



## Activities

### SECTION 1: Module 2

#### Creative Me

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## Activity name: Snapchat - My entrepreneurial identity

<b>Method:</b>	Group
<b>Materials Needed:</b>	Snapchat and smart phone
<b>Duration:</b>	30 mins

### What is it?

Snapchat is a fun mobile app used to share brief "Snap" photos, videos, text, and drawings. These Snaps can be viewed for a few seconds before they are deleted forever. Snapchat is available for free for iPhone and Android.

Snapchat's "stories" feature lets you add new pictures and videos to your story. Then your followers can view the story any time for 24 hours. The "stories" feature is designed to let your followers catch up on what you've been doing for the last day all at once.

You must have a two-way following relationship to send pictures and videos to another user. Therefore, the "stories" feature is the best place for participants to share content with each other.

Note: You need to be over the age of thirteen to create a Snapchat account.

### Why Do It?

Let's participants explore and express their entrepreneurial characteristics visually in a creative way.

### How to Do It

Encourage participants to use creativity and share their thoughts, opinions and social commentary to express their entrepreneurial characteristics to the group via images and videos on Snapchat.

For example, participants could share photos of what they feel relates to their entrepreneurial characteristics i.e.

- Emojis i.e. a clock and a smiley face to indicate time management skills or a dog and a bone to indicate perseverance
- An image or video of a rubix cube to indicate problem-solving skills
- Images or videos of what/who inspires and motivates them
- Videos of themselves at rehearsals, creating art work or composing music – showing their creativity
- Images that relate to their business

## Activity name: Magic box

<b>Method:</b>	Group
<b>Materials Needed:</b>	A box for each team which will contain various craft supplies at the disposal of the tutor e.g. paper, card, play dough, glue, lolly stick, feathers, sequins, pins, markers etc
<b>Duration:</b>	45 Min

### What is it?

Participants are divided into groups and each group is given a box containing various craft items. Each box can have the same contents or the contents can vary depending on the resources available. Teams are then asked to use the contents to create something using the contents of their box.

### Why do it?

This activity will stretch the creativity of participants. In everyday life and in business, individuals can only work with the resources they have available to them. This activity will teach the participants to manage resources, solve a problem and to look at alternative ways for completing tasks when the correct resources aren't available.

### How to do it

#### Introduction: 5 Min

Give participants a brief introduction to the activity explaining the need for creativity in enterprise and set the rules for the task i.e. time they have, only allowed to use the contents of the box.

#### Main activity: 30 Min

Divide the group into teams of 3-4 people and give each team a closed box containing a variety of craft items. Explain that the items in the box must all be used to create something that will solve a problem that the group have identified.

#### Review: 10 Min

Ask each team to tell the group what they made and the problem it solved. Discuss any difficulties the group had and explain the similarities between the difficulties they had and those faced by business leaders.

## Activity name: Peanut butter & jelly

**Method:** Group  
**Materials Needed:** 2 slices of bread, a jar of peanut butter, a jar of jam, a knife  
**Duration:** 10 mins

### What is it?

Participants are asked to give the tutor instructions for making a peanut butter and jelly sandwich. The tutor will take instructions literally.

### Why Do It?

Through this activity the tutor will teach the youth the value of speaking with clarity and in listening with understanding.

### How to Do It?

Tell participants that you want to make a peanut butter and jelly sandwich and invite them to instruct you how to do it. But take their instructions literally e.g. if they say put the peanut butter on the bread then set the jar of peanut butter on the bread. And continue until the sandwich is made.

## Activity name: Greeting card challenge

**Method:** Group  
**Materials Needed:** Craft supplies i.e. card, glitter, stickers, paint etc  
**Duration:** 1 - 2 hrs

### What is it?

Participants set up and run their own greeting card production companies

### Why do it?

Help develop creative, teamwork and presentation skills

### How to do it?

Participants work in teams to set up and run a greetings card production line, including making and selling.

