



Full Resource Kit

for Youth  Entrepreneurs



1.0 IDEA Market Summary

General overview of IDEA Market Resources

Each folder in this resource contains a file called “Teacher Tips.” These tips are intended to explain the purpose of each folder’s contents. This resource is not scripted or limited to one format. The IDEA Market folders and their contents have been numbered as a suggested sequence. However, there are a number of activities that make good stand-alone lessons to support existing curricular outcomes. All the materials provided in this resource are suggestions and examples of tools used by teachers to support past markets. Feel free to adapt, modify or create your own materials to create your desired market.

IDEA Markets

IDEA Markets (virtual and/or face to face) are an evolution from the traditional market model to elevate the rigor and relevance of the students’ work by rooting it in the problems and interests for which they have a passion. In the spirit of the CARR Model (competency, autonomy, relatedness and relevancy), teachers invite students to research and conduct work that is significantly more meaningful and engaging than the traditional model. IDEA Markets focus student projects on a problem-based learning experience designed to engage and amplify student creativity and innovation. IDEA Markets are suitable for students ranging from grades 6 – 12 and the rigor and sophistication of the projects should be personalized to suit the skill and aptitude of each student.



The core of this project is to challenge students to identify problems and opportunities in their communities and then take action to engage and improve the issue they have chosen to focus on.

A successful IDEA Market project could still feature a product or service for sale but equally might include survey work, petitions, awareness raising campaigns, or fundraising.

The goal of a student’s IDEA Market project is to gain a deep understanding of an issue, share this knowledge and, in some cases, help improve the conditions in the community.

1.2 Market 'To Do' List for Teachers



First Phase of Market Prep

1. Discuss market with school administration
2. Ensure you are aware of all student PLP information before beginning instruction and launch.
3. Provide students with full description of market structure and expectations (Rubric for assessment)
4. Provide and collect parent letters with signatures
5. Choose whether students will be permitted to work in teams or individually
6. Investigate ATM availability at site of market, determine possibility of electronic payment options (E-transfer, Paypal, Square,...)



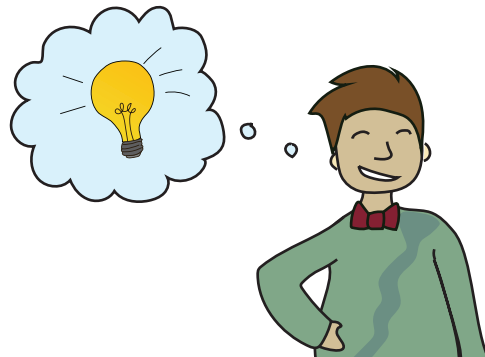
2-3 Weeks Before the Market

1. Provide each student with a "Market Day Readiness Checklist"
2. Parent Letter / invite with signature
3. Review the ways to promote the market on this page and set dates for each
4. Invitation to mentors and community members (see 'promotional material' folder)
5. Book Mystery Shoppers (Evaluators)
6. Market Day Checklist Provided to students
7. Signage and digital promotions posted and shared
8. Custodians and Admin provided: -Number of tables available (SRC volunteers & class to set up)-Power supply available to each table (as needed)
9. Schedule for students, guests and general shoppers visiting the market finalized and shared with staff and students (with Admin consultation and approval first)



72 Hours Before Market

1. Ensure Custodians are comfortable with the plan (tables, power and garbage cans ready)
2. Ensure ATM is functioning and in place
3. Meet individually for a check in with each student to ensure readiness
4. Create / finalize floor plan and set up tables as early as permissible
5. Conduct 'cash out' procedure practice with all students (if appropriate)



Efficient ways to Promote the Market

- Announcements on School PA
- Print Ads
- Video announcement via homeroom
- Local media press releases (*see 'Promotional Materials Folder'*)
- homeroom/advisory to pitch the market and their product
- Emails to staff 3 times (*2 weeks out, 1 week out, day before*)
- Student & School social media
- School website
- Students going door to door during homeroom/advisory to pitch the market and their product

1.3 IDEA Market Background & Instructional Outcome Alignment

Traditional School Markets

Middle and High School markets have been a very successful instructional vehicle for many years in some schools. Traditionally, markets have been featured as part of the instructional schedule that enables students to showcase skills by encouraging them to connect their work to their hobbies or interests. As well, students typically develop marketing and salesmanship skills by selling a product that is usually under \$10 and thematically linked to the season. These markets have been successful in engaging students in a community event that validates their work. Schools that have never hosted a student market before might choose to limit the scope of their first event to this traditional model so that they might experience the unique energy and demands that accompany an activity of this kind. Markets have a tendency to gain momentum and develop a lot of moving parts that make the event both engaging and somewhat overwhelming.

IDEA Markets

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A successful IDEA Market project could still feature a product or service for sale but equally might include survey work, petitions, awareness raising campaigns, or fundraising. The goal of a student's IDEA Market project is to gain a deep understanding of an issue, share this knowledge and, in some cases, help improve the conditions in the community.

A well rounded IDEA Market project can integrate not only language arts curricular outcomes but also science, technology, engineering, arts and math (STEAM) skills. As well, the core global competencies are engaged, especially problem solving, creativity, collaboration and critical thinking.

Objectives:

To promote the
District Ends
Policies:

- 3.2 | Foster community partnerships.
- 3.3 | Provide opportunities for students to participate in real-world citizenship building activities and work toward creating a global community.

1.3 IDEA Market Background & Instructional Outcome Alignment

General Learning Outcomes

Students will research, plan and organize an activity that centres around an important issue or topic from their lives. Students will conduct a hands activities that will engage them in their communities, improve their communication skills by developing a greater awareness of the networks of support that exist within their communities and provoking the imaginations of students as to their future relationship to their communities and the challenges in it.

For high school students, this project fits well within an Entrepreneurship course and supports the following curriculum outcomes and more:

- 2.1 | Students will learn to create and maintain a business network to support a business and solve problem
- 2.2 | Students will present a venture concept, demonstrating adequate/accepted research methods
- 2.5 | Students will meet deadlines, exercise time management and capitalizing on skills of classmates
- 2.6 | Students will compose and employ peer assessment criteria to evaluate group work
- 3.9 | Students will implement a business plan to satisfy customer demands



Duration of the IDEA Market

A minimum of 18 hours of classroom instruction is required to guide students in their project creation, organization, planning and implementation. However, there is no limit to the amount of instruction and support that can be centred around an IDEA Market project.

By the end of the program, students will have learned to:

- Perform basic research & environmental scanning
- Identify and follow the engineering design process;
- Make a prototype of a product or process that solves an identified problem
- Teamwork
- Design a marketing and communications plan that describes the product and how it fits an identified need
- Communicate persuasively and with purpose with the development of an elevator pitch
- Business Experience

General Curriculum Outcomes for English 6-8

All About Me Questions	GCO 1, GCO 2, GCO 8
All About Me Collage	GCO 1, GCO 4, GCO 8, GCO 9
What do you desire assignment	GCO 1, GCO 2, GCO 4, GCO 8
Finding your Why	GCO 1, GCO 2, GCO 8, GCO 10
Types of Business worksheet	GCO 5, GCO 9
Social Responsibility	GCO 2, GCO 4, GCO 8
Characteristics of a Young Entrepreneur	GCO 1, GCO 5, GCO 9
What Bugs Me	GCO 2, GCO 9
Idea Generation	GCO 1, GCO 8
Ideas and Bugs	GCO 2, GCO 10
My Mission Statement	GCO 10
Market Research Notes	GCO 1, GCO 8
Understanding Market Research	GCO 8
Market Research Practice Assignment	GCO 5, GCO 9
Target Markets	GCO 2, GCO 8
My Market Research	GCO 5, GCO 9
My Market Research Questionnaire	GCO 2, GCO 10
Market Analysis Report	GCO 10
Business Proposal Outline	GCO 2, GCO 9
What's in a mentor	GCO 4, GCO 8
Letter of introduction	GCO 10
Interview a mentor question	GCO 8
Interview a mentor answers and notes	GCO 2, GCO 8
Mentor Interview Report	GCO 9, GCO 10
Idea Market Sponsor Letter	GCO 10
Marketing 101	GCO 1, GCO 8
Demographics and Target Audience	GCO 8
Why Do We Buy Stuff	GCO 2, GCO 8
Practice Ad Assignment	GCO 8
Target Avatar Assignment	GCO 8
Vision Statement Assignment	GCO 10
My Product Advertisement Assignment	GCO 8
Brochure Assignment	GCO 8, GCO 10
Social Media Campaign	GCO 8, GCO 11
My Business Plan Final Project	GCO 8, GCO 10

Specific Curriculum Outcomes for Personal Development and Career Planning K-12

All About Me Questions	SCO 1.1
All About Me Collage	SCO 1.1
What do you desire assignment	SCO 1.2, SCO 3.1, SCO 3.3
Finding your Why	SCO 1.1
Types of Business worksheet	SCO 3.2
Social Responsibility	SCO 1.1, 2.1, 3.1
Characteristics of a Young Entrepreneur	SCO 1.2, SCO 2.1
What Bugs Me	
Idea Generation	SCO 1.2
Ideas and Bugs	SCO 3.1
My Mission Statement	
Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
My Market Research	
Target Markets	SCO 3.1
My Market Research Questionnaire	SCO 3.1
Market Analysis Report	SCO 3.2
Business Proposal Outline	SCO 2.1
What's in a mentor	SCO 1.2, SCO 1.4
Letter of introduction	
Interview a mentor question	
Interview a mentor answers and notes	SCO 1.4, SCO 2.1
Mentor Interview Report	SCO 3.1, SCO 3.2, SCO 3.3
Idea Market Sponsor Letter	
Marketing 101	SCO 2.1, SCO 3.1
Demographics and Target Audience	
Why Do We Buy Stuff	SCO 3.1
Practice Ad Assignment	SCO 2.1
Target Avatar Assignment	SCO 2.1
Vision Statement Assignment	SCO 3.3
My Product Advertisement Assignment	
Brochure Assignment	SCO 2.1
Social Media Campaign	SCO 2.1
My Business Plan Final Project	SCO 1.2, SCO 2.1

General Curriculum Outcomes for Math 6

Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
My Market Research	
Target Markets	
My Market Research Questionnaire	
Market Analysis Report	N1, N2, N6, N8, N7, SP3
Business Proposal Outline	N1, N2, N6, N8, N7, SP3

General Curriculum Outcomes for Math 7

Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
My Market Research	
Target Markets	
My Market Research Questionnaire	
Market Analysis Report	N2, N3, N6, SP3
Business Proposal Outline	N2, N3, N6, SP3

General Curriculum Outcomes for Math 8

Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
My Market Research	
Target Markets	
My Market Research Questionnaire	
Market Analysis Report	N3, N7, SP1
Business Proposal Outline	N3, N7, SP2

General Curriculum Outcomes for Social Studies 6

All About Me Questions	
All About Me Collage	
What do you desire assignment	6.1.1
Finding your Why	
Types of Business worksheet	
Social Responsibility	6.3.3
Characteristics of a Young Entrepreneur	
What Bugs Me	
Idea Generation	
Ideas and Bugs	
My Mission Statement	
Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
Target Markets	
My Market Research	
My Market Research Questionnaire	
Market Analysis Report	
Business Proposal Outline	6.3.3
What's in a mentor	
Letter of introduction	
Interview a mentor question	
Interview a mentor answers and notes	
Mentor Interview Report	
Idea Market Sponsor Letter	
Marketing 101	
Demographics and Target Audience	
Why Do We Buy Stuff	6.1.1
Practice Ad Assignment	6.1.1
Target Avatar Assignment	6.1.1
Vision Statement Assignment	
My Product Advertisement Assignment	6.1.2
Brochure Assignment	6.1.2
Social Media Campaign	6.1.2
My Business Plan Final Project	

General Curriculum Outcomes for Social Studies 7

All About Me Questions	
All About Me Collage	
What do you desire assignment	7.1.1
Finding your Why	
Types of Business worksheet	
Social Responsibility	7.2.1
Characteristics of a Young Entrepreneur	
What Bugs Me	
Idea Generation	7.1.1
Ideas and Bugs	
My Mission Statement	
Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
Target Markets	
My Market Research	
My Market Research Questionnaire	
Market Analysis Report	
Business Proposal Outline	7.2.1
What's in a mentor	
Letter of introduction	
Interview a mentor question	
Interview a mentor answers and notes	
Mentor Interview Report	
Idea Market Sponsor Letter	
Marketing 101	
Demographics and Target Audience	
Why Do We Buy Stuff	7.1.1
Practice Ad Assignment	7.2.1
Target Avatar Assignment	7.1.1
Vision Statement Assignment	
My Product Advertisement Assignment	7.2.1
Brochure Assignment	7.2.1
Social Media Campaign	7.2.1
My Business Plan Final Project	

General Curriculum Outcomes for Social Studies 8

All About Me Questions	
All About Me Collage	
What do you desire assignment	
Finding your Why	
Types of Business worksheet	
Social Responsibility	3.3
Characteristics of a Young Entrepreneur	
What Bugs Me	
Idea Generation	
Ideas and Bugs	
My Mission Statement	
Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
Target Markets	
My Market Research	
My Market Research Questionnaire	
Market Analysis Report	
Business Proposal Outline	3.1, 3.3
What's in a mentor	
Letter of introduction	
Interview a mentor question	
Interview a mentor answers and notes	
Mentor Interview Report	
Idea Market Sponsor Letter	
Marketing 101	
Demographics and Target Audience	
Why Do We Buy Stuff	4.7
Practice Ad Assignment	4.7
Target Avatar Assignment	4.7
Vision Statement Assignment	
My Product Advertisement Assignment	4.7
Brochure Assignment	4.7
Social Media Campaign	4.7
My Business Plan Final Project	

Specific Curriculum Outcomes for Middle School Technology (6-8)

All About Me Questions	
All About Me Collage	1.4
What do you desire assignment	
Finding your Why	
Types of Business worksheet	
Social Responsibility	3.2
Characteristics of a Young Entrepreneur	3.1
What Bugs Me	
Idea Generation	3.2
Ideas and Bugs	
My Mission Statement	
Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
Target Markets	
My Market Research	
My Market Research Questionnaire	
Market Analysis Report	1.1
Business Proposal Outline	1.1
What's in a mentor	
Letter of introduction	
Interview a mentor question	
Interview a mentor answers and notes	
Mentor Interview Report	
Idea Market Sponsor Letter	
Marketing 101	
Demographics and Target Audience	
Why Do We Buy Stuff	
Practice Ad Assignment	1.4
Target Avatar Assignment	1.4
Vision Statement Assignment	
My Product Advertisement Assignment	1.4
Brochure Assignment	1.4
Social Media Campaign	1.4
My Business Plan Final Project	

General Curriculum Outcomes for Middle School Visual Art

All About Me Questions	
All About Me Collage	GCO1
What do you desire assignment	
Finding your Why	
Types of Business worksheet	
Social Responsibility	
Characteristics of a Young Entrepreneur	
What Bugs Me	
Idea Generation	
Ideas and Bugs	
My Mission Statement	
Market Research Notes	
Understanding Market Research	
Market Research Practice Assignment	
Target Markets	
My Market Research	
My Market Research Questionnaire	
Market Analysis Report	
Business Proposal Outline	
What's in a mentor	
Letter of introduction	
Interview a mentor question	
Interview a mentor answers and notes	
Mentor Interview Report	
Idea Market Sponsor Letter	
Marketing 101	
Demographics and Target Audience	
Why Do We Buy Stuff	
Practice Ad Assignment	GCO 1, GCO 2
Target Avatar Assignment	GCO 1
Vision Statement Assignment	
My Product Advertisement Assignment	GCO 2
Brochure Assignment	GCO 2
Social Media Campaign	GCO 2
My Business Plan Final Project	

IDEA Market Comprehensive Resource Index

There are 5 recommended units to building a fully developed IDEA Market project. It is unlikely that there will be time to use all the lessons and resources contained within the resources folders. Background info on this project development can be found in the IDEA Market Background & Instructional Outcome Alignment Document.

UNIT 1 Intro + Idea Generation

Welcome Package

- 1.0 | IDEA Market Summary
- 1.1 | Map to the Market Face2Face
- 1.2 | Map to the Market Virtual
- 1.3 | IDEA Market Background and Instruction
- 2.0 | IDEA Market Tips for Student Material
- 2.1 | Program overview
- 2.2 | Timeline for students
- 2.3 | Student dictionary
- 2.4 | Weekly Journal

Getting to know yourself

- 3.0 | Teacher Tips and Resources
- 3.1 | All About Me worksheet
- 3.2 | All About Me Collage
- 3.3 | What do you Desire?
- 3.4 | Finding your why

All about business

- 3.5 | Types of Business Handout
- 3.5 | Types of Business Worksheet
- 3.6 | PES Handout
- 3.7 | Social Responsibility
- 3.7 | All About Social Impact Handout

Idea Generation

- 3.8 | Characteristics of a Young Entrepreneur
- 3.9 | What Bugs Me
- 3.10 | Idea Generation
- 3.11 | Bugs Meets Ideas
- 3.12 | My Mission Statement

UNIT 2 Market Research

Intro to Market Research

- 4.0 | Teacher Tips and Resources
- 4.1 | Market Research Presentation with student notes and hand out

Market Research

- 4.1 | Market Research Handout
- 4.2 | Understanding Market Research
- 4.3 | Market Survey Tips Handout
- 4.4 | Market Research Survey Examples
- 4.5 | Market Research Practice

My PES Market Research

- 4.6 | My Market Research
- 4.7 | Target Market
- 4.8 | My Market Research Questionnaire
- 4.9 | Market Analysis Report
- 4.10 | Market Analysis Math Template
- 4.11 | My Business Proposal Outline

UNIT 3 Mentoring + Community support

Mentoring

5.0 | Teacher Tips and Resources

5.1 | What's in a mentor

5.2 | Letter of introduction

Interview

5.3 | What is an Interview

5.4 | Interview a mentor questions

5.5 | Interview a mentor answers and notes

Project Development

5.6 | Mentor Interview Report

5.7 | IDEA Market sponsor letter

5.8 | My Business Proposal Update

UNIT 4 Marketing + Advertising

What is Marketing

7.0 | Teacher Tips and Resources

7.1 | Marketing & Advertising Handout

7.2 | Marketing 101

7.3 | Demographics and Target Audience

Rational and Emotional Buying

7.4 | Why do we buy Stuff

Advertising to Target Markets

7.5 | Create a practice advertisement

7.6 | Target Avatar Assignment

7.7 | Vision Statement Assignment

Market Campaign

7.8 | My Product Advertisement

7.9 | Brochure Assignment

7.10 | Social Media Campaign

Business Plan

7.11 | My Business Plan Final
Project Light

UNIT 5 Market Day + Debrief

Market Preparation

6.0 | Teacher Tips for Using Communications
and Promotions Materials

6.2 | General Market Posters File

6.3 | Media Press Releases File

6.4 | Parent Reminder

Market Day

8.0 | Teacher tips

8.1 | Cash Sheet

8.2 | Market Agenda Example

8.3 | STM Gym Market Map

8.4 | Mystery Shopper Student Handout

8.5 | Mystery Shopper Evaluation

Map to the Market



Map to the Market

Intro & idea Generation
3-5 Lessons
Start date: _____

Commitment to Market

BUSINESS IDEAS ARE CHOSEN

PLAN FOR PROJECT IS SET

Market Research & Mentoring
1-2 Weeks
Finding similar ideas and people that will give advice

Project Planning & Development
1-2 Weeks
Creating a 1 page business plan & testing ideas

STUDENTS PITCH AND PRESENT

Surveying, Pitching & Prototyping
1-2 Weeks
Practice pitching and building prototypes, Samples & surveys

Test Marketing & Manufacture
1-2 Weeks
Final survey work, revise and finalize plans, manufacture

Launch Market
All systems go digital launch of virtual businesses, sales and distribution

Where will you take your idea from here?

