

*Lessons from Hollywood*

**Entry Form**

Title of the Movie from which the Clip Originates

**Good Will Hunting**

(used to primarily illustrate pro-active behavior)

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Where (or how) did you find out about the Lessons from Hollywood competition?

**Am assisting Dr. Minet Schindehutte, who is in charge of the competition.**

Entrepreneurship course(s) you are teaching or have taught in the past?

**EEE 457 Capstone Course (Entrepreneurship and Strategic Management)**

Background about you e.g. what are your interests related to use of film in the classroom?

**I am very interested in cultivating additional understanding of competencies within our students. By using film clips that exemplify certain behaviors and actions, I believe that we can enhance our communication of entrepreneurship and its intangible elements in the classroom.**

*Lessons from Hollywood*  
**Movie Clip Data Form**

Title of the Movie from which the Clip Originates

*Good Will Hunting*

Year Movie was Released	Genre	MPAA
<i>1997</i>	<i>Drama</i>	<i>R</i>
Main Actor(s)	Director	Awards
<i>Robin Williams Matt Damon Ben Affleck</i>	<i>Gus VanSant</i>	<i>Best Actor Supporting Role Drama—Robin Williams Best Screenplay—Matt Damon, Ben Affleck (8 other oscar nominations: best director, best music— song/score, best picture, best film editing, best actress supporting role, best actor leading role)</i>
Total Clip Viewing Time	Counter start time	Counter stop time
<i>5</i>	<i>00:00:00</i>	<i>00:00:00</i>
Format of Origin	Chapter number (on DVD)	Language
<i>Recorded from DVD</i>	<i>1 or 2 or 3.....14 etc.</i>	<i>English</i>
Brief description of the scene in the movie clip (maximum 100 words)		
Sean tells Will about his life-altering decision to miss a World Series baseball game in exchange for meeting a beautiful woman.		
Additional information e.g. how the movie clip relates to the rest of the movie (maximum 50 words)		
<i>The clip relates to the rest of the movie in that it shows Sean acting as a mentor to Will, and reveals to Will that, brilliant as he may be, he still does not know everything about the challenges that life has to offer.</i>		
Keywords or phrases related to entrepreneurship	Entrepreneurship content area(s) covered	
I gotta go.... I had to.... Regret.... Regret.... Regret...  (see below for transcript of clip)	<i>Concept of proactive behavior. Also elements of risk-taking, opportunity costs, and intuition.</i>	
Notes and suggestions	References and/or other sources of information	

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**Lesson Plan**

*(Suggested length: 1- 2 pages)*

1. State the specific competency that the movie clip addresses (i.e., it is a way to sensitize students to proactive behavior and the effects of such behavior on entrepreneurship, etc.)

**Proactive behavior, primarily.**

2. Explain how the movie clip relates to a content area or objectives in an entrepreneurship course

**By exhibiting proactive behavior, in a real-life context, as well as showing how it can have a hugely significant impact, students may better understand the importance of proactive competencies.**

3. Outline how you use this movie clip as part of a lecture session.
  - a. What information should students have about this content area or objective prior to watching the movie clip? (i.e., this movie clip is appropriate for an upper division course, such that students have basic knowledge of relevant concepts but benefit from an opportunity for integration.)

**Depending on the background of the students, this film clip is appropriate for both introductory and advanced classes. When competencies are discussed, this provides instructors to have an even greater impact by showing a ‘fictionalized’ action that exhibits that very competency.**

- b. What information does the instructor want students to know after viewing this movie clip?

**How is proactive behavior able to impact a person’s life and choices? Does opportunity always present itself at opportune times??**

- c. Provide 3 to 5 specific “lessons” instructor can share with students after watching the movie clip.

**Heed your intuition, and weigh your opportunity costs as well as you can. Sometimes, opportunity only has a small window, so gut feeling can often be the element that leads you to beneficial change. You may miss out on the obvious, but by exploring the unknown you may alter your life for the better, in ways that other opportunities would not let you. Discussion of ‘how do we know what a good opportunity is’ and ‘when should we seize opportunity (e.g. trust your instinct and make quick, bold decisions vs. take time to evaluate carefully). Is there a right answer, or do we trust our own judgment depending on the situations?**

- d. What is the recommended process for delivering the information (i.e., first do a short lecture, play the movie clip, apply the competency in an assignment, etc.).

**In my view, an introductory discussion followed by film clip, which is then followed by more intense discussion, is the most ideal. Additionally, a guide will facilitate and attune students to the central message within the clip (see attached for an author-formulated example).**

- e. What materials should be provided to students? Provide samples of these materials if at all possible.

**Potentially a script of the scene, further access to a site that contains the scene, as well as questionnaires that might lead the student through ascertaining what competencies might be involved (primary, secondary, etc.).**

4. Explain how the movie clip illustrates the principle or enhance understanding of the competency.

**We see a 'real-life' example of how seizing a brief opportunity is often the most life-altering and appropriate action we might ever take.**

5. Explain and report results of methods used to assess whether the movie clip is effective in illustrating or explaining the competency (e.g. student feedback).

**Student feedback, as well as asking students for their own examples of decisions they have made that affected their lives. In this way, students may then begin to relate their own actions to the lessons we are trying to teach them.**

6. Summarize problems and/or questions encountered when using this movie clip and how an instructor might deal with these issues.

**Students may still not fully understand the concept of pro-activeness. It is a story being told by one of the characters about his past. It might be beneficial to have additional clips that show characters in the actual process of pro-active decision-making. For example, within the same film, we might show the end, where Will decides to drive across the country to be with the woman he loves.**