



youth entrepreneurs®



GROW YOUR CORE

A FIELD GUIDE FOR EDUCATORS



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INTRODUCTION: CORE FIELD GUIDE

Youth Entrepreneurs (YE) cultivates an entrepreneurial mindset through its experiential learning model and opportunities to apply those learnings, fostering personal transformation and self-actualization, empowering educators and students to overcome barriers and positively impact their communities.

This booklet is meant to serve as a field guide for implementing the Four Pillars of the YE program – eight Foundational Values, Soft Skills, Currency & Auctions and Transformational Mindset – as well as 14 scaffolded activities addressing Core content in a way that optimizes outcomes. We have written this field guide to provide key content knowledge and make the process of applying the Core easier.

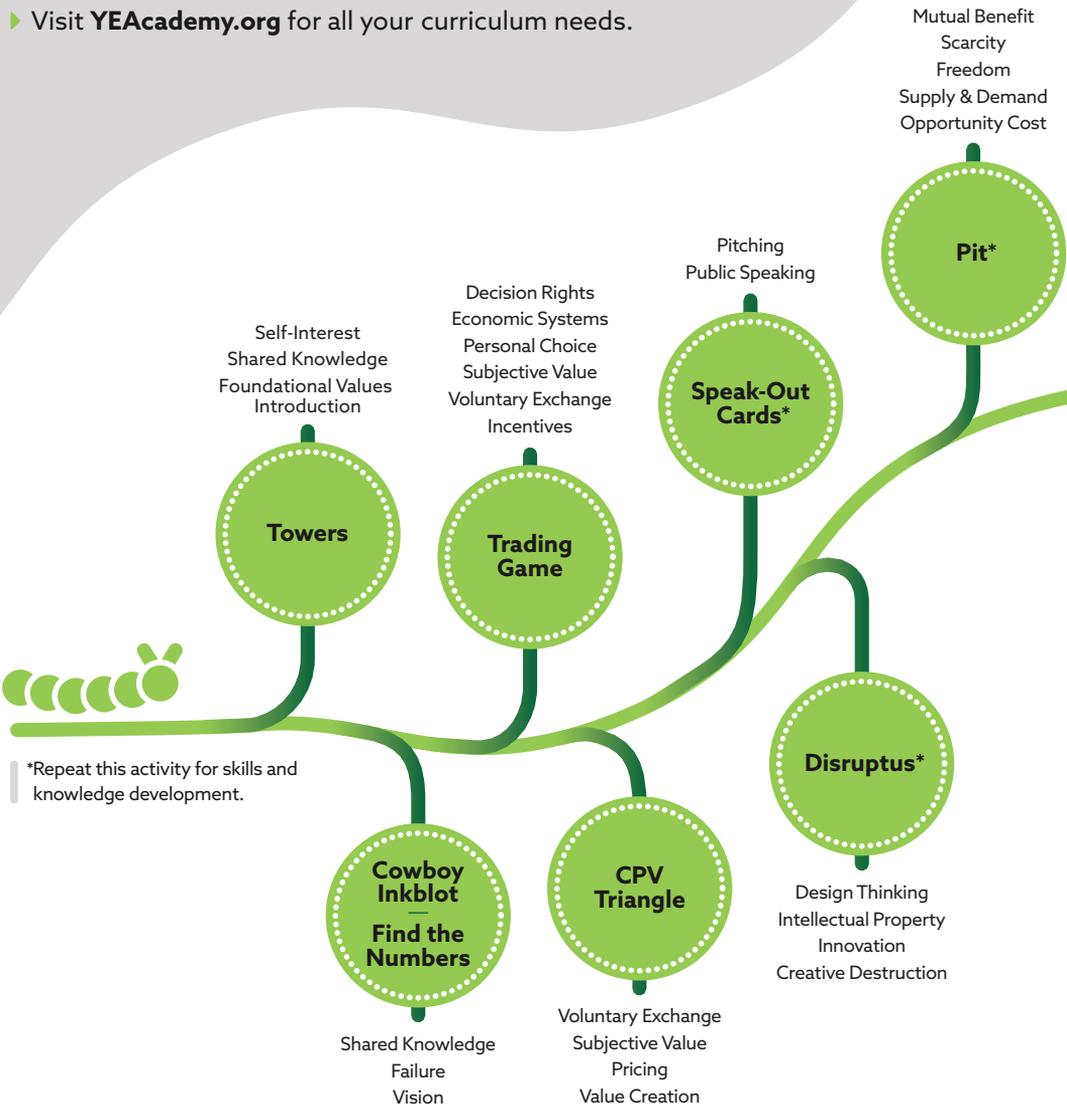
To start your Core journey, flip the page for a 100-foot view of the pathway. Don't worry – we will break it down along the way!

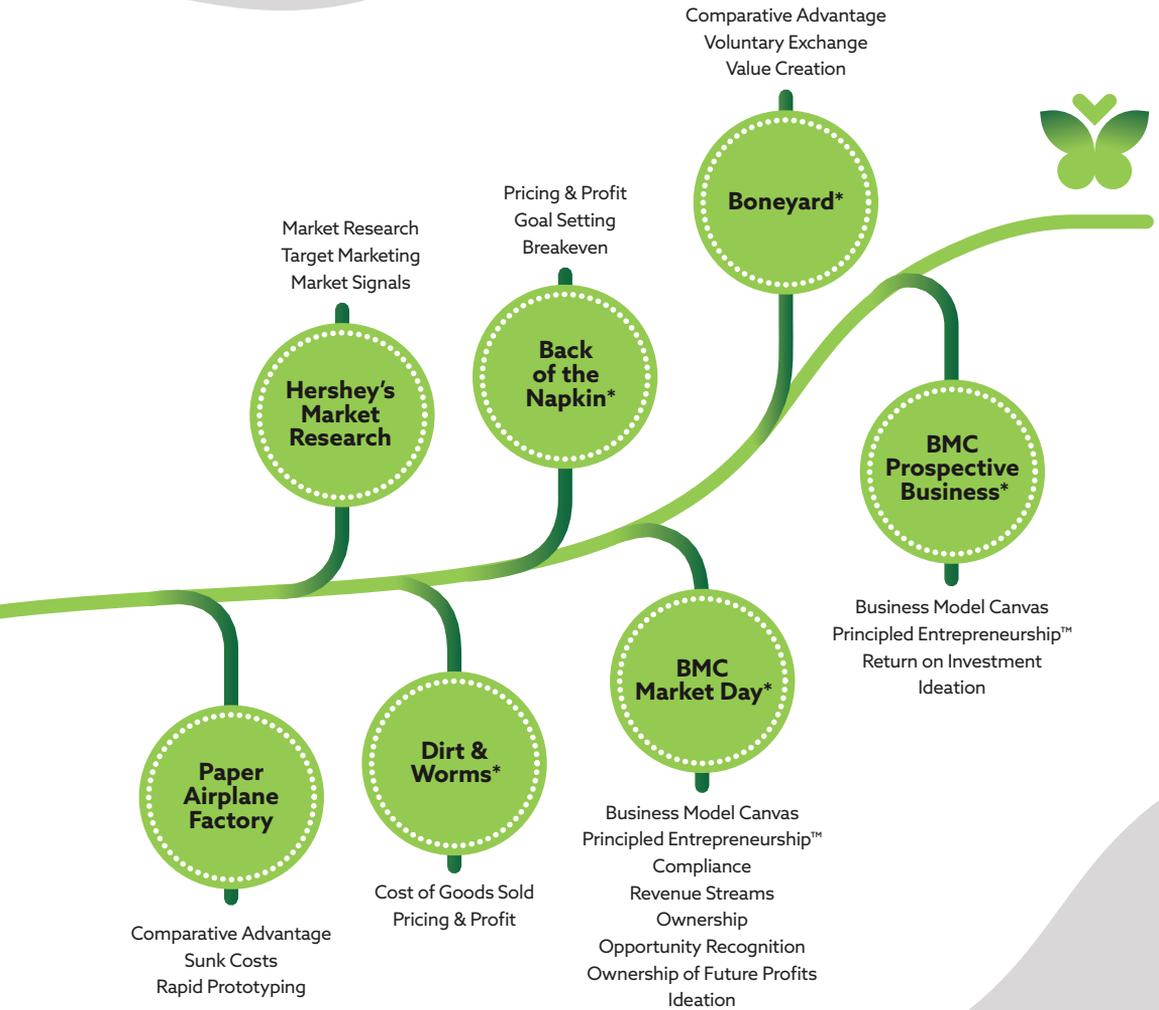
GROW YOUR CORE

CLASSROOM JOURNEY OVERVIEW

Come along this pathway and take your students on an engaging, hands-on adventure. Follow it closely – or innovate. Either way, you’ll equip them with the knowledge, skills and experiences they need to achieve more than they ever thought possible.

► Visit YEAcademy.org for all your curriculum needs.





FOUR CORE PILLARS

- | | | | |
|------------------------------------|----------------------------|------------------------------------|---|
| 1
Foundational
Values | 2
Soft
Skills | 3
Currency
& Auctions | 4
Transformational
Mindset |
|------------------------------------|----------------------------|------------------------------------|---|

THE FOUR CORE PILLARS



Principled Entrepreneurship™ is “maximizing your long-term contribution by continually creating new and better ways to responsibly provide products and services that help people improve their lives.” This speaks to not just personal behaviors, but to behaviors of a business as well. A business displaying behaviors of being open to new ideas, encouraging experimentation, an appropriate risk tolerance – including tolerance for failure that may occur when trying something new – knowledge sharing and a commitment to respect, toleration and maintaining a win-win focus will create long-term value for their customers.

What’s key to personal and professional transformation and practicing Principled Entrepreneurship is developing knowledge, skills, abilities and an entrepreneurial mindset. This entrepreneurial mindset is cultivated through the intentional – meaningful – consistent threading of “The Four Pillars” and is essential to every YE program. These Four Pillars include our eight Foundational Values, Soft Skills, Currency & Auctions and The Transformational Mindset. Each is vital to achieving the outcomes we strive toward for students and ourselves. They are critical to creating value for ourselves and others.

In the next eight pages, you will learn about each of “The Four Pillars” and tips on how to thread them throughout your YE program.

FOUNDATIONAL VALUES

Eight timeless principles contributing to the entrepreneurial, opportunity-focused mindset of lifelong learners.

Values are the very principles that guide our behavior, and we believe the following will help guide you to success in both business and in life. You will begin to see the presence, or lack of, the eight Foundational Values in student behaviors on a daily basis. Flip the page to learn more about the Foundational Values Behavior Model, a handy tool to help you observe student behavior.



RESPONSIBILITY

Take responsibility for your own life. No one will ever be as concerned about your success as you.



