BABSON COLLEGE

| Youth Impact Lab

Sample Lesson Plan from Babson's EPIC Program:
Entrepreneurship Program for Innovator and Changemakers

The **EPIC (Entrepreneurship Program for Innovators and Changemakers) program,** developed by the Babson College Youth Impact Lab, is designed to help our youth understand what it means to be an entrepreneur and exposes them to concepts related to opportunity identification, idea generation, prototyping, marketing, and much more. This **Sample Lesson Plan** is from our **Certificate in Youth Entrepreneurship Education** program. It is part of an extensive training program that teaches educators and youth development professionals how to deploy a "learn by doing" approach to teaching entrepreneurship. Our curriculum reinforces the value of young adults working with their peers to address a problem in their community or school with an eye toward connecting their local challenges to the United Nations Global Goals for Sustainable Development Goals. Educators who participate in the Certificate program learn how to teach students how to identify a problem and develop solutions that envision a ***new future that creates economic and social value.***

To learn more about the Babson Youth Impact Lab: Visit Us @ Babson.edu/YouthImpact

We hope you will use this sample lesson plan with your students. Please note that all material remains the property of Babson College and requires the following statement: **©Babson College. All Rights Reserved. Do not reproduce without the express permission of the Babson Youth Impact Lab.**

In-Class Activity: Defining Entrepreneurship

1. Begin the class by asking your students to raise their hands if they believe they are entrepreneurs. Count how many hands are raised.
2. Have them share with the person sitting next to them why they did or did not raise their hand.
3. Next, ask your students to individually write down their definition of entrepreneurship.
4. Then, in groups of 3 to 5 students, have them share their definitions and together develop a one-sentence description of what it means to be an entrepreneur.
5. Next, ask them to write their group's definition on the board or flipchart paper. You can read them aloud or ask them to walk around and read each other's definitions.
6. Note how many students state that entrepreneurship is about 'starting a business.'
7. Explain to the students that Babson College has been ranked the number one school for learning entrepreneurship for over 25 years.
8. Next, share Babson's definition: Entrepreneurship is about the ability to organize resources and provide the leadership, to act on opportunities to create social and economic value!
9. Ask them what they see as the differences and similarities between their definitions and Babson College's definition. Discuss how Babson's definition does not mention starting a business as a criterion for entrepreneurship. Ask them if they are surprised by Babson's definition.
10. Wrap up the session by asking them if they might think about themselves as entrepreneurs now that they understand that entrepreneurship is not limited to starting a business.
11. If you are teaching entrepreneurship and engaging your students in entrepreneurial activities throughout the semester, ask them later on in the semester to raise their hands if they believe they are an entrepreneur. Count the number of hands raised. If it has changed from this first exercise, ask students why they might have changed their minds. This can be a very enlightened discussion.