



## Session 1 Chapter 7: Top 10 of Fail

<b>Module Title:</b>	<b>F.A.I.L – First Attempt In Learning</b>		
<b>Session n.1</b>	<b>Top 10 of Fail – More Fail</b>		
<b>Duration</b>	2 hour		
<b>Delivery method</b>	Blended <input type="checkbox"/>	Face to face <input type="checkbox"/>	Online learning <input type="checkbox"/>
		Distance learning (Learning Platform) <input type="checkbox"/>	
	Time:	Time:	Time: 2 hour
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>		
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>Understand what mistakes can be made in the business creation process</li> <li>Understand how to correct the possible mistakes</li> </ul>		
<b>Intended learning outcomes:</b>	<p><b>LO1: Students will be able to identify all the steps to take in order to create a new business</b></p> <p><b>LO2: Students will be able to identify all the possible mistakes that can be encountered in the business creation</b></p> <p><b>LO3: Students will learn how to programme a solution</b></p> <p><b>LO4: Students will increase their problem-solving skills</b></p>		
<b>Session Details:</b>	<b>Lesson Item:</b>	<b>Method(s) and instructions for trainers:</b>	<b>Required Resource(s):</b>
	<b>Introduction (optimal group size:1-10)</b>	<ul style="list-style-type: none"> <li>Brief introduction from the tutor about the purpose of the lesson.</li> <li><i>Break the ice</i> (proposed exercise) Discussion: what do you think about failure in entrepreneurship? Do you have some examples? What does failure mean to you?</li> </ul>	<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<b>Activity 1: Presenting the learning objectives of the course</b>	<ul style="list-style-type: none"> <li>Brief presentation of the objectives of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson)</li> </ul>



	<p>Activity 2: <b>Introduce the F.a.i.l identified in the course</b></p>	<p><i>Failure is an important topic the students need to face, to prepare them more realistically to the world of entrepreneurship. It is important to present them the topic with attention not to compromise their motivation.</i></p> <ul style="list-style-type: none"> <li>- Taking into consideration the ideas from the discussion the tutor will present and comment all the F.A.I.L identified in the Guide after having proposed the following video identified <a href="https://controversycast.wixsite.com/entrepreneurjourney/top-10-fails">https://controversycast.wixsite.com/entrepreneurjourney/top-10-fails</a> . To make the students understand better what is failure and how failure is in reality a necessary step in order to reach success it is important to provide them with some concrete examples of failure. Some examples of failure are present in the guide, others are presented in the <a href="#">Annex V</a> (in forms of written testimonials/stories or videos). The tutor can choose from the list given, the ones that better fit his/her perspective of the course.</li> <li>- Check for understanding and provide feedback</li> </ul>	<p>delivery)</p> <ul style="list-style-type: none"> <li>- Guide for Young Migrant Entrepreneurs (English version) <a href="#">Chapter 7 F.A.I.L (First Attempts In Learning)</a></li> </ul>
	<p>Activity 3: <b>Independent practice of the students</b></p>	<p>The tutor can choose from the activities proposed:</p> <ul style="list-style-type: none"> <li>- (proposed exercise 1) Ask the students to find a solution for each of the mistakes presented. More than one solution is possible. They can also take into consideration the business plan they have created in the previous lessons.</li> <li>- (proposed exercise 2) Often failure happens because objective were not identified in the correct way. In order to do this the tutor can take into consideration the <a href="#">Annex VI</a> which presents SMART Objectives: what they are and how they can be produced. The annex contains also exercises that can be proposed to the students to make them produce and set their own objectives</li> </ul>	<ul style="list-style-type: none"> <li>- PC/ Laptop &amp; Zoom, Teams or any other similar platform (online live lesson delivery)</li> </ul>
	<p>Post-Activity Discussion</p>	<ul style="list-style-type: none"> <li>- discuss with the group the theme of the lesson, what they have learnt and what are their thoughts on the topic after the session.</li> </ul>	



<b>Evaluation methods</b>	Informal and non-formal	Presentation about the solution found to the fails presented Feedback on the exercises about SMART objectives proposed
<b>Didactic materials</b>	Face to face: power point presentation, printed lesson, printed worksheets for assignment(s)	
	Distance learning - Online learning: power point presentation, pdf version of the lesson, .docx worksheets for assignment(s)	
	Distance learning - Moodle – Same for the case when the course will be posted on the project Moodle platform	
<b>In-class assignment 1:</b>	- Students should identify one or more solution to each of the mistakes identified. They should then present these solutions to the tutor and other students ...	
<b>In-class assignment 2:</b>	Students should carry out the exercises about SMART objectives proposed in the Annex.	
<p><b>Additional notes and tips for trainers</b></p> <p>It is important that the participants confront the solutions they have found to help the development of problem-solving skills. The In-class Assignment 2 considers the topic of SMART Objectives. If the tutor chooses to carry out this activity, he/she should prepare the topic in advance considering the material given and also making researches or reaching for the support of professionals like coaches.</p>		