

NETWORK
FOR TEACHING
ENTREPRENEURSHIP



2014 GLOBAL ENTERPRISING EDUCATORS

THE NFTE GLOBAL GALA
IN CELEBRATION OF THE 20TH ANNIVERSARY OF
NFTE GREATER WASHINGTON

2014 GLOBAL ENTERPRISING EDUCATORS

The **Network for Teaching Entrepreneurship** recognizes our teachers' dedication to their profession. These teachers and their innovative approaches to teaching the NFTE curriculum help our students to globalize their thinking every day, and to reach beyond themselves to become the business leaders of tomorrow. Every year, NFTE honors one teacher from each of our program offices and partner programs around the world at our Global Gala dinner. The 2014 Award winners are profiled here.



MasterCard

MasterCard is a global payments and technology company. It operates the world's fastest payments processing network, connecting consumers, financial institutions, merchants, governments and businesses in more than 210 countries and territories. MasterCard's products and solutions make everyday commerce activities—such as shopping, traveling, running a business and managing finances—easier, more secure and more efficient for everyone.

Thanks to the generosity of MasterCard Worldwide, each teacher was awarded all-expense paid trip to Washington DC to attend the Global Gala and receive his or her honor in the company of fellow Award Winners.



Laura Berson

Brooklyn International High School
Brooklyn, NY

NFTE NEW YORK METRO

As a Social Studies and ESL teacher at a Title I public school for immigrants, Laura Berson is faced with the challenge of teaching entrepreneurship to students on many different levels in the same classroom. Furthermore, some of her students are refugees and have missed many years of schooling, including one student who did not start school until he was fourteen years old. Working towards a solution of teaching students on numerous levels at once, Laura has begun to utilize technology to allow students to work at their own pace. She has created worksheets that are hyperlinked to the specific lessons that they coincide with so students can look at them as needed. For those who understand, they can work through the problem and this frees Laura to walk around the classroom and better help those that do not understand the work. As a result of this, when students get to the financial slides while creating their business plans, Laura finds that almost all of her students get their calculations correct.



Eric Bojo

Friendship Academy of Engineering and Technology
Baltimore, MD

NFTE BALTIMORE

Eric Bojo's expertise in teaching NFTE does not come in the form of a particular area of the curriculum, but instead he prides himself in the way he is able to connect with his students. One example of this was last year when he had the opportunity to work with Maryland M.E.S.A. (Math Engineering and Science Achievement) and the engineering teacher at his high school to have a group of students compete in a contest. The students had to design and create a prototype and business plan for a device that was powered solely by an alternative energy. This provided a great opportunity for the students to take skills learned in NFTE and apply them to other academic disciplines in a real world scenario - exactly the kind of experience they remember best.



Jon Bull

Chicago Tech Academy
Chicago, IL

NFTE CHICAGO

Jon Bull believes that education comes alive when it is given real-world, practical application. With this thinking, outside resources are vital to how he teaches NFTE in the classroom. He has found that students can learn by being taught a concept, and learn well when seeing it done by others, but learn best when doing it for themselves. Jon tries to follow this principle as much as possible through each unit of the class. Before coming to NFTE, Jon studied and worked in the fields of marketing and advertising, which helped to hone his creative thinking skills. He especially enjoys taking a great deal of time guiding his students through the innovation process of coming up with their business ideas and marketing strategies.



Hacker Burr

Charleston Collegiate School
Johns Island, SC

YESCAROLINA

As both an educator and Headmaster at Charleston Collegiate, Hacker Burr understands that entrepreneurship is the key to success. He has created a great culture and excitement at his school around the entrepreneurship class and the business plan challenge. In fact, he made the class business plan challenge into a school-wide assembly with a panel of judges in the auditorium. In his classes, Hacker makes sure that students know to value the right brain just as much as the left and is always looking for ways in which to use creative sales and marketing tactics to “always be closing”. Notably, Hacker created something called The CEO Circuit for his students. During the first half of the class, local entrepreneurs and CEOs make weekly visits to the classroom, while during the second half of the class, the students visit the CEOs in their place of work, allowing them to gain insight as to what an office environment is actually like.



