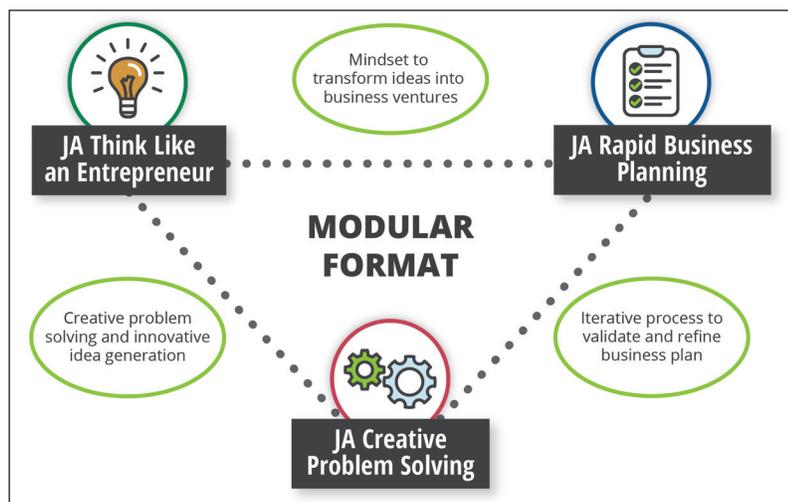




# JA Be Entrepreneurial<sup>®</sup>

*JA Be Entrepreneurial* is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. Students completing all three modules use Design Thinking, a problem-solving approach, to create business ideas. Students also learn to transform their ideas into concise, effective, and actionable one-page business plans. *JA Be Entrepreneurial* is part of the JA Entrepreneurship Pathway.

Participating students will have the opportunity to compete in a new national virtual competition, JA Social Innovation Challenge, which provides a platform for them to share their innovative ideas for improving their communities and to compete for national honors.



## PROGRAM HIGHLIGHTS

- The program is a blended model that includes teacher-led content, volunteer-led opportunities, and self-guided content to support flexible implementation options.
- There are a series of three core modules, with each module comprising multiple 45-minute sessions.
- Modules can be offered together or as stand-alone experiences to meet the diverse needs of educators and students.
- Each module offers a culminating, self-guided project for students to create an artifact that allows them to apply what they have learned.
- Within a module, some sessions and activities are required for standard implementation. Other sessions are optional to meet additional requirements, such as eligibility for the competition.

This program is designed for Grades 9–12, in-school or after-school/out-of-school. The program can be completed in three modules, 3–5 ICH per module based on delivery of the required content versus optional content.

## Module: JA Creative Problem Solving™

Session	Overview	Objectives	Activities
<b>Session One: Identifying the Problem</b>	Students are oriented to problem/solution thinking practices and introduced to the Design Thinking process of creative problem solving. They explore the first step (Empathize) that teaches them to look at problems as human-centered, from the customer's perspective.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving.</li> <li>Describe the Design Thinking model and the steps involved in the process.</li> <li>Describe the advantages of applying the Design Thinking model to new ideas or problem solving.</li> <li>Describe the Empathize step in the Design Thinking model.</li> <li>Demonstrate how an empathy map can be used to identify a user's needs.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Convergent vs. Divergent Thinking video</li> <li>Design Thinking Example scenario</li> <li>Design Thinking in 90 Seconds video</li> <li>FHIL—Stages of Design Thinking—Empathy video</li> <li>Empathy Mapping</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Making Toast Activity</li> </ul>
<b>Session Two: Exploring Solutions</b>	Students focus on the second and third steps of the Design Thinking process (Define and Ideate). They summarize the root cause of the issue in a problem statement and then use brainstorming techniques to generate viable ideas as solutions.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the Define step in the Design Thinking model.</li> <li>Demonstrate how to write a short, clear problem statement that reflects the problem to be solved.</li> <li>Describe the Ideate step in the Design Thinking model.</li> <li>Apply ideation methods by brainstorming ideas in a fast-paced activity.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Problem/Solution Thinking</li> <li>What Is Design Thinking?</li> <li>Solving Customer Problems</li> <li>Brainstorming a Business Idea</li> </ul>
<b>Session Three: Prototyping the Solution</b>	Students use rapid prototyping techniques to create an inexpensive model of their solution for customer review and feedback. This process teaches the importance of keeping customers involved in the process without large investments of time or money.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the Prototype step in the Design Thinking model.</li> <li>Construct a prototype based on a problem statement and a brainstormed solution to the problem.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>FHIL—Stages of Design Thinking—Prototype video</li> <li>Making a Prototype</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Mobile Application Design: Paper Prototype video</li> <li>Prototyping Ideas</li> </ul>
<b>Session Four: Testing the Solution</b>	Students devise testing plans to validate the design and function of their prototyped ideas with customer participants. User testing emphasizes the importance of ongoing improvement cycles in the Design Thinking model.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the Test step in the Design Thinking model.</li> <li>Develop a testing plan for a given product and target audience.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>FHIL—Stages of Design Thinking—Testing video</li> <li>Designing a Testing Plan</li> </ul>
<b>Session Five: Applying Design Thinking (Optional, Self-Guided)</b>	Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use the Design Thinking model to create a solution to an identified problem.</li> <li>Produce an artifact for each step of the Design Thinking process to demonstrate their work.</li> </ul>	<p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Design Thinking at Work</li> </ul>

