

Using the KLWS chart: Have students use this graphic organizer to indicate what they **K**now about the episode topic, what they **W**ant to know about the episode topic, what they **L**earned about the episode topic, and what they **S**till have questions about.

As optional extensions, consider including **I**mportance (why is this information important?), **A**ctions (what actions will I take?), and **R**esources (what resources do I need and how will I find them?).

Steps:

1. **Pre-viewing:** Share with students that they will be watching the next episode of The Career Center. Let them know that they will be using a KLWS chart to organize relevant information they gather from the episode and class discussions. Review how to use this organizer as needed. Have students complete the sections of the graphic organizer related to what they **KNOW**, and what they **WANT TO KNOW** about the topic of entrepreneurship. Invite students to turn and talk with a shoulder partner to share what they have recorded. After students have had time to discuss, have volunteers share items from their **KNOW** and **WANT TO KNOW** lists, and create a whole class artifact capturing these comments. Note: it's possible that students will have some misconceptions about the topic at this time. Accept all answers, and provide time for students to revisit these ideas after viewing the episode.
2. **During viewing:** Have students add what they are **LEARNING** about entrepreneurship. Students may also find they **STILL HAVE QUESTIONS** during viewing, so encourage them to add those to their organizer.
3. **Post-viewing:** Have students add any additional notes in the **LEARNED** and **STILL HAVE QUESTIONS** sections of their organizers. Invite students to discuss what they've recorded in pairs or small groups before sharing in a whole group discussion. Encourage students to revise any previously held misconceptions.
Note: for any lingering questions, consider having students research answers on their own and bring back their findings to the whole group.



KNOW

WANT TO KNOW

LEARNED

STILL HAVE QUESTIONS

Overview

Entrepreneurs are business people who start their own business. These businesses run the gamut from retail to manufacturing. With creativity, passion, and persistence you can be your own boss.

Example Careers

- Food and restaurant operations
- Retail
- Business services

Useful Skills and Abilities

- Communication
- Critical Thinking
- Creativity
- Flexibility
- Productivity
- Leadership
- Initiative
- Social Skills

Common Responsibilities for Careers as an Entrepreneur

- Organizational management
- Employee management
- Innovation
- Networking
- Finance management
- Sales and marketing
- Research and design

Career Pathways and Salaries

Career opportunities as an entrepreneur will vary based on the industry the business is based on. Sometime entrepreneurs have degrees related to the business they start, and sometimes they have other degrees and experiences.

Salaries for entrepreneurs will vary. Because entrepreneurs don't have a company determining salary, entrepreneurs create their own value. Salaries are largely determined by the success of the business, but they typically range between \$42,000 and \$118,000, annually.

Videos & Digital Resources

- [Educator and entrepreneur](#)
- [Musician and entrepreneur](#)
- [Entrepreneur, Millwork Commons](#)
- [Public health entrepreneur](#)
- [What is an entrepreneur?](#)

Extension Activities

- [Brainstorming Activity](#) (10 - 15 min)
- [Research](#) (60 - 90 min)
- [Community Connection](#) (45 - 60 min)

Michigan and National Organizations

- [Entrepreneurs' Organization](#)
- [National Association for the Self-Employed](#)
- [Forum for Women Entrepreneurs](#)
- [National Association of Women Business Owners](#)
- [The Indus Entrepreneurs](#)
- [Ann Arbor Spark](#)
- [Michigan Association for Female Entrepreneurs](#)
- [Small Business Association of Michigan](#)
- [Michigan Economic Development Corporation](#)

Degree & Certificate Programs*

- [Macomb Community College](#)
- [Eastern Michigan University](#)
- [Western Michigan University](#)
- [Central Michigan University](#)
- [University of Michigan](#)
- [Michigan State University](#)

*NOTE: this is not an exhaustive list, but rather a starting point for interested individuals.

Brainstorming

Purpose: To have students begin thinking about the various careers associated with entrepreneurship.

Overview: Students will work in pairs/trios to brainstorm as many careers as they can that are associated with entrepreneurship.

