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Wales



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# Welcome to the Big Ideas Wales Interactive **IDEAS BANK!**



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This Interactive Ideas Bank is aimed at Big Ideas Wales Role Models as well as anyone who works with young people to inspire entrepreneurial spirit. As part of the Big Ideas Wales programme we all aim to:

- inspire young people about entrepreneurship
- help them understand what it's like to run a business
- encourage them to reflect on their own ambitions and attitude to entrepreneurship.

For many years, young people across the country have been inspired to be their own boss by their interaction with Big Ideas Wales via presentations, workshops or involvement in competitions and boot camps.

This Interactive Ideas Bank is a compendium of tips, tactics and suggestions for both face-to-face sessions with young people and sessions delivered digitally to a virtual audience – for more information see page 3. Many of the activities included in this Interactive Ideas Bank have been adapted from suggestions donated by colleagues across Wales. Each interactive activity enables you to deliver the Big Ideas Wales key messages and ethos whilst encouraging entrepreneurial thinking with your audiences.

These tried and tested interactive activities are not meant in any way to replace activities currently being used successfully by you with young people. We hope that they will give you food for thought so please use according to the specific needs of the young people you inspire.

The [youth entrepreneurship video](#) is also invaluable as an additional background resource.

Enjoy

The Big Ideas Wales Team





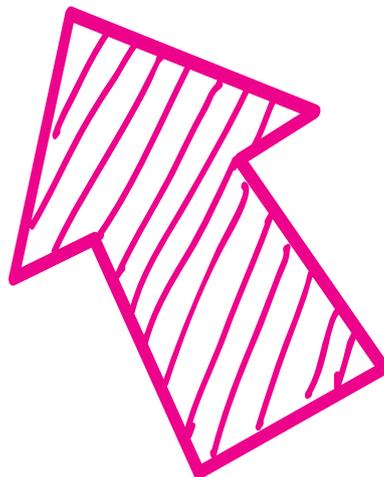
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## → TOP TIPS for 14-16 year old groups

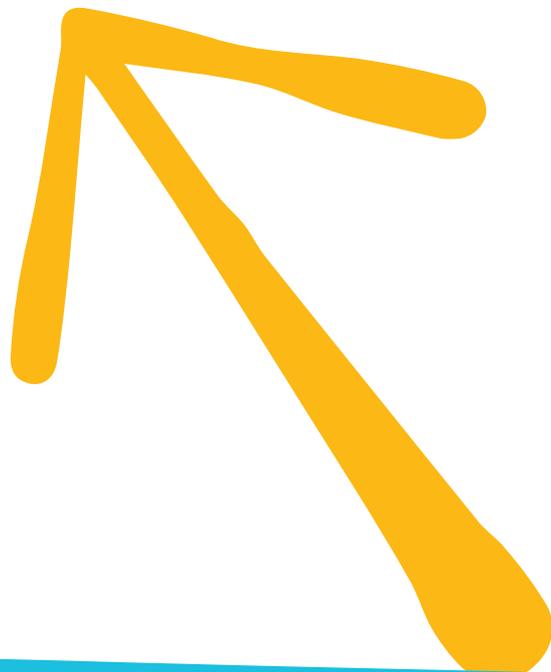
- Be enthusiastic and friendly
- Keep it simple
- Give clear instructions and explain words carefully
- Check for understanding
- Be honest
- Listen to, understand and respect the young people
- Give real life examples, anecdotes, and problems you've overcome
- Express your personality – tell them that it's OK to be different and stand out
- Remind them that we're all good at something
- Where possible, relate your activity to their world, experiences and culture
- Be flexible and have Plan B at the ready – change the activity when necessary
- Work in small groups where possible
- Use visual resources to stimulate
- Every group is different so be prepared to think on your feet
- Have extra activities and materials available just in case
- Involve the teacher





## → TOP TIPS for post 16 audiences

- Be aware of their 'level'
- Be sector/subject specific
- Check what decisions have they already made and what experience they already have
- Be relevant and understand their interests. What do they want? How can you help them?
- Be ready to adapt
- Treat the young people as adults and be truthful
- Encourage the young people to think outside the box
- Use questioning effectively; offer Questions and Answers
- Work hard to overcome preconceptions





## TOP TIPS for delivery to a virtual audience

Adjusting your session to meet the needs of a specific audience is key to making it a success for both the young people and you as the facilitator. This is particularly relevant when delivering a session digitally to a virtual audience.

We have included the following tips to think about when planning and delivering your digital session as well as some experiences of colleagues who have recently started delivering such sessions.

*Ed recently delivered his first digital bilingual webinar on 'Turning a hobby into a business' in an informal, friendly and entertaining way. He interspersed the story of his entrepreneurial experiences between demonstrations of beat boxing and rapping.*

*The session was interactive and the participants were involved via the chat and question and answer functions of the platform he was using. He conveyed strong entrepreneurial messages and although nervous at first is now looking forward to being involved in similar sessions again.*

## TOP TIPS

### 1. The Platform

Digital sessions using platforms such as Microsoft Teams or Zoom, can be equally exciting and daunting. Always check with the host organisation which digital platform is to be used and, if necessary, before your session familiarise yourself with the platform's functionality to gain confidence and experience. Select the tools you want to use to support delivery of your key messages and facilitate interactivity with the audience.

*"Thank you Carol for such a great session yesterday on presentation skills, all considering you couldn't see anyone except me!"*

*Tutor at Glyndwr University*



## 2. Style of the Session

In advance, establish with the host organisation their expectations and key information about the session such as:

- the audience; their age, experience and expected numbers
- the type of session, for example, a webinar, a discussion seminar or a networking workshop
- the practical arrangements, for example the timing and length of the session, will there be a break?

