

---

---

# Career Development

---



---

*Secondary Cycle Two*  
(604-402/604-404)

## A First Entrepreneurial Experience

### *TEACHER'S GUIDE*



---

---

## TABLE OF CONTENTS

Introduction	page 3
1. Characteristics of the Learning and Evaluation Situation	page 4
1.1 Specific characteristics	page 4
1.2 The learning and evaluation process	page 4
The learning and evaluation process poster	page 5
1.3 Available materials	page 6
1.4 Duration	page 6
1.5 Evaluation tools	page 6
1.6 Content of the learning and evaluation situation	page 7
1.7 Summary of the learning and evaluation situation	page 8
1.8 Integrative diagram of the learning and evaluation situation	page 10
2. Procedure	page 11
2.1 Preparation steps	page 11
2.2 Implementation	page 12
Step 1	page 12
Step 2	page 14
Step 3	page 16
Step 4	page 18
Step 5	page 19
2.3 Integration	page 20

---

---

## INTRODUCTION

This learning and evaluation situation (LES) allows students to start the year with a first entrepreneurial experience. It gives them an opportunity to become familiar with the content and specific vocabulary of the Entrepreneurship program and to implement a first entrepreneurial project. By introducing students to the broad area of learning (BAL) Health and Well-Being, it encourages them to take responsibility and to adopt good habits with respect to health, safety and sexuality.

This learning situation is optional and can be used in full or in part.

Some of the tasks have been tested in the classroom and validated by teachers.

Each private school or school board is responsible for photocopying the related documents.

It is important to remind students to thank any partners who helped them implement their project and to warn them of the need to respect intellectual property rights.

To maximize the amount of time devoted to implementing the project, certain activities, such as the résumé of expertise, can be done at home.

This learning and evaluation situation should not be used as the sole source of information for evaluating competency development in entrepreneurship.

---

---

# 1. CHARACTERISTICS OF THE LEARNING AND EVALUATION SITUATION

## 1.1 Specific characteristics

The following is a list of the icons used in this learning and evaluation situation.

They represent:

- elements of the program



Competency 1



Competency 2

- elements associated with the evaluation of both competencies



Evaluation/Assessment/Teacher feedback

- suggested work methods



Write here / Respond / Action required



Web resource



Work alone/individual/all about me



Working in pairs / small group



A question for you to answer

## 1.2 The learning and evaluation process

You will note that this learning and evaluation situation contains links to the **learning and evaluation process** in the Entrepreneurship program (shown on page 5). This process was developed to meet teaching and evaluation planning needs. It is a tool that can be used by both teachers and students. In order to illustrate the synergy that exists between the two competencies, their key features and their development, the process involves four phases: Profile, Ponder, Plan and Proceed. In the different activities proposed in the LES, students will be called upon to move back and forth among these phases.

For example, a student who is implementing his or her project (Exploration/Experimentation phase), realizes (Self-knowledge phase) that the task assigned (Planning phase) is not suited to his or her aptitudes. During an opportunity for regulation (Reflection phase), he or she can rethink the assignment with his or her groupmates (Planning phase).

## The learning and evaluation process is also integrated into the different documents

(The process is explained in the online training for the Entrepreneurship programme, section 2)



# Learning and Evaluation Process

\*Québec Education Program  
Secondary Cycle Two  
Entrepreneurship

### Competency 1\*

*The student... Determines his/her suitability for entrepreneurship*

#### Determines his/her entrepreneurial profile

- Recognizes his/her entrepreneurial qualities
- Determines his/her ability to use appropriate strategies
- Determines his/her ability to use necessary resources

#### Broadens his/her view of entrepreneurship

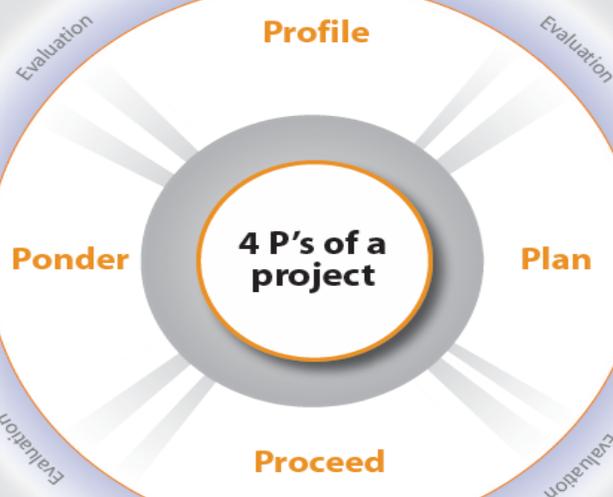
- Compares his/her entrepreneurial profile with those of peers
- Identifies the requirements of entrepreneurship
- Identifies the meaningful aspects of entrepreneurial experiences
- Identifies the type of involvement that corresponds to his/her profile

#### Looks critically at his/her entrepreneurial profile

- Assesses his/her ability to take action
- Defines his/her areas of interest
- Recognizes his/her strengths and limitations
- Observes the effect of his/her experience on his/her type of entrepreneurial involvement
- Determines areas for improvement

- Proficiency of subject-specific knowledge targeted in the program content (QEP)\*

\* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card



### Competency 2\*

*The student... Implements an entrepreneurial project*

#### Chooses an entrepreneurial project

- Determines a community need on which a consensus has been reached
- Considers a range of possible projects to meet this need
- Considers each team member's interests, aptitudes and personal challenges
- Agrees on an innovative and realistic response

#### Plans the project

- Plans the tasks to be carried out
- Determines the responsibilities of each team member
- Specifies the necessary resources
- Finds partners
- Draws up a schedule for carrying out the project
- Formulates entrepreneurial indicators
- Anticipates difficulties
- Plans strategies to deal with difficulties
- Plans an ongoing regulation process

#### Carries out the project

- Uses the appropriate resources
- Adheres to the project schedule
- Resolves difficulties as they arise
- Reworks the project if necessary
- Adapts his/her interactions

#### Evaluates the project

- Examines activities carried out in light of the indicators retained
- Explains the results obtained
- Recognizes what can be reapplied from past experiences

#### EVALUATION CRITERIA

- Relevant planning

- Effective implementation of an entrepreneurial project

- Relevant reflection



---

---

### 1.3 Available materials

Students use a notebook, or *log*, to perform tasks individually. The log helps monitor their progress. A document entitled *Action Plan* is available for group work and for planning, implementing, regulating and evaluating the project. The tasks proposed in these documents will help students develop the subject-specific competencies *Determines his/her suitability for entrepreneurship* and *Implements an entrepreneurial project*.

The **Teacher's Guide** allows teachers to accompany students during the learning and evaluation situation. The learning activities appearing in the *Appendixes* foster knowledge acquisition (see program content).

For teachers:

Teacher's Guide  
Appendixes

For students:

Log  
Action Plan

### 1.4 Duration

The learning and evaluation situation lasts approximately 20 hours in the two-credit program and 24 hours in the four-credit program. These are suggested durations only.

The teacher is responsible for establishing the schedule of activities.

### 1.5 Evaluation tools

This learning and evaluation situation should not be used as the sole source of information for evaluating competency development in Entrepreneurship program.

Following the announcement of new orientations regarding the evaluation of student learning by the Minister of Education, Recreation and Sports, the *Basic school regulation for preschool, elementary and secondary education* has been amended to require that, as of July 1, 2011, evaluation be based on the Framework for the Evaluation of Learning produced for each program. These frameworks provide guidelines for the evaluation of learning specific to each subject in the Québec Education Program in order to determine students' results, which will be communicated in the provincial report card.

The Framework for the Evaluation of Learning for the Entrepreneurship program can be found at [https://www7.mels.gouv.qc.ca/dc/evaluation/index\\_en.php?page=search](https://www7.mels.gouv.qc.ca/dc/evaluation/index_en.php?page=search). Once on this page, scroll down, check the Entrepreneurship box and then click on Submit.

The Guide to help teachers use a learning and evaluation file (LEF) can also be consulted by clicking on the first section of the online support site at [www.formationse.ca](http://www.formationse.ca) (available in French only). The English version of this site is currently under construction.

## 1.6 Content of the learning and evaluation situation

The table below presents the content mobilized by students in this learning and evaluation situation.

Subject-specific competencies		Cross-curricular competency
<i>Determines his/her suitability for entrepreneurship</i> <i>Implements an entrepreneurial project</i>		<i>Cooperates with others</i>
Broad area of learning		
<p>Health and Well-Being Educational aim: <i>To ensure that students develop a sense of responsibility for adopting good habits with respect to health, safety and sexuality</i></p> <p>Focus of development:      - <i>Awareness of the consequences of collective choices on individual well-being</i>    - <i>Making connections between the lifestyle of a population and its health and well-being</i></p>		
Entrepreneurial qualities developed	Strategies mobilized	Resources used
<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Creativity</li> <li>- Resourcefulness</li> <li>- Commitment</li> <li>- Initiative</li> <li>- Perseverance</li> <li>- Rigour</li> <li>- Tolerance for stress</li> </ul>	<ul style="list-style-type: none"> <li>- Communication strategies</li> <li>- Decision-making strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Financial resources</li> <li>- Human resources</li> <li>- Material resources</li> <li>- Technical resources</li> </ul>
Knowledge developed	Types of end results	Types of involvement
<ul style="list-style-type: none"> <li>- Need</li> <li>- Target client base</li> <li>- Cost</li> <li>- Supplier</li> <li>- Action plan</li> <li>- Intellectual property</li> <li>- Network</li> <li>- Business services: <ul style="list-style-type: none"> <li>• administration</li> <li>• marketing</li> <li>• finance</li> <li>• human resource management</li> <li>• production</li> <li>• research and development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Goods</li> <li>- Services</li> <li>- Events</li> </ul>	<ul style="list-style-type: none"> <li>- Self-employed worker</li> <li>- Entrepreneur</li> <li>- Intrapreneur</li> </ul>
Elements of the student's immediate context		Elements of the immediate community
<ul style="list-style-type: none"> <li>- Family history in the area of entrepreneurship</li> <li>- Perception of the role of self-employed workers, entrepreneurs and intrapreneurs</li> <li>- Perception of the role of employee</li> <li>- Values associated with entrepreneurship</li> <li>- Values associated with work</li> </ul>		<ul style="list-style-type: none"> <li>- Local entrepreneurs</li> <li>- Community organizations (public and private)</li> <li>- Community profile</li> <li>- Sectors of activity</li> <li>- Size of companies</li> </ul>
Target community		
<p>This learning and evaluation situation is designed to be carried out by students at the beginning of the year. In order to familiarize students with the concept of community, the project is limited to the immediate community (school, neighbourhood, town).</p>		

## 1.7 Summary of the learning and evaluation situation

**Instructional aim:** To help students establish their entrepreneurial profile by acquiring entrepreneurial experience.

**Legend:**

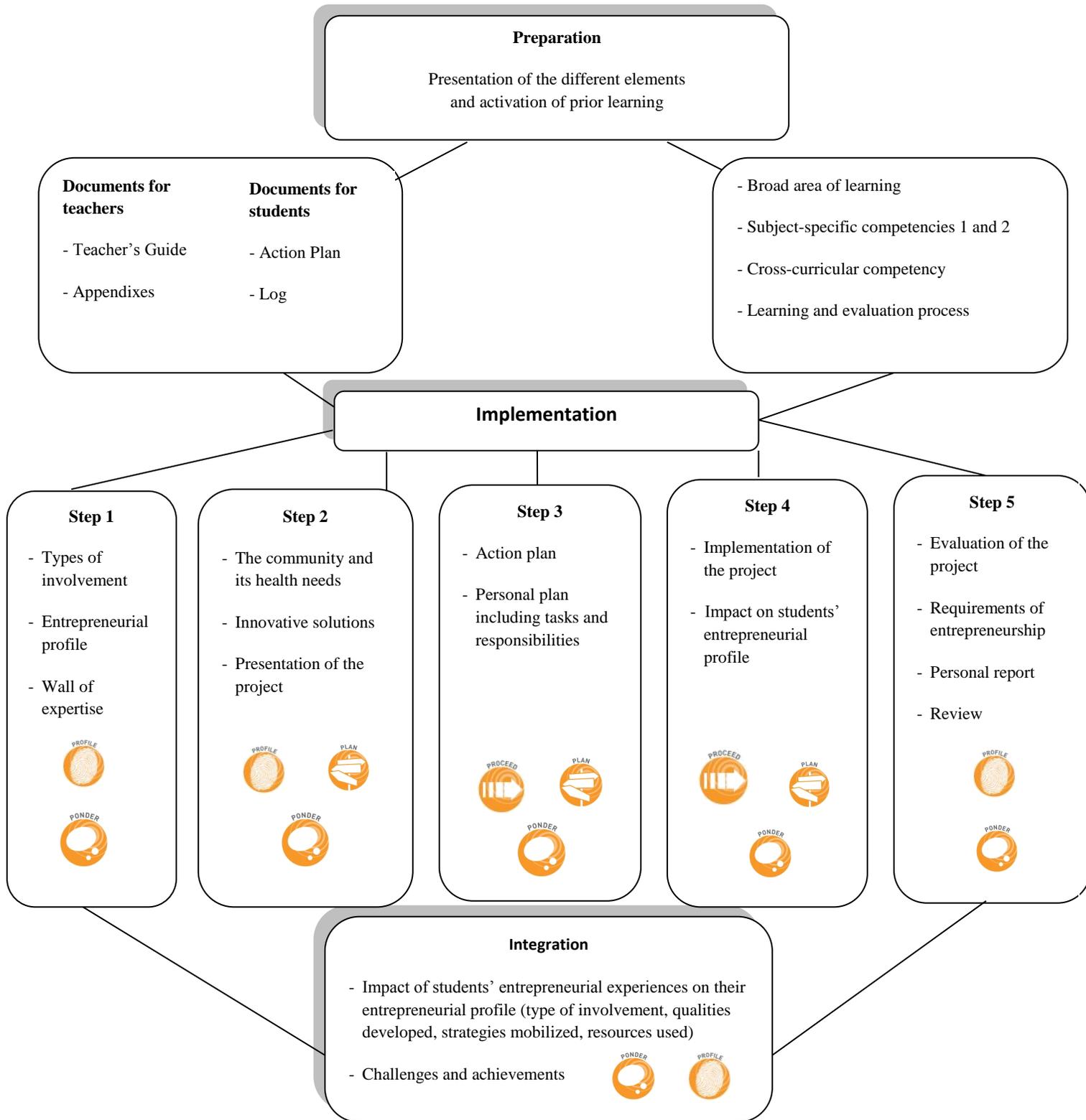
- Program
- ✓ Evaluation

### Summary of the steps involved in the learning and evaluation situation

<b>Preparation</b>	<b>Duration:</b> 120 minutes	<ul style="list-style-type: none"> <li>– Present the documents that will be used during the LES: the Log and the Action Plan.</li> <li>– Present the learning and evaluation process, as well as the subject-specific competencies <i>Determines his/her suitability for entrepreneurship</i> and <i>Implements an entrepreneurial project</i>.</li> <li>– Present the cross-curricular competency <i>Cooperates with others</i>.</li> <li>– Present the broad area of learning <i>Health and Well-Being</i>.</li> <li>– Activate students' prior learning.</li> <li>– Have students participate in an activity on the entrepreneurial spirit.</li> <li>✓ Present the evaluation tools for the LES.</li> </ul>
<b>Implementation</b>	<b>Step 1</b>  <b>Duration:</b> 180 minutes <b>Competency 1</b>	<ul style="list-style-type: none"> <li>– Help students learn the meaning of the terms <i>entrepreneur</i>, <i>intrapreneur</i> and <i>self-employed worker</i>.</li> <li>– Help them learn what an entrepreneurial profile is.</li> <li>– Create a wall of expertise to help students find co-workers and partners.</li> <li>✓ Observe students' development of the cross-curricular competency <i>Cooperates with others</i>.</li> </ul>
	<b>Step 2</b>  <b>Duration:</b> 180 minutes <b>Competency 2</b>	<ul style="list-style-type: none"> <li>– Have students define the community and its health needs.</li> <li>– Have them find innovative solutions to satisfy the community's needs.</li> <li>– Help them become familiar with communication and decision-making strategies.</li> <li>– Have them form teams and write a presentation of their project.</li> <li>✓ Observe students' development of the cross-curricular competency <i>Cooperates with others</i>.</li> </ul>
	<b>Step 3</b>  <b>Duration:</b> 240 minutes <b>Competency 2</b>	<ul style="list-style-type: none"> <li>– Have students develop an action plan for their team's project.</li> <li>– Ask each student to establish a personal plan based on the tasks and responsibilities assigned to him or her.</li> <li>✓ Observe students' development of the competency <i>Implements an entrepreneurial project</i> based on the following criteria:               <ul style="list-style-type: none"> <li>• Quality of his/her contribution to an entrepreneurial project</li> <li>• Appropriateness of actions taken in implementing an entrepreneurial project</li> </ul> </li> <li>✓ Observe students' development of the cross-curricular competency <i>Cooperates with others</i>.</li> </ul>

<b>Implementation</b>	<b>Step 4</b>  <b>Duration:</b> <b>540 minutes</b> <b>Competencies 1 and 2</b>	<ul style="list-style-type: none"> <li>– Have students implement their project.</li> <li>– Help them observe the impact of their entrepreneurial experiences on their entrepreneurial profile.</li> <li>✓ Observe students’ development of the competencies <i>Determines his/her suitability for entrepreneurship</i> and <i>Implements an entrepreneurial project</i> based on the following criteria: <ul style="list-style-type: none"> <li>• Definition of his/her entrepreneurial profile</li> <li>• Justification of his/her type of involvement</li> <li>• Quality of his/her contribution to an entrepreneurial project</li> <li>• Appropriateness of actions taken in implementing an entrepreneurial project</li> </ul> </li> </ul>
	<b>Step 5</b>  <b>Duration:</b> <b>120 minutes</b> <b>Competencies 1 and 2</b>	<ul style="list-style-type: none"> <li>– Have the teams evaluate their project.</li> <li>– Have them identify the requirements of entrepreneurship.</li> <li>– Have them write a personal report on their entrepreneurial experiences.</li> <li>– Have them evaluate each other’s projects.</li> <li>– Have them review the process.</li> <li>✓ Observe students’ development of the competencies <i>Determines his/her suitability for entrepreneurship</i> and <i>Implements an entrepreneurial project</i>.</li> </ul>
<b>Integration</b>	<b>Duration:</b> <b>60 minutes</b> <b>Competencies 1 and 2</b>	<ul style="list-style-type: none"> <li>– Have students discuss the impact of their entrepreneurial experiences on their entrepreneurial profile.</li> <li>– Have them discuss the strategies they used to implement their project.</li> <li>– Have them discuss the challenges they faced while implementing the project.</li> <li>– Have them explain how they developed entrepreneurial qualities during their entrepreneurial experiences.</li> </ul>

