

Title of Scenario Virtual Enterprises							
Type of school and school system		Middle school (General education)					
Class	B	Age of the students	14	Total Duration	1 school year	Number of hours	28
Short Description		Students in groups of 13 engage in a role playing of simulating the functions of enterprises that put into market products produced in school by after school clubs of interest and excellence. In this way students get acquainted with the entrepreneurship and acquire knowledge about the work cycle of real enterprises.					
Outputs		<i>Business plans and web sites for the virtual enterprises</i>					
Stakeholders involved		Students of the living lab (learners). Two school teachers. Executives of successful companies (external tutors). Students of after school clubs (end-users).					
Environment		<p>Internal Coherence</p> <p>The scenario aims to foster positive attitude towards entrepreneurship to students and let them acquire useful knowledge on the work cycle of business. It aims to apply school knowledge in real world situations.</p> <p>External Coherence</p> <p>Nowadays in Greece unemployment rates concerning young people are very high. Helping young people to start their own business might be a solution to the unemployment problem. The scenario offers middle school the opportunity to get acquainted with business world and help them consider entrepreneurship a possible future career solution.</p>					
Objectives		<p>The expected knowledge for students is summarized as follows:</p> <ul style="list-style-type: none"> • To understand the important role of business in society (increase in employment, self-employment). • To understand the distinction of enterprises according to their legal status, their ownership, type of activity and size. • To discover and develop their latent entrepreneurial skills which can help to expand their professional development options. • To understand what a business plan is. • To become aware of the fact that programming and design of an enterprise's operations is a prerequisite for achieving goals. <p>The expected soft skills for students are summarized as follows:</p> <ul style="list-style-type: none"> • Ownership: Students take responsibility for their own learning. • Experiential learning: Students' learning is based on hands - on experience. • Cooperation: Students learn with and from others and understand the dynamics of working as part of a team. • Reflection: Students experience the consequences of their decisions and apply that learning to future challenges. <p>The expected technical skills for students are summarized as follows:</p> <ul style="list-style-type: none"> • To conduct market research. • To implement a business plan of an enterprise • To advertise and launch a product or service. • To successfully manage the finances of the company (sales & marketing, market analysis, financial analysis, evaluation of investment plans, etc.), using spreadsheet software. • To implement a commercial web site. 					
Key words		Entrepreneurship, business plan, virtual enterprise					
Phases		Orientation and planning					

	Specifying the field of each virtual enterprise Work groups/role assignment/contribution to the deliverables Enterprise work cycle simulation/Production of deliverables Discussion and evaluation of deliverables Presentation of the products to the school community Evaluation of the living lab experience
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DETAILED DESCRIPTION IMPLEMENTATION SCENARIO

For designing the Alternating Training Plan, you can describe each phase of scenario filling the following template.

Phase 1	Orientation and planning		
Short description	<i>Acquaintance with the work cycle of enterprises and expression of personal interests</i>		
Phase Duration	<i>6 weeks</i>	Number of hours	<i>6</i>

Module	<i>Acquaintance with the work cycle of enterprises</i>
Duration	<i>2 hours</i>
Learning outcomes	<i>Objective of the modules in relation to the phase/scenario in particular competences that the students is expected to acquire through the module</i>
Knowledges	<i>The expected knowledge for students is summarized as follows:</i> <ul style="list-style-type: none"> > <i>To understand the important role of business in society (increase in employment, self-employment).</i> > <i>To understand the distinction of enterprises according to their legal status, their ownership, type of activity and size.</i> > <i>To name the main departments of a virtual enterprise</i>
Technical skills	> <i>To use business terminology.</i>
Soft Skills	> <i>Ownership: Students take responsibility for their own learning.</i>
Prerequisites	<i>Students must be able to use the schools electronic class</i>

