

Teacher Overview

Disruptus is a game that demonstrates the importance of being Opportunity Obsessed, Innovating and properly Aligned Value Creation. In an ideal market, customers can choose not to do business with your company for any reason. That said, this activity puts the students in the position of knowing who their market is and properly aligning their innovation strategies with their market in order to create value for the customer, therefore creating value for themselves.

THE MORE OFTEN YOU DO INNOVATION ACTIVITIES, THE BETTER

When to Use This Lesson

Disruptus follows Speak Out Cards as part of our YE Core roadmap; however, it can be repeated at any time throughout the school year. The more often you do innovation activities, the better. Disruptus is a great tool to use to get your students thinking about ideas for Market Day and Business Models.

Time

You can spend as much or as little time as you like playing Disruptus. The first time you play, it is best to plan for at least three rounds. This allows the students to learn and apply what they learn from the first couple of rounds and to become familiar with the game. If you play three rounds plan for approximately 80 minutes the first time you play. Each time after that it will go quicker because the students will have fewer questions.



BEFORE CLASS PREPARATION

- > Make sure you understand the game. Read the directions and understand the four approaches to innovation used in the game.
- > Before class, you will need to figure out logistics of the class period.
 - Decide what materials you will be using and ensure you have enough.
 - Choose teams.
 - Decide who will be the “customer.”
 - If it is YE staff, classroom guests, volunteers, etc. make sure to have invited them a couple weeks in advance. Send a reminder email or text a couple days before. Have snacks and drinks available for them on the day of.
- > Decide how many rounds will you play.
- > Decide how many “winners” there will be during each round and how they be paid.
- > Make sure your judges (aka customers) know what criteria to use to determine the winners.
 - Make sure your judges are prepared to give feedback about why they chose the groups they chose for each round, if you are allowing time to do so.
 - Make sure you have enough YE dollars or bonds. If not, print and cut more!

FOUNDATIONAL VALUES

- > Sound Judgment
- > Win-Win Focus
- > Opportunity

KEY TERMS

- > Innovation
- > Value Creation
- > Creative Destruction
- > Subjective Value
- > Design Thinking
- > Intellectual Property

MATERIALS

- > Disruptus game
- > Handout explaining the game. You can also display this using a projector if you do not want to make paper copies.
- > Whiteboard (or large Post-It Easel Pad, construction paper, butcher paper)
- > Whiteboard markers (or regular markers)
- > YE dollars and/or YE bonds

LEARNING OBJECTIVES

Innovation LO 2b, 2d

ACTIVITY INTRODUCTION

- > Students are placed into teams of 4-5 students.
 - When splitting the students up into teams, be conscious of who is paired with whom in order to create additional learning moments for the post-activity Debrief.
- > Announce that each group is now a Research & Development firm whose job is to bring innovative new products to market.
- > Allow teams 3 minutes to name their companies.
 - This sets the foundation for ownership over their ideas and the outcomes of their work.
 - If you are using bonds, distribute YE Bonds to each group (1 bond per group member) and ask that they put their first and last names on the bonds.
 - Another option: Invite YE staff, classroom guests, school administrators or other volunteers into your classroom to be the “customers” instead of the students. If you do this, you can use YE dollars or bonds as your currency.
- > Distribute whiteboards (or construction paper) and markers to each group.

ACTIVITY DIRECTIONS

- > Explain that you will roll the Disruptus dice and read the innovation description associated with that type of innovation. You will then draw either one or two Disruptus cards depending on the type of innovation rolled.
- > Teams will then have 5 minutes (you can change this per your discretion) to develop/innovate their product. Teams will use the whiteboard/construction paper and markers to draw their prototype, advertisement, write explanation, etc.
- > Each team will have 1 minute (you can change this per your discretion) to pitch their product to the rest of the market/customers.
 - Explain that there will be no Q&A for pitches.
- > At the end of each round, the YE bonds/YE dollars will be used to signal the groups that you think deserve a share of the market.
- > At the end of “X” number of rounds (depending on time constraints) you will convert YE Bonds to YE Dollars as long as they do not have the first and last name of the bond redeemer on them.
 - Whether you allow a student to choose their own product or not is up to you. It is suggested that you do not allow it because you may end up with no student giving out any bonds and keeping them for themselves.
- > Explain to students that the only limits to product innovations/developments are in accord with local, state and federal laws of conduct acceptable in the workplace. Other than that, the market will speak as to the perception of value for the innovations/developments.
 - Remind students to utilize a design-thinking mindset, which also requires keeping the Foundational Values in mind as you design a product that creates value for the end user.

HERE'S HOW WE PLAY | ROUND 1

- > Roll the dice and read aloud the explanation associated with the dice's results. Show all companies the product(s) they will be developing/innovating. Ask for clarifying questions. Start a 5 minute timer.
 - TIP: It is completely acceptable for you, as the teacher, to choose which card(s) to use for each round. Stack the deck if you feel you need to. (Some teachers do not include the photograph cards in the deck.) As your students become more familiar with the game and innovating, you can make it more random.

HERE'S HOW WE PLAY | ROUND 1 CON'T

- > Float around the room, answering questions as needed. Announce time markers remaining: 5 minutes, 2 minutes, 1 minute, 30 seconds, final 10 second countdown.
- > Begin pitches. Set timer each time for 1 minute. Remember: no Q&A or challenge from other teams.
- > Allow time to distribute YE bonds/dollars that will be used to signal investment.
 - If you have YE staff, classroom guests, school administrators or other volunteers distributing YE bonds/dollars you might allow them time to give feedback as it can be beneficial for your kids to know why they chose the products they chose.

HERE'S HOW WE PLAY | ROUND 2

- > Distribute bonds again, asking students to write their names on them.
 - If you are using YE dollars, make sure your "customers" have enough.
- > Repeat Round 1 steps.

Continue as long as time allows. Make sure you have enough time to debrief.

ACTIVITY DEBRIEF

Possible Debriefing Questions - What you debrief should be determined by what you focus on while playing the game. For example: innovation and creative destruction, customer focus, marketing strategy, etc. This is also an appropriate time to reinforce the Foundational Values exhibited through the activity.

- > What was difficult about innovating products you are familiar or unfamiliar with?
- > What was your strategy for innovation? Did you have to pivot or change your strategy at any point?
- > Who was your Market during this game? Depending on how you played, this might be classroom guests, the other students, etc.
 - Who asked the customer what they wanted?
 - What ways did you attempt to align the value that you created with their problems/needs?
- > What was frustrating about this game? Why?
- > Did you get any ideas for innovations from other teams?
 - Do you think companies do this?
 - Why is it important to consider intellectual property rights as you innovate?
- > Did you use sound judgment by considering the best use of resources as you innovated your product?
- > In what way did your team demonstrate cooperation in the innovation process? What did it look like? What did it feel like?
- > In the process of innovating your idea, did you encourage all ideas (including wild ideas)?
 - What is creative destruction? How did this activity engage you in the process of creative destruction?
 - What are some examples of innovations that were a result of creative destruction?

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