



Entrepreneurship & Business Simulation

**An Entrepreneurial Experience
for Form 4 Students
of Rwanda**

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Part 1

Weeks 1 - 13

Week 1: Resources – Ultimate Resource Challenge (URC)

Student Learning Objectives:

- Students will learn to make something out of very little resources
- Students will learn about the year-long experience
- Students will learn about other entrepreneurs

Student Action Objectives:

- Students will create teams
- Students will use start-up funds of Rwf2,000 to make as much money as possible in one week.

Lesson Plan:

10 minutes - Lecture: ***Welcome & Overview of the Project/Simulation***

Notes: In this session, you should share the structure of the simulation and the requirements of the project with students.

References: Project Introduction

15 minutes - Activity: ***Case Study***

Notes: Use one of two cases (A Business of Fruits or A Teenager with a Dream) provided in the Toolkit to inspire students to search for opportunities around them.

References: Toolkit Chapter 2

10 minutes - Debrief: ***Case Debrief***

Notes: Follow the discussion questions in the cases to create a lively discussion about the entrepreneurs in the case. Focus on two or three questions to avoid going over the 10 minutes allotted for this portion of the class.

References: Toolkit Chapter 2

10 minutes - Lecture: ***Entrepreneurial Leadership***

Notes: Using the Act-Learn-Build Framework, explain how entrepreneurial leadership can be used outside of running a business and in one's daily life. Talk about practicing entrepreneurship.

Notes: Discuss getting to know yourself and your passions along with your skillset. The discussion could then branch out into a discussion of one's community and what is not working well. When you are able to combine your skills and your passions with the problems that exist in your community, you are likely to come up with a needed and sustainable venture.

Notes: Key points to highlight:

Entrepreneurial characteristics: inspiration, direct action, creativity, fortitude.
Businesses' primary aim must be social. It must be there to make the community better.
Triple bottom line, social enterprises strive for all three: People, Profits and Planet.

References: *From Ideas to Action*, Chapter 14.1 – You are an Entrepreneur

5 minutes - Lecture: *Ultimate Challenge Kickoff*

Activity: *The Ultimate Resource Challenge*

Challenge: How much money can you earn with Rwf 2,000 in one week?

Student:

How many times do you tell yourself that you cannot do X because there is not enough time, money or resources to do it? This challenge is meant to debunk these ideas that there isn't enough X, Y, or Z. The Ultimate Resource Challenge requires you to think creatively about the different ways you can earn the money you need to achieve using the resources within and around you as well as the skills that you possess and can access.

Instructor:

Divide your class into groups of 10-15 students. Provide each group with an envelope containing seed money of Rwf 2,000. Consider this money as a LOAN to the student groups. After the challenge, the loan will be repaid in full to you. Start off this challenge by outlining the rules. Next, have your students sign a loan agreement (in Appendix) just as people receiving seed funding would do.

Ultimate Challenge Rules:

- No illegal activities
- You cannot conduct a raffle or a lottery
- Loan must be paid back in full to the instructor (with no interest)
- The money that will be made in this round will be used as start-up capital for the simulation
- Account for the money that has been made and deposit it safely with the instructor
- Begging/Asking for money from anyone is absolutely unacceptable; a product or service of value must be exchanged for cash in order for the challenge to count

Loan Agreement

Date: _____

Instructor: _____

Student Team: _____

The above student team has borrowed the sum of Rwf 2,000 and agrees to the following conditions:

1. The loan will be repaid in full after the Ultimate Challenge has been completed.
2. Should the student team fail to come up with Rwf 2,000, the outstanding amount will be immediately repayable.

Instructor Signature: _____

Student Representative Signature: _____

Week 2: Opportunity Identification

Student Learning Objectives:

- Students will learn to identify problems as opportunities
- Students will learn the importance of talking to stakeholders

Student Action Objectives:

- Write down frustrations, talk to people who experience them and record their answers
- In groups outside of class, discuss the frustrations

Lesson Plan:

15 minutes - Activity: *Review of Ultimate Challenge experience*

Notes: Students should spend time talking about their experiences in the URC. Students must pay the loan back in this session.

Post Activity: Ultimate Resource Challenge Discussion Questions

Below are questions that the instructor should pose after the students have gone through the Ultimate Resource Challenge. These questions should be posed in an interactive discussion format, so that all students can learn from each other's experiences.

1. What opportunities did you find in your surroundings?
2. Which opportunities did you pursue?
3. What resources did you use in order to pursue your opportunity?
4. How did you gain customers?
5. What was your goal as you made sales?
6. What did you learn most from the experience?
7. What was your greatest challenge in this experience?
8. What would you have done differently if you were to start all over?

10 minutes - Lecture: *Opportunity Identification*

Notes: This lecture will focus on seeing problems as opportunities. Students will share their thought processes on how they found opportunities during the Ultimate Challenge exercise.

References: *From Ideas to Action*, Chapters 4 and 5 - Community and Networks

10 minutes - *Debrief*

Notes: This time in the class should be used to summarize takeaways from the exercise and have students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

Classroom Tools to be used throughout the simulation lessons:

Debrief Best Practices

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Management of Experience Updates

- For each experience update, student teams should come with a positive note or update a "high" and a challenge they are facing, a "low". The team must celebrate the high and have a discussion question for the whole class based on their low.
- For each experience update, a different student from each team must lead the discussion. As the instructor, you must give enough time to each group to share a high and a low. This might mean allocating an entire class to one team.
- Some of the experience updates will include lectures, while others are more discussion-based. Because teams are supposed to act as real-life ventures, it makes sense that a large percentage of the time will be spent in teams, discussing, making decisions and working through team challenges.

Week 3: Brainstorming Solutions with Design Thinking

Student Learning Objectives:

- Students will learn how to generate ideas
- Students will learn the importance of interviewing as well as observing and interpreting data
- By placing themselves in the customer's shoes, students will discover areas of opportunity

Student Action Objectives:

- Students will focus on one problem and brainstorm as many solutions/ideas as they can
- Outside the classroom, students will ask questions of people and adjust their ideas accordingly

Lesson Plan:

15 minutes - Lecture: *Idea Generation*

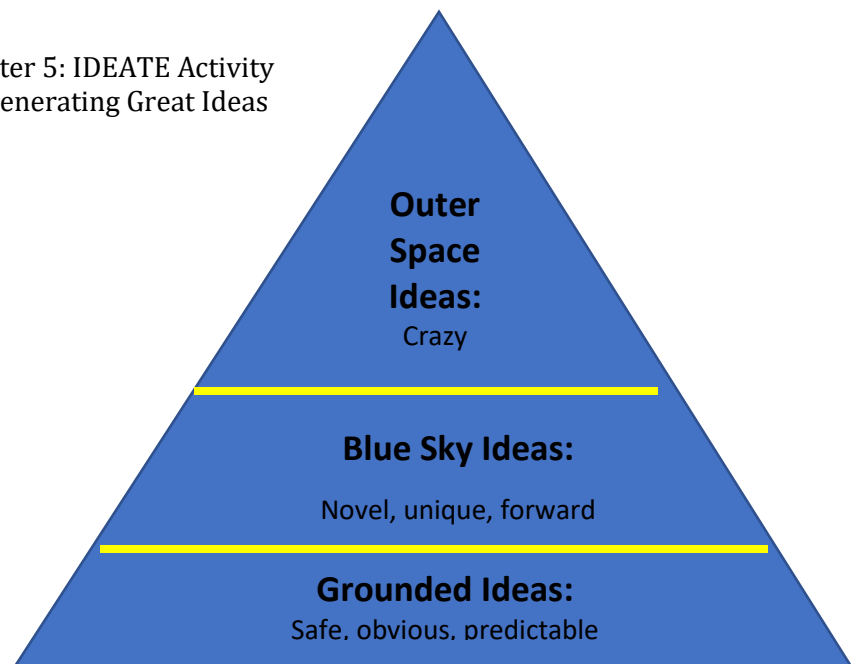
Notes: Observation, Interviewing, Interpretation. Through these techniques, students will collect data that will support them in their brainstorming of ideas.

