

## Katherine Bomkamp, Katherine Bomkamp International K-2 Lesson

Young Entrepreneurs in Action: Katherine Bomkamp  
Video Link: <http://youtu.be/fulN7R5wgTI>

### OVERVIEW:

Students will use comprehension and collaboration skills to learn about testing product ideas in the marketplace.

### NEXT GENERATION STANDARDS:

**ELA.K.SL.C13.1** participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- continue a conversation through multiple exchanges. (CCSS SL.K.1)

**ELA.K.SL.C13.3** ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS SL.K.3)

**ELA.K.W.C11.2** with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (CCSS W.K.8)

**ELA.1.SL.C13.1** participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ask questions to clear up any confusion about the topics and texts under discussion.(CCSS SL.1.1)

**ELA.1.SL.C13.2** ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS SL.1.2)

**ELA.1.SL.C13.3** ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS SL.1.3)

**ELA.1.W.C11.2** with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS W.1.8)

**ELA.2.SL.C13.1** participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- build on others' talk in conversations by linking their comments to the remarks of others.
- ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS SL.2.1)

**ELA.2.SL.C13.2** recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS SL.2.2)

**ELA.2.SL.C13.3** ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS SL.2.3)

**ELA.2.W.C11.2** recall information from experiences or gather information from provided sources to answer a question. (CCSS W.2.8)

## 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 comprehension and collaboration skills by working with a group to select a product and perform interviews about the product to peers. Students will also summarize results and report out to the group.

### SKILLS PRACTICED:

Comprehension, collaboration, speaking, constructing ideas, following a process

## MATERIALS:

Interview Sheets with questions  
Pen/pencil and paper to record answers to interviews.

## ACTIVITIES:

1. Show the Katherine Bomkamp video. *For younger children, the video may be shown in parts while discussing terms/vocabulary/ideas of which they may be unfamiliar.*

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.)

*How did Katherine decide people needed her product?*

(She talked to people in doctors' offices and hospitals who were dealing with phantom pain (pain that occurs with the loss of a limb))

*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. We are going to do that today.*

2. Break students into groups of 3-5. Give each group a product description. *Note: You can create additional products as well if you need more or have ideas of your own. For older or more advanced students, you could have them create their own idea dependent on how much time you want to spend on that part of the activity.*

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 talk about their product and describe it in detail so that they can answer questions about it. 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. Allow each group time to collaborate to discuss the answers to their interview questions.
6. 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? *A discussion may need to take place at this time about the cost of similar items and/or the teacher may need to give an idea of a reasonable cost as primary-age children may not have an understanding of a reasonable cost.*

*Note: For kindergarten, just have the students talk about the product in general or give them one question to focus on so they don't have to read this list (ex: Would you use this product; how would you use it?). For first grade, reduce the number of questions depending on the ability level of the groups and/or whole class.*