

COURSE GUIDE



Enterprise & Innovation 1010 | Challenge & Opportunity

Introduction

In this unit plan, the approach to teaching entrepreneurial spirit is to focus instruction on experiential learning, collaborative investigation, and application of knowledge. The skills associated with entrepreneurship are reinforced throughout this course through group work and real-world examples. Students are given the opportunity to identify problems and solutions using the guiding principles of modern day problem/solution models in start-up businesses. This guide contains lesson plans for 22 instructional blocks, with supporting information, student worksheets, assessment questions and rubrics.

The course guide has been divided into five key concepts for any entrepreneur:

1. **Problem:** How do ideas solve problems in the world?
2. **Solution:** How do you find solutions that meet people's needs?
3. **Customer:** Who are the people that care about the solution and how do you know they want your solution?
4. **Value:** What makes your solution different or better than other solutions already available?
5. **Validate:** Get into the community and talk to your potential users to discover if they see value in your solution.

As students explore these concepts and deepen their understanding of entrepreneurship, keep in mind the following:

Students in cohorts: In Section 1, it is recommended to group students into cohorts of 3-4 students. These cohorts are intended to be the students' groupings for the duration of the course, to continually revisit and deepen a particular business idea. If need be, course activities can be modified for individual work.

Activity sheets as documentation: This course is intended to be a collaborative, inquiry-based journey founded in discussion. Activity sheets are ideally used to document conversation and investigation, rather than as quiet individual work time.

Community engagement: Students are asked to validate their ventures with real users in the community. If there are concerns with running these types of activities in your school, it is recommended to create business idea guidelines with the students by Section 3 to ensure that they will be able to validate the concepts they produce.

Objective

After completing this unit plan, students will have learned how to:

- Work collaboratively to identify how to organize information into a Business Model Canvas
- Identify real-world problems and create a cohesive problem statement for at least one idea
- Develop a least one solution to solve their real world problem
- Understand customer needs and market changes

- Build a prototype of their solution/business idea and define the value proposition
- Experience failure as a valuable tool to advance ideas
- Conduct market research to inform changes to the Business Model Canvas content in order to improve ideas and the solution
- Complete a Business Model Canvas
- Prototype a business idea
- Present ideas through a “pitch” style presentation for peers

Keywords

Business Model Canvas, validation, prototype, problem statement, value proposition, market research, entrepreneur

Time

1 semester

How to Differentiate and Enrich Learning

Knowledge is accessed and built by:

- Watching and listening to videos and presentations
- Discussing and interviewing
- Reading text, articles, and research papers
- Viewing and interpreting images, photos and graphs
- Note taking by writing or voice recording (audio workbook)
- Mind-mapping
- Collecting and tracking real-world data

Knowledge is applied/contextualized, practiced, and understood by:

- Sharing personal stories
- Game play with flexibility for reinforcing/repeat
- Choosing personally relevant research topic or project
- Testing ideas through building, experimenting, and prototyping
- Answering formative (check-in) assessment questions
- Drawing and creating storyboards and diagrams
- Evaluating and incorporating feedback

Knowledge and understanding are demonstrated by:

- Thoughtful reflections and accurate answers in writing or otherwise (journal, test etc)
- Final product uses choice of multimedia (video, website, poster, pod-cast)
- Creating a product with real-world relevance/applicability
- Creating a product for users/audiences beyond the classroom
- Final product meeting rubric indicators – with student choice for what should be assessed
- Formal oral presentations; participation in campaigns and model displays
- Building model representations for visualizing things that are too small to see
- Collaborating and providing useful/correct feedback to others

Background Information

MindFuel

MindFuel (formerly Science Alberta Foundation) knows that a single moment can change a child's life forever. For over 25 years, our team has been dedicated to creating innovative educational programs that spark a child's curiosity and ignite a life-long passion for science. To us, science is much more than just textbooks and formulas. Science is creative, entertaining and transformative. Edacity and our other programs, Wonderville and Ignition Pack, embody these values and open a world of possibilities that can change a life forever.

Edacity

Edacity is an educational hub for science, innovation, and entrepreneurialism. Through course resources (the Edacity Innovation Bank), Mentor Connections, and entrepreneurial-inspired events, students connect the dots between their ideas, science and application.

If everyone can learn and anyone can create, then we can all innovate; Edacity provides the tools, resources and experiences in the classroom and beyond to break down the wall of scientific stereotypes, see science in the everyday, and change our world. Check out www.Edacity.ca for more information on exciting events, resources, and opportunities for you and your students.

Contents

<i>Section 1 - So You Think You Can Be An Entrepreneur</i>	6
Lesson Part 1 - Discussion & Mind Map	7
Lesson Part 2 - Personal Inventory	8
Lesson Part 3 - Profiling Successful Entrepreneurs	11
<i>Section 2 - Business Types</i>	19
Lesson Part 1 - Business Types (Part 1)	20
Lesson Part 2 - Business Types (Part 2)	26
<i>Section 3 - Business Ideas: Is There an App for that?</i>	29
Lesson Part 1 - Building a Business Model	30
Business Model Canvas	31
Example: Business Model Canvas	32
Lesson Part 2 - Designing a Business Model Canvas	33
<i>Section 4 - What is Your Problem?!</i>	35
Lesson Part 1- Identifying Problems	36
Lesson Part 2 - Identifying the Root Problem	37
<i>Section 5 - I Got 99 Problems, and a Solution can Solve 'em!</i>	39
Lesson Part 1 - Identifying Solutions	40
<i>Section 6 – The Customer is Always Right!</i>	41
Lesson Part 1 - Customers in the Market	42
Lesson Part 2 - Creating More Valuable Solutions	47
<i>Section 7 - Show me the Value</i>	48
Lesson Part 1 - Value Proposition	49
Lesson Part 2 - Kickstarter	52
<i>Section 8 - How to Win at Failing</i>	54
Lesson Part 1 - Experience Failure	55
Lesson Part 2 - Failure as a Tool	56
<i>Section 9 – The Customer is Still Right!!!</i>	57
Lesson Part 1 - Practicing Customer Interviews	58

Lesson Part 2 - Market Research and Product Refinement	59
<i>Section 10 – Let's get Ethical</i>	<i>66</i>
Lesson Part 1 - Identifying Your Values	67
Business Ethics Cards	68
Lesson Part 2 - Making Ethical Decisions	71
Ethical Decisions Cards	72
<i>Section 11 – Bringin' it all Together Self Evaluations & Assessments</i>	<i>73</i>
Project Instructions & Rubric	75
Self & Group Evaluation	76
Sections 1 - 5 Assessment	82
Sections 1 - 5 Assessment Rubric	83
Sections 6 - 8 Assessment	84
Sections 6 - 8 Assessment Rubric	87
Sections 9 - 11 Assessment	88
Sections 9 - 11 Assessment Rubric	91

Section 1 | So You Think You Can Be An Entrepreneur

Student Project Goals for Section 1:

In this section students will advance their projects by:

- Organizing in cohorts

SECTION 1: OUTLINE

Students will know what it means to be an entrepreneur; specifically the types of skills, knowledge, and attitudes that individuals need to possess in order to be an entrepreneur. Students will also understand that an entrepreneurial spirit is important in their everyday life. The Entrepreneurial Skills Personal Inventory will help students see which entrepreneurial skills they already possess, and which ones they will need to build over this course. Then, students will have an opportunity to look at a number of successful entrepreneurs. Through exploration, students will start learning about the diversity of entrepreneurs that exist as well as the solutions that these entrepreneurs were able to create.

SECTION 1: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

6. Make personal connections to the cluster content and processes to inform possible pathway choices
 - 6.1 Complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences
 - 6.2 Create a connection between a personal inventory and occupational choices

Components for Section 1: So You Think You Can Be An Entrepreneur

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- Exemplar "What is an Entrepreneur?" Mind Map
- Seven Entrepreneur Profiles (for distribution)
- Recommended YouTube Videos:
 - ♦ "What is an Entrepreneur" (<https://www.youtube.com/watch?v=IZKhZmvJuZY>)
 - ♦ "What is an Entrepreneur – PoonTow Animation" (<https://www.youtube.com/watch?v=mWBif5GTzNs>)
- One Entrepreneurial Skills Personal Inventory per student
- One Entrepreneur Profile per student group (cohorts of 3-4 students)

Time Required

Approximately 2 instructional blocks (60-90 minutes each)

LESSON PART 1: DISCUSSION & MIND MAP

Approximate time: 20 minutes

1. Write "What is an Entrepreneur?" in the center of your whiteboard, interactive whiteboard or flip chart paper.
2. Ask students to call out the terms, words, or phrases they think of when defining an entrepreneur. Some examples include.
 - ♦ Characteristics/traits of an entrepreneur
 - ♦ What an entrepreneur does
 - ♦ Examples of entrepreneurs (names of famous entrepreneurs)
 - ♦ Fields of work and industries
 - ♦ Antonyms (what an entrepreneur is not)
3. **Option A:** Write each student response on a sticky note, then move sticky notes to cluster them according to similar themes.
Option B: Use colors, clustering, or other whiteboard-based method to group student ideas according to similar themes.

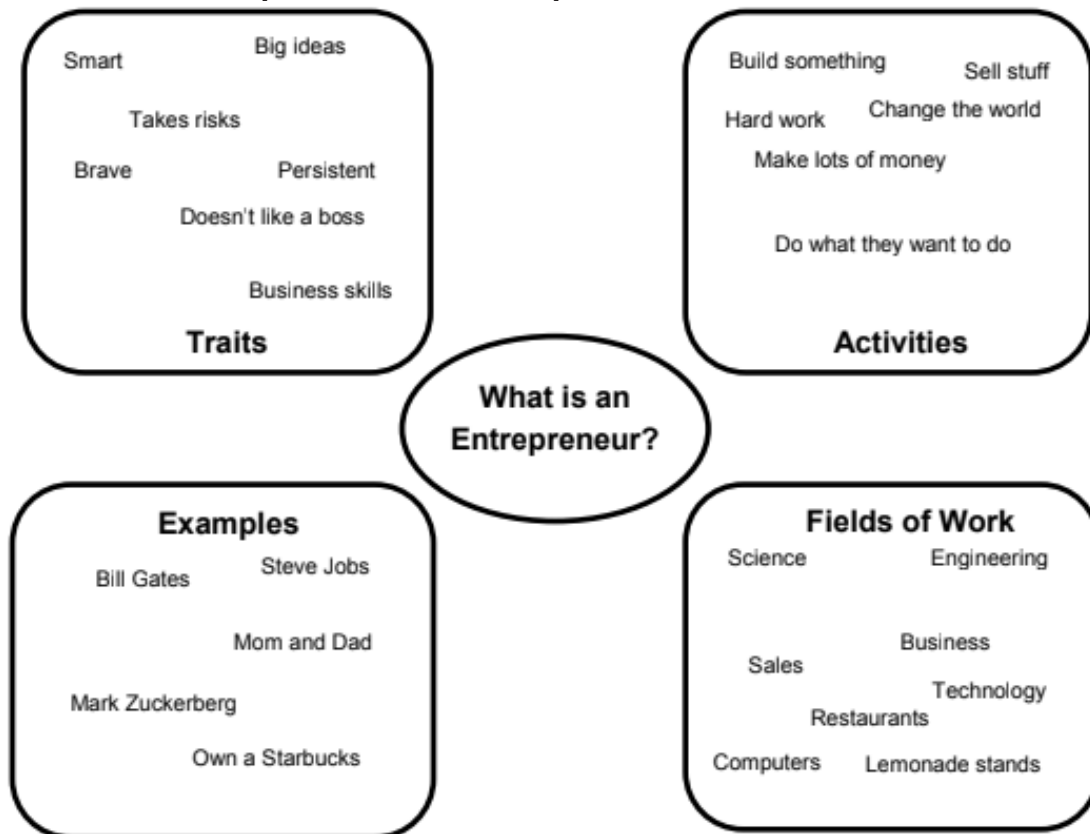


Entrepreneurs are experts at seeing problems and finding solutions that offer value.

Not all business owners are great entrepreneurs, and not all entrepreneurs are business owners.

For either method: ask students questions like, "Where do you think I should write/place that word?" If possible, take a picture or use another method to save the class ideas. This will help organize the Mind Map and show trends.

Exemplar "What is an Entrepreneur?" Mind Map



4. Have the students watch the listed YouTube videos.
5. Question the students about what they learned in the videos. Is being an entrepreneur about making money? Is there just one type of entrepreneur? Add or remove traits and activities from the Mind Map based on the students' learning.

LESSON PART 2: PERSONAL INVENTORY

Approximate time: 30 minutes

1. Ask students what personal skills they think an entrepreneur has to have to be successful.
2. Introduce the eight entrepreneurial skill categories (as listed in the Entrepreneurial Skills Personal Inventory) and discuss with the class why they are important for entrepreneurs to develop.
3. Give students the Entrepreneurial Skills Personal Inventory. While taking this inventory, it will be important to remember a number of things (please communicate these to students):
 - ♦ There are no wrong answers.
 - ♦ Ratings will not determine your success in this course. Student effort and growth will determine success.
 - ♦ Remember to keep these inventories. You can take these again at the end of the course and see how much you have progressed.
 - ♦ If students have low scores after completing the personal inventory, ask them which traits are most important to them to develop and to consider how they could do that through this course.
4. Group students into cohorts of 3-4 students based on their skills or your unique classroom requirements. Alternatively, students can be grouped in Section 3 after they have identified problems.



In this course, students will work in cohorts of 3-4 and generate a business idea together.

These cohorts are intended to be the same group of students working together every class; they will work towards the creation of a business model. Cohorts can be selected based on complementary skill sets. Some examples of these skills include: leadership, communication, design, and fact-finder (someone who enjoys searching for information).

Cohorts support one another in learning the course content and applying their understandings to their business plan. They also allow students to practice collaborative learning and to use peer language to support one another in learning new ideas.



NAME: _____ DATE: _____

GROUP MEMBERS: _____

ENTREPRENEURIAL SKILLS PERSONAL INVENTORY

Entrepreneurs have skills that help them to become successful. Not all have the same skill set, but there are many skills and traits more commonly seen in entrepreneurs. Take the quiz below to see which skills you possess. Remember that you don't have to have all the skills below. At the end of this quiz, you'll decide which skills you'd like to improve during the course. At the end of the course, you'll have a chance to retake the quiz and see how you improved.

For each statement, choose a number from 1-5. A low number means you don't agree with the statement. A high number means you strongly agree with the statement.

