

The background is a white canvas filled with various abstract geometric elements. There are several large, irregular polygons in shades of red, orange, and black. Scattered throughout are smaller shapes: circles in black, orange, and blue; lines in black, red, and blue; and small crosses and squares in orange and blue. The overall aesthetic is modern and dynamic.

In-service Training Programme

Handbook

INFOGRAFIA

USING INTERACTIVE INFOGRAPHICS TO BUILD
ENTREPRENEURIAL COMPETENCES

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"My biggest motivation? Just to keep challenging myself. I see life almost like one long University education that I never had - every day I'm learning something new."

- Richard Branson -

Entrepreneurship is not only a mindset but a skillset.

- Mitchell Kapor -

Introduction

This training programme will help those who provide support to young people at the beginning of their careers, namely teachers, youth workers, mentors, or coaches. One of the most important decisions of a young person is the choice of future profession, the choice of professional career. And one of the most exciting choices is the possibility of being an entrepreneur. The European Union needs competent and successful entrepreneurs to be more successful in today's global and competitive world. But how to achieve this?

One efficient way is to educate and support young entrepreneurs - helping young people acquire entrepreneurial skills and competencies. Infografia project and this training programme are exactly about this.

Learning Outcomes

After completing this training programme, you will be able:

1. to support young people in acquiring entrepreneurial skills and competencies;
2. to use modern teaching approaches like gamification of learning and challenge-based learning;
3. to utilise the 15 interactive infographics of the INFOGRAFIA project to teach young people key entrepreneurial skills and competencies;
4. to create modern educational resources such as videos, quizzes, digital breakouts and WebQuests for your students;
5. to use modern software and platforms to create engaging learning content, such as Powtoon, Animaker, Google Forms, Canva, Kahoot, QRCode Monkey etc.
6. to explain what EntreComp is and why this framework was created.

Lesson Plan - Face to Face Training in a Classroom

Lesson Title	Main Learning Objectives	Time
DAY 1		
1.1 Introduction to the whole training programme	<ul style="list-style-type: none"> ▪ To create a pleasant group atmosphere using some entertaining ice-breaking activities. ▪ To present the training agenda. ▪ To encourage participants to introduce themselves briefly and describe what experience they have in the field of youth education. ▪ To ask participants to express their expectations from the training. 	90
Break		15
1.2 Educational appetizer	<ul style="list-style-type: none"> ▪ To introduce the first of the 15 infographics of the INFOGRAFIA project. ▪ To try practically all 4 educational tools of this infographic: video, quiz, digital breakout, and WebQuest. 	70
1.3 Presentation of the training programme learning outcomes	<ul style="list-style-type: none"> ▪ To Introduce and describe in more detail the learning outcomes of the training programme. 	20
Break		15
1.4 INFOGRAFIA MOOC	<ul style="list-style-type: none"> ▪ To explain what INFOGRAFIA MOOC is and where participants can find it. ▪ To describe the structure of this valuable educational portal. 	45
1.5 INFOGRAFIA MOOC content	<ul style="list-style-type: none"> ▪ To show participants the content of the educational portal. ▪ To introduce all educational content that is available on the portal. 	45
Break		15
1.6 ENTRECOMP – Short introduction	<ul style="list-style-type: none"> ▪ To present ENTRECOMP to participants. ▪ Clarify what ENTRECOMP is and how and why it was created. 	30
1.7 Conclusion of the first training day	<ul style="list-style-type: none"> ▪ To summarise what the participants learned during the first learning day. ▪ To provide participants with a space for a short evaluation and expression of feelings from the learning day. 	15
DAY 2		
2.1 Introduction to the second training day	<ul style="list-style-type: none"> ▪ To create a pleasant group atmosphere using some entertaining ice-breaking activity. 	15

	<ul style="list-style-type: none"> To remind the second-day training agenda. 	
2.2 ENTRECOMP – Further information	<ul style="list-style-type: none"> To take a closer look at ENTRECOMP. To introduce 15 key entrepreneurial competencies defined in the European Entrepreneurship Competence Framework. 	60
2.3 INFOGRAFIA MOOC – Practical testing	<ul style="list-style-type: none"> Encourage participants to test the practical use of the INFOGRAFIA educational portal on laptops, mobile phones and tablets. Show participants what all interactive infographics look like and how they work in youth education. 	45
Break		15
2.4 INFOGRAFIA MOOC – Discussion	<ul style="list-style-type: none"> To discuss with participants the possibilities and potential of using interactive infographics and INFOGRAFIA MOOC in their work with young people. 	30
2.5 Gamification of learning	<ul style="list-style-type: none"> To explain what Gamification of Learning means and how it works. To show participants a practical example. 	80
Break		15
2.6 Challenge-Based learning	<ul style="list-style-type: none"> To explain what Challenge-Based learning means and how it works. To present participants a practical example. 	85
2.7 Conclusion of the second teaching day	<ul style="list-style-type: none"> To summarise what the participants learned during the second learning day. To provide participants with a space for a short evaluation and expression of feelings from the learning day. 	15
DAY 3		
3.1 Introduction to the third training day	<ul style="list-style-type: none"> To create a pleasant group atmosphere using some entertaining ice-breaking activity. To remind the third-day training agenda. 	15
3.2 Kahoot! - Game-based learning platform	<ul style="list-style-type: none"> To introduce Kahoot! and explain how to use it. Show practical examples of educational resources created by this content-creation tool. 	35
3.3 Quiz as an educational tool	<ul style="list-style-type: none"> To introduce the quiz as an educational tool. To teach the participants the process of creating a quiz. 	30
Break		15
3.4 How to Create a Quiz in Kahoot	<ul style="list-style-type: none"> To guide participants through the whole process of creating a quiz using the Kahoot tool. To allow participants to create their own quiz as a modern learning tool. 	80
Break		15

3.5 Presentation of created quizzes and exchange of experiences	<ul style="list-style-type: none"> ▪ To provide participants with space to present the quizzes to other participants. ▪ To exchange experiences with quizzes creation and their usage in youth education. 	80
Break		15
3.6 Educational Quizzes - Tips and discussion	<ul style="list-style-type: none"> ▪ To discuss the advantages and disadvantages of using quizzes in youth education. ▪ To formulate several practical tips for quizzes creation and their practical usage in the education process. 	60
3.7 Conclusion of the third training day	<ul style="list-style-type: none"> ▪ To summarise what the participants learned during the third learning day. ▪ To provide participants with a space for a short evaluation and expression of feelings from the learning day. 	15
DAY 4		
4.1 Introduction to the fourth training day	<ul style="list-style-type: none"> ▪ To create a pleasant group atmosphere using some entertaining ice-breaking activity. ▪ To remind the fourth-day training agenda. 	15
4.2 Powtoon – Video creation tool	<ul style="list-style-type: none"> ▪ To introduce Powtoon and explain how to use it. ▪ Show practical examples of educational resources created by this content-creation tool. 	35
4.3 Video as an educational tool	<ul style="list-style-type: none"> ▪ To introduce the video as an educational tool. ▪ To teach the participants the process of creating a video. 	30
Break		15
4.4 How to Create a Video in Powtoon	<ul style="list-style-type: none"> ▪ To guide participants through the whole process of creating a video using the Powtoon tool. ▪ To allow participants to create their own video as a modern learning tool. 	80
Break		15
4.5 How to Create a Video in Powtoon	<ul style="list-style-type: none"> ▪ To guide participants through the whole process of creating a video using the Powtoon tool. ▪ To allow participants to create their own video as a modern learning tool. 	60
4.6 Presentation of created videos and exchange of experiences	<ul style="list-style-type: none"> ▪ To provide participants with space to present the videos to other participants. ▪ To exchange experiences with videos creation and their usage in youth education. 	20
Break		15
4.7 Educational Videos - Tips and discussion	<ul style="list-style-type: none"> ▪ To discuss the advantages and disadvantages of using videos in youth education. ▪ To formulate several practical tips for videos creation and their practical usage in the education process. 	60
4.8 Conclusion of the fourth training day	<ul style="list-style-type: none"> ▪ To summarise what the participants learned during the fourth learning day. 	15

	<ul style="list-style-type: none"> To provide participants with a space for a short evaluation and expression of feelings from the learning day. 	
DAY 5		
5.1 Introduction to the fifth training day	<ul style="list-style-type: none"> To create a pleasant group atmosphere using some entertaining ice-breaking activity. To remind the last-day training agenda. 	15
5.2 Google Forms – Online Form Creator	<ul style="list-style-type: none"> To introduce Google Forms and explain how to use it. Show practical examples of educational resources created by this content-creation tool. 	35
5.3 WebQuests as an educational tool	<ul style="list-style-type: none"> To introduce the WebQuest as an educational tool. To teach the participants the process of creating a WebQuest. 	30
Break		15
5.4 How to Create a WebQuest in Google Forms	<ul style="list-style-type: none"> To guide participants through the whole process of creating a WebQuest using the Google Forms tool. To allow participants to create their own WebQuest as a modern learning tool. 	80
Break		15
5.5 How to Create a WebQuest in Google Forms	<ul style="list-style-type: none"> To guide participants through the whole process of creating a WebQuest using the Google Forms tool. To allow participants to create their own WebQuest as a modern learning tool. 	60
5.6 Presentation of created WebQuests and exchange of experiences	<ul style="list-style-type: none"> To provide participants with space to present the WebQuests to other participants. To exchange experiences with WebQuests creation and their usage in youth education. 	20
Break		15
5.7 Educational WebQuests - Tips and discussion	<ul style="list-style-type: none"> To discuss the advantages and disadvantages of using WebQuests in youth education. To formulate several practical tips for WebQuests creation and their practical usage in the education process. 	45
5.7 Evaluation of the Training Programme	<ul style="list-style-type: none"> To summarise what the participants learned during the training programme. To ask participants for an evaluation of the training programme. 	20
5.8 Conclusion of the training programme	<ul style="list-style-type: none"> To suggest future forms of cooperation and sharing of experience. To say goodbye to the participants. 	10



Educational Appetizer

The INFOGRAFIA project team developed and successfully completed the toolkit - a set of 15 interactive infographics. Each infographic deals with one of the 15 entrepreneurship competences identified in the EntreComp - The European Entrepreneurship Competence Framework. Each individual interactive infographic comprises a series of 4 different learning elements accessible via QR codes displayed in the infographics. If you are curious about how such an interactive infographic looks and works, your chance is here. You can test infographic number 1 just now. Read the QR code using your mobile phone and enjoy a little entertaining learning.

