Innovator Insights Junior - Full Set

Overview

Innovator Insights Junior is a series of videos featuring elementary students from Nebraska asking questions of innovators. The goal of having students watch and interact with the videos is to help children become aware of different types of innovation, to see themselves as innovators, to enhance question development, and explore the creative process. Each video in this series is accompanied by a video guide.

The toolkit is divided into three main sections. Within each section, there are subsections. There is no specific order to those sections, and allows the instructor to choose how to navigate each component in the design process.

Understanding and Identifying a Problems and Opportunities

> In this section of the unit, the students will identify a problem by observing the world around them and conducting an interview with someone in their class/school. After conducting the interview, students will create a problem statement for the problem they have identified.

Creative Problem Solving

> In the creative problem solving component of the lesson, students will attempt to address the problem or area for improvement by storyboarding a potential solution, and creating a prototype of their innovation. Students will also create a potential name for their business as well as create business cards that can share with others.

Testing and Sharing an Idea

> In the testing and sharing portion of the unit, students will put their innovations to the test and get feedback from others in order to make their innovation better. The final product can be shared in a variety of ways but the students will end the unit by creating a shark tank (Minnow Pond) like pitch. Students will also create a potential name for their business as well as create business cards that can share with others.

Outcomes of The Design Process

Outlined in the table below are the components for each section of this unit and innovator insights videos recommended for each.

Lesson	Design Challenge	Insight Video	Resources
Introduce	Innovator Collection	● Grain Weevil	Innovator Insights Notes Graphic Organizer Word Wall Graphic Organizer Innovator Insights Collectors Card
Understanding and Defining a Problem			
Empathize	Empathy Rapid Response Interview	● Shemate	Empathy Interview Prep Sheet Empathy Interview Notes Who, What, When, Where, Why and How Document
Define	Innovation Goal	● Retail Aware	Debugging Graphic Organizer Observing Your Surroundings Step by Step Graphic Organizer Problem Solving Document
Ideation and Creative Problem Solving			
Ideate	Idea Board	● Whiteclay ● Mushroom Science	Brainstorming Graphic Organizer Synthesizing Ideas Graphic Organizer
Prototype	Storyboard/Prototype	● Virtual Incision	Storyboarding Graphic Organizer Observe the Prototype in Action Observation Log
Testing and Sharing an Idea			
Test	Name and Image Likeness	● Opendorse	Innovation Origin Story Graphic Organizer Design Your Own Business Card Template
Share	Innovator Insights Video Segment	● American Outlaws	Sales Pitch Template Final Reflections

Design Challenges

Design challenges accompany the video to provide an opportunity to engage with innovation more fully. Each challenge builds on the one before but can be used independently.

Introduction to Innovation

Design Challenge 1: Create an Innovation Collection

In order to become an innovator it's important to start seeing the world through an innovators lens. In this design challenge, students will create a collection of innovation, both from the innovators insights videos and in the real world by documenting different characteristics of the innovations you've observed.

Understanding and Identifying Problems and Opportunities

In this section of the unit, the students will identify a problem by observing the world around them and conducting an interview with someone in their class/school. After conducting the interview, students will create a problem statement for the problem they have identified.

Design Challenge 2: Conduct an Empathy Interview

In order to help others solve problems, it is important to see the world from their perspective. In this design challenge, students will conduct an empathy interview. Use this as an opportunity to gain the perspective of others and help see opportunities for innovation.

Design Challenge 3: Define a Problem and Create an Innovation Goal

To solve a problem, one must first clearly define what the problem is and how innovation attempts to solve that problem. In this design challenge students will identify the problem you are solving and create a goal for your solution.

Creative Problem Solving

In the creative problem solving component of the unit, students will attempt to address the problem or area for improvement by storyboarding a potential solution, and creating

a prototype of their innovation. Students will also create a potential name for their business as well as create business cards that can share with others.

Design Challenge 4: Ideate a Solution

Brainstorming is an important part of the innovative process. In this design challenge students will brainstorm many solutions to a problem and share a story of how that problem could be solved.

Design Challenge 5: Create a Prototype!

In this challenge, students put their design to action by creating a prototype. A prototype is an early version of something that is meant to get better. In this design challenge students will create a working prototype of their innovation.

Testing and Sharing Ideas

In the testing and sharing portion of the unit, students will put their innovations to the test and get feedback from others in order to make their innovation better. The final product can be shared in a variety of ways but the students will end the unit by creating a shark tank (Minnow Pond) like pitch. Students will also create a potential name for their business as well as create business cards that can share with others.

Design Challenge 6: Create Your Brand

In this design challenge, students will use the information they have gathered and the innovation they have created to create a name for the innovation, a title for their role in the process and a name for their company.

Design Challenge 7: Share Your Idea

It's time to share the innovation. In this challenge students will create a thirty second sales pitch to share their idea with others. The feedback received from others will only help the innovation become better.

Types of Innovation

Product Innovation: This is when someone comes up with a new thing that they make. It could be a toy, a tool, or something else you can touch and use. An example would be if someone creates a brand new kind of bicycle with special features, that's product innovation.

Service Innovation: Services are things people do for you, like fixing your bike or giving you a haircut. Service innovation happens when someone thinks of a new and better way to do those things. For example, if someone starts a mobile hair-cutting van that comes to your house, that's service innovation.

Process Innovation: This is about finding new ways to do things faster, easier, or better. Imagine if people figured out a new way to make cookies in a shorter time without changing how yummy they are. That's process innovation because they improved the way of making cookies.

Technology Innovation: Technology means fancy tools and gadgets that help us do things. When someone makes a new gadget, like a robot that can clean your room, that's technology innovation.

Business Model Innovation: Think of a business like a lemonade stand. Business model innovation is when someone comes up with a cool idea to run their business in a different way. For example, if they start letting customers order lemonade online and deliver it to their homes, that's business model innovation.

Marketing Innovation: Marketing is how companies tell people about their products or services. If a company starts using funny videos on the internet to show how good their toys are, that's marketing innovation.

Social Innovation: Social innovation is all about making the world a better place by coming up with new ideas that help people or the environment. For instance, if kids in your school start a club to clean up the playground and plant more trees, that's social innovation.

Remember, all these types of innovation are like using your imagination to come up with new and exciting things that can make life more interesting or solve problems! Keep in mind, because innovation can be so different, these might not be the only types of innovation. If you feel like an innovation is something different, do be afraid to classify it differently.

Career Fields

Agriculture, Food, and Natural Resources:

This is all about taking care of our environment, plants, and animals. People in this field grow food like fruits and veggies, raise animals like cows and chickens, and make sure nature stays healthy. They also help make sure we have enough food to eat.

Business, Marketing, and Management:

Think of this like running a lemonade stand! People in this field know how to sell things and make money. They decide how much things should cost, how to tell others about what they're selling, and how to make sure the business runs smoothly.

Communication and Information Systems:

Imagine using a walkie-talkie or a computer to talk with friends far away. People in this field help us use phones, computers, and other gadgets to talk and share information. They make sure everything works properly so we can stay connected.

