

Competencies Associated With Entrepreneurship

60 minutes

Strand 2.1: Appreciating my Community

Reflecting

Outcome LCW.M2.S1.ENT.3

WHAT THIS LESSON DOES

This lesson involves reflecting on six enterprise competencies: creativity, innovation, risk-taking, resilience, effective communication and collaboration. Students rate their current levels with one evidenced sentence for each and identify these skills in everyday contexts like school and sport.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.ENT.3	demonstrate competencies associated with entrepreneurship, and discuss the importance of their transferable nature in school, life, community and the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Name creativity, innovation, risk-taking, resilience, effective communication and collaboration as enterprise competencies
- Rate your current level on each competency with one specific evidenced sentence
- Recognise the same six competencies at work in school, sport and workplace contexts, not only in starting a business

KEY TERMS

Term	What it means here	For example
Creativity	The ability to generate new ideas or approach a problem in a way that is not the first, obvious option.	Redesigning a TY fundraiser stall layout so more people stop, rather than copying last year's set-up
Innovation	Turning an idea into something usable, improved, or put into practice so it works in a real setting.	Rewriting the Saturday café chalkboard specials so the queue moves faster and customers order more quickly
Risk-taking	A calculated try with an uncertain outcome, not recklessness: you weigh what is at stake and still act.	Suggesting one new warm-up drill to a GAA or LGFA coach after a heavy defeat, knowing the squad might not buy it
Resilience	The ability to recover after a setback, stay with the work, and adjust without giving up the goal.	Reworking a group project after the first plan fell apart two days before the deadline
Effective communication	Making yourself understood and checking that the message landed with the people who need it.	Checking a proposed chalkboard change with a café supervisor before putting it up, and adjusting after their feedback
Collaboration	Working productively with other people toward a shared aim, including when you do not get your own way.	Splitting roles on a community clean-up so the quieter organiser runs logistics while others handle publicity

BEFORE THE BELL

- Confirm students can create a document in their Strand 2.1 Digital Portfolio folder (device login, folder path).
- No printed worksheet is required. The live activity is the on-screen self-audit; paper is an accessibility backup only if a student needs it, then typed into the same portfolio document before dismissal.
- This strand uses six enterprise competencies for the audit: creativity, innovation, risk-taking, resilience, effective communication and collaboration. Keep creativity (new idea/approach) distinct from innovation (making it usable in practice).
- Read Aoife's three contexts aloud once. Ask the class to spot which competency sits in each sentence before anyone rates themselves. Remind them: creativity is the new idea; innovation is making it usable.
- On screen this lesson: self-audit.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Rate Your Entrepreneurship Competencies
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking for a quick show of hands: who has ever been called creative, resilient, or a good team-mate? Frame today's work as evidence rather than labels. Say out loud what the class is doing today, which is looking at competencies they already use, not inventing a start-up plan, because students often expect an enterprise lesson to mean business ideas and then leave their own school, sport and part-time work experience out of the audit.

5 min Key Terms

Spend a few minutes on the full six-row table. Say aloud: creativity is the new idea; innovation is making it usable. Listen for both when students rate. Stress that risk-taking means a calculated try, not recklessness, and that effective communication includes checking the message landed.

35 min Rate Your Entrepreneurship Competencies On screen: self-audit

DURING THE AUDIT (ABOUT 25 MINUTES)

Circulate. Challenge empty adjectives: *good at teamwork* is not evidence. Push for a day, a task, or a named moment. If a student cannot find evidence for a high rating, the rating should drop. Prompts if stuck: TY fundraiser, match or training, Saturday café or retail shift, family responsibility, community clean-up or volunteering.

PORTFOLIO TRANSFER (FINAL 8-10 MINUTES, IN CLASS)

Every student creates or opens a document titled **Entrepreneurship Competencies Audit** in the Strand 2.1 folder (no prior template assumed). Structure: six rows, each with competency name, 1-5 rating, and one evidenced sentence (where / when / what happened). Confirm all six rows are transferred before dismissal. Look-fors: specific occasions, not personality labels; honest low scores with real moments attached.

DIFFERENTIATION

- Students stuck on evidence: prompt TY project, match, part-time shift, family responsibility, or volunteering; offer sentence starters such as "In [place] on [day], I...".
- Students racing ahead: ask which competency someone who knows them would rate differently, and why.

ACCESSIBILITY

If a student needs a paper backup, they may draft ratings on paper then type the six rows into the same Strand 2.1 document before the period ends. The canonical artefact is the digital file, not a worksheet.

10 min Think About It

Keep this as pair talk or whole-class share. Sample one or two honest low ratings so the room hears that a 2 with real evidence is stronger work than a 5 with none. The two extra lines on strongest competency and most room to grow are optional, and students add them into their own audit document rather than anywhere on screen here, so there is nothing to collect from this step.

5 min What you covered

Spot-check that Strand 2.1 holds the Entrepreneurship Competencies Audit document with all six evidenced rows before dismissal. Flag anyone who left evidence boxes empty for follow-up next lesson.

TEACHING MOVES

- Circulate during the rating activity and prompt for specific evidence.
- Read Aoife's examples aloud first and ask students to spot competencies; the same moments appear in Key Terms.
- Say aloud: creativity is the new idea; innovation is making it usable.
- Facilitate pair discussion in Think About It.
- Sample one or two low ratings in the summary to model honest evidence use.

WHAT TO WATCH FOR

- Rating without evidence: remind students to include one specific sentence per competency.
- Limiting examples to business only: prompt with school, sport, café/retail shift, and community contexts.
- Treating creativity and innovation as the same word: separate rows, separate evidence.
- Overly high ratings without reflection: evidence matters more than the score.

DIFFERENTIATION

- Support: provide sentence starters for evidence ("In [place] on [day], I...").
- Extension: ask students to name one smallest next step that could move their lowest score by one.
- Support: pair students for the Think About It discussion questions.

WHAT STUDENTS ARE LEFT WITH

- Entrepreneurship Competencies Audit: six competencies rated 1-5 with evidenced sentences
- Filename/title: Entrepreneurship Competencies Audit
- Location: Strand 2.1 folder
- Structure: six rows, each with competency name, 1-5 rating, one evidenced sentence (where / when / what happened)
- Students create the document in this lesson if it does not already exist; no prior template is assumed
- Later use: ALT 3 transferable-skill reflection and other enterprise work in this strand