



Exploring Entrepreneurship

By Engler Agribusiness Entrepreneurship Program
and Beyond School Bells

Contents:

- Overview
- Nine modules with two 45-minute lessons each
- Supporting resources and worksheets

Afterschool Curriculum:

An engaging and interactive approach to teaching students the mindset and skills necessary to empower them to start a real business and gain entrepreneurial experience. With a high emphasis on community involvement, Exploring Entrepreneurship will encourage students and others to find their inner-explorer, challenge the status quo and begin the journey of setting out the next frontier.



Beyond School Bells
nebraskachildren

Overview

Nine-module, eighteen-lesson **project-based learning** unit designed by University of Nebraska-Lincoln students in the Engler Program

Notes to Facilitator:



STARRED ACTIVITIES

Designate suggested lessons and activities for programs who would like to **shorten this curriculum to 9 lessons total.**

BASE

Module 1: Foundations of Entrepreneurship

- Lesson 1: Courage
- Lesson 2: Risk

Module 2: Passionate Problems

- Lesson 1: Passion
- Lesson 2: We Love Problems!

Module 3: Idea Incubator

- Lesson 1: Connecting the Dots
- Lesson 2: Opportunity Outreach

BUILD

Module 4: Finding Your Fans

- Lesson 1: Customer Discovery
- Lesson 2: Competitive Advantage

Module 5: Building Your Roadmap

- Lesson 1: How Many People Does it Take to Make a Sandwich?
- Lesson 2: Resource Roundtable

Module 6: Come 'Sale' Away

- Lesson 1: Sales Steps
- Lesson 2: Selling

ENTREPRENEUR

Module 7: Pitching 101

- Lesson 1: Writing the Pitch
- Lesson 2: Delivering the Pitch

Module 8: Showcase

- Lesson 1: Showcase Preparation
- Lesson 2: Business Showcase or Shark Tank Event

Module 9: The Next Adventure

- Lesson 1: Reflection
- Lesson 2: Reflection Presentation

Module 1: Foundations of Entrepreneurship

Entrepreneurs are courageous enough to take risks even through uncharted territory. Students will learn how to be courageous, turn weaknesses into strengths, and take calculated risks.

Module Lessons:

- Lesson 1: Courage
- Lesson 2: Risk

Module Objective(s):

- Identify what is an entrepreneur.
- Identify how courage and risk relate to being an entrepreneur.

National Content Standards for Entrepreneurial Education:

- A.01 - Explain the need for entrepreneurial discovery
- B.03 - Demonstrate initiative
- B.12 - Describe desirable entrepreneurial personality traits
- B.22 - Assess risks
- C.16 - Explain the concept of risk management
- D.17 - Follow directions
- D.26 - Participate as a team member
- H.06 - Explain employment opportunities in entrepreneurship
- J.17 - Encourage team building

Nebraska State Standards:

- MA 6.4.3 - Students will interpret and apply concepts of probability
- MA 7.4.3 - Students will interpret and apply concepts of probability
- MA 8.4.3 - Students will interpret and apply concepts of probability





Module 1: Foundations of Entrepreneurship

Lesson 1: Courage

In this lesson, students will learn that entrepreneurs are courageous and are not scared to fail.

Objective(s):

- Identify what is an entrepreneur.
- Identify how courage relates to being an entrepreneur.

Introduction: What is an entrepreneur? (6 minutes)

1. What does it mean to be an entrepreneur?
2. What are some words that come to mind?
3. Play What is an entrepreneur? (3:00) <https://bit.ly/3OQxLSk>

Reflection:

- From the video, what did we learn about what an entrepreneur is?



Main Activity (1 of 2): Mystery Box (10 minutes)

1. Place students in groups depending on size.
2. Give student teams clue sheets to unlock the box.
 - o Note: All of the clues on the puzzle sheet are centered on well-known phrases or plays on words. They must list or write out the correct phrase with the numerical illustration to complete the puzzle and unlock the box.
3. The first student team to get all the clues right wins the game.

Reflection:

- Why do we think the box is important when talking about entrepreneurship?
 - o Stepping outside of the box. Like a box has very limited potential when it's closed but once its open it can have a lot more uses. Once we unlock its potential becomes limitless.



Total Time:

- 45 minutes



Materials:

- YouTube video: What is an entrepreneur? (3:00) <https://bit.ly/3OQxLSk>



Prep:

- Set up the clues for the mystery box



Materials/Resources:

- Brainteaser worksheets: Foundations Resources
- Puzzles for mystery box
- Box of some sort (lock box for added excitement) and clue sheets, puzzle sheet as included in worksheet document

Main Activity (2 of 2): Backbone (10 minutes)

1. Build context with students by asking the following questions:
 - o Who are some famous explorers that we have heard about?
 - o Explorers are courageous enough to take a risk to explore uncharted territory. That is basically what entrepreneurs are – courageous enough to take risks even through uncharted territory. For the next 8 weeks, we will be referring to ourselves as explorers. Are you courageous enough to explore the unknown?
 - o What does courage mean?
 - *Doing the right thing even if it is difficult, being brave, facing your fears with confidence, etc.*
 - o What are some ways we can show courage?
 - *Do the right thing, even when others are not. Willing to try new things, even if you might fail. Learn from mistakes.*
2. Over the next 5 minutes, you will be tasked with finding a way for this piece of printer paper to hold up this book with only using one hand to hold the paper.
3. After 5 minutes, the facilitator will take the paper and roll it tightly into a tube with about a 1 inch diameter. Hold the tube in one hand and carefully place the book on top. The tube should support the book.

Reflection:

- How does this piece of paper and book represent courage?
 - a. We all have the ability to turn our weaknesses into strengths and show courage. The paper at first is flimsy, weak, lacking backbone and character- easy to crush and overwhelm. This might be compared to some people who are faced with a problem or obstacle, they may lack the courage to confront the problem or stand up to the opposition. But, with determination we can turn our weaknesses into strengths. Just as the paper can be rolled into a sturdy tube, we can work to add muscle to our weaknesses if we have the courage to persist. We will then develop a backbone to hold up under pressure.
- Ask the students to give examples of what someone could do to turn a weakness into strength.
 - b. *Examples: Marty has to give a presentation in class and he is afraid to speak in front of his classmates. Jackie loves to play basketball but she is extra short for her age. She is afraid to sign up for the team because her skills might not measure up.*



Materials/Resources:

- Printer paper and small books



Scouting Report Prompt

As explorers, we will be keeping track of our adventures. Each day, we will have a prompt that helps us summarize the territory we have explored. Today, we have a quote from John Wayne, "Courage is being scared to death...and saddling up anyway". Based on that quote, draw or sketch what courage means to you.

Module 1: Foundations of Entrepreneurship

Lesson 2: Risk



In this lesson, students will learn that entrepreneurs are courageous and are not scared to fail.

Objective(s):

- Define risk and risk management
- Identify how risk plays into the entrepreneurial mindset
- Identify simple risk management strategies

Introduction: Risk vs. Regret (12 minutes)

1. Play "RISK vs REGRET" - Motivational Video for Success, Students and Entrepreneurs (ft. Marko Halilovic) (12:13)
<https://bit.ly/3FdX5h1>

Reflection:

- Entrepreneurs risk boldly. How much are you willing to risk?



