

# TOPICS IN ENTREPRENEURSHIP CURRICULUM OUTLINE

**GRADES: 6-12**



Lesson	Time	Activity Name	Quick Description
<b>Creativity 1</b>	45	Play Stations	<b>Play Stations</b> provides the opportunity for students to play and to connect with their own innate creativity they may have felt more strongly when they were younger.
	45	Wacky Inventions	In <b>Wacky Inventions</b> students work in groups to use existing products and objects to come up with (and then act out) the wackiest inventions they can think of.
<b>Creativity 2 (Purchase)</b>	5	Active Observation	In <b>Active Observation</b> , students learn the importance of active observation by watching a video that tricks students into not noticing something that, when shown a second time, is very obvious!
	10	Observation vs Inference	In <b>Observation vs Inference</b> , students make the distinction between an observation and a inference by exploring a mystery object and then two thought provoking images.
	45	Observation Walk	In <b>Observation Walk</b> , students practice active observation using their different senses while looking for potential problems in the environment.
	30	Consider a New Perspective	In <b>Consider a New Perspective</b> , students use the Six Thinking Hats as a guide to generate ideas in response to problems or opportunities identified in the Observation Walk.
<b>Intro to Entrepreneurship 1</b>	45	Marshmallow Challenge	In <b>Marshmallow Challenge</b> , students work in teams to complete a challenge to build the tallest free-standing structure while reflecting on the entrepreneurial mindsets and skills.
	45	Dream Team Poster	In <b>Dream Team Poster</b> , students reflect on the mindsets and skills they learned in the Marshmallow Challenge and create posters of an entrepreneurial dream team.
<b>Intro to Entrepreneurship 2 (Purchase)</b>	60	Analyzing Products in a Market	In <b>Analyzing Products in a Market</b> , students will examine different products from the same category/market, present their findings, and then develop ideas for new products in that same market.
	30	Pitch Game	In <b>Pitch Game</b> , students work in teams to come up with product ideas and then pitch their ideas to the rest of the class as a quick overview of the entrepreneurial process.

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<b>Idea Generation 1</b>	45	Group Brainstorming & Brainwriting	<b>Group Brainstorming &amp; Brainwriting</b> introduces the brainstorming rules, has the students practice the traditional group brainstorming and then learn a more inclusive technique called "Brainwriting."
	45	Role Playing & Reverse Brainstorming	In <b>Role Playing &amp; Reverse Brainstorming</b> , students use their imagination to role play as well as use the technique "reverse brainstorming" to make a problem worse in order to encourage a wide variety of ideas.
<b>Idea Generation 2 (Purchase)</b>	55	Visual Idea Generation	In <b>Visual Idea Generation</b> , students pretend to be characters and use an image to prompt ideas of challenges they would face in a specific space. Then, they role play different scenarios to identify solutions.
	35	SCAMPER	In <b>SCAMPER</b> , students practice and use SCAMPER to think about how VR could be applied in new ways. SCAMPER stimulates creative thinking during a brainstorming session: Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, Reverse.
<b>Opportunity Analysis 1</b>	25	Learning from Failure	In <b>Learning from Failure</b> , students work to sort a set of real-life business ideas into two groups - success or failure and then discuss their rationale.
	65	Opportunity Analysis of Existing Product	In <b>Opportunity Analysis of an Existing Product</b> , students go through the opportunity analysis process using a real case study to see that entrepreneurs see problems as potential opportunities to develop new products and services.
<b>Opportunity Analysis 2 (Purchase)</b>	30	Mind Mapping the Future	In <b>Mind Mapping the Future</b> , students will consider a future where animal products are banned, employ a mind map to organize their thinking, and brainstorm product or service ideas.
	15	Citizens of the Future	In <b>Citizens of the Future</b> , students will select one idea from their brainstorm to develop and deliver a pitch for their futuristic idea.
	45	Opportunity Analysis for the Future	In <b>Opportunity Analysis for the Future</b> , students complete an opportunity analysis on the idea they pitched, iterate on their idea based on the analysis, and re-pitch to a 'consultant' for feedback.

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<b>Market Research 1</b>	20	Describing the Market	In <b>Describing the Market</b> , students identify specific businesses that operate in different markets and describe their potential customer and target market. They will then write potential market research questions that each business might ask about their market or customer.
	20	Market Research Methods	In <b>Market Research Methods</b> , students brainstorm different ways to collect information about a market and sort them into either primary or secondary research methods.
	50	Secondary Research	In <b>Secondary Research</b> , students examine a fictitious group of entrepreneurs that are developing a new range of healthy snack bars that are targeted at teenagers. They then identify potential products, services or business opportunities and carry out secondary market research.
<b>Market Research 2 (Purchase)</b>	60	Focus Group	In <b>Focus Group</b> , students plan and conduct a focus group for the idea they generate during Market Research A: Secondary Research.
	60	Survey: Asking Questions	In <b>Surveys: Asking Questions</b> students write a short survey and carry out primary research.
<b>Design Thinking &amp; Prototyping 1</b>	10	What Can You Do With a Straw	In <b>What Can You Do With a Straw</b> , students generate the many creative ways a straw can solve a problem.
	45	Think, Build, Ask	In <b>Think, Build, Ask</b> , students learn about Sherpas and empathize with the difficulty they face when carrying heavy loads. They then generate solutions to solve this problem. Each student creates a basic prototype of a solution and presents it to their team. The team will then select one prototype to build a 3D working prototype.
	35	Change, Build, Test, Ask Again	In <b>Change, Build, Test, Ask Again</b> , students test each other's prototypes and give feedback so they can make iterations on their design. They present their ideas again and discuss the factors that entrepreneurs consider before taking an idea to market.
<b>Design Thinking &amp; Prototyping 2 (Purchase)</b>	10	Squiggle Birds	In <b>Squiggle Birds</b> , students use quick sketches to practice using pictures to stimulate idea generation.
	45	Build an Arcade	In <b>Build an Arcade</b> , students begin the design thinking process by thinking about what type of games people want to play, brainstorming ideas, and building a 3D prototypes.
	35	Test and Change the Game	In <b>Test and Change the Game</b> , students test their own game, receive feedback from others, and make changes to the game as needed.

<b>Business Model 1</b>	10	Problem Solved	In <b>Problem Solved</b> , students identify products they've recently purchased and consider what problem it solves and why they chose it over an alternative.
	20	What is your Unique Value Proposition	In <b>What Is Your Unique Value Proposition?</b> , students use case studies of different businesses to identify what they offer their customers and determine what makes them unique or better than the competition.
	20	How Can We Make Money?	In <b>How Can We Make Money?</b> , students compare and contrast the ways a business generates revenue.
	40	What is your Business Model	In <b>What Is Your Business Model?</b> , students write a business model using the business idea provided or their own idea that they worked on in other activities.
<b>Business Model 2 (Purchase)</b>	15	<i>Warm-up: How Can We Make Money?</i>	In <b>Warm-up: How Can We Make Money?</b> , students review different ways businesses generates revenue.
	45	<i>Will the Teen Magazine Make a Profit?</i>	In <b>Will the Teen Magazine Make a Profit?</b> , students analyze the Teen Magazine VentureCanvas business model and conduct a break-even analysis.
	20	<i>Adapting the Business Model</i>	In <b>Adapting the Business Model</b> , students analyze sales data and user feedback of Teen Magazine and make recommendations for changes to the business model.
<b>Pitch 1</b>	20	Sell Me This	In <b>Sell Me This</b> , students pitch as they attempt to convince their classmates they need a certain object.
	20	Public Speaking	In <b>Public Speaking</b> , students break down the traits of an effective public speaker.
	20	The Art of Persuasion	In <b>The Art of Persuasion</b> , students analyze commercials and speeches to identify persuasive techniques and tie them to pitching.
	30	Don't Sell Yourself Short	In <b>Don't Sell Yourself Short</b> , students craft a pitch about themselves to present to the class.
<b>Pitch 2 (Purchase)</b>	20	<i>What Goes Into a Pitch</i>	In <b>What Goes Into A Pitch</b> , students review persuasive and public speaking techniques and watch pitch videos.
	45	<i>Make a Pitch Video</i>	In <b>Make a Pitch Video</b> , students record a pitch video or format a pitch deck.
	25	<i>Pitch Questions</i>	In <b>Pitch Questions</b> , students pitch to a panel of mock investors and answer questions about their idea and business model.

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