



YOUNG ENTREPRENEUR FOUNDATION

Teaching Notes

A-2 Exercise

NOTE: This exercise has been developed as an alternative to more traditional business exercises and lesson plans in the Entrepreneur in the Classroom (EITC) curriculum. It is expected that the instructor will adapt the exercise for their industry/area of study.

Learning Objectives

In your career, whether you work for someone or start your own business, the below skills are key:

- **Communication** - Superior communication skills are important in all facets of your career. In this exercise, we examine the ways in which things that are clear to you, might be misconstrued by someone else.
- **Detail orientation** – Important items - such as technical information in proposals, numbers in invoices, or client contact information – must be correct at a detailed level. This exercise will examine your aptitude for level of detail.
- **Teamwork** – Most people simply cannot be successful without teamwork skills. In this exercise, you will be organized into teams and practice working together.
- **Entrepreneurial traits** – In this exercise, you have the opportunity to demonstrate a variety of other traits useful in entrepreneurial and other professional environments. These traits include creativity, analytical thinking, and risk assessment and mitigation.

Exercise Instructions

MATERIALS:

- PDF A-2 Teaching notes (this document)
- PowerPoint A-2 (to guide the exercise)
- Multiple gathering areas (for teams)
- Simple drawings (e.g., a stick figure) for each team)
- Blank paper various color pens/magic markers/pencils (for materials packets for each team)
- Envelopes (in which to enclose drawing for each team)
- A blackboard, whiteboard, or flipchart (for notes during discussion section)

EXERCISE INSTRUCTION HIGHLIGHTS:

- **STEP 1.** Instructor divides class into teams. There must be an even number of student teams (each team will have a partner team).
- **STEP 2.** Instructor provides a different simple drawing (e.g., a stick figure) to each team. (The drawing has a few “curve balls” such as an odd or off-center shape, different thicknesses and colors of lines, etc.)
 - Alternative: Students create original drawing with their teams.
 - Alternative: Instructor uses Legos/Tinkertoys or some other visually-oriented tool and provides a sculpture, instead of a drawing, to the teams.
- **STEP 3.** The teams work together to develop detailed written instructions such that – with ONLY those instructions and their materials packets – the partner teams could RE-CREATE the drawing (e.g., “draw 5 inch blue line in middle of page, put circle directly on top of that line. Line protrudes 1 inch into the circle, etc.).
- **STEP 4.** Teams swap written directions with their partner teams. Students recreate the picture with NO visual reference or guide, and only the written instructions.
- **STEP 5.** Instructor compares the original drawings with those made by the teams from the written instructions and discusses success (and challenge) factors experienced by the teams in writing the instructions, as well as re-creating the drawing.
- **SPECIAL INSTRUCTOR NOTE ON TIMING:** This is an interactive exercise which builds in momentum, and peaks as teams exchange instructions and compare their (often very funny) drawings with the original. Timelines will vary based on length of class period. BARE MINIMUM suggested timeline is as follows and assumes a 1 hour class period.
 - 1. 5 minutes for step 1- Intro and divide into teams.
 - 2. 5 minutes for step 2 - Hand out drawings.
 - 3. 15 minutes for step 3 – Teams develop written instructions.
 - 4. 15 minutes for step 4 – SWAP! Teams draw picture based on partner team’s written instructions.

Slide 1: "Exercise A-1: Picture Perfect"

EXERCISE TALKING POINTS:

- **Intro** – Today's exercise is **based on** part of a **training program** given to **CIA** employees. It emphasizes the importance of communication, detail orientation, and teamwork, among others.
- Your learning, and continued development of these **skills**, will serve you well in your **career**. (Industry example: Instructor is encouraged to provide 2 examples in their field of study where communication, detail orientation, or teamwork is required).

Slide 2: "Exercise A-2: Picture Perfect, 1. Team assignments"

INSTRUCTIONS FOR STEP 1:

- Instructor divides class into teams. There must be an even number of student teams (each team will have a partner team). (NOTE: Ideally, the minimum team size = 2, Maximum team size = 5)
- Instructor gives each team a name (e.g., Teams A, B, C and D).
- Instructor assigns partner teams.
- **TIMING GUIDE:** Bare minimum - 5 minutes for step 1- Intro and divide into teams.

