

# Course Profile

## **Introduction to Entrepreneurial Studies**

Grade 11  
College Preparation  
BDI3C

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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## Course Overview

### Introduction to Entrepreneurial Studies, Grade 11, College Preparation, BDI3C

#### Course Description

Introduction to Entrepreneurial Studies is designed to foster the entrepreneurial spirit in students and encourage them to pursue any interest they may have in that area. Students will start by examining entrepreneurial skills and characteristics required to become successful independently or as part of a larger organization. Next, students will explore the concept of recognizing an opportunity and developing it into an idea that can be transformed into a venture. All of the resources required will be examined including marketing, accounting, and human resources. The course will culminate with the creation of a venture plan drawing together all of the concepts that were learned throughout the course.

#### How This Course Supports the Catholic School Graduate Expectations

“Economic activity is to be carried out according to its own methods and laws but within the limits of morality, so that God’s plan for human kind can be realized” (Pastoral Constitution of the Church in the Modern World, no. 64).

Introduction to Entrepreneurship introduces students to concepts of entrepreneurship which are integrated with the social teachings of the church. It is a fundamental belief that work, in all its facets, is more than a job. It is a calling, a vocation, where the human person can use his/her talents and gifts in the context of society, and thereby promote social responsibility and economic participation while affirming the principles of social justice, solidarity, and the common good.

Work is a fundamental dimension of human life. It is participation in God’s work. The value of work, therefore, is not based on its end result but on whether it supports human dignity.

It is in this context that the responsibilities of organizing and operating a venture will be examined and students will be encouraged to integrate their faith with this planning of a venture. Issues such as choosing an ethical business or venture, fair treatment of customers and clients, the dignity of the employee, the value of work, and sharing of profits with society are all examined. Students will be encouraged to make ethical decisions and act morally and justly.

#### Course Notes

In the first unit of this course, the students examine the characteristics and skills that are common to many entrepreneurs. The students will also take a personal inventory of these skills and characteristics to determine if they have the entrepreneurial drive. This involves a variation of activities that all students will have completed in the Grade 10 Career Studies course. The next three units examine what is required to develop a venture plan (identifying opportunities and ideas, organizing the resources needed to operate a venture, and developing a financial plan), while the final unit is the development of the actual plan. An effective way to offer this course is to have the students develop their venture plan throughout the course. This works well for the students for two reasons. First, the students can apply a concept learned immediately to the venture being developed. Second, rather than having to face the daunting task of developing an entire venture plan in the final weeks of the course, the students will simply be fine tuning the final product that they have developed over the previous three (or six) months. Venture plan assignments can be submitted throughout the year and the teacher can work with students on weaknesses and missing items. Students will then take the feedback from the teacher to modify their venture plans.

## Units: Time and Sequence

Unit 1	Enterprising People and Entrepreneurs	15 hours
* Unit 2	Ideas and Opportunities	25 hours
Unit 3	Organizing Resources	20 hours
Unit 4	The Financial Plan	25 hours
Unit 5	The Venture Plan	25 hours

\* This unit is developed in this Course Profile.

(The Venture Plan preparation of this unit can be offered at the end of the course or as concepts are taught. See Course Notes section for details.)

## Teaching/Learning Strategies

Students should be offered a wide variety of teaching strategies. These strategies fall into three different categories: teacher-centred, learner-centred, and self-directed.

### Teacher-Centred Strategies

Teacher-centred strategies are those in which the teacher directs the learning. The teacher-centred strategies introduce to students concepts as they relate to the venture plan. Teachers may find these strategies useful as ways to introduce general topics (such as market penetration) and then allow students to apply the concept to their own venture.

### Learner-Centred Strategies

Learner-centred strategies, which are activity based, provide students with opportunities to actively apply what they have learned. These strategies help students develop problem-solving as well as collaborative skills. There are many opportunities for students to apply what has been introduced through teacher-centred activities.

### Self-Directed Strategies

Self-directed strategies may be used to promote independence and self-reliance. By using these strategies students learn to take responsibility for and manage their own learning.

Teacher-Centred	Student-Centred	Self-Directed
<ul style="list-style-type: none"> <li>• Overhead</li> <li>• Teacher-led Review</li> <li>• Work/Task</li> <li>• Sheet</li> <li>• Board Work</li> <li>• Note Taking</li> <li>• Video</li> <li>• Guest Speaker</li> <li>• Socratic</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a Venture Plan</li> <li>• Note Making</li> <li>• Student Presentation</li> <li>• Demonstration</li> <li>• Creation of Product</li> <li>• Visual Organizers</li> <li>• Guest Speaker</li> <li>• Group Discussion</li> <li>• Role Playing</li> <li>• Computer Lab Work</li> <li>• Field Trip</li> <li>• Group Project</li> <li>• Peer Helping</li> <li>• Debate</li> <li>• Creativity Exercises</li> <li>• Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Interest Surveys</li> <li>• Sharing</li> <li>• Displays</li> <li>• Electronic Research</li> <li>• Computer-Assisted Learning</li> <li>• Marketing Questionnaires and Surveys</li> <li>• Journals</li> </ul>

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## Assessment & Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Teachers should employ a variety of assessment techniques frequently throughout the course in order to communicate the expectations of the course to students, make appropriate adjustments to teaching/learning strategies as required, and accommodate the special needs of students. If the teacher chooses to assign the Venture Plan throughout the course, then the student can take the feedback from the ongoing work and make changes. Assessment is the process of gathering information from a variety of sources. Student input into the assessment process should be welcomed and valued.

### Formative

- Informal and Formal Observation
- Interviews
- Verbal Feedback
- Written Feedback
- Graphic Organizers
- Presentations
- Individual and Group Assignments
- Rubrics

### Summative

- Assignments
- Venture Plan
- Quizzes
- Tests
- Rubrics

Seventy per cent of the grade will be based on assessment and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of examination, performance, essay and/or other method of evaluation.

## Accommodations

The following considerations apply to each of the units in this course.

Any student or group of students may require accommodations in response to specific needs at different times and in varied circumstances.

Appropriate accommodations should be part of the planning of each unit activity in terms of the particular students in the class and their specific needs.

Instructional and assessment activities must take into account the strengths, needs, learning expectations, and accommodations as identified in the Individual Education Plan whether students are formally identified or not (Regulation 181/98). Teachers will consult individual student IEPs for specific direction on accommodation for individuals.

Accommodations to curriculum, instruction, assessment, and evaluation may include, but are not limited to:

<b>Reading Difficulties</b> <ul style="list-style-type: none"><li>• read questions first</li><li>• modify reading requirements</li><li>• use reading partners</li><li>• pre-teach concepts/ vocabulary</li><li>• highlight notes</li><li>• use visuals</li><li>• use videos</li><li>• read instructions</li></ul>	<b>Math Difficulties</b> <ul style="list-style-type: none"><li>• check work after each example</li><li>• relate problems to real life</li><li>• modify complexity of examples</li><li>• review daily</li><li>• teach use of diagrams</li><li>• teach use of calculator</li><li>• use hands-on manipulatives</li><li>• adjust number of problems</li></ul>
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<p><b>Memory Difficulties</b></p> <ul style="list-style-type: none"> <li>• teach students to verbalize concepts</li> <li>• check that daily assignments are recorded in planner</li> <li>• avoid recall questions</li> <li>• insist student write things down-</li> <li>• provide lists and/or flow charts</li> <li>• give visual clues</li> <li>• give demonstrations</li> <li>• teach Mnemonics</li> </ul>	<p><b>Oral Language Difficulties</b></p> <ul style="list-style-type: none"> <li>• provide non-threatening environments</li> <li>• do not ask the students to respond to questions without forewarning</li> <li>• use cooperative learning</li> <li>• work one-to-one</li> <li>• have realistic expectations</li> <li>• provide choices</li> <li>• use electronic medium</li> <li>• permit small groups or pairs</li> </ul>
<p><b>Motivation Difficulties</b></p> <ul style="list-style-type: none"> <li>• provide a variety of types of assignments</li> <li>• create personalized assignments</li> <li>• set realistic goals and expectations</li> <li>• avoid public confrontation</li> <li>• provide praise and positive feedback</li> <li>• be flexible with timelines</li> <li>• conference one-to-one basis</li> <li>• maintain contact with home</li> </ul>	<p><b>Written Language Difficulties</b></p> <ul style="list-style-type: none"> <li>• vary assignments</li> <li>• give explicit instructions</li> <li>• allow more time</li> <li>• provide photocopied notes</li> <li>• allow point-form notes</li> <li>• don't penalize mechanics</li> <li>• use peer editing</li> <li>• teach use of spell check</li> </ul>
<p><b>Attention Difficulties</b></p> <ul style="list-style-type: none"> <li>• provide a variety of activities and teaching techniques</li> <li>• give blocks of information and vary the activities frequently</li> <li>• use cooperative learning</li> <li>• ask students to repeat instructions to you</li> <li>• provide immediate feedback</li> <li>• move around room</li> <li>• use visuals</li> <li>• ensure students see an end in sight</li> </ul>	<p><b>ESL</b></p> <ul style="list-style-type: none"> <li>• pair or group students with English speakers</li> <li>• provide note making guide</li> <li>• promote peer tutoring</li> <li>• encourage use of first language English dictionaries for assignments and assessment</li> <li>• pair written instructions with verbal instructions</li> <li>• provide visual and auditory clues</li> <li>• allow extra time for reading or writing assignments</li> <li>• ask an ESL/ELD teacher to review questions, assignments, or assessment instruments</li> </ul>

## Unit Overviews

### Unit 1: Enterprising People and Entrepreneurs

#### Unit Description

This unit focuses on the characteristics and skills of successful business people. This unit has students investigate both intrapreneurial and entrepreneurial opportunities in business today. They will look at how enterprising people become successful within the organizations that employ them. Students will also look at examples of entrepreneurs and examine what helped them and their venture become successful. Students will investigate entrepreneurs in both their local and surrounding communities and evaluate their contribution to the economy and to the community (for the good of the community). If possible, students should be allowed to shadow an entrepreneur for a day to experience entrepreneurship. Students will begin to assess their own entrepreneurial skills and characteristics by creating and developing a portfolio. This unit is detailed in the Public Profile.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE1d, CGE5f EP1.01, EP1.02, EP1.04, EP2.01, EP2.02, EP2.03, EP3.02, EPV.01, EPV.02, EPV.03	Knowledge/ Understanding Communication Application Making Connections	Types and Characteristics of Successful Business People (Research and present successful (Catholic) business persons in their community and describe their traits)
2	CGE3c, CGE6e EP1.02, EP1.03, EP3.03, EP2.04, EPV.01, EPV.03	Thinking/Inquiry Application Making Connections	Business in the Community (Examine the contributions of local (Catholic) businesses in the community)
3	CGE5b, CGE5a, CGE3b, CGE4b, CGE7h, CGE7j EP3.01, EP3.04, EPV.03	Thinking/Inquiry	The Pioneering Spirit (Discuss ways a business can promote intrapreneurship)
4	CGE3f, CGE3e, CGE5h, CGE5g, CGE4h, CGE5c EP1.05, EP2.04, EP4.01, EP4.02, EP4.03, EP4.04, EPV.04	Thinking/Inquiry Communication Application Making Connections	Skills and Portfolio Development (Students will discover their own entrepreneurial characteristics and develop complementary skills)

