



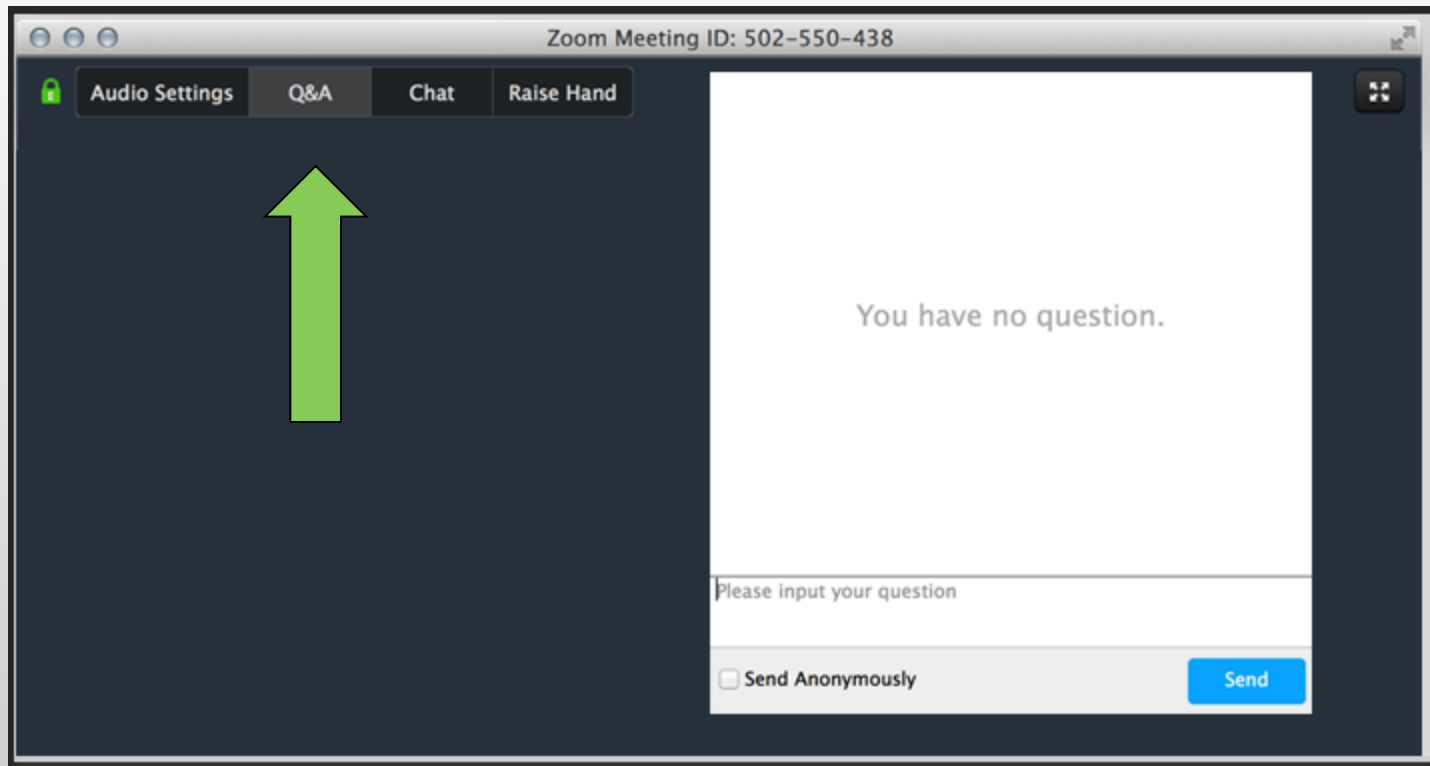
INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Introduction to Entrepreneurship & Innovation Part 2: Activity Guide

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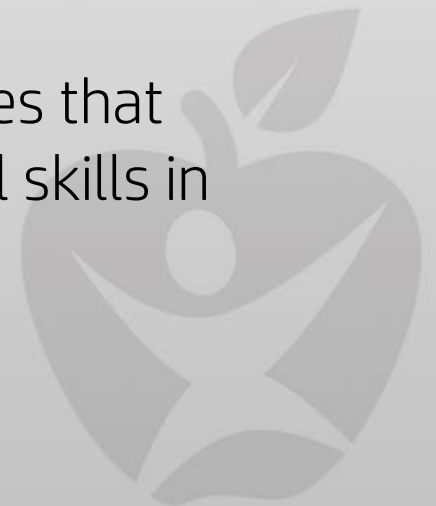
- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

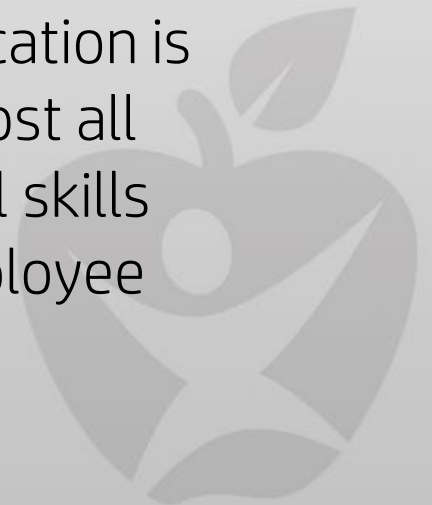


Learn to implement four classroom activities that promote the development of entrepreneurial skills in the AGE classroom.





The role of entrepreneurial skills in AGE education is pivotal. As essential skills required in almost all industries and professions, entrepreneurial skills define the bedrock of the 21<sup>st</sup> century employee skillset.



## Activity Title: The Envelope Exercise

Activity Type: Small Group

AGE Course Applications & Level(s):

- ESOL 4-5
- ABE RDG M, D, & A
- ABE LNG M, D, & A
- GED All Levels

AGE Skills Addressed:

- Writing
- Reading Comprehension
- Applied Mathematics

Entrepreneurial Skills Addressed:

- Critical Thinking
- Problem Solving
- Adaptability
- Creativity
- Business Development
- Oral & Written Communication

Materials & Software Needed:

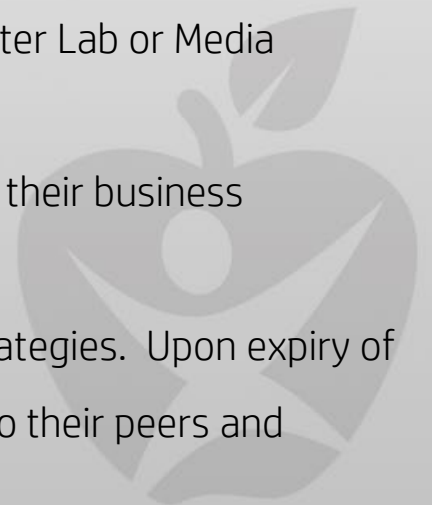
- Envelopes
- Petty Cash (\$5-\$25)
- Computer Access

Pre-requisite Skills Needed:

- Basic Computer Literacy
- Basic Internet Usage
- Writing
- Oral Communication

### Activity Steps:

- Organize students into Small (3-5) or Medium (5-8) sized groups.
- Issue assignment directions and guidelines: Inform students that they may not open the envelope until they have decided to execute their business strategy. Provide students with deadlines in the form of a timeline.
- Day 1: Brainstorming – Students will be encouraged to introduce themselves to their group members and begin brainstorming possible business strategies.
- Day 2: Research – Students will use available computer resources (Computer Lab or Media Center) to conduct research on possible strategies.
- Day 3-4: Planning – Students will use research to collaborate and develop their business strategy.
- Day 5: Execution & Presentation – Students will execute their business strategies. Upon expiry of allotted time, students will convene to present their ideas and outcomes to their peers and instructor.



## Activity Title: Social Media Marketing Strategy

Activity Type: Small Group

AGE Course Applications & Level(s):

- ESOL 4 & 5
- ABE RDG M, D, & A
- ABE LNG M, D, & A
- GED All Levels

AGE Skills Addressed:

- Writing
- Reading Comprehension

Entrepreneurial Skills Addressed:

- Communication
- Collaboration
- Written Communication Marketing
- Creativity
- Critical Thinking

Materials & Software Needed:

- Envelopes
- Petty Cash (\$5-\$25)
- Computer Access

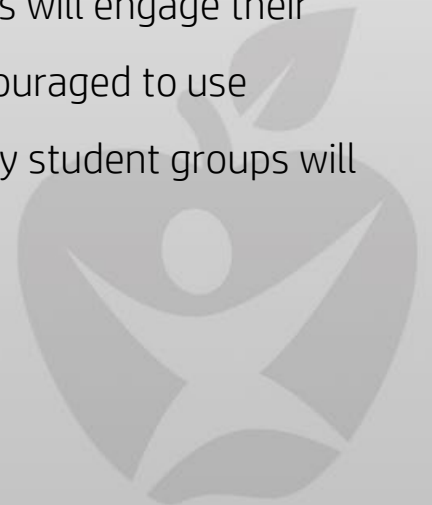
Pre-requisite Skills Needed:

- Basic Computer Literacy
- Basic Internet Usage
- Social Media Usage

### Activity Steps:

Organize students into Groups of 3.

- Walk students through the creation of an Instagram account; if available, issue tablets or school laptops for the activity.
- Day 1: Preparation & Planning – Students will brainstorm to create their fictitious companies, services, and/or products. Students will create their Instagram Accounts.
- Day 2: Marketing in Action – During the second day of the activity, students will engage their target market with their new marketing strategy. Students should be encouraged to use photographs and multimedia to create their posts. During this stage, many student groups will begin to choose which groups they wish to begin following.





