# Activity 32. Amazing Restaurants (GrantXpert)

**1. Learning outcome(s):** (list up to 3)

1.1.1. Work in teams and develop a basic understanding of entrepreneurial concepts, including issues like the product-market fit, value proposition and the identification of the target audience (target groups/clients for this new business)

1.1.2. Develop their creativity and their innovation skills along with an entrepreneurial mindset

1.1.3. Understand the importance of developing a unique business idea that will not be easily imitated and will attract specific target groups, with their own characteristics

**2. Relation of activity with the STEM, gender inclusiveness and Entrepreneurship:** (text, not bullets, explaining the relation of the activity to 3 above)

The activity is fully aligned with the entrepreneurship concept, introducing basic terms like value proposition, product-market fit, understanding the market needs, niche markets.

**3. Indicate the area of focus:**

☐ STEM

☐ Gender inclusiveness

X Entrepreneurship

**4. Materials:** (including ppts, videos, hands-on material)

-PowerPoint presentation, showing examples of other amazing restaurants from the

world and providing the instructions for the group exercise

-Large flipchart paper where the teams will draw their unique restaurant

-Coloured pencils, crayons, coloured markers.

**5. Preparation:**

No preparation is needed.

**6. Duration:**  120 minutes

**7. Target group:**  Teachers of lower secondary education (students 12-15 years old)

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**8. Description of the activity:**

The facilitator explains to the class that they will design, draw and present their unique

restaurant. The students are divided into groups of 4 people, making sure there is equal

representation of boys and girls. As in the previous team exercises, random roles can be

assigned to team members to make sure people assume a role that they are usually not

at ease in taking (e.g. the presenter, the idea creator, the note taker, the person drawing,

etc.). The facilitator can write down all these roles in pieces of paper and the students

pick randomly their own role. Once the teams are created, the facilitator first presents

unique and amazing restaurants from all over the world, to inspire and create enthusiasm

among the students and to give them nice ideas for the development of their own unique

and amazing restaurant. The presentation is implemented using the ready-made

PowerPoint developed. The facilitator can also add more amazing restaurants, including

those that exist at local/national context.

Once the restaurants are presented, the facilitator asks the teams to come up with their

own amazing restaurant, using their most crazy and innovative ideas. It is important to

explain to the students that they need to pay attention and think hard about the clients

they want to attract (target audience), someone who will be willing to visit their

restaurant repeatedly, based on their personality and other characteristics (education,

socio-economic status, area of residence, tourists vs locals, hobbies). This is a very

important part of the exercise and emphasis should be given, as it introduces basic

entrepreneurial concepts like the product-market fit and value proposition. In the

presentation that the students will be giving later on they should explain clearly the

target group they want to attract as clients and why did they choose this specific group.

They first need to discuss these ideas, write them down, decide which ones are their

favourite ones as a group and then draw this new restaurant in the flipchart given to them.

The discussion process should last about 10-15’ and then the drawing/construction phase

another 25’-30’. Then 1-2 team members present their restaurant idea in front of the class

within 3’ and the other students and the facilitator can ask questions or clarifications.

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| **NOTES TO FACILITATOR:**    In order to make this more related to STEM concepts, we can ask older students to think  about a zero-emission restaurant, an energy efficient restaurant, a restaurant using  renewable sources of energy, has zero waste policy, uses the latest technology, has  modern engineering works in it, etc.    The example of the restaurant can be used for any other product/service, e.g. design a  unique chair, by first thinking about your target market (audience) and what are their  specific needs/wants. Again other innovative and unique chairs can be shown to inspire  students and they the teacher can ask them to design and draw their own unique chair.  Mechanics and technology easily fit into this example of the unique chair, having both an  entrepreneurial and STEM elements in this activity. |

**9. Link to curriculum: Design and Technology, Engineering, Career Orientation classes, teamwork.**