



IMMERSIVE LEARNING
— ENVIRONMENTS —

K-12 Framework For Student Entrepreneurship

Winter 2017

1st Edition

Written By Immersive Learning Environments, Inc.

STUDENT ENTREPRENEURSHIP



The purpose of the following framework is to provide educators with a plan to engage and motivate students through entrepreneurship. The format offers learning opportunities for all grade levels and/or subject areas. An emphasis has been placed on technology.

PHASE 1

IDEA GENERATION

Teacher Asks...

1. What product and/or service bothers you?
2. Why does it bother you?
3. What would you do to make it better?
4. How would you take your idea and build it into a business?
5. Who do you think would buy it?

**Questions can be asked to an individual student or groups of students (i.e. startup teams).*

Student Does...

1. Brainstorming session to generate 1 – 3 ideas.
2. Research online to assess feasibility.
3. Collaborative discussions with classmates, family, etc.
4. A brief outline to identify how he/she/they would solve the problem.
5. A brief outline to identify how he/she/they would fulfill the need/want.

PHASE 2

BUSINESS PLAN FORMATION

Teacher Asks...

1. What is the name, logo, and mission of your business?
2. What product and/or service are you selling and why is it so unique?
3. Who needs/wants your product and/or service and why?
4. Who are your competitors in the industry?
5. How much would you sell your product and/or service for and where?
6. How would you earn a profit?
7. Who would be the leader of your business?
8. What skills and qualifications do you/they have to run your business?
9. How would the funds be spent and why?

**Providing students with an imaginary investment (i.e. \$5,000) provides value to the experience.*

Student Does...

1. Formal business plan answering the questions above.
2. Front-of-class presentation explaining the business plan with Q&A.

PHASE 3

CREATION & ITERATION

Teacher Asks...

1. How would your product and/or service be designed?
2. How would your minimal viable product function?
3. After testing, how would you improve your product?
4. What would your advertisements be like to attract customers?

**We encourage teachers to have students embrace a product, not service, to allow hands-on learning.*

Student Does...

1. Sketch and/or online rendering of product and/or service design.
2. First iteration of product and/or service.
3. Second iteration of product and/or service.
4. Four advertisements targeting audio, TV, online, and print.
5. Optional : Demo day (all businesses present to a panel of judges).
6. Optional : All businesses “open doors” and teacher acts as customer.

PHASE 4

OPERATION

Teacher Asks...

1. So far, what have you learned about your business?
2. How would you improve your business?
3. How would you grow your business?
4. How is your business creating a winning culture?
5. How is your business involved in the community and contributing to it?
6. How is your business performing financially?

**Financial templates can be provided upon request to hi@immersivelearningenvironments.com.*

Student Does...

1. Focus group with classmates to gain feedback.
2. Growth plan outlining products and/or services, people, and revenue.
3. Culture plan outlining characteristics for a positive workplace.
4. Community plan outlining opportunities for involvement.
5. Breakdown of current and projected financials.

PHASE 5

COMPLETION

Teacher Asks...

1. Based on the performance of your business, how would you proceed?
2. If selling, who would buy your business, why, and for how much?
3. If continuing, what would you do to advance the business and why?
4. If closing, what would you do differently and why?
5. What advice would you give to other student entrepreneurs?

**We encourage teachers to gauge performance and determine if status is to sell, continue, or close.*

Student Does...

1. Exit plan outlining projected outcome.
2. Front-of-class presentation explaining outcome with Q&A.
3. Advisory statement to other student entrepreneurs.

CURRICULUM & INSTRUCTION

VALIDATION

1. Research & Investigation (Phase 1, Student Action 1/2/3)
2. Financial Literacy (Phase 2, Student Action 1/2)
3. English Language Arts (Phase 2, Student Action 1/2)
4. Arts & Design (Phase 3, Student Action 1/2/3)
5. Mathematics (Phase 3, Student Action 1/2/3)
6. Engineering (Phase 3, Student Action 1/2/3)
7. Career & Technical (Phase 3, Student Action 1/2/3)
8. General Skills Experienced Throughout :
 - Collaboration
 - Communication
 - Problem-Solving
 - Knowledge Transfer
 - Critical Thinking
 - Innovation
 - Creativity
 - Models & Simulation
 - Digital Literacy
 - Decision-Making

TECHNOLOGY

VALIDATION

1. Promethean Interactive Flat Panel (Phase 2, Student Action 2)(Presentation)
2. TinkerCAD Software (Phase 3, Student Action 1)(Product Design)
3. Blender Software (Phase 3, Student Action 1)(Product Design)
4. MakerBot 3D Printer (Phase 3, Student Action 2/3)(Product Creation)
5. Anchor (Phase 3, Student Action 4)(Podcast)
6. Twitter (Phase 3, Student Action 4)(Online Ad)
7. YouTube Channel (Phase 3, Student Action 4)(Online Ad)

Created By :



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