

ENTREPRENEURSHIP

Unit A Lessons 1-2



Unit A

What is an Entrepreneur?

We begin the course with an exploration of what it means to be an entrepreneur: what an entrepreneur does, what he/she acts like, values, and achieves. These first lessons will give students an overview of what it means to start, run, and own a business—the risks, rewards, needs, and expectations.

These first lessons also include some interactive games and activities in class. As you work to establish good working relationships and group dynamics, it is important to get students working together early. You'll see a fun (and funny) team game, silly word exercise, and a lot of group interaction.

You are encouraged to form a business as the premise of your class. You, or you and the students together, can choose what kind of "enterprise" you want to imagine for yourselves. Instead of their teacher, you will be their manager, CEO, or President. Students can rotate Assistant Manager or Vice President positions, to practice taking on extra responsibility, management risks, and authority. Lots of teamwork is always encouraged throughout the course, with clear roles and expectations. Be creative with this business structure. Make name tags, team names, stations, office spaces, titles, and business goals.

These first few weeks of the course should be focused on establishing professional business behavior, teamwork expectations, work ethic, and an entrepreneurial spirit.



Assignment A

Becoming an Entrepreneur Essay

Due: _____

Overview

This first assignment is a 500-word essay about Becoming an Entrepreneur. After learning about and discussing what entrepreneurs do, how they act, what they risk, and what they achieve, you will write an essay that describes the kind of business owner you wish to become.

Purpose

This essay asks you to describe your entrepreneurial goals and reflect on your business values and characteristics.

Requirements

1. Background paragraph that describes any business experience you have. If you've worked, interned, known a business owner, or been acquainted with any aspect of business, describe it first. 5-7 sentences.
2. Personal paragraph that reflects on 3 of your personal strengths and 3 of your personal weaknesses. Give examples of how each strength and weakness affects you at home, school, or work. 5-7 sentences.
3. Entrepreneur paragraph that describes what kind of business owner and leader you think you would be. What do you value in a leader? What do you respect in a boss? What traits and skills do you need to learn to be a good entrepreneur? 5-7 sentences.

Audience

You will share this essay with your teacher and fellow classmates.

Formatting

- Essay title
- 3 or more paragraphs
- Typed on Microsoft Word

Keys to Success

- Honesty and Inner reflection.
- Careful proofreading.

Performance Indicators

Instructional Area: Career Exploration

- MS. 01.01 Assess personal interests and skills needed for success in business.
- MS. 01.05 Identify tentative occupational interests.
- MS 01.06 Explain employment opportunities in business.
- MS 01.07 Assess personal strengths and weaknesses.

Instructional Area: Communication Skills

- MS. 09.01 Edit and revise written work consistent with professional standards.
- MS. 09.03 Format professional documents.
- MS. 09.05 Prepare written reports.

Instructional Area: Information Technology

- MS. 14.09 Demonstrate basic word processing skills.



Assignment A Rubric: Summative Assessment

Becoming an Entrepreneur Essay

Name: _____ Class: _____

Development	Points	Possible				
3 developed paragraphs that answer all questions.		10				
Displays honest personal reflection and thoughtfulness.		15				
Sentences contain detail, description, and clear ideas.		10				
Organization	Points	Possible				
Essay has a title.		10				
Paragraphs are cohesive and on topic.		15				
Paragraphs flow from beginning to end with transitions.		10				
Presentation	Points	Possible				
Correct formatting.		5				
500 words.		5				
Written for the teacher and classmates to review.		5				
Correctness	Points	Possible				
Turned in on-time and complete.		5				
Minimal spelling, grammar, and punctuation errors.		5				
Followed directions completely.		5				
TOTAL		100				
A	B	C	D	F	Incomplete	Other



Assignment A Rubric: Summative Assessment

Becoming an Entrepreneur Essay

Name: _____ Class: _____

Here's what the student did well:

Here's what the student needs to expand, revise, edit, or improve:

Teacher's summative comments:



Unit A

Lesson 1: Definition of an Entrepreneur

Overview	<p>The first lesson will introduce a broad and basic definition of “entrepreneur” to students. The secondary task is to establish the class business structure, and motivate learning and participation.</p> <p>Allow 1-3 class periods to form the class business structure and assign roles. See <i>Managing the Classroom</i> for detailed insights how to assign roles effectively.</p>
Your announcements, reminders, recaps, or places to look ahead.	
Time	1-4 class periods
Materials	<ul style="list-style-type: none">• Computers and Smart Board• Student pen/paper or computer• Dry Erase Board• Worksheet copies
Student Objectives	<ul style="list-style-type: none">• Students will <u>define</u> the word “entrepreneur.• Students will <u>recall</u> their business knowledge and experience.• Students will <u>develop</u> a class business structure.
Accommodations	Students may verbalize their business structure ideas, rather than write them.