References: *From Ideas to Action*, Chapter 6 – Generating Great Ideas

10 minutes - Activity: *Generating Ideas*

Notes: Pulling from an ideation activity in the Toolkit, students will come up with a list of ideas together to practice brainstorming ideas. Students will repeat this idea generating process the following week and narrow down their ideas to a final business idea that the group is interested in launching.

References: Toolkit Section 2, Chapter 5: IDEATE Activity
From Ideas to Action, Chapter 6 – Generating Great Ideas
Blue Sky Idea Map:



15 minutes - Activity: ***Before and After Scenarios***

During the Idea Generation process, before and after scenarios are a useful tool for understanding how the customer's lifestyle is changed because of the product (or service) you are selling. Visual aids are one way to explain to people what your product is and how it will affect a consumer's life. Another way to communicate your product (or service) message is through role play.

EXAMPLE:

If one of the business ideas is selling pencils and pens to students in a school, a before and after scenario would look like the following:

Student (customer): I really wish I had something to write with. I am always thinking of great lyrics and they get lost in my memory!

Seller: Have you seen our pen? We sell 5 for Rwf 100. This is the best deal you will ever get!

Student: Really? That's wonderful! Here you go. (Pulls out money from his pocket). Finally, I can write down my lyrics and remember them. I now have a strong chance of becoming a singer!

In this situation, the students' life has been helped because of the pen and pencil business. This is a clear indication that the business is worth a second look.

10 minutes - ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

References: See above – Debrief Best Practices

Week 4: Idea Mapping

Student Learning Objectives:

- Students will learn how to separate ideas using a mapping tool
- Students will use storyboards to further explain selected ideas

Student Action Objectives:

- Students will choose two ideas to move forward with
- Students will create a storyboard for the final idea

Lesson Plan:

10 minutes - Lecture: *Blue Sky Ideas*

Notes: In this section, present the framework that is used to narrow down ideas. Students will focus on the horizon ideas and narrow them down further to two final decisions.

Reference: *From Ideas to Action*, Chapter 6 – Generating Great Ideas

15 minutes - Lecture: *Storyboards and Focusing Your Ideas*

Notes: What is a storyboard? How can it be used to convey an idea? In this lecture, provide an example of a business in your area (agribusiness, shoemaker, airtime seller etc.) and demonstrate how a storyboard helps you to step into the customer's shoes to determine whether the product/service is useful or valuable.

Storyboards

Similar to the Before and After scenarios, storyboards are all about the customer. As entrepreneurship students partaking in this simulation, you must immerse yourself in the customer experience.

One way to do this is to write a story about a person who might be a potential customer; take Alice for example:

Alice gets up every day, bathes, brushes her teeth, has breakfast and walks with her older sister to school. While at school, Alice finds it hard to concentrate in class. Alice does not speak English. She moved to Rwanda from nearby Burundi, and knows very few words of English. After school, Alice returns home, helps her mother with cooking, then tries to do her homework. But she does not manage, so she eventually falls asleep.

Alice's story gives us an idea of her life and the challenges she faces. The storyboard becomes complete when you explain how Alice's life changes when you provide her with a tool to help with her challenge.

Our business provided Alice with a simple recording device. Alice now wakes up and completes her morning routine. She now skips on her way to school because of how excited she is to attend class. With her new recording device, she can record her teachers speaking in class. When she gets home, she replays her recordings and she finally understands what is required of her in class. She gets to imitate how her teachers speak. This makes it much easier for her to complete her homework and frees up time for her to play with her siblings and friends. Her English is improving greatly

Who paid for the device? What is the business?

10 minutes - **Debrief**

Notes: This time the class should be used to summarizing takeaways. Have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

Classroom Tools: (Repeated from above)

Debrief Best Practices

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Management of Experience Updates

- For each experience update, student teams should come with a positive note or update a "high" and a challenge they are facing, a "low". The team must celebrate the high and have a discussion question for the whole class based on their low.
- For each experience update, a different student from each team must lead the discussion. As the instructor, you must give enough time to each group to share a high and a low. This might mean allocating an entire class to one team.
- Some of the experience updates will include lectures, while others are more discussion-based. Because teams are supposed to act as real-life ventures, it makes sense that a large percentage of the time will be spent in teams, discussing, making decisions and working through team challenges.

Week 5: Feasibility - Demand and Start-Up Costs

Student Learning Objectives:

- Students will learn how to assess the market size for their project
- Students will learn to identify resources needed to begin ideas and will learn to develop creative solutions for resources that are unavailable

Student Action Objectives:

- Prepare a schedule of start-up costs for your business idea
- Students will identify any resources required to start their ideas
- Students will choose a final idea to continue through the program

Lesson Plan:

15 minutes - Lecture: *Idea Feasibility*

Notes: Using your skills, resources and network to judge the feasibility of an idea

References: *From Ideas to Action*, Chapter 6.4 and 6.8

15 minutes - Activity: *Determining Demand*

Notes: For each of the team's two ideas, students should determine the market size

Reference: Intro to Entrepreneurship Curriculum for Ordinary Level, Form 3: Form3 – Mod 4, Unit 7 Market Study

10 minutes - Lecture: *Start-Up Costs*

Notes: How to prepare a schedule of start-up costs and produce one for both of their business ideas

Reference: From Ideas to Action, Chapter 9.3

15 minutes - Activity: *Start-Up Costs*

Notes: Outline all costs associated with starting up both business ideas

5 minutes - Activity: *Choosing One Idea*

Notes: In this activity, teams should select one of their two ideas based on start-up cost and market data.

5 minutes - *Debrief*

Notes: This time in class should be used to summarize takeaways and have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

References: Revisit Classroom Tools: *Debrief Best Practices* (see above)

Week 6: Financial Statements

Student Learning Objectives

- Students will learn the importance of financial projections and create a pro forma financial statement for their business idea

Student Action Objectives

- Students will complete a Proforma Income Statement and determine the break-even point and payback period for their investment

Lesson Plan:

15 minutes - Lecture: ***Proforma Income Statement***

Notes: In this lecture, show students the components of a pro forma income statement and why it is useful. Students will apply Form 3 knowledge to this class

References: Intro to Entrepreneurship Curriculum for Ordinary Level: Form 3 – Mod 4. Unit 10 – Financial Plan

15 minutes - Activity: ***Prepare a Proforma Income Statement***

Notes: Each of the four student teams will prepare a proforma income statement for their business from launch to end

References: Intro to Entrepreneurship Curriculum for Ordinary Level: Form 3 – Mod4. Unit 10 Financial Plan

10 minutes - Lecture: ***Determining Break-Even Point and Payback Period***

Notes: Refresh students' memory of the break-even points and the payback period using one of the student team's businesses as an example

References: Intro to Entrepreneurship Curriculum for Ordinary Level: Form 3 – Mod4. Unit 10 Financial Plan

5 minutes - Activity: ***Calculate break-even point and payback period*** (if appropriate)

Notes: In teams, students will calculate the break-even point of their businesses as well as the pay back period, and share these numbers with the class

5 minutes - ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

References: Classroom Tools: ***Debrief Best Practices*** (as shown above)

Week 7: Building a Rocket Pitch

Student Learning Objectives

- Students will practice public speaking
- Students will learn the method to a rocket pitch

Student Action Objectives

- In teams, students will draft a rocket pitch and prepare to present it to a teacher panel

Lesson Plan:

20 minutes - Activity: ***The Bop Game*** (from the Toolkit, Section 2)

Notes: The game is designed to get the students warmed up to speak up and be comfortable with failing. It is positioned before the students try out their rocket pitches so that students feel confident and comfortable despite failing to deliver a rocket pitch in under 3 minutes.