### Activity Steps:

- Day 3: Responding to the Trend – Students will continue to post and respond to their peers. During this stage, teachers should encourage students to analyze competitors in their segment or industry and adapt the marketing strategy as needed.
- Day 4: Final Day of Posting – This day marks the final day of posting content on the Instagram page. Students are encouraged to post as much content as possible within the allotted time.
- Day 5: Assessment and Reflection – During the final day of the activity, student groups will be asked to choose the final accounts to follow for a maximum of 2 per group. The teacher will select the winner of the activity based on the group with the most likes. Additionally, groups will be asked to reflect on their experience and discuss barriers and challenges which they were presented with during the activity.

## Activity Title: Business Plan Development

Activity Type: Medium Group (5-7 students)

AGE Course Applications & Level(s):

- ABE MTH M, D, & A
- ABE RDG D & A
- ABE LNG D & A
- GED All Levels

AGE Skills Addressed:

- Writing
- Reading Comprehension
- Arithmetic
- Applied Mathematics

Entrepreneurial Skills Addressed:

- Business Development
- Critical thinking
- Problem Solving
- Adaptability
- Creativity
- Marketing
- Oral and Written Communication

Materials & Software Needed:

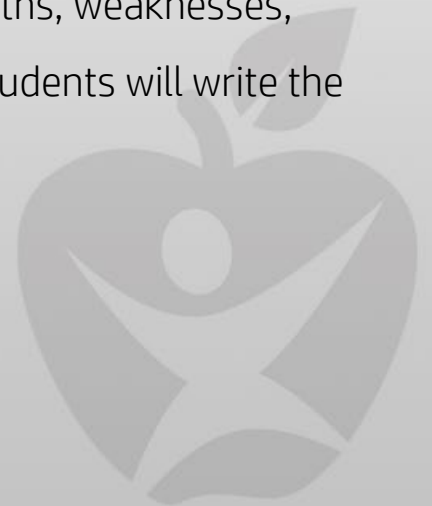
- Envelopes
- Petty Cash (\$5-\$25)
- Computer Access

Pre-requisite Skills Needed:

- Basic Computer Literacy
- Basic Internet Usage
- Development of Charts and Graphs
- Percentages & Fractions
- Arithmetic

### Activity Steps:

- Day 1: Research, Preparation, & Submission of Idea – Organize students into medium sized groups of 5-7 team members. Students will brainstorm to determine the product/service their new business will sell. Students will conduct market research to find available opportunities for disruption in existing industries. The mission and vision for the company should be written by the end of the first day.
- Day 2: Research, Preparation of SWOT – Students will research the strengths, weaknesses, opportunities, and threats that are present for their new business idea. Students will write the SWOT and accompanying marketing strategy.



### Activity Steps:

- Day 3: Completion and Submission – Student group will complete profit projections for the first year of the business and finalize their business plan.
- Day 4: Panel Assessment – Students will serve as judges or potential “investors” on a rotating panel. The panel of judges should rotate for each group’s presentation of their business plan so that members of each group presenting have a chance to view and evaluate their colleague’s business proposals. The teacher is encouraged to be among the panel of judges. Presenting groups will showcase their business proposal and the asking price in seed funding to launch the new business.



Activity Title: The Blindfold Exercise

Activity Type: Small Group (4 students)

AGE Course Applications & Level(s):

- ESOL 2, 3, 4, & 5
- ABE RDG E, M, D, & A
- ABE LNG E, M, D, & A
- GED All Levels

AGE Skills Addressed:

- Writing
- Reading Comprehension

Entrepreneurial Skills Addressed:

- Oral Communication
- Written Communication
- Problem Solving
- Critical Thinking

Materials & Software Needed:

- Plastic Cups
- Cloth Blindfolds
- Paper
- Pens

Pre-requisite Skills Needed:

- Writing
- Reading
- Basic Oral Communication

### Activity Steps:

- Organize students into groups of 4.
- Instruct students to choose their blindfolded teammate.
- Issue one plastic cup per group.
- Instruct each student group to choose the location of their cup and write detailed instructions for arriving. Allotted time: 1 hour.
- After all student groups have placed their cups and written their instructions, rotate the instruction lists so that each group is given a different set of instructions from the ones they have written.



### Activity Steps:

- Students will now blindfold one teammate and begin the activity.
- Students will have 1 hour to successfully retrieve the cup, fill it with water, and bring it back to the classroom or designated rendezvous point. It will be up to the students who are not blindfolded to read, interpret, and successfully deliver the instructions to the blindfolded student. Students should be encouraged to avoid physical contact and use only verbal guidance to complete the activity.





Questions?





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**Feedback!**

