
Career Development



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

A Second Entrepreneurial Experience

TEACHER'S GUIDE



TABLE OF CONTENTS

Introduction.....	3
1. Characteristics of the Learning and Evaluation Situation	4
1.1 Specific characteristics	4
1.2 The learning and evaluation process.....	4
The learning and evaluation process document	5
1.3 Available materials	6
1.4 Duration	6
1.5 Evaluation tools	6
1.6 Content of the learning and evaluation situation	7
1.7 Summary of the learning and evaluation situation	8
2. Procedure	10
2.1 Preparation	10
2.2 Implementation	11
Step 1	11
Step 2.....	12
Step 3.....	13
Step 4.....	15
2.3 Integration	16

Introduction

Summary of the LES

This second learning and evaluation situation (LES) provides students with another entrepreneurial experience. As in the first LES, the sequence of activities involves modelling. This 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.

This LES is for students who have completed the first LES. It proposes tasks that will allow them to progress in their learning and illustrates the development of competencies in the Entrepreneurship program. It also integrates ICT more explicitly.

Adaptation of the LES to students' needs

Since this LES involves modelling, we encourage you to adapt the experience to your students' needs. Since an entrepreneurial experience is not necessarily a linear event, we encourage both teachers and students to assimilate the learning and evaluation process. This process demonstrates the synergy that exists between the two competencies and makes it possible to visualize the back-and-forth (regulation) that students will experience throughout the project.

The following is a list of questions that can help you choose different activities and accompany your students in the decisions they will be called upon to make:

- What did students learn in previous entrepreneurial experiences?
- Does some learning (program content, strategies, resources) need to be reviewed?
- According to your observations, what challenges should students be facing at this point in time?
- Are the activities in this situation appropriate for you and your students and are they consistent with your resources?
- What type of differentiation is required in the class and how can you provide it?

Evaluation

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

Other

It is important to remind students to thank any partners who helped them 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 can be done outside of class time.

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

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*, *Plan*, *Proceed* and *Ponder**. 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 (*Proceed* phase), realizes (*Profile* phase) that the task assigned (*Plan* phase) is not suited to his or her aptitudes. During an opportunity for regulation (*Ponder* phase), he or she can rethink the assignment with his or her group mates (*Plan* phase).

* PPPP is an acronym and in no way replaces the language used in the Entrepreneurship program. For instance, *Proceed* is referred to as exploring and experimenting; *Ponder* is referred to as reflection in the program. The PPPP acronym is meant to facilitate the recall of such program terms, and not replace them.

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

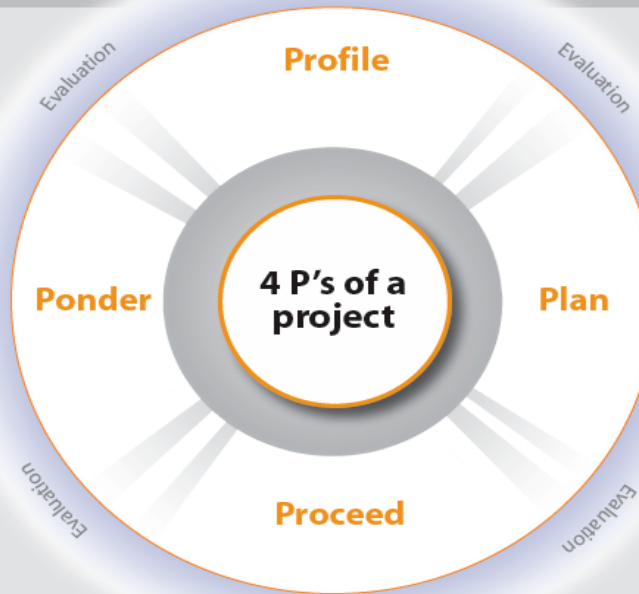
- Compares his/her entrepreneurial profile with those of peers
- Identifies the requirements of entrepreneurship
- Identifies the meaningful aspects of entrepreneurial experiences
- Identifies the type of involvement that corresponds to his/her profile

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

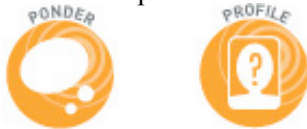
EVALUATION CRITERIA

- Relevant planning

- Effective implementation of an entrepreneurial project

- Relevant reflection

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



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*, as well as the cross-curricular competency *Uses information and communications technologies*.

