PROJECT RESULT NO. 2

PART 1/5

KK50+

Syllabus with curriculum

TRAINING COURSE ENTITLED

Key competences for people 50+

Entrepreneurship

2021-1-PL01-KA220-ADU-000035200

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Key competences for people 50+:

Entrepreneurship

<u>Part 1/5 - Syllabus with curriculum</u>

Version: English

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Syllabus with curriculum

Form of education	Training course entitled **Key competences for people 50+: Entrepreneurship**
Learning objectives **(knowledge, skills, attitudes)**	Competences (i.e. knowledge, skills and attitudes) gained by the participants in the field of **Entrepreneurship** **Knowledge:** − Knowledge of what self-awareness is − Knowledge of how self-awareness can be improved − Knowledge of the pillars of inner confidence − Knowledge of beliefs which hinder and facilitate effective action − Knowledge of habits that hinder effective action − Knowledge of habits that facilitate effective action − Knowledge of basic personality traits − Knowledge of what a personality profile is − Knowledge of what the SWOT method is − Self-awareness of own strengths and weaknesses − Knowing patterns and limitations of creative thinking − Knowing tools and principles of creative work − Knowing methods which stimulate creativity − Being aware of data confirming the occurrence of climate change and biodiversity loss − Being aware of ethical principles and challenges of sustainable development − Knowledge of the principles and objectives of sustainable development − Knowledge of what smog is and how it affects life and health − Knowing what water resources are and understanding their importance for the functioning of the planet and people − Understanding the impact of consumption on climate change − Knowledge of methods and tools to reduce unnecessary consumption

	– Knowledge of the financial and non-financial benefits of including environmental measures in a household budget
	– Knowledge of price comparison methods and tools
	– Knowing what a project is
	– Knowing how to establish project objectives
	– Knowing what project results/outcomes are and how they should be quantified
	– Knowing what roles and responsibilities there are in a project
	– Knowing what a project schedule should include
	– Knowing what a project budget should include
	– Knowing what risk management is
	– Knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities,
	– Knowing and understanding approaches to planning and management of projects, which include both processes and resources
	– Knowledge of project management tools
	– Knowledge of self-motivation methods and tools
	Skills:
	– Identifying one's own beliefs as limiting or facilitating effective action
	– Taking up activities to consolidate beliefs that facilitate effective action
	– Identifying one's own habits as hindering or facilitating effective action
	– Taking up activities to eliminate habits that interfere with effective action
	– Taking up activities to create and consolidate one's own habits facilitating effective action
	– Preparing the wheel of life
	– Identifying values and life goals
	– Using the SWOT method
	– Using the tools of creative work
	– Applying methods and tools for creative problem-solving
	– Separating "less obvious" waste
	– Greenwashing-recognition

	- Creating a household budget - Using tools for creating a household budget - Correct estimation and comparison of prices - Ability to make financial decisions relating to cost and value - Using tools and methods to facilitate project planning - Creating project elements taking into account processes and resources - Creating a risk management plan - Creating personal projects including: objectives, results/outcomes, activities, timetable, budget and risks - Using self-motivation methods and tools appropriate to one's needs **Attitudes:** - Pro-activity - Empathy and taking care of people and the world, - Accepting responsibility, following ethical approaches throughout the process - A sense of initiative and agency, - Being forward-looking, courage and perseverance in achieving objectives - Creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. - The ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity
Ways to achieve learning objectives/ teaching methods / pedagogical tools	- Learning approaches such as inquiry-based, project-based, arts and games-based learning can increase learning motivation and engagement. - Other: - Lectures / theory - Presentations - Exercises, creative activities - Peer learning - Brainstorming - Integration exercises

	– Creative warm-ups – Group, subgroup and pair discussion – Case study
Preconditions for learners/ Entry requirements for the participants	A course designed for people over 50 years of age. However, it can also be used to teach other age groups of adult learners.
Technical conditions for the implementation of the course/Hardware and material requirements	There are no requirements as to the level of education and the level of initial knowledge. The additional hours (14 additional hours) planned in the structure of the training course may be used by the teacher to support people who need more time (due to the level of initial knowledge or the size of the group).
Teaching hours	Total: 50 didactic hours (50 x 45 minutes) including: 36 didactic hours of obligatory program and additional 14 didactic hours for individual needs of the group – additional hours (taking into account the composition of the group, its size and individual characteristics of the participants).

