

Ben Queen, Ben Queen Photography 9-12 Lesson

Young Entrepreneurs in Action: Ben Queen
Video Link: <http://youtu.be/pjtDv4JBCnc>

OVERVIEW:

Students will practice branding and promoting a customer experience by creating flyers for Ben Queen Photography.

NEXT GENERATION STANDARDS:

ELA.9.SL.C14.2 make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest. (CCSS SL.9-10.5)

ELA.10.SL.C14.2 make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest. (CCSS SL.9-10.5)

ELA.11.SL.C14.2 make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest. (CCSS SL.11-12.5)

ELA.12.SL.C14.2 make strategic and engaging use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest. (CCSS SL.11-12.5)

VA.S.VAI.3 Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills when creating art relative to subject matter, symbols and ideas.

ENTREPRENEURSHIP STANDARDS:

- L.08 Determine unique selling proposition
- L.10 Build brand/image
- L.11 Evaluate customer experience

LEARNING OBJECTIVE(S):

- Determine how entrepreneurs add value to a product or service.
- Appreciate brand image and how customers may react to it.
- Evaluate business aspects that add to the customer experience.

MATERIALS:

Cardstock
Colored pencils, crayons, markers
Computer software for flyers (optional)
Internet access to conduct research (optional)

ACTIVITIES:

1. Show students the Ben Queen Photography video and facilitate a discussion about what it means to be an entrepreneur. Include discussion about different ways entrepreneurs can add value to products or services. For example, Ben takes photos of student athletes, but if parents had to take these photos themselves they might miss watching the game. The ability to pay full attention to the game, yet still have photos of their child in the moment adds value to Ben's work and makes people likely to use his service. Ask students to share other ways entrepreneurs, like Ben, add value while conducting business.
2. Once students have an understanding of entrepreneurship and the value that can be added during the business process, place them into pairs. Each pair will create a flyer for Ben Queen Photography. The flyer can be made as a hard copy on paper or electronically, as long as it can be printed. Students should include elements that set Ben's business apart from other photographers or make customers want to purchase his photos rather than take their own. Ask students to be creative during this process and include at least one visual on their flyer. If they need real-life ideas for how Ben adds value to his customers, his website gives additional insight that the video may not. (<http://www.benqueenphotography.com/index.cfm>)

3. When all pairs have completed their flyers, display them around the classroom. Ask each student to vote anonymously on the poster that they think best portrays the value added by Ben's business. After the votes have been tallied, ask the winning pair to come to the front with their flyer and facilitate a discussion with students about why this poster was chosen. Some things to consider during this discussion are: What is the image being portrayed in this flyer? What features offered by Ben Queen Photography are indicated? How do these add value or improve customer experience?