Activity	<i>Studying learning material on the work cycle of enterprises</i>
Duration	<i>2 hours at school, 4 hours at home</i>
Place	<i>School, Home</i>
Stakeholders involvement	<i>Teachers give an introductory lecture on the idea of entrepreneurship and describe the different departments of companies. They present the learning material uploaded in the schools electronic classroom and invite students to study at home</i>
Outputs	<i>The expected knowledge for students is summarized as follows:</i> <ul style="list-style-type: none"> > <i>To understand the important role of business in society (increase in employment, self-employment).</i> > <i>To understand the distinction of enterprises according to their legal status, their ownership, type of activity and size.</i> > <i>To name the main departments of a virtual enterprise and describe their work cycle</i>
Methodologies	<i>Flipped classroom</i>
Inspiring practices	
Tools/technologies/materials	<i>Presentations, school's electronic class in moodle (http://1gympeirath.gr/moodle)</i>
Sources	

Module	<i>Business web game</i>
Duration	<i>4 hours</i>
Learning outcomes	<i>Students get to know the decisions that are related with business running</i>

Knowledges	➤ To recognise the decisions executives should take in a company according to their position in the companies organization chart
Technical skills	➤ To list the decisions business executives should take in order to run the business ➤ Use of ICT applications
Soft Skills	➤ Decision making
Prerequisites	Students must be able to use web applications that require registration

Activity	Playing the business web game
Duration	4 hours at school / 2 hours at home
Place	School / Home
Stakeholders involvement	Teachers present the web game to the students. The students practice the game at home individually and then form groups of three persons and run the game at school
Outputs	Log files from the game execution
Methodologies	Flipped classroom
Inspiring practices	Business games used in business education
Tools/technologies/materials	Business web game
Sources	http://play4guidance.eu/p4g-business-game/

Phase 2	Specifying the field of each virtual enterprise		
Short description	Students present virtual CVs and express their preferences on the field of their ideal virtual company as well as on the position they would like to take in the company's organization chart		
Phase Duration	2 weeks	Number of hours	2

Module	Virtual CV presentations
Duration	2 hours
Learning outcomes	Students learn to write a CV and present themselves in audience
Knowledges	➤ To recognise the decisions executives should take in a company according to their position in the companies organization chart
Technical skills	➤ To write a CV
Soft Skills	➤ Self presentation ➤ Address an audience
Prerequisites	Students must be able to use office applications to create documents and presentations

Phase 3	Work groups/role assignment/contribution to the deliverables		
Short description	Assignment of roles to the students, definition of the expected contribution of each student to the final deliverables		
Phase Duration	2 weeks	Number of hours	2

Module	Assignment of roles to students
Duration	2 hours
Learning outcomes	Describe the tasks of each position in a business organization chart
Knowledges	Describe the tasks of each position in a business organization chart
Technical skills	How to make an organization chart
Soft Skills	➤ Show responsibility ➤ Decision making

Prerequisites	<i>Use software to create charts</i>
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Phase 4	Enterprise work cycle simulation/Production of deliverables		
Short description	<i>Simulation of the work cycle of each enterprise, Visits of tutors, Production of deliverables</i>		
Phase Duration	<i>12 weeks</i>	Number of hours	<i>12</i>

Module	<i>Naming the company, Definition of the vision/field</i>		
Duration	<i>2 hours</i>		
Learning outcomes	<i>The students learn to articulate the vision of the company</i>		
Knowledges	<i>What is the vision of a company</i>		
Technical skills			
Soft Skills	<ul style="list-style-type: none"> > <i>Think creatively</i> > <i>Decision making</i> > <i>Negotiate</i> 		
Prerequisites			

Activity	<i>Define the enterprise vision, Name the company</i>
Duration	<i>2 hours</i>
Place	<i>School</i>
Stakeholders involvement	<i>Students Teachers (as facilitators)</i>
Outputs	> <i>The companies names and visions</i>
Methodologies	<i>Brainstorming</i>
Inspiring practices	
Tools/technologies/materials	<i>A forum in the school's electronic class in moodle (http://1gympeirath.gr/moodle)</i>
Sources	

Module	<i>Development of the business plan</i>		
Duration	<i>7 hours</i>		
Learning outcomes	<i>To develop a Business plan collaboratively</i>		
Knowledges	<i>The contents of a business plan</i>		
Technical skills	<i>Business plan development</i>		
Soft Skills	<i>Experiential learning: Students' learning is based on hands - on experience. Cooperation: Students learn with and from others and understand the dynamics of working as part of a team.</i>		
Prerequisites	<i>Know what a business plan is and what it should contain</i>		

