

# Establishment of the exercise company-business idea

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Students explore the business environment by accessing links to websites that provide them with information about the strengths or weaknesses of different types of businesses in the area where they live. The teacher will organize a virtual/face-to-face meeting with a representative of a Chamber of Commerce and Industry. Students can ask questions about the business environment and make decisions based on the information collected from the online environment and from the specialist in the field .

# LEARNING OBJECTIVES Simulating work processes in an enterprise Field of expertise related to the guest Creating a direct link between theory and practice Practical application of knowledge from various disciplines and study modules cooperation between students C'S OF EDUCATION COLLABORATION COMMUNICATION CRITICAL THINKING CREATIVITY AGE GROUP SCENARIO LANGUAGE TOTAL DURATION From 16 to 40 English 1 hour 35 minutes SUBJECTS DRAMA - ECONOMICS Launch a (complex) task, a project 10 INTERACT & INSTRUCT C'S OF EDUCATION COMMUNICATION TOOLS Whiteboard, laptop SPACE FORMAT POSITION OF LEARNERS ROLE OF TEACHER Public Together Teacher at the side

# DESCRIPTION

In the first 10 minutes, the teacher communicates to the students information about entrepreneurship as a professional career option. The teacher gathers his students around a screen or a whiteboard and take the floor. The material he presents should aim at helping students take ownership of the task. Students may feel there is some room for choice and decision making. He can also take 2 minutes and ask a student to summarize the task in order to check their understandings. He then answers students questions or let students answer each other.

0	Driving question	n
UTES	INVESTIGATE & RESEARCH	

C'S OF EDUCATION	COMMUNICATION	CRITICAL THINKING	CREATIVITY			
TOOLS Poll or brainstorm tool, laptop						
SPACE FORMAT	POSITION OF LEARNE	RS ROLE OF	TEACHER			
Private, limited distraction	Small groups	Teacher	at the side			
DESCRIPTION	whose task is to identify 5 busine	ass ideas from the assigned field				
3 groups of 6 students are formed, whose task is to identify 5 business ideas from the assigned field group (trade, tourism and food, services other thantourism).						

Students brainstorm to solve the learning task.



### DESCRIPTION

Students look for information in the online environment about business ideas: the number of companies active in the field, financial information about turnover, their annual profit and the number of employees, CAEN code.

#### TOOLS

Polling tool which allows both contributions and votes.

#### SPACE FORMAT

Private, limited distraction

## POSITION OF LEARNERS

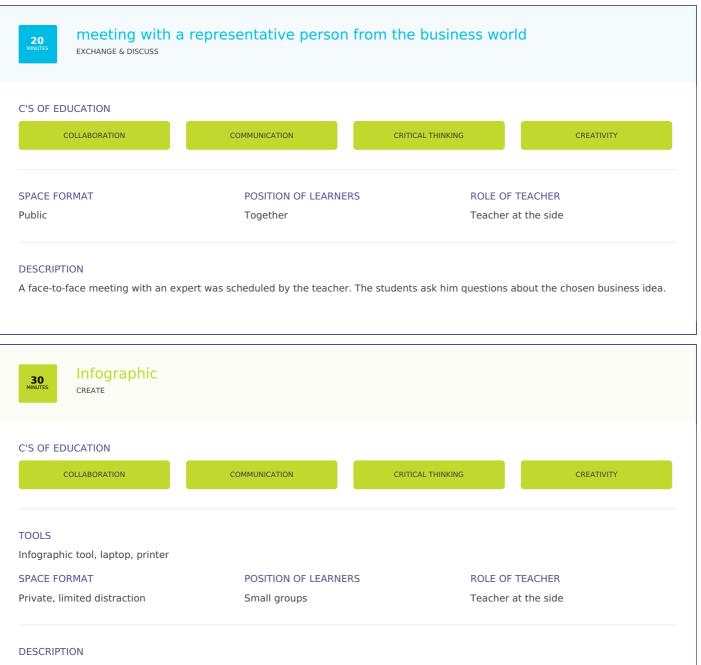
Small groups

ROLE OF TEACHER

Teacher-led

#### DESCRIPTION

The teacher launches a survey tool to gather students' ideas. Then the students are asked to vote for one of the ideas. The tool sorts the business idea for each group of students by popularity.



The students analyze the information obtained from the expert and from the online environment and create an infographic poster that presents the basic elements of their business: company name, object of activity and CAEN code, share capital, slogan.



C'S OF EDUCATION		
COMMUNICATION		
OOLS		
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SPACE FORMAT	POSITION OF LEARNERS	ROLE OF TEACHER
Public	Together	Teacher at the side
DESCRIPTION		
A representative of each group by the students.	will present the business idea in a maximum of 10	words. The teacher will evaluate each idea presente

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