Statement	Beginning of Course (1- don't agree, 5- totally agree)	End of Course (1- don't agree, 5- totally agree)
1. Adaptability	/15	/15
a. I am comfortable with surprises.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
b. I like being part of change.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
c. I like finding new opportunities to change things.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
2. Drive	/15	/15
a. I hate doing things again and again.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
b. I am willing to work long hours to achieve my goals.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
c. I have been described as stubborn by my friends and family.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
3. Commitment	/15	/15
a. I am happy to make long term commitments.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
b. I will force myself to do things I don't like if I think they will help me succeed.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
c. I keep promises.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
4. Personality	/15	/15
a. I am easily bored.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
b. I am happy to make my own path, rather than taking the same path as everyone else.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
c. I am resourceful and able to find solutions other people don't see.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
5. Money	/15	/15
a. I like to think about money, how to get it, and how to use it effectively.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
b. I am good at saving money.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
c. I would be willing to spend my own money to start my own business.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5

6. Creativity	/15	/15
a. I love trying to create things, even when I don't know what I am doing.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
b. When something doesn't work, I like to be part of fixing it.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
c. I get easily distracted by my own thoughts and imagination.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
7. Leadership	/15	/15
a. I like to be a leader.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
b. People tend to follow my lead.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
c. People can trust what I have to say.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
8. Risk and Decision Making	/15	/15
a. I rarely hesitate when I need to make a decision.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
b. I am willing to try new things even when I know I might not succeed.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
c. I don't get discouraged by failure. I just try again.	1 - 2 - 3 - 4 - 5	1 - 2 - 3 - 4 - 5
Total Score:	/120	/120

- Add up your score for each of the eight skill areas above, then take those eight totals and add them to make a total for the whole course.
 - In which area did you score the highest? Do you agree? Why/why not?
 - In which area did you score the lowest? Do you agree? Why/why not?
- Choose 2 to 3 areas that you'd like to work on over the duration of this course. Below, list those areas and explain what you will do to improve in these areas. (Remember that all entrepreneurs are different.)

LESSON PART 3 - PROFILING SUCCESSFUL ENTREPRENEURS

Approximate time: 45-60 minutes

1. **Option A:** Have students work as individuals or in pairs/small groups to research an entrepreneur of their choice.
Option B: Seven Entrepreneur Profiles are available. Form small groups of 3-4 students and distribute one profile to each group.
2. Give students time to create a mini-presentation to the rest of the class to highlight the entrepreneur they have investigated, focusing on the following points (teachers may wish to put these prompts somewhere visible to the whole class):
 - ♦ What problem does this entrepreneur's solution fix OR what solution does your entrepreneur offer?
 - ♦ What kind of an impact does this entrepreneur have on its customers?
 - ♦ Is this a successful business? Why/why not?
 - ♦ What weaknesses do you see in this business OR what changes would you make to this business?
 - ♦ How does this business create value? (Think: money, users, saving lives, etc?)
3. Once everyone is done, ask them to report their findings to the rest of the class.

**Entrepreneurial Skill: Risk Taking**

Entrepreneurs are willing to take risks and make mistakes. They become very skilled at learning from their mistakes and continuing to take new risks.

DR. AMY BAXTER ENTREPRENEUR PROFILE



Business Names: MMJ Labs (Buzzy)

Industry/Field: Medical Devices

Year Founded: 2006

Description of Business:

Buzzy is one product created by MMJ labs. It is a vibrating hand-held device that is applied to the skin along with a cold pack. The sensations of cold and movement overwhelm pain sensors to decrease the discomfort associated with localized pain.

Who uses this product or service?

Children, medical professionals, and adults use Buzzy for pain relief in a long list of conditions, including aches, pains, arthritis, musculoskeletal pain and injuries.

Why is this product of service valuable to its customers?

This product is valuable to its customer base as a pain management tool. This can become especially valuable for those who experience recurring pain through regular injections or ongoing medical conditions.

Customer Impact

Launched May 1, 2009, Buzzy has sold over 47,000 units and is used in over 5,000 hospitals and clinics.

History & Business Background

Amy was inspired by a traumatic vaccination for her son, and realized that there must be a better way of alleviating pain felt from injections. In 2006, Amy founded MMJ Labs and began to invent and test models; she then secured over \$1,000,000 in grant funding to develop and manufacture Buzzy and other personal pain products. She recruited other talented, passionate women to grow the vision including a nurse/MBA, a former litigator and a high-powered project manager. The company grew to \$1,000,000 in revenue through word of mouth alone.

Accomplishments & Awards

(Only some awards listed)

- \$ 1.1 million NIH Fast Track Award
- TechVenture Innovation Award
- Medical Design Excellence Award 2011
- Georgia Top 10 Tech Innovators 2013

Other Interesting Facts

Amy continues to practice medicine, perform research, and share her knowledge on pain management. Buzzy is produced in the USA. MMJ Labs supports community projects, global pain interventions, and donates to charities that each team member believes in. MMJ Labs is also highly committed to being environmentally conscious and refuses to make Buzzy disposable.

"If we are successful, we will prove that pushing products solely for profit at the expense of people isn't the only way to run a company. We are out to change the world!"

BEN RUBIN ENTREPRENEUR PROFILE



Business Names: Change Collective

Industry/Field: Education/Software

Year Founded: 2014

Description of Business:

The team at Change Collective are transforming the way people change – whether it is to develop new skills, shift careers, or explore new paths in life. They’ve created a mobile course platform that delivers inspiration from an expert in a way that makes it easy for people to follow through.

Each course features high-quality videos and articles from a world-class expert that teaches ‘simple but effective’ ways to put change into practice, tools that make it easy to track progress, and friends that help users stay accountable to their goals. And because self-discipline isn’t always enough, they added a 1-on-1 coach to each course to help people follow through.

Who uses this product or service?

Change Collective is for anyone interested in making a change for the better and particularly those who need a bit of help along the way. Through coaching, world-class experts, and using the science behind change, this company makes it easy for everyone to achieve their goals.

Why is this product of service valuable to its customers?

Change Collective provides value above and beyond what other programs do by providing guidance and accountability behind any course that they provide. Through the vast number of courses that they offer, users can get started on almost anything they are interested in.

Customer Impact

- 7 employees
- Thousands of people have downloaded their courses.

History & Business Background

Ben and Derek spent time in 2013 interviewing hundreds of customers to prototype their company ideas. Their spark of inspiration came when they realized people consistently wanted change and needed help shifting their identity. Thus Change Collective was born.

Accomplishments & Awards

So far Change Collective has raised over \$1.2 million from investors and is looking to make a meaningful shift in the way we think about creating change in our lives.

Other Interesting Facts

Change Collective is a startup to the core, but it doesn’t mean you can’t have fun. Their HQ has “office dogs” that help boost morale and vie for the co-founders’ and employees’ attention.

ALEX DEVKAR ENTREPRENEUR PROFILE



Business Names: Conspire

Industry/Field: Analytics/Professional Networking

Year Founded: 2013

Co-founder: Paul McReynolds

Description of Business:

Conspire tells users how to get the best introduction to whomever we may want to meet— whether it is a customer, employer or investor.

By analyzing email data, they understand who knows each other and how well. Conspire scores each relationship, recognizing the difference between a close colleague and someone we've just met at a conference for five minutes. With this understanding, Conspire finds the strongest path of connections in the user's extended network to any person or company they're interested in.

Who uses this product or service?

Conspire is for anyone that wants to build relationships across the internet, to be able to understand how connections work together to get to that perfect business contact. We help you to find the people, ideas, resources and opportunities that you need to succeed.

Why is this product of service valuable to its customers?

In the business world, where you can meet almost anyone at any time, it can often be tricky to maintain those relationships as time goes on. Conspire makes it incredibly easy to keep track of people that you know today, and help with gaining more connections moving forward.

Customer Impact

- Over 30 million e-mails have been analyzed on Conspire
- Over 60 million people can be connected using Conspire

History & Business Background

Paul and Alex, friends who attended Stanford University, have grown the company from a small startup in San Francisco to a giant software platform based in Boulder, Colorado.

Accomplishments & Awards

Conspire has raised funding of over \$3.5 million for their platform and have been featured in Forbes, TechCrunch, and other prominent business magazines.

Other Interesting Facts

The company got its start with the help of Techstars, a technology company accelerator.

DAVID BLAKE ENTREPRENEUR PROFILE



Business Names: Degreed

Industry/Field: Social Media/Education

Year Founded: 2012

Co-founder: Eric Sharp & David Wiley

Description of Business:

Degreed is an online platform that puts control in the hands of the learner. It empowers people to find courses in almost anything, track all of their learning, and be recognized for their skills. And best of all, it's free for all users!

Who uses this product or service?

Degreed is for anyone who is interested in learning in new and interesting ways. The platform offers unique and innovative ways of gaining skills without attending a post-secondary institute. Degreed encourages anytime, anyplace, any pace learning.

Why is this product of service valuable to its customers?

Degreed is unique because it offers online learning without an institution, but also provides the recognition for the skills and lessons learned, allowing their customers to acquire new jobs or make the next step in their career path.

Customer Impact

- Offers over one million courses to their user base of almost one million individuals.
- Dozens of organizations use Degreed, including universities and top international employers.

History & Business Background

Ask anyone to tell you about their education and they will usually name their degree or university. But in today's world, we learn from a diverse range of sources over the entirety of our lives. Degreed was started to be the place where ALL learning & skills could be tracked and verified to help unlock dream opportunities and help achieve people's personal missions.

Accomplishments & Awards

Degreed has almost 75 employees and close to \$15 million dollars in investment. Degreed was named Top5 Cool Education Companies by Gartner and is a Techstars company.

Other Interesting Facts

Degreed curates the best five articles and videos for learners every day and will soon be launching a mobile app so users can learn on the go.

DESIREE VARGAS ENTREPRENEUR PROFILE



Business Names: GiveForward

Industry/Field: Crowdfunding

Year Founded: 2008

Co-founder: Ethan Austin

Description of Business:

GiveForward is a crowd funding platform that helps match funders and individuals who are struggling with an illness. Friends, family, and even people unknown to the benefactor can donate money to their cause. The platform empowers users to support the struggle of everyday people around them. The team at GiveForward believes that no one should have to face an illness alone.

Who uses this product or service?

GiveForward is designed for individuals suffering from a medical concern, illness, or issue who can not afford the treatment or help that they need. It is also for those who want to support and empower people who need help. The site offers financial support as a platform to have these two types of people meet and facilitate a transaction.

Why is this product of service valuable to its customers?

Those who lack the financial support necessary to support their struggle through an illness or disease can greatly benefit from the program. Additionally, those who are interested in supporting individuals through a health challenge can provide monetary support.

Customer Impact

GiveForward has celebrated more than \$100 million in donations on their platform.

History & Business Background

Desiree has always been an entrepreneur, working for organizations such as the Kauffman Foundation. It wasn't until a major event in her life, Hurricane Katrina, when she identified a way to turn her passion for entrepreneurship into a platform for giving back to the community. She met her co-founder, Ethan Austin, 30, at a friend's Super Bowl party. Ethan was also an entrepreneur looking at platforms for fundraising marathoners. Together they challenged the idea that not-for-profits were the only way to spread kindness and heritability in the business world, bringing GiveForward into the world.

Accomplishments & Awards

- World Technology Network Award
- Winner of the Moxie Award

Other Interesting Facts

GiveForward has made a huge difference in the lives of their benefactors, and even their founders say that this type of social entrepreneurship is incredibly empowering to help people better themselves. They have had over 200,000 individuals, a number that is actively growing, raise funds on the platform. Their start was one of the critical successes that has identified social entrepreneurship as a way of empowering businesses to change the world.

ALEXIS OHANIAN ENTREPRENEUR PROFILE



Business Names: reddit

Industry/Field: Social Media

Year Founded: 2005

Co-founder: Steve Huffman

Description of Business:

reddit is a platform for online communities to share, discuss and connect over their favorite things. Registered community members can submit content, such as text posts or direct links. Registered users can then vote submissions “up” or “down” to organize the posts.

Who uses this product or service?

reddit is a complex mix of news, information, social interactions, and general computer knowledge that has contributors from almost every walk of life. As of September 2014, reddit had over 174 million unique visitors, and powered over 8,000 active communities for people to post on, but over 300,000 communities present on the site. Much like other large social media sites, reddit allows diverse individuals to access information quickly and efficiently.

Why is this product of service valuable to its customers?

reddit was one of the first websites that allowed for social media communication in an incredibly interactive way. It allowed for people of diverse backgrounds to come together and express a variety of interests and vote on content that has been placed by others. The content posted on reddit can lead to real-world change, such as raising money for charities or crowd sourcing through users.

Customer Impact

- 6% of adults in the United States visit reddit
- 186 countries have reddit users
- 6.175 billion reddit page views per month
- Approximately 175 million use



History & Business Background

reddit started out with only Alexis and Steve Huffman, who were 22 year-old graduates from the University of Virginia. They wanted to change the way that people communicate using social media.

Accomplishments & Awards

In 2010, reddit was named one of Lead411's 2010 Hottest San Francisco Companies.

Other Interesting Facts

reddit has been the instigator of numerous charity projects, some of which include: Stephen Colbert's March to Keep Fear Alive, Direct Relief International for Haiti, and World Vision's Clean Water Fund.

SARAH WOOD ENTREPRENEUR PROFILE



Business Names: Unruly

Industry/Field: Media and Advertising

Year Founded: 2006

Co-founder: Scott Button and Matthew Cooke

Description of Business:

Unruly is one of the world's largest social media video advertising companies. They have developed a technology that is capable of tracking and monitoring what videos are popular around the world.

Who uses this product or service?

Unruly's diverse client base includes advertisers and publishers, all of whom are interested in getting their message out to their customers around the world.

Why is this product of service valuable to its customers?

Imagine being able to create a viral video, knowing that it would be seen by hundreds of thousands of people. Unruly helps give you one of the best chances to take your content and have it seen by the world. They use technology to help predict how people view things on the internet, and then design strategies around those viewing habits.

Customer Impact

As one of the world's largest media and advertising firms for the web, Unruly has seen revenues as large as \$27 million in 2012.

History & Business Background

In 2006, Sarah and her co-founders started to imagine what the future may look like, with the internet growing and changing the way that we communicate every day. They saw that there was a massive amount of change on the horizon that, to them, felt "unruly." It is because of this that they named the company what they did. Sarah and her team enable videos to become viewed and shared by thousands or even millions of people.

Accomplishments & Awards

- Great British Entrepreneur Award 2014
- Tech Track 100 Award
- Sunday Times Best Company Award 2014

Other Interesting Facts

When she's not working, Sarah spends time on the Unruly Viral Video Chart, watching clips of kittens with her kids.

Section 2 | Business Types

Student Project Goals for Section 2:

In this section students will advance their projects by:

- Building understanding behind various business opportunities and types.

SECTION 2: OUTLINE

Students will analyze a number of opportunities or business types to see the advantages and disadvantages of each model. They will also explore how these businesses appeal to different individuals.

SECTION 2: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

3. Plan a venture
 - 3.1 Identify various means of entering business including:
 - 3.2 Analyze common forms of business ownership including:
 - 3.3 Identify non-profit ventures; e.g., community organizations

Components for Section 2: Business Types

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- One or more sets of Business Ownership Cards 1, see activity for details
- One or more sets of Business Ownership Cards 2, see activity for details

Time Required

Approximately 1 instructional blocks (60-90 minutes each)

LESSON PART 1: BUSINESS TYPES (PART 1)

Approximate time: 40 minutes

A variety of business types exist with different combinations of owners and corporation types.

