



# BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER

## LESSON 3

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| <b>Lesson Plan Title:</b> Days 3-5: Entrepreneurship & Design for Delight   |  | <b>Instructor:</b>   |
| <b>Suggested Total Time for Lesson (minutes):</b> 120 minutes (3 days)  |  |  |
| <b>Content Focus - What Will Students Learn? (Content Skill Sets)</b>   |  |  |
| 0972.BM.1474.3 Discuss entrepreneurial discovery processes<br>0972.BM.1474.11 Identify creative thinking and how entrepreneurs solve problems<br>0972.BM.1474.36 Apply the design thinking process. |  |  |
| <b>Materials and Resources- What do you need to assemble and prepare before the lesson?</b>   |  |  |
| <b>Materials:</b> <ul style="list-style-type: none"> <li>• Large Post-It Note Paper or a Whiteboard</li> <li>• Sticky Notes</li> </ul>  |  | <b>Resources:</b> <ul style="list-style-type: none"> <li>• Business Cluster PowerPoint Presentation</li> </ul> |
| <b>Lesson Outline: What learning activities will your students do?</b>  |  |  |
| <b>Time</b>   | <b>Sequence/Description of Learning Activity</b>   |  |
| 10 minutes  | <b>Get Started/Explain:</b><br>Start on Slide 9   The first step as a designer is to develop empathy.   Read the Humpty Dumpty Nursery Rhyme to your students.   Go to the next slide.   |  |
| 105 minutes   | <b>Discover/Engage/Practice:</b> <ul style="list-style-type: none"> <li>• Work through Slide 10</li> <li>• Display chart paper with 3 columns or 3 sheets of Post-It Note Paper. Label each column/ sheet with the questions. See the notes section on the PowerPoint Slide for more information.</li> <li>• Allow students to answer this question from the perspective of Humpty Dumpty. Record their answers on the enlarged chart paper or write onto this slide. Sticky Notes can be used for students to post their ideas so you can group and have a class discussion.</li> <li>• Tell students to be creative as they think of reasons for why Humpty Dumpty fell. Encourage them to get into the space of the character.</li> <li>• Continue through with the remaining questions.</li> <li>• Explain to students after coming up with an idea of how to help humpty the next step would be to develop a prototype. (In this lesson we do not actually create the prototype, however if time permits in your classroom you could have students work in groups to develop the prototype as a extra to this lesson)</li> <li>• Explain to your students that we are going to take this idea and apply it to products that we see created in the Business World to solve problems.</li> <li>• Now that you have your students thinking, have them consider a problem. When you are preparing to open a business, you need to discover the problem that you are going to solve, develop a product or product(s) that will solve that problem. It will be difficult for your students to think outside of the box and you will need to facilitate these ideas. Have students share problems with a common console, spots training, getting up early, etc. A great example to use is why were turf fields developed for sports.</li> <li>• Use the next few slides and Discuss new innovative products as well as how other products have been improved over time. Here take the time to discuss the problem that the product is solving and how that is different then what is currently out on the market.</li> <li>• Go through slides 11-26 (this is an exercise to get the students thinking)</li> </ul> |  |
| 5 minutes   | <b>Check for Understanding/Summarize/Close:</b><br>Ask the Students what they will Design?   |  |
| <b>Modifications, Support, and Extensions (for those students with IEP)</b>   |  |  |
| <b>Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?</b>   |  |  |