Health Sciences:

Health science strives to help people stay healthy and feel better when they're sick. Doctors, nurses, and other health professionals work in this field. They take care of us when we're not feeling well and teach us how to stay strong.

Human Sciences and Education:

Like being a teacher or a helper. People in this field work in schools and teach students many things like reading, math, and science. They also help kids learn about being kind and getting along with others.

Skilled and Technical Sciences:

Think of this as being a super handy person! People in this field know how to build, fix, and create things. They might fix cars, build houses, or even design cool video games. They use their hands and their brains to make stuff.

Introduction to Innovation

In order to become an innovator it’s important to start seeing the world through an innovators lens. In this design challenge, you will create a collection of innovation, both from the innovators insights videos and in the real world by documenting different characteristics of the innovations you've observed.

Introduction to Innovation Lesson Plan

Objectives

Students will:

- Demonstrate an understanding of different types of innovations by observing, documenting and analyzing a variety of types of innovation
- Identify the impact the innovation has on people and the environment, and its meaning for the career field in which the innovations are most closely aligned.
- Document key aspects of each featured innovator after watching and observing different types of innovation.

Summary of Task

In this task, students are introduced to the concept of innovation and innovators. As they watch each video, they will begin to document key insights from the interviews with each innovator. Use some of the key questions to prompt thinking or encourage engagement with each video. Once they have watched the video, encourage discussion about how the innovation could be classified and who it helps. The students will then "collect" the innovator by creating a collect card for each. This is an ongoing task for students and continues through each design challenge.

Resources

- Innovator Insights Video: Grain Weevil Team
- Innovator Insights Notes Graphic Organizer
- Word Wall Graphic Organizer
- Innovator Insights Collectors Card

Vocabulary

Engineer: Someone who designs and creates new things, like machines, buildings, or new/different solutions to problems.

Innovation: New and creative ideas to make things better. New ways to do things or inventing something completely new that can be useful to others.

Key Questions

Use questions below to engage with the content of the video before, during and after. These could be used as bell ringers, journal writings and reflections, interview questions, or exit tickets.

- What does innovation mean to you?
- Share some important innovations you've encountered in your own life?
- Have you ever been surprised by how something worked? What was it and what was your reaction?
- Has there ever been a time when you took a risk? How did it turn out and how did it make you feel?
- What are some things that you like to be involved in?
- Have you ever taken something apart or wondered how something works? Were you surprised to find out?
- What is something you are curious about or what is something you would like to learn more about to find out how it works?

Engage: Watch the Innovator Insights Video

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Share and discuss different types of innovation. Use additional resources in the facilitators guide as support material to assist in sharing with students.
4. Complete the innovator insights documentation log with key information about the innovator featured in the video and documentation log.
5. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
6. Write or record any additional questions you would like to ask the innovator.
7. Record the Insight Unlocked vocabulary words to the word wall document.
8. As an extension to the video, complete the **Ideation Design Challenge: Start an Innovation Collection** from the innovator insights toolkit.

Explain: Watch Innovator Insights Videos

Watch the innovator insights videos with an innovator's mindset. As you watch each video, look for key takeaways you can use in your own innovation. Inspect each video and look for:

- The problem being solved. What does the innovation do for others that is new or useful?
- The people that it helps. Who benefits directly from the innovation? Who does it benefit indirectly?

- The type of innovation. Innovation comes in many forms. Is it a product? Is it an advancement in technology? Does it change or alter the way a task or process is performed? For more information on types of innovation, see the types of innovation page.
- What career field is this innovation impacting? How could it change the future of that industry? For a list of six career fields, view the career fields page.
- Key words or phrases that stand out as you watch the videos or observe innovations.

Be sure to remind the students to keep notes on your findings.

Explore: Have the students participate in the design challenge by following the steps below.

Each design challenge is designed to walk students through a component of the design process.

1. Watch the Innovator Insights Video.
2. Record notes using the Innovator Insights Notes graphic organizer.
3. Create an Innovator Insights Collector Card using the graphic organizer.
4. Record the Insights Unlocked Vocabulary on the Word Wall Graphic Organizer
5. Assess
6. Write down any additional questions you might have for each innovator? You never know when you might need to ask an innovator a very important question. And, when you need to, you'll be ready!

Extension

Use a slideshow program such as Apple Keynote, Google Slides, or Microsoft PowerPoint to create digital collector cards for each innovator. Add graphics or even clips from the videos to bring the cards to life.

Evaluate

As a class, it might be helpful to model how to complete both the notes page and innovator collector cards first. After you have completed the task, have the students go through the process on their own where you can offer assistance and help as they are identifying different components of the innovation.

Grain Weevil Team Viewing Guide

Learning Goals

Demonstrate an understanding of different types of innovations by observing, documenting and analyzing a variety of types, the impact they have on people and the environment, and its meaning for the career field in which the innovations are most closely aligned.

Design Challenge Resources

- Innovator Insights Video: Grain Weevil Team
- Innovator Insights Notes Graphic Organizer
- Word Wall Graphic Organizer
- Innovator Insights Collectors Card

Key Questions

- Has there ever been a time when you took a risk? How did it turn out and how did it make you feel?
- What are some things that you like to be involved in?
- Have you ever taken something apart or wondered how something works? Were you surprised to find out?
- What is something you are curious about or what is something you would like to learn more about to find out how it works?

Steps

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video and documentation log.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Start an Innovation Collection** from the innovator insights toolkit.

Vocabulary

Engineer: Someone who designs and creates new things, like machines, buildings, or new/different solutions to problems.
Innovation: New and creative ideas to make things better. New ways to do things or inventing something completely new that can be useful to others

Insights Unlocked	**Career Field**

Involved Builder Robotics Enthusiast Safety Engineer	Agriculture, Food, and Natural Resources

Innovator Insights Notes

Name of Innovation/Innovator:	
Type of Innovation:	Product Service Process Technology Business Model Marketing Social Other _____
Career Field Impacted:	● Agriculture, Food, and Natural Resources ● Business, Marketing, and Management ● Communication and Information Systems ● Health Sciences ● Human Sciences and Education ● Skilled and Technical Sciences
This innovation:	Builds on an old idea Repurposes the way something is used or something is done Introduces a new idea or way of doing something Changes the way something is done forever and makes old way obsolete or rare
Who benefits from this innovation:	

Draw a picture of the innovator or innovation.	Interesting insights including key words or phrases, ideas, or statistics from the innovator

Questions would you like to ask the innovator?

Word Wall/Insights Unlocked

Word Wall

Use a word wall on a bulletin board or this document to collect key vocabulary words throughout the design process. Each Innovator Insights video adds new words to the collection. Students can collect and use these words and pick one from each category to create their job title or role in the creation of their innovation. The more words you collect, the more options you have.

Actions	Objects
Ex. Insightful	*Innovator*

Innovator Insights Collectors Cards

Collector Card Template

Use the template below or blank index card to record key ideas about the different innovators from the innovator insights video.