1. Split students into at least five groups. If you create more than five groups, then some groups will be studying similar business types.
2. Give each group one Business Ownership Card from the deck of 10 cards. Let students know that they will be responsible for learning and understanding all nine business types by the end of the class. As a result they must be accountable for their own learning and accountable for sharing excellent information with their peers. Ask each group to take 10 minutes to discuss the questions/statements below.
 - a. What advantages does this business type have?
 - b. What disadvantages does this business type have?
 - c. Describe the ideal entrepreneur for this business ownership type.
3. Ask students to re-sort into groups of nine. If you have a small class, you can execute this part of the lesson as a class discussion rather than a group discussion. Each group should have at least one representative from the 10 ownership groups. Encourage students to compare their business types to see how they are different from one another. Ask the groups to discuss the following:
 - a. First each member of the group must tell the other members what they learned about the following three statements. This should take less than two minutes each.
 - i. Name your business type.
 - ii. What advantages does this business type have?
 - iii. What disadvantages does this business ownership type have?
 - b. Ask a group to decide what type of person would be ideal for each business type.
4. Draw the greyed in areas of the following chart (page 24) on the board and ask students to help you fill it with information. Feel free to use the chart below for reference. Ask students to document by taking notes, or take a picture of the completed chart to give to students.

Assets: property owned by a person or company, regarded as having value and available to meet debts, commitments or legacies.

Liabilities: a thing for which someone is responsible, especially a debt or financial obligation.

Liable: the state of being responsible for something, especially by law.

Some businesses may fall under more than one business ownership type. An example is The Trump Organization as it is a multinational, conglomerate, corporation that has owned at least one franchise.

LESSON PART 1: BUSINESS TYPE CARDS 1

Sole Proprietorship

Definition: An unincorporated business that has one owner who pays personal income tax on business profits.

Advantages

- Low start-up cost
- Direct control of decision making
- Low operational costs because there is almost no staff
- All profits go to the one owner

Disadvantages

- Unlimited liability- responsible for everything that might go wrong
- No one else to rely on if you aren't available
- It can be hard to fundraise capital

Partnership

Definition: A business where two or more owners operate the business.

Advantages

- Low start-up cost that is shared between two or more people
- Equal control over management, profits and assets
- Low operational costs because there are so few staff members

Disadvantages

- If your partner makes a mistake you share responsibility for fixing it
- It can be hard to find good/compatible partners
- Possible disputes/disagreements between partners can be a huge problem

Corporation Definition: A company or group of people that own and run a business. To be a corporation the business needs to be incorporated, which is a process of legally declaring the business is its own entity separate of the owner. Advantages • Limited Liability: The business is considered separate of you, so you aren't personally responsible for anything that might go wrong. This individual would still be liable (responsible) for decisions they make and the quality of their product if they weren't diligent. • Continuous Existence: Because the business is separate of the owner, the business is considered more stable, which makes it easier to raise capital Disadvantages • A corporation is closely controlled by laws • More expensive to incorporate than partnerships or sole proprietorship • The government requires substantial record keeping that must be submitted annually	Cooperative Definition: A business that is owned by a group of individuals who make decisions together and share profits. Advantages • Owned and controlled by a group of members • Democratic control with each member receiving an equal vote • Profit shared between members Disadvantages • Multiple members could result in more conflict • Takes longer to make decisions because multiple members must be present to make a decision • Extensive record keeping is required
--	---

Conglomerate

Definition: A group of companies that is owned by a single company.

Advantages

- The group of companies usually provide different products or services resulting in less risk of failure
- The profits in one company can support the growth or maintenance of another

Disadvantages

- More management is needed which increases cost
- It can be difficult to manage all companies equally well
- Difference between cultures in the various companies can destroy value

LESSON PART 1: BUSINESS TYPE CARDS 1: SAMPLE ANSWERS

The key below condenses all the information contained on the Business Type Cards in the areas shaded grey, and provides sample answers for the types of person each business type would be ideal for in the areas which are not shaded.

Advantages	Disadvantages	Who would this business type be ideal for?
Sole Proprietorship: An unincorporated business that has one owner who pays personal income tax on business profits.		
• Low start-up cost • Direct control of decision making • Low operational costs because there is almost no staff • All profits go to the one owner	• Unlimited liability- responsible for everything that might go wrong • No one else to rely on if you aren't available • It can be hard to fundraise capital	A person who can provide a service. Someone who is looking to earn additional income or is able to cope with variations in demand over time. If they are producing a product it would be ideal to be incorporated because liability issues will be diminished.
Partnership: A business where two or more owners operate the business.		
• Low start-up cost that is shared between two or more people • Equal control over management, profits and assets • Low operational costs because there are so few staff members	• If your partner makes a mistake you share responsibility for fixing it • It can be hard to find good/ compatible partners • Possible disputes/ disagreements between partners can be a huge problem	People who have complementary skills or are looking to share responsibility for their business. These people have a strong relationship, are good at working through conflict and are equally responsible and committed to the business.
Corporation: A company or group of people that own and run a business. To be a corporation the business needs to be incorporated, which is a process of legally declaring the business its own entity separate of the owner.		
• Limited Liability: The business is considered separate of you, so you aren't personally responsible for anything that might go wrong. This individual would still be liable (responsible) for decisions they make and the quality of their product if they aren't diligent. • Continuous Existence: Because the business is separate of the owner, the business is considered more stable, which makes it easier to raise capital.	• A corporation is closely controlled by laws • More expensive to incorporate than partnerships or sole proprietorship • The government requires substantial record keeping that must be submitted annually	An individual or individuals who have enough capital to pay for the extra costs of incorporating. The individual(s) need to be well organized and willing to do substantial record keeping. These can be subdivided based on public/private so can differ depending on what you are looking for. If this individual created a health-related product then they would want to incorporate to ensure they are less personally responsible for product issues.
Cooperative: A business that is owned by a group of individuals who make decisions together and share profits.		

- Owned and controlled by a group of members - Democratic control with each member receiving an equal vote - Profit shared between members	- Multiple members could result in more conflict - Takes longer to make decisions because multiple members must be present to make a decision - Extensive record keeping required	A group of individuals who have similar business interests and are committed to working together to grow their business. They also have a strong working relationship and are able to agree on their long-term business goals.
Conglomerate: A group of companies that is owned by a single company.		
- The group of companies usually provide different products or services resulting in less risk of failure - The profits in one company can support the growth or maintenance of another	- More management is needed which increases cost - It can be difficult to manage all companies equally well - Differences between cultures in the various companies can destroy value	A group of business owners and operators who want to have more stability and are willing to give up some control and profit to ensure stability.

LESSON PART 2: BUSINESS TYPES (PART 2)

Approximate time: 40 minutes

Business types also differ based on how they share ownership and responsibility.

- Using the instructions from Lesson Part 1, ask students to work through this group of business types. Ideally these two lessons would not happen consecutively.

BUSINESS TYPE CARDS 2

Franchise Definition: A company that allows others to create and run a part of their business while collecting profits. Advantages - Liability shared between the company and the franchisee - Initial research and development costs were paid by the company, resulting in a lower start-up cost than normal - The company and/or other franchisees do same work, so are available to share resources and procedures Disadvantages - The company provides policies and procedures that franchisees must follow - If the company or another franchisee make a mistake or do something to damage the reputation of the business, it will affect the reputation of all franchisees - Franchisees must pay ongoing fees to the company	Multinational Definition: A company that operates in more than one country. Advantages - Customers around the world can have access to the product or service - Production can be done in a country with cheaper labor, while selling the product in a country where people have more disposable income Disadvantages - The company has to respect the laws of the countries in which it operates
---	---

Crown Corporation Definition: Companies that are entirely or partly owned by the government. Advantages • Great consideration is made toward the needs of the people in that country • If the business is running at a loss it can receive funding from the government to keep operating Disadvantages • Crown corporations running at a loss can be a drain on public funds	Not For Profit Definition: An organization that does not share profits, but holds onto them for business use. Sometimes not-for-profits are also charities. Usually the primary purpose of these organizations is to have a positive impact on society, rather than generate profits. Advantages • Significant tax exemptions • Greater access to public and private funds • Charities can provide tax receipts for donations Disadvantages • Constantly searching for alternative forms of funding (donations, government grants, some sales, fees) • Detailed records must be kept • Those in charge of operating a non-profit have limited control and are more easily criticized by the public.
--	--

LESSON PART 2: BUSINESS TYPE CARDS 2: SAMPLE ANSWERS

The key below condenses all the information contained on the Business Type Cards in the areas shaded grey, and provides sample answers for the types of person each business type would be ideal for in the areas which are not shaded.

Advantages	Disadvantages	Who would this business type be ideal for?
Franchise: A company that allows others to create and run a part of their business while collecting profits.		
- Liability shared between the company and the franchise - Initial research and development costs were paid by the company, resulting in a lower start-up cost than normal - The company and/or other franchises do same work, so are available to share resources and procedures	- The company provides policies and procedures that franchisees must follow - If the company or another franchisee make a mistake or do something to damage the reputation of the business, it will affect the reputation of all franchisees - Franchisees must pay ongoing fees to the company	An individual or individuals who want to move to running a business full time, and don't want to deal with the initial research and development costs of creating a business from scratch. There needs to be a high willingness to work with the standards created by the company.
Multinational: A company that operates in more than one country.		
- Customers around the world can have access to the product or service - Production can be done in a country with cheaper labor, while selling the product in a country where people have more disposable income	The company has to respect the laws of the countries in which it operates	A single or group of business owners or operators who are trying to expand in size or create more profit and are willing and able to deal with increased laws and regulations.
Crown Corporation: Companies that are entirely or partly owned by the government.		
- Great consideration is made towards the needs of the people in that country - If the business is running at a loss it can receive funding from the government to keep operating	Crown corporations running at a loss can be a drain on public funds	Countries that want to provide services to their citizens at a controlled cost or with high reliability. These countries are also willing to sometimes run at a loss to ensure the quality of a product or service.
Not For Profit: An organization that does not share profits, but holds onto them for business use. Sometimes not-for-profits are also charities. Usually the primary purpose of these organizations is to have a positive impact on society, rather than generate profit.		
- Significant tax exemptions - Greater access to public and private funds - Charities can provide tax receipts for donations	- Constantly searching for alternative forms of funding (donations, government grants, some sales, fees) - Detailed records must be kept - Those in charge of operating a non-profit have limited control and are more easily criticized by the public	An individual or individuals who want to provide a product or service and are happy to be paid a fixed rate rather than having their pay increase if they make a profit. This individual has excellent interpersonal skills and is able to convince other people or organizations to donate to their not-for-profit.

Section 3 | Business Ideas: Is There An App For That?

Student Project Goals for Section 3:

In this section students will advance their projects by:

- Working together in cohorts to organize information into a business model canvas

SECTION 3: OUTLINE

Great ideas can fail without a successful business model. In this lesson, students will be introduced to the Business Model Canvas, which will be revisited throughout this course. This model allows the student to document past work as well as recommend solutions to ensure their idea can turn into a viable business. In the second part of this section, students build a Business Model Canvas for a real-world example.

SECTION 3: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

1. Recognize and assess venture opportunities in their environment
2. Generate ideas for possible venture opportunities in their environment
3. Plan a venture
 - 3.4 Describe briefly the process of creating a venture plan
 - 3.5 Describe the important components of a venture plan
 - 3.6 Describe regulations and social responsibilities that limit venture alternatives; e.g., legal, social, ethical, environmental, cultural, political, economic

Components for Section 3: Business Ideas: Is There an App for that?

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- Multiple colors of sticky notes
- Recommended YouTube Videos:
 - "Strategyzer Episode 1 – Getting from Business Idea to Business Model" (<http://youtu.be/wwShFsSFb-Y>)
 - "Strategyzer Episode 2 – Visualizing your Business Model" (<https://youtu.be/wlKP-BaC0jA>)
 - "StartupStories: Everlater" (<https://youtu.be/P-o4DVhh3Xc>)
- One Business Model Canvas per group of 3-4
- One Example: Business Model Canvas per student

Time Required

Approximately 2 instructional blocks (60 minutes each)

LESSON PART 1: BUILDING A BUSINESS MODEL

Approximate time: 60-90 minutes



The Business Model Canvas is a great way to simplify your idea into core areas of research. A mentor can help refine these models or can also help to modify the Canvas, depending on your unique classroom setting.

1. Watch Episodes 1 and 2 of the Strategyzer series.
2. Ask students to spend 5-10 minutes telling their cohort (small group of 3-4 as established from Section 1) what they heard in the video, and then ask each student group to tell the class what they heard in the video (Note: These videos have a quick pace. Students won't be able to remember everything from the videos. They will have an opportunity to continue learning throughout this lesson.)
3. Have each cohort work with the Example: Business Model Canvas. Each group should read through the sheet and discuss what each segment of the canvas means.



Remember, more time doesn't necessarily mean higher quality. Encourage students to be thoughtful when filling in the Canvas, but remind them to "fail fast," and try to improve next time.



A business plan is a large document that details all of the components of a business (marketing, finance, production, etc.). A business model is a visual layout used to identify the important components of a business to make it easy to change direction, or "pivot", the business quickly and effectively.

Designing strong business models is important for early-stage ideas as they often need the flexibility to change when new information is obtained. Models need to be tested often.

Business Model Canvas

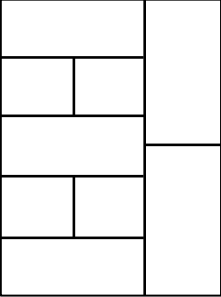
Use the Example; Business Model Canvas to understand how to fill in this sheet. Write on sticky notes or in pencil so you can easily make changes as your group discusses the parts of your business. Start by writing your business idea in the space below. Then start filling in the spaces using the order of the numbers below.

Business Idea:

1. Problem	2. Solution	5. Key Activities	4. Value Proposition	3. Customer Segments

Example: Business Model Canvas

More and more entrepreneurs are using a Business Model Canvas to create a business plan. The Canvas allows them to quickly and easily come up with a business plan that can be changed as the idea or business develops. Below you will find the first five parts of a Business Canvas... In this canvas we have used the **example**, **warm winter boots that are fashionable**.

1. Problem In this space write down the top three problems your business is trying to help fix. If you do not know what your top three problems are, then consider writing a very long list of problems and then eliminating the ones that are less important. Entrepreneurs that try to solve too many problems lose focus and make products and services that are less successful. Example: - Boots develop leaks that make them wet and cold - Winter boots aren't always appropriate for work or school - Winter boots are usually ugly	2. Solution In this space write down the top three features your idea will have to fix the problem. Remember to stay focused on fixing the top problems isolated in the Problems area of the canvas. The more detail provided here, the better. Example: - Waterproof sole, cuff and exterior - Lining designed to cope with temperatures up to -60°C. - Shoes designed by Canadian fashion students and posted onto our website. Users vote on the top boots, which are then put into production and sold.	4. Value Proposition In this section, write short statements that provide your customers with the information from your Solution section, specifically focusing on how you are fixing their problem. This should be a short statement, and each customer segment will need their own value proposition. Example: - Female young adults - Fashionable boots - Prevent you from falling on ice on the way to school or work - Easy because you don't have to bring more shoes to school or work - Parents of female young adults - Keeps feet warm - Prevents slipping on ice - Easier to convince your child to wear them because they look amazing	3. Customer Segments In this section, write the groups of customers that will use your product or service. Try to focus on a few core customer segments. Trying to solve problems for too many people will create additional problems. Example: - Female young adults (18 – 25) - Who Like: Outdoor activities, fashion - Who Live: In places that get cold and have snow - Parents of female young adults listed above
In this exercise you will be filling in part of a business canvas. If you are also taking Edacity's ENT 2010 and 3020, you will get a chance to fill in the rest of the canvas. 			

