Entrepreneurs in the Classroom!

GUIDE FOR Elementary School Teachers
This guide is part of the Youth Entrepreneurship Challenge coordinated by the Secrétariat à la jeunesse of the Ministère du Conseil exécutif. By introducing young people to entrepreneurial culture, the government of Québec aims to encourage the acquisition of skills that will enable them to achieve their full potential and ensure the social and economic growth of Québec society.

SUMMARY

Introduction ............................................. 4
Different types of entrepreneurial activity ............................ 4
Integrating classroom visits into the curriculum ......................... 5
Organizing classroom visits .................................... 7
Consulting other staff members .................................. 7
Choosing a guest speaker ..................................... 7
Preparing the visit .......................................... 8
Sending the invitation(s) ..................................... 8
Validating the choice of speaker ................................ 9
Documentation and formulating questions ......................... 9
Hosting the visit ........................................... 10
Evaluating the visit and what the students have learned .......... 11
Concluding the project ...................................... 11

Conclusion .................................................. 11
The purpose of this teaching guide is to provide elementary school teachers with simple, functional tools that will help them organize visits by local entrepreneurs and cultivate in students an interest in entrepreneurship. This guide outlines how to plan, prepare, carry out and evaluate a classroom visit by an entrepreneur.

We hope this guide will help students benefit from the expertise of entrepreneurs and develop entrepreneurial skills of their own.

ACKNOWLEDGMENTS

Publication of this guide, which is the fruit of the commitment and often voluntary work of many people, was made possible through the financial support of the Secrétariat à la jeunesse of the Ministère du Conseil exécutif as part of the Youth Entrepreneurship Challenge (www.defi.gouv.qc.ca).

As coordinators of the project, we would first like to thank Maurice Boivin for all the work he accomplished, from analyzing existing literature to selecting the content elements that form the basis for this guide.

To Benoit Bolduc and Pierre Martin of Groupe Formaxe senc, who reformulated, summarized and explained in lay terms the materials used in creating this guide, we are greatly indebted.

We are also very grateful to all those who read the guide and validated its content. The guide would not be as enriching and useful without their invaluable comments.

Finally, we would like to thank the members of the intersectorial committee of the Youth Entrepreneurship Challenge—Andrée Bérubé, Nicole Gagnon and Giuliana Tessier of the Ministère de l’Éducation, du Loisir et du Sport; Donatilla Cyimpaye of the Ministère du Conseil exécutif; and Pierre Duchaine of the Ministère de l’Éducation, du Loisir et du Sport—for their invaluable support throughout this project.
ENTREPRENEURSHIP AS AN EDUCATIONAL VALUE

Entrepreneurial culture is made up of qualities and attitudes (e.g. self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination) that enable individuals to undertake, commit to and see through to completion any enterprise they may choose to be involved in.

Through the activities described in this guide, teachers can help develop an entrepreneurial culture that will stimulate in their students an interest in, maybe even a passion for, a concrete undertaking or enterprise. These activities will also enable students to develop various competencies associated with their program of study and with academic success, competencies that will prove useful throughout their careers, regardless of whether or not they choose to become entrepreneurs.

TEACHERS’ GUIDE
The teachers’ guide is part of a tool kit designed by the Ministère de l’Éducation, du Loisir et du Sport to support the development of entrepreneurial qualities. Similar documents have been designed for students as well as for entrepreneurs who may be interested in visiting schools. All of the documents contained in the tool kit are available at www.mels.gouv.qc.ca/entrepreneuriat.

In the first part of the guide, entrepreneurship is defined in a way that is broad enough to include intrapreneurship and integrate new realities of the working world, such as self-employment and social entrepreneurship.

Viewed in this broad sense, entrepreneurship is no longer presented as an individual approach to enrichment but as an attitude that can be used in many trades, professions and occupations; in even broader terms, it is a socioeconomic and cultural phenomenon that concerns all citizens.

The second part of the guide deals with the way in which classroom visits by entrepreneurs can be integrated into the curriculum, while the third part shows how a classroom visit by an entrepreneur can be organized.

