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BDP30**

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Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

SUBJECT: BDP30 Grade 11 (Strand 1 – The Enterprising Employee)

Students are required to learn, on average, over 2 000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior school years. A *word wall* is a wall, chalkboard or bulletin board listing key words that will appear often in a new unit of study, printed on card stock and taped or pinned to the wall/board. The word wall is usually organized alphabetically.

Purpose

- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear often in a topic or unit of study.

Payoff

Students will:

- practise skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the location of information and with various elements of the text.
- develop some sense of the meaning of key words before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

Tips and Resources

- *Skimming* means to read quickly – horizontally – through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally – to find single words, facts, dates, names, or details.
- For directions, see Student Resource, *Skimming and Scanning*.
- Before building the word wall, consider using **Analyzing the Features of Text** in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, to help students become familiar with the text.
- Consider posting certain words for longer periods (for example: words that occur frequently in the unit, words that are difficult to spell, and words that students should learn to recognize on sight).
- Have students refer to the word wall to support their understanding and spelling of the words.
- For a sample word wall, see Teacher Resource, *Word Wall Samples*.
- For more information see:
 - Student Resource, *Personal List of 10 Unfamiliar Words*.
 - Student Resource, *Group Master List of 10 Unfamiliar Words*.

Words, Words, Words pp. 70-71.

When Kids Can't Read, What Teachers Can Do, Chapter 10.

Reaching Higher – Making Connections Across the Curriculum, p. 7-8.

Further Support

- Add a picture to the word cards (preferably a photograph from a magazine) as a support for ESL students and struggling readers.
- Provide students with sticky notes to mark the page in the text where the vocabulary words appear.
- Provide each student with a recording sheet so that they can make their own record of the key words for further review.
- If it appears that students will need additional support, review the terminology on the word wall in the two classes following this activity, using **Take Five** or **Think/Pair/ Share**, which are described in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.



Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

SUBJECT: BDP30 Grade 11 (Strand 1 – The Enterprising Employee)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Before class, preview, for key vocabulary, “Entrepreneurship: Creating a Venture” chapter 1 – <i>What is Entrepreneurship</i>. • Prepare strips of card stock (approximately 4” x 10”) for words. • Divide students into groups of 3. • Have a marker available for each group. • Explain to students that together the class will find key vocabulary in chapter 1 and will help each other to understand and spell the key vocabulary by creating a “word wall” in the classroom that they can refer to for the duration of the unit. • Distribute Student Resource, <i>Skimming and Scanning</i> and read and clarify the techniques with students. 	<ul style="list-style-type: none"> • Follow along on the handout as the teacher reviews skimming and scanning.
<p>During</p> <ul style="list-style-type: none"> • Ask students to skim chapter 1 to get a general sense of what’s in it and where things are. • Engage students in a brief discussion about entrepreneurs (e.g., Who they are? What they do? What difference do they make to their community? Do they know any entrepreneurs?). • Direct students to independently scan the chapter and complete Student Resource, <i>Personal List of 10 Unfamiliar Words</i>. • Direct students in small groups to compare personal lists and create a group master list using Student Resource, <i>Group Master List of 10 Unfamiliar Words</i>. • Distribute eight pieces of card stock and markers to each group. 	<ul style="list-style-type: none"> • Skim chapter 1. Focus on Venture Profiles, Starting Up, Worth Repeating, E-Bits & Bytes in left column, Cool Stuff, Agents of Change, and words in bold. • Scan chapter 1 for words they do not know; focus on the words in bold. • Each student completes Student Resource, <i>Personal List of 10 Unfamiliar Words</i>. • In groups, students compare personal lists and complete Student Resource, <i>Group Master List of 10 Unfamiliar Words</i>. • In each group, print the key vocabulary words in large letters on card stock (leave room for the definition) and be prepared to place the words on the bulletin board alphabetically. (Allow for duplication to visually demonstrate to students the words in common they do not know). When the word wall is complete, remove the duplicates.
<p>After</p> <ul style="list-style-type: none"> • Lead some discussion of the words and ask students to speculate on their meaning. Encourage the students to rely on personal knowledge and experience rather than the glossary at this point. 	<ul style="list-style-type: none"> • Use the glossary in the textbook to find the meaning of the words. • Present their words to the rest of the class. • Add the meaning to the words on the cards in smaller letters. • For students needing additional support separate on card stock the word and the definition (mix them up) and have the students at a table match the word and definition.

