



VentureLab

Entrepreneurship



Girl Scout Juniors



About

Creating the next generation of changemakers and innovators.

At VentureLab, we believe entrepreneurship isn't just about starting companies. It is a skillset and a way of thinking. It involves identifying needs, brainstorming creative solutions, taking calculated risks, learning from failure, and persevering despite setbacks. In short, it's about having a vision and making it a reality.

We're passionate about empowering girls to innovate, create, and discover their potential. That's why we have created innovative and fun entrepreneurship curriculum, training, and programs—the perfect vehicles to help students, and especially girls, develop a mindset and 'heartset' that they can use for a lifetime, no matter what they choose to become. Together, let's develop resilient, confident kids equipped for the challenges of today and tomorrow.

According to the World Economic Forum, roughly 65% of children entering primary schools today will likely work in jobs that don't currently exist. Our challenge is twofold: we can't predict the "hard skills" and jobs of the future and our current education system is not preparing students for a rapidly-changing job market and the world. In order for our kids to succeed, we believe they must develop the ability to channel their innate creativity to create their own opportunities and tackle the problems they are passionate about solving. That's why we focus on nurturing an entrepreneurial mindset—the ability to learn from failure, be resourceful and confident, and work well with others to bring your ideas to life.

To learn more about VentureLab's full entrepreneurship curriculum, parent-child workbooks and our educator and community training offerings, visit venturelab.org.

ENTREPRENEURIAL MINDSET

Being entrepreneurial isn't just about starting companies. It is about **having a vision and making it a reality**. It is a **way of thinking** that can be **learned and practiced**.



1. CURIOSITY

Always ask “what if” and “why” and seek new and creative ways of learning and doing.



2. GROWTH MINDSET

Recognize your potential for learning and achieving anything and the power to stretch your brain and sharpen your mind!



3. COURAGE

Dare to step out of your comfort zone(s) to accomplish great things.

4. PERSISTENCE & GRIT

Learn to work through failure to create solutions for the problems you are passionate about.

5. OPPORTUNITY-SEEKING

Actively observe, identify, and act on circumstances where you can innovate or solve a problem.

6. PROBLEM-SOLVING

Proactively develop creative solutions to the problems around you.



7. REDEFINING FAILURE

See failure as a learning opportunity and a launchpad for your next success or discovery.



8. OPTIMISM

Be confident and hopeful in your ability to innovate and your potential for making an impact.



9. RESOURCEFULNESS

Develop quick and clever ways to overcome challenges (and don't worry, you can always iterate!).



10. ADAPTABILITY

Make smart changes when challenges arise without losing heart or giving up.



11. EMPATHY

Think about other people's needs and feelings and keeping these in mind when solving a problem.

ENTREPRENEURIAL SKILLSET

With an entrepreneurial mindset, you're halfway there to bringing your innovative ideas to life. All that's left is learning the practical tools, or skills, that successful entrepreneurs have in their toolbox.

1. CREATIVITY

Being creative means being bold and imaginative and not limiting your thinking to what's already been done.

2. TEAMWORK

It's rare for someone to accomplish great things by themselves—seek out teams with diverse perspectives, skills, and talents!

3. IDEA GENERATION

The key to innovation is to let your mind spread its wings and fly. The more ideas the better—wild and silly ideas welcome!

4. OPPORTUNITY ANALYSIS

Entrepreneurs look for and analyze different patterns and trends to see if an idea will be successful and if it's the right time to get started.

5. MARKET RESEARCH AND CUSTOMER VALIDATION

It's important to gather information about your potential users so you can turn your idea into something that they will want!

6. DESIGN THINKING

To develop effective solutions, entrepreneurs need to put the user first and seek out feedback in order to design with users in mind.

7. PROTOTYPING

Entrepreneurs create prototypes—simple models to explain their idea, get feedback, and learn how their product can be improved.

8. BUSINESS MODEL METHODOLOGY

Business models help answer questions like: What will it cost to make your product? What should you charge?

9. PITCHING

Rallying people around your idea is critical! Effective “pitches” to potential users and investors are clear, short and persuasive.

10. PUBLIC SPEAKING

When you have opportunities to speak about your idea, you want to do so as effectively as possible (this takes practice!).

Girl Scouts San Diego is proud to partner with



to bring you the
VentureLab Entrepreneurship Patch Program

There's more to Girl Scouts than cookies. When girls participate in the Girl Scout Cookie Program, they build confidence that serves them in all that they do. Girl Scouts San Diego is committed to helping girls take charge of their futures by helping them develop essential skills that will last them a lifetime. They also learn the kind of innovating thinking that helps them develop as entrepreneurs who can change the world.

Girl Scouts San Diego (GSSD) has partnered with Venturelab, a non-profit organization founded by CEO, Cristal Glanchai, PHD to bring our girls this new entrepreneurship patch program. The Venturelab patch program will help girls develop financial savvy and business skills with fun and interactive activities.

To learn more about VentureLab's full entrepreneurship curriculum, parent-child workbooks and our educator and community training offerings, visit venturelab.org.

The Girl Scouts Leadership Experience

Girl Scouts are groundbreakers, big thinkers, and role models. A Girl Scout is also a G.I.R.L. (Go-getter, Innovator, Risk-taker, Leader)™. These traits define girls of courage, confidence and character, who make the world a better place. This is the Girl Scout DNA. Through the Girl Scout Leadership Experience—a collection of engaging, challenging, and fun activities that focus on building leadership, girls get to choose and lead their own adventure.

To bring the Girl Scout Leadership Experience to life, there are three key focuses of the Girl Scout philosophy of leadership.



Discover

Find out who she is, what she cares about, and what her talents are.



Connect

Collaborate with other people, both locally and globally, to learn from others and expand her horizons.



Take Action

Do something to make the world a better place.

The idea is to learn by doing, and through the Girl Scouts Leadership Experience, she'll do lots of it. While she may be exposed to these subjects at school, in other youth programs, or even on her own, at Girl Scouts she'll experience them in a unique way that puts her on a path to a lifetime of leadership, adventure, and success. And because our program is girl-led, girls decide what they'll do, together.

Steps to Earn the VentureLab Entrepreneurship Patch

Step One:

1. Complete this [form](#).

Step Two:

2. Read through the activities.
3. Look for badge connections.
4. Complete 1 activity per unit.



Step Three:

5. Complete [Survey](#). *If you complete all the activities in 5 or more of the units, let us know in the feedback form, and you will receive an additional recognition along with the VentureLab Entrepreneurship Patch.*
6. Order your VentureLab Entrepreneurship Patch.

In addition to earning the VentureLab patch you will also complete some or all of the following badge requirements!



Cookie Ceo



Product Designer



Business Owner

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Introduction

IDEA JOURNAL (10-20 minutes)

Introduction

The girls will start out by making their own Idea Journal, which will become a place that allows girls the chance to jot down thoughts freely and begin to collect wonderful ideas for changing the world. The journal provides an unstructured way for girls to freely express themselves, as all good entrepreneurs have to find a way to record their thoughts and ideas. Encourage the girls to bring their Idea Journals to all the VentureLab activities!

Materials and Resources

- Notebooks for each student- can be any size and color
- Markers, colored tape, glue, glitter to decorate notebook (Optional)
- [Mindset and Skills Handout](#) (2 pages)

Preparation

1. Read through entire activity.
2. Gather materials.
3. Print 1 copy or display Mindset and Skills Handout for reference during all patch activities (you can also print copies for each girl to include in their idea journals)

Instructions

1. Distribute notebooks to girls. Explain that these will be for collecting their thoughts, ideas, pictures, and questions. All great entrepreneurs begin by asking questions, staying curious, and observing the world around them.
2. Tell girls that they will need to keep these close by to jot down ideas throughout their day.
3. Allow girls to decorate the cover of their notebook any way they like. This will help them connect with the notebook and create a real desire to record their thinking in the book.
4. The girls' Idea Journals can be used at any time during patch activities (in groups or individually). However, there are reminders in certain activities of great times to stop and have the girls take some time to record their ideas (or insert handouts they will want to refer back to). Most importantly, the Idea Journal should be used by the girls in a way that works for them.

5. Once notebooks are decorated, have girls write a few ideas in their notebook. They can sketch, write a question, write the name of a topic they really want to learn more about, a problem they or a friend are having and solution ideas. These notebooks can be organized or messy, all depending on the girl's style and preference.
6. Take the journals out frequently, and make sure girls know that they can write in them whenever a great idea hits them. You can even incorporate sharing of ideas at the end of the session or during a transition time if you have a few extra minutes.

Juniors Lesson: Creativity

In this lesson:

- Planet Mooz (40-60 Min)
- Lens and Perspective (20-40 Min)

Play and being playful are considered cornerstones of creativity and idea generation. Using play and being playful as a tool can improve one's ability to generate ideas and solve problems. There is significant evidence that many ideas for new products and services were developed by playing around with ideas, materials, and products. Play itself gives a fresh perspective which is often critical in solving problems and being innovative.

Play also helps us better understand the world around us because we can explore things in a fun way – we can make and build and create new worlds, play new games and break the rules without fear of consequences. Play helps entrepreneurs innovate because it's risk-free—there's no judgement or failure when you're playing. And, oftentimes, to be able to come up with lots of ideas, people need to be given permission to play around and be free from judgement!

Observation is another creative thinking tool that entrepreneurs use because their ideas often come from actively observing their surroundings. This is how they can identify problems and opportunities for new solutions. When they are focused on just one aspect of a scenario or sense during an experience, they may miss out on great ideas.

In **Planet Mooz**, girls will create a pretend diner on a strange, newly discovered planet called Mooz. Watch out, though! Moozians eat very different things than we do on planet Earth, so girls will need to use their creativity to put together a stellar menu.

In **Lens and Perspective**, girls will use a paper "lens" to put a limit on their sense of sight to force them to see the world from a different point of view.

Goals

For the girls to:

- Explore different types of play
- Create new ideas during play
- Explain the importance of play in creativity, idea generation, and innovation
- Make active observation and explain how they help entrepreneurs innovate

Entrepreneurial Mindsets

- Curiosity
- Adaptability
- Redefining Failure
- Growth Mindset
- Resourcefulness
- Optimism in the face of challenges
- Problem solving

Entrepreneurial Skills

- Creativity
- Teamwork
- Idea Generation

PLANET MOOZ DINER (40-60 minutes)

Introduction

In this fun, dramatic play activity, the girls will create a pretend diner on a strange, newly discovered planet called Mooz. Watch out, though! Moozians eat very different things than we do on planet Earth, so the girls will need to use their creativity to put together a stellar menu.

