

DISCLAIMER:

This document is NOT a curriculum guide. This document was NOT created with the intention that you follow it exactly. This document is a version of what one might do in their classroom if they had two 9-week blocks to work with. A few tips...

- > Do not do exactly what is on this document. Make it your own. Make it work for you, your class, your kids, your schedule. Use your beautiful teacher brains and do some planning!
- > Buffer Week - use these days throughout the semester in the event that you need more time to cover a topic or need to reiterate an activity.
- > Use all the resources you have available to you; Youth Entrepreneurs curriculum and resources, YE Staff, YE teachers across the country, Business Model Generator book, the internet, etc.
- > If you need help...ASK!!!

WEEK 1

Day 1	<ul style="list-style-type: none"> > Introduce YE Currency > Pit with Name Cards > What is YE? > Introduce Foundational Values using a Foundational Values activity > Introduce SLANT Method > Student Agreements and Syllabus
Day 2	<ul style="list-style-type: none"> > YE Currency throughout class > What's in a Handshake? Activity > James Harris video - available on the YE Youtube channel (https://www.youtube.com/user/YouthEntrepreneursKS/featured) > Speak Out Cards - just the easy cards for 30 seconds, about 5 students, focus on speaking for the entire 30 seconds and not using fillers like "umm" and "like"
Day 3	<ul style="list-style-type: none"> > YE Currency throughout class > Networking on their own using knowledge from What's in a Handshake? Activity - ask students to share any new knowledge > Introduce The Codec - review The Foundational Values, fill in just that portion of The Codec relative to networking > Beginning of the Year Survey > Speak Out Cards - just the easy cards for 30 seconds, different students than before, focus on speaking for the entire 30 seconds and not using fillers like "umm" and "like"
Day 4	<ul style="list-style-type: none"> > YE Currency throughout class > Start a Personal Branding Project
Day 5	<ul style="list-style-type: none"> > YE Currency throughout class > Finish the Personal Branding Project > Speak Out Cards if there is time - add in the medium cards, speak for 1 minute

WEEK 2

Day 1	<ul style="list-style-type: none">> YE Currency throughout class> Introduction to Entrepreneurship lesson> Decade of Entrepreneurs Project in groups or pairs
Day 2	<ul style="list-style-type: none">> YE Currency throughout class> Complete Decade of Entrepreneurship Project in groups or pairs
Day 3	<ul style="list-style-type: none">> YE Currency throughout class> Present Decade of Entrepreneurship Project in groups or pairs
Day 4	<ul style="list-style-type: none">> 3 Simple but Not Easy Questions> Cowboy Inkblot and Find the Numbers> Speak Out Cards or Speak Out - Speak Back with Speak Out Cards
Day 5	<ul style="list-style-type: none">> YE Currency throughout class> Innovation and Creative Destruction - Disruptus> Auction

WEEK 3

Day 1	<ul style="list-style-type: none">> The Trading Game> 10 Economic Principles - The Four Ss
Day 2	<ul style="list-style-type: none">> Pit> Continue 10 Economic Principles - Four Market Measures
Day 3	<ul style="list-style-type: none">> Paper Airplanes> Continue 10 Economic Principles - Ricardo's Law of Comparative Advantage
Day 4	<ul style="list-style-type: none">> BeadVille> The Codec - Complete the relevant sections based on own personal experience
Day 5	<ul style="list-style-type: none">> Boneyard> Auction

WEEK 4

Day 1	<ul style="list-style-type: none">> Garbology - Customer Segment> Market Research discussion
Day 2	<ul style="list-style-type: none">> Ideation - IDEO video> Invention Activity - create a product that creates value for the customer described in Garbology
Day 3	<ul style="list-style-type: none">> Marketing Mix - The 4 Ps> Marketing Plan - create a marketing plan for that product
Day 4	<ul style="list-style-type: none">> I, Pencil> Channels of Distribution
Day 5	<ul style="list-style-type: none">> Pitch your Marketing Plan

WEEK 5

Day 1	<ul style="list-style-type: none">> Costs Lesson (reference I, Pencil) and Activity> Pricing and Break-even
Day 2	<ul style="list-style-type: none">> Capital - ROI and ROS
Day 3	<ul style="list-style-type: none">> Going Bananas
Day 4	<ul style="list-style-type: none">> Start Market Day in pairs - applying everything we have learned thus far to your own pop-up business> You must do market research, calculate the COGS and Profit of your options, etc.
Day 5	<ul style="list-style-type: none">> Continue work on Market Day - this will look different for each group

WEEK 6

Day 1	<ul style="list-style-type: none">> Continue work on Market Day
Day 2	<ul style="list-style-type: none">> Continue work on Market Day
Day 3	<ul style="list-style-type: none">> Continue work on Market Day
Day 4	<ul style="list-style-type: none">> Create Market Day pitch using Market Day pitch template
Day 5	<ul style="list-style-type: none">> Continue creating Market Day pitch using pitch template

WEEK 7

Day 1	<ul style="list-style-type: none">> Market Day oral pitches
Day 2	<ul style="list-style-type: none">> Market Day oral pitches> Submit loan request to YE
Day 3	<ul style="list-style-type: none">> Loan amounts revealed - discuss how this might change their plans for market day> Market Day prep<ul style="list-style-type: none">• final numbers adjusted for actual loan amount• menu posters• marketing tools (signs, flyers, etc.)• shopping list• To Do lists
Day 4	<ul style="list-style-type: none">> Continue Market Day prep
Day 5	<ul style="list-style-type: none">> Continue Market Day prep

