



THE DECA IDEA CHALLENGE 2015 TOOLKIT



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**GLOBAL
ENTREPRENEURSHIP
WEEK**
gew.co/challenge



DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. Organized into two unique student divisions, the high school and college divisions provide services to 225,000 members in 3,750 chapters in 50 United States and nine countries. With nearly a 70-year history, DECA has impacted the lives of more than ten million students, educators, school administrators and business professionals since it was founded in 1946.

DECA's programs and activities have constantly evolved as we use the latest technology and apply cutting edge activities. Our core focus has remained consistent with programs designed to address the learning styles, interest and focus of its members. For more information, visit www.deca.org and follow @decainc on Twitter.



GLOBAL ENTREPRENEURSHIP WEEK (GEW) is the world's largest celebration of the innovators and job creators who launch startups that bring ideas to life, drive economic growth and expand human welfare. During one week each November, GEW inspires individuals around the world to explore their potential as self-starters and innovators through local, national and global activities. These activities, from large-scale competitions and events to intimate networking gatherings, connect participants to potential collaborators, mentors and even investors—introducing them to new possibilities and exciting opportunities.

Powered by the Ewing Marion Kauffman Foundation, Global Entrepreneurship Week is empowering millions in over 140 countries to take the next step in their entrepreneurial journey. GEW is more than just an awareness campaign. It is a platform for connection and collaboration—engaging all players along the entrepreneurship spectrum in strengthening ecosystems around the world.

Global Entrepreneurship Week 2015 will be held November 16–22. For more information, visit www.gew.co and follow @unleashingideas on Twitter.



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TABLE OF CONTENTS

What is the DECA Idea Challenge?.....	4
Who Can Participate?.....	4
How to Participate.....	4
Evaluation of Entries.....	5
DECA Idea Challenge 2015 Winners.....	6
DECA Idea Challenge 2015 Timeline	6
Frequently Asked Questions	7
Video Tips.....	8
Team Self-Check List	9
Using the DECA Idea Challenge in Classroom Instruction.....	9
Instructor Tips	10
Glossary	10
Activities and Exercises.....	11
Communication.....	11
Critical Thinking.....	14
Problem Solving.....	16
Teamwork.....	18
Repurposing.....	20



DECA IDEA CHALLENGE 2015 TOOLKIT

The DECA Idea Challenge 2015 Toolkit includes detailed information about the challenge as well as tips and entrepreneurial thinking activities to help students and teachers better prepare for the competition. This experiential learning activity reinforces the 21st Century Skills concepts of collaborative problem-solving and learning in digital networks.

WHAT IS THE DECA IDEA CHALLENGE?

The DECA Idea Challenge 2015 is a fast-paced competition that challenges student teams around the globe to find an innovative new use for a commonplace item in eight days. Student teams of **three to five** members are asked to pitch their invention in a creative 3-minute YouTube video presentation. The item to be used in the challenge will remain a mystery until announced by DECA Inc. on **November 12, 2015**.

The competition is a fun and exciting way for students to be imaginative and resourceful while learning about the entrepreneurial process. The exercise easily fits into most curricula as a formal class assignment or an extra credit activity. The challenge is open to any student interested in the entrepreneurial process. **DECA membership is not a requirement.**

As an experiential learning exercise, the DECA Idea Challenge 2015 promotes idea generation utilizing entrepreneurial thinking skills such as:

- Challenging assumptions
- Creating value
- Defining and communicating results
- Forming and working in teams
- Leveraging limited resources



WHO CAN PARTICIPATE?

The DECA Idea Challenge 2015 is open to all students (elementary, middle, high school and collegiate) around the globe. DECA membership is **not** a requirement.

HOW DO I PARTICIPATE?

1. ORGANIZE YOUR TEAM

- Students must participate in teams of three to five members. Teams smaller than three students or larger than five students not be evaluated.
- Team members do not have to be from the same classroom, grade or school, but all teams members must be in the same education category (listed below). Ages are approximate and may vary:
 - 1) Elementary and Middle School (ages 6 to 13 years)
 - 2) High School (ages 14 to 18 years)
 - 3) Collegiate (ages 18 years and above)
- Each student may only submit one entry with one team.
- Students do not have to be DECA members to participate.

2. ACCESS THE MYSTERY ITEM ON NOVEMBER 12!

- The common, everyday item to be used in the challenge will be revealed at www.gew.co/challenge on November 12 at 12:01 AM EST.

3. GET STARTED!

- As a team, determine a new use for the revealed item.
- Ensure each team member holds a specific responsibility in the collaborative process.
- Other materials may be used in conjunction with the mystery item, however the challenge item must be the primary component of the final creation.

4. POST YOUR PITCH TO YOUTUBE!

- Communicate your results in a 3-minute YouTube video presentation. Videos over three minutes in length will not be evaluated..
- Ensure “DECA Idea Challenge 2015” is in the title of your video.
- Confirm YouTube video is set to “public.” Private videos cannot be viewed and therefore will not be evaluated.

5. SUBMIT PRESENTATION ONLINE IN THE DECA IDEA CHALLENGE 2015 SUBMISSION FORM BY NOVEMBER 19, 2015.

- Complete and submit the DECA Idea Challenge 2015 Submission Form at http://deca.formstack.com/forms/deca_idea_challenge_2015 by the deadline, **Thursday, November 19**, at 6:00 p.m. EST.
- Submit the URL of the YouTube presentation in the online submission form explaining and demonstrating your new use for the challenge item.
- Do not delete video from YouTube after entry has been submitted. Deleted videos cannot go through the evaluation process.

HOW WILL THE CHALLENGE ENTRIES BE EVALUATED?

Please visit the *DECA Idea Challenge 2015 Team Self-Checklist* found on page 9 to ensure each component of the challenge has been met. Each team’s entry will be evaluated based on the following:

- Showcase of value created by item’s new use.
- Innovation, creativity and critical thinking in repurpose of item.
- Demonstration of a highly practical and sustainable new use for item.
- Effective communication of results.
- Ability to work effectively as a team.

Evaluators of the DECA Idea Challenge 2015 consist of entrepreneurs, executive and middle level managers, educators not affiliated with DECA from diverse disciplines, including science, marketing, accounting, communications and more.

Entries will be grouped into three winning categories:

- 1) Elementary and Middle School (ages 6 to 13 years)
- 2) High School (ages 14 to 18 years)
- 3) Collegiate (ages 18 years and above)

Entries are sorted by country, evaluated by judges from the respective nation and processed through multiple evaluation rounds. A finalist team from each participating country in each education category will be selected and compete in the Global Final Round. From the collection of global finalists, three teams, one from each educational category, will be deemed the 2015 DECA Idea Challenge global winners.

GLOBAL WINNER PRIZES

The three global winning teams, one from each educational category, will be announced on January 26, 2015. Each team will be recognized on both the DECA Inc. and Global Entrepreneurship Week websites. Additionally, monetary rewards will be provided by DECA Inc. as follows:

1. Elementary and Middle School (ages 6 to 13 years) \$500 U.S. dollars
2. High School (ages 14 to 18 years) \$750 U.S. dollars
3. Collegiate (ages 18 years and above) \$750 U.S. dollars

Each team who submits an entry will have access to an electronic DECA Idea Challenge 2015 certificate of participation.



DECA IDEA CHALLENGE 2015 TIMELINE

November 12, 2015 - Challenge Item Announced

DECA Inc. announces the mystery item to be used in the competition.

November 19, 2015 - Submissions Due

All online submissions are due by 6:00 p.m. EST on November 19, 2015.

January 26, 2016 - Global Winners Announced

Three teams will be deemed DECA Idea Challenge 2015 Global Winners.



FREQUENTLY ASKED QUESTIONS

ELIGIBILITY AND PARTICIPATION

Am I required to be a DECA member to participate?

No. The competition is open to any student who is interested in the entrepreneurial process.

Do I have to be enrolled in a business, marketing or entrepreneurship course in order to participate?

No. You may participate in the challenge regardless of the courses you are enrolled in.

I am not a business, marketing, or entrepreneurship teacher. Can I still promote the DECA Idea Challenge to my students or use it as a learning tool?

Definitely! Entrepreneurship can be promoted across classes and subjects. The only things you need to have are creativity and initiative.

How do I encourage participation?

The best way to encourage participation is to incorporate the DECA Idea Challenge into your coursework and use our tools presented within this toolkit to tie the challenge into the lessons your students are mastering in class. The challenge can be assigned as a class project or campus competition.

FORMING TEAMS

Are teams required to have an instructor sponsor?

No. Teams are not required to have an instructor sponsor. While it is recommended you recruit a teacher to support your efforts, it is not required.

Are members of the team required to be in the same class?

