University of Nebraska Lincoln EXTENSION

4H2110

UNIT 1

ESI: Discover the E-Scene

EntrepreneurShip Investigation

Now with CLIFTON YOUTH STRENGTHSEXPLORER

IANR HTC NCE Nebraska Career Education GALLUP

Unit 1 Discover the E-Scene

Acknowledgments i
ESI Partners ii
How to Use ESI Unit 1 iii
Introductory Letters iv
Table of Contents vii

1. Investigating the Entrepreneur Profile 1.1
Activity: Investigating the Entrepreneur Profile

2. Investigating Who Is Down the Block 2.1
Activity 1: Entrepreneurs in Your Community
Activity 2: Social Entrepreneurs

3. Investigating Yourself 3.1
Activity 1: Talents, Interests, and Hobbies
Activity 2: Discovering Your Talents

4. Investigating What It Takes to Be an Entrepreneur 4.1
Activity: Entrepreneur Skills Assessment

5. Discovering Your Family Entrepreneur 5.1
Activity 1: Entrepreneur Interview
Activity 2: Family Tree Secrets

6. Investigating the Risks 6.1
Activity 1: Investigating the Risks
Activity 2: Making a Decision

7. Peeking Into the Future 7.1
Activity 1: What Do You Want to Be When You Grow Up?
Activity 2: S.M.A.R.T. Goals

8. What's Changed? 8.1
Activity 1: My Community Is Changing
Activity 2: Your Place in a Changing World

Let's Celebrate! 9.1
Investigator's Notebook 10.1
References 11.1
Glossary 11.2
People Behind the Scenes 11.3

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Investigating the Entrepreneur Profile

Success Indicator

You will be able to define and explain what an entrepreneur is and interpret from information provided what makes a person an entrepreneur.

Life Skills Practiced

Learning to Learn; Interpreting Information

Project Skills Practiced

Explain what an entrepreneur is.

Introduction

An **entrepreneur*** is a person who takes the **risk** to start and run a business. Entrepreneurs discover and create new **products** and **services** and bring them to the market. They find new ways to use and market things already available. These individuals may create a new technology or other types of innovation. They often seek better and faster ways to do things. They create jobs for people in the community and contribute to economic growth. Entrepreneurs generate energy, initiative and a sense of progress within a community. They often give something back to their community.

Activity: Investigating the Entrepreneur Profile

In this activity you will discover what an entrepreneur is and what makes a person an entrepreneur through reading and analyzing stories about entrepreneurs. By analyzing the story about the inventor of Kool-Aid®, you will develop skills in interpreting information and in becoming a lifelong learner.

Activity Instructions for Learner

Read the story about Edwin Perkins, the Inventor of Kool-Aid. After reading the story, answer the questions that follow.

*See glossary page 11.2 for definitions of words in bold type.

Kool Kool-Aid®

Factoids

Kool-Aid Man was introduced in 1975 by adding arms and legs to "Pitcher Man."

Kool-Aid inventor Edwin Perkins' favorite flavor was raspberry.

Kids of all ages worldwide drink more than 500 million gallons of Kool-Aid each year.

Perkins was one of 10 children, eight of whom lived to adulthood. As a child, Perkins was fascinated with a new dessert, "Jell-O®," and persuaded his father to carry it in the family's general store. For the rest of his life, Perkins talked about how Jell-O influenced his decision to get into the pre-packaged food business.

The smiling Kool-Aid pitcher was designed by Marvin Potts, a New York ad agency art director, who was asked to illustrate the ad slogan, "A five-cent package makes two quarts." Apparently inspired by his son drawing on a frosty window pane, he created three different pitcher designs: one had 5 cents drawn in the frost, one had a heart and arrow and one had the smiling face.

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E-Ship Clue

Learn more about entrepreneurship. Research and read stories of success and failure.