Total Time:

- 45 minutes



Materials:

- Youtube video:
Risk vs. Regret (12:13)
<https://bit.ly/3FdX5h1>



Materials/Resources:

- One dice
- One large bag or jar of M&Ms



Main Activity Part 1: Take a Chance (38 minutes)

1. Give each student 5 M&Ms
2. The goal is to get as many M&Ms as possible.
3. Round 1: each student comes to the facilitator and chooses to roll the die or play it safe.
 - Take a chance and roll an even number and win double the amount of m&ms we have. Roll an odd number and lose 1 M&M.
 - Play it safe and receive 2 M&Ms.
 - Process and allow 1 minute for strategizing
2. Round 2: each student will come to the facilitator and choose to roll the die or play it safe.
 - Roll a 1, 2, 3, 4 and lose 3 M&Ms. Roll a 5 or 6 and win double the amount of m&ms we have.
 - Play it safe and receive 2 M&Ms.
 - Process and allow students 1 minute for strategizing.
3. Round 3: each student will come to the facilitator and choose to roll the die or play it safe.
 - Roll a 1, 2, 3, 4, 5 and lose ½ of your total. Roll a 6 and win triple the amount we have.
 - Play it safe and receive 2 M&Ms.
4. Optional round 4: Go all in or lose it all.

Reflection:

- What happened? How did our strategies work?
- For those of us that chose to play it safe, how did we end up?
- For those of us that chose to challenge the risk, how do we feel?
- There is a time to take risks and a time to play it safe. Entrepreneurs accept risk at the cost of opportunity. However, they often spend a lot of time making all possible calculations and evaluating which options are best. This is calculated risk. Entrepreneurs are not scared of failure or risk, but they put in the work to make sure they are making the best possible decision.



Scouting Report Prompt

- Is risk always a bad thing?

Module 2: Passionate Problems

Entrepreneurs at the core are courageous and take risks. In order to turn this mindset into an actionable business, entrepreneurs utilize two things: passion and problems. Passion provides emotional connection, talent & skill abilities, and a purpose for doing something. Problems are how some of the best companies were founded because they focused on the true pain point of the customer. Students will explore their own passions and daily problems to begin making connections for potential business ideas.

Module Lessons:

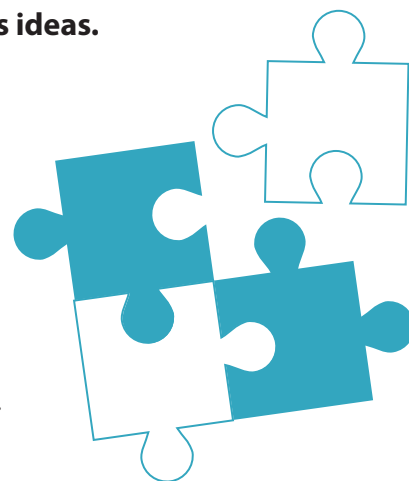
- Lesson 1: Passion
- Lesson 2: We Love Problems!

Module Objectives:

- Describe “passion” in their own words.
- Identify their own hobbies and interests.
- Determine which of their peers have similar hobbies and interests.
- Identify the difference between problem-focused and solution-focused.
- Practice brainstorming in their everyday life.

National Content Standards for Entrepreneurial Education:

- A.04 - Determine opportunities for venture creation
- A.10 - Explain tools used by entrepreneurs for venture planning
- B.02 - Demonstrate responsible behavior
- B.14 - Determine interests
- B.27 - Demonstrate creativity
- D.17 - Follow directions
- D.26 - Participate as a team member
- J.17 - Encourage team building





Module 2: Passionate Problems

Lesson 1: Passion

Students explore what passion means and connect their interests and hobbies to the meaning of passion.

Objective(s):

- Describe “passion” in their own words.
- Identify their own hobbies and interests.
- Determine which of their peers have similar hobbies and interests.

Introduction (10 minutes)

1. Tell students to listen to what these two entrepreneurs say they LOVE doing and WHY they love doing it.
2. Play video: Cade & Hunter: LS Lures (5:54) <https://bit.ly/3uhVukW>

Reflection:

- What is the passion of these entrepreneurs? (*fishing*)
- How are they using their passion to help others? (*making fishing lures*)
- How did they discover this passion? (*fishing as a hobby with their dads*)

Main Activity (1 of 2): Say What? (8 minutes)

1. On a sticky note, each student will write their own definition of passion. (1 min)
2. On “Swap!”, students will find a partner from across the room to share their definition with. (1 min)
3. Continue yelling “Swap!” for up to 3 times total for students to share with others.

Reflection:

- What is a phrase or keyword that you included in your definition?
- Or, what is something you heard a partner say that you agreed with?



Total Time:

- 45 minutes



Materials:

- Youtube Video:
Cade & Hunter: LS Lures
(5:54)
<https://bit.ly/3uhVukW>



Materials/Resources:

- Writing utensils
(one per student)
- Sticky notes
(one per student)



Main Activity (2 of 2): Passions Bingo (15 minutes):

1. Each student will write one interest or hobby in each box on their worksheet.
2. On "Search!" students will walk around the room and share their worksheets with peers.
3. If a peer has the same interest or hobby written (it doesn't matter if it's in the same correlating square or not), you will each mark off that square and initial each other's squares.
4. The first student to get a bingo (three in a row - down, across, or diagonal) wins!

Reflection:

- Was it easy or hard to find people with the same interests or hobbies? Why?
- Why do you think you might have had different answers written down?



Materials/Resources:

- Writing utensils (one per student)
- Passions Bingo Worksheet (one per student)



Scouting Report Prompt

- Sketch one of your passions (reminder: this could be a hobby or interest).
- Think of a family member or friend and record their name and one passion they have.



Module 2: Passionate Problems

Lesson 2: We Love Problems!

Students explore how complaints, negativity, and problems are actually useful as an entrepreneur and develop a list of problems to be used for potential businesses.

Objective(s):

- Identify the difference between problem-focused and solution-focused.
- Practice brainstorming in their everyday life.



Complain Away (5 minutes)

1. On a sticky note, each student will write down something they wish to complain about related to school.
 - *Examples: gross cafeteria food, broken pencil sharpener, etc.*
2. Students and facilitator gather in a circle around a trashcan.
3. On "UGH!" students will crumple their complaint note and prepare to throw it away into the trashcan upon the facilitator's next countdown.
4. The facilitator will begin counting down from 5, but before they finish, they will shout "WAIT!" and instruct students to hold onto their complaints.
5. Facilitator: "What if instead of throwing away our complaints and letting them continue to bug us, we instead took action and found a way to solve them? Today is all about problem-focused thinking and using problems to create a business."
6. Instruct students to paste their sticky notes on a designated wall or poster, to keep for reference.

Main Activity (1 of 2): You Decide (10 minutes)

1. Individually, read each of the 10 statements and circle if you think it is a problem or a solution to a problem.
2. As a whole group, work down the list and have students identify why they chose to circle what they did.

Reflection:

- Why does it matter that we know the difference between a problem and a solution?
- If time allows:
 - o Discuss examples of businesses that were started because of a problem. Examples may include:
 - o Airbnb - the problem was a lack of hotels, long-term housing being too expensive and non-communal
 - o Uber - the problem was a lack of available taxis and vehicle liability by taxi companies



Total Time:

- 45 minutes



Materials/Resources:

- Writing Utensils (one per student)
- Sticky Notes (one per student)
- Writing Utensils (one per student)
- One Large Flip Chart Poster
- One Trash Can



Materials/Resources:

- Writing utensils (one per student)
- Problems & Solutions Worksheet (one per student)



Main Activity (2 of 2): Problems, Problems, and More Problems! (15-20 minutes)

1. Individually, list all of the problems that you have had in the past week. (3 min)
 - Examples: broken flip flop, flat tire, bored at school, etc.
2. In groups of 3-4, combine your lists and continue brainstorming (5 mins)
3. Count your total number of problems (1 min)
4. Process (1 min)
 - How many problems did each group have total?
 - Time to narrow our problems down!
5. Each group will identify their top 3 favorite problems (2 mins)
6. Facilitator will write the 3 categories of problems on the board (2 mins)
 - Itch - small problems that eventually go away (think of a fly buzzing)
 - Ache - definitely a problem, but doesn't have a significant impact
 - Migraine - a major problem that has a significant impact
7. Each group decides which category their top 3 problems each fall into (2 mins)

Reflection:

- Have each group share at least one of their problems and which problem category it falls into



Materials/Resources:

- Writing Utensils (one per student)
- Paper (one per student)



Scouting Report Prompt (7 minutes)

- Record your top 3 problems
- Include if the problems are an itch, an ache, or a migraine
- Then, draw a circle around which problem you think would be easiest to solve
- Finally, draw a box around which problem you think would be most difficult to solve

Module 3: Idea Incubator

For the students to take the problem solving skills they learned in Week Two and apply them to their own personal problems. At the end of the Ideation Module, the student should have a clearly identifiable problem they want to address, a solution to address it with, and will have formed teams with students who have similar passions and interests.

Module Lessons:

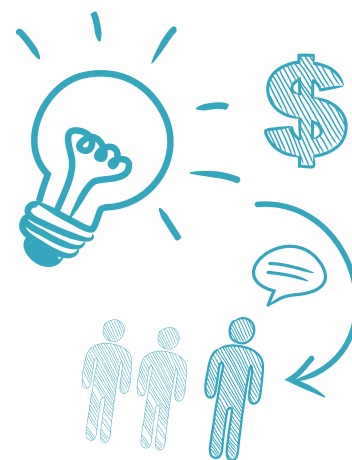
- Lesson 1: Connecting the Dots
- Lesson 2: Opportunity Outreach

Module Objectives:

- The students will identify a single problem they want to address that aligns with their individual interests, passions, and talents
- After a collaborative ideation session, the students will individually choose their preferred solution to their problem, then have the opportunities to form teams
- By the end of this module, the students will have an idea or goal to build their business around.

National Content Standards for Entrepreneurial Education:

- A.05 - Assess opportunities for venture creation
- A.06 - Describe idea-generation methods
- A.07 - Generate venture ideas
- A.08 - Determine feasibility of ideas
- A.30 - Develop a product and/or service
- B.09 - Enlist others in working toward a shared vision
- B.11 - Value diversity
- B.15 - Evaluate personal capabilities
- B.19 - Make decisions
- B.21 - Demonstrate problem-solving skills
- B.26 - Use feedback for personal growth
- B.27 - Demonstrate creativity
- D.26 - Participate as a team member
- L.01 - Explain methods to generate a product/service idea
- L.02 - Generate product/service ideas





Module 3: Idea Incubator

Lesson 1: Connecting the Dots

Additional Prework: In the first weeks, encourage the students to jot down any ideas they have for businesses they want to start. This isn't necessary, but will help them if they get stuck coming up with a business plan.

Objective(s):

- Identify one problem the student would like to focus on with their business
- Practice ideation skills

Introduction: Alternative Uses (5 minutes)

1. Choose an everyday object. This can be a coffee cup, a pen, a fly swatter, etc
2. Pair up the students and ensure each pair has a piece of paper and something to write with.
3. Set a timer for three minutes. In these three minutes, the students must come up with as many different "alternative uses" for the object they can think of. For example, the coffee cup could become a flower pot or a hat. They can be as silly or outlandish as they like. Remember, this activity is supposed to stimulate creativity, not crush it!
4. When the timer ends, have each pair count up the number of alternatives they came up with and read off their top three or best ideas to the class. The group with the most generated uses can get a small prize, like a piece of candy.

Reflection:

- What surprised you about this exercise?
- What was difficult about this activity, if anything?
- How many ideas did you think you'd come up with versus what you actually came up with?

Transition Activity: Shark Tank Video (10 minutes)

1. Have the students watch the Shark Tank video (7:07) <https://bit.ly/3B0Buag>, then pair up again to answer the following questions:
 - What problems or opportunities did the girl face?
 - What was the push that led to her starting her business?
 - Do you think her success is unrealistic or stroke of luck, or is this something any "normal" person your age can do as well?



Total Time:

- 50 minutes



Materials/Resources:

- Writing utensil (one per student)
- Paper (one per group of two)
- One timer
- Optional: small prize for winning pair, like a piece of candy



Materials/Resources:

- Shark Tank video: (7:07) <https://bit.ly/3B0Buag>



Main Activity: Connecting the Dots (25 minutes)

1. This is an opportunity for the students to list problems they face personally or would like to solve for somebody else. Once this is completed, the students will list their own skills and interests, then have the opportunity to link the problems they find to their individual skill sets. This should give the students a starting place for a business idea.
2. Pass out the worksheets and explain the directions to the students
3. Allow the students 5 minutes to list all the problems they or somebody they know faces in the "problems" column of the worksheet. List some examples to get them started.
 - "I forget what is on my to-do list sometimes"
 - "Wasps keep building nests in my bird house"
4. Break and have the students gather in groups of two or three to discuss the problems they came up with for two minutes. Students can add their peers' problems to their list if it is something they are interested in.
5. Give the students 5 minutes to list their interests, skills, or talents in the "Talents and Skills Column"
 - Again, let the students break apart and find a different partner to discuss their individual talents. Encourage them to take notice of who has the same or complementary skill sets to theirs.
6. Allow the students 5-10 minutes to "connect the dots" between the problems and skills columns on the worksheet. For example, if a problem was "Wasps keep building nests in my birdhouse" and a skill was "woodworking," the student could potentially connect these two ideas.
7. Ask the students to narrow down their problem/skill list to one problem they would like to potentially solve with their business.



Materials/Resources:

- Writing Utensils (one per student)
- Paper (one per student)



Scouting Report Prompt

1. Did you come up with a single problem that you would like to be the focus of your business over the next several weeks.
 - a. If not, do you have a different problem you would like to focus on?
2. Does anybody in your class have similar skills or interests to you? Could you potentially collaborate with this person as you build your business?





Module 3: Idea Incubator

Lesson 2: Opportunity Outreach

Choose officially one problem to solve, pitch it to the class, and come up with a solution.

Additional Prework: Students should be encouraged to continue to come up with ideas outside of class if they haven't settled on one yet.

Objective(s):

- Identify one problem the student would like to focus on with their business
- Form teams with other students (if desired) based on mutual interests and complementary skill sets

Introduction: Run-on Story (5 minutes)

1. Gather the students in a circle.
2. Begin the story with a single prompt (ie, "Sally went to the farmer's market and then...")
3. Continuing in a clockwise direction, have each student add on to the story in whatever direction they want to go.
4. Conclude the story at five minutes.

Reflection:

- How is using everybody to create a single story different from creating a story on your own?

Main Activity: (1 of 2): Idea Storm (10 minutes)

1. Choose an object (like a backpack or a coffee cup) that could easily be modified or improved upon.
2. Have the students gather into pairs.
3. Pass out the Rules of Ideation Handout to the students and briefly explain each of the rules (see attachment)
4. For five minutes, have them write down as many different improvements to the item that they can think of
5. At the end of the five minutes, have the students gather back as a group. Have one member of each pair read off their ideas to the rest of the class. See if the class can come up with more improvements together for another five minutes.

Reflection:

- What was your favorite modification you or somebody else thought of?



Total Time:

- 50-60 minutes



Materials/Resources:

- Writing utensil (one per student)
- Rules of Ideation handout (one per pair)



Main Activity (2 of 2): Problem Pitching (25-35 minutes)

1. Give the students time to process and reflect on any problems they wanted to focus on for their business and write it on a notecard to present to the class (10 minutes)
 - Facilitator note: if the students need more time, a separate research and brainstorming day can be fit into the curriculum.
2. As a group, have each student “pitch” their problem to the rest of the class
3. After each student pitches, give the rest of the students 1-2 minutes to write down any ideas for solutions they have to that problem on a notecard with that student's name at the top
4. At the end of the pitching session, have the students turn in their notecards to the relevant student.
5. Allow the students time to collect their notecards, evaluate their solutions, then rank the solutions.
6. The top solution will be the focus of the student's business!
 - Facilitator note: if the student has a better solution than he or she was presented with, they can use that too!

Reflection:

- What was your favorite modification you or somebody else thought of?



Materials/Resources:

- Writing Utensils (one per student)
- Paper (one per student)



Scouting Report Prompt

1. What was your best solution?
2. What made this superior to the other solutions?
3. Is your solution one you came up with by yourself, or one that another student helped you to generate?
4. What excites you about this solution?

Module 4: Finding Your Fans

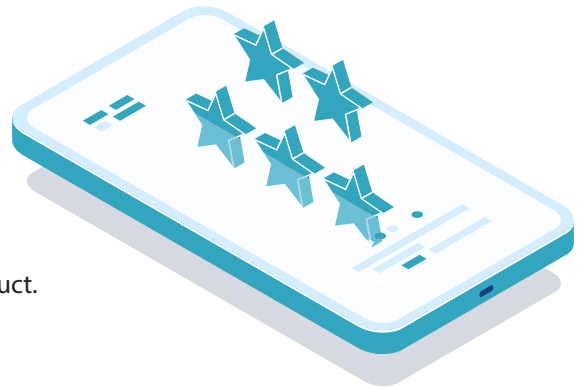
This unit introduces the concept of customary discovery, where they will create a better understanding of who they will be selling their product or service to in the coming weeks. Students will participate in exercises that emphasize the importance of learning about customer needs rather than simply coming up with an exciting idea. From there, students will also identify their competitive advantage and how their unique skill set differentiates them from other competitors.

Module Lessons:

- Lesson 1: Customer Discovery
- Lesson 2: Competitive Advantage

Module Objectives:

- Identify a target audience for a business.
- Learn to ask consumers what they are looking for in a product.
- Define competitive advantage.
- Apply competitive advantage to a business idea.



National Content Standards for Entrepreneurial Education:

- A.30 - Develop a product and/or service
- B.01 - Demonstrate honesty and integrity
- B.04 - Demonstrate ethical work habits
- B.09 - Enlist others in working toward a shared vision
- B.11 - Value diversity
- B.20 - Develop an orientation to change
- D.17 - Follow directions
- K.15 - Select sources of business start-up information
- K.18 - Determine underlying customer needs/frustrations
- L.04 - Determine product/service to fill customer need
- L.08 - Determine unique selling proposition
- O.02 - Conduct competitive analysis



Module 4: Finding Your Fans

Lesson 1: Customer Discovery

Objective(s):

- Identify a target audience for a business.
- Learn to ask consumers what they are looking for in a product.



Introduction: Logo Find (5 minutes)

1. Divide the students into two groups
2. Place 5 logos and slogans in front of each group (mismatched)
3. Give them five minutes to match the logos to the corresponding slogans
4. Fastest group gets candy

Reflection:

- What was difficult about this exercise?
- What is the purpose of logos and slogans?
- What makes each of these businesses unique?



Main Activity: Wallet Exercise (20 minutes)

The point is for the students to come up to the facilitator and ask questions that help them understand what the facilitator wants. The customer should be passive unless approached by the teams. Teams are not limited to the materials or interactions that can be made, they just must do it in 15 minutes. Have Three qualities you want in a wallet. "I was looking for something colorful" "I was looking for something bigger" in the event students come up and ask you.

1. Set out construction paper, tape, scissors, markers, glue, glitter, and/or other common creative materials on an open table
2. Tell students, "I've lost my wallet and I need you to make me a new one. Let's see who can make the best wallet!"
3. Divide students into teams of 3-4
4. Give teams approximately 10 minutes to make a wallet out of any of the materials provided to them. They must also decide on what they will charge for the wallet they create.
5. Facilitator is to remain passive unless students come up to them and ask what they want in their wallet.
6. Once time is up, have each team go around (time limit of 2 minutes) and present their wallet to the facilitator and rest of the class. Their pitch should include explanation of key features and pricing of the wallet.
7. After all teams have presented their wallet, the facilitator can choose one that they like best, but they should point out certain elements they would have liked to have had but were not represented in the creations of wallets (ex. big zipper, more room for makeup, tracking device, etc.)



Total Time:

- 45 minutes

Facilitators note: All extra time at the end of the sessions from this point forward is recommended as work time on businesses.



Materials/Resources:

- Print two sheets of paper, each with 5 logos (ex. Nike, Walmart, Apple, John Deere, etc.)
- Print two sheets of paper, each with corresponding 5 slogans
- Small prize such as a piece of candy – enough for winning team (half of the students)



Prep:

- Individually, give each student a piece of paper. On a separate table set out tape, markers, and colorful construction paper, glitter, glue, and other creative materials for them to use.



Materials/Resources:

- White paper, construction paper, scissors, and tape



Reflection:

While you all made some wonderful wallets, they weren't exactly what I was looking for. The concept of customer discovery is to accommodate the customer because if there is no customer you cannot sell your product or service. Before you build you should know what the customer wants. The first mistake companies make is not interacting with the customer. Similar to real life, some companies will design their product and not ask the customer what they want.

- What was your strategy to build the wallet? How did you decide what features you would include?
- How did you decide pricing for your wallet?
- If I were to have you do it again knowing what you know now, what might you do differently?



Scouting Report Prompt (10-15 minutes)

Pass out the character profile worksheets. Based on what you know about your problem, create a character profile based on who you think would buy your product or service. Consider checking out resources such as the Census to find the demographics of your local area.

- Character profile
(one per student)



Module 4: Finding Your Fans

Lesson 2: Competitive Advantage

Objective(s):

- Define competitive advantage.
- Apply competitive advantage to a business idea.