Notes



Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

SUBJECT: BDP30 Grade 11 (Strand 1 – The Enterprising Employee)

Skimming and Scanning

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim? Read in this direction. →	<ol style="list-style-type: none"> 1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text. 4. Remember: You do not have to read every word when you skim. 5. Generally, move your eyes horizontally (and quickly) when you skim.

Scanning	
What is it?	When you SCAN, you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan? Read in these directions. ↓ ↘	<ol style="list-style-type: none"> 1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. 2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary? 3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you toward the detail for which you are looking. 4. Aim for 100% accuracy!



Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

SUBJECT: BDP30 Grade 11 (Strand 1 – The Enterprising Employee)

Word Wall Samples

Word Wall		
entrepreneur	market niche	need
want	profit	not-for-profit
good	service	virtual business
e-commerce	networking	multiplier effect
market share	demand and supply	intrapreneurship

Word Cards with Definitions

Market niche
 A specific segment of the market.

Intrapreneurship
 Entrepreneurship that occurs within an existing organization or corporation.



Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

SUBJECT: BDP30 Grade 11 (Strand 1 – The Enterprising Employee)

Personal List of 10 Unfamiliar Words

STUDENT NAME: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Student Resource

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

SUBJECT: BDP30 Grade 11 (Strand 1 – The Enterprising Employee)

Group Master List of 10 Unfamiliar Words

Group Members: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Writing for a Purpose: Using Templates

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A *template* or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft. Essay maps are another type of template.

Purpose

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

Payoff

Students will:

- learn the common expectations for the form and components of a particular writing assignment.
- organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify (e.g., the example’s main idea, supporting details, transitional sentences). Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- Use examples from the Ontario Curriculum Exemplars.
- See the explanations and templates for writing in various forms, in the following resources:
 - Student/Teacher Resource: *Writing a Procedure*
 - Student Resource: *Template for Writing a Procedure*
 - Student Resource: *The Problem Solving Procedure*
 - Student Resource: *Goal Setting Procedure*

For other writing templates, refer to *Think Literacy Cross-Curricular Approaches Grades 7-12*.

Cross-Curricular Literacy: Strategies For Improving Middle Level Students’ Reading and Writing Skills, pp.72-91.

Cross-Curricular Literacy: Strategies For Improving Secondary Students’ Reading and Writing Skills, pp.64-79. Reading and Writing for Success Senior, Chapter 12.

Adolescent Literacy, Part III, Cross Curricular Connections, pp. 24-33, York Region District School Board.

Further Support

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs (e.g., reduce the number of paragraphs or supporting details, create differing expectations for research or for the complexity of the main idea).



Writing for a Purpose: Using Templates

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make overheads of the templates, “The Problem Solving Procedure” and “Goal Setting Procedure”. • Prepare or provide for the students an example of a completed “Problem Solving Procedure” or “Goal Setting Procedure” that students can deconstruct. Make photocopies, and distribute the example to the students. • Model the method for deconstructing the piece of writing using the assignment procedure templates. <ul style="list-style-type: none"> - Tell students the name of the actual form of writing is also a procedure. - Ask students: (e.g., “What happens in this section of the writing? What is going on in the first section ‘Define the Problem’ and in the third section, “Idea Finding Stage”?). • Ask students to work in groups of four to deconstruct the rest of the example. • Engage students in a whole-class discussion following their group work, and record responses about what happens in each part of the procedure template. 	<ul style="list-style-type: none"> • Read the example, following the teacher’s oral deconstruction of the first section. • Work in groups to determine what happens in each subsequent section of the example. • Contribute responses to the whole-class discussion.
<p>During</p> <ul style="list-style-type: none"> • Distribute the Student Resource: <i>Template for Writing a Procedure</i> to students to help them consolidate their understanding of what happens in each part of the assigned piece of writing. • Share a sample of a procedure template that has been partially completed. • Direct students to use the procedure templates to prepare the assignment. • Monitor students’ work as they begin completing the procedure template. 	<ul style="list-style-type: none"> • Begin completing the template for themselves.
<p>After</p> <ul style="list-style-type: none"> • Assign a date for the completion of the procedure. 	<ul style="list-style-type: none"> • May complete the template as a homework assignment. • May participate in peer and/or self-assessment of their completed templates in a subsequent class.

