





COMENIUS MULTILATERAL PROJECT "OPTION VARIETY FOR ENTREPRENEURSHIP" 2013-2015

A JOINT FINAL PRODUCT SET OF SCENARIOS "LESSONS WITH ECONOMY IN THE BACKGROUND"



IES LA GRANJA Jerez de la Fontera **Spania**



COLEGIUL TEHNIC "Traian Vuia" Oradea, România



BIRZU RAJANO PABIRZES PAGRINDINE MOKYKLA Pabirze, Lituania



ÖĞRETMEN FÜSUN ERDEMIR MESLEKI ve TEKNIK ANADOLU LISESI Darica, Turcia



PRIVATE HIGH SCHOOL IN TOURISM AND ENTREPRENEURSHIP "Rayko Tsonchev", Dobrich, Bulgaria

LESSON PLAN



BIOLOGY AND ECONOMY

SPAIN

Students of IES La Granja have made a research about how the local economy impact in the environment. They have study different enterprises (vineries) that produce the most important product of our economy, have made different visits to know how the work and produce the wine since the grape grow up until the bottled wine is sold and how the price is increasing in the process. They also study how in this process the residues affect to the environment and give ideas about how to recycle wastes doing new products with them.

They use different economic items like customers, sellers, producers, prices, percentage, taxes, distribution, promotion in relation with the biology subject with others like residues, recycling, farming, grape, raw materials, de-stemmer, cellars, vat, cooper, rack, foil, cork, oxidation, oak chips, herbicides, prune, vineyard, limestone, silt, clay.

About residues and economy they analyse:

- Agents and impact causes.
- Kind of generated wastes.
- Environment laws.
- Ways to protect the environment in wine industries.
- Energy save.
- Residues and bottling.
- Liquid residues.



LESSON PLAN



Name: URS MARCELA ANDREA

School: COLEGIUL TEHNIC "Traian Vuia", ORADEA

Date: the 13th of May 2015 **Grade:** the 10th G grade

Subject: English Nr. of students: 27

Class: Developing competences

Level: Intermediate

Lesson: CAN I BE AN ENTREPRENEUR?

Skills involved: speaking, reading, writing, listening.

Methods: pair work, group work, lockstep.

Teaching aids: whiteboard, handouts, smart board, laptop, video.

Possible problems: SS have little knowledge in English about concepts like

"entrepreneur" and "human capital".

Lesson aims:

Students will:

- identify and discuss the common characteristics of people who become entrepreneurs;
- rate the importance of specific characteristics to the success of entrepreneurs;
- compare their rating of specific characteristics with the rating of specific characteristics the rating given by entrepreneurs;
- evaluate themselves in terms of the characteristics common to entrepreneurs.

Bibliography:

- ➤ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition, Longman;
- > www.thesekidsmeanbusiness.org
- https://www.youtube.com/watch?v=e5sbQpq1VGg
- http://www.entrepreneur.com/article/200730

STAGES

TIME	STAGE	PROCEDURE	INTERACTION	OBJECTIVES	ANTICIPATA PROBLEM AND SOLUTION
	Class organization Greetings; checking attendance; preparing SS for the lesson	T greets the SS and sets the right mood for the lesson by establishing rapport with them: 'Hello, everyone! How are you getting on?'	$T \rightarrow SS \\ SS \rightarrow T$	-to greet SS and to make them aware that the English lesson has begun; - check the attendance while SS prepare for the new lesson; - to create a	P: SS might fix get nervous an anxious about the lesson. S: T breaks the ice through a small talk that fosters a posit mental attitud of readiness in the students.
		T checks homework. SS read their homework and correct it if necessary.		warm atmosphere in order to start the lesson; -to check the homework and correct the mistakes.	
	Activity 1 Lead-in	T shows SS an image with Bill Gates and asks SS to work in pairs and write down some things they know about him. Possible answers: He is an American businessman. He is the richest man in the world. He owns Microsoft Company. He is the father of Windows program.	Pair - work	- to stir the students' interest in the topic.	P: SS might know just a fe things about I Gates. S: T will provicorrect and interesting information.
		T asks SS to brainstorm characteristics of people who have started successful businesses. T writes the responses on the whiteboard for all to see.	$T \rightarrow SS$ $SS \rightarrow T$	- to elicit vocabulary related to the lesson.	

new lesson. If necessary, she will play the video once more. If necessary is necessary is necessary. If necessary is necessary is necessary. If necessary is necessary is necessary is necessary. If necessary is necessary is necessary is necessary. If necessary is necessary is necessary is necessary is necessary is necessary is necessary. If necessary is necess			<u> </u>			
Tasks SS to watch a video entitled "25 Common Characteristics of Successful Entrepreneurs" T announces the title of the new lesson. T announces the title of the new lesson and announce the objectives. T announces the title of the new lesson and announce the new lesson and announce the new lesson. T announces the title of the new lesson and announce the new lesson and announce the new lesson. T distributes Handout 1. T→SS SS→T SS→T Specific come across unknown words. S: T monitors their activity and accomplish a certain task. T tabulates the students' ratings of the traits. She adds the numbers (see the collect information in order to get to get an order to get to get an order to get to get an order t			independent, responsible, self-confident, creative, energetic, patient, smart, well-organized, adaptable,			
10'Activity 3 Reading activityT distributes Handout 1. Then T asks SS to place an X in the appropriate box for each trait, after discussing the various traits to assure that SS understand their meaning. $T \rightarrow SS$ SS $\rightarrow T$ -to read for specific come across unknown words. S: T monitors their activity and helps them if necessary.T tabulates the students' ratings of the traits. She adds the numbers (see the corder to get an adds the corder to get an add		Listening and reading	entitled "25 Common Characteristics of Successful Entrepreneurs" T announces the title of the	T→SS	the new lesson and announce	get the entire message on first watching. S: T will reassure SS that, if necessary, she
columns header) assigned to each trait by each students. The higher the total figure for each trait, the more important its ranking.	JUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUUU	Reading	Then T asks SS to place an X in the appropriate box for each trait, after discussing the various traits to assure that SS understand their meaning. T tabulates the students' ratings of the traits. She adds the numbers (see the columns header) assigned to each trait by each students. The higher the total figure for each trait, the more important its		specific information and use it in order to accomplish a certain task. - to collect information in order to get an overall image of students'	come across unknown words. S: T monitors their activity and helps them if
three most important traits of character for a successful entrepreneur and bring arguments in favour of their choice speaking skills; difficult to define all the characteristics. See a speaking skills; difficult to define all the characteristics. Sometimes of their choice speak all the characteristics. Sometimes of their choice speaking skills; difficult to define all the characteristics. Sometimes of their choice speaking skills; difficult to define all the characteristics. Sometimes of their choice speaking skills; difficult to define all the characteristics.	10°	Speaking	T asks SS to compare their ratings with the list given by entrepreneurs and discuss the three levels of traits. T asks SS to choose the three most important traits of character for a successful entrepreneur and bring arguments in favour of their choice (making reference to similarities and differences	Group work	awareness of the other opinions concerning the topic. - to practice speaking skills; - to encourage SS to speak	characteristics. S: T will make sure that each student is able to define these
5		1	1	5	1	<u>-</u>
						فسسسس

	Activity 5 – Reading and speaking activity	T distributes Handout 3 and asks SS to complete the evaluations of themselves.	$T \rightarrow SS$ $SS \rightarrow T$	- to read for specific information and use it in order to accomplish a	P: SS may find it inconvenient to judge their own character. S: T will encourage them
2'		T has some SS compared their entrepreneurial traits with those ranked by entrepreneurs.		- to give SS practice in self-assessment.	by telling how crucial self-assessment is for future development and personal progress.
2'	Activity 6 Home assignment	T asks SS to write a composition entitled: "How Entrepreneurial Am I?"	$T{\rightarrow}SS$	- to give SS the opportunity to write about the recently taught subject.	



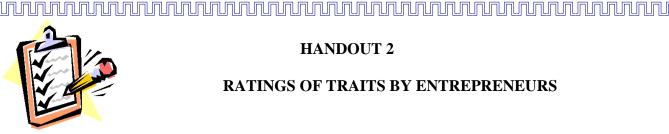
HANDOUT 1

IMPORTANT TRAITS FOR THE SUCCESSFUL ENTREPRENEUR

Rate the traits bellow in terms of how important you think they are for entrepreneurial success. Put an X in the appropriate column, according to what you believe.

Not Important	Somewhat Important	Very Important	Quality or trait
i	2	3	
			1. a high level of energy
			2. a good physical health
			3. a strong need to achieve
			4. a willingness to take risks
			5. a desire to create
			6. a need to closely associate with
			others
			7. a strong desire for money
			8. a willingness to tolerate
			uncertainty
			9. an ability to get along with
			employees
			10. being well organized
			11. self-reliance
			12. a need for power
			13. patience
			14. competitiveness
			15. desire and willingness to take
			the initiative
			16. self-confidence
			17. versatility (ability to do many
			things)
			18. perseverance (sticking at
			something difficult)
			19. innovativeness (willingness and
			ability to do something untried)
			20. ability to lead effectively

Source: www.thesekidsmeanbusiness.org



HANDOUT 2

RATINGS OF TRAITS BY ENTREPRENEURS

MOST IMPORTANT FOR SUCCESS

- perseverance (18)
- desire and willingness to take the initiative (15)
- competitiveness (14)
- self-reliance (11)
- a strong need to achieve (3)
- self-confidence (16)
- a good physical health (2)

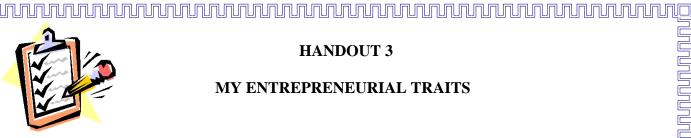
B. IMPORTANT FOR SUCCESS

- a willingness to take risks (4)
- a high level of energy (1)
- an ability to get along with employees (9)
- versatility (17)
- a desire to create (5)
- innovativeness (19)

C. LEAST IMPORTANT FOR SUCCESS

- ability to lead effectively (20)
- a willingness to tolerate uncertainty (8)
- a strong desire for money (7)
- patience (13)
- being well organized (10)
- a need for power (12)
- a need to closely associate with others (6)

Source: www.thesekidsmeanbusiness.org



HANDOUT 3

MY ENTREPRENEURIAL TRAITS

To what degree do you believe you possess entrepreneurial traits? Indicate your opinion by placing an X in the appropriate boxes below.

Low	Moderate	High	Quality or trait
1	2	3	
			1. a high level of energy
			2. a good physical health
			3. a strong need to achieve
			4. a willingness to take risks
			5. a desire to create
			6. a need to closely associate with others
			7. a strong desire for money
			8. a willingness to tolerate uncertainty
			9. an ability to get along with employees
			10. being well organized
			11. self-reliance
			12. a need for power
			13. patience
			14. competitiveness
			15. desire and willingness to take
			the initiative
			16. self-confidence
			17. versatility (ability to do many
			things
			18. perseverance (sticking at something difficult)
			19. innovativeness (willingness and
			ability to do something untried)
			20. ability to lead effectively

Source: www.thesekidsmeanbusiness.org

PICTURES TAKEN DURING THE LESSON





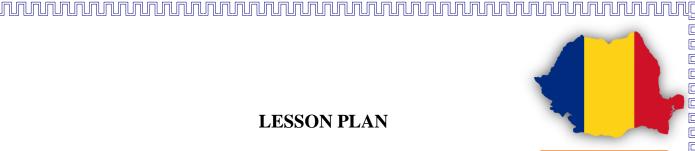








LESSON PLAN



ROMANIA

Name: Anca Albu Date: 16th October 2014

School: Colegiul Tehnic "Traian Vuia", Oradea

Grade: 12th H Subject: English Class: mixed type

Number of students: 17

Lesson Title: Surprise Upswing in US Economy

Lesson Aims:

to create interest in the topic of economy

to promote discussion and create involvement in a speaking task about the world economy

to read for specific information and gist

to acquire language related to economy and use it in specific contexts

Materials: hand-outs, dictionary excerpts, sheets taken from economic terms glossary

Anticipated problems: Ss may have difficulties in explaining words specific to the economic field or they may not be familiarized with the economic context presented. Under such circumstances the teacher acts as a prompter and additional explanatory material is brought to the class (e.g. extracts from a bilingual glossary of economic terms).

STAGE	PROCEDURE	AIM
-Warm-up	-Ss are required to identify the type of economy their	-to introduce Ss
3'-4'	country is and spot its strong and weak areas. (Ss are	into the language
	expected to come up with answers such as: market	atmosphere
	economy not a command one, capitalism, fair trade,	-to raise
	moral business, monopolies.	expectations
	→T elicits answers	-to revise already
		taught material
-Lead-in	-Ss express their point of view on some comments	-to practice
5'	referring to the US economy	speaking skills
	→frontal work	-to introduce new
		vocabulary
-Presentation	-Ss are required to make predictions about the content of	-to stir interest
20'	the article they are going to read	-to teach
20	-pre-teach vocabulary: figures, upswing, interest rates,	vocabulary
	bounce back	-to make
		predictions
	-Ss scan the text to confirm/infirm predictions Reading aloud Wh questions passage translation	_ *
	-Reading aloud – Wh-questions, passage translation →frontal work	regarding the
	TIVILLAI WUIK	subject matter
		-to check
		understanding of
		the text
		-to translate from
		English into
		Romanian
-Reinforcement	-Vocabulary exercises: synonym match, phrase match	-to reinforce
20'	→individual work	already taught
	-Writing	material
	-Ss imagine they are an Economics teacher. Their task is	-to practice
	to complete a table in which they need to explain some	writing and
	terms: inflation, GDP, budget deficit, economic growth,	speaking skills
	investment, interest rates	
-Assessment	-3 Ss are assessed	
-Assignment	-Write a short report on how the world economy might	
	look twenty years from now. Where will the strongest	
	economies be? What will African economies be doing?	
	What countries will be doing badly?	
	, , ,	
	12	
	12	
		, n n n n n n n n

STAGE	PROCEDURE	AIM
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	look twenty years from now. Where will the strongest	
	economies be? What will African economies be doing?	
	What countries will be doing badly?	

SURPRISE UPSWING IN US economy

- 1. ECONOMY ME: You are an economy. Spend one minute writing down what kind of economy you are. What are your strong and weak areas?
- 2. ECONOMICS: Which of the things below interest you? Which of these things affect you? How much do they affect you? In pairs, talk about them. What are their current levels, rates, outlooks, etc. in your country?
- Inflation
- Gasoline prices
- Economic growth
- Company profits
- Interest rates
- Unemployment
- Exchange rates
- 3. COMMENTS ON THE US ECONOMY: What do you think of these comments on the US economy? Talk about them with your partner(s).
- a. It won't always be number one.
- b. When the US economy sneezes, the world gets a cold.
- c. It's the perfect economy.
- d. It puts too many barriers on other countries.
- e. It's the envy of the world.
- f. It's helping to destroy the world.
- g. It is the American dream.
- h. It both produces billionaires and forces people into poverty.
- 4. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):
- a. New economic figures contained no surprises for the U.S. economy. T/F
- b. Economic growth fell to 4.3 percent in the latest quarter. T/F
- c. Analysts said the unexpected swing was "awesome". T/F
- d. President George W. Bush is now more popular than ever. T/F
- e. Economists had thought the hurricanes would not affect the economy. T/F
- f. Consumer spending lifted economic activity. T / F
- g. Other figures show that inflation was lower than expected. T/F
- h. Interest rates have risen half a dozen times since mid-2004. T/F

5. Read the article and decide if your predictions were correct:

Surprise upswing in US economy

America's economy beat all expectations in the third quarter of the year, according to Commerce Department figures. Economic growth suddenly rose by 4.3 percent in the three months to September. This happened even though there were hurricanes, record oil prices and interest rate rises. Economists had only estimated a 3.8 percent rise. It is the strongest growth since early 2004. Analysts said the unexpected swing was "awesome" and was concrete proof that the US economy was bouncing back from bad times. Republicans are hoping the good news will help President George W. Bush's sagging popularity.

Many economists were worried that that hurricanes Katrina and Rita might have slowed down economic activity. Some businesses did suffer and profits fell by 3.7 percent. However, consumer spending lifted economic activity. The Federal Reserve reported that during November, "Consumer prices remained stable or experienced generally modest increases." Other figures show that inflation was lower than expected. The rate used in the Commerce Department's figures is adjusted to exclude food and energy prices. The Government raised interest rates a dozen times since mid-2004 to try to control inflation.

