Saskatchewan Learning

Entrepreneurship 30 Curriculum Guide

A Practical and Applied Art

Table of Contents

Acknowledgements

Saskatchewan Learning gratefully acknowledges the professional contributions and advice given by the following members of the Practical and Applied Arts Reference Committee:

Jerry Cherneski, Instructor
SIAST Palliser Campus

Hazel Lorenz
LandsWest S.D. #113
Saskatchewan Teachers' Federation (STF)
Saskatchewan Career/Work Experience Association
(SCWEA)

Dean Lucyk, Teacher
Regina R.C.S.S.D. #81
Saskatchewan Teachers' Federation
Saskatchewan Industrial Education Association
(SIEA)

Barbara McKinnon, Teacher
Moose Jaw S.D. #1
Saskatchewan Teachers' Federation
Saskatchewan Business Teachers' Association (SBTA)

Lance Moen, Dean
Associated Studies
SIAST Kelsey Campus

Rose Olson, Trustee
Saskatchewan School Boards Association

Dr. Len Proctor
Professor, College of Education
University of Saskatchewan

Ron Provali
Teacher/Principal
Potashville S.D. #80
Saskatchewan Teachers' Federation
Saskatchewan Association of Computers in Education
(SACE)

Dr. Kevin Quinlan
Professor, Faculty of Education
University of Regina

Doug Robertson
Lloydminster R.C.S.S.D. #89
League of Educational Administrators, Directors and
Superintendents (LEADS)

Gayleen Turner, Teacher
Swift Current Comprehensive High School Board
Saskatchewan Teachers' Federation
Saskatchewan Home Economics Teachers' Association
(SHETA)

Previous members:

Susan Buck, SIAST

Laurent Fournier, Saskatchewan School Boards
Association

Morris Smith, LEADS

Dave Spencer, LEADS

Ron Wallace, SCWEA

Debbie Ward, Saskatchewan School Boards
Association

Saskatchewan Learning wishes to thank many others who contributed to the development of this curriculum:

- Jim Olesen, contracted writer/developer
- Dennis Moffat, contracted writer/developer
- the PAA Program Team
- field test/pilot teachers
- other field personnel.

This document was completed under the direction of the Science and Technology Unit, Curriculum and Instruction Branch, Saskatchewan Learning.

Introduction

Within Core Curriculum, the Practical and Applied Arts (PAA) is a major area of study that incorporates five traditional areas of Business Education, Computer Education, Home Economics Education, Industrial Arts Education, and Work Experience Education. Saskatchewan Learning, its educational partners, and other stakeholders have collaborated to complete the PAA curriculum renewal. Some PAA curriculum guides have been updated. Some components of the PAA have been integrated, adapted, or deleted. Some Locally-developed Courses have been elevated to provincial status and some new curriculum guides have been developed.

A companion *Practical and Applied Arts Handbook* provides background on Core Curriculum philosophy, perspectives, and initiatives. The PAA Handbook articulates a renewed set of goals for PAA. It presents additional information about the PAA area of study, including guidelines about work study and related Transition-to-Work dimensions. In addition, a PAA Information Bulletin provides direction for administrators and others regarding the implementation of PAA courses. Lists of recommended resources for PAA curricula are compiled into a PAA Bibliography that is updated periodically.

Philosophy and Rationale

Small business in Canada produces a significant number of new jobs, and makes a tremendous contribution to the economy. Students enrolled in *Entrepreneurship 30* will have the opportunity to learn about the various characteristics of entrepreneurs and will have the opportunity to create a working venture. Students will develop an appreciation for the spirit of entrepreneurship, and for the planning, marketing, and financing that go into a successful venture.

Aim, Goals and Foundational Objectives

Aim

The aim of the Entrepreneurship 30 curriculum is to provide students with opportunities to:
- to acquire knowledge and develop skills necessary to plan and begin a venture, and
- to appreciate the role that entrepreneurs play in our society and economy.

Goals

Awareness: To develop an appreciation for the impact entrepreneurs have and for the complexity involved in planning, initiating, and operating a successful venture.

Technological Skills: To develop skills in using technology to enhance work, and to recognize both the impact technology has on our society and the opportunities technology creates for small business.

Communication: To develop communication skills using appropriate vocabulary in context both in undertaking course work and in relating to customers, employers, and other parties.

Independent Learning: To promote a desire for lifelong learning and independent work practices.

Accountability: To instill a sense of responsibility for, and pride in, one's work.

Career Development: To develop an awareness of post-secondary training opportunities, to explore various entreprenurial career opportunities, and to support students in making career decisions.

Personal Management Skills: To develop a strong and positive personal identity and to enhance self-esteem through success with planning, beginning, and operating a venture.

Foundational Objectives

Foundational objectives are the major, general statements that outline what each student is expected to achieve in the modules of the PAA curriculum guides. Foundational objectives indicate the most important knowledge, skills, attitudes, values, and abilities for a student to learn. The foundational objectives for Entrepreneurship 30 and the foundational objectives for the Common Essential Learnings (C.E.L.s) are stated in this document. Some of these statements may be repeated or enhanced in different modules for emphasis. The foundational objectives of the Core Modules of the Entrepreneurship 30 curriculum include the following:

- To understand entrepreneurship/intrapreneurship and its role and contribution to personal, school, and community life.
- To be familiar with examples of successful and unsuccessful ventures from a variety of sectors.
- To compare and contrast a variety of entrepreneurial ventures.
- To recognize the qualities of entrepreneurs that contributed to their success.
- To develop entrepreneurial skills that may contribute to the success of the student's practical learning experience.
- To assess entreprenurial opportunities at home, at school, and in the community and to develop those opportunities by applying personal experience, knowledge, and expertise.
- To understand the need for networking in the development of new ventures.
- To gain an appreciation for the supportive role of Community Development Boards, Chambers of Commerce, Boards of Trade, government agencies, and business organizations in local communities and regions.
- To develop students' abilities to access knowledge and find the support and encouragement needed in developing all phases of venture planning.
- To understand the differences among the various forms of business organizations.
- To understand the characteristics of the free enterprise system in Canada.
- To understand the relationships among business, the consumer, and government.
- To develop a venture plan that can be used as a planning tool for a specific potential opportunity.
- To explore the career choices available to the entrepreneur.
- To understand the importance and the methods of conducting market research before beginning a venture.
- To develop appropriate tools for collecting market data.
- To investigate the types of resources and research that may be used to evaluate and plan an entrepreneurial venture.
- To understand the environments within which entrepreneurs operate.
- To develop skills necessary to read and interpret financial statements.
- To appreciate the scope and nature of Saskatchewan's international trading status.
- To become aware of supports for development of international commercial market opportunities.
- To understand that export markets include not only the shipment of products to foreign destinations, but also the provision of services to non-Canadians who spend money in Canada to obtain services such as tourism experiences.

Common Essential Learnings (C.E.L.s)

The incorporation of the Common Essential Learnings (C.E.L.s) into the instruction and assessment of the Practical and Applied Arts (PAA) curricula offers many opportunities to develop students' knowledge, skills, and abilities. The purpose of the C.E.L.s is to assist students with learning the concepts, skills, and attitudes necessary to make transitions to career, work, and adult life.

The C.E.L.s establish a link between the Transition-to-Work dimensions and Practical and Applied Arts curriculum content. The Transition-to-Work dimensions included in the PAA curricula are: apprenticeship, career exploration/development, community project(s), employability skills, entrepreneurial skills, occupational skills, personal accountability, processing of information, teamwork, and work study/ experience. Throughout the PAA curricula, the C.E.L.s objectives are stated explicitly at the beginning of each module and are coded in this document, as follows:

Common Essential Learnings (C.E.L.s) Coding

COM	=	Communication
NUM	=	Numeracy
CCT	=	Critical and Creative Thinking
TL	=	Technological Literacy
PSVS	=	Personal and Social Values and Skills
IL	=	Independent Learning

Although certain C.E.L.s are to be emphasized in each module, as indicated by the C.E.L.s foundational objectives, other interrelated C.E.L.s may be addressed at the teacher's discretion.

Course Components and Considerations

Entrepreneurship 30 is based on 100 hours of instruction. Teachers need to review the material within each module and determine which will best meet the needs of the students and can be supported with the resources available at the school and in the community, before choosing the modules to teach. A ample recordkeeping chart may be found in Appendix A. Teachers are encouraged to pursue community partnerships to support work study opportunities for students, to use local speakers or mentorships, and to access other resources within the local community to support student achievement of curriculum objectives.

It is desirable to have each student be part of a venture that is carried out, and teachers should make every effort to have this happen. It is recognized, however, that in some specific situations, it might not be possible for a student to take part in the operation of a formal venture. In these situations, students will still need to carry out many aspects of operating a venture such as, venture planning, market research, and venture finance analysis.

Program Delivery

This course may be delivered in a variety of ways and venues involving classroom instruction, computer-assisted instruction, community activities, and work sites. The curriculum lends itself well to coordination with work study programs and business partnerships. Effort should be made to establish connections with community organizations that support entrepreneurs.

Work Study Component

This module permits the student to apply school-based learning to workplace settings in the community. Students are provided with an opportunity to experience the optional work study component through appropriate placements. Work Study Preparation and Follow-up Activities must be covered prior to and following the Work Study module. The *Practical and Applied Arts Handbook* has detailed information in the Work Study Guidelines. Students who have previously taken a work study module may study content developed by Saskatchewan Labour and found in the *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide* and the *Practical and Applied Arts Handbook*. These content references include:
- Labour Standards Act
- Occupational Health and Safety Act
- Workplace Hazardous Materials Information System (WHMIS).

Creating Partnerships for Work Study

Partnerships are important to the success of the work study component. The three distinct partners that play an important role are the community business, the school, and the student.

Personal contact is the best approach to building partnerships. A teacher could begin by making a presentation to colleagues within the school, to the student body, to school board members, to parents, and to local businesses and followup with community meetings with similar topics on the agenda. It is important to outline the curriculum, and the benefits and responsibilities for each of the partners.

See the modules in the curriculum and the Work Study Guidelines in the *Practical and Applied Arts Handbook* for further information on work study.

Extended Study Modules

The extended study module is designed to provide schools with an opportunity to meet current and future demands not addressed by current modules in the PAA curriculum. The flexibility of this module allows a school or school division to design one new module per credit to complement or extend the study of existing core and optional modules. The extended study module is designed to extend the content of the curriculum.

The list of possibilities for topics of study or projects for the extended study module is as varied as the imagination of those involved. The optional extended study module guidelines, found in the *Practical and Applied Arts Handbook*, should be used to strengthen the knowledge, skills, and processes of the Practical and Applied Arts curriculum in which the extended study module is used. It is recommended that a summary of any extended study module be sent to the Regional Superintendent of Curriculum and Instruction to establish a resource bank of module topics.

For more information on the extended study module, refer to the *Practical and Applied Arts Handbook*.

Career Development

Saskatchewan Learning is committed to the infusion of career development competencies across curricula as part of a broad career development strategy for Saskatchewan. Saskatchewan students will be better equipped to achieve fulfillment in personal, social, and work roles through exposure to a career building process.

In 2001, the *Blueprint for Life/Work Designs* was adopted as the scope and sequence for the integration of career development competencies into Core Curriculum. The Blueprint outlines the skills, knowledge, and attitudes that are essential tools for effectively managing life/work development. This framework, which describes career development competencies from early childhood through adulthood, was developed through the collaboration of representatives of Canadian provinces and territories and is published by the National Life/Work Centre, a not-for-profit organization that supports career development. The cornerstone of the Blueprint is the matrix of eleven competencies grouped into three sections: personal management, learning and work exploration, and life/work building.

The career development framework includes the continuous development of the following competencies:

A. Personal Management:
    1. Building and maintaining a positive self-image
    2. Interacting positively and effectively with others
    3. Changing and growing throughout one's life

B. Learning and Work Exploration:
    4. Participating in lifelong learning supportive of life/work goals
    5. Locating and effectively using life/work information
    6. Understanding the relationship between work and society/economy

C. Life/Work Building:
    7. Securing, creating, and maintaining work
    8. Making life/work enhancing decisions
    9. Maintaining balanced life and work goals
    10. Understanding the changing nature of life/work roles
    11. Understanding, engaging in, and managing one's own life/work building processes.

Each of the eleven competencies has been further categorized into four developmental levels roughly corresponding to Level I - Elementary Level, Level II - Middle Level, Level III - Secondary Level, and Level IV - Adult Level. Within each level of a competency are a number of general learning objectives, referred to in the Blueprint as indicators. These objectives are grouped within learning stages of acquisition,

application, personalization, and actualization. A comprehensive description of the eleven career development competencies may be found at *www.blueprint4life.ca*. As in other aspects of provincial curriculum, the Adaptive Dimension (i.e., adapting instruction, materials, and environment) the career development competencies.

This curriculum guide reflects the career development competencies within the curriculum objectives, instructional activities, and suggested student assessment and evaluation processes. The career development competencies and indicators that have been infused into the curriculum guide are followed by a code to indicate which Blueprint competency is reflected (e.g., CD 8.3 is a reference to Blueprint competency 8, level 3).

A summary of Blueprint competencies can be found in Appendix B.

Portfolios

Entrepreneurship 30 provides an excellent opportunity to develop and contribute to personal career portfolios. A portfolio is a valuable organizer of artifacts from the students' experiences. It encourages students to collect examples of their work as they progress through various activities and projects. Selecting particular items to include in a portfolio encourages students to reflect on what they have learned and accomplished, and what they have yet to learn. Portfolio items may include: journal notes, drafts, photographs, audio or video recordings, computer files, sketches and drawings, etc. Portfolios may be used for peer, teacher, or self-assessment and as a vehicle to present selected works to parents, post-secondary institutions, or potential employers. In addition, the portfolio can demonstrate the links among home, school, and community in the students' education. Each student should develop a portfolio representing his or her work during the course.

The portfolio can help students:
- reflect on personal growth and accomplishment
- see links between home, school, and community education and activities
- collect materials to prepare applications for post-secondary education and scholarship program entrance
- collect materials to prepare for employment applications
- focus on career planning.

The portfolio can help teachers:
- provide a framework for independent learning strategies for the student
- communicate student learning from one school year to another in a specific area of study
- identify career planning needs for the student
- assess and evaluate the student's progress and achievement in a course of study.

The portfolio can help post-secondary institutions:
- determine suitable candidates for awards and scholarships
- evaluate candidates for program entrance
- evaluate prior learning for program placement.

The portfolio can help communities:
- reflect on their involvement in a student's education and the support offered to learners
- demonstrate a link between the home, school, and community in education.

The portfolio can help potential employers:
- identify employable skills desired in future employees
- identify knowledge and skill development demonstrated by potential employees.

For purposes of Practical and Applied Arts courses, three kinds of portfolios may be valuable: a *working portfolio* to collect ideas, observations, notes, and critiques; a *presentation portfolio* to maintain completed work; and a *personal career portfolio* designed to help support transitions to further education and training or employment. By keeping track of this material, students are able to monitor their level of achievement. Additions to and revisions of portfolios should be done at the end of each module.

Working Portfolio

Students collect work over time in a working folder. Each student should also keep a journal of observations, critiques, ideas, and reflections as part of his or her working portfolio. Items in this portfolio may be used for the purpose of reflections or evaluations of various kinds.

Working portfolios may be used for purposes of conferencing between student, teacher, and parent; teacher and teacher; or student and student. When a teacher examines a student's portfolio in order to make a decision regarding student progress, the information it contains may become documented evidence for the evaluation.

A daily journal may also become a part of a working portfolio as a means of tracking the student's use of time, and of recording progress on ideas that are being developed. This will provide the student with a focus for self-directed or independent learning as well as an anecdotal record for part of the course evaluation.

Presentation Portfolio

Through collecting, selecting, and reflecting, students are able to compile presentation portfolios that display a collection of their best work. To compile a presentation portfolio, students should select items from their working portfolio. The presentation portfolio should cover the range of students' experiences and should display their best efforts. The preparation of a presentation portfolio can be an assessment strategy.

Personal Career Portfolio

It is strongly suggested that students prepare a presentation portfolio suitable for submission to potential employers or post-secondary institutions. Acceptance and placement in programs and courses at Saskatchewan Institute of Applied Science and Technology (SIAST) can be significantly influenced by a student's personal career portfolio.

Instructional Resources

To support the principle of Resource-based Learning, a variety of instructional resources have been evaluated and recommended. See the Entrepreneurship section of *Practical and Applied Arts: A Bibliography* (2003) for a list of annotated resources. Teachers should also consult the Practical and Applied Arts Resources website at *www.sasked.gov.sk.ca/curr_inst/iru/paares.html* for access to the online bibliographies, updates, websites, journals, videos, and discussion areas.

The online version of this Guide and the accompanying list of resource materials are accessible at *www.sasked.gov.sk.ca/docs/paa.html.*

Assessment and Evaluation

Student assessment and evaluation are important parts of teaching, as they allow the teacher to plan and adapt instruction to meet the specific needs of each student. Assessment and evaluation procedures also allow the teacher to discuss the current successes and challenges with a student, and to report progress to the parent or guardian. It is important that teachers use a variety of assessment and evaluation strategies to evaluate student progress. Additional information on evaluation of student achievement can be found in the Saskatchewan Learning documents entitled *Student Evaluation: A Teacher Handbook* (1991) and *Curriculum Evaluation in Saskatchewan* (1991).

It is important that the teacher discuss with students the assessment strategies to be used in the course, when the assessment can be expected to occur, the weighting of each assessment strategy, and how the assessments relate to the overall student evaluation. The weighting of the evaluation should be determined in relation to the amount of time spent and emphasis placed on each area of the course, as suggested in this curriculum guide.

The *Entrepreneurship 30 Curriculum Guide* provides many opportunities for teachers to use a variety of instructional and evaluation strategies. Evaluation instruments used in the teaching of this course are included in the *Practical and Applied Arts Handbook*. Sample copies of overall evaluation for the course, evaluation for general student skills, and evaluation of work study are included for teachers to adapt and use.

A sample evaluation scheme is shown below:

Tests (written)	10%
Project work	20%
Presentation Portfolio	20%
Homework and assignments	10%
Personal Career Portfolio	10%
Classroom presentations	15%
Work Study (Optional)	15%

As discussed in the *Saskatchewan School-Based Program Evaluation Resource Book* (1989), there are three main types of student evaluation: diagnostic, formative, and summative.

Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction to identify prior knowledge, interests, or skills of students related to the subject area.

Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress.

Summative evaluation occurs most often at the end of a module, to determine what has been learned over a period of time.

For information about program evaluation, refer to *Saskatchewan School-Based Program Evaluation Resource Book* (1989).

Module Overview

Module Code	Module	Suggested Time (hours)
ENTR101	Module 1: Introduction to Entrepreneurship (Core)	3-5
ENTR102	Module 2: Case Studies in Entrepreneurship (Core)	8-12
ENTR103	Module 3: Entrepreneurial Skills (Core)	10-15
ENTR104	Module 4: Seeking Opportunities (Core)	10-15
ENTR105	Module 5: Business and Co-operative Development (Core)	5-15
ENTR106	Module 6: The Canadian and Saskatchewan Marketplace (Core)	5-8
ENTR107	Module 7: International Trade and Entrepreneurship (Optional)	3-5
ENTR108	Module 8: Market Research (Core)	5-15
ENTR109	Module 9: Initiating a Venture (Core)	3-5
ENTR110	Module 10: Defining and Accessing Resources (Optional)	5-10
ENTR111	Module 11: Forms of Business Ownership (Optional)	4-6
ENTR112	Module 12: Laws and Regulations (Optional)	4-6
ENTR113	Module 13: Planning a Venture (Core)	8-15
ENTR114	Module 14: Financing a Venture (Core)	5-10
ENTR115	Module 15: Evaluating a Venture (Optional)	5-10
ENTR116	Module 16: Entrepreneurship and the Internet (Optional)	5-10
ENTR117	Module 17: Entrepreneurship for Aboriginal Peoples (Optional)	5-15
ENTR118	Module 18: Entrepreneurship for Women (Optional)	4-8
ENTR119	Module 19: Protecting Intellectual Property (Optional)	3-5
ENTR120	Module 20: Entrepreneurship and Career Choices (Core)	5-10
ENTR121	Module 21: Work Study Preparation and Follow-up Activities (Optional)	5-10
ENTR122	Module 22: Work Study (Optional)	25-50
ENTR199	Module 99: Extended Study (Optional)	5-20

Core and Optional Modules

Module 1: Introduction to Entrepreneurship (Core)

Suggested Time: 3-5 hours   **Level:** Introductory
Prerequisite: None

Module Overview
This module will introduce students to the concept and characteristics of entrepreneurship and venture planning, and to the importance of entrepreneurship to individuals, communities, and the Canadian economy.

Foundational Objectives
- To understand entrepreneurship and its role in and contribution to personal, school, and community life.

Common Essential Leanings Foundational Objectives
- To enable students to use language (listening, speaking, reading, writing) for differing audiences and purposes relevant to the students and entrepreneurship. (COM)
- To seek information through a steadily expanding network of options including libraries, databases, inidviduals, and agencies. (IL)
- To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences, and objects in meaningful contexts. (CCT)

Learning Objectives	Notes
1.1 To explore the meaning of entrepreneurship and how it relates to problem solving.	Using short case studies from various settings (business ventures, health-related ventures, and community ventures), students may be introduced to examples of how people generate possible solutions to a problem. This activity may be facilitated with the use of co-operative learning groups.
1.2 To explain the difference between an invention and an innovation.	Students may name some ventures in their community where entrepreneurs may have: • provided new or improved products • provided new ways to make services or products available • created jobs in the community in response to a need or problem • increased the quantity and quality of jobs to increase economic growth • students should discuss whether the ventures were a result of an invention, an innovation or neither.

Learning Objectives	Notes

1.3   To identify the common characteristics of successful entrepreneurs.

To locate and evaluate life/work information. (CD 5.3)

Students may begin a file of newspaper and magazine clippings of entrepreneur profiles for reference throughout the course. Discussion of these should help develop the understanding that every business owner might not be an entrepreneur.

Students may keep a log of the profiles they examine throughout the course. Interviews students may conduct with entrepreneurs may also be recorded in the log. Students may also discover how some key personnel could become ideal information resources and/or role models. (CD 5.3) A sample log is shown in Appendix C. Encourage students to create and maintain portfolios throughout this course. Every module will provide students with additional material for their portfolios.

1.4   To recognize and examine some of the factors that influence entrepreneurs.

To understand how societal and economic needs influence the nature and structure of work. (CD 6.3)

As our modified free enterprise system changes, new opportunities for ventures are created. Factors that influence those opportunities include:
- economic change
- demographic change
- globalization
- trade alliances such as the European Union (EU) and North American Free Trade Agreement (NAFTA)
- technological change (communications, biotechnology, bioengineering).

Within every economy, particularly in times of change, there are areas of need around which a creative entrepreneur can build a venture. Students could brainstorm current areas of need that could provide business opportunities. Students may also explore how current trends (such as social, demographic, technological, occupational, and industrial trends) can positively and negatively affect work and entrepreneurial opportunities. (CD 6.3)

Students could select a topic from the brainstorm list and find background information to develop an understanding of the factors that would influence opportunity.

Students may work in groups and discuss examples that are of interest to them.

Through research in magazines, newspapers, or interviews with local historians, students may prepare a report on the potential opportunities in their example. They may also demonstrate how one's community is affected by society's needs, as well as the global economy. (CD 6.3)

If students prepare to interview individuals to collect data and information, Appendix D may be useful.

Learning Objectives   **Notes**

Students should do a simple analysis of funding availability for their topic. Funds for setting up ventures may be available from federal or provincial government programs, the private sector, associations, and organizations. Appendix E provides a list of some organizations that may be able to provide supplemental information on the availability of resources and funds for entrepreneurial ventures.

1.5 To distinguish and illustrate the characteristics of an entrepreneurial venture.

To locate, interpret, evaluate, and use life/work information. (CD 5.3)

Characteristics of an entrepreneurial venture are limitless and may be at differing levels of complexity. They include:
- a set goal
- an element of risk
- personal commitment
- planning and preparation
- a commitment of numerous resources.

There are a wide variety of entrepreneurial organizations:
- Profit (a store) vs. non-profit (the Red Cross)
- Large scale (Home Depot) vs. small scale (independent lumber yard)
- Service production (delivering food, mowing lawns) vs. goods production (hockey sticks, moccasins, tires, or brochures)
- Local vs. provincial vs. national vs. international trading areas (Some smaller trading areas have become international as a result of the General Agreements on Tariffs and Trade (GATT) and the North American Free Trade Agreement)
- Co-operative Entrepreneurship Ventures (Food Co-ops, non-profit businesses).

Entrepreneurs may also develop ventures around social issues. Activities in regard to social issues include: environmental concerns, globalization, reduced agricultural productivity, aging population, unemployment, stresses on the health care system, managing deficits, technological advancements, agricultural development, and our multicultural society.

Students could complete research on types of ventures and discuss their findings with classmates. This research may help students understand how a variety of factors (e.g., supply and demand of workers, demographic changes, environmental conditions, geographic location) impact entrepreneurial and work opportunities. (CD 5.3)

Students may watch different television programs, listen to radio programs, or read journal and newspaper articles that feature entrepreneurs. What types of ventures are encountered? What are some of their characteristics? Students may record their reading, viewing, or interactions with entrepreneurs or entrepreneurial topics in a log. See Appendix A for a sample Log of Profiles.

Discussion around profit and non-profit ventures may touch on ventures such as those that have a social motive but require a profit to keep going. At this point, it is important to distinguish between

Learning Objectives   **Notes**

profit and non-profit ventures and to develop the breakdown between profit and "social organizations".

After students have had an opportunity to identify characteristics of various entrepreneurial ventures, students may prepare a brief journal entry about the characteristics of a venture they would consider developing, outlining their reasons for doing so. This activity would help students determine, according to their preferences, the advantages and disadvantages of some specific work or entrepreneurial alternatives. (CD 5.3)

1.6 To compare and contrast entrepreneurship and intrapreneurship and explore some constraints to innovation within organizations.

To develop abilities for building positive relationships in one's life and work. (CD 2.3)

"Intra" means within, thus intrapreneurship means planting the spirit of entrepreneurship within an organization.

The leadership role of the entrepreneur is vital to intrapreneurship. One small entrepreneurial action can lead to another, and another, until the organization begins to transform.

Intrapreneurs are employees who are willing to take risks, innovate, provide leadership, and open opportunities to others.

Often intrapreneurial action results from a crisis, but it also often arises from a nurturing business culture.

Students could brainstorm the problems that intrapreneurs might encounter within organizations today. Students may suggest such things as regional economic problems, changing role of business due to free trade, recession, unemployment/layoffs, change in taxation, issues of Indian/Métis jurisdiction, and third level government.

It is often more difficult to be an intrapreneur within an organization than an entrepreneur who may develop his or her own small business.

Some suggestions of "stifling" that students may discuss include the following:
- bureaucracy where employees follow the system of being a "good" employee, avoiding anything risky
- "hard worker/nose to the grindstone" syndrome, where good hard work makes up for any ailments within the company
- "am I protected if things go wrong" syndrome, rather than looking for ways to avoid or improve upon things that go wrong
- government controls a large portion of the Canadian economy (50 percent of GNP) and the observation that government workers tend to be the least intrapreneurial
- too much time spent paper shuffling as opposed to reflecting upon the organization behaviour
- racism, sexism, or physical barriers for persons with disabilities.

A concept attainment lesson may be used for defining intrapreneurship. What are the critical and non-critical attributes?

Learning Objectives   **Notes**

The students label the concept intrapreneurship after identifying

critical and non-critical attributes while analyzing examples and non-examples of the concept.

Following this activity, students may explore several additional examples and non-examples of intrapreneurship to categorize and check their understanding further.

A guest from an organization within the community may be invited to the classroom to discuss experiences with intrapreneurship and creating change. The guest may be an intrapreneur who could share experiences with the class. Prior to the visit, students may prepare questions for the guest to address. A reflective discussion may be held following the guest's presentation.

Students could break into groups and develop a script for a role play of an "intrapreneurial" situation – one within the school organization, or a local or provincial organization. Alternatively, students may develop the script for a problem situation within the community that may be "in the news".

Some examples of intrapreneurial activities that may be considered include fundraising for the school or a charity, development of an environmentally responsible school, or advertising or marketing of a new product.

As groups develop the script, one or two members of each group may play the role of positive support for an intrapreneurial plan while the other members of the group would try to stifle the suggestion. Roles/members of the players may include employees, students, principals, trustees, supervisors, managers, Chief Executive Officers (CEOs), town councillors, Tribal councillors, or others.

Through this activity, students may identify appropriate employee-employer interactions as well as demonstrate how to express appropriately their feelings, reactions, and ideas in specific situations. (CD 2.3)

1.7 To explain and show the relationship of entrepreneurship to the individual, community, and society as a whole.	Students should understand the world is undergoing rapid economic change, and that economies that are not innovative rapidly fall behind those economies that are innovative.

Strategies to adjust to an increasingly global, competitive economy where many traditional ways are being discarded should be discussed (e.g., moving to an information society where the strategic resources are information, knowledge, and creativity or perhaps shifting to a "service industry base" from a "manufacturing/ industrial base").

Students should recognize that entrepreneurs are those people who recognize a need or want. This may be on a small, local scale, or it may involve being prepared to accept the challenge of responding to |

Learning Objectives   **Notes**

change and global competition. Very often entrepreneurship is

about more than money. It is about new ideas, approaches, methods and styles.

Students should understand that the entrepreneurial spirit applies to everyone regardless of what position, occupation, or profession an individual selects.

In order to adjust to global and economic changes, Canadian society needs entrepreneurs who can innovate for many reasons:
- to increase the productivity
- to create new jobs and more opportunities for people
- to raise the standard of living
- to inspire and enhance opportunities for Aboriginal peoples, women, youth, the elderly, and other minority groups.

Referring to recent problems/situations within school, community, or current newspaper articles, students may discuss how the problem situation could benefit from entrepreneurial activity. For example, students may look at the homeless and how entrepreneurial activity might benefit that problem.

In groups of three or four, students may be provided a scenario and asked to devise a number of possible solutions. The scenario may involve a service-oriented or product-oriented occupation or profession requiring students to brainstorm new ideas, approaches, and improvements. Examples of scenarios may include:
- How might a doctor (the family doctor) improve the delivery of service for the community?
- Could the checkout procedures in the local grocery store be improved to meet the needs of customers?

This activity may help students understand how one's community is affected by society's needs and functions, as well as by the global economy. (CD 6.3)

Module 2: Case Studies in Entrepreneurship (Core)

Suggested Time: 8-12 hours   **Level:** Introductory
Prerequisite: None

Module Overview
Students will examine a number of entrepreneurial case studies from a variety of sectors. Students will be expected to be able to analyze the different cases to identify similarities and differences. This should also be an opportunity to seed ideas of what makes a good venture, what makes a successful entrepreneur, and how opportunities may develop. Exposure to a great variety of examples of ventures will also inspire creativity within students. This module can be integrated easily with Module 3.

Foundational Objectives
- To be familiar with examples of successful and unsuccessful ventures from a variety of sectors.
- To compare and contrast a variety of entrepreneurial ventures.
- To recognize the qualities of the entrepreneurs that contributed to their successes.

Common Essential Learnings Foundational Objectives
- To compare similarities and differences in ideas or events. (CCT)
- To relate, compare, and evaluate what is being read, heard, or viewed. (CCT)
- To identify critical issues in factual or argumentative messages in print and other media. (CCT)

Learning Objectives	Notes
2.1 To recognize the difference between commercial and non-commercial ventures.	Students could be asked to brainstorm a list of ventures, or a list could be generated by the teacher. Place them into categories (i.e., commercial or non-commercial) one at a time. Then use concept attainment to have students determine the difference between the two groups of ventures.
2.2 To compare and contrast a number of successful and unsuccessful commercial ventures. To explore economic/work sectors. (CD 5.2)	Students should be given the opportunity to read and experience a wide variety of case studies. Students should also be encouraged to interview successful business owners or managers. Students should be encouraged to find out as much about the business as possible, including the reasons for success or failure, characteristics of the entrepreneur, and characteristics of the business. Characteristics of a business could include: whether they are a goods or service industry, number of employees, amount of competition in the area, local or global, focus, storefront, home-based or virtual, large or small scale, and expected future of the business. Students should share their findings with the class and discuss interesting ventures they have discovered, as well as reasons for success and failure. Similarities and differences between the businesses should be compared.
2.3 To compare and contrast a number of successful and unsuccessful non-commercial ventures.	Students should compare the criteria they would use to determine success of a non-commercial venture with those for a commercial venture. Students should read about or experience a variety of non-commercial ventures, and make observations as they made with the commercial ventures. Commercial and non-commercial ventures need not be studied independently, but the distinction should remain clear.

Module 3: Entrepreneurial Skills (Core)

Suggested Time: 10-15 hours   **Level:** Introductory
Prerequisite: Module 1

Module Overview
Students will examine the characteristics of entrepreneurs. Students will define entrepreneurial skills and practise their use in a variety of situations. Students will also examine their own personal skills and consider ways of developing and applying them in the near and long-term future.

Foundational Objective
*   To develop entrepreneurial skills that may contribute to the success of the student's practical learning experience.

Common Essential Learnings Foundational Objectives
*   To develop students' abilities to meet their own learning needs. (IL)
*   To understand both the diversity of work choices within an economic framework and the social structures that contribute to or restrict choices of vocation. (PSVS)

Learning Objectives	Notes
3.1 To outline the common characteristics of entrepreneurs and provide examples.	When students are identifying and listing the characteristics of an entrepreneur, team building should be stressed as it is one of the most important characteristics of an entrepreneur.
	Activity-based learning should be encouraged.
	Teamwork is a critical team building skill which entrepreneurs must cultivate to be successful. Development of "teamwork" skills may be facilitated with the use of a variety of interactive instructional strategies and icebreaker activities throughout the course. Through teamwork, students will discover the skills, knowledge, and attitudes needed to work effectively with and for others. (CD 2.3)
	The entrepreneurial ego is a critical characteristic of those who become successful entrepreneurs. Students may view, read, and review entrepreneur profiles/case studies and begin to accumulate data for a report on what they perceive to be the characteristics of the "entrepreneurial ego".
	The characteristics of an entrepreneur may be determined through experiential types of activities. People in business have varying amounts of entrepreneurial characteristics.
	Students may view video tapes, read case studies/profiles, or listen to speakers who may come into the classroom.
	Ask the students to select those characteristics they believe distinguish a high level of entrepreneurial spirit.
	After students have been exposed to a number of examples of entrepreneurs, have students brainstorm the characteristics they perceive or students may be given a list of the characteristics and may place the name of an entrepreneur who possesses the characteristic next to each entry.

Ask students to define those characteristics they believe are critical to entrepreneurial success. Encourage students to discuss each characteristic fully and to use them as springboards to think of others. Students should create an extensive list of characteristics.

3.2 To provide opportunities for students to assess their personal entrepreneurial skills and plan means of growing in those areas in which students are either weak or deficient.

Ask students to identify their personal characteristics such as interests, skills, values, beliefs, and attitudes. They should assess those characteristics and suggest ways to capitalize on the ones that contribute positively to the achievement of their personal, educational, social, and professional goals. (CD 1.3) Students should then go on to identify their particular attributes that are desirable entrepreneurial characteristics.

Some entrepreneurial characteristics are learned and gained through experience, while others seem to be innate. In a class discussion, students should examine the entrepreneurial characteristics identified and assign them (with reasons) to the categories of learned and innate.

Undesirable entrepreneurial characteristics (sense of invulnerability, impulsiveness, over-controlling behaviour, and perfectionism) may also be discussed. While these are generally considered to be undesirable, some very successful entrepreneurs have also exhibited these characteristics.

Encourage students to think about creating a venture requiring team building and teamwork. When they have done that, ask them to consider how the undesirable entrepreneurial characteristics would affect the development of teams in a venture.

Help students understand that skills can be categorized into personal skills, interpersonal skills, critical and creative thinking skills, and practical skills. All of these types of skills are used in creating successful ventures.

As part of a class discussion, develop an analytical grid showing the relationship between the types of entrepreneurial characteristics and the types of personal characteristics, using desirable and undesirable entrepreneurial characteristics as examples. Help students to realize that they may already possess many of the skills, attributes, and talents of entrepreneurs.

Encourage students to identify and list their qualities and talents, as well as the personal skills and talents to achieve over the next period of time. (CD 1.3)

Students may wish to share their list of personal skills and rate those skills that are beneficial to becoming an entrepreneur.

Invite an entrepreneur to the classroom. Students may make the arrangements. Prior to the visit, students may be involved in developing questions to stimulate discussion. Examples of questions are in Appendix D.

Learning Objectives   **Notes**

Students could also be involved in introducing the guest, interviewing, making the thank-you statement afterward, and sending a letter of thanks.

The guidance counsellor in the school may be able to assist in discussing personal skills and characteristics, and methods to overcome undesirable characteristics.

3.3 To summarize personal entrepreneurial skills and demonstrate these skills in a variety of situations.

Entrepreneurs need a well-developed set of critical thinking skills to organize and administer a successful venture. This includes being able to find the necessary information to support wise decisions about a venture.

Entrepreneurs have to be able to evaluate and assess situations and to set goals based on those assessments. Goals defining a process or direction to be worked towards in a short period of time are critical. Entrepreneurs are constantly setting short and long-term goals for their ventures.

Entrepreneurs also have to be able to communicate effectively with members of their teams and with the clients of their ventures.

Entrepreneurship requires sophisticated planning and organizational skills. A good entrepreneur:
- makes decisions based on relevant information and possible consequences for the venture
- recognizes trends and is able to take advantage of them
- is a leader to workers, investors, and clients
- negotiates with all affected groups of society for the well-being of the venture
- has high ethics (high standards and honourable dealings based on respect, integrity, fairness, compassion, truth, courage) so that she/he is trusted by all those involved.

Many students will already be practising some of these entrepreneurial skills. It is important for students to identify situations where this is occurring.

For example, if a student participates in sports, is a volunteer in a community organization, or has a part-time job, he or she can identify entrepreneurial personal qualities practised.

Ask the students to brainstorm the qualities needed to be successful at these pursuits. Use a concept web to help the students develop a picture of the qualities and their interrelationships.

When students have created some concept webs, ask students to do an analysis of their personal skills and competencies. Then ask students to decide upon a short list of personal goals for improving certain skills and competencies.

Students may also be given a list of personal attitudes and attributes in order to prepare a self-assessment. By reflecting on each item in the list in relation to themselves, students may become

Learning Objectives   **Notes**

aware of their personal strengths and challenge areas. Awareness of their weaknesses encourages students to build those attributes into future activities.

Students may complete a checklist or rating scale of their personal entrepreneurial skills at the beginning of the course, at selected intervals throughout the course, and again at the end of the course. This will help determine the progress made in achieving entrepreneurial skills. This will also help students identify and assess their personal characteristics and capitalize on those that contribute positively to the achievement of their goals. (CD 1.3)

Ask every student to pick one of the goals listed and work out a plan for developing it in some way. The plan could include joining or beginning an organization, doing some kind of extracurricular activity in the school, beginning some kind of business or job, or beginning or expanding a hobby that would help the student develop the goal. (CD 1.3)

3.4	To give examples of the interpersonal skills desirable in an entrepreneur and to use those skills within the classroom. To consult key personnel as information resources, role models and/or mentors. (CD 5.3)	Some interpersonal skills that are important for success include: • a willingness and ability to talk to others • effective listening skills • an ability to motivate others • an ability to encourage others • an ability to negotiate • an ability to resolve conflicts • a genuine care for others. Students should discuss how and why these characteristics are important to entrepreneurs and practise them in the classroom. (CD 2.3) Students may interview entrepreneurs to find what motivated them to start a business, how they encourage and work with others, how entrepreneurs keep a positive attitude, how they resolve conflicts, and how entrepreneurs negotiate issues within the workplace. (CD 5.3) Students may wish to interview entrepreneurs who are Aboriginal, female, or of a minority group and examine any special challenges that these individuals faced.
3.5	To select and illustrate critical and creative thinking skills needed to solve problems and set goals.	Critical and creative thinking skills include: • ability to think creatively • ability to solve problems • confidence to make a decision and act upon it • ability to set goals, develop a plan to achieve them, and carry out the plan • ability to identify opportunities and generate ideas suitable to the opportunities (the basis of entrepreneurship). Innovation, like creativity, requires discipline and is based on a discrete set of skills; consequently, it can be learned. It is not a personality or cultural trait.

Learning Objectives   **Notes**

In order to think creatively, students should be offered situations in which they can move out of traditional thinking patterns.

Students can be made aware of "blinders" or "tunnel vision" which may inhibit critical and creative thinking.

Techniques to assist in developing creative thinking processes are offered by Roger von Oech in *A Kick in the Seat of the Pants* and Edward de Bono in *Six Thinking Hats*. (See Appendix F.) In addition, the C.E.L. of Critical and Creative Thinking includes objectives to promote students; creative development.

Students at this point in their educational career may have been introduced to the decision-making process many times. A review of a decision-making cycle may be necessary.

Students may use focused imagery to imagine themselves in a problem situation that would require them to be innovative in determining a suitable solution. For example, the students may examine a problem within the school such as limited resources to support the school's athletic programs or they may imagine a community concern such as the problem of limited individual capital on a First Nation Reserve.

By brainstorming, students may list a variety of solutions to the problem. Students may share their ideas, discussing similarities and differences.

Techniques for problem solving as described by Roger von Oech and Edward de Bono can be used at this stage. Awareness of and experience with the six functions of the thinking hats is essential for students to see things and view situations in different ways. Edward de Bono's "green hat thinking" can be emphasized here.

3.6 To summarize and evaluate the practical skills each student possesses that may be useful in entrepreneurial ventures.	Students need to be encouraged to discover that they do, in fact, have skills and abilities to offer the world of work and business. Students should discover their skills and practise the skills that students find interesting and challenging. (CD 2.3)
To demonstrate behaviours and attitudes required for working with others. (CD 2.3)	Some of these skills may have been identified in the self-assessment objective, Learning Objective 3.2, and may be identified now as practical skills. Students may wish to add other practical skills after more research and discussion.
	Students may assess their practical skills in relation to perceived success with entrepreneurial activity or students may see the need to develop these skills further to achieve entrepreneurial goals.
	Profiles of successful or unsuccessful entrepreneurs may be used as case studies. Students may explore and identify the entrepreneurial skills related to success or failure in the profiles. Students need to understand that there is learning to be achieved with failures or successes.

Learning Objectives   **Notes**

Students could use the rating scale they have worked on to prepare a set of questions they could use to interview an entrepreneur. Each group should phone their prospective interviewee and set up an interview time. (CD 5.3) When the interviews have been completed and each group has analyzed their findings, the results should be summarized into a presentation or report for the rest of the class.

The class could then hold a conference entitled Skills for Successful Entrepreneurship or something similar. It should be as much like a conference as possible, giving the students name tags and sitting conference room style so students can report and discuss each report as is done at a conference. This activity would engage students in a learning experience that may help build positive relationships in one's life and work. (CD 2.3)

A guest from the community may be invited to the classroom to describe the skills needed to achieve success. A teacher conference with the guest prior to the classroom visit would help to clarify those skills. Students may generate questions for the guest with the guidance of the teacher.

3.7	To compose and outline a goal or set of goals to be accomplished within the near future based upon a set of personally defined skills necessary to accomplish the goal(s).	Being successful in entrepreneurial ventures is based on knowing the goals and understanding and applying the necessary talents, abilities, and skills to achieve them.

Being successful in entrepreneurial ventures is based on knowing the goals and understanding and applying the necessary talents, abilities, and skills to achieve them.

Goal setting is the process of defining what is wanted and planning what to do to meet the goal.

The planning process involves setting "measurable objectives" as a plan of action to attain the goal(s) set.

Students may prepare a list of objectives and goals they wish to accomplish for the day, the week, the month, the summer/ Christmas/Easter vacation, or the year. Sample activities for writing and setting goals and objectives are in Appendix G.

Students may rank each goal as to whether it is easily attainable or will require sustained effort. This may require setting a target date for each goal.

After examination of the goals, students may decide that the goals requiring a great deal of effort to achieve will become long-term goals.

Students must understand that failing to achieve a goal does not make them failures. In a class discussion, ask the students to consider what causes ventures to fail. Brainstorm a list of possible causes. The teacher can make suggestions to fill in the gaps and to give students ideas to think about and discuss.

At this point, students could be challenged to develop individual or group venture projects that are feasible. This would be a good opportunity to review the entrepreneurial cycle in a task-oriented way. Use a class discussion so that students are able to think the process through with you.

Learning Objectives   **Notes**

To simulate a personal goal-setting situation, teachers may use a hypothetical case study, perhaps outlining a situation involving a personal goal common to many of the students in the classroom (organizing time for extracurricular activities, sports teams, homework, family functions, studying for exams; organizing for graduation or special event; planning a community event, etc.).

After students have done this exercise ask them singly or in groups to write up a first draft of their proposed venture or community project.

Ask each individual or group to develop a checklist to be used to evaluate their community project.

Based on that evaluation, the students should make recommendations for changes to their projects. Students are encouraged to seek assistance from their local community in this process.

3.8	To compare and contrast the personal and practical skills of each student on an individual basis to produce a realistic profile of strengths, needs, and goals needed to implement a venture project.	The purpose of this objective is to be a synthesis exercise for the student at the end of this module. Students may integrate their personal, interpersonal, critical and creative thinking, and practical skills together. They may ask the following questions:

- "How can these work together?"
- "What is realistic for me?"
- "What is my lifestyle preference?"

At this point, students should be aware of their personal strengths and challenge areas. Students should list their skills and be aware of the potential entrepreneurial characteristics to develop further, and those that may depend on others. For example, if a student feels particularly confident in working with other people but has no confidence in handling financial matters or desire to do so, the student might identify the type of team or partner(s) that will suit the student's situation.

Students may set goals for changes to make during this course of study or in the future.

Students should be aware of where they are now, what characteristics students currently possess, and how they plan to grow.

Do they like to take risks? What risks do they see as part of their near future?

Students should consider ways to overcome any shortcomings.

It would be useful at this point to discuss the reasons for getting an education and how it can help create skills that the student might not currently possess. Students should recognize how lifelong learning enhances the ability to achieve goals, and should be able to demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals. (CD 4.3)

Learning Objectives	**Notes**

Students need to look at part-time jobs as a means of acquiring experience and skills. Students should realize that no human can master all skills. That is why teamwork is so important. Teams are a way of pooling skills and supporting one another.

Venture Project Planning
- After students have done some self-assessment work, they should ask themselves what kinds of skills would be needed to make possible the venture project that students are planning.
- Students should draw up a list of skills that are necessary for the project.
- The students should prepare a report listing the skills necessary for the projects and the sources of those skills.
- This report should be appended to students' other venture planning materials in the portfolios.

Module 4: Seeking Opportunities (Core)

Suggested Time: 10-15 hours   **Level:** Introductory
Prerequisite: None

Module Overview
This module defines the concept of entrepreneurial opportunity and helps students develop criteria to judge whether a given situation would be an opportunity worth developing into a venture. This module will also have the students recognize conditions that give rise to opportunity. Students will understand and practise methods of evaluation and, based on those evaluations, make decisions about the most likely opportunities to adopt as ventures. Either before or during this module, the teacher and students should consider whether they plan to carry out a venture and, if so, this module should be taught with that expectation in mind.

Foundational Objective
- To assess opportunities at home, school, and in the community and to develop those opportunities by applying personal experience, knowledge, and expertise.

Common Essential Learnings Foundational Objectives
- To contribute to the development of critical and creative thinkers. (CCT)
- To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences, and objects in meaningful contexts in order to create or identify entrepreneurial opportunities. (CCT)

Learning Objectives	Notes
4.1 To identify and explain an entrepreneurial opportunity. To understand how societal and economic needs influence the nature and structure of work. (CD 6.3)	Students should understand that opportunities occur when people discover a problem of some kind that can be helped with a product or service, or when people decide they have certain needs or wants to satisfy. An opportunity will become a successful venture only if its products and services satisfy the needs and wants of people in some way. The wants and needs of people are occasionally created by availability of the product. Students should realize that opportunities arise from change and that entrepreneurial activity causes changes to occur as well. Students should be able to evaluate opportunities based on demand and ability to supply. Students should understand how society's needs and functions affect the supply of goods and services. (CD 6.3) Students should recognize the sources of opportunities (growing and evolving economies and economic niches, technological change, social change, demographic change, and political changes such as war, tariffs, and embargoes). Background information and discussion of these may be necessary before students can understand how to create opportunities. Other conditions that create opportunities include shortages, surpluses, price response, and shifts in demand. Students should brainstorm lists of opportunities that could develop from each of these sources. It is recommended that students identify opportunities within familiar scenarios before looking at others.

Learning Objectives   Notes

Students should discuss how innovative entrepreneurs discover and take advantage of opportunities (being optimistic, accepting challenges, searching for opportunities, evaluating and researching).

Students may refer to the entrepreneurial cycle from Learning Objective 1.1. Finding opportunities is the second step of the cycle. Students may again discuss the fact that the entrepreneurial process is product- or service-driven.

In keeping students' interests and abilities in mind, teachers should select situations that students can relate to easily. The situation should be simple and "close to home", especially in the initial stages of identifying opportunities.

Students may visit a trade show or exposition, and prepare a summary of the services and products displayed on site. Examples of major trade shows that take place in Saskatchewan include Agribition or the Business Opportunities Show. Students may tour facilities such as Innovation Place in Saskatoon. (CD 5.3)

Students may watch television advertisements or listen to radio advertisements at home and compose a newspaper article assessing such items as the following: Who was the intended target audience? What attention-getting values were visible? What product information was given? Was there Indian/Métis visibility/invisibility? etc. Students may brainstorm and prepare a concept web of opportunities that might arise from these advertisements.

Students may be paired to identify opportunities that may exist within the school.

A specific topic for journal writing in this learning objective may involve listing the needs/problems/opportunities students currently perceive. They may refer to this list later in the course to re-evaluate these opportunities after acquiring new knowledge and skills in entrepreneurship.

| 4.2 | To differentiate between an opportunity and an idea. | What is the difference between an opportunity and an idea? A problem may be the opportunity; the solution(s) may be the idea(s). |

Students should be able to explain why an idea does not necessarily become an opportunity. Is it a solution? Is it possible? Is there a need? Is it feasible? Students could generate ideas that do not meet these criteria and, therefore, would not be successful opportunities. See Appendix H for a tool for evaluating ideas and opportunities.

Students should classify ideas into different forms: inventions, new services, or new methods.

Examples and non-examples of ideas may be presented to the students. (Some of the non-examples of ideas should be examples of opportunities.)

Learning Objectives   **Notes**

When the concept of ideas is established through the concept attainment exercise, students may be asked to examine and categorize the non-examples to determine if there are any similarities.

At this point, students will be engaging in concept formation. It would be useful to have a follow-up class discussion to summarize and clarify the relationship between ideas and opportunities. Students could debate whether ideas create opportunities or whether opportunities create ideas.

Looking at a variety of entrepreneurial case studies, students may be asked to identify the opportunities and ideas in each case study. Case studies that were used previously in the course may be reintroduced and analyzed for the opportunities and ideas presented.

4.3 To understand the creative process and the problems associated with it.

Game – Find the Example or Non-Example

For best results, an unusual object or gadget that is not easily identifiable and whose uses are not immediately evident should be used. In groups of four, students may be shown the object and asked to determine two examples and two non-examples of uses for the object.

Within the examination process of the unusual object, groups would be asked to relate the object to innovation.

This procedure could be repeated using common objects with the purpose of creating new and unusual uses of the object.

After students understand the differences between opportunities and ideas, students may be placed into small groups and asked to brainstorm a series of opportunities and ideas.

Students may role play a variety of daily life situations that can provide an introduction to identifying opportunities and ideas. For example, role play situations may address financial restraints at home or school, for community projects, or for environmental concerns such as the pollution of surrounding waters or social concerns such as unemployment and a perceived need to stay in the community for family support.

The role play situations can involve the audience in determining the opportunity and idea(s) that may result from the situation. This activity may assist students in understanding how ideas may be generated from daily life situations.

Given a situation and opportunity, students may determine what ideas entrepreneurs have developed that match the opportunity. As students identify ideas, students may be asked to write a sentence about how they see the idea being innovative.

Learning Objectives   **Notes**

4.4 To recognize the conditions that may give rise to an opportunity.

To explore how trends can positively and negatively affect work opportunities. (CD 6.3)

Change may be monitored by studying:
- Trends (long-term change). Trends may identify needs and wants.
- Fads (short-term change). Fads may identify wants.

Some suggestions that may give rise to entrepreneurial opportunities include:
- increasing population in Canada and the world
- a multicultural society
- gender equity with women assuming positions of power
- two-career families
- increasing health consciousness and the wellness model for Saskatchewan
- new types of family units
- increased need for lifelong learning
- increased Aboriginal population
- Aboriginal self-government in Saskatchewan
- moonlighting: reasons, kinds of activities
- changing tenant mix in places such as shopping or recreation.

Other possible areas for opportunity searches may include the following:
- unexpected successes (e.g., computer hardware and software acceptance)
- unexpected failures - how could failure have been avoided?
- unexpected events (e.g., Royal visits, solar eclipse) - what new product or service, or improvement of an idea could be developed?
- weaknesses in a process - how could it be improved?
- changes in potential market – aging population, free trade, environmental awareness, legislation changes
- changes in high growth areas - the introduction of DVD players, the wellness model, health foods
- changes in technology – computers, voice input, scanners, and virtual reality
- changes in demographics - age, education, and income
- changes in perception - how are the products/services perceived by the target population (e.g., wellness, being physically fit, or the return to the preservation of the family unit)?
- new knowledge - the impact of the laser, nuclear power, increased awareness of environmental conditions, or the impact of second-hand smoke.

Give the students a couple of examples of trends with which students might be familiar. Ask them whether they have noticed these trends and whether students think these trends might represent opportunities. Based on that preliminary discussion, brainstorm a web of trends that students have noticed. The teacher may contribute examples to expand the students' thinking.

Students may begin a research project into Saskatchewan or Canadian trends.

Discuss the trends that students have researched and/or the trends suggested in national best sellers to see how there trends affect the

Learning Objectives   **Notes**

school, community, province, or Canada. In this activity, students may demonstrate how one's community is affected by trends in our society as well as by the global economy. (CD 6.3)

Ask the students to write in their journals those things that are frustrating about their society.
- What kinds of things should be there, but are not?
- What things make you really frustrated and angry?
- What things do you find that won't work properly and should be fixed in some way?

After the students have done some thinking and writing, ask for suggestions for discussion. Give students an opportunity to explore the suggestions thoroughly using all of the concepts that students have been exposed to so far.

Now ask students to apply their thinking to other age groups, other occupations, etc. Can students think of similar problems that these people face? Do these problems represent potential opportunities?

Opportunities arise from the unsatisfied needs of individuals. Students may wish to:
- talk to individuals in the community about their concerns and conduct research into how those needs have been met in other parts of the country or the world
- look for ways to improve old ideas
- look for new uses for old products.

Students may discuss or examine their part-time jobs or the jobs of others with which students are familiar such as those of their friends and relatives. Students should ask themselves if there are any conditions that may give rise to opportunities.

4.5 To generate a list of entrepreneurial opportunities in a number of commercial and non-commercial situations. To understand that work opportunities often require flexibility and adaptability. (CD 7.3)	Review the processes of Edward de Bono's six thinking hats (see Appendix F). The process emphasis for this learning objective is on the green hat thinking – Alternatives. People are often content with the first solution that comes along. There may be several routes to this destination. Students are encouraged to go beyond the obvious, "take off the blinders" and suggest other ways that things may be accomplished. A search for alternatives is a search for a better way – it is a creative exercise. A review of the four roles of the creative thinking process described by Roger von Oech will be useful. The roles of explorer and artist will help generate opportunities. The student should search for new information and transform that information into possible opportunities.

Learning Objectives	**Notes**
	Students should identify opportunities familiar to them found at school,

in the community, or in the province. Initially, students can be involved in identifying a simple opportunity – one to which they can relate.

Students should consider both commercial and non-commercial settings for opportunities. For example, a group of students may wish to look for opportunities within the community: at the local hockey rink, at the community recreation centre, in the arts or technology, or in the environmental field.

Entrepreneurs never wait for opportunities to appear; they look for them. Entrepreneurs know that:
- one thing could lead to another (encourage teamwork)
- they should expect the unexpected
- they can't overlook the obvious
- they must pay attention to small things.

To generate opportunities, consider the following exercises. As students will be involved in brainstorming and generating free-flowing solutions, no assessment of the quality of answers should be made. Encourage quantity of solutions. Use concept webbing of solutions as part of the brainstorming or as a further activity for students.

1. Give students an item and ask them to generate business opportunities that could be used in conjunction with an item (e.g., used car oil). Suggested opportunities may be a device for protecting the environment from the used oil, a permanent storage unit, or a process to recycle the oil.

2. Present "What if" exercises for students to discuss. Some questions that might be used to explore opportunities are: What if people stopped aging? What if there was no gasoline? What if students had to learn on their own?

3. Try an exercise on "extending the rules" and doing things in a different way. Rules may be extended when playing a sport or challenging taste buds with unfamiliar food/food combinations.

Students may write a newspaper or magazine article about a person who saw an opportunity and developed an innovative way to respond to it. An alternative activity may be to have students write a science fiction futuristic article creating a future scenario, opportunity, and solution.

4.6	To evaluate ideas related to an opportunity based on an appropriate set of criteria.	The purpose of generating ideas is to think laterally and to come up with as many solutions to the problem or as many ideas for the opportunity as possible.

Using Edward de Bono's six thinking hats, students may work through ideas with the black hat (arguing against an idea) and with a yellow hat (looking for positive outcomes).

Roger von Oech's "judge" role can be used to determine if an idea is workable. (Refer to Appendix F.)

Learning Objectives   **Notes**

Have students examine ideas by adopting different points of view. For

example, students may be asked to determine reasons why an idea may be unsuitable, to determine the positive outcomes of the idea, or to give their inner thoughts and hunches about the viability of an idea. Some suggested criteria for evaluating an idea may include: financial cost, opportunity cost (cost vs. benefit), time, purpose.

Students should be aware that each product and service goes through a life cycle. The four essential stages in the life cycle are introduction, growth, maturity, and decline. Some examples to study may include the hula-hoop, compact disc players, tanning salons, mukluks, or popular toys.

In small groups, students may examine and explore an idea by taking different points of view or roles for thinking, such as the "hats" suggested by Edward de Bono.

Any object such as a bead or a button may be passed among the members of the group. The group member who holds the object would be entitled to speak and present his/her point of view.

Students may conduct a market survey to evaluate their best ideas matched to an opportunity/need. Students may work on the ideas and opportunities placed in their portfolios. The purpose of the survey is to ascertain customers' preferences and to identify the target market.

The survey may be conducted by telephone (fast, less expensive), by mail-out questionnaire (expensive, only yes/no and choice responses may be suitable), or by interview (the best approach but time consuming).

Diagrams, prototypes, and explanations may be used to explain the product or service.

4.7 To develop creative or alternative choices reflective of the changing world of work. (CD 8.3)	Learning to draw conclusions is the last step in the decision-making process. Students will have to determine the best match between good ideas and good opportunities. Students need to become aware of the important role that the selection and application of criteria have in decision making.
To choose the best idea to match a defined opportunity and to justify the conclusion.	Below is a list of significant criteria that students should seriously consider before going very far in developing an idea or opportunity:
• Feasibility
• Demand
• Usefulness
• Profitability.

A worst-case and best-case scenario may assist students in selecting the ideas that have the best potential to succeed. |

Learning Objectives   **Notes**

The results of these scenarios may be plotted on a risk/reward analysis

scale such as the one shown below.

Each idea could be judged according to several criteria, using this scale:

_____
-3 -2 -1 0 +1 +2 +3

Using the ideas from the scenarios as a basis, students can create a risk profile of ideas in order to compare and contrast the levels of risk between ideas.

Emphasize that an opportunity should be clearly defined to facilitate the identification of suggestions and ideas, and to determine their "match" to the opportunity.

Remind students that one idea is often very limiting – several ideas represent a better chance for success.

After each idea is plotted, the results may show the alternative or idea that can best match the opportunity.

A rationale should always be given to support the final decisions.

When ideas are matched to the opportunity, it is important to develop a plan for the venture.

Students should assess the checklist of criteria to determine whether it covers the situations examined in the research. If they find a criterion they feel is not covered, it should be discussed by the class and possibly added to their list.

Students should consult their portfolios and assess the ideas and opportunities listed.

4.8 To select the best opportunity based on an evaluation and to justify reasons for the decision.

When students have assessed all their ideas and opportunities, they should write a report that suggests the probability of success for each of their ideas and opportunities. Students may also examine the scenarios and alternatives, and determine if they are supportive of one's values and goals. (CD 8.3) Students should determine a conclusion in which they choose the opportunity that is most likely to result in a viable venture. Students should justify their choice.

Module 5: Business and Co-operative Development (Core)

Suggested Time: 5-15 hours **Level:** Introductory
Prerequisite: None

Module Overview
This module will provide students with an opportunity to explore community initiatives, government agencies, and business associations that support the concept of entrepreneurship. The vision, policies, and programs of these organizations are key components for the growth and sustainability of communities in Saskatchewan.

Foundational Objectives
- To understand the need for networking in the development of new ventures in a community.
- To gain an appreciation for the supportive role that Community Development Boards, Chambers of Commerce, Boards of Trade, government agencies, and business organizations provide in local communities and regions.
- To develop students' abilities to access knowledge and find the support and encouragement needed in developing all phases of venture planning.

Common Essential Learnings Foundational Objectives
- To identify and appropriately use a variety of available resources. (IL)
- To use the language and concepts of business structure to develop an argument or present information in formal public modes (e.g., letters, essays, debates, etc.). (COM)

Learning Objectives	Notes
5.1 To develop and explain the structure, mission, and goals of community development agencies and other supportive agencies and business associations. To experience various roles by being involved in business related activities. (CD 11.3)	Through experiential opportunities such as Job Shadowing, Mentorship or Work Study, business sponsored events, and other activities, students may be introduced to the immediate and future needs of the community. By networking and collaborating with supportive business associations, students can experience the personal management, academic, and teamwork skills needed by entrepreneurs. Students should be provided with the opportunity to observe and investigate the skills and characteristics of entrepreneurs and successful business people. The students could assist a local or regional business association in a collaborative community project. Through this liaison and interpersonal dialogue, students will gain an appreciation for the leadership and commitment of volunteers and community leaders. Activities could include: planning a local business awards celebration, promotions, special events, trade fairs, symposia, or training seminars. Students could be evaluated by both the business association committee and classroom teacher. Teachers may use this activity as part of the course requirements for preparing the business plan (Module 7: Market Research, Module 13: Planning a Venture, and Module 15: Evaluating a Venture). For some students, this experiential activity could replace the preparation of the venture plan to successfully meet course requirements.

Learning Objectives   **Notes**

By developing educational partnerships with business (Regional Community Futures Board Development, local Chambers of Commerce, Women Entrepreneurs of Saskatchewan, Junior Achievement, local service clubs, etc.), experiential and hands on learning is enhanced. Students would also develop and pursue short-term action plans that may contribute to personal life/work goals. (CD 11.3)

Students will be exposed to and understand the criteria and selection of viable venture applications requiring financial assistance or other supportive services within their community, region, and province.

5.2 To develop an understanding of the significant role that business and entrepreneurship play in economic decision making and community development.

Students could conduct interviews or hear a presentation from a local economic development officer or representation from a Regional Economic Development Authority (REDA) or municipal government. This activity will also support objectives 5.3 and 5.4.

Students should investigate the need for economic development planning in their community:
- to put local business expansion first in the community
- to attract new investment to the community
- to build partnerships and community services to support entrepreneurship
- to promote positive entrepreneurial attitudes and acceptance
- to encourage grassroots investor support.

5.3 To understand how business ventures evolve and change over time.

Students should compare the current presence of local businesses with those present at some point in the past, and suggest why there are differences.

5.4 To investigate the implementation of new business initiatives used to stimulate economic growth and personal achievement.

Students should evaluate incentives or other initiatives that are available for businesses in their community. Discussion about whether or not incentives and initiatives are necessary, and the impact they have on the long-term viability of a business is worthwhile. A survey of opinions of a variety of community members about incentives would be informative.

Module 6: The Canadian and Saskatchewan Marketplace (Core)

Suggested Time: 5-8 hours   **Level:** Introductory
Prerequisite: None

Module Overview
This module introduces students to various economic systems. This module also identifies the role of provincial and federal governments in the economic system and marketplace. By developing an understanding of economic systems and the role of government, students will examine the impact these have on the economic conditions and opportunities in Saskatchewan and Canada.

Foundational Objectives
- To understand the differences among various forms of business organizations.
- To understand the characteristics of the free enterprise system as practised in Canada.
- To understand the relationship among business, consumers, and governments.

Common Essential Learnings Foundational Objectives
- To promote both imaginative thought and the ability to evaluate ideas, processes, experiences, and objects in meaningful contexts. (CCT)
- To recognize the inevitability of profound change due to advancements in technology and changes in society's values and norms, and to be prepared to influence change by continuing to learn on an ongoing basis. (IL)
- To understand the roles of ideologies and party politics in a democracy and other political systems in the shaping of the marketplace. (PSVS)

Learning Objectives	Notes
6.1 To identify and explain the general characteristics of an economic system.	Two things that all consumers have in common are needs and wants. While food, clothing, and shelter are needed for our survival, goods and services are wanted by most of us, if only for pleasure and recreation. Students should brainstorm a list of needs and wants, or use a concept attainment method to support students in achieving an understanding of the difference between needs and wants.

An economic system is designed to allocate use of a country's resources including land (natural resources), labour (those who do the work), and capital (the human-made things used in production). These resources are referred to as the factors of production. A fourth factor of production, management or entrepreneurship, is the organization of the other three.

Economic systems can be rigidly controlled by the government, as they are in some dictatorships, or be allowed to run freely as they did in the early days of the Industrial Revolution. That system operated with almost no direction or interference from the government. Students could identify social, economic, and personal implications of living within either of these two political structures. |
| 6.2 To compare and contrast traditional, command and market economies. | Economics is the study of the production and distribution of goods and services. There are three basic types of economies – traditional, market, and command. These are models. No economic unit is purely one or the other. All actual economies can be described as some combination of the three models. Students could develop role play scenarios to demonstrate the different types of economies. Some descriptive criteria related to each of the economies follow. |
| Learning Objectives | Notes |

Traditional economy:
- slow to change
- scarce resources
- decisions based on customs
- activities usually based on the family or ethnic unit
- production is often done the same way as in the previous generation.

Command economy:
- decisions made by planners or commanders who may attain power by election, appointment, self-appointment after seizure of power, or birthright
- commanders decide who gets products, who makes products and provides service, wages, etc.
- decisions are usually based on the well-being of the entire economy, but sometimes may be based on self-serving reasons
- often poor at matching people who want to do a job with the job that needs to be done; therefore, workers may be poorly allocated and motivated.

Market economy (capitalism):
- assumes what is needed is what people are willing to buy
- relies on the law of supply and demand for decision making
- free competition exists at all levels - people compete for jobs, products compete for buyers, consumers compete for purchases, businesses compete for employees, raw materials, and customers
- ideally there are many small businesses entering and leaving the marketplace all the time
- requires a medium of exchange, usually money
- very quick to respond to change
- individualistic - each person does what is best for ownself, which in theory should result in good for everyone.

Students should discuss why a pure market economy might not act in the best interest of a society. Some examples might include:
- bigger profits resulting for a company if it does not go to the expense of installing pollution control devices
- potentially harmful products (e.g., drugs, chemicals, cosmetics) selling well
- workers receiving the same pay for shoddy workmanship as for quality work, provided the boss does not notice
- companies conspiring to establish monopolies.

No economy is purely capitalistic. A market economy, however, has certain basic features: economic decisions are made on the basis of the law of supply and demand, there is free competition, and the desire for profits and high wages motivates people.

6.3 To understand the difference between the public and private sectors of the Canadian workforce.

As both the public and private sectors play important roles in our economy, it is important that students understand the difference, and be able to demonstrate a knowledge of the role that each plays. Students could be introduced to these sectors using a concept attainment approach. It would be valuable to discuss the degree of

Learning Objectives   **Notes**

involvement that the public sector should have in our economy, and the impact that it does or could have. You could co-ordinate this discussion with the Canadian Studies teacher.

6.4 To identify, explain,and illustrate the prevalent economic system in Canada.	Today, the economic system practised in Canada is known as a modified or mixed market system. Under this system, three important characteristics are allowed and encouraged: • ownership of private property • profit • competition. In most countries where the mixed free enterprise system is practised, privately owned businesses produce most of the goods and services demanded by consumers. Students could identify the top local, provincial, and federal businesses. Home-based business people could be invited to the classroom. Field trips to the business district of your town or part of a city can be investigated, illustrated, and displayed. Business cards could be collected and interviews with employers could be conducted and reported. This would provide students with the opportunity to consult key personnel in selected work roles as information resources or role models. (CD 5.3) It is estimated that in Canada more than a million separate businesses produce goods and services. Approximately one-quarter of them are farms. The others produce goods and services for a wide variety of purposes. Many of these specialize in one product or service. In Saskatchewan, the farming economy has diversified. The dynamics of rural life are changing. Students could be given the opportunity to compare the past and present and predict the future within their communities. To produce the goods and services demanded by consumers, businesses hire people. When hired, these people become employees or workers and earn income in the form of wages, commissions, or salary from the sale of their labour (human capital). The income can then be saved or spent on the goods and services that have been produced. Saskatchewan labour laws could be explored in conjunction with a Career and Work Exploration teacher or a Canadian Studies teacher. The *Ready for Work* resource produced by Saskatchewan Labour can provide necessary information about Saskatchewan labour laws. No economic system works perfectly and Canada is no exception. Our economy has ups and downs. Business production and consumer spending do not always remain in harmony. As a result of this uneven movement of money and products in the economy, business activity moves up and down. The movement of the economy is recorded by economists and is referred to as the business cycle. Students should be given graphs or tables of data indicating trends in the economy, and should be able to interpret the data and the impact of those trends on society. (CD 6.3)
Learning Objectives	**Notes**

The business cycle moves through a series of phases, each with its own descriptive name. A slump in business activity is called a recession. When a recession is widespread and long lasting, it is known as a depression. If prices increase too rapidly, however, the cycle can move from a period of prosperity to a period of inflation. If inflation is not controlled, the cycle will eventually slow down again and move back into a period of recession. So the cycle goes. Our government has a number of policies to keep the business cycle in check.

6.5   To identify and explain the role of governments (federal, provincial, and local).

Canada's economy is known as a mixed or modified market system. The involvement of the federal, provincial, regional, and municipal governments modifies our economic system. Although there is often criticism of government policies, governments generally are considered to be essential to the smooth operation of our economy. Governments, businesses, and the general public are interdependent. Students may wish to study how laws and bylaws are made, and research various government departments. Students could identify laws that affect small business and entrepreneurial activities. Local government representatives may be invited to the class to discuss their policies and regulations (licensing, zoning, initiatives, etc).

Government's main role in our system is to protect the public interest. The public, however, includes everyone. This means that the government is responsible for keeping the business cycle working at its best so that the private sector, which includes business firms, consumers, and workers, does not suffer from periods of depression or inflation.

6.6   To explore the relationships among business, the consumer, and government.

Our economic system is not a perfect one. It can be more effective if each of us learns and understands our role in it and how the system operates. As a result, we can make wiser decisions about work, consumption, and citizenship. Entrepreneurs must know the relationships and roles of the business sector, the consumers, and government policy.

Students could explore ways that government programs or regulations affect businesses or consumers.

6.7   To recognize and examine the economic conditions and opportunities in Saskatchewan.

Facts about the Saskatchewan situation include:
- the first underground software system engineering program
- the first province to construct a heavy oil up-grader
- the first appearance of pay-per-view cable television
- the first to introduce online point-of-sale transactions.
- major cities are most competitive for call centres
- low utility rates
- scientific research tax credits
- training grants for employees
- untapped forestry opportunities
- untapped eco-tourism opportunities
- rich culture, arts, and entertainment

Learning Objectives   **Notes**

- according to United Nations criteria, one of the best places to live

in Canada and the world
- Canadian Light Source Inc. (Synchrotron)
- oil and gas exploration
- a cultural mosaic
- dynamic motion picture industry
- key mining (potash, uranium, lignite coal, gold, clay, diamonds, etc.)
- information technology
- agricultural biotechnology.

Students should brainstorm the economic conditions and opportunities that might exist in their own community.

Module 7: International Trade and Entrepreneurship (Optional)

Suggested Time: 3-5 hours   **Level:** Intermediate
Prerequisite: None

Module Overview
Saskatchewan is a trading province. The relatively small market in Saskatchewan, with approximately one million people, necessitates the fostering of markets external to our provincial borders. While trade with other provinces and territories in Canada is important to Saskatchewan ventures, the close proximity to the United States, with a population of over 275 million people, provides opportunities to engage export markets on a large scale. As well, Saskatchewan entrepreneurs access global markets, enhanced by the quality of our products and services. The process of gaining access to export markets is strengthened through the support of agencies and infrastructure designed to assist Saskatchewan entrepreneurs.

Foundational Objectives
- To appreciate the scope and nature of Saskatchewan's international trading status.
- To become aware of supports for the development of international commercial market opportunities.
- To understand that export markets include not only the shipment of products to foreign destinations, but also include the provision of services to non-Canadians who spend money in Canada to obtain services such as tourism experiences.

Common Essential Learnings Foundational Objectives
- To synthesize ideas gleaned from current readings/discussion/viewing/oral presentations with prior knowledge and understanding. (COM)
- To read and interpret quantitative information found in newspapers, magazines, and government, political, and business publications and evaluate the validity of arguments based on such information. (NUM)

Learning Objectives	Notes
7.1 To identify Saskatchewan's major export products and services, and to identify specialized niche markets filled by unique Saskatchewan products and services.	Saskatchewan has traditionally been viewed as an exporter of raw materials, although the export of both finished products and expert services has grown in significance in the past two decades. While continuing to export primary products such as agricultural products, forest products, and mineral resources, Saskatchewan entrepreneurs currently export significant quantities of finished products, technological services, and human services.

Have students undertake research to design a graphic representation of:
- the location of Saskatchewan's major international export markets
- the products and services exported internationally by Saskatchewan entrepreneurs
- the economic significance of these exports.

This graphic representation may be a map, a graph, a chart or table, or a grid. Students should consider which of these would best illustrate the pattern of Saskatchewan's export markets.

Investigate unique and/or innovative products or services that Saskatchewan entrepreneurs have developed to fill niche markets inside and outside of Saskatchewan borders. Examples may include wild rice, Saskatoon berry products, organic birdseed, Saskatchewan walleye, specialized farm machinery, telecommunication services, and biotechnology. |

Learning Objectives   **Notes**

7.2	To identify major international customers of Saskatchewan products and services.	Through contact with, or research about Saskatchewan exporters, students should identify either specific customers or general types of customers that are, or could be, consumers of Saskatchewan goods and services.
	To understand the concept of global economy and explore how it affects individuals, communities, and the province. (CD 6.3)	Students should also become familiar with agencies that assist companies in locating potential customers, or that act as a clearinghouse for a variety of products.
		While not obviously an export, the international market for products and services delivered within the province makes a significant contribution to Saskatchewan's economy. Industries such as the tourism industry and the motion picture industry are examples of Saskatchewan success stories that bring international money into our province. Students could research companies that focus on bringing international business to our province, rather than exporting a service or product out of the province.
7.3	To become familiar with agencies and organizations that support Saskatchewan entrepreneurs in accessing international markets, and in creating a business plan for marketing products or services beyond Saskatchewan's borders.	The development of international markets for Saskatchewan products and services requires a great deal of time, expertise, and knowledge of the international marketplace, as well as significant effort in establishing trading relationships. As individual entrepreneurs may not have the expertise or contacts for establishing export market relationships, nor the time to develop these factors, agencies have been developed to assist in the establishment of international market knowledge and access. One such agency is the Saskatchewan Trade and Export Partnership (STEP) which is designed to enhance and expand the commercial success of Saskatchewan entrepreneurs in the global marketplace.
		Have students research the mandate of STEP, and identify ways in which STEP assists businesses in the development and expansion of international markets. As well, identify other agencies and organizations that contribute to the enhancement of international opportunities for entrepreneurs.
7.4	To speculate on opportunities to expand Saskatchewan's international export markets.	Consider the case studies that students looked at in Module 2 or the ventures that were initiated in Module 9 (if done prior to this module). What are the potential opportunities for development of markets for those product or services: • outside of Saskatchewan? • outside of Canada?
		What challenges/obstacles would you envisage in the development of such markets?
		What are the potential solutions or sources of support in seeking solutions to these challenges and obstacles?
		What infrastructure exists to enhance the desirability of Saskatchewan or Canadian products and services in the international marketplace (i.e., health and safety standards)?

Learning Objectives   **Notes**

7.5 To become aware of the unique conditions that specifically affect international trade more than domestic trade.

Students should be introduced to factors such as:
- changes in currency value
- tariffs and other import controls or regulations
- political unrest
- military conflict
- natural disasters.

Students should be encouraged to discuss the conditions in which these factors could have a positive or negative effect on an exporter's opportunity to trade.

The information and activities in this module will help students understand how one's community and province is affected by society's needs and functions, as well as by the global economy. (CD 6.3)

Module 8: Market Research (Core)

Suggested Time: 5-15 hours   **Level:** Introductory
Prerequisite: None

Module Overview
This module introduces students to the importance of market research, the methods of conducting research, and gives students the opportunity to be involved with some hands-on research.

Foundational Objectives
- To understand the importance of, and the methods of, conducting market research before beginning a venture.
- To develop appropriate tools for collecting market data.

Common Essential Learnings Foundational Objectives
- To use the concepts of probability to enhance understanding of market research. (NUM)
- To verify answers by referring to the problem requirements, by checking the validity of each step of the method of solution, by looking for errors in reasoning or information and, wherever appropriate, by using an alternative method of solution. (NUM)
- To be aware of the motives, interests, knowledge base, and justification for their own position. (CCT)
- To distinguish between primary and secondary sources of information. (COM)

	Learning Objectives	**Notes**
8.1	To outline and explain the reasons why research and the examination of resources is necessary to the success of an entrepreneurial venture. (CD 5.3)	The major purpose of research is to inform the decision about the viability of a venture plan and to assist in preparing the venture plan when a decision to proceed is made.

The major purpose of research is to inform the decision about the viability of a venture plan and to assist in preparing the venture plan when a decision to proceed is made.

It is strongly recommended that students become aware of the numerous types of resources available, and ways to access and use the resources.

Although students may not become specialists in a particular area of research, students should become aware of how an entrepreneur may access and use a variety of resources.

Students should become aware of and familiar with the local research resources that are available. Some resources may include: the library, Chamber of Commerce, Economic Development office, Band Office, banks, other financial institutions, and local business persons.

Students should also be aware of the resources that may be available from government agencies.

Research and the examination of resources will make students aware of how they can gain knowledge, or access individuals or agencies that may help them gain knowledge, to prepare a venture.

Different types of ventures may require different approaches to research. If the entrepreneurial venture is an invention, different steps and information may be required. It is recommended that each of these concepts be defined and described:
- patent
- trademark
- copyright

- licensing and royalty rights
- intellectual property.

The agencies with which an inventor may need to deal may also be identified.

When research is completed, enough information should have been gathered to complete the venture plan.

Explain to the class that beginning ventures have a very high rate of failure. Ask the students to speculate about reasons for business failures and note the ideas on the chalkboard.

Based on those ideas, ask the students to generate a list of questions that require answers in order to plan a successful venture. Then ask the students to think about the kinds of answers to expect before proceeding with a venture.

Explain to the students that these necessary answers are the resources needed to make a venture successful.

Students may be grouped according to a personal area of interest.

Some examples of areas or industries that students may be interested in are: arts education, food, entertainment, beauty, fashion, health, sports, agriculture, or service.

In their groups, students may list the resources that are available to provide information about the topic.

The list that is prepared may include resources identified through brainstorming and independent research.

Students should be encouraged to seek print and non-print resources.

The information gathered on the resources available should be shared with the entire class, providing some preparatory work for students who may wish to develop a venture plan in one of the areas that was discussed.

This activity could be expanded to include a reflective discussion regarding how the identified resources can provide valuable assistance in venture planning.

Students may conduct their research in an area of interest, draw inferences, and generate possible solutions.

8.2 To identify the purpose and examine the value of market research including primary and secondary research.

To understand the relationship between society's needs and the supply of goods and services. (CD 6.3)

Market research is a serious attempt to determine whether the public wants a product or service in sufficiently large enough quantities to warrant going ahead with a venture.

The marketplace for students in secondary school may be in the school, at home, in the community at large, or in a business.

Market research usually provides data about customers, products, services, prices, advertising, competition, and consumer behaviour.

Research Methods

Research has to be set up in a way that will provide honest information even if it is information we do not want to hear.

Students should know the difference between primary research and secondary research, and the steps involved in both. Students should recognize that research can take many forms, and should be able to describe a number of those forms. Primary research is completed with the direct involvement of the participants. Secondary research involves collecting second-hand data.

Ask the students to consider how they would invest $500 000 if they won or inherited that amount of money. Point out that this is a once in a lifetime event that happens to very few people. It has happened to the students and now they have to manage that money for their future. What would they do with it? An interesting variation might be, in groups of 3 or 4, to have one student role play the inheritor of the $500 000 and the other students to act as financial advisors with different management options. In this way, students would examine various work scenarios or ventures and determine which ones are supportive of their life/work goals. (CD 9.3)

Many people would come with ideas about how to invest that money. Suppose somebody offers one of the many franchising opportunities available. There is all kinds of information about how well the franchise has worked in other areas that suggest that it would work well here. How is it possible to know if it would work here? It may or may not. You will not know until you have done a thorough market research for your area. Even then, there will remain an element of uncertainty and risk.

After examining and becoming familiar with resources for research, students may categorize the various sources of research information and compose a written explanation of how the categorizations allow students to tap various sources of information for various purposes.

Students may also categorize various sources of information as being primary or secondary research.

Learning Objectives   **Notes**

Some sources of information that may be categorized include:
- personal sources (friends, relatives)
- trade publications
- World Wide Web
- accountants, lawyers, and other professionals
- financial institutions
- Chambers of Commerce
- libraries
- elders
- tribal councils
- consulting firms
- band offices, town/city councils
- government agencies (federal and provincial)
- economic development offices
- Canada Business Service Centres
- special interest groups.

In conjunction with the above activity, an ongoing project for students may involve them in:
- preparing a notebook or an electronic file to compile various sources of research information found
- determining how they could use it for future reference.

Students could include a list of names, addresses, and telephone numbers for each source. Students could also specify information that is available from each source such as regulations, legislation, tax and license requirements, on-reserve tax benefits, grants available – for whom and for what, payroll information, statistics.

8.3	To identify and understand various methods of conducting and validating market research.	Students should discuss methods such as reading and analyzing material from sources listed above, developing a prototype, surveying potential customers, getting opinions from professional buyers, comparing with competitors, performing a one-store test, and exhibiting at trade shows.
8.4	To design and explain a checklist or framework for conducting research.	Students may develop a research guide to assist them in conducting research or in examining resources. This guide would assist students in organizing their thoughts and in researching in a systematic fashion. After the investigation and development of this guide is completed, it can provide students with a procedure to follow for researching for venture planning.

Developing the guide may involve these steps:
- list objectives
- plan the research strategy
- determine sources with the desired information
- collect desired information
- analyze information with respect to the opportunity and its related idea(s)
- draw conclusions as to the acceptability of the acquired information.

Learning Objectives   **Notes**

If other sources of information were necessary, the student would have to design another research strategy using new resources.

If the students prepare a checklist for themselves, it may be adapted for primary marketing research such as interviews or questionnaires, or for secondary research such as library research.

Emphasize that the preparation of an organizational instrument assists in planning and visualizing the process to be followed.

Students may share with a partner, or with the entire class, how they would use this checklist to prepare for a particular entrepreneurial venture. If the class has diverse interests, many applications of the same basic structure should be discussed.

Students may design a flowchart or a concept web including questions to ask themselves at each step along the way in organizing and researching. Alternative paths or changes in direction may be necessary with the addition of new information.

Students may use the developed flowchart or web as a self-assessment tool for guiding their research for their venture plan.

8.5	To perform market research using the methods examined in 8.3.	Students should be actively involved with market research for a product or service, preferably an entrepreneurial venture or community project that they hope to begin.
		Students are encouraged to write letters to provincial or national manufacturing industries to acquire information about product and market research.
8.6	To understand the characteristics of salesmanship in a marketing venture.	Students should understand legal consumer protection laws in Saskatchewan and the importance of salesmanship in the success of a business venture. Students may obtain certification in the "Sask Best" program, sponsored by the Saskatchewan Tourism Education Council (STEC) for their personal career portfolios.
8.7	To understand the importance of advertising in marketing.	Students should understand the AIDA formula which represents the four steps of successful advertising (Attention, Interest, Desire and Action).
		Students can prepare posters showing successful advertisements from print media campaigns and analyze the characteristics that make the ads successful.
		Throughout this module, students are developing their abilities to locate, interpret, evaluate, and use life/work information. (CD 5.3)

Module 9: Initiating a Venture (Core)

Suggested Time: 3-5 hours   **Level:** Intermediate
Prerequisite: Modules 1, 3, 4

Module Overview
This module is to be included in a course when the students are expected to, or have chosen to, actually start a venture. **Students should take part in a venture.** This is not limited to external business ventures and may include opportunities within the school, or through community volunteer work. This module will give students the opportunity to develop an informal plan and to develop a list of considerations to manage when undertaking a venture. Future modules should be taught with these specific ventures in mind, and time within some modules may be dedicated to the implementation of the venture.

Foundational Objective
- To assess opportunities at home, at school, and in the community and to develop those opportunities by applying personal experience, knowledge, and expertise.

Common Essential Learnings Foundational Objectives
- To work with others toward a common goal. (PSVS)
- To develop independence in planning, monitoring, and evaluating learning experiences. (IL)
- To construct clear, achievable goals and plan to meet them. (IL)

Learning Objectives	Notes
9.1 To determine a venture that will be undertaken either individually, as a group, or as a class.	Students should be given the opportunity to decide whether or not they will actually carry out the development of a venture or community project. Because of the commitment that is required, this should be optional. They will have evaluated ideas and opportunities in Module 4, and may use that information to determine which venture/project to begin. It may be necessary to reconsider the decision from Module 4 in terms of the resources and time available to carry out the project.
9.2 To outline a general plan of implementation including a timeline and lists of considerations. To plan a work scenario reflective of one's life stage and lifestyle. (CD 9.3)	At this time, it will be necessary for students, along with the teacher, to set some goals, determine a general plan of action for the duration of the venture, and assign duties if necessary. This is not to be confused with a venture plan, but as the development of a guide that will keep students on track as they develop their venture plan. They could make a list of information they need, who will find it, and when they need it. They could also determine the type of market research that they will do, and when it will need to be done. When completed, this plan should be stored or displayed in a prominent place, referred to regularly, and modified as needed.

Module 10: Defining and Accessing Resources (Optional)

Suggested Time: 5-10 hours   **Level:** Intermediate
Prerequisite: None

Module Overview
This module provides an opportunity for students to become aware of the types of resources available to entrepreneurs and to explore ways to use resources effectively.

Foundational Objective
- To investigate the types of resources and research that may be used to evaluate and plan an entrepreneurial venture.

Common Essential Learnings Foundational Objectives
- To develop students' abilities to access knowledge. (IL)
- To read and interpret quantitative information found in a variety of media and publications, and evaluate the validity of arguments based on such information. (CCT, NUM)
- To discuss how estimates are obtained in order to help others gain new insights. (NUM)

Learning Objectives	Notes
10.1 To explore the types of resources that may be available to, or needed by, an entrepreneur.	Students should brainstorm the types of resources that an entrepreneur could use. Students should categorize the resources into groups and discuss what role each resource might play, the availability of each, and the necessity of each.
10.2 To outline and predict the capital, human, and financial resources that may need to be considered in the establishment of an entrepreneurial venture.	At this point, if students have not determined an entrepreneurial venture, simulated ventures may be used. From a real or simulated venture, the students may do an analysis in the following three areas. **Capital resources** required: • Capital resources may be goods needed to accomplish the venture: supplies, equipment, vehicles, furniture, and others. • Will the capital resources depreciate? Need to be replaced? • What insurance will be required? **Human resources** required: • What roles will be needed on your team? • What qualifications do those team members require? • What external human resources are needed (advisors, accountants, bankers, lawyers, consultants, specialists in the field such as language interpreters)? **Financial resources** required: • What initial financial resources will be needed? • What resources will be necessary to sustain the venture? • What financial advice is available? • What advice do you need from a banker? Accountant? **Note:** The main purpose of this objective is to raise awareness of the resources that may be needed in the actual establishment of a venture.

Learning Objectives	Notes

The processes and information gathered in this module would be valuable for preparing the venture plan in the next module.

The teacher could present a case study of a venture and challenge the students to determine all the resources needed to start the venture and run it for the first year. Ask the students to categorize the resources into types. Then ask the students to estimate the costs of those resources. Explain to the students the problem of cash flow: cost will begin immediately (payroll, etc.) while income (accounts receivable) may not come in for 90 days, and those costs have to be covered in the short run.

The students and teacher should develop an analysis form that students can use to estimate the financial costs of their ventures and to make a preliminary determination of the sources of financial capital. Appendix I is an example that could be used.

Students should select a venture from their portfolios that has potential for success. Students should realistically estimate the capital, human, and financial resources that will be required for the venture.

10.3 To identify various sources of capital and explore ways to access that capital.

The teacher should help the students consider the problem of finding investment money to finance a venture.

Students should discuss the various alternatives available:
- persuading private and corporate investors to invest in the business
- using borrowed money from private, corporate, or government lenders
- using personal savings or family money.

When students have had an opportunity to consider some of the financing alternatives, students might be ready to discuss the issues with a guest (a financial consultant) who could help with some of the more sophisticated issues.

Guests from the community, such as entrepreneurs or a member of a local financial institution, may be invited to the classroom to discuss the capital, financial, and human resources that may be required for various ventures. Through this process, students would consult key personnel as information resources, role models, and/or mentors. (CD 5.3)

If students have estimated the resource requirements needed for the ventures (activity above), these plans may be forwarded to the guest for examination and possible discussion in the classroom.

Students may fill out simulated or real loan applications from financial institutions. Students should also investigate the criteria that lenders use to determine whether or not the loan is approved. A discussion of credit ratings, how they are established, and how they can be damaged should be included here.

Learning Objectives   **Notes**

Invite a lawyer to the classroom to discuss bankruptcy: law, reasons, procedures, and results. The presentation can accentuate the importance of sensible financial preparation and planning for a venture.

10.4 To consider the human resources that will be involved in a venture.

Students should list the people who will be involved with a venture, and classify these as internal or external human resources. The internal human resources should include the owner(s), employees, and partners. External human resources should include lawyers, accountants, consultants, advisors, real estate agents, insurance agents, bankers and lenders, and suppliers.

Students could interview people who have worked for a variety of employers to find out what employers can do to make the employees more likely to be productive and to stay with the organization.

Students should discuss the advantages and disadvantages of external and internal recruitment, and could research the hiring policies of different businesses.

Students could interview business owners or small business consultants to determine the amount of involvement of external human resources and the approximate costs of those services. Differences should be determined in the use of these people at the start-up of a business and when the business is established.

Students should explore and examine appropriate employee-employer interactions and client-contractor interactions.

Throughout this module, students increase their abilities to locate, interpret, evaluate, and use life/work information. (CD 5.3)

Module 11: Forms of Business Ownership (Optional)

Suggested Time: 4-6 hours   **Level:** Introductory
Prerequisite: None

Module Overview
This module introduces the different forms of business ownership, including franchising.

Foundational Objectives
- To understand the environment within which entrepreneurs operate.
- To evaluate the various options for business ownership, and determine the most suitable for a given situation.

