

BE THE "e"

# Entrepreneurship

## ACTIVITY GUIDE

for Middle and High School Youth



**Love it!**

**Plan it!**



**Do it!**

Name \_\_\_\_\_

County \_\_\_\_\_



REVIEWED & RECOMMENDED  
National 4-H Curriculum

# Acknowledgments

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Specialty Cheese



Love it!  
Plan it!  
Do it!

This 4-H project is dedicated to  
the memory of Hope Smith, 1939-2004,  
wife of Allan T. Smith, Ph.D., Liaison for  
*BE THE @*, 4-H Program Leader.

## Welcome

This Activity Guide includes the BE THE *e* series of three levels of entrepreneurial activities for youth that includes Love it!, Plan it!, and Do it!. The three guides have been designed for youth of middle and high school age, and may be used by young people in any grade based on their entrepreneurial project skills, experience and interest.



Other book  
in this series.

Entrepreneurship  
Helper's Guide  
BU-08036

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# Notes to the Project Helper

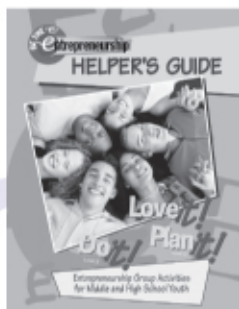
Thank you!

**T**hank you for volunteering your time and talents to assist one or more young people with this project. This activity guide will introduce them to the exciting world of Entrepreneurship. Your involvement will make a real difference in the quality of their experiences. You will play a valuable role in helping them learn the subject matter and practice the important life skills along the way. Your interest, enthusiasm and, most importantly your time, will be key ingredients to positive and successful experiences. With your guidance and support, youth will set goals and challenge themselves to work through the activities in this guide. You will help nurture entrepreneurial leadership that will build a stronger economic future for our nation and the world.



## Entrepreneurship Helper's Guide

The Entrepreneurship Group Activity Helper's Guide provides additional learn-by-doing activities you can use with 4-H Entrepreneurship project groups, clubs, or other groups. You'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, project meeting ideas, and resources for organizing a community 4-H Entrepreneurship program.



*Good luck in your role as Project Helper.*

# Notes to Youth

**W**elcome to the **BE THE e** world where you will learn how to become a successful entrepreneur. You have selected this 4-H project series because you are interested in learning about the world of business. The planners and writers of **BE THE e** are thrilled that you have decided to join us on this exciting journey. By completing the activities, you will gain many of the necessary skills you will use as you put your ideas to work in business.

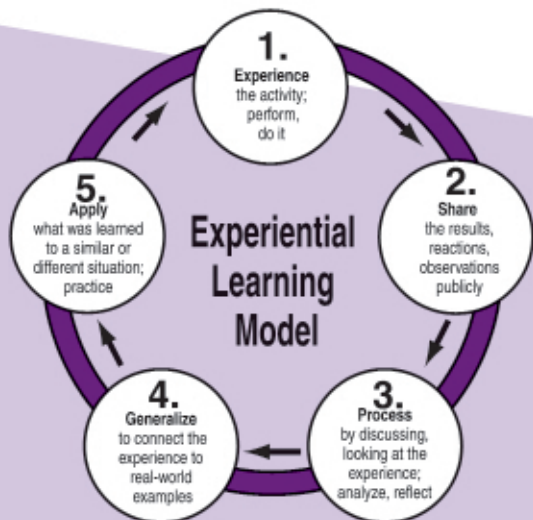
At the top of each activity you will find "What's in it For Me?" that tells you what you can expect to learn. It also lists the entrepreneurial skill and life skill you will practice. The National Educational Standards show how the activity coordinates with what you learn at school. Your helper will support you and make learning more fun.

The Targeting Life Skills Model is designed to show how the life skills you learn through 4-H fit together to form the meaning of the Head, Heart, Hands, and Health learning you will experience. The life skills you will practice in the **BE THE e** activities are those that strengthen your abilities to be successful in business.

## Targeting Life Skills







Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

## Experiential Learning Model

The five-step Experiential Learning Model endorsed by 4-H is used in each activity. First, attempt to complete the activity independently. Do as much as you can. Think about the questions and discuss them with your helper.

