

**CONTENTS: Introduction to Entrepreneurial Studies
BDI3C**

READING STRATEGIES	Page No.
<i>Engaging in Reading:</i>	
Most/Least Important Idea(s) and Information (Enterprising People and Entrepreneurs)	2
Teacher Resource: Summer Company Success Stories 2004	4
Student Resource: So, you're thinking of starting your own business	5
Student Resource: Summer Company Success Stories 2004	6
Student Resource: Summer Company Success Stories 2004	7
<i>Reading Different Text Forms:</i>	
Reading Graphical Text (The Financial Plan (Financial Objectives))	8
Student Resource: Tips for Reading Graphical Texts	10
Teacher Resource: Accounting Concepts and Terms	11
Student Resource: Balance Sheet and Income Statement Examples	12
Student Resource: Balance Sheet and Income Statement Exercises	13
 WRITING STRATEGIES	
<i>Generating Ideas:</i>	
Rapid Writing (Enterprising People and Entrepreneurs)	14
Student Resource: Tips for Rapid Writing	16
Teacher Resource: How would starting a business change your life?	17
Teacher Resource: What are the challenges of being a young entrepreneur?	18
<i>Developing and Organizing Ideas:</i>	
Webbing, Mapping and More (The Venture Plan)	20
Student/Teacher Resource: Webbing Ideas and Information	22
Student/Teacher Resource: Venture Plan Checklist	23
Student/Teacher Resource: Webbing Ideas for Venture Plan	24
 ORAL COMMUNICATION	
<i>Whole-class Discussions:</i>	
Triangle Debate The Contributions of Entrepreneurs (Entrepreneurs as Agents of Change)	26
Teacher/Student Resource: Triangle Debate Organizer	28
Student Resource: Discussion/Debate Preparation Checklist	29

Engaging in Reading: Most/Least Important Idea(s) and Information

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

Determining important ideas and information in text is central to making sense of reading and moving toward insight. (Stephanie Harvey and Anne Goudvis, 2000)

Purpose

- Find the main idea(s) in text by distinguishing between the most important and least important information.

Payoff

Students will:

- become familiar with the text and make judgments about the content.
- work collaboratively with a partner – using reading, note taking, and oral strategies – to make sense of the text.

Tips and Resources

Determining the main idea(s) in a text is not always a clear, straightforward process. Some or all of the following strategies can help the students:

- Activate prior knowledge to help students connect to the information in the text.
- Note the type of text and its typical audience and purpose (e.g., to persuade, to explain, to illustrate).
- Set a clear purpose for the text so that students have common ground for finding the main idea.
- Main ideas are often found in first sentences or last sentences in a paragraph, or first and last paragraphs in a chapter.
- The reader constructs meaning, deciding on what is most important based on prior knowledge and experience. What is important to one reader may not be as important to another, unless both have a common goal or purpose.
- See Teacher Resource, *Most /Least Important Ideas and Information – Sample from Summer Company Success Stories 2004*. For a blank template that can be handed out in class, see page 47, “Think Literacy Cross-Curricular Approaches Grade 7-12”.

Further Support

- On the two days after you use this strategy, review the concepts orally using Take Five.
- After students have done a least-important/most-important “T” chart on their own or in pairs, model the process an additional time by thinking aloud through another passage. Ask students to compare their choices with yours.
- Put students in groups of four, with each group having a different passage from the same chapter of the textbook, to create their own think-aloud for that passage. Ask students to number off as they begin their work (from 1 to 4) and to remember their number. Students work together to decide most-important / least-important ideas and information and provide reasons for their choices as they prepare their think-aloud. Ask the #3s (and ask the #1s to assist them) to present their think-aloud to the rest of the class.



Engaging in Reading: Most/Least Important Idea(s) and Information

SUBJECT: BDI3C Grade 11 (Strand 1 - Enterprising People and Entrepreneurs)

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Use the teacher resource Most/Least Important Idea(s) and Information, “Summer Company Success Stories” as a sample to work through with students. • With students, set a clear purpose for reading the passage. • Read the passage aloud to students, asking them to think about the most important and least important idea(s). 	<ul style="list-style-type: none"> • Listen to the passage being read, while thinking about their own choices for most important and least important idea(s).
<p>During</p> <p>Distribute Student Resource <u>Assigned Reading</u> Part 1 - So, you're thinking of starting your own business. Ask students to make judgments about least important and most important ideas. See Teacher Resource, <i>Most / Least Important Ideas and Information – page 47, Think Literacy Cross-Curricular Approaches Grades 7 – 12 for “T” chart</i>.</p>	<ul style="list-style-type: none"> • Read the passage silently, thinking about the purpose for reading. • Record most important and least important ideas on a “T” chart in their notebooks.
<p>After</p> <ul style="list-style-type: none"> • Assign students an additional passage of text, setting a clear purpose for reading. See Ontario Ministry of Economic Development and Trade, Young Entrepreneurs Program, Your Guide to Small Business, Preparing to Start Your Business and/or the two Student Resources “<i>Summer Company Success Stories 2004</i>”. • Alternatively, ask students to use two different colours of highlighters on photocopied text – one colour for the most important ideas and information and one for the least important. • Put students in pairs to share and justify their choices. (Provide a clean photocopy for them to synthesize their ideas.) 	<ul style="list-style-type: none"> • Read the assigned text, conscious of the purpose for reading. • Re-read and record the most important and least important ideas and information using the “T” chart. • Reflect on choices with a partner, and make any changes necessary to the chart based on this discussion.

