

JAG PBL Menu - Entrepreneurial

This resource is provided as a toolkit of suggestions to build a PBL. Utilize these resources as prompts as you customize a PBL to fit the needs of your classroom and community.

Title Options

- JAG Shark Tank
- Build your Business
- Invest in Me
- Put your Money where your Mouth Is
- Taking Care of Business
- *Create Your Own!*

Duration 4-6 weeks

The timeframe will vary based on the student's previous experience with the content included in the PBL. When mapping out the structure for projects, allow time for all three levels of understanding. Generally speaking, this project could take 4-6 weeks; however feel free to make it work as time allows and within any time constraints that may be present.

Project Summary

Understanding the process and being prepared for the steps involved with obtaining a job is essential to the JAG Model. However, a strong understanding of the functions associated with a business could really enhance the overall learning, circling the idea of jobs and careers. Many students aspire to own and/or operate a business, so projects with an entrepreneurial flare can really spark their interest. Projects surrounding business also tend to pull out and demonstrate 21st Century Skills as well as provide fundraising opportunities.

Driving Question

A Driving Question meets the following criteria:

1. Engaging for Students
2. Open-Ended
3. Aligned with Learning Goals

A quality Driving Question is complete with framing initial words (how, what, who), person or entity (I, the class, you, we) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- How can a recent graduate start their own business?
- What does it take to improve an existing business?
- How does a business operate?
- What are the best businesses in my community?
- How can I get someone to invest in my business idea?
- How can XX% of students have a work-based learning experience in an entrepreneurial setting?
- What needs are apparent in our school and how can our class provide a product or service to answer that need?

Entry Event

An Entry Event should engage, intrigue and provoke students to want to know more about this topic. This may include a field trip, guest speaker, video, simulation, role play or mock experience. The goal is to grab the hearts and minds of your students.

Examples:

- Watch an episode of Shark Tank and ask students to document observations for post-video discussion. The students assume the role of one of the “sharks” to decide whether they would invest. As you are watching the **video**, pause following the pitch and allow your students to make their decision. Resume playing the video to hear what the actual sharks suggested. Discuss the results. What did you like about the presentation/product? What did the inventor do well? What might they improve? How can you learn from them?
- Invite a dynamic professional (an inventor, small-business owner, company president, college business professor) as a **guest speaker** to share their experience related to business. Have the speaker focus on how their business helps others. By getting student buy-in for the cause, they will be more inspired to learn how they too can provide a service to others through business.
- Connect with a local small-business owner for a structured **field trip**. Have the students prepare a list of interview questions to ask onsite following a tour. Create a dialogue between the business owner and students to collaborate on a youth-focused initiative to generate revenue.
- Look at a timeline for a well-established business (Facebook, Amazon, McDonald’s, other local business). How did they start? How did they grow? Analyze their progress. How did they manage challenges and overcome obstacles? What can you learn from their success?

Public Products

A Public Product should be one of the following:

1. **A tangible thing**, such as something they build, invent, or create. (A workbook for getting a job, a cell phone app, a resume, a website, video, PSA)
2. **Presentation:** (A mock interview, Do’s & Don’ts of interviewing, Putting on a Job Fair, Partnering with your workforce center to conduct a resume writing workshop, etc.)
3. **A solution or answer to the driving question.**

The Public Product is seen beyond teachers, classmates and parents, it raises the stakes for students leading them to a higher quality work product. Design Public Product(s) based on Driving Question and class dynamic.

Examples:

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|----------------------------------|---|
| Major Group Products | <ul style="list-style-type: none"> • Developing a business within your school • Video/PSA on the importance of shopping local • Develop a business plan • Review existing businesses and provide recommendations for consumers in the form of a directory or online application (Yelp, TripAdvisor, etc.) |
| Major Individual Projects | <ul style="list-style-type: none"> • Individual piece of business plan with presentation • Personalized work-based learning experience • Business review presentation • Shark Tank investment pitch |

Competencies

Competency Attainment will vary based on the implementation and the level of understanding going into the project, in addition to grade level. Consider whether the concept in each lesson is being introduced, expanded upon or mastered.

In general, a project such as this could accomplish the following:

Level 1: D.21, D.22, D.23, D.24, D.25, E.27, H.60,

Level 2: B.10, B.11, B.12, B.13, C.14, C.16, C.17, C.18, C.19, F.31, H.61, H.64, H.67, H.69, H.71, H.77, Q.129, T.141

Level 3: C.15, E.30, I.84, H.67

*Reference the complete list of JAG Competencies.

In addition to identifying the competencies, it's important to make students aware of what they are expected to DO and KNOW throughout the project.

Assessment(s)

An assessment should help guide the teaching and learning process. Select the mode(s) of instruction and assessment that is most suitable for your project design.