**Build your
entrepreneurial
competences!**

**Spotting
Opportunities**

↓ SCAN US! ↓

- Watch the Video
- Take the Quiz
- Attempt the WebQuest
- Attempt the Digital Breakout

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INFOGRAFIA MOOC

Nowadays, most young people consume educational content using a smartphone. However, the educational resources of the INFOGRAFIA project are also accessible via computers, laptops and tablets. After all, consuming educational content is often the most convenient and efficient using a laptop or computer. For this purpose, the project team of the INFOGRAFIA project developed the educational portal INFOGRAFIA MOOC.

If you don't know what MOOC means yet, then MOOC stands for 'massive open online course'. The term originated in the US in 2008 to describe free, easily accessible, completely online courses. MOOCs give the chance to study free and online to anybody around the world.

Let's see what INFOGRAFIA MOOC looks like and how you and your students or young people, in general, can use it. You can find the learning portal on the web at www.infografia-mooc.eu
It is great that the portal and all educational resources are available in several languages, namely English, Czech, German, Lithuanian and Greek.



In the picture, you can see the homepage of the INFOGRAFIA educational portal.



Educational Resources

You can use **15 interactive infographics** to improve your entrepreneurial competences. Each infographic contains four educational tools: **Video, Quiz, WebQuest, and Digital Breakout**. The learning tools work on a computer, tablet and mobile phone. **Learn and have fun!**

We divided 15 interactive infographics into three groups. Each group contains five infographics and has a different colour. The first group is red, the second orange and the third purple.

Choose a group of infographics to view below:



Red Group

Orange Group

Purple Group

If you select the educational resources item, this page will appear. Here you can choose from 3 groups of infographics, red, orange or purple. Each of them contains five interactive infographics.

Red Group

Orange Group

Purple Group



Spotting Opportunities



Creativity



Vision



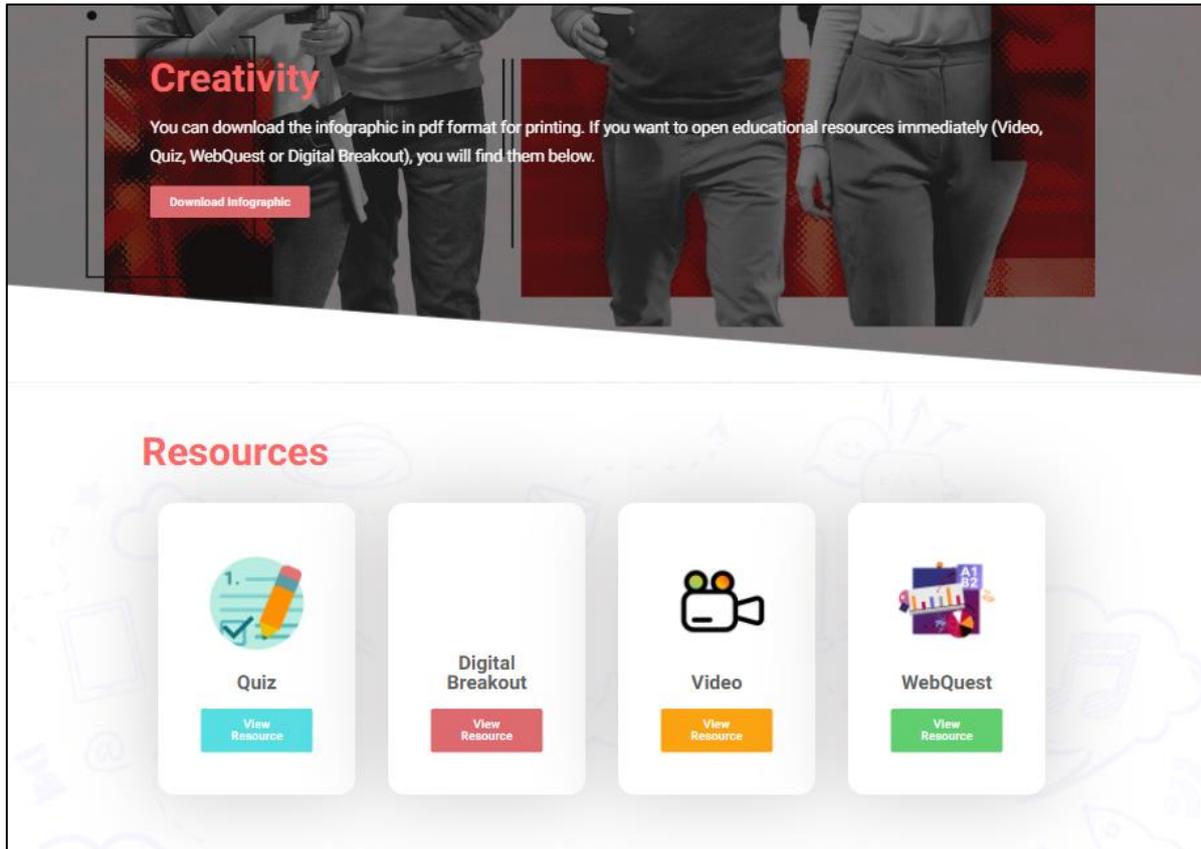
Valuing Ideas



Ethical and Sustainable Thinking

For example, the red group contains the following infographics:

- Spotting Opportunities
- Creativity
- Vision
- Valuing Ideas
- Ethical and Sustainable Thinking



For example, if you click on the Creativity infographic, you will see a page where you can open four educational resources, namely Quiz, Digital breakout, Video and WebQuest.

If you are in the exploring mood, you can explore the whole learning portal and try out the learning resources for the topics that interest you most.

The European Entrepreneurship Competence Framework (EntreComp)

The European Entrepreneurship Competence Framework (EntreComp) was developed by the Joint Research Centre (JRC) of the European Commission. EntreComp is a flexible reference framework that can be adapted to support the understanding and development of entrepreneurial competences in any educational setting. It was developed as a reference framework to explain what constitutes an entrepreneurial mindset. EntreComp offers a comprehensive description of the knowledge, skills and attitudes that are required to be entrepreneurial in order to create financial, cultural or social value for your community and wider society.

EntreComp is a comprehensive and flexible framework that is designed to build an understanding of what is meant by entrepreneurship as a competence and to support our ability to identify the abilities that make someone entrepreneurial. It intends to support and inspire actions to develop the entrepreneurial capacity of European citizens, to help increase the abilities of individuals to actively participate in society, to support career development and to encourage value-creating initiatives. It is important to understand that entrepreneurship plays a significant role in many aspects of the lives of individual citizens and in many areas of a prosperous society.

What is Entrepreneurship?

Entrepreneurship can be a difficult concept to define. The modern-day definition of entrepreneurship is, “the process of creating a new enterprise and bearing any of its risks, with the view of making a profit” (Oxford Dictionary).

This definition outlines the practicalities of entrepreneurship but somehow misses the essence of what it really means. Long-time Harvard Business School Professor and expert on the topic of entrepreneurship, Howard Stevenson, simplified the definition to, “the pursuit of opportunity beyond resources controlled” (Harvard Business Review, 2013). In this definition, the entrepreneur is anyone who identifies an opportunity and decides to pursue it regardless of the resources currently available to them. In other words, they identify what ‘could be’ and then find a way to ‘make it a reality’, even if they do not have access to all of the necessary resources at that time.

EntreComp builds on these definitions by stating, “Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social”. At the core of the concept, entrepreneurship is about value creation and attempting to transform the world by solving problems. This could include bringing about social change or creating an innovative product that challenges the current way in which we live our lives on a daily basis. It is, therefore, a key competence for career development, lifelong learning and societal progress.

The Entrepreneurial Mindset

If entrepreneurship is a key transversal competence for value creation, then what do we mean when we say that someone possesses an entrepreneurial mindset? An entrepreneurial mindset

is a 'way of thinking' that enables individuals to overcome challenges, be decisive, and accept responsibility for their actions and outcomes.

