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**ADANA
BİLİM VE SANAT MERKEZİ**



T.C. MİLLÎ EĞİTİM BAKANLIĞI



**T.C. ÇALIŞMA VE
SOSYAL GÜVENLİK BAKANLIĞI**



THE SCIENCE AND ART OF ENTREPRENEURSHIP

Science and Art in Entrepreneurship

TREESP2.1.IQSES/216

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PREFACE

THE SCIENCE AND ART OF ENTREPRENEURSHIP

When we look historically, the term entrepreneur ' comes from French word "entreprendre" and means to do something(r1).

The entrepreneur is the person who innovates by taking risks. In other words, the entrepreneur is the one who watches the opportunities and when she finds them she tries to realize them by taking all kinds of risks. Entrepreneurship is the name given to all the processes of entrepreneurs taking risks, chasing opportunities, bringing them to life and innovating.

The fact that entrepreneurship is an important component of welfare creation and social justice is accepted all over the world. Entrepreneurship creates many economic benefits by contributing to the formation of new jobs, innovation, productivity and growth.

Entrepreneurship in our country is covered by individual strategic plans of primary and secondary schools in the Turkish Lifelong Learning Strategy document and Action Plan (2014 - 48 Turkish Entrepreneurship Strategy and action plan 2015-2018)(r14) and the Strategic Plan of the Ministry of National Education (2010-2014). " Entrepreneurship "is defined as an intermediate discipline in instructional programs and its basic gains are decisively related to some courses. From this framework, the efforts carried out by the Ministry of National Education on the inclusion of entrepreneurship in the education system as the main competence intermediate discipline issue are of international nature and the decisiveness of the Ministry can be considered as a strong aspect. When viewed from this aspect, training of teachers and students is a matter that requires considerable time and resources. . Research on the world of today and the future also foresees that schools which we think are preparing students best for their future life should bring in different skills. Innovation-oriented thinking will gain importance more and more so new jobs will emerge and therefore people who will gain critical thinking skills should develop their entrepreneurial skills by thinking outside the classical framework.

In this context; our project 'The Science and Art of Entrepreneurship' has provided the opportunity for our target groups from different socio-economic groups and areas of interest to reveal their unusual talents, create opportunities for their own futures and grow up as individuals sensitive to social equality.

Who Could Start the Spark?

It was the students who would initiate the change, but it was our colleagues who would encourage the idea of an artistic, social and financial initiative in the students. In this context; Our project aimed to develop the entrepreneurial skills and capacities of teachers and students through scientific and artistic approaches and to increase the quality of education and training.

Impacts related to actions are as follows:

*Through Awareness Activities, the awareness of teachers, administrators and families about entrepreneurship have been increased.

*Through the trainings, the professional competencies of 20 teachers from Çukurova Bilsem and a total of 80 teachers from other educational institutions have been increased.

*Good practices have been transferred and disseminated through field visit activities.

*The cooperation network of relevant parties (Bilsems, School, NGO, MEB) has been expanded.

Material: Entrepreneurial Educator's Handbook

This guidebook is the culmination of extensive studies conducted by our team, exploring the intersection of education and entrepreneurship. Through in-depth research and hands-on experiences, we identified the challenges teachers face in integrating entrepreneurial concepts into their classrooms. The desire to bridge this gap fueled our collaborative efforts, combining academic insights with practical know-how.

Having navigated the complexities ourselves, we felt compelled to share our experiences. The guidebook serves as a tangible outcome of our collective journey, offering fellow educators a roadmap to infuse entrepreneurial thinking into their teaching practices. Our team's commitment to knowledge-sharing is rooted in the belief that empowering teachers in this way will catalyze a transformative impact on both education and the future of our students.

The guidebook for teachers was collaboratively crafted by a group of dedicated teachers who recognized the need to empower educators with entrepreneurial skills. Driven by the belief that fostering an entrepreneurial mindset among teachers can positively impact education, this guidebook aims to provide practical insights, strategies, and resources. It is a testament to our collective commitment to bridging the gap between education and entrepreneurship, equipping teachers to inspire innovation and critical thinking in their students.

We respectfully present it to our valued colleagues.

Gülbahar AVCI

Sezai SARP KAYA

Proje Koordinatörü

Çukurova BİLSEM Merkez Müdürü

GRATITUDE BEYOND MEASURE

I would like to thank my very valuable Çukurova Science and Art Center Director Sezai SARP KAYA who contributed endlessly to the existence of this project and the guidebook, my teammates and administrators Levent ÖZTÜRK and Osman KILINÇ who were the cornerstones of the success of our project, Belgin BAĞRI AÇIK who was with me throughout the process with her academic knowledge and friendship and the architect of our videos, Burhan SEL.

I would like to thank my dear friends Nurten KODAZ ÖCAL, Dilşad ERGEN and İlknur AKKUŞ for their unwavering support throughout the project and their valuable shares in the creation of the workshop plans and this guidebook.

I would like to thank our esteemed Financial Consultant Nihal ÖĞTEN, who patiently answered all my questions in the field of accounting and did not refrain from sharing information in project management, and also other IPA Coordinators who did not spare their experiences.

My dear colleagues and friends; your vision and leadership have not only enriched the minds of educators but also created an idea of entrepreneurship in the minds of many students. Your efforts to foster a culture based on innovation and creativity have left an indelible mark on the education community.

Finally, I would like to sincerely thank my parents, from whom I stole so much of our time, and especially my precious daughter, for their understanding during this intense effort. Your patience, love and support behind this endeavor has been the driving force behind my passion for education and entrepreneurship. Your belief in valuing learning throughout life has inspired me to seek excellence not only for my own achievements, but also for my colleagues and students.

I hope these pages will inspire all my colleagues as they embark on their quest for knowledge, innovation, and meaningful connections.

Kind regards

Gülbahar AVCI

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	I'm Marketing My Initiative
	Duration	18 lesson hours
	Target group	7th and 8th Grades

gains	1. Knows the concept of marketing. 2. Explains marketing techniques. 3. Analyzes the corporate identity studies and marketing techniques of an existing institution or company. 4. Applies promotion and marketing techniques for a product or service chosen as an entrepreneur. 5. Makes original designs to promote a product or service determined as an entrepreneur.
Interdisciplinary Collaboration	Turkish, Technology and Design, Visual Arts
Methods and Techniques	Lecture, question and answer, brainstorming, demonstration, case study, drama
Tools	Paper, background cardboard, pens, felt-tip pens, glue, web2 tools (canva , wordwall , storythatboard , designevo etc.)
Descriptions	Students are expected to have knowledge about the structure of TPI (Turkish Patent Institute, Design, Utility Model, Patent, Trademark and Geographical Indication documents) and their jobs with authority defined by laws and regulations. They must be able to use canva from Web2 tools . should learn about branding, logo, packaging, poster, billboard , flyer, gif animation, brochure, advertising scenario, direct marketing and virtual marketing concepts and preparing an advertisement scenario. In addition, the teacher should prepare famous brands, remarkable slogans, logos and business cards, advertisements and packaging samples before the lesson and learn about the subject.
Processing	Application: 1 . At the beginning of the activity, students are told what marketing is. The concepts of <i>"brand, logo, packaging, poster, billboard , flyer, gif animation, brochure and advertising scenario"</i> in the marketing subject are explained to the students. Promotional tools such as <i>"brand name, logo, emblem, packaging, poster, billboard, flyer, gif animation, brochure, advertising script, commercial film"</i> and direct marketing and virtual marketing techniques are emphasized, concepts are explained with examples. At the end of the course, the concepts learned are reinforced with games prepared from web2 tools such as wordwall . Application: 2. Marketing techniques created by using visual communication tools (books, magazines, newspapers, etc.), audio-visual communication tools (radio, etc.), both visual and audio communication tools (TV , internet sites, social media platforms, etc.) are shown to students. . Discussion is held on the impressions that each of them has left on themselves. Students are asked to identify the right mass media to promote themselves. Application: 3. The teacher gives examples of brand names that are engraved in people's memories in the world and in our country. The factors that affect the memorability of a brand are discussed. Students are asked to create a brand for a product or service of their choice in a way that will be effective in marketing their startup ideas . Volunteer students present the brands they have created. Application: 4. The teacher opens the slogan examples that are universal in terms of the messages he gives from the smart board in the classroom. Students study the slogans one by one. The effects of slogans on students are discussed. They are asked to identify and

	prepare a catchy slogan for their venture idea. Volunteer students share the slogans they created with their friends. Application: 5. Professional programs and websites used in logo design are introduced. The teacher is shown the slide showing the logos of the companies with a long life and the change of these logos over the years . It is discussed why the logo change would be needed. The teacher is briefed about the different meanings of the colors used in the logos and the impressions they leave on the target audience. Students are asked to design a logo that can be used in any field, whether digital or printed, for their entrepreneurial ideas. Volunteer students share their designs with their friends. Application: 6. Sample business card designs that attract attention and prepared in different fields are shown to the students. After informing about the business card, students are asked to design their own business cards, either on paper or using web2 graphic design tools. Volunteer students share their business cards with their friends. Application: 7. Preliminary information is given about the preparation of advertisements and advertisement scenarios, which are effective promotional tools in reaching large audiences. Ads that have high rates of being watched or listened to are watched together with students. The factors that put an ad ahead of other ads are discussed. They are asked to prepare a catchy advertising scenario for their venture idea. They are reminded that they can also use web2 tools such as <i>storythatboard</i> in creating advertisement scenarios . Volunteer students are provided to act out advertisement scenarios in the form of drama. Application: 8. Finally, the packaging visuals that draw attention with the brand, logo and slogan on it are examined. Students are informed about what packaging design is, how it is done, and what should be considered in its construction. Students are also asked to design product, package, box, bag packaging that will fit their entrepreneurial ideas. Volunteer students present their designs. The course is completed by evaluating the students through evaluation forms.
Measurement - Evaluation	Measurement-evaluation forms for this activity: Appendix 1:
Writer	Mustafa PALAZ

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	3N1H1K
	Duration	40+40'
	Target group	5th grade students

gains	• He can plan his goals correctly. • Converts your goals into SMART goals. • Realizes the importance of gamification. • It can create awareness about the motivating feature of the games. • Makes connections with real life through game principles. • Understands the importance of making the right decision. • Recognizes the relationship between asking the right questions and making decisions.
Interdisciplinary Collaboration	Turkish, Social Studies, English
Methods and Techniques	✓ Cooperative Learning, Invention-Research Review, Discussion-Argumentation, Problem Solving, Brainstorming, Decision Making,
Tools	Worksheet, poster paper, colored pencils, paints, tablet, PC
Descriptions	The teacher should read the Annex-1 form before the lesson and obtain information about the subject.
APPLICATION	• It is possible to quickly give up trying to achieve goals that are difficult to achieve or require a long time to achieve. To keep our students motivated, they need tangible goals they can reach. SMART Goals are capable of meeting this need. • The teacher asked his students, “What are SMART goals?” asks the question. After the answers received from the students, he explains what SMART goals are and how to set them. • The teacher said, “ <i>Goals can help you focus on what you expect to achieve with your work. At this point, planning our goals and playing games in which students will be involved in order to make them feel more accessible makes this process easier.</i> “She explains. He then asks his students the following questions: • What is the game? • What are the similarities between play and life? • What do you think SMART goals are? • What do these goals come from? • Why should we use SMART goals? • Is it possible to direct to the right target by choosing the right questions? • He says let's play games now and makes his students play the games in Annex-2. After the students play the game, the teacher asks the students the following questions. • What kind of questions do you think the midwife in these games should ask in order for Smart to be the target? • Is it important to ask the right questions throughout the game? From where? • How to make the right decisions throughout the game? • Students are asked whether they have identified the right questions in the game and whether their goals in the game are attainable and the student is expected to make a decision. Students' answers are listened to.

	• The teacher said, “ <i>Just It is important not only when setting goals in school life, but also in every project initiative and decision thresholds in your life, and setting goals. Our goals, which we can make SMART in every aspect of our lives, can increase the chance of success. People with clear goals will often strive to achieve their goals with more enthusiasm, motivation, and conviction</i> ”. in his words terminates the activity . • This activity is easy to implement, enjoyable and productive for both students and adults.
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Assesment and evaluation	Individual (Self) Evaluation
Writer	Ilknur AKKUŞ

INFORMATION FOR THE TEACHER

What Does SMART Mean?

SMART is an acronym you can use to guide your goals. Its criteria are often attributed by Management by Goals, added to Peter Drucker's Personal Learning Plan concept. The first known use of the term appears in the November 1981 issue of George T. Doran's Management Review. Since then, Professor Robert S. Rubin (Saint Louis University) has written about SMART in an article for the Society for Industrial and Organizational Psychology. He stated that SMART has different meanings to different people, as illustrated below .

To make sure your goals are clear and achievable, each should:

1. **Specific** : specific
2. **Measurable** : Measurable
3. **Achievable** : Reachable
4. **Relevant** : Related
5. **Time-Bound** : Time Limited

Professor Rubin also notes that the SMART acronym needs to be updated to reflect the importance of effectiveness and feedback. However, some authors have expanded it to include areas of extra focus; SMART. In addition; It contains evaluated (evaluated) and rearranged (readjusted).

1. Specific

Your goal must be clear and specific, otherwise you will not be able to focus your efforts and be truly motivated to achieve it. As you prepare your goal, try to answer the five "W" questions:

1. What do I want to do? – (*What*)
2. Why is this purpose important? – (*why*)
3. Who is attending? – (*Who*)
4. Where is it located? – (*Where*)
5. What resources or limits are there? – (*which*)

Example: Imagine that you are currently a marketing manager and you want to become a marketing manager. A specific goal is “To become a marketing manager in my organization, I must gain the necessary skills and experience so I can build my career and lead a successful team.” it could be.

2. Measurable

It's important to have measurable goals so you can track your progress and stay motivated. Evaluating progress helps you stay focused, get things done on time, and feel excited about reaching your goal. A measurable goal should address questions such as:

1. How much money)?
2. How many?
3. How will I know when it's successful?

Example: You can measure your goal of acquiring the skills to become a marketing officer by determining that you have completed the required training courses and will gain relevant experience within five years.

3. Accessible

Your goal also needs to be realistic and achievable. In other words, it should challenge your abilities but still be possible. When you set an achievable goal, you can identify previously overlooked opportunities or resources that have brought it closer to you. An achievable goal usually answers questions such as:

1. How can I achieve this goal?
2. How realistic is the target based on other constraints such as financial factors?

Example: You should ask yourself whether it is realistic to develop the skills necessary to become head of marketing based on your current experience and qualifications. For example, do you have time to effectively complete the required training? Are the necessary resources available to you? Do you have the financial strength to do this?

4. Relating to

This step is to make sure your purpose is important to you. We all need support and help in achieving our goals, but it is important that we maintain control over them. Thus, make sure your plans get everyone moving forward, but you are still responsible for achieving your own goal. A related target might answer “yes” to these questions:

1. Does this seem valuable?
2. Is this the right time?
3. Does this fit our other efforts/needs?
4. Am I the right person to achieve this goal?
5. the current socio -economic environment?

Example: You may want to gain the skills necessary to become a marketing executive. But is it the right time to get the necessary training and learn extra qualifications? Are you the right person for this role? Have you taken your partner's goals into account? For example; If you want to start a family, does taking these trainings in your spare time make things difficult?

5. Time Limited

You need to have a deadline to focus on. This part of the SMART goal criteria helps prevent your daily tasks from prioritizing over your long-term goals. A time-bound goal will usually answer the following questions:

1. When?
2. What can I do six months from now?
3. What can I do six weeks from now?
4. What can I do today?

Example: As we mentioned earlier, gaining the skills to become a marketing officer may require additional training or experience. How long will it take you to acquire these skills? Do you need more

training to qualify for certain exams or qualifications? It is important to give yourself a realistic timeline to achieve the small goals necessary to reach your final goal (quoted from <https://kaizenatolyesi.com.tr/smart-targets/>).

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	I FIND MY FINANCE TO REACH MY DREAM
	Duration	40 + 40 + 40
	Target group	11-12 years

gains	- Students learn how to get the funding they need for their goal. - Performs financial analysis in accordance with the needs of the entrepreneurship process. - While students gain entrepreneurial ability, they can analyze the financial aspects of it. - It can find financial resources through the opportunities around it. - They develop ideas on how they can increase the income they collect. - Realizes the tools and stages for the financial source of the entrepreneurial idea.
Interdisciplinary Cooperation	Turkish, Social Studies
Methods and Techniques	Invention-Research Review Discussion-Argumentation , Problem Solving
Tools	Worksheet, poster paper, colored pencils, paints, tablet, PC
Descriptions	The teacher should learn about financial analysis and financial resources before the activity.
Processing	- The teacher asked, “Are there any students with piggy banks?” He starts the lesson with a question. Listens to students' answers. Based on the answers given, the students' ideas about the reason for having their piggy bank and the reasons for saving money are taken. Discuss the answers. - The teacher presents the students with examples of initiatives that he has prepared before. Ask the students, “Do you have a dream of an enterprise that you have planned for your life?” the question is asked. Students are asked to share their dreams with their friends on a voluntary basis. In this section, in order for the activity to be more productive, children can be asked to dream about the things they want to realize and think about it. - Appendix-1 worksheet is distributed to the students so that they can put their ideas into writing. Students are told what to do on the worksheet. Enough time is given to the students to answer the questions on the worksheet. - After the students tell their dreams, the teacher gets involved in the process and helps the students develop ideas for finding resources. - The teacher distributes the Annex-2 worksheet to the students. With this worksheet, it is aimed that students learn to analyze the financial resources they need in order to realize their entrepreneurial ideas. A discussion is held on the financial analyzes of volunteers from the students. - Ideas arise about the finance they need to have in order to achieve their dreams for their lives and how they can find this finance. The event is concluded by giving mutual advice and suggestions.

Assesment and evaluation	
Writer	Dilşad ERGEN

Annex-1: Worksheet

YOUR DREAMS AND MY RESOURCES

Instruction: Dear Students,
In this study, you are asked to write about what you can do for your dream that you want to achieve.

