

the into LESSON PLAN

Focus: Brainstorming ideas and designing a product/service

Time: 2 Hours

Objective:

- Be able to analyze short videos in order to identify the important elements of persuasion
- Be able to work within a group to brainstorm ideas for a product/service
- Be able to identify a target audience
- Be able to conduct simple product research

Materials: **Video Notes Sheet, Business Design Organizer; Business Design Sample**

OVERVIEW:

Help your young entrepreneurs to design the unique and helpful product or service that they will later pitch to a panel. Follow the directions below to get started.

Note: In this lesson, you will show three clips from the show *Shark Tank*. These can be found by searching YouTube for *Shark Tank* videos. You will want to review these beforehand, so you are familiar with the clips and also know they are age appropriate. We recommend that at least two of these clips showcase young inventors, as this can be more inspiring for students!

1. Print the following materials:

- **Video Notes Sheet** (one per student)
- **Business Design Organizer** (one per group)
This includes the following sections:
 - Student Directions
 - Business Design Brainstorm
 - Business Design Sketch
 - Business Design Explanation
- **Business Design Sample** (one for teacher use)

2. Explain to the class that everyone is about to become an inventor! Pass out a **Video Notes Sheet** to each student. Play the clips of *Shark Tank* that you have chosen and direct students to take notes during viewing (pause between clips to give students enough time to write). Discuss students' responses afterward.

3. Place students in groups of 3-4. Explain that they will be working together to create an innovative product that improves the school experience.

4. Pass out the **Business Design Organizer**. Read the first page aloud to the class. Next, have students fill out the "Business Design Brainstorm" together in their groups. Discuss the ideas as a class, so everyone's creative juices can really start to flow.

5. Next, instruct groups to choose a product or service to create. They do NOT need to actually build it, but you may want to offer extra credit for students who do design a prototype. The product or service can be similar to something that already exists, but it should be unique in some way.

6. Instruct groups to fill out the "Business Design Sketch" section and "Business Design Explanation" section together. Circulate among groups as students work, helping where needed. *Note:* There is a **Business Design Sample** included. You can choose to show this to students if you wish, but we find that sometimes this limits creativity. You may want to simply read it over yourself and share sections of it with groups that are struggling.

7. Explain to students that now that they have some awesome ideas written down, they will be going to Business School to further hone their products/services.

Common Core State Standards Addressed:

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

the through LESSON PLAN

Focus: Learning about persuasion through marketing

Time: 3-4 Hours

Objective:

- Be able to create a coherent marketing plan, including company name, logo, slogan, and mission statement
- Be able to identify the similarities and differences among successful inventors/entrepreneurs and analyze the keys to their success
- Be able to conduct market analysis in order to create a marketing strategy
- Be able to appeal to ethos, pathos, and logos to convince an audience to invest in a product
- Be able to write an effective elevator pitch

Materials: **Station Cards; Business School Organizer; Organizer Sample Responses**

OVERVIEW:

Before students are ready to go to investors with their new invention and advertising ideas, they must learn the basics of business! Take them to Business School with this fun stations activity by following the steps below.

1. Print the following materials:
 - **Station Cards** (one set per group; laminate for future use)
 - **Business School Organizer** (one per student)
 - **Organizer Sample Responses** (one for teacher use)
2. Create Business School Stations by placing the **Station Cards** on tables (or desks placed together) around the room. *Note: unlike most of our other station activities, these stations must be completed in a particular order, from 1-5. This means that you will have to have a set of 5 stations for each group. If you do not have the room for this, you can have each group remain stationary but pass out the Station Cards one at a time, so groups are not rushing through the process. Note: This activity will likely take at least two class periods because each station will take 15-20 minutes. Additionally, it is helpful if students have access to the internet for research during these stations.*
3. Place students into the same groups from the Into lesson, then pass out the **Business School Organizer** and read the student directions aloud.
4. Place each group at a station with Station Card 1 (or pass out Station Card 1 to each group, if they are remaining stationary). Give students 15-20 minutes to complete this station. (Times may vary – some groups may need more time, and that's okay.)
5. Use this process for each station. As students work, circulate among the groups to offer guidance to anyone who needs help. We have included **Organizer Sample Responses**, which you can use to help guide groups that are having trouble structuring their writing or getting their thoughts out.
6. After the activity, have a whole class discussion. What did students learn about the challenges of marketing their products? What kinds of things do entrepreneurs have to think about before they begin the process of manufacturing?