Common Essential Learnings Foundational Objective
- To differentiate between main and subordinate ideas. (COM)

Learning Objectives	Notes
11.1 To classify and explain the various forms of business ownership that may have to be considered in the creation of an entrepreneurial venture. To explore a variety of work and entrepreneurial alternatives. (CD 5.3)	The students should review the different types of entrepreneurial ventures from Module 1. Ventures may include: • profit or non-profit • small, medium, or large • private • publicly owned or maintained. The forms of business organization that students may examine are: • sole proprietorship • partnership • corporation • co-operative • franchise. A data set of five or six examples of each of the concepts could be given to the students to categorize. The students would explain their rationale and label their categories. A jigsaw activity with groups of four students may be used to learn about the different forms of business organization. Each student would learn one form of business organization and share his/her knowledge with the other group members. After analyzing the various forms of business organization, the students may be given entrepreneurial case studies to determine which form of business ownership is illustrated. From this review, students should combine their knowledge of the different types of ventures with their knowledge of the different forms of business organization to make informed decisions about the form of ownership that best suits their chosen entrepreneurial venture.

Learning Objectives	Notes

Each form of business should be analyzed for the:
- advantages
- disadvantages
- ease of creation
- jurisdiction
- legal costs
- longevity
- necessary financing
- taxes
- tax exemptions
- liability (limited versus unlimited)
- administration.

Students may consider Aboriginal businesses and their forms of organization. Status and Treaty Indians may determine their form of business ownership based on tax exemptions and benefits provided through *The Indian Act*.

11.2 To determine situations that would benefit from the characteristics of each type of ownership.

Have students describe a scenario that would be best suited for each form of ownership, using their analysis from the previous learning objective to justify why that type of ownership would be the most appropriate for the business. Students could then compare their suggestions with each other, and make generalizations about the types of business best suited for each form of ownership.

11.3 To explore the implications, opportunities, advantages, and disadvantages of owning a franchise.

Students should be asked to generate a list of franchises in their community. With about 1300 franchisers in Canada, the list may be long. In small communities, students could consider nearby larger centres. A distinction should be made between product distribution arrangement franchises and entire-business-format franchises.

Students could interview an owner of a franchise to find out reasons for becoming part of a franchise, the terms of the franchise agreement, obligations of a franchisee, and the obligations of the franchiser.

Students should research the requirements of becoming a franchisee. Many franchisers state the requirements on their website, as well as listing the benefits that the franchisee will receive. Students should also consider the disadvantages such as high costs, service fees, lack of control, and termination policies.

Module 12: Laws and Regulations (Optional)

Suggested Time: 4-6 hours   **Level:** Introductory
Prerequisite: None

Module Overview
Students will become familiar with specific laws and regulations of which entrepreneurs need to be aware when operating a business. Students will also be introduced to some general laws and regulations that have an effect on most businesses.

Foundational Objectives
- To understand the environment within which entrepreneurs operate.
- To consider the implications of various regulations and laws on a business venture.
- To become familiar with the technical language of regulations and laws.

Common Essential Learnings Foundational Objectives
- To examine knowledge in terms of its relationship to other knowledge, and to their experiences and understanding. (CCT)
- To understand the need for some forms of authority. (PSVS)

Learning Objectives	Notes
12.1 To identify the types of regulatory systems in place and predict their effect on the creation of an entrepreneurial venture. (CD 5.3)	Each entrepreneurial venture is defined in part by regulatory systems. Regulatory systems may include: • government legislation regarding the form of business ownership chosen • the Charter of Rights and Freedoms • the Saskatchewan Human Rights Code • consideration of Aboriginal self-government • *The Indian Act* • community, provincial, and federal laws applying directly to the type of venture • Saskatchewan Health and Safety regulations • Saskatchewan Labour standards • environmental regulations • consumer protection regulations • municipal bylaws • school rules. The students should be aware of the regulatory system that applies to their situation. This may be accomplished by bringing speakers into the classroom. Students could interview municipal officials, or administrators of schools or hospitals or write to government agencies regarding regulations in the students' areas of interest. Following the activity, students may compose a newspaper article describing the advantages of regulatory systems and the implications, if any, that these systems may pose on venture planning.

Learning Objectives   Notes

Students may be divided into teams and sent into the community to conduct research into the various regulatory systems in place (schools, municipalities, health care facilities, home care facilities, community recreation centres, and others).

As a class project, the students may prepare a bulletin board display illustrating the regulatory conditions in their school, community, province, and country.

With this activity, students assess life/work information and evaluate its impact on their venture decisions. (CD 5.3)

12.2 To identify local zoning and licensing regulations that will affect a venture.

An official from the municipal government could be invited to share information regarding local business licensing, business taxes, zoning regulations, and other bylaws that have an impact on business in the community. (CD 5.3)

Municipal governments from other jurisdictions could be contacted regarding the same information and comparisons made between rural, small urban, and large urban municipalities.

12.3 To become familiar with general laws and regulations that affect all businesses.

Things to consider include:
- income tax
- payroll deductions
- PST and GST
- labour standards
- copyright
- health
- environment and safety
- Charter of Rights and Freedoms
- Human Rights Code.

It is beyond the scope of this module to delve into detail on any of these issues, but an awareness of them and their implications for small business is important.

Student could research topics and share their findings with the class. Particular attention should be paid to the direct impact that these laws and regulations have on a business.

12.4 To identify provincial and national laws and regulations that influence the operation of a specific venture. (CD 5.3)

Have students research a particular business or industry to determine what, if any, laws apply to that particular business or industry. An example would be a restaurant, and the specific health regulations that apply to the operation. Another common area that will have specific regulations would be construction.

The students could be given various scenarios to investigate. For example:
- In a yard care business, are there regulations that restrict the types of chemicals that can be sprayed on other people's property?

Learning Objectives   **Notes**

- When making wooden picnic tables, are there standards that must be met? What happens if people are injured when they sit and the table tips over?
- When designing children's clothing, are there regulations regarding flammability of material or the use of drawstrings?
- Is a permit required to set up a lemonade stand on the street? What about a hot dog stand? What regulations control these types of businesses?

Many types of business require provincial business licences or permits in order to operate.

Module 13: Planning a Venture (Core)

Suggested Time: 8-15 hours **Level:** Intermediate
Prerequisite: Modules 3 and 4

Module Overview
Students will develop an understanding of the formal venture planning process and will create a venture plan.

Foundational Objective
- To develop a venture plan that can be used as a planning tool for a specific potential opportunity and idea.

Common Essential Learnings Foundational Objectives
- To enable students to think for themselves and to recognize the limits of individual reflection and the need to contribute to and build upon mutual understandings. (CCT)
- To develop compassionate, empathetic, and fair-minded students who can make positive contributions to society as individuals and as members of groups. (PSVS)

Learning Objectives	Notes
13.1 To recognize the importance of planning and give examples of how planning can overcome problems. To develop abilities to create and maintain work. (CD 7.3)	Planning for a venture is a key to success. Planning begins after the careful selection and evaluation of opportunities and ideas. The research conducted in Module 7 is part of planning. The resources and information collected in Module 7 will be used throughout the venture planning process. Planning is a process that can be accomplished by following a general step-by-step guide. A general planning framework helps answer the following questions: • What is to be done? • Why is it being done? • Where will this be done? • When will this be done? • Who will do it? • How will it be done? • Will it be done online using the Canada-Saskatchewan Career and Employment Services on www.sasknetwork.ca? Appendices H and I provide tools that can be used or adapted during the venture planning process. Refer to the entrepreneurial cycle outlined in Module 1. While the sequence of steps 1-5 of the cycle (develop skills, examine needs and wants, generate ideas, assess opportunities, and conduct research) may be completed in varying ways, step 6 (plan venture) always follows steps 1-5. The rationale is that planning cannot make opportunities and ideas successful, if the need or want is not there. A general framework for planning may be posted in the classroom for easy reference. As well, the framework may be used as an advance organizer for the students as they proceed through their venture plans.

Learning Objectives	Notes

Ask the students to react to the following situations and ideas:

- What unpleasant occurrence in your recent past could have been avoided by planning?
- Do you agree or disagree with the statement: "Failing to plan is planning to fail?"
- Give an example which demonstrates a situation where lack of planning led to failure.

One of the key purposes of planning is to help to determine when changes are necessary and to allow time to make them. Are the students able to come up with an example or two to support this statement?

It is strongly recommended that students be reminded that the decision not to proceed with a venture, or to adjust goals and objectives for a venture, can be made at any time.

Remind the students that the purpose of this discussion is to think about ways of making their proposed venture more certain of success.

Ask the students to think about what could happen in their planning that might persuade them to abandon a venture.

Using the planning process gives students their first planning exercise. Ask the students to think about and pick a personal goal that they would like to achieve in the next few months. An example of a goal objective might be to improve marks in the next term. Using the planning guide, students may describe the plan, procedures, and standards that can help to accomplish this goal. A simpler plan may involve planning what the student may do for the rest of the day or week.

Have students pick a proposed venture from their personal portfolios and apply the planning process to it.

Invite an entrepreneur, or have students invite an entrepreneur, to the classroom to reinforce the importance of planning for entrepreneurial success.

13.2 To define a venture plan and explain its function and importance.	The venture plan is a basic planning tool.
	The venture plan will contain some of the same questions asked in the planning framework but a decision, action, or statement will be made for each question.
	The parts of a venture plan could be planned as a jigsaw activity.
	Sample venture plans may be distributed for students to examine.
	A reading guide may be distributed to individual students or a small group, outlining questions with respect to the parts of the venture plan, its function, and its importance.

Learning Objectives	Notes

13.3 To organize and explain a
general planning framework
to be used before the
completion of a venture plan.

To explore the notion of
life/work scenario building as
an integral component of the
life/work building process.
(CD 11.3)

The students may take the questions listed with objective 13.1 and
expand upon them to derive a general planning framework suitable
for the development of the venture. The end result, however, should
be a generic framework suitable for the entire class to use in
planning any venture.

Students should be aware of the general rules (criteria) for good
business practices: honesty, writing skills, clarity, avoidance of
stereotyping, and avoidance of exaggeration.

Another aspect of the framework could include items similar to a
strategic planning sequence often described in management
processes.

State the mission or purpose for the venture. It should be clear to
all persons involved.

Evaluate the present strengths and weaknesses in terms of:
• the resources available at the present time
• the expectations of the planners (are they realistic?).

Forecast the environment. What anticipated opportunities and
threats can be seen both internally and externally? Trends and
forecasts may be helpful.

Develop goals for the venture including timelines. Both long-term
and short-term goals may be identified that will be developed in
light of the strengths, weaknesses, and environmental issues
identified above. (CD 11.3)

Develop operating objectives. The objectives may be an assignment
of duties to individuals or departments, or they may be procedural
objectives such as the training of a person to complete a task.

Develop operating plans and a program. This will be completed in
the following venture/business plan objective.

Students should realize that even at this point, their venture may
never work and should be abandoned. They must understand that
they may choose to proceed, abandon, or modify their venture after
the planning framework has been completed. It is better to halt a
project before large amounts of time and resources have been
expended on something that cannot succeed.

Ask students to recall any examples of events that students
attended or were involved with that did not go very well. Discuss
some examples to determine where problems lay. Suggest to the
students that an event is somewhat like a venture. If it is not well
planned, it may end up with serious problems that are difficult to
solve when the event is actually taking place.

Explain that the planning procedures used are known as
management processes. Place students in groups of three and ask
them to plan an event (wedding, concert, anniversary, athletic,
picnic, school dance, graduation) using the Strategic Planning
Sequence form from Appendix J.

Learning Objectives   **Notes**

13.4 To outline a venture plan using a suggested step-by-step approach and apply it to a venture of the student's choice.

To demonstrate risk taking and positive attitudes toward self and work (flexibility, openness, positive uncertainty, etc.). (CD 11.3)

There are many venture plan frameworks available from various resources and agencies. The one below is suggested for secondary students:

- Table of Contents
- Executive Summary or Description of the venture
- Market Research, Analysis, and Plan
- Venture Plan Evaluation
- Life Cycle of the venture
- Resource Analysis
- Operating Schedule
- Financial Program
- The Budget
- Risk Factors.

Students are now at a point where they need to consider all of the ideas generated in this course and organize them into a system that can be used to plan the venture that students would like to initiate.

Remind the students that the single most important factor in beginning a successful venture is careful planning. Many things can go wrong, but careful planning can prevent many of them from happening.

Also remind students that sometimes a venture might seem like a good idea before the careful planning stage. It is possible that after some planning, certain problems cannot be solved and the best course of action is to abandon the venture. At that point, all that is lost is some planning time.

In a class exercise, ask the students to pretend that they are investors with a large amount of money to invest. They receive many venture plans to consider. What criteria would students use to pick the best plan? Remind them that if they do not do a good job, they stand a very good chance of losing a lot of money.

To begin the discussion, have the class brainstorm a list of criteria that would be useful in this situation. The teacher may suggest ideas to stimulate the class to think about items not yet considered.

Follow this brainstorming session with a critical examination of the list of criteria. Each item needs to be carefully discussed to determine whether it is a useful criterion. Allow the students time to make up a list of criteria based on their reflective evaluations.

Students may examine copies of annual reports from several organizations to compare the relationship between marketing expenditures and sales. This experience may help students gain a sense of the costs needed to obtain revenue.

Arrange a field trip to an advertising agency or invite a guest from a local advertising firm to the classroom to discuss the agency's or person's role in the marketing mix.

A member of a financial institution may be contacted to come to the class and discuss financial plans for a venture.

Learning Objectives   **Notes**

Students in groups may also take their proposals to a financial institution.

A resource person may be asked to determine if the financial plans of the students are realistic and viable. Upon returning from their research, student groups may confer with each other about the implications of the findings for the venture plans.

It would also be useful for the students to share their findings from the various financial institutions that were visited. A jigsaw method could be used.

Different financial institutions may have different criteria for assessing the financial plan of a venture. Obtaining criteria from a variety of institutions will provide an opportunity to judge financial plans against different institutions' requirements and to adjust financial plans accordingly.

It would be useful to have a general discussion about financing. The students should be encouraged to list a set of principles (criteria) that financial institutions apply to ventures.

After students and the teacher determine the criteria that financial institutions use to determine the viability of a financial plan for a venture, students may self-assess their financial plans, assessing their plans against the financial institution's criteria.

Students may obtain and review informational brochures, loan applications, contracts, or other documents that may be required to proceed with individual venture plans, dependent on the nature of the plans.

Students may complete a cash-flow analysis including costs of taxes and licenses. This is an opportunity to collect information on process skills for assessment purposes. Spreadsheet software would be useful. A three-year proposed cash-flow budget is preferred.

When preparing a venture plan for an Aboriginal community, considerations of third level government legislation, licensing, tax exemptions, and other factors may be necessary. Appendix E lists sources that may be able to provide further assistance and updated information.

Aboriginal students should be encouraged to use resources from, and to network with, their tribal council and other agencies.

13.5 To analyze the venture plan process and select the tools that may assist in future venture creations.	Making decisions is based on the availability and reliability of a number of "tools".

Some of the tools could include:
- good organizational and communication skills
- computer information processing
- comparative balance sheets
- comparative income statements
- cash flow projections

Learning Objectives	**Notes**

- investment simulations
- a network of human resources.

Students should be able to list and discuss the benefits of creating a venture plan, including awareness of the ethics and rules of conduct of an entrepreneur.

Students should be able to reflect on the process of creating a venture plan and describe what proved to be of most value to them. It will be obvious that the tools identified will differ between groups or among individuals because of differences in learning styles and in the nature of the ventures. By the end of the process, the entire class should be able to prepare a generic list of helpful tools.

In co-operative learning groups, students may prepare a flow chart of the entire venture planning process that they have completed.

Individual or group venture plans should be presented in a business meeting simulation to the class and invited guests from the business community.

A local businessperson, community development board member, or banker may also assist in the assessment of the venture plan.

13.6 To plan activities where students present or display their plans to a particular audience.	It is difficult to get public support for a new idea or venture particularly if the entrepreneurs are young and inexperienced. If young entrepreneurs are going to continue to risk and grow they need to be given recognition and support.
To identify one's allies and external assets in the fulfilment of life/work scenarios. (CD 1.3)	It is important that young entrepreneurs learn to find productive methods of explaining ideas in order to gather support for venture plans. To do this, students need to think about methods of advertising that educate the public about the benefits of students' plans. Students should consider to whom they are going to present their plans. There are the various institutions that might be concerned with the proposal such as financial institutions, interested investors, community officials, and others.
	Student entrepreneurs may have other connections such as family and friends to offer more valuable support than financial institutions. Students should consider how they would present their plans to the class and to the local community. They need to consider the best methods of presenting their plans so that the presentation both attracts and informs potential support.
	Students need to consider the balance between making their proposals attractive and honestly informing potential supporters about the realities of the venture plans. The students may make a presentation of their completed venture plans to the class. In the presentation, students would be expected to discuss the purpose and development of the plan, identifying the benefits of the planning and the benefits of making use of entrepreneurial skills.

Learning Objectives   **Notes**

As each venture plan is unique to the nature of the venture, students in the class may be asked to focus on the similarities and differences between the venture plan being presented and their personal venture plans. Students' comments could be shared during a reflective discussion.

Students may be interested in exploring ways of generating more publicity for the venture plans. If students are serious about developing these plans beyond a high school class project, then students need to find ways of presenting their projects to the public outside of the school.

One possibility is to adapt the science fair process to a venture plan fair or exposition. Explain to the students that expositions have been used worldwide over the past 100 years to present new ventures to the general public.

If the students are interested, they could brainstorm the different venues both inside and outside of the school to which they could attach their exposition (fairs, school activities, or sporting events). Alternatively, students could organize a stand-alone exposition. Students should be challenged to see their exposition as another venture in which they need to use their venture planning skills.

Module 14: Financing a Venture (Core)

Suggested Time: 5-10 hours   **Level:** Intermediate
Prerequisite: None

Module Overview
This module focuses on the development of a financial plan and expands it to the development of a financial strategy for a venture plan. Students will also become familiar with the types of financial statements that students will need to understand while operating a business.

Foundational Objectives
- To investigate the types of resources and research that may be used to evaluate and plan an entrepreneurial venture.
- To understand the environment within which entrepreneurs operate.
- To develop skills necessary to read and interpret financial statements.

Common Essential Learnings Foundational Objectives
- To write up a proposal for an individual report or project. (IL, COM)
- To develop an awareness of the reporting techniques common in the accounting field to shape the impact of quantitative data and influence the uncritical reader, listener, or viewer. (NUM)
- Identify sources of information used to solve problems and consider the authority of the sources employed. (CCT)

Learning Objectives	Notes
14.1 To identify the steps of a good financial plan.	Students should consult a number of resources to find different strategies for developing a financial plan. Although a variety of approaches may be found, all will have some commonalities. An accountant or a representative from a financial institution would be a helpful resource for the objectives in this module. A visit to a financial institution or an accountant's office, and discussion of their role in the initial stages of a business, could be arranged. A job shadow or work study module would also be valuable.
14.2 To examine and understand the financial statements that will be needed for a new venture. To improve one's strategies to interpret life/work information. (CD 5.3)	Balance sheets, income forecasts, and cash-flow projection statements should be analyzed and understood. Students should be required to produce cash-flow projections and income forecasts for a business. The initial cash flow problem, including capital costs, that a business is likely to experience upon start-up should be discussed, and solutions to the problem could be brainstormed. Students should prepare personal and business balance sheets, income statements, and cash flow projection statements using accounting forms or computer software. Basic record keeping, banking forms, petty cash control, budgeting, taxation forms (personal and business), inventory control, cash control, and bank reconciliation samples and activities should be analyzed and understood. Familiarity with the processes of the fundamental accounting cycle for a service business and exposure to an introductory accounting software package will provide students with basic accounting skills needed as an entrepreneur. A recommendation that Accounting

      Learning Objectives   **Notes**

courses be taken is appropriate at this time. Basic computer literacy and spreadsheet mastery are beneficial to students preparing a venture plan.

Sample financial statements could be provided and students could use these statements to predict the condition of a business.

Annual reports from business organizations should be analyzed and interpreted.

14.3	To define and understand the purpose of a cash flow projection. To improve one's strategies to evaluate life/work information. (CD 5.3)	Students should be able to analyze their own and other cash-flow projections. Attention should be paid to the variables that are somewhat unknown, and the effect that variance in those numbers will have on the final outcome. It is important to stress that the cash flow projection be as realistic as possible, not necessarily what is hoped to happen. A three-year projection plan is required by financial institutions.
14.4	To develop a financial strategy for a venture plan. To improve one's strategies to use life/work information. (CD 5.3)	Following a financial planning process, student should develop a financial strategy for a venture, preferably a real one.

Module 15: Evaluating a Venture (Optional)

Suggested Time: 5-10 hours   **Level:** Intermediate
Prerequisite: Module 11

Module Overview
This module introduces strategies for analyzing a venture to determine its future viability.

Foundational Objective
• To develop entrepreneurial skills that may contribute to the success of the students' practical learning experience.

Common Essential Learnings Foundational Objectives
• To develop compassionate, empathetic, and fair-minded students who can make positive contributions to society as individuals and as members of groups. (PSVS)
• To consider available evidence before drawing conclusions and developing generalizations and to withhold judgement when the evidence and reasons are insufficient. (CCT)

Learning Objectives	Notes
15.1 To recognize and assess the expected life cycle of a venture.	Nearly all businesses have a natural life cycle. This may be quite short, as for a business focusing on a narrow line of products (fads, event memorabilia) or long, as for an automobile manufacturer. Students should research and compare companies that have had short and long life cycles and identify differences and similarities.
15.2 To recognize the common causes of failures of entrepreneurial ventures.	Referring to their research, students should try to identify factors that resulted in the failure of some businesses. While there are a number of reasons why businesses fail, a few will likely stand out. Poor financial management, unrealistic expectations, and extreme or unexpected growth are common reasons for failure. Students should be challenged to suggest reasons why growth is often a cause of difficulties for a business. They should be able to come up with reasons such as personal stress and fatigue for the owner, poor communication and lack of coordination of specialized parts of the business, shortage of cash to handle large orders and growing inventory, need for capital expansion, change of owner lifestyle (spending), and low profitability.
15.3 To develop procedures for making long-term forecasts of viability.	Businesses that continue to be viable have procedures in place that ensure looking toward the future. Students should be encouraged to investigate businesses to determine the procedures used. Students might identify regular staff meetings; regular evaluations of the business, the market, and the competition; careful analysis of financial statements; attention to small problems; and identifying and implementing new ideas or products.
15.4 To identify warning signs that a business is headed toward the end of its life cycle.	Referring to the causes of failure that students have discovered, they should create a list of indicators that may be able to signal a coming problem. For example, the owner of a business that is growing rapidly should be watching for breakdowns in communication, co-

Learning Objectives	Notes

ordination and staff morale, or better yet, being proactive and anticipating that those might happen, and implementing processes to prevent these breakdowns.

15.5	To identify signals that indicate a venture is ready to expand or diversify.	As previously discussed, growth can cause failure. How can we recognize when growth is good?

Have students brainstorm answers to this question. Students could talk to business owners who have expanded, or refer to case studies for information about the decision-making process before expansion. Financial institutions such as the Federal Business Development Bank (FBDB) might be a valuable resource.

Some responses might be that the owner must be prepared to make the effort to expand, the business must have the necessary long-term market to warrant expansion, and the needed funding and trained staff must be available.

