

Entrepreneurship for All Curriculum Sampler

**Entrepreneurship curriculum
designed to empower students
to create the world they want to
live in**

**Developed at the University of
Virginia Darden School of
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Introduction to Entrepreneurship for All

Welcome to *Entrepreneurship for All*! This brief introduction shares an overview of *Entrepreneurship for All* along with suggestions for how to best utilize the curriculum to meet the needs of your students.

Synopsis

Teaching Entrepreneurship is a seven-module curriculum (30 total lessons) designed to teach high school students (grades 9-12). Depending on pacing and adaptations, this curriculum can span between 6 weeks to one semester. This curriculum utilizes the Principles of Effectuation, developed by Dr. Saras Sarasvathy, Paul M. Hamaker Professor in Business Administration at the University of Virginia's Darden School of Business. Effectuation, in short, is a mindset and decision-making process that flips traditional entrepreneurial thinking by leading entrepreneurs to create their future by using their available means and collaboration to make things happen. Effectuation is the only evidence-based entrepreneurial method.

How to use *Entrepreneurship for All*

Entrepreneurship for All is flexibly designed for use in your classroom. There are 30 lessons in *Entrepreneurship for All* with all needed materials included. No additional materials or subscriptions are needed to implement this curriculum. Each module concludes with a summative assessment. *Entrepreneurship for All* was designed to provide multiple authentic, collaborative opportunities for students to learn and apply the Principles of Effectuation through realistic, engaging, and culturally responsive readings and case studies. Throughout the curriculum, students are engaged to relate the Principles of Effectuation to their own lives, as many will find that they have used Effectuation in the past without even realizing it.

As students learn the Principles of Effectuation, they will be developing a collaborative Project of Impact, which might be a business venture, non-profit venture, or a combination of the two. The most important factors in students deciding on their Project of Impact are that they work on an idea they are strongly passionate about and they work with others who feel passionate about the idea. As students design their Project of Impact, they will apply and reflect on their use of the Principles of Effectuation throughout. While students are encouraged to collaborate with their classmates on the Project of Impact, they also may prefer working alone, which we see as a teacher decision. The Project of Impact may be as expansive as you see fit; in the

past, some students have continued working on their Project of Impact well after the school year concluded! As students design and implement their Project of Impact, they will all be in various stages of development, which may feel a bit hectic at times. This is why Module 7 is not a formalized, structured module but includes project management tools to use as you see most effective.

We also recognize the multiple demands placed on your instructional time and that while you want to teach the Principles of Effectuation, you may not have time for the Project of Impact. The curriculum is created so that it can be modified to still teach the Principles of Effectuation through readings, case studies, videos, and assessments without mention of the Project of Impact.

All materials and resources are linked within the lesson plans along with guidance for how to scaffold lessons for English learners (ELs) and students with disabilities. Additionally, guidance is provided for how to incorporate AVID (Advancement Via Individual Determination) strategies into the lessons. All lessons may be modified as teachers see fit to best meet the needs of their students.

Lessons are also aligned with California's [ELD Standards](#) and Virginia's [English Standards of Learning](#). While we plan to develop Entrepreneurial Standards and link to Common Core standards in the future, we want teachers to see how *Teaching Entrepreneurship* can be implemented in classes like English and AVID.

Each lesson includes suggested pacing times for each activity. Please note that these are suggestions and may not apply to your students. In addition, you may want to extend the time for students to complete projects or milestones in their Project of Impact. Multiple formative assessments are also included in each module and we suggest that these quick check-ins are not graded but analyzed to determine how students are understanding and processing the content and what would be most helpful to students in the next lesson. Lesson plans are not included for the assessments, which are optional but would require approximately 30 minutes to administer.

We wish you the best as you embark on this journey. As you plan and implement *Entrepreneurship for All*, we invite you to reach out to our Director of Education and Research, Dr. Brian Kayser, at brian@effectuation.org with any questions, comments, or feedback.

Module 2 Map

THE BIRD IN HAND PRINCIPLE

Compelling Question

What are my means and how do they help me?

