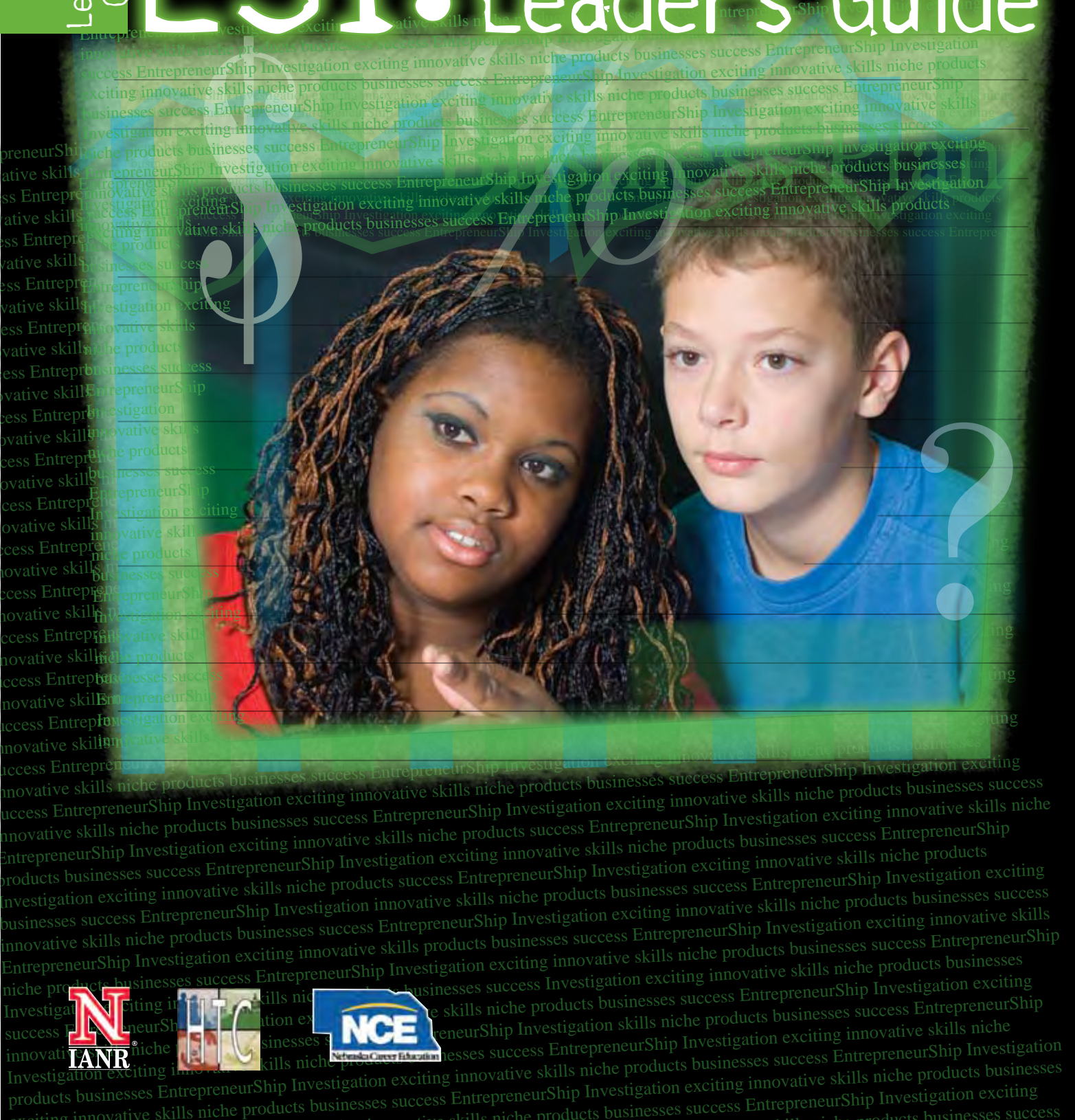




Leader's  
Guide

# ESI: Entrepreneurship Investigation Leader's Guide



# Leader's Guide

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# A Note to the Leader

## A Great Opportunity

As an ESI leader, you will shape learning, offer encouragement, provide recognition and enjoy the fun. Together you and the youth will study entrepreneurship and work through the critical steps of sound decision-making.

### Your Responsibilities

- Become familiar with the ESI curriculum Leader's Guide
- Provide a safe, supportive and non-judgmental environment
- Understand and use the experiential learning cycle
- Reinforce ESI decision-making skills
- Assist each youth's efforts to set goals and complete the record-keeping activities
- Serve as a resource person who connects youth to related materials; community projects; and people with needs, interests or expertise in entrepreneurship or decision-making.

### Your Challenge

Support youth as they explore the activities and develop conclusions. Resist the urge to provide or insist on "correct" answers. Instead, talk with youth, share their concerns, listen to their ideas and promote follow-up and follow-through.

