Learner Workbook

Welcome to Your Venture Creation Workbook!

This workbook is your comprehensive guide and companion throughout the course. It is designed to help you navigate and complete all assessments effectively. It also serves as a dedicated space to document your thoughts, solutions, and progress as you work through the activities and assignments.

Each week, you'll complete a series of activities linked to a specific section in this workbook. It's crucial to complete these activities and update the relevant sections of the workbook as you progress. You'll submit the latest version of your workbook at the end of each week, accounting for 5% of your overall grade. Staying consistent with your updates will help you stay organized and prepared for your graded assignments.

This workbook will also form the basis of most graded assignments, accounting for 50% of your final score. So, you must ensure timely completion of all activities. This way, you will not be pressed for time at the end.

We encourage you to engage fully with this resource. Explore additional materials, ask questions, and collaborate with your peers to enrich your learning experience. This workbook is not just a tool—it's a platform to help you shape and refine your entrepreneurial ideas. Embrace the journey, stay curious, and let's work together to achieve your goals in this course. Success starts here—let's make it happen!

Instructions:

This fillable PDF workbook is essential for completing course activities, staying organized, and submitting assignments effectively. Follow these instructions carefully to ensure your workbook is maintained correctly and meets submission requirements.

1. **Understand the Structure**
    a. The workbook is divided into multiple sections, each corresponding to a specific activity or part of an activity.
    b. As you work on an activity, complete the relevant section of the workbook. This ensures your answers are recorded systematically and accurately.
2. **Filling Out the Workbook**
    a. Use any PDF reader to fill in the provided answer blocks.
    b. Do not edit any part of the workbook outside these answer blocks. Alterations outside designated areas will not be accepted.
    c. Save your work frequently as you complete sections to avoid losing any progress.
3. **Maintain the Workbook Format**
    a. Do not convert this workbook into another format (e.g., Word, Excel). The workbook must remain in its original PDF format.

   b. Always work within the same workbook. Do not create multiple copies or versions.
4. **Naming and Saving the Workbook**
   a. Save the workbook using the naming convention:
   b. FirstName_LastName_Learner Workbook_ENT 110.pdf
   c. When you add new content or complete a section, save the updated workbook under the same name.
5. **Weekly Updates and Submissions**
   a. You must update the workbook each week as prompted in the course.
   b. Submit the most up-to-date version of your workbook as required. Weekly submissions account for 5% of your overall grade.
6. **Place Answers Correctly**
   a. Ensure your answers are entered in the correct answer blocks under the corresponding question. Misplaced answers will not be marked.

Tips for Success

- **Work As You Go:** Fill out the workbook while working on the associated activity for the best results. This reduces the chance of errors or incomplete sections.
- **Be Organized:** Save your work frequently and ensure all updates follow instructions.
- **Collaborate and Learn:** Leverage discussions with peers, additional resources, and course materials to enhance the quality of your answers.

By following these instructions, you'll make the most of this workbook and stay on track for success in the course. Let's get started!

Part 1: Overview

In the spaces below, please write your full name and email address, as you provided when registering for the Pathway Foundations program.

Your Full Name

Uthman Habeeb Olamilekan

Your Email Address

Habeebuthmanstarkhd@gmail.com

Part 2: Problem Statement

Based on the grand challenge/opportunity you have chosen, create a clear and SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) problem statement. Ensure your problem statement is well-defined, addresses each SMART criterion, and reflects a thoughtful understanding of the problem.

Your Problem Statement should be a **maximum of 150 words** and should answer the following:

- What is the problem?
- Who is affected by the problem?
- Where does the problem occur?
- When does the problem occur?
- Why does the problem occur? Why is the problem significant?

Resources

Use the following resources to clarify how to create a problem statement based on your chosen GCGOs. Complete the required reading; however, we recommend also going through the optional reading.

Required Reading

- How to Write a Problem Statement in 5 Steps by Lindsay Kramer

Optional Reading

- What is a problem statement? - Science Direct Editorial by Peter Hernon

Write your problem statement in the space below:

Many teenagers today spend hours on their phones scrolling, chatting, gaming, and consuming harmful content, wasting potential instead of building it.

This leads to poor academic performance, shortened attention spans, exposure to immoral content, lack of creativity, low digital literacy, and missed opportunities to learn valuable skills or earn income.

if the teens begin using their smartphones and digital tools productively as vehicles for learning and creativity, they would grow into digitally empowered, self-aware, and purpose-driven young leaders. The gap between now and then, will be a shift from being overwhelmed by tech to mastering it for personal and societal growth.

Within a week of the STST outreach, students could understand that there are more to their smartphones than just playing games, watching films and mindless use of social media, they will be exposed to tools and models that make them grow and enjoy developing positively with their mobile devices.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Problem Statement Rubric

Part 3: Root Cause Analysis

This activity aims to identify the root causes of the problem you have chosen. A root cause analysis will uncover the underlying issues and help you better understand why the problem exists. This, in turn, will help you address the core issues rather than just the symptoms, establishing a foundation for practical solutions.

Resources

Go through the following resources to help you complete this activity.

Required:

- HRQ Training Material: 5 Whys and Fishbone Diagrams

Optional:

- Five Whys and Five Hows by ASQ.org
- How to Use the Fishbone Tool for Root Cause Analysis by QAPI

Step 1: Select a Root Cause Analysis Technique

Decide which method you will use to analyze the root causes of your problem:

- Five Whys Technique
- Fishbone Diagram

Five Whys Technique

Step 2: Apply the Selected Technique

Option A: Five Whys Technique

1. Ask, "Why?"
    a. Begin by asking why the problem occurs. Identify the immediate cause.
    b. Example: If the problem is "missed deadlines," ask, "Why are deadlines being missed?"
2. Dig Deeper
    a. Use the previous "Why?" answer to ask the next "Why?" question.
    b. Example: "Why are tasks delayed?"
3. Repeat the Process
    a. Continue asking "Why?" for each successive answer.
    b. Repeat this process until you reach the root cause of the problem (usually after five iterations).
    c. If needed, do more research at each stage to answer the questions.
4. Document the Root Cause
    a. Record the final root cause and the chain of questions and answers in the spaces below.

Problem Description (starting point)

1. Many teenagers today spend hours on their phones scrolling, chatting, gaming, and consuming harmful content, wasting potential instead of building it-- because teens nowadays have unscreened and unmonitored access to mobile devices.

Provide details of the process of using the 5 Whys Technique to get to the root cause of the problem. For each of the 5 stages, provide your "why" question and its response.

2. Teens nowadays have unscreened and unmonitored access to mobile devices-- because there is have no option of something else better to engage in on the smartphones

3. There is have no option of something else better to engage in on the smartphones because is no guide on how to better use it.

3. There is no guide on how to better use it because because there is no really anyone guiding them

4. There is no really anyone guiding the teens about their phone usage--becuase stakeholders do not care enough

5. stakeholders do not care enough because they dont know the negative ripple effect of being tech unproductive and the advantages of being tech productive.

Option B: Fishbone Diagram

1. **Identify Major Categories:** Determine the main categories relevant to your problem. Common categories include people, processes, equipment, and environment.
2. **Brainstorm Causes:** Within each category, brainstorm potential causes of the problem. For example, under “Process,” you might identify “lack of clear instructions.”
3. **Visualize the Relationships:** Create a Fishbone Diagram (or Ishikawa Diagram) to map out the causes and show how they relate to the problem. You can use these **Canva Templates** to create this diagram. Place the problem at the “head” of the diagram and organize the causes under their respective categories along the “bones.”
4. **Identify Root Causes:** Examine the diagram to pinpoint the most significant causes contributing to the problem.

Upload your finalized Fishbone Diagram to your Google Drive, and get a share link from the share settings. Set the share settings to “Anyone with the link” can “view.” Paste the link in the space provided below.

In the space below, describe the root causes you’ve identified in each category (people, process, equipment, and environment) of your fishbone diagram. You can write these as a list and separate them into categories.

Step 3: Summarize Your Findings

In the space below, provide a concise summary of the root causes identified using your chosen technique. Focus on the most significant factors that will be critical to address.

The core issue stems from a lack of awareness and concern among adults and guardians about the long-term consequences of unproductive technology use. This indifference leads to insufficient guidance for teenagers, leaving them with unrestricted access to mobile devices and few meaningful alternatives for engagement. Addressing this problem will require increasing public understanding of the negative ripple effects, fostering a culture of mentorship, and creating enriching opportunities that can compete with digital distractions.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Root Cause Analysis Rubric

Part 4: PESTLE Analysis

Complete your analysis by addressing each PESTLE factor in the context of your selected problem. You will find some PDF resources and templates in the required reading above that you can use for this analysis. Use the following prompts to guide your responses. Provide your responses in the relevant spaces on the next page:

1. **Political**
    a. Identify relevant government policies or regulations affecting the problem.
    b. Assess the role of political stability or instability in shaping the issue.
    c. Evaluate the impact of political decisions on stakeholders.
2. **Economic**
    a. Examine economic factors such as inflation, interest rates, and unemployment.
    b. Consider how these factors influence businesses, consumers, and markets.
    c. Evaluate the financial implications of the problem.
3. **Social**
    a. Explore demographic trends, cultural norms, and societal values tied to the problem.
    b. Consider how shifts in societal attitudes affect the issue.
    c. Analyze the problem's impact on different social groups.
4. **Technological**
    a. Identify technological advancements and digital trends related to the problem.
    b. Evaluate how technology might exacerbate or mitigate the issue.
    c. Consider opportunities for innovation as part of the solution.
5. **Legal**
    a. Assess the legal framework, including relevant laws, regulations, and compliance needs.
    b. Identify legal constraints impacting stakeholders.
    c. Analyze potential risks or liabilities stemming from legal factors.
6. **Environmental**

a. Evaluate environmental sustainability, climate change, and ecological concerns linked to the problem.
b. Consider how environmental issues intersect with, or exacerbate, the problem.
c. Explore opportunities for environmentally sustainable solutions.