1. Module Summary

The purpose of this module is to introduce students to Effectuation and the Bird in Hand Principle, which starts the entrepreneurial journey with means, not goals. Additionally, students will be introduced to the Project of Impact and identify their potential collaborators as well as the issue they will focus on. Students will begin to understand Effectual Reasoning and be able to discern the difference between Causal Reasoning and Effectual Reasoning. From this module on, students will be learning about Effectuation Principles while building out their Project of Impact utilizing those principles.

At a Glance

There are seven lessons in this module to help students understand the general principles of Effectuation and, more specifically, the Bird in Hand Principle. This module also serves as a brief introduction to the Project of Impact, which will be developed in greater detail in the following modules.

Pacing suggestions are provided but may be altered as needed. Multiple exercises may be completed within one class period. Also, you do not need to use all exercises. As with other modules, please use the exercises as you see fit. Each exercise is posted as an editable document for additional modification if needed (for language, readiness, etc).

2. Module Scope and Sequence

Compelling Question: What are my means and how do they help me?						
Lesson Focus and Guiding Questions						
<p>Lesson 1: Introduction to Effectuation and the Bird in Hand Principle</p> <p>What is Effectuation and how can Effectual Reasoning help me?</p>	<p>Lesson 2: Causal vs. Effectual Reasoning</p> <p>What are the differences between causal and effectual reasoning and why does it matter?</p>	<p>Lesson 3: Asset Identification</p> <p>What makes me great?</p>	<p>Lesson 4: Writing About Bird in Hand</p> <p>How can I teach the Bird in Hand Principle through creative writing?</p>	<p>Lesson 5: Bird in Hand Socratic Seminar</p> <p>How do entrepreneurs use the Bird in Hand Principle?</p>	<p>Lesson 6: Project of Impact Introduction</p> <p>How can I use Effectuation to make an impact on the world in a thoughtful way?</p>	<p>Lesson 7: Project of Impact Topic Identification</p> <p>How can I use Effectuation to make an impact on the world in a thoughtful way?</p>
Students will Know, Understand, and Do...						
<p>Students will KNOW:</p> <ul style="list-style-type: none"> • The principles of effectuation <p>Students will UNDERSTAND:</p> <ul style="list-style-type: none"> • Effectuation is 	<p>Students will KNOW:</p> <ul style="list-style-type: none"> • The difference between Causal and Effectual Reasoning <p>Students will UNDERSTAND:</p>	<p>Students will KNOW:</p> <ul style="list-style-type: none"> • Their assets (means) • How to identify and reflect on their assets 	<p>Students will KNOW:</p> <ul style="list-style-type: none"> • How to apply the Bird in Hand Principle through creative writing <p>Students will</p>	<p>Students will KNOW:</p> <ul style="list-style-type: none"> • How entrepreneurs use the Bird in Hand Principle <p>Students will UNDERSTAND:</p>	<p>Students will KNOW:</p> <ul style="list-style-type: none"> • How to explore important issues within their community • Issues they 	<p>Students will KNOW:</p> <ul style="list-style-type: none"> • How to identify an important issue within their community to immerse themselves in