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 18 hours in the two-credit course and 22 hours in the four-credit course. 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. Once on this page, scroll down, check the Entrepreneurship box and then click on Submit.

This learning and evaluation situation (LES), as well as other documentation and information, can be found on the Entrepreneurship online training Web site at <http://www.formationse.ca/en/>.

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>Uses information and communications technologies</i>	
Broad area of learning			
<i>Career Planning and Entrepreneurship</i> (or other depending on the targeted need) Educational aim: <i>To enable students to make and carry out plans designed to develop their potential and help them integrate into adult society</i> Focuses of development: <ul style="list-style-type: none"> • Self-knowledge and awareness of his/her potential and how to fulfill it • Adoption of strategies related to planning 			
Entrepreneurial qualities developed		Strategies mobilized	
<ul style="list-style-type: none"> - Autonomy - Cooperation - Creativity - Resourcefulness - Determination - Initiative - Effort - Sense of responsibility - Solidarity - Flexibility 		<ul style="list-style-type: none"> - Exploration strategies - Problem-solving strategies 	
		Resources used	
		<ul style="list-style-type: none"> - Financial - Material - Human - Technical 	
Knowledge developed			Type of end result
<ul style="list-style-type: none"> - Need - Target clientele - Cost - Opportunity cost - Supplier - Supply and demand - Market trends - Action plan - Types of companies (4-credit course) 		<ul style="list-style-type: none"> - Intellectual property - Network - Business services: <ul style="list-style-type: none"> • administration • marketing • finance • human resource management • production • research and development 	
		Type of involvement	
		<ul style="list-style-type: none"> - Good - Service - Event - Self-employed worker - Entrepreneur - Intrapreneur 	
Elements of the student's immediate context		Elements of the immediate community	
<ul style="list-style-type: none"> - Family history in the area of entrepreneurship - Perception of the role of self-employed workers, entrepreneurs and intrapreneurs - Perception of the role of employee - Values associated with entrepreneurship - Values associated with work 		<ul style="list-style-type: none"> - Local entrepreneurs - Community organizations (public and private) - Community profile - Sectors of activity - Size of companies 	

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	
	Task
Preparation	<p>Suggested duration: 75 minutes Competency 1</p> <ul style="list-style-type: none"> – Establish students' level of development of Competency 1 <i>Determines his/her suitability for entrepreneurship.</i> – Present the cross-curricular competency <i>Uses information and communications technologies.</i> – Establish a class profile with respect to the use of ICT. ✓ Present the evaluation forms. ✓ Have students keep track of their learning.
Implementation	<p>Step 1</p> <p>Suggested duration: 150 minutes Competency 1</p> <ul style="list-style-type: none"> – Have students re-evaluate their entrepreneurial profile based on their entrepreneurial experiences. – Suggest that they use an ideas manager. – Have them compare their representation of their entrepreneurial profile with that of their classmates (same group as in the first project). – Present new entrepreneurial qualities. – Have students set new challenges. ✓ Inform students of the evaluation criteria and explain them. ✓ Present the observable behaviours.
	<p>Step 2</p> <p>Suggested duration: 375 minutes Competency 2</p> <ul style="list-style-type: none"> – Review Competency 2 <i>Implements an entrepreneurial project</i> and set new goals. – Help students understand the community's real needs. – Have them present their research findings using a medium of their choice. – Have them review the exploration and problem-solving strategies. – Have them find innovative solutions to satisfy the community's needs. ✓ Inform students of the evaluation criteria and explain them. ✓ Present the observable behaviours.
	<p>Step 3</p> <p>Suggested duration: 180 minutes Competencies 1 & 2</p> <ul style="list-style-type: none"> – Review the types of end results and the types of companies. – Have students use decision-making strategies (building a consensus). – Have them verify the feasibility of their project. – Have them write a presentation of their project. – Have them join their co-workers in establishing their plan of action. – Have them establish a personal plan based on their personal challenges and the responsibilities that were assigned to them. – Students will be able to select the technical resources they wish to use in planning and implementing their project. Set aside time to present certain tools such as wikis and GanttProject.
	<p>Step 4</p> <p>Suggested duration: 375 minutes Competency 2</p> <ul style="list-style-type: none"> – Have students define regulation in more detail and integrate opportunities for regulation into their group's action plan. – Have them participate in the implementation of the project. – Have them participate in the evaluation of the project. ✓ Observe students' development of the competency <i>Implements an entrepreneurial project.</i>

