# ENTREPRENEURSHIP 1

## PROGRAM GUIDE
## 2020 - 2021

08.03.2020

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# INTRODUCTION

# NFTE'S MISSION

*To activate the entrepreneurial mindset and build startup skills in youth from under-resourced communities to ensure their success and to create a more vibrant society.*

# WELCOME

Dear NFTE E1 Teacher,

We are very excited that you have chosen to implement our Entrepreneurship 1 (E1) course this school year. By offering this course, you will allow your students to experience an effective, innovative entrepreneurship curriculum that incorporates up to date tools and techniques and focuses on building students' entrepreneurial mindset.

For over 30 years, NFTE has partnered with schools to teach middle and high school students critical academic, industry, and employability skills related to entrepreneurship and boost their college and career-readiness. Our programs teach these skills through engaging hands-on activities and real-world experiences. NFTE courses also help expand students' reading, writing, public speaking, and math skills. No matter what our young people want to do in life, understanding how to think and act like an entrepreneur is critical to their success in the 21st century's innovation economy.

We believe that your passion, your commitment, your skill, and your ability to connect with your students are critical to their future success. You will help bring the curriculum to life and, by so doing, help your students achieve great things. The business models, products and services, pitch decks, and presentations that your students create will be lasting accomplishments in their lives and help them in college admissions and employment.

NFTE's Engagement & Implementation and Programs teams are here to support you with curriculum resources, training and professional development, connections to local businesses, competition preparation, and alumni services throughout the school year. Please do not hesitate to reach out to us as well as other E1 teachers as you progress through the school year. We look forward to partnering with you to build the next generation of entrepreneurial leaders.

Please remember to keep a copy of this Program Guide along with the NFTE LMS User Manual and always remember to reach out to **help@nfte.com** for all types of support!

Sincerely,

The NFTE Team

# HOW TO USE THIS PROGRAM GUIDE

We want the NFTE E1 program to run as smoothly as possible. It is the aim of this Program Guide to provide you with the tools and information necessary to implement the E1 program with fidelity and provide the best learning experience possible.

We know that the school year can be fast-paced. Teachers can use this guide to help get answers to questions about the curriculum, the NFTE Learning Management System (LMS), integrating volunteers, planning and implementing competitions, getting students to enroll in our alumni network, and more.

### *Please Do:*

- Review the contents prior to the beginning of the school year to become familiar with the NFTE E1 curriculum and program requirements.
- Rely on the information in this guide to help plan your NFTE E1 instruction.
- Utilize sections of this guide to find answers to high-level programmatic questions.

### *Please Don't:*

Hesitate to contact us when you have a question or concern. We can always be reached at **help@nfte.com**.

## PROGRAM EXPECTATIONS

We are fortunate to have some of the best NFTE teachers from across the country offering the E1 program this year. We know that your teaching skills are already well honed and that you continue to innovate and grow in your practice. We want you to bring your experience and expertise to the E1 Classroom.

If this is your first year offering this course, we encourage you to "stick to the script" as much as possible. Of course, we encourage you to identify and make note of opportunities to adapt the activities to meet your and your students' needs in coming years. If you are experienced with this course, we encourage you to make adaptations and provide feedback to the Programs team on how you innovated upon the curriculum and what the outcomes were.

## PROVIDING FEEDBACK / GETTING HELP

We will be using an email ticketing system to track all feedback related to the E1 Program. We want to hear:

- Comments/concerns related to the NFTE LMS
- Comments/concerns about daily lessons, such as accessibility, reading level, interest level, suggestions for revision
- Questions about instructional best practices, expected student outcomes, etc.
- Comments/concerns about pacing
- Student feedback and exemplars
- Technical and logistical issues unrelated to the NFTE LMS

**Please send all questions to [help@nfte.com](mailto:help@nfte.com).** We will do our best to respond within 24 hours and keep you apprised as we work to resolve problems.

# ENTREPRENEURSHIP 1 COURSE OVERVIEW

# COURSE DESCRIPTION

This intermediate entrepreneurship course teaches the entrepreneurial mindset alongside traditional business development skills. Students create original business models, either individually or with a partner, and pitch in a series of competitive events for the chance to earn investment and prizes. This course is aligned to the Common Career Technical Core Standards for Business Management Administration and the National Content Standards for Entrepreneurship Education.

## Program Details

### Course Requirements and Recommendations
- Grades 9–12
- Full-year course implementation

### NFTE Career-Readiness Measures
- Academic: Lean Canvas, pitch deck, and presentation assessed through teacher rubric
- Employability: Entrepreneurial mindset evaluated through performance tasks, student self-assessment, and NFTE Opportunity Pitch Competition
- Industry: Content-focused pre/post assessments and mid-year exam

### Student Investment Pitch Competition
- Students create a Lean Canvas and prepare and pitch for funding.
- Top teams move on to regional competitions and a chance to qualify for NFTE's National Youth Entrepreneurship Challenge.

### Volunteer Support
- Student businesses benefit from guidance from industry business advisors through the course of the year.
- Students practice their entrepreneurial mindset through interactions with volunteer Opportunity Pitch advisors and judges drawn from NFTE's network of successful founders and business people.

### Units of Learning
- Intro to E1
- Unit 1: Developing an Entrepreneurial Mindset
- Unit 2: Testing an Opportunity
- Unit 3: Building a Competitive Edge
- Unit 4: Creating Your Biggest Fans
- Unit 5: Making a Profit

- Opportunity Pitch Competition
- Unit 6: Pivot or Persevere

# PEDAGOGICAL MODEL

**Project Based Learning** (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

NFTE's E1 curriculum is a full realization of the PBL model wherein students work on projects every week that scaffold to build their larger project of preparing to launch a sustainable, scalable business.

In Gold Standard Project Based Learning, developed by the Buck Institute, projects are focused on student learning goals and include the following essential project design elements:

**Key Knowledge, Understanding, and Success Skills:** The project is focused on student learning goals, including standards-based content and skills such as critical thinking and problem solving, communication and collaboration, and initiative and self-reliance.

**Challenging Problem or Question:** The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.

**Sustained Inquiry**: Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.

**Authenticity**: The project features real-world context, tasks and tools, quality standards, along with or impact – or one that speaks to students' personal concerns, interests, and issues.

**Student Voice & Choice**: Students make some decisions about the project, including how they work and what they create.

**Reflection:** Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.

**Critique & Revision**: Students give, receive, and use feedback to improve their process and products.

**Public Product**: Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.


*For more resources on PBL, we recommend that you visit the following websites:*
- Buck Institute for Education: **https://www.bie.org**
- Edutopia: **https://www.edutopia.org/project-based-learning**

# ENTREPRENEURIAL MINDSET

NFTE has been actively engaged in developing a scale to measure the entrepreneurial mindset in the students that participate in our programs. Our Entrepreneurial Mindset Index (EMI) measures eight core characteristics that we have identified as critical to becoming entrepreneurial, based on our own research and external studies. These include the following:

**INITIATIVE & SELF-RELIANCE**

**FUTURE ORIENTATION**

**CREATIVITY & INNOVATION**

**CRITICAL THINKING & PROBLEM SOLVING**

**COMMUNICATION & COLLABORATION**

**COMFORT WITH RISK**

**FLEXIBILITY & ADAPTABILITY**

**OPPORTUNITY RECOGNITION**

The entrepreneurial mindset is addressed in every week of instruction in E1.