10 minutes - Lecture: ***The Rocket Pitch Method***

Notes: How to deliver a successful rocket pitch and the components of a rocket pitch

References: *From Ideas to Action*, Chapter 11 - Doing

10 minutes - ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

References: Classroom Tools: ***Debrief Best Practices***

Debrief Best Practices

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Student Homework: Practice Rocket Pitches for next week's presentations

Week 8: Delivering a Rocket Pitch

Student Learning Objectives

- Students will gain experience with formal presentations and receiving feedback on their performance

Student Action Objectives

- Teams will refine their ideas based on feedback received from the session
- Teams will prepare a revised rocket pitch for the next class presentation

Lesson Plan:

5 minutes - Lecture: *Introduction of Teacher Panel and Presentation Guidelines*

Notes: Remind students that they will have five minutes to present and five minutes for questions and answers from the Teacher panel and peers. Share with students that questions of their peers should be constructive

Teacher Panel Structure (Advisory Board)

The teacher panel will consist of up to three teachers who will volunteer to be judges on a panel during the course of the simulation. The role of the teachers is to provide constructive feedback to student presenters and be available for one-on-one coaching to improve student presentations. The teacher panel will convene on six separate occasions to judge the student presentations. The rubric below is intended to guide teachers on what students will be graded on. All students should be aware of the contents of the grading rubric, so they may succeed and improve upon their presentations.

Note: The questions below should be assessed in all presentations

QUESTIONS	POINTS
Did the presentation time last 5 minutes or fewer?	
Did the presenter capture the audience's attention?	
Did the presenter speak loud enough for everyone to hear?	
Did the presenter speak clearly and slowly enough for the audience to understand?	
Was the presenter confident and energetic?	
Did the presenter have an effective and memorable closing?	
Was the presenter dressed appropriately?	
Were the members in the team supportive of the presenter during Q & A?	
TOTAL	

First Presentation Rubric (Week 8)

On a scale of 1-5, were the following topics made clear?

1. The need
2. The product/service description and the solution
3. The financial goals? Pro forma statement and schedule of start-up costs?
4. Action plan
5. Call to action

Leave 10 minutes for each presentation:

Presentations Team 1

Presentations Team 2

Presentations Team 3

Presentations Team 4

5 minutes - **Debrief**

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

References: Classroom Tools: **Debrief Best Practices**

Debrief Best Practices

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Student Homework:

For all items that you need to buy from a supplier, go out and find suppliers for your business and determine the cost of the supplies, reliability of the supplier and the quality. In Week 10, we will use this data to compare suppliers.

Week 9: Operations Plan – People & Human Resources/Leadership

Student Learning Objectives

- Students will visualize how their ideas will be profitable using a business model canvas
- Students will learn to set expectations of each other before engaging in a company

Student Action Objectives

- Students will fill out an empty business model canvas for their business idea
- In teams, students will assemble a code of conduct written and signed by all teammates

Lesson Plan:

15 minutes - Lecture: ***Profitability***

Notes: How to use a Business Model Canvas (**BMC**) to make sense of a business' profitability. Pull from the Toolkit cases as an example.

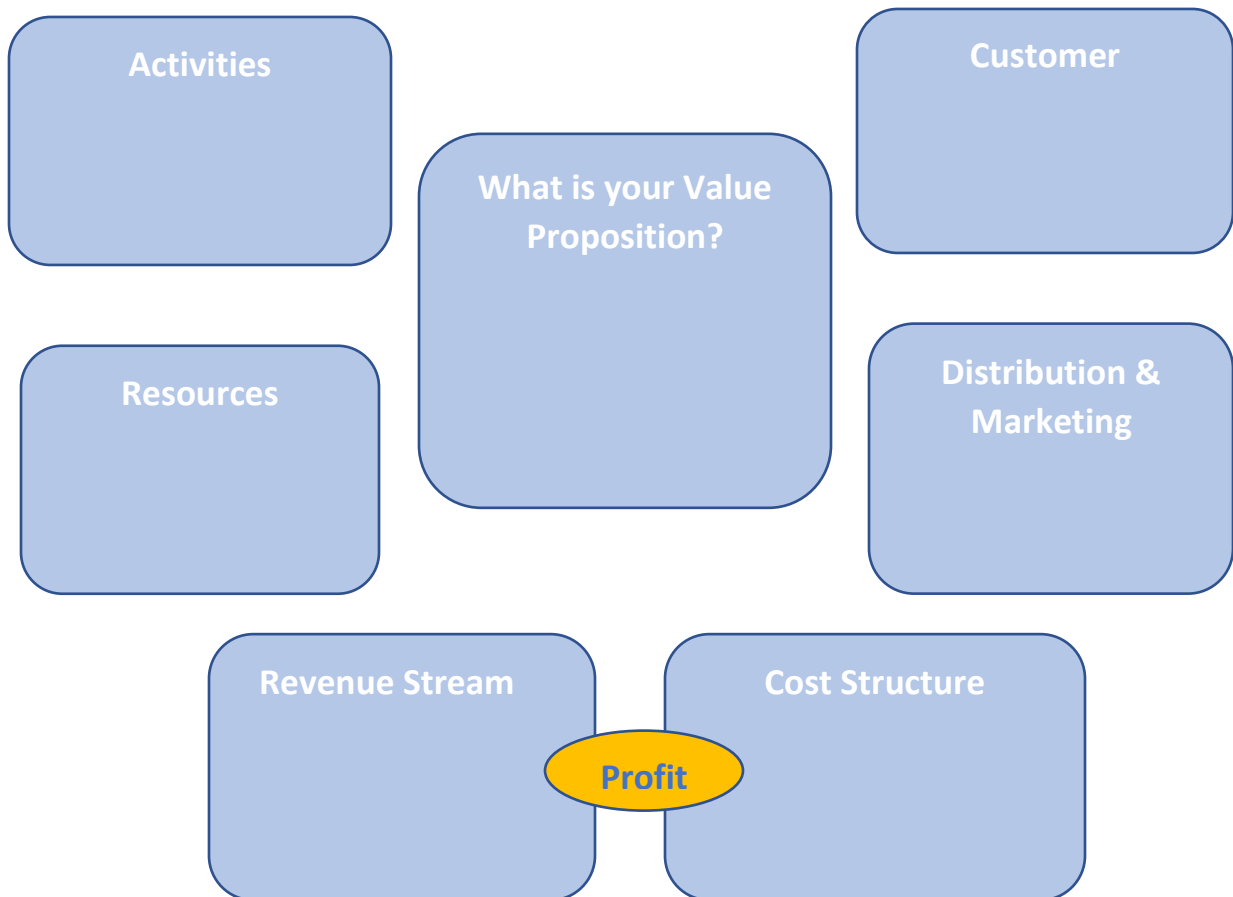
References: Toolkit Section 1, Chapter 2

10 minutes - Activity: ***Apply the BMC to team idea***

Notes: In student teams, students will fill out a BMC for their group idea

Business Model Canvas

The business model canvas provides a snapshot of your business' value creation and helps you to see how different parts of your business are interdependent on one another. By filling out the activities of your business, and the resources that you need, you display the value you are adding to the customer. The distribution and marketing efficacy of your business directly affects your business' revenue stream, which in turn results in a higher, or lower, profit margin depending on the cost structure of all activities.



5 minutes - Lecture: ***Review of Team & Talent, Code of Ethics Agreement***

Notes: Go over team skills and resources; Introduce code of ethics agreement

References: *From Ideas to Action*, Chapter 8.3 – Team and Talent

10 minutes - Activity: ***Code of Ethics Agreement Write-Up***

Notes: In student teams, have students create a list of values and actions the team will uphold as long as they are in a team.

Code of Ethics Template:

In order to maintain order and avoid conflict within teams, student teams should draft by-laws to abide by. This document will be signed by all team members, so that all teammates uphold the standards they have set for themselves. Make sure all agreements have been signed by students and approved by you.

The following code of ethics template that students can build on as they work through team dynamics. It is a living document, meaning it can be revised, changed and enhanced to include other ethical situations as they arise.

