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Marian Zdziechowski Primary School in Suderwa

Developing Entrepreneurship Competencies in School: From Theory to Educational Practice

Methodological Mini-Handbook For Teachers

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Publication Type

Open Educational Resource (OER)

Methodological Material for Primary School Teachers

Thematic Scope

- Key student competencies
- Initiative and entrepreneurship
- Experiential learning
- Competency evaluation

This publication has been developed in the context of educational and development projects, including activities consistent with the priorities of Erasmus+, ORE, and PARP programs. The publication may be used for didactic, training, and project purposes, in accordance with the principles of open educational resources.

This methodological mini-handbook has been developed as practical support for primary school teachers in planning, implementing, and evaluating activities that develop students' entrepreneurship competence,

understood in accordance with the European approach to key competencies.

The publication addresses current educational challenges, where the school does not merely transmit knowledge but prepares students for independent, responsible, and conscious functioning in social and professional life. Entrepreneurship competence is treated broadly here—as an action-oriented attitude encompassing initiative, decision-making, planning, collaboration, reflection, and learning from one's own experiences.

The mini-handbook combines a theoretical section with an extensive practical section. It presents:

- A clear explanation of the essence of entrepreneurship competence in school education,
- The teacher's role as an organizer of the learning process,
- Strategies for integrating entrepreneurship into daily lessons across various subjects,
- Ready-to-use lesson plans and project activity scenarios,

- A comprehensive system for evaluating entrepreneurial competencies based on observation, reflection, and feedback,
- A set of evaluation tools ready for immediate use in school practice,
- An analysis of the most common mistakes in developing and assessing entrepreneurship, along with recommendations on how to avoid them.

A special value of this study is the emphasis on assessing the learning process rather than just the final result, which fosters a sense of agency, responsibility, and resilience to failure in students. The publication promotes student reflection as a key element of sustainable competency development.

The material has been designed to be used:

- In the daily work of teachers,
- In team planning of school activities,
- In national and international projects (specifically Erasmus+),
- As an open educational resource (OER),
- As an element of professional development for teachers.

The mini-handbook is a comprehensive, practical, and coherent tool that supports schools in transitioning from teaching content to consciously cultivating key competencies, with particular emphasis on entrepreneurship as one of the most important competencies of the 21st century.

Competencies in School

The modern school is not just a place for acquiring knowledge, but also a space where skills that help one succeed in the 21st century are shaped. Traditional schooling focused mainly on facts and tests, but today's world requires the ability to apply knowledge, solve problems, communicate, and adapt to change.

The school's goal is to educate competent, creative, responsible, and independent individuals capable of making decisions, solving problems, and working in teams. Competencies are becoming a fundamental element of education, combining theoretical knowledge, practical skills, and values.

The modern school encourages students not to be afraid of making mistakes, and it creates space for critical thinking, creativity, and initiative. Competencies help

shape a well-rounded personality—intellectually prepared, socially responsible, emotionally mature, and independent.

What are Competencies?

Competencies are the ability to effectively use knowledge, skills, and values in problem-solving. They include three elements:

- **Knowledge:** Facts, theories, and understanding that form the basis for action. For example, during a biology lesson, a student must know what plant photosynthesis or animal anatomy consists of.
- **Skills:** The ability to perform activities practically, analyze, create, communicate, and collaborate. In a literature lesson, this might be analyzing a text or formulating reasoned opinions.
- **Values:** Responsibility, ethics, and social skills that give direction to competencies. For example, in a group project, it is important not only to complete the task but also to show respect for team members and take responsibility for the collective result.

Competencies act as a bridge between school knowledge and the challenges of real life, allowing

students to act independently, responsibly, and creatively.

The Importance of Competencies in School

Competencies allow students not only to acquire theoretical knowledge but also to apply it in practice, make decisions, communicate, and adapt to an ever-changing environment. Core competencies include:

- **Critical Thinking:** The ability to analyze information, evaluate facts, and make reasoned decisions. For example, in a history lesson, a student can analyze sources and formulate their own opinion. In math or science lessons, they can check the logic of a decision and select the most appropriate solution. Critical thinking teaches independent thought, a lack of fear of making mistakes, and the ability to make responsible decisions.
- **Communication Skills:** The ability to clearly convey thoughts in speech, writing, and through technology. It is important for students to justify decisions, participate in discussions, and communicate effectively both inside and outside the

classroom. For example, in literature, students write essays, and in foreign language classes, they discuss or write texts using various media.

- **Collaboration and Social Skills:** The ability to work in a team, resolve conflicts, listen to others, and combine ideas. Projects and group tasks teach responsibility, compromise, and constructive problem-solving. Social skills such as empathy, listening, and respect for the opinions of others are essential both in school and in life.
- **Problem-Solving Skills:** The ability to analyze problems, generate solutions, and evaluate their effects. In a technology lesson, this could be creating a new product; in a social studies lesson, it could be solving community problems. Problem-solving develops creativity, flexibility, and independence, making it easier for students to adapt to new situations.

Integrating Competencies into Lessons

Developing competencies is not limited to a single lesson—it is a continuous process that can be incorporated into all activities:

    - **Project Work:** Encourages research, planning, collaboration, and creating solutions. For example, during biology lessons, students can create mini-ecosystem projects, and during history lessons, they can prepare presentations on past events. Projects develop critical thinking, creativity, communication skills, and collaboration.
    - **Classroom Discussions:** Teach reflection, expressing opinions, argumentation, and listening to others. During literature lessons, students discuss characters' choices, and during civic education lessons, they discuss social issues.

- **Practical activities** – laboratory work, experiments, simulations, or social initiatives help apply knowledge to reality and develop problem-solving skills, creativity, and independence.
- **Reflection** – encourages the evaluation of one's own actions, an understanding of strengths and weaknesses, and self-improvement. For example, upon completing a project, students discuss what went well and what should be improved in the next project.

By integrating competencies, students acquire not only academic knowledge but also essential life skills, making the school a space for skill development.

Challenges and Opportunities

Developing competencies has many advantages, but it also presents challenges:

- **Teacher Preparation:** Continuous improvement of methods is necessary, integrating projects, discussions, practical actions, and reflection.
- **School Resources:** Projects, laboratory work, creative activities, and the use of technology require materials, equipment, and an appropriate environment.
- **Transformation of the Assessment System:** A transition from tests to the evaluation of skills and actions. For example, a project on sustainable living is evaluated not only on the basis of correct facts but also on collaboration, planning, and reflection skills.

Despite the challenges, developing competencies gives students the opportunity to plan activities together, collaborate, solve problems, and make responsible decisions. In the long term, this helps not only in academic endeavors but also in life and career paths.

Competencies in school are a fundamental element of modern education. They allow students to:

- Acquire and practically apply knowledge,
- Think critically,
- Collaborate and solve problems,
- Develop social and creative skills, and responsibility.

Incorporating these into all lessons—through projects, discussions, practical actions, and reflection—helps students develop holistically, and competency education becomes an inseparable part of the teaching process. While it requires effort, modern methods, and resources, the long-term benefits are immense—creating competent, creative, responsible, and independent individuals.

Entrepreneurship competency education in a modern school

1. The Vision of a Modern School and Competency-Based Education

A modern school functions in an ever-changing social, cultural, and economic environment. Globalization, technological progress, information overload, and a constantly shifting job market place new demands on the

education process. Therefore, the school's mission today is not only to impart academic knowledge to students but also to prepare them for life by developing skills for independent thinking, decision-making, collaboration, and responsible action.

Competency-based education is becoming the main direction of the modern school. General competencies include a collection of knowledge, skills, attitudes, and values that allow a student to act effectively in various life situations. One of the most important competencies in this context is **entrepreneurship competence**, which is considered universal, integrative, and practical.

Entrepreneurship competencies are relevant for all age groups, but they are particularly important in primary education, where a student's approach to learning, action, themselves, and others is formed. It is in primary school that a child learns to be active, curious about the world, and responsible—these are the fundamental premises of entrepreneurship competence.

2. Concept and Content of Entrepreneurship Competence

In modern education, entrepreneurship competencies are understood broadly. They are not limited to teaching the basics of economics or business, but include the ability to:

- Recognize problems and opportunities;
- Create ideas and implement them;
- Plan actions;
- Collaborate with others;
- Take responsibility for one's decisions.

Entrepreneurship in education is viewed as an active life attitude, allowing the student to feel like the creator of their own life. This competence is closely linked to creativity, initiative, independence, and resilience to failure.

In primary education, entrepreneurship competence is developed through experience, play, project work, and real-life situations. For children, practical experience is more important than theoretical concepts: the opportunity to try, make a mistake, correct oneself, and enjoy the result.

3. Importance of Entrepreneurship Competence for Primary Students

3.1. Developing Independence and Responsibility

Independence is one of the most important parts of entrepreneurship competence. In primary grades, students gradually learn to:

- Plan their actions;
- Choose work methods;
- Manage time;
- Finish tasks they have started.

Even small choices, such as the format of a task or a work partner, shape responsibility and self-confidence. The child begins to understand that their decisions matter.

3.2. Strengthening Motivation to Learn

Entrepreneurship competencies are directly linked to students' motivation to learn. When teaching content is linked to real-life situations, students better understand the purpose of learning. For example, during a language lesson, when creating an advertisement or an

announcement, the language becomes a practical tool rather than just a collection of rules.

Such activities encourage student engagement, activity, and a desire to learn.

3.3. Positive Approach to Mistakes and Learning

Entrepreneurship competencies help shape an approach where mistakes are a natural part of the learning process. Students learn to analyze failures and seek solutions. This fosters emotional resilience, the ability not to give up, and the drive for self-improvement.

4. Entrepreneurship Competencies Shape Knowledge, Skills, and Attitudes

4.1. Developed Knowledge

In primary grades, students acquire basic but important knowledge:

- About work, professions, and community life;
- About services, goods, and exchange;
- About the process of creating and implementing ideas;
- About responsibility for the results of activities.

This knowledge is imparted through stories, practical situations, role-playing games, and projects.

4.2. Cultivated Skills

Entrepreneurship competencies help develop various practical skills:

- Creative thinking and generating ideas;
- Problem-solving and decision-making;
- Teamwork and division of duties;
- Communicating and presenting ideas;
- Planning actions and time.

These skills are needed not only in school but throughout life.

4.3. Shaping Attitudes and Values

Entrepreneurship education places special emphasis on attitudes:

- Initiative;
- Self-confidence;
- Responsibility;
- Respect for the opinions of others;
- Openness to new things.

These traits form a solid foundation for personality and encourage active participation in social life.

5. Long-Term Significance and Benefits of Entrepreneurship Competence

In the long term, entrepreneurship competencies contribute to the personal and professional development of students. Entrepreneurial students:

- Are able to adapt to change;
- Learn throughout their lives;
- Courageously take initiative;
- Make responsible decisions;
- Are able to create value for themselves and others.

Entrepreneurship competencies help educate not only future employees or entrepreneurs but also conscious, active citizens.

6. Connections Between Entrepreneurship Competence and Other General Competencies

Entrepreneurship competencies are closely linked to and complement other general competencies:

- Communication competencies;

- Cognitive competencies;
- Social and emotional competencies;
- Creativity competencies;
- Digital competencies.

Entrepreneurship competencies function as a practical space where these skills are applied in real-life situations.

7. Integrating Entrepreneurship Competencies into Language Learning and Primary Education

7.1. Language Lessons

Language lessons offer extensive opportunities to develop entrepreneurship competencies through:

- Creating advertising texts, announcements, and invitations;
- Writing stories about ideas, products, or services;
- Public speaking and presentations;
- Developing argumentation and opinion-expressing skills.

Language becomes a tool for action, rather than just a subject of study.

7.2. Teaching in Primary Grades

In primary education, entrepreneurship competencies are integrated through:

- Project activities;
- Role-playing games;
- Class initiatives and mini-fairs;
- The use of symbolic currency;
- Team tasks.

Students learn through experience, with the teacher acting as a facilitator and consultant.

The modern school operates in a world of dynamic social, technological, and cultural changes, where merely transferring subject knowledge is no longer sufficient. Today, students need not only information but, above all, competencies that will allow them to act independently, make decisions, collaborate with others, take responsibility for their choices, and navigate new and unpredictable situations. One of education's key responses to these challenges is the systematic development of initiative and entrepreneurship competencies.

According to European Union recommendations, entrepreneurship competencies are not equated solely with economic knowledge or preparation for business management. In an educational context, they encompass a much broader range: an active attitude, the ability to perceive problems and opportunities, planning, decision-making, communicating, collaborating, and learning from one's own experiences, including through making mistakes. Entrepreneurship in school is primarily about shaping student agency and self-belief.

Developing these competencies is of particular importance at the early school and primary education stages, when fundamental attitudes toward learning, teamwork, responsibility, and independence are formed. At this stage, entrepreneurship does not take the form of abstract definitions but is realized through action, play, experience, and reflection. Primary school provides the best environment for building the foundations of an entrepreneurial life attitude, based on initiative, courage in action, and a readiness to learn.

This study is a practical mini-handbook for teachers, aimed at providing support in planning and implementing

didactic activities that develop students' entrepreneurship competencies. The publication combines essential theoretical foundations with concrete, proven examples of lesson plans, project activities, and methodological solutions that can be used directly in daily school practice, across various age groups and subjects.

Particular emphasis is placed on:

- Learning through experience and active student involvement;
- Integrating entrepreneurship competencies with curriculum requirements;
- The teacher's role as an organizer of the learning process and a guide;
- Systematic student reflection on their own actions;
- Cultivating attitudes of responsibility, initiative, and collaboration.

The didactic solutions presented in this study are designed to be used in daily school work as well as in development projects, pedagogical innovations, and international programs, including Erasmus+. The material may also serve as inspiration for creating open

educational resources, improving teacher performance, and building a coherent, conscious school approach to developing key student competencies.

The authors intend for this publication to be a real support for teachers seeking concrete, practical, and engaging work methods that allow students not only to acquire knowledge but, above all, to learn action, responsibility, and independence—competencies essential for further education, social life, and professional careers.

Sharing experience

As part of the project, an interactive handbook/tutorial is being developed, dedicated to developing one of the key student competencies: initiative and entrepreneurship. This material provides practical support for teachers, especially those who have not previously been involved in project activities, enabling them to actively participate in the process of systemically developing key competencies in school.

The competency of initiative and entrepreneurship is understood as the students' ability to transform ideas into action, plan and implement their own ventures,

make responsible decisions, and collaborate with others in pursuit of common goals. It involves developing creativity, independence, perseverance, problem-solving skills, and a readiness to take on new challenges in various educational and social situations.

The handbook serves as a practical didactic tool and contains examples of activity scenarios, suggested working methods, student exercises, tips for project work, and tools supporting the observation and assessment of student progress in developing entrepreneurship. It is developed in an accessible and modular way so that teachers of various subjects can easily incorporate elements that develop this competency into their lessons and extracurricular activities.

The content is also based on experiences and good practices developed during teacher mobility in partner schools participating in the project. Proven didactic solutions, observed work methods, and examples of activities developing student entrepreneurship in various educational contexts are utilized. This allows for the combination of theoretical knowledge with school

practice and the dissemination of effective, tested solutions among teachers.

By developing and implementing this tool, the development of entrepreneurship competencies becomes a permanent element of school work, supporting the formation of students who are active, responsible, and ready to take initiative in their future educational and social lives.

Experiences from partner schools indicate that developing initiative and entrepreneurship competencies is most effective when it occurs through practical activities and is integrated into the daily teaching process. Students learn entrepreneurship through project implementation, action planning, decision-making, and group collaboration.

Good practice involves combining elements of entrepreneurship with various school subjects, which enables students to use acquired knowledge in practice. Teamwork fosters the development of communication and social skills, while a positive approach to mistakes strengthens student independence and initiative.

The use of digital tools, which increase student engagement and support creativity, also plays an important role. The exchange of experience between teachers from partner schools enables the implementation of proven didactic solutions and fosters the systemic development of entrepreneurship competencies in schools.

Competencies Developed at the Marian Zdziechowski Primary School in Suderwa

1. School as a Space for Developing Key Competencies

The Marian Zdziechowski Primary School in Suderwa implements a modern approach to education, in which the development of key competencies constitutes an integral part of the didactic and educational process. The school's activities are directed not only at transferring subject knowledge but, above all, at developing the student as an independent, responsible, socially active person ready to take on the challenges of the modern world.

Student competencies are developed through daily didactic work, educational projects, student initiatives, international cooperation, and educational/care activities. The school creates an environment conducive to learning through experience, reflection, and action.

2. Social and Civic Competencies

An important area of the school's activity is the development of social and civic competencies. Students actively participate in school life through student government activities, the organization of class and school events, and participation in social projects. Such actions teach responsibility, collaboration, dialogue, and respect for democratic principles.

Students have the opportunity to express their own opinions, participate in decision-making, and take initiatives for the benefit of the school community. Through this, they learn how to function in a group, resolve conflicts, and participate responsibly in social life. These competencies form the foundation of conscious citizenship and active participation in local life.

3. Initiative and Entrepreneurship Competencies

The school consistently develops entrepreneurship competence, understood as the ability to initiate actions, make decisions, plan, and take responsibility for their implementation.

Students participate in educational projects, class and school initiatives, and international activities carried out within the Erasmus+ program. Through project work,

team activities, and problem-based tasks, students learn creative thinking, spotting opportunities, solving problems, and collaboration. Entrepreneurship competence is developed in a practical way—through real experiences that allow students to feel agency and the impact of their own decisions.

4. Communication and Language Competencies

As a school with instruction in Polish, operating in a multilingual environment, the institution pays special attention to developing communication and language competencies. Students refine their ability to clearly formulate thoughts, express themselves in speech and writing, and communicate effectively in various social situations.

Participation in competitions, performances, educational projects, and team activities fosters the development of argumentation skills, the presentation of one's own ideas, and working with text. Language competencies are treated as a tool for action and communication, rather than just as a goal in themselves.

5. Social and Emotional Competencies

The school supports the development of students' social-emotional competencies, ensuring their psychological well-being and sense of security. Educational efforts, professional support, and daily pedagogical practice foster the formation of empathy, self-awareness, and the ability to manage emotions. Students learn to recognize their own emotions, respect the feelings of others, and build positive relationships. These competencies are essential for effective collaboration, conflict resolution, and functioning within a group, and they also constitute an important element of entrepreneurship competence.

6. Competencies for Planning Personal Development and Learning

An important element of the school's work is supporting students in planning their own educational path and personal development. Educational and career counseling activities help students recognize their own strengths, interests, and predispositions. Students learn to set goals, reflect on their own progress, and take responsibility for their own learning. The competence of lifelong learning is treated as the foundation for further educational and professional development.

7. Pro-health Competencies and Social Responsibility

The school promotes a healthy lifestyle and responsibility for one's own health and well-being. Students participate in preventative, sports, and pro-health activities that teach them how to care for their physical and mental condition as well as social relationships. Cultivating pro-social and responsible attitudes helps build awareness that an individual's actions have an impact on the common good. These competencies support the student's development as a responsible member of the community.

The Marian Zdziechowski Primary School in Suderwa implements a coherent and modern concept of key competency education, in which entrepreneurship competence holds a special place. The development of social, communication, and emotional competencies, as well as initiative and responsibility, takes place through daily school practice, educational projects, and team activities. Education understood in this way fosters the formation of an independent, conscious, creative student ready to function in a dynamically changing world.

9. Summary

Entrepreneurship competencies are one of the most important directions in modern school education. They help raise an independent, creative, responsible, and entrepreneurial student. Developed from primary grades, entrepreneurship competence becomes a solid foundation for further learning and life. Integrated with Lithuanian language lessons and other subjects, entrepreneurship competence gives education meaning, relevance, and a connection to the real world.

Conclusions

- **In the modern school, entrepreneurship competencies are becoming one of the fundamental general competencies** because they include not only economic knowledge but also the ability to think independently, act, create, and take responsibility for one's decisions. This competence meets the needs of modern society and the labor market.
- **Developing entrepreneurship competence from the first grades is purposeful and necessary** because it is at this age that a student's motivation to learn, self-confidence, approach to mistakes, and initiative are

formed. Early entrepreneurship education provides a solid foundation for the further personal and academic development of students.

- **Entrepreneurship competencies develop students' knowledge, skills, and attitudes in a comprehensive way.** They help shape creative thinking, problem-solving skills, communication skills, responsibility, and initiative, which are necessary both in the learning process and in daily life.
- **In the long term, entrepreneurship competencies contribute to the formation of an independent, responsible, and active personality.** Students with strong entrepreneurship skills adapt more easily to change, are able to learn throughout their lives, and actively participate in social life.
- **Entrepreneurship competencies are closely linked to other general competencies**—communication, cognitive, social and emotional, creativity, and digital competencies. They act as integrative competencies, enabling students to practically apply knowledge acquired in various lessons.

Recommendations

- **Entrepreneurship competencies should be developed consistently from the first grades**, by incorporating them into daily lessons rather than treating them as a separate or additional area of education. It is especially important to start with simple, child-friendly activities.
- **Use experiential and project-based teaching in lessons**, which gives students the opportunity to plan, create, act, collaborate, and reflect. Such activities allow students to achieve success and learn from mistakes.
- **Encourage students to show initiative and independence** by giving them choices when performing tasks, planning activities, or presenting results. The teacher should act as a consultant and facilitator, not the sole decision-maker.
- **Shape a positive approach to mistakes**, emphasizing that they are part of the learning process. This is especially important in shaping students' self-confidence and emotional resilience.
- **When evaluating student achievements, place emphasis not only on the result but also on the process**—efforts, collaboration, creativity, and the ability to reflect on one's own actions. This helps shape responsibility for learning.

- **Strengthen collaboration between teachers** to consistently develop entrepreneurship competencies across different subjects and integrated activities. This allows students to see the connections between different areas of education.
- **Engage the school community and parents** by organizing joint projects, events, or initiatives. Such partnerships strengthen students' social and civic skills and provide learning with a real-world context.

Subject: Lithuanian Language

Student Level: Grades 3–4

Duration: 2 lessons (90 minutes)

Lesson Topic: "Fashion Show: I’m Selling My Style"

Entrepreneurship Element	**Implementation in the Lesson**
Initiative	Students create their own product—a clothing set; they propose ideas themselves, choose the model, and decide on the sales method.
Decision-making	Clothes are selected, the product price is determined, and decisions are made regarding how and to whom the product will be delivered.
Responsibility	Students are responsible for their choices: if the price is too high, they do not make a sale; if the delivery method is

Entrepreneurship Element	Implementation in the Lesson
	unclear, buyers are not interested.
Communication	Role-playing game (seller–model–buyer), product presentation, and argumentative conversation in Lithuanian.
Reflection	Discussion of what helped with the sales, what was difficult, and what should be done next time—students share successes and mistakes.

Educational objectives – general requirements
(In accordance with the general primary school curriculum)

- **Developing students' skills in planning actions and time**, and making decisions regarding the creation of clothing sets.

- **Developing the ability to present one's own ideas**, argue choices, and work in a team.
- **Developing socially responsible behavior and basic entrepreneurship knowledge** through situations involving buying and selling.
- **Fostering social skills:** communication, collaboration, and respectful discussion.
- **Promoting creativity, initiative, and entrepreneurship** by creating and "selling" one's own style.

Smart lesson goals

- **Specific:** Students will familiarize themselves with clothing and footwear vocabulary and the verbs *apsivilkti* (to put on clothes), *užsidėti* (to put on/wear), *užsimauti* (to put on/pull on [gloves/trousers/socks]), and *apsiauti* (to put on footwear) and apply them in practice.
- **Measurable:** Each student will complete at least one practical task and correctly use at least 50% of the taught verbs in oral or written sentences.
- **Achievable:** Using visual materials, interactive tasks, role-playing, and elements of a fashion show, students will consolidate their language skills.
- **Relevant:** The lesson is tailored to the age of 3rd–4th grade students; tasks are playful and close to students'

daily lives, making them easily understandable and motivating.

- **Time-bound:** Tasks are to be completed during one or two lessons.

Core competencies

- **Initiative and Entrepreneurship Competence:** The student creates a "product" (clothing set), sets a price, presents advantages, and learns responsibility for their decisions.
- **Social and Civic Competencies:** Students collaborate in groups, share roles (model, salesperson, buyer), and learn to listen to others with respect.
- **Communication and Interactive Learning Competencies:** The student actively participates in interactive activities: answers questions, takes part in a fashion show, and argues purchasing decisions.

Content – detailed requirements

(In accordance with the general primary school curriculum)

- The student recognizes basic nouns related to clothing and footwear and understands their purpose.

- Correctly uses the verbs *apsivilkti*, *užsidėti*, *užsimauti*, and *apsiauti* in sentences.
- Is able to plan their actions: selecting clothing appropriate for the situation (school, weather, celebration).
- Actively participates in interactive activities (role-playing, educational games, fashion shows).
- Reflects on their learning – identifies what went well and what could be done differently.

Working methods

- Guided conversation.
- Whole-class work, group work, and individual work.
- Role-playing game (model, salesperson, buyer).
- Interactive exercises and educational games.
- Multimedia presentation.
- Practical and creative activities.

Teaching aids

- Multimedia presentation (Canva).
- Task cards, pictures of outfits.
- Play money.
- Whiteboard, magnets, markers.
- Multimedia equipment: projector, computer.

- Interactive platforms (Wordwall, LearningApps, HelloSmart).

Main lesson goal

To learn the intentional use of the verbs: **apsivilkti**, **užsidėti**, **užsimauti**, **apsiauti** through practical tasks during a fashion show. To develop entrepreneurship competencies and teach the correct use of verbs related to clothing.

Learning the verbs

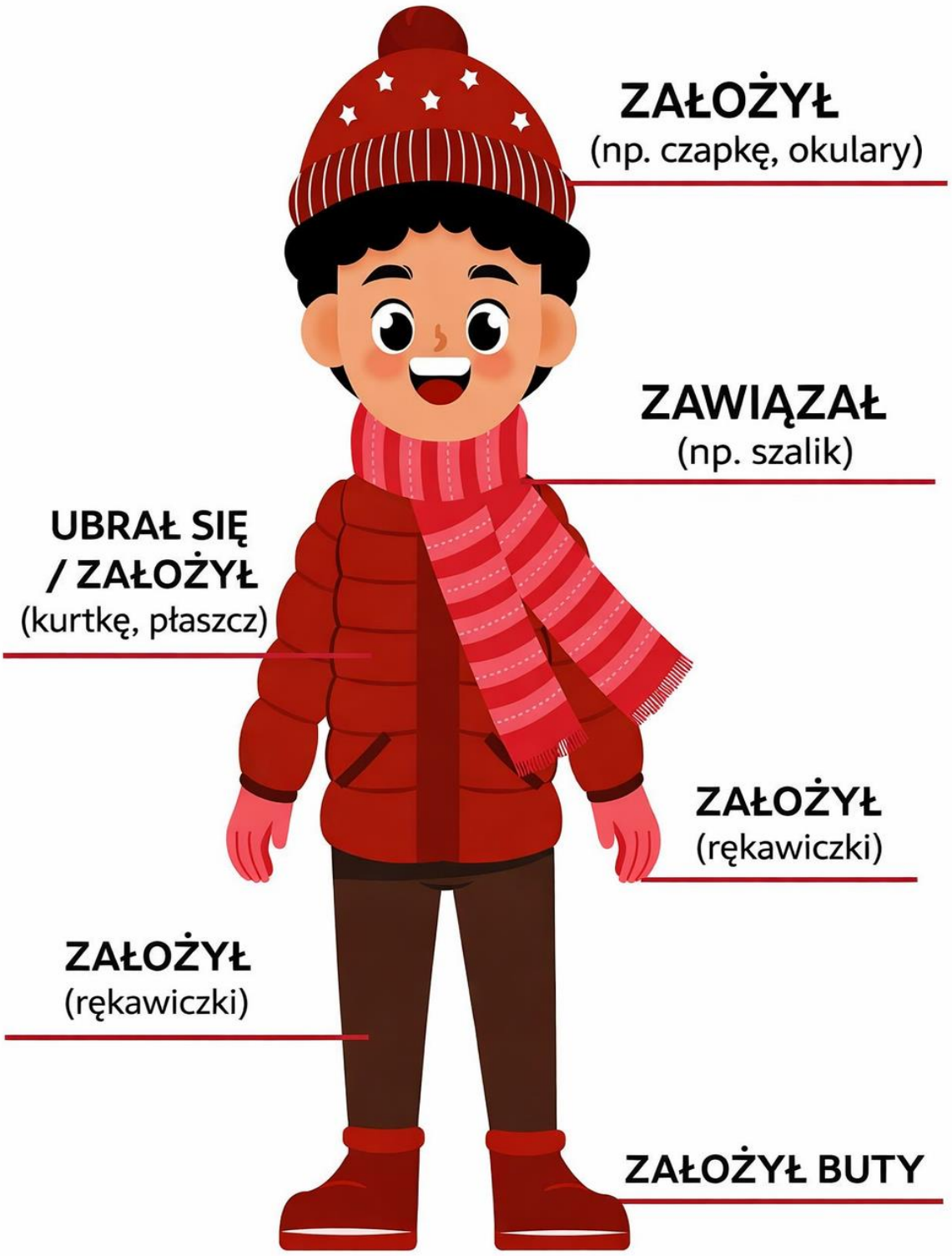
https://www.canva.com/design/DAG-SqFvZK8/uH_XjqeLRtGuEFKpKjN_OQ/edit?utm_content=DAG-SqFvZK8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Dictionary of clothes and footwear (Lietuvių – Polski)

Nouns (Lithuanian-Polish)	Verbs (Lithuanian-Polish)
Akiniai – Okulary (glasses) **Skrybėlė** – Kapelusz (hat) **Kepurė** – Czapka (cap)	**Užsidėti** – Założyć (put on) **Nusiimti** – Zdjąć (put off)
Paltas – Płaszcz (coat) **Striukė** – Kurtka (jacket) **Švarkas** – Żakiet (suit) **Megztinis** – Sweter (sweater) **Marškiniai** – Koszula (shirt) **Marškinėliai** – Koszulka (t-shirt)	**Apsivilkti / Užsivilkti** – Założyć (put on)

Nouns (Lithuanian-Polish)	**Verbs (Lithuanian-Polish)**
Suknelė – Sukienka (dress) **Palaidinė** – Bluzka (blouse)	
Kelnės – Spodnie (trousers_ **Šortai** – Szorty (shorts) **Sijonas** – Spódnica (skirt) **Kojinės** – Skarpety (socks) **Pirštinės** – Rękawiczki (gloves)	**Apsimauti / Užsimauti** – Założyć (put on) **Nusimauti** – Zdjąć (put off)
Bateliai – Pantofelki (loafers)	**Apsiauti** – Założyć (put on)

Nouns (Lithuanian-Polish)	Verbs (Lithuanian-Polish)
Batai – Buty (shoses) **Basutės** – Sandały damskie (sandals) **Sportbačiai** – Buty sportowe (trainers)	**Nusiauti** – Zdjąć (put off)



Various ways of using „założył“ (put on) verb

Use the correct verb.

Children dress the doll and use the appropriate verb.

Task.

Each student explains how they propose to dress their model, following the example.

https://www.canva.com/design/DAG-Sn25Nbo/Y3UEyvu6BjfKJHsqsJa_Mw/edit?utm_content=DAG-Sn25Nbo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Task. product creation (10 min)

Students select clothing items, then group them by the corresponding action and paste them into the table:

- **Put on (Torso):** shirt, dress, jacket, sweater.
- **Put on (Head/Face/Accessories):** hat, glasses, backpack.
- **Pull on (Legs/Hands):** trousers, shorts, tights, gloves.
- **Put on (Footwear):** shoes, flip-flops, slippers.

	Włożyć (put on)	
	Założyć (wear)	
	Zawiązać (Tie)	

lets listen to the song

Practical exercises

https://lum.io/share/87f1b423-404a-4530-8e77-a9d742f6f416

https://learningapps.org/27731013

Task. Fashion model (10 min)

Each group prepares their model – they choose a child from the group and set a price.

"Our model is wearing a warm jacket today, and has put on gloves and boots. This costs only 10 euros!"

The children have play money and can make purchases.

Task. Fashion show + sales (15 min)

Seller's script (template):

"Welcome! Today we are offering a perfect combination. See how comfortably one can put on this hat and coat? This style is suitable for school. Price – 15 euros."

Model's presentation: While the seller describes the actions ("Now the model is putting on the boots"), the model walks the "runway" and presents the outfit.

Purchase decision

Customers justify their choice using new vocabulary:

- "I am buying it because I like the jacket the model is wearing."
- "I am not buying it because I do not like the shoes the seller is proposing to put on."

"Opening the shop"

Teacher: "Today, our classroom is a fashion shop. You will create clothing sets and try to sell them."

Task. Fashion presentation (10 min)

Each student tries to present and sell their clothing combination.

On the card:

- model (drawing/photo),
- outfit,
- price,
- 1–2 short sentences.

E.g., "I propose this jacket. It is warm and nice. I will put it on."

Children learn:

- how to visually present a product,
- how to highlight benefits.

Task. Fashion show + sales (15 min)

One child acts as the model, another as the seller.

Seller's script (template):

"Welcome! We are selling ___. It is suitable for ___. Price – ___."

The model walks the "runway."

The class acts as buyers:

- they have play money,
- they decide: buy or not.

☞ Real decision-making.

Task. Purchase decision

After each presentation:

- 2–3 children say:

"I am buying because ___."

"I am not buying because ___."

Entrepreneurship = choice based on arguments.

Summary (5 min)

Reflection:

- Was it easy to sell?
- What helped to convince the buyer?
- What is important for people to buy?

Children understand that ☞ it is not just the item, but also the way it is presented.

Lesson evaluation

Evaluated criteria:

- originality of the idea,
- clarity of the presentation,
- collaboration,
- attempt at sales,
- short presentation in Lithuanian.

Conclusion

In this lesson, entrepreneurship competencies are integrated through practical activities – a fashion show and sales – during which students:

- create a product,
- advertise it,
- present and sell it,
- learn about customer needs and choices.

It is a modern, engaging, playful lesson during which children learn about life.

Initiative and entrepreneurship competency self-assessment card

Instructions for students:

Dear Student,

This card will help you reflect more deeply on your initiative and entrepreneurship skills. Rate each point on a scale:

- 5 – Always / I have fully mastered this
- 4 – Often / I am doing well
- 3 – Sometimes / I need more practice
- 2 – Rarely / I have difficulties
- 1 – Never / I cannot do this yet

Important: After each section, reflect and describe what you do well and what you want to improve.

1. Ability to notice problems and take initiative

- I can notice a problem in my environment (e.g., in class, at home, in the community).
- I can point out a need or an idea for improving something in my environment.

- I often come up with my own proposals for activities (e.g., projects, initiatives).
- I take action even when no one asks me to.
- I am happy to get involved in organizing school events or projects.

Your reflections:

- What I do well:

  _____
  __
- What I want to improve:

  _____

2. Creativity and innovation

- I come up with original and interesting ideas for solving problems.
- I can find different ways to achieve the same goal.
- I am open to new ideas and know how to develop them.

- I experiment with different solutions to find the best one.
- I can adapt to new situations and changing conditions.

Your reflections:

- What I do well:

  _____
  __
- What I want to improve:

  _____

3. Planning and project management

- I can plan my actions step-by-step.
- I set goals and priorities for my work.
- I make sure to act according to the schedule and deadlines.
- I can assign tasks for myself and others.
- I know how to manage the necessary resources (e.g., time, materials).

Your reflections:

- What I do well:

  _____
  __
- What I want to improve:

  _____

4. Collaboration and teamwork

- I can work effectively in a team.

- I support others in achieving common goals.
- I can listen to and consider the ideas of others.
- I encourage others to take action and help when they need it.
- I resolve conflicts in a calm and constructive way.

Your reflections:

- What I do well:

  _____
  __
- What I want to improve:

  _____

5. Handling difficulties

- I do not get discouraged when something does not work out.
- I look for new solutions when I encounter problems.
- I learn from my own mistakes and draw conclusions from them.
- I am able to ask for help when I encounter difficulties.
- I strive until the end, even when it is difficult.

Your reflections:

- What I do well:

  _____

- What I want to improve:

  _____

6. Evaluating the results of one's own work and reflection

- I can evaluate what went well and what requires improvement.
- I regularly think about what I can do better.
- I plan my next actions based on the experience I have gained.
- I am able to accept criticism and use it for my development.
- I can summarize my achievements and draw conclusions from them.

Your reflections:

- What I do well:

  _____

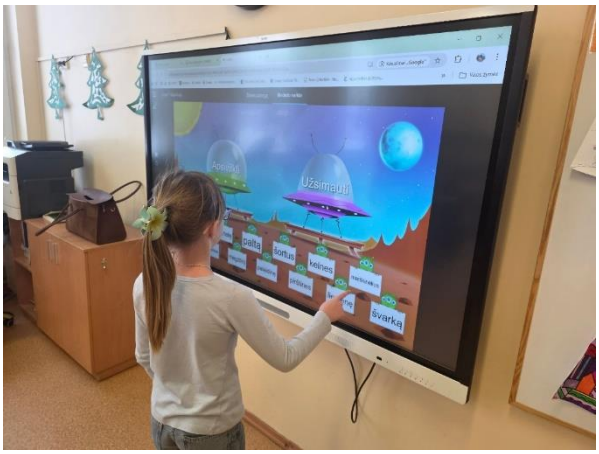
  __

- What I want to improve:

  _____

Monikos modelis

Danielious modelis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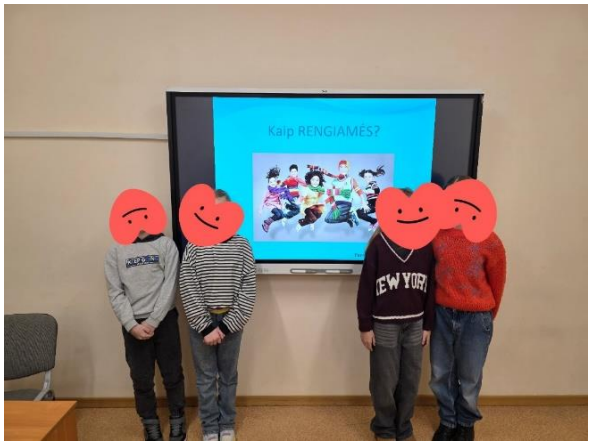
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Evaluation of the Integrated Lesson Plan: "Fashion Show: I’m Selling My Style"

1. General Evaluation

The integrated lesson plan "Fashion Show: I’m Selling My Style" is a meticulously prepared, modern, and methodologically sound educational model designed for 3rd–4th grade students. The lesson successfully integrates content from Lithuanian language (use of clothing-related nouns and verbs), mathematics (pricing, purchasing decisions), and social/entrepreneurship competencies.

The scenario aligns with general curricula and EU recommendations regarding key competency education, with a specific focus on entrepreneurship, communication, creativity, and learning-to-learn skills. Clearly formulated objectives, a cohesive sequence of activities, active learning methods, and the use of digital tools (Canva, Hellosmart, multimedia) create conditions for an engaging, meaningful, and attractive educational process. By utilizing experiential learning and role-playing, this scenario serves as an excellent example of

pedagogical best practice, suitable for both daily classroom instruction and international projects.