1. **Entrepreneurial Mindset Weekly Focus**
2. **Entrepreneurial Investigation**
   - Warm-up on how entrepreneurial mindset has been used before
   - Entrepreneurial mindset used during investigation
   - Reflection on how entrepreneurial mindset was used in investigation
3. **Entrepreneurial Foundations**
   - Warm-up on how they will use entrepreneurial mindset
   - Content that includes exploration that uses entrepreneurial mindset
   - Exit Ticket reflection on how entrepreneurial mindset could be used in the real world
4. **Entrepreneur Lab**
   - Warm-up on how they will use entrepreneurial mindset in the lab
   - Entrepreneurial mindset used during performance task
   - Reflection on how entrepreneurial mindset was used in performance task

# INSTRUCTIONAL MODEL

Each week of instruction in E1 is designed in a pattern: introduce students to a challenging problem or question; support students in learning relevant concepts; and provide time for students to apply their knowledge to their business models.

| Entrepreneurial Investigation | Entrepreneurial Foundations | Entrepreneurial Lab | Flex Day |
|---|---|---|---|
| Experiential Activities infused with EM skills. **Students are left with questions…** | **Students get answers** to questions through engaging content focused activities. | **Student incubator time to apply content** evolving business idea / lean startup. | Additional time, each week, for **teachers to remediate, extend, or create new experiences!** |

Every week the students complete a Weekly Performance Task
(a business plan artifact) that builds toward completion of an end-of-unit
deliverable, the Unit Performance Task.

# CURRICULUM FRAMEWORK

- Each unit of instruction in E1 builds upon the previous unit.
- Every unit is directly aligned with the Lean Canvas students develop throughout the course.
- Every unit culminates in a Unit Performance Task related to the development of students' business models.
- The opportunity pitch competition is integrated into the curriculum framework.
- Every unit addresses specific Certiport ESB exam objectives.

**Intro** (2 Weeks)
**Operation: Mindset**

**Unit 1** (4 Weeks)
**Developing an Entrepreneurial Mindset**
Problem
Solution

**Unit 2** (6 Weeks)
**Testing an Opportunity**
Value Proposition
Customer Segments

**Unit 3** (5 Weeks)
**Building a Competitive Edge**
Unfair Advantage

**Unit 4** (5 Weeks)
**Creating Your Biggest Fans**
Channels
Key Metrics

**Unit 5** (6 Weeks)
**Making a Profit**
Cost Structure
Revenue Streams

Opportunity Pitch Competition (3 Weeks)

**Unit 6** (3 Weeks)
**Pivot or Persevere**

E1

Lean Canvas

nfte!

# E1 INSTRUCTIONAL RESOURCES

# SCOPE & SEQUENCE

In NFTE's Entrepreneurship 1 course, students use their entrepreneurial skills and mindset to evolve an innovative solution to a problem into a validated business opportunity. Students take a lean startup approach in researching and testing their ideas; building out a Lean Canvas to support their business opportunity validation. Students also put together customer and competitor profiles, marketing campaigns, and a financial analysis to support their claims about the feasibility of their business idea. Towards the end of the school year, students have opportunities to pitch their business opportunities to judges in local, regional, and national competitions.

This scope and sequence provides a detailed course progression for a NFTE Entrepreneurship 1 course. It is designed as a comprehensive road map towards completing the outcomes of the NFTE course, specifically, student competition of the Lean Canvas and the opportunity pitch. This progression includes all key NFTE entrepreneurial investigations, learning objectives, assessments and business plan deliverables over the course of a full year (~34 weeks/170 instructional hours).

## Intro to E1

Students get an engaging look at what it means to think and act like an entrepreneur. At the start of the module, students learn about the characteristics of an entrepreneur before taking the baseline survey around their own entrepreneurial mindsets. Students then participate in a series of four challenges – each designed to activate two of the eight domains of the entrepreneurial mindset. The module ends with students doing an action plan to grow their own entrepreneurial potential.

**Estimated # of Class Periods:** 10

## Unit 1: Developing an Entrepreneurial Mindset

Students learn what it means to solve problems like an entrepreneur. They learn how entrepreneurs provide business solutions to problems held by individuals, as well as social problems facing the global community. Students learn and apply human-centered design thinking in order to identify potential solutions to problems for their evolving Lean Canvas.

**Estimated # of Class Periods:** 20

## DNA of an Entrepreneur

**Business Plan Project Deliverable:** Qualifications

**Entrepreneurial Mindset Weekly Focus:** Comfort with Risk

**NFTE Entrepreneurial Investigation:** Product Innovation Game

**Learning Objectives:**
- Describe how entrepreneurs solve problems through products or services.
- Analyze the pros and cons of being an entrepreneur.
- Explain how entrepreneurs use business planning tools to navigate business launch risk.
- Identify the purpose and sections of the Lean Canvas; with an emphasis on the 'Problem' and 'Solution' sections.
- Identify the purposes and value of a business plan.
- Identify the risks, benefits, opportunities, and drawbacks of being an entrepreneur.

## Design Thinking

**Business Plan Project Deliverable:** Problem/Unmet Needs Empathy Brainstorming Map

**Entrepreneurial Mindset Weekly Focus:** Critical Thinking and Problem Solving

**NFTE Entrepreneurial Investigation:** Custom Backpack Design Challenge

**Learning Objectives:**
- Identify the features and objectives of design thinking.
- Explain the purpose of human-centered design.
- Identify the steps in the IDEO human-centered design process.
- Apply the design thinking process to a design challenge.

## Social Entrepreneurship

**Business Plan Project Deliverable:** Social Problem Brainstorming

**Entrepreneurial Mindset Weekly Focus:** Future Orientation

**NFTE Entrepreneurial Investigation:** Sustainable Thinking Contest

**Learning Objectives:**
- Identify examples of social problems solved by entrepreneurs.
- Explain the purpose of having a mission statement for a business as it relates to social responsibility.
- List examples of ethical, sustainable, and socially responsible business practices.
- Describe how both non-profit and for-profit ("b-corps") can each 'do well while doing good.'

### Solve a Problem Entrepreneurially

**Business Plan Project Deliverable:** Lean Canvas: Problem, Solution

**Lean Canvas Sections:** Problem and Solution

**NFTE Entrepreneurial Investigation:** Problem and Solution Tiles Lab Time

**Learning Objectives:**
- Apply entrepreneurial and design thinking to identify a solution to a unique real-world problem.
- Complete the 'Problem' section of the Lean Canvas by identifying 3-4 problems and how each of those problems are solved today.
- Complete the 'Solution' section of the Lean Canvas by identifying at least 1 potential solution to each of the problems identified in the 'Problem' section.

## Unit 2: Testing an Opportunity

Students learn about the difference between an idea and a true business opportunity. Instruction takes students through the process of validating their business solution through market research with an emphasis on lean startup methodologies, testing assumptions, and iterative design. Students take their learnings from this unit to determine which of their business solutions actually solves a problem for a target market.

**Estimated # of Class Periods:** 30

### Ideation & Sources of Opportunity

**Business Plan Project Deliverable:** Business Opportunity Idea Map

**Entrepreneurial Mindset Weekly Focus:** Creativity and Innovation

**NFTE Entrepreneurial Investigation:** Opportunity Recognition Circles Challenge

**Learning Objectives:**
- Identify the importance of creative thinking in ideation and discovery phases.
- Practice various creative thinking activities to utilize during ideation phases.
- Explain the difference between a business idea and a business opportunity.
- Identify internal and external sources of business opportunities.