Respect for instructor and teammates

All students must treat each other with respect. Treat others how you would want to be treated. This means that classes will start on time, and you will be present and ready to engage in the class in a timely manner

Respect for ideas

There is no such thing as a dumb idea. All teammates are in this journey to learn and grow. Each teammate should feel comfortable enough to express his/her ideas without feeling that they will be ignored or disregarded by other members of the team.

Academic honesty

Although helping each other, and sharing ideas with one another is promoted, cheating will not be tolerated. Work that is intended for individual testing should remain so.

Work ethic

Because this simulation is a year-long commitment, it is important that each teammate puts in the required effort needed to complete the simulation, and gain the most out of the experience as possible. Students who do not actively participate in the simulation will risk failing the class.

Conduct

All students must use appropriate language and behavior at all times. In groups, make sure all teammates are vocal and participating in discussions and decisions being made.

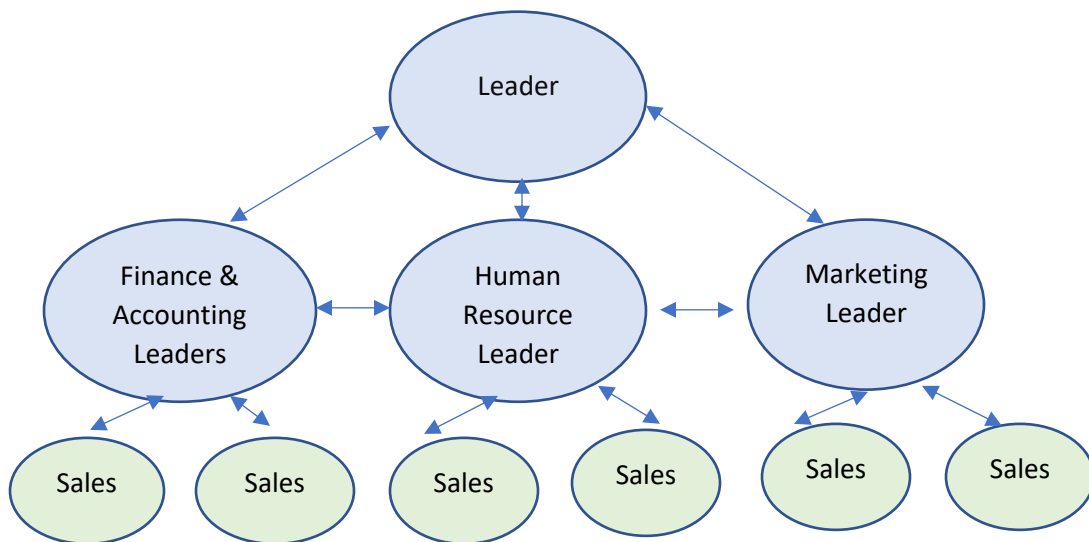
10 minutes - *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debrief should help to connect the day's work with prior classes.

Team Structure and Roles

The team size should range between 10 and 15 students.

Student teams will have the opportunity to elect a student leader, a student finance leader, a marketing leader, a human resource leader and student salespeople. An operations leader could also be included in the structure. Team structures can be adjusted depending on the class and team sized.



Week 10: Operations Plan – Supply Chain

Student Learning Objectives

- Understand the business process from raw materials to product, and product to customer
- Learn how to reach out and compare suppliers

Student Action Objectives

- Students will create a visual process map and supply chain of their business idea
- Students will reach out to suppliers and fill out a table comparing suppliers

Lesson Plan:

15 minutes - Lecture: *Map the Process*

Notes: What is the product made of? What are the steps taken for a product to reach a customer? This interactive discussion will challenge students to think beyond the materials they have, try to understand where these materials have originated from, and think about how to distribute these products.

References: *From Ideas to Action*, Chapter 8 – Developing an Operations Plan

10 minutes - Activity: *Draw a map of the process for your business*

Notes: This activity will help teams visualize their business in terms of where the product will come from and how it will be delivered to the customer

References: *From Ideas to Action*, Chapter 8.1 – Map of Process

10 minutes - Lecture: *Comparing Suppliers*

Notes: This lecture will focus on the different factors to take into account when choosing a supplier

References: *From Ideas to Action*, Chapter 8

10 minutes - Activity: *Comparing Suppliers Table*

Notes: Using a comparing tool, students will compare suppliers based on cost, reliability, quality and environmental and social impact

5 minutes - *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

References: Classroom Tools: *Debrief Best Practices* (as shown above)

Week 11: Marketing Strategies

Student Learning Objectives

- Students will learn common marketing concepts
- Students will learn to apply concepts to their experiences

Student Action Objectives

- Creating a marketing plan around the 4 P's of marketing

Lesson Plan:

15 minutes - Lecture: ***The 4 P's of Marketing***

Notes: Introduce the 4 P's of marketing using examples of well-known businesses, for example: Nakumatt

References: Introduction to Entrepreneurship Curriculum for Ordinary Level: Form 1 – Mod 1. Unit 4 – Market

From Ideas to Action, Chapter 7 – Developing a Market Plan

10 minutes - Activity: ***4 P's of Marketing for Student Business***

Notes: On a piece of paper, students will write down the 4 P's needed for their student businesses. (See below)

The 4 P's of Marketing Template

Product	Price
Promotion	Place

5 minutes - Lecture: ***Launching a Marketing Strategy***

Notes: Provide an example of Bralirwa, Airtel, Tigo or other popular businesses and talk about their marketing strategy with the class. Encourage students to come up with their own marketing strategies for their businesses in the next activity. Have them take into account how much time they will have to launch their business.

References: *From Ideas to Action*, Chapter 7 – Developing a Marketing Plan

10 minutes Activity: **Marketing Plan**

Notes: Students will plan a marketing strategy based on 4P findings

10 minutes - ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

References: Classroom Tools: ***Debrief Best Practices***

Debrief Best Practices

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Week 12: Presentation Update to Panel

Student Learning Objectives

- Students will build on public speaking practice

Student Action Objectives

- Assemble business plan and hand in to teacher in the following class
- See “My Business Plan” in the Appendix of *From Ideas to Action*

Lesson Plan:

5 minutes - Lecture: *Introduction of Teacher Panel and Presentation Guidelines*

Notes: Remind students that they will have five minutes to present and five minutes for questions and answers from the teacher panel and peers. Share with students that questions of their peers should be constructive.

Second Presentation Rubric (Week 12)

QUESTIONS	POINTS
Did the presentation time last 5 minutes or fewer?	
Did the presenter capture the audience’s attention?	
Did the presenter speak loud enough for everyone to hear?	
Did the presenter speak clearly and slowly enough for the audience to understand?	
Was the presenter confident and energetic?	
Did the presenter have an effective and memorable closing?	
Was the presenter dressed appropriately?	
Were the members in the team supportive of the presenter during Q & A?	
TOTAL	

Presentations: Team 1

Presentations: Team 2

Presentations: Team 3

Presentations: Team 4

On a scale of 1-5, were the following topics clear?

1. Target market?
2. The 4 P's of marketing?
3. The business model canvas?
4. The supply chain for the business?

10 minutes - ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help to connect they day's work with prior classes.

References: Classroom Tools: ***Debrief Best Practices***

Debrief Best Practices

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Student Homework

Students must turn in a written business plan for the next class

Week 13: Submitting a Business Plan

Student Learning Objectives

- Students will put together a business plan

Student Action Objectives

- Prepare to launch business in the coming weeks
- Action Plan for 2nd Trimester i.e. contact suppliers, carry out market research etc.

Lesson Plan:

15 minutes - Lecture: ***Review Concepts of the First Trimester***

Notes: Walk students through the entire trimester i.e. The Ultimate Challenge, Opportunity Identification, Idea Generation, Feasibility Studies, Delivering the Rocket Pitch, Operations and Supply Chain, Human Resources, Marketing Strategies. Explain how these have amalgamated into a business plan for their business. Congratulate them on a job well done and emphasize that this is only the beginning.

