

MAKING SPACE 365 CREATIVE SKILLS & ENTREPRENEURSHIP YOUTH TRAINING TOOLKIT

Maximising the Potential of Young
People through Creative and
Cultural Entrepreneurship in the
Community

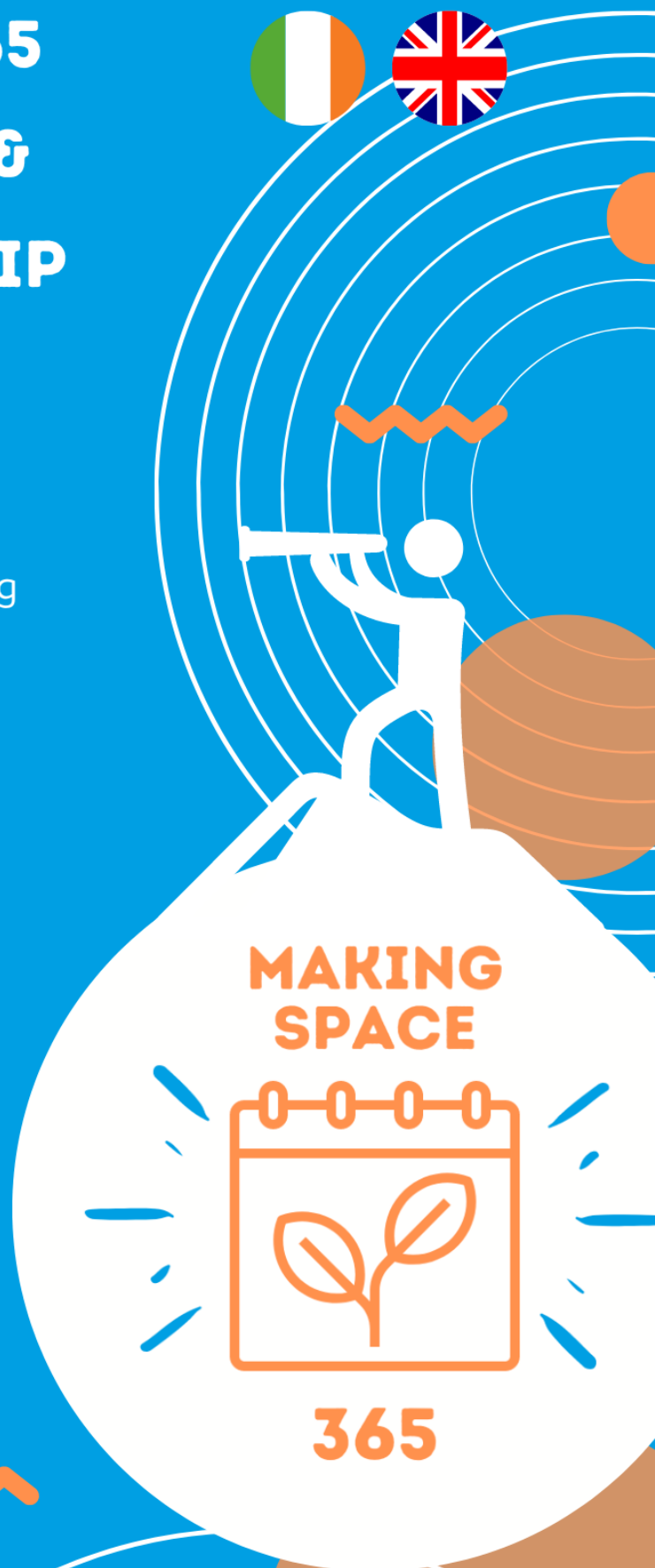


Entrepreneurship
Competencies
Module T1

**Spotting opportunities
and valuing ideas**



2020-1-PT02-KA227-YOU-007635



Module T1: Ideas and Opportunities – Spotting Opportunities and Valuing Ideas

In this module, you will find a compendium of modular, active learning resources and activities that will support you and your learners to develop competencies on *Spotting Opportunities and Valuing Ideas*.

Namely, this module contains:

- Description of a 3-hour face-to-face learning activity
- Activities for a 2-hour self-directed learning
- Fact sheet
- Learner handout
- Self-reflection exercises

Aim and learning objectives of this module

Plane Factory is designed to engage young people in the process of prototyping and collaborating while dealing with the entrepreneurial challenges of scarcity, risk & potential for failure. Students are given the task of planning, designing and flying paper planes with the potential for profit if they succeed. Through this module, the learners are expected to develop the following knowledge, skills, and attitudes:

Knowledge Skills Attitudes Reference Matrix			
Topic	Knowledge	Skills	Attitude
T1 - Spotting Opportunities and Valuing Ideas	<ul style="list-style-type: none"> • T1K1 - Basic knowledge of what is an opportunity, what is a challenge • T1K2 - Basic knowledge of how to make a needs assessment • T1K3 - Introduction to value and its different aspects (social, cultural, economic...) • T1K4 - Introduction to the value of ideas and ways to protect them (e.g. copyrights) 	<ul style="list-style-type: none"> • T1S1 - Identifying opportunities • T1S2 - Identifying challenges and ways to overcome them • T1S3 - Using imagination and creativity to exploit opportunities and create value • T1S4 - Taking of initiatives and being proactive • T1S5 - Ability to identify key-stakeholders that can support the exploitation of opportunities and valuing of ideas • T1S6 - Ability to create strategies to exploit opportunities and ideas in the best possible way 	<ul style="list-style-type: none"> • T1A1 - Being aware of the value of ideas and how they can be used to create/exploit given opportunities • T1A2 - Being aware of the importance of needs assessment that can lead to effective exploitation of opportunities and ideas, in sync with the needs of the community, organisation, company, etc.

Part 01: Spotting Opportunities and Valuing Ideas f2f Learning Activity

In this part of the module, you will find a comprehensive learning activity that is designed for face-to-face group training. The duration of this learning activity is approximately 3 hours. The aim of this activity is to support the trainers/facilitators in providing a holistic learning experience to groups of learners that will support them to develop their Spotting Opportunities and Valuing Ideas competence.

The activity uses different tools that can be used with different target groups and adapted to fit the needs of each group of learners.


Summary

Name of tool/ estimated time		Type of tool	Objective of the tool
Part 01			
1	Share objectives, introducing the topic and getting to know each other. 30 mins	Presentation by tutor. Icebreaker/getting to know each other.	To explain & give an overview of the module. Participants get to know each other in preparation for the team activities.
2	Organising teams and assigning company names. 10 mins	Teamwork	Give time for the participants to organise themselves into teams and also to devise a company name.
3	Preparing work and test areas 20 mins	Teamwork	Participants are given a space and basic set-up. They are tasked with organising the space and also organising the test area. Materials needed to build the planes to be issued by the tutor and further instructions to be given regarding obtaining extra resources.
Break			
Part 02			
4	Building & Testing 40 mins	Teamwork/Group discussion	Participants build their prototypes and test them. Tutor to monitor participants follow the rules.
5	Calculate profits/losses for each company 20 mins	Analysis and presentation	The profits/losses for each company to be calculated and displayed in a table. This encourages competition and also to highlight good practice and errors.
6	Reflection 25 mins	Plenary discussion	Allow time to reflect on the activity and what the participants have learned. Improving their entrepreneurial mindset. Reflect on how they would do the activity differently and how this activity relates to the general topic of entrepreneurialism.