2. Strengths of the Lesson Plan

- **Integrated Teaching:** Language, math, social education, and entrepreneurship are naturally woven together around a theme relevant to students' daily lives.
- **Active and Empirical Methods:** Role-playing (model, seller, buyer), the fashion show format, and product creation encourage active participation and emotional engagement.
- **Purposeful Language Instruction:** Teaching the verbs *apsivilkti*, *užsidėti*, *užsimauti*, and *apsiauti* through practical application ensures that students not only memorize the words but use them correctly in speech.
- **Entrepreneurship Competency Development:** Students create products, set prices, present benefits, argue for purchase decisions, and learn the value of advertising and presentation.
- **Use of Digital Tools:** Interactive presentations and games meet modern educational needs and align with the learning styles of the younger generation.

- **Adaptability:** Group and pair work allow students to demonstrate their abilities according to their individual skill levels.
- **Reflection:** The inclusion of reflection at the end of the lesson helps students evaluate their performance, understand successful persuasion tactics, and analyze decision-making processes.

3. Final Conclusions

The "Fashion Show" lesson plan is a modern, creative, and methodologically valuable solution that effectively develops language, social, mathematical, and entrepreneurial skills. It is highly student-centered and focused on real-life scenarios, making it particularly attractive for primary school learners. Due to its clear structure and versatility, this plan is recommended as a model of best practice at the school, municipal, and international (Erasmus+) levels.

New Lesson Plan Draft

Subject: Lithuanian Language
Student Level: Grades 2–3
Duration: 2 lessons (90 minutes)

Lesson Topic: "Where Can I Find My Product? The Detective Market"

Entrepreneurship Element	Implementation in the Lesson
Initiative	Students create a concept for finding a product, organize the "point of sale" themselves, and devise clues and hints.
Decision-making	Students decide where to "place" the product, how to describe it, and how to guide the customer using locative prepositions.
Responsibility	If instructions are unclear, the buyer cannot find the product; students understand the importance of clear communication.

Entrepreneurship Element	Implementation in the Lesson
Communication	Clear verbal instructions, product presentation, communication with "customers," and teamwork.
Reflection	Discussion on whether buyers found the product, what helped or hindered the process, and how to improve the offer next time.

Educational objectives – general requirements

(In accordance with the general primary school curriculum)

- **Developing students' skills in planning actions and time**, as well as locating, presenting, and "selling" a product according to provided locational clues.

- **Developing the ability to communicate clearly**, present one’s own ideas, and work in a team while adhering to communication rules.
- **Developing socially responsible behavior and basic entrepreneurship knowledge** through situations involving buying, selling, and customer service.
- **Fostering social skills:** communication, collaboration, listening, and providing assistance.
- **Promoting creativity, initiative, and entrepreneurship** by solving problems ("how to find the item") in real-life situations.

Smart lesson goals

- **Specific:** Students will learn and practically apply prepositions of place—*ant* (on), *po* (under), *prie* (at/by), *šalia* (next to), *už* (behind), *virš* (above), *tarp* (between), *į* (into/to)—when describing the location of objects.
- **Measurable:** Each student will correctly use prepositions in at least one task, and the buyer will find the item based on the instructions provided.
- **Achievable:** Using visual materials, educational games, role-playing, and practical search tasks, students will consolidate the use of prepositions.

- **Relevant:** The lesson is adapted to the language proficiency of 3rd-grade students learning Lithuanian as a second language; the tasks are game-based, clear, and close to everyday situations.
- **Time-bound:** Tasks are to be performed during 1–2 lessons.

Core competencies

1. **Initiative and Entrepreneurship Competence:** The student creates a product, chooses its location, prepares promotional information, and understands that clear communication determines the success of a "sale."
2. **Social and Civic Competencies:** Students collaborate in groups, perform various roles (seller, buyer-detective), and learn responsibility and respect.
3. **Communication and Interactive Learning Competencies:** Students actively participate in interactive activities, ask questions, provide precise instructions, and reflect on the learning process.

Content – detailed requirements

(In accordance with the general primary school curriculum)

- The student understands the meaning of prepositions of place and their role in a sentence.
- Correctly uses the prepositions *ant, po, prie, šalia, už, virš, tarp, į* when speaking and performing practical tasks.
- Is able to plan and present clear instructions determining an object's location.
- Actively participates in educational games, searches, and role-playing.
- Reflects on their learning – understands that imprecise directions hinder communication and "business."

Working methods

- Guided conversation.
- Whole-class work, group work, individual work.
- Role-playing game (seller – buyer – detective).
- Interactive exercises and educational games.
- Multimedia presentation.
- Practical activities (searching for items, finding the product).

Teaching aids

- Multimedia presentation (Gamma, visual materials).
- Task cards and posters.

- Play money.
- Classroom objects (to be searched for).
- Whiteboard, magnets, markers.
- Multimedia equipment: projector, computer.
- Interactive platforms (Wordwall, LearningApps, Chattube).

Main lesson goal

Fostering initiative and entrepreneurship competencies by teaching students:

- To correctly use prepositions of place: *on, under, at, next to, behind, above, between, into*.
- To understand that accurate "where to find" information is essential for successful sales.
- To present an idea and persuade the buyer.
- To collaborate and communicate politely in Lithuanian.

Entrepreneurship elements (clearly visible)

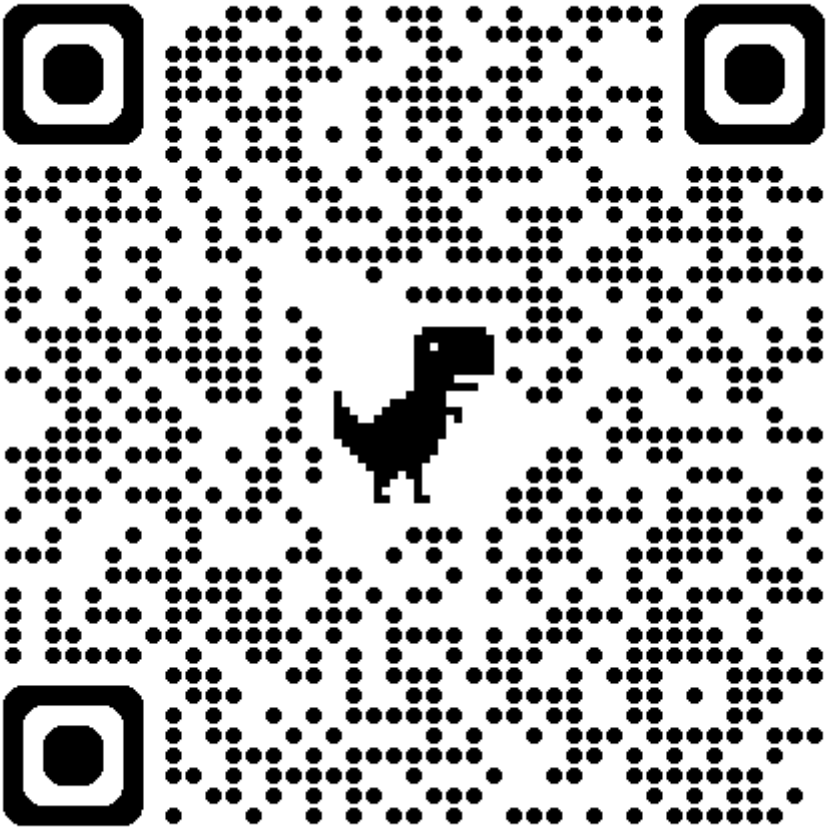
The following skills are developed during the lesson:

- ✓ Idea generation (product vision).
- ✓ Product presentation (visual and textual information).
- ✓ Understanding customer needs (clear location helps the buyer).
- ✓ Public speaking (presenting the product location).

Lesson flow

🔥 **Introduction (10 min)** – Reviewing prepositions.

(Artificial Intelligence program https://gamma.app/, where you can create presentations and translate them into other languages)



Consolidation game (for review and reinforcement)

- https://wordwall.net/resource/99203179
- https://wordwall.net/resource/99203076
- https://wordwall.net/resource/106021760
- https://wordwall.net/resource/106021827
- https://learningapps.org/17415700

Say the sentence

Children look at the pictures and speak sentences using the prepositions of place.

Lets watch a movie (consolidation of adjectives)

Questions regarding prepositions after watching the film:

https://chattube.io/watch?v=7YdRtiVjmlA

1. According to the lesson, what is a preposition?
2. Is a preposition an inflected or uninflected part of speech?
3. Which part of speech does a preposition most often connect with?
4. What do a preposition and a noun form together?
5. What types of relations can prepositional phrases express? Give examples.
6. What questions do prepositional phrases indicating spatial relations answer?
7. What questions do prepositional phrases indicating temporal relations answer?

8. What other relations can prepositional phrases express? Give examples.
9. What can separate a preposition and a noun in a prepositional phrase?
10. Why is a preposition considered a non-independent part of speech?
11. Give an example of a sentence with a preposition and explain its function.
12. What exercises does the instructor encourage after the lesson?

(The DI platform https://chattube.io/ was used, where questions about the presented video material are created after adding a video.)

"Missing goods!"

Teacher: "Today, our classroom turns into a big market, but there is confusion – the goods have disappeared!"

- **Problem:** The teacher hides an object and asks, "Where is it?" Students try to answer, thereby "discovering" the lesson tools – prepositions.

🎁 Task 1. Product creation (10–15 min)

- Work in groups (3–4 children).

- Each group:
  - Invents a product and draws it.
  - Secretly chooses a place for the product in the classroom (e.g., under a chair, behind a cupboard).
  - Task: Create a product that will be interesting to the buyer.

Task 2. Advertising slide / poster (10–15 min)

- Each group prepares 1 slide/sheet: "Where to find us?"
- On the slide:
  - Product name and price.
  - 1–2 sentences with prepositions indicating location.
  - E.g., "Our apple is on the windowsill, behind the flowers. Price – 3 euros."

Task 3. Market + search (15–20 min)

- One child is the seller, the others are buyer-detectives.
- Seller's script (template): "Welcome! We are selling (product). You will find it (where? – prepositions). Price – (how much?)."
- Buyers have play money and physically go to look for the goods according to the directions.

Task 4. Purchase decision

- The buyer finds the item and justifies it: "I am buying because the seller clearly said that the item is under the table."

Seller's texts (Templates)

- **Variant 1: "Warm choice."** "Hello! We are selling a stylish winter hat. It is suitable for staying warm during the frost. Our product is located next to the blackboard, under a small toy. Price – 5 euros. Would you like to take a look?"
- **Variant 2: "School detective."** "Hello! Our team offers a magic pencil. It is suitable for getting the best grades. It lies on the red book, hidden behind a large vase. Price – only 2 euros. Will you buy it?"
- **Variant 3: "Holiday mood."** "Hello! We are selling a colorful postcard. It is suitable for wishing a friend well. The product is by the door, between two colorful boxes. Price – 3 euros. It's a great gift!"

Buyer-detective responses

Use these sentences after presenting yourself:

Agree to purchase	do not purchase
"I am buying because I like the price and I quickly found the product under the chair."	"I am not buying because I could not find the product behind the cupboard."
"I am buying because the seller clearly explained that the item is between the boxes."	

(Play money is used in the lesson.)

Task: Entrepreneurship Market and Prepositions

Instruction: Fill in the appropriate preposition in the blanks. In some sentences, a preposition is not needed (in that case, write a dash "-").

Part I. Preparing for the market

1. We stuck advertising posters __ the doors so everyone could see them.
2. We carefully placed the goods ___ the tabletop.

3. Have you already agreed ____ the suppliers on the delivery of goods?
4. Today we produce goods _____ morning to evening.
5. We will donate all funds obtained during the fair to _____ charitable causes.

Part II. Communicating with customers

6. These postcards were made _____ recycled paper.

7. Do you want tea _____ sugar, or without?

8. We are sorry, _____ this product there is no discount.

Part III. Business analysis

11. We will meet ___ lessons to discuss the results of the fair.

12. The profit was greater than we expected _____ the beginning.

13. Next time we will advertise products ___ social media.

14. Success depends _____ your efforts and creativity.

15. We will return ___ home in a good mood and with a full cash register!

Random challenge (Creative Task):

Create a short advertising slogan for your product using at least two prepositions: "with" and "from".

Example: "Our juices with vitamins will protect you from a cold!"

Your slogan:

_____

_____

Practical tips on how to sell goods

- Gamma (Lithuanian)
- Gamma (English/Polish context)

Lesson evaluation (focus on entrepreneurship and language)

Evaluated:

- Correct use of prepositions (did the buyer find the goods?).
- Originality and way of presenting the idea.
- Courage in using the Lithuanian language and cooperation.

Self-assessment / reflection

Student's Self-Assessment and Reflection Card

Check or say:

Today I:

☐ had an idea

☐ made a decision

☐ collaborated with others

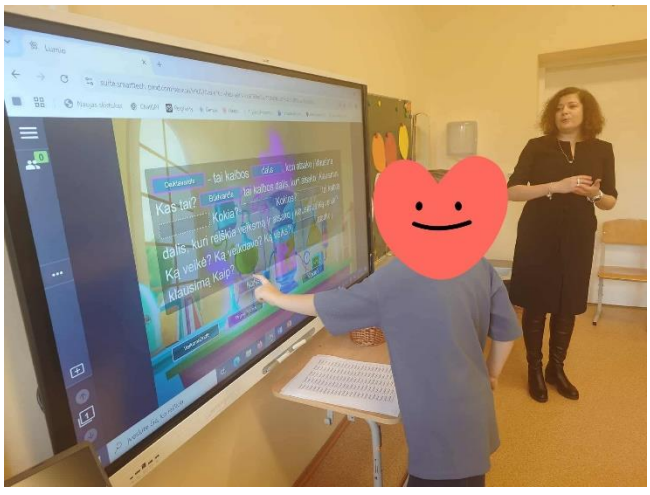
☐ kept trying, even when it was difficult

What I liked the most:

……

Next time I will try:

……



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   - https://wordwall.net/resource/106021827

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5. "Chattube" platform.

