

I AM AN INNOVATOR

DECA IDEA CHALLENGE 2014

A featured event of Global Entrepreneurship Week

TOOLKIT



NOVEMBER 13-20, 2014
gew.co/challenge

ABOUT DECA INC.

With over a 65 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 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, both high school and college divisions provide services to 200,000 members in 3,500 chapters in 50 states and nine countries.

DECA's programs and activities have constantly evolved as we use the latest technology and apply cutting edge educational research. 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.



ABOUT GLOBAL ENTREPRENEURSHIP WEEK

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 people everywhere through local, national and global activities designed to help them explore their potential as self-starters and innovators. 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 has expanded to 140 countries in its sixth year—empowering millions 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 2014 will be held November 17–23. For more information, visit www.gew.co/challenge and follow @unleashingideas on Twitter.



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DECA IDEA CHALLENGE 2014 TOOLKIT

The DECA Idea Challenge 2014 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 2014 is a fast-paced competition that challenges elementary, secondary and college student teams around the globe to find an innovative new use for a common, everyday item in eight days. Student teams of 3-4 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 13, 2014**.

The competition is a fun and exciting way for students to be creative and innovative 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 2014 promotes entrepreneurial thinking skills such as:

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



WHO CAN PARTICIPATE?

The DECA Idea Challenge 2014 is open to all students (elementary, secondary and college) around the globe. DECA membership is not a requirement.

How do I participate?

1. Organize your team

- Students must participate in teams of 3 to 4 members.
- Ensure each team member holds a specific responsibility in the collaborative process.

2. Access the mystery item on November 13!

- The common, everyday item to be used in the challenge will be revealed at www.gew.co/challenge on November 13 at 12:01AM EST.

3. Get started!

- As a team, determine a new use for the revealed item.
- Communicate your results in a 1 to 3-minute YouTube video presentation. Videos over three minutes in length will not be judged.

4. Post your YouTube video and complete the **DECA Idea Challenge 2014 Submission Form** at www.formstack.com/forms/?1768761-QvQUkVfU8o by **November 20!**

- After the mystery item is revealed, you have eight days to post your YouTube video explaining and demonstrating your new use for the challenge item.
- Complete and submit the **DECA Idea Challenge 2014 Submission Form** by the deadline, **Thursday, November 20**, at 11:59 p.m. EST.

HOW WILL THE CHALLENGE ENTRIES BE EVALUATED?

Each team's entry will be evaluated based on the following:

- New use and value created for the item.
- Feasible and sustainable idea.
- Ability to work effectively as a team.
- Effective communication of results.
- Creative presentation.

Evaluators of the DECA Idea Challenge consist of entrepreneurs, executive and middle level managers, educators not affiliated with DECA from diverse disciplines, including science, marketing, accounting, and more. Entries are sorted by country and evaluated by judges from their perspective country through multiple rounds. The top finalist from each participating country competes in the Global Final Round for the titles of DECA Idea Challenge global winning teams. Each team who submits an entry will receive a certificate of participation via e-mail.

DECA IDEA CHALLENGE 2014 WINNERS

Entries will be grouped into two categories: 1) college and high school submissions, and 2) middle and elementary school submissions. Submissions will also be sorted by county and proceed through evaluation rounds, such that finalists will be announced from each participating country. All finalists will be announced on January 06, 2015.

From the collection of global finalists, two teams, one from each educational category, will be deemed the 2014 DECA Idea Challenge global winners. The two global winning teams will be announced January 12, 2015. In addition to receiving recognition on both the DECA Inc. and Global Entrepreneurship Week websites, each winning global team will receive **\$1,000**.

Finalist teams from the United States will also be recognized at DECA's International Career Development Conference (ICDC) or Collegiate DECA's ICDC in Orlando, FL. Members of the U.S. winning team will receive air and hotel accommodations for three days in Orlando. In addition to participation in various career academies during the conference, the winners will receive complimentary tickets for a local tour event.



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.

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. 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 and are 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.

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.

How many entries are allowed by each team?

Each team is allowed 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 3 of this toolkit.

For additional information, contact Michelle Walker, Director of Education, DECA Inc. at michelle_walker@deca.org or 703.860.5000 ext. 233.

DECA IDEA CHALLENGE 2014 TIMELINE

1. October 01, 2014 – Challenge Kickoff

DECA Idea Challenge 2014 promotion begins at gew.co/challenge

2. November 13, 2014 – Challenge Item Announced

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

3. November 20, 2014 – Submissions Due

All online submissions are due by 6 p.m. EST on November 20, 2014

4. January, 2015 – Winners Announced

January 6, 2015 – Finalists from each participating country announced

January 12, 2015 – Global winners announced

VIDEO TIPS

The DECA Idea Challenge 2014 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.