Course structure:
  –**name of the course module**
  –**units included in the module**
  –**teaching time**
  –**place**
	O – Obligatory, A – Additional
	
	  INTRODUCTION: measuring the initial level of key competences, ice-braking (**1 DIDACTIC HOUR**)
	
	1. MODULE – SELF-AWARENESS AND CREATIVITY IN MY LIFE (21 DIDACTIC HOURS: 15 O + 6 A):
	1.1 Self-awareness – the art of self-insight (10 didactic hours: 6 O + 4 A), place: training room enabling group work
	1.2 Advantages of knowing one's strengths and weaknesses (4 didactic hours: 3 O + 1 A), place: training room enabling group work
	1.3 The magic of creativity (7 didactic hours: 6 O + 1 A), place: training room enabling group work

	2. MODULE – ECOLOGY AND FINANCE IN MY LIFE (8 DIDACTIC HOURS: 6 O + 2 A): 2.1 Ethical principles and challenges of sustainable development (6 didactic hours: 5 O + 1 A), place: training room enabling group work 2.2 Home budget (2 didactic hours: 1 O + 1 A), place: training room enabling group work **3. MODULE – PROJECTS IN MY LIFE (18 DIDACTIC HOURS: 14 O + 4 A):** 3.1 Turning ideas into plan and action (9 didactic hours: 7 O + 2 A), place: training room enabling group work 3.2 Personal projects planning (9 didactic hours: 7 O + 2 A), place: training room enabling group work CONCLUSION: measuring the final level of key competences, final thoughts (**2 DIDACTIC HOURS**)
Forms of classes	The education will be carried out in a stationary system. If classroom classes are not possible, part of the course (especially lectures and presentations) can be carried out remotely using remote communication tools.
Group size (minimum and maximum number)	From 5 to 15 participants. For larger groups, the time needed to complete the exercises and present the results may be longer. Thus, the additional hours planned in the program should be used.
Literature and teaching aids for trainers	**Literature:** Manual for trainer attached to this training course programme. The handbook also includes links to additional materials that will be useful to the trainer during the preparation and implementation of the course. **Teaching aids:** Teaching materials: Internet access, multimedia projector, laptop, paper, markers, blackboard, sticky notes and materials mentioned in the description of the exercises in the trainer's manual.
Literature and	**Literature:**

teaching aids for the participants	Materials for participants attached to this training course programme. **Teaching aids:** Notebook, pen. For part of the activity: individual smartphone (there can be 1 device for a group of 2-3 people). In case of lack of access to smartphones – exercises can be performed in a different form described in the Manual.

Methods and forms of validating learning outcomes	Assessment of the acquisition / improvement of competences includes assessment in three dimensions:
	
	- knowledge,
	- skills,
	- and attitudes.
	
	1) Knowledge is measured twice (at the beginning and at the end of the training). Participants will complete initial and final competency tests.
	2) Skills are measured twice (at the beginning and at the end of the training). Participants will complete initial and final competency tests with some exercises.
	3) Attitudes, that can be verified during the course, are assessed at the end of the training by:
	   (a) the trainer in the form of a written opinion,
	   (b) the participant by filling in a self-assessment form.
	
	The templates of the initial and final knowledge/skills test/exercises, the opinion of the person conducting the classes and other verification tools together with the instructions for use and reading the results are attached to the programme.

Detailed content of the Modules (curriculum with learning outcomes and verification criteria)