Integration	Suggested duration: 150 minutes Competencies 1 & 2	<ul style="list-style-type: none">- Have students collaborate on the group's presentation of its achievements.- Have them specify the type of involvement they believe suits them best.- Have them observe the impact of their entrepreneurial experiences on their entrepreneurial profile.✓ Evaluate the development of the two subject-specific competencies and prepare a competency report for each student.
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Teacher	Student
<ul style="list-style-type: none"> - Present the evaluation forms that will be used to evaluate students: <ul style="list-style-type: none"> • With the class, establish the observable elements associated with the evaluation criteria (consult the evaluation tools proposed on the Entrepreneurship online training Web site) • Have students keep track of their learning on the chosen recording forms 	

2.2 Implementation

Step 1	
Materials	
Teacher	Student
<ul style="list-style-type: none"> - Log for the first LES - Glossary (definition of entrepreneurial qualities) - Appendix 3A: Ideas Manager - Appendix 3B: My Entrepreneurial Profile (Print Version) 	<ul style="list-style-type: none"> - Pages 18 to 20 of the log for the first LES - Log
Suggested duration: 150 minutes	
Teacher	Student
<ul style="list-style-type: none"> - Have students re-evaluate their entrepreneurial profile based on their experiences (suggest that they use Appendix 3B): <ul style="list-style-type: none"> • Ask students to review pages 11 to 14 of the log for the first LES • Suggest that they use an ideas manager - Have them compare their representation of their entrepreneurial profile with that of their classmates (same groups as in the first project): <ul style="list-style-type: none"> • Help students develop their questionnaire. Give examples as needed - Present new entrepreneurial qualities: <ul style="list-style-type: none"> • Using the glossary, present the new entrepreneurial qualities to be developed in the second entrepreneurial experience (determination, solidarity, sense of responsibility, flexibility, effort and autonomy) - Have students set new challenges 	<ul style="list-style-type: none"> - Review pages 18 to 20 of the log for the first LES. - Start your ideas manager or use Appendix 3B. - Use page 5 of the Log. - Continue working on your ideas manager or Appendix 3B. - Use pages 16 and 17 of the Log. - Insert into your ideas manager or Appendix 3B.

