

ORIENTACIONS PER AL DESPLEGAMENT DEL CURRÍCULUM

# ENTREPRENEURSHIP

## TEACHING NOTES

(3<sup>rd</sup> grade of *Educació Secundària Obligatòria*)

**ROSA DOMINGO CALPE**

Octubre de 2013



Generalitat de Catalunya  
Departament d'Ensenyament  
**Direcció General d'Educació Secundària  
Obligatòria i Batxillerat**

## Table of contents

|  |           |
|--|-----------|
| <b>Presentació</b>   | PÀGINA 3  |
| <b>Introduction to CLIL methodology</b>                              | PÀGINA 4  |
| The materials  | PÀGINA 4  |
| Entrepreneurship and key skills                                      | PÀGINA 5  |
| Working in groups  | PÀGINA 6  |
| Assessment   | PÀGINA 7  |
| <b>Unit 1. Basic economics</b>                                       | PÀGINA 10 |
| Lesson 1. What's economics all about                                 | PÀGINA 10 |
| Lesson 2. The economic agents and the circular flow of income        | PÀGINA 10 |
| Lesson 3. Vocabulary overview  | PÀGINA 10 |
| Lesson 4. Local or global?   | PÀGINA 10 |
| <b>Unit 2. Entrepreneurship</b>                                      | PÀGINA 11 |
| Lesson 1. Entrepreneurship   | PÀGINA 11 |
| Lesson 2. Social enterprise and social entrepreneurship              | PÀGINA 11 |
| Lesson 3. Ethics in business and social responsibility               | PÀGINA 11 |
| <b>Unit 3. Starting a business. The idea</b>                         | PÀGINA 12 |
| Lesson 1. Deciding what is best                                      | PÀGINA 12 |
| Lesson 2. Writing down what you are planning                         | PÀGINA 12 |
| Lesson 3. Explaining your idea                                       | PÀGINA 13 |
| Lesson 4. Designing and organizing your business                     | PÀGINA 13 |
| <b>Unit 4. Market research and social media marketing</b>            | PÀGINA 14 |
| Lesson 1. Get ready for research!                                    | PÀGINA 14 |
| Lesson 2. Investigating your competitors                             | PÀGINA 14 |
| Lesson 3. Pricing methodologies                                      | PÀGINA 14 |
| Lesson 4. Differentiating your product and identifying your audience | PÀGINA 14 |
| Lesson 5. Social media marketing                                     | PÀGINA 15 |
| <b>Unit 5. The labour market</b>                                     | PÀGINA 16 |
| Lesson 1. The employment market                                      | PÀGINA 16 |
| Lesson 2. A job search guide   | PÀGINA 16 |
| <b>Bibliography</b>  | PÀGINA 17 |
| Books and online documents   | PÀGINA 17 |
| Webs   | PÀGINA 17 |

## Presentació

Els materials didàctics que presentem amb el títol *Entrepreneurship* tenen com a finalitat orientar el professorat que vol impartir la matèria d'emprenedoria en anglès o bé que vol integrar-hi alguns continguts. Inicialment aquests materials van formar part d'una llicència d'estudis que l'autora, professora d'economia, va desenvolupar a la Universitat de Nottingham entre octubre i desembre de l'any 2008, amb el títol *Starting a business*. La posada en pràctica d'aquests materials, amb alumnat de 4t d'ESO, es va fer en el marc d'un Pla Experimental de Llengües Estrangeres. Posteriorment, aquests materials han estat adaptats als continguts i competències de la matèria optativa d'emprenedoria de 3r d'ESO, amb l'objectiu de motivar l'alumnat per ser emprenedor utilitzant com a llengua vehicular l'anglès.