Introduction: This or That (5-7 minutes)

1. Have group form a line in the middle of the room
2. Read aloud competing businesses
 - Coke vs Pepsi
 - Mcdonalds vs Runza
 - Walmart vs Supersaver
 - Sams vs Costco
3. Then once students have chosen a side have one member from each side step forward to debate for 30 seconds why their choice is superior
4. This activity is to show you what competition looks like in business. Without hesitation you all went to your favorite of the two businesses and already had in mind your favorite things about them. When creating your business it is important to find different aspects to your business that set you apart from your competition. Competition is not a new concept to you. I challenge you to begin thinking about ways to make your business unique while watching this video Minions – The Competition (2015) (3:51)
<https://bit.ly/3VrqtHi>

Main Activity: Wallet Exercise (20 minutes)

1. Read the following: “Your business is providing value to customers. The key features and services of your product are what will set you apart from your competition. As you think of ideas of how to make your business unique, you may find that you have too many ideas that your group could pursue. When you think about your competitor, ask yourself questions such as, Would this be useful? Would I use this? How can I make it better? It is important to keep in mind you only have five weeks left to get your business running.”
2. Partner up students in teams of 3-4(or at least 2 depending on class size)
3. Give them 10 minutes to create the tastiest sauce with only the ingredients presented.
4. After 10 minutes, each team will have 30 seconds to present their sauce
5. The facilitator will judge which one was the best
6. Ask students to help clean up the space (5 minutes)



Total Time:

- 45 minutes



Materials/Resources:

- Minions - The Competition video: (3:51)
<https://bit.ly/3VrqtHi>



Materials/Resources:

- Food: carrots, celery, or chicken nuggets
- Sauce ingredients: ketchup, mayo, relish, sweet and sour sauce, olive oil, red pepper flakes, Ranch, lemon juice, garlic powder, onion powder, parsley, cilantro, mint, turmeric, peanut butter, soy sauce, sour cream (feel free to add/remove any items as you see fit)
- Containers and bowls for sauce making
- Kitchen utensils (spoons, forks, whisks)

Reflection:

- What was your team's strategy to make the sauce?
- What might you have done differently if you were to do the activity again?
- How did your sauce stick out compared to the other sauces teams made?
- What talents do you have that you can do better than other people?



Scouting Report Prompt (5 minutes)

- Now is your time to get into your businesses to brainstorm ideas about what are next steps or what you need to get started.

***Facilitator note:** If you have extra time, or students that are excited about their business you can invite a guest speaker in to talk about customer discovery.*

Module 5: Building Your Roadmap

Introduce your students to the fundamentals of business plan writing.

Facilitator note:

At this point, if you wish and if resources allow, you can structure the rest of the modules as a “\$50 business plan.” Essentially, each student will be provided only \$50 as capital for their business. Therefore, it is important to highlight during the business planning stage that they must try to keep their business costs below that \$50 cap. Otherwise, if school/club resources do not provide \$50, the students could come up with a plan in this module to fundraise or generate \$50 to start their business.

Module Lessons:

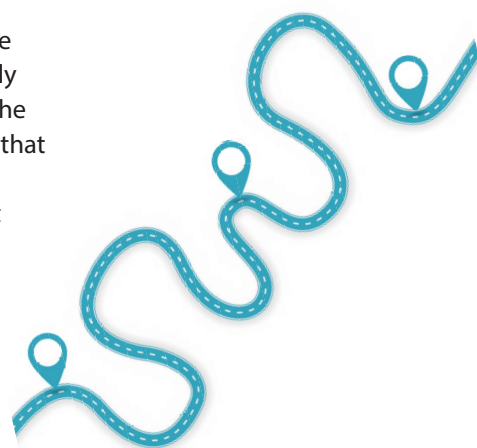
- Lesson 1: How Many People Does it Take to Make a Sandwich?
- Lesson 2: Resource Roundtable

Module Objectives:

- Introduce the fundamentals of writing a business plan
- Begin building your product or designing your service
- Receive expert feedback from a passionate member of the community or Engler

National Content Standards for Entrepreneurial Education:

- A.09 - Describe entrepreneurial planning considerations
- A.10 - Explain tools used by entrepreneurs for venture planning
- A.11 - Assess start-up requirements
- A.16 - Use components of business plan to define venture idea
- A.18 - Describe processes used to acquire adequate financial resources for venture creation/start-up
- A.24 - Use external resources to supplement entrepreneur’s expertise
- D.02 - Apply effective listening skills
- G.03 - Describe sources of income
- G.17 - Develop a spending plan
- G.25 - Develop a personal budget
- H.18 - Use networking techniques for professional growth
- L.37 - Set prices
- M.01 - Plan business layout
- O.09 - Develop business plan





Module 5: Building Your Roadmap

Lesson 1: How Many People Does it Take to Make a Sandwich?

Students will learn how to write a business plan and will be given time to work on their business.

Objective(s):

- Students will learn the importance of having a roadmap for their business and by the end of the day will have a rough business plan outlined.

Introduction: Teach Me How to Make a Sandwich (10 minutes)

1. Facilitator only: Review the Exact Instructions Challenge video (5:28) <https://bit.ly/3H3EDtQ>
2. Tell the students you have no idea how to make a PB&J sandwich.
3. Ask them to tell you how to make the sandwich.
 - You can have them take a few minutes to write down instructions or just have them shout out instructions to you
4. Only perform the tasks given in the instructions exactly as written – allow students to continue to reiterate until you are able to make a peanut butter and jelly sandwich using their instructions.

Reflection:

When we complete any task, it is really just our brain following a set of instructions that we already know. None of us were born knowing how to make a sandwich.

- What was difficult about this activity?
- How were you feeling during the process?
- How did you adjust from your initial direction set?
- Why was it critical to give me specific instructions?



Total Time:

- 45 minutes



Materials/Resources:

- Jar of peanut butter
- Jar of jelly
- Bread
- Butter knife
- Exact Instructions video (5:28) <https://bit.ly/3H3EDtQ>



Main Activity: Writing a Business Plan (15 minutes)

CONTEXT:

This activity will apply the detail-oriented approach the students learned from the sandwich activity and have them apply those skills to writing up their official business plan

1. Pass out the worksheets to the students
2. Take no more than five minutes to explain each term on the worksheet to the students:
 - a. Problem: The problem you defined in week three
 - b. Product details: all the important parts of your solution you are trying to sell. Tell us EXACTLY what your product is, and include as much detail as you think you need to for somebody to understand your product from a quick read through.
 - c. Competitive advantage: what makes your business more attractive than similar products or services? What are the upsides that make your product different or better?
 - d. Customer: what kind of person are you specifically trying to market this to?
 - e. Costs: what are the per unit inputs of cost that go into making your product or service?
 - f. The per unit cost = the total amount of money you are spending on your product/service divided by the number of units you are producing
 - g. Pricing: as a general rule, multiply your unit cost by two to get the price you should sell your product at
3. After defining these terms, give your students 5-10 minutes to write up their business plan
4. Use the remainder of the class for the students to work on their product or service. This could include any building, researching, organizing, or other things they need to complete before Week 4 (Come 'Sale' Away)



Materials/Resources:

- Writing Utensil (one per student)
- Business Plan worksheet and writing utensil (one per student)



Scouting Report Prompt (5 minutes)

1. What frustrated you about the sandwich activity? What would you do differently next time?
2. What confuses you about your business plan? What questions do you have, if any?
3. In what ways could you make your business plan better?
4. How could you improve your product, specifically?