### Project and Life Skills

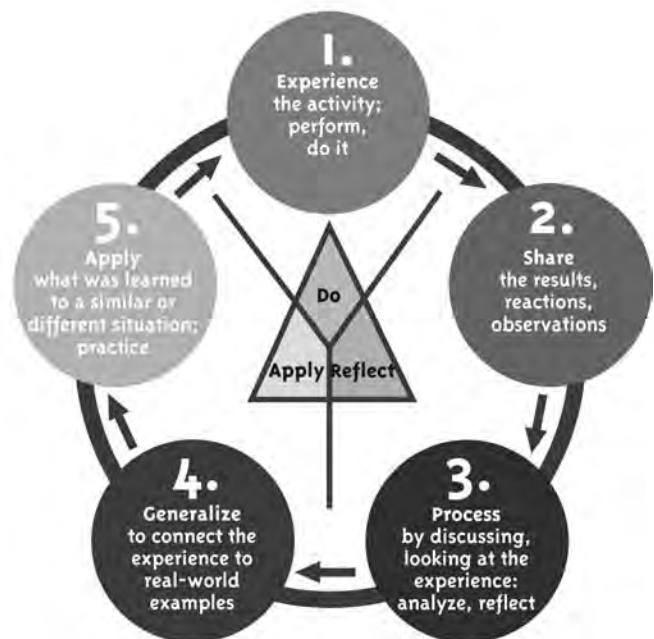
Each activity emphasizes a life skill that builds workforce and personal competencies and a project skill related to the subject matter.

Life skills such as critical thinking, problem-solving, keeping records, planning/organizing and self-responsibility are part of this curriculum, but the life skill most emphasized is decision-making. Thus, each activity highlights a decision-making skill:

- Define the problem
- Consider alternatives
- Gather information
- Evaluate alternatives
- Make decision
- Evaluate decision.

### The Experiential Model

This model helps leaders formulate activities to reflect the DO, REFLECT, APPLY in five steps.



Pfeiffer, J. W., and Jones, J. E. (1985). *The Reference Guide to Handbooks and Annuals*, Vol. 1-10, 1972-1985. San Diego, CA: University Associates Publishers and Consultants.



# Youth Learning Characteristics

## 3rd - 5th Grade Youth

Active is the key word for this group. Physical activity is the key to involvement.

This age group:

- Likes hands-on activities — promote seeing and doing.
- Has need of opportunities to share thoughts and reactions with others. Ideas are either right or wrong, great or disgusting, fun or boring. There is little middle ground.
- Looks to adults for approval, following rules out of respect.
- Likes to be joiners.
- Prefers group competition to single winner, where only one can be best.
- Comparison with others is difficult as it erodes self-confidence.
- Build success with these youth by comparing past performance with their newest progress.
- Strong need to feel accepted and worthwhile.
- Encouragement from an adult can have very strong, positive results.
- Immediate self-reward is still the emphasis.
- Provide guides for improvement for the next time for success.

## 6th - 8th Grade Youth

Rapid body changes leave this group in constant motion with the changes in hormone and emotional levels.

This age group:

- May be very uncomfortable about being in an adult world.
- In transition of concrete thinking to abstract thinking.
- Playing with ideas may be as much fun as actually playing sports.
- Ready to discover their own solutions rather than those given to them by adults.
- Small groups are the best for this group to test ideas.
- Justice and equality are important issues.
- Opinions of peers are more important than those of adults.
- Social interaction and group acceptance is very important.
- Adults can help build confidence by providing self-discovery activities.
- Avoid comparison.

## 9th - 12th Grade Youth

Most teens in this age group know their own special abilities and talents. Mid-teens are very involved in themselves and their peer group rather than family, teachers or other adults.

This age group:

- Relationship skills are more developed. Dating increases.
- Acceptance by other sex is very important.
- Starting to think about careers, future goals and plans.
- Teens set goals based on personal needs and priorities.
- Goals by others are usually rejected.
- Becoming very good at abstract thinking — becoming very inventive.
- Can initiate and carry out own tasks without supervision.
- They can enjoy helping younger people carry out their projects and should be encouraged to do so.
- A helper can be helpful in arranging new experiences, and allow teens to have input into the project.

- Helpers become coaches or advisers.
- May have lots of time conflicts with work, study and sports and little free time.

Adapted from North Central Regional Extension publication 292; Ages and Stages of Child and Youth Development: A Guide for 4-H Leaders. 1992.

## Targeting Life Skills Model



The "Targeting Life Skills Model" helps identify developmental life skills in 4-H and Youth Development Educational programs. They are grouped by:

Head	Thinking, managing
Heart	Relating, caring
Hands	Giving, working
Health	Being, living

# Unit 1: Discover the E-Scene

## Investigating the Entrepreneur Profile

**Life Skills Practiced:** Critical Thinking, Learning to Learn

**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

**What the Learners Will Do:**

Read stories about entrepreneurs and determine what makes them entrepreneurs; answer the questions about the entrepreneur story; summarize a story about an entrepreneur of their choice.

