



Description learning activity

The teacher puts forward future situations to envision now. The students are asked to think about it and then give their personal view on it and have a discussion as a group on the various motivations to be an entrepreneur. The teacher acts as discussion leader. By thinking of these future situations students will understand the motivating factors that affect an entrepreneur's decision to start and exit the venture.

Case 1

How will you personally define success in 5, 10 and 25 years? Give reasons for your answer.

Case 2

Assume that at the age of 50 you have achieved a net worth of €25 million in today's currency. What will you do then? Give reasons for your answer.

Case 3

What aspects of setting up / having your own business attracts you the most? Which aspects do you dislike?

The Unit describes various exit motivations and strategies. Not a lot of entrepreneurs plan this important (final) step. It is advisory to think this over in an early stage.

After the students completed the Unit and questions on Exit Strategies it is now time to get a sense of the motivation for students to start and end a business. This learning activity will take about 30 to 45 minutes to complete. This includes the introduction and explanation by teacher, the time to think for students, the outcomes, the debate on it and the comments and summary by the teacher.

VET students who have completed the Exit Strategies Unit. The background (field of study) of the student is not a large factor.

Have students think over their own motivation to start a business with the Unit theory and the different options in mind.

By thinking of future situations students will understand the motivating factors that affect an entrepreneur's decision to start and exit the venture. They will discover their own motivation to actually start a business (not only end

Based on the outcomes of individual answers by the students and the group discussion on the cases, the teacher can assess if the Unit content has been understood and applied by the students in a good way. To sum up and close the learning activity the teacher can demonstrate how the outcomes relate to the Unit theory. The teacher should also make a clear connection with the first Units 1+2 (Understanding Entrepreneurship and Opportunity Recognition) to make students see the Units form a circle: the end is the start.

None needed. The teacher leads the discussion verbally.

- Verbal introduction by teacher,
- Time to think or write down their thoughts.
- A few students are asked their approach to the cases.
Discussion among students, teacher leads, asks questions and ensures interactivity and participation by all;
Summary by the teacher.

This learning activity can be led by a single teacher and the whole class can participate as a group.

None needed.