

Concepts that facilitate entrepreneurial thinking.

Objectives of becoming an AES:

- Allow students to recognize opportunities to create and build something from nothing.
- Enable students to recognize self-employment options as a career pathway in addition to working for others.
- Encourage big dreams, build skills, and enable students to embrace the vision of entrepreneurship.
- Sustain an entrepreneurial culture in your school.

EntreEd™



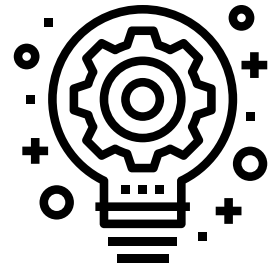
Concepts	Evidence of Delivery
<p>Entrepreneurial Process Organize lesson/activity around entrepreneurial processes:</p> <ol style="list-style-type: none"> 1. Opportunity Recognition 2. Concept Development 3. Finding Resources 4. Building/Prototyping 5. Launch 	<p>Does my activity include some or all of these entrepreneurial concepts? How?</p> <p>NOTE: In STEM areas, we often stop short of allowing students to experience the full process. Provide students opportunities to understand how their idea would work in the real world.</p>
<p>Academics Use entrepreneurship as the real-world context to demonstrate the importance of academic skills in all subject areas.</p>	<p>Have I connected my instruction to my subject area and entrepreneurship? By which standards? NOTE: See National Entrepreneurship Standards</p>
<p>Economic Concepts Provide students opportunities to discover and understand basic economic concepts of entrepreneurship, such as supply and demand, market value, market research, etc.</p>	<p>Have I provided students with opportunities to discover how a concept or idea becomes successful? EXAMPLE: Have students uncovered real world problems and solutions and identified a viable market for each?</p>
<p>Personal Interest & Investment (Relevancy) Provide opportunities for students to develop an idea or concept they are personally interested & invested in.</p>	<p>Have I given the opportunity to develop a concept and learning process of their own choosing? NOTE: This is not an easy task with required standards and time frames. However, if you can align your standards while providing room for students to develop ideas and their own pathways to learn, outcomes will soar.</p>
<p>Risk & Grit Reinforce the concept that successful entrepreneurs take calculated risks based on sound research and relevant information.</p>	<p>Do my students have structured opportunities to take risks and experience failure? NOTE: Simply providing a structured environment for students to fail, fix, and try again rarely occurs in traditional learning environments.</p>
<p>Career Guidance Generate an understanding of multiple career pathways that offer entrepreneurial opportunities. This includes entrepreneurial, intrapreneurial, and social ventures.</p>	<p>Have I introduced entrepreneurial mindset as a foundation for success in all career pathways? Example: Introducing social entrepreneurship (non-profits) and discussing their relevance and impact on local economies.</p>

Note: Entrepreneurship is a lifelong learning process. Entrepreneurial skills can be fostered throughout all levels of education, from Pre-K to adult learning. Learning outcomes should be adjusted for each level as students mature and build on previous knowledge.

Methods to instruct entrepreneurial learning.

Objectives of engaging students as an AES:

- Instructors transition to facilitators & foster student-driven learning.
- Instruction is experiential & project-based learning.
- Diverse strategies are utilized to encourage entrepreneurial mindsets.



Concepts	Evidence of Delivery
<p>Facilitation & Coaching Instructors facilitate the discovery process and provide coaching to guide students to their solutions. Students choose their own learning paths and learn from mistakes/successes.</p>	<p>Do my students drive their own learning and choose their own pathways to reach learning goals? Example: Students are assigned a final report for English. One student will write a paper, another will present a 10-minute speech, another will record a podcast, a final will record a YouTube video.</p>
<p>Experiential Learning Provide hands-on, personalized learning opportunities where students are actively engaged in learning by doing.</p>	<p>Are my students actively engaged and participating in hands and heads-on learning opportunities within my classroom? Example: Utilize a school garden to teach biology concepts, a classroom debate to discuss government, a classroom business to introduce financial literacy.</p>
<p>Design Thinking Provide opportunities for students to use the design thinking process for classroom activities: 1. Discovery 2. Interpretation 3. Ideation 4. Prototype 5. Test</p>	<p>Do I engage my students in design thinking to tackle activities introduced during instruction? Example: Task students with developing and teaching a lesson of the unit, along with assessments to determine whether that unit was successful.</p>
<p>Problem-Based Learning Provide students the opportunity to tackle both simple and complex problems, including those with and without clear solutions.</p>	<p>Do I provide instruction for my students to address problems where there is no clear solution or many possible outcomes? Do I build student choice into those outcomes? Example: Ask students to identify a problem and work collaboratively to ideate 2-3 solutions for the problem as it relates to your content area.</p>
<p>Students as Leaders Wherever possible, provide students responsibility to lead their own inquiry-based learning opportunities.</p>	<p>Do I empower my students to take on leadership roles in and out of the classroom? Example: Students direct activities including planning, creating, and operating classroom businesses, field trips, negotiation exercises, and group problem-solving.</p>
<p>Community Invite individuals from the surrounding community to engage with your classroom.</p>	<p>Have I brought community members in to speak and collaborate with my students? Example: Guest speakers, mentors, advisors, and role models.</p>

Note: A variety of methods can be utilized to facilitate the learning process and encourage entrepreneurial thinking in students. Many resources exist, including books, courses, seminars, research, group learning, role-playing, guest speakers, mentors, computer-based training, and more. For additional resources, contact us today at:

www.entre-ed.org | [@entretalk](https://twitter.com/entretalk) | 301-859-0337