15.6	To understand the ways that an entrepreneur can benefit from a successful venture.	Besides continuing with a venture, possibly expanding and making money from it, what are some alternatives for the entrepreneur?

- Transfer ownership to family members, either by selling or gifting.
- Sell and start another – the personal rewards of developing a successful business are often the driving force of many entrepreneurs.
- Become a franchiser.
- Sell shares and remain as a director or manager.

Throughout this module, students are required to locate and assess life/work information and evaluate its impact on one's life/work decisions. (CD 5.3)

Module 16: Entrepreneurship and the Internet (Optional)

Suggested Time: 5-10 hours   **Level:** Introductory
Prerequisite: None

Module Overview
Students will be introduced to ways that entrepreneurs can use the Internet.

Foundational Objectives
- To generate and assess ideas to be partnered with a legitimate opportunity at home, school, or in the community.
- To develop entrepreneurial skills that may contribute to the success of the student's practical learning experience.

Common Essential Learnings Foundational Objectives
- To explore the technical, social, and cultural implications of present technology and of impending technological developments. (TL)
- To be discerning when looking at opportunities. (COM, CCT)
- To understand what it means to be exploited. (PSVS)
- To identify sources of information used to solve problems and consider the authority of the sources employed. (CCT)

Learning Objectives	Notes
16.1 To identify opportunities to use the Internet for business.	Students should brainstorm ways in which businesses could benefit from the use of the Internet. This could include the use of e-mail or the World Wide Web for advertising, ordering, data collection, doing surveys, etc.
16.2 To use the Internet in the preparation of the venture plan.	Students are encouraged to use the services available through the Canada-Saskatchewan Business Service Centre for preparing a venture plan online. This will provide the student with the flexibility to prepare and use the services of the Centre either at home or school, and within personal time management schedules.
16.3 To determine the advantages and disadvantages of using the Internet to do business.	Have students generate lists of advantages and disadvantages of using the Internet for two different types of businesses. Be sure to discuss the costs included with using the Internet such as site hosting, e-commerce charges, reliability, capital costs, possible low overhead, potential for just-in-time delivery of product, and maintenance.
16.4 To understand legal and ethical issues that relate specifically to Internet business.	Consideration should be given to inter-provincial and international laws and regulations, such as tax collection and payment. Security and Internet fraud could be discussed here as well.
16.5 To evaluate websites in terms of functionality, attractiveness, and customer usability.	Students should visit a variety of websites and classify them as advertising or retail websites. Students should evaluate the sites from the perspective of potential customers. Students can create a rubric to use to evaluate the websites. In conjunction with a Communication Production Technology or Information Processing class, students could create a website to support a venture.

Learning Objectives	Notes

16.6 To evaluate opportunities offered on the Internet as methods of making money.

Entrepreneurial opportunities on the Internet are abundant; a simple search for "making money on the Internet" will result in many websites claiming to provide opportunity for making great sums of money with little investment or effort. Students could investigate some of these opportunities, determine the nature of the businesses and evaluate the probability that they could be successful. Caution should be taken to ensure the students do not go beyond the research stage with these enterprises.

Throughout this module, students are required to locate, interpret, evaluate, and use life/work information. (CD 5.3)

Module 17: Entrepreneurship for Aboriginal Peoples (Optional)

Suggested Time: 5-15 hours **Level:** Introductory
Prerequisite: None

Module Overview
This module will introduce students to the unique challenges and opportunities that present themselves to Aboriginal people and communities, and will have the students investigate the strategies that Aboriginal peoples are using to meet the challenges and to take advantage of the opportunities. It is valuable and important for non-Aboriginals to understand the challenges and opportunities that are experienced by Aboriginals.

Foundational Objective
- To understand entrepreneurship and its role and contribution to personal, school, and community life.

Common Essential Learnings Foundational Objectives
- To develop compassionate, empathetic, and fair-minded students who can make positive contributions to society as individuals and as members of groups. (PSVS)
- To understand both the diversity of work choices within an economic framework and the social structures which contribute to or restrict choices of vocation. (PSVS)

Learning Objectives	Notes
17.1 To identify the unique challenges of economic development for Aboriginal peoples.	A visit with an elder or a member of a tribal council will enlighten unfamiliar students about the socio-economic challenges that face Aboriginal peoples in Saskatchewan. The elder or representative will also be able to share the vision and philosophy that some tribal councils have adopted in order to promote economic development within their communities. See Appendix K for information about inviting elders to your classroom. Many Aboriginal people feel that this is necessary in order to achieve the economic self-sufficiency that they believe is vital to the support of self-government and the continuation of their culture, traditions, and values. In this way, students consult key personnel as information resources, role models, and/or mentors. (CD 5.3) See *Native Studies 30 Curriculum Guide,* Unit Three: Economic Development (Saskatchewan Education, 1992) for further information.
17.2 To analyze case studies of Aboriginal entrepreneurial ventures to identify common characteristics.	Numerous case studies are available that illustrate opportunities that are unique because of the cultural and socio-economic conditions of Aboriginal peoples. Students should read these, visit Aboriginal entrepreneurs where possible, and discuss the common threads of these cases.
17.3 To understand how the culture, control over traditional lands and resources, and self-government can influence the entrepreneurial opportunities for Aboriginal individuals and communities.	Students should explore and investigate the unique opportunities that present themselves to Aboriginal people because of their traditions, culture, and value of community decision making and co-operation. Students should also consider the limitations that might exist for a community project because of its local or regional context. Extending the project to national and global levels also presents unique challenges. The advantages and disadvantages of attempting to do so could be debated.

Learning Objectives	Notes

17.4 To provide awareness of the opportunities and assistance provided to First Nations entrepreneurs.

Many First Nations agencies have initiated programs to encourage entrepreneurship opportunities. Networking with these agencies would be most beneficial to students needing support in preparing venture plans. Financial assistance, consultative and support business services, and sustainable maintenance of ventures may also be available.

17.5 To explore the opportunities for partnerships between Aboriginal and non-Aboriginal entrepreneurs.

Students should be encouraged to reflect on case studies involving partnerships between Aboriginal and non-Aboriginal entrepreneurs. Students could then brainstorm the advantages as well as the difficulties that might be encountered in such a partnership. Students should try to suggest ventures to which this type of partnership might be particularly well suited.

Throughout this module, students are required to locate, interpret, and evaluate life/work information. (CD 5.3)

Module 18: Entrepreneurship for Women (Optional)

Suggested Time: 4-8 hours   **Level:** Introductory
Prerequisite: None

Module Overview
This module will explore the entrepreneurial opportunities for women.

Foundational Objective
- To become familiar with the networking and training opportunities that are designed specifically for women entrepreneurs.

Common Essential Learnings Foundational Objectives
- To understand both the diversity of work choices within an economic framework and the social structures which contribute to or restrict choices of vocation. (PSVS)
- To identify sources of information used to solve problems and consider the authority of the sources employed. (IL)

Learning Objectives	Notes
18.1 To recognize the gender-related barriers that face women entrepreneurs. (CD 10.3)	Students should be aware of gender-related barriers that are encountered by women entrepreneurs. These barriers may include differences in attitudes towards men and women; limited access to capital; gaps in education and training; limited access to information, networks and mentors; and family responsibilities. Opportunities should be provided for students to meet with women entrepreneurs to discuss these challenges and to investigate opportunities that might exist to help in overcoming these barriers. These key women may act not only as information resources but also as role models and/or mentors. (CD 5.3)
18.2 To recognize the unique opportunities available for women wishing to pursue new career opportunities as entrepreneurs in Saskatchewan.	An educational partnership with "Women Entrepreneurs of Saskatchewan" (or a specific woman entrepreneur or similar agency in the local community) could provide enrichment and enhanced opportunities for female students. Using the educational programs and resources of "Women Entrepreneurs of Saskatchewan", its affiliated agencies and its membership, several collaborative mentorship opportunities, as well as Work Study, are feasible. The Status of Women Office at Saskatchewan Labour also has a wealth of information and resources that might be useful.
18.3 To identify reasons why more women are becoming entrepreneurs than ever before. To examine factors that have influenced the changing career patterns or paths of women and men. (CD 10.3)	Students could interview women entrepreneurs to find out what motivated them to become entrepreneurs. Some of the reasons that students may discover include the following: • There is a changing socialization process - women are being encouraged to get into business, and the environment is more accepting of women entrepreneurs. • There are more educational and training opportunities available. • There is a clash with the corporate culture and the "glass ceiling". • Women have a desire to be their own bosses, to have control and ownership in something that is their own.

Learning Objectives	Notes

18.4 To network with women entrepreneurs in the advancement of business skills, assertiveness training, personal management, finance, personal development, and other areas.

Students can appreciate the contributions of women in business and entrepreneurship through hands-on mentorship programs. Students may also examine the various possibilities and opportunities to adopt non-traditional work roles. (CD 10.3)

18.5 To recognize the unique qualities that women tend to bring to an entrepreneurial venture that helps them be successful.

Have students suggest qualities that are more common in women than in men that would be helpful in starting a successful venture. In addition, it is important to remind students that individuals within a particular gender may display qualities often associated with the opposite gender.

All students should be encouraged to consider work roles that might be fulfilling regardless of gender bias and stereotyping. (CD 10.3)

Module 19: Protecting Intellectual Property (Optional)

Suggested Time: 3-5 hours   **Level:** Introductory
Prerequisite: None

Module Overview
Students will understand the importance and procedures of protecting ideas and information. Students will be introduced to a number of methods that organizations can use to protect their intellectual property.

Foundational Objectives
- To understand the environment within which entrepreneurs operate.
- To develop entrepreneurial skills that may contribute to the success of the students' practical learning experiences. (CCT, COM)

Common Essential Learnings Foundational Objectives
- To understand the existence and influence of decision makers both inside and outside technological developments. (TL)
- To synthesize ideas gleaned from current reading/discussion/viewing with prior knowledge and understanding. (COM)

Learning Objectives	Notes
19.1 To understand the nature of intellectual property and to recognize the available choices that apply to intellectual property.	Students should recognize that some things are in the public domain and others are protected, or able to be protected. Students should explore the options that may be applied to intellectual property. The rights of a person who has purchased a piece of intellectual property should be explored. What constitutes fair and reasonable use of a music recording or type of software?
19.2 To recognize the importance of protecting new, unique ideas.	Examples should be provided of cases in which intellectual property was not protected by the developer, then later was used by others. Aboriginal knowledge has often been freely given and used by entrepreneurs for great gain with little benefit to the original people (for example, medicinal plants and practices). Students could research and discuss this.
19.3 To understand the difference between a patent, a copyright, and a trademark and the protection each provides.	Students should collect examples of intellectual property and classify them according to whether they are protected by a patent, by copyright, or by a trademark. Students should be able to explain the limitations of each type of protection and the amount of protection each provides. A discussion about the ethics and legalities of music and software file sharing is appropriate here.
19.4 To investigate the process for obtaining a patent and a trademark.	Students should simulate the application process for applying for a patent and a trademark. They should be cognizant of the costs involved and the amount of time it would take to obtain the protection. Several federal government publications are available.

Learning Objectives	Notes

Determining when patents were issued, and when trademarks were issued, of common items would be an interesting activity. The Canadian Intellectual Property Office has a fully searchable database of patents and trademarks on their website.

19.5 To understand that ideas and information can be shared within the public domain.

"Copyleft" and other schemes for protection of material in the public domain have been developed. Open source software is an interesting topic for student research and discussion.

19.6 To understand the effect that technological changes have, and the role that entrepreneurs play in adapting to and profiting from those changes.

The effects of technological changes throughout history on societies and the crucial role that entrepreneurs play in finding ways to adapt and profit should be explored. Some examples include:
- the introduction of the horse to North America in the 16th Century
- the Industrial Revolution
- the work processor
- modern farm machinery
- World Wide Web merchandising.

Students could brainstorm future technological developments and the business opportunities that each development might create.

Throughout this module, students are required to locate, interpret and evaluate life/work information. (CD 5.3)

Module 20: Entrepreneurship and Career Choices (Core)

Suggested Time: 5-10 hours   **Level:** Introductory
Prerequisite: Module 1

Module Overview
This module will review the entrepreneurial process focusing on its benefits and shortcomings, and showing the relationship that entrepreneurship may have to career choices.

Foundational Objective
- To explore the career choices available to the entrepreneur.

Common Essential Learnings Foundational Objectives
- To develop compassionate, empathetic, and fair-minded students who can make positive contributions to society as individuals and as members of groups. (PSVS)
- To recognize that learning is continuous from birth to death. (IL)
- To understand both the diversity of work choices within an economic framework and the social structures that contribute to or restrict choices of vocation. (PSVS)

Learning Objectives	Notes
20.1 To review the entrepreneurial process focusing on the benefits and common problems and pitfalls of entrepreneurship and intrapreneurship. To understand how lifelong learning enhances the ability to achieve goals. (CD 4.3)	An entrepreneur who is in charge of a venture can gain the following benefits: • a good knowledge of market information • ability to create a well-planned venture plan • ability to manage finances (ensuring proper cash flow and an understanding of financial statements) • ability to create good working relationships with suppliers • ability to maintain good inventory management • ability to plan for expansion and growth • the discipline necessary to make a successful venture • ability to staff a venture with competent employees • ability to deal with family pressures in a positive manner • ability to maintain an open communication style with employers and employees. Students may revisit the entrepreneurship cycle to reaffirm the importance of entrepreneurship and may discuss how they have developed throughout this course. Now would be an opportune time for students to reflect on all the assessment information collected in their portfolios since the beginning of the course. Students may also update their portfolios using newly acquired information about themselves and the work dynamic. (CD 11.3) Revisit the definition of entrepreneurship and the benefits of entrepreneurship for individuals and society. See Modules 1 and 6. Discuss why people need to look at the world and deal with problems and perceived needs in new ways. Discuss how entrepreneurship encourages new ideas, approaches, methods, and styles that can be tested.

Learning Objectives	Notes

Students may relate how entrepreneurship can be beneficial to everyone on a personal basis, in accepting and responding to change and in inspiring opportunities for using intuition. Students should consider how individual entrepreneurs operating for themselves benefit society. Students may find it interesting to look at some of the great entrepreneurs of the past to see how they have influenced society. Examples include:

- Thomas Alva Edison
- Florence Nightingale
- Elizabeth I
- Genghis Kahn
- Alexander the Great
- Radisson and Groseilliers.

Students should also discuss the problems and pitfalls, to balance the picture of entrepreneurship.

To review the benefits and pitfalls of entrepreneurship/ intrapreneurship, students may reflect on the information and resources accumulated over the course. Individually, in pairs, or in small groups, students may discuss this resource information, listing the benefits and pitfalls of entrepreneurship/intrapreneurship in a summary of how the benefits and pitfalls may affect future success.

As a culminating activity, it is hoped that students will determine their own growth in these areas and will be motivated to continue this growth in the future. Encourage students to continue developing their entrepreneurship support network and the development of their "new ways of looking at problems and making a problem become a positive". This will help students understand why lifelong learning is required in the workplace. (CD 4.3)

20.2 To relate the process of creating a venture that includes skills, abilities, and risks encountered and shows the relationship that entrepreneurship may have to career choices and working lives. To link lifelong learning to one's career building process. (CD 4.3)	Dr. Ed Weymes, a professor at the University of Regina, Faculty of Administration, prepared a study entitled *The Saskatchewan Entrepreneur* for Saskatchewan Economic Development and Tourism. Students may wish to study this profile and similar studies conducted in their community, Saskatchewan, or Canada to examine how their career paths may encounter entrepreneurship. The Weymes findings include: • The major reasons for starting a business were to achieve a personal sense of accomplishment – to be one's own boss and to have the freedom to adapt one's own approach to work. • The number of women and young people starting businesses is increasing. • Women tend to develop ventures in the retail and service industries. • Some young people start ventures due to lack of employment. • Just under half of the entrepreneurs prepared a business plan. • Women and young people depend on more external financing but encounter more problems than men due to their lack of business experience.

Learning Objectives   **Notes**

- Most plans were strong in accounting but weak in marketing information.
- Younger entrepreneurs were more likely to develop a plan than older entrepreneurs were.
- Female entrepreneurs tended to invest less than their male counterparts.
- Only 2.8 percent of the entrepreneurs were under the age of 24. The majority were over 35.
- Nearly 50 percent of Saskatchewan entrepreneurs had high school education and one or two years of technical/college training; only 11 percent were university graduates.
- Over 50 percent of the businesses employed 1-4 employees.

Students could prepare a summary project reflecting their personal growth and their insights for the future. Students may refer to their journal writings, their initial assessments, their network of resources, an entrepreneurship log (if one was kept), and any other information that students have accumulated over the course. They may also identify their transferable skills, knowledge, and attitudes that can fulfill the requirements of a variety of work roles and work environments. (CD 4.3) This summarizing activity may be prepared in the format and medium of students choice.

Some students may choose to prepare a script, a newspaper article, a multi-media presentation, a word-processed report, an oral presentation, or a visual art representation such as an original cartoon, a diorama, or a collage.

In co-operative learning groups, students may analyze the findings from studies conducted on entrepreneurship. As a group, students could record their analysis and synthesis of the findings and then draw some inferences from the conclusions.

A large group discussion may be used to summarize the small group activity after which students could individually prepare a written summary, focusing on the information shared in the discussions and on how the information will be used to assist in the planning of individual career paths.

Students may prepare or revise their résumés to include the new information and skills acquired in Entrepreneurship. (CD 11.3) Check with teachers in other classes to determine when/where résumé writing has been completed. For example, students may have prepared résumés in English Language Arts, Career and Work Exploration, or Information Processing classes.

Students may write two long-range goals and five short-range goals for themselves involving some entrepreneurial activity in their lives. These goals may be placed on a rating scale so that students may, in the future, periodically assess their progress in achieving the goals outlined. (CD 4.3)

Module 21: Work Study Preparation and Follow-up Activities (Optional)

Suggested Time: 5-10 hours   **Level:** Introductory
Prerequisite: None

Module Overview
This module is used to prepare students for work study placement. The foundational objectives include pre-placement information, preparation for interviews, and expectations for the workplace experience.

Foundational Objectives
- To be aware of the careers and opportunities in the field of entrepreneurship that exist in Saskatchewan and other provinces.
- To integrate classroom learning with experiential and work-related learning.
- To increase awareness of entrepreneurial and intrapreneurial skills through mentorship as they relate to the work environment.

Common Essential Learnings Foundational Objectives
- To ask pertinent questions in order to further understanding. (COM)
- To express thought and feelings both non-verbally and verbally with appropriate eye contact, facial expressions, and speech to enhance the message. (COM)

Learning Objective	Notes
21.1 To become aware of the expectations of each of the partners in the work study component.	In order to establish a successful working relationship with all of the partners involved in the workplace, it is important to define the expectations of each partner. Refer to Guidelines for Work Study, a section of the *Practical and Applied Arts Handbook* (2003) for the expectations of business, student, teacher monitor, and school.
21.2 To determine factors that would affect the student contribution in the workplace. To assess one's personal characteristics and capitalize on those that contribute positively to the achievement of one's personal and professional goals. (CD 1.3)	The students may formulate a list of what they can bring to the workplace and how each item may impact on potential jobs. Items could be included such as: • school subjects • past experiences • self-concept and personality • needs, values, and interests • knowledge, skills and attitudes • career goals and plan. Ask students to do a self-assessment of skills using the items in the above list as a guide. Students should identify strengths to offer community partners. Try to incorporate the values of communication and teamwork in the discussion.
21.3 To foster an awareness of building good communication in the workplace. To express feelings, reactions, and ideas in an appropriate manner. (CD 2.3)	Discuss verbal and non-verbal communication. List some ways in which negative, non-verbal communication may be displayed. Encourage students to role play ways of demonstrating effective techniques of verbal communication on the job when giving or receiving instructions and when resolving conflict. With the use of case studies, divide the students into groups and have them role play to show how effective use of communication can resolve conflict on the job.

Learning Objectives	Notes

21.4	To develop or update a résumé that may be forwarded to a potential employer. To engage in a life/work building process that truly reflects self. (CD 11.3)	The student will develop or update a résumé using an acceptable format. (CD 11.3) The résumé may be used to introduce the student to the employer of a work site prior to an interview. Teachers are encouraged to work with other staff members to ensure that résumé preparation is taught. Résumé writing is suggested in *English Language Arts 20 and A30, Information Processing 10, 20, 30*, and *Career and Work Exploration 10, 20, A30, B30*. Each student should save his or her résumé on a computer disk and update it as changes need to be made and references added.
21.5	To become familiar with student guidelines in preparation for an interview.	Through class or small group discussions, students may list guidelines for an interview. The instructor may add missing items to the list. Ensure that students understand these guidelines by asking students to describe each of these items. Outline and describe the three stages of an interview. Point out to the students at what stage of the interview each of the guidelines previously discussed will be used. The **greeting** involves an introduction between the student and employer. Discuss or demonstrate how this should be done. The **exchange** is the longest part of the interview, where the employer asks a series of questions and engages in a dialogue with the student about information on the résumé and other matters relating to the job. The **parting** provides closure to the interview and may be just as important as the greeting. Explain how this may be done. Provide the students with a list of questions frequently asked by employers or ask students to make a list. Students may role play the stages of the interview, demonstrating employability skills, knowledge, and attitudes necessary to obtain work. (CD 7.3)
21.6	To discuss the post-interview.	After the student has completed the interview with the employer, do a follow-up activity. Review the interview with the student using the three stages above as points for discussion.
21.7	To develop a procedural guide for the work site.	Discuss the following work site items with students: • transportation • hours of work • absence and tardiness • procedures for conflict resolution • role of the student, teacher, and workplace supervisor • dress code • job description • school and employer expectations.
Learning Objectives		**Notes**

| 21.8 | To relate feedback from the work placement.

To express feelings, reactions and ideas in an appropriate manner. (CD 2.3) | Students could provide feedback about work placement including where they were placed, type of business, duties, most rewarding experience, most difficult situation and how they handled it and other items.

It is recommended that each student send a thank-you note or card to the employer/entrepreneur upon the completion of each work placement. If more than one placement has been made in the course, follow-up activities must be completed after each placement.

Look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety, and WHMIS. Use the *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide*, the *Practical and Applied Arts Handbook,* the Saskatchewan Labour website (*http://www.readyforwork.sk.ca*), and other recommended resources. |

Module 22: Work Study (Optional)

Suggested Time: 25-50 hours   **Level:** Introductory/Intermediate/Advanced
Prerequisite: None

Module Overview
It is important that the work study activity for this course be based in an environment where students will enrich their understanding of, and further develop, their entrepreneurial knowledge and skills. As with any work study, employers should be aware of the learning objectives and that, in this case, they relate specifically to the entrepreneurship of the business, not necessarily to the tasks that the business carries out.

Foundational Objectives
- To be aware of the careers and opportunities in the field of entrepreneurship existing in Saskatchewan and other provinces.
- To integrate classroom learning with experiential and work-related learning.
- To increase awareness of employability skills and entrepreneurial skills through mentorship programs as they relate to the work environment.

Common Essential Learnings Foundational Objectives
- To engage in a work study experience to enrich the students' understanding of the entrepreneurial process. (PSVS)
- To engage in a work study experience and develop entry level workplace skills that may lead to sustainable employment or entrepreneurial activity. (PSVS)
- To expand career research beyond the classroom setting. (IL)

For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook* (2003). Teachers need to use or design appropriate learning objectives for this module; for instance, to demonstrate ability to follow a "Training Plan".