## Unit 2: Ideas and Opportunities

### Unit Description

This unit examines the inventing and innovation processes and their impact on Canadians. Students will begin by defining innovation and invention. They will look at Canadian inventors and innovators and discuss their contributions to Canada and the world. Creativity and the generation of ideas are covered. Students will be introduced to the importance of marketing and market research. Finally, students will select an idea for a venture plan and perform market research to determine its viability. This unit is detailed in the Catholic Profile.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE2b, CGE2e, CGE3c IOV.01, IOV.02, IO1.01, IO1.05, IO2.03, IO1.06	Knowledge/Understanding Communication Thinking/Inquiry	Innovation and Invention. (Define innovation and invention. Explore Patent website. Report on local company.)
2	CGE1d, CGE1g, CGE1i, CGE2b, CGE2c, CGE2d, CGE5a, CGE5, CGE5c IOV.01, IOV.02, EPV.03, EPV.02, IO1.02, IO1.03, IO1.04, IO1.06	Knowledge/Understanding Communication Thinking/Inquiry	Canadian inventors and innovators. (Assignment on Canadian inventors and innovators.)
3	CGE4d, CGE4f, CGE1d CGE1g, CGE1i, CGE2b, CGE2c, CGE5a, CGE5b, CGE5c IOV.05, IOV.06, IO2.05, IO2.06	Knowledge/Understanding Communication Thinking/Inquiry	Forecasting Areas of Opportunity (Assignment and presentation on future trends and opportunities.)

4	CGE2e, CGE3b, CGE3c, CGE4f, CGE5a, CGE7a, CGE7i IOV.03, IO3.01, IO3.02, IO3.03	Thinking/Inquiry Communications Knowledge/Understanding Application Making Connections	Generating Ideas (Generating ideas activity. Assessment of Venture Plan idea.)
5	CGE2c, CGE3d, CGE4f, CGE5a, CGE5g, CGE7g IOV.04, IO4.01, IO4.02, IO4.03, IO4.04	Knowledge/Understanding Thinking/Inquiry Application Making Connections Communication	Conducting Market Research (Primary market research assignment.)
6	CGE1d, CGE2c, CGE3b, CGE3c, CGE3d IOV.05, IO5.01, IO5.02, IO5.03, IO5.04	Application Making Connections Communication Thinking/Inquiry Knowledge/Understanding	Starting the Venture Plan (Students will come up with possible opportunities and ideas for a venture and select the best.)

### Unit 3: Organizing Resources

#### Unit Description

Students will analyse and organize the resources that could be required to create a new venture. Through application, students will develop an understanding of the components of an effective production plan, the process involved in developing and delivering a new product, employee roles in a venture, start-up costs and financial risk. Students will compare ways to distribute a new venture, methods of advertising and promoting a venture, and product/service pricing in order to produce an effective marketing plan. A class trip to a local business (one that is starting up or expanding) would assist in the delivery of this unit.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE4f, CGE7i, CGE3d ORV.01, OR1.01, OR1.02, OR2.03, OR2.04	Thinking/Inquiry Application Making Connections Communications Knowledge/ Understanding	Requirements for Venture Creation (Students list everything required to start a certain type of business, e.g., employees, licences, assets, etc.).
2	CGE7i, CGE4f, CGE4b, CGE4a ORV.01, OR1.01, OR1.03, OR1.04, OR1.05, OR2.02, OR2.03, OR2.04, OR3.01, OR3.02	Thinking/Inquiry Communication Application Making Connections	Resources in community (Students determine how to get the items listed above in their own community. Guest speakers would be helpful.)
3	CGE2e, CGE2c, CGE3d, CGE7a, CGE7f, CGE7g ORV.03, OR3.01, OR3.02, OR3.03, OR3.04	Application Making Connections Communication	Marketing (Students prepare a questionnaire, advertisement, etc. for a product or their venture.)
4	CGE3d, CGE4f, CGE6c, CGE5e, CGE7i ORV.02, OR1.01, OR1.02, OR1.03, OR1.05, OR2.01, OR2.02, OR2.03, OR2.04, OR2.05, OR3.03	Application Making Connections Knowledge/ Understanding	Production (Students develop a production plan for a simple product. Field trip to a local business.)

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## Unit 4: The Financial Plan

### Unit Description

This unit introduces the process required to develop a sound financial plan for a business venture starting with the establishment of clear, specific, and measurable financial objectives. By familiarizing learners with the language of business and finance, they will develop an understanding of the proper procedures required to create sound cash flow projections and financial statements. Students will demonstrate critical analysis of cash flow projections, income statements, and balance sheets using problem-solving techniques to resolve financial problems characteristic of new ventures. Through the exploration of possible sources of raising capital, students will compare the advantages and disadvantages of various business financing. Students will compare the sources of capital required to meet a venture's financial needs and develop contingency plans as a venture's financial needs change.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE5h, CGE3c, CGE3d, CGE4e, CGE3f, CGE5a, CGE5b, CGE7j, CGE7h, CGE7i, FPV.01, FP1.01, FP1.02, FP1.03, OR2.03, OR2.04, OR2.05, VP2.02, VP3.01, VP3.03	Knowledge/ Understanding Thinking/Inquiry Application Making Connections	Financial Objectives (Introduction of Financial Language and the Development of Financial Objectives for a Venture Plan)
2	CGE3c, CGE3d, CGE3e, CGE3f, CGE4a, CGE4b, CGE4e, CGE4f, CGE4G, FPV.02, FP2.01, FP2.02, FP2.03, OR2.03, OR2.04, OR2.05, VP3.01, VPV.02, VPV.03, VPV.04, VP4.02, VP4.03, VP4.04	Knowledge/ Understanding Application Making Connections	Cash Flow Projection (Create and Analyze Cash Flow Projection, Income Statement and Balance Sheet for a Venture Plan)
3	CGE4f, CGE4a, CGE4b, CGE4c, CGE4d, CGE3d, CGG4g, CGE5d, FPV.03, FP3.01, FP3.02, FP3.03, FP3.04, OR1.02, OR2.04, OR2.05, VPV.03, VPV.04, VP2.01, VP2.02, VP2.03, VP3.02, VP3.03, VP4.01, VP4.02, VP4.03, VP4.04	Knowledge/ Understanding Thinking/Inquiry Communication Application Making Connections	Acquiring Capital (Investigate and Evaluate Possible Capital Sources)

## Unit 5: The Venture Plan

### Unit Description

This unit investigates the critical nature of the venture plan to an entrepreneur's success. Students will learn the importance of creating a well-organized and structured plan. They will identify the necessary components of the plan and resources available. Students will complete a venture plan as a culminating activity for the course. The course may be set up so that the components of the plan are completed after each unit are taught.

## Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	CGE3e, CGE4f VPV.01, VP1.01, VP1.02, VP1.03	Knowledge/ Understanding Thinking/Inquiry	Importance of the Plan (Profile some businesses that have failed to see why they were not successful.)
2	CGE5b, CGE4b, CGE4e, VPV.02, VP2.01, VP2.02, VP2.03, OR1.04, OR1.05, FP3.02, FP3.03	Knowledge/ Understanding Thinking/Inquiry	Components of the Plan (The students list some end users of the plan and the sections they would be most interested in.)
3	CGE5a, CGE5b, CGE5c, CGE5d, CGE5e, CGE5f, CGE5g, CGE1i, CGE2d, CGE2b, CGE2c, CGE3f, CGE7j VPV.03, VP3.01, VP3.02, VP3.03IOV.05, IO5.01, IO5.02, IO5.03, IO5.04, ORV.01, OR1.01, OR1.02, OR1.03, OR1.05, ORV.02, OR2.02, OR2.03, OR2.04, OR2.05, ORV.03, OR3.01, OR3.02, OR3.04, FPV.01, FP1.01, FP1.02, FP1.03, FPV.02, FP2.03, FPV.03, FP3.01	Application Knowledge/ Understanding Thinking/Inquiry Communication	Creating a Venture Plan (Create and present a Venture Plan.)
4	CGE4b, CGE4c, CGE4d, CGE4g, CGE6e, CGE6c, CGE7a, CGE7b VPV.04, VP4.01, VP4.02, VP4.03, VP4.04, FP3.04	Application Knowledge/ Understanding Thinking/Inquiry Communication	Evaluation and Revision of the Plan (The students revise their plans based on certain changes such as new competition, a downturn in the economy, etc.)