- What did you do?
- What was important about what you did?
- How does what you did relate to your real life?
- How can you use the life and entrepreneurial skills that you practiced now and in the future?

The more you think about the questions and use them to clarify and expand your ideas, the more valuable your learning experiences will be.

You will have assistance from your adult Project Helper. It is possible for you to complete the activities alone but it will be more fun, and you will learn more, by being part of a group of youth working together with an adult to complete the activities.

Later, you will be asked to complete an evaluation to determine how much you learned from each activity.

### BE THE *e* Journaling

You may benefit from keeping a journal or portfolio throughout BE THE *e*. This can be a record of your business ideas, potential customers, product ideas, notes about successful entrepreneurs, or whatever you think will be useful to you now and in the future. It may include your responses to selected questions as indicated in the eXPRESSIONS section, and in MORE *e* challenges. You may write down words to learn. Look up and add their definitions. At some times in your life ideas may come very easily. Write them down. There are times in your life when you may want ideas. You can use the ones you have saved. You will benefit from "tracking your *e* journey," by creating some type of record of your thoughts. This is another way to practice record keeping, one of the most important disciplines for business owners.

# What's it all about?

*It's knowing who you are!*  
*It's about...*  
*making connections,*  
*doing the work,*  
*having fun,*  
*passion!*

It has happened to you before. You are in the middle of something you love – reading a book, working on your car, building a model, training your dog, stringing beads for jewelry ... and the time just flies! Where have the hours gone? Why has time gone so quickly? It is because you are happy doing something you LOVE to do.

Everyone has a passion within themselves to succeed and accomplish amazing things in life. The trick is finding the things that make you tick ... that put you in "the zone" ... the things you love ... the things that make time fly.

Entrepreneurs don't settle for things as they are. They look for ways to make them better. They don't wait for things to happen. They make things happen. When they can't find the answer to a problem, they create the answer. They see opportunity and TAKE it. They see a problem and FIX it.

In BE THE *e* you will learn a lot about what it takes to be a successful entrepreneur. You will learn a lot about yourself. You will learn a lot about how you can get help. You will learn a lot about the steps you need to take to start your own business.

But here is the catch. There is something needed to start a business that's NOT in this book. In fact, you can't learn it, and no one can give it to you. It lives INSIDE of you. You are the only one who knows what it is and where it is.

### It is your *Passion*

At every step in your entrepreneurial journey, you are going to need passion. You have to love your idea, your business, and your plan. It is passion that will make the hours whiz by, the frustrating times less stressful, and the success you have all the more wonderful. Passion will keep you going when everything and everyone else gives up.

# We Did It! So Can You!


**Carley**, age 13, has always had ideas and been creative. She became interested in candle making and learned the methods and skills of creating scented candles. She found her market niche, and hit the business road to success on the first Mother's Day after she began. She sold her entire inventory. Since then Carley has hired Mom and two others to help with her thriving business.

**Tyler**, age 12, always enjoys pets, especially dogs. Whenever he and his family wanted to go on vacation, or even away just for the day, they had problems finding a place to leave their family dog. Tyler realized an opportunity that others had overlooked. He opened his pet-sitting service that provides care for dogs for one day or up to a week. He has expanded his business several times, hiring others to help him, to meet the need for pet daycare in his community.

**Austin**, age 12, was with his dad at a woodworking store when he discovered the idea of making wooden ink pens and selling them as his business. After researching his idea and borrowing some tools, Austin learned how to do wood turning on a lathe. He started selling his product at a local restaurant. He has expanded his products to include wooden yo-yos, wine bottle stoppers, and key chains, all made from exotic woods. He has sold his pieces of art to people in more than 15 states and three other countries. He also maintains his own website, KidMade.com.

**Nathan**, age 14, decided to take a 4-H Crop Project and raise hay in a plot in his back yard. Staking out a 10' by 20' area, he turned his idea for hay production into real dollars. After completing a soil test and learning which fertilizer and seeds to use, Nathan was on his way. How could he grow enough bales of hay on such a small space? He made a lot of very small bales of hay and sold them to folks who had rabbits, gerbils, and hamsters.