An entrepreneurial mindset can be said to be made up of five core characteristics:

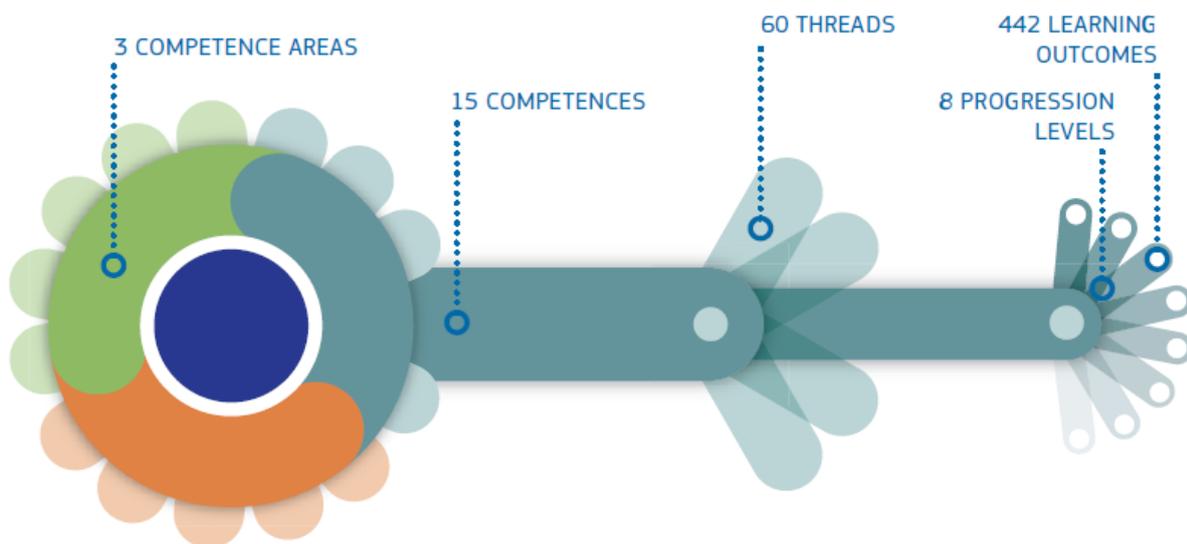
1. **A Positive Mental Attitude** – negative thoughts can undermine progress towards a goal. A positive mindset allows you to reframe difficulties as opportunities to learn and encourages a 'can do' approach. A positive mental attitude not only motivates you to progress towards your goals, but it also helps you to overcome any difficulties you face along the way.
2. **A Creative Mindset** – creativity is not just about developing an innovative product or a unique piece of art, creativity is about making connections, both theoretically and practically. A creative mindset enables you to solve problems by developing creative solutions. Exploring and developing your own creativity is a vital process in the quest to become a more creative thinker.
3. **Persuasive Communication Ability** – the power of persuasion can help you to negotiate a deal, secure vital investment, sell a product or service and build support for an entrepreneurial initiative. Persuasion is not about misleading; it is about convincing others that your ideas deserve to be supported. This is a key communication technique in any situation as it enables you to secure support from others to help you to achieve your goals.
4. **Intrinsic Motivation and Drive** – self-motivation, aspiration and drive are key personal traits of any successful entrepreneur. Success does not just happen; you have to want it and work hard to achieve it. A motivation to succeed can be a strong driving force for positive actions and ensures that you keep working towards your goals.
5. **Tenacity and an Ability to Learn from Failure** – learning from mistakes and failures is a key to any successful endeavour. Very few initiatives run smoothly from start to finish and there will always be difficulties along the way. The key is to not give up when things become difficult but to take positive lessons from your failures in order to improve your future actions.

An entrepreneurial mindset requires a constant need to develop new and existing skills, to learn from mistakes, and to take continuous practical actions. The EntreComp Framework attempts to explain and understand the entrepreneurial mindset by exploring the many different facets and competencies of an entrepreneur.

EntreComp in Focus

Let us now take a look at the EntreComp Framework and the key entrepreneurial competencies it outlines. EntreComp consists of 3 competence areas with 15 specific competencies that are broken down further into 60 threads that describe what each competence means in practical terms.

The threads are clearly defined through learning outcomes that can be learnt, understood and then put into practical action. The learning outcomes are mapped across 8 different levels of progression, from beginner through to expert. Please review the picture below for an outline of the entire framework.

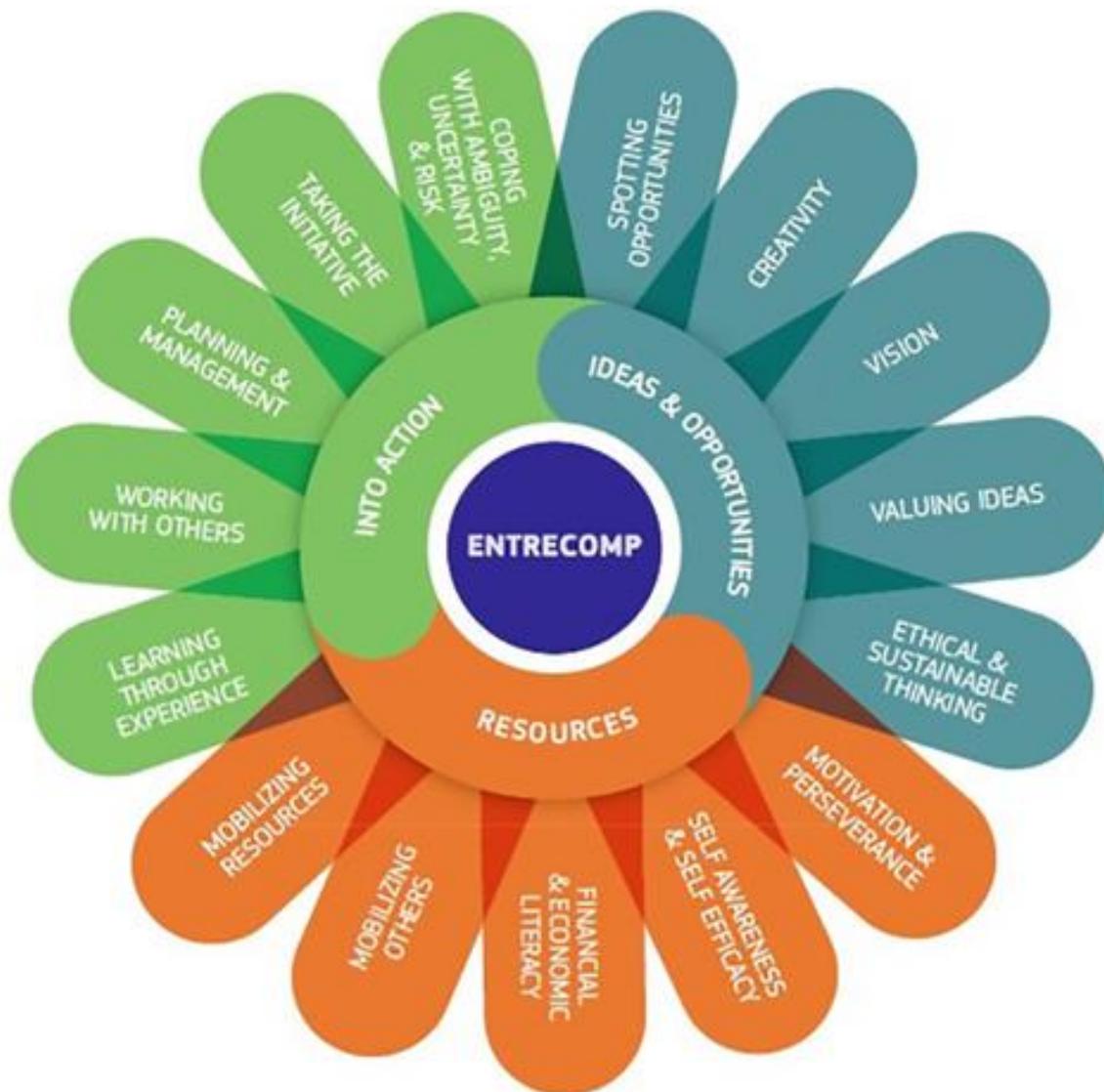


EntreComp Framework Outline

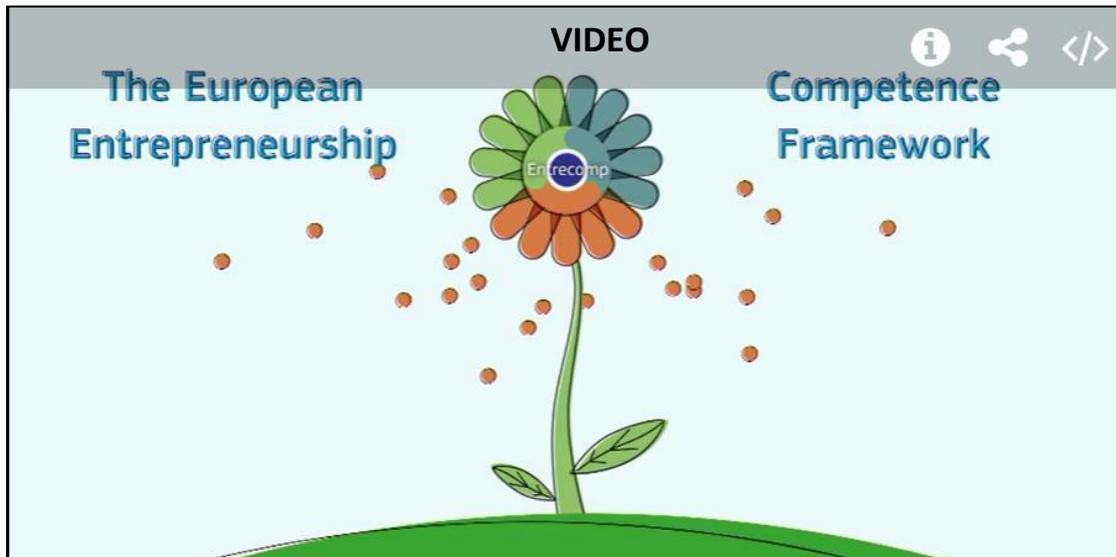
3 Competence Areas & 15 Competences

The picture below outlines the 3 competence areas and 15 competencies identified within the framework. The 3 competence areas of 'Ideas and Opportunities', 'Resources' and 'Into Action' are designed to "directly mirror the definition of entrepreneurship as the ability to turn ideas into action that generate value for someone other than oneself" (EntreComp, 2016). These 3 competence areas of the conceptual model are tightly intertwined and intrinsically linked.