LESSON PART 2: DESIGNING A BUSINESS MODEL CANVAS

Approximate time: 30-45 minutes

1. Watch the video Startup Stories: Everlater on YouTube, stopping the video at 5:10.

Note: This video explains the development and initial failure of Everlater up until 5:10; the remainder of the video explains the company's pivot. It is important to stop the video before the company's pivot solution is explained so that students have an opportunity to brainstorm their own ideas.

2. Have students assemble into their cohorts and give each group the Business Model Canvas.
3. Using sticky notes (if possible) or writing directly on the canvas (in which case make sure to have extra copies on hand), have students try to develop the Problem, Solution, Value Proposition, and Customer Segments on the canvas based on the content in the Everlater video.
4. Once this part of the canvas is filled in, ask each cohort to come up with one unique idea about how Everlater could improve their company offering.
5. As a class, have students share their ideas about how Everlater could improve.
6. Watch the final part of StartupStories: Everlater.
7. Facilitate a conversation to discuss: a) how Everlater changed their company offering to improve, and b) the concept/definition of a pivot (see information box at side).
8. Have students return to the Business Model Canvas and update it with the new information learned by watching the rest of the video.
9. If time permits, cohorts can share their canvas entries with each other and expand upon their ideas.



A pivot is a change in direction without a change in vision for the company. This

means that the overall problem the company is addressing is the same, but the means by which it is being addressed is different.

Everlater pivoted its customer segments from individuals that travel to businesses that provide travel services. The problem they are solving remains the same, but the way they are achieving a solution is different.

Answer Key: Everlater Business Model Canvas

1. Problem When I travel, I do not have an easy way to share content (pictures and videos) with my friends and family. Online system for sharing information How can I share my information from anywhere in the world?	2. Solution An online way to share content (videos, pictures, messages) between loved ones, friends, and important people in your life while you are away.	4. Value Proposition Online website platform: Easy to use Share content with other social media services Communicate easily with loved ones Affordable (students have no money) Designed for travellers	3. Customer Segments Communicate often Use Social Media Connected with Family and Friends Young (18 – 25) Travel Often
	5. Key Activities Learn how to code Create a website Became part of accelerator Designed new product based on customer needs		

Section 4 | What is Your Problem?!

Student Project Goals for Section 4:

In this section students will advance their projects by:

- Identifying real-world problems
- Exploring one problem and using that exploration to complete the Problem section of the Business Model Canvas

SECTION 4: OUTLINE

Students will identify problems in their surroundings and understand how problems are the source of entrepreneurial innovation. Understanding problems encourages students to find a point at which a business may be designed to solve a given issue. Students also compile a list of opportunities (wants, needs, problems).

SECTION 4: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

1. Recognize and assess venture opportunities in their environment
 - 1.1 Compile a list of opportunities; e.g., needs, wants, problems
2. Generate ideas for possible venture opportunities in their environment
 - 2.1 Demonstrate skills in generating ideas, alternatives and strategies

Components for Section 4: What is Your Problem?!

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- Recommended YouTube videos:
 - “The Best Way To Come Up With a Business Idea” (<https://youtu.be/EMxleCMrCmo>)
 - “How to Find Business Ideas – The Ultimate Guide” (<https://youtu.be/clsA1s9SwEU>)
- One Problem Analysis for each student

Time Required

Approximately 1 instructional blocks (60-90 minutes each), with activity sheets that can either extend the lesson by an additional 30 minutes or be assigned as homework.

LESSON PART 1: IDENTIFYING PROBLEMS

Approximate time: 30 minutes



Mentors can discuss the types of problems they have wanted to solve during their entrepreneurial lives and what worked and did not work in selecting the problem they chose to solve. Try expanding the lesson by having students analyze the problem that their mentor's business or organization is trying to solve.

1. On a whiteboard/smartboard, create a divided chart as pictured below:

Big Problem	Little Problem

2. Give students sticky notes to write on or whiteboard markers, and invite them to come up to the front of the room to write their problems on the appropriate side of the board.

Note: Challenge students to think of their own personal problems that they are comfortable sharing, to think of school-wide problems, as well as to think of municipal/provincial/federal or even global problems.

3. Have students assemble into cohorts and either a) physically remove three sticky notes from the board to work with, or b) write down three problems from the class list to work with.
4. As cohorts, have students discuss the following:
 - ♦ Why is this a little or big problem?
 - ♦ Do you think this is something that an entrepreneur could solve? Why/why not?
 - ♦ How might you start to solve the problem?

LESSON PART 2: IDENTIFYING THE ROOT PROBLEM

Approximate time: 30-45 minutes

1. Have each cohort use the Problem Analysis activity sheet to analyze at least one (and up to three) of the problems they worked with in Lesson Part 1.
2. Once cohorts are done filling in the activity sheet table with their problem(s), have students circulate the room to share their problem analyses with each other and help each other complete analyses if possible.
3. Have students complete the table so that they have documented five unique problems.
4. As a class, discuss some of the problems identified and whether students were able to easily complete each column – discussing challenges as you go.
5. Ask each cohort to identify one problem statement that they would like to continue to work on – this will form the basis for their own business idea. Each cohort will write their problem on a sticky note and place it on their Business Model Canvas.

Note: Explain to students that they will be using these Business Model Canvases to track all of their activities throughout this course; therefore, it is important that they keep the Canvas up to date and have a record of all of the changes that are made. This can be accomplished by taking a picture of the Canvas or having them submit their Canvases at the end of each class.



What do Entrepreneurs Create?

Many entrepreneurs create business ideas that have monetary value. However, other entrepreneurs don't worry about making money, but focus instead on making value. Here are some examples of products that don't have monetary value, but are entrepreneurial ventures:

- Non-profits create value for people in need and don't expect a profit.
- YouTube and social media stars create a huge following and influence their followers.
- Open source technology community develops technology without having to have ownership of their technology. This means anyone can use it and build upon it. They enable innovation.
- An artist's creation of value is in the artistic development of what they love to do.



NAME: _____ DATE: _____

GROUP MEMBERS: _____

**Entrepreneurial Skills: Problem Solving?**

Problems can become opportunities when great solutions are created. Problems are driven by needs and wants, and in order to create a solution to a problem, we must understand the reason that need or want exist.

What is the problem?	Who has the problem?	Is the problem a need or want?	Why does the problem exist?	What are three potential solutions?
Example: My feet are cold.	Me	Need	It is the winter and I have to walk to school through snow.	1. Find a path to school with less snow 2. Warm boots that look amazing 3. Really thick socks
Problem 1				
Problem 2				
Problem 3				
Problem 4				
Problem 5				

Section 5 | I Got 99 Problems, and a Solution can Solve ‘em!

Student Project Goals for Section 5:

In this section students will advance their projects by:

- Creating a solution for the identified problem and use this information to complete the solution portion of the Business Model Canvas

SECTION 5: OUTLINE

Students will understand how to develop innovative, entrepreneurial solutions to problems. Students will describe and apply a decision-making model for potential entrepreneurial opportunities and demonstrate skills in problem solving. Identifying problems leads to identifying solutions, and solutions can become potential business ideas.

SECTION 5: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

2. Generate ideas for possible venture opportunities in their environment
 - 2.1 Demonstrate skills in generating ideas, alternatives and strategies
 - 2.4 Show sensitivity and respect for the perspectives, needs, wants and priorities of others
 - 2.5 Demonstrate characteristics of creative thinking
4. Assess a venture
 - 4.1 Describe criteria for assessing the feasibility of ideas and strategies

Components for Section 5: I Got 99 Problems, and a Solution can Solve ‘em!

To complete all of the activities in this lesson, you’ll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- Recommended YouTube videos:
- “Small Empire: The Art of Ideation with Paper by FiftyThree” (<http://youtu.be/yVMTmNfweow>)
- Business Model Canvas (as being developed from previous Sections)

Time Required

Approximately 1 instructional blocks (60-90 minutes each), with one optional lesson included.

LESSON PART 1: IDENTIFYING SOLUTIONS

Approximate time: 60-90 minutes



Mentors have a wealth of knowledge about what does and does not make a good solution to a problem. Leverage their knowledge and experiences to identify real world examples of problems and solutions.

1. In the middle of the board write “It is hard to share information with others around the world.”
2. Ask students to challenge this statement by calling out some solutions that people (in past and present day) have come up with to share information with others. Some suggested responses are:
 - Cave drawings
 - Written language
 - Books
 - Bottles with messages stuck inside
 - International Systems of Units (units used by scientists around the world to make it easier to understand one another’s data)
 - Mail delivery service
 - The telephone
 - Computers that can hold information
 - The internet
 - Email
 - Mobile phones
 - Websites
 - Dictionaries that help translate languages (English-French Dictionary)

3. Have students watch the YouTube video Small Empire: The Art of Ideation with Paper by FiftyThree.

Note: As this is a long (22 minute) video, depending on student attention and ability, it may be important to pause periodically and create short discussions on what is happening in the video.

4. Ask students the following questions (for discussion):
 - a. What was one problem that Alexis Ohanian was trying to solve?
 - b. What was the solution(s) to that problem? Were there other problems/solutions presented in the video?
 - c. Were the solutions effective? Why/why not?
 - d. What makes a solution “good” or “bad”?
5. In their cohorts, have students begin to brainstorm multiple solutions to the problem they identified in Section 4. These ideas can be put on sticky notes on their Business Model Canvas.
6. As a class, talk for an additional 10 minutes about the following questions:
 - a. Was it easy or hard to come up with solutions?
 - b. Can any of these solutions turn into a business?
 - c. Can your problems be solved?
 - d. Are there other problems related to this problem?
7. Based on conversation, allow students to return to the Canvas and make amendments to their proposed solution(s).

STOP! FEEDBACK POINT.

Feedback and evaluation opportunity for Sections 1-5.

Section 6 | The Customer is Always Right!

Student Project Goals for Section 6:

In this section students will advance their projects by:

- Identifying multiple appropriate customers for the given solution and use this information to complete the Customer Segments section of the Business Model Canvas

SECTION 6: OUTLINE

Entrepreneurs often have great ideas, but sometimes those ideas aren't needed or wanted. Before launching a business, it is important to understand your market and who your customers are. In this section, students will refine their business ideas through understanding their customers. This will involve some ideation sessions as well as applying a number of market validation concepts, which will be revisited in Section 9.

SECTION 6: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

- | | |
|---|--|
| 1. Recognize and assess venture opportunities in their environment | 2.4 Show sensitivity and respect for the perspectives, needs, wants and priorities of others |
| 1.1 Compile a list of opportunities; e.g., needs, wants, problems | 2.5 Demonstrate characteristics of creative thinking |
| 1.3 Demonstrate skills in problem solving and decision making | 4. Assess a venture |
| 2. Generate ideas for possible venture opportunities in their environment | 4.1 Describe criteria for assessing the feasibility of ideas and strategies |
| 2.1 Demonstrate skills in generating ideas, alternatives and strategies | 4.2 Apply feasibility criteria to venture alternatives |
| | 4.3 Prepare a feasibility analysis of a venture idea including: |
| | 4.3.1 A brief description |

Components for Section 6: The Customer is Always Right!

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- One Customer Segment Card Set (20 Customer Cards and 4 Business Example Cards) per cohort

Time Required

Approximately 3-4 instructional blocks (60-90 min each)

LESSON PART 1: CUSTOMERS IN THE MARKET

Approximate time: 45 minutes

1. Ask students, “How can a business predict if their product or service will be a valuable solution for customers?”

Students will respond in a variety of ways, and in some cases may jump to sales or profit as a measure of success. Remind them that you are trying to predict the success of a product before sales begin. Customer validation is a process during which a business interviews customers to understand if their solution is actually a solution the customer wants.

2. Give each cohort one set of **Business Cards (4)** and one set of **Customer Segment Cards (20)**. Ask students, ‘Which customer(s) will be most interested in each solution?’
3. Ask cohorts to pair up with another group and share their answers. If you need support interpreting the businesses, feel free to reference the interpretations below. Please note that there are many interpretations of this information and therefore a variety of appropriate answers.

Business Card A – Safe Tech Inc.:

- *This company likely will require that the customers use social media already, so likely the consumer will need to be technologically savvy.*
- *The individual will also need to be concerned about the safety of their information, perhaps because of a business or professional position they are in, or because of concerns over their personal safety of information.*

Business Card B – Crash No More Corp.:

- *This company’s customers will require the individuals to own a vehicle of some kind. Also, the customers will likely be parents with children or there is a possibility of having relatives of parents who might purchase products.*
- *Higher disposable income might also make this more attractive as the car seat costs more than usual. Perhaps technology preference might also be important for this company.*

Business Card C – GENerations Ltd.:

- *This company will likely rely on individuals who shop at specialty food stores.*
- *Those individuals who are more environmentally conscious might care more about implementing this.*

Business Card D – Vroom Vroom Inc.:

- *The customer will likely have to own a vehicle to be likely to buy the product.*
- *The customers will likely want to purchase this as an added feature and therefore will likely require higher income to be able to purchase the product.*
- *Age may play factor as well as relationship status as parents may not be as willing to use this.*

4. Begin a group discussion about customer segments. Ask students, ‘Why did you choose only some customers, rather than all customers?’

Students should begin to understand that products and services are made for specific customers rather than everyone. Businesses who have a deep understanding of their customers are better prepared to make products and services that are valuable for their customers.

5. Ask students to reflect on their cohort's business idea, and think about their customer segments. Ask each student group to create a customer persona (a profile similar to the **Customer Segment Cards**). The persona should include details of their one person who is your ideal customer. Make this as detailed as possible. If your students are struggling to create a customer persona, encourage them to do an online search for customer personas. A Google image search will reveal many excellent examples.
6. Using the information from their customer personas, ask students to update the Customer Segment part of their **Business Canvas**.

Business Cards

Business A

Safe Tech Inc. has developed a social media app that prevents other sites from stealing your information much like the common social sites that exist today. This will allow individuals to communicate like they do every day but in a safe and secure way. The system is comparable to Facebook or Twitter and is looking for people who would pay to keep their information safe.

Business B

Crash No More Corp. has finally fixed a problem of having your baby be bored in their car seat. They have designed a new, super safe car seat with a built in DVD player allowing your little one to be entertained no matter where you are heading. The car seat might cost a little bit more, but it holds some great additional features in addition to what is already available.

Business C

GENERations Ltd. is a biotech company that has developed a revolutionary new way to make apples with more nutrients, cost significantly less than other apples and require no use of pesticides or herbicides. These new apples are available at specialty grocery stores.

Business D

Vroom Vroom Inc. has something that every car lover will want! A car muffler that can replicate simple ringtones. Imagine coasting down the highways listening to your favourite pop tune! The muffler can be installed in almost any type of car or truck for use.

Customer Segment Cards (20 Individual Cards)

Claire

Age: 30

Relationship Status: Married with two kids

Job: Stay at home mom

Income: \$\$

Environment: Very important for her and her kids

Interests: Crafts, arts, design, running, gardening

Lin

Age: 34

Relationship Status: Married with four kids

Job: Mechanic at A"ford"able Cars

Income: \$\$

Environment: Fairly important but likes his big diesel trucks

Interests: Cars, computers, software, mechanics, engineering

Devon

Age: 18

Relationship Status: Single

Job: Server at Burger Queen

Income: \$

Environment: Likes to be environmentally conscious; always recycles.

