$ask MONEY START

Introduction to Entrepreneurship

Teacher's Guide

SIEC
Saskatoon Industry Education Council

A Saskatoon Industry Education Council Initiative

Thank you for your interest in *SaskMoney Start: Introduction to Entrepreneurship*. This program is designed to be used as an online/asynchronous course or as blended modules for students and teachers to explore.

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Note: **Should you require any support (i.e. connecting with a local entrepreneur for your class to interview), please contact the SIEC: *admin@saskmoney.ca*.**

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Classroom Delivery Logistics

There are a few ways that students can discover the content of this course:

1) **Completely online**.
    a. Students will gain a basic introduction if completing the modules on their own. A quiz accompanies each online module, and a certificate can be accessed at the end. This will take approximately 2 hours.
    b. The Module Summary Sheets in this guide will be helpful learning tools even if students explore the modules on their own.
    c. A teacher could lead students through the course by displaying it on one screen for a class to view.
2) **Blended approach**. Teachers can use the questions and resources in this guide to supplement the online modules. This will obviously take more time, but there are opportunities for deeper learning! Teachers may choose to display the modules on the screen and guide students through the content depending on the group and access to technology.
3) **Blended approach plus project**. After the online portion and module summary sheets are complete, teachers could choose to follow-up with various class project options with cross-curricular connection potential.

**See Module-Lesson Outlines for approximate timelines.*

Online Logistics

- ✓ Students should register for an account to access the course on SaskMoney.ca/Start. This allows them to save their online progress and get a certificate at the end.
- ✓ If the registration process is a barrier, a teacher could use their own account to display the online content for the class. This limits students from going through activities on their own, and they won't be able to get individual certificates.
- ✓ Like students, teachers will need to complete the course to access all of the online content. One cannot jump ahead in the course without completing modules in order. However, once the course has been completed, content can be accessed in any order, so a teacher could choose to use specific modules that suit their class.
    - Teachers should visit the **Teacher's Corner page** to learn about the potential benefits of setting up their class as a group: saskmoney.ca/teachers-corner/
- ✓ Videos must be watched before moving from topic to topic.
- ✓ Pages without videos may have time limits (less than a minute) that prevent someone from moving on too soon.

Curriculum Connections

The *SaskMoney Start* online modules are designed to give students a basic introduction to the first five modules in the **Saskatchewan Entrepreneurship 20, 30** course. These five modules are recommended for Saskatchewan middle years learners. Although this age group is the target for this program, the content could be used to introduce learners of all ages to entrepreneurship concepts.

***SaskMoney Start* Module(s)**	**Corresponding Curriculum Module**	**Curriculum Indicators**
1 & 2	1	A, B, F
3	2	B, C, E, F, G
4	3	A, B, G, I
5	4	A, C, E, F, G, H (in multiple modules)
6 & 7	5	A, D, E, F, (H…brainstorming techniques), (J if doing project)
8	3	M (if using the myBlueprint activity)

These 5 curriculum modules in **Entrepreneurship 20, 30 are "Suggested Modules" for middle years PAA. See p. 30 in the curriculum guide.*

Module-Lesson Outline (for blended approach)

Below, you will find suggestions for structuring your students' study of the introduction to entrepreneurship. A few considerations:

- ✓ The online modules must be watched in order, so a student cannot jump ahead in the course.
- ✓ Teachers can choose pre and post online lesson content to facilitate student learning. The optional content is tied to curriculum but may be skipped if time is an issue.
- ✓ Some teachers may want to have students view more than one module in a sitting. In that case, combine some of the suggested introductory questions and/or activities.

1. **What is an Entrepreneur?**
    - **Opening discussion or writing prompts**:
        - What is an entrepreneur?
        - How do entrepreneurs make our society a better place?
        - See Module 2 Opening Activity if combining the first two modules.
    - **Online.** ~12 minutes:
        - *Introductions video*: Students are introduced to 5 Saskatchewan-based entrepreneurs.
        - *Defining Entrepreneurship* video
        - *Entrepreneurs Help our Society* interactive graphic
        - Quiz
    - **Follow-Up**:
        - Module Summary Sheet. Class discussion can follow once students have completed their work.

2. **What Type of Business Could You Start?**
    - **Opening Activity:**
        - Have students list as many names of businesses in their community as they can in one minute.
        - Create a list on the board.
        - Ask students to try to categorize businesses that are similar to one another. *Ask*: What makes them similar?
    - **Opening Discussion or Prompts:**
        - If you were to open your own business:
            - Where would you like to be located?

        - What would you do with the profits from your business?
        - How much control would you like to have over the business? (ie. creating a logo and/or website, advertising, deciding how much to charge customers, etc.)
- **Online**. This module has 3 slideshows for students to read through along with quick practice activities). It is strongly recommended that students complete the summary sheet (p. 11 of Teacher's Guide) while viewing this content. ~15-20 Minutes:
    - *For Profit or Non Profit?* Slideshow
    - *4 Types of Businesses* Slideshow. (Home-based, Online, Brick & Mortar, Bricks & Clicks)
    - *Franchise or Independent Business?* Slideshow
    - Quiz
- **Follow-Up:**
    - Module Summary Sheet. Class discussion can follow.
    - The class could revisit the opening activity for this module and recategorize the business list based on their learning.

3. **How do Entrepreneurs Achieve Success?**
    - **Opening Discussion:** What do you think success looks like in entrepreneurship? How do entrepreneurs know if they've been successful?
    - **Online.** ~ 20 minutes (not including optional Interview activity):
        - *Success & Failure* video w/ two practice questions
        - *Learning from Kehteyak* video
        - *Worldview, Culture, & Values video* w/ definitions
        - *Seventh Generation Principle video w/ reflection questions (students could choose 1-2):*
            - What is something you are grateful for in your life?
            - What role did your ancestors play in making your current life more comfortable?
            - What is something you already do that will have a positive effect on future generations?
            - What is one small change you can make in your life to have a positive effect on future generations?
        - Entrepreneur Interviews (Optional)
            - Students can use **Career Talks** videos, a speaker could be brought in, or students could partner up to interview a local entrepreneur on their own.

        - See the **Entrepreneur Interview Assignment and Rubric**.
    - Quiz
- **Follow-Up:**
    - Interview Activity (Optional)
    - Module Summary Sheet

4. **What Characteristics and Skills do Entrepreneurs Possess?**
    - **Opening Discussion or Prompts:**
        - What is the difference between a person's characteristics and their skills?
        - What characteristics do successful entrepreneurs possess?
        - What skills are needed to be a successful entrepreneur?
        - What characteristics describe you? Ask for ideas from a couple of classmates!
        - What are a couple of skills that you possess?
    - **Online.** 15-20 mins without the complementary skills task at the end of the module:
        - *Positive Characteristics and Skills* video
        - *Negative Characteristics* video w/ sorting activity
        - *Creativity* video
            - Reflection question: Consider what the entrepreneurs said about how creativity occurs in lots of different ways. This could be a creative way of defeating your opponent in sports; a creative way to fix something in your home; a creative arts project; a creative way of solving a problem, etc. **What are examples of creativity have you displayed in the last year?**
        - Complementary Skills
            - Text-based learning w/ activity suggestion:
                - Create a quick list where you write down your top-three skills.
                - Create a second list where you write down two or three skills that you would probably need to improve if you were an entrepreneur.
                - If you are in a class, find someone who has a complementary skill to you. If you are working on your own, think of someone you know who has a skill that would complement your skill set. This person would likely make a good partner for you in business.

    - Quiz
- **Follow-Up:**
    - Complementary Skills Find a Match activity (displayed in online module)
        - Find a Match
        - Create a quick list where you write down your top-three skills.
        - Create a second list where you write down two or three skills that you would probably need to improve if you were an entrepreneur.
        - If you are in a class, find someone who has a complementary skill to you. If you are working on your own, think of someone you know who has a skill that would complement your skill set. This person would likely make a good partner for you in business.
    - Module Summary Sheet

