

Agri-Entrepreneurship Program



Unit: 1

Lesson: 1.1

The Entrepreneur in You

Precepts:

- C. Vision
 - C1. Contemplate the future
 - C2. Conceptualize ideas
- E. Awareness
 - E1. Address issues important to the community

National Standards:

- NL-ENF.K-12.4 Communication Skills
- NL-ENG.K-12.6 Applying Knowledge

Student Learning Objectives:

- As a result of this lesson, the student will:
1. Define entrepreneurship.
 2. Identify successful entrepreneurs and describe characteristics that make them successful.
 3. Define agri-entrepreneurship and describe its importance.



Instruction time for this lesson: 60 minutes

Resources:

- National FFA Organization. *2007 National FFA Agri-Entrepreneur Program Award Winners*
- Merriam-Webster Dictionary

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- Wikipedia. *About Facebook*. <
<http://en.wikipedia.org/wiki/Facebook>>
- About.com. *Famous Entrepreneurs*.
<<http://entrepreneurs.about.com>>
- Lambing, Peggy. *Entrepreneurship*, 4th Edition. New Jersey. Pearson Prentice Hall Publishers. 2007

Tools, Equipment, and Supplies:

- Writing surface
- Writing utensil
- Transparencies and projector or computer and projector
- Scratch paper
- Tape
- Sticky-notes- two per student
- Copies of AS.1- five copies
- Copy of AS.2, 3, 4, 5, and 6- one copy to be posted on classroom wall
- TM.1, 2, and 3
- Copy of AS G- one copy with each line of the definition cut into strips

Key Terms:

The following terms are presented in this lesson and appear in bold italics:

Entrepreneur

Agri-Entrepreneur

Interest Approach:



Before students enter the classroom, write the following words on the writing surface: make-up, ice cream, T.V. talk show, computer, and Facebook. Challenge the students to find the common connection the items share.



Good Morning! As you take your seat, direct your attention to the front of the room. Listed are five items: make-up, ice cream, T.V. talk show, computer, and Facebook. Turn to your neighbor and say, "That's quite a list."

Allow students to repeat the statement to their neighbor.



When I say, "Hit it," you will have two minutes to work with your neighbor to determine what these items have in common. Questions? HIT IT!

As the students are working to determine what the items have in common, monitor their progress and offer ideas as to what they might have in common. After two minutes, give students a chance to offer their suggestions.



Time's up! Let's hear some thoughts as to what these items have in common.

Student responses. If a student offers entrepreneurship as a suggestion within their sharing time, make an effort to ask that student to share their answer only when you call on them. They get to be the expert!



Great thoughts, but it appears that our task at hand might be more difficult than we initially thought. Even though the direct link between these items might not be clear, they all share a common bond. You might be wondering what that bond is....drum roll please...(allow student who came up with correct response to answer at this point, if no one did proceed) these items were all products created by entrepreneurs. What is an **entrepreneur**?

Student responses.



As we continue through today's lessons, it is important to be a curious learner and think about how this information could apply to you. Who knows? Today just might change your life!

Objective 1: Define entrepreneurship

Me-You-Us e-Moment

Have each student take out a sheet of scratch paper. On this paper, students will write what they think entrepreneurship means. Use the Me-You-Us e-Moment to engage the students in the definition of entrepreneurship. Me-You-Us asks students to reflect on a question posed by the teacher (Me), and then allows students in pairs to share thoughts (You), finally the pairs share with larger groups or the entire class in order to combine all students' thoughts (Us).



Let's keep moving forward! Please take out a sheet of scratch paper. At the top of the paper, please write the word "entrepreneurship." You will have 30 seconds to write down your own definition of entrepreneurship. Begin!

Next, when I say "Move," locate another person that is approximately the same height as you. When you have located that person, each will share their definition of entrepreneurship with one other. After you have shared, use both definitions to create a group definition. You will have three minutes to complete this activity. Questions? Move!

Give the students time to locate their partner and share their definitions. Please encourage them to take ideas from both definitions in order to create a new group definition.



I have been hearing some great thoughts! Be sure to thank your partner. Let's hear some definitions of entrepreneurship.

As the students share, capture some of the key information from their



definitions on the writing surface.

Excellent work! Let's see how our definitions of entrepreneurship match up with the official definition of the word.

Write the following definition on a writing surface or show TM.1.

- I. Definition of Entrepreneurship
 - a. **Entrepreneurship**- the process of a person organizing, managing, and assuming the risks of a business or enterprise. (Merriam-Webster Dictionary)

Ask the following questions after students have written the definition in their notes:

- In your own words, what is entrepreneurship?
- What does it mean if someone "assumes risk?"
- Have you ever had to assume risk? Describe that experience.

After eliciting student responses for the questions, transition to the next objective.



Now that we know what entrepreneurship is, let's think about some individuals that are successful entrepreneurs and the traits they exhibit.

Objective 2:

Identify successful entrepreneurs and describe characteristics that make them successful.

