# Activity 10. Entrepreneurial Challenges and Balloons! (GrantXpert)

1. **Learning outcome(s):** (list up to 3)
   * 1. Recognise entrepreneurial challenges and brainstorm ways to overcome them.
     2. Appreciate the value of teamwork and collaboration for finding solutions.
     3. Develop problem-solving and team-building skills.
2. **Relation of activity with the STEM, gender inclusiveness and Entrepreneurship:** (text, not bullets, explaining the relation of the activity to 3 above)

This activity is closely related to an entrepreneurial skill that a person needs to develop, irrespective of the area of interest and the professional career choice: the skill of teamwork. This is considered a life (transversal) skill and it is vital to be developed by all young people, irrespective of their specific interest in STEM or entrepreneurship topics.

1. **Indicate the area of focus:**

**☐ STEM**

**☐ Gender inclusiveness**

**☒ Entrepreneurship**

1. **Materials:** (including ppts, videos, hands-on material)

* Balloons
* Scrap paper
* Colored pencils
* Crayons
* Markers
* Posterboard
* other craft materials.

1. **Preparation:**  All participants are first asked to view these videos in advance:

1) Bullock Properties: <https://www.youtube.com/watch?v=dpM6WH3PV6k>

2) 50 entrepreneurs share priceless advice:

[**https://www.youtube.com/watch?v=QoqohmccTSc**](https://www.youtube.com/watch?v=QoqohmccTSc)

3) Advice For Aspiring Female Entrepreneurs | Forbes

<https://www.youtube.com/watch?v=zAPc2ZGQ_Xo>

4) The top 50 rules for Women Entrepreneurs

<https://www.youtube.com/watch?v=DUsiTjOcbr8>

Following the viewing of these videos, students should write down important entrepreneurial

challenges and bring these notes in class, in small slip papers.

The faciliator arranges the classroom in such a way as to have enough room for the balloons and the posterboards and the class is divided in small stations for small teams of 3-4 people to be developed.

1. **Duration:** 90 (minutes)
2. **Target group:** Teachers of lower secondary education (students aged 13-15) (student age)

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1. **Description of the activity:**

Theme: Importance of teamwork in overcoming business challenges.

Working method: discussion and brainstorming, group exercise, presentation.

1. Before class, students choose usual entrepreneurial challenges and write them on slips of paper. Examples could include: time management, finding trustworthy team members, managing the team, locating mentors, knowing where to turn for help, etc. The facilitator can give one or two examples just to help them understand the concept and then allow the students to start sharing their ideas freely. This could be done before class or during the start of class, for 10’ maximum.

2. Place the slips of paper into 4 balloons, one in each and inflate these and another 20 balloons. 5’

3. Place students into groups of 3 or 4. Give each group 5 or 6 balloons and ask them to choose a leader. The faciliator of this exercise can actively appoint a leader to each group up front, so that the participants who are not naturally taking the leadership role could use this opportunity to explore the role as well. One balloon should contain a slip of paper with a challenge. The leader will be responsible for rallying the team and reporting out at the end of the activity.If the facilitator feels the whole activity will get too messy and noisy, he/she can ask students to sit on the floor and throw their balloons to each other while seating.

4. Explain to students that as a team they will be required to keep all balloons in the air for 45’’ by continuously batting them. If a balloon touches the ground, students may pick them back up and continue. Let students know when the time is up. Ask them to hold their balloons. 5’

5. Empty balloons can be collected, but ask the group to keep balloons containing challenges. Have each group read the challenge inside the balloon and brainstorm ways to overcome it. After students are finished brainstorming, ask each group leader to share their challenge and the ways they would overcome it. After all groups have shared their input, collect the remaining balloons and have students return to their seats for the discussion. 25’

6. Facilitate a discussion about asking for help, being a trusted part of a team, and finding ways to push through other difficult situations. In the video, Tighe talks about how a lot of these things affected his life and business. Ask students to share their thoughts about why these points are particularly important when you are in business for yourself. 20’

Other discussion points to consider from the activity:

• The balloons represent the many aspects of life that must be juggled at any given time (schoolwork, family, social life, business operations, etc.).

• Sometimes, these aspects of life have hidden challenges that may not be apparent upon first glance (the slip of paper within the balloons).

• There will be times when not everything goes the way you plan, like in the activity when balloons are dropped on the floor. Most of the time, you can find a way to fix these situations, but they generally will require more creativity than simply picking the balloon back up like in the activity.

• Teamwork: an important part of running a successful business, having the ability to maintain balance.

• Help the participants become more aware of gender related issues and biases as individuals in relation to this exercise, e.g. how many of the examples viewed in the videos of successful role models included men, the role of leader always assumed by boys, how work-life balance is usually related to women as an issue they need to handle (more than men do).

• Time constraints, like the 45’’ activity timeframe, often change how we perform tasks. For example, students may have been moving very quickly in the game because they knew there wasn’t much time. Discuss how this can affect the quality of work being done.

• Solutions are often easier to come by when you discuss them with multiple people – like brainstorming solutions at the end of the activity. It is often easier to build off of other people’s thoughts than to rely solely on your own.

• People generally want to be part of a team with a positive leader. Have students think about ways they could create a positive atmosphere as an entrepreneur leading a team.

\* Use these discussion points and any of your own to tie the activity back to the challenges and successes that successful entrepreneurs mention in the videos.

\* Each group creates a posterboard to represent an idea, e.g. Life doesn’t always go as planned, but there’s always a solution” or “Teamwork is an essential part of life and running a successful business.”

**9. Link to curriculum: Career Orientation classes, Business, Political Economy, ice-breaking activity for any subject.**