### Evaluating Opportunities

**Business Plan Project Deliverable:** Validated Business Opportunity

**Entrepreneurial Mindset Weekly Focus:** Opportunity Recognition

**NFTE Entrepreneurial Investigation:** Community Walk SWOT Analysis

**Learning Objectives:**
- Describe techniques to use for determining the most feasible business opportunities.
- Identify questions entrepreneurs must answer for an evaluation of a business opportunity.
- Utilize tools to compare opportunities to pursue.
- List approaches for turning good ideas into business opportunities.

## Lean Market Research

**Business Plan Project Deliverable:** Target Customer and Value Proposition

**Entrepreneurial Mindset Weekly Focus:** Initiative and Self-Reliance

**NFTE Entrepreneurial Investigation:** How Much is that Doggy?

**Learning Objectives:**
- Explain the role and importance of market research in entrepreneurship in determining if a business solution actually solves a problem for its customers.
- Compare and contrast primary and secondary data and their functions.
- Describe the purpose lean startup methodology as it applies to market research.
- Identify the purpose and sections of a business canvas as a lean market research tool; with an emphasis on the 'Customer Segments,' and 'Unique Value Proposition' sections.

## Testing Assumptions

**Business Plan Project Deliverable:** Validated Value Proposition

**Entrepreneurial Mindset Weekly Focus:** Communication and Collaboration

**NFTE Entrepreneurial Investigation:** Chocolate Bar Design Challenge

**Learning Objectives:**
- Explain how active primary market research helps test assumptions about the business opportunity.
- Differentiate between being objective and subjective about a business opportunity.
- Demonstrate how testing assumptions with customers can help stay objective.
- Describe how opportunities are refined through ongoing assumption testing.

## Iterative Design

**Business Plan Project Deliverable:** Plan for Feedback Loop

**Entrepreneurial Mindset Weekly Focus:** Flexibility and Adaptability

**NFTE Entrepreneurial Investigation:** Bridge Building Contest

**Learning Objectives:**
- Describe the benefits of an iterative design process.
- List the six cyclical steps of ongoing research.
- Identify how business plans develop over time and change as new information is found.
- Demonstrate how the 'Problem' and 'Solution' sections of the Lean Canvas change based on new information found out about the 'Customer Segments' and 'Unique Value Proposition' sections.

## Determine Your Value to Customers

**Business Plan Project Deliverable:** Lean Canvas: Customer Segments, Unique Value Proposition; Revise Problem and Solution

**NFTE Entrepreneurial Investigation:** Customer Segments and Unique Value Proposition Tiles Lab Time

**Learning Objectives:**
- Apply the lean research process to identify which potential solution actually solves a unique real-world problem for a customer.
- Complete the 'Customer Segments' section of the Lean Canvas by describing the customer that would benefit from this solution.
- Complete the 'Unique Value Proposition' section of the Lean Canvas by describing the high-end concept and how the customer would benefit from this solution.
- Update the 'Problem' and 'Solution' sections of the Lean Canvas to match the best opportunity based on the research.

# Unit 3: Building a Competitive Edge

Students learn about basic economic principles and the role that plays in the success of a business. Using principles of supply and demand, students will investigate the potential market size in their industry. Students will also assemble competitor profiles and a competitive matrix to determine their unfair advantage within their industry.

**Estimated # of Class Periods:** 25

## Entrepreneurship and the Economy

**Business Plan Project Deliverable:** Industry & Industry Statistics

**Entrepreneurial Mindset Weekly Focus:** Communication and Collaboration

**NFTE Entrepreneurial Investigation:** Scarce Materials Design Challenge

**Learning Objectives:**
- List the factors that affect the development of economic systems.
- Compare and contrast the various types of economic systems.
- Evaluate the role of entrepreneurs within an economic system.
- Review the purpose and sections of a business canvas as a lean market research tool; with an emphasis on the 'Unfair Advantage' section.

## Supply & Demand

**Business Plan Project Deliverable:** Potential Market Size

**Entrepreneurial Mindset Weekly Focus:** Critical Thinking and Problem Solving

**NFTE Entrepreneurial Investigation:** Plotting for Success

**Learning Objectives:**
- Examine the relationship between suppliers and buyers as opposing forces.
- Explain how supply and demand relationships impact the availability and pricing of products and services.
- Demonstrate supply and demand relationships graphically.

## Types of Competition

**Business Plan Project Deliverable:** Competitor Profiles

**Entrepreneurial Mindset Weekly Focus:** Creativity and Innovation

**NFTE Entrepreneurial Investigation:** Restaurant Wars

**Learning Objectives:**
- Identify various forms of competition.
- Determine market share for a business.
- Explain the role competition plays in the global economy.

## Competitive Advantage

**Business Plan Project Deliverable:** Competitive Matrix

**Entrepreneurial Mindset Weekly Focus:** Opportunity Recognition

**NFTE Entrepreneurial Investigation:** Party Time

**Learning Objectives:**
- Explain how to gather competitive intelligence on other businesses.
- List potential differentiators that can act as a competitive advantage.
- Use a competitive matrix to determine a competitive advantage for a business.

### Establish Your Unfair Advantage

**Business Plan Project Deliverable:** Lean Canvas: Unfair Advantage

**Lean Canvas Sections:** Unfair Advantage; Revise Customer Segments, Unique Value Proposition, Problem and Solution

**NFTE Entrepreneurial Investigation:** Unfair Advantage Tile Lab Time

**Learning Objectives:**
- Apply the lean research process to assemble a competitive matrix for a unique business solution.
- Complete the 'Unfair Advantage' section of the Lean Canvas by describing how this solution cannot be easily copied or performed better by someone else.
- Update the 'Problem,' 'Solution,' 'Customer Segments,' and 'Unique Value Proposition' sections of the Lean Canvas based on your findings around your unfair advantage.


## Unit 4: Creating Your Biggest Fans

Students learn about the importance of using marketing to convince customers that a business is better than the competition. In this unit, students look at the importance of assembling a marketing plan and approaches to assembling customer profiles for their main customer segments. With a focus on modern and cost-effective strategies, students put together their planned channels to customers and the key metrics they will use to measure the effectiveness of these channels.

**Estimated # of Class Periods:** 25


### Marketing a Business

**Business Plan Project Deliverable:** Marketing Plan

**Entrepreneurial Mindset Weekly Focus:** Initiative and Self-Reliance

**NFTE Entrepreneurial Investigation:** Magazine Game

**Learning Objectives:**
- Know the function of marketing and how to set marketing related-goals.
- List the 5 P's of the Marketing Mix and examples of each.
- Explain how marketing strategies communicate value propositions to customers.
- Review the purpose and sections of a business canvas as a lean market research tool; with an emphasis on the 'Channels,' and 'Key Metrics' sections.


### Targeting a Customer Segment

**Business Plan Project Deliverable:** Customer Segment Profiles

**Entrepreneurial Mindset Weekly Focus:** Opportunity Recognition

**NFTE Entrepreneurial Investigation:** Segment This!

**Learning Objectives:**
- Compare and contrast marketing to a mass market versus a target market segment.
- List the components of a customer profile.
- Identify ways that a target market can be separated into market segments.
- Explain why customers are more likely to buy benefits versus features, given various value propositions that a business can offer customers.