Note: Consult the *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide* and the Department of Labour for content about Labour Standards, Occupational Health and Safety, and WHMIS.

Module 99: Extended Study (Optional)

Suggested Time: 5-20 hours   **Level:** Introductory
Prerequisite: All core modules

Module Overview
Evolving societal and personal needs, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not provided for in this curriculum.

The flexibility of this module allows a school/school division to design **one new module per credit to complement or extend the study of core and optional modules** configured to meet the specific needs of students or the community. The extended study module is designed to extend the content of this curriculum.

The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. These optional extended study module guidelines should be used to strengthen the knowledge, skills, and processes advocated in this curriculum.

For more information on the guidelines for the Extended Study module, see the *Practical and Applied Arts Handbook*.

Note: The extended study module may be used only once in Entrepreneurship 30. It is important to record the title of the extended study module on the recordkeeping chart. Record ENTR99 for the extended study module offered in the course.

References

Anderson, R. (2002). *Aboriginal entrepreneurship and business development.* Captus Press.

Bodell, R., Rabbior, G., & Smith, L. (1991). *Entrepreneurship: The spirit of adventure.* Toronto, ON. Harcourt Brace Jovanovich Canada.

Cranson, L. & Dennis, Madeline. (2001). *Entrepreneurship: Creating a venture 2nd edition.* Nelson Thomson Learning.

De Bono, Edward. (1985). *Six thinking hats.* Toronto, ON. Key Porter Books Limited.

Hache, L., Redekopp, D. E., & Jarvis, P. S. (1998). *Blueprint for life/work designs.* National Life/Work Centre.

James, Jack D. (2000). *Starting a successful business in Canada.* Self-counsel Press.

Liepner, M., DeJordy, H., & Schultz, M. (1991). *The entrepreneurial spirit.* Toronto, ON. McGraw-Hill Ryerson Ltd.

Saskatchewan Education. (2002). *Career and work exploration 10, 20, A30, B30 curriculum guide: A practical and applied art.* Regina, SK: Author.

Saskatchewan Education. (1999). *English language arts: A curriculum guide for the secondary level.* Regina, SK: Author.

Saskatchewan Education. (1992). *The adaptive dimension in core curriculum.* Regina, SK: Author.

Saskatchewan Education. (1992). *Native studies 30 curriculum guide.* Regina, SK: Author.

Saskatchewan Education (1991). *Curriculum evaluation in Saskatchewan.* Regina, SK: Author.

Saskatchewan Education. (1991). *Instructional approaches: A framework for professional practice.* Regina, SK: Author.

Saskatchewan Education. (1991). *Student evaluation: A teacher handbook.* Regina, SK: Author.

Saskatchewan Education. (1989*). Saskatchewan school-based program evaluation resource book.* Regina, SK: Author.

Saskatchewan Education. (1988). *Understanding the common essential learnings: A handbook for teachers.* Regina, SK: Author.

Saskatchewan Labour. (2001). *Ready for work.* Regina, SK: Author.

Saskatchewan Learning. (2003). *Information processing 10, 20, 30 curriculum guide: A practical and applied art.* Regina, SK: Author.

Saskatchewan Learning. (2003). *Practical and applied arts handbook.* Regina, SK: Author.

Von Oech, Roger. (1986). *A kick in the seat of the pants.* Harper Collins Publishers.

Weymes, E. (1989). *The Saskatchewan entrepreneur.* Regina, SK. Saskatchewan Economic Development and Tourism.

Appendix A: Recordkeeping Chart

Student Name _____

Student Number _____

Module Code	Module	Hours	Date	Teacher Initial
ENTR101	Module 1: Introduction to Entrepreneurship (Core)			
ENTR102	Module 2: Case Studies in Entrepreneurship (Core)			
ENTR103	Module 3: Entrepreneurial Skills (Core)			
ENTR104	Module 4: Seeking Opportunities (Core)			
ENTR105	Module 5: Business and Co-operative Development (Core)			
ENTR106	Module 6: The Canadian and Saskatchewan Marketplace (Core)			
ENTR107	Module 7: International Trade and Entrepreneurship (Optional)			
ENTR108	Module 8: Market Research (Core)			
ENTR109	Module 9: Initiating a Venture (Core)			
ENTR110	Module 10: Defining and Accessing Resources (Optional)			
ENTR111	Module 11: Forms of Business Ownership (Optional)			
ENTR112	Module 12: Laws and Regulations (Optional)			
ENTR113	Module 13: Planning a Venture (Core)			
ENTR114	Module 14: Financing a Venture (Core)			
ENTR115	Module 15: Evaluating a Venture (Optional)			
ENTR116	Module 16: Entrepreneurship and the Internet (Optional)			
ENTR117	Module 17: Entrepreneurship for Aboriginal Peoples (Optional)			
ENTR118	Module 18: Entrepreneurship for Women (Optional)			
ENTR119	Module 19: Protecting Intellectual Property (Optional)			
ENTR120	Module 20: Entrepreneurship and Career Choices (Core)			
ENTR121	Module 21: Work Study Preparation and Follow-up Activities (Optional)			
ENTR122	Module 22: Work Study (Optional)			
ENTR199	Module 99: Extended Study (Optional)			

It is recommended that this chart be printed on school letterhead.

Appendix B: Blueprint Competencies by Area and Level

COMPETENCIES	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
AREA A: PERSONAL MANAGEMENT				
1. BUILD AND MAINTAIN A POSITIVE SELF-IMAGE	1.1 Build a positive self-image while discovering its influence on self and others.	1.2 Build a positive self-image and understand its influence on one's life and work.	1.3 Develop abilities to maintain a positive self-image.	1.4 Improve on abilities to maintain a positive self-image.
2. INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS	2.1 Develop abilities for building positive relationships in one's life (I).	2.2 Develop abilities for building positive relationships in one's life (II).	2.3 Develop abilities for building positive relationships in one's life and work.	2.4 Improve abilities for building positive relationships in one's life and work.
3. CHANGE AND GROW THROUGHOUT ONE'S LIFE	3.1 Discover that change and growth are part of life.	3.2 Learn to respond to change and growth (I).	3.3 Learn to respond to change and growth (II).	3.4 Develop strategies for responding to life and work changes.
AREA B: LEARNING AND WORK EXPLORATION				
4. PARTICIPATE IN LIFELONG LEARNING SUPPORTIVE OF LIFE/WORK GOALS	4.1 Discover "lifelong learning" and its contributions to one's life and work.	4.2 Link lifelong learning to one's life/work scenario, both present and future.	4.3 Link lifelong learning to one's career building process.	4.4 Participate in continuous learning supportive of life/work goals.
5. LOCATE AND EFFECTIVELY USE LIFE/WORK INFORMATION	5.1 Discover and understand life/work information.	5.2 Locate, understand and use life/work information.	5.3 Locate, interpret, evaluate and use life/work information (I).	5.4 Locate, interpret, evaluate and use life/work information (II).
6. UNDERSTAND THE RELATIONSHIP BETWEEN WORK AND SOCIETY/ ECONOMY	6.1 Discover how work contributes to individuals and the community.	6.2 Understand how work contributes to the community.	6.3 Understand how societal and economic needs influence the nature and structure of work (I).	6.4 Understand how societal and economic needs influence the nature and structure of work (II).
AREA C: LIFE/WORK BUILDING				
7. SECURE/CREATE AND MAINTAIN WORK	7.1 Explore effective work strategies.	7.2 Develop abilities to seek and obtain/create work.	7.3 Develop abilities to seek, obtain/create and maintain work.	7.4 Improve on abilities to seek, obtain/create and maintain work.
8. MAKE LIFE/WORK ENHANCING DECISIONS	8.1 Explore and improve decision making.	8.2 Link decision making to life/work building.	8.3 Engage in life/work decision making.	8.4 Incorporate adult life reality into life/work decision making.
9. MAINTAIN BALANCED LIFE AND WORK ROLES	9.1 Explore and understand the interrelationship of life roles (I).	9.2 Explore and understand the interrelationship of life roles (II).	9.3 Link lifestyles and life stages to life/work building.	9.4 Incorporate the "balanced life/work" issue in life/work building.
10. UNDERSTAND THE CHANGING NATURE OF LIFE/WORK ROLES	10.1 Discover the nature of life/work roles.	10.2 Explore non-traditional life/work scenarios.	10.3 Understand and learn to overcome stereotypes in life/work building (I).	10.4 Understand and learn to overcome stereotypes in life/work building (II).
11. UNDERSTAND, ENGAGE IN AND MANAGE ONE'S OWN LIFE/WORK BUILDING PROCESS	11.1 Explore the underlying concepts of the life/work building process.	11.2 Understand and experience the process of life/work building.	11.3 Recognize and take charge of one's life/work building process.	11.4 Manage one's life/work building process.

For more information refer to the Career Development section in this guide, the Blueprint for Life/Work Designs materials, or visit the website at *http://www.blueprint4life.ca.*

Appendix C: Log of Profiles

Student Name:

Date	Medium	Title	Type of Venture	Entrepreneur Characteristics and Skills	Opportunities	Ideas	Venture Plan

Appendix D: Sample Questions For Community Resources

Entrepreneurial questions asked of speakers or community guests who may be invited to the classroom will vary, depending on the individual and the intent of the presentation. The following are samples of questions that may be asked* when arranging for community resource personnel to facilitate entrepreneurship in the classroom or at their place of work.

Sample Questions for Local Entrepreneurs

- Why did you start your venture?
- What kinds of tasks do you perform?
- What special abilities does an entrepreneur have? Which did you require?
- Do your family members assist you in your venture?
- How do you motivate yourself?
- In what other entrepreneurial ventures have you been involved?
- What do you personally find the most rewarding as an entrepreneur?
- How would you change your plans if you started over again?
- Did you have any formal training for entrepreneurship?
- How do you define success?
- How did you research your venture?
- What assistance did you receive with your venture plan?
- What do you do in your spare time?
- What are the most important lessons that you have learned from your experience?
- What advice would you give to an aspiring entrepreneur?

Sample Questions for a Lawyer/Accountant/Banker

- What service(s) can you provide to an entrepreneur?
- What criteria might an entrepreneur use in selecting someone from your field for advice?
- What advice would you give to the beginning entrepreneur?
- Are there any services that you provide that people in business do not take advantage of but should?

Sample Questions for Outside Organizations, Associations, and Government Offices

- What service(s) does your organization provide for entrepreneurs?
- What kind(s) of resource materials are available through your organization?
- Can your office provide a sample of a simple venture plan?
- Is your organization able to provide other contacts to assist in the entrepreneurial process?

*If students will be interviewing people to obtain information, it is important that the teacher approve all questions that will be asked and review with the students the intent and purpose of their activity. When questions have been approved by the teacher, the student may be given the responsibility to make the necessary arrangements with the outside resource to obtain the desired information.

Appendix E: Sources of Entrepreneurial Information

Included below is a list of potential sources for entrepreneurial information. The addresses and phone numbers were current at the time of printing. Teachers are advised to preview materials and services.

Local

Public Libraries (Trade Directories)
Chamber of Commerce
Local businesses, lenders, lawyers
Tribal Councils
Band Offices

In Saskatchewan

Aboriginal Business Canada
Saskatchewan Office
7th Floor, 123 2nd Ave South
Saskatoon SK S7K 7E6

Ag-West Biotech Inc (*http://www.agwest.sk.ca*)
101-111 Research Drive
Saskatoon SK S7N 3R2

Business Development Bank of Canada (*http://www.bdc.ca/*)
135 - 21 Street East
Saskatoon SK S7K 0B4
975-4822
Fax: 975-5955
OR
320 - 2220 12th Avenue
Regina SK S4P 0M8
Phone: 780-6478
Fax: 780-7516

Canadian Federation of Independent Business (CFIB) (*http://www.cfib.ca/*)
Suite 101 - 2400 College Avenue
Regina SK S4P 1C8
Phone: 757-0000
Fax: 359-7623

Canada-Saskatchewan Business Service Centre (*http://www.cbsc.org/sask/*)
122 Third Ave North
Saskatoon SK S7K 2H6

CETAC West (*http://www.cetac-west.ca*)
230 - 111 Research Drive
Saskatoon SK S7N 3R2

Community Futures Partners of Saskatchewan (*http://www.cfps.sk.ca*)
3110 Parkland Drive East
Regina SK S4V 1W5
Phone: 751-1922
Fax: 751-1923

Indian and Northern Affairs Canada

Economic Development Program
Room 200, 1 First Nations Way
Regina SK S4S 7K5
Phone: 780-5945
Fax: 780-5733

Industry Canada (*http://www.ic.gc.ca/*)
123 Second Avenue South
Saskatoon SK S7K 7E6
Phone: 975-4400
Fax: 975-5334
OR
Suite 600
945 Hamilton Street
Regina SK S4P 2C7
Phone: 780-5010
Fax: 780-6506

Junior Achievement (*http://www.jacan.org/*)
#730 - 410 22nd Street East
Saskatoon SK S7K 5T6
Phone: 955-5267
Fax: 653-1507
OR
1919 Rose Street
Regina SK S4P 3P1
Phone: 790-1905

National Research Council (*http://www.nrc.ca/*)
110 Gymnasium Place
Saskatoon SK S7N 0W9

Raj Manek Business Mentorship Program
345 - 3rd Ave South
Saskatoon SK S7K 1M6
Phone: 244-2151
Fax: 244-8366

Saskatchewan Chamber of Commerce (*http://www.saskchamber.com/*)
1630 Chateau Tower
1920 Broad Street
Regina SK S4P 3V2
Phone: 352-2671
Fax: 781-7084

Saskatchewan Industry and Resources (*http://www.ir.gov.sk.ca/*)
1925 Rose Street
Regina SK S4P 3P1
Phone: 787-1605
Fax: 787-1620

Or call toll free anywhere in Saskatchewan for business development referral services. 1-800-265-2001

Saskatchewan Home-Based Business Association (SHBBA) (*http://www.shbba.sk.ca/about.html*)
#500 - 8B 3110 8th Street East
Saskatoon SK S7H 0W2
Phone: 1-877-887-4222
Fax: 934-6530

Saskatchewan Indian Equity Foundation (SIEF) (*http://www.sief.sk.ca/*)
224B 4th Avenue South
Saskatoon SK S7K 5M5
Phone: 955-4550
Fax: 373-4969
OR
John MacDonald Building
3601 - 5th Avenue East
Prince Albert SK S6V 7V6
Phone: 922-2344
Fax: 922-8918

Saskatchewan Research Council Inventors Program (*http://www.src.sk.ca*)
125 -15 Innovation Boulevard
Saskatoon SK S7N 2X8
Phone: 933-5400
Fax: 933-7446
OR
6 Research Drive
Regina SK S4S 7J9
Phone: 787-9400
Fax: 787-8811

SaskNative Economic Development Corporation (SNEDCO)
(*http://www.metisnation-sask.com/affiliates/snedco.html*)
#108 - 219 Robin Cresent
Saskatoon SK S7L 6M8
Phone: 477-4350
Fax: 373-2512

Western Economic Diversification Canada (*http://www.wd.gc.ca*)
Box 2025
Suite 601, S.J. Cohen Building
119-4th Avenue South
Saskatoon SK S7K 2S7
Phone: 975-4373
Toll Free: 1-888-338-9378
Fax: 975-5484
OR
1st Floor, 1925 Rose Street
Regina SK S4P 3P1
Phone: 780-8080
Fax: 780-8310

Women Entrepreneurs of Saskatchewan Inc. (*http://www.womenentrepreneurs.sk.ca*)
112-2100 8th Street East
Saskatoon SK S7H 0V1
Phone: 477-7173
Fax: 477-7175
OR
1925 Rose Street
Regina SK S4P 3P1
Phone: 359-9732
Fax: 359-9739

Out of Province

Canadian Council for Aboriginal Business (*http://www.ccab-canada.com/*)
Prairie Region
845 Home Street
Winnipeg MB R3E 2C7
Phone: (204) 772-2968
Fax: (204) 772-3043

Canadian Foundation for Economic Education (CFEE) (*http://www.cfee.org*)
110 Eglinton Avenue West
Suite 201
Toronto ON M4R 1A3
Phone: (416) 968-2236
Toll Free: 1-888-570-7610
Fax: (416) 968-0488

Canadian Innovation Centre (*http://www.innovationcentre.ca/*)
490 Dutton Drive, Unit 1A
Waterloo ON N2L 6HL
Phone: (519) 885-5870
Toll Free: 1-800-265-4559
Fax: (519) 885-5729

Women Inventors Project (*http://www.womenip.com/*)
107 Holm Cresent
Thornhill ON L3T 5J4
Phone: (905) 731-0328
Toll Free: 1-877-863-2471
Fax: (905) 731-9691

Tribal Councils and District Chiefs Organizations

Agency Chiefs Tribal Council (*http://www.actribalcouncil.com/*)
P.O. Box 327
Spiritwood SK S0J 2M0
Phone: 883-3880
Fax: 883-3336

Battlefords Tribal Council
1022 102nd Street
North Battleford SK S9A 1E6
Phone: 445-1383
Fax: 445-0612

File Hills Qu'Appelle Tribal Council (*http://www.fhqtribalcouncil.ca*)
Treaty Four Governance Centre
740 Sioux Avenue
Box 985
Fort Qu'Appelle SK S0G 1S0
Phone: 332-8200
Fax: 332-1811

Fort Carlton Agency Council
Box 164
Duck Lake SK S0K 1J0
Phone: 467-4540
Fax: 467-4543

Meadow Lake Tribal Council (*http://www.mltc.net/index.html*)
8003 Flying Dust First Nation
Meadow Lake SK S9X 1T8
Phone: 236-5654
Fax: 236-6301

Prince Albert Grand Council (*http://www.pagc.sk.ca/*)
c/o Peter Ballantyne Band
Opawakoscikan Reserve
P.O. Box 2410
Prince Albert SK S6V 7G3
Phone: 953-7200
Fax: 953-1045

Saskatoon District Tribal Council (*http://www.sktc.sk.ca/*)
Asimakaniseekan Askiy Reserve #102A
#200 - 335 Packham Avenue
Saskatoon SK S7N 4S1
Phone: 956-6100
Fax: 244-7273

Touchwood Agency Chiefs
P.O. Box 280
Punnichy SK S0A 3C0
Phone: 835-2936
Fax: 835-2198

Southeast Treaty #4 Tribal Council
Box 550
Whitewood SK S0G 5C0
Phone: 696-3451
Fax: 696-3146

Yorkton District Tribal Council (*http://www.yorktontribalcouncil.com/*)
Sakimay First Nation #74
21 Bradbrooke Drive North
Yorkton SK S3N 3R1
Phone: 782-3644
Fax: 786-6264

Magazines

CanadaOne Magazine http://www.canadaone.com/ezine/index.html

Canada Business Review

Fortune Magazine http://www.fortune.com

Home Business Report http://www.homebusinessreport.com/

INC (Magazine for a Growing Co.) *http://www.inc.com*

Profit Magazine http://www.profitguide.com/magazine/

REALM http://realm.net/
Saskatchewan Business

Small Business Canada Magazine http://www.sbcmag.com/

The Financial Post Magazine http://www.money.canoe.ca

The Globe and Mail Report on Business http://www.robmagazine.com/

Entrepreneur http://www.entrepreneurmag.com/

Entrepreneurial Edge http://edge.lowe.org/index.htm

Appendix F: Excerpts of Creative Thinking Processes

The Four Roles of The Creative Process

(Excerpts from *A Kick in the Seat of the Pants* by Roger von Oech. Copyright 1986 by Roger von Oech. Reprinted by permission of HarperCollins Publishers.)

What can I do to get my creative performance into high gear?

My advice is to activate the explorer, artist, judge, and warrior within you.

I've found that the hallmark of creative people is their mental flexibility. Like race-car drivers who shift in and out of different gears depending on where they are on the course, creative people are able to shift in and out of different types of thinking depending on the needs of the situation at hand. Sometimes they're open and probing, at others they're playful and off-the-wall. At still other times, they're critical and fault-finding. And finally, they're doggedly persistent in striving to reach their goals. From this, I've concluded that the creative process consists of our adopting four main roles, each of which embodies a different type of thinking. Let's take a closer look. These roles are:

Explorer   **Artist**   **Judge**   **Warrior**

First off, you – as a creative thinker – need the raw materials from which new ideas are made: facts, concepts, experiences, knowledge, feelings, and whatever else you can find. You can look for these in the same old places. However, you're much more likely to find something original if you venture off the beaten path. So, you become an *explorer* and look for the materials you'll use to build your idea. During the course of your searching, you'll poke around in unknown areas, pay attention to unusual patterns, and seek out a variety of different kinds of information.

The ideas you gather will be like so many pieces of colored glass at the end of a kaleidoscope. They may form a pattern, but if you want something new and different, you'll have to give them a twist or two. That's when you shift roles and let the *artist* in you come out. You experiment with a variety of approaches. You follow your intuition. You rearrange things, look at them backwards, and turn them upside down. You ask what-if questions and look for hidden analogies. You may even break the rules or create your own. After all of this you come up with a new idea.

Now you ask yourself, "Is this idea any good? Is it worth pursuing? Will it give me the return I want? Do I have the resources to make this happen?" To help you make your decision, you adopt the mindset of a *judge*. During your evaluation, you critically weigh the evidence. You look for drawbacks in the idea, and wonder if the timing is right. You run risk analyses, question your assumptions, and listen to your gut. Ultimately you make a decision.

Finally it's time to implement your idea. You realize, however, that the world isn't set up to accommodate every new idea that comes along. As a matter of fact, there's a lot of competition out there. If you want your idea to succeed, you'll have to take the offensive. So, you become a *warrior* and take your idea into battle. As a warrior, you're part general and part foot-soldier. You develop your strategy, and commit yourself to reaching your objective. You also have the discipline to slog it out in the trenches. You may have to overcome excuses, idea killers, temporary setbacks, and other obstacles. But you have the courage to do what's necessary to make your idea a reality.

Here, then, is my recommendation for high creative performance:

- When you're searching for new information, be an Explorer.

- When you're turning your resources into new ideas, be an Artist.

- When you're evaluating the merits of an idea, be a Judge.

- When you're carrying your idea into action, be a Warrior.

Viewed together, these four roles are your creative team for generating and implementing new ideas. Of course, the pattern for most of the things you create won't always be this linear progression of explorer-to-

artist-to-judge-to-warrior. Usually there's a fair amount of shifting back and forth between the roles. For example, your judge may return an idea to your artist for further development. Your artist might come up with an idea and tell your explorer to go dig up some information that supports it. Your warrior will tell your judge what's making it in the world and what's not.

In addition, there's no one right way to be creative. Indeed, each creative thinker has his own style. Given a concept to develop or a problem to solve, some people start as the artist and jump back and forth to the explorer and the judge until they reach their objective. Others do it just the reverse. In general, however, you'll be using your explorer more in the early stages of the creative process, your artist and judge more in the middle, and your warrior toward the end.

The Six Thinking Hats Method

(Reprinted with permission from *Six Thinking Hats* by Edward de Bono, published by Key Porter Books Limited. Copyright 1985, Edward de Bono.)

The purpose of the six thinking hats is to unscramble thinking so that a thinker is able to use one thinking mode at a time – instead of trying to do everything at once. The best analogy is that of color printing. Each colour is printed separately and in the end they all come together.

The six thinking hats method is designed to switch thinking away from the normal argument style to a mapmaking style. This makes thinking a two-stage process. The first stage is to make the map. The second stage is to choose a route on the map. If the map is good enough, the best route will often become obvious. As in the color printing analogy, each of the six hats puts one type of thinking on to the map.

I am not suggesting that the six hats cover every possible aspect of thinking, but they do cover the main modes. Nor am I suggesting that at every thinking moment we should be wearing one of the hats.

It is the very artificiality of the hats which is their greatest value. They provide a formality and a convenience for requesting a certain type of thinking either of oneself or of others. They establish rules for the game of thinking. Anyone playing the game will be aware of these rules.

The more the hats are used, the more they will become part of the thinking culture. Everyone in an organization should learn the basic idiom so that it can become part of the culture. This makes focused thinking much more powerful. Instead of wasting time in argument or drifting discussion, there will be a brisk and disciplined approach.

At first people might feel a little awkward about using the different hats, but this awkwardness soon passes as the convenience of the system becomes apparent. The first use of the hats will be in the form of an occasional request to use one hat or to switch from the black hat to another.

As I wrote at the beginning of the book, the great value of the hats is that they provide thinking roles. A thinker can take pride in playacting each of these roles. Without the formality of the hats, some thinkers would remain permanently stuck in one mode (usually the black hat mode).

I emphasize again that the system is a very easy one to use. There is no need for a reader to try to remember all the different points I have made in these pages. These points provide amplification. The essence of each hat is easy to remember.

White Hat virgin white, pure facts, figures and information.

Red Hat seeing red, emotions and feelings, also hunch and intuition.

Black Hat devil's advocate, negative judgement, why it will not work.

Yellow Hat sunshine, brightness and optimism, positive, constructive, opportunity.

Green Hat fertile, creative, plants springing from seeds, movement, provocation.
Blue Hat cool and control, orchestra conductor, thinking about thinking.

Within any organization the more people who learn the idiom the more usable it becomes. The truth is that we do not have a simple language as a control system for our thinking.

If we feel that we are intelligent enough to do without such a system, then we should consider that such a system would make that intelligence of which we are so proud even more effective. A person with natural running talent will benefit even more than others from discipline.

At this point I want to make a yellow hat remark. Try it out for yourself.

For convenience I repeat on the following pages the summaries used in the book for each of the six thinking hats.

Summary of White Hat Thinking

Imagine a computer that gives the facts and figures for which it is asked. The computer is neutral and objective. It does not offer interpretations or opinions. When wearing the white thinking hat, the thinker should imitate the computer.

The person requesting the information should use focusing questions in order to obtain information or information gaps.

In practice there is a two-tier system of information. The first tier contains checked and proven facts: first class facts. The second tier contains facts that are believed to be true but have not yet been fully checked: second class facts.

There is a spectrum of "likelihood" ranging from always true to never true. In between there are usable levels such as "by and large", "sometimes", and "occasional". Information of this sort can be put out under the white hat – provided the appropriate "frame" is used to indicate the likelihood.

White hat thinking is a discipline and a direction. The thinker strives to be more neutral and more objective in the presentation of information.

You can be asked to put on the white thinking hat or you can ask someone to put it on. You can also choose to put it on – or to take it off.

The white (absence of color) indicates neutrality.

Summary of Red Hat Thinking

Wearing the red hat allows the thinker to say: "This is how I feel about the matter."

The red hat legitimizes emotions and feelings as an important part of thinking.

The red hat makes feelings visible so that they can become part of the thinking "map" and also part of the value system that chooses the route on the map.

The red hat provides a convenient method for a thinker to switch in and out of the "feeling" mode in a way that is not possible without such a device.

The red hat allows a thinker to explore the feelings of others by asking for a "red hat view".

When a thinker is using the red hat there should *never* be any attempt to justify the feelings or to provide a logical basis for them.

The red hat covers two broad types of feeling. Firstly, there are the ordinary emotions as we know them: ranging from the strong emotions such as fear and dislike to the more subtle ones such as suspicion. Secondly, there are the complex judgements that go into such types of "feeling" as hunch, intuition, sense,

taste, aesthetic feeling and other not-visibly-justified types of feeling. Where an opinion has a large measure of this type of feeling it can also fit under the red hat.

Summary of Black Hat Thinking

Black hat thinking is specifically concerned with negative assessment. The black hat thinker points out what is wrong, incorrect and in error. The black hat thinker points out how something does not fit experience or accepted knowledge. The black hat thinker points out why something will not work. The black hat thinker points out risks and dangers. The black hat thinker points out faults in a design.

Black hat thinking is not argument and should never be seen as such. It is an objective attempt to put the negative elements onto the map.

Black hat thinking may point out the errors in the thinking procedure and method itself.

Black hat thinking may judge an idea against the past to see how well it fits what is known.

Black hat thinking may project an idea into the future to see what might fail or go wrong.

Black hat thinking can ask "negative questions".

Black hat thinking should not be used to cover negative indulgence or negative feelings which should make use of the red hat.

Positive assessment is left for the yellow hat. In the case of new ideas the yellow hat should always be used before the black hat.

Summary of Yellow Hat Thinking

Yellow hat thinking is positive and constructive. The yellow color symbolizes sunshine, brightness and optimism.

Yellow hat thinking is concerned with positive assessment just as black hat thinking is concerned with negative assessment.

Yellow hat thinking covers a positive spectrum that ranges from the logical and practical at one end to dreams, visions and hopes at the other end.

Yellow hat thinking probes and explores for value and benefit. Yellow hat thinking then strives to find logical support for this value and benefit. Yellow hat thinking seeks to put forward soundly based optimism but is not restricted to this – provided other types of optimism are appropriately labeled.

Yellow hat thinking is constructive and generative. It is from yellow hat thinking that come concrete proposals and suggestions. Yellow hat thinking is concerned with operacy and with "making things happen". Effectiveness is the aim of yellow hat constructive thinking.

Yellow hat thinking can be speculative and opportunity seeking. Yellow hat thinking also permits visions and dreams.

Yellow hat thinking is not concerned with mere positive euphoria (red hat) nor directly with creating new ideas (green hat).

Summary of Green Hat Thinking

The green hat is for creative thinking. The person who puts on the green hat is going to use the idioms of creative thinking. Those around are required to treat the output as a creative output. Ideally both thinker and listener should be wearing green hats.
The green color symbolizes fertility, growth and the value of seeds.

The search for alternatives is a fundamental aspect of green hat thinking. There is a need to go beyond the known and the obvious and the satisfactory.

With the creative pause the green hat thinker pauses at any point to consider whether there might be alternative ideas at that point. There need be no reason for this pause.

In green hat thinking the idiom of movement replaces that of judgement. The thinker seeks to move forward from an idea in order to reach a new idea.

Provocation is an important part of green hat thinking and is symbolized by the word *po*. A provocation is used to take us out of our usual patterns of thinking. There are many ways of setting up provocations including the random word method.

Lateral thinking is a set of attitudes, idioms and techniques (including movement, provocation and po) for cutting across patterns in a self-organizing asymmetric patterning system. It is used to generate new concepts and perceptions.

Summary of Blue Hat Thinking

The blue hat is the "control" hat. The blue hat thinker organizes the thinking itself. Blue hat thinking is "thinking about the thinking needed to explore the subject".

The blue hat thinker is like the conductor of the orchestra. The blue hat thinker calls for the use of the other hats.

The blue hat thinker defines the subjects towards which the thinking is to be directed. Blue hat thinking sets the focus. Blue hat thinking defines the problems and shapes the questions. Blue hat thinking determines the thinking tasks that are to be carried through.

Blue hat thinking is responsible for summaries, overviews and conclusions. These can take place from time to time in the course of the thinking, and also at the end.

Blue hat thinking monitors the thinking and ensures that the rules of the game are observed. Blue hat thinking stops argument and insists on the "map" type of thinking. Blue hat thinking enforces the discipline.

Blue hat thinking may be used for occasional interjections which request one or other hat. Blue hat thinking may also be used to set up a step by step sequence of thinking operations which are to be followed just as a dance follows the choreography.

Even when the specific blue hat thinking role is assigned to one person, it is still open to anyone to offer blue hat comments and suggestions.

The Development of Creativity

The Common Essential Learning of Critical and Creative Thinking focuses on the development of both critical and creative thinkers. Through meaningful and rich activities and experiences, both critical thinking skills and creativity can be developed, nurtured and strengthened in students.

Creative development involves many different abilities and dispositions and is supported in a variety of ways.

Creative abilities:
- Develop from intuition, imagination, curiosity, perception, interaction, feeling, reflection, skill, teaching/modeling/mentoring and practice
- Are more than thinking abilities
- Also involve sensations, feelings, emotions and actions

- Include generative skills and abilities (e.g., expanding, elaborating, personalizing, simplifying, making connections, seeing relationships, changing perspectives)
- Require a tolerance for ambiguity and uncertainty in order to grow/develop
- Involve effort and hard work as well as playfulness and enjoyment
- May be strengthened as a result of personal struggle or as a response to suffering or joy
- Involve perseverance, concentration, attention to detail, as well as spontaneity, surprise and open exploration
- Require some element and degree of choice
- Are supported when a period of exploration, experimentation and play with ideas and materials is valued and incorporated into learning processes
- Are strengthened within meaningful and challenging pursuits
- Can be enhanced or stifled by attitudes in the educational environment
- Are not well developed by trivial, shallow, or "generic" activities
- Grow out of pursuing our larger questions, deeper interests, and daily concerns with imagination, commitment, and confidence.

Creative development for the teacher and the student is important for many reasons.

Creative development is important for teachers because when you strengthen your creative abilities you:
- are better able to think on your feet
- can see more solutions to classroom problems
- can develop your own units/lessons to suit particular students and contexts more easily
- increase your flexibility and ability to adapt or respond to changes in your work environment
- can better find the positive aspect of any situation
- will be more likely to continue to find better and more interesting ways to do things each day/month/year
- can inject novelty and new challenges into classroom life and keep your students on their toes
- will be able to ask more interesting questions and broaden your assignments to include a stronger range of choices
- are likely to find teaching and learning more enjoyable, rewarding and meaningful

Creative development is important for students because:
- creative abilities are involved in all learning processes
- they will have more ideas and see more ways to do things
- their critical thinking abilities will be enhanced as they increasingly see things from more than one perspective
- they can use creative abilities to better solve problems in daily life – social, intellectual, and practical ones
- they can use their creative abilities in recreational pursuits and to make life more interesting and enjoyable
- the development of creative abilities can enhance their self esteem
- increasingly, employers are looking for individuals who demonstrate strong creative abilities
- the world/planet needs creative people to develop better solutions to social, economic, and environmental problems.

Intuition, imagination and personal expressiveness are all aspects of creativity that can be nurtured and strengthened.

The ability to grow in these abilities requires:
- a climate of openness and respect
- acceptance from others
- inspiration, internal motivation (a question, need, concern, or desire)
- belief in self, feelings of confidence, a degree of risk taking
- periods of time devoted to experimenting, exploring, playing
- structured experiences –ones that incorporate boundaries, impose limits, develop techniques, model possibilities, and support reflection.

For a more thorough discussion of development of Critical and Creative Thinking, please refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988) and the *Objectives for the Common Essential Learnings* (1991) (*www.sasklearning.gov.sk.ca/docs/policy/C.E.L.s/celobj.html.* The Common Essential Learnings (C.E.L.s) of Critical and Creative Thinking, and Personal and Social

Development are currently in renewal. Renewal efforts are focused on providing practical supports for these two C.E.L.s. Field testing of draft material will occur during 2004-05.

Appendix G: Sample Goal-setting Activities

Set Your Own Goals

Write three goals that you would like to achieve for each time period shown below. As you write your goals, consider whether you will be able to "measure" each goal. If desired, a plan (specific objectives) for attaining the goal may be included.

Today's Goals (Example: Complete homework assignments before supper.)

1.

2.

3.

This Week's Goals (Example: Begin a personal exercise program.)

1.

2.

3.

Goals for Christmas/Spring/Easter Break (Example: Clean my bedroom closet.)

1.

2.

3.

This Year's Goals (Example: Write for post-secondary school calendars.)

1.

2.

3.

"By the time I am 25" Goals (Example: Earn a degree in Commerce.)

1.

2.

3.

Writing Goals and Objectives

Setting goals and reaching them will require specific actions on your part. Write specific objectives that outline **what** will be different, the **amount** by which it will be different, and the **time** you set to reach each objective. These three "indicators" will help you to measure your success in achieving your goals.

Example: Goal: To get myself organized.

        Objective 1: To clean out my locker by the end of this week.

1. Write one goal with two objectives that involves school.

2. Write one goal with two objectives that involves family.

3. Write one goal with two objectives related to your upcoming holidays.

4. Write one goal with two objectives related to achieving your entrepreneurial skills.

5. Write one goal with two objectives related to your future.

Appendix H: Evaluating Ideas

Ideas	Related Opportunity	The Idea/Opportunity Is Feasible:		
		Now	Future	?

Appendix I: Venture Planning Tools

Resources:	Venture Plan					
	Property Costs	**Labour Costs**	**Equipment Costs**	**Operating Costs**	**Financing Costs**	
					Interest	Principal
Capital						
Human						
Financial						

Risk Profile of Ideas

Idea # _____

Criteria	-3	-2	-1	+1	+2	+3
• **Feasibility**						
• **Demand**						
• **Usefulness**						
• **Profitability**						

A Profile Comparing the Risks of a Variety of Ideas

Idea # _____

Criteria	-3	-2	-1	+1	+2	+3
• **Feasibility**						
• **Demand**						
• **Usefulness**						
• **Profitability**						

Idea # _____

Criteria	-3	-2	-1	+1	+2	+3
• **Feasibility**						
• **Demand**						
• **Usefulness**						
• **Profitability**						

Idea # _____

Criteria	-3	-2	-1	+1	+2	+3
• **Feasibility**						
• **Demand**						
• **Usefulness**						
• **Profitability**						

Business Practices

Criteria	Scenarios	Significance of the Criteria
Honesty		
Writing skills		
Clarity		
Stereotyping		
Exaggeration		

Strategic Planning Sequence

Criteria	Event	Significance of the Criteria
Mission		
Evaluate strengths and weaknesses • Resources • Expectations		
Forecasting		
Set goals • Long term • Short term		
Operating objectives		
Operating plans		

Appendix J: Venture Plan Organizational Tools

Table of Contents/Checklist

Components of a Venture Plan	Progress			Notes/Critical Issues
	Planning Stage	**Research Stage**	**Completion Stage**	
Executive Summary				
Marketing Plan				
Market Analysis				
Organization of the Venture				
Resource Analysis				
Financial Analysis				
Legal Requirements				
Budget				
Operating Schedule				
Risk Assessment				

Organization of a Venture Plan

Components of a Venture Plan	Planning the Content of the Venture Plan	Written Presentation Criteria for Evaluation
Summary of the Plan	The purpose of the venture? A brief description of the venture:	 Is the venture plan: • well written? • clear/understandable? • precise? • appealing? Is the venture plan formatted so that it is: • clear? • understandable? • appealing?
Table of Contents	A list of the titles and sections in the venture plan:	

Marketing Considerations

Components of a Venture Plan	Planning the Content of the Venture Plan	Written Presentation
Marketing Plan	• What is the service/product? • What will be the price? • What are the projected sales? • How will it be advertised? • Who will sell the product/service? • How will it benefit the customer? • Is the business expected to grow? • In what location will the product/service be marketed?	Explain how the product/service: • solves a problem • meets a need • satisfies wants Explain why people will buy the product/service: • Why is there a demand for the product/service? • Can a demand for this product/service be created? Explain how this product/service will make a contribution in the existing economy: • Where is the place (economic niche) in the economy for this product/service? • Why will people or businesses need this product/service?

Market Analysis	• What are the characteristics of the customers likely to buy this product/service?
	
	• How many customers?
	
	• How much will they spend?
	
	• Is this a repeating or a one time sale?
	
	• Are there many competing products/services in this market?
	
	• What access to the market could be expected in the short to medium run?
	
	• To what size can this market be expected to grow?
		Describe:
		• Customer profiles
		  ▪ Who are the customers?
		  ▪ What are they like?
		• Size of the market
		  ▪ How many are there?
		  ▪ How much money do they have to spend?
		  ▪ How important is this product/service to them?
		• Market share
		  ▪ How much of this market can the planned venture acquire?
		  ▪ How many competitors are there for the same market?
		  ▪ What alternatives are there to this product/service?
		  ▪ Are the alternatives cheaper, more productive, more appealing, etc.?
		• Growth potential
		  ▪ Is this a new product that would begin a new cycle?
		  ▪ Is this an established product that would be at some stage in an existing cycle?

Organization of the Venture

Components of a Venture Plan	Planning the Content of the Venture Plan	Written Presentation
Organization of the Venture	What type of business organization is being planned? • Individual ownership • Partnership • Incorporated	Who will own the venture?
	How is the business to be managed? • Owner-manager • Employed management	How will the venture be administered?
	What is the relationship to the employees? • non-union • unionised • collective agreement	On what basis will relations with employees be conducted?

Resource Analysis

Components of a Venture Plan	Planning the Content of the Venture Plan	Written Presentation
Resource Analysis	Resource analysis • Location (geographic)	Where will the venture be located? • What are the advantages of the location chosen?
	Land • Facilities • Property • Rent • Warehousing	What kind of facility is needed for the successful operation of this venture? • Are the facilities to be owned or rented?
	Labour • Staff	What are the staff requirements? • What expertise is required? • What amount of training will be necessary? • What plans are in place to deal with staff motivation, morale, etc.?
	Capital • Equipment • Machinery • Office equipment	What equipment requirements are needed for this venture? • Will the equipment be bought or leased?
	Franchising	Is the venture to be part of a franchising system? • What are the terms of the franchise?

Financial Analysis

Components of a Venture Plan	Planning the Content of the Venture Plan	Written Presentation
Financial History	• Income • Collateral	What is the financial history of the people creating the venture? • What is their income? • Do they have a net worth that can serve as security for financing and other commitments?
Financial Position	• Savings • Debt • Property • Net worth	What is the net worth of the people creating the venture? • How much have they personally invested into the venture? • What is the nature of that investment?

Financing of the Venture	• How is the venture to be financed?
	  ▪ Personal investment
	  ▪ Bank financing
	  ▪ Investment (stocks, bonds)
	
	• How are the business finances to be managed?
	  ▪ Accounting systems
	  ▪ Accounts receivable
	  ▪ Cash flow
		What are the sources of investment financing for the venture?
		
		Describe the financing arrangements for the venture:
		• Where is the bulk of the financing coming from?
		• What are the terms of that financing?
		• What security has been established for the financing?
		• How are the principal and interest amortised?
		• What are the arrangements for long term financing and short term financing?

Budget

Components of a Venture Plan	Planning the Content of the Venture Plan	Written Presentation

Budget	• Income
	  ▪ Personal savings
	  ▪ Collateral
	  ▪ Financial package
		Has a budget been prepared that describes:
		
		• all the sources of income?

	• Expenses
	  ▪ Property/Rent costs
	  ▪ Capital costs
	  ▪ Labour costs
	  ▪ Franchising costs
		• all the expenses?

	• Current balance sheet	• an accurate projected balance sheet?

	• Cash flow
	  ▪ Accounts receivable
	  ▪ Expenditures
	    ➢ Payroll
	    ➢ Rent
	    ➢ Utilities
	    ➢ Supplies
	  ▪ Financing
	    ➢ Interest
	    ➢ Principal
	  ▪ Insurance
	  ▪ Legal costs
		What is the projected cash flow for the venture based on a careful assessment of:
		• accounts receivable?
		• all expenditures?

Operating Schedule

Components of a Venture Plan	Planning the Content of the Venture Plan	Written Presentation Criteria for Evaluation
Operating Schedule	Goals • long-term objectives • intermediate objectives • immediate objectives	A detailed operating schedule should be provided that outlines: • the goals (what you plan to do)
	Timelines • major events	• timelines (the time it will take to do it)
	Strategies • strategic plan • operations strategy	• strategies planned to accomplish the goals within the stated timeline (how the goals will be achieved)
	Evaluation of the operating schedule	The operating schedule should describe the feasibility of achieving the goals

Risk Assessment

Components of a Venture Plan	Planning the Content of the Venture Plan	Written Presentation Criteria for Evaluation
Risk Assessment	Risks Changes • Government policy • Technology • Competition Technical problems	There should be a realistic assessment of the risks and the successes of this venture. On the basis of this risk assessment, is it probable that this venture will succeed?
Legal Requirements	The law • Legal rights • Legal restrictions • Legal requirements • Legal liabilities	A statement that clearly outlines that the venture: • has the rights to produce/market the product/service • meets all the laws and regulations governing this area of commerce • is adequately protected against a variety of legal liabilities.

Appendix K: The Invitation of Elders

All cultures are enriched by certain valuable and unique individuals. Such individuals possess a wide range of knowledge – knowledge that once was shared, can expand students' insight beyond the perspectives of the teacher and classroom resources.

Aboriginal elders in particular are integral to the revival, maintenance, and preservation of Aboriginal cultures. Elder participation in support of curricular objectives develops the positive identity of Aboriginal students and enhances self-esteem. All students may acquire a heightened awareness and sensitivity that inevitably promotes anti-racist education. It is important to note that the title "elder" does not necessarily indicate age. In Aboriginal societies, one is designated an elder after acquiring significant wisdom and experience.

When requesting guidance or assistance, there is a protocol used in approaching elders which varies from community to community. The district chief's office, tribal council office, or a reserve's band council or education committee may be able to provide assistance. Prior to an elder sharing knowledge, it is essential that the teacher and students complete the cycle of giving and receiving through an appropriate offering. This offering represents respect and appreciation for knowledge shared by an elder. One must ascertain the nature of the offering prior to an elder's visit, as traditions differ throughout Aboriginal communities. In addition, should your school division normally offer honoraria and/or expense reimbursement to visiting instructors, it would be similarly appropriate to extend such considerations to a visiting elder.

To initiate the process of dialogue and participation, a letter should be sent to the local band council requesting elder participation and indicating the role that the elder would have within the program. The band council may then be able to provide the names of persons who have the recognized knowledge and skills that would meet the specific needs. It is recommended that prior consultation occur with the elder to share expectations for learning outcomes.

Friendship Centres across the province are active at the community level and often present cultural workshops and activities in co-operation with elders and other recognized resource people. Teachers and schools may wish to contact a tribal council (addresses and phone numbers are listed in Appendix J) or the following to initiate discussions:

First Nations University of Canada
#1 First Nations Way
University of Regina
Regina SK S4S 7K2
Phone: 790-5950   Fax: 790-5992

**Gabriel Dumont Institute of Native
Studies and Applied Research**
University of Regina
Room 387, Education Building
3737 Wascana Parkway
Regina SK S4S 0A2
Phone: 347-4100   Fax: 565-0809

Saskatchewan Indian Cultural Centre
#96 - 103B Packham Avenue
Saskatoon SK S7N 4K4
Phone: 373-9901   Fax: 955-3577

Federation of Saskatchewan Indian Nations
Suite 200
103A Packham Avenue
Saskatoon SK S7K 4K4
Phone: 665-1215   Fax: 244-4413