

# VentureLab Entrepreneurship



# Girl Scout Brownies



## About

*Creating the next generation of changemakers and innovators.*

At VentureLab, we believe entrepreneurship isn't just about starting companies. It is a skillset and a way of thinking. It involves identifying needs, brainstorming creative solutions, taking calculated risks, learning from failure, and persevering despite setbacks. In short, it's about having a vision and making it a reality.

We're passionate about empowering girls to innovate, create, and discover their potential. That's why we have created innovative and fun entrepreneurship curriculum, training, and programs—the perfect vehicles to help students, and especially girls, develop a mindset and 'heartset' that they can use for a lifetime, no matter what they choose to become. Together, let's develop resilient, confident kids equipped for the challenges of today and tomorrow.

According to the World Economic Forum, roughly 65% of children entering primary schools today will likely work in jobs that don't currently exist. Our challenge is twofold: we can't predict the "hard skills" and jobs of the future and our current education system is not preparing students for a rapidly-changing job market and the world. In order for our kids to succeed, we believe they must develop the ability to channel their innate creativity to create their own opportunities and tackle the problems they are passionate about solving. That's why we focus on nurturing an entrepreneurial mindset—the ability to learn from failure, be resourceful and confident, and work well with others to bring your ideas to life.

To learn more about VentureLab's full entrepreneurship curriculum, parent-child workbooks and our educator and community training offerings, visit [venturelab.org](https://venturelab.org).

## **Girl Scouts of Central Texas & Venturelab are proud to bring you the VentureLab Entrepreneurship Patch Program**



Our girls are known for their entrepreneurial spirit during Cookie Season, but what about after their last box is sold?

GSCTX has partnered with VentureLab, a non-profit organization that is helping develop the next generation of innovators, to bring our girls a new entrepreneur program that focuses on how to instill that mindset all year long. VentureLab Founder/CEO, Cristal Glanchai, PHD, is a scientist, entrepreneur, and mentor who is passionate about developing the next generation of creative leaders. As entrepreneurs, girls gain essential life skills and work as a team to accomplish common goals and solve problems, while building the confidence they need to shine as girls, as young women, and as future leaders. And did we mention the fun? They have lots of that along the way, too.

# Steps to Earn the VentureLab Entrepreneurship Patch

## Step One:

1. Complete this [form](#).

## Step Two:

2. Read through the activities.
3. Think about what you would like to do.
4. Complete 1 activity per unit.

## Step Three:

5. Complete [Troop Leader Survey](#). *If you complete all the activities in 5 or more of the units, let us know in the feedback form, and you will receive an additional recognition along with the VentureLab Entrepreneurship Patch.*
6. [Order](#) your VentureLab Entrepreneurship Patch.



## The Girl Scouts Leadership Experience

Girls at every level of Girl Scouting participate in “*leadership experience*.” A leadership experience is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership.

### **Discover**

Girls understand themselves and their values and use their knowledge and skills to explore the world.

### **Connect**

Girls care about, inspire, and team with others locally and globally.

### **Take Action**

Girls act to make the world a better place.

It’s not just what girls do, but how. When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (Girl-Led, Cooperative Learning, and Learning by Doing) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral in Girl Scouting.

### **Girl-Led**

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with girls.

### **Cooperative Learning**

All members of a group work together towards a common goal that can only be accomplished with the help of others.

### **Learn by Doing**

A ‘hands-on’ learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission.

In addition to earning your VentureLab Entrepreneur patch you have completed some or all of the following badges!



Meet My Customers



Inventor

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# Introduction

## IDEA JOURNAL (15 minutes)

Before diving into the VentureLab activities, the girls will start out by making their own Idea Journal, which will become a place that allows girls the chance to jot down thoughts freely and begin to collect wonderful ideas for changing the world. The journal provides an unstructured way for girls to freely express themselves, as all good entrepreneurs have to find a way to record their thoughts and ideas. Encourage the girls to bring their Idea Journals to all the VentureLab activities!

### Materials and Resources

- Notebooks for each student- can be any size and color
- Markers, colored tape, glue, glitter to decorate notebook (Optional)
- [Mindset and Skills Handout](#) (2 pages)

### Preparation

1. Read through entire activity.
2. Gather materials.
3. Print 1 copy or display Mindset and Skills Handout for reference during all patch activities (you can also print copies for each girl to include in their idea journals)

### Instructions Idea Journal

1. Distribute notebooks to girls. Explain that these will be for collecting their thoughts, ideas, pictures, and questions. All great entrepreneurs begin by asking questions, staying curious, and observing the world around them.
2. Tell girls that they will need to keep these close by to jot down ideas throughout their day.
3. Allow girls to decorate the cover of their notebook any way they like. This will help them connect with the notebook and create a real desire to record their thinking in the book.
4. The girls' Idea Journals can be used at any time during patch activities (in groups or individually). However, there are reminders in certain activities of great times to stop and have the girls take some time to record their ideas (or insert handouts they will want to refer back to). Most importantly, the Idea Journal should be used by the girls in a way that works for them.

5. Once notebooks are decorated, have girls write a few ideas in their notebook. They can sketch, write a question, write the name of a topic they really want to learn more about, a problem they or a friend are having and solution ideas. These notebooks can be organized or messy, all depending on the girl's style and preference.
6. Take the journals out frequently, and make sure girls know that they can write in them whenever a great idea hits them. You can even incorporate sharing of ideas at the end of the session or during a transition time if you have a few extra minutes.

**TIP:** Keep the Mindset and Skills Handout visible during the VentureLab patch activities. You can also have them glue it in their notebooks as a reference. You can pick 1 to 2 as a focus with each activity. Some activities have this built in already, and some you can choose which will be best to focus on. These two pages are at the heart of our curriculum and should help guide all your discussions. Model the mindsets and your own learning. Talking about how you feel and how you experience failure and success is a powerful way to show your kids the entrepreneurial process.

# Brownies Lesson: Creativity Through Play & Observation

# In this Lesson:

Creative Play Design Challenges (45 Min)

Planet Mooz Diner (60 Min)

*“Creativity is putting your imagination to work. It is applied imagination. Innovation is putting new ideas into practice.”-Sir Ken Robins*

Creativity is the precursor to entrepreneurship. Entrepreneurs begin with creativity and work to bring the creations of their imagination into reality. That’s why the first activities we have girls do for the VentureLab patch are ones designed to bring out their creativity before they move on a more formal introduction to entrepreneurship. We focus on two ways to bring out their creativity - play and observation.

Play and being playful are considered cornerstones of creativity and generating new ideas. There is significant evidence that many ideas for new products and services were developed through playing around with ideas, materials, and products. Play itself gives us a fresh perspective, which is often critical in solving problems and being innovative. Play also helps us better understand the world around us because we can explore things in a fun way - we can make and build, create new worlds and personas, play new games, and break the rules without fear of consequences. Play helps entrepreneurs innovate because it's risk-free - there's no judgment or failure when you're playing.

In **Creative Play Design Challenges**, girls (in teams) will rotate to four different stations with a challenge to create something at each.

In **Planet Mooz Diner**, the girls will use creative play as they invent a menu and pretend food for an alien planet. To finish this activity, they will roleplay being waitresses and customers at each other's diners.

The girls will also learn the power of observation. If we observe the world around us using our different senses, we will discover new things, wonder more, and connect to our world in new ways. Though we generally use our five senses naturally, being aware of our senses opens us up to new experiences and allows us to creatively interact with the world around us. Though they have not been introduced to entrepreneurship yet, the girls will learn that creative people are observant and use those observations to create new things.



## **Goals**

For the girls to:

- Create different things using various materials
- Explain how play can help entrepreneurs be more creative
- Use observations from their surrounding to help promote creative thinking

## **Entrepreneurial Mindsets**

- Curiosity
- Observation
- Empathy
- Imagination
- Redefining Failure
- Growth mindset
- Problem-solving
- Opportunity-seeking

## **Entrepreneurial Skills**

- Creativity through play
- Idea generation
- Teamwork

# CREATIVE PLAY DESIGN CHALLENGES (45 minutes)

## Introduction

In this activity, the girls will travel to different stations to meet design challenges. These quick, fun challenges will get them thinking while also giving them the opportunity to play around with materials and ideas.

## Materials and Resources

- [Play Station Cards](#)
- Play Station Materials: Use whatever materials you have on hand; the girls will be able to create and play with anything you have available, even if it's just a box of scrap paper. Here are some sample materials:
  - Scrap paper
  - Glue
  - Scissors
  - Paint and paintbrushes
  - Stickers
  - String/ribbon
  - Cardboard
  - Popsicle sticks
  - Tape
  - Straws
  - Pencils, crayons, markers
  - Toilet paper and paper towel tubes
  - Old containers

## Preparation

1. Collect play station materials and print play station cards.
2. Organize materials in your learning space for easy access.
3. Decide how you're going to divide up the girls into groups.
4. Set up stations. Divide materials evenly between the four stations. You can set these up any way you like based on your space. They will enjoy working on the floor, desks, tables, etc. Try to spread your stations out, but it's not a problem if stations need to be somewhat close together due to space restrictions.
5. Place a play card at each station (or multiple copies so the girls can reference them without all having to crowd around one card).

