

WORKING WITH THE STUDENTS

In the early stages, I challenged students to **brainstorm ideas** which were recorded in their entrepreneur booklet (TPT product). I then had brief individualized conversations about their **top choices**. For some this step was easy, but for others it was more challenging.

One student wanted to invent an automatic fish feeder. I knew that this was something that already existed. However, **I wanted him to conduct research to discover this on his own**. He did notice that it already existed and there wasn't much he could do to improve it, but it sparked the creation of the product he ultimately chose. It was closely related to the automatic fish feeder but just for a different group of animals. I don't want to say too much here because he is entering a competition with it. Fingers crossed he gets noticed.

Another student had a dog that was recently diagnosed with anemia and had trouble regulating its body temperature. She created **a product that would help to regulate a dog's body temperature**. She also had an app that would be connected to it so that the pet owner had constant knowledge of how the pet was doing and would be alerted if any drastic changes occurred. She created an inspiration story and research paper around her topic.

I also have a student with classification of twice-exceptional, gifted and autistic. I **modified his assignment** and he still participated in the event. He chose an entrepreneur, conducted research, and created a digital presentation that he presented at the event. He was also given a certificate like his peers.

These are just three examples of how you might adjust your responses or the end product to best meet students' unique needs.