

SHARE-AN-IDEA ENTRY FORM

Please complete the following for entry into the M-PBEA Share-An-Idea Contest. All entry form information should be limited to two pages or less. Any supporting ideas should be submitted separately.

Idea Title: Incorporating Media and a Project into Teaching Entrepreneurship

Subject Area: Entrepreneurship and business communication

Objectives/Overview:

Many students need the ability to learn information other than by reading. A concept that is becoming common is the use of media to reinforce textbook information. This activity/project utilizes a variety of videos including reality TV to teach the entrepreneurial concepts. It is designed to give students a better idea of what being an entrepreneur involves and getting them to think critically about a product they might design. Students will review videos of entrepreneurs sharing their stories and then either as individuals or a pair design a project and prepare a presentation to submit to "Shark Tank." The learning objectives include:

- Identify and discuss the characteristics of an entrepreneur
- Design a product through the use of critical thinking skills
- Utilize technology to prepare an oral presentation

Targeted NBEA Standards:

Entrepreneurship - I. Entrepreneurs and Entrepreneurial Opportunities
Communication – I. Foundations of Communication
Communication - IV. Technological Communication
Information Technology - VI. Interactive Media

Step-By-Step Procedure: (This is written for an online course, but it could easily be modified for a face-to-face course)

Preparation Activities to Lead to the Project

- Begin by having the students read about entrepreneurship or prepare a class lecture that is uploaded to the lesson. I stress in my lecture the characteristics that are needed to become an entrepreneur which are vision self-reliance, energy, confidence, tolerance of uncertainty, and tolerance of failure.
- Sara Blakely is a self-made billionaire who began with \$5,000 and an idea. I like this story because it is one to which students can relate, but at the same time shows the hard work and stamina it takes to gain success. Many students believe that becoming an entrepreneur is an easy journey, but Sara demonstrates it is not. (Disclaimer: This is a great story but her product is basically women's undergarments. My college age

students are mature enough to handle the video. I would show it to high school students, but would first explain we are watching it from a business perspective.) Have students watch this video of Sara Blakely's story as presented to The Edge Connection in Atlanta, Georgia to learn about the full story of Sara:

<https://www.youtube.com/watch?v=BSpYQ6qiN2Q&feature=youtu.be>.

- In an online discussion or as an assignment submission, have students answer the following questions:
 - Why was Sara so successful in her endeavors?
 - What characteristics of an entrepreneur does Sara possess?
 - What characteristics did Sara have that really helped when it looked like she wasn't going to make it?
- Now have students watch this short video and make sure to write down the tips she gives: <https://youtu.be/7XJ1jjODePo>.
- In an online discussion or as an assignment submission, have students discuss the four business tips she gives, how she personally used them for success and relate them back to the characteristics of an entrepreneur.
- Have students watch this video of Dave Manga to see entrepreneurship from the perspective of a person without the same outcome: <https://youtu.be/7XJ1jjODePo>.
- In an online discussion or as an assignment submission, have students answer the following questions:
 - What characteristics of an entrepreneur did Dave possess?
 - What hurdles did Dave have to go through?
 - What did Sara do differently than Dave that could possibly account for her success versus his?
- Have students watch this clip for "Shark Tank:" <http://youtu.be/p5TkgRO9FwA>.
- In an online discussion or assignment submission, have students answer the following questions:
 - What characteristics of an entrepreneur did you see in Kim?
 - What could she have done differently to get more sharks interested in her product?
 - Do you think she will be successful? Why or why not?
- Have students go to the bottom of this article in *Gazette Review* to see what happened to her after she left: <http://gazettereview.com/2016/10/daisy-cakes-update-happened-shark-tank/>.
 - What do you think was the biggest reason she was successful?

Project

Now that students have had an opportunity to learn about entrepreneurship, hear the stories of some entrepreneurs and comment on their characteristics, they will begin their project.

- Students can work in pairs or alone on the project.
- Students will design a product using common household items that will make life easier.

- Students will prepare an electronic presentation to present to the sharks on “Shark Tank.”
- Students will make their pitch to the sharks (instructor and class). The presentations will need to be video-taped and uploaded to a discussion board for view and class comments.

Concepts/Skills Reinforced or Mastered:

There are many concepts that are reinforced and mastered in this activity. Students get to actually hear from entrepreneurs instead of simply reading about them. Students get to demonstrate they understand the characteristics needed of an entrepreneur in their presentations. Students have the opportunity to demonstrate communication skills in the oral presentation. And, a main purpose of the exercise is to get students to think critically. If it is an online course, writing skills will be reinforced through the discussion forums.

Course/Grade Level:

12th grade or entry-level freshman introduction to business or entrepreneurship course

Materials/Resources/Equipment Used:

Internet and speakers to show videos
Assignment sheets for students
Rubric
Webcam (or some type of recording device)

Time Required to Complete the Lesson/Unit?

Approximately 5 hours distributed out over several days of the course

Post Evaluation:

Instructor evaluates students using provided rubric for project. Instructor evaluates students through the either face-to-face or virtual discussions.