Els continguts d'aquests materials didàctics contempnen els tres àmbits de contingut de la matèria: autoconeixement i itinerari formatiu; mercat laboral i activitat econòmica, i iniciativa emprenedora i projecte d'empresa. Es plantegen activitats individuals, en parelles i en petits i grans grups, amb l'objectiu que l'alumnat vagi construint els seus aprenentatges de manera progressivament autònoma, tot fent ús de les tecnologies. D'aquesta manera, els materials permeten assolir els objectius fonamentals de la matèria: d'una banda, ajudar l'alumnat en la presa de decisions sobre el seu itinerari formatiu i professional i, de l'altra, fer-li prendre consciència de la necessitat de tenir iniciativa emprenedora.

Desenvolupar l'esperit emprenedor suposa treballar tot un seguit de competències personals i socials, entre les quals, la presa de decisions, el treball en equip, les habilitats comunicatives, la competència digital i la responsabilitat cívica. El fet de treballar les habilitats comunicatives en una llengua estrangera permet, a més, treballar coneixements específics i estratègies comunicatives de la llengua, al costat dels coneixements lligats a la matèria d'emprenedoria, amb una metodologia integrada tipus CLIL (*Content and Language Integrated Learning*).

S'ofereixen dos documents: el material per a l'alumne (*Student's Workbook*) i la guia per al professorat (*Teaching Notes*), amb una estructura flexible perquè cada docent pugui adequar-lo a les seves necessitats específiques.

Els materials desenvolupen les següents unitats:

- *Basics economics*: fa referència al que és objecte d'estudi de l'economia, quin és el flux circular de la renda, i també incorpora un vocabulari econòmic bàsic.
- *Entrepreneurship*: desenvolupa les qualitats i actituds de l'emprenedor i fa referència a l'emprenedoria social.
- *Starting a business. The idea*: descriu els passos a seguir per crear un negoci.
- *Market research and social media marketing*: desenvolupa activitats per fer el pla de màrqueting: producte, preu, promoció i publicitat.
- *The labour market*: descriu el mercat de treball i dóna orientacions per saber com trobar feina.

## Introduction to CLIL methodology

CLIL stands for Content and Language Integrated Learning. It refers to teaching subjects such as science, economics or entrepreneurship to students through a foreign language. Therefore, CLIL provides simultaneous learning of content and English.

CLIL materials are designed taking into account contents of the subject, vocabulary and grammar structures, and in order to practice language, most of the activities are developed involving communication skills.

We use language in order to define ourselves, to plan our future, to offer what we have and to demand what we need; it is in this context that CLIL is going to be developed, allowing the students to have enough confidence in their language skills as to play a role in the economy and social activity.

### 1. The materials

**Aim:** To make students aware of their role in economy and to get them think about some of the issues related to a new business start and also about the difficulties they will face when introducing themselves in the labour market.

**Group:** 3<sup>rd</sup> grade of *Educació Secundària Obligatòria*.

**Units:** There are 5 Units:

1. Basic economics
2. Entrepreneurship
3. Starting a business. The idea
4. Market research and social media marketing
5. The labour market

Units 1 and 2 are an introduction on how economy works and the role of the entrepreneur and the social entrepreneur in economy.

Units 3 and 4 focus on how to start a business. Issues are approached from a practical point of view. Students are asked to try to think and act as businessmen / businesswomen.

In Unit 5 students reflect on the labour market, both from the employer's and the employee's point of view; and about the necessary steps to find a job.

Based in Bloom's taxonomy, the materials are graded from low to high level of thinking skills: (remembering, understanding, applying, analyzing, evaluating and creating). It is important to promote better learning by helping the learners achieve their learning goals through the use of scaffolding.

Scaffolding is needed to:

- Motivate the students.
- Make new language accessible to students.

