



Three Minutes to Change the World



LESSON LEVEL

Grades 6-12

KEY TOPICS

- Identifying Needs
- Social Entrepreneurs
- Taking Initiative

EPISODE SYNOPSIS

Follow the four semi-finalists of the Staples Ashoka Youth Social Entrepreneur Competition. Sharing their lives, passions, joys, and hardships, these semi-finalists present their business ideas to some of the world's most influential technology leaders in just 180 seconds.

ENTREPRENEURS

- Eden – SunSaluter
- Vineet – Anjna Patient Education
- Karthik – Socialblood.org
- Vivek – Damascus Fortune

LEARNING OBJECTIVES

1. Match passions with problems in your community.
2. Utilize ordinary household items in creative ways to solve everyday problems.
3. Turn an idea into action to create sustainable change.
4. Learn how to tell a great story to promote a project.

CONTENTS

- Lesson Prep & Materials
- Lesson Plans & Info Sheets for Day One, Day Two, Day Three, & Day Four
- *Biz Terms* Vocabulary



LESSON PREP & MATERIALS

Getting Started

Familiarize yourself with the special ahead of time. It will serve as a springboard for student learning, discussions, vocabulary exploration, and hands-on activities.

Check to be sure needed equipment is available and operational.

Prior to the sessions, gather listed materials, and make an appropriate number of copies of the “Biz Terms” Sheet, and the Info Sheets. Have fun!

Equipment & Materials Needed

Day One

- TV or projection system
- DVD player
- DVD of the program
- Chalkboard and chalk OR dry-erase board and dry-erase markers
OR large chart paper and a set of colored markers

Day Two

- Paper
- Glue, string, or tape
- Choose five household items in a large enough quantity for entire class (feel free to alter based on available materials). Suggestions include: tennis balls, playing cards, cups, buttons, straws, rubber gloves, sponges, chopsticks, and clothes pins.

Day Three

- Info Sheets #1, #2, #3, and #4.
- Paper and pens for students
- List of problems/issues generated from Day One

Day Four

- Paper and pens for students
- Timer or clock



DAY ONE ACTIVITY

Introduction

Through this **Biz Kid\$** special presentation, which is brought to you by the Lemelson Foundation, you are going to meet some changemakers. Suggest to the students that they pay attention to how they match problems they see in the world with something they are passionate about. How did the changemakers link the two? You may also want to discuss the preview questions.

Watch the Special

Biz Kid\$ – Three Minutes to Change the World

Paper Race Activity

Divide the group up into two teams. Line each team up four feet in front of the chalkboard (or you can tape flip chart paper to the wall). Hand the first person in each line a piece of chalk (or a marker if using flip chart).

Explain to each team that they have three minutes to list as many problems or challenges in the world as they can. For example; gang violence might be something you would write on your list. Each person can only write one problem per turn. Then they pass the piece of chalk to the person behind them and proceed to the back of the line. You cannot repeat something someone on your team has already written, although opposing teams may have the same ideas. Students proceed through the line writing ideas until time is up. The goal is to have the most challenges or problems on your list. Ready. Set. Go. After 3 minutes have passed, declare a winner.

Preview Questions

- What issues do you see in your communities that affect you and your friends personally?
- Have you ever recognized a need and come up with a creative solution?

Issue Sharing Activity

Have all students return to their seats. Ask four or five students to share one issue they listed. Ask them to elaborate on why they chose that issue. How is it relevant to their lives? If needed, ask them to break the issue down to something more manageable (for example: Poverty could be broken down into homelessness, hunger, lack of jobs, increased housing costs, mental health issues, etc.). Save the results for Day Three.

Conclusion

Explain to students that this list will be used for activities on Day Three. Students should begin thinking about ways they can combat these issues and challenges. How can students use a passion they have to solve a challenge on this list?



DAY TWO ACTIVITY

Introduction

The **Biz Kid\$** special *Three Minutes to Change the World* is all about young people doing powerful things to change the world. It's also about finding creative solutions to the world's problems and doing something innovative to solve them.

In the special, you met the four finalists in the Staples Youth Social Entrepreneur Competition. Vineet, Eden, Karthik, and Vivek used innovation, creativity, and their passions to change the world.

