

## Section 1

# Innovative Thinking

Marketplace for Kids is a gathering of young people who want to become the next generation of innovators, inventors and entrepreneurs. This section of our “Learning Guide” provides sample activities you can use to introduce your students to **innovative thinking** in the areas of **product development, education and community service**. These activities can serve as:

1. **An introduction to your own innovative and creative thinking activities; and/or**
2. **Original research and production projects your students may display at an Education Day.**



### Content Standards:

The **innovative teacher** can employ these activities to cover grade level **Science Content Standards** relating to science inquiry methods, the connection between science and technology and how we use technology to address economic, personal and social concerns; the **Social Studies Standards** relating to economic systems and the role of citizens; the **Language Arts Standards** relating to the gathering, organizing and reporting of information; and the **Math Standards** relating to data analysis techniques.

### Introduction:

Innovators are always looking for the opportunity to make something better, more useful, more profitable or more effective. Innovative thinkers respond to changing tastes, new consumer demands, shrinking budgets, appropriate technological advances and shifting demographics. Business innovators want to improve a product - a good or a service. Innovative educators want to make schools more effective. Innovative citizens want to improve community life.

We never know from what source the next new ideas will arise. Our classrooms are already home to a handful of natural innovators who set the dress, behavior and communication trends among their peers. These activities can teach productive innovative thinking skills to the rest of the class.

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### TEACHER PAGE

## Activity #1: Innovations for Goods: Fancy Footwork

### Introduction:

In this activity students will examine innovations to a **good**, namely shoes. They will identify the latest **innovations** in their own footwear, predict future changes based on their understanding of **target markets** and create a shoe model featuring next year's footwear fads.



### Resources:

students' own footwear  
[www.centuryinshoes.com](http://www.centuryinshoes.com)  
[www.etnies.com](http://www.etnies.com)  
catalogues from shoe or sporting goods stores  
old and donated shoes

**Vocabulary:** goods, innovate, target market, demographics

### Lesson Plan:

#### Day 1:

Tell students that they are going to learn more about the business world by looking at their shoes. Divide the class into four teams and have them consider the shoes they are wearing. Direct them to list three features they consider to be new or different from previous years. Suggest that they look at materials, designs, fasteners and colors. Ask them to speculate why shoe makers change the designs.

#### Day 2:

Explain that the makers of **goods** are always looking for ways to attract more customers by improving the appeal or usefulness of their product. Introduce the term **innovation** to describe these changes. Pass out copies of shoe pictures from web sites or dealer catalogues. (The "Century in Shoes" site includes historical photos and audio and video clips from the decades of the 20th century providing a rich contextual approach to the topic). Ask the students to tell what kinds of people would be attracted to the different shoe styles - their gender, age and interests. Tell them that they have just described the **demographics** of a certain **target market**. Ask them to use the terms to explain school lunch menus, designs on cereal boxes, TV commercials in specific time ranges and the music played by various radio stations.

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Fancy Footwork Teacher Page, Continued...

### Day 3:

Invite a local grocery, clothing or sporting goods store manager to speak to your class about inventory decisions he or she has to make every month regarding a number of **goods**. Ask him or her to use the vocabulary you've introduced and also to explain how far in advance orders for **goods** are made.

### Day 4:

Assign each team to create its own new, **innovative** shoe design. Explain that each team will need to consider the **demographics** of its **target market** when making design decisions. Challenge team members to consider a **target market** different from theirs. When the design is completed, the team can poll the class to find out how affective its **innovations** are by asking, "Would you buy this shoe?" or, if aiming at a **target market** different from their peers, "If you were (summarize **demographics**), would you buy this shoe?" The team can use a bar graph to summarize the results of its survey.

**Each team's finished project or a complete display for Marketplace for Kids will include:**

- A brief pictorial summary of the latest **innovations** in shoe design for various **target markets**: school kids, athletes, dancers, adults, etc.;
- Sketches of the team's own new design brainstorm;
- A detailed drawing and/or actual model of the design the team chose to make;
- The graph showing the class's reaction to the team's design ideas; and
- A name for the team's new shoe that would attract the attention of its **target market**.