## Instructions

1. Gather the girls together and let them know that they are going to be playing today! Tell them that entrepreneurs are people who play with materials and ideas to create new things.
2. Ask them why they like to play. If they are having trouble, suggest things like:
  - “Because it’s fun”
  - “To challenge myself”
  - “To expand my thinking”
  - “To help with problem solving”
  - “Because I am an entrepreneur”
  - “To be creative”
  - “To build and explore”
  - “To expand my imagination”
3. Let the girls know they will work in teams to work on different challenges at each of the play stations set up around the room.
4. Let your girls know that they will need to work quickly and creatively. You might want to mention that they might get frustrated. If they do, let them know that failing is the first step to learning something new!
5. Be sure to also discuss the following before beginning:
  - Safety with scissors
  - Being careful not to spill paint (if applicable)
  - Sharing materials with others at the stations
  - That they can sit or stand based on what feels comfortable for them
  - Cleaning up area before moving to a new station.

Let them know to place their work from each station at their desk/spot in the room because, at the end of the activity, the whole group will walk around the room to see what other groups came up with for the different play station challenges.

6. Read aloud what’s written on the play station cards and share with them what materials are available to them. Split them into teams however you would like and send each group to a station.
7. Give them 5-6 minutes at each station. At the end of each time period, have them put their work from that station in a designated spot before rotating to a new station.
8. Walk around the room to support groups and give encouragement.

9. When time is up and everyone has been to every station, have the girls walk around and look at each other's creations for about 5 minutes. Encourage them to give each other compliments and ask questions!

### **Additional Notes**

You can play music while the girls are playing if you'd like. Maybe even take a vote and ask if they would like music or not.

You can also move the stations outside if that is an option for you. The girls will love to play outside!

### **Post-Activity Discussion**

Have the girls talk with a partner about how it felt to try and meet the design challenges.

1. Which station was their favorite?
2. Did anything bother them or frustrate them?
3. Did they come up with any new ideas or build something extra creative? Remind them that they are starting to think like entrepreneurs now and emphasize that playing allowed them to open up their minds to new, creative ideas.

# PLANET MOOZ DINER (60 minutes)

## Introduction

In this fun play activity, the girls will imagine a pretend diner/restaurant that is on a strange, newly discovered planet called Mooz. They will come up with the diner name and develop the menu. The girls will need to watch out, though! Moozians eat very different things than we do on planet Earth, so they will need to use their creativity to put together a delicious menu for the Moozians. After creating the menu, the girls will create pretend food and then “try out” each other’s food as customers at their diners. This engaging activity allows them to explore their creativity in a meaningful way and showcase their work to their peers while role-playing.

## Materials and Resources

- [Letter from Planet Mooz](#)
- [Blank Menu template \(for girl use\)](#)
- [Filled-in Menu template \(for instructor use\)](#)
- Construction paper for diner menu (or any other type of paper - colored is best), scissors, glue, tape markers, crayons, etc.
- 3D materials for the food if you have available (cardboard boxes, toilet paper rolls, paper towel tubes, popsicle sticks, old containers)

## Preparation

1. Read through entire activity.
2. Print letter and blank menu template (enough menu templates for each girl to have one). If you have time, fold the menu in half and staple so the diner information is on one side and menu info is on the back. If you don’t have time, no problem. They can also glue the sides once they have folded the paper in half.
3. Gather materials.
4. Decide how you will form groups.

## Instructions

1. Tell the girls that you’ve received communication from an alien planet. Then read the letter from Planet Mooz (available in the downloadable file above).
2. Let the girls know that they are going to design the diner menu and name the diner for Planet Mooz in partners (can be done independently if you have a smaller group)

or in groups of 3 or 4 if you have a large group). Try to get them excited about this opportunity.

3. Remind the girls that Moozians don't eat the same things humans do. Encourage them to be creative and combine or invent foods maybe no one's ever thought of before, because this is also how entrepreneurs think. Examples might include: ice cream with fried pizza sticks on the side or weird animal foods, like fried slugs as an appetizer!
4. Tell the girls they must come up with at least 8 items on their menu (2 drinks, 2 appetizers, 2 main dishes, 2 desserts), but they can come up with more if there's time and room on their menu. They also have to come up with prices and design the items using construction paper or whatever materials you have on hand. Let them know that after they develop their menu, they will be pretending to be Moozians and "order and eat the food" when they're finished creating the menus and "food."
5. Pair the girls up, and pass out the blank menu template. Instruct them to follow along as you read the Entrepreneur's Mindset box out loud on the template. Have them read it with you a second time and point out that during the lesson, they may notice themselves using this mindset. The mindset will be discussed during post activity discussion.
6. The menu is meant to be folded in half and then stapled or glued as if it were a two-sided document. The filled-in menu template is for you to look at, so you can have ideas to help anyone if they get stuck.
7. Let the girls know they can make their own menu and not use the template. Encourage them to make their menu creative and colorful whether using the template or creating their own.
8. Give them about 15 minutes to design their menu. Walk around the room and support girls who need it.
9. As they finish, have them begin creating their food items. The food can be 2D but to make the roleplay at the end of the activity more realistic, try to have the girls create 3D food for their customers. Even paper can be shaped into 3D food items.
10. Give the girls another 15 minutes for making food items. They should make 1 of each item on their menu. Tell them that the food items don't need to look perfect given the time constraint.
11. When everyone is finished creating their menu items, gather all the girls together to explain the roleplay. Tell the group that half of them will be setting up their diner,

while the other half go in the hallway and then they will be coming in as customers once the diners are set up. After the “customers” come in, order from the diner and receive their food, the girls should switch roles.

12. Discuss with your girls that they need to support and encourage each other at the different diners. Talk about some things people from Planet Mooz might say when they get their food. For example, we might think fried worms are gross, but Moozians might love that dish. A customer might say, “This is the best fried worm I’ve ever had,” or, “I would love seconds. How did you make this?”
13. Have half of your girls go outside the room while the other half set up their diner. They can set up their diner however they would like. Maybe some want their customers sitting on the floor, and some might want to push desks together to make a table for their customer. Let them choose. The girls should lay out their menus for their customer.

Tip: You will probably want to assign each partner group to a certain diner to make sure each diner has “customers.” If you allow them to go to a diner they choose, some diners might have more than two customers and others might have none.

14. The girls outside the room will now enter the room and roleplay going to the different diners. Groups will have 8 minutes or so to check out the menu, ask questions of the server, order, and receive their food. Then, have the servers clean up their diners and head to the hallway to wait until they come back in as customers.
15. Have the girls who were customers set up their diners now and then invite the girls in the hall back in. Again, give about 8 minutes for the new roleplay.

### **Post-Activity Discussion**

Ask: Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?

Ask how this entire process went. Here are some sample questions:

1. Did you enjoy creating the menu with your partner?
2. Did anything frustrate you when you were inventing new foods for your menu?
3. Are you proud of your menu and play food?
4. How did the roleplay go?

5. Were you surprised that you were able to come up with new ideas?
6. At first, did you think you wouldn't be able to come up with ideas? Were you eventually able to?
7. How did you come up with new ideas?
8. What are other silly things you could create for Planet Mooz?



# Brownies Lesson: Intro to Entrepreneurship

# In this Lesson:

What is an Entrepreneur? (25 Min)

Help Heather! (30 Min)

The goal of these activities is for girls to develop an understanding of the basic entrepreneurial skills and mindset, as well as what it means and feels like to be an entrepreneur.

At Venturelab, we want to expand on the common view that entrepreneurs are simply people who set up and run a company. We want girls to develop an entrepreneurial way of thinking and acting (being creative, persistent, opportunity-seeking, optimistic etc.) so they see *themselves* as entrepreneurs - people who can take an idea and turn it into a reality.

Remember, the girls you work with are going to be world-changing innovators in the future and you have the chance to instill the mindset it takes to become an entrepreneur and propel them to great heights.

**What is an Entrepreneur** will introduce girls to what entrepreneurs are and has them create a poster of themselves using keywords centered on the entrepreneurial mindset.

In **Help Heather!**, girls will design a perch to help an imaginary very tiny friend who wants to be able to see things better. Girls will help solve this problem and experience what it's like to be an entrepreneur.

## **Goals**

For the girls to:

- Define the word entrepreneur
- Explain how they themselves think and act like entrepreneurs
- Explain that entrepreneurs see failure as an opportunity to learn

## **Entrepreneurial Mindset**

- Growth Mindset
- Curiosity
- Redefining Failure
- Growth Mindset
- Problem-solving
- Optimism
- Resourcefulness
- Adaptability

## **Entrepreneurial Skills**

- Creativity
- Teamwork
- Idea Generation
- Design Thinking

# WHAT IS AN ENTREPRENEUR? (25 minutes)

Girls will watch a video on what it takes to be an inventor to get them thinking and discussing what an entrepreneur is. Then they will make a poster representing themselves as entrepreneurs to cultivate the mindset and thinking that they really are entrepreneurs.