Invention & Creation

Using up to five common household items, students will invent a new product that will make daily life easier, more fun, or more efficient. Group students into teams of two or three. Give each group materials (choose five household items from the list). Give each team 30 minutes to create and invent. Circulate around the room while students are working, answering questions as they arise.

Sharing

Students may wish to present their inventions to the entire group. Ask those volunteering to explain the purpose/function of their product or service and why they think it would make life easier, more fun, or more efficient.

Resources

There are lots of great resources available to help young people get started inventing solutions and creating devices. Be sure to check out and share these resources with your students.

- ***The Lemelson Center's Spark Lab***
<http://sparklab.si.edu/spark-experiments.html>
- ***The Smithsonian's Invention Central***
http://www.epals.com/projects/info.aspx?divid=smithsonian_invention
- ***Intel-Experiencing Engineering through Design***
<http://educate.intel.com/en/DesignDiscovery/Curriculum/>



DAY THREE ACTIVITY

Introduction

All across the world, young people are creating projects that are changing their communities; everything from recycling programs in their schools, to mentoring programs for younger youth in the community, to dance programs. Please read the following aloud to your students.

Take Griffin for example. Griffin suffers from muscular dystrophy and relies on a wheelchair to get around. During his freshmen year, Griffin quickly discovered that he had too many books to carry on his lap and was forced to attach a book-bag to the back of his chair. This reduced his independence because he needed the help of classmates to access his books. To address this problem and increase the independence of the 200 million wheelchair users worldwide, Griffin and his teammates designed a device that allows wheelchair users to comfortably access items stored behind their chairs. By pulling a string, a piece of plastic attached to the back of the wheelchair swings forward, bringing the backpack with it. Griffin's story demonstrates how one small idea can make a huge difference for many people.

Meet Richa. In high school, Richa spent a summer in India, where it is often very hot during long summer days. She was upset to see that many people there cannot afford a well-lit or air-conditioned home. Upon returning to her home in Maryland, Richa noticed that families within her own community were struggling with similar issues. With the help of her friends, Richa created an environmental service organization called Live Green, Learn Green which provides care packages full of energy efficient products for low-income families. Initially, Richa brainstormed ideas on how the team could help families become 'greener' in simple and affordable ways. However, before her project could launch, she

needed to recruit more volunteers and collect enough money. Luckily, she knew that students at her school needed service hours to graduate. Taking advantage of this requirement, Richa was able to recruit volunteers to babysit and tutor kids in the community. The volunteers gave the money they earned from these services to Live Green, Learn Green in return for service hours. With the money Richa received, she was able to purchase everything from energy smart light bulbs to window insulation kits.

Ask Your Students

- How would our community be different if everyone was a changemaker and worked to make a difference?
- What are some ways you can create change in your community?



DAY THREE *(continued)*

Activity

Display the list of problems/issues that students generated on Day One. Hand out Info Sheets #1, #2, and #3.

Solution Development Come up with ways you could solve or alleviate one of the problems you discussed on Day One. You can do this by matching a passion you have (something you love to do) with a problem you see. Think about the inventions you came up with on Day Two and the four finalists in the video. How can you create or invent something to solve a problem in the world? Remember, the one thing all the finalists had in common, was that they matched a passion they have with a problem they saw in the world. Have students complete Info Sheet #3.

Ask the students to think about the following questions.

- How can you mobilize people to get excited about the issue or cause?
- How can you do something that is “direct service” related? (Direct service means providing a service directly to a person, such as serving food at a shelter.)
- What sorts of products or services could you provide?
- How could you raise money?
- How could you advocate for the issue? How could you educate people about your issue?

For students that are stuck on an issue or idea, use Info Sheet #1 to get the conversation started.

Sharing

Ask a few students to share their ideas with the entire group.

Ideas into Action

Working in groups of two or three, have students decide on one idea they would like to implement. Have students think through HOW they are going to implement the project. Ask them: what steps do you need to take to put your idea into action? Who do you need to get excited about your idea? And why are you excited about it? Remember if you are passionate about it, others will be too. Passion and excitement are contagious. Hand out Info Sheet #4 and give students time to think through details of the project. Please note that starting a project is an ever evolving process. Students are not expected to have all the answers. A lot will be figured out as they get going.