Once you know these details you can plan a session that matches their needs.

*“A successful Zoom webinar for Glyndwr University’s Business Club was facilitated by Marina, with people attending at various stages with their businesses. The aim of the session was to discuss progress with tasks that Marina had set at a previous Business Club meeting. A follow-up session is already booked.”*

## 3. Start on time.

Your host is responsible for ensuring each member of the audience has the relevant log-in and start time details. However, if setting up a digital session yourself use a calendar feature to nudge everyone to join on time and know the topic. Don’t wait for latecomers; carry on with the session as they can always watch a digital recording of the session later.

## 4. Simplify your Slides

Use a limited number of slides as prompts with a headline, three or four bullet points and images or graphics to support your messages. Use stories to bring your messages to life – these are the bits people remember. Short video clips will inject energy into any presentation.

## 5. Cultivate Conversation

Most digital platforms have built-in interactivity allowing two way communications with your audience. The chat or messaging functions encourage interactivity without interrupting your flow and gives an indication of their level of engagement and understanding.

## 6. Question Time

Always factor in time for taking questions and responding to chat from the audience; either throughout your session or, to retain the focus, leave time at the end of the session for questions and discussion.

*“Thank you for the digital session today which was relevant, factual and informative. You made sure the students joined in with your exercises, ensuring that they considered their personal strengths in the light of their learning and ACRO skills. Your feedback and the interest you showed in their thoughts and questions via the virtual environment was so thoughtful, they will look at learning and development in a new light for themselves and their colleagues!”*



5-10

minute activities



# Big Ideas Wales Interactive Ideas Bank – Activity 1



5-10  
minute  
activities

<b>Title</b>	<b>The Enterprise Quiz</b>
<b>Outcome(s)</b>	<ul style="list-style-type: none"><li>• To break the ice.</li><li>• To look at different types of entrepreneur.</li><li>• To encourage young people to consider their own personal qualities.</li></ul>
<b>Resources</b>	One copy of the quiz <i>What type of entrepreneur are you?</i> for each young person.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"><li>• Ask the young people to imagine they are an entrepreneur.</li><li>• Give each young person a copy of the quiz. For every question there are three possible answers. They have to circle A, B or C.</li><li>• Read out the questions and the three options to ensure they understand.</li><li>• Ask the young people to complete the remaining questions.</li><li>• Go through the answers and tell the young people which type of entrepreneur they most resemble.</li><li>• Explain the purpose of the activity and link to your own experience.</li><li>• As a follow-up direct them to the <a href="#">Big Ideas Wales Enterprise Catalyst</a> which helps them to find out what type of entrepreneur they are.</li></ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 1



5-10  
minute  
activities

## Additional guidelines for digital delivery

- In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.
- Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer/host how any resources will be provided to the audience.
- Check that copies of the quiz *What type of entrepreneur are you?* will be available for each young person.
- Alternatively put the quiz questions into a presentation slide to put on screen.
- Ask the young people to choose their answer and note it down.
- Use the feedback to the questions as discussion trigger points for a question and answer session, reflecting your own experience where possible, using the chat facility on the digital platform being used.




## Quiz



5-10  
minute  
activities

# What type of entrepreneur are you?

Answer these questions to find out. Simply circle the letter which most fits your answer for each question.

1. **The most important thing about your business to you is that:**
  - a. It's socially and environmentally responsible
  - b. It's always growing bigger and better
  - c. It's honest and hard working
2. **You are most against:**
  - a. Animal testing and unfair trade
  - b. Giving up if something doesn't work out
  - c. Wasting time with people who are trying to take advantage of you
3. **You would proudly work with:**
  - a. Refugee charities
  - b. World leaders to solve global conflicts
  - c. Children's hospitals
4. **You believe in:**
  - a. Making sure your products and practices are ethical and fair
  - b. Taking a risk and trying something new
  - c. Working hard to succeed
5. **On a free weekend you like to:**
  - a. Campaign for a social cause
  - b. Break a world record
  - c. Share your business skills

### How did you get on...

#### You picked mostly 'A's... you might be a social entrepreneur!

You're passionate about climate change, the environment, homelessness... you're an activist at heart. It's important that your business reflects your beliefs, and you won't cheat or take short-cuts to achieve your goals. Little things can make a big difference.

#### You picked mostly 'B's... you sound like a Go-Getter!

You'll try anything once, you love taking risks and you have a smart business brain which helps you invest. You like to think of the big picture and trust other people to manage the details. You learn from your mistakes and you try again. There's no such thing as failure.

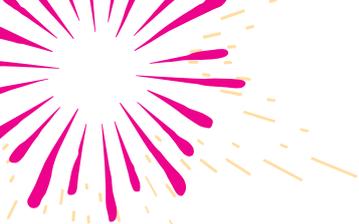
#### You picked mostly 'C's... you are a Freedom Seeker!

You're proof that hard work and honesty pays off. You don't mind working your way up the ladder, and you have faith in your team. You understand the importance of learning from others. You're not afraid to say what you think. Dedication is the key to success.