Interests: Facebook, Twitter, other social media platforms, music, fashion, design

Anne-Marie

Age: 20

Relationship Status: Single

Job: University Student – Business

Income: \$

Environment: Considers herself environmentally conscious

Interests: Cars, motorcycles, rollerblading, jet skis, sky diving

Simone

Age: 42

Relationship Status: Single

Job: Human Resources Manager at Mooncor Oil and Gas

Income: \$\$\$

Environment: Very environmentally conscious, walks to work everyday

Interests: Gardening, hiking, canoeing, camping

Aren

Age: 46

Relationship Status: Single

Job: Nurse

Income: \$\$

Environment: Fairly environmentally conscious

Interests: Basketball, hockey, volleyball, computers, video games, blogging

Indira

Age: 26

Relationship Status: Single

Job: Baker at Desire Cupcakes

Income: \$\$

Environment: Not a huge priority

Interest: Hockey, sports, cooking, baking

Xavier

Age: 23

Relationship Status: Married with kids on the way

Job: Programmer at Blueberry Corp.

Income: \$\$

Environment: Not a huge priority

Interest: Computers, programming, video games, social media

Siegfried

Age: 52

Relationship Status: Single Dad with kids

Job: Worker at Meat Packing Plant

Income: \$\$

Environment: Rarely makes choices based on environmental impact

Interests: Food, computers, photography, blogging, internet

Charlie

Age: 19

Relationship Status: Single

Job: Blogger and Publisher at The Berbs

Income: \$\$

Environment: Very environmentally conscious

Interests: Writing, blogging on internet, wants to start their own company one day, socializing with friends

Customer Segment Cards (20 Individual Cards) (Continued)

Terry

Age: 40

Relationship Status: Married no children

Job: Fashion Designer (Runs his own business)

Income: \$\$\$

Environment: Uses only 100% natural fibers in his company's clothing

Interests: Clothing, design, social media, communications, coffee, socializing

Phillip

Age: 16

Relationship Status: Single

Job: High School Student and Part-time job cutting lawns over the summer

Income: \$

Environment: Fairly environmentally conscious

Interests: Friends, video games, socializing, communication (phones), tech gadgets, music

Trisha

Age: 65

Relationship Status: Married with grandchildren

Job: Retired

Income: \$

Environment: Not a huge priority

Interests: TV, radio, socializing

Connor

Age: 41

Relationship Status: Married with kids

Job: Real Estate Agent

Income: \$\$\$

Environment: Fairly environmentally friendly

Interests: Cars, driving, communication, family, friends, writing

Yvonne

Age: 27

Relationship Status: Single

Job: Car Salesperson at Car's Emporium

Income: \$\$\$

Environment: Not a huge priority

Interests: Cars, car accessories, new gadgets, technology

Jaya

Age: 22

Relationship Status: Single

Job: Ecologist – Wildlife Diversification

Income: \$\$

Environment: Incredibly environmentally conscious

Interests: Camping, swimming

Nikita

Age: 67

Relationship Status: Married with grandchildren

Job: CEO of LeLe Lime Clothing Store

Income: \$\$\$\$

Environment: Not a huge priority

Interests: Cars, communicating, food, watches, stamps, books

Cynthia

Age: 32

Relationship Status: Single mom with one child

Job: Furniture Salesperson at the Block Warehouse

Income: \$\$

Environment: Recycling is very important

Interests: Food, cooking

Milo

Age: 31

Relationship Status: Married with kids

Job: Veterinarian at Paws R Us

Income: \$\$\$

Environment: Environmentally conscious,

Interests: Animals, running, biking, skiing, coffee, food, vegetarian

Karmella

Age: 32

Relationship Status: Single

Job: Engineer at Manufacture It!

Income: \$\$\$

Environment: Rarely makes choices based on environmental impact

Interests: Cars, technology

LESSON PART 2: CREATING MORE VALUABLE SOLUTIONS

Approximate time: 45 minutes

(Or 20 minutes of class time and 25 minutes of homework)



Creating an effective customer interview can be incredibly difficult, use your mentor to identify the challenges and opportunities that exist in identifying a real world problem. Use your mentor's personal experience to craft example questions and solutions to various customer interview situations..

1. Ask cohorts to take their customer persona(s) from the previous section and develop a list of questions that they would ask a prospective customer.
2. Have cohorts work together to act out an interview, asking students to take on the persona of a prospective customer.
3. Discuss as a large group: What did each customer persona place high value on? What were other criteria that held low value for a particular customer persona? How can interview questions help uncover what customers value?
4. Based on learnings, allow students time to return to their interview questions and make amendments. These will be revisited in Section 9.

Section 7 | Show Me The Value

Student Project Goals for Section 7:

In this section students will advance their projects by:

- Defining the value of a solution in the Business Model Canvas
- Creating and testing a prototype of their solution

SECTION 7: OUTLINE

Value propositions are a condensed description of a product or service that usually highlights how your product or service is different than your competitors. They can be used when talking to future customers, or act as a reminder of what value the product or service is intended to give. In this section, students will identify features and requirements that their idea will require to be usable by their customer segment.

SECTION 7: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

- | | |
|--|---|
| 2. Generate ideas for possible venture opportunities in their environment | 3. Plan a venture |
| 2.1 Demonstrate skills in generating ideas, alternatives and strategies | 3.4 Describe briefly the process of creating a venture plan |
| 2.2 Outline conditions needed to promote idea generation and change initiation | 3.5 Describe the important components of a venture plan |
| 2.3 Explain “failure of a business venture” as an opportunity to learn | 4. Assess a venture |
| 2.4 Show sensitivity and respect for the perspectives, needs, wants and priorities of others | 4.1 Describe criteria for assessing the feasibility of ideas and strategies |
| 2.5 Demonstrate characteristics of creative thinking | 4.2 Apply feasibility criteria to venture alternatives |
| | 4.3 Prepare a feasibility analysis of a venture idea |

Components for Section 7: Show Me The Value

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- Recommended YouTube Videos:
- “10 Kickstarter projects you’ll be buying in 2014” (http://youtu.be/_u4E1G7WZiE)
- Prototype Sample Videos (<https://www.youtube.com/watch?v=5FGesQ7DBU&feature=youtu.be>), (<https://www.youtube.com/watch?v=8lUYlo08qtl&feature=youtu.be>), (<https://www.youtube.com/watch?v=5UzgUyUWoTk&feature=youtu.be>)
- Value Proposition activity sheet

Time Required Approximately 2-3 instructional blocks (60-90 min each)

LESSON PART 1: VALUE PROPOSITION

Approximate time: 75 minutes

1. Pose the hypothetical question to students: What would you do with \$1,000,000? Write student responses on sticky notes to put on a board together, or write on a whiteboard/smartboard.
2. Next, cluster student responses (by moving sticky notes or by using colors/grouping) by **Type of Want or Need:**

Type of Wants and Needs	Definition	Examples
Physical	Keeps us physically healthy and happy. This can include items that ensure we get enough sleep, exercise, and take care of our bodies.	shoes, a warmer classroom, lunch, a home, a car, a gym pass, sleep
Mental	Keeps us mentally healthy and happy. This can include items that ensure we have opportunities to learn, make decisions, achieve goals and receive rewards for our work.	school, books, Wikipedia, sleep, a job, rewards, a new laptop,
Emotional	Keeps us emotionally healthy and happy. This can include items or people that allow us to express feelings, deal with stress, care for others or be cared for.	hugs, positive messages, a birthday present, friends
Spiritual	Keeps us spiritually healthy and happy. This can include opportunities to connect with ourselves or our world, feel like we have a purpose, and feel like we make a difference in our world.	feeling part of my community, volunteering, forgiveness, hope, faith

Optional: As an alternative to the million dollar question or as an additional question, you can also ask students what they would do with their time if they were given a free day, or what they would want with them on a deserted island. These responses can also be categorized as physical, mental, emotional, and/or spiritual.

3. Have each cohort work with the Value Proposition activity sheet to work collaboratively to identify how their solution might provide physical, mental, emotional, and/or spiritual value to their customers.
4. Ask cohorts to share their value propositions with other groups to receive feedback and answer questions. Once this sharing opportunity is complete, allow cohorts to return to their groupings to further develop their responses.
5. Have students put the main ideas from their value proposition into the Business Model Canvas (either as sticky notes or writing).



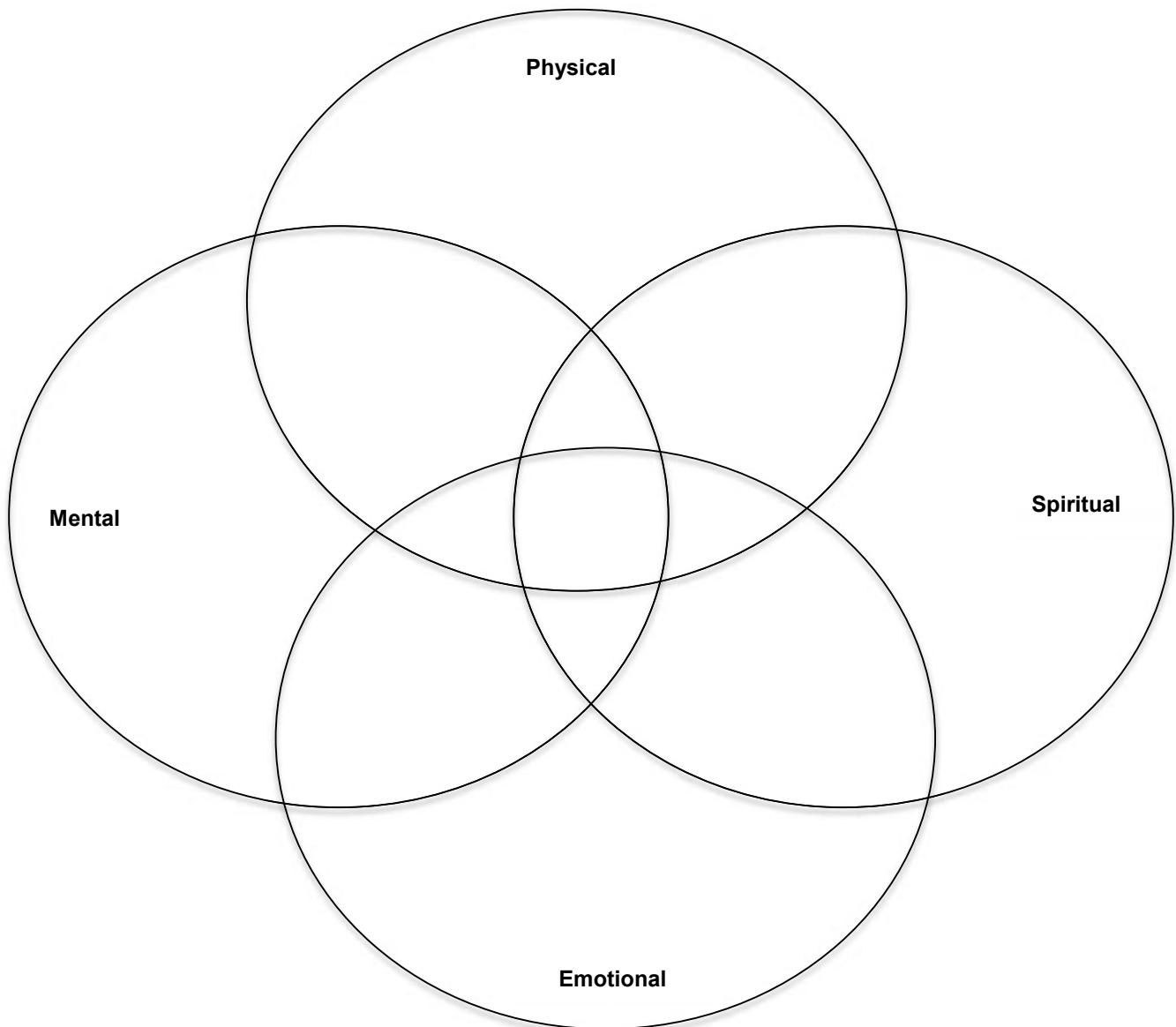
NAME: _____ DATE: _____

GROUP MEMBERS: _____

Customers decide how valuable a product or service is for a variety of reasons. For example, a consumer wanting to purchase a pair of warm winter boots may be willing to purchase Pair A for \$150 but not Pair B for \$45. Consumers' purchase decisions can be split into four categories - physical, mental, emotional, and spiritual.

Write your solution or business idea on the line below. Then, think about what makes your product or service valuable for any or all of your customers. Try to put at least one attribute of your product in each main circle (physical, mental, spiritual and emotional). If your product has an attribute that fits into multiple categories, then find the correct grouping of overlapping circles to place the words into.