No one else is standing in your shoes to experience the ups and downs of your life. By taking responsibility, you are looking out for your future and not allowing others to decide how it goes.

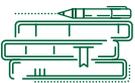


BE PRINCIPLED

Always act with integrity, respect and toleration.



By being principled, we demonstrate to others a desire to create value for them, whether monetary or otherwise.



KNOWLEDGE

Seek and use the best knowledge, drive change that benefits others and exemplify humility and intellectual honesty.



If you do not ensure that you are using accurate and complete information, you could take action that is not helpful to yourself and/or others.



FREEDOM

Respect the rights of others and study the links between freedom, entrepreneurship and societal well-being.



Freedom of choice is a critical component in a free market, which leads to the greatest opportunity for each individual to improve their lives. A lack of freedom diminishes our ability to create value for others.



PASSION

Find fulfillment in your life by improving the lives of others.



Creating value for others by using and sharing your talents is one of the best ways to find joy in your life. If we keep our passions to ourselves, we may be missing out on ways to help others.



OPPORTUNITY

You make your own opportunities.



You can sit and wait for things to happen to you or you can work to make things happen for you. Being opportunity obsessed means being constantly on the look out for ways to discover, develop and apply your talents.

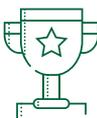


SOUND JUDGMENT

Use economic thinking to create the greatest benefit while using the least resources.



Because most resources are scarce, we need to be intentional about how we use them, which means we cannot recklessly use resources without any thought of whether we are being effective in our usage.



WIN-WIN FOCUS

Cooperation creates real value in society – for yourself and others.



When we have a win-win focus, we can expand our resources, knowledge, and capabilities to achieve our goals by collaborating with others.

THE FOUNDATIONAL VALUES BEHAVIOR MODEL



PRO TIP

This model is a teaching tool to be leveraged by the educator. It is not designed for students to evaluate one another.

Foundational Value	Exceptional FV consistently applied	Skilled FV applied most of the time
RESPONSIBILITY	<ul style="list-style-type: none"> Displays intellectual honesty and humility Takes responsibility for successes and failures, and sees failure as an opportunity for growth 	
BE PRINCIPLED	<ul style="list-style-type: none"> Respectfully speaks up when they disagree Open to others' challenges Respectful of others' viewpoints Understand the importance of compliance 	
KNOWLEDGE	<ul style="list-style-type: none"> Proactively seeks and shares knowledge with teacher(s) and other classmates (even if they aren't in the same activity group) Incorporates feedback to inform decision making 	
FREEDOM	<ul style="list-style-type: none"> Able to articulate the connection between civil and economic rights and entrepreneurship Respects and defends the rights of others, even when it may be difficult to do so 	
PASSION	<ul style="list-style-type: none"> Actively seeking to discover and develop what they're passionate about, good at and what others value Uses personal drive to push through obstacles 	
OPPORTUNITY	<ul style="list-style-type: none"> Proactively seeks to better their situation Demonstrates intellectual honesty and humility when discussing their aptitudes and abilities (confidence without arrogance) 	
SOUND JUDGMENT	<ul style="list-style-type: none"> Demonstrates deep understanding of key economic concepts Applies them during activities - opportunity cost, marginal thinking, subjective value, sunk costs and trade-offs 	
WIN-WIN FOCUS	<ul style="list-style-type: none"> Demonstrate a win-win attitude during activities/lessons Collaborates with others/classmates Pursues a customer-based approach during activities 	

The Foundational Values Behavior Model was designed to serve as a guide for reflecting upon student or personal behaviors. All people fall somewhere on the Behavior Model spectrum at any given point in time. As we continually transform, it is important for us to reflect and learn from the behaviors we demonstrate. The Behavior Model serves as a point of reference or guide for us to reflect upon our behaviors. It was not designed to use as a rubric or evaluation tool. Educators can utilize this tool to frame Foundational Values discussions while facilitating student transformation.

Proficient FV applied occasionally	Developing FV present but applied incorrectly	Inadequate FV not applied
<ul style="list-style-type: none"> Hesitant to take responsibility for successes and failures Struggles to see failure as an opportunity for growth 	<ul style="list-style-type: none"> Has a fear of failure Does not take responsibility for failures 	
<ul style="list-style-type: none"> Generally accepts challenge but can get defensive at times When challenging the ideas of others, not completely respectful in tone or word choice Struggles to challenge friends 	<ul style="list-style-type: none"> Defensive when challenged Treats others disrespectfully Actively disobeys some or all the rules in activities Doesn't listen to others' ideas 	
<ul style="list-style-type: none"> Generally works well with others; occasionally misses opportunities to seek and share knowledge Rarely initiates changes and/or challenges the status quo 	<ul style="list-style-type: none"> Does not incorporate outside knowledge and feedback in decision making Doesn't seek or share knowledge May start with an idea and refuse to change, even if new information is presented 	
<ul style="list-style-type: none"> Generally sympathetic to the connection between rights and entrepreneurship; struggles to articulate the "why" Might have inconsistencies when defending the rights of others 	<ul style="list-style-type: none"> Unable to articulate the connection between rights and entrepreneurship Sees a large role for government in driving entrepreneurship and the accompanying social benefits 	
<ul style="list-style-type: none"> Actively seeks one or two, but not all of the following: finding what they're passionate about, good at and what others value Has personal drive and passion; may struggle when faced with obstacles 	<ul style="list-style-type: none"> Uninterested in finding what they're passionate about, good at and what others value No personal drive or excitement to push through obstacles 	
<ul style="list-style-type: none"> Regularly demonstrates apathy toward circumstances rather than a desire to improve them Occasionally demonstrates self-motivated behavior, but also requires external motivators to act 	<ul style="list-style-type: none"> Begins with a defeatist attitude and assumes circumstances are entirely out of their control Waits for others to take action instead of proactively acting themselves 	
<ul style="list-style-type: none"> Demonstrates understanding of some, but not all, key economic concepts and inconsistent in demonstration 	<ul style="list-style-type: none"> Does not demonstrate understanding of key economic concepts May demonstrate the opposite, such as not considering best use of resources of scarcity 	
<ul style="list-style-type: none"> Inconsistently demonstrates a win-win attitude May not always collaborate with others; might stick with friend groups Occasionally focuses on customer needs 	<ul style="list-style-type: none"> Intentionally deceptive or dishonest Does not believe win-win scenarios lead to the most value for oneself, customers or society Does not collaborate with others Does not behave in ways that create value for others 	

2

SOFT SKILLS

Soft skills are the personal attributes that complement an individual's technical skill and knowledge. According to CareerBuilder, 77% of employers say soft skills are just as important as hard skills. College professors identify the same soft skills as vital to college success.



The modern workplace is interpersonal, magnifying the importance of networking, collaboration, listening, pitching, problem solving and communication. Intentional practice using soft skills throughout the YE program is essential to personal transformation, confidence building and the ability to create value for others.



FOR EXAMPLE

An example of this was when a family with an autistic child was dining at a Chili's in Utah. When the waitress delivered her a "broken" (cut in half) cheeseburger, she wouldn't eat it. The family ordered her a new (uncut) cheeseburger and was willing to pay for it. Instead, Chili's made her a new cheeseburger and apologized for serving her a broken one. When she received the new cheeseburger, she promptly kissed it. The family posted their experience on social media, resulting in 200,000 likes, 10,000+ comments and 40,000+ shares. Win-win! What soft skills are present in this example?

3

CURRENCY & AUCTIONS

Through the creation of your classroom market using YE currency and auctions, students are exposed to an array of economic concepts that are prevalent in our everyday lives. YE Core activities provide numerous opportunities to teach key economic concepts such as incentives, scarcity, supply & demand, choice, freedom, subjective value, sunk costs, opportunity costs, market signals, self-interest, property-decision rights, rule of law and ownership.

Repetition is key when implementing currency and auctions. Students need consistent opportunities to build their market knowledge and skills, develop an entrepreneurial mindset, and most importantly, have ample opportunities to practice and reflect on the behaviors that are drawn out when engaging in the market. As educators, we must model the behavior of always observing the market using market activities as a basis for learning how to create value for ourselves and others.

YE DOLLARS

Fiat currency used in the YE program used to make trades in the market.

VALUE CREATION

YE dollars can be earned by creating value in the market or by selling goods and services that others value more. It is important to remember that value is subjective.

OWNERSHIP & PROPERTY RIGHTS

YE dollars earned are the property of the student(s) who earns them, therefore they have decision-rights to trade them or not.

CLASS AUCTIONS

YE class auctions should be held regularly throughout the course with special attention and class discussion given as behaviors are witnessed in the market.

**PRO TIP**

It is a great idea to document auctions (somewhere visible in the classroom if possible).

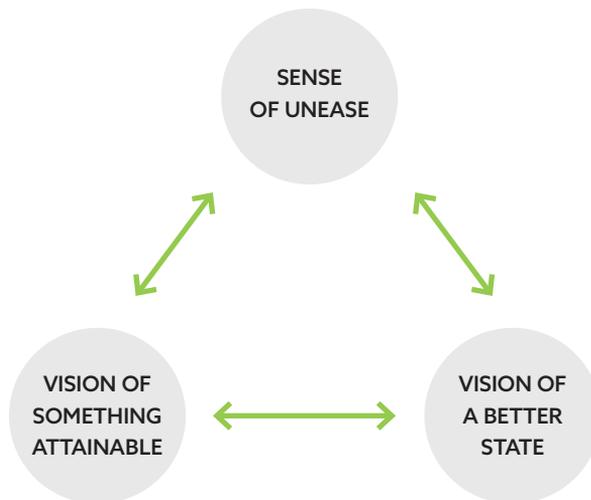
Examining auctions throughout the course can lead to great examples of economic concepts in action, as well as meaningful observations on consumer behavior in the market.

*See YE Academy for the YE dollars template and more information on currency and auctions.

4

TRANSFORMATIONAL MINDSET

The YE program exposes students to opportunities that change their current perspective and future actions. Our experiential learning builds a transformational mindset. Transformational mindset is a growth mindset: the mentality of a lifelong learner.



“Human action is purposeful behavior – people act because they are never fully satisfied with their state of being and are constantly making strides to improve their personal well-being.”
– Ludwig Von Mises

The process of changing behavior is never linear. For our students (and all humans), three components must be present before we take action:

SENSE OF UNEASE	This is when the individual feels discomfort in their situation. They are not happy with how things are.
VISION OF A BETTER STATE	This is the ability to see how their situation could be different.
VISION OF SOMETHING ATTAINABLE	This is the belief the individual can achieve something better than the current situation.