1. The dream I want to achieve:

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2. My financial resources that I plan to achieve this dream:

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3. The amount I need:

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Annex-2: My Financial Analysis

Instruction: Dear Students,

In this study, you are asked to determine how you will use the financial resources required for your venture. Read and answer the following questions carefully.

1- What are your initial expenses to implement your product or service?

.....
.....
.....
.....

2- If you are going to have a business (office, venue, etc.) at the beginning, what are your expenses?

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3- How many products will you produce? Will you store it? What will your expenses be?

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4- How many employees will you have? What are your expenses for them?

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.....

5- How much profit will you make from a product?

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.....

6- What will be your expenses until you make a profit?

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.....
.....

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	I Use My Time Effectively
	Duration	40+ 40
	Target group	5-8. classes

gains	1. He plans the time correctly. 2. Knows the importance of using time effectively. 3. Understands the importance of time concept in entrepreneurship.
Interdisciplinary Cooperation	Turkish
Methods and Techniques	Gamification, brainstorming, demonstration, lecture, question and answer.
Tools	Paper, pen, highlighter, post-it.
Descriptions	On time management and techniques, the teacher should start the activity by making preparations in advance.
Processing	• Understanding time: Ask students, “What comes to mind when you think of time?” is entered as a question. The answers received are written on the board and these answers are discussed. Concepts related to the concept of time are determined in this process. • Hot Potato Game (Fusion Game): A circle is formed in which all participants are included. The game manager gives instructions. “I have a potato in my hand and it's so hot it's burning my hand. I'm going to throw this potato to one of you and ask a question. When the potato comes to you, you have to give the answer, throw the potato to someone else and ask a question. If you hold the potato in your hand too long, you may burn your hand. If you underestimate your question, your question may not be understood or you may not be able to ask the right question.” The game starts. During the game, the participants are made to realize the importance of using time effectively. • Teacher “Did you use the time effectively during the game?” attracts students' attention. Listens to answers to questions. Now I will give you information about time and time planning (Annex-1 information form is given as an example). • The teacher says "We will do a study now" and distributes the Annex-2 study form to his students. Volunteers are expected to present their answers and work. The answers given are discussed. • Teacher “Why is it important to plan time in entrepreneurship?” He starts a discussion by asking the question. The teacher can ask guiding questions from time to time so that the students do not go off topic during the discussion. At the end of the discussion, the answers of the students are briefly emphasized and the activity is completed.

Assesment and evaluation	
Writer	Mehmet YILDIZ

Annex-1: INFORMATION FORM

What is time?

Time is the time that a job, an action or an event has passed, is passing or will pass in the future. Time has a measurable structure. The concept of time; It forms the subject of study of fields such as philosophy, physics and mathematics.

What is Time Planning?

Time planning is to organize the tasks that need to be done in a given time in a certain order. Time planning enables the person to manage time. Time planning is a technique used to prioritize the work that needs to be done.

How is Time Planned?

Time is planned by organizing the work that needs to be done in order of urgency and importance. When scheduling, it is decided which work should be completed first.

What is Time Management?

Time management is to control one's time by classifying the work that needs to be completed within a certain plan. Time management is an application made using some techniques. Time management enables a person to use his time efficiently. Thanks to time management, the tasks that need to be completed are easily handled. Time management creates a more efficient working process by ensuring that time is used correctly.

The Most Effective Time Management Techniques

The most effective time management techniques are special methods created for busy people to finish their work on time. People who are knowledgeable about the most effective time management techniques know how to control time and fulfill their responsibilities on time. The most effective time management techniques are:

1. Eisenhower technique (matrix)
2. Pomodoro technique
3. Kanban technique

Eisenhower in this episode technique will be discussed.

What is Eisenhower Matrix? How to use?

Efficiency is very important for getting things done right and on time. So how do you decide which jobs are important and which jobs can wait? Reply; The Eisenhower Matrix, named after Dwight David Eisenhower, aka the matrix of priorities. Eisenhower was a general in the US military from 1953 to 1961. As a five-star general and a high-ranking commander in the US military, he used this strategy for an allied invasion of Europe. Eisenhower was always having trouble making decisions about which of the many tasks he had to focus on on a daily basis to prioritize, and thus the Eisenhower matrix was born. The Eisenhower Matrix is a technique for ranking things according to their urgency. That way, you can see the critical jobs to be done or the jobs you can skip. "Most urgent jobs are not important, and most important jobs are not urgent." This quote is Eisenhower's way of thinking as he manages his time.

The matrix consists of four quadrants containing the work to be done:

1. Do it

It forms the first quarter of the Eisenhower matrix and contains important activities. These jobs may be urgent tasks or crisis situations that are highly relevant to life. So how do we know which jobs are in this quarter? It's pretty simple. Start by analyzing your priorities and check if you meet the do it now criteria. It is urgent if the task can be accomplished within one day or within 24-48 hours.

2. Decide

The second quartile of the Eisenhower matrix is the “Decide” part. Jobs in this category are important but not urgent. They are long-term goals and tasks that usually do not have a deadline. These tasks can be meditation, journaling, studying, spending time with family, or playing sports. You can schedule your tasks in the “Decide” category for another time. For example; You should do sports for your health, but you can divide your time for this. Plan activities here so they don't fall into the "Do" or "Urgent" quarters. Make sure you have enough time and take the time to do them.

3. delegate

The third quarter of the matrix is to delegate, that is, to appoint someone. These tasks are not important to you but urgent to others. This is where teamwork comes into play. You can technically perform these tasks, but it makes more sense to assign someone instead. Delegating tasks will create time to resume operations in the first two quarters.

4. delete

The last quarter includes the tasks that kill the most productivity. These are tasks that are not important to your goals, and the only way to improve their efficiency is to delete them. Successful people know how to prioritize what matters and stick to what matters. They also know how to assign a better person to a task or delete less important tasks from their programs.

“ Most urgent business is not important, and most important business is not urgent.”

Appendix 2: Working Sheet

My Time Schedule

Instructions: Answer the following questions.

- My purpose in scheduling:
.....
.....
.....

- Write down what you think you should do.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.

- Try to put your answers to the above question in the table below.

	Urgent	Not urgent
Important	• •	• •
Insignificant	• •	• •

- What do you think would change in your life if you started to do your work according to this table? Write.

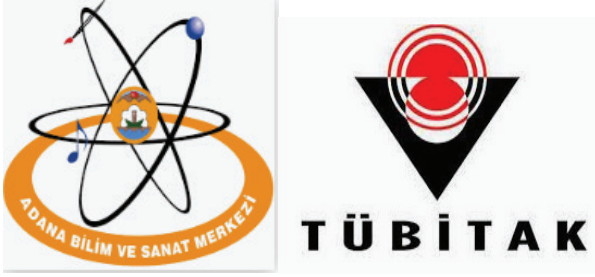
EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	My company logo
	Duration	40+40
	Target group	3rd and 4th grade students

gains	1. Remembers to calculate perimeter of polygons and properties of polygons. 2. Knows the importance of designing the logo of a company or institution. 3. a unique logo for an enterprise .
Interdisciplinary Cooperation	Mathematics, Technology design
Methods and Techniques	demonstration, lecture, discussion
Tools	Dot paper, colored pencils, ruler, Canva web 2.0 tool
Descriptions	This activity can be performed after students learn general information about polygons (Triangle, Rectangle, Square) (Perimeter calculations and properties of polygons). Students should know how to use Canva web 2.0 before the lesson .
APPLICATION	In the introductory phase of the course, brief reminders about the area and perimeter calculations of triangle, quadrilateral, square, rhombus geometric shapes are shared. Then, the logos of different institutions and companies are shown with visuals and it is asked which geometric shapes are used. The question why do you think a logo is important for an institution is asked and a discussion environment is provided. The teacher transfers the informative text in Annex-1 to his students. Ask the students, “Do you know of any startups?” questions are asked and the answers are listened to. The answers given are also written on the board. It is mentioned that there are logos of known companies, if possible, they are shown to all students with a smart board. “While doing this work, I will divide you into groups of four. Now we will design a logo with you. Imagine you're doing it for one of the companies we wrote on the board when designing these logos. It will be a brand new logo”. Students are asked to design logos representing their companies on dotted paper (Annex-2) with a ruler and colored pencils. Students are told to use polygons while making these designs. Students are given enough time to design their company logos on dotted paper. Volunteer students who want to introduce their design are listened to. In the next phase of the lesson, students are told that they will transfer their designs to digital media with the canva web 2.0 tool. It provides enough time for students to transfer these designs to digital media. Volunteer students who want to introduce their design are listened to.