Materials and Resources

- [Letter from Planet Mooz](#)
- [Blank Menu template \(for student use\)](#)
- [Filled-in Menu template \(for teacher use\)](#)
- Construction paper (or any other type of paper-colored is best), scissors, glue, tape markers, crayons, etc.
- 3D materials for the food if available (clay, cardboard boxes, toilet paper rolls, paper towel tubes, popsicle sticks, old containers)

Preparation

1. Read through entire activity.
2. Print letter and menu template (enough menu templates for each girl to have one. If you have time, fold the menu in half so the diner information is on one side and menu info is on the back.)
3. Gather materials.
4. Decide how you will group your girls.

Instructions

1. Tell the girls that you've received communication from an alien planet. Then read the Planet Mooz letter. Try to get them excited about this opportunity.
2. Let the girls know that they are going to design the diner menu and name the diner for Planet Mooz in groups. Remember that it's important to be creative, since Moozians don't eat the same things we do. They can't put things on the menu that we have on our menus. Think outside the box and combine dishes, like ice cream with fried pizza sticks on the side or choose weird animal foods, like fried slugs as an appetizer. Encourage them to be creative and invent foods never thought of before, because this is how entrepreneurs think.

3. Tell the girls they must have at least 8 things on the menu, but they can have more if there's time and room (2 drinks, 2 appetizers, 2 main dishes, 2 desserts). They have to come up with prices and design the items using construction paper or whatever materials you have on hand. Let them know that they will be pretending to be Moozians and order and eat the diner food they make, testing out their diners when they're finished creating their menus and food.
4. Pair the girls up however you'd like, and pass out the blank diner menu template. Instruct them to follow along as you read the Entrepreneur's Mindset box out loud. Have them read it with you a second time and point out that during the lesson, they may notice themselves using this mindset. The mindset will be discussed in-depth during post activity questions.
5. This menu is meant to be folded in half and then stapled or glued as if it were a two-sided document. One side will have the diner info and the back will have the menu. The girls could also glue the sides together once the paper is folded in half.
6. The filled-in menu template is there for you to look at, so you can have ideas to help the girls if they get stuck. Their menu can look different from this template. Let them know that if they want to make their menu from scratch instead of using the template, they can do that as well. The template is just a guide. Encourage the girls to make their menu creative and colorful, whether using the template or creating their own. If you would like for them to create a plan or rough draft first on scrap paper, feel free to do that if time permits, or give them a new, clean copy of the menu template. Give them about 15 minutes to design their menu. Walk around the room and support the girls who need it.
7. After you check their final menu, have them begin creating their food items. The food can be 2D, but, to make the role-play more realistic, try to have the girls create 3D food for their customers if you have the appropriate materials. Even paper can be shaped into 3D food items. They need to make 1 of each item on their menu. Tell the girls that the food items don't need to look perfect given the time constraint. Give them another 15 minutes for making food items.
8. When finished creating their menus and paper food, gather everyone together to share their new food items.

Post-Activity Discussion

Ask the girls how this entire process went. Here are some sample questions to ask them:

1. Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?

2. Did you enjoy creating the menu with your partner?
3. Did anything frustrate you when you were inventing new foods for your menu?
4. Are you proud of your menu and play food?
5. How did the role play go?
6. Were you surprised that you were able to come up with new ideas?
7. At first, did you think you wouldn't be able to come up with ideas? Were you eventually able to?
8. How did you come up with new ideas?
9. What are other silly things you could create for Planet Mooz?

LENS AND PERSPECTIVE (20-40 minutes)

Introduction

Participants will explore creativity by observing the world around them.

Materials and Resources

- [Paper Lens Printout](#)
- Idea Journals/notebooks – 1 per girl
- Clipboards or other hard, portable writing surfaces - 1 per girl (optional but helpful)

Preparation

1. Read through this entire activity.
2. Print/make copies of [Paper Lens](#)- 1 per student (Save time by cutting out the rectangle before the activity. Discard/recycle the rectangle--the paper with the rectangular shaped hole in the middle now serves as a lens.)

Instructions

1. Pass out the Paper Lens and have the girls cut out the rectangle in the center if not already cut. Instruct them to follow along as you read the Entrepreneur's Mindset box out loud. Have them read it with you a second time and point out that during the lesson, they may notice themselves using this mindset. The mindset will be discussed in-depth during the post activity discussion.
2. Tell the girls that entrepreneurs identify new problems and find creative solutions often by considering something from a new perspective.
3. Have them select any object in the space and position themselves so that they can see the entire object through the lens. Have them “take a picture” by doing a quick sketch in their Idea Journal. Then have them ask one question about what they see through the lens. You can prompt by giving them the 5W’s and an H (Who, What, When, Where, Why, How) Ex: (What is that for? Why is it green? Who put that there?).
4. Then, have the girls change their point of view by moving closer to the object and repeat the drawing and question writing from this position.

5. Now, have the student lie down, stand on something or get extremely close to the object and have only one detail that appears in the lens. Repeat the drawing and question asking.
6. If time permits, have them try another position, or point of view. Keep the girls focused by asking questions about what they are observing.

Post-Activity Discussion

Ask the girls:

1. Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?
2. Looking at your sketches, what changed as you moved from one place to another?
3. What questions did you write?
4. What did you discover about the object that you may not have noticed before?

Key Takeaways

Observations are important for entrepreneurs because their ideas often come after carefully observing a problem and then trying to solve it.

Juniors Lesson: Intro to Entrepreneurship

In this lesson:

- Entrepreneur Mindset Video and Poster (30-50 Min)
- Marshmallow Challenge (30-50 Min)
- Analyzing Products in a Market (40-60 Min)

Entrepreneurship is traditionally thought of as related to starting your own business and entrepreneurs as the people that bring the resources together to set up the company and make a profit. It is likely that the girls will have this type of understanding of entrepreneurship. While this is part of entrepreneurship, at VentureLab, we believe that it's much more! The core of entrepreneurship is building a solution to a problem and taking the necessary steps to make it a reality. Entrepreneurs spot an opportunity and develop a vision for a new product, business, or solution and put together all the resources needed to bring their ideas to life.

We aim to give girls the opportunity to develop an entrepreneurial way of thinking and behaving that will be valuable to them, whichever career path they choose. It is important to emphasize that these activities will help them experience and develop their entrepreneurial skills and way of thinking—rather than teaching the specifics of creating a business or starting and running company.

In **Entrepreneur Mindset Video & Poster**, girls will watch a video of a young entrepreneur and design a poster that will have them reflect on: 1) their own entrepreneurial strengths and 2) what mindsets and skills an ultimate entrepreneurial “dream team” would need in order to take on any challenge that comes their way!

In **Marshmallow Challenge**, girls work in teams to complete a challenge to build the tallest free-standing structure out of dry spaghetti noodles that also supports the weight of a regular-sized marshmallow. Along the way, teams will be asked to reflect as they experience what it means to have an entrepreneurial mindset. It will also help girls start building some key entrepreneurial skills including creativity, teamwork, and prototyping.

In **Analyzing Products In a Market**, girls will start by examining three different products from the same category/market. They will consider different aspects of the products including unique features, packaging, the company that made the product, the potential customers, pricing, and branding. Girls will present their findings to the larger group and then develop ideas for new products in this market.

Goals

For the girls to:

- Explain their mindsets of how they approach challenges and problems
- Explain how entrepreneurs actively learn and develop their mindset and skills over time
- Explain how failures is an opportunity to learn something new
- Explain the importance of testing ideas and taking action
- Recognize and honor the individual strengths people bring to a team
- Consider the different activities entrepreneurs undertake to develop, make, and sell their products and services
- Determine how entrepreneur solve problems and meet the needs of their customers
- Pitch new ideas

Entrepreneurial Mindset

- Opportunity Seeking
- Problem Solving
- Curiosity
- Resourcefulness
- Empathy
- Optimism
- Redefining Failure
- Growth Mindset
- Adaptability

Entrepreneurial Skills

- Creativity
- Teamwork
- Idea Generation
- Pitching
- Design Thinking
- Prototyping

ENTREPRENEUR MINDSET VIDEO AND POSTER

(30-50 minutes)

Introduction

The girls watch a video and use the Mindset Cards to discuss and analyze the mindset of an entrepreneur. The girls will then create an image of themselves as an entrepreneur (as creatively as they like), highlighting their entrepreneurial strengths. They will then add team members (real or fictional) to their poster, highlighting the mindsets and skills each member will bring to the team to make up the ultimate entrepreneurial dream team – ready to take on any challenge!

Materials and Resources

- [Mindset Cards](#) (one set to distribute across groups and then enough for each student to also have one set of cards)
- [The Making of a Young Entrepreneur: Gabrielle Jordan Williams TEDx video](#)
- Large sheet of paper (butcher paper, poster board) (1 per girl)
- Markers, colored pencils
- Magazines/pictures, scissors, tape or glue (optional)

Preparation

1. Read through entire lesson.
2. Gather materials.
3. Print Mindset Cards.
4. Watch the Making of a Young Entrepreneur: Gabrielle Jordan Williams TEDx video.

Instructions

Warm-Up

1. Briefly explain to the girls that they are going to be watching a video that will help them understand the mindset of an entrepreneur—ask if they have heard the word “entrepreneur” before and take a few answers/ideas. If you completed the creativity activities, you may have briefly touched on what an entrepreneur is. Keep this discussion short, as the idea is they have the experience of the activity to help them more fully understand entrepreneurship.

2. Explain that in this next activity, they will experience what it is like to be an entrepreneur and they will learn more about how people who are entrepreneurial think and behave. Emphasize that being entrepreneurial isn't just about setting up and running a business; whatever they choose to do in the future, they will benefit from entrepreneurial skills and ways of thinking (mindsets)!
3. Form groups of 2-4. Distribute one set of the 12 Mindset Cards evenly amongst groups (if you have six groups of girls, each group will get two cards). Have someone from each group volunteer to read the cards they got to the whole group. Show Gabrielle Jordan TEDx video and instruct the girls to find connections or examples that match the word, sentence, or image on their card.
4. After video, give groups 3-5 minutes to discuss how something Gabriella said matched the word, sentence, or image of the Mindset Cards. Have each group share out to the whole group.
5. Ask the girls to explain why the mindset that Gabrielle exhibited was important to her success. Show video again if you think it would be helpful and if time allows.