5. **How do Entrepreneurs Seek Opportunities?**
    - **Opening Discussion/Prompt:** How do entrepreneurs come up with ideas or find opportunities for their business?
    - **Online.** ~12-15 minutes:
        - *Seeking Opportunities* video w/ activity
        - *Trends & Fads* video and definitions
        - *Quiz*
    - **Follow-up:**
        - Module Summary Sheet and discussion

6. **How do Entrepreneurs Bring Ideas to Life?**
    - **Opening Discussion/Prompt:** How do entrepreneurs come up with ideas or find opportunities for their business?
    - **Online.**
        - *How Can You Create an Idea for a Business?* video and activity
        - *Make Your Idea a Reality* video and activity
        - Quiz
    - **Follow-Up:**
        - Module Summary Sheet and discussion

7. **Design Thinking**
    - **Opening Prompt:** Describe a time when you used feedback to improve something you were creating.
    - **Opening Activity:** Consider using Spark Creativity—a great brainstorming activity to get ideas flowing! This could also be used later if students will be generating ideas on their own or for a project.
    - **Online.** 15-20 mins:
        - *What is Design Thinking?* video and definition.
        - *Design Thinking Examples*
        - *Design Thinking Steps* with definitions and activity.
        - Follow-Up Questions.
        - Additional resources (optional) are also suggested to help deepen understanding.
        - Quiz
    - **Follow-Up:**
        - Module Summary Sheet
        - Ensure students understand all 5 steps (Empathize, Define, Ideate, Prototype, Test) and the idea that this process helps find creative solutions to solve problems and benefit a business. This is an iterative process, meaning the cycle is ongoing until the perfect product/solution is created.

8. **What Strengths Do You Bring to a Team?** (Optional, but beneficial for Module 3 in the curriculum and to set up success if the students are doing a project.)
    - **Opening Discussion:** Why do entrepreneurs need to work effectively with other people? How do entrepreneurs collaborate effectively?
    - **Online** (Timing depends on the approach. Video = ~5 mins. Personality Surveys could take anywhere from 10-45 minutes.)
        - *Collaboration* video w/ matching activity
        - What strengths do you bring to a team?
            - This involves students completing a personality survey (and possibly a motivations survey as well). **myBlueprint.ca** is a suggested resource—even if students have completed the surveys before, they should re-do them and follow the advice given in the online module.
        - Quiz

- **Follow-Up**
    - Module Summary Sheet
    - This will depend on how in-depth the students get with the surveys.

9. **Online Content Conclusion**
    - Students can access a certificate for completing online course.
    - Additional Resource List is included here.

MODULE 1

WHAT IS AN ENTREPRENEUR?

a. Define an entrepreneur in your own words.

b. How do entrepreneurs help our society?

c. Choose an entrepreneur from the videos and research three interesting facts about this person OR their company.

1.

2.

3.

d. If you could open a business, describe what product you would sell or service you would offer.

WHAT TYPE OF BUSINESS COULD YOU START?

a. List one advantage, a challenge, and an example for each of the 4 business types described in this module:

	Advantage	Challenge	One Local Example
Home-Based			
Online			
Bricks & Mortar			
Bricks & Clicks			

b. List the main difference between the types of businesses listed below. Provide an example of each.

	Main difference between the two	Local example of each
For-Profit vs. Non-Profit		
Franchise vs. Independent		

WHAT TYPE OF BUSINESS COULD YOU START?

c. If your business idea from Module 1 had a storefront, what would it look like? Draw or describe your vision for the business!

HOW DO ENTREPRENEURS ACHIEVE SUCCESS?

a. What does success mean for you:

As a student?	Outside of school?

b. Dr. Chris Scribe says, "Don't get down on yourself if things don't work out. If you make a mistake, what you do with that failure...what you do in your life moving forward beyond that, that's what matters." Describe a moment in your life where this advice would have been helpful.

c. When entrepreneurs have a business idea that fails, they look for positives in the experience. List one or two ideas of how failure might be positive for successful entrepreneurs.

HOW DO ENTREPRENEURS ACHIEVE SUCCESS?

d. For the business you described in the previous modules, what would your top 3 values be?

1.

2.

3.

e. What is something you can add to your daily routine to make sure that the Seventh Generation Principle is a part of your values?

f. What is something you would do to use the Seventh Generation Principle in your business?