Materials:

- [Brainstorming Graphic Organizer](#).
- Chart paper for class list of careers.

Procedure:

1. Have students work in pairs/trios for the first part of this activity.
2. Emphasize that there are many career options to choose from within the field of entrepreneurship. Invite groups to work collaboratively to think of as many entrepreneur-related careers as they can. Have them add these to their Brainstorming Graphic Organizer. Students shouldn't feel limited by the number of circles on their organizer; if they need to add more branches to their web, they can!
3. After about 5 - 7 minutes, bring the class together for a whole group discussion. Invite each group to share one of the careers from their graphic organizer. Begin generating a class list on chart paper or on the board as groups share out. After each group has shared a career, invite each group to share another career that hasn't been mentioned yet. Do this until there are no new careers to add to the list.
4. Save the class list of careers for the [Research Activity](#).

Adapted from RealityWorks RealCare Program for Career Exploration

Research Activity

Purpose: To have students learn more about careers as an entrepreneur through research.

Overview: Students will work in pairs to research two careers as an entrepreneur and present their findings to the whole class in a brief presentation.

Materials:

- Class-generated list of entrepreneurial careers.
- Library and internet resources.
- [Career Exploration Graphic Organizer](#).

Procedure:

1. Have students work in pairs for this activity.
2. Using the class-generated list of entrepreneurial careers from the brainstorming session, have pairs select two of the careers to research further. It's alright if more than one group shares a career, but make sure each career is represented at least once.
3. Using the [Career Exploration Graphic Organizer](#), have pairs research their career choices. Helpful online resources include:
 - a. [U.S. Bureau of Labor Statistics](#)
 - b. [U.S. Bureau of Labor Statistics Occupational Outlook Handbook](#)
 - c. [CareerOneStop](#)
 - d. [O*NET OnLine](#)
4. Have pairs complete their research in class or for homework before having them prepare and present a short, 5 - 7 minute presentation. Their presentations should include, but not be limited to, the information from their graphic organizer.

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Community Connection

Purpose: To hear first-hand from professionals who work as an entrepreneur in various capacities.

Overview: Arrange a panel discussion or short-term interactions with local business and community leaders in entrepreneurial careers.

Materials:

