

Becoming a Good Business Person

SUBMITTED BY: WGYP Summer Educator

SUBJECT(S): Entrepreneurship

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

Students will learn about the legal aspects of becoming an entrepreneur.

≡ NBEA STANDARD(S):

- Entrepreneurship, VIII. Legal

≡ RELATED ARTICLES:

- “Volkswagen’s Smog-filled Scandal”
- “The Secret Life of Internet Trolls”
- “Just Do It – But Ethically, Please”
- “Innovators Must Master the Art of Brainstorming”
- “Holiday Book Club: A Roadmap for Aspiring Entrepreneurs”
- “Fighting for Environmental Justice”
- “Educator Toolkit: Exploring Ethics”
- “Debate and the Appeal of Opposing Views”
- “Career Insight: Thinking about Business Ethics in a Practical Way”

Standards:

- Analyze how forms of business ownership, government regulations and business ethics affect entrepreneurial ventures.

Objectives/Purposes: Students will learn about how businesses deal with legal issues and discuss what that means about the type of business person they want to become.

Knowledge@Wharton Articles:

- “An Olive Oil That Has Global Aspirations”
- “La Michoacana: The Store of an Orphaned Brand”
- “Who Benefits Most from Cisco and Apple’s Agreement to Share the iPhone Name?”

Other Resources/Materials:

- [Legal Articles Worksheet](#)

Activity:

1. Do Now: On a piece of paper, brainstorm what you think the word ethics means. (5 min)
2. The students go around and share their answers. Then the teacher brings up the idea of what it means to have business ethics. Pose the question to the class: is it possible to be ethical in business? (5 min)
3. Students will get into one of three groups. Each group will be assigned one of the articles to read. Everyone in each group must read the article and then as a group work to complete the worksheet (every student must complete one worksheet). (10-15 min)
4. Once the groups are finished, the teacher will reassign small groups. Each group will include three people, one from each of the articles. In small groups, each student will present to the other students what their article was about. They should use the worksheet to help. Each student should spend about 5 minutes on his or her article. (15 min)
5. The class will come back together and the teacher will lead a discussion. (10 min)
 - While the articles were different, what were some overarching themes that extended across all three articles?
 - What did the articles teach you about owning a business and the types of decisions that are required?
 - What did these articles teach you about the type of business person you want to be?

Practice Outside of the Classroom:

At home, students can write a short narrative paper about the type of business person they want to be and why. They can reference any of the articles or do some outside research about a company or person they admire in the business field.

What Worked and What I Would Do Differently:

These articles are long and dense. If there is not enough time or depending on the reading level of the students, the teacher might want to use clips from each article to facilitate the discussion.

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