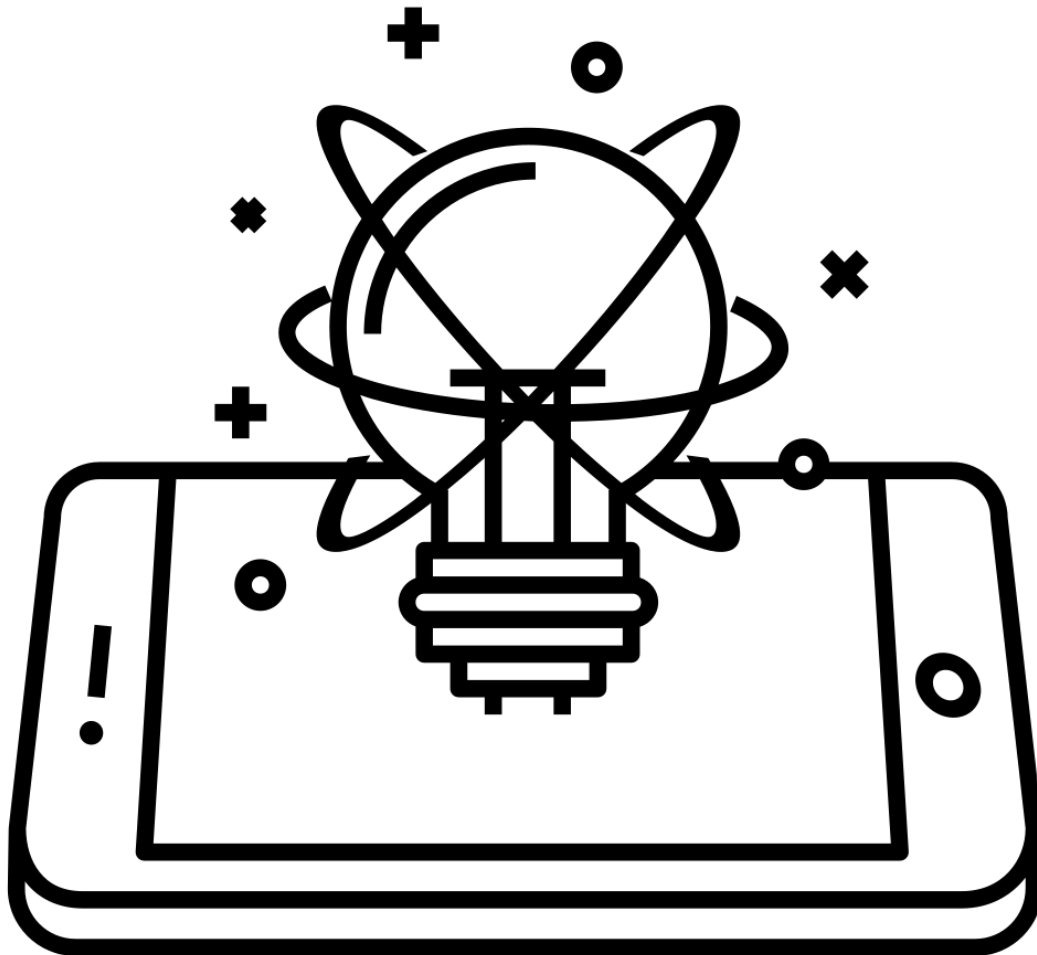


Innovation and Entrepreneurship



The 4-H Pledge

I pledge my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service,
my Health to better living,
for my club, my community,
my country, and my world.

The 4-H Motto

Learn To Do By Doing

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A special thank you to the 4-H Associations and Volunteers from Grenville, Grey, Parry Sound, Wellington and York that piloted the Cloverbud Program for 4-H Ontario. Their feedback, dedication and enthusiasm helped in the development of the program materials and was greatly appreciated.

4-H Ontario is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of printing.