## Materials and Resources

- Computer for video
- [What is an Entrepreneur? Poster Template](#)
- [Key Idea Handout](#)
- Construction paper (or other blank paper) (optional)
- Crayons, markers, colored pencils or something else to write with
- Glitter, paint (optional)
- Kid President Video: <https://www.youtube.com/watch?v=75okexRzWMk&t=11s>

## Preparation

1. Read through entire activity, paying close attention to how you're going to discuss what an entrepreneur does with your young group of entrepreneurs.
2. Cue up video.
3. Print Poster Template.
4. Print Key Idea Handout if you are using it.

## Instructions

1. Before the lesson begins, write the word “entrepreneur” really large somewhere in the room for girls to see (white board, poster paper, etc.).
2. Say the word out loud and have girls repeat it several times. You can clap it out in syllables, have them sing it to you or say it in a funny accent.
3. Ask the girls to guess at what the word means. After they respond, write this definition for girls to see: *Entrepreneurs are creative people who work to make the world a better place with their new business, product, service or solution.*
4. Tell girls that they're going to watch a video to learn more about what it means to be an entrepreneur. Cue up Kid President video.

5. Let girls know that they're going to be listening for keywords from the video that describe what it takes to think like an entrepreneur. You can use the Key Idea Handout to preview the ideas.
6. Show the girls the video. You can either watch the video fully one time, then go back through to pick out keywords, or pause throughout to discuss the key words we want girls to capture, depending on how much time you have. The key ideas mentioned in the video that connect with entrepreneurship are: dream, ideas, make the world more awesome, solve problems, create new stuff, hard (challenges), help, teamwork, have a goal, different, okay to fail, don't stop, keep trying, change the world.

**Note:** Make sure to discuss with kids that entrepreneurs are often inventors (coming up with new ideas to help people) who put their ideas into action. While entrepreneurs can also be people who open their own businesses, being an entrepreneur is really all about how you think (being creative, keep trying, solving problems, not being afraid to fail etc.)

7. Now that girls have an understanding of the entrepreneurial mindset, they are going to create a poster of themselves as entrepreneurs. Pass out the Poster Template or have them draw a stick figure.
8. Instruct the girls to decorate it as a self-portrait using any materials you have on hand - whether that's letting girls cut up pieces of construction paper to add to their paper, paint, and glitter, or just crayons, markers, or colored pencils. Let them know to be creative!
9. When they're finished decorating, have girls write the keywords from the video on their paper. If your girls aren't writing yet, give them copies of the Key Idea Handout and allow them to cut and paste.
10. When finished, have the girls present their poster to the group and explain which entrepreneurial mindset they think is most important and why.
11. Girls should keep posters close for the remainder of the time they are working on their VentureLab patch.

**Tip:** If your girls struggle with writing, give them the option to draw pictures to represent the key ideas from the video that you wrote on the board. For example, instead of writing the word "dream," a girl could draw a cloud to remind themselves that entrepreneurs dream. Or, again, use the Key Idea handout with visuals.

# HELP HEATHER! (30 minutes)

## Introduction

Girls will have the opportunity in teams to solve Heather's (their imaginary tiny friend) problem of not being able to see the board very well. This activity allows girls to work develop teamwork and problem-solving skills and help them really experience what it's like to *be* an entrepreneur.

## Materials and Resources

- Assorted supplies like construction paper, glue, tape, scissors, cardboard pieces, string, etc. for building Heather's perch
- Mini pom-pom balls or cotton balls
- Googly eyes (or just cut out a circle using colored paper and glue to the cotton ball for the eyes)
- [Make-a-Plan Handout](#)
- [FAIL Poster](#)

## Preparation

1. Read through the entire activity, being mindful of how you'll divide the girls into groups of 2-4 ideally.
2. Gather all materials.
3. Print Make a Plan Handout and FAIL poster.
4. Assemble enough "Heathers" for each group to have one by gluing googly eyes onto pom-pom balls (cotton balls work too).

## Instructions

1. Have girls say the word "entrepreneur" as loudly as they can and then as softly as they can. Ask what an entrepreneur is and have girls respond. Have girls take out the poster they made in What is an Entrepreneur as a review of how entrepreneurs think.
2. Remind them that entrepreneurs often come up with new ideas that help others and tell them that today, they're going to be entrepreneurs by helping someone very special named Heather.
3. Pull out one mini pom-pom with googly eyes on it and tell the girls that this is Heather. She is a friend who is joining them today for learning. Heather wants to be

an entrepreneur SO badly, but the problem is that she is so tiny that she can't see around the room! Ask the girls if being small should stop Heather from becoming an entrepreneur like them?

4. Tell them it is their challenge to help Heather today by building her a perch, or place to rest that's tall enough so she can see around the room. This perch should be something new and unique that no one has ever seen before. Entrepreneurs work in teams to create new things that help people and that's exactly what they'll be doing today!
5. Form the groups and pass out one Make A Plan Handout to each group. Instruct girls to follow along as you read the Entrepreneur's Mindset box on the handout out loud. Have them read it with you a second time and point out that during the activity, they may notice themselves using this mindset. The mindset will be discussed during post activity questions.
6. Give the groups 5-8 minutes to make their plan. Let them know it's a good idea to hear what everyone in the group is thinking before starting and that they won't be able to gather their materials until you approve their plan.
7. As groups finish, review their plans and give them access to materials to build Heather's perch.
8. Girls will have only 8-10 minutes to build. This will encourage quick thinking! If you have more time or would like to extend it for your particular group, feel free.
9. When finished building, make sure each group has a "Heather" to place on their perch. Give girls a few minutes to test their perch with Heather on it.
10. Bring your whole group together and introduce the FAIL poster. Display it so girls can see. Share that it's okay to FAIL, because it gives a chance to come up with better ideas after learning from what didn't go so well the first time.
11. Ask girls to think about if their perch worked well or didn't. Even if their perch worked, can they make it better?
12. Have each group present and show how their perch is going to help Heather.
13. After presentations, give groups a chance to rebuild or improve their design and share again if time permits.

## **Post-Activity Discussion**

Pose the following questions to the group:

1. Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?
2. Did you help make Heather's life easier? How?
3. How were you all entrepreneurs today?
4. Did seeing other designs give you new ideas for improving your design?
5. Does it help to work in groups?
6. Do you think teamwork would help an entrepreneur who is trying to start a new business or create something new?



# Brownies Lesson: Idea Generation

# In this Lesson:

Reverse Brainstorming (45 Min)

Visual Idea Generation (45 Min)

Idea generation is the process of forming, revising, pondering, and sharing new ideas of any kind - realistic, abstract, or anywhere in between. Brainstorming (in all its forms) is probably the best-known method of idea generation. It is important because once an idea is out in the open, it can be recorded, developed and tested. It is important for girls to understand that if ideas are never shared, their ideas can never go any further than that - ideas! Once an idea is shared, it becomes a possibility. Sharing ideas in a group also helps ideas to evolve and morph into other ones and even can spark more new ideas.

Entrepreneurs rarely keep ideas to themselves - they talk about them, share them and see what they can do with them. Entrepreneurs in all fields use brainstorming techniques whenever they need new ideas related to any aspect of entrepreneurial activity, such as product development and improvement, and, especially, problem-solving. In each of these activities girls will learn new forms of generating ideas.

In **Reverse Brainstorming**, the girls will look at problems and solutions from a new angle. Instead of solving a problem, they will first think of ways to make the problem worse. Then they will come up with solutions for the problems.

**Visual Idea Generation** begins with a warm-up to review the rules of brainstorming by finding ways to make a pig fly. Then, the girls will be assigned a character and pick a setting in which to imagine their character in. They will act out scenarios and consider the problems the character may have in the setting. Finally, they will brainstorm solutions or products for the problems they've identified.

## **Goals**

For the girls to:

- Actively participate in brainstorming process so that everyone's ideas are captured (written down/recorded)
- Recognize the benefits of building on other people's ideas and sharing ideas
- Find new and different ways to create more innovative ideas
- Develop brainstorming techniques regularly used by entrepreneurs for more focused and in-depth idea generation
- Develop their creativity in a fun and engaging way
- Explore and consider different people and perspectives
- Consider how different solutions may be required for different populations
- Understand the interconnected nature of problem solving

## **Entrepreneurial Mindset**

- Problem Solving
- Curiosity
- Opportunity Seeking
- Adaptability
- Empathy
- Optimism

## **Entrepreneurial Skills**

- Idea Generation/Brainstorming
- Creativity
- Teamwork

# REVERSE BRAINSTORMING (45 minutes)

## Introduction

In this activity, the girls will look at problems and solutions from a different angle. Instead of solving a problem, they will first think of ways to make the problem worse. Then they will come up with solutions for the problems.

## Preparation

1. Read through entire activity.
2. Prepare materials.

## Materials and Resources

- Chart paper or whiteboard
- Marker/white board marker

## Instructions

1. Tell the girls that we're going to be looking at problems in a funny way in this activity. We're going to think first about how to make problems worse, instead of better! It's okay to be silly when we're making these problems worse because after, we'll brainstorm how to make the problem better.
2. Select a problem below and write it so all can see. Record the ideas generated by the girls as they brainstorm. It can be helpful to organize by making a T-chart with Reverse one side and Solutions on the other.
  - **Problem:** *Drew is always late to school! Brainstorm ways to make her even more late to school, then ways to help her arrive on time.*  
**Reverse:** Drew trips over a cat on her way to school, making her even later than normal! Drew forgot her homework, so she's even later to school than normal.  
**Solutions:** Set her alarm for 10 minutes earlier or take a shortcut to school, etc.
  - **Problem:** *School lunches are not very healthy. Brainstorm ways to make school lunch worse, then better.*  
**Reverse:** Add three-week-old meatloaf to the lunches. Add dried crickets to the school lunches.  
**Solutions:** The school could offer more variety, or grow a garden to cut costs on fruits and veggies, allowing for better entrée options.