Evaluation of the Integrated Lesson Plan: "Where to Find My Product? Detective Market"

1. General Evaluation

The integrated lesson plan "Where to Find My Product? Detective Market" is a methodologically strong, modern, and clearly structured educational solution designed for 3rd-grade students learning Lithuanian as a second language. The lesson coherently integrates content from the Lithuanian language (use of locative prepositions), social education, and entrepreneurship competencies, based on general curricula and EU guidelines for key competency education.

The scenario is based on the principle of active, empirical learning—students learn by doing, solving realistic problems, and role-playing (creators, sellers, buyer-detectives). Clearly formulated lesson objectives, a logical sequence of activities, gamification elements, and the use of digital tools (Wordwall, video materials, interactive tasks) create conditions for effective, engaging, and meaningful learning. The lesson pays special attention to the functionality of the language—prepositions are taught not as a theoretical rule, but as an essential tool for effective communication and

"business." Therefore, this scenario can be considered an example of good pedagogical practice.

2. Strengths of the Lesson Plan

- **Integrated Teaching:** Lithuanian language teaching is closely linked to social education and entrepreneurship competencies, developing the ability to apply language in real-life situations.
- **Active and Empirical Methods:** Detective searches, role-playing, and the "market" situation stimulate students' curiosity, engagement, and learning through experience.
- **Purposeful Teaching of Prepositions:** Prepositions of place (*on, under, at, next to, behind, above, between, into*) are consistently reinforced through sentence creation, giving instructions, and searching for actual objects in the classroom.
- **Entrepreneurship Competency Development:** Students create a product, consider its location, prepare promotional information, communicate clearly with the "customer," and understand that sales success depends on accurate information.

- **Understanding Customer Needs:** The role of buyer-detectives helps students understand that unclear instructions lead to failed purchases, while clear communication builds trust.
- **Use of Digital Tools and Games:** Interactive games, visual materials, and creative tasks match the learning style of modern students and the education principles of Generation Z.
- **Adaptability:** Group work, clear sentence templates, and models allow for effective participation by students with varying levels of language proficiency.
- **Clear Assessment and Reflection:** Justifying purchasing decisions allows for the evaluation of not only linguistic accuracy but also student understanding and communication effectiveness.

3. Final Conclusions

The lesson plan "Where to Find My Product? Detective Market" is an innovative, motivating, and pedagogically sound example of integrated teaching, where language becomes a practical tool for solving real-life situations. In this lesson, prepositions take on a clear meaning—

without them, neither effective communication nor business is possible.

Due to its clear structure, active methods, entrepreneurship elements, and the use of digital tools, this lesson is attractive, engaging, and educationally effective. It can be successfully used as an example of good practice in school, municipal, or international projects, including the "Erasmus+" program. This is a lesson that teaches not only language but also life skills.

Subject: Mathematics Club
Student Level: 7th Grade
Duration: 1 lesson (45 minutes)
Lesson Topic: Creating stamps using the online generator WordArt.com

Entrepreneurship Element	**Implementation in the Lesson Plan**
Initiative	Students independently create a final product (e.g., a stamp),

Entrepreneurship Element	Implementation in the Lesson Plan
	propose ideas, and select design solutions.
Decision-making	The form of the product, colors, and materials are chosen, and a selling price is set based on cost calculations.
Responsibility	Students evaluate the consequences of their decisions: production costs, pricing, potential profit, and product attractiveness.
Communication	Presentation of the created product, pair work, justifying choices, and communication with "buyers."
Reflection	The entire activity is summarized: achievements, challenges, and learning

Entrepreneurship Element	Implementation in the Lesson Plan
	experiences are discussed, and lessons for the future are drawn.

Competencies developed during the lesson:

Digital Literacy Skills

During the lesson, students learn to use the online tool **WordArt.com**, which allows for the creation of word clouds. Additionally, they use **Google Docs** to save and share their work, and the **Wordwall** platform to complete interactive tasks related to calculating costs and profits. Working with computers and various digital programs develops practical skills in Information and Communication Technologies (ICT).

Learning-to-Learn Competence

The lesson engages students in independent design and planning, developing their ability to learn by doing. Clear instructions, teacher support, and pair work facilitate the

mastery of new tools and concepts, such as calculating production costs. Self-assessment at the end of the lesson (using **Mentimeter**) encourages reflection on their own learning process.

Social Competencies (Teamwork)

Designing stamps is done in pairs, which necessitates cooperation, task delegation, communication, and joint decision-making. Teamwork fosters openness, tolerance, and responsibility for a common result. Students learn to cooperate and help one another, especially those with special educational needs.

Entrepreneurship Competencies (Expense planning, profit assessment)

In the financial part of the lesson, students analyze the costs of materials and services to calculate the unit cost of one stamp. They then determine the selling price and assess potential profit. Such activities develop economic thinking, planning skills, data analysis, and decision-making within the context of entrepreneurship.

Smart Goal:

The student can independently create a stamp using the **WordArt.com** tool, utilizing Erasmus project keywords, and conduct an analysis of production costs and profits using **Wordwall**.

Educational objectives – general:

- Using information and communication technologies in creative activities.
- Developing teamwork skills.
- Fostering entrepreneurship.

Learning content – specific requirements:

The student:

- Knows how to use the **WordArt.com** website.
- Creates a graphic using keywords: *Erasmus, Lithuania, Poland, Slovakia*.
- Saves the project in a **Google Doc**.
- Performs cost and profit calculations in **Wordwall**.
- Uses a stamp-making device.

Working methods:

- Multimedia presentation.
- Pair work.
- Practical task.
- **Wordwall** educational game.
- Guided discussion.

Teaching aids:

- Computers with Internet access.
- **WordArt.com** website.
- **Google Docs**.
- Stamp printer + accessory kit.
- Printer.
- Paper, scissors.
- **Wordwall** platform (interactive tasks):
  - WordArt: https://wordwall.net/lt/resource/91868172
  - Costs and profits: https://wordwall.net/lt/resource/91556576
- **Mentimeter** platform (for reflection).

Lesson flow

Introduction (approx. 5 min.):

- Welcome, attendance check.
- Presentation of lesson objectives and tools to be used.

Main Part (approx. 30 min.):

1. **Rules for using WordArt.com (5 min):**
   - Teacher’s instructions.
2. **Designing stamps (15 min):**
   - Pair work.
   - Students choose shapes, colors, and fonts.
   - Mandatory keywords: *Erasmus, Lithuania, Poland, Slovakia*.
   - Saving projects to a shared Google Doc.
3. **Stamp production (5 min):**
   - Printing designs and physically creating the stamps.
4. **Financial calculations (5 min):**
   - Wordwall game: calculating the production cost per badge, setting the selling price, and determining profit.
   - Completion of at least 3 out of 5 tasks.

Conclusion (approx. 10 min.):

- Summary: WordArt test (Wordwall).

- Self-assessment and reflection (Mentimeter) – what was the most interesting / most difficult.
- Discussion of the completed tasks.
- Teacher’s thanks for the students' engagement.
- Assessment: correctness of the project and completion of at least 3 out of 5 Wordwall tasks.

Recommendations for working with students with special educational needs:

- Clear and simple instructions.
- Partner support during pair work.
- Simplified version of the project.
- Teacher assistance with using digital tools.

Evaluation sheet for measuring student initiative competence (12–15 years old)

Instructions for the teacher:

This sheet was created to help monitor the development of initiative competence in students. It contains detailed indicators that can be assessed at different stages of student development. The sheet is universal and allows for regular progress monitoring, identifying areas for improvement, and planning supportive activities.

Assessment method:

Each indicator is rated on a scale of 1 to 5:

- 1 – Does not demonstrate this trait
- 2 – Demonstrates it to a small extent
- 3 – Demonstrates it sometimes, but requires support
- 4 – Demonstrates it often and independently
- 5 – Demonstrates it fully, inspiring others

Evaluation sheet – initiative competence

Competency Area	Indicators	Rating	Comment
1. Identifying problems	The student is able to identify a problem in their environment.		
	The student notices needs and opportunities		

Competency Area	Indicators	Rating	Comment
	for improvements in the school environment.		
	The student expresses a desire to act in response to observed needs.		
2. Proposing solutions	The student generates various ideas for solving problems.		
	The student is able to evaluate the		

Competency Area	Indicators	Rating	Comment
	feasibility of their ideas.		
	The student selects the best solution from those proposed.		
3. Action planning	The student creates a simple plan to implement the chosen solution.		
	The student determines the sequence of actions needed to		

Competency Area	Indicators	Rating	Comment
	achieve the goal.		
	The student identifies the resources needed (time, materials, help from others).		
4. Independence	The student takes initiative without the need for constant teacher supervision.		

Competency Area	Indicators	Rating	Comment
	The student continues their actions despite difficulties or obstacles.		
	The student attempts to solve problems on their own.		
5. Collaboration and communication	The student shares their ideas with the group and encourages others to act.		

Competency Area	Indicators	Rating	Comment
	The student collaborates with others to complete a project or task.		
	The student actively listens to the opinions of others and considers them in their actions.		
6. Perseverance and adaptation	The student does not get discouraged when encountering		

Competency Area	Indicators	Rating	Comment
	difficulties in carrying out their actions.		
	The student changes their action plan when the original solution does not work.		
	The student seeks help or additional information when encountering difficulties.		

Competency Area	Indicators	Rating	Comment
7. Reflection and development	The student is able to evaluate the effectiveness of their actions after completing them.		
	The student draws conclusions from their own successes and failures.		
	The student plans what they can improve in		

Competency Area	Indicators	Rating	Comment
	future actions.		

Summary Section

1. Average score for initiative competence

Area	Average score (1–5)
Identifying problems	
Proposing solutions	
Action planning	
Independence	
Collaboration and communication	
Perseverance and adaptation	
Reflection and development	

2. Student's strengths:

3. Areas for development:

4. Proposals for activities supporting development:

1 Eur

Worksheet: Creating Badges

Task: Using the WordArt.com website, create a word cloud on the topic: "Erasmus between schools in Lithuania, Poland, and Slovakia." Save the finished design in the shared "Google Docs" document, print it, and turn it into a badge. Then, calculate the production cost of the badge and set a potential selling price.

Steps:

Go to https://wordart.com and create your own word cloud.

1. Enter keywords: Erasmus, Lithuania, Poland, Slovakia...
2. Choose the shape, colors, and font.
3. Export the design (in PNG or PDF format).
4. Save your work in the shared Google Docs document.
5. Print the design, cut it out, and use the badge-making machine to create the badge.
6. Using the data provided in the table below, complete the interactive test on the Wordwall platform.

Material / Service	**Price (€)**
Paper (1/9 of A4 sheet)	0.03

Material / Service	Price (€)
Color printing (1 pc.)	0.07
Badge components	0.11
Labor costs	0.25

Production cost (1 pc.): _____ €

Suggested selling price: _____ €

Profit: _____

Bibliography

- https://www.facebook.com/profile.php?id=100092715434814#
- https://wordart.com
- https://wordwall.net
- Google Apps Documents
- https://mentimeter.com
- Materials prepared by the teacher (presentation and worksheet).

Final conclusions

The lesson plan is designed for 7th-grade students participating in a math club. Its main goal is to develop digital competence, learning-to-learn skills, teamwork, and entrepreneurial skills by using the WordArt.com tool to create word clouds and calculating production costs and profits.

The plan is well-prepared—educational goals are clearly defined, and basic competencies are included. The lesson flow has a logical structure, divided into three main parts: introduction, main part, and conclusion. This makes it easy for the teacher to plan the activities and for students to understand what to expect.

One of the strengths of the plan is the integration of various digital tools, such as WordArt.com, Google Docs, Wordwall, and Mentimeter. Students not only learn to use these tools but also develop teamwork, creativity, and entrepreneurship skills. The classes are interactive, which fosters student engagement.

In summary, the "Creating badges using the WordArt.com internet generator" lesson plan is a well-planned educational activity that effectively combines the teaching of digital competence, teamwork, and entrepreneurship. Thanks to practical and interactive methods, students not only acquire new skills but also improve their ability to reflect on the learning process.

Subject: Mathematics

Lesson Topic: "Distance, time, and speed in everyday situations"

Age group: Grade 4

Expected duration: 45 minutes

Entrepreneurship Element	**Implementation in the lesson (distance, speed, and time)**
Initiative	Students independently invent everyday situations (e.g., travel, trip, commuting to school) and create math problems regarding distance, speed, and time.
Decision-making	Students decide what data is needed for calculations, choose the appropriate formula ($d = v \cdot t$, $v = d : t$, $t = d : v$), and the method for solving the problem.