TALKING POINTS:

- **Team assignments:** I am now going to divide you into teams. (Instructor divides into A, B, C, D, etc. teams and have them sit with one another). You cannot communicate with any of the other teams during this exercise. No talking to other teams, no notes, no texts or emails. You will be interacting **ONLY** with your team.
- **Partner team assignments:** You will have a partner team. Team A, your partner team is B. Team C, your partner team is D. You will only communicate with your partner team through the written document you will be providing.

Slide 3: "Exercise A-2: Picture Perfect – 2. Your assignment"

INSTRUCTIONS:

- Instructor provides a different simple drawing (e.g., a stick figure) to each team **IN AN ENVELOPE** which they cannot open until signaled by the instructor.
 - Alternative: Students create drawing with their teams (would require variation on materials packet strategy, detailed below)
 - Alternative: Students open a box or bag with sculpture of Legos or Tinkertoys.
- Instructor hands out materials packets for teams to use in the next step.
- **TIMING GUIDE** - 5 minutes for step 2 - Hand out drawings.

TALKING POINTS:

- **Drawing** – (While handing out drawings in an envelope and materials packets) Here are your team drawings and materials packets. Each team gets one. **DO NOT** open them until I give you the signal (when teams are in their separate locations and cannot see one another).
- When you open your packets, **NOT NOW**, the drawing may appear simple. However, it becomes much more complicated when you think about creating this drawing from **WRITTEN** instructions **ONLY**. That is what you will be doing today: Creating written instructions to allow your partner team to re-create your drawing.
- To summarize, each team has a unique drawing. Your job is to work as a team to write instructions for your partner team. Your partner team will have to create that same drawing from your instructions **ALONE**.
- There are a few rules you'll have to remember before your team gets started with the instructions. I will continue to circulate for additional questions during the exercise.
- **Rules :**
 - **No communication outside of team.** NO COMMUNICATION with any team other than your own. Any attempt to look at another team's drawing or instructions will result in immediate disqualification.
 - **No rulers or tape measures.**
 - **All instructions are WORDS using a black or blue pen.** No colors, pictures, arrows, or shapes of any kind may be used. Words need to be written in lines, left to right, in your instructions.
 - **Have fun!**

Reminders:

- I will remind you of the following as I circulate, but, here is some additional information.
 - **Time limit.** This is FAST. You will have until I call time to finish the instructions on how to draw this figure/object. I will give you 10 and 5 minute warnings.

- **Completion.** Fold instructions in half and write your partner team's name on the outside.
- (After teams are in their assigned places) Open your envelopes, and get started with your instructions. I will circulate from team to team for questions.
- **INSTRUCTOR NOTE:**
 - **TIMING** - Bare minimum guideline – stated above – is 15 minutes for this step. Continue to circulate throughout the exercise, there may be several questions (see Frequently Asked Questions, below). If more “wiggle room” is allowed in the schedule, it is interesting to see what students do with the additional time – testing/quality control of directions, team introductions and skill assessments at outset, etc.)
 - **DRAWING:** The instructor can vary complexity of exercise through the drawing itself, thick or thin lines/shapes, colors of lines/shapes, placement of lines/shapes on the page, and the paper on which the drawing is made. The instructor is encouraged to throw the students a few “curve balls” with each drawing as stated above. The detail of the drawing should be less complicated if time is limited. Students tend to feel overly-pressured to write complex directions in 15 minutes.
 - **MATERIALS PACKETS:** Materials packets should NOT be the same for each team, but SHOULD allow each team, and their partner team, to render the drawing.
 - Materials packet additional note: The rationale behind adding additional materials beyond the “must have” items is to make the exercise more interesting. For instance, if TEAM B did not specifically stipulate “dark orange” (for the tree leaves) or pencil vs. marker (for the trunk and leaves), or even the size of paper (large or small), TEAM A will then have make guesses. The classroom typically livens as teams encounter challenges presented by their partner team's instructions.
 - Example:

Team A Drawing - Stick figure man using:	Team (B) Materials Packet (*MUST HAVE items)
thin black line (pen)	*Must have: thin black line pen
thick dark blue line (marker)	*Must have: thick dark blue marker
thick dark red line (marker)	*Must have: thick dark red marker
paper = off-white 11 x 14 construction	*Must have: paper = off-white 11 x 14 construction paper
	Team (B) materials packet optional: The following are optional “curve ball” items which would make picture re-creation more challenging
	Option: thick black magic marker (vs. thin line pen),
	Option: thin red marker (vs. thick red marker)
	Option: different sizes and shades of paper

