

# INTRODUCTION

*Connections* has been developed as a supplementary classroom resource to provide grades seven, eight and nine teachers with suggestions for learning experiences that encourage an enterprising and entrepreneurial spirit. The activities which are presented in this resource provide connections to student outcomes identified in various curriculum areas. These student-centred activities have been designed and validated by teachers in Atlantic Canada.

This resource fosters the development of academic, personal management, and teamwork skills in the classroom through a cooperative, collaborative, experiential, and reflective approach to learning. The infusion of enterprise/entrepreneurship education into the curricula provides teachers and students with exciting and innovative paths to meet the challenges and demands of the 21<sup>st</sup> century.

## RESOURCE OVERVIEW

The purpose of this resource is to provide grades seven, eight and nine teachers with ideas to facilitate the incorporation of entrepreneurial thinking into the existing curriculum. *Connections* engages learners in a variety of cross-curricular activities which provide opportunities for students throughout Atlantic Canada to develop knowledge, skills and attitudes both in core curriculum areas and in entrepreneurship education. The development of entrepreneurial knowledge, skills, and attitudes is an evolving process which the students began at an early age. This progression will provide students with a greater understanding and appreciation of entrepreneurship in the context of their daily lives.

*Connections* promotes the following:

**Knowledge:** content of any given curriculum

**Skills:** communication, decision making, human relations, problem-solving, critical and creative thinking, management

**Attitudes:** self-confidence, responsibility, self-determination, risk-taking, being receptive to change

Recognizing that many teachers are enterprising people and entrepreneurs in their own right, this resource will provide a vehicle to enhance the learning potential of students.

## ENTERPRISE EDUCATION

Enterprise education fosters students' growth as independent learners within a supportive learning community. It recognizes that learning outcomes are achieved through student ownership and responsibility. To nurture an enterprising atmosphere within the classroom the following components must be recognized: student ownership, experiential learning, teamwork, review and reflection. Teachers, recognizing the importance of these components, can create a climate which encourages student responsibility and ownership for identifying, planning, completing, and evaluating the learning goals, tasks, and outcomes. Through enterprise education, students continue the journey of becoming lifelong learners.

Enterprise education is a significant component of the learning process. Increasingly people in the business community, community development, education and government are recognizing the need for enterprise. The following are important reasons why young people need to be more enterprising:

- to become more independent and self reliant, active, responsible citizens
- to be able to adapt to, initiate and be more flexible in responding to change

Enterprise education encourages young people to attain the foundation necessary for leading active, productive adult lives in the new knowledge-based economy.

## ENTREPRENEURSHIP EDUCATION

Entrepreneurship involves the recognition of opportunities (needs, wants, and problems) and the use of resources to implement creative, innovative ideas which can respond to these opportunities through new, thoughtfully planned ventures. The launching of an entrepreneurial venture, whether for profit or not, requires knowledge of fundamental business components: marketing, operations, accounting, and management.

The term "venture" has been used throughout this resource in the context of recognizing opportunities and the risks involved in actualizing them.

Students will be creating, designing, planning and implementing "ventures" either in simulation or in real life situations. These ventures may be school or community related. While working in a secure, supportive school environment, students will have the opportunity to develop and implement venture plans and at the same time develop numeracy, communication, decision-making, and social skills.

The ventures suggested in this resource can take one of the following forms:

- establishing a volunteer, community or service project
- establishing a business venture
- planning, promoting, and managing an event
- designing, creating, producing, advertising and/or marketing a product or service

## RESOURCE FORMAT

*Connections* has been formatted so that all activities can be quickly and easily utilized by the teacher to achieve identified outcomes. The student activities are not presented in any sequential order and may be appropriate at different grade levels at the discretion of the teacher. The following format is consistent throughout the grade levels:

### **Challenge**

identifies concisely what students will do and achieve through the completion of the activity

### **Enterprise/Entrepreneurial Links**

articulates the specific enterprising and entrepreneurial skills and attributes which will be developed

### **Curriculum Connections**

identifies the related specific curriculum outcomes in English language arts, mathematics, and science curricula developed jointly under the auspices of the APEF

For the purpose of this resource reference to additional curriculum areas has been indicated. Provincially these curriculum areas are as follows:

- art, health, industrial arts, career exploration - Newfoundland and Labrador
- health and family life education - Prince Edward Island
- technology education/industrial arts, career education - Nova Scotia and Prince Edward Island
- media arts - Nova Scotia
- home economics - Newfoundland and Labrador, and Prince Edward Island
- personal development and relationships - Nova Scotia

### **Procedure**

describes the sequence of the learning experience and the sequence of instruction

### **Possible Extensions**

suggest ideas for more intensive and extensive exploration

**Review and Reflection**

identifies strategies and guiding questions that may assist the teacher in reviewing with the student the learning that has taken place and how learning can be applied to future endeavours