

Gear Up for

innovation, design, and entrepreneurship



LEARN

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Welcome to the GUIDE CURRICULUM (Gear Up for Innovation, Design & Entrepreneurship)

This material is designed to provide you with the knowledge, tools, and resources to help your students get their ideas off the ground and learn what it looks like and feels like to be an entrepreneur.

Let's start with a big picture overview of entrepreneurship in general and talk about the mindsets entrepreneurs exhibit in their new ventures.

So what is an entrepreneur?

Simply put, an entrepreneur is a problem solver who organizes, operates and assumes the risk for a business venture. The entrepreneur is the founder, or one of the founders, and takes on the challenge of making the venture work. An entrepreneur makes the venture work by identifying a great idea, building a first-rate product or service, assembling a strong team, and insuring outstanding execution.

With all the press we see about icons like Steve Jobs and Elon Musk, and the popularity of the Shark Tank™ TV show, some people have developed a misconception of what entrepreneurship is all about. In this curriculum, you will learn how to facilitate activities that apply the seven mindsets of entrepreneurs to real world problems.™

what is an entrepreneur?

SESSION 1 : Introduction

TIME : 1 hour

MATERIALS : *electronic device for the pre-assessment (computer, tablet, etc.) internet access*

Common Core Standards : CCRA.R.7, CCRA.W.7

Before You Begin:

The purpose of the introduction component of GUIDE is to outline the structure of the programming. In order for your activities and discussions to go smoothly, it is extremely helpful for the students to understand the goals, objectives, and expectations of this programming.

Implementation:

This is the portion of the curriculum in which you introduce the programming so make sure that you:

- 1) Show enthusiasm for the program
- 2) Thoroughly explain and detail the mindsets
- 3) Encourage a positive learning experience for the students.

The following procedure will be broken into steps for your convenience.

Step 1: Introduce Entrepreneurialism

One of the most important things you can do at the start of this programming is introduce yourself and mention any experiences you have in entrepreneurial education and practice. This is also a great opportunity for others on your staff to introduce themselves and their relationship to or knowledge of entrepreneurship.

Also be sure to, Introduce the definition of **entrepreneurship**: the ability to take an idea out of your head and make it a reality in order to solve a problem.

This might open up a conversation in your classroom about times when your students have showcased entrepreneurial mindsets without even knowing they were doing so! Try to foster an open environment that invites discussion on this topic.

*the **ability** to take*

an idea out of your

head and make it

*a **reality** in order*

to solve a problem.

7 ENTREPRENEURIAL MINDSETS

*Introduce each of the entrepreneurial mindsets listed below. Make sure that you have reviewed the attached appendix that outlines each of the mindsets in greater detail. Ask the students if they know what each mindset is and relate each mindset to an example. There are many humorous ways to play off the acronym **PIGOATS** to help students remember the mindse*

1

Passion

2

Initiative

3

Grit

4

Observance

5

Adventure

6

Team Diversity

7

Storytelling

refer to **appendix a for a breakdown of the mindsets**

STEP 2: Briefly Introduce the Entrepreneurial Project

In order to frame the entrepreneurial programming, it is helpful to give your students an example of what kinds of ideas and products they will be creating. Have your class watch the following video clip from Shark Tank™:

<http://www.youtube.com/watch?v=qFShW=qxPM4>

This video should prompt a conversation between you and your students about the format of the project they will be completing. It is important to inform them that the goal of their project is to pitch creative ideas to a panel of real-world entrepreneurs in their community.

Briefly review and post the schedule of events for your programming so your students understand the layout and projected progression of their assignment. Feel free to refer to appendix B for the example schedule.

VOCABULARY TO WALK AWAY WITH



Mindset



Problem



Entrepreneur

SESSION 2 : Group Interaction Course (GIC)

TIME : 2-3 hours

MATERIALS : Our materials for each of our suggested activities are listed in the activity descriptions on page 6.

Common Core Standards :

CCRA.SL.7.1, (b,c,d)

CCRA.SL.8.1 (b,c,d)

Before You Begin:

GIC or *group interaction course* should occur at the very beginning of every GUIDE program. The purpose of GIC is to foster energy and build relationships between the participants and perhaps, most importantly, to introduce entrepreneurial concepts that the participants will be developing over the course of the programming. GIC is a type of experiential learning that allows participants to learn from the inside out. To foster this, it is important to allow the activities to develop freely.

Logistics:

GIC is usually a 2-3 hour team-building session in which the participants are broken into teams and rotated through several activities led by facilitators. Typically, each facilitator leads 3 or 4 games and then switches groups. It is suggested that for this type of programming you create a master list of games and team builders to choose from and consider the duration of the games to ensure you can fit the activities into the time slot that you have available. Be sure to reach out to local organizations such as colleges or universities to see if they can provide the GIC activities.



Teamwork

*foster **energy** and build*

***relationships** between*

*the **participants**.*

Memory Name Toss

DURATION : 25-30 minutes

MATERIALS : 3-4 multi-colored soft dodge balls

Directions:

1. Participants gather in a circle, facing the middle
2. Facilitator(s) starts the game by saying a person's name and throwing them the ball.
3. The next person does the same thing, but throws it to a new person. This continues until everyone in the circle has had the ball.
4. The second round starts the same way, except each participant must throw the ball to the same person.
5. To up the ante, the facilitator(s) introduce more balls into the rotation.
6. Now the game has components of memory, anticipation, and focus.
7. The participants have to know who throws the ball to them and who they are throwing it to.
8. This continues until all the balls have reached the last person!
9. Optional: Discuss how the game worked with the participants and ask them to explain what was difficult and fun about the game.

Tanks and Commanders

DURATION : 30-45 minutes

MATERIALS : Different shaped balls and toys, rope, and blindfolds

Directions:

1. Break the participants into pairs. One of each of the pair needs to be given a blindfold.
2. Group leaders will make a boundary that marks a starting line and finish line as well as how groups can travel.
3. Leaders will then scatter the balls, toys, and obstacles within the boundary.
4. Each group will pick one caller (commander) and one traveler (tank). The tank is the one who will be blindfolded.
5. The commander will have to get the tank to the other side without touching any of the obstacles. The commander can only direct his or her group member by giving directions. This means that the commander has to come up with a creative way to give directions and that the tank will have to work to differentiate his commander from the other players'.
6. If a tank touches an obstacle within the boundary, they have to start over.
7. The first team to get to the finish line wins!

If the materials are available, participants can throw balls (under-handed) at each other in order to eliminate one another. The last team standing wins.

Animal Sounds

DURATION : 5-7 minutes

Directions:

1. Students/participants line up and the facilitator(s) decide on five or six different animals to whisper in their ears. One animal for each person, and the facilitator(s) should try to make equal animal groups.
example : cow, cat, dog, dinosaur, elephant
2. After the facilitator(s) have whispered one animal in each participant's ear, it is the job of the participants to find the other animals in their group.
3. The catch is that the participants can't say what animal they are, but instead they have to act and sound it out to find their group.
4. This icebreaker can serve as a great way to break the group into teams for other events.

GIC Debrief and Reflection

After GIC, it is important to debrief and reflect with your participants. At this point, the following questions may foster meaningful conversation:

- What did you learn from the *[insert game name here]* game?
- What are some skills that were needed to be successful in *[insert game name here]*?
- How do the games and activities you participated in tie back to each entrepreneurial mindset?
- What was difficult about these activities and how did you overcome these difficulties?