As students progress through the YE program, look for opportunities to highlight and reflect with students about this model:

PERSONAL DEVELOPMENT	<ul style="list-style-type: none">• If a student is unmotivated, which component is missing?• If a student has behavior issues, how can you help them overcome whichever component(s) is missing?• How will you expose your students to opportunities for them to see a vision of a better state?• How will you help your students feel as though their vision is attainable?
BUSINESS MODEL DEVELOPMENT	<ul style="list-style-type: none">• Where is there a sense of unease in the market? Can you provide a vision of a better state?• Does your personal sense of unease translate to a larger market? Is there a business idea there?
DEBRIEFING ACTIVITIES	<ul style="list-style-type: none">• What was the sense of unease in this activity?• What was the vision of a better state?• Was your method of achieving that better state attainable?



PRO TIP

Educators should look for real-world examples, including demonstrating humility by being transparent with our own failures as well as successes.

HOW TO USE THE CORE FIELD GUIDE

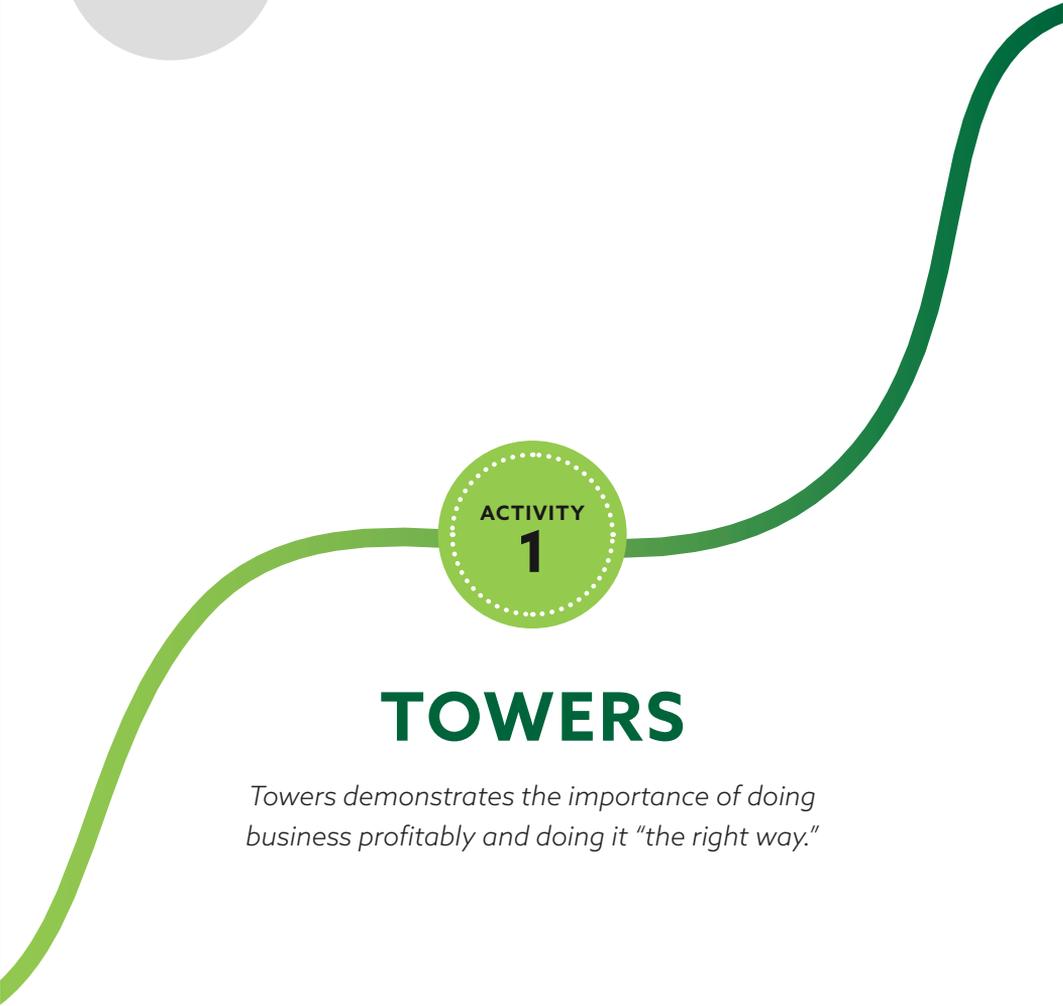
Now you're ready to embark upon the Core pathway, an engaging and transformative hands-on adventure for you and your students. Follow these activities closely – or innovate. Either way, you'll equip your students with the knowledge, skills and experiences they need to achieve more than they ever thought possible.

In the next section, we'll introduce each of the 14 Core activities. Within each activity, we've provided an overview, background knowledge, and a space to jot down your thoughts and ideas.

Full activity guides are available on YEAcademy.org.

**HOW TO
READ THIS
GUIDE**

		Activity Title
<p>KEY CONCEPTS</p> <p><i>Although each activity teaches many key concepts, students will develop mastery of those concepts bolded in the overview page.</i></p> <hr/> <p> FOR EXAMPLE</p> <p><i>Here we apply each concept in a real-world setting.</i></p> <hr/> <p> ALTERNATE ACTIVITIES</p> <p><i>Use these if the suggested activity is not appropriate for your classroom setting, age group, or if it does not meet the needs of your students.</i></p>		<p>NOTES</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>REAL-WORLD EXAMPLES</p> <p><i>Record your own examples that help connect the key concepts to your life or your students' lives.</i></p>		
<p>FOUR CORE PILLARS</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border-right: 1px solid #ccc; padding: 0 5px;"> <p>1</p> <p>Foundational Values</p> </div> <div style="border-right: 1px solid #ccc; padding: 0 5px;"> <p>2</p> <p>Soft Skills</p> </div> <div style="border-right: 1px solid #ccc; padding: 0 5px;"> <p>3</p> <p>Currency & Auctions</p> </div> <div style="padding: 0 5px;"> <p>4</p> <p>Transformational Mindset</p> </div> </div>		<p>FOUR CORE PILLARS</p> <p><i>Record how you can see the Four Pillars connected to these key concepts and the activity.</i></p>



ACTIVITY

1

TOWERS

Towers demonstrates the importance of doing business profitably and doing it "the right way."

TEACHER OVERVIEW

Towers is a game that demonstrates the importance of both doing business profitably and also doing it “the right way.” In the real world, customers generally can choose not to do business with your company for any reason. Regulators can restrict or shut down your business if you don’t follow the rules. Doing business “the right way” matters. After completing Towers, students better understand the importance of conducting business using the Foundational Values to create long-term value.

Key Concepts

Shared Knowledge

Self-Interest

Trade-offs

Incentives

Foundational Values

Responsibility

Be Principled

Knowledge

Freedom

Passion

Opportunity

Sound Judgment

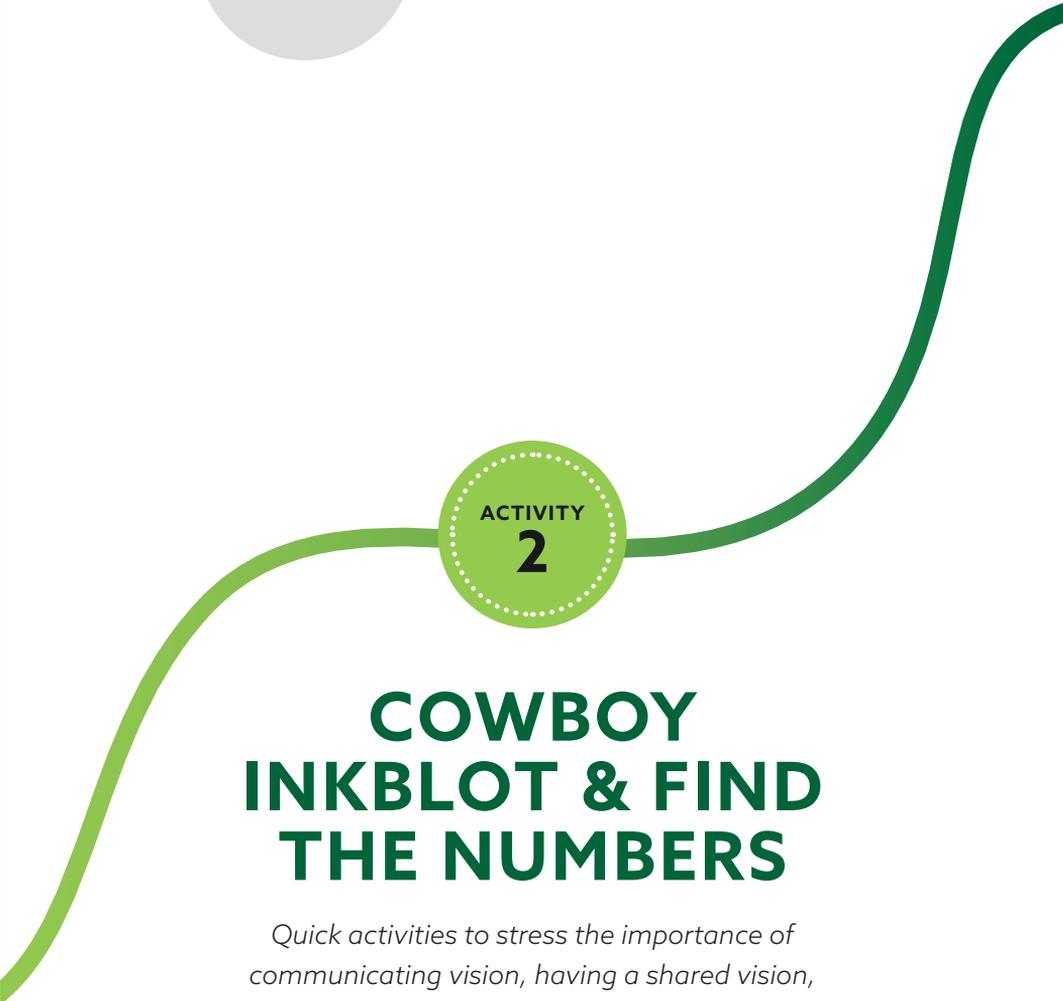
Win-Win Focus

ACTIVITY SNAPSHOT

1. Students are divided into groups. Each group is given exclusive control over certain materials that other teams do not have.
2. Students are instructed to build a tower that meets the following goals:
 - a. Build the tallest tower
 - b. Build the most beautiful tower
 - c. Do business in accordance with YE Foundational Values
 - d. Maximize tower height for the whole city
3. While you observe students working, pay close attention to student behavior to be able to debrief Foundational Values.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on YEAcademy.org.



ACTIVITY

2

COWBOY INKBLOT & FIND THE NUMBERS

Quick activities to stress the importance of communicating vision, having a shared vision, and sharing knowledge required to reach common goals, as well as handling the challenge of failure.

TEACHER OVERVIEW

This lesson is all about vision and sharing knowledge. It is important that any group, organization or business communicates their vision, has a shared vision, and shares the knowledge required to reach common goals.

Key Concepts

Shared Knowledge

Failure

Shared Vision

Foundational Values

Knowledge

Win-Win Focus

ACTIVITY SNAPSHOT

1. Explain to students that the class will be doing a “vision test” today. It will be very simple and won’t take long.
2. Hand out Cowboy Inkblot face down and tell them the paper has an inkblot on it. When given the go ahead by you, they may turn it over and shout out the first thing they see. After some time, share that they “should” see a cowboy on a horse. Pay attention to behaviors you see, especially if they ask their peers to help them “see” the image.
3. Hand out Find the Numbers face down and tell them that in this situation, they work for you. Their job is to find numbers. When you tell them to begin, they must all find the numbers 1 to 54 in order on this paper. They only have 60 seconds to complete their job. You need them to be 100% productive. Play several rounds where they try to find the numbers on their own, then reveal that there is a pattern.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on [YEAcademy.org](https://www.yeacademy.org).

SHARED KNOWLEDGE We should always seek knowledge and alternative points of view.

For many products, no one individual has all the knowledge to produce materials necessary to design and build the final product. Individuals sharing knowledge produces the best solutions to solving the problem of creating the best products for consumers.



FOR EXAMPLE

IDEO is the company that designed the Swiffer Sweeper for Procter & Gamble and the first mouse for Apple, but couldn't have developed these innovations without the shared knowledge of their employees who come from a variety of disciplines including behavioral scientists, branding experts, designers and engineers, all working together to solve problems resulting in the best solutions.

FAILURE Failure is the lack of success in doing or achieving something, especially in relation to an activity.

Students will likely see "failure" in these activities. Students will find each activity challenging and may not be able to complete them without assistance. Demonstrating humility in the face of failure so we can grow and improve.

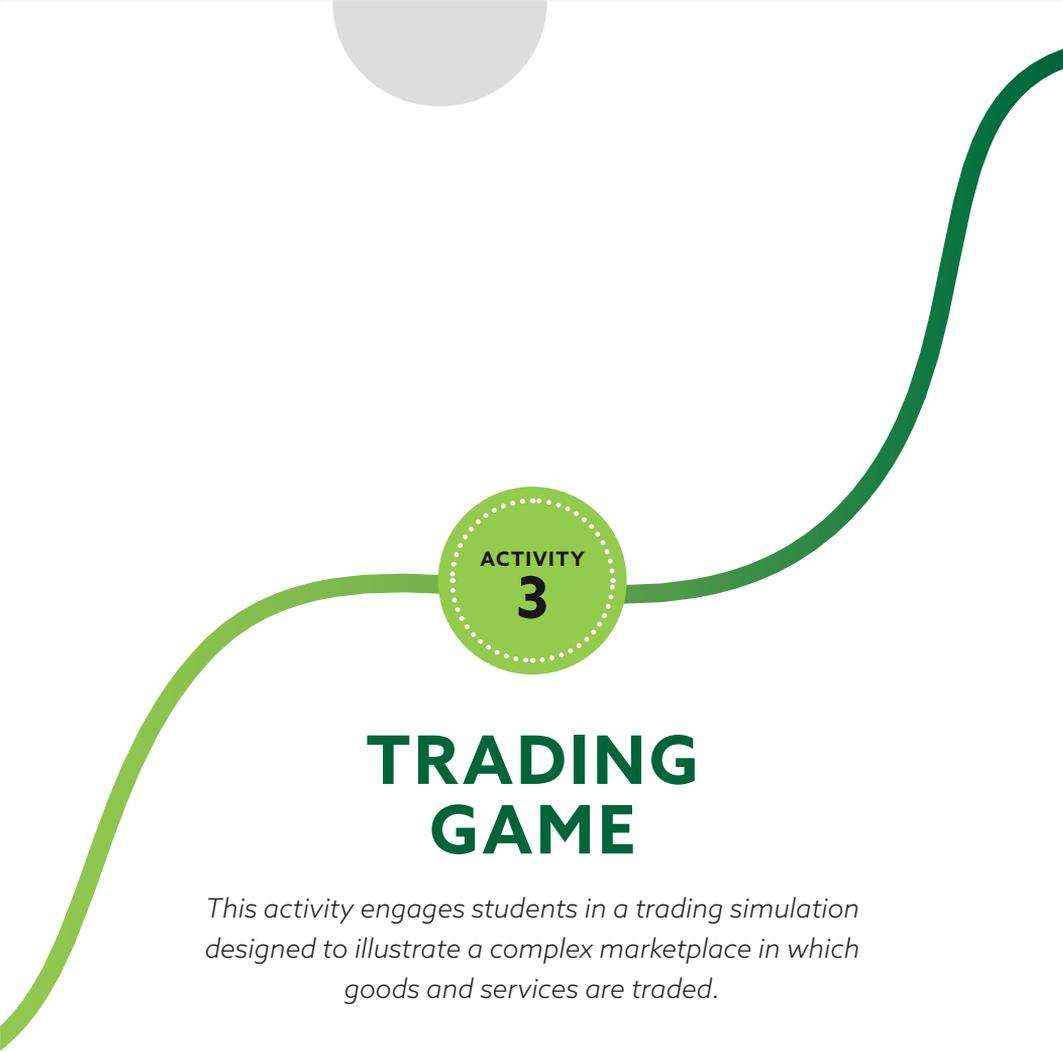
Throughout the YE course it is important to talk with students about utilizing failure to learn and drive growth or continuous improvement. YE's hands-on activities provide great opportunities to have ongoing discussions about using the feedback of failure to pivot in the moment seeking best solutions.

Thomas Edison made thousands of attempts at inventing the light bulb but kept grinding, applying what he learned from each failure to move forward. He is now famous for saying, "I didn't fail 5,000 times. I discovered 5,000 ways that didn't work."

NOTES

Horizontal lines for taking notes.

REAL-WORLD EXAMPLES

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ACTIVITY

3

TRADING GAME

This activity engages students in a trading simulation designed to illustrate a complex marketplace in which goods and services are traded.

TEACHER OVERVIEW

Trade is good for people because it allows them to find solutions to their problems. The Trading Game engages students in a trading simulation designed to illustrate a complex marketplace in which goods and services are traded. Students use this experience to investigate the conditions that encourage or discourage trade among individuals. Through several rounds of trade, students will see that the broader their access to trade, and the more choices they have for solutions to their problems, the greater their satisfaction.

Key Concepts

Property-Decision

Rights

Voluntary Exchange

Subjective Value

Personal Choice

Incentives

Economic Systems

Opportunity Cost

Scarcity

Trade

Trade-off

Self-Interest

Foundational Values

Responsibility

Be Principled

Freedom

Opportunity

Sound Judgment

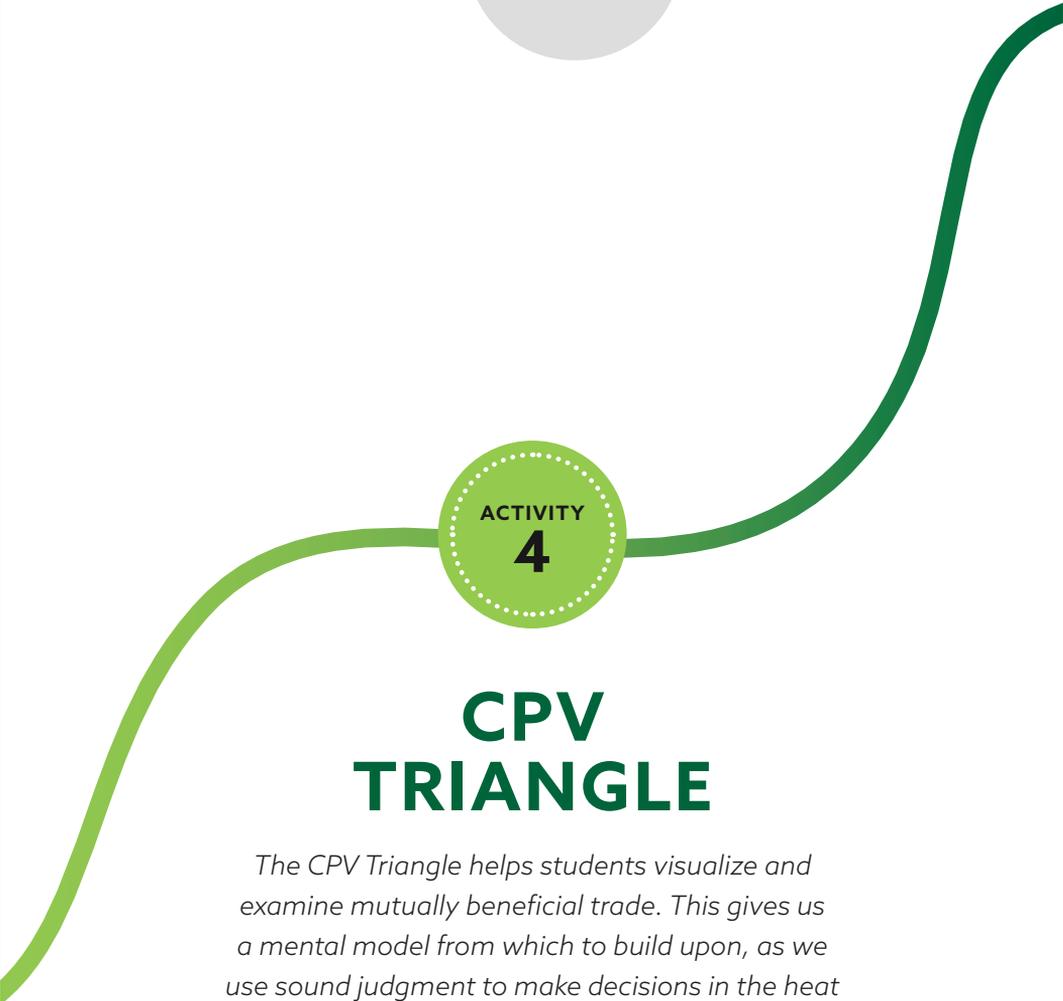
Win-Win Focus

ACTIVITY SNAPSHOT

1. Announce to students that you are going to give them bags which they will then own. Ask them not to open the bags until told to do so.
2. Play happens in multiple rounds where you gradually remove trade restrictions.
3. Over the course of the rounds, student satisfaction ratings should increase as they engage in voluntary exchange.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on [YEAcademy.org](https://www.yeacademy.org).



ACTIVITY

4

CPV TRIANGLE

The CPV Triangle helps students visualize and examine mutually beneficial trade. This gives us a mental model from which to build upon, as we use sound judgment to make decisions in the heat of action in the market. The Triangle helps answer the questions: "What does win-win look like?" and "What does value creation for others look like?"

