



CHILDREN'S   
ENTREPRENEUR  
*market*

ENTREPRENEURSHIP  
CURRICULUM

[ChildrensEntrepreneurMarket.com](http://ChildrensEntrepreneurMarket.com)



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# INTRODUCTION

Hello parents! Welcome to our self-guided children's entrepreneur curriculum! No matter your child's age, they can be an entrepreneur. I believe this is important for every child—not because everyone will become a business owner someday, but because the entrepreneurial way of thinking is so important.

Entrepreneurs are problems solvers. They think critically. They create value for others and are rewarded in the process; the more they help others, the more they succeed. These are things that can benefit every child! And that's why we created this curriculum.

**STUDENTS WILL LEARN KEY ECONOMICS AND ENTREPRENEURIAL CONCEPTS AS THEY WORK STEP-BY-STEP THROUGH A GUIDED PLAN TO DEVELOP THEIR PRODUCT AND CARRY IT TO MARKET.**

This curriculum was developed for your child to complete independently. We have included a variety of scope and sequence options in order to give your family the most freedom and flexibility based on your schedule and needs. You might choose to assign a section daily or a unit weekly—that's part of the unique nature of this curriculum. Each week, you will want to scan through the activities to check for any necessary supplies or preparations you may need to plan for in advance (a few units have recipes, and one has a family field trip). Then your child should be ready to go.

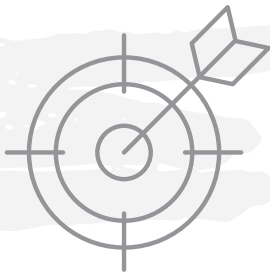
The final element in each unit is a parent check-in, where your child will present you with a brief summary of what they have learned in the unit as well as ideas for family discussion to keep you up to date on their learning and progress.

Entrepreneurship is powerful, and we're excited to support your children in gaining such valuable experience. Let's do this!

**Connor Boyack**  
**CHIEF ENTREPRENEUR CHEERLEADER**



# SCOPE AND SEQUENCE MODELS



This course is intended to be done independently by your student. It can be incorporated at home, in a co-op, or in a classroom study in a variety of ways. Each unit has been formatted according to a uniform pattern for maximum success. Here are a few sample ideas for implementing this curriculum.

## DAILY STUDY:

In the daily study model, students complete each unit over the course of a week. Approximate daily time commitment: 20 minutes. Approximate weekly time commitment: 80 minutes.

### Day #1

Student completes the lesson.

### Day #2

Student completes activity two.

### Day #3

Student completes activity three.

### Day #4

Student completes day four.

### Parent Touch Point

Students complete the top portion of the parent touch point page, and then give their parent the bottom portion for a weekly check in.

**(Repeat weekly until the course is complete.)**

## CO-OP STUDY:

To use the co-op model, students would complete each unit weekly in their co-op class. Approximate weekly time commitment: 60 minutes in class; 15 minutes at home.

### Week #1

Teacher narrates the lesson for the students, or students repeat the lesson independently or in small groups. Students work to complete the three activities either independently or in small groups. Students spend the last five minutes of class completing the top portion of the weekly check in. They take the bottom portion home to their parent(s).

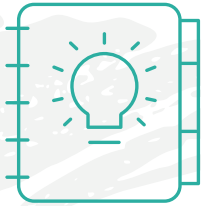
**A class-wide market is recommended for the final project in Week 14.**

**(Repeat weekly until the course is complete.)**

## CLASSROOM STUDY:

Teachers may choose to use the curriculum in either format in a classroom environment—either as a daily activity or once a week as a more focused study. Time commitments are reflected above.

# RECOMMENDED RESOURCES



Several resources are recommended throughout the units of this curriculum. They are listed here for your convenience.