Entrepreneurship Element	Implementation in the lesson (distance, speed, and time)
Responsibility	Students are responsible for the accuracy of their calculations—a wrong choice of formula or data leads to an incorrect result that requires correction.
Communication	Students explain their reasoning, present solutions to the class, and work in pairs or groups using correct mathematical language.
Reflection	Students summarize what was easiest, what was difficult, what mistakes should be avoided, and how to better plan problem-solving in the future.

Educational objectives – general requirements: (general primary school curriculum)

- Planning actions and time management.
- Developing skills for presenting one's own ideas and working in a team.
- Developing socially responsible behavior and basic entrepreneurship knowledge.

- Shaping social skills: communication and cooperation.
- Developing creativity, entrepreneurship, and initiative.

Lesson objectives

- **Specific:** Students will learn and discuss the concepts of time, distance, and speed.
- **Measurable:** Each student will complete the task, achieving at least 50% correct answers.
- **Achievable:** Using multimedia and practical tasks, students will deepen their knowledge and learn to calculate basic relationships.
- **Relevant:** The lesson is adapted to the level of 4th-grade students, and diverse working methods will allow the intended goals to be achieved. By the end of the lesson, students will be able to apply the acquired knowledge when solving real-life problems.

- **Time-bound:** Students will complete the tasks during the lesson, divided into an introduction (5 minutes), main part (35 minutes), and summary (5 minutes).

Core competencies

1. **Developing initiative and entrepreneurship competencies:** By performing tasks, the student learns to plan and take action, e.g., "choosing," deciding which option to select, and learning responsibility for their choices.
2. **Developing social and civic competencies:** Cooperation in a group while solving tasks regarding speed, distance, and time.
3. **Developing interactive learning skills:** The student actively participates in at least one interactive task (answering questions, calculating costs).

Learning content – specific requirements: (general primary school curriculum)

- The student knows the purpose and function of various shops – can indicate what goods can be purchased in them.
- The student plans their actions: e.g., chooses the appropriate answer according to a specific goal, can

evaluate and choose the appropriate formula, and perform calculations related to distance, speed, and time.

- The student actively participates in interactive forms of work, such as educational games, multimedia tasks, or didactic games, and develops reflection on their own learning.

Working methods:

- Guided conversation.
- Whole-class work, group work, individual work.
- Interactive exercises.
- Multimedia presentation.
- Practical activities.

Teaching aids:

- Multimedia presentation.
- Task cards.
- Whiteboard, markers, magnets.
- Multimedia equipment: projector, computer.
- Wordwall.

Expected duration:

45 minutes.

Lesson flow: introduction (10 minutes)

Goal: After watching the video, students will become familiar with the concepts of distance, time, and speed, learn calculation formulas, and be able to apply them while solving problems.

Teacher Instruction: After watching the film, students will familiarize themselves with the concepts of speed, distance, and time, learn what they mean, and gain knowledge about calculation formulas. Then, they will apply these formulas by solving several problems.

https://www.youtube.com/watch?v=qeeIvAjNGAU

Practical task

Group and Guess.

Memorize the basic concepts of "distance," "speed," and "time" in a fun and active way by counting claps for each letter.

- **1. Distance (Lithuanian: KELIAS):** K – 1 clap, E – 2 claps, L – 3 claps, I – 1 clap, A – 2 claps, S – 3 claps.

- **2. Speed (Lithuanian: GREITIS):** G – 1 clap, R – 2 claps, E – 1 clap, I – 2 claps, T – 1 clap, I – 2 claps, S – 3 claps.
- **3. Time (Lithuanian: LAIKAS):** L – 1 clap, A – 2 claps, I – 1 clap, K – 2 claps, A – 2 claps, S – 3 claps.

One student randomly draws a card with an encoded word. The student must convey the word to the class by clapping as many times as each letter indicates. The letters with the clapping count are written on the board. The class listens and tries to guess the word. The task is repeated with other cards until the students memorize all the words.

Interactive exercises

- **Exercise 1.** Calculate the speed in kilometers per hour at which transport vehicles move. Drag the expression to the appropriate places on the axis. https://learningapps.org/watch?v=pkuon19ya19
- **Exercise 2.** Calculate speed, distance, and time (Wordwall). Task: Assign the correct answers to the task. https://wordwall.net/pl/resource/17859214/droga-pr%C4%99dko%C5%9B%C4%87-czas

- **Exercise 3.** "Calculate the distance covered in different times." https://learningapps.org/watch?v=ptdyyt2t501
- **Exercise 4.** Calculate speed, distance, and time (Wordwall). Task: Spin the wheel, pull a task, and solve it. https://wordwall.net/pl/resource/8256315/pr%C4%99dko%C5%9B%C4%87-droga-czas-kopia

Practical group tasks

Task: Read the worksheet and complete the tasks:

1. Familiarize yourself with the trip location and the distance.
2. Calculate the travel time for each mode of transport.
3. Compare which mode of transport is the fastest and which is the slowest.
4. Choose the best mode of transport for the class.
5. Explain why you chose this specific option.

Worksheet:

Planning a class trip. Where are we going? Trip location: City Museum; Distance: 120 km. Possible modes of transport:

Transport	Average Speed
🚌 Bus	30 km/h
🚆 Train	40 km/h
🚗 Car	60 km/h

Calculate travel time

☞ Time = Distance : Speed

Transport	Calculations	Travel Time
Bus		_____ hours
Train		_____ hours
Car		_____ hours

Compare

Mark the correct answer:

- Fastest mode of transport: Bus / Train / Car
- Slowest mode of transport: Bus / Train / Car

Our choice

- Selected mode of transport:

  .....
- Why did we choose it?

  ☐ Fast

  ☐ Comfortable

  ☐ Suitable for the whole class

Exercise. Class trip.

Task: Read the worksheet and complete the tasks: Familiarize yourself with the trip location and distance. Calculate the travel time for each mode of transport. Compare which mode of transport is the fastest and which is the slowest. Choose the best mode of transport for the class. Explain why you chose this specific option. **Form:** Students work in teams. Each group selects their own option. **Feedback:** After completing the cards, each group presents their choice, and we discuss why it was chosen. **Materials:** Worksheets.

Summary (5 minutes)

Goal: Summarize the knowledge gained and evaluate the lesson.

Teacher instructions: Discuss the course of the lesson and encourage students to share the knowledge they gained during the lesson, e.g., "Today in class, we learned about speed, distance, and time. We learned that distance shows how many kilometers need to be covered, time shows how many hours the journey takes, and speed shows how fast we are moving."

We calculated the travel time using the formula:

time = distance : speed.

We compared different modes of transport and noticed that the higher the speed, the shorter the travel time. We realized that when planning a trip, it is important to choose not only the fastest way but also one that is safe and comfortable for the whole class.

Encourage students to evaluate the lesson using a self-assessment method:

https://wordwall.net/pl/resource/9670762/samoocena

- After rolling the dice, they answer questions, sharing their impressions.
- They evaluate the lesson using the "Answer the question" method.

Tips for working with students with different educational needs:

- Students who need help can work in pairs or use pre-made templates.

Lesson evaluation:

- Visual assessment of student work.
- Open-ended questions regarding the knowledge gained.
- Practical tasks.
- Methods: working with concrete materials, group and individual work.
- "Answer the question" method for lesson evaluation.

Additional materials – film, worksheets, letters with numbers.

Self-assessment card – distance, speed, time

Instructions for the student:

Dear Student,

This card will help you check how well you are doing with tasks about distance, speed, and time.

Read each sentence and mark how well you are doing.

Rating scale:

- 5 – Always, I can do it very well
- 4 – Often, I am doing well
- 3 – Sometimes, I still need to practice
- 2 – Rarely, I have difficulties
- 1 – Not yet able to do it

After each section, think and write down what you can already do and what you want to improve.

1. I understand the concepts: distance, speed, time

- I know what distance is.
- I know what time is.
- I know what speed is.
- I can explain the difference between distance and time.
- I understand these concepts through real-life examples (e.g., walking, cycling).

My reflection:

- What I do well:

  _____

- What I want to improve:

  _____

2. I calculate distance, time, and speed

- I can calculate how far someone has traveled.
- I can calculate how much time a trip took.
- I can calculate speed in simple tasks.
- I write down my calculations neatly.
- I check if my calculations are correct.

My reflection:

- What I do well:

  _____

- What I want to improve:

  _____

3. I solve word problems

- I read the content of the task carefully.
- I know what data is needed for calculations.
- I can choose the appropriate operation.
- I solve tasks step by step.
- I write the correct answer.

My reflection:

• What I do well:

_____

• What I want to improve:

_____

4. I apply my knowledge in practice

- I can give a real-life example related to distance, time, and speed.
- I understand problems about traveling, walking, or riding a vehicle.
- I can estimate how long something might take.
- I ask questions when I don't understand something.
- I am eager to solve math problems.

My reflection:

• What I do well:

_____

• What I want to improve:

_____

5. I deal with difficulties

- I do not give up when a task is difficult.
- I try again when I make a mistake.
- I use help from the teacher or a peer.
- I learn from my mistakes.
- I am happy when I manage to solve a task.

My reflection:

• What I do well:

_____

• What I want to improve:

_____

Summary

Area	**My rating (1–5)**
Concepts: distance, time, speed	
Calculations	
Word problems	

Area	My rating (1–5)
Practical application	
Dealing with difficulties	

Next steps:

- I am best at: _____
- I still need to practice: _____
- What I will do to get better: _____

Policz, ile tu jest euro?
3 euro
2 euro
1 euro
5 euro

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Evaluation of the Integrated Lesson Plan: "Shopping"

1. General Evaluation

The lesson plan is a well-prepared proposal for integrated activities covering content from Polish language, mathematics, and social education. It complies with the core curriculum and European Union recommendations regarding the development of key competencies. The scenario is characterized by a high methodological level—clearly formulated objectives, diverse working methods, and modern resources promote active learning. Individual student abilities have been considered, developing both knowledge and social skills. It can be considered a good example of pedagogical practice.

2. Strengths of the "Shopping" Lesson Plan

- **Integrated Teaching:** Combining Polish language, mathematics, and social education into one topic allows for cohesive and practical knowledge acquisition.

- **Diverse methods and active forms of work:** Students learn through games, practical activities, teamwork, and interactive tasks.
- **Development of basic EU competencies:** The scenario helps develop entrepreneurship, social, mathematical, digital, and creative skills.
- **Adaptation to individual needs:** Flexible organization of work and additional resources enable participation for students with varying skill levels.
- **Modern assessment and self-reflection:** The "glass of water" method encourages students to think independently and self-assess their progress.
-

3. Final Conclusions

The "Shopping" lesson plan is a thoughtful, modern, and curriculum-aligned proposal for integrated activities that develop students' core competencies. Thanks to diverse working methods, the use of digital tools, and attention to individual student needs, the lesson becomes attractive, engaging, and educationally effective. It can be used as a good practice in international projects, such as "Erasmus+."

Subject: Mathematics

Lesson Topic: Even and odd numbers with elements of entrepreneurship.

Age group: Grades 1–4

Expected duration: 45 minutes

Entrepreneurship Element	**Implementation in the lesson (even and odd numbers)**
Initiative	Students independently invent examples of even and odd numbers, and create their own problem sets or mathematical games.
Decision-making	Students decide which group to assign a number to, and choose their counting strategy and method for justifying their answers.
Responsibility	Students bear the consequences of their choices—incorrectly assigned

Entrepreneurship Element	Implementation in the lesson (even and odd numbers)
	numbers require correction and further analysis.
Communication	Students explain why a given number is even or odd, work in pairs or groups, and present their solutions in Polish.
Reflection	At the end, students discuss what was easy, what was difficult, and which methods helped them recognize even and odd numbers.

Educational objectives – general requirements (core curriculum):

- Understanding the properties of even and odd numbers.
- Ability to recognize and divide numbers into even and odd.
- Developing creative thinking and initiative while solving problems using real-life examples.

Lesson objectives (smart criteria):

- **Theoretical:** Distinguish between even and odd numbers; understand their significance in everyday life.
- **Practical:** Perform tasks and games involving number classification.
- **Social/Entrepreneurial:** Propose solutions on how recognizing even and odd numbers can assist in planning purchases, expenses, or team organization.
- **Time-bound:** The session will proceed in four stages: introduction (5 min), main work (30 min), presentation (5 min), and summary (5 min).

Core competencies:

- **Learning-to-learn competence:** Students plan activities, apply knowledge in practice, and analyze/evaluate their results.
- **Social and civic competencies:** Students work in groups, present projects, learn to communicate, share ideas, and accept others' opinions.
- **Initiative and entrepreneurship competencies:** Promoted through an active approach—from an idea to product creation and presentation.

Learning content – specific requirements:

- The student recognizes and classifies even and odd numbers.
- The student applies knowledge in practice: grouping items, planning resources, and solving problems.
- The student demonstrates creativity and initiative in solving real-world problems.
- The student collaborates and makes decisions responsibly.

Working methods:

- **Explanation and demonstration:** The teacher explains properties of even and odd numbers using examples.
- **Discussion / Q&A:** Practical application examples are discussed.
- **Practical exercises / Games:** Students classify numbers by creating sets or groups.
- **Creative problem-solving:** Students propose effective ways to use knowledge of even/odd numbers in real life.
- **Reflection / Discussion:** Students share insights and evaluate their solutions.

