

LESSON 3

Generating and Choosing Your Business Idea

60 minutes (2 periods)

From Idea to Customer

WHAT THIS LESSON DOES

You'll use SCAMPER to sharpen your candidate business ideas, apply a feasibility filter to test them, and commit to one mini-business idea that you'll develop over the next seven lessons.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Use SCAMPER as a structured thinking tool to sharpen a raw business idea into a stronger version
- Apply a four-question feasibility filter to compare candidate ideas honestly
- Decide on one mini-business idea and record it with a clear reason for the choice
- Recognise that the strongest ideas come from problems worth solving, not from chasing what sounds impressive

BEFORE THE BELL

- Have the smoothie-stall worked example ready on screen or poster so you can refer back to the seven SCAMPER moves and the four feasibility questions while students work
- Skim the embedded starter-ideas panel in step 4 so you can point students at it quickly if anyone arrives empty-handed

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HOW THE LESSON RUNS

introduction	Getting Started
content	What You'll Learn
activity	Try It Yourself: SCAMPER in Action
worksheet	Lock in Your Mini-business Idea
content	Think About It
summary	What's Next

TEACHING MOVES

- The framing block in step 3 (what each SCAMPER letter asks) is the lesson's pedagogical pivot, let students read it before you walk them through the smoothie example, or talk through it as you uncover the seven moves
- When students complete the worksheet, circulate and watch for two traps: (1) writing the default unsharpened version instead of a SCAMPER-modified one, and (2) skipping the feasibility filter entirely. Push them back to apply the framework first
- The locked-in idea is a commitment for seven weeks, so take the final choice seriously. If a student sounds uncertain during the reflection, offer a quick one-to-one chat to check they're confident. Step 6 includes a reversibility paragraph, so they have permission to switch later if they need to

WHAT TO WATCH FOR

- Students write the original idea in the table instead of the sharpened version, remind them that SCAMPER is supposed to change the idea, not just reword it. The before/after example in the worksheet introduction is your reference point
- Students choose a SCAMPER letter at random rather than asking which thinking shift their idea needs, point them back at the step 3 framing block (what is each letter really asking?)
- Students skip the feasibility filter and choose on excitement alone, walk them through the four yes/no questions to anchor the decision in reality

DIFFERENTIATION

- Support: If a student's two candidate ideas are vague, ask them to name one specific problem each idea solves before they apply SCAMPER. This anchors the sharpening work
- Support: Point students at the embedded starter-ideas panel in step 4 if they're stuck, picking and sharpening a starter is a legitimate path, not a fallback
- Extension: Challenge stronger students to apply two or three different SCAMPER letters to the same idea and compare which thinking shift produces the strongest sharpened version, then use the feasibility filter to rank them