## *The Tuttle Twins Guide to Inspiring Entrepreneurs*

by Connor Boyack

## *Who Was Milton Hershey?*

by James Buckley Jr. (for older students)

## *The Tuttle Twins and The Messed-Up Market*

by Connor Boyack

## *Of Business & Benjamins: A Tuttle Twins Graphic*

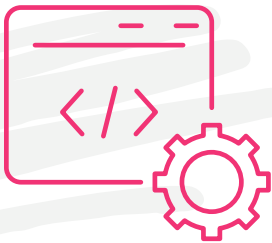
### *Novel Book #4*

by The Tuttle Twins Show

## *On the Corner of Chocolate Avenue*

by Tziporah Cohen (for younger students)

# WEBSITE LIST



Additionally, several units suggest your child use Tuttle Twins affiliated websites. Each activity encourages the child to receive parent permission before accessing the internet. Below is a list of all the websites used throughout the course. Please consider making a folder with these links bookmarked to make it easier for your child and to help your child access the internet safely, depending on their age.

Tuttle Twins Children's Entrepreneur Market  
Instagram Page

[Instagram.com/ChildrensEntrepreneurMarket](https://www.instagram.com/ChildrensEntrepreneurMarket)

Better Homes and Gardens Color Wheel

[ChildrensEntrepreneurMarket.com/colorwheel](https://ChildrensEntrepreneurMarket.com/colorwheel)

Tuttle Twins Children's Entrepreneur Market  
Blog

[ChildrensEntrepreneurMarket.com/blog](https://ChildrensEntrepreneurMarket.com/blog)

Kids Britannica Biography of Milton Hershey

[ChildrensEntrepreneurMarket.com/milton](https://ChildrensEntrepreneurMarket.com/milton)

Tuttle Twins Children's Entrepreneur Market  
YouTube Channel

[Youtube.com/@ChildrenEntrepreneurs](https://Youtube.com/@ChildrenEntrepreneurs)

Tuttle Twins Cartoon Episode 4 Of Business  
and Benjamins

[ChildrensEntrepreneurMarket.com/cartoon4](https://ChildrensEntrepreneurMarket.com/cartoon4)

**THE BEST WAY TO PREDICT THE FUTURE  
IS TO CREATE IT.**

- Peter Drucker





UNIT 1 : LESSON

# WHAT IS ENTREPRENEURSHIP?

The first step in becoming an **entrepreneur** is to understand what an entrepreneur actually is! An entrepreneur is a person who owns and operates a business.

Many people, young and old, like the idea of becoming an entrepreneur. But it's important to understand the whole picture before pursuing any new financial endeavor. To become an entrepreneur, you are acknowledging that you are taking on personal financial **risk** in the hopes of securing future **profits**. What's a profit? That means you're making money from offering goods or services to customers or clients. Making money is the primary reason most people start a business (however, there are also special types of businesses called nonprofits that make money for a worthy cause that we will talk about later on in this study).

It's easy to be enticed by the idea of profits, but few people are willing or ready for the risk and potential consequences that come with pursuing a new business adventure. You can't start a business for free, and it costs money to keep a business running. Investing that initial money—and deciding how much you need to

spend to keep your business running—is part of the risk that every entrepreneur like you must consider.

This unit will look at the process of becoming an entrepreneur, which is called **entrepreneurship**. We will look at the types of businesses that can be created, what those businesses can offer their customers or clients, and then learn the beginning steps in creating your own business. Are you ready to become an entrepreneur?



UNIT 1

# Learning from Experience



## ACTIVITY 1

**Below are the names of several famous entrepreneurs in history. Research each person at the library or on the internet, and write 1–2 sentences about their contribution to innovation.** (NOTE: Make sure you ask a grownup before using the internet on your own to make sure you are using safe websites. (All these biographies can be found in our book *The Tuttle Twins Guide to Inspiring Entrepreneurs* by Connor Boyack.)

ELIJAH MCCOY

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HETTY GREEN

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STEVE JOBS

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MADAME C.J. WALKER

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HOWARD SCHULTZ

Dotted lines for writing notes about Howard Schultz.

