EMERGING

ENTREPRENEURS

Today's Idea. Tomorrow's Career.

Teacher Guide - Emerging Entrepreneurs

The Emerging Entrepreneurs 2018 course provides an opportunity for teachers in Australian Secondary Schools to educate their students in entrepreneurship and innovation in a very practical, project driven way, through lessons aligned to the Australian National Curriculum.
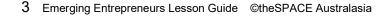
Contents

The aim of the Emerging Entrepreneurs 2018 resource

This guide provides an overview of how the lessons align to the Australian National Curriculum and General Capabilities; the time required; student learning, and the resources to prepare for each lesson.
The lessons are delivered via the Emerging Entrepreneurs learning platform and through in-class discussions and aims to:

- Present concepts in a group setting on entrepreneurship and early stage business creation skills.
- Focus on student entered learning.
- Encourage discussion, debate and negotiation between students and between teachers and students - many of the lessons are deliberately ambiguous to encourage greater discussion.
- Make use of technology in the classroom.
- Create opportunities to link concepts to existing knowledge.
- Provide comprehensive tools and guides to students to self-direct their business project.

Tips for using the resource

- It is recommended that you follow the course in the order presented as early lessons build the motivational and knowledge foundation for later lessons.
- The lessons are primarily driven via the online learning platform requiring internet access.
- Pink collaborative sections and blue questions sections of the online learning platform are excellent checkpoints for class discussion and Q & A.
- The time for each lesson is approximate only. There are two times shown for the lesson - the first is for the lesson itself and the second is for the project activity.
- There is also the opportunity for teachers to incorporate their own discussion points outside of the platform.

Project activities

- The final section of each online lesson makes suggestions for what the project activity should be.
- Lesson 1,2 & 3 are standalone projects that build foundational knowledge and inspiration for students.
- Lesson 4 onwards focus on an underlying business project where the students are either using an existing business idea that they have or finding a new business idea using the online learning tools & resources.
- The table below makes suggestions on what the student should be working on at each lesson. This is dependent on how your school implements the course - as a whole or by individual units of work.
- Students can form groups for the project activities, but groups should be maintained.
- The ideal outcome for the project activity is for students to be getting pre-orders for their new product by the end of the course, leading into further product development with those funds.

Australian National Curriculum Overview

Emerging Entrepreneurs aligns with many areas of the Australian National Curriculum (V8.2). Below is an outline of this alignment to Economics and Business and Work Studies as well as the General Capabilities.

The General Capabilities have been noted as L = Literacy, N = Numeracy; ICT = Information and Communication Technology Capabilities; C = Critical and Creative Thinking; P = Personal and Social Capabilities; E = Ethical Understanding.

Economics and Business

	Year 7:	Year 8:	Year 9:	Year 10
Economics and Business Knowledge and Understanding	• Characteristics of entrepreneurs and successful businesses (ACHEK019) P; E.	• Influences on the ways people work and factors that might affect work in the future(ACHEK031) C	• The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041) C; E • The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042) P; E.	

Economics and Business Skills	*Questioning and research*	*Questioning and research*	*Questioning and research*	*Questioning and research*
	• Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021) L; C.	• Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES032) L; C.	• Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043) L; C; P; E	• Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055) L; C; P; E.
	• Gather relevant data and information from a range of digital, online and print sources(ACHES022) L; N; ICT; C.	• Gather relevant data and information from a range of digital, online and print sources(ACHES033) L; N; ICT; C.	• Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044) L; N; ICT; C.	• Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056) L; N; ICT; C.
	• Interpretation and analysis	• Interpretation and analysis	*Interpretation and analysis*	*Interpretation and analysis*
	• Interpret data and information displayed in different formats to identify relationships and trends (ACHES023) L; N; C.	*• Interpret data and information displayed in different formats to identify relationships and trends (ACHES034) L; N; C.*	• Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045) L; N; C; E.	• Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES057) L; N; C; E.
	Economic reasoning, decision-making and application	*Economic reasoning, decision-making and application*	*• Economic reasoning, decision-making and applicationGenerate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to*	*• Economic reasoning, decision-making and application*
	• Generate a range of alternatives in response to an observed economic or business issue or	*• Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each*		• Generate a range of viable options in response to an economic or business issue or event, use cost-benefit

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event, and evaluate the potential costs and benefits of each alternative (ACHES024) L; N; C; E.

• Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025) C.

Communication and reflection

• Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026) L; C.

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alternative (ACHES035) L; N; C; E

• Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036) C

Communication and reflection

• Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES037) L; C; E.

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recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046) L; N; C; E.

• Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047) C

Communication and reflection

• Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048) L; C.

• Reflect on the intended and unintended consequences of economic and business decisions (ACHES049) C; E.

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analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058) L; N; C; E.

• Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059) C.

Communication and reflection

• Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES060) L; C.

• Reflect on the intended and unintended consequences of economic and business decisions (ACHES061) C; E.

Work Studies

	Year 9:	Year 10:	Options:
Entrepreneurial behaviours	• Identify types of entrepreneurial behaviours and their opportunities for application to 21stcentury work and enterprise (ACWSCL010) • Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community(ACWSCL011) • Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012) **Career development and management** • Recognise the importance of self-awareness in career and life design (ACWSCL013) **The nature of work** • Describe the nature of work in Australia and the implications for current and future work opportunities (ACWSCL015) • Recognise the effects of work culture on ways of working (ACWSCL016)	• Assess the benefits of developing an 'entrepreneurial mindset' and its relevance to 21st century work and enterprise(ACWSCL029) • Examine the creative and problem-solving techniques used within workplaces to resolve the tensions arising in business and community projects(ACWSCL030) • Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity(ACWSCL031)	• Option 2: Contemporary work challenges and opportunities • Identify contemporary work challenges and opportunities relevant to changing 21st century work contexts and arrangements (ACWOP043) L; C; P. • Investigate responses from stakeholders to address the challenge/opportunity(ACWOP044) L; C; P. • Analyse alternative responses and their likely impact over the short to medium and long term(ACWOP045) L; C; P.

Lesson Overview

Lessons	Time in minutes	Students will:	Preparation: Resources and web links
1. Introduction to entrepreneurship	40 + 20	• Read about concepts around entrepreneurship and the future of employment. • Investigate the concepts of entrepreneurship. • Create rules as a class for the course. • Discuss entrepreneurial traits. • Consider why they'd want to be an entrepreneur. **Project Activities** • Research entrepreneurs or business people who the students find inspiring. • Identify a single entrepreneur whose journey resonates with the student. • Explore that entrepreneurs journey and record their findings.	• Online learning platform explore.emergingentrepreneurs.com.au • School password provided by Emerging Entrepreneurs to give student & teacher access. • Students to have computer access for the LMS. • Use Google, social, YouTube etc.

Lessons	Time in minutes	Students will:	Preparation: Resources and web links
2. Vision & goals	40 + 20	• Explore ideas around embracing failure. • Identify activities they enjoy doing. • Identify activities they're subjectively 'good' at. • Research what they want their ideal lives to look like. • Construct an idea around what their ideal life looks like on a day to day basis and a bigger picture basis. • Discuss concepts around visualisation and worthiness. **Project Activities** • Explore and record what they want their life to look like. • Transfer that research into conceptual images. • Create a vision board using the identified goals and ideals.	• Online learning platform explore.emergingentrepreneurs.com.au • images.google.com • unsplash.com • canva.com for image compilation and manipulation. • Word / PowerPoint or Apple equivalents for compiling images.

| 3. Business in the 21st century | 40 + 20 | • Investigate how many different companies and entrepreneurs started their journeys.
• Discuss the differences between a traditional small business and a high growth potential company.
• Explore example small businesses and their high growth alternatives.
• Discuss and share what a small business could be for them.

Project activities
• Create a theoretical 'small business' in whatever industry they'd like.
• Research and record what the process of creating and building that theoretical business looked like.
• Research and record what would be required to scale that business from a theoretical $200,000 per year revenue to $10,000,000 revenue (thinking about marketing, products, staff etc.)
• Compare the differences between the $200,000 business and the $10,000,000 business.
• Present their imaginary journey to the class. | • Online learning platform explore.emergingentrepreneurs.com.au
• Search for example startup stories on Google to use as a foundation for their role play story. |

| 4. How to identify business opportunities | 30 + 30 | • Share what they'd love to get paid to do with the class.
• Identify whether they're more aligned with a tendency to over-analyse or not look before they leap.
• Create an understanding that problems and pains in the world are a great source of business ideas.
• Discuss the three different techniques for generating good business ideas.
• Discuss supply & demand and their implications for a new product.
• Investigate what pain points they have in their lives and what's in high demand in their homes.

Project activities
• Research and identify business ideas using the three business idea techniques introduced.
• Record their findings on the 'agile plan' tool on the LMS (via the Validation Framework link on the top nav bar).
• Record the potential customers and solutions for their identified problems on the agile plans (these are just best guesses)
• Discuss which idea generating methods they feel most comfortable with and the pros and cons of each. | • Online learning platform explore.emergingentrepreneurs.com.au
• Forums, social can be used for the research method.
• Validation Framework Tools https://explore.emergingentrepreneurs.com.au/dashboard/validation |

Lessons	Time in minutes	Students will:	Preparation: Resources and web links
5. Experimenting with customers	50 + 10 (plus home time where possible)	• Read and understand how to validate their business ideas before building anything. • Understand 'lean startup' principles and why they're different from traditional methods. • Explore the concepts of business creation as a process testing and experimenting, rather than just creating something from nothing. • Read about another method of generating business ideas from people by identifying pain points. • Read about the multiple methods used to test the validity of a business idea at each stage of creation. • Discuss what tests are best for each stage of their businesses. • Discuss what's important to learn at each stage of testing (why run the test at all). **Project Activities** • Interact with the validation framework to understand how to proceed with the student's ideas. • Explore the validation framework if the student doesn't yet have a business idea to test, it will give them a process.	• Online learning platform explore.emergingentrepreneurs.com.au • Refer to last section of Lesson 5 for guidelines. • Testing framework can be found via the top navbar.

Lessons	Time in minutes	Students will:	Preparation: Resources and web links
6. Minimum viable products	50 + 10 (plus home time where possible)	• Read and understand what the purpose of a minimum viable product is. • Share the progress of their business project with peers. • Read and understand the different forms that an MVP can take. • Identify what the simplest version of their MVP could be in order to test key assumptions. • Discuss the basic MVP's: email / landing pages. **Project Activities** • Continue working on their business projects with the tools and knowledge provided. • Have identified a customer they want to help & are actively trying to understand their problems via email / in-person / researching online. • Create an outline of an MVP they could use during testing.	• Online learning platform explore.emergingentrepreneurs.com.au • Testing framework on the LMS.

Lessons	Time in minutes	Students will:	Preparation: Resources and web links
7. Teams, partnerships and branding	40 + 20 (plus home time where possible)	• Read and understand what a good early-stage business team looks like. • Investigate what their values are and how they affect them. • Share their core values with their class mates. • Discuss the importance of aligning values with team-members • Discuss the value of branding and its importance. • Research brands that they love and how that brand makes them feel that way. • Research business partnerships that their favourite brands have used. **Project Activities** • Investigate how team members and branding integrate into their existing project. • Continue validating their business idea via the validation framework and their validation knowledge. • Build a plan to ensure their business is pitch-ready by Lesson 10	• Online learning platform explore.emergingentrepreneurs.com.au • Validation framework on the LMS.

Lessons	Time in minutes	Students will:	Preparation: Resources and web links
8. Do the numbers stack up?	40+ 20 (plus home time where possible)	• Investigate the importance of revenue in business. • Create a foundational understanding of product pricing and calculating break-even points. • Think about what surviving or thriving financially entails. • Share with the class what surviving or thriving looks like for them, along with a dollar figure. • Create foundational knowledge around funding their business. **Project Activities** • Use the validation tools to continue developing their business project. • If possible, test to see what the break-even point is for their current product using their financial goal. • Investigate their funding options and the positive and negative impacts of each on their business.	• Online learning platform explore.emergingentrepreneurs.com.au • Testing framework on the LMS.

Lessons	Time in minutes	Students will:	Preparation: Resources and web links
9. Entrepreneurial hurdles	40 + 20	• Read and understand that the entrepreneurial journey is challenging, this is completely normal. • Identify poor mindsets and stressful states. • List things that they're grateful for. • Discuss gratitude with their class mates and share what they're grateful for. • Identify key stumbling blocks at each stage of the Emerging Entrepreneurs course. • Share their struggles with the class. • Identify their dream life and determine if they're willing to work for it. **Project Activities** Progress: • Use the validation tools to continue developing their business project. • Help others out if they're stuck on their projects.	• Online learning platform explore.emergingentrepreneurs.com.au • Testing framework on the LMS.

Lessons	Time in minutes	Students will:	Preparation: Resources and web links
10. Core principles	30 + 30	• Discuss what their next steps are for their business projects. • Give feedback around their experience with the course. • Read about 'resistance' and how it can appear. • Form a one-minute pitch based on simple principles. • Pitch to the class about their progress on their course. • Share advice with their peers. **Project Activities** • Investigate how they're going to continue their projects outside of the course. • Explore the idea of forming teams moving forward.	• Online learning platform explore.emergingentrepreneurs.com.au • Testing framework on the LMS.

Why is Emerging Entrepreneurs so important?

Simply because the course not only aligns to the Curriculum but it specifically targets many of the 10 skills required to thrive in the Fourth Industrial Revolution. *

1. Complex Problem Solving
2. Emotional Intelligence
3. Critical Thinking
4. Judgment and Decision-Making
5. Creativity
6. Service Coordination
7. People Management
8. Negotiation
9. Coordinating with Others
10. Cognitive Flexibility

* World Economic Forum, the future of jobs, (2016) http://reports.weforum.org/future-of-jobs-2016/, online access on 19th June, 2016.

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