CONCEPTS TO WALK AWAY WITH



Grit



Initiative



Team Diversity



Observance

SESSION 3 : Marshmallow Challenge (Failure Exercise)

TIME : 45 min - 1 hour

MATERIALS :

- 1 - 2 boxes of uncooked spaghetti
- 1 - 2 bags of medium-sized marshmallows
- 1 - 2 bags of campfire (giant) marshmallows
- Measuring tape/yard stick
- Timer

Before You Begin:

The purpose of the failure component of GUIDE is to practice teamwork and problem-solving skills, emphasize the need for planning and taking action, practice working toward a goal despite restrictions, and to put a positive spin on failure and its ability to teach valuable lessons. For this challenge, it is important that the students understand the importance of teamwork and good communication.

For reference, feel free to watch the Marshmallow Challenge TED Talk linked below:
https://www.ted.com/talks/tom_wujec_build_a_tower?language=en

Implementation:

Divide participants into groups of 3-5 people and follow this sample script:

Pass the following materials out to each team:

25 - 30 uncooked spaghetti noodles

10 medium sized marshmallows

As a team you are to plan and build a freestanding structure that is the tallest in the room AND it must be able to hold a marshmallow on the top at the end without crumbling. No other supports (walls, people, furniture, etc.) may be used. The total time for the task is 20 minutes and you may use time as you wish, dividing it between planning and building. You will have 5 minutes to plan. While you plan, you may not touch the materials. Once you start building, you may no longer talk. Are there any questions?

Goal:

For this activity, the goal is to build the tallest freestanding structure possible. The structure must stand long enough to be measured. Explain that you are going to set the clock for 20 minutes. They should start planning immediately. At the 10 minute mark, the groups may begin to talk. Announce the time at the half-way point, and again with 2 minutes remaining. Circulate to observe and enforce the rules.

After the planning and building session, it is time to measure the freestanding structures. Students will not be aware that the marshmallow the structure must hold is a giant campfire marshmallow. Reveal the marshmallow and place it on each of structures before measuring. The marshmallow must stay on the structure for 5 seconds in order for the measurement to count as valid.

Optional: If you wish, "accidentally" bump the surfaces the students' structures are standing on to try to get them to fall. This will force the group to work under pressure and to communicate and rebuild before the time is up. You can draw a parallel between this and the unknown risk associated with entrepreneurship.

Reflection:

Debrief this exercise with the following questions:

- What did you think of the task at first? Did your feelings change as you worked?
- What problems did you encounter, and how did you deal with them?
 - What did this activity suggest to you about group work? About planning and implementation?
- About yourself?
 - How does this exercise relate to the entrepreneurial mindsets?
- The ones who failed, what did you learn?
- Why is failure an important aspect to learning?
 - What makes you scared of failure?

SESSION 4 : Personality Inventory

TIME : 1 hour

MATERIALS : *personality assessment, pen/pencil, large drawing paper, colored markers*

Before You Begin:

The purpose of the personality inventory component of GUIDE is to develop teamwork skills, learn about and appreciate the importance of team diversity, and to practice group presentation skills. The most important thing to stress in this activity is self-awareness and honesty. Make sure that the students know the purpose of this activity is to get to know others and, more importantly, to learn more about themselves. This activity is personal, so stress to students that they should embrace their individuality in order to get the best results.

Implementation:

In the introduction of this activity, it is important to inform the students of a brief history of personality typing and mention the significance of different personality types. The following suggested implementation will be broken into steps for your convenience.

Step 1: Foot Exercise

Have students take a seat and lift their right foot off of the ground. Then have them begin to rotate their foot in a clockwise motion (right) until they can keep going without thinking about it. Once complete, have them lift their right arm and draw an imaginary 6 in the air in front of them.

Many, if not all, will struggle to do this. Use this exercise to say that the brain is wired in certain ways that best fit us. That is not to say that we can't train our brains to perform certain tasks, but that we are biologically built with different traits, which if observed and understood, lead us to greater understanding of ourselves and others.

*learn and **appreciate***

*the **importance***

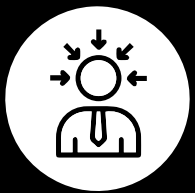
*of team **diversity.***

VOCABULARY TO WALK AWAY WITH

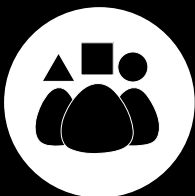


Personality

CONCEPTS TO WALK AWAY WITH



Self-Awareness



Team Diversity

Step 2: Taking the Personality Assessment

Have your students complete the personality assessment you have chosen. Also feel free to complete the assessment yourself.

Below you will find a free online assessment that you can provide to your class, but feel free to use an assessment of your choice.

<http://lonerwolf.com/true-colors-personality-test/>

Once finished, each student will receive their results. Have your students take note of the personality trait that has the highest percentage or that is the most like them. This will be considered their strongest personality indicator.

The results page should have a summary of each personality type or indicator. Group students with “like” personality types together in small teams of 4-6. Once you have your students in groups, have them read about their shared personality indicator.

Provide each group with poster paper and markers and have them collaborate for 10 minutes on one of the following prompts below. It is important to note that your students have complete freedom within their groups’ ideas. Make sure your students are aware that these prompts are meant to spark creativity. For example, the ideal vacation could conceivably be a trip to the moon.

- How would you spend a million dollars?
- What would an ideal vacation look like?
- What does an ideal classroom look like?
- Design the ideal amusement park.

Once they have finished, have students go around the room and present their posters to the entire class. Make sure to point out differences in each presentation that correlate with the personality traits of each group. After all groups have presented, inform students that this information can be useful for them to work in teams over the rest of the program and the rest of their lives. The most important takeaway is that the best teams are made up of various personalities. Team diversity creates the best products.

SESSION 5 : Entrepreneurial Careers PresentationMINDSETS : *Passion, Observance*TIME : *15 minutes*MATERIALS : *computer/device, projector and screen, handouts (optional)*

Common Core Standards: CCRA.R.7; CCRA.W.7

Before You Begin:

The “Entrepreneurial Careers Presentation” is meant to introduce students to the various professions and creative fields that they could potentially pursue as an entrepreneur. This should be a quick overview to get the students thinking about different employment fields and areas of interest.

Fun Addition: Have students research different occupations prior to this activity, and choose a particular “field” based on their feedback about what was interesting to the students. This should create a more engaged audience!

Students should understand the concept of an entrepreneur, and also should understand that the small businesses in their local community are run by entrepreneurs (give examples, ignite discussion)!

Implementation:

Locate the “Entrepreneurial Careers Presentation” file on the provided USB and present it to the students. Refer to notes for any questions around the content. During the presentation, engage students in conversation about each field, and encourage questions that result in discussion about creativity and career choices.

Note: It is suggested that the “Entrepreneurial Careers Presentation” serve as a guide, and the best resource for students would be something relateable, so creating a unique vision of this presentation is recommended.

VOCABULARY TO WALK AWAY WITH



Career Exploration



Entrepreneurial Opportunities



Small Business

Session 6: Idea Creation

TIME : 2 - 3 hours

MINDSETS : *Observance, Passion,
Team Diversity, Initiative, Adventure*

MATERIALS :

*large poster paper
markers
colored pencils
tablets/computers for research
scrap paper
hat/bin (to draw names out of)
random object (for brainstorming)
music*

Common Core Standards: CCRA.SL.7.1 (a,b,c,d); CCRA.SL.7.2; CCRA.SL.7.3;
CCRA.SL.7.4; CCRA.SL.8.1 (a,b,c,d); CCRA.SL.8.2; CCRA.SL.8.3; CCRA.SL.8.4;
CCRA.W.7.1 (a,b,c,d); CCRA.W.7.3 (a,b,c,d); CCRA.W.7.4; CCRA.W.7.5; CCRA.W.7.6;
CCRA.W.8.3 (a,b,c,d); CCRA.W.8.4; CCRA.W.8.5; CCRA.W.8.6

Before You Begin:

The main focus of the idea creation is to engage your students in the creative process, and really promote the idea of thinking without boundaries while they come up with the ideas they will be turning into business presentations. The purpose of this activity is not to focus on realistic ideas, but teach the students that brainstorming has no boundaries.

