

AGILE

An Introduction to Entrepreneurship



Leader's Guide



AGILE: An Introduction to Entrepreneurship
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WELCOME TO THE **AGILE** PROGRAM!

AGILE is a 10-unit program developed to give students practical training and materials in leadership and entrepreneurship. To trigger and motivate the entrepreneur within students and ignite a spark to see their dreams come to life. To arm this next generation to be change agents in their world.

Many of today's teenagers do not have a positive outlook on their future. They feel that they lack the training and resources needed to move forward in life and become successful. They may even liken leadership with abuse of power, bribery and corruption. Through this program we hope to reverse this negative outlook by offering a new picture of leadership and entrepreneurship based on Biblical principles.

PROGRAM GOALS

With this program we hope to:

- **Change the narrative** of hopelessness in their own minds, communities, countries
- **Train up and equip** a generation of innovators, self-starters, pioneers and leaders
- **Empower** a generation to make a change in their world through the learning of business and leadership skills

***The beginning of wisdom is this:
Get wisdom, and whatever
you get, get insight.***

– PROVERBS 4:7 (ESV)

HOW TO USE THIS LEADER'S GUIDE

LESSON FORMAT

Each lesson is designed to be completed within a 90-minute time frame. At the top of each unit there will be a preparation reminder, key terms and a materials list for your students.



[OPENER] (20 minutes)

- A. **Welcome:** Warmly invite the students into the lesson and review the unit's learning objectives with them.
- B. **Review:** Summarize what was explored in the previous lesson. This will provide continuity and ensure an overall cohesive study.
- C. **Lesson Objectives:** Introduce the week's topic and review the lesson objectives with the students.



[EXPLORE] (10 minutes)

- D. **Explore:** Students will watch a short clip that will introduce the weekly topic or engage in an activity that will open up exploration of the weekly topic. Encourage students to write down one or two key things that stood out to them.



[LEARN & PRACTICE] (20 minutes)

- E. **Instruction & Discussion:** Read through the material provided and become familiar with it so you are able to present to the students in your own words. Discussion questions and/or activities will afford deeper engagement.



[REFLECT & REINFORCE] (30 minutes)

- F. ***God Talk:** While optional, this will provide an opportunity for you to connect the week's topic with Biblical principles and offer brief discussion.
- G. **Group Activity:** Students will be divided into small groups that will work together to build a business that will be presented at the end of the 10 weeks. Students should be encouraged to meet outside of class time to work together on their projects. Any student that misses more than three classes will not be able to continue the program and will be encouraged to sign up a later date.



[CONCLUSION] (10 minutes)

- H. **Wrap It Up:** Take this time to summarize, address any outstanding questions and explain how to prepare for the following week.

* *Optional*

ICON GUIDE



Speak Symbol

This symbol accompanied by italicized words indicate areas that are to be read aloud or summarized and presented to the students by the facilitator.



Watch Symbol

This will denote the time in the lesson where a video clip is watched.



God Talk Symbol

This will denote the time of reflection of the weekly topic as it pertains to God's Word.



Group Symbol

This symbol indicates when students should get into groups to work together.

LESSON PREPARATION

Lesson preparation is essential! Being prepared helps the teacher and students maintain focus and stay on track.

USE THIS CHECKLIST BEFORE THE START OF EACH SESSION:

- Read the entire lesson in the Leader's Guide.
- Review the lesson in the Student Guide.
- Review the lesson's objectives and ensure you have a plan to make sure they are met.
- Practice reading the lesson aloud or presenting your summarized version.
- Gather your materials for the lesson (paper, pencils, Bibles, props etc.).
- Prepare your classroom by writing the week's objectives and any main points on a board or large piece of paper.

NEXT STEPS AND IMPLEMENTATION

When planning to start this program with students, here are a few things that will help you prepare:

MAKE A PLAN

- ❑ Determine your program dates and times.
- ❑ Choose a meeting location that is easily accessible for your students.
- ❑ Recruit volunteers to help facilitate the program and lead discussions and/or work with the groups (if needed). Students who have gone through the program before can practice what they've learned by assisting you in the classroom, assisting groups with their projects, or leading group discussions.
- ❑ Train your volunteers or student leaders to effectively lead group discussions.
- ❑ Invite students to participate. Create a promotional poster or share on social media:
 - Program Dates
 - Meeting Location and Time
 - Contact Information
 - Details of how to sign up for the program

FREQUENTLY ASKED QUESTIONS

1. Who can participate in AGILE?

The program is designed for students between the ages of 12 and 19. Anyone can get involved in helping AGILE be a success by being trained to facilitate a course, providing the space to host a session, or sharing with students they know who might be interested in participating.

2. How long is the program?

AGILE consists of 10 units to be conducted weekly.

3. What does the course cost?

There is no cost to participate.

4. Are there attendance requirements for this program?

Since your groups will be working together to create a business and present their product or service to the class at the end of the program, attendance each week is important. If you find that one or more members of a group are missing an excessive amount of days, ask the absentees to sign up for a later course.

5. What happens when the course is over?

We encourage facilitators to maintain a relationship with the students and encourage them to continue to follow their dreams. Additionally, facilitators may also want to consider teaching AGILE again to another group of students.



