

**Marketplace for Kids ~
Educating Emerging Entrepreneurs
General Information**

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Educating Emerging Entrepreneurs

**General Information
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Educating Emerging Entrepreneurs

What does the future hold for today's students?

Major changes in the workplace are occurring throughout the world, making entrepreneurship more important than ever. By creating new jobs and strengthening the economy, entrepreneurship is our opportunity to adapt to these changes in a positive way and to create new and better opportunities that enable our youth to enjoy their choice of lifestyle and values unique to their lives.

The Real World Facing Our Youth

Global Communities – Co-workers, business partners, and customers may live and work in all corners of the world. Many aspects of daily work life now require the ability to adapt to ever-changing ideas and ways of thinking. Language skills and cultural sensitivities are a necessity.

Technology – Advances in technology allow our students to interact in new ways that were previously unavailable due to geographical, economic and social boundaries.

The Economy – Economic realities are changing faster than ever! New challenges within other areas of growth, such as energy, medicine, and other emerging technologies will present new options for innovative ideas!

Education/Training – These two areas are now a must. The future demands that people be skilled, trained and prepared for what lies on their paths ahead. Jobs that exist today will not necessarily exist when today's students finish school and enter the job market. Our children need the best available information on which to form creative skills when opportunities present themselves.

Change is Accelerating – It is a rare chance for a loyal employee to work for the same company for an entire lifetime. Typical workers will often be self-employed contractors, having to sell their own personal abilities and qualities to 5-25 different employers over their lifetime. The well-paid employees will be those who can make the best out of challenging opportunities and who are adept at analyzing situations and developing solutions.

Lifelong Learning – Much like living is a continuous ongoing process, our children's ability to adapt must also be open to constant change and innovation. Preparing our citizens for a productive and rewarding work life begins at an early age and must continue through adulthood.

Building Teams, Partnership, and Community – To succeed in the future means people will be required to work more closely together than ever before. Setting goals and cooperating are essential life skills that can be taught. Individuals, organizations, farms, schools, businesses, communities, and even nations will succeed to the degree that teamwork and true partnerships are formed and effectively practiced.

Educating Emerging Entrepreneurs



Vision:

Marketplace for Kids believes that youth are prospective skilled, innovative people who will continue to power a diversified, vigorous economy. Our vision is for every student to receive entrepreneurship education and encouragement to become a lifelong partner in building a stronger community.

Mission:

To encourage youth to explore entrepreneurship and self-employment through recognition and development of their inventive, creative thinking and problem-solving skills.

Values:

Respect ~ The inherent worth, well-being, and dignity of all people.

Diversity ~ Understanding and celebrating the social and economic value of cultural diversity.

Stewardship ~ Sustainable care of all resources for the good of this and future generations.

Community ~ The coming together of people committed to work for their common betterment through the development of their highest skills and fullest potential.

Integrity ~ The adherence to moral and ethical principles that promotes soundness of moral character and honesty.

Goals:

- To promote and cultivate youth entrepreneurship.
- To provide entrepreneurship education and career exploration to youth with support and mentorship from business and community leaders.
- To encourage youth to develop their own entrepreneurship project (i.e., business/invention model) and showcase their project at an Education Day.
- To engage youth in learning about or practicing entrepreneurship.
- To raise awareness of self-employment as a viable career option.
- To assist youth in developing attributes and skills associated with entrepreneurs, including creativity, innovation, self-confidence, planning, and risk-taking.
- To motivate youth to pursue further study, exploration, and consideration of entrepreneurship.

Who Coordinates the Program?

Each community/region has its own Advisory Leadership Team to work on details, coordination, local support, publicity, and involvement. The co-chairs of each Advisory Leadership Team serve on a Statewide Advisory Leadership Team to maintain consistency in the program.

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Educating Emerging Entrepreneurs

Did you know?

- ❖ *Is free to schools, youth organizations, and any student who wants to participate.*
- ❖ **Meets:**
 - ♦ *National Content Standards for Entrepreneurship Education*
 - ♦ *North Dakota Standards and Benchmarks*
 - ♦ *National Education Standards*
- ❖ *Is available for one semester of graduate credit.*

If you would like additional information, please contact:

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Students: The Inventive Mind and Creative Solutions

The inventive mind demonstrates curiosity and keen observation skills. The inventive mind is always thinking that there should be an easier, quicker, more reliable way to get the job done. Inventors are risk-takers as often they will try many different ways before coming up with a way that actually works and is founded on sound principles that can be put into practice in a real-world situation.

Students: The Inventive Mind and Creative Solutions, Continued...

Inventors do not give up. Inventors show persistence. They learn from and build on previous knowledge and trials. They are risk-takers. They think in more creative, unusual terms instead of the “way things have always been done.” **They ask themselves questions like:**

- How else could this be done?
- What else could this be used for?
- Is there something I haven’t thought of yet?
- What did I learn from what didn’t work?

Beyond “Problem-Solving” Creative Solution Techniques and Activities

Thinking occurs when: A choice needs to be made.
When in doubt.
When things do not go the way expected.
When presented with a novel situation.
When emotions are involved.

The Inventive Mind:

- Is a questioning mind, curious, and a keen observer.
- Exercises self-discipline, but is a risk-taker.
- Is searching for solutions, making guesses, formulating hypothesis, problem-finding, idea-finding.
- Strives to learn, to define problems, and to determine a course of action for the solution.
- Asks how else could this be done? Appreciates uniqueness.
- Asks what else could this be used for?
- Asks is there another way I haven’t thought of yet? Conducts research or asks others for ideas.
- Sees beyond the way things have always been done or sees something new in something old.
- Sees common things in an uncommon way.
- Knows that since inventing is trial and error, testing and re-testing, and re-designing, that they will need to show persistence and determination.
- Perceives worthwhile things to do, produces results and strives for improvement.
- Personalizes learning and shows confidence and a feeling of competence and ability.

Purpose:

The purpose of the contents of the **Learning Guide** is to encourage students to stretch their thinking in more creative, divergent ways to solve problems, create new ideas and processes, and to enjoy the process of learning so they want to continue it into adulthood. Many of the activities in this guide give the students opportunities for brainstorming. This is simply a way to accomplish divergent thinking (coming up with many possibilities) rather than convergent thinking (finding the one right answer). There is much more information in the specific activities as you explore further into the guide. Many of these activities can be used to fill in times when you have a few minutes to fill between subjects or are looking for another way to teach a subject area. Some can be expanded to become whole-year learning opportunities!

We know this guide will become a useful tool both inside and outside the classroom. Our youth both need and require our attention in a changing neighborhood, state, and world. We look forward to working with you!

“What wonders await us...If we are ready?”

— Walter Cronkite