Notes



Writing for a Purpose: Using Templates

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

Writing a Procedure**What is a procedure?**

A procedure is a form of writing that informs the reader about how to do something. A procedure gives detailed instructions that the reader should be able to translate into action. Procedures could be written in science class to outline the steps taken in an experiment, or as a step-by-step explanation about how to play a game created in response to a language activity.

In a procedure, you can do the following:

- Begin by identifying the topic or issue and the relevance or importance of knowing how to do the thing that is being explained. For example, writing a procedure for programming a VCR will help you make full use of the various features your VCR offers.
- Proceed by identifying the intent or goal of the procedure. What is it that will be accomplished if the reader follows the steps identified?
- Make a prediction or create a hypothesis about what will happen if the steps are followed.
- Identify any equipment or materials you will need in order to complete the procedure.
- Write step-by-step instructions related to the procedure. Write in time sequence and provide as much detail as the reader will need to be able to follow the instructions and actually do what it is you are describing.
- Let your readers know how they will know if they have been successful.

How do you write a procedure?

1. Use an organizer such as a flowchart to plan the sequence you will describe. Make a list of the equipment or materials you will need.
2. When writing your instructions, think of who your audience might be. The age and interests of the audience will determine your tone and choice of language. For example, if you are writing instructions for building a cabinet for a carpenter, they would be very different from instructions you would write if the reader had never built anything before.
3. In your conclusion, provide your readers with an indication of how they will know whether or not they have been successful.



Student Resource

Writing for a Purpose: Using Templates

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

Template for Writing a Procedure

Topic: _____

Introduction:

- Topic/issue
- Relevance/importance/real-world connections

Aim/Goal (be brief – one sentence):

- What do you intend to do?
- What will you accomplish?

Hypothesis:

A suggested answer or reason why one variable affects another in a certain way (e.g., useful for scientific investigations). You make a prediction based on past observations, logic, and some elements of scientific theory. (Science 9, Nelson Canada, 1999.)

Materials/Equipment/Ingredients:

What do you need to perform this task?

Procedure/Method:

What steps must you follow? What is the appropriate order for these steps?

Analysis/Confirmation/Testing:

Did your process work? What did you learn from your procedure?



Writing for a Purpose: Using Templates

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

THE PROBLEM SOLVING PROCEDURE**Define the Problem**

Define a problem where you feel there is an opportunity considering, for example, facts, observations, feelings, impressions and attitudes). Remember an entrepreneur sees a problem as a challenge or an opportunity.

Facts

What are the facts that support the idea that this is a problem?

Idea Finding Stage

Outline as many different ways of solving the problem as you can. Remember all ideas should be considered, no idea is useless, stupid or crazy and quantity at this stage is more important than quality (e.g., brainstorm, do a word cluster, use mind mapping). Apply the “SCAMPER” technique to the problem – can you substitute (other ingredients, materials); combine (blend, combine purposes or appeals); adapt (change one or more characteristics); modify (modify the colour, shape, action); minimize (make it smaller, thinner, less expensive, not as powerful); put to other uses (use in other situations, settings); eliminate (take away a feature, ingredient); reverse (think of opposites, different roles, look at it upside down).

Set a Criteria

Criteria are the standards, measures, or tests that will be used to evaluate the strengths and weaknesses of each idea (e.g., “Is it financially feasible? Do we have the technology? Are the resources available?”).

Solution Finding Stage

Now evaluate the quality of the ideas generated using the established criteria. Those ideas that do not meet the criteria are put aside. Evaluate the strengths and weaknesses of the remaining ideas to solve the problem.

Make a Decision

Choose a solution to the problem that could satisfy a need or want and be a business opportunity.



Writing for a Purpose: Using Templates

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

GOAL SETTING PROCEDURE**Five Years From Now Without Significant Changes**

Where will you be and what will you be doing 5 years from now if you continue as you have so far without making any significant changes in effort and attitude? How old will you be? What job will you have? What will your income be? What will be your family situation? What will be your most important possessions? Are you happy with what you are predicting?

Really Like Five Years From Now

What would you really like to be doing 5 years from now? What would you really like to have achieved or have done 5 years from now? (e.g., graduated from college, traveled to Europe and Australia, set up your own business, running your own farm).

Most Important to Least Important

Zero in on some of the accomplishments from above and decide, by putting them in order of most important to least important, which are the most important to you.

Priorities That Make it Difficult

What are you doing now in terms of priorities that will make it difficult for you to accomplish the above goals?