MODULE 4

WHAT CHARACTERISTICS AND SKILLS DO ENTREPRENEURS POSSESS?

a. List three characteristics that describe you.

1.

2.

3.

b. What are three skills that you possess? You don't have to be an expert at them yet, but you should have some confidence with them.

1.

2.

3.

c. When you are ready to open your business, what is one skill that you will need to develop?

d. In the last year, what are two things that you have worked on that show your creativity?

e. Find two students who have one skill each that complements your skill set.

Name	Their Skill	Skill of mine that is complementary

MODULE 5

HOW DO ENTREPRENEURS SEEK OPPORTUNITIES?

a. Describe a time that you learned something new or discovered an exciting opportunity when you either:

- Had an open mind
- Stepped out of your comfort zone
- Listened carefully to others
- or, took a risk.

b. List 3 trends and fads from your lifetime and from your teacher's lifetime:

	3 Trends	3 Fads
From your lifetime		
From your teacher's lifetime		

c. What is a current trend or fad that you could base a business on? Be sure to describe how you might turn this idea into a business!

HOW DO ENTREPRENEURS BRING IDEAS TO LIFE?

a. Describe something that you were very proud of that was a result of you putting in some extra effort.

b. Think of your business idea from Module 1. In one minute, list as many names as you can think of for your business.

Explain your business idea to three friends and tell them your business names. Which one do they like best?

DESIGN THINKING

a. List the five steps of Design Thinking and define each in your own words.

Design Thinking Steps	Definition
1.	
2.	
3.	
4.	
5.	

DESIGN THINKING

b. Think of an activity you enjoy doing. If you could improve one thing about it, what would it be?

c. Think of an issue that is present in your community or school right now. What is something that could be done to help improve this situation?

d. What is an object in your home that could be improved? How would you improve it?

MODULE 8

WHAT STRENGTHS CAN YOU BRING TO A TEAM?

a. What do you find easy or exciting about working on a project with others?

b. What do you find challenging about working on a project with others?

c. Self-awareness is important when entrepreneurs work with a team. What is one thing you need to be aware of when working with a team so you are not harming the group's progress?

d. Imagine you are working on a business idea with a group where someone keeps sharing ideas that you don't agree with. How would you react to this situation so your group can complete your task in a positive way?

Module Summary Sheet Simple Rubric

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content Accuracy	Information is accurate and relevant.	Most information is accurate.	Some information is inaccurate or unclear.	Information is mostly inaccurate or irrelevant.
Completeness	Lots of detail and thoughtfulness.	Most responses are detailed and thoughtful.	Some responses are detailed and thoughtful.	Details and thoughtfulness are lacking.

Entrepreneur Interview Assignment

Objective:
Students will learn about entrepreneurship by interviewing a local entrepreneur. This assignment will help them understand the challenges and rewards of running a business, as well as develop their communication and critical thinking skills.

1. Choose an Entrepreneur:

- Find a local entrepreneur to interview. This could be someone who owns a small business, a startup founder, or a person involved in a social enterprise.
- Make sure to ask for permission to conduct the interview and clarify if it's in-person, over the phone, or via video call.

2. Prepare Interview Questions:
Create a list of at least 10 questions to ask the entrepreneur. Here are some questions to get you started:

- How did you come up with your business idea?
- What problem does your business solve?
- What makes your business unique?
- Why did you choose entrepreneurship?
- What is the biggest challenge you have overcome?
- What mistakes have you made in your business, and how did you handle them?
- Do you consider yourself successful as an entrepreneur? Why or why not?

Add to and edit this list so you have ten questions!

3. Conduct the Interview:

- Schedule a time to conduct the interview. Be respectful of the entrepreneur's time.
- Take notes during the interview or record it (with their permission).

4. Write a Reflection:
After the interview, write a reflection on what you learned. Include:

- A few sentences about who the person is and details about their business.
- At least one paragraph about the most interesting things you learned from the interview. (Include at least one quote)
- A few sentences about what young entrepreneurs can learn from this person's experience.

*If you wish to reflect in a different format (video, podcast-style, presentation) please speak with your teacher before starting the assignment.