## Promotional Channels

**Business Plan Project Deliverable:** Promotional Campaign

**Entrepreneurial Mindset Weekly Focus:** Creativity and Innovation

**NFTE Entrepreneurial Investigation:** Promotional Mix Improv

**Learning Objectives:**
- Describe the components of a Promotional Mix and examples of each.
- Explain the concept of a channel to a customer.
- Identify the most effective and cost-efficient promotional channels for a startup.
- Follow steps to plan and budget for a promotional campaign.


## Keeping Customers Engaged

**Business Plan Project Deliverable:** Customer Retention Plan

**Entrepreneurial Mindset Weekly Focus:** Communication and Collaboration

**NFTE Entrepreneurial Investigation:** AIDAS Web Quest

**Learning Objectives:**
- Explain the need for maintaining customer relationships.
- List the elements of a promotional cycle.
- Assign promotional channels to phases in the promotional cycle.
- Identify key metrics to determine the effectiveness of a promotional campaign.


## Build Your Customer Channels and Metrics

**Business Plan Project Deliverable:** Lean Canvas: Key Metrics, Channels

**Lean Canvas Sections:** Key Metrics and Channels; Revise Unfair Advantage, Customer Segments, Unique Value Proposition, Problem and Solution

**NFTE Entrepreneurial Investigation:** Key Metrics and Channels Tiles Lab Time

**Learning Objectives:**

- Apply the lean research process to put together a marketing campaign around the business solution.
- Complete the 'Channels' section of the Lean Canvas by describing all of the ways you will reach your target customer segment.
- Complete the 'Key Metrics' section of the Lean Canvas by describing all of the ways you will measuring the effectiveness of your marketing efforts with customers.
- Update the 'Problem,' 'Solution,' 'Customer Segments,' 'Unique Value Proposition,' and 'Unfair Advantage' sections of the Lean Canvas based on your marketing plan.

# Unit 5: Making a Profit

Students learn about the various expenses incurred by a business and how entrepreneurs do an analysis of profit per sale to help predict the overall profitability of the business itself. This unit teaches students how to calculate markup in a distribution channel, their profit per sale after their variable expenses, and a break-even analysis against their ongoing fixed expenses. Students also learn how to balance cost-based pricing with other pricing approaches, including demand-based and competition-based pricing. By applying all of these strategies and financial analyses, students are able to determine a selling price and cost structure for each of their main revenue streams.

**Estimated # of Class Periods:** 30

## The Cost of Doing Business

**Business Plan Project Deliverable:** Definition of One Unit & Expenses

**Entrepreneurial Mindset Weekly Focus:** Comfort with Risk

**NFTE Entrepreneurial Investigation:** Sweet Success

**Learning Objectives:**
- Categorize examples of variable expenses incurred by businesses.
- Identify examples of fixed expenses commonly incurred by businesses.
- Explain that one-time purchases to start a business are often asked for in a startup investment pitch.
- Review the purpose and sections of a business canvas as a lean market research tool; with an emphasis on the 'Cost Structure,' and 'Revenue Streams' sections.

## Delivering Products and Services

**Business Plan Project Deliverable:** Distribution Channel / Delivery of Service

**Entrepreneurial Mindset Weekly Focus:** Critical Thinking and Problem Solving

**NFTE Entrepreneurial Investigation:** Gift Basket Delivery Service

**Learning Objectives:**
- Provide characteristics and examples for each of the broad categories of businesses.
- Describe the progression of goods through distribution channels.
- Calculate the markup that occurs with each step in a distribution chain.
- Identify the most cost effective channels for finding customers/making sales.

## The Economics of One Unit of Sale

**Business Plan Project Deliverable:** Variable Expenses & EOU

**Entrepreneurial Mindset Weekly Focus:** Initiative and Self-Reliance

**NFTE Entrepreneurial Investigation:** Lego EOU Activity

**Learning Objectives:**
- Define a unit of sale as the main revenue stream for the business.
- Explain how to structure an Economics of One Unit of Sale (EOU) for various business types.
- Describe the relationship between selling price, variable expenses, and contribution margin.
- Identify strategies such as economies of scale to increase the contribution margin.

## Break-Even Analysis

**Business Plan Project Deliverable:** Fixed Expenses & Break-Even Units

**Entrepreneurial Mindset Weekly Focus:** Future Orientation

**NFTE Entrepreneurial Investigation:** Turkey Sandwich Profitability Challenge

**Learning Objectives:**
- Define net profit as the money left over from sales revenue after paying all expenses.
- List the financial, social, and environmental benefits for generating a profit.
- Use a break-even analysis to help maximize the profitability of the business.
- Describe keeping expenses low as a general strategy for long-term financial sustainability.

## Pricing Strategies & Profitability

**Business Plan Project Deliverable:** Pricing Strategy

**Entrepreneurial Mindset Weekly Focus:** Flexibility and Adaptability

**NFTE Entrepreneurial Investigation:** Record Tycoon

**Learning Objectives:**
- Explain how competition between consumers and suppliers impacts pricing.
- Analyze the factors entrepreneurs must consider when pricing to stay competitive and cover expenses.
- List cost-based pricing, competition-based pricing, and demand-based pricing as strategies used by entrepreneurs to set a selling price.
- Describe how lean research approaches can help test assumptions around pricing.

## Decide on a Cost Structure

**Business Plan Project Deliverable:** Lean Canvas: Cost Structure, Revenue Streams

**Lean Canvas Sections:** Cost Structure and Revenue Streams; Revise Key Metrics, Channels, Unfair Advantage, Customer Segments, Unique Value Proposition, Problem and Solution

**NFTE Entrepreneurial Investigation:** Cost Structure and Revenue Streams Tiles Lab Time

**Learning Objectives:**
- Apply the lean research process to set and test a selling price for the product or service that generates a profit for the business.
- Complete the 'Cost Structure' section of the Lean Canvas by listing all your major fixed and variable expenses.
- Complete the 'Revenue Streams' section of the Lean Canvas by listing all of your main products and services; as well as your EOU for each.
- Update the 'Problem,' 'Solution,' 'Customer Segments,' 'Unique Value Proposition,' 'Unfair Advantage,' 'Key Metrics,' and 'Channels' sections of the Lean Canvas based on your selling price and cost structure.

# Opportunity Pitch Competition

Students use their Lean Canvas and business plan artifacts to put together an opportunity pitch deck. Students prepare and pitch their potential business opportunities to judges in competitions.

**Estimated # of Class Periods:** 15

**Lean Canvas**
- Problem
- Solution

- Unique Value Proposition
- Unfair Advantage
- Customer Segments
- Key Metrics
- Channels
- Cost Structure
- Revenue Streams

**Opportunity Pitch Deck**
- Title
- Problem/Opportunity
- Value Proposition
- Underlying Magic
- Target Market
- Marketing Plan
- Competitive Analysis
- Qualifications
- Cost Structure
- Current Status & Future Plans

# Unit 6: Pivot or Persevere

After opportunity pitches, students have an opportunity to reflect on their experience in the course and look ahead to their next steps; whether they are continuing in the NFTE pathway or not. Students first debrief on the competition and have the opportunity to make adjustments to their lean canvas based on judges' feedback. Next, students think about their own post-secondary pathway to success, and how their business opportunity could be a stepping stone for all college and career aspirations. Finally, students reflect on the growth of their own entrepreneurial mindset.

