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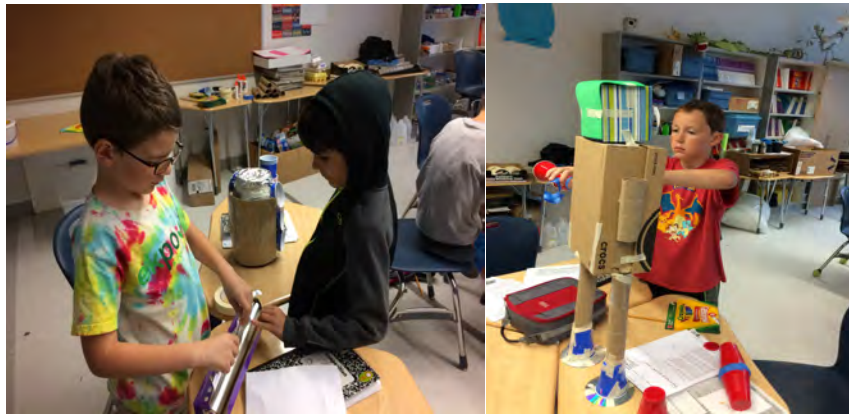


MONEY, MONEY!

A 4<sup>TH</sup> GRADE UNIT DEMONSTRATING  
HOW CONSUMERISM DRIVES  
ENTREPRENEURSHIP

AUGUST 2016

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## **Introduction to the Unit**

### **Rationale for the Unit, “Money, Money, Money”**

**Consumerism is a concept that drives our economy. The understanding of how consumerism works is important to our students in practical day-to-day living. Under this concept are all the working parts of economics including entrepreneurship. Our gifted students will one day be the driving human resource behind these important moving parts. Many of the skills involved in understanding the concept of consumerism are practical understandings of how our society works as a capitalistic economy. For this reason it is important for these students to completely understand these concepts and have the skills necessary to put them into practice.**

**This unit will expose our gifted students to content such as the inner workings of a market economy, entrepreneurship, types of resources, financial decision-making, and creative problem solving. They will practice skills such as analyzing and making financial decisions, drawing conclusions about how to meet market needs, evaluating materials necessary in running a business and creating a prototype that will sell. Lastly, this unit will help students understand and make connections to the concept of consumerism and how it drives and influences entrepreneurship. By the last lesson of this unit, students will be able to see how all of the parts of our economic system fall under the umbrella of consumerism.**

## Differentiation for Gifted Learners

### Why is this unit beneficial and appropriate for gifted learners?

<p><u>Content</u></p>	<p>The content in this unit is compacted and fast paced. Students are expected to know much of the base material ahead of time. The reading is advanced and <b>complex</b> and requires students to be independent readers and thinkers. The information learned is webbed together to meet the need of the gifted learner to connect across the field of economics. <b>Depth</b> of questioning is <b>challenging</b>.</p>
<p><u>Process</u></p>	<p>Each lesson in the unit is based on proven gifted research to meet the needs of higher-level/accelerated thinkers: Taba/brain-storming, creative problem solving, high level questioning, action plan development and visual thinking strategies. These in <b>depth</b> lessons encourage gifted students to think at a higher level to achieve the outcomes necessary.</p>
<p><u>Product</u></p>	<p>Students will be <b>challenged</b> to create a prototype to address a real world need from a group of materials provided but not decided upon by the facilitator. An action plan must be developed to appropriately build an item that will appeal to an investor.</p>
<p><u>Learning Environment</u></p>	<p>Students will work in small collaborative groups to sort, label, brainstorm ideas, question, <b>challenge</b> each other, and develop their plans for a creative prototype. Each group may work at a pace that is comfortable to them. The facilitator is available for direction and questions and becomes a part of the learning environment. Security in sharing ideas and questions is key to student development of ideas. Students will see that they are capable of impacting society</p>

	and the economy of our country.
<b><u>Complexity</u></b>	Content in this unit is interconnected across the concept of economics as well as with other disciplines such as language arts, mathematics, and even art. Gifted students are engaged by this connectivity and how it gives them a broader picture of how our system works. Multiple solutions can be found for each activity and lesson.
<b><u>Challenge</u></b>	Students are asked in each lesson to extend their thinking from original ideas to new and innovative ideas. This occurs throughout each lesson and is especially evident in the performance task as students are asked to create a prototyped that is based off of a marketing need.
<b><u>Depth</u></b>	Questioning and multiple solution problems are interwoven throughout this unit. Students are asked to think beyond the standard answer. "Yes/No" questioning is not used and replaced by questions that have multiple answers.
<b><u>Creativity</u></b>	This unit is designed to offer an element of creative design in the performance task. Students are given access to a plethora of materials and are asked to design and build a prototype that can be marketed to other students in their age group.
<b><u>Acceleration</u></b>	Content in this unit is compacted and accelerated in order to be taught in a four day time period. Although the content is based upon the 4 <sup>th</sup> grade SCOS, it is taught at a faster pace for gifted students.

## Gifted Population

Students participating in the unit, “Money, Money, Money!” can be from any socioeconomic background or cultural grouping. Students should have completed third or fourth grade to insure that they have been exposed to the necessary curriculum for background of this unit. It should appeal to students interested in finance and economics as well as those interested in becoming entrepreneurs. These students should also be achieving above grade level and be identified as gifted learners both in math and language arts. A talent for creative problem solving, creative thinking, and in depth understanding should be present. It would be preferable for these students to have background knowledge in a general understanding of what it means to be an entrepreneur, basic understanding of economic vocabulary, a general sense of goals for the future, and a general understanding of what a business provides. Students should also be willing to work as a team and collaborate. Students participating in this unit need to have a desire to create from brainstorming, to creating a plan, to execution of that plan to presentation of that plan.



## Goals and Outcomes

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### **Content Goals & Outcomes:**

- A. To develop the understanding that the basic concepts/terms of a market economy are often interdependent.

*Students should be able to:*

- 1. Understand and apply the law of supply & demand (the amounts of goods and services available for people to buy compared to the amount of goods and services people want to buy),*
- 2. Connect and understand the relationship between scarcity (a very small supply) and productivity (the rate at which work is completed),*
- 3. Understand and apply the concept of entrepreneurship (the act of organizing, managing and assuming the risk of a business).*
- 4. Understand how consumerism (the actions of people who spend a lot of money on goods and services) drives our economy.*
- 5. Define, understand, and apply the meaning of opportunity costs- (when you make a decision, the opportunity cost is the most valuable alternative you give up)*

- B. To understand that entrepreneurs must depend on the wants and needs of consumers to decide on products to develop and sell.

*Students should be able to:*

- 1. Compare and contrast wants and needs.*
- 2. Understand the terms consumer and product development.*
- 3. Examine the role of the entrepreneur.*
- 4. Make inferences about the importance of marketing to the consumer.*

- C. To develop the understanding that the availability of resources changes what is produced and sold by entrepreneurs.

*Students should be able to :*

- 1. Define and understand the use of natural resources (coal, water, trees, land, etc.), human resources (people/workers), and capital resources (buildings, tools, machines, etc.)*
- 2. Understand that these resources influence the types of goods and services provided to consumers due to the fact that without these resources nothing is produced.*

## **Process Goals and Outcomes:**

- A. To develop skills in applying how scarcity and choice in a market economy impacts business decisions.

*Students should be able to:*

- 1. Make decisions about a business to create based on their knowledge of the positive and negative incentives that direct economic behavior in a market economy.*
- 2. Analyze which economic and distribution of goods and services needed for their business.*
- 3. Draw conclusions about how competition among buyers results in higher prices and competition among sellers results in lower prices.*

- B. To engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.

*Students should be able to: Observe and discuss marketing ads and connect them to the needs and wants of a consumer.*

- 1. Compare and contrast the marketing from the past to today's world*
- 2. Observe and discuss patterns in history in regards to economic highs and lows in America.*
- 3. Work together in cooperative teams as entrepreneurs*

## **Concept Goals & Outcomes:**

- A. To understand the concept of consumerism

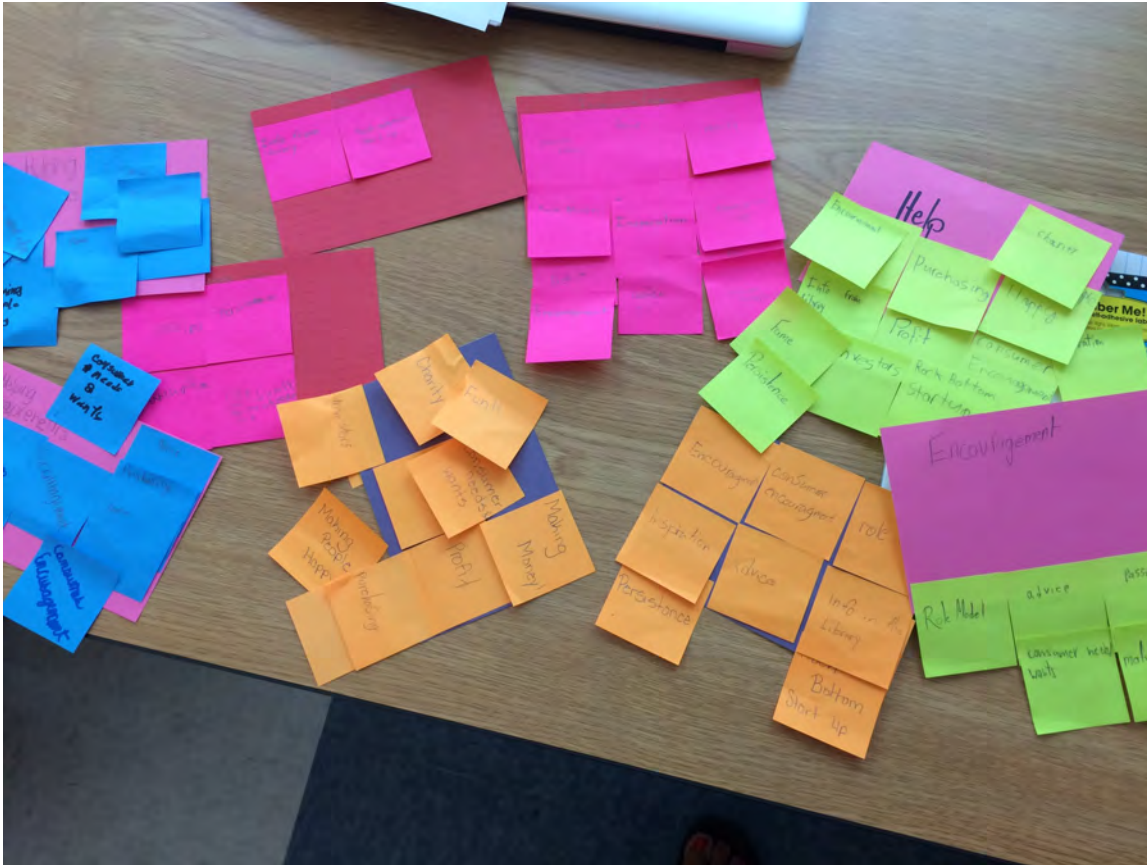
*Students should be able to:*

- 1. Transfer their understanding of consumerism to how it impacts or drives entrepreneurs and business practice.*
- 2. Use the knowledge of consumerism and entrepreneurship and apply it to your own prototype design.*
- 3. Write a business plan for the sell and marketing of your own prototype that demonstrates your understanding of consumerism and its impact on the business entrepreneur.*

