Be The CHANGE MAKER!

- Teams are to design, plan & carry out a project to make a positive change in our community.

- This is a *'Think Global, Act Local'* initiative (SDG's).

THE
DRAGON'S DEN

Term One Context

Dragon's Den

DRAGONS' DEN

Yr 9 'The Social Dilemma'
Development of a responsive 'Dragon's Den' Outcome
Term 1 Subject Integration: (English, Science, Global Studies & Maths + PEH)

- We are exploring data collection by using random sampling methods and drawing appropriate graphs. (Mathematics)
- We are exploring the ethical, social, and economic aspects of business and entreupreneurship. (Global Studies)
- We are exploring how texts demonstrate an understanding of purpose and audience through deliberate choice of content, language, and text form. (English)
- We are exploring interactions of matter & energy (physics) to understand a range of contemporary solutions to issues and challenges. (Science) (Applications of physics - GATE Sci Fair)
- We are exploring different aspects of well-being & Hauora to inform our Dragon's Den 'area of concern'. (Health & PE)

REFLECT
- We are reflecting on how language is structured to convey meaning and emotion. (English)

WHAIWHAKAARO
- We are reflecting on how events of the past impact and shape our future. (Global studies)

FOCUS
- We are focusing on technological solutions to issues & challenges through physics. (Science)
- We are focusing on making & justifying an opinion with clarity & conciseness. (English)
- We are focusing on different impacts social media exerts on well-being. (Health & PE)

PLAN & DO
- We are critically investigating the ethics and sustainability impact features of a product (Global Studies)
- We are writing in response to a specific purpose and audience. (English)
- We are designing a Science Fair proposal to respond to an opportunity or area of concern involving physics principles of motion, heat, light, or force. (Science)
- We are presenting our 'Dragon's Den' solution to a panel of Ngahere teachers. (Cross-Curricluar)

"How might we utilise market research & social media so that we formulate an effective Dragon's Den outcome?"

Ngahere's Dragon's Den

Integrity = Pono

"I am a reliable & involved community member…"

Active Citizenship eBadge
Level 2

"I am a reliable, positive & contributing community member…"

Active Citizenship eBadge
Level 3

Active Citizenship eBadge

Encouraging Ngahere students to be their 'best selves' as reliable, positive & involved citizens.

Individually, as a pair or small group, develop a **Dragon's Den Project** initiative to positively engage with, and contribute to our local community.

Your Holistic Report:

Stage One: Great Learner Graduate Profile

Self Reflection Paragraph

Student Engagement Indicators

4 Cornerstone Involvement

Target 'Level 2' or 'Level 3' **PONO: Active Citizen** descriptors on your evidence website...

Live Holistic eReport for **Your Name, 9F2**

Mission Heights JUNIOR COLLEGE

13th October, 2020

⬇ Download PDF version

MHJC Graduate Profile – A GREAT Learner

Jessica is gathering evidence to demonstrate proficiency in Stage 1 of the MHJC Graduate profile:

Pono / Integrity
- ✔ S1 - I am a trusted and reliable member of my community
- ✔ S1 - I understand how choices impact my Hauora/Wellbeing
- ✔ S1 - I understand my rights and responsibilities when online

Ako / Learning to Learn
- ✔ S1 - I use digital tools to access and organise information efficiently
- ✔ S1 - I have been guided to use a range of processing strategies
- ✔ S1 - I use feedback to identify my next learning steps
- ✔ S1 - I understand factors that help to develop a healthy brain

Awhinatanga / Compassion
- ✔ S1 - I use positive self-talk as I strive to achieve my goals
- ✔ S1 - I understand the importance of Te Reo, Ti Kanga Māori and the Māori world view
- ✔ S1 - I understand that honesty & trust are necessary for positive relationships and partnerships
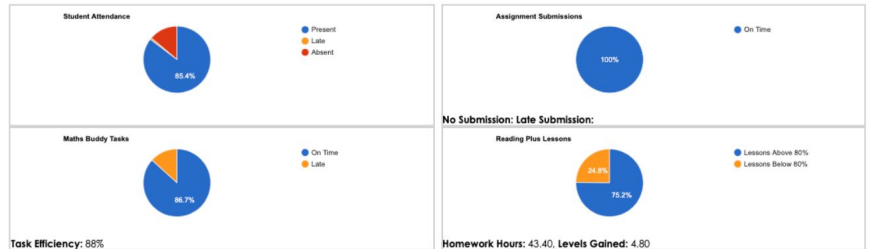
Wānanga / Life Long Learner
- ✔ S1 - I have competent oral, written and non-verbal communications skills
- ✔ S1 - I know what I am learning and why
- ✔ S1 - I use learning intentions and success criteria so I am clear about what is being learnt
- ✔ S1 - I can identify when aspects of GREAT Ako have been used to support my learning

Jessica's Unedited Self Reflection

A SMART goal I set for myself this year is for me to always do my work on time. One of the goals that my parents set for me this year was to always get graded above's and beyond's on my assessments, because they believe that I can be a high achiever. I have done most of my assessments and book work on time. I have only got a few assessments overdue. My next goal is to get all my work and assessments done on time, not even a few overdue.