Activity	<i>Students undertake the roles of business executives and work collaboratively to create the business plan</i>
Duration	<i>5 hours</i>
Place	<i>School, Home</i>
Stakeholders involvement	<i>Teachers as facilitators External tutors Students of the virtual enterprises Students of the after school clubs</i>
Outputs	<i>The business plan</i>
Methodologies	<i>Role Playing, Collaborative learning</i>
Inspiring practices	
Tools/technologies/materials	<i>Presentations, school's electronic class in moodle</i>

materials	<i>(http://1gympeirath.gr/moodle)</i>
Sources	

Activity	<i>Preparing the visit to the Company</i>
Duration	<i>2 hours</i>
Place	<i>School, Company</i>
Stakeholders involvement	<i>Teachers as facilitators Students of the virtual enterprises Executives of the visited company</i>
Outputs	<i>The interview questions The interview</i>
Methodologies	<i>Metaplan</i>
Inspiring practices	
Tools/technologies/materials	<i>Presentations, school's electronic class in moodle (http://1gympeirath.gr/moodle)</i>
Sources	

Module	<i>Development of the web site</i>
Duration	<i>3 hours</i>
Learning outcomes	<i>To develop collaboratively a web site using a Content Management System</i>
Knowledges	<i>What is a Content Management System Which are the roles of users in a Content Management system may</i>
Technical skills	<i>Digital content development (web sites)</i>
Soft Skills	<i>Experiential learning: Students' learning is based on hands - on experience. Cooperation: Students learn with and from others and understand the dynamics of working as part of a team.</i>
Prerequisites	<i>Basic ICT skills</i>

Activity	<i>Students collaboratively develop the business web site</i>
Duration	<i>3 hours</i>
Place	<i>School, Home</i>
Stakeholders involvement	<i>Teachers as facilitators External tutors Students of the virtual enterprises</i>
Outputs	<i>The web sites</i>
Methodologies	<i>Role Playing, Collaborative learning, Laboratory sessions</i>
Inspiring practices	
Tools/technologies/materials	<i>Presentations, school's electronic class in moodle (http://1gympeirath.gr/moodle)</i>
Sources	

Phase 5	<i>Discussion and evaluation of deliverables</i>		
Short description	<i>Each group of students presents the deliverables to a plenary session within the living lab. The students of the other group provide feedback.</i>		
Phase Duration	<i>2 weeks</i>	Number of hours	<i>2</i>

Module	<i>Presentation of the products</i>
Duration	<i>2 hours (1 hour for each group)</i>
Learning outcomes	<i>To evaluate deliverables To give feedback To plan action based on feedback received</i>
Knowledges	
Technical skills	

Soft Skills	<i>Present own work Articulate criticism Accept criticism</i>
Prerequisites	

Phase 6	Presentation of the products to the school community		
Short description	<i>Students revise the deliverables taking into account the feedback provided within the living lab. Final presentation of the products are prepared and presented to the whole school community.</i>		
Phase Duration	<i>2 weeks</i>	Number of hours	<i>2</i>

Module	<i>Refine products, Present final versions to the school community</i>
Duration	<i>2 hours (1 hour for each group)</i>
Learning outcomes	<i>Use feedback to refine products</i>
Knowledges	
Technical skills	<i>Refine products/deliverables producing new versions, taking into account available feedback</i>
Soft Skills	<i>Address large audience Attend to detail</i>
Prerequisites	<i>The deliverables and feedback on them should be available</i>

Phase 7	Evaluation of the living lab experience		
Short description	<i>Tools from the DESCI evaluation toolkit are used to evaluate the living lab</i>		
Phase Duration	<i>2 weeks</i>	Number of hours	<i>2</i>

Module	<i>Evaluation</i>
Duration	<i>2 hours</i>
Learning outcomes	<i>Students get used to the idea that all learning experiences should be evaluated</i>
Knowledges	<i>How to evaluate a learning experience</i>
Technical skills	
Soft Skills	<i>Reflection: Students experience the consequences of their decisions and apply that learning to future challenges.</i>
Prerequisites	<i>Students should be able to fulfill electronic forms</i>