**Estimated # of Class Periods:** 15

# CURRICULUM RESOURCES

## Document-based Resources

| Component | Per Week | Purpose | E1 Total |
|---|---|---|---|
| **Presentation PowerPoint** | 1 | An overview of the lesson for the week that can be used to guide classroom instruction and activities. | 30 |
| **Lesson Plan** | Up to 5 | A document focused on a key concept that guides the classroom instruction. | 118 |
| **Student Handout** | Up to 4 | A document that guides students on the lesson for the day. Provides instructions. Allows for note-taking. | 97 |
| **Student Reflection, Exit Ticket** | Up to 4 | A document that helps teachers check for student understanding. Completed on a daily and/or weekly basis. | 45 |
| **Weekly Performance Task** | 1 | A summation of the student's learnings that advances their business plan. Results in the completion of a business plan artifact and a reflection done on the work. | 27 |
| **Unit Performance Task** | N/A | A summation of the student's learning that completes a section of their business plan. Results in the completion of a business plan artifact, an update to the Lean Canvas, and a reflection done on the work. | 6 |
| **Evaluation Rubric** | 2 | Documents that supports the evaluation of the student assignments. | 51 |

# Digital Resources

| Component | Purpose | E1 Total |
|---|---|---|
| **Lean Canvas** | We have two digital versions of the Lean Canvas: one for Office 365 and one for Google Docs. There are also 11"x17", 14"x17", and 24x32 eps sizes available for printing. | 1 |
| **Opportunity Pitch Deck** | We have three digital versions of the opportunity pitch deck: one for Office 365 and one for Google Slides. We also have a version in Microsoft PowerPoint. | 1 |
| **Digital Student Reflections, Exit Tickets** | For classrooms with individual computer access for students, all of the student reflection and exit ticket assignments are available online for students to complete digitally. Teachers can assign these and quickly get results to determine if remediation is needed the following day. | 84 |
| **Digital Foundations Lessons** | We have created engaging digital versions of the Foundations days lessons available on the NFTE LMS. This gives teachers the options of instructing with a traditional PPT/handout - OR, allowing students to complete the digital lesson instead. These digital lessons can be projected from the NFTE LMS and walked through as a class, or given as self-paced assignment. | 29 |
| **Custom Interactives** | We have created eight custom learning modules that engage students in each of NFTE's entrepreneurial mindset domains.<br><br>We have also built three custom interactive tools that help students understand complex concepts: Distribution Channels, Burn Rate & Cash Flow, and Revenue Streams & Sales Projections. Teachers will receive guidance on when to introduce each tool. Students will have the opportunity to input data into these to see how it would impact their business model.<br><br>Students will access the learning modules and interactive tools through the NFTE LMS. | 11 |

# E1 DIGITAL PLATFORM

# NFTE LEARNING MANAGEMENT SYSTEM

The NFTE Learning Management System (NFTE LMS) is the online web application and learning platform through which all the E1 curriculum resources are delivered to you and your students. You also have access to real time data and various reports. You will use the NFTE LMS extensively as you teach E1 this year.

NFTE's LMS is the preferred mechanism through which E1 students take formative and summative assessments. (Downloadable file versions of the assessments are available for daily formative student reflections and exit tickets for cases in which the NFTE LMS is unavailable or inconvenient.) In addition to being the primarily vehicle through which teachers and students access E1 curricular materials, the NFTE LMS is also an important channel through which teachers communicate and collaborate with both NFTE and each other throughout the school year.

NFTE's LMS was developed by Instructure, an educational technology, and is known by the brand name Canvas. You will occasionally see references to "Canvas" at times in NFTE's tech support ecosystem.

The URL for NFTE's LMS, which you and your students will use throughout the year, is

## nfte.instructure.com

**Teacher Tip!**
**Save this URL via bookmark, write it somewhere visible in your classroom board and/or notebook. Remember the NFTE Logo should be clearly visible.**

The following resources are available to support you in using the NFTE LMS:

- Online training materials developed by NFTE for NFTE teachers available in the **E1 Teacher Hub**. These provide information on how to use several key NFTE LMS features, such as the grade book and "speed grader" tool, data dashboard, and Discussions.
- General Instructure "Canvas" documentation (not specific to NFTE or E1) is available through the Canvas Community at **community.canvaslms.com**.

The following are key points to keep in mind regarding how the NFTE LMS is intended to support instruction:

- All instructional materials are made available to teachers and students on the **NFTE Learning Management System (LMS) - nfte.instructure.com**.
- Instructions on setting up accounts for teachers and students, FAQs, and access to tutorials is available below, in the NFTE LMS User Guide, and in the **E1 Teacher Hub** on the NFTE LMS.
- Students can access and submit all assignments and assessments via the NFTE LMS.
  - Students' school or personal email addresses will be used to set up NFTE LMS accounts.

> **!**
>
> Each and every student must have an email address in order to create an account in, and use, the NFTE LMS. A valid email address that is accessible at school is mandatory for students participating in NFTE's E1 course since all students must use the NFTE LMS.
>
> It's strongly preferred that students use school or district-provided email addresses intended for school work. Personal email addresses may be used if schools and districts do not provide email accounts for students but should be avoided if a school provided email is available. Note that use of personal emails may be subject to local, state, and/or federal parental consent laws and regulations related to student data privacy. Please review your school's policies and work with your IT team, as needed, to ensure that you have appropriate email addresses for students to use.

  - Students will complete exit tickets and other daily formative assessments online. (Printable file downloads are available in daily zip files provided to the teacher in the NFTE LMS but not preferred.)
  - Students will download, complete, and upload weekly and unit performance tasks.
  - Students will complete Diagnostic, Quarterly, and Summative exams in the NFTE LMS.
  - Students will access the digital Lean Canvas, opportunity pitch deck, digital versions of the Foundations lessons, and digital tools (e.g., entrepreneurial mindset learning modules, interactive learning tools) via links embedded in the NFTE LMS.

- Teachers will have access to all curriculum resources as well as student-facing materials.
  - Teachers' professional email addresses will be used to set up NFTE LMS accounts.

# NFTE LMS ACCOUNT PROVISIONING FOR TEACHERS AND STUDENTS
# NFTE Canvas student self-registration

This guide provides a quick overview on how to self-register and enroll your students into your NFTE assigned course.

When your course is generated, NFTE will email you a link which you can distribute to your students for self-registration.

Your course **DimayugaP-E1-1-21** has been successfully created in Canvas

Click here to access your account

Once you are in Canvas you should see the new course on your NFTE Canvas dashboard.

Below is the link to allow your students to self-register.
https://registration.nfte.com/?regcode=TFBBF7&course=e1&prefix=nfte

Please see the attached student self-registration guide to get started on boarding your students

If you run into any issues please reach out to NFTE program support by emailing help@nfte.com.

nfte!

Below is an example of the link you will receive with a breakdown of its components.

https://registration.nfte.com/?regcode=TFaac7&course=e1&prefix=

This is the code provided to allow students to register into your NFTE class

This course code should match the program type for your course and is paired with the regcode to help find your course (E1,E2,EE or SUT)

The prefix option is currently blank but can be used by the teacher to create a more structured username. (More on this later)

Once you have distributed your link, student will be guided to the NFTE LMS registration page.

# Filling out the form

Once students have navigated to the website, they will be presented with the registration form below. If they have the correct link with the proper course and registration code, then you should see a "**Found course**" message.
If you get a message saying "**Invalid Code**", the please check the link again or reach out to help@nfte.com if you are certain the link is correct.