<p>a mode of Entrepreneurial Thinking</p> <ul style="list-style-type: none"> • The principles of Effectuation can be applied to one's life <p>Students will DO:</p> <ul style="list-style-type: none"> • Identify and describe the principles of Effectuation 	<ul style="list-style-type: none"> • The application of Effectual Reasoning reframes one's approach to ventures and goal-setting • Effectuation is an innovative mindset for entrepreneurs <p>Students will DO:</p> <ul style="list-style-type: none"> • Identify causal and effectual reasoning • Apply effectual reasoning to case studies • Reflect on how to apply effectual reasoning to their life 	<p>Students will UNDERSTAND:</p> <ul style="list-style-type: none"> • Identifying one's means is a complex process • Sometimes others see our strengths more clearly than we see them in ourselves <p>Students will DO:</p> <ul style="list-style-type: none"> • Identify their means • Identify the means of their classmates • Reflect on the process of identifying their means 	<p>UNDERSTAND:</p> <ul style="list-style-type: none"> • The Bird in Hand Principle can be described through everyday situations • Writing can be improved through peer workshop <p>Students will DO:</p> <ul style="list-style-type: none"> • Describe the Bird in Hand Principle through creative writing 	<ul style="list-style-type: none"> • That entrepreneurs use, and must continue to use, the Bird in Hand Principle to achieve their goals <p>Students will DO:</p> <ul style="list-style-type: none"> • Create and discuss questions exploring the Bird in Hand Principle 	<p>care about exploring and immersing themselves in</p> <p>Students will UNDERSTAND:</p> <ul style="list-style-type: none"> • Issues exist within their community that they can positively impact <p>Students will DO:</p> <ul style="list-style-type: none"> • Research potential issues for their Project of Impact 	<ul style="list-style-type: none"> • How their Bird in Hand can positively impact this issue <p>Students will UNDERSTAND:</p> <ul style="list-style-type: none"> • Issues exist within their community that they can positively impact using their Bird in Hand <p>Students will DO:</p> <ul style="list-style-type: none"> • Identify an issue for their Project of Impact • Identify how their Bird in Hand can be used in their Project of Impact
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Lesson Summary

This lesson	As a class, use	In this lesson,	Students will	In this lesson,	In this lesson,	Students will
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introduces students to the key principles of Effectuation. By doing so, students will have a foundation of the key principles of Effectuation and each module will explore a key principle in greater detail. Students will begin by describing a time they set a goal, which is likely to show causal reasoning, which will be revisited in the next lesson. After watching a video and taking notes on the Principles of Effectuation and reading about the Bird in Hand Principle,	the Causal vs. Effectual Reasoning graphic to understand the difference between the two types of reasoning. Students will read through and discuss two brief case studies that show causal and effectual reasoning. Students may collaborate in answering these questions. This lesson concludes with students revisiting their goal described in the previous lesson's Do Now and thinking about how it might be reframed through Effectual Reasoning.	students will begin by identifying their means. Then students will participate in a whole-class activity where students will identify each other's strengths, which shows students that sometimes others see our strengths more than we see them in ourselves. To conclude this lesson, students will complete a more guided asset identification table. Based on their classmate's feedback and the guided asset identification table, students should end today's lesson with more	engage in creative writing as they write a short story that teaches the idea of the Bird in Hand Principle to others through storytelling. Students will write a story, spend time workshopping their story with a peer utilizing the rubric, and have the opportunity to revise their story before their final submission. During the presentations, students will take notes on key learnings for each presentation that they can turn in for a grade. At the	students will read an infographic and article about AirBnB before engaging in a Socratic Seminar, which is a student-led discussion. In this discussion, students will create and discuss questions related to how AirBnB has used, and can continue to use, the Bird in Hand Principle.	students will be introduced to the Project of Impact and have time to work individually, in pairs, or in small groups to think about different issues they might want to immerse themselves in for a long-term project.	work individually, in pairs, or small groups (no more than 4 students) to identify the issue they wish to work on for their Project of Impact. For the Project of Impact, students should work with peers who are also passionate about the same topic. To increase collaborative skills, it is recommended that students work with a peer or small group for their Project of Impact, but that groups should be no larger than 4 students.
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students will answer comprehension questions. The exit ticket ends with students identifying what they find interesting about Effectuation and what they would like to learn more about.

means than they began with in the Do Now activity.

conclusion of presentations, students will complete a group evaluation form to assess their own and their peers' collaboration during the project.

Formative Assessments

Exit Ticket... Lesson 2 E... Lesson 3 E... Rubric for ... Lesson 5 E... n/a n/a

Summative Assessment


Project Identification Rubric
Bird in Hand Assessment (Student Copy)
Effectuation Assessments (Answer Key)