EDWIN PERKINS

The Inventor of Kool-Aid®

Edwin Perkins was born on January 8, 1889, in Lewis, Iowa. He and his family moved to a farm in Furnas County, Nebraska, in 1893, and in 1900 moved to the town of Hendley, Nebraska.

Perkins started making extracts and medicines when he was 12 years old using instructions from a mail-ordered product advertised as "Be a manufacturer — Mixer's Guide tells how — write today."

During the four years after Perkins graduated from high school, he was the village postmaster, did printing, published a weekly paper and set up a mail order business to sell products that he made from his chemical set. The products included perfumes and bluing (a laundry whitener) that he sold under the name, Perkins Products Co. He also invented and marketed "Nix-O-Tine Tobacco Remedy," which was popular with WWI vets who had picked up the tobacco habit during the war and were trying to quit.

In 1920 Perkins moved to Hastings, Nebraska, to be nearer railroads and highways, which made it easier to distribute his products. Perkins Products manufactured and sold more than 125 different products. They ranged from face creams and lotions, medicines, salves and soaps to food flavorings, jelly-making products and fruit drink concentrates. Perkins recruited salespeople and managers for door-to-door sales of his products with postcards advertising "Earn $10 a Day," posters saying, "I Want You to Be My District Manager" and incentives such as new automobiles.

One of the most popular items was a product called Fruit Smack, a 4-ounce liquid fruit-flavored concentrate that could make a pitcher of fruit drink for pennies. The problem with Fruit Smack was that it came in glass containers, which were susceptible to breakage and had high shipping costs.

In 1927 in Hastings, Perkins invented Kool-Aid to overcome these problems. Kool-Aid (which originally was called Kool-Ade) was a powder that was lightweight, packaged in envelopes and sold in grocery stores instead of door-to-door. It came in six flavors: raspberry, cherry, grape, lemon, orange and root beer. The packaging presented a problem — one type of packaging left black, tarry material in the powder and another didn't seal properly. Perkins came up with a soft waxed paper liner and an outer envelope in bright colors that he designed and printed himself. Kool-Aid was the first powdered soft drink mix to be sold nationally in stores.

By 1931 Kool-Aid® was so popular that Perkins Products Co. stopped selling all its other products to concentrate on Kool-Aid manufacturing and marketing. In the same year, the company moved to Chicago because Chicago had more efficient distribution points, was closer to suppliers and could better enable future business expansion. In 1953, Perkins Products Co. was sold to General Mills (which later was acquired by Kraft Foods).

Perkins died in 1961 in Rochester, Minnesota, and is buried in Hastings, where Kool-Aid was invented. Perkins and his wife Kitty contributed money to various Hastings organizations when they were alive and after their deaths through foundations that they set up.

Kool-Aid is the official soft drink of the state of Nebraska.

Hastings Museum of Natural and Cultural History (*http://www.hastingsmuseum.org/koolaid/index.htm.*)

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Answer the following questions about the Kool-Aid story.

1. Who is the entrepreneur?

2. What new idea or business did the person in the story come up with?

A talent is a natural way of thinking, feeling, or behaving — it's what comes naturally to you.

3. What traits do you think the entrepreneur in the story had that made the business successful? A trait is a special quality or characteristic. An example is resourcefulness.

4. Which talents do you think Edwin Perkins used to start his business? (Circle the talents that you think Edwin Perkins used.)

Achieving (setting goals)

Caring (helping others)

Competing (needing to win)

Confidence (believing in self)

Dependability (following through)

Discoverer (being inquisitive)

Future Thinker (dreaming about the possibilities)

Organizer (being detail oriented)

Presence (liking to be in front of others)

Relating (developing friendships)

Can you think of any other talents he used?

5. What is your definition of an entrepreneur?

6. Who are entrepreneurs in your local area? List several.

7. Why do you think they are entrepreneurs?

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Sum It Up!

Share What You Did

1. What did you learn while doing this project?
2. What surprised you?
3. What did you learn about yourself?

Process What's Important

1. How did others help you with this project?
2. How can you use the information you learned about entrepreneurs and their traits in your own life?

