

TEAM ATB



ACTIVITY GUIDE



A Roadmap
to Help Kids Find The
Entrepreneurial Spi

For ages 8 to 12



Ewing Marion
KAUFFMAN
Foundation

Dear Youth Leaders,

The Ewing Marion Kauffman Foundation, in conjunction with Three Chicks Media, is proud to present All Terrain Brain, an exciting multimedia project designed to unleash the entrepreneurial spirit in young people and encourage them to live their dreams. This program is part of the Kauffman Foundation's overall commitment to addressing the extraordinary surge of interest in entrepreneurship education in America.

The Team ATB Activity Guide, DVD, and interactive web site (allterrainbrain.org) will help inspire 'tweens to take their brains "off road"—to experience new and creative ways of thinking. As kids discover innovative ways to identify their passions, solve problems, and set goals, they will develop the skills and confidence they need to achieve success. You can help create the next generation of entrepreneurs!

Your work with young people offers them the opportunity to expand their horizons and take control of their futures. Whether it inspires them to take an entrepreneurial path or simply gain a greater understanding of their own abilities, All Terrain Brain will enrich your program—and kids' lives.

Sincerely,



Carl J. Schramm
President and CEO

www.kauffman.org

4801 ROCKHILL ROAD KANSAS CITY, MISSOURI 64110-2046 TEL: 816-932-1000

ALLTERRAINBRAINPROJECT

All Terrain Brain (ATB) is a multimedia project designed to encourage kids to take their brains “off road” and tap into their entrepreneurial spirit. Through 25 short videos, an interactive web site, and the Team ATB Activity Guide, ATB helps kids discover they have the power to do whatever they want in life.



Watch the ATB Videos

The 25 fast-paced, music-driven, 1-minute videos, featuring a colorful cast of animated characters, are available on the DVD in this Guide and on the ATB web site at allterrainbrain.org. Each video focuses on a key entrepreneurial concept, such as sense of self, strength in individuality, passion, goal setting, problem solving, learning through failure, and more. (See the inside back cover for a complete list of videos and concepts.)

Check Out the ATB Web Site

The interactive ATB web site at allterrainbrain.org engages kids with features such as a fun race across the obstacle-filled ATB Fast Track Challenge course, games, puzzles, profiles of real-life kid entrepreneurs, quests, and quizzes to help kids tap into their entrepreneurial spirit. As kids explore the web site they can earn ATB Badges and Bucks.

Use the Team ATB Activity Guide (and DVD)

This 40-page activity guide is designed for youth leaders working with kids ages 8 to 12.

It presents a flexible collection of minds-on and hands-on activities that help kids explore the 25 ATB entrepreneurial concepts and discover what it means to be an entrepreneur. The Guide also includes instructions on

how to organize and run a Team ATB club, resources to support it, and a

DVD that contains all 25 ATB videos (see inside back cover). Videos are also available online at allterrainbrain.org.



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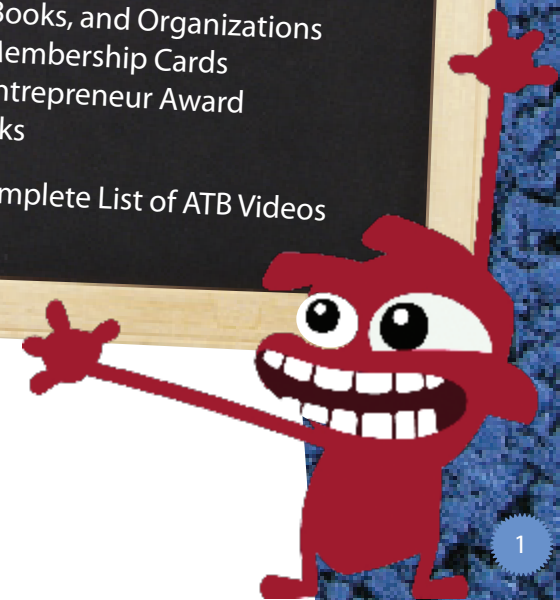
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WHY ATB AND ENTREPRENEURSHIP



Entrepreneurs achieve success by believing in the power of their ideas, having the confidence to take risks and to fail, persevering and overcoming obstacles, recognizing opportunities, and finding new and better ways to solve problems. As a youth leader working with kids ages 8 to 12, how can you empower kids to discover and develop these skills?

With All Terrain Brain (ATB), you can help the kids you work with develop the critical- and creative-thinking skills they need for successful futures. Through innovative, engaging activities, a rich online experience, and lively music-driven video messages, ATB inspires kids to discover their

passions, think creatively and independently, take responsibility, embrace change, persevere, be effective problem solvers, and much more.

Why focus on entrepreneurship? Entrepreneurs are important to society. They stimulate economic growth by creating new businesses and providing jobs and prosperity. From inventions to innovations, entrepreneurs enrich the lives of others as well as themselves.

After their Team ATB experience, some kids may want to start their own small business or become more active in their community. However, all kids should gain a clearer sense of their strengths and weaknesses, skills, abilities, and talents.

ATB Entrepreneurial Concepts

Here are the key entrepreneurial concepts covered in the Guide.

WHAT'S AN ENTREPRENEUR?

Entrepreneur: a person who starts a new business, generally in response to identified opportunities. Entrepreneurs are creative, believe in themselves, take risks, and persevere through challenges.

BE WHATEVER YOU WANT TO BE

Passion: something you love so much that it helps shape your interests and maybe your life

Sense of Self: knowing who you are and why you are unique

Strength in Individuality: gaining confidence from your unique skills and abilities

Motivation: the internal drive that makes you want to do something

Self-Regulated Learner: investing in your own learning to help build your skills

Self-Efficacy: believing that you have what it takes to succeed in any situation

I'm in Charge of Myself: accepting that your actions and ultimately your success are up to you

Goal Setting: identifying what you want to achieve

MAKE A DIFFERENCE IN YOUR COMMUNITY, YOUR GOVERNMENT, AND THE WORLD

Systems Thinking: analyzing smaller pieces of something to see how they relate

Participatory Democracy: using your voice and power to impact your local community, the nation, and the world

Community Impact: taking actions to make a difference in the lives of those around you, your neighborhood, or the world

Ability to Influence/Lead: possessing qualities that motivate others

CREATE SOMETHING GREAT

Independent Thinking: having your own thoughts and ideas that do not rely on the thinking of others

Exploration: trying and finding new paths

Inquiry: asking targeted questions

Ideation: creating and sharing new ideas

Creativity and Innovation: looking at things in new and imaginative ways

SUCCEED NO MATTER WHAT

Taking Responsibility: owning your actions

Ability to Embrace Change: accepting that things change and turning those changes into new opportunities

Risk Taking: having the confidence to take chances and to do so in a responsible way

Lateral Thinking: looking at a problem from new and different perspectives

Persistence/Perseverance: trying to reach your goals no matter what the obstacles

Problem Solving: exploring new ways to address questions, difficulties, and uncertainty

Learning Through Failure: examining situations that don't work out to see what they can teach you

HOW TO USE THIS GUIDE

To get the most out of ATB, we suggest that you set up a Team ATB—an entrepreneurship club. (For information on how to organize a club, see page 4.) You can also use any of the activities in your existing program. For suggestions on planning activities, see Activity Pathways on pages 6 and 7.

The Activities

The Guide is divided into 6 activity units. All units, except Team ATB Launch and Team ATB Wrap-Up, contain three major types of activities that are based on the 25 ATB Entrepreneurial Concepts (see page 2). The activities can be used in sequence or as stand-alone experiences. Each activity description includes everything you need: time, materials, goals, procedures, questioning and discussion strategies, and follow-up activities.

- >15** **Jumpstarters** are short (15 minutes or less) activities that begin the exploration process. They provide kids with “a-ha” moments related to the units’ concepts.
- >30** **Explore It!** activities are slightly longer (20 to 30 minutes) and help kids further explore and understand the units’ concepts. They are designed for different learning styles and include drawing, writing, movement, and more.
- >60** **In-Depth** activities are longer (45 minutes) and more involved. They help kids use the skills learned in previous activities and they reinforce the entrepreneurial concepts.

Reproducible Handouts

Some of the activities include handouts for the kids. These are located at the end of each activity unit.

Additional Activity Ideas

In addition to the three types of activities, each unit also includes a thought-provoking quote and a real-life entrepreneur profile. The quote offers an opportunity for kids to share their own knowledge and thinking, and to make meaning of the theme. The profile exemplifies the unit’s themes and concepts and can inspire kids.

Team ATB Web Challenge

At the end of each meeting, give kids the Team ATB Web Challenge to complete and present at the next meeting. A challenge is suggested in each unit. Kids can earn 3 Team ATB Bucks for each non-badge web challenge they complete. If you extend your program and need additional challenges, go to the ATB web site at allterrainbrain.org. (You may want to provide kids without computer access at home the opportunity to complete the challenges on your organization’s computer or suggest that they use a computer at their local library.)

Team ATB Bucks

Kids can earn Team ATB Bucks for participating in various club activities and for certain online Team ATB Web Challenges. They can redeem their Team ATB Bucks for small prizes from the Team ATB Store you will set up (see page 5).



Resources

Theme-related resources (web sites and books) are provided at the end of each unit. They offer background, additional information, and more ideas and activities for you and the kids. General resources for leaders are on page 37.

Team ATB Membership Card

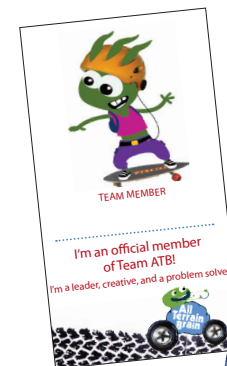
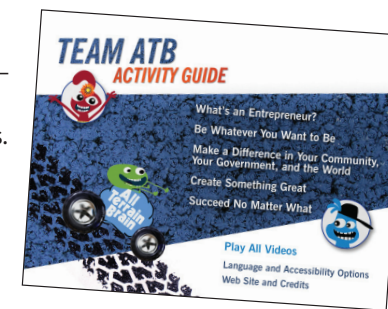
Kids receive membership cards (see page 38) at the first Team ATB meeting. These are also available online in the Educators section of the ATB web site at allterrainbrain.org.

Team ATB Entrepreneur Award

The Award (see page 39) is a certificate of participation presented to kids at the end of the Team ATB club. The Award is also available online in the Educators section of the ATB web site at allterrainbrain.org.

The ATB DVD

Team ATB Activity Guide is designed to stand alone—the activities do not require watching the videos. However, if you have a DVD player and monitor/TV available, the videos can greatly enhance the Team ATB experience. We recommend showing a video(s) at the first meeting of each activity unit. Videos related to the unit’s concepts are listed at the beginning of the unit, including a featured video(s) and follow-up questions. The DVD contains all of the 25 videos. The videos are also available online at the ATB web site at allterrainbrain.org.



CREATE A TEAM ATB!

Team ATB is a great way to introduce and reinforce important entrepreneurial concepts and skills in a club setting. The club format appeals to kids. They like belonging to a group, and the shared experiences and group dynamics will build over time, bringing them closer together. The increased comfort level and trust that develops will help kids express their ideas and participate in discussions, brainstorm, learn from one another, and experiment. Regular Team ATB meetings also allow you to build on and solidify kids' understanding of the entrepreneurial concepts.

As you watch their skills expand and grow, you'll see kids begin to internalize Team ATB concepts and behaviors (such as responsibility, teamwork, flexibility, and leadership) that are important to both your program's mission and to kids' lives. As the Team ATB leader, you play a key role in helping kids to think like entrepreneurs. And you can learn right along with them!

Choose a 6- or 10-week Team ATB (see Activity Pathways on pages 6 and 7 or create your own pathway). Alternately, you may integrate Team ATB activities into your existing program.



Planning Your Team ATB

As you plan for your Team ATB, consider the following questions:

- How many sessions should I run? (There are enough activities in this guide for 10 or more club meetings. See Activity Pathways, pages 6 and 7.)
- When and where will I hold the club meetings?
- How do I recruit kids for Team ATB? What's the minimum and maximum number of kids?
- What are my staffing needs? Where can I recruit volunteers, if needed?
- What training do I need for my volunteers?

Setting Up the Team ATB Meeting Space

- Decorate the meeting room:
 - Use All Terrain Brain colors and art. (Visit the Educators section of the ATB web site at allterrainbrain.org to download a reproducible Team ATB poster, banner, and stationery. If your meeting room changes from week to week, decorate a large box with the Team ATB borders to bring with you each week.
- Create a Team ATB bulletin board.
- Display a quote of the day on the bulletin board or wall. You can change or add other quotes from subsequent Team ATB meetings and from the kids.
- When completed, display kids' Life Trees (see the activity on page 12), ATB Road Maps for collecting ATB Badges (available online at allterrainbrain.org), and other artwork or flipchart lists from the activities.

- Set up a Team ATB Store (a small area in your room or a box) with inexpensive prizes, priced in Team ATB Bucks, that kids can purchase. A dollar store is a good place to look for prizes, such as mini-notebooks or coin purses.
- Set up the DVD player and monitor/TV for watching the ATB videos.

- Introduce (or reinforce) the activity unit's concepts and themes. (5 minutes)
- Do activity(ies). (See Activity Pathways on pages 6 and 7 for suggestions.)
 - 5–15 minutes for a Jumpstarter activity
 - 20–30 minutes for an Explore It! activity
 - 45 minutes for the In-Depth activity
- Recap the key concepts and themes. (2 minutes)
- Present the Team ATB Web Challenge for the next meeting. (1 minute)
- Close meeting. (2 minutes)

Note: Periodically give kids the opportunity to cash in their Team ATB Bucks at the Team ATB Store.

Team ATB Meetings

All Team ATB meetings follow a similar routine, except for the Launch meeting and the Wrap-up. Meetings generally last from 45 to 60 minutes (actual times may vary). Below are suggested agendas—adapt as needed.

Typical Team ATB Meeting (1 hour)

- Ask if any kids completed the Team ATB Web Challenge since the last meeting. Briefly discuss the challenge, whether or not kids liked it, and what they learned. Give 3 Team ATB Bucks to each kid who completed a non-badge web challenge (see Team ATB Bucks on page 40). If kids have earned ATB Badges since the last meeting, have them put the badge(s) on their ATB Road Map, which can be downloaded at allterrainbrain.org. (5 minutes)
- Watch and discuss ATB video(s) during the first meeting for each activity unit, except the Wrap-Up. The activity units include a list of theme-related videos and a featured video(s). (5 minutes)
- Discuss the quote and/or profile during the first meeting for each activity unit, except the Wrap-Up. (5 minutes)
- Review Life Tree progress, if applicable (see page 12), during the second meeting of each activity unit. (5 minutes)

Team ATB Launch Meeting (1 hour)

Preparation: Before the meeting, write the ATB Entrepreneurial Concepts on a flipchart. You can use the list as a visual reminder as kids explore what an entrepreneur is.

Introduce Team ATB (5 minutes)

- Explain to kids that they are about to embark on an exciting new experience that may change their lives forever! It's called Team ATB and they will learn about and explore entrepreneurship and their own entrepreneurial spirit through fun and interesting activities.
- Describe the general format of meetings (see Typical Team ATB Meeting above).
- Tell kids how often they will meet, when, and where.
- Remember, kids will get excited if you are.

Preparing to Lead the Activities

- Read each activity first to get a sense of the activity and the entrepreneurial concepts related to it, and to see how to adapt the activity to your particular group.
- Watch the video(s).
- Review Team ATB Web Challenges online.
- Gather and prepare all the materials.
- Copy handouts as needed.

Tips for Leading Activities

- During the activities be ready to provide prompts for kids. If kids are not progressing, ask a question to help them get back on track: "What do you think would happen if you . . ." or "What do you think you should do?"
- If kids are stuck trying the same thing as someone else, encourage them to try something different. Remind them of what's already been tried.
- Reiterate an important step if kids miss it.
- Model activities when necessary.
- Have kids demonstrate their learning by explaining the thinking behind their work.
- Throughout and at the end of activities, try to make connections back to real-world examples from your own and the kids' experiences.

Managing Your Group

- Set ground rules and expectations. Praise and criticize specific behavior rather than individual kids.
- Establish a stop-and-listen signal such as flashing the lights or raising your hand.
- Distribute materials only when you are ready to begin the activity.
- Be enthusiastic, it's contagious!

ACTIVITY

Introduce Entrepreneurs and the Entrepreneurial Spirit (5 minutes)

Kids may or may not know what an entrepreneur is. Ask kids if they have heard the word entrepreneurship and what they think entrepreneurs do. Explain that entrepreneurs are people who start and run new businesses, generally in response to identified opportunities. They provide many of the products and services we use everyday. They also provide jobs that help our communities thrive and grow. Tell them that at Team ATB meetings, they will do activities that help them explore their own entrepreneurial spirit.

Distribute Team ATB Membership Cards (2 minutes)

Kids can sign their names and attach the cards to pieces of yarn or string if they want to wear them. Ask kids to bring their cards to each meeting.

Discuss Team ATB Bucks (2 minutes)

Kids will earn Team ATB Bucks for certain activities that they can exchange for small prizes at the Team ATB store—so quintessentially entrepreneurial!

Present the ATB Road Map and Badges (3 minutes)

Show kids the ATB Road Map. Tell them that they can earn an ATB Badge for each entrepreneurial concept online at the ATB web site between meetings. Kids can display their badges on their ATB Road Map in the meeting room. For more details, check

out the ATB Road Map and Badges at allterrainbrain.org.



Introduce the ATB Videos (10 minutes)

Watch and discuss the suggested ATB video(s). Tell kids they will watch ATB videos on entrepreneurial concepts at each meeting.

Do Jumpstarter and Explore It! Activities (30 minutes)

See the Team ATB Launch activity unit (page 8).

If you have time...

Review and discuss the quote or profile in the activity unit.

Wrap-Up (3 minutes)

- Recap the key concepts, themes, and Team ATB goals.
- Introduce and present the Team ATB Web Challenge for the next meeting.
- Close meeting.

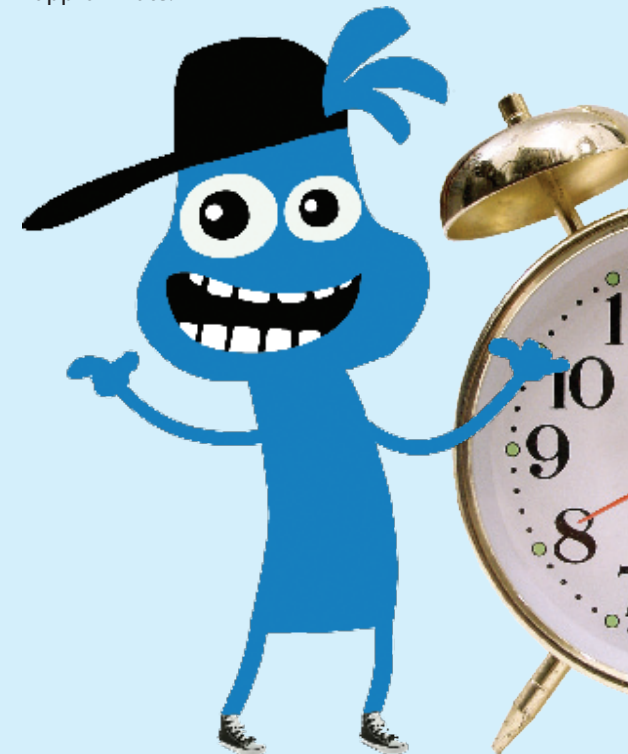
Team ATB Wrap-Up Meeting (1 hour)

- Select one or more ideas from the Team ATB Wrap-Up activity unit to implement. Make your plans several weeks ahead, so you have time to get organized and to invite guests (kids' families and friends, or guest speakers). Plan to have snacks for your guests.
- Whichever wrap-up idea(s) you choose, make sure to have an awards ceremony and distribute the Team ATB Entrepreneur Award.
- If you decide to continue Team ATB with kids' entrepreneurial projects, schedule your next meetings.
- Have kids take home their Team ATB work.

I only need a few activities—which do I do?... What is a good combination of activities to do over 6 Team ATB meetings? 10 meetings?... How can I integrate Team ATB activities into my program?

You can use the Team ATB activities in many ways, from a one-time activity to a 6- or 10-meeting Team ATB club. Of course, you can also do all of the activities; you would need at least 14 one-hour meetings. See page 7 for some possible combinations. Choose the pathway that works for your schedule and kids, or create your own using other activities in the Guide.

Note: The activity times listed in the units are approximate.



Y PATHWAYS

If you only have one hour . . .

Read through activities and select the one(s) that fit your program goals.

or

Select a thematic focus . . .

- by activity unit theme/title (see the Jumpstarter, Explore It!, and In-Depth activities suggested under the 6-meeting Team ATB).
- by the entrepreneurial concepts (see ATB Entrepreneurial Concepts on page 2).

If you have an additional hour, select an activity of your choice from any of the units or to match your thematic focus.

If you want to run a 6-meeting Team ATB

	OTHER ACTIVITIES	JUMPSTARTER	EXPLORE IT! OR IN-DEPTH
LAUNCH: WHAT'S AN ENTREPRENEUR?			
Meeting 1	Video and Quote or Profile	Who Am I?	That's Entrepreneurial!
BE WHATEVER YOU WANT TO BE			
Meeting 2	Video and Quote or Profile	Reveal Your Zeal	Life Tree or My Life as Art
MAKE A DIFFERENCE IN YOUR COMMUNITY, YOUR GOVERNMENT, AND THE WORLD			
Meeting 3	Video and Quote or Profile	Make Your Mark	Cookie Charisma or No Vehicles in the Park
CREATE SOMETHING GREAT			
Meeting 4	Video and Quote or Profile	Trick Your Brain	What Would a Superhero Do? or Pencil Me In
SUCCEED NO MATTER WHAT			
Meeting 5	Video and Quote or Profile	Come Back to Me	Rope Trick and The Great Golf Ball Challenge
WRAP-UP: BE AN ENTREPRENEUR!			
Meeting 6	Select closing activities from page 33. Make sure to distribute Team ATB Entrepreneur Awards.		

If you want to run a 10-meeting Team ATB

	OTHER ACTIVITIES	JUMPSTARTER	EXPLORE IT! OR IN-DEPTH
LAUNCH: WHAT'S AN ENTREPRENEUR?			
Only 1 Meeting	Video and Quote or Profile	Who Am I?	That's Entrepreneurial!
BE WHATEVER YOU WANT TO BE			
Meeting 1	Video and Quote or Profile	Putting the Pieces Together	Life Tree or My Life as Art
Meeting 2		Reveal Your Zeal	
MAKE A DIFFERENCE IN YOUR COMMUNITY, YOUR GOVERNMENT, AND THE WORLD			
Meeting 1	Video and Quote or Profile	Dance This Way . . .	It's a Small, Small World
Meeting 2		Make Your Mark	No Vehicles in the Park
CREATE SOMETHING GREAT			
Meeting 1	Video and Quote or Profile	Trick Your Brain	Creative Power or Four Hats Thinking
Meeting 2		Number Theater	Pencil Me In
SUCCEED NO MATTER WHAT			
Meeting 1	Video and Quote or Profile	Out-of-Bottle Experience	Rope Trick and Balloon Dance
Meeting 2		Come Back to Me	Safe Landing
WRAP-UP: BE AN ENTREPRENEUR!			
Only 1 Meeting	Select closing activities from page 33. Make sure to distribute Team ATB Entrepreneur Awards.		

Extending Team ATB

- Add additional activities from the activity unit.
- Add meetings to support kids who are interested in launching their own entrepreneurial projects. Use these Team ATB meetings as a sounding board to inspire kids, review their progress, and problem solve.



TEAM ATB LAUNCH: WHAT'S AN ENTREPRENEUR?

>15

JUMPSTARTER

Who Am I?

Concept: What is an entrepreneur?

Time: 5–10 minutes

Materials: paper, pencils or pens, scissors, a large smooth ball (such as a soccer ball), tape

Goal: to define entrepreneur

Cut up small pieces of paper, one for each kid. Choose and write one ATB Entrepreneurial Concept (see page 2) on each piece of paper. Tape the pieces to the ball.



Have kids stand in a circle. Toss the ball to someone and tell him or her to choose one of the pieces of paper. Have the kid read the concept and try to give a brief definition. Then have the kid toss the ball to someone else. Repeat the process until everyone has taken a turn. Ask kids to guess what kind of person might have all of those attributes. If no one guesses correctly, tell them the concepts all apply to an entrepreneur and that they'll be exploring all of those concepts.

KIDS ARE PERFECT ENTREPRENEURS—they're creative, stubborn, often fearless, and full of energy and ideas. But most kids do not see themselves as entrepreneurs. You can help change that! Everyone has entrepreneurial qualities, although they may not define them as such. Entrepreneurs are ordinary people who often achieve extraordinary things. In this unit, kids explore what and who entrepreneurs are and the characteristics they possess. This helps kids as they begin to explore their own entrepreneurial traits and abilities.

Team ATB Meeting At-A-Glance

Watch video

Do Jumpstarter and Explore It!

Discuss quote or profile

Related Video and Concept

Watch the featured video. Play the video once so kids can focus on what happens. Play it again. This time, ask kids to write down all the entrepreneurs they see.



Be an Entrepreneur

What is an entrepreneur?

The whole ATB gang comes together to show what it really means to be an entrepreneur.

Videos are on the ATB DVD included with this guide and online at allterrainbrain.org.



**“I THINK THE SOUL
OF AN ENTREPRENEUR
IS TO KEEP TRYING
UNTIL YOU FIND THE
SUCCESSFUL IDEA.”**

**—SABEER BHATIA,
FOUNDER OF HOTMAIL**

That's Entrepreneurial!

Concept: What is an entrepreneur?


Time: 20 minutes

Materials: 8 1/2" x 11" paper (cut in half or quarters), pencils or pens, scissors, several small paper or plastic bags

Goal: to introduce the ATB entrepreneurial concepts

Now that kids have had a chance to "toss the entrepreneurial concepts around," help them go a little deeper. Using the concept that they chose, play an entrepreneurial matching game. Have kids think of a time that they used the concept in their lives and have them write a few sentences about their experiences—without using the name of the concept on the paper. Divide the group into teams of 4 or 5 kids. Place each team's writing in a bag and give it to another team. Each team should work to figure out which entrepreneurial concept applies to each situation and write the name of that concept on the piece of paper. They can refer to the ATB Entrepreneurial Concepts written on the flipchart (see Launch Meeting Preparation, page 5), as needed.

Give them 5–10 minutes to complete the match up. Then bring the groups together and have one kid from each group present their guesses. Each situation-writer says whether the team's guesses are correct or not.

 Each kid on the team who guesses correctly earns 1 Team ATB Buck for each correct guess.



Entrepreneurs often have to go through a number of ideas before finding the right one that works. Ask: Is every idea successful? How do you think an entrepreneur finds a successful idea? Do you think it's important to keep trying?

TEAM ATB WEB CHALLENGE

Kids can further explore the entrepreneurial concepts and earn 3 Team ATB Bucks by completing a Team ATB Web Challenge online at allterrainbrain.org.



Ask them to click on the Activities page and scroll to the Odds & Ends section, complete the Spread the Word activity, and report back at the next meeting. Kids can also earn their Entrepreneur badge by clicking on ATB TV in the upper left corner, scrolling down to the list of topics, clicking on Entrepreneur, and completing all 3 activities. Ask kids to print the Badges found on the upper right corner of the Road Map page, cut out any badges they've earned, and bring them to the next Team ATB meeting so they can add them to their ATB Road Map.

RESOURCES

Web

allterrainbrain.org

Extends the exploration of ATB concepts through fun activities and games, videos, and young entrepreneur profiles.

Books

The Young Entrepreneur's Guide to Starting and Running a Business by Steve Mariotti (Random House, 2000)

This entrepreneurship primer includes stories and case studies of successful entrepreneurs and features concrete strategies for turning hobbies, skills, and talents into profit-making ventures.

YOUNG ENTREPRENEURS IN ACTION

Jasmine Lawrence

At age fifteen, Jasmine Lawrence is already President and CEO of her own company, which specializes in creating all-natural hair and skin care products. At age eleven, her hair was badly damaged by a product and fell out. This difficult experience inspired Jasmine to develop hair products that promote healthy, strong hair. She spent time in the library reading and researching her idea before starting her business in her home with a \$2,000 loan from her mother. She

recruited her mother, siblings, and friends to help her "set up shop" and make and package her products. Jasmine's business grew rapidly, and soon she was selling to salons and then to national retailers. Her first year in business was "hairy," but she made \$10,000. She's moved the business from her house to larger space she purchased and continues to expand her hair and skin care lines.



Courtesy of April Y. Lawrence

Reflect on the Profile

Jasmine took a bad experience and turned it into something that not only helped her but other people as well. Ask: How did Jasmine recognize an opportunity? What was it? What do you guess she had to do to "set up shop?" How would you describe her entrepreneurial spirit?



BE WHATEVER YOU WANT TO BE



YOU CAN BE WHATEVER YOU WANT TO BE. This is a message we all need to hear! It helps to know your strengths and weaknesses, personality traits, attitudes, and values. The more you know about yourself, the more likely you are to be successful in your personal and business life. In this unit, kids explore some of the basic concepts of entrepreneurship—what it is, and what qualities are needed to be an entrepreneur. By understanding who they are (sense of self), tapping into and being motivated by their passions, and developing goal-setting skills, kids can discover their entrepreneurial strengths. As kids learn more about themselves and identify their passions, their goals—and how to achieve them—will become clearer. They'll come away with the belief that they have what it takes to become whatever they want in life: They can chart their own future!

Related Videos and Concepts

Watch the featured videos (Bike Buzz and/or Show It!) or any of the videos below and explore the key concepts. Invite kids to identify what they are passionate about. Ask: What do you think the words passion and passionate mean? For example, how did Tyler and Brady use their passions to become entrepreneurs? Did they think they were entrepreneurs at first? Why or why not? Are there hobbies or activities that you love to do? Provide examples, such as skateboarding, playing the guitar, journal writing, making jewelry, etc. Ask for volunteers to share their passions.

Team ATB Meeting At-A-Glance

Redeem Team ATB Bucks and post ATB Badges

Watch video(s)

Do Jumpstarter

Do Explore It! or In-Depth Activity

Discuss quote or profile



Bike Buzz

passion
Tyler finds his passion when he discovers how much he likes fixing bikes.

Show It!

sense of self
Brady isn't a very good athlete but discovers he's really great at sports photography.

Tru-D True

strength in individuality
Tru-D True wears his hair in wild styles, yet becomes a successful hair stylist despite the hard time kids gave him for being different.

High Winds

motivation
Lexi has loved flying kites since she was little, and now launches her own successful kite business.

Treasure Hunt

self-regulated learner
Justin learns new skills and turns his love of collecting stuff at garage sales into a new and profitable business.

Emotia-Caps

self-efficacy
Nickie works hard to turn her crazy new idea into a reality and rocks the world of fashion!

Bugged Out

I'm in charge of myself
Ally takes shooting video to a whole new level while saving a little girl and launching a new business in the process.

Drawing Board

goal setting
Josh turns drawings into houses and a childhood dream into a reality when he becomes an architect.

Videos are on the ATB DVD included with this guide and online at allterrainbrain.org.

Putting the Pieces Together

Concepts: motivation, goal setting

Time: 5–10 minutes

Materials: jigsaw puzzle pieces (can be from multiple puzzles), at least 15 pieces per kid

Goal: to understand the importance of goals

How can you get where you want to go if you don't know how to get there? Setting goals helps you figure out how to get where you want to go and helps you stay focused and motivated. In this activity, kids quickly realize that it's difficult to put together a puzzle without a picture of what they're trying to create or knowing if pieces are missing.

Pass around a box or bag full of jigsaw puzzle pieces. Ask kids to each pick out 15 pieces. Now ask them to put the puzzle pieces together. How does it go? Ask: What's the problem? Why can't you do it? (It helps to have a picture of what the completed puzzle looks like.) Help the group make the connection to life and the value of planning and setting goals. Ask: How is putting a puzzle together similar to living your life? How does putting a puzzle together without using a picture of it relate to having goals? What do you need to do to be successful at whatever you want to achieve?



Reveal Your Zeal

Concepts: passion, sense of self

Time: 15 minutes

Materials: small strips of paper, pens or pencils, and a paper bag or other container

Goal: to identify one's passions and where they can lead

A passion is often the launch pad for exciting new adventures. This activity will encourage kids to think about what their passions are and how those passions can lead to business or other opportunities. The activity also gives kids a chance to share their passions with other kids.

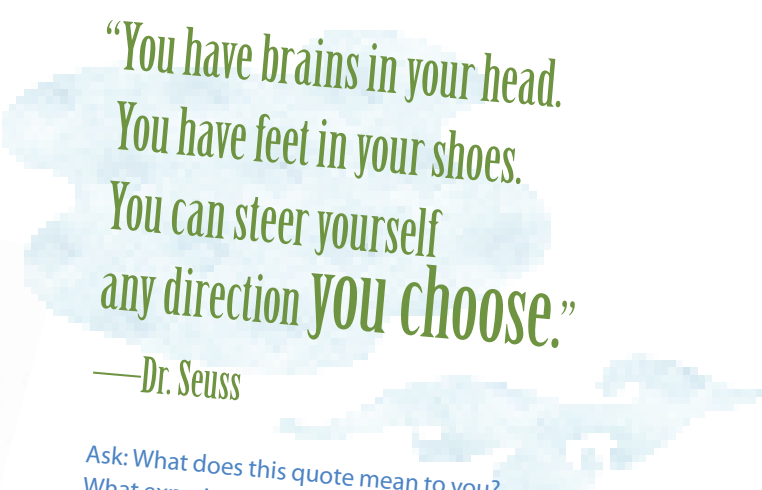
Distribute 5 strips of paper to each kid.

Ask kids to write a word or phrase on each of the paper strips that describes:

1. My favorite thing to do
2. What I am good at
3. What I would miss if I couldn't do it anymore
4. My favorite thing to do with family or friends
5. Things I'd like to learn how to do

Ask kids to choose the passion they feel strongest about (from their 5 strips) and place that strip in the bag. Then ask three kids to draw one strip each from the bag. Have each kid read the passion they selected. Ask: Does anyone else share that passion? Do any other people you know share that passion? Have kids think of existing businesses based on that particular passion. Can they think of any new business opportunities to create?

Take It Further
If you have time, you can expand this activity to cover more of the kids' passions by selecting additional strips of paper.



—Dr. Seuss

Ask: What does this quote mean to you?
What experiences have you had that lead you to agree or disagree with what Dr. Seuss said?
Who is in charge of your future?



Life Tree

Concepts: passion, sense of self, strength in individuality, motivation, goal setting

Time: 30 minutes

Materials: drawing or construction paper and markers

Goal: to explore how passions, interests, and goals intersect

Creating an image of an idea can be a powerful learning tool. In this activity, kids explore how their passions, interests, and current or future goals intersect by creating a Life Tree. This Life Tree will be revisited throughout the Team ATB Club.

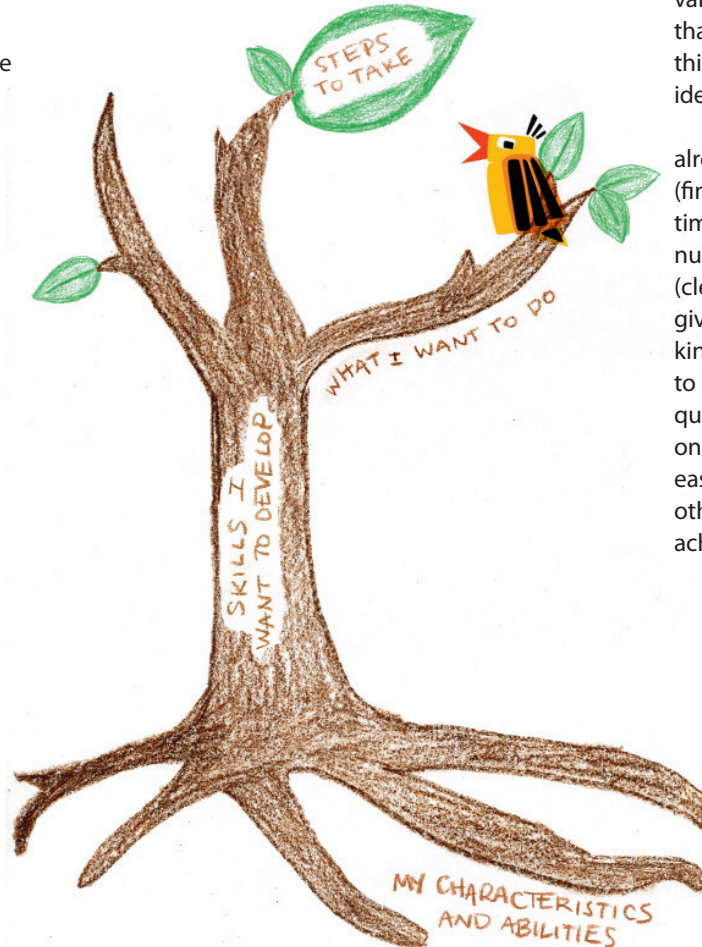
Distribute paper and markers. Ask each kid to draw a large, leafless tree with deep roots and three large branches. Have them label the roots, My Characteristics and Abilities; the trunk, Skills I Want to Develop; and the branches, What I Want to Do.

On the roots (the foundation), have kids list their personality traits, values, beliefs, talents, and skills or abilities. Have them write three goals or things they'd like to accomplish on the branches, such as a yard-care business, fundraiser for their favorite cause, perfecting their skills in a certain sport or hobby, and so on.

Ask each kid to think of which attributes and skills they have to achieve their goals or projects. What other characteristics do they need? (These might include many of the ATB Entrepreneurial Concepts.) Have them add these to the trunks of their trees. Finally, have them draw leaves on the branches outlining strategies and steps they could take to achieve the goals or projects or develop some of the skills they wrote on the tree trunks.



Every kid who completes a Life Tree earns 1 Team ATB Buck.



Guess My Goal

Concepts: sense of self, motivation, self-efficacy, goal setting

Time: 30 minutes

Materials: soccer ball, football, or other game ball; board or flipchart and markers (optional)

Goal: to identify what it takes to set and reach a goal

Setting goals helps us achieve things in life. Goals keep us focused and moving in the right direction. Kids usually have an idea of what they want to achieve, but often don't have a game plan. In this variation of 20 Questions, kids try to guess a goal that one of them has already achieved. While thinking of good questions to ask each other, they identify some of the steps it takes to reach a goal.

Have each kid think of a goal he or she has already accomplished. It could be related to school (finished homework or completed a project on time), to an extracurricular activity (sold a desired number of items for a fundraiser), or to home (cleaned their room without being asked). Then give everyone a few minutes to think about what kinds of questions would be good to ask in order to identify someone else's goal. Answers to these questions provide the clues to help kids guess one another's goal. Some questions may come easily (Is your goal related to a sport?), while others require more thought (Did anyone help you achieve your goal?).

Take It Further

Do any of the kids want to make a commitment to achieving their goal(s)? If so, make a Life Tree chart. Write down the kids' names, goal(s), and timelines. Post the Life Trees and the chart so kids can review them each week. At each Team ATB meeting, have different kids volunteer to share progress toward their goals. Briefly write it on the chart.



Each kid who volunteers earns 2 Team ATB Bucks.

Ask for a volunteer who is willing to be questioned about his or her goal. This person is the goalkeeper and gets the game ball. Have the group ask questions about the goal. After a while, someone will probably figure out the goalkeeper's goal. (You may want to list the questions on the flipchart.) The goalkeeper throws the ball to whoever guesses the goal correctly and shouts, "Goal!"

If no one guesses the goal after a few minutes, the goalkeeper tells the goal and tosses the ball to a new goalkeeper. Continue with the new goalkeeper until everyone who wants a turn has had one. (If time or attention becomes an issue, you may have to limit the number of turns.)

Afterward, ask: Which questions got you the best information? Which questions would be good to ask yourself when setting a goal? What are some criteria for setting goals? (Remind kids that good goals are SMART: Specific, Measurable, Appropriate, Reachable, and Timed.) Accept all reasonable answers.



Where Do I Stand?

Concepts: sense of self, strength in individuality, motivation, I'm in charge of myself

Time: 25 minutes

Materials: masking tape, paper, marker; board or flipchart and markers (optional)

Goal: to help kids explore their strength in individuality and sense of self

In this activity, kids explore their sense of self, their opinions, and their willingness to speak out.

Draw a line down the center of the room using masking tape. Tape a piece of paper with "I agree" written on it on one side of the line. Repeat on the other side, with "I disagree." Ask kids to stand on the middle of the line. Tell them to step to either side of the line, depending on whether they agree or disagree with statements as you read them. Have them go back to the center of the line after each statement.

Read as many statements as you'd like or add ones of your own. (You may want to write the statements on the board or flipchart for kids to read.)

- Parents are often right when they give kids advice.
- It's okay for kids my age to hang out late.
- It's okay to make mistakes.
- Kids' opinions matter.
- Sometimes it's better not to respond than to hurt someone's feelings.
- To be great, you have to be responsible.
- If at first you don't succeed, just quit.
- If at first you don't succeed, ask someone for help.
- You can do whatever you want in life.
- You can change your future.
- You can learn a lot from mistakes.



- It's okay to experiment.
- You care about the world around you.
- You say good things about people.
- If you don't like the way the world is, you should stay in your room.
- You have more power than you think.
- You want to leave a mark on the world.

Explore the kids' responses. Have volunteers explain why they responded the way that they did and give examples if they can. Ask: Did you express what you were really thinking? Did you think about the questions, or did you move before you figured out how you felt? Did you respond the way your friends or the group did? Did you stand by your own opinion?

After kids have discussed the activity and how it felt, ask: What is the value of following your own path instead of someone else's?

My Life as Art

Concepts: all unit concepts

Time: 45–60 minutes

Materials: art supplies such as construction paper, scissors, poster board, cardboard, glue, glitter, markers, pipe cleaners, stickers, etc.

Goal: to explore who you are and who you can become

Kids can make a difference in their communities and have an impact on the world. By preparing a museum exhibit about their life, they think about and present who they are and what they'd like the world to know about them. Since the exhibit includes their future, they also consider what they'd like to do with their life.

1. Explain to kids that they will design and write an exhibit. Ask: Has anyone seen a museum exhibit? Was the exhibit about someone's life? Can you describe it? What kinds of items were in the exhibit? Share the basic parts of a museum exhibit. A reading rail tells a story about the person and their contributions and usually contains drawings or photographs. Artifacts are items (household items, clothing, letters, and other belongings) that give meaning to the exhibit. There are also labels or signs that point out significant facts and details.
2. Now ask kids to imagine that someone is making a museum exhibit about them. What an honor! Ask kids to think about what the exhibit would contain. Would it showcase their contributions? Their passions and interests? What else? What would visitors find out about them as a person by viewing the exhibit? How would the exhibit begin? How would it end?
3. Give the kids art supplies to "build" the exhibit. Encourage them to be creative in representing their interests and accomplishments and to focus on the content, not their artistic skills. They can also give their exhibit a title, such as "Sally's Story: From Pet Sitter to Veterinarian."
4. Have kids play the role of the museum staff who tell others about their exhibits. Ask volunteers to share their exhibits with the group.



Kids who volunteer to show their exhibits each earn 2 Team ATB Bucks.





TEAM ATB WEB CHALLENGE

Kids can further explore the entrepreneurial concepts and earn 3 Team ATB Bucks by completing a Team ATB Web Challenge online at allterrainbrain.org.

Ask them to go to the Home Page, complete the Fast Track Challenge, and report back at the next meeting. Kids can also earn their Passion, Sense of Self, Individuality, Motivation, Skill Building, Self-Confidence, Taking Charge, or Goal Setting badges by clicking on ATB TV in the upper left corner, scrolling down to the list of topics, clicking on one of them, and completing all 3 activities. Ask kids to print the Badges found on the upper right corner of the Road Map page, cut out any badges they've earned, and bring them to the next Team ATB meeting so they can add them to their ATB Road Map.

RESOURCES

Web

allterrainbrain.org

Extends the exploration of ATB concepts through fun activities and games, videos, and young entrepreneur profiles.

International Kids' Space

kids-space.org/

Provides a place for kids to post their art and writing. Kids could post their Life Tree or art exhibit.

Self-Discovery

state.vt.us/stw/montpelierlp02aself.html

Presents a modifiable curriculum for teens that focuses on self-discovery and goal setting.

Books

Oh, the Places You'll Go! by Dr. Seuss (Random House, 1990)

Helps kids envision how they can venture out in the world and become successful.

What Color Is Your Piggy Bank? Entrepreneurial Ideas for Self-Starting Kids by Adelia Cellini Linecker (Lobster Press, 2004)

Describes ways kids can discover their passions and interests, identify goals, and manage their money.

What Do You Really Want? How To Set a Goal and Go for It by Beverly K. Bachel (Free Spirit Publishing, 2001)

Focuses on helping young teens define their interests and pursue workable goals.

YOUNG ENTREPRENEURS IN ACTION

Erica Gluck

Seven-year-old Erica Gluck turned her passion for pasta, and desire to make money, into a full-time family business featuring specialty pastas, breads, and olive oils. She started out by selling pasta from a favorite pasta shop at weekend farmers' markets in the San Diego area. "Pasta was something we ate all the time," says Erica. "I really loved it, and I wanted everyone

else to try it." Erica and her family have since sold the pasta business and Erica put her talents and time into helping open a very successful restaurant.



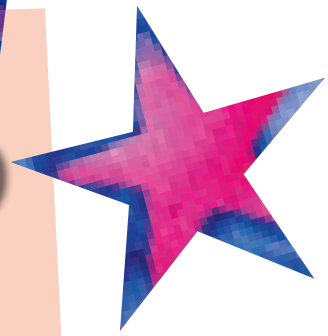
Courtesy of Mary Gluck

Reflect on the Profile

Erica did not make the food she sold.

Ask: Is there a food that you are passionate about? Can you think of a business related to this food that you could start?

MAKE A DIFFERENCE IN YOUR COMMUNITY, YOUR GOVERNMENT, AND THE WORLD



HOW BIG IS A KID'S WORLD? And how involved in it is he or she? The concepts in this unit help kids to think about where and how they fit into the larger society—with their family and friends, community, and world—and how they affect their world. The activities help them begin to understand their power as individuals, how they can make a difference, and that it is important that they participate in society. Kids will realize that they can use their influence to positively impact their community.

Team ATB Meeting At-A-Glance

- Review Life Tree progress, if applicable
- Redeem Team ATB Bucks and post ATB Badges
- Watch video(s)
- Do Jumpstarter
- Do Explore It! or In-Depth Activity
- Discuss quote or profile

Related Videos and Concepts

Watch the featured videos (This Is My Neighborhood and/or Abuelo Park) or any of the videos at right and explore the key concepts. Ask: Are there things you would like to change in your neighborhood? What are they? What are some ways you could make those changes?

This Is My Neighborhood

systems thinking
Amity finds a fun way to bring her community together and improve their neighborhood.



I Am the Government

participatory democracy
In colonial days Ben and his pals Tom and George put together a little document called the Declaration of Independence that calls for people to have a voice in their own government.



Abuelo Park

community impact
Abrielle turns an empty lot into a beautiful park—making a difference in the whole community and launching a career as a landscape architect.



Our Scene

ability to influence/lead
Zoe, a computer whiz, leads a team of talented kids in the creation of an amazing new web site.

Videos are on the ATB DVD included with this guide and online at allterrainbrain.org.

Dance This Way...

Concepts: ability to influence/lead
Time: 10–15 minutes (depending on group size)
Materials: wand, baton, or similar item, dance music and music player, clock or timer
Goal: to experience and think about what it means to be a leader

Learning to lead is an essential skill for young entrepreneurs. Some kids are natural leaders and others have to be shown that they have what it takes to be a leader. In this activity, all kids in the group get a chance to be the leader.

Ask the kids to form a line behind you. Explain that for 1 minute everyone must “follow the leader” by copying the dance movement of whoever has the Wand of Motion. After that, the leader must pass the wand and then it’s the next person’s turn to be the leader. Reassure kids that they don’t have to change the dance if they don’t want to—but then again, they might create something interesting!

Start the music and begin by demonstrating with an easy dance step or funny walk. After a minute or so, pass the Wand to the kid behind you, who will become the next leader. Help kids keep the Wand moving with a phrase (“Let the next leader lead!”) or a sound (hand clap, drumbeat, or whistle). Kids may be intimidated at first but many are empowered by the feeling of having the entire group follow them. It may take a few turns before kids loosen up and make more complicated movements. Offer another round if kids are interested.

Afterward, congratulate everyone on being a great leader! Ask: Did you like leading the group? What did you like about it? Can you give an example of something you have done that suggests leadership? Remind kids that everyone is a leader in some aspect of life, and that it is an important skill for entrepreneurs to cultivate.



Every kid who was a leader earns 1 Team ATB Buck.

Make Your Mark

Concepts: community impact, ability to influence/lead
Time: 10 minutes
Materials: none
Goal: to consider ways to give back to the community

In this quick exchange, kids consider ways that they might give back to their community if they suddenly came into or created newfound wealth. Entrepreneurs frequently give back through charitable giving when they have the means to do so.

As dramatically as you can, tell kids that their small business was just purchased by a big corporation and—guess what!—each of them was just paid \$10 million! After the cheering quiets down, ask them to think for a minute about how they want to spend their fortune. Encourage kids to share their answers with the group.

Help kids to reflect on their answers. Did they choose to buy something for themselves or for someone else? It’s natural to want to do something nice for yourself or your family first. Did any kids choose to help causes or people they don’t know?

Ask the group: How could you use your money to help your community or the world? What could you provide that would have a lasting impact? Encourage a variety of responses—there are no wrong answers. If they’re stuck, ask kids if they can think of any community buildings or outdoor spaces that have been named after people, such as Carnegie Hall, or successful people who have used their money to give back to the community, such as Oprah Winfrey (started a school for girls in South Africa) or Steven Spielberg (created a Jewish film and video archive). Provide some thought-provoking options that keep on benefiting the community (fund a scholarship, build a playground, add a wing to a hospital, and so on).

“If you don’t like the way the world is, you change it. You have an obligation to change it. You just do it one step at a time.”
— Marian Wright Edelman, founder of Children’s Defense Fund*

Ask: Do you agree with Ms. Edelman that you have an obligation to change the world? Have you ever worked to change something you didn’t like about a situation? Did you work alone or with other kids? Did you succeed in affecting change?



*CDF provides a voice for children who cannot vote or speak for themselves.



It's a Small, Small World

Concepts: systems thinking, community impact

Time: 30 minutes

Materials: writing materials

Goal: to understand how parts work together to make a system

In this activity, kids take a system that they know well—their school environment—and examine the parts that make it work.

Briefly discuss what a system is and how there are systems within systems. Ask kids to think about their school as a system. How do systems interrelate so that the school can function? Have volunteers describe different parts of the day (e.g., I take the school bus, teachers arrive in cars and on bicycles, we turn on lights and computers; we need pens and paper to take notes or tests; the janitor cleans up when we leave, and so on.) Group these elements into systems: plumbing, lights, transportation, people, local government/school board, machines (public address system, copiers, telephones), supplies.

Working in small groups, have kids draw a web diagram of as many systems as they can and how they interact. Have kids pick one of the systems that they think needs improvement or think of a system that doesn't exist yet (e.g.,



wireless computer access). Would they want to change school hours or days? Hire a gourmet chef for the cafeteria or turn it into a food court? Have laptops for every kid?

Ask for volunteers to share their ideas. Talk about what the impact of the changed or new system would be. What would it take to make some of their ideas happen? Kids may actually want to plan their campaigns.

Take It Further

Get kids up and moving. Have them choose a system (or part of a system) and act out how it looks, feels, and operates. What is the gym floor feeling when a basketball game is played? What does a fresh piece of chalk say to itself? What does the clock in the hallway think? Groups of kids can also figure out ways to physically represent a system and how they are intertwined.

Greetings from Earth

Concepts: systems thinking, participatory democracy, community impact

Time: 30 minutes

Materials: paper and pencils or pens; board or flipchart and markers (optional)

Goal: to explore what it means to be part of a system

In this activity kids describe themselves and their world to an alien who knows nothing about them—in fact, they know nothing about Earth at all! Kids look beyond their immediate surroundings to see what part they play in a bigger system—their community or world.

Ask kids to imagine that they've just gotten a new pen pal from outer space. The extraterrestrial is coming for a visit and wants to know what life is like on Earth. Kids need to write a letter, or draw a graphic story or comic strip to send the alien about their life.

In their letters or drawings, kids should briefly describe themselves, their family, their house, street, neighborhood, town or city, state, and country. They should then describe how they spend a typical day:

- Who do they see and interact with?
- What part do they play in their family? With their friends?
- What do they do?
- Where do they go?

(You may want to write this list on the board or on a flipchart for kids to refer to.) Explain that the more details they include, the more their pen pal will understand their world.

Give kids 15 or 20 minutes to think about and complete their work. Ask for volunteers to read their letters and explain their drawings.

A system is a group of independent but interrelated parts that form a complex whole. Systems thinking allows entrepreneurs to break problems into manageable pieces, see the connections and relationships between the parts (how one thing affects or interacts with another), and ultimately access all new resources to figure out solutions.

Cookie Charisma

Concepts: participatory democracy, ability to influence/lead

Time: 20–30 minutes

Materials: board or flipchart and markers

Goal: to learn how to present yourself and your ideas persuasively

Entrepreneurs use the power of their ideas and their ability to influence people to create successful new products and services. In the following activity, kids test their powers of persuasion in choosing a new state cookie.

Preparation: Before doing the activity, check your state’s web site to find out what your state cookie is. If your state doesn’t have a state cookie, here’s your chance!

Start by asking the group: Does anyone know what the state cookie is? Does anyone know that the state has an official cookie? It’s _____. Why do you think that particular cookie was selected?

Set up this scenario: You’ve been talking about the official state foods in school and think the current cookie is now stale and needs to be replaced. Your state just elected a new governor and you realize now is a good opportunity to make suggestions for a new state cookie to the Cookie Committee.

Begin by brainstorming different kinds of cookies and why they might be good candidates for statehood. Suggested cookies must be edible! Is there a brand-new cookie kids could create to represent things your state is known for? Corn cookies, anyone? Salmon cookies? Blueberry cookies? Take a vote to find the top three to five cookie choices. Divide up the group according to how they voted. Then give each group 5 minutes to prepare a 2-minute pitch to the Cookie Committee for their cookie. They can choose any format for their presentation—rap it, dance it, act it, you name it. Have the group present their creation.

After the presentations, take a final vote to see if the group can come up with a favorite cookie.

Take It Further

Consider submitting the group’s cookie suggestion to your state governor’s office!



Kids who write a letter to the governor on their own and bring it in to Team ATB will earn 4 Team ATB Bucks.



No Vehicles in the Park

Concepts: all unit concepts

Time: 45–60 minutes

Materials: copies of the No Vehicles in the Park Handout (page 21), board or flipchart and markers

Goal: to understand how a system works and how to affect change

Everyone can make a difference in their community—if they know how to use their voice and know how the system works. In this activity kids have a chance to make a law that will govern what goes on at a local park. They express their opinions, think about what impact their law could have on jobs and businesses, and participate in a town meeting.

1. Briefly discuss the need for rules and laws (safety, protection, health reasons, etc.). Why are they important? Who makes them? What role does the individual play in their creation?
2. Distribute the No Vehicles in the Park Handout (see page 21) and read the scenario together. Have kids answer questions #1 to 3 on the handout. Discuss kids’ answers. Help them clarify their positions and try to reach agreement. Write any agreement, concerns, and recommendations on the flipchart.
3. Next have kids focus on jobs and businesses that involve the park. Have them answer question 4 on the handout. Again, discuss their answers and jot down on the flipchart any agreement reached, concerns, and recommendations.
4. Set up a town meeting in order to consider whether exceptions should be made to the law. (Explain that a town meeting is a forum to present ideas to the governing body, here the Town Council. The town meeting’s goal is to give citizens in the community an opportunity to voice their questions, concerns, and recommendations.) Summarize kids’ agreements on the No Vehicles

YOUNG ENTREPRENEURS IN ACTION

Fred DeLuca

When Fred DeLuca was 17, he needed a way to fund his college education. With a suggestion and \$1,000 investment from family friend Dr. Peter Buck, Fred opened his first submarine sandwich shop in Bridgeport, Connecticut. Today, more than 40 years later, the little shop originally called "Pete's Subs" is now known as SUBWAY and

has become the world's largest submarine sandwich chain with approximately 225,000 employees in 28,000 restaurants in 86 countries. SUBWAY continues to be a fast-growing business that creates job opportunities for young people, retirees, and people who want to

own their own business and it provides a valuable food service to the community. Because of DeLuca's success as an entrepreneur, turning a \$1,000 investment into a \$10 billion international company, the SUBWAY organization and its franchisees are able to actively support community and charity services such as Big Brothers Big Sisters, United Way, and the American Heart Association, among others.

Reflect on the Profile

Many community and charitable institutions could not exist without the generous financial help of individual entrepreneurs and other private citizens, corporations, and organizations. Ask: How do you think charitable giving benefits an entrepreneur? How does it benefit a corporation?



Courtesy of SUBWAY Restaurants

law. Ask for volunteers to share their suggested rewrites. Discuss and have the group rewrite the law. When finished, read the new law to the group. Does it take into consideration all of their questions and concerns?

5. End with a brief discussion about how laws are written. Ask kids what they think the benefits are of being part of processes like town meetings and making laws.

Take It Further

If kids think they don't care about laws, ask them to consider how they would feel if something they were used to having or doing were suddenly against the law. What if no one under 18 could have a pet? Or use a cell phone? Or play video games? How would such laws affect the businesses involved?

TEAM ATB WEB CHALLENGE

Kids can further explore the entrepreneurial concepts and earn 3 Team ATB Bucks by completing a Team ATB Web Challenge online at allterrainbrain.org.

Ask them to click on the Activities page and scroll to the Odds & Ends section, complete the Hot Off the Presses activity, and report back at the next meeting. Kids can also earn their Systems Thinking, Democracy, Community, or Leadership badges by clicking on ATB TV in the upper left corner, scrolling down to the list of topics, clicking on one of them, and completing all 3 activities. Ask kids to print the Badges found on the upper right corner of the Road Map page, cut out any badges they've earned and bring them to the next Team ATB meeting so they can add them to their ATB Road Map.



RESOURCES

Web

allterrainbrain.org

Extends the exploration of ATB concepts through fun activities and games, videos, and young entrepreneur profiles.

U.S. Government
kids.gov/

The official kids' portal for the U.S. government. Contains lots of information, including how laws are made and citizens' rights and responsibilities.

Job Ideas

quintcareers.com/jobs_for_teens.html

Describes jobs kids fifteen and younger can do to not only help their community but also develop their business skills.

Books

Class President by Johanna Hurwitz (Harcourt Brace, 1995)

A fifth grader demonstrates his ability to lead and is elected president of his class.

The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference by Barbara A. Lewis (Free Spirit Publishing, 1995)

Contains hundreds of ideas for projects to help your community.

No Vehicles in the Park Handout

The town of Greenville has a big park that is a major recreational center for everyone who lives there. In order to protect its natural beauty and to minimize noise and pollution, the following sign has been posted at every park entrance:

NO VEHICLES IN THE PARK

The law seems clear, but then people start asking questions. What about police cars and fire trucks? What about bicycles and wagons? What about people who work in the park? Residents can talk about nothing else at the next town meeting and start making requests for exceptions to the law. They think the original law should be changed. You are a resident of Greenville and need to participate in the discussion in an informed way. Address the following questions:

1. What is a definition for "vehicle"?

2. How many different kinds of vehicles can you think of? Is a skateboard a vehicle? What about a wheelchair?

3. Should any of the vehicles be exceptions to the No Vehicles law? For example, a babysitter may want to push a baby stroller through the park. What if someone needs an ambulance?

4. What jobs and businesses depend on the park? Think about what goes on there. Who mows the lawn? How is trash removed? Is there an ice-cream truck? What impact does the No Vehicles law have on them?



CREATE SOMETHING GREAT

CREATIVE THINKING involves looking at things in an imaginative way and making connections between seemingly different things. For a mathematician, it may mean seeing new patterns in a number problem. For a cook, it might mean adding a new ingredient. For a scientist, it might mean coming up with a new hypothesis to test. And for entrepreneurs, it means going beyond the traditional and conventional, and thinking about and looking at challenges from different angles. Entrepreneurs explore new paths and ask new questions. They see things that other people may miss. Their creativity helps them overcome obstacles, design solutions, and run successful enterprises.

The activities in this unit help kids investigate innovative ways of thinking and the creation and sharing of ideas (ideation). Kids explore what creative thinking is, how they can think more creatively, and how to use their creative-thinking skills to recognize and explore new ideas. They learn to identify opportunities to create new products and services that fill a need within the community.

Team ATB Meeting At-A-Glance

- Review Life Tree progress, if applicable
- Redeem Team ATB Bucks and post ATB Badges
- Watch video(s)
- Do Jumpstarter
- Do Explore It! or In-Depth Activity
- Discuss quote or profile

Related Videos and Concepts

Watch the featured videos (Snow Pals and/or Hammocks) or any of the videos below and explore the key concepts. Ask: What would you have done in Shiloh's and Lexi's or Ally's situation? Have you or someone you know ever invented anything? What was it?

Snow Pals

independent thinking

When Lexi and Shiloh discover that regular snowboards just aren't working for them, they invent a board they both can ride and create a whole new craze.



E-Ship

exploration

Ethan explores new possibilities for using the Internet and creates a never-before-seen way for people to travel.

Hammocks

inquiry

Ally questions the routine chore of making her bed every day and comes up with a new idea that's a huge hit with other kids.



New Ideas

ideation

Josh and Jenna enlist their friends to turn their dinner-making duty into a thriving home-cooked catering and meal-delivery business.

Charge It!

creativity and innovation

When the lights go out in their town, Tyler and his bike-riding friends create an innovative new way to generate power.



Videos are on the ATB DVD included with this guide and online at allterrainbrain.org.



Trick Your Brain

Concepts: exploration, inquiry, creativity and innovation

Time: 20 minutes (5 minutes for each trick and 5 minutes to process them)

Materials: paper and pencils or pens, \$1 bill

Goal: to learn to question assumptions and look for creative solutions

How many times do you get stuck in a problem and think there's only one way to solve it? Entrepreneurs know there can be many options but that you may need to question assumptions and look at the problem in new ways to come up with creative solutions. That's just what kids do in these brain tricks.

Try one or more of the following activities. Kids can work individually or in teams. Give teams paper and pencils or pens to help their problem solving.



Each kid who solves a Brain Trick earns 2 Team ATB Bucks.

Brain Trick 1: \$1 Bill

Show kids a \$1 bill you've taped high out of reach on the wall. Tell them: If you can get it down without using your hands, you can have it. The only rule is that you cannot use your hands.

As each kid takes a turn, remind them they should try a different solution than the person before them. (You may need to limit turn time or the number of kids who take a turn if time is an issue.) If kids cannot think of a solution, solve the problem by asking someone else to get the \$1 bill down for you. (Note: The rule doesn't let YOU use YOUR hands, but it doesn't stop you from using someone else's hands.)

Brain Trick 2: Ice Cream

Ask for volunteers to share their answers to the following: An inventor thinks of a new ice cream flavor using kiwi. He invents three other flavors. They are melon, orange, and lemon. What do you think the fourth flavor was? (SOLUTION: The answer is kiwi.)

Brain Trick 3: Dirt in a Hole

Give teams several minutes to work out solutions to the following and review responses as a group: How much dirt is in a hole that is 2 feet wide by 4 feet long by 4 feet deep? (SOLUTION: The answer is none. The dirt in the hole has been dug out.)

After the brain tricks, ask kids about how they solved (or didn't solve) the problems. Ask: What do you think "thinking outside the box" means? How does it apply to the solutions to the brain tricks? Does anyone have other examples of thinking outside the box?

Number Theater

Concepts: exploration, ideation, creativity and innovation

Time: 10 minutes

Materials: props you and the kids have readily available, such as a water bottle, cookies, paper, scissors, etc.

Goal: to tap into creative thinking

Expressing concepts in a concrete and physical way is a fun way to experience and understand creative thinking.

Divide kids into 4 teams and assign each team a math operation: addition, subtraction, multiplication, and division. Tell kids that they need to represent their concept without talking. Give kids a few minutes to think of a variety of methods of expression. You may want to suggest that kids act out a physical representation of the math operation. For example, a single kid can add teammates one by one or a group of kids can split themselves up into smaller groups. You can also offer kids props, such as cookies, crackers, or fruit (to move around or take bites from), or a water bottle (to take sips from) that they can use to demonstrate the math.

Ask: What was the experience like? Did it trigger new ways of thinking? In what other types of situations could you use creative thinking to help you come up with new ideas?

Thinking Outside the Box
 The "box" is the obvious or common sense way of doing things or looking at things. Thinking "outside the box" involves looking at things differently—being open to new ideas, challenging assumptions, and offering creative solutions to problems.



Creative Power

Concepts: independent thinking, exploration, creativity and innovation

Time: 30 minutes

Materials: pictures or photographs of innovative objects related to kids' lives, such as a portable music player, sneakers on wheels, dishwasher, electric guitar, cell phone, etc.

Goal: to define creative thinking and innovation

Many people believe that they are not creative thinkers, especially if they only associate creativity with being artistic. But everyone has creative potential, whether they realize it or not, and connecting with that potential can lead to new ideas. In this activity, kids explore what it means to think creatively and how it helps generate innovation (new ideas). Kids also realize how innovation affects their lives.

Show pictures of innovative objects. Ask kids to pick which objects they think are creative and why. Then ask: Who are creative people? Kids will probably name the obvious: painters, sculptors, dancers, musicians, writers. To help kids think deeper and realize that most people, including them, use creative thinking all the time, ask: What are some examples of things you do or experience every day that require creative thinking? (Answers might include: cooking, styling their hair, mixing and matching clothes, and going to school.) How do you think of new ideas? What do the objects we've looked at have in common? Remind kids that someone had to think creatively about an existing object (cell phone, CD, or even ice cream) or recognize a need and then come up with a new idea. Ask: Can you think of any businesses that depend on innovation? Can you think of any businesses that don't?

Four Hats Thinking*

Concepts: exploration, inquiry, ideation

Time: 30 minutes

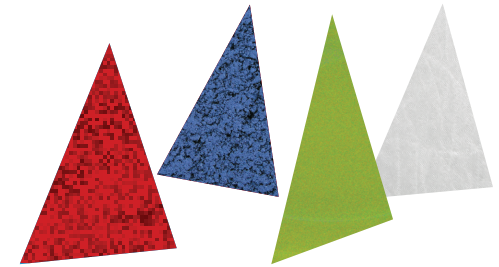
Materials: big handmade poster or cutout for each color hat (blue, red, white, and green); blue, red, black (for white), and green markers

Goal: to explore different ways to solve problems

Sometimes good ideas come in unusual packages. The goal of brainstorming is to let ideas flow—no idea is too crazy or far-fetched. In this activity, kids learn a creative and focused style of brainstorming called parallel thinking. Kids “try on” different-colored hats, which represent different ways of approaching the same problem—thus thinking in parallel ways to find the best solution.

Before you begin, describe brainstorming, parallel thinking, and what each color hat represents (see below). Tell kids they will use this creative problem solving process to address an issue important to the group. For example, kids want the latest electronic gadget and must convince their parents or guardians to buy it; kids want to change what's served in the school cafeteria; or kids want to design and sell T-shirts. Establish some ground rules: no interrupting, no criticizing ideas, and everyone gets a turn. As a facilitator, make sure that kids stay with the hat of the moment. Write down the ideas on each poster with the appropriate color marker or have the kids act as scribes.

- Ask kids to put on their blue hats. The blue hat allows the kids to organize their thinking and define the problem to be discussed. It sets the stage for the discussion.
- Have kids change to the red hats. This is their chance to talk about their feelings about the problem. Do one or two rounds, or more if needed.



- Now ask kids to wear the white hats, which represent facts. Ask kids to share any facts they know about the situation.
- Ask kids to put on their green hats. This represents creative thinking. Kids can contribute any idea as a solution. Tell them not to worry whether or not the idea is practical or possible—anything goes during a brainstorm.
- Review the ideas on the posters. Finally, ask kids to put on their blue hats again. Ask: What was achieved? What possible solutions were discovered? What are the next steps?

After the activity, ask: Was this way of thinking a good way to come up with new ideas and solutions? Why or why not? How might you brainstorm on your own? How is it different from brainstorming with a group?

Take It Further

As an extension, have kids pick their favorite solutions. Group them by their solution and ask for volunteers to role-play that solution.

*This activity is adapted from Edward de Bono's book Six Thinking Hats.

What Would a Superhero Do?

Concepts: exploration, ideation, creativity and innovation

Time: 35–45 minutes

Materials: What Would a Superhero Do? Handout (page 27), pencils or pens, board or flipchart and markers

Goal: To expand one's creative thinking

Using a provocative question to help them think creatively, kids will market a new product at school.

Organize kids into groups of 4 or 5. Distribute the What Would a Superhero Do? Handout (see page 27) and pencils or pens. Tell kids that they will use a specific technique—brainstorming by looking at the problem through an unusual lens, in this case a thought-provoking question. This process may help them see the problem in new ways, stimulate their thinking, and generate fresh ideas. Encourage them to keep an open mind while brainstorming—after all, some superhuman ideas may arise. Give the groups about 20 minutes to talk about their ideas and write them down on the handout. Then give them 5 minutes to pick their top 3 choices.

After the groups have completed their creative brainstorming, bring them back together and have them share their top 3 ideas. Write the ideas on the board or flipchart. Ask for volunteers from each group to explain how they came up with their solutions.



Pencil Me In

Concepts: all unit concepts

Time: 45–60 minutes

Materials: pencils and paper

Goal: to learn how sharing ideas can create new ones



One of the things entrepreneurs are good at is recognizing opportunity and then thinking up new products. In the business world, teams of people often work together brainstorming, researching, and developing new products or services. In this activity, kids look at changing an existing well-known commodity, share their ideas, and work together to create an interesting new product.

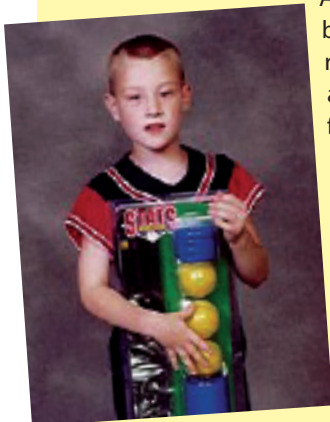
Introduce the activity with the following scenario: In Futureworld, pencils no longer are used for writing, since everyone has Personal Computing Sticks (PCSs). But older generations made billions of pencils, and they are everywhere! Futureworld believes strongly in not wasting resources so a new use has to be found for the pencils.

1. Divide kids into teams of three or four. Give each team pencils (as props and to use) and a piece of paper. Have the team write the heading "Ideas" on the paper and under it write an improvement or change they believe could be made to the pencil (or pencils). Give them about 10 minutes to brainstorm. If necessary, you can suggest kids think about combining the pencil with something else, or how they might change the pencil in some way.
2. Ask the team to list or draw additions or deletions they would make to the pencil(s). Each team then folds their paper into an Idea Airplane. Have teams line up across from one another and fly their planes to exchange them.
3. Have each team open and read the Idea Airplane. After brainstorming for a few minutes, ask teams to add their own improvements or changes to those on the paper and refold the paper into an airplane. Teams line up again and fly their revised Idea Airplane to each other.
4. Once more have them look at the list or drawing on the paper and see if they can improve or change what is there. Teams line up and return the airplane to its original owners.
5. Ask teams to review the changes to their original idea and pick one they think could be successful. Have them think of a name for their new product.
6. Ask teams to design an advertisement to sell their new product to the citizens of Futureworld. Their ad should address the following:
 - Who is the audience?
 - Why do you think they would buy or use this product? What are its benefits or uses?
 - What logo, image, or name can you use to represent or describe the product and encourage the audience to use it?
7. Have teams present their ad campaigns to the group.

YOUNGENTREPRENEURSACTION

Jacob Dunnack

A six-year-old named Jacob Dunnack wanted to play baseball during a visit to his grandmother's house. Before he left home, he grabbed his plastic bat, but forgot his baseballs. His grandmother had to make balls from paper, which, predictably, didn't work very well. This incident gave Jacob an idea—why not store the baseball inside the bat?



Courtesy of Lisa Dunnack

A different way of thinking, but turns out his idea was right on target. He designed a bat with a removable cap for storing balls. A major toy store liked it so much that they started to carry the product. Jacob sure hit a grand slam with his idea!

Reflect on the Profile

Ask: Who has heard the saying "Necessity is the mother of invention"?

What do you think it means? How does it apply to Jacob's story? Have you ever thought of a product or idea out of need? What was it?



TEAM ATB WEB CHALLENGE

Kids can further explore the entrepreneurial concepts and earn 3 Team ATB Bucks by completing a Team ATB Web Challenge online at allterrainbrain.org.

Ask them to go to the Home Page, complete another level of the Fast Track Challenge, and report back at the next meeting. Kids can also earn their Independent Thinking, Exploration, Inquiry, Ideation, or Creativity & Innovation badges by clicking on ATB TV in the upper left corner, scrolling down to the list of topics, clicking on one of them, and completing all 3 activities. Ask kids to print the Badges found on the upper right corner of the Road Map page, cut out any badges they've earned and bring them to the next Team ATB meeting so they can add them to their ATB Road Map.