**Olivia**, age 15, has loved rabbits from an early age. When she started raising Angoras she recognized a business opportunity for their fur. Learning to collect their fur, preparing the fur for spinning, and learning to spin, Olivia has hired her Mom and five other folks to turn the fur into wonderful gloves, scarves, sweaters, and hats. She is now on the Web and just recently bought Alpacas to expand her weaving business.

A black and white photograph of five young people (three girls and two boys) smiling and posing together. They are dressed in casual clothing. The photo is framed with a thick purple border.

What do all these young people have in common? They recognized an opportunity, some through their 4-H Projects, and others through things they were interested in such as pets or handicrafts, to meet a market need. These young people are just like you—young people with ideas they turned into business opportunities.

*Go ahead—  
you can  
do it!*

BE THE **e** is written in such a way that by working with an adult Project Helper, with other youth, or by yourself, you will learn the skills, characteristics, and how to turn your idea into a possible business. The added value is you will learn to look at the world in a different way, you will begin to think outside of the box, and learn how to evaluate an opportunity.

Entrepreneurs create 44% of all new businesses. Small business, not large corporations, are the driving engine that will expand America's world-wide market in the 21st Century.





# Love *it!*



Exploring  
Entrepreneurship

**LEVEL**

**1**



## Contents

Level 1

# Love it!

**Welcome** to the first level of **BE THE e**, a guide for exploring whether entrepreneurship is for you. Identify your talents and interests, and define your vision for starting a business of your own. Whether you feel the passion for marketing an idea, or decide that it isn't for you, you will learn many useful things about the wide world of business.

Level 1, **Love It!**, contains a variety of experiential activities focused on the meaning of becoming an entrepreneur. Read the information provided and work through each activity. Share with your group or helper what you have learned and discuss the questions together. Help design your learning experience by defining what you want to know, setting your personal goals, and focusing extra challenges to answer the questions you have.

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## Level 1

**Level 1 Loveit!**

## My Entrepreneur Project Goals

Name \_\_\_\_\_

What I want to do and learn in this project:

1.

2.

3.

You too can  
BE THE e—  
You'll Love it!



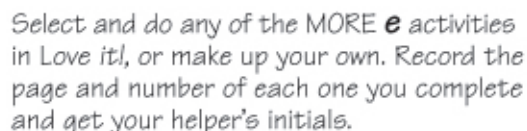
**Love it!**  
Highlights

Date and list the most fun and interesting things you did in this project.

A large, stylized, light purple number 5 is positioned on the left side of the page. The background is white with horizontal light purple lines. The number 5 is composed of several thick, rounded strokes, giving it a hand-drawn or brush-painted appearance. It is oriented vertically, with the top of the number pointing towards the top of the page.



1. Do at least seven of the Love it! and MORE **e** Challenges activities each year.
2. Complete at least 21 of the Love it! and MORE **e** challenges activities within three years to complete this achievement program.
3. Have your project helper date and initial the activities as you complete and discuss them.



Describe your own activity here:

Date \_\_\_\_\_ Helper's initials \_\_\_\_\_

Describe your own activity here:

Date\_\_\_\_\_ Helper's initials\_\_\_\_\_



# BE THE *e* Entrepreneurship

\_\_\_\_\_  
Name of Recipient

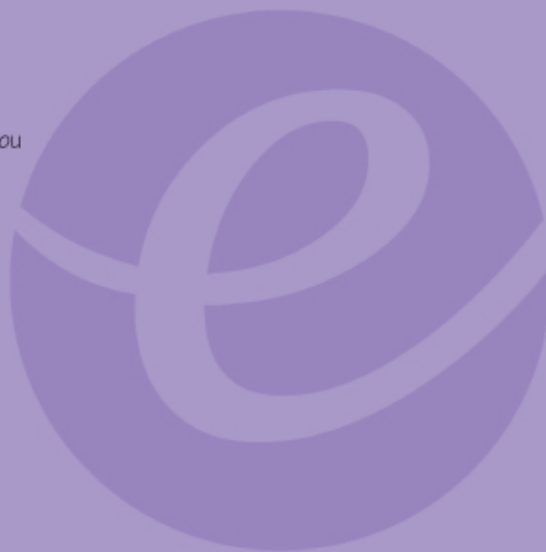
has completed all requirements of  
Level 1, *Love it!*  
in the BE THE *e* Entrepreneurship Series.