Generalize to Your Life

1. What key points have you learned in this project?
2. How is learning to interpret information important to you?

Apply What You Learned

1. What are the qualities that you think are important in an entrepreneur?
2. If someone helped you with this project, what would you tell this person that you learned and the difference it has made in your life?
3. Can you see yourself as an entrepreneur? Why or why not?
4. What talents do you think you have that might help you as an entrepreneur?

More Challenges

Interview or research another entrepreneur of your choice and write a summary identifying who the entrepreneur is, what business this person started, why this person is successful, and what traits this person has that makes him or her successful.

Write a letter to a local entrepreneur asking how he or she got started, what made this entrepreneur want to start a business, what were some of the rewards and problems, etc.

Additional Information: National Council on Economic Education, *http://www.ncee.net/*

StrengthsExplorer defines the Discoverer theme as one who likes to think and explore ideas. Do you think Edwin Perkins had this talent?

Investigator's Notebook

After thinking about the Edwin Perkins' story, draw a bubble diagram about all the qualities Edwin Perkins needed to be successful. Make a large bubble in the center of the page and label it "Edwin Perkins." Color this bubble green. Fill each of the other bubbles with a different talent. Color the most important bubbles yellow, the next important bubbles pink, and the least important bubbles blue. For example: in a yellow bubble you might list Future Thinker, which is a talent that helped Perkins be successful because it gave him the ability to think ahead.

National and State Standards

National Entrepreneur Standards: A.01, H.05

State Standards: ENT 12.1.1, ENT 12.8.1

R/W 08.1.1, R/W 8.1.2, R/W 12.1.1, R/W 12.2.1

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Investigating Who Is Down the Block

Success Indicator

You will be able to identify entrepreneurs in your community and understand how the entrepreneurs have made the community better.

Life Skills Practiced

Acquiring and Evaluating Information, Communicating With Others

Project Skills Practiced

Identify entrepreneurs in your local community and how they contribute to the community.

Introduction

In communities everywhere, people choose to become entrepreneurs by setting up businesses to produce a product or service that is wanted by the people in their community. Most of these businesses are relatively small and primarily serve the local neighborhood, community or city.

Activity 1: Entrepreneurs in Your Community

Using the *Entrepreneurs in Your Community* form, research businesses in your community. You can use the yellow pages of the phone book, the Internet, parents, other relatives and personal contacts to get the information. Try to personally interview at least one person. Have them help you answer the questions that follow.

Entrepreneurs in Your Community

Complete the following information about businesses in your community. Try to find at least four businesses. Some sources to find the information include: phone book yellow pages, the Internet and people in your community.

Name of the Business	Name of the Business Owner	When the Business Started	Product/Service Provided

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Answer the following questions:

1. What businesses did the entrepreneurs in your community start?

2. Why do you think these entrepreneurs started their businesses?

3. What community needs did the businesses fulfill?

4. Have the businesses been successful? Why or why not?

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E-Quote

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it's the only thing that ever has."
— Margaret Mead

Social entrepreneurs (also known as nonprofit organizations) strive to make the world a better place in which to live — locally, nationally and even internationally. Their **goal** is to benefit society. This ESI curriculum, for example, was created with the support of several social entrepreneurs who want to have entrepreneurship education available to young people.

Another example is Wendy Kopp, who created "Teach for America," a Peace Corps for the public school system. The objective is to recruit recent college graduates to commit two years to teach in urban and rural public schools. Like other social entrepreneurs, she saw a situation that she didn't think was right and set out to solve the problem.

Identify social entrepreneurs in your community.

Name of person:_____

_____

_____

What is their focus?

Case Study

Haley Kilpatrick, Girl Talk

For many young girls entering middle school, social anxiety and low self-esteem seem like unavoidable rites of passage. For Haley Kilpatrick, now 20, experiencing that challenging phase in her life was much more. It was the spark of an entrepreneurial idea.