Starter Kit of Recommended Activities

There are 5 recommended units to building a fully developed IDEA Market project. However, there may not be time to use all the lessons and resources contained within the resources folders. The index below is the suggested list for a well rounded market. A full comprehensive list of activities can also be found in this folder. Background info on this project development can be found in the IDEA Market Background & Instructional Outcome Alignment Document.

UNIT 1 Intro + Idea Generation

Welcome Package

- 1.0 | IDEA Market Summary
- 1.3 | IDEA Market Background and Instruction
- 2.1 | IDEA Market Project Outline
- 2.2 | IDEA Market Project Timeline
- 2.3 | Mystery Shopper
- 2.4 | Market Day Assessment Rubric
- 2.5 | Business Written Report

All about Me

- 3.1 | All about me questions
- 3.2 | All about me collage

Idea Generation

- 3.3 | What kills an idea
- 3.4 | What do you desire
- 3.5 | Finding your why
- 3.10 | What Bugs Me?
- 3.11 | Idea Generator
- 3.12 | Ideas and Bugs

All about Business

- 3.6 | PES not PEZ
- 3.7 | Business Structures and the Community
- 3.8 | Design your Impact Power Point
- 3.9 | Needs, Skills, Love , Purpose
- 3.13 | Missions Statement

UNIT 2 Market Research

Intro to Market Research

- 4.0 | Teacher Tips and Resources
- 4.1 | Demographics and Market Research Vocab

Market Research

- 4.2 | 5 Reasons to do Market Research
- 4.3 | Tips to see if your idea already exists
- 4.3 | Tips on How to Research your Competition

My PES Market Research

- 4.5 | My Market Research
- 4.6 | Market analysis Survey Design
- 4.7 | My Market Analysis Report
- 4.8 | Market Research Survey Examples
- 4.9 | Avoid Bad Survey Questions

UNIT 3 Mentoring + Community support

Mentoring

5.0 | Teacher Tips and Resources

5.1 | What's in a mentor

Interview

5.4 | Interview a mentor questions

Project Development

5.8 | My Business Proposal Update

UNIT 4 Marketing + Advertising

What is Marketing

7.0 | Teacher Tips and Resources

7.1 | Marketing & Advertising Handout

7.2 | Marketing 101

7.3 | Demographics and Target Audience

Rational and Emotional Buying

7.4 | Why do we buy Stuff

Advertising to Target Markets

7.6 | Target Avatar Assignment

Market Campaign

7.8 | My Product Advertisement

7.9 | Brochure Assignment

7.10 | Social Media Campaign

Business Plan

7.11 | My Business Plan Final
Project Light

UNIT 5 Market Day + Debrief

Market Preparation

6.0 | Teacher Tips for Using Communications and Promotions Materials

6.4 | Parent Reminder

Market Day

8.0 | Teacher tips

8.1 | Cash Sheet

8.4 | Mystery Shopper Student
Handout

Tips for Student Materials


All the 'tips for using this folder' are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.

All the 'tips for using this folder' are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. We only have one rule for student businesses, they must have an overall positive impact on the community.


It is usually most helpful to provide the students with an overview of what the market project will require of them. You should adjust the description and expectations as appropriate to your plans. The document #1, "Social Venture Project Outline for students" is a good summary of the breakdown of how the work will be weighted during the unit.

It might be advisable to hold off a week or two before providing them with timeline framework. Most students have a significant amount of anxiety around what idea they will use and how it will be received. Withholding the deadlines until there is some enthusiasm or after some of the idea generation work might be advisable.

As well, withholding the assessment tools for a few days or even a week might help students focus on exploring their passions and interests, rather than determining the most reliable way to obtaining the desired grade.



Students will be encouraged to create a business that is not necessarily a product but a service or an enterprise.



Throughout the program products, enterprises, and services will be referred to as PES.



We usually think of a business as selling a product or a service, but they can also sell an idea or cause. We call this an enterprise.



A **product** is something you can physically purchase and hold. It is real and you can see and touch it.



An **enterprise** is when a company promotes a cause, large project, or an idea. A company can charge money to people for them to become involved in the project. An example of this could be charities or projects to raise awareness about issues the business is passionate about. This fits into Social Impact.



A **service** is when we pay money to someone and they complete work for us. An example of this is a cleaner to clean your house or paying a delivery person.



This text is from student
handout 3.6



When we are describing our product, service, or enterprise, we will use the word PES.

2.1 IDEA Market Project Outline

The IDEA Market Project consists of three key areas for your overall mark. Students will be evaluated on running their mini ventures, a written report, and a class presentation.



Preparing and running your IDEA Market project

Value 50% of project

Planning includes being resourceful, creative, interested, and organized

Implementation (Running the business) includes organization, enthusiasm, interest (passion), business skills, creativity, resourcefulness, and customer service

Teamwork includes (people skills) division of work, responsibilities, and problem-solving

Refer to the Evaluation Rubric for the “Business for a Day Social Venture” to see how your social venture will be assessed



IDEA Market Written Report

Value 35% of project

Report on the operation of your IDEA Market project

Reflect on your thoughts, feelings, and what you learned from this experience

Refer to the Business End of Venture Written Report guidelines and Evaluation Rubric to learn the criteria that must be included in your report



Presentation of IDEA Market for Entrepreneurship Class

Value 15% of project

This portion of the project is to be treated as if it is a business meeting.

You are updating our Entrepreneurship class on the details of your mini-venture.

Create a Power Point to summarize your mini venture. Include photos of your business and

Refer to the Business End of Venture Verbal Report guidelines and Evaluation Rubric to learn the criteria that must be included in your report

2.2 IDEA Market Project Timeline

Running your IDEA Market project will be a challenging yet rewarding experience. To assist you in running your IDEA Market project more smoothly, please follow this timeline to ensure all tasks are completed on time.



IDEATION week 1 - 6

Come up with ideas for your business. Decide if you will have a partner or not, each of you will play a distinct role in operating your business. What product are you going to sell? What group of customers are you targeting with your product or service?

IDEA MARKET PROPOSAL week 7

You must have approval to operate your IDEA Market project
You will have approval for your business by the next day
Begin developing your plan including your resources, materials and plans.
Set goals and decide how you will measure success for your business.

IDEA MARKET PLAN (MIDTERM) week 9 - 11

Each business owner must create their own 1 page plan that demonstrates they know their role in developing and succeeding in creating the business.

MARKETING PLAN & PRINT 30%

A strong marketing plan will allow your business to be successful on Market Day.
Digital generated advertisement to promote your business. These will displayed in various media to create buzz.



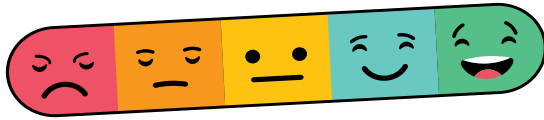
PROGRESS UPDATE 30%

Progress report to ensure that your business is progressing appropriately.

Important Dates





2.3 Mystery Shopper

During our market we are going to have 'mystery shoppers' who will come around and evaluate each booth. Below is a break down of what they will look for.











The scale ranks from 1-5: 1 being the least and 5 being the most.

BUSINESS APPEARANCE

-  + Is the business' appearance attractive?
-  + Is the display inviting and understandable?
-  + Is the signage professional and appealing?
-  + Is there information about the product and cause available?

Comments:

BUSINESS STAFF

-  + Were you promptly & professionally greeted?
-  + Was the service helpful & informative?
-  + Was the staff knowledgeable about the merchandise?
-  + Was the staff's appearance appropriate to the nature of the store?
-  + Was the checkout experience positive?
-  + Did the staff effectively connect their business to their chosen charity?
-  + Did the staff thoroughly explain their charity and explain how they are helping?
-  + What was your overall experience with the staff at the business?

Comments:

-

+

-

+

-

+

-

+

-

+

MERCHANDISE

How would you rate your first impression of the business?

Does the product have a clear positive impact on the community?

Was the store merchandise arranged in an orderly & neat manner?

Was the merchandise fresh & inviting?

Was product priced and easy to read?

Comments:

Was the overall shopping experience enjoyable? Any recommendations for future markets?

Additional Comments:

Please return this form to the teacher. Thank you for shopping with us!

2.4 Market Day Assessment Rubric

Note: All aspects of the category must be met to achieve a rating of “Great” or “Appropriate”. A student that has one aspect in the “Needs Improvement” section may receive that mark for the entire category.

Categories	5-Great	3 - Appropriate	1 - Needs Improvement
SIGNAGE	Clear signage indicates the product/service being sold, the business name, prices, advertising techniques/ language, etc. Creativity is evident and time has been taken to make signage neat.	Clear signage indicates the product/service being sold, the business name, and prices. Time has been taken to make signs neat.	Signage isn't clear and/or components are missing. Signs are not neatly done and/or are hard to read.
BOOTH PREP/ TEAR DOWN	Students arrive and have a set-up plan. It is clear that students have thought about the layout of props and decorations to make the booth attractive to customers. Students clean up all of their booth items, in a timely fashion after the Market.	Students are prepared to set up. Props and decorations are sufficient to be attractive to customers. Booth is cleaned up at the end of the Market.	Set-up appears disorganized. Props and decorations are lacking and more could have been done to attract customers. Clean up was not fully completed/not done well.
SALES/PRODUCT READINESS	Students have the ability to make change, a way to record sales, and appear ready to make sales transactions. It is clear that student(s) has thought about these details ahead of time and is prepared. Students are actively trying to engage customers to make sales. Student has thought about the number of items to sell and is well prepared to meet expected customer demand. Products have been completed with quality in mind.	Student(s) is ready to make sales and has a system in place for making change and recording transactions that is adequate. Conversations with potential customers are occurring; however, students are not trying to pull in customers. Conversations are occurring with customers that are already stopped at the booth. Student has thought about the number of items to sell and has made enough to meet expected customer demand. Products have been completed with quality in mind.	It will be difficult for sales transactions to occur and/or recording of sales may not be accurate. There is little interaction with potential customers. The numbers of items prepared is not enough to meet customer demand. Product quality is lacking.

2.5 Business Written Report (MLA format)

25% of Total Business Project

Grammar and Convention (Value 5)

- Sentence structure and use of effective paragraphing.
- MLA format, quality of grammar and rules of punctuation and standards
- Overall depth of explanation and detail

Cover Page (Value 5)

- Your name
- Teacher name, course, and date
- Venture name and type
- Company or organization's name and logo

Table of Contents (Value 5)

- Note the title of each section and the page within the report it can be found

Introduction (Value 6)

- A description of the venture (What it is, what were its goals, and who and what was involved)

Timetable and Outline (Value 5)

- Detailed story of what was accomplished and when was it accomplished.

Marketing Value (Value 16)

- How did you research information about your customers?
- What major lessons did you learn from this research?
- To whom did your product/service appeal?
- How did you reach your customers?
- What was your social media strategy / activities?
- What were the different ways that you advertised?

Physical Resources and Operational Value (Value 16)

- Location of product sales (gym): How did you choose it? Were you happy with the location?
- Equipment and materials: What criteria did you use to choose materials to make your product and your display? Were you satisfied?
- Production process: How did you produce your product? Who helped? Where was it done?
- How long did it take? Describe the procedure. Were you satisfied with it?
- Looking back, what could you have done differently or better?

Human Resources – Tasks (Value 16)

- Did you require assistance? From whom?
- Was this person paid to help?
- How was this person selected?
- How did they do?
- List the tasks that each person in your business completed.
- If you and your team were to be paid minimum wage, what would be the labor cost for 1 unit of your product

Financial Resources (Value 16)

- What were your expenses, sales, and profits? Did you earn the profit you hoped?
- How did you set your prices? What was the per unit cost?
- What was your profit margin?
- Submit any statements about any cash spent and earned.
- Include copies of any receipts.

Conclusion and Next Steps (Value 10)

- Is your entrepreneurial activity finished or did this activity inspire you to continue (not necessarily with the same venture)?
- How did your Business for a Day end? Did you sell out of your product or did you have lots of stock left over? Did you hit your sales targets?
- Was your entrepreneurial activity successful? What would you do differently next time?
- What did you learn about yourself while planning for and running your business?
- What have you learned about your entrepreneurial skills and characteristics?

Tips for 'Generating Ideas' Folder


All the 'tips for using this folder' are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.

For students, the most important phase of the market journey is their contemplation of a business idea in which they are personally invested and committed. The students' level of engagement is directly tied to how much they care about their purpose and goal for building their business. The best and most profitable idea will never deliver the fulfillment and learning that the smallest and most relevant concept will bring if the student cares about it deeply. By allowing personal choice, either individually or in groups, the students will work harder and take more pride in preparing for the market.

Tying business ideas to personal passions is the secret ingredient to a great market experience.

By emphasizing positive group culture and teamwork (#3 Group Killer phrases & #4 Group Empower Phrases) students will hopefully approach the ideation phase with an open mind and an optimistic outlook. Other videos about the power of positive thinking can also be helpful to setting the stage for brainstorming.

Either by pursuing a passion through the questions in #5 Finding Your Passion, What do You Care about or through #6 What Bugs Me list, typically narrowing a big list into a top 3 or 5 will lure the student into identifying their area of interest that can lead to a business idea.



Teachers can also consider allowing some students to develop non-profit businesses, charities or awareness raising initiatives; this can remove the sales goal and replace it with quantifiable goals such as signatures on a petition, changes to policies, or social change while still requiring it to pay for itself somehow.

#7 Finding Your Why and #8 Designing Your Impact are excellent supports for guiding students to build positive social impact into their work.

It may take several days for students to be ready to commit to a product, service or issue that they care about. Ultimately, you will need to set a deadline for commitment so that the students can move forward and not have to backtrack.

3.1 All About Me Questions

PART 1 | Answer the following questions.

- Q1.** What is your favorite movie, book or show?
- Q2.** Write about your pets or your favorite type of animal:
- Q3.** What is something that drives you crazy
- Q4.** What is something you know a lot about
- Q5.** What is something quirky or unique about you?
- Q6.** Name a place that you'd really like to visit and say why
- Q7.** What is a food you really dislike?
- Q8.** What is our absolute favorite food?
- Q9.** What is something interesting that you heard or saw in the news lately?
- Q10.** In your perfect world, what do you picture your life like in ten years?

PART 2

Pick five answers to share with a partner. Don't just share your answers but discuss your back story and the reasons why the above things are your favorite. or show?

PART 3

Write two things your partner said that you thought were most interesting, and why you find it the most interesting.

1.

2.



3.2 All About Me Collage



Create a collage that describes who you are and who you want to be in pictures and in words.

Add images to your collage using the internet, magazines, illustrations or your own photos. Get creative printing things out, cutting and glueing your images to a presentation board supplied by your teacher... or use an online tool to create the collage. This assignment is all about you and your individuality so you are encouraged to apply your own style.

Please include the following:

- Your name should be visible on the board
- At least 5 images that describe who you are/ what you like to do
- At least 5 words that describe yourself
- At least 3 images of what/who you want to become in the future
- At least 3 words that describe what/who you want to become
- At least two of the objects/words should be drawn or written by you



3.3 What kills an idea?

PART 1 Many great ideas that should work don't. Below, come up with five reasons why you think good ideas don't flourish like they should.

1

2

3

4

5

PART 2 Pick two of the above ideas and come up with at least one forward thinking solution that would solve the issue and make the idea a success.

Reason 1:

Solution:

Reason 2:

Solution:

PART 3

Before telling anyone your reasons and the solutions that you came up with, give your top two reasons why an idea doesn't work to a partner and have them come up with a solution. Discuss and compare your solutions with one another after.

My partners reason 1:

My solution for my partner:

My partners reason 2:

My solution for my partner:

Empower phrases

A positive response that inspires collaboration and ignites action.

What a great idea.

YES!

I love your thinking..

How can I support you?

What if?

Tell me more!

Killer phrases

A knee-jerk response that can crush new ideas.

That's not realistic.

It will never work.

No.

I don't have time.

It's not in the budget.

Yes, BUT..

3.4 What do you desire?

Answer the journal prompts after watching the video. Make sure you watch it entirely! You will have 3-5 minutes to write as much as you can and then discuss it.



Alan Watts: What is it you desire?
<https://www.youtube.com/watch?v=JCUFs2qJ1bs>

What were your initial thoughts on the video?

What are 2 things you would do with your time if money were not an object?

How can you turn one of those things into a job?

Who / what organization(s) could help?



3.5 Finding Your Why

This is a 3 part assignment. Start with the video and complete the questions.

PART 1



Watch the 5-minute video and answer the following questions
<https://www.youtube.com/watch?v=tF7YLGpOoz8>

What does Simon mean by “Your Why”?

Why is it that your “Why” does not change?

PART 2

Define the following in the left box, depict it in the middle box (any way you want – you just need to draw something related to the word), and write a personal experience associated with the word in the righthand box.

DEFINE	DRAW	PERSONAL EXPERIENCE
Core Value		
Mindset		
Accomplishment		

PART 3 | Answer the following questions in complete sentences.

What are 3 of your core values?

1	2	3
Why is this important to you?	Why is this important to you?	Why is this important to you?

What is something you stand for? Is there a particular time where you stood up for what was 'right'? If not, is there a situation you have witnessed where you saw someone standing up for what was 'right'?

I believe in a world where:

I believe people should:

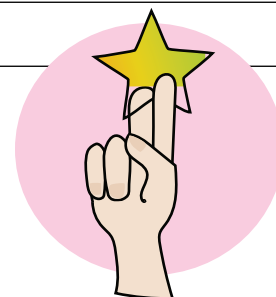
What is a time in your life when you felt most happy, fulfilled, or energized?



How would your friends, family, teachers, and other people in your life describe your strengths, skills and talents?