Richard Charles II

Hayward High School
Hayward, CA

NFTE BAY AREA

Rick Charles believes that one of the great challenges of our time is clearly defining what is right and what is wrong and that he has the responsibility of teaching his students the criteria for making ethically sound decisions. By empowering his students to become critical thinkers, Rick shows them how they can examine how their decisions will affect society and to consider more than the bottom line of making money. This instills a sense of ethical responsibility within his classroom and has led the discussions in his classroom to students stating they felt it was critical that changes are made to society. While Rick knows these lessons will not be completely realized until his students assume roles of leadership in society, his students are much better prepared to make ethical decisions in the future.



William Donnelly

St. Mary’s Holy Faith Convent
Dublin, Ireland

FOROIGE/NFTE IRELAND

While teaching his classroom of all female students, Will Donnelly has noticed that a lot of the girls come in lacking good communication skills, and in particular they find it very hard to present and speak in front of strangers. To counteract this problem, Will places the girls in groups to study Irish female entrepreneurs in detail. Upon completion of their research, each group presents to another class. Will has found this exercise has helped his students to break down the barriers and difficulties the girls have with communication. When it comes time to present their NFTE business plan, the girls have already come so far with their presentation skills that they feel much more confident in front of an audience.



Melissa Edwards

DM Therrell School of Law Government and Public Policy
Atlanta, GA

YOUTH ENTREPRENEURS GEORGIA

At the beginning of the school year, Melissa Edwards asks her students to think of something they love to do with their spare time. After coming up with a hobby, she then assists these students to think outside the box for ways that they can turn their ideas into a legitimate business idea. One of Melissa’s greatest strengths is helping her students think of creative ways to start their own business. While the student may not immediately see how their hobby could make money, she pushes them to think farther. Another tactic for coming up with business ideas is to have students examine an existing product and put their own twist on it. Melissa puts a lot of effort into helping students understand the new way of thinking like an entrepreneur and strives for students to understand that success can start with them.



Rivka Elimelekh

Ort Rogozin Migdal Haemeq
Migdal Haemeq, Israel

ASHALIM

Rivka Elimelekh worked in marketing and industrial engineering for 32 years before becoming a NFTE teacher in the Ashalim program. She teaches the students the values she learned through working in those industries and helps them get acquainted with the marketing world in her classroom. Rivka is always trying to find ways to relate the lessons to real life. She opens each lesson with a story to help connect the students to the upcoming lessons, and the story ends with a value that the students can relate to. In one of her classes, a classroom of all boys, she brings phrases and examples from the soccer world to help the students relate. When explained with examples that the students can better relate to, business concepts become much easier for them to learn.



Emily Frazier

Bladensburg High School
Bladensburg, MD

NFTE GREATER WASHINGTON

Emily Frazier finds that sometimes her students do not know or understand why their parents will not give them money when they ask for it. In response to this, Emily teaches her students how to better understand and prepare a budget. This budget lesson not only prepares the students for their wholesale trip to New York, but also helps them to complete their finances for their business plan. This comes full circle, as the students then write a letter to their parents concerning this financial lesson. Emily uses this lesson to prepare her students for both the creation of their business plan and the management of their money in the real world.



Michael Gardner

Franklin Learning Center
Philadelphia, PA

NFTE PHILADELPHIA

Michael Gardner considers the financial section of NFTE's curriculum to be his expertise and prides himself on his students having the right numbers in their business plans. In his experience, he has seen students that had great business ideas, but their financial structure showed they were losing money. Sometimes product costs were too high and sometimes fixed costs were too high. Showing the students how to fix these issues, and different ways to make money, got them excited. A lot of times that excitement would transition from disbelief that they could become an entrepreneur to actually starting their business. To better prepare his students for running a business in the real-world, Michael has them interview and hire employees, whether their business has actually been started or not. Along with this, each student creates a resume and cover letter to bring into the interview, so that whether they run their own business in the future, or work for someone else, they are prepared.



Elizabeth Gingrich

Urban Pathways 6-12
Charter School
Pittsburgh, PA

ENTREPRENEURING YOUTH

Elizabeth Gingrich started her career as a grant writer for a hospital, though in the back of her mind she always thought about teaching someday. She decided to go back to school to get her M.B.A. and started working at a school part-time handling their marketing and public relations efforts. At this point, the calling to be a teacher became even louder and, upon completion of her degree, she took the praxis for Business Education and was fortunate enough to make the transition into teaching. Her business background, and the fact that she currently runs her own side business, have given Elizabeth a unique perspective which she is able to share with her classroom. One lesson Elizabeth has taught her students that has really resonated with them is to always behave in a professional manner, which is a useful practice both inside and outside the business arena.