Resources

Go through the following resources to help you complete this activity.

Required:

- PESTLE analysis by CPID

Optional:

- What Is PEST Analysis? Its Applications and Uses in Corporate Finance | Financial Analysis by Investopedia

Political

In the space below, list all political trends/issues related to the identified problem, backed up by statistics, evidence, and/or examples.

Sure! Here's a cleaner, plain version of your text with unnecessary symbols removed and simplified formatting:

Political Trends and Issues in Nigeria Related to Teen Smartphone Use

1. Crackdown on Harmful Online Content
In 2025, Nigerian authorities removed nearly 59 million harmful posts and shut down 13.5 million social media accounts for violating internet regulations. This shows a growing effort to reduce digital abuse, misinformation, and harmful content targeting youth.

2. 2024 Code of Practice Enforcement
The Nigerian Communications Commission (NCC), NITDA, and NBC enforce a Code of Practice for online platforms. It requires tech companies to:
- Register locally
- Follow Nigerian laws
- Handle harmful content and user complaints

3. Digital Literacy and Safety Campaigns
The government is working with civil society and tech firms to improve digital literacy and promote safer online behavior among youth. These campaigns also aim to educate parents and guardians about the effects of excessive screen time.

4. Youth Digital Activism
Young Nigerians are using social media for activism, seen in movements like EndSARS and JusticeForSylvester. While this empowers youth, it also exposes them to misinformation, harassment, and radical content, raising concerns about regulation.

5. Policy Gaps in Youth Online Well-being
Despite progress, Nigeria still lacks strong youth-focused policies to address:
- Screen addiction
- Mental health effects
- Productive use of technology in education and career development

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Let me know if you'd like this turned into a summary, presentation outline, or something else.

Economic

List all economic trends/issues below, backed by statistics, evidence, and/or examples.

1. Rapid Smartphone Growth and Market Impact
- Nigeria had 227.1 million active phone lines and 156.9 million internet subscriptions as of February 2023, with a mobile penetration rate over 94% [1].
- Smartphone penetration rose from 10% in 2015 to 39.5% in 2020, and is projected to reach 55.4% by 2025 [1].
- This surge has fueled growth in telecoms, which contributed 13.55% to Nigeria's GDP in Q4 2022[1].

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2. Rise of E-Commerce and Digital Economy
- Nigeria's e-commerce spending was $12 billion and is projected to hit $75 billion annually by 2025 [2].
- Platforms like Jumia, Alerzo, and Konga are enabling retailers—including informal market sellers—to reach wider audiences online[2].
- Increased smartphone access has made online shopping, streaming, and social media central to youth consumer behavior.

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3. Financial Inclusion via Mobile Technology
- Mobile phones are driving digital payments and mobile banking, expanding access to financial services for youth and underserved populations[2].
- The rise of fintech startups and mobile wallets is helping integrate more Nigerians into the formal economy.

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4. Economic Hardship and Device Affordability
- In 2024, Nigeria's smartphone market saw a slowdown in shipments, growing only 5% due to reduced consumer purchasing power[3].
- Rising import costs and inflation have made smartphones less affordable, especially for low-income families[3].
- Device financing models (e.g., Easybuy, CDCare, M-KOPA) are gaining traction, allowing installment payments to ease access[3].

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5. Youth Employment and Digital Skills Gap
- While smartphones offer access to online jobs and learning, many Nigerian teens lack digital literacy and employable tech skills.
- This creates a mismatch between tech access and economic opportunity, limiting the potential for smartphones to drive youth productivity.

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[1] Statistical Analysis of Smartphone Growth and the Impact on Nigeria's...
(https://techeconomy.ng/statistical-analysis-of-smartphones-growth-and-the-impact-on-nigerias-economy/)
[2] Nigerian Youth Population, Smartphone Penetration, Positive Indicators...
(https://independent.ng/nigerian-youth-population-smartphone-penetration-positive-indicators-for-nigerias-digital-economy-report/)
[3] Downturn Hits Smartphone Market In Nigeria As Hardship Bites Harder
(https://brandcom.ng/2024/09/04/downturn-hits-smartphone-market-in-nigeria-as-hardship-bites-harder/)

Social

List all social trends/issues below, backed by statistics, evidence, and/or examples.

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1. High Smartphone Penetration Among Youth
- Nigeria has 173 million mobile subscribers, with an 84% penetration rate, making it Africa ' s largest mobile market[1].
- A study in Katsina State found that youth use smartphones for education, entertainment, communication, and religion[1].

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2. Daily Social Media Engagement
- In a public secondary school in Abuja, 63.1% of adolescents aged 13 – 18 own smartphones and access social media daily[2].
- Platforms like Facebook, Instagram, Snapchat, and TikTok dominate teen usage, shaping identity and social interaction[2].

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3. Mental Health Concerns
- Excessive social media use among Nigerian teens is linked to anxiety, depression, and low self-esteem [2].
- Female students tend to engage more with visual content, while males gravitate toward gaming and sports, both contributing to screen dependency[2].

?? 4. Social Comparison and Peer Pressure
- Teens often use social media for social comparison, which affects self-worth and increases pressure to conform to online trends[2].
- This trend is amplified by influencers and viral content that promote unrealistic lifestyles.

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5. Shift in Communication Norms
- Social media has become the primary mode of communication for Nigerian youth, replacing face-to-face interaction[3].
- This shift affects language use, emotional expression, and interpersonal relationships.

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6. Lifestyle and Behavior Changes
- Social media influences dressing styles, dating habits, and study routines among Nigerian students[3].
- While it offers opportunities for self-expression, it also encourages superficial engagement and distraction from academics.

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7. Educational Use vs. Distraction
- Though social media can support learning, many teens use it more for entertainment than education[3].
- The potential for academic advancement exists but is underutilized due to lack of guidance and structured digital literacy programs.

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[1] Factors Influencing Social Media Use on Smartphones among the Nigerian...
(https://socialdigitalmediadiscourse.com/wp-content/uploads/2024/08/1-El-kasim-M.-20201.pdf)
[2] Trends in Social Media Usage and Adolescent socialization in a Public...
(https://www.researchgate.net/profile/Gloria-Oladele/publication/385731550_Exploring_Social_Media_Usage_Trends_Among_Adolescents_in_a_Public_Senior_Secondary_School_in_Abuja_Nigeria/links/6759c4ae72215358fe28585f/Exploring-Social-Media-Usage-Trends-Among-Adolescents-in-a-Public-Senior-Secondary-School-in-Abuja-Nigeria.pdf)
[3] INFLUENCE OF SOCIAL MEDIA ON LIFESTYLE OF YOUTH IN NIGERIA
(https://researchcage.com/2024/06/29/influence-of-social-media-on-lifestyle-of-youth/)

Technological

List all technological trends/issues below, backed by statistics, evidence, and/or examples.

1. Rising Smartphone Penetration
- As of 2021, over 40% of Nigerians owned a smartphone, and this number continues to grow rapidly[1].
- Affordable brands like Tecno, Infinix, Itel, and Redmi dominate the market, making smartphones accessible to youth across income levels[2].

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2. Expansion of Mobile Internet Access
- Telecom providers like MTN and Airtel have heavily invested in expanding 4G and 5G networks, boosting mobile internet usage[2].
- This has enabled teens to access social media, gaming, and streaming platforms more easily and frequently.

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3. Device Financing and Accessibility
- Due to inflation and economic challenges, smartphone financing models (e.g., installment plans) have become popular, helping low-income families afford devices[2].
- This trend has widened access but also increased unsupervised usage among teens.

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4. Lack of Digital Literacy
- Despite high smartphone usage, many Nigerian teens lack critical digital literacy skills, making them vulnerable to misinformation, online scams, and harmful content[1].
- There ' s a growing need for structured digital education in schools and communities.

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5. Early Exposure to Technology
- Studies show that children in Nigeria are engaging with digital technology at increasingly younger ages, often without proper guidance[3].
- This raises concerns about screen addiction, developmental impacts, and exposure to inappropriate material.

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6. Weak Online Safety Infrastructure
- Nigeria ' s Child Online Protection Policy is still evolving, and enforcement remains inconsistent[3].
- Many platforms lack robust parental controls or localized safety features, leaving teens exposed to cyberbullying and exploitation.

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7. Growth of Mobile Gaming
- Mobile gaming is surging among Nigerian youth, driven by free-to-play apps and social gaming features.
- While it fosters digital engagement, it also contributes to screen dependency and reduced academic focus.

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[1] Smartphone Penetration in Nigeria - Disciplines in Nigeria (https://disciplines.ng/smartphone-penetration/)
[2] Consumer Technology: Smartphone Penetration in Nigeria (https://articles.connectnigeria.com/consumer-technology-smartphone-penetration-in-nigeria/)
[3] STUDY: Young Children And Digital Technology: A Survey Across Nigeria... (https://www.ncc.gov.ng/market-data-reports/research-reports/study-young-children-and-digital-technology-survey-across)

Legal

List all legal trends/issues below, backed by statistics, evidence, and/or examples.