Step 2

Materials

Teacher	Student
<ul style="list-style-type: none">– Appendix 4: Quick Reference– Appendix 5: Investigation– Appendix 6: Mission Accomplished	<ul style="list-style-type: none">– Log– Action Plan
Suggested duration: 375 minutes	
Teacher	Student
<ul style="list-style-type: none">– Establish the students' level of development with respect to the second subject-specific competency:<ul style="list-style-type: none">• Tell the students that they will have to demonstrate greater autonomy in the planning and implementation of their project.– Help students understand the community's real needs:<ul style="list-style-type: none">• Establish contact with partners both inside and outside the school• Lead a discussion aimed at identifying social partners who can provide information about the community's needs (e.g. school nurse, principal, street workers, social workers, town councillors, journalists)• Ask students to choose one of the partners identified– Links with the BAL: consider what they can do for the community, learn more about the world around them<ul style="list-style-type: none">• Have students form groups according to their chosen partner• Reserve additional rooms for interviews with external partners• Have students present their research findings on their choice of medium• Have each group develop a questionnaire in order to gather information and produce a video of the interview (Appendix 5: Quick Reference)• Ask each group to present the information gathered to the class• Ask students to evaluate their communication using Appendix 6: Mission Accomplished• Ask students to choose a need for which they would like to find an innovative solution– Ask the students to form groups based on the targeted needs.– Help them use exploration and problem-solving strategies.– Present the table of strategies and ask each group to choose the strategies that will help them establish a list of original solutions to the need identified.– Help students find innovative solutions to satisfy the community's needs.✓ Observe students' development of the competency <i>Implements an entrepreneurial project</i> based on the criteria targeted by the class.	<ul style="list-style-type: none">– Participate in the class discussion.– List the partners on page 6 of the Log.– Use page 6 of the Log.– Fill out the table on page 6 of the Log.– Make an appointment with a partner for the next period or earlier, depending on the person's availability.– Use page 6 of the Log and the appendixes provided by the teacher.– One group member indicates the important elements on the medium selected (e.g. interactive whiteboard, chalk board, poster board).– The students note the needs identified on pages 7 and 8 of the Log.– Fill out the self-evaluation form (Appendix 6: Mission Accomplished).– Use page 8 of the Log.– Action Plan, p. 5– Action Plan, p. 6

Step 3

Materials

- | | |
|--|--|
| <ul style="list-style-type: none"> - Appendix 7: Plus, Minus, Interesting - Appendix 8: Project Timeline - Appendix 9: A Detailed Timeline - Appendix 10: Problems and Solutions - Appendix 11: Suggested ICT Tools - Appendix 12: Thoughts About Your Entrepreneurial Profile | <ul style="list-style-type: none"> - Log - Action Plan |
|--|--|

Suggested duration: 180 minutes

Teacher	Student
<ul style="list-style-type: none"> - Review the types of end results (glossary) and present the types of companies (for the four-credit program). - If possible, have students select a different type of end result than the one chosen in the first project, justifying their choice. <ul style="list-style-type: none"> • Types of companies (for the four-credit program) Consult the following document: http://www.desjardins.com/en/entreprises/projets/demarrer-entreprise/formes.jsp or invite a resource person to class to present the concepts in question. Ask students to do a research project on the subject. - Have students use decision-making strategies. <ul style="list-style-type: none"> • Use page 4 (strategies) of the Action Plan. • Ask the groups to choose a solution from among the ones identified in the previous task. - Have students verify the feasibility of their project. <ul style="list-style-type: none"> • Prepare a presentation to the group and ask the groups to consider the feasibility of their project and make the necessary adjustments. - Have the groups write a presentation of their project and verify its entrepreneurial characteristics (see Entrepreneurship program, p. 14). You can also use Appendix 7: More or Less Interesting. <ul style="list-style-type: none"> • Ask the groups to present the outline of their project to the class (Action Plan, p. 6). • Ask them to take their classmates' comments and suggestions into account. - Have students join with their co-workers in establishing their Action Plan (Appendix 8: Project Schedule, Appendix 9: Schedule for Each Step, and Appendix 10: Problems and Solutions). <ul style="list-style-type: none"> • Specify the number of periods allotted to the projects. - Ask the groups to choose the appropriate resources to establish their action plan, based on the references presented (Action Plan, p. 8). The "World Café" model can be an appropriate tool for group discussion. See Appendix 11. - ICT: Suggest that students use a wiki or GanttProject (Appendix 11). Present the tool. 	<ul style="list-style-type: none"> - Log, p. 9 - Action Plan, p. 4 - Action Plan, p. 5 - Action Plan, p. 6 - Action Plan, p. 6 - Appendix 7: Plus, Minus, Interesting. - As a group, record your classmates' feedback on page 6 of the Action Plan. - Appendix 8: Project Timeline. - Appendix 9: A Detailed Timeline. - Appendix 10: Problems and Solutions. - Action Plan, p. 8 - Action Plan, pp. 12-13