Ulrike Göll-Ulbrich

Realschule Diepholz
Diepholz, Niedersachsen,
Germany

NFTE DEUTSCHLAND

A big problem that Ulrike Göll-Ulbrich finds in her classroom is a lack of creativity. She was looking for a concept for motivating students at the beginning of the course and came up with something very simple, but very effective. At the beginning of the year, each student is given a paper plate and the instruction, "do"! With such a simple prompt, she has found that the students get many more ideas. To reinforce the motivation in her students to be creative and think beyond the expected, Ulrike walks around the room complimenting her students. When it comes time to choose a business to build, her students are much more likely to have confidence in their unique ideas.



John Hermans

Brussels, Belgium

NFTE BELGIUM

For many years, John Hermans was the director of the catering division at the Brussels Airport, with a team of 400 people working under him. Working with many different people from different backgrounds, he became fascinated with leadership development, coaching and team performance. His fascination lead to a deeper investment into studying various coaching and leadership development techniques, geared towards greater team performance. In 2006 he starts his own company GROWIN, through which he offers training to companies and nonprofits on leadership skills, teambuilding, individual coaching for team leaders, etc. Along with running his company, John finds the time to work with NFTE an average of 3 days a week. He is not only a NFTE Master Trainer, having offered a vast array of NFTE courses in many vocational training centers and nonprofits providing education to different groups of young people, but he has also become a NFTE Program Manager.



Chengyu Kang

Beijing, China

BRIGHT CHINA FOUNDATION

Chengyu Kang has taught entrepreneurship to over 600 students and has become well-versed in what youth are interested in. She likes to combine "hot" issues from society into her classroom, including case studies on other young alumni and entrepreneurs. She also enjoys being able to design different activities and discussions based on the characteristics and personalities of certain classes and students. In addition to bringing real-world issues into the classroom, she requires her students to volunteer within the Bright China Foundation in order to have the opportunity to learn from other young entrepreneurs.



Quelina Jordan

Shaw High School
East Cleveland, OH

YOUTH OPPORTUNITIES UNLIMITED

One of Quelina Jordan's greatest strengths in the classroom is her ability to connect with each student in a way that encourages effort and builds accountability. Over the years, students have remarked about her expectations of them using their experience beyond the classroom. In class, Quelina has her students take the Myers-Briggs Type Indicator assessment to identify personality strengths and weaknesses and help determine career fields that will best suit them. These MBTI results lead the students to discovering which famous business people share their personality type, debunking the notion that entrepreneurship is only for a select few. By rethinking their career interests, students are more able to see where they might fit in in the business environment. The MBTI lesson also stresses the necessity of accepting and respecting others' personalities.



Karen Lopez

Duncan Polytechnical High School
Fresno, CA

LYLES CENTER FOR INNOVATION AND ENTREPRENEURSHIP

One of the areas that Karen Lopez best excels in is teaching oral communication and presentation skills. The most important aspect of this lesson is to help build the students' self-confidence through encouragement, practice, constructive feedback and practical application. Each student is taught to encourage one another during opportunities to speak in front of the class and in group discussions. One strategy that Karen finds particularly useful is to require students to use a microphone during all presentations. This holds them accountable for being heard and allows opportunities for peer and teacher written feedback. Another opportunity for students that sets Karen's classroom apart from others is that the students are placed in a community classroom internship at a local retail store or business office through her Regional Occupational Course. Each spring, the students are required to present their business plans to their community job site supervisors via an oral presentation.



Murray Moore

Topeka High School
Topeka, KS

YOUTH ENTREPRENEURS KANSAS

In his classroom, Murray Moore breaks his students down into eight different committees who are then expected to become the experts on a given area or subset. Committees are charged with presenting information to the class on their particular area of expertise. Oftentimes, committees have to work with other students to get the information they need. This particular exercise allows Murray to show his class how to work together toward a common goal, and that they will often be held accountable by others in business. Students get experience working outside their comfort zone, which helps them throughout the rest of the class.



