My Pop-Up Shoppe

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High School Curriculum
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Summary

My Pop-Up Shoppe is a hands-on experience where students are given a product and then challenged to run a real, working businesses for a short period of time. You (the facilitator/organization) will prepare the product. Then you will play the videos and guide students through the process of turning the product into a running business. They will put up a website, find a target market, make sales, prepare financial statements, and reflect on their learning experience.

The students will explore marketing, sales, finance, management, problem solving, computer science, entrepreneurship, advertising, economics, and so many more topics.

This curriculum was created to give students an opportunity to experience the power of learning through entrepreneurship. Regardless of student interest in business or entrepreneurship, My Pop-Up Shoppe creates an environment that gives students responsibility of their learning, welcomes failure, and creates the opportunity to problem solve.

There is a big problem with the way students are learning in the modern education system right now. As a company My Pop-Up Shoppe believes that the best way to help students is to teach them to learn through discovery, problem solving, and failure. And that is exactly why we love entrepreneurship. You can read more from our blog here to keep updated on what we are learning about education.

We’ve been facilitating My Pop-Up Shoppe experiences for two-years and everything we’ve learned about working with students and making this a success is located in this guide. All you need to do is pick a product and get it ready for your students. All of our product tips and tricks are located in the final pages of this document.

Good luck! Our final piece of advice is to challenge the status quo. Think outside of the box when you are running this experience. You need to think as an entrepreneur as much as your students. Challenge them to think deeper and discover the route of the problem when they are stuck. Hopefully, this is only the start of their hands-on learning and ability to think deeply and creatively.
Facilitator Guidelines:

Keys to facilitating:
You are not running the business for the students. You are facilitating their learning experience. No hand holding allowed. There is no right or wrong answer in entrepreneurship. The entrepreneurial mindset inspires independent learning and problem solving. The students must learn how to solve problems by struggling on their own. Do not answer their questions right away. Let them struggle and problem solve on their own. When you see they absolutely need help and they have tried to solve the problem on their own first, then offer assistance. You will have to judge this case by case but students will learn they need to problem solve on their own if you set the standard that the students must look to solve their own problems. They are business owners and startup founders. The real world of entrepreneurship does not have a teacher standing by to answer all of a CEO’s questions. If you successfully create an environment of independent problem solving, some students will be extremely uncomfortable because they are not used to learning this way. But, this uncomfortability is the beauty of My Pop-Up Shoppe. It encourages students to learn in an entirely different manner.

Students will get their product after the introduction workshop. Then they are set off to turn that product into a business through their own thought process. Every group might have a different idea of how to market and sell the product. They set their own price and decide where and how they want to sell it. Your job is to help them through the process and make them really feel like founders of their own startup. You are acting as an entrepreneur during this entire process as well. Keep them ethical throughout the process and observe their behavior. There might be some questions you do not know how to answer and you will probably run into some challenges! Do your best to problem solve and think as a business owner as well. But always feel free to contact Brenna with any questions.

You will find everything you need attached in this facilitator guide. Follow the timeline and play the videos when it is time. The facilitator plays a huge role in this experience. Ask the students thought provoking questions and make them think harder about this experience. When the students are brainstorming encourage them to be creative and push them harder to think outside of the box. Do your very best to create an environment that feels like a startup or business, not a classroom. Develop relationships with the students along the way and encourage them in their failures and successes.
Facilitator Guidelines:

Workshops:
- **Introduction** (15-30 minutes)
  - Play the intro video to kick-off My Pop-Up Shoppe
  - Print out the Lean Canvas and have it available for students during the workshop
- **Team Strengths & Weaknesses** (20 minutes)
  - This presentation will help the students think about their strengths and weaknesses.
  - Facilitate discussion and encourage the students to think through how they will work as a team and what plan they need to have for the next two weeks.
- **Marketing Channels** (20-25 minutes)
  - Play this workshop to lead students through a brainstorming session to think of target customers and channels in which they can reach those customers. Encourage students to be creative and think outside of the box.
  - Students will:
    i. Brainstorm individually.
    ii. Talk about their ideas as a team and pick their top 5.
    iii. Make them brainstorm for at least 3-5 minutes, let there be awkward silence.
- **Conclusion** (20 minutes)
  - Play this video when you are ready to conclude My Pop-Up Shoppe.
  - Encourage students to discuss in small groups and prompt them with more questions if they are hesitant to reflect.
- **Retrospective** (25 minutes)
  - Play this video to lead students through an activity to debrief about their My Pop-Up Shoppe Experience. This activity offers a platform for constructive feedback and allows students to reflect on their experience.
    i. What went well
      - Students brainstorm individually for 5 minutes, one idea per sticky note.
      - Students talk as a group about what went well, go through each sticky.
    ii. What did not go well
      - Students brainstorm individually for 5 minutes, one idea per sticky note.
      - Students talk as a group about what went well, go through each sticky.
    iii. What we could add/change
      - Students brainstorm individually for 5 minutes, one idea per sticky note.
      - Students talk as a group about what went well, go through each sticky.
Facilitator Guidelines:

Suggested Timeline:

Class Period #1
- **Video**: Introduction to My Pop-Up Shoppe (Workshop - 20 min)
  - Students receive their challenge & product
  - Play the introduction video
- **Video**: Team Strengths/Weaknesses (Group Activity - 20 min)
  - Play the team strengths/weaknesses video

Class Period #2
- **Video**: Marketing Channels/Target Market (Brainstorming Session - 20-25 min)
- Work Time: Students should set a game plan for sales and marketing as a group. They should be working fast and start acting, not wasting much time planning but taking action. Spending more than one period on planning will use up too much of their work time.

Class Period #3
- Work Time: Students should begin setting up their website, making social media posts, flyers, advertisements, sending emails, making phone calls, interacting in the community and actually taking actions to make sales. They get to figure out how to make sales but the sooner they start taking action, marketing, and talking to customers the better. Creating a budget is also essential to the business process.

Class Period #4
- Work Time: Turn the product into a business. Students will just run their business, market, and make sales. Students should figure out who they want to sell to and how they want to reach them. They can go out in the community, sell online, ship products, plan weekend sales, set up a stand, make deliveries, cold call, send emails, social media market and so much more.

Class Period #5 - 8
- Work Time: Allow students to keep working and problem solving on their own. Check in on their progress and make sure they are not completely stuck.

Class Period #9
- Work Time: Students should close all outstanding orders and conclude all business operations. They should also be creating their income statement and calculating revenue/profit.

Class Period #10
- **Video**: Applying Entrepreneurship (Workshop 20 min)
  - Play this video and facilitate questions
- **Video**: Retrospective (Group Activity 25 min)
  - Play this video and facilitate brainstorming

Class Period #11 - If you want to make this addition.
- Group presentations
  - Follow the [presentation rubric](#) if you want students to give a final presentation. This will help you give them a grade for this experience.
Facilitator Guidelines:

Logistics:

Time & Questions
- This is all up to your discretion. Change the timeline if you think they need more time. Make it shorter if it is too easy.
- Throw in extra challenges if you want to make something harder. Example: York made an exemption that they could not sell to family members.

What You Need To Do
- Create a Google Drive folder for the pop-up and share it with your with the students.
- Prepare the product and have it available in a working space for the students.
- Add the students emails to the Shopify Website before the first day of My Pop-Up Shoppe so they can be granted access.
- Play the videos and follow the timeline. Adjust accordingly depending on how fast they work.
- Keep students ethical and challenge them to learn, not only make sales.
- Field questions and only answer when you think they absolutely need help.
- Figure out how you want to grade/evaluate this experience.
- Determine what you want to do with the profit. You can recycle it for the next year, donate it, or the students can keep their profit.
Shipping & Packaging Tips

Helpful shipping website:
● www.pirateship.com
  ○ Create a free account
  ○ Give the students the username and password
  ○ Link it to your school’s bank account or the LLC you created for your student run enterprise
  ○ Mail from your organization location in case any packages get returned
  ○ Use white paper or labels - whatever works best
  ○ The account gets charged every time you print (count this as an expense)
  ○ Do not use media mailing
  ○ Drop the packages off at the post office when you are done and ready to mail
  ○ You may also use Shopify to fulfill shipping
  ○ The smaller the box the cheaper the shipping price

You can deliver packages by hand.
Setting up Shopify

Shopify is an Ecommerce website that gives businesses a backbone and structure to set up their own Ecommerce platform to sell products online. We highly encourage you to have students explore using a Shopify website to process and make sales. Doing sales online flips a switch in student learning (especially students from rural backgrounds). It allows them to make sales while they are sleeping, explore digital sales, and problem solve putting a website together quickly. The great part about Shopify is that you can use their free-trial for 14 days. This works perfectly when students are running a pop-up in a short period of time.

Here are some helpful tips to set up a Shopify site for your students to use.

● Set up one site for every team. You can create as many free trials as you need.
● Go to https://www.shopify.com/ and click start free trial.
● You have to pick a plan and provide a credit card, but don’t worry you won’t get charged until the 14-days are over. We recommend the Shopify plan for $79 because you can add 5 students as staff accounts.
● Payment can be processed through paypal, Google Pay, or you can link the payment to your school’s bank account. The money will then automatically get disbursed to your bank account. You have to know the routing number and the bank account number. This can be found under settings -> payment providers -> complete payment set up.
● You will add each student to the website and they will get an email invite to create an account. This can be done by going to settings -> account -> add staff accounts.
● There are a ton of online resources and good tutorials for troubleshooting and learning how to use Shopify.
● Then let students explore the site, problem solve, and look up tutorial videos if they can’t figure out how to do something on the site. You do not have to know how to work Shopify and it will be good for the students to run into challenges with technology along this entrepreneurial journey.

Shopify is a great, user friendly site and it makes it very easy to set up an ecommerce solution for your pop-up. It’ll be good for students to learn and easy to complete in a short period of time. We encourage you to either require students to use the site, make all sales online, or have a certain percentage of sales be digital. This will enhance the entrepreneurial journey throughout the pop-up.
Helpful Vocabulary

**Entrepreneurship** – The activity of setting up a business or businesses, taking on financial risks in the hope of profit.

**Entrepreneurial Mindset** – The act of thinking or having the mindset of an entrepreneur: problem solving, critical thinking, adaptability, moving fast, hustle, drive, activation, innovation.

**Startup** – A company working to solve a problem where the solution is not obvious and success is not guaranteed.

**Disrupt** – Uprooting and changing how we think, behave, do business, learn and go about our day-to-day.

**Business Model** – A company’s plan for how it will generate revenues and make a profit. It explains what products or services the business plans to manufacture and market, and how it plans to do so, including what expenses it will incur.

**Founder** – The people who establish the company—that is, they take on the risk and reward of creating something from nothing.

**Channels** – The people, organizations, and activities necessary to transfer the ownership of goods from the point of production to the point of consumption. It is the way products and services get to the end-user, the consumer.

**Early Adopters** – The first customers to buy a product who are experience the problem your startup is solving in a very painful manner. They are running at you with money to buy your product/service.

**Retrospective** – A meeting that occurs at the end of a project/iteration where the team reflects on what happened and identifies actions for improvement going forward.
# Income Statement

Create this in Google Sheets. Each team should complete an income statement.

<table>
<thead>
<tr>
<th>Team ( )</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Members:</td>
<td></td>
</tr>
</tbody>
</table>

## Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td></td>
</tr>
<tr>
<td>Paypal</td>
<td></td>
</tr>
<tr>
<td>Shopify</td>
<td></td>
</tr>
<tr>
<td>Checks</td>
<td></td>
</tr>
<tr>
<td>Donations</td>
<td>0</td>
</tr>
</tbody>
</table>

## Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td></td>
</tr>
<tr>
<td>Shipping</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
</tr>
</tbody>
</table>

| Total: | 0 |

## Net Profit

|  | 0 |
My Pop-Up Shoppe - Final Presentation Rubric

Your presentation should answer these six questions:
1. What were the results of your team’s My Pop-Up Shoppe?
2. What did your team learn?
3. How are you going to apply what you learned?
4. What was your biggest win?
5. How successful were you?
6. How did this experience change the way you think about entrepreneurship?

Presentation guidelines:
- 8-10 minutes long
- Failure is okay, you won’t be graded on sales
- You will be graded on effort and amount of learning
- Any presentation format

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Content</td>
<td>Students answer all six questions but do not provide any examples.</td>
<td>Students answer all six questions offering examples for a few questions.</td>
<td>Students answer all six questions and effectively communicate each answer to the rest of the class with multiple examples.</td>
</tr>
<tr>
<td>Effort</td>
<td>Students show some effort in running their pop-up. After one sales channel does not work they may not continue selling.</td>
<td>Students demonstrate effort in running their pop-up and try multiple sales channels.</td>
<td>Students spend concentrated effort towards running their pop-up. They try many different sales channels and each student is contributing to the work the team accomplishes.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Students work together, but some students take on most of the work and problem-solving responsibility.</td>
<td>All students in the group actively take on a role in the startup. Each student contributes and offers value to the team.</td>
<td>All students in the group actively take on a role in the startup. Each student contributes and offers value to the team. Team members communicate and solve</td>
</tr>
<tr>
<td>Risk taking &amp; Uncomfortability</td>
<td>Reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students take one or two risks but don’t move outside of their comfort zone to build relationships and reach out to new customers.</td>
<td>Students are able to reflect on the experience but do not demonstrate any examples of applying what they learned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students take a few risks and are uncomfortable for some of the two-weeks. They make a few connections with customers.</td>
<td>Students are able to apply what they learned during My Pop-Up Shoppe to their real lives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students take many risks throughout the two-weeks. Even though they are uncomfortable they make connections and build relationships with customers.</td>
<td>Students come up with concrete examples of applying this independent learning to other classes and experiences. They also reflect on failure and are able to communicate how it helped encourage growth.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Variations

We’ve brainstormed some creative ways to change up the My Pop-Up Shoppe Experience depending upon your community and the students who will be participating.

Here are some unique ideas:

- **Do the Pop-Up Shoppe in a weekend.** Many of our college students complete this experience over a compact weekend.

- **Involve the Community.** Sell products that a local business has already created or use a new product they want to test. You could also have local business owners come in and serve as mentors as part of this experience.

- **Have the students fundraise.** You can throw a spin into the challenge and have students fundraise the startup money you will need from local businesses. This will give you a budget to work with and will help them learn fundraising/investment skills.

- **Sell a service instead of actual products.** The students could sell only services instead of practicing shipping, and package a real products. Some examples:
  - A pop-up thrift store for a day. The students could ask for donations and prepare for a one-day thrift store. Set up your store in front of the school or at the park on a nice day and throw a unique trend to garage sales.
  - Technology services. Many small businesses, especially in rural towns need major technology help. Students could design business cards, help set up websites, teach classes on technology, and help in anyway that you see a demand in the community.

- **Turn it into a student run enterprise.** Test your business idea with a pop-up first and then see if it would be a successful business that you could keep running as a student enterprise throughout the entire semester.

- **Require all online sales.** Challenge your students to complete all sales online and make it strictly an ebusiness. Only let them do sales online or through online channels instead of in person.

- **Don’t let them sell to anyone they know.** Challenge your students to make real sales and actually sell to people who need the product and who they are solving a problem for, not only community members who are wanting to support their entrepreneurial journey.
Overcoming Barriers

Facilitating a My Pop-Up Experience will challenge you as an educator. This challenge will be great but there are many ways in which your students will get stuck or become frustrated. These barriers to learning have discouraged and stumped us many times when we are facilitating a weekend with students. The most important thing is to get back up and keep going. The struggle is okay and this is where students learn even though it is challenging and discouraging at times. Here are a few helpful tips from our past experiences that will help you overcome some barriers that students may experience.

Digital Sales.
High school students, especially rural students, have a narrow mindset when they think about sales and business. They know the small businesses in their hometown and they’ve done fundraisers in the community selling products physically. But, the entrepreneurship world has exploded in the last five years and ecommerce is changing the way we think about business. This is hard for most grown adults to understand and it is usually a barrier for students as well. The more you encourage them to explore digital sales, find customers online, and explore customer segments outside of their community the broader their knowledge will be stretched.

Trying something they haven’t done before.
It’s scary to try something new. Most high school students are used to being told when their assignments are due and how to complete them. There are many educators starting to switch this up, but this is not the norm in education. Students are used to rubrics, due dates, and hand holding. So, they will be very uncomfortable when that is all ripped out from underneath of them during their My Pop-Up Shoppe experience. Most of your students have probably not run a business before so they will be freaked out that you are not teaching them exactly how to do it. THIS IS OKAY. Keep encouraging them and give them more guidelines if they are flailing. But, let them struggle too. If they figure out they can do something on their own that they have never tried before successfully they will overcome a huge barrier and realize they are more entrepreneurial than they thought!

Learning on their own without being told the answer.
This is huge for students. If they figure out how to start learning on their own by the end of their My Pop-Up Shoppe experience their pop-up was a smashing success regardless of how many products were sold. Entrepreneurship is an amazing environment for students to be courageous, think on their feet, and learn how to learn. They will have to find answers, problem solve, and figure out how to run a business on their feet. You can help them by not giving away the answer. Ask them how they have tried to problem solve. Ask them if they have already tried
to find the answer. Students will complain and will want you to tell them all of the answers. Keep asking them deeper questions and make them think through the answer before you give it away. This will take some persistence but once you set the standard students usually figure out they need to start searching for the answer before they come to you for help.

**Testing new customer segments when they hit a dead end.**
Students will get discouraged when they brainstorm a great customer segment but then they find out its a dead end, no one in that segment wants to buy their product. After a few hard no’s it becomes challenging to keep making sales and try again. Try to encourage your students to test a different customer segment. Help them brainstorm more potential customers and motivate them to start over with their marketing plan. Once they finally make a sale and hit a customer segment that works all of the hard work will be worth it. The important thing is to keep trying different customers and to not give up. They will learn every time a customer segment doesn’t work and their sales skills will improve as they go.

**Talking to customers and making sales.**
High school students are generally not used to talking to adults, and probably do not have much experience with sales. There will be some exceptions and stand out students. Technology is also changing the way students communicate and they are used to doing everything digitally. Talking to real people freaks them out. We’ve been noticing more and more introverted students in our classes and My Pop-Up Shoppe experiences the younger the students are and the more exposure to technology they’ve had. You also may run into this barrier as you facilitate a My Pop-Up Shoppe experience. Overcoming this fear takes some time. Do not push students too far. Encourage them to practice and try a few times. Let them make digital sales and live in the digital world if they are more comfortable with that. But, we suggest you help facilitate person-to-person interaction and motivate students to do a mixture of in-person, phone call, and digital sales.

**Working in groups.**
High schoolers are going through big changes and they do not understand themselves yet. College is full of group projects and these help students grow in their ability to work with others. If your students are used to working in groups My Pop-Up Shoppe will be a great experience. If your students are not used to working in groups, they will probably struggle as they learn how to work with others. Help them give candid feedback. You may also have to suggest different forms of communication and facilitate interactions between groups as the experience progresses. Working in groups becomes easier as students have more practice. Do not be discouraged if this is not a mastered skill, but look for improvement.
Product Ideas

You will purchase the product before students start selling, or as they go. We’ve tested and run many different My Pop-Up Shoppes with different product variations. The next few pages are full of our best suggestions and the most successful products. We encourage you to be creative and brainstorm ways to solve problems in your community as well. Customize the product suggestions we are giving you. We also suggest starting your first pop-up off with a lower priced product so you and the students can both test how the program will work. You may sell out of product very fast or have too much left over. The number of products you need will be based off of your student’s motivation. Plan your product at least 4-weeks before you start your My Pop-Up Shoppe with your students to allow for shipping time. You can also pre-sell and order the product after the students have done all of their sales. But, be aware that the shipping time will delay the rate at which your students can ship their products to their customers.

Most of these products involve shipping or producing a part of the package. When part of the solution is students performing a service, like shipping a box to someone or delivering a package for a gift, it adds value and makes students figure out another piece of the supply chain. Many of the gift boxes are presents only. The Thanksgiving cards, Valentine’s Day, and Holiday box were marketed to customers as gifts for others. Students would make the sale online, collect an address of someone the customer wanted to send the package to, get a custom message and include it in a card. They would then ship the package to the customer’s desired loved one and a service was added to the product challenge. These were the most challenging and best way for students to see all sides of a business.

Here are some helpful ideas that we have already tested. Each product is linked to a folder:
**Husker Football Kit** - Read the [product description here](#). Find all of the designs and example pictures you [need here](#).

**Thankful For You Box** - Read the [product description here](#). Find all of the designs and example pictures you need [here](#).

**Valentine’s Cards & Cookies** - Read the [product description here](#). Find all of the designs and example pictures you need [here](#).

**St. Patrick's Day Box** - Read the [product description here](#). Find all of the designs and example pictures you need [here](#).

**Thanksgiving Cards & Cookie** - Read the [product description here](#). Find all of the designs and example pictures you need [here](#).
**Hot Cocoa Bar/Packets** – Read the [product description here](#). Find all of the designs and example pictures you need [here](#).

**Holiday Wishes Box** – Read the [product description here](#). Find all of the designs and example pictures you need [here](#).

**Snow Day Survival Kit** – Read the [product description here](#). Find all of the designs and example pictures you need [here](#).

These are just a few examples. We encourage you to brainstorm, customize the boxes and change things to fit your community and customers!

Check out this [Pinterest Board](#) for more fun pop-up ideas.