

The background of the top half of the image is a stylized American flag with red and white stripes and a blue field with white stars. In the center is a white seal with a blue and red border. Inside the seal, the text "BUILD YOUR LEGACY" is written in large, bold, blue capital letters. Below it, the words "Entrepreneurship Competition" are written in a smaller, red, cursive font.

# BUILD YOUR LEGACY

*Entrepreneurship Competition*

**AMERICAN ENTERPRISE PROJECT**

**North Penn – Mansfield Jr./Sr. High School**

**Pennsylvania**

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# PURPOSE

## INTRODUCTION

The United States operates as a free market economy. The government places few regulations upon businesses in this economic system. Due to the nature of this economic system, the majority of the United States contains innumerable businesses competing with one another in different market segments. Unfortunately, certain areas do not follow this trend. According to the United States Census Bureau, Tioga County is in the 23rd percentile for business establishments per county in Pennsylvania. This means that Tioga County is statistically at the bottom of the state in terms of business opportunities. Where other counties are experiencing rich business competition in different market segments, Tioga County is nearly void of all business opportunity.

Clearly, there is a serious need for increased entrepreneurs within Tioga County. Realizing this need, our American Enterprise project, titled *Build Your Legacy*, seeks to teach entrepreneurship to all students within North Penn - Mansfield Jr./Sr. High School. In order to do this, we designed the *Build Your Legacy* curriculum to focus on the following: starting a business, developing STEM concepts, and cultivating vital skills within the business world. By educating all 7<sup>th</sup> and 8<sup>th</sup> grade students in our school about the skills and basic knowledge required to enter the American Enterprise system, we intentionally cultivated a business mindset in our future businessmen and women. Igniting an entrepreneurial spark in the youth of our disadvantaged county will lead to increased potential for economic growth.



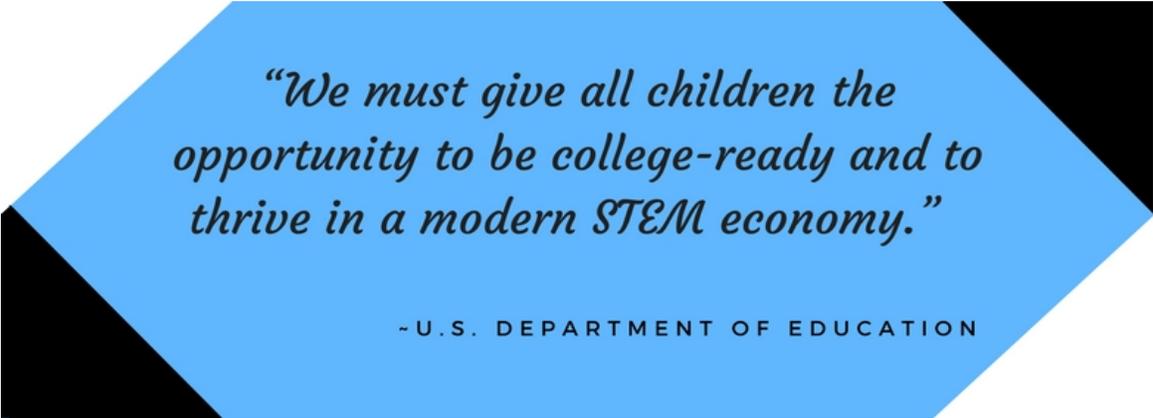
## PROJECT OVERVIEW

Entrepreneurship is vital to the growth of the U.S. economy, and it is key to the growth and sustainability of small communities. Our small community, Tioga County, needs to grow economically in order to sustain a prosperous future. This will only happen when the youth of Tioga County invest in their community. *Build Your Legacy* was crafted to do exactly this. We wanted to introduce key components of the business world to future Tioga County leaders, and we wanted to create and foster the spirit of entrepreneurship. With the help of school administration, school faculty, returning graduates of our school, FBLA members, our FBLA advisor, and the local business community, *Build Your Legacy* was successful. Through a carefully crafted agenda, students gained an impactful experience that inspired teamwork, creativity, and a belief in their own abilities and imaginations.

# RESEARCH

## RESEARCH

The U.S. Department of Education is striving to get **all** students prepared for the real world and STEM related fields. They have realized this problem, and are working hard to push STEM learning opportunities to students. While researching this topic we realized a reoccurring concern within our county: our youth are not getting access to the STEM learning opportunities available. This research inspired us to incorporate more STEM concepts into our project because we realized the lack of “hands on” STEM opportunities that our school offers.



STEM is all based on ingenuity; being able to fix an issue using problem solving and creative skills. With that being said, the American enterprise system is about creatively solving problems and becoming an entrepreneur. These two topics work hand in hand. Our project not only teaches kids about the American enterprise system and becoming an entrepreneur, but it also gives them STEM opportunities that they wouldn’t get in a regular class.

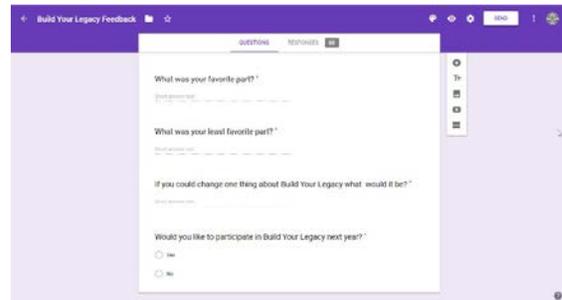
## SCHOOL AND COMMUNITY NEEDS

Education in the areas of business and entrepreneurship is limited in a small, rural school. FBLA membership provides the strongest instruction in these areas for the majority of students pursuing interests in business. However, not all students are able to join FBLA. The school curriculum would generally fill the need for business education, yet during challenging economic times for our school district, few business courses are offered. It was with this realization that we purposed to fill this gap for our students. No longer would we settle for students graduating without receiving basic knowledge about business leadership. We decided that our FBLA mission would be to provide our peers with a basic understanding of the free enterprise system and the

# RESEARCH

business world. If the concepts of the American enterprise system were foreign, then we needed to set our focus on changing that deficiency. In time, not only our school, but our community will benefit from this investment as well.

After *Build Your Legacy* was completed last year, we sent out a feedback form asking for positive and negative feedback that came straight from our participants. We did this because we knew that we had to make changes for this year. Mainly, students said that they didn't understand the finance portion, and that they wanted to actually make their product. With this feedback we implemented features this year to make those components better. Additionally, we identified necessary improvements in the operation of the program itself. For example, we realized we didn't follow a time schedule to give students time to work, and we didn't find enough teachers to help facilitate. By figuring out these hurdles early, we were able to fix them so *Build Your Legacy* ran more effectively for everyone involved.

A screenshot of a Google Forms survey titled "Build Your Legacy Feedback". The form contains four questions: "What was your favorite part?", "What was your least favorite part?", "If you could change one thing about Build Your Legacy what would it be?", and "Would you like to participate in Build Your Legacy next year?". The last question has radio buttons for "Yes" and "No". The form is displayed in a purple-themed interface.

Google feedback form

## RESULTS OF RESEARCH

The more we learned about our Nation's focus on preparing students for the real world through STEM and the many facets that develop STEM education, it became clear that STEM needed to be built into our program. After meeting with our superintendent and school administrators, school faculty, and other community leaders in the business field, we learned about the movement in education known as "maker spaces." Maker spaces are literally designated places where students can gather to create, invent, explore, and learn ... STEM. As we researched maker spaces, we began to recognize the importance that this educational movement has to the future of our community, so we felt it was necessary for all students to receive this exposure. Additionally, since the maker space is a STEM activity, we knew that we had to pull all of this into *Build Your Legacy*. The pieces began to fall into place. Not only did we fulfill a STEM initiative by adopting maker spaces, but we realized that we were actively implementing the specific FBLA-PBL goals. By using maker spaces in our project we were actively demonstrating "more interest in and understanding of American business enterprise," and we were "develop[ing] character, prepare[ing] for useful citizenship, and foster[ing] patriotism."

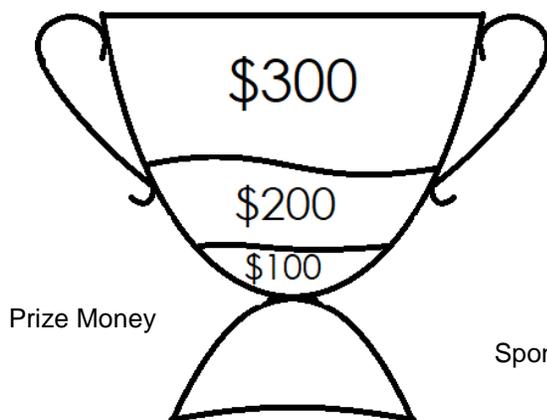
# PLANNING

## LOGISTICS

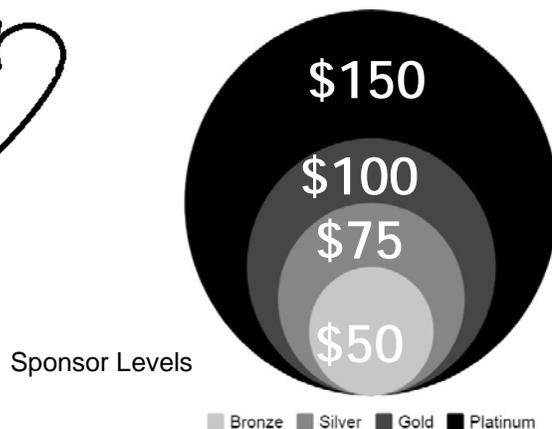
Planning for our project began when members from our FBLA chapter met in late July. At this time, we chose to take our *Build Your Legacy* project from last year, and build a strengthened Part II that would be more impactful for students. We knew that we wanted to maintain the focus of providing business and economic education in a fun, creative competition. August was our designated research month. During this period, we had meetings with various school administrators, teachers, and students from last year. The purpose of meeting was to learn how we could improve *Build Your Legacy*. We wanted our project to be more impactful, and we wanted to embed STEM exercises in a fun-filled forum. The student surveys that we sent through google forms proved to be a great source of information. Student feedback identified the positives and the negatives of the project, and this documentation became the substance that guided our planning for the new academic year

## SPONSORSHIP

Our primary funding source came through the generous donations of local supporters. We sent out sponsorship letters in October. In this correspondence, we asked local businesses to donate money for supplies and/or prizes, and we asked local businessmen and women to facilitate student projects and share their knowledge. We designed four levels of sponsors for general program/supply sponsorship money: **Bronze (\$50)**, **Silver (\$75)**, **Gold (\$100)**, and **Platinum (\$150)**. We also had prize money sponsors: **1st place \$300**, **2nd place \$200**, and **3rd place \$100**. The sponsorship letter campaign yielded \$950.00, and this gave us the perfect amount of money for supplies and prize money. It also provided a little extra funding with which we thanked facilitators, judges, and teachers. Although a great deal of footwork, our sponsorship letters proved to be a successful source of funding for our project.



Prize Money



Sponsor Levels

# DEVELOPMENT

## ADMINISTRATION MEETINGS

Our administration was supportive of our project. Last year's project received a great deal of positive feedback from community members, teachers, and other district administration, so it paved the way for this year's *Build Your Legacy*. Meeting with our principal early was important. Since the project was a success, he was happy to designate project days on the district calendar four months in advance, these being: November 20, 21, and 22.



During one of our before-school meetings, we talked with administration about our idea for doing an optional competition for senior high students because of feedback from last year. We had multiple senior high students ask why they didn't have the opportunity to participate in *Build Your Legacy*, so we knew we had to incorporate them into this year. From that, we discussed our interest in having the two senior high winners compete at the Bloomsburg University entrepreneurship competition later in the spring, instead of winning prize money. Our superintendent loved this idea and readily offered his sponsorship. Details such as these developed through close collaboration with administration. Our regularly planned early morning fall meetings made a significant impact on the success of our project.

# IMPLEMENTATION

On November 15, American Enterprise Day, students arrived at school greeted by an election-like display of posters and flyers. Our FBLA bulletin board announced *Build Your Legacy*, and flyers adorned all junior high lockers.

Members of the Video Productions Department collaborated to celebrate our enterprise system on the morning announcements. We prepared a series of trivia questions that were “played” in the morning announcements. The entire school body had the chance to “call in” and win. This morning kick-off generated a spirit of excitement and an attitude of empowerment. Just like entrepreneurship, the sky is the limit; and students “rolled up their sleeves” and began American Enterprise Day with the hope of success.

A great deal of work went into the preparations for American Enterprise Day. The weekend before the event, FBLA members labeled and filled a folder for each student. Items included: various worksheets, activities, and blank scratch paper. Members also set up 29 tables, the inflatable screen, and designated areas for the food, music, and supplies. Schedules were carefully planned and implemented in order to make the day flow in an organized fashion. Additionally, scoring guidelines were made for judges.



Locker Flyers



Gym Set-Up

## DAY 1

Our planning committee carefully planned how junior high student groups would be called to the gymnasium, and although students were initially uncomfortable with the planned groups, they adjusted after the implementation of icebreakers. We also used a video of Mozhiah Bridges, 14-year old entrepreneur and owner of Mo’s Bows. The combination of icebreakers and the motivational video set the stage for them to begin three learning modules. 1. Problem solving: In order to create a product, students would have to identify a problem and offer a solution. 2. Target marketing: Students learned about target marketing and meeting the needs of specific customers. We demonstrated marketing examples (billboards, commercials, etc.) and encouraged individual marketing development on day two. 3. Finance: Anticipating that this final module would be the most challenging, we created a color-coordinated worksheet.

# IMPLEMENTATION

On the senior high level, our dedicated students worked through a PowerPoint that was similar to what was shared with the junior high; our enrichment teacher facilitated. One of the big differences between the junior high competition and the senior high competition was the time they had to work on each component. We knew the senior high students would need more time because their products would eventually be presented at a larger competition with higher stakes.

## DAY 2

Excitement filled the air as we began a hands-on product development session. We chose to do this as a result of the feedback from last year. Students desired to build and create an actual prototype, and from what we saw, they were motivated to participate in this portion of the competition. Our careful planning allowed for this session to run smoothly. Supplies were planned and distributed in a systematic manner. Cost analysis of supplies was required, so we built this into their finance worksheet. Addressing the list of supplies and the cost of each before the session enabled our students to get an accurate sense for cost analysis. By doing this, students were able to total costs and use it as their product development expense on their worksheet. As a result, students had prototypes of their products and an estimate of its total cost. They also had to create a visual of their product using all of the marketing components. Students made a poster that acted as a billboard, and they used their laptops to design a radio ad and a social media ad. Additionally, students were given the option to make a unique marketing segment for extra points. To finish off the day, students had time to create their “Shark Tank” styled elevator speech. We showed quick clips of teen entrepreneurs that appeared on *Shark Tank*, and we had one of our members read an example speech.

Senior high did not make a prototype of their product. Our planning committee knew that only two teams were going to move on to the Bloomsburg Competition, so we decided to alter the schedule. We also based this decision on supplies. We were concerned that our supplies for the junior high would not be sufficient for the senior high prototypes. So, instead of making prototypes, they worked on making good marketing

Prototype Station



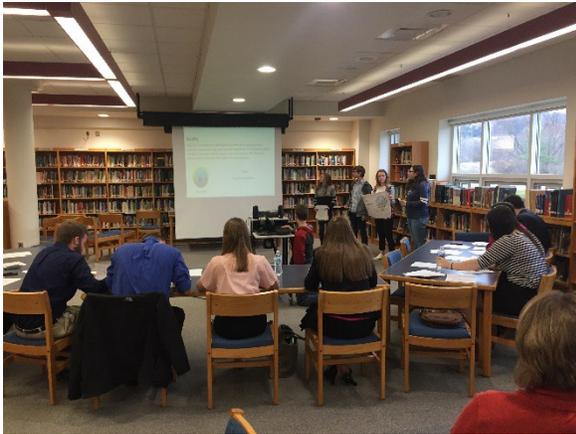
# IMPLEMENTATION

elements and making sure their finance sheets were completed correctly. The most challenging part of the morning for them was composing their elevator speech. In anticipation of fierce competition, senior high needed additional time to prepare their pitch.

## DAY 3

Day three was another new implementation this year. Survey feedback informed us that it was not effective to have students wait until spring for final presentations. The wait was too long and students expressed their frustration. As a result, we worked to positively impact the negative feedback by requiring mandatory presentations on day three. We received approval to use five classrooms for Day 3, and we recruited the

Final Judging



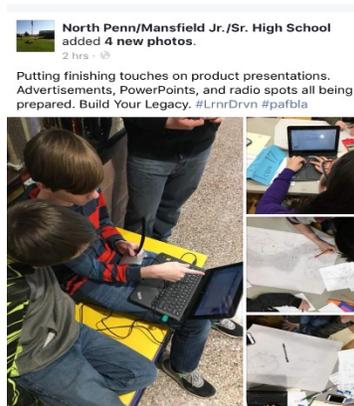
help of one teacher and two FBLA alumni in each classroom. Each team presented for 7-10 minutes, and the three judges chose the top team from their room. The top five teams went to a final round. Again, we had to request the use of the library for the final round, and we had to ensure that the ten FBLA alumni would be final judges. We also had to plan the scheduling of the final round. While teams went to lunch, judges deliberated on the winning order of presentations. When the teams returned

from lunch, we presented them with certificates, and the top three teams will receive public recognition and award money at our school's award ceremony in May.

Due to other activities within our school, the senior high students were unable to work on Wednesday; however, their level of maturity prepared them to work outside of the established two days. Presentation day for senior high is going to be on the 19th of December, immediately preceding Christmas break.

# PUBLICITY

Our project was promoted throughout our community and Tioga County. Our superintendent, principal, and other district administration were present at *Build Your Legacy*, and they worked with us to maintain social media exposure on Twitter and Facebook. *Build your Legacy* pictures were disseminated widely, and the hashtag #LrnrDrvn (Learner Driven) was used. We chose this hashtag because it is one our school district's valued guiding principles, and we were honored to build a program that strengthened this core value.



Evidence of publicity through administrative social media on Twitter and Facebook.

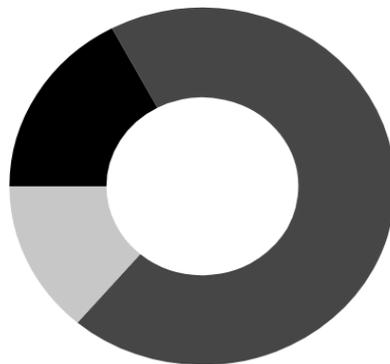
Cheryl Clarke, a writer for our local newspaper, The Wellsboro Gazette, came in and interviewed members of our team. The published article discussed the *Build Your Legacy* project, the top three teams and their products, and our project's plans for the future. Overall, our purpose and impact was promoted throughout Tioga County. We know that the impact of our project was felt when our school began to get inquiries about it. We are proud to report that other local administrators reached out to our school administration to discuss implementing *Build your Legacy* in their schools. This program is doing exactly what we intended for it to do, *Build Your Legacy* is providing business education to students who would not otherwise have this exposure.



Local newspaper article

# BENEFIT TO SCHOOL / COMMUNITY

*Build Your Legacy's* goal was to teach students about entrepreneurship, how to start a business, STEM concepts, and vital business skills. Throughout the three days of our event, students learned, experienced, struggled, and succeeded in grasping the different business concepts that were required of them. All final projects were based on a 100 point scale. The majority of team scores were between 80 and 92 points. Due to these impressive scores across the board, it was evident that students both understood the business topics covered and could apply their new knowledge to identify and solve problems from within our community. Furthermore, 86% of students said their favorite part of *Build Your Legacy* was related to some sort of business concept. Due to this interest from students, we are confident that many individuals will seek out futures in business. By establishing this entrepreneurial mindset early in these students, our hope is that they will develop their skills to become the business leaders our community desperately needs. Evidence of this process is already beginning to take shape, as our senior high level competition has group members that are already developing possible businesses that they could realistically launch.



## Final Scoring Breakdown

■ 70-79 (17.24%) ■ 80-89 (68.97%) ■ 90-100 (13.79%)`

*Build Your Legacy* is laying a foundation for not only our school, but our community as well. Our local Chamber of Commerce reached out to inform us about a grant they would be willing to provide for next year. Our initial goal in supplying entrepreneurial and business ownership education is being fulfilled. Our local administration and community confidently believe in this program and its ability to ignite an entrepreneurial spark that will positively impact Tioga County once fully ignited. *Build Your Legacy* was an event founded to create an everlasting impact on our community, and even though all students that have gone through our program are still young, the seeds for future change are already beginning to sprout.

# FINAL EVALUATION

## RESPONSE

Once *Build Your Legacy* was over, we made a google survey for all the junior high students. We asked them a variety of questions focused on providing us with the necessary information to make *Build Your Legacy* more effective for our students.



Creating the project

One question focused on whether students would participate next year. Over fifty percent of the students said yes. We also asked some short answer questions that would help us make improvements for next year. For example, we asked students about their favorite and least favorite part of the project as well as what they would change about *Build Your Legacy*. The feedback validated our earlier hypothesis; the majority of students said their favorite part was designing the prototype. The participants also said that they would like it better if they were able to pick their teams, and we will address this for next year.

In addition to having positive student feedback, we also had positive feedback from our teachers and facilitators. Teachers documented this project's success, and the overwhelming comment was that *Build your Legacy* is a great way for students to learn real world concepts. Additionally, several facilitators have already committed to returning as volunteers next year. It is clear that this program is generating increased interest.

## FINAL EVALUATION

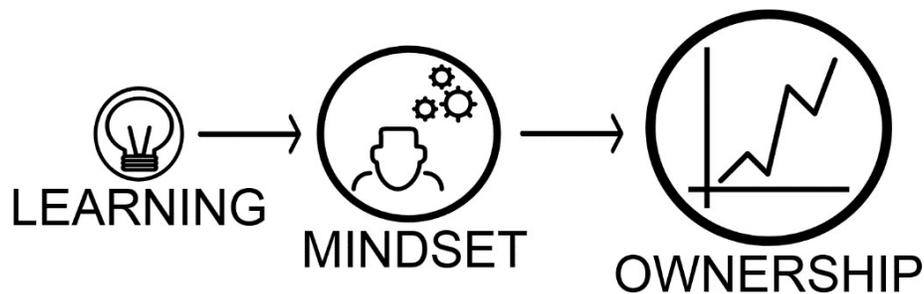
The North Penn - Mansfield Senior High FBLA Chapter set short, medium, and long-term goals for *Build Your Legacy*.

**Short-term goals:** We taught students about entrepreneurship, how to start a business, STEM concepts, and vital skills utilized throughout the business world. Students demonstrated their comprehension of these concepts by effectively implementing them. Their performance validated their understanding of business knowledge and the entrepreneurial skills necessary in creating business plans that solve community problems. We exceeded our original goal when we provided opportunities for students to demonstrate their leadership.

# FINAL EVALUATION

**Medium-term Goals:** We established a school climate that is business-minded. This goal manifest itself as teachers began to see students' interests in business topics mature. During the senior high event, these students volunteered to participate and grow as future business leaders by utilizing our resources and implementing them into their final projects. The extension that we witnessed in our students demonstrated a visual representation of this goal.

**Long-term Goal:** We want to ignite a spark that influences students to be prospective business leaders in the future. Even though this process will take multiple years to be realized, students are beginning to visualize their futures as local community leaders. *Build Your Legacy* has given students a platform to launch a successful business career that ultimately will benefit all of Tioga County.



Our American Enterprise project, titled *Build Your Legacy*, seeks to teach entrepreneurship to all students within North Penn - Mansfield Jr./Sr. High School. By educating all 7<sup>th</sup> and 8<sup>th</sup> grade students in our school on the concepts of starting a business, developing STEM concepts, and cultivating vital skills within the business world, *Build your Legacy* has laid a foundation for students to understand the American Enterprise system.

Cultivating a business mindset in our future businessmen and women will potentially ignite a spark in our youth. The greatest success will be to see our disadvantaged county grow into an economically strong region. We are honored to be part of positive change for our community.