# Big Ideas Wales Interactive Ideas Bank – Activity 2

<b>Title</b>	<b>What Emoji Are You?</b>
<b>Outcome(s)</b>	<ul style="list-style-type: none"> <li>• To encourage everyone to introduce and describe themselves as an emoji.</li> <li>• To make the young people think how each person sees themselves and how they think others see them.</li> <li>• To deliver interaction, laughter and build rapport between the role model and young people.</li> </ul>
<b>Timing</b>	5 - 10 minutes
<b>Resources</b>	No resources required.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-Based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• An ice-breaker and fun way for young people to introduce themselves.</li> <li>• Start by saying which emoji best depicts you e.g. my Emoji would be a Juggling Clown as I have a sense of humour, make people laugh yet juggle five companies as well as a family.</li> <li>• Ask each person to introduce and describe themselves as an emoji.</li> <li>• For a couple of examples, where an emoji demonstrates a young person’s potential as a business entrepreneur, investigate further or relate back to these examples later in the session.</li> <li>• After everyone has introduced themselves as an emoji, explain the purpose for this activity. It allows the role model to tap into how people see themselves</li> <li>• It also enables you to quickly learn something about each young person that may be transferable to their being an entrepreneur or successful in business.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 2



5-10  
minute  
activities

### Additional guidelines for digital delivery

- In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.
- Plan for and agree your Big Ideas Wales Regional Executive, or the teacher/lecturer/host how any resources will be provided to the audience.
- Check that the network available will allow access to Emojis.



# Big Ideas Wales Interactive Ideas Bank – Activity 3

Title	Question Time
<b>Outcome(s)</b>	<ul style="list-style-type: none"> <li>• To get to know the role model.</li> <li>• To challenge perceptions and ‘first impressions’.</li> <li>• To illustrate that all kinds of people run different businesses.</li> </ul>
<b>Timing</b>	10 minutes
<b>Resources</b>	Prepared questions about you.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Explain to the group that, during your presentation, you are going to question them about yourself, your life and business.</li> <li>• At an appropriate point in your presentation ask your prepared questions.</li> <li>• Ask the group to go through the answers.</li> <li>• Explain the purpose of the activity.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.</li> <li>• Put your questions into a presentation slide to put on screen to use as prompts during your presentation.</li> </ul>



## Question Time



5-10  
minute  
activities

The following examples are sample open questions that avoid yes/no answers.

1. How old am I?
2. How old was I when I started my business?
3. What qualifications did I have at 18?
4. What qualifications do I have now?
5. What type of business do I run?
6. How did I get the money to start my own business?
7. What do I consider to be the most important reason to run a business?
8. What do I think are the highs and lows of being my own boss?
9. What would my teachers remember me for?



# Big Ideas Wales Interactive Ideas Bank – Activity 4

<b>Title</b>	<b>Take a Risk</b>
<b>Outcome(s)</b>	To develop a willingness to explore new things and try things out.
<b>Timing</b>	5 minutes
<b>Resources</b>	A volunteer
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Ask for a volunteer. Don't tell them why you want them to volunteer.</li> <li>• Ask the volunteer to come to the front</li> <li>• Ask the volunteer's name and thank them for volunteering then allow them to return to their seat.</li> <li>• Explain that the volunteer had to take a risk.</li> <li>• Ask the group to identify what the risk was...? For example, they had to stand out from the crowd, they may have ended up looking silly in front of their peers, or they might have been unable to do the task they had volunteered for.</li> <li>• Give an example of a risk you have taken in business and how calculated 'risk taking' can be good.</li> <li>• Explain the purpose of the activity. Risk-taking is an entrepreneurial characteristic. As an entrepreneur you have to be willing to explore new things and try things out.</li> </ul>



# Big Ideas Wales

## Interactive Ideas Bank – Activity 5



5-10  
minute  
activities

<b>Title</b>	<b>Go Further</b>
<b>Outcome(s)</b>	To demonstrate to the young people that they don't really know their own limit or capabilities and that they can easily go that little step further on most things that they do.
<b>Timing</b>	5 minutes
<b>Resources</b>	Space to stand and stretch.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"><li>• Ask the young people to stand up.</li><li>• Tell them this is a non-contact exercise so they may need to move slightly away from each other.</li><li>• Ask them to swing their left arm around to their right as far as they can go.</li><li>• When they are in that position find a spot on the wall to fix the eye on.</li><li>• Still standing, ask them to visualise doing this. In their visualisation they should go further around than they went the first time, past the spot they fixed their eyes on.</li><li>• Once they have visualised this get them to try the exercise again.</li><li>• Explain the purpose of the activity and link to your own experience.</li></ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 5



5-10  
minute  
activities

## Additional guidelines for digital delivery

- In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.
- Check the Big Ideas Wales Regional Executive, or the teacher/lecturer/host that there will be enough space for the young people to stand and move around within the space available .
- Be aware you may not be able to see the audience on your screen whilst they are active.



# Big Ideas Wales Interactive Ideas Bank – Activity 6



5-10  
minute  
activities

<b>Title</b>	<b>Looking for opportunities</b>
<b>Outcome(s)</b>	To encourage young people to look for opportunities in life and have the motivation to grab them, which may involve taking a risk.
<b>Timing</b>	5 – 10 minutes
<b>Resources</b>	<ul style="list-style-type: none"> <li>• A small prize.</li> <li>• Blu-tack/sellotape.</li> </ul>
<b>Audience</b>	14 -16, Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Early in the session, secretly place the small prize in the room and wait to see if a young person sees an opportunity and risks taking it.</li> <li>• If the prize is taken, ask the young person, to come to the front of the group.</li> <li>• Explain the outcome of the activity - that the young person has seen an opportunity and taken a risk.</li> <li>• Let the young person keep the small prize as a reward for taking the risk.</li> <li>• Explain the purpose of the activity.</li> <li>• Explain how entrepreneurs take risks and describe examples of some of the risks you have taken in your business career.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 7