Interview a Guest Entrepreneur

Objective:

Students will gain insights into entrepreneurship by interviewing a guest entrepreneur who visits the class. This assignment will enhance their understanding of business concepts and improve their communication skills.

1. Preparation

- Research the guest entrepreneur in advance. Learn about their business, background, and achievements to formulate relevant questions.
- Think about what aspects of their entrepreneurial journey you find most interesting.

2. Prepare Interview Questions:

Create a list of at least 10 questions to ask the entrepreneur. Here are some questions to get you started:

- How did you come up with your business idea?
- What problem does your business solve?
- What makes your business unique?
- Why did you choose entrepreneurship?
- What mistakes have you made in your business, and how did you handle them?
- Do you consider yourself successful as an entrepreneur? Why or why not?

Add to and edit this list so you have ten questions!

3. Participate in the Guest Speaker Session:

- Engage actively during the guest's presentation. Listen attentively and take notes.
- When the opportunity arises, ask your prepared questions. Follow up with relevant additional questions based on their responses.

4. Write a Reflection:

After the interview, write a reflection on what you learned. Include:

- A few sentences about who the person is and details about their business.
- At least one paragraph about the most interesting things you learned from the interview. (Include at least one quote)
- A few sentences about what young entrepreneurs can learn from this person
  .

*If you wish to reflect in a different format (video, podcast-style, presentation) please speak with your teacher before starting the assignment.

Rubric for Entrepreneur Interview Assignment

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Preparation **/4**	Questions are insightful and focused. Research and preparation obviously helped the quality of this assignment.	Questions are mostly relevant and cover key topics. Evidence of research and preparation that helped the quality of this assignment.	Questions are basic. Some evidence of research and preparation that helped the quality of this assignment.	Few questions are prepared or they are irrelevant. A lack of research and preparation negatively affected the quality of this assignment.
Reflection Quality **/4**	Reflection is clear, insightful, and thoughtful. Clear evidence of revision and editing.	Reflection is clear with some insights; shows engagement. A few mistakes that don't distract from the quality.	Some evidence of detail and thoughtfulness. Reflection requires editing so it is easier to read.	Details and thoughtfulness are lacking. Too many mistakes that affect the quality of the reflection.
Entrepreneurship Learning **/4**	Lots of connections between the student's work and the entrepreneurship learning in class.	Some connections between the student's work and the entrepreneurship learning in class.	A few connections between the student's work and the entrepreneurship learning in class.	Little or no evidence of entrepreneurship learning from class.

Comments :

Personality Survey Results Reflection (advanced)

After completing the Myers-Briggs Personality survey on myBlueprint, reflect on what you have learned.

Complete question 1 and choose four others to respond to.

1. What did you learn about your personality type from the results?
2. What strengths did the survey identify that apply to you in school?
3. Did the results show any challenges you might face as a learner? How do you plan to address them?
4. How does your personality type affect how you prefer to work in group settings?
5. What role do you usually take in group projects? How does this align with your personality type?
6. How can you apply your personality insights to work more effectively with others?
7. How do you prefer to receive feedback based on your personality results?
8. How can understanding your type help you be effective in discussions?
9. How does your personality type influence how you connect with classmates and friends?
10. In what ways could you adapt your approach to build stronger relationships?
11. How can knowing your personality type help you set personal goals for improvement?
12. What areas do you feel you should focus on to improve as a learner?
13. Did the results show any potential obstacles in your learning? How can you overcome these?

If you completed the *Motivations* survey, reflect on what you learned about how the results speak to your strengths and the challenges you may face when becoming an entrepreneur.

Personality Survey Results Reflection (Simple)

Add a few sentences of detail for every prompt.

The personality survey identified my personality type as:_____.

This type of personality has the following three strengths:

1.

2.

3.

This survey shows that when I am working with others in the future, I will need to be aware of:

This survey shows that if I need to complete a project on my own, I will need to be aware of:

If I want to start a business in the future, this survey shows me that I will need to:

EXTRA (IF you completed the *Motivations* survey).

In the "*Motivations*" survey, I learn that I...

