



THANK YOU....

The Consortium extends our thanks to the U S Association for Small Business and Entrepreneurship (USASBE) for honoring our Executive Director, Dr Cathy Ashmore, with the Max S. Wortman, Jr./USASBE Award for Lifetime Achievement in Entrepreneurship. It is presented to a worthy recipient in recognition for a lifetime of entrepreneurial achievement that encompasses the ideals of entrepreneurial activity— through new venturing, corporate venturing, or social venturing. Pictured is Cathy as she received the award with Chuck Mathews who presented the award and Jerry Hills, officers and friends.



“New Brains” Arrive in the Classroom

Those students born since 1975 create a new challenge for traditional education methods. It seems that every hour of multi-media experience for a child has accelerated their “new brain” synapse development....resulting in students that we label “ADD learning disadvantaged”. No wonder students don’t focus on the teacher’s lectures. Their brains expect so much more!

In the spring of 2005 the University of Washington released a long-term study on three-to-nine year old learners. The University of Washington study defined that “new brains” are indeed reaching the classroom in majority numbers. Additional “new brain” publications that report the latest whole brain learning theories can also be found at the International Learning Trust’s website on SuperTeaching. www.superteaching.org.



3rd graders sing about bugs, read the words, watch themselves, enjoy great sound and colors, and learn about vowels in this lesson.

The University of Washington multi year trial included a large learner

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The Louisiana Entrepreneur Education Initiative

ENTRE' LA HOMEGROWN



**Louisiana is Planting
Seeds of Entrepreneurship
in the High Schools**

Starting in 2004, Louisiana Governor Kathleen Blanco announced an initiative called “Entre’ Louisiana”, targeted to encouraging entrepreneurship education statewide as an economic development issue. In late 2004 the Governor’s office partnered with other state agencies to host the Entre’ Louisiana Conference, to focus all resources on entrepreneurship to the growth of the state. Many educational initiatives in support of entrepreneurship education have resulted from this state leadership.

Presently, a curriculum development initiative, designed to be part of the globally aggressive move to promote entrepreneur education, has been established in Louisiana. The

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is committed to entrepreneurial excellence.

Membership is open to all who see entrepreneurship education as a priority.

Benefits to members include...

- networking with leaders nationwide
- conducting professional development forums and workshops
- developing and sharing new materials
- identifying young entrepreneurs as role models, and
- providing centralized information access to educators

For more information about the Consortium please contact . . .

The Consortium for Entrepreneurship Education

1601 West Fifth Avenue,
#199
Columbus, OH 43212

614-486-6538
Fax 419-791-8922
Cashmore@entre-ed.org
www.entre-ed.org

Managing Editor...
* Cathy Ashmore

Contributing Writers...

* BJ Dohrmann, International Learning Trust & IBI Global, Inc., Alabama

* Melba Kennedy, Louisiana Department of Education

* Mathew Georghiou
Go Venture, Nova Scotia,
Canada

New Brains Arrive in the Classroom (continued from page 1)

study group with published papers released in April 2005. They defined the new neural pathways in all “new brains” for the entire study group, that explained fixed hard wiring changes in the new brains. They demonstrated MRI-confirmed synapse path changes in all learner brain neural pathways. Such synapse path changes were not seen in earlier trial studies of brains less impacted by multi media at critical brain growth ages. By moderating control groups for the defined age categories it was specifically demonstrated that every hour of multi media usage accelerated “new brain” synapse development in unexpected patterns. The study proved a long held theory by educational theorists about the impact of technology. They found that every hour of exposure beyond two multi-media viewing hours per day, produce a 10% per hour minimum increase of ADD learner disadvantage later in their lives.

This data is important because the average western child is experiencing six to eight hours per day of multi media in the form of multi media led books, games, computers, television, movies, and teaching aides in the home. These new “ipod generation technologies” are developing “new brains” with a hard wiring propensity to learn differently. All recent studies confirm multi media-conditioned “new brains” learn differently than earlier generations. The brain itself has been altered, perhaps forever. The new brains (age thirty five and down as of Feb 2006) are now reaching classrooms and learners are demonstrating common “new brain” learner characteristics.

The learning disorder evidenced by “new brains” is now “epidemic” affecting classroom learning. Dr. Lee Pulos, professor Emeritus of the University of British Columbia, reported that one problem with “new brains” is not that the students can not concentrate and learn in normalized fashion. Rather the problem is that the “new brains” cannot continue to concentrate in old brain classrooms.

