

Global Entrepreneurship Lesson
Business Ownership Design:
The Global Impact of Extractive vs. Generative Ownership
Created & Submitted by Eileen Powers

Lesson Plan:

Business Ownership Design:
The Global Impact of Extractive vs. Generative Ownership

Objective: Students will understand the importance of carefully designing business ownership, and how Extractive and Generative Ownership structures can have a hugely different impact on local communities as well as the world-at-large. Students will understand the importance of designing a business that serves all stakeholders and generates life on our living planet for today, and generations to follow.

CTE Standards:

2.0 Communications

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

4.0 Technology

4.1 Use electronic reference materials to gather information and produce products and services.

5.0 Problem Solving and Critical Thinking

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

7.0 Responsibility and Flexibility

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.8 Explore issues of global significance and document the impact on students' specific pathway sector.

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8.0 Ethics and Legal Responsibilities

8.6 Analyze organizational culture and practices within the workplace environment.

9.0 Leadership and Teamwork 9.5 Understand that the modern world is an international community and requires an expanded global view.

Business & Finance

7.0 Responsibility and Flexibility

7.8 Explore issues of global significance and document the impact on the Business and Finance sector.

Business Management Pathway

A3.3 Recognize a business' responsibility to employees, shareholders, society, and the environment.

Global Entrepreneurship Lesson
Business Ownership Design:
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International Business Pathway C6.2 Differentiate between the types of market structures and their effect on the price and the quality of goods and services produced.

Sales Marketing & Services

Entrepreneurship/Self-Employment Pathway

C7.0 Identify strategies for business startup and growth.

C7.1 Identify mission and purpose.

C7.3 Develop core values.

C7.4 Develop a vision statement.

Student Learning Outcomes:

Students will learn about and recognize the local and global challenge that we all face as we consider business formation and structure. Students will recognize that business structure and planning have a direct impact on the Earth and all living beings on same.

Unit Name: *Business Ownership Design: The Global Impact of Extractive vs. Generative Ownership*

Prerequisite: Students learning the lesson introduced here should already have been taught a lesson on business structure/formation. Such a lesson should include information on traditional forms of business, such as Sole Proprietorships, Partnerships, LLC's, C-Corps, and possibly S-Corps, as well as information on for- and non-profit types of businesses. In addition, lessons should introduce students to Social Entrepreneurship, Benefit Corporations (B-Corps), Worker Cooperatives, and other forms of Cooperatives.

Timing of Activities:

This lesson will require approximately ten class periods of approximately 50 minutes each. Understanding that class time is quite valuable, the amount of time needed may be shortened to about one week (five 50-minute class periods) by having students work on their projects as homework. Class presentations are also optional. However, in order to maximize student learning potential, the two-week time frame, as outlined herewith, is recommended.

Day One: The Global Problem – Extracting Maximum Wealth at Whatever the Cost

Show the following video:

'The Sumatran rainforest will mostly disappear within 20 years' (7:50 min)

<https://www.theguardian.com/world/2013/may/26/sumatra-borneo-deforestation-tigers-palm-oil>

Discuss with students their thoughts on the video. Be sure the conversation touches on the destruction of life on earth, including animal, plant, and human life.

Next, ask students if they believe anything like this is happening here in the United States.

Allow a few minutes for discussion...

Global Entrepreneurship Lesson
Business Ownership Design:
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Then, show the first 19:55 minutes of the following video:

“Capitalism’s ‘Sacrifice Zones’” found here:

<http://billmoyers.com/episode/full-show-capitalisms-sacrifice-zones/>

Open up for class discussion again. Help students to notice that this is a global problem happening not just in 3rd world countries, but here in the U.S. as well.

Ask students how they feel about these situations.

Follow with this video:

FUEL Preview - Cancer Alley (2:38)

<https://www.youtube.com/watch?v=XzCp8hla6Vg>

Ask students again how they feel about these situations.

Ask them if they feel it is o.k. to make as much profit as possible, no matter the cost to other living beings.

Day Two: New Terms + The Problem (continued)

New Terms: (10 min)

Introduce, and/or have students research, and define the following terms:

Biodiversity vs. Monoculture

Profit Making vs. Profit Maximizing

Generative vs. Extractive

Review the definitions with students.

Quickly review the videos of the previous day.

Then, show the following videos:

The Debt Trap - Dateline NBC Report (Condensed) – 15 min.