DIFFERENT TYPES OF ENTREPRENEURIAL ACTIVITY

Many types of entrepreneurs exist. Quite often, the term “entrepreneur” is defined narrowly as an individual who has created and who manages a private company with several employees. Small or medium-sized manufacturing companies or even large international corporations such as Bombardier, created by innovative individuals, may come to mind.

Individual entrepreneurship certainly plays an important role in the socioeconomic development of a community since it generates jobs and creates wealth. However, it is not representative of all entrepreneurial activity, and limiting ourselves to this narrow view of entrepreneurship may be restrictive.

Another type of entrepreneurial activity that is becoming more prevalent in Québec is collective or social entrepreneurship. This type of entrepreneurship is associated with workers’ cooperatives and community-based enterprises in the social economy (i.e. the voluntary and community sector). Nowadays, there are many examples of social economy enterprises, such as home-care services, food services and daycare services. Workers’ cooperatives that have started up or revived businesses are also examples of social entrepreneurship.

Other entrepreneurial models are also becoming increasingly popular in Québec. Self-employment now plays a leading role in Quèbec’s economic development. Self-employed individuals who provide services, on their own account, to businesses, organizations or other individuals are also engaged in an entrepreneurial activity. They are found in virtually all occupations and professions.

For several years now, the definition of entrepreneur has expanded even more to encompass individuals who may not be responsible for starting a business, but who contribute to its operation and growth. Such individuals are called intrapreneurs. They act like entrepreneurs within the framework of an organization. Just like

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1 For more information on entrepreneurship as an educational value, please see Introduction to Entrepreneurial Culture, Project Development Guide for Teachers (Québec: Gouvernement du Québec, 2005) available at www.mels.gouv.qc.ca/entrepreneuriat.
other entrepreneurs, they are able to identify dysfunctions and problems and initiate new ideas to solve them. They may be part of management, or be dynamic, creative employees who want to do their job well and see their organization grow.

Entrepreneurs and intrapreneurs share many similarities in terms of values and qualities. Both demonstrate the same entrepreneurial attributes: self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination.

We recognize that entrepreneurial qualities are required in most occupations and professions. This means that education and training should no longer have the sole objective of preparing students to occupy jobs, but should also focus on having them use the entrepreneurial competencies and values that are as essential to employees as they are to self-employed workers, intrapreneurs or private entrepreneurs.

It is in this spirit that teachers are encouraged to take advantage of the entrepreneurial resources in their communities and invite entrepreneurs from a variety of fields into their classrooms to share their experiences with the students.

**INTEGRATING CLASSROOM VISITS INTO THE CURRICULUM**

Classroom visits by entrepreneurs are fully compatible with teaching practices based on participation, cooperation and project-based learning.

The entrepreneurial spirit and its attendant culture are in keeping with the aims of the Québec Education Program, which are based on educational measures that help students gradually construct their world-view and identity and become empowered.

Visits by entrepreneurs also fit into the broad areas of learning defined by the Québec Education Program. The educational aim of Personal and Career Planning is to enable students to make and carry out plans designed to develop their potential and help them integrate into adult society.

Thus, the development of an entrepreneurial culture is a way of addressing the issue of how students will be able to integrate into society, by using entrepreneurship as a basis for acquiring qualifications and learning how to act independently. In this broad sense, entrepreneurship has now become one of the educational aims of Québec's education system.

This orientation is motivated in part by the fact that, when students enter the job market, a vast majority of jobs will require them to possess not only a solid general education and specialized training, but also new cross-curricular competencies, including recognized entrepreneurial qualities. Several schools have already included these qualities in their educational projects. This guide explains how to extend this vision into the classroom.

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The basic idea is to link theory to practice in a concrete way. It is therefore quite relevant to integrate visits by entrepreneurs into classroom activities. If well integrated and well planned in terms of objectives, these visits can provide many students with an enriching experience that will allow them to acquire new learning. Through meaningful and effective activities such as these, students can relate what they learn in class to the concrete reality of the labour market.

