

Katherine Bomkamp, Katherine Bomkamp International 3-5 Lesson

Young Entrepreneurs in Action: Katherine Bomkamp

Video Link: <http://youtu.be/fulN7R5wgTI>

OVERVIEW:

STUDENTS WILL USE WRITING AND DEVELOPMENT AS WELL AS COMPREHENSION AND COLLABORATION SKILLS TO LEARN ABOUT TESTING PRODUCT IDEAS IN THE MARKETPLACE.

NEXT GENERATION STANDARDS:

ELA.3.W.C9.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly

- introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- develop the topic with facts, definitions, and details.
- use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- provide a concluding statement or section. (CCSS W.3.2)

ELA.3.W.C10.1 with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in objectives in Text Types and Purposes.) (CCSS W.3.4)

ELA.3.SL.C13.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explain their own ideas and understanding in light of the discussion.(CCSS SL.3.1)

ELA.3.SL.C14.1 report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS SL.3.4)

ELA.4.W.C9.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- use precise language and domain-specific vocabulary to inform about or explain the topic.
- provide a concluding statement or section related to the information or explanation presented.(CCSS W.4.2)

ELA.4.W.C10.1 produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives in Text Types and Purposes.) (CCSS W.4.4)

ELA.4.SL.C13.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- follow agreed-upon rules for discussions and carry out assigned roles.
- pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS SL.4.1)

ELA.4.SL.C14.1 report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS SL.4.4)

ELA.5.W.C9.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful in aiding comprehension.
- develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).
- use precise language and domain-specific vocabulary to inform about or explain the topic.
- provide a concluding statement or section related to the information or explanation presented.(CCSS W.5.2)

ELA.5.W.C10.1 produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives 1–3 in Text Types and Purposes.) (CCSS W.5.4)

ELA.5.SL.C13.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- follow agreed-upon rules for discussions and carry out assigned roles.
- pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.(CCSS SL.5.1)

ELA.5.SL.C14.1 report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS SL.5.4)

ENTREPRENEURSHIP STANDARDS:

- A.04 Determine opportunities for venture creation
- A.05 Assess opportunities for venture creation
- L.04 Determine product/service to fill customer need
- L.05 Determine initial feasibility of product/service ideas

LEARNING OBJECTIVE(S)

Students will practice writing as well as comprehension and collaboration skills by working with a group to create a new product to sell and perform interviews about the product feasibility to peers. Students will also summarize results and report out to the group.
Skills Practiced: comprehension, collaboration, speaking, constructing ideas, following a process, writing, research

MATERIALS:

Pen/pencil and paper to record answers to interviews.
Technology for research and document creation if available and appropriate.

ACTIVITIES:

1. Show the Katherine Bomkamp video.

Lead a full group discussion with the following questions:

What is Katherine's product?

(She sells a device that helps people that have lost an arm or a leg. She discovered that heat helps phantom pain (pain from loss of limb) and created a product that delivers heat to the area of loss)

How did Katherine decide people needed her product?

(She talked to people in doctors' offices and hospitals who were dealing with phantom pain)

When you have an idea for a product to sell, you have to make sure people need it and will pay for it. You can do this many different ways, but one way is to talk to people about your product and see if they would like it. Another way is research.

2. Break students into groups of 3-5. Give each group time to create a new project with a full product description. They will need enough details to be able to “pitch” their project idea to someone.

The following are ideas from lessons with younger children you can use to generate ideas in your students:

Product 1: Battery Operated Gloves that stay warm when you are playing in the snow.

Product 2: A pencil sharpener that connects to the end of your pencil like an eraser so you always know where it is when you need it.

Product 3: Snack trays or plates that talk to you.

Product 4: A hand sanitizer that attaches to your desk.

Product 5: A machine that automatically sorts Legos (or other toys) by color.

3. Have each group create a project description using paper and pencil or technology. The group should prepare to pitch their product to another group and get feedback about their product. Have each group generate a list of interview questions or provide each group with a list of Interview Questions (see below).
4. Pair the groups. Give each group time to “pitch” their product to the other group. Then have the group that is pitching ask the interview questions to the members of the other group and record the answers. After the first group is finished with the presentation and interviews, have the two groups switch roles and let the other group pitch and interview.
5. Have each student interview three people outside the classroom about their product and bring responses back to their group.
6. Allow each group time to collaborate to discuss the answers to their interview questions from class and outside interviews. Depending on the grade level, groups may organize a formal presentation at this point, create a written report or just report out to the group. This can be based on how much instructional time you want to spend on this lesson.
7. Have each group present the results of their product interviews to the class. Does it seem that there is a need for their product? Would people buy it? What were the reactions to

the pitch? Use the presentations as an opportunity to debrief the exercise and talk about their experiences as entrepreneurs.

Interview Questions

1. Do you like the idea of this product?
2. Do you need this product?
3. Would you use this product?
4. What are some ways you would use this product?
5. Do you know other people who would use this product? Who are they?
6. What did you like best about our product?
7. What did you NOT like about the product?
8. How much would you pay for the product? Or, do you think you could get someone to buy it for you?