Aids:

- Number charts, playing cards, paper, pencils, calculators.

- Projector / Interactive whiteboard.

Lesson flow

1. Introduction (10 min.)

- Watch a video explaining even and odd numbers with real-life examples.
- Demonstrate how grouping numbers aids problem-solving and resource conservation. https://www.youtube.com/watch?v=7QUO1zcOCEE
- Teacher asks: "Why do you think it is useful to know if a number is even or odd?"
- Discussion: Everyday examples (number of tables, chairs, dividing into teams).
- Entrepreneurship link: "If we have 15 products in a store, how can we pack them into even-numbered packages?"

2. Main Part (15 min.)

- **Task 1 (Interactive):** Divide given numbers into two groups: even (divisible by 2) and odd (divisible by 2 with a remainder). https://learningapps.org/view1159407
- **Task 2 (Interactive):** Match numbers to groups: single-digit even, single-digit odd, three-digit even, three-digit

odd. https://wordwall.net/pl/resource/97360903/liczby-parzyste-i-nieparzyste / https://wordwall.net/pl/resource/56748041/liczby-parzyste-i-nieparzyste

3. Practical Exercises with Entrepreneurship Elements (15 min.)

- **Goal:** Organizing numbers into even/odd groups through play.
- **Activity:** Students create cards with numbers 1 to 20. Each student draws 4 pictures on the cards reflecting even or odd quantities (e.g., apples, toys). Students then sort them into two boxes: "Even Numbers Box" and "Odd Numbers Box."
- **Entrepreneurial Competencies Developed:**
  - Planning and organizing resources.
  - Developing initiative and responsibility in categorization.
  - Creative thinking when planning "goods packaging."
  - Systematizing information—a crucial skill for business and daily life.

4. Discussion / Reflection (5 min.)

- Students discuss their success in classification.
- Reflection on creativity in organizing materials.

- Discussion: How does planning and organizing help solve tasks in daily or business situations?
- Final reflection task: https://wordwall.net/pl/resource/31872741/podsumowanie-lekcji

Evaluation sheet

Topic: Even and Odd Numbers

Teacher Instructions: Used to observe students during math class. Assess independence, initiative, collaboration, and performance on tasks.

Rating Scale:

- 1 – Does not demonstrate
- 2 – Rarely
- 3 – Sometimes, with help
- 4 – Often, independently
- 5 – Very well

1. Initiative and independence

Indicator	Rating
Volunteers for tasks	
Attempts to solve the task on their own	
Makes a decision: even / odd	

- **Comment:**

  ……

  ……

2. Time and resource management

Indicator	Rating
Works within the designated time	
Uses aids (counters, blocks)	
Maintains order	

- **Comment:**

  ……

  ……

3. Creativity and mathematical thinking

Indicator	Rating
Provides own number examples	
Devises a way to check parity	
Participates in games willingly	

- **Comment:**

  ……

  ……

4. Action planning

Indicator	Rating
Solves the task step by step	
Completes the work started	
Applies learned rules	

- **Comment:**

  ……

  ……

5. Practical skills

Indicator	Rating
Correctly recognizes numbers	
Applies knowledge in tasks	
Writes answers legibly	

- **Comment:**

  ……

  ……

Collaboration

Indicator	Rating
Works in a pair or group	
Listens to others	
Helps classmates	

- **Comment:**

  ……

  ……

Dealing with difficulties

Indicator	Rating
Is not discouraged by a mistake	
Attempts to correct the solution	
Asks for help	

- **Comment:**

  ……

  ……

- **SUMMARY**
- **Student's strengths:**
- ……

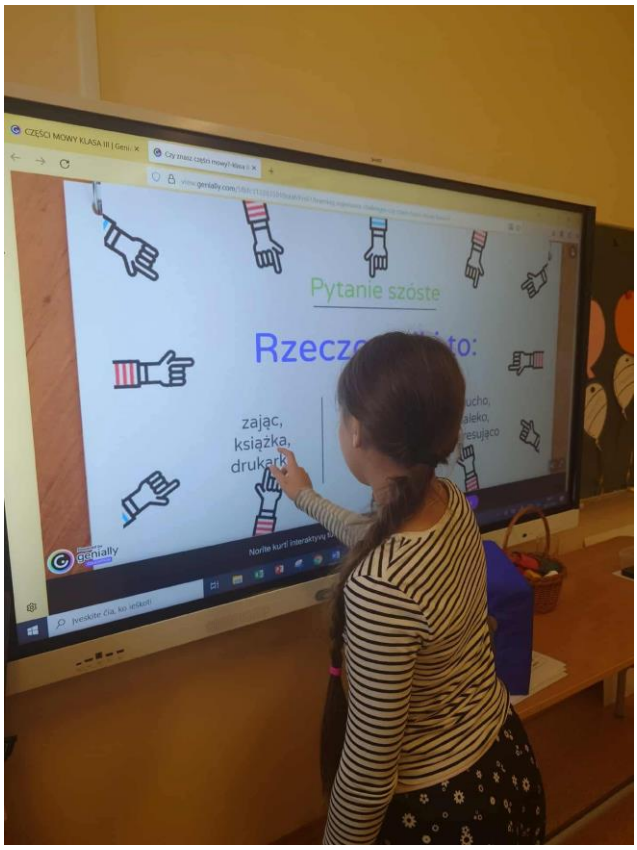
  ……

- **Areas for development:**
- ……

  ……

- **Proposals for supportive actions:**
- ……

  ……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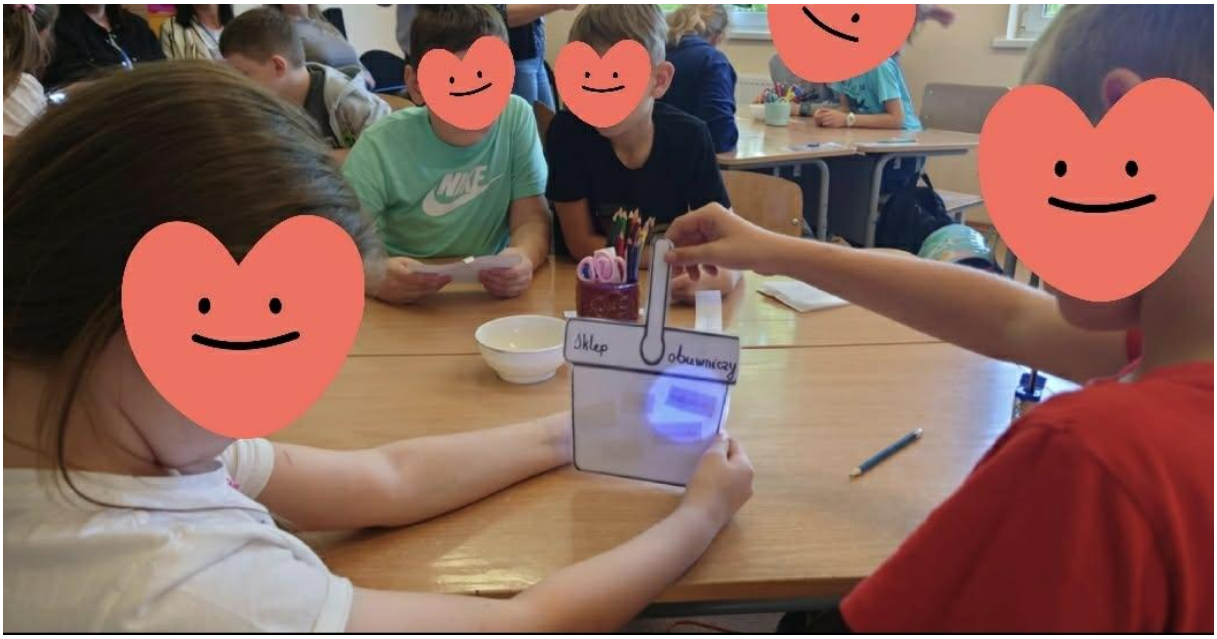
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Review

1. General Evaluation

The lesson plan is well-thought-out, practical, and helps develop students' general competencies: logical thinking, mindfulness, creativity, and the basics of entrepreneurship. The activities interest the students because they combine elements of play, interactive tasks, and creative drawing. Watching the film and performing practical tasks help students better understand the properties of even and odd numbers, while grouping them into "packages" fosters the development of organizational and planning skills. The activities are adapted to different learning styles—visual, manual, and interpersonal actions help engage all students.

2. Strengths of the Lesson Plan:

- **Integrated Teaching:** It combines mathematical skills (classifying numbers) with creative activities (drawing, "goods packages"), thereby stimulating both logical thinking and creativity.

- **Active Working Methods:** Tasks in the form of games, an interactive video, and practical material grouping strengthen student motivation and engagement.
- **Entrepreneurship Competency Development:** Students learn to plan, organize, and arrange materials, make decisions, and solve problems creatively.
- **Responsiveness to Different Learning Styles:** The tasks are adapted to visual (drawings), kinesthetic (sorting cards), and social (class discussions) needs.
- **Clear and Consistent Structure:** The task is divided into stages: introduction (watching the film), main part (creating cards and drawings), grouping into "packages," reflection, and discussion.

3. Final Conclusions:

The lesson plan "Even and Odd Numbers – Let’s play, group, and learn" is an effective example of a lesson combining mathematics, creativity, and elements of entrepreneurship. The activities are engaging, practical, and adapted to different types of students, promoting independence, responsibility, and planning skills. It is a valuable methodological proposal that can be used in other educational institutions to strengthen students'

entrepreneurial competencies through action-oriented activities.

Subject: Extracurricular activities

Lesson Topic: "My own shopping bag – design, create, sell!"

Age group: Grades 1–4

Expected duration: 45 minutes

Entrepreneurship Element	**Implementation in the lesson (My own shopping bag – design, create, sell!)**
Initiative	Students independently design a shopping bag – they choose the shape, color, pattern, and purpose of the bag, proposing their own ideas and inspirations.
Decision-making	Students decide on materials, execution techniques, the appearance of the bag, and determine its price and method of sale.

Entrepreneurship Element	**Implementation in the lesson (My own shopping bag – design, create, sell!)**
Responsibility	Students are responsible for the quality of their project's execution – the aesthetics, durability of the bag, and the accuracy of the set price.
Communication	Students present their bags, describe their advantages, conduct sales conversations (seller–customer), and provide arguments for their design choices.
Reflection	Students analyze what influenced interest in the bag, what was difficult in the design and sales process, and what could be improved in future projects.

Educational objectives – general requirements (core curriculum):

- Fostering creativity and manual skills in students.
- Introducing the concepts of visual identity and personalized products.
- Developing skills in presenting one's own ideas and working in a team.
- Developing socially responsible behavior and basic knowledge of entrepreneurship.

Lesson objectives (smart criteria):

- **Specific:** Students will learn the purpose of a shopping bag and design its appearance.
- **Measurable:** Each student will create their own cotton shopping bag and give it a name.
- **Achievable:** Students will learn to create visual messaging using text and images.
- **Realistic:** The task is adapted to the skills of students in grades 1–4.
- **Time-bound:** The session will proceed in four stages: introduction (5 min), main work (30 min), presentation (5 min), and summary (5 min).

Core competencies:

1. **Learning-to-learn competence:** Students plan actions (shopping bag project), apply knowledge in practice, and analyze/evaluate the results of their work. Reflection on the creative process and what they have learned is fostered.
2. **Social and civic competencies:** Students work in groups, present their projects, learn to communicate, share ideas, and accept the opinions of others. A responsible approach is fostered, e.g., by creating an eco-friendly shopping bag instead of using disposable plastic ones.
3. **Initiative and entrepreneurship competencies:** Children are introduced to basic entrepreneurship concepts (product, brand, sales). An active approach is promoted: from idea to product creation and presentation.
4. **Cultural awareness and expression:** Students express themselves through art (graphic design of the bag), develop aesthetics, and may use cultural or regional motifs.

Learning content – specific requirements:

The student:

- Recognizes and applies basic methods of decorating and designing shopping bags.
- Creates an original and eco-friendly shopping bag design featuring elements of visual identity.
- Analyzes and considers the creative process and the final effect of their work.

Working methods:

- Practical activities (designing and decorating shopping bags).
- Group or individual work.
- Summary discussions and reflections.
- Use of multimedia (presentations).

Teaching aids:

- Cotton shopping bags (prepared in advance).
- Decoration supplies: markers, fabric crayons, stencils.
- "Branding" elements: labels, paper.
- Multimedia equipment: projector, computer.
- Wordwall for reflection (e.g., product evaluation, naming ideas, summary).
- SMART Board.

Lesson flow

1. Introduction (10 minutes)

Goal: Students become familiar with the shopping bag as a product and discuss opportunities for self-expression through graphic design.

Teacher Instruction: Show the video and introduce students to the fibers used in clothing production, explain

how clothes are made, and raise awareness regarding responsible and eco-friendly choices. https://www.youtube.com/watch?v=H0lCV2BHWUk

Guiding Questions:

1. Which natural fibers are used to produce clothing? **Answer:** Cotton, linen, wool, and silk.
2. What is the difference between natural and synthetic fibers? **Answer:** Natural fibers come from plants or animals, while synthetic ones are human-made.
3. Why is it worth choosing eco-friendly clothing? **Answer:** Because we protect the environment and reduce waste.