Module 5: Building Your Roadmap

Lesson 2: Resource Roundtable

The students will listen to a guest entrepreneur share about his or her experiences, then receive feedback on their own businesses from that speaker.



Main Activity (1 of 2): Guest Speaker Presentation (15-20 minutes)

1. This activity is flexible according to the students' needs and the personality of the speaker
2. Allow the speaker to present, then take five minutes to field any questions from the students.

Main Activity (2 of 2): Roundtable Discussion (10 minutes)

1. Split the students into two even groups. Have one group led by the facilitator and the other led by the guest speaker.
2. Set a timer for five minutes and allow the students to ask the speaker/the facilitator questions they may have about their businesses.
3. At the conclusion of five minutes, switch groups and repeat steps 1-2.
4. For the remainder of the class, allow the students to seek individual feedback on their product or service from the guest speaker or work on their business as they see fit.



Total Time:

- 60 minutes



Pre-Work

The students should have a rough outline of their business plan prepared, in addition to any questions they want to ask the speaker.

The students should have a prototype of their product or service ready for speaker feedback

- Make sure to stress that the first prototype doesn't have to be perfect! That is what feedback is for!



Materials/Resources

- Guest Speaker with prepared presentation

Module 6: Come Sale Away

Students will learn the parts of a sale and be able to demonstrate these skills through various activities or events.

Module Lessons:

- Lesson 1: Sales Steps
- Lesson 2: Selling

Module Objectives:

- Identify the parts of a sale.
- Demonstrate the parts of a sale.

National Content Standards for Entrepreneurial Education:

- B.05 - Exhibit passion for goal attainment
- B.18 - Demonstrate interest and enthusiasm
- B.17 - Maintain positive attitude
- D.01 - Explain the nature of effective communications
- D.03 - Use proper grammar and vocabulary
- D.06 - Address people properly
- D.07 - Handle telephone calls in a businesslike manner
- L.15 - Select target markets
- L.39 - Acquire product information for use in selling
- L.40 - Analyze product information to identify product features and benefits
- L.42 - Establish relationship with client/customer
- L.43 - Determine customer/client's needs
- L.46 - Recommend specific product
- L.48 - Close the sale





Module 6: Come Sale Away

Lesson 1: Sales Steps

Students will learn the parts of a sale and understand how storytelling plays into marketing a business.

Objective(s):

- Identify the key components and strategies to successfully completing a sale.



Introduction: Sully Storytelling (5 minutes)

1. In a moment, an image will appear.
2. We will have 1 minute to come up with a story about what happens seconds after the picture was taken.
3. Ask students to share their stories and repeat the process for the second photo.

Processing Questions/Reflection

Being able to tell our story is a key part of running a business. People buy the story so tell them about your experiences, not events. Also, think about what we do vs. why we do it.

Main Activity (1 of 3): Small Talk (8 minutes)

CONTEXT:

Introduce students to the parts of a sale: Small talk (make a connection), Ask Questions to identify needs and wants, Match features to customer needs, Objections, Ask for the Sale

1. Place students in partner pairs or groups up to 4
2. Assign a topic for the group to discuss.
3. Each group will receive 1 minute
4. After 1 minute, have students present on 1 new thing they learned about their partner.



Reflection:

- How does creating a connection make it easier to talk to someone?
- How does this relate to selling our product/service?



Total Time:

- 45 minutes



Materials/Resources:

- Two unique/random photos



Materials/Resources:

- List of topics to discuss



Main Activity (2 of 3): Question Master (12 minutes)

1. As a group, we will get 10 questions to identify the object on the back of the card.
2. You will get 5 minutes to discuss and come up with a list of questions.
3. After 5 minutes, students will ask questions and begin to guess the item on the back of the card.

Reflection

- Why is it important not to ask yes/no questions?
- Questions that start with the 5 Ws- who, what, when, where, why
- Takeaway: The customer should do the most talking!



Main Activity (3 of 3): Objections (5 minutes)

1. Have students walk around the room and talk to each other
2. However, you can only start a sentence in Yes, and....
3. Students have to keep the conversation going for 3 minutes.

Reflection

Takeaway: Thinking on your feet and adapting to the customer.



Materials/Resources:

- An index card with an object, celebrity name, or movie on the back.
- Come Sale Away Resources (Pictures and Topics to Discuss)



Scouting Report Prompt

Which part of the sale was the hardest for us? Write down two ways we can improve that area.

Module 6: Come Sale Away

Lesson 2: Selling



In this lesson, students will gain real experience with selling.

Objective(s):

- Demonstrate the parts of a sale.

Introduction: Penmanship (10 minutes)

1. Each student will come to the facilitator to try to sell them a pen.
2. Each student will receive around 1 minute to do so.

Main Activity: Choose one of these two options

Option 1: Stop and Shop (30 minutes)

1. Have students set up tables to showcase their business.
2. Invite parents, teachers, and community members all so students can potentially make a sale. (this would need to be advertised earlier.)

Option 2: Cold Calling (30 minutes)

1. Have students get into partner pairs
2. Students will take turns making cold calls to customers while the other partner listens and records points.
 - a. Making the customer laugh-30
 - b. Scheduling a follow-up- 40
 - c. Getting contact information- 40
 - d. Making a sale- 200
3. Students will trade on and off and the player with the most points win.



Total Time:

- 45 minutes



Materials/Resources:

- One pen



Materials/Resources:

- Space for showcase
- Materials students need to show off their products



Materials/Resources:

- Phone
- For younger students, have pre-determined "customers" ready



Scouting Report Prompt

Draw or Write about an important moment from today. This could be during a cold call, a word or conversation one of your customers brought up, or even while you were selling the pen.

Some questions to think about with that include: how did that make you feel? What were the other parties' reactions?

Module 7: Pitching 101

Similar to selling, pitching is an essential skill for an entrepreneur to have. Pitching allows students to showcase their business in a snapshot and sets them up for an “ask” such as funding, expert advice, promotion, etc. In this module, students will differentiate between selling and pitching, learn the basics of writing a business pitch, practice writing their own.

Module Lessons:

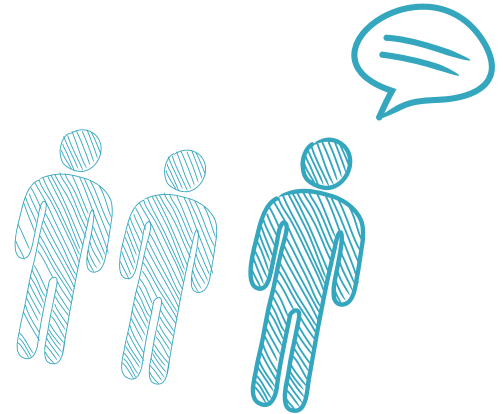
- Writing the Pitch
- Delivering the Pitch

Module Objectives:

- Identify the elements of a business pitch.
- Construct a business pitch.
- Identify non-verbal characteristics of a successful pitch.
- Practice delivering a pitch.