Across these 3 competence areas, the framework then focuses on 15 key entrepreneurial competencies that make up the ‘building blocks’ of entrepreneurship and the entrepreneurial mindset. These 15 competencies are also “interrelated and interconnected and should be treated as parts of a whole” (EntreComp, 2016).



EntreComp Competencies



This video provides a brief overview of the EntreComp Framework:

<https://audiovisual.ec.europa.eu/en/video/I-163141?lg=EN>

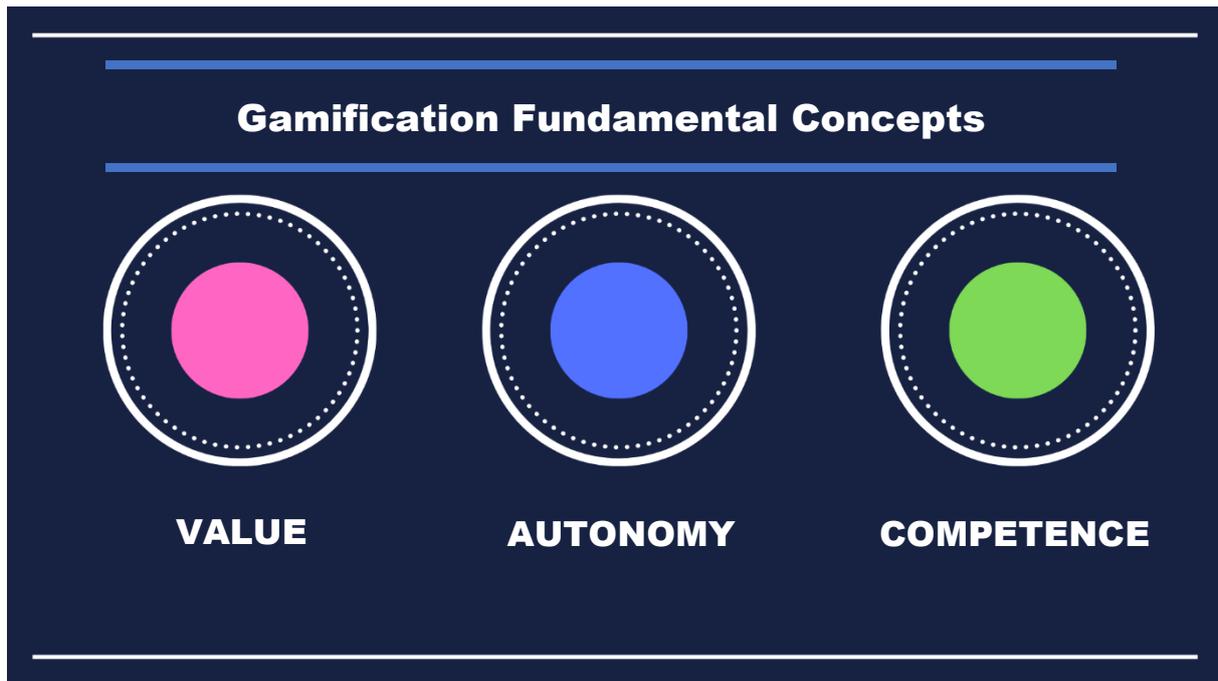
Gamification of Learning

Gamification of learning is a well-established educational approach aimed at motivating learners to gain new skills and competencies via the use of games or game elements in learning environments. The aim is to maximise the engagement and interaction of the learner by making the learning tasks enjoyable and game-like.

Gamification is the introduction and integration of gamified elements into non-game learning situations. According to Karl Kapp, who has written several books on the topic, it involves “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems” (Karl Kapp, 2012). A successful gamification strategy will empower the learner to acquire new knowledge, skills and competencies without them necessarily realising that they are improving those abilities.

The Fundamental Concepts of Gamification

The below picture shows the three main fundamental concepts behind the gamification of learning: value, autonomy, and competence.

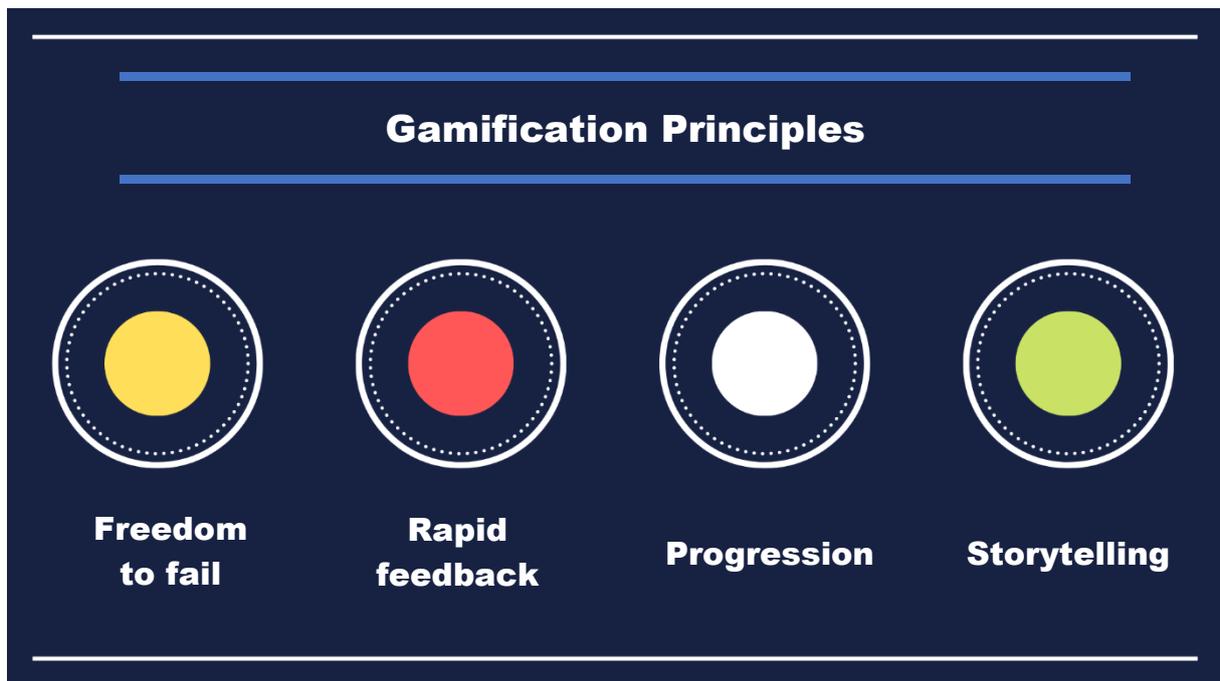


Gamification Fundamental Concepts

- Value – Effective gamified elements add value to the learner. Learners are more engaged when they feel they are improving their abilities as a result of playing, especially when this ability can be applied to real-life situations.
- Autonomy – Effective gamified elements should enable the learner to succeed or fail due to their own choices and decisions. Learners are more motivated when they feel involved and in charge of their own learning.
- Competence – Effective gamified elements empower learners to develop or improve their existing competencies. As learners complete a task and progress to the next level, they get a sense of their development and growth.

The Key Principles of Gamification

The below picture shows the four main principles of gamification: Freedom to fail, Rapid feedback, Progression, and Storytelling.



Gamification Principles

- Freedom to Fail – there should be a low-level risk associated with the gamified elements, and learners should have multiple attempts to succeed. Learning from failure is an important life lesson, and learners should be encouraged to experiment, take risks, and not be discouraged by the fear of failure.
- Rapid Feedback – learners should receive immediate feedback or rewards as a result of their actions. Gamified elements should provide frequent and targeted feedback as the learner progresses, either after the completion of an individual task or at the end of each level.
- Progression – learners should be able to continuously assess their progress and improvements as they work through the gamified elements. Learners will be more engaged and motivated if they feel they are making positive progress toward their goals.
- Storytelling – the most effective gamified elements involve an engaging story or strong narrative. Structuring learning objectives within a story and actively asking learners to participate in the story will increase their enjoyment and engagement with the learning process.

Challenge-Based Learning

Challenge-based learning is a mechanism for adding gamified elements to learning resources. It focuses on integrating challenges into learning environments and provides an effective way of engaging learners and supporting them to improve their ability to solve real-world problems.