TEACHER OVERVIEW

At the very heart of being entrepreneurial is the world of voluntary exchange and creating win-win. We make hundreds of mutually beneficial trades every week. With this in mind, we must see the whole picture and learn to become more productive at creating value on both sides of a trade, leading to prosperity for ourselves, our families, and our communities. The CPV Triangle is a graphic organizer and mental model that helps deconstruct and measure the components of transactions. The CPV Triangle helps build an entrepreneurial mindset with principled behavior as a foundation. Concepts learned through the CPV are transferable not only to business transactions, but to all transactions we make as individuals. In this activity, student teams will draw, label and discuss elements of the CPV Triangle to take a closer look at “What does win-win and creating value for others look like?”

Key Concepts

Voluntary Exchange	Sellers Profit
Pricing	Buyers Profit
Value Creation	Integrity
Subjective Value	Principled
Cost of Goods Sold (COGS)	Entrepreneurship

Foundational Values

Responsibility
Be Principled
Freedom
Opportunity
Sound Judgment
Win-Win Focus

ACTIVITY SNAPSHOT

1. Explain that the CPV Activity will drill down deeper into voluntary exchange and win-win, helping us examine how it is both possible and beneficial for both the buyer and seller to profit in an exchange.
2. Explain that history is filled with entrepreneurs and businesses who were masters of creating profit for themselves but failed because they fell short of creating value for others.
3. Students will collaborate using the CPV Triangle graphic organizer to discover ways to eliminate waste, create value for others and increase the total value created in an exchange.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on YEAcademy.org.

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ACTIVITY

5

SPEAK-OUT CARDS

Speak-Out Cards afford students the opportunity to practice standing in front of others and speaking extemporaneously, which builds confidence and competence by articulating concepts and their ideas.

TEACHER OVERVIEW

Speak-Out Cards afford students the opportunity to practice standing in front of others and speaking extemporaneously. There is little risk but high return for the students during this activity. Speak-Out Cards contain easy, medium, and hard questions or statement starters that can be randomized. It is truly up to you how you use them in your class. This lesson will provide you with some ideas.

Key Concepts

Pitching

Public Speaking

Foundational Values

Responsibility

Be Principled

Passion

Sound Judgment

ACTIVITY SNAPSHOT

1. Begin by explaining to students that the YE program involves “pitching” business ideas/models. A “pitch” is a short persuasive explanation of a business idea/model. In order to prepare them for their pitch, we are going to practice speaking in front of people in a variety of ways throughout the year. One of those ways is using Speak-Out Cards.
2. Students will select or be given a card with a prompt; the student will then “speak out” based on what the card says.
3. There are different levels of difficulty, as well as the amount of time the student is expected to speak can be increased as they become more confident in their speaking abilities.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on YEAcademy.org.

**PITCHING/
PUBLIC
SPEAKING**

The ability to speak confidently and concisely to your audience.

For many students, the act of speaking in front of others is a cause for great anxiety. Speak-Out Cards and frequent opportunities to pitch will help students improve their comfort level, speaking ability, knowledge and memorization of concepts, and overall confidence.

It is important we not only give students opportunities to speak while using Speak-Out Cards, but throughout many YE activities, whether it is through opportunities to pair-share or opportunities to pitch ideas.

Elevator Pitch – a quick description of your product, service, company, idea or concept that explains it in a way that is easy to understand and engages the listener(s).

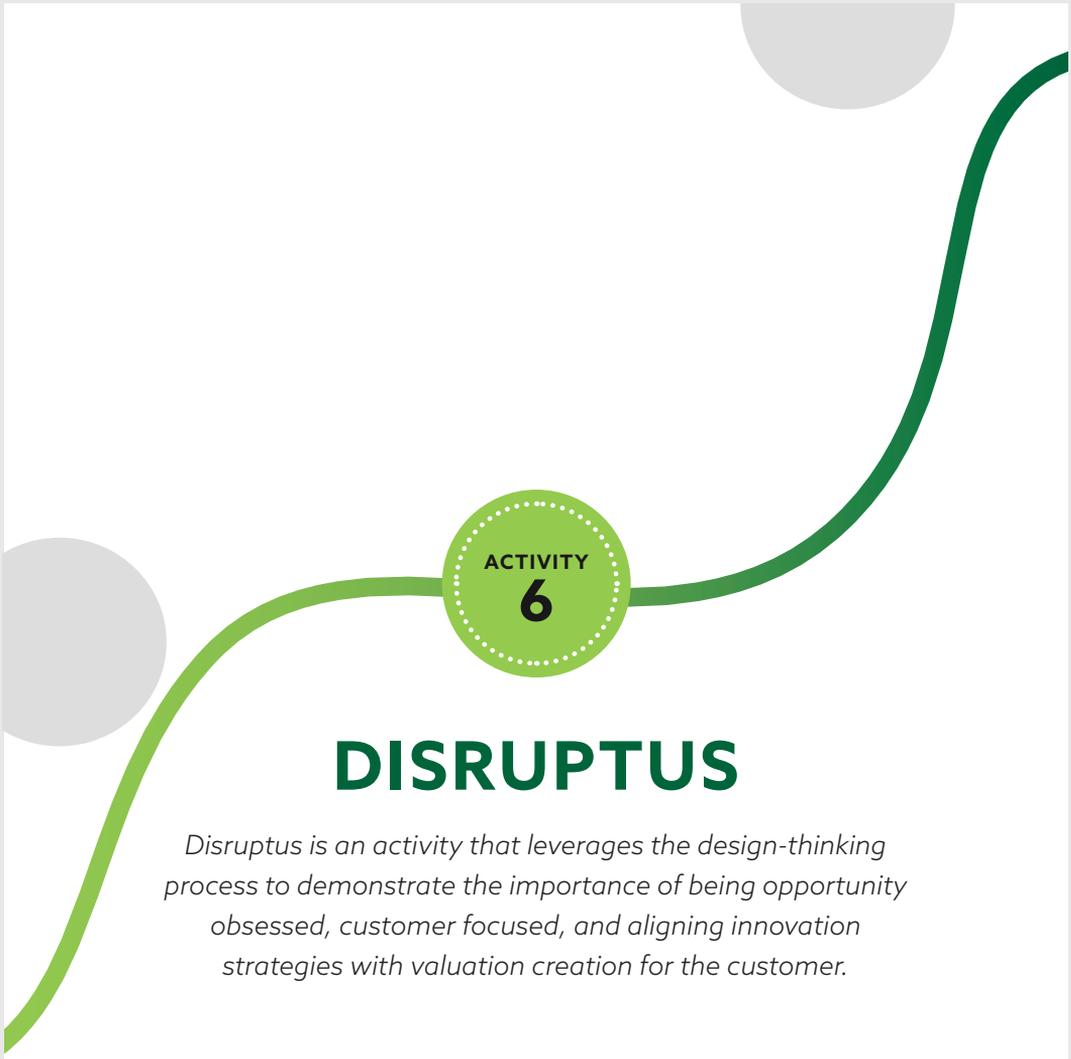


PRO TIP

- Frequent practice presenting elevator-style pitches helps students summarize their ideas and present them in a concise way that engages others, encouraging them to want to know more or to engage further.

NOTES

REAL-WORLD EXAMPLES



ACTIVITY

6

DISRUPTUS

Disruptus is an activity that leverages the design-thinking process to demonstrate the importance of being opportunity obsessed, customer focused, and aligning innovation strategies with valuation creation for the customer.

TEACHER OVERVIEW

Disruptus is a game that demonstrates the importance of being opportunity obsessed, innovating and properly aligned Value Creation. In an ideal market, customers can choose not to do business with your company for any reason. That said, this activity puts the students in the position of knowing who their market is and properly aligning their innovation strategies with their market in order to create value for the customer, therefore creating value for themselves.

Key Concepts

Design-Thinking

Innovation

Creative Destruction

Intellectual Property

Value Creation

Subjective Value

Foundational Values

Opportunity

Sound Judgment

Win-Win Focus

ACTIVITY SNAPSHOT

1. Split your students into teams and announce that each group is now a Research & Development firm whose job is to bring innovative new products to market.
2. Explain that you will roll the Disruptus dice and read the innovation description associated with that type of innovation. You will then draw either one or two Disruptus cards depending on the type of innovation rolled.
3. Teams will have five minutes to develop/innovate their product and one minute to pitch it.
4. At the end of each round, use YE bonds/YE dollars to signal the groups that you think deserve a share of the market.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on YEAcademy.org.



ACTIVITY
7

PIT

Pit is a fast-paced card game designed to simulate open outcry bidding for commodities.

TEACHER OVERVIEW

Pit is a fast-paced card game designed to simulate open outcry bidding for commodities. If you are familiar with this classic game, be aware that we don't necessarily play by the rules, as written. We use the game as a way for students to learn about trade and simple negotiations and focus on the economic principle of comparative advantage. This particular lesson only includes instructions for 3 basic rounds of Pit.

Key Concepts

Virtuous Cycles

of Mutual Benefit

Scarcity

Freedom to Enter and Compete

Supply and Demand

Opportunity Cost

Trade

Market

Sunk Cost

Subjective Value

Self-Interest

Wealth

Comparative

Advantage

Foundational Values

Responsibility

Be Principled

Freedom

Opportunity

Sound Judgment

Win-Win Focus

ACTIVITY SNAPSHOT

- Students will be given a set of 8 cards to trade with others in the class as they choose. The goal is to have 8 like cards.
 - If they get 8 like cards you will pay them the face value of those cards. i.e., 8 qty. of 5-cards will earn a student \$5 YE dollars. This is how they can "create wealth."
- It is important that the students understand that their set of cards is theirs to do with what they want.
- Play happens in multiple rounds where you gradually remove trade restrictions.
- Over the course of the rounds, students should be able to increase their wealth as they engage in voluntary exchange.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on [YEAcademy.org](https://www.yeacademy.org).

VIRTUOUS CYCLES OF MUTUAL BENEFIT

Virtuous cycles of mutual benefit begin when we develop capabilities enabling us to create value for others. We apply these capabilities to serve the customers for whom we can create the most value, and who will reward us accordingly. We call these cycles virtuous because they benefit all the parties involved.

Companies are continually innovating for the benefit of themselves and their customers. This requires continuous transformation in order to maintain the status as the preferred partner for all participants of the business.

As we improve and add to our capabilities, new opportunities open, which point to the need for additional capabilities. This leads to never-ending cycles of improvement and opportunity.



FOR EXAMPLE

If Marriott hotels improve quality, they may enjoy higher customer ratings on Yelp and other hotel sites, resulting in more bookings at higher prices. The resulting revenue allows Marriott to implement improvements supporting the improved quality.

SCARCITY

The fundamental economic problem of having seemingly unlimited wants and needs in a world of limited resources.



FOR EXAMPLE

The gasoline shortage of the 1970s. The shortage of time. Over-fishing can cause scarcity of a specific type of fish.

It is important to understand scarcity in order to efficiently allocate resources. Resources are limited and cannot meet our own unlimited demands.



Recently Starbucks introduced the brightly colored "Unicorn Frappuccino" to its menu but announced the item would only be available for a few days. This quickly created a scarcity of the beverages as demand outweighed supply.

NOTES

Horizontal lines for taking notes.

REAL-WORLD EXAMPLES

FREEDOM TO ENTER AND COMPETE It is the choice of the consumer whether they would like to participate in the market.

In this activity, during certain rounds the whole class may participate. There will be times students choose not to participate, which is acceptable. There are also rounds of the game where students can buy additional sets of cards. Students may choose to participate if they want to.

Students must understand they have the choice to enter the market.



Shark Tank:

The "Sharks" and sellers have the option of whether they want to participate. Each individual Shark has the option to make an offer to the seller. They can choose to join forces with one or more Sharks, or they can opt out of making an offer completely. The sellers also have options. If presented with an offer, they can accept, present a counteroffer or choose to decline.



SUPPLY AND DEMAND Supply is the amount of goods or services the market can offer. Demand is the amount of goods or services desired by buyers.

Supply and demand are key economic drivers. They each influence the other and are important in determining the prices of goods and services.

In Pit, frequently the demand for higher numbered cards is significant while the supply is constant or limited, depending on the number of cards being traded in the market.



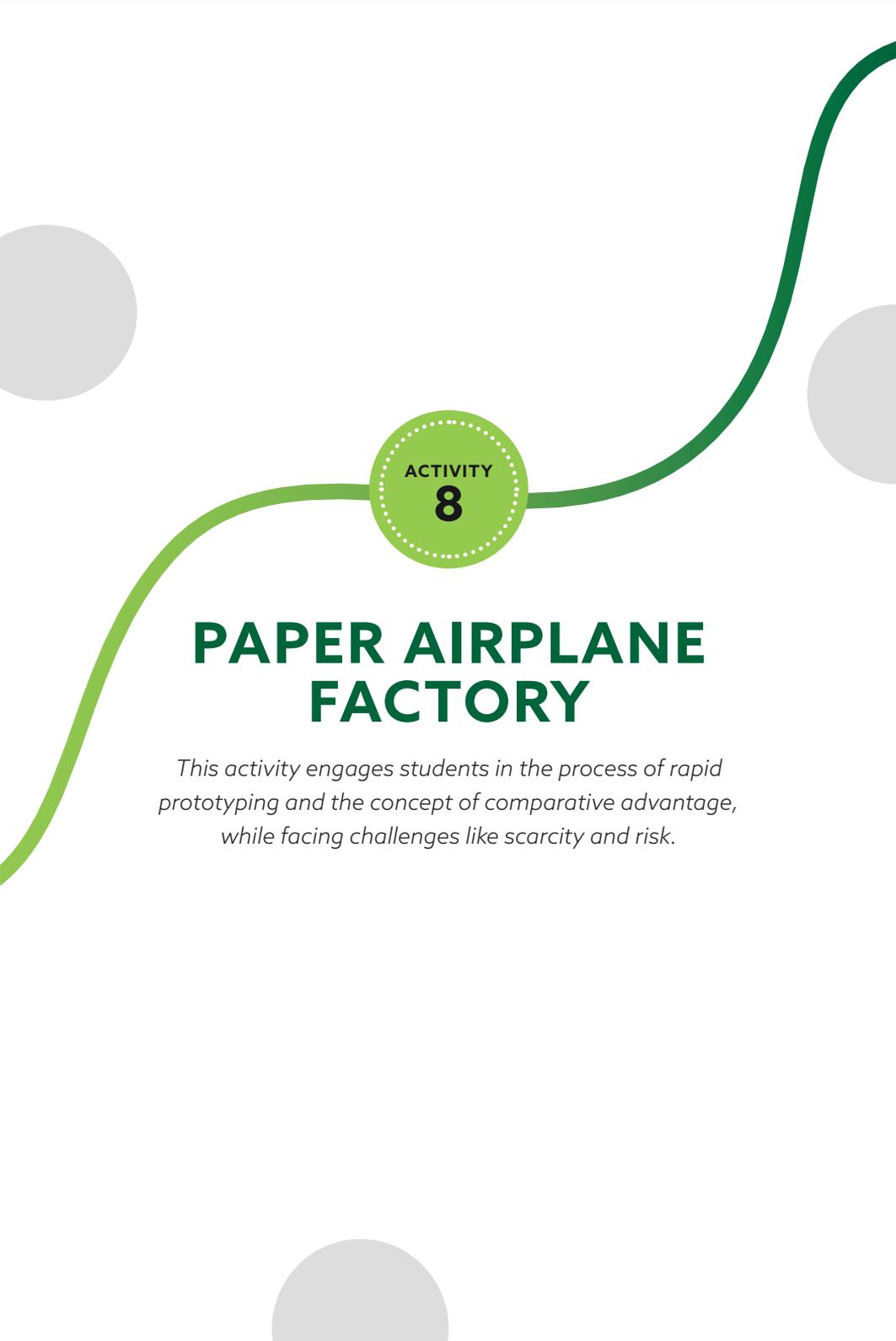
FOR EXAMPLE

There is a drought in Florida and the crop of oranges has fallen dramatically. With fewer oranges available, the prices rise sharply. Or, a new restaurant opens with only 15 tables. The local paper gives the restaurant a great review. Demand for reservations goes up while the number of tables does not increase.

NOTES

Horizontal lines for taking notes.

REAL-WORLD EXAMPLES

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ACTIVITY

8

PAPER AIRPLANE FACTORY

This activity engages students in the process of rapid prototyping and the concept of comparative advantage, while facing challenges like scarcity and risk.

TEACHER OVERVIEW

Paper Airplane Factory is designed to engage students in the process of rapid prototyping in small groups while dealing with the challenges of scarcity, risk and a high potential for failure. Students are given the seemingly simple task of flying paper airplanes from one line to another with the potential for a 100% profit if they are successful. As the game progresses, however, the rates of success and failure will drive them to change their strategy by creating new opportunities to profit by innovating their approach and redefining, for themselves, what success looks like. Their goal is to make profit by creating a quality paper aircraft that is able to fly the distance. Along with the plane’s capability, teams are challenged to streamline their productivity, manage their costs, maintain quality, and seek profitability.

Key Concepts

Comparative Advantage Feedback
Sunk Cost Humility
Rapid Prototyping Trade-offs
 Innovation Scarcity
 Risk
 Competition

Foundational Values

Opportunity
 Sound Judgment
 Win-Win Focus

ACTIVITY SNAPSHOT

1. Tell students that today they will be forming companies that are designing, testing, flying, and if successful, selling paper airplanes.
2. Tell students that you, the teacher, are the customer and that you will buy any airplane that can be successfully flown from the launch area (show students the launch area) across the finish line (show students the finish line).
3. Tell students you will pay them \$10 YE dollars for any plane that is successful but (pause for dramatic effect) each test flight will cost them \$5 YE dollars.
4. Through a series of strategy sessions and flying rounds, allow students the opportunity to build their wealth by engaging in rapid prototyping.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on YEAcademy.org.

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ACTIVITY

9

HERSHEY'S MARKET RESEARCH

*This two-part activity is designed to familiarize
your students with basic market research.*

TEACHER OVERVIEW

This two-part activity is designed to familiarize your students with basic market research. The purpose of the activity is to give students an opportunity to, in Part 1, design a simple market research survey. In Part 2, your students will implement the results of the market research survey.

Key Concepts

Market Research

Target Marketing

Market Signals

Foundational Values

Be Principled

Knowledge

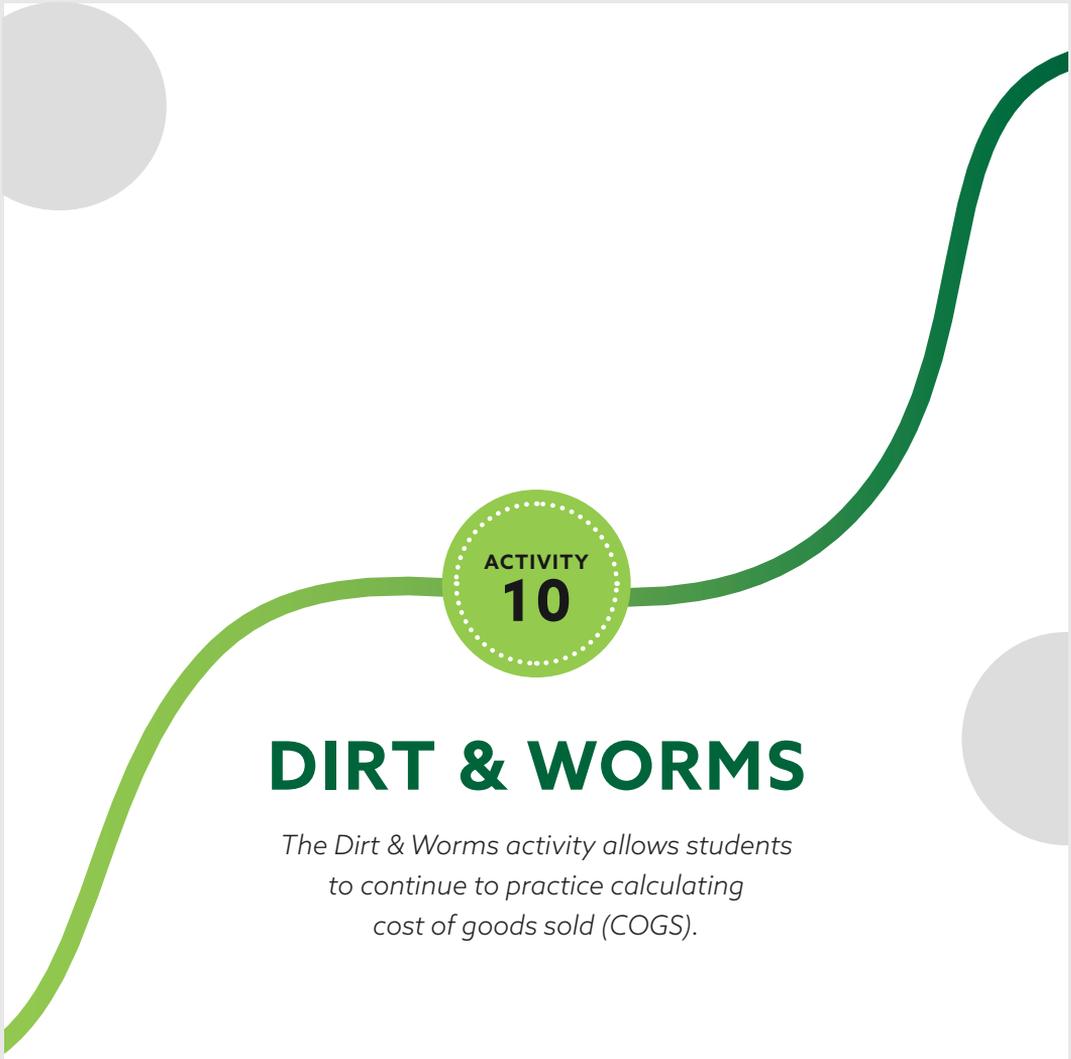
Sound Judgment

ACTIVITY SNAPSHOT

1. Tell your students the following: Hershey's has hired your teams to conduct market research to identify the tastes of young consumers of chocolate ages 12-18 years old.
2. Each team must complete the following:
 - a. Design and implement a market research survey.
 - b. Based on the results of the market research, create a new product, including its marketing strategy and overall packaging.
 - c. Create a 30-second commercial advertising the product.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on [YEAcademy.org](https://www.yeacademy.org).