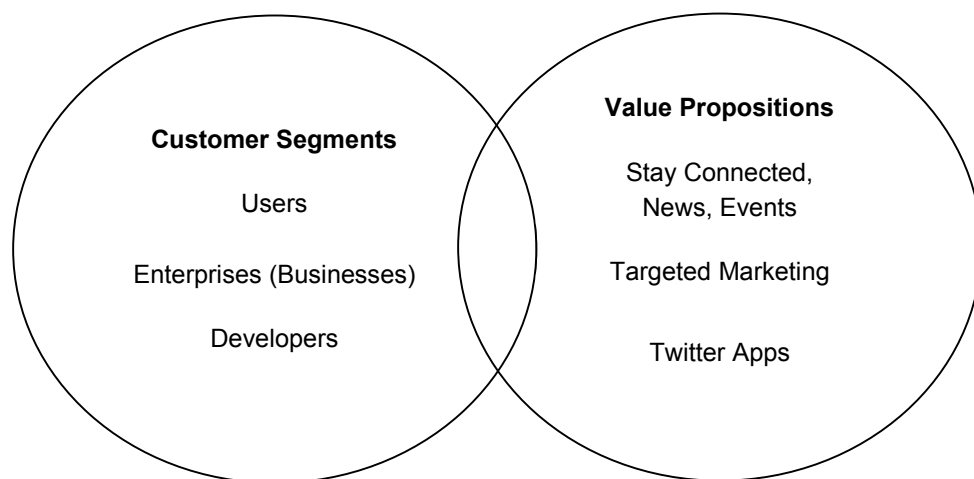
Idea: _____



VALUE PROPOSITION

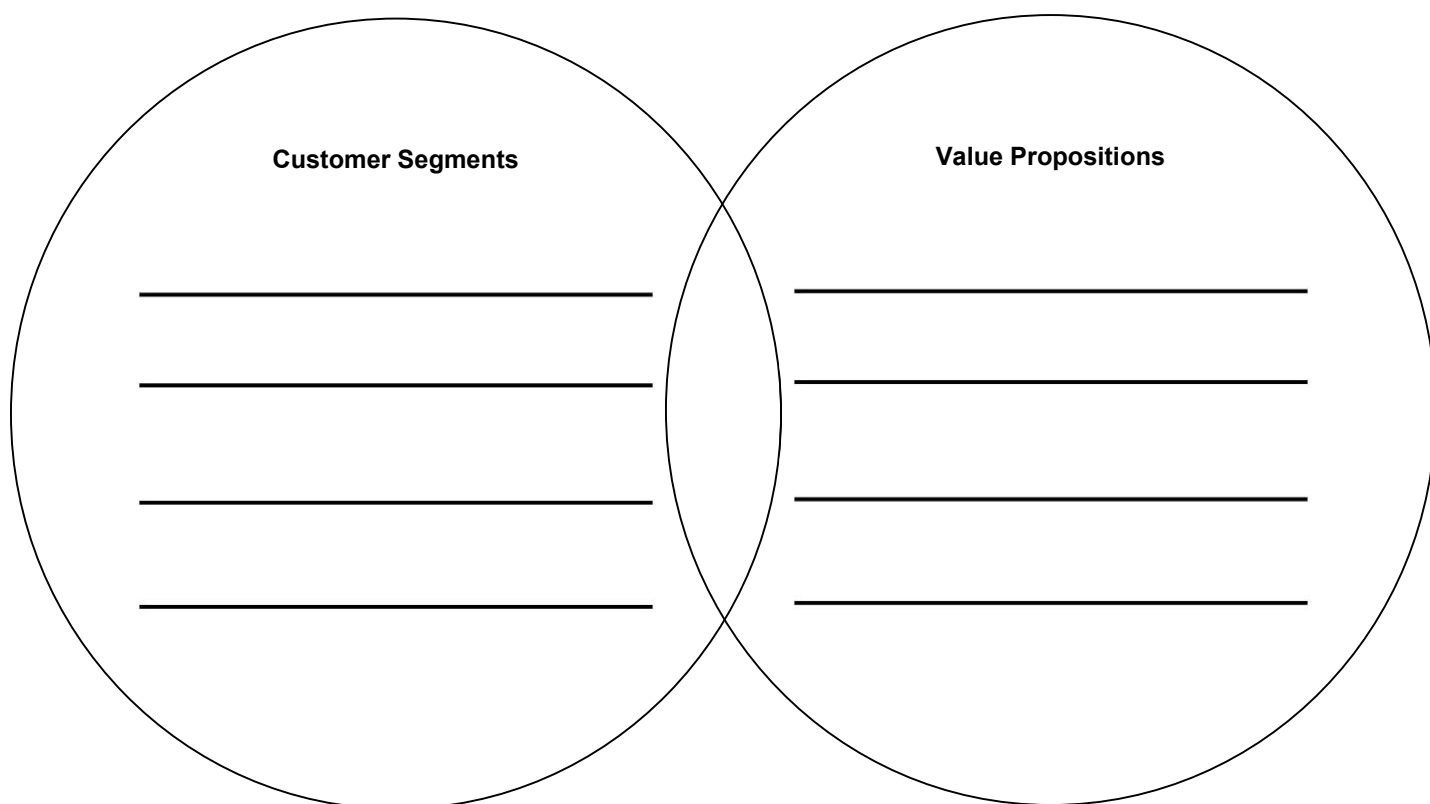
Creating a Value Proposition

Different customer segments look for different value in products. Twitter is a great example of a solution that has different value to different customer segments. The example below shows Twitter's three customer segments and corresponding value propositions.



Twitter Customers and Value

Using the circles below, link your customer segments to the value propositions you created on the previous page



LESSON PART 2: KICKSTARTER

Approximate time: 30 minutes

1. Watch “10 Kickstarter projects you’ll be buying in 2014” on YouTube, asking students to note the projects introduced.
2. Working in cohorts, ask students to choose one of the ideas seen in the Kickstarter video and discuss the following questions:
 - ♦ What was the problem this product was trying to solve?
 - ♦ What value proposition of the solution(s) presented?
 - ♦ What categories of wants/needs were fulfilled with the solution?
3. Share student responses with the class.

LESSON PART 3: UNDERSTANDING TECHNICAL CONSIDERATIONS

Approximate time: 20 minutes



Mentors will either come from a technical background themselves or likely will have been involved with a technical group in the creation of their company. Use their experience to examine the technical considerations of different products/services from a business and science perspective.

1. By this stage, students should have created a solution to their problem that has been tested with customer segments. Now, in cohorts, students must create a prototype of their solution or business idea:
 - ♦ The prototype can be service or product based
 - ♦ The prototype should effectively capture in a visual manner what the solution or business idea is
 - ♦ The prototype should be something that can easily be taken out for market research (this can be integrated into market research activities later in the course)
2. For examples of prototypes, see below:
 - ♦ Using paper to demonstrate a digital product (iPhone app): https://www.youtube.com/watch?v=_5FGesQ7DBU&feature=youtu.be
 - ♦ Paper prototype for a digital video game: <https://www.youtube.com/watch?v=8IUylo08qtl&feature=youtu.be>
 - ♦ One idea for how to prototype a service: <https://www.youtube.com/watch?v=5UzgUyUWoTk&feature=youtu.be>
3. Ask students to create a “5W” chart in their notebook (who, what, when, where, why). Have cohorts swap prototypes and answer as best as possible the 5 W’s for someone else’s prototype, paying attention to:
 - ♦ Who: would use or benefit from this business idea?
 - ♦ What: does this prototype explain about the business idea?
 - ♦ When: would this idea be useful?
 - ♦ Where: could this idea be marketed?
 - ♦ Why: is this idea important or useful?

As a second “who”, have students brainstorm as many people as possible that would be needed on a team to bring the idea from concept to reality. For example, if it is an app for an iPhone, you may need someone with knowledge of coding. They may also want to market their app, in which case they may need a social media expert, a web designer, and so forth.

If time permits, multiple swaps can occur so that each cohort can get multiple perspectives on what their prototype is communicating to other teams.

4. Have the 5W charts given to the groups that they are about. Based on what information is contained in them, give students an opportunity to add to their prototype or make changes.
5. Add information into the Value Proposition section of the Business Model Canvas, based on the work in this section.
6. Ask students to create a list of the experts or other individuals they would need if they were actually bringing this business idea to reality. As a possible extension, encourage students to connect with one or more experts that work in these fields to interview them and get feedback about the business idea and prototype.

Note: Technical Experts are easier to contact than some students might imagine. Below are some ideas on how to find experts:

- ♦ Universities and Colleges – Professors and grad students are typically very happy to share their knowledge. Most universities post contact information for faculty and grad students online.
- ♦ Online – Many experts create blogs or vlogs to share their knowledge. These individuals are already sharing their knowledge and are often happy to share even more when contacted directly. Keep in mind that online experts may or may not be the best experts. Just because someone is able to put together a website doesn’t mean they are a true expert.
- ♦ School Board – Many boards have vast resources with Career and Technology Centres, MDC courses (media, design and communication arts), pre-engineering, computer sciences, supply chain management and more.
- ♦ VROC or Mentor Connections (online services)

Section 8 | How to Win at Failing

Student Project Goals for Section 8: How to Win at Failing

In this section students will advance their projects by:

- Exploring failure as a tool for improvement

SECTION 8: OUTLINE

Students will explore the value of failure. Through this process, students are encouraged to become more comfortable with failure.

SECTION 8: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

2. Generate ideas for possible venture opportunities in their environment
 - 2.3 Explain “failure of a business venture” as an opportunity to learn

Components for Section 8: How to Win at Failing

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- Recommended YouTube videos:
 - The Deep Dive by ABC News Production, available in three parts: <http://youtu.be/JkHOxyafGpE> , <http://youtu.be/pVZ8pmkg1do> and <http://youtu.be/nyugyrCQTuw>
- Marshmallow Activity Challenge – two of each item is required for each cohort:
 - ♦ 20 sticks spaghetti
 - ♦ One meter string
 - ♦ One marshmallow
 - ♦ One meter masking tape
 - ♦ Measuring tape or meter stick
- One Fail Fast activity sheet per student

Time Required

Approximately 3 instructional block (60-90 min each)

LESSON PART 1: EXPERIENCE FAILURE

Approximate time: 90 minutes

1. Explain to the class that they will be working in their cohorts to construct a marshmallow tower and they must use the following rules:
 - ♦ You must build the tallest possible tower that will support a marshmallow on top of it
 - ♦ You are only allowed to use the items you received to build your tower
 - ♦ You can not sabotage any other groups
 - ♦ You have exactly 15 minutes to build your tower
2. Split class into cohorts, and give each group one set of following items:
 - ♦ 20 sticks spaghetti
 - ♦ One meter string
 - ♦ One marshmallow
 - ♦ One meter masking Tape
 - ♦ Measuring tape or meter stick
3. Once everyone has built a tower, create a chart on the board with all the groups' names and the heights of each tower to determine the winner.
4. Let students know that they have conducted a series of experiments to help create the ultimate marshmallow tower. Some succeeded, some failed, but everyone learned.
5. Ask each student cohort to discuss the following for 15 minutes:
 - ♦ What was successful about each tower in the room?
 - ♦ How could we learn from our failures to build an even better tower?
 - ♦ By the end of this discussion you should have rough plans for a new and improved tower.
6. Give students a new set of supplies and ask them to rebuild their tower. Remind them of the rules before you give them an additional 15 minutes to build their tower.
7. Once everyone is done, give students 10 minutes to compare their first and second towers and determine how they had made improvements based on mistakes from the past.
8. Ask a member of each cohort to share his or her group's experience with failure.



Entrepreneurial Skill: Get Your Idea to Market Quickly

The most successful entrepreneurs have been failures at many times in their life. Rather than wallowing in failure, they found ways of learning from failure and improving.

In many cases, entrepreneurs release products or services that aren't perfect. They choose to let their customers show them what needs to be improved, rather than waiting and spending significant amounts of time and money trying to improve their idea while their customers may move onto other available products and services.

LESSON PART 2: FAILURE AS A TOOL

Approximate time: 60 minutes

1. Write the following quote on the whiteboard, interactive whiteboard, or flip chart: "Fail often in order to succeed sooner."
2. Show students all three parts of The Deep Dive by ABC News Production.
3. Ask students to reflect on the quote you wrote on the board earlier. Ask them to spend 10 minutes writing a personal reflection on the quote. The reflection can be related to the quote in any way.
4. Ask students to work in their cohorts and spend 10 minutes to discuss the following questions:
 - a. Did the IDEO team find out what their customers wanted?
 - b. What does IDEO think about failure or errors?
5. Ask a student from each group to report to the class on their discussion.
6. Either for homework or in class, ask students to research one product that came from failure or a successful entrepreneur that experienced significant failure. Ideally students will find their own product or entrepreneur; however, they can also choose from the following list of classic examples:
 - a. The Pacemaker
 - b. The Slinky
 - c. Silly Putty
 - d. Penicillin
 - e. Super Glue
 - f. Scotchgard
 - g. White Out
 - h. Steven Spielberg
 - i. Henry Ford
 - j. Vera Wang
 - k. Mark Zuckerberg
 - l. J.K. Rowling
 - m. Steve Jobs
 - n. Richard Branson
 - o. Bill Gates



Taking calculated risks while building a product is important. Some

have taken calculated risks that have yielded a great end result. Others' risks have been so significant that they resulted in the business collapsing.

James Dyson conducted 5,126 failed experiments before he created the Dyson vacuum.

Blockbuster Video built a business around a technology that was growing very quickly. Blockbuster existed during and after the fall of various video recording formats including beta and video cassettes. Once DVD use dropped, the business was forced to close its doors. At its peak, Blockbuster had 9,000 stores.

STOP! FEEDBACK POINT.

Feedback and evaluation opportunity for Sections 6-8.

Section 9 | The Customer is Still Right!!!

Student Project Goals for Section 9: The Customer is Still Right!!!

In this section students will advance their projects by:

- Conducting market testing through customer interviews
- Making changes to the Business Model Canvas based on real customer feedback

SECTION 9: OUTLINE

Creating a great solution is much easier when you have a deep understanding of a customer's problem and the real reason they need solutions. Students will explore customer problems via interviews to create real solutions that meet the needs of customers.

SECTION 9: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

1. Recognize and assess venture opportunities in their environment
 - 1.1 Compile a list of opportunities; e.g., needs, wants, problems
 - 1.2 Describe and apply a decision-making model for potential entrepreneurial opportunities
 - 1.3 Demonstrate skills in problem solving and decision-making
2. Generate ideas for possible venture opportunities in their environment
 - 2.1 Demonstrate skills in generating ideas, alternatives and strategies
 - 2.4 Show sensitivity and respect for the perspectives, needs, wants and priorities of others
 - 2.5 Demonstrate characteristics of creative thinking
3. Plan a venture
 - 3.5 Describe the important components of a venture plan including:
 - 3.5.2 Market research and analysis

Components for Section 9: The Customer is Still Right!!

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- Video: "NEXT Customer Discovery Program – What Do You Ask with Justin Wilcox" (<https://www.youtube.com/watch?v=RNwX0-KJfeo>)
- One Market Research and Product Refinement activity sheet per student

Time Required

Approximately 4 instructional blocks (60-90 minutes each)

LESSON PART 1: PRACTICING CUSTOMER INTERVIEWS**Approximate time: 60 minutes**

As an expansion point to this exercise, try having the mentor pretend to be the customer being interviewed and use their knowledge and experience to expand on student questions.

1. Ask each cohort to bring out their list of customer interview questions from Section 5, or (if those questions were incomplete) to develop ten questions they would ask a prospective customer for their business idea, recording these questions.
2. Next, watch “NEXT Customer Discovery Program – What Do You Ask with Justin Wilcox.”
3. Discuss as a class what some of the main learnings from the video were.
4. Have students return to their cohorts to make amendments to their list of ten questions.
5. Have cohorts work with each other (alternately, as a whole-class activity) to practice their customer interview questions on each other. Encourage students to give constructive feedback to improve how questions are phrased or what is being asked. Things to consider:
 - ♦ Asking “why” will help you dig deeper into how a customer is thinking.
 - ♦ Do the questions give useful information and feedback?
 - ♦ Avoid asking hypothetical, future-based questions (can be leading).
 - ♦ What can you learn from the failures or mistakes in the interview process?
 - ♦ Have students reflect back what they think they have heard from each other to determine if communication is clear and accurate, and whether points are being interpreted correctly.
6. Give each cohort one further opportunity to return to their questions to finalize their ten-question customer interview.

LESSON PART 2: MARKET RESEARCH AND PRODUCT REFINEMENT

Approximate time: 180 minutes



Sometimes one of the hardest places to start with market research can be creating a plan. Use your mentor to create an overarching strategy for each product. A great expansion point may also be to use your mentor for new products and potential ideas that can be researched.

1. Review the **Market Research and Product Refinement** activity sheet with students. Give students time in their cohorts to complete Part A.
2. Give students time (in class or outside of class) to conduct their market research, completing Part B during the customer interview process.

Note: If students need to conduct their interviews outside of class time/space, you can move onto Section 10: Let's Get Ethical and return later to complete this lesson, or you can encourage students to use each other as initial market research subjects.



Primary Data:
Information that is collected from a primary source; in this case, the customer.

3. Either give students class time to compile their primary data or assign data compiling as homework. Ask students to think about ways they have expressed data in math or science class. Request that students create a written and/or visual representation of the data they collected. The data needs to be easy to understand and accurate to their raw data.
4. In class time, work collaboratively to complete Part C of the activity sheet, discussing the entrepreneurial process (as outlined on the sheet) and challenges encountered during market research.

