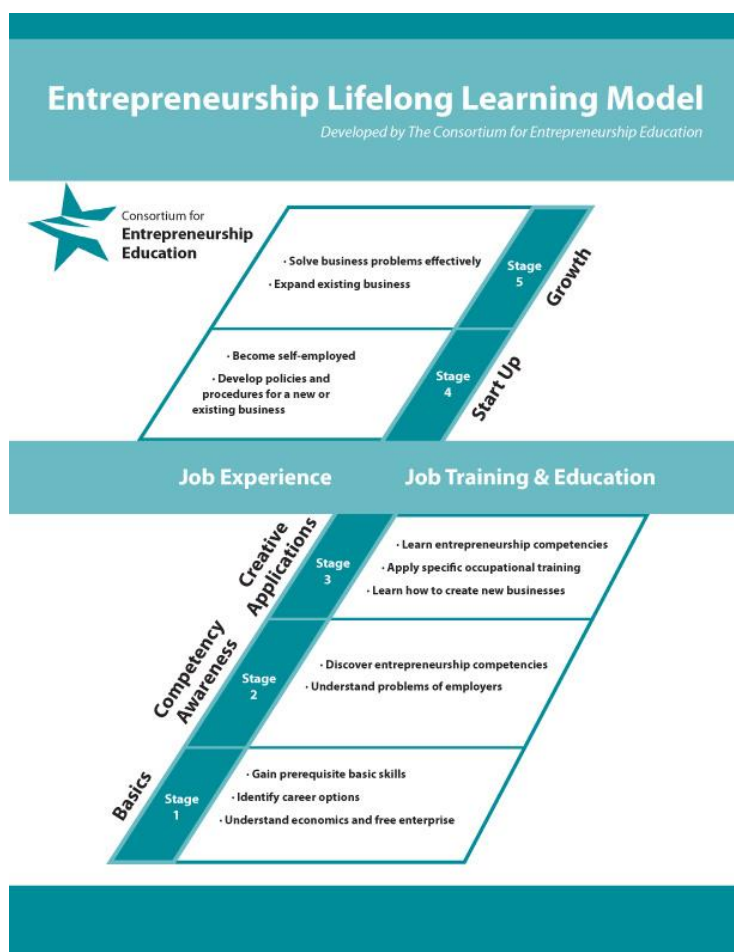


Ideas for Infusing Entrepreneurship Across the Curriculum

The Consortium for Entrepreneurship Education has been at the forefront of efforts to assist teachers in all disciplines and career field areas with methods for infusing entrepreneurship skills and knowledge into existing curricula.



Any educator, no matter the career field or discipline, can help students understand the opportunities of our entrepreneurial economy by infusing entrepreneurship-related activities in their regular course of study. These experiences may change their perception of career opportunities that reach beyond just working for someone else. They also tap into innate talents, skills and strengths and helps leverage them for more engaged participation in the classroom and beyond.

The [National Content Standards for Entrepreneurship Toolkit](#) is a resource for ideas about how to create entrepreneurship activities for any academic core class or career technical education course/program. The standards, benchmarks and performance indicators that make up the Content Standards were identified by actual entrepreneurs as the knowledge, skills and attitudes important for students to address as they think about becoming an entrepreneur.

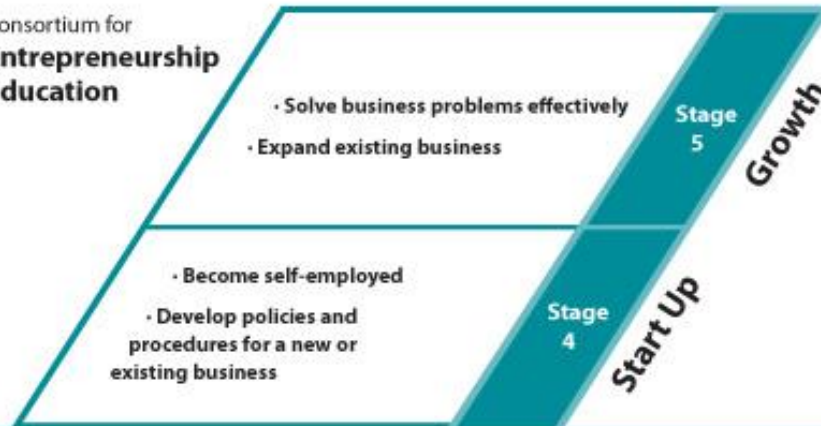
Entrepreneurship education is about creativity, innovation, and problem-solving. It's more than just the basics of determining how a business operates or creating a business plan. Challenge your students to ask questions about how products and services can be created that address customers' needs and wants in new and innovative ways. Entrepreneurship is a lifelong learning process.

Entrepreneurship Lifelong Learning Model

Developed by The Consortium for Entrepreneurship Education

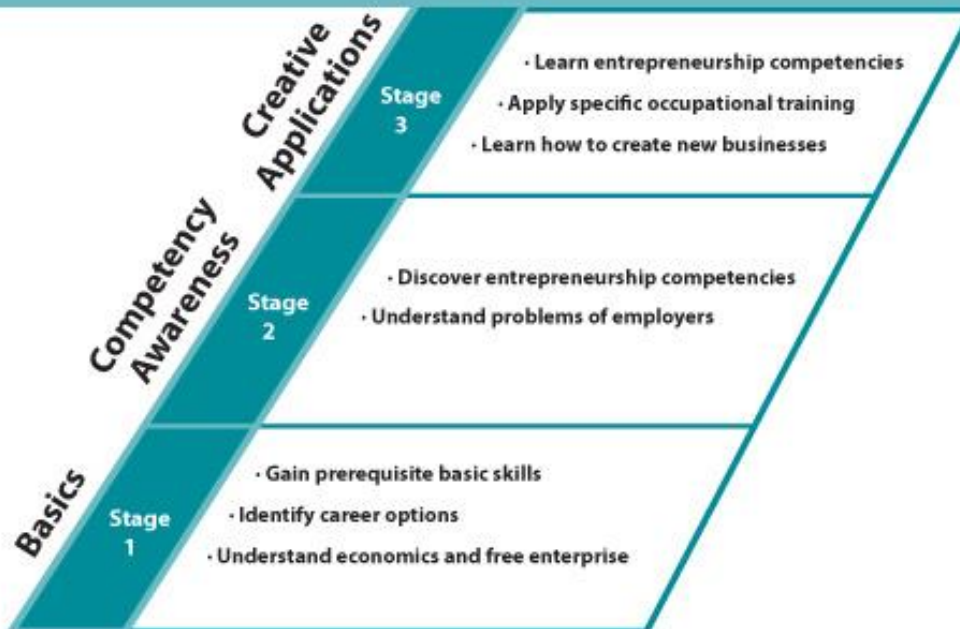


Consortium for
**Entrepreneurship
Education**



Job Experience

Job Training & Education



Social Studies and Entrepreneurship

- Our Town USA – Conduct a classroom activity in which students brainstorm what types of business are needed in their community.
- "Workplace Yesterday, Today, and Tomorrow" – Ask students to bring in pictures and describe the similarities and contrasts of the workplace “yesterday, today and tomorrow. Encourage them to talk to parents and/or grandparents. Expand on "Workplace Yesterday, Today, and Tomorrow" them and note changes in technology, communications, transportation, and skills needed. Identify the cost of products in 1900 versus cost of products today. Explain how wages are also part of the price. Discuss a business that reflects products from time past which are still able to be sold and how to market such products.
- Starting from Scratch – 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. Identify how products will be created and exchanged by the inhabitants.
- The History of Business – Have students compare the various types of economic systems over time. This will help them understand where money came from and why. It will also help them understand how the credit card has changed the way they understand value, often disregarding the prices of various products and services.
- The Global Market – Find some familiar businesses such as McDonald’s or Wal-Mart and contrast them with other more unfamiliar businesses specific to a certain region. Show the students the differences in marketing and supply and demand as well as a slew of other specifics that always change the dynamics of success.
- Business Travel – Teach students how to take their business idea around the world. Explore how it might change the economy in various areas and teach several other concepts while allowing them to create and discover. Teachers can use this resource www.econed.org and the book *How to Make an Apple Pie and See the World* to teach a lesson or adjust it according to the grade level.
- Location, Location, Location – A rule of thumb engrained in the business world remains the powerful mantra Location, Location, Location. Some believe this determines success or failure for a business. Now, with the advent of the Internet, that mantra may take new leaps and bounds or fall by the wayside. Nevertheless, it’s important to introduce students to the concept and help them decide whether it’s valuable to their business ideas. The U.S. Small Business Administration guides students through this and other pathways.
- Currency Exchange – Take the business around the world. Let students choose parts of the world where they think their product would sell or their business would thrive. Then, have them determine exchange rates. You might want to stick to one continent, but it’s always more interesting when they choose. Students will not only learn by using world maps but also begin to understand the value of money across continents. Start with www.clevelandfed.org

