

# WORLD SERIES of INNOVATION

a Featured Event of Global Entrepreneurship Week/USA

NETWORK  
FOR TEACHING  
ENTREPRENEURSHIP

Presented By **Microsoft**

GLOBAL ENTREPRENEURSHIP WEEK  
NOVEMBER 12-18, 2012

DEADLINE TO APPLY IS

**OCTOBER 26TH**

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## NFTE's World Series of Innovation

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### A featured event of Global Entrepreneurship Week

November 12-18, 2012

The Network for Teaching Entrepreneurship's World Series of Innovation, presented by Microsoft, is a fun, experiential activity that allows students to think creatively and invent new products or services that address every-day opportunities. All students are encouraged to participate to develop their creativity and innovative thinking skills – and win some amazing prizes.

Each team of at least two (2) students will select one of our many innovation challenges at their level (middle school, high school, and postsecondary) and come up with a new, unique, innovative product or service to address that market niche. Show us how the product or service will impact people's lives on a day to day basis and how you will market your great new innovation.

Schools, teachers, and host organizations can register online and receive a basic toolkit for the challenge that includes a set of activities designed to encourage creativity and innovation in preparation for the challenge. NFTE recommends using at least 90 minutes to prepare for the challenge and at least another 90 minutes for brainstorming and completing the submission process. In addition, all teams must submit a videotape of a 60-second commercial for their product or service.

Microsoft is the presenting sponsor for the 2012 World Series of Innovation. The categories for the innovation challenge in 2012 will be announced in mid-August, with further details, sample submissions, and even additional activities to support your work on the different challenge levels.

There will be two winning teams per category: One chosen by a committee of elite judges from the sponsoring organization, and one chosen by popular vote through our online voting platform.

*The winning students will receive prize packages from this year's sponsors and their sponsoring classrooms, schools or youth groups will receive grants of \$2500 from the sponsors and NFTE. If a winning student group is not affiliated with a school or non-profit youth serving organization, the \$2500 grant will be donated to a school or non-profit of their choice. When innovation challenges are announced, specific prizes will be as well.*

## Curriculum to support the World Series of Innovation

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### Entrepreneurship 11th Edition

Chapter 1: *Introduction to Entrepreneurship*

Chapter 6: *Opportunity Recognition*

### In-class Activities

- *Opportunity Recognition Game*
- *Product Innovation Activity*
- *Invention Contest Activity*
- *Lego Exercise Activity*

## Submissions

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Submissions must use the **SUBMISSION FORM** included in this toolkit. **Submissions will consist of six parts:** a description of the innovation opportunity, an explanation of the product or service, a defense of the innovative nature of the product or service, a marketing pitch for that product or service, a customer profile, and a 60-second commercial.

1. **Describe the OPPORTUNITY:** Each submission will include a paragraph on the innovation opportunity. What category is your innovation in? Is the innovation something for a for-profit business or a non-profit organization? How does it impact people's lives? Are there currently any other product or services that address this issue? If so, what are the flaws with those product or services?
2. **Explain the Product or Service:** Each submission should include a descriptive paragraph on the innovative new product or service, and on how the product or service will address the issue. What is changed with this new product or service? How is this product or service better than the current options? Will this product or service be easy to use? Can it be made available to everyone? How will it address this issue better/more efficiently/for less money than products or services currently available? How is this new product or service the way of the future?
3. **Defend your INNOVATION:** Explain to the judges what the innovative nature of your product or service is. Why is this product or service needed? How is it different from other products or services? What makes it unique? Is it fresh and innovative? Yours should be as new an idea as possible, trying to avoid duplicating products or services that already exist in the marketplace. If you base your idea on another person's idea, product, service, or image, please show exactly how it is new and different.
4. **Present the MARKETING pitch:** Each submission should include a marketing pitch of the product or services to customers, investors or donors (non-profit).
5. **WHO is the customer?:** Complete a basic profile indicating your understanding of the needs of the customer or beneficiary.
6. **A 60-second commercial:** Finally, a 60-second commercial for your product should be produced and emailed as part of your submission package. ***Please note: commercials longer than 61 seconds will disqualify the entry.***

*See Sample Submission on pages 6-8.*

## Judging

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Submissions will be reviewed by a panel of judges to determine three finalists in each category. Submissions will be evaluated based on:

- *Opportunity Recognition: 19% of score*
- *Innovative Concept and Creative Design: 19% of score*
- *Understanding of Customer Profile: 12% of score*
- *Feasibility of the Business: 12% of score*
- *Description of Product, Service or Business model: 12% of score*
- *Market Research: 18% of score*
- *Business Growth Opportunity: 6% of score*
- *Supporting Materials/Commercial: 2% of score*

## Deadline

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Submission forms and video links must be uploaded to <http://NETEinnovation2012.iStart.org> by **8pm Eastern time on Friday, October 26th**. Late or incomplete submissions will not be accepted.

Between November 5 and 16, the general public will be asked to vote online for their favorites in each category to determine the winning entries. Should your group be a finalist, your pitch video and submission forms will be available online for voters to make their decisions.

*Winners will be announced immediately following Global Entrepreneurship Week on **November 19, 2012**.*

# Sample Submission Example #1: Game Design

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**Business/Product Name:** School Power Patrol!

## 1. Describe the Opportunity

Students around the country are passionate about protecting the environment and to making the world a cleaner, safer place. These students often do not realize the simple things they can do every day, at home and at school, to improve the environment. There are many information guides and websites that provide information about what students can do to reduce energy use, reuse and recycle, reduce carbon emissions, and other activities that benefit the environment, but such guides and sites aren't attractive, engaging or interesting. Thus, many students never get the information they need to make a positive difference.

## 2. Explain the Product

School Power Patrol is a game where the player acts as the "Power Patrol Monitor" (PPM) in a school. The PPM's job is to patrol the school and fix anything that would be bad for the environment—such as turning off unneeded lights and appliances, closing doors and windows, turning off running water, and recycling bottles and cans. Unfortunately for the PPM, a group of gremlins plagues the school—and they constantly create problems by turning on lights, littering, and causing mayhem. The PPM must catch the gremlins and stop them by sending them to the Principal's office (which can only hold a few gremlins at a time), stunning them with "knowledge" for a while, or converting them into "Power Helpers" who actually help the PPM. The PPM catches the gremlins by coming into contact with them, and then using special artifacts that the PPM finds throughout the school to stop them.

Each level represents a different school, and to complete a level, the PPM must bring the carbon footprint of the school down to a target point. Each "fix" changes the carbon footprint differently (e.g., turning off a drill in the wood shop causes a big reduction, while recycling a bottle would be a small reduction). If the carbon footprint goes above a maximum point, the game is over.

The game will feature 10 different schools, each with its own characteristics and special features, and unique gremlin types. The game will have many achievements that can be awarded to players, and will keep high scores for players on the Internet so that students can compete for the best score.

The game will use simple 2-dimensional graphics, and players will use the touch screen to move and activate around the school.

Between each level, the player will be shown information and examples of how things they can do every day to help the environment.

This game will be downloadable to mobile devices, free of charge. We will have space for advertising in the game on the screens between the levels, and we expect that companies who provide educational services and conservation groups would be our main advertisers. Awareness for the game will be driven through word-of-mouth in schools.

Artwork and storyboard for the game are attached to this submission.

## Sample Submission Example #1: Game Design

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**Business/Product Name:** School Power Patrol

### 3. Defend the Innovation

This game will educate players about how they can improve the environment and it will also create a sense of responsibility to take action. The gremlins who waste and pollute are the “bad guys,” and PPM, who is taking responsibility for making things better, is the hero of the game.

In addition, the characters in the game will make it interesting and fun for the student players. Having multiple levels and achievements will keep them engaged—and the longer they play the game, the more they learn. Finally, the high score list will help create competition with students, and help get the word out about the game.

We feel that this game is a great combination of education and fun, and will raise awareness about protecting the environment in a way that is more effective than other methods.

### 4. Present the Marketing Pitch

School Power Patrol is an exciting new game where you control the environmental destiny for a school! You play the Power Patrol Monitor, and it’s your job to protect the environment by keeping the school’s carbon footprint low. But beware! Each school is crawling with power-hungry gremlins who will try to thwart your plans for a clean and safe world. Stop the gremlins, contain and conserve resources, and make the school a better place for all! Features 10 exciting levels and plenty of fun and challenging achievements!