Students will need to understand the concept of an entrepreneur, and also the different opportunities and careers an entrepreneur can pursue. The students in the class should be split into their groups prior to this activity, and they should be separated in tables/areas of the room so they can spread out and work freely.

Implementation:

The idea creation portion of the GUIDE programming will be broken into the following steps for your convenience:

- Step 1: Brainstorming
- Step 2: Project Selection
- Step 3: Selection of the Problem
- Step 4: Selection of the Solution

** All of these steps will involve brainstorming and are designed to incorporate and enhance creativity and communication skills **

BUILD

brainstorming has

NO boundaries

Step 1 : Brainstorming Exercise

TIME : 20 minutes

MATERIALS : large easel paper, markers/pencils,
random object, music (optional)

MINDSETS : Observance, Team Diversity

Directions:

Instructor will present all students with a random object that can be described as something that will catch the students' attention (Example: facilitators can take a clean 20oz. plastic bottle and fill it with glitter and corn syrup and create "slug slime.")

Pass the object around so each student has a chance to see the object. Have the students take note of the consistency, color, weight, etc. of the object.

After each group has seen the object, instruct the students to brainstorm 10 ideas of what they think they can make/create/use the object for. Have a timer set for 2 minutes. We have observed that playing music during the brainstorming session encourages student creativity and makes the experience more enjoyable!

As they are working, go around to each group and encourage them to just put something down. Stress that they do not have to be thinking completely logically, since this hinders the brainstorming process. **BE THEIR CHEERLEADER!!**

After the 2 minutes is up, assess the room and see how many brainstorming ideas each group wrote down with a quick show of hands. Then, instruct each group to come up with 30 more ideas in the same amount of time. By now they should understand how quickly they need to put these ideas on paper, and that if the ideas do not make any sense that is okay!

After 2 minutes, re-assess the room to see how many ideas the students yielded. Next, set the timer for 2 minutes and ask the students to get another 30 ideas (this should put them at 70). Repeat the encouragement!

Once more, assess the room and see how many ideas they have written down. One last time, set the timer for 2 minutes and ask for 30 more. They should have 100 total. Repeat prior steps.

At the end of the activity, the students can share their funniest items, or something they thought was a pretty good idea. This activity generates energy within the groups and prepares the students for the next part of idea creation; brainstorming about their actual projects and presentations!

Step 2 : Project Selection

TIME : 10 minutes

MATERIALS : scrap paper, hat/bin
MINDSETS : Adventure, Team Diversity

Prior to this activity, the teacher should have an idea of the broad categories that the students will be using to create their projects. We have provided categories in appendix D of the teacher workbook, as well as on the flash drive provided so the instructor can print out the categories for the students to select. They can also be written on scrap paper if needed.

Each group will select a representative to choose their category. The instructor will have the categories in a hat/bin at the front of the room. Each group will send up a representative to choose a category out of the hat. (Do not allow the students to look at their categories just yet).

Once each team has chosen a category, present the option that each group can trade ONE time prior to looking if they wish. This is a good opportunity for the students to talk as a group to decide what they want to do. This involves a level of risk talking and adventure, as well as team diversity.

Once they decide to switch (or not), have the students open up the categories and share with the class. Each group will then use this broad category to shape their projects.

this activity

generates energy

within the groups.

Step 3 : Brainstorming and Selection of Problem

TIME : 30 minutes

MATERIALS : large easel paper, markers/pencils,
device for research

MINDSETS : Observance, Team Diversity,
Passion, Initiative

Once the groups have selected their problem, they will then have 30 minutes to brainstorm some problems that are associated with their particular category.

(Example : Category - Environment;
Problems - deforestation, pollution, etc.)

Students should use the skills they just learned from the brainstorming exercise performed in Step 1.

The Instructor should be floating around the room, helping to guide students when questions come up, or just to make sure they are on task. By the end of the 30 minutes, the students should have three problems selected from their brainstorming process. These should be their best and most workable problems to be solved.

Once they have their three choices, give the groups five minutes to choose the best option for their group to move forward with. Everyone in the group should offer their opinion on the decision.

Step 4 : Brainstorming, Researching and Selection of a Solution

TIME : 45 minutes

MATERIALS : large easel paper, markers/pencils
device for research

MINDSETS : Team Diversity, Passion,
Initiative, Observance

Once the groups have chosen their problems, they will need to come up with a solution. Using the brainstorming skills they learned in the previous steps, have the groups take 30 minutes to brainstorm solutions and develop with 3 that they think are their best and most workable options.

During this brainstorming session, it will be important that the students do research on their chosen problem to try and come up with unique solutions. This can be done with computers, tablets, or cellular devices if they are allowed in the classroom.

Once the students have 3 choices for their solutions, have them decide on the final solution as a team. This should take about 15 minutes.

As the teams are deliberating, float around the room and encourage conversation and constructive dialogue between the group members. This will ultimately help the groups come up with the best option. Provide any assistance where necessary. The groups will use their problem and solution in the Presentation Creation section of the programming.

VOCABULARY TO WALK AWAY WITH



Brainstorm



Problem



Solution



**Time
Management**



**Decision
Making**



**Problem
Solving**

SESSION 7 : Adventure

TIME : 30 minutes

MATERIALS : The materials for our suggested activity are listed in the description below.

MINDSETS : Grit, Initiative, Observance, Adventure, Team Diversity

Before You Begin:

The purpose of the adventure component of GUIDE is to try and break down negative personal boundaries participants may have about what they can accomplish and their ability to succeed.

Below we have provided an in-class activity as one option for completing the task.. If possible, an even better recommendation is to take your students out to a local high ropes course to achieve the goal of adventure and risk taking.

Risk-It Ball:

TIME : 30 minutes

MATERIALS : goal (trash can, basket, bin, etc.), paper balls, painter's tape/masking tape

Set-up:

1. Tape 5 inch pieces of tape 2 ft. apart for 16 ft. The tape lines should be in a straight line. (You can adjust this based on the space available in your classroom).
2. The first line should be 4 ft. from the basket.
 - a. The first 3 tape lines have respective values : 5, 10, 15.
 - b. The next 3 lines have the respective values : 20, 25, 30
 - c. The last 4 lines have the respective point values of 40 and 50.

Objective: For students to take risk.

How to Play:

1. Break students into teams.
2. Each student on each team will have the chance to shoot three paper balls into the basket. They may choose which tape line they shoot from, but they are only allowed to stay where they are or move backwards from where they start if they make the basket. They cannot go forward if they miss, but must keep shooting from their starting line until they make it.
3. If the students make their first basket, they can move to any line behind their starting point and try to get more points. The risk the students have to take is judging which lines they know they make a shot. If they are too risky and try to shoot from the farthest line, their team may not rack up as many points, but if they play it too safe, their team may not get enough points to win.
4. Record each teams' points as they get them.
5. The team with the most points wins!