Nelson Palencia

South East High School
South Gate, CA

NFTE GREATER LOS ANGELES

Nelson Palencia is an incredibly creative teacher and often brings NFTE concepts into the light of the real world. One example of this is the new spin he put on the Opportunity Recognition Game. This year, all students in the Los Angeles Unified School District received an iPad to use. Nelson has had all the students come up with an accessory or some sort of business idea to go along with the distribution of these iPads. He showed his students how the school district had essentially created a new market for them and, thus, demonstrated how easily a new market can open. As Nelson is a business owner in addition to being a NFTE teacher, he is also able to use his real-world experiences in the classroom on a constant basis.



Ray Parris

North Miami Beach Sr. High
North Miami Beach, FL

NFTE SOUTH FLORIDA

Ray Parris says that understanding the student to be the first and most important client should define an educator's priority in the classroom. As a NFTE teacher, he has found over and over again that students want to be challenged with new and innovative technological ideas. Currently, he is infusing the NFTE digital classroom into his concrete classroom. This experience allows his students to truly integrate into the digital learning community with peers, community businesses, and surrounding schools. Ray says, "It is important to realize that in today's society, students are constantly using multi-platforms to communicate, collaborate and process through technology. As a NFTE digital design teacher, I am constantly using technology in the classroom to engage, motivate and educate my students."



Tanesha Poyser

Westhill High School
Stamford, CT

NFTE FAIRCHESTER

As an avid public speaker, Tanesha Poyser understands the importance of engaging, informing and inspiring your audience. She believes her greatest expertise is preparing her students to deliver their oral presentations for the business plan challenge, and in her classroom, she practices what she teaches. She says, "Whenever I am delivering a lesson, I'm always sure to give a good presentation so that my students have something to model after." Students are expected to present everything they do in Tanesha's class, no matter how small the assignment. Over time, and through practice, presenting becomes second nature to most of her students so when it comes time to present for the challenge, they are completely comfortable presenting in front of a panel of judges, allowing them to focus completely on their business plan.



Sally Robledo

Institucion Educativa San Rafael
Buenaventura, Valle, Colombia

JAVIERANA CALI

Sally Robledo started her work in the education industry as a school administrator before becoming an informatics teacher. At the same time, she was working on starting her own business with her husband. After spending many years teaching, she decided to begin teaching an entrepreneurship course where she could put her experience to use. Sally uses case studies pulled from real life to explain topics in a way that her students can best understand, and has been awarded within the community for developing significant experiences for her students. In addition to teaching, Sally currently also runs a printing company and a variety store with her husband.



Dr. Anjana Tandon

Jaipur, Rajasthan, India

I CREATE, INC.

As an entrepreneur herself, Dr. Anjana Tandon is able to connect to her students more directly, especially when talking about making a hobby into a business. She uses her personal experience to share insightful do's and don'ts, along with tips for sustenance and success of the business once it's built. In addition, Dr. Tandon's flair for the theatre allows her to involve students in skits and role-playing games that give them the chance to face challenges and work out problems in a hands-on way. This kind of role-playing can help to turn a complex business lesson into a fun and more easily understood one.



Kelley Watson

MacArthur High School
Irving, TX

NFTE NORTH TEXAS

Kelley Watson strongly believes that all students should have an opportunity to dream about their future while they are still preparing for it. She uses an activity called "Visualize Your Future" to allow her students to do so. The activity begins with students sitting with their eyes closed while they visualize themselves as a grown person. After she leads them through a visualization exercise, the students answer questions about how they saw their future self, including what type of work they have chosen. Kelley uses this activity to reinforce the importance of entrepreneurship and how being an entrepreneur can directly align with each student's future.



Jodie Woodruff

The Metropolitan
Regional Career and
Technical Center
Providence, RI

NFTE NEW ENGLAND

Besides teaching NFTE at her school for seven years to 210 students, Jodie Woodruff has created another resource for her students' use in learning about entrepreneurship: a 3600 square foot free-standing Innovation and Entrepreneurship Center for her public high school; the only one of its kind in the nation. It took Jodie leaving her position as principal and three years of hard work, but her students now have a hub for incubating ideas, concepts and business plans. The foundation of this center has and always will be the NFTE course. Besides playing a large role in the execution of this center, Jodie includes a number of hands-on opportunities for her students to learn from, including setting up internships for her students and bringing in two entrepreneurs from the community to speak every Friday.

**34 ALUMNI
ENTREPRENEURS WITH
28 BUSINESSES
+
24 EXEMPLARY TEACHERS
FROM 15 STATES
AND 10 COUNTRIES
=
NFTE GLOBAL GALA**