
|  | Learners are willing to have a go at solving problems that affect their communities.   | Learners can initiate value-creating activities. | Learners can look for opportunities to take the initiative to add or create value. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.  |  |  |
| What learning threads does this competence break down into?                        | <p>Taking the initiative as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ul style="list-style-type: none"> <li>○ Take responsibility</li> <li>○ Work independently</li> <li>○ Take action</li> <li>○ Define goals</li> <li>○ Plan and organise</li> <li>○ Develop sustainable business plans</li> </ul>  |  |  |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ Pimp my Furniture: This is an example from a Norwegian school. The school was given 40 old chairs. The students, seeing an opportunity for setting up a viable business, decided to recycle them in a creative way - to fix them up in different styles and then to sell them in the local community.</li> <li>○ Catch Pupils Doing Right: We often try to “catch” pupils doing something wrong, but we can support their initiative also catching them doing right, taking the initiative, doing something without being told. How can we do this? First, discuss what it means to do the right thing. You can make a list of right deeds and also let “open space” for students to contribute.</li> </ul> |  |  |
| Want to go deeper?   | Ten ways to build initiative and autonomy <a href="https://www.educacionrespuntocero.com/recursos/educacion-emocional/10-iniciativas-losestudiantes-sean-mas-autonomos/42838.html">https://www.educacionrespuntocero.com/recursos/educacion-emocional/10-iniciativas-losestudiantes-sean-mas-autonomos/42838.html</a>  |  |  |



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INTO ACTION  
EntreComp Competence 3.2

# Planning and management

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| How can you describe this competence?  | Prioritise, organise and follow up: Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes.  |  |   |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it<br><a href="https://www.youtube.com/watch?v=R9YJPPp4uTU&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvb7-&amp;index=12">https://www.youtube.com/watch?v=R9YJPPp4uTU&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvb7-&amp;index=12</a>  |  |   |
| What does progression look like for this competence, as students get better at it? | Foundation:  | Intermediate:  | Advanced  |
|  | Learners can define the goals for a simple value-creating activity.  | Learners can create an action plan, which identifies the priorities and milestones to achieve their goals. | Learners can refine priorities and plans to adjust to changing circumstances. |
| What learning threads does this competence break down into?                        | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.  |  |   |
| How I can develop this in my teaching  | <p>Planning and management as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ul style="list-style-type: none"> <li>○ Define goals</li> <li>○ Plan and organise</li> <li>○ Develop sustainable business plans</li> <li>○ Define priorities</li> <li>○ Monitor your progress</li> <li>○ Be flexible and adapt to changes</li> </ul> <ul style="list-style-type: none"> <li>○ YouthStart challenges: get involved in challenge-based projects by looking at curriculum resources of the YouthStart project<br/><a href="http://www.youthstart.eu/">http://www.youthstart.eu/</a></li> <li>○ How to plan a project or an event? The simplest way is to use Post-its. Split pupils into groups and give them post-its. Ask them to write down all activities they think are necessary to do, to carry out the project. They should write one activity on one Post-it. Give them time to present.</li> </ul> |  |   |



INTO ACTION  
EntreComp Competence 3.3

# Coping with uncertainty, ambiguity and risk

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| How can you describe this competence?  | Make decisions dealing with uncertainty, ambiguity and risk: Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Within the value creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing. Handle fast-moving situations promptly and flexible.  |  |   |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it<br><a href="https://www.youtube.com/watch?v=JHMMwMC42M8&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvb7-&amp;index=15">https://www.youtube.com/watch?v=JHMMwMC42M8&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvb7-&amp;index=15</a>  |  |   |
| What does progression look like for this competence, as students get better at it? | Foundation:  | Intermediate:  | Advanced  |
|  | Learners are not afraid of making mistakes while trying new things.  | Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences. | Learners can weigh up risks and make decisions despite uncertainty and ambiguity. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.  |  |   |
| What learning threads does this competence break down into?                        | Coping with uncertainty, ambiguity and risk as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence: <ul style="list-style-type: none"> <li>○ Cope with uncertainty, ambiguity and risk</li> <li>○ Calculate risk</li> <li>○ Manage risk</li> </ul>  |  |   |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ Risk it: A nice activity to do with your students is the Risk it game, developed by the Welsh Government. You can find the slides that relate to this activity on <a href="https://fr.slideshare.net/pthuyduong/managing-risk-in-the-school">https://fr.slideshare.net/pthuyduong/managing-risk-in-the-school</a></li> <li>○ Failure Week: Implement a “Failure Week” in your school or classroom to encourage pupils to take a risk. Teachers and students can embrace failure and learn from them! <a href="http://blog.gdst.net/post/17155939514/when-failure-is-an-option">http://blog.gdst.net/post/17155939514/when-failure-is-an-option</a></li> </ul> |  |   |
| Want to go deeper?   | How Microsoft sees coping with ambiguity <a href="https://www.microsoft.com/en-us/education/training-and-events/education-competencies/dealing_with_ambiguity.aspx">https://www.microsoft.com/en-us/education/training-and-events/education-competencies/dealing_with_ambiguity.aspx</a>   |  |   |