WEEK 8

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|-------|---|
| Day 1 | <ul style="list-style-type: none">> Continue Market Day prep> Hanging flyers |
| Day 2 | <ul style="list-style-type: none">> Review Day of Market Day plans one group at a time |
| Day 3 | <ul style="list-style-type: none">> Continue Market Day prep> Place orders with vendors |
| Day 4 | <ul style="list-style-type: none">> Continue Market Day prep> Remind students about field trip<ul style="list-style-type: none">• Permission slips• Attire• Time and location> Field Trip prep<ul style="list-style-type: none">• Shopping lists |
| Day 5 | <ul style="list-style-type: none">> Market Day prep field trip to purchase items needed for market day |

WEEK 9

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|-------|---|
| Day 1 | <ul style="list-style-type: none">> Final Market Day prep<ul style="list-style-type: none">• Confirm orders, deliveries, and pick-ups• Remind students about what they need to do/remember/bring |
| Day 2 | <ul style="list-style-type: none">> Market Day |
| Day 3 | <ul style="list-style-type: none">> Market Day follow-up<ul style="list-style-type: none">• Cash Out Form - payback loan• Individual Reflection - The Codec• Team Reflection - The Codec |
| Day 4 | <ul style="list-style-type: none">> Close out Market Day - Last Day to complete all Market Day items - Tie up loose ends. |
| Day 5 | <ul style="list-style-type: none">> Pit> Auction |

WEEK 10

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| Day 1 | <ul style="list-style-type: none">> Introduce the Business Model Canvas> Complete a BIO sheet based on Market Day business |
| Day 2 | <ul style="list-style-type: none">> Review Customer Segment.> In pairs, using magazine advertisements, complete Customer Segment section of BMC> Share description of Customer Segment with class. |
| Day 3 | <ul style="list-style-type: none">> Review Customer Segment and Value Proposition.> Watch a Shark Tank pitch and complete Customer Segment and Value Proposition segments of the BMC> Compare and Contrast how students completed the two segments. |
| Day 4 | <ul style="list-style-type: none">> Review Channels.> In pairs, research Omaha Steaks. Complete Customer Segment, Value Proposition, and Channels.> Share Channels and what influence Customer Segment and Value Proposition have on their Channels. |
| Day 5 | <ul style="list-style-type: none">> Disruptus in teams> After 3 rounds of Disruptus, teams choose their favorite product and complete Value Proposition, Customer Segment, and Channels. |

WEEK 11

Day 1	<ul style="list-style-type: none">> Review Customer Relationships> Research Southwest Airlines. Complete Value Proposition, Customer Segment, Channels, and Customer Relationships.> As a class, use Post-It Notes to fill in a large BMC on the whiteboard. Discuss the differences and similarities.
Day 2	<ul style="list-style-type: none">> Review Cost Structure and Revenue Streams> Complete all segments covered for a business like MLB park.
Day 3	<ul style="list-style-type: none">> Review Key Activities, Key Resources, and Key Partners> In pairs, complete an entire BMC for a local business. Let students choose which business they would like to use. Have them share with another pair.
Day 4	<ul style="list-style-type: none">> Invention Activity in pairs - after they create their new product, partners must complete an entire BMC and pitch
Day 5	

WEEK 12

Day 1	<ul style="list-style-type: none">> Choose partners for second Market Day. Begin brainstorming business ideas for second Market Day. Work through BMC for ideas for second Market Day.
Day 2	<ul style="list-style-type: none">> Use BMC to complete Market Day Pitch Template.
Day 3	
Day 4	
Day 5	

WEEK 13

Day 1	<ul style="list-style-type: none">> Continue to use BMC to complete Market Day Pitch Template
Day 2	
Day 3	
Day 4	<ul style="list-style-type: none">> Market Day Pitches> Submit loan request to YE
Day 5	<ul style="list-style-type: none">> Market Day Prep

WEEK 14

Day 1	<ul style="list-style-type: none">> Market Day Prep
Day 2	<ul style="list-style-type: none">> Market Day Prep
Day 3	<ul style="list-style-type: none">> Market Day Prep
Day 4	<ul style="list-style-type: none">> Market Day Prep
Day 5	<ul style="list-style-type: none">> Market Day Prep

WEEK 15

Day 1	> Market Day Prep - Field Trip to purchase items for Market Day
Day 2	> Market Day Prep
Day 3	> Market Day Prep
Day 4	> Market Day
Day 5	> After Market Day activities - Cash Out Form, Team Report, Individual Report

WEEK 16

Day 1	> Invite a local business owner to class to speak about entrepreneurship. Have local business owner present students with a problem faced by their business. In groups of 3-4, students will attempt to solve the problem using the knowledge they have gained throughout the course of YE.
Day 2	> Work on solution and pitch
Day 3	> Pitch solution to problem
Day 4	> Business crawl. Complete BIO sheet for one of the businesses toured while on business crawl.
Day 5	> Boneyard and auction

WEEK 17

Day 1	> Have students generate their own business ideas; sole proprietorships or partnerships. Use the 5 iterations to generate a final pitch for their business model.
Day 2	> Work through 5 iterations of BMC
Day 3	
Day 4	
Day 5	> Work through 5 iterations of BMC > Work on Pitch

WEEK 18

Day 1	> Work on Pitch
Day 2	> Pitch business model
Day 3	
Day 4	> End of the Year YE Survey
Day 5	> Final game of Pit and Auction