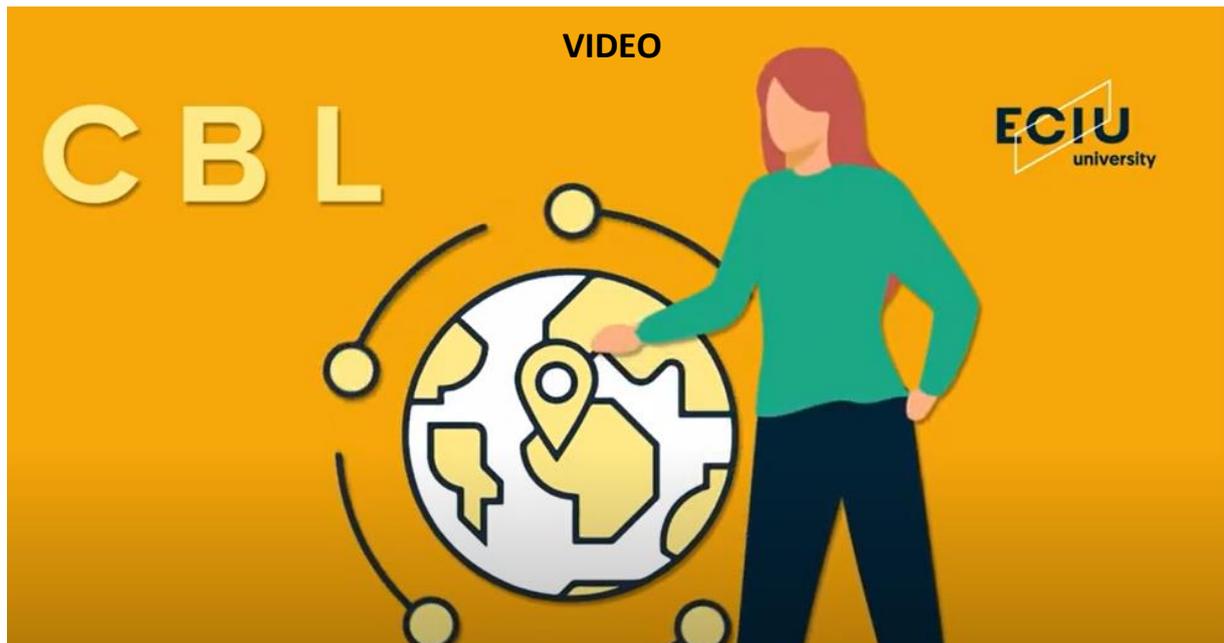
Challenge-based learning as a learning framework was first developed and initiated at Apple Inc. in 2008 as part of their 'Apple Classrooms of Tomorrow – Today' project (Apple Inc., 2008). The framework is now used in educational, business and project settings around the world. If used correctly, the strategy can empower learners to address diverse challenges while acquiring content knowledge and competencies that will support their personal and professional development.

The 3 Key Phases of Challenge-based Learning (CBL)

The challenge-based learning framework divides into three interconnected phases that encompass the entire process: Engage, Investigate, and Act. Each phase includes activities that prepare the learner to progress to the next phase. Supporting the whole cycle is an ongoing process of documenting, reflecting and sharing. (Challenge-based Learning.org, 2018).

The CBL 3 phases:

- Engage - Learners use essential questioning to develop a personal and actionable challenge - a real-world problem that can be solved in their school or their community.
- Investigate - Learners develop contextualised learning experiences and conduct rigorous, content- and concept-based research to create a foundation for the solutions they choose.
- Act - Learners implement their solutions in authentic settings, receive feedback and learn from their successes and failures.



This video explains what CBL (Challenge-based learning) is.

<https://youtu.be/MyiFPIJivPY>

Kahoot! – Game-based Learning Platform

Now is a good time to learn how to create modern educational resources, such as videos, quizzes or WebQuests. We will look at the best tools and platforms for their creation and you will try their preparation practically. Let's start by creating quizzes on the Kahoot platform.



Kahoot! is a digital learning platform that uses quiz-style games to help students learn by making the information engaging in a fun way. As one of the biggest names in quiz-based learning, it's impressive that Kahoot! still offers a free-to-use platform, which makes it highly accessible for teachers and students alike. It's also a helpful tool for a hybrid class that uses both digital and



classroom-based learning. Students can use Kahoot! across most devices from any location with an internet connection.



Video: What is Kahoot!? <https://youtu.be/7XzfWHdDS9Q>

This video will provide you with brief information on what Kahoot is!



Video: How To Make A Quiz In Kahoot <https://youtu.be/CGmvvTUx4SI>

This video will show you briefly how to create a quiz on the Kahoot platform!

Quiz as an Educational Tool

Why should you use quizzes in education? When many of us were young, we loved the quizzes in our favourite weekly magazines. For example, those that tot up whether you were a 'mostly A's/B's/Cs' type. Now we can prepare fun quizzes for our students. There are plenty of tools for creating attractive, entertaining online quizzes. The quiz is like a mini mystery to solve. Quizzes help people find answers to questions like: "How much do I know about that?" "What will my score be?" or "Will I reach better quiz results than other students?" Here are some reasons that might get you thinking about using quizzes with your students more often.

Quizzes are fun. We all know that if learning is fun, we learn better and easier.

Quizzes increase self-confidence. Well-targeted, tailor-made quizzes can boost confidence. When students can face quiz questions and are able to succeed, their confidence grows.

Quizzes can help students identify progress. Whether the quiz is an assessment before, in the middle or at the end of the lesson, it can really help you find out what students already know or have learned. If you allow the quiz to be done repeatedly in various stages of the learning unit, students can see their progress.

Quizzes can support individual learning. When learning in a group, it often happens that some students are passive. However, if students do the quiz, they actively participate in the lessons. Gamification elements in the quiz increase the motivation to participate in the learning process.

The results of the quiz help teachers find out how the lessons are going and how to improve them. Students sometimes seem to understand everything, but the quiz will provide the teacher with objective data.

Quizzes are great for group lessons. A quiz at the end of the lesson is a good way to summarize the knowledge learned and discover what the students have learned.

Quizzes are great for assessment at the end of a topic and motivate to learn. A quiz at the end of a lesson or work unit is a fun way to find out how much students have learned. If students are used to taking a quiz at the end of the learning block, they pay more attention to teaching.

Quizzes are good for repetition. The knowledge that is not repeated is forgotten over time. Quizzes are a quick and effective way to keep knowledge in mind for a longer time.

Quizzes can help monitor student performance. Keeping records of students' scores and answers provides evidence that the teacher regularly evaluates and provides feedback to students. Student results in quizzes provide feedback to both the student and the teacher.

Quizzes encourage students to progress and study. By taking quizzes, students receive immediate feedback on their answers. And it can help them identify areas they need to develop. Students gain an overview of their study progress and are motivated to improve their performance.

Quizzes can provide a topic for discussion. A teacher and students can discuss the teaching process, teaching methods, and the study process results.

Prepare a Quiz in Kahoot!

Quiz is a useful and modern learning tool. To learn how to take advantage of the Kahoot platform, you need to gain practical experience and experiment a bit directly in the Kahoot. Your task is to prepare a short quiz in the Kahoot platform and then test its use with other participants in this training programme.

Choose a quiz topic, prepare a quiz title and several quiz questions (for example, 5 to 8). And then open the Kahoot platform and prepare a short but perfect quiz.

Quiz topic
Quiz title:
Quiz questions:



Once you have the quiz ready, it's time for your quiz show. You are a teacher, and your training colleagues are students. Show them how your quiz works and try to do it in the most fun way possible because learning can be fun.

Educational Quizzes – Tips and Discussion

Answer and discuss the following questions in the group:

- In your opinion, what are the benefits of using quizzes in youth education?
- What are the disadvantages of using quizzes in youth education?
- What is your experience with using quizzes in teaching?



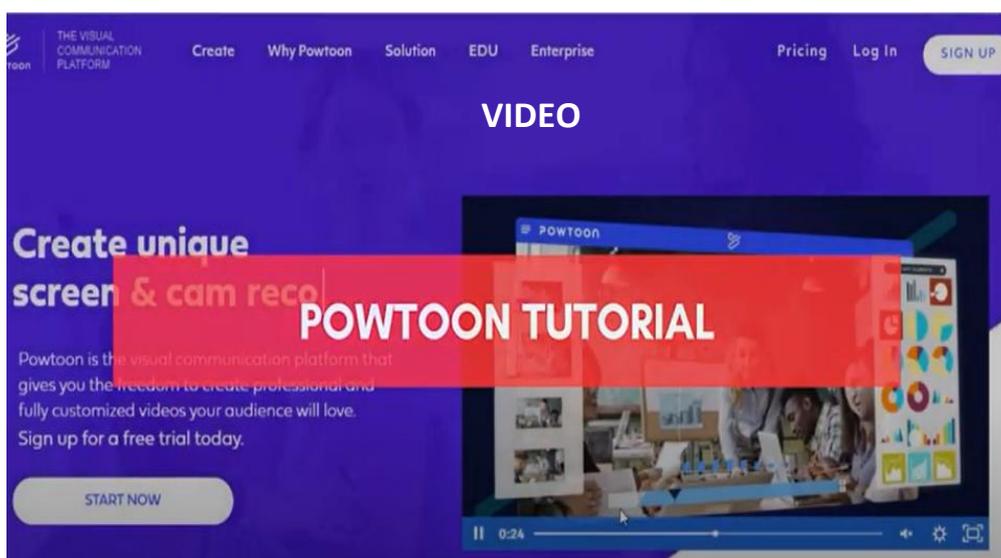
- What practical tips on preparing and using quizzes would you recommend to others?
- What do you like and not like on the Kahoot platform?