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# Working with others

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| How can you describe this competence?  | Team up, work together, and network: Work together and co-operate with others to develop ideas and turn them into action. Network. Solve conflicts and face up to competition positively when necessary.   |   |  |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it <a href="https://www.youtube.com/watch?v=0DA_rlq9GWY&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=13">https://www.youtube.com/watch?v=0DA_rlq9GWY&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=13</a>   |   |  |
| What does progression look like for this competence, as students get better at it? | Foundation:  | Intermediate:   | Advanced   |
|  | Learners can work in a team to create value.   | Learners can work together with a wide range of individuals and groups to create value. | Learners can build a team and net-works based on the needs of their value-creating activity. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.  |   |  |
| What learning threads does this competence break down into?                        | <p>Working with others as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ul style="list-style-type: none"> <li>○ Accept diversity</li> <li>○ Develop emotional intelligence</li> <li>○ Listen actively</li> <li>○ Team up</li> <li>○ Work together</li> <li>○ Expand your network</li> </ul>   |   |  |
| How I can develop this in my teaching  | <p>When working in teams on collaborative activities, students should support each other to learn. Each student should have an individual responsibility according to their role in the team, enabling interaction between the team and a feeling of being responsible for the team results. Students should be grouped based on what each of them feels they can contribute. How to do it?. Ask students to create their Profile Cards. Students evaluate themselves on their strengths , skills, weaknesses - to help students and/or teachers make teams. You can get inspired on <a href="http://www.blog.timesunion.com/careers/the-10-mostimportant-personality-traits-for-career-success/633/">http://www.blog.timesunion.com/careers/the-10-mostimportant-personality-traits-for-career-success/633/</a></p> |   |  |
| Want to go deeper?   | Collaborative learning can be a great way to enable students to work productively with others <a href="https://wabisabilearning.com/blogs/future-fluencies/how-collaborative-learning-activities-build-more-powerful-student-brains?_pos=2&amp;_sid=c235ef0fc&amp;_ss=r">https://wabisabilearning.com/blogs/future-fluencies/how-collaborative-learning-activities-build-more-powerful-student-brains?_pos=2&amp;_sid=c235ef0fc&amp;_ss=r</a>  |   |  |



INTO ACTION  
EntreComp Competence 3.5

# Learning from experience

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| How can you describe this competence?  | Learn by doing: Use any initiative for value creation as a learning opportunity. Learn with others, including peers and mentors. Reflect and learn from both success and failure (your own and other people's).  |  |  |
| Watch the two minute film!   | This video explains this competence as part of the key competence for entrepreneurship, and shares ideas about how to develop it <a href="https://www.youtube.com/watch?v=O0uGwvBVCus&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=14">https://www.youtube.com/watch?v=O0uGwvBVCus&amp;list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-&amp;index=14</a>   |  |  |
| What does progression look like for this competence, as students get better at it? | Foundation:  | Intermediate:  | Advanced   |
|  | Learners can recognise what they have learnt through taking part in value-creating activities.   | Learners can reflect and judge their achievements and failures and learn from these. | Learners can improve their abilities to create value by building on their previous experiences and interactions with others. |
|  | Learner gradually decreases support needed from others, increases independent working and increases the complexity of their work.  |  |  |
| What learning threads does this competence break down into?                        | <p>Learning from experience as a competence can be broken down into different threads of learning – these can be mapped into curriculum to ensure that young people develop different aspects of the competence:</p> <ul style="list-style-type: none"> <li>○ Reflect</li> <li>○ Learn to learn</li> <li>○ Learn from experience</li> </ul>  |  |  |
| How I can develop this in my teaching  | <ul style="list-style-type: none"> <li>○ Gibbs Reflective Cycle: use this tool with your students to help them reflect <a href="https://www.bhconsulting.es/blog/ciclo-reflexivo-gibbs/">https://www.bhconsulting.es/blog/ciclo-reflexivo-gibbs/</a></li> <li>○ Drop Down Day: Schools use 'Drop Down Days', also known as 'offtimetable' days, to replace classroom lessons with different activities or projects to connect schools with the real world and enable students to strengthen their practical application of skills. Many schools use this model to give students a chance to develop social and emotional skills which are crucial for the success. Drop Down Days can be carried out differently. Some schools invite experts to deliver workshops, others focus on out-of-school trips. It is possible to use also virtual field trips or have an online videoconference with experts, companies, organizations or peers from other countries. You can organize project days where you mix up pupils from different classrooms who would work together on the topic of their interests. The most important thing is to make learning more relevant for students.</li> </ul> |  |  |
| Want to go deeper?   | 10 ways to encourage reflection <a href="https://whatedsaid.wordpress.com/2011/06/11/10-ways-to-encourage-student-reflection-2/">https://whatedsaid.wordpress.com/2011/06/11/10-ways-to-encourage-student-reflection-2/</a>  |  |  |



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