Social Studies and Entrepreneurship (continued)

- Clubs – Various types of clubs help students socialize in an environment where they can be themselves so why not use the clubs to see the business side of their interests. Clubs often organize events or fundraisers to promote themselves so teach them some business skills along the way.
- Mission, Vision, History – Have students choose an established entrepreneurial venture’s website and develop a synopsis of that company’s vision and mission statements, company values, and history (back story of the who, what, when, where and how of creating the venture). 3

Science and Entrepreneurship

- Product Development - In food science experiment with 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.
- Biotechnology – Students create their own biotech companies. Break students into groups and have them come up with their own version of a biotech company. Each group elects a CEO and so forth. Check out blogs.biochem.ncsu.edu for details.
- Electric Cars – Students learn science, technology, engineering, and math skills when engaging in programs like the one that Arcimoto and the Eugene Water and Electric Board of Oregon created. The two organizations designed a program to inspire students to create small, electric vehicles. Students also learn that there’s a consumer benefit, which means that they can make money, find financial security, and create their own company.
- Water Conservation – Because water conservation means survival, it only follows that students think of new ways to build businesses with this in mind. Depending on the grade level or the depth of knowledge, have students explore some of the companies out there already then discuss in groups of two or more some of their favorite companies. Afterward, tell students to make them better. Continue from there by having them create their own. Try angel.co for searching company profiles.
- Recycle to Create – Introduce students to recycling with something as simple as a crafting or art project. Then, show them how this can turn into a business. There are plenty of businesses that revolve around reusing materials. From robots to origamis, students learn and the business side motivates them to continue learning.
- Solar Energy – 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 them. Establish and name a company that will market the nutritional snacks. Organize the company. Identify positions and careers possible.
- Truth in Advertising – Have students locate food advertisements in a magazine, mount them on index cards, card stock or posterboard and evaluate the product’s nutritional content. Make a bulletin board display. Discuss the role of advertising in promoting nutrition.

Science and Entrepreneurship (continued)

- Rock Candy – Study crystal formation by making rock candy. Discuss how a new product might be created from crystal formations.
- Emulsions – Experiment with emulsions. Make salad dressing with and without emulsifier. Describe results, taste, etc. Conduct research on what emulsifiers are and how they are used in products.
- Space Exploration and Entrepreneurs - Link with NASA to identify a science activity being conducted on Mears space station or other space explorations. What will research conducted yield in terms of a business. What businesses might emerge? Discuss the privatization of space travel and business opportunities that may emerge.
- Water Sampling – Plan a student-run service of water sampling.
- Costs/Benefits of Recycling – 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. Analyze costs and income per pound. Structure a business format for the recycle project. Identify roles of individual class members.
- Real-World Science-based Entrepreneurs – Invite business people/entrepreneurs to speak to students on science-related businesses.
- Consumer Behavior – Conduct an experiment with consumer behavior. Introduce students to the stock market and link that with checking the news. But, more importantly, have students observe their own and their family and friends’ consumer behavior. That will make this so much more interesting. Then, have them come up with economically effective ways to solve or enhance some of the behaviors they’ve observed.
- Robotics – Robotic hands, snakes, spiders taken to a consumer means convenience and opportunity. Besides the competitions and exhibits that already exist, challenge students to find a market for it. Tell them to break it down into a cost-effective analysis. That will give them a better idea of what their product is worth to them and the consumer.
- Electronics – Everyone loves their electronics so focus on finding ways to improve, market, or repair them. Ask some basic questions to get them started such as how can we use electronics to improve everyday life even more? Or, how could you take a product that already exists and market it differently so that more people buy it perhaps for another purpose. One student found success with an electronics repair business through the Network for Teaching Entrepreneurship.
- “Growing a Business” – Have students get their hands dirty, quite literally, by planting an herb garden or growing specific vegetables and then selling the items. It could be used to show students how value and profit works and how getting your hands dirty means you have to work hard as well as smart when starting a business.