Powtoon – Video Creation Tool

Educational videos and video tutorials belong to the most popular teaching tools today. People stop attending training courses and start watching videos on YouTube or paying for videos and video courses through platforms like Patreon. Educational videos are attractive to students and a very effective educational tool. If you do not want to become an old-fashioned teacher, you should learn to create and use educational videos. And now you have an excellent opportunity to do it. Let's take a look at one of the best video creation tools.



Powtoon is an online video maker, which means that you can make a video without downloading any software. It will work anywhere on any PC or Mac computer. Powtoon offers a free account, just log in and start creating professional videos.



Video: How to Use Powtoon <https://youtu.be/O3K8v1ub4-Q>

This video will show you how to use Powtoon.

Video as an Educational Tool

The benefits of using videos in an educational environment are numerous and undeniable. Their attractiveness and effectiveness make them an advantage for students and teachers alike.

Benefits for students:

- Videos create a more engaging sensory experience than using print materials alone. Students see and hear the knowledge and skills they are learning.
- Educational videos provide an educational resource that can be watched from anywhere with an internet connection. Videos are available on many devices, including laptops, tablets and smartphones. This allows you to consume educational content in the classroom and at home or anywhere else.
- Videos increase knowledge retention because they can be stopped and played as many times as needed. They can also be repeated long after the lesson has been taught.
- They are very helpful in learning all subjects, but especially those that are complex and highly visual, such as step-by-step procedures.
- They increase knowledge in the field of digital literacy and communication, which are essential skills of the 21st century.

Benefits for teachers:

- Educational videos increase student engagement, which helps improve learning results. If students are interested in the topic, they learn more and better.
- Videos allow teachers to create a flipped classroom or “blended” learning environment. However, the videos are also beneficial for teachers who teach in traditional classroom settings.
- Educational videos facilitate remote learning opportunities so teachers can reach students around the world.
- Videos are also available to students at home. This is a considerable advantage for repeating or teaching slower students who need more time to learn.
- Videos are an enrichment of teaching and allow teachers to make teaching more attractive and efficient.



- Videos allow teachers to focus more on the practical application of knowledge and the solution of practical problems during classroom instruction. Teachers do not have to spend so much time on frontal teaching and presenting knowledge as students can learn them from videos at home.

Prepare a Video in Powtoon!

Video is a valuable and modern learning tool. To learn how to take advantage of the Powtoon platform, you need to gain practical experience. Your task is to prepare a short video in the Powtoon platform and then present it to other participants in this training programme.

Choose a video topic, prepare a video title, introduction, main part and final summary. And then, open the Powtoon and prepare a short educational video. You can prepare a video only with text, or you can record the text with your voice and add voice track, it is up to you.

Video topic

Choosing a video topic is crucial. The topic must correspond to the target audience's needs or the problems and challenges they face. The topic of the video should not be extensive. The topic of the video should be a specific practical skill or knowledge that will help the target audience members in their work or personal life.

Video title

The video's title should be concise, clear, and attractive to the target audience.

Introductory part of the video

The purpose of the first sentences of your video is to engage and inform the viewer what the video's topic is and why they should continue watching it. The introduction of the video should answer the basic inner questions of the viewer:



- *Why should I spend time watching this video?*
- *Why will this video be helpful to me?*

Main part of the video

The main part content depends on the specific theme of the video. You have many options, for example, if your video is about skill, you can:

- *Explain how the skill works.*
- *Show how to use the skill step-by-step.*
- *Explain the skill in a practical example.*
- *Explain the essence of the skill, and the causes and consequences of a particular behaviour.*
- *Present crucial or exciting facts and necessary knowledge concerning the skill.*
- *Explain why the skill is vital for work or personal life.*



Final part of the video – summary

A summary should be at the end of each video, as repetition is necessary to preserve knowledge longer. Therefore, in this final part, you should repeat the most important points of the video. You can also add a strong argument of why to transfer the skill or the knowledge to real life. Even here, depending on the theme of the video, you can choose from several options, for example, you can:

- *Repeat the video's main points briefly and add some final information or recommendations.*
- *Repeat how the skill works and add some recommendations for application to practice.*
- *Repeat the main ideas of the video and emphasise how important the skill or the knowledge is for everyday life.*

Once your video is ready, it's time for show it to other people in this training course. And if you're brave, you can publish the video on YouTube or social media networks. This will give you feedback. And it's not always lovely, but it's always useful!

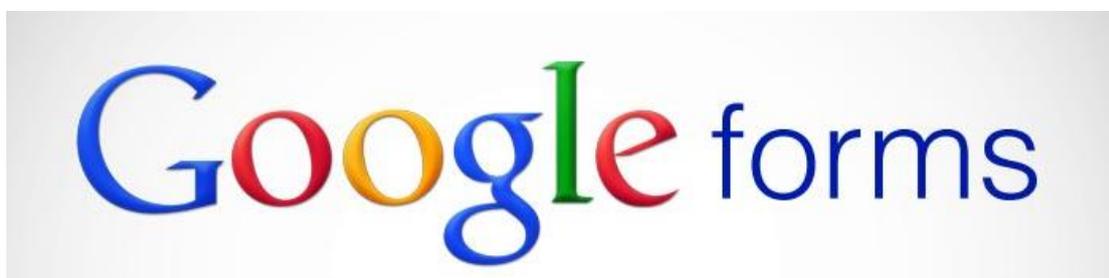
Educational Videos – Tips and Discussion

Answer and discuss the following questions in the group:

- In your opinion, what are the advantages of using videos in youth education?
- What are the disadvantages of using videos in youth education?
- What is your experience with using videos in teaching?
- What practical tips on preparing and using videos would you recommend to others?
- What do you like and not like on the Powtoon platform?

Google Forms – Online Form Creator

In this part of the training, we will introduce a modern teaching tool called WebQuest. WebQuests utilise the largest source of information today, the Internet. You will also learn about Google Forms, a tool for preparing forms, surveys and quizzes. Using this software, you will develop your WebQuest.



Google Forms is free online software that allows you to create surveys, quizzes, and forms. It's part of Google's web-based apps suite, including Google Docs, Google Sheets, Google Slides, and more.



Video: How To Use Google Forms <https://youtu.be/p4llNhYinuM>

This video will show you briefly how to use Google Forms.

WebQuest as an Educational Tool

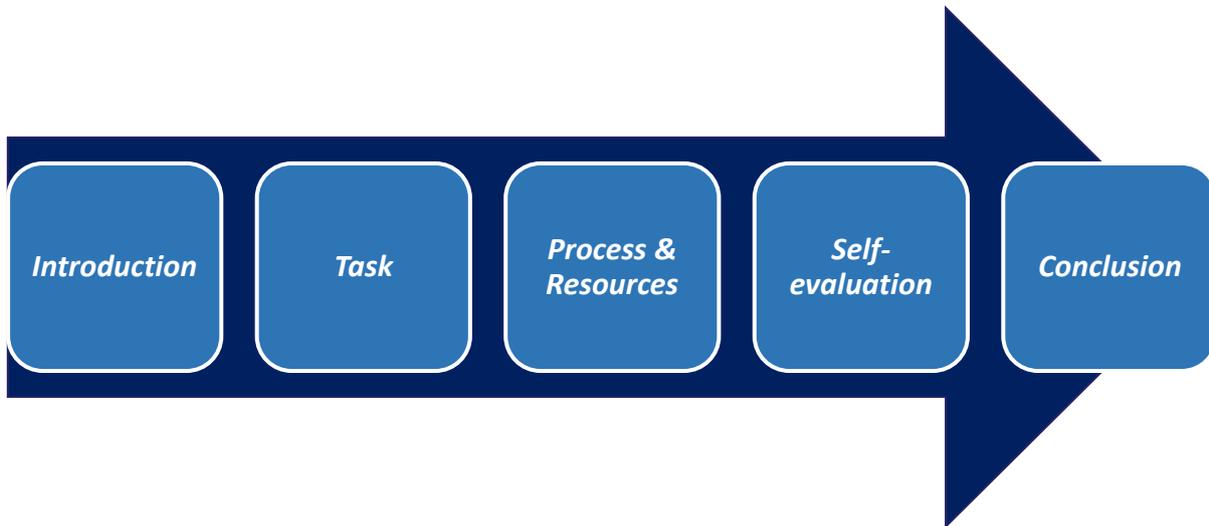
A WebQuest is a challenge-based educational resource that is built on an internet research methodology that stimulates critical inquiry and creative thinking. It is an extremely simple and rich model for dimensioning educational uses of the Web. It is based on investigative learning processes for the construction of knowledge. Building the skills of teachers to incorporate WebQuest learning methodologies will help to promote high quality, innovative youth education.

From the INFOGRAFIA project point of view, WebQuests offer innovative learning resources that are memorable, exciting, creative, and enjoyable, as their focus is to engage, inspire and bring fun learning. The WebQuest challenges developed within this project are themed around developing entrepreneurial competencies in young people.

Now let us review the characteristics and structure of a typical WebQuest challenge. Each WebQuest has a general structure consisting of several steps or building blocks, as outlined in the below picture. There are five essential elements to a typical WebQuest:

- Introduction
- Task

- Process and Resources
- Self-evaluation
- Conclusion



WebQuest structure

1. Introduction

The introduction should provide the context and 'set the scene' for the challenge ahead. It is the beginning of the learning journey that the student is about to embark upon. The goal of the introduction is to make the activity desirable and fun for learners. When challenges are related to learners' interests, past experiences, or future plans, they are inherently more interesting. The overall goal is to engage and excite learners at the beginning of each WebQuest to encourage them to complete the challenge.

2. Task

A good task explains clearly and precisely what learners have to do. It should be motivating and interesting and include activities that contribute to the development of skills that students will use in daily life. The goal of the task is to provide the learner with a clear challenge and outline of the goal that is to be achieved. The more relevant and exciting the task is, the more engaging it will be to the learner.

3. Process & Resources

A process is a detailed description of the steps learners should go through to accomplish the task. It includes a set of steps and research tasks using predefined sources that are predominantly web-

based and usually in a 'clickable' form. The process should be clearly structured and follow a clearly defined 'pathway'. The goal of the process is to guide the user through the learning journey by taking them to step by step along the stages of the challenge.

Resources should be internet links to videos, articles, webpages, blogs etc., that the learner will need to visit in order to complete the challenge. The links should be embedded directly in WebQuest to ensure ease of use, interactivity, and playability.

4. Self-evaluation

Self-evaluation is an opportunity for the learners to review what they have done and reflect on what they have achieved. If the WebQuest process involved the creation of tangible 'products' (e.g. posters, videos or presentations etc.), then this is the opportunity for the learners to present them to the trainer or other participants. The self-evaluation should focus on the positive achievements and be honest about the areas for improvement. The goal of the self-evaluation is to reflect overall WebQuest challenge and the learner's achievements. It should be seen as an opportunity to analyse and assess performance as well as to reflect on what has been learned or accomplished.

5. Conclusion

A good conclusion should provide an opportunity for learners to reflect on the whole WebQuest process. It would be best if you prompted learners to consider ways in which they can utilise their newly acquired knowledge in real-world scenarios. The conclusion should take the learning experience beyond the challenge and relate it to the daily lives of the learners. The aim is to ensure that the learners understand what the challenge has taught them and how they can utilise this experience constructively and positively in their lives.

Prepare a WebQuest in Google Forms

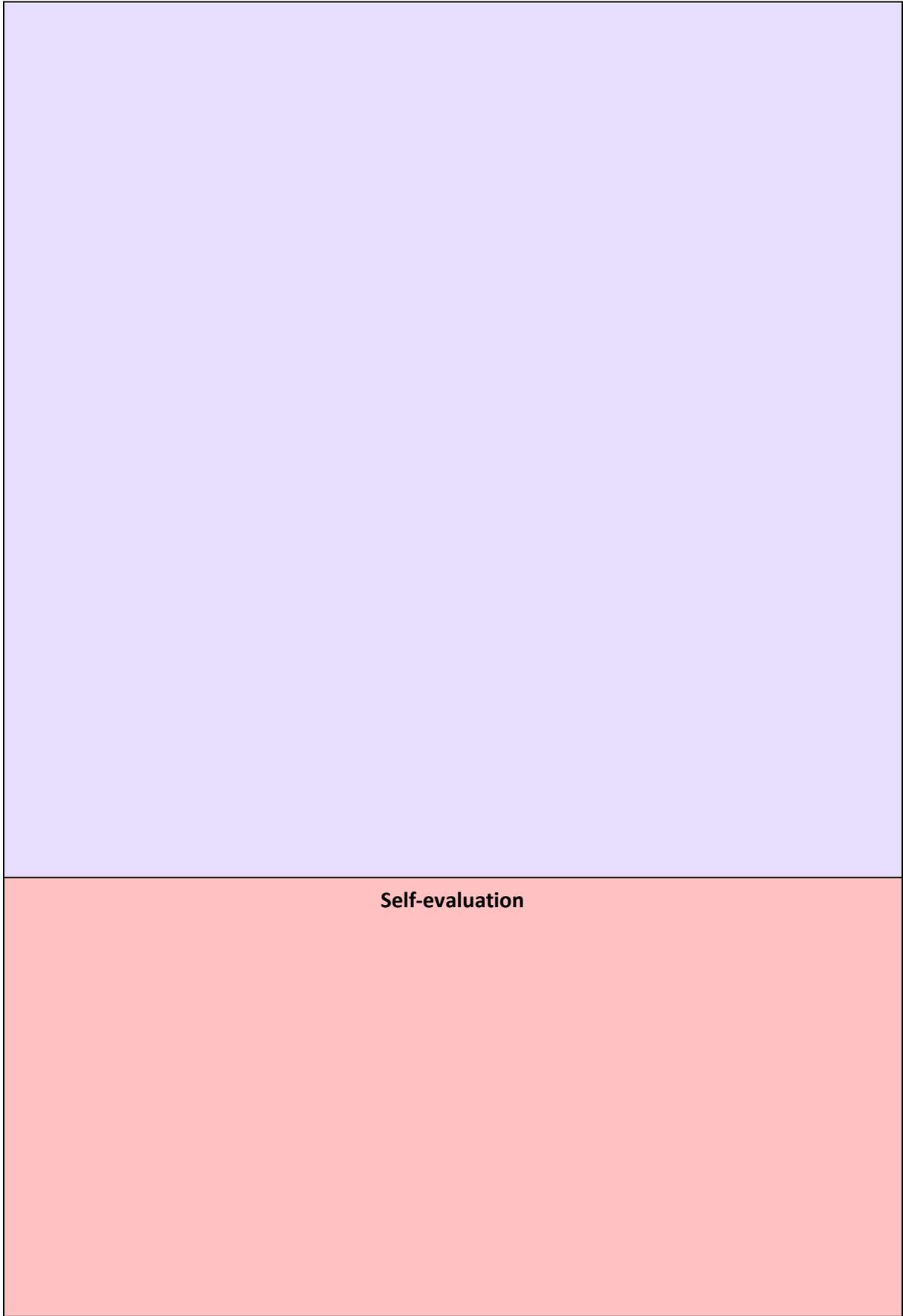
WebQuest is a unique and modern learning tool. To learn how to prepare it, you need to gain practical experience. Your task is to prepare a simple WebQuest in Google Forms and then present it to other participants in this training programme.

First, for inspiration, take a look at some WebQuest developed in the INFOGRAFIA project. The project team has developed simple WebQuests that will serve as a good example for you. Then



prepare the content of all five sections of WebQuest. Then design WebQuest in Google Forms. And finally, show off your work to colleagues from this training course.

WebQuest topic
WebQuest title
Introduction
Task
<i>Process and Resources</i>





Conclusion

Once you have the WebQuest ready, present it to other training participants. They can give you feedback.

WebQuests – Tips and Discussion

Answer and discuss the following questions in the group:

- Have you ever met WebQuests on your educational journey?
- In your opinion, what are the benefits of using WebQuests in youth education?
- What are the disadvantages of using WebQuests in youth education?
- What is your experience with using WebQuests in teaching?
- What practical tips on preparing and using WebQuests would you recommend to others?
- Do you intend to use WebQuests in teaching?

PART 2: Self-directed Online Learning

This learning part builds on the classroom learning part you have already completed. As part of self-study, you now have the opportunity to deepen your skills, knowledge and competencies further.

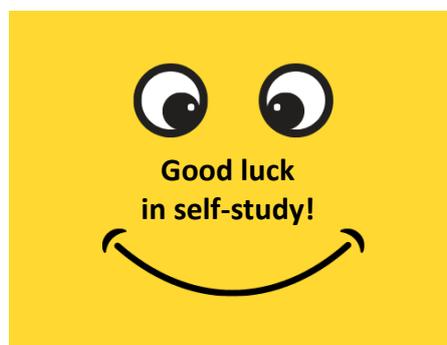
After completing this part of the training, you will be able to:

- use all educational resources developed by the INFOGRAFIA project directly in the teaching of young entrepreneurs and young people in general.
- use other tools, platforms and software that is useful in creating modern educational tools.

The INFOGRAFIA project team has prepared 60 educational resources, including educational videos, quizzes, digital breakouts, and WebQuests. These resources are divided into 15 infographics. Each infographic is focused on a different key entrepreneurial competence.

In order to use these teaching tools in teaching actively, you must know them, and you must try them out and master them. So do what young people do. Take a mobile phone, scan QR codes and enjoy fun learning while exploring all 60 learning resources included in the INFOGRAPHIA 15 infographics. In addition, we have chosen great software that is easily accessible. Familiarize yourself with this software and try to include it in your toolbox so that you can create and use modern educational resources.

If you have completed classroom instruction and if you complete this online study, we guarantee that you are a modern pedagogue who can prepare and implement modern and fun teaching of not only entrepreneurial competencies. And it's worth it!





Spotting Opportunities

Competence name: Spotting opportunities

Hint: Use your imagination and abilities to identify opportunities for creating value.

Descriptors:

- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.
- Identify needs and challenges that need to be met.
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.

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competences!

