

# Who Is an Entrepreneur?

**SUBMITTED BY:** WGYP Summer Educator

**SUBJECT(S):** Entrepreneurship

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ OVERVIEW:

In this introductory lesson, students will learn how to describe the skills and characteristics of an entrepreneur and will provide real-life examples of entrepreneurs.

## ≡ NBEA STANDARD(S):

- Entrepreneurship, I. Entrepreneurs and Entrepreneurial Opportunities

## ≡ RELATED ARTICLES:

- [“Working for the Family Business: Are You Ready?”](#)
- [“Why You Have Time to Become a Successful Entrepreneur”](#)
- [“What Does Entrepreneurship Mean to You?”](#)
- [“V is for Visionary: Five Lessons from Tech Titan Josh Kopelman”](#)
- [“Startups, CEOs, VCs and More from the Movie ‘The Intern’”](#)
- [“Prolific App Developer Michael Royzen Plans for a Future in College and AI Innovation”](#)
- [“Mentors: Knowing How and When to Listen to Feedback”](#)
- [“Meet One of the World’s Most Well-Traveled Teens”](#)
- [“Mara Steiu Wants You to Learn About Money — and Then Take Action”](#)
- [“ManCans Founder Hart Main Is Well Prepared for College Life”](#)
- [“Lessons from the ‘Board’ Room: A Watercraft Maker Talks Beaches and Business”](#)
- [“Innovators Must Master the Art of Brainstorming”](#)
- [“How ‘Shocking’ Moments Enabled Today’s Space Entrepreneurs”](#)

- “Future of the Business World: Cool Sneakers and ‘Creative Destruction’ with Jiro Noor”
- “Exploring Social Entrepreneurship: ‘My Generation Is Full of Activists and Humanitarians’”
- “Entrepreneur Jack Abraham on How Innovation Rises from Ruin”
- “Educator Toolkit: The Entrepreneurial Mindset”
- “Educator Toolkit: Artificial Intelligence”
- “CEO Alex Poscente Unveils Her Plan for an Augmented Reality App”
- “Career Insight: Jack Abraham on Changing the World through Technological Innovation”
- “Career Insight: Farrhad Acidwalla on Learning from Failure and Knowing When to Take a Break”
- “Behind the Wheel of Tesla’s Model S and Elon Musk’s Endless Innovation”
- “Behind the Scenes of a Sneakerhead Startup”
- “Aspiring Entrepreneurs Take Note: 4 Tips from a Venture Capitalist Investor”
- “Advice from Aspiring Women Entrepreneurs with Three Very Different Products”
- “A Research Project Builds the ‘Three C’s Model of Entrepreneurial Success’”
- “‘FishFlops’ Style Inspires One Teen to Save Her Money and Pay It Forward”

**Standards:**

- Recognize that entrepreneurs have unique characteristics and evaluate the degree to which one possesses those characteristics.

**Common Core Standard(s):**

- CCR Standard for Speaking & Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Objectives/Purposes:** In this introductory lesson, students will be able to: (1) describe an entrepreneur; (2) describe skills/characteristics of an entrepreneur; and (3) provide real-life examples of entrepreneurs.

**Wharton Global Youth Program Article:**

- [Building a Network: ‘One Simple Connection Can Lead to So Much’](#)

## Other Resources/Materials:

- Famous entrepreneurs name tag game sheet – teacher writes these on stickers. The teacher might also want to add to the list of entrepreneurs and include people with whom students are familiar. \*This name tag game sheet can be found at the bottom of the lesson plan.

## Activity:

1. Do Now: Do you know an entrepreneur? If so, who? What does he/she do? If you don't know an entrepreneur, what do you think that person might do? (5 min)

As students are writing their answers to the question, the teacher will walk around and put a sticker with a name of someone famous on the back of each student's shirt. Names of famous people can be taken off of the worksheet "famous entrepreneurs – name tag game." Students should not be able to see their own name tag, and should not talk about it until instructions are given.

2. Once students have finished writing their answers, the teacher will give instructions for the name tag game. Students will walk around and ask each other questions to try and figure out the names on the backs of their shirts. They are allowed to ask any question as long as it is not, "who is the name?" (10 min)
3. As the class comes back together, each person goes around and shares the name. If they can, the student should tell the class what they know about the person. If they don't know anything, then other students can help and the teacher can provide some information. Without using the word "entrepreneur," the teacher wants to highlight the qualities that these individuals possess. (10 min)
4. After all students have shared, the teacher will ask "what characteristics do these individuals have in common?" Write students' answers on the board. Once everyone has shared and brainstormed characteristics, the teacher should write the word "entrepreneur" in the middle. Ask the students if they have heard of the word. What does it mean to them? (5 – 10 min).
5. Introduce the article [Building a Network: 'One Simple Connection Can Lead to So Much'](#). As a class, independently or in small groups read the article. Students (or the class as a whole) should answer the following questions: (15 min): What skills does Alex Swerdlow have that allowed him to be successful as an entrepreneur?; What is a social entrepreneur?; What is the overall message you take away from the article?

6. Wrap-up: After learning about some different entrepreneurs and what they did/do, do you think you have some of the skills necessary to be one? Would you be interested? (2 -5 min)

**Practice Outside of the Classroom:**

A good extension for this class would be to have students find and learn about an entrepreneur. The first place to look is in the [Entrepreneurs & Leaders](#) tab on the Wharton Global Youth Program portal, which features a wellspring of profiles about young entrepreneurs around the world, as well as valuable takeaways about entrepreneurial skills. Students can also use the Internet, library or even interview someone they know who is an entrepreneur. The following day in class, students can share what they learned about their entrepreneur. This will develop their reading, writing, presentation and interviewing skills. Students should also definitely read the Wharton Global Youth Program article [Millionaire at 25: Jack Abraham on What It Takes to Be a Successful Entrepreneur](#), which is quite powerful and insightful.

**What Worked and What I Would Do Differently:**

Before the class begins, the teacher should look at the list of names of entrepreneurs. If need be, the teacher should add to the list based on people he/she feels the students will know and be able to relate to. Certain websites list different entrepreneurs in a variety of fields.

Name tag Game Sheet:

**Famous entrepreneurs name tag game sheet**

<b>Walt Disney</b>	<b>Henry Ford(cars)</b>	<b>Cornelius Vanderbilt(shipping &amp; railroads)</b>	<b>Andrew Carnegie(steel)</b>	<b>Mark Zuckerberg</b>
<b>Simon Cowell</b>	<b>Bill Gates</b>	<b>Dave Thomas(fast food)</b>	<b>Thomas Edison</b>	<b>Kevin Plank (sports apparel)</b>

**Coco****Chanel**(fashion designer)**Debbi****Fields**(cookies)**Howard****Schultz**(coffee)**Estee****Lauder**(cosmetics)**Russel****Simmons**(music)**Ben & Jerry**(ice cream guys)**Milton****Hershey**(chocolates)**John D.****Rockefeller**(oil)**Steve****Jobs**(computers)**Jacqueline****Susann**(literature)**Dr. John****Pemberton**(soda)**Benjamin Franklin****Oprah Winfrey****Samuel****Morse**(morse code)**George****Crum** (potato chip)