**Success Indicator:**

The learners will be able to explain what an entrepreneur is by learning the definition of an entrepreneur and interpreting from the information provided what makes a person an entrepreneur.

**Instructions and Answers to Activities:**

**Time needed:** 1 hour

**Supplies needed:** Copy of entrepreneur story and questions for each learner, Internet or books on entrepreneurs

The learners will read the story about Edwin Perkins, the inventor of Kool-Aid®. After reading the story, the learners will answer the questions that follow the story. The answers to the questions are:

1. Edwin Perkins
2. Kool-Aid
3. Answers will vary. Possible answers: risk-taking, independence, resourcefulness, determination, self-confident, creative, leadership.
4. The learners will state the definition in their own words. Entrepreneur — a person who organizes and manages a business undertaking, assuming the risk for the sake of profit. Five characteristics are: 1. Entrepreneurs introduce new goods or services into the marketplace. 2. Entrepreneurs discover new resources or new uses for old resources. 3. Entrepreneurs develop new technologies. 4. Entrepreneurs open new markets. 5. Entrepreneurs reorganize existing enterprises or businesses.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

**Background Information for Leading This Lesson:**

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 their 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.

**Entrepreneur** — a person who organizes and manages a business undertaking, assuming the risk for the sake of profit. Five characteristics are: 1. Entrepreneurs introduce new goods or services into the marketplace. 2. Entrepreneurs discover new resources or new uses for old resources. 3. Entrepreneurs develop new technologies. 4. Entrepreneurs open new markets. 5. Entrepreneurs reorganize existing enterprises or businesses.

**Market** — a place where goods and services are sold. A market can be a physical place like a retail store or a place like the Internet.

**Additional Information Included in Curriculum:**

**Glossary Words:**

**Entrepreneur** — a person who organizes and manages a business undertaking, assuming the risk for the sake of profit.

**Product** — something that you can see, hear, smell, and/or touch that satisfies a need or want. Example: a computer.

**Service** — activities performed by people, businesses or government agencies to satisfy a need or want. Example: a haircut.



# Investigating Who Is Down the Block

## Life Skills Practiced:

Acquiring and Evaluating Information

## 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

## What the Learners Will Do:

Research entrepreneurs in their community and how the entrepreneurs have affected the community; complete the **Entrepreneurs in Your Community** form and answer the follow-up questions.

## Success Indicator:

The learners will be able to identify entrepreneurs in their community and how the entrepreneurs have made the community better by acquiring and evaluating information.

## Instructions and Answers to Activities:

**Time needed:** 10-20 minutes for leader to explain; 1-2 hours for learner

**Supplies needed:** Copy of **Entrepreneurs in Your Community** form, phone book yellow pages, Internet (optional)

In this activity the learners will discover entrepreneurs in their community and how these entrepreneurs have made their community a better place by using the **Entrepreneurs in Your Community** form to research businesses in their community and answer the questions. The learners can use the yellow pages of the phone book, the Internet, parents, other relatives and personal contacts to get the information.

Answers to activity will vary.

## Background Information for Leading This Lesson:

Entrepreneurs often 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.

In communities everywhere, people have chosen 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.

## Additional Information Included in Curriculum:

### Glossary Words:

**Entrepreneur** — a person who organizes and manages a business undertaking, assuming the risk for the sake of profit.

**Product** — something that you can see, hear, smell, and/or touch that satisfies a need or want. Example: a computer.

**Service** — Activities performed by people, businesses, or government agencies to satisfy a need or want. Example: a haircut.

# Investigating Yourself

**Life Skills Practiced:** Thinking Creatively, Managing Self

**National and State Standards:**

**National Entrepreneur Standards:** B.12, B.14, B.16

**State Standards:** ENT 12.2.2, R/W 8.3.1, R/W 12.3.1

**What the Learners Will Do:**

Explore their talents, interests and hobbies; using the **Talents, Interests and Hobbies** form, brainstorm their talents, interests and hobbies.

**Success Indicator:**

The learners will practice managing themselves and thinking creatively by identifying their talents, interests and hobbies through brainstorming and discussing the results with others.

**Instructions and Answers to Activities:**

**Time needed:** 30 minutes

**Supplies needed:** Several copies of the **Talents, Interests and Hobbies** form; magazines, scissors, paste, paper

Using the **Talents, Interests and Hobbies** form, the learners will brainstorm their talents, interests and hobbies. The answers to the **Talents, Interests and Hobbies** form will vary.

After filling out the form, learners will fill in the four boxes on page 3.2. Answers will vary. For box 3, encourage learners to look for photos in magazines that describe their common themes graphically. They will have to use an additional sheet of paper to make the collage.

**Collage** — a technique of composing a work of art by pasting on a single surface various materials not normally associated with one another, such as newspaper clippings, parts of photographs, theater tickets, and fragments of an envelope.

**Background Information for Leading This Lesson:**

Explain to the learners that everyone is good at something but not all people are good at the same things. Some of their friends are good at singing, others are good at sports, artwork or school work. Not everyone has the same talents or abilities. You may want to promote a discussion by asking learners the following questions: What are you good at? What are your favorite subjects in school? What are your interests? Do you have a special talent that would help you develop a product or service someone else would like to have?