## 1.8 Integrative diagram of the learning and evaluation situation



## 2. PROCEDURE

### 2.1 Préparation

<b>Materials</b>	
Teacher	Student
<ul style="list-style-type: none"> <li>– Diagram of the competency <i>Determines his/her suitability for entrepreneurship</i></li> <li>– Diagram of the competency <i>Implements an entrepreneurial project</i></li> <li>✓ Learning and evaluation process</li> <li>✓ Cross-curricular competency <i>Cooperates with others</i></li> <li>– Educational aim of the broad area of learning <i>Health and Well-Being</i> and elements of the focus of development (QEP, ch. 2, p. 5-6)</li> <li>– Appendix 1: The Entrepreneurial Spirit</li> <li>✓ Consult the tools proposed in the <i>Document sur l'évaluation en SE</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Action Plan</li> <li>– Log</li> </ul>
<b>Suggested duration: 120 minutes</b>	
Teacher	Student
<ul style="list-style-type: none"> <li>– Present the documents students will be using during the LES: the Log for their own use and the Action Plan for groupwork and for planning, implementing, regulating and evaluating the project.</li> <li>– Present the learning and evaluation process and the competencies <i>Determines his/her suitability for entrepreneurship</i> and <i>Implements an entrepreneurial project</i>, as well as the cross-curricular competency <i>Cooperates with others</i>:               <ul style="list-style-type: none"> <li>• Make sure that students understand the scope of the actions they will be taking.</li> <li>• Answer any questions they may have.</li> </ul> </li> <li>– Present the broad area of learning Health and Well-Being, its educational aim and the targeted focus of development.               <p>Educational aim of the BAL: <i>To ensure that students develop a sense of responsibility for adopting good habits with respect to health, safety and sexuality</i>:</p> <ul style="list-style-type: none"> <li>• Inform students that they will be dealing solely with health issues.</li> <li>• Present the targeted focus of development and indicate how it will affect their assignment</li> </ul> <p>Targeted focus of development: <i>Awareness of the consequences of collective choices on individual well-being</i>:</p> <ul style="list-style-type: none"> <li>• <i>Making connections between the lifestyle of a population and its health and well-being</i></li> <li>• Answer any questions they may have.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Action Plan</li> <li>– Log, p. 3-6</li> <li>– Take note of anything useful in your log (Log, p. 21-22).</li> <li>– Take note of anything useful in your log (Log, p. 21-22).</li> </ul>

<ul style="list-style-type: none"> <li>✓ Present the evaluation form: <ul style="list-style-type: none"> <li>• Clarify the evaluation criteria.</li> <li>• Present the observable behaviours.</li> </ul> </li> <li>– Activate students' prior knowledge by asking them questions such as: <ul style="list-style-type: none"> <li>• In your opinion, what is entrepreneurship?</li> <li>• Have you ever participated in an entrepreneurial project?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Answer the questions: <ul style="list-style-type: none"> <li>• Give the subject some thought (Log, p. 7).</li> <li>• Participate in the discussion.</li> <li>• Adjust your initial answers (Log, p. 7).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>– Have students participate in an activity on the entrepreneurial spirit (Appendix 1): <ul style="list-style-type: none"> <li>• Present photographs of individuals with the entrepreneurial spirit, including some entrepreneurs.</li> <li>• During a class discussion, have students identify the qualities these individuals have in common, in particular the passion that drives them.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Participate in the activity (Log, p. 8): <ul style="list-style-type: none"> <li>• Describe the individual selected.</li> <li>• Participate in the discussion.</li> <li>• Identify the qualities the individuals have in common.</li> <li>• Answer the questions individually.</li> </ul> </li> </ul>

## 2.2 Implementation

### Step 1

#### Summary

- Help students learn the meaning of the terms *entrepreneur*, *intrapreneur* and *self-employed worker*.
- Help them learn what an entrepreneurial profile is.
- Create a wall of expertise to help them find co-workers and partners.
- ✓ Observe students' development of the cross-curricular competency *Cooperates with others*.

#### Materials

Teacher	Student
<ul style="list-style-type: none"> <li>– Appendix 2: Types of Involvement</li> <li>– Appendix 3: Entrepreneurial Qualities</li> <li>– Appendix 4: Find someone who . . .</li> <li>– Appendix 5: Wall of Expertise</li> <li>– Diagram of the cross-curricular competency <i>Cooperates with others</i> (QEP, ch. 3, p. 19-20)</li> <li>✓ Consult the tools suggested in the <i>Document sur l'évaluation en SE</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Log</li> </ul>

#### Suggested duration: 180 minutes

Teacher	Student
<ul style="list-style-type: none"> <li>– Help students learn the meaning of the terms <i>entrepreneur</i>, <i>intrapreneur</i> and <i>self-employed worker</i>: <ul style="list-style-type: none"> <li>• Have them work on the types of involvement (Appendix 2).</li> <li>• Lead a discussion in which they associate people at school with different types of involvement.</li> <li>• Help them see themselves as entrepreneurs, intrapreneurs or self-employed workers.</li> </ul> </li> <li>– Present a teaching capsule on the entrepreneurial profile: <ul style="list-style-type: none"> <li>• Indicate the role of entrepreneurial qualities and the ability to mobilize strategies and use resources in establishing an entrepreneurial profile.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Learn about the different types of involvement: <ul style="list-style-type: none"> <li>• Working individually, establish the difference between the different types of involvement (Log, p. 9).</li> <li>• Analyze the case studies.</li> <li>• Associate individuals with the entrepreneurial spirit with the corresponding type of involvement.</li> <li>• See yourself in one of these individuals and explain why (Log, p. 10).</li> </ul> </li> <li>– Take note of anything useful in your log (Log, p. 21-22).</li> </ul>