<https://www.youtube.com/watch?v=q771arwaBi4>

Inside the Financial Crisis: Mortgage Madness (4:05–6:24 min.)

<http://www.nbcnews.com/video/dateline/29827386#29827387>

Open up for class discussion again. Discuss with and help students recognize that the financial industry is another that is guilty of extracting wealth at whatever the cost to other living beings, and with little or no concern for renewing the resources they take. Help students to relate the similarities between the practices of the financial industry, with the coal and oil industries, as noted in the previous day’s videos.

Wal-Mart: The High Cost of Low Price (trailer – 2:26 min)

<http://www.traileraddict.com/wal-mart-high-cost-low-price/trailer>

Again, review and help students connect similarities. Extracting wealth at cost of workers and communities.

Next, show the following videos about water:

Flow: For The Love Of Water (Documentary) – (56:32 – 59:18)

<https://vimeo.com/113969728>

and...

Global Entrepreneurship Lesson
Business Ownership Design:
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FLOW - Official Theatrical Trailer - Oscilloscope Laboratories (2:10)

<https://www.youtube.com/watch?v=LGd9D4J0lag>

Ask students how they feel about water (something without which none of us can survive more than 2 days) being owned and sold by profit-maximizing corporations. and...

FLOW for love of water - Our ways are different from your ways (1:42) (optional)

<https://www.youtube.com/watch?v=AWQ9nebyB3Y>

Ask students if they drink bottled water. Ask if they knew that bottling water is depleting a necessary natural resource for all living beings in certain areas of the world, including here in California. Ask them if they knew that chemicals are added to the water, and the plastic bottles leech more chemicals into the water? Did they know their own drinking water may be safer than bottled water?

Finally, show the following video about seeds:

Vandana Shiva on the Problem with Genetically-Modified Seeds (10 min.)

<https://www.youtube.com/watch?v=fG17oEsQiEw>

Speak with students about the importance of generating new life, not restricting it, and the importance of business ethics (being honest, taking actions based on moral principles of right and wrong in business). Ask them how they feel about having the things we need to live and survive as a species (seeds, soil, water) being owned and controlled by big, multinational, profit-maximizing conglomerates. Ask them how they feel about these same things (seeds, soil, water) being made toxic by profit-maximizing companies. Ask them what kind of food Monsanto serves in its executive dining room. (Answer: Organic. They won't eat their own products.)

Again reviewing the terms used, ask students if these videos exemplify profit-making or profit-maximizing businesses. Do they represent extractive or generative forms of businesses. Remind students that life... living beings include all of earth's natural life forms: soil and its micro-organisms, plants, animals, people,...

To further help students understand and relate, you can mention that generative businesses can be compared to Te Fiti's heart that could create life itself in the Disney movie "Moana". Similarly, extractive, profit-maximizing businesses can be compared to stealing Te Fiti's heart and leaving darkness behind.

Day 3: The Challenge:

What kind of Economy is Suitable for Living Inside a Living Being?

Show the following video clips. Discuss and review after each one as noted following each.

Business Ownership Design and its potential effect on Global Financial Collapse:

Show the following video clip (from 2:53 – 6:11 min)

The Business Ownership Revolution with Marjorie Kelly

https://www.youtube.com/watch?v=_HtTn5UX0HI

Discuss with students how business ownership and structure, and the personal risk at hand, can effect the way a business operates.

Global Entrepreneurship Lesson
Business Ownership Design:
The Global Impact of Extractive vs. Generative Ownership
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“The Invisible but Critical Role of Ownership Design in Food” (12:48 min)

<https://www.youtube.com/watch?v=77Lao1LDR48>

Discuss and review the question above: “What kind of economy is suitable for living inside a living being (Earth).?” Remind them of the terms they learned the day prior. Share loose quote of Aldo Leopold from video: “*A thing is right when it enhances the beauty and stability of the whole ecosystem, and it is wrong when it damages it.*”

Business Model Example:

Ruth’s Chris Steakhouse – Before and after going public

Show the following video clip (from 0:30 – 2:53 min)

The Business Ownership Revolution with Marjorie Kelly

<https://www.youtube.com/watch?v=HtTn5UX0HI>

Discuss and note that this locally owned business cared about its community, whereas this same business pulled out of the community when things went bad, following its restructuring as a publicly traded corporation.

Ask students which form of Ruth’s Chris Steakhouse was Generative and which was Extractive.

