

Teacher Overview

Zoom illustrates the costs and barriers to exchanging needed knowledge and information in a fun, interactive way. Students should finish the activity with an understanding that knowledge sharing and seeking is costly, but essential. They should be able to identify several barriers to knowledge sharing in their daily activities. Then, students should brainstorm potential ways to break down knowledge barriers. They should also spend some time thinking about the importance of sharing knowledge.

**KNOWLEDGE SHARING AND SEEKING
IS COSTLY BUT ESSENTIAL.**

When to Use This Lesson

Zoom should be used at the beginning of the school year following Cowboy Inkblot and Find the Numbers. Though there is no prior knowledge required for the students, the debrief discussion is aided by having discussed shared vision.

Time



BEFORE CLASS PREPARATION

- > Create an open space for the number of students participating in the activity (10 minimum, 32 maximum).
- > If you do not have enough students to do all the pages of the book you can choose which pages to leave out.
- > If you have a class size smaller than 10 you can choose to break the book into sections. Challenge the students to complete each section before giving them the next section. Example: Class of 6 students, break the book into 5 sections, giving the students pages from one section at a time. When they have completed that section give them the next set of pages.
- > Set up a timer the whole room can see. (An online stopwatch on a projector works well)

LEARNING OBJECTIVES

Principled Entrepreneurship LO 1a, 2a, 2b, 3d

KEY TERMS

Knowledge, Knowledge problem, Knowledge share

FOUNDATIONAL VALUES

- > Be Principled
- > Win-Win Focus
- > Knowledge

MATERIALS:

- > 2 copies of Zoom by Istvan Banyai
- > One should remain intact, the other should be taken apart and each page should be laminated
- > Re-Zoom by Istvan Banyai is also available if your students would benefit from another rep of this activity with increased level of challenge.
- > Incentive (YE dollars, candy, money, gift cards, etc.)

ACTIVITY INTRODUCTION

Suggested Activity Introduction: "Welcome to Zoom! This activity has two distinct parts. The first is an activity and second part is a reflection on the activity. Let's jump in!"

- > Walk through the instructions with the participants before handing out the pages. Notify the students that there is an incentive and what they must do to get it. This could be getting it correct or getting it correct in a certain amount of time. Do not show the inside of the book or the individual pages to the students.

ACTIVITY DIRECTIONS

- > Instructions: Each participant will receive one page **that they may not show to anyone else**. They may describe it however they wish but cannot show it to anyone. The goal is to put the pieces of the story portrayed on each page in order. If you complete the activity in the allotted time, an incentive will be available. Be sure to tell me when you think you are finished.
- > Expect the following questions:
 - Q: Can we read the text? A: There is no text.
 - Q: Is there a right order? A: There is, it's just like the book. **Do not show the students the individual pages of the book.**
 - Q: What time do we have to beat? A: 5 - 8 minutes (If it is a larger group 8 minutes is sufficient. For groups smaller than ten, 5 minutes is a good time limit.)
- > "Now I am going to hand out the pages, do NOT show anyone else your page. Take a minute to examine your page. On my start, you may begin describing your page but remember you MAY NOT show your page to anyone."
- > While they run through the activity, make note of when they reach a turning point and the level of centralization versus decentralization.
 - Sometimes groups will centralize by having a single person coordinate, or be completely decentralized by not having a leader (or anywhere between the two).
- > Usually the participants can tell when they have the order correct, but don't know whether the story should zoom in or zoom out.

Options:

- > You can do Zoom in more than one round if they are not successful in the first round or to get a faster time.
- > After an unsuccessful first round, ask the students why they were unsuccessful. Why was it so hard? They will probably say it was because they don't know what the book was about or if they were zooming in or out. They may tell you they didn't have enough information.
- > Ask them if it would help to have more information. They will more than likely say yes.
- > At this point you might show them the first and last page of the book. Then, give them another 5 to 8 minutes to put the pages in order.

ACTIVITY DEBRIEF

Once the activity is complete, collect the pages, and ask the participants to take their seats and form small discussion groups, or lead a whole group discussion.

When everyone has settled down ask:

- > What problems did you face in achieving your goal?
 - Lack of context, different methods of communication, different ideas of what was important in the picture, lots of people and need to repeat oneself.
 - There is always a cost to gaining knowledge. Drive this point home by bringing up concepts like opportunity cost (time spent gathering information is not free).
- > Ask about times they have experienced similar problems to those just discussed.
 - How do you know it is a knowledge problem and not a vision problem?
 - Make sure your students understand what you mean by knowledge problem and vision problem. Now may be a good time to define them as a class and give examples.
 - Looking back, what were some early signs of the knowledge problem?
 - What was the magnitude of the problem?
- > What problems or costs are associated with sharing knowledge?
- > What assumptions did you have entering the activity?
 - Some probable answers: The book was a chronological story, there would be text, expected one page was text with a matching page of a picture, they thought the theme of the book is something about cars, etc.
- > Why is it important to consider assumptions when dealing with a knowledge problem like the one in this activity?
 - If they had started the activity without such assumptions, perhaps they would have finished faster.
 - What would you do differently next time?
- > If you were the facilitator, how would you start the activity?
- > Did you feel the team demonstrated respect as you encountered communications challenges?
- > While collaborating as a team on this activity, how important was integrity to accomplishing your goals?
- > While collaborating as a team on this activity, did your team face any challenges in the area of respect or toleration, that prevented you from reaching your goals?
- > What are some ways integrity, respect and toleration add value when collaborating with others?
- > How would you rate the level of cooperation in this activity?
- > What behaviors did the team demonstrate that helped improve cooperation towards the goal? hindered cooperation towards the goal?
- > Does cooperation add value and increase efficiency when trying to accomplish common goals?

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