\_\_\_\_\_  
HELPER'S SIGNATURE

\_\_\_\_\_  
DATE



Place a picture of you  
and your Love it!  
project here.



# What is an **e**ntrepreneur?

You have selected *BE THE **e*** series of activities because you want to know more about starting your own business. An **entrepreneur** is one who assumes the **risks** of a business or enterprise. Entrepreneur is also used to describe someone who has an idea for a new **product** or **service**, or a way to improve how business has been done before. This can be the definition of **creativity**. Entrepreneurs are creative persons who have an idea they want to market. Do you know what an entrepreneur looks like? In this activity you'll have an opportunity to identify and describe an entrepreneur.

Explore what it means to be an entrepreneur.

## Entrepreneur Skill:

Recognizing what it takes to be an entrepreneur

## Life Skill:

Decision making: Gathering information

## Educational Standard(s):

Identify an entrepreneur and describe how the entrepreneur's decisions affect job opportunities.

Being creative  
and asking  
what if...?



What  
a great  
idea!

## **e**ACTIVITY

Create a collage using photos from magazines of people you think look like entrepreneurs. Then cut and tape words or phrases on the photos that you think describe why this person is an entrepreneur.

Entrepreneurs...

**e**



## eXPERIENCE

- How easy was it to identify people who are entrepreneurs?
- What were some of the clues you looked for?

## eXPLORE

- Why is it important to know what an entrepreneur looks like?
- How do entrepreneurs dress and look that is different?

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## eXTEND

- How will this activity help you in deciding how to look as an entrepreneur?
- What other ways might an entrepreneur look that you could not find in the magazine?

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## eXPAND

- How do you think you would have to dress differently as an entrepreneur than what you wear every day now?
- Which picture in your collage looks most like how you would be as an entrepreneur?

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*Weighing the  
benefits;  
taking a risk.*

## Entrepreneurs...

- are much more alert than most people to the problems people experience
- see problems as opportunities to develop creative solutions
- turn ideas for solutions into profitable business products
- meet unmet needs for services in an economical way
- create jobs for themselves ... and for others
- bring products and services to the marketplace for others to use and enjoy
- sometimes dream up things people don't know they need or want ... and figure out a way to create a demand for them. For example, Chiapets, Beanie Babies, Hula Hoops, and Frisbees.

## MORE e

Think of an outfit that you would wear as an entrepreneur, and even how you would wear your hair. How is this different or similar to your everyday appearance? Cut out a picture from a magazine, attach a photo, or draw a picture of how you see yourself as an entrepreneur.

## eWords

- collage
- creativity
- entrepreneur
- product
- risks
- service

## Where Does Stuff Come From?

Entrepreneurs ask a lot of questions because they are trying to do new things on their own. Their success is partly determined by the skills they develop in locating and analyzing information. They must be **curious**, bold and determined in hunting for answers to their questions. See what knowing the history of one product will tell you about who was responsible for the many changes made along the way.

**Investigate** how a favorite product is created.

**Entrepreneur Skill:**  
Tracing origins of a product

**Life Skill:**  
Learning to learn: Curiosity

**Educational Standard(s):**  
Understand the choices people make have both present and future consequences.

*Opportunities are all around us.*



### eACTIVITY

Pick one of your favorite products and trace its history back to its beginnings. You may need to use several resources including the Internet, encyclopedia and books. On this page make a diagram, chart,

timeline or other visual representation that describes the entrepreneurial process used to develop this product. Several questions are included in e Facts to assist you.

The History of \_\_\_\_\_

## eXPERIENCE

- How did you choose a product to investigate?
- How did you determine what information you wanted to gather?
- Where did you locate the information you wanted?
- What was the most difficult part about locating the information?
- What was most interesting information you found?