Entrepreneur Poster

1. Give each student a copy of all Mindset Cards to include in their Idea Journal or notebook (or in a folder they can keep with their Idea Journal).
2. Give the girls their own large pieces of poster board/paper along with markers, colored pencils, magazines, and/or any other art supplies you have available. Ask them to first draw an image of themselves however they want to. For example, it could be a spirit animal or a superhero. Encourage them to be creative with this activity. They should also write on the posters the mindsets they believe they have.
3. Ask the girls to annotate their poster with the top 3 entrepreneurial mindsets and skills they want to learn and develop over the coming VentureLab activities. Ask them to note down why they have prioritized these mindsets and skills. This gives you an opportunity to emphasize that everyone can continue to learn and develop (this idea is what it means to have a growth mindset). Allow them to copy what's on the cards or come up with their own, positive statements.
4. Explain that once they have drawn themselves, they are going to add other team members to their drawings to create a picture of what kind of team they'd like to work with as an entrepreneur. It's important to work in teams, as you can learn from the strengths of others too! Their "dream teams" can include real people who are well-known, people they know from school or home, or "types" of people (artists, accountants, etc.). They should label each person and include notes about what they bring to the team.

5. Give the girls time to complete their posters.
6. At the end of the activity, ask the girls to share their posters, and if there is room, hang the dream team posters on the walls and let them do a “gallery walk” to see each one up close. Ask them to consider how and why each dream team poster is different.
7. If possible, keep the dream team posters up throughout the time you spend working through the VentureLab activities. In the weeks to come, remind the girls about the importance of teamwork and believing in their own strengths that they bring to a team. Check in to see which mindsets they are developing and encourage them to share the progress they’ve made on their goals to becoming more and more entrepreneurial! Along the way, your girls will develop even more strengths and qualities that make them great entrepreneurs. When time permits, have them add those new characteristics to the posters.

PAPER TOWER - MARSHMALLOW CHALLENGE (30-50 minutes)

Introduction

The girls work in teams to complete a challenge to build the tallest free-standing structure out of paper that can support a marshmallow. Along the way, teams will be asked to reflect on what they've been doing and how they're feeling as they experience what it means to have an entrepreneurial mindset. It will also help the girls start building some key entrepreneurial skills including creativity, teamwork, and prototyping.

Materials

- For each group:
 - 10 - 8 ½ x 11 pages
 - 1 regular size marshmallow (not mini)
- Ruler (for instructor to measure towers)
- Timer/clock
- [Team Observation Card](#) (decide if you want one per team or one per student)
- [VentureLab's Entrepreneurial Skills and Mindsets Handout](#)
- "Build a tower, build a team | Tom Wujec" video:
https://www.youtube.com/watch?v=H0_yKBitO8M
- ["Running a Marshmallow Challenge is Easy!" Sheet](#) (Optional)

Preparation

1. Read through entire activity.
2. Gather materials.
3. Familiarize yourself with The Marshmallow Challenge. You can watch the "Build a tower, build a team" video or read the "Running a Marshmallow Challenge is Easy!" Sheet. (Note: This lesson has been adapted from the original challenge you'll see or read about.)
 - a. The key points that are highlighted in the post-activity discussion section
 - b. VentureLab's Entrepreneurial Skills and Mindsets Handout.

Instructions

1. Have the girls get into groups of 2-4.
2. Now explain to the girls that they are going to do a design challenge that will help them experience what it's like to be an entrepreneur
3. Explain the Paper Tower-Marshmallow Challenge: Tell the girls that they will work in teams to build the tallest tower possible that can hold a marshmallow on the top. They

will only be able to construct the towers with the materials provided.

4. Let them ask questions as needed. Make sure that they understand that:
 - Towers must be **free standing** - they cannot be stuck down/taped down or suspended.
 - Teams can **only use the materials they have been given**, but they do not have to use all the materials.
 - They can use the materials in any way they'd like. For example, they can fold, roll or tear the paper into smaller pieces.
 - The tower **must hold the marshmallow on top** and still stay standing. The marshmallow has to stay in one piece.
 - The winning team is the one with the **tallest tower that holds the marshmallow on top**.
5. Let the girls know they will have a **total of 18 minutes** for the challenge—including both planning and building the tower.
6. Hand out the **Team Observations Card** (either one per group or one per student-you decide). Instruct the girls to follow along as you read the Entrepreneur's Mindset box out loud on the observation card.
7. Have them read it with you a second time and point out that during the lesson, they may notice themselves using this mindset. The mindset will be discussed in-depth during the post-activity discussion. Let them know that after 9 minutes (halfway through the activity) you will pause the timer to fill out the first row of the observation card to reflect on their progress and thinking. The timer will then resume after everyone has finished the first row.
8. Have the group take a minute before the activity starts to assign when each person will be the recorder and have them write the names down next to the "Recorder" notes in each time box.
9. Give out the sets of materials to each group, make sure everyone is ready, and start the timer for 18 minutes (remembering to pause at 9 minutes to let the girls complete first line on observation card).
10. When the time is completed, have the groups complete the second row of the Team Observation Card.
11. Go to each tower and determine whether it is free standing and if it is holding the marshmallow. If it is, measure the tower's height. Record the results somewhere for the whole group to see.

12. Announce the winner!

13. Ask the girls to review the notes on the Team Observation Cards before the post-activity discussion. This will help them settle down after the final countdown excitement and give them a chance to think about the activity.

Post-Activity Discussion

During the discussion, the girls should gain some insight into what it means to be an entrepreneur and make connections between the experiences and feelings they had during the marshmallow challenge with entrepreneurial skills and mindsets. They should use their own reflections and the team observation notes to help them participate in the discussion.

Discussion Theme 1: How did each team approach the challenge? What did they do in the time they were given?

Compare and contrast what the groups did during the challenge. Try to highlight the different stages they likely went through: planning, prototyping, testing and emphasize the importance of teamwork.

Planning:

1. How long did you spend on planning or talking about what to do?
2. How useful was it to spend time talking and planning? Why?

Key Takeaway

Entrepreneurs start making as soon as possible. When you start creating earlier, you identify problems sooner rather than later! Sometimes people plan for a long time because they are afraid of making mistakes so they try to get the perfect plan or design. But, entrepreneurs know that in the early stages, they are bound to make a lot of mistakes, but will learn important things from their mistakes. Detailed planning often comes later in a project.

Prototyping (*building/making the tower*):

1. How many of the 18 minutes did you spend making/building your tower?
2. Did anyone change their design or rebuild their tower? How many times?
3. Why did they change the way they were building it?

Entrepreneurs make many prototypes and improve on them as they gather more information. This repetitive process of making and revising prototypes is called iteration.

Entrepreneurs learn something from each new prototype (or “iteration”) in order to ultimately make something better than their original designs.

Testing:

1. When did you first try to put the marshmallow on top of the tower?
2. How many times did they test using the marshmallow?
3. If you waited until the end to put the marshmallow on, why did you wait and what impact did it have?
4. What were the benefits of testing early?

Entrepreneurs test early. It’s likely that successful groups tested to see if the tower could hold the marshmallow before the end of the activity. If the tower could not hold the marshmallow, they probably changed the design before time ended. Emphasize that entrepreneurs test, observe what happens and get valuable feedback so they can **adapt** and improve.

Teamwork:

1. What other things helped you be successful (e.g. did certain team members have particular skills or experiences)?
2. How well did the team work together? Did they collaborate (use each other’s different ideas and skills) or did individuals make decisions/do things on their own? Why?
3. There may be some who have done a similar challenge or have a lot of experience with building models. If so, did this help the group?

Teamwork and collaboration are key entrepreneurial skills. Many factors contribute to success (including past experiences and technical skills) - teams do better if they can use each member’s strengths to achieve the group’s goal!

Discussion Theme 2: *What problems did the teams face during the challenge and how did they deal with them?*

Tell the group you want to focus on the things that didn’t go so well because understanding and dealing with failure is an important part of being successful. That is why they noted down their problems on the Team Observation Card.

Learning from Failure:

1. What problems did you have during the different stages of the challenge?
2. What went wrong and how did you “fail”?
3. How did they cope when things went wrong? Be honest.
4. In what ways did “failing” help them in the challenge? What did you learn from your failures?

Key Takeaway

Entrepreneurs expect to make mistakes and get things wrong (especially at the beginning of something new). Entrepreneurs are **resilient in the face of failure**. They show **determination** and **grit** to overcome challenges. They stay **optimistic** about their work and try to **solve problems in a creative way**. Again, emphasize that these ways of thinking/mindsets can be learned by exposing yourself to challenges—you will see the world doesn't stop if you fail and you usually find out something valuable! Entrepreneurs see **failure as an opportunity to learn**. They learn from many small failures and adapt and improve. This leads to better products and a greater likelihood of success in the end.

ANALYZING PRODUCTS (40-60 minutes)

Introduction

In teams of 3-5, the girls will start by examining 2 different products from the same category/market. They will answer questions that encourage them to consider different aspects of the products including the company that made the product, the potential customers and its unique features, packaging, pricing, and branding. They will then create and present a new product.

This activity will help the girls look more closely at what entrepreneurs and companies do and how they are able to meet the needs of customers. They will also consider how these activities help an entrepreneur or business solve problems, sell products, and make a profit—even when there are lots of competitors.

This activity also provides a basis for introducing some key business terminology that entrepreneurs need to know (e.g. market, customer, branding, competition, cost, profit) as well as prompting the girls to think about the wider world of business and entrepreneurship.

Materials and Resources

- [Product Comparison Sheet](#) – 1 x student
- [Instructor Version of Product Comparison Sheet](#)
- Products - 2 x group. See material notes for more details.
- Pens/pencils
- Flipchart/whiteboard and markers
- Service/business website examples (optional)
- Laptops/phones/1:1 devices (optional)

Preparation

1. Read through entire activity.
2. Print/make copies of the Product Comparison Sheet – 1 per girl. If possible, print the sheet on 11x17 or larger paper to make it easier to fill out.
3. Familiarize yourself with questions to be answered on the Product Comparison Sheet and the vocabulary and ideas on the Instructor Version of Product Comparison Sheet.
4. Gather products:
 - a. You will need to collect a number of products from the same general market or product type that the girls will be familiar with or actually use themselves. Snack foods or beverages work well because you can incorporate taste. (Be careful of

any health/allergy issues when deciding if it's okay for them to taste any of the products!).