Detailed Description:

Part 01	
Title of the session	Introduction and Preparation – Setting up a Plane Factory
Approximate length	Approximately 1 hour 30 minutes
Group size	Even numbers 6 – 36 depending on paper supplies
Equipment, materials & space needed	<ul style="list-style-type: none"> ● Space to build and test paper planes ● A multicolour ream of paper 25 sheets each ● Paper planes 'Rules' sheets for each group ● Test Flight Record Sheet for each group ● Clipboard with score sheet for you to record attempts and successes ● Some pretend currency ● Masking tape or chalk
Objectives	<p>The learners will:</p> <ul style="list-style-type: none"> ❖ Develop an understanding of the concepts of scarcity & risk potential for failure in a safe and 'gamified' context. ❖ Use the rates of success and failure to ultimately drive them to amend & adapt their strategies to help create new opportunities to succeed by innovating their plans and redefining what success looks like. ❖ Engage in the process of prototyping and collaborating whilst dealing with the entrepreneurial challenges of scarcity & risk potential for failure.
Knowledge Skills Attitudes Reference	T1A1, T1S1, T1S2, T1S3, T1S4, T1 K1, T1K2.
Detailed description	<p>Phase 01 – Introduction</p> <p>1.1 Introduce the session theme and overall concept of Spotting Opportunities and Valuing Ideas in relation to the EntreComp Framework and share Framework if appropriate.</p> <p>1.2 Share lesson objectives with the learners, outline the activity, Icebreaker if required.</p> <p>1.3 The teams will be setting up companies that Design, Test, Fly (and if successful), Sell paper planes. Arrange everyone into groups (Plane testing companies). The number of groups will be determined by the number of different colours of paper available. Assign a company name to each group (decided by each group - give 2 minutes for this).</p> <p>Phase 2 - Setting-up</p> <p>2.1 Explain to the learners that they need to create a plane testing facility: this can be either indoors or outdoors with plenty of space to breathe and test the planes. They have to mark a launch and finish line and decide on an agreed length. The facilitator can also contribute to this part.</p> <p>2.2 The teams should be approximately 3 metres apart. Each team should have a small table and a 'Rules' Sheet should be placed on each team table.</p> <p>2.3 Prepare group working areas depending on group size, issue 10 sheets of paper for each group, ideally using different coloured paper per team to help differentiate each team's paper planes.</p>

	<p>Phase 3 – Planning and Strategy</p> <p>3.1 Explain to all groups that today their companies will Design, Test, Fly (and if successful) to Sell paper planes. Inform the teams that you are the customer, and that you will buy ALL of the planes that can be successfully launched from the start line and make it across a finish line without touching the ground. As the customer you will pay them €10 for any plane that is successful, but <i>(pause for dramatic effect!)</i> each test flight will cost them €5! As a Venture Capitalist as well as the customer in this activity, you will ‘Seed’ them with 10 sheets of paper per group as a free investment. You will also give them credit up-front for the €5 test flights and all group accounts will be settled at the end of the activity.</p> <p>3.2 Explain the rules of the activity and give the teams an opportunity to ask questions, clarify details etc. Give the teams time to plan and work out their strategy for the activity (Strict 5 mins) - monitor the teams and address any rule breaking!</p> <p>Phase 4 - Construction & Initial Testing</p> <p>4.1 After the planning and strategizing time, the team can start to build their planes. The facilitators should be there to closely monitor the proceedings. Keep to the strict times agreed for this part of the activity but encourage teams to ask questions throughout.</p> <p>4.2 For the launching sessions track the number of attempts, fails and successes on a score sheet – then after each round (see Part 02) this can be added up; even better, display bigger for the whole group as a ‘Scoreboard’ to encourage competition!</p>
Tips, recommendations for the facilitator	This activity can be facilitated by one person. However, it is recommended that you have another facilitator to help. For larger groups, having someone track of the attempts and successes and to maintain rules is very helpful.
Break	
Part 02	
Title of the session	Development, Investment and Refinements - Plane Factory
Approximate length	1 hour 30 minutes
Group size	Even numbers 6 – 36 depending on paper supplies
Equipment, materials & space needed	<ul style="list-style-type: none"> ● Space to build and test paper planes ● A multicolour ream of paper 25 sheets each ● Paper planes ‘Rules’ sheets for each group ● Test Flight Record Sheet for each group ● Clipboard with score sheet for you to record attempts and successes ● Some pretend currency ● Masking tape or chalk
Objectives	<p>This session is more about development, strategy and improvement. The overall concept has been introduced but risk and spotting opportunity will be more of a factor.</p> <p>Learners will:</p> <ul style="list-style-type: none"> ❖ Attempt to make a profit by creating prototype paper planes able to fly a

