



Experiential Learning Meets Entrepreneurship Education

“Tell me, and I will forget.

Show me, and I may remember.

Involve me, and I will understand.”

- Confucious

In our entrepreneurship classes we seek to develop business acumen and business skills alongside 'entrepreneurial thinking.' To accomplish this, we use experiential learning. This exciting, pedagogical style develops the whole person and integrates problem-solving, initiative and creativity into the learning process.

In addition, the emphasis of experiential learning on self-learning, learning from students' peers and learning from the facilitator allows students to develop such crucial entrepreneurial skills as team work, cooperation, negotiation, and oral communication while they are honing their business acumen.

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Making Cents features experiences for real learning!

A FEAST for Teens by IBI Global and Life's Ambition



If You Can Dream It, You can Achieve It!
IBI Teens share what they learned during the intensive week.

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Income Builders International (or IBI Global) is a unique business school that produces, each year, five matchless "trade shows" with MBA-level educational products, and CEO-to-CEO mentor support called the Free Enterprise Forum. IBI Global's mission is to help business decision-makers upgrade plans, improve teams and develop the resources to execute and accelerate these plans. Within this Forum is the Free Enterprise Accelerated Support Training, or FEAST, a youth training program. Using the free enterprise axiom - if you can dream it, you can achieve it – teen lessons run

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Consortium for
Entrepreneurship
Education

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 entre-
preneurs as role models,
and

- providing centralized
information access to
educators

For more information about
the Consortium please con-
tact . . .

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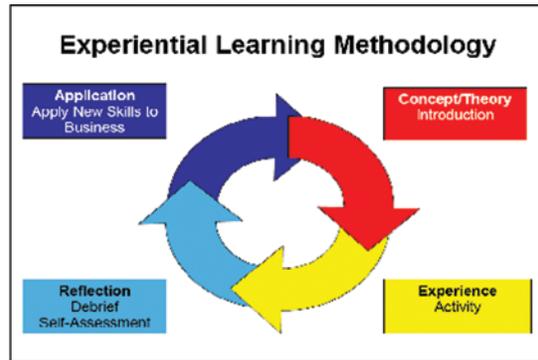
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Experiential Learning Meets Entrepreneurship Education - from page 1

Defining Experiential Learning - David Kolb developed the most established model of experiential learning. In his four-step cycle, the process begins with learners participating in a selected experience. They then reflect on this experience and observe about what was learned and how this applies to them. These conclusions are then assimilated into a theory or way of approaching a situation. Finally, the new (or refined) skills and knowledge are applied.



At the Montgomery Blair High School's Entrepreneurship Academy in Silver Spring, MD, one third of the 10-11th grade students reported that they did not fully understand the implications of adding value to a product or considerations around buying and selling on credit. Making Cents' Business Simulation was introduced to help bridge theory and practice. Over 90 minutes, students made decisions -and saw the consequences of those decisions -about adding value and selling on credit, along-side developing marketing plans, allocating income and negotiation strategies. At the close of the simulation, students understood these concepts in a new way and were able to apply them to their own lives.

Role of the Educator

In experiential learning, educators, or "facilitators," lead the learning process. At each step in the experiential learning cycle, the facilitator has a specific role. It begins with selecting an experience with a specific purpose and posing questions.

It continues with supporting and coaching learners as they test and modify new concepts as well as analyze, synthesize, evaluate and apply what they've learned. It is important for educators to create a safe environment for experimentation and risk-taking, especially because uncertainty and mistakes are part of the learning process. Teachers report that teaching in an experiential manner can be challenging since even the teacher does not always know what the outcome will be.

However, the benefits of having students actively engaged, assimilating and applying information and hungry for more knowledge make the extra challenge worth it. Educators also appreciate how experiential learning appeals to a range of different learning styles. One of the greatest characteristics of experiential learning is that seemingly complex concepts are more easily understood and the inter-relation between concepts becomes clearer.

Impact of Experiential learning

The benefits of experiential learning are that students

- Bring their own experiences into the learning process so that the learning is relevant to their individual lives and goals.
- Gain a deep understanding of concepts, the inter-relationships between concepts and the applicability of new ideas outside of the classroom.
- Retain knowledge because it is gathered through a more interactive process that relates clearly to the students' lives

Experiential learning curriculum resources can be found at entre-ed.org. For further reading, see <http://reviewing.co.uk/research/experiential.learning.htm>