INSTRUCTOR TIPS

- Have students e-mail you a copy of their DECA Idea Challenge 2014 online submission form for classroom evaluation.
- 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.
- For younger students, approve the project idea before the video is completed and view the presentation to ensure it is appropriate for entry.
- 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
- Recognize all entries and reward students who complete the project.

USING DECA IDEA CHALLENGE 2014 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 practice 21st Century Skills concepts of collaborative problem-solving and learning in digital networks.

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.

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:

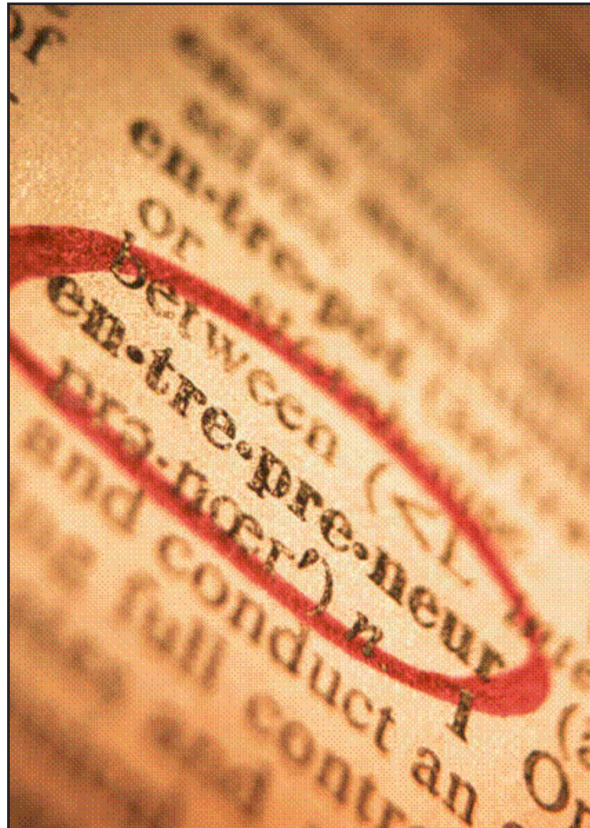
- Who can be an entrepreneur?
- What skills are required to become an entrepreneur?

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.

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.

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?

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.

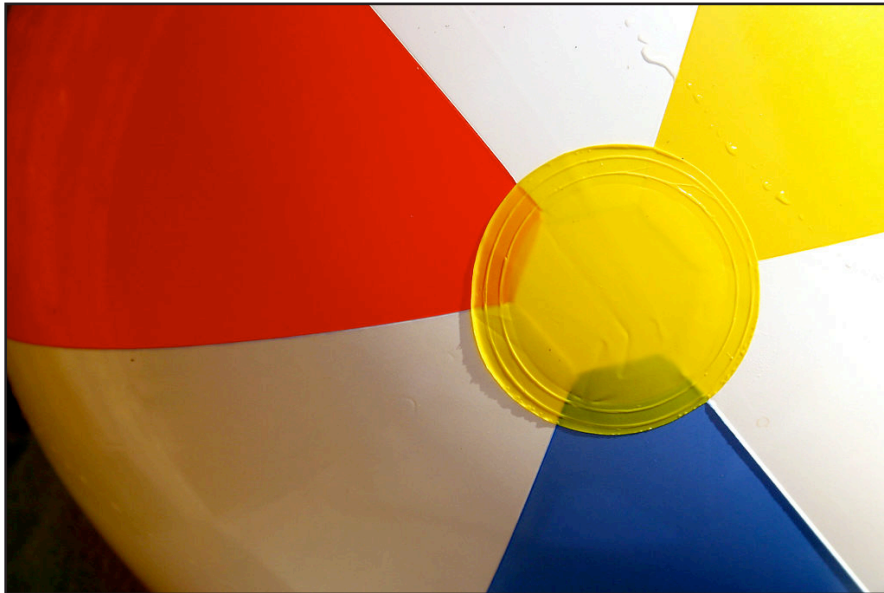
Instructions:

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: MAKE SOMETHING NEW!

Approximate Time Required: 60 to 90 minutes

Supplies Needed: Flip chart, markers, items that can 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.



TEAMWORK ACTIVITY #3: 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.

