Interdisciplinary Entrepreneurship Learning Ideas
(A brainstorming activity from the New Jersey School-to-Work Coordinators Meeting)

Social Studies and Entrepreneurship

* Students set up a Small Town USA program in which they determine what types of business are needed.

* Unit on the “Workplace Yesterday, Today, and Tomorrow”; bring in pictures and describe, talk to parents and/or grandparents.

* Expand on the “Workplace Yesterday, Today, and Tomorrow”, and note changes in Technology, Communications, Transportation, and skills needed.

* Illustrate cost of products in 1900 versus cost of products in the year 2000. Explain how wages are also part of the price.

* Discuss the setting up of a business that reflects products from time past which can still be sold and how to market such products.

* Map out a voyage, the ship is destroyed by a storm, and all survive on an island. What are the needs and possible results?

* Set up a government on the island and put together a plan for obtaining food, clothing etc.

* Decide who will be in charge of the various jobs on the island.

* Hold elections.

* Field trip to see a recent new movie and discuss the reasons it has been a market success.

* Envision an early American dry goods store in the West. In groups have students decide on marketing, goods available, location etc.

* Make a mini-store in class and students make products to sell.

* Discuss development of a business plan.

* Write resumes for yourself as an adult.

* Offer job applications for students to apply for a job as a cashier, a marketer, an accountant, a manufacturer, etc.

* Have students videotape a children’s show to demonstrate appropriate or inappropriate social awareness.

* Set a reward or incentive program for students to use appropriate behavior.

* Show examples of appropriate or inappropriate behavior and consequences of both.
Science and Entrepreneurship

* Food science/product development: Study the effect of heat/temperature on yeast products. Dissolve yeast for bread in three different temperatures. Make the bread and describe the results.

* Ecology: Students research an ecology problem in their school environment. They invite the ecology coordinator from their town/county to visit. They develop an ecology plan to deal with that problem.

* Study nutrition: Choose an important nutritional concept. Develop an advertising plan to sell the idea. Develop a product line of nutritional snacks and decide how to sell.

* Establish and name a company that will market the nutritional snacks. Organize company. Identify positions and careers possible.

* Nutrition: Students locate food ads in a magazine, mount them on index cards, and evaluate their nutritional content. Make a bulletin board display. Discuss the role of advertising in promoting nutrition.

* Do bacterial tests around school. Collect data and generate a report. Sell anti-bacterial soap or wipes for students to use before lunch, etc.

* Take a trip to a supermarket to study nutrition. Analyze food labels. Discuss how to make good choices for nutritional well-being.

* Set up a weather station in which students take weather readings and market results in some form.

* Study crystal formation by making rock candy.

* Communicate with local labs on the Internet.

* Experiment with emulsions. Make salad dressing with and without emulsifier. Describe results, taste, etc. Research on what emulsifiers are and how they are used in products.

* Link with NASA to identify a science activity being conducted on Mears space station. What will research conducted yield in terms of a business? What businesses might emerge?

* Collect flowers and plants to study. Press them and make bookmarks to be sold at schoolbook fair.

* Discuss starting a business that offers a system for environmental protection.

* Plan a student-run service of water sampling.

* Students collect, sort, weigh materials collected from school trash for one day (paper, glass, metal etc.). Record results. Collect for a week. Describe amounts that would be accumulated over time, problems of disposal, types of businesses disposing of materials, and costs associated with trash. Describe problems of accumulation.

* Start a recycling project. Collect cans, sell to a local recycle center. Analyze costs and income per pound.

* Structure a business format for the recycle project. Identify roles of individual class members.
* Invite business people to speak to students on science-related businesses.

**Arts/Performing Arts and Entrepreneurship**

* Identify entrepreneurial skills for individuals who choose the arts, such as musicians, writers, artists etc.
* Have students work with established playwright in a class workshop. Follow up that workshop by having students attend the playwright’s performance.
* Create a business selling/marketing “Practice Partners” for students proficient in some musical instrument that will serve as practice partners, giving guidance and assistance for students who are preparing for music lessons.
* Students create a jingle for a product for use in a TV or radio advertisement.
* Create attractive flyers, posters or web pages for musical event.
* Use the computer art class to develop an ad that is attractively arranged.
* Develop a logo that would be interesting, attractive etc.
* Develop a logo for the school baseball team to promote this season’s games.
* Develop Web Page designs for fellow students who are trying to set up their own page, incorporate logo, music sound wave, etc.
* Create school post cards - students photograph various school scenes/activities, and market within school and community.
* Create a display of art designs and sell to students.
* Start a *Birthday Party* entertainers unit - Students will develop entertainment activities to sell to busy mothers for children’s birthday parties.
* Market the idea on the Internet by designing an interesting web page on birthday party ideas.
* Create a series of posters representing each department elective, to be used in recruitment. Think of how businesses recruit, and apply the techniques.
* Develop a package design and marketing materials for a product to sell.
* Use the Visual Design class to create a web page for your school, business, etc.
* Develop a TV commercial for your product.
* Music classes work with history and art classes to promote a product.
* Create and sell jacket broaches/pins.
* Advertise the product through displays and flyers in school.
* Create a new logo for your school, and run a contest through the school newspaper.
* Create a TV or radio ad for your business using role-playing, audio and videotaping.

**Math and Entrepreneurship**

* Analyze pros and cons of a business location, charting/graphing traffic flow and interpreting it.
* Develop a survey of the market to sell a product.
* Use spreadsheets (Excel) to project operating costs of a business.
* Examine business space requirements according to equipment and inventory needs, and draw up a plan.
* Use the Internet to find the percentage of workers who have 401K plans.
* Calculate cost per square foot of a given business plan.
* Reconcile a checking account balance.
* Analyze recurrent expenditures and forecast annual costs.
* Discuss how competition may affect the price of goods.
* Calculate costs of taking business into global markets.
* Project future profits given expansion data.
* Track stock market for 6 months. Project profits over next 2 months. (Percent plus dollar amounts)

**Language Arts and Entrepreneurship**

* Selling and marketing of a given book.
* What should be included in the book to make it marketable?
* Analyze the effects of supply, demand, profit, and competition on small business.
* Visit local bookstores to observe and analyze their marketing techniques.
* Develop a plan to sell a book.
* Write want ads that promote.
* Sell stock in the book publishing companies and follow the growth. Chart it for several months.
* Have students volunteer to come up with marketing plans.
* Describe the process of starting a small business.
* Visit your local bookstore. Observe marketing techniques, have manager describe how they run that particular bookstore.

* Write a business plan.

* Create a marketing plan based on reading a book on media, marketing strategies.

* Have students survey the student body on topics of interest (survey on hobbies/interests). Then open a book club, selling books of the most interest.

* Develop a PowerPoint presentation to sell your business to potential stockholders.

* Develop a business plan and compare with other students ideas using the Internet.

* Have each student write a career plan with values and goals. How does that plan lead to being an entrepreneur?

* Discuss how to sell an ad for the school newspaper.

* Develop ideas for careers associated with marketing. Ask a business owner to discuss his/her career.

* Have students research a business or industry and write informational news release for the school newspaper. Use the research for a term paper.

* Create and design a logo for a business. Research the potential clients. Present findings, both orally and in writing.

* Read the Dave Thomas books, (*Dave’s Way*, or *Well Done*). Discuss it and also people they know who are successful entrepreneurs.

* Interview some entrepreneurs in the community and share results of research in an essay, such as “Common Traits of Entrepreneurs”.

* Plan a small business assistance group in the school. Develop details of services and programs to be provided.

* Have a career day where you invite 3 entrepreneurs to discuss their business story. Have students write up key questions to ask them.

* Have students study current ads and jingles to determine why they are successful.

* Write to the local newspaper asking that the person responsible for their ads come to the class and discuss how to write an ad.

* Develop a bulletin board display to show the various ads that have been developed.

* Discuss the ads that catch you attention and decide why they do.

* Have a mock radio program and write the commercials for it.
* Develop a marketing plan to sell an item. Invent a marketable product or service. Learn fund-raising techniques to start your business idea.

* Have students fill in blanks of promotions they are familiar with. Then let them write a jingle or catchy phrase that would help people remember a product.

* Create selling strategy for a book report.

* Research business opportunities in community.

* Write resume of abilities.

* Research the career opportunities in the media industries (newspapers, magazines, radio, TV, etc.)

* Students could work together on illustrations to include in a book or report.

* Write short term and long-term goals for your business idea.

* Develop a concept paper, a brief description of your business idea.

* Write out a business plan.

* Have students choose roles to develop the business plan, i.e. record keeper, manager, pr person.

* Research local small business activities and report on it.

* Research labor laws.

* Select a local business and determine what language skills are needed by the owner.

* List qualities necessary to be an entrepreneur.

* Develop a marketing plan for a local small business.

* Students prepare oral presentations on famous entrepreneurs and successful businesses.

* Explore biographical background of an entrepreneur that relates to your business goals, ideas.

* Interview and job shadow a local entrepreneur in your field of interest.

* Contact an employer who has set up his/her own business and interview the person. Report results to the class.

* Read Dave Thomas’s book and write a report on qualities, steps, etc. to success.

* Research a business idea in magazines or books.

* Give a written and oral presentation on research on businesses.

* Research, via the Internet, locations that would be good to set up a certain kind of business.
* Write an employee handbook.

* Develop a resume, which would persuade an entrepreneur to hire you.

* Complete job applications or compose them for a particular business.

* Research the effectiveness of a commercial, logo, and business name. Revise it based on results of market study.

* Have entrepreneurs talk to class about mistakes made because of poor preparation in school.

* Explore customer relations and problem solving as they relate to particular industries or areas of student interest.

* Ask an entrepreneur to share successes and failures. Then have students and speaker explore ways of building on the success and avoiding or remedying the failures.

* Form groups that will help to write a curriculum for younger students to gain skills in creating a business. Older students will identify what is essential and serve as mentors to the younger students.