

# Brussels-Lux Study Tour 2022

## K-12 Teacher Unit Planning Template

Name: Karen Kummerlen		Unit Plan: Weeks of	
		Subject/Grade Level: Principles of Entrepreneurship/11	
<b>Unit Title:</b>	Entrepreneurship in the European Union		
<b>Unit Narrative:</b>	Students will use various websites to learn how the EU supports entrepreneurship. They will compare and contrast the EU Commission and the EU EIT's actions to that of the U.S. There are a list of issues the students will research and have a discussion/debate on how the issues could be handled by an EU Entrepreneur.		
<b>Standards:</b>	FL CTE Standards: 1.02, 1.05, 1.06, 1.07, 3.01, 4.03, 4.04		
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>→ Define entrepreneurship in relation to the EU.</li> <li>→ Discuss the role of entrepreneurs/small businesses in local, common (EU), and global markets</li> <li>→ How do entrepreneurs promote sustainable relationships between countries.</li> </ul>			
<b>Big Ideas</b>			
<ul style="list-style-type: none"> <li>→ Do entrepreneurs in the EU have a similar entrepreneurial mindset to US entrepreneurs?</li> <li>→ What issues affect EU entrepreneurs differently than US entrepreneurs?</li> <li>→ The impact of entrepreneurship in the EU and the world marketplace.</li> </ul>			
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>→ Why does the EU exist?</li> <li>→ What impact does the EU have on businesses and entrepreneurship and vice versa?</li> <li>→ How do all entrepreneurs have a social responsibility to local, common, and world markets?</li> </ul>			
<b>Learning Acquisition and Assessment</b>			
Students will know... (content/concepts) <ul style="list-style-type: none"> <li>→ A brief history of why the EU was formed (actually was not only for a political reason but a business reason)</li> <li>→ What is the ongoing purpose of the EU?</li> <li>→ The governmental entities of the EU and how their policies affect business.</li> <li>→ A basic understanding of the countries in the EU and their impact on the world markets.</li> <li>→ Compare and contrast the ease of business formation in the EU vs. the U.S</li> <li>→ Current issues that affect EU and US entrepreneurs.</li> </ul>		Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> <li>→ draw conclusions from internet research</li> <li>→ compare and contrast main ideas</li> <li>→ communicate effectively in front of a group using verbal and non-verbal communication</li> <li>→ work effectively with a partner/group</li> </ul>	

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Formative Assessments → Teacher observation  → Kahoot, exit tickets		Summative Assessments → Student research for class discussion. Student participation in the discussion. Student attention paid to the other topics that the student did not research.
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>		
Day 1	→ Introduce the EU. What is it? Why was it formed? What countries are in it? How is the EU structured? Which EU Governmental entity deals with business & entrepreneurship?	
Day 2	→ Continue with EU and country government entities whose policies shape business formation. Students to be placed in groups of 2-3 to research 1 of the following issues that entrepreneurs must deal with: <ul style="list-style-type: none"> <li>○ EU Green Deal</li> <li>○ Data Privacy</li> <li>○ Regulatory issues</li> <li>○ Women &amp; Minority opportunities</li> <li>○ Trade Policies</li> <li>○ Rise of Nationalism/Populism</li> <li>○ Other issues that may arise?</li> </ul>	
Day 3	→ Students conduct their research and begin creating their presentations.talking points. Teacher to work with each group individually.	
Day 4	→ Students finalize their topic research. Teacher to answer last minute questions and assist with understanding and research.	
Day 5	→ Class discussion on the aforementioned topics.	
<b>Resources and Materials</b>		
→ Article from “The Parliament” EU Magazine entitled “Jump Starting European Entrepreneurship” May 2022 → <a href="https://eit.europa.eu/our-activities/entrepreneurship">https://eit.europa.eu/our-activities/entrepreneurship</a> → <a href="https://ec.europa.eu/growth/smes/supporting-entrepreneurship_en">https://ec.europa.eu/growth/smes/supporting-entrepreneurship_en</a> → <a href="https://www.entrepreneur.com/article/331333">https://www.entrepreneur.com/article/331333</a> → <a href="https://www.weforum.org/agenda/2017/03/europes-most-entrepreneurial-country/">https://www.weforum.org/agenda/2017/03/europes-most-entrepreneurial-country/</a> → <a href="https://medium.com/swlh/entrepreneurship-ecosystems-in-europe-vs-the-us-c0d096f05ca6">https://medium.com/swlh/entrepreneurship-ecosystems-in-europe-vs-the-us-c0d096f05ca6</a> → <a href="https://betterentrepreneurship.eu">https://betterentrepreneurship.eu</a> → <a href="https://european-union.europa.eu/easy-read_en">https://european-union.europa.eu/easy-read_en</a>		

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- [https://european-union.europa.eu/principles-countries-history/history-eu/1945-59/schuman-declaration-may-1950\\_en](https://european-union.europa.eu/principles-countries-history/history-eu/1945-59/schuman-declaration-may-1950_en)
- <https://euref.de/en/welcome/#:~:text=EUREF%2DCampus%20Berlin,-0.&text=EUREF%2DCampus%20in%20Berlin%2DSch%C3%B6neberg,%E2%80%93%20collaboratively%2C%20openly%20and%20jointly.>

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