

Nesha Sanghavi, University Girls Apparel 3-5 Lesson

Young Entrepreneurs in Action: Nesha Sanghavi
Video Link: <http://youtu.be/Ap7mfjOI1G4>

OVERVIEW:

Students will learn about entrepreneurship and what it takes to get a product ready to sell.

NEXT GENERATION STANDARDS:

SS.3.E.3 sequence the path of a product from the raw material to the final product.

SS.4.E.1 investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply and demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).

SS.4.E.2 analyze communication techniques that impact consumer choices (e.g., print/non-print, advertisement, media, etc.) while distinguishing the relationship of taxation and public services.

SS.5.E.1 investigate the roles of consumers and producers in the United States and apply the information to a real life event (e.g., bake sale, sporting events, booth at a fair, snack machines, etc.) using the concepts of:

- sales (e.g., advertising and competition)
- expenses
- profits
- supply and demand

ENTREPRENEURSHIP STANDARDS:

- A.09 Describe entrepreneurial planning considerations
- F.01 Distinguish between economic goods and services

LEARNING OBJECTIVE(S)

Students will understand and be able to share the basic steps involved in getting product ready to sell. They will also understand the difference between goods and services.

MATERIALS:

IPads, chrome books or computers for research

ACTIVITIES:

1. Show the Nesha Sanghavi video.

Lead a full group discussion with the following questions:

What is Entrepreneurship?

(owning/starting your own business; working for yourself; having a business)

What is Nesha's business?

(A clothing business—collegiate attire for women)

What is the difference between goods and services in business?

(A service is a process that does not have a tangible form. Goods are physical products that can be weighed or measured)

2. Break students into small group of 2-3 students or let students work alone. Have them think of a product they would like to create to sell. Let them use computers to research the steps needed to get a product ready to sell.
3. Have each group or individual create a process document that they share with the class. This can be computer generated, drawn by hand or described in text. Give points for creativity.

Follow-up Discussion Questions

1. What are your thoughts about what you learned in this process?
2. What challenges did you come across that you did not expect?
3. Do you think some products are more difficult than others to create?
4. What examples of products did you find in your research?