Student Engagement

Student Attendance — Present, Late, Absent — 85.4%

Assignment Submissions — On Time — 100%

No Submission: Late Submission:

Maths Buddy Tasks — On Time, Late — 86.7%

Reading Plus Lessons — Lessons Above 80%, Lessons Below 80% — 24.8% / 75.2%

Task Efficiency: 88%

Homework Hours: 43.40, **Levels Gained:** 4.80

Cornerstones

Cornerstone Area	Participation	Champion
Academic	3	0
Cultural	2	0
Leadership	0	0
Sports	0	0

Core Curriculum Areas

Western Heights team takes Dragon's Den win

Rotorua Daily Post

5 Jul, 2017 05:16 PM • 3 mins to read

🔖 Save   ➤ Share

NOW PLAYING • **Western Heights High School wins Dragon's Den**

Western Heights High School wins Dragon's Den

A Maori board game created to encourage the use of te reo in communities was the winning pitch at this year's Lion Foundation Young Enterprise Scheme (YES) Dragons' Den.

Twenty teams brought their innovative ideas and business pitches to Tuesday's Dragons Den - with the title going to Western Heights High School.

More than 85 students from six Central North Island high schools gathered at Toi Ohomai's Mokoia campus to pitch their innovative business ideas to five "dragons" and compete for $1000 in seed funding.

The Dragons' Den is the second event for YES teams as they put their best business foot forward and pitched their products to five industry experts.

Read the full article...

[Western Heights team takes Dragon's Den win](#)

A cross-curricular learning experience which gets your students working in teams to design, plan and carry out a project to make a positive change in their local community. Students will begin by thinking globally and looking at the United Nations Sustainable Development Goals (SDG), designed to alleviate some of the world's biggest problems by 2030. Students will then act locally to solve a problem in their local community which links to one of the Global Goals.

Year 7-10

6-12 Weeks

Social Sciences
Mathematics and Statistics
English

Free to NZ school teachers

Led by teachers Training Available

Request this resource

Student Learning

Through Be the Change Maker, students will:

- Use design thinking to identify a problem in their local community
- Brainstorm a solution to the problem
- Go out into the community and collaborate with others to implement this solution

Curriculum links

Be the Change Maker is great way to integrate cross-curricular learning while developing transferable 21c skills. The programme covers learning in Social Sciences, English, Mathematics and any other learning area depending on the nature of the chosen community project.

Be the Change Maker

Read the full article...

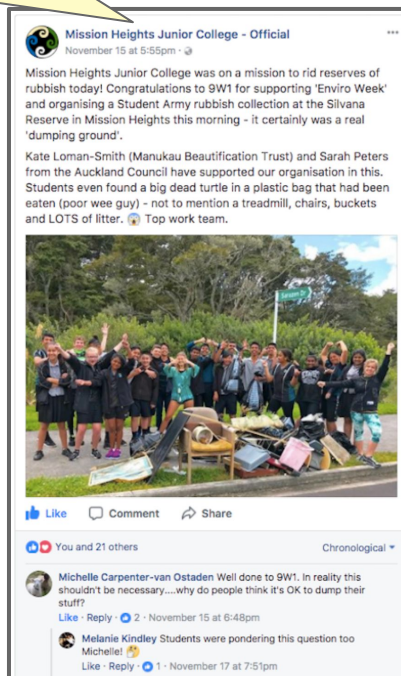https://youngenterprise.org.nz/resources/be-the-change-maker

Example 'A': Dragon's Den Project

2. FOCUS: They contacted the Auckland Council to help plan and resource (bags/gloves) a community '**Clean-up**' at Silvana Reserve.

"We're really passionate about this!"

3. PLAN & DO: The students planned a '**Student Volunteer Army**' social action to encourage peers to be active and involved members of the community too!

4. REFLECT: Self + Peer evaluation. Amanda and Tanner reflected upon their achievements and next steps. They raised awareness by providing content for MHJC's social media platforms & signalled the need for a second community action.