- **Name Fields**
  Only alphabetic characters.
  Hyphens, spaces, and commas are allowed

  Examples:
  John O'Malley
  Mary-Sue Rodrigues

- **Username**
  Alphanumeric characters allowed (not case sensitive)
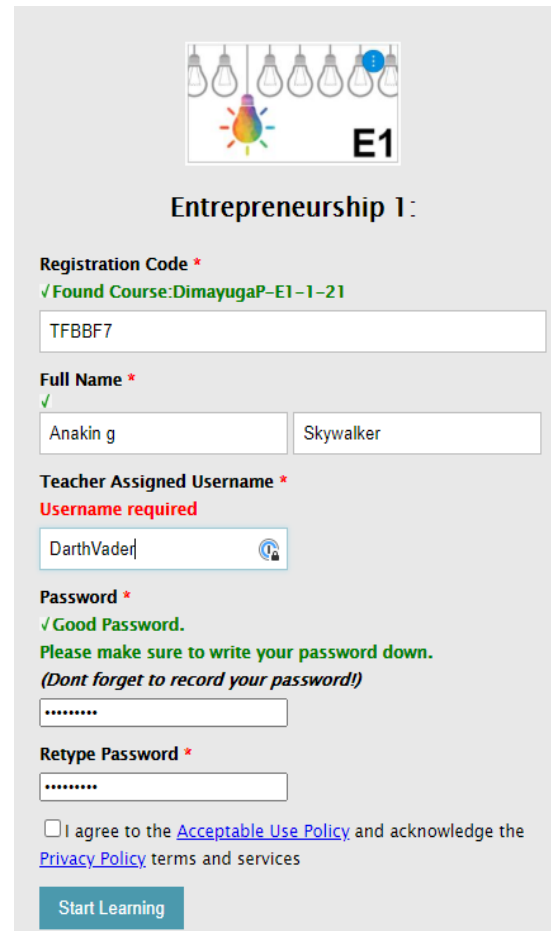
  Examples:
  Kenny01, jomalley

- **Password**
  Minimum of 8 characters, no spaces, with a number and mixed upper and lowercase characters

  Examples:
  pW08042020, passw0rD!

## Entrepreneurship 1:

**Registration Code** *
✓Found Course:DimayugaP-E1-1-21

`TFBBF7`

**Full Name** *
✓

| Anakin g | Skywalker |

**Teacher Assigned Username** *
**Username required**

`DarthVader`

**Password** *
✓Good Password.
**Please make sure to write your password down.**
*(Dont forget to record your password!)*

`••••••••`

**Retype Password** *

`••••••••`

☐ I agree to the Acceptable Use Policy and acknowledge the Privacy Policy terms and services

**Start Learning**

---

**Teacher Tips!**

**Keep a record of all student usernames and passwords so you have an easier time managing the flow of the course. Remember, NFTE cannot access student passwords so this must be done at the school level.**

**For a smoother experience, "NORM" your student accounts and passwords for logging in as teachers are the key holders of usernames and passwords**.

Once student populate all the fields and agree to the terms of use, they click 'Start Learning'.

If the username is already in use, then a "**Username is taken**" error will appear.

Otherwise the student will have successfully enrolled in the course and will be presented with the following message.
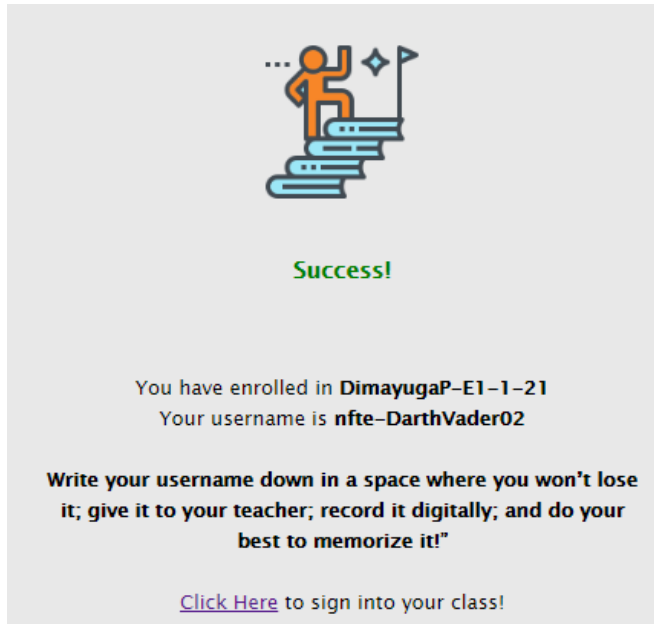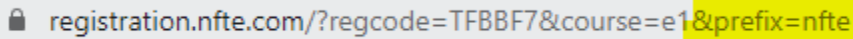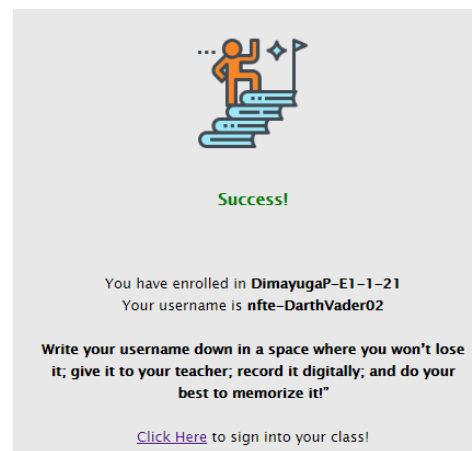


Students can then click onto the link which will take them to the Canvas login page.
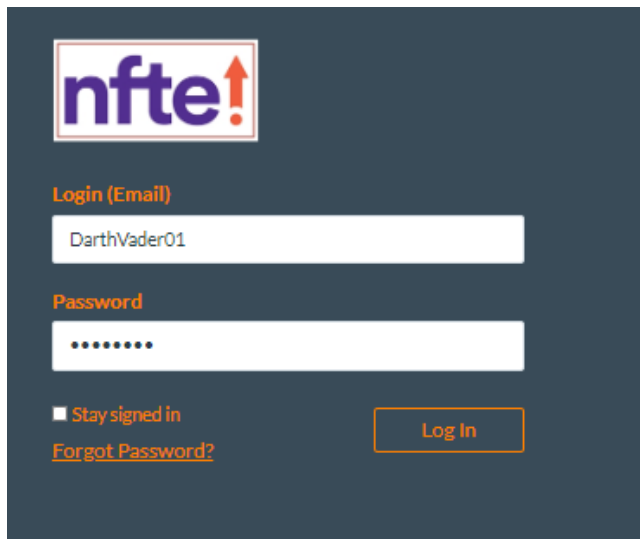
# Advanced Tip (Using the prefix option)

The prefix option allows for teachers to have additional control over the usernames created by students. Teachers can modify the link before giving it to their students as seen in the example below.



Once students enter the enrollment page, the username will be prepended with the prefix provided in the prefix option.



Using a prefix has benefits and downsides.