Because these students learn differently, the old brain classrooms (traditional classrooms) present challenges to “new brains” that experienced faculty find increasingly frustrating to manage. Across all learner groups where “new brains” (everyone age thirty five or lower) comprise the student body, the curriculum was not adjusted for new brain classrooms nor was the faculty retrained or redeveloped to facilitate normalized learning. Research shows that only the reconstruction of the old classroom design resulted in up to eleven learning disorders being normalized.

It has been proven that existing curriculum employing existing lesson plans and existing faculty technique, when “supported” by pattern reinforcement behind the live faculty, produced a radical test score improvement for the “new brain” study group.

■ Unassisted in old brain classrooms, the same material caused the “new brains” to perform at **below standard** in all learning categories.

■ When pattern-reinforcement-support technology was utilized behind the live faculty member, “new brains” achieved **superior test scores**. New brain classroom design produces superior learning results for all categories of learners.



New-style teachers' desk provides new-style learning opportunities

Over a twenty-two year research effort, the International Learning Trust concludes that the design of classrooms is much like a model T Ford. In our view, the “new brains” are expecting education equivalent to the Star Ship Enterprise. Old brain classrooms are steadily moving a top-ten learning performer nation (the United States of America - perhaps the most advanced “new brain multi media factory”) to ever lower standards in nation-to-nation comparison of learner performance from 1976 to the present, as reported by the US Department of Education.

A discussion in public education on the impact of retro-fitting classrooms with “new brain” pattern-reinforcing automation can help American learners lead in science and math in a reasonable time frame. The investments to create “new brain friendly” classrooms are small given the cost to miss the opportunity to modernize classroom design.

BJ Dohrmann, International Learning Trust, A public service foundation, www.superteaching.org



And we worked in groups



With plenty of help and guidance from our leaders!



We edited and edited and then we edited again

The Louisiana Entrepreneurship Education Initiative (continued from page 1)

initiative, under the direction of the Louisiana Department of Education representatives, Patricia Merrick and Melba Kennedy with the help of Louisiana Director of "Making a Job", Beth Thompson, continues to move forward at an ever increasing pace.

In April 2005, a meeting was held with a group of secondary and post secondary Louisiana educators to begin making plans for an entrepreneurial course of study to be used at the secondary and post secondary level that would allow high school students to register for entrepreneurship courses that would articulate into a post-secondary curriculum either in a technical college, community college, or a Louisiana university. The outcome of the meeting proved to be a very positive move for Louisiana and the state's push to incorporate entrepreneurial education into the secondary and post secondary level within all disciplines.

A curriculum writing team was created with representation from across Louisiana. It is the hope of the curriculum writing team that entrepreneur courses will be intermingled within ALL disciplines in an effort to prepare students not only for the job market, but to also prepare them to open their own business if they so choose. This committee met June 6, 7, and 8, 2005 and began the process by looking at Louisiana Model Course Guidelines for entrepreneur education that were already in place in marketing classes. The group also looked at National standards provided by the Consortium for Entrepreneurship Education, Mark-ED standards, and the National Standards of Business Education.

It was the decision of the curriculum writing team to write an entrepreneur curriculum based on all of the standards reviewed containing enough meat to be a stand alone course. Thus a high school student could enroll in and earn college credit at the same time. The team went home and worked on their assignments and reconvened June 20, 21, and 22, 2005. After three days of blood, sweat, and tears, all work done by the curriculum writing team was submitted to Ms. Thompson. The work was compiled into a DRAFT document that was correlated with standards of Louisiana Model Course Guidelines, National Consortium for Entrepreneurship Education, Mark-ED, and the National Standards of Business Education. After the correlation was

done in July at the Louisiana Super Summer Institute, a final DRAFT was completed and put into use in the Fall 2005.

Pilot sites were chosen and the schools piloting the curriculum reconvened throughout the year to discuss what was successful and what was not successful in the DRAFT and planned to design a final draft, composed of lessons and accompanying activities that any educator can pick up and use in the classroom setting.

Our goal is to have a final, working draft of an entrepreneur curriculum that will span all levels of education beginning from the initial stage of "What is an Entrepreneur?" to development of the business plan continuing on to business work ethics as well as how to dress for success. Louisiana is very proud of the strides we have taken to become leaders in the area of entrepreneur education. As a state, we recognized our students' needs, and we are working diligently to meet those needs.