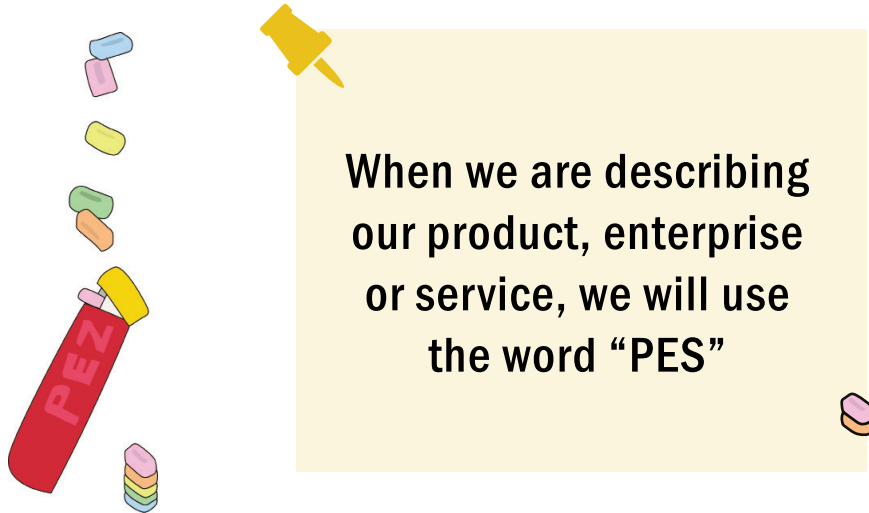
Some ways I can combine my strengths and skills with my passions and core values are:

What is your 'Why' for life?



3.6 PES not PEZ!

There are many different things that businesses can sell to customers. We usually think of a business as selling a product or a service, but they can also sell an idea or cause. We call this an enterprise.



Product

A product is something you can physically purchase and hold. It is real and you can see and touch it.

Enterprise

An enterprise is when a company promotes a cause, large project, or an idea. A company can charge money to people for them to become involved in the project. An example of this could be charities or projects to raise awareness about issues the business is passionate about. This fits into Social Impact. and hold. It is real and you can see and touch it.

Service

A service is when we pay money to someone and they complete work for us. An example of this is a cleaner to clean your house or paying a delivery person. and hold. It is real and you can see and touch it.

3.7 Business Structures and the Community



Proprietorship

This is one of the easiest forms of business to start. All income or losses are taxed to the owner as personal income. The owner is personally responsible for all risks and liabilities.



Partnership

Similar to a proprietorship income and losses are taxed to the owners as personal income, and the owners take on full liability.



Corporation

This is a legal entity that is separate from the owners, known as shareholders. The shareholders do not necessarily operate the business but elect a board of directors who in turn elect officers to manage the business. As a separate legal entity, corporations pay taxes on profits and assume liability. After taxes the profits are distributed amongst shareholders.



Public Good

There are businesses that are devoted to serving the community and creating social impact. These are Nonprofits and B Corps. While both business structures work towards public good, Nonprofits don't work for the purpose of turning a profit and all available resources are put back into the organization. B Corps on the other hand operate like a regular corporation – they are responsible to shareholders and the shareholders expect a return on investment.



Retail

The sale of goods and services to the end consumer. Some examples include Canadian Tire and convenience stores.



Service

Any business that's primary function is to provide a service to a consumer or other business. Physical goods can be sold as well, but this is not the primary economic driver. Examples include restaurants, travel companies, theme parks, health clubs and law firms.



Manufacturing

A business that makes goods by hand or by machine that upon completion the business sells to a customer. Items manufactured can be raw goods or component parts of a larger product.



Arts & Entertainment

Operating facilities or providing services to meet cultural, entertainment and recreational needs of patrons.

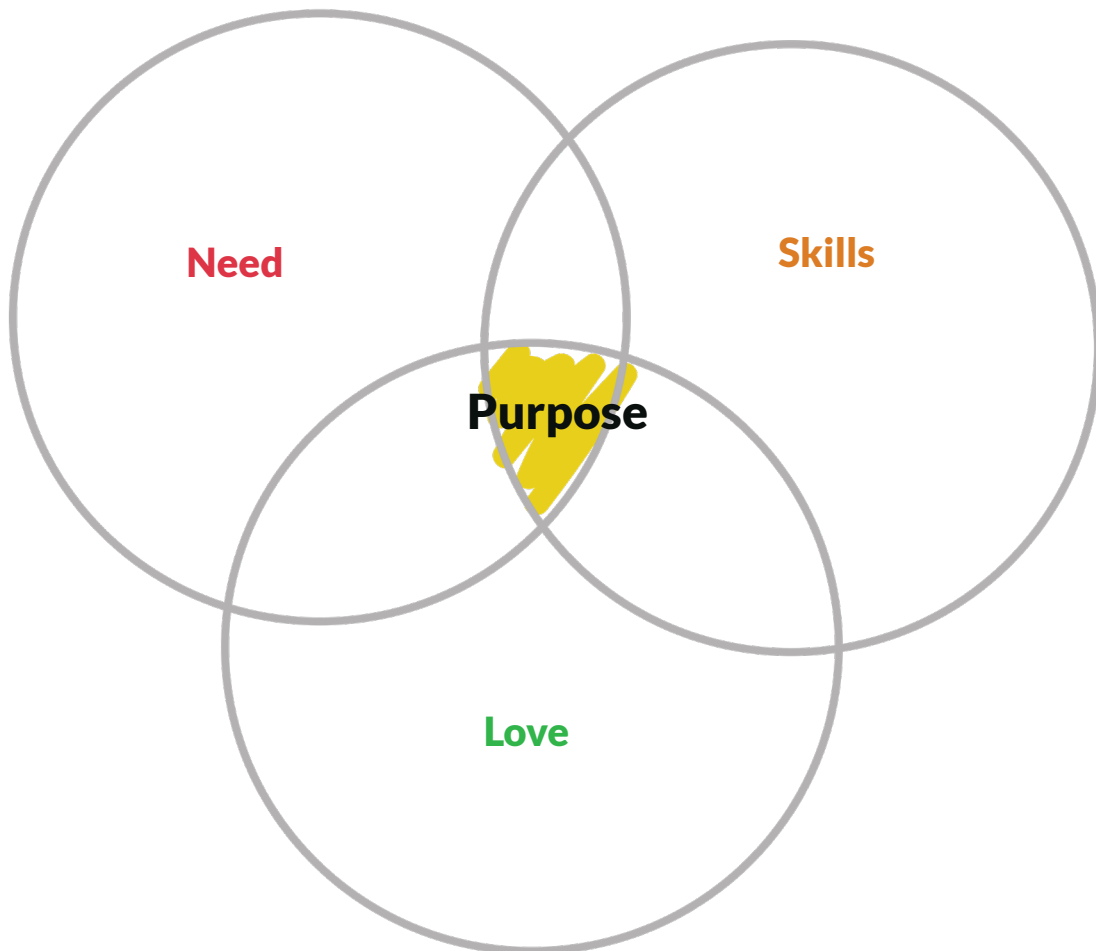
3.9 Ven Diagram - Need, Skills, Love, Purpose

A need in the world/target/user

What is begging to be addressed?
What keeps you up at night or
makes you angry that more is not
being done about it?

Your skills/gifting

What do people compliment
you on that comes naturally to
you? think beyond the resume.



What you love to do

How would you spend your
time if you had no other
responsibilities?

3.10 What Bugs Me?

Most entrepreneurs get their ideas from passions and things that they love, but there are some who begin their business by identifying things that bother them. In this assignment we will explore areas of our lives where there are things that really get under our skin.



Write down all the things you can think of that bother you!

PART 1



Things that bug me at school:



Things that bug me at home:



Things that bug me in public spaces:








Things that bug me in my community/province/country:



Things that bug me on planet earth:

Let your mind wander outside of the box. Pick a problem from each category and come up with possible solutions. The solution can be something that would take a lot of time and money, but as long as it would solve the problem you're good to go!

PART 2

	Problem:	Solution:
	Problem:	Solution:
	Problem:	Solution:
	Problem:	Solution:
	Problem:	Solution:

3.11 Idea Generator

PART 1



Watch the Emilie Wapnick Ted Talk: Why some of us don't have a true calling.

<https://www.youtube.com/watch?v=4sZdcB6bjl8>

PART 2

List a minimum of 5 things that you like/love in your life. Choose 3 to write a short memory as to why you like/love these things

PART 3

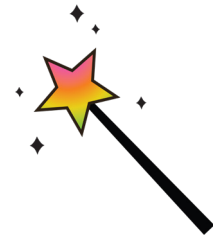
Next, ask yourself these questions: They are meant to help you identify the activities that make you light up—the things you love to do more than anything else.

- When I was a kid I dreamed of...
- I love books, movies, or T.V. shows about...
- If I had a week off school and could do whatever I want, would...
- Most people don't know this about me, but I really enjoy...
- I am the go-to person when my friends need help with...
- If I could star in my own how-to TV show it would be about...
- If I were to make a homemade gift it would involve...
- I've tried it only once or twice, but I really enjoy...
- I get most excited about...
- If I won first prize in a talent show it would be for...



PART 4 Your Passion Roadmap

Create a **Wishlist** to help you define your values and goals. Think as big or small as you want! **Use the prompt below to get started.** If I could do anything, be anything, or have anything, what would it be?



Today:



3 Months from now:



1 Year from now:



3 Years from now:



Lifetime goals:

PART 5

Now look at all three lists. What Are the similarities? Try to picture your life doing only those activities. What would those activities be?

1.

2.

3.

4.

5.

3.12 Ideas & Bugs



Looking at the assignments 'What Bugs Me?' and 'Idea Generator' you will come up with at least one business Idea. Remember that this is not set-in stone and you can change or fine tune it at any time.

PART 1 | Look at your 'What Bugs Me?' worksheet and answer the following questions.

1. Out of all the things that bug you, which one bugs you the most?

2. Why does this thing bug you the most?
Be specific?

PART 2 | Look at your 'Idea Generator' worksheet and answer the following questions.

1. Out of all the things that you like/love, which one(s) would you want to do the most? What do you have the most passion for?

2. Why do you like/love this the most? Is there a particular reason(s) why this excites you? Be specific!

PART 3


Write down a few ideas how you can combine fixing a problem that bugs you, with doing something that you love!

A way I could make money doing what I love is...

What is something that my PES could do to help solve? my biggest 'What Bugs Me' problem


3.13 Personal Mission Statement

A personal mission statement is used to define who you are as an individual and what you believe in. A mission statement tells people what your purpose is and how you aim to pursue that purpose. Your personal mission statement explains why you do what you do, and what your end goal is.



A good mission statement should contain three things:

- Your skills and abilities (what you like to do)
- Your personality traits (how you operate)
- Your values, dreams, and passions (where you want to excel in life)



Tip: Look at your **'Ideas and Bugs' worksheet** and use your passion for an idea and your solution to a problem to help guide your mission statement.

My skills and abilities are:

My personality traits are:

My values, dreams, and passions are:

[illegible]

Tips for using the ‘Market Research’ folder

All the ‘tips for using this folder’ are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.

Once a student has narrowed their ideas down to a few top contenders, thorough market research will exponentially empower student success, regardless of whether they intend to build a business for a one-time market day or aspire to build an ongoing enterprise. Locating students that have conducted similar projects at previous markets or community members that have experience in their industry will save them from making needless mistakes and leapfrog towards success.

Using some of the tools in this folder is essential. Using all of them is not necessary unless the students are intending ongoing long-term ventures.

4.1 Demographics and Market Research Vocab

Market Research is a process of collecting information about your target customers, competitors and industry. Let's look at why and how we can achieve this.

“Our economy is based on spending billions of dollars to convince people that happiness is buying things, and then training people to make things so they'll have jobs and get enough money to buy things.”

— Philip Slater

Demographics

The study, through numbers, of human populations- its size, density, and other characteristics such as age, race, gender, and income. By having more detail and description of each customer, a business can make smarter decisions about how to plan for their business.

What are demographics?

Do not copy A small business owner needs demographics to identify the ideal consumer for his product or services and develop marketing strategies such as product packaging, advertisements, business location and pricing. A business owner who is trying to adjust her marketing plan to the country's changing demographics might find it useful to know that, according to a 2010 Nielsen Company report, Hispanic consumers spend more on baby items, African-American shoppers buy more fragrances and ingredients for home cooking and Asian-Americans are more like to eat out and shop at club stores. Since businesses cannot target their marketing to each individual consumer, demographics are the most effective method for targeting marketing to groups of people with similar characteristics.

Uses for Demographics

Do not copy Demographics can help you avoid costly mistakes in your marketing plan. They can reveal that placing fliers on car windshields may not be the best marketing plan for a messenger business, which needs to target small and single-owner businesses. A survey can provide information about gym membership preferences that draws in more customers. You can use demographics to identify subscribers of your city's largest newspaper as the ideal consumer market for your new magazine. A dry cleaning business owner might base her decisions on a chamber of commerce survey that shows residents of a specific moderate- to high-income community drive at least 10 miles to the nearest dry cleaner. A survey of carpet cleaning customers might reveal that most customers search the Internet first for local businesses. The number of homeowners in a community influences your decision about where to locate your hardware store.

Market Research

The process of collecting information about consumers' needs and wants. Usually broken down into demographic detail to provide guidance to the researcher.

Market Segmentation

Breaking the complete group of consumers down into smaller targeted pieces. The smaller the group, the more accurately they can be marketed to.

4.2 Five reasons to do market research

Market research is essential to success in business, here are five reasons why.

1. Studying your competitors for ideas and opportunities
2. Understanding the needs of your customers
3. Testing your idea and product for improvement
4. Learning what has put people out of business in the past (to avoid this happening to you)
5. Looking for gaps in the market, problems needing solving and opportunities for growth



4.3 Tips to see if your idea already exists

Does your idea already exist?

What is out there that can help your idea? Market Research can help you avoid re-inventing the wheel and instead inventing a better one!



- Internet search of exactly what you are thinking of doing?
- Use “quotes” around your search terms to see if key words are in use already.
- Search for similar ideas or businesses and charities that may have a related product or service.
- Look in Google News, DuckDuckGo or other news sites to see if there are any articles or information about people (world wide) that have attempted something similar to your idea.
- Also, do searches that are focused on the problem you are solving.
- Conduct searches that are focused on the problem you are solving

4.4 Tips on How to Research Your Competition

Whether you want to admit it or not, competitors are out there and they're hungry for your customers. While it might seem unfair given everything else you need to keep on top of in building up your business, you might want to consider devoting the time and energy into keeping tabs on your competition. „By monitoring competitors on an on-going basis you get to know their behavior and so can start to anticipate what they will be likely to do next,” says Arthur Weiss, managing director of UK-based Aware, which helps businesses gain competitive intelligence. „You can then plan your own strategies so that you keep your customers and win (not steal) customers away from competitors.” In other words, keeping tabs on your competition is a great strategy for growing your business.

Here are tips from entrepreneurs and small business owners on how you can start gathering information on your competitors:

Keeping tabs on your competition is a great strategy for growing your business. Follow these tips, from fellow small business owners, on which tools are best and how to get started.

1. Go beyond a Google search

There's no doubt that any research project these days should begin with a simple Google search or visiting your competitor's web page. But there are also a variety of tools either supplied by Google or that relate to Google's search results and AdWords campaigns that might give you interesting insights into your competition. For example, Sheel Mohnot of FeeFighters, a comparison shopping website for credit card processing, says he uses the following tools to keep an eye on his competition:

- SpyFu: “A great resource to research what keywords and Adwords our competitors are buying,” says Mohnot.
- Google Trends: For Mohnot, it's helpful when he wants “to stay on top of the latest in [his] industry, comparing [his company] to others, and seeing where people who come to [his] site go.”
- Google Alerts: “We keep alerts for ourselves but also for all of our competitors to know what they are up to,” says Mohnot. (P.S. Don't forget to set up an alert on your own company to see if anyone else is talking about you.)
- Dig Deeper: 6 Ways to Track Competitors Online

2. Tap the social network.

Of course, given how companies are increasingly using social networking sites like Facebook, LinkedIn, and Twitter as marketing outlets these days, you might be able to pick up interesting facts about your competition--and maybe even your own company--just by tuning in. “We find that monitoring tweets, Facebook posts, blogs, and other new media mentions of our competition is an easy, cost-effective way to stay in tune with and in the know about the public's sentiment about our competitors,” says Michael Meschures, the president of Spaphile.com, a weekly deals site that shares high-end spa and beauty offers. “In a similar vein, we track our competition by keeping a very close eye on review sites, such as Yelp and Citysearch. We scour through reviews to find mentions of our competitors' deals, and then target that particular Yelper or Citysearcher's other favorite businesses so we're always one step ahead of the competition.”

- Dig Deeper: <https://www.inc.com/guides/2010/10/how-to-conduct-qualitative-market-research.html>

3. Ask your customers

When it comes to identifying sources of information about your competition, don't skip over the obvious ones--like your customers. "Speaking to customers is one of the best (and cheapest) ways of gathering real information on competitors," says Weiss. "Whenever you win a new customer, find out who they used before, and why they switched to you (i.e. The reason they were dissatisfied with their previous supplier). Do the same when you lose a customer--identify what they preferred about your competitor. If you gather enough of these stories you'll get a very clear idea on what competitors are offering that customers view as preferable. You can then adjust your own offering to beat that of the competitor."

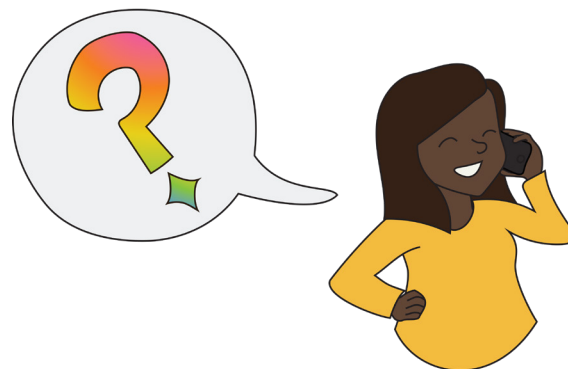
4. Conduct a survey

If you're interested in getting a comprehensive report of all the players in your industry, you might consider conducting a survey. "A year or so ago, I hired someone to e-mail several of our competitors and ask them the same questions about their services," says Jeff Huckaby, CEO of RackAid, an IT management business in Jacksonville, Florida. "We looked at price, response time, how the sales request was handled, etc. By doing this, we learned how to clearly differentiate our sales process from that of our competition." While Huckaby says he learned a lot from the process and plans on doing it again, he does have one caveat: "I am a big fan of outsourcing this. You don't want to run into someone you were spying on at an industry conference."

- Dig Deeper: <https://www.inc.com/guides/2010/08/how-to-write-a-customer-survey.html>

5. Call them up!

Once you have done enough research to identify who your competitors are, you might want to try an old school tactic to take it from there: Just call them up and ask away. "One of the best ways to research competition is to call them and ask whatever you'd like," says Jordan Harbinger, the co-founder of The Art of Charm. "You'd be surprised how often companies will tell you everything you'd like to learn over the phone, especially if the question is phrased in a context that makes sense. For example, if you want to know how many people work there, you can say: 'I'm looking for individualized attention, and my fear is that your organization is too large, and I'll get lost in the shuffle. How many coaches do you have on staff? Oh, wow, that's quite a few. How much support staff do you need for a team that size?' This approach has served me very well."



4.5 My Market Research

Market research is the act of collecting information about a consumer's needs and wants so we can better serve them. Businesses study their competitors so they can understand their competitive edge. Once a business understands the 'why' of their customers, then they can 'win' business by improving good ideas and getting rid of the bad ones.