At age 16, Kilpatrick founded the national not-for-profit organization Girl Talk. After her younger sister started experiencing similar anxieties in middle school, Kilpatrick came up with the idea for a mentoring program in which middle school girls would be paired with high school girls to boost their self-esteem.

Kilpatrick, who lives in Atlanta, Georgia, took her idea to the headmaster of her sister's school and Girl Talk began. Girl Talk groups provide a weekly forum for middle school and high school girls to discuss concerns, problems and other news.

Girl Talk has received national exposure from CosmoGIRL!® magazine and American Eagle Outfitters®. Kilpatrick recently approached Brown Bag Marketing of Atlanta to help her continue marketing her organization with the hope that Girl Talk chapters will be commonplace nationwide.

Source: RUPRI Center for Rural Entrepreneurship.

What talents do you think Haley Kilpatrick used to start Girl Talk?

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Sum It Up!

Share What You Did

1. How did you find information about your community's entrepreneurs?
2. How did you determine that this person is an entrepreneur?
3. Did you enjoy finding the information about your community?

Process What's Important

1. What was the most challenging part of this project? Why? How did you solve it?
2. What or who was the best source of information for you? Why?

Generalize to Your Life

1. What need(s) do you see in your community?
2. How could you determine if you could fill this need with a profitable business?

Apply What You Learned

1. What did you learn about yourself while doing this project?
2. How can you use the skills of acquiring and evaluating information in other situations?

Additional Resources

Web sites of local Chamber of Commerce and local businesses

More Challenges

Using the *Entrepreneurs in Your Community* form, do research about other businesses in your state that have a regional or national influence. Answer the following questions about the businesses you research.

1. Why do you think the entrepreneurs started their businesses?

Investigator's Notebook

Journal about your research experience. How did you feel about interviewing a business person? Write down three of the most important or interesting things you found out about for-profit and nonprofit businesses.

National and State Standards

National Entrepreneur Standards: A.01, C.01

State Standards: ENT 12.1.1, ENT 12.3.1 R/W 08.1.2, R/W 12.1.2

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Investigating Yourself

Success Indicator

You will explore your talents, interests and hobbies and relate them to a business idea.

Life Skills Practiced

Thinking Creatively; Managing Self

Project Skills Practiced

Understanding Skills/Strengths Assessment; Communication

Introduction

Everyone is good at something, but not all people are good at the same things. Some of your friends are good at singing; others are good at sports, artwork, or schoolwork. What are you good at? What are your favorite subjects at school? What are your interests? What comes easy to you? We are unique because we think in certain ways, feel in certain ways, and behave in certain ways. We call these natural ways of thinking, feeling, and behaving our "talents." We each have great talents, and the more we know about them, the more we can understand what makes us special and how we can use our talents to do things well. Ultimately, we want to turn our talents into strengths — the ability to provide consistent, near-perfect performance in a specific task. This happens when our talents are coupled with skills and knowledge.

Activity 1: Explore Your Strengths

By answering a series of questions about yourself, you'll learn about your unique talents. To get started, go to *www.strengthsexplorer.com,* click Begin Program, and enter your access code located in the back of this manual. Take the assessment and read through the results of the assessment (your Top 3 report). Share your results with your friends, family, and other adults in your life. Check out the StrengthsExplorer *Youth Workbook* and dive into activities that focus on your talents. Make sure you complete the About You sections on Pages 2-5 in the StrengthsExplorer *Youth Workbook* before proceeding in this manual.

Activity 2: My Talents, Interests, and Hobbies

In this activity you will discover your talents, interests and hobbies, and determine what entrepreneurial skills you already have to offer for your business.

Using the following form, take 5 minutes to brainstorm how your talents, interests, and hobbies can help you with your business.