No. Team members are not required to be in the same class. Team members do not have to be from the same classroom, grade or school, but all team members must be in the same education category (1) Elementary or Middle School, (2) High School, or (3) Collegiate.

- If you are a teacher and are using the DECA Idea Challenge as a co-curricular learning tool, you may assign teams however you wish.
- If you are a student participating in the challenge as part of an assignment for a class, it is up to the instructor to decide how teams are formed.
- If you are a student participating in the challenge independent of a class assignment, you choose your team.

How many teams is a student allowed to join?

A student may participate with only one team.

How many entries may each team submit?

Each team is allowed only one challenge entry.

Is there a limit to the number of entries a school or class may submit?

No. There is no limit to the number of entries a school or class may submit. There is no limit to the number of teams a school or class may have. Each student may only participate with one team. Each team may submit only one entry.

Can a group of friends from different schools organize a team to participate in the DECA Idea Challenge?

Yes! The DECA Idea Challenge is an excellent opportunity to learn the value of collaboration across organizations and disciplines.

EVALUATION

Will YouTube views affect how teams are being evaluated?

No. The number of views each YouTube video receives will not factor into the judges' evaluations. For detailed information on how submissions will be evaluated, visit page 5 of this toolkit.

VIDEO TIPS

The DECA Idea Challenge 2015 asks students to pitch their invention in a creative 3-minute YouTube video presentation. Want to create an engaging video? Check out these tips below:

1. Plan it out!
 - Organize a list of the shots you want to incorporate.
 - Plan and memorize a script to present in the video.
2. Keep video short and concise
 - Offer information that is useful, informative and purposeful.
 - Provide points that are easy to understand.
3. Use background music
 - Music can significantly aid in projecting a desired emotion.
 - However, don't allow music to overpower the message.
4. Play with camera angles and shot ranges
 - Switching up the presentation's point of view can keep viewers engaged.
 - However, don't allow creativity to distract from or distort the message.
5. Check camera's sound before recording
 - Ensure audio level is not too high or too low.
6. Make it your own
 - A video that is unique and true to your point of view will help your team stand out.
7. Edit for a finished product
 - Programs such as Windows Movie Maker, Apple's iMovie or Adobe Premiere Elements have editing tools that are sure to make your presentation more professional and exciting!
 - If you don't have any of these programs on your personal computer, check your school or public library.

DECA IDEA CHALLENGE 2015 TEAM SELF-CHECKLIST

Use this checklist to assess whether your team addressed each component of the challenge.

Challenge Criteria	Criteria Met?
TEAM ORGANIZATION	
Team consists of 3 to 5 student members. Teams who are not within this limit will not be evaluated.	
All team members are in the same educational category.	
Each student only submits one entry with one team.	
INNOVATION	
Team generates a new use for the challenge item.	
Team's creation is unique and incorporates innovative ideas, while keeping the challenge item the primary component of the final product.	
New idea provides a novel solution to a pressing need.	
VALUE OF NEW IDEA	
Team highlights financial gain from the reinvention of the challenge item.	
Demand of new item is explained.	
New idea provides a benefit to consumer/community.	
New item provides a benefit to environment.	
SUSTAINABILITY	
Idea is practical and capable of being implemented.	
Idea considers long-term resource requirements.	
EFFECTIVE TEAMWORK	
Contribution of each team member clearly identified in video presentation.	
Different leadership roles assumed by each team member.	
Workload of each member is fair.	
Successful collaboration of all members is apparent.	
EFFECTIVE COMMUNICATION	
Presentation effectively conveys the new idea for the everyday item.	
Presentation is organized and coherent.	
Presentation showcases creative techniques.	
Exceptional attempts made to keep level of interest high.	
YouTube VIDEO SUBMISSION	
Video pitches the sustainable use of team invention.	
Video is 3 minutes in length. Videos over 3-minutes will not be evaluated.	
Video is set to public. Inaccessible videos will not be evaluated.	
"DECA Idea Challenge 2015" is in the title of your YouTube video.	
All values, including names, educational category, email, etc. are correct.	
Entry is submitted online at deca.formstack.com/forms/deca_idea_challenge_2015 .	

USING THE DECA IDEA CHALLENGE 2015 IN CLASSROOM INSTRUCTION

The DECA Idea Challenge offers opportunities for students to develop knowledge and skills that are beneficial for academic and entrepreneurial success. The information below can be used in lessons to allow students to develop and apply 21st Century Skills concepts of collaborative problem solving and learning in digital networks.

