Teacher lesson plan · 50 minutes

From frustration to idea: your first entrepreneurial sprint

A companion guide to the classroom exercise from *Scotland's Entrepreneurial Future*, designed for the Powering Futures SCQF Level 6 qualification.

Audience	S5–S6 / SCQF Level 6 learners
Duration	50 minutes (5 timed steps)
Group size	Best in teams of 3–4
Materials	Log books, pens, optional flipchart paper
Assessment link	Step 5 maps to the weekly log book reflection
Prior knowledge	None required — curiosity is the only prerequisite

Learning outcomes

• Identify real-world problems through observation rather than ideation.

• Apply early-stage problem validation (who, why, scale).

• Frame a minimum viable solution in a single sentence.

• Give and receive critical feedback constructively.

• Reflect on assumptions and design a way to test them.

Teacher preparation

Read through the five steps before class. Decide pairings or teams in advance. Open the website's **Exercise** section on the projector — students can also follow along on devices. Have students bring their log books. Print the worksheet (use the *Print worksheet* button on the website) if you prefer a paper-based session.

Step-by-step facilitation guide

Step 01 · 10 min

Find your frustrations — “What drives you mad?”

What students do. Students work individually. They list five things that frustrate, confuse or waste their time — at school, at home, in their town. Encourage specificity over cleverness.

Teacher tip. Circulate. If students freeze, prompt with: “What annoyed you yesterday?” Resist the urge to evaluate ideas — this step is about volume, not quality.

Why it matters: Every successful business started with someone noticing a specific problem — not a vague idea.

Step 02 · 10 min

Pick one and dig in — “Who else has this problem?”

What students do. In teams, students choose the most interesting frustration and answer: who else has it, why hasn't it been solved, how big is it.

Teacher tip. Push teams away from solutions. If they jump to “an app that…”, redirect to the problem. The vocabulary to introduce here is **problem validation**.

Why it matters: Investors call this 'problem validation' — understanding whether a problem is real before spending time on solutions.

Step 03 · 15 min

Sketch the simplest solution — “What's the most obvious fix?”

What students do. Teams write a one-sentence solution, identify who benefits, who might pay, and what they'd need to build.

Teacher tip. Discourage feature creep. If a team writes a paragraph, ask them to cut it to one sentence. Highlight the difference between *user* and *customer* — they're often not the same.

Why it matters: The best early-stage founders stay focused on the simplest version of their idea — then test it before building anything complex.

Step 04 · 10 min

Get critical — “Pressure-test it”

What students do. Teams pair up and present in two minutes. The listening team's job is to ask hard questions. Presenters listen more than they defend.

Teacher tip. Model a good critical question first (e.g. “What evidence do you have that anyone will pay for this?”). Praise teams that capture criticism gracefully rather than those that defend cleverly.

Why it matters: Founders who actively seek out criticism early build stronger businesses.

Step 05 · 5 min

Log book reflection — “What don't you know yet?”

What students do. Individually, students answer in their log books: what's the biggest untested assumption, and how could you find out if it's true?

Teacher tip. This step is the assessment hook. Collect or sample log books afterwards. Strong answers name a specific assumption and a specific, cheap test (a survey, ten conversations, a landing page).

Why it matters: The difference between an idea and a business is evidence.

Assessment & evidence

Step 5 produces direct evidence for the weekly log book reflection. Look for: (a) a specific, named assumption rather than a generic worry; (b) a concrete, low-cost test; (c) a sense of what the student would do next based on the result. This mirrors the evidence-based mindset assessed throughout the SCQF Level 6 qualification.

Differentiation

• **Stretch.** Ask confident teams to identify a second customer segment with a different willingness to pay.

• **Support.** Pre-prepare a list of common student frustrations to seed Step 1 if a learner is stuck.

• **EAL / literacy.** Allow voice notes or sketches in the prompt boxes instead of full sentences.

• **Neurodivergent learners.** Offer the option to work individually in Steps 2–4 with a teacher acting as critical partner.

Common pitfalls

• Teams jump to solutions in Step 1. Redirect to problems.

• Step 4 becomes defensive. Reframe: the best feedback is the kind that stings a little.

• Step 5 reflections stay vague. Push for one specific assumption and one specific test.

Follow-up activities

• **Research.** Use Perplexity or Claude to size the market for the chosen problem.

• **Build.** Use Lovable or Carrd to ship a one-page site for the idea within a single lesson.

• **Validate.** Run a five-question Typeform survey with at least ten respondents.

This resource is intended for educational use. Organisations and links correct as of 2025–26. Companion to *Scotland's Entrepreneurial Future* — a teacher resource for the Powering Futures qualification.