

## Lesson Plan

# The Entrepreneur in You

**50-65 Minutes**

Prerequisite: Lesson 1 Venture: Entrepreneurial Expedition<sup>®</sup>

## Instructions

Each digital lesson is supplemented with a follow-up synchronous lesson plan to extend and reinforce learning. Activities and questions are structured in a way that supports both in-person and virtual classroom settings.

## Objectives

*Students will be able to...*

- Identify everyday problems that could become opportunities.
- Gather peer feedback to determine whether others share a problem.
- Compare possible solutions using class feedback.
- Connect their process to entrepreneurial skills such as Observe, Solve, Analyze, Collaborate, Take Action, Adapt, Plan, and Take Risks.

## Materials

- Chart paper, whiteboard, or sticky notes
- Markers or pencils
- Printed or digital copies of **The Entrepreneur in You: Problem-to-Opportunity Challenge Student Worksheet**
- Optional: dot stickers for voting
- Optional: timer
- Optional: projector or shared screen for collecting class poll results

## Lesson Overview

Students will extend the digital lesson by practicing the same process entrepreneurs use to turn problems into opportunities. Working in small groups, students will identify everyday problems, test whether classmates also experience those problems, brainstorm possible solutions, gather class feedback, and choose the solution with the strongest opportunity.

This activity gives students an in-person, cooperative experience that builds on the digital lesson's key idea: entrepreneurs are value creators who notice problems, create solutions, and use feedback to improve their ideas.

| Section                      | Description/Format                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Duration |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Opening                      | <ul style="list-style-type: none"> <li>Ask students to think back to the digital lesson's dead phone example.</li> <li>Say to students: <ul style="list-style-type: none"> <li><i>In the digital lesson, a dead phone at a festival was more than just an annoying moment. It became the start of an entrepreneurial opportunity because lots of people might have the same problem.</i></li> </ul> </li> <li>Ask students: <ul style="list-style-type: none"> <li>What made the dead phone problem a possible business opportunity?</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5 Mins   |
| Introduction to New Learning | <ul style="list-style-type: none"> <li>Explain to students that they will now use the class as a mini "market" to test which problems and solutions matter most to their peers.</li> <li>Say: <ul style="list-style-type: none"> <li><i>Today, you will work like entrepreneurs. First, you'll observe problems. Then you'll ask classmates if they share the problem. Next, you'll brainstorm solutions and use class feedback to decide which solution has the strongest opportunity.</i></li> </ul> </li> <li>Model the process with a simple example: <ul style="list-style-type: none"> <li><b>Problem:</b> Students forget pencils.</li> <li><b>Who has this problem?</b> Students who come to class without supplies.</li> <li><b>Possible solutions:</b> <ul style="list-style-type: none"> <li>A pencil checkout station</li> <li>A vending machine for school supplies</li> <li>A classroom pencil subscription</li> <li>A peer supply-sharing bin</li> </ul> </li> </ul> </li> <li>Ask students: <ul style="list-style-type: none"> <li>Which solution would you actually use?</li> <li>Which one seems easiest?</li> <li>Which one creates the most value?</li> <li>Which one might people be willing to support or pay for?</li> </ul> </li> <li>Point out that the "best" solution is not always the most creative one. It is often the one people are most likely to use.</li> </ul> | 5 Mins   |

- Place students in groups of 3–4.
- Each group brainstorms everyday problems students experience at school, home, online, during activities, or in their community.
- Students record at least three possible problems on their worksheet.

Examples may include:

- Long lunch lines
- Forgetting homework or supplies
- Trouble finding quiet study space
- Forgetting lunch at home
- Losing water bottles
- Not knowing what clubs or events are happening

#### Part 2: Choose One Problem (5 mins)

- Each group chooses one problem they think could affect many students.
- Students complete the problem section of the worksheet:
  - What is the problem?
  - Who experiences it?
  - Why does it matter?
  - How do people currently deal with it?

#### Part 3: Class Problem Check (8 mins)

- Each group asks classmates a quick yes/no question to test whether others share their problem.

Example:

Have you forgotten a pencil or other school supply when you needed it?

- Students should ask at least 8–10 classmates, or the teacher can run a whole-class show-of-hands poll for each group's problem.
- Groups record:
  - Number of students asked
  - Number who said yes
  - Number who said no
  - Whether the problem seems common

#### Part 4: Solution Sprint (7 mins)

- Groups brainstorm 3–4 possible solutions to their chosen problem.
- Encourage students to include different types of solutions:
  - Product

| Section           | Description/Format                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Duration      |
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|                   | <ul style="list-style-type: none"> <li>▪ Service</li> <li>▪ System</li> <li>▪ App or digital tool</li> <li>▪ School routine or process change</li> </ul> <ul style="list-style-type: none"> <li>• Students record their solution ideas on the worksheet.</li> <li>• Groups choose their top 3 solutions to share with classmates.</li> </ul> <p><b>Part 5: Class Solution Poll (10 mins)</b></p> <ul style="list-style-type: none"> <li>• Each group presents its problem and three solution options.</li> <li>• The class votes on the solution they would be most likely to use.</li> <li>• Voting can happen through: <ul style="list-style-type: none"> <li>▪ Hands raised</li> <li>▪ Sticky notes</li> <li>▪ Dot stickers</li> <li>▪ A quick digital poll</li> <li>▪ Tally marks on the board</li> </ul> </li> <li>• Groups record the number of votes for each solution.</li> </ul> <p>After voting, groups answer on their worksheet:</p> <ul style="list-style-type: none"> <li>• Which solution was most popular?</li> <li>• What does that tell you about the opportunity?</li> <li>• Did the results surprise you?</li> <li>• Would you change your idea based on the feedback?</li> </ul> |               |
| <b>Reflection</b> | <p>Students identify which entrepreneurial skills they used during the challenge.</p> <p>Possible skills include:</p> <ul style="list-style-type: none"> <li>• Observe: We noticed a problem.</li> <li>• Analyze: We looked at feedback or vote results.</li> <li>• Solve: We created possible solutions.</li> <li>• Collaborate: We worked with classmates.</li> <li>• Take Action: We tested our idea instead of just talking about it.</li> <li>• Adapt: We changed or improved our idea after feedback.</li> <li>• Plan: We thought about next steps.</li> <li>• Take Risks: We shared an idea even though we did not know how others would respond</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>5 Mins</b> |

| Section | Description/Format                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Duration |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Closing | <ul style="list-style-type: none"> <li>Have each group give a short pitch using the following structure: <ul style="list-style-type: none"> <li>Our problem is...</li> <li>We know it matters because...</li> <li>Our most popular solution was...</li> <li>This solution creates value because...</li> <li>One entrepreneurial skill we used was...</li> </ul> </li> <li>After group presentations, ask students to reflect independently: <ul style="list-style-type: none"> <li>What did class feedback help you understand?</li> <li>How did your idea change after hearing from others?</li> <li>Which entrepreneurial skill did you use most today?</li> <li>Which skill do you want to strengthen?</li> </ul> </li> </ul> | 10 Mins  |

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