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### STUDENT PAGE

#### Activity #1: Fancy Footwork

**T E A M M E M B E R S :**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

1. Please list three things you think are new or different about the shoes in your group. Look at materials, colors, decorations and fasteners. Try to think of a reason for each new feature.

**What's new?**

**Why the change?**

_____	_____
_____	_____
_____	_____
_____	_____

2. List the demographics of a target market for whom your team will create a new shoe design.

AGE \_\_\_\_\_ INTERESTS \_\_\_\_\_  
GENDER \_\_\_\_\_

3. In the space below create a shoe design aimed at your target market. Give it a name that would catch their attention.

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### TEACHER PAGE

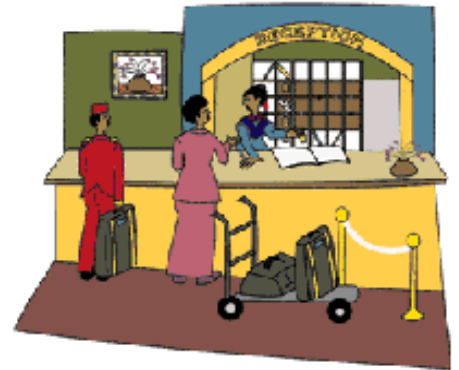
## Activity #2 Innovations for Services: Model Motels

### Introduction:

In this activity students will examine innovations to a **service**, namely motels. They will analyze and compare motel ads found in the “Yellow Pages.” They will look for **innovations** to this particular **service** that would attract certain **target markets**. Design and building teams will build a model of a new resort motel **targeted** to meet the needs of tourists the students think would be interested in visiting their region.

### Resources:

copies of regional phone books  
construction supplies  
[www.discovernd.com](http://www.discovernd.com)



**Vocabulary:** services, innovation, target market, demographics

### Lesson Plan:

#### Day 1:

Tell students that they are going to learn more about the business world by looking through the “Yellow Pages.” Ask them to browse through the pages and identify three businesses that sell tangible products - things you can take with you. Have them find three other businesses that sell intangible products - those businesses that do things for a consumer.

Explain that these businesses are selling either **goods** or **services**. Have them complete the first section of the “student page.”

#### Day 2:

Explain that the makers of **services** are always looking for ways to attract more customers by improving the appeal or usefulness of their product. Introduce the term **innovation** to describe these changes.

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### Model Motels Teacher Page, Continued...

Divide students into teams and direct the students to the “motel” section of their “Yellow Pages.” Ask each team to select a specific ad, examine it carefully and list six important **services** the motel ad offers to attract guests.

After teams have listed the **services** featured, ask them to describe the kind of individual or family who would want those specific **services**. After they’ve orally described the kind of individual or family who would want those specific **services**, explain that many motels try to attract a certain type of guest, and we call that a **target market**.

**Students are now ready to complete Section 3 of the student page.**  
*Be sure they now consider the entire ad - graphics, color and letter fonts along with the printed features.*

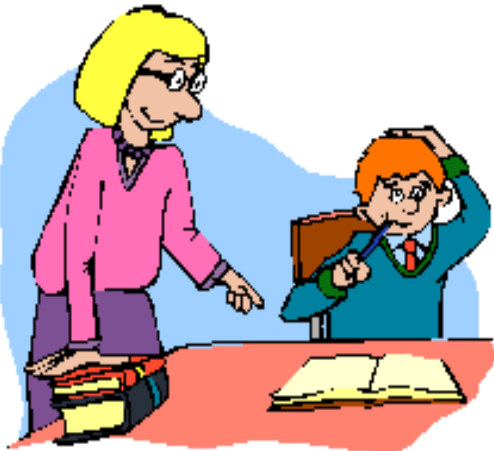
### Day 3:

Invite to your classroom a regional tourism director, the mayor or other civic official. Ask him or her to describe the tourist attractions in your area and what kind of tourists would be interested in those attractions. Ask him or her to use the vocabulary you’ve introduced: **service, demographics, target market**.

