

## Teacher Overview

**D**isruptus with Names is a spin-off of the activity [Disruptus](#). This is an activity 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 also creating value for themselves.

### When to Use This Lesson

Disruptus and Disruptus with Names can be repeated at any time throughout your school year. The more often you do innovation activities, the better. The benefit of Disruptus with Names is that it requires basically no materials – students are using their names to design their innovations.

### Time



You can spend as much or as little time as you like playing Disruptus with Names. 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

- > Review the activity guide.
- > Gather materials listed in “Materials” section of activity guide.
- > Determine how students will be grouped together. Will you assign groups or will you allow them to choose groups?  
Groups should be in sizes of 3-4.
  - If playing multiple rounds, be prepared to mix up the groups after each round.
- > Decide who will be the “customer” and what problem the “customer” is experiencing. This could be nearly anything – a few examples are listed below:
  - The customer is cold.
  - The customer keeps forgetting things.
  - The customer’s house was broken into by thieves.
- > Decide how many “winners” there will be during each round and how they will be paid.
- > Review with “customer” the criteria options for choosing a winner.

### LEARNING OBJECTIVES

- > Innovation LO 2b, 2d

### FOUNDATIONAL VALUES

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

### MATERIALS

- > Notecards – 1 per student
- > Paper – 1 sheet per group
- > Coloring/Drawing utensils
  - You may also consider giving each student a whiteboard and dry erase marker to use during innovation activities throughout the year.

### KEY TERMS

- > Subjective Value
- > Freedom to Enter and Compete
- > Innovation
- > Value Creation
- > Creative Destruction
- > Design Thinking
- > Intellectual Property

## ACTIVITY INTRODUCTION

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- > Share with students that today they will be owning a R&D (Research and Development) firm whose job is to bring innovative new products to market.
- > Divide students into groups of 3-4.
- > Allow each group 3 minutes to name their companies.
  - This sets the foundation for ownership over their ideas and the outcomes of their work.
  - Choose someone who will pitch their product to the customer.
  - 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.
- > Ask the customer to think of their problem to share with the R&D firms.
- > Distribute innovation (drawing) materials to each group.
- > Pro tip - For the first round or two, don't prompt students to ask questions of you/the customer. Observe which students catch on to the importance of knowing the customer and reward accordingly with YE currency during the debrief when the 'ah-ha' moments occur.

## ACTIVITY DIRECTIONS

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- > Present to students that they will be designing a new product for the customer by using the FIRST letter of their LAST name. For example, if your student's name is Joe Smith, they will use the letter "S." Repeat this as students will inevitably still use the wrong letter when ideating.
- > Once they have identified their letter, share with students that they will next choose a noun or object starting with that same letter. For example, Smith begins with "S" and Joe chose "Skunk."
- > Once each student has chosen a noun, they will then ideate what kind of product/service they can create with their collective nouns to solve the problem for their customer. For example, Joe Smith chose skunk; Kathy Tooney chose tools, and Chad Corriher chose coffee. That group would ideate a product that involves skunks, tools, and coffee to meet the needs of the customer.
- > Give students 5 minutes (or change this per your discretion) to develop/innovate their product.
- > After 5 minutes, each team will have 1 minute (or longer per your discretion) to pitch their product to the rest of the market.
  - Explain that there will be no Q&A for pitches.
- > After each group has pitched, the customer will choose a winning prototype. They will need to consider not only the design but also how well it met their needs as the customer. Also, consider giving feedback about their quality of pitching. Did they make eye contact? Was the pitch engaging? Did they identify the problem and solution for the customer?
- > Continue playing additional rounds and mixing up the groups if time allows.
- > ProTip: In subsequent rounds, continue to innovate the game. Consider adapting to using the first letter of their first name instead of their last name, select (or have students choose) a different customer, etc. Be creative!

## NOTES

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## ACTIVITY DEBRIEF

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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?

### NOTES

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