## eXPLORE

- What kind of person was the entrepreneur?
- How did the historical/social situation create a need for the product?

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## eXTEND

- What in the story you investigated reminded you of situations you face in your life?
- How are you like the entrepreneur that you studied? How are you different?
- How is the product/service you want to deliver like the entrepreneurial product that you studied? How is it different?

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## eXPAND

- In what other situations might you use the investigative skills you practiced?
- What have you learned about the entrepreneurial process to apply to your situation?

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## Activity Questions

- Who was the individual that invented or made the product **profitable**?
- What was the **historical/social situation** that created a need for this product?
- What difficulties did the inventor overcome?
- What were steps in the process that brought about success?
- What was the inventor searching for when she/he discovered it?
- What skills did the inventor have/develop during the course of creating the new product?
- What characteristics does the product have that makes it potentially attractive to consumers?

## MORE e

Interview a successful entrepreneur in your community to find out how his/her business came about. What personal characteristics were most important to success?



- curious • historical/social situation
- investigate • profitable



WHAT'S IN  
IT FOR M<sup>e</sup>

Assess your personal strengths and limitations as an entrepreneur.

**Entrepreneur Skill:**

Identifying your personal characteristics

**Life Skill:**

Self esteem: Understanding your abilities, strengths, and limitations

**Educational Standard(s):**

Use a variety of information resources to gather and synthesize information and to create and communicate knowledge.

BE THE <sup>e</sup>

Do you have what it takes to be a successful entrepreneur? Successful entrepreneurs have certain **characteristics** in common. There are personal **traits** and experiences that improve an individual's probability of success. See what your strengths are by completing this activity.

<sup>e</sup>ACTIVITY

Determine your personal strengths as a potential business person by completing the self-**assessment** inventory. Identify characteristics you may need to develop further to become a successful entrepreneur.

Look at the list below. Read each characteristic and its definition. On a scale from NEVER to ALWAYS, rate the degree to which you believe you possess each characteristic by putting an X on the scale. Example:

N \_\_\_\_\_ S \_\_\_\_\_ X \_\_\_\_\_ A



Who said  
they  
wouldn't  
work?

Characteristic	Never	Sometimes	Always
<b>Adaptability</b> - the ability to cope with new situations and find creative solutions to problems.	N _____	S _____	A _____
<b>Competitiveness</b> - a willingness to compete with and test yourself against others.	N _____	S _____	A _____
<b>Confidence</b> - the belief that you can do what you set out to do.	N _____	S _____	A _____
<b>Drive</b> - the desire to work to accomplish goals.	N _____	S _____	A _____
<b>Honesty</b> - a commitment to be truthful and sincere in dealings with other people.	N _____	S _____	A _____
<b>Organization</b> - the ability to structure your life and keep tasks and information in order.	N _____	S _____	A _____
<b>Persuasiveness</b> - the knack for convincing people to see your point of view and to get them interested in your ideas.	N _____	S _____	A _____
<b>Discipline</b> - the ability to stay focused and adhere to a schedule and deadlines.	N _____	S _____	A _____
<b>Perseverance</b> - the refusal to quit; willingness to keep goals in sight and work toward them, despite obstacles.	N _____	S _____	A _____
<b>Risk-taking</b> - the courage to expose yourself to possible losses.	N _____	S _____	A _____
<b>Understanding</b> - an ability to listen to and empathize with other people.	N _____	S _____	A _____
<b>Vision</b> - the ability to see the end results of goals while working to achieve them.	N _____	S _____	A _____

## eXPERIENCE

- How difficult is it for you to assess your own strengths?
- What traits from the list do you believe you are strongest?
- What traits from the list would you like to improve?

## eXPLORE

- How do your strengths fit with your business idea?
- How can you improve the traits you want to improve?

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## eXTEND

- In developing your idea, would you be working alone or with other people? Why would working with others involve other characteristics than working alone?

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## eXPAND

- Who can you ask to help you determine your strengths?
- What else do you need to know about yourself as a business person?

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## e = Passion!