1. MODULE – SELF-AWARENESS AND CREATIVITY IN MY LIFE (21 DIDACTIC HOURS: 15 O + 6 A):

Modular unit (as named in *Course structure* part)	Teaching content (topics/exercises/others)	Learning outcomes (knowledge, skills, attitudes)	Verification criteria
Introduction (1 h)	− Ice-breaker − Establishing the rules − Pre-test		
1.1 Self-awareness – the art of self-insight, 10 didactic hours: 6 O + 4 A, place: training room enabling group work	− 5 components of emotional intelligence (Daniel Goleman) − Self-awareness as a part of emotional intelligence − Benefits of self-awareness − Ways to increase self-awareness − 8 pillars of inner confidence − Beliefs that limit and facilitate effective action − Unmasking habits that get in the way of effective action − *The 7 Habits of Highly Effective People* by S. Covey − Exercises	Knowledge gained during the learning process: − Knowledge of what self-awareness is − Knowledge of how self-awareness can be improved − Knowledge of the pillars of inner confidence − Knowledge of beliefs which hinder and facilitate effective action − Knowledge of habits that hinder effective action − Knowledge of habits that facilitate effective action Skills acquired during the learning process: − Identifying one's own beliefs as limiting or facilitating effective action − Taking up activities to consolidate beliefs that facilitate effective action − Identifying one's own habits as hindering or facilitating effective action − Taking up activities to eliminate habits that interfere with effective action − Taking up activities to create and	The course's participant: − can explain the 5 components of emotional intelligence, − can give a definition of emotional intelligence, − can give a definition of self-awareness, − can list some methods and tools to increase self-awareness, − can list the 8 pillars of inner self-confidence, − can list the beliefs that hinder and facilitate effective action, − can list the habits which hinder effective action, − can list the habits which facilitate effective action − can analyse his/her beliefs, distinguishing between those which limit and the ones which facilitate effective action, − can use at least 1 tool or method for building and supporting beliefs which facilitate effective action, − can use at least 1 tool or method for

		consolidate one's own habits facilitating effective action Attitudes reinforced during the learning process: − Proactivity − Empathy and taking care of people and the world, accepting responsibility, following ethical approaches throughout the process	removing beliefs which limit effective action, − can use at least 1 tool or method for building and reinforcing habits which facilitate effective action, − can use at least 1 tool or method to remove habits which hinder effective action.
1.2 Advantages of knowing one's strengths and weaknesses, 4 didactic hours: 3 O + 1 A, place: training room enabling group work	− Basic personality traits, − Personality profile and the benefits which come with it, − Individual values and life goals, − SWOT – exercise (supporting questions)	Knowledge gained during the learning process: − Knowledge of basic personality traits − Knowledge of what a personality profile is − Knowledge of what the SWOT method is − Self-awareness of own strengths and weaknesses Skills acquired during the learning process: − Preparing the wheel of life − Identifying values and life goals − Using the SWOT method Attitudes reinforced during the learning process: − Proactivity − A sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives	The course's participant: − can list basic personality traits, − can define the personality profile, − is able to say what the abbreviation "SWOT" stands for, − is able to prepare and fill in correctly his/her own wheel of life, − can identify and prioritise his/her values and life goals, − can identify his/her strengths and weaknesses.
1.3 The magic of	− Patterns and limitations	Knowledge gained during the learning	The course's participant:

creativity, 7 didactic hours: 6 O + 1 A, place: training room enabling group work	in the creative-thinking process – Tools and principles of creative work – Methods of stimulating self-creativity – Supporting tools in the process of generating ideas – Creative problem-solving – Exercises	process: – Knowing patterns and limitations of creative thinking – Knowing tools and principles of creative work – Knowing methods which stimulate creativity Skills acquired during the learning process: – Using the tools of creative work – Turning criticism into effective evaluation of ideas – Applying methods and tools for creative problem-solving Attitudes reinforced during the learning process: – Creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. – The ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity – A sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives	– can list the patterns of the creative thinking process, – can list limitations to creative thinking, – can name some tools and principles of creative work, – can list some methods which stimulate creativity, – can use min. 2 tools supporting creative work, – can perform the process of effective idea assessment/evaluation, – can use min. 2 tools of creative problem-solving.
2. MODULE - ECOLOGY AND FINANCE IN MY LIFE (8 DIDACTIC HOURS: 6 O + 2 A):			

Modular unit (as named in *Course structure* part)	Teaching content	Learning outcomes (knowledge, skills, attitudes)	Verification criteria
2.1 Ethical principles and challenges of sustainable development, 6 didactic hours: 5 O + 1 A, place: training room enabling group work	- Climate change and biodiversity loss - Principles of sustainable development - Smog and its impact on us - Water resources - Consumer education and its impact on the environment	<u>Knowledge</u> gained during the learning process: – Being aware of data confirming the occurrence of climate change and biodiversity loss – being aware of ethical principles and challenges of sustainable development – Knowledge of the principles and objectives of sustainable development – Knowledge of what smog is and how it affects life and health – Knowing what water resources are and understanding their importance for the functioning of the planet and people – Understanding the impact of consumption on climate change – Knowledge of methods and tools to reduce unnecessary consumption <u>Skills</u> acquired during the learning process: – Separating "less obvious" waste – Greenwashing-recognition <u>Attitudes</u> reinforced during the learning process: – A sense of initiative and agency, pro-activity,	The course's participant: – can list some facts, statistics confirming the occurrence of climate change, – can list some facts, statistics confirming biodiversity loss, – can define sustainable development, – can list the objectives of sustainable development, – can explain/define what smog is, – can list some of the negative effects of smog on life and health, – can define the term "water resources", – can list negative changes to water resources and their impact on the functioning of the planet, – can define and describe the impact of consumption on climate change, – can list methods and tools of reducing consumption, – is able to correctly classify ways of waste separation, – is able to correctly identify examples of greenwashing.