For reference, feel free to watch the video below:

<https://www.youtube.com/watch?v=rz1kzGdronO>

Debrief and Reflection:

After the adventure activity, it is important that you debrief and reflect with your students. Here are some sample questions you might want to ask to guide the debriefing:

- What entrepreneurial mindsets did you use during this activity? How did you use them?
- What were some of the pressures that were acting on you during this activity? How did that affect your performance?
- How did you take risks during this activity?
- How did you decide when to be risky and when to play it safe?
- Was it difficult or helpful to work in a team? Why or why not?

VOCABULARY TO WALK AWAY WITH



Risk



Challenge



Limit

CONCEPTS TO WALK AWAY WITH



Calculated Risk



Risk Taking

Session 8 : Presentation Creation

TIME : 2 hours

MINDSETS : *Passion, Time Diversity, Observance, Initiative*

MATERIALS : *large poster paper, markers, colored pencils, construction paper glue, scissors, tablets/computers for research, scrap paper, music (optional)*

Common Core Standards: CCRA.SL.7.1 (a,b,c,d); CCRA.SL.7.2; CCRA.SL.7.3; CCRA.SL.7.4; CCRA.SL.8.1 (a,b,c,d); CCRA.SL.8.2; CCRA.SL.8.3; CCRA.SL.8.4; CCRA.W.7.1 (a,b,c,d); CCRA.W.7.3 (a,b,c,d); CCRA.W.7.4; CCRA.W.7.5; CCRA.W.7.6; CCRA.W.8.3 (a,b,c,d); CCRA.W.8.4; CCRA.W.8.5; CCRA.W.8.6

Before You Begin:

The purpose of the presentation creation is for the student groups to have a polished presentation (on large poster paper) ready for the panel to critique at the conclusion of the GUIDE program. This will involve teamwork and staying on task, so the teacher/instructor should monitor group progress during this activity to make sure students are on task.

Students should come into this portion of the lesson with their group problem and solution chosen, and with some research about the solution and problem on hand. This part of the lesson will involve group work, so a space where students can spread out and work freely is recommended.

Implementation:

Now the fun begins! This is the most hands-on portion of the curriculum for the students, so give them space and time to work. Great businesses and product presentations will come out of this session. Because this part of the lesson involves creating a visual poster for presentation, it will be important for the groups to delegate tasks so each team member has a specific role. Make sure to actively participate in this portion of the programming, as your advice and help will be needed.

This portion of the programming will be broken into three steps for your convenience.

1

Marketing
Research

2

Rough Draft
Presentation
Creation

3

Final Draft
Completion

BUILD

Step 1 : Marketing Research

TIME : 20 minutes

MATERIALS : PowerPoint, magazines, marketing handouts (provided), markers/pencils

MINDSETS : Observance, Passion

Most of the students will not have a good grasp on what marketing is, so a quick overview of the concept will be necessary. We have provided a short PowerPoint on marketing strategies, as well as examples of successful marketing campaigns. It is important to mention items that they understand (NIKE, McDonalds, Skittles, etc.) so they can relate to the concept of great marketing. Show the PowerPoint (or use your own) and then let the students work on their projects. Students can also use their devices to look up marketing examples online.

The project should have the following marketing aspects within them:

- 1 Name of Product/Business
- 2 Logo
- 3 Tag line
- 4 Feature of Product

You can also provide students with magazines to let them research what good advertisements look like. Magazines will help them see appropriate color contrasts, amount of content in one space, and spacing of words on the advertisement. Since they will essentially be creating a one-page ad for their product, these should be helpful.

Step 2 : Rough Draft Presentation Creation

TIME : 1 hour

MATERIALS : large poster paper, markers/pencils, devices to conduct research, rulers, music (optional)

MINDSETS : Team Diversity, Passion, Initiative, Observance

During the next hour students should be working on the design of their projects, including the logo, name, tag line and benefit of the product. Referring to the magazine articles, research, and instructor suggestions, the student groups should be able to product a fairly clear rough draft of the projects within the hour.

Sample projects are located in the appendix if you need to show the students examples of past projects and products.

Step 3 : Final Draft Completion

TIME : 45 minutes

MATERIALS : large poster paper, markers/pencils, devices to conduct research, rulers, music (optional)

MINDSETS : Team Diversity, Passion, Initiative, Observance

Using the rough drafts they just completed, the student groups will now work on completing their final presentation project. This will involve focus and teamwork. Provide the students with a large poster paper when their rough drafts are completed, and allow the students to work freely until they ask for assistance. The ownership of this project is important to the amount of passion the groups put into it. The more the students do themselves, the more dedicated to the process they will be. Once each team has completed their final draft, they will be ready to learn the best way to present their "elevator pitch" for the student panel at the end of this program.

BUILD

VOCABULARY TO WALK AWAY WITH



Marketing



Scale



Color Contrast



Logo



Tagline



Feature

SESSION 9 : Small Business Tour

TIME : 1 Hour

MATERIALS : scrap paper for notes, questions for business owners, pencils/pens

MINDSETS : Storytelling, Observance, Initiative, Passion

Before You Begin:

Students should understand the concept of an entrepreneur, that an entrepreneur can be many things, and that it is hard to start and maintain your own business. It is also beneficial for students to have questions ready to ask local business owners when they come to the classroom to share their stories and how they became successful entrepreneurs.

Implementation:

It is important for students to have a perspective from someone other than their teacher/instructor, so this section of the program focuses on connecting the local business community with the school system in a simple discussion about what it is like to be an entrepreneur.

Contact a local business owner or representative to come and speak to your class. Traveling to a local business as a class is also a great option. Encourage your students to have prepared questions for the individual they are meeting with to allow for open dialogue. In advance of the visit, communicate with the business owner or representative to make sure they cover the following questions:

- How did you come up with your business concept?
- What were some difficulties you encountered along the way in the creation of your business?
 - What does a typical day look like for you?
 - What is the most fulfilling part about being an entrepreneur?
- What advice would you give students at this age about being an entrepreneur?
- Optional : What role did college play in your decision to become an entrepreneur?

BUILD

VOCABULARY TO WALK AWAY WITH



Small Business

SESSION 10 : Practice Presentations

TIME : 2 hours

MATERIALS : Mock example of slug shine poster on screen/board (appendix b), script for slug shine presentation, finished presentation posters, scratch sheet of paper to write down rough draft scripts, poster board paper to copy down important keywords for final script, markers/pens/pencils, music (optional)

MINDSETS : Passion, Team Diversity, Storytelling, Adventure, Observance

Common Core Standards: CCRA.SL.7.1 (a,b,c,d); CCRA.SL.7.2; CCRA.SL.7.3; CCRA.SL.7.4; CCRA.SL.7.5; CCRA.SL.7.6; CCRA.SL.8.1 (a,b,c,d); CCRA.SL.8.2; CCRA.SL.8.3; CCRA.SL.8.4; CCRA.SL.8.5; CCRA.SL.8.6.

Before You Begin:

The purpose of the practice presentation component of GUIDE is to introduce the concepts related to good and bad presentations and to teach students how to successfully perform an elevator pitch. Students will learn the importance of creating a quality product or service, and how to confidently and thoroughly complete a quality presentation.

For this portion of the programming, it is extremely important that students are engaged and ready to give feedback to their peers. Ensure that criticism is framed as positively as possible to encourage improvement and community among your students. Discussion is a key component to the practice presentations, so this is a fantastic time to review the key concepts and mindsets of entrepreneurship that relate to their assignment.

Implementation:

The following implementation plan is broken into four steps for your convenience.