National Content Standards for Entrepreneurial Education:

- B.07 - Lead using positive statements
- D.03 - Use proper grammar and vocabulary
- D.05 - Explain the nature of effective verbal communication
- D.08 - Make oral presentations
- D.16 - Use communications technology systems





Module 7: Pitching

Lesson 1: Writing the Pitch

Students make connections between storytelling and pitching, and learn to write a business pitch for their own business idea.

Objective(s):

- Identify the elements of a business pitch.
- Construct a business pitch.

Introduction: Storytime (3 minutes)

CONTEXT

Introduce pitching as similar to selling and storytelling.

1. Students will sit on the floor in a half-circle in front of the facilitator.
2. Ask students to raise their hand if they think they have a fun or entertaining story to share with the group.
3. Choose one student to stand in front of the group and tell their story - limit this to 1 minute for the story.

Reflection:

- Was the story fun or easy to listen to?
- What made it that way?
- Think body language, enthusiasm, the content, etc.
- Facilitator Note: explain that “pitching” is just like storytelling - you want to capture your audience’s attention in order to get them on board with your business/product. It is very similar to selling.



Total Time:

- 45 minutes

Materials/Resources:



- Space for showcase
- Materials students need to show off their products



Materials/Resources:

- Writing Utensils (one per student)
- Write it Right Worksheet (one per student)

Main Activity (1 of 2): Write it Right (18 minutes)

CONTEXT

Students are introduced to the 6 key elements of a business pitch and fill out their worksheets with their own business information as each element is presented.

1. One element at a time, present the six key elements of a successful business pitch. Recommended to write each on the board or on a large poster.
 - a. Introduce yourself & your business
 - b. What is the problem & solution?
 - c. What are the details of your product?
 - d. Who is the product for?
 - e. How will you make money?
 - f. What is your ask?
 - i. An ask can be anything - funding, advice, feedback, exposure, etc.
2. After each element is read/explained, allow students a few minutes to fill out their worksheet box that corresponds to each element.

Reflection

- Why do you think people would want to know this information?
- Why is your “ask” at the end so important?



Main Activity (2 of 2): Partner Swap (11 minutes)

CONTEXT

Students utilize peer feedback to make edits to their pitch and practice verbally pitching to a peer.

1. Find 1 partner in the room who is wearing the same color socks as you.
2. Take turns reading your pitches to each other.
3. While the other person is reading, make notes of anything you think they missed or they should add.
 - Facilitator note: encourage constructive criticism here.
4. Once both partners have pitched to each other and received their feedback, both will sit on the floor.
5. Once everyone is sitting, repeat the process one more time (if time allows).
6. Processing Questions/Reflection
 - a. How did it feel to say your pitch out loud?
 - b. What is something you changed, added, or took out after this activity?



Scouting Report Prompt (8 minutes)

- Instruct students to take 1 minute to think of an entertaining story. This could be something they have experienced or could be made up.
- When the facilitator says "Storytime!" students will find 1 partner in the room to share their story with. After both partners have shared, they will sit down where they are at.
- Once all pairs have shared with each other, students will return to their seats and take out their scouting reports.
- Answer this question individually in their journals - "Besides what the person actually said, what made your partner's story fun or easy to listen to?"



Module 7: Pitching

Lesson 2: Delivering the Pitch

Students become familiar with the non-verbal characteristics of pitching, and practice those by pitching funny objects to each other.

Objective(s):

- Identify non-verbal characteristics of a successful pitch.
- Practice delivering a pitch.

Introduction: Video Clips (5 minutes)

1. Play the video The Measuring Shovel (until 1:30)
<https://bit.ly/3VGD88T>
 - a. Ask students to listen for elements that make up a successful pitch.
2. Play the video Wise Pocket Products (until 2:00)
<https://bit.ly/3uhJtMu>
 - a. Ask students to listen and watch for anything that makes this pitch different from the first one.

Reflection:

- What was one element of a pitch that you noticed in either of these?
- What was similar or different about these two pitches?



Main Activity (1 of 2): Sandpaper Socks (15-20 minutes)

1. Assign each student a “crazy” item from the provided list.
2. Tell students they will try to pitch their product to partner in a moment, but they are only allowed to stand straight, arms down, eyes closed, and use a normal voice.
 - a. No gestures, yelling/shouting, looking at the person, etc.
3. On “Pitch!”, students will find one partner to try to sell their crazy item to.
4. Allow students 1 minute each to try to pitch! (2 mins per round total)
5. Repeat steps 3-4 once more.
6. Gather students in a half circle for discussion (see reflection set A)
7. Repeat steps 3-4 twice more, but allow students to have complete control over how they try to pitch their product.
8. Instruct students to return to their seats for discussion (see reflection set B)



Total Time:

- 45 minutes



Materials/Resources:

- The Measuring Shovel video (until 1:30)
<https://bit.ly/3VGD88T>
- Wise Pocket Products video (until 2:00)
<https://bit.ly/3uhJtMu>



Materials/Resources:

- Sandpaper Socks list sheet



Reflection

SET A

- Is trying to pitch your product working? — *No*
- Why do you think it is not working? — *Can't use any nonverbal communication to sell it*
- What, specifically, do you think will help you pitch this product more successfully? — *Looking the person in the eye, gestures, enthusiasm, etc.*

SET B

- Was your pitch more successful this time around? Why? — *Yes, able to use nonverbal communication.*
- How does nonverbal communication impact a pitch? — *Makes a deeper connection, establishes trust, shows confidence in product, etc.*

Main Activity (2 of 2): Proof the Pitch (10 minutes)

1. This is open work time for students to re-write parts of their pitch, begin memorizing it, or practice delivering their pitch to peers or the facilitator.
2. If students are still working on prototypes of their products, they can continue this during work time.
3. Facilitator Note: if possible, bring in other adults or older students to listen to the pitches and give feedback.



Scouting Report Prompt (5 minutes)

Record how you are feeling about pitching your business on a scale of 1-5 and give a reason WHY.

- 1 = I'm still confused.
- 5 = So ready - I got this!

Module 8: Business Showcase

Students will have this time to practice and prepare for the business showcase as well as market the event to outside community members. This time should be catered to the needs of the program and students. This is the big event to incorporate outside community stakeholders to really see the progress and passion of these students. Depending on the capacity and needs of the program, facilitators can choose between a traditional showcase or Shark Tank approach that encourages students to share their pitches in an engaging and safe environment.

Module Lessons:

- Lesson 1: Showcase Preparation
- Lesson 2: Business Showcase or Shark Tank Event

Module Objectives:

- Articulate and practice business pitch to an outside audience
- Introduce and connect students to engaged community leaders and members





Module 8: Business Showcase

Lesson 1: Showcase Preparation

Students will have this time to practice and prepare for the business showcase as well as market the event to outside community members. This time should be catered to the needs of the program and students. Preparation activities could include creating/printing flyers, business cards or other visual presentation pieces.

Objective(s):

- Prepare for business showcase
- Practice pitch presentations
- Invite and communicate to external stakeholders

Introduction: 30 Second Commercial Pitch (10 minutes)

1. Divide students into random groups of 2-3 individuals
2. Pick a common item in the room (trash can, computer, chair, etc.)
3. Tell students they will have 5 minutes to create a 30 second commercial skit to advertise to their a local TV station
 - a. Encourage students to use the rules of pitching they learned in the last session.