- Simplify the tasks to make them more manageable and achievable.
- Provide some direction in order to help the students focus on achieving the goal.
- Reduce frustration and risk.
- Make the students comfortable when using English

## **2. Entrepreneurship and key skills**

### **Key skills:**

- Communication: Oral and Written Communication
- Numeracy: Using Graphical Information, Using Numbers
- Information Technology: Using Information Technology
- Problem Solving: Critical Thinking, Planning and Organising, Reviewing and Evaluating
- Working with Others

### **Entrepreneurial skills:**

- Analyzing information
- Business planning
- Categorizing data
- Decision-making
- Evaluating alternatives
- Expressing multiple viewpoints
- Oral and written communication
- Presenting information
- Reading for understanding
- Weighing consequences
- Working in groups
- Working in pairs

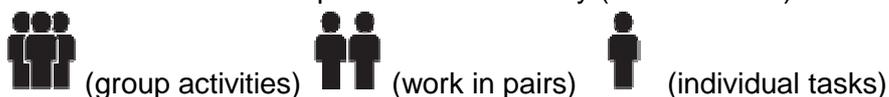
### **Methodology to achieve key skills:**

- Cooperative learning
- Peer assisted learning

- Tutoring assisted learning
- Problem based learning
- Project based learning
- Enquiry/research learning
- Work integrated learning
- Reflective learning
- Holistic learning
- Thinking learning

### 3. Working in groups

Small groups (2-3 persons) can be an effective way of learning, but they must be well organized and managed: the size, duration and composition of the group must match the task. Most of the activities proposed are to be performed in groups, but other activities can be done in pairs and individually (see the icons).



Students must be taught the skills necessary to work effectively in groups, and they must know from the very beginning that team working is going to be assessed as one of the most important items of the final qualification.

Small groups increase the interaction between the teacher and the students. Learners feel more comfortable to ask questions, to respond more frequently and to receive more feedback. They are also less likely to be distracted.

On the other hand, small groups are important in organizing the classroom because they allow multiple activities simultaneously, which contributes to the flexibility of the learning process; and this is very important since each group has its own rhythm, abilities and skills.

**Strategies of creating groups:** the aim of team working is to teach students to work effectively together.

There are different ways of creating groups:

#### **Heterogeneous Ability Levels**

Groups are selected so that they include students of all ability levels and backgrounds. These can promote sharing of ideas, integration and cooperation.

#### **Social Skill Grouping**

Students are grouped in order to create an advantageous setting for developing social skills.

#### **Integration**

Groups are formed to allow selected students to be integrated with other students in the classroom. This provides the opportunity to learn from student's individual differences. This is also done to integrate students who are isolated.

**Curriculum/Task Grouping**

Students are assigned to groups based on where they are in the curriculum. Students are grouped so that they may work on similar skills. This is often done for the convenience of the group leader.

**Random Grouping**

New groups are formed by randomly assigning students to groups.

**Enjoyment**

Some groups of students enjoy working together and are more productive.

**Cooperative learning** implies that groups should be set up to create positive interdependence by establishing mutual goals, dividing the work and assigning different roles, always taking into account the different student's abilities and skills and trying to match them with the role and tasks assigned.

During group activities it is important that:

- All members of the group have an important and identified role;
- Leadership of the group is shared (when it is a peer group activity); and
- The success of the group is dependent on all members of the group.

Most of the activities developed in these materials must be done in groups. It is recommended that in Units 3 and 4 the groups are created with heterogeneous ability levels: since it is difficult to have all the skills necessary for managing and planning a business, cooperative team working will be the most effective.

**4. Assessment**

Assessment is designed to improve student learning. It can offer a number of benefits to students. In order to make students involved in the assessment process it is recommended to:

- Make all assessed assignments count in one way or another.
- Let students know how and why it will count.
- Explain how you will use the assessment component to evaluate their work: for example, give them a copy of the evaluation standards, or explain the standards to students in class.

**Formative assessment** techniques monitor student learning during the learning process.

- **Class activities.** Students have to work in pairs or small groups to solve problems or discuss topics. Well designed activities create space for peer-to-peer learning and engage students in class discussions.
- **Class Deliverables.** Students, usually in groups, are required to submit a product of their work.

**Summative assessment** techniques evaluate student learning at the end of an instructional unit or course and measure the extent to which students have achieved the desired learning outcomes.