Unit A

Lesson 1: Definition of Entrepreneur

Guided Learning	<p>After an overview of the course, students guess the correct words to complete the definition of “entrepreneur.” Then, review the definition, ask for and offer examples of real entrepreneurs. Students can discuss whether they know any entrepreneurs.</p> <p>Students will read and review the definition in small groups. Students can individually read the definition out loud to facilitate memorization.</p>
Independent Practice	<ul style="list-style-type: none">• Students <u>share</u> their business ideas in small groups.• Students <u>brainstorm</u> the different types and levels of employees their business would need, and how classmates could fill those roles.• Students <u>contribute</u> business ideas, and <u>vote</u> for which one they will adopt for the year.
Synthesis	<p>Break students into small groups, with the task of memorizing and reciting the definition. The first group to verbalize it correctly gets to choose their role in the class business first.</p>
Formative Assessment	<ul style="list-style-type: none">• Name an entrepreneur we haven’t mentioned yet.• Name a specific RISK an entrepreneur takes when starting their own business.



Unit A

Lesson 1: Definition of Entrepreneur Conclusion

Questions for Teacher Reflection

- Do students already have a basic understanding of what a “business” is?
- Did students come to class with much background knowledge of business, or are they relatively unfamiliar with most business concepts?
- Who was struggling today?
- What activities elicited engagement? What activities led to distraction?
- What items require my follow-up action?

Teacher’s Notes



Unit A

Lesson 1 Warm-up

What is an Entrepreneur?

1. Provide students with a fill-in-the-blank definition of “entrepreneur” (see Lesson 1 Worksheet A)
2. Write the following words on the board
 - Manages
 - Risk
 - Business
 - Someone
 - Assumes
 - Business opportunity
 - Organizes
 - Operating
3. Have the students try and guess which word correctly fills in each blank. They may utilize the internet as a reference.

COMPLETE DEFINITION: An entrepreneur: Is someone who recognizes a business opportunity and organizes, manages, and assumes the risks of starting and operating a business.



Unit A

Lesson 1 Worksheet (A)

An entrepreneur...

Is _____ who recognizes a _____
_____ and _____,
_____, and _____ the _____ of
starting and _____ a _____.



Unit A

Lesson 1 Worksheet (B)

What About a Business?

This year, our class will be structured like a business, with the teacher as the CEO, and the students assuming various employee roles. Leadership and management roles will rotate, and so will teams and responsibilities.

Brainstorm for 5 minutes all the kinds of businesses we could create this year. A restaurant? Real estate firm? Grocery store? Bicycle repair shop? Office supply store? Pet store? Daycare? Bookstore? Explain why your ideas would be good for our class.



Unit A

Lesson 1 Worksheet (C)

We're Hiring Employees!

Now that you have voted on our class business, brainstorm ALL the different employee roles we will need to assign. Name the position and duties of every worker we will need in our business. We will compile everyone's ideas and assign official roles in an upcoming class.



Unit A

Lesson 2: Characteristics of an Entrepreneur

Overview	<p>This lesson focuses on learning the personal attributes of an entrepreneur, as defined by the Glencoe Introduction to Business textbook, and reflecting on students' personal qualities that are already apparent, emerging, and in need of development.</p> <p>(Flashcards available at https://quizlet.com/15107035/12-characteristics-of-successful-entrepreneurs-flash-cards/)</p>
Your announcements, reminders, recaps, or places to look ahead.	
Time	1-3 class periods
Materials	<ul style="list-style-type: none">• Computers and Smart Board• Student pen/paper or computer• Dry Erase Board• Worksheet copies
Student Objectives	<ul style="list-style-type: none">• Students will <u>recite</u> the 12 characteristics.• Students will <u>define</u> all unknown vocabulary words.• Students will <u>reflect</u> on the definition of "entrepreneur" and their readiness for today's practice quiz.
Accommodations	Students may <u>repeat</u> the definition after you say it, if they are unable to read out loud or recite.



Unit A

Lesson 2: Characteristics of an Entrepreneur

Guided Learning	<p>Distribute the Practice Quiz. Once finished, ask students who would have been prepared if this were a real quiz. Discuss preparation and work ethic in real business life.</p> <p>Allow students 5 minutes to complete the characteristics worksheet. Survey and tally the most and least comfortable characteristics, and display all students' answers. Discuss how students will learn and gain the characteristics they need. Discuss how students can teach others the ones they already possess.</p>
Independent Practice	<p>Allow students to look up any vocabulary words they do not know, and write down definitions.</p> <p>Allow students to free-write about the characteristics they want to improve on, then re-classify the characteristics into the final worksheet.</p>
Synthesis	<p>Have students share in partners, then report to the class how they re-classified their weaknesses into learning goals and what their strategies for improvement might be.</p>
Formative Assessment	<ul style="list-style-type: none">• What is a "characteristic"?• What kind of characteristic can be changed in a person?• What kind of characteristic cannot be changed?



Unit A

Lesson 2: Characteristics of an Entrepreneur

Conclusion

Questions for Teacher Reflection

- Were students honestly assessing their strengths and weaknesses today?
- Did students shift from negative associations to opportunities for growth?
- Who was struggling today?
- What activities elicited engagement? What activities led to distraction?
- What items require my follow-up action?

Teacher's Notes



Unit A

Lesson 2: Characteristics of an Entrepreneur Quiz

Practice Quiz

Write the definition of entrepreneur we reviewed in our previous class.



Unit A

Lesson 2 Warm-up

12 Characteristics of an Entrepreneur

PERSISTENT. Willing to work until the job is done, no matter how long it takes.

RISK-TAKING. But not reckless.

SELF-CONFIDENT. Believe in themselves.

RESTLESS. Once goals are achieved, start looking for new challenges.

GOAL-ORIENTED. Set and achieve goals.

ACTION-ORIENTED. Do-ers, not spectators.

RESPONSIBLE. For their decisions and actions.

SELF-DEMANDING. Maintain high expectations.

CREATIVE. Look for new ways to problem-solve.

INDEPENDENT. Want to make their own decisions.

INQUISITIVE. Conduct research and ask questions to solve problems.

ENTHUSIASTIC. Energetic and passionate about their pursuits.



Unit A

Lesson 2 Worksheet (A)

What are your 12 Characteristics of an Entrepreneur?

Rank how comfortable you are with the 12 characteristics of an entrepreneur, from MOST to LEAST. (Characteristics can share a line. For example, you can put 2 or more on line 1 if they all fit the description.)

1 _____

I definitely have this characteristic. I display it easily and often.

2 _____

I often display this characteristic.

3 _____

I somewhat regularly display this characteristic.

4 _____

I sometimes display this characteristic.

5 _____

I sometimes display this characteristic.

6 _____

I sometimes display this characteristic.

7 _____
I sometimes display this characteristic.

8 _____
I sometimes display this characteristic.

9 _____
I can display this characteristic if I absolutely have to, but it takes work for me.

10 _____
I almost never display this characteristic.

11 _____
I almost never display this characteristic.

12 _____
This characteristic does not come naturally to me. I find it hard or impossible to display.



Unit A

Lesson 2 Worksheet (B)

Personal Growth and Goals for Entrepreneur Characteristics

Free-write for 5 minutes about how well the 12 Characteristics of an Entrepreneur fit with your personality. Which ones do you need to work on? How will you gain and learn them? Who will you learn them from? What do you need to practice or try? How can you share and teach others the ones you already possess?



Unit A

Lesson 2 Worksheet (C)

Your NEW Personal Rankings of Entrepreneur Characteristics

Fill in the characteristics that matches the description on each line.

These are the characteristics that I am already good at, or possess with confidence. I will do my best to teach others who may not have these characteristics yet.

These are the characteristics I sometimes have, or have sometimes displayed. I will make a conscious effort to practice them all year.

These are the characteristics I have the hardest time with, or do not possess at all yet. My goal is to learn these characteristics from others, ask for help, and practice them regularly, even when it puts me outside my comfort zone. I know I need to gain these to be a well-rounded and successful entrepreneur.