1. Data Protection and Privacy Laws
- Nigeria enacted the Nigeria Data Protection Act (NDPA) in 2023, establishing the Nigeria Data Protection Commission (NDPC) as the enforcement body[1].
- The law mandates clear consent before processing personal data and gives users rights to access, correct, and delete their data.
- Teens are especially vulnerable to data misuse due to lack of awareness and parental oversight.

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2. Cybersecurity and Cybercrime Regulation
- The Cybercrimes (Prohibition, Prevention, etc.) Act of 2015 criminalizes offenses like cyberbullying, identity theft, and online fraud.
- Despite this, enforcement remains weak, and many teens fall victim to scams or engage in risky online behavior without legal consequences.

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3. Content Regulation and Platform Accountability
- In 2024, Nigeria introduced a Code of Practice for Online Platforms, enforced by NCC, NITDA, and NBC.
- It requires platforms to register locally, comply with Nigerian laws, and remove harmful content.
- In 2025, authorities removed 59 million harmful posts and shut down 13.5 million social media accounts for violations[1].

?? 4. Child Online Protection Policy (COPP)
- Nigeria ’ s COPP aims to safeguard minors from online exploitation, but implementation is still evolving.
- Many platforms lack localized parental controls, and legal protections for minors online are inconsistently applied.

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5. Legal Gaps in Youth Digital Rights and Education
- There is no comprehensive legal framework addressing screen addiction, digital literacy, or mental health impacts of tech overuse among teens.
- Schools and parents often lack guidance on how to legally manage teen tech use, leaving a gap in structured intervention.

? 6. Limited Enforcement and Public Awareness
- Many Nigerians are unaware of their digital rights under laws like the NDPA or Cybercrimes Act[1].
- This lack of awareness contributes to underreporting of violations and weak legal accountability for platforms and users.

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[1] Tech And It Law In Nigeria: Knowing Your Rights And Navigating The...
(https://barristerng.com/tech-and-it-law-in-nigeria-knowing-your-rights-and-navigating-the-legal-landscape-of-the-digital-age/)

Environmental

List all environmental trends/issues below, backed by statistics, evidence, and/or examples.

1. Surge in Electronic Waste (E-Waste)
- Nigeria faces an unprecedented increase in electronic waste, driven by rising smartphone and gadget use among youth.
- E-waste contains toxic substances like lead, mercury, cadmium, and flame retardants, which contaminate soil, water, and air through improper disposal and open burning[1].
- Informal recycling practices in cities like Lagos and Aba expose workers and nearby communities—especially children—to serious health risks including neural disorders and respiratory issues [1].

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2. Low Environmental Awareness Among Youth
- Despite growing internet access, many Nigerian teens lack awareness of sustainable tech use and environmental impact.
- A 2023 report showed that while 122.5 million Nigerians use the internet, digital media has only partially translated into tangible eco-friendly behavior [2].
- Popular searches like "What is global warming?" and "carbon neutrality" suggest rising curiosity, but not yet widespread action[2].

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3. Climate Change and Digital Advocacy
- In 2022, flooding affected 33 out of 36 states, displacing over 2 million people, with youth using social media to document and share firsthand accounts[2].
- Platforms like Twitter became tools for citizen journalism, raising awareness about poor environmental planning and climate-related disasters.

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4. Energy Consumption and Carbon Footprint
- Increased smartphone use contributes to higher energy demand, especially in urban areas with poor grid infrastructure.
- Charging devices and data centers rely heavily on diesel generators, adding to Nigeria's carbon emissions.
- The country's net-zero goals by 2050 hinge on transitioning to clean energy and green tech, but youth inclusion in these efforts remains limited[3].

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5. Limited Youth Engagement in Green Technology
- Nigeria has committed to net-zero emissions by 2050, but policy gaps and fragmented governance hinder youth participation in green tech sectors like solar energy and e-mobility[3].
- Without targeted investment and education, teens remain consumers of tech rather than contributors to sustainable innovation.

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[1] Electronic waste and environmental toxicology: Assessing health and...
(https://magnascientiapub.com/journals/msarr/sites/default/files/MSARR-2025-0085.pdf)
[2] Has digital media influenced environmentally sustainable practices in...
(https://globalvoices.org/2023/08/10/has-digital-media-influenced-environmentally-sustainable-practices-in-nigeria/)
[3] Youth inclusion in green technology in Africa: A policy landscape...
(https://afripoli.org/youth-inclusion-in-green-technology-in-africa-a-policy-landscape-analysis-of-nigeria-kenya-and-ghana)

Your Overall Insights

Provide a summary of your insights in the space provided below. In this summary, highlight the most critical factors you found and any connections or interplay between factors of interest.

Summary of Insights
Teen smartphone overuse in Nigeria is driven by a complex interplay of factors. Socially, high mobile penetration and constant social media engagement have reshaped youth behavior, often at the cost of mental health and academic focus. Economically, while smartphones offer access to digital markets and financial tools, affordability challenges and a lack of productive tech use limit their potential for youth empowerment.

Technologically, rapid expansion of mobile internet and device accessibility has outpaced digital literacy, leaving teens vulnerable to harmful content and cyber risks. Legally, although Nigeria has introduced data protection and online platform regulations, enforcement gaps and limited public awareness hinder their impact—especially in protecting minors. Environmentally, rising e-waste and energy consumption from widespread device use pose long-term sustainability challenges, with youth largely excluded from green tech initiatives.

The most critical factors are the lack of guidance, digital literacy, and structured alternatives for engagement. These issues are interconnected: weak legal enforcement and low environmental awareness stem from broader gaps in education and public concern. Addressing them requires coordinated efforts across policy, education, and community engagement to turn passive tech consumption into purposeful digital participation.

Rubric

Click the link below to create a copy of the activity’s rubric. The rubric document will open in a new window. When prompted, click “Make a Copy” to save a copy on your Google Drive.

PESTLE Analysis Rubric

Part 5: Empathy Mapping

It's time to better understand your target audience or the people your chosen problem affects the most. To understand what to do, read the instructions in "Activity: Empathy Mapping on Savanna," but here's a summary.

1. Identify the people affected by the problem you're pursuing in this course.
2. Define this group of people as clearly as possible. Use their traits and characteristics to define them, e.g., which socio-economic class they belong to, what demographics they fall under, etc.
3. Download a copy of the empathy mapping template and start filling it out by aligning it with your recognized users and stakeholders. Remember that these assumptions stem from your gathered information, personal experiences, and observations. Be prepared to validate these assumptions through market research you will conduct in the coming weeks to ensure their accuracy and relevance.
4. Copy and paste the completed empathy map's link in the space below.
5. Provide details of what you have added to the empathy map.

Resources

Go through the following resources to help you complete this activity before you get started.

Required:

- Empathy Map – Why and How to Use It by Interaction Design Organization

Optional:

- How to Empathy Map by NNgroup (Video)

Affected People

In the space below, define the people affected by the problem. Review the guidelines provided in the Activity Empathy Mapping to ensure completeness.

The people most affected by this problem are teenagers and secondary school students who have access to smartphones and the internet but lack proper guidance on how to use these tools productively. Many of them spend long hours online consuming entertainment or harmful content without learning useful digital skills.

This issue also indirectly affects parents and teachers, who often feel powerless in guiding young people to use technology responsibly. It further impacts the wider community and nation, as unproductive digital habits among youth contribute to lower creativity, poor academic performance, and a widening digital skill gap that limits national development.

Empathy Map

Once complete, upload your Empathy Map onto your Google Drive and paste the share link in the space below. Set share permissions so that “Anyone with the link” can “view.”

https://drive.google.com/file/d/113ABKaBtSfNvR5c-K-_V_eZgO1BsA52F/view?usp=sharing

Empathy Map Details

In the spaces below, provide the details of your Empathy Map.

Question 1: Who are we empathizing with?

Who is the person we want to understand? What is the situation they are in? What is their role in the situation?

Who are we empathizing with?

We are empathizing with teenagers and secondary school students who own smartphones or have access to the internet but lack proper digital guidance.
They are at a stage where curiosity and social influence shape their habits, yet they are overexposed to entertainment-driven content with little or no mentorship on productive use of technology.

In this situation, they often spend long hours online—scrolling, chatting, or consuming unfiltered information—without realizing how to convert that screen time into learning or creative growth.

Their role in the situation is both as learners and potential changemakers: they are the ones directly affected by digital distraction, yet they also hold the power to transform their habits into digital skills that can shape their future careers and communities.

Question 2: What do they need to do?

What do they need to do differently? What job(s) do they want or need to get done? What decision(s) do they need to make? How will we know they were successful?

They need to become intentional about how they use digital technology—moving from random consumption to meaningful creation and learning. Instead of seeing their phones only as tools for entertainment, they need to recognize them as gateways to knowledge, skills, and global opportunities.

They need to learn basic digital productivity habits, such as scheduling learning time, exploring online courses, and using social media for inspiration and skill-sharing. Their main “job to be done” is to turn their screen time into skill time—using digital tools to support education, creativity, and future employability.

They must also decide to take responsibility for their digital growth, joining programs like STST or peer-led digital clubs that keep them accountable and inspired.

We will know they were successful when they begin to apply digital skills practically—for example, using Canva for school projects, managing time with productivity apps, or earning small income from learned digital skills. Visible changes in mindset, creativity, and online behavior will reflect true success.

Question 3: What do they see?

What do they see in the marketplace? What do they see in their immediate environment? What do they see others saying and doing? What are they watching and reading?

They see a digital world that glorifies trends over growth. In their environment, most young people are glued to their phones, scrolling through social media, watching comedy skits, gossip blogs, and influencer lifestyles. Their peers spend hours on TikTok, Instagram, and Snapchat, chasing likes and validation instead of learning or creating.

They see a lack of strong guidance—schools still teaching outdated computer topics, parents who do not understand modern tech, and teachers who rarely show how phones can be used productively. In the marketplace, they see job adverts demanding digital skills they never learned, and online creators turning those same phones into income-generating tools.

They are constantly watching and reading entertainment content, motivational clips, and random viral posts, but rarely exposed to structured learning materials. While some of them admire tech-savvy youth or digital creators, they often feel those achievements are far from reach because no one has shown them how to start.

Question 4: What do they say?

What have we heard them say about the problem or its solution? What can we imagine them saying about the problem or its solution?

They often say things like “Phones are just for chatting and fun,” or “Social media is for trending, not learning.” Many believe that school is boring or irrelevant to what happens online. Some even say, “I don’t have a laptop, so I can’t learn tech skills,” or “Only rich kids or computer experts can do that kind of thing.”

When they talk about the problem, they complain about too much pressure to succeed but no one showing them how. They say there are no opportunities around or that Nigeria is hard. Yet, some admit they wish they could do something meaningful with their phone but don’t know where to start.

When they hear about solutions like STST, they might say, “I never knew my phone could be this useful,” or “I wish someone had taught me this earlier.” These statements reveal both their frustration and their readiness to learn once shown the right path.

Question 5: What do they do?

What do they do today? What behavior have we observed? What can we imagine them doing?

What do they do?

Today, they spend most of their time scrolling through social media, chatting on WhatsApp, and watching entertainment content on TikTok, Instagram, or YouTube. They follow trends, copy influencers, and often engage in online challenges or gossip groups. Many of them use their phones mainly for games, selfies, and movies rather than learning or creativity.

In school, they use their devices secretly during lessons or after class, often getting distracted from their studies. We ’ ve observed that some of them are talented — they can edit videos, design with Canva, or create funny content — but they don ’ t realize these are valuable digital skills.

We can imagine them, after being exposed to STST, starting to watch educational videos, practicing digital tools, joining online learning communities, and proudly showing off their new skills. Instead of only consuming content, they begin creating and sharing knowledge, inspiring others to use their screen time more productively.

Question 6: What do they hear?

What are they hearing others say? What are they hearing from friends? What are they hearing from colleagues? What are they hearing second-hand?

What do they hear?

They often hear from friends that using phones for learning is boring or unnecessary. Their peers talk about new trends, viral videos, celebrity gossip, and gaming updates more than opportunities for growth. At home, some parents or teachers scold them for “always pressing their phone,” without explaining how that same phone could be a tool for creativity and learning.

From social media, they hear influencers promoting flashy lifestyles, quick fame, and “soft life” without showing the real effort or skills behind it. Some even hear that success only comes from luck or connections, not consistent self-development.

Second-hand, they might hear stories of young people making money online or winning scholarships but don’t understand how those people did it. This mix of negative and half-informed messages shapes their mindset — they see phones as tools for fun, not as instruments for personal growth or opportunity.

Question 7: What do they think and feel?

PAINS: What are their fears, frustrations, and anxieties? GAINS: What are their wants, needs, hopes, and dreams?

Pains (Fears, frustrations, and anxieties):
They often feel frustrated when adults criticize their phone use without showing better ways to use it. Many of them fear missing out on social media trends if they spend less time online. Some worry about their future but feel confused about where to start or how to build skills. They get anxious seeing others succeed on social media while they feel stuck doing the same unproductive things every day. They also feel pressure from school expectations, limited opportunities, and a lack of digital mentorship or direction.

Gains (Wants, needs, hopes, and dreams):
They genuinely want to use their phones and digital tools for something meaningful — to learn, create, and maybe even earn. They hope to be recognized for doing something impactful, not just for being online. They dream of learning skills that can make them independent, creative, and respected among peers and family. They want to feel confident that their time online is helping them grow toward their future goals, not taking them away from them.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Empathy Mapping Rubric

Part 6: Stakeholder Analysis

It's time to understand how your problem is connected to the various stakeholders in the big picture.

Resources

Go through the following resources to help you complete this activity before you get started.

Required:

- Conducting a Stakeholder Analysis by Collaboration for Development

Optional:

- Stakeholder analysis - A pivotal practice of successful projects by the Project Management Institute

Section 1: Identifying Stakeholders

List the stakeholders of your chosen problem and describe how they're connected to the problem. In the space below, name one stakeholder group in each block in the left column, and then explain their relationship to the problem in the corresponding column to the right.

Who is the potential stakeholder?	**How are they connected to the problem?**
Secondary School Students	They are the most affected. They spend a lot of time on their phones without proper guidance, leading to distraction, poor academic performance, and wasted potential. They need support to turn their screen time into skill-building time.
Teachers and Schools	They struggle to control students’ attention in class and often see digital devices as distractions rather than tools for learning. With proper orientation, they can become partners in guiding students toward responsible digital use.
Parents and Guardians	They are concerned about their children’s excessive phone use but often lack the digital awareness to guide them. Many don’t know how to help their children use devices productively.
Community and Educational NGOs / Policymakers	They have the influence and structure to support digital literacy initiatives like STST. Their involvement can help update outdated school curricula and promote programs that align with 21st-century digital learning.

Section 2: Categorize the Stakeholders

In the space below, categorize the stakeholders from your list by listing them in their appropriate quadrant.

High Influence	School Administrators - Local Government Education Boards	- Educational NGOs (e.g., Afrilead Network, UNICEF Education Desk) - Policymakers / Ministry of Education officials
Low Influence	Some Parents / Guardians (especially less tech-aware ones) - Community members not directly linked to education	- Secondary School Students - Teachers / Digital Club Mentors
	Low Interest	**High Interest**

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Stakeholder Analysis Rubric

Part 7: Research Objectives

It's time to better understand your complex issue's primary stakeholders—those influencing your challenging problem. Before you collect information and conduct interviews with an empathetic approach, you must define your research objectives.

Resources

Go through the following resources to help you complete this activity before you get started.

Required:

- Formulating Research Aims and Objectives by Business Research Methodology
- Research Objectives | Definition & Examples by Scribbr

Optional:

- What Are Research Objectives and How to Write Them (with Examples) by Research.Life
- Video: How to Write Research Objectives and Research Questions Like a Pro: A Step-by-Step Guide by Research with Dr. Saeed

Objectives of the Research

What do you aim to achieve through the research? What information/insights are you hoping to get at the end of the interview? In the space below, list well-defined research objectives for your problem and its stakeholders.

1	To examine how secondary school students currently use smartphones and the impact on their academic and personal development.
2	To evaluate the effectiveness of a digital education program in promoting productive and creative smartphone use among teenagers.
3	to discover that Teens who participate in digital skill-building programs are more likely to use their phones for productively
4	To find how to ensure teenagers are guided to use their smartphones productively, in other that they more creative, skilled, and focused rather than distracted.
5	How the parents have been trying to correct this soical menace
6	How in dept lack of tech productivity and sarviness has affected our teen negatively

7	

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Research Objectives Rubric

Part 8: Research Plan

Time to plan out your research based on your research objectives. Think through the research objectives to define the different methods of collecting information and how to employ them.

Resources

Go through the following resources to help you complete this activity before you get started.

Required:

- How to write a research plan: Step-by-step guide by the Dovetail Editorial Team

Define Interviewees

In the space below, identify at least 1 person for each stakeholder (at least 3 people) and contact them to schedule an interview. For each shortlisted person, you must provide their details, including their name, occupation, and location.

	Interviewee Name & Details
1	Mr. Soliu, Nawarudeen HeadTeacher
2	DIdado

3	A school Beside Didado principal
4	Grace Josade school
5	Hill top school
6	Mende Senior Hight school Vice Principal Admin Acad
7	Mainland school

Interview Questions

In the space below, list out the interview questions that you will be using for each stakeholder type:

- Formulate at least 5 to 6 questions for each stakeholder for the interview.
- These questions should be based on the research objectives relevant to that stakeholder.

- Structure your list of questions in the order in which you plan to ask the questions.
- Include follow-up questions where necessary.

Excellent — here’s a **set of structured interview questions** for **five stakeholder groups** relevant to your **Screen Time to Skill Time (STST)** initiative.
Each set includes **5–6 questions** in logical order, with **follow-up prompts** to draw out deeper insights.

---

1. Students (Teenagers in Secondary Schools)

Objective: Understand how students use their phones, their digital habits, and what motivates or limits their productivity online.
Questions:

1. How often do you use your phone or go online in a day?
   Follow-up: What do you mostly do when you’re online?
2. What apps or platforms do you spend the most time on, and why?
3. Have you ever used your phone to learn something new or practice a skill?
   Follow-up: What was that experience like?
4. What challenges do you face when trying to focus on learning instead of entertainment?
5. What would make learning with your phone or computer more exciting for you?
6. If you could change how technology is used in your school, what would you suggest?