## Resources

The list below is intended to facilitate the productivity of both the students and teacher but is not a definitive list. Resources required for specific unit activities are provided but are presented in generic subcategories to encourage the teacher and students to creatively pursue additional resources, as appropriate. Very brief annotated descriptions are included for some resources; teachers should determine what resources are most appropriate for their students. **Note:** The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

## Associations

Aboriginal Youth Business Council	<a href="http://www.aybc.org">http://www.aybc.org</a>
Alberta Centre on Entrepreneurship and Disabilities	<a href="http://www.acs.ucalgary.ca/~aced">http://www.acs.ucalgary.ca/~aced</a>
Better Business Bureau	<a href="http://www.bbb.org">http://www.bbb.org</a>
Canadian Banker's Association	<a href="http://www.cba.ca">http://www.cba.ca</a>
Canadian Community Newspaper Association	<a href="http://www.cena.ca">http://www.cena.ca</a>
Canadian Foundation for Economic Education	<a href="http://www.cfee.org/en/">http://www.cfee.org/en/</a>
Canadian Internet Handbook	<a href="http://www.handbook.com">http://www.handbook.com</a>
Canadian Management Association	<a href="http://www.cma-canada.org/">http://www.cma-canada.org/</a>
Canada-Ontario Business Service Centre	<a href="http://www.cbcs.org/ontario">www.cbcs.org/ontario</a>

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Canadian Shareowners' Association	<a href="http://www.shareowner.ca">http://www.shareowner.ca</a>
Canadian Venture Capital Association	<a href="http://www.cvca.ca">http://www.cvca.ca</a>
Canadian Youth Business Foundation	<a href="http://www.cybf.ca">http://www.cybf.ca</a>
CBRC - Community Business Resource Centre	<a href="http://www.cbrc.com">http://www.cbrc.com</a>
The Centre for Entrepreneurship Education and Development	<a href="http://www.ceed.ednet.ns.ca">http://www.ceed.ednet.ns.ca</a>
Credit Counselling Service of Toronto	<a href="http://www.creditcanada.com">http://www.creditcanada.com</a>
Credit Union Central of Ontario	<a href="http://www.cuco.on.ca">http://www.cuco.on.ca</a>
EMG - Entrepreneurial Manufacturing Generator	<a href="http://www.emgweb.com">http://www.emgweb.com</a>
Girlsareit	<a href="http://www.girlsareit.com">http://www.girlsareit.com</a>
Investor Learning Centre of Canada	<a href="http://www.investorlearning.ca">http://www.investorlearning.ca</a>
Junior Achievement of Canada	<a href="http://www.jacan.org">http://www.jacan.org</a>
KidsNRG	<a href="http://www.kidsNRG.com">http://www.kidsNRG.com</a>
London Community Small Business Centre	<a href="http://www.lcsbc.on.ca">http://www.lcsbc.on.ca</a>
MLS (Multiple Listing Service) Online	<a href="http://www.MLS.ca">http://www.MLS.ca</a>
Northern Light	<a href="http://www.nlsearch.com">http://www.nlsearch.com</a>
Ontario Women's Directorate	<a href="http://www.gov.on.ca/owd">http://www.gov.on.ca/owd</a>
Sample Business Plans	<a href="http://www.bplans.com">http://www.bplans.com</a>
Schoolnet	<a href="http://www.schoolnet.ca">http://www.schoolnet.ca</a>
The Association of Collegiate Entrepreneurs	<a href="http://www.acecanada.ca">http://www.acecanada.ca</a>
The Canadian Industrial Innovation Centre	<a href="http://www.innovationcentre.ca">http://www.innovationcentre.ca</a>
The Entrepreneur Institute of Canada	<a href="http://www.entinst.inter.net">http://www.entinst.inter.net</a>
The Entrepreneurship Centre	<a href="http://www.entrepreneurship.com">http://www.entrepreneurship.com</a>
The Young Entrepreneurs Network	<a href="http://www.idye.com">http://www.idye.com</a>
Women Entrepreneurs of Canada	<a href="http://www.wec.ca">http://www.wec.ca</a>
Yellowhead East Business Development Corporation	<a href="http://www.yebdc.ab.ca">http://www.yebdc.ab.ca</a>
Young Biz.com	<a href="http://www.youngbiz.com">http://www.youngbiz.com</a>
Young Entrepreneurs Association	<a href="http://www.yea.ca">http://www.yea.ca</a>

### Church Organizations

Ontario Conference of Catholic Bishops	<a href="http://www.occb.on.ca/">http://www.occb.on.ca/</a>
Catholic Information Network	<a href="http://www.cin.org/">http://www.cin.org/</a>
The Canadian Catholic Organization for Development and Peace	<a href="http://www.devp.org/">http://www.devp.org/</a>

### Church Documents

Documents of Vatican II	<a href="http://www.cin.org/vatiidoc.html">http://www.cin.org/vatiidoc.html</a>
Pastoral Constitution of the Church in the Modern World	<a href="http://www.cin.org/v2modwor.html">http://www.cin.org/v2modwor.html</a>
LABORUM EXERCENS (On Human Work)	<a href="http://www.cin.org/jp2ency/laborem.html">http://www.cin.org/jp2ency/laborem.html</a>

### Workplace Related Organizations

Canadian Auto Workers	<a href="http://www.caw.ca">http://www.caw.ca</a>
Canadian Labour Congress	<a href="http://www.clc-ctc.ca">http://www.clc-ctc.ca</a>
Canadian Nurses Association	<a href="http://www.cna-nurses.ca">http://www.cna-nurses.ca</a>
Canadian Union of Public Employees	<a href="http://www.cupe.ca">http://www.cupe.ca</a>

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Communications, Energy and Paperworkers Union of Canada	<a href="http://www.cep.ca/en/">http://www.cep.ca/en/</a>
Service Employees International Union	<a href="http://www.seiu.org/">http://www.seiu.org/</a>
The Ontario Federation of Labour	<a href="http://www.ofl-fto.on.ca">http://www.ofl-fto.on.ca</a>
The Ontario Public Service Employees Union	<a href="http://www.opseu.org">http://www.opseu.org</a>
United Steelworkers of America – Canada	<a href="http://www.uswa.ca/">http://www.uswa.ca/</a>

### Books and Textbooks

*Solidarity: Christian Social Teaching and Canadian Society*, (Guided study programs in the Catholic Faith), 1986.

*Christian Justice: Sharing God's Goodness*, (Teacher's Manual), St. Mary's Press, Christian Brothers Publications, Winona Minnesota, 1995.

Beckhard Richard, Frances Hesselbein, and Marshall Goldsmith, eds. *The Organization of the Future*. San Francisco, California: Jossey-Bass Publishers, 1997.

Brand, Margaret and Ann Sparks. *Success in the Workplace*. Mississauga, Ontario: Copp Clark Pitman Ltd., 1990.

Caetano, R., J. Schermerhorn, and A. Templer. *Management For Productivity*. Toronto, Ontario: John Wiley & Sons, 1995.

Council on Economic Priorities. *The Corporate Report Card: Rating 250 of America's Corporations for the Socially Responsible Investor*. Toronto, Ontario: Dutton, Penguin Group, 1998.

Di Norcia, Vincent. *Hard Like Water: Ethics in Business*. Toronto, Ontario: Oxford University Press, 1998.

Lang, Jim. *Making Your Own Breaks*. Toronto, Ontario: Trifolium Books, Inc., 1994.

Mariotti, Steve. *The Young Entrepreneur's Guide to Starting and Running a Business*. Toronto, Ontario: Random House of Canada, 1996.

A practical guide with many case studies and applications.

McLean, J.W. and William Weitzel. *Leadership: Magic, Myth, or Method?* New York, NY: American Management Association AMACOM, 1992.

Discusses the current issues in management succinctly and is rooted in an historical and philosophical approach easily transported to the classroom. Topics include transformational leadership.

Popcorn, Faith and Lys Marigold. *Clicking 16 Trends to Future Fit Your Life, Your Work and Your Business*. New York, NY: Harper Collins Publisher, 1996.

Popcorn, Faith and Lys Marigold. *Clicking: 17 Trends that Drive Your Business and Your Life*. New York, NY: Harper Collins, 1997.

Updated on the eve of the new millennium, Popcorn and Marigold revisit, amend, and add new trends that their research has indicated will become the new reality.

Rabbior, Gary. *Teaching Strategies for Entrepreneurship Education*. Toronto, Ontario: MET, 1998.

Schincariol, David. *Start and Run a Profitable Student Business*. Vancouver, British Columbia: Self-Counsel Press, 1995.

This book offers entrepreneurs affordable business start-up suggestions.

Secretan, Lance H.K. *Reclaiming Higher Ground: Creating Organizations that Inspire the Soul*. Toronto, Ontario: MacMillan Canada, 1996.

Timmons, Jeffrey Aj. *New Venture Creation Revised*, 4th ed. Boston, Massachusetts: Irwin McGraw-Hill, 1994.

Vesper, Karl H. *New Venture Strategies Revised Edition*, Englewoods Cliffs, New Jersey, Prentice Hall, 1990.

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## Textbooks

De Jordy, Herve, Michael Lieper, and Michael Schultz. *The Entrepreneurial Spirit*. Toronto, Ontario: McGraw-Hill Ryerson Limited, 1991. ISBN 0-471-79565-8

Kretchman, M. Lily, Lori Cranson, and Bill Jennings. *Entrepreneurship Creating a Venture*. Toronto, Ontario: John Wiley and Sons Canada Limited, 1991. ISBN 0-07-549931-2

## Banks, Trusts, and Credit Unions

Representatives from the financial institutions could be resources when working on business plans. Most of these institutions have venture capital programs for youth who engage in entrepreneurial activity.

Bank of Montreal	<a href="http://www.bmo.com/">http://www.bmo.com/</a>
Bank of Nova Scotia	<a href="http://www.scotiabank.com/">http://www.scotiabank.com/</a>
Canadian Imperial Bank of Commerce	<a href="http://www.cibc.com">http://www.cibc.com</a>
Canada Trust	<a href="http://www.canadatrust.com">http://www.canadatrust.com</a>
Royal Bank of Canada	<a href="http://www.royalbank.ca/">http://www.royalbank.ca/</a>
Credit Union Central of Ontario	<a href="http://www.cuco.on.ca/">http://www.cuco.on.ca/</a>
Laurentian Bank	<a href="https://www.lbcdirect.laurentianbank.ca/login/Retail">https://www.lbcdirect.laurentianbank.ca/login/Retail</a>
TD Bank	<a href="http://www.tdbank.ca/">http://www.tdbank.ca/</a>
National Bank of Canada	<a href="http://www.nbc.ca/index_e.html">http://www.nbc.ca/index_e.html</a>

## Corporations

The grade 10 Introduction to Business (<http://www.curriculum.org/occ/profiles/10/10busc.htm>) Catholic Profile identifies Canada's best known companies and their web sites. Students could select a company to investigate in order to determine how it encourages, promotes, and creates an enterprising work environment.

## Government

Human Resources Development Canada  
<http://www.toronto-hrhc.sto.org/Includes/Rootdirectory/Common/hrdc.shtml>

Industry Canada  
[http://strategis.ic.gc.ca/sc\\_ecnmy/engdoc/homepage.html](http://strategis.ic.gc.ca/sc_ecnmy/engdoc/homepage.html)

Revenue Canada  
<http://www.rc.gc.ca>

Statistics Canada  
<http://www.statcan.ca/start.html>

Youth Resource Network of Canada  
<http://www.youth.gc.ca/>

Canada/Ontario Business Services  
<http://www.cbsc.org/ontario/index.html>

Ontario Ministry of Economic Development and Trade  
<http://www.ontario-canada.com>

Business Development Bank  
<http://www.bdc.ca>

Team Canada Inc.  
[www.exportsource.gc.ca](http://www.exportsource.gc.ca)

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## Online Magazines

Teachers can become familiar with the websites listed below prior to the course, and before the start of each new unit to get ideas for lesson planning. There is a great deal of current information, analysis, archival material, and other relevant links. They may want to assign students the task of summarizing or annotating these publications as one method to cover the vast amount of material available.

