Elementary Level, CCSS Alignment
Entrepreneur Student Doodle Book

Summary: Common Core Standards Addressed

- Elementary Literacy (Reading & Language)
- Elementary Mathematics

Introduction

Entrepreneur Student Doodle Book offers innovation brainstorm activities for youth entrepreneurs. For use in class, after school, at home, and during hackathon & inventathons.

User Objectives

Entrepreneur Student Doodle Book are designed to empower students to explore creativity, develop personal interests, sample career pathways and gain an introduction to Online Adventures at BizzyB.com. Students may work individually or teams through this process.

Leadership Roles

"BEE a Team" to explore and examine the roles/responsibilities of a collaborative/communicative business team:

- **Visioner:** Facilitate team development of key product concepts.
- **Maker:** Facilitate team development of a minimally viable product and process.
- **Marketer:** Facilitate team development of an effective product package.
- **Seller:** Facilitate team development of pricing, display, and buying process.
- **Counter:** Facilitate team development of 3P (People, Planet, and Profit) goals.

Section A. CONCEPT

Team Goal: Under the leadership of the Visioner, develop a marketable concept for a potential business product.

> **A1. Problem:** Identify problems or issues that the team's product will solve or address.
> **A2. Solution:** Denote potential solutions for each problem identified.

A3. Timing: Indicate the good timing for each problem, highlighting the marketability of the potential product, using a P-S-T combination.

A4. Concept: Clearly and concisely express the team's best P-S-T combination as a carefully crafted concept statement.

A5. Test: Conduct a survey of the concept statement and evaluate the data, using it to support potential modifications.

Section B. PRODUCT

Team Goal: Under the leadership of the Maker, develop a marketable product (good or service) based on the team's concept.

B1. Prototype: Generate a visual model of the product prototype.

B2. Features: Define the key features of the potential product.

B3. "MVP" Features: Identify 3 major features for a startup Minimal Viable Product (MVP), modifying the visual model accordingly.

B4. Benefits: Briefly describe the major benefits of each major MVP feature.

B5. Supplies: List the supplies needed to produce a prototype of the MVP.

B6. Process: Develop a process map that clearly delineates each production step.

B7. Test: Conduct a survey of the prototype and evaluate the data, using it to support potential modifications.

Section C. PACKAGING

Team Goal: Under the leadership of the Marketer, develop a product package for the prototype.

C1. Names: Generate potential company and product names and slogans using literary devices like rhyme, alliteration, metaphor, idiom, etc.

C2. Keywords: Convert the benefits described in B4 into carefully crafted search keywords.

C3. Company Logo: Create a unique company logo that is simple, bold, and relatively square.

C4. Product Logo: Create a unique product logo that is consistent with the company logo.

C5. Packaging: Build a product package that incorporates various feature, including, but not limited to: names, slogans, logos, benefits, features, descriptions, ingredients, contact information, etc.

C6. Test: Conduct a survey of the product package and evaluate the data, using it to support potential modifications.

Section D. CUSTOMERS

Team Goal: Under the leadership of the Seller, develop a sales strategy for the prototype.

D1. End Users: Identify the key traits and concerns of the target customer(s) or user group.

D2. Influencers: Identify the key traits and concerns of the influencers of each user group.

D3. Use Case: Develop a Use Case that clearly delineates how a customer will discover, purchase, and use the product.

D4. Sales Strategy: Define a strategy to approach, persuade, and close deals with a customer.

D5. Test: Conduct a survey on the product's value and evaluate the data, using it to support potential modifications to the product or strategy.

Section E. IMPACTS

Team Goal: Under the leadership of the Counter, develop 3P goals (people, planet, and profit) goals for the product.

E1. People Impact: Generate a list of up to 3 People Impact goals.

E2. Team Impact: Generate a list of up to 3 Team Impact or satisfaction goals.

E3. Satisfaction Test: Conduct a survey that evaluates team satisfaction, using it to identify ways to improve and maintain healthy working relationships.

E4. Planet Impact: Generate a list of up to 3 Planet Impact goals.

E5. Profit Calculation: Estimate the potential profit, according for costs and potential income.

E6. Profit Impact: Compose a set of Profit Impact goals, committing specific percentages to categories—rewards, improvements, savings, causes, etc.—that add up to 100%.

Addendum

"PITCH" Script

- **Visioner:** Identify words and actions that grab a customer or investor and highlights the problem, solution, and good timing.
- **Maker:** Identify words and actions that demonstrate the key features and benefits of the product.
- **Seller:** Identify words and actions that entice a customer to buy highlighting urgency, next steps, and contacts.

"PITCH" Q&A

- **Visioner:** Compose a 1-page concept summary of the problem, solution, timing, and concept testing (Section A).
- **Maker:** Compose a 1-page concept summary of the MVP features, key supplies, processes, and product testing (Section B).
- **Marketer:** Compose a 1-page concept summary of the company brand, product brand, keywords, and package testing (Section C).
- **Seller:** Compose a 1-page concept summary of the users, influencers, sales strategy, and price testing (Section D).
- **Counter:** Compose a 1-page concept summary of the People Goals, Team Goals, Planet Goals, and Profit Goals (Section E).

Common Core Standards Addressed

Elementary Literacy (Reading & Language)

CCSS.ELA-LITERACY.RF.5.3: "Know and apply grade-level phonics and word analysis skills in decoding words."

CCSS.ELA-LITERACY.RF.5.3.A: "Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context."
CCSS.ELA-LITERACY.RF.5.4: "Read with sufficient accuracy and fluency to support comprehension."

CCSS.ELA-LITERACY.L.6.4.A: "Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase."

CCSS.ELA-LITERACY.L.6.6: "Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression."

CCSS.ELA-LITERACY.L.6.3: "Use knowledge of language and its conventions when writing, speaking, reading, or listening."

CCSS.ELA-LITERACY.RL.6.4: "Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings: analyze the impact of specific word choice on meaning and tone."

CCSS.ELA-LITERACY.RI.6.4: "Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings."

CCSS.ELA-LITERACY.RI.6.7: "Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue."

CCSS.ELA-LITERACY.SL.K.1: "Participate in collaborative conversations with diverse partners about [grade-appropriate] topics and texts with peers and adults in small and larger groups."

CCSS.ELS-LITERACY.SL.K.2: "Confirm understanding of a text read aloud or information presented orally or throughout other media by asking and answering questions about key details and requesting clarification if something is not understood."

CCSS.ELA.LITERACY.SL.K.3: "Asks and answer questions in order to seek help, get information, or clarify something that is not understood."

CCSS.ELA-LITERACY.SL.K.5: "Add drawings or other visual displays to descriptions as desired to provide additional detail."

CCSS.ELA-LITERACY.SL.K.6: "Speak audibly and express thoughts, feelings, and ideas clearly."

Elementary Mathematics

CCSS. MATH.CONTENT.1.NBT.C.4: "Add within 100, including a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten."