

21ST CENTURY ENTREPRENEURSHIP

Focus Area: College and Career Readiness
Elevater 2: Supplemental Lessons
Lesson Duration: 50 minutes

OVERVIEW

Elevate students will discuss what entrepreneurship is and how each path can lead there; the class will choose a service organization, practice researching six components of starting a business and present their findings.

ELEVATE OBJECTIVES

Leadership

- Judge that the primary purpose of leadership is to encourage all people to be and do their best.
 - *Students will actively participate in discussion about entrepreneurship, teamwork and possible examples on all life paths.*
 - *Students will practice working together for the greater good of the community through a hypothetical company.*

Integrity

- Evaluate the consequences of having or lacking integrity.
 - *Student will discuss the qualities necessary in starting your own business.*
 - *Students will discuss why integrity is important in nonprofit organizations specifically.*

COMMON CORE OBJECTIVES

- CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

- CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings and supporting evidence conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to the purpose, audience and a range of formal and informal tasks.

CASEL COMPETENCIES:

Self-Awareness, Social Awareness

Materials

- Copies of the following handouts, one per student:
 - *Bell Work: "Entrepreneurship Paths"*
 - *"Starting Your Own Business"*
- Computers with internet for student research
- Sticky notes, one per student

Strategies and Best Practices Used

- Class Discussion
- Consensus Building
- Small Group Work
- Presentations

Preparation

- Room setup: Arrange desks in six groups.
- Write the Elevate Objectives on the board.
- Turn on computers, iPads or laptops to be ready for student research. (Student smartphones can also be used, dependent on school and/or teacher policy.)

Suggestions for Supplemental Learning

- Students can contact a local nonprofit organization and offer their services (outreach marketing, volunteers, etc.) to learn more about starting a business.
- A local business owner can come to the class to give a presentation and Q&A session to help students learn about starting and running a business.

Warm-Up
5 minutes

Team Teaching

 #1: G

 #2: BW

 #3: A

Class Discussion
15 minutes

Team Teaching

 #1: L

 #2: A

 #3: A

Consensus Building
15 minutes

Team Teaching

WARM UP: ENTREPRENEURSHIP PATHS

- Collect Student Action work from last class in a basket as students walk in.
- Hand out the Bell Work: “*Entrepreneurship Paths*” to each student.
- Questions for Bell Work:
 - *What is entrepreneurship?*
 - *How can you get there through the college path? Give examples.*
 - *How can you get there through the trade path? Give examples.*
 - *How can you get there through the military path? Give examples.*
 - *How can you get there through the volunteer path? Give examples.*
 - *Put a check mark next to the path that you would likely take if you started your own business.*

MINI-LESSON: MANY CHOICES TO BE YOUR OWN BOSS

Lead Teacher Says: “Today we are going to talk about starting your own business. People from all walks of life, all interest levels and all paths have opened their own businesses. Most people start their own businesses either because they want to be their own boss or because they are passionate about a cause.”

- Call on several students to give examples for each path from their Bell Work, while a scribe or an A Teacher writes responses on the board.
- Possible answers include:
 - *College path: business classes, start a business in your field (own a law firm)*
 - *Trade path: start a business in your field (own a plumbing company)*
 - *Military path: start a business in your field or start a business to help vets or military dogs*
 - *Volunteer path: start a nonprofit business or charitable organization related to hunger, homeless, cancer research or another need*
- Ask if there are specific skills that could lead to owning your own business (people with good math skills can open a billing company, people with good parenting skills can start their own homeschooling organizations, etc.).
- Ask if there are specific qualities of people who start their own business (responsibility, integrity, positive work ethics, decision making, etc.). Call on three or four students.
- Allow fifteen minutes for this activity, and make sure that most, if not all, students have contributed a response.

MINI-LESSON: CHOOSE A PRACTICE BUSINESS

Lead Teacher Says: “Now that we have some ideas for examples of entrepreneurship, we can focus on one business example so that we can experience some of the components of opening and running our own business, either for profit or non-profit.”