Front

ii	

Back

Key Insights and Statistics
Vocabulary The Problem The Solution The Career Field Impacted

Fun Fact. Did you know…

Understanding and Identifying Problems and Opportunities for Innovation

In this section of the unit, the students will identify a problem by observing the world around them and conducting an interview with someone in their class/school. After conducting the interview, students will create a problem statement for the problem they have identified.

Empathy Interview Lesson Plan

Objectives

Students will:

- Discuss and construct interview questions for an interview
- Conduct an interview with another person
- Actively listen and take notes during the interview
- Synthesize information from the interview

Summary of Task

Students will develop questions and conduct an interview of an individual. This could be a classmate at school, a family member or someone in their community. The purpose of the empathy interview is to learn more about the person they are interviewing and get a better understanding of problems they encounter or opportunities for innovation. It may be a potential area they have already identified and the interview could focus on a particular process. As a class, you might also brainstorm potential options and decide on one together.

Resources

- Empathy Interview Prep Sheet
- Empathy Interview Notes
- Who, What, When, Where, Why and How Document

Vocabulary

Empathy: Empathy is the capacity to understand and share the feelings, thoughts, and perspectives of others. It involves the ability to emotionally connect with someone else's experiences, demonstrating compassion, and offering support or understanding during their moments of joy, sadness, or difficulty.

Mycelium: A network of fungal threads that grow underground helping absorb nutrients for mushrooms.

Sustainability: A product or process designed to last over time without ill effects or compromise to its environment.

Key Questions

Use questions below to engage with the content of the video before, during and after. These could be used as bell ringers, journal writings and reflections, interview questions, or exit tickets.

- What is the first thing that comes to mind when you hear the word failure?
- What is something you made a big improvement in that made you proud of yourself?
- What are some things you are uncertain about?
- What does uncertainty mean to you?
- What is something you learned from by failing?
- How does failure help in the innovative process?

Engage: Watch the Innovator Insights Video

Use the following steps to watch the video. Pause the video as needed to allow for discussion or to highlight key information. The videos could also be used in a flipped or digital environment

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video and documentation log.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Conduct an Empathy Interview** from the innovator insights toolkit.

Explore: Have the students participate in the design challenge by following the steps below.

Each design challenge is designed to walk students through a component of the design process.

1. **Choose Your Interviewee**: Decide who you want to interview. It could be a family member, a friend, a teacher, or someone you admire.
2. **Prepare Questions: As a class, in small groups or individually think about** what you want to learn from conducting the interview. Remember this is an opportunity to learn more about an individual to Write down questions you want to ask your interviewee. Use the supporting materials to help with this process. These questions should help you learn more about them or the topic you're exploring. Here is a lesson on preparing for an interview.
3. **Set Up the Interview:** Find a quiet and comfortable place for the interview. If it's an in-person interview, make sure you have permission to use the space. If it's an online interview, ask a grown-up for help to set up the video call.
4. **Introduce Yourself**: Start the interview by introducing yourself. Say your name, grade, and why you're doing the interview. This helps your interviewee know who you are and why you're talking to them.
5. **Ask Your Questions**: One by one, ask the questions you prepared. Listen carefully to their answers. If they share something interesting, you can ask follow-up questions to learn even more.
6. **Take Notes or Record**: You can take notes on paper or use a recording device (with permission) to remember the interview. This way, you won't forget the cool things you learn.
7. **Thank the Interviewee:** When you're done asking questions, thank your interviewee for their time and for sharing their thoughts with you. It is also a good idea to take time to send a letter or email to formally thank them for their time and willingness to participate.
8. **Review and Share:** After the interview, go over your notes or listen to the recording. Think about what you learned. You can share what you've learned with your classmates, family, or even your teacher.
9. **Write or Present**: You can turn your interview into a project. Write a report or create a presentation using your notes. Include the interesting things you learned and maybe even some quotes from your interviewee.
10. **Practice and Have Fun!** If you determine you have more interviews to do in the future, each one will get easier. Remember to be polite, listen carefully, and have fun learning new things!

Extend

Record your interview using technology if it is available. After recording, produce the content into a final product. This could be done in the form of a podcast, rapid interview

or a fictitious news segment. Use the resources from StoryMaker to support you in this process.

Full website links:
https://www.story-maker.org/library/how-to-record-a-podcast/
https://www.story-maker.org/library/how-to-record-a-rapid-response/
https://www.story-maker.org/library/what-makes-a-good-video-story/#overview

Evaluate

Have the students highlight, write down or record any information they found interesting or useful. Share out the information as a class, in small groups or with partners. Once students have shared their interviews, group any common information and determine if any follow up information is needed. Determine what questions, if any still need to be answered or if there is information that remains unclear.

SheMate - Viewing Guide

Learning Goals

Develop questions and interview a person to gain insight and perspective about a specific part of their lives in an attempt to uncover opportunities for innovation.

Resources

- Innovator Insights Video: Whiteclay Artist
- Word Wall Graphic Organizer
- Innovator Insights Collectors Card
- Innovator Insights Notes Graphic Organizer
- Empathy Interview Graphic Organizers
- Day in the Life Graphic Organizers

Key Questions

- In the video what does Katy say equates to success?
- What are some things that make you happy?
- When faced with uncertainty, how do you move forward?
- What is something you learned from by failing?
- How does failure help in the innovative process?
- What is something you made a big improvement in that made you proud of yourself?

Steps

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Conduct an Interview** from the innovator insights toolkit.

Insights Unlocked

Social Media Designer Engagement Guru Empowering Facilitator
Career Field: Communication and Information Systems

Who, What, When, Where, Why and How

Who…did you interview?
When…did the interview occur?
Where…did the interview occur?
Why…did you choose to interview them?

What…did you learn from the interview?
How…Might you create something to help them?

Empathy Interview Planning Guide

What are you curious about?	**For whom are you trying to solve this problem?**
What Problem are you trying to solve?	**Who will benefit from solving this problem?**
Who will you interview?	
Draft Questions	**Final Questions**

Empathy Interview Prep Sheet

Introduction Introduce yourself. Explain the purpose of the interview. What are you hoping to learn and why? What are you hoping to learn from the interview?	**Kickoff** Shift the focus from yourself to the person you are interviewing. Ask the person to introduce themself.
Specific Questions Get the person talking and sharing stories about what you want to learn about.. ● Tell me about a time when…. ● What's the best/worst…?	**Prompts to Get Unstuck** ● I wonder why/ what if…? ● Why do you think that? ● Can you say more about that? ● What happens next? ● What more do you want me to know about…?
Last Chance Signal that the interview is over, "As we conclude this interview, I would like to thank you for your time." Encourage any last thoughts, and offer a way to reconnect after the interview for any follow up questions or additional thoughts. .	

Define a Problem Lesson Plan

Objectives

Students will:

- Identify potential problem they would like to solve through innovation
- Construct a clear, concise problem statement
- Create an innovation goal to attempt to address the problem

Summary of Task

In this task, students will generate a wide range of potential solutions to a defined problem. After identifying a problem, the student will construct a problem statement to clearly define the issue they are trying to address. In the last part of the task, the students will create an innovation goal as a way to define a target for their innovation.