Split participants into separate teams, with each team becoming a company. Quiz them on their knowledge of greetings cards and important occasions they had firm foundations to take on this challenge. The companies now had to decide which kinds of greetings cards they were going to produce. Which type of card would be most profitable? Which style would be most appealing?

### Creative Card Makers

Imaginative ideas will be in no short supply, as the teams use their creative skills to figure out new ways to attract customers. Some teams may opt for a classic Happy Birthday card as that would appeal to many with its bold and bright front cover. Another team might think outside the box, opting for a 3D 'Best Friends Forever' Card that has appeal as it was unique, something no one had seen before.

### Working together to run efficient production lines

Next up, the teams will have to work in their teams to run a production line to ensure that high quality cards are made as efficiently as possible. Initially, some teams may run into difficulties, i.e. they may find it hard to combine everyone's ideas or find it hard cooperating. However, they should be reminded that if they work together as a team they can overcome these problems.

## Activities – Section 1 - Module 2 – Creative me

If each person took ownership over a role and then passed it on to their colleague when completed, this would produce cards efficiently. They would become experts in their field and be able to make cards of high quality and consistently, whether this was designing the front cover, writing an emotive message inside, or completing the company logo on the back. Excellent teamwork makes for efficient production lines!

### Presenting their work

With all these cards being made, it's time to showcase all the hard work and creativity. Participants develop their presentation skills, learning how to write an engaging speech, and then give it to a room full of people with great confidence. One after another, the teams can showcase their hard work and prove that they were highly creative team players.

## Activity name: Team line up

**Method:** Group  
**Materials Needed:** n/a  
**Duration:** 10 mins

### What is it?

In this activity participants are asked to line up according to their height (or age, shoe size or other factors the tutor identifies). The aim is to do this without any spoken communication.

### Why do it?

Develop problem-solving and communication skills. The aim of the activity is to encourage team work and to initiate discussion on how the task could have been achieved more efficiently e.g. by asking questions before initiating the task.

### How to do it?

Ask participants to line up in order of height, shoe size, age etc and when the task is complete ask them to discuss how the task could have been completed more efficiently

## Activity name: Understanding Perseverance

**Method:** Group  
**Materials Needed:** The story of Thomas Edison (please adapt to the context)  
**Duration:** 20 mins

### Why do it?

To enable participants to understand the concept and importance of perseverance.

### How to do it

#### Task 1: 5 mins

Read the story of Thomas Edison to the participants

#### Task 2: 15 mins

Ask the following reflection questions:

- What are the major challenges that Thomas Edison faced?
- What were his achievements?
- What are the causes for his success?
- What do we learn from the story of Thomas Edison?
- How can we apply these lessons to our everyday lives and in the context of work / business?

## The story of Thomas Edison

When he was young, Thomas Edison's parents took him out of school after his teachers declared that he was "stupid" and "unteachable." Edison spent his early years working and being fired from various jobs, culminating in his firing from a telegraph company at the age of 21. Despite these numerous setbacks, Edison was never discouraged from his true calling in life: inventing! Throughout his career, Edison obtained more than one thousand patents. And although several of these inventions such as the light bulb, stock printer, phonograph and alkaline battery -- were ground breaking innovations, the vast majority of them could be fairly described as failures. Edison is now famous for saying that genius is **"1% inspiration and 99% perspiration"**.

One of Edison's best examples of perseverance occurred after he was already a successful man. After inventing the light bulb, he began seeking an inexpensive light bulb filament. At the time, ore was mined in the Midwest of the United States, and shipping costs were very high. In order to minimise his costs with ore, Edison established his own ore-mining plant in Ogdensburg, New Jersey. For nearly ten years, he devoted his time and money to the enterprise. Edison also obtained 47 patents for innovations that helped make the plant run more smoothly. And even despite those inventions, Edison's core project failed because of the low quality of ore on the East Coast.

However, despite that failing, one of those 47 inventions (a crushing machine) revolutionised the cement industry, and actually earned Edison back almost all of the money he had lost. Later, Henry Ford would credit Edison's Ogdensburg project as the main inspiration for his Model T Ford assembly line. And in fact, many believe that Edison paved the way for modern-day industrial laboratories. Edison's foray into ore-mining demonstrates that dedication can pay off even in a losing venture.

## Activity name: Keep on going (a)

**Method:** Group  
**Materials Needed:** Flip chart paper and pens  
**Duration:** 15 mins

### Why Do It?

Participants explore the importance of perseverance within the context of being enterprising.

### How to Do It

#### Task 1

Explain to the group that perseverance means 'not giving up' or 'hanging in there' until you complete a task.

#### Task 2

Give the group an example of someone who persevered at something, for example:

- Thomas Edison tested over 3000 filaments before he came up with his version of a light bulb
- Ludwig Van Beethoven became a famous musician even though he was deaf

#### Task 3

Discuss with the group ways in which they have already demonstrated perseverance in their lives, for example:

- learning to walk
- learning to write
- learning to read
- learning to ride a bicycle

Invite the group to think about a time when they showed perseverance. Ask them to answer the following questions:

- How hard was it?
- Why did you keep trying?
- How did it feel when you accomplished something that was at first difficult?

## Activities – Section 1 - Module 2 – Creative me

Place two flip chart pages or large sheets of paper in the classroom. On each sheet of paper write one of the following titles:

- Persevering at school
- Persevering at home

Divide the class into groups of 3 or 4 people. Ask each group to brainstorm tasks that they might have to persevere at in the given situations.

Finally, invite each group to present their responses to the rest of the group.

Collate their answers on the flip chart pages.

## Activity name: Keep on going (b)

**Method:** Group

**Materials Needed:** 10x eggs\*, 10x balloons, 5x rolls of sticky tape, Elastic bands, Sheets of A4 paper (\* use an alternate prop if any participant is allergic to eggs)

**Duration:** 15 mins

### Why Do It?

Participants explore the importance of perseverance within the context of being enterprising.

### How to Do It

Organise people into five groups. Distribute the following items to each group:

- two eggs
- two balloons
- one roll of sticky tape
- some elastic bands
- some sheets of A4 paper

Make sure each group has the same amount of resources. Challenge each group to design and make a vehicle to carry the egg. Explain that the vehicle should be able to withstand a one metre drop and protect the egg. Following the activity, provide each group with the following 'Group Perseverance' resource and ask them to record their responses. Allow time for a whole group discussion.

### Group Perseverance

<b>1.</b> In what ways did your group demonstrate perseverance?	<b>2.</b> Why did you persevere? List as many answers as possible.
<b>3.</b> What might have made you feel like giving up?	<b>4.</b> How might this be the same in the workplace?
<b>5.</b> Think of three jobs. Make a list of reasons to explain why perseverance would be important in these jobs.	

## Activity name: Think outside the box

**Method:** Individual  
**Materials Needed:** Pen and paper  
**Duration:** 20 mins

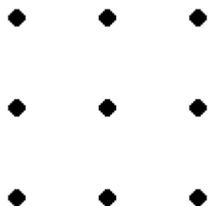
### Why Do It?

To develop problem solving techniques

### How to do It

#### Task 1: 5 mins

Show participants nine dots arranged in a set of three rows (as below).



Explain that their challenge is to draw four straight lines which go through the middle of all of the dots without taking the pencil off the paper.

If they are using a pencil, they must start from any position and draw the lines one after the other without taking your pencil off the page. Each line starts where the last line finishes.

#### Task 2: 3 mins

Ask participants to draw nine dots on a piece of paper.

#### Task 3: 15 mins

Ask them to place their pencil somewhere, draw four straight lines without taking their pencil off the page. Each line must start where the last line finished. **Encourage participants not to give up too easily!**

#### Task 4: 10 mins

Show the group the solution and get them to draw it

Task 5 - Review: 15 mins

**How did you solve the puzzle?** – Ask the participants to think back to how they were solving the puzzle. Did they solve it by trial and error or did they think through a strategy?

Ask them to spend 30 seconds thinking about how they solved it and what changes in their thoughts they needed to have to get you there.

