

Lesson Plan —Problem Solving for Entrepreneurs

Course Title: Entrepreneurship

Session Title: Problem Solving for Entrepreneurs

Performance Objective:

- Upon completion of this lesson, the student will be able to list the six steps in the problem-solving process and the advantages of brainstorming.

Specific Objectives:

- Students will list the six steps of the problem-solving model.
- Students will describe ways to improve your problem-solving skills.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **124.12(c)(7)(B)**
research and assess opportunities for business ventures
- **124.12(c)(9)(A)**
identify economic wants and needs
- **124.12(c)(9)(B)**
use information about supply and demand to predict their influence on entrepreneurial activities
- **124.12(c)(9)(E)**
analyze competitive strengths and weaknesses of an entrepreneurial venture
- **124.12(c)(20)(A)**
explain how entrepreneurs identify needs

Interdisciplinary Correlations:

English

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing.

110.42(b)(6)(B) – Vocabulary Development

... rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details

110.42(b)(7)(G) – Reading/comprehension

...summarize texts

110.42(b)(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time

Accommodations for Learning Differences:

It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the [Special Populations page](#) of this website.

Teacher Preparation:**References:**

1. Entrepreneurship Ideas in Action, Fourth Edition, Cynthia L. Greene, Southwestern Cengage
2. Making a Job: A Basic Guide to Entrepreneurship Readiness, Marilyn Kourilsky, Kauffman Foundation for Entrepreneurial Leadership.
3. USA Today and local newspapers

Instructional Aids:

1. "Problem Solving for Entrepreneurs" PowerPoint Presentation
2. Problem Solving for Entrepreneurs Independent Practice Assignment Sheet
3. Power of Communication PowerPoint Assignment #1
4. Power of Communication PowerPoint Rubric
5. Problem Solving for a Real Entrepreneur Assignment #2
6. Problem Solving for a Real Entrepreneur Rubric
7. The Art of Listening Assignment #3
8. The Art of Listening Rubric
9. Internet

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster board

Equipment Needed:

1. Computers for students to complete projects
2. Projector for PPT

Learner Preparation:

1. Students list the steps of the decision-making process and then describe how they can put these steps in action when making an important decision.
2. Students list important decisions that they must make during the next ten years. Then ask students to explain who they can consult to make better decisions.

Lesson Plan**Introduction (LSI Quadrant I):**

1. Explain the steps of the decision making process by giving students an example of a decision that they will have to make. One example of a decision can involve "where to attend college." Then explain why it is important to follow a process when making important decisions.

2. Divide the class into teams. Each team must write a major decision facing individuals or entrepreneurs. Then choose several decisions and explain how the problem-solving process is used to make the final decision.
3. Go to the DECA.org website and select sample role plays for students to practice their decision-making skills.


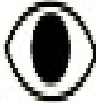

Important Terms for this Lesson:


- Brainstorming - creative problem-solving technique that involves generating a large number of fresh ideas

Outline










Outline (LSI Quadrant II):

Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
 	I. Use the Problem-Solving Process A. Step 1: Define the Problem of Their Own B. Step 2: Gather Information C. Step 3: Identify Various Solutions D. Step 4: Evaluate Alternatives and Select the Best Option E. Step 5: Take Action F. Step 6: Evaluate the Action	Give students different scenarios to incorporate steps of the decision-making process. You have been offered a career promotion in a different state. Your young family includes two children enrolled in the local school district. The new job will involve an annual \$35,000 pay increase. Use the problem-solving process to make a decision.
	II. Problem-Solving Skills A. Communicating is very important B. Brainstorming - creative problem-solving technique that involves generating a large number of fresh ideas C. Learning from mistakes	Show students an example of a well-written business letter. Explain how professional communication makes a great impact with the intended audience. Then ask students to compose/type a

		business letter that explains their expertise to a prospective client and asks for an appointment to explain what their company can do for the prospective customer.
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Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra- personal	Inter- personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III):

- Using the PowerPoint presentation, the teacher will explain the important steps for decision making by using examples that students can understand. Possible examples include deciding where to attend college, deciding on a career, and deciding whether to take a promotion that involves moving to another part of the country.
- Explain the definition of brainstorming and then split the class into teams consisting of two students. Ask the teams to list all possible ideas for a growing community to attract new businesses and industries. Then have the teams share their answers by writing results on the board. This provides a good example of brainstorming.