## Assessment Plan:

Each lesson has a means of formative assessment. The unit ends with a summative assessment/performance task with a rubric attached.

**Lesson One: Taba Sorting Tasks**- The Taba sorting task is the final look at whether students understood the concept introduced in the Taba lesson plan. They were to take the list brainstormed, write each on a Post It© Note, sort them with like ideas and label the groups formed. Our concept is consumerism.

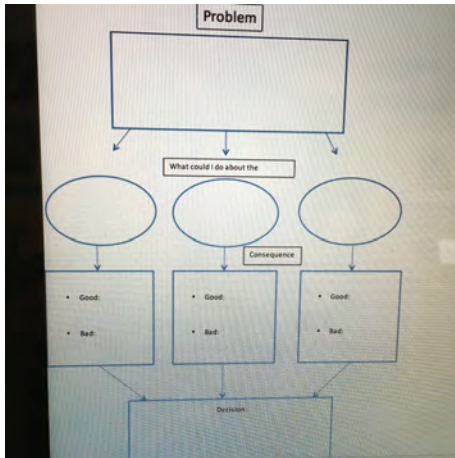


**Lessons One-Four: Business Plan**- The business plan was required by each group of entrepreneurs. The groups were formed after the icebreaker revealed like interests for owning a business. We did this after the Taba Lesson. As we developed the prototypes, groups continued to add to their business plans. Business plans revealed student understanding of vocabulary and discussions about entrepreneurship and business needs.

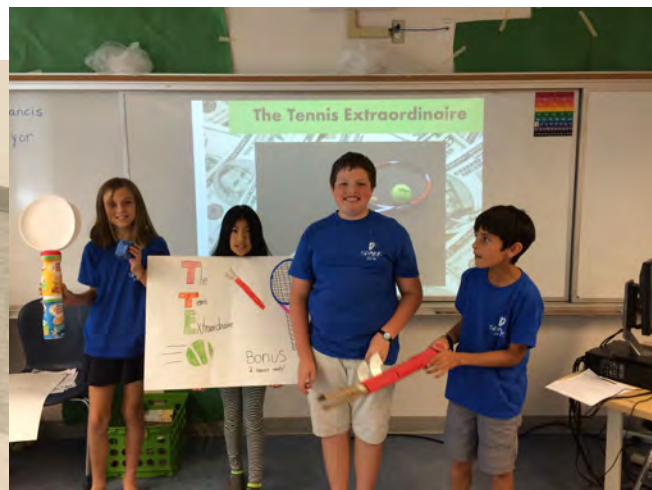
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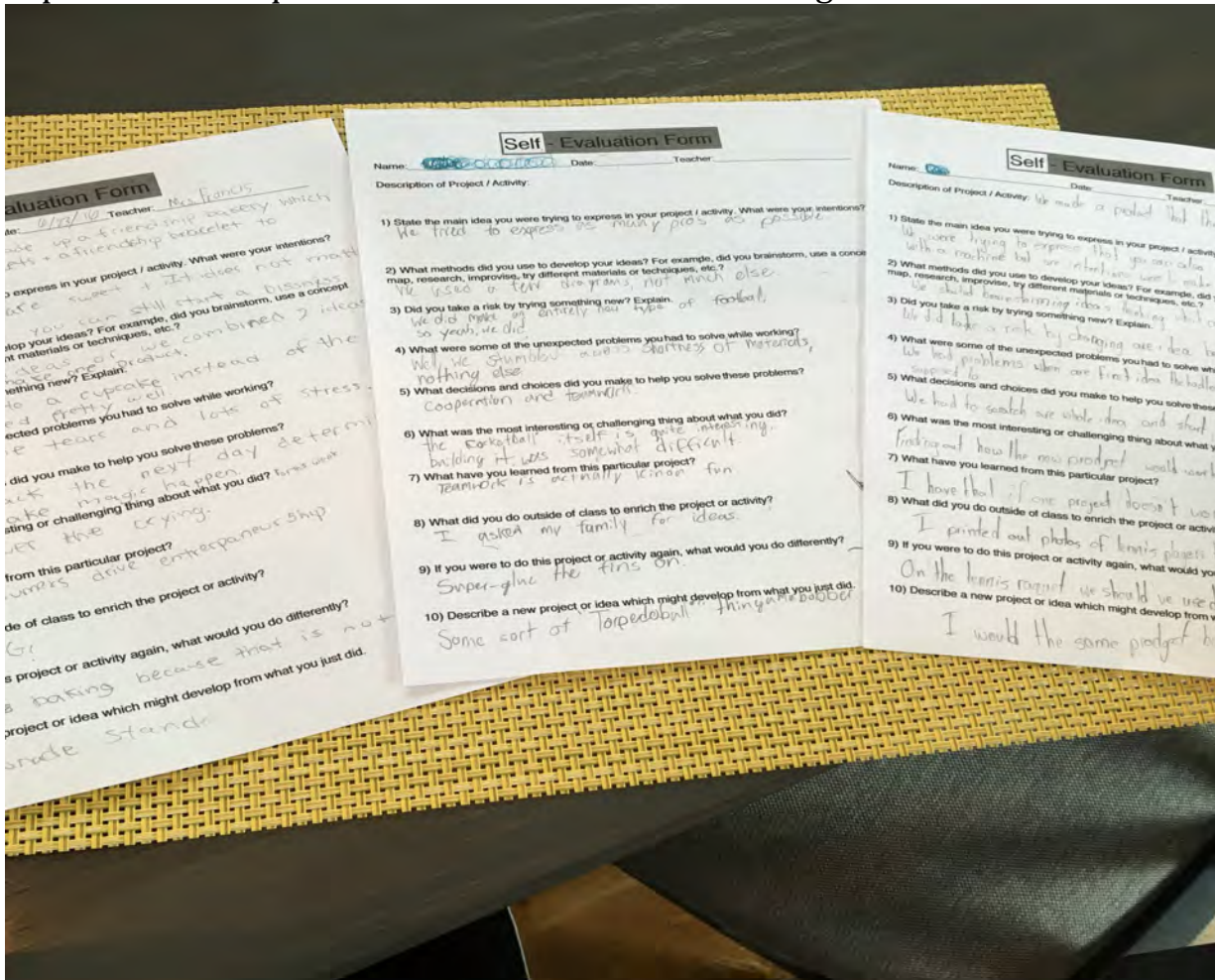
**Lesson 3: Decision Tree-** The decision tree was completed after the Questioning lesson wherein we read and discussed the book Uncle Jed's Barbershop. This book spoke of the opportunity costs of choosing a business model and living with the consequences. In order to show understanding of their own opportunity costs, each group of entrepreneurs filled out a decision tree outlining a problem, the choices made, and the consequences.



**Lesson Four: Marketing Posters-** After observing many successful real world advertisements during our VTS lesson, students created a poster to advertise their own prototype for the “Shark Day” event. This poster was to show that they understood how consumerism drives entrepreneurship as well as marketing their product to their particular consumer. This assessment shows how students understand the concept of consumerism.



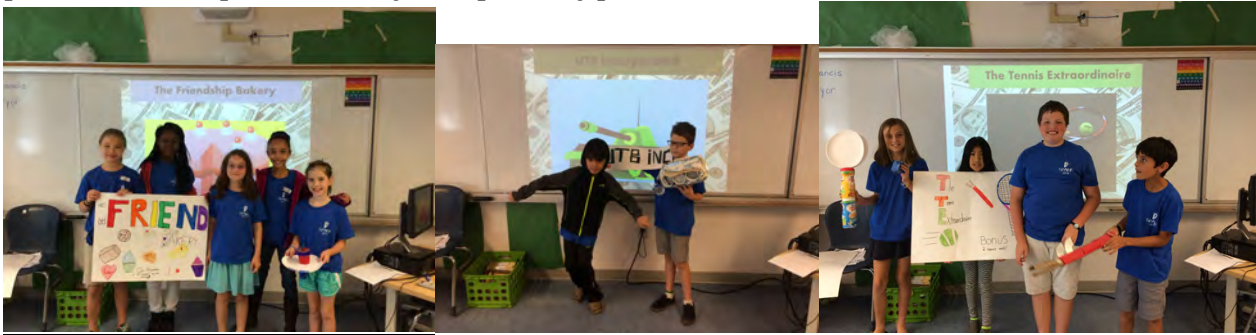
**Lesson 4: Self Evaluation-** After we completed our unit and the shark tank was completed, each student individually assessed their performance and learning. This is especially important with gifted students because they are reflective and learn from experience. It requires them to review their thinking and even their mistakes.