		– Being forward-looking, courage and perseverance in achieving objectives – Empathy and taking care of people and the world, – Accepting responsibility and adopting ethical approaches throughout the process	
2.2 Home budget, 2 didactic hours: 1 O + 1 A, place: training room enabling group work	– Benefits of environmentally-friendly solutions in household-budget financial decisions relating to cost and value – Comparing of prices of services and products	<u>Knowledge</u> gained during the learning process: – Knowledge of the financial and non-financial benefits of including environmental measures in a household budget – Knowledge of price comparison methods and tools <u>Skills</u> acquired during the learning process: – Correct estimation and comparison of prices – Ability to make financial decisions relating to cost and value <u>Attitudes</u> reinforced during the learning process: – Creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection. – The ability to work both as an individual	The course's participant: – can give examples of financial and non-financial benefits of taking environmentally-friendly measures into account while planning a household budget, – can diagnose how he/she could benefit from a given environmentally-friendly activity in his/her home, – can compare prices of goods taking into account composition, weight, etc., – can compare prices of a service taking into account its scope, materials used, warranty period, deadlines, etc.

| | | and collaboratively in teams, to mobilize resources (people and things) and to sustain activity
 − A sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives | |

3. MODULE – PROJECTS IN MY LIFE (18 DIDACTIC HOURS: 14 O + 4 A):

Modular unit (as named in *Course structure* part)	Teaching content	Learning outcomes (knowledge, skills, attitudes)	Verification criteria
3.1 Turning ideas into plan and action, 9 didactic hours: 7 O + 2 A, place: training room enabling group work	− The *problem and solution tree* approach − SMART objectives − Scope of the project (activities) − Results of the project − Project team, − Project schedule − Project budget − Project risks	Knowledge gained during the learning process: − Knowing what a project is − Knowing how to establish project objectives − Knowing what project results/outcomes are and how they should be quantified − Knowing what roles and responsibilities there are in a project − Knowing what a project schedule should include − Knowing what a project budget should include − Knowing what risk management is knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, − Knowing and understanding approaches	The course's participant: − can give a definition of a project, − can say what the abbreviation SMART stands for, − is able to identify example outcomes and quantify them in numbers or percentages, − can list examples of positions/roles in a project and describe their main responsibilities, − knows what a Gantt chart (schedule) contains, − can list examples of project costs (human resources, material, financial), − can list ways of responding to risk, − can create a problem and solution tree, − is able to create a project schedule using a Gantt chart, − is able to create a project budget, taking into account human resources, material

			and financial costs,
		to planning and management of projects, which include both processes and resources Skills acquired during the learning process: – Using tools and methods to facilitate project planning – Creating project elements taking into account processes and resources – Creating a risk management plan Attitudes reinforced during the learning process: – The ability to make financial decisions relating to cost and value – A sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives – Empathy and taking care of people and the world, and accepting responsibility, adopting ethical approaches throughout the process	– is able to define risks, assess their significance and plan appropriate responses.
3.2 Personal projects planning, 9 didactic hours: 7 O + 2 A, place: training room enabling group work	– Creating individual (e.g. flat renovation project, "health check" project, healthy lifestyle project, personal/ educational development project, etc.) or social projects (e.g. some plan for	Knowledge gained during the learning process: – Knowledge of self-motivation methods and tools Skills acquired during the learning process: – Creating personal projects including: objectives, results/outcomes, activities,	The course's participant: – can list some methods and tools to enhance intrinsic motivation, – is able to prepare an individual project including objectives, results/outcomes, activities, timetable, budget and risks, – can select and apply motivation methods and tools appropriate to his/her

	neighbourhood) – practical classes – How to stay motivated to bring the project into life and implement it	timetable, budget and risks – Using self-motivation methods and tools appropriate to one's needs <u>Attitudes</u> reinforced during the learning process: – Creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. – The ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity – A sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives	needs.
Conclusion (2 didactic hours)	– Course-summary – Post-test – Final discussion		

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