<ul style="list-style-type: none"> <li>- Encourage students to participate in the activity on the entrepreneurial qualities to develop throughout the year (Appendix 3): <ul style="list-style-type: none"> <li>• Help them understand the entrepreneurial qualities.</li> <li>• Make sure they follow the established rules.</li> </ul> </li> <li>- Focus on the entrepreneurial qualities students must develop throughout this learning and evaluation situation: cooperation, creativity, resourcefulness, commitment, initiative, perseverance, rigour and tolerance for stress.</li> <li>- Have students participate in the activity “Find someone who . . .” (Appendix 4).</li> <li>- Help students write a first draft of their résumé of expertise.</li> <li>- Create a wall of expertise to help students find co-workers and partners: <ul style="list-style-type: none"> <li>• Write the students’ expertise on the board.</li> <li>• Use icons or symbols to facilitate the task (Appendix 5).</li> </ul> </li> <li>- Review students’ understanding of the terms <i>entrepreneur</i>, <i>intrapreneur</i> and <i>self-employed worker</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in the activity (Log, p. 10). <ul style="list-style-type: none"> <li>• Form a team.</li> <li>• Take your teammates’ viewpoints into account.</li> <li>• Carry out the task following the established rules.</li> </ul> </li> <li>- Indicate the level of development achieved for each of the targeted entrepreneurial qualities (Log, p. 11).</li> <li>- Indicate how you could foster their development (Log, p. 12).</li> <li>- Participate in the activity.</li> <li>- Write a first draft of your résumé of expertise (Log, p. 13): <ul style="list-style-type: none"> <li>• Specify your aptitudes.</li> <li>• Specify your interests.</li> <li>• Specify your knowledge in certain areas.</li> <li>• Have a classmate or someone else you know validate your work.</li> </ul> </li> <li>- Participate in the creation of a wall of expertise.</li> <li>- Enhance your understanding and personal perception of the terms <i>entrepreneur</i>, <i>intrapreneur</i> and <i>self-employed worker</i> (Log, p. 9).</li> </ul>
---	---

## Step 2

### Summary

- Have students define the community and its health needs.
- Have them find innovative solutions to satisfy the community's needs.
- Help them become familiar with communication and decision-making strategies.
- Have them write a presentation of their project as a team.
- ✓ Observe students' development of the cross-curricular competency *Cooperates with others*.

### Materials

Teacher	Student
<ul style="list-style-type: none"><li>– Find a newspaper article on a health issue.</li><li>– Appendix 6: Concept of Community</li><li>– Appendix 7: Finding Solutions</li><li>✓ Consult the tools suggested in the <i>Document sur l'évaluation en SE</i>.</li></ul>	<ul style="list-style-type: none"><li>– Log</li><li>– Action Plan</li></ul>

### Suggested duration: 180 minutes

Teacher	Student
<ul style="list-style-type: none"><li>– Present a newspaper article related to the broad area of learning Health and Well-Being.</li><li>– Remind students of the targeted focus of development: <i>Awareness of the consequences of collective choices on individual well-being</i>:<ul style="list-style-type: none"><li>• <i>Making connections between the lifestyle of a population and its health and well-being</i></li></ul></li><li>– Lead a discussion on the topic, focusing on health issues:<ul style="list-style-type: none"><li>• Accept all topics dealing with health, not only those mentioned in the article.</li></ul></li><li>– Help students define the characteristics of their community (Appendix 6).<ul style="list-style-type: none"><li>• Have them share their representations of their immediate community.</li><li>• Have them adopt a common representation.</li><li>• Have them identify characteristics of health issues.</li><li>• Consult the elements of the immediate community (Entrepreneurship program, p. 25).</li></ul></li><li>– Help students identify real health needs in their community:<ul style="list-style-type: none"><li>• Students must identify health issues in their community based on the discussions in the previous activity.</li></ul></li></ul>	<ul style="list-style-type: none"><li>– Learn about the problem.</li><li>– Participate in the discussion.</li><li>– Establish a profile of your community.</li><li>– Identify real health needs in your community.</li></ul>

<ul style="list-style-type: none"> <li>– Have each student select three needs in the community for which he or she would like to find solutions.</li> <li>– Help students form a team of co-workers who wish to satisfy the same need.</li> <li>– Present the different strategies they will be using during the year (Action Plan, p. 4). <ul style="list-style-type: none"> <li>• Help them understand the usefulness of the different strategies.</li> <li>• Inform them that this learning and evaluation situation focuses on communication and decision-making strategies.</li> </ul> </li> <li>– Present a teaching capsule on the different types of productions.</li> <li>– Have students participate in an activity aimed at finding solutions to health needs in the community (Appendix 7).</li> <li>– Present a teaching capsule on the characteristics of an entrepreneurial project: <ul style="list-style-type: none"> <li>• Meets a real need in the community</li> <li>• Innovative way of satisfying the need (help students associate the term <i>innovative</i> with the idea of change, creativity, originality, but not necessarily something sensational)</li> <li>• Creation of values for the community</li> </ul> </li> <li>– Lead a discussion about the constraints associated with a realistic solution, for example: <ul style="list-style-type: none"> <li>• time constraints</li> <li>• the availability of resources (financial, human, material and technical)</li> </ul> </li> <li>– Present the decision-making strategies (Action Plan, p. 4).</li> <li>– Have the teams select a solution on which to base their entrepreneurial project.</li> <li>– Have the teams write a presentation of their project.</li> </ul>	<ul style="list-style-type: none"> <li>– Select three needs (Log, p. 14), taking into account: <ul style="list-style-type: none"> <li>• your aptitudes</li> <li>• your interests</li> <li>• your personal challenges</li> </ul> </li> <li>– Form a team based on the targeted need.</li> <li>– Take note of anything useful in your log (Log, p. 21-22).</li> <li>– Take note of anything useful in your log (Log, p. 21-22).</li> <li>– Propose solutions to the community’s needs, considering the key elements (Action Plan, p. 5).</li> <li>– Take note of anything useful in your log, and make sure that your project qualifies as an entrepreneurial project in your log (Log, p. 21-22).</li> <li>– Take note of anything useful in your log (Log, p. 21-22).</li> <li>– Take note of anything useful in your log (Log, p. 21-22).</li> <li>– Formulate the solution on which your entrepreneurial project is based (Action Plan, p. 5): <ul style="list-style-type: none"> <li>• Take the characteristics of an entrepreneurial project into account when selecting a solution.</li> <li>• Take your interests and personal challenges into account.</li> </ul> </li> <li>– As a team, write a presentation of your project (Action Plan, p. 6).</li> </ul>
--	--

