Updated by JAG National November 2021

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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** The Entrepreneur Challenge | | **Duration (days):** 20 | | | **Written For:**  ☒Period Schedule ☐Trimester  ☐Block Schedule ☐Semester |
| **Subject/Course:** JAG | **Teacher(s):** Stephany Perkins | | **State:** Maine | | **Grade Level(s):**  ☒7/8 ☐Alternative Ed.  ☒9/10 ☐Out of School  ☒11/12 ☐Any |
| **Other Subject Areas to be Included:** Business, Technology | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will complete a community assessment and using the problem solution lens develop an entrepreneurial idea that will change their community. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How would you change your community and what steps would you take to put it into action? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Students will watch a movie called “Pay it Forward”, where a young boy comes up with a new concept to change his community by implementing random acts of kindness and watching as the movement spreads. Students will be challenged to also “Pay it Forward” through a Goose Chase Scavenger Hunt with 50 different acts of kindness they must complete as class teams. Following this, students will participate in a “Visioning Day” where they complete a community assessment identifying their community’s current reality, what they would like their community to look like, action steps to take, and sort into subgroups for each of the actions. Community stakeholders will also attend this event, and each will take on a group that they are willing to mentor through this project. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Students will pitch their idea to a panel of entrepreneurs and community developers. They will need to also have a complete business plan that was reviewed by business advisors and visual marketing materials. | | | **Presentation Audience**  ☒Class  ☐School  ☒Community  ☒Experts  ☐Web  ☐Other: Click here to enter text. | |
| **Individual:** Students will identify their strengths and weaknesses and assign their roles within the group accordingly. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  D21, D22, D23, D24, D25, E28, E29, C18, H61, H62, H66, H67, H70, G54, G55, G56, G59, G49  **What competencies will be in progress during this project?** (Level 2):  D21, D22, D23, D24, D25, E28, E29, C18, H61, H62, H66, H67, H70, G54, G55, G56, G59, G49  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  D21, D22, D23, D24, D25, E28, E29, C18, H61, H62, H66, H67, H70, G54, G55, G56, G59, G49 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☐Checklists | ☐Notes | ☒Plans/Outlines/Prototypes |
| ☒Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☐Journal/Learning Log | ☒Practice Presentations | ☒Rough Drafts |
| ☐Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | ☐Essay | ☒Oral Presentation w/Rubric | ☒Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | ☐Self-Evaluation |
| ☒Other (see PBL Library for ideas): Written Business Plan | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | ☐Journal/Learning Log | ☐Fishbowl Discussion | ☒Survey |
| ☒Whole-Class Discussion | ☐Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. | | |

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| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  ☐Leadership  X Community Service  ☐Career Prep  ☒Civic Awareness  ☒Social Awareness  ☐Fundraising  ☐Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text.  Other: Students will identify community stakeholders they would like to serve as mentors and invite them to our visioning day | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Click here to enter text.  Community Service Students will identify needs in their community and come up with entrepreneurial ideas to solve them .  Career Prep: Click here to enter text.  Civic Awareness: Students will identify needs in their community and come up with entrepreneurial ideas to solve them  Social Awareness: Students will identify needs in their community and come up with entrepreneurial ideas to solve them  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Town manager, small business owners and entrepreneurs, small business advisors | |
| ☐Agriculture, Food & Natural Resources  ☐Architecture & Construction  ☐Arts, A/V Technology & Communications  ☒Business Management &  Administration  ☐Education & Training  ☒Finance  ☒Government & Public Administration  ☐Health Sciences  ☐Hospitality & Tourism | ☐Human Services  ☐Information Technology  ☐Law, Public Safety, Corrections &  Security  ☐Manufacturing  ☐Marketing  ☐Science, Technology, Engineering &  Math  ☐Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  ☐Meet and Greet  ☐Classroom Presentation  ☐Project Observation  ☐Skype/Webinar  ☐Mock Interview  ☐Other: Click here to enter text. | **Circle Two:**  ☐Service Learning  ☐Company Tour  ☒Mentoring  ☐Co-Develop PBL/Scaffolding  ☒Critique of Public Product  ☐Other: Click here to enter text. | **Circle 3:**  ☐Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: Click here to enter text. |

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| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  Students from the Career Association will connect with community stakeholders to invite them to our visioning day and ask if they would be willing to be mentors to subgroups.  **Launching the Project:**  (How will you SPARK their attention?)  Entry event, discussion of roles, interaction with mentors  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Community problem solving, teamwork, innovation, and business planning | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations**  **Students can work in small groups, partners, or individually based on their abilities** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Rough drafts of business plans will be reviewed by business advisors, mentors will provide feedback, practice presentations in class |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  ☒School Staff  ☒Business Professionals/Employers  ☒Community Leaders/Organizations  ☒Technology  ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  School administration and community leaders will be invited to the “Visioning Day” as community stakeholders. Business advisors will review business plans and business entrepreneurs and community developers will comprise the panel of judges for the final presentation. Technology will be incorporated in prototype production and creation of marketing materials | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** The Entrepreneur Challenge | | |
| **Driving Question:** How would you change your community and what steps would you take to put it into action? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| ☒Formative  ☐Final Product | “Pay It Forward”- Students will watch the movie, “Pay it Forward” and see an example of how a young student made a change in his community. They will compete in a “Pay it Forward” Goose Chase scavenger hunt where they must complete 50 random acts of kindness | Teamwork |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “Visioning Day”- Students complete a community assessment identifying their community’s current reality, what they would like their community to look like, action steps to take, and sort into subgroups for each of the actions. Community stakeholders will also attend this event, and each will take on a group that they are willing to mentor through this project. | Problem Solving, Communication, Teamwork, Innovation, Time Management |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “What is the need?” Students complete background research and come up with a school-wide survey to identify the need for their idea in the school or community | Problem Solving, Communication, Teamwork, Innovation |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “The Business Canvas Model” – students are introduced to the business canvas model and map out their business ideas | Problem Solving, Communication, Teamwork, Innovation, Time Management |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “Start-Up Costs”- Entrepreneurs visit the classroom to talk about startup costs and give ideas for planning your business’s budget | Problem Solving, Communication, Teamwork, Innovation, Budgeting, Time Management |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “The Business Plan Part 1”- students take their business canvas model and put it into a written draft. | Problem Solving, Communication, Teamwork, Innovation, Budgeting, Time Management |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “The Business Plan Part 2” – students have a business plan workshop with business advisors where students can walk away with a polished plan | Problem Solving, Communication, Teamwork, Innovation, Budgeting, Time Management |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “The Pitch”- students review different commercials to identify the key elements of a successful pitch and must practice either with an object in the room they have to sell to the group or a pitch for JAG and why students should | Problem Solving, Communication, Teamwork, Innovation |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “Effective Marketing”- students review different marketing materials for well-known companies. They use what they learn to come up with a marketing strategy and begin creating | Problem Solving, Communication, Teamwork, Innovation |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Mentor Day- Students will work with their mentor in their teams to show their work so far and get feedback on how they can polish their final product | Problem Solving, Communication, Teamwork, Innovation |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | “Presentation Dress Rehearsal”- students will practice their presentations in front of their class. Peers will review using the same rubric that will be used for the final product | Communication, Teamwork, Deliver Presentations, Competing with Peers |
| ☒Team  ☐Individual |
| ☐Formative  ☒Final Product | “The Entrepreneur Challenge”- students pitch their idea to a panel of entrepreneurs and community developers. They have a complete business plan reviewed by business advisors as well as visual marketing materials | Communication, Teamwork, Deliver Presentations, Competing with Peers |
| ☒Team  ☐Individual |
| ☐Formative  ☐Final Product | Click here to enter text. | Click here to enter text. |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product | Click here to enter text. | Click here to enter text. |
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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** | | | | |
| Introduction to unit, provide students with outline, Goose Chase “Pay It Forward” scavenger hunt begins  [Intro to Entrepreneur Challenge](https://docs.google.com/document/d/1iWf28AUHOV-4HZcomO078fO4QlBpQcGWytjogg5Wnys/edit?usp=sharing)  [Pay it Forward Assignment](https://docs.google.com/document/d/1rJMO7r6Pp3B3wxehzgfabpu9_39K_jxGbynYP6C7FWo/edit?usp=sharing)  [Goosechase Link](https://gsch.se/game/0ccbabe74ddc4aa9bff759627f27253f/share/) | Watch “Pay it Forward” | Watch “Pay it Forward” | Watch “Pay it Forward” | Visioning Day- Students complete a community assessment identifying their community’s current reality, what they would like their community to look like, action steps to take, and sort into subgroups for each of the actions. Community stakeholders will also attend this event and each will take on a group that they are willing to mentor through this project.  [Visioning Day Example Agenda](https://docs.google.com/document/d/1r3zRdRjvhF8RAQ77QxjkWJboborI0bgUG4MtbzPOvPU/edit?usp=sharing)  [Group Contract](https://docs.google.com/document/d/1n9DF8X4zhEvvkaJv4JA3BJ8BxuhFHqrJQh6sQvuN9bc/edit?usp=sharing) |
| **P R O J E C T W E E K T W O** | | | | |
| What is the need? - Students complete background research and come up with a school-wide survey to identify the need for their idea in the school or community  [US Census Quick Facts](https://www.census.gov/quickfacts/fact/table/US/PST045218) with community specific data | Business Canvas Model- students are introduced to the business canvas model and map out their business ideas  [Business\_Model\_Canvas.png (8355×5910) (wikimedia.org)](https://upload.wikimedia.org/wikipedia/commons/1/10/Business_Model_Canvas.png) | Business Canvas Model- students continue to map out their ideas | Start-Up Costs- Entrepreneurs visit the classroom to talk about startup costs and give ideas for planning your business’s budget | Business Plan Part 1- students take their business canvas model and put it into a written draft  [Small Business Administration's Guide to Starting a Business](https://www.sba.gov/business-guide)  [Business Plan Rubric](https://docs.google.com/document/d/1OnlvsvUq1NTBQxEmoKf2gH3cuWIcCMtk0zYBcCNCkIs/edit?usp=sharing) |

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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K T H R E E** | | | | |
| Work Day | Work Day | Business Plan Part 2- students have a business plan workshop with business advisors where students can walk away with a polished | The Pitch- students review different commercials to identify the key elements of a successful pitch and have to practice either with an object in the room they have to sell to the group or a pitch for JAG and why students should join  [Next Gen Personal Finance: Entrepreneurism Unit](https://docs.google.com/document/d/1-XEt3OB_9A27dj4SeV0qDs7J6qsW2RMxG-iQFXAncSI/edit?usp=sharing) | Effective Marketing-Students review different marketing materials for well known companies. They use what they learn to come up with a marketing strategy and begin creating |
| **P R O J E C T W E E K F O U R** | | | | |
| Mentor Day & Team Evaluation- Students will work with their mentor in their teams to show their work so far and get feedback on how they can polish their final product | Work Day | Work Day | Presentation Dress Rehearsal- students will practice their presentations in front of their class. Peers will review using the same rubric that will be used for the final product  [Business Presentation Rubric](https://docs.google.com/document/d/1kljX73sZ_ycyBN155bMv22Nkh8paF-kjeU7UVo5VuV0/edit?usp=sharing) | The Entrepreneur Challenge Final Presentation- students pitch their idea to a panel of entrepreneurs and community developers. They have a complete business plan reviewed by business advisors as well as visual marketing materials |

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| **POSSIBLE EXTENSIONS** |
| * Plan a **Healthy Choices Day**- have students invite speakers and exhibitors in that address some of the community needs that were discussed through this project * Coordinate a **Community Service Day**- select an organization that helps to serve community needs and volunteer there or have a community clean up day around town * Have the winning project present their idea to your local **School Board, Business Alliance,** or have students compete against other schools and have an **Entrepreneur Challenge Championship-** who knows how far their ideas may take them! * Host a **Fundraiser**- have students donate food items to the local food cupboard, clothes for Goodwill, or money to another organization of their choice * Have students **“teach-back”-** host a visioning day with students at the middle school level and have your high school students lead the activities |