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My Talents, Interests, and Hobbies: What Entrepreneurial Skills Can Help With My Business?			
My Talents (Top 3 Themes)	My Interests (What I Like)	My Hobbies (Activities I Like to Do)	My Favorite Subjects in School
Theme Name: Theme Name: Theme Name:			

Enrichment Part 2
Personal and Business Research

Thinking About ... You!

1. Read through the theme descriptions that are listed in your Top 3 report. Record your favorite sentence from the theme descriptions. (You could also draw a picture or make a collage from magazine photos describing your Top 3 talents.)

2. What are your favorite subjects in school? Which talents are used while studying those subjects?

English
Social Studies
Geography
Science
Math
History
Computer
Choir
Physical Education
Art
Others?

E-Ship Clue
What we're interested in and good at doing can often tell us about our talents

3. Which of the following occupations interests you the most? In which of these jobs will you be able to use your talents on a daily basis? If you're unfamiliar with what these people do, ask your parents or your teacher.

Pediatrician
Chef
Bank President
High School Math Teacher
Landscape Architect
Civil Engineer
Lawyer
Pharmacist
Disc Jokey
Loan Officer
Webmaster
Human Resource Manager
Reporter

4. Describe a business that you would like to own that would use your talents.

Competing:
You see many things in life as a game, and you feel great joy when you win. You truly hate to lose because you are always striving for first place.

Which occupations would require the talent of Competing?

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Activity: Turning Our Talents Into Strengths

Most of us were born with healthy muscles. By about 6 months, most babies gain at least some control over most of the muscles in their body. As babies are placed on the floor to wiggle, they stretch their muscles and reach for toys. Baby swings and bouncers help their arms and legs to get exercise. Parents help babies' muscles grow by pulling them to a sitting or standing position or giving them a gentle push to roll over. Little by little, the babies gain enough muscle strength to roll over, sit up, crawl, stand, and eventually walk, all on their own.

Developing our talents is similar to how babies learn to use their bodies. We each have our own set of unique talents — but they don't serve us to our full advantage until we use them. Through acquiring skills, knowledge, and experience, we can turn our talents into strengths.

Let's say that you have the talent of Competing, and you are enrolled in gymnastics. Because of your Competing talent, you stay in class with greater determination than others in the class. You strive for excellence because you have a very strong desire to win a trophy at your upcoming meet. Your talent alone wouldn't be enough to earn the recognition — you need to prove it. In class, you know you need to learn the routine and what moves are expected of you. Your Competing talent will keep you striving for excellence and working hard to win. With time and experience, you will develop the ability to do well every time you perform gymnastics — that's when it becomes a strength.

Knowledge — what you know

Skill — the basic ability to move through the fundamental steps of a task

Strength — the ability to consistently produce a nearly perfect positive outcome in a specific task.

Talent — a natural way of thinking, feeling, or behaving

The combination of talents, knowledge, and skills make up a strength.

Think about specific tasks that need to be performed at school, at home, at work, on the baseball field, and in other areas of your world. Then think about the people who perform those tasks with strength.

If you were describing a strength demonstrated by someone you know, it could look something like this:

My friend, Tom, HAS THE ABILITY TO CONSISTENTLY pitch the baseball AT A NEAR-PERFECT LEVEL.

Now, describe one strength you see in someone else.

_____ HAS THE ABILITY TO CONSISTENTLY _____

_____AT A NEAR-PERFECT LEVEL.

Think about yourself. Describe one strength you see in yourself. Be specific.

I HAVE THE ABILITY TO CONSISTENTLY _____

_____

_____ AT A NEAR-PERFECT LEVEL.

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Meet Jonathan

Jonathan has the talent of Presence. From a very early age, he liked "showing off" in front of people. At first, he liked acting silly and telling jokes to get a laugh from anyone who would watch him. Two summers ago, Jonathan enrolled in summer drama camp. There he learned about being on stage — how to project his voice, how to move his body on stage, and how to think like the character he was playing. He was able to practice his knowledge by being in numerous plays during the camp. This past school year, Jonathan's school put on a production of *The Wizard of Oz*. Jonathan got the part of the Cowardly Lion. He remembered what he had learned at drama camp. Jonathan gave an outstanding performance and everyone said he stole the show. Jonathan knows that acting is something he wants to continue doing — probably for the rest of his life.

