

WHAT INNOVATION ACTUALLY IS

Two descriptors, one lesson: what innovation IS (a new idea put to work) and what entrepreneurs BRING (behaviours and skills, spotted in real stories). The corners game teaches the concept; the founder stories teach the people.

WE ARE LEARNING

The concept of innovation, how businesses spot and respond to opportunities, and the characteristics of entrepreneurs — through WA stories, including Aboriginal-owned businesses.

CURRICULUM • VERBATIM

“The concept of innovation and the ways businesses identify and respond to business opportunities” and “The characteristics of entrepreneurs, including the behaviours and skills they bring to their businesses” — Y7 HASS Economics (SCSA, implementation 2026).

SPARK

FOUR CORNERS

- **Signs up, rules stated, then read the items fast.** A working set: a driverless haul truck (innovation — in use, solves cost and safety) • a new flavour of chips (marketing, usually — let them fight) • the first-ever solar panel (invention, when nobody used it yet) • a phone with a slightly better camera (improvement) • a water-recycling plant on a mine site (innovation) • glow-in-the-dark hi-vis that works no better than normal hi-vis (marketing — the trap item) • a faster way to load a train that a site actually adopted (improvement OR innovation — the argument IS the learning).
- **Celebrate corner-switching aloud** — “changing your mind on a good argument” is this program's oldest move, and it works standing up too.

CORE

JOAN + THE SKILL HARVEST

- **The class already knows Joan** — Marla Creek Minerals ran through Units 2 and 3. Read the story aloud with the 3-mark protocol running (circle the gap-spot, box the risks, underline the skills). Harvest skills to the board; expect: noticing, record-keeping, asking for help, persistence, changing the plan on evidence. That last one — point at it: “you did that in the corners game ten minutes ago.”

TECH

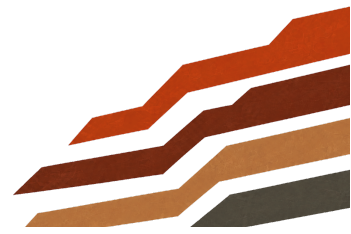
FOUNDER HUNT — LIVE, REAL, RESPECTFUL

- **Eight minutes, pairs, the businesses' own websites.** Starting points are on page 2 with the cultural-content guidance — read that section before teaching this lesson. Harvest two or three finds aloud, and connect every found skill back to the board's list: real founders keep confirming the same behaviours.

LAND IT

SKILL TAGS + THE GAP SEED

- **The honest inventory:** two skills they have, one they'd want in a teammate — collected or photographed, because **Lesson 3's teams are built on mixing these tags**. Then the exit's gap question plants the personal seed: hunters who've noticed one gap in their own world arrive at Lesson 3 already hunting.



■ ABORIGINAL BUSINESS CONTENT — READ BEFORE TEACHING

This lesson touches cross-curriculum priority content, and Ground Up WA's standing advice applies: formal advisor or community review of this lesson before wide release is strongly recommended — loose permission is not partnership. In the classroom, the design already does the first layer of protection: no printed cultural content — students meet businesses through the businesses' OWN published websites, their story told their way. Keep the focus on the BUSINESS story (the gap, the growth, the skills) — never ask students to speak for communities or cultures, and follow your school's protocols for Aboriginal and Torres Strait Islander content throughout.

■ STARTING POINTS — VERIFY ON THE BUSINESS'S OWN SITE BEFORE TEACHING

Three well-established examples, each verifiable in one search: **KingKiraGroup** — founded by Tammy O'Connor, a Pilbara Traditional Owner; 100% Aboriginal female owned, delivering industrial and environmental services to mining and energy. **Eastern Guruma** — civil and mining contractor fully owned by members of the Muntulgura Guruma Traditional Owner group near Tom Price; running since 2004 and repeatedly awarded. **Carey Group** — a leading First Nations mining, civil, construction and training company. Supply Nation's public directory is the wider door. Details change — that's why students read live sites, not printed summaries.

■ CORNER ANSWERS WILL BE ARGUED — GOOD

Hold the definition as the referee, not your authority: “is it new? is it USED? does it solve something real?” Three yeses — innovation. The glow hi-vis trap and the train-loading item exist to force the class to use the test instead of vibes. If a corner defends brilliantly and wins the room, that's the lesson working.

■ DIFFERENTIATION

Support: corners can be played seated with hand signals; Joan's story read aloud twice, marks made on the second pass; founder hunt with a pre-opened site. **Extend:** find the innovation INSIDE the found business — what do they do differently from a plain competitor? Or: interview prep — three live questions (Lesson 4 rules, Unit 4 style) they'd ask the founder.

■ RUNNING SHORT — THE CUT LINE

Corners drops to four items (keep both traps). Protect Joan's marks, the founder hunt, and the skill tags — teams cannot form without the tags.

■ MISCONCEPTIONS TO WATCH

“Innovation = technology” (a better roster is an innovation; the definition never mentions electronics) · “entrepreneurs are lone geniuses” (Joan borrows, asks, changes plans — the exit true/false nails it) · “new = innovative” (the chips item exists for this) · “business stories are boring” (nobody who met Joan's ute key thinks so).