Resources

- Debugging Graphic Organizer
- Observing Your Surroundings
- Step by Step Graphic Organizer
- Problem Solving Document

Vocabulary

Inspiration: A feeling of being mentally stimulated or motivated to do or create something.

Curiosity: A strong desire to learn, explore, and understand the world around us. It involves asking questions, seeking knowledge, and being open to new experiences.

Retail: A dynamic realm of commerce where the exchange of goods and services between sellers and consumers takes place in physical or virtual spaces.

Key Questions

Use questions below to engage with the content of the video before, during and after. These could be used as bell ringers, journal writings and reflections, interview questions, or exit tickets.

- When is a time you took on a task without knowing how to do it? How did it turn out? What is something in the past you've been really excited about, really challenged by, or found intriguing?
- What problem does the innovation featured in this video solve? What role does curiosity play in innovation?
- What is the importance of asking why?
  How does sharing an idea with others benefit innovation? How can it be detrimental?
  How have you been inspired by someone in your life? What was compelling about their story or idea?

Engage: Watch the Innovator Insights Video

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video and documentation log.
4. Discuss in small groups or as a class:
   a. The Type of Innovation
   b. The Problem Being Solved
   c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Define a Problem** from the innovator insights toolkit.

Have the students participate in the design challenge by following the steps below.

Each design challenge is designed to walk students through a component of the design process.

1. **Review Your Interview:** Look at the notes or recordings from your interview. Think about the things you learned and the ideas that were shared.
2. **Identify a Problem:** Based on the information from the interview, think about a specific problem that you noticed. It could be something that needs improvement or a challenge that people are facing.

3. **Describe the Problem:** Write down a clear description of the problem. Explain what it is, who it affects, and why it's important to solve. Write the steps as specific as possible to the process or structure of the problem. Use the graphic organizer to help walk through the steps.
4. **Generate Ideas for Improvement:** Make a list of potential improvements or enhancements that could help solve the problem. Think about different ways to make things better. Use the debugging worksheet to help with this process.
5. **Set an Innovation Goal:** From the list of improvements, choose one that stands out as a potential goal. This should be an ambitious and exciting idea that could make a big impact.
6. **Define Your Innovation Goal:** Write down your innovation goal. This goal should explain what you want to create or change to solve the problem. Make sure it's clear and inspiring. Make your goal a SMART one. Smart is Specific, Measurable, Achievable, Relevant, and Time-Bound. For more information see the document below.
7. **Consider Necessary Information:** Think about what else you need to know to work on your innovation goal. Are there any specific facts, details, or skills you need to learn or gather?
8. **Reflect:** Think about what you've done in this challenge. Did you identify a real problem? Is your innovation goal exciting and achievable? This reflection can help you with future challenges.

Extend

Take photos using the technology available to document the areas or places where there are opportunities for innovation. Use these pictures potentially for before and after photos. If you've identified a problem that centers around a process, use a video recording or a series of photos to show how the problem progresses.

Evaluate

Have the students share their problem statements with the class, with partners or individually. Identify common themes and innovations for potential partnerships.

Nebraska Standards

Retail Aware - Viewing Guide

Learning Goals

Identify a method and create a prototype of an innovation that solves a problem.

Resources

Innovator Insights Video: Keith Fix
- Word Wall Graphic Organizer
- Innovator Insights Collectors Card
- Innovator Insights Notes
- What if Problem Solving Graphic Organizer

Key Questions

- What does the word retail mean to you?
- In an ideal world, what would school look like for you?
- Have you ever tried to start a business or sell something like a lemonade stand?
- When is a time when you have asked the question why more than once? How did that help you understand the situation
- How is curiosity a part of the innovation process?
- When have you overcome a problem or challenge in your life?

Steps

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Create an Innovation Goal** from the innovator insight toolkit.

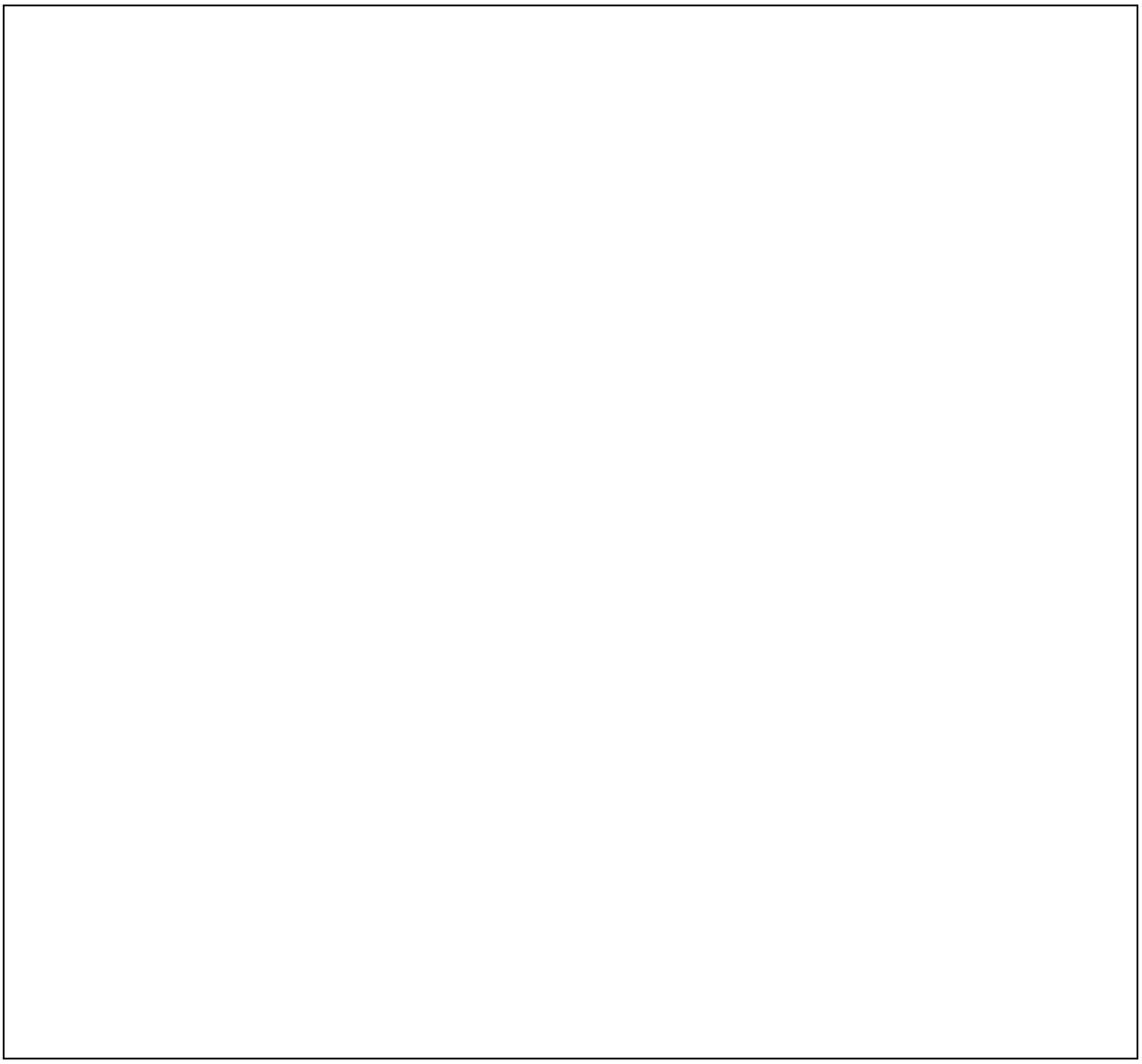
Vocabulary

Retail: Items or services sold directly to consumers in person or online.
Anonymous: Something done or said without revealing who did it.