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ACTIVITY
10

DIRT & WORMS

The Dirt & Worms activity allows students to continue to practice calculating cost of goods sold (COGS).

TEACHER OVERVIEW

The Dirt & Worms activity allows your students to continue to practice calculating COGS. This activity will set the foundation needed for your students to develop an understanding of pricing and as well as funding.

Key Concepts

Cost of Goods

Sold (COGS)

Pricing and Profit

Costs

Unit of Sale

Foundational Values

Sound Judgment

ACTIVITY SNAPSHOT

1. Tell students we will be selling Dirt & Worms for Market Day.
 - a. It is a delicious mix of chocolate pudding and crumbled Oreos (that is the dirt) with little gummy worm surprises!
2. Guide students through determining what a unit of sale includes and calculating the COGS for the unit of sale.
3. Students will also calculate the Pricing & Profit equation to determine their gross profit for a chosen selling price.
4. Once the math is done, students build their Dirt & Worms and enjoy!

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on [YEAcademy.org](https://www.yeacademy.org).

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ACTIVITY
11

BACK OF THE NAPKIN

Based on their knowledge of costs and prices, students learn to use quick math to assess an opportunity and decide if it is “worth it” to pursue during Back of the Napkin. This is an activity students can apply in many different scenarios during the class, and is designed to be a lasting tool for students in numerous life ventures, present and future.

TEACHER OVERVIEW

During Back of the Napkin, students learn to use quick math, based on their knowledge of costs and prices, to assess an opportunity and decide if it is “worth it” to pursue. There are legends of businesses and big ideas that got their start on the back of a napkin. Bad ideas and unfruitful ventures have also been avoided thanks to the back of a simple napkin. When an entrepreneur wants to capture an idea in the moment, they can grab the nearest piece of paper and begin to sketch it out.

Key Concepts

Pricing and Profit

Goal Setting

Break-Even

Foundational Values

Opportunity

Sound Judgment

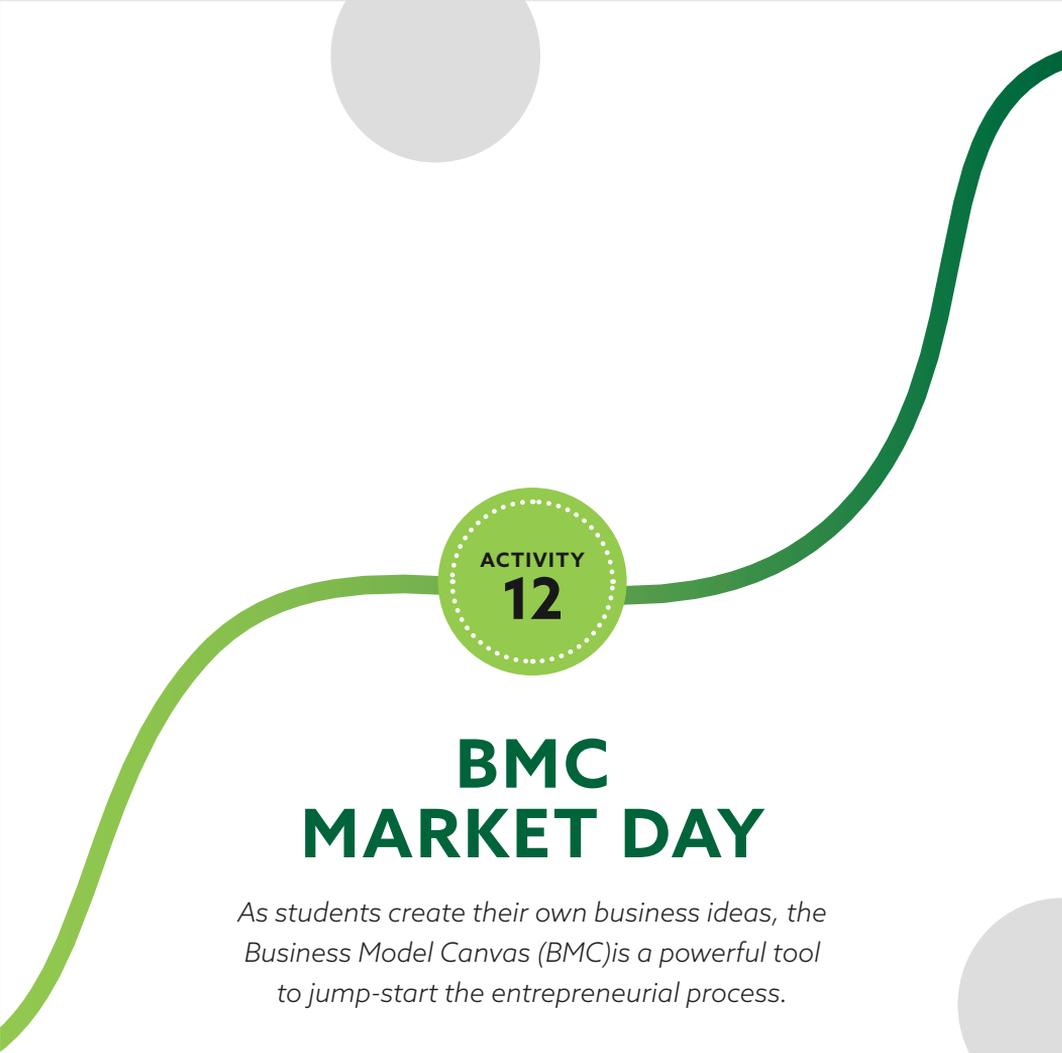
Win-Win Focus

ACTIVITY SNAPSHOT

1. For any opportunity they encounter, students should stop and consider if they are making a sound judgment by calculating whether the opportunity is worth the effort in terms of their scarce resources.
2. Tell students that their YE class offers a rare opportunity for them to make real profit that they get to keep for themselves. As such, they should think about how much profit they want to make. Once they have a number in mind, they then ask themselves what service or goods they want to sell as they attempt to reach that profit goal. As a final check, they consider the cost in terms of time and effort, and challenge whether this opportunity is “worth it”; that is, whether they can realistically achieve their profit goals.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on YEAcademy.org.



ACTIVITY
12

BMC MARKET DAY

As students create their own business ideas, the Business Model Canvas (BMC) is a powerful tool to jump-start the entrepreneurial process.

TEACHER OVERVIEW

Market Day allows students to deepen their entrepreneurial way of thinking by giving them the opportunity to own and operate a startup for a designated period of time. To help students prepare for this opportunity, teachers guide students through the Business Model Canvas (BMC) as a way to help students assess an opportunity quickly, understand the marginal value they can create by pursuing it, and act on their comparative advantage. The BMC allows students to easily visualize the core of any opportunity and see relationships between the basic segments of engaging in trade. The BMC is an iterative graphic organizer that allows the user to constantly make changes to their evolving opportunity as their vision of success responds to feedback from experimental action in the market.

Key Concepts**Principled****Entrepreneurship****Business Model Canvas****Compliance****Revenue Streams****Ownership****Opportunity****Recognition****Ownership of****Future Profits****Ideation****Foundational Values**

Responsibility

Be Principled

Knowledge

Freedom

Passion

Opportunity

Sound Judgment

Win-Win Focus

ACTIVITY SNAPSHOT

1. Market Day is an opportunity for students to ideate and create value for themselves and others by selling a product or service to a predetermined market.
2. Using the BMC, you will guide them through planning various aspects of their business model, including operations, customer focus, and financials.
3. Your role in this experience is to guide students through the ideation process, including self-reflection throughout, resulting in them testing their business model and learning from both their successes and failures.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on [YEAcademy.org](https://www.yeacademy.org).

BMC Cheat Sheet below is available on YEAcademy.org.

THE BUSINESS MODEL CANVAS

Key Partners	Key Activities	Value Proposition	Customer Relationship	Customer Segments
Supplies Form of Ownership Mentors Board of Directors Independent Contractors Outsourcing Franchiser Equity Partner Manufacturers Wholesalers Bankers Real Estate Agents Accountants Insurance Agents Attorneys Other Service Providers	To Do List SWOT Analysis SMART Goals Education/Training Transition/Exit Strategy Executive Summary	Product/Service Business Description Pains Relieved Gains Created Problem Solved Consumer Need Fulfilled Comparative Advantage Value Created Core Values Proprietary/Intellectual Property	Marketing Strategy Marketing Plan Marketing Mix Branding Pricing Strategy Marketing Budget Pre-Opening Marketing	Primary Target Market Secondary Target Market Market Research Demographics Psychographics Geographics
	Key Resources Human Resources Employees Owner and Employee Roles & Responsibilities Items under Key Partners Items under Key Activities		Channels Distribution Strategy	
Cost Structure Cost of Goods Sold (COGS for each Revenue Stream) Operating Costs (Fixed and Variable) Start-Up Costs		Revenue Streams Economics of One Unit (EOU) Income Statements (Current and/or Projected) Financial Ratios (ROI, ROS, Payback, Break-even)		

The Business Model Canvas allows you to quickly outline your business ideas to determine whether it is a business idea worth pursuing. It can help you understand areas of weakness within your model as well.