Task 6 – Discuss: 10 mins

The beauty of this nine-dot puzzle is that you **literally have to "think out of the box" to solve the puzzle**. Your pencil must go outside the box of the dots to be able to solve it.

The most frequent difficulty people have with this puzzle is that they try to draw all the lines within the dots and they do not initially want to draw lines outside it because:

- There is nothing outside the set of dots to associate to. There are no dots to join a line to outside the puzzle so they assume a boundary exists
- It is assumed that doing this is outside the scope of the problem, even though the problem definition does not say you are not allowed to
- You are so close to doing it that you keep trying the same way but harder.

Task 7 - Explain and discuss the following: 15 mins

**Lessons to be learned from this puzzle:**

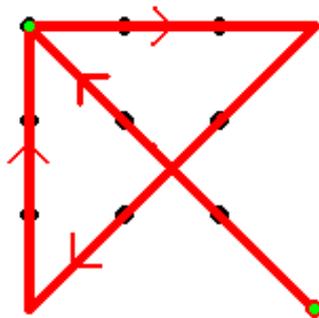
1. **Look beyond the current definition of the problem**
  - Analyse the definition to find out what is allowed and what is not
  - Are there any real rules to the problem anyway? (especially valid in human related problems - there are only perceptions, not physical rules)
  - Look for other definitions of problems
  - Do not accept other people's definitions of problems. They may be either wrong or biased
  - If a problem definition is wrong, no number of solutions will solve the real problem
2. **Investigate the boundaries**
  - What are the boundaries which the solution must fit into?
  - Are the boundaries your own perceptions or reality?
  - What are the possibilities if you push the boundaries?
  - What are the benefits of small boundary changes?

3. Hard work is not the solution

- Repeating the same wrong process again and again with more vigour does not work.
- You can be very close to a solution while not getting any closer to it.
- Thought is the solution; physical hard work will not work.

## Solution

The picture below will show you a solution to this problem.



## Activity Name: Problem-solving and exploring options

**Method:** Group  
**Materials Needed:** Worksheet and pens

### Why do it?

This activity introduces a tool that encourages young people to consider the positive and negative consequences of any solutions they think of, before making a decision to act.

### How to do it?

Start the activity by suggesting that sometimes when people feel stressed or worried they feel bombarded by people telling them what they should or shouldn't do, which can make the situation feel even worse. Invite the young people to share examples with a partner and then ask:

- How did it feel to have someone else trying to solve your problems?
- What helped most?
- What was least helpful?

Conclude that although it is important to talk things through with a trusted friend or adult, ultimately.

Hand out the worksheet and pens. Suggest that as well as asking for support, a good habit to get into when trying to solve a problem is to explore the options before making your own choices. This includes considering what might happen as a result of any action, e.g. if the problem is that a piece of homework is late, one option is to avoid the lesson. However, the possible consequences are avoiding getting into trouble, but the negative consequences are missing learning, getting more behind and probably making the situation worse. So, based on that information a decision can be reached that might be different to the one chosen without thinking the situation through.

Ask the participants to go back to the problems that they identified earlier and using a personal example work through the sheet to action plan what they should do to resolve things, including identifying people they could turn to for support.

Discuss the process and agree a time limit for the action plan to be put into place and a review date to see how they got on with this problem-solving strategy.

Worksheet - Problem-solving and exploring options

<b>Problem:</b>		
<b>Options</b>	<b>Possible Consequences</b>	<b>Negative Consequences</b>
<b>Action plan:</b>		

## Activity Name: Problem collage

**Method:** Group

**Materials Needed:** Magazines, scissors, large sheets of paper, markers and glue

### Why do it?

This session encourages consideration of the different problems that young people may have.

### How to do it?

Divide participants into small groups and give each group a selection of magazines, paper, markers, glue and scissors. Set each group the task of looking through the magazines to find pictures or articles about things that may cause young people stress, worry or other negative feelings. Explain that these can be of places, people, food and drink, consumer goods or activities.

