

# TRUST YOUR CRAZY IDEAS CHALLENGE



THE  
**BREESDREAM**  
FOUNDATION



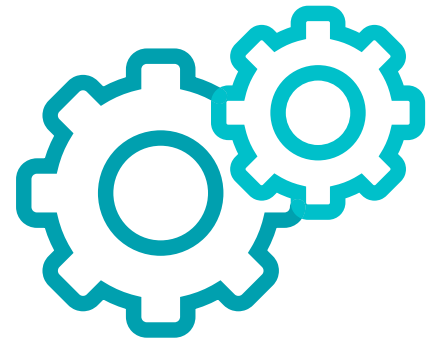
Junior  
Achievement™  
of Greater New Orleans

# JA CATALYST

## FALL IDEATION CURRICULUM

## TEACHER/VOLUNTEER GUIDE

# WELCOME



Thank you for your commitment to Junior Achievement and the Trust your Crazy Ideas Challenge and welcome to JA Catalyst! Trust Your Crazy Ideas Challenge is a partnership between the Brees Dream Foundation and Junior Achievement. Junior Achievement USA (JA; JA USA) is a nonprofit organization financed by businesses, foundations, government, and individuals. Since its founding in 1919, Junior Achievement has contributed to the business and economic education of more than 100 million young people around the world.

## ACKNOWLEDGEMENTS

Junior Achievement of Greater New Orleans would like to thank the Brees Dream Foundation for their continued partnership and support of Trust Your Crazy Ideas Challenge. We also gratefully acknowledge MaxHome, Capital One Bank, and Chick-Fil-A for their support. We would like to thank Idea Village, Loyola University New Orleans Center for Entrepreneurship and Community, trepwise, Tulane University, TEDx and others who helped develop JA Catalyst. A special thank you to Jordan Garcie, Sam McCabe, Laurie Young, Theodore Lee, Denny Bro, Larry Washington, Eric Walter, Lisa Reames, and Francesco Russo, who each contributed to the development of JA Catalyst.

## SOURCES

This program was developed by Junior Achievement of Greater New Orleans and written by Jordan Cressy, Director of Impact and Innovation. Edited by Melissa Binder, Executive Vice President.

Sources of information for the JA Catalyst program materials are:

- Strategyzer- Business Model Canvas
- TEDx
- UINOV8X
- trepwise
- Amazon
- JA Our Nation
- Entrepreneurship in the Wild: A Startup Field Guide Kindle Editio by [Felipe G. Massa](#)
- And many others

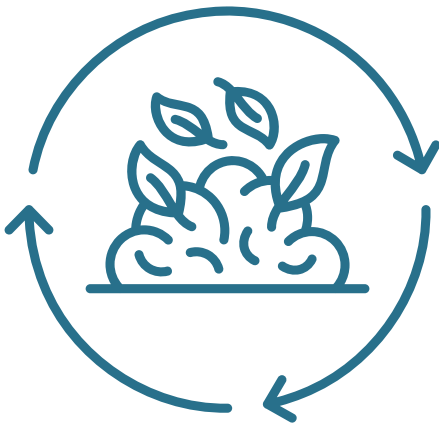
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# THE INNOVATORS OF TOMORROW SOLVING THE PROBLEMS OF TODAY.



**We are challenging our young entrepreneurs to look at the environmental and social problems of today: rising coastlines, warmer climate, pollution, clean water, and more; and create a "Crazy Idea" that tackles these issues head-on!**

## **Social Entrepreneurs build businesses around social and environmental solutions.**



For example, Schmelly's Dirt Farm is a local composting company. Customers pay a monthly fee to have their compostable organic trash (greens, eggshells, coffee grounds, dead leaves, and more) collected. Schmelly's composts this organic trash into highly rich soil and sells it to gardeners. Companies like Schmelly's prevent tons of organic trash from going into landfills in plastic garbage bags that will take years to decompose.

## **What Problems Can my Crazy Idea Solve?**

- Waste management (landfills)
- Single-use plastics (water bottles, shampoo containers, toothpaste tubes)
- Energy saving/efficiency
- Access to healthy foods & neighborhood food deserts
- Efficient transportation
- Protecting biodiversity: protecting bees and other pollinators; plants and animals
- Deforestation: protecting wildlife/ecosystems
- Natural disaster preparedness: fire, flood, excessive heat, ice
- And so many more!

For more information on sustainable business building, check out this blog from Harvard Business School: <https://online.hbs.edu/blog/post/business-sustainability-strategies>

# JA CATALYST: SESSION OVERVIEW

	OBJECTIVES	ACTIVITIES
SESSION 1: Discovery	<ul style="list-style-type: none"><li>• Students can identify traits of entrepreneurs.</li><li>• Students can define and identify customer segments and their pain points.</li><li>• Students can use brainstorming techniques to solve problems and innovate on existing products.</li></ul>	<p>Innovation Lab Students will create a product or service to solve the problem assigned by their instructor.</p> <p>Case Studies: #1 Zara's App #2 Customer Pain Points</p>
SESSION 2: The Problem	<ul style="list-style-type: none"><li>• Students will explore issues and identify specific customer pain points.</li><li>• Students can break down big problems into smaller pain points.</li><li>• Students can identify problems they are interested in solving and create a solution.</li></ul>	<p>Breaking Down Big Problems</p> <p>Part I- Students will breakdown a big problem of their choice, identifying the customers impacted by the problem and their specific pain points.</p> <p>Part II- Students will select 2 pain points and brainstorm 3 possible solutions. Students will identify which problem they want to tackle with their crazy idea.</p>
SESSION 3: The Business Model Canvas	<ul style="list-style-type: none"><li>• Students will learn about the Business Model Canvas</li><li>• Students will be able to define each segment of the canvas.</li><li>• Students can create a business model for a sample company</li><li>• Students can create a business model canvas for their own Crazy Idea.</li></ul>	<p>Business Model Canvas</p> <p>Part I- Students will create a sample business model canvas for Zara's case study app.</p> <p>Part II- Students will create a business model canvas for their own crazy idea.</p>

# JA CATALYST: SESSION OVERVIEW

	OBJECTIVES	ACTIVITIES
SESSION 4: Anatomy of a Pitch	<ul style="list-style-type: none"><li>• Students can explain the purpose of a start-up pitch and identify the elements of a start-up pitch.</li><li>• Students can write their opening lines and use power poses to be more effective public speakers.</li></ul>	<p>Writing Your Opening Lines Students will draft the opening for their pitch.</p> <p>Title Slide Students will design their title/cover slide and use the opening lines they drafted to write the script for this slide.</p>
SESSION 5: Building the Pitch Part I	<ul style="list-style-type: none"><li>• Students can identify their problem, solution, and market.</li><li>• Students can apply their knowledge of pitch structure to create their problem, solution, and market sides.</li></ul>	<p>Problem, Solution, Market, Competition slides Students will design each slide and draft their script for each slide.</p>
SESSION 6: Building the Pitch Part II	<ul style="list-style-type: none"><li>• Students can identify their business model, create a Go-to-Market strategy, and calculate their Ask.</li><li>• Students will also write a team description and summary slide.</li></ul>	<p>Your Go-to-Market Strategy Students will map their product's journey from early adopters to mass market.</p> <p>Business Model, The Ask, Team &amp; Conclusion slides Students will design each slide and draft their script for each slide.</p>
SESSION 7: Make the Pitch!	<ul style="list-style-type: none"><li>• Students can pitch their crazy ideas.</li><li>• Students can use a rubric to score their peers' pitches.</li></ul>	<p>Pitch Day Students will use pitch rubrics to grade each other's pitches.</p>

# JA CATALYST

## SESSION 1: DISCOVERY

Instructor Guide

### SET UP

To help students develop their crazy ideas, you will first help students understand how entrepreneurs use problem-solving to create businesses. In the first two sessions of JA Catalyst, your students will learn the basics of entrepreneurship and develop skills to become innovators.

**For additional information, please refer to the Trust Your Crazy Ideas Challenge website: [www.trustyourcrazyideaschallenge.org](http://www.trustyourcrazyideaschallenge.org).**



Introduce yourself to the class.

Explain to students that today they will be working together to brainstorm "Crazy Ideas" that they could develop into a business.

Tell them that you will be using JA Catalyst, a Junior Achievement program, to help them learn about entrepreneurship and get inspired to create their own product or service.

### Show Trust Your Crazy Ideas Challenge YouTube Video

Remind students that TYCIC is not only an opportunity to learn but an opportunity for them to develop a business idea, make important connections, and win up to \$15,000 in continuing education funds.

### Show 'What is The Trust Your Crazy Ideas Challenge' Slide

Students may have had a JA Launch Lesson with a local entrepreneur, which is an optional Step 1. Step 2 is participating in JA Catalyst (this class) and submitting their idea on the TYCIC website.

20 semi-finalist teams will move on to Step 3, the JA Idea Accelerator. JA Idea Accelerator is an 8-week accelerator course that will help students create a pitch. The accelerator culminates in the Big Pitch, our local pitch competition. The New Orleans winner of the Big Pitch then goes on to represent New Orleans in the state finals.

Optional: Show Guy Kawasaki at TEDxBerkeley 2014: "The Art of Innovation" Video (21:16).

## SESSION PREP

### MATERIALS:

- Laptop with internet access and a projector
- Access to YouTube
- Student Innovative Ideas Graphic Organizer
- Sticky-notes

### Objectives:

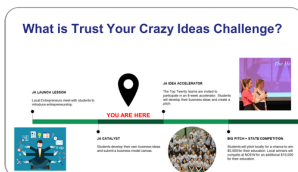
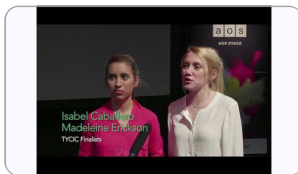
- Students can identify traits of entrepreneurs.
- Students can define and identify customer segments and their pain points.
- Students can use brainstorming techniques to solve problems and innovate on existing products.

### Key Terms:

- **Entrepreneur:** a person who starts a business.
- **Business Model:** a plan for how your business will successfully create a product and sell that product.
- **Customer Segments:** a group of potential customers with common defining traits.
- **Pain-point:** your customers' specific problems and concerns.
- **Product Market Fit:** achieved when you find the right solution for your customers, creating a demand in the marketplace for your product.
- **Problem Validation:** when the problem you are trying to solve is verified by your customer's real pain-points or concerns.

**Video links have been compiled at:**  
<https://www.trustyourcrazyideaschallenge.org/curriculum>

Please be sure to preload all video content in this session prior to getting started.



You may choose to watch this video with your students for additional enrichment. It is optional.



Tell students that today you are going to talk about where entrepreneurs get their crazy ideas. Ask students to raise their hands if they already have a crazy idea. Ask any student to share their idea and talk about what inspired them.

*"Every Big Idea- from the telephone to the electric car- is a solution to a problem. Good entrepreneurs are able to identify problems and come up with solutions that customers will want to use. These solutions become the products 'sold' by a successful business.*

*Turning a great solution into a product requires a strong business model that tells us how the product will be made, and how it will be marketed and sold to customers. Without a strong business model, even the best ideas can flop.*

*Over the next few sessions, you'll learn how to identify problems, how to turn solutions into products, and how to build a business model to make that Big Idea into a great startup!"*



**Show 'Entrepreneurs Create' Slide**

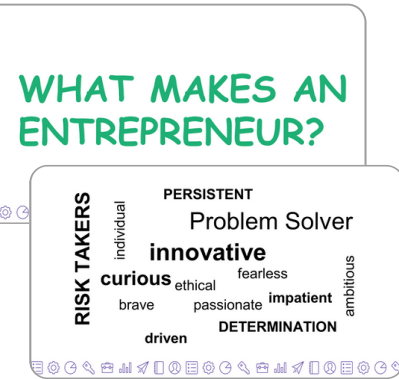
Ask the students to brainstorm what problems these companies have solved:

**Apple:** Personal computers were difficult to use, so Apple created a personal computer with an easy-to-use user interface.

**Nike:** Nike's founder wanted to make an athletic shoe that gripped like track spike cleats. In the ensuing decades, Nike would expand its market beyond athletic equipment and apparel to fashion. In addition to providing sportswear for athletes, Nike helps its customers express their personalities through fashion.

**Spotify:** Spotify gives customers a central streaming platform to listen to their favorite artists. Spotify also gives creators access to a large listener base and helps up promote artists.

**Show 'What Makes an Entrepreneur' Slide.**



Ask the students to brainstorm what traits entrepreneurs possess. Click through the slide to reveal words.

Focus on the word INNOVATIVE. Explain that being innovative means thinking of new ways of doing things. We'll get started today by looking at three common objects and coming up with as many brand new uses for those products as we can.



**ACTIVITY #1: INNOVATION LAB (15 MIN)**

**OBJECTIVE:** Students will learn to solve problems with innovative solutions.

**INSTRUCTIONS:** Assign pairs of students to a specific card. Cards represent problems to be solved or products to be innovated on. Explain to students that each team will need to come up with a product or service that either "solves it" or "makes it better". Students will use the graphic organizer in their workbooks. Students will also illustrate a prototype of what their product could look like.

In your own words, explain the problem you are trying to solve.	Who is your potential customer?	What is your solution? Describe your product or service here.
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# SESSION 1: DISCOVERY

## ACTIVITY 1: INNOVATION EXPERIMENT

Solve it:

Trash and litter cause problems for drainage in catch basins around our city.

Solve it:

Young people have trouble 'unplugging' from social media.

Solve it:

Many adults have trouble using or troubleshooting their computers and devices.

Solve it:

Safety while using rideshare apps.

Solve it:

Learning to cook healthy food is hard.

Solve it:

Sports equipment is expensive

Make it better:

Breakfast on the go.

Make it better:

Taking notes.

Make it better:

Getting a job.

Make it better:

Public transportation.

Make it better:

Learning online.

Make it better:

Libraries





### Show 'Experiment' Slide

*"Throughout the process of becoming an entrepreneur, you'll constantly test your theories about what your customers want and the best ways to reach them. You'll need to confirm that the problem you are trying to solve actually affects enough people and that your customers will value your solution above all others. These experiments are the foundation for lean startup methodology, which requires entrepreneurs to test their ideas with their customers and innovate based on what they have learned."*

*"If a solution does not address customers' specific pain points, or their specific reasons for having the problem, those customers will not use the solution and the company will fail. By identifying customers' needs first and tailoring your solution to their needs, you'll have the best shot at creating a successful product."*

### Case Study #1 Zara's App

#### Objectives:

Read over Zara's app idea with your class and conduct your own customer interview with students to determine if Zara's problem can be verified with the customer segment she has identified, high school students.

You'll use the questions below to create an organic conversation about your students' study habits. The questions are meant to guide your conversation but each group of students will have different answers.

Conclude whether Zara's assumptions about her customers are true. Do high school students have trouble finding places to study their study groups?

Typically, your interview will prove that the majority of your students do not have this problem. However, students should be able to use what they have learned during the interview to come up with a new version of Zara's app.

*"Young entrepreneur, Zara, has an app idea that would help high school study groups find great places to study like libraries, coffee shops, or other meeting spaces. She will build in great features like peak hours and student reviews.*

*As a student herself, she knows that finding a quiet place to study is important and helps her whole group get more done."*

#### Ask Students:

*"Does this sound like a good idea to you?"*

Accept nonverbal responses

*"Great! Let's test Zara's theory. We'll use our group since you are the customer segment (high school students) that Zara has in mind. I am going to ask you a few questions. Please raise your hand to answer."*

## CASE STUDY #1 STUDYBUD



Young entrepreneur, Zara, has an app idea that would help high school study groups find great places to study like libraries, coffee shops, or other meeting spaces. She will build in great features like peak hours and student reviews.

As a student herself, she knows that finding a quiet place to study is important and helps her whole group get more done.

# SESSION 1: DISCOVERY

## CASE STUDY #1: STUDYBUD

### STUDENT INTERVIEW QUESTIONS:

Students should raise their hands to indicate 'yes'. Call on students to learn why they have answered positively or negatively to your questions. Feel free to add follow-up questions to bring out more information on your students' study habit/wants and needs.

### ASK THE CLASS:

- How many of you feel really confident and prepared when you take a test?
  - Why? Why not?
- Do you feel like you are good at studying?
  - Why or why not?
- How many of you have used another classmate's notes to study?
- Do you know a good notetaker who would let you borrow their notes in each class?
- How many of you have had a classmate explain a lesson to you better than your teacher?
  - Why?
- How many of you have had bad experiences with working in groups?
  - Why?
- How many of you have had a great experience working in groups?
  - Why?
- How many of you have a study group?
  - Why? Why not?
  - Why don't you study with friends?

Summarize what you have learned about your students based on this interview. Ask students if any information surprised them.

Ask your students again whether they think Zara's app idea is a good one.

Ask them why they do or do not like the idea, now that they have participated in this interview.

Ask them to complete the question in their workbook: "Based on class polling, is this a good problem to solve for high school students? Why or why not?"



### Show 'Customer Segments' Slide

*"To try to understand our potential customers' pain points, we need to try to identify and understand who our customers are. We break down those customers into groups based on specific characteristics like age, gender, or interests. We call these groups, Customer Segments. You will often hear of these groups referred to as the "target market" because every decision we make, from how the product works to how it is sold, should be aimed at those customers."*

Remind students that their solution needs to appeal to enough customers to support their business- so if they are having trouble identifying customer segments, they may want to consider if their problem is good enough. This process of researching customer segments and pain points is called problem validation.

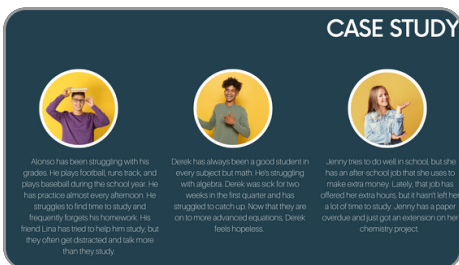
### Show 'Case Study #2' Slide

Read the following case study aloud:

**Alonzo - Alonzo has been struggling with his grades. He plays football, runs track, and plays baseball during the school year. He has practice almost every afternoon. He struggles to find time to study and he's bad at taking notes. His friend Lina has tried to help him study but they often get distracted and talk more than they study.**

**Derek - Derek has always been a good student in every subject but math. He's struggling with algebra. Derek was sick for two weeks in the first quarter and has struggled to catch up. He doesn't have any friends in his class to borrow notes from. Now that they are on to more advanced equations, Derek feels hopeless.**

**Jenny - Jenny tries to do well in school but she has an after-school job that she uses to make extra money. Lately, that job has offered her extra hours but it hasn't left her a lot of time to make the notecards she usually uses to study. Jenny is great at math but needs help with other subjects.**



Alonzo has been struggling with his grades. He plays football, runs track, and plays baseball during the school year. He has practice almost every afternoon. He struggles to find time to study and frequently forgets his homework. His friend Lina has tried to help him study, but they often get distracted and talk more than they study.

Derek has always been a good student in every subject but math. He's struggling with algebra. Derek was sick for two weeks in the first quarter and has struggled to catch up. Now that they are on to more advanced equations, Derek feels hopeless.

Jenny tries to do well in school, but she has an after-school job that she uses to make extra money. Lately, that job has offered her extra hours, but it hasn't left her a lot of time to study. Jenny has a paper overdue and just got an extension on her chemistry project.

# SESSION 1: DISCOVERY

## CASE STUDY 2: CUSTOMER PAIN POINTS

### IDENTIFY CUSTOMER SEGMENTS' PAIN POINTS:

As a class, work together to identify the problem these students are facing. Then, breakdown painpoints for each individual customer. Students should record these answers in their student workbook.

#### ASK STUDENTS:

*"How would you categorize these students as a single customer segment?"*

a: Students, high school students, teenagers, etc.

*"What would you say the overall problem is for these students?"*

a: Each student is struggling in school.

*"What are Alonzo's specific pain points?"*

a: Alonzo struggles with time management because of his extracurricular activities. He is also unable to study with friends because they get distracted.

*"What are Derek's specific pain points?"*

a: Derek missed two weeks of school and is having trouble catching up. He isn't very good at math.

*"What are Jenny's specific pain points?"*

a: Jenny also has time management issues juggling work with studying. She could also use help in every subject but math.

Explain to the class that their solution should address their customers' pain points and provide a solution that solves this problem.

*"If your product or service does not address the needs of your customers, they will not use it. If you feel that you are solving an important problem but can't identify your customers' specific pain points, try switching customer segments. If you cannot identify a customer segment whose specific pain points you are addressing, you may need to change your problem. Remember, even if a customer doesn't tell you what you want to hear during an interview, they are giving you valuable insight into their lives. Use this insight to identify a problem that you think your customers will use."*



#### Show 'Product Market Fit' Slide

*"Entrepreneurs test hundreds of versions of their product with their customer segments. Each iteration (version) teaches them more about the needs and pain points of their customers. Once you have matched a product with the customer segments who value your solution and loyally use your product for the price you've set, you've achieved product market fit!"*

#### END OF SESSION 1

# JA CATALYST: SESSION 2

Instructor Guide

## SET UP

The focus of Session 2 will be for students to learn how entrepreneurs use problem-solving to generate their crazy ideas.

**Please be sure to preload all video content in this session prior to getting started. Use sticky notes to add to slides when needed.**



Explain to the students that in this section, they will start to brainstorm innovative ideas for their Trust Your Crazy Ideas Challenge entry.

### Play Video (15:15)

Ask students:

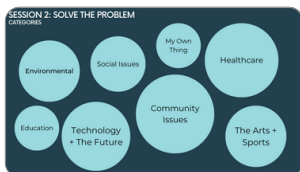
1. Define user innovation.
2. Can you think of a time when you created your own innovation?
3. What problems do you encounter in your daily life? Is there an opportunity to solve them with a product or service?



### Flip to the 'Circle' Slide

*"Today we are going to look at different areas you can explore to find the problem you'd like to solve. The problem you choose can be anything from 'plastics in the ocean' to 'alarm clocks put me in a bad mood when I wake up'. This problem will drive your innovation and as you explore your problem, you'll find unique insights into the needs of your customers."*

*Entrepreneurs who create solutions to social, cultural, or environmental issues are called social entrepreneurs.*



Allow students to explore each category of issues and brainstorm specific problems they could solve within each. Each slide has a blank space for you to brainstorm additional issues. Note to students that many issues appear in multiple categories.

### Tell students:

*"As we go through each category, think about who is impacted by these issues. Those people are potential customers for your solution. Groups of your potential customers that share a set of characteristics are called customer segments. Getting to know your customer segments will help you to understand their needs and create a product or service that they will value and spend their money on."*

## SESSION PREP

### Materials:

- Laptop with internet access and a projector
- Access to YouTube
- Sticky-notes
- Student Innovative Ideas Graphic Organizer

### Objectives:

- Students will explore issues and identify specific customer pain points.
- Students can breakdown big problems into smaller pain points.
- Students can identify problems they are interested in solving and create a solution.

### Key Terms:

- Innovation: to create something new, original, or groundbreaking.
- User Innovation: innovations created by individuals solving their own problems.
- Social Entrepreneur: an entrepreneur whose venture has a positive impact on their community, environment, or society.

### Video links have been compiled at:

[www.trustyourcrazyideaschallenge.org/videos](http://www.trustyourcrazyideaschallenge.org/videos)

## Environment

CLEAN DRINKING WATER	AIR POLLUTION	THREATENED BIODIVERSITY
NATURAL DISASTERS	CLIMATE CHANGE	CLEAN ENERGY
DEFORESTATION	WASTE DISPOSAL	MICROPLASTICS

## Social Issues

EDUCATION	JUSTICE	EQUALITY
HOUSING	FOOD INSECURITY	SAFETY
POVERTY	DIGITAL DIVIDE	MICROPLASTICS

## Healthcare

AGING/ELDER CARE	COST OF HEALTHCARE	MENTAL HEALTH
SUBSTANCE ABUSE	EQUITY IN HEALTHCARE	ACCESSIBILITY
CARE IMPROVEMENTS		

## The Arts + Sports

EDUCATION	FINANCIAL SUPPORT	ACCESS
SAFETY	COMMUNITY	FACILITIES
PROMOTION		

## Technology + The Future

EDUCATION	JUSTICE	EQUALITY
PRIVACY	ARTIFICIAL INTELLIGENCE	HYDROGEN FUEL
NEW TECH	SPACE	SOCIAL MEDIA
MENTAL HEALTH		

## My Own Thing

WORK	SCHOOL	HOBBIES
YOUR PASSION	FAMILY + FRIENDS	EVERYDAY INCONVENIENCES

## Community

EDUCATION	JOB AND OPPORTUNITY	ROADS + INFRASTRUCTURE ISSUES
SAFETY	EQUITY AND ACCESS	CLIMATE ISSUES
HURRICANES + FLOODING	FOOD DESERTS	

## Education

EQUITY + ACCESS	TEACHERS LEAVING TEACHING	TECHNOLOGY
STANDARDIZED TESTING	FUNDING FOR THE ARTS	SCHOOL SAFETY
STUDENTS FALLING BEHIND	BULLYING	MENTAL HEALTH



## BREAKING DOWN BIG PROBLEMS

Choose one issue to explore together. You'll want to brainstorm customer segments, or groups of people with shared characteristics, affected by this issue. Choose one customer segment to focus on and list specific pain points those customers may have.

*"Thinking of problems as customers' pain points will help you to breakdown big problems into smaller solvable bites. While you may not be able to come up with a solution that eliminates the issue altogether, you should be able to address specific problems your target customers face."*

For example, Alonzo, Derek, and Jenny were each struggling in school but had specific reasons for struggling. If we look back on their pain points, we may notice that each student needs help studying.

### Show 'Shubham Banerjee & Intel Edison | Meet The Makers' Video

#### Ask students

##### What was the problem this student solved?

a: People with visual impairments often read braille but braille printers are too expensive for most people to purchase.

##### Who are the customer segments for his product? What were their pain points?

a: The visually impaired community, schools, offices, and government buildings. Braille printers are costly and inaccessible.

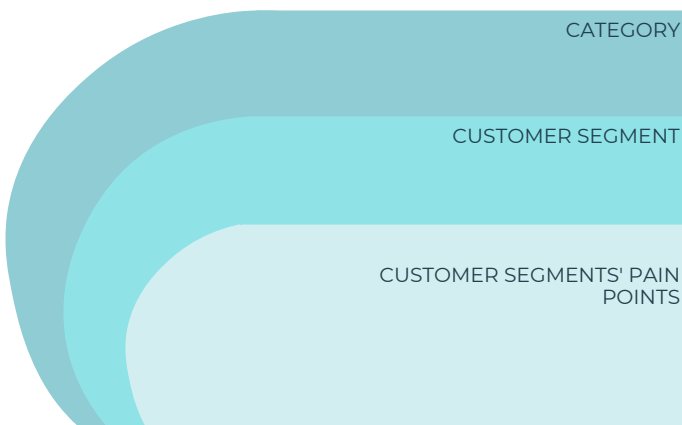
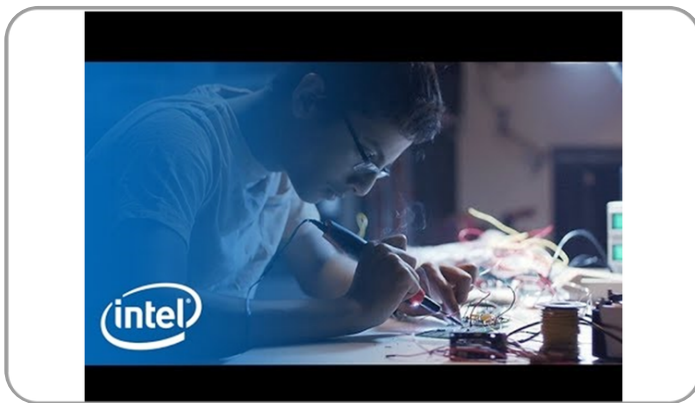
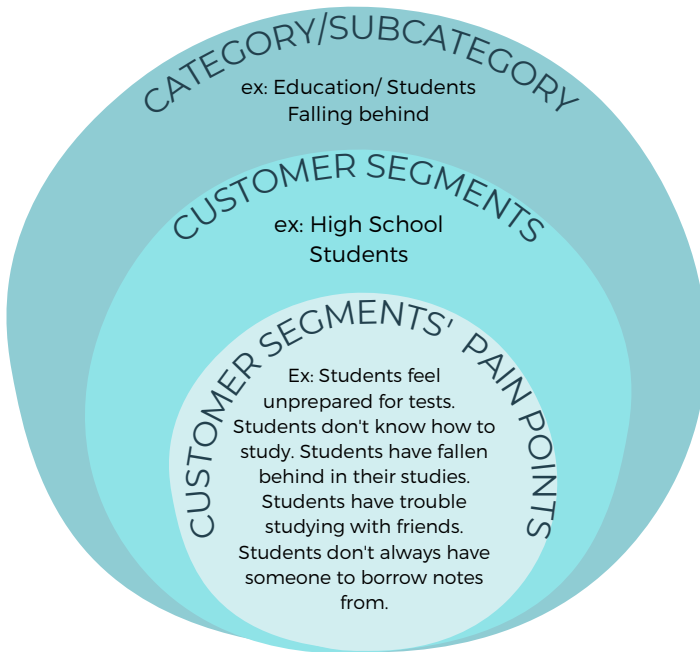
##### How did this student break down the bigger issues related to accessibility for the visually impaired?

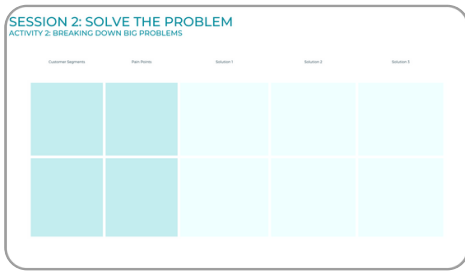
a: The student chose to focus on solving the issue of home printing. While this doesn't solve every problem visually impaired people face, it does help create more access.

## ACTIVITY #2 PART I: IDENTIFY THE PROBLEM (15 MIN)

**OBJECTIVES:** Students will deep dive on an issue they are interested in exploring. They will identify key stakeholders as customer segments and will brainstorm those customer segments' specific needs and pain points.

**INSTRUCTIONS:** Allow students to work independently or in groups to choose an issue to explore. Students should ask themselves, who is impacted by this problem? And breakdown the problem into specific pain points.





Ask students to share which category they chose and what customer pain points they identified.

Tell students that in the second half of this activity, they will choose two pain points and brainstorm 3 solutions for each pain point. Remind students that the pain points they are trying to solve should be simplified to their most basic needs.

*"For example, Alonzo's practice schedule makes it hard for him to find time to study. One of his main pain point is not having time. Possible solutions include: quitting some sports, waking up earlier to study, or creating a time management system so that he wastes less time throughout the day and can use that time to study. Remember, you can't solve every problem for every customer! Choosing the best problem with the best solution for customers is the goal."*

## ACTIVITY #2 PART II: BRAINSTORMING SOLUTIONS

(15 MIN)

**OBJECTIVES:** Students will brainstorm solutions for the pain points they identified in the first part of this activity.

**INSTRUCTIONS:** Students will choose two pain points and brainstorm three solutions for each one.

Customer Segments	Pain Points	Solution 1	Solution 2	Solution 3
EX: High School Students	Alonzo gets distracted when studying with friends	Study Alone	Find a study partner by posting on a community board	An app that helps high school students find compatible study partners

Call on students and ask them to share one of their solutions. Use the problem validation questions from session one to ask them more about their problem and solution.

*Can you describe the problem you are trying to solve?*

ex: High school students often have trouble finding partners to study with.

*Are there enough potential customers impacted by this problem? If so, how many?*

ex: Yes, there are thousands of high school students in Louisiana.

*Will your customer pay for your solution?*

ex: I believe schools may pay for this solution for their students.

*Are they solving this problem for themselves, without your help? If so, how?*

ex: Posting on bulletin boards, or matched by counselors or teachers.

*Is your potential customers' current solution better (easier, cheaper, or more convenient ) than your solution?*

ex: No, it isn't working on a large scale.

## ACTIVITY #2 PART II: BRAINSTORMING SOLUTIONS (CONT.)

Once students have analyzed their own solutions, ask them to pick one to move forward with as their crazy idea.

### CRAZY IDEA

Problem	Customer Segments	Description of your product/service solution





### END SESSION 2

# OPTIONAL DEEPER DIVE

Once you have settled on your crazy Idea- research competing products and companies on the internet. Every idea will have some competition. Learning from your competitors is a great way to innovate! Complete the optional activity below to learn how to innovate around your competition and win more customers.

## OPTIONAL ACTIVITY: SWOT Competitive Analysis

Use an online search to look for products and services that are similar to yours. Answer the following questions about that product and compare that product to your own. What is that product/service doing better? What are you doing better? How can you improve an existing product? Remember to think about your customers' pain points, wants, and needs!

	YOUR BIG IDEA	COMPETITION
 <p><b>STRENGTHS</b></p> <p>What unique value do you offer your customers? Why is your solution the best for your customers?</p>		<p>What is unique about your competitor's product? What actions are they taking to attract and keep customers?</p>
 <p><b>WEAKNESS</b></p> <p>What challenges do you face in trying to develop your product? Why might a customer choose your competitor's product over yours?</p>		<p>Where do you see room for improvement? What are they not doing well?</p>
 <p><b>OPPORTUNITIES</b></p> <p>Where can you innovate to make your product stand out? Where can you improve on your competitor's ideas? Are there any trends you can utilize?</p>		<p>Is your competitor expanding? How are they growing? Are there any trends that they are responding to?</p>
 <p><b>THREATS</b></p> <p>What threats could harm you? Why might your competitor win customers over you?</p>		<p>What challenges do you see your competitor facing?</p>

# JA CATALYST: SESSION 3

## Instructor Guide

### SET UP

The focus of Session 3 is to teach students about the business model canvas and how to use it. Students will watch videos and will create a template of questions for each segment. In this session, students will work on a sample Business Model Canvas before completing their own.

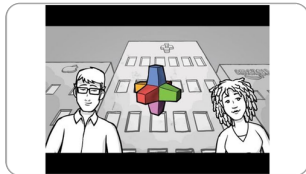


Explain to the students that in this section, they will learn to use an important tool called the business model canvas.

Explain that they may be familiar with or have written a business plan in the past. A business plan is a report that details how a business will earn money, gain customers, and how the business will become profitable.

*"The business model canvas is a visual diagram that maps out how you will create and sell your product. The diagram shows entrepreneurs how each element of their business works together and how changes can impact the rest of the model."*

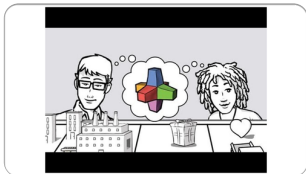
*"Unlike a business plan, a business model canvas allows you to test your business idea to make sure that your plan can be sustainable and ultimately profitable."*



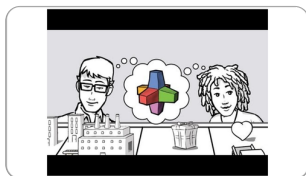
Explain to students that today they will become familiar with the canvas.

### Play Videos (3 total) (8:34)

- Ask students:
  1. What was the value proposition for the airline?
  2. What was their competitive advantage?
  3. Who were the customer segments?



1. The value proposition for the airline is a low-cost airline with few amenities for travelers to keep the cost of the flight at a minimum.
2. Their competitive advantage is that they are the cheapest option.
3. Their customer segments are thrifty travelers.



## SESSION PREP

### Materials:

- Laptop with internet access and a projector
- Access to YouTube
- Sticky-notes
- Student Innovative Ideas Graphic Organizer

### Objectives:

- Students will learn about the business model canvas
- Students will be able to define each segment of the canvas.
- Students can create a business model for a sample company
- Students can create a business model canvas for their own crazy idea.

### Key Terms:

- **Business Model Canvas:** a tool used by entrepreneurs to map their business ideas. The canvas shows how each element of a business is interconnected and can be used to test an idea.
- **Competitive Advantage:** individual attributes that make your product better than the competition.

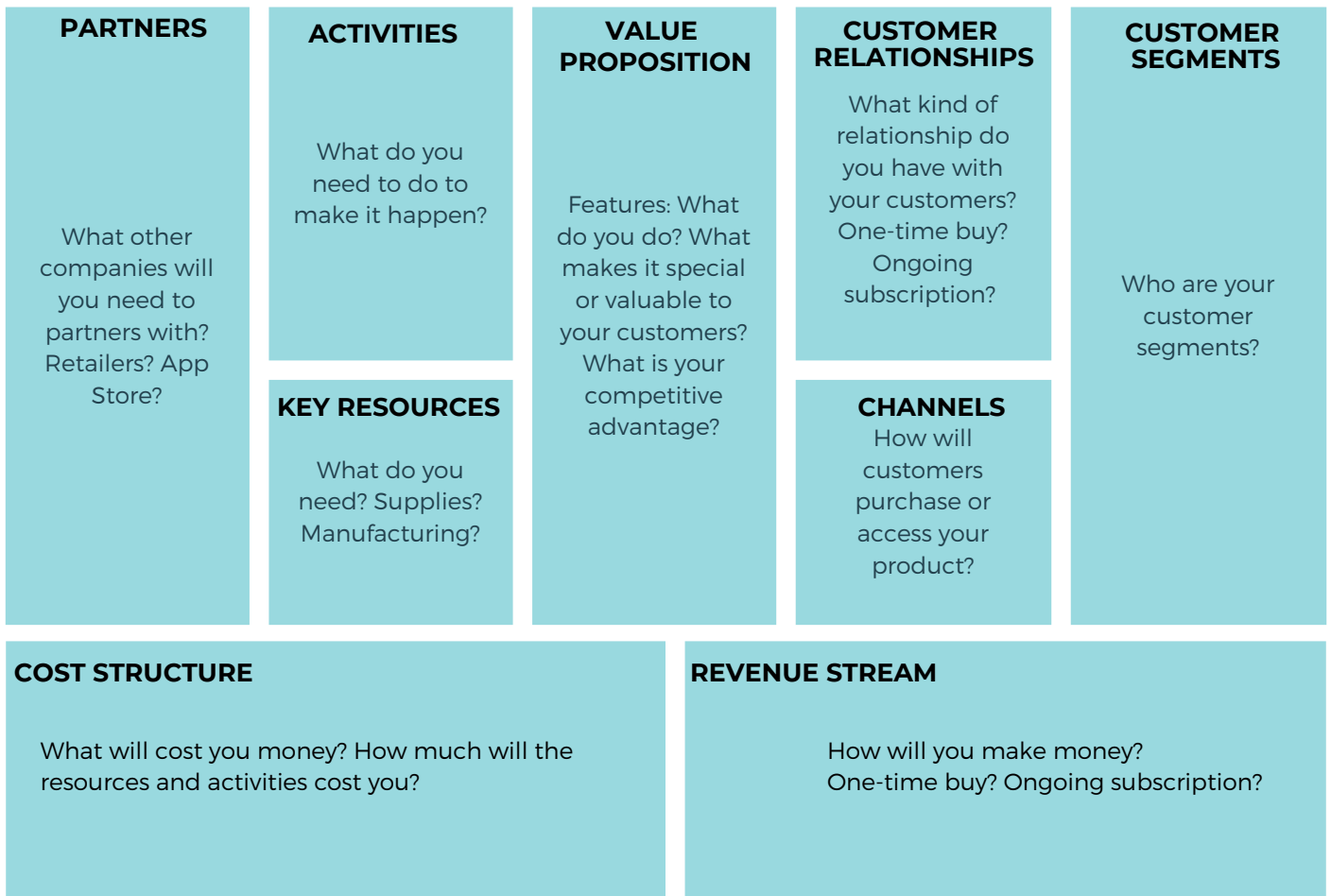
### Video links have been compiled at:

[www.trustyourcrazyideaschallenge.org/videos](http://www.trustyourcrazyideaschallenge.org/videos)

Please be sure to preload all video content in this session prior to getting started.

# BUSINESS MODEL CANVAS

Explain to students that you are now going to take a closer look at each of the 9 building blocks of the business model canvas. Each block will be reduced to a few simple questions that they will eventually need to ask themselves about their own Big Idea.



## CASE STUDY #1: ZARA'S APP STUDYBUD

Zara's app started out as an app that helped study groups find places to study. However, when she started to do more research into her customer segments' pain points, she realized that what high school students really needed was help finding study partners.

Ask Students:

*"Why should Zara use a business model canvas?"*

## **ZARA'S BUSINESS MODEL CANVAS**

As a class, talk through each block of the business model canvas. Use examples from StudyBud to answer the questions in each block of the business model canvas.

Please use Appendix B to walk students through each business model canvas block. You can also use the Uber model as a more familiar example.

## Value Proposition:

Value Proposition is what your business does. What PROBLEM does your business solve? What is the value of the service or product you are offering? What makes your product or service BETTER? Your value proposition should completely describe what your business does. Remind students to think about Schmelly's customers' specific pain points!

## NOTES:

### StudyBud:

StudyBud is an app that matches high school students with study partners in their classes. Many high school students feel unprepared or behind in school. Study groups provide students with accountability, support, and community but high school students report that they have difficulty finding compatible study partners.

- Ask students for additional 'values' they think StudyBud provides for its customers. Add to the canvas using sticky-notes.

### ADDITIONAL PRACTICE

#### UBER:

Uber is a ride-sharing service that connects riders with drivers through an app. The app allows customers to request a ride from anywhere, using GPS. It also allows customers to pay through the app for convenience.

## Customer Segment:

Customer Segments are groups of people most likely to become your customers. These are people who are so impacted by the problem that they would be willing to pay for a solution. Remember that the values you list under 'value proposition' should answer your customer segments' specific pain points!

## NOTES:

### StudyBud:

StudyBud's customer segments include high school students, parents, and schools.

- Remind students to connect customers to the specific values the company is offering. For example, parents and schools see value in students receiving support, community, and accountability.

### ADDITIONAL PRACTICE

#### UBER:

Uber's customer segments tend to be Gen-Z, Millennials, urban professionals, vacationers, tech-savvy people, and teens.

## Channels:

How will your customers have access to buy your product? How will you market your product/service to each of your customer segments (groups)? How will you communicate with your customers? How will you build solid distribution channels to your customers?

## NOTES:

### StudyBud:

StudyBud will be downloadable on all major app store platforms. They will market their product through schools offering this as a study resource through teachers and school administrators.

### ADDITIONAL PRACTICE:

#### UBER:

The Uber app will be downloadable through Apple App Store, Google Play Store, and other app stores.

Uber will market by pairing with large events and offering new users ride credits.

## Customer Relationships:

How will you build your relationships with your customers so they stay customers? How will you get new customers? What kind of customer service do you offer?

## NOTES:

### StudyBud

StudBud will build relationships with high schools through a sales department.

#### UBER:

Uber is an automated app service. Customers will not interact directly with customers unless they are experiencing difficulties. Ideally, the app is entirely self-service.

## Revenue Stream

How will you make money? How much will you charge your customers? What are they willing to pay?

## NOTES:

### StudyBud:

StudyBud will offer subscriptions to schools allowing their students to match with groups each semester. StudyBud will eventually offer studying support features like virtual meeting spaces and virtual classrooms.

### ADDITIONAL PRACTICE

#### UBER:

Uber makes 20% on all rides that they facilitate through the app. They charge extra fees including "Surge Pricing" and they offer additional services like Uber Plus and Uber Black.



## Key Resources

What will it take to start your business? What supplies, intellectual property, people, and money will you need?

### NOTES:

#### StudyBud:

StudyBud will need a large software platform, sales associates to attract and support clients, and added web security to protect student data.

#### ADDITIONAL PRACTICE

##### UBER:

Uber needs the software platform and drivers to start.

## Key Activities

What do you need to get started?

### NOTES:

#### StudyBud:

The StudyBud sales team will build relationships with local high school teachers and guidance counselors to teach them how to sign-up students.

#### ADDITIONAL PRACTICE

##### UBER:

UBER must build the UBER software platform, recruit drivers, and market to both customers and drivers.

## Key Partners

What will you outsource to other companies? Who will help you to successfully provide your product or service to customers?

### NOTES:

#### StudyBud:

StudyBud will partner with app stores to provide access to the app. StudyBud will also partner with school guidance counselors to promote the product to students and schools.

#### ADDITIONAL PRACTICE

##### UBER:

Uber's main key partnership is with its drivers.

- People who drive for Uber are not employees; they are contract drivers who use their own cars, gas, and insurance. This keeps the cost of KEY RESOURCES down for Uber.
- It also partners with app stores like Apple App Store and Google Play Store.

## Cost Structure

How much money will you need to run your company? This is the cost of operation. How much will your key resources and key activities cost the company?

### NOTES:

### StudyBud:

Marketing, development of the app, staff to maintain the app and provide sales and customer service, hosting fees, and additional security for user data.

### ADDITIONAL PRACTICE

#### UBER:

Uber will need to pay for the cost of developing their app, marketing, legal, and IT costs.

## ACTIVITY #3: CREATE YOUR OWN BUSINESS MODEL CANVAS

(45 MINUTES)

**OBJECTIVES:** Students will create their own business model canvas for their crazy idea.

**INSTRUCTIONS:** Answer the questions listed under each category to create a business model canvas for your own crazy idea.

<b>PARTNERS</b>  What other companies will you need to partners with? Retailers? App Store?	<b>ACTIVITIES</b>  What do you need to do to make it happen?  <b>KEY RESOURCES</b>  What do you need? Supplies? Manufacturing?	<b>VALUE PROPOSITION</b>  Features: What do you do? What makes it special or valuable to your customers? What is your competitive advantage?	<b>CUSTOMER RELATIONSHIPS</b>  What kind of relationship do you have with your customers? One-time buy? On going subscription?  <b>CHANNELS</b>  How will customers purchase or access your product?	<b>CUSTOMER SEGMENTS</b>  Who are your customer segments?
<b>COST STRUCTURE</b>  What will cost you money? How much will the resources and activities cost you?		<b>REVENUE STREAM</b>  How will you make money? Single purchase? Subscription?		

## OPTIONAL DEEPER DIVE

Take a look at the business model canvas for Uber. Walk through each segment together. You'll want to illustrate to students how each block relates to the others & how one change can impact many others.

### OPTIONAL ACTIVITY:

Change the main customer segment for Uber to elderly people. Walk through the changes that would have to occur in each block to make that customer segment work. The first major change would be to the customer channel. Elderly people are unlikely to want to use an app to access the service. Change the channel from an app to a call center. How does this impact the rest of the canvas?

### ANSWER:

Value Proposition: instead of a convenient mobile app, customers can call in and speak with a person over the phone.

Customer Relations: now, Customers get to interact with a person over the phone. This is more of a personal assistance relationship.

Key Activities: hire and train a call center staff. Develop software to help phone dispatchers send drivers to customers.

Key Resources: human- call center staff, call center building, costs related to phone communication

Key Partners: still drivers, not app stores.

Cost Structure: human resources will be a significant cost, call center costs, software/IT costs, legal costs.

Ask students to reflect—does this business model work? Does this model work better than the original Uber model?

Answers: No, the cost of switching the customer segments to the elderly makes this business model less stable than the original model because the cost of the call center is too high. Also, other customer segments will not want to use the call center over the app.

Tell students that they will be working on mapping their own big ideas on the final day of JA Catalyst.

Explain that students will use this skill to be able to answer the Trust Your Crazy Ideas Challenge submission questions.

# JA CATALYST: SESSION 4

Instructor Guide

## SET UP

Session 4 will introduce students to the pitch. Students will learn how entrepreneurs raise money and will practice public speaking exercises to help them prepare for their own pitch.



Explain to students that today, they will be learning what a business pitch is and why creating a compelling pitch is a vital skill for founders.

*"As the Founder of a new start-up your first order of business will be raising the money, or capital, you'll need to make your dreams come true. Think about the cost structure you created for your product on your business model canvas. Every resource (including people) and each activity you need to accomplish to run your business will cost you some amount of capital, or money.*

*How many of you have seen "Shark Tank"? What is the goal for most entrepreneurs on the show? Why?"*

Accept all answers.

**Show 'TYCIC State Finals' Video. Video should play at the 39:15 mark.**

Explain to students that this is a video of a Trust Your Crazy Ideas Challenge student giving her final pitch at the state final competition in 2016.

Ask students what they noticed the most about Kelly's presentation. Ask them to note her stage presence and body language.

Explain to students that this pitch is the final product of months of preparation. Remind them that they are taking their first steps as founders building their first pitch.

Note to students that Kelly's preparation really shows how she is able to answer the judge's questions.

You are welcome to show the other pitches in the video.



## SESSION PREP

### Materials:

- Laptop with internet access and a Projector
- Access to YouTube
- Sticky Notes
- Student Packet: Innovative Ideas Graphic Organizer

### Key Terms:

- Pitch: a persuasive presentation
- Founder: an entrepreneur who starts a company
- Capital: money used to start or run a business

### Objectives:

- Students can explain the purpose of a start-up pitch and identify the elements of a start up pitch.
- Students can write their opening line and use power poses to be a more effective public speaker.

**Video links have been compiled at:**

[www.trustyourcrazyideaschallenge.org/videos](http://www.trustyourcrazyideaschallenge.org/videos)

Please be sure to preload all video content in this session prior to getting started.

Explain to students that over the next three sessions, they will create their own start-up pitch and answer questions from judges who will stand in place of investors. Remind students that the primary objective of any pitch is to convince potential investors and partners that your idea is valuable and a great investment.

**PARTS OF THE PITCH**

Explain to students that a pitch is made up of four main components:

**Pitch Script:** What you will say. Your pitch should be compelling and tell a story.

**Pitch Deck:** The slide deck you will use as part of their presentation. You'll highlight key points and data on your slides.

**Prototype:** A mock-up of their product or service. For our purposes, this can be fully functional or a physical representation of your product or service.

**Q&A:** Time allotted for investors or judges to ask you questions.

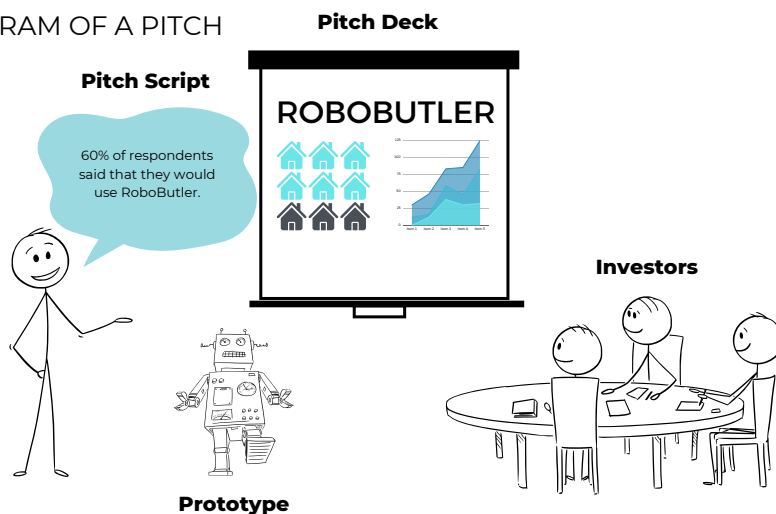
NOTE: Educators can use a number of resources to help students build their pitch deck, including PowerPoint, Google Slides, and Canva.

Educators can sign up for a free Canva account here: <https://www.canva.com/education/>

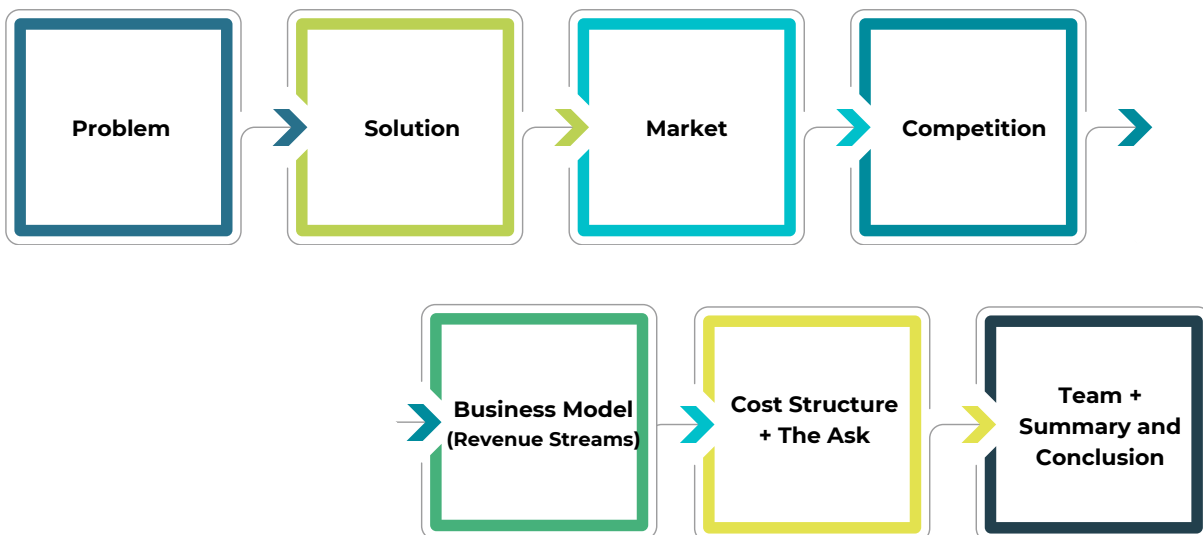
If you are completing this program without technology ask students to use the slide handout in their packet. Ask students to create slides on plain paper illustrating the graphics they would use in their slide deck.

Students pitching without technology will give copies of their slide deck to each judge.

DIAGRAM OF A PITCH



*"Your pitch should tell a story. You start with the problem, the reason your product should exist. You'll describe your potential customers and why this solution is the best for them. Finally, you'll talk about how you will make money, how you'll break into your potential market, how much it will cost, and why you are the best team for the job."*



## OPENING LINES

Explain to students that they will need to open their pitch with an engaging one-liner that helps draw in their audience

*"Think about what gets your attention. Is it huge statistics? Strong Images? Or someone asking you about yourself? A strong opening line should highlight why your problem is important and why your audience should care."*

Use the examples below to illustrate different kinds of openings.

### Engage the audience:

- "Raise your hand if you have a dog."
- "Think of a time when you lost your phone..."

### Impress with statistics:

- "Every minute, two garbage trucks of plastic are dumped into our oceans."
- "1 in 6 U.S. youth aged 6-17 experience a mental health disorder each year."

### Make it personal:

- "When I was 7 years old, my grandmother tripped over my toys and broke her ankle."
- "I have always struggled with math..."

*"Your opening line will set the stage for your problem slide helping investors understand how you discovered your problem and why it is so important to you."*

## ACTIVITY #4: WRITING YOUR OPENING LINES (10 MIN)

**OBJECTIVES:** Students will write strong openings to kick-off their presentations. Remind students that their pitch deck (slide show) will normally show their title slide while they are giving this introduction.

**INSTRUCTIONS:** Allow students to work independently or in groups to write the opening lines. Remind students not to go too far into their problem or solution, as they will dive into each topic individually.

Ask a few students to share their opening lines from their seats. Note their tone and expression.

## PUBLIC SPEAKING: BODY LANGUAGE

*"Public speaking can be daunting to young founders. The best way to build your skill set is to practice!"*

*"Your body language tells the audience how confident you feel, how prepared you are, and how well you can do the job. Becoming aware of your posture and body movements is the first step to conveying strong confident body language."*

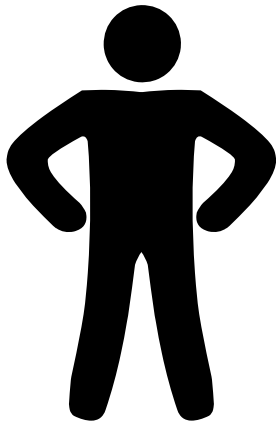
### Show 'Tips for Successful Public Speaking with Amy Cuddy' (2:14)

Remind students that public speaking is a skill that is built over time. Ask students which of these tips they think they may be able to incorporate.



## PUBLIC SPEAKING: POWER POSE

Ask all students to stand up. Lead students through a light stretch to get them loosened up. Use the poses below to warm up students. Use the instructions below to guide students into the Superman Power Pose.



## POWER POSE: Superman

- Plant feet shoulder-width apart
- Place your hands on your hips
- Lift your head so your chin is parallel to the ground
- Roll your shoulders back
- Push your chest upward

Allow students to stand this way for a minute and ask them how they feel. Ask students to continue to stand in this power pose. Now, ask students to continue sharing their opening lines. Note any changes in energy.

Ask one of your first volunteers to share their opening lines again. Note changes in their energy and delivery to the other students. Remind students that while they won't be giving their pitch in this pose they should think about maintaining the power and energy they feel now throughout their pitch.

**End Session 4**

# JA CATALYST: SESSION 5

## Instructor Guide

### SET UP

In the last session, students learned the components of a good start-up pitch. In this session, we'll dive into four of the most important slides in their pitch: problem, solution, market, and competition.



Explain to students that in this session, they'll be creating the three most important parts of their slide deck: Problem, Solution, Market, and Competition..

*"These slides will tell your investors, WHY your idea matters, how your solution works, and WHO is the solution for."*

*As you grow your idea, you'll continue to validate your problem by learning more about your customers' needs and which solutions work best for them.*

*Remember, the purpose of a pitch is to convince potential investors or partners that your company is a good investment - that you'll have tons of customers who will pay for your incredible solution. It all starts with a good problem."*

Explain to students that you'll go over each slide together. They will use the question prompts to help write their pitch script and create their pitch deck.

### The Problem

Your problem slide is an opportunity for you to convince your potential investors that the problem you are trying to solve is important.

Your slide should show data points or statistics. It should also highlight key parts of your speech.

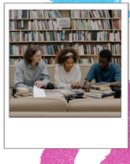
### THE FOUNDER SHOULD EXPLAIN TO INVESTORS:

- What problem you are trying to solve?
- Why does this problem matter?
- Why can't your customers solve this problem on their own?

### THE SLIDE SHOULD SHOW INVESTORS:

- The main problem you are trying to solve (you can use images to illustrate this).
- Any specific pain points your solution specifically addresses.
- Any data or statistics that make a big Impact.
  - Ex: 3 out of 5 students feel unprepared for tests.

**THE PROBLEM**  
Students feel overwhelmed preparing for big tests  
Studying with friends is often unproductive  
Finding study partners is difficult  
57% of students polled stated that studying in groups made them feel more prepared



## SESSION PREP

### Materials:

- Laptop with internet access and a projector
- Access to YouTube
- Sticky-notes
- Student Packet: Innovative Ideas Graphic Organizer
- StudyBud pitch deck handout

### Key Terms:

- Problem Slide: tells investors that the problem is important.
- Solution Slide: explains how your product or service works.
- Market Slide: tells investors who the customers will be and how many customers there are in the marketplace.
- Competition Slide: tells investors who your competition is and explains your competitive advantage.
- Competitive Advantage: what makes your product or service better than the competition.

### Objectives:

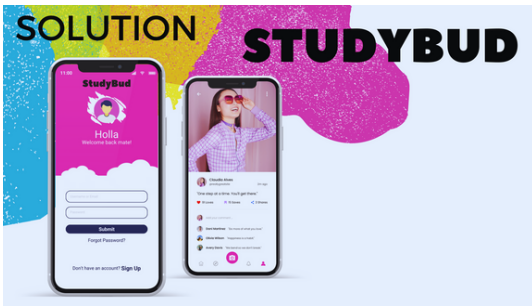
- Students can identify their problem, solution, and market.
- Students can apply their knowledge of pitch structure to create their problem, solution, and market sides.

### Video links have been compiled at:

[www.trustyourcrazyideaschallenge.org/videos](http://www.trustyourcrazyideaschallenge.org/videos)

Please be sure to preload all video content in this session prior to getting started.





## THE SOLUTION

### BUSINESS MODEL CANVAS LINK: VALUE PROPOSITION

*"Your solution slide is the opportunity to showcase what your product or service is or does and describe the features that solve your customers' specific pain points."*

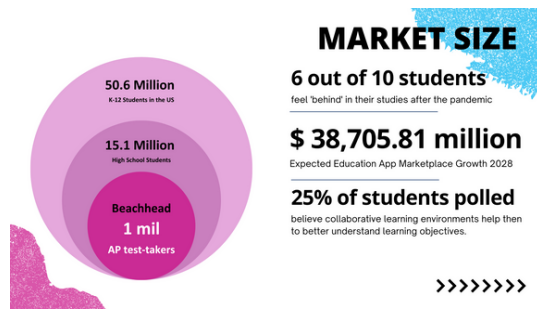
Note to students that mock-ups or prototypes are appropriate here.

### THE FOUNDER SHOULD EXPLAIN TO INVESTORS:

- Clearly explain what your product or service is.
- What is unique about your solution?
- Which of your customers' problems and specific pain points does your solution address?
- Why is your solution is the best possible solution for the problem?

### THE SLIDE SHOULD SHOW INVESTORS:

- A bulleted list of features or values you provide to your customers.
- An image or prototype of what your product will look like.
- Any additional data you want to share with investors.



## MARKET

### BUSINESS MODEL CANVAS: CUSTOMER SEGMENTS

*"Your market slide should tell investors who your customers are and demonstrate how BIG your potential market for the product or service may be. Remember, you are trying to convince investors that they can make money from investing in your idea. You must prove that you have customers will want your product or service."*

*You will also need to tell investors which customer segments you plan to target first. Consider who is impacted the most by your problem and which customer segments you can access easily."*

### THE FOUNDER SHOULD EXPLAIN TO INVESTORS:

- How big is your potential market?
- What is your beachhead market?
- How does this problem affect your customers?
- How do they solve the problem currently?
- Why is your solution better?

### THE SLIDE SHOULD SHOW INVESTORS:

- Specific data points that highlight the size of your market.
- The approximate size of your beachhead market.
- How much your industry is expected to grow.

## COMPETITION

	Purchase Discounts for Book Groups	Online Study Group	Specificity to Local Universities/Colleges	Provides Printing
StudyBud	X	X	X	X
StudyTogether	X	X		
StudyU	X	X		

## COMPETITION

*"Every idea has competition, either directly or indirectly. A good founder sees competition as an opportunity both to learn from their competitors and to innovate on their own idea to be better than the competition."*

*Your competition slide should show investors that you have researched the market that you understand the options your customers have. Your competitive advantage, or what makes you better than your competition, can be cost, quality, or new features. Be aware that cost-cutting may seem like the easiest way to beat your competitors but it may hurt your bottom line. Cost cutting also can tell your customers that your product is of a lower quality so be careful with how you talk about cost saving!"*

*"Direct competitors share your problem and customer segments and provide a similar solution. Indirect competitors may not address your specific customers or your specific problem but are solving similar problems or are targeting similar customers."*

*"Even if you don't find a company directly competing with you, it is important that you analyzed your competition and learn from their business. This analysis should give you more insight into how your customers will react to your product or service. If you aren't able to find any competition, direct or indirect, you may want to ask yourself if your problem is valid."*

### THE FOUNDER SHOULD EXPLAIN TO INVESTORS:

- Explain who your direct and indirect competition is and why your value proposition is stronger than theirs.
- What your competitive advantage could be: cost, quality, new features, faster, more convenience or any number of advantages.

### THE SLIDE SHOULD SHOW INVESTORS:

- At least 2 competitors.
- Show your competitive advantage.
- What is their strategy, why is yours better?
- What are their features and why are yours better?

END SESSION 5

# JA CATALYST: SESSION 6

Instructor Guide

## SET UP

In this session, students will complete their pitch script and pitch deck. We'll dive deep into how their business will function and what they'll need to launch.



Explain to students that in this session they will map out how their business will function. This will include how they will reach their customer through marketing channels, how they will make money, and what resources they'll need to get started.

*"Now that investors have learned about your idea it's important that they see that you have the business knowledge to make it go the distance."*

*The next part of your pitch deck describes your business model, or how your business will run. This will include how you will market your business, how you will win over your first customers, and how you will grow to dominate your potential market."*

Explain to students that you'll go over each slide together. They will use the question prompts to help write their pitch script and create their pitch deck.

*"Let's start with your customer's journey. How will they hear about your product? How will they purchase, download, or access your product or service? How will they interact with your company. Will they be repeat customers or clients? Subscribers? One-time purchasers? Your business model slide will describe how you'll target your beachhead or target market. It will also describe your potential revenue streams, or how you can make money. This plan is often called a go-to-market strategy."*

*Consider Zara's StudyBud app. One of the app's premium features allows students to match with students in their classes. This is only possible if StudyBud is able to foster relationships with schools and educators. This key activity is paramount for StudyBud to maintain this competitive advantage.*

### ACTIVITY #5 YOUR GO-TO-MARKET STRATEGY (15 MIN)

OBJECTIVES: Students will create their own go-to-market strategy for their crazy idea.

INSTRUCTIONS: Allow students to work independently or in groups to complete the Go-to-Market strategy activity in their workbooks. Remind them to think about StudyBud's example and use their business model canvas for additional support.



## SESSION PREP

### Materials:

- Laptop with internet access and a projector
- Access to YouTube
- Sticky-notes
- Student Innovative Ideas Graphic Organizer
- StudyBud pitch deck handout.

### Key Terms:

- **Business Model:** how your business will function and reach it's goal of making money.
- **Revenue Stream:** individual products or services that make money.
- **Go-to-Market strategy:** your plan for how you will attract your first customers, make sales, and grow your market.

### Objectives:

- Students can identify their business model, create a Go-to-Market strategy, and calculate their ask.
- Students will write a team description and summary slide.

### Video links have been compiled at:

[www.trustyourcrazyideaschallenge.org/videos](http://www.trustyourcrazyideaschallenge.org/videos)

Please be sure to preload all video content in this session prior to getting started.

## BUSINESS MODEL



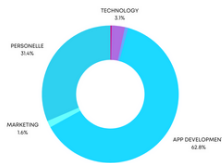
### THE FOUNDER SHOULD EXPLAIN TO INVESTORS:

- How will your beachhead market (target market) learn about your product?
- How will your business make money? Product sales? Subscriptions? Ads?
- What key activities, if any, will make your business more competitive?

### THE SLIDE SHOULD SHOW INVESTORS:

- Your pricing model.
- How you will market your product.
- Using graphics to illustrate your go-to-market strategy

**THE ASK** | \$ 318,400



### THE ASK

*"In many ways, your entire pitch is a story leading up to the ultimate climax of the 'Ask'. For this pitch, you'll put together a simple cost structure for your crazy idea to justify the amount you want to ask investors for to launch. While you may not have exact numbers for how much you need to launch your company you must demonstrate that you have done the research and would use investment money responsibly."*

*Don't be afraid to ask for what you need as long as you can justify your needs with legitimate business cost."*

### THE FOUNDER SHOULD EXPLAIN TO INVESTORS:

- The "Ask" slide is where you will ask investors to be a part of your journey show them that you are a visionary!
- Help investors understand how you would spend the money you are asking for.
- You can reiterate key points of your start-up costs as a way to justify the amount you are asking for. You can include a pie chart or other graphic to illustrate this.

### THE SLIDE SHOULD SHOW INVESTORS:

- The amount you are asking for.
- A breakdown of costs by category. You don't need to tell us every single thing you'd purchase but you should have good estimates for categories like technology, marketing, personnel, manufacturing, order fulfillment, etc.
- You can illustrate this with a pie chart or a list breakdown.
- Don't forget to include your personnel costs, including paying yourself!



## TEAM AND CONCLUSION SLIDE

*"Your final slide will introduce your team and conclude your pitch. Remember to talk about what each member brings to the table.*

*Finally, you'll remind investors of why your product or service should be funded, why it is the best solution out there, and why your company is a great investment.*

## THE FOUNDER SHOULD EXPLAIN TO INVESTORS:

- What each team member brings to the company. This is a great place to highlight your experience, expertise, talents, and more!
- Any special advisors that have agreed to be part of your team.
- Reiterate important points from your pitch:
  - Why is your problem is so important to solve?
  - What makes your product the best possible solution?
- Make it memorable! Use a catch-phrase or gimmick to catch your investor's attention.
- End with energy!

## THE SLIDE SHOULD SHOW INVESTORS:

- Each member of the team and any advisors you'd like to highlight. Don't forget to ASK advisors if they would mind joining your team before adding them!
- Your company's name.
- Your company's slogan.
- Your contact information.

# JA CATALYST: SESSION 7

## Instructor Guide

### SET UP

In this session, students will pitch their crazy idea! They will also have the opportunity to submit their idea to the Trust Your Crazy Ideas Challenge Idea Accelerator where they will have the opportunity to compete with students across the state and win up to \$15,000 in scholarship money and up to \$7,500 for their school!



Explain to students that now that they have their pitch deck and pitch script it's time to practice their pitch.

Students can use handouts of their handwritten slides or can use a slide deck projection.

Students will use their pitch rubric to give feedback to each other on their pitches.

*"Today we'll be working on presenting your pitches. You can use copies of your slides or a digital version. Use the rubric in your guide to refine your pitch."*

Go over the official Trust Your Crazy Ideas Challenge pitch rubric with your students. Note to students that in the Trust Your Crazy Ideas Challenge finals they will only have 6 minutes to pitch. You are welcome to set your own time limit.

### ACTIVITY #6 PITCH TO YOUR PEERS (30 MIN)

**OBJECTIVES:** Students will pair with other individuals or teams to pitch their idea. Each team will take turns scoring the other using the Trust Your Crazy Ideas Challenge pitch rubric.

**INSTRUCTIONS:** Match teams or individuals. Assign one team to be the founders and the other team to be the investors. Investors will use their pitch rubrics to score their partner's pitch. After the pitch is complete the teams will switch roles.

### ACTIVITY #7 THE PITCH (30 MIN)

**OBJECTIVES:** Students will pair with other individuals or teams to pitch their idea to a panel of judges.

**INSTRUCTIONS:** A panel of three judges from the community will use the rubric to judge each team's pitch.

## SESSION PREP

### Materials:

- Laptop with internet access and a projector
- Access to YouTube
- Sticky-notes
- Student Packet: Innovative Ideas Graphic Organizer
- StudyBud pitch deck handout.

### Key Terms:

- Pitch Rubric: a scoresheet Trust Your Crazy Ideas Challenge judges will use to score each pitch.

### Objectives:

- Students can pitch their crazy ideas.
- Students can use a rubric to score their peers' pitches.

### Video links have been compiled at:

[www.trustyourcrazyideaschallenge.org/videos](http://www.trustyourcrazyideaschallenge.org/videos)

Please be sure to preload all video content in this session prior to getting started.



## PRODUCT DEVELOPMENT

TEAM NAME: \_\_\_\_\_

- 
1. Is the product/service clearly described? \_\_\_/10
    - With a clear unique value proposition (does the product clearly solve a problem)?
    - With a minimum viable product (is the product clearly described and explained)?
  
  2. Described the attraction of the new product or service to the marketplace? \_\_\_/10
    - As a remedy to a clearly identified problem (why would a customer want this product)?
    - Does the product have market appeal (are there people who would buy this product)?
  
  3. Identified Customers? \_\_\_/10
  
  4. Identified Competition? \_\_\_/10
  
  5. Established Competitive Advantage? \_\_\_/10
  
  6. Established a Marketing Strategy? \_\_\_/10

## PRESENTATION

- 
7. Are the speakers confident and well prepared? \_\_\_/10
    - Did the speakers gain the attention and Interest of the judges?
    - Were the speakers passionate about their Idea?
  
  8. Is the presentation well organized? \_\_\_/10
    - Includes an introduction, body, and conclusion?
  
  9. Does their Pitch Deck contribute to the presentation? \_\_\_/10
    - Slides are visually appealing and error free.
    - Slides are relevant and support comprehension of and relate to topics.

## CREATIVITY

- 
10. Is the Product/Service Unique? \_\_\_/10
    - Product/service is not currently available.
    - Product/service shows significant innovation.

**TOTAL** \_\_\_/100



# TRUST YOUR CRAZY IDEAS CHALLENGE IDEA ACCELERATOR APPLICATION

Students can apply to take their crazy idea to the next level by applying to the Trust Your Crazy Ideas Challenge Idea Accelerator. This spring invitational highlights twenty young entrepreneurs, helping them to refine their business idea and pitch for up to \$15,000 in scholarships and \$7,500 for their school. Students should apply using this link: [www.trustyourcrazyideaschallenge.org/submit](http://www.trustyourcrazyideaschallenge.org/submit)

Problem + Solution	Describe your product or service. Why is it valuable to your customers? Why is it better than what is out there?
Market	Describe your typical customers. What kind of people will buy or use your product? Why will they choose your product over another?
Go-to-Market	How will your customers buy your product (in a store, online - which retailers)? How will you reach your customers with marketing?
Business Model	How will you make money?
Business Model + The Ask	Describe the steps you will take to get your product/service made and get it on the market. What will you need investment (money) to buy? *
	What makes your crazy idea innovative or new and different from what's out there?
	Why is entrepreneurship important to our community?



# Trust Your Crazy Ideas Challenge FAQ:

- How many students can be on a teams?
  - *Students may have up to 4 students on their team. They can submit with their team or individually. Teams must be finalized by the January orientation meeting.*
- Does the crazy idea have to be a product?
  - *Students' crazy ideas can be a product or a service. This includes web applications, food banks, and other nonprofit or social enterprises. Remember: their idea must show innovation or bring something new to the market .*
- Does the crazy idea have to be socially or environmentally conscious?
  - *Their idea should positively impact the world. It does not have to be a nonprofit.*
- Can they submit a business that they are already running?
  - *Yes! As long as they can tell us about their innovation in their market, they can absolutely submit their business.*
- What programs can they use to create their pitch deck?
  - *Students are welcome to use Google Slides, PowerPoint, or Canva for their slides. You can get a free Canva account by creating an account for your class at [www.canva.com/educator](http://www.canva.com/educator)*
- Do teammates have to be from the same school?
  - *No.*
- What is the deadline to submit?
  - *The 2023 Trust Your Crazy Ideas Challenge submission deadline will be **Friday, December 1st, 2023 at Midnight**. Submit at [www.trustyourcrazyideaschallenge.org/submit](http://www.trustyourcrazyideaschallenge.org/submit)*
- What happens if their idea is chosen?
  - *If a student's idea is selected, they will be invited to participate in the Idea Accelerator, an afterschool workshop held at Junior Achievement on Wednesday evenings from January 17-March 20th from 4:30-6:30PM. Dinner will be provided!*
- Can they quit?
  - *Yes, they can quit at any time. Their teammates will have the option to go on without them. If they choose to leave their team and that team wins, the student who has quit will not be entitled to any winnings.*
- How do I collect my prize money?
  - *Students' Prize money will be awarded as scholarship money and will be distributed directly to the facility of your choice. Schools will receive money from Junior Achievements to support entrepreneurial programming.*
- How can I get a free Canva account?
  - *You can set up a free canva account here: [www.canva.com/educator](http://www.canva.com/educator). Once you have created their account, you can set up individual accounts for your students.*
- How do I learn to use Canva?
  - *You can use this link: <https://www.canva.com/learn/a-step-by-step-guide-to-designing-from-scratch/>*
- Can students submit multiple ideas?
  - *Yes!*

Additional Questions? Email Jordan at [jordan@jagno.org](mailto:jordan@jagno.org)

TRUST YOUR  
CRAZY IDEAS  
CHALLENGE



THE  
**BREESDREAM**  
FOUNDATION

 Junior Achievement<sup>™</sup>  
of Greater New Orleans