

Why Entrepreneurship: Classroom Lesson Plan

Lesson Topic:

Thinking Like an Entrepreneur

Lesson Objective:

Students will be able to define entrepreneurship and practice creative problem solving.

Materials:

- Writing utensils
- Blank paper
- Whiteboard or overhead
- Chart paper
- Projector or other method to watch the movie

Advanced Preparation:

- Preview the [video](#) before sharing it with your students [1:50].

Warm-up Activity:

1. Before the beginning of the lesson, write the following quotes on the whiteboard or overhead.
 - “Life-fulfilling work is never about the money -- when you feel true passion for something, you instinctively find ways to nurture it.” – *Eileen Fisher, fashion designer.*

- “What I wanted was to be allowed to do the thing in the world that I did best--which I believed then and believe now is the greatest privilege there is. When I did that, success found me.” – Debbi Fields, the creator of Mrs. Fields.
 - “Whatever you do—be different... if you’re different, you will stand out.” –Anita Roddick
2. Give students a few minutes to read and think about the quotes written on the whiteboard or overhead.
 3. Working one quote at a time, allow students to briefly chat with a partner about the quote’s meaning. Then bring the class together to discuss the students’ thoughts.
 4. After the class has had a chance to discuss all three quotes, ask, “What do all of these quotes have in common?”
 5. Guide the students to the understanding that all of these quotes deal with following your passions and taking action to make your dreams a reality.
 6. Introduce the term “entrepreneur” including a basic definition such as, “A person who creates a new business and is commonly seen as an innovator.”

View the Video: “Entrepreneurship”

1. Tell students they will be watching the video titled, “Why Entrepreneurship”.
2. Explain that the video presents role models describing entrepreneurship and the excitement and freedom this type of career can offer.
3. View the video together. Invite students to formulate questions or comments about the ideas discussed in the video and to be prepared to discuss these after viewing the video.

Video Follow-up:

1. Ask students to offer their questions, comments, reactions, and responses to the video.
2. Direct students to review the quotes from the warm-up activity. Ask, "Do any of those quotes relate to entrepreneurship? If so, how?"
3. Allow students to briefly chat with a partner. Then bring the class together to discuss their thoughts.
4. Tell students that many entrepreneurs start by thinking of a problem. By creating a solution to that problem, they often discover a business idea.
5. Title a piece of chart paper "Problems We See". Divide the chart paper into two columns and write "Problems" as a title for the first column.
6. Tell students that they will be creating a list of problems they have seen in the classroom, school, or community. *Differentiation option: Depending on students' age and level, you can make the scope of the problems larger or smaller. It is easier to think about problems (and eventually solutions!) they are familiar with in the classroom than to think of worldwide problems, for example.*
7. Caution students that this is not meant to be a list of personal problems, instead it should be things they notice are not working well. Start the list by modeling an example of your own. (For example, "Our classroom library always seems to be messy and that makes it hard to find books.")
8. Allow students to discuss problems they have noticed. As problems are discussed, list them on the chart paper in the "Problems" column.
9. After a reasonable number of problems have been listed, model thinking about possible solutions to your example problem. (For

example, “Maybe we could assign a pair of students to pick up the class library at the end of each day. Or maybe we could find an easier organization system... what if we put our books in baskets on the shelf instead of in piles? Etc.”)

10. Title the second column of the chart paper “Possible Solutions”. Write a few of the solutions you modeled next to your example problem.
11. Divide the students into pairs. Have each pair select a problem to focus on. Ideally, at least one pair would select each of the listed problems.
12. Distribute paper and writing utensils for students as needed. Allow the pairs time to brainstorm as many solutions as possible to the problem they selected. Tell students that no solution is “too crazy”. Entrepreneurs are often seen as innovators because they try new solutions and ideas that have never been tried before.
13. Bring the class back together and allow each pair to share one or two ideas they had to solve their problem. Write these solutions in the second column of the chart paper, “Possible Solutions”.
14. End by pointing out all of the creative and innovative solutions the students came up with. Tell students that anyone can become an entrepreneur—and they all got some great entrepreneur practice today by thinking about and solving problems. Encourage students to continue looking for other problems and solutions in their lives. Remind them that it is often the desire to solve a problem that first inspires entrepreneurs.

Extension Activities:

1. Direct students to select one of the problem and solution pairs discussed during the lesson. Then have students, individually or working in small groups, create a plan to implement their solution and solve the problem.
2. Have students explore the lives of famous entrepreneurs. Direct them to create a report, timeline, or mural of their chosen entrepreneur's life.
3. Use the "Related Questions to Explore" as discussion springboards or writing prompts to help students further explore entrepreneurship.

Related Questions to Explore:

- What skills or characteristics do you think it takes to be a successful entrepreneur? Why do you think that?
- Can anyone be an entrepreneur? Are there age limits?
- What do you think entrepreneurs do all day? Is every day the same?
- The entrepreneur Sarah Blakely said "Don't be intimidated by what you don't know. That can be your greatest strength and ensure that you do things differently from everyone else." What do you think this means? What does it suggest about the challenges of becoming an entrepreneur?
- One role model said that being an entrepreneur gives you the freedom to explore yourself. Is that something you would want to have in a career? Why or why not?



Ideas for Future Lessons/Activities Related to Entrepreneurship:

1. Creative Solutions: Entrepreneurs and The Problems They Solved
2. Math Connection: The Math Skills You Need to Start a Business
3. How Do I Become an Entrepreneur? Qualities and Career Paths to Entrepreneurship
4. Success vs. Failure: What Do Successful Entrepreneurs Have in Common?
5. Literature-Based Learning: Autobiographies and Memoirs of Famous Female Entrepreneurs
6. Try, Try, Try Again! Learning From Failures
7. Prioritize, Motivate, Collaborate: The Language of Business