List a minimum of 3 websites, organizations, or businesses that are closest to your idea. The more you find, the stronger you will be able to make your business!

Company Name:

PES that my competitor offers that are like mine are...			
A strength that my competitors' PES has is...			
A weakness that I think my competitor has is...			
Which social media does your competitor use? How many followers to they have? How often do they post?			

4.6 Market Analysis Survey Design

Businesses conduct market research to find out what potential customers think about their ideas. Now that you have an idea for a business venture, you can start on a questionnaire to survey potential customers. You will hand this out and have no less than 40 quality responses. The more responses you get, the better an idea you have of how customers think about your PES.

- You should have between 10 and 12 questions that will help you learn what your customers think of your business idea. It is important that each question gives you information that will be useful to you.
- Think about the different questions you might ask regarding factors such as price, type, amount, interest, and feelings.
- You might want to make a different version of your survey to be given to people of different ages, locations, or socioeconomic status.
- You may want to have a version for people that respond no to your first question(s) to learn why they are not interested / approving of your idea.
- Copy and paste a draft of your survey into your Teams channel with the file name “‘First & Last Name’ survey”.

As a guide, use the template to help guide you in creating your questionnaire. The questionnaire should identify the following key data points:

- 1. Demographics** The people who make up your market (age, gender, ethnicity, education, occupation, income, family status)
- 2. Geographic Segmentation** Where is your target market from? (Country, state, city, rural, urban, population density and growth rate)
- 3. Psychographic Segmentation** Values the customers have and what motivates them. (Opinions, values, interests, lifestyles, product attitudes, needs and wants)
- 4. Behavioral Segmentation** How they behave in the marketplace and what they like to buy. (What products do they typically purchase, how often do they use the product, how sensitive are they to price change, brand loyalty, how are they purchases, where are they purchased)



Survey Template

- 1 (gate keeper questions - do you...)
(a) yes (b) no (c) sometimes
- 2 (How much would you pay?)
(a) (b) (c) (d) (e)
- 3 (How often do you purchase...)
(a) (b) (c) (d) (e)
- 4 (Where do you purchase...)
(a) (b) (c) (d) (e) Other _____
- 5 (Are there any PES that you use as substitutions?)
(a) (b) (c) (d) (e) Other _____
- 6 (What is your favorite brand?)
(a) (b) (c) (d) (e) Other _____
- 7 (What are the most important features in this type of PES?)
(a) (b) (c) (d) (e) Other _____
- 8 (What specifically do you like in a PES?)
(a) (b) (c) (d) (e) Other _____
- 9 (What are some of your personal characteristics?)
(a) (b) (c) (d) (e)
- 10 (What is your personality/lifestyle?)
(a) (b) (c) (d) (e)
- 11 (open-ended question)
If you could ...

4.7 Market Analysis Report

Once the consumer surveys have been completed for your business venture, you are required to submit a report that summarizes the data collected.

In Powerpoint format or on a separate sheet of paper, you need to share the following information

1. The number of total consumers surveyed
2. How the survey was administered (verbally with you recording results, paper copy handed out to consumer, supervised by you, not supervised by you, collected by you, collected by someone else, etc)
3. The locations where the survey took place.
The breakdown of results of each question that you included in your survey.
4. You can represent this information in a list, a pie chart, a bar chart or other graphic representation of your choosing.
5. For each question, what information did you gain and what decisions have you made about your business going forward.



4.8 Market Research Survey Examples

Good Survey Example

1. Do you like candy bars?
 - (a) yes
 - (b) no
2. How much are you willing to pay for a candy bar?
 - (a) \$.50-\$1.00
 - (b) \$1.00-\$1.50
 - (c) \$1.50-\$2.00
 - (d) \$2.00-\$2.50
 - (e) \$2.50+
3. How often do you purchase a candy bar?
 - (a) Everyday
 - (b) few times a week
 - (c) once a month
 - (d) Few times a month
 - (e) few times a year
4. Where do you buy candy bars?
 - (a) Sobeys
 - (b) Superstore
 - (c) Irving
 - (d) Vending Machines
 - (e) Other _____
5. What substitutes do you use?
 - (a) Sour candies
 - (b) Chips
 - (c) Popcorn
 - (d) Energy bar
 - (e) Other _____
6. What candy bar do you buy most often?
 - (a) Aero
 - (b) Kit Kat
 - (c) Coffee Crisp
 - (d) Mars
 - (e) Other _____

Bad Survey Example

All information on this survey will be kept confidential. Please answer all questions to the best of your ability and do not leave any blank. Do not talk during the survey. Leave your name on the sheet.

1. What is your favorite brand of make up?
 - (a) Mac
 - (b) Fenti
2. How would you rate your summer?
1 2 3 4 5 6 7 8 9 10
3. Do you use your cell phone all the time?
 - (a) Always
 - (b) Never
4. You're stranded on a desert island with a group of people that were all traveling on the same plane. There is a doctor, a lawyer, a teacher and a mom of 4 and it's raining. What do you do?
 - (a) Make a shelter, light a fire, and decide who you will vote off the island.
 - (b) Write SOS in the sand in hopes to get rescued.
 - (c) Comb the beach and island for scrap materials to make weapons to protect yourself.
5. What's your favorite type of animal?

6. When asked, 54% of Harbour View students prefer green tea, do you agree?
 - (a) Always
 - (b) Sometimes
 - (c) Never

Good Survey Example cont.

7. What characteristics do you focus on?
 - (a) Dark chocolate
 - (b) Milk Chocolate
 - (c) Carmel
 - (d) Nugget
 - (e) Other _____
8. Are there specific product characteristics you look for?
 - (a) Advertisements
 - (b) Shape of product
 - (c) Packaging
 - (d) Unique Flavors
 - (e) Other _____
9. What age range do you fall into?
 - (a) 5-10
 - (b) 10-15
 - (c) 15-20
 - (d) 20-25
 - (e) 25+
10. How important is eating healthy to you?
 - (a) Extremely important
 - (b) Very important
 - (c) Somewhat
 - (d) not really
 - (e) I never think about it
11. If you could have any flavor/texture candy bar, what would it be?

Bad Survey Example cont.

7. Do you hate Justin Trudeau?
 - (a) Yes
 - (b) Yes
8. Spraying pesticides on New Brunswick's crown land is costing tax payers millions each year and is harmful to plants, animals and humans. Should the government continue to allow this?
 - (a) Maybe
 - (b) Probably not
9. Did you find this survey useful?
 - (a) Yes
 - (b) No



4.9 Avoid Bad Survey Questions

1 Don't write leading questions

Top survey mistake #1: Questions should never be worded in a way that'll sway the reader to one side of the argument. Usually you can tell a question is leading if it includes non-neutral wording.



Good Question: How would you describe Napoleon's height?

Leading questions can also be the cause of unnecessary additions to the question.



Bad Question: Should concerned parents use infant car seats?

The term "concerned parents" leads the respondent away from the topic at hand. Instead, stay focused by only including what is needed in the question.



Good Question: Do you think special car seats should be required for infant passengers?

2 Avoid loaded questions

Sometimes questions will be written in a way that forces the respondent into an answer that doesn't accurately reflect their opinion or situation. This top survey mistake will throw off your survey respondents and is one of the leading contributors to respondents abandoning surveys.



Bad Question: Where do you enjoy drinking beer?

By answering this question, the respondent is announcing that they drink beer. However, many people dislike beer or will not drink alcohol and therefore can't answer the question truthfully.

Usually, loaded questions are best avoided by pretesting your survey to make sure every respondent has a way to answer honestly.

In the case of the example above, you may choose to ask a preliminary question on whether the respondent drinks beer and use skip logic to let people who don't drink beer pass over the questions that don't apply to them.

3 Stay away from double-barreled questions

What is a double-barreled question? It's one of the most common survey mistakes. And it's when you force respondents to answer two questions at once. It's also a great way to ruin your survey results.

Survey questions should always be written in a way that only one thing is being measured. If a single question has two subjects, it's impossible to tell how the respondent is weighing the different elements involved.



Bad Question: How satisfied or dissatisfied are you with the pay and work benefits of your current job?

In the case of the example above, it makes sense to break the question into two; satisfaction with pay and satisfaction with work benefits. Otherwise, some of your respondents will be answering the question while giving more weight to pay, and others will answer giving more weight to work benefits.



Bad Questions: How satisfied or dissatisfied are you with the pay of your current job?
How satisfied or dissatisfied are you with the work benefits of your current job?

It's also easy to double-barrel a question by giving more than one group for the respondent to consider.



Good Question: How useful will this textbook be for students and young professionals in the field?

Now the respondent is forced to give a single answer for both parties. Instead break the question into two; one measuring usefulness for students and one measuring usefulness for professionals.



Bad Question: How useful will this textbook be for students?
How useful will this textbook be for young professionals in the field?

4 Absolutely do not use absolutes in questions

Absolutes in questions force respondents into a corner where they can't give useful feedback. These questions usually have the options Yes/No and include wording such as "always," "all," "every," "ever," etc.



Bad Question: Do you always eat breakfast? (Yes/No)

Read literally, the example above would force almost any respondent to answer "No." Even then, there would be some respondents who would interpret the question as asking whether they always eat a full breakfast when they have a chance.

The inflexibility of absolutes makes questions too rigid to be used in a survey. Instead, the question should have a variety of options that people will feel more comfortable choosing from.



Bad Question: How many days a week do you usually eat breakfast?
(Every day/ 5-6 days/ 3-4 days/ 1-2 days/ I usually don't eat breakfast)

5 Be clear by speaking the language and tone of the person you are speaking to

Regardless of who's taking your survey, use clear, concise, and uncomplicated language while trying to avoid acronyms, technical terms or jargon that may confuse your respondents. And make sure to provide definitions or examples if you need to include tricky terms or concepts. That way, you can be certain that almost anybody can answer your questions easily, and that they'll be more inclined to complete your survey.



Bad Question: Do you own a tablet PC?



Good Question: Do you own a tablet PC? (e.g. iPad, Android tablet)



Bad Question: What was the state of the cleanliness of the room?



Good Question: How clean was the room?

Generally, you should strive to write questions using language that is easily understood. Certain sample groups, however, may have a knowledge base that can make the use of more difficult terms and ideas a viable option.

Ask yourself if your respondents have a deep understanding of certain events, terms, and issues dealt with in the survey. The more you can focus on writing good questions, as opposed to explaining things in common terms, the better.

For example, if you're surveying patients in a hospital, you'll want to avoid using medical jargon. However, if your survey sample is made up of doctors, it makes sense to ask more specialized questions and use higher level medical vocabulary.

By avoiding these five common survey-writing mistakes, your survey should run like a well-oiled machine, your data will be more accurate, and your respondents will exit your survey feeling great because they've shared honest and accurate feedback. Triple win! So put your writing cap on and get to creating those questions.



Tips for “Mentor and Community Support”

All the ‘tips for using this folder’ are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.

Generally, you should strive to write questions using language that is easily understood. Certain sample groups, however, may have a knowledge base that can make the use of more difficult terms and ideas a viable option.

Ask yourself if your respondents have a deep understanding of certain events, terms, and issues dealt with in the survey. The more you can focus on writing good questions, as opposed to explaining things in common terms, the better.

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By avoiding these five common survey-writing mistakes, your survey should run like a well-oiled machine, your data will be more accurate, and your respondents will exit your survey feeling great because they’ve shared honest and accurate feedback. Triple win! So put your writing cap on and get to creating those questions.

5.1 What's in a Mentor?

Watch the video and complete the corresponding assignment

PART 1



Watch the short video using the URL link provided or search **What I got Wrong about Mentorship - Simon Sinek**

<https://www.youtube.com/watch?v=TChiE1FDXdY>

A mentor is someone who has experience and can help guide you. They can pass on words of wisdom and help you avoid mistakes they made in their past.



Question for consideration: Why do you think having a mentor can help someone starting a business?

Mentors are people who have lots of experience with similar obstacles and goals that you are having or will have. A mentor will challenge you so you grow and stand out from the crowd. They will be someone who will encourage you, but also tell you the things you do not want to hear, but you need to hear.

PART 2

Why do you think you need someone to tell you things you don't want to hear?

Can you give an example when someone may need to hear something, but their friends might not tell them?

Mentors want to help you succeed. Think about a time in your life where someone has helped guide you to the 'right answer'. They could be a parent, a teacher, a member of your community, a neighbor, or anyone else in your life that teaches you because they want you to be successful.

Write about it in the box below.

PART 3

Create a list of 5 positive and 5 negative traits you would like to see in a mentor. Use illustrations and/or words.



Positive Traits

Example: Gives Helpful advice



Negative Traits

Example: Hard to get ahold of

5.2 Letter of Introduction

Now that you have decided who you're interested in interviewing you should send a letter of introduction as soon as you can to help break the ice before the interview. Below we will go over the requirements to create a strong letter of introduction.



Greeting Suggestions

- Good morning
- Good afternoon
- Dear _____,
- Hi _____
- Greetings
- Hello _____
- To whom it may concern



Intro Suggestions

- I hope this email finds you well...
- I hope you had a great weekend...
- I am reaching out about...
- Allow me to introduce myself...
- My name is _____ and I am _____



End of Letter Suggestions

- Regards
- Best Regards
- Best Wishes
- Thank You
- All the best
- Wishing you well
- Take care



Describe who you are

Focus on the program, your grade, and what your idea is. Keep it brief.



Explain why you're writing

This is where you get a chance to tell them about the program and why you're contacting them.



Say what you need

Jump into the ask. Directly state you need to interview an entrepreneur with a similar product/service as what you hope to get into.



Below is a template for your letter of introduction. Write a draft copy and ask your teacher and peers to help you create a strong letter of introduction.

Template:

Good afternoon,

Allow me to introduce myself. My name is _____ and I am a grade ____ student at _____ with a passion for _____. I have been working for the last ____ weeks with the IDEA Market, a program in my school, to create/build a business that focuses on _____.

As part of this program, we are encouraged to reach out and interview local entrepreneurs that run businesses like the business idea we are focusing on. I am wondering if you would be available for a ____ minute conversation to speak with me about your experience in running your own business.

If you're interested in sitting down for ...{ an in person conversation/ a phone call/a skype call }... in the next...{few days/next weeks}... that would be much appreciated.

Thank you for your consideration and I look forward to hearing from you.

Warmest regards,

[First and Last Name]
[Grade ____ Student]
IDEA Market
[Name of School]

5.3 Business Donation Request

[For possible use on school
letterhead]

To Whom It May Concern,

On the morning of [*Day*], [*Month, Year*] the students from the [*Name of School*] IDEA Market classes will be hosting a market in our gymnasium. The purpose of this event is develop students' entrepreneurial skills while also raising money to support [*I.W.K., S.P.C.A., Romero House and other worthy causes*]. Each student business chooses its own charity where the school will donate a percentage of their profits.

The intent of this letter is to ask for sponsorship from your business. We are looking for items or discounts on items that we can sell during the market. Specifically, I am in need of _____ but any form of help that you can provide will be greatly appreciated. As well, this partnership would enable us to post your signs and promotional materials in our school at the event.

I would be very pleased to feature the name of your business at our school market. We typically have over [*number*] students, parents and community members shop at the market.

Thank you in advance. If you have any questions or concern, you can reach our teacher, [*Name of Teacher*] at the following phone number: [_____], or email at [*teacher@nbed.nb.ca*]. Thanks again and we hope to see you at our market!

Sincerely,

Idea Market
[*Name of School*]

5.4 Interview a Mentor

In this 3 part assignment you will consider your needs and then make a plan to contact a mentor.



PART 1

Consider your needs: What type of business do you want to start?

Using the internet or with the help of your teacher, list two businesses in the area that are like your idea.

What PES do these businesses provide? How are they like your idea?

PART 2

What is the contact information for the business listed above?

Business A: _____ Contact: _____

Phone: _____ Email: _____

Business B: _____ Contact: _____

Phone: _____ Email: _____

PART 3 |

Before you are ready to interview an entrepreneur, create a list of questions that you can follow to help facilitate your meeting. Choose 1 question from each category below and add 4 of your own. Create a master list of 10 questions on the last page.

Basic Questions

- Why did you choose to be an entrepreneur?
- How do you motivate yourself?
- Why did you choose the type of business you are presently in?
- What are some pros / cons of being an entrepreneur ?
- When did you first decide you wanted to work for yourself?
- How many hours do you work per week?
- Do you get a lot of free time?

Background Questions

- Were any of your friends and family involved in entrepreneurial activities?
- What previous types of work experiences did you have? How was this experience helpful to you in relation to your present enterprise?
- How did you spot the opportunity or develop the idea for your enterprise?
- What types of goals did you have just prior to starting your own enterprise?
- What planning did you do prior to starting up?
- How did you obtain the necessary funds to start up your enterprise?

Early Stage Operations

- How long did it take for your company to show a profit?
- What pressures did you face in the early stages?
- What did you learn about yourself during this experience?
- Did you discover any strengths / weaknesses?
- What's the highlight of your entrepreneurial career to date? The low point?
- What do you see as the strengths of your enterprise? What do you see as the weaknesses of your enterprise?

Late Stage Operations

- What problems did you discover once your operation was well under way?
- What personal attitudes, characteristics, and skills were necessary for the success of your enterprise?
- Do you spend more or less time at your enterprise now than in the early stage?
- What are your plans for this enterprise?
- Have you met your initial goals? Have your goals changed?

Personal Observations

- Has your personal life changed because of this enterprise? How?
- What would you do differently if you were to start all over again?
- What things would you not change if you were to do this all again?
- What are the things that you find personally satisfying and rewarding as an entrepreneur?
- What are the most important lessons you have learned because of your experience?

Advice and Guidance

- What steps would you suggest I take next?
- Is there anyone you think I should also contact to help me develop this project?
- Is there any other general advice you would give me moving forward?
- What are the most important lessons you have learned because of your experience?





Interview Questions - Master List

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

5.5 Interview an Entrepreneur & A Potential Mentor

This activity is designed to help you contact and learn from an entrepreneur from an industry related to your venture. This entrepreneur could represent a non-profit enterprise or a commercial one, and could be in manufacturing, retailing, or service industries. Ideally, you will contact a local entrepreneur who is as relevant to your venture as possible. You should schedule completion of this interview over the next two-weeks

1. Consider your needs.

An entrepreneur that has experience starting a venture similar to yours or that works in your industry will likely be most helpful to your work.

2. Contact the person and arrange to speak in person.

Be sure to explain why you want the appointment and to give a realistic estimate of how much time you will need. (Typically 30 minutes) You may want to contact more than one person, if you can identify more than one person likely to be helpful to your work.

3. Prepare specific questions.

What questions would you like to have answered and which general areas would you like information? Using a combination of open-ended questions, such as general questions about how the entrepreneur got started, what happened next, and so forth, and closed-ended questions, such as specific questions about what his or her goals were, if he or she had to find partners, and so forth, will help to keep the interview focused and yet allow for unexpected comments and insights.