- **Exams.** This includes mid-term exams, final exams, and tests at the end of course units.
- **Papers, projects, and presentations.** These give students the chance to go deeper with the material to put the knowledge they have acquired to use or create something new from it. These types of projects also give students who do not test well a chance to shine.

We should use a mixture of formative and summative assessment, which is both task-based and assignment based.

### **Assessing CLIL**

The question is always the same:

What do we assess? CONTENT or LANGUAGE?

CLIL teachers should always be aware that contents goals are to be achieved but, at the same time, language is also to be learnt in the process.

### **How to assess group work?**

The assessment criteria can provide clear guidelines to the group about effective group practices. One option is to engage the students in writing the group contribution assessment criteria. This way, they simultaneously have a discussion about acceptable norms of behaviour in groups. Example of assessment criteria written by students:<sup>1</sup>

**Co-operation:** This person works with the group to reach a consensus view and then abides by that consensus; works with others to finish the assignment; compromises; does their assigned tasks and does not intrude on others' tasks.

**Attendance:** This person is punctual; is prepared; turns up at all scheduled events.

**Contribution:** This person makes sure they do the work the team decided they would do; brings work back to the group by the deadline the group has set; does his/her fair share of the roles (e.g. chairing, editing, etc.).

**Communication:** This person listens to others' ideas; is contactable (responds to emails / answers their phone); is open to new ideas; includes others in the discussion.

**Efficient work:** This person has good time management skills; meets deadlines and stays focused in meetings.

**Responsibility:** This person responds for the tasks to be done and makes sure that the group provides good references for the material they have researched.

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<sup>1</sup> Source: <http://www.flinders.edu.au/teaching/teaching-strategies/assessment/assessment-criteria-for-groupwork.cfm>

Example of self-assessment grid:<sup>2</sup>

**Self Evaluation Form for Group Work**      Your name \_\_\_\_\_

|   | Seldom | Sometimes | Often |
|---|--------|-----------|-------|
| Contributed ideas                             |        |           |       |
| Listened to and respected the ideas of others |        |           |       |
| Compromised and co-operated                   |        |           |       |
| Took initiative when needed                   |        |           |       |
| Worked outside of class if necessary          |        |           |       |
| Spent time browsing for appropriate material  |        |           |       |
| Did my share of the workload/tasks            |        |           |       |

My two greatest strengths from the list above are:

- 1.
- 2.

The two skills I need to work on from the list above are:

- 1.
- 2.

**Overall grade you would give yourself: (A+ - F)** \_\_\_\_\_

**Peer Evaluation Form for Group Work**      Partner's name \_\_\_\_\_

|   | Seldom | Sometimes | Often |
|---|--------|-----------|-------|
| Contributed ideas                             |        |           |       |
| Listened to and respected the ideas of others |        |           |       |
| Compromised and co-operated                   |        |           |       |
| Took initiative when needed                   |        |           |       |
| Worked outside of class if necessary          |        |           |       |
| Spent time browsing for appropriate material  |        |           |       |
| Did my share of the workload/tasks            |        |           |       |

My partner's two greatest strengths from the list above are:

- 1.
- 2.

My partner's two skills they need to work on from the list above are:

- 1.
- 2.

**Overall grade you would give your partner: (A+ - F)** \_\_\_\_\_

<sup>2</sup> Source: <http://www.docstoc.com/docs/119159721/Student-Self-Evaluation-Form-for-Group-Work---DOC---DOC>

## Unit 1: Basic economics

### Lesson 1: What's economics all about?

To introduce the lesson, read aloud the introduction and brainstorm with the class group to revise the vocabulary. It is interesting to strength the importance of the 3 questions that economics have to solve, and the rationality of making decisions and its implications with ethics.

#### ACTIVITY 1:

This activity can be made collectively if the class group is small, the video has subtitles that help to understand the language. Anyway it is recommended that students write down all the vocabulary they do not know and ask the teacher or other students for help.

#### ACTIVITIES 2 and 3:

These activities must be done in groups, in which students with language difficulties can be helped by peers with better command of English.