References: Depending on the topic, find references in this simulation

10 minutes - Activity: ***Q & A***

Notes: Answer any questions that students have pertaining to their businesses

5 minutes - Lecture: ***Briefly discuss expectations during the holidays***

Notes: Make sure groups are working on launching their business and continue to do so over the break

Reference: ***Expectations over the Holidays***

While holidays are a time to relax, unplug and have fun, this simulation requires students to use a considerable amount of time towards their businesses. Whether it is marketing, selling, or contacting suppliers, business activities have to continue while on holiday. It is therefore imperative that students share contact information with one another and keep each other accountable during the holidays.

Before breaking for the holidays, student teams should list in their action steps the role that each team member will have while he/she is away. As long as each person completes his/her role, the business will not be abandoned.

10 minutes - Activity: ***Class reflections of the trimester***

Notes: Ask students to share their trimester experiences in this class out loud if they are comfortable, or on a piece of paper anonymously. Note all feedback.

Reference: ***Anonymous Feedback Reflection Form.*** (See below)

Anonymous Feedback Form

The form below is a peer evaluation feedback form that will be used for students to evaluate their group peer's performance. The instructor must take this feedback into account when grading students.

Team members name (start with yours)	Total points/100	Comments

10 minutes - ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help to connect the day's work with prior classes.

Reference: Classroom Tools: ***Debrief Best Practices***

Debrief Best Practices

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Part 2

Weeks 14 - 26

Week 14: Preparing to Launch

Student Learning Objectives

- Students will review business developments
- Students will learn to plan ahead through writing action steps

Student Action Objectives

- Meet with teacher if group needs consulting advise on action steps
- Make sure stock is set to begin selling or is on its way

Lesson Plan:

15 minutes – Lecture: Review 1st trimester and hear updates on business developments

Notes: Welcome the class into an exciting semester filled with action. Quickly skim over Term 1 concepts and invite student teams to share their business experiences over the holiday.

References: Refer to term 1 topics and references

10 minutes – Activity: ***Business Development Update***

Notes: Have students talk about the challenges, and progress they have made as a team with sourcing business products from suppliers

10 minutes – Lecture: ***Goals for the 2nd Trimester***

Notes: Set expectations for the 2nd term.

5 minutes – Activity: ***Action Steps***

Notes: In student groups, have students list their action steps for the second term

References: See ***Action Steps Sheet*** (see below)

10 minutes – ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help to connect the day's work with prior classes.

Action Steps Worksheet

Action Steps Before Entrepreneurship Fair	Action Steps for Second Term
1.	
2.	
3.	
4.	
5.	

Week 15: Inventory Management

Student Learning Objectives

- Students will learn how to manage their inventory
- Students will come up with creative ways to promote their products

Students Action Objectives

- Fill out stock management sheet
- Set up table for a business fair in the school or your classroom, or in the larger community

Lesson Plan:

15 minutes – Lecture: ***Importance of Stock Management and Tracking Stock Changes***

Notes: The importance of stock management while operating a business should be explained to students. Explain the details of a stock management sheet and fill out one as an example

References: Introduction to Entrepreneurship Curriculum for Ordinary Level: Form 2, Mod 2 – Introduction to Accounting, Unit 5 – Stock Market

10 minutes – Activity: ***Create your own stock management sheet***

Notes: In teams, students should figure out how much stock they will need, how many items they project to have, and put this information in an organized table. As a teacher, feel free to be creative with this activity for increased student engagement.

References: Introduction to Entrepreneurship Curriculum for Ordinary Level: Form 2, Mod 2 – Intro to Accounting, Unit 5 Stock Management

15 minutes – Activity: ***Prep for Entrepreneurship Fair*** (in class, school, or greater community)

Notes: Teams should reserve this time to prepare how they will want their table to be presented at the entrepreneurship fair

5 minutes – ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help to connect the day's work with prior classes.

References: Classroom Tools: ***Debrief Best Practices***

Debrief Best Practices

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day

to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn Build model.

Week 16: Business Launch (Entrepreneurship Fair)

Student Learning Objectives

- Students will learn how to market their products and establish customer relationships

Student Action Objectives

- Take note of interactions with customers or potential customers

Overview:

The Entrepreneurship Fair will bring together student teams from within your school, from other schools, or even the larger community.

30 minutes – Organizations will introduce all the business teams and give a quick description of the products or services. During the fair, students will showcase their products to school faculty and staff, friends, family and the community at large.

Students teams will also have the opportunity to see their products and services. The fair will mark the beginning of all business operations.

Week 17: Marketing Challenges

Student Learning Objectives

- Students will review marketing concepts from “Week 11 – Marketing Strategies”
- Students will learn how to overcome marketing challenges they are facing, if any

Student Action Objectives

- Create a new marketing strategy if appropriate

Lesson Plan:

15 minutes – Lecture: **Marketing Challenges**

Notes: Review concepts from Week 11’s class “Marketing Strategies”, and go over the 4 P’s of marketing. Students must use this time to bring up any issues they have encountered with marketing their businesses. Students will engage in a class discussion about what has worked or what hasn’t worked in promoting their business. Encourage students to revise their marketing strategies if needed.

References: Intro to Entrepreneurship Curriculum for Ordinary Level: Form 1 – Mod 1.
Unit 4 – Market

From Ideas to Action, Chapter 7 – Developing a Marketing Plan

15 minutes – Activity: **Do you have a slogan**

Notes: Have teams generate slogans for their businesses through an activity from the guide (Chapter 7.3). Pushing students to change slogans from their initial tag lines is encouraged.

20 minutes – Discussion: **Experience Updates**

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help to connect the day’s work with prior classes.

References: Management of Experience Updates

For each experience update, student teams should come with a positive note or update, a “high” and a challenge they are facing, a “low”. The team must celebrate the high and have a discussion question for the whole class based on their “low”.

Week 18: Operations Challenges

Student Learning Objectives

- Students will learn strategies in managing challenges regarding their operations

Student Action Objectives

- Students will share challenges and brainstorm creative solutions in teams

Lesson Plan:

15 minutes – Lecture: Overcoming Challenges

Notes: In this lecture, focus on two teams and have those students give you an example of a challenge they have faced in operating their business. Ask them how they solved the problem, and discuss with the class how else the problem could be solved. Introduce ideas in overcoming obstacles i.e. building a support network, self-motivation, etc.

References: *From Ideas to Action*, Chapter 12.2 – Planning for Obstacles

20 minutes – Discussion: *Experience Updates*

Notes: Student teams will use this time to speak to the teacher about the status of their specific business. Each team will have time to lead a part of the discussion. Experience Updates should engage as many students in the class as possible.

References: *Management of Experience Updates*

For each experience update, student teams should come with a positive note or update, a “high” and a challenge they are facing, a “low”. The team must celebrate the high and have a discussion question for the whole class based on their “low”.

Week 19: Update to Presentations and Accounting Audit

Student Learning Objectives

- **Students will learn the importance of keeping all transaction recorded**

Students will build on their public speaking practice

- Student Action Objectives
- Students will rotate speakers of the team so that every team member has had an opportunity to speak to the class

Lesson Plan:

5 minutes – Lecture: Introduction of Teacher Panel and Presentation Guidelines

Notes: Remind students that they will have five minutes to present and five minutes for questions and answers from the teacher panel and peers. Share with the students that questions from peers should be constructive.

References: *Third Presentation Rubric* (below)

Accounting Systems for Student Money (below)

Third Presentation Rubric

1. Is the status of the business clear?
2. Do the questions to the audience spur constructive discussions?
3. Are the accounting procedures honest and clear?
4. Has the team overlooked any operations or marketing challenges?
5. Does the team have a sense of what its next steps are?

Presentations Team 1

Presentations Team 2

Presentations Team 3

Presentations Team 4

20 minutes – **Debrief**

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect the day's work with prior classes

References: Classroom Tools: Debrief Best Practices

Accounting System for Student Start-Up Funds

	Team 1		Team 2		Team 3		Team 4	
	Starting balance	Ending balance	Starting Balance	Ending Balance	Starting Balance	Ending balance	Starting balance	Ending balance
URC	2,000		2,000		2,000		2,000	
URC Start-up capital								
Business Activities								
1st Audit								
Business Activities								
2nd Audit								
Business Activities								
3rd Audit								
Business Activities								
Final Audit								

1st Audit at Week 19

2nd Audit at Week 23

3rd Audit at Week 29

4th Audit at Week 34

Debrief

Note: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help to connect the day's work with prior classes.