Processing Questions/Reflection:

1. What did you think of this exercise?
2. What was challenging about this? What came easier?
3. What was your strategy?
4. How well do you think you did selling the product?
5. What was it like to only have 30 seconds?

Main Activity: Showcase Checklist (20-30 minutes)

1. Students will ensure they have all the needed/necessary materials for the showcase event. Have students reference and walk-through the checklist and prepare any needed materials for the showcase.



Scouting Report Prompt (5 minutes)

- Check in with yourself. How are you feeling about presenting your pitch at the upcoming showcase? Are you nervous? Excited? Write, draw or illustrate your feelings about sharing your business with your community.
- Facilitator's Note: Based on size of the class, you could have students do a think/pair/share for this report.



Total Time:

- 45 minutes

Facilitator's Note: This time can also be a completely dedicated work day where students work on whatever they need to for their business (sales calls, product development, marketing, practicing pitch). Therefore, instead of including activities we have included a checklist below for students and facilitators to reference.

Additional Paperwork:

- Connecting/ coordinating with community members, teachers and parents to increase attendance



Materials/Resources:

- Showcase Checklist (worksheet folder)
- Venue for showcase (if off-site is desired)
- Tables and/or place for students to set-up products



Module 8: Business Showcase

Lesson 2: Business Showcase or Shark Tank Event

This is the big event to incorporate outside community stakeholders to really see the progress and passion of these students. Depending on the capacity and needs of the program, facilitators can choose between a traditional showcase or Shark Tank approach that encourages students to share their pitches in an engaging and safe environment.

Objective(s):

- Introduce and connect students to engaged community leaders and members
- Practice public speaking and pitching
- Identify potential mentors or investor's if so desired by the student team



Facilitator's Note:

Since this lesson is centered on an event, this whole time allotment can be towards the actual showcase or set-up of the showcase, depending on the venue chosen. In place of a lesson plan, we have listed out below two strategies to create a meaningful and engaging showcase experiment.

Main Activity: Choose 1 of 2 Options

OPTION 1: Traditional Business Showcase

CONTEXT

This is a more traditional and informal way for students to share their pitches with others. Have each business student team use a table to set-up their product. As guests come in, encourage them to stop at each table to hear the pitches of all the students. At the end of the showcase (approximately 10 minutes left) ask each student to come up and briefly introduce themselves and their business pitch.

Pre-Work:

1. Establish venue and date (if outside of regular programming hours)
2. Invite outside community members (ideally a few weeks in advance)
 - a. Look for community members that are highly engaged and will **affirm** and **encourage** students. This is a wonderful opportunity to connect students to community leaders and find potential mentors that can bolster their confidence.
3. Facilitator's Note: Encourage students to identify a promotional deal to offer potential customers at the showcase (ex: 10% off first purchase when they sign-up for the email list).



Total Time:

- 45-60 minutes



Pre-Work:

- Inviting outside community members (spectators or potential investors)
- Creating flyers for event



Materials/Resources:

- Venue
- Tables for set-up
- Flyers for individual businesses (made by students)



Set-up Materials:

1. Tables and/or counter spaces to have
2. Refer to Student Showcase Checklist referenced in L1

OPTION 2: Shark Tank Pitch Competition (Community Investors)

CONTEXT

As an ode to the hit TV series, *Shark Tank*, this experience is designed to be a more formal opportunity to pitch a business idea and ask for a legitimate investment from community members. In this set-up, each student would present their pitch one-by-one to the local 'sharks' with a request for investment (does not have to be monetary) to help them continue their entrepreneurial venture. Other community members should be encouraged to attend.

Facilitator's Note:

It is a LNK Startup tradition to have a standing ovation as each person comes to the stage to give their business pitch. We encourage you to take on this tradition and have all audience members give a standing ovation as the students walk up to begin their pitch.

Pre-Work:

1. Establish venue and date (if outside of regular programming hours)
2. Invite outside community members (ideally a few weeks in advance)
 - a. Look for community members that are highly engaged and will **affirm** and **encourage** students. This is a wonderful opportunity to connect students to community leaders and find potential mentors that can bolster their confidence.
3. Find judges and community investors 'sharks' that would likely invest either time, money and/or other resources to help students propel their business forward after the program is done (ideally 3-5)



Materials/Resources:

- Venue
- Tables for set-up
- Flyers for individual businesses
(made by students)



Set-up Materials:

1. Tables/writing materials for community investors

Module 9: Reflecting on the Journey

Students will reflect on the experience of the past 9 weeks and the process of starting a business. Themes explored in this module include courage, risk, problem-solving and passion. Students will be asked to reflect on their personal growth and business success through a creative project of their choosing (vision board, song, dance, creed, skit, etc.) that they will represent to the rest of the class and ideally other community members during a ceremony to end the experience. Facilitators are encouraged to reach out to the UNL Engler Agribusiness Entrepreneurship Program to coordinate and receive certificates of completion to award students at the end of this experience or visit the Engler Entrepreneurial Studio on East Campus.

Module Lessons:

- Lesson 1: Reflection
- Lesson 2: Reflection Presentation

Module Objectives:

- Describe in your own way what you've learned over the last 9 weeks.
- Demonstrate understanding around the words risk, courage, problem-solving, and passion.





Module 9: Reflecting on the Journey

Lesson 1: Reflection

Students will be asked to reflect on what they have learned over the last nine weeks specifically in the areas of - courage, risk, problem-solving, and passion.

Objective(s):

- Describe in your own way what you've learned over the last 9 weeks.

Introduction: Gallery Walk (15 minutes)

1. Stations will be placed around the room (potentially on a table and/or posted to the wall) with these different questions.
 - a. What was the craziest idea that we came up with during this process?
 - b. What was our biggest failure?
 - c. Choose an animal that best describes how you feel after the last 9 weeks and explain why.
2. Students will be asked to attend each station and answer the following questions on a sticky note.

Main Activity: Reflection (30 minutes)

OPTION 1: Traditional Business Showcase

CONTEXT

Over these past 9 weeks, we have learned a lot. We have learned about courage, risk, problem-solving, passion, how unique we all are and so much more.

1. Individually, we are going to be spending some time reflecting over the past 9 weeks - specifically around courage, risk, problem-solving, and passion.
2. Each of us needs to create a project to showcase these 4 words and what we've learned about them.
3. Ultimately, you have control over what your project looks like, as long as you can explain how each word relates.
4. Some examples could be: create a poster, song, vision board, skit, or anything creative that suits your style.
5. You will have the remainder of class to work on this project and we will present at our next meeting.



Total Time:

- 45 minutes



Materials/Resources:

- Sticky notes

Module 9: Reflecting on the Journey

Lesson 2: Reflection Presentation

In this lesson, students will present their projects from the previous lesson.

Objective(s):

- Describe in your own way what you've learned over the last 9 weeks.

Introduction: Gallery Walk (15 minutes)

- Demonstrate understanding around the words risk, courage, problem-solving, and passion

Main Activity: Reflection Presentations (40 minutes)

1. Have each student present their project and explain each of the 4 words in their own words.



Total Time:

- 45 minutes



Materials/Resources:

- Students should have presentations ready to go
- Projector (if presentations are PowerPoints/google slides)