By speaking with entrepreneurs, students will be able to make connections between what they learn in class and what their parents do or what they themselves foresee as a career. Entrepreneurs can attest to the satisfaction of fulfilling one’s dream or reaping the fruits of one’s labour. Entrepreneurs may also become valuable allies in many regards. In addition to supporting the teaching strategies suggested, they can help students learn about the job market and make connections between school and society. Through their personal stories and those of others, they can also demonstrate how well-integrated entrepreneurial qualities can be useful in creating a career that is fully compatible with one’s dreams and desires, and how these dreams can be achieved whether one is a specialized worker, an administrator or an entrepreneur.

Although at first glance such visits may seem more appropriate for higher-level students, such as vocational training students, they can also benefit elementary school students. The possibility of welcoming entrepreneurs into the classroom is open to all teachers, whatever cycle or subject they may teach.

For example, language teachers could use these opportunities to make students aware of different language-related occupations, such as that of translator, interpreter, reviser or editor. Visual arts teachers could highlight the entrepreneurial nature of certain occupations, such as that of graphic designer, illustrator, or commercial artist. For homeroom teachers, these visits could help students learn more about themselves and understand the relationships that exist between personal interests, academic subjects and occupations. In short, these visits provide access to knowledge about the workplace, and occupations and professions in the surrounding community.

Thus, classroom visits by entrepreneurs are highly relevant activities in all subject areas and for all students. They also benefit all parties involved. They enable teachers to create dynamic learning activities that support educational objectives. They allow entrepreneurs to become involved in regional development and to talk about their achievements. However, those who stand most to gain from these classroom visits are the students because enriching, concrete experiences such as these can prepare them effectively for the realities of the workplace, by showing them examples of career success in all fields of work. Students are thus able to discover that, somewhere in the workplace, they will be able to achieve their potential, be it as entrepreneurs or intrapreneurs.

By hosting visits that enable students to come into contact with entrepreneurs, schools participate actively and efficiently in promoting an entrepreneurial culture. This culture is essential to the development of attitudes, competencies and skills that are beneficial not only to tomorrow’s entrepreneurs, but also to all future employees and citizens, whatever the field they may choose to pursue.
ORGANIZING CLASSROOM VISITS

Well-organized visits by well-chosen speakers to well-prepared students can be an enriching experience for all.

There are many steps involved in organizing a classroom visit by an entrepreneur. They include research, consultation and writing, done alone or in teams. For students, such a project can represent weeks of work.

Even though students are the ones who must decide on and execute the project (please see the activity guide in the appendix), teachers nevertheless have a number of steps to perform, namely:

• consulting other staff members
• choosing a guest speaker
• preparing the visit
• supervising the visit
• evaluating the visit

CONSULTING OTHER STAFF MEMBERS

Although teachers are responsible for organizing activities in their own classrooms, anyone planning a classroom visit should consult other teachers in the school, as such visits may affect their planning. Other staff members (teachers or nonteachers) may also have useful advice, particularly regarding contacts with potential guest speakers. It is therefore important to have the support of those affected by the teaching objective before going ahead with the project.

In certain cases, the participation of colleagues may even change the direction of the project. A project could therefore be organized in different ways: it could involve having a group of classes attend a lecture by a guest speaker, or having an entrepreneur visit several different classes, or even consist of a single project that would combine the interests of several teachers and learning content from different subject areas.

CHOOSING A GUEST SPEAKER

The guest speaker could be an individual entrepreneur, a self-employed worker or a social entrepreneur.

The objective is to find entrepreneurs who distinguish themselves through their entrepreneurial qualities. These individuals may be chosen on the basis of their personality, the characteristics of their enterprise, the way the enterprise was created or is managed, or the entrepreneurs’ involvement in the community.

The individuals selected are expected to have given some thought to how they chose their careers, how they work and how their careers have evolved. They must be able to summarize their professional experience and talk about their entrepreneurial qualities, how they developed these qualities and what role these qualities played in their lives.

