

VentureLab Entrepreneurship



Girl Scout Daisies



About

Creating the next generation of changemakers and innovators.

At VentureLab, we believe entrepreneurship isn't just about starting companies. It is a skillset and a way of thinking. It involves identifying needs, brainstorming creative solutions, taking calculated risks, learning from failure, and persevering despite setbacks. In short, it's about having a vision and making it a reality.

We're passionate about empowering girls to innovate, create, and discover their potential. That's why we have created innovative and fun entrepreneurship curriculum, training, and programs—the perfect vehicles to help students, and especially girls, develop a mindset and 'heartset' that they can use for a lifetime, no matter what they choose to become. Together, let's develop resilient, confident kids equipped for the challenges of today and tomorrow.

According to the World Economic Forum, roughly 65% of children entering primary schools today will likely work in jobs that don't currently exist. Our challenge is twofold: we can't predict the "hard skills" and jobs of the future and our current education system is not preparing students for a rapidly-changing job market and the world. In order for our kids to succeed, we believe they must develop the ability to channel their innate creativity to create their own opportunities and tackle the problems they are passionate about solving. That's why we focus on nurturing an entrepreneurial mindset—the ability to learn from failure, be resourceful and confident, and work well with others to bring your ideas to life.

To learn more about VentureLab's full entrepreneurship curriculum, parent-child workbooks and our educator and community training offerings, visit venturelab.org.

Girl Scouts of Central Texas & Venturelab are proud to bring you the VentureLab Entrepreneurship Patch Program



Our girls are known for their entrepreneurial spirit during Cookie Season, but what about after their last box is sold?

GSCTX has partnered with VentureLab, a non-profit organization that is helping develop the next generation of innovators, to bring our girls a new entrepreneur program that focuses on how to instill that mindset all year long. VentureLab Founder/CEO, Cristal Glanchai, PHD, is a scientist, entrepreneur, and mentor who is passionate about developing the next generation of creative leaders. As entrepreneurs, girls gain essential life skills and work as a team to accomplish common goals and solve problems, while building the confidence they need to shine as girls, as young women, and as future leaders. And did we mention the fun? They have lots of that along the way, too.

Steps to Earn the VentureLab Entrepreneurship Patch

Step One:

1. Complete this [form](#).

Step Two:

2. Read through the activities.
3. Think about what you would like to do.
4. Complete 1 activity per unit.

Step Three:

5. Complete [Survey](#). *If you complete all the activities in 5 or more of the units, let us know in the feedback form, and you will receive an additional recognition along with the VentureLab Entrepreneurship Patch.*
6. [Order](#) your VentureLab Entrepreneurship Patch.

The Girl Scouts Leadership Experience

Girls at every level of Girl Scouting participate in “*leadership experience*.” A leadership experience is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership.

Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect

Girls care about, inspire, and team with others locally and globally.

Take Action

Girls act to make the world a better place.

It’s not just what girls do, but how. When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (Girl-Led, Cooperative Learning, and Learning by Doing) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral in Girl Scouting.

Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with girls.

Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

Learn by Doing

A ‘hands-on’ learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission.

In addition to earning your VentureLab Entrepreneur patch you have completed some or all of the following badges!

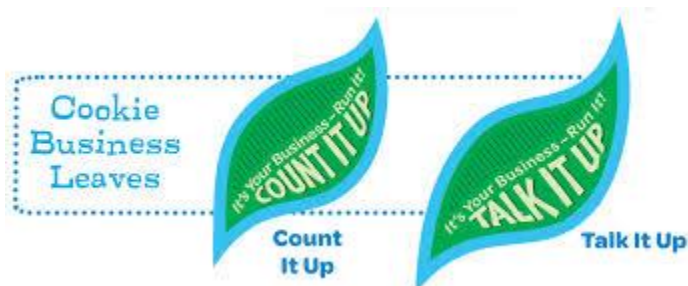


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Introduction

IDEA JOURNAL (15 minutes)

Before diving into the VentureLab activities, the girls will start out by making their own Idea Journal, which will become a place that allows girls the chance to jot down thoughts freely and begin to collect wonderful ideas for changing the world. The journal provides an unstructured way for girls to freely express themselves, as all good entrepreneurs have to find a way to record their thoughts and ideas. Encourage the girls to bring their Idea Journals to all the VentureLab activities!

Materials and Resources

- Notebooks for each student- can be any size and color
- Markers, colored tape, glue, glitter to decorate notebook (Optional)
- [Mindset and Skills Handout](#) (2 pages)

Preparation

1. Read through entire activity.
2. Gather materials.
3. Print 1 copy or display Mindset and Skills Handout for reference during all patch activities.

Instructions

Idea Journal

1. Distribute notebooks to girls. Explain that these will be for collecting their thoughts, ideas, pictures, and questions. All great entrepreneurs begin by asking questions, staying curious, and observing the world around them.
2. Tell girls that they will need to keep these close by to jot down ideas throughout their day.
3. Allow girls to decorate the cover of their notebook any way they like. This will help them connect with the notebook and create a real desire to record their thinking in the book.
4. The girls' Idea Journals can be used at any time during patch activities (in groups or individually) when they need to sketch or draw.
5. Most importantly, the Idea Journal should be used by the girls in a way that works for them.

6. Once notebooks are decorated, have the girls take a few minutes to sketch or draw themselves, their family, pets, or anything that is important to them. These notebooks can be organized or messy, all depending on the girl's style and preference.
7. Take the journals out frequently, and make sure girls know that they can write or draw in them whenever a great idea hits them. You can even incorporate sharing of ideas at the end of the session or during a transition time if you have a few extra minutes.

TIPS:

- Keep the Mindset and Skills Handout visible during the VentureLab patch activities. You can pick 1 to 2 as a focus with each activity. Some activities have this built in already, and some you can choose which will be best to focus on. These two pages are at the heart of our curriculum and should help guide all your discussions. Model the mindsets and your own learning. Talking about how you feel and how you experience failure and success is a powerful way to show your kids the entrepreneurial process.

Daisies Lesson: Creativity

In this Lesson:

Five Senses I Spy (15 Min)

This Is Not... (20 Min)

Squiggle Birds (20 Min)

Creativity is all about new, imaginative ideas. We want the girls to understand that entrepreneurs must be creative when searching for opportunities to create new things and establish new businesses.

Most young children are playful, creative, and curious. We build upon these natural strengths in these activities by bringing a greater awareness to the five senses and allowing girls to create drawings using their imagination. This knowledge of self and how they interact with the world allows girls to be more intentional in their focus and more observant about what's going on around them. Exploring the five senses and strengthening vocabulary gives rise to creative thinking and opens girls up to new experiences where new ideas and opportunities can be found.

In **Five Senses I Spy**, girls will play a creative version of the game “I Spy” using all five sense to actively observe their surroundings.

In **This is Not a...**, girls will transform everyday objects into unusual and new creations using their imaginations.

In **Squiggle Birds**, girls will create birds from doodles called squiggles!

Goals

For the girls to:

- Understand that entrepreneurs are creative.
- Use observation to help promote creative thinking.
- Use their five senses to observe and interact with different objects.

Entrepreneurial Mindset:

- Curiosity
- Observation
- Empathy
- Imagination
- Redefining failure

Entrepreneurial Skills:

- Creative thinking
- Teamwork
- Problem Solving
- Curiosity
- Opportunity Seeking
- Adaptability
- Empathy
- Optimism

FIVE SENSES I SPY (15 minutes)

Introduction

Now that the girls have an understanding of their five senses and have used them to role-play walking a tightrope, they will play a short game of “I Spy” using the senses. This is a fun way to get them thinking, talking, and observing objects they see every day in a new way.

Materials and Resources

- White board/markers if desired
- [5 Senses Visual Handout](#)

Preparation

1. Read through the entire activity.
2. Print 5 Senses Visual Handout.
3. Gather materials if using white board/markers.

Instructions

1. Explain to the girls that they are going to play “I Spy” (this can be played inside or outside)! Many girls have probably played this before but tell them that this is a new version and they will use all five senses to get others to guess what they’re thinking of.
2. If girls have not played regular “I Spy,” explain that it is a game where you pick an object in the room and say, “I Spy something red, small, huge, etc.” and everyone else has to guess what you picked. Normally “I Spy” only uses the sense of sight. Go through the 5-Senses Visual Handout so the girls can see and hear different words for each sense.
3. Display the 5 Senses Visual Handout so the girls can see the five senses.
4. Model how to play the game by showing the object you’re going to describe and pointing to the senses on the poster as you’re speaking. For example, you could pick a tape dispenser. You might say, “*I Spy something that makes a clicking sound when you tear it.*” as you point to the ear. Or, “*I Spy something that feels smooth.*” as you point to hand.

Tip: Keep giving clues until the girls guess the object. You might need to be

“It” for a few rounds to give the girls ideas of what to say. It can be tricky for to think of all five senses for an object without revealing what it is!

5. Let the girls know that before taking a guess, they will need to let the person who is “It” go through as many of the senses as possible, and the person who is “It” can only take guesses from girls who raise their hands (no shouting out). The person who guesses correctly will be “It” next.
6. Reiterate that the girls are being creative when they describe an object using the senses.

Tips and Additional Notes

- If this activity proves to be too difficult for your group of girls, have them work in partners to come up with something. They could brainstorm an object together and all five senses for that object and then try to get another partner group to guess their object.
- To encourage whole group participation, girls could have white boards with dry erase markers or sheets of paper to draw their guesses on. That way, it’s not just a few girls guessing each time and there’s no pressure if a girl gets it wrong—at least they wrote down a guess and activated their observation skills.
- If your girls need extra support in thinking of words they could use to describe an object, you could brainstorm a list of helpful “describing” words using the 5 senses together before beginning this game (optional). Create a large chart somewhere the girls can see. Listed in the handout are ideas for describing words to go with each sense if the girls get stuck.
- Write the headings for each sense and have kids come up with the words to go with them.
- This activity can be used outside the context of VentureLab activities - anytime, anywhere when you are trying to engage girls during transitions or moments when they need to keep their bodies still.

THIS IS NOT... (20 minutes)

Introduction

In this activity, girls use their imagination to transform objects into something different. As they go around the group, each person adds their idea of what that object could become. The object can turn into something as wild as the girls like - they should have fun with it and not limit their ideas to what seems sensible or possible. Play leads to creative thinking and problem solving.

Materials and Resources

- A copy of the book Not a Box (2011), written and illustrated by Antoinette Portis, or use this read aloud video: <https://www.youtube.com/watch?v=Nif94VQ4Xsc>.
- Random objects the girls could transform into something else with their imaginations. Some examples might be:
 - scarf
 - hat
 - box
 - candle
 - paper clip
 - fork
 - shoe
 - brush
 - gum
 - food item (chips, apple, etc.)
 - pencil
 - basket
 - bowl
 - book

Preparation

1. Read through the entire activity.
2. Find copy of book or cue up video
3. Gather random objects.

Instructions

1. Introduce the activity by telling the girls they're going to hear a story about a very creative bunny. Read Not a Box or show YouTube video of the read-aloud. In the book, the bunny transforms a box into different objects, and to her or him, it's not even a box at all! This book shows the power of imagination and not stifling

creativity.

2. When finished, ask the girls how the bunny was creative in the video.
3. Now, have entire group stand in a circle. Pick one of the objects you gathered. For example purposes, let's say it was a scarf. You would say to the group, "*This is not a scarf. It's a jump rope.*" Act out jumping rope with the scarf (or model an example using the object you chose).
4. Model another example. Say, "*This is not a scarf. It's a hat.*" Act out putting the scarf on as a hat.
5. Encourage the girls to think of their own ideas for what the scarf could become instead of a scarf. Tell them that ALL ideas are welcome and there is no such thing as a bad or crazy idea.
6. Model being kind and encouraging by stating how brave & confident the girls are when they share their ideas.
7. Now, pass the scarf to a girl with an idea. That girl will pass to another with an idea. Girls can just raise their hands if they have an idea. Don't force girls to share if they don't have an idea. Once your group has run out of ideas for the scarf, pick a new object and transform that into something new.
8. Ask a few girls to share their favorite idea another girl came up with to transform an object.

SQUIGGLE BIRDS (20 minutes)

Introduction

The Squiggle Birds activity will get the girls thinking about using pictures to stimulate idea generation. The purpose of this activity is that even familiar items and patterns can be seen in new ways when you set the intention to solve problems creatively.

Materials and Resources

- “Squiggle Birds” video: <https://www.youtube.com/watch?v=vK3yQBouzNs>
- White Paper (one for each girl) or idea journals
- Pencils, pens, markers, etc.

Preparation

1. Read through the entire activity.
2. Cue up video.
3. Gather materials.

Instructions

1. Pass out a blank white paper to each girl.
2. Explain that you want everyone to draw random squiggles on their paper. Somewhere between 12 and 16 squiggles is enough! Demonstrate what a “squiggle” is for the girls.
3. When everyone has finished squiggling, tell the girls that they will turn their squiggles into birds. Again, demonstrate with a few on the board to help everyone get started. You may want to suggest things that can be added, such as a beak, wings, tail, feet, etc. Show YouTube video link in “Materials and Resources” if you feel your group need extra support.
4. Give the girls 2-3 minutes to complete making the Squiggle Birds and then ask them to share their birds with one other person. Give time for girls to enjoy their squiggles!
5. Girls should always feel free to label their work by adding a few words, arrows, and diagrams to help develop drawings.
6. Talk with the girls about how it felt to turn their squiggles into birds. Ask if it was difficult or easy. Explain that each girl showed creativity today by making squiggles into pictures!

Daisies Lesson: Intro to Entrepreneurship

In this Lesson:

Entrepreneur, Entrepreneur! (20 Min)

Entrepreneur Poster (20 Min)

When Pigs Fly! (20 Min)

At VentureLab, we want girls to know that entrepreneurs are more than just people who set up and run a company. We want girls to also develop an entrepreneurial way of thinking and acting on ideas.

The activities below will provide girls with experiences that help them build background knowledge they will need to see themselves as true entrepreneurs. The movements and poster will become references you can use throughout the remainder of the VentureLab activities to engage your girls using movement (kinetic), images (visual), and sound (auditory).

In Entrepreneur, Entrepreneur, girls will practice saying the big word “entrepreneur” with a few movement games and they will learn about entrepreneurs.

In Entrepreneur Poster, girls will decorate a poster of themselves surrounded by entrepreneurial mindsets.

In When Pigs Fly!, girls will learn the basic rules of brainstorming by coming up with as many different ways as possible to make a pig fly!

Goals

For the girls to:

- Be able to say the word “entrepreneur”
- Understand the basic entrepreneurial skills and mindset
- Learn what it means to be an entrepreneur

Entrepreneurial Mindset

- Growth Mindset
- Curiosity
- Redefining Failure
- Problem-solving
- Optimism
- Resourcefulness
- Adaptability

Entrepreneurial Skills

- Creativity
- Teamwork
- Idea Generation
- Design Thinking

ENTREPRENEUR, ENTREPRENEUR! (20 minutes)

Introduction

Girls will practice saying the word “entrepreneur” and learn a bit about entrepreneurs.

Materials and Resources

- Ball (any kind!)

Preparation

1. Read through entire activity (and find a ball!).

Instructions

1. Gather girls in a circle and tell them that they’re going to learn a REALLY BIG word! Get them super excited about learning a new word by having them cheer and clap! Say the word “entrepreneur.” Then say it a few more times, really loudly and then really softly.
2. Now have girls say the word “entrepreneur.” Ask them to say it in a whisper, shouting, and in a funny voice.
3. Ask the girls to raise their hand if they have ever gone shopping. Where did they go? Take a few responses from girls with raised hands. Tell them that entrepreneurs are the people who come up with new, awesome business ideas – including for products they’ve likely seen at stores.
4. Ask them what kind of products, or things for sale, they saw at those stores. Give relevant examples to help guide their sharing.
5. Still in the circle, tell the girls they’re going to play a game and practice saying the word “entrepreneur” again.
6. Model how the game works by rolling the ball to a girls and having them roll it back to you. When you have the ball in your hands, say the word “entrepreneur.” Explain that every time the ball is rolled to someone, they pick it up, say “entrepreneur,” and roll it to someone else who will do the same thing. Pass the ball until every girl has had a turn. If a girl forgets the word, have everyone support them and say “entrepreneur.”
7. Now, have the girls stand (if they are not already standing). Tell them they’re going to be learning a lot about entrepreneurs and will actually become entrepreneurs!

Have everyone cheer again.

8. Tell the girls you have a challenge for them. Any time they hear the word entrepreneur, they're going to do a motion. It could be jumping up and down while waving their arms around, spinning around in a circle, sitting cross-legged on the floor, etc. (Choose a motion girls will be able to do easily and safely and one that you would be comfortable having them repeat throughout the VentureLab patch activities).
9. Throughout the remainder of the activities, whenever you say "entrepreneur," have girls do the motion and say it back to you.

ENTREPRENEUR POSTER (20 minutes)

Introduction

Girls will decorate a poster of themselves with words representing the entrepreneurial mindsets all around them, so they see themselves as having those traits while learning more about who entrepreneurs are and what they do.

Materials and Resources

- [Entrepreneur Poster](#) Handout
- Crayons, markers, colored pencils
- (Optional) Glitter, sequins, googly eyes, glue

Preparation

1. Read through entire activity.
2. Print one Entrepreneur Poster Handout – 1 copy for each girl.
3. Prepare coloring materials and lay out for girls to use.

Instructions

1. Tell girls that now that they can say the super big word “ENTREPRENEUR” (do motion with it from last activity), they’re going to *become* entrepreneurs.
2. Display the Entrepreneur Poster and explain that they will get their very own poster to decorate.
3. Ask what the girls see all around the entrepreneur on this poster and what they think the images mean. Take responses.
4. As you talk through each image, discuss its meaning and attach a motion to it. Model and have the girls practice doing the motion with you. For example, you point to the cloud picture and the girls say, “Entrepreneurs dream big!” while raising their arms up and out to the side to make a circle.
5. The chart below illustrates the image, what the image stands for, and what motion girls might do for each image (Feel free to be creative and invent new movements!)

IMAGE	MEANING	MOTION
Question mark	Ask questions	Hands to the side as if asking, "What?"
Building blocks	Create and build	Move hands as if stacking blocks
Cloud Picture	Dream big	Raise arms up and out to the side to make a circle
Heart in hands	Help others	Mimic giving a hug
Puzzle	Solve problems	Move hands as if putting together a puzzle
Lightbulb	Have ideas	Tap the side of the head
Groups hands	Work together	Shake hands with other people

6. When all of the images have been discussed, review by pointing to each one and prompting girls to say the meaning while doing the motion.
7. Give each girls a poster and tell them that these things are very important to entrepreneurs, and since they are entrepreneurs too, they're going to color the person in the middle of the poster as themselves.
8. Remind them that they may not be able to do all of these things YET, but that it's okay. With practice they can practice and get better! Using this language promotes a growth mindset.
9. Give girls about 10 minutes to decorate. (You can do one too!)
10. When all or most girls are finished, prompt the girls to lead a review of the images, their meaning, and movement. Have the girls touch the symbol on their own poster and do the motion. For example, everyone points to the puzzle and says, "I solve problems! I am an entrepreneur!" while moving their hands as if putting together a puzzle.

11. Display and review these posters as often as possible to reinforce the different components of the entrepreneurial mindset.

WHEN PIGS FLY! (20 minutes)

Introduction

In this activity, the girls will brainstorm ways to make a pig fly! This will help them expand upon the thought that there are no bad ideas, and help them understand that they don't need to limit their ideas to what is sensible or possible.

Materials and Resources

- Completed Entrepreneur Posters (from previous activity)
- Paper (and a writing surface) or idea journal
- Markers

Preparation

1. Read through entire activity.
2. Gather paper and markers for brainstorming.

Instructions

1. Have the girls work in groups of 3-5. There is flexibility in group size. You want enough people to generate different ideas but not so many that some people sit back and don't participate.
2. Give each group some paper and pencils for drawing their ideas.
3. Ask them if they've heard the expression "You can do that when pigs fly!" and if they know what it means.
4. Explain that since pigs cannot fly, the phrase implies the person will never do something because pigs can't fly. Now say that today they actually are going to think of ways to make pigs fly!
5. Write, "How might we make a pig fly?" on the board and draw a simple pig. You could offer a hint like, "The pig does not necessarily have to be alive or be a real life pig."

6. Give the groups five minutes to brainstorm ideas of how they could make a pig fly. They can draw their ideas on paper (or their idea journal).
7. Remind them that in brainstorming it doesn't matter what their drawings look like.
8. As the groups are working, emphasize that these rules must be followed when brainstorming:
 - The more ideas the better!
 - There are no bad ideas.
 - Wild and crazy ideas are ok!
 - Record ALL ideas without judgment.
9. Observe the girls working together and identify any positive points or any issues - these can be used in the discussion at the end of the activity.
10. When time is up, have the girls quickly count the number of ideas they recorded.
11. Ask each group to share some of their ideas.. Depending on the ideas given - you may want to ask them how they could be more creative. For example, did anyone suggest something like “you could put bacon on a plane”?
12. Explain that entrepreneurs often come up with ideas that seem odd or not possible but over time these can be amazing solutions. Driverless cars were first talked about over 50 years ago long before they were possible!
13. Can they think of any other ways to make a pig fly? Have the girls add those to their lists (or even have them add the additional ideas to their Idea Journal).

Daisies Lesson: Think Like An Entrepreneur

In this Lesson:

Growth Mindset (20 Mins)

Empathy (20 Mins)

Persistence and Grit (20 Mins)

Adaptability (20 Mins)

Curiosity (20 Mins)

Entrepreneurs are people who find a problem and solve it, look for a need and fill it, and identify a challenge and overcome it. They have empathy for the people and the world around them. Their ideas are developed to serve and create value for others.

Entrepreneurs don't just start businesses; they make a difference. Successful entrepreneurs have certain ways of thinking that help them approach problems in new ways. At VentureLab we call these ways of thinking collectively as "the entrepreneurial mindset." In this lesson, girls will begin using the entrepreneurial mindset.

In **Growth Mindset**, the girls will learn a new skill, reflect on a task they have already learned, and then set a goal to acquire a new skill. Growth mindset is the belief that you can always learn and grow. This will help them see that they can learn new things.

In **Empathy**, the girls will relate empathy to emotions and then empathize with someone as they create 'empathy coupons', good for one action to make that person smile.

In **Persistence and Grit**, girls will practice the key entrepreneurial mindsets of persistence and grit when they compete to free trapped toys inside ice cubes and then compare that experience with that of a character's in a read aloud book.

Adaptability presents girls with the task of drawing five circles and transforming them into anything they can imagine and then asks them to adapt to the challenge of doing the same thing without the use of their hands!

Curiosity is all about being curious; girls will actively observe their surroundings and use the question stems "*I wonder...*" and "*What if...*" to turn their curiosity into innovation!

Goals

For the girls to:

- Learn about several of the mindsets entrepreneurs must have in order to innovate
- Understand what each mindset is, and then be able to apply that knowledge mindset in a fun activity.

Entrepreneurial Mindset

- Growth Mindset
- Persistence and Grit
- Curiosity
- Adaptability
- Empathy

Entrepreneurial Skills

- Creativity
- Idea Generation

GROWTH MINDSET (20 minutes)

Introduction

Entrepreneurs know they can practice and improve because their brains grow as they learn new skills. This idea is called a growth mindset. In this activity the girls cultivate a growth mindset as they learn a new skill, reflect on a task they have already learned, and then set a goal to acquire a new skill.

Materials and Resources

Preparation

1. Read through entire activity.

Instructions

1. Tell the group that they're going to play a game to practice having a growth mindset.
2. Explain you're going to give them instructions to follow. After each round, you will add a new instruction.
3. Begin by telling the girls to jump.
4. Now, tell the girls to jump and skip.
5. Now, tell the girls to jump, skip and clap.
6. Now, tell them to jump, skip, clap, and touch their toes.
7. Finally, have them jump, skip, clap, touch their toes, and say out loud, "Practice helps me learn!"
8. Let them know they have to continue to practice until they can go through the 5 steps quickly without asking for help. If they need help though, they can ask!
9. As they mess up, encourage the girls to try it again and keep trying until they get it. Make sure girls get that they are growing their minds by learning new things!
10. Now have the girls play the game in partners. One partner will give instructions as the other practices until they can do it correctly without asking for help.

11. They can make up their own instructions or can repeat the ones above in a different order. They can give more or less than 5 steps depending on their ability.
12. Then they switch and the other partner gives instructions to their partner.
13. Give the girls a sheet of blank paper or their Idea Journals and have them divide the paper into 3 equal parts. Assist them as necessary.
14. Explain to girls that they're going to be thinking about things that they didn't know how to do but eventually learned. Talk about how their brain is a muscle, and for it to grow, they have to always work hard to learn as much as they can. This is called growth mindset.
15. Have everyone say "growth mindset."
16. Model on your paper by sketching In the left column what it was like before learning, in the middle draw what it was like while learning, and in the right column draw what it looks like after they learned. Include simple, emoji style smiles, frowns, and serious faces to show your emotions during each step.
17. Some examples could be riding a bike, walking, tying shoes, writing your name, counting to 10, crawling, jumping, etc.
18. Make your drawings comparable to your students so they aren't worried about how theirs looks in comparison.
19. Now ask the girls to think about something they've learned how to do and have them make the same three drawings as you.
20. Alternatively, your girls could role play (act out) before they knew how to do the skill, learning the new skill, and how they felt after.
21. For example, a girl could act out not knowing how to ride a bike, then learning to ride the bike, and finally she could be jumping up and down because she was so excited to learn this new skill.
22. Get girls excited about entrepreneurs and believing they can learn anything if they practice and keep growing! Have each girl share their drawing and the story of how they learned to do something new.

EMPATHY (20 minutes)

Introduction

Entrepreneurs must have empathy for their customers. Once they understand how they're feeling, they can come up with solutions to solve those problems. It's not always easy to identify how others are feeling, so in this activity, girls will learn what empathy is and why entrepreneurs need to show it.

Materials and Resources

- [Image of Cat](#)
- [Emotion Empathy Chart](#) (print one and display at the front of the room so all girls can see)
- Blank Paper or Idea Journal
- Markers or Pencils

Instructions

1. Have the girls whisper the word "empathy" to practice saying the word. Tell them that entrepreneurs have empathy when they think about how others feel and then create solutions to solve the problem that is causing them to feel that way.
2. To illustrate what empathy is, show the image of the cat in the tree and ask the girls how they think the cat may feel.
3. You can reference the emotions chart to give them ideas, or create your own emojis as the girls respond with different emotions.
4. Tell the girls they're showing empathy for the cat because they are trying to understand how it feels.
5. Now tell them that since they are entrepreneurs, they are going to come up with a few solutions that will solve the cat's problem.
6. Take any and all responses without judgement.
7. Now, have the girls name people in their family, their teachers, and friends and the things that make that person happy. Maybe their brother or sister likes when they play games with them. Maybe their mom or dad likes when they are nice to their brothers or sisters.
8. Record their responses. You can use a chart like the one below.

Person	What Makes Them Happy

9. Tell the girls they will be making an empathy coupon to give to someone on their chart that is good for one thing that makes them happy.
10. These coupons will be actions the girls promise to do for those people. These actions show that they understands the feelings of that person and what makes them feel good.
11. The girls can be creative in designing and decorating their coupon. Below is sample text that could be used on the coupon:

*This Empathy Coupon is for _____(person's name)
from _____(girl's name). It is good for_(description of what you're giving)
because _____(why you're giving)].*

PERSISTENCE AND GRIT (20 minutes)

Introduction

Entrepreneurs keep trying to solve problems even when they **face tough times and failure**. They do this because they are determined to find a solution, fill a need, or overcome a challenge. We call the trying over and over again “persistence” and the determination it takes “grit.” The girls will use these mindsets in this activity when they compete to free trapped toys inside ice cubes and then compare that experience with that of a character’s in a read aloud book.

Materials and Resources

- Ice cube tray
- Little objects that can be frozen in ice cube tray (ex. a small candy, coin, eraser) - 1 per girl
- The Carrot Seed (written by Ruth Krauss and illustrated by Crockett Johnson in 1993) or the “The Carrot Seed (Read-Aloud)” video: <https://www.youtube.com/watch?v=5ngfYbMrYKY>
- Paper Towels

Preparation

1. Read through activity.
2. Gather materials.
3. The day or evening before you want to do this activity, using an ice cube tray, freeze enough ice cubes for your whole group of girls to each have one. When you pour the water into the ice cube tray, place a tiny object in each section of the tray. Freeze the ice cubes until they’re solid.

Instructions

1. Tell girls they’re going to have a competition! Give each girl an ice cube with a small object frozen inside.
2. Tell them that the first person to get their object out of the ice cube without putting it in their mouth or hitting it against or with anything is the winner. Give each girl a paper towel to catch and clean up the water when their ice cube melts.
3. Talk with the girls after everyone’s ice cube is melted and they each have their object. Ask if it was hard to wait for the ice cube to melt? Did anyone think of an idea for how to get the ice cube to melt faster? Did anyone want to quit? Would it

have been faster to break the rules and put the ice cube in your mouth? Would you have been happy to win by breaking the rules?

4. Explain that the girls had to show persistence and grit by trying different ways to melt their ice cube and not giving up. Have them repeat the words “persistence” and “grit” after you.
5. Explain that the girls are now going to hear a story about a little boy who shows persistence and grit by refusing to give up!
6. Read or show video of The Carrot Seed. As you’re reading or listening, have kids yell out “persistence and grit” any time the boy shows those entrepreneurial mindsets.
7. Talk with the girls after about how the little boy showed persistence and grit (even though everyone told him his seed would not grow into a carrot, he continued watering it and believing it would grow).
8. Have the girls compare their experience with melting the ice cube and the boys experience waiting for the plan to grow.

ADAPTABILITY (20 minutes)

Introduction

Entrepreneurs don't always know what challenges they will face. They have to find new ways to make their ideas work when problems arise. This is called ADAPTABILITY. In this activity, girls will be asked to quickly draw 5 circles and turn them into anything they can imagine. They will then be presented with the challenge of doing the same thing without the use of their hands

Materials and Resources

- Paper for each girl or Idea Journal
- Pencil/crayon/marker
- Timer

Preparation

1. Read through activity.
2. Gather materials.

Instructions

1. Give each girl a sheet of paper or Idea Journal and something to write with.
2. Tell them they have 1 to 3 minutes to draw 5 circles and use their imagination to turn the circle into anything they can think of.
3. Model this by drawing one circle and making it into a tree, an alien, or something from your imagination. Remind them that the goal is not a perfect drawing, but an image that really uses the imagination.
4. At the end of one minute, have the girls share their drawings with the group and what they were thinking.
5. Now, tell the girls you are going to give them a challenge and they must adapt to find a way to overcome it.
6. Have the girls repeat the word "adapt" to practice saying the word.
7. Tell them that entrepreneurs don't always know what challenges they will face. They have to make changes, or adapt, when problems come up to find new ways to

make their ideas work. This is called ADAPTABILITY.

8. Present them with the challenge of again drawing 5 circles and using their imagination to turn the circle into anything they can think of but *without using hands!*
9. They might use their mouth, their toes, or you can provide the girls with paper, tape, and scissors.
10. They can use their hands to build, but they cannot use their hands in any way while drawing.
11. Give them 5-10 minutes to work. Walk around and notice outloud how they are adapting the use of their foot or of materials to complete the challenge.
12. Have each girl present their 5 circles and explain the different ways they adapted to draw without hands.

CURIOSITY (20 minutes)

Introduction

Entrepreneurs ask questions about things they observe or notice. We call this curiosity. Curiosity leads entrepreneurs to seek new and creative ways of learning and doing when creating solution, filling needs, and overcoming challenges.

Materials and Resources

- Paper or Idea Journal
- Crayons, markers, pencils

Preparation

1. Read through activity.
2. Gather materials.

Instructions

1. Tell the girls they are entrepreneurs when they ask questions and think about new ways of doing things.
2. Model curiosity by using the sentence stems, *“I notice...or I wonder why...”* followed by *“What if...”*
3. For example, *“I notice the clock is round. What if it was square?”* or *“I wonder why we always sit during class? What if we stood up while we worked?”*
4. Ask the girls to start a sentence with *“I notice...”* or *“I wonder...”* You can prompt their thinking by asking them to simply notice something in their surrounding and to describe it. This will lead to them questioning why it is the way it is.
5. Model and guide until the girls can begin to create *“What if?”* questions on their own. Allow them to work in groups and generate as many ideas as possible.
6. Have them pick one observation, or something they noticed and draw it quickly in their idea journal or on paper. Remind them that it doesn't matter what it looks like.
7. When they are finished, have them draw what the *“What if...”* statement would look like next to it.

8. Another option is to have the girls build or act out their ideas. They could make a square clock out of cardboard and tape with drawn numbers and hands or stand while working during times they would normally be sitting.
9. Explain that entrepreneurs not only ask “*What if...*” but work to bring their ideas to life.

Daisies Lesson: Design Thinking

In this Lesson:

Gingerbread Trap (60 Min)

In these activities, girls will be applying the design thinking process. The design thinking process is an empathy based approach to solving problems by understanding users' needs and developing solutions to fill those needs. It is a process centered on contact, observation, and empathy with end-users (these end-users may be customers or groups of people you are trying to help). At VentureLab, we define the steps in the process as: Empathize, Ideate (Brainstorm), Prototype/Test, Feedback, Iterate. The main activity will be the girls building prototypes to solve a problem. A prototype is a rough model, almost like a sample, that can be changed many times if needed, based on feedback from others.

These activities introduce girls to an abbreviated version of the design thinking process. For most entrepreneurs, this process can take days, weeks, or even years. If your girls may feel rushed by the timeline, but remind them their main focus is to show empathy and work together as a team to create solutions to the problem.

Gingerbread Trap is divided into three different sections: part 1, 2 and 3. They will take teams through each step of the design thinking process as the girls work to solve the problem of the little old couple in the story The Gingerbread Man.

Goals

For the girls to:

- Understand the design thinking process as an approach to problem solving that focuses on the user.
- Gain an understanding of each step and recognize how the steps work together.
- Empathize with characters facing a challenge in a story.
- Brainstorm ideas and understand the benefit of sharing ideas.
- Create prototypes.
- Receive feedback on prototypes.
- Iterate (make changes to prototypes).
- Showcase products.

Entrepreneurial Mindset

- Opportunity Seeking
- Problem Solving
- Empathy
- Resourcefulness
- Adaptability
- Redefining failure
- Growth Mindset
- Courage
- Persistence and Grit

Entrepreneurial Skills

- Teamwork
- Opportunity Analysis
- Market Research
- Design Thinking
- Prototyping
- Creativity
- Brainstorming/Idea Generation

GINGERBREAD TRAP PROTOTYPE (60 minutes)

Introduction

The Gingerbread Trap is broken into three different activities for convenience. Each 20-minute activity can be done in the same time period, or a different time or day. In the remaining activities, girls will work through the entire the design thinking process. They will learn about a challenge faced by characters in a story many children will know. Then they will:

- practice empathizing with the characters
- brainstorm ideas
- create prototypes (quick, rough sketch or 3D model of their ideas) of possible solutions to the challenge
- receive feedback on ideas, and finally,
- iterate (make changes to their prototype).

One of the most important parts of the design thinking process is iterating -- the process of when entrepreneurs make small changes to ideas and prototypes in order to reach a desired goal. After iterating, girls will showcase their product to the rest of the group.

Materials and Resources

- The [Gingerbread Man](#) book (There are many great versions of this story but make sure it is not [The Ninjabread Man](#) or [The Gingerbread Boy](#) as they are too different).
- “Fairytale: The Gingerbread Man read by John Krasinski by Speakaboos” video: <https://www.youtube.com/watch?v=7NjDUMeBaUo>
- Design Thinking Process Poster
- Chart paper
- Markers, pencils, crayons, colored pencils
- Tape or glue
- Scissors
- Assorted 3D Prototyping materials (whatever you have!) such as:
 - Paper tubes
 - Cardboard
 - Newspaper
 - Boxes
 - Cotton balls
 - Craft sticks
 - Old containers
 - String/yarn
- Small doll or small stuffed animal to test the prototype

Preparation

1. Read through entire activity.
2. Gather materials.
3. Print Design Thinking Process Poster or have it displayed for girls (put poster on wall or display/project on your computer/screen as you go through each step in the process).
4. Lay out prototyping materials.

Instructions

Note: It's always helpful to model each step of the process, so girls see what each step looks like and to share how you're feeling. We recommend having your own version of a prototype made ahead of time.

Part 1 (20 minutes)

Empathy

1. Display the Design Thinking Process Poster. Keep it visible and refer to it during the rest of the Gingerbread Trap activities. Tell girls they'll be working through each step of the design thinking process as entrepreneurs today!
2. Now tell girls they're going to listen to the story The Gingerbread Man and then go through the design thinking process.
3. Read the story (or show the video), and then ask girls how the couple might be feeling when the gingerbread man escapes.
4. Take responses, and make sure girls understand that the little old lady probably felt very sad because she was just trying to bake a treat for her husband, that it was hard work to make the treat, and she knew he would like it.
5. Then, ask if anyone has ever had someone take something from them or worked hard on something, only to lose it.
6. Point to the Design Thinking Posters and tell the girls that trying to understand how other people feel is called "empathy." That's what entrepreneurs do!

Brainstorm

7. Gather the whole group together and tell girls the next step is to brainstorm ways the couple can catch the gingerbread man.

8. Point to the Design Thinking Process Poster and tell girls that entrepreneurs brainstorm solutions to problems. The old couple really need their help.
9. Show the girls what prototyping materials are available. Remind them that they can use their imaginations to turn the materials they see into anything!
10. Then put chart paper up for girls to see and ask for volunteers to come up and draw an idea they have for catching the gingerbread man. For example: a candy button to lure him in or a net that drops down from a tree or sticky paper he would step on and get stuck, etc.
11. Model by drawing an idea and explaining how it would work and what materials from the table you might use.
12. Make sure to tell girls there are NO bad ideas, and the more ideas the better.

Part 2 (20 minutes)
Prototype/Test

1. Have prototyping materials accessible and plenty of space for the girls to work.
2. Point to the Design Thinking Process Poster and tell the girls they will be picking ONE idea from their brainstorming poster and will make a prototype using the materials they see. Then they'll test it out to see how it works compared to what they are imagining in their mind.
3. Tell them prototypes are models entrepreneurs build to show what an idea looks and feels like. It's okay that it doesn't look like what's in their imagination. Emphasize that they know that once they make it, it's supposed to be changed!
4. Choose one or two girls at a time to come and point to the idea on the brainstorm poster that they're choosing to prototype. Then have those girls select materials and take them to a work area.
5. Give 10 minutes for the girls to prototype. If they feel rushed, remind them that a prototype is not supposed to look exactly like what they are imagining.
6. When finished prototyping, girls will test their prototype using a doll or stuffed animal (if available) to see if their trap would work.
7. If the trap works, ask the girls what they might do to improve it. If the trap does not work, ask them what they might change so that it does.
8. Allow girls to make changes to their prototype as time permits.

Feedback

9. Point to the Design Thinking Process Poster and tell girls they will now get feedback on the prototype they created.
10. They will share their design with a partner (or a different partner group if they worked in pairs to make the prototype).
11. Talk about what a good listener looks like while someone else is presenting (a good listener doesn't talk while someone is presenting, keeps their hands to themselves, and looks at the person who is talking).
12. Pair girls up and have them present their prototypes to each other.
13. When all are done, gather the whole group back together and ask if anyone can share a compliment on someone else's prototype (model this first - ex. I really like _____'s prototype because it is creative and think it would definitely catch the Gingerbread Man).
14. Ask if anyone has ideas to make a change to their prototype.

Part 3 (20 minutes)

Iterate

1. Point to the Design Thinking Process Poster (circle with arrows) and have the girls repeat "iterate" and the word "change" to help them understand the connection. Entrepreneurs make changes to their ideas.
2. Tell the girls that now that they have seen other prototypes and shared their own, they will "iterate," or make changes to their own prototype.
3. Remind them that they may have already iterated when they made changes when they tested their prototype.
4. Give groups 5-10 minutes to make changes to their prototype.
5. Time permitting, have groups present the next iteration of their prototype in the same way as before, having them receive feedback, and iterate again.
6. Have girls take one more look at the full Design Thinking poster to see each step they just worked through in this lesson.

Daisies Lesson: Our Business

In this Lesson:

Market Research & Idea Generation (20 Min)

Create It (20 Min)

Open For Business (20 Min)

Introduction

This unit brings together all of the ideas the girls have learned in the prior activities and shows them how to bring a business to life. To create a business, girls will creatively play with materials, work through design thinking, observe what their customers want and need, and generate ideas to make products based on what they know about their customers.

The new topic presented here is the business model: a blueprint that businesses create in order to be successful (which, in most cases, means making a profit!). A business model helps answer the practical questions that bring your business to life and keep it running successfully: How much will it cost to make your product/service? Who will you sell your product/service to? How much will you sell your product/service for? Will you make a profit?

In **Market Research & Idea Generation**, the girls carry out market research by interviewing each other and then use that information to brainstorm and select an idea for a toy they can create and then sell.

During **Create It**, girls will ask for feedback on their product idea and create an item to sell for \$1 (in pretend money called “VentureBucks.”

Girls will sell the item(s) they made in Create It during **Open For Business**.

Note: It is recommended to do all of the above activities and in sequence, as they are all related to one another and build off of each other.

Goals

For the girls to:

- See a business model.
- Work through each step of the model together.
- Create and sell products as part of a group business.
- Understand that it's important to create a product that is different from others.
- Learn what a market is.
- Learn why entrepreneurs need to create a plan.

Entrepreneurial Skills

- Creativity
- Teamwork
- Idea Generation
- Market Research
- Design Thinking
- Business Model

Entrepreneurial Mindset

- Redefining Failure
- Courage
- Persistence and Grit
- Opportunity Seeking
- Problem Solving
- Resourcefulness
- Adaptability

MARKET RESEARCH & IDEA GENERATION (20 minutes)

Introduction

In this activity, girls will interview each other to conduct market research. They will use this information to brainstorm product ideas for a toy store business and select one that they will make.

Materials and Resources

- Chart paper/butcher paper and markers or a white board/dry erase markers
- Idea journal or paper
- Something for the girls to write with
- Simplified Business Model created in Business 101

Preparation

1. Read through entire activity.
2. Gather materials.
3. Preview the “Open For Business” activity and decide if you’re going to have girls sell to outside adults, family members, or other peers (option 1), or to each other (option 2).

Instructions

1. Draw a line under the information recorded on the business model from the previous activity or create a new business model if there isn’t enough room.
2. Tell the girls it is now their turn as entrepreneurs to design a product for a customer. Let them know that they will be selling what they are going to make in the final activity!
3. Their customers are kids just like them who like to play with toys. Their job is to make a toy!

Market Research

4. To know what kind of toy they might make, the girls will ask the others in the group what kind of toys *they* would buy at a toy store.
5. Pair the girls with a partner and have them ask one another what kind of toy the other would want to play with. Give them 2-3 minutes for each interview.

6. They should each record the response of their partner with drawings in their Idea Journal or on paper. Model this step if necessary.
7. Have the girls conduct at least 2 interviews. If you have extra time, the more the better!
8. You can also give them time to think and draw what people in their family might like to play with.

Idea Generation

9. Explain that it's time for girls to brainstorm different ideas for toys they might sell. Their goal is to come with as many ideas as possible! Remind them that the toy should be something that doesn't already exist - something new and interesting!
10. Have look back at all the toy ideas they drew when they were interviewing to help them come up with ideas. They can draw out any new ideas they might have.
11. As a prompt, ask them how they might combine two ideas to make something new. For example, if one partner wanted a bike and the other wanted a fish tank, they could create an underwater bicycle!
12. Ask girls to share their favorite thinking with the group. Sharing out can also spark more ideas.
13. If they are having trouble thinking up a product idea to make, give them them some examples: goggles you can wear to see like different animals do, an unfinished flipbook that the user would be able to finish, or a ball that opens up to be a book.
14. Have students select the one product they are going to make and place a drawing of it in the product column of the business model. The drawing can be a new sketch they make directly on the business model displayed or can be from their market research and brainstorming that they attach to the model with tape.
15. Have students draw the customer they think will most likely buy their product. They can think of a specific person or just 'kids' in general.
16. Direct them to place the drawings of their customers in the Customer column next to the image of their product in the Product column.
17. Remind the girls that their drawing are just to show their ideas and it's okay if it doesn't look exactly like they imagine in their mind.

18. Have each girl share their product, who their customer is, and why the customer would want or need their product and what might be special about their product that would make the customer want to buy it.

CREATE IT! (20 minutes)

Introduction

Girls will use different materials to make products they will “sell” for pretend money in the “Open For Business” activity.

Materials and Resources

- A variety of materials to create products - some ideas are: cardboard, craft sticks, colored paper, notebook paper, tape, scissors, glue, crayons, markers, tissue paper, pom-pom balls, feathers, cardboard tubes, cotton balls, string/yarn, newspaper, markers, crayons, pencils

Preparation

1. Read through the entire activity.
2. Gather materials for creating products.
3. Lay out materials at the front of the room for girls to access easily.

Instructions

1. Allow the girls to inspect the materials and let them know that they will be making their toy!
2. Let the girls know that they can and should use their imagination to transform the basic building materials in front of them into anything they want (their potential customers in the “Open For Business” activity will use their imagination too and view the toys as the girls describe them).
3. For example, they could make underwater goggles with toilet paper roll and pipe cleaners, which could become unbreakable glass lenses with a durable rubber strap.
4. Explain to girls that these materials to make their product costs money. In a later activity after they sell their products, they will have to pay for the materials they are using right now.
5. Call the girls up a few at a time to get some materials and return to their workspace (have girls work wherever they like - spread out on the floor, at a table, sitting, standing, etc.).

6. Talk to the group about only taking materials they need and leaving some for the rest of the kids.
7. Give them about 15 minutes to create their item (give more time if you are able and girls need it).
8. The girls should end this activity with at least one toy to sell but can make more than one if there is time and resources.
9. Have everyone help clean up the materials.

OPEN FOR BUSINESS (20 minutes)

Introduction

Girls will sell their products for a pretend \$1 (in “VentureBucks”) each to experience what entrepreneurs do when they sell their products as part of a business. This market activity can be organized two different ways:

MARKET OPTION 1: All girls sell their products at the same time and a group of people (parents, volunteers, other girls) play the role of buyers.

MARKET OPTION 2: The group of girls is split into two groups: buyers and sellers. Half the group will be buyers first, the other half sellers. Girls will then switch roles.

Some girls may sell their product quickly, and others not at all, and that’s okay! This is great practice for up-and-coming entrepreneurs.

Materials and Resources

- [VentureBucks](#) (enough for each girl or person coming into the shop to have one \$1 in “VentureBucks”).
- Products made in “Create It” activity
- Bell or something that can make a bell sound (like your phone) (optional)

Preparation for Market Option 1

1. Read through entire activity.
2. Print and cut enough VentureBucks (VentureLab’s pretend money) for your group (see note under Materials and Resources).
3. Prepare your space for girls to set up their products for sale. You might want to spread out desks or tables (if you have them) or get them out of the way. Whatever works best for your space!
4. Prepare the group of girls or adults who will play the role of buyers at the market. Make sure to:
 - a. tell them to go around to as many different shops as possible to check out products before buying).
 - b. encourage them to ask the girls questions about their products, such as what it is and how it works
 - c. ask them to use their imagination to ‘see’ and accept what the girl is describing what their toy is.

Instructions for Market Option 1

1. Tell the girls it's time for them to sell their products!
2. Explain that the buyers are going to be coming in and might buy the product they made. If someone buys their product, they get to keep that product and girls should then sit with the pretend dollar (VentureBuck) they made at the front of the room.
3. Explain that the girls are making money together for the whole store run by the whole group, so at the end, they'll give their dollar to you so you can figure out how much money everyone made together.
4. If no one buys a girl's product, decide if you'd like to buy it using extra VentureBucks or use it as a business lesson for your girls (that, many times, entrepreneurs don't make money right away and especially on the first product they sell). Remind them that they can use persistence and grit and the other entrepreneurial mindsets they've learned during VentureLab activities so that they are not discouraged by a set-back).
5. Invite the buyers into the space and give each of them \$1 in VentureBucks to spend. Explain that everything in the store costs \$1 and that they can buy any product they like with their \$1.
6. Prepare the group of girls who will play the role of buyers at the market. Make sure to:
 - a. tell them to go around to as many different shops as possible to check out products before buying).
 - b. encourage them to ask the girls questions about their products, such as what it is and how it works
 - c. ask them to use their imagination to 'see' and accept what the girl is describing what their toy is.
7. Ring a bell (if you have one) and say, "We're open for business." Walk around to support the group.
8. Allow 7-8 minutes for shopping. Be sure to give everyone a few minutes notice that the market will be closing.
9. After 7-8 minutes, ring a bell and say, "The business is now closed."
10. Instruct girls who are not at the front of the room yet to sit up front. Collect all dollars made during the activity so that you can total up the profit (in the next activity).

11. Have a few girls share what the experience was like for them. How did they feel about selling their product? How long did it take to sell? Have buyers stay and talk about their experience too, if possible. They can talk about any cool products they got and how they felt while shopping.

Preparation for Market Option 2

1. Read through the entire activity.
2. Print and cut enough VentureBucks (VentureLab's pretend money) for your group (see note under Materials and Resources).
3. Divide the group into two separate groups: one group will buy first and one will sell first.
4. Prepare your space for girls to set up their products for sale by spreading out desks or tables (if you have them) or getting them out of the way, depending on what works best for your space.

Instructions for Market Option 2

1. Tell girls it's time to sell their products and make money! Explain that the girls are making money together for the whole store run by the whole group, so at the end, they'll give the money they earned to you so you can figure out how much money everyone made together (in the next activity).
2. Split the girls into two groups using the buyers and sellers list created during preparation for this activity.
3. Instruct the buyers to sit on one side of the room and the sellers on the other.
4. Explain that sellers will sell their products while buyers will walk around and purchase products they like.
5. Now give each buyer \$1 in VentureBucks to spend. Explain that everything in the store costs \$1 and that they can buy any product they like with their \$1.
6. Prepare the group of girls who will play the role of buyers at the market. Make sure to:
 - a. tell them to go around to as many different shops as possible to check out products before buying).
 - b. encourage them to ask the sellers questions about their products, such as what it is and how it works.

- c. ask them to use their imagination to ‘see’ and accept what the girl is describing what their toy is.
7. Once a girl has bought an item, she may sit at the front of the room and wait patiently for others to finish or continue to look around at the rest of the products. Make sure to tell the girls to hold on to the product they bought, because they get to take it home!
8. Allow sellers to stand and give them a few minutes to spread out with their product around the room.
9. When the sellers are ready, have buyers stand and remind them that they’ll be switching roles in about 7 minutes.
10. Ring a bell (if you have one) and say, “We’re open for business.” Walk around to support girls who need it. If no one buys a girl’s product, decide if you’d like to buy it using extra VentureBucks or use it as a business lesson for your girls (that, many times, entrepreneurs don’t make money right away and especially on the first product they sell. Remind them that they can use persistence and grit and the other entrepreneurial mindsets they’ve learned during VentureLab activities so that they are not discouraged by a set-back).
11. Allow about 7 minutes for shopping. Be sure to give everyone a few minutes notice that the market will be closing.
12. At the end of 7 minutes, ring a bell and say, “The business is now closed.”
13. Have the sellers bring their VentureBuck (if they sold their product) and sit on one side at the front of the room together. Have the buyers put the product they bought in a safe place to take home and then sit on the other side of the room together. Collect all VentureBucks bills from sellers.
14. The room should now look like it did in Step 2 when you split class into two groups.
15. Explain that the groups will switch roles. The buyers are now sellers and the sellers are now buyers.
16. Repeat steps 4 through 13.
17. Have a few girls share what the experience was like for them. How did they feel about selling their products? How long did it take to sell? Have buyers talk about their experience too, if possible. They can talk about any cool products they got and how they felt while shopping.

**CONGRATS,
YOU DID IT!**

Glossary

BRAINSTORMING (IDEATING) is when either an individual or a group of people come up with as many new ideas as possible for a specific topic or problem.

A **BUSINESS** is an individual or organization that sells goods (products) or services.

A **BUSINESS MODEL** is a written plan that lays out the details of a business to help the entrepreneur have a successful business by making a profit.

The DESIGN THINKING PROCESS is an approach to solving problems by understanding users' needs and developing insights to fill those needs.

EMPATHY means showing understanding and sharing in another's feelings.

ENTREPRENEURSHIP isn't just about starting companies; it is a skillset and a way of thinking. The core of entrepreneurship is building a solution to a problem, having a vision and making it a reality.

ENTREPRENEURS spot an opportunity and develop a vision for a new product, business or solution and put together all the resources needed to bring their ideas to life.

IDEATING (BRAINSTORMING) is when either an individual or group of people comes up with as many new and different ways as possible to solve a problem.

IDEA GENERATION is the process of forming, revising, pondering, and sharing new ideas.

ITERATION is the process when entrepreneurs make small changes to ideas and prototypes in order to reach a desired goal. Iteration can happen as many times as needed.

A **MARKET** is a group of people who like or need the same things. Competing businesses sell similar products or services to this group.

MARKET RESEARCH is how entrepreneurs find out what customers want, what problems exist for customers, and helps them uncover how those problems can best be solved or needs met. Market research helps entrepreneurs figure out if they have a great new idea that will work and if people will buy their product.

OBSERVATION means acquiring information from the world around you based on your five senses: sight, sound, touch, smell, and taste.

PITCHES are short, persuasive speeches (formal or informal) targeted at potential investors or other kinds of customers or supporters.

PRODUCTS are items sold by businesses.

A **PROFIT** is money that is made in a business after all expenses are paid.

PROTOTYPING is when entrepreneurs create their ideas into visual and physical representations to show how they would work.

TESTING is showing your prototypes to users to get feedback on them. With this feedback, you'll figure out if you should bring it to a larger market.

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