

INNOVATION – CURRICULUM
„YES –YOUNG ENTERPRISING STUDENTS”

The curriculum has been written in Polish language by a pre-primary teacher of The Maria Kownacka Primary School No 33 in Częstochowa Mrs Marzena Łopacińska. The translation was made by Ms Grażyna Markowska.



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INTRODUCTION

The idea of innovation “YES curriculum” is equipping students in life skills. They will be taught critical thinking, communication, entrepreneurial and collaboration skills. ‘YES curriculum’ creates opportunity, takes advantage of initiative. The innovation will help to develop creativity and teach students self-presentation.



I. CURRICULUM OVERVIEW

The beneficiaries of the curriculum are students of the Year 1 or 2 of the Elementary School. Implementation of innovative activities will be implemented in the framework of Erasmus+ project “YES- Young Enterprising Students” for 3 years in selected class. The main aim of the innovation is developing an entrepreneurial approach to life among students, improving children’s management, social and economic skills. YES curriculum will help students to acquire the skills, information and attitudes, that they will need in their future studies and lives.

Entrepreneurial knowledge will stimulate students’ creativity, learn responsibility for their own work. Students will have opportunity to self-learning, take initiative, use new ICT. They will turn ideas into action. Moreover, students will take part in the workshops which will be organised by the bank and local companies.



II. MAIN OBJECTIVES

1. Building entrepreneurial attitudes among students
2. Updating and extending the school offer. Students will learn to identify their strengths, life skills needed in their future career.
3. Active cooperation with parents and local community.

III. INDIRECT OBJECTIVES

1. Developing attitude of resourcefulness, taking initiatives
2. Developing literacy and numeracy skills
3. Personal development
4. Teaching problem solving, creativity
5. Understanding the world
6. Teaching students key skills which are directly connected with entrepreneurship , micro economy and work market
7. Stimulating creativity, teambuilding, fair competition
8. Teaching students to take new opportunities
9. Teaching numeracy and mathematical skills
10. Developing self-presentation, overcoming stage fright and failure
11. Promoting entrepreneurship by organising bazaars, school stalls and other ventures.



IV. EDUCATIONAL MODULES

I. Entrepreneurial attitude character

1. Developing basic entrepreneurial skills by the example of the family, hometown.
2. The entrepreneurial character
3. Identifying children's strengths needed to their self-development of entrepreneurship

II. Elements of entrepreneurial knowledge

1. To put into practice basic rules of work organisation: aim, planning (basic business plan, task division, timetable, results assessment)
2. Using rules of rational management (time, money)
3. Building basic knowledge concerning earning and saving money

III. Household

1. Presentation of parents' professions. Students can explain how the household functions. Students can enumerate main incomings and spending of the household
2. Creating the household budget
3. Planning a specific venture from the student's life, class, school (expenses, financing sources)
4. Creating board games in order to develop logical , thinking and programming

IV. Money and banks

1. Teaching students coins and banknotes of the Polish currency and EU
2. Developing calculation skills
3. Teaching students polite everyday phrases in Polish, English and other partner languages while shopping
4. Planning and doing shopping. Gross price, net price, tare weight, weight measurements, length and capacity.
5. Cooperation with a bank, workshops for students



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6. Telling the time and calendar, calculations, dates of deposits and withdrawals

V. Communication and decision making

1. Obeying the rules of team cooperation, ethical rules: product maker/donor- seller- customer and friendly rivalry
2. Fair advertisement, verbal and non-verbal(posters, announcements, drawings, stall decorations) in order to self-present as well as organising stalls
3. Consumer rights. Developing the attitude of assertiveness and ability to make a complaint.

VI. Visual programming

1. Creating and developing typing, reading and programming with the use of ICT.



V. THE PROCEDURE FOR ACHIEVING THE OBJECTIVES

Due to identifying strengths students will:

- Be prepared to use their all potential
- Creative
- Open for new contacts with institutions which support their development
- Assertive
- Motivated to take initiatives e.g. taking part in competitions
- Believe in their abilities and skills
- Make rational decisions
- Assess their initiatives

Due to using programming students will:

- Develop their ICT skills and learn programming
- Develop logical thinking
- Learn friendly rivalry
- Use different ways of communication to self-presentation

Due to enlarging students' knowledge in the field of entrepreneurship students will:

- Be able to plan and organise ventures and stall during school picnics
- Make calculations easily
- Advertise their own products in school and local community
- Assess positive and negative effects made decisions by students
- Learn a method a step-by step to achieve goals
- Know benefits of planning their activities.



VI. STUDENTS' ASSESSMENT EVALUATION

The idea of innovation is to take active part in the school life and local community. All students' achievements will be assessed: theoretical knowledge and practical skills. The success of the curriculum will be active students part in competitions, school ceremonies, such as bazaars, calculation fluency, know advertising formulas, slogans, tag lines, nursery rhymes, advertising posters, invitations. The curriculum will be checked by supportive evaluation after lessons and after final evaluation at the end of the school year. Evaluation instruments are addressed to students and their parents. Evaluation reports can be used to modify the curriculum. Ongoing students will be assess their own work and achievements.

EVALUATION

In order to carry out the evaluation teachers will collect students' work, portfolios, diplomas etc. The source of information will be analysis of students' work, ventures, questionnaires, observation.