Insights Unlocked	Career Field
	Business, Marketing, and Management

Debugging

What are some things that bug you? Take a few moments to draw or write down some things that bug you or that you would like to see or change or that could be better.



Problem Solving Template

Identify a location or place in school that you think about improving. This could be in our classroom, a bus ride, recess, lunch or some other places not listed here. List as many things as you can.

Location	Things that might be improved

Step by Step Graphic Organizer

Use this graphic organizer to go step by step through the process that leads to the problem you have identified.

Step	What is Happening	What is the effect it is having?	Who is that impacting?
1			
2			
3			
4			
5			
6			
7			
8			
9			

Step	What is Happening	What is the effect it is having?	Who is that impacting?
1			
2			
3			
4			
5			
6			
7			
10			

Creative Problem Solving

In the creative problem solving component of the unit, students will attempt to address the problem or area for improvement by storyboarding a potential solution, and creating a prototype of their innovation. Students will also create a potential name for their business as well as create business cards that can share with others.

Brainstorm a Solution Lesson Plan

Objectives

Students will:

- Participate in a brainstorming process to think of many potential solution to a problem
- Create a list of solutions that could be considered a feasible solution
- Identify a possible solution they would like to prototype.

Summary of Task

In this task, students will participate in a brainstorming activity to think about many different ways to creatively solve the problem they have identified. After narrowing the list of ideas to a few possible solutions, the students will pick one potential idea they would like to focus on.

Resources

- Brainstorming Graphic Organizer
- Synthesizing Ideas Graphic Organizer

Vocabulary

Mycelium: A network of fungal threads that grow underground helping absorb nutrients for mushrooms.

Sustainability: A product or process designed to last over time without ill effects or compromise to its environment.

Culture: Ideas, customs, and ways of doing things that people share.

Tradition: A practice a group of people has been doing for a long time, like a special way of celebrating a holiday or an event. It is typically passed down from family or communities for generations.

Key Questions

Use questions below to engage with the content of the video before, during and after. These could be used as bell ringers, journal writings and reflections, interview questions, or exit tickets.

Mushroom Scientist Video

- What is the first thing that comes to mind when you hear the word failure?
- What is something you made a big improvement in that made you proud of yourself?
- What are some things you are uncertain about?
- What does uncertainty mean to you?
- What is something you learned from by failing?
- How does failure help in the innovative process?

Whiteclay Artist Questions

- What is something from the past that you've experienced that influences how you do or react to things now?
- Do you have a favorite routine that helps you prepare for an event?
- What are some things that you enjoy doing now? How do you think what you enjoy doing now could influence what you might do in the future?
- What is a favorite tradition you enjoy?
- What is something you look forward to doing in the future?

Engage: Watch the Innovator Insights Video

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each of the videos as a class, in small groups as a station, or individually.
3. Complete the innovator insights notes graphic organizer with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. Use the synthesizing ideas graphic organizer to think about how the two innovations in the videos might combine into a new idea.
8. As an extension to the video, complete the **Ideation Design Challenge: Brainstorm a Solution!** from the innovator insights toolkit.

Explore: Have the students participate in the design challenge by following the steps below.

Each design challenge is designed to walk students through a component of the design process.

1. **Understand the Challenge:** Read or listen carefully to the challenge instructions. Make sure you know that you're focusing on brainstorming ideas to solve a previously identified problem.
2. **Review the Problem:** Refresh your memory about the problem you identified in the previous challenge. Understand its details and why it's important to solve.
3. **Prepare Your Brainstorming Space:** Find a quiet and comfortable place to brainstorm. Have some paper or a digital device ready to write down your ideas.
4. **Set a Time Limit:** Decide how much time you'll spend brainstorming. It could be 10, 15, or 20 minutes – whatever works for you.
5. **Generate Ideas:** Start brainstorming ideas to solve the problem. Write down as many ideas as you can within the time limit. Don't worry about how good they are at this point.
6. **Think Creatively:** Let your imagination run wild. Come up with unusual, wild, or even funny ideas. Sometimes the most creative solutions come from thinking outside the box.
7. **No Criticism:** Remember, during brainstorming, there's no such thing as a bad idea. Don't criticize or judge any of your ideas – just write them down.
8. **Review Your List:** After your brainstorming session, look at the list of ideas you've come up with. It's okay if some seem silly – they might lead to something great!
9. **Identify Promising Ideas:** Highlight or circle the ideas that stand out to you. These could be ones you think are interesting, feasible, or could have a big impact. Look to highlight any ideas that could be combined into one new idea.
10. **Share**: Share with a partner or small group. Have them identify any ideas they may think are good.
11. **Pick One Idea:** Pick one idea you think would be a good solution to the problem.

Extend

Have the students record a video reflection explaining different ideas and highlight the idea you think is most practical. Talk about the process, how you felt as you were thinking about different ideas. Highlight some of your off the wall ideas or something unusual.

Evaluate

As the students share their potential solutions, make sure it aligns with the problem statement they created. If it doesn’t align, it still may still be a good solution. It may just be an opportunity for students to revisit or rewrite their problem statement. Remember this is an iterative process and one will often find the opportunity to revisit old ideas.

Mushroom Scientist - Viewing Guide

Learning Goals

Generate a wide range of ideas for solving a problem or challenge. Evaluate different potential solutions and identify the steps necessary to implement an idea.

Resources

- Innovator Insights Video: Mushroom Scientist
- Word Wall Graphic Organizer
- Innovator Insights Collectors Card
- What If Graphic Organizer
- Notice/Wonder Graphic Organizer
- Synthesizing Ideas Graphic Organizer

Key Questions

- What is the first thing that comes to mind when you hear the word failure?
- What is something you made a big improvement in that made you proud of yourself?
- What are some things you are uncertain about?
- What does uncertainty mean to you?
- What is something you learned from by failing?
- How does failure help in the innovative process?

Steps

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Brainstorm!** from the innovator insights toolkit.

Vocabulary

Mycelium: A network of fungal threads that grow underground helping absorb nutrients for mushrooms.
Sustainability: A product or process designed to last over time without ill effects or compromise to its environment.