## Performance Task Rubric- Task Description (Lessons 2-4)

Welcome young entrepreneur! You have been invited to present your newest product design to a “Shark Tank” or panel of investors who may want to help you launch your new business. In light of your new found knowledge of consumerism and how it drives entrepreneurship, you need to make sure that your product will sell to investors on the panel and to the consumers, kids your in your general age group, who will buy it in the future.

Your task will be to make a prototype of your product and make a presentation to the panel of investors with a written explanation as to why this will appeal to the consumers you are targeting. This will be done with a group of four talented entrepreneurs. Your explanation should include which consumer group will purchase your product (age and gender), how much it will cost to produce this product, and why the investors should invest in your product. In addition to the prototype and explanation, when you present your product, also present a poster, which will clearly promote the qualities of your prototype.



## Rubric for the Performance Task

<b>Weight</b>	<b>Written Explanation</b>	<b>Poster</b>	<b>Presentation</b>	<b>Product</b>
<b>4</b>	Written explanation is thorough and completely describes age and gender of consumer, cost of product, and why investors should choose your product.	Poster completely promotes the qualities of your prototype. (At least 5 well stated qualities)	Presentation is exceptionally clear and easy to follow. Every group member has an integral part in presenting.	Your prototype completely shows your understanding of how consumerism drives entrepreneurship
<b>3</b>	Written explanation generally describes age and gender of consumer, cost of product, and why investors should choose your product.	Poster includes some of the qualities of your prototype. (At least 3 well stated qualities)	Presentation is generally clear and somewhat easy to follow and most of the group has a part in presenting.	Your prototype substantially shows your understanding of how consumerism drives entrepreneurship
<b>2</b>	Written explanation incompletely describes age and gender of consumer, cost of product, and why investors should choose your product.	Poster is incomplete in describing the qualities of your prototype. (Less than 3 well stated qualities)	Presentation lacks clarity and is difficult to follow and most of the group does NOT have a part in presenting.	Your prototype partially shows your understanding of how consumerism drives entrepreneurship
<b>1</b>	Written explanation shows misunderstanding of age and gender of consumer, cost of product, and why investors should choose your product.	Poster is not completed and shows a misunderstanding of the qualities of your prototype.	Presentation shows a lack of understanding of the assignment and is unclear and impossible to follow.	Your prototype shows a misunderstanding of how consumerism drives entrepreneurship

**Total Score:**

## Money, Money, Money Unit Lesson Plans:

### **Icebreaker (15 minutes)**

This activity will take place at the beginning of day one in class in order to have students relax and get to know each other. Group work will begin quickly, so this will be a valuable time for the students.

Give each student an index card to write down three things they do well. After a few minutes, collect the cards and redistribute them to the students, making sure no one gets their own card. As the students receive the cards and read the statements on them, they should contemplate which type of business this person would be great at owning. On the back of the card, each person should write one to three business ideas for that person based on the person's abilities.

From here, the students get up and mingle as they chat and try to figure out who wrote the cards they are holding. Students may not ask, "Is this your card?" Questions must be directly about the abilities listed on the card. As they find the match to the comments they have read, each student will make suggestions to their match on which type of business they think that person should start based on their abilities.

Once this portion of the activity is accomplished, students are reconvened and given this directive, "Now group yourselves according to your future businesses. For example, everyone who has a service related business, groups in this corner, sports related in this corner, etc.) Each group will make a title to their group, write their names and the title on a piece of paper, and turn this into the instructor. The instructor will use these to form the groups for day 2's creative problem solving in order to group students with like interests and who have met each other prior to day 2's events.

TEACHER NAME		Lesson #
Pam Francis		1
MODEL	CONTENT AREA	GRADE LEVEL
Taba	Social Studies	4th
CONCEPTUAL LENS		LESSON TOPIC
Consumerism		Entrepreneurs and their Consumers
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>4.E.1.1 Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship.</p> <p>4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.</p> <p>4.E.2.2 Explain how limited personal financial resources affect the choices people make based on their wants and needs</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Consumerism drives entrepreneurship.		How does consumerism drive entrepreneurship?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> <li>- The basic concepts of a market economy are often interdependent.</li> <li>- The meanings of supply &amp; demand (the amounts of goods and services available for people to buy compared to the amount of goods and services people want to buy), scarcity (a very small supply), productivity (the rate at which work is completed), entrepreneurship (the act of organizing, managing and assuming the risk of a business) and consumerism (the actions of people who spend a lot of money on goods and services).</li> <li>-Ways productive resources, natural, human, and capital, have influenced the types of goods and services provided by entrepreneurs such as: <ul style="list-style-type: none"> <li>✓ Natural resources must be available (trees, land, water) for entrepreneurs to use them without cost overload</li> <li>✓ Human resources must be available at a reasonable cost per hour for businesses to operate within a budget</li> <li>✓ Capital resources (machinery) must be easily attained for an entrepreneur to effectively operate within a budget</li> </ul> </li> <li>- Competition among buyers (consumers) results in higher prices and competition among sellers results</li> </ul>		<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Make decisions about a business to create based on their knowledge of the positive and negative incentives that direct economic behavior in a market economy.</li> <li>-Analyze which economic decisions they should make to determine the production and distribution of goods and services needed for their business.</li> <li>-Draw conclusions about how competition among buyers results in higher prices and competition among sellers results in lower prices.</li> <li>-Determine how opportunity costs will require them to make economic choices.</li> </ul>

in lower prices (e.g., supply and demand).  
 -Businesses make decisions based on scarcity and choice in a market economy

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

**Pre-Lesson Questions:**

- **What is an entrepreneur?**
- **Who do you know that owns their own business (entrepreneur) and what does that business provide?**
- **What are the responsibilities of an entrepreneur?**
- **Why do people want to own their own businesses?**
- **What types of businesses are there for which children can be entrepreneurs?**
- **How do you think consumerism is related to being an entrepreneur?**
- **If you were an entrepreneur, how do you think consumer wants and needs would impact your business?**

**During Lesson Questions:**

- **How does scarcity impact an entrepreneur?**
- **What are some examples of supply and demand you have encountered?**
- **How can you group the motivation of an entrepreneur?**
- **How can you label your groups?**
- **Now that you have done some reading and listening, how do you think consumerism is related to being an entrepreneur?**
- **How can entrepreneurs avoid the pitfalls of supply and demand? How can entrepreneurs be more aware of their consumers?**

**Post Lesson Questions:**

- **How is consumerism related to being an entrepreneur?**
- **How will the groups you made impact the business you choose to pursue?**
- **Knowing that consumerism will affect your business, what will you do to avoid the pitfalls of this concept?**
- **How has consumerism affected the business owners (entrepreneurs) in these articles?**

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
<p>The depth of conversation and key vocabulary is more complex.</p>	<p>The pace of this process (deciding on and carrying out your own business) will be completed in 4 days rather than weeks.</p> <p>Students will have to grasp concepts quickly and make decisions on a shortened time schedule.</p>	<p>The final product that this lesson leads to is expected to have a heightened level of creativity.</p> <p>Each group will present a product individual to their group making it differentiated.</p>	



## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

**20 minutes: Ice breaker (attached)**

**10 minutes:** Students will watch the youtube.com video titled, "Umps Fwat"

<https://youtu.be/6ATquDLRnk>. This cartoon demonstrates how a business idea takes root and what it takes to start a new business. It carries out that idea by showing all the things an entrepreneur encounters. It is a humorous way for students to get the idea of what it will take to start their own businesses. It also introduces economic vocabulary necessary to understand concepts of entrepreneurship. (Such as employee, profit, marketable product, demand, paycheck, investment, dividend, stockholders, savings, consumer, producer)

**15 minutes:** Once the video is over, the group will discuss the terms they encountered in the video that would impact them if they were entrepreneurs. For the terms not mentioned the facilitator may ask questions such as: What did you learn about \_\_\_\_\_? How does that apply to consumers and/or entrepreneurs?

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas. **15 minutes**

- Students or teacher will read two articles on young entrepreneurs <http://www.businessnewsdaily.com/5051-young-entrepreneurs.html> and <http://www.entrepreneur.com/article/241189>. As they read they will highlight words or phrases that relate to consumers and entrepreneurs. Students will call out the many reasons given for each young entrepreneur starting his/her own business. (Listing) (Motivations for starting the business).
- Teacher will record these findings in a comprehensive list on the board.

**Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding. **15 minutes**

1. In groups of three, students will create categories that sort these business motives that relate to consumerism into groups. The "why" of how the business started. They must have at least 3 different categories which impact entrepreneurship, at least three items in each, and cannot use items twice
2. Students will label these groups.
3. Teacher moves about the room having conversations with students to lead them to an understanding of entrepreneurship. Direct conversations by using key vocabulary and moving students to see what need for a product was evident and how consumerism impacted this.  
Students will discuss how they formed these groups.

**Elaborate** — Allow students to use their new knowledge and continue to explore its implications. At this

stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

**Grouping and Labeling 15 minutes**

1. Students will now create new groups with the same information. The categories must be new. The items can be reused. Categories must be new and based on any concept having to do with the consumer. New labels for these groups will be made.
2. Teacher will ask groups to share their lists.

**BREAK for SNACK and BATHROOM- 15 minutes (During this time, teacher will form groups of 4 out of the groupings the students made during the icebreaker this morning.)**

**The remainder of the time will be spent reviewing and understanding the performance task, writing a business plan as a group (evaluation) and discussing ideas for the performance task.**

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

**5 minutes:** Class will discuss and sum up entrepreneurship as it relates to consumerism discussing the motivators for a new business.

**5 minutes:** Now teacher will announce the groups for the performance task. Students will rearrange themselves accordingly at the desks.

**15 minutes:** Give the students the questions below to answer while watching the video “Shark Tank Youngest Entrepreneur...”

<https://youtu.be/OH3Fy3Q70fg> . Discuss the answers to these questions:

1. How did Mo and his mom gain the attention of the “sharks”?
2. What was the motivation behind Mo’s business? How did this motivation drive his entrepreneurship?
3. What were some of the questions the sharks asked Mo and his mom?
4. How is the consumer driving Mo’s entrepreneurship?

