

## LEARNING EXPERIENCE OVERVIEW

# JA It's My Business!® JA in a Day

### ■ Entrepreneurship

*JA It's My Business!* provides middle school students an opportunity to learn how to turn an idea into a pitch plan for a business. The learning experience introduces students to design thinking as a problem-solving process, and provides an authentic entrepreneurial experience for students with each session building toward a product-pitch competition.

Start Up!

An illustration on a dark grey background featuring a white rocket with orange and blue accents, launching upwards with yellow flames. To the left of the rocket is a glowing yellow lightbulb with a white filament. Above the rocket is a blue microscope icon. White lines connect these icons to the text 'Start Up!' and other elements, suggesting a process of innovation and business launch.

The JA in a Day model, based on core content from the *JA It's My Business!* consists of five 50-minute sessions led by a volunteer. It is requested as a separate course that includes the online interactive content and materials (JA in a Day guide and student handouts). The JA in a Day model will receive five Instructional Contact Hours upon registration.

## FEATURES OF THE JA IN A DAY GUIDE FOR VOLUNTEERS AND TEACHERS:

- Format is redesigned for easy delivery of the JA in a Day model.
- Introduction and conclusion are specific to the JA in a Day model.
- Master List of Materials indicates the differences in use of materials between the standard and JA in a Day models.
- Additional Opportunities are not included.
- Must be downloaded from the online course in JA Connect, the JA learning platform, to view and/or print locally.

# JA It's My Business! JA in a Day

## CURRICULUM OUTLINE

Session	Objectives	Content Changes from Standard Implementation	Activities
<b>Entrepreneurs</b> 50 minutes	<ul style="list-style-type: none"> <li>Define <i>entrepreneurship</i>.</li> <li>Describe the relationship between a business and its products and services.</li> <li>Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Removed the social entrepreneurship topic.</li> </ul>	<p><b>Warm-Up:</b> Define key terms after watching a video about a successful entrepreneur and his business.</p> <p><b>Activity 1:</b> Discuss entrepreneurial characteristics. Students complete the Entrepreneurial Characteristics Inventory.</p> <p><b>Activity 2:</b> Introduce the Pitch Deck and explain the mock pitch competition held in the final session.</p>
<b>Market and Need</b> 50 minutes	<ul style="list-style-type: none"> <li>Define <i>market</i> and <i>fill a need</i>.</li> <li>Explain the importance of identifying market and need when developing new product or service ideas.</li> <li>Identify the principles of design thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Removed the discussion of examples of young entrepreneurs.</li> <li>Removed the Market and Need Scenarios used as brainstorming tools.</li> </ul>	<p><b>Warm-Up:</b> Define key terms.</p> <p>Watch a video about a young entrepreneur who developed a product for a specific market and need.</p> <p><b>Activity:</b> Introduce design thinking. Students first work independently, then in teams, to develop product or service business ideas that meet a need and market.</p> <p>Teams begin to work on their pitch decks.</p>
<b>Innovative Ideas</b> 50 minutes	<ul style="list-style-type: none"> <li>Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business.</li> <li>Participate in creative idea generation, from brainstorming to defending and selecting an idea.</li> </ul>	<ul style="list-style-type: none"> <li>Removed Real or Not? game.</li> <li>Focus of groups' brainstorming should be on innovative ways to improve their product idea from Session Two.</li> </ul>	<p><b>Warm-Up:</b> Watch a video about a new product that meets a need and market. Define key terms.</p> <p><b>Activity:</b> Students work in teams and brainstorm innovative product ideas to build on their new product.</p> <p>Teams continue working on their pitch decks.</p>
<b>Design, Prototype, and Test the Market</b> 50 minutes	<ul style="list-style-type: none"> <li>Represent a product idea and its features by using rough sketches and drawings.</li> <li>Recognize sketches as an important first step in the prototype process.</li> <li>Discuss the importance of market research in the product development process.</li> </ul>	<ul style="list-style-type: none"> <li>Removed group sharing of sketches and prototypes.</li> <li>Removed all Session Five activities, including instructions to complete the slide associated with it.</li> <li>Combined Sessions Four and Five.</li> </ul>	<p><b>Warm-Up:</b> Watch a video about product design and define key terms.</p> <p><b>Activity:</b> Examine prototype sketches that show and explain a product idea.</p> <p>Introduce market research and define key terms. Students then create prototypes of their product or service ideas.</p> <p>Teams continue working on their pitch decks.</p>
<b>Seek Funding</b> 50 minutes	<ul style="list-style-type: none"> <li>Describe the elements that make a strong pitch presentation.</li> <li>Work together to create and deliver a product pitch to potential investors.</li> </ul>	<ul style="list-style-type: none"> <li>No content changes.</li> <li>Adjusted time to allow for the pitch competition and JA in a Day program wrap-up.</li> </ul>	<p><b>Warm-Up:</b> Define key terms related to investors who fund a business idea. Watch a video demonstrating a successful product pitch.</p> <p><b>Activity:</b> Teams finalize their pitch deck and plan a pitch for their product or service idea.</p> <p>Teams take turns pitching their product or service idea to the class and potential investors.</p> <p>A winning team(s) is selected.</p>