



Lifelong
Learning
Programme



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 Frontera
Spainia



COLEGIUL TEHNIC „Traian Vuia”
Oradea , România



BIRZU RAJANO PABIRZES
PAGRINDINE MOKYKLA
Pabirze, Lituania



ÖĞRETMEN FÜSUN ERDEMİR MESLEKİ
ve TEKNİK ANADOLU LİSESİ
Darica, Turcia



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

LESSON PLAN



SPAIN

BIOLOGY AND ECONOMY

Students of IES La Granja have made a research about how the local economy impact in the environment. They have study different enterprises (wineries) 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



ROMANIA

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	ANTICIPATED PROBLEMS AND SOLUTIONS
5'	<i>Class organization</i> <i>Greetings; checking attendance; preparing SS for the lesson</i>	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 checks homework. SS read their homework and correct it if necessary.	<i>T→SS</i> <i>SS→T</i>	-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 warm atmosphere in order to start the lesson; -to check the homework and correct the mistakes.	<i>P: SS might first get nervous and anxious about the lesson.</i> <i>S: T breaks the ice through a small talk that fosters a positive mental attitude of readiness in the students.</i>
10'	<i>Activity 1</i> <i>Lead-in</i>	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. T asks SS to brainstorm characteristics of people who have started successful businesses. T writes the responses on the whiteboard for all to see.	<i>Pair - work</i> <i>T→SS</i> <i>SS→T</i>	- to stir the students' interest in the topic. - to elicit vocabulary related to the lesson.	<i>P: SS might know just a few things about Bill Gates.</i> <i>S: T will provide correct and interesting information.</i>

		Possible answers: independent, responsible, self-confident, creative, energetic, patient, smart, well-organized, adaptable, innovative, etc.			
5'	Activity 2 <i>Listening and reading activity</i>	T asks SS to watch a video entitled “ 25 Common Characteristics of Successful Entrepreneurs” T announces the title of the new lesson.	$T \rightarrow SS$	-to introduce the new lesson and announce the objectives.	<i>P: SS may not get the entire message on first watching. S: T will reassure SS that, if necessary, she will play the video once more.</i>
10'	Activity 3 <i>Reading activity</i>	T 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 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 ranking.	$T \rightarrow SS$ $SS \rightarrow T$	-to read for specific information and use it in order to accomplish a certain task. - to collect information in order to get an overall image of students’ opinions.	<i>P: SS might come across unknown words. S: T monitors their activity and helps them if necessary.</i>
10'	Activity 4 <i>Speaking activity</i>	T distributes Handout 2. 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 between various opinions).	<i>Group work</i>	- to raise awareness of the other opinions concerning the topic. - to practice speaking skills; - to encourage SS to speak their mind.	<i>P: SS may find it difficult to define all the characteristics. S: T will make sure that each student is able to define these characteristics.</i>

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



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 1	Somewhat Important 2	Very Important 3	Quality or trait
			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

A. 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 1	Moderate 2	High 3	Quality or trait
			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 3'-4'	-Ss are required to identify the type of economy their country is and spot its strong and weak areas. (Ss are expected to come up with answers such as: <i>market economy not a command one, capitalism, fair trade, moral business, monopolies</i> . →T elicits answers	-to introduce Ss into the language atmosphere -to raise expectations -to revise already taught material
-Lead-in 5'	-Ss express their point of view on some comments referring to the US economy →frontal work	-to practice speaking skills -to introduce new vocabulary
-Presentation 20'	-Ss are required to make predictions about the content of the article they are going to read -pre-teach vocabulary: <i>figures, upswing, interest rates, bounce back</i> -Ss scan the text to confirm/infirm predictions -Reading aloud – Wh-questions, passage translation →frontal work	-to stir interest -to teach vocabulary -to make predictions regarding the subject matter -to check understanding of the text -to translate from English into Romanian
-Reinforcement 20'	-Vocabulary exercises: synonym match, phrase match →individual work -Writing -Ss imagine they are an Economics teacher. Their task is to complete a table in which they need to explain some terms: <i>inflation, GDP, budget deficit, economic growth, investment, interest rates</i>	-to reinforce already taught material -to practice writing and speaking skills
-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?	

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:

- | | |
|-----------------|-------------|
| a. expectations | increased |
| b. figures | altered |
| c. rose | falling |
| d. awesome | boosted |
| e. sagging | forecasts |
| f. worried | amazing |
| g. suffer | small |
| h. lifted | be affected |
| i. modest | statistics |
| j. 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 |

- g. consumer spending
- h. Consumer prices remained
- i. adjusted to
- j. raised interest

back from bad times
 lifted economic activity
 months to September
 Stable

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?

PICTURES TAKEN DURING THE LESSON



LESSON PLAN



LITHUANIA

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 words "worker", "employee". They will write at least 10 words of affirmation about the behaviour of the worker and employee during the meeting applying for the 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.

	<p>Active learning. Main tasks to fulfill the lessons aim. Inducement of the students to be active.</p>	<ul style="list-style-type: none"> • 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).
	<p>Summarize: How you help the students to appraise at their knowledge.</p>	<p>After the film watching, we discuss what new, interesting facts we have learnt. Read the ideas they have written.</p> <p>The home task is to prepare to act the talk for the job.</p>
Means of studying we needed for the lesson (e.g. colourful paper).	Computer, the Internet, video, multimedia.	
The material used at the lesson. (e.g. slides, texts, evaluation examples)	Video records	

LESSON PLAN

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.	
Teaching activity: Contents and methods	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.
	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).
	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".	

PICTURES TAKEN DURING THE LESSONS



LESSON PLAN



TURKEY

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 role-play, 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.

This booklet was made by equal contribution of 5 schools, which have contributed with lesson plans for lessons with *Economy in the background*. It was compiled by the *Romanian Comenius team*.

The five partner schools:

- IES La Granja – Jerez de la Frontera, Andalucia, **Spain**
- DARICA ÖĞRETMEN FÜSUN ERDEMİR MTAL – Kocaeli- Darica, Dogu Marmara, **Turkey**
- Colegiul Tehnic „Traian Vuia”, Oradea, Bihor, **Romania**
- Birzu Rajano Pabirzes Pagrindine Mokykla, Pabirze, Lietuva, **Lithuania**
- Private High School in Tourism and Entrepreneurship „Rayko Tsonchev”, Dobrich, **Bulgaria**

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