

An example of good practice

1. Description of the environment and participants in activities

Could you please describe lessons, during which you are trying to apply entrepreneurial ideas into practice? At the beginning of each lesson the pupils received information about the concepts with which they will meet in the lesson, and will put into practice. Also they received a programme of the lesson. Then pupils processed the data that they had found or prepared suggestions for next lesson.

Fictitious company

Fictitious company is a name of an afternoon activity for students from 7th to 9th grades (2nd year).

The aim of the activity is to provide students with the information on functioning of the company, business types and advertising strategies.

Fictitious company is not just about theoretical knowledge, but also about ensuring that pupils tried to operate the company for real.

And what is the content of the activity? Students are divided into groups - companies. And now they become owners of fictitious companies with office goods, whose task is to build up their business - name, type, divisions, positions. Companies are three, so pupils will try business competition too..

They are conducting market research among pupils of the school and determine which items are the most desirable.

Now comes the most interesting part - the actual order of office supplies (pens, pencils, crayons). Creating the most compelling advertisement for their company that are distributed through individual classes. At the end comes the sale of goods received. There is a tension when revealing which company has been the most successful in selling in order to win the competition.

The company that has earned the most money will get a sweet reward and the money earned will be donated to Child Sponsorship in which our school participates.

The activity takes place in the ICT classroom, pupils process all the information on computers - in MS Word, MS Excel, they use graphic programs and the Internet. Pupils practice their skills learned in ICT lessons.

This is a required question

When did the activity take place? *The activity was held as an afternoon activity named a fictitious company.*

How long did the activity last? *The activity lasted throughout the school year, 2 hours per week.*

How would you describe teacher's role? *The teacher tries to explain to pupils the different concepts from the field of entrepreneurship, to acquaint students with practical applications of these concepts and help pupils with processing practical tasks.*

How would you describe the role of students? *Pupils used their knowledge and skills from ICT lessons, they used PC in all lessons - used the programs MS Word, MS Excel, graphic programs, in which students worked on assignments, which are mainly related to practice.*

Was there anyone else participating (from the school or outside)? If yes, who? *Basically all students of the school participated in the activities, when filling out the questionnaires, purchasing of the goods.*

How would you describe your role?

The teacher leads students to the right aim, he/she is a consultant, explains the concepts that students do not know.

How would you describe the participation of the school?

2. Teacher's experience

How and why students developed their creativity?

Students developed their creativity in creating questionnaires, advertising strategy. Since there was a competition of three companies (group of students) students had to use creativity to be successful.

How and why pupils used innovation - "were they" innovative?

The innovation was that it was not just the acquisition of theoretical experience, but also taking the theory into practice.

How and when they showed their initiative? *Pupils showed their initiative in all lessons. Especially when advertising the goods and selling the goods.*

Which risks did they undertake?

They risked again in the practical part - they tried all sorts of sales strategies and hoped that their strategy will work.

How and why they left old habits?

The activity with the fictitious company left mainly learning by memorizing - drilling, fixing concepts, pupils tried everything practically.

How did you deal with the setbacks?

Pupils enjoyed the lessons and practical application of experience. They did not have any failures to such a great extent, therefore, students coped with failures very well.

How did they consider unlikely, impossible, unrealistic, banned?

Since it was practical learning, mostly they assessed what is unrealistic very well.

How did they find the direction / focus?

How students have mastered this process?

Pupils managed this process very well, as I've already mentioned due to the fact that the entire activity was practical.

What was the final product?

At the end of the year the pupils had to assess the functioning of their businesses.

And decide which company after a year-long effort was the best.

What were the project's most difficult and most challenging parts?

How do you prepare your students for entrepreneurship?

Especially in civics lessons - introduction to concepts, mainly due to the fictitious company.

What is, in your opinion, the most important thing for teaching entrepreneurship?

Including the practice in teaching entrepreneurship, working with PC, group work.