- **Problem:** *Your room is a mess. Brainstorm ways to make it worse first, then better.*  
**Reverse:** Throw all of your dirty laundry on the floor instead of just some of it. Eat cereal in your room every night for a week and leave the bowls on the floor.  
**Solutions:** create a device that will pick up lots of clothes at one time or save up birthday money to pay your older sibling to clean it.

3. If there is time, brainstorm other problems or create your own!

### **Post-Activity Discussion**

1. Talk with the girls about if it helped to reverse brainstorm.
2. Did you come up with more ideas with reverse brainstorming than you would have otherwise?
3. Was this a fun way to brainstorm?
4. Why might it be helpful to look first at way to make a problem worse?
5. Could you use this when you're brainstorming for other things, like story ideas or ways to solve a problem you're having with friends or at home?

### **Key Takeaway**

Reverse brainstorming can help us empathize with users better, because we have to think of all the reasons that a problem is...a problem! Then, since we have thought from all different angles on why that problem is not good, we can come up with more solutions.

# VISUAL IDEA GENERATION (45 Minutes)

## Introduction

In the warm-up, the girls will brainstorm ways to make a pig fly! This warm-up will help them expand upon the thought that there are no bad ideas, and help them understand that we don't need to limit our ideas to what's sensible or possible.

Then, the girls will be assigned a character card and pick a setting in which to imagine their character in. The settings are common places that many girls will have at least some experience with. They will look at images of these places and consider the experiences of their person—including certain difficulties or problems the character may have in these settings. They will then act out some scenarios related to each setting to help further develop a sense of what problems might need to be solved for them. A combination of the visual prompt and the role-playing should help them generate ideas and begin problem solving. Finally, the girls will participate in a rapid brainstorming session to think up some solutions or products for the problems they've identified.

## Materials and Resources

- [Brainstorming Rules](#)
- [Visual Idea Generation Student Sheet](#) (1 or more for each girl)
- [Visual Idea Generation Instructor Guide](#)
- [Visual Idea Generation Cards](#) (print and cut enough for all girls to have one character card that you will assign them, and for all to have one setting card of their choice)
- Notebook paper/pencils
- Phone timer or kitchen timer

## Preparation

1. Read through entire activity.
2. Print enough copies of the Visual Idea Generation Student Sheet for girls to have several of each.
3. Print enough Visual Idea Generation Cards for girls to choose setting cards and have a character card you assign.
4. Prepare materials.

## Instructions

### Warm-Up

1. Have the girls work in groups of 3-5. There is flexibility in group size. You want enough people to generate different ideas but not so many that some people sit back and don't participate.
2. Give each group paper and pencils for recording. They can nominate one person to act as scribe (or two people if the paper is big enough).
3. Tell the girls you will give them a topic for their brainstorming. The only rule is to follow the Brainstorming Rules.
4. Ask them if they've heard the expression "You can do that when pigs fly" and if they know what it means. Explain that since pigs cannot fly, the phrase implies the person will never do something because pigs won't be flying. Now say that today we actually are going to think of ways to make pigs fly! Write, "How can we make a pig fly?" on the board. You could offer a hint like "the pig does not necessarily have to be alive or be a real life pig."
5. Give the groups 5 minutes to brainstorm ideas of how they could make a pig fly. Allow them to use words or sketch their ideas.
6. As the groups are working, observe how they work together and identify any positive points or any issues - these can be used in the discussion at the end of the activity.
7. Stop the groups after 5 minutes. Ask the girls to quickly count up the number of ideas the group recorded on their paper. Ask groups who feel like they could come up with even more ideas to raise their hands. Ask those groups who struggled to come up with enough ideas to also raise their hand.
8. Ask the girls to share some of the ideas they came up with of how to make a pig fly. Dependent on the ideas the groups give - you may want to ask them how they could be more creative. Sometimes we limit our ideas - we take out ideas that are not yet possible or seem too odd. For example, did anyone suggest something like "you could put bacon on a plane"? Entrepreneurs often come up with ideas that seem odd or not possible but over time these can be amazing solutions. Driverless cars were first talked about over 50 years ago long before they were possible!
9. Can they think of any other ways to make a pig fly? Have the girls add those to their lists (or even have them add the additional ideas to their Idea Journal).

## Visual Idea Generation

1. Introduce the main activity by telling the girls that they are going to be brainstorming ideas to solve a problem for a certain person in a certain setting.
2. Explain by modeling. Think out loud about what kinds of problems a person who is 7 feet tall might have inside a typical room in a house. For example: seats are too small might be a possible response. Close your eyes and explain how you're visualizing yourself as being 7 feet tall and experiencing the space you're in. You can also enter into role-play. Now, come up with solution to these problems.
3. Pass out one Visual Idea Generation Sheet to each girl. Instruct them to follow along as you read the Entrepreneur's Mindset box out loud. Have them read it with you a second time and point out that during the lesson, they may notice themselves using this mindset. The mindset will be discussed in-depth during post activity discussion.
4. If the girls need more support now that they have the handout in front of them, pick a character and setting card and work through the sheet out loud with them before they do this on their own.
5. The girls can sit in groups for support but try to give each girl their own setting and character card for this activity since you've done lots of modeling for them.
6. Have them choose a setting card (the cards can be face up so they can pick which setting they're getting).
7. Pass out a Character Card to each girl. Tell them that when they fill out their sheet, they should brainstorm like an entrepreneur and come up with new ideas for products or businesses that would help.
8. Encourage them to be kind and respectful when thinking about what the person /character might face in the different settings given (we don't want the girls mocking anyone who might be different than they are).
9. Use the Visual Idea Generation Instructor Guide version to help, as the questions on that match the student sheet that they'll be filling out when they do this independently.
10. Support those who need help reading and writing during the activity.
11. After the girls have had enough time to write down their ideas, have the girls share what they came up with as a whole group or in small groups.



12. If you have time, have them trade setting and character cards and repeat the visual Idea generation process.

### **Post-Activity Discussion**

#### **Ask the girls:**

1. Did you find yourself or anyone else using the Entrepreneur's Mindset during the lesson? How?
2. Was it easy or difficult to come up with challenges facing your character in the setting you picked? Why would this help you be a better entrepreneur?

### **Key Takeaway**

Thinking of challenges other people have helps us to have empathy. Empathy allows us to feel for others, and then we can come up with creative and helpful solutions to problems. Entrepreneurs think about problems people might have and how they can help.

# Brownies Lesson: Market Research

# In this Lesson:

Market Research (30 Min)

A market is a group of people who like or need the same things and competing businesses who sell similar products or services to this group. Market research is the process of gathering and analyzing information about a market and its customers' needs and wants for a product or service. The aim of market research is to help businesses make better decisions so that they can be more successful. All entrepreneurs will need to do market research on many different aspects of the market - competitors, local conditions, areas of market growth and decline, and most importantly, the customers' needs and wants! Market research doesn't neatly fit into one place in the entrepreneurial process and is an ongoing activity providing a vital feedback loop that will help them develop and improve their product or service and increase their chances of success. There is a lot of business language surrounding market research and it can be daunting for younger girls. Model correct usage of the words as often as possible and prompt girls to repeat what you're saying using complete sentences.

There are two main types of market research:

1. Primary research is new research done by entrepreneurs themselves through talking directly to people/potential customers to better understand their needs, wants, buying habits, etc. Primary research methods include surveys, interviews, focus groups, consumer tests, experiments, and observation. Primary research is very useful but often difficult to do, time-consuming, and relatively expensive!
2. Secondary research is using information or data that already exists and has been collected by someone else. Using an internet search engine is the most common form of secondary research. Types of information found while searching includes competitor websites, comparison and review websites, market reports, and research studies.

The girls will only carry out secondary research. It is not necessary for girls to understand the difference between the two terms in order to be successful. However, we suggest you use the terms to help them understand the concepts over time.

In **Market Research**, girls will work in teams to come up with a real problem that someone has, whether that's in their school, at home, with a friend, in the community, or something else. Once they have come up with a problem, they will do market research to see what products are already out there to solve the problem.

## **Goals**

### **For the girls to:**

- Develop an understanding of markets and market research from an entrepreneurial standpoint
- Explain customer needs
- Prototype solutions to a real customer's problem
- Conduct market research on existing products
- Conduct market research to see if their prototypes fits customer needs

## **Entrepreneurial Mindsets**

- Redefining Failure
- Growth Mindset
- Opportunity Seeking
- Empathy
- Persistence and Grit
- Problem Solving
- Resourcefulness
- Adaptability

## **Entrepreneurial Skills**

- Creativity
- Teamwork
- Market Research
- Design Thinking
- Prototyping

# MARKET RESEARCH (30 minutes)

## Introduction

In this activity, the girls will work in teams to come up with a real problem that someone has, whether that's in their school, at home, with a friend, in the community, or something else. Once they have come up with a problem, they will do some market research to see what products are already out there to solve the problem.

