



Entrepreneurship

HELPER'S GUIDE



Love it! Level 1

Do it! Plan it! Level 2

Level 3

Entrepreneurship Group Activities
for Middle and High School Youth



REVIEWED & RECOMMENDED
National 4-H Curriculum

Welcome to the



Group Activity Helper's Guide

Thank you for volunteering your time and talents to assist one or more young people in this project, which will introduce them to the exciting world of Entrepreneurship. Your involvement will make a real difference in the quality of their experiences. You will play a valuable role in helping them learn the subject matter and practice important life skills along the way. Your interest, enthusiasm and, most importantly, your time will be key ingredients to positive and successful experiences. You will help nurture Entrepreneurial Leadership that will build a stronger economic future for our nation and the world. To learn more about your role, turn to page 2.

This guide can be used in conjunction with online and "BE THE e" Youth Activity Guides. One of the most valuable things you will do is to spend plenty of time interacting individually with each youth on each of the questions in each of the activities. You will also want to carefully go over the business plans they will produce. This will greatly expand and reinforce their learning.

Acknowledgements

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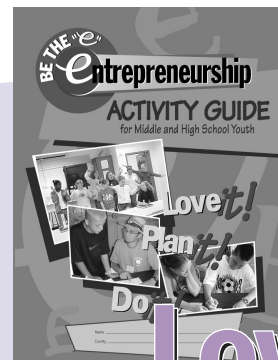
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Love it!
Plan it!
Do it!

'BE THE e' Entrepreneurship Youth Activity Guide

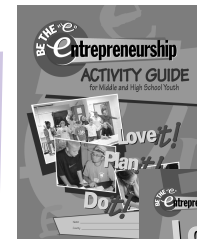
The Youth Activity Guide includes a series of three levels: Love it!, Plan it! and Do it!. The three youth levels have been designed for grades 6–7, 8–9, and 10–12, respectively, but may be used by youth in any grade based on their entrepreneurial project skills, experience, and interest. The e series may help a youth convert another 4-H project interest into a business.

Each activity is designed so the young person has an opportunity to learn by doing before being told or shown how. Your role as Project Helper is to "take a back seat" while the youth explores the activities and learns from the experiences, even when something doesn't work the first time the way you think it might. You can help with the learning most effectively by listening as the young person considers the questions and draws conclusions. At times the activity may call for you to be a resource person for content or other ideas.

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This 4-H project is dedicated to
the memory of Hope Smith, 1939-2004,
wife of Allan T. Smith, Ph.D., Liaison for BE THE e,
4-H Program Leader.



Entrepreneurship
Activity Guide
in this series.
BU-08035



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Cash Flow Woe	
Four Ways to Get Money \$\$	
The Tax Collector Cometh	
Know When to Hold, Know When to Fold	
Chapter 3 - Ethics	
Doing the Right Thing	
Be a Community Hero	
Who Pays for My Mistakes?	
Chapter 4 - Putting It Together	
Give Back	
How Good Can it Get?	
Do the Plan (Business Plan)	

Tips for working with Youth in *BE THE e*

Role of the Home Helper

Every youth who is taking part in this project will benefit from having a Home Helper who interacts with him or her in the project. This can be a parent, an older sibling, another relative, a neighbor, or someone who just likes kids and is interested in entrepreneurship. The *Youth Activity Guide* is intended to be completed independently by youth, probably at home, between group project meetings of youth who are taking the Entrepreneurship project. The role of the Home Helper includes:

- Become familiar with the material in the activity guide.
- Support youth in their efforts to set goals and complete the activities.
- Date and initial the activities on the Achievement Program as the youth complete them.
- Help the youth know themselves, including their strengths and weaknesses.
- Incorporate the use of the experiential learning cycle in all learning experiences.