Common Core State Standards Addressed:

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

The beyond LESSON PLAN

Focus: Persuasive presentations

Time: 3-4 Hours

Objective:

- Be able to create a presentation, including a visual component, that persuades an audience to invest in a product or service.
- Be able to appeal to ethos, pathos, and logos in order to persuade an audience.
- Be able to effectively deliver a persuasive presentation to an audience.
- Be able to analyze presentations, describing how persuasive elements are incorporated.

Materials: **Investor Invitation; Investor Questions; Business Bucks; Expo Décor; Presentation Student Directions; Rubric; Observation Notes; Reflection**

OVERVIEW:

The time has come for students to take all their learning and planning to create an awesome presentation that convinces investors to support their company's efforts! Your students will present during the Entrepreneur Expo.

Note: This activity includes an "investor panel" made of three staff members from your school (bonus points if an administrator participates!). Of course, you can forego this panel if you want to just play the part yourself. If you are going to have a panel, follow step 2 below for advice on how to approach staff. We recommend giving your potential panelists at least a week's notice before the activity. **Note:** If you have several groups presenting, you may want to run a two-day Entrepreneur Expo, to have enough time for Q&A and note-taking. It's okay to have different panelists on each day.

1. Print the following materials:
 - **Investor Invitation** (email, unless you choose to print. See step 2 for more info)
 - **Investor Questions** (one per investor)
 - **Expo Décor**
 - **Presentation Student Directions** (one per student)
 - **Rubric** (one per student – you can print this and the Presentation Student Directions as a double-sided handout to save paper)
 - **Business Bucks** (one per group for each investor)
 - **Observation Notes** (one per group presenting – you may print them double-sided to save paper)
 - **Reflection** (one per student)
2. Email your potential panel of investors at least a week in advance. If you want to add an extra touch, use the **Investor Invitation**, which is editable, as a template to fill out and send. You can also print the Investor Invitation if you would rather hand deliver it. We recommend sending out more invitations than the number of panelists you will need (3 per day of your Expo). If more people accept than you need, you can use some of them as back-up investors in case someone cancels. We also recommend sharing the clips of the *Shark Tank* episodes you have shown your students (there is a spot for this on the invitation template), so potential panelists can see what their role will essentially be. Make sure to include the **Investor Questions** as an attachment in your email or stapled to your printed invitation.
3. Have students gather in their groups. Explain that it's now time to take all they've learned and develop presentations to convince investors to fund their products/services. You may want to re-play your clips from *Shark Tank*, this time asking students to take notes on where they see examples of ethos, pathos, and logos.
5. Pass out the Investor Questions. Explain that the panel of investors will be asking some, perhaps all, of these questions. If a question is already answered in the presentation it will not need to be asked, but students should be fully prepared for an Q&A at the end of their presentation. Pass out the **Presentation Student Directions** and read them aloud. Pass out the **Rubric** and read this aloud, as well.
6. Give students about 45 minutes to create their presentations. Encourage as much creativity as possible! (Timing will vary depending on groups and their needs.)
7. Give students about 20 minutes to practice their presentations. You may want to also encourage them to do a practice Q&A, with one of the group members pretending to be a potential investor.
8. It's Entrepreneur Expo day! Have three desks prepared for your panelists, as well as extra copies of the Investor Questions, which you emailed earlier.
9. Pass out the **Business Bucks** to the investors on the panel. Your panel of investors will use these Business Bucks to invest in students' products or services. Explain that an individual can finance a product or service, or investors can work together to finance. Because the amount that each panelist invests will vary based on each group's presentation and needs, there is no denomination on these bills. Instead, investors will fill in the blank with the amount they will invest. Print enough bills that each investor has at least four for each group presenting, and print some extras just in case. After each presentation and a short conference with the panel, investors will write out their amounts and hand them to the group.
10. Pass out the **Observation Notes** to students. They should have one page for each group who will be presenting, other than their own. Read the directions aloud.
11. Have groups take turns presenting! Between presentations, give students a few minutes to take notes.
12. After the Entrepreneur Expo, thank the panelists for their time. Next, pass out the **Reflection** to each student. Discuss the reflections afterward, and congratulate your young entrepreneurs on a job well done!

Common Core State Standards Addressed:

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

THROUGH: Business School Stations

instructions for use


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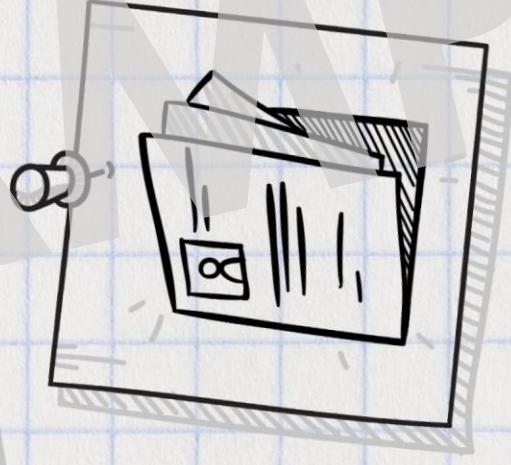
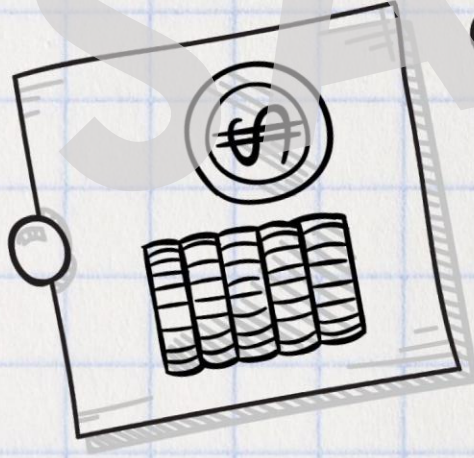
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6. After the activity, have a whole class discussion. What did students learn about the challenges of marketing their products? What kinds of things do entrepreneurs have to think about before they begin the process of manufacturing?

MAKE MARKETING CHOICES

#1

In order to sell investors on your product or service, you are going to need to give it its identity! How do you do that? By creating your logo, slogan, and mission statement. Fill in these areas of your Business School Organizer after reading the explanations and examples below. The examples are for a product called The Solar Cycle, which keeps cyclists safer by shining in the dark.

	What is it?	What does it look like?
Company Name	A business's name usually reflects the types of products/services they sell, or the people who run the company. For example, your business name could refer to your product type, or it could be a combination of your names.	Breakthrough Bikes, Inc. (Notice that this company name shows that the company focuses on bikes. The word breakthrough means "a dramatic discovery," so this name implies that the company is innovative.)
Product or Service Logo	The product or service logo is an important symbol for your product. It's a simple visual that will be used in advertising and packaging, and it should reflect the attitude you associate with your product (professional, modern, fun, elegant, etc.)	
Slogan	This is a simple motto or phrase associated with your product or service. Like your logo, it should reflect the attitude of your product/service.	"You're safer when you shine." (Notice that safety and shining are both emphasized here.)
Mission Statement	This is a simple statement that explains why your company exists. What is its purpose? A mission statement is only 1-3 lines long and should not be more than 100 words (it's usually far fewer).	Our company's purpose is . . . "to take bikes into the future with innovation, creativity, and efficiency." (Notice how this purpose aligns well with the company name and slogan.)



#2

In this station, you will learn about three entrepreneurs who succeeded in creating and selling their own inventions. (An entrepreneur is someone who takes calculated financial risks in starting and running a business.) Read their stories here, then respond to the accompanying questions in the Business School Organizer.

MARY ANDERSON

It may surprise you to know that functional windshield wipers were invented well after the automobile. Almost two decades after, in fact! Even more surprising, the inventor had a hard time convincing companies that they were worth including on vehicles!

Mary Anderson, born in Alabama in 1866, is credited with creating the first effective windshield wipers. Other models existed before hers, but they were not effective. Anderson got the idea for her invention while traveling to New York City on a trolley. It was snowing and sleeting, and the man driving the trolley had to keep stopping the vehicle to get out and clean the snow off the windows by hand.

As a result, Anderson created a windshield wiper very similar to the ones we use today, operated by a lever inside the vehicle. She patented her invention in 1903 and tried to sell it to a Canadian firm in 1905, but her idea was rejected. Some even laughed at her invention and argued that the back-and-forth motion of the wiper would distract drivers. It is likely that her invention was rejected at least in part because women were not taken seriously in the automobile business, or in business in general, at this time.

In 1905, however, automobiles were not very popular. By 1913, Cadillac was using the wipers and soon they were standard on vehicles. Anderson never made any profit off her invention, but she did live to see it in use, and she was inducted into the Inventors Hall of Fame in 2011.

LEARN FROM THE PROS

GARRETT MORGAN

Born in Kentucky in 1877, Garrett Morgan contributed very important ideas and inventions to the country and world. Despite having only an elementary school education, this self-taught inventor helped to save countless lives with his work, and he was also very successful in business.

One invention he is well-known for is the 3-position traffic light, which he invented after witnessing a car accident at an intersection.

Another significant invention was a respiratory device called a smoke hood, which later paved the way for the gas masks used to keep soldiers safe in WWI. This smoke hood was an invaluable tool for fire departments, but White people, especially in the south were resistant to Morgan's invention, because of his race (he was of mixed race, Black, White, and Indian). In fact, to sell his invention, he would sometimes hire a White actor to pose as the inventor of his invention, so the audience would consider it.

So prejudiced were potential consumers of his product, a heroic event in 1916 actually hurt the sales of his mask. When there was an underground explosion in Cleveland, Ohio, Morgan and his brother put on the masks and entered the tunnel to save the lives of two men. But the press coverage of the event uncovered his identity as an African-American, and sales dropped.

With these steep obstacles to success, it is easy to see why, in addition to being an inventor and entrepreneur, Morgan was also a vocal advocate for African-Americans, contributing to Black colleges and joining organizations such as the NAACP. Thankfully, before his passing in 1963, he was honored by the U.S. government for his invention of the traffic light, so he at least saw a little recognition for his efforts. However, there is no amount of acknowledgement that could repay him for the countless lives his inventions have saved.

#2 *continued*

AYLA HUTCHINSON

Some inventions are created by finding a newer, better way to utilize old tools. For teen inventor Ayla Hutchinson from New Zealand, this was certainly true.

When Hutchinson was 13, her mother badly injured her hand while splitting wood with a hatchet. Hoping to help her mother and others avoid this common accident, she set about finding a better way to split wood. After some experimenting, she came up with the Kindling Cracker; she entered it into a science fair, which she won.

This tool is rather innovative in that it helps people use an axe or hatchet in a whole new way. Instead of holding the axe and swinging it downward onto a log, the Kindling Cracker is a cast-iron cage that holds the log on top of an axe blade. Then the wood chopper swings a hammer onto the log, driving it into the blade and splitting it. Because hammers are much safer to maneuver than an axe, and because the iron cage holds the log steady, this invention helps prevent injury. It also makes it easier for people with disabilities to chop their own wood.

After creating her invention, her father, an engineer, helped her to go through the process of patenting it. The invention has been quite a success and is used all over the world. Additionally, Hutchinson has earned many awards not just for her invention, but her business savvy as a young entrepreneur.

Her biggest challenge? Hutchinson has said that it's copycats, taking her idea although her design is patented. This can lead to unsafe, poorly constructed products that could tarnish her business's reputation if consumers don't realize they aren't using a real Kindling Cracker. But that challenge aside, she is very proud of how her invention has helped people to perform a common task more safely.

Welcome to Business School! We've heard that you and your team have developed a product or service that you believe will help people while turning a profit. That's great! In order to get your product or service off the ground, there are a few things you need to learn about being a successful entrepreneur. After all, many great inventions are unsuccessful simply because they weren't researched and marketed well.

In this course, you will travel to five stations. You must complete the stations in this order, and some will take some online research to complete. Your teacher will tell you when to switch stations, and this may take more than one class period. Do your best work and make sure each group member is involved! Successful product launches take strong teamwork.

Station 1: Make Marketing Choices

- Determine your business name, logo, slogan, and mission statement.

Station 2: Learn From the Pros

- Read about three inspiring inventors/entrepreneurs and analyze the keys to their success.

Station 3: Create Your Strategy

- Respond to questions that will help you think about how you will market, create, and sell your product or service.

Station 4: Plan Your Elevator Pitch

- Use the frame and example provided to create an effective pitch for your product or service!

Station 5: Appeal to Investors

- Write three statements that promote your product or service by appealing to ethos, pathos, and logos. Justify your choices for each example.



Name _____

Date _____

BUSINESS SCHOOL ORGANIZER

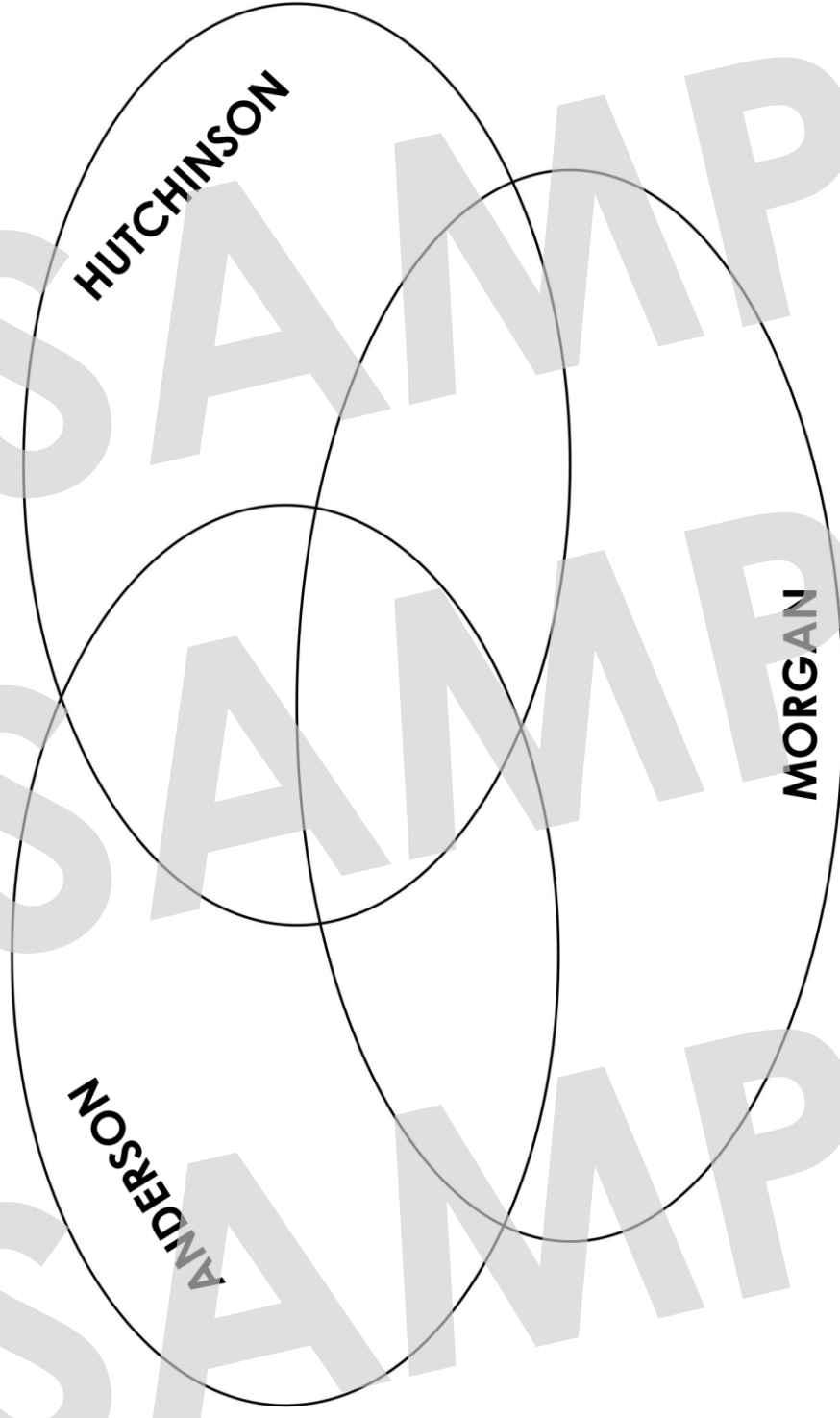
MAKE MARKETING CHOICES

Fill in the chart below with your company name, logo, slogan, and mission statement. See the Station 1 card for explanations and examples.

	Write (or draw) here	Justification (why did you make this choice for your product or service?)
Company Name		We chose this company name because . . .
Product or Service Logo		This is an effective logo for our product because . . .
Slogan		This is an effective slogan for our product because . . .
Mission Statement	Our company's purpose is . . .	We chose this as our company's purpose because . . .

LEARN FROM THE PROS

After reading about three inspiring entrepreneurs on the card for Station 2, fill in the Venn diagram with the similarities among Mary Anderson, Garrett Morgan, and Ayla Hutchinson. Then respond thoughtfully to the questions below it.



1. As inventors and entrepreneurs, what can you learn from these three people?
2. Is your product or service similar to any of these three entrepreneurs? Why or why not?