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| **UNIT: Career Ready Practices** | | | **LESSON: Demonstrate creativity and innovation.** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| **Develop ways to make an existing product better.**  **Understand the process of innovation** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| Demonstrate creativity and innovation. | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 3 minutes | Get Started/Engage | | | Lead In – What does it mean to be Innovative?  Explain why you feel this statement is true: In engineering and technology companies, innovation is considered the most important component of a company’s success and a top priority. | | | |
| 15 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Review the Lead In question with the class.  Give a definition of innovation and discuss the importance of being innovating to a company.  Innovation: the process of discovery.  Use the example of Ephesus Lighting hiring interns and employees based on their ability to innovate. Interns innovated and developed the idea to “sell light time”.  Present information on the 4 Stage of Innovation:  Idea Finding – The process of using observation, experiences and research for inspiration.  Idea Shaping – Organize, simplify and clarify data.  Idea Playing – Considering the problem statement from several different perspectives (age, gender, culture, ect…)  Idea Refining – Developing a concrete representations of potential solutions.  Students should take notes.  Use an example with the class to help them understand. “A bicycle seat”.  Check for understanding (thumbs up/thumbs down). React. | | | |
| 30 minutes | Practice: Provide opportunities to practice independently or in groups | | | Divide students into teams (pairs) and give them a project to innovate an item using the 4 Stage of Innovation we just learned.  Students will use the provided worksheet to document their progress and build, draw, ect… their innovation | | | |
| 30 minutes | Check for Understanding: Monitor what is being learned | | | Each team will present their idea to the class. | | | |
|  | Close: Summarize, check, and answer questions | | | Wrap-Up question: Describe how you felt doing this project. Did you find it difficult? Why? Was it easy for you? Why | | | |
|  | Support, Modifications, and Extensions | | |  | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| Computers, supplies to create the innovation. | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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