

KID_Preneurship 2020-1-LV01-KA201-077505



ACTIVITY NAME	Will this product sell or not?
OUTPUT NUMBER	IO2
PARTNER	“Values, Virtues, Integrity” Foundation
ACTIVITY & CLASS	CURIOSITY Classes: 8-10 years
DURATION	Once for one hour or repeatedly for 10-20 minutes
OBJECTIVES	Main: To stimulate curiosity Other: To sharpen observance and critical thinking To help develop communication and argumentation skills To enhance reasoning, analytical and marketing skills To help understand casual relationships To develop abilities to prevent future failure and to plan for future success
MATERIALS	New products/services on the market that will become an object of scrutiny Computer with Internet connection and an overhead projector
LEARNING ACTIVITY METHOD	The activity relies on provoking a discussion among the participants about the fate of the product or service in question. The teacher (or the pupils) finds real, everyday examples of innovation from around the world or local sources and briefly present them to the class. These can include examples of new products designed for the market. Some of the best discussion stems from “bad examples” – i.e., consumer products that the student or teacher believes may not succeed. After introducing the item, the pupil/teacher passes the item around the room and the participants in the process explains why they believe it will succeed or fail.

	<p>The items may be purchased at a store, or pupils may bring in news about new product releases. Objects for scrutiny could be simple merchandise like a school backpack or sophisticated appliances like smartphones. Or the teacher/pupil(s) may do a presentation about a product/service on the Internet or show a catalog, advertisement or other information material for an item for sale. It is preferable for the object to be examined to be tangible so that it can pass through the hands of everyone and each participant expresses an opinion and makes a prediction.</p> <p>At the end of the process, a kind of voting can be done to illustrate the opinions of the participants. If more subjects are considered within the class, they can be divided into two piles - successful and unsuccessful, depending on the expressed opinions and conclusions.</p> <p>The process can be repeated several times with new products, as long as there is interest and children gain the confidence of marketing experts.</p>
<p>VISUALS</p> <p>Images/videoclip</p>	<p>Similar proces in 55-th "Prtko Karavelov" School in Sofia, Bulgaria (April, 2019)</p>  <p>Source: VVIF photo archive of accomplished projects</p>
<p>TEACHER PREPARATION</p>	<p>The teacher first has to decide whether the activity will be done once or repeatedly. Each option has its strengths and weaknesses.</p> <p>The one-time implementation of the process allows many products and services to be considered within the allotted time. In this case, the teacher must provide the items for examination. The teacher can procure some of them and s/he can also give the pupils the task of</p>

	<p>bringing similar products from home or looking online for a new or innovative service to present to the class. A variety of goods is recommended to get children used to analyzing different items, regardless of their shape and composition.</p> <p>Repeated implementation of the process in smaller time intervals gives children the opportunity to get used to the activity and look forward to it. In this case, the teacher must consider how much time of the class s/he wants to spend on this activity and how many times (and in which classes) to repeat. The teacher can give individual and/or group tasks to specific children to prepare the next edition of "Sellable or not?" until all pupils in the class take their turns. Of course, the teacher must be prepared with a backup option, in case the children do not bring the necessary materials for the process.</p>
<p>TEACHER'S EVALUATION</p>	<p>The most important thing in this activity is the participation of everyone. The item(s) must pass through everyone's hands. Each participant must do observation, reasoning, and justification about whether the product/service will be successful or not.</p> <p>The more arguments that are made (even contradictory ones), the better. To provoke this type of response, the teacher can use the following questions:</p> <ul style="list-style-type: none"> - What do you see? - What is the purpose of this subject/appliance? - Would you personally buy it and why? - How many days would you work to acquire this item? - How is this product/service useful? - Why do you think people will not prefer this product/service? - What is fundamentally new in this product? - How is it different from the others? - What does it lack to attract you? - What would you further improve in it? - How would you persuade your parents to buy it for you? <p>Depending on the intensity of the discussion and the quantity and quality of the arguments presented, the teacher can judge the success of the activity.</p> <p>Finally, as a surprise and/or if appropriate, the teacher may give as a gift the subject under discussion to the student who gave the most original, persuasive, or comprehensive answer.</p>