REAL-WORLD EXAMPLES

BMC BASICS FOR MARKET DAY

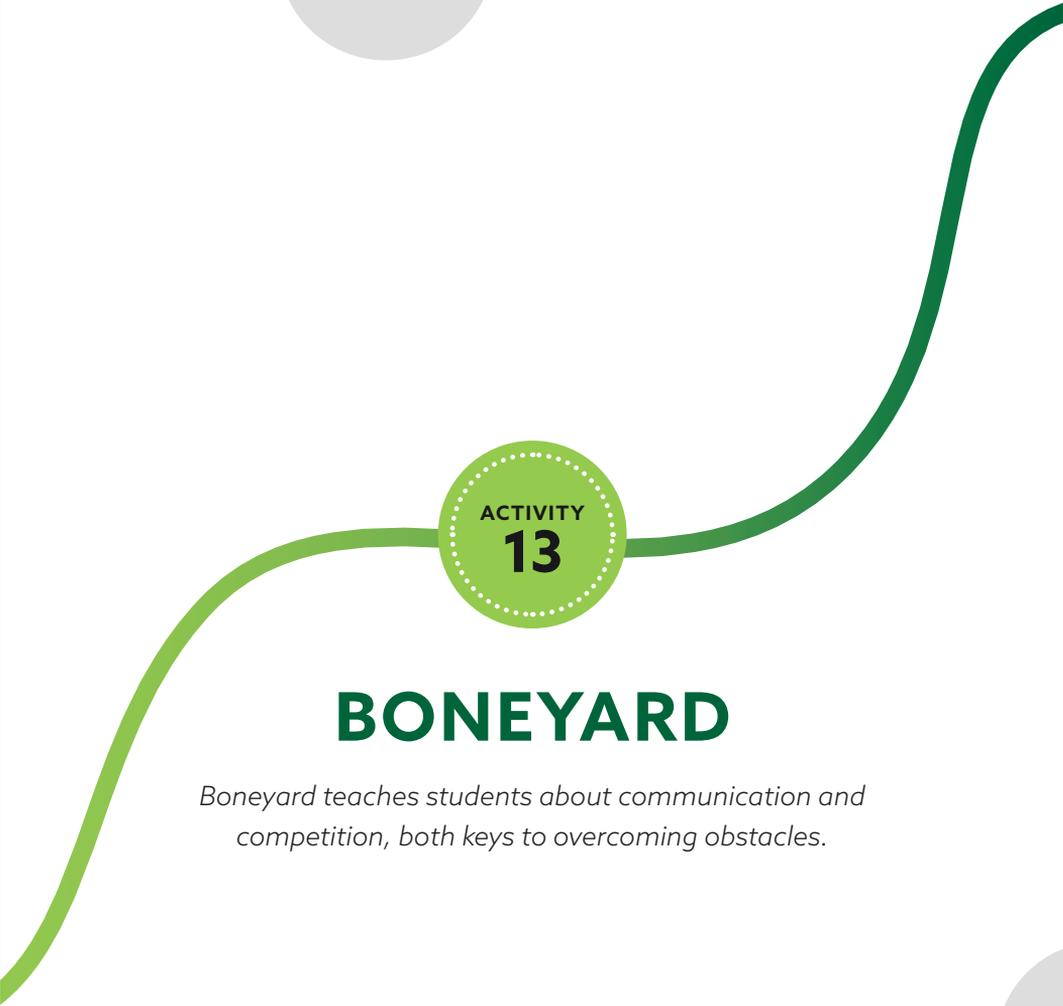
This guide shows how a teacher can use the BMC as a tool for guiding students through designing their Market Day business. It does not address every element the entrepreneur may address in starting a business, but addresses the basics needed to plan for a successful Market Day.

<p>Key Partners Step 7:</p>	<p>Key Activities Step 8:</p>
<ul style="list-style-type: none"> • What form of ownership will the business have? (sole proprietorship or partnership) <p>Note: If students form partnerships, it can be valuable to have them form partnership agreements. This can also assist teachers in resolving partnership disputes.</p> <ul style="list-style-type: none"> • Who are my key suppliers? Wholesalers? • Will the businesses use any independent contractors or outsourcing? • Is the business a franchise business? (For students operating and selling under the name of a local business.) • Will the business use any professional services? (Students can identify any loan sources such as the teacher-banker, teacher-real estate agent.) 	<ul style="list-style-type: none"> • Students can create “To Do” lists, including, but not limited to, shopping lists and reminder lists. • What licenses or permits would the business need to open for business in your community? <p> PRO TIP If time allows, it can be valuable for students to complete a S.W.O.T. Analysis to examine their comparative advantage, and consider market opportunities and risks.</p> <hr/> <p>Key Resources Step 9:</p> <ul style="list-style-type: none"> • Human Resources – will the business hire any employees? (family/friends) • Owners’/Partners’ roles & responsibilities before, during, and after selling? Note: Consider business needs & comparative advantage here. • Physical Resources – any available? (equipment, material, machines, etc.) • Capital Resources – does the business have any capital resources it will use? (cash, credit, savings/saving profits from Market Day(s) to finance future opportunities.)
<p>Cost Structure Step 5b:</p> <ul style="list-style-type: none"> • Students will then calculate the COGS for each Revenue Stream. These should also be recorded on separate Post-It notes and posted under the Cost Structure block. 	<p>NOTE: Whether Operating Costs and/or Start-Up Costs are addressed prior to Market Day(s) or after is dependent on the amount of time you have to prep for your Market Day experience (both ways are practiced).</p> <p>Addressing Operating Costs and/or Start-Up Costs in a deeper dive after Market Days may allow students to process COGS more deeply in the short term while teaching Operating & Start-Up Costs on the back end of the Market Day experience may be more valuable.</p>

For more information on the BMC, please go to YEAcademy.org.

Please use this only as a guide, as Market Day experiences are unique to every school and market. We encourage you to adapt this guide to meet your needs, as you develop what Market Days looks like for your students.

Value Proposition Step 1-2:	Customer Relationship Step 4:	Customer Segments Step 1-2:
<ul style="list-style-type: none"> • Students who have an existing idea for their value proposition and what they want to sell for Market Day(s) can begin here. • What product or service am I offering? • What pain is relieved, gain is created, need to be fulfilled, or problem solved? • What unique value is created for the market? • What are my businesses core values that will add value for the market? • What is my competitive advantage? 	<ul style="list-style-type: none"> • What is their market strategy? How will they communicate their Value Proposition to their customer segments? (flyers, signage, social media, etc.) • What is their pricing strategy? <p>NOTE: When selecting forms of communication with customer segments, remind students of the importance of compliance (i.e., school flyer policies, etc.) and the importance of using sound judgment (i.e., best use of resources; time, money, etc.).</p> <hr/> <p>Channels Step 3:</p> <ul style="list-style-type: none"> • Will your business distribute your product through a storefront (table etc.), be mobile, online, digital, etc.? • What form of payment will I accept (cash only, check, credit)? 	<p>Students who do not know what they want to sell, or have a defined market to sell to and want to focus on their customer first can begin here.</p> <ul style="list-style-type: none"> • Who is my primary target market? • Who is my secondary target market? • What methods of market research can I use (and will I use) to gather knowledge about my market? • Are there any relevant demographics, geographics or psychographics my market that will help me understand their needs? • What user experience(s) are my customers seeking?
<p>Revenue Streams Step 5a:</p> <ul style="list-style-type: none"> • Students will identify their business's Revenue Stream(s) by posting a separate Post-It note for each stream the business has under the Revenue Streams block. 	<p>Step 6:</p> <ul style="list-style-type: none"> • Students will calculate their Price and Profit for each Revenue Stream. In identifying their Pricing and Profit, students will pull the COGS for each Revenue Stream from the Post-Its in the Cost Structure block over to their Pricing and Profit Post-Its in the Revenue Streams block. <p>NOTE: Be sure to discuss Knowledge & Sound Judgment in the pricing of each Revenue Stream.</p> <ul style="list-style-type: none"> • If your class has completed the "Back of the Napkin" activity (found at YEAcademy.org), students can summarize their Back of the Napkin discoveries on a Post-It note & place it in the Revenue Streams block. 	



ACTIVITY
13

BONEYARD

Boneyard teaches students about communication and competition, both keys to overcoming obstacles.

TEACHER OVERVIEW

In this game, a specific area in the room is designated for trading resources with other teams. Trade outside of the designated area is prohibited and enforced by consequences that affect the entire offending group. Groups are also limited by the ability to send a maximum number of two members from their team to the designated trading area, leaving the remaining members to communicate. The goal is to experience trade, employ the Foundational Values, and create value with the added need to work in a team setting. The rules are more restrictive, the resources are more interchangeable, but the potential payoff is much higher.

Key Concepts

Comparative

Advantage

Voluntary Exchange

Value Creation

Foundational Values

Be Principled

Knowledge

Opportunity

Sound Judgment

Win-Win Focus

ACTIVITY SNAPSHOT

1. As a team, students put together a set of bones. Sets of bones are made up of 7 dominos. There are 7 possible sets and each set has a different price. Where it says all the "blanks" for example, that means the double blank, the 1 blank, 2 blank, 3 blank, 4 blank, 5 blank, and the 6 blank. This is a complete set of blank bones. Notice the price is different depending on the number of people in each team. This is so that earnings can be more easily divided among team members.
2. Play happens in multiple rounds where students test their trading strategies.
3. Over the course of the rounds, students should be able to increase their wealth as they engage in voluntary exchange.

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on YEAcademy.org.

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ACTIVITY

14

BMC PROSPECTIVE BUSINESS

TEACHER OVERVIEW

To help students prepare for this opportunity, teachers guide students through the Business Model Canvas (BMC) as a way to help students assess an opportunity quickly, understand the marginal value they can create by pursuing it, and act on their comparative advantage. The BMC allows students to easily visualize the core of any opportunity and see relationships between the basic segments of engaging in trade. The BMC is an iterative graphic organizer that allows the user to constantly make changes to their evolving opportunity as their vision of success responds to feedback from experimental action in the market.

Key Concepts

Business Model Canvas
Principled
Entrepreneurship
Return on Investment
Ideation

Foundational Values

Responsibility
Be Principled
Knowledge
Freedom
Passion
Opportunity
Sound Judgment
Win-Win Focus

ACTIVITY SNAPSHOT

1. Students are given the freedom to develop a business model that is based on what you love doing, what you are good at, what you can be paid for, and what the world needs.
2. Using the BMC, you will guide them through planning various aspects of their business model, including operations, customer focus, and financials.
3. Students will then have the opportunity to share their business model with others (i.e., within your classroom, to local partners, local competitions, other outside opportunities, etc.).

In the following pages, learn more about key concepts to emphasize the most during this activity.

To learn more about this activity, check it out on [YEAcademy.org](https://www.yeacademy.org).

BMC Cheat Sheet below is available on YEAcademy.org.

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ALTERNATE ACTIVITIES

- Business Model Canvas and other core activities

REAL-WORLD EXAMPLES

FOUR CORE PILLARS: Foundational Values • Soft Skills • Currency & Auctions • Transformational Mindset



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