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A FEAST for Teens (Continued from page 1)

concurrent with the IBI Global seven-day adult trainings. It is said repeatedly, “there never has been, nor is there anywhere any program like FEAST for young adults.” Teaching alongside hundreds of adult CEOs provides examples and resources for youth that cannot be duplicated. Contacts made and lessons learned continue for life. The unique curriculum of the newest version, Teen FEAST III, was created and produced by Chava Mahelona and Dr. Duane Kemp of Life’s Ambition, a new company demonstrating the skills and principles taught in the Free Enterprise Forum and FEAST. Life’s Ambition provides experiential learning that stays with students throughout their lives. Games and lessons explore two primary areas: Character Education focused on ethical strength and reputation; and Entrepreneurial Education focused on building leadership skills and achieving one’s dream. Regarded as unusually gifted and experienced professionals, Chava and Dr. Duane provide the devotion necessary to inspire, motivate, and educate every youth who attends, thereby providing a 100% satisfaction report.

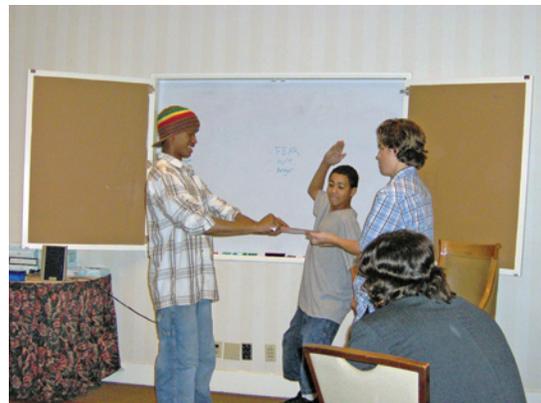
FEAST is open to youth ages 13 to 19 years. These young learners substitute a week of conventional education for a week of intense, accelerated education focused on financial and entrepreneurial literacy. Students work long hours, study hard, and are held accountable for work output. The seven days consist of more than thirty hours of instruction that exceeds the learning offered in a semester of conventional education, stretches the boundaries of higher education and prepares the student for college. Teens divide their time between adult classes and “teen only” classes that include:

- ◆ accountability in agreements along with breakdown and repair;
- ◆ cooperation vs. competition;
- ◆ confident leadership;
- ◆ entrepreneurial thinking and core skills;
- ◆ self-esteem training;
- ◆ communication-skills training;
- ◆ decision making and conflict resolution;
- ◆ quality friendship and team member choices;

The outcome of this intensive training is that 82% of FEAST graduates own their own business later in life rather than working for someone else.

In addition to the benefits of the FEAST training and the resources of hundreds of adult CEOs, students are introduced to Super Teaching which is a new whole-brain, accelerated-learning technology. Super Teaching is designed to provide advantages for “younger brains” with newer learning requirements by employing three screens, patented software and other trade secrets that elevate learner concentration and retention. Finally, FEAST is a family program in which parents or guardians are required to accompany their teenagers. They witness the transformation and miracles happening in these young adult lives while enjoying enriched family communication and the resolution of family concerns.

To paraphrase FEAST Founders BJ & Lynn Dohrmann, “Bring us your tired, your weary, your troubled youth yearning to breathe free. Send these, the 4.0 student, the shy teen lacking direction, the angry young adult, the adolescent hungry to learn and FEAST will return to you – the Leaders of Tomorrow.



BONUS ACTIVITY

Thanks to **DR. DUANE KEMP**
Life's Ambition and FEAST
San Diego, CA

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FIRST (AND SECOND) IMPRESSIONS

At Life's Ambition, we hold the belief that becoming an entrepreneur consists of a lifelong series of experiences allowing the entrepreneur-in-training to see who they are and where they are going. When considering what it means to be an entrepreneur, many students speak of being their own boss, making lots of money, and achieving their own dreams.

One of the cornerstones of any entrepreneur's career is his or her reputation. This lesson consists of a series of activities that show students how to explore their reputations by making agreements; giving and receiving "positive-only" feedback; presenting themselves as leaders; and, if needed, repairing their reputations (and making a "second impression").



**National Content Standards for Entrepreneurship Education
Selected Performance Indicators:**

Leadership

- B.06 Recognize others' efforts**
- B.07 Lead others using positive statements**
- B.08 Develop team spirit**
- B.09 Enlist others in working toward a shared vision**

Personal Assessment

- B.12 Describe desirable entrepreneurial personality traits**
- B.16 Conduct self-assessment to determine entrepreneurial potential**

Personal Management

- B.17 Maintain positive attitude**
- B.18 Demonstrate interest and enthusiasm**
- B.19 Make decisions**
- B.23 Assume personal responsibility for decisions**
- B.26 Use feedback for personal growth**
- B.28 Set personal goals**

OBJECTIVES

- a. To form class-wide agreements in the students' own words.
- b. To agree to the rules of "positive-only" feedback.
- c. To make brief spontaneous presentations in front of the class.
- d. To give and to take in "positive-only" feedback.