4. Take notes / Record the interview.

If both you and the person you are interviewing are comfortable, record the interview on your phone as it will be a great help to you later. Remember, too, that you most likely will learn more if you are an “active listener.” Jotting down direct quotes is more effective than statements such as “highly motivated individual.” And be sure to make a note of what you did not find out. Ask your mentor for permission to record the audio of your conversation to be sure that you don't lose any of the information.

5. Send a follow up Thank you note.

This is more than a courtesy; it will also help the entrepreneur to remember you favourably should you want to follow up in some way on the interview.

6. Write a report or summary of the interview you have conducted

Identify the full name and job title of the person you are interviewing.

- Explain why you chose this person, how you managed to connect with them.
- How and when you conducted the interview.
- Write a summary of the information you gathered through the interview. This is a summary not a word for word copy / transcript. It should be a minimum of 300 words and no more than 800. The rubric below will be used to score your report.

Sample Basic Questions

1. What is your definition of an entrepreneur?
2. Why did you choose to be an entrepreneur?
3. How do you motivate yourself?
4. Why did you choose the type of business you are presently in?
5. Have you been in any other type of business that you owned ?
6. What are some of the pros and cons of being an entrepreneur ?
7. When did you first decide that you wanted to work for yourself?
8. What were your career plans when you graduated from high school?
9. How many hours do you work per week?
10. Do you enjoy doing something just to prove you can?
11. Do you believe that there should be security in a job?
12. Do you plan your tasks before getting started?
13. What are your hobbies?
14. How much time do you spend watching television?
15. How much time to you spend with friends and family?
16. Do you feel that owning your own business has been worth the conflicts that you had to deal with?

Background of the Entrepreneur

1. Background of the Entrepreneur
2. Were any of your relatives or close friends involved in entrepreneurial activities?
3. If so, briefly describe these activities.
4. Describe your secondary school education experience (courses taken, subjects liked, extracurricular activities, particularly as these relate in some way to entrepreneurship).
5. Which of these experiences proved valuable and which proved irrelevant to your present endeavour?
6. What previous types of work experiences did you have?
7. How was this experience helpful to you in relation to your present enterprise?
8. Had you any sales or marketing experience prior to starting your own enterprise?
9. How important was this experience, or lack thereof, in starting your own enterprise?
10. How did you spot the opportunity or develop the idea for your enterprise?
11. What types of goals did you have just prior to starting your own enterprise?
12. What type of lifestyle did you have just prior to when you started your enterprise?
13. How did you evaluate your idea or opportunity in terms of:

The competition / Market / Key elements of success

1. What type of planning did you do prior to starting up?
2. How did you obtain the necessary funds to start up your enterprise?
3. Did you prepare an entrepreneurial plan prior to start-up?
4. (If answer is yes:) Was the plan helpful in the preparation for your start-up?
5. What lessons did you learn from the preparation of an entrepreneurial plan?

Operations (Early Stages)

1. How much capital was invested in your enterprise?
2. How long did you take to reach a positive cash-flow position (break-even point)?
3. How long did it take for your company to show a profit?
4. What pressures did you face in the early stages of your enterprise?
5. What type of outside help were you able to obtain? (Lawyers, accountants, tax experts, patent and trademark specialists, etc.)
6. Explain how these experts were able to help you in your enterprise.
7. What did you learn about yourself during this start-up experience?
8. What did you discover about your strengths and weaknesses?
9. What has been the highlight of your entrepreneurial career to date?
10. What has been the low point of your entrepreneurial career?
11. What do you see as the strengths of your enterprise?
12. What do you see as the weaknesses of your enterprise?

Operations (Later Stages)

1. What problems did you discover once your operation was well under way?
2. How did you find the key people for your enterprise?
3. What personal attitudes, characteristics, and skills were necessary for the success of your enterprise?
4. Do you spend more or less time at your enterprise now than in the early stage?
5. What are your future plans for this enterprise?
6. Have you met your initial goals?
7. Have your goals changed?
8. What are your present goals?

Personal Observations

1. Has your personal life changed as a result of this enterprise ?
2. What would you do differently if you were to start all over again?
3. What things would you not change if you were to do this all again?
4. What are the things that you find personally satisfying and rewarding as an entrepreneur ?
5. What advice would you give an aspiring entrepreneur?
6. What are the most important lessons you have learned as a result of your experience?

Advice and Guidance Observations

1. What do you think of my idea? Is it realistic?
2. If I am successful, what do you think I might be able to accomplish this semester?
3. What steps would you suggest I take next?
4. Is there anyone you think I should also contact to help me develop this project?
5. Is there any other general advice would you can give me moving forward?
6. What are the most important lessons you have learned as a result of your experience?

WRITE a report or summary of the interview you have conducted with a mentor.

1. Identify the full name and job title of the person you are interviewing.
2. Explain why you chose this person, how you managed to connect with them.
3. How and when you conducted the interview.
4. Write a summary of the information you gathered through the interview. This summary (not a word for word copy / transcript.) should be a minimum of 300 words and no more than 800. The rubric below will be used to score your report.

5.6 Interview an Entrepreneur Rubric

Entrepreneur Interview Rubric Criteria/level	Level 1: 0-5	Level 2: 6-7	Level 3: 7-8	Level 4: 8-10	Mark
Entrepreneur characteristics	Some are mentioned	Some are mentioned with examples	Good discussion of characteristics with examples	Excellent discussion Clear understanding of characteristics of entrepreneur	/10
Venture description	Some description of venture	Venture is clearly described	Evidence of good understanding of the venture	Excellent understanding and explanation of venture	/10
Interest	Mildly interesting	Attempt is made to make the report interesting	Entertaining and creative report	Outstanding job making the report interesting, creative and entertaining	/10
Writing style	Below acceptable standard in spelling, grammar and style.	Below standard spelling/grammar	Spelling/grammar good, style flows, good paragraphs	Excellent use of language to weave a wonderful tale. Strong command of the language and writing conventions	/10

**“Mentoring is a brain to pick,
an ear to listen, and a push in
the right direction.”**

John C. Crosby

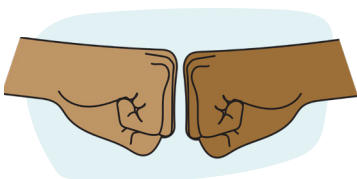
5.7 Entrepreneurship Interview Assignment Checklist

Task	Completed	Initial	Teacher Comment
Entrepreneur Identified			
Interview Questions			
Interview conducted			
Interview Summarized			
Report First Draft			
Report Second Draft			
Final Report			
Thank-you Note			
Other			

5.8 Make Friends with the Competition

Let's Be Friends

By Alison Stein Wellner



"It seems nuts. But new research says that business leaders who become pals with their rivals do better than those who don't"

Marianne D'Eugenio didn't know what to think. It had been just two weeks since she'd opened Quadrille Quilting, a store in North Haven, Conn. Now she was on the phone with the last person she ever expected to talk to -- Marty Childs, proprietor of Calico Etc. in nearby Cheshire and her closest competitor. Childs was calling to ask if she could come by D'Eugenio's new store the next week to have a look and get acquainted -- "a friendly welcome to the quilting community," was how she put it. D'Eugenio said yes because she didn't know what else to say. "What does that woman want from me?" she wondered.

At the very least, she assumed, Childs most likely intended to spy on her. As for the possibility that Childs might simply be a nice person looking to make a new friend, it never crossed D'Eugenio's mind. And who could blame her? After all, everyone knows that rivals can't really be pals. Or can they? New research suggests that not only is it possible to make friends with your competitors -- it's advisable. No matter how competitive their industry, rival CEOs who form friendships are at a distinct advantage over those who go it alone, says James D. Westphal, professor of management at the University of Texas at Austin, who recently completed a study of CEO friendship in 293 companies in a broad range of sectors.

What accounts for the advantage? When CEOs become friends, they talk shop. In the course of casual conversation, they compare notes, share information, and swap impressions about business conditions. That takes some of the uncertainty out of doing business. What's more, because competing CEOs are operating with similar information, they tend to make similar decisions, Westphal says. Say one CEO decides the time is ripe to raise prices. Chances are the rival-friend will do the same. Such informal coordination reduces risk. It's far less dicey, for example, to boost prices if you have a pretty good idea that your rival is too. And if you've both misread the market, at least one of you isn't going to put the other out of business. "A personal relationship between CEOs is going to tend to reduce rivalry," says Westphal. "That can only be good for both companies."

Researchers found that entrepreneurs who believe they're in business to vanquish the competition are less successful.

But before you invite your toughest rival over for tea, there are a few things to consider. Becoming buddies will require you to adjust your attitude about what it means to compete in the first place, says Kaihan Krippendorff, a professor of entrepreneurship at Florida International University. "Our knee-jerk reaction to a competitor's gain is to take it as our loss" -- an attitude that is bad for business, he says. Over the past seven years, Krippendorff has analyzed 400 business case studies, the results of which are collected in his 2003 book *The Art of the Advantage*. His key finding: Entrepreneurs who believe they're

in business to vanquish the competition are less successful than those who believe their goal is to maximize profits or increase their company's value.

Charles O'Hearn, CEO of Summit Educational Group, a tutoring firm in Boston, says moving at least some competitors off the bad-guy list has been a boon for his business. Over the past 10 years, for example, he has developed a strong friendship with Lisa Jacobson, CEO of Inspirica, a tutoring firm in New York City. Jacobson, he says, has been an invaluable sounding board for brainstorming thorny business problems and confirming his sense of business trends.

It turned out that Boston has been big enough for both companies. And if O'Hearn does start to lose market share down the line? "I'd be bummed, but I'd just say, 'What do we need to do to compete?'" he says. "I could even see myself calling Lisa and asking, 'What are we doing wrong, and what are you doing right?'" The way O'Hearn sees it, it's better to have your butt whipped by a friend than an enemy. At least that way you're more likely to find out why.

Still, it's important never to forget where friendship ends and business begins. After all, not every apparently friendly rival is going to have pure intentions. There are plenty of things that O'Hearn won't share with even his closest pals in the industry; most new business initiatives, such as a new direct-mail strategy he's investing in, remain close to the vest. Everyone draws the line in a different place, but it's important to set limits and stick to them, particularly as your ties grow stronger.

Assuming your psyche is in order and your business boundaries firmly in place, there's no good reason not to pick up the phone, dial the competition, and see if you can't make yourself a new friend. That's what Marty Childs was doing when she first rang Marianne D'Eugenio at her quilt shop. As it happened, the pair developed a friendship that has paid dividends for both of their businesses. D'Eugenio, for example, prefers to work with floral fabrics, while Childs favors bright colors. Rather than stocking up in the other's area of specialty, they refer customers back and forth. "I think customers appreciate the fact that we're friendly with each other," says D'Eugenio. "When you have a friendship rather than a rivalry, it makes your life a lot easier." Indeed, when yet another quilt shop recently opened in the area, D'Eugenio didn't hesitate. She picked up the phone and gave the owner a call. Sure, it was a new competitor -- but perhaps it was a new friend, too.

Tips for using the 'Communications & Promotions' Folder

All the 'tips for using this folder' are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.



Important Details to Remember

Provide regular reminders to students in the days leading up to the market to bring money for in person markets can double the total sales.

Use the school and district websites as well as social media accounts regularly.

Regular reminders and communications will prevent schedule conflicts and misunderstandings.

Media often check school websites for community events but a carefully worded email and voicemail for radio and TV will often nudge media coverage into action.

Posters around school and regular announcements are very helpful.

To: Parents/Guardians and Young Entrepreneurs

What distinguishes Entrepreneurship from other courses is that students actually have the opportunity to learn by doing. One aspect of the program will be running a “Business for a day.” Before you embark on this process, we want all parties involved to be aware of the guidelines and expectations. Outlined below are some guidelines that must be followed in running your own business.

Guidelines for Running Your Own Business:

1. Your business must be a legal venture designed to provide a service or product to your school community. It must also adhere to the peanut free policy. A request for approval of your business idea **MUST** be submitted to and approved by _____ before you run your business.
2. The business is your own. You and your partner are responsible for any costs or liabilities incurred in the running of the business. The school is **NOT RESPONSIBLE** for any losses incurred in the operation of the venture. You are advised to invest only what you can afford.
3. You will run your mini venture the day of _____. To participate in the market students must have secured permission from their morning class teacher via a permission slip that will be returned. You will have time in the morning to prepare/ setup your selling area (booth) in the gymnasium and classes (your customers) will arrive throughout morning classes. On the day of _____ you will have the opportunity to operate your business in a location of your choice.
4. Each student is expected to complete a written report, which is due _____. Also, a presentation of your venture experience to the class will take place sometime between now and the end of the semester.
5. Some suggestions for a successful venture include teamwork, good communication, creativity, and planning. You may request advice or input from your facilitators during any phase of the venture. If you choose to work with a partner(s) you are expected to work out any partnership difficulty yourself. The mark received for the venture effort will be the same for all partners. Remember, although you will not be marked on whether you make a profit, you do get to keep half of the money you make! The other half of your profit will go to charity which will be collected on the day of the market.

Sincerely,

Idea Market

[*Name of School*]

Hello,

My name is Ries Van Beek and I am serving as New Brunswick's first Entrepreneurship mentor while working for CHAT to the Future.

FHS teacher, Ms. Ginger Nicholson, suggested contacting you to share information about Fredericton High School's Saturday Entrepreneurship Market. (see attached press release)

The schools' Entrepreneurship classes are working with CHAT and myself to develop their social entrepreneurship skills and this market represents the culmination of their work over the semester. Student run businesses will be offering great gift offerings as well as food, services and other products. Any help you could provide to promote this event would be greatly appreciated.

Please feel free to call if there is any information I can add to help make this information stronger.

Thanks very much,
Ries

The Entrepreneurship classes of Fredericton High School and CHAT to the Future will be hosting a fundraiser, Entrepreneurship Holiday Market, on Saturday, December 13th, 2014 from 9 am - 1 pm in the cafeteria of Fredericton High School. Students have been learning about the benefits of Social Entrepreneurship and of creating businesses that do well and do good. After last week's Skype session to the Ugandan orphanage and videos of New Brunswick children overcoming illnesses, FHS students have chosen to invest their profits from Saturday's event in the children of our future; both locally and abroad.

CHAT to the Future was started by a New Brunswick high school teacher and is a social entrepreneurship charity devoted to supporting and working with children in an orphanage in Uganda. New Brunswick public school students use entrepreneurship projects with CHAT to the Future to provide education, housing and medical needs to our Ugandan friends. New Brunswick students have been able to help 17 orphan brothers and sisters maintain a home to keep them safe and cared for. The ultimate goal is to establish a permanent stable home of their own, in a welcoming, involved community on a property that provides a sustainable food supply, practical skills, and academic support. To date, there are over 50 North American schools that are taking on an entrepreneurial initiative to work with CHAT to the Future.

Please help support Entrepreneurship in New Brunswick and help us raise money for these amazing children at our market this Saturday. For more information about CHAT to the Future please call 721 - 1964 or visit the CHAT website at www.chattothefuture.org.



Dear Sir or Madame,

My name is Ries Van Beek and I am an Entrepreneurship teacher at St. Malachy's and Saint John High School. This year students are teaming up to host an **Entrepreneurship market on Thursday April 16th** in the St. Malachy's high school gym.

The Entrepreneurship classes are working with local charities to develop their social entrepreneurship skills and this market represents the culmination of their work over the semester. Student run businesses will be offering great gift offerings as well as food, services and other products and the market is open to the public.

Any help you could provide to promote and increase exposure for this event would be greatly appreciated.

Please feel free to contact me for more information.

Thanks very much,
Ries Van Beek



YOU ARE INVITED TO A

Holiday Market!



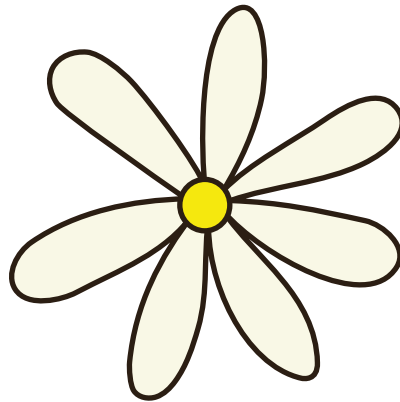
*INSERT DATE, TIME
& LOCATION HERE*

**Teachers, Students and Families are
welcome!**



YOU ARE INVITED TO THE

Spring Market!



*INSERT DATE, TIME
& LOCATION HERE*

**Teachers, Students and Families are
welcome!**

**Entrepreneurship students are running businesses
and fundraising for many worthy charities.**



DON'T FORGET

Bring  money
to the
market tomorrow!



Support youth entrepreneurs at our
school!

Tips for “Mentor and Community Support”

All the ‘tips for using this folder’ are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.

Any time invested into teaching cash flow charts or balance sheets will only help prepare students for the accounting basics for their market experience. There are 3 case studies in the folder titled ‘Cash Flow Practice.’ It probably won’t be necessary to use all 3. If accounting isn’t an element that fits in your instructional schedule, simply doing a practice with the ‘#1 Cash Out Sheet’ well in advance of the market will help clarify the process. However, any of the case studies can be a good jumping off point for conversations around keeping costs under control.

7.1 Create your Customer Avatar

Present your target market in the form of a customer avatar. The purpose of this assignment is to demonstrate that you have a clear and detailed awareness of your ideal customer. You will also need to explain why this avatar is your ideal customer.

Requirements:

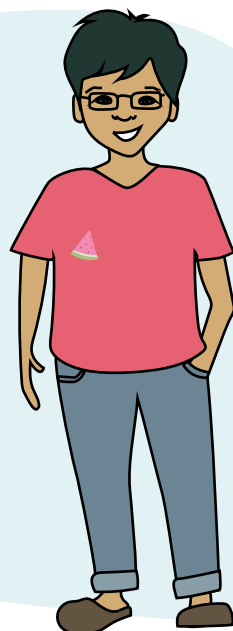
- Full name, physical appearance, health, history, background, geographic location
- Demographics (age, gender, religion, personal origins and history, education, career, hobbies, family, etc...)
- Psychographics (emotional makeup, attitudes, beliefs, habits, preferences, likes and dislikes)

DEMOGRAPHICS	PSYCHOGRAPHICS
Age	Personality
Location	Values
Race	Attitudes
Employment status	Interests
Gender	Lifestyles

Be creative!
Feel free to
act out a skit
or scene using
your target
customer, use a
presentation or
a video, sky is
the limit.

EXAMPLE | Ideal Customer for someone developing a Clothing Exchange App

SAMMY
AGE: 20



- Loves thrift shopping and finding unique fashion
- Rides a bicycle to get around
- Big fan of recycling, Cares for the environment
- Works at a record store
- Likes to socialize with pals and make new friends
- Makes candles as a hobby
- Frequent User of TikTok & Instagram
- Lives downtown Fredericton with her mom, brother and cat.

7.2 Marketing Plan Checklist

Business Name: _____

Group Members: _____



Print ad

Design a print advertisement and make sure to include the date of the market and the price of your PES.