### 5. Who is the customer?

<b>Where do our customers live?:</b>	The game will be available to anyone in the United States. Students will need to be connected to a wireless network to get the game, but the game can be played offline.
<b>How many people are potential customers?:</b>	There are approximately 64 million primary and secondary students in the US, and studies have shown that about 10% of them currently have smartphones, making the potential market about 6 million customers.
<b>What kind of person will this appeal to?:</b>	The game is for students, but will appeal to people of all ages even if they are not passionate about protecting the environment. It will appeal even more to people who are environmentally conscious!
<b>What specific behavior do they exhibit?:</b>	The game will appeal most to people who already play mobile games.
<b>What is their income range?:</b>	Smartphone owners of all income levels will be able to get the game (it’s free). Users would need to be able to support smartphone plans, which start at around \$30/month.

## Frequently Asked Questions

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- 1. My school or youth group is not participating in the World Series of Innovation yet. How can we get involved?**  
*It's easy to get involved! Just visit our website at [www.nfte.com/innovation](http://www.nfte.com/innovation) to register your team. Each team must choose someone over age 13 to act as their primary contact. Then just make sure to complete and upload your submission form, video commercial, and any accompanying documents by the deadline.*
- 2. Can more than one team from a school or a single sponsoring youth program participate in the World Series of Innovation?**  
*Yes! As many teams as want to are allowed to participate. Students must work in groups of at least two (2).*
- 3. How can we promote this to our other classmates and friends?**  
*We'll provide posters that you can put up to promote the challenge - and you can create your own posters, too!*
- 4. How much time will the World Series of Innovation take?**  
*You can spend as much time working on it as you like, but we suggest at least the equivalent of 2 classes (90 minutes) be dedicated to the toolkit activities and background research, plus 2 more classes (90 minutes) devoted to brainstorming about your innovation and the completion of the submission form. In addition, you will need to create and edit your 60-second video commercial.*
- 5. Can we enter innovations in more than one category?**  
*Yes, but remember you must fully complete each submission form and create a commercial message for each idea you submit. That will take some time and effort if done well, so make sure not to over-extend yourselves by trying to do too much!*
- 6. Can a group of friends from different schools participate in the World Series of Innovation?**  
*Sure, as long as there are at least two (2) of you on each team!*
- 7. When will the winning innovations be chosen?**  
*Submissions will be due on October 26, 2012. From all the submissions, a panel of judges will select three (3) finalists in each category. Then leading up to and during Global Entrepreneurship Week, the general public will be encouraged to vote for their favorite innovation in each category. The winners will be chosen by the number of valid, individual votes garnered from 8:00 am Eastern on November 5, 2011 to 11:59 pm on November 16, 2012. The winning submissions will be announced on November 19, 2012.*
- 8. What do we need to do to be officially registered as a participating team?**  
*You must first register at: [www.nfte.com/innovation](http://www.nfte.com/innovation), and then should submit your innovation by the deadline as directed on the submission form. You will receive a response indicating that we have received the submission.*



**9. Are there any registration fees?**

*No, there is no charge to participate in the World Series of Innovation!*

**10. What will the winning ideas receive?**

*The winning students will receive prize packages from this year's sponsors and their sponsoring classrooms, schools or youth groups will receive grants of \$2500 from the sponsors and NFTE. If a winning student group is not affiliated with a school or non-profit youth serving organization, the \$2500 grant will be donated to a school or non-profit of their choice. When the categories are announced in August, the specific prizes will also be announced.*

**11. Who is the contact person from our team?**

*Pick one team member over age 13 or a parent/teacher to be your contact person. His or her name, address, email and phone number will be used to contact your team.*

**12. How do we know if we've won?**

*Your contact person will be notified first by email and then you will receive a formal announcement in the mail.*

# Product Innovation Game

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## In-class Activity

### Lesson Plan

**Objective:** The students will be able to create and present a make-believe or real product from the items distributed. Students are encouraged to think creatively and out-of-the-box.

**Materials Needed:** Basic arts and crafts supplies. Items from around your house. Q-tips, cotton balls, pipe cleaners, glue, tape, string, plastic cups, paper plates, paperclips, etc.