MATERIALS

- a. Paper and markers to write agreements (and list leadership qualities).

-Continued on page 5

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



(Continued from page 4)

Class Period One: Agreements.

- a. **Purpose:** No business, enterprise, project or activity can proceed without agreements. Students usually are required to abide by rules made by adults. Making agreements among themselves encourages students to act out their leadership qualities “live and in person”. Set up the lesson by asking students ‘why don’t people speak openly, share their thoughts and feelings, trust, and ask for feedback and support’? Answers will likely include concerns about being ridiculed, being the subject of gossip, or suffering a backlash from something said. Ask students to make agreements among themselves to resolve these concerns.
- b. Set a time limit of 15 minutes.
- c. Ask every student to participate by offering suggestions in their own words to be compiled into the final class agreement. Divide them into groups, if necessary, so every student can be heard.
- d. Give an additional 10 minutes. Ask students to find a creative way of combining their top (and mutually agreeable) suggestions into a single class agreement, statement, list, code, or policy.
- e. Ask students to conduct a brief ceremony that indicates that the agreement is NOW IN FORCE. Conduct the ceremony daily or as needed.

Class Period Two: “Positive-Only” Feedback and Presentations

- a. **Purpose:** Feedback or so-called constructive criticism is designed to improve the performances of the people receiving it. This is also known as Positive-Only Feedback [or as our parents said, “if you don’t have something positive to say, don’t say anything”]. Ask all the students to agree with you that from this time onward, everyone will give feedback using “I” statements and either commenting on what they like or what they believe would be improvements. No typical criticism and nothing negative will be tolerated [i.e., “you didn’t do very well”, or making fun].
- b. **Start by** writing out the two possible forms of feedback:
 1. “What I liked was...”
 2. “What I would like to see more of is...”
- c. **Tell students** that each will give a one-minute presentation on their favorite leadership quality. [Teachers may have to discuss “leadership” in advance and have the students generate as long a list of leadership qualities as possible.] During the one-minute presentation, they will, of course, demonstrate their own personal leadership qualities in posture, speech, eye contact, et cetera. These presentations may take place in one day or over one week as fits the class setting, but should be conducted as closely together as possible as they serve as the baseline or “first impressions”.
 - d. Immediately following each presentation, allow the other students one minute to give “Positive-Only” Feedback that will require the feedback to be concise, direct, original, and heartfelt.
 - e. Following the presentations, students who are dissatisfied with their performance will need to be active in demonstrating the very qualities that did not come through to their audience (in other words, begin repairing their reputations). [Leaders do not moan and complain, they make plans and make changes.] Teachers may choose to focus on these “second impressions” in a formal or informal way and even go so far as to reward students who are “most improved”.

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PROFESSIONAL DEVELOPMENT & Resources

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24th Annual Entrepreneurship Education FORUM

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

Join us in Phoenix, AZ November 4 - 7, 2006

Check our website for details . . .

- Scholarships available for teachers...
DEADLINE for applications September 15, 2006
- Preconference tour of Phoenix entrepreneurs
Space is limited - Saturday, Nov 4, 11 AM - 4 PM
Sign up early!
- Exhibitors display products and provide prizes for participants
- Monday evening dinner at RAWHIDE at Wild Horse Pass
...experience the "Old West", even pan for gold!
Try your luck at the Casino on the Gila River Indian Reservation -
Buses provided; Participant costs are part of the registration fee.
Bring your guests for dinner and all - \$45.
- Introduction to Super Teaching - the
classroom environment of the future!



- KEYNOTE SPEAKER: "FINDING THE GOLD"
Harry Green - Founder and CEO
INTERNATIONAL ENTREPRENEUR NETWORK
- SUNDAY LUNCHEON SPEAKER:
EDUCATION IN THE 21ST CENTURY
Ken Kay, President,
Partnership for 21st Century Skills
Founder and CEO, InfotechStrategies, Tucson, AZ
- Six local entrepreneurs share their stories on the
conference program.
- Forty-two concurrent sessions feature
entrepreneurship programs at all levels of
education, plus 60 roundtable presentations.
- Consortium ANNUAL MEETING for members -
starting Friday, November 3 prior to the
conference.
- Think Tank meeting on Saturday focuses on
National Entrepreneurship Week ideas, innovative
events and planning for publicity and leadership
to make entrepreneurship week great!

DON'T MISS THIS entrepreneurship education FEAST

http://www.entre-ed.org/_network/