You may also log on to the State’s home page for links to the Tourism Department and other agencies with similar information. Ask the students to compare the tourist attractions in different regions of the state: hunting, fishing, other outdoor activities, history or entertainment then ask the students to describe the **demographics** of a motel’s **target market** in each region.

### Day 4:

Challenge each team to design a new motel for its region, give it a name and create a “Yellow Pages” ad for it. Explain that each team needs to consider the **demographics** of the **target market** it is trying to attract during all stages of this project.



### The team’s finished project or a complete display for Marketplace for Kids will include:

- ✓ Scale drawings of both the exterior and interior of its motel showing the features attractive to its target market;
- ✓ Sample “Yellow Pages” ads for its motel;
- ✓ An actual model of the motel and grounds; and
- ✓ A written report summarizing the project.

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### STUDENT PAGE

#### Activity #2: Model Motels

**T E A M M E M B E R S :**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

1. Please list three businesses that sell goods and three that sell a service. The businesses may come from the “Yellow Pages” or be other businesses that you know.

**These sell GOODS**

**These sell SERVICES**

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Please list six services that your chosen motel offers to attract guests.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Please look at the whole ad you’ve chosen, not only the words, but the pictures, colors and letter styles, as well. Considering all that information, describe the kind of guest your ad is trying to attract.

**GENDER** \_\_\_\_\_

**AGE RANGE** \_\_\_\_\_

**REASON FOR TRAVELING**

\_\_\_\_\_

\_\_\_\_\_

Interests or what they want to do while visiting:

\_\_\_\_\_  
\_\_\_\_\_

You have described the **demographics** of your motel’s **target market**.

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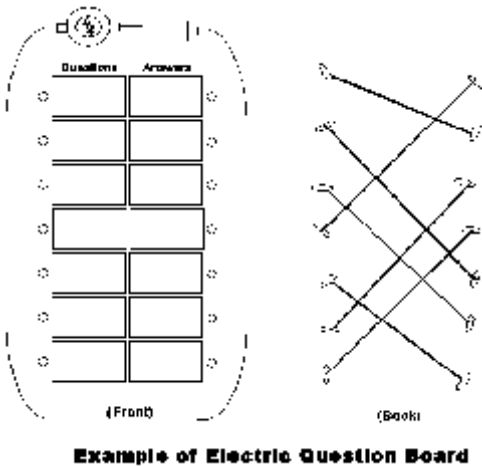
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### TEACHER PAGE

#### Activity #3: Innovations in Education: By Kids for Kids

##### Introduction:

In this activity students will create **innovations** to improve a standard electronic question and answer board. They will construct a **prototype**, test it on their **target market**, gather comments and then make improvements.



##### Resources:

*(for one game)*

Sheet of 1/4" plywood 14" x 18"

14 3/4" bolts with washers and wing nuts

ruler and pencil

electric drill

insulated wire

bulb and bulb holder

battery

small file cards

14 thumb tacks

a cooperating classroom for the test market

**Vocabulary:** producers, consumers, innovation, prototype, target market

##### Lesson Plan:

###### Day 1:

Tell students that they are going to learn more about the business world by **producing** a **prototype** of a **product** for a **targeted population** of **consumers**, gather information on its effectiveness and then make **innovations** on the **product** in response to suggestions from their **test market**.

Divide the class into four or six product development teams and give each team a copy of the construction diagram and building instructions. Answer team members questions about materials and using the team's equipment.

###### Day 2:

Invite a cooperating teacher from a lower grade level into your classroom. Have the students explain the teams' project to her or him. Ask the teacher which subject areas teams need to review and set a time for a representative from each **development team** to gather specific review facts from the cooperating teacher. Schedule a time for the teams to introduce their **prototypes** to the **test market**.

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By Kids for Kids Teacher Page, Continued...

### Day 3 & 4:

Build the games and attach the Q & A cards. Some **development teams** may want to make changes to the construction plan already at this stage based on their own experiences.

### Day 5:

The teams introduce the **prototypes** to the **test market**, demonstrate their use and explain how to fill out the comment form. They should set a deadline for the trial period (2-3 weeks).

