CATALYST CONNECTION
Your Strategic Partner for Manufacturing Growth

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CONSORTIUM for PUBLIC EDUCATION　　**WQED**

WHAT'S SO COOL ABOUT MANUFACTURING?™

Title	"What is entrepreneurship?"
Grade Level	Middle and High School
Focus	Entrepreneurship

Objectives	
The student will…	evaluate the meaning of "entrepreneurship."
	display the ability to work in a group.
	demonstrate an understanding of the characteristics of an entrepreneur.

PA Standards	
Career Education and Work	▪ **13.4.8.B:** Evaluate how entrepreneurial character traits influence career opportunities. ▪ **13.4.11.B:** Analyze entrepreneurship as it relates to personal character traits. ▪ **13.1.8.E:** Analyze the economic factors that impact employment opportunities, etc. ▪ **13.1.8.F:** Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation. ▪ **13.1.8.H:** Choose personal electives and extracurricular activities based upon personal career interests, abilities, and academic strengths.
English Language Arts	▪ **1.4.9 – 10.A; 1.4.11 – 12.A:** Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately. ▪ **1.4.9 – 10.W; 1.4.11 – 12.W:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ▪ **1.5.9 – 10.A; 1.5.11 – 12.A:** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Artifact Opportunity	▪ The **Visual Map Worksheet** can be used as an artifact representing standard **13.4**.
Videos	▪ **2018 Pittsburgh Central videos** 　○ **Link:** https://www.whatssocool.org/previous-contests/pittsburgh-central-2018/ 　○ **QR Code:**	▪ **2018 Pittsburgh East videos** 　○ **Link:** https://www.whatssocool.org/contests/pittsburgh-east/ 　○ **QR Code:**

Lesson Plan

Materials Needed

- Post-it notes
- Flip chart paper
- Sharpies or markers
- Video Reflection Worksheet
- Visual Map Worksheet
- Internet access
- "What's So Cool About Manufacturing?" videos

Prior Knowledge

- Entrepreneurship
    - In order to guide students through this lesson, teachers will need a basic understanding of entrepreneurship. Using the Pennsylvania Department of Education's CEW standards, one could define an entrepreneur as someone who displays adaptability, creative thinking, ethical behavior, leadership, a positive attitude, and positive risk-taking.
    - PDE's CEW Standards list the traits, soft skills, and hard skills needed, in addition to the pros and cons of being an entrepreneur. Please see CEW 13.4.
    - According to businessdictionary.com, entrepreneurship is defined as: "The capacity and willingness to develop, organize, and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses."
    - For further information on entrepreneurship, explore this website from the Network for Teaching Entrepreneurship, where the eight main concepts of an entrepreneurial mindset are explored: https://www.nfte.com/wp-content/uploads/2017/07/NFTE-2016-Alumni-Survey-Report-2.10.20171.pdf

Procedures and Activities

- **Warm-Up**
    - *What is "entrepreneurship"?* *[2 minutes]*
        - "In five minutes, write down as many ideas, descriptors, or examples that you can think of regarding entrepreneurship. Write down one idea per post-it note."
- **Body**
    - *Affinity Clusters* *[10 minutes]*
        - In groups of 3-5, have every student place their post-its on the wall. All students then quietly read all of the post-its to themselves.
        - Students then begin to cluster the post-its around similar ideas, concepts, or themes.
        - As the cluster themes emerge, students title the clusters. Students must also decide if any clusters are not applicable to entrepreneurship.
        - The cluster titles are then written on a sheet of flip chart paper.
    - *Video Viewing* *[15 minutes]*
        - Individually, students watch 3 videos from the 2018 video submissions.
        - After each video, students take a few minutes to complete the **Video Reflection Worksheet**, reflecting on what aspects of entrepreneurship they saw in each video.
            - Reflections can be written in full sentences or phrases, should list specific attributes of entrepreneurship, and include the name of the business.
            - Students should refer to their affinity clusters as needed.

- o *Summary [10 minutes]*
  - After at least 3 videos have been viewed, students choose one affinity cluster title and, using the **Visual Map Worksheet**, create a visual representation of this theme.
    - The Visual Map must include descriptors, examples, images, and a written summary.
    - The summary should be one paragraph in length, include ideas shared in the group work, and specifically reference at least three videos.
- **Closing**
  - o "Reflecting on what you learned today, write your own definition of "entrepreneurship." *[3 minutes]*

Video Reflection

Directions:
After viewing each video, take a few minutes to reflect on the aspects of entrepreneurship that you saw. You can write in phrases or complete sentences. Please refer to the affinity clusters created by your group to guide your thinking.

Name of business:	
Specific attributes of entrepreneurship displayed in the video:	

Name of business:	
Specific attributes of entrepreneurship displayed in the video:	

Name of business:	
Specific attributes of entrepreneurship displayed in the video:	

Visual Map

Directions:
After viewing and reflecting upon at least three videos, choose one affinity cluster title and create a visual representation of this theme. Your Visual Map should include descriptors, examples, images, and a written summary. The summary should be one paragraph in length, include ideas shared in the group work, and specifically reference at least **three** videos.

[Entrepreneurship Theme]

Summary: