LEARNING EXPERIENCE OVERVIEW

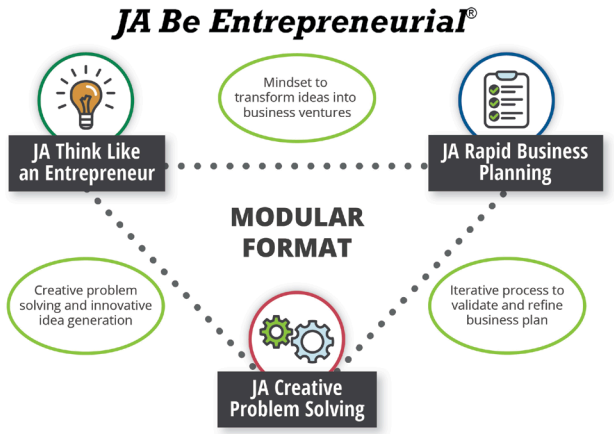
JA Be Entrepreneurial®

▶ Entrepreneurship

JA Be Entrepreneurial is a modular learning experience that teaches participants about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. Participants completing all three modules use Design Thinking, a problem-solving approach, to create business ideas. Participants also learn to transform their ideas into concise, effective, and actionable one-page business plans. *JA Be Entrepreneurial* is part of the JA Entrepreneurship Pathway.

Participants will have the opportunity to compete in the JA Social Innovation Challenge at Future Bound by Junior Achievement, where they pitch their innovative business ideas for improving their communities on a national stage.

This learning experience is designed for Grades 9–12 and post-high school, in-school or after-school/out-of-school. The learning experience can be completed in three modules, 2–6 in-class hours per module based on delivery of the required and optional content.



LEARNING EXPERIENCE HIGHLIGHTS

- The learning experience includes educator-led content, volunteer-led opportunities, and self-guided content to support flexible implementation options.
- There are a series of three core modules, with each module comprising multiple 45-minute sessions.
- Modules can be offered together or as stand-alone experiences to meet the diverse needs of educators and participants.
- Each module offers a culminating, self-guided project for participants to create an artifact that allows them to apply what they have learned.
- Within a module, some sessions and activities are required for standard implementation. Other sessions are optional to meet additional requirements, such as eligibility for the competition.

Junior Achievement™

© 2026–2027 Junior Achievement USA

CURRICULUM OUTLINE

MODULE: JA CREATIVE PROBLEM SOLVING®

Session	Overview Participants:	Objectives Participants will be able to:	Activities
SESSION ONE **Identifying the Problem**	• Are oriented to problem/solution thinking practices and introduced to the Design Thinking process of creative problem solving. • Explore the first step (Empathize) that teaches them to look at problems as human-centered, from the customer's perspective.	• Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving. • Describe the Design Thinking model and the steps involved in the process. • Describe the advantages of applying the Design Thinking model to new ideas or problem solving. • Describe the Empathize step in the Design Thinking model. • Demonstrate how an empathy map can be used to identify a user's needs.	**Required:** • Convergent vs. Divergent Thinking video • Design Thinking Example scenario • Design Thinking in 90 Seconds video • FHIL—Stages of Design Thinking—Empathy video • Empathy Mapping **Optional:** • Making Toast Activity
SESSION TWO **Exploring Solutions**	• Focus on the second and third steps of the Design Thinking process (Define and Ideate). • Summarize the root cause of the issue in a problem statement. • Use brainstorming techniques to generate viable ideas as solutions.	• Describe the Define step in the Design Thinking model. • Demonstrate how to write a short, clear problem statement that reflects the problem to be solved. • Describe the Ideate step in the Design Thinking model. • Apply ideation methods by brainstorming ideas in a fast-paced activity.	**Required:** • Problem/Solution Thinking • What Is Design Thinking? • Solving Customer Problems • Brainstorming a Business Idea
SESSION THREE **Prototyping the Solution**	• Use rapid prototyping techniques to create an inexpensive model of their solution for customer review and feedback. This process teaches the importance of keeping customers involved in the process without large investments of time or money.	• Describe the Prototype step in the Design Thinking model. • Construct a prototype based on a problem statement and a brainstormed solution to the problem.	**Required:** • FHIL—Stages of Design Thinking—Prototype video • Making a Prototype **Optional:** • Mobile Application Design: Paper Prototype video • Prototyping Ideas

(continued)

CURRICULUM OUTLINE

MODULE: JA CREATIVE PROBLEM SOLVING®

Session	Overview Participants:	Objectives Participants will be able to:	Activities
SESSION FOUR **Testing the Solution**	• Devise testing plans to validate the design and function of their prototyped ideas with customer participants. User testing emphasizes the importance of ongoing improvement cycles in the Design Thinking model.	• Define the Test step in the Design Thinking model. • Develop a testing plan for a given product and target audience.	**Required:** • FHIL—Stages of Design Thinking—Testing video • Designing a Testing Plan
SESSION FIVE **Applying Design Thinking (Optional, Self-Guided)**	• Complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.	• Use the Design Thinking model to create a solution to an identified problem. • Produce an artifact for each step of the Design Thinking process to demonstrate their work.	**Optional:** • Design Thinking at Work

MODULE: JA THINK LIKE AN ENTREPRENEUR®

Session	Overview Participants:	Objectives Participants will be able to:	Activities
SESSION ONE **Developing a Mindset**	• Are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.	• Define *entrepreneurship* and some key qualities of entrepreneurs. • Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship. • Describe the advantages in life of embracing a growth mindset. • Define the *entrepreneurial mindset*. • Describe the key characteristics of a successful entrepreneur's mindset.	**Required:** • What Is an Entrepreneur? video • Entrepreneur Myth or Fact • Which Mindset? **Optional:** • Meet This 11-Year-Old CEO and Entrepreneur from Detroit video • Growth Mindset vs. Fixed Mindset video • Who Is This?
SESSION TWO **Assessing Entrepreneurial Potential**	• Demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. • Complete an introspective personal assessment about their entrepreneurial potential.	• Analyze the characteristics of the entrepreneurial mindset. • Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment.	**Required:** • Recognizing Entrepreneurial Characteristics • Entrepreneurial Potential Self-Assessment

(continued)

JA Be Entrepreneurial

MODULE: JA THINK LIKE AN ENTREPRENEUR®

Session	Overview Participants:	Objectives Participants will be able to:	Activities
SESSION THREE **Creating an Entrepreneurial Action Plan (Optional, Self-Guided)**	• Craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.	• Evaluate the results of the entrepreneurial mindset self-assessment. • Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset.	**Optional:** • Entrepreneurial Mindset Action Plan

MODULE: JA RAPID BUSINESS PLANNING®

Session	Overview Participants	Objectives Participants will be able to:	Activities
SESSION ONE **Planning with the Customer in Mind**	• Are introduced to lean business planning and focus on the customer-focused segments of the Lean Canvas. • Identify customer segments, the problem to be solved, and the intended solution.	• Identify the purpose of a business plan. • Describe the key elements of the lean business plan model. • State the problem to be solved in the Lean Canvas as a customer-centered problem statement. • Identify the customers in the target audience for the proposed product or service. • Identify the solution that answers the problem statement.	**Required:** • Lean Canvas Example: Facebook video • Problem, Solution, and Customer Segments video **Optional:** • Lean Canvas Intro—Uber Example video • 4 Main Types of Market Segmentation & Their Benefits video
SESSION TWO **Summarizing the Customer Elements**	• Learn about customer communication channels and the most effective practices for reaching their customers. • Practice completing the customer elements of the lean business plan using an original or supplied idea.	• Define channels as they relate to business planning. • Differentiate uses of each channel based on situations/context. • Practice the lean business planning process by applying information to the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas.	**Required:** • Channels to Customers video • Customer Elements **Optional:** • Which Channel?

(continued)

JA Be Entrepreneurial

MODULE: JA RAPID BUSINESS PLANNING®

Session	Overview Participants	Objectives Participants will be able to:	Activities
SESSION THREE **Formulating the Finances**	• Focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. • Identify what metrics are key to gauge the performance and health of the venture.	• Identify the cost structure for a product/service by listing associated fixed and variable costs. • Determine the appropriate price for a product/service given data about the associated costs, breakeven point, and desired profitability. • Recognize the revenue streams that will generate profitability for a product or service. • Explain how key metrics help determine the success of a product/service and impact the business decisions made about it.	**Required:** • Revenue Streams and Cost Structure video • Selecting a Price • Key Metrics—Lean Canvas video • Analyzing Metrics **Optional:** • Cost Structure video • Revenue Streams video
SESSION FOUR **Conveying the Business's Value**	• Identify the business's unique value and competitive advantage to convey its "edge." • Practice writing compelling unique value proposition (UVP) statements and identifying the business's competitive advantage.	• Describe the process used to convey the unique value proposition of a business idea. • Identify what competitive (or unfair) advantage is as it relates to a lean business plan.	**Required:** • Write a Compelling UVP Headline **Optional:** • Unfair Advantage—Lean Canvas—Will Dayble—3 of 7 video
SESSION FIVE **Completing and Testing the Lean Business Plan**	• Practice completing the marketing and financial elements of the lean business plan using an original or supplied idea. • Review the importance of testing the business plan for ongoing refinement.	• Practice the lean business planning process by applying information to the Cost Structure, Revenue Streams, Key Metrics, Unique Value Proposition, and Competitive (Unfair) Advantage sections of the Lean Canvas. • Describe the importance of testing and validating the assumptions and ideas that frame a business plan.	**Required:** • Marketing Elements • Pivot vs. Persevere scenario
SESSION SIX **Developing a Lean Business Plan (Optional, Self-Guided)**	• Construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning.	• Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea.	**Optional:** • Developing a Lean Business Plan