Conclusion

Thank students for their hard work. Remind students that changing the world takes time and is hard work! There are young people all over the world creating lasting change in their communities.



INFO SHEET #1

Bullying*

- In a poll, it was discovered that 77% of students have admitted to having been bullied at some point in their lives. How can you start empathy and end bullying at your school or in your community?
- Cyber bullying is on the rise in the United States. That means bullying or harassment over the internet, through text messages, or Facebook. How could you educate your peers or younger classmates about cyber bullying? What could you do to create awareness about cyber bullying? How could you get kids to start spreading nice comments to others over the internet (especially those who need it the most)?
- Bullying sometimes stems from students who need an outlet for their frustrations. How can you create a project that allows kids to let off some steam or let out some emotion while having fun and being supported by their peers?
- Bullying affects more than just the victim. It affects the bully and the broader community. How can you work with bullies to build a stronger community in the future?

Education*

- Only 19% of 8th graders in the United States claim they read for fun. It has been proven that reading for fun can help to improve your grades, make you more creative, and improve your vocabulary. How can you make reading fun for younger students in your community?
- In high school, learning is not always seen as cool, but it has so many positive effects that help create bright futures. Through the right games and activities, learning can be fun, encouraging more students to participate. Can you create a game show, activity or club that inspires kids to learn in a fun way?
- Students growing up in disadvantaged communities face a lot of challenges as they try to graduate from middle and high school. How can you help support disadvantaged students in your city or community to overcome these challenges and make it to college?

Homelessness*

- It is estimated that last year 1.6 million people spent at least one night in a homeless shelter in the United States. In fact, 500,000 of those people are students just like you.
- As people rotate in and out of homeless shelters, how do you make sure that the shelters have enough toiletries and clean clothes? In the winter, clients come in from the cold to take a shower and get cleaned up. However, shelters often run out of soap, shampoo, and other items that are part of their hygiene kits. After their showers, clients may not have clean socks, underwear, or clothes to put on.
- One of the greatest challenges homeless individuals face is the perception that others have of them. How can you raise awareness about the experience of homeless individuals to help change the public perception of homelessness in your community?



INFO SHEET #2

Stray and Abused Animals*

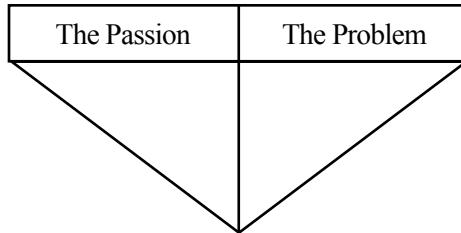
- Every year five to seven million animals enter animal shelters nationwide. Each of the animals deserves to have a soft, dry place to sleep. The beds most animal shelters use eventually get worn out and broken. What could you do to have individuals donate new dog beds to your local shelter? Or how could you raise the money to purchase new beds?
- Dogs and cats provide love and companionship for their owners. They can be a loyal friend to a senior citizen, teach a youngster about responsibility, or be a silent listener to a person who is stressed out. How can you motivate people in your area to adopt animals from a shelter?
- Pets often survive tough situations, but they need proper care from their owners to stay healthy. Many people don't realize how the right medication, quality food, and frequent exercise can help a pet stay healthy. How can you educate the community on proper care so both the pets and owners can feel good?

Water and the Environment*

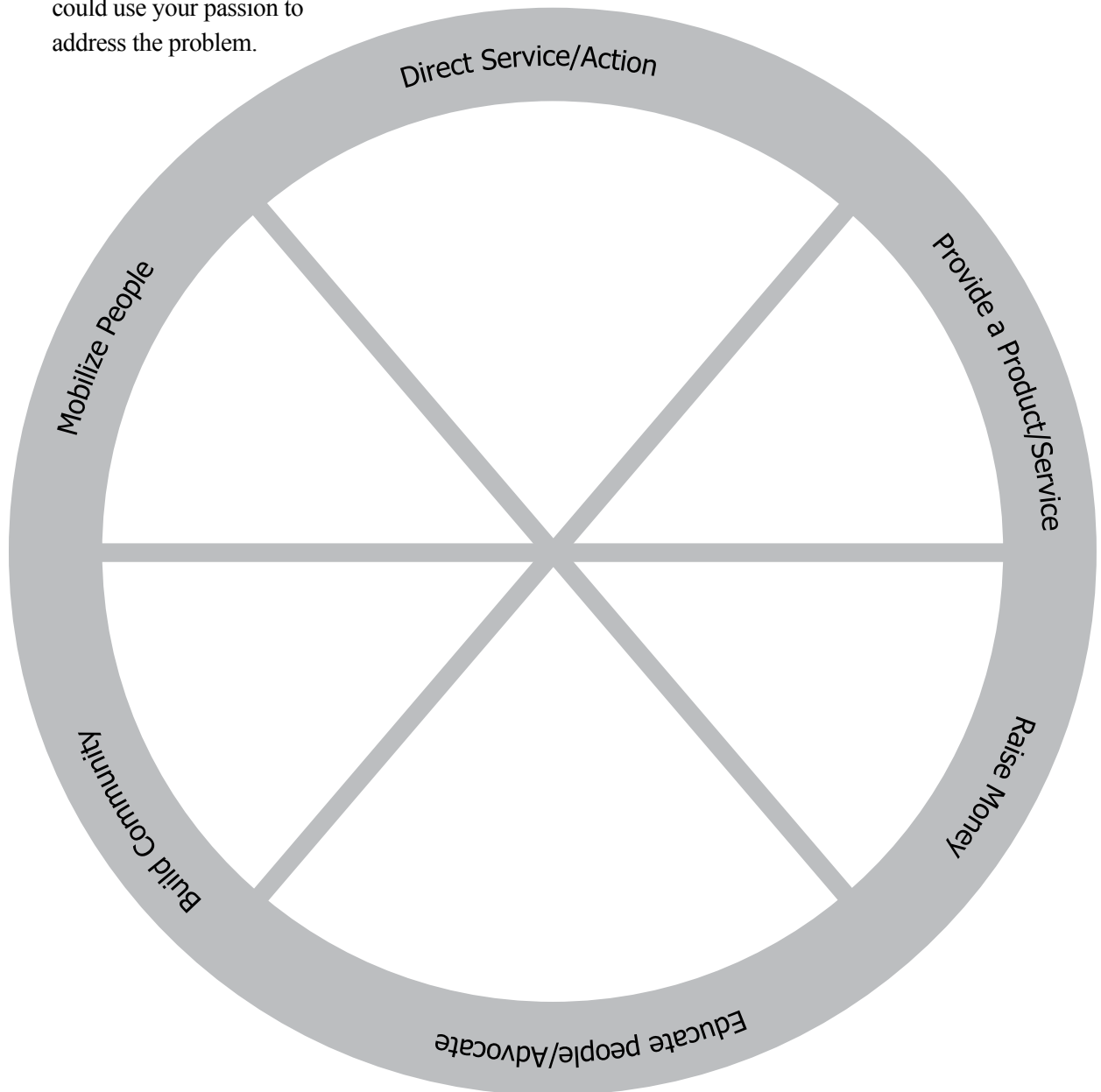
- We use enough plastic water bottles in a year to circle the earth 10 times. How do you get your school or community to switch to reusable water bottles?
- How can you get your school to more actively recycle?
- A child dies in the world every eight seconds from not having clean, safe drinking water. What could we do to change this reality for one community somewhere in the world?
- One way for people to understand the importance of Mother Nature is to get outside and enjoy a picnic in the park, a hike in the woods, or a garden in their own backyard. How can you motivate and mobilize people in your community to enjoy the finer things that Mother Nature has to offer by promoting outdoor activities?



INFO SHEET #3



Brainstorm different ways you could use your passion to address the problem.





INFO SHEET #4

Project Team Name: _____

- What is the issue or problem you want to change?

- What is your project idea?

- What do you plan on accomplishing? How will you know you have been successful?

