

Hugo, Andreini, TMI (Too Much Innovation), LLC 3-5 Lesson

Young Entrepreneurs in Action: Hugo Andreini

Video Link: http://youtu.be/O_fSQKxl6Tc

OVERVIEW:

Students will practice leadership, creativity, comprehension, vocabulary and presentation of knowledge and ideas skills by enhancing and creating a new use for a common household item and presenting it to the class.

NEXT GENERATION STANDARDS:

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.3.SL.C14.3 speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. * (CCSS SL.3.6)

ELA.3.L.C17.3 acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., After dinner that night we went looking for them). * (CCSS L.3.6)

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.4.SL.C14.3 differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language objectives for specific expectations.) * (CCSS SL.4.6)

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)

ELA.5.SL.C14.3 adapt speech to a variety of contexts and tasks; using formal English when appropriate to task and situation. (See grade 5 Language objectives for specific expectations.)

* (CCSS SL.5.6)

ENTREPRENEURSHIP STANDARDS:

- A.06 Describe idea-generation methods
- B.03 Demonstrate initiative
- B.09 Enlist others in working toward a shared vision
- B.10 Share authority, when appropriate
- D.08 Make oral presentations

LEARNING OBJECTIVE(S):

Students will practice leadership, creativity, comprehension, vocabulary and presentation of knowledge and ideas skills by enhancing and creating a new use for a common household item and presenting it to the class.

Skills Practiced: comprehension, collaboration, speaking, constructing ideas, explaining ideas or concepts

MATERIALS:

1. Household items the students can use to create something new. You will need one item for every two students. Examples include the following, but can be anything. The idea is for students to take a common product and make something else out of it or find a new use for it.
 - Egg cartons
 - Tissue Boxes
 - Plastic Spoon
 - Drink Coasters
 - Bottles or any type of container
 - Hair clips
 - Stapler
2. Craft items to enhance the common household product—glue, string, macaroni (for wheels, etc...), paper, scissors, other craft supplies as available

ACTIVITIES:

1. Show the Hugo Andreini video.

Lead a full group discussion with the following questions. Have students share their answers with the class and shape discussion around their answers.

Note: Depending on how much you have taught entrepreneurship lessons in your classroom, you might want to review the basics of being an entrepreneur- working for yourself, having your own business, etc.

What is Hugo's business?

(It is called TMI for Too Much Innovation. He makes technical projects like a Bluetooth necklace.)

What are some of the things (qualities) Hugo said were important to have if you want to have your own business?

Problem Solving- finding a solution when a challenge comes up

Creativity- thinking differently about things to create new ideas

Leadership- being able to influence other people or ideas

Networking- working with other people to get help or create ideas

What are other qualities you think are important for having your own business?

2. Provide Instructions for the Project. Tell the students they are going to work with one other student and put them into pairs. Give each pair of students one of the common household items. Give the pair time (20-30+ minutes depending on age and time available) to come up with a new way to use the item.
3. Presentations. Before presenting, each pair of students should decide how to present the information (who presents what). Students should share what the product is currently used for and then demonstrate their new product and explain how it will be used. Both students should have an equal share in presenting.