Go and Get It e-Moment

Put the students into five groups. Each group will be given AS.1 which lists the five entrepreneurs responsible for creating the five items listed at the beginning of class. Additionally, AS.2-6 will be taped on the walls around the room. Utilizing the Go & Get It e-Moment, groups will rotate to each summary, read the summary, and guess which **entrepreneur** was responsible for that item. The Go and Get It e-Moment is a brain-based activity that allows students to seek out information by kinesthetic or cognitive means. The teacher provides the information in various ways for students to seek.



Let's take a look back at the five items that were listed on the board when you came to class: make-up, ice cream, T.V. talk show, computer, and Facebook. Believe it or not, these items were made possible because of one person who had a passion for entrepreneurship. Who will tell us the definition of entrepreneurship?

Allow a student to share the definition.



In just a moment, each table will receive an activity sheet that lists the names of five entrepreneurs. When I say, “Go”, your table will move to an activity sheet taped on the wall. Next, select one person to read the paragraph on the page and, as a group, determine what person is described in that paragraph. You will have thirty seconds at each page. What questions are there? Go!

Monitor the groups’ progress as they visit each paragraph. Be sure to monitor the time and if needed, expand upon the rotation schedule. After all students have made their way to each posted activity sheet, give them the correct answers. Next, have the students brainstorm characteristics of successful entrepreneurs.



It sounds like most of you knew exactly which entrepreneurs were responsible for which item. Let’s think about those specific entrepreneurs...what traits did they possess that allowed them to be so successful?

Elicit student responses.



Let’s take that a step further. What are some traits that you think most successful entrepreneurs possess?

Elicit student responses.

Write the following on the writing surface or show TM.2.

- I. Characteristics of successful entrepreneurs
 - a. Passion for their business
 - b. Determination despite failure
 - c. Confidence
 - d. Self-determination
 - e. Innovative
 - f. Creative



Based on that list, we can see that the five entrepreneurs we have identified definitely exhibited those traits and more. By demonstrating a combination of the characteristics, each person was able to make their vision a reality.

Many products, businesses, and technology advances were developed by an **entrepreneur**. What about agriculture? Does agriculture have entrepreneurs?

Elicit student responses.



Let’s expand on that thinking.

Objective 3: Define agri-entrepreneurship and describe its importance.



We all agree that agriculture also has entrepreneurs. Thinking back to the knowledge gained earlier about entrepreneurship, what are some examples of agricultural entrepreneurs?

Elicit student responses.



What are some examples of products that agricultural entrepreneurs created?

Elicit student responses.

*Ask for five volunteers that will help you “sort out” the definition of an agri-**entrepreneur**. AS.7 defines **agri-entrepreneur**. Cut each line of the definition into five strips and give each volunteer one of the strips. Ask the students to arrange themselves into the correct order which will provide them with the definition of an **agri-entrepreneur**.*



We need five volunteers to help us sort out a definition of **agri-entrepreneur**! Thank you volunteers! Please come forward.

In just a minute, each of our volunteers will receive a strip of paper that contains part of the definition of **agri-entrepreneur**. Their task is to arrange themselves in the correct order to help us define **agri-entrepreneur**.

Give the students about twenty seconds to get into the correct order. If they are struggling, ask for some assistance from the class. After the students are lined up correctly, have a volunteer read the definition. Thank the volunteers and have them go back to their seat.

Write the following on the writing surface or show TM.3. Have the students write the information in their notes.

II. Definition of **Agri-Entrepreneur**

- a. **Agri-Entrepreneur:** A person who identifies and pursues a market opportunity in the face of risk which may result in new businesses, products or services within the field of agriculture including food, the environment and natural resources. (National FFA Organization)

Ask the students the following questions and elicit student responses:



- How are agri-entrepreneurs similar to the entrepreneurs we discussed earlier?
- How are they different?
- What makes agri-entrepreneurs so important?
- What are some examples of local agri-entrepreneurs?
- Why is there a need for agri-entrepreneurs?

Many of the agricultural products, services, businesses, and advances we rely upon today were created because of an **agri-entrepreneur**. The cool thing is that so many entrepreneurs were not adults. Many of them were students, just like you. All it took was an idea, a dream, and perseverance to make their dream a reality. They saw a need for a product or service and made it a reality.

We are getting ready to embark on an amazing journey. Like I mentioned earlier, this is journey that can truly change your life. As we explore the world of agri-entrepreneurship, challenge yourself to search for how you can use this information in your own life.

Review/ Summary:

Provide each student with two sticky-notes. On one sticky-note, have them identify why they think entrepreneurs are important. On the other sticky-note, have them write down one way they can apply this information to their life.



Each of you has two sticky-notes. Take one of the sticky-notes and write down the reason you think that entrepreneurs are important.

Allow students to write down their thoughts and ask for some volunteers to share.



Who will share their thoughts? Thanks for sharing.

Next, take the second sticky-note and write one way you could apply this information to your own life.

Allow the students to write and then ask for volunteers to share.