Independent Practice (LSI Quadrant III):

- Powers of Communication PowerPoint Assignment #1**
Communication skills are essential for problem-solving. Ask students to list three national or local leaders and prepare a PowerPoint presentation to explain how these leaders are strong communicators. The PowerPoint presentation must give examples of how each individual's communication skills were important for successful results.
- Problem Solving for a Real Entrepreneur Assignment #2**
Ask students to use the problem-solving model to develop a plan for a small business owner who runs a successful florist shop. The building leased by the florist has been sold to an individual who will convert the building to an interior

design business in six months.

- **The Art of Listening Assignment #3**

Ask students to research “Listening Skills.” Then have students prepare “Top Ten List to Improve Listening Skills” poster that includes graphics. The poster will be evaluated for content and impact.

Summary

Review (LSI Quadrants I and IV):

Q: What are the six steps in the problem-solving process?

A: The six steps are defining the problem, gather information, identify various solutions, evaluate alternatives and select the best option, take action, and evaluate the action.

Q: How can individuals improve their problem-solving skills?

A: Problem-solving can be improved through communication, brainstorming, and learning from mistakes.

Q: What is the definition for brainstorming?

A: Brainstorming is a creative problem-solving technique that involves generating a large number of fresh ideas.

MISTAKE = LEARNING

Individuals do not like to make mistakes; however, some of the greatest learning results from making mistakes. Ask students to write about a personal mistake that resulted in learning and positive results later in life.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed.

Formal Assessment (LSI Quadrant III, IV):

Use the assigned rubrics to evaluate the three Independent Practice Assignments (LSI Quadrant III)

Extension/Enrichment (LSI Quadrant IV):

1. Ask students to watch a post-game interview with a college or professional athlete or coach. Students should record common phrases (you know, and, ah) repeated by the person being interviewed. Then students must explain strategies for improving communication.
2. Ask students to research the nearest Small Business Administration. Students will call the SBA to request a guest speaker for class. Students will prepare an outline of information for the speaker to cover.

Entrepreneurship - Problem Solving for Entrepreneurs Independent Practice Assignment Sheet

Power of Communication PowerPoint Assignment #1

Communication skills are essential for problem-solving. List three national or local leaders and prepare a PowerPoint presentation to explain how these leaders are strong communicators. The PowerPoint presentation must list communication characteristics for each person and give examples of how each individual's communication skills were important for successful results. Your PowerPoint presentation must have six or more slides. The project will be evaluated for organization, oral presentation, content, and attractiveness.

Problem Solving for a Real Entrepreneur Assignment #2

Use the problem-solving model to develop a plan for a small business owner who runs a successful florist shop. The building leased by the florist has been sold to an individual who will convert the building to an interior design business in six months. The student's team (2 students) must present the decision-making process for the florist shop entrepreneur to use in order to make a decision for the location of their business in six months. The presentation will be evaluated for content, comprehensiveness, preparedness, enthusiasm, and clear communication.

The Art of Listening Assignment #3

Research "Listening Skills" and prepare a "Top Ten List to Improve Listening Skills" poster that includes graphics. The poster will be evaluated for required elements, content accuracy, knowledge gained, attractiveness, and graphics clarity.

Entrepreneurship - Problem Solving for Entrepreneurs Multimedia Project Rubric: Power of Communication Assignment #1

Student Name: _____

CATEGORY	25	20	15	10 or less
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc., to enhance the presentation.	Makes good use of font, color, graphics, effects, etc., to enhance to presentation.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content.	Use of font, color, graphics, effects, etc., but these often distract from the presentation content

Total Score _____
Maximum 100 Points

Entrepreneurship - Problem Solving for Entrepreneurs Oral Presentation Rubric

Assignment #2

Student Name: _____

CATEGORY	20	15	10	5 or less
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Total Score _____
Maximum 100 Points

Entrepreneurship - Problem Solving for Entrepreneurs Making A Poster Rubric: The Art of Listening Assignment #3

Student Name: _____

CATEGORY	20	15	10	5 or less
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Total Score _____
Maximum 100 Points