



## **Session Plan:**

**Duration:** 3 to 4 hours

**Teacher:**




**Aim of session:** To understand the essence and application of Entrepreneurial thinking.



**Learning Outcomes:**

Learners will be engaged in practical activities and will design a reflection journal.

Learners will

- Objective 1 – understand the essence behind and the importance of an entrepreneurial mindset.
- Objective 2 – analyse the feasibility of a new venture business concepts by means of an entrepreneurial toolbox.
- Objective 3 – brainstorm ideas for new and innovative products or services through financial, marketing, technological and political feasibility, and sustainability.

| Timing<br> | Trainer activities   | Learner activities  | Resources required  | How is inclusion catered for?  | How it impacts on target group of Women  | Assessment methods  | What opportunities do learners have to practise their skills?                     |
|--|--|---|---|--|--|---|---|
| 0-30   | Introduction. Welcome. Getting to know each other and bonding. Ice-breaking activity.  | Ice-breaking activity “Step into each other’s shoes”                    | PowerPoint, projector, laptop, Flipchart paper                          | Within the ice-breaking activity and the getting to know each other processes                                    | Understanding, acknowledging   | -   | n/a   |
| 30-40  | <b>Introduction</b> – Contents   | Presentation-listening, questions<br><br>Flipchart                      | PowerPoint  | All learners addressed and any questions answered.   | Understanding of the specificity towards women entrepreneurship and creative skills set                | -   | n/a   |
| 40-80  | <b>Objective 1 Understand the essence behind and the importance of an entrepreneurial mindset EXERCISE and Feedback</b><br>15 minutes theory; 15 minutes exercise and 10 minutes feedback                            | Presentation, Discussion activity, active listening. Personality tests. | Sketching, PowerPoint/Prezi presentation/Canva; Flipchart paper<br>Pens | All learners addressed, any questions answered. Group participation encouraged. Inclusive exercise in its nature | Ability to confront self-doubt; Accountability, Resilience versus supportive social networks for women | Questions throughout, Feedback, Reflection                | Communication, literacy   |
| 80-90  | TEA BREAK<br>   |   |   |  |  |   |   |
| 90 - -160  | <b>Objective 2 Analyse the feasibility of a new venture business concepts by means of an entrepreneurial toolbox</b><br>15 minutes theory on the Business Model Canvas; 45 Minutes exercise plus 10 minutes feedback | PowerPoint presentation, Kahoot/Mentimeter; Discussion<br>Groupwork     | Flip chart; BMC print-outs, markers, pens                               | All learners addressed, any questions answered. Group participation encouraged.                                  | Specificity of the ideas and the approach  | Questions throughout, Feedback, Reflection. Peer feedback | Communication, presentation, inspiration and ideation phases, design              |
| 160-170  | TEA BREAK<br>   |   |   |  |  |   |   |
| 170 -220   | <b>Objective 3 Brainstorm ideas for new and innovative products or services through financial, marketing,</b>  | PowerPoint or Poster/Canva presentation. Design thinking exercise.      | Presentation, Flipchart paper, PESTLE analysis                          | All learners addressed, any questions answered.  | Specificity of the ideas and the approach  | Questions throughout, Feedback,                           | Communication, presentation, analysis, synthesis (divergence-convergence), design |

| Timing<br> | Trainer activities  | Learner activities   | Resources required                            | How is inclusion catered for?   | How it impacts on target group of Women                   | Assessment methods  | What opportunities do learners have to practise their skills? |
|--|---|--|---|---|---|---|---|
|  | <b>technological and political feasibility, and sustainability.</b><br>15 minutes theory, 25 minutes Exercise and 10 minutes feedback and reflection  | Group analysis.<br>Discussion and reflection on Mural and Miro next to the face-to-face option | format/template, markers, pens                | Group participation encouraged.   |   | Reflection. Peer feedback   |   |
| 220-230  | TEA BREAK<br>  |  |   |   |   |   |   |
| 230 -250   | <b>Reflection Journal</b> - include model – use Diarium app to facilitate the process - <a href="https://play.google.com/store/apps/details?id=partl.Diarium&amp;hl=en&amp;gl=US">https://play.google.com/store/apps/details?id=partl.Diarium&amp;hl=en&amp;gl=US</a> or this template: <a href="https://720631329902748321.weebly.com/reflecting.html">https://720631329902748321.weebly.com/reflecting.html</a> (see also as a separate document) | Discussion<br>Engagement   | Template, pens                                | All learners addressed, any questions answered.                           | Within the reflection process – the form and the insights | Questions throughout, Reflection.   | Communication and reflection                                  |
| 250 – 260  | Closure   | Presentation and further options for learning  | PowerPoint; Cherish and take further template | All learners addressed, any questions answered. Feedback formed filled in | Within the feedback process – the form and the insights   | Questions throughout, Feedback, Reflection. Peer feedback. Two-way communication. | Communication and reflection                                  |