



YOUTH RIVE

Investing in young entrepreneurs 

Teacher Handbook 2020/2021



Weekly Breakdown

Week	Topics Covered
1	<ul style="list-style-type: none">• Brainstorming
	<ul style="list-style-type: none">• Green Brainstorming
2	<ul style="list-style-type: none">• Market Research & Product Development, Commercial/Poster Creation
	<ul style="list-style-type: none">• Financial Formulas and Literacy
3	<ul style="list-style-type: none">• Presentation/ Elevator Pitch Planning
	<ul style="list-style-type: none">• Presentation Creation
	WEEK OFF - WORK ON PRESENTATIONS
4	<ul style="list-style-type: none">• Winners Announced• Project Complete!

WELCOME TO YOUTHRIVE 2020/2021

A note from the Project Managers,

The Youthrive program is investing in our youth to give them the opportunity to use their passions to create change in our city. Youthrive teaches youth essential business skills such as **entrepreneurship, financial literacy, and leadership**. This program is designed to give them hands on experience by developing their very own business idea!

Throughout the program, they will learn the fundamental skills that are needed in order to develop a successful business. At the end of the program, each group will present their business idea. The top businesses from each class will move on to compete at YouthX, a virtual entrepreneurial exposition where students will be able to attend to listen to guest



speakers, win grants to continue their business, and scholarships for post-secondary endeavours!

Our goal is to not only teach youth about business, but to give them the opportunity to create a feasible business idea. Through Youthrive, they are unleashing their potential and becoming the future leaders of our community.

Best of Luck,

Jennifer Costea & Kendal Ryan

Co-Project Managers, Youthrive

Enactus Windsor, University of Windsor

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We're not a bank. We're better.



How Do I Grade Youthrive?

To help you implement our program into your classroom, we have developed an outline of rubrics to assist you through the grading process. Keep in mind that the following are only suggestions, and we encourage you to incorporate Youthrive into your classroom the way you believe fits best.

What Can I Mark?

- Weekly Goal Accomplishment:
 - At the end of each lesson, there is a list of related goals and tasks that the students should be working on. A marking scheme has been created for your convenience. This rubric will allow you to assign weekly marks for completion of tasks.
 - We encourage you to have the students hand them in at the end or beginning of each week to ensure they are staying on track.
 - Every week they should be filling in the designated sections of their Business Plan Outline, for a full lay-out/breakdown of their business idea.
- Marketing Efforts:
 - Completion of market and industry analysis. (Target market, direct and indirect competitors)
 - Quality of marketing efforts (ex. Commercial, storyboard, etc.)
- Presentation:
 - At the end of the program, students will present their idea for the opportunity to compete at YouthX.
 - Example rubrics are available in the proper weeks in this handbook!

Marks will be allocated per week over a course of 4 weeks, leading to a final mark out of **85**.

See more at enactusyouthrive.com



WEEK 1: IDEA GENERATION & IMPLEMENTATION

- Brainstorming - list of problems created or mind map created and executed (2)
- What UN Sustainability goal(s) does your business idea(s) align with? (2)
- Solidify up to 3 feasible business ideas, with the goal of picking the most feasible choice next week (3)
- Which of the 4 R's will your business idea include? Does the product/service meet the requirements? (1)
- Feasibility checklist completely checked off (2)
- Record survey results on a data spreadsheet (1)
- Organize the data collected in graphs on a spreadsheet (3)
- Come up with a business name for your group (1)
- Sketch of product (1)
- 3 demographic and 3 psychographic characteristics (3)
- Indirect and direct competitors are relevant and listed, along with competitive advantage (3)
- Mission statement (1)
- Create a SWOT analysis (1)
- Company logo (1)

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WEEK 2: FINANCIALS AND CONTENT CREATION

- Complete Marketing Mix: Product, Price, Place, Promotion (10)
- Green initiative marketing plan complete (6)
- Customized mock pre-order form complete (2)
- Income statement template complete (2)

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WEEK 3: BUSINESS PLAN AND PRESENTATIONS

- Mock Elevator Pitches (10)
- Creating a slideshow checklist (5)

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WEEK OFF - WORK ON FINAL PRESENTATIONS

WEEK 4: YOUTHRIVE WRAP UP AND EXIT

- You thrive experience survey is filled out (1)
- Paragraph reflection on skills gained from You thrive (4)
- Final Presentation (10)
- Business Plan Outline (10)

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TOTAL MARK

/85



WEEK 1: BRAINSTORMING

The first step in a student's experience as an entrepreneur will be to create a business by inventing or innovating a new product or service idea. Day 1 will focus on general brainstorming, with Day 2 going into more detail about the benefits of creating an eco-friendly business.

