

Invent The Future

Students imagine the future of technology by inventing a new product or system and pitching it in a “Dragons’ Den” format. Learners reflect on how technology evolves, identify real problems to solve, and practice explaining ideas clearly. The activity encourages creativity, critical thinking, and communication while reinforcing the idea that innovation responds to needs over time.

ACTIVITY TYPE Creative craft · Presentation · Discussion	DURATION 45–60 min	PARTICIPATION Small groups · Individual
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OBJECTIVES

By the end of this activity, learners will:

- Predict how technology might evolve in the future
- Design a simple invention to solve a problem
- Explain how and why their invention works
- Practice presenting and defending an idea.

MATERIALS

- Blank paper for sketches and notes
- Pencils, crayons, or markers
- Pitch Template (See Appendix A) (*nice to have*)
- Whiteboard or poster space
- Timer for pitches (*nice to have*)

PROCEDURE

OPENING

1. Arrange seating so teams can work together and later present to the front.
2. Prepare board space to list examples of past, present, and emerging technologies.
3. Decide how pitches will be timed and assessed.

PRE-ACTIVITY

5-10 minutes

1. Show or describe examples of inventions that succeeded and inventions that failed.
2. Discuss briefly why some technologies worked and others did not.
3. Introduce a few emerging technologies and ask students what they think might happen next.
4. Explain that today students will become inventors predicting the future.

Objective In Student’s Words

- “Invent a new technology and convince others that it’s a good idea.”

ACTIVITY

30-40 minutes

Setup

1. Explain the Dragons’ Den format: students invent, then pitch.
2. Explain expectations for the pitch: what it is, what problem it solves, and why it matters.

3. Assign students to work individually or in small teams.

Model

1. Give a simple example invention such as a backpack that charges devices using movement.
2. Model a short pitch explaining the problem, solution, and benefit.

Carry Out

1. Students brainstorm problems they want to solve.
2. Students design an invention that addresses the problem.
3. Students sketch the invention and write key points for their pitch.
4. Teams rehearse how they will explain their idea.
5. Students present their invention to the teacher or class in short pitches.

Checkpoint

1. Circulate during planning to ensure ideas are clear and realistic.
2. Ask guiding questions such as “Who would use this?” and “Why is this better than what exists now?”

Reflection

- After presentations, ask students what inventions they found most interesting.
- Ask what problems appeared most important to solve.
- Ask what made a pitch convincing.

FOLLOW-UP

5-10 minutes

1. Review that technology evolves to solve problems.
2. Discuss how predictions can be right or wrong over time.
3. Connect to real-world innovation and how ideas improve through feedback.

CLOSE

1. Collect sketches and materials.
2. Reset the classroom.
3. Thank students for their creativity and effort.
4. Final message: “Every invention starts as an idea someone was brave enough to share.”

NOTES

Classroom management

- Keep pitch timing consistent.
- Encourage respectful listening and questions.

Extensions & Sponge Activities

- Turn the pitch into a written assignment.
- Add voting categories such as most useful, most creative, or most realistic.

Differentiation

- Younger students: focus on drawing and simple explanations.
- ELL/Accessibility: visual support, partner pitching.
- Safety: seated activity, no physical construction required.