Please utilize the instructor tips, glossary of terms related to entrepreneurship, and creative learning activities to increase knowledge and skills associated with entrepreneurial success.

INSTRUCTOR TIPS

Utilize the tips below to help your student teams understand the requirements and expectations of the DECA Idea Challenge.

- Encourage creativity and critical thinking by incorporating games and activities while introducing the DECA Idea Challenge.
- Allow for group discussion on the DECA Idea Challenge's requirements and timeline before students form small groups to develop their project.
- Watching a handful of videos from previous DECA Idea Challenge competitors to set the stage for this year's challenge. Seeing others successfully complete a project can motivate your students to hit the ground running.
- Recognize all entries in your classroom and reward students who complete the project. Hold a class-wide contest for a first place winner, or award superlatives such as "Team with the Most Unique Invention" or "Team with the Best Sales Pitch" to boost participation.
- Approve the project idea before the video is completed. Review the YouTube video once completed to ensure the presentation is appropriate for entry.
- Have students e-mail you a copy of their DECA Idea Challenge 2015 online submission form for classroom evaluation.
- Ensure the YouTube link provided is working properly before submission.
 - Video cannot be private
 - Video cannot be deleted by user to allow time for judge evaluation



GLOSSARY

Encourage learners to find examples demonstrating the terms below:

ASSUMPTIONS are facts or statements taken for granted as true.

CREATIVITY is the ability to generate meaningful new ideas, forms, methods or interpretations. An outcome of creativity is to produce something new through imaginative skill, whether it is a new solution to a problem, a new method or device or a new artistic object or form.

ENTREPRENEURSHIP is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to fulfill a need and make a profit. The most obvious example of entrepreneurship is the starting of new businesses.

IDEA GENERATION is the process of creating, developing and communicating ideas that are abstract, concrete or visual

INNOVATIVE means to introduce or use new ideas or methods about an object or process.

LIMITED RESOURCES are finite quantities of land, labor and capital available to an economy for the production of goods and services.

RECYCLE is to change existing materials into new products in order to prevent waste of potentially useful materials. In order to make something new from something that has been used before it usually passes through a series of changes in order to regain material use.

TEAMWORK is the process of working collaboratively with a group of people in order to achieve a goal.

Value is the relative worth, merit or importance of a product or idea.

NEW USE VALUE is the want-satisfying power of a good or service; the utility or value of consuming a good or service.

ENTREPRENEURSHIP LEARNING ACTIVITIES

COMMUNICATION ACTIVITY #1: NUMBERS DON'T LIE

Approximate Time Required: 8 minutes

Supplies Needed: None

Number of People: Any size group—the more, the better

21st Century Skills Addressed: effective communication, collaboration and teamwork.

Instructions:

Have the group stand in a horseshoe formation. Count off down the line so that each player has a number.

The first person (Number 1 in the lineup) calls out someone else's number: "Twelve!" That person immediately calls out someone else's number: "Five!" That person quickly calls out another number: "Eight!" and so on.

The first person to hesitate, at all, or call a wrong number (either their own or one that doesn't exist), relinquishes his or her place and goes to the end of the line. That person and all who were previously behind him or her in the lineup now have different numbers.

As it continues, people will constantly "blow it" and have to move to the end of the line. BUT here's the catch: Rather than grimacing or groaning, they must raise one fist in the air and say "Yes!" with triumph, and trot proudly to last place. Everyone else must applaud admiringly.

Suggestions: Keep the pace so fast that everybody (including you) "fails" a lot!

Debriefing Questions:

1. How did it feel to make light of minor failure? How did it feel to watch someone else do it?
2. Why are we usually inclined to groan and feel disappointment when we fail---even in (let's face it) a silly little game that has no bearing on real life?
3. What listening and communication techniques did you undertake to successfully complete this activity?

Source: Office of Student Leadership Development - Ulrich Student Center, Lehigh University



COMMUNICATION ACTIVITY #2: ZOOM

Approximate Time Required: 15 minutes

Supplies Needed: A different picture for each group member

Number of People: Any size group

21st Century Skills Addressed: Communication, creativity and collaboration.

Instructions:

Form students into a circle and give each individual a unique picture of an object, animal, color, etc. Begin a story that incorporates whatever happens to be on your assigned photo. The next student continues the story, incorporating their photo, and so on.