1

Bad
Presentation

2

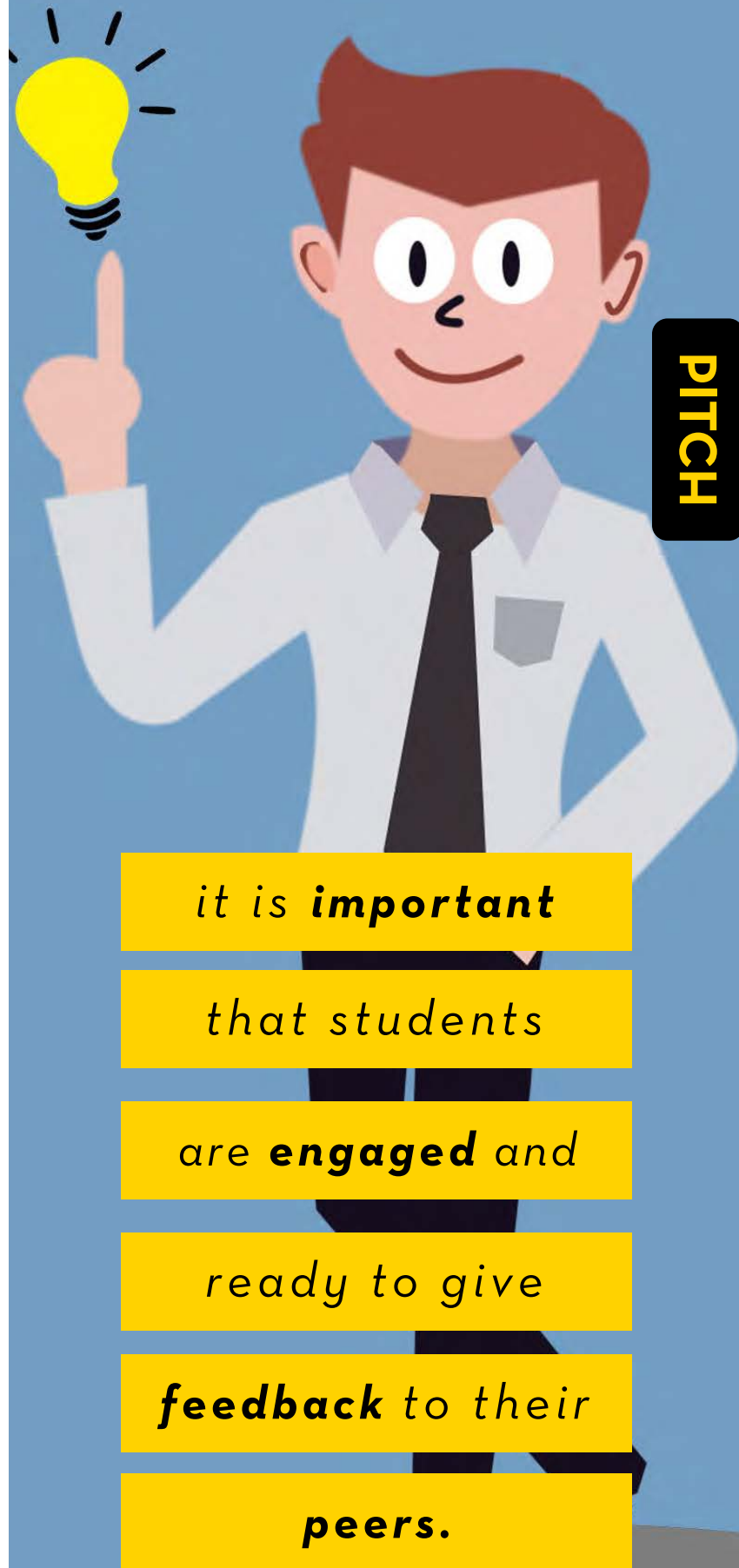
Good
Presentation

3

Creating the
Elevator Pitch

4

Practice



Step 1 : Bad Presentation

DURATION : 15-20 minutes

MATERIALS : *Slug Shine mock presentation poster and script*

MINDSET : *Observance*

One of the easiest ways to showcase what makes a good presentation is to illustrate what a bad presentation looks like. For the first part of this programming, you will do just that! In order to showcase a bad presentation, pitch the fake product Slug Shine to the students and do some or all of the following:

bad eye contact, shifting, nervous hand movements, very quiet voice/too loud voice, uncontrollable laughter mid-pitch, hands in pockets, not knowing when it is your time to speak, closing yourself off with arms crossed, etc.

Make sure to stress **why** this presentation is not effective. Ask your students these follow-up questions and remember to incorporate the entrepreneurial mindsets:

- What made this presentation bad (**storytelling**)?
- How was our eye contact (**storytelling**)?
- How was our volume (**storytelling**)?
- Did you feel like I cared about the product (**passion**)?
- Did it seem like we knew our lines (**team diversity and storytelling**)?
- Did it look like I was closed off to the audience (**passion**)?

Step 2 : Good Presentation

DURATION : 15-20 minutes

MATERIALS : *Slug Shine mock presentation poster and script*

MINDSET : *Observance*

This version of the Slug Shine presentation is meant to illustrate what a good presentation looks like. Unlike the previous step, this version of the presentation should be done well to EMPHASIZE the key components in a well-done presentation. Use some of the following behaviors to ensure your presentation is effective:

good eye contact (make sure to distribute eye contact evenly throughout the audience), stand still at an appropriate distance from the audience, use your hands when presenting (avoid wild gesticulation), use moderate tone in your voice so everyone can hear you, make sure your posture is open and inviting to the audience, know your lines and when to transition if working with a partner, smile, be excited to share your product with the world!

(see Appendix G for sample script)

After your good presentation, your students should immediately recognize the differences between the first and second presentations. Discuss what made each presentation good and bad and make sure to tell them to think about how they are going to adapt what they have seen you illustrate in their own presentations. The following are some talking points you may want to incorporate into your discussion (again, remember to review the mindsets!):

- What made this presentation good (**storytelling**)?
- How was our eye contact (**storytelling**)?
- How was our volume (**storytelling**)?
- Did you feel like I cared about the product (**passion**)?
- Did it seem like we knew our lines (**team diversity and storytelling**)?
- Did it look like I was inviting to the audience (**adventure**)?

Step 3 : Creating the Elevator Pitch

DURATION : 10 minutes

MATERIALS : *poster version/white board outline of Elevator Pitch*

MINDSET : *Observance*

(Students will need to learn the concept of an elevator pitch. Please refer to Appendix (Letter) for explanation)

1

Drop the hook!

2

Introduce your team!

3

Explain the problem.

4

Introduce the solution!

5

Why are you unique?

6

Identify your target market

7

How are you going to market your product or service?

8

Ask for what you need!

9

Close with your tag line

Step 4 : Practice Presentation Creation

TIME : 1 hour

MATERIALS : poster paper, scratch paper, markers, tape (if needed), music (optional)

MINDSETS : Storytelling, Team Diversity, Observance

Give students time to take what they have learned and apply it to their own presentation creation. The initial elevator pitch script should be done on scratch paper and then transferred to a larger piece of poster paper. Their final script should be clearly and largely written as it could be used to cue them in their final presentations. This might mean reiterating the concept of team diversity in the delegation of tasks related to their script (i.e. the person with the best handwriting writing the script, the most outgoing introducing the group, etc.).

Make sure to circulate and help groups of students that might need help creating their elevator pitches. We have found that it is sometimes helpful to play music for the students to motivate them during this time.

Once students have completed their elevator pitch drafts, encourage them to start practicing their presentations in their groups and to start giving each other positive and constructive criticism to one another. The more they are able to practice as a team, the better their presentations in front of their peers will be.