Expenses

Use the **Start-up costs** and **Financing** sheet to track all of your expenses. Record the exact prices that you paid, and staple all receipts to your sheet. This is ongoing, but the final sheet will need to be turned in with your final business plan, so make sure you are continually staying organized!



Menu or Price List

Create a professional and polished list and have your logo on it.



Social Media Account

Create a Facebook, Instagram, Twitter, TikTok account, etc. for your PES. Post for your product at least 3 times before the market. You will be required to show your posts.



Projected Cash Flow Statement

Complete the month 1 column of the Projected cash flow statement sheet. Some of the categories won't apply to your business, but thinking about how much you are expecting to make will be very helpful.



Promotional Plan

Explain what you will do between now and the market to build hype for your product (provide samples, have a contest, give out coupons, etc). Be specific – provide a plan for any print material that you will require.



Packaging and Labels

Explain the plan for the look and feel of your brand, packaging and/or advertising. Have your packaging purchased, labels printed and any other materials ready before the market.



Market Display

Write down EXACTLY what you will be using in order to have your booth looking great and functioning well. Have your materials collected/purchased for the decoration of your table/running of your business. Remember that your booth is part of your brand!


7.3 Prototype Day

Prototype day gives you the opportunity to showcase what you are selling at the Market next week and to get feedback from your potential customers.

The following are the requirements for your prototype day presentation:

- Sample of your product/service (NEED some kind of visual)
- You must explain how many of the product you are planning on creating
- You need to explain the price and how you arrived at this
- You must explain / demonstrate the packaging
- You must also be able to explain / demonstrate how you plan to display your product, signage and your booth in general.

Coming prepared for this day is essential in your mark.



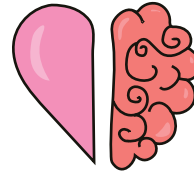
Listen to any feedback that your teacher or classmates may provide. If you are making a food product and may give **SMALL** samples, that may be helpful if this is an option.

PROTOTYPE

REVIEW

REFINE

7.4 Why do we buy stuff?



There are many reasons we buy things. Some things we need, other things we don't need at all. We can break this down into two categories – Rational or Logical buying and Emotional buying.

What is Rational / Logical Buying?

What is Emotional Buying?

Below is a list of some of the reasons why we buy things. Place an 'R' for Rational and 'E' for emotional.

- | | | |
|-------------------------------|-----------------------|-------------------------|
| _____ Look or beauty | _____ Peer Acceptance | _____ Makes life easier |
| _____ Safe or improves safety | _____ Pride | _____ Durable |
| _____ Saves Money | _____ Improves health | _____ Nostalgia |
| _____ Love | _____ Well-made | _____ Saves Time |
| _____ Reputation | _____ Power | |
| _____ Hunger | _____ Pleasure | |

Remember that Rational covers all things we need or to use to make life easier. Emotional purchases are ones we use because we want to make ourselves look or feel better. Write a few examples of rational and emotional purchases below.



Rational / Logical



Emotional



Writing Assignment

Write about a time when you bought or really wanted to buy something based off an emotional want.

Write about a time when you made the decision to buy something based off a rational need. Maybe you didn't have enough money to buy both what you wanted and what you needed.

Is your PES a Rational or Emotional one? Explain this.

7.5 Create your Customer Avatar

What is an avatar? An avatar is an imaginary figure or character that represents a certain person or group of people.

In this assignment you will create an avatar for who you will target your PES. Your avatar should be the “perfect customer” that you want to attract. This person should be the type of person most likely to be interested in your business. For example, if your business is a new YouTube channel on gaming tips, your avatar should be a young person.

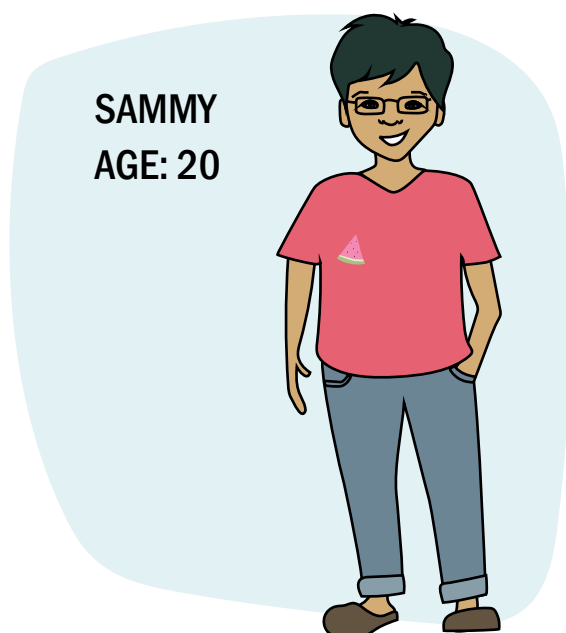
Requirements:

- Using the avatar template and word bank of traits below, come up with your PES avatar. This should be the perfect ‘person’ to market your PES to.

Traits to consider:

- Where do they live?
- How old (age range) are they?
- Do they have a specific gender?
- Where do they live?
- Are they employed, student, or neither?
- What is their personality like?
- What values do they hold on to?
- What are their interests and hobbies?
- Do they live a certain type of lifestyle?
- Do they use social media? What type?
- What is their favorite music/tv show?

EXAMPLE | Ideal Customer for someone developing a Clothing Exchange App



- Loves thrift shopping and finding unique fashion
- Rides a bicycle to get around
- Big fan of recycling, Cares for the environment
- Works at a record store
- Likes to socialize with pals and make new friends
- Makes candles as a hobby
- Frequent User of TikTok & Instagram
- Lives downtown Fredericton with her mom, brother and cat.

7.6 Vision Statement Writing

Your vision statement will be a reflection of your PES's values and goals. Answer the following questions, then combine your answers to create your vision statement.

A sentence that describes what my company does for the consumer is...

My company and PES are unique to the consumer because...

In the future my company will bring value to the consumer by...



Combine your three sentences and come up with a vision statement draft.

7.7 Demographics and Social Media



Facebook

2.9 billion users

Largest age group: 25-34 (26%)
Gender: 56% Male, 44% Female
Average time spent per day: 38 minutes
Key takeaway: Male dominated, older so they have extra money and can buy more expensive stuff.



Instagram

2.9 billion users

Largest age group: 25-34 (33%)
Gender: 57% Female, 43% Male
Average time spent per day: 29 Minutes
Key takeaway: Female dominated, lifestyle advertisement.



Twitter

330 million users

Largest age group: 30-49 (44%)
Gender: 68% male, 32% female
Average time spent: 3.53 minutes per session
Key takeaway: Male dominated, used more for discussion then advertisement. Good for spreading awareness.



Snapchat

332 million users

Largest age group: 13-34 (75%)
Gender: 60% female, 40% male
Average time spent per day: 26 minutes
Key takeaway: Teenage network of choice. Users open app on average 30 times a day.



Pinterest

400 million users

Largest age group: 30-39
Gender: 78% female, 22% male
Average time spent per day: 14.2 minutes a day
Key takeaway: lifestyle focused on women. 25% of users under age 25.



TikTok

1 billion users

Largest age group: 18-24 (27.5%)
Gender: 59% female, 41% male
Average time spent per day: 45 minutes
Key takeaway: Average user spends 21.5 hours a month on this site. Influencer focused on young females.



Youtube

2.5 billion users +

Largest age group: 15-25
Gender: 56% male, 44% female [72% of all internet users use YouTube]
Average time spent per day: 41.9 minutes
Key takeaway: 62% of users log in daily to consumer video content. Lifestyle and influencer advertisement is big.



LinkedIn

830 million users

Largest age group: 46-55
Gender: 51% male, 49% female
Average time spent on site: 63% use this site monthly, and 22% use the site weekly.
Key takeaway: Higher educated, higher earning,

7.8 Social Media Campaign

In this activity you will design and execute a social media campaign. You can use Facebook or Instagram or any other social media platform to create your campaign.

The sky is the limit when it comes to your advertisement idea. Think big and be creative!

Requirements:

- Three different posts
- Must say what your PES is in each one
- Include the attached information
- Write what social Media Platform you will use
- Explanation of the order of post

POST 1 |

Where will you post it?

Description of what the post will be:

Who is the target market?

How will this attract the viewer?

POST 2 |

Where will you post it

Description of what the post will be:

Who is the target market?

How will this attract the viewer?

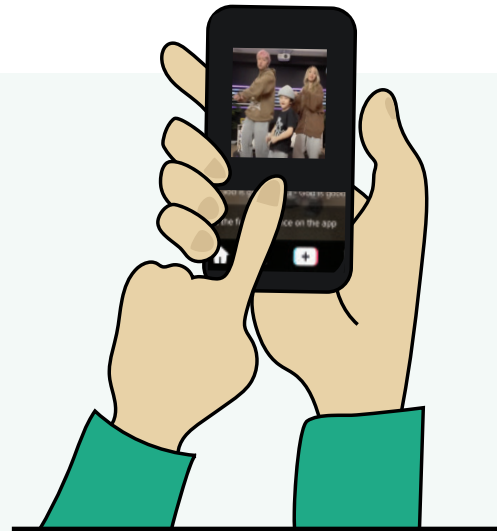
POST 3 |

Where will you post it?

Description of what the post will be:

Who is the target market?

How will this attract the viewer?



Why did you decide to post in the order that you did?

Why did you decide on a specific social media platform(s)?

7.9 Pitch Fest Lesson Plan - Pitching

This lesson plan is designed to be used in classrooms prior to the event in order to better prepare students for PITCHfest, a one day event in the Anglophone School District – South that provides an enrichment and development opportunity to selected Entrepreneurship students. Participants have the opportunity to collaborate on developing and demonstrating a successful pitch for a new and innovative product idea. Participants also assess the pitches of others in a fun and unique way that highlights the key building blocks of a solid business pitch.

Duration: Approximately 1 hour

Objectives:

To promote the ASD-S District Ends Policies:

3.2 Foster community partnerships.

3.3 Provide opportunities for students to participate in real – world citizenship building activities and work toward creating a global community.

To provide Entrepreneurship 110 students with an enrichment opportunity that will support the following curriculum outcomes:

2.1 Students will learn to create and maintain a business network to support a business and solve problem

2.2 Students will present a venture concept, demonstrating adequate/accepted research methods

2.5 Students will meet deadlines, exercise time management and capitalizing on skills of classmates

2.6 Students will compose and employ peer assessment criteria to evaluate group work

3.9 Students will implement a business plan to satisfy customer demands

Resources Required:

Bag of random items: These could be items found around your classroom, such as a calculator, a post-it note pad, a highlighter, a stapler, a stress ball, etc.

Introduction

Explain that the topic will be pitching and students will complete in an activity to let them practice this important business skill.



Show the following videos that demonstrate pitching:

Quick Flip Shark Tank <https://bit.ly/3zXtEgb>

Josh Light <https://bit.ly/3zWz37t>

Lesson

Divide the class into teams. Ask who in the class might be excited or comfortable demonstrating a pitch. Assign those students the role of captain. The goal would be to have teams of 4 – 5 students per team. Once captains are chosen, the other students in the class can be assigned to a captain by numbering off or picking coloured pieces of paper, etc.

Have the captains chose a random item from the bag.

Students will have 30 minutes to prepare a 2 minute pitch in their teams for their chosen object. One student, a few students or all students can be involved in the actual pitching.

Students will pitch their product. Teachers could provide a small prize for the winning team based on a classroom vote.

Conclusion:

Discuss how pitches could be improved. Did students take time to convince the audience that they were solving a problem? Did phrases, such as “this thing right here” get overused? Is there a way to have better word choice when you need to keep referring to your object? Did the full 2 minutes get used efficiently?

Reiterate that pitching is a skill which can be improved and that with practice pitching gets better and easier.

Pitch Criteria:

Problem-solving: Can you convince us that there is a problem that you are going to solve?

Innovation: Is your solution unique and creative?

Time limit: Can you use the whole two minutes in a compelling and productive manner?

Communication: Be quick, clever and convincing!

How viable is your solution? Could your idea actually be produced and go to Market?

Assessment:

Formative assessment can be completed using exits cards and through observations and questioning during the activity.

7.10 Pitch Fest Lesson Plan - Message Mapping

This lesson plan is designed to be used in classrooms prior to the event in order to better prepare students for PITCHfest, a one day event in the Anglophone School District – South that provides an enrichment and development opportunity to selected Entrepreneurship students.

Introduction

Explain that today's topic will be to create a message map and pitch for their Market business



Show the following video that explains a message map:

How To Pitch Anything In 15 Seconds <https://bit.ly/3zRQpSN>

Lesson

It is assumed that at the time of using this lesson, students have created a Product, Service or Enterprise. Watch the video again. This time, pause after each section of the message map to allow students to develop their own message map for their product or service.

Explain that a message map is the foundation of a pitch. Review the pitch criteria again and handout the Pitch Worksheets.

Using their message maps, students will create a pitch for their Market product or service on the Pitch Worksheet.

Conclusion:

Have students volunteer to read their pitches.

After students have had the opportunity to read their pitches, as a class brainstorm ways to make pitches stronger.

Assessment:

Formative assessment can be completed through observations and questioning during the activity. Message maps and Pitch Worksheets can also be handed in for evaluation.

7.11 Four Secrets to Pitch Success

The following points are important to keep in mind when pitching your business idea.

1 Speak in a way that your grandmother can understand.

(Be clear, explain your business in a way that anyone can understand and be sure to watch your customer to see if they are understanding you or have a question.)

2 Don't expect the listener to be an expert on the subject.

(Be careful to explain ideas in ways that avoid nicknames, complicated technical terms or levels of detail that may cause confusion)

3 Prove that you and your business are qualified to succeed.

When you are selling you are asking your customer to trust you. Don't assume that they want to buy from you. Rather, demonstrate your expertise and professionalism using clear and simple terms. Give them a chance to ask questions and explain anything that they are concerned or curious about.

4 Engage the listener, grab their attention from the very start.

Be enthusiastic! Show that you care and have passion for your business. If you are excited about your business then they are likely to get excited too. Plan out how you will start your pitch to get their interest right away. Avoid too many details or technical information at the beginning. The most important and impressive part of your business is usually the best place to start.



In the space below, (and on the other side of the sheet if necessary) write a 30 second pitch for your business as if a customer has just walked up to you and looks curious.

7.12 Advanced Pitch Design Formula

Creating an effective pitch or presentation is an art and a science. Below are some tips to the ingredients and structure of a presentation that will connect with your audience in a positive way and get the results you are seeking.

Most people go through life copying the examples and the choices they see all around them. This is called mimicking. We make most of our decisions unconsciously, without even stopping to consider our options. When we make a pitch to someone else, we are asking them to think and to make a change. In order to start a change we must help our audience see why it is worth doing and why it benefits them.

Mind Set + Choices = Results
(unconscious)

5% of what we do is conscious,
95% is a pattern or routine

During a presentation people will appear to be listening. However, they will hear pay attention to approximately only:

7% of your words

33% of your
physical expressions

60% of your
energy, tone, vibe

For this reason, it is critical that you control your physical state to show confidence and positivity.

Formula for successful pitching

1. Pattern Interrupt

Often it is most effective to start a presentation with a pattern interruption. (A break from their normal way of perceiving reality) This will help them see and feel the need for change. (A change that you are going to provide) Some ways to do this include:

- Sharing an important statistic (possibly something from your market research)
- Asking a question or questions that cause a 'yes' response in the listener.
- Telling a story that captures the attention and empathy of the listener.

2. Benefit Statement

Once you have the attention of your audience, you can share how your idea will solve the problem or challenge presented in the 'Pattern Interrupt.'

Some ways to do this include:

- Sharing your value statement
- Sharing part or all of your mission statement
- Explaining relevant parts of your business plan

2. Turning Point Story

After you have explained how you are solving the problem, help them believe in the viability and importance of your solution by sharing a passionate story of how your idea has had an impact (on a person, a group of people or a community.) Your goal here is to show how the subject struggled until they interacted with your idea.

- Sharing part or all of your mission statement
- Explaining relevant parts of your business plan

When you sharing your 'Turning Point Story,' it is a good idea to show how people have tried to solve the problem in the past, how they are currently trying to solve the problem and how your idea will solve the problem (the best) from now on.

Problem 

Example of solution used in the past (obviously not effective or the problem would have been solved by now)

Problem 

Example of solution used now (obviously not entirely effective or the problem would have been solved)

Problem 

Example of **your solution** and how it will **best solve** this problem. For this reason, your idea needs to be supported.

7.13 Business Plan



Answer the following questions to help you prepare to launch your PES.
Be concise and identify contacts and business names where possible

Company Description

Developing a business requires you to identify a need or a problem in your community. What problem/need/opportunity do you see in society that you want to help solve?

PES Description

A. What is your idea and how can it help resolve/fulfill the issue you identified in #1?

B. Imagine there is a business similar to yours. What will you do to make your business different and more successful?

Target Market

A demographic* is your target group of buyers/clientele. Who is your target group for your product? List as many specific qualities and aspects of this demographic as you can.

Marketing and Sales Plan

What specific strategies will you use to advertise and market to your customer?

Entrepreneurs need help with launching/maintain a successful business. Identify specific areas where you will need assistance and name people who can help you in these areas. You may have more or fewer than 3

WHAT I NEED	WHO CAN HELP ME
Expertise	
Community / Market	
Location	
Advertising Plan	
Inspiration	

In addition to specific people, there are OTHER RESOURCES such as actual businesses, institutions, organizations etc. that help entrepreneurs with their business. Identify areas where you need assistance and name any organizations/institutions/businesses that may assist you with your plan. You may have more or fewer than 3.

WHAT I NEED	WHO CAN HELP ME
Expertise	
Community / Market	
Location	
Advertising Plan	
Inspiration	

Presentation

Every product is packaged/ presented/displayed to appeal to the consumer. How will you package or present your product? What will make your display appealing?

Financial Analysis

There are often initial costs for an entrepreneur to create a successful business. What will you need to spend money on to create your business, how much do these things cost, and where did you research to determine this cost? You may have more or fewer than 3 cost items.

WHAT COSTS MONEY	HOW MUCH	HOW I GOT THIS NUMBER

How much money do you need to make from your business? NUMBERS REQUIRED.

Executive Summary

What else defines your business as a success for you (is it only about money?)?

Social Impact

Successful businesses make a difference in their community. Many give back in financial support to charity, sponsorship, employment, etc. How will your idea make the community a better place?

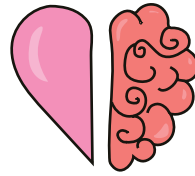
7.13 Business Plan Support Chart

A business plan serves as a roadmap for your business, and should include the following elements.