Further Business Model Examples:

Organic Valley

Show the following video clip (from 16:55 – 19:10min)

Marjorie Kelly and David Korten, Seattle

<https://www.youtube.com/watch?v=WPIvoxTnxAQ>

John Lewis Partnership:

Show the following video clip (from 14:42 – 16:55 min)

Marjorie Kelly and David Korten, Seattle

<https://www.youtube.com/watch?v=WPIvoxTnxAQ>

Discuss this company’s mission – to make employees happy!

Ask students’ their thoughts on this idea.

Ask them if any of them have a job. Does their employer seem to have this as a mission?

How would they feel if it were the case? Would they want to be there more? Would they want to work more?

If time allows, have them look up this company’s website to find the mission in print.

Mogli – International organic children’s food company formed (w/a less than perfect ownership system)

Show the following video clip (from 1:15 – 4:06)

Platform Cooperative Showcase 13 – Purpose Capital

<https://livestream.com/internetsociety/platformcoop2016/videos/141702259>

Discuss and note that having a good mission (healthy food for kids) is great, but purpose alone is not enough. Generative business ownership must consider more than just one idea.

Giving consideration to employees and the company’s ownership structure is important too. In fact, ownership, according to Marjorie Kelly, is the most important element of all.

If workers do not have stake in the game, their efforts will likely be diminished. And unless workers make a living wage, they will not be able to buy your stuff.

Global Entrepreneurship Lesson
Business Ownership Design:
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Day 4 Importance of Ownership Design – Creating Conditions for All Life to Thrive

Refresh students' memories regarding previous days' video clips.
Using terms learned on day two, ask students

Show the following video clip (from 16:51 – 26:47/end)
The Business Ownership Revolution with Marjorie Kelly
https://www.youtube.com/watch?v=_HtTn5UX0HI

Review and Discuss.

Provide students with the chart explaining Extractive vs. Generative Ownership

Review chart with students and field questions.

Explain to students that new products with their catchy slogans and promises to solve problems are great. However, that alone is not enough. Our ideas and businesses need to be designed and put into context with a focus on supporting all life forms in our local and global communities. We must do our part, plan and design businesses accordingly, and take responsibility for our actions and their effects, or we will eventually create an earth with fewer resources than there are to sustain life as we know it today.

Introduce Group Project:

Have students work in groups of 2-4 students. Instruct each group to come up with an idea for a global company that would meet the definition of a Generative Ownership. Have them identify specific ways in which they would meet the Generative definition. Explain that they must have at least two of the five characteristics of a generative business. Further explain that they will get more points on the assignment with each of the additional three characteristics they can add to their business idea.

Projects may be created in written format, such as a tri-fold publication and/or via PowerPoint presentation, video, or otherwise, as teacher deems relevant.

Days 5 – 7 Student Projects

Have students present the finished projects to the class.

Days 8 – 9 Student Presentations

Have students present the finished projects to the class.

Day 10 – Review and Discussion

Once all projects are completed and presentations made, review with students what they have learned, and what kinds of things they may be more likely to consider as they look to create their own businesses in the future. How about the worldwide partnerships they may wish to create?

Ask them if the lesson has changed their views on the products they may purchase and the types of businesses they may support in the future with the purchasing dollars. How about the types of businesses they may wish to work for and/or with?

Have students think-pair-and share throughout.

Global Entrepreneurship Lesson
Business Ownership Design:
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Class Discussion Questions:

Note: Think-Pair-Share techniques may be used throughout Q & A.

Day One:

Ask students to share their thoughts on each video clip.

(Note: These are video “clips”. They do not each represent a completely new video. Some are just different portions of the same video.)

Video Clip One: “The Sumatran rainforest will mostly disappear within 20 years”

Ask students to share their thoughts on the destruction of life on earth, including animal, plant, and human life.

Ask Students: Do you think anything like this is happening here in the United States, or is it just happening in 3rd world countries?

Video Clip Two: “Capitalism’s ‘Sacrifice Zones’”

Again, ask students their thoughts on the video. Help them recognize that this is a global problem happening in many industries; coal, oil, finance, and many others.

Video Three: “FUEL Preview - Cancer Alley “

Ask students again how they feel about these situations.

Ask them if they feel it is o.k. to make as much profit as possible, no matter the cost to other living beings.

Day Two:

Have students look up term definitions and/or Review the definitions with students.