## Module: JA Think Like an Entrepreneur™

Session	Overview	Objectives	Activities
<b>Session One: Developing a Mindset</b>	Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define <i>entrepreneurship</i> and some key qualities of entrepreneurs.</li> <li>Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship.</li> <li>Describe the advantages in life of embracing a growth mindset.</li> <li>Define the <i>entrepreneurial mindset</i>.</li> <li>Describe the key characteristics of a successful entrepreneur's mindset.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>What Is an Entrepreneur? video</li> <li>Entrepreneur Myth or Fact</li> <li>Which Mindset?</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Meet This 11-Year-Old CEO and Entrepreneur from Detroit video</li> <li>Growth Mindset vs. Fixed Mindset video</li> <li>Who Is This?</li> </ul>
<b>Session Two: Assessing Entrepreneurial Potential</b>	Students demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze the characteristics of the entrepreneurial mindset.</li> <li>Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Recognizing Entrepreneurial Characteristics</li> <li>Entrepreneurial Potential Self-Assessment</li> </ul>
<b>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</b>	Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate the results of the entrepreneurial mindset self-assessment.</li> <li>Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset.</li> </ul>	<p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Entrepreneurial Mindset Action Plan</li> </ul>

## Module: JA Rapid Business Planning™

Session	Overview	Objectives	Activities
<b>Session One: Planning with the Customer in Mind</b>	Students are introduced to lean business planning and focus on the customer-focused segments of the Lean Canvas. They identify customer segments, the problem to be solved, and the intended solution.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a business plan.</li> <li>Describe the key elements of the lean business plan model.</li> <li>State the problem to be solved in the Lean Canvas as a customer-centered problem statement.</li> <li>Identify the customers in the target audience for the proposed product or service.</li> <li>Identify the solution that answers the problem statement.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Lean Canvas Example: Facebook video</li> <li>Problem, Solution, and Customer Segments video</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Lean Canvas Intro—Uber Example video</li> <li>4 Main Types of Market Segmentation &amp; Their Benefits video</li> </ul>

## Module: JA Rapid Business Planning™

Session	Overview	Objectives	Activities
<b>Session Two: Summarizing the Customer Elements</b>	Students learn about customer communication channels and the most effective practices for reaching their customers. Then, they practice completing the customer elements of the lean business plan using an original or supplied idea.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define channels as they relate to business planning.</li> <li>Differentiate uses of each channel based on situations/context.</li> <li>Practice the lean business planning process by applying information to the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Channels to Customers video</li> <li>Customer Elements</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Which Channel?</li> </ul>
<b>Session Three: Formulating the Finances</b>	Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. Then, they identify what metrics are key to gauge the performance and health of the venture.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the cost structure for a product/service by listing associated fixed and variable costs.</li> <li>Determine the appropriate price for a product/service given data about the associated costs, breakeven point, and desired profitability.</li> <li>Recognize the revenue streams that will generate profitability for a product or service.</li> <li>Explain how key metrics help determine the success of a product/service and impact the business decisions made about it.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Revenue Streams and Cost Structure video</li> <li>Selecting a Price</li> <li>Key Metrics—Lean Canvas video</li> <li>Analyzing Metrics</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Cost Structure video</li> <li>Revenue Streams video</li> </ul>
<b>Session Four: Conveying the Business's Value</b>	Students identify the business's unique value and competitive advantage to convey its "edge." Then, they practice writing compelling unique value proposition (UVP) statements and identifying the business's competitive advantage.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the process used to convey the unique value proposition of a business idea.</li> <li>Identify what competitive (or unfair) advantage is as it relates to a lean business plan.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Write a Compelling UVP Headline</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Unfair Advantage—Lean Canvas—Will Dayble—3 of 7 video</li> </ul>
<b>Session Five: Completing and Testing the Lean Business Plan</b>	Students practice completing the marketing and financial elements of the lean business plan using an original or supplied idea. Then, they review the importance of testing the business plan for ongoing refinement.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice the lean business planning process by applying information to the Cost Structure, Revenue Streams, Key Metrics, Unique Value Proposition, and Competitive (Unfair) Advantage sections of the Lean Canvas.</li> <li>Describe the importance of testing and validating the assumptions and ideas that frame a business plan.</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Marketing Elements</li> <li>Pivot vs. Persevere scenario</li> </ul>
<b>Session Six: Developing a Lean Business Plan (Optional, Self-Guided)</b>	Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea.</li> </ul>	<p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>Developing a Lean Business Plan</li> </ul>