Role of the Project Helper

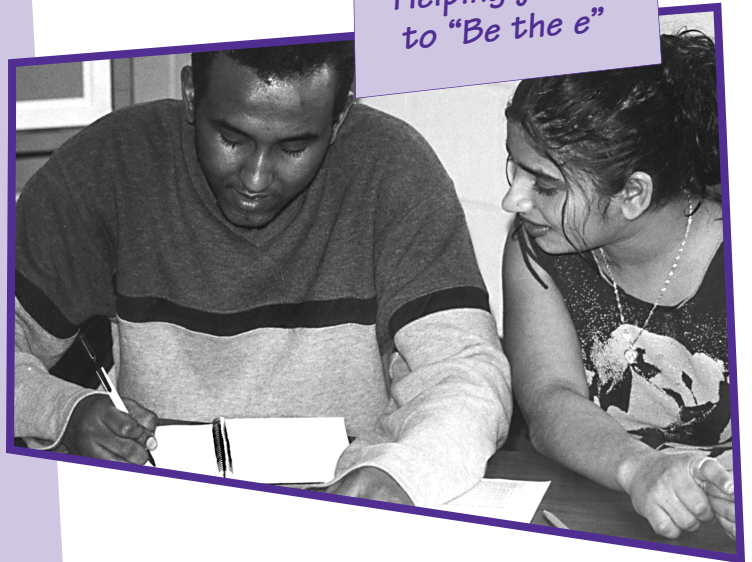
When several youth or a classroom of youth are taking part in the project together, monthly (or more frequent) meetings of the youth greatly enrich the experience for all. The Project Helper arranges for and conducts these meetings. In them, the youth can share their progress and learning, take part in group activities from this Helper's Guide, and be prepared for the next set of independent activities they will do before the next meeting. One key point: every meeting should include an element of fun!

This Helper's Guide is intended primarily for the Project Helper. When only one youth is taking part, the Home Helper will find the Helper's Guide extremely useful. While it is possible for the Project Helper of a group to function without each youth having a Home Helper, it certainly takes a great deal of time to interact individually with each of the youth on each of the questions in each of the activities!

BE THE e Journaling

Young people enrolled in *BE THE e* series may benefit from keeping a journal or portfolio throughout their project. This can be a record of business ideas, potential customers, product ideas, notes about successful entrepreneurs, or whatever they think will be useful to them now and in the future. They may use the journal to record their responses to selected questions as indicated in the *EXPRESSIONS* section, and in *MORE e* challenges. Some youth like this type of activity; others may not. But each of them will benefit from "tracking their *e* journey" by creating some type of record of their thoughts. This is also another exercise in record keeping, one of the most important disciplines for business.

Helping youth
to "Be the e"



Using this *Group Activity Helper's Guide*

This guide provides additional learn-by-doing activities that can be adapted to 4-H Entrepreneurship project groups, clubs, or other groups. You'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, project meeting ideas, and resources for organizing a community 4-H Entrepreneurship program. On pages 34–36 are Post-then-Pre Evaluation sheets to duplicate and use with youth as they complete each level.

Structure of the Activities

The activities in this guide as well as *BE THE e Youth Activity Guide* follow the same format

WHAT'S IN IT FOR ME

introduces the activity by including the main idea embedded in the lesson as well as the Entrepreneur Skill, Life Skill, National Education Standard, estimated time for the activity, and materials needed.

eACTIVITY

gives the youth direction for completing the activity.

eXPRESSIONS

asks youth to share their experiences by recording brief answers to questions and sharing these with the Home Helper. The questions help youth process the experience through the five important steps of the experiential learning cycle shown on page 4. There are four areas of discussion and reflection in this section: eXPERIENCE, eXPLORE, eXTEND and eXPAND. These are described more fully on page 5.

MORE e

includes additional activities the youth may choose to do to expand the experience. These activities may be used to complete the Achievement Program for this level.

eFACTS

are pieces of expert or statistical information that support the subject matter of the activity.

eWords

are "entrepreneurial" words participants and leaders learn while completing each activity.

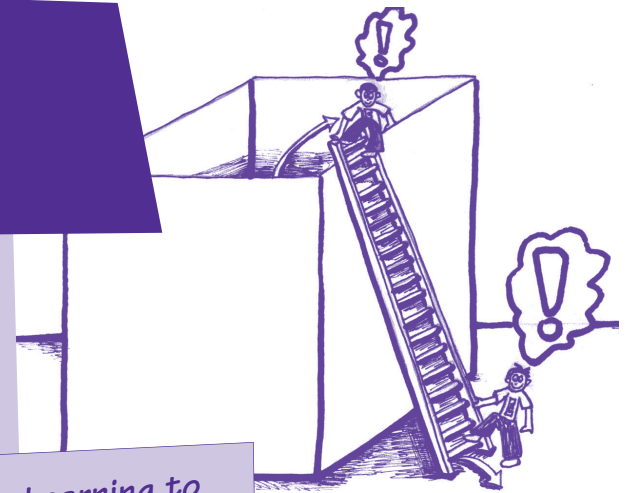


Explore more at

www.4-hcurriculum.org

National 4-H Curriculum

can be accessed to expand on the knowledge learned in each activity and to find additional activities and resources.