- Pros
    - Helps avoid username collisions by making the usernames more unique
    - The prefix can be used to help group students within your course by allowing you to subdivide your students by class period withing the same classroom.
- Cons
    - It makes the username longer
    - If the prefix is not unique enough, there is no guarantee that the student username will be available for use.
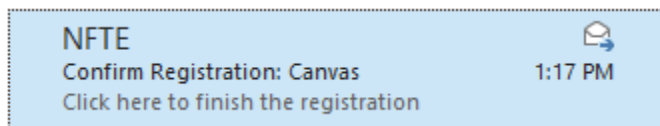
**Teacher Tips!**

**Keep a record of all student usernames and passwords so you have an easier time managing the flow of the course. Remember, NFTE can't access student passwords and this must be done at the school level.**
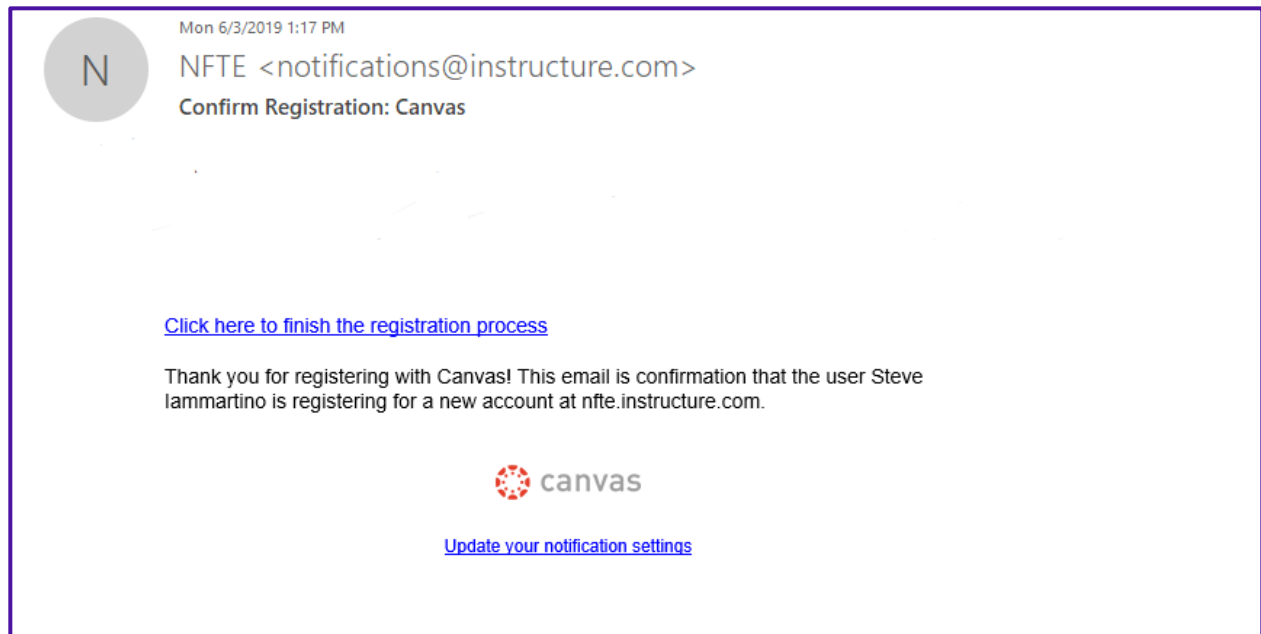
**For a smoother experience, "NORM" your student accounts and passwords for logging in as teachers are the key holders of usernames and passwords.**

Once students populate all the fields and agree to the terms of use, they click 'Start Learning'.

Once students click 'Start Learning' they will receive an email from "NFTE" (**notifications@instructure.com)** that provides a link that they must click to complete the registration process. NOTE: Individual email servers will alter the appearance of the below email.

A sample email:

Mon 6/3/2019 1:17 PM

NFTE <notifications@instructure.com>

**Confirm Registration: Canvas**

Click here to finish the registration process

Thank you for registering with Canvas! This email is confirmation that the user Steve Iammartino is registering for a new account at nfte.instructure.com.

canvas

Update your notification settings

Once, students click the email link, the registration process is complete. Students are now enrolled and can log in to the class.

# STUDENT HOME PAGE

Once signed into the course, the student sees the E1 Home Page. Teachers and students share this home page. To access their resources, students click on <u>STUDENT HOME PAGE</u>.

> NOTE: Although students can see the Teacher Home Page, access is denied for students. The Teacher Page is much more robust and houses more materials and access.



Student navigation is identical to teacher navigation. The difference in the student experience and the teacher experience lies in the amount of viewable material, the teacher's ability to alter course dates and points, the ability to create material, and the ability to moderate discussions and announcements.

## After Class

1. If any students were unable to self-register and enroll, please **contact NFTE** so that the NFTE Technology team can help you.

> **!** While NFTE will look to do whatever we can to support you and your students, there may be some support issues for which we require the assistance of IT professionals at your school or district.

Once students are on the Student Home Page they will see all the units within the course (similar to the Teacher Home Page). Note: Student pages are visually differentiated from the teacher pages via the icon banner of students at the top of each page.



NOTE: To see more details about student navigation, please consult your NFTE LMS User Guide.

# E1 ASSESSMENTS

# E1 ASSESSMENT FRAMEWORK

| Component | Purpose | E1 Total | Required |
|---|---|---|---|
| **EMI Survey** | Administered one time at the beginning of the course (Pre-EMI Survey) and one time at the end of the course (Post-EMI Survey); not used to measure growth of entrepreneurial mindset. | 1 | **Yes** |
| **Diagnostic Exam** | Administered at the beginning of the course to measure students' content knowledge. | 1 | **Yes** |
| **Daily Formatives** | Administered to students up to 3 times per week (short student reflections and exit tickets) to assess progress in learning course content and developing specific skills; used to inform instruction. | 56 | No |
| **Weekly Performance Tasks** | Administered at the end of each week and assessed with a rubric; used to measure student achievement (i.e., mastery of course content and skills). | 22 | No |
| **Unit Performance Tasks** | Administered at the end of each unit and assessed with a rubric; used to measure student achievement (i.e., mastery of course content and skills). | 6 | No |
| **Mid-Year Assessment** | Administered at mid-year to measure students' content knowledge. | 1 | No |
| **Summative Exam** | Administered at the end of the course to measure students' content knowledge. | 1 | **Yes** |
| **EMI Survey** | Administered one time at the beginning of the course (Pre-EMI Survey) and one time at the end of the course (Post-EMI Survey); not used to measure growth of entrepreneurial mindset | 1 | **Yes** |

# E1 TEACHER SUPPORT

# ENTREPRENEURSHIP LAB SETUP

A NFTE Entrepreneurship Lab is a robust, vital part of the NFTE student experience. Creating a classroom culture that engages students to think and act like entrepreneurs while problem solving alongside other future business owners, provides students with the feel of being in a real-world business incubator setting. This lab should be the center of your work, not just structurally, but in the culture and climate of the classroom space.

In conjunction with the dynamic curriculum and project-based learning, your lean classroom lab will be a space for collaborative learning, growing, and creating. Students will then be able to respond to the authentic and complex question at the center of the NFTE experience: How can creative and innovative ideas turn into entrepreneurial opportunities?



Laminated Lean Business Canvases

NFTE Lab Space
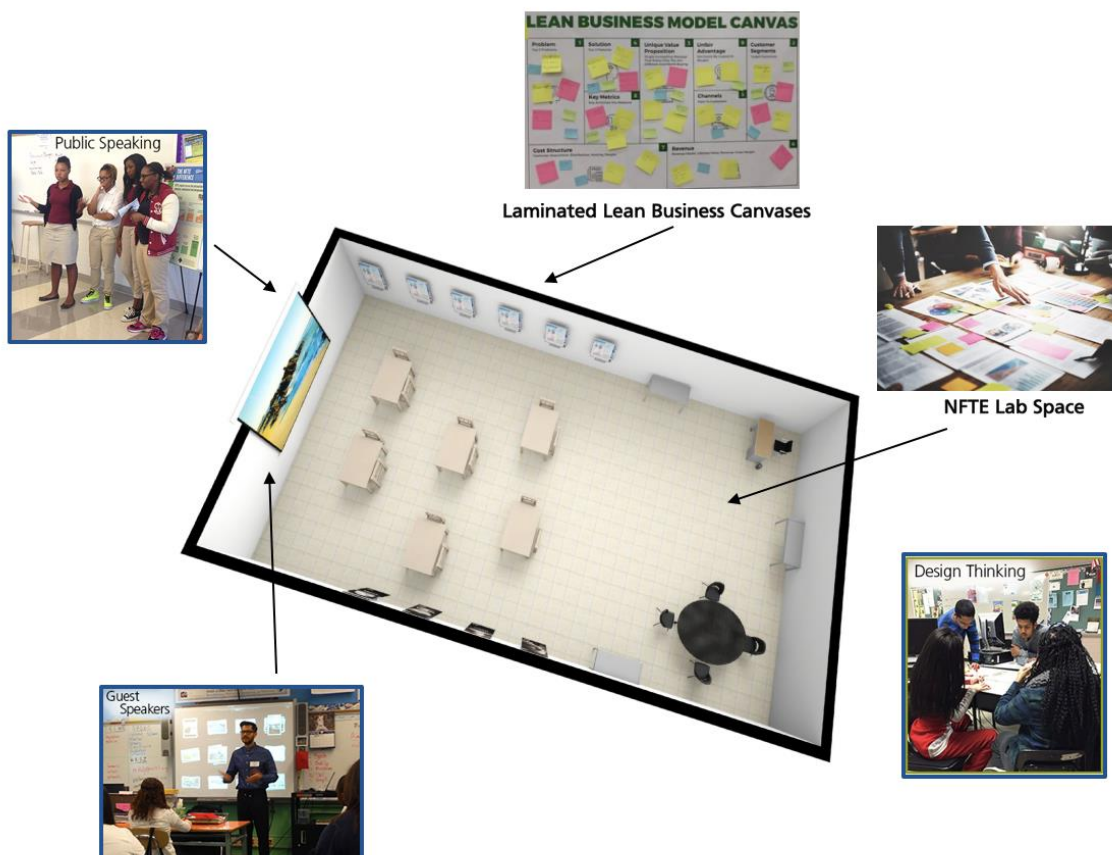
# E-LAB CHECKLIST

| Component | Present |
|---|:---:|
| Named the **NFTE Entrepreneurship Lab** not NFTE Classroom | ✔ |
| Laminated Lean Canvases (1 per group) with plenty of sticky notes. | ✔ |
| Pitch Deck Examples | ✔ |
| Easel Paper and Markers | ✔ |
| Student Groups | ✔ |
| Access to Technology | ✔ |
| Class Norms | ✔ |
| Conference Table | ✔ |
| Entrepreneurial Mindset Posters | ✔ |
| Active Students | ✔ |
| Equity of Voice | ✔ |
| Release of Responsibility | ✔ |
| 3D Printers / MVP Prototype building materials | ✔ |
| Presentation Areas | ✔ |
| Student Group Self-Reliance | ✔ |
| Coaching Sessions | ✔ |

# E1 VOLUNTEERS

# COACHING TRACK

## Overview

NFTE matches E1 student businesses with a coach who provides expert business insight, presentation skills development, and opportunities for students to expand their professional network. Coaching sessions align to end-of-unit lab weeks.

| 5+ Business Coaches | 1+ Coaching Session | Co-facilitated with NFTE Staff |
|---|---|---|

## Session Flow

- **Set-up:** Business Groups seated together with materials prepared. Coaches sit with businesses (ideally 1 Coach per business).
- **Start:** Coaches introduce themselves to students. Business Groups present their current status to the Coach.
- **Core:** Coaches work with Business Groups on their Lean Canvas & presentation skills.

## Session Preparation

Students should have the following prepared for UNIT-FOCUSED Sessions:
- **Lean Canvas**
  - Does NOT need to be used during presentation (but may be)
  - Should be available for business coaching following the presentation
- **Lean Canvas-based Presentation** (verbal)
  - Each team member must present on at least 1 Tile
  - Plan on using 30-90 seconds per Unit-Focused Tile
  - Plan on using 30-60 seconds per Stage-Setting Tile
  - Use the appropriate **Unit Coaching Handout** for preparation and key talking points

Students should have the following prepared for OPPORTUNITY PITCH PREP Session:
- **Opportunity Pitch Deck**
- **Pitch Deck-based Presentation**
  - Use the appropriate **Opportunity Pitch Rubric** & **Session 6 Handout** for preparation and key talking points
- **Lean Canvas**

Teacher/Classroom Prep for ALL Sessions:
- Students are prepared to present on their business development (see above)
- Use the **Coaching Session Instructions PPT** for clear classroom instructions
- Ensure that there is at least 1 **Unit Coaching Handout <u>printed</u>** for each coach/business group
- Ensure that students have the **Lean Canvas ready to share** (either printed OR on computer/device)
- If allowed & appropriate, instruct students to **dress business casual** for Advising Session
- **Communicate to school staff** (Security, Front Desk, etc.) that volunteers are coming into school to ensure smooth entry

**If the coaching session is virtual, communicate and share the necessary Zoom registration/login information with student.**

# E1 COMPETITIONS

## OVERVIEW

Both NFTE E1 and Owning Your Future (OYF) students will use the E1 Pitch Deck. This will enable them to compete against each other at local, regional and national levels as part of NFTE's annual Youth Entrepreneurship Challenge series.

***Additional competition guidance and materials will be made available in the Fall.***

# ALUMNI PROGRAM

# NFTE ALUMNI PROGRAM

With the recent launch of the NFTE Alumni Network, NFTE is offering long-sought support to your alumni, giving them connections and guidance to what's next after the NFTE course.

**NFTE alumni will get exclusively connected to:**

- **Career Opportunities:** Jobs, internships, & professional opportunities
- **College Opportunities:** Scholarships & educational opportunities
- **Startup Opportunities:** Incubators, mentors, & guidance on launching their business
- **Fellow Alumni Community:** Access to events & alumni groups to engage with professional topics that matter to them.

## How Students Register as Alumni

**Step 0:** If your students don't already have a good personal email address, here is a great activity-handout we made to help your students create a professional-looking, non-school email address: **http://bit.ly/A2application**

**Step 1**: Have your students navigate to **https://alumni.nfte.com/**, click on 'Join Here!', and fill out the form.  (Your students will automatically receive an invitation email from alumni@nfte.com.)

**Step 2**:  Have your students open their NFTE-Alumni-Network-invitation email from alumni@nfte.com and click the finish the registration.

**Step 3 (Optional)**:  Have your students navigate to **https://www.linkedin.com/**  and create a LinkedIn account. Synchronize LinkedIn credentials through NFTE alumni website


That's it!  Your students are now the connected to powerful network of NFTE partners and alumni!


## Going Above and Beyond

*You have access to comprehensive suite of turn-key lesson modules designed to help your students build their professional brand on LinkedIn.*

The Alumni Enrollment Guide lays out all the options and details you have, along with a user guide and links to all the presentations/videos/one-pagers/activities/handouts.  It can be found on NFTE Connect or on the NFTE LMS.