Canadian Business Magazine	<a href="http://www.canbus.ca">http://www.canbus.ca</a>
E-Business Magazine	<a href="http://www.hp.com/Ebusiness">http://www.hp.com/Ebusiness</a>
Entrepreneur Magazine	<a href="http://www.entrepreneurmag.com">http://www.entrepreneurmag.com</a>
Fast Company Magazine	<a href="http://www.fastcompany.com">http://www.fastcompany.com</a>
Inc. Magazine	<a href="http://www.inc.com/incmagazine">http://www.inc.com/incmagazine</a>
MacLean's Magazine	<a href="http://www.macleans.ca">http://www.macleans.ca</a>
Marketing Magazine	<a href="http://www.marketingmag.ca">http://www.marketingmag.ca</a>
Planning for Profits Magazine	<a href="http://www.planningforprofits.com">http://www.planningforprofits.com</a>
Profit Magazine	<a href="http://www.profitguide.com">http://www.profitguide.com</a>
Strategy Magazine	<a href="http://www.strategymag.com">http://www.strategymag.com</a>

## Online Newspapers

Catholic New Times	
Le Droit d'Ottawa	<a href="http://www.ledroit.com/encours/01_actualites/accueil__self.stm">http://www.ledroit.com/encours/01_actualites/accueil__self.stm</a>
The Globe and Mail	<a href="http://www.globeandmail.ca">http://www.globeandmail.ca</a>
The Hamilton Spectator	<a href="http://www.hamiltonspectator.com/">http://www.hamiltonspectator.com/</a>
The Kingston Whig-Standard	<a href="http://www.kingstonwhigstandard.com/">http://www.kingstonwhigstandard.com/</a>
The London Free Press	<a href="http://www.canoe.ca/LondonFreePress/home.html">http://www.canoe.ca/LondonFreePress/home.html</a>
National Post	<a href="http://www.nationalpost.com">http://www.nationalpost.com</a>
The Ottawa Citizen	<a href="http://www.ottawacitizen.com/">http://www.ottawacitizen.com/</a>
The Sault Star	<a href="http://www.saultstar.com/">http://www.saultstar.com/</a>
Torstar Corp	<a href="http://www.torstar.com">http://www.torstar.com</a>
The Windsor Star	<a href="http://www.southam.com/windsorstar/">http://www.southam.com/windsorstar/</a>

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## **Coded Expectations, Introduction to Entrepreneurial Studies, Grade 11, College Preparation, BDI3C**

### **Enterprising People and Entrepreneurs**

#### **Overall Expectations**

- EPV.01 · analyse the characteristics of enterprising people;
- EPV.02 · analyse the characteristics of entrepreneurs;
- EPV.03 · evaluate the contributions made by entrepreneurs;
- EPV.04 · assess their own entrepreneurial potential.

#### **Specific Expectations**

##### **The Enterprising Person**

- EP1.01 – describe the characteristics, motivations, abilities, attitudes, and aptitudes of an enterprising person;
- EP1.02 – identify and describe some enterprising people;
- EP1.03 – describe the contributions that enterprising people make in their school and community;
- EP1.04 – evaluate the personal benefits of being an enterprising person;
- EP1.05 – explain various ways in which they can be enterprising.

##### **The Entrepreneur**

- EP2.01 – describe the characteristics, motivations, abilities, attitudes, and aptitudes of an entrepreneur;
- EP2.02 – distinguish between an entrepreneur and an enterprising person;
- EP2.03 – explain the advantages and the disadvantages of being an entrepreneur;
- EP2.04 – describe how a variety of individuals have developed the skills and abilities of successful entrepreneurs.

##### **The Contributions of Entrepreneurs**

- EP3.01 – describe how entrepreneurs can enhance consumer satisfaction (e.g., through problem solving, innovation, invention, competition);
- EP3.02 – explain the connection between entrepreneurial activities and job and wealth creation (e.g., effect on the labour market, community prosperity, and availability of venture capital);
- EP3.03 – describe the impact that local entrepreneurs have had on their community;
- EP3.04 – determine how entrepreneurs have been agents of change.

##### **Self-assessment**

- EP4.01 – assess themselves to identify the entrepreneurial characteristics they possess;
- EP4.02 – describe ways in which they have been enterprising or entrepreneurial in the past;
- EP4.03 – analyse opportunities they have had to develop entrepreneurial skills and characteristics;
- EP4.04 – determine their interest in potential enterprising or entrepreneurial careers.

### **Ideas and Opportunities**

#### **Overall Expectations**

- IOV.01 · explain the importance of invention and innovation to venture creation;
- IOV.02 · analyse various methods of generating opportunities and ideas for new ventures;
- IOV.03 · generate realistic new ideas and identify possible opportunities for new ventures;
- IOV.04 · explain the process of market research;
- IOV.05 · identify a specific opportunity that can become the basis for a venture plan.

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## **Specific Expectations**

### **Invention and Innovation**

**IO1.01** – compare invention and innovation;

**IO1.02** – identify significant Canadian inventions and innovations;

**IO1.03** – describe the needs and wants that Canadian inventions and innovations have satisfied;

**IO1.04** – summarize the impact that specific Canadian inventions and innovations have had on people’s lives;

**IO1.05** – explain the relationship between innovation and technology;

**IO1.06** – describe how entrepreneurs have used innovations and/or inventions to start new ventures.

### **Sources of Opportunities and Ideas**

**IO2.01** – distinguish between an idea and an opportunity;

**IO2.02** – explain how new ventures have been developed in response to consumer needs or wants;

**IO2.03** – describe new goods and services that have been developed by improving upon existing goods and services;

**IO2.04** – describe how similar needs and wants have been satisfied in different ways;

**IO2.05** – identify, from a variety of sources (e.g., books, magazines, personal observation, the Internet), possible ideas for new ventures;

**IO2.06** – analyse current economic and social trends in order to find ideas for new ventures.

### **Generating Ideas**

**IO3.01** – identify unsatisfied consumer needs and wants by applying a problem-solving model;

**IO3.02** – apply creative-thinking strategies (e.g., mind mapping, brainstorming) to determine possible solutions to an identified consumer problem;

**IO3.03** – select the best idea for a new product or service by applying a decision-making model.

### **Market Research**

**IO4.01** – explain how to determine whether the demand for a good or service exists;

**IO4.02** – describe the characteristics (e.g., demographic, geographic, socio-economic) of potential target markets;

**IO4.03** – evaluate the potential competition for the new product or service;

**IO4.04** – describe various methods of reaching potential target markets.

### **Choosing an Opportunity**

**IO5.01** – identify potential opportunities for a new venture;

**IO5.02** – evaluate new-venture opportunities to determine their viability (e.g., financial, technological);

**IO5.03** – evaluate new-venture opportunities in terms of the students’ personal skills and interests;

**IO5.04** – choose a specific opportunity as a basis for a new venture.

## **Organizing Resources**

### **Overall Expectations**

**ORV.01** · analyse the resources that could be required to create a new venture;

**ORV.02** · demonstrate an understanding of the components of an effective production plan;

**ORV.03** · demonstrate an understanding of the components of an effective marketing plan.

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## **Specific Expectations**

### **Resource Analysis**

- OR1.01** – determine the possible human resource needs (e.g., professional mentors, employees, partners, suppliers) for different types of ventures;
- OR1.02** – specify the land, buildings, capital, and equipment required for various types of ventures;
- OR1.03** – demonstrate the importance of inventory management for the entrepreneur;
- OR1.04** – identify and describe all the legal, insurance, and government regulatory requirements that must be met in starting a new venture (e.g., permits, government registrations, various types of insurance);
- OR1.05** – describe the services and infrastructure (e.g., light, heat, electricity, communication technology) usually required for a new venture.

### **The Production Plan**

- OR2.01** – summarize the process involved in producing a new product or delivering a new service;
- OR2.02** – determine the possible roles of employees in a specific new venture;
- OR2.03** – summarize the goods that may be required by a new venture (e.g., raw materials, supplies, equipment);
- OR2.04** – analyse the factors involved in acquiring the necessary goods for a new venture (e.g., finding sources of supply, financing start-up and leasing costs);
- OR2.05** – determine ways in which a new business might reduce start-up costs and financial risk.

### **The Marketing Plan**

- OR3.01** – compare ways in which a specific good or service can be distributed to customers;
- OR3.02** – compare ways of advertising and promoting a venture and its goods or services;
- OR3.03** – determine methods used to price a new product or service appropriately;
- OR3.04** – produce a marketing plan for a new product or service.

## **The Financial Plan**

### **Overall Expectations**

- FPV.01** · demonstrate how a venture can establish clear, specific, and measurable financial objectives;
- FPV.02** · demonstrate the purpose and structure of a cash-flow projection;
- FPV.03** · compare possible sources of capital required to meet a new venture's needs.

### **Specific Expectations**

#### **Financial Objectives**

- FP1.01** – compare various financial goals that an entrepreneur might establish for a new business venture (e.g., target total profit, return on investment, market share, output delivered, customers served);
- FP1.02** – determine the acceptable levels of profit and income for various types of new ventures;
- FP1.03** – demonstrate an understanding of the financial statements required by a new venture (e.g., income statement, balance sheet).

#### **Cash-Flow Projection**

- FP2.01** – summarize the importance of a cash-flow projection for a new venture;
- FP2.02** – describe situations that can lead to a cash-flow problem for a new venture;
- FP2.03** – distinguish between a cash-flow projection and an income statement.

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## **Acquiring Capital**

- FP3.01** – explain how to calculate the amount of start-up capital a new venture would require;
- FP3.02** – describe possible sources and methods of financing a new venture (e.g., government loans, private investors, public equity markets);
- FP3.03** – compare the advantages and disadvantages of different kinds of business financing;
- FP3.04** – explain how businesses can establish contingency plans if capital needs exceed the initial investment.

## **The Venture Plan**

### **Overall Expectations**

- VPV.01** · assess the importance of having a venture plan;
- VPV.02** · analyse the components of a venture plan;
- VPV.03** · develop a venture plan;
- VPV.04** · explain how to evaluate and revise a venture plan.

### **Specific Expectations**

#### **Importance of the Plan**

- VP1.01** – describe the purpose of a venture plan;
- VP1.02** – demonstrate the importance of having a plan that is written, organized according to a formal and accepted structure, and attractively presented;
- VP1.03** – determine the people or organizations that might be interested in the venture plan (e.g., venture capitalists, financial institutions, investors).