Interactive task: Read the descriptions, understand their meaning, identify key characteristics, and match them with the correct answers. The task aims to develop reading comprehension, attention to detail, logical thinking, and the ability to distinguish fact from fiction. https://www.eduelo.pl/quiz/415/czesc/1/

Student activities: Active participation in conversation; watching examples and the video.

2. Main part (25 minutes)

Goal: Developing creativity and manual skills through designing a shopping bag.

Teacher Instruction: Hand out cotton shopping bags. Explain that their task is to create a bag that could be sold. It must be attractive, functional, and unique.

Each child:

- Draws a motif that will attract customers (trendy patterns, eco-symbols, colorful graphics, funny captions).
- Creates a "trademark" or advertising slogan.
- Uses a bright, cheerful color palette.
- Considers a wide target audience—this is a product intended for the market.
- Signs their work; if they want—creates a logo or mark.
- Uses safe textile materials: markers, crayons.

Student task:

- Receive a shopping bag and decorate it.
- Create attractive motifs (eco-slogans, trendy drawings, etc.).
- Use appropriate materials.

- Set a price for their bag.
- Work individually or in a group.
-

3. Short presentation (5 minutes)

Goal: Developing speaking and presentation skills.

Teacher Instruction: Ask volunteers to present their work:

- What is the name of the shopping bag?
- What does it depict, and why was this name chosen?
-

4. Summary of the lesson (5 minutes)

4. Summary (5 minutes)

Goal: Consolidate knowledge regarding design and entrepreneurship.

Activities:

- The teacher reviews the lesson flow—from idea to product.

Questions for students:

- Who would like to sell their shopping bag?
- What could encourage someone to buy such a bag?
- Is creating such a product beneficial for the environment?

Students: After completing the activities, students use an interactive task on the Wordwall platform to express their reflections and evaluate their engagement. https://wordwall.net/lt/resource/1949672/ewaluacja-zaj%C4%99%C4%87

Encouragement: Continuation of creation—at home, you can continue designing (e.g., a shopping bag collection) or present your works at an exhibition/fair.

Teacher tips:

- Thank students for their creativity and effort.
- Emphasize that their shopping bags can be both works of art and real products sold in stores.

For the student:

Reflect:

- What did I learn today?

- What skills did I acquire?
- Could I create more products and try to sell them in the future?

Review of the methodological lesson plan within non-formal education

Class name: My own bag – I design, I produce, I sell!

1. General evaluation of the scenario:

The non-formal education lesson plan is a well-thought-out, practical proposal that helps develop students' general competencies in creativity, teamwork, and entrepreneurship. The activities are in line with a modern approach to education—they combine art education with basic economic and social knowledge. The integrated content regarding ecological topics, which strengthens students' pro-social and civic skills, is of great value. The activities are attractive, activating, and adapted to the capabilities of primary school children.

2. Strengths of the scenario:

- **Integrated interdisciplinary approach:** The classes combine elements of art, nature studies, social education, and the basics of entrepreneurship, which

naturally and engagingly fosters the development of students' core competencies.

- **Active working methods:** The use of practical, creative activities (designing a bag), presentations, and discussions strengthens student motivation and develops their creative and reflective work skills.
- **Goal implementation according to SMART principles:** The goals are formulated specifically, measurably, attainably, realistically, and clearly in time, which increases the effectiveness of the lesson and allows for the assessment of student achievements.
- **Responsiveness to different learning styles:** The scenario provides activities adapted to different educational needs of students: manual activities (decorating the bag), visual (working with colors and graphics), and interpersonal (teamwork and presentation).
- **Fostering entrepreneurship and ecological awareness:** Students learn to plan a product, build a brand, and evaluate the value of the produced item. At the same time, ecological awareness is shaped by promoting the reuse of bags.
- **Clear and consistent lesson structure:** The scenario is clearly divided into stages (introduction, main part,

presentation, summary), and each activity aims to achieve pre-planned results.

3. Final conclusions:

The scenario "My own bag – I design, I produce, I sell!" is an example of modern non-formal education, effectively combining artistic creation, ecological education, and the basics of entrepreneurship. It is a valuable support in developing the core competencies of school-age children. The activities are consistent with the goals of the "Erasmus+" project and educational policy directions promoting the development of creativity and entrepreneurship. They can also be successfully implemented in other educational institutions as an inspiring example of learning through doing.

Student self-assessment card

Name: _____

Class: _____ Date: _____

Instructions for the student:

Read each sentence and mark how much you agree with it.

Scale:

- 1 – I disagree
- 2 – I agree a little
- 3 – Sometimes
- 4 – Almost always
- 5 – Always

Entrepreneurship competence (project: I create and sell a bag)

Sentence	1	2	3	4	5
I come up with an interesting design for the bag	☐	☐	☐	☐	☐
I am able to decide which materials to choose	☐	☐	☐	☐	☐

Sentence	1	2	3	4	5
I use my time well to complete the work	☐	☐	☐	☐	☐
I make my bag with care	☐	☐	☐	☐	☐
I can explain why my bag is cool	☐	☐	☐	☐	☐
I know that I should try again when something goes wrong	☐	☐	☐	☐	☐
I want to learn new things and keep getting better	☐	☐	☐	☐	☐

What I do well:

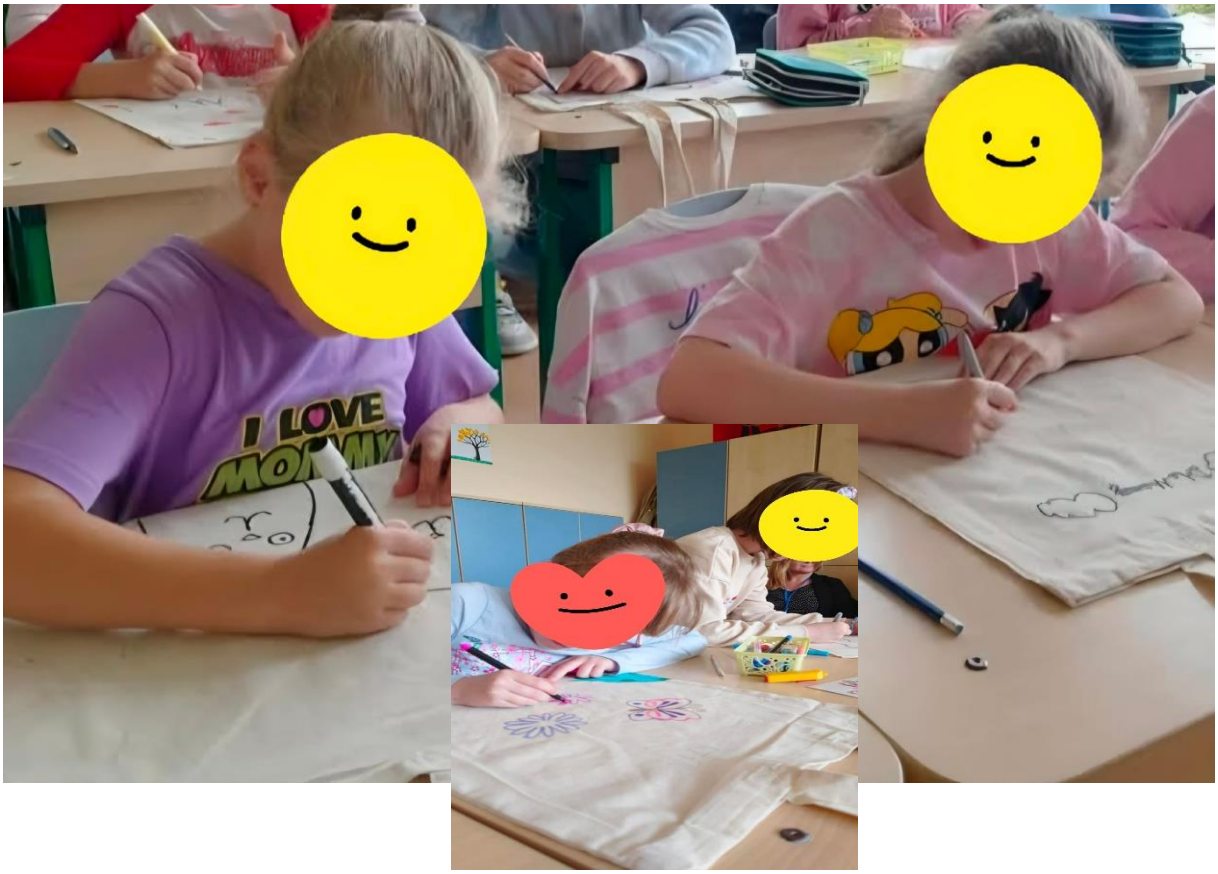
……

……

What I want to improve next time:

……

……


I LOVE

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Conclusions on Fostering Entrepreneurship in Schools

In summarizing this methodological work, it can be stated that fostering entrepreneurial competencies in schools is not a fleeting trend, but a necessity that meets the needs of today's children and society. Entrepreneurship in education is becoming not just a matter of transferring economic knowledge, but a comprehensive development of personality that encourages students to be active, creative, independent, and responsible creators of their own lives.

The lesson plans and practical examples presented in this work demonstrate that entrepreneurial competence

can be effectively and meaningfully integrated into daily didactic activities, especially in primary grades. Learning through experience, play, project-based work, and real-life situations helps students understand the purpose of learning, increases their motivation, and boosts their self-confidence.

It is worth emphasizing that the role of the teacher in this process is changing—they become not just a transmitter of knowledge, but also an organizer of activities, an advisor, and an inspirer. By creating an open, safe, and creative learning environment, teachers provide conditions where students can boldly express their ideas, learn from mistakes, and grow.

It is assumed that this methodological work will be helpful to teachers seeking modern, practical, and child-friendly ways to develop entrepreneurial competencies. Systematically fostering entrepreneurship from the earliest school years helps raise students who not only know how to apply acquired knowledge in practice but are also prepared for the challenges of the future, a responsible life, and active participation in society.

- **Comprehensive Personality Development:** Entrepreneurial competence in the modern school is no longer identified solely with economic knowledge; it is a broad, universal competence that develops the ability to spot opportunities, generate ideas, and implement them with a sense of responsibility.
- **The Importance of Early Education:** In primary grades, the foundations of entrepreneurship are laid—through play and practical experience, students learn activity, curiosity, and the courage to make mistakes, which in the future becomes the foundation for effective learning and self-confidence.
- **Connecting Theory with Practice:** Integrating entrepreneurship with various subjects (e.g., Lithuanian language or nature studies) allows students to see the purpose of learning—theoretical knowledge becomes a tool for solving real problems, planning actions, and time management.
- **Synergy of Competencies:** Entrepreneurial education acts as a binder ("practical space") in which communication, critical thinking, social, emotional, and digital competencies are simultaneously strengthened.
- **Emotional Resilience and Independence:** Emphasizing the process, rather than just the final result,

teaches students reflection, self-assessment of strengths, and constructive conflict resolution in teamwork.

- **Long-term Value:** Systematically developing entrepreneurial competencies prepares students not only for the future labor market but also shapes independent, proactive, and responsible citizens capable of creating value for themselves and society in a dynamically changing world.

Final Methodological Conclusions

1. **Entrepreneurial competence in primary school is a necessary, long-term process, not an occasional activity.** Analysis of the activities at the Marian Zdziechowski Primary School in Sudervė shows that this competence is treated systemically and coherently, as an element of the daily didactic and educational process, rather than just the content of a single subject.
2. **Entrepreneurship is understood broadly, in accordance with the European approach to key competencies**—as an attitude of active engagement, initiative, responsibility, creativity, teamwork, and learning from one's own experiences. This perspective allows entrepreneurial competencies to be developed

from the youngest grades in a way adapted to students' developmental capabilities.

3. **Learning through experience forms the foundation for effective entrepreneurship development.** Educational projects, teamwork, simulations, student initiatives, and elements of games allow students to act in real terms, make decisions, and bear the consequences of their choices. Consequently, students build a sense of agency and responsibility.
4. **Integrating entrepreneurial competencies with various subjects (including language teaching) enhances the meaningfulness and attractiveness of the educational process.** Language becomes a tool for action—planning, presenting ideas, arguing, and cooperating—rather than just a theoretical subject.
5. **The teacher's role undergoes a clear transformation**—from a person conveying knowledge to an organizer of the learning process, a guide, and a mentor. The teacher creates conditions for action, supports student reflection, encourages initiative, and helps analyze successes and errors.
6. **A special value of school activities is the emphasis on process evaluation, not just the final outcome.** Observation, feedback, and student reflection favor the

development of independence, emotional resilience, and a positive approach to mistakes as a natural element of learning.

7. **Developing entrepreneurial competencies simultaneously supports other key competencies, such as social, communication, emotional, creative, and digital skills.** Entrepreneurship acts as an integrative competence, allowing for the practical application of knowledge acquired in various lessons.
8. **In the long term, school activities contribute to shaping an independent, responsible, and socially active student, ready for lifelong learning and functioning in a dynamically changing world.** Entrepreneurial competencies strengthen motivation for learning and prepare students for further education and professional life.
9. **Good practices developed at the school, including those within international projects (e.g., Erasmus+), can serve as inspiration for other institutions.** They show that entrepreneurship can be effectively developed even in early school education without overburdening students with theoretical content.