CANADA
4-H Ontario



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4-H Inclusion Statement

4-H in Canada is open to all* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.**

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

**This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

***Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. **

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

**Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

***Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

INNOVATION & ENTREPRENEURSHIP

Objectives and Goals of the Unit:

- Understand what the words innovation and entrepreneurship mean
- Learn and work on the skills that help a person become an innovator and an entrepreneur
- Learn how to become an entrepreneur at any age

Background:

Cloverbuds will become familiar with the concepts and ideas associated with entrepreneurship and innovation. The intent is that Cloverbuds will learn, through observation and practice, about entrepreneurial spirit. These transferable attributes can be applied in the workplace, school, and community. In this unit, Cloverbuds will have an introduction to innovation & entrepreneurship and the skills needed to be successful through hands-on activities.

4-H Pledge and Roll Call

Suggested Roll Calls:

- Name something new your family has recently bought that your family never had before
- Name something you could make and sell
- Name someone in your family that makes and sells something

Time Frame: Units are to be completed in a two hour time frame. there is more material here than what can be covered in two hours. Please choose activities according to the age and abilities of your clover bud participants.

GETTING STARTED

Innovation & Entrepreneurship Wordsearch

Time: 10-15 minutes

Materials Needed:

- Innovation & Entrepreneurship Wordsearch page (found in the Resource section at the end of this unit)
- Innovation & Entrepreneurship Wordsearch Answer Key (found in the Resource section at the end of this unit)
- Writing Utensils

Print enough word searches for every Cloverbud. Distribute word searches and writing utensils and give Cloverbuds at least 5 minutes to work independently on the activity. After the time is up, or once everyone is finished, gather Cloverbuds and go over each of the words listed on the word search. Discuss how each word relates to Innovation & Entrepreneurship. Put word searches aside to be collected at the end of the meeting.

Thinking Outside of the Box

Time: 10-15 minutes

Materials Needed:

- none

Some of the best innovations come when we don't place restrictions around something. Ask the following questions – the wilder the answer the better. Then discuss how some of the answers (that may seem crazy) could lead to an idea that could be used to create an item or concept that we might use in our everyday lives.

- What playground toys would there be if gravity didn't exist?
 - How would you present something at "show and tell" if you had to do it under water (not able to use audible words)?
 - In what ways could you help people if you could jump 30 feet in the air as a superpower?
-

LET'S EXPLORE

Lego Building

Time: 15-20 minutes

Materials Needed:

- Lego (or other building type toys)
- Other items that could be used for building such as elastics, tape, etc.

Building toys gives youth the opportunity to explore many new possibilities and be innovators. In addition to Lego, there are also Lincoln Logs, Erector Sets, Roominate, Picasso Tiles, and many more that could be used.

Ask members to build an item that will solve a problem they have in their house, at school, in the barn, while playing sports or anywhere else where they can identify a problem. Members could work individually, in pairs or in small groups for this project.

Give each person/group ten minutes to design their item and then have them present to the rest of the group, explaining what the item is, what problem it is meant to solve and how the item solves the problem.

Successful Young Entrepreneurs

Time: 15-30 minutes (depending on which video is viewed)

Materials Needed:

- Computer/laptop and access to the Internet

Becoming an entrepreneur takes a lot of determination, perseverance and having an idea (being an innovator). Take a look at these young people and what they did to be successful entrepreneurs (or do a search on Youtube for even more videos about young entrepreneurs).

Young Entrepreneurs Share Their Success Story – the Yummy Brothers story (video created by Scholastic, 2:35 minutes long) <https://www.youtube.com/watch?v=XQ4RESzO2wI>

10 Most Successful Young Entrepreneurs 2020 (video created by Alux.com, 10:15

minutes long) <https://www.youtube.com/watch?v=MGojy74h1CM>

After watching one (or both) of the videos, ask the following questions:

- How old do you think you need to be to start a business?
- Do you have an idea for a business you could start?
- Do you think it would be scary or fun (or both) to start a business at a young age?
- How could technology help you start a business?

LOOKING WITHIN

Drawing Time – Work Your Mind!

Time: 20-30 minutes

Materials Needed:

- Paper
- Utensils for drawing

Innovation and entrepreneurship requires creativity and forward thinking. Give each member a piece of paper and something to draw with. Ask members to draw the following or come up with other ideas for something new they've never seen before:

- dream house
- a flying car
- spaceship
- a new toy
- a new animal species
- their dream room
- their own country (name, land shape, and place names)

Have each member explain their drawing to the group.