Notes



Engaging in Reading: Most/Least Important Idea(s) and Information

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

Summer Company Success Stories 2004	Most/Least Important Idea(s) and Information
<p>Eglise de Grilled Cheese Wes Scheer-Hennings, Huntsville</p> <p>Wes demonstrated entrepreneurial determination and flexibility in getting his food preparation business up and running. Wes's plan to offer "a product with the finest, most unique and most wholesome ingredients at a competitive price, and with outstanding service" almost didn't happen when the Ministry of Health told Wes he couldn't operate his summer business as forecast. However, he altered his plans to address their concerns and was soon up and running with their stamp of approval.</p> <p>Originally, his grilled cheese sandwiches, made from a variety of locally produced breads and premium cheeses, were to be sold from a cart. Because of Ministry of Health regulations, this became an enclosed kiosk. By doing most of the construction himself, he saved money. The idea for keeping his goods on ice also had to be abandoned.</p> <p>Wes had the additional expense of purchasing a fridge. Further challenges in getting operating insurance, hiring an employee and keeping track of his expenses kept him busy all summer. However, he received plenty of assistance from his local Small Business Enterprise Centre. "Without the help of its manager, I literally would not have been able to operate".</p>	<p>More important – Wes demonstrated entrepreneurial determination and flexibility in getting his food preparation business up and running.</p> <p>More important - Originally, his grilled cheese sandwiches were to be sold from a cart. Because of Ministry of Health regulations, this became an enclosed kiosk.</p> <p>Less important - by doing most of the construction himself, he saved money. The idea for keeping his goods on ice also had to be abandoned.</p> <p>Less important - Further challenges in getting operating insurance, hiring an employee and keeping track of his expenses kept him busy all summer</p> <p>More important - Wes had the additional expense of purchasing a fridge. Small Business Enterprise Centre: "Without the help of its manager, I literally would not have been able to operate".</p>

Key idea from this passage:
To be a successful entrepreneur you must be determined, flexible and willing to search out and accept help.

Excerpt from : Ontario Ministry of Economic Development and Trade, Young Entrepreneurs Program, Summer Company Success Stories.



Engaging in Reading: Most/Least Important Idea(s) and Information

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

Assigned Reading

Part 1 - So, you're thinking of starting your own business

“Make sure you pick something you love to do, because you’re going to be spending an awful lot of time doing it. There’s nothing worse than working at something you hate. Money can be very motivating, and it’s nice to have, but it’s not everything.” Nicholas Courchesne, Extreme Blendz Nutrition Centre & Juice Bar, Ottawa

So, you’re thinking of starting your own business. You’ve picked a good place for it. A recent CIBC report, *Canadian Small Business: A Growing Force*, finds that Ontario has the best environment in Canada for small-business growth—and predicts it will be the hot spot for small businesses in the years ahead.

So now the question is: Do you have what it takes to be an entrepreneur? Even if you have a great idea, starting a new business is challenging. So before you even begin, you need to ask yourself:

Do you have the personality of an entrepreneur? Are you:

- | | | | |
|--------------------|-----------------|-------------|---------------------------|
| • self-confident | independent | ambitious | self-motivated |
| ▪ self-disciplined | well organized | resourceful | flexible |
| ▪ thorough | hard-working | realistic | determined and persistent |
| ▪ committed | a people person | | |

It may seem like a demanding list, but successful entrepreneurs possess all these characteristics—and if you don’t, your chances for success are diminished. If you can honestly say you’re the right personality type, the next question you have to ask yourself is: Do you know what you’re getting into? Are you really prepared to:

- work long hours
- sacrifice time with family and friends
- receive little—or no—pay at first
- live with ongoing pressures

The fact is people start businesses all the time. Some of those businesses become successful. But a lot of them—one-third to one-half—fail. Business success is never the result of luck. When a business succeeds, it’s for good reasons:

- It offers good value;
- It has a solid business plan and the owner possesses entrepreneurial qualities.
- Finally, if you have a family, do they understand what’s involved? Long hours and hectic schedules can take their toll on relationships. For your business to succeed, everybody has to be onside. So, talk it over with your family and make sure they know what you—and they—are getting into.

Excerpt from : Ontario Ministry of Economic Development and Trade, Young Entrepreneurs Program, Your Guide to Small Business.



Engaging in Reading: Most/Least Important Idea(s) and Information

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

Summer Company Success Stories 2004	Most/Least Important Idea(s) and Information
<p>Vix Wooden Creations Vicki Akey, Foxboro</p> <p>Vicki had always dreamed of running her own business. With a sister and various other relatives owning businesses, it was really the only career choice she had ever thought of. So her plan to manufacture and sell wooden crafts such as Muskoka chairs, potato bins, lawn ornaments and outdoor ashtrays from her home over the summer fit in well with her future aspirations.</p> <p>Still, she admits she could have been more prepared. Extra time spent researching her competition would have helped her planning. And she underestimated the time commitment required. However, with help from the Enterprise Centre, mentors and the other participants in the program, Vicki managed to not just successfully run her business but to exceed her revenue targets.</p> <p>Vicki accomplished all of her objectives over the summer: to have fun, to gain experience running a business and to earn money to buy a car. She now feels ready to launch a full-time business once she is finished with school.</p>	

Key idea from this passage:

Excerpt from : Ontario Ministry of Economic Development and Trade, Young Entrepreneurs Program, Summer Company Success Stories.