WORK PLAN

MODULE	Subject matters	Ways of realization
1. ENTREPRENEURIAL ATTITUDE	<p>2. Developing basic entrepreneurial skills by the example of the family, hometown.</p> <p>3. To identify the common characteristics of successful entrepreneurs</p> <p>4. Identifying strengths needed to self-</p>	<p>1. Our parents' professions. Interview with parents</p> <p>2. List of economic needs (sts learn the terminology "Economic need")</p> <p>3. Meeting with parents.</p> <p>1. Meeting with people who achieved success in their life</p> <p>2. Creating Mind Mapping "The successful man"</p> <p>1. Identifying strengths. Analysing own interests, abilities</p>



<p>II ELEMENTS OF ENTREPRENEURIAL KNOWLEDGE</p>	<p>development</p> <ol style="list-style-type: none"> 1. Putting in practice the basic rules of work organisation: aim, planning (business plan, work division, timetable, assessment of results) 2. Using rules of rational management (time, money) 	<p>and limits.</p> <ol style="list-style-type: none"> 2. Individual plans of self-development of entrepreneurship among students. Using sts resources and overcoming limits and barriers. <ol style="list-style-type: none"> 1. Planning rules of stall organisation: selling products during school picnics: small business plan) 2. Work division, timetable, profit assessment, finding sponsors) 3. Cooperation with parents/institutions <ol style="list-style-type: none"> 1. Workshops at the bank 2. Time calculations
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<p style="text-align: center;">III. HOUSEHOLD</p>	<p>3. Building basic knowledge concerning earning and saving money</p> <p>1. Presentation of parents' professions. Students explain how the household functions. Students enumerate main incomings and spending of the household.</p> <p>2. Creating the household budget</p>	<p>(instalment, deposit. Learning how to use ATM – demonstration at the bank)</p> <p>1. Different offers of banks – the best children's saving accounts</p> <p>2. Establishing "School Saving Board"</p> <p>1. List of parents' professions. List of incomes and expenses of the household ,calculations.</p> <p>1. Students learn terminology "household budget"- budget</p> <p>1. Preparing a class venture according</p>
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<p style="text-align: center;">IV. MONEY AND BANKS</p>	<p>3. Planning a specific venture from the student's life, class, school (expenses, financing sources, profits)</p> <p>4. Creating board games in order to develop logical thinking, problem solving and programming.</p> <p>1. Learning about coins and banknotes of the Polish and EU currency</p> <p>2. Developing calculation skills</p> <p>3. Teaching</p>	<p>to students' idea.</p> <p>1. Organising the venture with the class "Children learn entrepreneurship"</p> <p>2. Programming</p> <p>1. Practical money skills- how to use it. (Polish and EU currency)</p> <p>2. Puzzles, games which help to develop calculation fluency</p> <p>1. Drama in Polish and English (and other Erasmus+ partners' languages)- Doing shopping</p>
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<p>V. COMMUNICATION AND DECISION MAKING</p>	<p>students polite every day phrases Polish and English while shopping</p> <p>4. Planning and doing shopping Gross price, net price, tare weight, weight measurements, length and capacity</p> <p>5. Cooperation with a bank: workshops for students. Establishing School Saving Board.</p> <p>6. Telling the time and calendar calculations: dates of deposits and withdrawals</p> <p>1. Obeying the rules of team</p>	<p>1. Going to the shop. Learning by doing.</p> <p>1. Cooperation with a bank, workshops, competitions and other offers.</p> <p>1. Project Method “Hourglass”</p> <p>1. Students’ work at the school picnics and other ventures</p> <p>1. Preparing posters,</p>
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<p>VI.VISUAL PROGRAMMING</p>	<p>cooperation, ethical rules: product maker/donor- seller-customer and friendly rivalry</p> <p>2. Fair advertisement verbal and non- verbal (posters, announcements, drawings, stall decorations) in order to self- present</p> <p>3. Consumer rights. Developing the attitude of assertiveness and ability to make a complaint</p> <p>1. Creating and developing typing, reading</p>	<p>announcements, tag lines, verbal and non-verbal , art techniques</p> <p>2. Presentation of work at the school picnics etc.</p> <p>1. Meeting with the consumer advocate at the municipality</p>
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yes
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	<p>and programming with the use of ICT.</p>	
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Appendix 1

PARENT’S EVALUATION QUESTIONNAIRE

“YES CURRICULUM”

Dear parents

You are kindly requested to answer the below questions regarding the curriculum “YES” implemented within the framework of Erasmus+ project “Young Enterprising Students”

Please fill in the questionnaire. Use the six-point scale.

1. The curriculum has enabled students to develop entrepreneurial skills
0 1 2 3 4 5 6

2. My child likes taking an active part in the curriculum such as: trips, workshops, meetings, competitions, charity actions and selling products.
0 1 2 3 4 5 6

3. My child has broadened knowledge in the field of entrepreneurship.
0 1 2 3 4 5 6

4. What kind of activities is the most satisfactory for you and your child?
a) Organising school stalls
b) Workshops
c) Educational trips
d) Students’ presentation
e) Others? Please specify
.....
.....

5. What subject matters should the YES curriculum be extended?
.....

Thank you



Appendix 2

STUDENT'S QUESTIONNAIRE

YES CURRICULUM

Please fill in the questionnaire

1. Do you like helping with organising stalls during the school picnics and other ventures?

YES NO

2. Do you satisfy with stall organisations during school picnics: advertisement, price, task divisions?

YES NO

3. What entrepreneurial skills have you gained due to the curriculum YES?

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4. What activities regarding the curriculum YES do you like doing the best?

- a) Selling products
- b) Finding sponsors
- c) Making products with school mates
- d) Calculations
- e) savings
- f) Advertisement
- g) Profits calculations
- h) Others (please specify).....

5. Are you interested in further curriculum realization?

YES NO



yes
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