References: Classroom Tools: *Debrief Best Practices* (as shown above)

Week 20: Human Resource Management

Student Learning Objectives

- Students will revisit “term 1 – Week 9” lecture on the topic of team skills and resources.
- Students will stay in or reposition themselves in their teams in a way that adds most value to the team

Student Action Objectives

- Teams will shuffle their roles if necessary

Lesson Plan:

20 minutes – Lecture: ***Human Resource Management***

Notes: Inefficiencies sometimes arise from the wrong person doing a specific task. In this lecture explain why it is important for every member of the team to be engaged in the business, and how each role is critical to the success of the team.

20 minutes – Activity: ***Experience Updates***

Notes: Management Experience Updates

For each experience updates, student teams should come with a positive note or update, a “high” and a challenge they are facing, a “low”. The team must celebrate the high and have a discussion question for the whole class based on their low.

10 minutes – ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect the day’s work with prior classes

References: *Debrief on Best Practices*

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you’re teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Student Homework: After class, the student team leader in charge of human resources must find a time to resolve any problems that teammates have with the tasks required. Student team leader should shuffle team roles as he/she thinks will serve the business best.

Week 21: Social Entrepreneurship

Student Learning Objectives

- Students will learn the importance of social responsibility in every business enterprise
- Students will incorporate social responsibility in their business

Student Action Objectives

- Students will use the PIIS Framework to gauge whether their business is positive, innovative, impactful and sustainable

Lesson Plan:

15 minutes – Lecture: ***Social Entrepreneurship***

Notes: Through an interactive discussion on the definition of what social entrepreneurship is, provide a framework on social entrepreneurship and emphasize the importance of social responsibility in all business ventures.

References: Educate! – Social Entrepreneurship Curriculum – Developing young leaders and Entrepreneurs in Africa: Term 1, Lesson Plan Week 4

A social entrepreneur is someone who recognizes a societal problem (community, national or global problem) and uses entrepreneurial principles to organize, create and manage a venture to make positive change. A social entrepreneur assesses success in terms of social impact.

There are four criteria (PIIS Framework) for an enterprise to be considered a social enterprise. When trying to determine if an enterprise is a social enterprise, you can ask the four following questions to test each criterion:

1. **Positive:** Does the enterprise have a mission to create a positive social or environmental impact?
2. **Innovative:** Is it an innovative enterprise by accomplishing its mission in a new and better way?
3. **Impact:** Can the enterprise measure real impact created by its work?
4. **Sustainable:** Can the enterprise last because it renews its own resources or is the impact of the enterprise long lasting in a permanent system?

30 minutes – Activity: ***Does your business fit in the PIIS Framework?***

Notes: In student teams, students should discuss their business’s mission by answering to the PIIS framework (Positive, Innovative, Impactful, Sustainable).

20 minutes – Discussion: ***Experience Updates***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect the day’s work with prior classes.

References: *Debrief Best Practices*

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Week 22: Responding to Obstacles and Unexpected Events

Student Learning Objectives

- Students will revisit the “Week 18 – Overcoming Challenges” lecture, and assess how they have responded to unexpected events in their business teams.
- Students will learn how the other teams have tackled unexpected events.

Student Action Objectives

- Students will share ideas to the teams undergoing the thinking process and help to fill out the “Planning for Obstacles” sheet.

Lesson Plan:

15 minutes – Lecture: *Response to Unexpected Events*

Notes: In this lecture, focus on the other two remaining teams and have those students give you an example of a challenge they have faced in operating their business. Ask them how they solved the problem, and discuss with the class how else the problem could be solved. Introduce ideas in overcoming obstacle i.e. building a support network, self-motivation, etc.

References: *From Ideas to Action*, Chapter 12 – 12.2 and 12.3 Planning for Obstacles

15 minutes – Activity: *Planning for Obstacles*

Notes: In this group session, the two teams will think of the different obstacles that have arisen in their business, as well as potential obstacles that may occur. The entire class should collectively brainstorm and help fill out a sheet with specific obstacles and plans to overcome them.

References: *From Ideas to Action*, Chapter 12 – 12.2

20 minutes – Discussion: *Experience Updates*

Notes: Student teams will use this time to speak to the teacher about the status of their specific business. Each team will have time to lead a part of the discussion. Experience Updates should engage as many students in the class as possible.

References: Classroom Tools – *Management of Experience Updates*

- For each experience update, student teams should come with a positive note or update a “high” and a challenge they are facing, a “low”. The team must celebrate the high and have a discussion question for the whole class based on their low.
- For each experience update, a different student from each team must lead the discussion. As the instructor, you must give enough time to each group to share a high and a low. This might mean allocating an entire class to one team.
- Some of the experience updates will include lectures, while others are more discussion-based. Because teams are supposed to act as real-life ventures, it makes sense that a large percentage of the time will be spent in teams, discussing, making decisions and working through team challenges.

Week 23: Update to Presentation and Accounting Audit

Student Learning Objectives

- Students will learn the importance of keeping all transaction records
- Students will build on their public speaking practice

Student Action Objectives

- Students will rotate speakers of the team so that every team member has had an opportunity to speak to the class

Lesson Plan:

5 minutes – Lecture: ***Introduction of Teacher Panel and Presentation Guidelines***

Notes: Remind students that they will have five minutes to present and five minutes for questions and answers from the teacher panel and peers. Share with the students that questions of their peers should be constructive.

References: ***Fourth Presentation Rubric*** (Week 23)

1. Is the updated status of the business clear?
2. Does the question to the audience spur a constructive discussion?
3. Are the accounting procedures honest and clear?
4. Has the team addressed any challenges or changes regarding human resource management?
5. Has the team tied social responsibility into their business?
6. Has the team overlooked any operations or marketing challenges?
7. Does the team have a sense of what its next steps are?

Presentations Team 1

Presentations Team 2

Presentations Team 3

Presentations Team 4

20 minutes – ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect the day's work with prior classes

References: Classroom Tools: ***Debrief Best Practices*** (See above)

Use **Accounting System for Student Money Chart** (See Week 19)

Week 24: Experience Updates

(Invite local community entrepreneur to speak)

Student Learning Objectives

- Students will learn the entrepreneurial experience from a real-life entrepreneur

Student Action Objectives

- Students will participate in the question and answer time slot by asking questions relevant to their businesses

Lesson Plan:

10 minutes – Lecture: ***Introduce entrepreneur speaker of the day***

Notes: The entrepreneur will be introduced to the class and he/se will share his/her personal journey to becoming an entrepreneur

25 minute – Discussion: ***Speaker talk***

Notes: The entrepreneur who has been invited will talk during this time

References: When choosing an entrepreneur, look around your community and look for people who have started a business. These entrepreneurs could range from fishermen to shoemakers to restaurant owner to pig farmers. Because of your relationship with your class, you will be better informed as to which entrepreneur will add the most value to your class. Therefore, it rests on your shoulders to find the most suitable speaker for this class. Also, feel free to ask your students to suggest an entrepreneur in their networks to come into class and speak.

10 minutes – ***Q & A***

Notes: Students will use this time to ask any questions they have

5 minutes – ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work today. Debriefs should help to connect the day's work with prior classes.

References: ***Debrief Best Practices***

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Week 25: Growing a Business

Student Learning Objectives

- Students will learn about what it takes to grow a business and take it to the next level

Student Action Objectives

- Students will identify areas of growth for their businesses

Lesson Plan:

20 minutes – Lecture: *Growing your business*

Notes: Growing a business is not as easy task. Business leaders must invest a lot of energy into identifying what areas of growth are needed in the business, and exact change accordingly. In this class, students will learn about adapting and diversifying their businesses.