### Lesson 2: The economic agents and the circular flow of income.

In this lesson students have to think of themselves, their whole family and all the people they know, as economic agents and try to find out what implications emerge.

#### ACTIVITY 1:

Again, students with language difficulties can be helped by peers with better command of English.

### Lesson 3: Overview of the vocabulary

Students have to work in groups autonomously using Google images as a tool.

**ACTIVITY 1:** This activity can be introduced with this video:

<https://www.youtube.com/watch?v=W0m43wNiSSU> They can also make a video with music using this application: E.M. Free PowerPoint Video Converter.

If you consider this activity too long some concepts can be skipped and maybe others can be taken into consideration.

### Lesson 4: Local or global?

This lesson can be introduced with a brainstorming about what they know about globalization, then read aloud the definitions, and check the vocabulary.

**ACTIVITIES 1, 2 and 3** must be done in groups. It is important that if it is not done before, the teacher introduces group assessment and checks if groups work properly. In these activities students have to consider the importance of the social, cultural, climatic and geographic issues in any economic activity. Also they have to think about their environmental and social consequences.

## Unit 2: Entrepreneurship

### Lesson 1: Entrepreneurship

To introduce the lesson, read aloud the introduction and brainstorm with the class group to revise vocabulary and the students' previous knowledge about entrepreneurship

**ACTIVITY 1, 2 and 3** must be done individually but they can also use peer to peer support when finding vocabulary problems.

### Lesson 2: Social enterprise and social entrepreneurship.

Students should learn that economic activities are not always about making money but also to create another kind of wealth.

#### ACTIVITY 1:

In this activity students have to think how they can be useful using the right tools and resources to solve social problems. It is more about using creativity in social problems solving, so don't let students think that there are only traditional solutions to traditional unsolved problems.

### Lesson 3: Ethics in business and social responsibility.

Students should learn how important good practises for the success of a business are, looking through examples from their day to day life.

**ACTIVITIES 1, 2 and 3:** These activities must be done in collaboration groups and it is important that the students know that their participation is assessed. Again the language support must be provided from the teacher, who also has to give them time to check the vocabulary.

## Unit 3: Starting a business. The idea

### Lesson 1: Deciding what is best.

In this Unit and in Unit 4 students will make a thinking about most of the issues surrounding a new business start-up: from the idea to the opening day. And they will have to think and act like entrepreneurs.

Almost all the activities must be done in groups (maximum 3).

#### ACTIVITY 1:

To introduce the lesson use the question “Is there a market for my idea?”, then read the activity and brainstorm with all the groups to find out how much about business they are able to express in English.

Secondly, revise all the expressions they should use to express opinions, describe ideas, suggestions...

Finally, revise the concepts they have to use to fill in the grid and let do it in groups.

### Lesson 2: Writing down what you are planning.

#### ACTIVITY 1:

The first part of the activity has to be done individually; each member of the group has to describe him or herself. To do so, they have to use the vocabulary provided. Probably they do not know most of the meaning of the words, so it would be useful to use on-line dictionaries. Besides, they need to use a writing computer application to do the rest of the task, working in groups again.

Before doing any of the four parts of the activity it might be useful to brainstorm with the whole group in order to check if the students know the meaning of all the vocabulary required.

In point 3 (explanation about necessary financial sources), students will need to find out on the internet about the basic financial sources and after a brief brainstorming they will have to write the definition of the different sources of finance they might use in their business.

The final writing has to include, the three individual completed writing frames and the common parts.

**Lesson 3: Explaining your idea.**

In this lesson students will use their skills to make an oral presentation of their business idea and they will be assessed by their classmates.

**ACTIVITY 1:**

To introduce this activity, the teacher should explain how to make useful Power Point presentations.

The students should read the BUSINESS IDEA EVALUATION sheet to know how they will be evaluated from the rest of the groups.

Once the grid is filled, they must give it to the teacher, as well as the power point presentation. The teacher will also assess the oral expression.