Terms Covered: *Inventing, Innovating, Brainstorming, Need, Want, Reduce, Reuse, Recycle, Repair, Market Research, Target Market, Demographics, Psychographics, Attitudes, Behaviours, Primary Research, Secondary Research, Survey, Interview, Experiment, Observation, Direct Contact, Ad Tracking, Bar Graph, Line Graph, Pie Graph, Product Testing, Test Marketing, Revenue, Expense, Fixed Costs, Variable Costs, Capital, Break-Even, Profit*

DAY 1: BRAINSTORMING AND SOCIAL ENTREPRENEURSHIP

IMPORTANT
<ol style="list-style-type: none">1. Ensure that students are brainstorming feasible and realistic business ideas!2. Build a good relationship with your Mentors.

Lesson Plan

General

- Have the students determine their primary motivation for starting a business. Encourage them to use their passions, talents, and resources when developing a business idea!

Ask The Students:

- What is your passion behind this business idea?
- What is the need for this product? How are you providing a solution to your customer?
- How are you going to access your target market to sell to them?
- Will this product be relatively inexpensive to produce and easy to get a hold of?
- Is the process to create this product practical? Is the time length to produce each item feasible?
- Do you have the skills and talents within your group to make your product/ provide your service or do you need to seek advice from an expert in your industry?



- As of now, the students are expected to have created economic and social business ideas. This day is dedicated to exposing them to environmental components of a business and how these can make ideas more sustainable.
- Focusing on the 4 R's: Reduce, Reuse, Recycle, and Repair. By integrating these components into the business idea, students can use this as a competitive advantage and learn how to become social entrepreneurs. How will we decide what qualifies as one of the 4 R's? Our 4 R Checklist!

4 R Checklist

<p>REDUCE</p> <ul style="list-style-type: none"><input type="checkbox"/> There is no added/unnecessary plastic/waste included in the product<input type="checkbox"/> There is no plastic or unnecessary waste for the packaging of the product<input type="checkbox"/> The product is reusable, therefore, by purchasing the product, the number of disposable products is being reduced<input type="checkbox"/> The product is biodegradable, which in turn reduces the amount of waste created.	<p>REUSE</p> <ul style="list-style-type: none"><input type="checkbox"/> At least one material of the product is reused, where the material would have otherwise gone to the landfill<input type="checkbox"/> The packaging of the product contains reused materials<input type="checkbox"/> The product is intended to be "reusable" rather than the typical disposable product of the same nature. This requires innovation from a product that is currently in market and disposable.
<p>RECYCLE</p> <ul style="list-style-type: none"><input type="checkbox"/> The group recycles any excess materials that cannot, in any way, be used. Every effort has been made to ensure all materials are being of use in the product and packaging<input type="checkbox"/> The business has a recycling system to ensure any materials that can be recycled, are recycled	<p>REPAIR</p> <ul style="list-style-type: none"><input type="checkbox"/> Repair materials: any materials that are "broken" or need to be fixed in order to be used, are fixed and included in the product somehow<input type="checkbox"/> Repair environment: the business incorporates initiatives to repair the earth in any way that has been damaged



Why Green?

- Save costs! Recycled materials are cheaper than new or usually free
- Save the environment
- Competitive advantage - more people are inclined to buy green
- *7% Youthrive tax reduction (This is not the case this year, yet incentivisation is a real life scenario for green businesses) Normally, students pay 13% tax on their profits; and if they are eco-friendly (use 3 of the 4 R's) they will only pay 6%.*
- Please note, EVERY group must incorporate at least one of the 4 R's this year

Please Note: We hope these guidelines inspire fair competition between groups and spark innovation. If there are any questions or concerns regarding the 4 R requirements, please email us at youthrive@enactuswindsor.com to ensure the concerns are dealt with. Thank you.

- Jenn and Kendal

STAY AWAY - Overdone Ideas: School Apparel, Water Bottles, Wristbands, Decorated Phone Cases, Lanyards, Bath Bombs

Note: If students choose to do this, be sure they are innovative!

Student Tasks:

- Determine the group's primary motivation for their business idea
- Make a list of problems and needs in the community, or problems that the students face on a regular basis.
 - Brainstorm possible business ideas that would provide solutions to the problems and needs.
- Solidify 3 feasible business ideas, with the goal of picking the most feasible choice.
- Brainstorm how they can incorporate eco-friendly concepts (4 R's) and the UN Sustainability Goals into their business ideas.
- Provide a sketch of their business idea



DAY 2: MARKET RESEARCH

IMPORTANT

1. Students should have a concrete business idea by this point. They should know the process to make their product, or provide their service, and have an idea of where they will be getting their supplies from.
2. Ensure that the students understand the different methods of research and how they can be applied to their business.
3. Encourage the students to create a prototype product, if possible!

Lesson Plan

Knowing The Customer

- Students need to narrow down their target market. Not many products are designed for everyone!
- Define their target market through demographic and psychographic characteristics
 - *Demographics*: Measurable statistics of a given population. Examples: age, gender, location, etc.
 - *Psychographics*: The study of personality, values, opinions, attitudes, behaviors, interests, and lifestyles.
- Direct Vs. Indirect Competition
 - Students should research their competition, both direct and indirect
- Competitive Advantage
 - Ask the students; “What makes your business better?” “What do you have that they lack?” “Why would your customers choose us over them?”
- Building Their Brand Identity
 - Logo creation
 - Mission Statement

Market Research

- Students should conduct their market research and then organize it into charts, which can then be turned into graphs to display their research.
- Primary Vs. Secondary Research
 - Primary: *Survey, Interview, Experiment, Observation, Direct Contact*



- Students should create surveys based on research they will need to gather for their venture.
 - Secondary: *Ad Tracking, Sales Data and Competitor Reports, Articles, Current Social Trends*
 - Research online for statistics supporting the need for their business
- Organizing Research: *Charts, Bar Graph, Line Graph, Pie Graph, etc.*

SWOT Analysis - Students should conduct a SWOT Analysis answering the following:

<p>Strengths:</p> <ul style="list-style-type: none"> - What advantages does your organization have? - What do you do better than anyone else? - What expertise does your group members possess? <p style="text-align: right; color: blue;">INTERNAL</p>	<p>Weaknesses:</p> <ul style="list-style-type: none"> - What could you improve? - What should you avoid? - What expertise does your team particularly lack? <p style="text-align: right; color: blue;">INTERNAL</p>
<p>Opportunities:</p> <ul style="list-style-type: none"> - What good opportunities can you spot? - What interesting trends are you aware of? - Could you enhance your product in any way? <p style="text-align: right; color: blue;">EXTERNAL</p>	<p>Threats:</p> <ul style="list-style-type: none"> - What obstacles do you face? - What are your competitors doing? - Is there any adversity between your group members? <p style="text-align: right; color: blue;">EXTERNAL</p>

Student Tasks:

- Determine their target audience.
 - 3 demographic characteristics
 - 3 psychographic characteristics
- Begin conducting their market research
 - Primary - each business makes a survey and submits to the teacher, the teacher can make a folder that each student can fill out other group's surveys (online)
 - Secondary - conduct secondary research online/through social media, record results and organize into charts and graph.
- Determine their main competitors and describe each.
 - 3 Direct competitors & 3 Indirect competitors
 - Compare and rank top three competitors
 - What is their competitive advantage?
- Complete a SWOT analysis for their business.
- Define their company's brand identity.
 - Design their logo
 - Write their mission statement.



WEEK 2: MARKETING STRATEGY, ADVERTISING, AND FINANCE

This week teaches students the vital entrepreneurial skills of advertising and financial management. Students will develop either a poster or storyboard for their business ideas, and learn about the basic financial elements in entrepreneurship.

Terms Covered:

Marketing, Advertising, Marketing Strategy, Marketing Mix (Product, Price, Promotion, Place), Advertising Medium, Revenue, Expense, Fixed Costs, Variable Costs, Capital, Break-Even, Profit, Direct Competition, Indirect Competition, Competitive Advantage

DAY 1: **MARKETING STRATEGY AND ADVERTISING**

IMPORTANT

1. Students should have chosen their market research methods and techniques. Additionally, they should have begun creating surveys and conducting online research.

Lesson Plan

General

- Today we introduce the Marketing Mix - the foundation of an effective marketing plan!
 - **Product:** how does your product or service meet the needs of your target market?
 - **Price:** What is the most effective price for the students' idea? This should consider their potential expenses to ensure that they are making a return and breaking even.
 - Pricing Strategy: Premium, Penetration, Bundling
 - **Place:** Where should they be selling?
 - **Promotion:** How will the students be **Advertising** their business idea?
 - Students will learn how to develop effective storyboards to advertise their business idea. (Assess students based on storyboard checklist)



- Students have the option to make a poster in order to advertise their business idea. (Assess students based on poster checklist)

Storyboard Checklist

- A story! It should have a common theme and flow.
- A message (overt and/or implied)
- Beginning, Middle and End
- The name of your company (and/or logo) must be shown
- Optional: Slogan
- 4-5 Squares in storyboard

Poster Checklist

- Overt and Implied Message
- Attention Grabbing Headline
- Clear Information
- Concise Information
- Appropriate Colours
- Uncluttered and Carefully Selected Photo(s)

Student Tasks:

- Complete the Marketing Mix
 - Product
 - Price
 - Place
 - Begin planning how the business will be promoting and advertising
- Create storyboard or poster



DAY 2: FINANCE

IMPORTANT

1. Finance is a vital aspect in entrepreneurship that needs to be understood by the students.
2. The mock income statement can be evaluated if needed.

General

- Students will learn a variety of financial formulas that are fundamental in entrepreneurship
- Students will be learning about the different elements that make up an income statement.
- There is a couple formulas that they must understand prior to the creation of their income statement:
 - Net Income
 - Profit Margin
 - Markup %

Formulas

- Revenue: $Total\ Revenue = Selling\ Price/Unit \times Units\ Sold$
 - Make sure students are selling their product for more than it costs to make!
- Expense: $Total\ Expenses = Fixed\ Cost + (Variable\ Cost/Unit \times Units\ Sold)$
- Three Main Categories for Costs:
 1. Fixed Costs
 2. Variable Costs
 3. Capital
- Break-Even:
 - $Revenue = Expenses; Net\ Income = 0$
 - $Fixed\ Costs / (Selling\ Price\ per\ Unit - Variable\ Cost\ per\ Unit)$
- $Net\ Income = Revenue - Expenses$
- $Profit\ Margin = Net\ Income / Revenue$
- $Markup\ \% = Markup\ Amount / Cost\ per\ Unit \times 100\%$

Reminder: Tax will be applicable to the mock income statement. If the sample company is eco-friendly they will only pay 6% tax opposed to 13%.



Example of income statement:

Crown Clothing Co.		
Income Statement		
For the Period Ending November 25, 2015		
Revenue		
Sales (T-Shirts)	\$220.00	
Sales (Long Sleeve)	625.00	
Total Revenue		\$875.00
Expenses		
Cost of Goods Sold	\$535.00	
Charity Donation	36.00	
Total Expenses		<u>571.00</u>
Net Income before Taxes		\$ 304.00
Tax to be Paid		<u>\$40.00</u>
Net Income		<u>\$264.00</u>

Student Tasks

- Determine all of the projected financial variables of the business idea
 - Total Cost
 - Selling Price
 - Projected Revenue
 - Break-Even
 - Sales Goal
 - Tax Rate (13% or 6%)
- Create a mock pre-order form
- Fill in mock income statement



WEEK 3:

PRESENTATION CREATION

DAY 1:

CREATING THE ELEVATOR PITCH AND BEGINNING PRESENTATION

IMPORTANT

1. Today should be about putting all of the information in their Business model canvas into an elevator pitch presentation and the final presentation. These presentations display students' sales skills and knowledge about their business idea.
2. Ensure students have caught up on all tasks so far in order to create their presentation.
3. Their elevator pitches will be presented in front of the class during their Q&A portion on the Friday of the same week.

Lesson Plan

General

- Mentors will go over criteria required for the elevator pitches.
- Elevator pitches will be **1-2 minutes** in length.
- Mentors will go over criteria for the final presentation.
- Take notes on each group's presentation preparation, This is an excellent opportunity for students to gain presentation skills before their final presentations!
- To introduce the students elevator pitches will be conducted

Elevator Pitch

We will be encouraging the mentors to do an activity with the students on this topic. The idea will be to have them come up to the class and pitch a certain topic in 1 minute or less. This will help them feel comfortable with presenting and allows them to practice pitching their business idea before the final presentation. They must meet the requirements for a good elevator pitch:



- 1) Grabber
- 2) Clearly state what they are talking about
- 3) Add important details
- 4) Provide contact information
- 5) Strong conclusion: Call to Action

Final Presentation Component Requirements:

Student's final presentation will encompass their Business Plan Outline

- Grabber
- Introduction of Business and Team
- Business Idea Description
 - Describe your product
 - Describe how it will be made/used (explain exactly which of the 4R's you've used)
 - Include pictures!
- Target Market
 - Explain your target market. Use demographics and psychographic characteristics.
 - What need/problem are you solving for your target market?
- Industry Analysis
 - Describe the market (needs, growth, trends, profitability, etc.)
 - Market research - summarized into charts and tables with descriptions of why it is relevant to your market analysis
 - Identify opportunities from your research
- Competition
 - Direct and indirect competitors
 - Competitor comparison
- Competitive Advantage and Branding Distinction
 - What is your competitive advantage over your competitors?
 - Describe your brand identity and brand image.
- Financials:
 - What will it cost to make or produce your product?
 - How much are you selling the product for?
 - What is your profit margin?
 - How many units do you need to sell to breakeven?
- Future Goals:
 - What does your business plan to accomplish by the end of this program?



Student Tasks

- Work on elevator pitches to ensure that students are confident in their business idea and know how to properly sell it.
- Begin working on the content of the final presentation. Ensure that students are following presentation tips in the curriculum.

DAY 2: CREATING THE SLIDESHOW

IMPORTANT

1. Today students will create their final presentation slideshow. Ensure that the slideshow guidelines from the powerpoint are followed!
2. They have the next week to continue working on their presentations and finish them.

Lesson Plan

General

- Mentors will go over criteria required for creating a slideshow.
- Students will learn how to record their presentations through voice memos and implement them into their slideshows.
- Students will be reminded to prepare answers to several questions pertaining to their business idea. This will help them to get a better understanding about their idea.

Student Tasks

- Create the final presentation slideshow
- Formulate a script within the five minute presentation limit.
- Record script through voice memos and add it to the slideshow
- Prior to submission. Ask mentors and teachers for feedback and suggestions on the final presentation.



Final Presentation Rubric

Business Name: _____

Member's Names: _____

Business Name: _____

CATEGORY	Insufficient	Satisfactory	Good	Excellent	Score
Business Plan Outline Components Shown in Presentation: (Business Overview, Market Analysis, Competitive Analysis, etc)	<p>Fails to mention any of the required business plan components.</p> <p>0-3</p>	<p>Mentions all business plan components, but little detail is given.</p> <p>4-8</p>	<p>Group goes into great detail of all required business plan components.</p> <p>9-12</p>	<p>Group shows an exceptional understanding of all required business plan components.</p> <p>12-15</p>	/15
Innovation and Market Feasibility Plans	<p>Business is not innovative.</p> <p>0-2</p>	<p>Business is moderately innovative.</p> <p>3-5</p>	<p>Business is innovative.</p> <p>6-7</p>	<p>Business is extremely innovative.</p> <p>8-10</p>	/10
Finance Projections/Feasibility (Numerical Data refers to costs, revenues, and other related financials)	<p>Missing or no numerical data is given. No income statement. Low revenue generated.</p> <p>0-2</p>	<p>Numerical data is insufficient or unreasonable. Income statement is there but unclear. Moderate revenue generated.</p> <p>3-5</p>	<p>Provides numerical data calculations and analysis. Income statement is done correctly. Good revenues generated.</p> <p>6-7</p>	<p>Provides numerical data calculations and analysis in a clear, concise manner. Income statement is clear & organized. Excellent revenues generated.</p> <p>8-10</p>	/10
Green Initiatives	<p>No mention of green initiatives or 4 R's.</p> <p>0-1</p>	<p>Green initiatives or 4 R's have been mentioned, but not integrated into the business.</p> <p>2</p>	<p>Green initiatives or 4 R's have been successfully integrated into the business.</p> <p>3</p>	<p>Business understands the importance of green initiatives/ 4 R's and has integrated them into the entire business.</p> <p>4-5</p>	/5
Marketing and Promotion Plans	<p>The information is disorganized or missing. Information is irrelevant or inappropriate.</p> <p>0-1</p>	<p>Information is organized, but not well constructed. No details and/or examples are given.</p> <p>2</p>	<p>Information is organized. Contains examples and details.</p> <p>3</p>	<p>Information is well executed and effective. Contains well constructed examples, and several supporting details.</p> <p>4-5</p>	/5

Total: / 45



WEEK FOUR: **WINNERS ANNOUNCED**

Final Day

Congratulations!

1. Students had the entire previous week to work on their presentation creation.
2. This week entails a one-day announcement pop-in! Project managers and the mentor team will join the classroom call to announce and congratulate winners!
3. Mentors will be in contact with groups who are moving on to YouthX.

On behalf of Youthrive, we would like to thank you for participating in our program. Because of your participation and support, we were able to promote eco-friendliness, introduce Entrepreneurship as a viable career option, and create future leaders in our city. We look forward to working with you in the future!

- Jennifer Costea and Kendal Ryan