Accomplishing the Goals

Now explain what you are going to do on a weekly and daily base to accomplish these goals.

Making it Happen. Why? or Why Not?

Do you think you have the self-discipline, desire, determination, motivation, resourcefulness and hardworking attitude to make this happen? Why? or Why not?

Whole-class Discussions: Four Corners

SUBJECT: BDP30 Grade 11 (Strand 4 – The Enterprising Work Environment)

In this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for many topics, questions, and subject areas.

Purpose

- Allow students to make personal decisions on various issues; encourage critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussion of these ideas.

Payoff

Students will:

- make up their own minds on an issue.
- speak freely in a relaxed environment.
- think creatively and critically.

Tips and Resources

- Encourage students to make up their own mind concerning employers encouraging intrapreneurship.
- Possible various variations:
 - Consider using more than four areas for response – even six responses can work well.
 - Try using only two responses; draw a line dividing the room and ask students to stand on one side of it depending on their decision.
 - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum, from strongly agree to strongly disagree. This will make student exchanges a necessity so that students can discover exactly where they fit on the line.
 - This strategy would work well as a forum in which students could share a venture or event plan. In this case students would take their work to one of the corners to share, compare and discuss with other students. This is a very helpful option for students prior to handing work in to the teacher.
- For more information, see:
 - Student Resource: *Four Corners*.
 - Teacher Resource: *Four Corners 2*.

Further Support

- The teacher may need to encourage some students and promote equal responses in groups.
- For students with special needs, provide a chart that models specific questions (e.g., "Do you have a part-time job? Is the employer interested in your ideas? Does the employer reward hard work? Did the employer train you for the job you are doing?").



Whole-class Discussions: Four Corners

SUBJECT: BDP30 Grade 11 (Strand 4 – The Enterprising Work Environment)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make a transparency of both resources. • Organize the room into four areas (corners) and label with: strongly agree, agree, disagree and strongly disagree. • Read the statement to the class. • Give students ample opportunity to think about the question and take a stance. Students need to be encouraged to make their own choices. • A minute or two should be ample time; ensure that this time is spent quietly, so that students make their own choices. 	<ul style="list-style-type: none"> • Fully understand the statement posed. • Carefully ponder the question, making a personal decision as to the position they will take.
<p>During</p> <ul style="list-style-type: none"> • Ask students to move to the corner that best represents their stance on the statement. • Direct students to get into groups of three, if possible, to discuss the reasons for their choices. In cases where the groups are not large enough, pairs may be formed. In cases where only one student is in a group, the teacher could act as the other member on the pair. Ask each group to select a recorder. • Provide clarification about intrapreneurship as required. 	<ul style="list-style-type: none"> • Move to the corner that best describes their personal views on the statement. • Engage in an exchange of ideas, with other members of their group, remaining open and communicative. • Share experiences they have had in the workplace through part-time jobs, summer jobs, running their own business. • Ensure that everyone is heard and that everyone in the group shares equally. • Prepare to speak to the class about the group’s discussions, noting common reasons and differing opinions.
<p>After</p> <ul style="list-style-type: none"> • Call upon various groups to share information gathered in small-group discussions with the whole class. • Show the class <i>Four Corners 2</i> on a transparency to summarize the discussion. 	<ul style="list-style-type: none"> • Highlight their group’s main points with the class, pointing out commonalities and discrepancies. • Ensure that each member of the group has something to share with the class. • Record the summarized material from the discussion or from the Teacher Resource, <i>Four Corners 2</i>.

Notes



Whole-class Discussions: Four Corners

SUBJECT: BDP30 Grade 11 (Strand 4 – The Enterprising Work Environment)

Four Corners

1 Strongly agree	2 Agree
<div data-bbox="537 989 1062 1388" data-label="Text"><p>Employers today do not encourage employees to be intrapreneurial.</p></div>	
3 Disagree	4 Strongly disagree



Teacher Resource

Whole-class Discussions: Four Corners

SUBJECT: BDP30 Grade 11 (Strand 4 – The Enterprising Work Environment)

Four Corners 2

<p>1 Strongly agree</p>	<p>Only interested in bottom line Do not reward initiative Don't trust you to do a good job Too much computer, and camera surveillance No incentive plans Pay minimum wage Poor training</p>	<p>2 Agree</p>
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 60%;"> <p>Employers today do not encourage employees to be intrapreneurial.</p> </div>		
<p>3 Disagree</p>	<p>Profit sharing Stock purchase plans Suggestion boxes Team concept Professional development Open door policy Incentive plans Bonus plans Casual dress Fun environment Employee scholarships Staff training Employee discounts</p>	<p>4 Strongly disagree</p>

Pair Work: Think/Pair/Share

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

Purpose

Encourage students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

Payoff

Students will:

- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and Resources

- Use Think/Pair/Share in all subject areas for almost any topic (e.g., in Business, discuss ethical business practices; in Math, solve a word problem together to better understand the task; in Science, exchange hypotheses before conducting an experiment).
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer timeframe.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- See other strategies, including **Take Five** and **Discussion Web** for ways to build on the Think/Pair/Share strategy.
- For more information, see:
 - Student/Teacher Resource: *Planning and Organizing an Event*.
 - Student Resource: *Entrepreneur Venture Profile*.

Further Support

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.
- Provide other presentation options for communicating a student's ideas to the class.
- To assist students with special needs have them start out by listing events that have taken place in the school and community and events they have taken part in.

Pair Work: Think/Pair/Share

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Discuss with students events that have taken place in the school and community that they are aware of and/or participated in. • Ask the students' opinions on whether the event was successful or not. • Make copies of the Student/Teacher Resource, <i>Planning and Organizing an Event</i>. • Go over all questions on the resource to clarify the homework task. • Have students complete the Student/Teacher Resource, <i>Planning and Organizing an Event</i>, as homework. <p>If you choose to do the "Venture Profile", use large group discussion and brainstorm a list of effective interview techniques with the class (e.g., make an appointment, provide the entrepreneur with the questions beforehand, be prepared, make eye contact, speak clearly, have your list of questions with you but listen carefully as the answers may encourage additional questions).</p>	<ul style="list-style-type: none"> • Participate in brainstorming and prioritizing effective school and community events. • Provide meaningful and constructive feedback to classmates during this activity. • Complete the handout <i>Planning and Organizing an Event</i> for homework.
<p>During</p> <ul style="list-style-type: none"> • Set clear expectations regarding the focus of thinking and sharing to be done. • Initially put students in pairs to share and clarify the results of their homework activity. • Monitor students' dialogue by circulating and listening. • Combine two pairs of students and have them compare their ideas and form a conclusion about which idea for an event is the most creative and has the most potential for success and fun. • Ask each group of four students to prepare a summary of their discussion to share with the whole class. 	<ul style="list-style-type: none"> • Review your homework assignment to prepare for sharing with a partner. • Share the results of your homework assignment with your partner. • Practise good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying your own ideas. • Share the results of your homework assignment with your group. • Each group of four students will prepare a summary of the results of their discussion to present to the whole class.
<p>After</p> <ul style="list-style-type: none"> • Call on groups of four to share their learning and ideas with the whole class. • As an alternative or additional project have the students do the "<i>Interview of an Entrepreneur</i>". The students can work in small groups to prepare the profile then share their written reports in small "think/pair/share" groups. <i>Alternative:</i> Teachers may have their students videotape the entrepreneur's interview. 	<ul style="list-style-type: none"> • Pinpoint any information or terms that are still unclear after the group discussion, and ask the class and teacher for clarification (e.g., profit, not-for-profit, fundraiser, charities, unique, goals, costs).

Notes



Pair Work: Think/Pair/Share

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

Planning and Organizing an Event

1. Identify potential opportunities within the school or community for an event (e.g., upcoming holidays, student activity days, local charities).
2. Generate possible ideas for the event (e.g., dance, car wash, fundraiser, field trip). Is the event for profit or not-for-profit (e.g., just for fun, fundraiser, field trip learning experience)?
3. Select what you think is the best idea for the event by applying criteria (e.g., potential dates, competing events, financial feasibility).
4. Describe the event you would like to organize for the school or community. In the description sell your idea, explain your goals, and tell us what is unique and new about your idea and why you think it would be successful.
5. List the resources you will need for the event (e.g., supplies, equipment, people).
6. Estimate the budgetary needs to plan the event (e.g., cost of materials, supplies, equipment).
7. Estimate the amount of money you think the event will generate.
8. Explain where you will get the start-up money for the event, (e.g., student contributions, student council, business sponsorships, local service groups).
9. How will you advertise and promote the event (e.g., flyers, school and community newspaper, local radio stations, local cable channels, school website, publicity, word of mouth, coupons, give-aways)?
10. How will you organize the event (e.g., duty roster for the day of the event, back-up plan if weather dependent, number of people needed, responsibilities, scheduling)?
11. Be prepared to promote and sell your idea for an event when you “Think, Pair, Share” in small groups and with the whole class.
12. Anticipate questions, and arguments against your idea for an event from your fellow students and teacher.