**Set-up:**

- Split students into small groups and give each group a set of materials.
- All sets should be similar (differences in color are OK but supplies should be identical in size and quantity).
- Assign 20 minutes for product creation and 1 minute for each group to present.
- In groups, use your assigned materials to create a totally new product.

**Outline of the Lesson:**

**Please prepare to present your idea to the class considering the following:**

1. The name of your product
2. The features of the product
3. The benefits your product offers to customers
4. Who would be interested in this product (age, male or female, needs, interests, etc)

**Assessment/ Evaluation:**

Check for students' understanding, and the reasons for the types of products they create. Be sure to listen to students' justification for developing the product.

## Invention Contest

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### In-class Activity

#### Lesson Plan

**Objective:** Every student has the potential to invent a new product. The Invention Contest should be an ongoing class project once the Inventions chapter has been covered. The Schedule of Lessons suggests that you devote time for students to present the ideas and working models behind their inventions to the class at least once a week. You might want to structure it so that each class has one or two presentations, with students signing up, say, a week ahead of time.

The challenge and excitement generated by a class invention contest is one of the most stimulating and rewarding aspects of NFTE's entrepreneurship curriculum. Encourage students to be free and "crazy" with their ideas, while still keeping a practical end in view. Remember, products and services that are taking for granted today were once considered wildly improbably. Here's how to run the contest:

Resources describing various inventions

**Materials Needed:**

Show students several inventions and discuss them in class. Simple examples might include:

**Set-up:**

- The disposable wooden toothpick, invented in 1869 by Charles Forster, who noticed, while traveling in Brazil, that Brazilians picked their teeth with slivers of wood whittled from orange trees. Foster invented a machine to produce wooden toothpicks but couldn't sell any to local restaurants in his hometown of Boston. To market his idea, he hired fashionable and successful young men to loudly ask for disposable toothpicks in expensive Boston restaurants. Soon the embarrassed restaurant owners were calling him!
- The potato chip, invented in 1853 by George Crum, a Native American cook in a restaurant in Saratoga Springs, New York. A customer kept complaining that the French fries were too thick so Crum cut some potatoes so thin that they could not be eating with a fork. Crum eventually sold the recipe to Herman Lay, who started Lay's Potato Chips.

Other examples of famous inventions that are easy to research online include Slinkys, Silly Putty, Post-It Notes, Band-Aids, Yo-Yos, and Frisbees.

## Invention Contest

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### In-class Activity

Lesson Plan (continued)

<p><b>Outline of the Lesson:</b></p>	<p>Explain that to survive as the basis for a business, an invention must satisfy a consumer need. Have students ask themselves: “What need or problem do I have that is not met by products or services already in existence?”</p> <p>Have each student write a memo detailing ideas for his or her invention. The memo should include a name for the product or service, how it would work, and the consumer need it would fill. Students should provide a sketch of the invention at the bottom or on the back of the memo. Stress that the illustration does not have to be great artistically to be a good tool for explaining the invention.</p> <p>Students should stand, one at a time, and present and discuss their inventions.</p>
<p><b>Assessment/ Evaluation:</b></p>	<p>To determine the winner(s) of the Invention Contest, let the students judge one another, with the teacher casting the deciding vote in case of a tie. A ratio of approximately one winner for every ten students is a good rule of thumb.</p> <p>Be creative with contest awards—certificates, cash, concert tickets, etc. can all be used to stimulate competition and provide students with the incentive to do their best. Try to hold at least two of these contests during the course.</p> <p>Check for students’ understanding, and the reasons for the types of products they create. Be sure to listen to students’ justification for developing the product.</p>

## Lego® Activity

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### In-class Activity

#### Lesson Plan

**Objective:** This game can be used to help students work out the Economics of One Unit for their product.

**Materials Needed:** You will need a large quantity of Lego pieces, from a standard Lego set (no special pieces required). Adjust the unit cost list below to reflect the colors of the pieces used in your set.

**Activity:** Lego has hired your product development team to create a new toy using Lego pieces.

You have 50 minutes to complete the task.

**In groups you must do the following:**

1. Decide as a group what toy you want to make.
2. Choose one delegate to collect the Lego pieces from display.
3. Build the toy as a team.
4. Using the cost sheet, determine the cost of materials using the unit costs listed below.
5. Calculate how much time it took to build the toy to determine labour costs to produce the toy.
6. Identity a target consumer.
7. Give the toy a name.
8. Calculate the selling price.