Debriefing Questions:

1. What were some of the challenges faced in incorporating your picture into the story?
2. How did the group respond to plot twists associated with each new addition to the story?
3. What did this exercise illustrate to you about creativity?

Source: www.teachthought.com



COMMUNICATION ACTIVITY #3: INTRODUCTION TO ENTREPRENEURSHIP

Approximate Time Required: 30 to 45 minutes

Supplies Needed: Pen and paper

Number of People: Any size group

21st Century Skills Addressed: Entrepreneurship, communication and collaboration

Instructions:

Ask learners what they think the term entrepreneurship means. Record their comments. Lead discussion about entrepreneurship by asking the following questions:

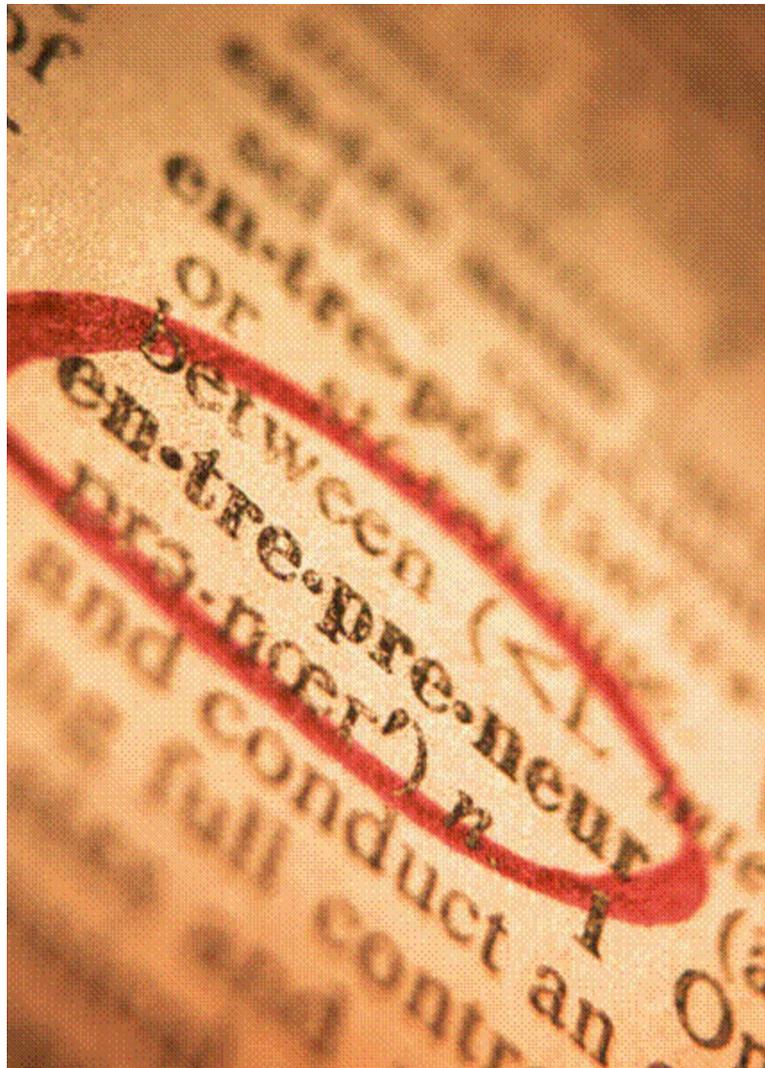
- Who can be an entrepreneur?
- What skills are required to become an entrepreneur?

Lead learners in a discussion of well-known entrepreneurs.

- Ask students to explain why they think these entrepreneurs are successful.
- Who created the most exceptional ideas?
- Discuss how these entrepreneurs might have started.

This activity can be extended by assigning one entrepreneur to each learner to research how the well-known entrepreneur began the business.

Source: Anon.



CRITICAL THINKING ACTIVITY #1: WHY DIDN'T I THINK OF THAT?

Approximate Time Required: 30 to 45 minutes

Supplies Needed: Flip chart, chalk board or paper

Number of People: Any size group

21st Century Skills Addressed: entrepreneurship, communication, critical thinking and collaboration.

Instructions:

Ask students to brainstorm several products or items that are used today which seem to be such simple ideas. List the products or items on a flip chart or the board.

Examples might include:

- Build-A-Bear
- Pillow Pets
- Pizza Scissors
- Scrunchies
- Snuggies
- Wristbands for charity

Allow time for learners to identify an existing value for each item listed on the flipchart or board. Using the information shared by learners, initiate a discussion on entrepreneurial ideas.

Debriefing Questions:

1. What is the new value of an item if reinvented?
2. How can a re-invented item that generates a new use lead to an entrepreneurial opportunity?

Source: Anon.



CRITICAL THINKING ACTIVITY #2: HIDDEN COLORS

Approximate Time Required: 15 to 20 minutes

Supplies Needed: List of sentences below.

Number of People: Any size group

21st Century Skills Addressed: Creativity, critical thinking and problem-solving.

Instructions:

This exercise is designed to increase flexibility in order to overcome the restrictions of habit. When considering solutions for the Idea Challenge, learners must disregard common “stop” signs that limit the use of the item.

This exercise asks learners to identify the concealed color in each sentence. Ask the learners to read practice sentences 1 and 2 and find the color red or black disguised in each. Discuss how the color is concealed.

On a handout or PowerPoint slide, share the remaining sentences with the learners. Ask them to read each sentence, identify the color concealed in each and write the color next to the sentence. Share the correct answer with the learners.

Debriefing Questions:

1. What strategies did you use to identify the hidden colors?
2. In order to identify the colors, participants had to break away from the norm and ignore normal grammatical rules such as spacing, periods and commas. What did this teach you about thinking creatively?

WHAT ONE COLOR IS CONCEALED IN EACH SENTENCE?

1. Newspaper editors decided to go on strike. (Red)
2. The cab lacked proper brakes to stop at the intersection. (Black)

Now try these:

1. A big, old, hungry dog appeared at our door every morning.
2. The cop persuaded him not to create a disturbance.
3. The Brazilian student Paulo lives around the corner from us.
4. You shouldn't let an upstart like him bother you.
5. He let out a big yell, owing to the injuries he received when he fell.
6. La Jolla vendors decided to cut their prices in half.
7. Long rayon fabrics were loaded on the truck.
8. The Austrian physicist Wolfgang Pauli lacked the requisite documents to enter the U.S.
9. You shouldn't sell this fossil very cheaply because it is a rare specimen.
10. The new law hit everybody's pocketbook pretty hard.

Answers:

1. Gold
2. Copper
3. Olive
4. Tan
5. Yellow
6. Lavender
7. Gray
8. Lilac
9. Silver
10. White

Source: Anon.

PROBLEM SOLVING ACTIVITY #1: MORE THAN MEETS THE EYE

Approximate Time Required: 20 minutes

Supplies Needed: Picture below

Number of People: Any size group

21st Century Skills Addressed: creativity, problem-solving and critical thinking

Instructions:

Provide each learner with a copy of the picture below or show the picture from a large screen. Ask participants what image they see. Participants will either see a vase or two human profiles, however, ask students to see as many additional items in the picture as possible. View the picture from several different points of view. Possible designs found in the image are listed below.



Big Picture:

Defining a problem too narrowly can inhibit and delay finding a solution. Do not be blocked from considering new directions because of a stubborn commitment to the old.

Answers: 1. An anvil. 2. An overpass pillar on a highway. 3. Champagne glass. 4. Piano stool. 5. Tower with revolving restaurant. 6. Minute-timer. 7. Propeller. 8. Chess-game rook or castle. 9. Fruit holder. 10. Bird bath. 11. Chalice. 12. Rubber grommet. 13. Keyhole slot in door. 14. An extrusion die. 15. Two Pontiac automobiles about to crash head on. 16. A screw jack. 17. An arrowhead going into an object. 18. Two girls sitting back-to-back and holding parcels on their heads.

Debriefing Questions:

1. What challenges did you face in trying to view multiple designs in the image?
2. For those who were successfully in viewing multiple designs, what strategies and techniques did you use?
3. What did this activity illustrate to you about creativity?

Source: Anon.

PROBLEM SOLVING ACTIVITY #2: BEACH BALL TOSS

Approximate Time Required: 30 minutes

Supplies Needed: Beach ball (1)

Number of People: Any size group

21st Century Skills Addressed: creativity, critical thinking, problem-solving, decision-making, leadership, effective communication and collaboration.

Instructions:

The group's goal is to hit the beach ball 100 times in a row without it falling to the ground. In addition, each team member must hit the ball five times (and no participant can hit the ball twice in a row). If the ball ever hits the ground, the group must start over. A group may exceed 100 hits, if that's what it takes to get everyone to hit the ball five times.

Debriefing Questions:

1. If you were successful, what caused this success?
2. What strategies did you use to make sure everyone was included?
3. How did your group respond when the ball hit the ground?
4. What was challenging about this exercise?
5. What did this exercise illustrate to you about leadership?

Source: Office of Student Leadership Development—Ulrich Student Center; Lehigh University



TEAMWORK ACTIVITY #1: IF YOU CAN BUILD IT ...

Approximate Time Required: 30 minutes

Supplies Needed: Equal amounts of easy-to-handle materials

Number of People: Any size group

21st Century Skills Addressed: communication, critical thinking, teamwork, decision-making, problem-solving and creativity.

Instructions:

Divide students into teams and give each group equal amounts of a certain material, i.e. pipe cleaners, blocks, dried spaghetti or marshmallows. Then, give them something to construct i.e.: “which team can build the tallest castle?” or “which team can build a castle the fastest?”

Debriefing Questions:

1. What were some of the challenges faced during construction?
2. What creativity and collaboration techniques did your group undertake to complete this activity successfully?
3. What did this exercise illustrate to you about teamwork? About leadership?
4. What was your reaction in comparing your group’s materials to others’? How does this relate to situations in real-life?

Source: www.teachthought.com



TEAMWORK ACTIVITY #2: BIRTHDAY SHUFFLE

Approximate Time Required: 10 to 15 minutes

Supplies Needed: None

Number of People: Any size group

21st Century Skills Addressed: Communication, collaboration, creativity, and problem-solving

Instructions:

Have learners stand. Require them to line up in the order of birthdays based on the months and years of birth in silence. No verbal communication is allowed to complete this activity. Allow only 2 minutes to complete the task.

Once that task is completed, add another challenge such as having them now line up in numerical order by the day of the month of their birthday.

Debriefing Questions:

1. What challenges did you face in completing the task?
2. How did teamwork play a role in helping complete both tasks?
3. Identify behaviors that exemplify an effective team? Which behaviors should effective teams avoid? Why?

Source: Anon.



REPURPOSING ACTIVITY #1: MAKE SOMETHING NEW!

Approximate Time Required: 60 to 90 minutes

Supplies Needed: Flip chart, markers, items that can be found in the average home, and table tent for each team

Number of People: 6+ individuals

21st Century Skills Addressed: innovation, creativity, collaboration and decision-making

Instructions:

Place several common, everyday items on a table, such as:

- Folders
- Hair ties
- Eyeglass/sunglass case
- Plastic containers with lids
- Empty water bottles
- Erasers

Form teams of 3 to 4 members. Each team will determine a team name. Each team will select one item from the table for which they will determine one or more new uses. The new uses may require a slight alteration of the original product. For example, the color of the item may change or removing pieces from the item is allowed.

Require each group to make a three-minute presentation to the class on the “new” items. The presentation should include a name for the new item, the purpose of the new item, the value created by the new item, and the marketing strategies to ensure consumer acceptance.

Debriefing Questions:

1. Why did your team select the specific item to complete the team assignment?
2. What changes were made to the item? Explain why.
3. What process did the team implement to complete the assignment?
4. What did you learn about innovation by completing this activity?
5. How does innovation impact entrepreneurship? Daily lives?

Source: Anon.



REPURPOSING ACTIVITY #2: GARBAGE ART

Approximate Time Required: 30 – 40 minutes

Supplies Needed: Reusable trash items

Number of People: Any size group

21st Century Skills Addressed: creativity, critical thinking, problem solving and collaboration

Instructions:

Are you tired of all your trash? Are you buried in packaging materials? Make use of that useless garbage. Make it art! Gather all of your reusable trash items and invite others to do the same. Set up a table for Earth Day, America Recycles Day, or even your favorite recycling event. Encourage people to look at examples of scrap sculptures and to make their own. You might even want to have a community art piece for everyone to add something new as they pass by.

Don't forget to have informational materials at your table to answer questions and spark interest in reusing materials and recycling in general. Some reusable items that could be fun- nuts, bolts, used colored paper (both sides of course), dead pens, floppy disks, lipstick cartridges, plastic containers, etc. Just have fun!

Debriefing Questions:

1. How did individuals at your event respond to creating something out of what many consider useless garbage?
2. What are the benefits of working with reusable trash items to create a new item?
3. What is the connection between this repurposing activity and entrepreneurship?

Source: University of Oregon, Campus Zero Waste Program