# Investigating What It Takes to Be An Entrepreneur

**Life Skills Practiced:** Making Decisions, Thinking Creatively

## **National and State Standards:**

**National Entrepreneur Standards:** B.12, B.15, B.16

**State Standards:** ENT 12.2.2, SS/H 08.3.5, M 08.5.2

## **What the Learners Will Do:**

Explore their entrepreneurial skills and compare them to real entrepreneurs; complete the **Entrepreneur Skills Assessment** and answer the follow-up questions.

## **Success Indicator:**

The learners will be able to identify what entrepreneurial skills are by making decisions and thinking creatively about the skills they have.

## **Instructions and Answers to Activities:**

**Time needed:** 20-30 minutes

**Supplies needed:** ESI manual containing a copy of **Entrepreneur Skills Assessment**, **Entrepreneur's Response Key** and **Skills Entrepreneurs Possess**

## **The learners will:**

1. Complete the **Entrepreneur Skills Assessment**.
2. Compare it to **Entrepreneur Skills Key** and answer the questions that follow it.
3. Read the **Skills Entrepreneurs Possess**.

## **Entrepreneur Skills Key**

The answers shown here are what studies have shown to be the common responses given by entrepreneurs. This key is found on page 4.2 of the curriculum. Learners should compare their answers to these responses and make note of the personal characteristics indicated in parentheses.

It is important to emphasize that there are no right answers to this assessment. If the learners don't possess the skill, it doesn't mean that they should not think about becoming an entrepreneur.

Answers to the follow-up questions:

	Rarely or No	Mostly or Yes
Do you like taking chances? (risk-taking)	_____	_____X_____
Do you like school? (learning-oriented)	_____	_____X_____
Do you like making your own decisions on the job? (independence, responsibility)	_____	_____X_____
Do you get bored easily? (impatience, energy)	_____	_____X_____
Do you sleep as little as possible? (energy, time management)	_____	_____X_____
Do you feel unexpected energy when you tackle things that you like? (energy, resourcefulness)	_____	_____X_____
Do you finish what you start? (determination)	_____	_____X_____
Do you try new things for the thrill of it? (risk-taking)	_____	_____X_____
Do you plan your tasks before getting started? (goal-setting, management)	_____	_____X_____

	Rarely or No	Mostly or Yes
Do you worry about what others think of you? (self-confidence)	_____	_____X_____
Do you find it easy to get others to do something for you? (leadership)	_____X_____	_____
Do you enjoy doing something just to prove you can do it? (need to achieve)	_____	_____X_____
Do you find yourself constantly thinking up new ideas? (creativity)	_____	_____X_____
Do you like to take care of details? (impatience)	_____X_____	_____
Do you believe there should be security in a job? (self-confidence)	_____X_____	_____

1. Answers will vary, but remember some learners may not have checked many, so don't make this into a "contest."
2. Answers will vary.
3. You can develop these characteristics through classes you take, projects you do, running for class or club offices, etc.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

### Background Information for Leading This Lesson:

It is important to emphasize to the learners that there are certain personal characteristics that entrepreneurs generally possess. These characteristics are explained in the **Skills Entrepreneurs Possess** handout. A person does not have to have all of these characteristics; however, entrepreneurs generally have certain characteristics in common.

If the learners do not have most of these characteristics, it does not mean they cannot be an entrepreneur. They can develop these characteristics through classes they take, projects they do, running for class or club offices, etc. The leader may want to lead a discussion with the learners about ways that some of the entrepreneurial characteristics can be developed.

It is important to remember that these are characteristics that many entrepreneurs have in common. Having most or all of them does not predict success or failure in a business.

### Acknowledgments:

"Nebraska Entrepreneurs: Creating Your Own Careers," 2002, Nebraska Council on Economic Education, pp. 8, 10, 11, 12, 13.

# Discovering Your Family Entrepreneurs

**Life Skills Practiced:** Learning to Learn, Acquiring and Evaluating Information, Communicating With Others — Speaking

## **National and State Standards:**

**National Entrepreneur Standards:** D.02, D.03, D.06, D.12, D.14, H.04

**State Standards:** ENT 12.4.1, ENT 12.8.1, R/W 08.2.1, R/W 08.3.1, R/W 08.2.5, R/W 08.4.1, R/W 12.2.2, R/W 12.2.5, R/W 12.3.1

## **What the Learners Will Do:**

Acquire information about family and/or local entrepreneurs through interviews and analyze the information by writing a report and discussing it with others; conduct an interview with an entrepreneur or entrepreneurs; write an analysis of the interview or summarize the discussion after the interview.

## **Success Indicator:**

The learners will explore entrepreneurship as a career opportunity for themselves and their family by acquiring information about family and/or local entrepreneurs, interviewing family members or community entrepreneurs and analyzing the information by writing a report and discussing it with others.