1. EXPLORE: Amanda and Tanner were passionate about caring for the environment. They *explored* various needs within our community and were most disappointed with the occurrence of rubbish dumping.

Does this give you ideas for your own **Dragon's Den Project**?

Mission Heights Junior College - Official
November 15 at 5:55pm ·

Mission Heights Junior College was on a mission to rid reserves of rubbish today! Congratulations to 9W1 for supporting 'Enviro Week' and organising a Student Army rubbish collection at the Silvana Reserve in Mission Heights this morning - it certainly was a real 'dumping ground'.

Kate Loman-Smith (Manukau Beautification Trust) and Sarah Peters from the Auckland Council have supported our organisation in this. Students even found a big dead turtle in a plastic bag that had been eaten (poor wee guy) - not to mention a treadmill, chairs, buckets and LOTS of litter. 😊 Top work team.

👍 Like   💬 Comment   ➤ Share

👍😍 You and 21 others   Chronological ▾

Michelle Carpenter-van Ostaden Well done to 9W1. In reality this shouldn't be necessary.....why do people think it's OK to dump their stuff?
Like · Reply · 2 · November 15 at 6:48pm

Melanie Kindley Students were pondering this question too Michelle! 😊
Like · Reply · 1 · November 17 at 7:51pm

Example 'B': Dragon's Den Project

2. FOCUS: They contacted Maia's grandparents and listened to stories about traditional 'cures' that she made using native plants. They thought this was really interesting and made this the **focus** of their **Science Fair**.

3. PLAN & DO: The students planned their scientific inquiry. They made and tested their balms, then entered their exhibit into the NIWA Science Fair competition.

4. REFLECT: Self + Peer evaluation. The students reflected upon their first place certificate in the *Social Science* division and planned their next steps. They decided they would continue to build upon their new knowledge by testing a different plant for their Yr 10 Science Fair.

"We're really passionate about this!"

Passion Projects can explore an aspect of your culture!

1. EXPLORE: Maia, Keargn & Brooklyn were passionate about their culture. They **explored** opportunities to strengthen the *Maori World View* in science.

Does this give you ideas for your own **Dragon's Den Project**?

Example 'C': Dragon's Den Project

3. PLAN & DO: The students planned their design (sketches) and all the materials they required. They gathered the resources together and constructed their garment. Finally, they modelled their garment at the **Manukau Events Centre**.

2. FOCUS: Each group developed a clear 'area of concern' theme and title for their wearable arts garment.

"We're really passionate about this!"

Passion Projects can be really creative too!

4. REFLECT: Self + Peer evaluation.

The students reflected upon their achievements and next steps. Their outcome served to raise awareness of environmental themes to their audience(s).

1. EXPLORE: In small friendship groups, Anje, Cathy & Michelle expressed their interest in entering the Manukau Beautification Trust's '**Wearable Arts**' competition. They **explored** various environmental themes such as *NZ native wildlife* and *a plastic ocean.*

Does this give you ideas for your own **Dragon's Den Project**?

Definitions...

Entrepreneurship is an activity or behavior as opposed to a person or an ideology.

• **Entrepreneurship** – The pursuit of opportunity regardless of the resources you currently control

• **Social entrepreneurship**
– The pursuit of an opportunity to create pattern-breaking social change regardless of the resources you currently control.
(Whether non-profit, for-profit, or public sector)

Developing your social enterprise plan...

NAILING THE VISION

- The issue, problem and/or opportunity
- Mission
- Tying the vision to action: Theory of change & your solution

What you have to get right early on to succeed *
- Leadership: team and board
- Revenue model
- Measurement and evaluation
- Messaging/communications

What else you need to know before you get started?
- Ecosystem
- Risks
- Scaling strategy

NAILING THE VISION

PROBLEM
- Why is it important?
- What is the scale?
- What are the contributing factors?
- What are the root causes?

OPPORTUNITY
- Why is it solvable?
- What other approaches have been tried and what are their results?
- What would the world look like (your vision) if you solved it?