<b>Title</b>	<b>Name Dropping</b>
<b>Outcome(s)</b>	To encourage young people to realise that there are business people all around them, not just big global names.
<b>Timing</b>	10 minutes
<b>Resources</b>	Names of global business success stories plus, as back up, the names of local businesses in the school/college/university catchment area.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Ask the young people to think about business people that they know.</li> <li>• Ask them to suggest names and types of businesses.</li> <li>• Take as many examples as possible and encourage a variety of professions.</li> <li>• If no local examples have been given, ask them to consider – What about relatives and friends who run their own businesses?</li> <li>• Ask them to feedback suggestions.</li> <li>• Explain the purpose of the activity and link to your own experience.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.</li> <li>• Check the Big Ideas Wales Regional Executive, or the teacher/lecturer/host that you will have Q and A interactivity.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 8

 5-10  
minute  
activities

<b>Title</b>	<b>If it is to be...</b>
<b>Outcome(s)</b>	To show a willingness to co-operate and organise themselves.
<b>Timing</b>	5 minutes
<b>Resources</b>	<ul style="list-style-type: none"> <li>• 10 laminated sheets each numbered 1-10 on one side and IF, IT, IS, TO, BE, IT, IS, UP, TO, ME on the other.</li> <li>• 10 volunteers.</li> </ul>
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Towards the end of your session ask for 10 volunteers.</li> <li>• Explain that running a business does not necessarily have to be complex – it can be as simple as 10 two letter words.</li> <li>• Ask each volunteer to randomly select a card, 1-10.</li> <li>• Ask the volunteers to organise themselves in numerical order in front of the group with numbers facing outwards.</li> <li>• Ask the volunteers to one by one display the word on the back of their laminated card.</li> <li>• Ask the rest of the group to read out the slogan. This is a good statement for them to remember whilst they pursue their personal academic and professional careers.</li> <li>• Explain the purpose of the activity and link to your own experience.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 9

<b>Title</b>	<b>The Paperclip Challenge</b>
<b>Outcome(s)</b>	<ul style="list-style-type: none"> <li>• To encourage creativity and thinking outside of the box to come up with inventive ideas.</li> <li>• To work together and to prioritise ideas.</li> </ul>
<b>Timing</b>	10 minutes
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Paperclips</li> <li>• Pen and paper</li> </ul>
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Divide the group into smaller groups of 3 or 4 and hand out the paperclips.</li> <li>• Tell them to come up with as many different ideas as possible for how they could use a paperclip. This activity is supposed to be fun; tell the young people not to worry too much if ideas seem like they won't work. The aim is to come up with a variety of possibly extreme ideas.</li> <li>• Ask them to write down the ideas and then ask them to choose their best idea.</li> <li>• Share ideas with the rest of the group.</li> <li>• Explain the purpose of the activity and link to your own experience.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 10

<b>Title</b>	<b>Time to Dream</b>
<b>Outcome(s)</b>	To encourage young people to aspire.
<b>Timing</b>	5 minutes
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Big Ideas Wales ‘Your business idea’ cards</li> <li>• Pen</li> </ul>
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Hand every young person a ‘Your business idea’ card.</li> <li>• Ask them to think of one thing they would like to achieve.</li> <li>• Ask them to write this on the ‘Your business idea’ card.</li> <li>• Tell them to take their ‘Your business idea’ card home, and put it somewhere safe. Maybe in the future they will come across their business idea card and realise they have achieved this dream.</li> <li>• Explain the purpose of the activity and link to your own experience.</li> </ul>
<b>Additional Guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.</li> <li>• Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer/host how your resources e.g ‘Your Business Idea’ cards will be available to the audience. If not the participants will need paper to record their ideas.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 11

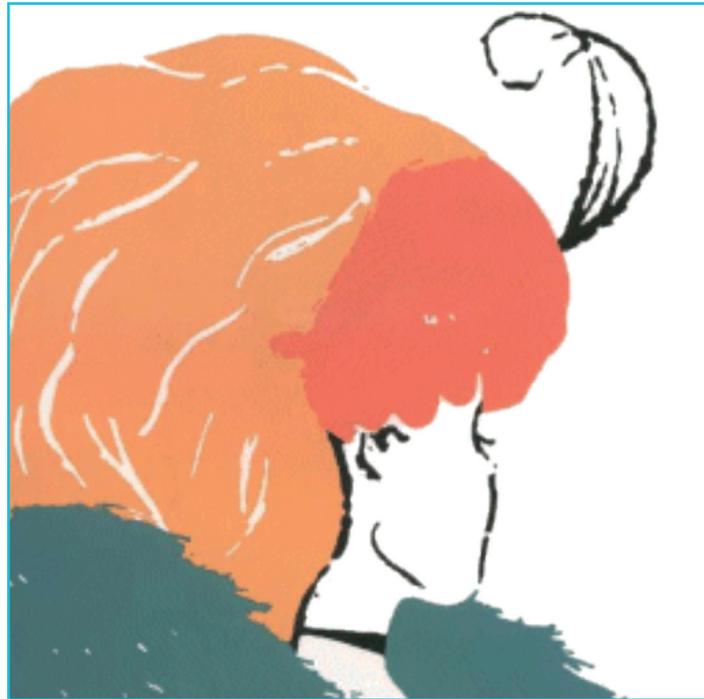
<b>Title</b>	<b>Who is she?</b>
<b>Outcome(s)</b>	To look at things from different perspectives.
<b>Timing</b>	10 minutes
<b>Resources</b>	15 copies of the old/young woman drawing.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Hand out a copy of the picture to pairs of young people.</li> <li>• Ask them to describe to each other what they see.</li> <li>• Ask them whether they see the same image or something different.</li> <li>• It usually causes confusion as different people see different things.</li> <li>• Explain the purpose of the activity. Creative people like designers have to solve problems all the time and they train themselves to see things from different perspectives.</li> <li>• Link to your own experience .</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.</li> <li>• Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer/host how the resources such as copies of the old/young woman drawing will be available to the participants.</li> <li>• If not, a digital copy of the image will need to be shown.</li> <li>• Ask how many of the group can see an old woman.</li> <li>• Ask how many of the group can see a young woman.</li> </ul>