## **Instructions and Answers to Activities:**

**Time needed:** 1-2 hours

**Supplies needed:** Interview questions

This activity can be done individually or as a group. **“Family” can be a sensitive issue for young people whose families are non-traditional.** Remember to use a very broad and all-encompassing view of “family,” including step-parents and siblings, adoptive parents, single parents, same-sex parents, foster parents, no parents, guardians, etc. In some cases, you might need to broaden the view to include community members.

### **(If done individually)**

The learners will interview a family entrepreneur. Almost everyone has one — it could be a parent, grandparent, sister, brother, aunt, uncle, or cousin. If the learners cannot find an entrepreneur in their family, have them interview a friend or neighbor or one of the entrepreneurs from their **Entrepreneurs in Your Community** form about the history of entrepreneurship in their family. A list of possible questions follows.

Additional questions could include: How and why did you start the business? What are the advantages and disadvantages of running a business? What are the most important traits to have in starting and running a business? After the interview, the learners should write a report about the interview making sure to include what they found to be important and the key points that they learned. An alternative to a written report could be having the learners discuss the interview with their family and then summarizing the discussion in writing.

### **(If done as a group activity)**

Invite to the class/meeting several entrepreneurs that are in the learners’ families and/or from the learners’ **Entrepreneurs in Your Community** form. Have the entrepreneurs talk to the group and have the group interview the entrepreneurs. A list of possible questions follows. The learners should have questions written out in advance. After the interviews, the learners will write a report about the interviews making sure they include what they found to be important and the key points that they learned. (An alternative to a written report could be a group discussion and then summarizing the discussion in writing.) Answers to the interview questions will vary.

**Background Information for Leading This Lesson:**

Conducting interviews is a great way to get firsthand information about entrepreneurship. Many people have family members who are or have been entrepreneurs. This could be a parent who runs a day-care out of the home, a grandparent who ranches or farms, or an uncle who crafts wood into furniture and markets it. There are many different kinds of entrepreneurial businesses. Learners just need to look around them and ask questions. Most people love to talk about their businesses and share their insights and wisdom with others.