Engaging in Reading: Most/Least Important Idea(s) and Information

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

Student Resource

Summer Company Success Stories 2004	Most/Least Important Idea(s) and Information
<p>Sink or Swim Rob Klein, Merlin</p> <p>An entrepreneur sees business opportunities where others might not. This was certainly the case for Rob. When the local YMCA stopped providing swimming lessons over the summer, Rob wrote up a business plan and prepared to leap into the opportunity presented by their absence. A National Lifeguard Service qualified swimming instructor, Rob planned to offer swimming lessons in his clients' own pools.</p> <p>Rob quickly learned the value of personal contact with potential customers. “I learned that it doesn't matter if people see your name in the paper. If you actually talk to people they will be a lot more willing to hire you. Phone calls and personal visits are a must.” Rob learned this lesson so well that he had to hire his sister to help him instruct 130 children at 32 different locations.</p> <p>Rob ended the summer with revenues well over his target and enough money to go back to school with some left over to save for the future. He also fulfilled one of his more personal goals: “I also wanted a job that made a difference. I like to think that I made some small difference.”</p>	

Key idea from this passage:

Excerpt from : Ontario Ministry of Economic Development and Trade, Young Entrepreneurs Program, Summer Company Success Stories.

Reading Different Text Forms: Reading Graphical Text

Business Studies**Introduction to Entrepreneurial Studies, Grade 11, BDI3C****The Financial Plan (Financial Objectives)**

Graphical text forms (such as diagrams, photographs, drawings, sketches, graphs, schedules, maps, charts, timelines, and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading graphical text also helps them to become effective readers.

Purpose

- Become familiar with the elements and features of graphical texts used in financial statements.
- Demonstrate an understanding of the financial statements required by a new venture (e.g., income statement, balance sheet).

Payoff

Students will:

- become more efficient at 'mining' graphical texts for information and meaning.
- practise essential reading strategies and apply them to financial statements.

Tips and Resources

- Sometimes a complicated idea or concept can be communicated more easily through a chart, graph, diagram or illustration. Often graphical texts provide excellent learning formats for Entrepreneurship students. Charts, graphs, diagrams or illustrations supplement the main text and provide clues to the important concepts in the text.
- Teach students how to use the features of graphical texts to acquire information and gain understanding. These skills are crucial for meeting expectations in Introduction to Entrepreneurial Studies and other Business Studies courses. Encourage students to be mindful of the features of graphical texts before deciphering actual information. These features may include:
 - print features (such as typeface and size of type, bullets, titles, headings, subheadings, italics, labels, and captions).
 - organizational features (such as tables of contents, legends, keys, pronunciation guides, labels, and captions).
 - design features (such as colour, shape, line, placement, balance, focal point). Design features may also include images.
 - organizational patterns (such as sequential, categorical, and explanatory).
- Teachers may use the financial statement examples of the Balance Sheet and Income Statement so that students may realize the message that graphical set-up and features convey (e.g., how the balance sheet is set up in the form of the fundamental accounting equation, what the heading tells, the use of headings and sub-headings, the order in which the assets and liabilities are listed, how figures are placed in columns, the use of ruled lines). This activity may be completed by using the examples that are provided or those from an existing textbook. Students could then circle, underline or highlight the features of the financial statements and note what message the features convey..
- See:
 - Student Resource: *Tips for Reading Graphical Texts*.
 - Teacher Resource: *Accounting Concepts and Terms*.
 - Student Resource, *Balance Sheet & Income Statement Examples*.
 - Student Resource: *Balance Sheet & Income Statement Exercises*.

Further Support

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts to guide them through the reading task.



Reading Different Text Forms: Reading Graphical Text

**Business Studies
Introduction to Entrepreneurial Studies, Grade 11, BDI3C
The Financial Plan (Financial Objectives)**

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Using the teacher resource provided, explain the terms: assets, liabilities, owner’s equity, revenue, expenses, balance sheet and income statement. 	<ul style="list-style-type: none"> Contribute ideas about the topic.
<p>During</p> <ul style="list-style-type: none"> Explain the rules of financial statements: how the balance sheet is set up in the form of the fundamental accounting equation, the set-up for the income statement, what the headings tell, the use of headings and sub-headings, the order in which the assets and liabilities are listed on the balance sheet, the revenue and expense section of the income statement, how figures are placed in columns, the use of ruled lines. Distribute Student Resources: <i>Balance Sheet & Income Statement Examples</i>. Examine the balance sheet and income statement examples. Before scrutinizing the information, students need to understand features of graphical text (e.g., source and organizational features such as the arrangement of the material). During reading, help students connect the features of the graphical text to what they already know about the topic. By using the features (e.g., title, subtitles), students can predict the meaning of the content. Provide students with focus questions: <ul style="list-style-type: none"> What is the purpose of this? How is the information organized? What is the source of the information? Is any information missing? Have students organize accounting information in a graphical form by creating Balance Sheets and Income Statements. See Student Resource: <i>Balance Sheet and Income Statement Exercises</i>. 	<ul style="list-style-type: none"> Think about the significance of the features of graphical text (balance sheet and income statement). Use focus questions presented by teacher to increase knowledge and understanding of the features of the Balance Sheet and Income Statement. Organize the financial information into a Balance Sheet and Income Statement as directed by the teacher.
<p>After</p> <ul style="list-style-type: none"> Summarize the activity by reviewing the process students used for reading graphical text. See Tips and Resources. Ask students to brainstorm their understanding or interpretation of financial statements. Have students develop a personal balance sheet ($A=L+OE$). 	<ul style="list-style-type: none"> Listen to the summary to confirm understanding. Suggest other examples where these reading strategies can be applied. Create a personal balance sheet.

Notes



Reading Different Text Forms: **Reading Graphical Text**

Business Studies

Introduction to Entrepreneurial Studies, Grade 11, BDI3C

The Financial Plan (Financial Objectives)

Tips for Reading Graphical Texts

Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to determine what type it is and which elements are used.
- Examine the titles, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text (e.g., “Figure 1.6”).
- Recall what you already know about the topic or subject.
- Record some questions you might have about the information presented.

During Reading

- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific symbols and colours.
- Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- Identify the relationships among the visuals and information presented.

After Reading

- Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- Rephrase information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.
- Create your own graphical text (e.g., graph, map, diagram, table, flowchart) to represent the important information.