### Day 6:

Invite the cooperating teacher to review the comment forms with your design teams. The teams then should decide which innovations they can make.

### Day 7 & 8:

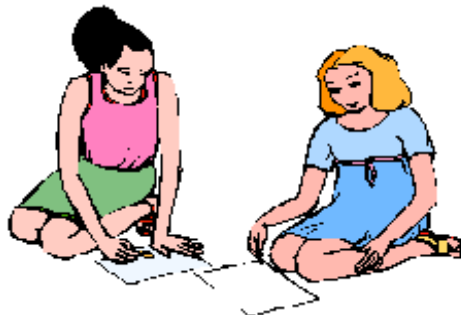
Teams create the **innovations**.

### Day 9:

Return the games to the **test market** for final comments.

**The team's finished project or a complete display for Marketplace for Kids will include:**

- ✓ The electronic game board;
- ✓ The data collection forms;
- ✓ Sketches that illustrate the innovations made by the team; and
- ✓ A written report summarizing the project.



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### STUDENT PAGE

#### Activity # 3: Innovations in Education: By Kids for Kids

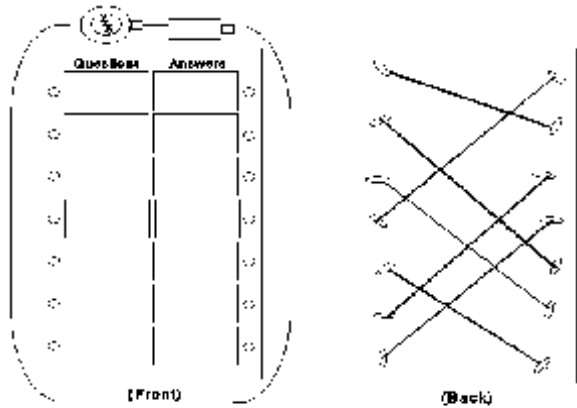
T E A M M E M B E R S :

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



Example of Electric Question Board

#### Materials for One Game

- sheet of 1/4" plywood 14" x 18"
- 14 - 3/4" bolts with washers and wing nuts
- ruler and pencil
- electric drill
- insulated wire
- bulb and bulb holder
- battery
- small file cards
- 14 thumb tacks

Please review this list of materials, the diagram and the building instructions. Briefly list questions about things you don't understand in the space below.

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1. Using the ruler and pencil, mark 7 evenly spaced marks on each side of the plywood board.
2. Drill the holes. Insert the bolts through the holes.
3. Turn the board over and cut different lengths of wire to connect pairs of bolts. Strip 1 inch of insulation from each end of the wires, wrap the exposed ends around the bolts and fasten with the wing nuts.
4. Make the "correct answer light" as shown in the diagram. Test the connections.
5. Attach the Q & A cards with the thumb tacks.

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By Kids for Kids Student Page, Continued...

### Q & A Data Collection Form

**T E A M M E M B E R S :**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

1. **Please gather some information about the class for whom you are building this game.**

**Grade** \_\_\_\_\_ **Teacher's Name** \_\_\_\_\_

**Age Range** \_\_\_\_\_ **# of Girls** \_\_\_\_\_ **# of Boys** \_\_\_\_\_

**Subject they need to review** \_\_\_\_\_

**(You have just described the demographics of your test market).**

2. **Now list pairs of questions and answers that will help the students review the targeted subject area.**

**Question**

**Answer**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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By Kids for Kids Student Page, Continued...

### Electronic Review Game Comment Form

**T E A M M E M B E R S :**

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Please explain this form to your test audience and set a deadline for returning to collect it and the game.

\*\*\*\*\*

Students in the Test Group who are filling out this form:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_

Please tell us what you think about this prototype.

1. Were the instructions easy to understand?
2. Were the cards easy to read?
3. Were the wires well connected?
4. Were the questions and answers easy to understand?
5. Did the "correct answer light" work well?

Please add your own comments about the game you tested. In your opinion, how can the design team improve the game or any of its parts?

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