WALLY AMOS

Dotted lines for writing notes about Wally Amos.

JOHN D. ROCKEFELLER

Dotted lines for writing notes about John D. Rockefeller.

ENTREPRENEUR OF YOUR CHOICE

Dotted lines for writing notes about an entrepreneur of your choice.

### CRITICAL THINKING:

Which of these entrepreneurs has impacted modern history the most, in your opinion? Answer in complete sentences and explain and defend your decision.

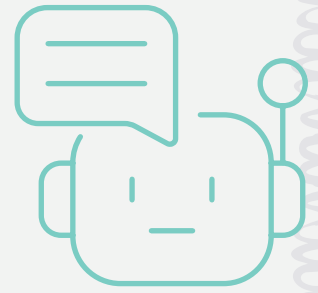
Dotted lines for writing a critical thinking response.

\* All these biographies and more can be found in *The Tuttle Twins Guide to Inspiring Entrepreneurs* by Connor Boyack.



UNIT 1

# Word Work: Entrepreneur



## ACTIVITY 2

### WHAT'S THE WORD?

Copy the focus word of this unit and it's lessons. (see above)

### FIND THE WORD

Find the word in the dictionary and copy its definition:

### LIST 5 SYNONYMS

What are some synonyms for this word?

- #1 .....
- #2 .....
- #3 .....
- #4 .....
- #5 .....

#### WHAT IS A SYNONYM?

GRAMMARLY.COM says: Synonyms are different words that have the same or similar meanings. They come in every part of speech, including nouns, verbs, adjectives, adverbs, and prepositions.

As a synonym example, let's look at synonyms for good. As one of the most commonly used words, good has a lot of synonyms that mean the same or almost the same thing: fine, excellent, satisfactory, wonderful, superb, etc.

Notice how the meanings are not always identical; for example, excellent is a high degree of good, while satisfactory is more like a minimal amount of good. Still, the central idea is the same: All these synonyms refer to something that is positive and not bad.

More info: [ChildrensEntrepreneurMarket.com/synonym](https://ChildrensEntrepreneurMarket.com/synonym)

**DRAW A PICTURE OF THIS WORD BEING USED:**



**USE THE WORD IN A SENTENCE:**

**Using the focus word in your sentence, write a caption for the picture you drew above.**

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UNIT 1

# Work It Out! Wordsearch!



## ACTIVITY 3

### FIND THE NAMES!

Find the names of the famous entrepreneurs from history in the word search below:

A	N	C	D	M	C	T	A	O	L	L	N	I	N	G	J	P	E	N	T
Z	L	S	E	H	M	A	M	A	N	T	R	O	J	O	O	A	E	T	J
T	R	O	L	O	J	A	O	R	O	N	C	K	L	L	H	F	E	T	O
H	A	B	I	N	H	E	Z	T	L	U	H	C	S	D	R	A	W	O	H
M	N	O	J	T	C	H	H	E	T	J	A	C	S	T	E	R	T	K	N
I	T	J	A	A	O	E	R	E	L	F	L	L	E	T	H	R	O	T	R
N	I	M	H	W	Y	W	G	H	T	W	A	R	O	C	H	M	O	D	O
E	N	N	M	F	N	A	C	K	D	T	L	S	A	R	Z	A	R	N	C
T	G	E	C	G	G	L	N	A	D	C	Y	M	C	C	N	W	E	N	K
R	O	T	C	H	A	L	G	R	M	R	N	G	O	E	E	A	L	K	E
L	R	H	O	E	T	Y	A	T	H	E	R	G	R	E	T	Z	J	W	F
L	A	F	Y	R	R	A	D	I	D	A	S	S	L	E	R	A	O	A	E
A	E	M	A	D	A	M	W	A	L	K	E	R	L	T	E	W	A	L	L
R	M	R	N	A	F	O	C	K	N	G	S	S	R	M	O	N	B	E	L
M	A	E	G	L	E	S	T	E	V	E	J	O	B	S	S	E	S	R	E
A	E	T	R	T	J	O	N	T	A	D	T	Z	N	G	O	A	C	T	R
D	R	T	O	H	A	D	G	H	E	E	N	E	R	J	O	G	S	E	L