---

2. Teachers / Mentors

Objective: Understand teachers’ perspectives on digital learning and how they support or struggle with students’ digital behavior.
Questions:

1. How do you currently integrate digital tools or smartphones into your teaching (if at all)?
2. What common behaviors do you notice among students regarding phone use?
3. Have you seen any positive examples of students using tech productively?
   Follow-up: What factors made it successful?
4. What challenges do you face when trying to encourage responsible tech use among students?
5. How do you think initiatives like STST can support teachers in promoting digital responsibility?
6. What resources or training would make you feel more confident guiding students digitally?

---

3. Parents / Guardians

Objective: Understand parents’ awareness, concerns, and readiness to support digital responsibility at home.
Questions:

1. How do you feel about your child’s use of phones and social media?
2. Have you tried setting limits or guiding how your child uses their devices?
   Follow-up: What worked or didn’t work?
3. What worries you most about your child’s online activity?
4. What positive things have you noticed about their use of technology?
5. Would you support a school or community program that helps children use technology more productively?
6. What kind of guidance or information do you wish you had about your child’s digital life?

---

4. School Administrators / Policymakers

Objective: Explore institutional and policy-level readiness to integrate digital productivity programs like STST.
Questions:

1. What are your thoughts on the current state of digital education among students in your schools?
2. Are there existing policies or efforts to guide students’ responsible use of technology?
3. What gaps do you see in current digital literacy or ICT programs?
4. How open is your school or ministry to partnerships that promote digital skills for students?
5. What measurable outcomes would make you consider a program like STST successful?
6. What support or approvals might be required to implement such a program widely?

---

5. NGOs / Youth & Education Organizations

Objective: Understand how potential partners or funders view youth digital development and collaboration opportunities.
Questions:

1. What are your organization’s current focus areas related to youth and technology?
2. How do you evaluate the impact of digital education programs you support?
3. Have you collaborated with schools or grassroots projects like STST before?
   Follow-up: What worked or didn’t?
4. What qualities do you look for in youth-led initiatives to consider partnership or funding?
5. What role do you think NGOs can play in promoting digital responsibility among teenagers?
6. Would you be open to pilot-testing a model like STST in your youth programs?

Would you like me to create a **formatted interview guide table** (Stakeholder | Research Objective | Questions | Follow-up Prompts) — ready to paste into your project workbook?
It’ll look very clean and submission-ready.

Additional Interview Notes

List out any additional interview notes that are relevant for you, such as:

- Interview guides for structured conversations
- Potential pieces of information that you'd like to present
- Any visualizations or images that you would like to show the interviewee
- Any potential observations that you intend to make during the interview.

The interview will be recorded in voice.
will like to present information from the empathy map as my introduction
I will present the mtn smart [hone resarch work

Define Survey Target Audience

In the space below, clearly define the target audience of your survey. Provide details of their demographics and other relevant identifying information.

The students themselves to ask about there useafge of their phones

Survey Questions

In the space below, list the interview questions you will use in your survey.

- Devise survey questions based on the required information.
- Create at least 6 questions for the survey.
- Design your survey to include a mix of questions: extended response, short response, numerical scale, and multiple response selection.

1. How often do you use your phone to learn something new (e.g., watching educational videos, reading articles, using learning apps)?

2.
Have you ever created digital content (e.g., videos, graphics, blog posts) using your phone?
3.
Do you explore or try out new educational or productive apps on your phone or computer?
4.
How frequently do you spend time on messaging apps like WhatsApp for casual conversations (not related to learning or school)?
5.
How often do you use social media platforms like TikTok, Instagram, Facebook, or Snapchat primarily for entertainment or scrolling through content?
6
How often do you use your phone to shareeducational videos or tutorials (e.g., YouTube, educational apps)?
7
How often do you set personal goals or schedules using digital tools (e.g., reminders, calendars, habit trackers)?
8
How frequently do you use your phone for creative tasks (e.g., making videos, designing, editing photos, writing stories)?
9
How often do you help others solve tech-related issues or guide them through apps and tools?
10
How frequently do you use your phone to search for information to help with your homework or assignments?

Secondary Research

What secondary research do you intend to perform to gather the needed information based on your objectives?

What am I looking for? In the space below, list the topics of specific questions you intend to explore online, such as data on the elephant population in Botswana.

Secondary Research Plan

What am I looking for?
I intend to perform secondary research to better understand how Nigerian teenagers use technology, the level of digital literacy in schools, and how existing education systems are addressing or neglecting digital productivity. This research will help me strengthen the Screen Time to Skill Time (STST) initiative and design interventions that are relevant, inclusive, and sustainable.

Areas I Plan to Explore

1. Digital behavior among Nigerian teenagers
I want to find recent data and reports on how much time young people spend online, what social media platforms or digital tools they use most, and how these habits affect their learning focus and mental wellbeing.

2. Impact of technology on learning and youth development
I'll explore studies that explain how smartphones and online platforms are currently used for learning in secondary schools. I also want to understand the positive and negative impacts of technology on students' creativity, productivity, and academic performance.

3. Digital literacy and EdTech initiatives in Nigeria
I plan to look into ongoing programs, NGOs, or government-led initiatives that promote digital literacy or online safety among youths. I'll pay attention to what has worked for them, the challenges they face, and how STST can complement or improve on these efforts.

4. Education policies and curriculum direction
I intend to review national ICT and digital education policies in Nigeria, especially from agencies like the Federal Ministry of Education, NCC, and NITDA. I want to know if there are any steps already being taken to integrate digital responsibility, online safety, or productivity lessons into school curricula.

5. Global best practices and success stories
I'll research how other countries—especially developing nations like Kenya, India, and Indonesia—are helping students convert screen time into productive skill time. I'm interested in models of youth engagement, mentorship, and curriculum innovation that can be localized in Nigeria.

6. Online safety and digital wellbeing
I'll explore recent publications or news on online safety, including the role of telecoms, internet regulators, and tech companies. I also want to understand the risks teenagers face online, such as exposure to harmful content or cyberbullying, and how these can be minimized.

7. Technology access and inequality
Lastly, I'll research how digital access differs across public and private schools, and among low-income communities. Understanding this gap will help me design more inclusive interventions that reach underserved students.

Where do I intend to look for it? In the space below, list the sources, websites, journals, etc., where you plan to search for this information, such as the WWF website.

Perfect — here's how you can write that clearly and credibly for your workbook

---

Where I Intend to Look for It

To gather accurate and updated information for my secondary research, I plan to explore both **local and international** sources that focus on digital education, youth development, and technology policies. These include:

1. **Government and Regulatory Agencies**

   * **Nigerian Communications Commission (NCC)** – for reports on internet use, digital safety regulations, and youth online behavior in Nigeria.
   * **National Information Technology Development Agency (NITDA)** – for digital literacy initiatives, ICT policies, and youth empowerment programs.
   * **Federal Ministry of Education (Nigeria)** – for education policy documents, curriculum updates, and digital integration strategies in schools.

2. **International Development Organizations**

   * **UNESCO** – for research on digital education, ICT in learning, and youth digital wellbeing.
   * **UNICEF Nigeria** – for studies on child and adolescent online safety, digital inclusion, and access to education.
   * **World Bank & African Development Bank (AfDB)** – for reports on digital skills and education reforms in Africa.

3. **Non-Governmental and Research Organizations**

   * **MTN Foundation Nigeria** – especially for reports like *"Let Children Be Children"* and youth digital behavior studies.
   * **Google for Education / Microsoft Education Africa** – for insights into EdTech tools, teacher training, and digital learning adoption.
   * **Paradigm Initiative Africa (PIN)** – for reports on digital rights, inclusion, and safe internet use in Africa.

4. **Academic and Research Databases**

   * **Google Scholar** – for academic papers on digital literacy, online learning, and youth engagement with technology.
   * **ResearchGate** – for peer-reviewed studies related to digital education and technology integration in schools.
   * **JSTOR / SpringerLink** – for international comparative studies on digital learning and youth productivity.

5. **News and Data Platforms**

   * **Premium Times, The Guardian Nigeria, and TechCabal** – for current updates on technology trends, policies, and educational innovation in Nigeria.
   * **Statista & DataReportal** – for digital statistics, mobile usage, and internet penetration data among Nigerian youth.

6. **Social Platforms and Professional Communities**

   * **LinkedIn Groups & EdTech Forums** – to learn from practitioners, educators, and youth mentors implementing similar digital education programs.
   * **Chevening and ALX Networks** – to gather global insights from fellows and professionals working on youth empowerment and technology.

Why these sources:
They combine **policy, practice, and research**, giving me a well-rounded view of both the problems and potential solutions in digital productivity education for youth.

Would you like me to add a short paragraph summarizing **how you'll organize or record findings** from these sources (for example, using Miro, Notion, or Google Sheets)? It'll make the section more complete.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Research Plan Rubric

Part 9: Research Data

In this part, you will submit the raw data from the research, including the survey, interviews, and any appendix.

Carry out your research to gather the required information to help you answer your research questions and learn more about the problem, its stakeholders, and its dynamics. You must complete the following steps as part of this stage of your venture creation:

- **Step 1:** If necessary, improve your interview and survey questions based on this week's readings and videos.
- **Step 2:** Find at least 2 people from your stakeholder list to interview.
- **Step 3:** Conduct the interview and record it so that you can later use the recording to extract insights.
- **Step 4:** Make sure to get the interviewees' consent.
- **Step 5:** Share your survey with the appropriate stakeholders and gather information.
- **Step 6:** Conduct your secondary research to gather the required information, including data sets that can provide insight into the problem you're investigating.
- **Step 7:** Complete the worksheet below to keep all your gathered information in one place.