- b. Ensure there is variety in ingredients, packaging, prices, and brands. It is useful to have products targeted at customers with different needs, i.e. different age groups, genders, or people with social, environmental, or health concerns.
- c. Each group will need 2 products. It is fine for some groups to have the same products in their set as other groups. One group might get 2 kinds of shower gels/bath products and another group 2 different snack foods or drinks.
- d. If you aren't able to collect actual products, there are other options. You could take photos of products and then print them out (be sure to take photos from all angles of the product so that the girls can compare packaging). You could also look up products online (e.g. toothpaste) and print photos either from a brand's website or from an image search of the product. Or you could ask the girls in advance to bring in products from home. Assign different groups to bring in different kinds of products.

Instructions

1. Have the girls get into pairs. Pose the following two questions: What is an entrepreneur? What roles do entrepreneurs play in business?
2. Give the girls 2-3 minutes to discuss in pairs to activate their thinking. Then come back together as a whole group for discussion. Ask the questions again, one at a time, and make note of student responses. There are no perfect definitions of either word but discussion points should include that an entrepreneur is someone who:
 - a. Invents, designs, creates, makes, innovates
 - b. Comes up with **new ideas** for products and services
 - c. Starts a business/company and takes the **risks** of investing their own time and money in order to make a **profit** from the ideas and business (profit is where the money earned is more than the costs of running the business).
 - d. Starts an organization to solve some sort of social issue (this is called a "social entrepreneur").

Emphasize: *These are not the only kind of entrepreneurs!* Artists and doctors may start their own gallery or practice. Teachers have to find the right resources for their classes. And even within companies, people need to be entrepreneurial in order to innovate. In the activity, you will focus on entrepreneurship in business but throughout the various VentureLab lessons the girls will look at a variety of examples of entrepreneurship.

3. **Explain to the girls:** In today's activity, they will examine products made by existing businesses and then, using their own entrepreneurial skills, come up with ways to improve those products or create new ones.

Intro and Analysis (35 minutes)

1. Display the products so the girls can see all of them. Have similar products from the same markets next to each other. By markets, we mean the businesses that make these products that are competing for customers with all the other businesses that make similar products.
2. Ask the girls to look at one pair of products - what do they notice about them?
 - They are both _____ (i.e. shower gels/snack foods/drinks)
 - They are in one main market.
 - They are similar but have differences – e.g. color, packaging etc.
3. As a whole group, complete the first row of the Product Comparison Sheet using one of the products discussed in the previous step. You should write down their responses by projecting the Product Comparison Sheet on a screen or creating a larger copy on butcher paper or dry erase board. Ensure all the girls can see what you're writing. They do not write during this modeling step.
4. Explain to the girls that they are going to work in their pairs to examine and analyze 2 products and then create a new product in the same market. To do this:
 - They should observe the product and its packaging - It is good to feel, smell, and taste where appropriate (be careful of any health/allergy issues when deciding if it's okay for the girls to taste any of the products!).
 - They will use the Product Comparison Sheet to record their answers.
5. Hand out 2 products to each group along with one Product Comparison Sheet for each girl. The team should work together to come up with answers, but each person in the group should record information on the Product Comparison Sheet. A team that might work more slowly than the others can use the products analyzed by the whole group.
6. While the groups complete the product analysis and record their answers, check in with the groups and be available to answer any questions they may have. Refer them back to the Product Comparison Sheet completed by the whole group if necessary.

Product Creation & Presentation (20 minutes)

7. As groups finish the Product Comparison section, instruct them to use the “Your New Product” section of the handout to create a new product in the same market as the two they analyzed. If the two products are drinks, then the third must be a drink. They may draw or write when asked to describe the product and its packaging. If a group completes new product design before everyone else is finished, give them additional paper and markers to sketch their product and its packaging.

8. When groups are finished, they will present their new products using their notes as a guide. Require all members of the group to stand for presentation and let them know that they'll be required to 'pitch' a product in the next activity.

Post-Activity Discussion

The aim of the discussion session is to help the girls develop their ideas and understanding of entrepreneurship, make comparisons between products, and consider the ideas of others. Use the following discussion points as the girls compare the 2 products and the one they created.

Price

Looking at pricing, ask the girls:

1. Why do you think one is more expensive than the other?
2. How does the price of your new product compare?
3. Why did you choose that price?
4. If your price is higher, will you be able to compete with the products in your market?
5. If you're price is low, will you be able to make a profit?

Customer and Market

Looking at customer and market, ask the girls:

1. If you were buying one of these products, which would you buy and why?
2. If you were buying one of these products for your mom/an older female relative, which one would you buy and why?
 - a. How did this differ from the previous answer?
 - b. If it was the same product, why is that?

Juniors Lesson: Idea Generation

In this lesson:

- Role Playing and Reverse Brainstorming (40-60 Min)
- Visual Idea Generation (40-60 Min)

Idea generation is the process of forming, revising, pondering, and sharing new ideas of any kind—realistic, abstract, or anywhere in between. Most girls will be familiar with the general concept of brainstorming - where either an individual or a group of people come up with as many new ideas as possible for a specific topic or problem. It's important because it helps people say their ideas out loud, however silly they may seem. Once an idea is out in the open, it is recorded and can be developed and tested. Sharing ideas in a group has the added advantage that they can evolve and morph into other ideas and spark additional new ideas.

Besides traditional brainstorming, there are other ways to generate ideas. For example, visual idea generation methods can help girls use imagery and role-playing to explore situations and ideas in creative ways. This can lead to more unusual or novel ways to solve problems. Each activity below introduces girls to one or more idea generation techniques.

Entrepreneurs in all fields use idea generation techniques whenever they need new ideas related to any aspect of entrepreneurial activity, such as product development, concept improvement, and, in particular, problem solving.

Regardless of which activity the girls do, be sure to go over the **4 rules of brainstorming**: *1) Go for large quantity of ideas. 2) There are NO bad ideas. 3) Encourage wild and crazy ideas. 4) Record and capture everyone's ideas.*

In **Role Playing and Reverse Brainstorming**, girls will learn two techniques, one where they use their imagination as they role play and another where they “reverse brainstorm” - meaning first thinking about how to make a problem worse in order to encourage a wide variety of ideas for how to solve the problem.

Visual Idea Generation builds on observation techniques and encourages girls to have deeper situational understanding by using empathy and differing perspectives. Next, they'll put together their understandings and experiences gained from visual brainstorming and role-playing to brainstorm for solutions to the problems they've defined.

Goals

For the girls to:

- Encourage everyone in a group to actively participate so that everyone's ideas are captured (written down/recorded)
- Demonstrate confidence when sharing ideas
- Recognize the benefits of building on other people's ideas and sharing ideas
- Find new and different ways to create more innovative ideas
- Develop techniques regularly used by entrepreneurs for more focused and in-depth idea generation

Entrepreneurial Mindsets

- Opportunity Seeking
- Problem Solving
- Curiosity
- Optimism
- Adaptability
- Empathy

Entrepreneurial Skills

- Brainstorming/Idea Generation
- Creativity
- Teamwork

ROLE-PLAYING AND REVERSE BRAINSTORMING (40-60 minutes)

Introduction

The girls will play an improvisation game to reinforce the 4 Brainstorming Rules and practice two simple techniques that can be used to encourage a wide variety of ideas: role playing and reverse brainstorming. Both techniques are quick and easy to apply in any group situation when people are feeling a bit stuck and need a way to change their perspective and increase the number of different ideas they generate.

Materials and Resources

- [Brainstorming Topics List](#)
- [Brainstorming Rules](#) Handout
- [Role Playing Character List](#)
- Lined paper/plain paper
- Makers/Pens

Preparation

1. Read through the entire activity.
2. Print (or have easily accessible) - Role Playing Character List
3. Gather paper, poster paper, and markers/pens.
4. Decide on extensions or homework options.

Instructions

1. Tell the girls, when they get stuck coming up with ideas, moving around can be helpful. Explain this is a silly game to get them moving and practicing the Brainstorm Rule of accepting all ideas without judgement.
2. Instruct everyone to walk around the room randomly.
3. While walking say, "Let's be baby birds," instruct everyone to shout in unison the response, "Yes, let's" and proceed to act like a baby bird.
4. Then another person can make an offer: "Let's act like there's no gravity." Direct the girls to try to move how they would if there was no gravity. At any time someone else can yell out the next offer. From the group, the answer is always, "Yes, let's!" and to try to act out the suggestion.

5. Remind the girls to be appropriate. This game can continue for 5-10 minutes or until everyone has contributed.

Role-playing

6. Ask the girls if they ever get stuck for ideas and if they had that experience already today or in any of the other previous activities.
7. Explain they are going to now try role playing to help them generate ideas during brainstorming by pretending they are another person or character.
8. Have the girls get into new groups of 3-5.
9. Choose any topic/question from the Brainstorming Topics List that you think will work well for your groups. Alternatively, let them choose their own question/problem. If you have a particular topic that is relevant to your girls and you wish them to explore it in-depth, you can use that same topic throughout the role playing and reverse brainstorming activity as they will likely encourage different ideas.
10. Start by giving 2 minutes for groups to brainstorm solutions/ideas related to the topic as themselves. Each group should record their ideas on 1 large piece of paper. Give the groups a moment to nominate a recorder/scribe. Review the 4 Brainstorming Rules before starting time.
11. After 2 minutes, explain to the girls that you will call out a person or character from the provided Role-Playing Character List and everyone will pretend they are that person or character. For 2 minutes they will continue brainstorming and recording ideas while pretending to be someone else.
12. Then you will call out another person/character for them to do the same thing and so on. You can go through the list in any order you choose. Feel free to add your own characters or personas and make them specific people the girls would know!
13. Repeat this process with 5-6 different personas/characters (or more if it is working well and you can see the groups want to continue) and then stop the groups for a short reflection.

Role-playing Discussion

The aim of this discussion is to get the girls to think about how the technique worked for them and their group and if there were any problems with it. The following questions can be used as discussion points:

1. What were the benefits of using role playing while brainstorming?
2. Was there anything you particularly liked or enjoyed?
3. In what ways was role playing difficult? Were there any issues with the technique?
4. How could you use role playing for brainstorming and problem solving at school/at home?
5. How do you think entrepreneurs use role playing?

Key Takeaways

Taking on a role can also help people be creative because they have the freedom to let go and exaggerate ideas. Sometimes, and especially if people don't feel very powerful, pretending to be a superhero with superpowers can help them to think differently - changing patterns of thought can help unlock our creativity. Role-playing while brainstorming is a good way to help change your perspective - for example, entrepreneurs could try thinking from a customer's or suppliers' point of view.