Spotting
Opportunities

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Take the Quiz

Attempt the WebQuest

Attempt the Digital Breakout

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Creativity

Competence name: Creativity

Hint: Develop creative and purposeful ideas.

Descriptors:

- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.
- Explore and experiment with innovative approaches.
- Combine knowledge and resources to achieve valuable effects.

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Creativity

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QRCode Monkey

The Free QR Code Generator for High Quality QR Codes



We used QR codes within the INFOGRAFIA project. Young people scan these codes and open learning resources directly on their smartphones. Creating QR codes is very simple, and you can create them using the QRCode Monkey platform, for example. Give it a try and learn it. It is a valuable and practical skill.

QRCode Monkey is one of the most popular free online QR code generators. The high resolution of the QR codes and the powerful design options make it one of the best free QR code generators on the web that can be used for all purposes.

QRCode Monkey also has no limitations. All generated QR codes will work forever, do not expire and have no scanning limits like you see at other commercial QR code generators. The created QR codes are static so the only limitation is that you can't edit the QR code again.

Make your QR code look really unique with many design and color options. You can customize the shape and form of the corner elements and the body of the QR code. You can also set your own colors for all QR code elements. Add a gradient color to the QR code body and make it really stand out. Attractive QR codes can increase the number of scans.

QRCode Monkey offers print quality QR codes with high resolutions. When creating your QR code set the pixel size to the highest resolution to create .png files in print quality. You can also download vector formats like .svg, .eps, .pdf for best possible quality. All generated QR Codes are 100% free and can be used for whatever you want. This includes all commercial purposes.

Do not hesitate and go to YouTube and find some video tutorials about this great tool.



Vision

Competence name: Vision

Hint: Work towards your vision of the future.

Descriptors:

- Imagine the future.
- Develop a vision to turn ideas into action.
- Visualise future scenarios to help guide effort and action.

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competences!

Vision

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Valuing Ideas

Competence name: Valuing Ideas

Hint: Make the most of ideas and opportunities.

Descriptors:

- Judge what value is in social, cultural and economic terms.
- Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.

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competences!**

Valuing Ideas

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- Take the Quiz
- Attempt the WebQuest
- Attempt the Digital Breakout

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CANVA

Canva – an excellent graphic design tool

The Canva logo is written in a large, cursive, blue-to-purple gradient font.

If you create modern teaching resources for students, you can't do without a graphics creation tool. Attractive images and graphic elements simply belong to the teaching tools. Of course, you can invest hundreds of hours in learning Photoshop, but you can also use a much simpler tool, which is also very intuitive and offers great options and professional templates for almost everything. Get acquainted with the Canva platform and include it in your toolbox.

Canva is a complete design tool for anyone who isn't an experienced designer. Most people see it as an image design tool, but it is much more. You can design everything, including posters, flyers, social media posts, infographics and more. You can either start from scratch or with their templates.

Canva Main Features:

- Ability to create designs from scratch or use templates,
- Ability to add text and images to a design,
- A wide range of fonts and images to choose from,
- Ability to save and share your designs,
- A simple and intuitive interface that makes designing easy,

You can even upload your own photos and add them to Canva's templates using a drag and drop interface. It's like having a basic version of Photoshop that doesn't require extensive photo editing knowledge to use.

Do not hesitate and go to YouTube and find some video tutorials about this great tool.



Ethical and Sustainable Thinking

Competence name: Ethical and Sustainable Thinking

Hint: Assess the consequences and impact of ideas, opportunities and actions.

Descriptors:

- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.
- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.
- Act responsibly.



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Ethical and
Sustainable Thinking

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Self-Awareness and Self-Efficacy

Competence name: Self-Awareness and Self-Efficacy

Hint: Believe in yourself and keep developing.

Descriptors:

- Reflect on your needs, aspirations and wants in the short, medium and long term.
- Identify and assess your individual and group strengths and weaknesses.
- Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

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Self-awareness
and Self-efficacy

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ANIMAKER

Animaker – a simple video-making tool



As part of the INFOGRAFIA project, we created videos using POWTOON, which is a great tool that we have already introduced to you. However, if you have a limited budget, you can use cheaper tools such as Animaker, which we will introduce to you now. Animaker is a shockingly simple, cloud-based animated video-making tool to create amazing educational, personal, business, and marketing videos on your own.

If you're looking to create beautiful animations on a budget, you should definitely check out Animaker! The software is easy to use and affordable, so you can make a professional video without breaking your budget or spending all of your time in front of a computer screen. Even the professionals use automated software to create animated videos nowadays, and this platform takes it a step further with automation and cloud-based storage. Animaker is a great service that makes creating animated videos simple and fun. With its cloud-based platform, you can now create great-looking animation without having to worry about installing software or hiring a professional to do the job for you.

Important Features:

- The Video making app is easy to use and does not require any prior experience in video making. Learning to use the app is a breeze.
- Simply drag and drop characters and other assets to create animated videos.
- You can directly download your video in HD or full HD or share it on YouTube.
- The app supports all major browsers.
- First animated video-making app to use camera movement and object movement together in a smooth manner.
- The library has a huge collection of characters, backgrounds, properties, effects, sounds, and music to choose from.
- You can either record voice-over or upload a pre-recorded one.

Do not hesitate and go to YouTube and find some video tutorials about this great tool.



Motivation and Perseverance

Competence name: Motivation and Perseverance

Hint: Stay focused and don't give up.

Descriptors:

- Be determined to turn ideas into action and satisfy your need to achieve.
- Be prepared to be patient and keep trying to achieve your long-term individual or group aims.
- Be resilient under pressure, adversity, and temporary failure.

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Motivation
and Perseverance

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Mobilizing Resources

Competence name: Mobilizing Resources

Hint: Gather and manage the resources you need.

Descriptors:

- Get and manage the material, non-material and digital resources needed to turn ideas into action.
- Make the most of limited resources.
- Get and manage the competences needed at any stage, including technical, legal, tax and digital competences.

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Mobilising Resources

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Financial and Economic Literacy

Competence name: Financial and Economic Literacy

Hint: Develop financial and economic know how.

Descriptors:

- Estimate the cost of turning an idea into a value-creating activity.
- Plan, put in place and evaluate financial decisions over time.
- Manage financing to make sure my value-creating activity can last over the long term.

The infographic features a central image of three young adults (two women and one man) sitting on a bench, engaged in a discussion. One woman is using a laptop, another is holding a smartphone, and the man is resting his chin on his hand. The background is a light grey with a subtle pattern of orange and yellow squares. At the top left, three orange boxes contain the text 'Build your entrepreneurial competences!'. At the top right, there is a circular logo with 'INFOGRAFIA' in the center and 'www.infografia-project.eu' around the perimeter. Below the central image, the title 'Financial and Economic Literacy' is written in large orange letters. Underneath the title, the text '↓ SCAN US! ↓' is centered. Below this, there are four QR codes arranged in a row, each with a corresponding label: 'Watch the Video', 'Take the Quiz', 'Attempt the WebQuest', and 'Attempt the Digital Breakout'. At the bottom center, there is a small logo of the European Union and the text 'Co-funded by the Erasmus+ Programme of the European Union'.



Mobilizing Others

Competence name: Mobilizing Others

Hint: Inspire, enthuse and get others on board.

Descriptors:

- Inspire and enthuse relevant stakeholders.
- Get the support needed to achieve valuable outcomes.
- Demonstrate effective communication, persuasion, negotiation and leadership.

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Mobilising Others

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Taking the Initiative

Competence name: Taking the Initiative

Hint: Go for it.

Descriptors:

- Initiate processes that create value.
- Take up challenges.
- Act and work independently to achieve goals, stick to intentions and carry out planned tasks.



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Taking the Initiative

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Planning and Management

Competence name: Planning and Management

Hint: Prioritize, organize and follow-up.

Descriptors:

- Set long-, medium- and short-term goals.
- Define priorities and action plans.
- Adapt to unforeseen changes.

The infographic features a central image of four people (three men and one woman) in a professional setting, looking at a tablet. The background is a light grey with a subtle pattern. Text is presented in pink boxes and fonts. A circular stamp in the top right corner contains the text 'www.infografia-project.eu' and 'INFOGRAFIA'. At the bottom, there are four QR codes, each with a corresponding activity label: 'Watch the Video', 'Take the Quiz', 'Attempt the WebQuest', and 'Attempt the Digital Breakout'. The entire graphic is framed by a thin pink border.

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Planning and
Management

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Coping with Uncertainty, Ambiguity and Risk

Competence name: Coping with Uncertainty, Ambiguity and Risk

Hint: Make decisions dealing with uncertainty, ambiguity and risk.

Descriptors:

- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.
- Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing.
- Handle fast-moving situations promptly and flexibly.

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competences!

Coping with Uncertainty,
Ambiguity and Risk

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Working with Others

Competence name: Working with Others

Hint: Team up, collaborate and network.

Descriptors:

- Work together and cooperate with others to develop ideas and turn them into action.
- Network.
- Solve conflicts and face up to competition positively when necessary.

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competences!

Working
with Others

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Learning through Experience

Competence name: Learning through Experience

Hint: Learn by doing.

Descriptors:

- Use any initiative for value creation as a learning opportunity.
- Learn with others, including peers and mentors.
- Reflect and learn from both success and failure (your own and other people's).

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competences!

Learning through
Experience

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