

## Luke Nesler, Impakt Marketing 9-12 Lesson

Young Entrepreneurs in Action: Luke Nesler  
Video Link: <http://youtu.be/icq5s233sz0>

### OVERVIEW:

Students will learn about how entrepreneurial tendencies can emerge out of hobbies or even everyday activities they already perform.

### NEXT GENERATION STANDARDS:

**SS.9-10.L.17/SS.11-12.L.17** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

**ELA.9.W.C10.1** produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) (CCSS W.9-10.4)

**ELA.10.W.C10.1** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) (CCSS W.9-10.4)

**ELA.11.W.C10.1** produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) (CCSS W.11-12.4)

**ELA.12.W.C10.1** produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in objectives in Text Types and Purposes.) (CCSS W.11-12.4)

### ENTREPRENEURSHIP STANDARDS:

- A.07 Generate venture ideas
- A.11 Assess start-up requirements
- A.17 Distinguish between debt and equity financing for venture creation

### LEARNING OBJECTIVE(S):

- Understand how hobbies or activities can be turned into a business.
- Choose a business idea and name it.
- Recognize business costs and types of financing.

### MATERIALS:

- The business Potential Worksheet (attached)
- Internet access to conduct research

### ACTIVITIES:

1. Show students the Impakt Marketing video so they may begin thinking about how their current hobbies or activities can lead to entrepreneurial ventures. Facilitate a discussion to help students consider the activities (sports, clubs, volunteer efforts, etc.) in which they are currently participating.
2. Once students have an understanding of the entrepreneurial potential in their current endeavors, give them the following assignment:
3. Using the Business Potential Worksheet, brainstorm potential business ventures that could come out of one of your hobbies or activities. Once you have a list, choose one idea to focus on for the remainder of the assignment.
4. As an additional exercise, have students write a one-page paper explaining how they decided on their final business idea and describing how they will use each of the items on the equipment/materials list to conduct their business.

**Business Potential Worksheet**

1. Brainstorm potential business ventures that could come out of one of your hobbies or activities. Use a separate sheet of paper if you need more space.

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2. Choose one idea from the list and give your business a name.

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3. List all equipment or materials, including the quantity of each, that you will need for your business. Use a separate sheet of paper if you need more space. After your list is complete, research how much each will cost and come up with a supplies/equipment total.

Equipment/Materials

Cost

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Total \_\_\_\_\_

4. Now that you know how much your business will cost, let's consider how to pay for it. There are two main ways to pay for a business: equity and debt.

Define equity financing:

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Give examples of equity financing:

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Define debt financing:

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Give examples of debt financing:

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If you had to finance your business, which one would be right for you? Why?

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