Module 2, Lesson 1

INTRODUCTION TO EFFECTUATION AND THE BIRD IN HAND PRINCIPLE

Compelling Question: What are my means and how do they help me?	
Guiding Questions: What is Effectuation and how can Effectual Reasoning help me?	
Students will KNOW: <ul style="list-style-type: none"> The principles of effectuation 	
Students will UNDERSTAND: <ul style="list-style-type: none"> Effectuation is a mode of Entrepreneurial Thinking The principles of Effectuation can be applied to one's life 	
Students will DO: <ul style="list-style-type: none"> Identify and describe the principles of Effectuation 	
Lesson Summary	<p>This lesson introduces students to the key principles of Effectuation. By doing so, students will have a foundation of the key principles of Effectuation and each module will explore a key principle in greater detail. Students will begin by describing a time they set a goal, which is likely to show causal reasoning, which will be revisited in the next lesson. After watching a video and taking notes on the Principles of Effectuation and reading about the Bird in Hand Principle, students will answer comprehension questions. The exit ticket ends with students identifying what they find interesting about Effectuation and what they would like to learn more about.</p>
Content Standards	<p>VA English SOLs: 9.1.l, 9.5.h 10.1.e, 10.1.f, 10.5.f 11.1.h, 11.5a, 11.5.d, 11.5.h, 11.6.c 12.1.f, 12.5.a, 12.5.b, 12.5f</p>
Language Standards	<p>CA ELD Standards CA.ELD.9-10.1.A.1 CA.ELD.9-10.1.B.6</p>







	CA.ELD.11-12.1.A.1 CA.ELD.11-12.1.B.6
Language Objectives	<p>Students will be able to read an informational text about the Bird in Hand Principle.</p> <p>Students will be able to orally discuss and describe, in writing, the characteristics of the Bird in Hand Principle.</p>
Key Vocabulary	<p>Bird in Hand Principle: when entrepreneurs assess their means, or the resources they have access to, when beginning a new venture (n.)</p> <p>Ends: the end goal(s) of your project or idea (n.)</p> <p>Means: the resources we have (skills, ideas, people, things) access to that will help us reach our goal (n.)</p>
Pacing Suggestion	45 minutes
Materials Needed	<ul style="list-style-type: none"> • Lesson 1 Do Now Quick Write.pdf • Video: Principles of Effectuation • Cornell Notes (1).doc • Teacher Resource: Taking Cornell Notes • The Bird in Hand Principle: An Introduction • The Bird in Hand Principle: An Introduction Qu... • Exit Ticket: Introduction to Effectuation
Opportunities for Differentiation	<p>Scaffolds for English Learners</p> <ul style="list-style-type: none"> • Revisit the Word Wall, adding key vocabulary of the lesson • For any words added to the Word Wall, consider having students complete a Frayer Model for those words • Consider using an Anchor Chart and having students complete their own copy individually (in place of the Word Wall) • Consider conducting a Background Knowledge Probe on students' experience with and understanding of what strengths/assets are and how to identify strengths/assets <p>AVID Adaptations</p> <ul style="list-style-type: none"> • Students can take Cornell Notes when watching the video "Principles of Effectuation" • Students can use Marking the Text for the article "The Bird in Hand Principle: An Introduction"

Assessments	<ul style="list-style-type: none"> •  Exit Ticket: Introduction to Effectuation
Lesson Overview	<p>Launch: Project the Quick Write prompt, which is a brief writing that asks students to describe a time they set a goal and if they were successful in reaching that goal. Students will revisit this writing in the next lesson. After students have time to write, provide time for students to share their experience with the class. During this time, it is important for the teacher to take informal notes to see how many students are using causal thinking during this time, which is to be expected (note: causal thinking is when one begins with the end goal in mind and then plans from there, which is the opposite of effectual thinking, where one begins with their means) (10 minutes)</p> <p>Activity: The video Principles of Effectuation briefly describes the key Principles in an engaging way. Students should take Cornell Notes on the video, which is a research-based method of taking notes that supports identification and retention of key ideas. Share with students that they will be working on a Project of Impact, where they will design a venture, whether a business, social justice enterprise, or a combination of the two, using the Principles of Effectuation, and that more information on the Project of Impact will be forthcoming. After taking Cornell Notes, students should have 5 minutes to organize and refine their notes and review their notes with a peer. After completing the Cornell Notes, students will read The Bird in Hand Principle: An Introduction and answer comprehension questions. Students may collaborate on this. (30 minutes)</p> <p>Closing: To close out the lesson, remind students that the purpose of today's lesson was to understand the overall principles of Effectuation, but that moving forward, each module will focus on a principle of Effectuation in greater detail. The Exit Ticket will provide informal data on how students are processing this introduction and what they would like to learn more about. (5 minutes)</p>