Learning to think outside the box.

HELP! I'm not an Entrepreneur!



You do not need to be an entrepreneur or even a business person to assist young people in learning about starting a business. Guiding youth on their entrepreneurial journey just requires your interest in being with, as well as learning along with, youth involved with this project. Don't feel as though you must be an expert in order to facilitate and encourage a group of young people. Research shows that even just the presence of a caring adult has a tremendous positive impact on the life choices youth will make.

Learning by Doing, the 4-H Way

In the early 1900's, the progressive educators and USDA Demonstration Agents who began 4-H recognized the power of hands-on, minds-on, exploration of real world grownup activities as a way of youth learning and applying new ideas. Since then, we have learned more about how young people like to explore and discover, and how they like to be treated. Today the way 4-H teaches is called life-skills based experiential youth development education. The focus is equally on the youth and on the educational content.

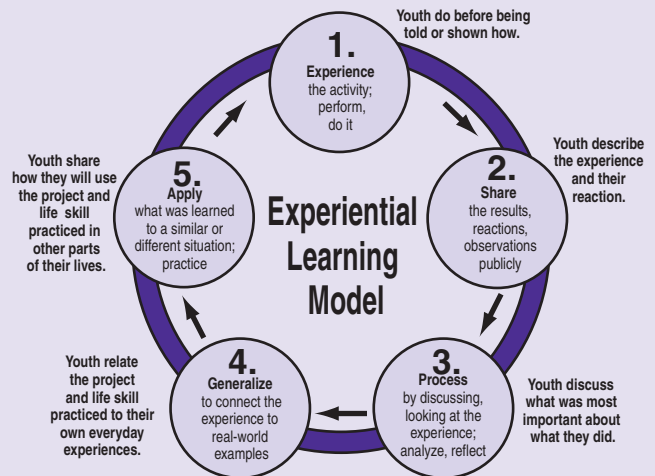
Leading by Facilitating

In experiential learning, youth and adults share responsibility as partners in learning. The adult Helper (or facilitator) engages youth in the experiential learning process, guiding them as they become involved with information, design the learning experience, encounter the decision-making process, and measure achievement of goals. A variety of hands-on experiences are provided. Learning is usually accomplished through discovery or exploratory learning, with guiding questions that stimulate reflection and critical thinking skills. The Helper gives support and encouragement and serves as a resource to set the stage and provide access to needed information and materials. The Helper doesn't have to know all the answers!



The Experiential Learning Model

To better understand the facilitation leadership style, think of it in terms of the experiential learning process and consider what the leader/helper might do at each step.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

Each of the activities uses the experiential learning model. Successful experiential learning results in project subject matter and personal life skills developing together in a single activity, or a series of related activities. Successful experiential learning engages learners in the activity, encourages them to think more, work harder, and ultimately learn more thoroughly than with traditional methods.

"Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity."

John Dewey

The Experiential Cycle

Experience

The model begins with an experience. Action! When the learner is involved in learning by doing before being told or shown how, a wide variety of life skills can be practiced. The life skill selected engages the youth in the experience. As Helper, you set the stage for the learning opportunity, help learners access the resources they need, and are available, if needed, for assistance. The strategy for learning, if new, is also described, discussed, or demonstrated. The learners are allowed to proceed with the discovery learning process.

Share (eXPERIENCE)

As the model shows, sharing is simply asking individuals, “What did you do? What happened? What did it feel like to do (whatever)?” This step should generate lots of information that will lead to the process step. The Helper performs a subtle, nondirective role, helping group members to work together and share their skills and knowledge. The Helper also assures that all learners have a chance to contribute to the group experience.

Process (eXPLORE)

The questions and discussion now become more focused on what was most important about the experience. Common themes that emerge from the sharing session provide opportunities to explore further. Discuss teaching points related to the subject matter. Look for differences and similarities, patterns, and relationships to connect the learning with previous learning.

Generalize (eXTEND)

In this step the discussion becomes more personal. “So what?” is the question. What did the experience mean to me personally? How does it relate to my everyday life? While the subject matter alone could remain the focus of the discussion of all five steps of the model, life skill development is equally important and should be a major part of the discussion. Helpers should ask what life skills were practiced while doing the activity or during the experience. If youth worked in teams to complete an activity, then questions about teamwork would be appropriate. Likewise, if an activity calls for communicating skills, then communications skills could be discussed. Members of the group think about how their new knowledge can help them to accomplish other goals and explore even wider uses in other real life situations. The “MORE e” activities included help them generalize the concepts and principles they have learned. This step often leads to surfing the Web, checking a reference, or asking questions of someone who knows entrepreneurship.