## Materials and Resources

- Computers or smartphones and internet access
- Kid safe search engine: [www.safesearchkids.com](http://www.safesearchkids.com)
- Idea Journal

## Preparation

1. Read through the entire activity.
2. Decide how you want to group your girls.

## Instructions

1. Tell the girls they are going to think of a problem someone is facing and create a solution in order to carry out online market research.
2. Divide the girls into the groups you have chosen in advance.
3. Have them sit with their group members but brainstorm as a whole group problem someone has that they can work to solve. Record their ideas on a paper or board divided into sections: community, school, friends, family, other.
4. After coming up with problems, give the girls 2-3 minutes to select one specific problem.
5. Once all problems are decided on, have each group member write that problem in their Idea Journal.
6. Remind the girls that, when helping to solve a problem someone has, we need to have empathy. Empathy means understanding and sharing in another person's feelings. Having empathy for your customer will help you to come up with solutions that matter to them.

7. If they are having trouble coming up with ideas for problems or solutions, you can use the examples on slides 16-20 or those from the last activity.
8. We really want to allow them to be creative and explore their own minds for really amazing problems and solution ideas. If you use the sample problems and solutions, direct them to use those ideas for inspiration, not copy the idea.
9. The girls will now do market research to see what kinds of products are already available for the problem they're helping with. (This is secondary research. If your group of girls would understand and benefit from discussing, tell them that secondary research is using information that's already out there to find out about the competition). Remind them that this is helping them see the market to make sure they have a unique solution to their problem.
10. If you have access to computers, the girls will do some online secondary research about products that already exist to solve their problem. You may need to walk them through this on your computer (or show them Slide 21) before releasing them on the internet. You can project from your screen or even just have the girls gather around your computer. This will help them know exactly what to do when they get to their own computers.
11. A great place to have them search is [www.safesearchkids.com](http://www.safesearchkids.com).
12. Write "Products that help with \_\_\_\_\_" really large for all to see, and tell them to type that into the [safesearchkids.com](http://safesearchkids.com) search bar, then insert the problem they chose.
13. If your the girls' literacy skills are still emergent, they can search for images on [safesearchkids.com](http://safesearchkids.com) to find products that help with the problem they chose. For those who are reading, they can search both images and articles on existing products.
14. Instruct the girls to draw the products they come across in their research in their Idea Journal.
15. If you do not have access to computers, the girls can ask questions to other people that are around (other girls in the whole group or later they can ask their families or teachers) to see what's out there.
16. When everyone is done, have them share their market research findings with the entire group.

## **Post-Activity Discussion**

Ask the girls:

1. What did you learn about your idea after researching?
2. Why is it important to know what products already exist to help solve the same problem you were looking to solve?
3. Did your solution to the product already exist in the market?

## **Key Takeaway**

Entrepreneurs use the information they get from market research to make products better for their customers. Once they get feedback, they can improve even more.

# Brownies Lesson: Design Thinking and Prototyping



# In this Lesson:

**Complete all activities:** Gingerbread Trap (95 minutes)

**You may do Gingerbread Trap Prototype in one day, but a breakdown of the activity is shown above in case you would like to break it up into different time periods or days.**

VentureLab defines the design thinking process as an approach to solving problems by understanding users' needs and developing ideas for solutions. This process differs from trying to compete with other companies or trying to use existing products in new ways. Instead, it's a creative process meant to tailor solutions to others' needs. We define the steps in the process as: empathize, ideate (brainstorm), prototype/test, feedback, iterate.

Emphasize to the girls that this activity is about working together as a team to solve problems and show empathy. The solutions don't need to be perfect the first, second, or even third time they try them—that's the beauty of design thinking. Iteration, research, feedback, and testing will eventually lead to some great ideas and viable products, but probably not in one morning or afternoon – and that's okay.

## **Goals**

### **For girls to:**

- Empathize with the challenge faced by characters in a story
- Brainstorm ideas
- Create prototypes
- Receive feedback on their prototypes
- Iterate (make changes) to their prototype
- Present their product

## **Entrepreneurial Mindsets**

- Opportunity Seeking
- Problem Solving
- Empathy
- Resourcefulness
- Adaptability
- Redefining Failure
- Growth Mindset
- Courage
- Persistence and Grit

## **Entrepreneurial Skills**

- Teamwork
- Opportunity Analysis
- Market Research
- Design Thinking
- Prototyping
- Creativity
- Brainstorming/Idea Generation
- Public Speaking

# GINGERBREAD TRAP PROTOTYPE (95 minutes)

## Introduction

The girls will begin the design thinking process. They will learn about a challenge faced by characters in a story many children will know. Then they will brainstorm ideas, create low resolution prototypes of possible solutions to the challenge, receive feedback on ideas, and finally, iterate (make changes to their prototype).

One of the most important parts of the design thinking process is iterating -- the process of when entrepreneurs make small changes to ideas and prototypes in order to reach a desired goal. After iterating, the girls will present their product. They will learn how to present to an audience and how to be a good audience member.

## Materials and Resources

- Computer/projector and screen to play video of The Gingerbread Man or copy of the book (there are many versions of the story; any are fine, but just make sure you get The Gingerbread Man and not a variation like The Ninjabread Man or The Gingerbread Boy.)
- Gingerbread Man video (if showing video):  
<https://www.youtube.com/watch?v=7NjDUMeBaUo>
- Kid Engineer – Uplift Wheelchair – Design Squad:  
<https://www.youtube.com/watch?v=aoc3ZT9lfog>
- [Design Thinking Process Posters](#)
- [Entrepreneur’s Guide to Presenting](#)
- [FAIL Poster](#)
- Paper
- Markers, pencils, crayons, colored pencils
- Tape or glue
- Scissors
- Assorted 3D Prototyping materials, such as:
  - Paper tubes
  - Cardboard
  - Newspaper
  - Boxes
  - Cotton balls
  - Popsicle sticks
  - Old containers
  - String/yarn

## **Preparation**

1. Read through entire activity.
2. Gather materials for prototyping.
3. Print Design Thinking Process Posters or have on display (put poster on wall or display/project on your computer/screen as you go through each step in the process).
4. We recommend making your own prototype before beginning this activity to use as an example.

## **Instructions**

### **Part 1 (30 minutes)**

1. Say the words “design thinking process” super loud, and then really soft and have the girls repeat. Tell them that entrepreneurs use the design thinking process to empathize with people and come up with solutions to their problems.
2. Tell the girls they’re going to watch a video about the design process and will then create something to help someone with a problem.
3. Show Kid Engineer – Uplift Wheelchair video. Tell them the video will show them all the steps of the design thinking process. Let them know they should be thinking about how the girls in the video may be feeling.
4. After the video, ask the girls what they think it might be like to have cerebral palsy. Then ask them how the kid (just like them) helped people with cerebral palsy.
5. Display the Design Thinking Process Posters. Keep it visible and refer to it during the rest of the lesson. Tell them they’ll be working through each step of the design thinking process as entrepreneurs today!
6. Now tell the girls they’re going to watch a video of the story “The Gingerbread Man” and then go through the design thinking process just like the kid in the video did to design the chair.
7. Show the video and then ask them how the couple might be feeling when the gingerbread man escapes. Take responses, and make sure the girls understand the little old lady probably felt very sad and was just trying to bake a treat for her husband, that it was hard work to make the treat, and she knew he would like it. Then ask if anyone has ever had someone take something from them or worked hard on something only to lose it. Point to the Design Thinking Posters and tell the

girls that trying to understand how other people feel is called “empathy.”

8. Tell the girls the next step is to brainstorm ways the couple can catch the gingerbread man. Point to the Design Thinking Process posters and tell them entrepreneurs brainstorm solutions to problems, and this couple needs their help.
9. Divide girls into teams of 3-5. Have them spread out with paper and markers. Remind them there are NO bad ideas, that no idea is too crazy, the more ideas the better, and to draw/write everyone’s ideas.
10. Give teams 10-15 minutes to brainstorm. Support groups that might be having difficulties.

## **Part 2 (45 minutes)**

11. Gather girls back together. Point to the Design Thinking Process posters and tell them they will be using one idea from their brainstorming to create a prototype in order to test and improve their ideas. Have girls repeat the word “prototype” and test. Tell them prototypes are what an entrepreneur builds to show what an idea looks and feels like. Stress that it is NOT meant to look like a final product that would actually be used but rather a rough model that lets entrepreneurs test an idea. It’s ok if it’s not perfect and needs to be changed because the entrepreneur hasn’t spent lots of time or money on making the final product that might not work or might not be what your customer (buyer) wants.
12. Have prototyping materials out and accessible. Direct each girl to select an idea from their brainstorm and make their own prototype. Give the girls 15 minutes to prototype.
13. After ten minutes, have the girls stop work and remind them that while they are constructing their prototype, they should be also testing it. During this time, Show FAIL poster to remind them that it’s okay if the prototype isn’t looking exactly how they imagined because it’s just a “First Attempt In Learning.” Failure is necessary to grow and improve.
14. When finished prototyping, the girls will present their prototypes to the rest of their team. The team will pick one prototype that best solves the old couple’s problem in “The Gingerbread Man” to present to the other teams. Make sure you talk with your girls about not feeling hurt if their idea doesn’t get chosen. If a team cannot agree on one prototype, encourage the team to combine two ideas or do a tiebreaker vote (ex. rock, paper, scissors).

### Part 3 (30 minutes)

15. Point to the Design Thinking Process posters and tell the girls they will receive feedback on the prototype they chose by presenting to the audience that will pretend to be the old couple (they can pretend to be either the old man or old woman). Tell them to listen closely to the feedback as they will be making at least one change to their prototype.
16. To prepare for presenting, show the girls the Entrepreneur's Guide to Presenting. Instruct them to follow along as you read the Entrepreneur's Mindset box out loud. Have them read it with you a second time and point out that during the activity, they may notice themselves using this mindset. The mindset will be discussed in-depth during the post activity discussion.
17. Ask the girls what they think about what makes a good audience member and review that a good audience member actively listens to the speaker by looking at them and keeping hands to themselves.
18. Tell the girls again that during the presentation the audience will pretend to be the little old lady and little old man. Each audience member will think about how the prototype might work for them as the little old lady and little old man.
19. Give teams a few minutes to practice what they're going to say and who's going to do what when presenting their prototype. Encourage each team member to speak during the presentation to give them practice with public speaking.
20. Have groups present their prototypes. At the end of each presentation, have audience members give feedback on the prototype by saying one thing they liked about the solution and one they would change and why. Remind the audience that they are acting as the customers (the little old lady and little old man) when giving feedback.
21. Group teams back together in their workspace and point to the Design Thinking Process posters and tell the girls they will now iterate their prototype. This means they will be making at least one change based on the feedback they received from the pretend old couple. Have them repeat *iterate* and the word *change* to help them understand the connection.
22. You may have to help remind teams what the feedback was. Remind them that entrepreneurs listen to their customers and make changes to their products.
23. Give groups 5-10 minutes to make changes to their prototype.
24. Time permitting, have groups present the next iteration of their prototype in the same way as before, receive feedback, and iterate again.

## **Post-Activity Discussion**

### **Ask the girls:**

1. Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?
2. Who can list the steps we went through in walking through the design thinking process today? Check out the posters for help.
3. Which step is your favorite?
4. Which step did you struggle with the most?
5. Why is it important for entrepreneurs to go through each step of the design thinking process?

### **Key Takeaway**

The girls should get that each step of the design thinking process is necessary. Without one step, the final product would not be as great as it could be. The design process is meant to meet specific customer needs by first showing empathy, then working through each step in the process to design a wonderful product that helps people.

# Brownies Lesson: Business Models



## In this Lesson:

Writing My Business Model (25 Min)

Buy Materials and Create Products (50 Min)

A business model is a blueprint that businesses create in order to be successful, which, in most cases, means making a profit! A business model helps answer the practical questions that bring a business to life and keep it running successfully: How much will it cost to make your product/service? Who will you sell your product/service to? How much will you sell your product/service for? Will you make a profit?

To create business models, girls will be creative, play with materials, work through the design thinking process, observe what their customers want and need, and generate ideas to make products based on what they know about the customer.

There is no one right way to structure a business model. Many businesses will change and adapt their model over time as different opportunities arise and conditions change. The business model template we use in this section has been adapted from a template commonly referred to as the Business Model Canvas.

In **Writing My Business Model**, girls will write their own business model that will include a product idea, what supplies will be needed to create the product, and how to best make a profit.

In **Buy Materials and Create Products**, girls will borrow pretend money to buy materials and create their product(s). They will reference the business model from Writing My Business Model to understand that creating and following a business model is essential to a successful business.

## **Goals**

For the girls to:

- Explain why a businesses need to have a plan
- Create a business plan
- Explain importance of creating a product that is different from others
- Make changes to their business plans based on feedback from the marketplace

## **Entrepreneurial Mindsets**

- Redefining Failure
- Growth Mindset
- Courage
- Persistence and Grit
- Opportunity-seeking
- Problem-solving
- Resourcefulness
- Adaptability

## **Entrepreneurial Skills**

- Creativity
- Teamwork
- Idea Generation
- Market Research
- Design Thinking
- Business Model

# WRITING MY BUSINESS MODEL (25 minutes)

## Introduction

The girls will write a business model that will lay out the plan for a product idea they have. The business model will answer crucial questions about their idea, the market, why their product is different, supplies needed to make it, and how they'll make a profit.

## Materials and Resources

- [Business Model Handout](#)
- [Business Model Handout \(Instructor Use\)](#)
- [Sample Supply List with Pricing](#)
- Biz Kid\$: Crash Course On Starting A Business Video (0:00-3:20): <https://www.youtube.com/watch?v=kB7bGNBPaCM>
- Materials for creating products – supplies such as cardboard, craft sticks, colored paper, notebook paper, tape, scissors, glue, crayons, markers, tissue paper, pom-pom balls, feathers, cardboard tubes, cotton balls, string/yarn, newspaper

## Preparation

1. Read through entire activity.
2. Print Business Model Handout (one per student).
3. Review Business Model Handout (Instructor Use).
4. Organize store.
  - a. Collect all materials the girls will use to make product (see Sample Supply List with Pricing).
  - b. Display at least one of each material so the girls know what's available for making their product.
  - c. Set price of each item and label the item on display (see Sample Supply List with Pricing).

## Instructions

### Discussion

1. Tell the girls they are going to start their own business! Explain that first, they are going to think of an idea for a product to sell to their classmates and make a plan, called a business model, that will help them start their very own business. Then they will actually make their product. Finally, they will get a chance to sell and buy other's products using pretend money.

2. Ask the girls to share any businesses they know (where their parents work, places they go to shop, ads they've seen on TV or online, etc.).
3. Ask them if they know how to define a business. Take responses and clarify that businesses sell goods (products) or services.
4. Now, ask the girls what they think is needed to start a business. Accept all answers and guide discussion to state entrepreneurs can't just start a business without thinking through what their product is, who will buy it, why they would buy it, what they need to make it, and how much they would charge for it.

### **Introduce Business Model**

5. Display or project the Business Model Handout so that all the girls can see. Tell them this is the page that will help them make their plan.
6. Instruct them to follow along as you read the Entrepreneur's Mindset box out loud. Have them read it with you a second time and point out that, during the lesson, they may notice themselves using this mindset. The mindset will be discussed in-depth during post-activity discussion.
7. Have the girls help you think of an idea for a new product. Model filling in each section of the business model on the page that you're projecting. Use the provided Business Model Handout (Instructor Use) as a guide.

### **Idea**

8. Pass out a Business Model Handout to each student and show "Crash Course on Starting a Business" video from beginning until 3:20.
9. The girls will now create their own business model using the Business Model Handout.
10. Instruct the girls to think about what their idea will be. If they have completed other activities on idea generation, design thinking and prototyping, and/or market research, they will already have some ideas. Encourage them to think about what they know about the customers (the other girls in the troop - what do they think they would buy? What would they like?). Make sure to display materials available so they can use them to guide their product idea decision.
11. In the video, Maddie had the idea to create bottle cap magnets for her and her friend's lockers. Here are some other ideas to give the girls as needed (some may involve materials they'll need to bring from home): Friendship bracelets, slime, action figures, drawings, a (new) game in a bag, bookmarks, wreaths, coasters,

headbands, crafts, musical instruments, pencil toppers, wallets, decorated garden rocks, posters, comic books, space savers for drawers or closet, kitchen gadgets, sock puppets, phone cases.

12. Remind the girls that whatever their idea, they must be able to create lots of these products in a short time and with the available materials.
13. Once they have an idea, they should write the name of their product, draw what it might look like, and then describe it. Give them about 5 minutes to do this (or until everyone is done).

## **Market**

14. Now, have the girls think about who is going to purchase their product. This will most likely just be the other girls but is an important part of the business model for them to consider.
15. Next, have them think about what makes their idea special. Why will people want to buy their creations instead of something another girl is selling? What sets their product apart?
16. Take a minute to discuss that someone else might sell a similar product. They would be “competition.” The girls have to think of a way to make their product stand out from the competition to attract customers. Give your girls a few minutes to draw or write.

## **Materials**

17. Next, the girls will need to list or draw the supplies they think they will need to create their product. Explain they will be able to buy materials from the store but will have to pay back whatever amount they spend, so it’s important to buy wisely. Give them a budget limit to spend at the store.
18. Have materials with prices on display. If space is an issue, you can have just one of each item on display.
19. Give everyone a few minutes to review the available materials and write or draw what they will need in the materials section.
20. Make sure they write the cost next to each item. This will help them more easily calculate the total amount spent on materials when they go to the store in the next activity.
21. Remind the girls they’ll be making more than one copy of their product so will need to think about buying enough materials for that. Allow them to decide how many

copies they should make.

## **Money**

22. The girls will decide how much to charge for each product and write that amount in the row that says, “The amount of money I will sell each product for is:...”.
23. Encourage the girls to think about how charging too high a price will keep people from buying their product and not charging enough will keep them from being able to pay for the materials they purchased.
24. Remind the girls they will be making and selling multiple copies of the same thing and will make as many as they think they’ll need. Allow them to decide how many copies they should make. If they don’t end up having enough, it’ll be a good business lesson for them.
25. Instruct everyone to set their product price to full dollar amounts only.
26. Tell the girls they will complete the remaining rows of the “money” section after they visit the store to buy materials and after they sell their products during the marketplace activity.