Pair Work: Think/Pair/Share

SUBJECT: BDP30 Grade 11 (Strand 5–The Entrepreneurial Experience)

ENTREPRENEUR VENTURE PROFILE

Develop a “VENTURE PROFILE” of an entrepreneur. You may do this as an individual project, or you may work with another student. If you choose to work in pairs, it is suggested that you “think/pair/share” ideas, observations and conclusions. Suggested questions to assist you with the interview are found below. The profile will consist of a question and answer written report format. You will base your profile on the interview and first-hand observation. During the interview, concentrate on listening and be prepared to add spontaneous but related questions when appropriate and based on the answers given by the entrepreneur.

QUESTIONS FOR INTERVIEW OF ENTREPRENEUR

1. What work and/or educational experience did you have prior to starting your ventures?
2. What personal characteristics do you consider most important to make a venture happen?
3. What were the main benefits received from your ventures (e.g., money, self-satisfaction, sense of accomplishment, a feeling that you created something)?
4. What risks did you take? Would you consider the risk you took a researched and calculated risk? Did you consider that the risk was not great because you did your homework and decided your chance of success was very good?
5. When you were 20 years old what did you expect your life would be like and what did you expect you might be doing when you got older compared to what really happened?
6. How did you go about determining there was a need or want for your venture in the community?
7. What was the most important thing that motivated you?
8. Is there a history of entrepreneurs in your family, and if so, did this add to your motivation to create a venture?
9. What difficulties did you encounter in starting your business? How do you handle problems and adversity?
10. Were you always creative and motivated even when you were a teenager?
11. Do you have any plans to expand or set up another business?
12. Did you have to overcome many obstacles to achieve your goals?
13. Did your entrepreneurial skills just come to you naturally or did you have to learn them from outside sources and develop them?
14. Did you have a mentor that motivated you?
15. Why did you choose this community to set up your business?
16. What advice would you give young people considering a future that involves entrepreneurial ventures?
17. Are you a franchise operation? What advantages and disadvantages are there to creating your own operation as opposed to being part of a franchise?
18. What did you give up (personal or other) to make this venture a reality?
19. What motivates you to contribute time and money to the community?
20. What was the most serious problem you encountered in your business life? How did you approach the problem?

Write a report that incorporates the most significant things you learned by doing the venture profile.

Note: Your teacher may have you videotape the interview as an additional piece to this assignment, provided equipment is available and the permission of the entrepreneur is obtained.

Pair Work: Think/Pair/Share

Business Studies
The Enterprising Person Grade 11, BDP30
The Skills of the Enterprising Employee (Analysing Skills)

In this strategy, students individually consider the characteristics and skills of an enterprising employee and then discuss their ideas with a partner. As they share their conclusions with the whole class, a list of characteristics and skills associated with successful enterprising employees is developed. Once the students have a sense of the characteristics and skills often associated with successful employees, they assess their own enterprising person strengths and interests.

Purpose

Encourage students to consider the skills of an enterprising employee and deepen their understanding through clarification and discussion with a partner and the class.

Payoff

Students will:

- reflect on the skills of an enterprising employee.
- deepen understanding of the skills of an enterprising employee through clarification and rehearsal with a partner.
- develop skills for small-group discussion such as, listening actively, disagreeing respectfully, and rephrasing ideas for clarity.
- take their ideas developed with a partner to the large-group discussion with increased confidence.

Tips and Resources

- Use Think/Pair/Share in all Business Studies areas for almost any topic. Use it to help students with their in-class reading. Ask the students to view the video “The Spirit of Adventure – Program 2” or read a profile from the textbook or newspaper, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share (e.g., listening actively, paraphrasing what the other person said, avoiding judgement calls and put-downs).

Student Resource: *The Enterprising Person*

Student Resource: *Cut then Paste*

Teacher Resource: *Characteristics, Skills and Traits of Enterprising People*

Beyond Monet, pp. 94, 105.

Further Support

Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.

