



UKRAINE IN THE 1990S — A SOCIETY IN TRANSITION

TASK 2

TOPIC: ENTREPRENEURSHIP DEVELOPMENT, CAREER CHANGE

DURATION: 45 minutes

MATERIALS: photo, space in the room with the ability to move freely, the words "for" and "against" printed on a piece of paper.

STRUCTURE OF THE EXERCISE:

1. Show students a picture of the monument erected near the central market in Slovyansk in the Donetsk region. Ask them who and what they think the monument is dedicated to. Listen to a few thoughts and ask the students to explain their guesses.
2. Tell the story of this monument: the monument depicts a so-called "shuttle trader" — a representative of the first entrepreneurs of the post-Soviet era. The shuttle traders were people who, as a rule, lost their jobs at factories, plants, research institutes or educational institutions and were forced to start earning money in the so-called shuttle trade to survive: they bought goods that were in demand and were not available in other countries, took them abroad, and there bought things that were impossible or difficult to buy in their country. In the 1990s, shuttle traders became one of the engines of economic development.
3. Invite the students to talk more about entrepreneurship as the engine of the economy and to play a game. Place two pieces of paper on two opposite walls in the room in advance, one with the word "for" and the other with the word "against". Explain to the participants that at the beginning of the exercise they should all stand together in the middle of the room and you will voice different statements that they should agree or disagree with and take the appropriate position in the room. After students have decided on their position, ask several participants to justify their opinions.

Statements for the exercise (you can add your own):

- Work is an obligation, not a right.
- It's not the state's job to make sure people don't go hungry; it's up to people to think about it.
- You cannot become an entrepreneur, you can only be born one
- One cannot earn a lot of money honestly.
- Everyone should have the same income, and different income levels provoke conflicts in society.
- The state should guarantee a minimum income to everyone, regardless of their employment
- Taxes should be paid from a certain level of income
- A person should work in the field in which he/she has been trained

4. Hold a debriefing with the students after the exercise. Discussion questions:

- Were there any statements on which you found it difficult to take a position? Which ones and why?
- Were there any questions or other students' reactions that surprised you?
- Have you already made up your mind about your future profession? What are the key criteria for your decision? Who influences your decision?

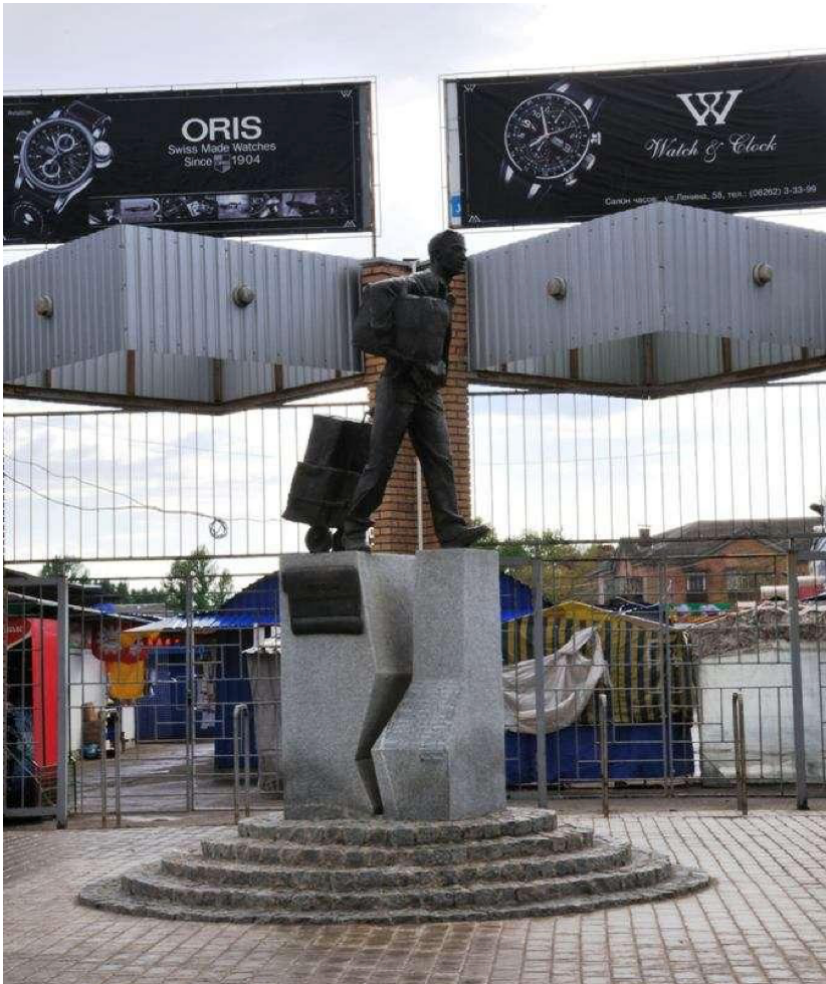


Photo by V.V. Kurasov