#### **Components of the Plan**

- VP2.01** – analyse the components of the venture plan (e.g., executive summary, market analysis, resource analysis, operating strategy);
- VP2.02** – outline the key steps in preparing a venture plan;
- VP2.03** – describe references and sources of information and advice that may facilitate the preparation of a venture plan.

#### **Development of the Plan**

- VP3.01** – describe the research required to develop the venture plan;
- VP3.02** – compare computer software obtained from banks, government departments, and private companies that can assist entrepreneurs in preparing a venture plan;
- VP3.03** – prepare a plan for a new venture.

#### **Evaluation and Revision of the Plan**

- VP4.01** – explain how people in the community may contribute to the evaluation and revision of a venture plan (e.g., entrepreneurs, bankers, friends, and family);
- VP4.02** – describe why it is important for a venture plan to be flexible and adaptable;
- VP4.03** – forecast conditions that may require the revision of the venture plan;
- VP4.04** – describe contingency plans that an entrepreneur should have for a new venture.

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

### A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

### An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

### A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner who**

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor who**

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member who**

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen who**

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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## Unit 2: Ideas and Opportunities

**Time:** 25 hours

### Unit Description

This unit starts by introducing the students to the concepts of invention and innovation. Students will appreciate the contributions that Canadian inventors and innovators have made to our country and the world. Next, the students will work through the process of recognizing an opportunity, generating ideas, evaluating the opportunity and ideas based on economic viability and Christian values and Catholic social teaching, and selecting an idea that will be the basis for the culminating activity of the course - the venture plan. Students will realize that opportunities are all around them and there are unlimited ideas that can be generated from those opportunities. Students will understand that even if an idea is legal, it may not be a moral activity. A fundamental question is always “can the idea be implemented for the service of humanity or is it to be for exploitation”. Students will understand the purpose and scope of market research and perform some research on a local level.

### Unit Planning Notes

An activity in this unit deals with developing creativity skills. Students should be encouraged to think outside the box and be as innovative and creative as possible. There are many different activities other than those listed here to encourage creative thinking. Generally speaking, students react favourably to these exercises and teachers are encouraged to try many different activities if time permits.

### Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Invention and Innovation	2.5 hours	CGE2b, CGE2e, CGE3c IOV.01, IOV.02, IO1.01, IO1.05, IO2.03, IO1.06	K/U; C; T/I	Define innovation and invention. Explore Patent web site. Report on local company.
2. Canadian Inventors and Innovators	5 hours	CGE1d, CGE1g, CGE1i, CGE2b, CGE2c, CGE2d, CGE5a, CGE5, CGE5c IOV.01, IOV.02, EPV.03, EPV.02, IO1.02, IO1.03, IO1.04, IO1.06	K/U; C; T/I	Assignment on Canadian inventors and innovators
3. Forecasting Areas of Opportunity	3.75 hours	CGE4d, CGE4f, CGE1d, CGE1g, CGE1i, CGE2b, CGE2c, CGE5a, CGE5b, CGE5c IOV.05, IOV.06, IO2.05, IO2.06	K/U; C; T/I	Assignment and presentation on future trends and opportunities
4. Generating Ideas	5 hours	CGE2e, CGE3b, CGE3c, CGE4f, CGE5a, CGE7a, CGE7i IOV.03, IO3.01, IO3.02, IO3.03	T/I; C; K/U; A; M C	Generating ideas activity. Assessment of Venture Plan idea
5. Conducting Market Research	5 hours	CGE2c, CGE3d, CGE4f, CGE5a, CGE5g, CGE7g IOV.04, IO4.01, IO4.02, IO4.03, IO4.04	K/U; T/I; A; M C; C	Primary market research assignment

6. Starting the Venture Plan	3.75 hours	CGE1d, CGE2c, CGE3b, CGE3c, CGE3d IOV.05, IO5.01, IO5.02, IO5.03, IO5.04	A; M C; C; T/I; K/U	Students will come up with possible opportunities and ideas for a venture, evaluate them and select the best.
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K/U = Knowledge/Understanding

T/I = Thinking/Inquiry

C = Communication

A = Application

MC = Making Connections

## Activity 1: Invention and Innovation

**Time:** 150 minutes

### Description

This activity introduces students to the concepts of invention and innovation. Students will understand the difference between the two concepts and will be introduced to Canada's impact in the area by looking through the Canada Patent website. Students will recognize the relationship between innovation and technology. Students will realize that Canadians have contributed to our country and the world through innovations and inventions. This activity sets the ground work for Activity 2.

### Strands(s) & Learning Expectations

**Strand(s):** Ideas and Opportunities

#### Overall Expectations

IOV.01 - explain the importance of invention and innovation to venture creation;

IOV.02 - analyse various methods of generating opportunities and ideas for new ventures.

#### Specific Expectations

IO1.01 - compare invention and innovation;

IO1.05 - explain the relationship between innovation and technology;

IO2.03 - describe new goods and services that have been developed by improving upon existing goods and services;

IO2.04 - describe how similar wants and needs have been satisfied in different ways;

IO1.06 - describe how entrepreneurs have used innovations and/or inventions to start new ventures.

Catholic Graduate Expectations:

CGE2b - reads, understands, and uses written material effectively;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

### Prior Knowledge & Skills

Students should have the ability to use the computer and access Internet sites.

### Planning Notes

A computer room with Internet access must be booked. If your school has an Internet usage policy, make sure that all students have followed proper procedure. All students should be reminded of proper and safe Internet usage.

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## Teaching/Learning Strategies

Have students, in pairs, come up with a list of what they think are the 10 most important inventions of the last 20 years. After they are done, have the students put the responses on the board.

As a class, determine which of these are true inventions (brand new), and which of these are innovations (modification of an existing product or service). At this point in the activity it would be appropriate to discuss ethical concerns. Can inventions/innovations be used to enhance or exploit one's life? What are the benefits and dangers? Come up with a definition for invention and innovation.

Define what a patent is. Hand out Canadian Patents (Appendix 2.1a) and allow the students time to complete. Discuss the students' answers.

Give each group a product or service that has been improved through innovation (e.g., car assembly, telephone, carpet cleaning, automobiles, computers, etc.) Have the groups think of as many changes (innovations) to the product or service as possible. Each group should then present to the class.

Arrange for students to visit a local company that has been innovative in some way (e.g., kitchen/food innovations, automotive/transportation innovations, outside/inside home maintenance innovations, clothing maintaining/cleaning innovations, communication innovations, etc.) and prepare a brief report outlining what the product or service is and how it is innovative. Teachers may choose to contact the Board's Assessment Officer to identify local businesses that are Catholic ratepayers.

## Assessment & Evaluation of Student Achievement

Formative assessment in the Knowledge/Understanding, Communication and Thinking/Inquiry areas through the observation of group work, class discussions, and a check of their Canadian Patents worksheet. The written report outlining the local service or product can be used for summative assessment.

## Accommodations

Pair students with good computer skills with those that are not as computer literate. In all cases, teachers should refer to student's IEP where applicable.

## Resources

Computer lab

## Appendices

Appendix 2.1a – Canadian Patents

## Activity 2: Canadian Inventors and Innovators

**Time:** 300 minutes

### Description

This activity is designed to allow students to identify and recognize the contributions of Canadian inventors and innovators. Students will research Canadian inventors and innovators and discuss how Canadian inventors and innovators use their entrepreneurial characteristics and skills to start new ventures to produce services that satisfy people's needs. Canadian inventors and innovators should be recognized as important role models who illustrate how to integrate their faith with life by devoting their energy to solve problems to better the human condition. Students will be encouraged to value their talents and to search for ways to invent or innovate products or services that better the human condition.

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## **Strand(s) & Learning Expectations**

**Strand(s):** Ideas and Opportunities

### **Overall Expectations**

IOV.01 - explain the importance of invention and innovation to venture creation;

IOV.02 - analyse various methods of generating opportunities and ideas for new ventures;

EPV.03 - evaluate the contributions made by entrepreneurs;

EPV.02 - analyse the characteristics of entrepreneurs.

### **Specific Expectations**

IO1.02 - identify significant Canadian inventors and innovations;

IO1.03 - describe the needs and wants that Canadian inventions and innovations have satisfied;

IO1.04 - summarize the impact that specific Canadian inventions and innovations have had on people's lives;

IO1.06 - describe how entrepreneurs have used innovations and/or inventions to start new ventures.

### **Ontario Catholic School Graduate Expectations**

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE1i - integrates faith with life;

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently in one or both of Canada's official languages;

CGE5a - works effectively as an interdependent team member;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society.

### **Prior Knowledge & Skills**

The ability to use the computer and access Internet sites.

### **Planning Notes**

A computer room with Internet access must be booked.

### **Teaching/Learning Strategies**

1. Have students complete a short quiz matching Canada's inventors/ innovators with their invention or innovative idea (Appendix 2.2a).
2. Allow students time to complete the quiz and then discuss their answers. Answers are found in Appendix 2.2b.
3. To discuss the contributions inventors and innovators have made to society, students should look at both for-profit and not-for-profit applications. Write the words "ADVANCE CHANGE" on the board. Working in small groups, students brainstorm phrases starting with each letter of the words "ADVANCE CHANGE" to describe contributions made by inventors and innovators. Have a spokesperson for each group tell the class their findings and assign students to record answers on the board. The discussion should include the many contributions of inventors and innovators.

Possible answers:

A	Agent of change
D	Develop unprecedented products
V	Voice concerns about need/want that can be satisfied in a better way
A	Add to competition, raising the quality, improving service, and lowering prices
N	Nurture economic development
C	Create new venture, products, services, and jobs
E	Energy used to solve human problems

C	Challenge the status quo
H	Hone existing products and services to make them better
A	Advance innovative technology and innovative methods of production
N	New way of thinking - improving the quality of life for others
G	Generate new opportunities for other inventors/innovators and entrepreneurs
E	Expand knowledge in science/technology and further research in area of expertise

4. In groups, students research a Canadian inventor or innovator. Students may use the names of inventors/innovators from the quiz or others approved by the teacher. Students make an oral presentation to the class, covering the following topics:
  - the background of the inventor/innovator;
  - the needs/wants satisfied by the creation of the invention/innovation;
  - how the entrepreneur used the invention/innovation to start new ventures/projects, and any the spin off ventures created as a result of their idea(s);
  - impact of the invention/innovation on the community and on the lives of others;
  - the inventor/innovator as a role model showing the rewards of using one's talents to make a positive contribution to society. Illustrate how the person has integrated his/her faith with life purpose by devoting energy to solving problems to better the human condition.
5. The teacher should assist students with research by advising them on the appropriate websites for researching:
  - Science Technology Centre - [www.stc.carleton.ca/index/html](http://www.stc.carleton.ca/index/html)
  - Canadian Foundation of Innovation - [www.innovation.ca](http://www.innovation.ca)
  - The Canadian Medical Hall of Fame - [www.cdnmedhall.org/inductees.html](http://www.cdnmedhall.org/inductees.html)
  - The National Research Council - [www.nrc.ca](http://www.nrc.ca)
  - Inventors - <http://inventors.tqn.com/science>
  - Canadian Science and Engineering Hall of Fame - [www.science-tech.nmstc.ca](http://www.science-tech.nmstc.ca)
6. For the presentation, students should make use of various media. Have the students hand in a written summary of their presentation. Guests may be invited to hear the presentations to help celebrate the accomplishments of the inventor/innovator.