Reverse Brainstorming

1. Explain to the girls that they will now use a different technique called "reverse brainstorming" to help them come up with ideas. Instead of making a problem better, they will first come up with as many ideas as they can to make the problem worse and then use those ideas to come up with solutions. Give them the following example:
 - o Problem Statement: Drew is always late to school! Brainstorm ways to make her even more late to school, then ways to help her arrive on time.
 - o Make it Worse: Drew trips over a cat on her way to school, making her even later than normal! Drew forgot her homework and so she's even later to school than normal.
 - o Solutions: Design a cat 'house' to keep her cat from being in the way. Invent magnetic paper so homework sticks to an insert in your backpack.
2. Pass out paper and pens to the groups (dependent on whether they are group brainstorming or brainwriting).
3. Choose a topic/question from the Brainstorming Topic List and write it on the board. You can use the same topic from prior idea generation activities or a new one.
4. Give the group an initial 6-7 minutes for reverse brainstorming.

5. Stop the groups and ask them to go over their ideas and reverse them back into solutions. As they do this it may generate more than one way to reverse it - they should record everything that they come up with.

Tip: The girls may find it easiest using a different color pen to write their solutions next to each “worse ideas.”

If they used brainwriting they can then use brainwriting again by passing the papers around and reversing the points into solutions (again: this is easier if they use a different color pen). Give the groups approximately 10 minutes. Again, feel free to extend if everyone is still engaged.

Post-Activity Discussion

The aim is to get the girls to think about how the technique worked for them and their group and if there were any problems or issues with it. The following questions can be used as discussion points. Ask the girls:

1. What were the benefits of trying to make the problem worse?
2. How could you use this approach for brainstorming and problem solving at school/at home?
3. How do they think entrepreneurs use this technique? Were there any issues with the technique? Why?
4. Which of the techniques did you prefer - role play or reverse brainstorming? Why?

Key Takeaways

Making something worse helps view things from a different perspective - reversing this then helps us to focus on solutions. This is often a great technique for businesses - entrepreneurs can try to identify all the things that make a service experience or use of a product worse for the customer. Often recognizing what they are doing that makes things worse is a great start to problem solving and improving.

VISUAL IDEA GENERATION (40-60 minutes)

Introduction

The girls will be assigned a persona (e.g. a parent with 3 children under 5 years old). They will then pick a setting in which to imagine their personas. The settings are common places that many will already have some experience with. They will look at images of these places and consider the experiences of their personas—including certain difficulties or problems their personas may have in these settings. They will then act out some scenarios related to each setting to help further develop a sense of what problems might need to be solved for their personas.

A combination of the visual prompt and the role-playing should help the girls generate ideas and begin problem solving. Finally, they will participate in a flash-brainstorming session to think up some solutions or products for the problems they've identified.

Materials and Resources

- “Squiggle Birds” video: <https://www.youtube.com/watch?v=vK3yQBouzNs>
- [Visual Idea Generation Handout](#)
- [Photo Cards](#)
- [Role-Playing Scenarios](#)
- [Personas List](#)
- Paper
- Pencils, pens, markers, etc.
- Idea Journals

Preparation

1. Read through the entire activity.
2. Watch “Squiggle Birds” Video.
3. Download and print/copy Photo Cards and **Visual Idea Generation Handout**.
4. Download Personas List to project.
5. Download Role-Playing Scenarios to project.

Instructions

1. Introduce the activity by explaining to the girls that they will pretend they are a person with a specific characteristic. Then they will choose a setting and be given a set of photo cards for that setting. They'll pretend they are that person or "persona" who is experiencing the setting (and the problems that may likely arise in that setting). Then they'll do a few role-play scenarios to further consider the experience. Finally, they'll come up with a few ideas or products that would solve certain problems they've discovered.
1. Pass out a Visual Idea Generation Handout page for each student or project it have them copy it in their Idea Journal to help organize their thinking.
2. Assign a persona to each student from the List of Personas and answer any questions the girls might have about their persona.
3. Display photo cards: Airport, Medical Facility, Park, Store, Library. You should have enough printed so that each can choose any setting they'd like.
4. Ask the girls to choose a setting they are familiar with and give them a photo card with pictures of that setting.
5. Give them that they will be given 5 minutes to write down general observations or anything they can imagine about what the experience in that setting would be like for their persona. They can start with simple details about the environment from the photos or from personal experience. If someone is stuck, you can ask guiding questions such as: What are you doing in that space? Why are you there? What is it like to walk around? What would you be feeling? Happy? Nervous? Angry? Calm? Why might that be? What would you be thinking? Why would those thoughts be on your mind?
6. After 5 minutes, have those who chose the same setting discuss what they wrote down for about 5 minutes.
7. Now that they have a good sense of the setting, ask them to brainstorm potential problems for their persona in the setting they chose. For example, what problems would someone who is hearing impaired have at an airport? Remind the girls that they don't have to stick to what they see in the photos. For example, they could imagine the store photo during the holidays or a park during an outdoor concert.
8. Give the girls 10 minutes on their own to brainstorm problems for their persona in the setting they chose.
9. Now, have the girls meet with others who were pretending to be the same persona and discuss the problems generated across their different settings. They can add to their list as they hear from others. Let the groups discuss for about 5 minutes.

10. Have the girls stay in these small groups to do some role-playing scenarios for about 10 minutes. Project the scenarios and have each person in the group choose one they'd like to act out for their persona. Remind them that as they portray people who have certain differences, they should be respectful and thoughtful about the experience. Have them watch the role playing of the other girls in their group. The others can ask any questions about the role-playing performance and offer their own ideas of what the scenario would be like for that persona.
 11. After the roleplay, have the girls add to their lists of problems in the setting for their persona. They should use the thoughts that came up while they were acting, as well as ideas generated by comments and suggestions from their group. Give them about 5 minutes for this.
 12. Now tell the girls that they should look over all of their notes from the session—notes about the setting, experiences that can happen in the setting, problems for their persona in the setting, etc. and then come up with a list of ways to solve some of the problems. These ideas can be certain services, like apps or design ideas or they can be physical products like off-road wheelchairs or lighted signs for notifications. Remind them of the 4 Rules of Brainstorming:
 - Go for large quantities of ideas (the more the better)
 - There are no bad ideas (no criticism and no debate)
 - Capture everything (every idea must be recorded so it can be referred back to)
 - Wild and exaggerated ideas are welcome (anything goes in brainstorming)
2. Give the girls 2 minutes to brainstorm solutions to problems in their chosen settings.

Post-Activity Discussion

Ask the girls:

1. How many ideas did you come up with?
2. Did you find much variety in their ideas or did each idea build on the next?
3. What information did you get from the pictures that they might not have thought of otherwise?
4. How could you use this method for their own idea generation? For example, when they are somewhere and they see a problem in the world around them, they could take a photo to brainstorm on later.

Junior Lesson: Market Research

In this lesson:

- Introduction to Markets (**Required**) (5-15 Min)
- Primary Market Research (20-40 Min)
- Secondary Market Research (20-40 Min)

A market is a group of people who like or need the same things and competing businesses who sell similar products or services to this group. Market research is the process of gathering and analyzing information about a market. The aim of market research is to help businesses make better decisions so that they can be more successful. Entrepreneurs will need to do market research on many different aspects of the market - competitors, local conditions, growth areas, and, perhaps most importantly, the customers' needs and wants! Market research doesn't neatly fit into one place in the entrepreneurial process and is an ongoing activity that will help them develop and improve their product or service and increase their chances of success.

Primary research is new research done by entrepreneurs themselves through hearing directly from customers to better understand their needs, wants, buying habits, opinions, and experiences. Primary research methods include surveys, interviews, focus groups, and consumer tests. Primary research is very useful but often difficult to do, time-consuming, and relatively expensive! *Secondary research* is using information or data that already exists and has been collected by someone else. Using an internet search engine is the most common form of secondary research. Types of information found while searching includes competitor websites, comparison and review sites, market reports, and research studies.

Introduction to Markets uses images to introduce the definition of a market.

In **Primary Market Research**, the girls use surveys to interview potential customers in order to better understand their wants, needs and opinions of their product or service idea.

In **Secondary Market Research**, the girls use sources of information on the internet to learn about similar ideas, competition, and potential users/buyers of their product or service idea.

Goals

For the girls to:

- Develop a deep understanding of what a market is and how to carry out market research
- Implement different methods of market research
- Classify research as either primary or secondary
- Collect primary and secondary research to answer research questions
- Make decisions about entrepreneurial ideas and future research

Entrepreneurial Mindsets

- Curiosity
- Opportunity Seeking
- Empathy
- Problem solving
- Resourcefulness
- Adaptability

Entrepreneurial Skills

- Teamwork
- Market Research

INTRODUCTION TO MARKETS (5-15 minutes)

Introduction

The word “market” has multiple meanings. People often associate the term with a physical space where items are sold and purchased. This activity uses images and discussion to access the girls’ background knowledge and introduce the definition of market as it is understood by entrepreneurs when carrying out market research.

Materials and Resources

- [Market Research Slides 2-5](#)

Preparation

1. Read through the entire activity.
2. Download slides to print or have them ready to project.

Instructions

1. Use Slides 2-5 and the presenter notes on the slides to guide you through this section.
2. Explain that when entrepreneurs have an idea for a product or service, they need to know if the idea already exists and, if not, if people would be interested in it. In order to find out, they need to understand the market.
3. Show Slide 2 - “A Market” and ask the girls to describe what they see in the pictures.
4. After taking a few ideas from the group, explain that when people are asked to explain the word “market” they often think of a physical marketplace, like the one in the picture, and that the common definition for a market is “a place where buyers and sellers meet to exchange goods.”
5. Move to Slide 3 and explain that today many people also sell and purchase things online. Ask the girls to give examples of an online marketplace. The slide includes several examples.
6. Move to Slide 4 and talk about the fact that this idea of the market as a place that connects buyers and sellers is correct, but it does not the same as “a market” as in the term “market research.”

7. On Slide 5, explain that for entrepreneurs and businesses the word “market” means much more. Read or have a student volunteer read what a market is.

Post-Activity Discussion

Ask the girls:

1. How has your understanding of the word “market” changed?
2. Why is it useful for an entrepreneur to be able to describe its customers (in their target market)?

PRIMARY MARKET RESEARCH (20-40 minutes)

Introduction

The girls will now carry out primary market research using surveys. They will speak with potential customers to better understand their wants and needs. Primary Research gives entrepreneurs invaluable information and insight into the effectiveness and viability of their ideas by directly asking questions of their potential customers.