-  #2: L
-  #3: A
-  #1: ONE

- Split the class in half. Tell one half they will represent non-profit business ideas and the other half for-profit business ideas.
- Group 1) Explain that Group 1 will first come up with ideas around non-profit business ideas. Then they will vote on one of the following nonprofit business ideas to practice the steps of opening and running our own business:
 - A nonprofit organization that coordinates grocery shopping for the elderly.
 - A nonprofit organization that collects donations of professional clothing for those trying to enter (or re-enter) the work force, and provide training related to writing resumes, interviewing and other necessary skills to get a job.
 - A nonprofit community garden and greenhouse to feed the poor and the homeless.
 - Ask them to come up with at least 3 non-profit business ideas of their own
- Group 2) Explain that Group 2 will first come up with ideas around non-profit business ideas. Then they will vote on one of the following nonprofit business ideas to practice the steps of opening and running our own business:
 - A moving company that focuses moving large houses
 - A tutoring company focusing on teaching business people how to use social media like LinkedIn, Twitter and Facebook
 - A T-shirt making business which displays inspirational messages on t-shirts
 - Ask them to come up with at least 3 for profit business ideas of their own.
- Ask a scribe or an A Teacher to write the underlined key words across the board to make columns for the students to cast their votes.
- Hand out sticky notes to each student and ask them to write their choice. Then direct them to stick their note on the board under the key word for that organization.
- When all sticky notes are posted, ask for a volunteer from each “vote pile” to advocate for their chosen for profit or nonprofit organization, and then give students a chance to change their vote.
- Count which nonprofit or for profit has the most votes, and gain agreement from everyone that this is the idea we will pursue for the sake of this lesson’s practice.
- Allow 15 minutes for this activity.

ACTIVITY: “SPECIFIC ROLES WITHIN THE BUSINESS”

Lead Teacher Says: “Even though the possibilities for different businesses and organizations are limitless, all businesses have some similar requirements to get started. We’re going to use our agreed-upon nonprofit organization to give us a feel for just SOME of the things to think about when starting your own company!”

- Hand out “Starting Your Own Business” to each student.

Small Group Work
10 minutes

Team Teaching

-  #3: L
-  #1: A

 #2: ONE

- Divide the class into six groups, and assign each group one component to research from their handout.
- Explain that student groups are to use computers to find out as much as they can about our agreed-upon business, clients and the need in our community (or area or state). Students are to take notes on the back of their handouts to present to the class in the next activity.
- Allow fifteen minutes for students to research and take notes on their company role.

Wrap Up Presentations
5 minutes

Team Teaching

 #1: L

 #2: G

 #3: A

WRAP-UP AND STUDENT ACTION: “BUSINESS PITCH”

- Ask students to present their work (in one minute or less) to the rest of the group as if they were in a company meeting and presenting their business plan.
- Allow five minutes for this, and then close by calling on three or four students to share what they learned about starting their own business.
- Ask what would happen to a business (and its owners, employees and clients) if the owners are lacking in character qualities and life skills. (Call on three or four students to respond.)

***Student Action:** Create a rough business plan, based on the components you learned about today, for a business you would like to own in the future or a business that you dreamed of owning when you were a young child. Use the front of “Starting Your Own Business” to write your plan. Bring this to the next lesson.*

BELL WORK: ENTREPRENEURSHIP PATHS

What is entrepreneurship? _____

How can you get there through the college path? Give examples. _____

How can you get there through the trade path? Give examples. _____

How can you get there through the military path? Give examples. _____

How can you get there through the volunteer path? Give examples. _____

Put a check mark next to the path that you would likely take if you started your own business.

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STARTING YOUR OWN BUSINESS

MARKET

Is there a need for your product or service? How can you market your services to the target population you are trying to serve? Are there enough people that you are serving to make your venture “worth it?”

MANAGEMENT

Will you run a one-person business, or will you include a partner? If you have one or more than one partner in this business, they need to understand the basic vision of what you are trying to accomplish and have necessary skills to help within the organization.

CUSTOMERS/CLIENTS

How will your clients access your services? What “qualifies” people to be your customers or clients? How will you deal with non-qualifying clients? How many clients do you have the potential to serve if you started today in your community?

START UP CAPITAL

Money is often the biggest reason most business fail. How much money will you need to start your business? What specific things will you need money for to start your business? Where can you get the money from?

FACILITIES AND LOCATION

Where will you run your business? Will you need to buy or rent a building, or is there another organization that you can share with? Can you run it out of someone’s home? Is it a mobile service that a van could handle? Do you need storage space for materials?

PERMITS AND LICENSES

What are the laws in your state and town about obtaining a business license? Are there any permits that you need to obtain for your business?