LESSON TITLE  

The Entrepreneurial Spirit – Catch It!

WRITTEN BY  

Jason Holland, Educator

EDITED BY  

Dan Anderson, Prairie Public Staff

GRADE LEVELS  

11th and 12th grades – adaptations can be made for 9th and 10th grade students

TIME ALLOTMENT  

Total of five 50 minute class periods.
- One period for introductory activities.
- One period for PBS.org video, instructional PowerPoint along with Entrepreneurial Characteristics handout.
- Two periods for the explanation and creation of the culminating activity. Use the handout Entrepreneur Prezi Presentation.
- One period to present their presentations using Prezi or some other slide show software.

OVERVIEW  

As an introduction to the Entrepreneurship Unit students will learn about what an entrepreneur is, advantages and disadvantages of entrepreneurship, and characteristics of an entrepreneur. Students will understand what it takes to be an entrepreneur by the use of two video segments and a culminating activity that incorporates the use of technology. The lesson is designed to create motivation for the Business Plan activity that they construct as the summative assessment (not included in this lesson plan).

SUBJECT MATTER  

Marketing
Technology
English / Language Arts

LEARNING OBJECTIVES  

- Students will understand what an entrepreneur is.
- Students will understand the advantages of being an entrepreneur.
- Students will understand the disadvantages of being an entrepreneur.
- Students will understand the characteristics of an entrepreneur.
- Students will vocally present dialogue in front of their class using inflection, the proper rate and volume.
- Students will utilize still shots, digital editing software, and presentation software to create an effective production.

NORTH DAKOTA CONTENT STANDARDS FOR MARKETING  

Standard 4: Product/Service Management
Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

   Topic 3: Generate product ideas to contribute to ongoing business success.
   4.3.1 Identify product opportunities.
   4.3.2 Identify methods/techniques to generate a product idea.
Topic 5: Position products/services to acquire desired business image.

4.5.2 Explain the nature of branding.

NORTH DAKOTA CONTENT STANDARDS FOR LIBRARY/TECHNOLOGY LITERACY

Standard 4: Collaborative Skills/Independent Learning/Personal

Students develop collaborative skills, demonstrate independent learning skills, and use resources for personal enjoyment, including the appreciation of literature and other creative expressions.

Benchmark
12.4.1 Work cooperatively and collaboratively when using media and technology.

NORTH DAKOTA ENGLISH LANGUAGE ARTS & LITERACY CONTENT STANDARDS

Speaking and Listening Standards: Presentation of Knowledge and Ideas

SL4 - 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 purpose, audience, and a range of formal and informal tasks.

SL5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

MEDIA COMPONENTS Video clips chosen are intended to create a sense of motivation and belief for students that they are not too young to be entrepreneurs and own their own business. The clips will also reinforce to them what types of advantages and characteristics young entrepreneurs share.

Introductory Clip #1: Young Entrepreneur – Ben Lang
http://www.youtube.com/watch?v=iHbO4cEUNFU

Alternative URL in case of district YouTube filtering exclusions:

Ben Lang is a young entrepreneur sharing his story about how he is using the web to earn some extra money as a high school student.

Optional Introductory Clip: Do It Yourself from Your Life, Your Money
http://www.pbslearningmedia.org/content/fin10.socst.personfin.manage.doityou/

In this video from Your Life, Your Money, learn about entrepreneur Tim Bouchard who owns his own graphics and web design firm, which allows him to have creative control and a close relationship with his clients. Tim’s workflow is not consistent, and he also has to consider the costs of doing business. Tim takes 30-35% out of his income to cover taxes, and 15% for health insurance and expenses. Tim’s father, a financial advisor, encourages him to save for retirement. Tim also joins a local business group which provides benefits and business opportunities for its members.
Introductory Clip #2: *These Kids Mean Business*– PBS.org broadcast publication
http://www.pbs.org/thesekidsmeanbusiness/

In the course of the documentary, viewers meet young entrepreneurs such as Eric and Derrick, 16-year-old twins in urban Milwaukee, as they promote their thriving lawn-care business; Laima, age 16, who makes sure her Web site development company in New York City doesn’t sacrifice good design and aesthetics for the latest special effects; and David Lawson of Wise County, Virginia, who began converting six acres of his family property to a vineyard after completing a high school entrepreneurship class several years ago. *Due to copyright guidelines only 10% of this full video can be used. Choosing one of the individual stories of these students would be recommended.

Prezi software can be used to create a 30 second autobiographical clip of an entrepreneur whom the students feel has made a significant impact to society.