Presence:
You were born to be at the front of the room telling stories and taking the lead. Other people watch you and listen to you.

How do Jonathan's talents help him when he is acting?

What skills did he need to acquire?

Help Jonathan brainstorm ways his Presence could be used to help him as an entrepreneur.

Can you think of businesses that Jonathan could start where he would need to have Presence?

Meet Maria

Maria has the talent of Caring. As a small child she loved playing nurse with her dolls and helping her mother tend to her younger brother. Whenever a friend is sick or sad, she is the first to notice and tries to help make that friend feel better. Maria recently took a class at the local hospital to train as a teen volunteer. Next week, she'll start volunteering four hours a week answering phones at the front desk, delivering meals, taking gifts and flowers to patients, and helping in the gift shop and snack bar. She is anxious to learn new skills and spend some time in the hospital environment. Although she won't be able to provide any hands-on patient care as a teen volunteer, she will be able to see firsthand what working in a hospital is like.

Caring:
In your heart, helping other people is very important. You want to make the world better by helping people in small ways or big ways.

How do you think her Caring will help her when she volunteers?

If Maria pursues a career in healthcare, what are some of things she will need to learn?

Help Maria brainstorm ways Caring can be used to help her as an entrepreneur.

Can you think of businesses that Maria could start where she would need to have the strength of Caring?

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Sum It Up!

Share What You Did

1. What did you learn about yourself while doing this project?
2. How did you feel?
3. How did you share your project with others?

Process What's Important

1. What were some of the common themes or thoughts you had while doing this project?
2. Why was this activity important to do?

Generalize to Your Life

1. Could your talents, interests, hobbies and favorite school subjects relate to a business idea you may have? Why or why not?
2. Could your interest in a certain occupation relate to a business idea you have? Why or why not?
3. Explain how you can use the Organizer talent in business.

Apply What You Learned

1. Do you think that knowing about your talents is important in picking the type of business an entrepreneur may start? Why or why not?
2. Why was this project important to your life?
3. Further explore your talent themes by completing the About You activity on Pages 2-5 in your StrengthsExplorer *Youth Workbook*. You can access this guide by logging into *www.strengthsexplorer.com*, entering your access code found in the back of this manual, going to the View Results field, and downloading the *Youth Workbook*.

Additional Resources

Web sites of local Chamber of Commerce and local businesses
Clifton Youth StrengthsExplorer *Youth Workbook*
www.4H.unl.edu/esi

More Challenges

1. Call one of the entrepreneurs listed on the *Entrepreneurs in Your Community* form on Page 2.1 and ask that person which talents they used in starting their business. Ask them which talents they still use in running their business.
2. Ask your parents to fill in the chart for you on Page 3.2 *My Talents, Interests, and Hobbies: What Entrepreneurial Skills Can Help With My Business?* Do their answers match yours? Discuss the similarities and differences.

Investigator's Notebook

Now that you have taken the Clifton StrengthsExplorer assessment and you've thought about your talents, interest, hobbies, and favorite school subjects, it is time for you to summarize this in your Investigator's Notebook. Write a paragraph in your notebook. Were you surprised by any of your StrengthsExplorer themes? What other talents do you think you might have? Write about how your talents, interests, hobbies, and favorite school subjects can help you run your own business. Write down your preliminary business ideas.

Organizer:
Scheduling, planning, and organizing your world makes life better. People count on you to get the details right and pull a plan together.

National and State Standards

National Entrepreneur Standards: A.01, H.05
State Standards: ENT 12.2.2, SS/H 08.3.5, M 08.5.2

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