Section 1: Interviews

Upload your interview recordings onto Google Drive and share their link in the space below. Make sure the links are accessible. Update share settings to “Anyone with the link” can “view.”

Interview 1 Recording Link	
Interview 2 Recording Link	
Interview 3 Recording Link	
Interview 4 Recording Link	
Interview 5 Recording Link	
Interview 6 Recording Link	
Interview 7 Recording Link	

Section 2: Survey

Place your survey responses in an Excel or Google Sheets sheet, upload it to your Google Drive, and share the link here. If you used Google Forms for the survey, you can follow the instructions here to produce this sheet with all the responses. Ensure the link share settings are set so that “Anyone with the link” can “view.”

Section 3: Secondary Research

Item 1: Write short notes from your secondary research in the space below. What did you learn about the questions or topics you identified in your research plan?

Item 2: In the space below, provide the sources and references you used in your findings. These should include links to the sources. List these in APA format.

Item 3: Add the link to the data set you've searched for relevant to your research questions. You can search for these data sets on platforms such as Kaggle.

Section 4: Research Report

Step 1: Analyze Interview Recordings

- Go through your interview notes and recordings.
- Identify essential points and themes that are common across all interviews.
- Collate information from the interviews to synthesize a couple of paragraphs explaining what you learned.

Step 2: Analyze Survey Responses

- Go through the survey responses and analyze them using the data analysis techniques shared in the course (and previous ones you've taken).

- Use your analysis to formulate a few paragraphs of insights that you can draw from the response data.
- Use the survey response data and analysis to create visualizations that support your analysis and insights.

Step 3: Analyze the Secondary Research Data Set

- Go through the data set you identified in your secondary research last week.
- Prepare the data for analysis using the techniques shared in the ENT 100—Foundations in Entrepreneurship course.
- Analyze the data to draw insights and answer the relevant research questions.
- Write a few paragraphs on what the data analysis resulted in and what insights were drawn from it.
- Use the data set and your analysis to create visualizations that help support your analysis.

Step 4: Document Your Findings in a Research Report

Use your analysis and research to write a detailed report on your findings. Your research report should be **1,000 to 1,500 words** and contain the following sections:

- **Introduction**
    - Briefly introduce the wicked problem you have identified
    - Describe the context and background of your topic
    - Identify the stakeholders and describe how they are affected/connected/influenced by the problem (Identify and select a diverse range of participants representing different stakeholder groups)
    - Define the specific objectives and the research questions.
- **Methods**
  Explain the details of the data collection you used in your research. Discuss your methods, like surveys, questionnaires, interviews, and focus groups. Describe the stakeholders who participated in your research, their relevance,

and your sample size (who was your targeted audience? What was your sample, how many did you include in your research, and why).

- **Data Analysis/Discussion**
  You will describe the data and results you collected in your research. In this section, you will include the following:
  - Findings: What did you find? You will only describe the conclusions of this part without adding your analysis. Use charts to present your findings.
  - Analysis: Examine your findings now thoroughly. What patterns do you see? Use graphs and charts to present your findings. What insights can you draw from the data?
  - Interpretation: What do the results mean? Analyze the data you have gathered while researching. Back up your claims with evidence from your research.
- **Structure and Presentation**
  - If necessary, divide the findings with appropriate headings to improve for a better understanding. Provide specific figures and facts that you discovered through your research.
  - Use visualizations, such as bar graphs, pie charts, line graphs, etc., to support your arguments. Place these visualizations in appropriate places in the report where they are being referred to.
- **Conclusion/Summary**
  At the end of the report, provide concluding remarks that consider all your analysis. You're not required to propose a solution now; just summarize the most important factors you've discovered in your research. You may focus on only one or two of the most important things you found related to the problem or its stakeholders.

You must write your report on a separate Google Doc. Once you've completed it and reviewed everything, save the report as a PDF with the naming convention

"FirstName_LastName_Week 6 Report.pdf". **Keep this report safe; you will submit it as part of the Graded Week 8 Assignment.**

You must also **copy-paste the text** of your finalized report into the space provided below. When copying your report, make sure to include any references and citations.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Research Gathering Rubric (Sections 1 to 3)

Research Report Rubric (Section 4)

Part 10: Research Presentation

This week, you will create and finalize your presentation showcasing your understanding of the identified problem. Most of the content required for this presentation has already been completed in your previous workbook activities. However, you must revisit, refine, and update your responses from earlier weeks to ensure the best results. Please ensure that the presentation is **between 5 to 10 minutes**.

Resources

Go through the following resources to help you complete this activity before you get started.

Helpful Resources:

- Video: How to record a presentation with Loom by Loom
- Creating Effective Powerpoint Slides by Trent University
- Video: How to Make Google Slides Look Good & Professional! *full tutorial* by Jeremy's Tutorials

Your Presentation Slide Deck

Once complete, convert your presentation slide deck into a PDF. You can find instructions on how to do so here. Rename the presentation PDF according to the convention "FirstName_LastName_Week 7 Presentation_ENT 110.pdf". Keep your PDF presentation slide deck safe with you, as you will be required to upload it as your **submission to Task 3 of the Graded Week 8 Assignment**.

Your Presentation Slide Deck Content

Copy and paste the content of your slide deck in the space below. Arrange this text neatly in the space provided. It should be in the same order on your slide deck.

Your Presentation Video Recording

Upload your completed presentation recording video to Google Drive and get the share link. Rename the file according to the convention "FirstName_LastName_Week 7 Presentation_ENT 110.mp4". You will be pasting this link as your **submission to Task 4 of the Graded Week 8 Assignment**. Ensure the link share settings are set so that "Anyone with the link" can "view."

Your Presentation Video Script Content

In the space **on the next page**, write out or copy-paste the script/transcript of your video presentation. Ensure you've reviewed it to ensure accuracy, primarily if you've used a transcription tool to get the script. Sometimes, the tool might transcribe a word or phrase incorrectly.

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Research Presentation Rubric

Part 11: Solution

What is a solution to the root causes you've identified?

A solution statement is a detailed blueprint of the design of each solution you have prioritized. It tells why and how each solution will solve the problem and provides a clear direction or vision of how your solutions will move the project forward.

Guidelines to keep in mind

- What's the solution?
- How does it work?
- What are its top features?
- Who would implement it?
- Who will it benefit?
- How will you get your solution to your users?
- What's the unique selling point of your solutions?

Resources

Go through the following resources to help you complete this activity before you get started.

Helpful Resources:

- EVALUATING THE SOLUTIONS by ITS Education Asia
- 2 Steps to Determine the Best Possible Solution to Any Problem by The Entrepreneur

Section 1: Mind Map

Upload your completed mind map to your Google Drive, and copy the share link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below.

Section 2: Solution Statement

In the space below, write out your solution statement.

Part 12: Lean Canvas

You can create your version of the Lean Canvas or use a tool like Canva. We have this template for you to download and use when creating your Lean Canvas. If building your own, ensure you have all the components in there.

To complete your Lean Canvas, define the problem and your proposed solution clearly and concisely. Craft a unique value proposition, identify your target customer segments, and outline how you will reach them through specific channels. Establish key metrics to measure success, detail the cost structure of your solution, and define potential revenue streams. Ensure each section is well-reasoned, based on your research, and neatly recorded in Part 11 of your workbook.

For more details, see your course's "Activity: Lean Canvas for Your Solution" section.

Resources

Go through the following resources to help you complete this activity before you get started.

Helpful Resources:

- Video: Lean Canvas Example by ChannelX
- Lean Canvas by Business Model ToolBox

Section 1: Lean Canvas

Upload your completed Lean Canvas to your Google Drive, and copy the share link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below.

Section 2: Lean Canvas Components

In the space below, copy-paste the text from each part of your lean canvas.

Problem: Write your problem statement here	
Solution: Write your solution statement here.	
Key Metrics: List the key numbers that tell you how our business is	

doing.	
Unique Value Proposition: Craft a single, clear, compelling message that states why you are different and worth paying attention to.	
Channels: List your path to customers (inbound or	

outbound).	
Customer Segment: List your target customers and users and your ideal customers' characteristics.	
Customer Relationship: List your approach to establishing relationships with your customer.	
Cost Structure: List all your costs and their sources.	

Revenue Streams: List and describe all your sources of revenue.	

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Lean Canvas Rubric

Part 13: Personal Website

This activity involves building a personal website to document and showcase your entrepreneurial journey. Use the website to highlight the problem you're addressing, your solution, and the development of your prototype. This will serve as an ongoing portfolio of your work.

Resources

Go through the following resources to help you complete this activity before you get started.

Required Resources:

- Make a FREE Website with Weebly | Weebly Tutorial 2024 by How to Digital
- How To Create A Free Website With Google Sites by Steward Gauld
- How To Create Simple Website Using Bubble.io 2024! (Full Tutorial) by Titan

Provide the link to your website in the space below. **You will also submit this link in Task 2 of the Graded Week 11 Assignment.**

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

No Code Tools Activity Rubric

Part 14: Project Management Tools

In this activity, you will create a project using Trello or Asana to organize tasks, set deadlines, and effectively manage your workflow. This will allow you to reflect on your time management and productivity tools. This activity will help you apply project management techniques. You will use Trello or Asana to discuss productivity tools and share insights and experiences with fellow learners.

Step 1: Set Up a Project Management Tool

- Chooer Trello or Asana and create an account (if you don't already have one).
- Name a project appropriately (e.g., "Weekly Tasks Management").
- Add tasks to your project board, ensuring they are relevant and manageable for the coming weeks.
- Assign realistic deadlines to each task.