They will use what they learned to make changes to their product and inform the creation of their business model.

Materials and Resources

- [Primary Research Survey Handout](#) (1 x group)
- Idea Journals or paper

Preparation

1. Read through entire activity.
2. Print or Display Primary Research Survey Handout

Instructions

1. Explain to the girls they will carry out primary research in order to obtain information about and get feedback from possible customers that will help them improve their product design and prepare for their pitch.
2. The survey is best conducted by groups of 2 or more. One student should ask the questions and the other records the responses. Ensure that everyone is taking turns and practicing both speaking and recording answers - both should always be listening to the responses!
3. Pass out Primary Research Survey Handouts. Instruct the girls to follow along as you read the Entrepreneur's Mindset box out loud. Have them read it with you a second time and point out that, during the activity, they may notice themselves using this mindset. The mindset will be discussed in-depth during the post activity discussion.
4. If you are limited on time, have the girls only complete the Product Information section and record everyone's responses on the one survey by writing each response small.
5. If the girls are completing the Customer Information section of the survey, remind them to use one page per person interviewed. Provide a copy of the survey for each person

they interview or have them recreate the survey in their Idea Journal and record results there.

6. The handout reads like a script, which they can use if they need or ignore if and when they are comfortable speaking without a script. Review and practice using the handout together by conducting a mock survey (you could ask a student to volunteer to be surveyed in front of the group) so that everyone can see how the activity will work.
7. Depending on the situation and time available, each group should interview as many people as possible. Groups can start by interviewing each other in the learning space and then move on to survey other people, if available and appropriate.
8. Give the girls time to discuss their survey results and present their findings.
9. Give the girls time to make changes to their prototype based on the feedback.

Post-Activity Discussion

Ask the the girls:

1. Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?
2. How has the research helped you understand your product or service?
3. Which answers given during the survey surprised you?
4. How did you feel while conducting the survey and speaking to people about your idea?

Key Takeaway

Surveying their potential customers helps the girls build confidence in speaking with others about their product ideas. The feedback they got helped them to learn what questions worked well and which ones they might change in the future.

SECONDARY MARKET RESEARCH (20-40 minutes)

Introduction

The girls will now carry out secondary market research by using the internet to find information. This is called secondary because the information and data has been collected by someone else and the girls are simply researching what already exists.

Materials and Resources

- Product or Service Description (if completed in a prior activity).
- [Secondary Research Handout](#) x 1 per student
- Idea Journals or paper

Preparation

1. Read through entire activity.
2. Plan for internet access and use of computers or smartphones (minimum of 1).
3. Print copies of Secondary Research Handout.

Instructions

1. Explain to the girls that they are going to be using a type of market research called secondary research to determine if their product or service idea could be successful. They will use the internet to find useful information about the competition, other products or services that are similar, and the people that are buying them.
2. Begin by reviewing the completed Product or Service Description Handout (if completed in a prior activity).
3. The girls can work individually or in groups if they had similar ideas.
4. Pass out the Secondary Research Handout (1 per student) or have them copy it in their Idea Journal.
5. If the girls have an idea for which no market exists, such as a brand-new invention from their imagination, allow them to quickly fill out the handout for what they think the answers might be. Then, direct them to select a product or service for which a market does exist so they can practice secondary research.

6. If the girls are proficient internet search browsers, they can begin their secondary research. If they need practice, see the tip below.
7. Check in with groups who are having difficulty finding information. If needed, model how to search keywords, read through links/images, and read websites to find useful information.
8. Approximately 10-15 minutes from the end of the lesson, bring everyone back together and allow them to share their research with the whole group.

Tip: Effectively using a search engine to find information is a skill that may need to be modeled. If your girls would benefit, use the steps below:

- Select a product or service and model a search. Ex: Pet Clothes
- Model using keywords such as: *Pet clothes Businesses, Pet Clothes market Market Competitors, Clothes for pets age of consumer.*
- Explore infographics, charts, and tables as well as text
- If possible, model using image search
- Also, model using ineffective search terms and selecting and reading sites that do NOT give helpful information
- Try to keep the direct modeling/teaching to 10 minutes maximum.

1. Give the girls time to discuss and present their findings.

Post-Activity Discussion

Ask the girls:

1. Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?
2. How has the research helped you understand your product or service?
3. What competition did you find for your product or service idea?
4. How did you feel while conducting the survey and speaking to people about your idea?

Key Takeaway

Researching allows you to find similar ideas, competitors, and understand what potential users/buyers want or need. This information leads you to innovative ways to design and scale your product or service idea.

Juniors Lesson: Design Thinking and Prototyping

In this lesson:

- Prototype, Test, & Iterate (40-60 Min)

We define design thinking as an approach to solving problems by understanding users' needs and developing insights to solve those needs. Design thinking is a process centered on contact, observation, and empathy with end-users. The goal is to find a solution to the problems in their environments. This process differs from trying to compete with other companies or trying to use existing products in new ways. Instead, it's a creative process meant to tailor solutions to people's needs. At VentureLab, we define the steps in the process as: Empathize, Define, Ideate, Prototype, Test, and Iterate.

You'll also notice that prototyping is a step in design thinking and yet we've called it out specifically in the title of this section. That's because prototyping is an especially important part of the process that the girls will explore. Prototypes (simple models) aren't meant to function as end products will. Instead, their purpose is to gather feedback. After considering that feedback, entrepreneurs can choose to make changes, take new directions, or discard the idea altogether. One of the most important parts of the design process is this type of iteration, or the process of when entrepreneurs make small changes to ideas and prototypes in order to reach a desired goal.

In **Prototyping, Test, and Iterate**, the girls will see examples of prototypes, how they are developed, and then create their own. Then they will receive structured feedback and make changes to the prototype.

Goals

For the girls to:

- Explain the design thinking process
- Empathize with a user and define a problem
- Brainstorm solutions to a problem
- Develop prototypes that solve a given problem
- Test/get feedback on prototypes

Entrepreneurial Mindsets

- Problem Solving
- Curiosity
- Opportunity Seeking
- Adaptability
- Empathy
- Optimism
- Resourcefulness
- Redefining Failure
- Growth Mindset
- Courage
- Persistence and Grit

Entrepreneurial Skills

- Visual Idea Generation/Brainstorming
- Creativity
- Teamwork
- Design Thinking
- Opportunity Analysis
- Market Research
- Design Thinking
- Prototyping
- Creativity

PROTOTYPE, TEST AND ITERATE (40-60 minutes)

Introduction

The girls will see examples of prototypes and how they are developed, and then create their own prototype. Then they will create testing scenarios for their prototype and receive structured feedback. Based on user feedback, changes will be made to the prototype. Each change, or iteration, will improve some aspect of the design. This feedback might entirely change the defined problem or might lead to new solutions. It is completely normal, and actually a sign that the designer is listening and incorporating user feedback, to revisit and question decisions from earlier stages of the design process.

Materials and Resources

- “Kid Engineer: Uplift Wheelchair” video:
<https://www.youtube.com/watch?v=aoc3ZT9lfog>
- “How to Make a Cardboard Prototype” video:
https://www.youtube.com/watch?v=k_9Q-KDSb9o&feature=youtu.be
- “Design Thinking Prototype - Cecilia Wong” video (OPTIONAL: Show to groups who want to make an app): https://www.youtube.com/watch?v=a_Cdq4eALY8
- [Design Process Student Guide-Test, Feedback, and Iterate](#) **page 5 ONLY**
- Prototyping materials: assorted items like poster paper, markers, sticky notes, tape, construction paper, lined paper, cardboard, scissors, hobby knives
- Idea Journals or paper

Preparation

1. Read through entire activity.
2. Print Design Process Student Guide-Test, Feedback, and Iterate (page 5 ONLY) for each student.
3. Prepare prototyping materials.
4. Watch “Kid Engineer: Uplift Wheelchair” video.
5. Watch “How to make a Cardboard Prototype” video.
6. Watch “Design Thinking Prototype - Cecilia Wong” video. (app creation only)

Instructions

Prototype (25-30 min)

1. Prior to this activity, the girls will have come up with an idea for a product or service to develop individually or in small groups.
2. Have the girls get into their previously formed groups. If your class is small or a student has been working by themselves, they can complete this activity individually.
3. Tell the girls they will be watching two videos, “Kid Engineer: Uplift Wheelchair” and “How to Make a Cardboard Prototype,” and they will need to notice how the prototype is developed and changed as it is tested.
4. Tell the girls that each change to the prototype is called an iteration. Have them repeat the word with you. Tell them that iteration means a change to something. After the videos, they will be making their own prototypes and making changes.
5. Play the videos and pause anytime a student notices a change in the product. Quickly discuss why the change was made, and then continue playing the video until the next change or the end.
6. Tell the groups they will now build the first version of their prototype and remind them that a prototype is NOT meant to be the final product. It is a starting point and they will have time to improve it as they receive feedback, just like in the videos.
7. Give the girls time to select materials and make the first iteration of their prototype.
8. Observe the girls as they are working on their prototypes and remind them again that what they are making is their first iteration.

Test & Iterate (20-30 min)

9. Give each group a copy of the Test, Feedback, & Iterate page of the Design Process Student Guide or have them make a copy in their Idea Journal. Tell them they are going to be making iterations, or changes, to their prototype based on user feedback as they test it.
10. Have groups or individuals pair up. Assign one group the name of A and the other B.
11. Have Group A explain to Group B the basic features of their prototype and how they think it responds to the needs & feelings of their user, or how it solves the problem their user is facing.

12. Group B then uses the prototype (with the help of their imagination) for its intended purpose in a role-playing scenario. The girls should have fun with this part!
13. While Group B uses the prototype, Group A observes without commenting so as not to influence remarks or questions that Group B may ask.
14. Once Group B has had enough time to test the prototype (1-3 minutes), Group A can then ask Group B what they like, any questions they have (if they haven't asked any already), and any changes they would wish for. Group A records Group B's comments in the Design Process Student Guide in the appropriate box on the row labeled 1st Iteration.

Tip: As always, it is best to model active listening, structured conversation, and note-taking in front of the whole group before the girls attempt.

