



NEVERBORE

TEEN STARTUP TRAINERS©



CURRICULUM PREVIEW

WHAT IS TEEN STARTUP TRAINERS?

Teen Startup Trainers is a 30-hour curriculum designed to immerse teachers in the “Lean Startup” and “Design Thinking” approaches to entrepreneurship. Teachers participate as “student entrepreneurs” – working through the process of starting a venture – whether or not they intend to pursue their own entrepreneurial ideas. The program is designed to provide guidance and support for teachers as they develop their own interactive, content-specific lessons, and we incorporate culturally relevant pedagogy to meet student needs.

INTERESTED IN THE FULL CURRICULUM?

If you are interested in purchasing a license for the full Teen Startup Trainers curriculum (we have options for individuals, schools, and organizations) please connect with our team at: www.neverbore.org/contact



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Teen Startup Trainers®
NeverBore Curriculum Guide



Introduction

This curriculum is designed to immerse participants – teachers and in turn, their students – in the “Lean Startup” and “Design Thinking” approach to entrepreneurship. Participants will work through the process of starting a venture – *whether or not* they intend to pursue their own entrepreneurial ideas. During the 30-hour course, participants will interview customers and develop prototype products, marketing plans, product pitches and booths for a mock “Trade Show.”

The following lesson is a preview of Session 4, where participants begin the ideation process for their startup ventures.

List of Sessions

Monday	<ul style="list-style-type: none">• <i>Session 1</i> Creative Juices• <i>Session 2</i> The Iterative Model• <i>Session 3</i> The Teen Startup Trainers Curriculum• <i>Session 4</i> You and Your Customer
Tuesday	<ul style="list-style-type: none">• <i>Session 5</i> What’s the Problem?• <i>Session 6</i> What Your Customer Needs• <i>Session 7</i> Surfacing Your Assumptions• <i>Session 8</i> Testing Your Assumptions
Wednesday	<ul style="list-style-type: none">• <i>Session 9</i> A Tough Customer• <i>Session 10</i> Red Light, Green Light, Yellow Light• <i>Session 11</i> Redefining Failure• <i>Session 12</i> Back to the Drawing Board
Thursday	<ul style="list-style-type: none">• <i>Session 13</i> Show Me the Money• <i>Session 14</i> Can I Get Some Help?• <i>Session 15</i> Developing Your Prototype• <i>Session 16</i> Ready for the Show
Friday	<ul style="list-style-type: none">• <i>Session 17</i> Marketing: All About the Information• <i>Session 18</i> Trade Show• <i>Session 19</i> What’s Next• <i>Session 20</i> Lean Startup and Teens



Session 4: You and Your Customer

Summary: In this lesson, participants begin the idea-generation process for their own mock (or real) startups. In the Lean Startup method, an entrepreneur's first step is to identify problems, needs and "pain points" in the community. We'll focus on questions like: What does your customer need or want? What are his/her pain points? What would make his/her "jobs" easier? The second step is to identify your own skills, capacities, interests and knowledge – and use them to begin generating potential solutions.

***The lesson is modified for this session.*

Procedures:

1. (*Show Slide 7*) Ask participants: What is a need in your school or community? (*Answers will vary*) Explain that sometimes students have difficulty answering this question, even though there are things they complain about all the time. They don't necessarily make the connection between a need and something they could do to remedy it. Remind them that every new innovation was made to solve a problem – often to improve efficiency and convenience or lower costs. (*Show Slide 8*) Ask participants to think/pair/share on this expanded list of questions, and ask for suggestions of additional questions:
 1. What wasted your time today?
 2. Who needed help today?
 3. What did you complain about today?
 4. What happened today that was interesting or unusual?
 5. I wish somebody would _____
 6. I wish there was some way I could _____
 7. One way to improve my school or community is _____
2. Ask participants to share out all of the needs and problems they identified, recording them as a list on chart paper. If individuals start to name products or solutions instead (*"Make the left turn arrow on Main St. last longer"*) record those on a different page, and at the end ask participants to rephrase them with a focus on the need or problem (*"I'm late because I get stuck too long at that traffic light"*) At the end, ask participants: Which needs on the list are most severe? (*Answers will vary*) Which needs do you think you could most easily address, with your skills and knowledge? (*Answers will vary*) Which needs could you address, if you were able to hire people with technical skills? (*Answers will vary, but more should be possible*)
3. Explain that in addition to identifying needs, it's important to identify your own skills and abilities, which might be more extensive than you think. *Value Proposition Design* talks about matching your Customer Profile to your own Value Map. It's not unusual for teenagers to think they "don't know how to do anything" – because they are too seldom asked to solve problems for themselves. (*Show Slide 9*) Hand out Activity 4.1 Explain each section of the grid:
 - **Who I am** – What are your talents? What are your passions? What is your personality like?



- **What I know** – Distinguish explicit skills/knowledge (*I can draw realistic sketches of people, I know how to code in C++*) from implicit skills/knowledge (*I'm good at helping people resolve arguments, I have a good sense of direction*) Teenagers are often slow to recognize their implicit skills and knowledge, the stuff they've learned or absorbed without really trying.
 - **What I like to do** – How do you spend your free time? What do you wish someone would pay you to do? What would you do with \$1000?
 - **What I want to learn** – Your skills/knowledge are not finite – you can add to them. If you want to solve a problem but don't have the technical skills, where could you get them? And would you be willing to do it? (**Note – you may want to frame this square as part of the "growth mindset" approach, which we will circle back to.*)
4. Ask participants to spend about 5-10 minutes individually mapping their skills on this grid, then share with a partner and ask each other follow-up questions to encourage a longer, more detailed list. Sometimes it helps to think about moments in your day when you wish people would listen to you more. (*"I suggested rearranging the lunch tables this way, but no one listened."*) What skills and knowledge are hidden in your day-to-day expert ideas?
 5. Debrief Day One with a formative assessment on the Lean Startup method.
 6. **Homework:** Interview 3-5 friends/neighbors/colleagues/family members to identify current needs, problems or pain points. Use the questions from Slide 8, reprinted on Activity 4.2. (It's best to take notes on separate paper, so you have plenty of room to record what people say.)



Activity 4.1 Skills Mapping

Who I am	What I know Explicit skills/knowledge Implicit skills/knowledge
What I like to do	What I want to learn



Activity 4.2 Problem Interviews

Instructions: Interview 3-5 people you know to identify some of their current needs/problems.

1. What wasted your time today?
2. Who needed your help today?
3. What did you complain about today?
4. What happened today that was interesting or unusual?
5. I wish somebody would...
6. I wish there was some way I could...
7. One way to improve my school or community is...