Entrepreneurs aren't all alike. Most have some skills and characteristics in common, such as **passion** for what they do. In other ways they are quite different from each other. Some have been highly educated in business, while others have a natural flair for it, just like some people are "natural athletes." Some even seem to break every rule and take very unusual approaches, but still succeed.

## MORE e

Ask some friends and adults in your life what they consider as your strengths that would contribute to an entrepreneurial effort. Make notes and consider how they see you in the role of a business person. Do others see your strengths in the same way as you do? Share what you discover with your helper.



O would some Power the gift he give us  
To see ourselves as others see us.  
paraphrasing Robert Burns

Adapted by: National Foundation for Teaching Entrepreneurs (NFTE),  
Manami Brown, M.E.D., 4-H Youth Development Agent,  
University of Maryland Cooperative Extension



**eWords** • assessment • characteristics  
• limitations • passion • traits

## WHAT'S IN IT FOR ME

Discover your need to be passionate and enthusiastic.

### Entrepreneur Skill:

Understanding that enthusiasm builds success

### Life Skill:

Character: Caring about what you do

### Educational Standard(s):

Participate as knowledgeable, reflective, creative, and critical members of a variety of communities.

Take time to learn what you're good at, what you like to do.



# The e in Passionate

What are you passionate about? A book entitled *Trump: The Art of the Deal*, published about Donald J. Trump, highly successful entrepreneur and real estate developer, provides insight into a basic characteristic of being an entrepreneur. In the book, Mr. Trump refers to being enthusiastic and **passionate**. To be truly successful you must have passion, a **love** for what you do and how you do it.

Passion is the heart and core of being an entrepreneur. It is the motivation to continue on, to make it happen, to overcome problems, and be successful. Successful entrepreneurs have learned what they are good at, and what they are not good at doing. What's important is to do a good job at what you know and are able to do, and to find other people who know things you don't to help you do the best job. In this activity you'll see what you get excited about, why you love it and begin to identify the skills you use when you are doing it. This activity will help you begin to make decisions about a choice of work based on what you are passionate about.

## eACTIVITY

Think about your last job, volunteer opportunity or chore. List at least five things you enjoyed doing. Then place a heart ♥ beside the ones you really loved to do. Next place a plus sign + before those items that you are really good at doing.

### What I Enjoy

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Review the things you listed with both a heart ♥ and a plus sign + by them. Why do you like these best?

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What skills do you have that you use in doing these activities?

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## eXPERIENCE

- Which do you have more of, things you like, or things you don't like to do? Why do you think that is?
- Looking at the items you identified that you love, why do you love them?

## eXPLORE

- What things that you love to do are you good at?
  - Which comes first—being good at something or loving to do it? Why do you think so?
- 
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## eXTEND

- Why is it important to know what you like and dislike doing?
  - Why is it important to know what you are good at doing?
  - Why is it important to be enthusiastic about what you do?
- 
- 
- 

## eXPAND

- What jobs or careers seem to match what you love to do?
  - In what areas might you need more skill or help from other people?
  - In what type of entrepreneurial business does this indicate you might be successful?
- 
- 
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*"Enthusiasm makes  
the difference."*

Norman Vincent Peale



*"Surround yourself with  
people who are smarter  
than you."*

Ewing Kauffman



## Don't Give Up!

In the entrepreneurial world passion means that the entrepreneur has an intense enthusiasm and devotion to a cause, to a business venture. Passion indicates a commitment to making the business idea happen.

An entrepreneur needs **resiliency**, the ability to overcome problems and difficulties.

Thomas Edison failed over 5000 times before he figured out how to make the light bulb work!

## MORE e

1. Ask three adults
  - what do you do to make a living?
  - do you love what you are doing?
  - would you like to be doing something else and, if so, what would that be?
  - why aren't you doing something you love to do?
2. Draw a large T in the center of a piece of paper. Using the T-Chart, on one side list "Things I Like to Do." On the other side list "Things I Don't Like to Do." Discuss both lists with your helper.
3. What subjects in school will help you prepare for work in which you are interested? Are these subjects you like and do well?