Guest speakers must also have a connection with the students who participate in the activity. Ideally, they should be visible in the community. For example, every community, every city, every town has a “success story.” Why not use the experience of these local leaders? Someone in the community who has succeeded can provide a positive role model that the students can relate to.

How does one go about finding these rare gems? The Youth Entrepreneurship Challenge, an initiative coordinated by the Secrétariat à la jeunesse of the Ministère du Conseil exécutif, has created a network of over 90 youth entrepreneurship agents working in youth employment centres (carrefours jeunesse-emploi—CJE), as well as a network of 18 social entrepreneurship agents in the regional development cooperatives (coopératives de développement régional—CDR). These agents, who work in all regions across Québec, are responsible for promoting entrepreneurial culture in the schools. They can help teachers identify and recruit entrepreneurs who may be interested in visiting classrooms.
To find the Carrefour-jeunesse emploi centre nearest you, please visit the CJE Web site at www.cjereseau.org/fr/cje_ouTrouver.asp. To contact your regional development cooperative, please visit www.coopquebec.coop/agents.

Many other sources of information exist. For example, a list of all the businesses and organizations in a region can be very useful. Relevant information may also be obtained from:

- family, friends, and acquaintances
- the community representative of the school’s governing board
- entrepreneurship specialists associated with regional development or coordination organizations, such as:
  - regional conferences of elected officials (conférences régionales des élus—CRÉ)
  - local development centres (centres locaux de développement—CLD)
  - community development assistance organizations (sociétés d’aide au développement des collectivités—SADC)
  - local employment centres (centres locaux d’emploi—CLE)
  - chambers of commerce

Information on youth entrepreneurship is also available on various Web sites, such as:

- Secrétariat à la jeunesse: www.jeunes.gouv.qc.ca
- Place aux jeunes: www.placeauxjeunes.qc.ca
- Junior Achievement (Jeunes entreprises du Québec—JEQ): www.jequebec.org
- Réseau québécois des écoles entrepreneuriales et environnementales: www.rqeee.qc.ca

Of course, the students involved in the project are the ones who should identify the entrepreneur they wish to meet. They can base their search on information from organizations that promote entrepreneurship, local economic development organizations or on knowledge of their community. This research constitutes the first step in preparing a classroom visit and one of many enriching learning activities associated with the project.

Even if students have at their disposal an activity guide that provides them with basic information, they will still require their teacher’s close support and supervision.

**PREPARING THE VISIT**

Once a teacher has confirmed the choice of guest speaker(s) to invite, two learning activities can be organized for the students. The first one consists in having the students send an official invitation to the entrepreneur they have selected.

**SENDING THE INVITATION(S)**

The student activity guide lists the information that should be included in the invitation:

- the purpose of the visit (e.g. to speak to a class about their experience as an entrepreneur)
- the group of students organizing the visit (the grade, class, school)
- the date, time and place of the visit
- the length of the presentation and the time set aside for students’ questions

Here is a sample invitation:

**Dear Sir or Madam:**

The students of ____________ at ____________________ school would like to invite you to speak to our class on ______________ at ____ A.M./P.M. If this time is not convenient for you, please let us know when you might be available.

We would like you to speak to the class for ___ minutes and have ___ minutes for questions and answers. The entire activity should last no more than _____ minutes.

This visit is very important to us. It will help us better understand what it takes to be an entrepreneur.

We have already gathered some information on your company and know that you possess the qualities of an entrepreneur.

We hope that you will be able to share your experience with us.

We thank you in advance for your cooperation and look forward to meeting you.

Sincerely,

**SIGNATURE**

School address
E-mail
It is important to obtain confirmation of the guest speaker’s participation.

Steps have been taken to pave the way for your students. Various business associations have already been contacted to help you organize such classroom visits. It may very well be that the entrepreneur you are considering inviting is already familiar with the Youth Entrepreneurship Challenge and has probably even considered participating in the project.

The networks and organizations involved in promoting entrepreneurship have published a brochure for entrepreneurs who will be visiting classrooms. This brochure is available on-line at www.defi.gouv.qc.ca/publications/entrepreneur-en-classe.pdf.

It would be useful for teachers to go through this guide with the entrepreneurs in order to validate what they intend to talk about, further develop those elements that may be particularly useful to students, or explain how the activity will be carried out. The guide for entrepreneurs covers many of the same elements contained in the teachers’ guide but from the perspective of a guest speaker. It reiterates the need to underscore the value of education or training during classroom visits.

DOCUMENTATION AND FORMULATING QUESTIONS

Another important learning activity at this stage is to have students compile a file of all the information gathered on a guest speaker and formulate questions that will enable them to better understand this information. The more complete a file is and the better prepared the students are, the more relevant the visit will be and the better it will meet their expectations and interests.

The questions must then be validated by the teacher and grouped according to theme, and may even be submitted to the guest speaker ahead of time. The purpose of these questions is to clarify the information gathered on an entrepreneur and to learn how the entrepreneur perceives the stages in his or her career and the qualities he or she has developed.

Steps have been taken to pave the way for your students. Various business associations have already been contacted to help you organize such classroom visits.

VALIDATING THE CHOICE OF SPEAKER

Guest speakers should make a positive contribution to the students’ learning. For this reason, it is important to meet with the speaker ahead of time in order to confirm his or her interest in the project, spell out the objectives and expectations of the students, and determine what role he or she will play in the activity.

The speaker’s presentation should also highlight the value of his or her education or training. An entrepreneur need not be highly educated but should recognize the importance of knowledge, education or training in achieving success. Individuals who cannot positively contribute to the students’ learning or training plan should not be considered for this activity.

As mentioned in the students’ activity guide, two or three entrepreneurs should be contacted in order to increase the chances that one of them will accept. Should more than one entrepreneur agree to visit the class, teachers may use the validation interview to determine which candidate is best suited to speak to the class.

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Each theme in the students’ file may be reviewed in light of the questions formulated by the students. The student activity guide contains a list (reprinted below for information purposes) of suggested themes to explore through questions and to include in the file:

- the entrepreneur’s position in the business or enterprise
- how the entrepreneur prepared for the business or enterprise (e.g. education, training, knowledge, skills), what jobs did he or she hold before starting the business or enterprise
- the idea or event that led to the business or enterprise
- the history of the business or enterprise (when it was created, major phases in its growth)
- the people who helped the entrepreneur with the business or enterprise (e.g. friends, family, employees)
- any difficulties encountered as well as achievements
- the entrepreneurial qualities of the entrepreneur and how they were developed
- the knowledge and skills that the entrepreneur found most useful

Students could also ask entrepreneurs what advice they would give students who are interested in entrepreneurship.

### HOSTING THE VISIT

Classroom visits can take different forms, depending on how prepared the students are or what the guest speaker intends to talk about. Below is an outline of the main steps that are generally involved. We ask teachers and students to use their imaginations and initiative in order to make the activity as original as possible.

#### STEP & TASK

<table>
<thead>
<tr>
<th>STEP</th>
<th>TASK</th>
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<tr>
<td>Research and formulation of questions</td>
<td>Before the entrepreneur speaks to the class, students should research and prepare questions on what they would like him or her to talk about.</td>
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<tr>
<td>Welcome</td>
<td>Students should greet the guest speaker as soon as he or she arrives at school and accompany him or her to the classroom.</td>
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<tr>
<td>Introduction</td>
<td>Students introduce the guest speaker using a brief text they have prepared.</td>
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<tr>
<td>Speaker’s presentation</td>
<td>The entrepreneur speaks to the class.</td>
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<td>Discussion period</td>
<td>Question and answer period: depending on the size of the class, a moderator may be assigned to manage the discussion.</td>
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<tr>
<td>Thank-you</td>
<td>Students should thank the guest speaker at the end of the visit.</td>
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<tr>
<td>Goodbye</td>
<td>Students should show the guest speaker out of the school.</td>
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EVALUATING THE VISIT AND WHAT THE STUDENTS HAVE LEARNED

In order to get the most out of the entrepreneur’s visit, it is important to take time to evaluate what the students have learned and how they can reinvest this knowledge in other learning situations. It would therefore be beneficial for students to identify the qualities they have observed in the entrepreneur and describe to what extent these qualities have contributed to his or her career success. Finally, each participating student could reflect on his or her personal qualities and draw parallels between the qualities they possess and those of the guest speaker.

The student activity guide contains a series of questions that could serve as a starting point for the evaluation. They include:

- What were your intentions before starting this project? What were your goals?
- How did you carry out the project? Name the major steps, the decisions that you made.
- Did you have to give up anything? Did you have to change the direction of the project?
- What did this project teach you about the way you learn?
- What did you learn about yourself that you were not aware of before completing the project?
- What entrepreneurial qualities did you discover in your guest speaker during the visit?
- List one thing that you learned for each step in the project?

CONCLUDING THE PROJECT

Evaluating the classroom visit also provides an excellent opportunity for the students to prepare a thank-you letter, specifying what they have gained from this experience.

To conclude the project, the students could prepare a summary of their evaluation and send it to the entrepreneur. The guest speaker will surely appreciate this gesture and see what an important role he or she has played in the students’ education.

CONCLUSION

Through these activities, you have contributed to developing an entrepreneurial culture in your school. Spread the news! Send an e-mail on your students’ behalf to the Carrefour jeunesse-emploi (CJE) in your region informing them of the entrepreneur’s visit, and include suggestions or comments about the activity if you wish. To find the Carrefour jeunesse-emploi nearest to your school, consult the CJE Web site at www.cjereseau.org/fr/cje_ouTrouver.asp.
You’ll soon be visited by somebody who has started or built up a business or large enterprise. This person is called an entrepreneur. You’ll have the chance to see how you and an entrepreneur have some of the same qualities.

First, you’ll choose the entrepreneur you and your classmates would like to meet. Then, before the entrepreneur comes to speak to your class, you’ll do some research on this person and his or her business so that you can ask questions during the visit.

At the end of the activity, you’ll evaluate your experience and summarize what you’ve learned.

Preparation is the key to this kind of project! Your teacher will help you, of course, but we’ve suggested here some of the steps that should be part of the project:

Step 1: Explore the community and list the entrepreneurs that you would like to invite to your class

Step 2: Contact the candidates to see if they are interested in visiting your class

Step 3: Confirm the choice of guest speaker and prepare a file

Step 4: Prepare for the visit and host the visit with the entrepreneur

Step 5: Evaluate the activity

Step 6: Thank your guest speaker and finish the project

Activity Sheet for elementary school students
So what is an entrepreneur?

Entrepreneurs are men and women who have decided to start a new business or to build up a business that already exists. They earn their living with this business. They are called entrepreneurs because they have decided to take on a major challenge in their adult lives. They’ve done more than just their job. They’ve created new jobs for themselves and often for others.

Look around your region, city or neighbourhood and you’ll see many small and large businesses; for example, a convenience store, grocery store, garage. The people who have opened these businesses and run them are entrepreneurs.

These entrepreneurs play an important role in society because they create jobs. But there are other kinds of entrepreneurs as well. Let’s try and list some of each type in your region, city or neighbourhood.

INDIVIDUAL ENTREPRENEURS

Usually when we think of entrepreneurs, we think about people who have set up manufacturing plants or businesses that they own. These people are called individual entrepreneurs. You’ve certainly seen them in your neighbourhood. There are many such entrepreneurs in Québec, and some have become very well known: Joseph-Armand Bombardier, who invented the snowmobile, and John Molson, who started Molson Breweries.

SELF-EMPLOYED WORKERS

Self-employed workers are also entrepreneurs. These people work for themselves. This means that they offer their services to businesses, organizations or individuals. These people are not employees: they are their own boss, even if they often don’t have any employees working for them.

Self-employed workers can be found in almost all occupations and professions. They include doctors, artists, fashion designers, accountants and taxi drivers.

COLLECTIVE OR SOCIAL ENTREPRENEURS

Be it in workers’ cooperatives or in community-based enterprises in the social economy, these persons offer community services such as home-care services, food services and daycare services. Workers’ cooperatives that have started up or revived businesses are also examples of social entrepreneurship.

INTRAPRENEURS

Sometimes certain employees of businesses created by others are so involved in what they do that they have greatly changed these businesses. These people are considered entrepreneurs even if they do not own the business they work in.

An entrepreneur’s qualities

All these different types of entrepreneurs share certain qualities. These entrepreneurial qualities are what drive individuals to fully commit to their projects. They include self-confidence, motivation, effort, responsibility, initiative, perseverance, solidarity, team spirit, resourcefulness and determination.

You certainly already have some of these qualities. Through this project, you’ll get to know people who can be role models for you and who can help you develop qualities that may one day make you want to be an entrepreneur!

Most entrepreneurs are not major TV or sports celebrities. They are ordinary people, with extraordinary values … values that will be of use to you throughout your life.
For this first step, you’ll list people you could invite to your class to speak about their experience in creating a business. Start digging around for information, just like a journalist.

- For your research, you’ll consult people and documents. Here are some good leads. You could ask these people (family members, neighbours, your friends’ parents, those who run the clubs that you belong to, teachers, people who work in the stores that you shop at) to give you some names of entrepreneurs that they know.

You could also consult public documents that are easily accessible, such as:
- the yellow pages of the phone book
- directories of local services
- the neighbourhood newspaper or city newspaper
- the Web site of your area’s chamber of commerce

Your teacher could also give you suggestions of Web sites or other sources of information that could help you find entrepreneurs.

All these sources of information will help you and your team finish your first task.

List three entrepreneurs in your neighbourhood, city or region. Fill in the table below for each of these entrepreneurs:

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<th>Name of entrepreneur</th>
<th>Name of business/enterprise</th>
<th>Type of entrepreneur (individual entrepreneur, self-employed worker, or social entrepreneur)</th>
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You now have a list of entrepreneurs that you could invite to your class. Find out if any especially interest you by getting some information on each person in your list.

**Fill in the table below for each entrepreneur:**

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<th>Name of entrepreneur</th>
<th>Describe the business or enterprise that the entrepreneur started</th>
<th>How long has this business or enterprise been running?</th>
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Step 2

CONTACT THE CANDIDATES TO SEE IF THEY ARE INTERESTED IN VISITING YOUR CLASS

Entrepreneurs are often very busy, so it’s a good idea to send out a number of invitations. You can then choose among the people who are available which one you would like to visit your class.

But before preparing the invitations, ask your teacher to check the information you’ve collected so far and see what needs to be done next for your research.

With the help of your teacher and team members, choose the entrepreneurs that you most want to visit your class.

Now it’s time to contact the candidates you’ve selected to send them an invitation.

Your teacher will give you an example of an invitation that you can use, or you can make your own.

The invitation must include the following information:

• the purpose of the visit (e.g. to speak to the class about their experience as an entrepreneur)
• the group of students organizing the visit (the grade, class, school)
• when the visit could take place (date and time). Remember to give the entrepreneur the option of suggesting another date and time if necessary.
• the length of the entrepreneur’s presentation and the time set aside for students’ questions

Inform the candidates that your teacher will be talking with them before they visit the class.

You can also let the candidates know that a guide for invited entrepreneurs is available at www.defi.gouv.qc.ca/publications/entrepreneur-en-classe.pdf. Your teacher will probably want to go over this guide with them.
If more than one entrepreneur agrees to visit the class, choose the one that you most wish to meet. Remember to write the entrepreneur to confirm the date and time of the visit. It’s also important to thank the other entrepreneurs who agreed to speak to the class.

Now your research will focus on the entrepreneur you selected and his or her business. You will be gathering a great deal of information in a binder, folder or large envelope: newspaper and magazine clippings, pamphlets, photos, Web sites, etc.

You’ll find much information by talking with the people who first suggested this entrepreneur to you. You can also consult certain government departments. Your teacher already has a list of organizations for you. If your business has a Web site, obviously you can visit it. The goal of your research is to find this type of information:

- the entrepreneur’s position in the business
- how the entrepreneur prepared for the business or enterprise (education, training, knowledge, skills), what jobs he or she held before starting the business or enterprise
- the idea or event that led to the business or enterprise
- the history of the business (when it was started, major phases in its growth)
- the people who helped the entrepreneur with the business or enterprise (e.g. family, friends, employees)
- any difficulties encountered as well as achievements
- the entrepreneurial qualities of the entrepreneur and how they were developed
- the knowledge and skills that the entrepreneur found most useful
Now it’s time to prepare for your guest speaker’s visit. The entrepreneur will talk about his or her experience, but you can also ask questions. Use the file you’ve prepared to help you get your questions ready.

The questions that you’ll ask will depend on why this person was chosen and on what he or she speaks about to the class. You may be able to get more information on certain aspects such as:

- the entrepreneur’s motivation
- how the entrepreneur prepared for the business
- the most important entrepreneurial qualities
- the challenges the entrepreneur had to face in running the business

So that you can be better prepared for the visit, write down any questions that come up while you are reading the file on the entrepreneur.

Classroom visits can take different forms, depending on your interests and what your guest speaker plans to talk about, but these steps should be included:

<table>
<thead>
<tr>
<th>STEP</th>
<th>TASK</th>
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<tbody>
<tr>
<td>Do research and prepare questions</td>
<td>Before the entrepreneur visits the class, it’s important that you do your research and prepare questions about those aspects that interest you the most.</td>
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<tr>
<td>Welcome your guest speaker</td>
<td>Greet your guest speaker when he or she arrives at the school and show him or her to your class.</td>
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<tr>
<td>Introduce your guest speaker</td>
<td>The team that chose this guest speaker should prepare a short text on the guest speaker and the business. Introduce your guest speaker to the class.</td>
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<tr>
<td>The entrepreneur speaks to the class</td>
<td>The entrepreneur gives a presentation.</td>
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<tr>
<td>The entrepreneur and students have a discussion</td>
<td>This is the time for asking questions and discussion. Depending on the size of the class, it may be helpful to appoint a leader to manage the discussion.</td>
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<tr>
<td>Thank your guest speaker</td>
<td>Make sure someone thanks your guest speaker at the end of the visit.</td>
</tr>
<tr>
<td>Walk your guest speaker to the school door</td>
<td>Show your guest speaker to the school door.</td>
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</table>
In order to get the most out of the entrepreneur’s visit, it’s helpful to think about the visit and to evaluate what you’ve learned. Answer these questions:

What were your intentions before starting this project? What were your goals?

How did you carry out the project? Name the major steps, the decisions that you made?

Did you have to give up anything? Did you have to change the direction of the project?

What did this project teach you about the way you learn?

What did you learn about yourself that you were not aware of before the project?

What challenge do you think you could take on now that the project is over?

What entrepreneurial qualities did you discover in your guest speaker during the visit?

List one thing that you learned for each step of the project:

Step 1:

Step 2:

Step 3:

Step 4:
Good job on your project! Your guest speaker has given you time and energy. Show your appreciation by thanking the entrepreneur and letting him or her know how helpful the visit was.

To finish the project, you and your team could prepare a summary of your evaluation and send it to your entrepreneur, as a way of saying “thank-you.” Your entrepreneur will surely appreciate this and see what an important role he or she played in your education.

You could also send an e-mail message to the youth employment centre in your region, known as a Carrefour jeunesse-emploi (CJE), to let them know that an entrepreneur visited your class. To find the Carrefour jeunesse-emploi nearest to your school, consult the CJE Web site at www.cjereseau.org/fr/cje_ouTrouver.asp.