Video Clip Four: “The Debt Trap - Dateline NBC Report (Condensed)”
and

Video Clip Five: *Inside the Financial Crisis: Mortgage Madness*

Open up for class discussion again. Discuss with and help students recognize that the financial industry is another that is guilty of extracting wealth at whatever the cost to other living beings, and with little or no concern for renewing the resources they take. Help students to relate the similarities between the practices of the financial industry, with the coal and oil industries, as noted in the previous day’s videos.

Video Clip Six: Wal-Mart: The High Cost of Low Price (trailer – 2:26 min)

<http://www.traileraddict.com/wal-mart-high-cost-low-price/trailer>

Again, review and help students connect similarities. Extracting wealth at cost of workers and communities.

Video Clip Seven: Flow: For The Love Of Water (Documentary) – (56:32 – 59:18)

<https://vimeo.com/113969728>

Video Clip Eight: FLOW - Official Theatrical Trailer - Oscilloscope Laboratories (2:10)

<https://www.youtube.com/watch?v=LGd9D4j0lag>

Video Clip Nine: FLOW for love of water - Our ways are different from your ways (1:42)

<https://www.youtube.com/watch?v=AWQ9nebyB3Y>

Global Entrepreneurship Lesson
Business Ownership Design:
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Ask students if they drink bottled water. Ask if they knew that bottling water is depleting a necessary natural resource for all living beings in certain areas of the world, including here in California. Ask them if they knew that chemicals are added to the water, and the plastic bottles leech more chemicals into the water? Did they know their own drinking water may be safer than bottled water?

Video Clip Ten: “Vandana Shiva on the Problem with Genetically-Modified Seeds”
Speak with students about the importance of generating new life, not restricting it, and the importance of business ethics (being honest, taking actions based on moral principles of right and wrong in business). Ask them how they feel about having the things we need to live and survive as a species (seeds, soil, water) being owned and controlled by big, multinational, profit-maximizing conglomerates. (See if students also picked up on the fight for water rights between communities and the Coca Cola company in this video as well.) Ask them how they feel about these same things (seeds, soil, water) being made toxic by profit maximizing companies. Ask them what kind of food Monsanto serves in its executive dining room. (Answer: Organic. They won’t eat their own products.)
Again reviewing the terms used, ask students if these videos exemplify extractive or generative businesses.

Again reviewing the terms used, ask students if these videos exemplify profit-making or profit-maximizing businesses. Do they represent extractive or generative forms of business.

To further help students understand and relate, you can mention that generative businesses can be compared to Te Fiti’s heart that could create life itself in the Disney movie “Moana”. Similarly, extractive, profit-maximizing businesses can be compared to stealing Te Fiti’s heart and leaving darkness behind.

Day Three:

Video Clip Eleven: “The Business Ownership Revolution with Marjorie Kelly” – The Business Ownership Structure of many Financial Institutions
Discuss with students how business ownership and structure, and the personal risk at hand, can effect the way a business operates.

Video Clip Twelve: “The Invisible but Critical Role of Ownership Design in Food”
Discuss and review the following question: “What kind of economy is suitable for living inside a living being (Earth). Remind students of the terms they learned the day prior.

Video Clip Thirteen: “The Business Ownership Revolution with Marjorie Kelly” - Ruth’s Chris Steakhouse – Before and after going public
Discuss and note that this locally owned business cared about its community, whereas this same business pulled out of the community when things went bad, following its restructuring as a publicly traded corporation.
Ask students which form of Ruth’s Chris Steakhouse was Generative and which was Extractive.

Video Clip Fourteen: “Marjorie Kelly and David Korten, Seattle” – clip re: Organic Valley
Discuss this company’s goal to keep no more than 2% of profits and give the rest

Global Entrepreneurship Lesson
Business Ownership Design:
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back to the farmers. How do students feel about that? How would they feel if they ran the cooperative? How would they feel if they were a farmer member of the cooperative?

Video Clip Fifteen: Marjorie Kelly and David Korten, Seattle – re: John Lewis Partnership: Discuss this company's mission – to make employees happy!

Ask students' their thoughts on this idea.

Ask them if any of them have a job. Does their employer seem to have this as a mission?

How would they feel if it were the case? Would they want to be there more? Would they want to work more?

If time allows, have them look up this company's website to find the mission in print.

Video Clip Sixteen: Platform Cooperative Showcase 13 – Purpose Capital (clip re: Mogli)

Discuss and note that having a good mission (healthy food for kids) is great, but purpose alone is not enough. Generative business ownership must consider more than just one idea.

Giving consideration to employees and the company's ownership structure is important too. In fact, ownership, according to Marjorie Kelly, is the most important element of all.