<ul style="list-style-type: none"> <li>✓ Observe students' development of the cross-curricular competency <i>Cooperates with others</i>.</li> <li>– Have the teams present their project to the class: <ul style="list-style-type: none"> <li>• Present the communication strategies (Action Plan, p. 4).</li> </ul> </li> <li>– If necessary, have the teams adjust their project based on their classmates' constructive criticism.</li> </ul>	<ul style="list-style-type: none"> <li>– Help your classmates improve their projects by providing constructive criticism: <ul style="list-style-type: none"> <li>• Take into account the characteristics of an entrepreneurial project.</li> <li>• Make sure the project is realistic.</li> </ul> </li> <li>– If necessary, adjust your project based on your classmates' constructive criticism.</li> </ul>
--	--

<b>Step 3</b>
Summary
<ul style="list-style-type: none"> <li>– Have the teams develop an action plan for their project.</li> <li>– Have each student establish a personal plan based on the tasks and responsibilities assigned to him or her.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Observe students' development of the competency <i>Implements an entrepreneurial project</i> based on the following criteria: <ul style="list-style-type: none"> <li>• Quality of his/her contribution to an entrepreneurial project</li> <li>• Appropriateness of actions taken in implementing an entrepreneurial project</li> </ul> </li> <li>✓ Observe students' development of the cross-curricular competency <i>Cooperates with others</i>.</li> </ul>

Materials	
Teacher	Student
<ul style="list-style-type: none"> <li>– Appendix 8: Division of Labour</li> <li>– Appendix 9: Business Services</li> <li>– Appendix 10: Entrepreneurial Indicators</li> <li>✓ Consult the tools proposed in the <i>Document sur l'évaluation en SE</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Log</li> <li>– Action Plan</li> </ul>
<b>Suggested duration: 240 minutes</b>	
Teacher	Student
<ul style="list-style-type: none"> <li>– Have each student write a first draft of his or her entrepreneurial profile.</li> <li>– Encourage students to participate in the activity on the division of labour (Appendix 8): <ul style="list-style-type: none"> <li>• Hold a class discussion after each step.</li> <li>• Help students identify the strong and weak points of the division of labour.</li> <li>• Present a teaching capsule on the different business services (Appendix 9)</li> <li>• Use the activity in Appendix 8 to illustrate the different business services.</li> <li>• Take this opportunity to discuss intellectual property rights.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Write a first draft of your entrepreneurial profile to help you implement your entrepreneurial project (Log, p. 14).</li> <li>– Participate in the activity.</li> <li>– Take note of anything useful in your log (Log, p. 21-22).</li> </ul>

<ul style="list-style-type: none"> <li>• Take this opportunity to make a connection with the guidance-oriented approach (Entrepreneurship program, p. 9).</li> <li>– Encourage students to plan their project based on the capsule on the different business services.</li> <li>– Determine how much time to allot for the projects and inform the students.</li> <li>– For the marketing department, fill out page 11 of the Action Plan; for the finance department, fill out pages 12 and 13; for human resource management, pages 14 and 15; for production, pages 16 and 17; for research and development, page 17.</li> <li>✓ Observe students' development of the cross-curricular competency <i>Cooperates with others</i>.</li> <li>– Help students regulate their project based on entrepreneurial indicators.</li> <li>– Present a teaching capsule on the entrepreneurial indicators (Entrepreneurship program, p. 18). <ul style="list-style-type: none"> <li>• Use the activity Division of Labour to illustrate effectiveness, relevance and efficiency (Appendix 10).</li> <li>• Help students write definitions for the entrepreneurial indicators and suggest a question for each.</li> <li>• Inform students that regulation can help them adjust their plan.</li> </ul> </li> <li>– Encourage students to continue the planning stage by filling out the section on the administration department (Action Plan, p. 7-8): <ul style="list-style-type: none"> <li>• Give students an example of the usefulness of a work schedule and how to establish one.</li> </ul> </li> <li>– Have each student establish a personal plan based on the tasks and responsibilities assigned to him or her.</li> <li>✓ Observe students' development of the competency <i>Implements an entrepreneurial project</i>.</li> </ul>	<ul style="list-style-type: none"> <li>– Along with your co-workers, plan the project for the business services in question: <ul style="list-style-type: none"> <li>• Make sure the plan is consistent for each service.</li> <li>• Establish team operating rules.</li> <li>• Take into account the number of periods allotted to your project (Action Plan, p. 11-17).</li> </ul> </li> <li>– Write the definitions and questions in your action plan (Action Plan, p. 9).</li> <li>– Schedule three opportunities for regulation (Action Plan, p. 10).</li> <li>– Complete your plan for the administration department (Action Plan, p. 7-8).</li> <li>– Establish your personal plan based on the tasks and responsibilities assigned to you (Log, p. 15).</li> </ul>
--	---