Assesment and evaluation	
Writer	Zübeyde ER

Annex-1: Informative Text

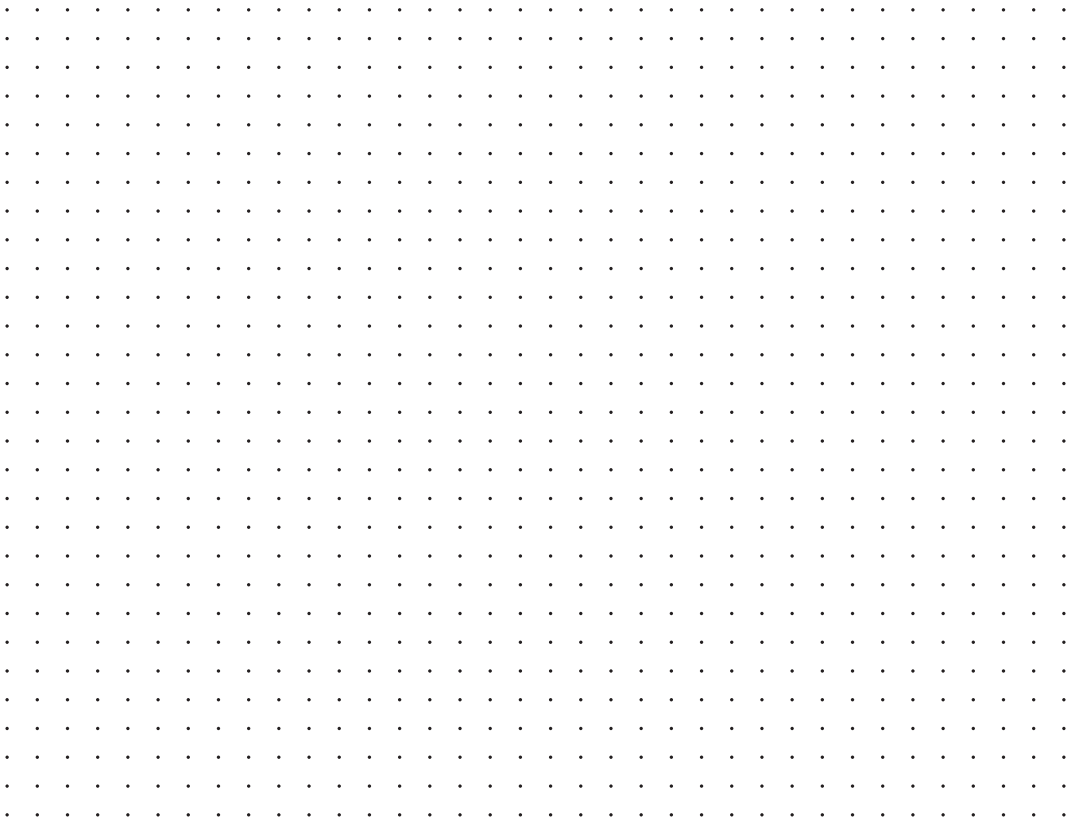
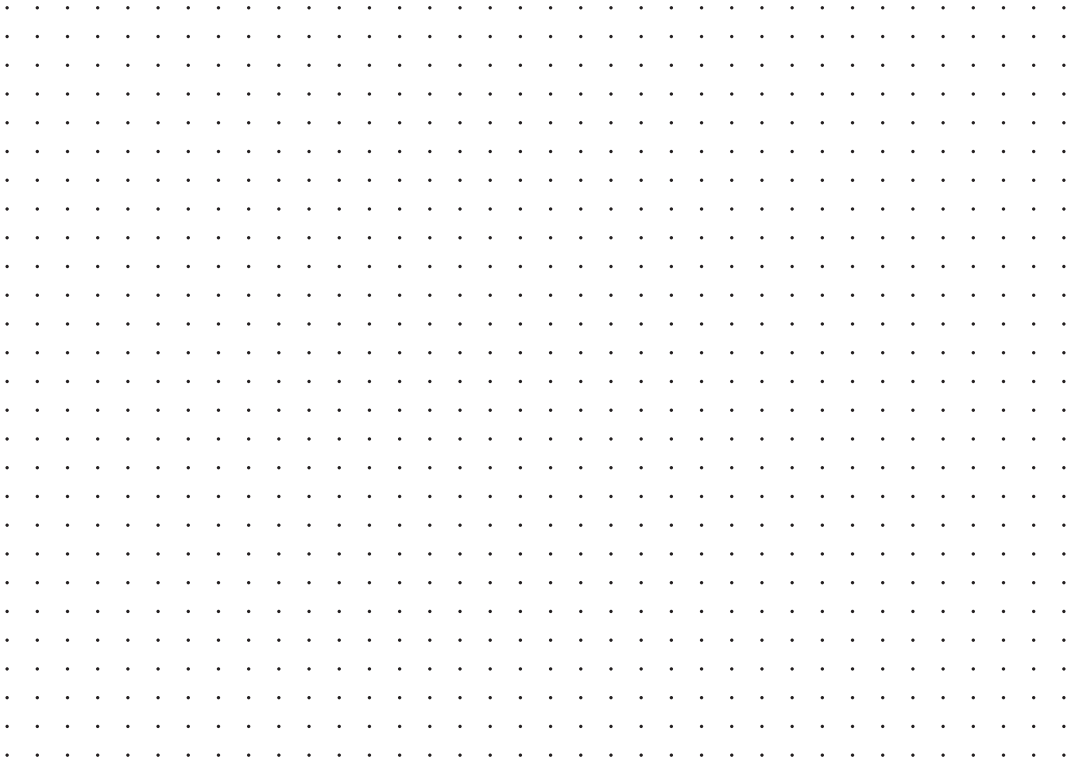


WHY LOGO DESIGN IS IMPORTANT

One of the most important elements of the corporate identity of a company or brand is the logo, "With a correctly designed logo, it is much easier to distinguish itself from the competitors. Logo design, emblem design or emblem design is sometimes very simple, sometimes very difficult, sometimes at zero cost, sometimes it costs millions of dollars. Creativity, artistic perspective, customer demand and target audience are very important in graphic and logo design. A successful logo design consists of professionally combining these components. It is very memorable to support your company name or brand visually with symbols and colors instead of just stating it in writing. The symbols used in the logos of well-known companies or brands immediately remind the company or brand without even needing to see the name of the company or brand. The power of the logo is that it causes this recall and is immediately memorable. For example, Mercedes' logo. Logos are like the signature of companies. Therefore, they must be original. When we examine the common features of world-famous brands and logos, we can say that they are "plain, generally two-colored, understandable, suitable for the industry, concise and concise". The colors used in the logo also have an important function in marketing. The choice of colors and symbols suitable for the sector and the job is very important. Each industry has its own unique colours, style or symbols. The first step in creating a strong image starts with the logo design. Choosing the wrong color, figure and name may force you to change your logo in the long run, and logo change is very costly. For example, it was announced that the change regarding the new "Arçelik" logo from our country cost more than 4 million dollars. Recently, "Microsoft", one of the biggest brands in the world, has changed its logo, and it is not yet clear how much this change will cost in every country in the world. A well-designed, catchy logo with the right colors and shapes gives you a competitive advantage.

Source : <https://www.exemedy.com.tr/blog/logo-tasarimi-why-onemli>

Annex-2 : Dotted paper



EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	Setting Smart Goals
	Duration	40+ 40
	Target group	8th grade

gains	1. He sets realistic goals for himself. 2. He realizes whether the goals he has set are related to him or not. 3. Comprehends that the determined goals should be measurable. 4. He realizes that the goals he has set are attainable.
Interdisciplinary Cooperation	
Methods and Techniques	Question and answer, brainstorming, lecture.
Tools	Smart goal setting chart, smart board, paper
Descriptions	
Processing	▪ The teacher asks the students the following questions: “What is the target?”, “What should we pay attention to when setting a target?” ▪ from the students in a short period of time. Responses received web 2.0. It is visualized on the board with the “ mindmeister ” tool. ▪ Students are given a blank sheet of paper and asked to set goals for themselves and write them down. ▪ After the students have finished writing the goal, the teacher explains the concept of “Smart goal” to the students. <i>S- Specific: The target should be defined precisely and clearly.</i> <i>M- Measurable: The target should be measurable.</i> <i>A- Accepted: It must be acceptable to the target buyers.</i> <i>R- Reasonable/Realistic: The goal should be possible.</i> <i>T- Time-bound: The target must be reachable in a clear time calendar.</i> ▪ The teacher shares an example with the students so that the subject can be better understood (Appendix 2). ▪ The teacher asks the following questions for the students to reflect on the goals they wrote on the blank paper: “Are your goals smart goals?”, “Are your goals measurable goals?”, “How will you measure whether you have achieved your goals?”, “Will the goal you set really contribute to you?”, “Did you make a timeline for yourself to achieve the goal you set?”. ▪ The smart goal setting chart is distributed to the students and they are asked to rearrange their goals according to the chart. ▪ By comparing the targets they wrote at the beginning with the smart targets they wrote later, it is ensured that they see the difference and see the necessity of important steps in setting realistic targets.

Assesment and evaluation	The activity is evaluated with the following questions. - What kind of differences did you see when you compared the first goal you wrote with the last one you wrote? - How does smart goal setting help you?
Writer	Anzilha ALTUN

S.M.A.R.T Goals are designed to help you determine if what you want to achieve is realistic and set a deadline. S.M.A.R.T uses plain language when setting targets, but includes all information about the target. These are designed to help you succeed, so be positive when answering questions.