Reading Different Text Forms: Reading Graphical Text

Business Studies
Introduction to Entrepreneurial Studies, Grade 11, BDI3C
The Financial Plan (Financial Objectives)

Accounting Concepts and Terms

Term	Meaning
Assets	are the resources owned by a business.
Liabilities	are the claims against the assets of the creditors.
Owner's Equity	is equal to total assets minus total liabilities. The ownership claim on total assets is known as owner's equity. Other names for this are Net Worth and Capital.
The Accounting Equation A = L + OE	is the basis of accounting theory. Assets must equal the sum of the Liabilities and Owner's Equity.
Drawings	is the account used to record the withdrawal of cash (or other assets) for personal use by the owner.
Balance Sheet	is a financial statement showing the financial position of a person, business or other organization on a specific date.
Income Statement	is a financial statement that summarizes the items of revenues and expenses, and shows the net income or net loss of a business for a given period of time.
Revenue	results from business activities performed to earn income.
Expense	Is the cost of assets consumed or services used in the process of earning revenue.
Net Income	results when revenue exceeds expenses.
Net Loss	occurs when expenses exceed revenue.



Reading Different Text Forms: Reading Graphical Text

Business Studies
Introduction to Entrepreneurial Studies, Grade 11, BDI3C
The Financial Plan (Financial Objectives)

Balance Sheet Example

Nick's Pizza
Balance Sheet
as at July 31, 20—

Table with columns for Assets and Liabilities. Assets include Cash, Accounts Receivable, Inventory, Furniture, Truck, Building, Land, and Total Assets. Liabilities include Accounts Payable, Bank Loan, Mortgage, Total Liabilities, and Owner's Equity. Total Liabilities and OE is also shown.

Income Statement Example
Lawrence, Samsa and Spino Law Practice
Income Statement
For the month ended July 31, 20—

Table showing Revenues (Fees Earned, Investments) and Expenses (Advertising, Car, Electricity, Insurance, Salaries, Supplies, Utilities, Wages). Total Revenue is \$140,000 and Total Expenses is \$61,500, resulting in Net Income of \$78,500.



Student Resource

Reading Different Text Forms: **Reading Graphical Text**

Business Studies
Introduction to Entrepreneurial Studies, Grade 11, BDI3C
The Financial Plan (Financial Objectives)

Balance Sheet Exercises

Complete the following balance sheets using today's date.

Prepare a balance sheet for Brad's Luxury Hotel. Assets include cash \$25 640, Accounts Receivable are Sylvester's Supplies \$9 680 and Yosemite's Cleaning \$10 622, equipment \$12 490, furniture \$20 612, inventory \$30 970 and building \$170 000. Liabilities include a bank loan \$75 300, Accounts Payable include Leghorn's Catering \$10 588 and mortgage of \$100 000. The owner is Elmer Frank.

Prepare a balance sheet for Anstett's Rock Quarry. The account balances are as follows: bank loan \$30 965, inventory \$42 578, cash \$29 588, mortgage \$102 690, amount owing to Rubble's tractors \$22 450, Betty's Buildings owes \$10 460, equipment \$34 700, building \$130 000 and furniture \$40 530. You are the owner.

Income Statement Exercises

Prepare an income statement for the N. Y. Law Firm for the month ended March of this year. The company received \$100 000 in revenues from clients and \$12 000 in investment revenue. Expenses included: telephone \$2 000, rent \$15 000, salaries \$20 300, utilities \$550, car rentals \$6 000 and taxes \$3 578.

Prepare an income statement for the Anna Times Detective Agency for the month ended December 31 of this year. The accounts are as follows: rent \$700, fees earned \$10 700, income from investments \$1 600, wages \$2 500, advertising \$200, utilities \$100 and supplies used \$200.



Generating Ideas: Rapid Writing

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

When students engage in *rapid writing* at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

Purpose

- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

Payoff

Students will:

- rapidly generate fresh ideas about topics in any subject area.
- write down ideas without self-editing.
- generate raw material for more polished work.
- complete writing activities on time, overcome writer's block, and improve test-taking.

Tips and Resources

- This strategy may be used in a number of ways (e.g., prewriting, brainstorming for a specific question, writing for reflection, learning logs, mathematics journals, work journals).
- This strategy may also be used as a pre-reading strategy, similar to a KWL.
- Use this strategy to review what students remember about classroom work.
- Use rapid writing regularly in the classroom and have students select the day's topic (e.g., evaluate the contributions made by entrepreneurs in your community, generate realistic new ideas and identify possible opportunities for new ventures, determine possible solutions to an identified consumer problem).
- Students can apply this strategy when writing tests or examinations, by "scribbling down" information they are afraid of forgetting just before they begin responding to the questions.
- Use the rapid writing drafts to give students practise in proofreading and reviewing their writing for flow of ideas. Initially, students should not worry about errors but should concentrate on getting the ideas down. Later, the students can review their work by proofreading for errors and the flow of ideas.
- See Student/Teacher Resource, *Tips for Rapid Writing*.

Further Support

- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task (e.g., as many words as possible in three minutes, then as many more as possible in the next three minutes).
- Vary criteria: some students may need to work in point form, or stop and break after three minutes.
- Save completed rapid writing samples to use later to teach writing conventions or organization of ideas.
- Vary the amount of time you give to students.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.