## Step 4

### Summary

- Have students implement their project.
- Have them recognize the impact of their entrepreneurial experiences on their entrepreneurial profile.

- ✓ Observe students' development of the competencies *Determines his/her suitability for entrepreneurship* and *Implements an entrepreneurial project*.
- ✓ Consult the tools proposed in the *Document sur l'évaluation en SE*.

### Materials

#### Teacher

#### Student

- ✓ Consult the tools proposed in the *Document sur l'évaluation en SE*.

- Log
- Action Plan

**(The time allotted for the projects is up to the teacher.)**  
**Suggested duration: 540 minutes**

#### Teacher

#### Student

- Have students participate in the implementation of their project.
- Have them regulate the project on an ongoing basis at the times indicated in the plan, based on the entrepreneurial indicators:
  - Remind students to refer as often as possible to their work schedule to ensure that their project is realistic.
  - Encourage them to make the necessary adjustments to their personal plan and their action plan.
- Encourage students to consider:
  - their contribution to the project
  - how they dealt with the difficulties encountered
- Have students participate in a new entrepreneurial experience in order to facilitate the implementation of their project and familiarize them with the requirements of entrepreneurship. For example:
  - *An Entrepreneur in the Class*
  - *Online Interviews*
- ✓ Observe students' development of the competencies *Determines his/her suitability for entrepreneurship* and *Implements an entrepreneurial project*.

- Participate in the project's implementation.
- Use the entrepreneurial indicators to ensure successful implementation:
  - Observe the opportunities for regulation indicated in the action plan.
  - Take stock at other times if necessary.
  - Adjust your personal plan.
  - Help adjust the action plan.
  - Verify the impact of your actions on the community.
- Consider:
  - your contribution to the project
  - the difficulties you encountered and how you dealt with them (Log, p. 16)
- Participate in the entrepreneurial experience:
  - Write in your log the impact this experience had on your personal perception of entrepreneurship (Log, p. 17).

- ✓ Consult the tools proposed in the *Document sur l'évaluation en SE*.

## Step 5

### Summary

- Have students evaluate their project.
- Have them identify the requirements of entrepreneurship.
- Have them write a personal report based on their entrepreneurial experiences.

- Have students evaluate each other's work.
- Have them review their work:
  - ✓ Evaluate students' development of the competencies *Determines his/her suitability for entrepreneurship* and *Implements an entrepreneurial project*.
  - ✓ Consult the tools proposed in *Document sur l'évaluation en SE*.

### Materials

#### Teacher

#### Student

- ✓ Consult the tools proposed in *Document sur l'évaluation en SE*.

- Log
- Action Plan

### Suggested duration: 120 minutes

- Have the teams evaluate their project.
- Have them provide constructive criticism for their co-workers.
- Evaluate their development of the competency *Implements an entrepreneurial project*.
- Lead a discussion focusing on the requirements of entrepreneurship, such as:
  - Deadlines
  - Time
  - Responsibility
  - Contingencies
  - Resistance to stress
  - Accessibility and availability of resources
- Have students write a personal report based on their experiences.
- ✓ Evaluate students' development of the competency *Determines his/her suitability for entrepreneurship*.

- Evaluate your project as a team (Action Plan, p. 18).
  - Review what happened.
  - Illustrate each entrepreneurial indicator based on an experience encountered during the project.
  - Identify effective actions that could be used in other projects.
- ✓ Provide your co-workers with constructive criticism about their contribution to the project.
- Participate in the discussion and take note of anything useful in your log (Log, p. 21-22).
- Write a personal report based on your entrepreneurial experiences (Log, p. 18-20).

## 2.3 Integration

Materials	
Teacher	Student
	– Log
Suggested duration: 60 minutes	
Teacher	Student
<ul style="list-style-type: none"> <li>– Have the class discuss the impact of their entrepreneurial experiences on their entrepreneurial profile.</li> <li>– Have them discuss the strategies they used to implement their project.</li> <li>– Have them discuss the challenges they faced in implementing their project.</li> <li>– Have them explain to the class how implementing the project helped them develop their entrepreneurial qualities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adjust your personal plan based on the discussions (Log, p. 18-20).</li> </ul>