Step 5 : Practice

TIME : 1-2 hours

MATERIALS : finished presentation posters, completed elevator pitches

MINDSETS : Passion, Storytelling, Observance

Once students complete their pitch scripts and have practiced with their groups, have them present as groups to the entire class. They should treat this presentation as if it is their final presentation, incorporating the skills they learned from your mock presentations into their own and really try to sell their product or service.

After each of the student presentations, there should be a period of time for the audience to contribute feedback to the presenters. In our programming, we typically start with three positive things the audience observed from the presentation. After this, we move into three components of the presentation that could be improved for the final presentations.

Dissuade students from questioning the presenters about their product/services, and instead push them to focus solely on the quality of the presentation skills displayed. Also make sure that the students making comments are being clear and concise in their feedback. It is not only important to give feedback, but to make sure that the feedback given is understandable and relatable. Feel free to give feedback to your students outside of the constraints of the students in the audience.

VOCABULARY TO WALK AWAY WITH



**Elevator
Pitch**

CONCEPTS TO WALK AWAY WITH



Marketing



Persuasion



Public Speaking

Session 11 : Brain Break

TIME : *The time limit for this portion of programming is up to the discretion of the instructor*

MATERIALS : *n/a*

MINDSETS : *n/a*

Before You Begin:

Essentially, the purpose of the break activity is to give our participants time to de-stress and spend some time with their peers outside of their group assignments. The three-day camp can be draining because of the amount of brain power required of the participants. This break is often a campfire that allows the students and the facilitators to have some free time to relax before the presentations the next day. Students make s'mores, play with some Frisbees and balls, and have some well-deserved free time.

Suggested Implementation:

In the classroom, this activity might look like a snack break or fun activity like playing around in the gym that students can do to get their minds off of schoolwork. This may also take the form of a party or game day in the classroom to reward the students for their hard work

experience the

feeling of

accomplishment.

Session 12 : Business Presentations

TIME

1 hour and 15 minutes

MATERIALS

Panel member grading rubric (Appendix C), music playing speaker and device, a stand or easel to hold the presentation posters, area for entrepreneur panel, graduation certificates for students, students' presentation materials

MINDSETS

Passion, Team Diversity, Storytelling, Adventure

Before You Begin:

The purpose of the Business Presentation component of GUIDE is to present, in a formal setting, the work students have completed over the course of the program. This portion of the GUIDE programming also serves to allow for local businesses to engage with the students and their projects, to give students presentation experience, and to allow students to experience the feeling of accomplishment at the mock-graduation ceremony.

Prepare the students' certificates and rubrics for your panel of entrepreneurs. Also, give yourself ample time to set up your presentation room.

(the following will be broken into steps for your convenience)

1

Introductions
and
Presentations

2

Final Debrief
and
Reflection

3

Awards

4

Graduation
Ceremony
and Closing

Step 1 : Introduction and Presentations

At the start of the presentations, greet your audience and make sure to introduce yourself and the programming. Congratulate each of the teams for their hard work and dedication to their tasks and give your panel of entrepreneurs a chance to introduce themselves and the work that they do. Follow introductions with a brief overview of the agenda for this portion of the programming. You might mention the duration, the groups will present in, etc.

Each of the students will be invited up to present their products or services. Following their presentations, the panel will have an opportunity to ask questions about what the teams have created. The floor will then be opened up to the audience to ask any questions they may have about the products or services presented. It is very important that the audience, especially if they are students, understands that they are asking questions regarding the pitches presented, NOT critiquing their classmates' work.

Teams will present in this manner until all of the teams have presented.



Public Speaking

Step 2 : Final Debrief and Reflection

The final debrief and reflection occurs after all of the presentations have concluded and while the panel is deliberating on the awards for each team. This session serves as a bookend to all of the programming done over the weekend. In this session, participants discuss what they learned over the course of the programming and are able to share fun experiences, challenges, and successes they had while at GUIDE. This session also has an encouragement component in which students are asked to recognize positive actions of their teammates and peers. The following is a sample script that you can use to lead this debrief activity:

- *What was the scariest part about presenting your product to a panel of judges? How did you overcome your fear?*
- *What mindsets did you have to draw from in order to present well?
(When they answer, have them explain exactly how they used each mindset)*
- *What was hard about working in a team?
What was easier/made it easier?*
- *What is something that you've done this weekend that you didn't know you could do? How did it feel to accomplish that?*
- *What is something you had to overcome this weekend? How did you overcome it? Did you have help?*
- *What is something that someone helped you with this weekend?*

Encouragements Sample Script

At this time, I think it would be great to recognize the people that helped us out or positively influenced us this weekend. I'd like for everyone to go around and offer an encouragement to someone that you thought did something really well or that helped you out. These encouragements can be to people on your teams or to peers that were not in your group.

Feel free to do encouragements and discuss the programming with the students until the panelists have finished deliberating, or alternatively, give the students some time to talk amongst themselves.

Step 3 : Awards

After deliberation and the final debrief, one of your panelists - or yourself - will come to the front of the space and present awards to the teams. Judges/panelists should use the Grading Rubric (Appendix C) to assign point values to each of the teams and choose the team winners for each of the following awards:

- | | | | | | | |
|--------------|--------------|---------------|-------------------|---------------|--------------|---------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Best Problem | Best Tagline | Most Improved | Best Presentation | Best Teamwork | Best Visuals | Best Solution |

Step 4 : Graduation Ceremony and Closing (Congratulate your teams! You did it!)

After concluding the presentation of awards, shift into the graduation ceremony. Students will receive certificates (Appendix D) for their successful completion of the GUIDE program. It is recommended to play traditional graduation music to make the ceremony more meaningful. You can find that here:

https://www.youtube.com/watch?v=_doAV8bxOxg

Students and the audience are encouraged to support one another as they are called up for their certificates.

Following graduation, thank the students for their hard work and close.



congrats entrepreneurs!

What is Entrepreneurship?

Entrepreneurship is exhilarating! There is no better feeling in the world than seeing your ideas come to life. Follow your passion. Have an impact. Make a difference.

INTRO TO ENTREPRENEURSHIP

Welcome to the GUIDE curriculum provided by ASU Gear Up.

This material is designed to provide you with the knowledge, tools, and resources to help your students get their ideas off the ground and learn what it looks and feels like to be an entrepreneur.

Let's start with a Big Picture overview of entrepreneurship in general and talk about the mindsets entrepreneurs exhibit in their new ventures.

So what is an entrepreneur?

Simply put, an entrepreneur is a problem solver who organizes, operates and assumes the risk for a business venture. The entrepreneur is the founder, or one of the founders, and takes on the challenge of making the venture work. An entrepreneur makes the venture work by identifying a great idea, building a first-rate product or service, assembling a strong team, and insuring outstanding execution.

With all the press we see about icons like Steve Jobs and Elon Musk, and the popularity of the Shark Tank TV show, some people have developed a misperception of what entrepreneurship is all about. Below you will learn the 7 mindsets of entrepreneurs and how they can be applied in any walk of life.

7 MINDSETS

We just defined an entrepreneur and covered the common misperceptions of entrepreneurship. Now let's talk about what makes an entrepreneur unique. What is an entrepreneur typically like?

If you imagine the type of person that takes on the challenge of starting and growing a business, you might immediately think they must be brilliant, ambitious risk takers. Those things certainly help, but we've boiled down the characteristics of a successful entrepreneur into 7 categories that we call mindsets. We call them mindsets because a mindset is a way of thinking and interacting with the world and, for an entrepreneur, the right mental attitude is critical to tackle the challenges that you are bound to face in launching a new venture.

The first mindset is **Passion**. They say entrepreneurs work 80 hours a week for themselves, to avoid working 40 hours a week for someone else. And in many ways that's true. Entrepreneurship requires long hours and a level of commitment that is very different than you would need working for someone else. When the buck stops with you, you find yourself immersed in your business all the time. And, with that level of

commitment, you've got to have passion for what you're doing because it's the only way you'll muster the energy to do it. Plus, once your business is running and growing, the satisfaction will be exponential if you are making a difference in an area that you really care about.

The second mindset is **Initiative**. If there was one single factor that separates entrepreneurs from everyone else, it's that entrepreneurs GET STARTED!. Everyone gravitates toward their strengths and puts off the activities they are less comfortable with. The entrepreneur is a self-starter, stretches out of their comfort zone, and doesn't wait for someone else to push them. They push. Initiative provides the self-motivation to set and achieve goals, to be proactive and plan and manage projects when you're not exactly sure where to start. Initiative describes a person's ability to turn ideas into action.

The third mindset is **Grit** or Persistence. An entrepreneur will face plenty of setbacks and challenges. There will be many opportunities to take No for an answer. An entrepreneur needs to push through barriers, overcome obstacles, face down criticism, and push on. It's easy to follow the same path as everyone else. But Entrepreneurs choose to blaze their own trail and do something new and innovative. It's human nature for people to resist change and an entrepreneur will face plenty of that resistance. So Persistence will make all the difference.

The fourth mindset is **Observant**. For a person to recognize an opportunity and develop a solution that is truly unique, they need to be keenly aware of the world around them. They need to notice inefficiencies, or cultural shifts, or buying patterns that are likely to expose new market opportunities. Most people go about their day accepting the world as it is. An entrepreneur recognizes opportunities to improve the world around them, sometimes solving problems that people didn't even realize they had. Even after an entrepreneur defines their solution, paying attention to customers, seeking their feedback, and watching how they interact with their solution will provide invaluable feedback for future innovation. Observant means watching closely and seeing what's really there. Not just what you want to see.

The fifth mindset is **Adventurous**. An entrepreneur's journey is likely to have ups and downs, and place you in situations you never imagined. You will try new things and put yourself and your investment at risk. By definition, an entrepreneur is someone willing to take chances. You will deal with customers, investors, vendors, partners, and people that are different from you. You will have to wear multiple hats and take on responsibilities that challenge your current skillset. Without a sense of adventure, this could be daunting and difficult. But if you're able to think about these new experiences as exciting challenges that give you a reason to jump out of bed everyday, you will be a much happier person.

The sixth mindset is **Teamwork**. Believe it or not, the skills and talents required to start a business are different from the skills and talents required to run it and grow it. For this reason, it is important to build a team that complements your skills and will help you distribute the work and bring a diversity of ideas to the table. As the leader of a great

team, you will need to bring in people with new ideas and listen to them. You need to empower them to think creatively and speak honestly about what they think and how they feel. A team of talented people operates best when they share your vision and talented people will expect you to share what you're doing and why, and be open-minded and collaborate. Teamwork is built on good communication.

The seventh and final mindset is to be a good **Story Teller**. That might sound unusual but think it through. An entrepreneur needs to imagine a future where their venture is successful. They need to hold a vivid and detailed vision in their head of what success means and they need to sell that vision to their investors, customers, partners, and employees. There is no better way to capture people's hearts and minds than with a well-told story about why you are in business and the impact you would like to have on the world. A well told story will compel investors to invest, customers to buy, and people to follow you. At every stage of building your venture, your story will be the cornerstone of your message so no one (including you) will ever forget why you started and where you're going.

So take some time to think through what you just heard and take an honest look at yourself. If one of these mindsets doesn't apply to you, does that mean you're sunk? Of course not, that's why most entrepreneurs seek advice and take on mentors or partners to round out the team.

	GUIDE PROGRAM SCHEDULE		Appendix B
<u>Estimated Duration</u>	<u>Event</u>	<u>Presenter/Leader</u>	<u>Mindsets Key:</u>
30 Minutes	Introduce Entrepreneurialism	Teacher/Instructor	Passion
30 Minutes	Shark Tank Clip; Introductions	Teacher/Instructor	Initiative
2-3 Hours	Group Interaction Course	Teacher/Instructor	Grit
1 Hour	Marshmallow/Failure Challenge	Teacher/Instructor	Observant
1 Hour	Personality Inventory	Teacher/Instructor	Adventure
15-30 Minutes	Entrepreneurial Careers Presentation	Teacher/Instructor	Team Diversity
2-3 Hours	Idea Creation	Teacher/Instructor	Story Telling
30 minutes	Adventure/Risk Activity	Teacher/Instructor	
2 Hours	Presentation Creation	Teacher/Instructor	
1 Hour	Small Business Presentation	Local Business Owner/Representative	
2 Hours	Presentation Creation/Dry Run of Presentations	Teacher/Instructor	
TBD	BRAIN BREAK!	Teacher/Instructor	
9:30 AM	Review Presentations	Teacher/Instructor	
30-45 Minutes	Business Presentations	Panel/Students	
30-45 Minutes	Closing Activity/Reflection & Graduation	Teacher/Instructor	

NEW!

SLUG SHINE

- *ALL NATURAL
- *FREE-RANGE SLUGS
- *CERTIFIED ORGANIC



"THE SLIME THAT KEEPS ON SHINING"

FROM THE MAKERS OF ROACH RAGS

"A RAG YOU ALWAYS WISH YOU HAD"

Slug Shine Script

“How many people in this room really like to brush their teeth?”

Hi, my name is _____, and I am here to talk about the nationwide problem that is sweeping through our middle schools, and that is the fact that middle school students do not want to brush their teeth. All across the US, parents and guardians are having the hardest time convincing their children to brush their teeth. They complain about the time it takes, the massive amounts of foam that comes along with brushing, as well as the simple fact that they do not enjoy the process.

Well this problem is about to be solved. I am pleased to introduce Slug Shine, an all-natural, organic, free-range and sustainably harvested toothpaste made from the slug slime of western North Carolina slugs. This toothpaste has a ton to offer. First, it is all natural, so you do not have to worry about any nasty chemicals that some other toothpastes contain. Also, the slug slime is free-range and sustainably harvested, so you can be sure these slugs live the best lives on their way to making this wonderful product. But best of all, we know that because of how easy it is to brush your teeth with Slug Shine Toothpaste, your students will LOVE our product.

Slug Shine Toothpaste uses slug slime to gently coat the teeth without the mess and hassle of actually brushing. Just take one small dab of Slug Shine Toothpaste on your finger, and gently spread it on the teeth. Let it sit for 2 minutes and wipe clean. THAT’S IT! No brushing, no mess! It can even take the place of flossing since the slime will work its way into the cracks in your teeth and create a barrier, preventing food particles from entering, eliminating the need to floss. This product truly is a game changer!

We will look to market this product to middle school parents and teachers, since they are the ones who have to live with the bad breath and dirty mouths of their middle school students. We will look to sell directly to the parents in the car pickup lines, advertise by mail, and also have table set up at lunch, as well as athletic and school events.

We are looking for a small investment of \$50,000 to help with production, research and development, and advertising to get our product out into the world.

Slug Shine, The Slime That Keeps on Shining!



STUDENT
TYLES



oliver

pects

SPEAKERS!

BLUE
TOOTH!

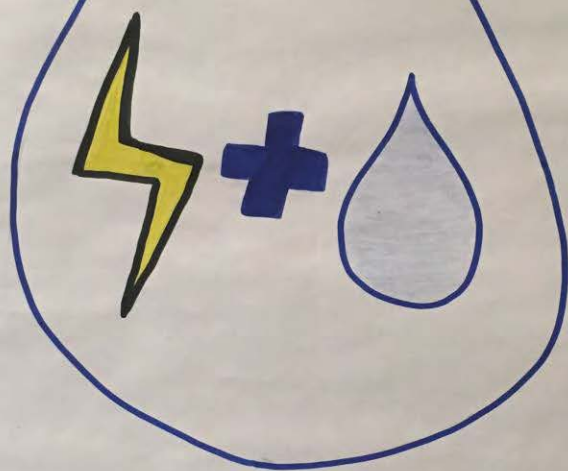


The glasses
that do your
homework!

MATH!
Social Studies!

Science!
Reading!

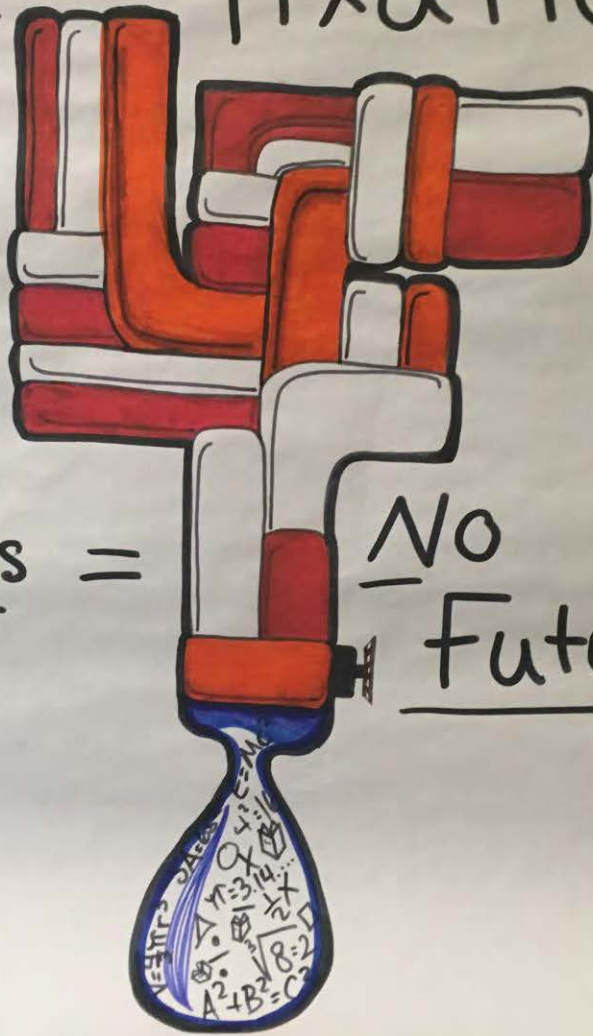
PURE VOLTZ



Pure Water, Pure Energy

Leducation fixation

- All natural extra-Strong
Glue-Gel
- Cheap enviromental
Friendly PVC pipes



Lead
Pipes =

No
Future

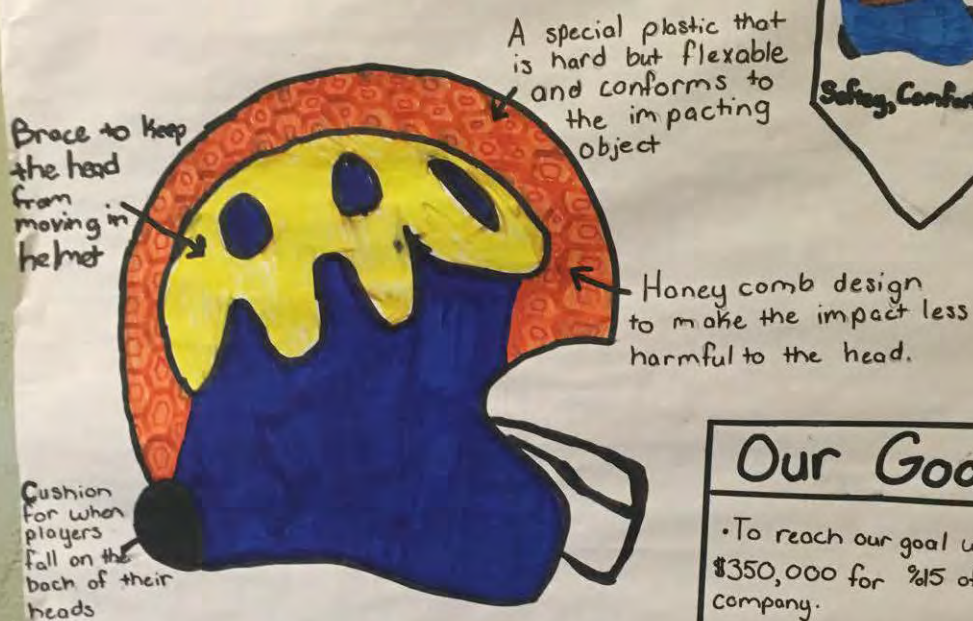
Think Twice



Save a Life

AHA

Advanced Helmets Association



Safety, Comfort, Style

Sites Used:

www.popsci.com, www.number1sportsinjuries.org

Our Goal

- To reach our goal we need \$350,000 for 25% of the company.
- We need to be able to advertise in magazines and most importantly at schools.
- We want parents to feel that letting their child play sports is much safer.
- We need a lab to invent the new plastic because so far we have not found any proof that the plastic we are looking for exists.

The Tree Musketeers

Benefits

- Preserves land, wooded areas
- Preserves animals, wildlife
- Non profit organization
- Volunteers

Features

- Wildlife relocation
- More trees being planted
- Non profits



- Working For You
- Fighting Deforestation



ENVIRONMENT	TECHNOLOGY
SAFETY	TRANSPORTATION
EDUCATION	ENTERTAINMENT
HEALTH	RECREATION

Above are some sample categories for the GUIDE Project Selection section of the program. Feel free to use whatever category that may relate to your current topic or subject area.

Elevator Pitch

Video Intro:

<http://www.entrepreneurship.org/Founders-School/Powerful-Presentations/First-Impressions.aspx>

Summary:

An elevator pitch is designed to communicate an idea to a potential customer, investor, or partner in a way that is compelling and easy to understand. It is called an elevator pitch because this brings to mind an image of getting onto an elevator and having the time it takes to go up/down 5 floors to have someone excited about your idea. We have designed a 10 step formula which will help you structure your next pitch as well as some tips to help you along the way.

Flow:

1. Find a Hook
2. Introduce yourself
3. Explain the Problem
4. Introduce the Solution
5. State why Unique
6. Identify Target Market
7. Describe how you will reach them
8. Calculate Market Potential
9. Ask for what you need
10. Close with Tagline

Tips:

1. Maintain Eye Contact
2. Breathe Deep and Regular
3. Be unique/novel
4. Use comfortable rate and pace
5. Bring energy and enthusiasm
6. No distracting body language
7. Know your audience
8. Keep it Simple
9. Don't memorize
10. Practice and be yourself!

GRADING RUBRIC GUIDE Weekend Presentation

TEAM:

PRESENTATION:

DATE:

Component	Comments	Grade
Problem		/20
Solution		/20
Product/Service Operations		/10
Promotion and Sales		/20
Business Financials		/20
Visual and Presentation Skills		/10
Total		/100

What Students did well:

What Challenges students faced:

Other Comments:

Certificate of Achievement

{Insert Name of Organization Here}

Present this certificate to

For successful completion of the entrepreneurship curriculum in

GUIDE Weekend

on this {Insert Date}

{Insert Name of Teacher/Instructor}

{Insert Name of Administrator}