Team B Drawing - Stick tree figure with:	Team (A) Materials Packet (*MUST HAVE items)
brown trunk (pencil)	*Must have: brown pencil
dark green leaves (pencil)	*Must have: dark green pencil
dark orange leaves (marker)	*Must have: dark orange marker
paper = white 8.5 x 11 copier paper	*Must have: paper = white 8.5 x 11 copier paper
	Team (A) materials packet optional: The following are optional “curve ball” items which would make picture re-creation more challenging
	Option: light green marker (vs. dark green pencil)
	Option: light orange pencil (vs. dark orange marker)
	Option: different sizes and shades of paper

Slide 4: “Exercise A-2: Picture Perfect – 3. Written instructions”

INSTRUCTIONS FOR STEP 3:

- Students work in teams to develop written instructions for their assigned picture.
- Instructor circulates for questions while doing this.
- TIMING GUIDE: Bare minimum - 15 minutes for Step 3 - Teams develop written instructions.

TALKING POINTS:

- Now I’m going to call the **start time**. Open your packets and **get to work** with your teams on the instructions. Go!
- **INSTRUCTOR NOTE:** During this step, the instructor is primarily coaching student teams.
 - TIMING - Bare minimum guideline – stated above – is 15 minutes for this step. Continue to circulate throughout the exercise, there may be several questions (see Frequently Asked Questions, below). If more “wiggle room” is allowed in the schedule, it is interesting to see what students do with the additional time – testing/quality control of directions, team introductions and skill assessments at outset, etc.) Below are some frequently asked questions (FAQs) and typical answers:

FREQUENTLY ASKED QUESTIONS:

The questions will vary, but tend to be detailed and about the rules. Examples below:

- Q: Does the other team have the same picture as we do?
- A: No. You all have different pictures.
- Q: Who is in charge of the group?
- A: That is for you to decide. It is your team.
- Q: Do we have enough time for the team to introduce themselves to one another?
- A: That is for you to decide. It is your team.
- Q: Do the other teams have the same materials packets we do?
- A: No. Each of you have similar items, but not the exact same items.
- Q: Does our partner team have multiple shades of blue markers? (Or some other detailed question attempting to ascertain how much detail they should include in their instructions).
- A: I cannot tell you that. (And if pressed further: “You have to focus on your instructions being clear and descriptive for the other team, whatever that means to you.”)
- Q: Can we look at the other team’s materials or trade materials with them?
- A: No. There is no communication with any team outside of your own.
- Q: Can we use colors in our written instructions?
- A: You can use blue or black pen only for your written instructions.
- Q: Can I use a ruler?
- A: No. You will have to come up with a creative way to indicate scale or a measurement.

Slide 5: “Exercise A-2: Picture perfect – 4. Create drawing using instructions”

INSTRUCTIONS FOR STEP 4:

- Instructor collects drawings from students in envelopes and keeps them.
- Instructor collects written instructions from each team, and delivers to partner team.
- Students create drawing using written instructions and previously distributed materials packets.
- TIMING GUIDE: Bare minimum - 15 minutes for Step 4.

TALKING POINTS:

- Now I’m going to take your instructions and deliver it to your partner team. (Some coaxing may be required. Students often ask for additional time.) Please also give me back your original picture (instructor **KEEPS** this drawing)
- Here are your instructions. You must **create the picture described in these instructions. Do not vary from the instructions**, do exactly what is stated on this paper.

FREQUENTLY ASKED QUESTIONS:

Additional questions sometimes ensue, and usually pertain to a lack of clarity or not knowing what to do. Example:

- Q: The other team's instructions aren't clear.
- A: You have to do the best you can with the instructions they've provided you.
- Q: This just says "blue," but we have a dark blue and a light blue marker. How do we know which one to use?
- A: You need to refer to the instructions and make an educated guess.
- Q: Can we ask the other team something?
- A: No. There is no communication of any kind between the teams during the exercise.