If workers do not have stake in the game, their efforts will likely be diminished. And unless workers make a living wage, they will not be able to buy your stuff.

Day Four:

Video Clip Seventeen: The Business Ownership Revolution with Marjorie Kelly (16:51 – 26:47/end)

Review and Discuss with focus on extractive vs. generative forms of business.

Provide students with the chart explaining Extractive vs. Generative Ownership

Review chart with students and field questions.

Explain to students that new products with their catchy slogans and promises to solve problems are great. However, that alone is not enough. Our ideas and businesses need to be designed and put into context with a focus on supporting all life forms in our local and global communities. We must do our part, plan and design businesses accordingly, and take responsibility for our actions and their effects, or we will eventually create an earth with fewer resources than there are to sustain life as we know it today.

Days Five – Nine:

Student project work and presentations

Day Ten:

Once all projects are completed and presentations made, review with students what they have learned, and what kinds of things they may be more likely to consider as they look to create their own businesses in the future. How about the worldwide partnerships they may wish to create?

Ask them if the lesson has changed their views on the products they may purchase and the types of businesses they may support in the future with the purchasing dollars. How about the types of businesses they may wish to work for and/or with?

Have students think-pair-and share throughout.

Global Entrepreneurship Lesson
Business Ownership Design:
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How Student Learning will be Assessed:

Student learning will be assessed via:
Observation of their class participation in discussions;
Checking for understanding;
A Final project; and,
A Presentation of their Final Project.

Students' Final Project:

The students' final project will be to work in teams of 2-4. In their groups, they are to come up with an idea for a global company that would meet the definition of Generative Ownership form of business. Students should identify specific ways in which they would meet the Generative definition, including at least two of the five characteristics of a generative business in their idea. Note: Students should receive more points on the assignment with each of the additional three characteristics they can add to their business idea.

Students will then create a PowerPoint presentation, a tri-fold publication, a video, or other final product as teacher deems fit to explain their idea, and present it to the class.

Resources/Instructional Materials Required:

Definitions of Terms:

Biodiversity - the variety of life in the world or in a particular habitat or ecosystem.

Monoculture - the cultivation of a single crop in a given area.

Profit Making – making or intending to make more than one spends

Profit Maximizing - The ability for company to achieve a maximum profit with low operating expenses. Profit maximization occurs at the biggest gap between total revenue and total costs.

Generative – designed to create the conditions for life

Extractive – pulls something out (such as maximum profits, trees, water, life), without the provision for its renewal.

Chart: "Extractive vs. Generative Ownership" from the book "Owning Our Future by Marjorie Kelly (attached herewith)

Nice to have, but not necessary:

"Living Enterprise as the Foundation of a Generative Economy" - Slow Money (printed excerpts from the video: "The Invisible but Critical Role of Ownership Design in Food"
<https://slowmoney.org/blog/living-enterprise-as-the-foundation-of-a-generative-economy/>

"Generative Ownership Design" - P2P Foundation
http://wiki.p2pfoundation.net/Generative_Ownership_Design

"Cancer Alley: Big Industry, Big Problems – Clusters of Poverty and sickness shadow America's industrial South"
<http://www.msnbc.com/interactives/geography-of-poverty/se.html>

Global Entrepreneurship Lesson
Business Ownership Design:
The Global Impact of Extractive vs. Generative Ownership
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“John Lewis Partnership – Our Constitution”

<https://www.johnlewispartnership.co.uk/about/our-constitution.html>

“From “Extractive” to “Generative” Ownership”

<https://evolvinghumansystems.com/2012/07/01/from-extractive-to-generative-ownership/>

Book: “Owning Our Future: The Emerging Ownership Revolution,” by Marjorie Kelly, Berrett-Koehler Publishers, Inc., 2012

Video Links:

'The Sumatran rainforest will mostly disappear within 20 years' (7:50 min)

<https://www.theguardian.com/world/2013/may/26/sumatra-borneo-deforestation-tigers-palm-oil>

“Capitalism’s ‘Sacrifice Zones’” found here: (0:00-19:55 min)

<http://billmoyers.com/episode/full-show-capitalisms-sacrifice-zones/>

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Inside the financial crisis: Mortgage madness (4:05–6:24 min.)

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<https://www.youtube.com/watch?v=LGd9D4J0lag>

FLOW for love of water - Our ways are different from your ways (1:42) (optional)

<https://www.youtube.com/watch?v=AWQ9nebyB3Y>

Vandana Shiva on the Problem with Genetically-Modified Seeds (10 min.)

