

Innovative Ideas Come from Need

SUBMITTED BY: Aaron Greberman

SUBJECT(S): Entrepreneurship

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

In this lesson, students will read and analyze informational text comparing and contrasting themes and ideas. Students will learn about innovation and where innovative ideas come from. Students will research and report on innovative businesses.

≡ NBEA STANDARD(S):

- Entrepreneurship, I. Entrepreneurs and Entrepreneurial Opportunities
- Marketing, I. Foundations of Marketing
- Management, III. Business Organization
- Information Technology, XVII. Information Technology and Business Functions

≡ RELATED ARTICLES:

- [“Where Do Ideas Come From?”](#)
- [“What Is Innovation?”](#)
- [“Thoughtful Approach: Developing a Questioning Mind and Spirit”](#)
- [“Thinking Like an Innovator: The Power of Experimentation”](#)
- [“Strategies that Trigger Innovative Thinking”](#)
- [“Learning to Embrace the Impractical and Think More Creatively”](#)
- [“Inside Innovation: Tackling the World’s Most Pressing Problems”](#)
- [“Innovators Must Master the Art of Brainstorming”](#)
- [“How Dungeons & Dragons Sparks Business Insight”](#)

- “How a Teen Joined Tesla’s Supercharger Analytics Team”
- “Future of the Business World: Adventures in Group Innovation and E-Learning”
- “Future of the Business World: A Girl Scout Advocates for Redefining Success”
- “Entrepreneur Jack Abraham on How Innovation Rises from Ruin”
- “Demystifying Deepfakes: 3 Truths About AI-Generated Videos”
- “Dear Mark Zuckerberg: Thoughts from Gen Z on the Future of Technology”
- “CEO Alex Poscente Unveils Her Plan for an Augmented Reality App”
- “Aspiring Scientists Launch the World’s Lightest Satellites”
- “Aspiring Entrepreneurs Take Note: 4 Tips from a Venture Capitalist Investor”
- “A New Podcast Featuring Teen Innovators Explores the Future of the Business World”
- “A Hackathon How-to”
- “5 Questions for Amber Yang, Master of the ‘Space Debris Apocalypse’”

Subject(s): Business (Research and Development, Production, Marketing) Technology, Science

Overview: In this lesson students will read about innovative leaders in business, think critically about where innovative concepts come from and work together in a “Pairs Compare” activity. As an extension activity, students will research and report on companies that have been recognized as leaders in innovation.

Common Core Standards:

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other’s ideas and expressing their own clearly and persuasively. Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.
3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

PA Educational Standards for Business, Computers and Information Technology:

15.9.12.F: Evaluate processes needed to obtain, develop, maintain, and improve products or services; including product development, packaging, branding, product mix, product life cycle, and product positioning.

Online Articles:

- [No, You Are Not Too Old to Innovate–The Truth About Entrepreneurs](#)
- [V is for Visionary: Five Lessons from Tech Titan Josh Kopelman](#)
- [Career Insight: Jack Abraham on Changing the World through Technological Innovation](#)

Objectives: In this lesson, students will read and analyze informational text comparing and contrasting themes and ideas. Students will learn about innovation and where innovative ideas come from. Students will research and report on innovative businesses.

Tying It All Together: This lesson is divided into five parts: Introduction, Definitions, Guided Reading, Group Activity, Extension Activity.

Introduction (5-10 minutes)

Begin this lesson with a discussion on how innovation is at the heart of problem-solving. Have students volunteer to discuss products they use that solve problems; consider all responses from apps to alarm clocks. Introduce students to types of innovation including **process innovation**, **product innovation** and **cost reducing innovation**. Wrap up the discussion with the fact that both consumers and businesses benefit from innovation. Encourage students to list the ways this is true.

Consider: Can there be a downside to innovation, to consumers and to businesses?

Vocabulary (5 minutes)

Cost reducing innovation – improved processes that reduce the costs of production, often leading to increased supply and higher profit margins

Entrepreneur – a person who generates ideas and then organizes, manages, and assumes the risks of a business

Innovation – an improvement to something already existing

Process Innovation – involves making changes in the way production takes place with the purpose of improving the method of production

Product Innovation – creating new products or radically changing and improving existing products

Startup – a business in its early stages that has just initiated operations and trading

Venture Capital – money (or assets) provided by private investors or specialized financial institutions, also called risk capital

Guided Reading (15 minutes)

After reviewing the vocabulary terms, split the class into teams of four.

Within each group of four, two students will read [No, You Are Not Too Old to Innovate–The Truth About Entrepreneurs](#)

and the other two students in the team will read:

[V is for Visionary: Five Lessons from Tech Titan Josh Kopelman](#)

Practice

In a Pairs Compare activity, pairs of students read articles and work in teams to educate their peers on what they've learned.

First, within each group of four students, two students will read “No, You Are Not Too Old to Innovate — The Truth about Entrepreneurs” and the other two students in the group will read “V is for Visionary: Five Lessons from Tech Titan Josh Kopelman.”

Second, pairs of students will collaborate to summarize the main points of the article they read. Students need to individually list ideas then work together to create a detailed summary incorporating both students' ideas.

Next, pairs then share their article summaries with the other pair in their team. As pairs read and compare their peers' article summaries, they should *place a check mark next to any ideas that also appeared in the article they summarized*. When pairs are finished reading and comparing, all four students will discuss the common ideas within the two articles. Finally, the teacher will close the lesson with a whole class discussion using the ideas offered by each team. Each pair will hand in their collaborative article summary for assessment.

Practice Outside of the Classroom / Culminating Activity

Have students (individually or in pairs) choose a company they feel is “innovative.” Have students create a Google Drive (or PowerPoint) presentation on *how the business uses innovation to give them a competitive advantage*. Have students use images, video, animation, etc. to show innovation in action and have students present their projects in class.

Have students read the WGYG article [What Is Innovation?](#)

Students may also want to delve further into innovation and how it might be used in today’s business world. In this article from Knowledge@Wharton: [Can Jeff Bezos Bring Amazon Innovation to the Washington Post](#), students will be able to take a more sophisticated look at how innovative thinkers are transforming the publishing industry.

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