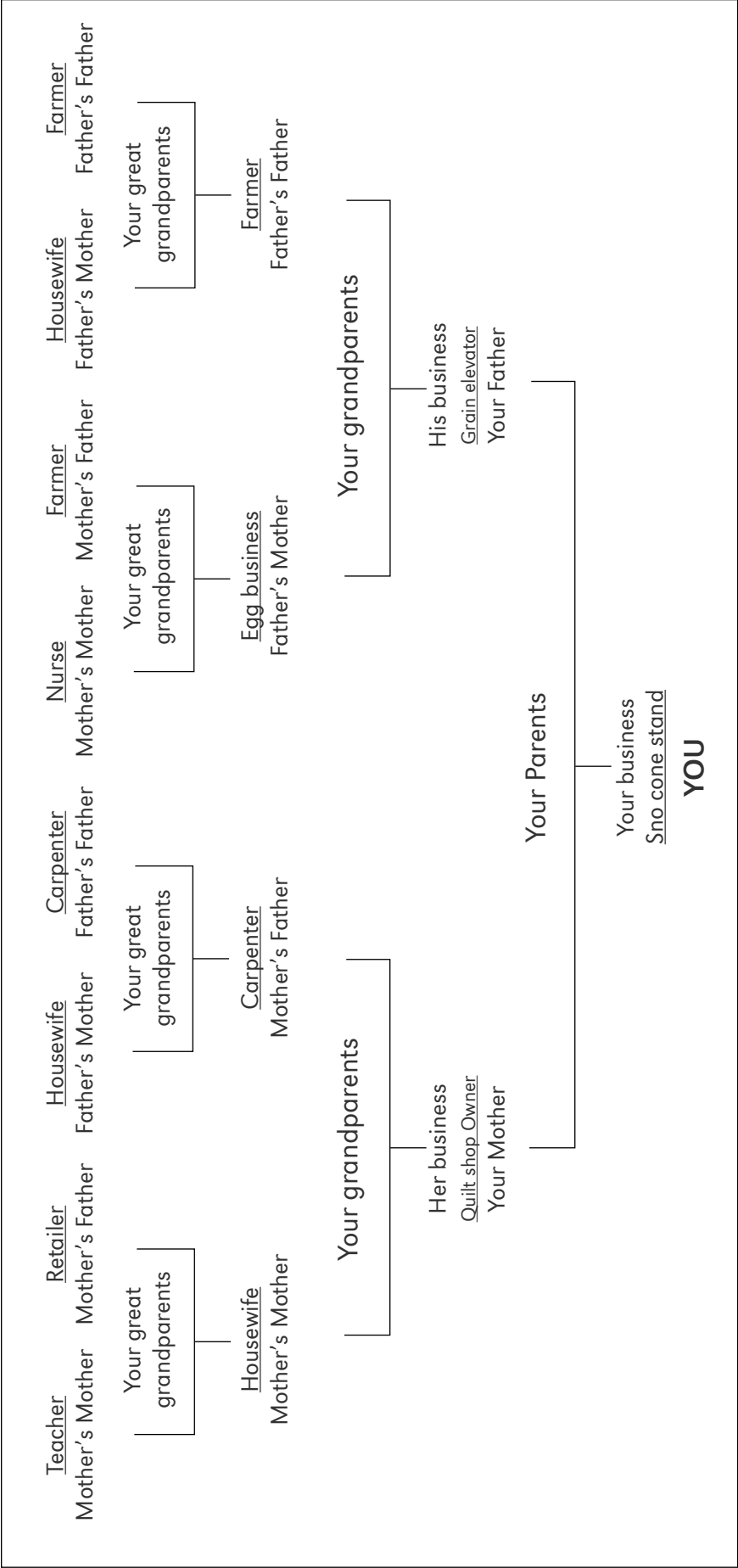
**Acknowledgments:**

“Families, Human Capital, and Small Business: Evidence for the Characteristics of Business Owners Survey” by Robert W. Fairlie and Alicia M. Robb.

“Making A Job,” Kauffman Center for Entrepreneurial Leadership, 1999. Kansas City, Missouri.



Sample Family Tree



# Investigating the Risks

**Life Skills Practiced:** Making Decisions, Solving Problems

**National and State Standards:**

**National Entrepreneur Standards:** B.19, B.22

**State Standards:** ENT 12.2.3, R/W 08.3.1, R/W 08.4.1

**What the Learners Will Do:**

**(Item No. 8)**

Explore the risks and rewards of entrepreneurship by identifying risks and rewards and making decisions; complete the **Risks and Rewards** activity and the **Decision-Making** activity.

**Success Indicator:**

Learners will be able to identify the risks and rewards of entrepreneurship and make decisions using a decision-making grid.

**Instructions and Answers to Activities:**

**Time needed:** 30-60 minutes for the leader to explain; 60-90 minutes for the learner

**Supplies needed:** Copies of **Risks and Rewards** handout for each learner, copies of blank **Decision-Making Grid** for each learner, transparency of blank **Decision-Making Grid** for the leader, pencils

## Activity 1: Risks and Rewards

The **Risks And Rewards** activity can be done individually or in groups. In either case discussion should follow.

Answers will vary.

## Activity 2: Decision-Making

In the following **Decision-Making** activity, Scenario 1 should be done as a group. Scenario 2 can be done individually or in groups. Discussion should follow.

### Decision-Making

Scenario 1: You are trying to decide how you are going to spend your Saturday afternoon. You have several choices. You could go to a movie with your friends, you could mow the neighbor's lawn for money, or you could go bike riding with your friends. Some criteria (rules) you want to judge your choices by are: low cost, being with friends, and earn money. You only have from 2-4:30 p.m. free. Write the criteria across the top and the choices down the left side as shown below.

Choices	Criteria			
	Low cost	Being With Friends	Earn Money	Total
Movie				
Bike Ride				
Mow Lawn				

You want to rank the criteria from most important to least important. Most important being 1 and least being 3. Write the number next to the criteria in the chart. For our example, we will rank it: 1. Being With Friends, 2. Earn Money, 3. Low Cost

Answer:

	Low cost (3)	Being With Friends (1)	Earn Money (2)	Total
Movie				
Bike Ride				
Mow Lawn				

Now rank the three choices from lowest to highest according to each criteria. Lowest being 1 and highest being 3.

Answer:

	Low cost (3)	Being With Friends (1)	Earn Money (2)	Total
Movie	3	1	3	
Bike Ride	2	2	2	
Mow Lawn	1	3	1	

Then multiply the criteria number by the choice number and total each row. The lowest total number is the best choice.

Answer: The choice here is to mow the lawn.

	Low cost (3)	Being With Friends (1)	Earn Money (2)	Total
Movie	3 (3x3=9) 9	1 (1x1=1) 1	3 (3x2=6) 6	16
Bike Ride	2 (2x3=6) 6	2 (2x1=2) 2	2 (2x2=4) 4	12
Mow Lawn	1 (1x3=3) 3	3 (3x1=3) 3	1 (1x2=2) 2	8

Scenario 2: You are thinking about starting your own business. Your choices are: full-time business (after school hours, weekends, vacations), part-time business, work for someone else, no business or work. You are involved in extracurricular activities at school, which take up 2-3 hours on the weekdays. Your criteria are: steady income, unlimited earning potential, time with friends and family, freedom to make decisions, responsibility for success.

Rank the criteria from most important to least important, with most important being 1 and least being 5. Write the number next to the criteria in the chart.

Now rank the four choices from lowest to highest according to each criteria, with lowest being 1 and highest being 4.

Then multiply the criteria number by the choice number and total each row. The lowest total number is the best choice.