- Computer Science – Take a current topic such as the creation of Clinkle Corp., a start-up set to become the portal with which consumers exchange money, and use it to teach. A student at Stanford University formed Clinkle then brought together a group of students who are now helping him build the company. Your students learn about competition and innovation.
- Inventions – Inventions and business should go together. That’s why young inventors need exposure to the business world. Start by showing them one of the TEDTalks called “Pranav Mistry: The Thrilling potential of Sixth Sense” or one that you think might be more fitting for your classroom. That will serve as inspiration. Ask: How will this invention affect the world around you? How should it be marketed? How can the inventor hold on to a majority of the profits? Show them the reality, that most inventors retain only 1% of profits. That’s why learning about business is so vital to students’ success.
- Absurd Inventions - Have students brainstorm ideas for new projects after they investigate some patented but totally absurd inventions from <http://totallyabsurd.com/absurd.htm>.
- Alternative Energy - Determine the principles of technology that underlie an industry/organization. Examine the use of emerging and alternative energy resources in the production of goods and services. Discuss the impact of energy systems, fuel sources, and other technological systems on the production of goods and services.

Arts/Performing Arts and Entrepreneurship

- Artistic Talent and Entrepreneurs – Identify entrepreneurial skills for individuals who choose the arts, such as musicians, writers, artists etc.
- Practice Partners – Create a business selling/marketing "Practice Partners" for students proficient in some musical instrument who will serve as practice partners, giving guidance and assistance for students who are preparing for music lessons.
- Jingle Me This – Students create a "jingle" for an art show for use in a TV or radio advertisement.
- Creativity – Create attractive flyers, posters or web pages for a musical event in your community.
- Visual Appeal – Use the computer art class to develop an advertisement that is attractively arranged. Develop a logo that would be interesting, attractive etc.
- Logo Development – Develop a logo for the school baseball team to promote this season's games.
- Web Page Development – Develop Web Page designs for a local business that is seeking help in creating a new website or redesigning an existing site. Incorporate logo, music sound wave, etc.
- Create school postcards – Have students photograph various school scenes/activities, and market the postcards within school and community.

Arts/Performing Arts and Entrepreneurship (continued)

- "Birthday Party" entertainers unit – Have students explore how they could develop entertainment activities to sell to busy parents for children's birthday parties. Create an online marketing presence by designing an interesting web page on birthday party ideas.
- Package Design and Marketing - Develop a package design and marketing materials for a product to sell. Develop a TV commercial for the product. Create a TV or radio ad for your business using role playing, audio and videotaping.
- Kickstarter – Kickstarter stands as great place to sell a small business idea so why not use it to introduce young artists to the idea of selling their art as an entrepreneur. Artists such as PaperFrank raise funds for art shows. Other art lovers raise funds for projects such as the Beauty for Ashes Project attempting to build a studio out of plastic bottles in Nicaragua. www.kickstarter.com
- Online Stores – The next step might be to show how students can set up an online shop. Of course there's so much more to business and entrepreneurship than just creating a place to sell the product, but it gives them a resource and a starting point for motivation. Try www.etsy.com for a popular spot.
- Boot Camp – Give students an art/entrepreneur boot camp and vary it according to age and/or grade level. Students need to know the ins-and-outs of survival in the business world if they plan on pursuing a career in art, so giving them some strong basics in a limited amount of time can work wonders. Pick up some good ideas from www.startup-australia.org or www.nyfa.org
- Student Bazaar – Set up a school-wide or community-based bazaar complete with tables and booths, depending on resources and the amount of students willing to participate. Invite all types of artists including food artists to show off what they can do and sell it too.
- Art Gallery – Set up the classroom as an art gallery that features certain artists with pricing labels and so forth. Block the room off into sections for various artists or have a running theme that's featured throughout the different artists' work.
- Craft Show – A craft show gives students a chance to find different avenues for marketing their art or even using their unique abilities to create crafty items. For instance, if they like bracelets, a group of them can get together and sell them.
- Graphic Arts – There are so many ways for students to use work generated on the computer or scanned into it. Show students how to add graphic elements to their art, build collages with photography or create brochures, mini magazines, and so forth. Explain the benefits of having a small graphic arts company. Even intertwine this element with a student gallery showing or any of the other events.
- Brand Art – Have students create their art on T-shirts, notepads and mugs. Once they have a brand name, have them set a plan for selling their product.