15. Group B then repeats the same process (steps 4-7) with Group A.
16. At this point, Group A and B should go to opposite sides of the room so they base the changes to their prototype on the recorded notes from the testing and feedback session and not additional comments. Give the girls no more than 10 minutes for each iteration.
17. After 8-10 minutes, have Group A and B meet again and go through the same procedure where they test each other's products. Each student records the comments and questions of the other in the next row of the student page in their guide. Ideally, anything recorded in the "I would change..." column will move to the "One thing I like is..." column of the next iteration.
18. Continue this Test, Feedback, & Iterate Loop until the prototype has undergone 3 iterations. If the girls feel their prototype fulfills all the user's requirements and doesn't need any further changes, ask them to consider how different users, settings, or materials might change their product.
19. Have each group present and share the process of change their design went through.

Post-Activity Discussion

Ask the girls:

1. How did the prototype help you think about your idea?
2. What was frustrating about making a prototype?

Key Takeaway

Designers do not get attached to a prototype. They realize change (iteration) is necessary to create a product or service a user will actually purchase.

Iterating, or changing, a prototype is necessary to arrive at the highest quality product.

"Prototype as if you know your solution is correct and test as if it you know it is wrong."
(Stanford d.school)

The above quote is a great mantra to reinforce the idea that prototypes are created with optimistic thinking that they WILL solve the problem and then tested with skepticism that they WILL NOT solve the problem.

Juniors Lesson: Business Models

In this lesson:

- Traditional Lemonade Stand (20-40 Min)
- How to Make Money (20-40 Min)
- My Business Model (20-40 Min)

A business model is a coherent plan that describes what the business offers its customers (product/service), how it organizes its resources to do this, and how it will generate revenue (income) from these products or services. Encourage girls to think critically about the examples of different business models and why and how they work for those particular businesses. It is worth emphasizing that there is no one right model and many businesses will change and adapt their model over time as different opportunities arise and conditions change, like a new competitor joining the market or a change in technology. However, all successful businesses need to create a coherent model that fits with its business mission, values, and strategy.

In **Traditional Lemonade Stand**, girls will analyze an image of two girls at their lemonade stand to uncover what they already know about how a business works and use that knowledge to complete the different sections of a business model.

In **How to Make Money**, the girls will study different ways a lemonade stand can make money and change pieces of their business model until they have created a business plan for a new, innovative lemonade business. They will then have the option of creating an advertisement for the new business.

In **My Business Model**, girls will create a business model that will lay out their plan for a product or service idea.

Goals

For the girls to:

- Explain the different parts of a business model and how they can affect each other
- Explain how a business changes its model to be successful
- Modify an existing business model and create a new business model
- Explain different revenue models and how they affect a business model

Entrepreneurial Mindset

- Redefining Failure
- Growth Mindset
- Courage
- Persistence and Grit
- Opportunity-seeking
- Problem-solving
- Resourcefulness
- Adaptability

Entrepreneurial Skills

- Creativity
- Teamwork
- Idea Generation
- Opportunity Analysis
- Business Model/Methodology
- Pitching
- Public Speaking

TRADITIONAL LEMONADE STAND (20-40 minutes)

Introduction

The girls will most likely already know about the traditional lemonade stand business idea – you make some lemonade and sell it in your front yard. Using a thinking routine, (a series of questions) they will process an image of two girls at their lemonade stand. This will activate their background knowledge and allow them to complete the Business Model Handout.

Materials and Resources

- [Business Model Handout](#)
- [Business Model Handout \(Instructor use\)](#)
- [Slides for Business Models](#)

Preparation

1. Read through entire activity.
2. Print copies of:
 - a. Business Model Handout (1 x girl)
 - b. Business Model Handout (Instructor use) x 1

Instructions

Lemonade Stand Picture

1. Form groups of 2-4. Show the girls the image of the lemonade stands on slide 2 and tell them these two entrepreneurs needed a plan (a business model), to get to the point where this photo was taken.
2. Tell them they'll be trying to better understand the business model these girls made for their business by looking closely at the image and responding to a few questions.
3. Post the questions below, or show slide 3. After each question, allow 2-4 minutes for groups to discuss and share with the whole group. Have a different person from the small group share out after each question:
 - **Describe:**
 - What do you see in this picture?
 - **Analyze:**
 - What do you think is going on this image?
 - What might the girls be feeling?
 -
 - **Relate:**

- What does this image remind you of?
- What do you think might happen next?

Business Model Creation

4. Pass out the Business Model Handout (one per group or per girl) or have them recreate one in their Idea Journal.
5. Tell the girls they are now going to create a business model for the lemonade stand they saw in the image.
6. Use the following questions to guide their thinking. Questions can be posted for all to see or project slide 4-6. (Use the Business Model Handout (Instructor Use) for your own reference and to review at the end.)
 1. What product is being sold? (product/service) *Lemonade.*
 2. What makes this unique and different? (competitive advantage) *It's sold with food. It's fresh squeezed juice.*
 3. Why would they buy this and not something else? (competitive advantage) *It's made from natural ingredients.*
 4. Where do people buy it? (distribution channel) *A stand or temporary place where people pass by, on the street, in the park.*
 5. What is needed to offer it? (resources) *lemons, cups, pitcher, sugar, ice, sweets, sign (and other things possibly too!)*
 6. How much does it cost to make or offer? (expenses) *Resources, staff salary (employee).*
 7. How do customers pay for it? How do you bring in money? (revenue model) *Direct Sales of lemonade and food to customers.*
 8. What will you do with the money left over after you pay expenses? (profit)

The girls may have questions and express confusion about some of the vocabulary and concepts. This is normal and expected. Let them know they'll be working with other businesses models and will have lots of practice.

Post-Activity Discussion

Ask the girls:

1. How did discussing the picture help you create the business model handout?
2. How does having this business model help the owners of the lemonade stand?

HOW TO MAKE MONEY (20-40 minutes)

Introduction

Businesses can earn revenue (make money) in many different ways. The girls are most likely to be familiar with direct selling (a business sells to a customer) and indirect selling (a business sells to a store who then sells to a customer). In this final activity, they will consider how different sources of revenue affect parts of the business model and how they can create an opportunity for a competitive advantage. After selecting a source of revenue for the lemonade stand, they will update the business model and create an advertisement (single page, poster, website, commercial, other).

Materials and Resource

- [Revenue Model Handout](#)
- Blank copies of [Business Model Handout](#) (one per group or per girl)
- [Slides for Business Models](#)

Instructions

1. Form new groups or have the girls work in same small groups of 2-4. Pass out or display (slide 9 and 10) the Revenue Model Handout (one per group or per girl). Display, pass out, or have each girl create a fresh copy of the Business Model Handout (one per group or per girl) in their Idea Journal.
2. Quickly read aloud the different revenue generation models. Instruct them to select one revenue generation method that is NOT direct selling and write it in the Revenue box of the blank Business Model Handout. They should complete the rest of the handout in their groups. Refer them to the business model completed in the prior activities.
3. When everyone has completed their new business model, have them discuss which revenue model they chose and why. Was there one type that was more popular than another?
4. Groups can select a format to create an advertisement for their business. It should include:
 - a. Company/Product Name, Logo, Slogan
 - b. Who it's for (TARGET MARKET/CUSTOMER)
 - c. Where it's sold (DISTRIBUTION CHANNEL)
 - d. Why people should buy it (COMPETITIVE ADVANTAGE)
5. Allow and encourage the girls to think outside the box and modify the business plan and add any additional details to their advertisement.
6. Give time for each group to present or spread the presentations out over a few days.

Post-Activity Discussion

Ask the girls:

1. How might changing the revenue model affect the amount of money you earn?
2. What does an entrepreneur need to consider before changing their revenue model?

Key Takeaway

Considering the revenue model is one of the most important parts of creating an entrepreneur's business model. Possible investors and business partners will want to know how money will be made. Keep in mind, it's possible to have more than one type of revenue.

MY BUSINESS MODEL (20-40 minutes)

Introduction

The girls will create a business model that will lay out their plan for a product or service idea. The business model will answer crucial questions about the market, why their product is different, supplies needed for creation, revenue generation, and plans for profit.

Materials and Resources

- Blank [Business Model Handout](#)

Preparation

1. Read through entire activity.

Instructions

1. Tell the girls it's their turn to create a business model. You may choose to have them work individually or in small groups.
2. If they have completed the Idea Generation, Market Research, or Design Thinking & Prototyping units, they most likely have ideas for products and services. If not, then give them time to think.
3. Give each girl a blank Business Model Handout.
4. Allow the girls to discuss, struggle, and change their mind as they work through the different parts of their business plan.
5. Make all handouts from earlier activities available during this time to support the girls as they work to apply what they've just learned.
6. Those who finish early can be grouped together and share their business plan in order to receive feedback from peers.
7. When all are finished, have them present.

Post-Activity Discussion

Ask the girls:

1. What were the most challenging sections of the business model to complete? Why?

Key Takeaway

It can be a challenge for a business to identify all the different parts of their business model, but it's necessary in order to be successful in the long run.

Juniors Lesson: Pitching

In this lesson:

- It's Not Just What You Say... (20-40 Min)
- Judge A Pitch (20-40 Min)
- My Pitch (30-50 Min)

Pitching is essentially explaining your business plan, product or idea verbally. An entrepreneur uses a pitch to summarize their ideas and sell themselves to potential investors. The process is so important to entrepreneurs because a successful pitch can secure the funding needed to launch an idea from theoretical to reality. There are two main skills that are critical to effective pitching: public speaking skills and persuasion.

In **It's Not Just What You Say**, the girls will play around with saying phrases and sentences out loud while exploring how emphasis and tone can change the meaning of the words. They will also play a game to experience how body language can be used to express different meanings when delivering a message.

In **Judge a Pitch**, the girls will watch videos of pitches and analyze their features and what makes them effective. This will help them during My Pitch activity.

In **My Pitch**, girls will draft a pitch script for an original product or service idea. They will practice and revise their pitch by video recording and analyzing themselves before giving their official pitch to the group.

Goals

For the girls to:

- Demonstrate effective public speaking techniques
- Demonstrate effective persuasive techniques
- Explain the importance of pitching to entrepreneurs
- Demonstrate confidence when speaking in front of large groups
- Create and deliver a pitch

Entrepreneurial Mindsets

- Opportunity Seeking
- Problem Solving
- Optimism
- Adaptability
- Redefining Failure
- Growth Mindset
- Courage
- Persistence and Grit

Entrepreneurial Skills

- Pitching
- Public Speaking
- Creativity
- Brainstorming/Idea Generation

IT'S NOT JUST WHAT YOU SAY... (20-40 minutes)

Introduction

It's not just what you say, it's how you say it and how you move or act. The words that leave your mouth are like an empty container that are filled with meaning depending on the way you make your voice sound and how you look or act when saying them. When speaking to an audience in public, the message given is shaped, in large part, by these factors. The girls will experiment with pitch, tone, volume, and rate of speech as well as body language. They will then practice these skills by delivering a brief acceptance speech for an award.