- Company Description
- Description of your product or service
- Target Market
- Marketing and Sales Plan
- Financial Analysis
- Executive Summary

Business Plan Component	What does this mean?	Your Notes
Company Description	1. A. Identify a problem or need that exists and needs to be solved or addressed.	
Description of your PES	2. How can my product or service address this need? 2b. What makes my business idea special or different from others – why would people prefer my product over my competitors?	
Target Market	3. Who is my target market – my demographic? Why? *demographics is about the characteristics of a population in a specific area and includes multiple factors such as age, gender, race, income, etc. Businesses use demographic analysis to determine demand for products and services, now and in the future.	
Marketing and Sales plan	4. What is my marketing strategy - how will I specifically advertise and market my product to my target market? 5. Names of contacts who can help my business succeed. 6. Names of other businesses/institutions/organizations who can help my business succeed. 7. How will I package/present/display my product for greatest appeal?	
Financial Analysis	8. Specifically, what do I have to spend money on for my business? 9. How much money will I make? Is this enough to maintain and grow my business?	
Executive Summary	10. Besides money, what else defines my business as a success? 11. What community value will I place on my business? Links to charities, sponsorships, community needs?	

7.4 Why do we buy stuff?



There are many reasons we buy things. Some things we need, other things we don't need at all. We can break this down into two categories – Rational or Logical buying and Emotional buying.

What is Rational / Logical Buying?

Making a purchase on something you NEED. This could be food or maybe you need a new book for school.

What is Emotional Buying?

Making a purchase on something you WANT. This could be the latest popular game or toy, or the latest fashion.

Below is a list of some of the reasons why we buy things. Place an 'R' for Rational and 'E' for emotional.

- | | | |
|--------------------------------------|------------------------------|--------------------------------|
| <u> E </u> Look or beauty | <u> E </u> Peer Acceptance | <u> R </u> Makes life easier |
| <u> R </u> Safe or improves safety | <u> E </u> Pride | <u> R </u> Durable |
| <u> R </u> Saves Money | <u> R </u> Improves health | <u> E </u> Nostalgia |
| <u> E </u> Love | <u> R </u> Well-made | <u> R </u> Saves Time |
| <u> E </u> Reputation | <u> E </u> Power | |
| <u> R </u> Hunger | <u> E </u> Pleasure | |

Remember that Rational covers all things we need or to use to make life easier. Emotional purchases are ones we use because we want to make ourselves look or feel better. Write a few examples of rational and emotional purchases below.



Rational / Logical



Emotional

Answers will vary. Go over everyone's answers and check for understanding

Tips For 'Market Day Materials' Folder

All the 'tips for using this folder' are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.

*Cashing out of the market (calculating the final results) can be a challenging and fraught step of the process. It is a certainty that at least one student will confuse gross sales with net profits. By practicing the cash out process using some sort of a template (i.e. #3 cash out sheet) students will be better prepared to handle the challenge of accounting for their business in the face of the fatigue and crush of having just finished the market day.

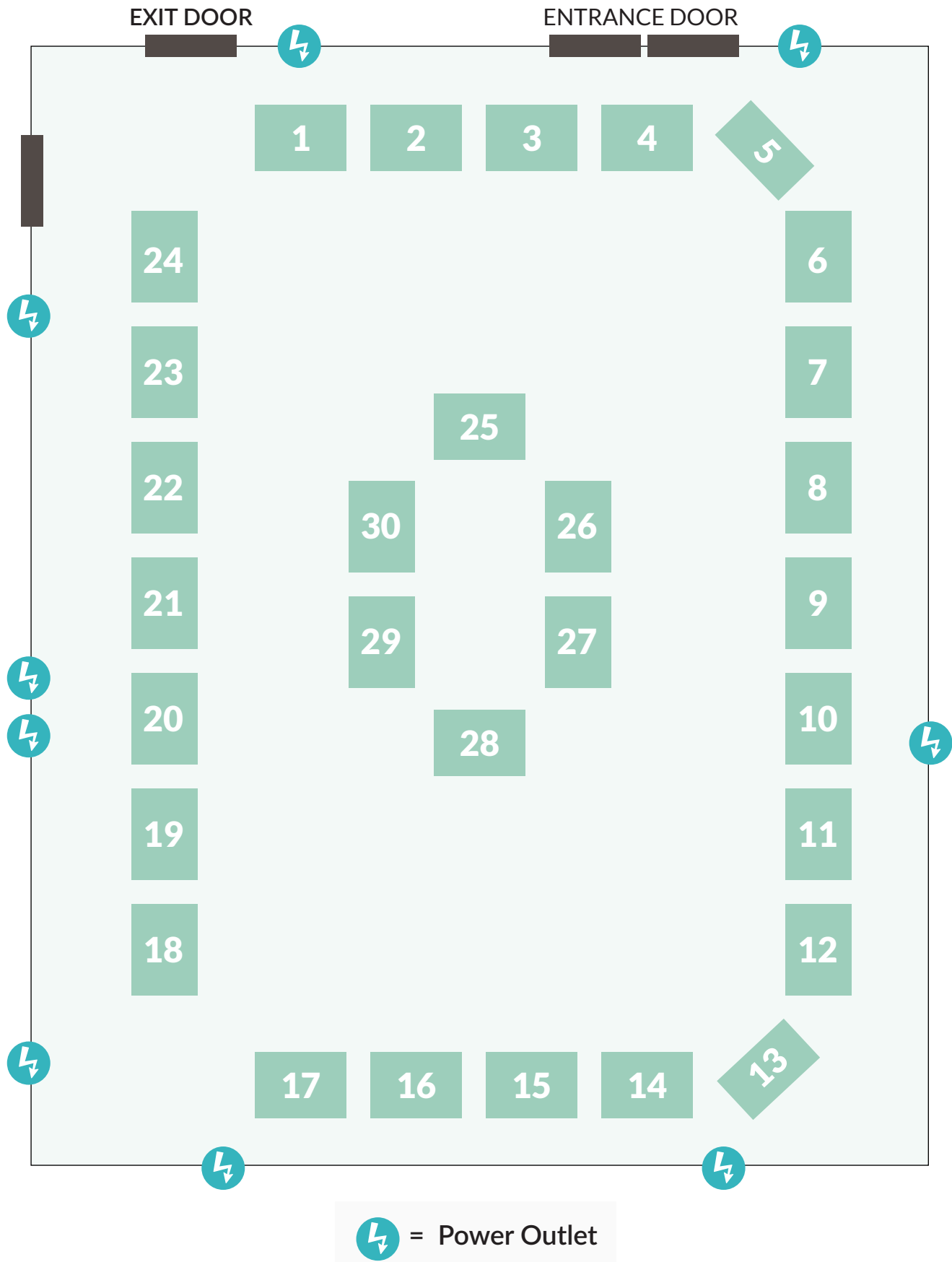
Create a shopping schedule that is approved by your school administration. Bringing in shoppers from outside the student body will require a process that meets school safety standards. Share this agenda with all the teachers that will be affected by the market.

Expect a healthy measure of chaos and confusion the day of the market. Students will invariably forget to bring extension cords, batteries and other essentials. Custodians may be able to help but you won't regret having some extras on hand as well as some duct tape, Bristol board, markers and other staples.

Students may need to lower or raise prices during the course of the market so remind them to bring the supplies they will need to adjust accordingly. (More paper, markers, etc..)

Creating a map of the site (#2 Gym Market Map) of some kind will help ensure sensible arrangement of tables. Beware placing 2 competing products too close together. As well, larger displays or activities often need three or four times as much square footage.

8.1 Idea Market Map Example



8.2 Cash Out Sheet

Each business can complete the Cash Out Sheet and hand it in prior to leaving the market.

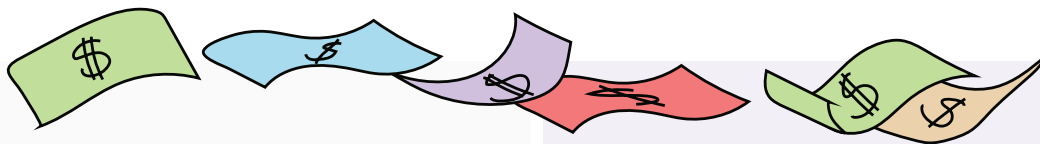
School: _____

Teacher: _____

Business Name: _____

Student Names: _____

Table Number: _____



Net Profit / Loss Calculation

Ending Cash

The TOTAL amount of cash you have on hand at the end of the market.

Cash Float

LESS: The amount of cash you brought to the market to use for change.

Gross Profit

How much money you have after you take out your cash float.

Expenses

LESS - what you spent to make your product and business

Net Profit or Loss

% of proceeds donated: _____

Dollar amount donated: _____

Name of organization/cause donated to:

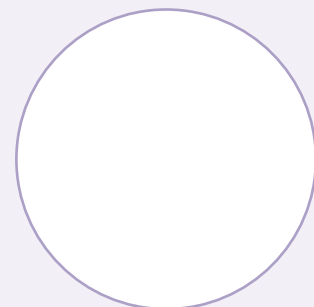
% of profit kept: _____

Dollar amount: _____

Create a pie chart with your data:

_____ %

_____ %



8.3 Idea Market Schedule Example

Use this as a guide to ensure market day runs smoothly and everyone is aware of the plan.

8:00 - 8:30	Gym is open for students to drop off materials or begin setting up their market stalls.
8:30 - 9:50	Market is open for public shopping and continued set up
PERIOD 1 CLASSES ARE UNAFFECTED BY THE MARKET	
9:50	All St. Macs students proceed to their period 2 classes.
9:55	The 1st group of students (all grade 9s) are called by teacher names to visit the market.
10:00 - 10:30	The 1st group of students (all grade 9s) has 30 minutes to attend and shop at the market.
AT 10:30 THE WARNING SIGNAL IS GIVEN TO SEND STUDENTS BACK TO THEIR CLASSES	
10:40 - 11:10	The 2nd group of students (all grade 10 classes) are called by teacher names to visit the market. The 2nd group of students (all grade 10 classes) has 30 minutes to attend and shop at the market.
AT 11:10 THE WARNING SIGNAL IS GIVEN TO SEND STUDENTS BACK TO THEIR CLASSES	
11:20 - 11:50	The 3rd group of students (all grade 11 classes) are called by teacher names to visit the market. The 3rd group of students (all grade 11 classes) has 30 minutes to attend and shop at the market.
AT 11:50 THE WARNING SIGNAL IS GIVEN TO SEND STUDENTS BACK TO THEIR CLASSES	
12:00 - 12:40	The 4th and final group of students (all grade 12 classes) are called by teacher names to visit the market. The 4th group of students (all grade 12 classes) has 30 minutes to attend and shop at the market. Their time concludes with the lunch bell.
12:20 - 1:00	St. Macs students are welcome to return to shop as well as members of the public and friends of Saint John HS vendors.
1:00 - 1:40	Entrepreneurship students clean up their market materials and leave the gymnasium in a ready state for afternoon classes.

8.4 City Market Soap Vendor

In this assignment we will look at how a cash flow forecast works and determine if the Soap Vendor is profitable.

Your business idea is to sell homemade soap from a booth at the Saint John City Market every Saturday.

You buy packets of “soap mix” from a factory for \$0.75 per bar. To ship the soap mix from the distributor it costs you \$0.05 per package. When you make each bar of soap you add a color as well as a fragrance. To add color costs \$1.00 per bar and fragrance cost \$0.50 each. At this point, your soap bars are ready for sale.

To rent a booth at the market costs \$25 per Saturday and provides you with 7 hours of selling time (6 AM – 1PM).

Your parents have given you \$600 to get your summer business off of the ground, and you want to pay them back by September 1st (you will make your first payment to them in July.)

Make the following assumptions:

- You sell each bar of soap for \$5.00
- You start paying yourself in July, even though you do prep work in May. You pay yourself \$10 an hour.
- You expect to sell 60 bars of soap in July, 100 in August and 80 in September.
- You need to register your business in your first month of operations for \$120
- There are exactly four Saturdays in each month.
- You order the supplies needed for each month one month in advance (you order the supplies needed for July in June, etc.)

Complete a Cash Flow Forecast for this company using the blank Cash Flow attached here.

What can the Entrepreneur do to improve the results?

OPTION 1:

OPTION 2:

Start-Up Costs | What are the Start-Up Costs and Sources of Funding for this venture?

DESCRIPTION	COST

Sources for Funding

Revenues | Formulate an Income Statement for the Business:

Expenses

Total Revenue – Total Expenses = - =

8.5 Sock Business: Fancy Feet

In this assignment we will look at how a cash flow forecast works and determine if the Sock Business is profitable.

This winter you are going to sell homemade socks at your community Market. These are not just any socks, but real wool socks that are very durable and exceptionally warm.

To make a pair of socks takes one ball of yarn, which you purchase from a Scottish distributor for \$12.50 a ball. To ship the ball from Scotland it costs you \$2.50 per ball. When you get the yarn, you dye it, which costs \$0.99 per pair. Also, you stitch your logo – shown here - into the socks prior to market. This stitching costs 1.15 per pair.

At this point, your socks are ready for the market! To rent a booth at the market costs \$15 per day and provides you with 10 hours of selling time (6 AM – 4PM). The market operates on Saturdays only.

You borrow \$2500 from ACOA in Oct. to get your business started, and you must pay them back by the end of Feb. (you will make your first payment to them in Nov.)



Make the following assumptions:

- You sell each pair of socks for \$25.00
- You start paying yourself in Nov. for the hours spent at the market. You pay yourself \$10 an hour.
- You expect to sell 150 pairs of socks in Nov., 275 in Dec., 200 in Jan, and 175 in Feb.
- You need to register your business prior to your first month of operations for \$120
- There are exactly four Saturdays in each month.
- You order the supplies needed for each month one month in advance (you order the supplies needed for Dec. in Nov., etc.)
- You budget \$20 every month for knitting/office supplies (needles, etc.)
- You will NOT be reimbursed for the ACOA loan.

Start-Up Costs

What are the Start-Up Costs and Sources of Funding for this venture?

DESCRIPTION	COST

Sources for Funding

Revenues

Formulate an Income Statement for the Business:

Expenses

Total Revenue – Total Expenses =

-

=

8.5a Fancy Feet Cash Flow Forecast

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	TOTAL
Cash Receipts						
TOTAL						
Cash Disbursements						
TOTAL						
Net Cash: (Total Cash Receipts Minus Total Cash Disbursements)						
Monthly Surplus						
Monthly Deficit						
Cumulative (To Date)						

8.6 Surreal Sweater Company

In this assignment we will look at how a cash flow forecast works and determine if Surreal Sweater Company is profitable.

You want to sell sweaters from a kiosk at the Mall. You buy sweaters from a factory for \$20 each. To transport the sweaters from the factory it costs you \$3 per sweater. You decorate each sweater with beads and sew on your own label. To decorate the sweaters with beads costs \$2 per sweater and labels cost \$1 each. At this point, your sweaters are ready for sale.



You search for various kiosks. The nicest one you can find that matches your product image costs \$2000 for a year, paid in full upfront. Your sister has agreed to loan you the money with no interest to cover this cost.

The mall will charge you \$50 each month to sell your sweaters. Today is November 30th, 2007 and you have been in business for three months. You must pay your sister back by the end of December.



Make the following assumptions:

- You sell each sweater for \$40
- You buy only as many sweaters as you sell
- You have not taken any money for yourself for the past three months
- In December, you will draw a \$200 salary from the business in order to purchase Christmas gifts
- You sold 30 sweaters in September, 40 in October, and 50 in November, and you estimate you will sell 60 in December
- You need to register your business in your first month of operations for \$120

Complete a Cash Flow Forecast for *Surreal Sweaters* using the blank Cash Flow on the next page.

Is this company is making money by month's end in December?

8.6a Blank Cash Flow Forecast

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	TOTAL
Cash Receipts						
TOTAL						
Cash Disbursements						
TOTAL						
Net Cash: (Total Cash Receipts Minus Total Cash Disbursements)						
Monthly Surplus						
Monthly Deficit						
Cumulative (To Date)						

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	TOTAL
Cash Receipts					
Loan	\$2000				\$2000
Sales	\$1200	\$1600	\$2000	\$2400	\$7200
TOTAL	\$3200	\$1600	\$2000	\$2400	\$9200
Cash Disbursements					
Business Reg.	\$120				\$120
Mall Fee	\$50	\$50	\$50	\$50	\$200
Kiosk Rental	\$2000				\$2000
Sweaters	\$600	\$800	\$1000	\$1200	\$3600
Sweater Shipment	\$90	\$120	\$150	\$180	\$540
Decorations	\$60	\$80	\$100	\$120	\$360
Labels	\$30	\$40	\$50	\$60	\$180
Loan Repayment		\$500	\$500	\$1000	\$2000
Owner's Drawings				\$200	\$200
Total	\$2950	\$1590	\$1850	\$2810	\$9200
Net Cash: (Total Cash Receipts Minus Total Cash Disbursements)					
Surplus	\$250	\$10	\$150		\$0
Deficit				\$410	
Cumulative	\$250	\$260	\$410	\$0	\$0

Teacher Tips For Using the ‘Awards and Certificates’ Folder

All the ‘tips for using this folder’ are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.

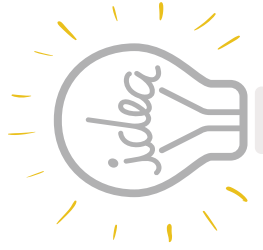
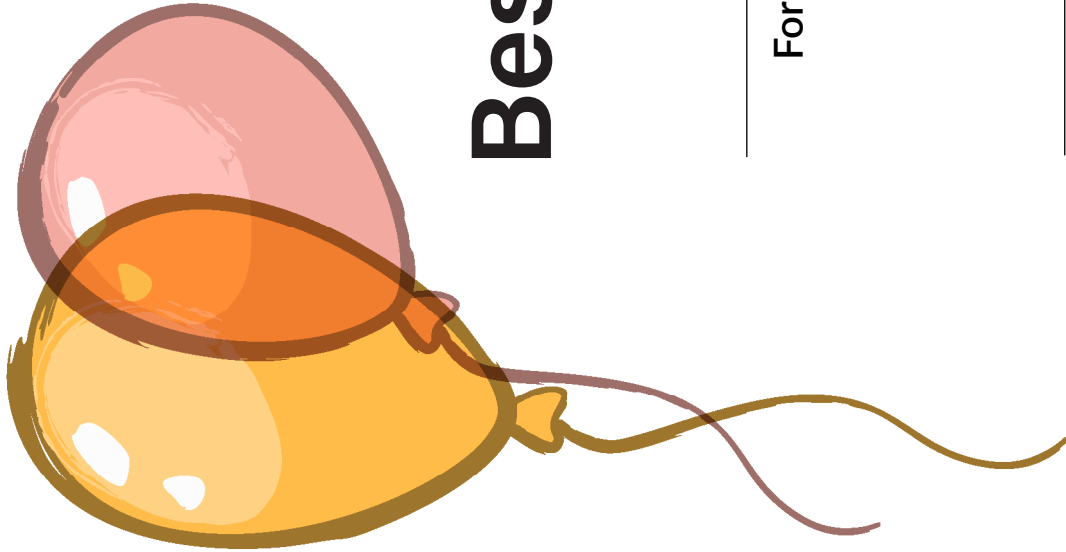
Depending on the number of students or classes participating in the market, you may want to change the number of awards presented. As well, monetary or other prizes might accompany certificates.

Private sponsorship can be a great way to bring resources to your market and give local businesses an opportunity to show their support for students.