Who will share what they are thinking? Thank you.

Collect the sticky-notes from the students as they leave the room.



I appreciate your effort today. As you leave the room, please make sure that I have both of your sticky-notes.

Application:

- ▶ *Extended classroom activity: Using the Internet, students will locate at least five examples of agri-entrepreneurs and the products or services they created. Students would need to be prepared to share their findings with their classmates.*
- ▶ *FFA activity: Using the Internet students will find the National FFA Agri-Entrepreneurship Awards website. Have students browse through and select the program that is the most interesting to them. Students would need to be prepared to share their finding with their classmates.*

- ▶ SAE activity: *Have the students reexamine the characteristics of successful entrepreneurs. Using their own SAE, students will determine if they are a successful **entrepreneur** based upon those characteristics. Students will need to defend their reasoning to the class.*
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Evaluation:

Analyze the following statements. If the statement is true, write TRUE in the space provided. If the statement is false, write FALSE in the space provided.

1. Successful entrepreneurs do not have to be passionate about their business.
2. Entrepreneurs assume financial risk for their business or enterprise.
3. Most entrepreneurs have to overcome many setbacks and failures.
4. Agri-entrepreneurs design products, services, or businesses within the field of food, the environment, and natural resources.
5. The need for agri-entrepreneurs is not great.

Multiple Choice:

Select only the best answer.

6. Which characteristic is not reflective of a successful entrepreneur?
 - a. Self-conscious
 - b. Self-determination
 - c. Innovative
 - d. Creative
7. Who can be an entrepreneur?
 - a. Only the wealthy
 - b. People over 40 years-old
 - c. People who go to college
 - d. Anyone

Fill in the blank.

8. _____ dropped out of Harvard University and is responsible for the creation of Facebook.
 9. _____ is a person who identifies and pursues a market opportunity in the face of risk which may result in new businesses, products or services within the field of agriculture including food, the environment and natural resources.
 10. One local entrepreneur is _____ and their business involves _____.
-

**Answers to
Evaluation:**

1. False
 2. True
 3. True
 4. True
 5. False
 6. A.
 7. D
 8. Mark Zuckerberg
 9. Agri-Entrepreneur
 10. Varies
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TM.1

Entrepreneurship- the process of a person organizing, managing, and assuming the risks of a business or enterprise. (Merriam-Webster Dictionary)

TM.2

Characteristics of successful entrepreneurs

- a. Passion for their business
- b. Determination despite failure
- c. Confidence
- d. Self-determination
- e. Innovative
- f. Creative

TM.3

Agri-Entrepreneur: A person who identifies and pursues a market opportunity in the face of risk which may result in new businesses, products or services within the field of agriculture including food, the environment and natural resources. (National FFA Organization)

AS.1

1. _____
2. _____
3. _____
4. _____
5. _____

- A. Mary Kay Ash
- B. Ben Cohen and Jerry Greenfield
- C. Bill Gates
- D. Oprah Winfrey
- E. Mark Zuckerberg

AS.2

With her life savings of \$5,000 and the help of her 20-year-old son, this entrepreneur opened her first 500 sq. ft. store in Dallas in 1963. The company started with just nine employees. She based the company's philosophy strongly on her Christian faith. She told her employees to prioritize their life with faith first, family second, and work third. With this as her guiding practice, she has encouraged women and given them new opportunities for their own personal and financial success.

AS.3

Of this duo, one was a college dropout and the other could not get into medical school. They soon became roommates and decided to go to into the food business together. At first they decided to make bagels, but after learning how expensive bagel making equipment was, they settled on ice cream. They took a five dollar course on ice cream making and opened their first store in an abandoned gas station in 1978.

AS.4

Born in a small town in Mississippi and raised in Nashville, Tennessee, she began her career in broadcasting at age 17. By 19, she was anchoring the news, both the first African-American woman and the youngest person ever to do so. She soon made the switch from news anchor to doing talk shows. Not content to work for someone else, she founded her own production facility. Since then, it has grown and employs around 250 full-time people in television and film production, magazine publishing and online media.

He is perhaps the most famous entrepreneur of this era. He had the vision to predict the evolving importance of the personal computer. He began dabbling in computer programming at age 13 and sold his first program to a school for about \$4,000. After dropping out of Harvard, he and his partner saw huge growth potential in the personal computer industry. They thought they could write the necessary software to run personal computers. The company made its first big strike in 1980, when IBM agreed to let the company write the operating system for its new personal computer.

AS.6

It didn't take this young entrepreneur long before his college revoked his Internet privileges. Despite that challenge, he continued to work to build a social networking site designed for college students. The website was originally designed for Ivy League schools, but soon colleges across the United States were signing up for the services. Even with the success of the business, he continued to face challenges. Some continue to accuse him of stealing other's ideas and promoting "cyberstalking."

Agri-Entrepreneur: A person who identifies and pursues a market opportunity in the face of risk which may result in new businesses, products or services within the field of agriculture including food, the environment and natural resources.