<https://www.youtube.com/watch?v=fG17oEsQiEw>

The Business Ownership Revolution with Marjorie Kelly

https://www.youtube.com/watch?v=_HtTn5UX0HI

“The Invisible but Critical Role of Ownership Design in Food” (12:48 min)

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Global Entrepreneurship Lesson
Business Ownership Design:
The Global Impact of Extractive vs. Generative Ownership
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Marjorie Kelly and David Korten, Seattle

<https://www.youtube.com/watch?v=WPIvoxTnxAQ>

Platform Cooperative Showcase 13 – Purpose Capital

<https://livestream.com/internetsociety/platformcoop2016/videos/141702259>

Links to Industry/Job Information (bls.gov/ooh [or] onetonline.org)

Chief Executives: <http://www.onetonline.org/link/summary/11-1011.00>

Chief Sustainability Officer: <http://www.onetonline.org/link/summary/11-1011.03>

Financial Analyst: <http://www.onetonline.org/link/summary/13-2051.00>

Management Analyst: <http://www.onetonline.org/link/summary/13-1111.00>

Public Relations & Fundraising Managers: <http://www.onetonline.org/link/summary/11-2031.00>

End...

Global Entrepreneurship Lesson
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Note: This lesson can be modified to address other CTE Sectors. Below are a sample of other CTE Standards which may be addressed.

Agriculture and Natural Resources

7.0 Responsibility and Flexibility 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.

A2.3 Apply the law of supply and demand and evaluate its effect on price determination.

A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.6 Predict how the law of diminishing returns impacts agricultural production.

A5.1 Explore environmental issues that impact agribusiness.

A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.

A7.5 Assess how promotion trends for agricultural products influence individuals.

A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.

A9.2 Summarize how governmental, economic, and cultural factors affect international trade.

A9.3 Compare and contrast United States trade policies with those of other important trading partners.

A9.4 Research how biotechnology affects trade and global economies.

A9.5 Evaluate how different cultural values affect agricultural production and marketing.

A9.6 Explain how negotiations and bargaining agreements affect trade agreements.

A9.7 Analyze agricultural marketing strategies in other parts of the world.

Building and Construction Trades

7.0 Responsibility and Flexibility 7.8 Explore issues of global significance and document the impact on the Building and Construction Trades sector.

Global Entrepreneurship Lesson
Business Ownership Design:
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Energy, Environment and Utilities

7.0 Responsibility and Flexibility 7.8 Explore issues of global significance and document the impact on the Energy, Environment, and Utilities sector.

A. Environmental Resources Pathway A3.2 Recognize the actions that cause resource depletion. A3.3 Define the causes of erosion and soil depletion. A3.5 Identify the sources of, and impacts attributable to, habitat alteration. A7.1 Understand the elements that create outdoor air quality

Engineering and Architecture

7.0 Responsibility and Flexibility 7.8 Explore issues of global significance and document the impact on the Engineering and Architecture sector.

A. Environmental Engineering Pathway

D6.2 Recognize the actions that cause resource depletion

D6.3 Define the causes of erosion and soil depletion. D6.5 Identify the sources of, and impacts attributable to, habitat alteration.

Health Science and Medical Technology

7.0 Responsibility and Flexibility 7.8 Explore issues of global significance and document the impact on the Health Science and Medical Technology sector.

E. Public and Community Health Pathway E4.1 Identify the various environmental factors that affect a community's health and safety such as water quality, air quality, food supply, industrial hygiene, and solid and hazardous waste disposal. E4.6 Discuss emerging global environmental health problems. E4.8 Explore approaches to control major environmental health problems. E5.6 Evaluate methods to prevent, detect, cure, and minimize disease, injury, and violence in the population.

Global Entrepreneurship Lesson
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Created & Submitted by Eileen Powers

Manufacturing and Product Design

7.0 Responsibility and Flexibility 7.8 Explore issues of global significance and document the impact on the Manufacturing and Product Design sector.

Public Services

7.0 Responsibility and Flexibility 7.8 Explore issues of global significance and document the impact on the Public Services sector.

Transportation

7.0 Responsibility and Flexibility 7.8 Explore issues of global significance and document the impact on the Transportation sector.

A. Operations Pathway A5.0 Analyze and evaluate the design advantages and disadvantages of transportation-industry systems and the effects of those systems on people and the environment.