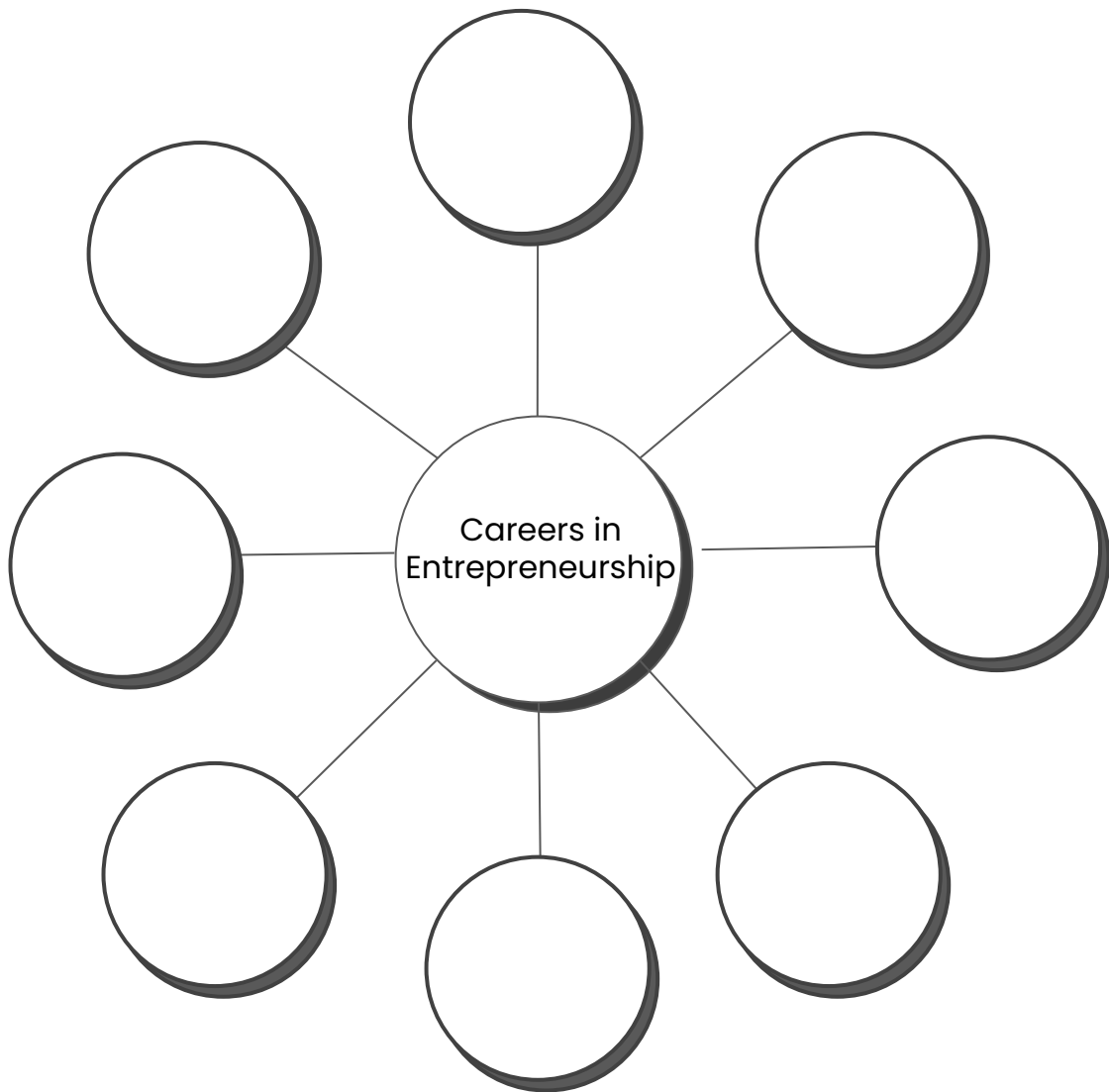
- 3 - 5 local professionals who work in a variety of entrepreneurial careers.
- Student-derived questions.

Procedure:

1. Reach out to local professionals from various aspects of entrepreneurship (e.g., etc.), inviting them to attend a Q & A discussion in your class (in person or virtually).
2. Prior to the discussion, have students compile a list of relevant questions to ask the panel of guests. You can find some [sample questions here](#) to help students get started in generating a list.
3. On the day of the guest speaker event, invite students to ask questions of the panel members.
4. After the guest speaker event, provide space for students to reflect and debrief. Sample student [reflection questions can be found here](#).

Adapted from RealityWorks RealCare Program for Career Exploration

Brainstorming Graphic Organizer



Career Exploration Graphic Organizer

| | Career 1 | Career 2 |
|---|----------|----------|
| Degree or licenses required | | |
| Length of time to complete training or earn degrees | | |
| Average starting salary per year/average hourly wage | | |
| Job outlook | | |
| 5 skills needed for this job | | |
| Description of the job setting | | |
| What are the primary job duties? | | |
| Do you work alone or with people? | | |
| What needs or wants does this occupation fill? | | |
| What is one thing an employer would expect from someone in this position? | | |
| What kinds of people are likely to be successful in this career? | | |

Sample questions for a guest speaker:

- Describe some of the kinds of decisions you have to make on a day-to-day basis.
- What are some misconceptions about your work?
- What makes your job exciting?
- What makes your job challenging?
- What are the biggest opportunities in this field right now?
- What advice do you have for someone who wants to get into this field?

Sample student reflection questions:

- How has your understanding about this career changed?
- What did you realize about yourself as you learned about this career?
- What have you learned about your community as it relates to opportunities in this career area?
- In what ways did learning about this field give you a new perspective, challenge your point of view, or introduce you to new ideas, skills, or information?
- What has this experience taught you about your criteria for an ideal job or career that you hadn't realized previously?
- How do you think what you learned will be useful for you in a professional setting (whether related to this particular career or another career)? Why do you think it will be useful in these ways?