

Example of good practice

1. Description of the environment and participants in activities

Could you please describe the lesson in which you try to apply entrepreneurial ideas into practice? During this year in the lessons of Czech language and art education we have created a book of fairy tales, which will be available to purchase at the final event.

When did the activity take place? Throughout the school year.

How long did the activity last? 10 months.

How would you describe the teacher's role? Supervisor, co-organizer.

How would you describe the role of students? The division of roles, specialization, creator, writer, illustrator, organizer.

Was there anyone else, except the pupils, participating in this activity (from school, out of school)? If yes, who? Everyone who had a fairy tale and wanted to share it - parents, neighbour...

How would you describe your role? Co-organizer, assistant, procedure controller.

How would you describe the participation of the school? Cooperation, helpfulness.

2. Teacher's experience

How and why students developed their creativity? Creativity in their own writing materials, getting the materials for the book, illustration, printing, promotion, implementation.

How and why pupils used innovation - "were they" innovative? - They have never done anything like this before, they got each fairy differently (on paper, on the recorder, directly retold), then they passed it to children at 1st grade.

How and when they showed their initiative? Creating tasks on tales during visits of 1st grade pupils, illustration and obtaining them - they painted themselves, asked children from the lower classes, etc., organization of meetings, books, etc., book baptism.

Which risks did they undertake? A lot of work, laziness, and some working for others, unjust distribution of roles, some did more work than others.

How and why they left old habits? They processed texts for a real book, not because of the mark.

How did you deal with failures? Someone had to work harder, but great failure has not yet been present.

How did they manage to consider unlikely, impossible, unrealistic, banned? Real test.

How did they find their direction / focus? After the joint debate at the beginning of the school year, events in the project Extra Class.

How did students master this process? Some well - above expectations, others joined only by duty.

What was the final product? A book.

What were the project's most difficult and most challenging parts? Motivate children in the start.

How do you prepare your students for entrepreneurship? You can be successful by working hard.

What is in your opinion important to teach entrepreneurship? Hard work, good idea.