<p>You can also hand out the print version of the Action Plan.</p> <ul style="list-style-type: none"> - Have students establish a personal plan based on their personal challenges and the responsibilities assigned to them. <ul style="list-style-type: none"> • Ask students to record their personal responsibilities with respect to the new challenges they set in their personal plan (Log, p. 10) ✓ Observe students' development of the competency <i>Implements an entrepreneurial project</i> based on the targeted criteria. ✓ Ask students to provide information about their role in the group (Log, p. 11) or to use Appendix 12: Thoughts on Your Entrepreneurial Profile. 	<ul style="list-style-type: none"> - Log, p.10 - Log, p. 11 - Appendix 12
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Step 4

Materials

- Appendix 13: World Café
- Appendix 14: Taking Stock
- Appendix 15: Paving the Way
- Log
- Action Plan

Suggested duration: 180 minutes

Teacher	Student
<ul style="list-style-type: none"> - Help students define regulation in more detail and integrate opportunities for regulation into their group's action plan. <ul style="list-style-type: none"> • Review the entrepreneurial indicators (effectiveness, efficiency and relevance) with students. Tell them that these indicators will allow them to evaluate and regulate their actions • Propose the activity World Café (Appendix 13) to provide concrete examples of each of the entrepreneurial indicators. These examples are drawn from the students' first entrepreneurial experiences • Ask the groups to formulate questions based on the indicators to evaluate their progress • Propose that the groups schedule four opportunities for regulation in their action plan. Tell students that these reflections will prove useful at the final evaluation stage. If necessary, use Appendix 14: Taking Stock ✓ Evaluate students' development of the competency <i>Implements an entrepreneurial project</i> based on the targeted criteria. - Have students participate in the implementation of the project. <ul style="list-style-type: none"> • Refer to the amount of time allotted in the previous step • Provide the groups with regular feedback on the different steps of the project in order to maintain motivation - Have students participate in the evaluation of the project. - Propose that students evaluate their project by indicating what they learned in their entrepreneurial experiences that they could apply in other projects (for the four-credit course). - Propose that students evaluate their project by considering what they could apply in their careers and personal lives (for the two-credit course) (Appendix 15: Paving the Way). - Have the groups evaluate their projects based on the questions on the timeline in the Action Plan, and taking into account the fact that they will have to present their evaluation to the class. - Have them make a connection with the evaluation criteria established with the teacher. 	<ul style="list-style-type: none"> - Action Plan, p. 8 - Appendix 13 - Action Plan, p. 9 - Action Plan, p. 10, and Appendix 14 (as needed) - On the wiki or on paper, plan each evaluation and regulation period. - Action Plan, pp. 11-12, or ICT - Create a timeline to evaluate and present your project (Action Plan, p. 14). - Use your notes to complete your evaluation of the project. - Appendix 15 - Action Plan, p. 14 - Prepare your presentation.

2.3 Integration

Materials	
Teacher	Student
	<ul style="list-style-type: none"> - Log - Action Plan
Suggested duration: 150 minutes	
Teacher	Student
<ul style="list-style-type: none"> - Have the groups present their achievements to the class. After the presentations, lead a discussion about possible applications in other projects or in their careers or personal lives. - Have students specify the type of involvement they believe best suits them. - Have students observe the impact of their entrepreneurial experiences on their entrepreneurial profile. 	<ul style="list-style-type: none"> - Present the project and consider your classmates' comments. - Log, p. 12 - Log, pp. 13-15

- Add another experience: a visit to a company or meetings with entrepreneurs.
- Discuss the relationship between students' experiences and their representation of entrepreneurship.
- Define the requirements of entrepreneurship.