

BUILDING FUTURES

in Alberta

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**
Exploring Entrepreneurship: Are
You a Potential Entrepreneur?

Unit Title:

Division IV - Grade Level:
Suggested Curriculum
Areas for Integration

Grade 11-12

- Career and Life Management (CALM)
- Career and Technology Studies (CTS)
- Knowledge and Employability Senior High Occupational Courses (K&E) 20-4, 30-4

Entrepreneurs and Enterprising People

Exploring Entrepreneurship: Are You a Potential Entrepreneur?

GRADE
11-12

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.]

CAREER AND LIFE MANAGEMENT

General Outcome 2: Resource Choices

- *Students will* make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

General Outcome 3: Career and Life Choices

- *Students will* develop and apply processes for managing personal, lifelong career development

CAREER AND TECHNOLOGY STUDIES (CTS)

BIT Cluster Occupational Area – Enterprise & Innovation

- ENT1010: Challenge & Opportunity
- ENT1020: Elements of A Venture Plan
- ENT2010: Analyzing Ventures
- ENT2030: Marketing the Venture
- ENT2040: Create the Venture

KNOWLEDGE AND EMPLOYABILITY SENIOR HIGH OCCUPATIONAL COURSES (K&E) 20-4, 30-4

General Outcome - Occupational Competencies 20-4

Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.

ACHIEVING RESULTS – 20-4

General Outcome – Career Awareness – 20-4

Students will explore a variety of occupations within an art and design (same for all occupation courses at this level) environment.

Orientation

Specific Outcome

Students will:

- identify entry-level competencies
- identify post-secondary opportunities
- recognize entrepreneurial opportunities within the industry
- introduce themselves to local business/industry operations

- match their personal interests to their job search; e.g., – identify sources of support for investigating and finding work – describe entry-level requirements – recognize potential career ladders

Occupational Competencies - 30-4

General Outcome - Employability Competencies

Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.

ACHIEVING RESULTS - 30-4

General Outcome – Career Awareness - 30-4

Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.

Specific Outcomes

Preparation

Students will:

- assess entry-level competencies
- recognize opportunities for further education/training
- select post-secondary opportunities
- identify local entrepreneurs
- establish contacts with local businesses/industries
- present marketable skills and strengths; e.g.,
 - write a letter of application
 - prepare a résumé
 - complete application forms
 - identify contacts and references
 - collect evidence of competencies in a portfolio

B. SUPPORTS FOR INSTRUCTION

What's an entrepreneur? Are you a potential entrepreneur? How do you know? Students learn about entrepreneurial careers and are presented with information to determine if they might have the necessary characteristics and skills to become one. Entrepreneurs look for opportunities where they might fill a need in society for that product or service. They spend a lot of time before getting to that point, asking questions, generating ideas, understanding why some ventures are so successful while others fail, exploring funds available for the venture and checking to be sure that it is feasible before launching into this new opportunity. Not all great ideas are achievable. Sometimes the timing is wrong. That is why it is so important to do your research.

We have identified a number of possible curriculum integration points but, by no means are these exhaustive. There are a great many places in the Alberta curriculum where this area of instruction can fit. Our hope, in looking to improve financial literacy among our youth, is that you will apply this key life skill – decision-making – to making good money decisions. In that way we can achieve both goals – developing better decision-making skills and encouraging student to apply those skills to the money decisions they face in life.

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. Entrepreneurs are independent, self-reliant, self-confident, mentally and physically tough, and personal 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.
2. **Animation - “The Entrepreneur’s Dozen”** – <https://www.youtube.com/watch?v=vy5QEgDrkFo>
So...what does an entrepreneur actually do? It sounds simple to say they start and build a business, but the reality is there’s a ton of things that an entrepreneur must be aware of and do on a daily basis. This animation introduces a fun way to learn a little more about all the things an entrepreneur does. By using the word ‘ENTREPRENEUR’ the sketch identifies 12 steps in entrepreneurial or enterprising activity - “The Entrepreneur’s Dozen”
3. **Video - “The Hunt for Opportunity”** (<https://vimeo.com/636548101/435766c3cc>)
This video is a follow up to ‘Contributions of Entrepreneurs’ and describes where the opportunities might be for a youth considering an entrepreneurial career. Throughout the video, students are tasked with thinking about a number of questions. Are you a potential Entrepreneur? How do you find an opportunity to pursue? Entrepreneurs hunt for innovative market opportunities and quickly learn how to find opportunities. They look for products in society that people want or even need a better version of something similar. As a potential entrepreneur deciding how to proceed, talk to people and really listen to what they have to say. Take notice of the trends and changes. Watch people and learn from them. Look around for opportunity when you travel. As an entrepreneur, you will constantly be on the hunt for opportunities until you find your niche!
4. **“Generating and Evaluating Ideas”** – <https://moneyandyouth.com/wp-content/uploads/2018/10/Money-and-Youth-2021-Module-7.pdf>
Once an entrepreneur has identified a good opportunity, it’s time to come up with an idea that will take advantage of that opportunity. Most entrepreneurs start with finding a good opportunity or problem that exists, and then develop an idea or solution that addresses that problem. The above link (from a section in Money and Youth) identifies some tips for not only generating ideas, but also how you can evaluate them.
5. **“The Entrepreneurial Person” – Poster** – <https://moneyandyouth.com/wp-content/uploads/2018/10/Money-and-Youth-2021-Module-7.pdf>
Being an entrepreneur can require a different set of skills than most jobs. Not just different, but MORE skills as well, since an entrepreneur is often responsible for so many different aspects of a business, especially when starting out. In the above link (from a section in Money and Youth), students will learn if they have what it takes to be an entrepreneur.

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.