SO, WHAT EXACTLY
IS ENTREPRENEURSHIP?

UNIT 1:

ENTREPRENEURSHIP

Preparation Reminder	Lesson Objectives	Key Terms	Materials Needed
<p>Before you begin this unit, be sure to:</p> <ul style="list-style-type: none">• Review “How To Use This Leader’s Guide.”• Review this week’s lesson in the Leader’s Guide.• Review key terms and be comfortable with the definition. Write them on the board.• Read: Pages 2-5 in Student Guide.	<p>Upon completion of this unit, students will:</p> <ul style="list-style-type: none">• Understand what entrepreneurship is and be able to provide the definition.• Be able to identify at least three key character values of an entrepreneur.• Identify a need, want or problem to solve within their community that could inform their small business.	<ul style="list-style-type: none">• Community• Entrepreneur• Innovator• Investment• Risk• Steward	<p>Students will need:</p> <ul style="list-style-type: none">• Paper or a Notebook• Pen or Pencil• Bible*

👋 Welcome (15 minutes)

- *Hello students! I am so glad you are here! Today begins our journey through the world of entrepreneurship. (Review Lesson Objectives with the students.) Let’s take a few moments to do a short activity that will allow us to learn a little bit about each other.*

Ice Breaker: Who Am I?

The goal of this activity is to encourage interaction between the students and foster creativity.

- **Instructions:**
 - *Each person will say their name and an adjective or phrase that describes themselves. The adjective (used alone or in a phrase) must start with the same letter as their first name. Example: I am Acindina and I am artistic.*
 - *No adjectives or phrases should be repeated.*

🔍 EXPLORE (10 minutes)

Watch

- *Today we will be learning what entrepreneurship is and see an example of a young entrepreneur who had a creative idea that has made a difference in his community. But first, let’s watch this short clip. While you watch, write down one or two key things that stand out.*
- *Watch ‘What is an Entrepreneur?’ Have a few students share their observations from the video.*

LEARN & PRACTICE (20 minutes)

Instruction

What exactly is an entrepreneur?

As we learned from the video, an entrepreneur organizes, manages and assumes, or takes on, the risk of a business. They see a need, want or a problem as challenges to be overcome and want to be the one to find the solution. They are creators, innovators, providers, and problem solvers.

For example, 14-year old Hart Main noticed his sister was selling “girly” scented candles for a school fundraiser and thought that men should have their own, too. So he developed “manly scented” candles.

Hart saved \$100, his family invested \$200, and then as a team, they created a line of candles called ManCans Candles, available in scents such as Campfire, Bacon, Sawdust, Fresh Cut Grass, and Grandpa’s Pipe, just to name a few.

Today, ManCans candles are now sold through the Beaver Creek Candle Company. Each candle not only helps feed the hungry, but also provides employment to the developmentally disabled.

See website here: <https://bccandle.com> for additional details on ManCans Candles.


Hart saw a want (candles with manly scents) and developed a fun product that created jobs and gave back to the community. He not only saw the value of saving but he purposed to be a good steward of what his family invested - he was careful and responsible with what he had saved and what his parents invested - by using recycled soup cans and finding a way to increase the return on his investment, while providing opportunities for others.

Discussion Questions

- What does entrepreneurship mean to you?
- What are some needs or challenges that you see today in your community?
- What do you think are some of the risks that need managing in the ManCans Candles business model?

REFLECT & REINFORCE (30 minutes)

*God Talk (10 minutes)

 *God is the ultimate Creator and Innovator. In Genesis 1, God created the heavens and earth and filled it with water, plants, and animals. He made man in His image and told him, “I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food —everything that has the breath of life in it—I give every green plant for food.” (Genesis 1:29-30). You only need to look around and see the different types of animals and plants to see how creative and innovative God is!*

Group Activity (20 minutes)

Divide students into work groups of three to five members each. Explain that they will be working together throughout the course of the program to develop a small business that will provide a service or product. Write these three questions on the board and instruct students to discuss these in their groups and record their responses:


- What do I see in my community today that needs changing/solving/fixing?
- What can I do about it?
- How could I go about accomplishing it?

This exercise is meant to get the students thinking in an entrepreneurial mindset and will set them up for future group time as they work together to build a small business. Encourage students to exchange their contact information with each other.

Make sure to visit with each group to address any questions and to complete the group information on page 10.

CONCLUSION (10 minutes)

WRAP IT UP! (10 minutes)

 *What is one key take-away from today? (Allow students to respond; if time allows, go around the room so everyone has a chance to respond.) Reiterate the key aspects of entrepreneurship as discussed on page eight.*

Next week we will be talking about the importance of stewardship - who recalls what stewardship is? (Allow students to respond.) Before we meet next week, please review the key terms and record the definitions in your Student Workbook.



GROUP INFORMATION

IDENTIFIED NEEDS/WANTS/PROBLEMS TO SOLVE:

GROUP 1

Name
Name
Name
Name
Name

GROUP 2

Name
Name
Name
Name
Name

GROUP 3

Name
Name
Name
Name
Name

GROUP 4

Name
Name
Name
Name
Name

GROUP 5

Name
Name
Name
Name
Name



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