Apply (eXPAND)

What was learned? How can youth apply it to their lives? Better yet, can youth perform a different activity that requires the new skill to be used? Again, the emphasis is placed on the life skill practiced rather than the subject matter skill. This may lead to the evidence of program impact, and more thinking about what else learners need/want to know. This can become the next educational activity to build on what has just been learned.

It takes experience, feedback, observation, and reflection to develop competence as a facilitating Helper. The first few times you do it, you may feel awkward. Fortunately, all of the activities in this series have been carefully thought out by people who are familiar with “hands-on” learning and reflection. Follow their suggestions in the activities, and before you know it, the youth will become involved in learning this way.

Learning Styles

Everyone sends and receives messages through sensory channels: seeing, hearing, and hands-on interaction. Some researchers include the sense of touch in the list. Learning occurs as we process information through all these channels. Research indicates, however, that each individual has a dominant learning channel or style. For example, one youth may learn best by seeing, but would have to consciously develop the other senses in order to learn as well from them.

Because not all youth learn the same way, we need to provide learning experiences and opportunities to see, hear, and do each time new material is presented.

Auditory – likes group discussions and oral presentations. Remembers what they or someone else says.

Visual – likes viewing or drawing pictures, illustrations, diagrams, and charts to illustrate and learn concepts.

Kinesthetic – prefers to be physically involved in the subject, role playing, doing an experiment, learning by doing. Learner needs direct involvement.

Tactile – touch is the key to learning. Making a product, feeling a product, or different textures helps learner remember.

Adapted from *Evaluating 4-H Curriculum Through the Design Process* - Barkman, Machtmes, Myers, Horton, Hutchinson

Making Meeting Plans

The Entrepreneurship series offers exciting opportunities for youth to develop important knowledge about themselves, about how an entrepreneur thinks, what s/he must know and what s/he does to succeed. Entrepreneurship groups that plan their meetings together are more likely to stay involved and interested. This activity is designed to help your group make plans that everyone will want to support. You will find activities for youth groups in the planning process.

eACTIVITY

Your role is to create a setting in which youth can develop both entrepreneurship and life skills. Helping the group plan their annual program, or even just one meeting, takes a lot of patience and your ability to sit back and allow the youth to work through it together. While you may offer suggestions and support, planning is part of their learning experience and another opportunity to practice the planning/organizing skill. Here is a technique for generating ideas and arriving at decisions.

Activity: Working Together

Have everyone review the topics in their level of the youth activity guide. Then ask each person to write ideas for group meetings and supporting activities (field trips, tours, community service, etc.). Sometimes youth generate more ideas by working together in groups of two or three, with one person writing down the ideas. Allow five to ten minutes.

Have one person or group share his/her/their ideas in a round-robin fashion. As the ideas are spoken, a designated person records them on a chalkboard or a large sheet of paper. List the activities quickly without discussion. After all ideas are listed, provide time for the person or group who suggested the idea to clarify or explain it. Others can add support, questions, or criticism. After a short discussion, move on to the next idea.

WHAT'S IN IT FOR ME

The group will plan a program of Entrepreneurship meetings.

Entrepreneur Skill:

Managing available resources

Life Skill:

Planning and organizing

Educational Standard(s):

Understand that effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are "all or nothing" decisions.

Estimated Time for Activity:

1 hour

Suggested Size of Group:

3 to 30

Materials Needed :

- pencils
- paper
- flip chart or chalkboard
- poster paper (optional)
- youth activity guides
- Interesting Group Activities, page 32

From all the ideas generated, discussed, and possibly combined, have each individual or group rate the items in order of preference on a separate sheet of paper. You may want them to have them indicate their top five, ten, or whatever choices.

Read each idea and have members rank them. Add up the numbers. Allow time to discuss the choices as they relate to the group's overall goals. From the decisions made, make up the list of topics for programs.

Deciding Who Does What

Now that the group has decided what they want to learn more about, you will want to be sure everyone shares in the responsibility of seeing that it happens. Encourage as many youth and families as possible to have a specific job on the year's program. Providing recreation, demonstrations, refreshments, and hosting the main program are all possibilities. If the group is large, individuals may work together in teams.