S	What do you want to achieve? Who needs to be included? When do you want to do this? Why is this a target?	
M	How can you measure progress and know if you have successfully reached your goal?	
A	Do you have the skills necessary to reach the goal? If not, can you have them? What is the motivation for this goal? Is the amount of effort required equal to what the goal will achieve?	
R	Why am I setting this goal now? Does it align with the overall goals?	
T	What is the deadline for achieving the goal and is my goal realistic?	

Annex2 Smart Target Example

S	M	A	R	T
I want to win Adana Science High School.	To reach my goal, I must work regularly, identify my shortcomings, get support to complete it, and use my time well. I have to work 4 hours a day outside of school, solve 3 essays every week and attend 4 hours of study a week to correct my mistakes. If this work is not enough for me, I have to revise it again and arrange my working times.	I will increase my report card grade by 1 point from all courses in the next semester” and “I will do +20 net more in the next attempt.	I should research how many students Adana Science High School received in the past years. I should increase my success in the trials and make the necessary nets for the high school I want to enter.”	There are 4 months until the LGS exam. I have to complete my subjects and complete my repetitions until 1 month before the exam date. In the last 1 month, I will only do the test and I will repeat the topics for the questions I got wrong.

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	Angel Investor Networks
	Duration	40' + 40' + 40'
	Target group	9th and 10th grade

gains	1. Explain Angel Investors and their features. 2. Knows angel investor networks and gives examples. 3. Start- Up explains business idea concepts .
Interdisciplinary Cooperation	Turkish, Social Studies
Methods and Techniques	Brainstorming, shared reading, narration, question and answer
Tools	Smart Board, colored pencils, board paper, eraser, pencil, string
Descriptions	The teacher should read on angel investing and prepare visuals before the lesson. The teacher should read about start- ups , business ideas and entrepreneurs, and prepare worksheets containing informative text for students.
Processing	• Arousing Curiosity: On the smart board, the image of some angel investors is opened in order and after each image, it is asked who that person can be. Opinions are taken. • Focusing Attention: The Pen Speaks: Four boards are prepared. A title (Start- Up , Angel Investor, Business Idea, Entrepreneur) is written on each of the boards with colored pencils . Prepared papers are pasted to different corners of the classroom. The teacher divides the students into four groups. He gives colored pencils to each group and directs the group in front of a different heading. It is explained to the students that the music will be played and when the music is finished, each group will move clockwise and move on to the next heading. In every title that the students are in, the word, picture, poem, etc. that comes to their minds about that title. They are told to write it down and have two minutes for each title. After the students go through all the titles, they are told to come to the paper they started first. The work starts by turning on the music. • Learning Experience: Shared Reading, Video screening a) What are the characteristics of an Angel Investor? b) What is Start- Up ? c) What is the business idea? d) Who is an Entrepreneur? The teacher should reproduce the informative texts that he has prepared for the above four topics as much as he needs before the lesson. Students should form groups of four and ensure that each group sits at different tables. Each group should number the students from one to four. Then it should perform the following operation for each group. He should give informative texts to the first student about the first title, to the second student about the second title, to the third student about the third title, and to the fourth student about the fourth title. The teacher is asked to silently read the texts given to each student within 10 minutes, to identify the places they find important and to have a good command of the subject. When the time given for the readings is completed, each student is given enough time to share what they have learned and the information they find important with their groupmates. Then the teacher sums up the topic with brief information. The teacher makes the students watch the angel investor video that he has determined beforehand. (“What is an Angel Investor?” https://youtu.be/l8De4ghuGZQ)

	Angel Investor Networks” after the video . Examples from the world and Turkey are explained through visuals. • Sharing Experience: Each group is given board paper and colored pencils. They are asked to research the known "Angel Investors" of the city they live in. When the research is completed, they are asked to create the angel investor network of the city they live in within five minutes. When the work is completed, each group presents their net to the whole group within two minutes. (They can also prepare the Angel Investor network of the city they live in digitally if the conditions are suitable)
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Assesment and evaluation	• Students stand in a circle in a suitable area. The teacher holds a ball of yarn in his hand. If there is no ball, it could be toilet paper. He says that he will throw the ball to the person in front of him and that student will share a concept that he learned during the activity, that student will throw the rope to another student in front of him and he will share a concept that he learned. Thus, the rope goes around all students and all students share the concepts they have learned.
Preparer	Mihri Nisa DURAN

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	Foundations of Turkish Entrepreneurship – Izmir Economics Congress
	Duration	40+ 40 minutes
	Target group	7-11. classes

gains	1- Explain how the foundations of entrepreneurship were laid in Turkey. 2- Knows the scope of entrepreneurial activities in Turkey. 3- Realizes the change of entrepreneurship in Turkey from past to present.
Interdisciplinary Cooperation	Turkish, Social Studies, History
Methods and Techniques	Question and answer, lecture
Tools	Smart board, question cards, answer cards.
Descriptions	The teacher should prepare question-answer cards before the lesson and do research on the changes in entrepreneurship activities in Turkey.
Processing	Congress, which convened in Izmir on February 17, 1923 and ended on March 4, 1923, could have been held in Izmir and not elsewhere. After listening to the answers of the students, it continues with questions that will enable the students to think and explore why the foundations of the Turkish free enterprise and the newly formed Turkish Bourgeois class were first formed in Izmir. Then, presentations on the Izmir Economics Congress are watched over online platforms (Trt Archive, etc.). (Alternative link: https://www.youtube.com/watch?v=iGa0ScfnHMY) After the students watch the video, the importance of the congress is tried to be explained to the students with the question-answer cards prepared based on the following inferences. - Establishment of various industrial branches whose raw materials are domestic. - Supporting private entrepreneurs (Entrepreneurs). - Establishment of banks that will provide loans to investors. - Giving priority to the production of goods for daily consumption, - Nationalization of important and value-added establishments, - Enacting laws to encourage industry, especially changing customs tariffs according to the development needs of the national industry, - Making land and sea transportation of domestic goods subject to cheap tariffs. - Establishment of a national bank that will contribute to the national industry. - Inviting at least 15 housewives from each city to the congress -Issuing the Encouragement-i Industry Law are given a discussion on the entrepreneurial activities of today and the entrepreneurial activities in the past and the differences of these activities .

Assesment and evaluation	Annex-1: Evaluation Questions
Preparer	Bulent Aytok ALTIOK

Annex-1: Evaluation Questions

Instructions: Carefully read and answer the following questions.

EVALUATION QUESTIONS

- 1- What changes occurred in the domestic industry in the country after the decisions taken at the Izmir Economy Congress?

- 2- What are the supports and amounts given to the first entrepreneurs?

- 3- Which is the first bank established after the congress?

- 4- What are the benefits of the Encouragement-i Industry Law to entrepreneurs?

- 5- What laws have been enacted to encourage industry?

- 6- Which organizations were nationalized after the congress?

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	One step towards Social Entrepreneurship: We Are Creating Our Own Website
	Duration	40+40+40+40 minutes
	Target group	7-12. classes

achievements	• Learns web technology, which is one of the important steps of social entrepreneurship. • Learns how to bring the solutions to a social or environmental problem to the digital platform. • It applies the web technology necessary to move a sustainable business model to digital platforms. • He knows that the profit from the job description should be used to strengthen the web network on digital platforms. • Enters the digital social entrepreneurship ecosystem. • Learns how to find a solution to a social or environmental problem through teamwork. • It carries out design and solution-oriented web design applications with teamwork. • Learns the weebly application , one of the website design tools . • the Kahoot web tool, which is a gamification learning method . • hosting and domain, and learns the basic protocols required to transfer his thoughts to the digital environment.
Interdisciplinary Collaboration	Links social sciences, entrepreneurship, computer technology and web 2.0 online digital learning tools
Methods and Techniques	• Gamification • Problem solving • Team work • Brainstorming • Expression • Question answer
Tools and Equipment	Computer, mobile phone, computer, internet connection and Kahoot , weebly web 2.0 tools (online)  Kahoot link
Descriptions	Participants must have learned about social entrepreneurship before this event. Computers and internet connection must be ready before the event.

