

## John Petretich, Virgin Timber Lumber Company 9-12 Lesson

Young Entrepreneurs in Action: John Petretich  
Video Link: [http://youtu.be/JrFmG\\_t1f\\_o](http://youtu.be/JrFmG_t1f_o)

### OVERVIEW:

Students will learn about the mission and vision of a company. They will practice this concept by developing a mission and vision for Virgin Timber Lumber Company.

### NEXT GENERATION STANDARDS:

**ELA.9.SL.C13.1** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.
- propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**ELA.9.SL.C14.1** present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. (CCSS SL.9-10.4)

**ELA.10.SL.C13.1** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to set rules for democratic collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.
- propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify or challenge ideas and conclusions.
- respond thoughtfully to diverse perspectives, analyze points of agreement and disagreement and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**ELA.10.SL.C14.1** present information, findings and supporting evidence, conveying clear and distinct perspective such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. (CCSS SL.9-10.4)

**ELA.11.SL.C13.1** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
- respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**ELA.11.SL.C14.1** present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS SL.11-12.4)

**ELA.12.SL.C13.1** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines establish norms and experience various individual.
- propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
- respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**ELA.12.SL.C14.1** present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS SL.11-12.4)

### ENTREPRENEURSHIP STANDARDS:

- A.31 Use creativity in business activities/decisions
- D.08 Make oral presentations
- D.02 Apply effective listening skills
- D.03 Use proper grammar and vocabulary
- O.05 Develop business mission

### LEARNING OBJECTIVE(S):

Define mission and vision statement.  
Understand how they are important to a company.  
Utilize company history to construct mission and vision statements.

### MATERIALS:

The "Mission and Vision Statement" Worksheet (attached)  
Internet access to conduct research  
Dictionary

## ACTIVITIES:

1. Show students the Virgin Timber Lumber video. Facilitate a discussion about the concept of entrepreneurship and how entrepreneurs help to shape their local communities.
2. Have students begin by defining what a mission and vision are for a company. Once these have been defined, have a group discussion about why they are important. After students have a grasp on the definitions and their significance, ask them to visit the Virgin Timber Lumber Company website. Have students write a mission and a vision using the information provided by John in the video and the company history on the website. Students can complete this activity individually or in small groups.
3. Have students stand and share their mission and vision with remainder of the class.

**Mission Statement:** a formal summary of the aims and values of a company, organization, or individual. (Google)

**Vision Statement:** defines what your business will do and why it will exist tomorrow and it has defined goals to be accomplished by a set date. A Vision Statement takes into account the current status of the organization, and serves to point the direction of where the organization wishes to go. (Google)



**Mission and Vision Statements**

1. Define mission statement

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2. Define vision statement

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3. How do you the mission and vision help a business accomplish its goals?

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4. After watching the video and reviewing the company history for Virgin Timber Lumber Company, write a **mission statement** for the company?

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5. After watching the video and reviewing the company history for Virgin Timber Lumber Company, write a **vision statement** for the company?

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6. How are these two statements different? Alike?

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