**15-20 minutes:** Explain to students that this is what they will be doing on Thursday. Each group as formed will accomplish the Performance Task as written (Teacher will pass this out and read this aloud.)Teacher will ask for questions about the task. The materials for the new business will be hidden behind a sheet on the table in the corner. Now ask the students to begin to turn and talk to their new groups about some ideas for a business using the business plan passed out to students.

The remaining **45 minutes to an hour** will be used to discuss and write a business plan based on them having access to any materials. Groups are welcome to draw a sketch of the item they will create. (Tomorrow’s lesson will be their chance to create this product using only the materials on the table.)

TEACHER NAME		Lesson #
Pam Francis		2
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving	Social Studies	4
CONCEPTUAL LENS		LESSON TOPIC
Consumerism		Business Planning and Consumerism
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
4.E.1.1 Understand the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship		
4.E.1.2 Understand how scarcity and choice in a market economy impacts business decisions.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Consumerism drives entrepreneurship.		How does consumerism drive entrepreneurship?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will learn that:</p> <ul style="list-style-type: none"> <li>• Entrepreneurs must depend on the wants and needs of consumers to decide on products to develop and sell.</li> <li>• The meanings of the words entrepreneur (someone who starts a business and is willing to assume risks to start it); productivity (the rate at which goods are produced or work is completed), scarcity (a very small supply), market economy (an economic system in which prices are based on competition among private businesses and not controlled by a government, consumer (buyers), and producers (those who provide goods))</li> <li>• Productive resources such as natural resources (coal, water, trees, land, etc.), human resources (people/workers), and capital resources (buildings, tools, machines, etc.) influence the types of goods and services provided to consumers due to the fact that without these resources nothing is produced. Availability of these resources changes what is produced and sold by entrepreneurs.</li> </ul>		<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Work together in cooperative teams as entrepreneurs</li> <li>• Design an item to sell in their businesses to the consumer.</li> <li>• Evaluate and understand that economic decision-making by entrepreneurs often determines the production and distribution of goods and services.</li> <li>• Evaluate the materials available as an entrepreneur.</li> </ul>

## GUIDING QUESTIONS

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<p>-What is consumerism?</p> <p>-What are some of the businesses we have observed in the videos that we have watched so far?</p> <p>-How did the owners/entrepreneurs in the videos make their business plans successful?</p> <p>-How did the businesses we observed show cooperation?</p> <p>-What are some of the examples of entrepreneurship you've seen in the videos we've watched?</p> <p>-How did consumer needs impact the businesses that we witnessed in the videos? What could have happened if these entrepreneurs had ignored the needs of the consumer?</p> <p>-Based on the videos we watched, how did consumerism drive entrepreneurship?</p>	<p>- Why did your group choose the items you chose for your business idea?</p> <p>- What is your idea for your design?</p> <p>- Which jobs does each team member have in the design of your product? Why do you think each member chose that particular job?</p> <p>- How will your product meet the needs of the people you are selling to in the marketplace (the consumers)?</p> <p>-What other items will you need to design your product?</p> <p>-What steps are you taking to make sure that everyone is cooperating in the design of your product?</p>	<p>- What challenges did you encounter as you tried to cooperate to create a product design?</p> <p>-What did you do to overcome these challenges?</p> <p>-What would you change in your design before our class "shark tank" presentation?</p> <p>- How did the idea of consumerism affect your design as an entrepreneur?</p> <p>- How did the availability of resources affect your design?</p> <p>- What changes in team job assignments would help your team so that the design of your product is more effective?</p> <p>- How did consumerism drive your team's entrepreneurship?</p>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
<p>-The students will be able to take this to a level above the general curriculum by understanding the terms and words specific to the work of an entrepreneur.</p> <p>-Students will be able to distinguish their product from other groups through their creativity.</p> <p>-Students will be able to argue that their product deserves to be invested in by the shark tank.</p>	<ul style="list-style-type: none"><li>- <b>Creative problem solving will be used which encourages divergent and convergent thinking.</b></li><li>- <b>Teamwork will build leadership and cooperative working on a creative final product.</b></li></ul>	<p>-Products will be completely student driven. Teacher will only be available for questions and support.</p> <p>-Product is expected to be a creative design decided upon cooperatively by the team members.</p>	

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

**15 minutes** -At the beginning of class students will watch three video clips from the site, "bizkids.com"( <http://bizkids.com/clip/profile-sat-bat> ) which pictures young entrepreneurs with the products they have invented to sell.

**20 minutes-** **Turn and talk to your group about what you noticed about the consumers who were involved in these kid businesses and the entrepreneurs that created the businesses. Turn back to the group in 5 minutes and discuss how consumerism impacted these entrepreneurs.**

**Also use the "pre-lesson" questions during this discussion:**

- What is consumerism?
- What are some of the businesses we have observed in the videos that we have watched so far?
- How did the owners/entrepreneurs in the videos make their business plans successful?
- How did the businesses we observed show cooperation?
- What are some of the examples of entrepreneurship you've seen in the videos we've watched?
- How did consumer needs impact the businesses that we witnessed in the videos? What could have happened if these entrepreneurs had ignored the needs of the consumer?
- Based on the videos we watched, how did consumerism drive entrepreneurship?

**10 minutes-** Around the room are posters that have pictures of real life products that have been created by entrepreneurs and inventors from the past and present.

- Students are given a directive to walk about the room and discuss among themselves what these posters picture and how they might be connected. The teacher is not allowed to comment in any way. There will be two prompts on the board for the students to discuss:

- How did the entrepreneur meet the needs of consumers with this product?
- What impact did the invention make on the world?

- In the room is also a table full of materials for students to see, but not ask the teacher any questions about.

- After 10 minutes, students are brought together to share their discussions with the teacher:

**15 minutes:**

*What are the names of the pictures of the items on the posters?*

*How are these items related to one another?*

*What relationships do you see between these items and consumerism?*

*How did the entrepreneur meet a current consumer need?*

*Explain your thoughts on creating your own product?*

*How do you think the items on the table relate to these pictures?*

**5 minutes:** Follow this discussion with another clip from youtube.com of children who appeared on the ABC hit show "Shark Tank" <https://youtu.be/08mCf9G9xBU> , so that they will have a vision of what they will be trying to accomplish in our class "Shark Tank" Day. Discuss what they see and hear from these clips before moving on to the next phase of the lesson.

### **BREAK TIME- SNACK AND BATHROOM- 15 MINUTES**

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

**10 minutes: Mess Finding:** Groups are allowed for 60 seconds to go together and view only the materials on the back table. Following a discussion about materials at the back of the room, students are challenged with their cooperative groups of 4 members, created by the teacher the day before, to create the product they will present during our “shark tank” event. The items on the table are the only things they may use to create their product. Items will include random items such as plastic cups, paper, cardboard, paper tubes, plastic bottles, old CDs, yarn, scissors, glue, etc. Their inventions to present to the shark tank must meet the needs of other students (consumers) in their general age group. They will have to explain how their invention meets those needs. Ask the question, “What will you have to do to change your business plan from Monday?”

**15-20 minutes: Fact Finding:** The first step will be for planning only. The cooperative group will begin to think and write down ideas for the product they will create together. They will be given a list of rules to govern their creative process. The teacher will go over these rules with them:

1. Students will get 45 minutes to build their product after the Fact Finding period of 15-20 minutes (based on teacher observation).
2. Once the “GO” is given, students may take only the items they think they need by the person designated to “shop” for materials in their groups.
3. The materials table may be visited as often as needed but only by the designated “shopper”.
4. The product created should be marketable to students their ages (consumers).
5. Everyone in the group must participate and all ideas respected.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

**15 minutes: Problem Finding-** Before teacher gives the “GO”, students will begin to design, discuss, and sketch products they could create together. The products will be given a name and function during the discussion time. Several ideas may be discussed at this time. Final decision will be made later.

**Idea Finding-** Teams will be given **15-20** minutes to narrow down the design of their product but only after a materials list is generated for the “shopper” to get the materials for the group. Teams will be expected to brainstorm ideas together and respect all ideas given. During this time the teacher will circulate and facilitate. Teacher will also take this opportunity to lead the discussion toward the concepts of scarcity of items offered and what is needed but not available. What resources do you need that may not be available?

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

**Solution Finding-** A **5 minute** signal is given by the teacher to complete the thought process and make final decisions on a product design and shopping list. The ideas are narrowed down (convergent thinking) and decided upon.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

**45 minutes: Acceptance Finding-** Students have chosen a shopper to manage materials from the table. In the process, natural roles have taken place by the group. As teacher walks around she may ask the question, "What do you think your role in this group is?" The groups are given the "Go" by the teacher and shopping and design begins. Thirty minutes is given for the design process.

"During the Lesson Questions" are used by the teacher to generate conversation:

- *Why did your group choose the items you chose for your business idea?*
- *What is your idea for your design?*
- *Which jobs does each team member have in the design of your product?*
- *How will your product meet the needs of the people you are selling to in the marketplace?*
- *Will you need any other items to design your product?*
- *What steps are you taking to make sure that everyone is cooperating in the design of your product?*

After the 45 minutes of building time, students will remain in groups but will choose a spokesperson to present their product to the "shark tank". Groups will be given an additional **5-10 minutes** to decide what the spokesperson will share with the class. The spokesperson will be expected to discuss process and thoughts about the item, materials used, use of the product by consumers and marketability of their product. They should also answer how consumerism drove the invention they are presenting.

**15 minutes:** After all of the team spokespersons speak and demonstrate their products, teams will reconvene to discuss questions given and record responses:

- *What challenges did you encounter as you tried to cooperate to create a product design?*
  
- *What did you do to overcome these challenges?*
  
- *What would you change in your design before our class "shark tank"?*
  
- *How did the idea of consumerism affect your design as an entrepreneur?*
- *How did the availability of resources affect your design?*
- *What changes in team job assignments would help your team cooperate more so that the design of your product is more effective?*
- *How did consumerism drive your team's entrepreneurship?*

**5 minutes:** Once the responses are recorded, the teacher will give the teams a few more minutes to decide if **ONE** item from home would significantly improve their design. Each team will be given the opportunity to choose a person to bring that item the next day to class for product improvement! Once all products or prototypes are developed, they will be presented to a panel of "sharks" or investors who will ask questions about the team's product and decide if it is a worthy investment. ("Shark Tank" day- Thursday)



<b>TEACHER NAME</b>		<b>Lesson #</b>
Pamela Francis		3
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Questioning	Language Arts/ Social Studies	4
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Consumerism		How values impact consumerism and entrepreneurship
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b><u>Language Arts</u></b></p> <p>4.RL.4.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>4.RL.4.2- Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RL.4.3- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b><u>Social Studies</u></b></p> <p>4.E.2.1 Explain how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively affect everyday life.</p> <p>4.E.2.2 Explain how limited personal financial resources affect the choices people make based on their wants and needs.</p>		

<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
<i>Consumerism drives entrepreneurship</i>		<i>How does consumerism drive entrepreneurship?</i>	
<b>CONTENT KNOWLEDGE</b> <b>(What factual information will students learn in this lesson?)</b>		<b>PROCESS SKILLS</b> <b>(What will students be able to do as a result of this lesson?)</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Types of questions readers use to monitor comprehension</li> <li>Story elements (character, setting, problem, solution, theme)</li> <li>Theme- is a broad idea, message, or moral of a story. The message may be about life, society, or human nature.</li> <li>Theme is inferred and characters actions and changes often point to theme</li> <li>Having limited personal financial resources affects decisions about needs and wants.</li> <li>Financial goals and responsibilities include spending, saving, and sharing</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Create a plot/theme graphic organizer that utilizes details from the text to explain the theme of a story.</li> <li>Synthesize key points to summarize a story</li> <li>Describe in depth a setting or event using details from the text.</li> <li>Analyze, create inferences, and describe characters (traits, motivations, thoughts, feelings, actions, words) with details from the text.</li> <li>Analyze text by documenting questions, thoughts, connections, and ideas that result from reading the text</li> <li>Use one's analysis to discuss and/or write about a text, including referring explicitly to the text when asking and answering questions</li> <li>Apply concepts and systems of economics to participate productively in a global economy.</li> <li>Explain events and ideas in a historical text, including what happened and why, based on specific information in the text.</li> </ul>	
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
<b>Pre-Lesson Questions:</b>		<b>During Lesson Questions:</b>	
<ol style="list-style-type: none"> <li>What is a consumer?</li> <li>What is entrepreneurship?</li> <li>How do consumers impact an</li> </ol>		<ol style="list-style-type: none"> <li>How do Uncle Jed’s actions show us his values in regards to being an entrepreneur?</li> </ol>	
		<b>Post Lesson Questions:</b>	
		<ol style="list-style-type: none"> <li>How did the family’s limited resources impact their decisions/choices in this story?</li> <li>How did Uncle Jed’s values</li> </ol>	

entrepreneur?

4. How have the wants and needs of consumers changed throughout history?
  5. What was the Great Depression?
  6. How might the Great Depression impact a character's (consumers) actions in regards to money?
  7. How does a character's/person's needs impact how they view a problem?
  8. How does money impact a character's/person's actions?
- The next questions are intended for the "Word Cloud" as in the lesson:**
9. At what age should an entrepreneur start a business?
  10. How many of you think a child can start a business and what is your evidence to support that opinion?
  11. About how many people over 50 years of age start a business?
  12. What does it take to start a business?
  13. What consumer needs have to be addressed?
  14. If you were a business owner, what type of business would you start?
  15. If you owned your own business, how would you choose to

2. What evidence do you have that would show Uncle Jed's regard towards his consumers?
3. What evidence from the text tells you what Uncle Jed regards more, his business success or his consumers needs?
4. What is the storyteller's bias in this story? What is your evidence of this?
5. How does the author show how people feel about Uncle Jed and his business?
6. What is bartering and how is it illustrated in this story?

impact his actions with the town's people and his family?

3. What evidence do you have that Uncle Jed's choices as an entrepreneur impacted his goals and dreams?
4. How did Uncle Jed's feelings towards his consumers impact his choices?
5. How did you feel about the way the girl was treated in the hospital?
6. How do your feelings reflect your values?
7. How did the event in history (Great Depression) impact Uncle Jed's entrepreneurship?
8. Describe how someone you know or have heard about is like Uncle Jed?
9. What evidence do you have that shows that Uncle Jed's values as an entrepreneur were honored in the end?
10. How did Uncle Jed teach the storyteller, Sarah Jean, to dream?
11. How did Uncle Jed's values impact Sarah Jean's life?
12. How might Uncle Jed's values and choices toward his consumers have changed other people's values and choices?

<p>help people with your earnings?</p> <p>16. If you owned a business how would you choose to spend your earnings?</p> <p>17. What is a nonprofit business?</p>		
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**DIFFERENTIATION**  
*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
<ul style="list-style-type: none"> <li>- The article read is advanced and not suitable for all readers.</li> <li>- The independent group and collaborative reading group will have time to explore other related literature while waiting for the guided group.</li> </ul>	<ul style="list-style-type: none"> <li>-The independence of each group to accomplish a task with out the teacher’s help.</li> <li>- Questioning leads to depth and complexity within a unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>-The decision tree done independently is challenging.</li> </ul>	<ul style="list-style-type: none"> <li>-Groups of readers are divided by differentiated groups</li> </ul>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

**5 minutes:** *Students enter the room to see questions written on the board going in different directions in a type of "Wordle" fashion. (Word Cloud) They will include such questions as:*

*How does age impact when you can start a business?*

*What barriers would there be to a child starting a business?*

*About how many people over 50 years of age start a business?*

*What consumer needs have to be addressed in a business?*

*What do you think it takes to start a business of your own?*

*If you owned your own business, how would you choose to help people with your earnings?*

*If you owned a business how would you choose to spend your earnings?*

*What is a nonprofit business? Why would people choose to work in or own a nonprofit?*

*If you were to start a business, what type of business would you have? What forces influence your choice?*

***These questions are meant only to pique interest and generate only quick responses before reading the article below.***

**20 minutes:** The teacher will ask these questions and record the student answers on the board. Once they've discussed their answers, students are broken into groups (by readiness level) and given an article to read together as a group called, "Dreams Have No Age Limit" [http://www.huffingtonpost.com/kristen-houghton/dreams-have-no-age-limit\\_b\\_523725.html](http://www.huffingtonpost.com/kristen-houghton/dreams-have-no-age-limit_b_523725.html). The groups are directed to read the article aloud or the teacher can read it aloud and then decide if any of their answers have changed to the above questions.

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

**20 minutes:** Teacher will then ask the Pre-Lesson questions listed above. As students are asked the pre-lesson questions, they are encouraged to ask questions themselves to connect to the topic at hand.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

**20 minutes:** The above groups are now to re-form. Each group will be given a copy of Uncle Jed's Barbershop as well as the list of "During the Lesson" Questions to discuss with their group. They will read their assigned questions before reading so that they can stop and discuss at an appropriate time in the reading of the text. Group one (facilitated by the teacher) will answer questions 1-3, group 2 is collaborative reading and will answer questions 4-6, and group 3 is independent reading and will answer questions 6-8 (this group will discuss their thoughts together after they finish reading). Additional related reading will be available for the collaborative and independent readers in the event that they finish before the guided group.

**15 minutes:** All groups will come back together to discuss the answers to all of the questions when groups are finished discussing and reading.

## **15 MINUTES: BREAK TIME: SNACK AND BATHROOM**

**30 minutes:** The teacher will now also ask the Post-Lesson questions above for discussion. Again, students are encouraged to ask their own questions. A “Decision Tree” outline (attached example) is posted on a chart on the board. Students will talk through the decisions that Uncle Jed made throughout the story. The blanks are filled in as a group. This is the perfect time to discuss “opportunity costs” and what they mean to business owners.

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

**30 minutes:** After the post lesson questions, students will be given directions for a product/writing assignment to be completed at the end of the classroom. Each business group will be given a “Decision Tree” outline (attached). Students will discuss the business they are developing their prototype for “Shark Day” and asked to fill in the decision tree to show their thinking about this business. After filling in the decision tree, each group will make a larger chart version of this to share with the class on chart paper.

[https://www.heinemann.com/shared/companionResources/E02157/BurkeWTBIChapter3/DecisionTree\\_Fig3.19blank.pdf](https://www.heinemann.com/shared/companionResources/E02157/BurkeWTBIChapter3/DecisionTree_Fig3.19blank.pdf)

**15 minutes: Each group will choose a spokesperson to stand and briefly explain their decision tree.**

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

### **15 minutes:**

Once the product/assignment is discussed, teacher asks students for questions they have about the lesson. They are also asked to verbalize what they have discovered today about choices that entrepreneurs make in regards to their consumers.

Students are then encouraged to turn and talk about What surprised you in your learning? Why did it surprise you?

Lastly, as a “Ticket out the Door”, write down on a sticky note how your consumers impact your choices on a day-to-day basis as an entrepreneur. What are the needs of consumers that effect your decision making? These notes will be posted on a large chart to be read and discussed in the next class session.

**\*THE REMAINING TIME IN CLASS TODAY WILL BE DEVOTED TO WORKING ONCE MORE ON THE PROTOTYPE FOR SHARK DAY. Give the questions that the “sharks” will ask to the students to discuss and settle on answers:**

1. Why would your consumers want to buy your product?
2. How much would it cost to produce your product? What do you plan to sell your product for?  
What is your profit per product?
3. Who are you marketing this product to?
4. By what means are you going to market your product? Why did you choose these forms of marketing?
5. How have your consumers driven you to become an entrepreneur?
6. Why do each of you want to become an entrepreneur?

TEACHER NAME		Lesson #
Pam Francis		4
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	Social Studies/Language Arts	4
CONCEPTUAL LENS		LESSON TOPIC
Consumerism		How Consumerism Impacts Business
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>4.E.1.1 - Understand the basic concepts of a market economy: price, supply, demand, scarcity, productivity, opportunity cost and entrepreneurship.</p> <p>4.E.1.2 - Understand how scarcity and choice in a market economy impact business decisions.</p> <p>4.E.2.2 - Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.</p> <p>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)</p> <p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Consumerism drives entrepreneurship</i>		<i>How does consumerism drive entrepreneurship?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>The understanding that scarcity (lack of something) impacts entrepreneurship.</li> <li>The impact of scarcity on consumers</li> <li>The meaning of opportunity cost (when you make a decision, the opportunity cost is the most valuable alternative you give up)</li> <li>Both producers (entrepreneurs) and consumers incur opportunity costs when making decisions</li> <li>Consumerism is related to the</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Observe marketing ads and connect them to the needs and wants of a consumer</li> <li>Draw conclusions about opportunity costs for different businesses</li> <li>Apply the concepts of saving and consuming to their own opportunity costs</li> <li>Compare and contrast the marketing from the past to today’s world</li> <li>Observe and discuss patterns in history in regards to economic highs</li> </ul>

<p>decision to save or consume.</p> <ul style="list-style-type: none"> <li>• How marketing by an entrepreneur impacts consumers</li> </ul>	<p>and lows in America</p> <ul style="list-style-type: none"> <li>• Self-evaluate their own learning</li> </ul>
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**GUIDING QUESTIONS**  
*What questions will be asked to support instruction?*  
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ol style="list-style-type: none"> <li>1. How has scarcity impacted America in the past? (refer to yesterday's lesson)</li> <li>2. How does marketing impact entrepreneurship?</li> <li>3. What is opportunity cost?</li> <li>4. What impact does a consumer have on an entrepreneur?</li> <li>5. What are needs and wants? (Needs-essential to living/ Wants- nonessential to living)</li> <li>6. How do needs and wants impact consumers?</li> <li>7. How do needs and wants impact entrepreneurs?</li> <li>8. How is consumerism connected to marketing?</li> <li>9. How is consumerism connected to the entrepreneur?</li> </ol>	<ol style="list-style-type: none"> <li>1. What connections do you see between Uncle Jed in yesterday's story and Amanda in today's story?</li> <li>2. How do the time periods differ in each story?</li> <li>3. How is the marketing the same and different between the two stories?</li> <li>4. How is the marketing in the two stories different from today's marketing?</li> <li>5. From Amanda's perspective, what is the driving force behind her business? How has this impacted her as an entrepreneur?</li> <li>6. From Uncle Jed's perspective what was the driving force behind his business?</li> <li>7. What is Amanda's opportunity cost? How does her opportunity cost impact her decisions as an entrepreneur?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do all of the pictures/ads you have observed have in common? How do they relate to consumers?</li> <li>2. How do these ads represent the consumer of these products?</li> <li>3. What do you think the marketing mind behind these ads was trying to get across to the consumer?</li> <li>4. Which of these ads speaks to your need to purchase the product? What are your reasons?</li> <li>5. How are these ads and the story <u>Boomtown</u> connected?</li> <li>6. How did the main character in <u>Boomtown</u> market her products?</li> <li>7. How does the entrepreneur (Amanda) in <u>Boomtown</u> meet the needs of her consumers?</li> <li>8. What evidence do you have that shows that Amanda was a successful entrepreneur?</li> </ol>



		<p>9. How did the consumers in <u>Boomtown</u> drive the entrepreneur (Amanda)?</p> <p>10. How has marketing changed throughout history? (Use the stories and ads we have seen to anchor your answer.)</p> <p>11. What is your opportunity cost with your prototype? How did this effect you as the entrepreneur behind the prototype?</p>
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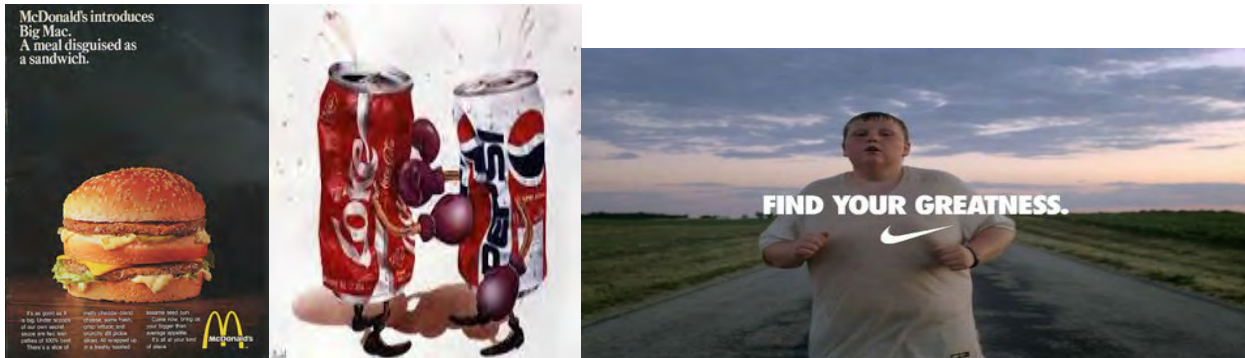
**DIFFERENTIATION**  
*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
Students are asked to see change over time and evaluate how it impacts their own lives.	Students use visuals along with text to observe and connect to a historical period of time.		Students are asked to work independently in small groups and lead their own discussions.

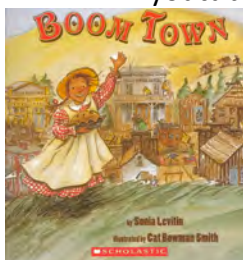
## PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

**30 MINUTES: Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students. As students enter the room, ads from famous companies are shown on the Smartboard or projected on a screen.



1. The teacher is sitting in the group carpet area and invites students to join her for the reading of the book, Boomtown by Sonya Levitt. (This is also available for viewing on youtube.com.)



2. Before reading, the teacher asks the "Pre-lesson" questions followed by the reading of the book along with the "During the Lesson" questions above.
3. Teacher then asks the "After the lesson" questions.

**20 MINUTES: Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop

*fundamental awareness of the nature of the materials and ideas.*

- Students are then asked to turn their attention to the ads on the board. They are asked not to speak, but only to observe and think about what they see. Students may have Ipads or other devices or paper and pencil to jot down their thoughts
- After about a 3 minute observation period, students are asked these questions in the large group setting:
  1. *What's going on in these pictures?*
  2. *What do you see that makes you say that?*
  3. *What more can we find?*

**As the students are being asked these questions, the teacher responds by:**

- *Paraphrasing comments neutrally*
- *Pointing at the area being discussed &*
- *Linking and framing student comments*

**20 MINUTES: Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

- Once students have discussed the questions above, break them into small groups of 4-5 students in a group. Give them these questions to discuss in each group. Each group will choose a leader to read the questions and call on teammates to answer. Group rules of discussion have already been agreed upon, discussed, and practiced before this lesson.

Questions:

12. What do all of the pictures/ads you have observed have in common? How do they relate to consumers?
13. How do these ads represent the consumer of these products?
14. What do you think the marketing mind behind these ads was trying to get across to the consumer?
15. Which of these ads speaks to your need to purchase the product? What are your reasons?
16. How are these ads and the story Boomtown connected?
17. How did the main character in Boomtown market her products?
18. How does the entrepreneur (Amanda) in Boomtown meet the needs of her consumers?
19. What evidence do you have that shows that Amanda was a successful entrepreneur?
20. How did the consumers in Boomtown drive the entrepreneur (Amanda)?
21. How has marketing changed throughout history? (Use the stories and ads we have seen to anchor your answer.)
22. What is your opportunity cost with your prototype? How did this effect you as the entrepreneur behind the prototype?

- Return to the large group and share these answers aloud.

**30 MINUTES: Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

At this time, students will be given a poster board to use to advertise the prototype they created in Lesson 2. Students will be encouraged to use the ideas discussed in the ads we observed to make a poster that will engage their consumers and draw them to their prototype. Students will be asked to make their advertisement poster:

- ✓ As the entrepreneur, get the attention of their targeted consumer
- ✓ Be innovative in idea
- ✓ Get across the use of their prototype so that it appeals to their consumers

### **15 MINUTES: BREAK TIME- BATHROOM AND SNACK**

### **1 HOUR: SHARK TANK!!**

Students will now assemble to present their poster and prototype to the Sharks. Sharks will ask these questions and the young entrepreneurs will answer:

7. Why would your consumers want to buy your product?
8. How much would it cost to produce your product? What do you plan to sell your product for? What is your profit per product?
9. Who are you marketing this product to?
10. By what means are you going to market your product? Why did you choose these forms of marketing?
11. How have your consumers driven you to become an entrepreneur?
12. Why do each of you want to become an entrepreneur?

**30 minutes: Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

*Once this lesson is complete, students will be given an evaluation tool to help them express their learning from the unit. Students will be encouraged to reflect on their learning and how it will apply to the future. (Self-Evaluation form attached)*

# Self - Evaluation Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Description of Project / Activity:

- 1) State the main idea you were trying to express in your project / activity. What were your intentions?
  
  - 2) What methods did you use to develop your ideas? For example, did you brainstorm, use a concept map, research, improvise, try different materials or techniques, etc.?
  
  - 3) Did you take a risk by trying something new? Explain.
  
  - 4) What were some of the unexpected problems you had to solve while working?
  
  - 5) What decisions and choices did you make to help you solve these problems?
  
  - 6) What was the most interesting or challenging thing about what you did?
  
  - 7) What have you learned from this particular project?
  
  - 8) What did you do outside of class to enrich the project or activity?
  
  - 9) If you were to do this project or activity again, what would you do differently?
  
  - 10) Describe a new project or idea which might develop from what you just did.
-



## Resources for this Unit



### Websites:

Guide to writing a business plan. (n.d.). Retrieved August 2, 2016, from <http://bizkids.com/wp/wp-content/uploads/Kids-Business-Plan.pdf> --this is a PDF business plan designed to help students learn what is involved in creating their own business. It is used in Lesson one of this unit.

Houghton, K. (2011, November 17). Dreams Have No Age Limit -- Go for It! Retrieved August 02, 2016, from [http://www.huffingtonpost.com/kristen-houghton/dreams-have-no-age-limit\\_b\\_523725.html](http://www.huffingtonpost.com/kristen-houghton/dreams-have-no-age-limit_b_523725.html)

This is an article used to contrast the thinking promoted about kid entrepreneurs. This article shows that there is no age limit to entrepreneurship.

Kidpreneurs on an all new Shark Tank. (2013, February 14). Retrieved August 02, 2016, from <https://youtu.be/08mCf9G9xBU>

This is a second Shark Tank video showing kidpreneurs. This is used in lesson 2 to inspire the creations of the students in the creative problem solving lesson.

9 Amazing (Very) Young Entrepreneurs. (n.d.). Retrieved August 02, 2016, from <http://www.businessnewsdaily.com/5051-young-entrepreneurs.html>

This is an article on young entrepreneurs used in the first Taba lesson. It includes great information to open the children's eyes to kid entrepreneurs.

Rampton, J. (2014, December 30). What You Can Learn From 8 Kids Already Making a Million Dollars. Retrieved August 02, 2016, from <http://www.entrepreneur.com/article/241189>

This is the second article for the Taba lesson one. It shares information about kid entrepreneurs used to open the eyes of students to the possibilities to become a child entrepreneur.

Shark Tank Youngest Entrepreneur is an 11 year from Memphis. (2015, March 25). Retrieved August 02, 2016, from <https://youtu.be/OH3Fy3Q70fg>

This is the first of the child Shark Tank series that we will watch in lesson one that will inspire the class and give them an example of what they will be doing for their presentations for the performance task.

T. (2015). Ump's Fwat. Retrieved August 02, 2016, from <http://www.youtube.com/watch?v=6ATquDLRnk>

Umps fwat is an animated movie that explains many of the necessary vocabulary words necessary for this unit. Use of this video is in Lesson 1.

## Website Resources, continued...

Tune in! (n.d.). Retrieved August 02, 2016, from <http://bizkids.com/clip/profile-sat-bat>  
Biz Kids is a website that shows many videos of kid entrepreneurs and how they have achieved their goals. Each episode also includes a lesson plan for teachers.

## Books

Levitin, S., & Smith, C. B. (1998). *Boom town*. New York: Orchard Books.

Boom Town is a children's book that illustrates how a child formed a business based on the wants and needs of her community. It illustrates the terms scarcity, opportunity costs, entrepreneur, and more.

Mitchell, M. K., Ransome, J., & Chomowicz, L. (1993). *Uncle Jed's barbershop*. New York: Simon & Schuster Books for Young Readers.

This book is used in Lesson 3 of this unit and gives great examples of what it takes to make a business work, opportunity costs, & the impact of values and beliefs in regards to business.

## Additional books to further understanding (fiction and nonfiction):

**Put these books out for students to investigate and read during this unit! These books include many valuable lessons in economics and have the added benefit of cultural and gender diversity.**

Adler, D. A., & Huffman, T. (1984). *Prices go up, prices go down: The laws of supply and demand*. New York: F. Watts.

Barasch, L. (2007). *Hiromi's hands*. New York: Lee & Low Books.

Castañeda, O. S., & Sanchez, E. O. (1993). *Abuela's weave*. New York: Lee & Low Books.

Cheng, A., & McFadden, J. (2002). *When the bees fly home*. Gardiner, Me.: Tilbury House.

Howard, G., & Noll, C. K. (2002). *A basket of bangles: How a business begins*. Brookfield, CT: Millbrook Press.

Hutchins, P. (1986). *The doorbell rang*. New York: Greenwillow Books.

Kajikawa, K., & Heo, Y. (2000). *Yoshi's feast*. New York: DK Ink.

Lasky, K., & Bennett, N. (2000). *Vision of beauty: The story of Sarah Breedlove Walker*. Cambridge, MA: Candlewick Press.

Madrigal, A. H., & DePaola, T. (1999). *Erandi's braids*. New York: Putnam's.

McCloskey, R. (1943). *Homer Price*. New York: Viking Press.

Norman, K., & Clark, D. (2007). *Jack of All Tails*. New York: Dutton Children's Books.

Polacco, P. (1992). *Chicken Sunday*. New York: Philomel Books.

SBerger, M., Berger, G., & McCreary, J. (1993). *Round and round the money goes: What money is and how we use it*. Nashville, TN: Ideals Children's Books.

Schwartz, D. M., & Kellogg, S. (1985). *How much is a million?* New York: Lothrop, Lee & Shepard Books.

Viorst, J., & Cruz, R. (1978). *Alexander, who used to be rich last Sunday*. New York: Atheneum.

Westerlund, K., Yonezu, Y., & Uchida, S. (2008). *A cup for everyone*. New York: Penguin Young Readers Group.

Willard, N., & Thompson, J. (2007). *The flying bed*. New York: Blue Sky Press.

Williams, V. B. (1982). *A chair for my mother*. New York: Greenwillow Books.

Ziefert, H., & Lobel, A. (n.d.). *A new coat for Anna*.



## \$Money, \$Money, \$Money!

## \$ Icebreaker \$

1. Write your name on your card at the top.
2. Write down three things you do well.
3. Turn in your card.
4. Give your card to your teacher.
5. Read your new card. Write down 1-3 businesses that you think this person would do well at owning and running as an entrepreneur.
6. Find your person by asking, "Are you the person who is good at...?"
7. Introduce yourself to that person and share your ideas.
8. Get your card back and find others with similar abilities.
9. Group yourselves, Label your group, and write your label and names on a piece of paper.
10. Give this paper and your cards to the teacher.

## \$ "Umps Fwat" \$

- [https://youtu.be/\\_6ATquDLRnk](https://youtu.be/_6ATquDLRnk)

## \$ Important words \$

profit employee entrepreneur  
dividend investment product savings paycheck stockholders  
**Consumer**  
demand producer marketable

## \$ Discussion \$

- *What is an entrepreneur?*
- *Who do you know that owns their own business (entrepreneur) and what does that business provide?*
- *What are the responsibilities of an entrepreneur?*
- *Why do people want to own their own businesses?*
- *What types of businesses are there for which children can be entrepreneurs?*
- *How do you think consumerism is related to being an entrepreneur?*
- *If you were an entrepreneur, how do you think consumer wants and needs would impact your business?*

## \$ Articles \$

1. Listen to the teacher read the articles.
2. Highlight important words dealing with both the entrepreneur and the consumer.
3. Call these out to the teacher after the article is read.
4. Now write the words on the board on separate post-it notes.
5. Arrange them in groups by the reasons the entrepreneurs started the business.
6. Give your groups titles/labels.
7. Share.
8. Now re-arrange your groups in different ways keeping the consumer in mind.
9. Give your groups titles/labels.
10. Share with the whole group.

## \$ MorE.....\$

- How does scarcity impact an entrepreneur?
- What are some examples of supply and demand you have encountered?
- How can you group the motivation of an entrepreneur?
- How can you label your groups?
- Now that you have done some reading and listening, how do you think consumerism is related to being an entrepreneur?
- How can entrepreneurs avoid the pitfalls of supply and demand? How can entrepreneurs be more aware of their consumers?

## \$\$\$ BREAK Time \$\$\$



## \$ Discussion \$

- How is consumerism related to being an entrepreneur?
- How will the groups you made impact the business you choose to pursue?
- Knowing that consumerism will affect your business, what will you do to avoid the pitfalls of this concept?
- How has consumerism affected the business owners (entrepreneurs) in these articles?

## Groups

- Arrange yourselves according to the groups the teacher announces for your Performance Task.
- Wait.....For.....It.....Performanc e Task coming.....

## Mo's Bows- Shark Tank

- <https://youtu.be/OH3Fy3Q70fg>

## questions

- How did Mo and his mom gain the attention of the "sharks"?
- What was the motivation behind Mo's business? How did this motivation drive his entrepreneurship?
- What were some of the questions the sharks asked Mo and his mom?
- How is the consumer driving Mo's entrepreneurship?

## Performance task

Welcome Young Entrepreneur!

You have been invited to present your newest product design to a "Shark Tank" or panel of investors who may want to help you launch your new business. In light of your new found knowledge of consumerism and how it drives entrepreneurship, you need to make sure that your product will sell to investors on the panel and to the consumers, kids your in your general age group, who will buy it in the future.

Your task will be to make a prototype of your product and make a presentation to the panel of investors with a written explanation as to why this will appeal to the consumers you are targeting. This will be done with a group of four talented entrepreneurs. Your explanation should include which consumer group will purchase your product (age and gender), how much it will cost to produce this product, and why the investors should invest in your product. In addition to the prototype and explanation, when you present your product, also present a poster, which will clearly promote the qualities of your prototype.

## Money, Money, Money Day 2

Creative Problem Solving- Get your business plan and your partners and start writing...

## Biz Kids

- <http://bizkids.com/clip/profile-sat-ba t>
- Turn and talk to your group about what you noticed about the consumers who were involved in these kid businesses and the entrepreneurs that created the businesses.
- Turn back to the group in 5 minutes and discuss how consumerism impacted these entrepreneurs.

## Questions

- What is consumerism?
- -What are some of the businesses we have observed in the videos that we have watched so far?
- -How did the owners/entrepreneurs in the videos make their business plans successful?
- -How did the businesses we observed show cooperation?
- -What are some of the examples of entrepreneurship you've seen in the videos we've watched?
- -How did consumer needs impact the businesses that we witnessed in the videos? What could have happened if these entrepreneurs had ignored the needs of the consumer?
- -Based on the videos we watched, how did consumerism drive entrepreneurship?

## What do you see?

- Walk around the room and observe the posters you see.
- Discuss amongst yourselves how these posters are connected and what they represent.
- Ask yourselves these two questions:
  1. How did the entrepreneur/inventor meet the needs of consumers with this product?
  2. What impact did the invention make on the world?

## More questions

- *What are the names of the pictures of the items on the posters?*
- *How are these items related to one another?*
- *What relationships do you see between these items and consumerism?*
- *How did the entrepreneur meet a current consumer need?*
- *Explain your thoughts on creating your own product?*
- *How do you think the items on the table relate to these pictures?*

## Shark Tank

- <https://youtu.be/08mCf9G9xBU>
- What do you notice- what do you see and hear that might make the "shark" investors sit up and take notice?

## \$\$ Break Time \$\$

Make sure you take a bathroom break now....you aren't going to want to miss a minute of the rest of class!!!

## Mess finding

- Each group will be called on to go to the table at the front of the room to view the items on the table. You may NOT speak during this time, just observe.
- Go back to the table and write down some items you think your team may need. AGAIN, NO talking until each group has seen the table together.
- Ask yourself, "How is our business plan going to have to change for us to use ONLY what is on that table?"

## Fact, Problem, & Idea Finding -approx. 45 minutes

- Begin talking about how to design the prototype you have chosen to make. What will you name it? What is its function?
- Many ideas can be discussed.
- Choose a "shopper" to retrieve items for your group.
- Make a list for your shopper.
- When Mrs. Francis gives the "Go" command, ONLY the shopper may get materials.
- The materials table may be repeatedly visited, but only by the "shopper".
- Everyone in the group must participate and every idea respected.
- Make a sketch of your product.

## Solution finding

- You have 5 minutes to decide on your idea, its name, and your shopping list.

<http://www.online-stopwatch.com/countdown-timer/>

## Acceptance Finding

When Mrs. Francis says, "GO", your shopper will be allowed to come to the table and shop. You will have 45 minutes to build your prototype.

<http://www.online-stopwatch.com/countdown-timer/>

## Spokespersons

- Now Choose who will be speaking for your team at the "Shark Tank" event on Thursday. It can be all of you or one of you. It's your choice.
- You must get the attention of the sharks.
- You must be able to tell them:  
What did you use to make your prototype?  
Approximately how much would it cost to produce your prototype? How much will you charge for it?  
How will it be used by consumers?  
How do consumers drive your product?  
How will you market your product? Why?  
Why do you want to become an entrepreneur?

## Got Answers?

- Answer these questions as a group:
- - *What challenges did you encounter as you tried to cooperate to create a product design?*
- - *What did you do to overcome these challenges?*
- - *What would you change in your design before our class "shark tank"?*
- - *How did the idea of consumerism affect your design as an entrepreneur?*
- - *How did the availability of resources affect your design?*
- - *What changes in team job assignments would help your team cooperate more so that the design of your product is more effective?*
- - *How did consumerism drive your team's entrepreneurship?*

## What next?

If your team could have one item from home to improve your prototype, what would it be. Choose a person or persons who will be responsible for bringing that item from home tomorrow! You have 5 minutes to decide-go! <http://www.online-stopwatch.com/countdown-timer/>

## Money, Money, Money

Wednesday Morning- Answer these questions in your notebooks:

1. What challenges did you encounter as you tried to cooperate to create a product design?
2. What did you do to overcome these challenges?
3. What would you change in your design before our class "shark tank"?
4. How did the idea of consumerism affect your design as an entrepreneur?
5. How did the availability of resources affect your design?
6. What changes in team job assignments would help your team cooperate more so that the design of your product is more effective?
7. How did consumerism drive your team's entrepreneurship?

## What do YOU Think?

- How does age impact when you can start a business?
- What barriers would there be to a child starting a business?
- About how many people over 50 years of age start a business?
- What consumer needs have to be addressed in a business?
- What do you think it takes to start a business of your own?
- If you owned your own business, how would you choose to help people with your earnings?
- If you owned a business how would you choose to spend your earnings?
- What is a nonprofit business? Why would people choose to work in or own a nonprofit?
- If you were to start a business, what type of business would you have? What forces influence your choice?

## Article

- [http://www.huffingtonpost.com/kristen-houghton/dreams-have-no-age-limit\\_b\\_523725.html](http://www.huffingtonpost.com/kristen-houghton/dreams-have-no-age-limit_b_523725.html)
- NOW.....revisit the questions and see if your answers have changed?

## Group questions

- What is a consumer?
- What is entrepreneurship?
- How do consumers impact an entrepreneur?
- How have the wants and needs of consumers changed throughout history?
- What was the Great Depression?
- How might the Great Depression impact a character's (consumers) actions in regards to money?
- How does a character's/person's needs impact how they view a problem?
- How does money impact a character's/person's actions?

## Brain pop

- The Great Depression:

<https://www.brainpop.com/socialstudies/ushistory/greatdepression/>

## Break time!

Make sure you use the bathroom now..... the story coming up is one you won't want to miss!

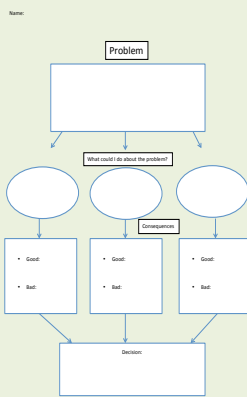
## Uncle Jed's Barbershop

<https://youtu.be/0OfXXTMrMg8>

## Group Question Time

## Group Questions

1. How do Uncle Jed's actions show us his values in regards to being an entrepreneur?
2. What evidence do you have that would show Uncle Jed's regard towards his consumers?
3. What evidence from the text tells you what Uncle Jed regards more, his business success or his consumers needs?
4. What is the storyteller's bias in this story? What is your evidence of this?
5. How does the author show how people feel about Uncle Jed and his business?
6. What is bartering and how is it illustrated in this story?



## Decision Tree for Your Business

- Now make your own decision tree about your business. Think like an entrepreneur!
- What is your opportunity cost?
- Discuss how your consumers drove your decisions.

## Tell a friend.....

- How did the family's limited resources impact their decisions/ choices in this story?
- How did Uncle Jed's values impact his actions with the town's people and his family?
- What evidence do you have that Uncle Jed's choices as an entrepreneur impacted his goals and dreams?
- How did Uncle Jed's feelings towards his consumers impact his choices?
- How did you feel about the way the girl was treated in the hospital?
- How do your feelings reflect your values?
- How did the event in history (Great Depression) impact Uncle Jed's entrepreneurship?
- Describe how someone you know or have heard about is like Uncle Jed?
- What evidence do you have that shows that Uncle Jed's values as an entrepreneur were honored in the end?
- How did Uncle Jed teach the storyteller, Sarah Jean, to dream?
- How did Uncle Jed's values impact Sarah Jean's life?
- How might Uncle Jed's values and choices toward his consumers have changed other people's values and choices?

## TICKET out the door...

- Write down on a sticky note how your consumers impact your choices on a day-to-day basis as an entrepreneur. What are the needs of consumers that effect your decision making?



Back to work.....

**You have 20 more minutes to work on your prototype for tomorrow's Shark Tank...ON YOUR MARK, GET SET.....**

<http://www.online-stopwatch.com/countdown-timer/>

## SPOKESPERSON

- Now Choose who will be speaking for your team at the "Shark Tank" event on Thursday. It can be all of your or one of you. It's your choice.
- You must get the attention of the sharks.
- You must be able to tell them:

What did you use to make your prototype?

Approximately how much would it cost to produce your prototype? How much will you charge for it?

How will it be used by consumers?

How do consumers drive your product?

How will you market your product? Why?

Why do you want to become an entrepreneur?

**NOW PRACTICE WHAT YOU ARE GOING TODO FOR THE SHARK TANK!**

**Money, Money, Money**  
Lesson 4

Come in and get with your group.  
You have 20 minutes to work on  
making your presentation awesome!

**WHAT DO YOU SEE?**

McDonald's introduces Big Mac. A meal disguised as a sandwich.




**WHAT DO YOU SEE?**



**WHAT DO YOU SEE?**

**FIND YOUR GREATNESS.**

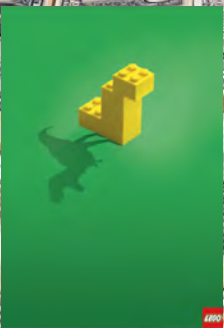


**WHAT DO YOU SEE?**

**JUST DO IT.**



**WHAT DO YOU SEE?**



### WHAT DO YOU SEE?



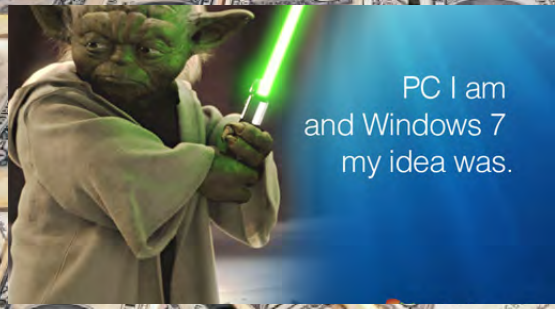
### WHAT DO YOU SEE?



### WHAT DO YOU SEE?



### WHAT DO YOU SEE?



### WHAT HAVE YOU LEARNED?

- How has scarcity impacted America in the past? (refer to yesterday's lesson)
- How does marketing impact entrepreneurship?
- What impact does a consumer have on an entrepreneur?
- What are needs and wants?
- How do needs and wants impact consumers?
- How do needs and wants impact entrepreneurs?
- How is consumerism connected to marketing?

### YOUR ADVERTISEMENT

- Use the ideas discussed in the ads we observed to make a poster that will engage their consumers and draw them to their prototype.
- As the entrepreneur, get the attention of your targeted consumer
- Be innovative in idea
- Get across the use of their prototype so that it appeals to their consumers



**BREAK TIME!!!**

**OH MY! IT'S ALMOST TIME! FINISH UP YOUR ADVERTISEMENT, EAT YOUR SNACK, AND GO TO THE BATHROOM! THE SHARKS ARE ON THEIR WAY SOON! IF YOU NEED TO DO A QUICK RUN THROUGH OF YOUR PRESENTATION, PLEASE DO!**