Slide 6: "Exercise A-2: Picture Perfect – 5. Discuss"

INSTRUCTIONS FOR STEP 5:

- Instructor holds up each team's picture next to original picture.
- Instructor discusses takeaways from exercise.
- TIMING GUIDE: Bare minimum – 15-20 minutes for Step 5. (Allow for time to gather students again if in different areas of classroom or in other classrooms).

TALKING POINTS:

- **Comparison of originals to team drawings.** In looking at these pictures, which drawing was most similar to the original? (Students respond. In some instances instructor may need to pause while students react.)
- **Discuss** - Why don't you each share with us your thought process in devising the instructions, and then the other team's comments on how they followed the instructions. (Instructor calls on each team for comment).
- **INSTRUCTOR DISCUSSION GUIDE:** Team responses will vary in sharing what made them successful. This is part of what makes the exercise fun. What works for one team does not necessarily work for another team. However, below you will find typical comments. The instructor is encouraged to highlight 2 to 4 of the key comments made by students in class and write them on the board.
 - **Examples of successful instruction-writing team process:**
 - "We first broke down the major components of the picture, their colors, other attributes, and placement on the page."
 - "_____(student name) took charge and gave people jobs to do."
 - Advanced: "We used a piece of paper as a point of reference for measuring. We said, 'Fold a piece of paper in half, then fold it again.' We used that as a measuring tool for our instructions."
 - Advanced: "We had one person sit out when we created the instructions. Then, we saved 3 minutes at the end for him to test the instructions we developed."
 - **Examples of successful instruction-following/drawing team process:**
 - "Their instructions were just very clear. It left nothing to the imagination."
 - "We just did exactly what the instructions said. That's how we wound up with this."
 - Advanced: "Where we had to guess, we used logic. They didn't say what type of paper. We guessed that, if the paper had been an unusual size or color, it would have been in the instructions. So, we assumed it was on 8.5x11 white paper."

Slide 7: "Exercise A-2: Picture Perfect – CONCLUSION"

TALKING POINTS:

- Congratulations on getting through a very detailed and interactive exercise.
- **Career and Entrepreneurship skills** - This is one exercise that is part of a larger curriculum on entrepreneurship called Entrepreneur in the Classroom (EITC). By doing this exercise many of you have demonstrated some key traits necessary for success when starting your own business, and for your career in general. Here are just a few of the traits exhibited during the exercise today that are indicators of entrepreneurial and career success. (NOTE: relate points to industry examples if mentioned by instructor in Slide 1).
 - **Communication** - Superior communication skills are necessary for this exercise. But, it's different from the verbal communication skills practiced during exercise A-1. We have practiced WRITTEN communication skills which are critical in a number of industries. In our web, email, text message-focused society, these skills are even MORE critical.

- **Detail orientation** – An eye for detail was required for this exercise. In business, or in your career, it's often not acceptable to have certain things "almost" right. Important items need to be 100% right, such as technical information in proposals, numbers in invoices, or client contact information.
- **Teamwork** – Your teams had to work well together, and work fast. Take note of your ability to work with a team and the roles people played. Most people simply cannot be successful without teamwork skills. (Note: Instructors are encouraged to have a more detailed discussion of the teamwork and team dynamics of the exercise as a follow-on discussion. Questions could include: Who did what? Why? Was that okay with the group? What would you have done differently?)
- **Entrepreneurial traits** - By doing this exercise many of you have demonstrated some key traits necessary for success when starting your own business. Here are just a few of the traits exhibited during the exercise today that are indicators of entrepreneurial success.
 - **Creativity** – While there were rules and boundaries involved in today's exercise, you also had to use a great deal of creativity in thinking about the instructions. This type of creativity, within a more structured environment, is notably different than creativity without boundaries, both of which are important for success and growth in business. (Note: Follow on exercises, below, are listed for both types of creativity).
 - **Analyzing important information** – Some of the smartest, best-informed people in business are able to take a concept, analyze it, and organize it so it makes sense to other people. That is exactly what you did today.
 - **Assessing risks** – "Risk mitigation" is a term used to describe the process of reducing risk. Today, when you created your instructions, you were essentially imagining a variety of things that could go wrong, or risks. That helped to shape the instructions you ultimately devised. It sounds strange, but realizing what could go WRONG is actually a great skill in business, especially when it's your own business.
- These are just a few examples of how you've demonstrated traits today that could serve you in other areas of your life. Great job.