## **Post-Activity Discussion**

1. Did you find yourself or anyone else using the Entrepreneur’s Mindset during the activity? How?
2. What do you plan to do with the money you might earn? Save it? Create more products? Come up with a new business idea? Donate? (If they want to donate it, is there a cause they want to donate to?).

## **Key Takeaway**

A business model is a blueprint that businesses create in order to be successful (which, in most cases, means making a profit!).

A business model helps answer the practical questions that bring your business to life and keep it running successfully: How much will it cost to make your product/service? Who will you sell your product/service to? How much will you sell your product/service for? Will you make a profit?

# BUY MATERIALS AND CREATE PRODUCTS (50 minutes)

## Introduction

The girls will buy supplies and create the products they will sell. They will reference the business model they wrote in the first activity to understand that creating and following a business model is essential to a successful business.

## Materials and Resources

- [Pretend Money Template](#)
- Materials for the girls to make a “store front” creation (Optional)
  - Manila folders, poster board, or construction paper
  - Markers

## Preparation

1. Set up store with all materials already priced for the girls to buy their materials.
2. Find other adult(s) to help monitor store and the girls if possible or needed.
3. Print, copy, and precut Pretend Money Template OR have the girls create money OR use counters or other objects to represent money

## Instructions

1. Have the girls pull out their business model. Give them a moment to look over what they'll need for supplies and how much they plan to spend. If you are doing this activity on a different day, give them additional time to review.
2. Tell the girls they'll be creating their products to sell. Remind them that when they sell their product to someone, that person will be keeping the product (they won't get them back at the end).
3. Explain to the girls, when called upon, that they will bring their Business Model Handout to the store to buy the items listed or drawn in their materials section.
4. Now, call the girls up a few at a time to buy their supplies. Encourage them to shop quickly and tell them need to try and get everything in one trip.
5. Remind them again, they'll be making more than one copy of their product so will need to think about buying enough materials for that.

6. Also remind them that the less they spend on the materials, the greater the chance they will make a profit.
7. While the girls are waiting to be called on to “shop,” they can be writing or drawing in their Idea Journals (ex. they could drawing out a more detailed plan on what their products will look like).
8. When the girls have gotten all their materials, help them record how much they spent on materials on their Business Model in the “money” section of their handout.
9. Once all the girls have had a chance to get their supplies, tell them that the shop is closed. Walk around and support them in creating their products. Since the girls who came up to shop first will have more time to create their items, be mindful of giving those who were last to shop more time to create if they need it. Creation of products should take about 35 minutes. If you have more time for your kids to make products, by all means, take it!
10. Organize and store student created products if you’re not doing the Activity Marketplace until another day.

### **Post-Activity Discussion**

1. Did the amount you actually spent at the store match what you planned?
2. Do you feel like you made smart choices with your spending and which materials you selected?
3. Are you going to be able to make a profit?

### **Key Takeaway**

The girls should understand that entrepreneurs have to be careful to balance spending with profit. They want to spend enough to make a great product, but not so much that they are unable to make money.



# Brownies Lesson: Pitching

# In this Lesson:

Pitch Yourself (20 Min)

Pitch My Product (40 Min)

Marketplace (45 mins)

For entrepreneurs, pitching usually means explaining your business plan, product, or service verbally. An entrepreneur uses their pitch to summarize their ideas and sell themselves to potential investors. Pitching is so important to entrepreneurs because a successful pitch can secure the funding needed to launch an idea from theoretical to reality.

But pitching can mean more than that. Girls can pitch an idea to their parents about why they should be able to stay up later or pitch to their teacher why they should have a longer recess. Ultimately, the goal of a pitch is to persuade someone to do something by speaking clearly and convincingly and providing evidence of why the proposed idea is a good one.

In **Pitch Yourself** girls will practice their first solo pitch by bragging about themselves to the whole group! This will encourage confidence and help them get in front of an audience.

In **Pitch My Product**, girls will watch a few recorded pitches and analyze what makes them effective (or not). They will then choose a product idea they've come up with and write a pitch to present to the whole group.

In **Marketplace**, girls will sell the products they've made in a simulated marketplace. This will allow each them to experience what it's like to be an entrepreneur with an active business.

## **Goals**

For the girls to:

- Explain the importance of pitching for entrepreneurs
- Demonstrate confidence when speaking in front of a group of people
- Pitch the best things about themselves to an audience
- Pitch a product idea

## **Entrepreneurial Mindsets**

- Courage
- Opportunity Seeking
- Optimism
- Adaptability
- Resourcefulness

## **Entrepreneurial Skills**

- Creativity
- Teamwork
- Idea Generation
- Pitching
- Public Speaking

# PITCH YOURSELF (20 minutes)

## Introduction

The girls will practice their first solo pitch by bragging about themselves to the whole group! This will encourage confidence and help them become comfortable in front of an audience.

## Materials and Resources

- [What Makes Me Amazing Handout](#)
- Pitching Checklist and Tips Handout (The girls use same from Advertisement and Pitch Activity)

## Preparation

1. Read through entire activity and slides.
2. Print What Makes Me Amazing Handout (each student should get one).

## Instructions

1. Explain that they're going to pitch themselves and try to convince someone they would be an amazing friend to have.
2. Let the girls know that sometimes it can be hard to talk about how great they are but encourage them to think about their strengths.
3. Pass out the What Makes Me Amazing handout. Instruct them to follow along as you read the Entrepreneur's Mindset box out loud. Have them read it with you a second time and point out that during the activity, they may notice themselves using this mindset. The mindset will be discussed in-depth during the post-activity discussion.
4. Give the girls about 10 minutes to fill in what makes them amazing. If necessary, model how to use the handout to pitch yourself as a good friend.
5. Give the girls time to practice their pitch with a partner or in small groups.
6. After everyone has had time to practice their pitch, bring the whole group together and each student will pitch themselves.
7. If a student is struggling or super nervous, make sure you and the rest of the group are encouraging and supportive.

8. If there's time, the girls will give feedback on each other's pitches. Talk with your girls about how to give good compliments. Model this by giving some examples. "I like your secret talent! We didn't know you could do that." Or "Yes, I agree that you are very creative!" If possible, tell them to be specific when giving compliments to each other. They can also ask questions if they want to know more about something.

### **Post-Activity Discussion**

#### **Ask the girls:**

1. Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?
2. How did it feel to pitch yourself?
3. How did it feel to speak in front of an audience?

### **Post-Activity Discussion**

It's okay not to be 100% confident in yourself. Confidence is a trait that entrepreneurs can practice and improve.

# PITCH MY PRODUCT (40 minutes)

## Introduction

In this final activity, the girls will watch a few pitches and analyze what makes those pitches effective (or not). This will help them when writing their own pitch. They will then choose a product idea they've come up with (possibly during previous VentureLab activities). Individually, they will write a pitch and then pitch their product to the whole group. This will get them to really step out as entrepreneurs and pitch a new idea THEY came up with.

## Materials and Resources

- Sticky note for each girl (optional)
- [Pitch Template Handout](#)
- Pitching Checklist and Tips Handout (use the same as earlier activities)
- The Drip-Drop pitch video: <https://www.youtube.com/watch?v=y5nmwuu6RX0>

## Preparation

1. Read through entire activity.
2. Print Pitch Template (one for each girl).

## Instructions

1. Tell girls they will be creating a pitch for their own product idea.
2. First, they will judge one more pitch using their Pitching Checklist and Tips Handout.
3. Pass out or have each girl take out their Pitching Checklist and Tips Handout from the Advertisement and Pitch Activity.
4. Show The Drip-Drop pitch video (0:00 – 0:52).
5. As a class, discuss and place an 'X' or checkmark in the "Judge: Drip-Drop column of the Pitching Checklist" section. Then do the same for the "Judge: Drip-Drop" column of the Pitching Tips section.
6. Now, tell the girls that it is their turn to create a pitch. They should use the Pitching Checklist and Tips to ensure they have the basic features of a pitch.
7. If they have completed the Idea Generation, Market Research, Design Thinking & Prototyping, or Business Model activities, they most likely have product ideas. If

not, then give them time to come up with a product or look to the activities mentioned above for ways to help them think of ideas.

8. Once the girls have chosen the product they'll be pitching, give them 15 minutes to write their pitch. They can use the Pitch Template Handout as a guide, but will need to change several parts as they will be working individually.

Tip: If a girl doesn't want to use the template and has a creative pitching idea, let them go for it! They can create a song, dance, anything, as long as they're pitching the idea and using the Pitching Checklist and Tips.

9. Give the girls a few minutes, if they have not already, to review their pitch and place an 'X' or checkmark in the "Pitch My Product" column of the Pitching Checklist and Tips sections of their handout.
10. Explain that entrepreneurs practice their pitch to make sure they can appear calm and confident when it's time to speak in front of others. Give them 5 minutes to practice.
11. Have the girls come up in front of the whole group, one by one, to pitch their idea.
12. If there is time, have them ask questions.