	<p>certain distance.</p> <ul style="list-style-type: none"> ❖ Consider further variables. Along with the plane's ability, teams are challenged to streamline their productivity, manage costs, maintain quality, and aim for profitability with the introduction of new rules. ❖ Reflect on what lessons have been learned and how they would approach this activity again given another opportunity.
<p>Detailed description</p>	<p>Phase 1 – Adapting & Re-Testing</p> <p>1.1 Rules are up to the leader for any team that ends in debt at the end or with profit, encouraging reflection about debt and loss in business. Inform the teams that because of strict safety issues involved in testing experimental aircraft, there are important rules that they must follow and that any violations will be punished according to the rules sheet.</p> <p>1.2 Dispose of all failed planes after each launching round and repeat three or more times. During the sessions you might see young people watching how the others are making their successful planes, or asking for tips or advice, they might even pay one another to make paper planes for them. Allow these actions – so long as they are in compliance with the rules; this offers more discussion points later. After all the rounds of testing/flying, calculate the total profits for each group. Internet research time can be purchased at a cost of €10 - otherwise research is disallowed.</p> <p>Phase 2 - Reflection</p> <p>2.1 A plenary/ reflection session should be organised at the end to look at:</p> <ul style="list-style-type: none"> ❖ Lessons learned, what would they do differently next time? ❖ Identifying good practice amongst the teams ❖ How well they collaborated and how good was the strategy used? ❖ What entrepreneurial skills might they have developed? ❖ Provide a critique on how the activity might be improved for next time.
<p>Tips, recommendations for the facilitator</p>	<ul style="list-style-type: none"> ● Display scores to 'gamify' the experience ● Issue spot fines for rule breaking ● Keep clarifying the rules throughout ● Emphasise strict time constraints ● Encourage a competitive atmosphere
<p>Sources/bibliography</p>	<p>TED Talk - The secret to great opportunities? The person you haven't met yet Tanya Menon https://www.youtube.com/watch?v=TFgtl7nt6Q4</p> <p>TED Talk - See Problems As Opportunities Mona Patel TEDx New Bedford https://www.youtube.com/watch?v=FzAyOddR5u4</p> <p>Informative Video by University of Michigan (Engineering) - Entrepreneurship: Spotting Opportunities https://www.youtube.com/watch?v=0_OcmMKVnyl</p> 

Part 02: Spotting Opportunities and Valuing Ideas – Activities for self-directed learning

In this part of the module, you will find a set of activities for self-directed learning that will support the learners/users to consolidate their knowledge on Spotting Opportunities and Valuing Ideas and on methods and tools that can support them to identify their strengths and weaknesses, as well as develop skills and attitudes related to the Spotting Opportunities and Valuing Ideas competence (as described in detail above).

Activity 01: Videos and questions

Reflect on the following example case study videos.

Case Study 1 - Impact Charlotte Pearce, Founder & CEO of Inkfact shares insight into the development of her company. Listen to the way she talks about an opportunity and how she acted on it.



Video Link - <https://www.youtube.com/watch?v=omqdkhSY4OE&feature=youtu.be>

Case Study 2 - Reach Robotics Silas Adekunle, Founder & CEO of Reach Robotics shares insight into the development of his company. Listen to the way he talks about how he took advantage of opportunities at University.



Video Link - <https://www.youtube.com/watch?v=L5CMvD7orME>

Activity 02

Reflect on the following example case study video 3 and consider the questions that follow.

Doug Neal, Executive Director of the Center for Entrepreneurship talks about the strategies for spotting entrepreneurial opportunities.



Video Link - https://www.youtube.com/watch?v=0_OcmMKVnyI

Reflective Points

- Consider an existing local business or product and share four ideas of how you might improve them.
- What stops people from Spotting Opportunities?
- Does uncertainty of what to do prevent people going further?
- How can you recognise appropriate opportunities?
- Is it important to connect with a network of people?
- Is it important to be mindful of what's already happening in the community?



