

KIDS ENTREPRENEURSHIP
SUMMER
PROGRAM



8-WEEK SYLLABUS
LESSONS AND ACTIVITIES

KIDS ENTREPRENEUR SUMMER CAMP

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WEEK 1:

BASICS OF BEING AN ENTREPRENEUR AND **BRAINSTORMING BUSINESS IDEAS**

This lesson aims to create awareness and understanding of entrepreneurship and business in general. It will also help the students identify needs and challenges that they could work on in order for them to create the ideal business foundation.

1. Lesson Overview

- a. Lesson Objectives
- b. Estimate Time
- c. Materials Needed
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2. Teaching Strategy

- a. PART 1: How to Identify Problems
- b. PART 2: Where to Find Problems
- c. PART 3: What is a Need Statement
- d. PART 4: What is an Entrepreneur and Why is it Interesting to You
- e. PART 5: What is a Community
- f. PART 6: What is The PlatForum
- g. Questionnaire and Assessment
- h. Brainstorm a Product/Service to Start a Business

3. Supplemental Videos

LESSON OBJECTIVES

Students Should be Able to:

1. Learn the approach in identifying problems in a community and how they can help fix that problem through entrepreneurship;
2. Create need statements that are concise and truly encapsulates the problem they want to address;
3. Figure out what an entrepreneur is and appreciate its importance and role in our community. Hopefully this appreciation will establish a connection to them that could motivate them to become entrepreneurs themselves;
4. Identify what a community is and its importance in our society;
5. Appreciate the purpose and function of The PlatForum and its vision in helping our community. This appreciation could also lead them into realizing that The PlatForum is an actual example of the principles taught in this session;
6. Create an effective concept that will feature the product or service they would like to apply into a business idea;
7. Participate in discussions and brainstorming sessions.

Estimate Time

It will be a six-part program, where each topic would need more or less 45-minutes each for class. Each program will also culminate with a 15-minute activity that will synthesize and apply what the students learned.

Materials Needed

1. Becoming an Entrepreneur handout for the first Session
2. Printed Questionnaire for the students to answer
3. Internet Access to show The PlatForum website
4. Presentation materials
 - a. Overhead Project
 - b. Whiteboard and Marker
 - c. Papers

Backgrounder for Teachers

Entrepreneurship is quickly becoming the “in” thing nowadays, especially with the advent of social media and the internet. There seem to be a strong encouragement for many to become entrepreneurs and to become their own boss. The problem is, with the strong hype to become entrepreneurs people are also starting to create the wrong picture of who an entrepreneur should be. The goal of this session is to be able to provide clarity and understanding to the concept, without discouraging the students to become entrepreneurs.

Mentors

Our mentors for this session will be Brandon and Britney Schielack. They are the awesome couple behind the PlatForum. (Insert further introduction and achievements)

TEACHING STRATEGY

Part 1: How to Identify Problems

1. Show a video about a problem that is not fixed well:
<https://www.youtube.com/watch?v=47rQkTPWW2I>
2. Start a discussion about how the couple could have fixed their problem and what actually went wrong in the video.
3. Start to transition the discussion about problems we see in the community. You can try to mention three particular examples that you know of.
4. Discuss the specific of Problem identification (this topic is based on the material you will base your discussion on)
5. Conclude your discussion by giving a quick recap (you may use your whiteboard to create a mind map of the concepts you presented)
6. Start the Activity: Create a problem list
 - a. List down 10 problems you find around you;
 - b. Of the 10 problems, find out which one you are interested to solve
 - c. Present to the class your reason behind choosing that 1 problem
 - d. Save this problem statement for another activity

Part 2: Where to Find Problems

1. Talk about an instance in your life that you experienced a funny problem and how it got fixed;
2. Transition the discussion and connect the scenario you mentioned in looking for problems and where to look for them;
3. Ask the students to practice the skills they learned in part 1. Ask them to determine particular areas in the community where problems are. Ask them to group themselves into groups of 3 and talk amongst each other the problem areas. Ask for a 15-minute brainstorming activity where they:
 - a. Generate all the possible problem areas they can think of (at this point nothing is right of wrong)
 - b. From the list they provided, select ideas and try and rate them on the most plausible to the least plausible ideas)

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- c. Discuss the advantages and disadvantage of each idea
 - d. Discuss potential concerns and issues about the ideas
 4. Once they were able to talk about it, they will choose one representative on each group to present. The teacher can add or discuss further on the results, but refrain from being negative or antagonistic about their ideas.
 5. Based on the discussions, the teacher could synthesize it with a recap, or proceed to the next part.

Part 3: What is a Needs Statement

1. Mention the top applications of needs statements:
 - a. In academic and scholarly grants
 - b. In business proposals
 - c. In reports and school needs
2. You can ask the class if they already encountered instances that a needs statement is presented to them (maybe in class). After this, ask them how it went – what problems were encountered, the results that they experienced, and any information that would help you assess their knowledge about the topic.
3. Discuss the following concepts with the group
 - a. What is a need statement?
 - b. Why is a needs statement needed in business development?
 - c. What are the elements of an effective needs statement?
 - d. What a need statement is not? The things you should never put on your needs statement;
 - e. Other needed information.
4. After the presentation, it would truly help to recap the discussion.
5. Using the problem you chose in part 1, you can now create a needs statement from it. The student is given 20 minutes to create a needs statement based on the format shown in the discussion. Teacher can choose around 3 or 4 students to present what they made, and these should be volunteers.