### **Assessment & Evaluation of Student Achievement**

Formative assessment in the Knowledge/Understanding, Communication and Thinking/Inquiry areas through the observation of group work, class discussion. Summative assessment can be made through evaluation of the Canadian inventor/innovator presentation to the class. There are many presentation rubrics available for teacher use.

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## Accommodations

Pair students with good computer skills those that are not as computer literate.

## Resources

Computer lab with Internet access.

If possible, the teacher may gather additional material from the resource list included in the course outline.

## Appendices

Appendix 2.2a – Canadian Inventors and Innovators

Appendix 2.2b – Answer Key to Canadian Inventors and Innovators

## Activity 3: Forecasting Areas of Opportunity

**Time:** 225 minutes

### Description

This activity is designed to encourage students to notice “change” as a positive phenomenon that produces many areas of opportunity. Students will use the Internet, books, magazines, and personal observations to identify: a) changes of the Information Age, b) technological changes, c) major demographic groups, d) social trends and lifestyle changes, and e) global and economic trends to forecast areas of growth and opportunity. By identifying and forecasting future consumer needs and wants, the student is better able to generate and identify realistic opportunities for new ventures.

### Strand(s) & Learning Expectations

**Strand(s):** Ideas and Opportunities

#### Overall Expectations

IOV.02 - analyse various methods of generating opportunities and ideas for new ventures;

IOV.03 - generate realistic new ideas and identify possible opportunities for new ventures.

#### Specific Expectations

IO2.05 - identify, from a variety of sources, (e.g., books, magazines, personal observation, the Internet) possible ideas for new ventures;

IO2.06 - analyse current economic and social trends in order to find areas for new ventures.

#### Ontario Catholic School Graduate Expectations

CGE4d - responds to, manages and constructively influences change in a constructive manner;

CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills;

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1g - understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;

CGE1i - integrates faith with life;

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE5a - works effectively as an interdependent team member;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5c - develops one’s God-given potential and makes a meaningful contribution to society.

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## Prior Knowledge & Skills

Students must have basic library and Internet research skills to find magazines, books, and newspaper articles on specific topics. Students should know the difference between market-pulled opportunities and market-pushed opportunities.

## Planning Notes

The teacher needs to book a computer laboratory with access to the Internet. The teacher should book the Library/Resource Centre and have the librarian show students how to access Statistics Canada Data on Social Indicators and to show students the area of reserved books to help with their research. Ask the librarian to reserve all books dealing with the aforementioned trends. A suggested list includes the following books: *The Third Wave* by Alvin Toffler, *Megatrends* by John Naisbett, *The Popcorn Effect* by Faith Popcorn, *The Bagel Effect* by Paul Hoffert, *The End of Work* and *The Biotech Century* by Jeremy Rifkin, *Excelerate. Growing in the New Economy* by Nuala Beck, *Sex in the Snow* by Michael Adams, *The Next 20 Years of Your Life* by Richard Worzel, *Job Shift: How to Prosper In A Workplace Without Jobs* and *Creating YOU, Inc.*, by William Bridges, *Boom, Bust & Echo 2000* by David Foot, *Chips and Pop* by Robert Barnard, Dave Cosgrave, Jennifer Welsh, and *Tomorrow's Customers* by The Marketing and Economics Group of Clarkson/Gordon/Woods Gordon. The teacher might start a newspaper file of pertinent articles as well as save old copies of newspapers and magazines for students to use.

## Teaching/Learning Strategies

1. Begin the activity by defining and illustrating key terms such as: futurist, trend, fad, Industrial Age, Information Age, demographics, Baby Boomers, Nexus Generation, Baby Boom Echo, social and lifestyle trends, economic trends, global trends, technological changes, growth trend, declining trend, etc. See Appendix 2.3a.
2. Allow students time to complete the quiz and then discuss their answers. Answers may be found in Appendix 2.3b.
3. In groups, have students research each of the following topics, using the research material noted in the Planning Notes:
  - Changes in the Information Age
  - Technological Changes
  - Major Demographic Groups
  - Social and Lifestyle Trends
  - Economic and Global Trends
4. Students should set up their research in a chart format with the following headings:

Topic of Research	Key Facts and Anticipated Needs	Forecasted Opportunities for New Ventures
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Using various media (chart paper, overhead sheets, bulletin board, presentation software), the groups report to the class major facts on their topic including: a) the changes students have noticed around them, b) key information found in books, magazines, Internet, newspaper articles, c) analysis of data, d) anticipated consumer needs or wants relating to the topic. Students determine five to seven major growth areas and present forecasts for realistic opportunities for new ventures based on their research and analysis. Encourage students to think about opportunities promoting social responsibility and selecting new ventures that use one's potential to make meaningful contributions to society integrating faith with life. In a theological sense, this means that students are working for the Reign (the Kingdom) of God – to bring about justice, peace, and life to all.

5. During other group presentations students take notes on the worksheet provided. See Appendix 2.3c. (**Note:** The cells in the table in Appendix 2.3c should be expanded to a full page.) Student answers will vary.

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## **Assessment & Evaluation of Student Achievement**

Formative assessment in the Knowledge/Understanding, Communication and Thinking/Inquiry areas through the observation of group work and class discussion. Summative evaluation can be made through the student's presentation and report. There are many rubrics available for teacher use. Teachers can also assess the student's observation sheets made from the presentations. This will be a good indicator of the student's grasp on the subject matter and can be used in assessing learning skills as well.

## **Accommodations**

Pair students with good computer skills those that are not as computer literate.

## **Resources**

Computer lab with Internet access

See Planning Notes for names of books to help students research their project.

## **Appendices**

Appendix 2.3a – Forecasting Areas of Opportunity: Understanding the Vocabulary

Appendix 2.3b – Answer Key to Vocabulary Sheet

Appendix 2.3c – Group Presentations Worksheet

## **Activity 4: Generating Ideas**

**Time:** 300 minutes

### **Description**

This activity is designed to get students to begin the process of generating business ideas that are both creative and feasible. Students will examine their own school environments to determine what problems represent real opportunities, and what ideas are best suited to solving the problem. A formal set of idea evaluation criteria are established for students to use when generating and evaluating their own business ideas.

### **Strand(s) & Learning Expectations**

**Strand(s):** Ideas and Opportunities

#### **Overall Expectations**

1OV.03 - generate realistic new ideas and identify possible opportunities for new ventures;

#### **Specific Expectations**

IO3.01 - identify unsatisfied consumer needs and wants by applying a problem-solving model;

IO3.02 - apply creative-thinking strategies (e.g., mind mapping, brainstorming) to determine possible solutions to an identified consumer problem;

IO3.03 - select the best idea for a new product or service by applying a decision-making model.

#### **Ontario Catholic School Graduate Expectations**

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, and technology and information systems to enhance the quality of life;

CGE3b - creates, adapts, evaluated new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE4b - demonstrates flexibility and adaptability;

CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills;

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CGE5a - works effectively as an interdependent team member;  
CGE7a - acts morally and legally as a person formed in Catholic traditions;  
CGE7i - respects the environment and uses resources wisely;  
CGE7j - contributes to the common good.

### **Prior Knowledge & Skills**

Students must:

- distinguish the difference between ideas/opportunities;
- know the difference between invention and innovation;
- recognize the difference between market-pulled and product/service driven entrepreneurship;
- understand the role the entrepreneur has in bringing about change in society;
- know the rules of brainstorming.

### **Planning Notes**

Teachers will need large chart paper and markers. Locate profiles of entrepreneurs who have recognized an opportunity, generated a creative idea, and generated a venture from that idea. These may be print and/or media resources (see Resources).

### **Teaching/Learning Strategies**

1. a) Divide class into five to six groups. Pass out large chart paper and a couple of coloured markers to each group. Invite each group of students to list the top 10 problems that exist in their high school.  
b) When the groups have completed their top 10, they pass their list to the group next to them (rotate the lists in a clockwise manner). Each group examines the problems listed on the chart paper and decides which are the top 3 problems in the school. Cross off the other seven problems.  
c) They pass the revised list of 3 problems to the next group in a clockwise motion. Now groups must determine which of the 3 problems is the number 1 problem in the school. Cross off the other 2 problems, leaving the number 1 problem on the chart paper.  
d) This group passes the chart paper back to the original group. Each group must now brainstorm a list of 10 ideas to solve that problem. Repeat the process of evaluating and screening ideas as in parts a, b, c. Once student groups have the best idea returned to them, ask them if that was the idea they would have selected. Point out that what they were engaged in was the process of recognizing opportunities and ideas. In addition, they conducted basic market research to identify the opportunities and ideas that had merit.  
e) End the task by asking students what kinds of criteria they applied when selecting the best problems and the best solutions. Put responses on the board for students to copy into their notes.
2. Introduce students to a set of criteria that could be used to evaluate whether or not a business idea is worth pursuing (e.g., What are the start-up costs? What is market demand like? Where is the idea positioned on the product life cycle? What are the opportunity costs? Do you have the necessary skills required for such a business idea? What are potential competitors doing?). Have students evaluate their own business plan ideas by utilizing the same criteria as above.
3. Read the profile of an entrepreneur who recognized an opportunity/problem, developed a creative solution, and put that solution into widespread use in the marketplace. Questions that could be used for discussion are: Was this an example of market-pulled or product/service driven entrepreneurship? What criteria did this person use to evaluate the idea? Why did this idea become so successful in the marketplace? What characteristics and skills did this person possess that contributed to the success of the idea?

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4. Conclude the activity by evaluating other entrepreneurs' profiles to determine if their idea was market-pulled or product/service driven. Discuss what criteria were used by each of the entrepreneurs profiled to determine if the idea had merit. Why did some ideas fail? Examine the differences between trends and fads. Which are better for entrepreneurial efforts?
  5. Students apply a set of evaluation criteria to their own business plan ideas.