Then ask each group to take their images and make them into a collage on the flipchart paper. Agree that they can supplement the cuttings with words, slogans or feelings written with the marker pens.

Bring the groups back together to share their collages and use lead questions to prompt discussion:

- How do the things selected result in problems for young people?
- What are the key differences between the people shown in the collages and those in the “real” world?
- Is it easy to identify with the lifestyles and images promoted in the magazines?
- Who is responsible for solving these problems?

Conclude by suggesting that many images in magazines and on TV promote wealthy lifestyles or glamorous jobs and perfect bodies, which can inspire people to set high goals for themselves. However, they can also have a negative impact and make people feel unhappy with their life too.

Ask the participants to consider if any of the areas they have identified are a problem that they would like to work on over the next few sessions and record individual ideas.

## Activity Name: Physical and emotional response

**Method:** Group  
**Materials Needed:** Flipchart paper and markers

### Why do it?

This session encourages young people to recognise the physical and emotional feelings that may be experienced when worrying about a problem.

### How to do it?

Seat the participants in a circle and ask them to consider a problem they had, which is now resolved. Encourage them to reflect on how they felt whilst experiencing the problem, and how they felt once it was resolved. In turn invite each person to use two words to express the feelings during the problem time and afterwards, e.g. “stressed” and “relieved”.

Next, divide the participants into small groups and hand each group flipchart paper and markers. Ask them to draw a line down the middle of the paper to divide the page equally in two. One side should be headed “Physical responses” and the other “Emotional responses”.

The group task is to discuss how someone might feel when experiencing a problem that is worrying and causing stress. They can draw on personal experience but also add ideas from observations of friends or family. Suggestions could include:

- Physical responses – headache, stomach ache, loss of appetite, poor sleep, tiredness, poor concentration and aggressive behaviour
- Emotional responses – sadness, loneliness, irritability, anger, anxiety or withdrawal.

Invite each group to present their findings and then ask:

“How can these affect your school life, ability to work, friendships, personal relationships, and other areas of life?”

Conclude that the impact of negative emotional and physical responses can be huge, leading to further problems, worry and stress, especially if the problem is not tackled effectively. Suggest that it is better to identify what the problem is, seek help or support to talk through the options, and then plan what to do next. Just having a choice of solutions and putting a plan into action can reduce the stress experienced and reduce feelings of powerlessness.

## Activity Name: Create a 'Me' commercial

<b>Method:</b>	Group
<b>Materials Needed:</b>	Access to computer capable of making video, internet access, Trello
<b>Duration:</b>	1 – 2 days

### What is it?

In this exercise participants are asked to make a video using words and images that they think best describe them. Each member will then have a Trello Board opened where other members of the groups can post images, words and links that they think sum that person up. Each person will then be assigned another person in the group and will make a video using the images and words submitted by the rest of the group.

### Why do it?

The purpose of the activity is to develop confidence among individual members. In many cases others often see people in a more positive light than the individual. By comparing the videos, it is hoped that the individual will have a greater feeling on self-worth and confidence. The activity also encourages groups where individuals are unfamiliar to get to know each other.

### How to do it?

This activity will work with individuals who are computer literate and are able to make videos or animated slides that work as video.

Over a period of time, participants are asked to gather words and images that they feel represents them. These can be images they have seen on line, in press media, photos etc. They then make a video using the images and words. The videos are not shown to the group at this stage.

The group then opens a Trello board for each member which is shared with the group so that over a period of time members can add photos, images etc that they feel represents other group members. After this part of the project is complete, each team member is given the name of another team member and they must make a video using the words and images for that team member. When all the videos are complete each individual's own video is shown followed by the video made by their peer.

## Activity name: Enterprising people – all walks of life

**Method:** Individual  
**Materials Needed:** Diagram below and pens  
**Duration:** 10 mins

### Why Do It?

Young people explore the concept of an enterprising person. They also explore how people can be enterprising in many different contexts.

### How to do it?

Using the diagram below, identify at least three different enterprising people in each of the categories shown. If you wish, you can add other categories or people to the diagram

