Supports for Instruction

Please Note: Here you will find specific resources that can support teaching the targeted areas of knowledge, skills, attitudes, and behaviours. Going forward, we will be adding more resources over time to support teachers – and these will be posted as they are completed in the coming months. We also welcome your feedback in terms of how you provided instruction and what you did with your students. New ideas and strategies that you submit can lead to new lesson plan ideas – so we are keen to hear from you! We hope you find these resources helpful in supporting your instruction.

General Topic:	**ENTREPRENEURS AND ENTERPRISING PEOPLE**
Unit Title:	**Characteristics and Contributions of Entrepreneurs**
Division III - Grade Level:	Grade 8
Suggested Curriculum Areas for Integration	• Health and Life Skills - 8 • Career and Technology Foundations (CTF) – 8 • Knowledge and Employability Occupational Courses (K&E) – 8 • English Language Arts – 8 • Knowledge And Employability English Language Arts (K&E) - 8

Entrepreneurs and Enterprising People **Characteristics and Contributions of Entrepreneurs**	**GRADE 8**

A. Possible Curriculum Integration Points

[PLEASE NOTE: The following are suggested curriculum integration points. There are many other options for teachers to consider as well.]

HEALTH AND LIFE SKILLS - 8
General Outcomes
Life Learning Choices

- Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF) - 8

- CTF - Cluster: Communication
- CTF - Cluster: Human Services

KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES (K&E) -8
Strands
The junior high school Knowledge and Employability occupational component consists of nine strands, each with specific units. The strands emphasize practical skills used in the home, workplace and community. Units are based on the materials, tools, equipment, machines and/or processes used in related occupational sectors.
Level 1:
Students develop basic knowledge of the broad occupational classifications, general awareness of technical concepts related to the strands and units, desirable workplace attitudes and introductory practical competencies.

Foods

- **Unit C: Basic Baking**
- **General Outcomes**

Students will

- develop academic competencies to enhance knowledge and skills when working with food
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to the operation of baking equipment.

ENGLISH LANGUAGE ARTS - 8
General Outcome 3
Students will listen, speak, read, write, view, and represent to manage ideas and information.
Specific Outcomes:
3.1 Plan and focus
3.1.1 Focus attention
3.1.2 Determine information needs

3.1.3 Plan to gather information

3.2 Select and process

3.2.1 Use a variety of sources
3.2.2 Access information
3.2.3 Evaluate sources

3.3 Organize, record, and evaluate

3.3.1 Organize information
3.3.2 Record information
3.3.3 Evaluate information

3.4 Share and Review

3.4.1 Share ideas and information
3.4.2 Review research process

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS (K&E) - 8

General Outcome 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

Specific Outcomes:

3.1 Plan and focus

3.1.1 Focus attention
3.1.2 Determine information needs
3.1.3 Plan to gather information

3.2 Select and process

3.2.1 Use a variety of sources
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3.4.1 Share ideas and information
3.4.2 Review research process

B. Supports for Instruction

This Topic focuses on entrepreneurs – their characteristics and contributions to society. There are some people among us who have a special set of skills and are naturally driven and talented and are creative, self-confident achievement-oriented individuals. There are others who take an interest in being an entrepreneur and look to develop important skills – and sometimes partner with others who have complimentary skills. The ventures created by entrepreneurs make significant contributions to our communities and the economy – whether through business ventures, social ventures, or entrepreneurial initiative through government and other institutions. Students are encouraged to reflect on their own skill set and potential personal interest in entrepreneurship.

To support your instruction for this Topic, we have the following resources. You don't, of course, need to use them all. You can pick which support your instruction best. You may find use for some of them at different times over the course of your teaching. They are provided to support you as you wish.

1. **Animation - "Are You an Entrepreneur? - Quiz"** (https://www.youtube.com/watch?v=-PEkunsJMLY)
   This animation introduces students to the term 'entrepreneur'. It can mean a variety of things from someone who starts up a business to someone who has a special set of skills that can be applied

to any kind of endeavour. Entrepreneurs are independent, self-reliant, self-confident, mentally and physically tough, and achievement oriented. Entrepreneurs like to feel in control of the venture or situation. In a quiz format, the animation invites students to consider whether this might be a future career path for them.

2. **Video - "Contributions of Entrepreneurs"** (https://vimeo.com/634933533/b3ade5b84c)
   Entrepreneurs can be found everywhere. They are often smart, creative, goal-oriented risk-takers that seek out opportunities for new ventures and learn from experience. They create innovative, new, or improved products or services that make small or sometimes grand scale changes that can impact communities or even societies as a whole. The efforts and contributions of entrepreneurs help the economy grow and can create opportunities for others through jobs and opportunities for other new ventures. The video identifies the many contributions of entrepreneurs and invites students to consider whether entrepreneurship might be a future career for them to consider.

3. **Animation - "The Entrepreneurial Person"** (https://www.youtube.com/watch?v=vy5QEgDrkFo)
   To be successful as an entrepreneur usually requires a variety of skills. This animation guides students through a variety of skills and characteristics that are often common among entrepreneurs.

4. **Entrepreneurship: The Spirit of Adventure** (http://cfeespiritofadventure.com/)
   This is a link to a complete website featuring interviews with, and profiles of, successful entrepreneurs from all across the country – including David Chilton, author of The Wealthy Barber and Guy Laliberté – one of the founders of Cirque du Soleil. There are many brief video segments from the entrepreneurs offering advice on different topics – including the important of financial literacy for entrepreneurs. There are also links to questionnaires to help students assess their interest in, and aptitude for, entepreneurship.

We hope these resources are helpful to you in supporting your instruction re money and helping your students to improve their financial literacy.

As noted, we will be developing more detailed lesson plans over time to support your instruction – so keep an eye for them here.

If you use any or all of the resources above, we would welcome your feedback. And, as we noted, we welcome your ideas – what you did, what techniques you used, what other resources you found helpful. We are keen to keep improving the "Building Futures in Alberta" program over time and your input can help us do that.