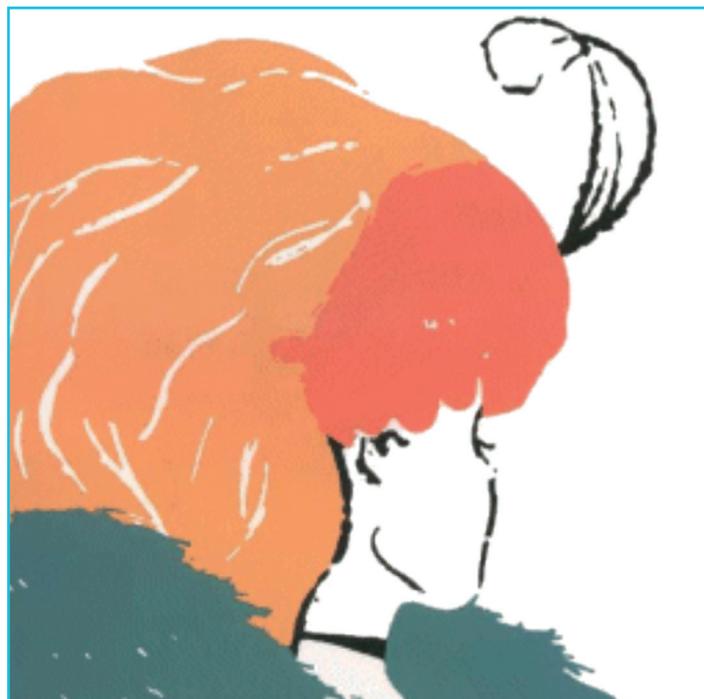
→ Who is she template



5-10  
minute  
activities



→ Who is she template





# Big Ideas Wales Interactive Ideas Bank – Activity 12

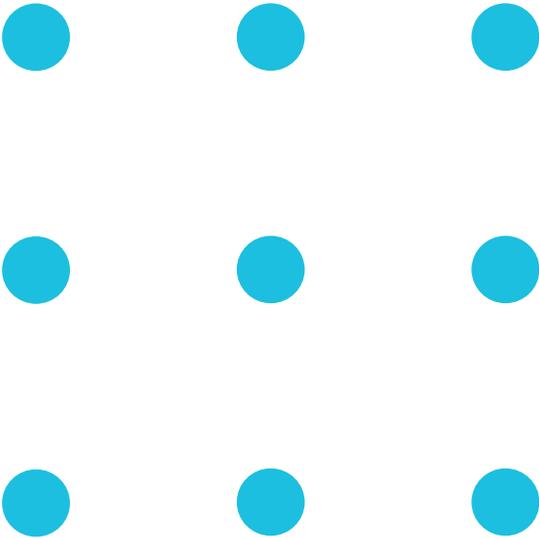
<b>Title</b>	<b>Join the dots</b>
<b>Outcome(s)</b>	To look at a problem in a new way to come up with a solution.
<b>Timing</b>	10 minutes
<b>Resources</b>	Paper and pens.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Draw the nine dot puzzle on the whiteboard.</li> <li>• Tell the pupils they have to join all nine dots by using only 4 lines.</li> <li>• Starting from any point, draw four continuous lines (without lifting the pen) so that each of the nine dots has at least one line running through it.</li> <li>• Give them a few minutes to solve the problem. They may choose to try out solutions on paper.</li> <li>• If no one is successful, give them the solution.</li> <li>• Explain the purpose of the activity – thinking outside the box to solve a problem and link to your own experience.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.</li> <li>• Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer/host how any resources will be available to the audience.</li> <li>• Show the nine dot puzzle on screen.</li> <li>• Prepare the solution to the nine dot puzzle and show on screen as required.</li> </ul>



→ 'Join the dots' template



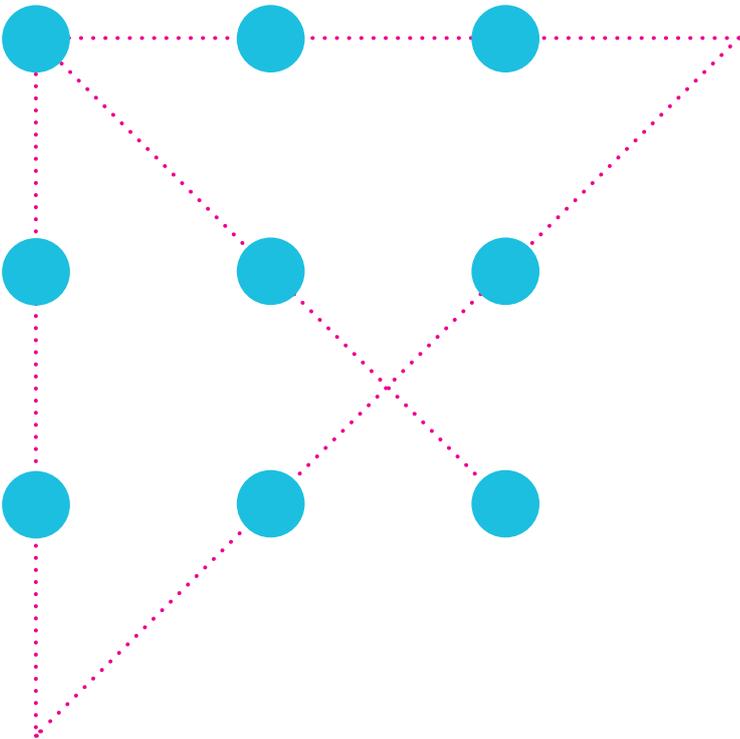
5-10  
minute  
activities



Nine dots

Stimulus  
Material

→ 'Join the dots' solution



Nine dots

Stimulus  
Material



# Big Ideas Wales Interactive Ideas Bank – Activity 13

 5-10  
minute  
activities

<b>Title</b>	<b>A4 and More</b>
<b>Outcome(s)</b>	To encourage creativity and the need for the right attitude.
<b>Timing</b>	10 minutes
<b>Resources</b>	One sheet of A4 paper to all participants.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Divide into small groups.</li> <li>• Ask the groups to create as many different objects as they can from a sheet of A4 paper in a given time.</li> <li>• Discuss within each group which of their ideas is the best.</li> <li>• Ask each group to present their best idea and market it to the whole group.</li> <li>• Explain the purpose of the activity; entrepreneurs always look for and try new ideas when they are running a business.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer/host to check which digital platform will be used.</li> <li>• Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer/host how any resources will be available to the audience.</li> </ul>



→ **Big Ideas Wales**  
**Interactive Ideas Bank – Activity 14**



5-10  
 minute  
 activities

<b>Title</b>	<b>Thinking outside the box</b>
<b>Outcome(s)</b>	<ul style="list-style-type: none"> <li>To encourage problem solving and lateral thinking.</li> </ul>
<b>Timing</b>	10 minutes
<b>Resources</b>	Nothing
<b>Audience</b>	<b>All:</b> 14 –16, Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>Read out the following puzzle to the whole group:           <p><i>“A chap lives on the top floor of a 12 floor block of flats. Every day he leaves his apartment goes into the lift and travels to the ground floor and leaves for work.</i></p> <p><i>When he returns from work he goes into the lift, travels to the 5th floor, gets out of the lift and walk up the stairs to the 12th floor. He does this every day unless it’s raining, then he travels to the 12th floor in the lift.</i></p> <p><i>Why does he do this?”</i></p> </li> <li>Ask the young people to think laterally of possible explanations. For example, is he in training, does he meet someone on the 5th floor?</li> <li>If no-one is able to solve the problem, give the answer:           <p><i>“He is a very short man and on the way down he can reach the ground floor button, but on the way home, because he is short, he can only reach the 5th floor button. When it’s raining he has an umbrella so can reach the 12th floor button.”</i></p> </li> <li>Ask the group to suggest ways that a budding entrepreneur could solve his problem.</li> <li>Explain the purpose of the activity. Entrepreneurs often have to think laterally to solve business problems and link to your own experiences.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 14



5-10  
minute  
activities

## Additional guidelines for digital delivery

- In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer to check which digital platform will be used.
- Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer how any resources will be available to the audience.



15

minute plus  
activities



# Big Ideas Wales Interactive Ideas Bank – Activity 15

<b>Title</b>	<b>The Good and the Bad</b>
<b>Outcome(s)</b>	<ul style="list-style-type: none"> <li>• To evaluate the good and bad points of running a business.</li> <li>• To discuss obstacles and ways of overcoming problems.</li> </ul>
<b>Timing</b>	15 minutes
<b>Resources</b>	Paper and pens.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<p><b>For younger groups</b></p> <ul style="list-style-type: none"> <li>• Divide into pairs or small groups.</li> <li>• Ask the young people to think about the good and bad points of running a business.</li> <li>• Take feedback from the groups.</li> <li>• Encourage discussion of the responses and how they relate to your experience as an entrepreneur.</li> <li>• Explain the purpose of the activity and link to your own experience.</li> </ul> <p><b>For older groups</b></p> <ul style="list-style-type: none"> <li>• Ask the young people to work in small groups to complete a SWOT analysis for running a business (SWOT: S – Strengths; W – Weaknesses; O – Opportunities; T – Threats).</li> </ul> <p>Take feedback from the groups.</p> <ul style="list-style-type: none"> <li>• Encourage discussion of the responses and how they relate to your experience as an entrepreneur.</li> <li>• Explain the purpose of the activity and link to your own experience.</li> </ul>



→ **Big Ideas Wales**  
**Interactive Ideas Bank – Activity 15**



15  
minute plus  
activities

**Additional  
guidelines  
for digital  
delivery**

- In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer to check which digital platform will be used.
- Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer how any resources will be available to the audience.



# Big Ideas Wales Interactive Ideas Bank – Activity 16

<b>Title</b>	<b>My Super Powers</b>
<b>Outcome(s)</b>	To encourage young people to think about their personal characteristics and address areas they would like to develop.
<b>Timing</b>	15 minutes
<b>Resources</b>	None
<b>Audience</b>	14 –16, Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Explain that adolescence can be an uncomfortable experience for many of us. Hormones affect our moods and self-confidence can be hard to come by. So it makes sense to focus on our strengths.</li> <li>• Ask the young people to think about their own character strengths – their super powers.</li> <li>• Then, working in pairs, ask the young people to share their good points with the person next to them.</li> <li>• Ask them to help each other ‘sell themselves’ as preparation for a job interview or business pitch.</li> <li>• Even the cheeky, off-task, youngsters can be won around. Appreciate their humour and confidence. Convince them these are assets that in time, others might also appreciate.</li> <li>• Explain the purpose of the activity lining to your own experience. The ACRO characteristics (A = attitude; C= Creativity; Relationships; O = Organisation) are central to becoming an entrepreneur. Explain what each letter stands for and that many of the young people have already identified that they have some of these characteristics but few have all of them.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer to check which digital platform will be used.</li> <li>• Prepare a slide to explain the ACRO characteristics to show on screen.</li> </ul>



15  
minute plus  
activities

# Big Ideas Wales Interactive Ideas Bank – Activity 17

<b>Title</b>	<b>Pictures</b>
<b>Outcome(s)</b>	To encourage creative thinking.
<b>Timing</b>	15 minutes
<b>Resources</b>	Paper and pens.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Ask everyone individually to draw a picture of a shoe.</li> <li>• Ask everyone to show their picture.</li> <li>• Explain the purpose of activity. In business you have to be able to think creatively; you need to be able to do things differently to have something new to offer. Link this to your own experiences.</li> <li>• To extend this activity, ask the young people working in pairs to look at an everyday object, for example, a potato and then ask them to make a slogan for it.</li> <li>• Ask each pair to share their slogan.</li> <li>• As a group decide which slogan is the best.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer to check which digital platform will be used.</li> <li>• Ask for volunteers to show their picture.</li> <li>• Prepare a slide with e.g. a potato on to show on screen and ask for volunteers to share their slogan verbally.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 18

<b>Title</b>	<b>Getting to know You</b>
<b>Outcome(s)</b>	To demonstrate that in business you have to be able to know and get on with lots of people.
<b>Timing</b>	30 minutes
<b>Resources</b>	A set of Big Ideas Wales business cards.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Give out a Big Ideas Wales business card to each young person.</li> <li>• Ask the young people to read it without showing it to anyone.</li> <li>• Select one young person.</li> <li>• Ask the young person to read out what is on their business card.</li> <li>• The rest of the group need to find ways to do business with that person.</li> <li>• Take suggestions as time permits.</li> <li>• Now produce your own business card and ask the group to look at their own cards again. This time they have to come up with reasons that they could do business with the role model.</li> <li>• Give them a few minutes to think and one minute to put their argument forward. Their task as a group is to persuade you why their business would be the best company to have the contract.</li> <li>• Explain the purpose of the activity and link to your own experience . Relationships are important. You may run an IT business but you still need other people to provide you with services.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 19



15  
minute plus  
activities

<b>Title</b>	<b>The Social Network</b>
<b>Outcome(s)</b>	To demonstrate that in business you have to be able to know and work with other people.
<b>Timing</b>	30 minutes
<b>Resources</b>	A set of Big Ideas Wales business cards.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"><li>• Ask the young people to think about and explain their understanding of 'networking'.</li><li>• Give out a Big Ideas Wales business card to each young person.</li><li>• Ask the young people to read it without showing it to anyone.</li><li>• Ask the whole group to stand up and to find ways to do business with that at least 5 useful contacts.</li><li>• Ask the young people to feedback on how the networking went, the contacts they made and how easy/hard they found it.</li><li>• Explain the purpose of the activity. It gives young people a taste of what it's like to be a business owner, to promote their business and network with other businesses. Link this to your own experience.</li></ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 20

<b>Title</b>	<b>Plan It!</b>
<b>Outcome(s)</b>	To encourage creativity, generation of ideas and teamwork.
<b>Timing</b>	30 minutes
<b>Resources</b>	A sheet of A4 paper to all participants.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Divide into groups of 4 or 5.</li> <li>• Consider providing paper and marker pens.</li> <li>• Ask each group to plan an event for their peers using a theme (charity, quiz, disco etc.)</li> <li>• The groups should consider venue, cost and promotion.</li> <li>• Each group presents their ideas to the group.</li> <li>• Explain the purpose of the activity and link it to your own experience.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer to check which digital platform will be used.</li> <li>• Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer how any resources will be available to the audience.</li> <li>• Ask a spokesperson from each group to present their ideas to the whole group.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 21

<b>Title</b>	<b>What’s missing in your area?</b>
<b>Outcome(s)</b>	<ul style="list-style-type: none"> <li>• To encourage creativity and the use of design skills.</li> <li>• To help young people express what’s important to them in their local area.</li> <li>• To build confidence in presenting ideas.</li> </ul>
<b>Timing</b>	30 minutes
<b>Resources</b>	A sheet of A3 paper to each group.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Divide into small groups.</li> <li>• Ask the groups to think about the facilities for young people in their area.</li> <li>• Ask the groups to identify what they feel is important to make their area more interesting.</li> <li>• Ask each group to present their ideas to the rest of the group.</li> <li>• Explain the purpose of the activity and link it to your own experience.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer to check which digital platform will be used.</li> <li>• Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer how any resources will be available to the audience.</li> <li>• Ask a spokesperson from each group to present their ideas to the whole group.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 22