Processing	With the gamification method, which is one of the most effective methods of learning, a Kahoot application (link as QR code is given above) consisting of 10 questions about how to move social entrepreneurship to the digital platform and web technology is made. Participants can participate in this event via mobile phone or computer. After the pre-evaluation event, participants are given brief information about digital technologies and web technologies. The importance of digital media tools today and their contributions to entrepreneurial activities are mentioned. Teams of 2 people are formed and each team is asked to find a solution to a social or environmental problem and think about how to bring it to the digital platform. https://www.weebly.com/ with computers from each team They are asked to log in to the web address. It is said that registering and creating a website on this site, which is a web design platform, is free. Team members are required to become members of the website. During the website installation phase that comes after the member screen, the concepts of hosting and domain are briefly mentioned. Teams are asked to determine a domain or site name. While doing this, it is desired to have a short website name that is unique and eye-catching. Teams are asked to create a basic level website consisting of 2 pages. It is explained that with this web tool, they can create a professional-looking website in a very short time. It explains how to use sections such as changing the background and font, adding text, adding pages and logos on the web page design screen. It explains how to use the templates and how to upload photos and videos to the site using the drag and drop method. Teams are asked to activate the web page they have created by clicking the "Publish" button. Each team is asked to give a brief introduction of their web page and briefly explain why they established this site.
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Assesment and evaluation	• Presentation Skills 20 Points • Teamwork 20 Points • Method Development and Creativity 20 Points • Technology Use 20 Points • Application 20 Points
Preparer	Burhan SEL

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	I Protect My Brand
	Duration	40+40 minutes
	Target group	7th and 8th Grades
gains	1. Knows the concept of brand. 2. Researches and analyzes the corporate identity (brand) studies of an existing institution or company. 3. The student determines his own brand and designs the appropriate logo.	
Interdisciplinary Cooperation	Information Technologies, Visual Arts	
Methods and Techniques	Lecturing, question-answer, brainstorming, demonstration	
Tools	Computer, paper, background cardboard, wooden pen, felt-tip pens, glue, web2 tools (canva , wordwall , storythatboard , designevo etc.)	
Descriptions	The use of web2 tools, which are planned to be used in brand-related studies, should be taught in previous course activities. This activity should take place in the informatics laboratory, if possible. Before the lesson, the teacher sends an information note to the parents of the students, explaining how to get the parent-guardian's approval via the Turkish Patent Institute with the e-government password, and ask them to get it for their students.	
Processing (This Event 3 consists of a separate application.)	Stage 1: The teacher explains the following information to his students. <i>“New inventions, utility models and original designs are products of intellectual property and in order to present and sell these new products to the consumer, a promotional tool, a distinctive sign is needed to distinguish them from other similar products. These distinctive signs, which are an important element for businesses, are brands. Brands with a brief definition; are the signs that serve to distinguish the products or services offered by a commercial enterprise from the products and / or services of another commercial enterprise. Brands are, in a way, “the fingerprint of a business.” can be said.</i> <i>“Provided that a trademark enables the goods or services of an undertaking to be distinguished from those of other undertakings and can be displayed in the registry in such a way as to enable the subject of the protection provided to the trademark owner to be understood clearly and precisely;</i> <i>a) Words, including personal names,</i> <i>b) Shapes,</i> <i>c) Colors,</i> <i>d) letters,</i> <i>e) Numbers,</i> <i>f) Sounds and</i> <i>g) It may consist of any sign, including the form of the goods or their packaging.” (bibliography information should be written, there was no response to the e-mail .)</i> After explaining this information, he presents examples to his students on this subject. Stage 2: Before the activity, the teacher conducts preliminary research on brands using the internet and printed documents. In particular, he researches how the product and service brands that are most likely to be seen in the environment where the students live, emerge, and the stages they go through in the process and explain them to their students in the course. It is explained in the class during the activity with various brand examples that the brand is the signature of the companies, sometimes consisting of only the text, sometimes only the shape, and sometimes the combinations of the text and the figure. It is explained to the class with examples that companies may have different brands for their main and sub-productions. Students are asked to identify a study area for production or one of the service types and to examine the sample brands in this area using the smart board or computers in the classroom. The students who examine the samples are asked to analyze a brand and company they have examined by handing out APP-2 form paper. The analyzes of the students who volunteered are examined and discussed in class.	

	Then, students are asked to first make their own sketch branding work with pencils and coloring pencils, and then create their digital brand with the help of free logo design web2 tools. The created digital brands are examined and discussed. Favorites are determined. Stage 3: The final form of the trademark work is used by a person or institution or organization from the trademark archive of the TPI (Turkish Patent Institute) and with the help of internet search engines, by the students under the control of the course teacher. After making sure that it is not used, the process is completed by making an official registration application by using the names of all students for a brand and logo that has been jointly decided and all preparations have been completed, and by ensuring that the students pay the fee jointly.
Assesment and evaluation	
Writers	Berna GELHASAN, Mustafa PALAZ

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	I'm Distinguished With My Thoughts
	Duration	40 + 40 min.
	Target group	8th grade

gains	• Develops a unique entrepreneurial advertising idea. • Designs an interesting and different advertising poster. • Expresses his feelings and thoughts comfortably to his friends.
Interdisciplinary Cooperation	Social Studies, Visual Arts, Technology Design
Methods and Techniques	Cooperative Learning, Invention-Research Review, Discussion-Argumentation, Problem Solving, Brainstorming, Decision Making,
Tools	Worksheet, poster paper, colored pencils, paints, tablet, PC
Descriptions	Students must have worked on finding entrepreneurship ideas in previous courses. If the students are not prepared, work on finding ideas should be done before this activity.
Processing	• In order to improve the thinking and speaking abilities of the students, a story about entrepreneurship in Appendix-1 is told. At this point, a humorous and lively narration is adopted in order to attract the attention of the student. • The teacher asks the students to pay attention to the details in the story while listening and to try to notice the details better. • After the teacher tells the story, questions about the story are asked. For example; ➤ What was your most impactful moment in the story you read? ➤ How did the story read make you feel? ➤ Do you think the person in this story is a successful entrepreneur? ➤ What can make a startup successful? Such questions are directed to the students. Students are asked to answer the questions. The answers given are discussed. • The teacher said, “Do you think advertising is important for the success of the initiative in the story you are listening to?” He asks the question to his students. Students' answers are listened to. • The teacher asks the students to recall the entrepreneurial ideas they found in the previous lesson. He asks them to imagine that they have brought the idea of this venture to life. • The teacher asks his students about the importance of advertising for their initiative and whether it is necessary. Listens to students' answers. • The teacher says, “Come on, develop an advertising idea for your startup.” For this purpose, he distributes the worksheet in Annex-2 to the students. Volunteer students share their advertising idea. • “Then how would you design this ad if you were only going to do it as a poster?” The teacher asks the question and asks them to design a poster. • The posters made are shared and discussed in class.

Assesment and evaluation	
Writer	Oktay ÇAKMAK / Levent ÖZTÜRK

Annex-1: Story

SOPHIA AMORUSO

dropped out of school with the diagnosis of hyperactivity disorder and attention deficit disorder at an early age . Sophia Amoruso, who worked in various jobs after her parents' divorce, tried to survive by settling in the US state of Sacramento.

Sophia Amoruso, who set out to do whatever she wanted in 2006, Nasty on eBay She opened a shop called Gal Vintage and started selling second-hand vintage clothes. Sophia Amoruso, who had an income of \$ 223,000 in 2008, managed to increase this income to \$ 23 million in 2011. This story of Sophia Amoruso has inspired many women in a similar situation.

The book of Sophia Amoruso, who made her life and achievements in the field of entrepreneurship a book, was bought by Netflix and adapted into a series. As a result, Natsy Sophia, who started working as Gal's CEO, sold the company for \$20,000. Later, in 2017, the women's lifestyle site Girlboss He founded Media .

MY ADVERTISING IDEA

What subject area is your venture in?	
What is the good or service you produce in your enterprise?	
What are the ad type(s) you will use in your venture?	
On which platforms do you intend to publish your venture?	
What do you need to publish your initiative?	
What kind of work do you need to do for your advertisement to be effective?	
Who will prepare the advertisement?	
What is your slogan to be used in the advertisement of our entrance?	

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	MY 'SMART' GOALS
	Duration	40 +40 Minutes
	Target group	5-8. class

gains	1. Explain the concept of entrepreneur. 2. Knows the importance of goals and objectives in entrepreneurship. 3. smart goals for himself .
Interdisciplinary Cooperation	Turkish
Methods and Techniques	Research, Analysis, Lecture, Question and answer, warm-up games, Discussion, Interpretation, Brainstorming, Mind Mapping, 5 E method,
Tools	Paper, pen, personal computer
Descriptions	The teacher should examine the goals, objectives of a successful enterprise before the lesson.
Processing	• Attract and Encourage (Excite) Teacher: “Do goal and purpose mean the same thing?” He enters the activity by asking a question. No right or wrong feedback is given to students' answers. Brainstorming is done to make them think as much as possible. • Explore (Explore) The teacher is asked the following questions for a known entrepreneurial firm. What are the goals of the company? What are the aims of the company? The answers to these questions are searched on the internet. • Explanation _ _ The teacher explains the definition of the concept of entrepreneurship. <i>Entrepreneurship; “It is the ability to create and build a vision out of something that practically does not exist. If the entrepreneur is; A person who identifies opportunities, gathers the necessary resources to take advantage of them, and creates a new business in the face of risk and uncertainty with the aim of profit and growth. It is extremely important for the entrepreneur to correctly determine his goals and objectives for his enterprise. According to the TDK dictionary, target and purpose are two concepts that are used interchangeably. It is used as the equivalent of different concepts in studies on entrepreneurship. Goals are more quantitative and measurable. For example, increasing sales by 80%. Objectives are not numerical and are the final result. For example, increasing sales.</i> • Expansion (Expand) At this stage, the teacher makes the following statements: <i>The concepts of goal and purpose are two tools used for the desired success. Goals are usually long-term. Goals can be thought of as short or medium term. The characteristics of effective goals are as follows: They should be effortful, achievable, specific, measurable, time-limited, and related to the mission and higher goals.</i> <i>We can define the target as the point that is planned to be reached in the future .</i> Teacher “So why should we set goals?” Asks students to think. <i>It is important to set goals in order to use time, resource power, workforce and motivation correctly. If the goal is absent or unclear, there is uncertainty. Time is wasted, motivation drops as days pass with unproductive work. So, we should start our initiative with the right goals with the SMART goal setting method. The word smart means smart clever in English. In fact, SMART is an acronym created by combining the initials of the words " Specific , Measurable , Achievable , Relevant , Time- bound " and again referring to this meaning.</i>