### **Assessment & Evaluation of Student Achievement**

The initial brainstorming activity involves students' in the Thinking/Inquiry and Communications categories of the Achievement Chart. To evaluate this component the teacher can use observation: How creative was the student-generated ideas to the problems? Was their evidence of lateral and divergent thinking? When the criteria used to evaluate ideas is studied, the students' Knowledge/Understanding of the concept can be assessed through either a written test or by applying the concept in a case study. The profile review and video provide excellent opportunities for students to Make Connections between the theory of how to generate and evaluate ideas, and what is practised in the real world.

### **Accommodations**

Some students may benefit from having the entrepreneurial profile read to them. The teacher could provide students with a copy of criteria used to evaluate ideas.

### **Resources**

De Jordy, Herve, Michael Lieper, and Michael Schultz. *The Entrepreneurial Spirit*. Toronto, Ontario: McGraw-Hill Ryerson Limited, 1991.

Kretchman, M. Lily, Lori Cranson, and Bill Jennings. *Entrepreneurship Creating A Venture*. Toronto, Ontario: John Wiley and Sons Canada Limited, 1991.

Video series: *The Spirit of Adventure: Opportunities and Ideas*.

## **Activity 5: Conducting Market Research**

**Time:** 300 minutes

### **Description**

Students will learn how a marketplace can be segmented using demographics, geographics, socio-economics, and psychographics. Students will describe the variety of techniques used to gather primary market research. They will conduct an examination of some primary research questionnaires to determine a set of guidelines that should be applied when constructing their own research survey. Working within their school communities, students will conduct primary market research about business ideas that target the teen market.

### **Strand(s) & Learning Expectations**

**Strand(s):** Ideas and Opportunities

#### **Overall Expectations**

IOV.04 - explain the process of market research.

#### **Specific Expectations**

IO4.01 - explain how to determine whether the demand for a good or service exists;

IO4.02 - describe the characteristics (e.g., demographic, geographic, socio-economic) of potential target markets;

IO4.03 - evaluate the potential competition for the new product or service;

IO4.04 - describe various methods of reaching potential target markets.

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## Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly with sensitivity to others;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills;

CGE5a - works effectively as an interdependent team member;

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

## Prior Knowledge & Skills

To be successful in examining market research, designing a research tool, and conducting quality market research, students must:

- understand the difference between consumer needs and wants;
- describe the difference between an idea and an opportunity;
- know the sources of secondary market research data;
- be able to generate a written report;
- be able to create bar graphs, pie graphs, and line graphs from a set of data.

## Planning Notes

Teachers should gather a selection of primary research questionnaires to use for review and critical analysis purposes. So that students can conduct primary market research in their school, teachers may need to speak with other classroom teachers ahead of time to determine if some class time can be set aside for students to complete market research surveys.

## Teaching/Learning Strategies

Use Appendix 2.5a to introduce the activity. (**Note:** The cells in the table in Appendix 2.5a should be expanded to a full page.) Have students describe in detail the type of consumer who would typically buy that type of automobile. After consumer profiles have been created for each automobile, discuss with students how they have used demographics, geographics, socio-economics, and psychographics to determine who the target market is. Examine why it is important for entrepreneurs to segment their marketplace into homogeneous groups, and why more than just one of the segmentation methods listed above should be used to develop thorough consumer profiles.

Develop a definition of what market research is and why it must be used. Discuss the instances when market research is required (e.g., to determine if there is a demand for a product or service, starting a new business, expanding an existing business, making changes to products/services). Use Appendix 2.5b to investigate the steps used when conducting market research. Students could copy these steps into their notes.

Examine the variety of research methods that are used to conduct primary market research. Students should write a definition in their notes for focus groups, observation, questionnaires, and product testing/experimentation.

After students have a general understanding of the variety of research methods used, focus on the research questionnaire. Begin by inviting students to share if they have ever participated in a research survey. What was being researched? What was the experience like? Have students work in pairs to develop a list of advantages and disadvantages when conducting research questionnaires over telephone, by mail, and in person. Create a master list as students share their ideas.

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Have students examine and evaluate existing market research questionnaires. The teacher may wish to show examples of well-designed surveys and poorly designed surveys. Develop a set of guidelines that should be applied when preparing a research questionnaire. Include such issues as: the purpose of a good introduction, survey length, the use of multiple choice and rating scale type questions, avoiding survey bias, where and when to ask more open-ended questions, when to ask for demographic data, and confidentiality issues.

Pass out copies of Appendix 2.5c to students. (**Note:** The text Appendix 2.5c should be expanded to a full page.) Read through the assignment together, answer any questions, and set students to the task of conducting primary market research, working in groups of three to four. Some components of the project might be completed as homework.

The research groups share their findings with the class in a five-minute presentation. To make an effective in-class presentation, students can use a variety of media such as the overhead projector, poster, or presentation software.

Students apply all concepts learned in this activity when conducting market research for their own business plans.

### **Assessment & Evaluation of Student Achievement**

This activity can be used to evaluate student learning in all four categories from the Achievement Chart.

- Early in the instructional process, when terms and vocabulary are being studied, the focus is on Knowledge/Understanding. A summative test at the end of the unit can be used to evaluate this.
- As students explore and critique a variety of questionnaires, in order to be able to effectively design their own market research tool, Thinking/Inquiry skills can be evaluated. When students are engaged in the market research process, the Application/Making Connections category can be evaluated. The research tool, designed by each group, can be used to evaluate both of these categories.
- The class presentation that summarizes market research findings can be used to evaluate Communication skills.

### **Accommodations**

Some students may benefit from unit notes being provided for them. Realistic expectations should be expressed to the student early in the project. Students may need access to their notes and text during a summative test. As well, they may require some assistance with scribing ideas during a test. A resource teacher may need to review material with the student prior to testing. Teachers will consult individual student IEPs for specific direction on accommodation for individuals.

### **Resources**

De Jordy, Herve, Michael Lieper, and Michael Schultz. *The Entrepreneurial Spirit*. Toronto, Ontario: McGraw-Hill Ryerson Limited, 1991.

Doman, Don, Dell Dennison, and Margaret Doman. *Look Before You Leap: Market Research Made Easy*. Vancouver, British Columbia: Self-Counsel Press, 1993.

Kretchman, M. Lily, Lori Cranson, and Bill Jennings. *Entrepreneurship Creating A Venture*, Toronto, Ontario: John Wiley and Sons Canada Limited, 1991.

### **Appendices**

Appendix 2.5a – Automobiles and the Consumers Who Drive Them!

Appendix 2.5b – The Steps Used In Marketing Research

Appendix 2.5c – Conducting Primary Market Research Assignment

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## Activity 6: Starting the Venture Plan

**Time:** 225 minutes

### Description

Students will draw on information obtained in Unit 1 and Unit 2 to establish an opportunity and an idea for their final venture plan assignment. The students will evaluate their own skills and characteristics (see Unit 1) as well as those of group members to come up with possible opportunities for a venture. Students will then evaluate those opportunities and select one from which they will come up with ideas. The ideas will be evaluated and used as the basis for their venture plan.

### Strand(s) & Learning Expectations

**Strand(s):** Ideas and Opportunities

#### Overall Expectations

IOV.05 - identify a specific opportunity that can become the basis for a venture plan.

#### Specific Expectations

IO5.01 - identify potential opportunities for a new venture;

IO5.02 - evaluate new-venture opportunities to determine their viability (e.g., financial, technological);

IO5.03 - evaluate new-venture opportunities in terms of the students' personal skills and interests;

IO5.04 - choose a specific opportunity as a basis for a new venture.

#### Other Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE2c - presents information and ideas clearly and honestly with sensitivity to others;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience.

### Prior Knowledge & Skills

- Individual assessment of entrepreneurial skills and characteristics from Unit 1.
- An understanding of the concepts of opportunities and ideas.

### Planning Notes

Teachers will decide if the final venture plan is to be completed individually or in groups. This activity is set up for group work.

### Teaching/Learning Strategies

1. Introduce the concept of the venture plan reminding students to select their group members wisely. In their groups, students work through Getting to Know My Group (Appendix 2.6a). (**Note:** The cells in the table in Appendix 2.6a should be expanded to a full page.)
2. Students should brainstorm for opportunities for their venture plan based on their common interests, hobbies, beliefs, and values. At the end of the time allocated to group work, each group should have at least five opportunities that are of interest.
3. As a class, examine the criteria that should be used to evaluate an opportunity. In their groups students suggest positive characteristics of an opportunity (e.g., it is an area of growth: aging population) and negative characteristics (e.g., the opportunity is not of interest to you personally). Bring the groups together and summarize results.

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4. Students select an opportunity based on criteria learned in class. From that opportunity, students brainstorm for ideas. Groups evaluate the ideas they have come up with based on the criteria learned in Activity 5 in this unit. Students should practise proper consensus building and mediation in light of Gospel teachings. The final idea should be based on economic viability as well as Christian values and Catholic Social Teaching. Students are now ready to start the venture plan process. They must prepare a report containing:
- group member names
  - a description of the opportunity. The opportunity should be evaluated based on criteria discussed earlier in class.
  - a description of the idea resulting from the opportunity. The idea is evaluated based on the criteria discussed earlier in class.

### **Assessment & Evaluation of Student Achievement**

Formative assessment in the Application/Making Connections, Communication, and Thinking/Inquiry areas includes the observation of group work as they develop their opportunity and ideas. Summative assessment in the Knowledge/Understanding area is the evaluation of the submitted report.

### **Appendix**

Appendix 2.6a – Getting to Know My Group

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## Appendix 2.1a

### Canadian Patents

1. Go to the Canada Patent website:  
<http://patents1.ic.gc.ca/intro-e.html>
2. Take the **GUIDED TOUR** of the site. This should take about five minutes. Return to the opening page when you are done.
3. Let's look at a patented invention. Look under **SEARCH OPTIONS** and click on **NUMBER**. In this area you can key in a number and find a patent. Key in number **1096460**.  
What is patent number 1096460 a patent for? \_\_\_\_\_.  
Who invented it? \_\_\_\_\_.  
When was it invented? \_\_\_\_\_.
4. Click on **VIEW OR DOWNLOAD IMAGES** and select drawings to see the inventor's drawings of the item.
5. Go back to the **BASIC SEARCH** section and perform a search for automobile burglar alarm.  
How many have been patented in Canada? \_\_\_\_\_  
Was the alarm no. 1096460 the first alarm created? \_\_\_\_\_  
Is patent number 1096460 an invention or an innovation? Why? \_\_\_\_\_

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6. Perform other searches for different items (e.g., computers, toothpaste, etc.). Notice all the innovations. List four inventions and four innovations that you found on this site.