Part 4: What is an Entrepreneur and Why is it Interesting to You

1. Start with this awesome Video to motivate students:

<https://www.youtube.com/watch?v=T6MhAwQ64c0>

2. Discuss these entrepreneurs and how they changed the world:
 - a. Thomas Edison - What do you say about the man who gave the world the electric light, the phonograph, talking motion pictures and more than 1,300 other patented inventions? That he was the world's greatest inventor, certainly. But he was also able to exploit the profit potential in his creations, an entrepreneurial bent that asserted itself when Edison was a teen-ager, printing a newspaper in the baggage car of a rolling train and then selling copies to passengers. His impact on the way people live was and is pervasive. As a combination of inventive genius and entrepreneurial flair, he stands alone.
 - b. Ray Kroc - Nothing says entrepreneur like persistence, and nothing says persistence like Ray Kroc, the kitchen wares salesman who in 1954, at age 52 and in poor health, had his imagination hijacked by a family-run restaurant in the desert outside Los Angeles. Once he had bought out the McDonald brothers, Kroc proceeded to take their concept of a limited menu, fast service and low prices and expand it nationally, in the process creating the fast-food industry and dramatically affecting America's lifestyle and, sadly, collective health.
 - c. Steve Jobs - Apple Computer's two Steves weren't the first Silicon Valley entrepreneurs to launch a billion-dollar business from a Palo Alto garage -- Hewlett and Packard were there before them -- but they were the first to democratize computing by creating a machine whose use was so wonderfully intuitive that even technophobes embraced it. Combine the elegance of Wozniak's operating system design with Jobs' marketing savvy (remember Apple's "1984" ad?) and the result was a true phenomenon. Yes, the Apple was eclipsed by the PC, but only after Microsoft (behind the vision of two other notable entrepreneurs, Bill Gates and Paul Allen) developed Windows to ape its rival's ease of use.
3. You can start to ask the students if they know any inspiring entrepreneurs. This will further improve the discussion.
4. Talk about what an entrepreneur is and what are the elements that make a business. This discussion would include the skills needed to be entrepreneur and the elements one would need to be defined as such.

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5. Discuss the future of entrepreneurship and what benefit would the students get if they decide to become entrepreneurs. This discussion would be a pivotal part of the seminars and would need to be very clear. For reference, here are some videos that would help:
 - a. Awesome thoughts on millennial entrepreneurship:
<https://www.youtube.com/watch?v=z5tugxy70MY>
 - b. Steve Jobs on Success:
<https://www.youtube.com/watch?v=hp3iZdDiInI>
 6. After they already created an appreciation of entrepreneurship, the teacher could now balance the information by discussing the idea of risk. This will make the discussion very realistic and avoid too idealistic point of view on entrepreneurship.
 7. To help with the idea of risks, this activity would help:
<https://www.youtube.com/watch?v=rz1kzGdron0>
 8. Summarize the discussion and ask if anyone has questions

Part 5: What is a Community – 30 minutes

1. Start the discussion with our community. The teacher can discuss the important events in the community and the important parts of it. You can also discuss specific events that the students would remember. This will be an awesome opening as it would create a connection between our own community and how community is actually defined.
2. Discussion on Community
3. Recap the discussion and ask if the students have any questions.

Part 6: What is The PlatForum

1. Show the video about PlatForum:
<https://www.youtube.com/watch?v=Zlmdr30W5GE>
2. An introduction will be done with the mentors Brandon and Britney. They will be the ones who will talk about the PlatForum.
3. Brandon and Britney will give the testimony of their entrepreneurial journey and will discuss how the process we taught them today applies in their own entrepreneurial journey.
4. The floor will then be opened for questions.

ACTIVITIES

1. Introduce the mentors to the students.
2. Have name badges available for the students.
3. Visit businesses around your square.
4. Set-up with businesses prior to coming in.
5. Walk kids through and ask questions that relate to the topics:
 - a. Why did you start business?
 - b. What are problems you have?
 - c. What problem are you solving?

Add more if you want or as you see fit.

6. End tour with round table discussion:
 - a. Why do you think they went to that place?
 - b. Why do you think the mentors were there?
 - c. What are your interests?
 - d. Do you have a business idea in mind? What is it?
7. Inform the kids that they have to create a business idea for Week 2

SUPPLEMENTAL VIDEOS

8. Video Approach we can use. This was used for engineers, but could be custom-made into a video for entrepreneur appreciation:

<https://www.youtube.com/watch?v=OyTEfLaRn98>

9. Scientific approach in problem identification:

<https://www.youtube.com/watch?v=ZPMk7LNdmS8>

10. What a community is:

https://www.youtube.com/watch?v=bjVq_Dlrflk

11. Student motivation on entrepreneurs:

<https://www.youtube.com/watch?v=T6MhAwQ64c0>

12. Awesome thoughts on millennial entrepreneurship:

<https://www.youtube.com/watch?v=z5tugxy70MY>

13. Steve Jobs on Success:

<https://www.youtube.com/watch?v=hp3iZdDiInI>

14. The PlatForum:

<https://www.youtube.com/watch?v=Zlmdr30W5GE>