	<i>S- Specific- Clear, detailed. What do you want to achieve? Who will do this? How will he do this? Is the goal clear to everyone?</i> <i>M- Measurable - Can it be measured? Is the measurement system clear? How will progress be measured? How will I know that there is a change?</i> <i>A- Achievable : Can I achieve this goal within the specified time? Has anyone done this before?</i> <i>R- Relavent (Available): Do I have the resources to achieve the goal? Is there any possibility of achieving this goal?</i> <i>T-Time – Bound : When should I achieve this goal? Is there a set deadline?</i> <i>We can explain it with an example.</i> <i>False Goal: I will start a company. (Everyone may think differently about what the targeted company is about.)</i> <i>Correct Target: By the end of December 2023, I will establish a company with a budget of 100000 TL, targeting children aged 3-12 on board games.</i> <i>False Goal: I will be very rich. (The content and amount of wealth is not clear.)</i> <i>Right Goal: I will earn \$2 million by the end of 2030.</i> • Inclusion (Extend) <i>To be successful, we must have small steps and SMART goals. So let's set SMART goals for ourselves .</i> The teacher said, “Let's write down our goals by carefully reading the instructions in the Annex-1 worksheet and answering the questions. Let's examine the given table and make our target a smart target in order to make the targets we have written a smart target.” says. Volunteer students are asked to share their written goals and smart goals.
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Assesment and evaluation	
Writer	Agah YILDIZ / Osman KILINÇ

Annex-1: I Determine My Goals

I SET MY GOALS

Instructions: Write down 3 goals for yourself in the first part of the paper below. Read the smart goals questions and try typing in your goals as “smart goals”.

My goals:

1.
.....
2.
.....
3.
.....

Questions for SMART GOALS:

1. Who will be involved in this goal?
2. What do I actually want to achieve with this goal?
3. Where will I achieve this goal?
4. When will I start this goal and when will I finish it?
5. What tools do I need for this goal?
6. What knowledge do I need for this goal?
7. Why do I want to achieve this goal? What will it do for me?

My Smart Goals:

1.
.....
2.
.....
3.
.....

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	OPPORTUNITY/NEED/PROBLEM/IDEA IN ENTREPRENEURSHIP
	Duration	40 + 40 + 40
	Target group	5-8. class

gains	1. Knows the concept of opportunity in entrepreneurship. 2. Knows the concept of need in entrepreneurship. 3. Can decide whether needs are real needs. 4. Knows the concept of problem in entrepreneurship. 5. Knows the concept of idea in entrepreneurship. 6. Determines the problem situation for a business idea.
Interdisciplinary Cooperation	Turkish, Social Studies
Methods and Techniques	Lecture, question-answer, case study, discussion, group work, research, presentation
Tools	Worksheets, colored sticky papers, colored pencils, smart board, computer.
Descriptions	
Processing	• The teacher starts the activity with the following question. • 'What is a metal detector? For what purposes is it used?' • Students' answers are listened to. The teacher shows Annex-1 to the students. • A discussion is held on the visuals in Annex-1. • The teacher gives the following information and tells the example story. <i>'Metal detectors are devices that can detect metals. The usage area is quite large. It helps to find items that may harm other people during body searches when entering areas such as airports, shopping malls, to detect them under the ground without damaging the artifacts in archaeological excavations, or to search for mines or weapons in geological excavations, military. Treasure seekers also search with these detectors. So, for what need were metal detectors, with such a wide range of use, discovered?'</i> <i>The first metal detector was invented in 1881 by Alexander Graham Bell, known for his invention of the telephone. After the assassination of former United States President James Garfield , many doctors mobilized to find the bullet in his body. Surgery to remove the lead was performed by inserting another object into his body. Graham Bell invented a metal detector. The interesting part of the story was that the working metal detector could not find the bullet. This was due to the fact that the bed, which was noticed later, was also metal. Although he could not find the bullet, he introduced this device into our lives as a usable material.'</i> • As seen in the case study, when we identify the need in case of a problem and find a solution for this need with the right idea, maybe we can seize the opportunity to write our name in history. "Then what do you think the idea is?" The question is asked to the students. Students' answers are listened to. Answers are not commented on. • The teacher asks the question "What is the problem?" While listening to the answers given, the teacher asks the question "What is the need" with an answer that includes the word need. The answers given are listened to and finally the question "What is the opportunity" is asked. • The teacher makes the following explanation to his students. <i>Idea; While answering a question, it sometimes leads to new questions. It is a dynamic process. It is our guide on the way to the product. The idea due to its dynamic nature can lead us to success or failure. A good idea is straight forward and clear. A good idea should be conveyed easily and in short sentences. Beyond the originality of the idea, it must be implemented in the right way at the right time and must be sustainable. Opportunity is meeting the right idea at the right time. Although the opportunity is thought to be easy to catch, it can be easily missed.</i> • The teacher gives the following explanation by showing the Harry Potter book cover to the students. (Continued by showing the Harry Potter book picture to the students) <i>It was rejected 12 times when it appeared before book publishers, which started on</i>

	<i>a train journey in the early 1990s and continued to be written in a cafe in Edinburgh for years. In other words, the opportunity is missed for 12 publishing houses. It was an opportunity caught by chance by the publishing house that decided to print it today because it liked the little girl . It has become a book legend that has been translated into 65 languages worldwide, sold more than 400 million copies, and has been filmed.</i> In the field of intervention, identifying the problem is the first step. Problems experienced by a potential customer group can be defined as a problem. People have tried to deal with problems for centuries. Mankind, faced with problems such as floods and earthquakes, especially various diseases, tried to find solutions to these problems. It is extremely important to recognize these problems and to define the problem situation well. Even in times of crisis, a good entrepreneur can turn a crisis into an opportunity by observing his surroundings and proposing the right solution to the right problem at the right time. A need is a situation that is felt to be lacking. “I have an idea, but does it really serve a need?” The question should guide us in finding real need. Enterprises that do not meet real needs experience problems. Needs can change over time. For example, 10 years ago, mask was not a necessity, but today it has become a necessity due to epidemics. • The teacher divides the students into groups of 4 and gives each group an Annex-2 worksheet. Students are asked to identify a problem within 60 minutes. They are asked to answer the following questions regarding this problem. ◆ In which area will you identify the problem? ◆ Identify a problem? ◆ What need does this problem address? ◆ What are the appropriate solutions for this problem? ◆ What opportunities should be created to put the solution methods into practice? They are expected to fill in the answers to their questions on the activity form as a group. Students can do research on the internet as they wish. At the end of the given time, each team conveys their problems and solutions to their friends with a presentation.
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Assesment and evaluation	
Writer	Belgin BAĞRIAÇIK

Annex-1: Pictures



Annex-2: Worksheet

Instructions: Dear Students, you are expected to answer the questions in the sections below.

PROBLEM Identify and write a problem. 	NEED Write down the problem you found, which need it meets.
subjects 	
OPINIONS Write down your ideas for solving this problem. 	OPPORTUNITIES What opportunities should there be to apply the solution methods of this problem?

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	I'm Presenting My Opinion
	Duration	40+ 40
	Target group	3-4. class

gains	1. He writes an article describing his venture. 2. He makes a presentation describing his initiative.
Interdisciplinary Cooperation	Turkish
Methods and Techniques	Question and answer, lecture, discussion.
Tools	Pen, worksheets.
Descriptions	Students should come to the class by doing research on the entrepreneurial ideas they have determined before.
Processing	The teacher said, “You have identified ideas for initiatives in the previous lessons, today we will talk about how to present these ideas. It is important to use as clear and understandable language as possible when explaining a startup and supporting it from investors.” says. For this purpose, he distributes the Annex-1 "I Explain My Initiative" worksheet to the students and explains its instructions. After completing the worksheet, the students are told that they wrote an article explaining their initiative, thus enabling them to think in detail about their initiatives. Teacher, I'm distributing Annex-2 form now. Answer the information in this form. This form has been prepared to guide you while making a presentation. He says let's get started. After the students complete the form, the teacher says that they will make a presentation from the information in these forms. It is mentioned that there is a need for presentation for investors to support an initiative. It is said that there is a time limit for this presentation and the people who best explain their initiative within 5 minutes will receive support. Volunteers from the students are listened to their 5-minute speeches explaining their initiative. At the end of each speech, the teacher supports the development of the students' presentation skills by giving feedback on whether the speech is clear and understandable and whether he explains his initiative in the best way. The teacher ends the activity by evaluating the students with Annex-3 and Annex-4 forms.

Assesment and evaluation	
Writer	Nurten KODAZ OCAL

Annex-1: I EXPLAIN MY INITIATIVE

Instruction: Dear Student,
Answer the following questions considering your initiative that you have identified and researched on that subject.

My Purpose:
.....
.....

For my purpose I did the research.