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| Formative Assessments (Mini-assessment to shape learning during Project) | Quizzes/Tests | Practice Presentations | |
| | Journal/Learning Log | Notes | |
| | Preliminary Plans/Outlines/Prototypes | Checklists | |
| | Rough Drafts | Concept Maps | |
| | Other: | | |
| Summative Assessments (End of Project) | Oral Presentation, with rubric | Written Final, with rubric | |
| | Multiple Choice/Short Answer Test | Peer Evaluation | |
| | Essay | Self-Evaluation | |
| | Other: | | |

Reflection(s)

Reflections can take place throughout the project, yet must be completed at the end. The reflection is a major component of PBL, allowing students to think about what they've accomplished throughout the project.

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|--|------------------------|-------------------------------|--|
| (Individual, Group, and/or Whole Class) | Journal/Learning Log | Focus Group – Success Council | |
| | Whole-Class Discussion | Fishbowl Discussion | |
| | Survey | Peer Assessment | |
| | Self-Assessment | Other: | |

Scaffolding (Managing the Process)

When implementing a project, it is important to plan scaffolding lessons, exercises and activities into the project that builds a student's understanding and experience with the content. All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.

Prior to the Project Beginning

**Consider the following examples of tasks to prepare for prior to the launch of your project:*

- Build relationships with business partners that are assisting with entry event.
- Secure necessary materials and resources, especially technology.
- Design lessons with relevant materials to business components.
- Create/modify assessments & reflections.
- Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

Launching the Project

**To build the excitement and engagement for the project, do the following:*

- Perform the Entry Event.
- Share the Driving Question.
- Discussion on student voice and choice.

Project Navigation:

**Based on your student's previous knowledge and the design for your project, incorporate the following scaffolding lessons, exercises and activities to achieve your Public Project and answer your Driving Question.*

- Provide lesson on building blocks of a business.
- Discuss the different departments or areas associated within a business (finance, marketing, sales, customer service, housekeeping, etc.).
- Invite a lawyer to speak on the legalities associated with starting a new business and operating an existing one. (C.15)
- Brainstorm products that students like and enjoy. Transition into problems they encounter that a product might solve. (H.67)
- Conduct the "Junk Game" to exercise creativity and innovation. (see resources)
- Allow students to invent a product or service that provides a solution to a problem.
- Formulate your investment speech and product presentation.
- Lesson on business plans, allow students time to create a business plan for their product or service. (I. 84)
- Assess student learning of business basics.
- Peer review or reflection.
- Allow time for re-work.
- Present public product.
- Final assessment.
- Reflection of whole project.

Based on how you plan your project, arrange the scaffolding process accordingly. Utilize the JAG curriculum and supplement with current materials related to your project theme.

Accommodations

A variety of accommodations can be made to meet students and their needs. A list of common accommodations can be found here: <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations>



Resources

What resources will make this project successful? Ask to include professionals in your school and/or community partners as deemed appropriate. Integrate these individuals and technology into your project to maximize learning.

**For example, assist with setting up and running a JAG business.*

School-based individuals:

- Building Principal or Assistant Principals
- Business Teachers
- Someone with entrepreneurial experience (prior business owner, direct sales consultant)
- Student organization advisors, DECA, BPA, etc.

Community:

- Business professionals – small-business owners, company CEO/Presidents, inventors
- Civic organization leaders
- College Business Department
- Economic Development

Technology:

- Access to computers/devices for research
- Access to computers to type materials
- Flash drives or web-based storage for saving materials
- Video viewing equipment (projector, screen, speakers, etc.)

Materials & Supplies: (if necessary)

- Access to transportation

Supplemental Links

You are welcome to use these links, yet remember there are hundreds of links available via the internet. Feel free to search for materials that best fit the needs of your students.

- Business Building Blocks - <http://neverstop.co/start-launching/business-modeling-9-building-blocks/>
- Different Departments of a Business - <http://smallbusiness.chron.com/departments-needed-run-business-23223.html>
- Legalities Surrounding Business - <http://www.businessdictionary.com/article/538/common-legal-issues-faced-by-businesses/>
- Junk Game - <http://businesshorizonsmedia.com/2015/06/30/the-junk-game-in-pictures/>
- Innovative Thinking - <http://www.fastcompany.com/3048397/hit-the-ground-running/7-habits-of-innovative-thinkers>
- Business Plans - <http://www.inc.com/larry-kim/top-10-business-plan-templates-you-can-download-free.html>
- Mastering the Sales Pitch - <http://www.forbes.com/sites/meghancasserly/2013/01/30/the-five-sales-tactics-every-entrepreneur-must-master/#78c4b7a573c2>

Videos

Entry Event #1

- Shark Tank - <https://www.youtube.com/watch?v=kvSXRtkbfU8>



Assessments & Rubrics

- Jobs for America's Graduates PBL Library - <http://www.jag.org/jag-library>
- Buck Institute for Education - www.bie.org

For questions or assistance contact pbl.jag@gmail.com or join the discussion on Facebook @pbl.jag!

One Step Further

The following are merely ideas to consider when designing your project. These are progressive in nature and may be reserved for a second or third time through a foundational PBL design.

- Develop a business that creates jobs within your community and provides a solution for JAG students to be employed.
- Discuss how you could grow and develop an online business.