

Lacy Morise, Milestones & Miracles LLC 9-12 Lesson

Young Entrepreneurs in Action: Lacy Morise
Video Link: http://youtu.be/2g0UCRpu_o0

OVERVIEW

Students will develop an understanding of the concepts of ambiguity and teamwork, two key notions in entrepreneurship, through this interactive exercise.

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.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.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.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.

ENTREPRENEURSHIP STANDARDS:

- B.07 Lead others using positive statements
- B.17 Maintain positive attitude
- B.25 Develop tolerance for ambiguity
- D.17 Follow directions
- J.17 Encourage team building

LEARNING OBJECTIVE(S):

- Appreciate the value of teamwork in entrepreneurship.
- Recognize ambiguity and how it can be a challenge to entrepreneurship.
- Determine ways to mitigate the ambiguity.

MATERIALS:

Soft balls, sponges, or other objects
Masking tape

ACTIVITIES:

Tape off a good-sized area of the classroom, or any other large space available, into a square before beginning the activity. Ask students for a volunteer. Have the volunteer step out of the classroom while the other students arrange the objects in the designated area. The students will be responsible for guiding the volunteer through the obstacles. For the first round, have students guide the volunteer without using any words the first time. Before the volunteer comes back into the room, have students decide on nonverbal signals to provide to the volunteer (for example, clapping could mean step right). Once objects have been arranged and queues have been designated, blindfold the student volunteer and bring them back into the classroom. Tell the volunteer what each nonverbal queue means and that they should pay attention to make it through the obstacle course without stepping on any of the objects.

For the second round, choose a different student volunteer and repeat the process of having them go out of the classroom while the other students arrange the obstacles. This time, tell students that they may only use positive statements to guide the volunteer through the obstacle course.

After both rounds of the exercise are complete, ask students to return to their seats and show the Milestones & Miracles video. Facilitate a discussion to tie the activity and video together with entrepreneurship. Below you will find some possible discussion questions that can be used.

- As the volunteer, was the exercise difficult when you weren't exactly sure what you were going to do?
- How do you think that entrepreneurs plan for unknowns in their businesses?
- In the video, Lacy mentions how her network of friends have been instrumental in helping build Milestones & Miracles, why do you think this is?
- How was the experience of the activity like building a network in real life?
- As the volunteer, was it easier to be navigated by positive statements or nonverbal queues? Explain.
- As a class, would you consider yourself a team in this exercise? If yes, how so? If not, why?
- How does teamwork play into entrepreneurship?