Insights Unlocked

Sustainable Inventor Networked Fungi Organic Designer
Career Field: Agriculture, Food and Natural Resources

Whiteclay Artist - Viewing Guide

Learning Goals
Identify a method and create a prototype of an innovation that solves a problem.
Resources
● Innovator Insights Video: Mushroom Scientist ● Word Wall Graphic Organizer ● Innovator Insights Collectors Card ● What If Graphic Organizer ● Notice/Wonder Graphic Organizer ● Synthesizing Ideas Graphic Organizer
Key Questions
● What is the first thing that comes to mind when you hear the word failure? ● Have you ever had an idea you thought could change the world? What was it? ● Why is brainstorming important when coming up with new ideas? ● When you experience something new, how do you approach it? How does it make you feel? ● Is there an example of prototyping in the video? Is there a time when you sketched or drew something that inspired you to be creative?
Steps
● Explore Key Questions for each video. Use those questions to engage before, during and after the videos. ● Watch each video as a class, in small groups as a station, or individually. ● Complete the innovator insights notes graphic organizer with key information about the innovator featured in the video. ● Discuss in small groups or as a class:

- The Type of Innovation
- The Problem Being Solved
- Who innovation helps

- Write or record any additional questions you would like to ask the innovator.
- Record the Insight Unlocked vocabulary words to the word wall document.
- As an extension to the video, complete the **Ideation Design Challenge: Brainstorm!** from the innovator insights toolkit.

Vocabulary

Culture: Ideas, customs and ways of doing things that people share in a community.
Tradition: A practice a group of people has been doing for a long time. It could be a special way of celebrating a holiday or event and is typically passed down from family or communities for generations.

Insights Unlocked

Traditional Visionary
Inventive Artist
Cultured Collector

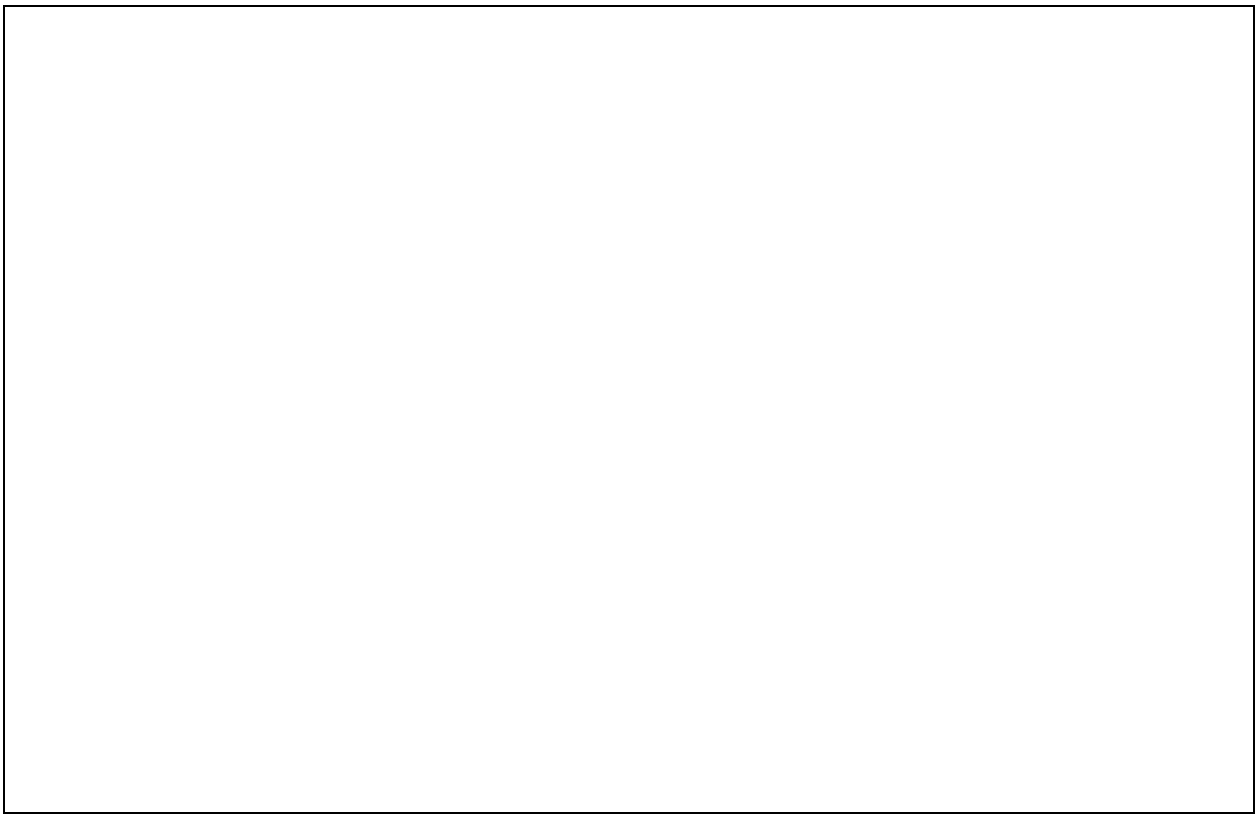
Career Field: Human Sciences and Education

Brainstorming

Use this page to draw, write, share all the ways you can think of to solve the problem you identified earlier.

What is the idea or problem you are trying to solve?

What are some possible solutions?



Share these ideas with someone else. Circle the ones that you think are the best possible solutions. Star the one you think is the best. Have someone else do the same.

Synthesizing Ideas

Think of two different ideas you have throughout the brainstorming process. They could be similar or completely different. Draw or write down each below.

Idea 1	**Idea 2**

What if those ideas combine. Think of all the different ways something new could emerge. Create the new idea in the space below.

Create a Prototype Lesson Plan

Objectives

Students will:

- Create a storyboard depicting how their innovation will impact users or participants of a process
- Work to develop a prototype or proof of concept of their idea
- Identify key benchmarks or milestones for their innovation

Summary of Task

In this task, students will develop a storyboard to outline how the innovation works and a working prototype to demonstrate how their innovation works. If the concept is large to develop initially or in the time frame allotted for this task, students could create a proof of concept to demonstrate exactly how their innovation works. They could also break down their innovation into smaller goals or milestones and complete the first initial portion of the innovation. A storyboard should focus on how the innovation impacts the users and environment.

Resources

- Storyboarding Graphic Organizer
- Observe the Prototype in Action Observation Log

Vocabulary

Inspiration: A feeling of being mentally stimulated or motivated to do or create something.

Incision: An incision is a cut made on something, like when a doctor makes a small cut on your skin during a surgery to fix something inside your body.

Virtual: Something that seems real or is almost like the real thing, but it's actually happening or existing in a computer or online world.

Key Questions

Use questions below to engage with the content of the video before, during and after. These could be used as bell ringers, journal writings and reflections, interview questions, or exit tickets.

- Have you ever had a dream that felt real? What was it about and how did it make you feel?
- Can you think of other ways the virtual world could benefit people? How many different ideas can you come up with?
- What something that you learned recently that was really fun? What made it so special?
- Can you think of a time of change in your life? How did it make you feel?
- How do you think failure has to be approached differently in the medical field?

Engage: Watch the Innovator Insights Video

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Create a Prototype!!** from the innovator insights toolkit.

Explore: Have the students participate in the design challenge by following the steps below.

Each design challenge is designed to walk students through a component of the design process.

1. **Understand the Challenge:** Read or listen carefully to the challenge instructions. Make sure you know that you're focusing on brainstorming ideas to solve a previously identified problem.
2. **Review the Problem:** Refresh your memory about the problem you identified in the previous challenge. Understand its details and why it's important to solve.
3. **Prepare Your Brainstorming Space:** Find a quiet and comfortable place to brainstorm. Have some paper or a digital device ready to write down your ideas.

4. **Set a Time Limit:** Decide how much time you'll spend brainstorming. It could be 10, 15, or 20 minutes – whatever works for you.
5. **Generate Ideas:** Start brainstorming ideas to solve the problem. Write down as many ideas as you can within the time limit. Don't worry about how good they are at this point.
6. **Think Creatively:** Let your imagination run wild. Come up with unusual, wild, or even funny ideas. Sometimes the most creative solutions come from thinking outside the box.
7. **No Criticism:** Remember, during brainstorming, there's no such thing as a bad idea. Don't criticize or judge any of your ideas – just write them down.
8. **Review Your List:** After your brainstorming session, look at the list of ideas you've come up with. It's okay if some seem silly – they might lead to something great!
9. **Identify Promising Ideas:** Highlight or circle the ideas that stand out to you. These could be ones you think are interesting, feasible, or could have a big impact. Look to highlight any ideas that could be combined into one new idea.
10. **Share**: Share with a partner or small group. Have them identify any ideas they may think are good.
11. **Pick One Idea:** Pick one idea you think would be a good solution to the problem.
12. **Create a timeline:** What are key milestones and when do they need to be completed. Identify steps in the process for each.

Extend

Have students create a storyboard using presentation software or animation software. Potentially use an artificial intelligence program to create the images for your storyboard to help show how your innovation will have an impact on users and the environment in which it functions. Have the students create a timeline for steps in the project using a spreadsheet or to do lists.

Evaluate

As the students share their storyboards, determine if it is possible to scale up the project. Is it possible to build? Is it a process that could be implemented permanently or piloted? If the answers to these questions are yes, encourage students to further develop their ideas or potentially identify others would could provide feedback.

Virtual Incision - Viewing Guide

Learning Goals

Develop and demonstrate a working prototype of an innovation that solves an identified problem.

Resources

- Innovator Insights Video: Virtual Incision
- Word Wall Graphic Organizer
- Innovator Insights Collectors Card
- Innovator Insights Notes Graphic Organizer
- Storyboarding Graphic Organizer

Key Questions

- Have you ever had a dream that felt real? What was it about and how did it make you feel?
- Can you think of other ways the virtual world could benefit people? How many different ideas can you come up with?
- What something that you learned recently that was really fun? What made it so special?
- Can you think of a time of change in your life? How did it make you feel?

Steps

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Create a Prototype!!** from the innovator insights toolkit.

Vocabulary

Inspiration: A feeling of being mentally stimulated or motivated to do or create something.
Incision: An incision is a cut made on something, like when a doctor makes a small cut on your skin during a surgery to fix something inside your body.
Virtual: Something that seems real or is almost like the real thing, but it's actually happening or existing in a computer or online world.

Insights Unlocked
Precise Surgeon Virtual Director Long-distance Professor
Career Field: Health Sciences

Storyboarding

Use the squares below to map out how the new product or process you envision will work. Make sure you tell the story from the point of view of the end user. The end user in this case is the person you interviewed earlier in the process. It could also be someone who is experiencing the problem in a very similar way. A classmate or person in a similar situation for example.

Observe the Idea In Action

Spend time watching the use of your prototype or design. Be sure to record the areas that are successful and opportunities for improvement.

Time of Day and Environment of Use Record the time/date of the observation.	**Description** Record of brief description of how the prototype worked. What else was happening? Weather if outside, lighting inside, sounds? Anything that could change the function	**Emotions** What kind of emotional response did observing the prototype elicit? How did others around feel? Why do you think that? What cues did you pick up on?	**Questions** What questions do you have?

Testing and Sharing an Idea

In the testing and sharing portion of the unit, students will put their innovations to the test and get feedback from others in order to make their innovation better. The final product can be shared in a variety of ways but the students will end the unit by creating a shark tank (Minnow Pond) like pitch. Students will also create a potential name for their business as well as create business cards that can share with others.

Test an Idea Lesson Plan

Objectives

Students will:

- Develop a brand to help share and receive feedback from others.
- Create a logo for a company that would help market their innovation or idea.
- Identify roles of different

Summary of Task

In this task, students will create a marketing strategy for their innovation. They will create a business name for their company, a name for their innovation, business cards and titles for themselves and a 30 second sales pitch or Minnow Pond Pitch for their innovation. Encourage the students to look back through all of their design challenges for inspiration. They also can use words from their word wall they have collected from the insights unlocked words collected after watching each video.

Resources

- Innovation Origin Story Graphic Organizer
- Design Your Own Business Card Template

Vocabulary

Marketing: A blend of strategic planning, creativity, and communication, aimed at promoting products, services, or ideas to a target audience.

Branding: The process of crafting a unique and distinct identity for a product, service, or organization, resonating with its target audience and differentiating it from competitors.

Key Questions

Use questions below to engage with the content of the video before, during and after. These could be used as bell ringers, journal writings and reflections, interview questions, or exit tickets.

- What are some of your interests and strengths?
- What are some ways you communicate ideas and emotions to others? With and without words?

- What is one time in the past you have solved a problem? How did that make you feel? What did you learn from that experience?
- What something that you learned recently that was really fun? What made it so special?
- How do you share ideas or information with others once you learn it?

Engage: Watch the Innovator Insights Video

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Create Your Brand** from the innovator insights toolkit.

Explore: Have the students participate in the design challenge by following the steps below.

Each design challenge is designed to walk students through a component of the design process.

1. **Understand the Challenge:** Read or listen carefully to the challenge instructions. You're now moving on to creating a brand for your innovation, including a name for it, a title for your role, and a name for your company.
2. **Review Your Innovation:** Refresh your memory about your innovation, its goal, and the prototype you created. This will be the foundation for your brand.
3. **Brainstorm Names for Your Innovation:** Think about creative names that capture the essence of your innovation. Consider its purpose, benefits, and uniqueness. Write down different options.
4. **Choose a Name:** From your list of names, pick one that you think best represents your innovation. It should be catchy, easy to remember, and relevant to your goal.

5. **Create a Title for Your Role:** Think about your role in bringing this innovation to life. Are you the "Innovation Guru," the "Problem Solver," or something else? Choose a title that fits your role.
6. **Imagine Your Company Name:** Think about the company or organization that would support your innovation. What would you call it? Try to make it relate to your innovation's purpose.
7. **Write a Short Description:** Write a short description that explains what your innovation is all about. This could be a tagline or a mission statement.
8. **Design a Logo (Optional):** If you're feeling creative, design a simple logo that represents your innovation or company. It could be a symbol, an icon, or a combination of letters.
9. **Put It All Together:** Using a tool like word processing software or graphic design software, create a visual representation of your brand. Include the name of your innovation, your role title, the company name (if applicable), and the short description. If you designed a logo, include that too.
10. **Reflect:** Think about the process of creating your brand. How did you choose the names and titles? How does your brand represent your innovation?