**Lesson 4: Designing and organizing your business. (Extension activities)**

Due to the extension of this lesson teacher may skip some of the activities. However, activities 1 and 2 are key activities and must be implemented. Activity 1 aims to highlight the difference between assets and inventory and activity 2 is about the importance of the human resources and its organization as key points in business success.

The rest of the activities are related to the design of the work place from little details to a map of the whole business place. These activities could be done in collaboration with the teacher of art and design or the teacher of technology, and they will depend on the availability of time at the computers room.

## **Unit 4: Market research and social media marketing**

### **Lesson 1: Get ready for research!**

#### **ACTIVITY 1:**

Activity 1 should be introduced with the concept of LOCATION, then students should decide where their business location is going to be analyzing pros and cons. After this, they will need to check the location on the internet, and to look up through the website what the rent prices are.

#### **ACTIVITY 2:**

Regarding the language requirements maybe it would be a good idea for the students to revise how to make grammatically correct questions in English.

Each member of the group has to interview 15 potential customers, and all the data has to be reflected in a worksheet. Some conclusions have been made about the results.

### **Lesson 2: Investigating your competitors.**

#### **ACTIVITY 1:**

This activity should be introduced with the concept of the “4 Ps” of Marketing Mix: PRODUCT – PRICE – PROMOTION – PLACE. It would be advisable also that the students look up through the internet two important concepts: DIFFERENTIATION / POSITIONING.

And then brainstorm with the class group to find up what they have understood about these two key concepts.

### **Lesson 3: Pricing methodologies.**

#### **ACTIVITY 1:**

Activity 1 should be introduced with the concept of the product life cycle.

Price methodology is going to be introduced by a jigsaw activity, so the students will need to read the definitions of different methods of pricing. After doing the jigsaw, and in order to review if the key concepts are clear, it will be necessary to revise them.

### **Lesson 4: Differentiating your product and identifying your audience.**

#### **ACTIVITY 1:**

To complete the first part of this activity the students should revise the whole unit and apply the data they collected to design their marketing plan.

For the second part of the activity it is important that they use the vocabulary they can find in:

#### THE LANGUAGE OF ADVERTISEMENT ADVERTISEMENTS

These two handouts should be read aloud in class and the difficult vocabulary must be checked.

#### **Lesson 5: Social media marketing**

This lesson can be introduced with The World of Social Media 2011 video in which students learn the importance of social media as a tool of communication:

[https://www.youtube.com/watch?v=KU\\_GW\\_MD4hA](https://www.youtube.com/watch?v=KU_GW_MD4hA)

#### **ACTIVITY 1:**

For this activity students can use the recommended websites. Students can also collect more information from the internet. To estimate the total cost of the promotional campaign they have to check prices in the website.

#### **ACTIVITY 2:**

This is a final activity and it will have a considerably important weight in the final qualification. Besides, the final outcome would be shown in an exhibition or a contest.

## Unit 5: The labour market

### Lesson 1: The employment market

To introduce this lesson, read aloud the definitions and check the vocabulary. It will also be useful to brainstorm with the class group in order to check how much the students know about the reality of the labour market.

#### ACTIVITY 1:

In this activity students will make a thinking about what they will eventually find when they search for a job.

### Lesson 2: A job search guide

#### ACTIVITY 1:

In this activity students should learn how useful the internet is to make a search for job information. It is important that the students check all the webs and extract useful information.

#### ACTIVITY 2:

As an introduction to these activities the teacher will explain the tips for writing a CV and students may use the sample of CV given in the recommended website. The job must be related with the business the students are hypothetically running.

#### ACTIVITY 3:

As an introduction to these activities, the teacher should insist in the relation between the job and the business the students are hypothetically running. Before doing this activity, students must write a script and decide the role of everyone.

#### ACTIVITY 4 (Extension activity):

In this activity students must consider the consequences of the inaccurate use of social media, not only in their private but also in their professional life because they are building a virtual identity. The written language is not like the spoken language, the first one is going to last longer, no matter if you change your mind, or the image you show.

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