**MATERIALS**
- Laptop computers with the ability to connect to the internet - http://prezi.com/.
- Other presentation softwares may be chosen if the internet is not available (PowerPoint, MovieMaker, etc.)
- Handouts for the students to identify entrepreneurial characteristics.

**PREP FOR TEACHERS**
- Locate, download and save the video clips for viewing later.
- Test the technology equipment for viewing video clips in the classroom
- Watch the clips and select which segment to use from the PBS.org clip.
- The full YouTube Clip can be shared.
- Make copies of the *Entrepreneur_Characteristics* worksheet packet.

**INTRODUCTORY ACTIVITY - SETTING THE STAGE**
- Bellwork assignment: as the students enter the classroom have the following task on the board for them to work on while waiting for the class to start.
  “Using the internet - find the definition of the word entrepreneur.”
- Give the students five minutes to find and record the definition.
- Discuss the various definitions of the word entrepreneur.
- Cue the *Ben Lang – Young Entrepreneur* video or optional video clip from *Do It Yourself*.

**LEARNING ACTIVITIES**
1. Following the Ben Lang video select a definition of an entrepreneur.
2. List the advantages and disadvantages of being an entrepreneur.
3. Highlight some characteristics using the attached PowerPoint as an instructional guide.
4. Following the PowerPoint, handout the attached packet, *Entrepreneur_Characteristics*, to the students
5. Direct the students to complete all of the activities in the packet.
6. Show the PBS.org broadcast, *These Kids Mean Business*.
As the students watch the
video have them record personal characteristics of the entrepreneurs in the video.

7. Direct the students to share their work using the handout packet they just completed.

CULMINATING ACTIVITY
Students in groups of two will select an entrepreneur who has made a significant impact on society. Each group will create a 30 second slide show presentation about the entrepreneur using Prezi or some other presentation software.

CROSSCURRICULAR EXTENSIONS
Other standards that were met as a result of this project include Technology Education and English Education.
- Technology Education Standard 12.4. was met as a result of the students’ construction of a presentation
- English Education Standard 10.1.4: was met as a result of the students sharing their presentation.

COMMUNITY CONNECTIONS
Bring in a local entrepreneur as a guest speaker.
Identify the different kinds of local entrepreneurs in the area.

STUDENT MATERIALS
Handouts:
- Can I Be an Entrepreneur?
- Entrepreneur Video Rubric
PowerPoint:
- The Entrepreneurial Spirit – Catch It!
LESSON 2
Can I be an entrepreneur?

TIME REQUIRED:
One Class Period

CONCEPTS:
Entrepreneur
Human Capital

INSTRUCTIONAL OBJECTIVES:
Students will:
• Identify and discuss the common characteristics of people who become entrepreneurs
• Rate the importance of specific characteristics to the success of entrepreneurs
• Compare their rating of specific characteristics with the rating of specific characteristics the rating given by entrepreneurs
• Evaluate themselves in terms of the characteristics common to entrepreneurs

RATIONALE:
Entrepreneurs tend to exemplify some unique "packages" of characteristics that tend to distinguish them from other people in the economy. Their principal motivations the need for achievement coupled with a strong desire for independence.

While money is important, and no entrepreneur launches an initiative with the expectation of going broke, the earning of money tends to be a secondary consideration. Money tends to serve more as a barometer of success and accomplishment than as a goal in and of itself.

The following are characteristics that are generally common to entrepreneurs: independent, responsible, goal oriented, self-confident, creative, and willing to take calculated risks, somewhat controllable risks. Deficiencies in any one of these characteristics tend to limit entrepreneurial activity.

The most essential characteristic of an entrepreneur is self-confidence, or what psychologists call "inner control." This is simply a belief in oneself; a belief that one can do it. Entrepreneurs see their ideas worthy of pursuit and themselves capable of seeing the venture through to a successful conclusion.

Entrepreneurs are agents of change. If entrepreneurs do not believe in themselves, they are likely to abandon the effort when faced with resistance.

While research has revealed a number of characteristics and traits that are common to successful entrepreneurs, it has also shown that many of the skills and traits of successful entrepreneurs can be required. Entrepreneurs have developed abilities through education, training, experience, apprenticeships, and role-model experience that assist them in their entrepreneurial ventures.

It is important for potential entrepreneurs to acquire personal insight into their own abilities, strengths, and weaknesses. Anyone exploring entrepreneurship should develop a personal profile to focus their abilities and to pursue initiatives compatible with their strengths rather than their weaknesses.