Generating Ideas: Rapid Writing

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Explain that the purpose of rapid writing is to allow students to record what they know about the topic, subject, or activity, without worrying about repetition, spelling, grammar, or any other errors. • Give directions for rapid writing. See Student Resource, <i>Tips for RapidWriting</i>. 	<ul style="list-style-type: none"> • Read the Student resource, <i>Tips for Rapid Writing</i> and Teacher Resource, <i>How would starting a business change your life?</i> • Ask for clarification if required.
<p>During</p> <ul style="list-style-type: none"> • Review directions. See Student Resource, <i>Tips for Rapid Writing</i>. • Read and record the topic on the board from Teacher Resources, Rapid Writing Exercises “<i>How would starting a business change your life?</i>” and “<i>What are the challenges of being a young entrepreneur?</i>” • Give the signal to begin. • Time the students (e.g., 3 to 7 minutes). • Give the signal for students to stop writing. (You may want to give them a one-minute warning.) 	<ul style="list-style-type: none"> • At the starting signal, write or type as quickly as possible without stopping or making any corrections.
<p>After</p> <ul style="list-style-type: none"> • Debrief. • Ask students to count the number of words they have written. • Ask who has at least ___ words, until only one or two hands remain up. • Discuss the topic, based on what the students have written. Encourage students who don’t usually participate. • Focus the students’ attention on how their rapid writing can be the starting point for more polished pieces. • Alternatively, organize students into small groups to share their rapid writing and to compose a short collaborative paragraph on the topic. 	<ul style="list-style-type: none"> • Count and record the number of words. • Discuss the topic by reading aloud parts of what they have written. • In pairs, explain the thinking behind the categories used. • One student from each group reads the paragraph to the class.



Generating Ideas: Rapid Writing

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

Tips for Rapid Writing

- **Write as fast as you can.**
- **No corrections or erasing allowed.**
- **Write until your teacher says “STOP” – do not stop before!**
- **Don’t lift your pen/pencil from the paper or remove your hands from the computer.**
- **If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.**
- **When your teacher says “STOP,” count and record the number of words you have written.**
- **Be prepared to discuss your topic: use the writing you have done to start you off.**



Teacher Resource

Generating Ideas: Rapid Writing

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

How would starting a business change your life?

- Personal sense of accomplishment
- Learning new skills
- People depending on you
- Taking financial risks
- Prestige
- Achieving financial independence
- Working from home
- More responsibility
- Less time for family and friends
- Setting your own hours
- Doing work that you love and have a passion for
- Working harder
- Working more hours
- Making new friends



Generating Ideas: Rapid Writing

SUBJECT: BDI3C Grade 11 (Strand 1 – Enterprising People and Entrepreneurs)

What are the challenges of being a young entrepreneur?

- Lack of money
- Lack of experience and knowledge
- Lack of confidence
- Lack of a credit history
- Lack of collateral
- No track record
- Red tape
- Energy level
- Adults' attitude (not taking them seriously)
- Lack of skills
- Peer pressure
- Accurate self-assessment
- Establishing goals





Developing and Organizing Ideas: **Webbing, Mapping and More**

SUBJECT: BDI3C Grade 11 (Strand 5 – The Venture Plan)

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Purpose

- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

Payoff

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- Re-read notes, gathered information and writing that are related to a specific writing task.
- organize ideas and information to focus the writing task.

Tips and Resources

- Strategies for this webbing and mapping activity include:
 - Clustering – looking for similarities among ideas, information or things, and grouping them according to characteristics.
 - Comparing – identifying similarities among ideas, information, or things.
 - Contrasting – identifying differences among ideas, information, or things.
 - Generalizing – describing the overall picture based on the ideas and information presented.
 - Sorting – arranging or separating into types, kinds, sizes, etc.

For more information, see:

- Student/Teacher Resource, “*Webbing Ideas for Venture Plan*”.
- Student/Teacher Resource, “*Webbing Ideas and Information*” Template.

Further Support

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes, for example: clustering strategies (webs); sequencing strategies (flowcharts); comparison strategies (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick-on notes. Display the groups’ thinking.



Developing and Organizing Ideas: Webbing, Mapping and More

SUBJECT: BDI3C Grade 11 (Strand 5 – The Venture Plan)

Notes

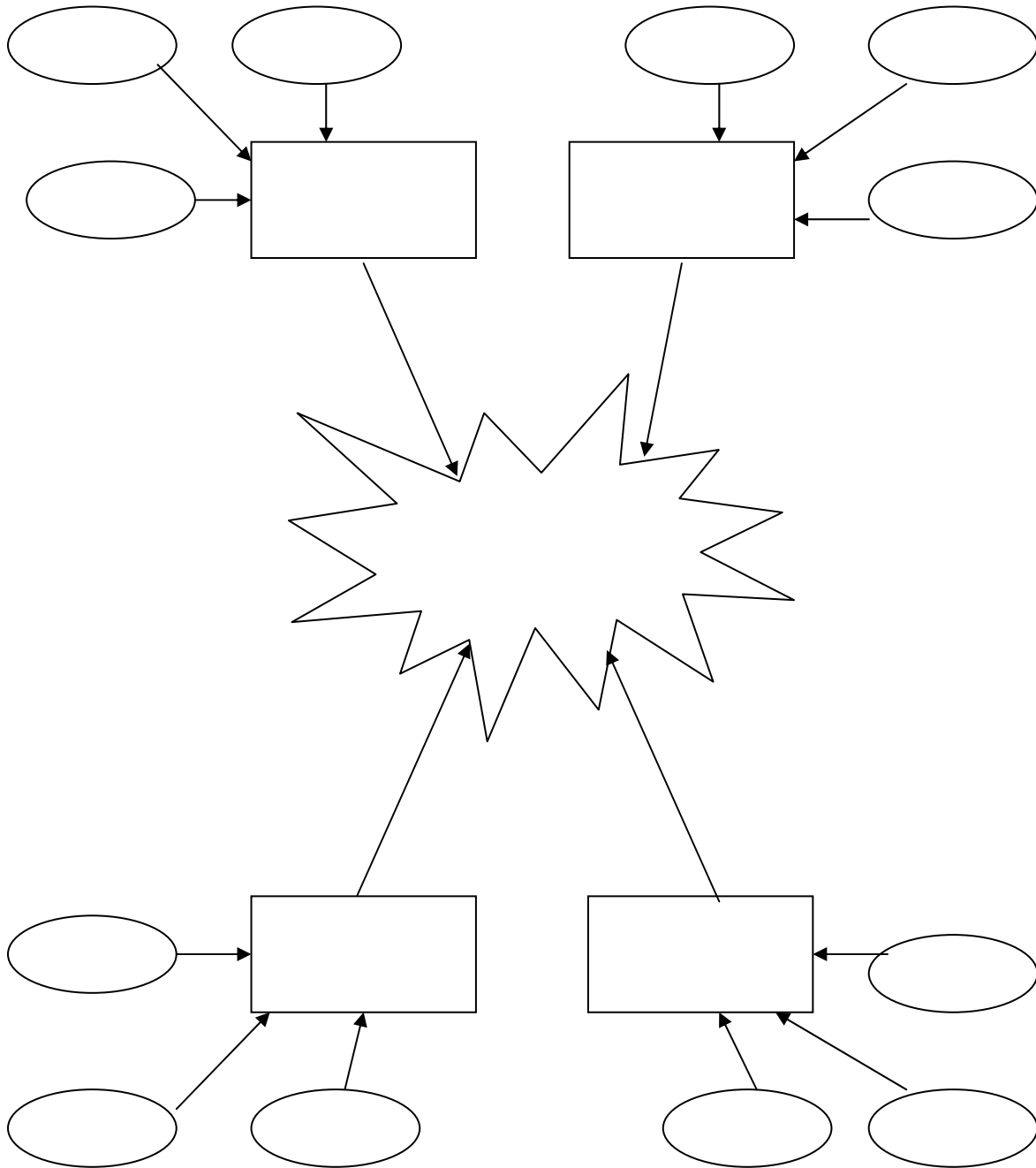
What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask the class to brainstorm the components of a venture plan. • Model and demonstrate the webbing strategy using the Student/Teacher Resource, <i>Webbing Ideas for Venture Plan</i>, for one of the components of the venture plan. Show the students how to make connections among the ideas and information that they provided. • Using a strategy such as webbing makes it easier to see connections and relationships. Writers often create a graphic organizer to manipulate and group their information into meaningful clusters. ▪ Use a web to demonstrate the process of rereading notes and arranging key points to show the connections and relationships. 	<ul style="list-style-type: none"> • Recall what they already know about a venture plan. • Make connections to own notes. • Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences of their own thinking. • Recall past use of a webbing strategy to record or organize thinking.
<p>During</p> <ul style="list-style-type: none"> • Ask students to contribute to the web by identifying important ideas and key information and by suggesting how to place the points to create a web. • Ask students questions to clarify the decisions. For example: <ul style="list-style-type: none"> - Is this important? Why? - Are there commonalities and connections? • Model for students how to use the web to create a possible outline or template for writing a first draft. Consider the generalizations and/or categories that emerge from the connections and relationships, to help identify the headings and structure. 	<ul style="list-style-type: none"> • Contribute to the discussion. • Note the similarities and differences in the responses. • Construct a web for the venture plan based on the class list and personal ideas and information.
<p>After</p> <ul style="list-style-type: none"> • Ask students to compare their web to others in the class. • Use Student/Teacher Resource, <i>“Webbing Ideas for Venture Plan”</i> to provide an overview of a finished web. • Ask students to reread their webs and make changes as required. • Ask students to use their webs to create an outline for writing. • Use the Student/Teacher Resource, <i>Venture Plan Checklist</i>, as a guide for 	<ul style="list-style-type: none"> • Share and compare webs. • Use the class discussion and overview of a finished web to re-organize their web as required. • Make the connection between the web and possible ways of organizing the ideas and information into a template for writing.



Developing and Organizing Ideas: **Webbing, Mapping and More**

SUBJECT: BDI3C Grade 11 (Strand 5 – The Venture Plan)

Webbing Ideas and Information





Student/Teacher Resource

Developing and Organizing Ideas: **Webbing, Mapping and More**

SUBJECT: BDI3C Grade 11 (Strand 5 – The Venture Plan)