Materials and Resources

- [Body Language Game Handout](#)

Preparation

1. Print Body Language Game x 1.

Instructions

Changes in Voice

1. Have the girls sit or stand in a circle and give them a simple phrase such as "*brown rice.*" You can use a different two-word phrase.
2. The girls then take turns going around the circle saying the phrase as many different ways as possible. See how many times they can go around the circle. Point out when they are using a different tone (emotion), high or low pitch, volume, or speed.
3. Have the girls experiment using different tones that convey different situations. For example: they have a secret to tell, they are in trouble, or the world is ending. They should try speeding up and slowing down.
4. Next, give them a sentence such as, "*I need to talk to you.*"
5. Tell the girls this time they are going to continue to vary the way they say the sentence and also emphasize just one word. They should insert a pause directly after that same word, and notice how the meaning of the sentence changes.

6. Begin by modeling how it sounds to speak with zero emphasis and in a monotone way by saying, *"I need to talk to you"* as if you were a robot with no emotion.
7. Now have them take turns saying the complete sentence with an emphasis on just the first word "I." Then they should repeat the entire sentence again with an emphasis on just the word "need." They should continue repeating the sentence while placing emphasis on one word at a time.
 - I need to talk to you.
 - I NEED to talk to you.
 - I need TO talk to you.
 - I need to TALK to you.
 - I need to talk TO you.
 - I need to talk to YOU.
8. Ask the girls what was different each time they read the sentence. Let them know that effective public speakers use their voices differently depending on the situation to deliver an interesting, convincing message people will want to hear.

Body Language

9. Begin by turning your back to the class and telling them how important body language is to communication while speaking to someone. Turn back around and, while staring at the floor, tell them that eye contact is important. And, tell them that hand gestures are important when communicating, while moving your hands about wildly.
10. Ask the girls to describe all the things they noticed and to share or demonstrate any other forms of body language they may know.
11. Display the Body Language Game Handout.
12. Explain that they will use one type of body language and one tone to deliver one of the messages. Have the girls mix and match and discuss which body languages make the tone and message delivery more effectively and which are just silly.

Post-Activity Discussion

Ask the girls:

1. How can changing how you say a word affect the meaning?
2. Why is paying attention to what your body is doing while speaking important?

JUDGE A PITCH (20-40 minutes)

Introduction

To understand how something works, it is helpful to take it apart. In this activity, the girls will watch videos of pitches and analyze what makes those pitches effective. This will help them when they later write and practice their own pitches.

Materials and Resources

- Videos:
 - “Travis Tedford - Welch's Grape Juice Commercial” video:
https://www.youtube.com/watch?index=2&list=PLCU9J-LMAy6Xdvp1VdGvnL0wq_hagrzUk&v=XCrhZswcukk
 - “The Drip-Drop Pitch” video:
<https://www.youtube.com/watch?v=y5nmwuu6RX0> (0:00 – 0:52)
 - “Selling Bee Fall 2017, 5-8 Finalist, Slide n Go Shoes” video:
https://www.youtube.com/watch?time_continue=34&v=oVGv4EiH_F8
 - “Oriana-Joy Jar of Compliments” video:
https://www.youtube.com/watch?time_continue=36&v=0TGdDbWC7s4
 - Elevator Pitch Winner-Cup Ad” video:
<https://www.youtube.com/watch?v=i6O98o2FRHw&feature=youtu.be>
- [Pitch Checklist Handout](#) 1 per girl, group, or copy in Idea Journal

Preparation

1. Read through entire activity.
2. Watch videos. Pick 3 to use.
3. Make copies of Pitching Checklist Handout (1 x girl).

Instructions

1. Tell the girls they’re going to be judges in a pitch competition. They will watch several videos of different pitches and use the Pitch Checklist Handout to analyze and compare the features of each pitch.
2. Pass out Pitch Checklist Handout, display, or have them copy it in their Idea Journal.

3. Select any of the video pitches to show first. Tell the girls you're going to show them the same video 3 times. The first time they will focus on the questions on the handout that should be answered. They do not have to write the answer to the questions – they can just place a checkmark or 'X' to show the question was answered.
4. The second time you show the video, the girls should only focus on the public speaking section of the handout. It can be fun to mute the video and only look for body language such as hand gestures and facial expressions!
5. The third time they should listen for persuasive language and complete that section of the handout.
6. Select another pitch video and show the video 3 times, repeating steps 3-5.
7. Have them count the total number 'X's or checkmarks in the column for each pitch.

Post-Activity Discussion

Ask the girls:

1. Which pitch did you like best? Why?
2. Which speaker was most effective in delivering their message? Why? Give examples.
3. Which pitch do you think was most convincing? Why?
4. Which pitch checked the most boxes on the checklist? Was that the one that you liked the best, and/or thought was most effective? Why do you think that is (or isn't)?

Key Takeaway

An effective pitch can be crafted and delivered by empathizing with the audience, using persuasion techniques, and intentionally using body language...followed by lots and lots of practice!

MY PITCH (30-50 Minutes)

Introduction

The best way for the girls to evaluate and improve their pitch is to watch themselves pitching and practice as much as possible. The girls will draft a pitch script for an original product or service idea. They will practice and revise their pitch by video recording and analyzing themselves before giving their official pitch to the group.

Materials and Resources

- Video cameras (or any device with a camera, like a smartphone, tablet, computer, etc)
- Pitching Checklist Handout from Judge a Pitch
- [Pitching Template Handout](#) (Optional)
- [Pitching Example](#) (Optional)

Preparation

1. Read through entire activity.
2. Make sure girls have Pitching Checklist handout from prior activity.
3. Print Pitching Template Handout and Pitching Example if using.
4. Gather video recording device (smartphone, tablet, computer, etc).

Instructions

1. Instruct the girls it is now their turn to create a pitch for their own original idea, which they will then video.
2. If the girls have gone through prior VentureLab Activities, they most likely have an idea for a product or service. If not, then give them time to brainstorm an original idea for some kind of product or service to pitch.
3. To support the girls, allow them to review pitch videos from Judge a Pitch. They may also use the Pitching Template Handout and the Pitching Example.
4. If someone doesn't want to use the template and has a creative idea to pitch, let them go for it!

Tip: Allow them to quickly sketch a picture of what their product would look like or, if they are using an idea from a past lesson and have a prototype, they can use that in the video too.

5. Give the girls 15-20 minutes to draft their pitch.
6. As they work on their drafts, have them use the Pitching Checklist column “My Pitch” to track the different elements of their pitch. Suggest to them that they write notes on their script as to when they will use certain body language and which words they will emphasize.
7. Allow them to record their pitch, watch it, and then make changes to the script and record again. The best way to evaluate and improve their pitch is to watch themselves pitching so they can see how they appear to others (sometimes we perform very differently in our own heads than we do in real life!).

Tip: Videos can be made many different ways depending on the devices you have. The girls could hold a phone and record themselves, sit in front of a computer, or hold a camera and record each other. If you do not have access to a recording device, direct the girls to pair up and practice pitching to one another or while looking in a mirror.

8. When everyone has had a chance to practice and revise their pitch script, have the girls pitch to the entire group.

Post-Activity Discussion

Ask the girls:

1. How did watching yourself pitch influence your final pitch?
2. How did the features of your pitch compare to the pitch videos, according to the Pitching Checklist?

Key Takeaway

Entrepreneurs show courage by stepping out of their comfort zone to accomplish great things. It can be a bit nerve-wracking sometimes to stand in front of a group and pitch an idea. But it gets easier with more practice!

CONGRATULATIONS!
YOU DID IT!



Glossary

BRAINSTORMING (IDEATING) is when either an individual or a group of people come up with as many new ideas as possible for a specific topic or problem.

BRAINWRITING is an inclusive group brainstorming method. Participants individually brainstorm on a piece of paper and then switch papers until everyone has contributed to everyone else's paper. This intentionally creates a space for everyone's idea to be heard.

A BUSINESS is an individual or organization that sells goods (products) or services.

A BUSINESS MODEL is a written plan that lays out the details of a business to help the entrepreneur have a successful business by making a profit.

The DESIGN THINKING PROCESS is an approach to solving problems by understanding users' needs and developing insights to fill those needs.

EMPATHY means showing understanding and sharing in another's feelings.

ENTREPRENEURSHIP isn't just about starting companies; it is a skillset and a way of thinking. The core of entrepreneurship is building a solution to a problem, having a vision and making it a reality.

ENTREPRENEURS spot an opportunity and develop a vision for a new product, business or solution and put together all the resources needed to bring their ideas to life.

IDEATING (BRAINSTORMING) is when either an individual or group of people comes up with as many new and different ways as possible to solve a problem.

IDEA GENERATION is the process of forming, revising, pondering, and sharing new ideas.

ITERATION is the process when entrepreneurs make small changes to ideas and prototypes in order to reach a desired goal. Iteration can happen as many times as needed.

A **MARKET** is a group of people who like or need the same things. Competing businesses sell similar products or services to this group.

MARKET RESEARCH is how entrepreneurs find out what customers want, what problems exist for customers, and helps them uncover how those problems can best be solved or needs met. Market research helps entrepreneurs figure out if they have a great new idea that will work and if people will buy their product.

OBSERVATION means acquiring information from the world around you based on your five senses: sight, sound, touch, smell, and taste.

PITCHES are short, persuasive speeches (formal or informal) targeted at potential investors or other kinds of customers or supporters.

PRIMARY RESEARCH is new market research done by entrepreneurs that involves going directly to their customers to hear from them and better understand their needs and wants.

PRODUCTS are items sold by businesses.

A **PROFIT** is money that is made in a business after all expenses are paid.

PROTOTYPING is when entrepreneurs create their ideas into visual and physical representations to show how they would work.

REVERSE BRAINSTORMING is the process of looking at a problem backward. Instead of ideas for solutions, participants come up with ways to *cause* the problem or to make the problem worse. Once they have identified as many different ways as possible to do this, they then spend time “reversing”/solving each of those problems.

SECONDARY RESEARCH is a type of market research that uses information that already exists in order to get information about existing products and/or or markets.

TESTING is showing your prototypes to users to get feedback on them. With this feedback, you’ll figure out if you should bring it to a larger market.