Which problem situation did you solve?
.....
.....
.....
.....

Write the story of how your startup idea came about? How was it start?
.....
.....
.....
.....

What challenges will you need to overcome to bring this venture to life?
.....
.....
.....
.....

Explain your business plan for this venture.
.....
.....
.....
.....

What makes you different from other startups?
.....
.....
.....
.....

Annex-2: I present my venture

Instruction: Dear Student,

Answer the following questions in a way that you can present your initiative in 5 minutes. When answering these questions, make sure to use a very understandable language. Do not forget that you will make an oral presentation after answering the questions.

Hi I.....

Today, about
.....I will introduce my product/service.

The problem situation that led to the emergence of this initiative
.....

I did to solve this problem.

I benefited from while revealing my venture.

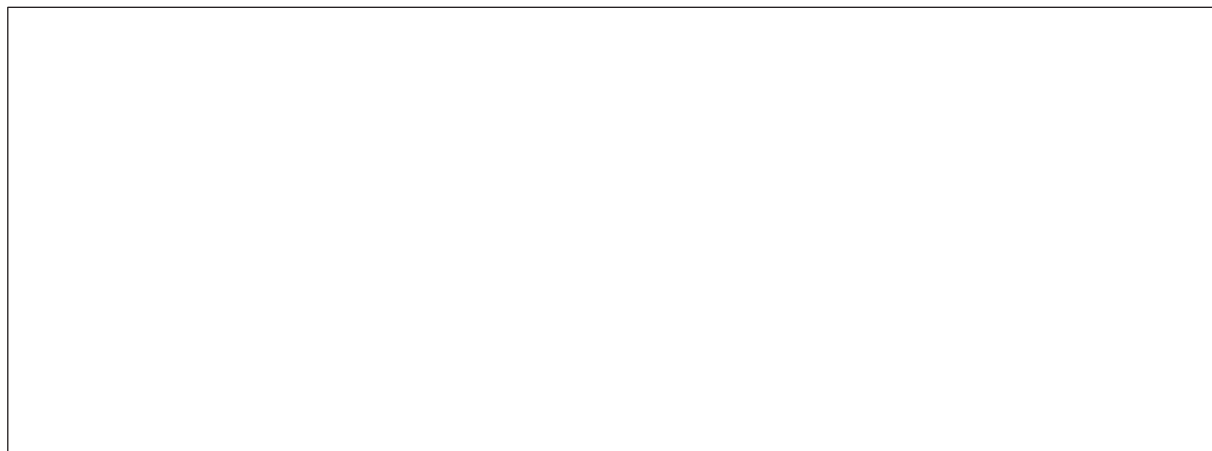
The aspect that distinguishes my venture from other ventures is that it is
.....

The hardest part of my venture

Cost of my venture

Having in this venture enables me to be successful.

Please include a sample or drawing of your product, if any.



EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	ENTREPRENEURSHIP PROCESS
	Duration	40+40+40 minutes
	Target group	9-12. Class

gains	1. Knows the concept of opportunity in entrepreneurship. 2. Identify opportunities in entrepreneurship. 3. Can identify needs. 4. Develop business model and plan 5. Knows the concept and types of resources in entrepreneurship. 6. Generates sourcing ideas. 7. It generates ideas on how to take steps to grow in entrepreneurship.
Interdisciplinary Cooperation	Turkish Language, Mathematics
Methods and Techniques	Lecture, question-answer, case study, discussion, research, presentation
Tools	Phone, tablet, computer etc. digital tools for research, paper, pencil, board.
Explanation	Before the activity, the teacher should do preliminary information and research on the need for entrepreneurship, business model and business plan, resource creation and business growth.
Processing	Teacher: "Is there an application that you find missing in your daily life?" questions and student answers are taken with the brainstorming technique. A discussion takes place on the students' answers. After the discussion, the teacher is asked if the students have an entrepreneurial idea. Students' answers are written on the board. Opinions about whether the idea is really a need are taken over the written ideas. The best idea is chosen. The chosen entrepreneurial idea remains on the board and other ideas are deleted. Afterwards, the Annex-2 form is distributed to the students and the students are asked to write their answers to the need section on the form about why the chosen idea might be needed. Then, the concepts of need and opportunity in entrepreneurship are introduced on the case study in Annex-1. The teacher informs about the business model and plan. Then, an answer is sought to the question of how we can turn this idea into a business with a plan. Each student writes the business plan in the relevant field of the form (Annex-2). Volunteer students' answers are listened to and discussed. Then, the most suitable business plan is selected from the shared ones. In accordance with the chosen plan, ideas for creating resources are taken from the students. Each student writes the idea of creating a resource in the relevant field of the form and also shares it with the teacher and the ideas are also written on the board. The teacher gives information about resources and resource types, the order of importance of resource types, and the most appropriate resource creation ideas are selected. Finally, the students were asked, "How can we expand the business?" They are asked to write their ideas on the worksheet by asking the question. Students' answers are listened to. Information is given about ways to grow the business. Thus, an idea about an entrepreneurial process is obtained.

Assesment and evaluation	
Writer	Hürü İpek

PAPER STRIPES



On January 3, 1888, Marvin C. Stone patented the first paper straw. This paper straw invention would replace the straws that were produced from the stem of the rye plant and used for the same purpose. Stone created the first prototype by wrapping a strip of paper around a pencil and pasting it in a spiral. The paper he used was brown wrapping paper coated with paraffin. The reason why it was covered with paraffin was to prevent the straw from getting wet by pulling the liquid as the liquid passed through it. The first straws produced in this way were made by hand. Two years later, Stone's factory was producing a lot of straws. About 10 years later, Stone invented a paper rolling machine, making things much easier.

Appendix 2

Instructions: Fill in the form below according to your teacher's direction.

My idea:

NEED	BUSINESS MODEL AND PLAN
RESOURCE GENERATION	HOW TO GROW YOUR BUSINESS

EVENT PLAN

 THE SCIENCE AND ART OF ENTREPRENEURSHIP	Event Name	Financial Literacy
	Duration	40+40'
	Target group	4-8. classes

achievements	- Explains the meaning, functions and value of money. - Explains basic economic concepts and their relationships. - Can calculate the unit price of a product - Uses the concepts of ratio and proportion in modeling real/realistic life situations and solving problems. - Explains the concept of need with examples. - Classifies needs in order of importance. - He guides those around him to be a conscious consumer.
Interdisciplinary Collaboration	Mathematics, Turkish, Social Studies
Methods and Techniques	Question answer Expression APPLICATION
Tools and Equipment	Paper and pencil, the section called Rafadan Tayfa Esnaf Deiyorum,
Descriptions	The teacher should make preliminary preparations regarding the issue of money.
APPLICATION	To students; What is Money ?, Imagine if we use something else instead of money in shopping, what do we encounter? questions are directed to the students. A presentation is made about money and how it enters our lives. <i>"Money; It is a tool of change. So, when we want to buy a good or service, we pay for it with money. For example, when we want to buy milk, we give money in return, not apples. It is a unit of measurement. We use units of measurement when measuring the value of things. The meter measures length, the kilogram measures weight; Similarly, degrees Celsius are also used when measuring temperature. Money is the unit of measurement we use when measuring the value of things. The value of something is measured by how much money we need to buy it. We call this price.</i> <i>It is a store of value. We don't need to spend our money right away. Our elders can save the money they earn. When we save our allowance to spend later, our allowance will not lose value. In other words, money is a store of value."</i> (Source: https://www.tcmb.gov.tr) The episode called Rafadan Tayfa Esnaf Deiyorum (https://youtu.be/JhppERhyXqQ) is shown to the students. The following questions are asked to the students via question and answer method regarding Hayri's activities regarding entrepreneurship : * Hayri's correct actions regarding entrepreneurship * Hayri's wrong actions regarding entrepreneurship Students are asked to list their needs on a piece of paper . They are asked to rank their listed needs in order of importance. Then, they are expected to write down the estimated prices of these needs. Now they are asked to review their lists again and categorize them as urgent needs that need to be purchased within a month, needs that can be purchased within three months, and needs that can be purchased within a year. Students are asked questions about the concepts of want and need. It is mentioned that a good entrepreneur must be financially literate, and this includes the importance of calculating unit prices. Students are asked what they pay attention to when shopping in the market. Calculating unit price, checking expiration date, etc. It is mentioned that behaviors are among the responsibilities of the conscious consumer. We need to determine our needs and desires for 'saving', which is one of the necessary headings for financial literacy, and we need to use the resources we use as much as we need, and when buying a product or service, we need to make a comparison and buy the appropriate one. Unit price calculation, which can develop students' proportional thinking

	skills at an early age, should be taught in daily life as a mathematics lesson activity from an early age. In the problem situation used as a sample lesson activity, they are expected to develop behavior by associating price comparison, that is, being economical, with proportional reasoning when purchasing products or services. Sample problem situation: 'We need to shop from the canteen for the daily nutrition list determined by our teacher with the pocket money you receive from your family. Calculate the amount you spent for the given days.'

Assesment and evaluation	Students' answers to the sample problem are checked and their savings regarding unit price and conscious consumer habits are compared.
Preparer	Yusuf İPEK