### WORD BANK

- |   |   |
|---|---|
| <input type="checkbox"/> ADI DASSLER    | <input type="checkbox"/> JOHN ROCKEFELLER |
| <input type="checkbox"/> ELIJAH MCCOY   | <input type="checkbox"/> MADAM WALKER     |
| <input type="checkbox"/> HETTY GREEN    | <input type="checkbox"/> STEVE JOBS       |
| <input type="checkbox"/> HOWARD SCHULTZ | <input type="checkbox"/> WALLY AMOS       |





UNIT 1

# PARENT TOUCH POINT



**STUDENT RECAP:**

Write a short paragraph to summarize what you learned this week. Include the words “**entrepreneur**” and “**profit**.”

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Fill in the name of the entrepreneur you researched on the line provided below in the **Parent Check In** section, so your parents know who you studied.

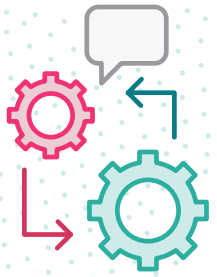
**PARENT CHECK IN:**

In this lesson, your child learned the concepts of what an entrepreneur is and how they can go about becoming an entrepreneur. One very important aspect of this is accepting financial risk in order to gain future profit. Your student studied the key word “entrepreneur” and researched well-known entrepreneurs in history while also spotlighting \_\_\_\_\_ in more detail on pg 9.

*Please consider incorporating these family discussion questions into your daily conversations to enhance your child’s learning experience.*

UNIT 1

# FAMILY DISCUSSION QUESTIONS:



**Who or what** do you think of when you hear the word “entrepreneur”?

**Do we have any** family members who have been entrepreneurs?

**Why** would someone consider becoming an entrepreneur?

Are you risk-averse or a risk-taker? **How** will this impact your entrepreneurial efforts?

What are some good **character qualities and skills** an entrepreneur should have?

**DREAM BIG. START SMALL.  
BUT MOST OF ALL, START.**

- Simon Sinek



UNIT 2 : LESSON

# WHY BE AN ENTREPRENEUR?

Last week, we talked about what an entrepreneur was, and now you might be asking yourself—why would someone take all those risks? There are lots of reasons to become an entrepreneur.

Obviously, most people immediately think of the primary benefit of becoming an entrepreneur—generating profit! Remember, profit is the money left over after we've paid our expenses—the money we get to keep. But beyond generating **revenue**, and especially profit, there are a lot of other benefits that come from being an entrepreneur, and it's important to consider these just as much as considering the profit we might make.

Let's talk about some of them...



## BECOMING AN ENTREPRENEUR:



**Develops important life skills:**

Entrepreneurship involves critical thinking, problem-solving, creativity, risk-taking, and communication skills. You'll use these skills for the rest of your life!



**Fosters independence and self-confidence:**

Starting a business requires a lot of hard work and perseverance. Successfully running a business can boost your self-confidence and independence. This can help you become resilient in the face of challenges.



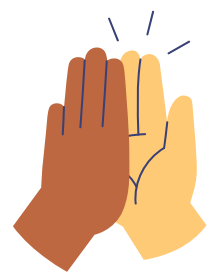
**Teaches financial literacy:**

Starting a business can be a great way to learn about the value of money and financial responsibility. By setting up and managing a business, you can learn about budgeting, saving, and investing, which are important skills for your future financial success.



**Promotes innovation and creativity:**

Entrepreneurs are often motivated by a desire to solve problems or create something new. The ability to think creatively and come up with innovative ideas, will help you develop entrepreneurial skills that bring new ideas into the world.



**Creates job opportunities:**

Entrepreneurship can also have a positive impact on the wider community by creating job opportunities and contributing to economic growth.