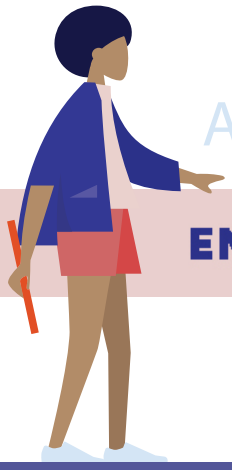

ACTIVITY SHEET

ENTERPRISE + STEM

ACTIVITY: TOO COOLS

Objectives

- Exploring potential for product and service improvements
- Developing opportunities for innovation and improvement
- Learning to look for opportunities in what they read and hear
- Developing communication skills: practice pitching your idea

This Activity Sheet is part of the ENTERPRISE + STEM suite of resources, authored by:
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Activity

With your group members, select two 'cool' products, ideas, concepts, technologies that you find interesting or exciting. The products you select should be new and not yet easily available. For example, Microsoft Milan Surface Computer in the form of an ordinary table that knows what's on it (https://www.wired.com/2007/05/first-look-micr/).

Task

- Create a 2-minute presentation on the selected products.
- Select an idea/product/concept from another group presentation and think of an extension/additional features. (For example, ability to save information stored in Milan to a storage device such as flash drive or Cloud drive).

Rules of the game

- Students can search online to find technologically advanced innovative products
- Presentation length is maximum 2 minutes and should explain why the team believes this product is creative and innovative.

INSTRUCTIONS FOR TEACHERS

Instructions for teachers

- Put students in groups of 3-4
- Give them the first task of selecting 'cool' products and preparing a presentation as a homework
- After presentations, guide the discussion on the expertise needed to produce the products or implement ideas and how the suggested products could be extended with other useful features.

Suggested discussion

- What kind of technology may have been used to produce this innovation?
- What kinds of technology could be used with this 'cool product'?
- Can you find some technology that you could use to do this better?
- Where the market for these products is?
- What special expertise is needed to start this product or business?

This activity is based on Kim, J. H., & Fish, L. A. (2009). 'Bug Reports' and 'Too Cools': Experiential Entrepreneurship Exercises to Develop Students' Creative, Innovative, and Technological Abilities. Business Education Innovation Journal, 1(2).

CURRICULUM MAPPING

Design & Technologies

Years 7-8	Years 9-10
Creating Designed Solutions	
Investigating	
Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (VCDSCD049)	Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060)
Generating	
Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050)	Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061)

General Capabilities: Critical & Creative Thinking

Years 7-8	Years 9-10
Questions and Possibilities	
Suspend judgments temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)	Suspend judgments to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)
Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)	Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)

Reasoning	
Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)	Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050)
Metacognition	
Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040)	Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)
Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals (VCCCTM042)	Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053)