

The 3D Experience

Length: Three Days

Day One – Observation (Build and Pitch Development)

Day Two – Pitch and Begin Reflection Essay

Day Three – Finish Reflection Essay

Lesson Type: Experiential Activity

Literacy Focus: Public Speaking, Listening, Writing, Group Collaboration

Materials/Resources Needed:

1. The 3D Experience Instructions Sheet (one per group)
2. Select an online three-dimensional shape template of your choice (ex. cube, tetrahedron, octahedron, dodecahedron, etc.) – print copies on cardstock (one per group)
3. Assortment of arts and crafts supplies such as construction paper, tissue papers, pipe cleaners, stickers, plastic wrap, aluminum foil, markers, scissors, glue, etc.
4. Multiple rolls of clear tape (for constructing the dodecahedron shape)
5. Reflection Guide (one for each student)

Essential Question: What are characteristics of successful entrepreneurs?

Purpose:

The 3D Experience is designed to offer students an opportunity to practice critical thinking skills to solve a problem. Students also are expected to use the S.U.C.C.E.S.S. techniques to construct an effective pitch. In addition, student will analyze team dynamics and communication to identify the entrepreneurial skills, traits, and characteristics of themselves and others. Their findings will be constructed into a reflection essay.

Lesson Procedure:

5-10 minutes	<p><i>Introduction:</i></p> <p>Divide students into groups of 4 or 5. Distribute supplies as needed.</p> <p>Explain the 3D Experience challenge instructions to the student groups. Check for understanding and make sure students are documenting their observations of themselves and their team</p>
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	members during the challenge. They will use this documentation during the reflection.
30 minutes	<p><i>Activity:</i></p> <p>Groups will create and construct a new product designed for young children using a three-dimensional shape, such as a cube, tetrahedron, octahedron, or dodecahedron, as a starting point.</p> <p>Remind the students that most products are developed to solve a problem. Also, since this is a product designed for young children, it must appeal to both the child (the consumer) and the parent (the customer)!</p>
20-25 minutes	<p>Group will prepare a 1 to 2-minute pitch to potential investors. Review and remind them to use the S.U.C.C.E.S.S. pitch techniques. Each group should cover the following information when presenting:</p> <ul style="list-style-type: none"> • What is the name of your product? • What problem does your product solve? • How does the product appeal to the parent (the customer) and the child (the consumer)? • Where will the product be sold? How much will it cost? • Why is this product a good investment?
30 minutes	Groups will take turn pitching their product creation. The intended audience is a panel of investors.
80 minutes	<p><i>Reflection:</i></p> <p>Using the Reflection Guide, students will individually write an essay describing their observations of entrepreneurial characteristics of themselves and others during the activity. Students should focus on letting the writing flow naturally and quickly since this is a reflection essay.</p> <p>At the beginning of the reflection time, which is day two of the activity, review proper essay format. This is in preparation of their upcoming Heroic Entrepreneurs Research Project.</p>

The 3D Experience

Creativity is a skill that should be developed by all potential entrepreneurs. Entrepreneurs need to be creative throughout the life of their business, not just when they are coming up with a business idea. The purpose of this activity is to practice your creativity by producing a new product designed for young children that could be sold to their parents in the marketplace. During the activity, take note of the personalities, skills, aptitudes, and attitudes that you and your team members display. You will write about your observances during the 3D Experience activity reflection.

THE CHALLENGE

Your team will be working with the geometric solid called a __(*insert shape name*)__, which has __(*insert number of sides*)__ sides.

1. Your team's task is to create a new product designed for young children using a three-dimensional shape as a starting point. (Remember, most products are designed to solve a problem!) Teams will be asked to share their creations through a business pitch following the exercise.
2. Your team will have 30 minutes to create your new product. You may use art and craft supplies to help create your design prototype.
3. The Pitch: Your group will prepare and give a 1 to 2-minute pitch to potential investors. Be sure to use S.U.C.C.E.S.S. pitch techniques. Each group should cover the following information when presenting:
 - What is the name of your product?
 - What problem does your product solve?
 - How does the product appeal to the parent (the customer) and the child (the consumer)?
 - Where will the product be sold? How much will it cost?
 - Why is this product a good investment?
4. Reflect on the personality traits, attitudes, skills, and aptitudes you observed during the 3D Experience. Compose an essay to communicate your findings. Remember to follow the Reflection Guide so your response will be well-written and in proper essay format. Your responses should remain positive and professional.

The 3D Experience - Reflection Guide

Topic – Describe what you observed about the personalities, skills, aptitudes, and attitudes of your team members during the 3D Experience team challenge.

- I. Introduction
 - A. Describe the 3D Experience team challenge.
 - B. The last sentence is a thesis statement that describes what you learned about your team members.
- II. Paragraph 1 (The Group) – Discuss the entrepreneurial skills you observed in your group in general. This paragraph is about the overall group experience, not necessarily the individuals in the group. For example, “our group used innovative thinking when we developed the idea...” Be specific. Provide examples and evidence to support your claims.
- III. Paragraph 2 (Group Members) – Explain how individual team members worked within your group. For example, “John Doe emerged as the leader of our group because....”
- IV. Paragraph 3 (You) – Describe your contribution to the group. What aptitudes do you possess that helped your group complete the activity?
- V. Conclusion – Based on all you learned, describe what you will do going forward. How will you use this knowledge? As an entrepreneur why is it important to be aware of your own characteristics and the characteristics of whom you are working with?

TIPS

- Each paragraph must begin with a topic sentence that explains what your paragraph is about. Your topic sentence should take an arguable stand. For example, “Our team worked inefficiently during the 3D Experience activity because we lacked certain critical entrepreneurial skills.”
 - topic sentence
 - claim
 - evidence
 - reasoning, explanation, or
- Within the paragraph, you will make claims about your team members, and you will back up your claims with specific examples and details.
- Remember, your responses should remain positive and professional.