Completing the Program

Write an outline so everyone can see the plan taking shape. After the program is completed, make copies for each person involved. You might include a list of everyone's name and phone number, plus e-mail address, if the youth have access to e-mail. Take a few minutes after the planning session to talk about the process of planning.

eXCHANGE

- How did you and the group make the plan for the year?
- How did you feel about the planning session?
- How was everyone involved?

eXPLORE

- Why are decisions made through discussion more often accepted than those made by voting?
- Why is it important for youth and Helpers to work together on planning activities?

eXTEND

- What life skills do you practice when working together?
- How does making a plan help you manage your time and your schedules?
- How will this experience help you plan family experiences?
- How will it help you plan in other areas of your life?

eXPAND

- In what ways will your planning for next week or next year change as a result of this experience?

Planning to Achieve Goals

- Where do you want to go? Identify your goals for the project.
- What do you want to do? Keep your goals in mind while exploring options for reaching them.
- Why do you want to do it? Know the reasons why your goals are important.
- How will you do it? Determine what activities will help you accomplish your goals.
- What do you need to do it? Line up the resources you will need.
- How you will know if you did it or not? Once you have made a plan, evaluate whether it will achieve the goals.

It is best to think of planning as a cycle, not a straight-through process. Each step is connected to the others, not just the ones before and after. It's more like a planning web. While implementing your program, you can revise your plan at any time if it doesn't provide the outcomes you want.

Group Goals for the year

- All youth complete at least half of their achievement program.
- Plan and conduct a community service project.
- Involve each family in activities.

See page 32 for ideas for interesting group activities.

Love it!

This is a good start.



Meeting Date and Time	Meeting Place	Meeting Activity	Who is Responsible?	What to do before the meeting
Nov. 6 7:00 p.m.	Johnson family	Interviewing a successful youth entrepreneur	Tom and Sharon	Write three questions you would like to ask

Opportunity is Where You Find It!

Did you know that every daily paper is full of stories that suggest possible business opportunities?

Entrepreneurs develop successful responses to market needs or changing trends by paying careful attention to information available in the world around them. Youth will practice identifying potential business opportunities by reading the newspaper.

WHAT'S IN IT FOR ME

Youth will use a newspaper to locate business ideas.

Entrepreneur Skill:

Identifying potential business opportunities

Life Skill:

Learning to learn: Using information

Educational Standard(s):

Understand that entrepreneurs accept the risks in organizing resources to produce goods and services because they hope to earn profits.

Estimated Time for Activity:

1 hour

Materials Needed :

- copies of recent large city and local newspapers at least one per youth
- copies of chart below or paper for writing
- pencils

eACTIVITY

Provide youth with copies of recent newspapers, one national such as the Wall Street Journal, and one local publication. Have them read through the sections that might provide information suggesting opportunities for entrepreneurial businesses. Each youth selects several stories of interest and notes the information on the chart below. The very best business situation exists when a person can use a hobby or skill s/he already enjoys to satisfy a demand caused by unmet needs in the community.

Story Title	Business Opportunity	Why you find it interesting

“Business ideas are everywhere!”



eWords • entrepreneurs

eXPERIENCE

- How many stories did you scan to find possible opportunities?
- In what sections of the paper did you find articles suggesting opportunities for businesses?
- Was it easy or hard to find business opportunities that were interesting to you?

eXPLORE

- What factors did you look for in selecting articles to read?
- What would it take to turn some of these opportunities into entrepreneurial businesses?
- What additional information would you want to use?

eXTEND

- What business opportunities did you find that might be of interest to you?
- Why should you continually be on the lookout for business ideas?

eXPAND

- How can you apply the skill of using available information to other areas of your life?
- What other business-related information might you use that is available in a local paper?
- How might you determine whether the information you found is accurate and dependable?

eFACTS

Success

Success comes about most often when the entrepreneur pursues a business for which s/he truly has a passion, and is happy to work hard at.

MORE e

1. Apply what you have learned by playing a brainstorming game, “I really hate it when _____.” It is a technique for finding business opportunities in “bad” situations. First, make a list of situations that really are “bummers” for you such as, “I really hate it when I have to clean my room.” Then list potential products or services that might improve the bad situation.
2. Begin a file, a journal, or a scrapbook, to collect ideas you find interesting that might be developed into entrepreneurial businesses.
3. Locate and view the video tape “Do What You Love,” available from Film Ideas, Inc. 3710 Commercial Avenue, Northbrook, IL 60062. It features three teen entrepreneurs who demonstrate being self-starters and opportunity seizers. Pick out the tips on business research and planning, and on putting your ideas into practice.