Marshmallow Challenge

Time: 15-20 minutes

Materials Needed:

- Uncooked thick spaghetti noodles
- Marshmallows (full-size)
- Masking tape
- Metre stick or measuring tape

The challenge is to invent the tallest structure that will support a marshmallow on the top for at least 10 seconds.

Have Cloverbuds work in pairs for this activity.

Each pair gets one marshmallow, 20 strands of spaghetti and a one metre strip of masking tape. The marshmallow must remain whole and cannot be taken apart into smaller pieces. The spaghetti strands can be broke into whatever size the group thinks will work. The masking tape can be tore into whatever sizes are needed. There will be a 15 minute time limit to make the structure.

NOTE: depending on the group, it might be helpful to make a structure ahead of time as an example of what the structure could look like.

Setting Up Your Own Business

Time: 20-25 minutes

Materials Needed:

- Assortment of toy foods (or other items that could be sold in a store)
- Bristol board (2)
- Markers
- Monopoly money

Have Cloverbud members look over the items that are to be sold in their 'pretend' business and decide what price should be put on each item. Then, have half the group create a price list for the store on a sheet of Bristol board. The other half of the group

will create a poster, using a piece of Bristol board, to advertise the business and what the business will be selling.

The group will need to decide which 3 Cloverbuds will run the business and which ones will be the 'shoppers.' Give each of the shoppers money so they can pick out and purchase the items they would like. When shopping is complete, have the ones running the business add up the money they received from the items they sold.

WRAPPING THINGS UP

This or That

Time: 15-20 minutes

Materials Needed:

- none

Explain to members that there is an imaginary line down the centre of the room. In this activity, two choices will be given and members **MUST** choose the choice they like better and go to the side of the room designated for that choice. The activity forces members to use their decision making and critical thinking skills, both of which are needed for success for being an entrepreneur.

Choices could include (but are not limited to):

- hot dogs or hamburgers
 - red or blue
 - hockey or baseball
 - winter or summer
 - car or truck
 - John Deere or Case International
 - horse or cattle
 - apple or orange
 - water or pop
 - long hair or short hair
 - walking or running
 - 4-H Chocolate Club or 4-H Pizza Club
-

- go to the movie theatre or watch a movie at home
- Android phone or Apple phone
- cat or dog
- Cheerios or Shreddies
- Paper book or e-book
- In-person school or online school

Design Your Own Pizza Challenge

Time: 30-40 minutes

Materials Needed:

- Small pizza crusts or English muffins (cut in half)
- Variety of pizza toppings
- Oven

The challenge is to come up with a different style of pizza!

If possible, have small balls of dough prepared for members to shape into their pizza crust. Encourage members to think about size, shape and ingredients when designing their new pizza.

Once the pizza crust is ready to go, have members choose their pizza toppings and design their pizza. As the pizzas are baking, have members describe the pizza they created and the name they have given for it.

After members have had a chance to taste their pizzas, have them tell the group if their new pizza creation is good and if they would want to make it again (or try to sell their new type of pizza).

ADJOURNMENT

Additional Activities

- Tour an independently-run store and find out how the owner got started with their business.
- Invite someone to your meeting who has started their own business or created a new item that they sell.
- Create a lemonade stand or bake table (or any other type of item that could be sold) and set up at a local fair, a community event, a 4-H Awards Night/Judging Night, etc.
- Create a judging activity including any 4 samples of the same item (could be a food item that is new on the market, a toy, a new piece of technology (i.e. smart phone, ipad).

References

Education.com <https://www.education.com/>

Teaching Innovation to Your Kids <https://www.allprodad.com/teaching-innovation-to-your-kids/>

Venture Lab <https://venturelab.org/resources-for-learning-pods/>

Innovation & Entrepreneurship

m i h p o p p o r t u n i t y
 c i n v e n t i o n k i k d e
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 c b z b u d g e t s n i b z t
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entrepreneur

business

money

opportunity

budgets

ideas

innovation

markets

new

invention

profit

creative

Innovation & Entrepreneurship

m i h p o p p o r t u n i t y
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o r e b o b k v b r b h k x n
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