

## **Unit: 2 Planning unit from Idea to Project**

### **Lesson no: 1-8**

Name of teacher: \_Ronen Drori, Zeevik Greenberg, Anat Raviv

Institution: \_IDC AND Tel Hai\_

The unit presented is divided to 4 learning sessions that lead the student from the idea of a project. The main issue is to plan the project using the canvas model and its various details. At the end of the learning process the students will present the project and reflect on the learning process

Lesson aims:

Let student know the model and the transformation from creative thinking to business plan.

To understand the significance of planning values

Long term project sustainability

Practice student of a systematic thinking

2 Learning products of unit (measurable and practical):

This tool can help the entrepreneur to mapping his project idea. The Canvas model will help to the student to think and answer for all the challenges and the The constituent parts that the entrepreneur need to include in the project. Canvas model can promote the student from project idea to a project plan.

Canvas model is a platform of questions to build a project plan.

And The division of roles between the partners in the group that develops the project

The number of lessons needed for the unit: 8 hours= 2 meetings of 4 hours

Target population: students; Social Leaders, enterprenuer.

Teaching Needed:

A1 printing of Canvas Model.

Class with tables for groups

Different pens and markers

Sticky notes

Wolen ball for the opening activity

Bibliography/ suggested reading:

Osterwalder, A., & Pigneur, Y. (2010). Business model generation: a handbook for visionaries, game changers, and challengers. John Wiley & Sons.

הרפז, יורם, 2009 חכה ופתיון ודגים, גישות לחינוך החשיבה מכוון ברנקו ווייס

=Meertens, L. O., Iacob, M. E., Nieuwenhuis, L. J., Van Sinderen, M. J., Jonkers, H., & Quartel, D. (2012, March). Mapping the business model canvas to ArchiMate. In Proceedings of the 27th annual ACM symposium on applied computing (pp. 1694-1701). ACM.

-Meertens, L. O., Iacob, M. E., Nieuwenhuis, L. J., Van Sinderen, M. J., Jonkers, H., & Quartel, D. (2012, March). Mapping the business model canvas to ArchiMate. In

Proceedings of the 27th annual ACM symposium on applied computing (pp. 1694-1701). ACM.

-education system: the establishment of a new public international school in Israel. Compare: A Journal of Comparative and International Education, 1-19.

-Dvir, Y., Yemini, M., Bronshtein, Y., & Natur, N. (2017). International education as a novel entity in a public

-Ruskovaara, E., Hämäläinen, M., & Pihkala, T. (2016). HEAD teachers managing entrepreneurship education—Empirical evidence from general education. Teaching and Teacher Education, 55, 155-164.

-Brandstatter, H. (2011). Personality aspects of entrepreneurship: A look at five meta-analyses. Personality and Individual Differences, 51(3), 222-230.

For more information:

<https://medium.com/seed-digital/how-to-business-model-canvas-explained-ad3676b6fe4a>

<https://expertprogrammanagement.com/2018/10/business-model-canvas-explained/>

Lesson's Course	Length	Details
1. first lesson- Opening of our place - a round of ideas	60 minutes	Brainstorm What is our definition of our place - a round of ideas
Community Mapping Presentation and Community Mapping Needs. Physical, economic and social challenges that the community faces		
. 2 Second lesson opening	90 minutes	Community interviews Use tools for community needs mapping Organizing the findings of the interviews in presentation
3 Third lesson	45 minutes	Choose 2-3 ideas from the presentation and according to sun concepts - knowledge mapping.
What is known		What we want to know and sources of information
3	20 minutes	From Idea to project: Definition of project purpose. what comes from the idea? What will be the best answer to the social challenge? Identify the potential and partners
4. third lesson	4-6 Hours	Tow meetings
And 2-3 teachers working with the different groups		First Part- Explanation of the Canvas model components. Explanation of the the model is based is the difference between the right and left part of the brain. View the model panel and the questions in the different parts of the model . Explain how to fill the various rubrics
Step two - Working in groups on the different parts of the model		(Mentor lecturers move between groups, offering suggestions and asking deliberate questions that accurately reflect student work on the model)
	1.5 Hours	Summery Presentation: group present they work and have to ask two main question that grow up during the working on the model. And the other have to help them to think and find new answer to their question
	Amount 7-8 lessons	

GOOD LUCK!