

Lesson – Career Exploration in Entrepreneurship



Lesson Overview

In this lesson, participants will be introduced to entrepreneurship, including what skills and abilities make a successful entrepreneur.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify career opportunities relating to entrepreneurship
- Self-assess and determine if the student has the interest, skills and aptitude to make a good entrepreneur

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	<ul style="list-style-type: none">• <i>Career Exploration K-W-L</i> handout	1. Print/photocopy <i>Career Exploration K-W-L</i> handout – one for each group	10 minutes
LEARN	<ul style="list-style-type: none">• Entrepreneurship skills self-assessment• <i>Entrepreneurship Research Summary</i> handout	1. Research and choose a free online entrepreneur skills self-assessment 2. Print/photocopy the <i>Entrepreneur Research Summary</i> handout – one for each student	30-90 minutes
REVIEW	<ul style="list-style-type: none">• <i>Career Exploration K-W-L</i> handout• Successful entrepreneur YouTube video (optional)	1. Have the <i>Career Exploration K-W-L</i> handouts available 2. Research and find a YouTube video highlighting a successful entrepreneur	10 minutes

Instructor Note: It is recommended to teach this lesson after students have completed the RealCareer® Business Education Simulations Entrepreneurship Simulation experience.

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FOCUS: K-W-L Activity

10 minutes

Purpose:

This activity will define what an entrepreneur is and get students thinking about what they would like to learn about entrepreneurship and if it is a career path they want to pursue.

Materials:

- *Career Exploration K-W-L* handout

Facilitation Steps:

1. Begin by defining Entrepreneurship. Ask students:
 - What is an entrepreneur?
 - What makes someone an entrepreneur?
 - What characteristics do you think a successful entrepreneur should have?

Define an entrepreneur as one who innovates and takes risks in development a business or product. Explain that in this lesson they will explore many ways that a person has to be an entrepreneur.

2. Divide the class into pairs of two to work together. Make a photocopy of the *Career Exploration K-W-L* handout for each pair. Explain the purpose of the activity, distribute it, and give pairs of students five minutes to complete it.
3. After five minutes, call the class back together. Ask each pair to share one thing they already know about entrepreneurship and one thing they'd like to learn about becoming an entrepreneur. Write these on a master list on a white board or similar item. Continue calling upon each pair until everyone has had a chance to contribute to the K and W class chart.

Career Exploration K-W-L

Directions: With your partner, complete the “K” and “W” columns, saving the “L” column for later in the lesson. In the “K” column, identify what you already know about Entrepreneurship. In the “W” column, write down what you would like to learn about a potential career as an entrepreneur.

K	W	L



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LEARN: Research Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at the skills and abilities needed to become an entrepreneur. They will also look at the variety of career options available as an entrepreneur. Participants will research an entrepreneur and prepare a class presentation.

Materials:

- Entrepreneur Skills Self-Assessment (research and choose one available online)
- Library and Internet resources
- *Entrepreneur Research Summary* handout

Facilitation Steps:

1. Ask students what skills they believe would be most important for a successful entrepreneur to possess. Write these on the board.
2. Conduct a five to ten minute self-assessment on the skills and abilities needed to become a successful entrepreneur. There are many free assessments available online. Do a keyword search for 'entrepreneur self-assessment' to find these resources. Below are a few to choose from:

<http://bdc.ca/EN/articles-tools/entrepreneur-toolkit/business-assessments/Pages/self-assessment-test-your-entrepreneurial-potential.aspx>

<http://www.forbes.com/sites/tompost/2012/06/04/are-you-an-entrepreneur-startup/>

<http://www.wrdf.org/wp-content/uploads/Entrepreneur-Self-Assessment-Survey.pdf>

<http://www.youronestopcenter.com/entrepreneur-test.php>

3. Share the outcome of the self-assessment if students are willing. Are some surprised that they rated higher than they expected to? Are some also surprised to learn that being an entrepreneur may not be a good choice for them?
4. Explain that there are many ways that a person can become an entrepreneur. Some of these are:
 - a. To start a new business concept
 - b. To buy a franchise
 - c. To buy an existing business
 - d. To copy an existing concept
 - e. To become a one person consulting or services firm
 - f. To start a 'work from home' business
5. Give students the *Entrepreneur Research Summary* handout. Tell them that they can use the Internet or other sources in the library for their research. Here are a few helpful websites:

www.bls.gov
<http://www.bls.gov/ooh/>
www.careerinfonet.org
www.careervoyages.gov
http://careerplanning.about.com/od/occupations/a/career_briefs.htm
<http://www.myplan.com/careers/index.php>
<http://www.onetonline.org/find/career?c=10&g=Go>
6. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short five minute presentation about this entrepreneur including the information on the summary sheet.
7. Have each student present their chosen entrepreneur to the group.
8. Here is a suggested grading rubric for the class presentation:

30 points – Completed all information on the *Entrepreneur Research Summary* handout



20 points – Prepared for the presentation

20 points – The presentation content was clear, concise and gave a good understanding of the chosen career

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned five minutes presentation



Entrepreneur Research Summary

Identify and research one person who is/was a successful entrepreneur. Complete this worksheet for your entrepreneur choice. Possible sources for information include your school library, public library, websites on the Internet, YouTube and more.

Entrepreneur Name: _____

What influenced them to become an entrepreneur?

How does this person fit the definition of an entrepreneur?

How did this person measure whether they were successful or not?

Sources used for information above:



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REVIEW: What have you learned...?

10 minutes

Purpose:

To review what they have learned about entrepreneurship career opportunities.

Materials:

- *Career Exploration K-W-L* handout

Facilitation Steps:

1. Have students pair up with the person they worked with at the beginning of the lesson to complete the K-W sections of the handout.
2. Have students complete the “L” column on the handout, identifying things they have learned about being an entrepreneur. Give students five minutes to complete this task.
3. After five minutes, call the class back together. Ask each pair to share one thing they learned about being an entrepreneur. Write these on a master list on a white board or similar item. Continue calling upon each pair until everyone has had a chance to contribute to the “L” class chart.

Extension Activity:

Find a YouTube video highlighting the story of a successful entrepreneur. There are dozens to choose from.