

Lesson Topic: Understanding Entrepreneurial Trends and Adapting to Remote Business

Standards :

- BM36.10.03.01 Demonstrate creative thinking approaches to identify new business opportunities.
- BM36.10.05.03 Specify ways to apply place/distribution strategies to new business ventures.
- BM36.10.02.02 Acquire information for business decision making.

Content Learning Objectives:

1. The students will examine current trends that provide opportunity for entrepreneurs
2. The students will explain how to think creatively about opportunity
3. The students will determine ways to find creative business ideas
4. The students will develop a plan to adapt to remote business model

Assessment :

How will students demonstrate they have the knowledge, skills, or dispositions from the learning objectives?

- During the “Make a Menu” assignment during lesson three, students will create an assignment that demonstrates the learning objectives.

Day 1

- **Review**
 - *Discussion*
 - *What entrepreneurial opportunities would make the most of your skills and talents?*
- **Overview**
 - *Entrepreneurial trends discussion*
 - *As you begin the entrepreneurial process, you must take the steps to recognize opportunities and line them up with what you want to do. Would you conduct internet business? Would you make a good or provide a service? Would you base your business out of your home? Do you use your business to promote sustainability or entrepreneurship, or do you focus on technology or outsourcing for your business?*
- **Presentation**
 - *Learn to recognize opportunity*
 - *You need creativity and innovation, and idea or opportunity, and an understanding of the industry.*
- **Exercise**
 - *Thinking creatively activity*
 - *Strategies*
 - *Brainstorming*
 - *Look at ordinary items in new ways*
 - *Find a creative solution to a common problem*
 - *Removing creative thinking roadblocks*
 - *Draw a line down the center of your notebooks. On the left side, write these roadblocks I am providing below. On the*

right side of the line, come up with your own way to remove those mental blocks. After you are complete, discuss with the class.

- *Believe in yourself*
- *Use nonlogical thinking*
- *Free your mind*
- *Think positively*
- *Entertain all ideas*
- *Relax*
- *Have a good attitude*
- *Learn from the experience of others*
- *Develop necessary skills*

- **Summary**

- *Look to the next lesson*
 - *In the next lesson, we will dive into a “Making it” episode to see how one business learned to think creatively, adapt to his surroundings, and change the way he operated his business.*

Day 2

- **Review**

- *Brainstorming activity*
 - *Imagine you are a local farmer that produces meat to restaurants and butchers in your areas. Now, suddenly, you have to change gears. There is a global pandemic that is hitting the country and for the safety of everyone, all restaurants must close. This leaves you with the same amount of product, but no customers to buy it. What would you do?*

- **Overview**

- *Lead into lesson*
 - *Introduce “Making it” and try to get students to understand the situation at hand. This recording was before the pandemic hit, and now they have an opportunity to think creatively about their business, and then after we will see what they actually did.*

- **Presentation**

- *Video*
 - *Making It: Farm to Table*

- **Exercise**

- *Search YKer’s web presence*
 - *Starting with their Facebook page, how has Yker shaped their business to be productive during the pandemic?*
 - *Virtual tours*
 - *Cooking show*
 - *Selling directly to customers*
 - *Others*

- **Summary**

- *Discussion*

Day 3

- **Review**
 - *Do the same activity as lesson 2*
 - *Do the same activity discussion, but now you are to put yourself in Yker's shoes.*
- **Overview**
 - *Ask leading questions*
 - *Ask the students how their lives or their parents lives might have changed during the pandemic.*
- **Presentation**
 - *Introduce menu activity*
 - *Have students assume the role of Yker acres during a pandemic. They now have to find new ways to reach their customers, and they have to find new customers all together. The students are going to create a new "menu" for Yker acres, based on what they already produce, and deliver it to people on their Facebook page as a post.*
- **Exercise**
 - *Make a menu*
 - *Using Google Docs, describe five menu items you can produce on your farm*
 - *Use a photo or clip and select a picture of your items*
 - *Combine the pieces into a professional-looking menu that could actually be use at Yker. Include prices, and how many are available.*
 - *Homework*
 - *Have a plan in place by the time you come back to class on:*
 - *How you are going to get this food to your customers*
 - *Guidelines for safe food handling*
 - *A plan to go back to your old customers when the pandemic ends... or are you going to expand your business?*
- **Summary**
 - *Wrap-up*
 - *Make sure all students have been given directions and are caught up enough to know what is going on so they can finish this project outside of school.*

Appendix:

- Yker Flyer
 - <https://ykeracres.com/>
- Making It #207
 - <https://makingit.wdse.org/watch/207-farm>
- Facebook page
 - @ykeracres