Pair Work: Think/Pair/Share

**Business Studies
The Enterprising Person Grade 11, BDP30
The Skills of the Enterprising Employee (Analysing Skills)**

Notes

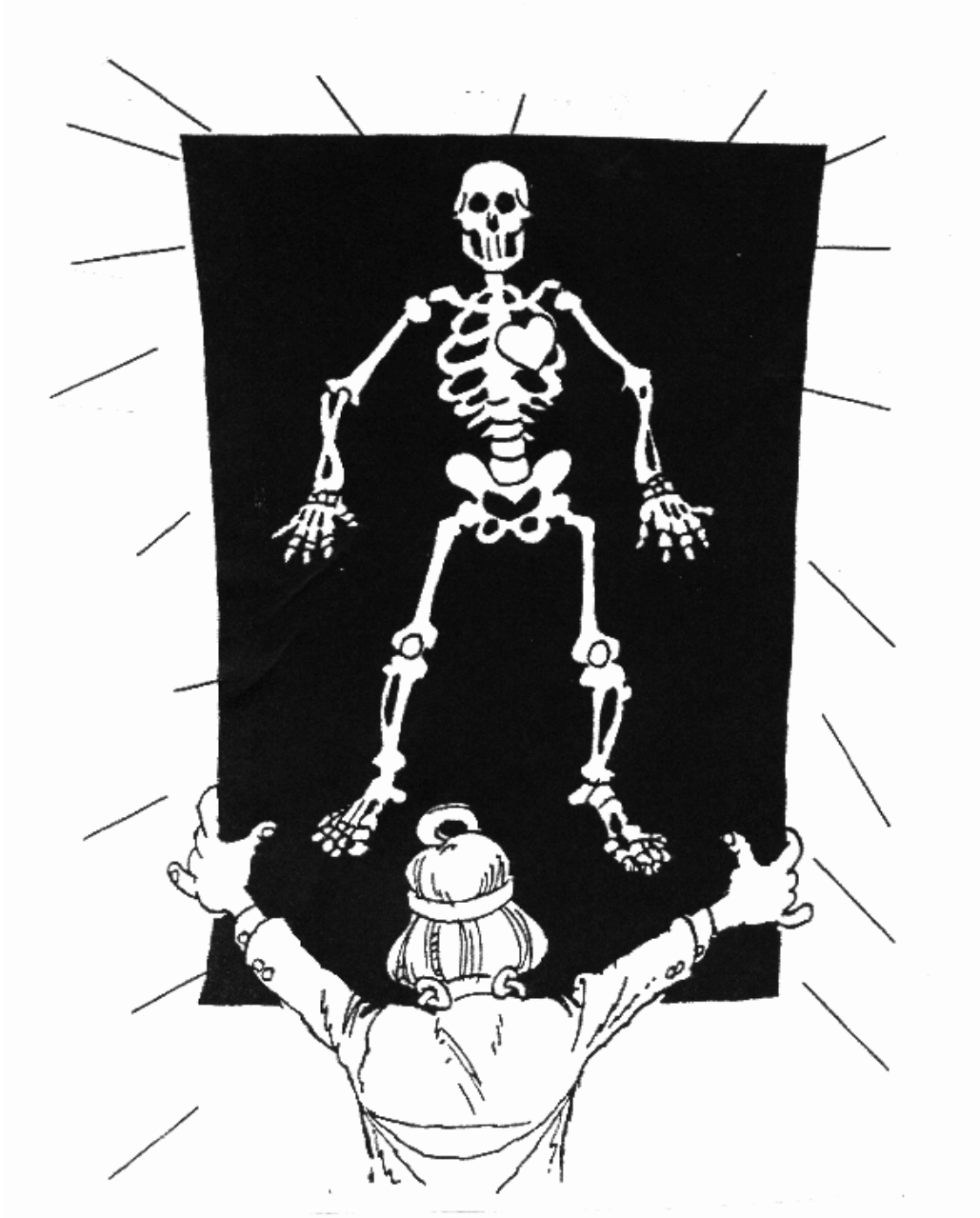
What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Students could view program 2, 'Developing the Skills' of <i>The Spirit of Adventure</i> video series noted in the BBI10/20 profile or have students read a selection of articles from textbooks, magazines or newspapers on the characteristics of successful business people. Ask students questions such as, "What are the practical skills needed to be an enterprising employee?" "What strategies are there for earning money?" "What behaviour is expected of students in summer jobs?". Consider the social and academic goals for the Think/Pair/Share activity, and plan for pairing of particular learners that would further those goals. Scissors and glue are required for each pair. 	<ul style="list-style-type: none"> View the video or read the chapter or section, if the Think/Pair/Share is based on information and ideas from a reading selection.
<p>During</p> <ul style="list-style-type: none"> Set clear expectations regarding the focus of thinking and sharing to be done. Ask students to spend several minutes thinking about and writing down ideas. Put students in pairs to share and clarify their ideas and understanding. Monitor students' dialogue by circulating and listening. 	<ul style="list-style-type: none"> Formulate thoughts and ideas, writing them down as necessary to prepare for sharing with a partner. Practise good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification and orally clarifying their own ideas.
<p>After</p> <ul style="list-style-type: none"> Call upon the pairs to share their learning and ideas with the class. Use the Teacher Resources, <i>The Enterprising Person and Characteristics, Skills & Traits of Enterprising People</i>, to develop leading questions. On chart paper or the board, develop a list of the characteristics, skills, and traits that make a successful employee. Distribute the student handouts, <i>The Enterprising Person and Cut then Paste</i>. Encourage students as they cut and paste the characteristics, skills and/or traits they possess or would like to develop onto the skeleton. 	<ul style="list-style-type: none"> Pinpoint any information that is still unclear after the pair discussion, and ask the class and teacher for clarification. Make a copy of the list of the characteristics, skills, and traits that make a successful employee. Assess the personal strengths and interests of an enterprising person. Using the student handouts, <i>The Enterprising Person and Cut then Paste</i>, students cut and paste the skills or characteristics they possess or would like to develop onto the skeleton.