Arts/Performing Arts and Entrepreneurship (continued)

- Vendors – Have the students approach vendors, gift shops and book stores with their product. To enhance this lesson, pull from some of the initial lessons under Language Arts and Math if necessary.
- Trunk Show – Normally, a trunk show would be for an established designer’s new line and for a select audience or vendor to get a first look at a new item. So, when assigning something a trunk show for a group of students or even an entire class, remember to reiterate this and establish the importance of the presentation.
- Project Runway – Creating a competitive environment out of a single project and offering prizes for the winners gives students a taste of how difficult following through on a goal can be but also how rewarding a win can make you feel. Use this to show them how designers start their own lines. The website for the show Project Runway has some great clips to show students. www.mylifetime.com
- Make Music & Sell – Different sites offer a full-service venue for independent musicians to control what happens to their work and build an audience with it. Check out www.topspinmedia.com for a community that helps them get their music heard.
- Talent Show – There’s nothing new about a talent show, but the approach and the expectations should be. The talent show might have digital elements and, even more importantly, all musicians and dancers and so forth must be required to sell themselves. They might make promotional items, hand out business cards, or sell T-shirts. The idea is that they connect their music to a monetary value.
- Poetry Café – Sharing poems in a makeshift café or even an actual café shows students that their work needs to be heard and enjoyed by others. Reading and talking about poetry while selling coffee and cakes gives students a chance to see how money’s made in the process.
- Film Festival – From short films to introductions to feature films and even music videos, a film festival offers students the opportunity to flaunt their talent and their hard work. Some top high schools take this very seriously. Check out dashdispatch.wordpress.com
- Advertising Agency – Give the students a chance to create their own advertising agency. Create small groups of three or four students and have them come up with campaigns in print and digitally. Take them to a site such as www.razorfish.com to give them a real-world example. Depending on the time and extent of lessons, challenge them to help come up with unique ad campaigns for products they know and love. Make sure they place a value on their work and research how much ad agencies charge for various types of work. Compare large ad agencies to the smaller ones.

Math and Entrepreneurship

- Location, Location, Location – Analyze pros and cons of a business location, charting/graphing traffic flow and interpreting it.
- Market Surveys - Develop a survey of the market to sell a product.
- Spreadsheets – Use spread sheets (Excel) to project operating costs of a business.
- Physical Space – Examine business space requirements according to equipment and inventory needs, and draw up a plan. Calculate cost per square foot of a given business plan.
- Reconciliation – Reconcile a checking account balance for a business.
- Forecasting – Analyze recurrent expenditures and forecast annual costs.
- Competition and Pricing – Discuss how competition may affect the price of goods.
- Global Marketing – Calculate costs of taking business into global markets.
- Expansion Data – Project future profits given expansion data.
- Wall Street and Math – Track stock market for 6 months. Project profits over next 2 months. (Percents plus dollar amounts).
- The Million-Dollar Question – Simply ask a question: Do you want to be a millionaire? Then, ask some more questions and help guide students through an engaging lesson full of percentages, decimals, data analysis, number sense, solving equations, and problem solving. This lesson requires small stories and flexibility so keep that in mind when approaching any obstacles. Check out www.treasurydirect.gov for details.
- Make Money – Starting a business may begin with an idea or a desire for independence but no business moves forward without money. That old adage, which seems obvious to an adult, “You gotta have money to make money,” isn’t so apparent to a kid. So while teaching them the facts of dollars and cents for any grade level, instill this concept into them and have them list possible sources of funds.
- Budgeting – Then ask the practical question of “How much money will you need?” Depending on the business type, students need to decide how much money they’ll need by creating a budget.
- Banking – Then, ask, “How will you get that money?” Help them answer through your own personalized lesson or by sending them to the bank. Now you have kids learning about borrowing money from the bank. Teachers can take many avenues to get to the point where students borrow the money. Along the way, there are more than enough learning opportunities, from learning about interest on loans to problem solving. Check out the various lessons for grades K-5 at www.discoveryeducation.com. Teachers can also find ideas to carry into higher grade levels.