EXPLORE

My **'Dragon's Den'** project group:

EXPLORE
TŪHURA

REFLECT

FOCUS
ARONGA

WHAIWHAKAARO

PLAN & DO
WHAKAMAHI

Names: Write here…

EXPLORE

EXPLORE
TŪHURA
REFLECT
FOCUS
ARONGA
WHAIWHAKAARO
PLAN & DO
WHAKAMAHI
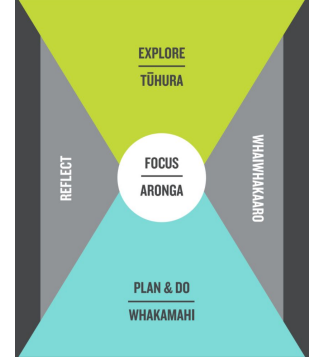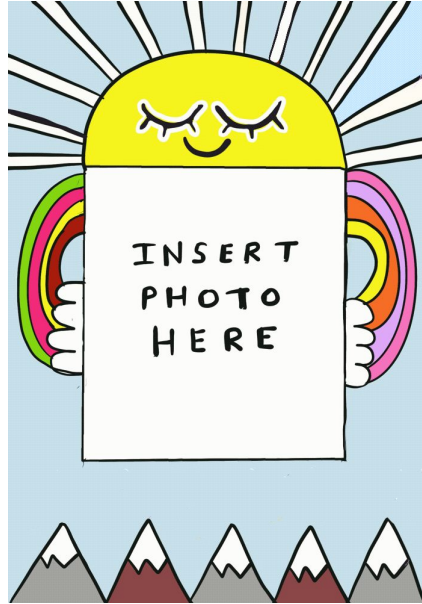
**Curiosity:** What are the possibilities for your **'Dragon's Den Project?'**

Construct a **concept map** of ideas, below..

Write here...

Write here...

Write here...

Write here...

Write here...
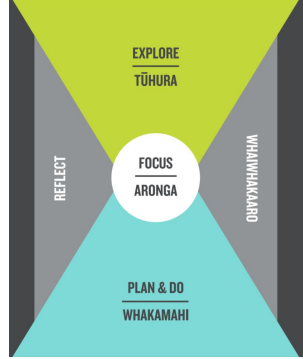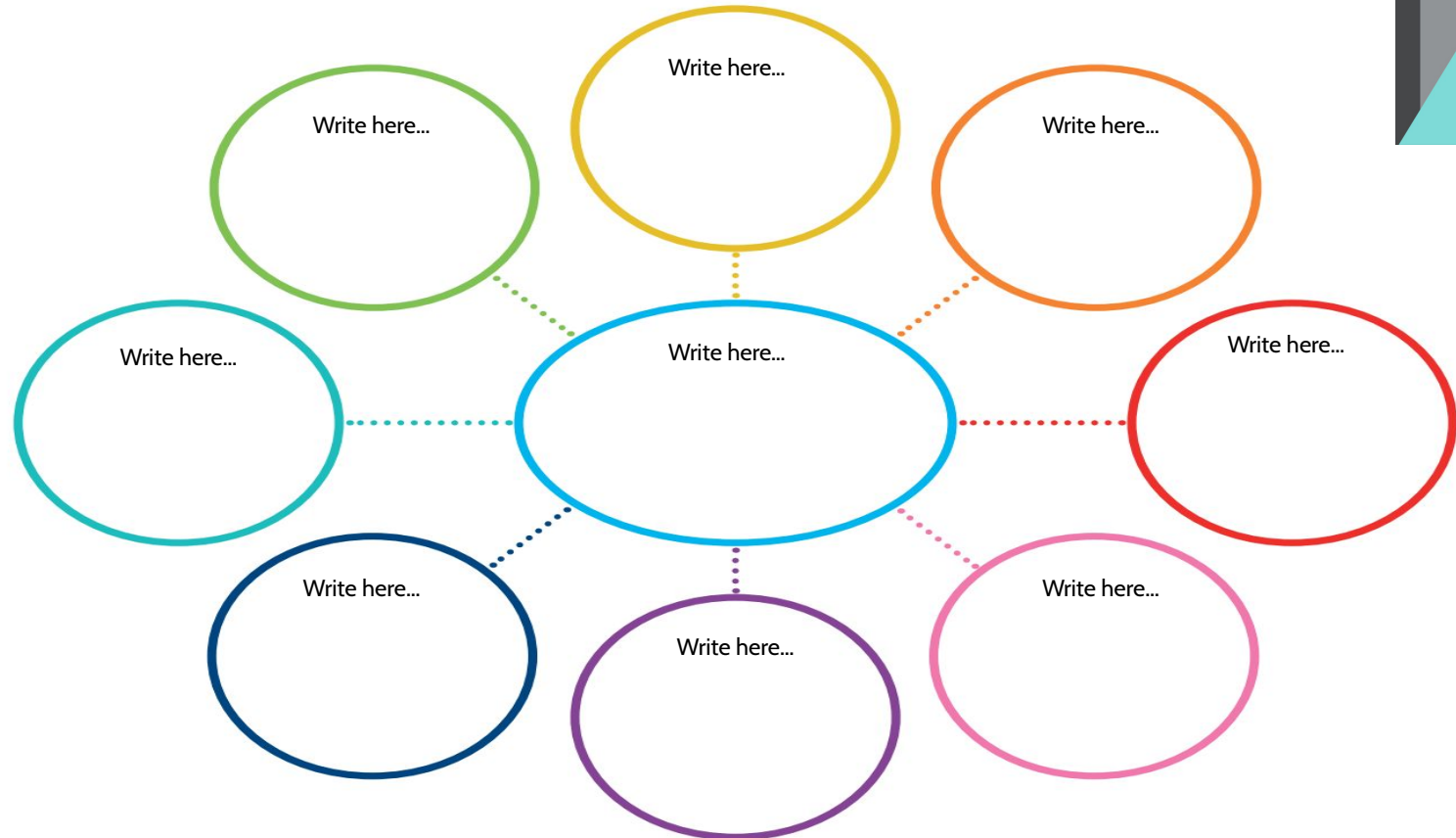
Write here...