Inventions

Innovations

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## Appendix 2.2a

### Canada's Inventors & Innovators

Canadian inventors have patented more than one million inventions yet most inventors in the world of science and technology go unrecognized. Canadians have created many new innovations and have started initiatives that are recognized around the world.

**Match the Canadian inventor/innovator on the left with their invention/innovation on the right. Place the number in the space provided.**

Inventor/Innovator	Invention/Innovation
1. James Gosling	_____ discovered gene carrying cystic fibrosis defect
2. Imants Lauks	_____ computerized Braille
3. Terry Fox	_____ first pulp paper plant & newsprint
4. Lap-Chee Tsui and Team	_____ Marquis wheat
5. Spar Aerospace/National Research Council	_____ first proposed universal health care system for Canada and introduced mobile blood banks on the battlefield
6. Dr. Norman Bethune	_____ telephone
7. Thomas Carroll	_____ snowblower
8. Dr. Henri Breault	_____ silicon chip blood analyzer
9. Roland Galarneau	_____ first commercial jet transport in western hemisphere
10. Arthur Sicard	_____ JAVA programming language
11. Reginald Fessenden	_____ television camera
12. Dr. Frederick Banting, Dr. Charles Best, and James C. Collip	_____ “Marathon of Hope” raising 24.7 million for cancer research
13. Joseph-Armand Bombardier	_____ Bliss Board using blissymbolics
14. James Floyd	_____ zipper
15. Rachel Zimmerman	_____ electric street car, electric oven
16. Sir Charles Saunders	_____ wireless AM radio and television system
17. Thomas Ahearn	_____ automatic potato digger
18. F. C. P. Henroteau	_____ snowmobile
19. Gideon Sunback	_____ cancer treatment using cobalt 60
20. William Allin and William Stiggins	_____ self-propelled combine harvester
21. Charles Fenerty	_____ insulin
22. Alexander Graham Bell	_____ child-proof medicine cap
23. Dr. Thomas Green	_____ CANADARM Robotic Space Arm

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## Appendix 2.2b

### Canada's Inventors & Innovators

Canadian inventors have patented more than one million inventions yet most inventors in the world of science and technology go unrecognized. Canadians have created many new innovations and have started initiatives that are recognized around the world.

**Match the Canadian inventor/innovator on the left with their invention/innovation on the right. Place the number in the space provided**

Inventor/Innovator	Invention/Innovation
1. James Gosling	4 discovered gene carrying cystic fibrosis defect
2. Imants Lauks	9 computerized Braille
3. Terry Fox	21 first pulp paper plant & newsprint
4. Lap-Chee Tsui and Team	16 Marquis wheat
5. Spar Aerospace/National Research Council	6 first proposed universal health care system for Canada and introduced mobile blood banks on the battlefield
6. Dr. Norman Bethune	22 telephone
7. Thomas Carroll	10 snowblower
8. Dr. Henri Breault	2 silicon chip blood analyzer
9. Roland Galarneau	14 first commercial jet transport in western hemisphere
10. Arthur Sicard	1 JAVA programming language
11. Reginald Fessenden	18 television camera
12. Dr. Frederick Banting, Dr. Charles Best, and James C. Collip	3 "Marathon of Hope" raising 24.7 million for cancer research
13. Joseph-Armand Bombardier	15 Bliss Board using blissymbolics
14. James Floyd	19 zipper
15. Rachel Zimmerman	17 electric street car, electric oven
16. Sir Charles Saunders	11 wireless AM radio and television system
17. Thomas Ahearn	20 automatic potato digger
18. F. C. P. Henroteau	13 snowmobile
19. Gideon Sunback	23 cancer treatment using cobalt 60
20. William Allin and William Stiggins	7 self-propelled combine harvester
21. Charles Fenerty	12 insulin
22. Alexander Graham Bell	8 child-proof medicine cap
23. Dr. Thomas Green	5 CANADARM Robotic Space Arm

## Appendix 2.3a

### Forecasting Areas of Opportunity

#### Understanding the Vocabulary

**Instructions:** Match the term on the left with the correct definition on the right.

Term	Definition
1. forecast	___ The historical time period described by Alvin Toffler, when people gave up a rural farming way of life for an industrial, urban lifestyle
2. technological change	___ General direction associated with changes relating to financial, wealth, or promotion of commercial prosperity
3. fad	___ One-third of the Canadian population, born between 1947 and 1966
4. trend	___ Direction of change that impacts the entire world
5. Information Age	___ A carefully determined prediction or vision of the future based on analysis of the past events and organizing data into effective information to determine trends
6. demographics	___ A change measured over time that continues to wane or decrease
7. futurist	___ Reducing the number of employees to become more cost efficient and reduce expenses
8. Industrial Age	___ A change measured over time that continues to increase or grow
9. Baby Boomers	___ A person who predicts the future based on observed trends like Alvin Toffler, John Naisbett, and Faith Popcorn
10. Nexus Generation (Gen. X)	___ Alvin Toffler's description of the time period characterized by rapid change in lifestyles and institutions brought about by new technologies and the explosion of knowledge
11. Baby Boom Echo	___ General direction associated with changes that reflect new scientific, and industrial processes
12. growth trend	___ Tendency or general direction in the process of change
13. declining trend	___ Direction of change that follows how people live, work, play and socialize
14. social and lifestyle trend	___ The study of the characteristics of a population e.g., size, age, number of children, and other social and economic factors
15. economic trend	___ Companies or institutions joining to reduce costs and combine products or services
16. global trend	___ A product or service with a very short lifecycle
17. downsizing	___ Over 7 million Canadians born between 1962 and 1979
18. merging	___ Children of the Baby Boomers born between 1980 and 1995

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## Appendix 2.3b

### Solutions to Appendix 2.3a

- 8 The historical time period described by Alvin Toffler, when people gave up a rural farming way of life for an industrial, urban lifestyle
- 15 General direction associated with changes relating to financial, wealth, or promotion of commercial prosperity
- 9 One-third of the Canadian population, born between 1947 and 1966
- 16 Direction of change that impacts the entire world
- 1 A carefully determined prediction or vision of the future based on analysis of the past events and organizing data into effective information to determine trends
- 13 A change measured over time that continues to wane or decrease
- 17 Reducing the number of employees to become more cost efficient and reduce expenses
- 12 A change measured over time that continues to increase or grow
- 7 A person who predicts the future based on observed trends like Alvin Toffler, John Naisbett, and Faith Popcorn
- 5 Alvin Toffler's description of the time period characterized by rapid change in lifestyles and institutions brought about by new technologies and the explosion of knowledge
- 2 General direction associated with changes that reflect new scientific, and industrial processes
- 4 Tendency or general direction in the process of change
- 14 Direction of change that follows how people live, work, play and socialize
- 6 The study of the characteristics of a population e.g., size, age, number of children, and other social and economic factors
- 18 Companies or institutions joining to reduce costs and combine products or services
- 3 A product or service with a very short lifecycle
- 10 Over 7 million Canadians born between 1962 and 1979
- 11 Children of the Baby Boomers born between 1980 and 1995

## Appendix 2.3c

### Forecasting Areas of Opportunity

Topic of Research	Key Facts and Anticipated Consumer, Public, Business Needs	Forecasted Areas of Opportunities for New Ventures
Changes in the Information Age		
Technological Changes		
Major Demographic Groups		
Social and Lifestyle Trends		
Economic and Global Trends		

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## Appendix 2.5a

<b>Automobiles and the Consumers Who Drive Them</b>
<b>Describe in detail the type of consumer who would typically use the following automobiles. Use at least 3 things to describe the type of consumer (e.g., how old they are, where they live, how much money they earn, gender).</b>
The latest model of GMC Sport Utility Vehicle:
A Ford crew-cab 4-wheel-drive half-ton truck:
A 2 door Nissan sports car (black in colour):
A Plymouth Montana dual sliding door mini-van:
The new PT Cruiser (light purple in colour):
A yellow Volkswagon Beetle:
A Mercedes Benz luxury sedan:
A Ford Escort mini-wagon:

## Appendix 2.5b

### The Steps Used In Marketing Research

Brainstorming Your Idea  
Formulating Your Hypothesis  
Identifying the Information You Need  
Researching All Secondary Sources  
Researching Primary Sources  
Analyzing/Interpreting Data  
Making Conclusions

Use Conclusions in Your Business Plan

## Appendix 2.5c

### Conducting Primary Market Research Assignment

Work in groups of three to four to conduct primary market research about a business idea that targets the teen market. Each group must complete the following steps:

#### Step 1

Brainstorm a business idea that may appeal to teens and young adults. Formulate your hypothesis.

#### Step 2

Design and computer generate a research questionnaire that explores the viability of your group's business idea (For copying purposes, keep the length of the questionnaire to one page on both sides). The objectives of your research questionnaire should be to determine if there is a demand for such a good/service, what price would be appropriate, how competitors rate, and what would be a suitable location/distribution strategy for such a business venture.

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## Appendix 2.5c (Continued)

### Step 3

Distribute the survey to a sample population in your school. Make sure your sample is reflective of the student population.

### Step 4

Tabulate and analyse results.

### Step 5

Draw conclusions. Create a visual presentation to communicate your findings. Wherever applicable, use bar graphs, pie graphs and charts to show your findings in a concise and visually appealing way. You might create an electronic presentation to summarize your findings.

### Step 6

Make presentation to class. Each member of the group must contribute to the planning, development, and delivery of the oral presentation.

#### Each group must submit a written report that includes:

- A description of what your business idea and hypothesis is;
- A clean copy of your research questionnaire;
- A summary report of your findings including any graphs, or charts used to show your findings.

#### The Market Research Project will be evaluated as follows:

- |  |                   |
|--|-------------------|
| a) the Research Questionnaire (How well did you follow design guidelines?) | = 25 marks        |
| b) the accuracy and clarity of your written Summary Report                 | = 15 marks        |
| c) the organization and delivery of your oral presentation                 | = 10 marks        |
| <b>Total</b>   | <b>= 50 marks</b> |

## Appendix 2.6a

### Getting to Know My Group

If you are going to work as a group to develop a venture plan, you need to find out as much as you can about each member of your group. Looking back over the work you have completed an entrepreneurial skills and characteristics, complete the following chart. First, take 10 minutes to record the information about yourself, then get together with your group and find out all you can about each other.

Group Member Name	Hobbies and Interests	Beliefs and Values	Entrepreneurial Skills	Entrepreneurial Characteristics
Me				