Math and Entrepreneurship (continued)

- **Saving Money** – For some basics on saving money try using www.handsonbanking.org. It will introduce students to some of the core concepts necessary to move on to bigger and better ideas. Considering that adults struggle with saving money, this seals an important issue into their minds—the younger, the better.
- **Spending Money** – One of the single most serious aspects of dealing with money involves spending it. Students need a heavy dose of reality when it comes to simpler consumer spending, let alone spending for their own business. Some sites do a great job at conveying the importance of this with facts and information, but consumerjungle.org cuts to the chase and gets right to the point. Use it to teach students how to spend wisely and carefully.
- **Turning a Profit** – Exemplifying what turning a profit means to a group of students seems simple enough, but it’s challenging. If students haven’t even had a job, how can they possibly grasp the reality of turning a profit from a small business start-up? Well, that’s what teachers are for and that’s why teachers have great resources such as www.richkidsmartkid.com Video games help teachers introduce ideas and lessons broken into grade levels help teachers cement some important concepts including the idea of making a profit.
- **Balance Checking Accounts** – Many people find balancing a personal checking account difficult not because it’s a difficult concept but because there are so many bills to pay. Taking some time to show and discuss paying bills and balancing accounts helps students with basic level of responsibility. The mint offers simple, digital lessons.
- **Supply & Demand** – Because most students love video games, *Gazillionaire!* Is a great tool that will challenge students to build a small business and turn it into an empire. The player is offered a special opportunity to trade on the seven planets of Kukubia. By introducing students to the idea of creating a trade company, it provides them with important lessons in supply and demand.
- **Strategic and Operational Plans** – Examine strategic and operational plans of a local organization. Evaluate current assets, use of planning tools (e.g., market research, budget analysis, decision-making models, competitive analyses), and forecasting of trends.
- **Financial Functions** – Determine what resources are available to assist with the various financial functions of a business. Examine accounting processes, financial decision-making processes (including budget development), methods of acquiring capital, and management of financial operations (including payroll, transactions, records, and reports). 3
- **Break-even Analysis** – Introduce the concept of break-even analysis by having student calculate the number of units that must be sold or what price each unit needs to see for in order to recover the variable and fixed costs and eventually turn a profit. 3

Math and Entrepreneurship (continued)

- Credit Cards and Startup Capital – Many articles have been written about entrepreneurs leveraging their personal credit cards for startup capital. To drive home the importance of understanding the risks (vs rewards) of this financing method, use an online credit card calculator such as www.bankrate.com to see how changes in the interest rate and monthly payment changes the length of time needed to pay off the credit card balance. Students then compare credit cards by looking at the amount of interest they will incur when paying off the balances. Discuss times when they will need to use a credit card, rewards programs, and disadvantages of the use of plastic.
- Infographics – Infographics are an incredible tool to drive home “dry” statistics and data. Using free infographics tools, have students create infographics based on statistics or research related to entrepreneurship. Free tools for creating infographics are described at <http://www.creativebloq.com/infographic/tools-2131971>.

Language Arts and Entrepreneurship

- Sales & Marketing – Plan selling and marketing of a given book. Discuss 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 book stores to observe and analyze their marketing techniques. Develop a plan to sell the book. Write ads to promote the book.
- Surveys – Have students survey the student body on topics of interest for a book club (survey on hobbies/interests). Then open the book club, selling books of the most interest. Develop a PowerPoint presentation to sell your business to potential stock holders.
- Career Planning – Have each student write a career plan with values and goals. How does that plan lead to being an entrepreneur?
- Ad Sales – Discuss how to sell an ad for the school newspaper.
- Business Research – Have students research a business or industry and write informational news release for the school newspaper. Use the research for a term paper.
- Logo Design – Create and design a logo for a business. Research the potential clients. Present findings, both orally and in writing.
- Biography – Incorporate real-world reading into students’ experiences. Offer a list of biographies/autobiographies by and about famous entrepreneurs and have students form “book club discussion groups based on a book of their choice. Examples of great reads can be found at <http://www.entrepreneur.com/slideshow/225738>. Discuss the experiences and ideas presented. Also discuss people they know who are successful entrepreneurs.
- E- Interviews – Interview some entrepreneurs in the community and share results of research in an essay, such as "Common Traits of Entrepreneurs".

Language Arts and Entrepreneurship (continued)