Step 2: Organize Your Workflow

- Use Trello's columns (e.g., "To-Do," "In Progress," "Completed") or Asana's sections or timeline view to arrange tasks logically.
- Update your workflow as you progress through tasks.

Step 3: Post on eHub

- Take a screenshot of your Trello/Asana project board.
- Create a post on eHub, including:
    - The screenshot of your project board.
    - A discussion on:
        - Productivity tools you use to manage time and meet deadlines.
        - Tools you've already used vs. those you discovered in the course.
        - What works well, what's missing, and how you use them to stay organized.
- Respond to at least two peers' posts on eHub.

Section 1: Screenshot of Asana/Trello Project

Upload your finalized Asana/Trello project screenshot to your Google Drive, and get a share link from the share settings. Set the share settings to "Anyone with the link" can "view." Paste the link in the space provided below.

Section 2: Screenshot of eHub Post

Upload your finalized eHub post screenshot to your Google Drive, and get a share link from the share settings. Set the share settings to "Anyone with the link" can "view." Paste the link in the space below.

Section 3: Screenshot of Peers' Response Post

Upload your finalized responses to your peers' eHub, post screenshots to your Google Drive, and get a share link from the share settings. Set the share settings to "Anyone with the link" can "view." Paste the link in the space provided below.

Section 4: eHub Post Text

Copy the text of your eHub post and paste it in the space provided below. Make sure it addresses all the questions mentioned in the activity.

Part 15: Update Your Lean Canvas

In this activity, you will revisit and refine your Lean Canvas to integrate insights from the Lean Startup methodology, the importance of MVPs (Minimum Viable Products), and your understanding of early-stage challenges. This refinement will help you create a more strategic and actionable framework for your venture. **Focus on solution features, target customer segments, channels, and key metrics.**

Section 1: Updated Lean Canvas

Upload your updated Lean Canvas to your Google Drive and share the link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below.

Section 2: Updated Lean Canvas Components

In the space below, copy-paste the text from each part of your lean canvas.

Problem: Write your problem statement here	

Solution: Write your solution statement here.	
Key Metrics: List the key numbers that tell you how our business is doing.	

Unique Value Proposition: Craft a single, clear, compelling message that states why you are different and worth paying attention to.	
Channels: List your path to customers (inbound or outbound).	

Customer Segment: List your target customers and users and your ideal customers' characteristics.	
Customer Relationship: List your approach to establishing relationships with your customer.	

Cost Structure: List all your costs and their sources.	
Revenue Streams: List and describe all your sources of revenue.	

Rubric

Click the link below to create a copy of the activity below. The rubric document will open in a new window. When prompted, click “Make a copy” to save a copy on your Google Drive.

Lean Canvas Rubric

Part 16: Low Fidelity Prototype

In this activity, you will create a low-fidelity prototype of your proposed solution/product. This prototype will serve as your idea's initial functional representation, allowing you to prioritize user experience and incorporate feedback into the design. The goal is to showcase how your solution effectively addresses user needs.

Resources

Go through the following resources to help you complete this activity before you start.

Required Resources:

- Rapid prototyping sketching by Google startups
- Rapid prototyping digital by Google startups

Step 1: Identify and Outline Essential Features

- Understand Your Solution and List the Features:
    - Revisit your Lean Canvas and solution statement from Part 12 of your Workbook.
    - Review the features of your product or service that are critical to solving the problem and delivering value to your users.
    - Create a list of the essential features your prototype must include.
    - Ensure these features align with user needs and the problem you are solving.

Step 2: Design the Prototype

- Create a Basic Version:
    - Focus on the core functionality of your product/service.

- If your solution is non-functional (e.g., a concept or design you can't directly interact with), map out how the features will look and interact.
- Prioritize User Experience:
  - Ensure simplicity and ease of navigation.
  - Design with your end user in mind—consider how they will interact with and use the solution.
  - Anticipate and address common user scenarios during the design phase.
  - Ensure the prototype demonstrates how your solution will be used in a real-world context.

Step 3: Create a Video of the Prototype

- Record Your Prototype in Action.
  - Use a screen recording tool (digital prototypes) or a camera (physical prototypes).
  - Demonstrate essential features, showing how they will work and benefit the end user.
- Keep It Concise:
  - Limit the video to 2 minutes or less to clearly and effectively present the prototype.

Low-Fidelity Prototype Video Link

Upload your low-fidelity prototype video to Google Drive and copy the share link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below. **You will also submit this link in Task 3 of the Graded Week 11 Assignment.**

Rubric

Click the link below to create a copy of the activity's rubric below. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Low-Fidelity Prototype Video Rubric

Part 17: User Feedback

Now that you've developed a low-fidelity prototype of your solution, it's time to test it with real users to gather meaningful feedback. This activity will help you refine your prototype based on user perspectives, ensuring it better aligns with their needs and expectations.

Resources

Go through the following resources to help you complete this activity before you get started.

Required Resources:

- Incorporating user feedback: iterative design and continuous improvement by Matthew Johnson

Step 1: Identify and Select Target Users

Identify Your Test Users:

- Select at least two individuals who fit the profile of your target users.
- These should be users who are likely to engage with or benefit from your solution.

Plan the User Tests:

- Schedule time with your selected users to present your prototype.
- Ensure they have sufficient time to review and interact with your prototype.

Section 1: Your Test Users

In the space below, provide details of the test users you have shortlisted to conduct your user tests. Include their name, occupation, and demographic information such as age, gender, location, etc.

Test User 1	
Test User 2	
Test User 3	
Test User 4	

Test User 5	

Step 2: Present Your Prototype

Introduce the Prototype:

- Provide a brief overview of the purpose of your prototype and what you aim to learn from their feedback.
- Highlight that this is a preliminary version, and user input is essential for improvement.

Walk Through the Prototype:

- Demonstrate the functionality, layout, and purpose of the prototype.
- Allow users to interact with the prototype independently to simulate actual usage.

Step 3: Gather Feedback

Encourage Honest Input:

- Ask users to share their thoughts on usability, clarity, and missing features.
- Use open-ended questions such as:
  - What do you find easy or difficult to use?
  - Is there anything unclear or confusing?
  - What features do you think are missing or unnecessary?

Record Observations and Comments:

- Take detailed notes or record the session (with the user's permission) to capture their feedback accurately.
- Categorize comments based on key themes (e.g., usability, design, functionality).

Section 2: User Test Feedback

In the space below, list **at least 5 feedback points** received during the user tests. We recommend organizing the feedback into categories (e.g., usability, clarity, missing features).

Step 4: Analyze and Reflect

Review the Feedback:

- Summarize the insights from the user tests, focusing on patterns or recurring themes.

- Highlight at least 5 points of feedback that stand out.

Plan Prototype Improvements:

- Identify at least 3 actionable changes you plan to make in the next iteration of your prototype.
- These should address the most critical feedback points to enhance the prototype's usability and effectiveness.

Section 3: Next Steps

In the space below, list at least three things you intend to do with your prototype now that you have received feedback from test users.

Part 18: Final MVP Prototype

In this activity, you will integrate feedback from your medium-fidelity user tests to finalize a high-fidelity prototype of your solution. This high-fidelity prototype will serve as your Minimum Viable Product (MVP), showcasing all the key features and interactions necessary to address your target users' needs.

Resources

We recommend you go through the following resources to help you complete this activity before you get started.

Optional Resources:

- Product Design and Development: Phases and Approach by Hemant M. Patil, Saurabh S. Sirsikar and Nitin N. Gholap

Section 1: Developing Your Prototype's Next Iteration

In the space below, provide details of the test users you have shortlisted to conduct your user tests. Include their name, occupation, and demographic information such as age, gender, location, etc.

Test User 1	

Test User 2	

In the space below, list at least two things you intend to do with your prototype now that you have received feedback from test users on your medium-fidelity prototype.

Section 2: Final MVP Prototype

Upload your high-fidelity prototype video to your Google Drive, and copy the share link. Ensure the link's share settings are set to "Anyone with the link" can "view." Paste this link in the space provided below. **You will also submit this link in Task 2 of the Graded Week 15 Assignment.**

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

High-Fidelity Prototype Video Rubric

Part 19: Budgeting

This activity will guide you through creating a comprehensive budget for your startup. A well-defined budget will help you understand your venture's financial requirements, allow you to project potential revenue sources, and give you a clearer picture of its economic viability and sustainability.

Resources

Go through the following resources to help you complete this activity before you get started.

Required Resources:

- How to create a budget for your business by Bank of America
- Video: How To Build A Startup Company Budget! A Step-By-Step Guide by The Financial Controller

Step 1: Download and Review the Budget Table Template

Step 2: Identify and List Expenses

Startup Costs:

- List one-time expenses like equipment, licensing fees, or initial marketing costs.
- You must identify at least 3 such expense items.

Operational Costs:

- Include recurring expenses such as rent, utilities, salaries, and software subscriptions.
- You must identify at least 5 such expense items.

Production Costs:

- If applicable, detail costs related to producing your product or service.
- You must identify at least 3 such expense items.

Marketing Costs:

- Include expenses for campaigns, advertisements, or other promotional activities.
- You must identify at least 3 such expense items.

Ensure each cost is specific, realistic, and backed by reasonable assumptions and research.

Step 3: Identify Revenue Sources

List all potential income streams for your business:

- Product Sales: Revenue from selling your product.
- Service Revenue: Income generated from services you plan to offer.
- Subscription or Membership Fees: Recurring income streams from customers.
- Partnership or Licensing Deals: Funds obtained through collaborations or licensing agreements.

For each revenue stream:

- Project the amount you expect to earn within a period (e.g., monthly, quarterly, or annually).
- Ensure these projections are backed by reasonable assumptions and research.
- You must identify at least 3 such expense items.

Step 4: Populate the Budget Table

Open the Part 19 Budget Table Template that you downloaded, and fill in each section with the details you have identified:

- Input all expenses under the appropriate categories (e.g., startup, operational, marketing).
- Add all revenue projections with precise descriptions and time frames.
- Double-check your calculations to ensure accuracy.
- You can add and remove rows to fit your requirements.

Step 5: Analyze Your Budget

Balance Your Budget:

- Compare total expenses with total projected revenue.
- Ensure the venture's financial plan is sustainable.
- We highly recommend reviewing material related to Google Workspace skills from ENT 100: Foundations in Entrepreneurship on how to use Google Sheets to do so.

Highlight Key Insights:

- Note areas where costs could be reduced or revenue increased.
- Document Any Assumptions:
- Include a brief explanation of assumptions made for revenue projections or expense estimates.

Step 6: Submit Your Budget

- Save the updated workbook file with the following naming convention:
    - *FirstName_LastName_StartupBudget.pdf*
- Upload your completed workbook to your Google Drive, and get the share link.
- Ensure the share settings are set to "Anyone with the link" can "view."

In the space below, please provide the link to your completed budget. **You will also submit this link in Task 3 of the Graded Week 15 Assignment.**

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Budgeting Rubric

Part 20: Discussion Activity: The Revenue Model for You

This activity will help you reflect on and select the most appropriate revenue model for your venture. Discussing with your peers will give you valuable insights into different revenue models and how they align with various business ventures.

Step 1: Research and Reflect

Research Revenue Models:

- Revisit the revenue models discussed in the course.
- Conduct additional research, if needed, on how these models apply to businesses similar to yours.

Reflect on Your Venture:

- Consider your product or service's unique aspects, target market, and competitive landscape.
- Choose the revenue model that best aligns with these characteristics.

Prepare Your Reflection:

- Address the following in your post:
  - What revenue model have you selected for your venture?
  - Why is this model the best fit for your business?
  - How does it align with your product/service, target market, and competition?

Step 2: Post on eHub

Create Your Post:

- Log in to eHub and navigate to your squad.

- Create a post and share your reflection, explaining your selected revenue model and rationale in detail.
- Use clear, concise language, and aim for 150–200 words.

Engage with Peers:

- Read at least 2 posts by other learners.
- Respond thoughtfully to their reflections, sharing constructive feedback, additional perspectives, or questions.

Step 3: Document Your Activity

Take Screenshots:

- Capture screenshots of:
    - Your original post on eHub.
    - Your responses to at least 2 peers' posts.

Upload to Google Drive:

- Save your screenshots in a clearly named folder.
- Upload the folder to your Google Drive and set the share settings to "Anyone with the link" can "view."
- Copy the share link.

Section 1: Your eHub Screenshots

In the space below, provide the link to the screenshot of your eHub post.

In the space below, provide the links to the screenshots of your responses to your peers' posts. You have to share at least two in the form of a list.

Section 2: Your eHub Post

Copy and paste the full text of your eHub reflection post into the space provided below.

Part 21: Pitch Deck and Feedback

Step 1: Create Your Pitch Deck

Content Requirements:

- Problem: Clearly outline your problem and why it's significant.
- Affectees: Describe the individuals or groups affected by the problem.
- Solution: Present your solution, highlighting how it addresses the problem effectively.
- Product/MVP Details: Include visuals or descriptions of your product or Minimum Viable Product (MVP).
- Business Plan:
    - Budget overview (from your Workbook's Part 19).
    - Revenue model (from your Workbook's Part 20).
    - Select key elements from your Lean Canvas (Part 12 of your Workbook).
- Your Ask: Specify what you need (e.g., funding, partnerships, resources) to scale or launch your venture.

Structure Your Slides:

- Use clear and logical flow.
- Limit each slide to key points and visuals.

Design Your Deck:

- Use a professional and visually engaging design.
- Ensure readability with consistent fonts, colors, and formatting.

Step 2: Connect with a Peer on eHub

Find a Peer:

- Log into eHub and navigate to your squad.

- Post a message indicating you're looking for a peer to review pitch decks. Respond to a peer's post or collaborate with someone who contacts you.

Schedule a Meeting:

- Coordinate a convenient time to meet with your peer via Zoom, Google Meet, or any other video conferencing tool.
- Allocate enough time for both of you to present your pitch decks and provide feedback (suggested: 30–40 minutes per person).

Step 3: Present and Receive Feedback

Present Your Pitch Deck:

- Share your screen and walk your peer through your pitch deck.
- Emphasize your venture's key points and ask for specific feedback on:
- Content: Clarity and completeness of the message.
- Structure: Logical flow and organization of the pitch deck.
- Design: Visual appeal, professionalism, and usability.

Provide Feedback to Your Peer:

- Listen attentively to your peer's presentation.
- Offer constructive feedback based on the same criteria: content, structure, and design.
- Ensure feedback is specific, actionable, and supportive.

Step 4: Revise Your Pitch Deck

Review Feedback:

- Summarize the feedback you received from your peer, categorizing it into:
- Content improvements.
- Structural enhancements.
- Design adjustments.

- Implement Changes:
- Use the feedback to revise your pitch deck.
- Focus on areas where your peer suggested improvements.

Section 1: Your Peer's Details

Please provide your feedback partner's details in the space below, including their name and email address.

Section 2: The Feedback

In the space provided below, share the list of feedback that you received from your peer. Categorize it into content, structure, and design.

Feedback on Content	

Feedback on Structure	
Feedback on Design	

Section 3: Your Final Pitch Deck

After improving and incorporating feedback, convert your final pitch deck into a PDF format and upload it to your Google Drive. Set the share settings so that "Anyone with the link" can "view." Copy the share link and paste it in the space provided below. **You will also submit this link in Task 4 of the Graded Week 15 Assignment.**

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Pitch Deck Rubric

Part 22: The Final Pitch

This activity is the culmination of your 15-week journey in this course. You will create a polished, professional pitch that showcases your venture's problem-solving journey, from identifying the problem to developing a solution, prototyping, and creating a business model. Your final deliverable will be a narrated pitch deck video demonstrating your learning, insights, and entrepreneurial growth.

Resources

Go through the following resources to help you complete this activity before you get started.

Required Resources:

- What makes a good business pitch by British Business Bank
- Creating the pitch deck for the startup by the ULP

Step 1: Refine Your Pitch Deck

Review Your Deck:

- Open the pitch deck you created in last week's activity.
- Review any feedback you received and identify areas for improvement in content, structure, and design.

Make Revisions:

- Update each section of your deck, ensuring clarity, consistency, and alignment with your venture's narrative.
- Incorporate visuals, concise text, and professional formatting to enhance your presentation.

- Complete All Required Sections: Ensure your deck includes the following sections:
    - Introduction: Introduce yourself, your venture's name, logo (if any), and a tagline that captures your mission.
    - Problem Analysis: Clearly define the problem, its impact, target audience, and relevant market research insights.
    - Solution: Present your product/service and explain how it addresses the problem and stands out from competitors.
    - Business Model: Highlight your lean canvas, including cost structure, revenue streams, channels, and key metrics.
    - Prototype Demonstration: Showcase your product/service prototype, demonstrate its functionality, and share user feedback/testing results.
    - Funding Ask: Clearly state your funding needs and explain how the funds will be utilized.
    - Conclusion: Summarize key points and end with a compelling call to action.

Step 2: Practice Your Pitch

Prepare Your Delivery:

- Rehearse your presentation to ensure you speak confidently and maintain a professional tone.
- Time your pitch to ensure it is concise and within the recommended duration (e.g., 5–10 minutes).

Seek Peer Feedback:

- Partner with a peer through eHub to practice your pitch.
- Use their feedback to refine your delivery, improve your content, and address any gaps in your presentation.

Step 3: Record Your Pitch

Set Up Your Recording:

- Choose a quiet, well-lit space for your recording.
- Ensure your slides are ready for presentation.
- Use Zoom, Loom, or OBS Studio to record your presentation.
- For physical prototypes, use a camera to showcase a complete view and demonstration of your product/service, for the demonstration part.

Record Your Presentation:

- Speak clearly and confidently as you narrate your pitch.
- Walk through each slide, ensuring all sections are covered thoroughly.
- Demonstrate your prototype or website, highlighting its features and user feedback.

Edit the Video:

- Use editing tools to remove errors or awkward pauses.
- Ensure transitions between sections are smooth and the final video looks professional.

Step 4: Submit the Pitch Presentation

- Save your final pitch video in a standard format (e.g., MP4 or MOV), and name the file using the naming convention: *FirstName_LastName_FinalPitch.mp4*.
- Upload your video to Google Drive and set the share settings to “Anyone with the link” can “view.”

Copy and paste this link into the space provided below. **You will also submit this link in Task 5 of the Graded Week 15 Assignment.**

Rubric

Click the link below to create a copy of the activity's rubric. The rubric document will open in a new window. When prompted, click "Make a Copy" to save a copy on your Google Drive.

Pitch Presentation Rubric