Module 2, Lesson 2

CAUSAL VS. EFFECTUAL REASONING

Compelling Question: What are my means and how do they help me?	
Guiding Questions: What are the differences between causal and effectual reasoning and why does it matter?	
Students will KNOW: <ul style="list-style-type: none"> The difference between Causal and Effectual Reasoning 	
Students will UNDERSTAND: <ul style="list-style-type: none"> The application of Effectual Reasoning reframes one's approach to ventures and goal-setting Effectuation is an innovative mindset for entrepreneurs 	
Students will DO: <ul style="list-style-type: none"> Identify causal and effectual reasoning Apply effectual reasoning to case studies Reflect on how to apply effectual reasoning to their life 	
Lesson Summary	As a class, use the Causal vs. Effectual Reasoning graphic to understand the difference between the two types of reasoning. Students will read through and discuss two brief case studies that show causal and effectual reasoning. Students may collaborate in answering these questions. This lesson concludes with students revisiting their goal described in the previous lesson's Do Now and thinking about how it might be reframed through Effectual Reasoning.
Content Standards	VA English SOLs: 9.1.l, 9.5.h 10.1.e, 10.1.f, 10.5.e, 10.5.f 11.1.h, 11.5a, 11.5.d, 11.5.h, 11.6.c 12.1.f, 12.5.a, 12.5.b, 12.5f
Language Standards	CA ELD Standards CA.ELD.9-10.1.A.3 CA.ELD.9-10.1.B.6 CA.ELD.11-12.1.A.3








	CA.ELD.11-12.1.B.6
Language Objectives	Students will be able to orally describe the difference between Causal and Effectual Reasoning.
Key Vocabulary	<ul style="list-style-type: none"> • Causal thinking: when one begins with the end goal in mind, which is typically unchanging, and then plans everything around that end goal • Ends: the end goal(s) of your project or idea • Means: the resources we have (skills, ideas, people, things) access to that will help us reach our goal
Pacing Suggestion	45 minutes
Materials Needed	<ul style="list-style-type: none"> • Do Now:  Lesson 2 Do Now Quick Write.pdf •  Causal v. Effectual Thinking Graphic (to project to class) •  Causal vs. Effectual Reasoning Case Studies • Exit Ticket:  Lesson 2 Exit Ticket.pdf
Opportunities for Differentiation	 Scaffolds for English Learners <ul style="list-style-type: none"> • Consider adding “ends” and “means” to the Word Wall/Anchor Chart and having students complete a Frayer Model for the word • Consider reviewing the definition and example of “Causal thinking”
Assessments	<ul style="list-style-type: none"> •  Lesson 2 Exit Ticket.pdf
Lesson Overview	<p>Launch: The Do Now briefly revisits this module’s key principle of Bird in Hand. The purpose of this Do Now is to have students begin to think about what their Bird in Hand may be. Students may struggle to think about what their Bird in Hand is, but remind students to focus on their personal traits, like persistence or organization, or resources they have access to. (10 minutes)</p> <p>Activity: As a class, use the Causal vs. Effectual Thinking Graphic to discuss the difference between the two types of reasoning. The key learning students should take from this is that causal reasoning means entrepreneurs begin with the end goal in mind, which is often unchanging, and then everything they do is to accomplish the end goal, which can lead to missed opportunities or frustration (e.g.;</p>

	<p>“I can’t start my business until I have \$20,000 to purchase a food truck.”). Students will then work in small groups to read through the two short case studies and apply effectual reasoning to the case studies. (25 minutes)</p> <p>Closing: In the Exit Ticket, students will reflect on the goal that they described in the previous lesson’s Do Now and think through how their process may have been different if they had applied effectual reasoning. Provide time at the end to share. (10 minutes)</p>
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Module 2, Lesson 3

ASSET IDENTIFICATION

Compelling Question: What are my means and how do they help me?	
Guiding Questions: What makes me great?	
Students will KNOW: <ul style="list-style-type: none"> • Their assets (means) • How to identify and reflect on their assets 	
Students will UNDERSTAND: <ul style="list-style-type: none"> • Identifying one's means is a complex process • Sometimes others see our strengths more clearly than we see them in ourselves 	
Students will DO: <ul style="list-style-type: none"> • Identify their means • Identify the means of their classmates • Reflect on the process of identifying their means 	
Lesson Summary	In this lesson, students will begin by identifying their means. Then students will participate in a whole-class activity where students will identify each other's strengths, which shows students that sometimes others see our strengths more than we see them in ourselves. To conclude this lesson, students will complete a more guided asset identification table. Based on their classmate's feedback and the guided asset identification table, students should end today's lesson with more means than they began with in the Do Now activity.
Content Standards	VA English SOLs: 9.1.l, 10.1.e, 10.1.f 11.1.h 12.1.f
Language Standards	CA ELD Standards CA.ELD.9-10.1.A.1 CA.ELD.9-10.1.A.2 CA.ELD.9-10.1.A.3 CA.ELD.11-12.1.A.1

	CA.ELD.11-12.1.A.2 CA.ELD.11-12.1.A.3
Language Objectives	Students will be able to describe, in writing, their means and their peers' means.
Key Vocabulary	<ul style="list-style-type: none"> • Means: the resources we have (skills, ideas, people, things) access to that will help us reach our goal (n.)
Pacing Suggestion	45 minutes
Materials Needed	<ul style="list-style-type: none"> •  Do Now: What Are Your Assets •  Bird in Hand Hot Potato Activity •  Guided Self-Inventory of Your Assets •  Lesson 3 Exit Ticket.pdf
Opportunities for Differentiation	 Scaffolds for English Learners <ul style="list-style-type: none"> • Consider encouraging students who speak the same home language to write in their home language, if they choose, during the “Bird in Hand Hot Potato Activity” (translanguaging)  AVID Adaptations <ul style="list-style-type: none"> • Consider creating a Philosophical Chairs activity to discuss the Bird in Hand Principle and how students are identifying and understanding their means (assets)
Assessments	<ul style="list-style-type: none"> •  Lesson 3 Exit Ticket.pdf
Lesson Overview	<p>Launch: Explain to students that they will be identifying their assets (means) and that while this appears simple, this is a complex process because so many people have assets that they don't always see in themselves, possibly because society doesn't see those qualities as an asset (e.g.; English Learners are often seen through a deficit perspective by others because they have not yet achieved fluency in English rather than the strength that the student knows a language (or languages) other than English). The Do Now is a brief introduction that builds upon the previous day's Do Now and prepares students for this lesson. If time is a factor, it is not necessary to share responses whole-class at the conclusion of the Do Now. (5 minutes)</p>

	<p>Activity: To begin, it is recommended that students are arranged in a circle, which make it easy for them to pass papers in an efficient manner. Each student must write their name on the Hot Potato Activity, as this will be passed in a circle. When students have one of their classmate's papers, they will write at least one positive asset about the student. Remind students of class norms and expectations, including the importance of writing only positive and kind words to their classmates. Allow roughly 30–60 seconds per rotation. It may be helpful to use a signal, like the beep of a timer, to signal to students when to rotate papers. Once students finish, they can move their chairs/desks back to how they are regularly arranged and review what their classmates wrote about them. Next, explain to students that they will spend more time thinking about their assets in a more structured way that recognizes all the areas where they have strengths. Students will then work individually to complete the Guided Self-Inventory of their assets. (35 minutes)</p> <p>Closing: Students will complete the Exit Ticket, which asks them to reflect on their asset identification process and how their list grew during today's lesson. (5 minutes)</p>
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Appendix

Social Justice Standards

<https://www.learningforjustice.org/sites/default/files/2022-09/LFJ-Social-Justice-Standards-September-2022-09292022.pdf>