

Hugo Andreini, TMI (Too Much Innovation), LLC 9-12 Lesson

Young Entrepreneurs in Action: Hugo Andreini
Video Link: http://youtu.be/O_fSQKxl6Tc

OVERVIEW

Students will complete a market research activity for a fictional business of their choosing. Through this evaluation, they will learn how to determine if there is a need for a certain product or service.

NEXT GENERATION STANDARDS:

ELA.9.SL.C13.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.
- propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELA.9.SL.C14.1 present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. (CCSS SL.9-10.4)

ELA.9.W.C11.1 conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the

inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS W.9-10.7)

ELA.10.SL.C13.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to set rules for democratic collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.
- propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others’ perspectives into the discussion; and clarify, verify or challenge ideas and conclusions.
- respond thoughtfully to diverse perspectives, analyze points of agreement and disagreement and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

ELA.10.SL.C14.1 present information, findings and supporting evidence, conveying clear and distinct perspective such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. (CCSS SL.9-10.4)

ELA.10.W.C11.1 conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS W.9-10.7)

ELA.11.SL.C13.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
- respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELA.11.SL.C14.1 present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS SL.11-12.4)

ELA.11.W.C11.1 conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS W.11-12.7)

ELA.12.SL.C13.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively. come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines establish norms and experience various individual.
- propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
- respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELA.12.SL.C14.1 present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS SL.11-12.4)

ELA.12.W.C11.1 conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS W.11-12.7)

ENTREPRENEURSHIP STANDARDS:

- A.04 Determine opportunities for venture creation
- A.05 Assess opportunities for venture creation
- A.07 Generate venture ideas

LEARNING OBJECTIVE(S):

- Evaluate the market for business idea sustainability.
- Think critically to overcome challenges.
- Appreciate the planning phase of a new business.

MATERIALS:

Pencil/paper
Books, magazines, etc.
Internet access to conduct research

TEACHER PREP:

On four flipchart sheets, write the following:

- What is your product/service?
- Who are your competitors?
- Is your business feasible? Why?
- What would be the next step for creating your business?

For brief information on market research, please see <http://www.entrepreneur.com/article/70518>.

ACTIVITIES:

After watching the TMI video, facilitate a discussion about entrepreneurship to ensure that all students understand the concept. Put students into groups of three to five, depending on class size. Ask the groups to think of a business they would run collectively. Have them write the name of the business with a description of what it does.

Next, ask students to conduct research about the market where their product will be sold. It may be helpful to start by talking through this concept with students. Once they have an idea of what a market is, ask them to see how their business fits into their respective market.

If students get stuck, suggest they try answering some of the following questions:

- Who would buy this product/service?
- Are there other businesses or people who may want to collaborate to make this product/service successful?
- Are there competitors who already provide this product/service?
- Who are these competitors?
- How much are they selling the product/service for?
- How much should we sell our product/service for?
- If our idea doesn't seem like it fills a need, what should we do next?

When students are finished evaluating the market for their business, have them go around the room to the four prepared flipchart sheets and fill in the information about their business. Ask one student from each group to be a representative at each flipchart. While they are at the flipchart writing, ask students to discuss their findings with students from other groups. Go around to each flipchart and have students share their answers.