### **Post-Activity Discussion**

Ask the girls:

1. How did your pitch compare to the Drip-Drop pitch?
2. Whose product do you remember most clearly? What about their pitch made you remember that product?

### **Key Takeaways**

Entrepreneurs show courage by stepping out of their comfort zone to accomplish great things. That's just what the girls did today too! By pitching their own idea, they really experienced what it's like to be an entrepreneur.

# MARKETPLACE (45 minutes)

## Introduction

This activity can be organized two different ways:

Marketplace Option 1: All the girls sell their products at the same time and a group of people (parents, volunteers, other girls) play the role of buyers.

Marketplace Option 2: The group of girls is split into two groups: buyers and sellers. Half the group will be buyers first, the other half sellers. They will then switch roles.

The girls will sell their products in a marketplace. This will allow each girl to experience what it's like to be an entrepreneur with an active business. After the market, they will determine if they made a profit or not and make changes to their business model.

## Materials and Resources

- Paper bag
- Envelope or bag that was holding money in last activity
- Products created from last activity

## Preparation for Marketplace Option 1

- Read through entire activity.
- Prepare your space for the girls to set up their products for sale. This might look like spreading out desks or tables if you have them or getting them out of the way.
- Prepare the group of girls or adults who will play the role of buyers at the marketplace.

## Preparation for Market Option 2

- Read through entire activity.
- Divide girls into two groups of who will buy first and who will sell first.
- Prepare your space for the girls to set up their products for sale. This might look like spreading out desks or tables if you have them or getting them out of the way.
- Create a new bag for each girl with \$20 “Venture Bucks” from Pretend Money Template (or another form of pretend money) in it.



## Instructions

Tip: Talk with buyers about being kind to the sellers if they don't want to buy a product from a seller. Also, prepare the girls that there are no guarantees others will buy their products but that's okay. That just means in the real world they would need to do some more market research on why their products weren't selling and try again!

### Marketplace Option 1

1. Tell the girls it's time to sell their products and make money!
2. Allow them a few minutes to set up their products and storefronts if they created one.
3. Explain that the buyers will be coming to their store to buy and will keep what they purchase. Tell the girls to keep all of the money they're making in one place. They will be counting it all when the marketplace closes to find out how much money they made. Remind them again that whatever they make, they only get to keep what's left after paying the store for the materials they purchased to make their products. What is left over after paying the store is their profit.
4. Invite the buyers into the space and give them each their bags with \$20 worth of pretend money (or you can determine the best amount based on the price the the girls have set for their products).
5. Talk with buyers about being kind to the sellers if they don't want to buy a product.
6. Ring a bell or say, "We're open for business."
7. Walk around to support the girls who need it.
8. Allow 10-20 minutes for shopping. Be sure to give everyone a few minutes notice that the marketplace will be closing.
9. Ring a bell or say, "All businesses are now closed."
10. Have the sellers clean up and store their remaining products. They can take it home or use it for the extension activity.
11. Instruct the girls to keep their money all together.
12. Skip to the section of activity with heading AFTER MARKETPLACE.

## Marketplace Option 2

1. Tell the girls it's time to sell their products and make money!
2. Split girls into two groups using the buyers and sellers list created during preparation for Marketplace Option 2.
3. Instruct the buyers to sit on one side of the room and the sellers on the other.
4. Explain that sellers will sell their products while buyers will walk around and purchase products they like.
5. Now give each buyer a "shopping bag" with \$20 worth of pretend money (or you can determine the best amount based on the price the the girls have set for their products). Explain they will place the products they buy in the bag and will be responsible for keeping track of their own money in the envelope.
6. Now, allow sellers to stand and give them 5 minutes to set up their products and storefront.
7. When the sellers are ready, have buyers stand and remind them, they'll be switching roles in 10-15 minutes.
8. Ring a bell or say, "We're open for business."
9. Walk around to support the girls who need it.
10. Allow 10-15 minutes for shopping. Be sure to give everyone a few minutes notice that the marketplace will be closing.
11. At the end of 10-15 minutes, ring a bell or say, "All businesses are now closed."
12. Have the sellers put away any products they didn't sell, put all the money they made in an envelope, and then sit on one side of the room.
13. Have buyers put away the "shopping" bags with their purchased products in a safe place, hand you the money they did not use to purchase products, and then sit on the other side of the room.
14. The room should now look like it did in Step 2 when you split class into two groups.
15. Explain that the groups will switch roles. The buyers are now sellers and the sellers are now buyers.
16. Repeat steps 4 through 11.

Tip: At this point, review the Entrepreneurial Mindsets, especially that failure is ok, growth mindset, and persistence. One of the defining characteristics of an entrepreneur is they view failure as a First Attempt in Learning and use what they learn to improve.

### **After Marketplace**

1. Pass out or have the girls retrieve their completed Business Model Handouts. Have them count how much money they have and record it in the “money” section of the handout on the row that says, “The amount of money **made** selling my products is:”
2. Tell the girls they will now find out how much of the money they made that they get to keep (profit). The profit is the money they get to keep after paying for the materials they purchased to make the products.
3. Help the girls subtract the amount of money they spent on materials from the number above it, which is the amount of money they made selling their product. ( $\$ \text{ made} - \$ \text{ spent} = \text{profit}$ ). They should record this amount in the row that says, “My total profit is:...” Walk around and support kids as needed or have them help each other.
4. Point out to the girls that when the amount of money they made selling their product is greater than the amount they spent at the store on materials, they will put that number in the row that says, “My total profit is: ...” However, if they spent more at the store than they made selling their product, this means that their business did not make a profit and, if they had more time, they would need to make some changes to their business model by doing any of one (or more of the following activities): changing or modifying their idea, finding a new market, selecting materials differently, or changing the price of the product.

Tip: The girls can use the pretend money to work out the subtraction by physically taking the bills away or can use counters (any small object can be a counter) to support with the subtraction.

### **Post-Activity Discussion**

Have the girls share out to the whole group what the experience was like for them. Ask questions like:

1. Did you enjoy buying or selling more?
2. Were you able to make a profit?
3. Do you have leftover items? What do you plan to do with those?

4. Did anyone have a great product that you'd like to compliment?
5. What would you do differently if we did this again?

### **Key Takeaway**

It's so important for entrepreneurs to have a business model, because this lays out all of the important details to bring your business to life and make it successful. If the girls didn't make a profit, that's okay. That happens in real life too. Now they can look at their plan and see what could be improved upon.



**CONGRATS,  
YOU DID IT!**

## Glossary

**BRAINSTORMING (IDEATING)** is when either an individual or a group of people come up with as many new ideas as possible for a specific topic or problem.

BRAINWRITING is an inclusive group brainstorming method. Participants individually brainstorm on a piece of paper and then switch papers until everyone has contributed to everyone else's paper. This intentionally creates a space for everyone's idea to be heard.

**A BUSINESS is an individual or organization that sells goods (products) or services.**

**A BUSINESS MODEL is a written plan that lays out the details of a business to help the entrepreneur have a successful business by making a profit.**

**The DESIGN THINKING PROCESS** is an approach to solving problems by understanding users' needs and developing insights to fill those needs.

**EMPATHY** means showing understanding and sharing in another's feelings.

**ENTREPRENEURSHIP** isn't just about starting companies; it is a skillset and a way of thinking. The core of entrepreneurship is building a solution to a problem, having a vision and making it a reality.

ENTREPRENEURS spot an opportunity and develop a vision for a new product, business or solution and put together all the resources needed to bring their ideas to life.

**IDEATING (BRAINSTORMING)** is when either an individual or group of people comes up with as many new and different ways as possible to solve a problem.

**IDEA GENERATION** is the process of forming, revising, pondering, and sharing new ideas.

**ITERATION** is the process when entrepreneurs make small changes to ideas and prototypes in order to reach a desired goal. Iteration can happen as many times as needed.

A **MARKET** is a group of people who like or need the same things. Competing businesses sell similar products or services to this group.

**MARKET RESEARCH** is how entrepreneurs find out what customers want, what problems exist for customers, and helps them uncover how those problems can best be solved or needs met. Market research helps entrepreneurs figure out if they have a great new idea that will work and if people will buy their product.

OBSERVATION means acquiring information from the world around you based on your five senses: sight, sound, touch, smell, and taste.

PITCHES are short, persuasive speeches (formal or informal) targeted at potential investors or other kinds of customers or supporters.

**PRIMARY RESEARCH** is new market research done by entrepreneurs that involves going directly to their customers to hear from them and better understand their needs and wants.

**PRODUCTS** are items sold by businesses.

A **PROFIT** is money that is made in a business after all expenses are paid.

**PROTOTYPING** is when entrepreneurs create their ideas into visual and physical representations to show how they would work.

**REVERSE BRAINSTORMING** is the process of looking at a problem backward. Instead of ideas for solutions, participants come up with ways to *cause* the problem or to make the problem worse. Once they have identified as many different ways as possible to do this, they then spend time “reversing”/solving each of those problems.

**SECONDARY RESEARCH** is a type of market research that uses information that already exists in order to get information about existing products and/or or markets.

**TESTING is showing your prototypes to users to get feedback on them.** With this feedback, you’ll figure out if you should bring it to a larger market.

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