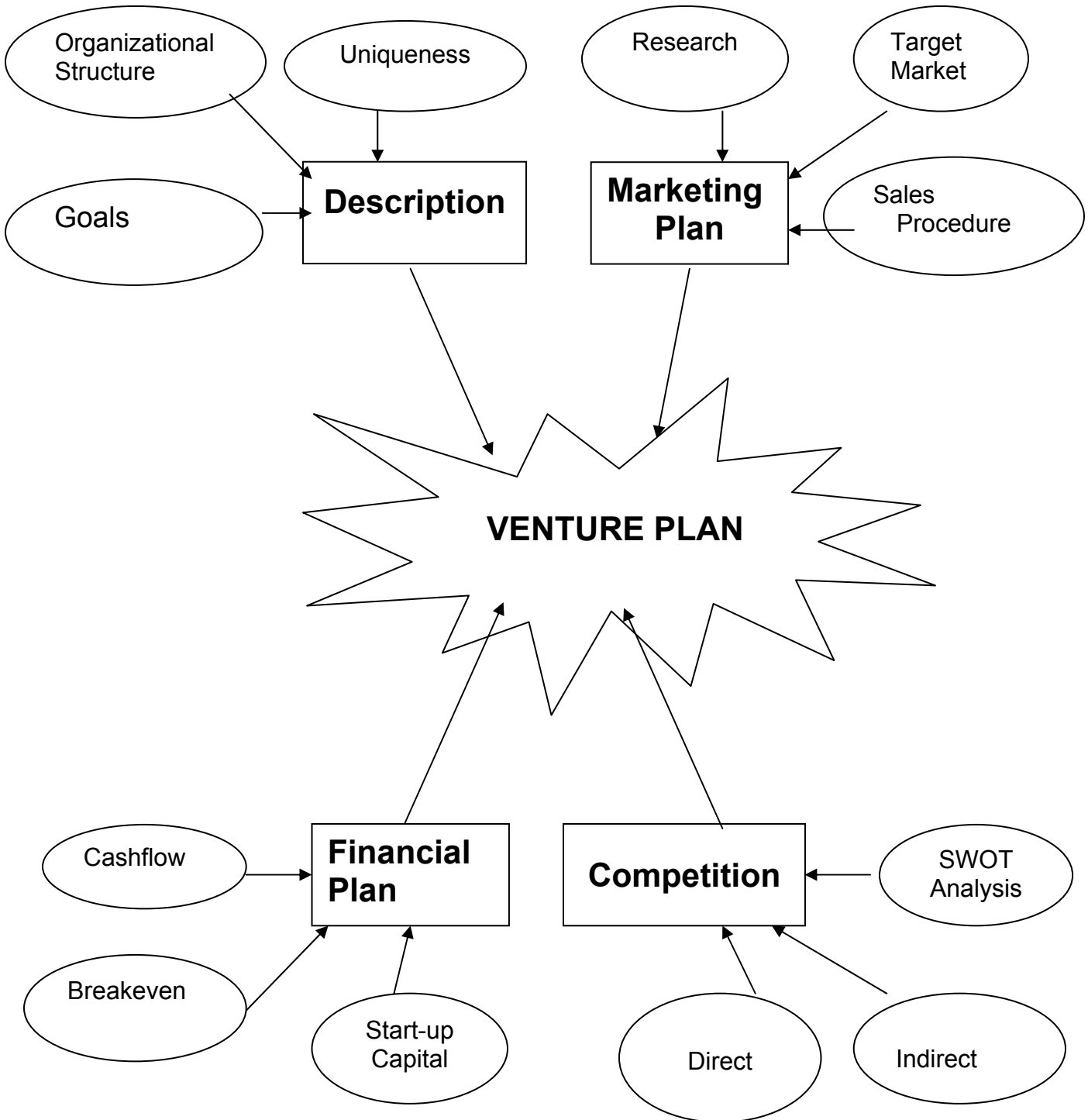
VENTURE PLAN CHECK LIST

- COVER SHEET
- RESUME
- ORGANIZATIONAL STRUCTURE
- NAME OF ENTERPRISE (GOOD REASONS FOR NAME CHOICE)
- NETWORKING
- LOCATION (PROS. AND CON., MAP OR DRAWING OF LOCATION)
- UNIQUENESS
- BUSINESS CARD
- SURVEY
 - RANDOM (was the survey random, the more random, the more accurate)
 - TESTED SURVEY (test the survey on fellow students before you conduct survey)
 - COLLATED RESULTS OF SURVEY
 - CHARTS (survey results, use a spreadsheet)
 - ADDITIONAL CONSUMER COMMENTS ON SURVEY
- PRIMARY RESEARCH REPORT
- SECONDARY RESEARCH REPORT (use statistics Canada, municipal office, chamber of commerce, etc..)
- SWOT ANALYSIS OF COMPETITION (strengths, weaknesses, opportunities, threats)
- PROFILING THE COMPETITION (DIRECT AND INDIRECT)
- MARKETING PLAN
 - PRODUCT
 - PLACE
 - CHANNEL OF DISTRIBUTION
 - PROMOTION
 - PRICING (explain how you determined a price)
 - CREATE TWO ADVERTISEMENTS
 - TARGET MARKET (DEMOGRAPHICS, SOCIOECONOMICS, PSYCOGRAPHICS)
- TARGET MARKET CHART (showing 4 P's of marketing)
- PUBLICITY
- ENTERPRISE IMAGE
- SALES PROCEDURES (How will you make your product or service available for sale?)
- INNOVATIVE IDEAS TO STIMULATE SALES
- FACTORS THAT CONTRIBUTE TO AN INCREASE OR DECREASE IN SALES
- SELLING PRESENTATION (Write a selling presentation script including all the steps in a sale.)
- PRODUCTION (How will you go about getting the product manufactured?)
- FINANCIAL
 - PERSONAL BALANCE SHEET
 - PERSONAL MONTHLY BUDGET (TRACK SPENDING FOR A MONTH)
 - BALANCE SHEET FOR BUSINESS
 - INCOME STATEMENT FORECAST FOR BUSINESS
 - START-UP CAPITAL REQUIRED
 - CASH FLOW FORECAST
 - BREAKEVEN FORECAST
 - BREAKEVEN ANALYSIS CHART (Use a spreadsheet showing, revenue, and fixed, variable, total costs)



Developing and Organizing Ideas: Webbing, Mapping and More

SUBJECT: BDI3C Grade 11 (Strand 5 – The Venture Plan)





Whole-class Discussions: Triangle Debate

Business Studies

Introduction to Entrepreneurial Studies, Grade 11, BDI3C

Enterprising People and Entrepreneurs

(The Contributions of Entrepreneurs—Entrepreneurs as Agents of Change)

Students will discuss **how entrepreneurs have been agents of change**. They will take a stance on the question “Are entrepreneurs agents of change?” before discussing/debating the topic. Students then break into three small groups and discuss the topic. The groups then share ideas and debate their points of view with the class as a whole. At the end of the discussion/debate period the student will have an opportunity to alter their original stance on the issue.

Purpose

Students will:

- have an opportunity to develop, clarify, and/or extend their ideas about entrepreneurs and share them with classmates in a situation that requires critical thinking.
- gain an understanding of how entrepreneurs can be agents of change.
- have an opportunity to work in groups.