6. SYNONYM MATCH: Match the following synonyms from the article:

expectations increased a. altered figures b. falling c. rose d. awesome boosted forecasts e. sagging f. worried amazing suffer small g.

h. lifted be affectedi. modest statisticsj. adjusted concerned

7. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

a. in the third since early 2004

b. in the three rates a dozen times since mid-2004

c. It is the strongest growth economic activity

d. the US economy was bouncing sagging popularity

e. help President George W. Bush's quarter of the year

f. slowed down exclude food and energy prices

consumer spending back from bad times g. h. Consumer prices remained lifted economic activity adjusted to months to September i. raised interest Stable j. 8. ECONOMICS TEACHER: You are an economics teacher. It is your job to explain the things in the table to students who know very little about economics. In pairs, think of all the information the students need to know about these terms: YOUR EXPLANATION Inflation **GDP** Budget deficit Economic growth Investment Interest rates 9. Homework NEW WORLD ECONOMY: Write a short report on how the world economy might look twenty years from now. Where will the strongest economies be? What will African economies be doing? What countries will be doing badly? 15

PICTURES TAKEN DURING THE LESSON









	T		
Form	7th form - 17 students		
Subject	Lithuania language		
Teacher	Gintarė Andriliūnaitė		
The subject of the lesson	I am a future employer/ employee. The first talk about job demands, the etiquette (I lesson)		
Competence will be raised	Initiative, personal and creativity		
The aim of the studying	The students based on the seen plot will explain the meaning of the word "worker", "employee". They will write at least 10 words of affirmation at the behaviour of the worker and employee during the meeting applying for job.		
Teaching activity: Contents and methods Introduction To learn more about students knowledge in the sphere of professions.		The students are asked to write on sheets of paper what they want to work, their future profession. They also have to write what is a worker, an employee, differences in these meanings.	

	Active learning. Main tasks to fulfill the lessons aim. Inducement of the students to be active. Summarize: How you help the students to appraise at their knowledge.	 Together with the students, we elucidate the meaning of the "worker", employee", employer". Discuss the main requirements (demands) for the job (education, job experience, CV, motivation letter, a talk with an employee). In order to help students to understand the topic of the lesson, various examples of the administrative style, documents are shown (1 supplement) Acting game: the students get into 2 groups: the first future employees, the second - employers. Situation: imagine that you are an employee who wishes to work in a big IT enterprise, the employer - a director of the big company. Task: while watching the film, write down at least 10 important things, details that suits for your role (questions, remarks, etc.) (the students watch the film about the job etiquette http://www.youtube.com/watch?v=7WLjnZUHSb0). After the film watching, we discuss what new, interesting facts we have learnt. Read the ideas they have written. The home task is to prepare to act the talk for the job.
Means of studying we needed for the lesson (e.g. colourful paper).		ter, the Internet, video, multimedia.
The material used at the lesson. (e.g. slides, texts, evaluation examples)	Video r	records

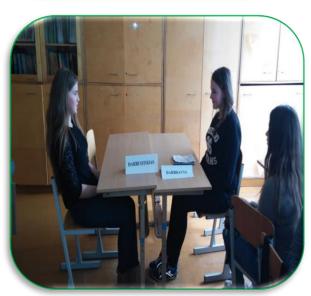
LESSON PLAN

Form	7th form - 17 stude	onto		
FORM	7th form - 17 students			
Subject	Lithuania language			
Teacher	Gintarė Andriliūnaitė			
The subject of the lesson	Role play: I am an employee / employer (2 lesson).			
Competence will be raised	Initiative, personal and creativity			
The aim of the studying	The students while acting will learn the specific features, of the talk for the job. They will review (consolidate) the knowledge they have got in the previous lesson about administrative style, job searching documents.			
	Introduction: the way to make students get interested.	As this lesson is continuation of the previous, we review the material they have learnt earlier. The teacher explains what they will do . They prepare the place which will imitate the director's cabinet.		
Teaching activity: Contents and methods	Active learning.	Students according to their roles try to act. Every student tries to act like an employee or an employer (according to the etiquette, official communication demands).		
nictious	Summarize	At the end of the lesson the students are asked to share their impressions. Which role to act was easier: an employee or employer? Why?		
		The most active students get credits.		
Means of studying we used for the lesson (e.g. colourful paper).	Computer, the Internet, cards with the names "Employee", Employer".			













LESSON PLAN



DARICA ÖĞRETMEN FÜSUN ERDEMİR MTAL

Topic: PROFIT&LOSS

Aim of the Lesson:

Knowledge & Skills:

Strengthen the knowledge of percentage

To give knowledge of % in profit, loss and of cost price, selling price.

Value:

Build awareness of injustice caused by exorbitant profits.

Learning Experience:

Options:

- 1. Explain through examples, cost price, selling price, and how the % profit is worked out. Contextualize the examples e.g. a tradesman buys rice from a farmer at \$0.80 a kilo and sells it at \$2.90 a kilo. The poor farmer has spent approximately \$0.60 to produce a kilo of rice. Work out the profits and % profit, etc.
- 2. Online selling of Tarkan's concert tickets at a high price.

Reflection Questions:

What is the difference in the profit margin of the farmer, tradesman?

How do you feel about it?

Do you know any similar incidents? What is reasonable profit?

LESSON PLAN



BULGARIA

COMPANY MANAGEMENT

LESSON PLAN - X GRADE

OVERVIEW

A forty-five minute lesson on company management, teaching actions and restrictions in a critical situation. Critical situations are not something rare in today's economy and tough decisions have to be made almost on a daily basis. Managers have to be ready for any problem that comes their way. Quick reaction and right decisions are the key.

OBJECTIVES

The aim of this particular lesson is to show students how to make important decisions in critical situations.

METHODS USED AND SKILLS LEARNED

Students learn to prioritize problems, to think company wise, to solve dilemmas, etc. Through a roleplay, they are put in a real-life situation where they have to think wisely and choose precisely.

INTRODUCTION

(about 8 min)

Introducing the topic. Teacher asks questions connected with everyday life, as well as with modern business situations, like:

- 1. Do you often have to solve problems?
- 2. Tell me about a problem you had to solve on your own. Did you consult a friend, or apartment, or a teacher?
- 3. Do you usually take advice from other people concerning important decisions?
- 4. What recent news have heard about a company having problems? How did they solve it?

ROLE-PLAY

(about 25 min)

The class plays the "the Lifeboat Game". It puts the players in a situation where they have to take tough decisions.

Students get acquainted with the rules of the game for about 2-3 min.

There's this passenger liner sailing from Britain to Australia (a nice long cruise). Halfway through the journey it sinks. During the panic and chaos of the sinking process you regain consciences on some remaining debris with 15 other people. A lifeboat floats up to you all, but it can only support 10 people. Since you found the lifeboat you get to decide the other 9 people who will join you.

- 1) A Doctor, GP, who has an addiction to drugs and is very nervous (Male/60 years old).
- 2) A black Protestant Minister (Male/27 years old)
- 3) A prostitute, but is an excellent nurse, she has already saved a drowning child and put him on another lifeboat (Female/37 years old)
- 4) A criminal. Charged with murder and can navigate the boat. (Male/37)
- 5) A mentally disturbed man, who carries important government secrets in his head (Male/41)
- 6) A law-abiding salesman. He sells automatic washing machines and is also a member of the Rotary Club. (male/51)
- 7) A crippled boy, paralyzed since birth. He cannot use his hands and is dependent on others. (Male/8)
- 8) A housewife with two children at home (Female/23)
- 9) A Jewish restaurant owner, married with 3 children at home. (Male/40)
- 10) A Teacher considered one of the best in England. (Female/32)
- 11) A Catholic Nun, supervisor of a girl's school. (Female/46)
- 12) An unemployed man, formally a professor of literature. He has a great sense of humour, and is a decorated soldier for his contribution in the last war and was in a concentration camp for 3 years. (Male/53)
- 13) An Irish man studying to be a pharmacist. (Male/23) An is married to ...
- 14) An Irish woman, studying to be a nursery teacher. (Female/22)
- 15) An American, he is also a Neo-Nazi and thus hates the Jew. However he has a large box of food which he will throw into the sea unless he goes into the lifeboat. (Male/20)

Rules: 6 of the above must die. Just pick 6 and then justify your opinions.

Whether you eventually arrive at a desert island or a civilized land is purely chance. Thus, you should prepare your choices for both outcomes.

Students divide in groups of four and each group discusses their individual choices together with their reasons why. This part takes about **15 min**.

After reaching a group agreement, the whole class joins a discussion, which should take about **10** min.

Every group defends their own choices. If possible, they choose one final decision as class, although it is not necessary.

CONCLUSION

Finally, in the last 5 minutes of the lesson, the teacher clarifies aspects of decision making, the importance of working in a team and answering questions, if any have arisen during the game.

As a homework, students may search on the Internet for cases about companies dealing with crisis and how dealt with them.

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