MATERIALS:
• Activity 2 "Important traits for the successful entrepreneur"
• Activity 3 "Ratings of traits by entrepreneurs"
• Activity 4 "My entrepreneurial traits"

VOCABULARY:
Entrepreneur an individual who recognizes opportunities (wants or problems) and uses resources to implement innovative ideas for new, thoughtfully planned ventures

Human Capital the productive capacities of human beings as income-producing agents in the economy

PROCEDURES:
1. Ask students to review the characteristics of entrepreneurs that were listed in Lesson 1. (If using Lesson 2 without Lesson 1, ask students to brainstorm characteristics of people who have started successful businesses.)

2. Distribute Activity 2. After discussing the various traits to assure that students understand their meaning, ask students to place an X in the appropriate box for each trait.

3. Tabulate the students' ratings of the traits. Add the numbers assigned to each trait by each student. The higher the total figure for each trait, the more important its ranking.

4. Distribute Activity 3. Compare students' ratings with the list given by entrepreneurs. Numbers in parentheses correspond with numbers on Activity

2. Discuss the three levels of traits. Be sure that each student is able to define these characteristics.

5. Distribute Activity 4. Ask students to complete the evaluations of themselves.

6. Have students compare their entrepreneurial traits with those ranked by entrepreneurs (Activity 3).

EVALUATION:
As a homework assignment, have students answer this question in a one-page composition: “How Entrepreneurial Am I?”
## ACTIVITY 2

**Important traits for the successful entrepreneur**

Rate the traits below in terms of how important you think they are for entrepreneurial success.

A "1" would indicate that you believe the trait is relatively unimportant.

A "2" would indicate that you believe the trait is somewhat important.

A "3" would indicate that you believe the trait is very important.

<table>
<thead>
<tr>
<th>Quality or trait</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a high level of energy</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. good physical health</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. a strong need to achieve</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. a willingness to take risks</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. a desire to create</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. a need to closely associate with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. a strong desire for money</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. a willingness to tolerate uncertainty</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9. an ability to get along with employees</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10. being well organized</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. self-reliance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. a need for power</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. patience</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. competitiveness</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. desire and willingness to take the initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. self-confidence</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17. versatility (ability to do many things)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. perseverance (sticking at something difficult)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. innovativeness (willingness and ability to do something untried)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. ability to lead effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Source: Adapted from *Entrepreneurship* by William B. Jennings, Canadian Foundation for Economic Education, 1985.*
ACTIVITY 3

Ratings of traits by entrepreneurs

A. Most important for success

perseverance (18)
desire and willingness to take the initiative (15)
competitiveness (14)
self-reliance (11)
a strong need to achieve (3)
self-confidence (16)
good physical health (2)

B. Important for success

a willingness to take risks (4)
a high level of energy (1)
an ability to get along with employees (9)
versatility (17)
a desire to create (5)
innovativeness (19)

C. Least important for success

ability to lead effectively (20)
a willingness to tolerate uncertainty (8)
a strong desire for money (7)
patience (13)
being well organized (10)
a need for power (12)
a need to closely associate with others (6)

Source: Based on testing reported in "That Urge to Achieve," by D. C. McClelland in Entrepreneurship and Venture Capital, Prentice-Hall, 1975. (The numbers in parentheses correspond with the numerical listing shown for Activity 2.)
ACTIVITY 4

My entrepreneurial traits

To what degree do you believe you possess entrepreneurial traits?
Indicate your opinion by checking the boxes below.
A "1" would indicate that you feel you possess the trait to a rather low degree.
A "2" would indicate that you feel you possess the trait to a moderate degree.
A "3" would indicate that you feel you possess the trait to a rather high degree.

<table>
<thead>
<tr>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Quality or trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1. a high level of energy</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2. good physical health</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3. a strong need to achieve</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4. a willingness to take risks</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5. a desire to create</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6. a need to closely associate with others</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>7. a strong desire for money</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8. a willingness to tolerate uncertainty</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>9. an ability to get along with employees</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10. being well organized</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>11. self-reliance</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>12. a need for power</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>13. patience</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>14. competitiveness</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>15. desire and willingness to take the initiative</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>16. self-confidence</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>17. versatility (ability to do many things)</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>18. perseverance (sticking at something difficult)</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>19. innovativeness (willingness and ability to do something untried)</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>20. ability to lead effectively</td>
</tr>
</tbody>
</table>

Entrepreneur Video Rubric

Entrepreneur Research Executives

You and your partner will create a 30 second production using www.prezi.com. In this production you will be expected to use pictures of your entrepreneur along with pictures that help to tell a picture of how they contributed to society. You can record and narrate or have appropriate music playing in the background of your production.

30 Seconds

Introduce self-group-chosen entrepreneur

Sound, color, action

Effective Use of Factual Information

Effective Use of Photos

Provided Proper Citations

Background music/Narrative

Total

Comments: