

The logo for KidEntrepreneurship.com features the word "Kid" in purple, "Entrepreneurship" in green, and ".com" in purple. A small "TM" trademark symbol is located to the right of ".com".

KidEntrepreneurship.comTM

TEACHER

Launch Plan

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Welcome to **KidEntrepreneurship.com™**

We are excited to help you introduce your students to the creative world of entrepreneurship. When children learn how to start a business the goals are to help them unlock their creativity, improve communication and presentation skills, and understand how businesses affect their lives every day. Encourage your students to dream big or small — like opening a restaurant on Mars or making the cupcakes for neighbors.

The online program is best presented by encouraging your students to actively participate and requesting multiple responses to all questions. To keep students engaged, relate the material to your students' favorite businesses.

Program Overview - 16 day program / 1hr each day

Day 1: Introduction to entrepreneurship

Day 2: Industries

Day 3: Products and services

Day 4: Value

Day 5: Create a business idea

Day 6: Target market

Day 7: Marketing

Day 8: Costs

Day 9: Price

Day 10: Profit

Day 11: Brand

Day 12: Motivation

Day 13 & 14: Create a business model

Day 15 & 16: Pitch your business model

The business models should be developed with their **Build** information on Google Slides or Microsoft PowerPoint. Students should reference Dwight the Light Bulb's template in the portal when creating their business model.

The two final pitch days should be an exciting event. Schools are encouraged to invite parents to the event to witness the value of the program.

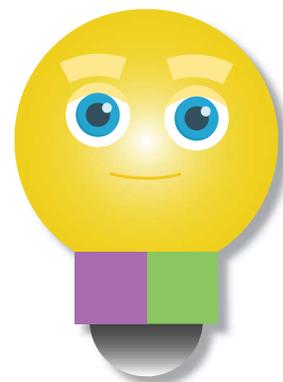
Email us if you have any questions info@kidentrepreneurship.com.

We hope you enjoy our program.

KidEntrepreneurship.com™ Team

info@kidentrepreneurship.com

www.kidentrepreneurship.com



DAY 1

Lesson Objectives

- To define business
- To define entrepreneur

Introduction

- Introduce yourself to the class.
- Explain the online program.
 - » 16 classes
 - » Students will be building their first business model.
 - » At the end, students will present their business to the class.
- Begin icebreaker activity.
 - » Have each student share the following with their neighbors:
 - What is your name?
 - What is your favorite activity?
 - What do you want to be when you're older?



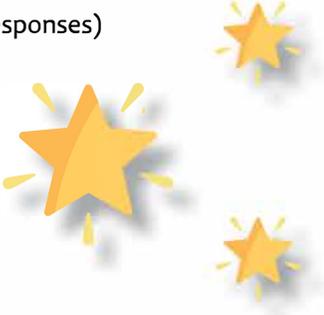
What is a business?

- Ask “*What is a business?*” (encourage responses)
 - » Kid definition: usually a group of people who work together to make something and sell it for money. However, a business can also involve just one person — like an ice cream truck.
 - » Businesses have been around for thousands of years (e.g. the silk road).
 - » Name some popular businesses.
- Ask “*What is your favorite business?*” (encourage responses)



How do businesses get started?

- Ask “*How do businesses get started?*” (encourage responses)
 - » Businesses start when someone thinks of a business idea. When the person builds their idea into a business, they are known as an ENTREPRENEUR or business owner.
 - Entrepreneurs can work for themselves (e.g. babysitters, tutors, photographers).
 - Entrepreneurs can open existing businesses in new places or with a new focus (e.g. a donut shop that only sells jelly donuts).
 - Entrepreneurs can create new businesses.

- Ask “Does anyone have a parent/guardian who owns a business?”
- » If yes, ask “What type of business do they have?”
 - Ask “Do you know any famous entrepreneurs today?” (encourage responses)
 - Ask “Do you need to be rich to start a business?”
 - » No, you don’t need to be rich to start a business (e.g. dog walking, mow lawns).
 - Ask “Can a kid start a business?”
 - » Yes, a kid can start a business with an adult’s assistance.
- 
- Ask “Why would someone want to be an entrepreneur?” (encourage responses)
 - » Money
 - An entrepreneur can make lots of money if they’re successful.
 - » Fame
 - Successful entrepreneurs can become famous.
 - » Freedom
 - The ability to decide when to work, where to work, and what kind of work to do.
 - » Help others
 - Your business can help others live better lives.

Homework

- In a few sentences, answer the following question: Why would you want to start a business?

Extra Activity

- Draw 4 columns on the board.
- Label each column with the four reasons discussed of why someone would want to be an entrepreneur.
- Ask each student to choose a reason (there are no wrong answers). Put a check under the column.
- At the end, review and discuss the results with the students.

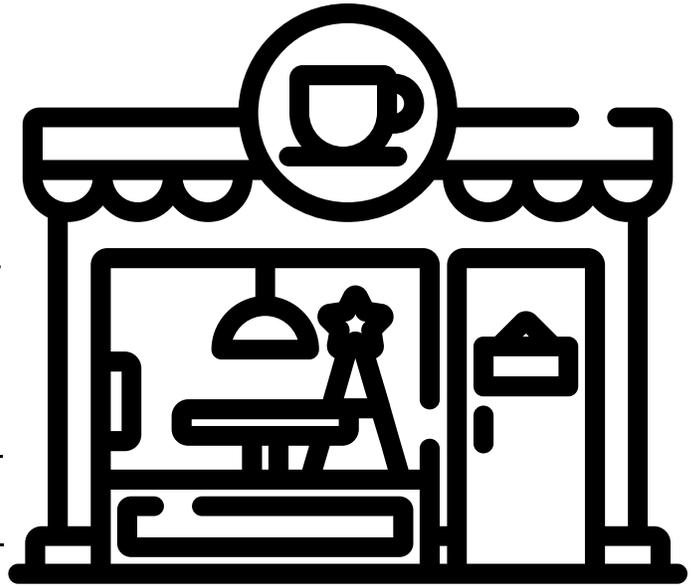
Assignment

» Write down the names of nine businesses in your local community.

1. _____

2. _____

3. _____



Color the picture.



4. _____

5. _____

6. _____

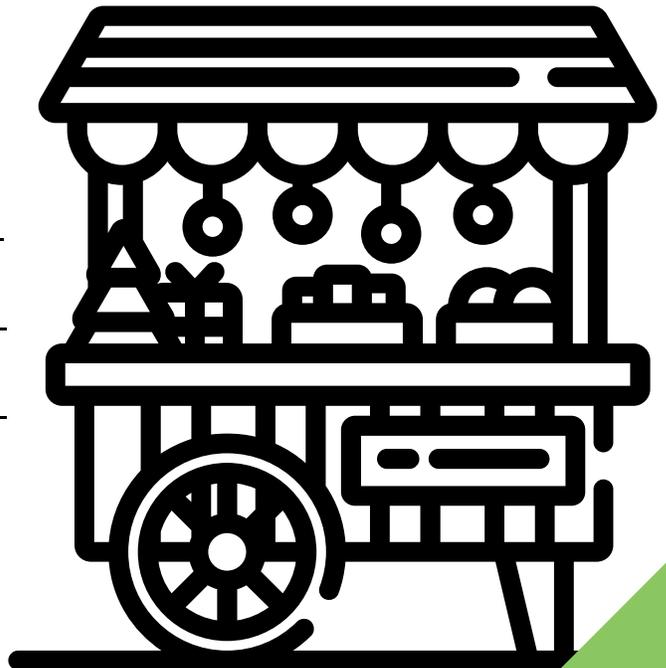
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Color the picture.

7. _____

8. _____

9. _____

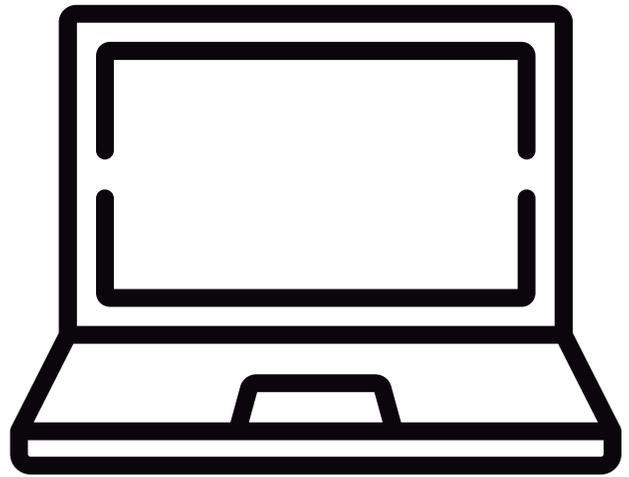


Assignment

» Why does a business owner need a laptop?

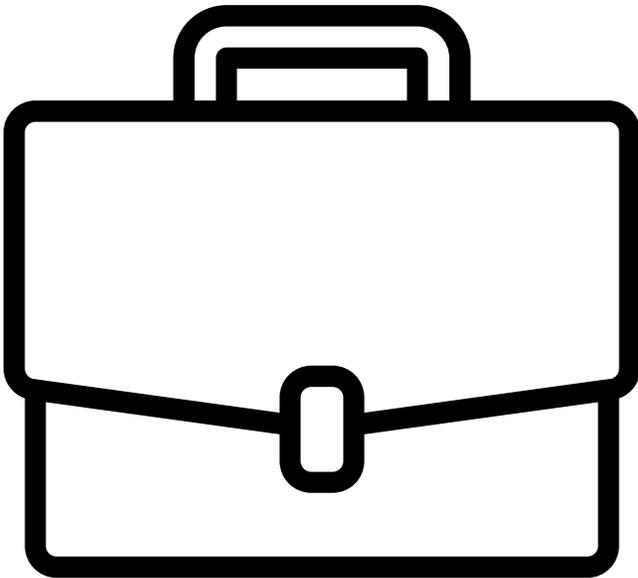
1. Send emails
2. Do business research
3. Store business information

Color the picture.



» What could a business owner keep in a briefcase?

1. Pens and pencils
2. Business cards
3. Business documents

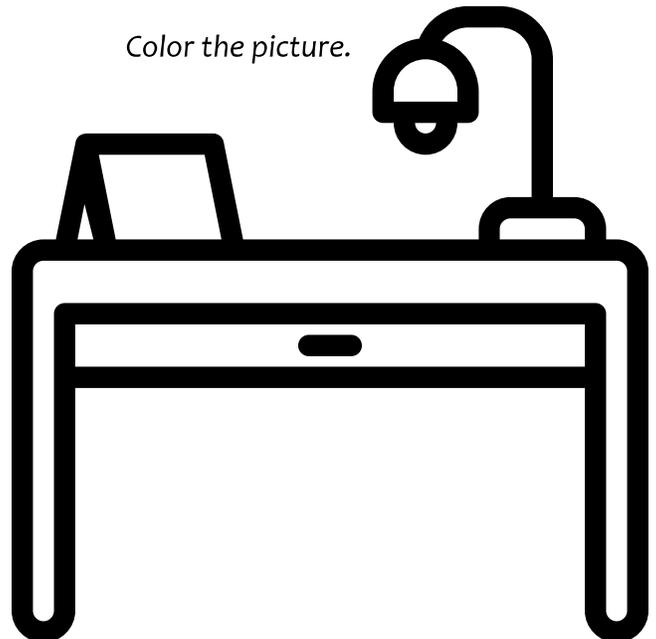


Color the picture.

» What could a business owner have on a desk?

1. Computer
2. Phone
3. Calendar

Color the picture.



DAY 2

Lesson Objective

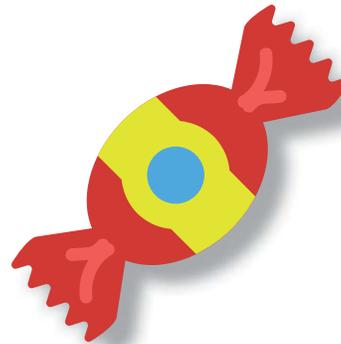
- To define industry

Review

- Day 1 homework
- What is a business?
- How does a business get started?

How are businesses organized?

- Ask “With so many businesses around the world, how are they organized?”
(encourage responses)
 - » If students don’t understand the question, make an analogy to food and cities: there are many different foods and cities in the world. To organize everything, we create groups with similar characteristics.
 - » For food, we can organize based on food types such as fruit, meat, dairy, and sweets.
 - » For cities, we can organize based on what country they’re located in, such as South Africa, France, and the United States of America.
 - » We organize businesses into groups called INDUSTRIES. An industry is a group of businesses that sells similar things.
 - Candy
 - + The Hershey Company
 - + See’s Candies®
 - Clothing
 - + Vans®
 - + Levis®
 - Cellular Services
 - + Verizon®
 - + T-Mobile®
 - » “What industry would Lego® be in?”
 - » “What industry would Ford Motor Company be in?”
 - » Name more popular businesses and ask students for the correct industry.
- Ask “Can you think of any other industries?” (encourage responses)
 - » As students name an industry, ask other students to name a popular business in that industry.
- Ask “What industries are easily recognized by children?” (encourage responses)
 - » Food, toys, clothing, technology
 - » Ask “Why do you think children recognize these industries?”



- Ask “How are industries organized into smaller groups of businesses?” (encourage responses)
 - » Businesses are grouped together into smaller groups based on the specific things they sell.

- Industry: Sports Equipment

+ Football

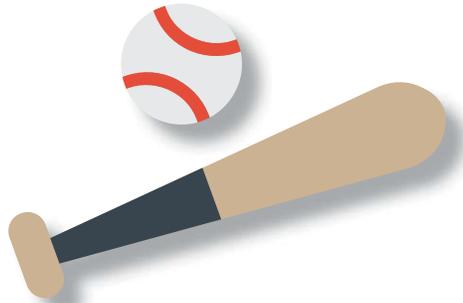
* Helmets

* Pads

+ Baseball

* Bats

* Gloves



Homework

- What industry would you want to start a business in?
- In a few sentences, explain why you would choose this industry.

Extra Activity

- Break up the class up into groups.
- Have each group choose three industries and organize them into smaller groups of businesses.

Assignment

- » Organize the following industries into smaller groups of businesses.

Industry: Food

+ _____
* _____
* _____

Industry: Technology

+ _____
* _____
* _____

Industry: Clothing

+ _____
* _____
* _____

Industry: Beauty

+ _____
* _____
* _____

Assignment

- In what industry would you find this item?

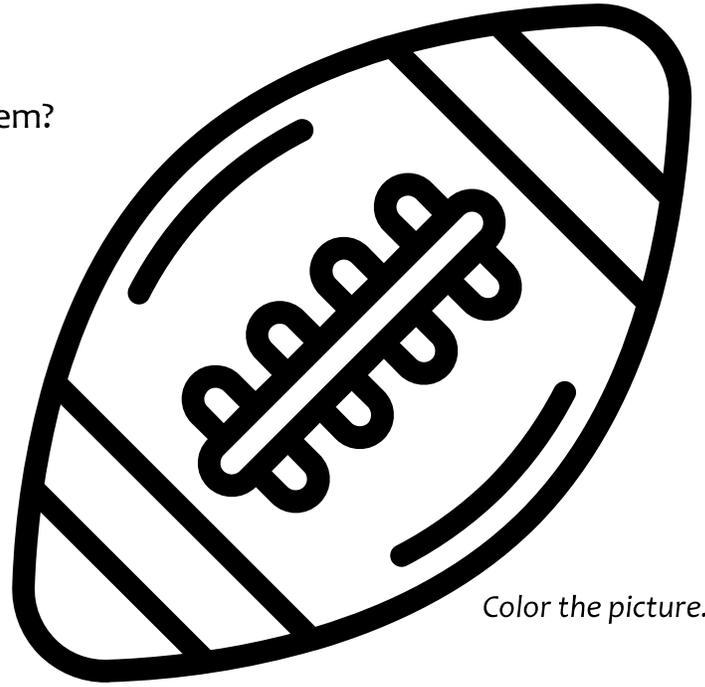
Sports Equipment

- Name 3 businesses in this industry.

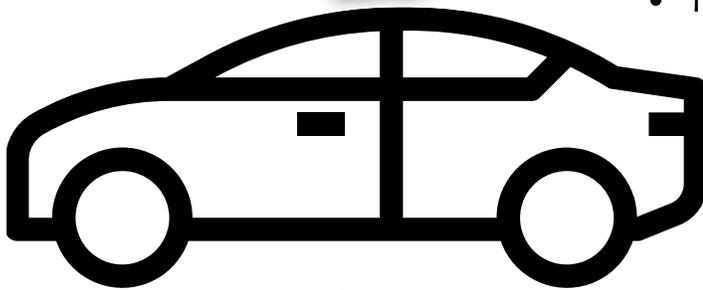
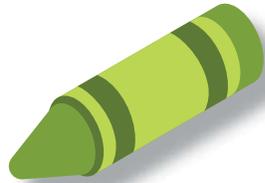
1. _____

2. _____

3. _____



Color the picture.



Color the picture.

- In what industry would you find this item?

Automotive

- Name 3 businesses in this industry.

1. _____

2. _____

3. _____

- In what industry would you find this item?

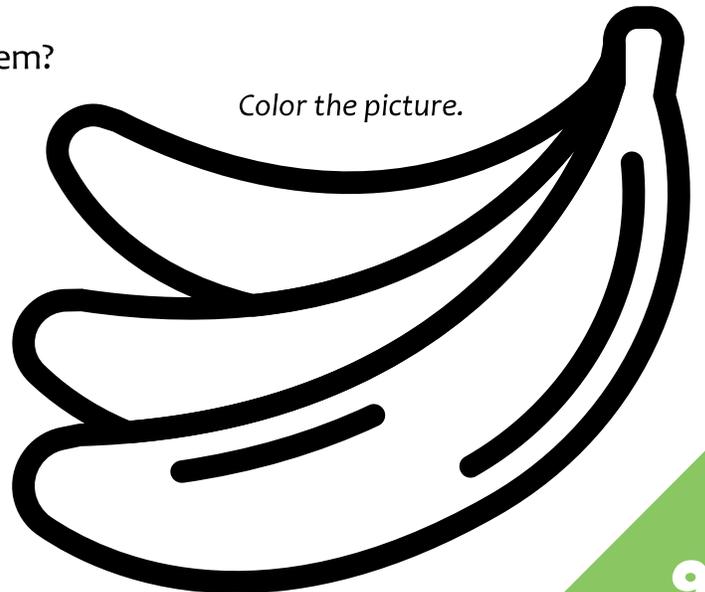
Food

- Name 3 businesses in this industry.

1. _____

2. _____

3. _____



Color the picture.

Assignment

- In what industry would you find these items?

School Supplies

- Name 3 businesses in this industry.

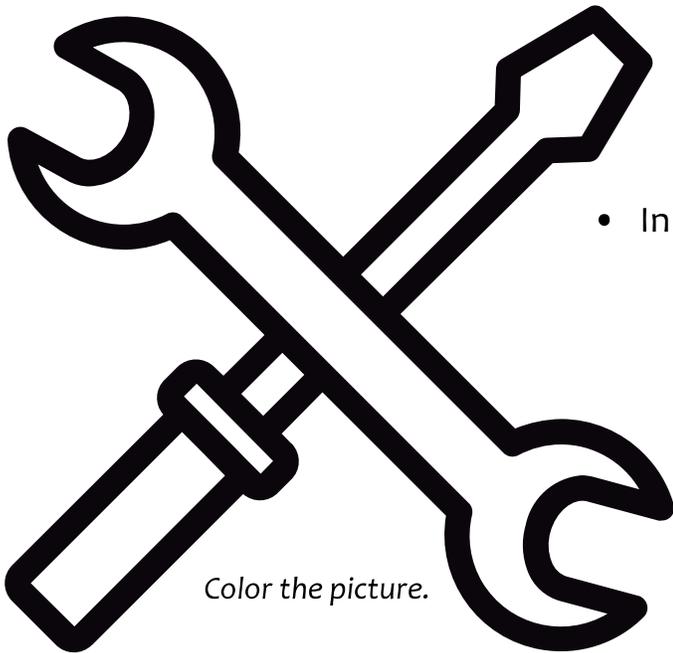
1. _____

2. _____

3. _____



Color the picture.



Color the picture.

- In what industry would you find these items?

Tools

- Name 3 businesses in this industry.

1. _____

2. _____

3. _____

- In what industry would you find these items?

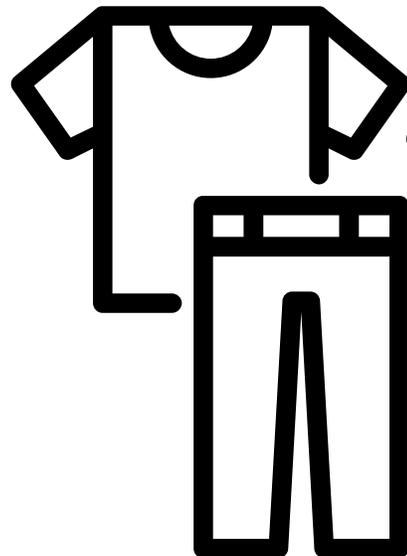
Clothing

- Name 3 businesses in this industry.

1. _____

2. _____

3. _____



Color the picture.

DAY 3



Lesson Objectives

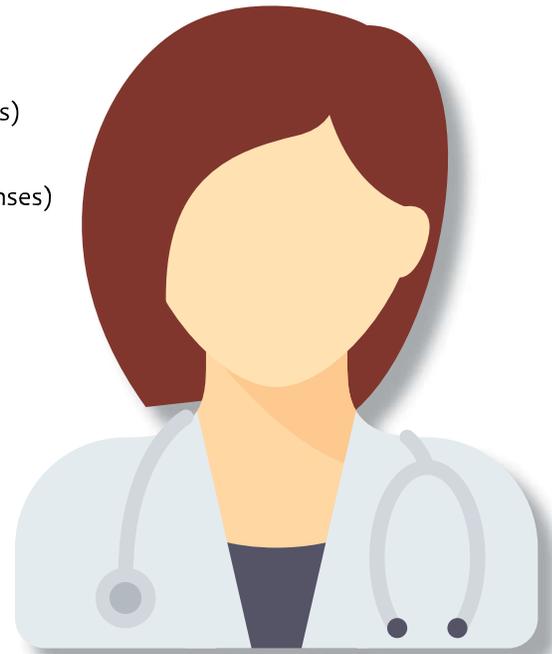
- To define a product
- To define a service

Review

- Day 2 homework
- How do we organize businesses?
- Name some industries.

Product vs Service

- Ask “What do businesses want to do?” (encourage responses)
 - » Make money!
- Ask “How does a business make money?” (encourage responses)
 - » Selling PRODUCTS and/or SERVICES.
- Ask “What is a product?” (encourage responses)
 - » Products are usually items you can touch.
 - Car
 - Television
 - » Ask for more examples.
- Ask “What is a service?” (encourage responses)
 - » A service is something that is done for you.
 - Pool cleaning
 - Doctor visit
 - » Ask for more examples.
- Ask “Can a business sell both a product and a service?” (encourage responses)
 - » Yes, a nail salon can sell both nail polish and do manicures.
 - » Ask for more examples.



Homework

- Would you want your business to sell a product or a service?
- In a few sentences, explain in detail what your product or service would be.

Extra Activity

- Ask a student to write the name of an industry on the board.
- Ask others to write products and services that can be sold in that industry.

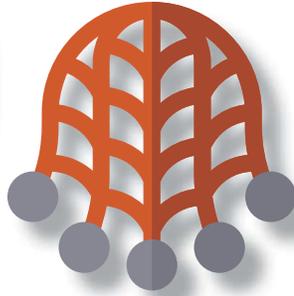
Assignment

Products

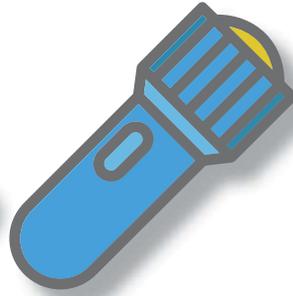
For each product, write three services they can be used with.



Water Hose
E.g. Car Wash



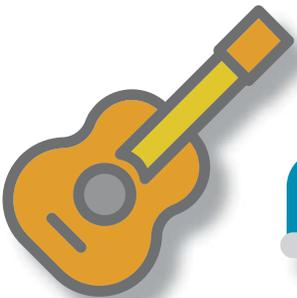
Net
E.g. Fishing



Flashlight
E.g. Private Detective



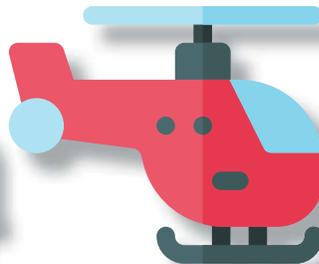
Computer
E.g. Web Designer



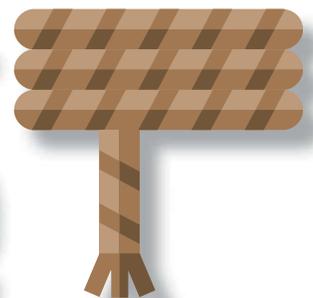
Guitar
E.g. Music Lessons



Car
E.g. Taxi



Helicopter
E.g. Mountain Tours



Rope
E.g. Zipline Adventures

Assignment

Services

List three products that are used in these services.

Doctor Visit

Tutoring

Pool Cleaning

House Cleaning

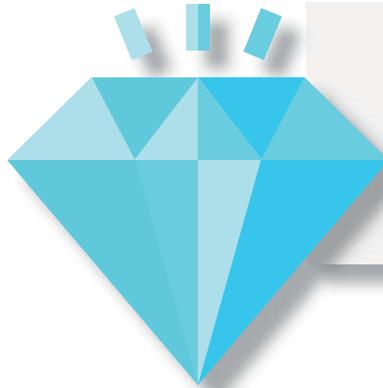
Haircut

Manicure

Gardening

Hiking Guide

DAY 4



Lesson Objectives

- To define value
- To define competitors

Review

- Day 3 homework
- What is a product?
- What is a service?

What is value?

- Ask “*What do products and services provide?*” (encourage responses)
 - » Products and services provide VALUE.
 - » Value is the benefit received from a product or service.
 - Taste
 - Safety
 - » Ask one student to name a video game that he/she plays with friends. The student’s parents probably made a one time purchase of around \$60 for the game, but the student has probably spent many hours playing the game with friends and family. The video game business was selling the values of:
 - Entertainment
 - Stress relief
 - Friendship building
 - » Values include all the experiences and memories somebody receives from a product or service. It’s impossible for a business to provide all values. A business will focus on being the leader in select values.
 - Name the values on the next page and ask the students to name a product or service that provides each value.



Competition

- Ask “*What are businesses in the same industry called?*” (encourage responses)
 - » Businesses in the same industry are called COMPETITORS.
 - » The more competition there is, the more difficult it is to be successful, because customers can buy similar products and services from many sources.
- Ask “*If a competitor sells the same product or service as your business, how can your business be different and stand out to customers?*” (encourage responses)
 - » You can provide different value.
 - » For example, let’s say you are in the restaurant business. If your competitor focuses on the value of the lowest price, you can focus on the value of the best taste.

Examples of Values

Customization	Performance	Reputation
Convenience	Foreign	
Popularity		
		Historic
	Luxury	Compatibility
Functionality		Speed
Usability		Strength
Reliability		Safety
Availability	Low Price	
	Social	
	Durability	
Entertainment	Accuracy	Sustainability

- Write down some competitors on the board and ask students to compare values the values each competitor focuses on.
 - » Toyota® vs Mercedes-Benz®
 - » Apple vs Samsung

Homework

- What type of values would you want your product or service to provide?
- In a few sentences, explain why you would choose these values.

Extra Activity

- Groups students into fours.
- Have two students think of a product or service and attach a value to it.
- Have the others develop a competing product or service with a different value.

Assignment

- » Transform the following products. Use your creativity to think of a new way this product can be used in a different industry. If needed, develop new features for the product so it can serve a different purpose. There are no wrong answers.

New Name:

Carvac

New Industry:

Cleaning Supplies

New Values:

Portable, Functional

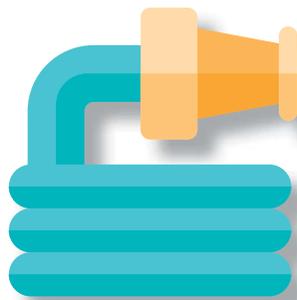
New Features

Car adapter connection, Suction capabilities

New Purpose:

A pocket-sized, suction hose to clean debris from your car.

Gardening Hose



DAY 5



Lesson Objective

- To develop a business idea

Review

- Day 4 homework
- What is value?
- Who are competitors?

Idea Day

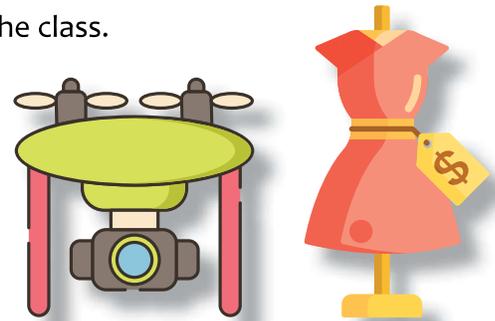
- **BUILD:** Tell students that today, they will start developing their first business ideas.
 - » Get students excited. Remind them to think of their reason for starting a business.
 - » Inform the students they have the entire class period to think of a business idea so there is no need to rush.
 - » As each student completes their idea, review and approve the idea for the program.
 - If a student cannot think of a business idea, ask “What is your favorite activity?” Encourage them to think of an idea related to that activity. For example, if a student enjoys ballet, suggest they start a ballet studio.
 - » If time permits, students may present their ideas to the class.

Homework

- Finish your business idea.
- Share your business idea with your friends and family.

Extra Activity

- Develop business ideas with your students on the board.



DAY 6



Lesson Objectives

- To define target market
- To develop a target market

Review

- Day 5 homework
- Key terms from first few days.

Who is your customer?

- Ask “*Who do you think will want to buy your product or service?*” (encourage responses)
 - » Everyone is not going to buy your product or service.
 - » For example, children cannot afford to buy a car from a luxury dealership. Adults who live in Greenland or Iceland will not be buying many sandals and tank tops.
 - » Ask students to give more examples.
- The people most likely to buy your product or service are called your **TARGET MARKET**. They see the most benefit in your provided value.
 - » To develop your target market, you need to determine the following:
 - Age
 - + Babies
 - + Children
 - + Teenagers
 - + Young Adults
 - + Adults
 - + Seniors
 - Location
 - + City
 - + State
 - + Country
 - Interests
 - + What are some common interests of this group of people?
 - Lifestyle
 - + How do these people live?
 - » For example, let’s say you live in Los Angeles, California. A new store just opened called “Organic Snacks To Go”.
 - Ask “*What’s the age of this store’s target market?*”
 - Ask “*What’s the location of this store’s target market?*”
 - Ask “*What are the interests of this store’s target market?*”
 - Ask “*What’s the lifestyle of this store’s target market?*”
 - + Age: Young Adults



- + Location: Los Angeles, California, United States
- + Interests: Healthy eating; Working out; Nature
- + Lifestyle: Busy; Single; Doesn't cook
- Name a few businesses and have your students guess the target markets.
 - » Age
 - » Location
 - » Interests
 - » Lifestyle
- **BUILD:** Tell the students to develop their target market.
 - » If a student finishes early, have them help a neighbor.
 - » If time permits, students may present their target market to the class.

Homework

- Finish your business's target market.
- Write down the target market for two popular businesses.

Extra Activity

- Give your students an age group.
 - » Babies
 - » Children
 - » Teenagers
 - » Young adults
 - » Adults
 - » Seniors
- Have the students name a product or service intended for each age group.



DAY 7



Lesson Objectives

- To define marketing
- To develop a marketing strategy

Review

- Day 6 homework
- What is a target market?

How can you reach your target market?

- Ask “How does a target market learn about a product or service?” (encourage responses)
 - » When a new business opens, the target market has no idea the business exists.
 - » You need to MARKET, also known as ADVERTISE, to your target market. Marketing uses many strategies to make your target market aware of your product or services.
 - TV commercials
 - Social Media
 - Internet advertisements
 - » Ask students for more examples.
- Ask “Can you think of any memorable business advertising directed towards you?” (encourage responses)
 - » For example, a funny TV commercial.
- Every business does not market the same way. Some types of marketing are more beneficial to only one, specific business.
 - » For example, a gas station near the highway would benefit from marketing on a billboard close to that highway, compared to placing an advertisement in a magazine or on a TV commercial.
 - » Ask for more examples.
- **BUILD:** Tell the students to develop their marketing strategy.
 - » If a student finishes, have them help a neighbor.
 - » If time permits, students may present their marketing strategy to the class.

Homework

- Finish your business’s marketing strategy.
- How does your favorite business market?
- In a few sentences, explain what kind of marketing you find most successful and how this kind of marketing gets your attention.

Extra Activity

- Write a marketing strategy and the name of a business on the board.
- Ask students to describe ways that business could use that strategy.



Examples of Marketing

Flyers

Brochures

Packages

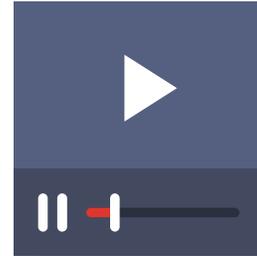
TV Commercials

Business Cards

Industry Content

Radio

Word of Mouth



Websites

Competitions



Free Giveaways

Online Videos

Free Trials

Banners

Social Media

Door Knocking

Car Stickers

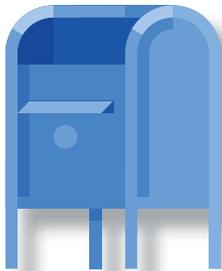
Telemarketing



Paintings

Testimonials

COUPON



Magazines

Coupons

Mail



Webinars

Billboards

E-mail

Limited Time Sales

DAY 8

Lesson Objectives

- To define costs
- To develop a cost analysis

Review

- Day 7 homework
- What is marketing?

Costs

- Ask “Do you need some money to build a business and market to customers?”

(encourage responses)

- » Yes, the money needed to start and run a business is called COSTS.
- » For example, it costs money for a farmer to sell carrots to customers.
 - It costs money to buy the land to grow carrots.
 - It costs money to buy the carrot seeds.
 - It costs money to fertilize the carrots.
 - It costs money to water the carrots.
 - It costs money to pay people to harvest the carrots.
 - It costs money to clean the carrots.
 - It costs money to package the carrots.
 - It costs money to transport the carrots from the farm to a store.
- Ask “What are some additional costs for a business?” (encourage responses)
 - » When a student names a cost, ask which type of business would require it.
- Ask “What are some ways we can reduce business costs?” (encourage responses)
 - » Buy materials on sale or in bulk.
 - » Pay annually instead of monthly.
 - » Ask students for more ways to reduce costs.
- **BUILD:** Tell the students to develop their cost analysis.
 - » If a student finishes, have them help a neighbor.
 - » If time permits, students may present their costs to the class.



Homework

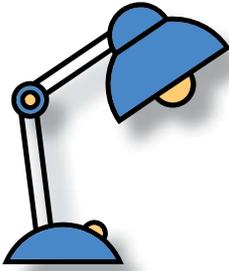
- Finish the costs for your business.
- What are the costs of your favorite business?
- In a few sentences, explain how that business could reduce its costs

Extra Activity

- Write the name of a business on the board.
- Ask students to name all the costs for that business.



Examples of Costs



Office Supplies

Office Rent

Electricity Bill

Water Bill



Computers

Employees

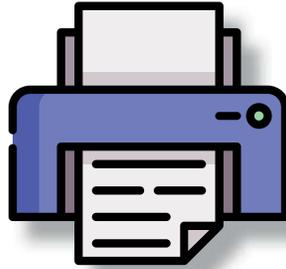
Insurance

Company Vehicles

Training

Research

Office Furniture



Printing

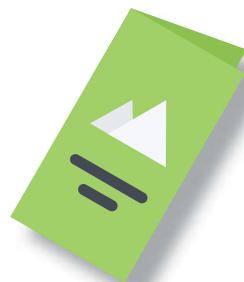
Bonuses

Holiday Parties

Shipping

Meals

Entertainment



Marketing

Travel

Fees

Telephone Bill

Employee Uniforms

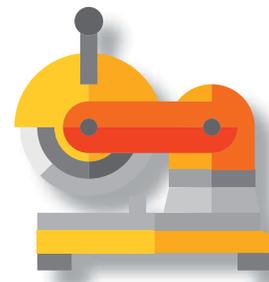
Penalties

Gifts for Clients



Product Materials

Service Materials



Machinery

DAY 9



Lesson Objectives

- To define price
- To list pricing strategies
- To develop a pricing strategy

Review

- Day 8 homework
- What are costs?

How does a business pay for its costs?

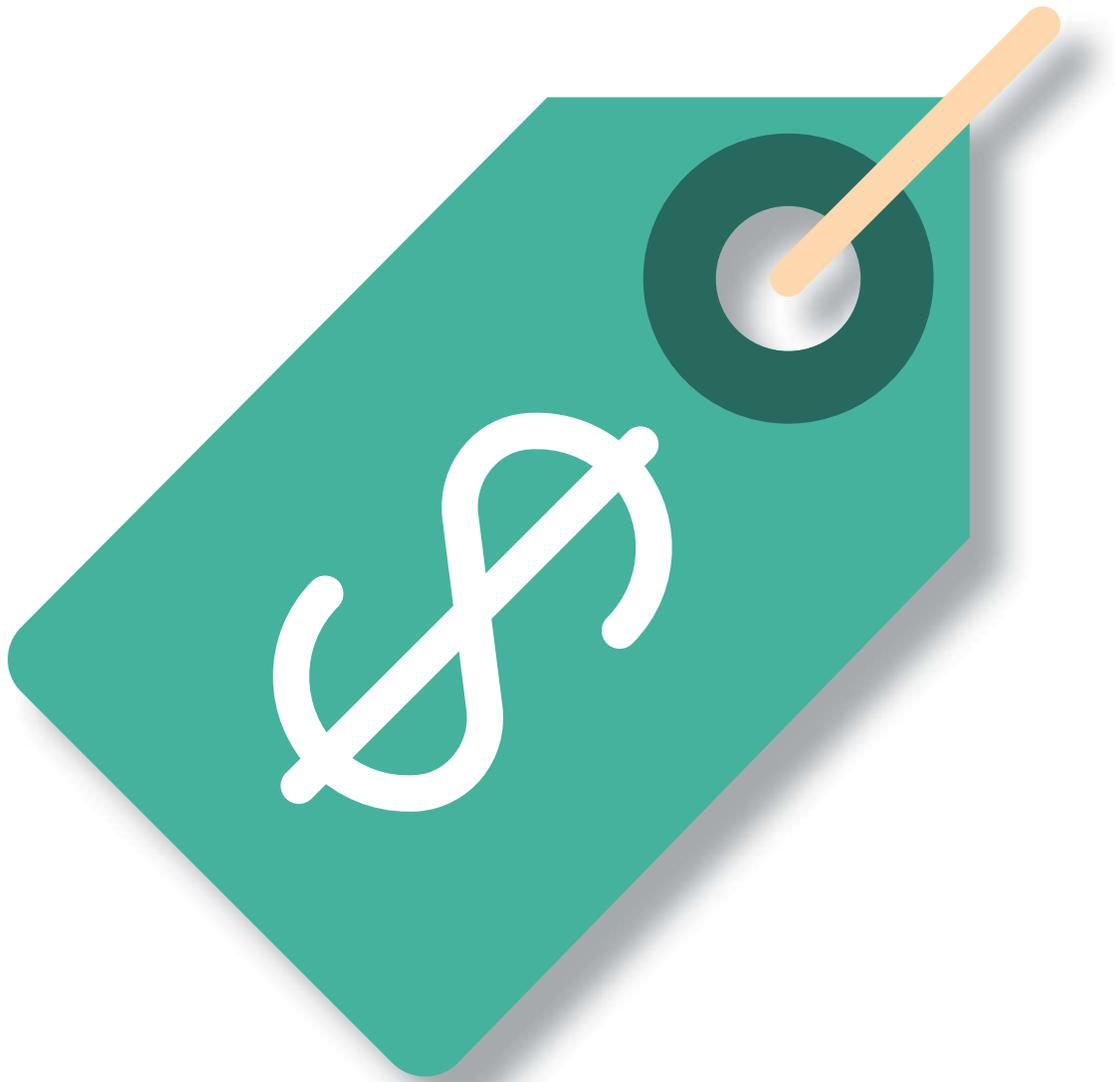
- A business can't survive if it sells a product or service yet loses money during this process because it cannot pay for its costs.
- Ask "How does a business pay for its costs?" (encourage responses)
 - » A business pays for its costs by setting the right PRICE to buy its product or service.
- Ask "What is price?" (encourage responses)
 - » Price is the amount of money a customer must pay for a product or service.
Every business sets its own prices.
 - » For example, the price for a sandwich is \$5.00. The price of a video game is \$60.00.
The price for a car might be \$27,000.00.
- A business must make sure that the price of its product or service is higher than all of its combined costs. Otherwise, the business will lose money and have to close down.
 - » For example, if it costs you \$5.00 to make 5 cups of lemonade at your lemonade stand, you want to make sure that the price of each cup is at least \$1.00.
- There are many different PRICING STRATEGIES that a business can use to encourage customers to buy its products or services.
 - » Packages / Bundles
 - Sometimes when you purchase a video game console, there are a couple of video games included in the box.
 - » Buy one, get one free (BOGO)
 - When you're at a store, you might see a sign that says "Buy one, get one free" or "Buy one, get one 50% off".
 - » Prices ending with .99 cents so they look less expensive (e.g. \$19.99).
 - » Ask students for more examples of pricing strategies.
- **BUILD:** Tell the students to develop their business's pricing strategy.
 - » Have students make an educated guess on a price for their product or service.
 - » Remind students to remember their values for their businesses. For example, if their value is luxury, they will want to make their prices high, since people associate expensive products or services with luxury.
 - » If a student finishes, have them help a neighbor.
 - » If time permits, students may present their pricing strategy to the class.

Homework 🏠

- Finish your pricing strategy.
- What are the prices of your five favorite products or services?
- In a few sentences, explain how the pricing strategies of your favorite businesses influence whether or not you buy the product or service.

Extra Activity

- Research the prices of products online.
 - Break up the students up into teams.
 - Write the name of products on the board and have the teams guess the price.
-



DAY 10



Lesson Objectives

- To define profit
- To develop profit goals

Review

- Day 9 homework
- What is price?
- Name some different pricing strategies.

Calculate Profit

- Ask “Remember the lemonade stand example? It costs \$5.00 to make 5 cups of lemonade. What if you charge more than \$1.00 a cup for lemonade? Let’s say you sold the cup for \$1.50. What do you call the extra \$0.50 that you make on each cup after you have covered your \$1.00 in costs?”
 - » The extra money is called PROFIT.
 - » All entrepreneurs strive to make a profit. With the money from profit, entrepreneurs can choose to spend it on future business costs and/or keep some of it for themselves.
- **BUILD:** Tell the students to complete their profit goals.
 - » If a student finishes, have them help a neighbor.
 - » If time permits, students may present their profit goals to the class.
 - » For lower grades, a calculator will be required to complete the problems.
- How much profit do you want to make each time you sell your product or service?
_____ (desired profit per product/service)
- How much profit would you like to make from your business each year?
_____ (desired yearly profit)
- How many products or services do you need to sell each year to make your yearly profit?
 $(\text{desired yearly profit}) / (\text{desired profit per product/service}) = \text{_____}$ (# sold per year)
- How many products or services do you need to sell each month to make your yearly profit?
 $(\text{\# sold per year}) / 12 (\text{months in a year}) = \text{_____}$ (# sold per month)
- How many products or services do you need to sell each week to make your yearly profit?
 $(\text{\# sold per year}) / 52 (\text{weeks in a year}) = \text{_____}$ (# sold per week)

Homework

- Finish the profit exercises.

Extra Activity

- Write down different profit equations on the board for students to solve.

Homework

» A calculator may be used to complete the problems.

\$19	price	\$21	price	\$33	price	\$ 9	price	\$22	price	\$59	price
- 15	cost	- 11	cost	- 12	cost	- 1	cost	- 11	cost	- 59	cost
\$4	profit	\$10	profit	\$21	profit	\$8	profit	\$11	profit	\$0	profit
x 10	# sold	x 30	# sold	x 90	# sold	x 51	# sold	x 55	# sold	x 99	# sold
\$40	total profit	\$300	total profit	\$1,890	total profit	\$408	total profit	\$605	total profit	\$0	total profit

\$41	price	\$84	price	\$75	price	\$31	price	\$99	price	\$68	price
- 40	cost	- 77	cost	- 44	cost	- 29	cost	- 80	cost	- 35	cost
\$1	profit	\$7	profit	\$31	profit	\$2	profit	\$19	profit	\$33	profit
x 20	# sold	x 25	# sold	x 67	# sold	x 100	# sold	x 21	# sold	x 31	# sold
\$20	total profit	\$175	total profit	\$2,077	total profit	\$200	total profit	\$399	total profit	\$1,023	total profit



DAY 11



Lesson Objectives

- To define branding
- To develop a business name
- To develop a business logo

Review

- Day 10 homework
- What is profit?