If I start a business in the future, this survey shows me that I will need to...

Personality/Motivations Survey Results Reflection Rubric

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Reflection Quality	Reflection is clear, insightful, and thoughtful.	Reflection is clear with some insights.	Some evidence of detail and thoughtfulness.	Details and thoughtfulness are lacking.
Entrepreneurship Learning	The reflection is clearly focused on entrepreneurship.	Some reflection focused on entrepreneurship when required.	A few connections focused on entrepreneurship.	Little or no evidence of entrepreneurship learning.

Potential Summative Project Options

We hope that students are inspired to put their entrepreneurship knowledge to work after completing the *SaskMoney Start* program!

Teachers, there are a few ways to explore student learning. You may choose one or both options depending on how it fits with your year plan:

- Product or service development and sales
- Product or service Pitch Party

Should you choose to engage in a project, consider framing it as a potential fundraiser to help focus students' work and to ease the stress of making money individually.

Starting Point

a. Have students think of something that they love.
b. Ask them to list three things that could make it better.
c. Ask them to consider one of the three options that could potentially be turned into a business. This could be by creating a product or providing a service. ie.) A used book sale to raise money to support a local cause; a physical prototype or drawing of a product that offers a solution to making what they love better.

Option A: Pitch Party (somewhat brief individual activity)

Students "pitch" their idea from Starting Point "c" to the class.

- After settling on one idea. Students can develop a plan of turning this into a business:
    - What will they sell?
    - Will their sales support a cause?
    - How will they bring their product or event to life?
    - Why will people want to support this business?
- Prepare a one-minute sales pitch for the class
    - Consider using tips from *Tips for a Shark Tank Pitch*
- Each student (or partners) present to the class and answer questions
- A listening guide could be helpful! (see Pitch Paty Listening Guide document p. 26)

Potential Pathways for Option A:

- Students could vote on the top 3-4 projects that they believe are achievable and can have an impact.
- Assemble students into teams to bring an idea from the pitch party to life.
- One or more ideas could turn into a fundraiser!

Option B: Students Engage in the Design Thinking Process

a. Separate students into groups. Students choose a focus for their group.
b. Design Thinking process:

c. **Empathize**: Each member interviews a potential customer about challenges they face in their everyday life, or about challenges in their community. Students report back to group next day.

d. **Define**: Assemble interview research and define what will be developed based on "Empathize" research.

e. **Ideate**: Refine idea by coming up with as many options/solutions as possible.

f. **Prototype**: Develop prototype or plans for event

g. **Test** prototype by involving others (possibly those who were interviewed in Empathize phase)

h. Refine idea by restarting the Design Thinking Process.

Potential Pathways for Option B

- Students can have a Pitch Party where they "sell" their idea to the rest of the class.
    - Consider bringing in a community judge. Contact admin@saskmoney.ca if you would like a contact!
- Students can bring the winning pitch party idea to life by hosting a fundraiser based on their project!

Pitch Party Listening Guide

Group/Presenter	Business Idea	Questions I Have

Additional Resources

1. **Career Talks**. Be sure to use the Viewing Guide above the videos. This can be used as an option for interviewing an entrepreneur in Module 2 of the curriculum.

2. **Relevance** magazine. This annual publication often features interviews with local entrepreneurs such as the feature on Rock & Bloom in the 2025 issue. A discussion guide is available.

3. **Spark Creativity**. A great brainstorming activity to get ideas flowing! Students list uses for a specific object (phone, stapler, etc.). This could be used before group work.

4. **BizKids**. Lots of resources suitable for middle years students. Their sample Business Plan Guide is well-suited for this age group.
   - Note: A business plan is not directly connected to the five outcomes outlined for middle years in the Saskatchewan curriculum, but perhaps there are cross-curricular connections, or it is simply used as an organization tool.

5. **Design Thinking Options** to supplement online module:
   - Design Thinking animation (up to 3:11)
   - Design Thinking Process Graphic
   - Design Thinking at Google (including Crazy 8's)
   - Design thinking examples

6. **Tips for a Shark Tank Pitch**

7. **CFEE** Entrepreneurship Interviews and Advice (Canadian Content!)