MODULE T1: Spotting Opportunities and Valuing Ideas Fact Sheet

"Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social".

Definition proposed by the Danish Foundation for Entrepreneurship & Young Enterprise

Spotting Opportunities and Valuing Ideas are two of the 15 competencies that any young person can develop to become entrepreneurial, according to the European Commission Entrepreneurship Competence Framework, known as [EntreComp](#).



Video Link - <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

In this video, Ross Hall, director of Ashoka Education Strategy (<https://www.ashoka.org/en>) and member of Ashoka Global Leadership Team, speaks about this competence and how educators can turn it into action.



Video Link - <https://www.youtube.com/watch?v=LctfWCH5j0w>

Andy Penaluna, Director of the International Institute for Creative Entrepreneurial Development at the University of Wales Trinity Saint David, and Kornélia Lohyňová, teacher of Hotel Management, Marketing and Entrepreneurship at the Bratislava Hotel Academy discuss creativity and how it can be nurtured in learners.



Video Link - <https://www.youtube.com/watch?v=NRc9h1V4vSo>

LEARNER HANDOUT MODULE T1: Plane Factory Spotting Opportunities and Valuing Ideas

Plane Factory Goal



Make profit by planning, building and successfully flying paper planes the required distance.

Plane Factory Rules

All paper airplanes must be made **entirely of paper** (no clips or tape)

All planes must be at least **10cm** in length and have wings

All plane flights must be released by **hand only**

Planes must be allowed to land before the next plane can take off

Only **one person** from each group can be in the launch/testing area at a time

Test flights cost **€5** and can only be performed from the launch/testing area

Planes may only be test **flown once**

All successful planes become the property of the customer at a price of **€10** each

Planes not tested during each round must be disposed of after each round

There will be **x4** testing rounds lasting **10 minutes** each

Before each round, groups will have **5 minutes** to **Plan and Strategize**, but can't experiment with the paper at all

This is followed by a **10 minute Production** session, building the planes

This is followed by the **5 minute Launching** session

There will also be a reflection exercise at the end of the session with questions and group discussion.

SELF-REFLECTION EXERCISES MODULE T1: Plane Factory, Spotting Opportunities and Valuing Ideas

Reflect on the plane building exercises and consider the following 10 questions. Spend time attempting the questions on your own then come together with your fellow plane builders.

What strategy did you go with?

Rapid Prototyping – “Fail fast, fail cheap” - Why is it important for a company to understand this way of thinking?

Shared Vision - Was it easy or difficult to work with your team? Would it have been better working alone?

Specialisation - How did you decide who would take on each role? Did you change roles between rounds? Did your group have a comparative advantage over other groups?

Intellectual Property - Should a group bring up “stealing ideas/cheating” – does this happen in the market? Do entrepreneurs “steal” ideas from one another? Can you protect your ideas?

Opportunity Cost - What was the opportunity cost of investing in research and development vs. testing more planes?

In what way does this activity relate to the real world? How can you use this information in making business planning decisions?

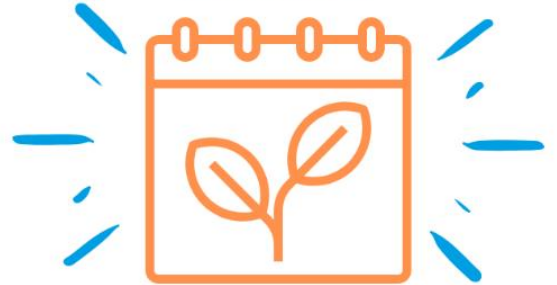
Opportunity Cost - Opportunity cost is the value of the next best thing you give up when you make a decision. What was an opportunity cost you encountered in this activity?

Comparative Advantage - The ability to produce a particular good or service at a lower marginal and opportunity cost over another. What was your comparative advantage?

Additional question: How might you further improve this activity?



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