Answers will vary. Possible answer:

Choices	Criteria					
	Steady Work (5)	Unlimited Earning Potential (4)	Time with Friends/Family (3)	Freedom to Make Decisions (1)	Responsibility for Success (2)	Total
Full-Time Business	2 (10)	1 (4)	4 (12)	1 (1)	1 (2)	29
Part-Time Business	3 (15)	2 (8)	2 (6)	2 (2)	2 (4)	35
Work for Someone Else	1 (5)	3 (12)	3 (9)	3 (3)	3 (6)	35
No Business or Work	4 (20)	4 (16)	1 (3)	4 (4)	4 (8)	51

In the above example, the best choice would be “full-time business,” followed by a tie between “part-time business” and “work for someone else.” Other answers are possible depending on how the learner ranks the criteria and the choices.

### Background Information for Leading This Lesson:

Risk is different for everyone. It can mean sticking your neck out, afraid of failing, afraid of what others may think of you, being unsure of yourself, or taking a chance. If you have confidence in your ability, something isn't as risky as it is to someone who isn't confident. One way to gain confidence is through experience. Another is through learning and research.

Risks that could be involved in an entrepreneurial venture include: failure of the business, losing your own money or money from investors, loss of time, loss of pride, and people not liking your product or service.

Some risks you may not be able to avoid totally but you can do things to minimize the risk. For example, if you are a farmer, you have no control over the weather but you can minimize your loss by taking out crop insurance and by researching and planting crops that will do well in your climate.

Youth need to decide how much risk they are willing to take when they are evaluating the possible entrepreneurial choices. A good way to help in this process is completing a decision-making chart or grid. In a decision-making chart, they list all of their potential choices and the criteria they will use in making their decision of the best choice. They then rate each choice according to the criteria to come up with the best choice.

**It is important to note that many successful entrepreneurs have started businesses that failed.** Entrepreneurs learn from their mistakes, and some start many businesses before finding success. Entrepreneurs don't give up — successful entrepreneurs learn from their failures as well as their successes!

### Additional Information Included in Curriculum:

#### Glossary Words:

**Risk** — to take a chance with either good or bad results. The chance of losing, failing, or of getting hurt.

**Criteria** — rules or test by which something can be judged.

#### References:

"How Can I Prepare to Be My Own Boss?" from *Risks & Rewards of Entrepreneurship*, The Consortium for Entrepreneurship Education, Columbus, OH.

"Making a Job," Kauffman Center for Entrepreneurial Leadership, 1999, Kansas City, Missouri.

"Nebraska Entrepreneurs: Creating Your Own Careers," 2002, Nebraska Council on Economic Education.

# Peeking Into the Future

**Life Skills Practiced:** Setting Goals

**National and State Standards:**

**National Entrepreneur Standards:** B.28

**State Standards:** ENT 12.2.3, R/W 08.2.1, R/W12.2.1

**What the Learners Will Do:**

Identify and write goals with time limits; develop a list of short-term and long-term goals with time limits.

**Success Indicator:**

**(Item No. 9)**

Learners will be able to identify and write goals with time limits that are accomplishable.

**Instructions and Answers to Activities:**

**Activities 1 & 2:**

**Time needed:** 30-45 minutes

**Supplies needed:** paper, pencil

**Activity 1: What Do You Want to Be When You Grow Up?**

**Part A: Dream big!**

Using the simple question, “What do you want to be when you grow up?” learners can begin to think about their visions for the future. It is really easy to “guide” dreams by making judgments too early in the dreaming process. Allow learners to think way outside the box at this visioning stage. They will reel their dreams back into reality when they begin setting goals. “Hare-brained ideas” are valuable here ... who knows where they might lead!

**Part B:**

Once the dream (vision) is identified and written down in the ESI manual, learners are asked to set five goals that will help them to achieve their dream (vision). It might be helpful to suggest they think of these as steps to get to their ultimate dream.

**Activity 2: S.M.A.R.T. Goals**

**Background information:** There are many references for the concept of setting S.M.A.R.T. goals. Go online and Google S.M.A.R.T. goals. Youth will find many examples and variations of ways to use this goal-setting technique. ESI authors were not able to identify the originator of the concept of S.M.A.R.T. goals.

After the learners have written down five goals they want to accomplish to achieve their dream, explain what a goal is and go through **S.M.A.R.T.** (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic and has a **T**ime frame) steps in writing a goal. You may want to go through some examples.

Explain and discuss short-term and long-term goals.

**Short-term goals** are ones that you will achieve in the near future (e.g., in a day, within a week, or possibly within a few months). Example: A short-term goal would be to learn to hit a golf ball.

**Long-term goals** are ones that you will achieve over a longer period of time (e.g., one semester, one year, five years or 20 years). Example: A long-term goal would be to earn a spot on the varsity golf team.

Have the learners answer the questions for reflection in Activity 2. After thinking about their goals, the learners can convert them to S.M.A.R.T. goals.

Answers to the activity will vary.

Have the learners complete the two reflection questions at the beginning of Activity 2, then discuss ways to increase the chances of accomplishing goals. After the discussion, have the learners finish Activity 2.

Answers to the activity will vary.