Feel free to customize or create other categories, depending on the strengths and interests of the students at the market, Here are some category suggestions...

- Biggest Social Impact
- Best Sales Technique
- Most innovative product
- Most profitable
- Best Display
- Best Overall Business
- Teacher’s Choice





Congratulations!

Best Sales Technique

For your outstanding accomplishment and effort in
The IDEA Market Challenge

TEACHER

DATE



Tips For ‘Market Day Assessment Tools’ Folder

All the ‘tips for using this folder’ are based on our experiences and are offered to support your work. Please feel free to adapt, ignore or create your own materials as needed. Our one steadfast rule is that all student businesses must have a positive impact on the community.

Insert Text here

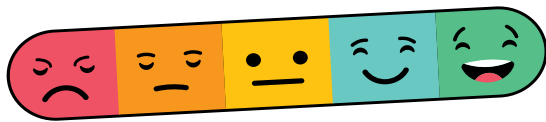
9.1 Market Day Assessment Rubric

Note: All aspects of the category must be met to achieve a rating of “Great” or “Appropriate”. A student that has one aspect in the “Needs Improvement” section may receive that mark for the entire category.

Categories	5-Great	3 - Appropriate	1 - Needs Improvement
SIGNAGE	Clear signage indicates the product/service being sold, the business name, prices, advertising techniques/ language, etc. Creativity is evident and time has been taken to make signage neat.	Clear signage indicates the product/service being sold, the business name, and prices. Time has been taken to make signs neat.	Signage isn't clear and/or components are missing. Signs are not neatly done and/or are hard to read.
BOOTH PREP/ TEAR DOWN	Students arrive and have a set-up plan. It is clear that students have thought about the layout of props and decorations to make the booth attractive to customers. Students clean up all of their booth items, in a timely fashion after the Market.	Students are prepared to set up. Props and decorations are sufficient to be attractive to customers. Booth is cleaned up at the end of the Market.	Set-up appears disorganized. Props and decorations are lacking and more could have been done to attract customers. Clean up was not fully completed/not done well.
SALES/PRODUCT READINESS	Students have the ability to make change, a way to record sales, and appear ready to make sales transactions. It is clear that student(s) has thought about these details ahead of time and is prepared. Students are actively trying to engage customers to make sales. Student has thought about the number of items to sell and is well prepared to meet expected customer demand. Products have been completed with quality in mind.	Student(s) is ready to make sales and has a system in place for making change and recording transactions that is adequate. Conversations with potential customers are occurring; however, students are not trying to pull in customers. Conversations are occurring with customers that are already stopped at the booth. Student has thought about the number of items to sell and has made enough to meet expected customer demand. Products have been completed with quality in mind.	It will be difficult for sales transactions to occur and/or recording of sales may not be accurate. There is little interaction with potential customers. The numbers of items prepared is not enough to meet customer demand. Product quality is lacking.





9.2 Mystery Shopper

During our market we are going to have 'mystery shoppers' who will come around and evaluate each booth. Below is a break down of what they will look for.











The scale ranks from 1-5: 1 being the least and 5 being the most.

BUSINESS APPEARANCE

-  + Is the business' appearance attractive?
-  + Is the display inviting and understandable?
-  + Is the signage professional and appealing?
-  + Is there information about the product and cause available?

Comments:

BUSINESS STAFF


-  + Were you promptly & professionally greeted?
-  + Was the service helpful & informative?
-  + Was the staff knowledgeable about the merchandise?
-  + Was the staff's appearance appropriate to the nature of the store?
-  + Was the checkout experience positive?
-  + Did the staff effectively connect their business to their chosen charity?
-  + Did the staff thoroughly explain their charity and explain how they are helping?
-  + What was your overall experience with the staff at the business?


Comments:


MERCHANDISE

-  +

-  +

-  +

-  +

-  +

How would you rate your first impression of the business?

Does the product have a clear positive impact on the community?

Was the store merchandise arranged in an orderly & neat manner?

Was the merchandise fresh & inviting?

Was product priced and easy to read?

Comments:

Was the overall shopping experience enjoyable? Any recommendations for future markets?

Additional Comments:

Please return this form to the teacher. Thank you for shopping with us!


9.3 Prototype Day

Prototype day gives you the opportunity to showcase what you are selling at the Market next week and to get feedback from your potential customers.

The following are the requirements for your prototype day presentation:

- Sample of your product/service (NEED some kind of visual)
- You must explain how many of the product you are planning on creating
- You need to explain the price and how you arrived at this
- You must explain / demonstrate the packaging
- You must also be able to explain / demonstrate how you plan to display your product, signage and your booth in general.

Coming prepared for this day is essential in your mark.



Listen to any feedback that your teacher or classmates may provide. If you are making a food product and may give **SMALL** samples, that may be helpful if this is an option.

PROTOTYPE



REVIEW



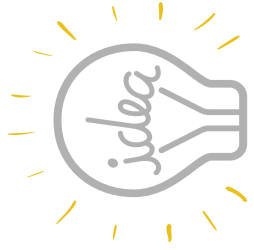
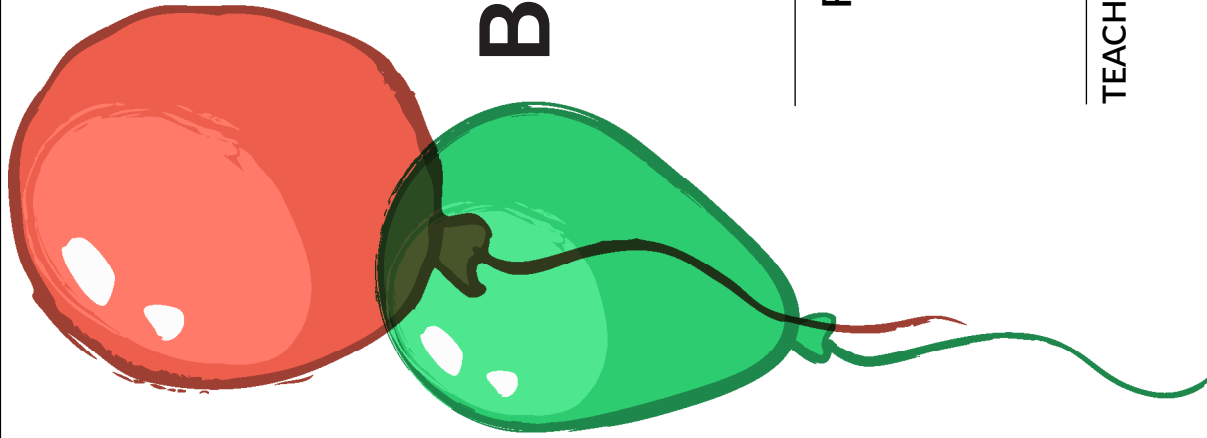
REFINE

9.4 Prototype Rubric

Prototype day gives you the opportunity to showcase what you are selling at the Market next week and to get feedback from your potential customers.

Sample of your product/service (NEED some kind of visual)	/5
You must be able to explain how you plan to display your product, signage and your booth in general	/5
You need to explain the price / request and how and why you arrived at this number / request.	/5
You must explain the packaging / presentation	/5
You must be able to explain the connection between your business and a charity.	/5
When approached by 'shopper / customer' you must speak about and present your business to them in a friendly, energetic, informative manner.	/15
Total Marks	/40

Comments



Congratulations!

Business With The Best Overall Display

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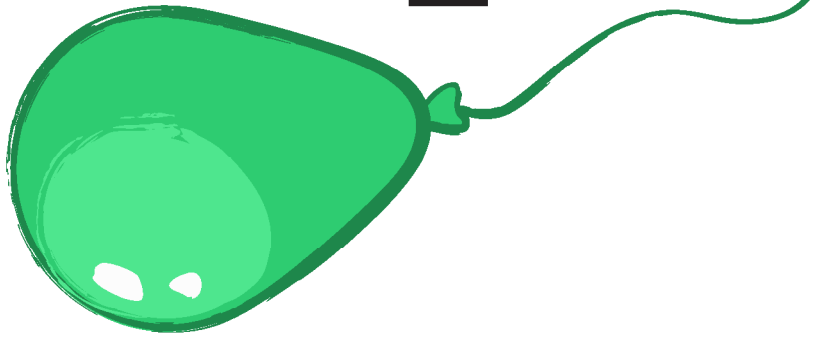
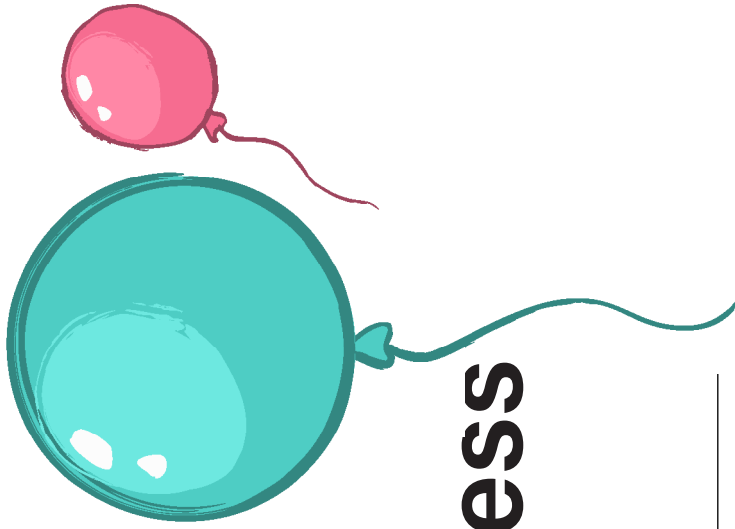
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Congratulations!

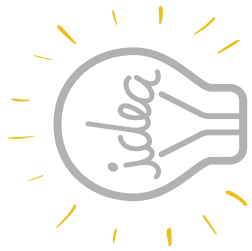
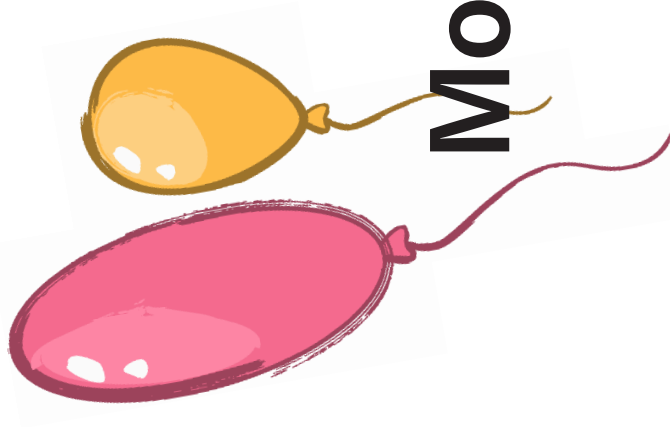
Best Overall Business



For your outstanding accomplishment and effort in
The IDEA Market Challenge

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Congratulations!

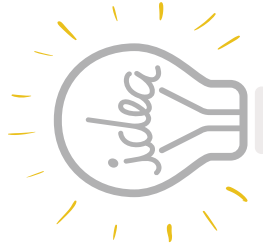
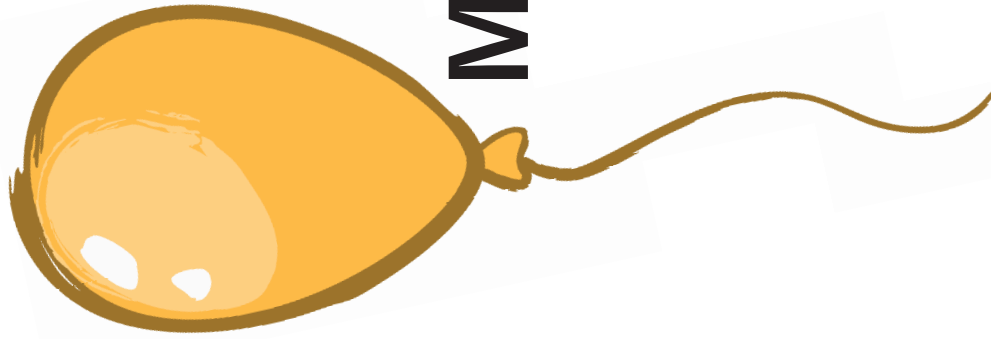


Most Innovative Business

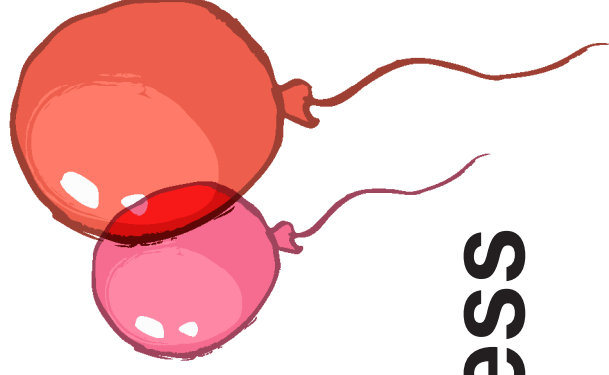
For your outstanding accomplishment and effort in
The IDEA Market Challenge

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Congratulations!

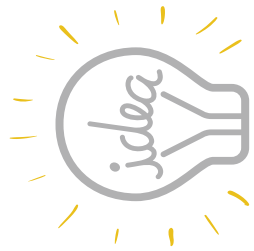


Most Profitable Business

For your outstanding accomplishment and effort in
The IDEA Market Challenge

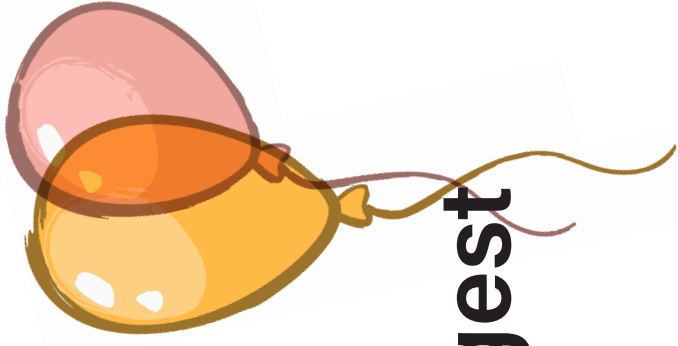
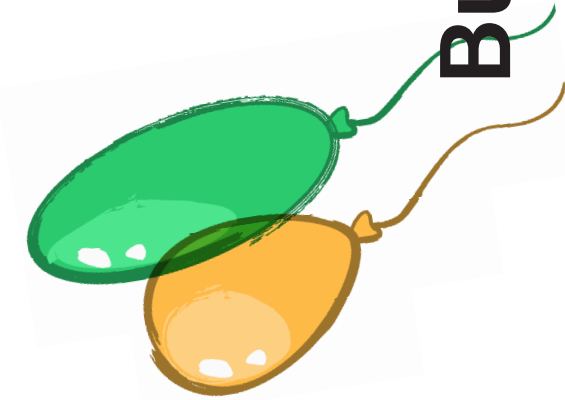
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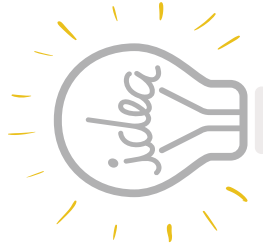
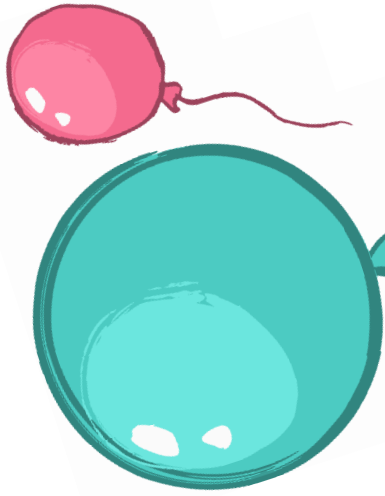
Business With The Biggest Social Impact



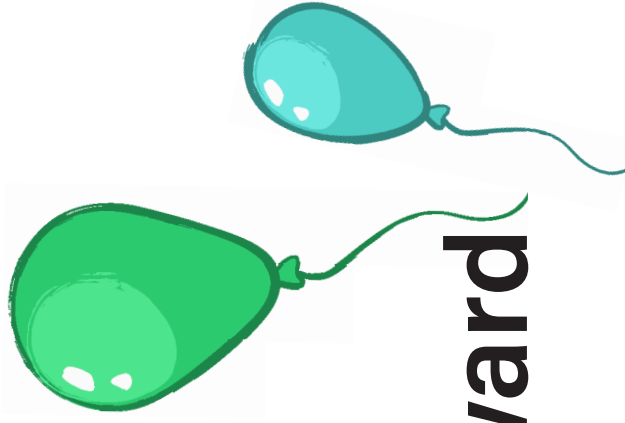
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The IDEA Market Challenge

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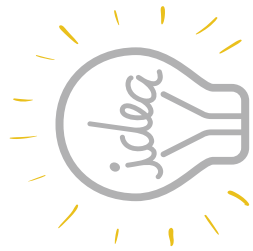


Teacher's Choice Award

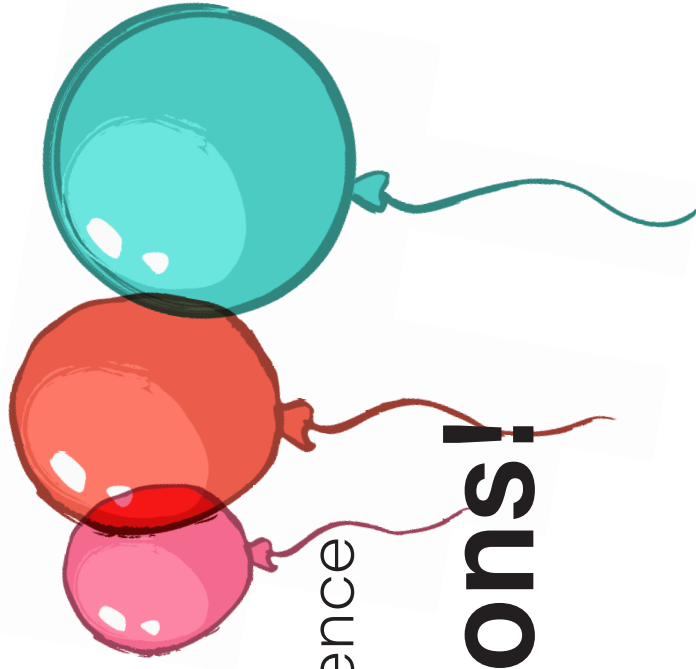
For your outstanding accomplishment and effort in
The IDEA Market Challenge

TEACHER

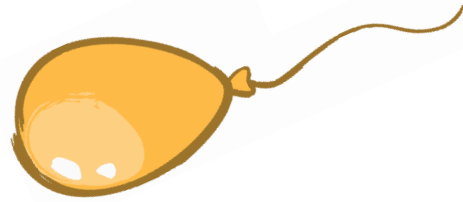
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Certificate of Excellence



Congratulations!



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Full Resource Kit for Youth Entrepreneurs

INNOVATE | DEVELOP | ENTREPRENEURSHIP | ACTION