

## INNOVATION ACTIVITY

The Innovation Activity gives the student an opportunity to take an existing product and improve it. When doing this activity, it is important to remind students that innovation is not just creating new products, but improving existing products to meet new needs, demands, requirements, etc.

### PREPARATION

- Decide what you want your students to innovate. For this activity guide, we will be using the ironing board.
- Plan the logistics of the activity.
  - Do you want them to work individually, in partners or teams? Will you choose partners/teams or let them choose?
  - How much time do they have to innovate?
  - What details do they need to include in their pitch? (Product name, price, dimensions, colors, etc.)
  - How long can their pitch be?
  - Who will judge? How many winners will there be?
    - You can have school staff, classroom volunteers, school administrators, or another class vote.
- If you use an outside group to help judge, let them know this is an innovation activity so you are looking for a product that is new and creative.

### INTRODUCTION

- You may choose to show your students the following video. This video is about a global design company called IDEO. In this video, IDEO demonstrates their innovative way of designing a new shopping cart.
  - Long version (22 minutes)  
<https://www.youtube.com/watch?v=izjhx17NuSE>
- Ask your students how many of them iron their clothes or have ironed something at some point for a family member or other project. Ask them if they used an ironing board when they did the ironing.

### ACTIVITY STEPS

1. Arrange students with their partners/teams. Tell them they will want to make sure they have plenty of room to work.
2. Tell your students they work for "IRONING is FUN, INC." Their job at IRONING is FUN, INC. is in Research and Development. Ask if anyone knows what that means.
  - That means that their only job is innovation, introduction, and improvement of the IRONING is FUN, INC. ironing boards.
3. Their new project, starting now, is to "make ironing FUN!" They have 40 minutes to develop their idea, create a prototype using the resources provided, and plan a 3-minute pitch. Make sure to answer any questions then start the timer.
4. Make sure to notify them as time passes so they are aware of how much time they have left to work. When the 40 minutes has expired, tell them to stop working. Collect their prototypes so no group has more time than another to work on them.
5. Allow each group to pitch.
6. After all groups have pitched you can announce the winner(s). Pay them based on how you have decided to pay the winners.

<b>ACTIVITY TIME</b>	90 Minutes
<b>FOUNDATIONAL PRINCIPLES</b>	
Sound Judgment	Passion
Opportunity	Freedom
<b>KEY CONCEPTS</b>	
<ul style="list-style-type: none"> <li>• Innovation</li> <li>• Creative Destruction</li> <li>• Market Signals</li> <li>• Trial and Error (Failure)</li> <li>• Empathy</li> <li>• Demographics</li> <li>• Psychographics</li> <li>• Geographics</li> <li>• Property Rights</li> </ul>	
<b>MATERIALS NEEDED</b>	
<ul style="list-style-type: none"> <li>• Butcher paper or large sheets of paper</li> <li>• Markers or colored pencils</li> <li>• Sample of item chosen for innovation           <ul style="list-style-type: none"> <li>○ <b>Pro-tip:</b> if you don't have easy access to the item, share a picture of it with your students</li> </ul> </li> <li>• <b>Optional:</b> prototype model materials like Playdough, cardboard, glue, white boards, etc.</li> <li>• <b>IDEO Video</b></li> <li>• Empowered Currency - Printed or Virtual</li> </ul>	

- **Pro-tip:** Consider using Empowered bonds so that students use their bonds to vote for their favorite prototype without being able to vote for their own.
- A few ideas for top awards include Top 3 overall, Best Pitch, or Most Creative

## ACTIVITY DEBRIEF

### PRINCIPLES + MARKETS

- What made you decide to create/innovate the way you did? What problem are you solving? Who are you solving the problem for? Is there already a product that is solving the same problem?
- What is your comparative advantage to the product if it is already available? What is your product's competitive advantage in the marketplace where other alternatives exist?
- Did you create value for anyone? If so, who? If not, why not?
- Why would someone buy it if it isn't going to create value for them?
- Is there a market for your product? Who is your target market? What are the demographic, psychographic or geographic characteristics of the target market?
- Why is it important to seek and share Knowledge about your target audience demographic or psychographic?
- What is a market signal? Give an example of a change made to an existing product because of market signals they were receiving from the market.
- Where would you sell your product? How would you distribute your product?
- In what way did your team demonstrate cooperation (Win-Win) in the innovation process?
- What steps did you take in your innovation process? Did you pivot?
- In the process of innovating your idea, did you encourage all ideas (including wild ideas)?
- How did you decide what you would contribute to the group?
- How did you leverage your Freedom to collaborate with your group to create the greatest outcome? What did cooperation look and feel like?
- Why is Freedom so critical for innovation?
- What value is created by the Foundational Principle, Passion, when it is applied in the innovation process?
- How did you seize the Opportunity to contribute value?
- Did you use Sound Judgment by considering the best use of resources as you innovated your ironing board?
- How did your group seek and share Knowledge to create the best product possible?
- How did you solicit feedback or input from the market to help you decide how to fill the need? (Knowledge, humility)
- How do creativity and empathy create value in the market?
- How would you protect your ideas and innovations? What value is created for individuals and society through property rights?

### MINDSET

- Does failure create value in the market? How? Discuss.
- What innovations are the result of trial and error (failure)?
- What did you learn about your peers? How might what you learned about your peers influence how you engage with them in future activities?
- How did collaborating as a team help you feel like you could accomplish the goal?



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