

Description learning activity

This learning activity consists of helping students to discover potential new businesses in which their professional knowledge has value.

Introduction

The features of the activity are as follows:

- It is realistic.
- It involves ideas which the student or students can apply in their professional lives.
- It is presented as a professional-development opportunity which has the potential to become a future business for one or more of the students.

Two central messages:

- You can have your own business.
- At the end of this session you may have discovered a business idea which you can use.

The type of tasks that students will be asked to complete will be based on a combination of elements coordinated by the teacher, which may include the following:

- Class debate
- Group debate
- Coordination information searches in work groups
- Analysis of information collected by the work groups to make decisions
- Making decisions by consensus
- Classroom presentations for the class and teacher

The activity will be conducted in six stages:

1. First, the teacher will introduce the class and split the class into work groups of 2 to 3 students.
2. Each work group will search the internet to locate businesses which currently have employees with the same type of professional knowledge as the students, for example, electricians in the case of the Vocational Training for Electricians program.
3. Each work group will then share their findings with the class, describing the tasks performed by professionals employed in their chosen field in the different companies.
4. Each work group will then hold a brainstorming session to explore possible new applications for their professional knowledge.
5. Each work group will share the results of their brainstorming session with the class. The class will then discuss the feasibility of implementing the proposals.
6. Lastly, the class will select the most viable alternatives and assess the possibility of making these into a real business.



The natural evolution of markets requires the creation of new enterprises which can respond effectively to new situations. This means that young entrepreneurs should examine their environment to find opportunities which arise as the result of constant changes as society evolves.

These opportunities can be identified by a process of conscious and creative examination, a process which can be improved with a proactive attitude and with practice.

The activity should take place after the theoretical concepts of Unit 2 have been covered so that students have already had an opportunity to consider these key concepts related to entrepreneurship in the classroom.

The time required to complete the activity is 4 hours, and will be based on knowledge acquired by the participants prior to the learning activity.

The target audience of this activity are students undertaking vocational training in any area.

To provide students with a practical framework to make decisions on launching new enterprises in order to put the acquired knowledge, attitudes and skills required to meet a challenge of this nature into practice.

The individual elements of this general objective are as follows:

- To encourage students to think rationally and creatively about the possibility of creating a new business
- To put the students in a situation where they can experience how to search for business opportunities
- To help students to consider the real possibility of starting their own business
- To put students into situations where they can experience what it is like to be an entrepreneur
- To foster teamwork and leadership skills
- To develop students' professional self-image beyond the role of an employee

To help students see themselves as professionals who can apply their knowledge in different fields.

After completing the activity students will have achieved the following:

- They will view their professional knowledge as a key element for generating new businesses
- They will have internalised the methods, steps, and tasks involved in identifying business opportunities
- They will have the skills required to identify new business opportunities
- They will be able to identify themselves as business generators

Initial evaluation

This will be based on a test given to students at the outset of the activity. The purpose of this test is to determine the students' initial attitude about entrepreneurship.

Evaluation of instruction

The teacher should observe the group to determine if the activity is progressing in line with the established objectives and to identify information to make decisions to adjust the course to the group's performance.

Final evaluation

Students will be given a questionnaire to establish the impact the activity has had on their attitude towards being an entrepreneur and their self-image.

Technology based on cooperative learning. A formal cooperative-learning structure with pairs of students will be implemented based on general agreement. This will be followed by an informal cooperative group-learning structure with class participation in activities.

ICTs will also be used so that students can work with and search for information in real time.

This combination of technologies will help to motivate students to participate in activities and promote faster assimilation of concepts, providing an ideal platform for the educational needs of the course.

This learning activity can be led by a single teacher

Based on the students' profiles, the methods employed will incorporate several approaches which seek to promote active participation:

1. Planning of personal actions which involve the application of acquired knowledge and/or behaviours in the workplace to allow students to identify specific activities where they can apply this knowledge.
2. Researching and assimilating information within a determined time. This exposes students to large amounts of content in a short amount of time.
3. Structured discussion which allows interaction and the pooling of ideas to promote the learning process. The teacher will focus these on the specific learning objectives.
4. Applying specific techniques for idea generation, such as brainstorming.
5. Panel discussion which in addition to broadening the variety of viewpoints will stimulate and increase student interest in the subject.

This activity should be led by a teacher who is capable of the following:

- Encouraging group activity
- Motivating participants
- Coordinating work groups
- Leading activities

The resources required are those generally available in a classroom, specifically this will include the following:

- One computer with internet access for every 2 participating students
- A whiteboard with colour markers for every 2 students
- A projector and screen to show charts, graphs, etc.
- Paper and pens for each participant

The furniture in the classroom should be moveable so its configuration can be changed according to the needs of the different activities.