### **Background Information for Leading This Lesson:**

Help learners understand that a goal is something that they want to accomplish. As they begin to plan their future, they need to set goals for themselves. It doesn't matter if they are going to be an entrepreneur or work for someone else.

A goal should be **S.M.A.R.T.**: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and have a **T**ime frame. For example, "getting good grades" is not a SMART goal. It can be rewritten as "I will get A's in all my classes by the end of this semester." Now it is specific (it states what will be done). It is measurable (get A's in all my classes). It is attainable and realistic (It is something that can be done). And it has a time frame (this semester).

There are two basic types of goals: long-term goals and short-term goals. Long-term goals are goals that may take five to 10 years to reach. Short-term goals are goals that take less time to achieve. Short-term goals also can be steps in reaching your long-term goals. Some ways that you can increase your chances of accomplishing your goals are:

1. Set your goals based on your personal desires.
2. Prioritize your goals.
3. Work on the most important ones first.
4. Set time limits for accomplishing your goals.
5. Write your goals down.
6. Keep the list of your goals where you see them frequently.
7. Imagine yourself accomplishing your goals.
8. Review and revise your goals as things change.

### **Additional Information Included in Curriculum:**

#### **Glossary Words:**

**Goal** — Something that you wish to accomplish.

**Long-term Goal** — A goal that may take five to 10 years to accomplish.

**Short-term Goal** — A goal that takes a shorter time to accomplish than a long-term goal. It can also be steps in reaching your long-term goals.

#### **Acknowledgments:**

"How Can I Prepare to Be My Own Boss?" from Risks & Rewards of Entrepreneurship, The Consortium for Entrepreneurship Education, Columbus, OH.



# What's Changed?

**Life Skills Practiced:** Learning to Learn, Communicating With Others, Interpreting Information

## **National and State Standards:**

**National Entrepreneur Standards:** D.02, D.03, D.08

**State Standards:** ENT 12.4.1, R/W 08.4.1, R/W 12.3.2, R/W 08.1.2, R/W 08.2.1, R/W 08.2.5, R/W 12.1.2, R/W 12.2.5

## **What the Learners Will Do:**

Investigate changes that have occurred in their community and how they affected the community's business climate; use GIS technology as a tool to research their community.

## **Success Indicator:**

The learners will be able to present information about the current and former businesses in their community and the changes that have occurred in the business arena. The learners will also be able to present detailed historical information on one community business.

## **Instructions and Answers to Activities:**

**Time needed:** 10-20 minutes for the leader to explain; several hours of the learners' own time

**Supplies needed:** Well thought-out questions to research the history of the community; pencil/pen; other supplies as determined by the type of timeline. Presentation will vary depending on the type of project.

### **Activity 1: My Community Is Changing**

Help youth to uncover "tidbits" about their community's past through any local resources they can find. They can look at maps of the town from days gone by at the county courthouse. You might have a local museum or a newspaper with archives of photographs about the town. Old newspaper advertisements can tell them a lot about businesses in the community at another place and time. Telephone books are a good resource today, but long ago, before telephones were common, there were newspaper advertisements.

Learners are asked to create a timeline for businesses in their community. They need to probe to find out when and why the community was founded. Answers to this provocative question will vary but might include: town was started by the railroad, town was started because of some natural resource such as a lake, etc. Most communities, like most individuals, go through many types of "growing pains."

**GIS** — Geographic Information System — A computer application used to store, view and analyze geographical information, especially maps. Internet tools like those found at [www.Googleearth.com](http://www.Googleearth.com) (free download) give a bird's-eye view of the community and world.

After looking at their own community, youth are asked to look for landmarks around the world. It's really fun to play with GIS software. Encourage learners to explore their world online!

At the end of these activities, CELEBRATE!

## **Background Information for Leading This Lesson:**

This is the cumulating activity in the discovery phase of this entrepreneurship project. In this activity the learners will investigate the changes in the business climate of their community. They will look at what has happened in the past, what is happening now and try to predict what may happen in the future.

Most of this section will need to be done on the learners' own time. The leader will need to set deadlines and check on the progress of the learners' investigations and timeline presentation. The leader may also need to guide the learners to resources that will help in the investigation and the presentation.

The leader may want to show old photographs of the downtown area or old newspaper advertisements for long-forgotten businesses to prompt discussion of the way the community used to be.

This would be a good time to celebrate the end of the Discovery phase of EntrepreneurShip Investigation. A suggested celebration could be a party or reception at the conclusion of the presentation.

#### **Additional Information Included in Curriculum:**

**Let's celebrate!** After learners complete Unit 1, encourage them to go to <http://4h.unl.edu/esi> to fill out an evaluation form and get their ESI Explorer certificate. They will then be sent a certificate declaring them to be an ESI Explorer, ready to launch into ESI Unit 2.

Please go to the same Web site to complete a teacher/leader evaluation form. We really appreciate your choice of ESI and will continue to do all in our power to make it better!

## Is That My Conscience I Hear Talking?