Extend

Have the students create a Google Site for their business. Have them use the information from all they have created in the design challenges to make your website as user friendly and informative as possible. If their innovation is not fully developed or still a concept, they could create a business proposal or investor pitch instead.

Evaluate

Have the students share their ideas with one another, to the class or to outside individuals who may have interest in their innovation or ideas. You could also host an innovation fair as a way for them to share their ideas with others. You provided suggestions or ideas boxes for the guests in attendance to provide their feedback.

Share your Idea Lesson Plan

Objectives

Students will:

- Create a short sales pitch to effectively communicate the purpose and intent of their innovation
- Identify the intended audience for their innovation and share their idea
- Determine the best method to share their idea in formal and informal settings.
- Share their innovation with someone!

Summary of Task

In this task, the students will synthesize all the design challenges into a capstone project to share their innovation. They will create a thirty second sales pitch highlighting the key features of their innovation, who it helps and the problem that it solves. Encourage them to again look back through all the content they have created to fully tell the story of their innovation journey. Encourage them to create a collector card of themselves and fill out an innovator insights notes page themselves.

Resources

- Sales Pitch Template
- Final Reflections

Vocabulary

Chapter: Special group of people who are part of a bigger organization. They work together, share ideas, and do activities related to the organization's goals.

Network: A group or system of interconnected things.

Viral: Something goes viral online, it means a lot of people are sharing, liking, and talking about it really quickly.

Key Questions

Use questions below to engage with the content of the video before, during and after. These could be used as bell ringers, journal writings and reflections, interview questions, or exit tickets.

- Are you a member of a community or group? Make a list of all of your connections.
- Can you think of a time when you started with a small idea and it continued to get bigger and bigger? What was it and how did it impact others in ways you hadn't thought about?
- How is listening an important part of innovation?
- Is there a time when you sketched or drew something that inspired you to be creative?
- List as many different ways as you can to share information with others.
- How do you share ideas and information differently with others that you know well versus people you don't know as well?

Engage: Watch the Innovator Insights Video

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Share your Idea** from the innovator insights toolkit.

Explore: Have the students participate in the design challenge by following the steps below.

Each design challenge is designed to walk students through a component of the design process.

1. **Understand the Challenge:** Read or listen carefully to the challenge instructions. You're now going to create a short, compelling sales pitch to share your innovation with others.

2. **Review Your Brand:** Revisit the brand you created in the previous challenge. The brand elements you've created will be key components of your sales pitch.
3. **Understand Your Audience:** Think about who you'll be sharing your sales pitch with. Are they classmates, family members, or your teacher? Tailor your pitch to their interests and needs.
4. **Highlight the Problem:** Begin your pitch by briefly mentioning the problem your innovation aims to solve. Make it relatable and engaging. Starting with the problem is a good way to engage an audience. Begin with a statement like, “So I noticed a problem..”
5. **Introduce Your Innovation:** In a clear and concise manner, introduce your innovation by its name and explain how it addresses the problem you identified.
6. **Highlight Benefits:** Talk about the benefits or advantages of your innovation. How will it make things better or easier for people?
7. **Use Your Brand Elements:** Incorporate elements from your brand, such as the company name, your role title, and the short description you created.
8. **Create a Catchy Tagline (Optional):** If you want, come up with a short and catchy tagline that summarizes your innovation and sticks in people's minds. This to tie back to your branding or
9. **Practice Your Pitch:** Write down your sales pitch and practice saying it out loud. Try to keep it under thirty seconds while still getting your main points across.
10. **Gather Feedback:** Share your pitch with a friend, family member, or even record yourself saying it. Ask for their feedback and listen carefully to their reactions.
11. **Adjust and Improve:** Based on the feedback you receive, make any necessary adjustments to your pitch. Consider suggestions for clarity, enthusiasm, and impact.
12. **Finalize Your Pitch:** Incorporate the feedback and finalize your thirty-second sales pitch. Make sure it sounds confident, engaging, and clearly conveys your innovation's value.
13. **Reflect:** Think about the process of creating and practicing your sales pitch. How did it feel to present your idea? Did the feedback help you improve it?
14. **Share Your Pitch:** Share your sales pitch with the intended audience – friends, family, or your teacher. Explain your innovation and the goal of your pitch.

Extend

Create an innovator insight video segment featuring yourself and your innovation. Use questions that you’ve constructed over the course of watching the insight videos. Use resources from Storymaker to support your efforts during this process. Here is an additional lesson to help you Pitch Your Story.

Full website url:

https://www.story-maker.org/library/pitch-your-story/#overview

Evaluate

Have the student reflect on the process of their innovation. What went well in the process? What did they learn? What would they change if they could? And what would they do differently if they could. This could be in the form of a one on one interview or written in a formal paper. The reflection component of the process is a valuable tool for learning.

American Outlaws - Viewing Guide

Learning Goals

Create a short sales pitch to effectively communicate the purpose and intent of an innovation.

Resources

- Innovator Insights Video: Whiteclay Artist
- Word Wall Graphic Organizer
- Innovator Insights Collectors Card
- Innovator Insights Notes Graphic Organizer
- Minnow Pond Pitch

Key Questions

- What is the first thing that comes to mind when you hear the word failure?
- Have you ever had an idea you thought could change the world? What was it?
- Why is brainstorming important when coming up with new ideas?
- When you experience something new, how do you approach it? How does it make you feel?
- Is there an example of prototyping in the video? Is there a time when you sketched or drew something that inspired you to be creative?

Steps

1. Explore Key Questions for each video. Use those questions to engage before, during and after the videos.
2. Watch each video as a class, in small groups as a station, or individually.
3. Complete the innovator insights documentation log with key information about the innovator featured in the video.
4. Discuss in small groups or as a class:
    a. The Type of Innovation
    b. The Problem Being Solved
    c. Who innovation helps
5. Write or record any additional questions you would like to ask the innovator.
6. Record the Insight Unlocked vocabulary words to the word wall document.
7. As an extension to the video, complete the **Ideation Design Challenge: Share your Idea** from the innovator insights toolkit.

Insights Unlocked

Dedicated Champion Active Enthusiast Connected Coach
Career Field: Communication and Information Systems

Sales Pitch Template (Minnow Pond Pitch)

Use this page to help frame the information about your innovation.

We are

And we met with

We identified a problem

And created a solution

This was the outcome

Here are the next steps

Design Your Own Business Card

Based on your innovation, what are some words you could use to describe your innovation?

Circle one or two that are possibilities. And finally come up with a name:

Pulling ideas from that list, what are some names you could potentially use as a name of your company?	

Draw a picture an image or logo for your company

Use the template below or design your own and create your own business card. Used words from insights unlocked to create a business title

Front

logo

Name
Title
Business Name/Product
Contact Info (email, phone)

Back

Image/Logo

Slogan