

Teacher Overview

As previously mentioned, there are countless possibilities for your classroom when it comes to the Invention Game. This lesson supplemental will provide you with a way to use the Invention Activity to reinforce the concept of **scarcity**.

Ideally, you will have done the Invention Activity already, therefore, this activity guide will have limited instruction. If necessary, please refer back to the original Invention Game Activity Guide found in the Entrepreneurial Mindset bucket on YE Academy.

When to Use This Lesson

The Invention Activity can be used at any time throughout the school year. This version of the Invention Activity should be done during an Economics unit while teaching **scarcity**.

Time



The time for this lesson varies based on two things: the amount of time you give your students to create their product and the amount of time it takes them to pitch. You may have to do the creating during one class period and the pitching during the next class period.

MATERIALS

- > Required materials vary based on what supplies you choose to provide for your students. For this variation, you want to be very specific with your material selection. Because you are teaching the concept of scarcity, you want to limit the resources your students have available to them.
- > Suggestions include, but are not limited to: pipe cleaners, pom-poms, tape, glue, string, popsicle sticks, plastic cups, stickers, markers, ribbon, straws, seashells, construction paper, hole punches.
- > YE dollars/YE bonds

LEARNING OBJECTIVES

- > Principled Entrepreneurship 4a
- > Innovation 4a, 4b, 4d

FOUNDATIONAL VALUES

- > Opportunity
- > Responsibility
- > Passion
- > Sound Judgment
- > Freedom

KEY TERMS

- > Innovation
- > Ideation
- > Resources
- > Value creation
- > Scarcity

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BEFORE CLASS PREPARATION

- > The first thing you must do is decide how you want to create the scarcity you want your students to experience. For this activity guide, we will be allowing students a limited amount of time to select resources from a very limited supply of resources on a common table in the classroom.
 - Suggestions include, but are not limited to: Put supplies on tables/desks and tell students they can only use the supplies on their tables/desks. Put supplies on a table in a neutral area and give students 60 seconds to choose their supplies. After 60 seconds, they can no longer get any supplies. Put supplies in a bag/box and tell students that the supplies that are in their bag/box is all they have available to them.
- > Decide if you want students to participate as individuals, partners, or teams.
- > Purchase supplies you would like to provide for your students. As mentioned in the materials section and in the previous bullet, you want to purchase materials strategically.
 - The goal of this variation is to teach scarcity, therefore, you should purchase a limited amount of each of the supplies you will be making available to students.
- > Prepare the supplies based on how you have decided to create scarcity. This might include re-arranging tables/desks.
- > You will also want to make sure you have decided how much time you will allow your students to create their product. If you are using craft supplies, you may want to allow a little more time than if you are using play-dough; perhaps about 20 minutes.

ACTIVITY INTRODUCTION

- > If applicable, remind students of the time when they played the Invention Activity previously. You might even bring out some of their inventions.
- > Ask them what they used to create their inventions. They will probably start naming some of the actual supplies like pipe cleaners, popsicle sticks, glue, etc.
 - Ask students to tell you what they think the supplies are.
 - You may need to point out that the supplies are things they used to create goods. They should eventually begin to come to the realization that they supplies are "resources".

ACTIVITY DIRECTIONS

- > Tell your students that they will be inventing another product. They will be allowed to select resources to create their new product. They may use ONLY those resources on the table. They will have 60 seconds to select from the table.
- > After they have selected their resources, they must design, name, and pitch their new product.
- > Ask for questions. Answer any questions they have.
- > Give them 60 seconds to get their supplies. Be prepared for some chaos.
 - It is recommended that you clear the table of any resources that might remain so students are not tempted to try to get any more.
- > Give them a set amount of time to create. The amount of time given to create can be less than they might normally have because time is a scarce resource as well.
- > Time to pitch. Allow each student an opportunity to pitch their new product.
- > Select a winner. As before, you can choose or have the class choose using YE bonds.

ACTIVITY DEBRIEF

Your debrief will be somewhat dependent on how you have chosen to create scarcity during this activity. Additionally, you will want to ask questions and create discussions based on behaviors you observe while your class is participating in this activity.

- > What made you use the resources you used when creating your product?
- > What was the first resource to be taken? Why?
 - Is there a resource in the real-world that gets used up first? Why do you think that happens?
- > Did you use all the resources you took from the table?
 - Did you share resources with anyone?
 - Do you see this happen in the real-world? What affect does that have on the market?
- > Did you take resources from the table that you did not use?
 - If so, did you return them to the table to allow someone else to use them?
 - If not, why not?
- > What resources did you wish you had available to you?
 - How did the lack of that resource affect your product or what you chose to create?
 - What can/do businesses do in the market when they need or want resources that are not readily available to them?
- > What resources did you wish there were more of?
 - How did the scarcity of that resource affect your product?
 - What real-world resources do you wish there was more of? Why?
- > What made you decide to create the product that you did?
 - Are you solving a problem?
- > Is there already something like your product available?
 - What is your comparative advantage to the product that is already available?
- > Did you create value for anyone? If so, who? If not, why not?
 - Why would someone buy it if it isn't going to create some sort of value for them?
- > Did you consider who would buy your product?
 - Is there a market for your product?

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