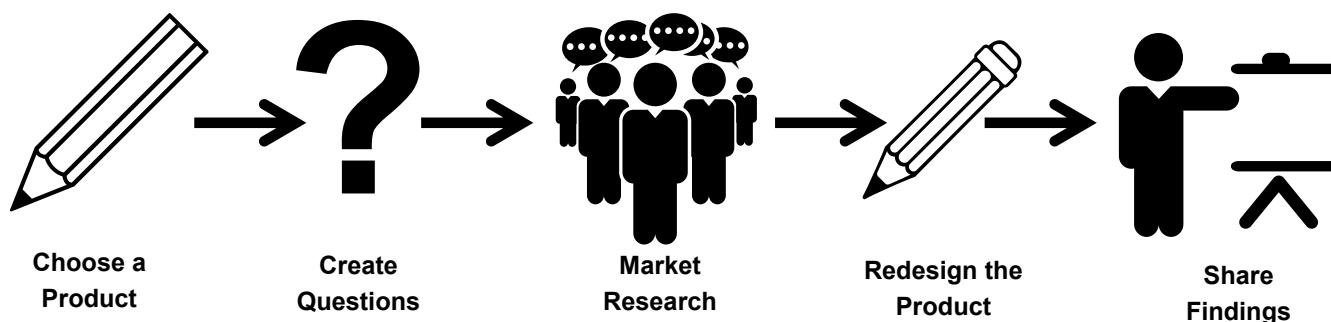


NAME: _____ DATE: _____

GROUP MEMBERS: _____

MARKET RESEARCH AND PRODUCT REFINEMENT

Creating great products isn't enough to be a successful entrepreneur. Customers have to like the product and must want to have it. Through market research, you will practice interviewing customers, then use that information to redesign your product.



Part A: Choosing a Product & Creating Questions

What is the product or service that is your business idea?

Write your "elevator speech" (30 seconds or less to say it) to explain what your idea is.





NAME: _____ DATE: _____

GROUP MEMBERS: _____

MARKET RESEARCH AND PRODUCT REFINEMENT

What are the ten questions that your group has designed to ask your potential customers? Write these questions below.

Part B: Market Research

Before you begin your interviews, you'll want to introduce and explain the purpose of the interview. Make sure you tell your interviewees that you are looking for their opinion. As a result there are no right or wrong answers. Write down as much information about your customer as possible. Remember:

- Dig deep with questions
- Ask why
- Record emotions





NAME: _____ DATE: _____

GROUP MEMBERS: _____

MARKET RESEARCH AND PRODUCT REFINEMENT

Customer #1:

Age:

Grade:

Location:

Gender:

Customer #1 Interview Responses:



NAME: _____ DATE: _____

GROUP MEMBERS: _____

MARKET RESEARCH AND PRODUCT REFINEMENT

Customer #2:

Age:

Grade:

Location:

Gender:

Customer #2 Interview Responses:



NAME: _____ DATE: _____

GROUP MEMBERS: _____

MARKET RESEARCH AND PRODUCT REFINEMENT

Part C: Redesign the Product and Share Findings

Redesign the Product: Focus on finding great solutions for most customers rather than trying to solve everyone's problems.

- Look at your results and record trends
- Try to find 2-3 items that were problems and try to find new solutions
- Try to make your product solve the top 2-3 problems
- If it isn't possible to solve 2-3 problems, focus on only 1-2





NAME: _____ DATE: _____

GROUP MEMBERS: _____

MARKET RESEARCH AND PRODUCT REFINEMENT

Share Findings: Entrepreneurs would share findings with their team, as well as potential partners, funders, customers and team members. Remember to include information on:

- Your questions
- Your customers' problems
- Your new design
- The reason you chose to focus on certain problems and design solutions

In the space below, make an outline for your presentation to the class.



Section 10 | Let's get Ethical

This section can be taught at any time in this course. Feel free to use these lessons to break up long working periods, initiate good discussion among cohorts, or to wrap up the course.

SECTION 10: OUTLINE

Students will explore their personal values in regards to business ethics and analyze a situation to determine how to ethically make decisions.

SECTION 10: OBJECTIVES

Curriculum links to Alberta Education Program of Studies Course ENT 1010: Challenge & Opportunity

After completing this interactive lesson, students will:

3. Plan a venture
 - 3.6 Describe regulations and social responsibilities that limit venture alternatives;

Components for Section 10: Let's get Ethical

To complete all of the activities in this lesson, you'll need:

- Whiteboard, interactive whiteboard, or flip chart paper
- Scissors
- One **Business Ethics Cards** set per student
- One **Understanding Business** activity sheet per student
- One **Ethics Decisions Card** per cohort

Time Required

Approximately 1 instructional blocks (60-90 minutes each)

LESSON PART 1: IDENTIFYING YOUR VALUES

Approximate time: 45 minutes



As an expansion point to the lesson, mentors can provide business cases or situations where values play an important role in the development of ideas.

1. Pass out one page of **Business Ethics Cards** to each student and ask him or her to cut the sheet into individual cards.
2. Explain that each card contains an ethical standard or regulation that businesses consider when making their product or service. Ask students to rank these cards from most to least important and place a number from 1-9 in the "Ranking #1" spot. Some students may choose to give the same importance to multiple cards and therefore have multiple cards with the same number.
3. Ask students to pair up, compare rankings and have a discussion using the following discussion prompts:
 - a. I chose to order these cards this way because...
 - b. I chose my #1 card because...
 - c. I chose my #9 card because...
 - d. If you had some cards with equal ranking, discuss why these cards have equal ranking
4. Ask students to work individually again, and re-rank their cards based on their discussion. Let them know it is okay to make significant, small or no changes. Place their new rankings in "Ranking #2".
5. Collect all #2 rankings from students. Calculate the average ranking per item and rank them for the whole class. Ensure students can see the class ranking for all items and ask them to write these rankings in "Ranking #3" on their cards.
6. Hand out the **Business Ethics Worksheet** and ask students to self-reflect on the questions. This can be assigned as homework or done in class.

BUSINESS ETHICS CARDS

No Child Labour Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____	Minimize Pollution Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____	Equal Opportunity Hiring Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____
No Discrimination Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____	Donations to Charities Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____	No Animal Testing Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____
Only Buy and Sell Fair-Trade Products Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____	Allow Employees Time Off to Observe Religious Holidays Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____	Reporting Spending Accurately Ranking #1 (self) _____ Ranking #2 (discussion) _____ Ranking #3 (class) _____



NAME: _____ DATE: _____

GROUP MEMBERS: _____

UNDERSTANDING BUSINESS ETHICS

Businesses are required to work within regulations. These regulations ensure businesses are being ethical and fair. Many businesses also choose to create an additional list of ethical standards so they can create a good working environment for employees and make their product or service more attractive to customers.

For the following list of questions, think about the Business Ethics Cards you worked with in class.

1. How did you decide which cards were more or less important?
2. Did any of your rankings change significantly from Ranking #1 to Ranking #2? Why did they change so much?
3. Were any of your rankings from Ranking #2 significantly different from the class' Ranking #3? Why do you think they were so different?
4. Which standards do you require from the businesses you interact with? Why? Can you think of a business that you support that upholds one or more of those standards? Can you think of one you do not support because it does not uphold those standards?



NAME: _____ DATE: _____

GROUP MEMBERS: _____

UNDERSTANDING BUSINESS ETHICS

5. Which standards do you not require from the businesses you interact with? Why are these not important to you?

6. This activity gave a short list of ethical standards and regulations that are considered by entrepreneurs. Which additional standards and regulations do you feel are important for businesses to consider? Make a list in the space provided below.

LESSON PART 2: MAKING ETHICAL DECISIONS

Approximate time: 45 minutes

1. Let students know that they will be working with their cohorts to determine how to deal with a number of different ethical business decisions.
2. Group students into their cohorts, and give each group a single Ethical Decisions Card.
3. Let the groups know they will be deciding how to move forward from the scenarios on each of these cards. Ask each group to read the information on the card and then discuss the following questions:
 - Identify the ethical or legal issue.
 - List the facts that are most important to consider when deciding if this was ethical.
 - List the people who are affected by the decision, and what each person would likely want from the situation.
 - As a group, decide how you would want to move forward from this situation.

ETHICAL DECISIONS CARDS

Case Study 1:

Your employee, Dara, is a practicing Muslim and lets you know the month of Ramadan is soon approaching. As part of her religious tradition she will be up all night praying during "The Night of Power." Dara doesn't have any vacation time left, but would like to take a day off because she will be staying up all night. She explains that she won't be very useful at work because she will be sleep deprived.

Case Study 2:

You are looking for a company to make your new line of cupcake vending machines. Your business partner, Andrew, says he has a cousin who works for a company that designs vending machines. Andrew suggests that his cousin might be able to give a discount if they let him design the vending machine without notifying his employer.

Case Study 3:

You are a very popular social media company that is starting to lose popularity. You want to find out more about your users and hire a consulting company to give you some suggestions. They do a ton of research and find out that social media is most successful when it brings out emotions in its users. The company suggests altering news feeds to ensure they list highly positive and negative emotional posts more often.

Case Study 4:

Your company has been running successfully for three years and you are looking for opportunities to expand. The easiest way to save money and create more seed money for expansion is to replace some of your production workers with a new machine called the Really Fast-inator. The Really Fast-inator could replace 10 employees, saving you \$600,000 per year in salaries and benefits. The Really Fast-inator costs \$1,000,000 and produces 50% more product than you made in the past. This will give you an additional \$300,000 revenue in a year.

Case Study 5:

Your business has been emailing its users weekly emails for the past three years. Most of your customers start by signing up for your newsletter and 72% of your income is generated by users who first received emails and then started buying your products. You spend quite a bit of time perfecting newsletters to ensure new users are signing up. A new law is made that forces you to ensure everyone receiving a newsletter gave you consent to send them emails and requires that you have an unsubscribe button at the bottom of every emailed newsletter. You have permission from 37% of your users, but the other 63% are from email lists you bought.

Case Study 6:

You run a non-profit animal shelter and as a result are required to create reports to your donors. A dog food company gives you a large annual donation, but the company requires that you spend all the money by the end of the year. Instead of spending all of it by the end of December, you spend the last part in early January. This error could harm your relationship with the dog food company and potentially get you less money the following year. You really need all of it to ensure you rescue as many animals as possible.

Section 11 | Bringin' it all Together

By this point, students will have been developing their Projects in all previous sections of the course (except for Section 10: Let's Get Ethical). Here are the steps students should have taken to advance their Project to this point:

Section 1	Organized into cohorts
Section 2	Built understanding behind various business opportunities and types.
Section 3	Worked collaboratively to identify how to organize information into a Business Model Canvas
Section 4	Identified real-world problems and filled out the Problem section of the Business Model Canvas with a cohesive problem statement for at least one idea
Section 5	Filled out the Solution section of the Business Model Canvas with at least one creative solution for the identified problem
Section 6	Filled out the Customer section of the Business Model Canvas with appropriate customer segments identified
Section 7	Built a prototype of their solution/business idea and defined the value proposition; filled out the Value Proposition and Key Activities sections of the Business Model Canvas
Section 8	Experienced failure as a valuable tool to advance ideas
Section 9	Conducted market research to inform changes to the Business Model Canvas content in order to improve ideas and the solution

To bring it all together into a cohesive Project presentation, the following key components are needed:

- A completed Business Model Canvas
- A prototype of the business idea
- A “pitch” style presentation for peers



Mentors are a great addition at any point during the Project finalization process that is Section 10. Mentors can assist students in finalizing their presentation and polishing their Canvas and prototype, they can provide valuable feedback during the pitch presentations, or they can act as guest speakers and share their experiences with pitching their own business ideas.

1. Distribute the Project Instructions and Rubric to students and discuss expectations.
2. Either in class or outside of class time, or using a combination, give students time to bring these components together into a finished group project.
3. Have students complete the Self and Group Assessment once the projects are finished.

4. Allow students to give peer feedback during the pitch presentations using the Peer Presentations.

STOP! FEEDBACK POINT.

Feedback and evaluation opportunity for Sections 9-11.



NAME: _____ DATE: _____

GROUP MEMBERS: _____

Congratulations! You have spent a lot of time exploring what it means to be an entrepreneur and how to come up with creative solutions to real-world problems. Now you are going to take all the work you've done and bring it together in your ENT 1010 "Dream It" Project.

You will work as a group (cohort) for all aspects of this project, unless your teacher has informed you otherwise.

There are three components to the project. Please see below for expectations for each one:

Component	Expectations
The Business Model Canvas that you've been working on with your group	- Each section to be filled out (using sticky notes or written on) - Should have enough detail to capture the business idea you've come up with
The prototype for your solution or business idea	Should effectively demonstrate either the product or service that is your solution
A short presentation, or "pitch", that you will deliver to the class	- Needs to be five minutes or less - Can be in any format (video, PowerPoint, poster, speech, etc.) - Should explain your idea as clearly as possible - Be prepared to answer questions from your peers and teacher

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	0 Insufficient/ Blank
Complete a Business Model Canvas to outline the business idea.	Students made a comprehensive Business Model Canvas that outlined their business idea.	Students made a complete Business Model Canvas that outlined their business idea.	Students made a superficial Business Model Canvas that outlined their business idea.	Students made an incomplete Business Model Canvas that outlined their business idea.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Create a prototype to model the business idea (either a product or a service).	An innovative prototype was created to model the idea.	A practical prototype was created to model the idea.	A workable prototype was created to model the idea.	An ineffective prototype was created to model the idea.	
Present the business idea in the form of a "pitch" style presentation.	Students created a presentation format that was captivating .	Students created a presentation format that was effective .	Students created a presentation format that was straightforward .	Students created a presentation format that was ineffective .	

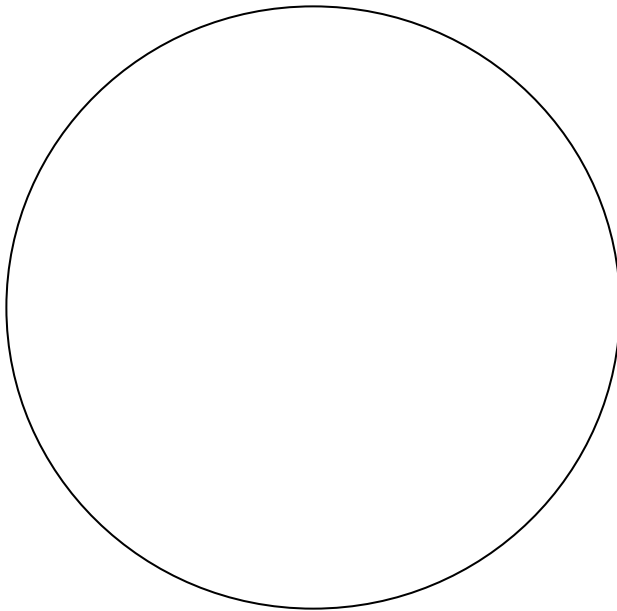


NAME: _____ DATE: _____

GROUP MEMBERS: _____

Group Assessment

Fill in the pie chart below to show the contributions of each group member. Create a legend showing to show how your divisions correspond to different group members.

**Legend**

List some of the difficulties your group had. If they were resolved, then write about how they were resolved in the space below.

How well have you contributed to your group? What have you done to improve how well you have contributed? This self-evaluation should help you understand if you are happy with how you have participated in this class.

Answer the questions as truthfully as possible.

At the end of the evaluation, you'll have an opportunity to plan how you'd like to work better in your group



NAME: _____ DATE: _____

GROUP MEMBERS: _____

Am I satisfied with my contributions to this group?