<b>Title</b>	<b>Back to the Future</b>
<b>Outcome(s)</b>	To understand that people who achieve their goals know what it is they want and actively work towards them. These kinds of dreams are rarely attained by accident.
<b>Timing</b>	30 minutes
<b>Resources</b>	Pen and paper.
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Explain to the young people that they will need pen and paper to take part in an exercise.</li> <li>• Tell the young people that they have to go forward 30 years in their life and imagine and describe the following: <ul style="list-style-type: none"> <li>• the house they live in</li> <li>• the best country they have ever visited</li> <li>• the best thing that ever happened to them</li> <li>• the best thing they have ever owned</li> </ul> </li> <li>• Ask volunteers to share their dreams.</li> <li>• Explain the purpose of the activity. Writing down dreams and planning how to achieve them is a characteristic of successful people, link to your own experience.</li> </ul>
<b>Additional guidelines for digital delivery</b>	<ul style="list-style-type: none"> <li>• In the week before the session, contact the Big Ideas Wales Regional Executive, or the teacher/lecturer to check which digital platform will be used.</li> <li>• Plan for and agree with your Big Ideas Wales Regional Executive, or the teacher/lecturer how any resources will be available to the audience.</li> </ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 23

<b>Title</b>	<b>The £10 Grow a Business Challenge</b>
<b>Outcome(s)</b>	<ul style="list-style-type: none"> <li>• To think entrepreneurially.</li> <li>• To think laterally.</li> </ul>
<b>Timing</b>	30 minutes
<b>Resources</b>	<ul style="list-style-type: none"> <li>• A piece of A5 card with £10 written on it</li> <li>• Pens and paper</li> </ul>
<b>Audience</b>	<b>All:</b> 14 –16, Post-16, Further Education (FE), Higher Education (HE), Work-based Learning (WBL), Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"> <li>• Ask the young people to consider if there is a ‘gap in the market’ in their local community to start a business providing either a product or service. Popular answers include window cleaning, gardening, dog walking.</li> <li>• Ask the young people to identify the benefits of their suggestions e.g. relatively low start-up costs, good profit, cash payments.</li> <li>• Depending on how much time is available, ask the young people with similar ideas to work together to develop the idea further;             <ol style="list-style-type: none"> <li>1. Who is the target market?</li> <li>2. What are the costs?</li> <li>3. How will the idea be marketed?</li> <li>4. What are the profit margins?</li> </ol> </li> <li>• Give advice and support where necessary before each group shares their ideas with the rest of the group.</li> <li>• Explain the purpose of the activity. It is possible to grow a business relatively easily from a simple idea that doesn’t always have to be hi-tech or too costly to set up.</li> </ul>



# Big Ideas Wales

## Interactive Ideas Bank – Activity 24



15  
minute plus  
activities

<b>Title</b>	Cleaning Up
<b>Outcome(s)</b>	To demonstrate that entrepreneurs are problem solvers
<b>Timing</b>	15 minutes
<b>Resources</b>	White board and pen
<b>Audience</b>	<b>All:</b> 14 –16, Outside Education
<b>Guidelines for face-to-face delivery</b>	<ul style="list-style-type: none"><li>• Ask the young people to suggest businesses that are linked to windows. Answers normally include:<ul style="list-style-type: none"><li>• making windows</li><li>• repairing broken windows</li><li>• cleaning windows</li></ul></li><li>• Ask “What would you need to start a window cleaning business?”</li><li>• Suggestions include a bucket; ask “how much would we pay for a bucket” After discussion, agree a price, say £5. Other suggestions might include a sponge; ask “how much do we pay for a sponge?” Again after discussion, agree a price, say £3. Repeat this until all the necessary purchases are listed on the white board, and then calculate the total cost to show start-up costs are relatively low.</li><li>• Now tell the following story “A window cleaner cleans my windows which takes 20 minutes and costs £10. The window cleaner then goes next door and cleans my neighbour’s windows – that’s another £10 for 20 minutes, and then goes to another house in the street, again £10 for another 20 minutes, so the window cleaner is earning £30 per hour.”</li></ul>



# Big Ideas Wales Interactive Ideas Bank – Activity 24



15  
minute plus  
activities

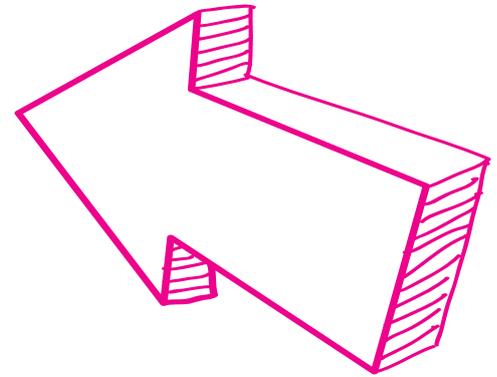
## Guidelines for face-to-face delivery

- Ask “If you earned the same rate, how many hours a day would you work?”
- Use suggestions to demonstrate the potential income, for example,
- 6 hours x £30 = £180 per day
- 5 days per week at £150 = £900
- 4 weeks per month = £3600
- 10 months per year = £36,000\* (\*my window cleaner only works 10 months a year and spends the other two months in the Bahamas.)
- Explain the purpose of the activity and link to your own experience.



## → SUGGESTIONS for an Inspirational Closing Statement

- Get right, Get real, Get going
- Live for today
- Draw from your passion
- Live your dream and be the best
- It's never too late
- If it is to be it is up to me
- No one else does it for you
- Success is to do with overcoming failure
- The only thing stopping you is you
- Success is the best revenge
- Without goals you cannot score
- Don't be afraid to fail
- Yesterday is too late – do it today
- You're a long time working, do something you enjoy
- Be happy and positive
- Losers are those so afraid of losing that they don't bother trying
- Don't dream, do it
- You never know how much you can do until you try
- DIN and DIP – Do it Now and Do it Properly



**Activity – you might want to ask the group for their own 'One Liner'**