References: *From Ideas to Action*, Chapter 13 – Growing Your Business

20 minutes – Activity: *Analyzing the business*

Notes: In student teams, think of different strategies for growing your business and use the exercises in *From Ideas to Action* to help guide the teams' thought process.

References: *From Ideas to Action*, Chapter 13, Exercises 13.1, 13.2, 13.3

10 minutes – *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help to connect the day's work with prior classes

References: Classroom Tools: *Debrief Best Practices*

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Week 26: Update to Presentations and Accounting Audit

Action Plan for 3rd Trimester

Student Learning Objectives

- Students will learn the importance of keeping all transaction records

Student Action Objectives

- Students will create an action plan for the 3rd trimester
- Students will present a general update of their business to the teacher panel and will answer questions

Lesson Plan:

5 minutes – Lecture: *Introduction of Teacher Panel and Presentation Guidelines*

Notes: Remind students that they will have five minutes to present and five minutes for questions and answers from the teacher panel and peers. Share with students that questions of their peers should be constructive.

References: Fifth Presentation Rubric (Week 26)

1. Is the updated status of the business clear?
2. Does the question to the audience spur a constructive discussion?
3. Are the accounting procedures honest and clear?
4. Has the team addressed any challenges or changes regarding human resource management?
5. Has the team tied social responsibility into their business?
6. Has the team overlooked any operations or marketing challenges?
7. Does the team have a sense of what its next steps are?

Team Presentations

5 minutes – *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect the day's work with prior classes

References: *From Ideas to Action*, Chapter 12 – Develop a Goals Timeline

Debrief Best Practices (See above)

Student Homework: Groups must meet in their free time to fill our actions steps for the 3rd Trimester. These action steps should lead to the closing of the business and will be revised after the holidays.

Part 3

Weeks 27 - 37

Week 27: Review and Updates - Set Goals for the Semester

Student Learning Objectives

- Students will review business progress from prior semester
- Students will learn to set goals for the semester

Student Action Objectives

- Meet with the teacher if the group needs consulting advice on action steps
- Continue making sales and accounting for them (a binder may be helpful)

Lesson Plan:

15 minutes – Lecture: ***Review 1st and 2nd Trimester and hear updates on business developments***

Notes: Welcome the class into an exciting semester filled with continued action. Quickly skim over Terms 1 and 2 concepts, and invite student teams to share their business experiences over the holiday.

References: Refer to Term 1 and Term 2 topics and references

15 minutes – Activity: ***Business Development Update***

Notes: Have students talk about the challenges and progress they have made as a team with selling business products to customers or sourcing products from suppliers.

5 minutes – Lecture: ***Goals for the 3rd Trimester***

Notes: Set expectations for the 3rd term and remind students of the impending “Close of Business Operations” which they must start preparing for.

5 minutes – Activity: ***Action Steps***

Notes: In student groups, have students list out action steps leading to the close of business, and action steps for the 3rd term.

10 minutes – ***Debrief***

Notes: Time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help to connect the day’ work with prior classes.

References: Classroom Tools: Debrief Best Practices (See above)

Student Homework: Fill out Action Steps

Week 28: Motivating Team Members

Student Learning Objectives

- Students will learn the basic principles of motivating team members

Student Action Objectives

- Students will apply what they have learned into their teams

Lesson Plan:

15 minutes – Lecture: *Motivating Team Members*

Notes: You may notice that some students have begun to lost interest in their business project. This class is a great opportunity to motivate those students and give a lesson on how teams can motivate each other to power through and find excitement in this business simulation.

References: There are various games to play that will get students talking and listening to one another.

1. One is the Two Circle Game with a circle of students on the outside side circle and a circle of students making up the inside circle. A question is posed to the inside circle and they ask the question of the outside circle student opposite to them. After two minutes one of the circles moves (clockwise) so each student has a new student in front of them to ask the question to.

The questions should get harder as the game goes on. At first they could be generic questions like who is your favorite entrepreneur? Later the questions could be about their particular business.

2. Another take on this would be the Speed Dating Game. With two lines of students facing one another, one side asks the other a question. After two minutes, one of the lines moves down a space. Both sides should take turns Asking and Answering questions.
3. The game could be played in a circle with someone standing in the center with a ball. Whoever catches the ball must answer the question the person at the center poses.

15 minutes – Activity: *Experience Updates*

Notes: Student volunteers will share an experience update with the rest of the class and will receive feedback from the class. The update will include the challenges or successes they have had as a business team.

10 minutes – *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect they day's work with prior classes.

References: Classroom Tools: *Debrief Best Practices* (See above)

Week 29: Update to Presentations and Accounting Audit

Student Learning Objectives

- Students will learn the importance of keeping all transaction records
- Students will build on their public speaking practice

Student Action Objectives

- Students will rotate speakers of the team so that every team member has had an opportunity to speak to the class

Lesson Plan:

5 minutes – Lecture: *Introduction of Teacher Panel and Presentation Guidelines*

Notes: Remind students that they will have five minutes to present and five minutes for questions and answers from the teacher panel and peers. Share with students that questions of their peers should be constructive.

References: *Fifth Presentation Rubric* (See below)

Accounting System for Student Money (below)

	Team 1		Team 2		Team 3		Team 4	
	Starting balance	Ending balance	Starting Balance	Ending Balance	Starting Balance	Ending balance	Starting balance	Ending balance
URC	2,000		2,000		2,000		2,000	
URC Start-up capital								
Business Activities								
1st Audit								
Business Activities								
2 nd Audit								
Business Activities								
3 rd Audit								
Business Activities								
Final Audit								

Fifth Presentation Rubric

1. Does the team talk about business activities that occurred during the holidays?
2. Does the team share the ways in which they motivate team members?
3. Are the accounting procedures honest and clear?
4. Is the updated status of the business clear?
5. Does the team show an understanding of how it will close the business?

Team Presentations

5 minutes – *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect they day’s work with prior classes.

References: Classroom Tools: Debrief Best Practices (See above)

Week 30: Experience Updates – Learning from one another

Student Learning Objectives

- Students will learn from other teams about their challenges and successes

Student Action Objectives

- Students will engage in consulting with each other on their businesses

Lesson Plan:

20 minutes – Activity: *Experience Updates*

Notes: Student team 1 will share experience updates with the rest of the class and will receive feedback from the class. The updates will include the challenges and successes they have had as a business team.

References: Classroom Tools – *Management of Experience Updates*

- For each experience update, student teams should come with a positive note or update a “high” and a challenge they are facing, a “low”. The team must celebrate the high and have a discussion question for the whole class based on their low.
- For each experience update, a different student from each team must lead the discussion. As the instructor, you must give enough time to each group to share a high and a low. This might mean allocating an entire class to one team.
- Some of the experience updates will include lectures, while others are more discussion-based. Because teams are supposed to act as real-life ventures, it makes sense that a large percentage of the time will be spent in teams, discussing, making decisions and working through team challenges.

10 minutes – *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect they day’s work with prior classes.

References: Classroom Tools: *Debrief Best Practices* (See above)

Week 31: Experience Updates

Student Learning Objectives

- Students will learn from other teams about their challenges and successes

Student Action Objectives

- Students will engage in consulting with each other on their businesses

Lesson Plan:

20 minutes – Activity: *Experience Updates*

Notes: Students from team 3 will share their experience updates with the rest of the class and will receive feedback from the class. The updates will include the challenges and successes they have had as a business team.

References: Classroom Tools – *Management of Experience Updates* (See above)

10 minutes – *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect they day’s work with prior classes.

References: Classroom Tools: Debrief Best Practices (See above)

Week 32: Preparing to Close the Business

Student Learning Objectives

- Students will learn the multi-step process of closing a business

Student Action Objectives

- Students will decide what they want to do with the business that they will be closing

Lesson Plan:

15 minutes – Lecture: *Closing Business Operations*

Notes: Students will be exposed to the different steps in closing a business i.e. notifying suppliers of closure, making decisions about remaining inventory, and making decisions on transferring ownership of the business.