**Unit cost per Lego piece:** Given the selling price, how much profit will Lego make on each toy sold?

Color	Cost
Red	\$.15
Blue	\$.15
Black	\$.09
Yellow	\$.06
White	\$.09
Orange	\$.03
Light green	\$.02
Grey	\$.06
Light blue	\$.05

# Lego<sup>®</sup> Activity

## Worksheet

Name of Toy: \_\_\_\_\_

Selling Price: \$ \_\_\_\_\_ (A)

Material Expense:	Color	Quantity	Total Cost
	Red	_____	\$ _____
	Blue	_____	\$ _____
	Black	_____	\$ _____
	Yellow	_____	\$ _____
	White	_____	\$ _____
	Orange	_____	\$ _____
	Light green	_____	\$ _____
	Grey	_____	\$ _____
	Light blue	_____	\$ _____

Total Cost of Materials: \$ \_\_\_\_\_ (B)

Labor Expense: Time production commenced: \_\_\_\_\_  
 Time production completed: \_\_\_\_\_  
 Total time taken to produce: \_\_\_\_\_ (in hours)  
 Wage rate per hour: \$ \_\_\_\_\_  
 Total number of staff: \_\_\_\_\_  
 Total cost of labor (staff x rate/hr x total time):\$ \_\_\_\_\_ (C)

Total Expense: \_\_\_\_\_ (D)  
 (B+C)

Total Profit: \_\_\_\_\_  
 (A-D)

## Opportunity Recognition

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### In-class Activity

#### Lesson Plan

<b>Objective:</b>	Students will learn the how to differentiate sources of opportunity with real world examples.
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• Print out Opportunity Recognition game board.</li> <li>• Cut out different business opportunities that represent the 5 sources of opportunity and place them in an envelope or bag (<i>opaque</i>).</li> <li>• Put 5 cut outs into each bag (<i>1 sheet per bag</i>).</li> <li>• Stop watch</li> </ul>
<b>Set-up:</b>	Divide the class into groups of 3-5 students. Give each group a Board and a bag. Students should not open bag until instructed to do so.
<b>Outline of the Lesson:</b>	<p>In their groups students will get 1 minute to post the cut outs on the correct opportunity box. The first group to say "NFTE" and that has the most number of correct answers wins.</p> <p><b>NOTE:</b> students may be able to rationalize the answer. If the students show sound reasoning, allow the point. If there is a tie, go into lightning round, and have students identify the business or businesses that correspond to each opportunity.</p> <p>The team with the most correct answers wins.</p>
<b>Assessment/ Evaluation:</b>	<p>Check for student understanding and close the learning with their own examples of each source of opportunity.</p> <p><b>Learning Extension:</b> <i>Have students work in small groups and brainstorm opportunities and business ideas that they can do as students.</i></p>

## Opportunity Recognition Board Game

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### ANSWER KEY

<b>New Discoveries:</b>	Wireless Internet <i>(Is replacing wired connections)</i>
<b>Change/Trend:</b>	Eco-friendly business practices <i>(Are becoming widespread as customer demand increases)</i>
<b>Problem:</b>	Traffic congestion <i>(Continues to worsen as population grows)</i>
<b>Existing Product and Services:</b>	iPod <i>(Improved design and functionality of portable music players)</i>
<b>Unique Knowledge:</b>	Facebook <i>(Required access to college student body to create)</i>



## Opportunity Recognition Board Game

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**PROBLEM**

**EXISTING PRODUCTS  
AND SERVICES**

**CHANGE**

**UNIQUE KNOWLEDGE**

**NEW DISCOVERIES**

**WORLD SERIES** of  
**INNOVATION** NETWORK  
FOR TEACHING  
ENTREPRENEURSHIP

Presented By **Microsoft**

# Opportunity Recognition Board Game

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## Cut-outs



**WIRELESS INTERNET**



**ECO-FRIENDLY  
BUSINESS PRACTICES**



**IPOD**



**TRAFFIC**



**FACEBOOK**

**WORLD SERIES of  
INNOVATION** NETWORK  
FOR TEACHING  
ENTREPRENEURSHIP