Write here...

Write here...

Write here...

Write here...

EXPLORE

Complete initial research to set the set the scene for your **'Passion Project'**...

• Write here. . .

• Write here. . .

• Write here. . .

• Write here. . .

• Write here. . .

• Write here. . .

• Write here. . .

• Write here. . .
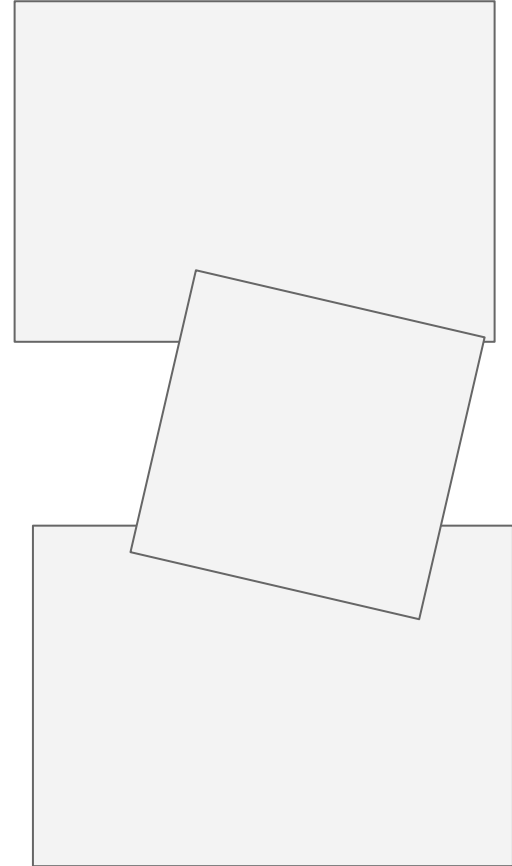
• Write here. . .

FOCUS

Inquiry Questions for your '**Dragon's Den Project**'?

Complete the **KWL map** to develop key questions for your '**Passion Project**'...

K	W	L
What I know	**What I want to know**	**What I have learnt**
Write here...	Write here...	Write here...

EXPLORE
TŪHURA

REFLECT

FOCUS
ARONGA

WHANWHANAKO

PLAN & DO
WHAKAMAHI
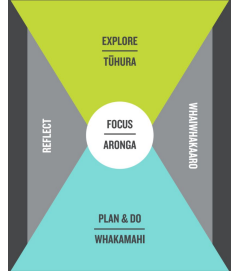
FOCUS

Setting expectations for your '**Dragon's Den Project**?'

Add a range of **adjectives** to the **Y Chart** to explore and define your work...

Feels Like

Write here...

Write here...

Write here...

Sounds Like

Looks Like
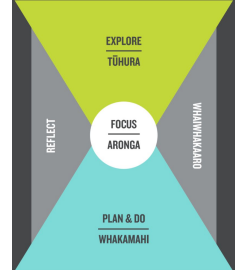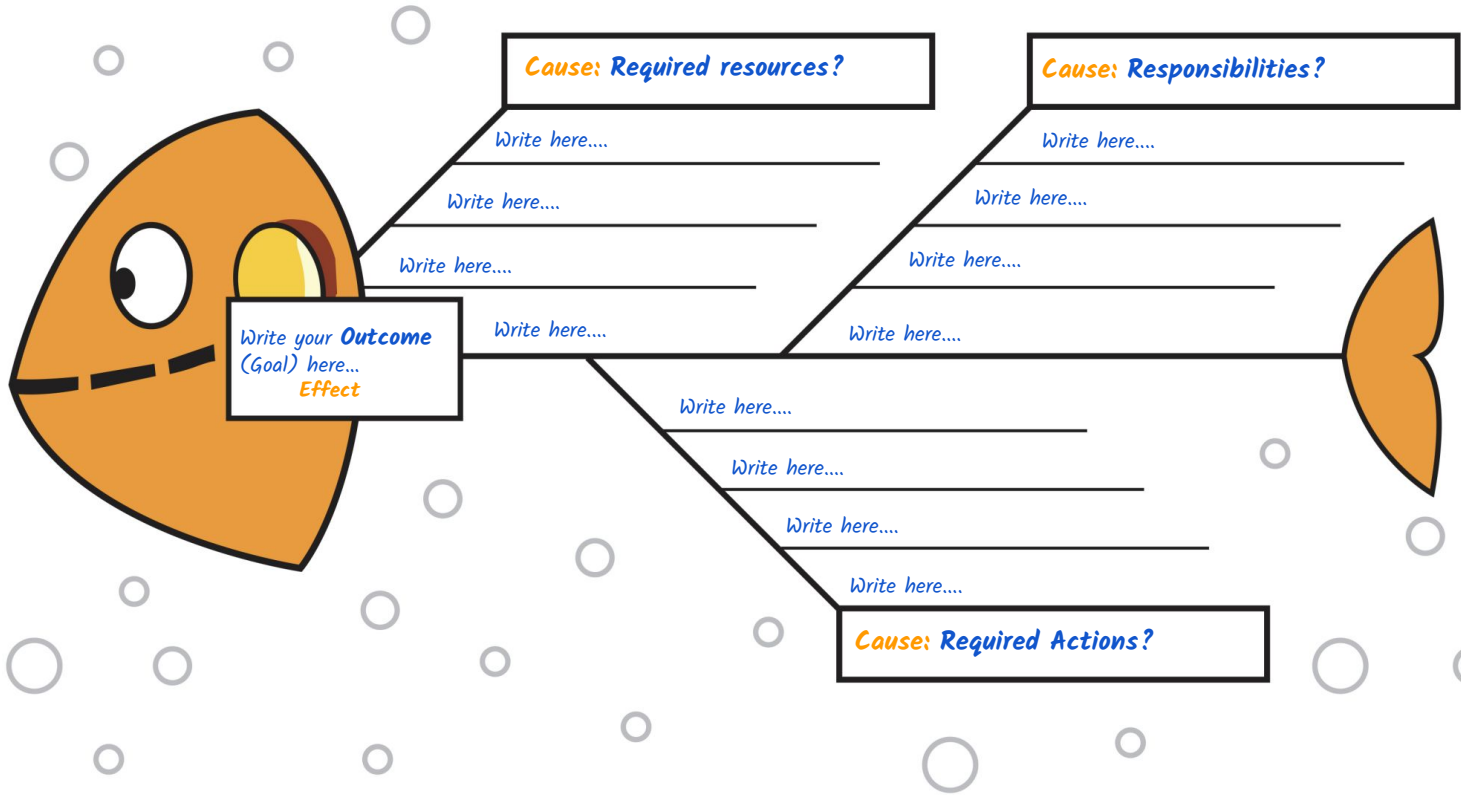
The '**Y Chart**' can really help to develop effective team work.

Use it to help set the scene for the expectations of cooperation and teamwork whilst completing a buddy or group **Passion Project**.

PLAN & DO

Planning your '**Dragon's Den Project**'

Complete the **Fishbone** chart below to show '**Cause**' and '**Effect**'...
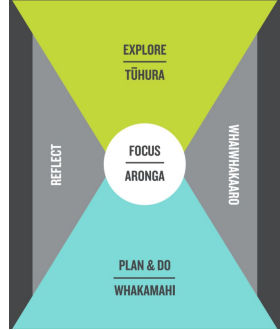
EXPLORE
TŪHURA

REFLECT

FOCUS
ARONGA

WHAIWHAKAARO

PLAN & DO
WHAKAMAHI

Cause: Required resources?

Write here....

Write here....

Write here....

Write here....

Write your **Outcome** (Goal) here...
Effect

Cause: Responsibilities?

Write here....

Write here....

Write here....

Write here....

Write here....

Write here....

Write here....

Write here....

Cause: Required Actions?

PLAN & DO
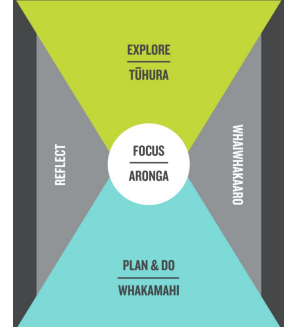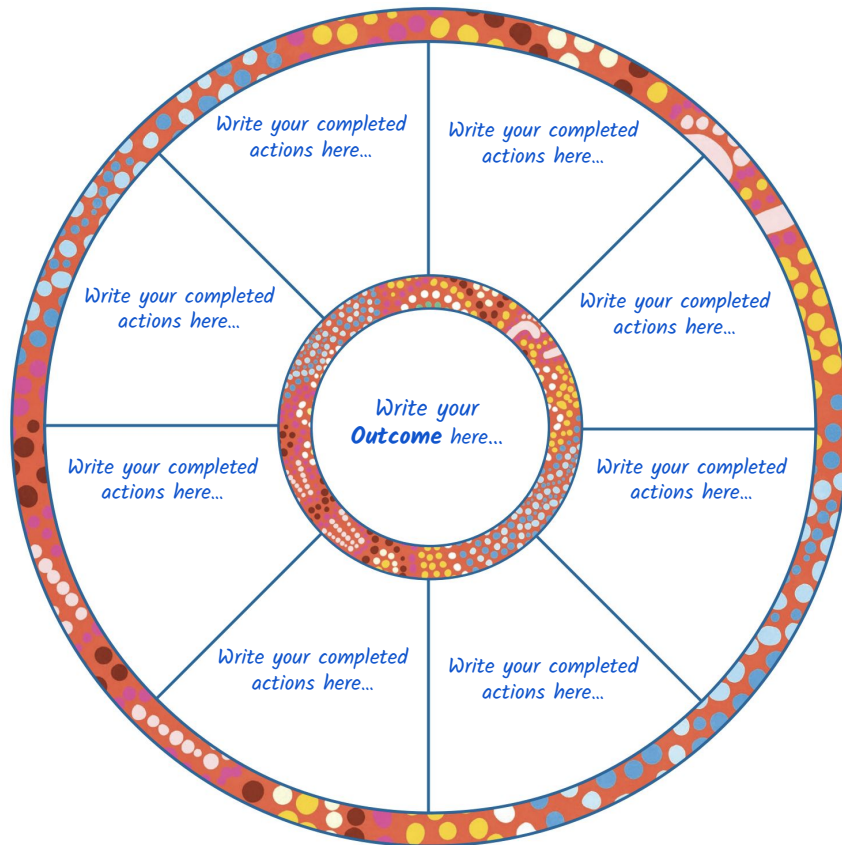
NAILING THE VISION

MISSION

Your statement of what you will achieve over the long term.

4 x "M"s of Mission Statements:
- **Memorable**
- **Manageable**
- **Measurable**
- **Motivational**

"Equip students with the tools to 'play' their way to enhanced social success on the playground, in the classroom & in the community."

What's the BIG Vision?

NAILING THE VISION
Theory of Change

The rationale that connects mission to strategy

Based on your understanding of the problem, what is your theory about which actions and resources will lead to the results you want to achieve

Inputs → Activities → Outputs → Outcomes → Impact

- Assumptions of cause and effect in your logic chain
- Is your theory of change based on research
- Are there leaps of faith in the theory that you must defend
- Is your theory focused on local or systemic change, or both

NAILING THE VISION
Your Solution

- **Who** are the beneficiaries or customers?
- **How** will you serve them?
- **What** specifically does your program look like?
- **What** initial management and governance structure will you put in place to implement the strategy?
- **What** partnerships or collaborations would be critical or useful?
- **What** criteria did you use for choosing to become a nonprofit or for-profit organisation?
- **On what premises** (experience/knowledge) did you build your solution?
- **With whom** and how have you **tested your vision?**

NAILING THE VISION
Messaging & Communication

What is your message?

• *How do you talk about the problem and solution?*

• *What stories can you tell and show; what examples can you share?*

• *How do you talk about your team?*

How do you communicate it?

• *Pitches (of varying lengths), exec summaries, PPT, website, full plans*

• *Social media and website presence*

What's your "If... then ..." statement?

NAILING THE VISION

Ecosystem & Risks + Scaling

• What is the market need and size of the opportunity?

• What other approaches to solving the social problem have been tried?

What could go wrong?

- Contextually
- Strategically
- Programmatically
- Financially

• How will you mitigate these risks?

• Raise and address key risks but do not overdo it WHAT ELSE?

Scale: the measurable increase in impact based on the spread of a practice, programme or process eg. grow the organisation, launch more sites, replicate your model using other organisations, create a social movement, organise collective action…

Your Team Logo

A logo is a brand or symbol (branding your business) which gives your company a representation of itself from its products, purpose, messages, etc, in other words, your logo represents the goals and values of your enterprise group.

