

Youth Entrepreneurs helps students discover, develop and apply their innate talents and abilities to fully unlock their potential. Through learning Principled Entrepreneurship and embracing the Foundational Values, students will move toward reaching their full potential.

This guidance provides support as you consider how you can implement student centered practices while facilitating Bead-Ville. Remember: This is a journey alongside your students. You are not expected to be perfect!

Environment & Culture

- > What can the educator do to prepare their environment (consider virtual or in-person) to enhance the concepts taught during this activity?
 - Prior to facilitating this activity, have students become familiarized with the experiences of the people that live in each of the economic systems. Debrief with them about how that economic system impacts the whole person – mentally, physically and spiritually. Ask them to think about their personal communities and the effects of the economic system. Reiterate to the students to stay away from stereotypes and address facts.
 - Consider various goods that the students might be making, using the beads as symbolization. Help them feel connected to how the goods they are producing are really impacting a person, family, community or society as a whole.
 - Add to the "Situation" section of the values and goals sheet more descriptive information like the types of working conditions the groups are experiencing.
- > What are some examples of behaviors or things that the educator can give YE dollars for connected directly to the student acknowledging and understanding diverse social norms, recognizing situational demands and opportunities, and/or understanding the influences of organizations/systems on behavior (*SEL Core Competency Social Awareness*)?
 - Adhering to the values and situations described in the values and goals sheet.
 - Noticing barriers and accelerations of production as it relates to the different economic systems and experiences of people.
 - Recognizing students who ask questions of the other groups, making cultural connections with the different systems.
- > What questions can the educator ask to help students deepen their background knowledge (related to situational demands or influences of organizations/systems on behavior) in the activity?
 - If videos were used to provide context of different economic systems, ask students to identify euphemisms and/or propaganda.
 - How did studying other economic systems help you understand the communities you live in?

Curricula

- > How can the activity be written to increase and support rigor?
 - Add an additional Option #3 for payment that includes explicit acts of bias and discrimination (*Caution here – this is not directly tied to the student but to the student's economic system group).

- Ask the compliance officers to make biased and unjust calls of “cheating” based on the groups that have less freedoms. Use the group’s reaction to fuel the debrief discussion to help students empathize with groups of people of unjust societies.
- > How is the activity designed to incorporate and challenge students to consider situational demands or influences of organizations/systems?
 - The activity is designed to highlight how certain systems create barriers that limit the contribution of its citizens.
- > What are debrief questions that can be used to discuss the impact of diversity, identities, system barriers and oppression and the different experiences of all students?
 - What does Freedom mean to you?
 - **Protip:** Review YE’s FV of Freedom with students. This will impact your discussion.
 - Do you feel like your rights are respected? Why or why not?
 - How does Freedom impact societal well-being?
 - How did this activity make you feel?
 - How did you demonstrate empathy during this activity?

Instructional Methods

- > Feel confident in what you know and what you don’t know. Incorporating SEL concepts at a deeper level means you get to practice humility when you’re asked a question that you may not know the answer to. Remember, conversations of race, ethnicity, diversity, inclusion, systemic barriers, etc. are often uncomfortable and new to everyone. Your role is to create a safe space where students can feel comfortable to ask the questions without judgement or fear of reprimand for inquiring.
 - Remember what might feel “political” to an adult feels personal to a student. They may not understand the politics of topics like immigration or criminal justice but they do know family members that are unable to come visit the U.S. or are locked away in prison without a fair trial or realistic sentence. This is a genuine opportunity to deepen their empathy and social awareness skills.
- > Offer time for students to explore for answers, both the popular and non.
- > Offer time at the beginning of each class period for students to ask questions that might have brewed while away from your class. You may consider having an “anonymous box” for students to write their questions if they are uncomfortable asking in front of others. Use this option only until rapport is built, then encourage students to speak out as this is a soft skill that is important to develop – especially with difficult questions and conversations.

Educator Reflection

- > Did I...
 - Create a learning atmosphere where students felt respected by and connected to one another?
 - Help students favor participating in my class today because they had personal choice and felt the content was relevant to them?
 - Create challenging, thoughtful learning experiences that included my student’s perspectives and values?
 - Help students connect that what they learned in my class today impacts something they value?

By striving to answer “yes” to the questions above, you are practicing a model of culturally responsive teaching based on intrinsic motivation. ([Wlodkowski and Ginsberg, 1995](#))