Reference: Business Template: *Business Closure*

Business Closure Template

The business closing process is filled with many decisions that students will have to make as a team. Below are some questions that students must keep in mind and make as a team as they choose to close down operations.

1. Does the team agree to close down the business?

If not:

Who will run the business post simulation?

Is it possible to hire locals to run the business?

How will the money that has been made be used?

It can be shared equally among teammates

It can be invested in the continuing business

It can be donated to a charity of the team's choice

If yes:

Notify suppliers of closure and make sure that products are no longer being added to current stock.

What will you do with the remaining inventory/stock? Sell? Donate?

How will the money that has been made be used?

It can be shared equally among teammates

It can be donated to a charity of the team's choice

It can be donated to the school and added to a bank for future simulations

The above questions are meant to remind students what to think about as they make a decision as a team. Ultimately, it is up to the team to choose what path it will take. It is important that the instructor is fully aware of the discussions and conclusions taking place. The instructor must therefore communicate with teams between Week 32 and 33 in order to provide guidance to the teams where it is needed.

20 minutes – Activity: ***Discuss business closure***

Notes: In teams, students will discuss what steps they want to take in order to close their business.

10 minutes – Activity: ***Experience Updates***

Notes: Here students will volunteer to share their simulation experience from the Ultimate Challenge experience to this point.

References: Classroom Tools – ***Management of Experience Updates***

- For each experience update, student teams should come with a positive note or update a “high” and a challenge they are facing, a “low”. The team must celebrate the high and have a discussion question for the whole class based on their low.
- For each experience update, a different student from each team must lead the discussion. As the instructor, you must give enough time to each group to share a high and a low. This might mean allocating an entire class to one team.
- Some of the experience updates will include lectures, while others are more discussion-based. Because teams are supposed to act as real-life ventures, it makes sense that a large percentage of the time will be spent in teams, discussing, making decisions and working through team challenges.

10 minutes – ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect they day’s work with prior classes.

References: ***Debrief Best Practices***

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you’re teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Week 33: End of Business

Student Learning Objectives

- Students will have applied what they have learned in the prior class to close their business

Student Action Objectives

- Students will decide what they want to do with the money they have allocated from the business

Lesson Plan:

15 minutes – Lecture: *The End of the Beginning*

Notes: Congratulate your students on reaching this stage of the simulation. Inspire students to continue being entrepreneurial in all aspects of their lives, and encourage them to turn their dreams into reality.

References: Feel free to pull from inspirational sources in the community

30 minutes – Activity: *Experience Discussion*

Notes: In a class-wide discussion, students will volunteer to share their simulation experiences from the Ultimate Challenge Experience to the closing of their business

References: Classroom Tools – *Management of Experience Updates*

- For each experience update, student teams should come with a positive note or update a “high” and a challenge they are facing, a “low”. The team must celebrate the high and have a discussion question for the whole class based on their low.
- For each experience update, a different student from each team must lead the discussion. As the instructor, you must give enough time to each group to share a high and a low. This might mean allocating an entire class to one team.
- Some of the experience updates will include lectures, while others are more discussion-based. Because teams are supposed to act as real-life ventures, it makes sense that a large percentage of the time will be spent in teams, discussing, making decisions and working through team challenges.

5 minutes – *Debrief*

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect they day’s work with prior classes.

References: *Debrief Best Practices*

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.

- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Week 34: Final Presentations and Accounting Audit

Student Learning Objectives

- Students will learn the importance of keeping records of all transactions
- Students will build on their public speaking practice

Student Action Objectives

- Students will rotate speakers of the team so that every team member has an opportunity to speak to the class

Lesson Plan:

5 minutes – Lecture: ***Introduction of the Teacher Panel and Presentation Guidelines***

Notes: Remind students that they will have five minutes to present and five minutes for questions and answers from the teacher panel and peers. Share with students that questions of their peers should be constructive.

References: ***Final Presentation Rubric*** (See below)

Accounting System for Student Money (See Wks 19, 23 and 29)

Final Presentation Rubric

1. Is the updated status of the business clear?
2. Does the team agree on the closing process of the business?
3. Are the accounting procedures honest and clear?
4. Does the team provide actual financial statements and compare them with their pro forma statements?
5. Has the team overlooked any operations or marketing challenges?

Team Presentations

5 minutes – ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect they day’s work with prior classes.

References: ***Debrief Best Practices***

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you’re teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Week 35: Reflection and Preparing for Community Presentations

Student Learning Objectives

- Students will reflect on their simulation experience
- Students will prepare to share experiences with the community

Student Action Objectives

- Students will write a one-page reflection of their simulation experience

Lesson Plan:

10 minutes – Lecture: **Reflecting**

Notes: Why do we reflect? In this class, pose this question to your students. Explain to them how the reflection piece is crucial to learning.

References: *Why Reflect?*

Why Reflect?

Below are questions to guide students as they write their one-page reflections. All questions do not have to be answered. They may merely serve as triggers to help students reflect on their simulation experiences.

Looking to the past:

1. How much did you know about running a business before we started?
2. In what ways have you gotten better at running a business?
3. In what ways do you think you need to improve?
4. What problems did you encounter while you were working on the simulation? How did you solve them?
5. What resources did you use while working on this piece? Which ones were especially helpful? Which ones would you use again?

Looking inward:

1. How do you feel about your business plan and other deliverables you had to hand in? What parts of it do you particularly like? Dislike? Why?
2. What was especially satisfying to you about either the ideation process or the finished product?
3. What did/do you find frustrating about it?
4. What were your goals for this project? Did your goals change as you went through the program? Did you meet your goals?
5. What does the simulation reveal about you as a learner?

10 minutes – Activity: ***Reflection Write-up***

Notes: Invite students to personally reflect on their experiences during the simulation. They can continue this activity as homework, but must start the process in class.

5 minutes – Lecture: ***Preparation for Community Presentations***

Notes: In this lecture, the rubric will be explained for the upcoming community presentations

References: ***Final Presentation Rubric***

Final Presentation Rubric

1. Is the updated status of the business clear?
2. Does the team agree on the closing process of the business?
3. Are the accounting procedures honest and clear?
4. Does the team provide actual financial statements and compare them with their pro forma statements?
5. Has the team overlooked any operations or marketing challenges?

5 minutes – Activity: ***Group Preparation for Community Presentations***

Notes: This activity will involve student teams gathering and discussing the format for the upcoming community presentation. They will talk about how they want to present their closed businesses to the community.

Reference: ***Community Presentation***

Community Presentation Guidelines

The community presentation presents an opportunity to invite the community to see just what the students have accomplished. It is an opportunity for student teams to share their successes, challenges and hopes for the future.

- Students should keep their presentations short (7 minutes as most!)
- Students will open the floor to questions and comments from the community 5 minutes - ***Debrief***

Notes: This time in the class should be used to summarize takeaways and have the students ask questions about their work. Debriefs should help connect they day's work with prior classes.

References: ***Debrief Best Practices***

- Asking questions is a key part of the student experience. Though students may be quiet at first, encourage and require them to ask thoughtful questions that will help them and their peers grow.
- Connecting the class you're teaching to previous classes will help students understand the bigger picture of the simulation. This is important because students might get lost in the day

to day deliverables, and lose sight of the overall goal of the simulation which is the Act, Learn and Build model.

Week 36: Liquidating the Business and Next Steps

During this class, students will discuss and figure out what steps need to be taken in order to exit their businesses properly. Teachers should be available to answer questions the students may have.

Week 37: Community Presentations

Student Learning Objectives

- Students will deliver community presentations and continue improving upon their public speaking as a result of this experience

Student Action Objectives

- Students will hand in personal reflections

Lesson Plan:

10 minutes – Lecture: *Welcome Address to the Community and Introduction of the Teams*

Notes: Remind students that they will have five minutes to present and five minutes for questions and answers from the audience. Share with the audience that questions should be constructive.

Collect student reflections.

Team Presentations

20 minutes – *Debrief*

Notes: this time should be used for any comments from the audience.

NOTES