Contact:

* Susan Nealy
225-219-0364
snealy@certla.org

* Melba Kennedy
225-219-9334
melba.kennedy@la.gov

* Patricia Merrick
225-342-3488
patriciamerrick@la.gov

* Beth Thompson
225-939-4088
thom4028@bellsouth.net



BONUS ACTIVITY

(Thanks to MediaSpark/GoVenture for this Activity)

ON THE JOB BEHAVIOR SIMULATION

OUTCOMES

Learners will be able to:

- understand what types of behavior are appropriate and inappropriate in the workplace
- understand how the actions and behavior of one person can affect an entire work group, either positively or negatively

SKILL LEVEL

Middle School – High School – Post Secondary – Adult

OVERVIEW

Everyone wants to work in an environment where employees treat each other with respect; a cooperative work environment reduces stress and increases job satisfaction. But creating a work culture where everyone gets along and projects a positive attitude takes effort and awareness of how each person's behavior affects others. Negative behavior results in a workplace where people are unproductive and don't want to do more work than is required, while positive behavior leads to both personal satisfaction and organizational success. In increasingly team-based work environments, students should be aware of the impact their behavior will have on team productivity.

ACTIVITY

Write on slips of paper different desirable and undesirable behavior adjectives that might apply to business/office workers. See examples provided. Place 'desirable' slips in one box, and 'undesirable' slips in another.

Ask students at random to each draw a slip of paper from one of the boxes. Try to use an equal number from each box.

The students will then simulate a business activity, such as a team meeting, or you can assign a specific business office position to each person at random (receptionist, CEO, accountant, marketing manager) to simulate a typical day at the office. The students act out the traits they have written on their slips of paper. Instruct them to use a variety of methods to demonstrate the behavior, such as voice tone and volume, facial expressions, and body language.

You can choose to either mingle the bad behavior group with the good behavior group, or have the groups act out the same situation separately.

Terminate the activity after a few minutes and discuss the behavior, participant and audience reactions, and ways to effectively deal with the bad behavior traits.

**** This bonus activity is designed to be clipped from the newsletter and used in the classroom. Feel free to share with others.

EntrepreNews & Views

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Undesirable Traits

Bored

Angry

Uncommunicative

Uncooperative

Unfriendly

Inattentive

Lazy

Rude

Fighting

**Agrees With Everything
(Unthinking)**

Lying

**Under the Influence of
Drugs or Alcohol**

Stealing

Desirable Traits

Friendly

Happy

Compromising

Willing to Negotiate

Organizer

Cooperative

Tactful

Hard Worker

Motivating/Energetic



The Entrepreneur

You are the entrepreneur. You pursue newly-discovered, fleeting opportunities. You seek freedom, financial reward, creativity, and control of your own future. There are people along the way who depend upon you and cheer on your success — often as bystanders, but sometimes with an offer of a hand up. And, there are the naysayers — those waiting for you to fail and fall into the pit of defeat. In the distance are visions of victory and cries of failure from fellow entrepreneurs. You remain determined and focused. You've invested your heart, soul, and every penny to achieve your goal. The risks and sacrifices are many. So are the rewards. You are an entrepreneur!

The Ohio Council on Economic Education
The Ohio State University
College of Education
1900 Kenny Rd.
Columbus, OH 43210
12707.900125.61801

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Join us in Phoenix, AZ November 4 - 7, 2006
24th Annual Entrepreneurship Education FORUM

Entrepreneurship...the NEW Gold Rush:
"Mining for Opportunities"

<WWW.ENTRE-ED.ORG>



PROFESSIONAL DEVELOPMENT & Resources

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NATIONAL ENTREPRENEURSHIP WEEK

Many thanks to David Price (D NC) and Tom Osborne (R NE) and other co-sponsors for their support to introduce the National Entrepreneurship Week Resolution in the U S Congress. (HRes 699)

Excerpts are as follows:
(full version is currently available at www.entre-ed.org).

Whereas, through the initiative to observe annually National Entrepreneurship Week, the Ewing Marion Kauffman Foundation, the Consortium for Entrepreneurship Education, and partner organizations promote awareness of the contributions of entrepreneurs as innovators, positive forces in the economy, and important resources for improving communities as places to live and work; and

Whereas, National Entrepreneurship Week will focus on the innovative ways in which entrepreneurship education can bring together the core academic, technical, and problem solving skills essential for future entrepreneurs and successful workers in future workplaces; Now therefore be it

Resolved, that the House of Representatives__

- (1) encourages the implementation of entrepreneurship education throughout the United States;
- (2) supports the goals and ideals of National Entrepreneurship Week so that the people of the United States are reminded of the contributions of entrepreneurs and so that educators are encouraged to reflect on how entrepreneurship education can improve the performance of their students; and
- (3) requests that the President issue a proclamation calling on the Federal Government, State and local governments, schools, nonprofit organizations, and others to observe National Entrepreneurship Week annually with special events in support of entrepreneurs and entrepreneurship education programs.

**Watch for announcements about the development of
National Entrepreneurship Week**

Encourage your Congressional Representative to sign on now.

Check for details on our website at www.entre-ed.org