Branding

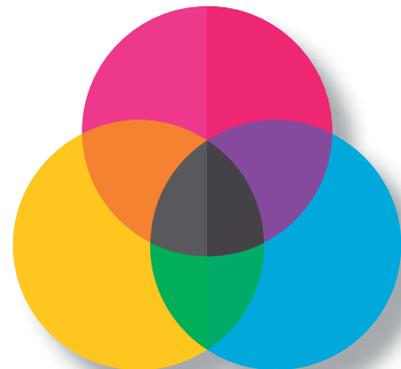
- Ask “How do customers recognize businesses?” (encourage responses)
 - » The main ways a customer recognizes a business are by its business name and logo.
 - » Other ways include the business colors or theme song.
 - » Creating a business name and logo is called **BRANDING**.
- Ask “What is a business name?”
 - » The name of a business.
 - » When you create your business name, make sure it is relevant to your target market and value. If your business provides the value of luxury, don’t call your business *Cheap Cars Dealership*. If your target market is kids, use words children will like.
- Ask “What is a business logo?”
 - » An image that represents your business.
 - » Similar to your business name, your logo should be relevant to your target market and value.
 - » Ask for examples of popular business logos.
- **BUILD:** Tell the students to develop their business name and logo.
 - » If a student finishes, have them help a neighbor.
 - » If time permits, students may present their logo to the class.

Homework

- Finish your business’s name and logo.
- Print the logo of your favorite business.

Extra Activity

- Show students different logos of popular businesses.
- Have the students guess the business names.



DAY 12



Lesson Objective

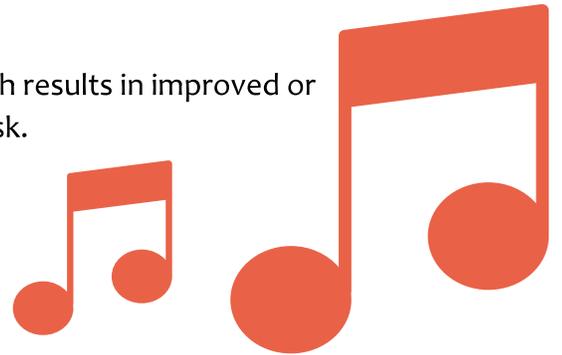
- To define motivation

Review

- Day 11 homework
- What is branding?
- What is a business name and logo?

Motivation

- Ask “What is motivation?” (encourage responses)
 - » Motivation is an external or internal stimulus which results in improved or refocused determination to complete a goal or task.
 - Listening to music.
 - Reading an inspiring book.
 - Watching an inspiring movie (ex. Rudy).
 - Watching an inspiring YouTube video.
 - Participating in a competition.
 - Being recognized for good performance (ex. trophy).
 - Comparing to a similar experience (ex. If you were cut by your basketball team, feel reassured you can still be successful since Michael Jordan was cut from his high school team).
- Ask “Are all entrepreneurs successful with their first business?” (encourage responses)
 - » No, all entrepreneurs must accept the possibility of failure.
 - » Entrepreneurship is similar to any activity such as playing sports. Let’s say you want to be a professional baseball player. Do you think tomorrow you will be signed by a major league team? Not at all. You will spend years practicing your baseball skills and playing amateur games before you are even considered by a team.
 - » In entrepreneurship, you may spend years practicing your entrepreneurial skills and creating businesses before you find success. That is why it helps to start building businesses as a kid since you will gain years of experience.
 - » Do not be discouraged by your failures. Analyze what went wrong in your business and what should be improved. Your experiences will over time make you into a master of entrepreneurship.
- **BUILD:** Tell the students to develop their motivation.
 - » If a student finishes, have them help a neighbor.
 - » If time permits, students may present their motivation to the class.



Homework

- Write about a time you were motivated to complete a goal or task. What was the motivation? Were you successful?

DAY 13 & 14

Lesson Objectives

- To define a business model
- To list pitching techniques

Review

- Day 11 homework
- What is motivation?
- What is important about failure in business?

Business Model

- Ask “What is a business model?” (encourage responses)
 - » A business model is a view into the structure of a business.
- Ask “Why do you think it is beneficial to create a business model?”
 - » A business model is a view into the inside of your business. It is designed so that you, the entrepreneur, can easily pitch your business information to others (e.g. investors).
 - » On Day 15, you will be pitching in front of the class.
 - Pitch length must be less than four minutes.
- Ask “What are good pitching techniques?” (encourage responses)
 - » Stand up straight.
 - » Eyes forward.
 - » Don’t mumble, but project your voice.
 - » Smile and be enthusiastic.
 - » Don’t pace, but gradually walk to each side of the audience.
 - » Encourage questions at the end.
- **BUILD:** Tell the students to create their business model on Google Slides or PowerPoint.
 - » Students should reference Dwight the Light Bulb’s template in their portal.
 - » The business model should include all the information from their builds.
 - » Remind the students tomorrow will be spent building their business model.

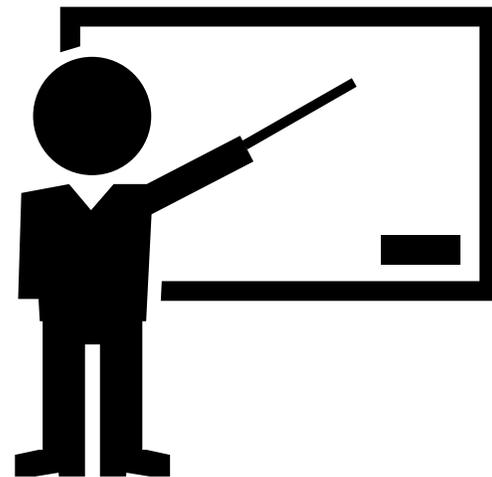
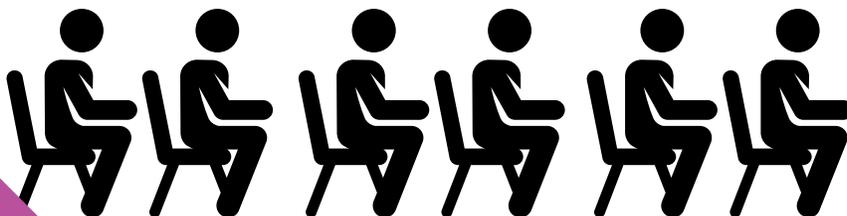


Homework

- Practice pitching your model in less than 4 minutes.

Extra Activity

- Have students practice pitching to their neighbors.



DAY 15 & 16

Lesson Objective

- To pitch a business model

Review

- What are some good pitching techniques?

Pitch Day

- Congratulate the students on completing the program and their first business model.
- Have each student pitch their business model to the class.
 - » Only allow 4 minutes to pitch.
 - » Encourage students to applaud and ask questions at the end of each pitch.

*Congratulations on
completing the program!*