Having a logo provides your group with an instant recognition of who you are and what you sell or the service you offer.
"Your logo is like a small ad for your company..."
(marketing.about.com)

- A successful logo is usually very simple in design.
- The logo is easy to understand, even at a distance.
- One or two colors are normally used.
- Any writing is presented in a simple way & is easy to read.
- A simple drawing or symbol is sometimes used.

Costings:

- List the materials required for your product or social action.

- Search the prices of the materials and put that next to the material.

- Add the price of the materials together.

- Determine the price you want people to pay to cover costs.

Strengths

- Describe several <u>strengths</u> of your outcome/solution.
  - (Is it sustainable? Is it durable? Does it make work more efficient? Are people likely to buy your product?)
  - **Hint:** the more strengths there are, the more likely investors will invest
- Use bullet points - No full sentences!
- Add a picture if you'd like . . .

Weaknesses

- Describe the <u>weaknesses</u> of your solution/outcome:

- Use bullet points - No full sentences!

- Add a picture if you'd like . . .

Opportunities

- Describe the <u>opportunities</u> for your solution/outcome in the market.
  - How will your invention improve people's lives?
  - Is this the first product of its kind?
  - Will people want to use your solution/outcome/product?
  - Can your solution/outcome/product save businesses money?
  - Is your solution/outcome/product relatively cheap or will people be willing to pay for quality?
- Use bullet points - No full sentences!
- Add a picture if you'd like . . .

Threats

- Describe things that might <u>threaten</u> the success of your solution/outcome.
- Is there a similar solution/outcome/product already being used by companies? Is your product too expensive for stakeholders to afford?
- Use bullet points - No full sentences!
- Add a picture if you'd like

Executive Summary:

[Outcome/Solution]

- Restate your claim!

- Summarise why our 'Dragon's' [investors] should invest in your product by highlighting the strengths & opportunities.

- This is your last chance to persuade them!

- Stick with bullet points! Avoid full sentences!

- Add a picture!

REFLECT Self Evaluation

Reflection on your contribution towards the goal/outcome:
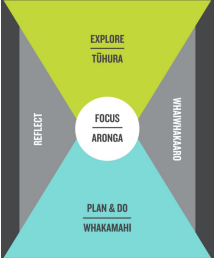
REFLECT: Self-Assessment

Pre-Assessment:

Collaboration & Communication Skills Rating: ✅ ✅ ✅ ✅ ✅
(Delete as needed: One tick = poor, Five ticks = excellent)

Creativity & Critical Thinking Skills Rating: ✅ ✅ ✅ ✅ ✅
(Delete as needed: One tick = poor, Five ticks = excellent)

Post-Assessment:

Collaboration & Communication Skills Rating: ✅ ✅ ✅ ✅ ✅
(Delete as needed: One tick = poor, Five ticks = excellent)

Creativity & Critical Thinking Skills Rating: ✅ ✅ ✅ ✅ ✅
(Delete as needed: One tick = poor, Five ticks = excellent)

General Comment: Feedback on successes and next steps for improvement:

Write a comment here... What did you learn? Discuss your strengths & areas for improvement. What impact have your actions had on the wider community? What are your achievements and next steps?

REFLECT Peer Evaluation

REFLECT: Peer Feedback #1

Name of peer assessor: *Write name here...*

Collaboration & Communication Rating: ✅ ✅ ✅ ✅ ✅
(Delete as needed: One tick = poor, Five ticks = excellent)

Creativity & Critical Thinking Rating: ✅ ✅ ✅ ✅ ✅
(Delete as needed: One tick = poor, Five ticks = excellent)

General Comment: Feedback on successes and next steps for improvement:
Write a comment here...

REFLECT: Peer Feedback #2

Name of peer assessor: *Write name here...*

Collaboration & Communication Rating: ✅ ✅ ✅ ✅ ✅
(Delete as needed: One tick = poor, Five ticks = excellent)

Creativity & Critical Thinking Rating: ✅ ✅ ✅ ✅ ✅
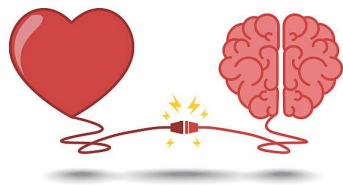*(Delete as needed: One tick = poor, Five ticks = excellent)*

General Comment: Feedback on successes and next steps for improvement:
Write a comment here...

REFLECT

Please consider how you might best share your work with your peers, teachers and with our school community...

Insert
Photo, Video or Screencastify
Links Here...

EXPLORE
TŪHURA

FOCUS
ARONGA

REFLECT

WHANWHAKAARO

PLAN & DO
WHAKAMAHI