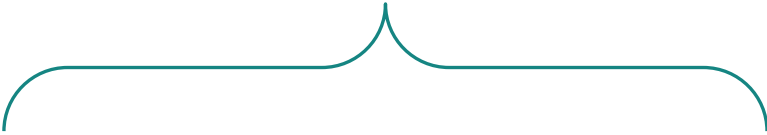
- Our SBA – Plan a small business assistance group in the school. Develop details of services and programs to be provided.
- Thumbs Up/Thumbs Down – Have students study current ads and jingles to determine why they are successful. Discuss the ads that catch your attention and decide why they do.
- Qualities of an Entrepreneur – Select a local business and determine what language skills are needed by the owner. List qualities necessary to be an entrepreneur. Create a Word Cloud poster from that list of adjectives using a program like Wordle or Tagxedo.
- Entrepreneurial Idol – Have students prepare oral presentations on famous entrepreneurs and successful businesses.
- Job Shadowing – Develop a class assignment for students to interview and job shadow a local entrepreneur in their field of interest and report back to the class on what they learned about the rewards and challenges of entrepreneurship.
- The Customer is King/Queen – Explore customer relations and problem solving as they relate to particular industries or businesses of student interest.
- Failure and Success – Ask an entrepreneur to share successes and failures. Then have students and the speaker explore ways of building on the success and avoiding or remedying the failures.
- The Next Generation of Entrepreneurs – 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.
- Success Stories – Read success stories with students. This can range from news or feature stories to historical pieces. One such story about Sarah Breedlove Walker introduces students to “a rags to riches” journey of one of the wealthiest black women in the 1900s. See eeconkids.rutgers.edu for more information. If teachers compare that with a story of Oprah Winfrey and her millionaire status, students will learn and find great inspiration for building a business from the bottom up.
- Brainstorming Bubbles – In the same way that a student would brainstorm an essay topic, students can create an idea web for different businesses they might want to start or even different products they might want to sell. It all depends on the grade level and the depth of the lesson.
- Resume Writing – Every student needs a resume of accomplishments so incorporating a resume writing session into the start-up process shows students at about a 4th grade level and above the importance of building a history of experience and knowledge. Explain that this would be presented to a prospective investor(s) or included with a business letter.
- School-based enterprise - Plan and manage a school-based enterprise that markets and sells to the school’s faculty, and staff. An excellent resource is the School-Based Enterprise section of the DECA.org website at <http://www.deca.org/high-school-programs/school-based-enterprises/>.

Language Arts and Entrepreneurship (continued)

- Business Letter – A business letter offers the Language Arts teacher a unique opportunity to build vocabulary and grammar skills while integrating further understanding of business opportunities. A student might write a business letter to solicit interest from investors or possible consumers. The point being that the student should present the value of the business on several levels through formal language.
- Job Description – Introduce students to the importance of clarity in writing by sharing examples of job descriptions for positions that an entrepreneur might need to fill to staff his/her entrepreneurial venture. Highlight industry-related technical skills (e.g., communication, mathematics, science, technology, time-management, and creative-thinking skills), industry-related production skills (specific skills used for production of goods or services), and industry-related interpersonal and team-player skills.
- Business Plan – Without a plan, anyone can lose his or her focus on a goal. Have students write a business plan and they'll get a solid understanding of what it takes to start their own business. But, even before they sit down to do this, have them read through some short questions and answers about students and their own quest to become an entrepreneur.
- Risks & Benefits – Along the way, students should weigh the risks and benefits of whatever business venture they choose. Try a really easy to use tool, "The Balancing Act" Activity, as a visual for students. You'll find it at www.econedlink.org Just place a number on each one to represent the value to the overall plan.
- Types of Businesses – Take students from start to finish through a business model. Give them a specific type of business to focus on, delving into the ins and outs of making this business work. For instance, if you were to focus on the chocolate industry, you could start with www.hersheys.com, and then compare it to a European chocolatier, then to a local small business. Show students the differences and similarities while providing them with invaluable details about starting and maintaining a successful business.
- Classroom Jobs vs. Entrepreneurship – Create a sense of responsibility by giving each student a job and add a twist. First assign jobs such as white board cleaner, agenda and date manager, art director, and so forth. Assigning more important names to jobs works really well with older students. Then listen to complaints and allow them to switch out jobs for a couple of week. Ultimately ask a series of questions to get them thinking: Would you be happy doing this when you're out of school? How could you turn one of these skills learned into a business of your own? Or, do you prefer working for someone else? What are the benefits? What are the drawbacks? All of this will help them understand responsibility and decide what route works best for them.
- Advertising - Explore advertising to distinguish between fact and opinion. Evaluate and compare familiar business advertisements. Students can investigate concepts of demand, determinants of demand, taste and preference, and substitutes and complements so they can learn to make informed spending decisions.

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Have a great activity not in this list
that you would like to share with
others?

Send to:

Gregg Christensen
Entrepreneurship & Career
Education Specialist
Nebraska Department of
Education
gregg.christensen@nebraska.gov