		Always (4)	Often (3)	Seldom (2)	Never (1)
Criteria					
1.	I feel like I know what my group's goals are.				
2.	I feel like I know what I am responsible for.				
3.	I feel like I am making a meaningful contribution to the group.				
4.	I am satisfied with my contribution to this group.				
5.	I feel like I am producing high quality work.				
6.	I complete my work in a timely manner.				
7.	During class, I am focused on achieving my group's goals.				
8.	I am prepared for class with the materials and information I need to ensure the group's success.				
9.	I encourage my fellow group members to contribute to the project.				
10.	When I have time, I help others on my team achieve their goals.				
11.	I feel comfortable with the amount of work assigned to me.				
12.	I feel like I have adequate support from my group.				
13.	If I see a problem I bring it up to the group so we can determine a solution.				
14.	I am respectful to my fellow group members.				
15.	I keep records of deadlines.				
16.	I am not a distraction to others.				

What could you do to contribute to your group in a better way?



NAME: _____ DATE: _____

GROUP MEMBERS: _____

Am I satisfied with my group's contributions?

		Always (4)	Often (3)	Seldom (2)	Never (1)
Criteria					
1.	We all know what our goals are.				
2.	Everyone knows what they are responsible for.				
3.	All members contribute to the group activity.				
4.	All members of the group listen carefully to ideas from other members of the group.				
5.	I feel like we are producing high quality work.				
6.	We are completing our work in a timely manner.				
7.	During class, we are focused on achieving our goals.				
8.	We are all prepared for class with the materials and information we need to ensure the group's success.				
9.	We all encourage our fellow group members to contribute to the project.				
10.	When anyone in the group has time, they help others on the team achieve their goals.				
11.	Everyone has a similar amount of work assigned to them.				
12.	If someone sees a problem, they bring it up to the group so we can determine a solution.				
13.	We are all respectful to our fellow group members.				
14.	We all keep records of deadlines.				
15.	We do not distract one another from our work.				
16.	Our group regularly checks the final rubric or project requirements to ensure we are on track.				

What could the group to contribute in a better way?



NAME: _____ DATE: _____

GROUP MEMBERS: _____

The rubric below will help you evaluate how well the other members of the group contributed to this project. A space is provided below each descriptor. To assign a score to each group member, place their name or initials on the line under each criteria.

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	0 Insufficient/ Blank
Communication with Group	Contributed purposefully to a positive group working environment through listening to others and encouraging others to contribute.	Contributed significantly to a positive group working environment through listening to others and encouraging others to contribute.	Contributed appropriately to a positive group working environment through listening to others and encouraging others to contribute.	Contributed minimally to a positive group working environment through listening to others and encouraging others to contribute.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Contribution	Contributed ideas in an insightful way. Ideas were always well thought out, innovative and creative.	Contributed meaningful ideas to the group. Ideas were often well thought out, innovative and creative.	Contributed appropriate ideas to the group. Ideas were sometimes well thought out, innovative and creative.	Contributed superficial ideas to the group. Ideas were rarely well thought out, innovative and creative.	
Preparation	Always came to class with assignments completed, and with the required class materials.	Often came to class with assignments completed, and with the required class materials.	Sometimes came to class with assignments completed, and with the required class materials.	Rarely came to class with assignments completed, and with the required class materials.	
Responsible for their Learning	Demonstrated innovative understanding and application of course concepts to the group project.	Demonstrated credible understanding and application of course concepts to the group project.	Demonstrated predictable understanding and application of course concepts to the group project.	Demonstrated unrelated understanding and application of course concepts to the group project.	
Time Management	Purposeful use of class time.	Focused use of class time.	Appropriate use of class time.	Poor use of class time.	



NAME: _____ DATE: _____

GROUP MEMBERS: _____

Complete the following table while you listen to class presentations.

Business Idea	What strengths do you see in the solution or business idea being proposed?	What weaknesses or challenges do you see in the solution or business idea?	What questions do you have for this group about their solution or business idea?

The assessment built for this course can be given to students at the end of each section chunk or at the end of the course. These tools act as a summative task to assess student knowledge and understanding..

Please note: Assessment tools have been developed to address enduring outcomes that have been recognized as a framework for an overall assessment that can be used for the entire ENT1010 course. Please modify and expand assessment as necessary to achieve the required outcomes for your classroom.

Below is a short description of each assessment. Scoring rubrics are also provided for each assessment.

SECTIONS 1-5 ASSESSMENT SUGGESTIONS: PROBLEMS AND SOLUTIONS

Approximate time: 30 minutes

Students will be assessed to see if they can identify problems and generate solutions that suit their customers.

SECTIONS 6-8 ASSESSMENT: CUSTOMER SEGMENT AND TARGET MARKET

Approximate time: 45 minutes

Students will explore value propositions and ensure they are targeted for their specific customers.

SECTIONS 9-11 ASSESSMENT: CUSTOMER DISCOVERY, PICKING IDEAS AND MODELING NEXT STEPS

Approximate time: 60 minutes

Students will create a list of questions that are well suited to customer validation. They will also respond to customer feedback to redesign a solution and create a simple business plan to better understand the business that will be created through this solution.

SECTIONS 1-5 ASSESSMENT

Scenario

You have been working at a garden center during the summer. This summer you have been seeing an increasing number of customers ask about environmentally friendly ways to deal with common garden pests. The garden center has a few products to help remove pests, but usually customers prefer home solutions from the garden experts. Many customers have been raving about the use of Borax detergent mixed with jam to kill ants. Customers are happy with all the help they are receiving, but sales have decreased and sales associates are getting very busy giving advice for home remedies.

1. In the space below, identify as many problems as possible from the scenario above.
2. Choose one problem that you feel is most important to solve. Explain why you chose the problem you did – what criteria did you use to select this?
3. Think about a solution to the problem you listed on the previous page. Consider what is listed in the scenario to build this solution, along with any other information you know about this customer segment. In the space below write about your solution, giving as much information as possible about why you chose this particular solution and why it fits the problem.

SECTIONS 1-5 ASSESSMENT RUBRIC

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	0 Insufficient/Blank
Identifying problems in your environment	Skilfully organized the problems listed in the scenario.	Logically organized the problems listed in the scenario.	Simply organized the problems listed in the scenario.	Ineffectively organized the problems listed in the scenario.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Describe criteria for choosing one idea or strategy over another	Gave persuasive arguments about why their solution was ideal.	Gave convincing arguments about why their solution was ideal.	Gave plausible arguments about why their solution was ideal.	Gave weak arguments about why their solution was ideal.	
Creatively generate ideas, alternatives and strategies to solve problems	Created innovative solutions to the problems identified.	Created thoughtful solutions to the problems identified.	Created obvious solutions to the problems identified.	Created minimal solutions to the problems identified.	

Comments:

Score: /12

SECTIONS 6-8 ASSESSMENT

Scenario

You have just been hired by a new company that has developed an electronic tattoo that monitors blood sugar levels. The tattoo is applied like a temporary tattoo, but is transparent with flexible wiring and a very small power source inside. The tattoo sends a very small electrical current through the skin. By measuring how much of that current comes back, the company is able to calculate a person's blood sugar. The tattoo has many benefits including:

- No more needles to check blood sugar
- Less anxiety because the tattoo syncs with a mobile device and sets off an alarm when blood sugar is too high or low
- Can cause an overall increase in health because there is less chance of developing conditions that are associated with poor management of diabetes

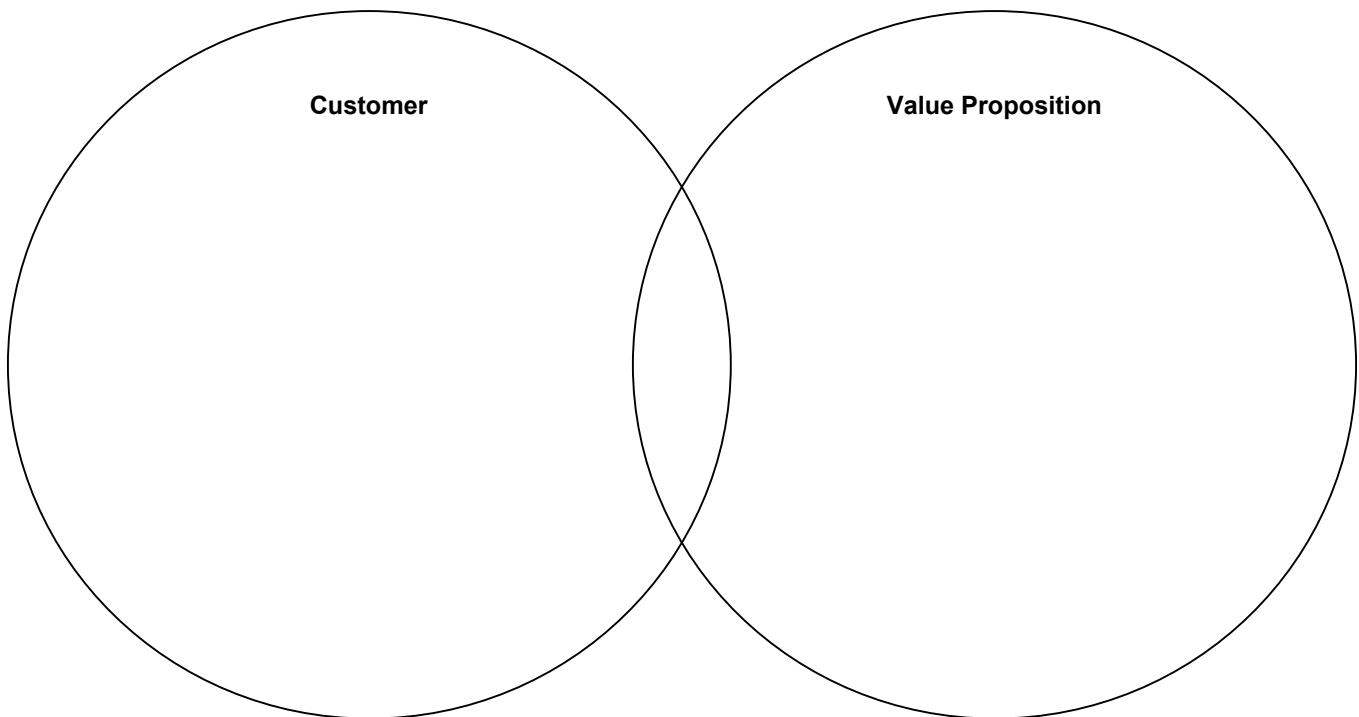
The company has spent most of their time focusing on product development and now realize they need to start marketing. They know they have a great product, but aren't sure how to market it.

1. In the space below, describe this business' customer segment(s). Remember to list as much information as possible about the customer(s) who would use this business idea.

2. In the space below, describe this business' customer segment(s). Remember to list as much information as possible about the customer(s) who would use this business idea.

Customer Description	Physical Product Attribute	Mental Product Attribute	Spiritual Product Attribute	Emotional Product Attribute

3. Now that you have a better understanding of your customer, you want to create value propositions for those customers. Remember to link customer segments to your value propositions.



4. Explain why you linked each customer segments to the value proposition listed on the previous page.

5. In the space below, draw a prototype of the described technology. Use labels to highlight key features.

SECTIONS 6-8 ASSESSMENT RUBRIC

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	0 Insufficient/Blank
Recognize and analyse the needs of others	Perceptive understanding of the potential customer segment.	Focused understanding of the potential customer segment.	Reasonable understanding of the potential customer segment.	Vague understanding of the potential customer segment.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Analyse the fit between the product and market in this scenario	Insightful understanding of the value this product brings to a specific customer segment.	Logical understanding of the value this product brings to a specific customer segment.	Simplistic understanding of the value this product brings to a specific customer segment.	Minimal understanding of the value this product brings to a specific customer segment.	
Describe the unique resources required to make this product into a business	Provides a precise list of resources required to make the electronic tattoo business successful.	Provides an accurate list of resources required to make the electronic tattoo business successful.	Provides a partial list of resources required to make the electronic tattoo business successful.	Provides a sketchy list of resources required to make the electronic tattoo business successful.	

Comments:

Score: /12

SECTIONS 9-11 ASSESSMENT

Scenario

Your city is considering implementing a bike-sharing program to try to decrease the amount of pollution from car exhaust and increase the health of the population. They want to use a system similar to the Velib bike share program in Paris. For \$40 a month, users would have unlimited use of bikes, with the first 45 minutes of each day free and each additional hour of use costing \$1. Bikes are found in many places around the city, similar to bus stops. People with a pass go to a station and unlock a bike using their pass, which tracks when they unlocked the bike and also tracks when they relock the bike in a station.

You started posting messages on various social media sites to tell people about the program and see if you can get people to share their interest in the bike-sharing program in your city. You hope that this will convince city hall that the program is needed and get it in your city more quickly. In a short period you have developed a huge following that has gotten the attention of city hall. You have met with city officials and they are hoping you can help them understand what their population needs by communicating with your social media following. If you are able to show strong interest from your following, then they have promised to hire the company that helped build Paris' system to create a plan for your city.



1. The city has made it clear that they will only proceed with the plan if you create excellent questions and show evidence of the information you have collected from your followers. In the space below, create a list of questions you would ask your followers about the problem(s) that a bike sharing system would solve.

2. You have a cousin in marketing that does quite a bit of customer validation for her job. She has been helping you look at answers to the questions you've asked over social media. She keeps seeing similar information coming from your followers and suggests you use the information to help City Hall decide how they want to design their bike share program. You take her advice.

Use the following summary to begin designing a solution to this problem. Use words, drawings or both to create a simple solution for the problem listed:

"We want the bike share program, but we live in a city that has a long winter. We are concerned about our personal safety when riding bikes on slippery ice. If we felt safe, we would keep using the bike sharing program through the whole year."

3. You decide that the city might be more likely to use your solution if you give them a business plan to show how this idea could be expanded. Looking at the solution you created on the previous page and any other information in this assessment, fill in the business canvas below. Be as specific as possible in all five sections of the canvas.

3. Customer Segments			
4. Value Proposition			
2. Solution	5. Key Activities		
1. Problem			

SECTIONS 9-11 ASSESSMENT RUBRIC

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	0 Insufficient/Blank
Create a list of questions that will help engage future customers .	Created a list of perceptive questions for customers to answer.	Created a list of effective questions for customers to answer.	Created a list of appropriate questions for customers to answer.	Created a list of confusing questions for customers to answer.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Interpret the needs of customers while drawing conclusion about the best solution possible.	Designed an insightful solution to help solve the problems identified by customers.	Designed a reasonable solution to help solve the problems identified by customers.	Designed a partial solution to help solve the problems identified by customers.	Designed a flawed solution to help solve the problems identified by customers.	
Create a plan to help solve a problem with consideration to information found from primary sources.	Created a canvas that provided a comprehensive solution to the problems identified through this scenario.	Created a canvas that provided a thorough solution to the problems identified through this scenario.	Created a canvas that provided a partial solution to the problems identified through this scenario.	Created a canvas that provided an incomplete solution to the problems identified through this scenario.	

Comments:

Score: /12

EDACITY PARTNERS

We would like to acknowledge and thank all of our partner organizations that have assisted in producing the Edacity Innovation Bank, including this resource. As experts in the fields of STEM (science, technology, engineering, and mathematics) and entrepreneurship, their expertise has helped us ensure this program is scientifically accurate and follows current best practices in entrepreneurial education.