- How are you going to make money to start your project? List all the fundraising plans you have for your project. Be sure to include how much you hope to make from each fundraiser!

- How are you going to tell people about your project?

- How are you going to recruit new members? How will you keep team members and volunteers interested?



DAY FOUR ACTIVITY

Introduction

A major part of being a great changemaker is being able to tell your story. Explaining what you are doing and why you are doing it is very important. Think back to the program — all four of the finalists had to work hard to explain what they were doing, why it was important, and why others should care, too. Who was the most compelling? What did they do to make you believe in what they were doing?

Using the ideas you generated on Day Three, you are going to learn how to turn them into stories to get others interested in your ideas. Being able to articulate your idea is the first step in creating change!

There are four main things to think about when telling someone about your idea.

1. **Keep it short** – A person’s attention span is only eight seconds! Be sure to give just enough information so that after only hearing a sentence or two someone knows what you do and what you need!
2. **Have a hook** – The goal is in the first 15 seconds to have whoever you are talking with want to hear the next 45-60 seconds. How are you going to hook them?
3. **Don’t overwhelm with technical terminology** – People get bored and confused! Keep it simple and fun. The less technical jargon, the better.
4. **Practice** – As the old saying goes, “practice makes perfect.” The more you practice giving your pitch, the more comfortable you will become. It gets easier each and every time. Plus, it makes you more confident!
5. **Listen** – Remember, it can be just as important to listen as it is to talk.

Activity – Sticky Message

Have students write down the three to four most important things for people to know about their project or idea. We call these the “sticky messages.” These are the things that they need to make sure to articulate in every conversation about their idea. It is the information that they want people to remember when they walk away.

Practice

Arrange students into pairs. One partner (Presenter) has 60 seconds to explain his/her project. The goal is to get all of their “sticky messages” into the pitch. (Teacher should be time keeper and call time at 60 seconds. If possible give a 10-second warning). Meanwhile the second partner (Listener) is actively listening. After the 60 seconds, the Listener articulates what they feel were the three to four most important pieces from the Presenter’s pitch. What did they think were the “sticky messages” of the pitch? Give students one to two minutes to discuss their findings. Then switch roles. If time permits, match students up with new partners and repeat so they can improve their pitches.



DAY FOUR *(continued)*

Quick Pitch

If possible, line desks or chairs up so they are in two equal lines facing each other (Line A and Line B). Have students find a chair. If you cannot move the desks, then have the students stand, facing each other. Either way, they should now be facing a partner. The students in Line A have 60 seconds to pitch their idea to their partner. Repeat with Line B. Line A then shifts one seat to the right. The person at the end moves to the first seat. Again, Line A gets 60 seconds to pitch their idea to their new partner. Line B repeats. Complete this for six cycles until each student has been given five to six attempts to pitch their idea to a new partner.

Reflection

Students return to their original seats. In a large group discussion, reflect on the process of both giving a pitch and listening to a pitch. Possible reflection questions could include:

- What was the hardest part about pitching your idea?
- You just listened to nearly 10 other students. Whose idea stood out to you? Whose do you remember right now? Why?
- Who was the most compelling in pitching their idea? Why? What did they do to hook you?
- How many of you were able to get all of your “sticky messages” into your pitch? What helped you accomplish that?
- If I were to give you \$1,000 to give to another classmate of yours, who would you give it to? Why? You can’t give it to yourself!
- Did anyone have an idea similar to yours? (Remind students that often times it is through pitches and sharing your ideas that collaboration and partnership grows!)



BIZ TERMS

Biz Terms

- Carbon dioxide
- Carbon monoxide
- Changemaker
- Community
- Elevator pitch
- Empathy
- Green technology
- Innovation/innovator
- Mitigate
- Multinational
- Non-profit organization
- Social change
- Social entrepreneur
- Solar panel
- To replicate
- To scale
- Venture

Suggestions for using Biz Terms include:

1. Have students research and write dictionary definitions.
2. Discuss the use of these terms in the **Biz Kid\$** special.
3. Have students construct sentences using the terms.
4. Have students write paragraphs, stories, dialogs, 'raps,' or lyrics.



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