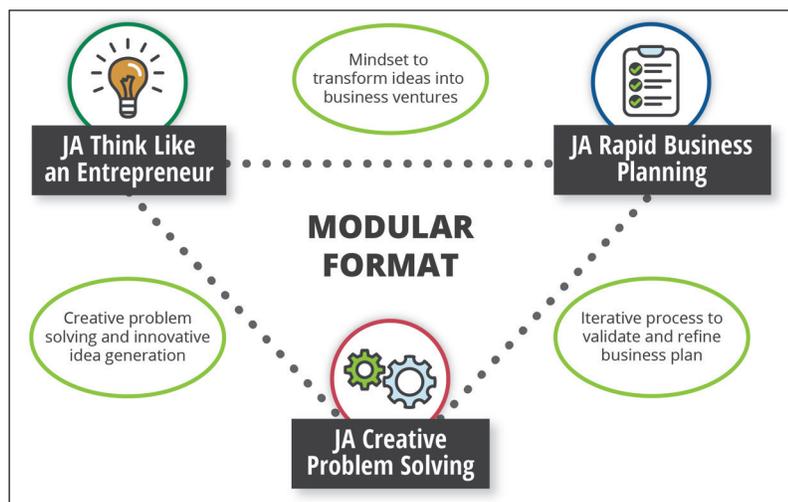




# JA Be Entrepreneurial<sup>®</sup>

*JA Be Entrepreneurial* is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. Students completing all three modules use Design Thinking, a problem-solving approach, to create business ideas. Students also learn to transform their ideas into concise, effective, and actionable one-page business plans. *JA Be Entrepreneurial* is part of the JA Entrepreneurship Pathway.

Participating students will have the opportunity to compete in a new national virtual competition, JA Social Innovation Challenge, which provides a platform for them to share their innovative ideas for improving their communities and to compete for national honors.



## PROGRAM HIGHLIGHTS

- The program is a blended model that includes teacher-led content, volunteer-led opportunities, and self-guided content to support flexible implementation options.
- There are a series of three core modules, with each module comprising multiple 45-minute sessions.
- Modules can be offered together or as stand-alone experiences to meet the diverse needs of educators and students.
- Each module offers a culminating, self-guided project for students to create an artifact that allows them to apply what they have learned.
- Within a module, some sessions and activities are required for standard implementation. Other sessions are optional to meet additional requirements, such as eligibility for the competition.

This program is designed for Grades 9–12, in-school or after-school/out-of-school. The program can be completed in three modules, 3–5 ICH per module based on delivery of the required content versus optional content.



## OUTLINE OF MODULES AND SESSIONS

### ■ Module: JA Creative Problem Solving™

Students learn and apply Design Thinking, an innovative process for problem solving used by entrepreneurs (and intrapreneurs) to brainstorm customer-centric ideas. This process focuses on the user needs and experience through the creation of empathy maps, problem statements, high-level solutions, prototypes, and testing plans to validate a design solution.

#### SESSION ONE: IDENTIFYING THE PROBLEM

Students are oriented to problem/solution thinking practices and introduced to the Design Thinking process of creative problem solving. They explore the first step (Empathize) that teaches them to look at problems as human-centered, from the customer's perspective.

#### SESSION TWO: EXPLORING SOLUTIONS

Students focus on the second and third steps of the Design Thinking process (Define and Ideate). They summarize the root cause of the issue in a problem statement and then use brainstorming techniques to generate viable ideas as solutions.

#### SESSION THREE: PROTOTYPING THE SOLUTION

Students use rapid prototyping techniques to create an inexpensive model of their solution for customer review and feedback. This process teaches the importance of keeping customers involved in the process without large investments of time or money.

#### SESSION FOUR: TESTING THE SOLUTION

Students devise testing plans to validate the design and function of their prototyped ideas with customer participants. User testing emphasizes the importance of ongoing improvement cycles in the Design Thinking model.

#### SESSION FIVE: APPLYING DESIGN THINKING (OPTIONAL, SELF-GUIDED)

Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.

### ■ Module: JA Think Like an Entrepreneur™

Students develop a mindset that enables opportunity identification, innovation, value creation, and problem solving. They learn the entrepreneurial principles, strategies, and skills through the experiences of others and apply them to their own lives.

#### SESSION ONE: DEVELOPING A MINDSET

Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.

#### SESSION TWO: ASSESSING ENTREPRENEURIAL POTENTIAL

Students demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential.

#### SESSION THREE: CREATING AN ENTREPRENEURIAL ACTION PLAN (OPTIONAL, SELF-GUIDED)

Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.



## Module: JA Rapid Business Planning™

Students learn about the foundations of lean business planning using the Lean Canvas, a streamlined, one-page, business plan template. Rapid business planning is emphasized to test and refine the approach in continuous improvement cycles.

### SESSION ONE: PLANNING WITH THE CUSTOMER IN MIND

Students are introduced to lean business planning and focus on the customer-focused segments of the Lean Canvas. They identify customer segments, the problem to be solved, and the intended solution.

### SESSION TWO: SUMMARIZING THE CUSTOMER ELEMENTS

Students learn about customer communication channels and the most effective practices for reaching their customers. Then, they practice completing the customer elements of the lean business plan using an original or supplied idea.

### SESSION THREE: FORMULATING THE FINANCES

Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. Then, they identify what metrics are key to gauge the performance and health of the venture.

### SESSION FOUR: CONVEYING THE BUSINESS'S VALUE

Students identify the business's unique value and competitive advantage to convey its "edge." Then, students practice writing compelling unique value proposition (UVP) statements and identifying a business's competitive advantage.

### SESSION FIVE: COMPLETING AND TESTING THE LEAN BUSINESS PLAN

Students practice completing the marketing and financial elements of the lean business plan using an original or supplied idea. Then, they review the importance of testing the business plan for ongoing refinement.

### SESSION SIX: DEVELOPING A LEAN BUSINESS PLAN (OPTIONAL, SELF-GUIDED)

Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning.

