

Using Your Entrepreneurial Skills to Build Your Career and a Thriving Economy *Lesson Plan*

Concept:

Becoming your own boss; taking responsibility for making your career dreams a reality

Student learning associated with this concept can support achievement of provincial learning outcomes:

NB 1, 2

NL 4, 8, 14, 15

NS 2, 4, 5, 9, 10

PEI 2, 3, 5

Rationale:

Entrepreneurs can be considered the backbone of the economy in Atlantic Canada. The commitment to launching a business requires significant ongoing effort however for entrepreneurs the results are gratifying and motivating. Not everyone is meant to be an entrepreneur but entrepreneurship is a strong and viable career opportunity for those who have a vision and are willing to take the risks. This lesson will help students evaluate their entrepreneurial potential. Through their learning, students will also come to understand that many of the attributes of an entrepreneur, often referred to as having an entrepreneurial mindset, are valuable to becoming a creative and valued employee in companies where they may see themselves working.

Inquiry Based Question (s) Related to Student Learning:

How can you determine if an entrepreneurial path is right for you?

What elements of being an entrepreneur can help make you the candidate of choice when applying for a job?

Teachers should register students for a myBlueprint account to support learning associated with this lesson.

Teachers can support student learning through the facilitation of the following lesson on entrepreneurial attributes and careers. Students will learn through this lesson that entrepreneurship provides many who live in Atlantic Canada with a strong career and through this career they have a significant impact on their communities and economies. This lesson can be delivered in two to three class periods.

- Teachers can introduce the topic of entrepreneurship by asking students to identify entrepreneurs from their own communities and provinces. Using the examples students have identified, they can brainstorm attributes (qualities) that could be associated with these individuals.
 - As part of the discussion on these entrepreneurs, teachers can ask students what (who) they think influenced the entrepreneurs in choosing their career path. This discussion can help expand on perspectives students may have about entrepreneurship.
 - As an extension to the discussion that is taking place in class, teachers may wish to engage the students in more in depth discussions on how the attributes of entrepreneurship could be applied in a social context or in different work environments.
 - Students can create a visual representation of entrepreneurship in their province by plotting the location of entrepreneurs that have influence in their community and province. Students can identify entrepreneurs from different sectors that are prevalent in their province. Teachers can offer the following examples to support student ideas:

Agriculture	Construction	Hospitality and Tourism
Manufacturing	Oceans	Technology
- Students can investigate who they are as entrepreneurs/ their own entrepreneurial attributes. They can do this by visiting the [BDC](#) website (Business Development Bank of Canada) to complete an entrepreneurial self-assessment.
- Students can interview an entrepreneur in their community or arrange to interview one virtually to learn more about their entrepreneurial journey. Students can prepare interview questions individually or as a class. Students can present their findings from their completed interviews with their classmates.

Suggestions for Evidence of Learning and Assessment:

- Students will upload their completed entrepreneurial self-assessments from the BDC website to their labour market/ career portfolio. Students will include a reflection that represents their evaluation of personal characteristics and skills as they relate to entrepreneurs or an entrepreneurial mindset important in employees in any company.
- Students can submit their completed interviews for assessment along with a reflection on whether they could see themselves pursuing entrepreneurship as a career. Teachers may provide students with some guiding questions to assist them with their reflection:
 - *How do you think being an entrepreneur affects a person's life?*
 - *How has what you have learned from xxxxx made you think differently about entrepreneurship?*
 - *Before this lesson (and the interview), had you thought about becoming an entrepreneur? Has anything changed for you in your understanding of entrepreneurial skills and how you may envision your future career?*
 - *How has your learning about entrepreneurship impacted your understanding of what is needed to successfully enter the labour market?*

Teachers can access resources to support delivery of this lesson in the Resources/ Teaching Strategy Folder.

This lesson presents an opportunity for teachers to collaborate in supporting student learning about the role of self-assessments in career planning. In addition to Career Education courses, teachers can consider how students are able to meet cross curricular learning outcomes in other courses such as English/ French Language Arts, Multimedia, Social Studies, Fine Arts etc. A cross curricular focus also supports a unified approach in addressing the “why” of what students are learning. Students can develop an awareness of how and why what they are learning connects to them, their community and their future.