Payoff

“Students remember information longer and understand the design of concepts more quickly and more deeply when asked to think at more complex levels and discuss their ideas with one another.” *Beyond Monet*. p. 190

Students will:

- Be involved in discussion and critical thinking.
- Take responsibility for developing and sharing their ideas.
- Gain self-confidence through their contributions to the group effort.
- Reflect on their own developing discussion skills.

Tips and Resources

- *Discussion Etiquette*, p. 176 and *Four Corners*, p. 182 *Think Literacy Cross-Curricular Approaches* are strategies that support and enhance this strategy. The student should be familiar with the *Discussion Etiquette* strategy before attempting *Triangle Debate*.
- The triangle discussion will focus on entrepreneurs as agents of change. The question “Are entrepreneurs agents of change?”, should be assigned as homework before starting this strategy. Research time is needed before the discussion can start.
- This is not a formal debate – it is intended to facilitate whole-class discussion and critical thinking. Refer to: *Triangle Debating Tips, Triangle Debating Procedures*, pp. 188 – 192 *Think Literacy Cross-Curricular Approaches*.
- Teacher/Student Resource: Triangle Debate Organizer.
- Student Resource: Discussion/Debate Preparation Checklist.

Beyond Monet, Barrie Bennett and Carol Rolheiser. Bookation Inc.. Toronto, Ontario. ISBN 0-9695388-3-9 pp.162-166.

Further Support

- Students who are uncomfortable with this process may benefit from working with a partner, sharing the research process, and dividing up the debating process.
- Some students may require extra practice time in order to feel more comfortable with this process.



Whole-class Discussions: Triangle Debate

Business Studies

Introduction to Entrepreneurial Studies, Grade 11, BDI3C
 Enterprising People and Entrepreneurs

(The Contributions of Entrepreneurs – Entrepreneurs as Agents of Change)

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Assign the question “Are entrepreneurs agents of change?” as homework. • Review and post <i>Discussion Etiquette, Speaking Out, Tips for Enhancing Student Discussions, Think Literacy Cross-Curricular Approaches</i>, pp. 178 – 180. • Put a piece of masking tape on the floor between the two extremes. 1. Entrepreneurs are agents of change. 2. Entrepreneurs just react to the change. The students, based on their homework research, take a place on the continuum and sign their name on the tape before the discussion/debate. • Stress the importance of independent thinking. (“Don’t automatically go to the spot beside your friend. Don’t be controlled by others, think for yourself”). • Divide the students into three groups based on their position along the tape. Have the students number off. • Distribute and review the <i>Triangle Debate Organizer</i> and the <i>Discussion/Debate Preparation Checklist</i>. 	<ul style="list-style-type: none"> • Research the question: “Are entrepreneurs agents of change?” • Review the points in <i>Discussion Etiquette, Speaking Out</i>, and <i>Tips</i>. Think about the points presented and offer new ideas. • Choose a point on the tape that reflects individual points of view on the continuum between: 1. Entrepreneurs are agents of change. 2. Entrepreneurs just react to the change. Write names on the tape next to where they stand. • Students become familiar with the organizer and checklist.
<p>During</p> <ul style="list-style-type: none"> • Arrange chairs in the classroom to reflect the three-group structure, enabling all members to see each other (a triangle shape works well.). • Allow the groups time to prepare using the preparation checklist. • Act as a timer, or choose a student who is not comfortable with the debate process. • Act as moderator and judge, calling on students to speak and ensuring that students avoid negative comments. • Lead a large group discussion on the shifts or movements in opinion and why. 	<ul style="list-style-type: none"> • After the discussion, students return to the tape, stand and sign their names. They then measure/reflect on their shift or movement in opinion on the tape • Share the reasons for your change with the class.
<p>After</p> <ul style="list-style-type: none"> • Direct student groups to reflect on their experiences using the <i>Discussion/Debate Preparation Checklist</i>. 	<ul style="list-style-type: none"> • Relate their responses to the discussion.



Whole-class Discussions: Triangle Debate

Business Studies

Introduction to Entrepreneurial Studies, Grade 11, BDI3C
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Triangle Debate Organizer

The following is the order in which each student will speak. Simply follow the numbers to see when it is your turn to speak.

Group 1

Agrees Most Strongly

Believes that:

Entrepreneurs are agents of change

Speaks for 2 minutes.

1

4.

7.

10.

13.

16.

Group 2

Seeks a Middle Ground

Believes that:

Entrepreneurs fall somewhere between the two points

Speaks for 2 minutes.

2.

5.

8.

11.

14.

17.

Group 3

Disagrees Most Strongly

Believes that:

Entrepreneurs react to change

Speaks for 2 minutes.

3.

6.

9.

12.

15.

18.



Whole-class Discussions: Triangle Debate

Business Studies

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Discussion/Debate Preparation Checklist

<p>In preparation for your discussion/debate, ask yourself the following questions. If your answer to a question is “No”, work with your group, the teacher, and/or the teacher/librarian to solve the problem.</p>	<p>Yes/No</p>
<p>Is there an introduction which clearly states the viewpoint of my group in the debate?</p>	
<p>Do we have clear and persuasive arguments to support our viewpoints?</p>	
<p>Do I know our arguments well enough to be able to state them without referring to notes?</p>	
<p>Have we done enough research to present our arguments with facts to back them up?</p>	
<p>Have we identified possible arguments that our opponents will use?</p>	
<p>Have we considered ways in which we can counter (argue against) these arguments?</p>	
<p>Have I identified ways in which I can show enthusiasm and confidence?</p>	
<p>Have we considered ideas for a conclusion, which will make an impression on the audience?</p>	