Pair Work: Think/Pair/Share

The Skills of the Enterprising Employee (Analysing Skills)

The Enterprising Person

Complete the model by cutting and pasting the phrases given.



Adapted from
Introduction to Business Studies Public Course Profile, BBI10/20P, Appendix A3.6 and A3.6(b)
found at www.curriculum.org



Pair Work: Think/Pair/Share

The Skills of the Enterprising Employee (Analysing Skills)

The Enterprising Person (Cut then Paste)

Cut then paste the skills you possess or would like to develop on the Enterprising Person.

Brain – For generating creative, innovative ideas.

Ear – For keeping to the ground and sensing change and opportunity.

Neck – For sticking out and taking calculated risks.

Wrinkles – For smiling during the fun times.

Backbone – For the confidence and determination to believe in one's self and to move ahead.

Mouth – For effective communication and being able to sell an idea.

Fingers – For counting the positive learning opportunities from any mistakes/failures.

Strong Feet – For kicking ideas around.

Strong Legs – For leaping over the many barriers and obstacles you will encounter.

Wise Eyes – For establishing a vision and setting goals.

Nose – For smelling signs of trouble and possible problems.

Ear – For listening to the advice of those with knowledge and experience.

Glands – For adrenaline: for the "rush" and for sweat during the hard work.

Heart – For the passion, commitment and perseverance to stick with it and burst with pride when goals are reached and accomplishments achieved.

Arms – For hugging members of the team that will determine your success.

Sharp Eyes – For seeking out opportunities.

Knees – For staying flexed to adapt to change.

Hands – For shifting gears when necessary.

Fleet Feet – For anticipating and keeping ahead of the competition.



Pair Work: Think/Pair/Share

Business Studies
The Enterprising Person Grade 11, BDP30
The Skills of the Enterprising Employee (Analysing Skills)

Characteristics, Skills and Traits of Enterprising People

- ☺ Good communicators
- ☺ Can find new ways to solve problems
- ☺ Know how to find information and use it
- ☺ Possess a desire to be enterprising
- ☺ Believe in their own ability
- ☺ Have a sense of self-confidence
- ☺ Have positive self-esteem
- ☺ Have a high level of self-awareness
- ☺ Considered a self starter
- ☺ Can study an option and make a decision
- ☺ Can think creatively
- ☺ Know how to set goals and work towards achieving them
- ☺ Willing to act
- ☺ Can think critically
- ☺ Show initiative
- ☺ Have creative management skills
- ☺ Possess a willingness to seek out relevant knowledge
- ☺ Ready to learn
- ☺ Have an ability to plan
- ☺ Recognize opportunities
- ☺ Can set priorities and organize to achieve them
- ☺ Possess team building skills
- ☺ Work well with other people