RESOURCES

Web

allterrainbrain.org

Extends the exploration of ATB concepts through fun activities and games, videos, and young entrepreneur profiles.

Critical Thinking Puzzles

mathforum.org/k12/mathtips/math.puzzles.html

Includes fun math puzzles, brain teasers, and critical thinking puzzles to expand kids thinking.

Books

Brainstorm! The Stories of Twenty American Kid Inventors by Tom Tucker (Farrar, Straus and Giroux, 1998)

Presents inventions of ingenious kids from colonial to modern times.

Frindle by Andrew Clements (Aladdin, 1998)

A now-classic story about a fifth grader who questioned assumptions.



"Creativity comes from looking for the unexpected and stepping outside your own experience."

—Masaru Ibuka, cofounder of Sony Corporation

Ask: What does creativity mean to you?
Do you agree with what Mr. Ibuka says?
Why or why not?

What Would a Superhero Do? Handout

You're a brilliant entrepreneur. Yes, you! You have just invented the greatest widget the world has ever seen. You know that lots of kids will want one. But since you're not a big company with lots of resources, how will you let kids know about it?

Your team's challenge is to come up with at least 3 ways to market your widget at school. You've got to get creative and do some out-of-the-box (out-of-the-ordinary) thinking. So, to get those ideas flying, you will brainstorm using the following direction: *What would a superhero do? Up, up, and away!*

What Would a Superhero Do?

Think of 8 things a superhero can or might do. Then think about how you might apply those superhuman abilities to marketing your widget. Write your ideas here.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Choose Your Favorite Strategies

Discuss your superhero's powers or abilities that you like the most or think would work the best. If you haven't already, turn them into strategies for marketing your widget. List your top 3 strategies here.

1. _____
2. _____
3. _____



SUCCEED NOMATTER WHAT



Related Videos and Concepts

Watch the featured videos (Skateboardin' Gal and/or Reversal of Fortunes) or any of the videos at right and explore the key concepts. Grace and Simon put their heads together to create a new product to make a common item (her skateboard) better fit her needs. Zach turns a problem into a solution when he invents a new backpack. Ask: Have you ever taken something you have and changed it to fit your needs? Have kids share their stories. (Examples might range from adding candy to plain vanilla ice cream to bending a baseball mitt to make it more flexible.) Next ask kids to brainstorm ideas for this dilemma: How might you adapt a skateboard to roll smoothly over rough ground?

Hackers

taking responsibility
Cal hacks into his school's computers, gets caught, and ends up discovering that it's better to use your skills for good than for harm.

Corny but True

ability to embrace change
Cornelia has to find a new direction for her booming popcorn business when her parents move the family from the big city to the country.



ENTREPRENEURS SEE CHALLENGES as opportunities and find unique ways around obstacles—they are creative problem solvers. Through the activities in this unit, kids learn to think about things in different ways and open up to change. They explore how they feel about risk taking and failure and see that these are part of everyday life. Kids see that risks must be taken in a responsible way and that mistakes and failures often lead to success. They come to believe that they can find solutions and succeed—if they keep trying.

Team ATB Meeting At-A-Glance

- Review Life Tree progress, if applicable
- Redeem Team ATB Bucks and post ATB Badges
- Watch video(s)
- Do Jumpstarter
- Do Explore It! or In-Depth Activity
- Discuss quote or profile

Pet Rollers

risk taking
Zach needs to find a new way to control all the hair his pets are shedding—or give his pets away.

Skateboardin' Gal

lateral thinking
Skateboarder Grace and science-buff Simon put their heads together to create an amazing new skateboard.

Cookie Crumbles

persistence/perseverance
Sales are slow at Jenna's once-thriving cookie business until she finally comes up with a new flavor that's a smash hit.



Reversal of Fortunes

problem solving
Zach turns a problem into a lucrative solution when he creates a new pack with wheels that can actually carry him.

Toast of the Town

learning through failure
Grace has a great idea and after many failed attempts creates the best thing since sliced bread.

Videos are on the ATB DVD included with this guide and online at allterrainbrain.org.

Come Back to Me

Concepts: lateral thinking, problem solving, persistence/perseverance

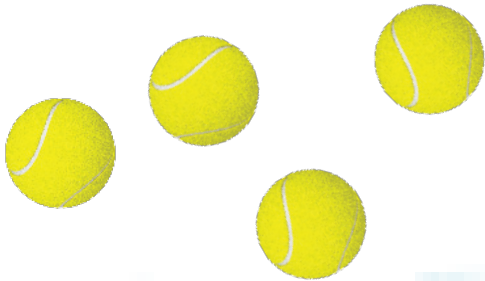
Time: 10 minutes

Materials: balls (softballs, tennis balls, or larger balls)

Goal: to explore creative problem solving

Sometimes the problem is the solution. We just have to dig a little deeper and find the opportunity the problem presents. This activity inspires kids' creative brain power by encouraging them to look at a problem from a new approach.

You can do this activity indoors or outdoors. To get kids' attention focused in front of them, have kids form two lines across from each other and toss a ball back and forth a few times. Then hold a ball in front of you and ask kids to do the same. (Note: It is very important that kids start the activity this way.) Ask: How can you throw a ball so that it comes back to you? Explain to kids that they can't tie anything to the ball, and the ball can't touch anything or anyone else. Hand out the balls and give kids a few minutes to find a solution. Some kids will eventually come up with the solution (to throw the ball straight into the air).



Out-of-Bottle Experience

Concepts: lateral thinking, problem solving, persistence/perseverance

Time: 10 minutes

Materials: dimes, clear plastic bottles (one for each team), damp sponge cut to fit in the bottlenecks

Goal: to encourage looking at problems from different angles

Concentrating on only one solution can keep us from figuring things out. Challenge kids to look at the problem from different angles and try several solutions.

Create teams of two to four kids. Give each team a "corked" bottle with a dime inside. Set the challenge: You're on a desert island. This bottle, with a dime inside, has just washed ashore. You need the dime so that you can use it as a screwdriver to finish building the boat that will get you back to safety. You have to remove the dime without taking out the cork. You also can't break the bottle because you need it to carry fresh water.

Give teams time to work on their solutions by experimenting with ideas. Kids are likely to want to pull out the cork or keep shaking the bottle. Remind them that there is a way to get the dime out without pulling out the cork. If no one is able to solve the puzzle, show kids how they can push the cork into the bottle and shake the dime out.



Each kid who solves a Jumpstarter earns 2 Team ATB Bucks.

Rope Trick

Concepts: lateral thinking, persistence/perseverance, problem solving

Time: 15 minutes

Materials: 1 belt or waist-length piece of rope and a 48-foot-long rope

Goal: to use lateral thinking in problem solving

Here's a provocative activity that uses a piece of rope and a belt (or another piece of rope as a belt) to challenge kids to think outside the box.

Cut the rope into 6 to 8 lengths, about 6 feet each. Tie one end of each piece of rope to the belt or to a waist-length piece of rope. Have one kid put on the belt or tie on the rope. Have the other kids each take the end of one rope and form a circle around the kid with the belt.

The challenge is for the kid in the center to figure out a way to get out of the circle while the other kids try to keep him/her in the middle. Kids will typically tug, pull, jump, and crawl as they plan their strategies. Ask different volunteers to stand in the middle. After a few tries, kids most likely will be unsuccessful. Put yourself in the center. As you are surrounded by the kids holding parts of the rope, simply unbuckle the belt or untie the rope and walk away.

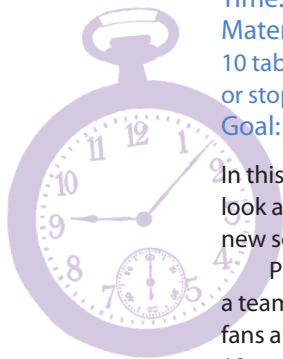
Several of the kids may claim that you cheated, that they didn't know they could do that, and so on. Remind kids that you never said the rope wearer couldn't do this—there were no restrictions on how he or she could or couldn't escape. Point out that kids were making up their own rules and limitations. Ask: How could thinking outside of the box have helped solve this problem?

"Anyone who has never made a mistake has never tried anything new."

—Albert Einstein, American physicist and Nobel Prize winner

Failure is a natural part of entrepreneurship and of success.

Ask: What does this quote mean to you? Do you agree with what Dr. Einstein says? Why or why not? What do you think you can learn from mistakes?



The Great Golf Ball Challenge

Concepts: lateral thinking, persistence/perseverance, problem solving

Time: 20 minutes

Materials: a big table, at least 4' x 4'; straws; 10 table tennis balls; 10 golf balls; clock, timer, or stopwatch

Goal: to use lateral thinking in problem solving

In this fun challenge kids use lateral thinking to look at a problem “sideways” to find a new solution that is not immediately obvious.

Place 10 table tennis balls on the table. Create a team of 3 or 5 kids; the other kids will be game fans and cheer their team on. Give the team about 10 straws and challenge them to clear the area of the table tennis balls in a minute. The only rule is that they can't touch the balls with anything, including their hands. (Kids will probably figure out that they can blow the balls with the straws.)

Now have them try the same thing, this time using golf balls. Since the golf balls are much heavier than the table tennis balls, the kids will not be able to solve the problem using the same resources.

Ask kids to focus on the solution and think about what resources are available to help them get the job done. (They still cannot touch the balls.) Ask: What else can you use besides the straws? If they are stumped, ask the onlookers for suggestions. (Note: A simple solution is to add more kids to the team. Kids could also tilt the table. But kids are creative! They may actually come up with more solutions, such as using more than one straw in their mouth.)

Balloon Dance

Concepts: ability to embrace change, risk taking, problem solving, persistence/perseverance

Time: 20 minutes

Materials: balloons and a chair for each kid

Goal: to experience and adjust to change

Kids' lives are changing all the time. Some kids find change refreshing and exciting. Others are more fearful and hesitant about it. Yet change is a part of everyday life. Change can be very helpful because it often demands that we come up with new solutions to old situations.

In this activity, kids play a game in which they explore change, take risks, overcome obstacles, and adjust to whatever comes their way. They also learn how to persevere toward a clear goal.

Have kids stand in a circle and bat a balloon to each other. Then give them each a chair and widen the circle. Kids must now keep one hand on the back of a chair while batting the balloon and keeping it in the air. For the final change have kids keep the balloon in the air with both hands on the back of a chair.

Take a poll after the activity and ask: What did you like about this challenge? What strategies did you use to adapt as the game changed? Which ones proved more successful? Did you work together as a team?

In the Mind's Eye

Concepts: ability to embrace change, risk taking, problem solving

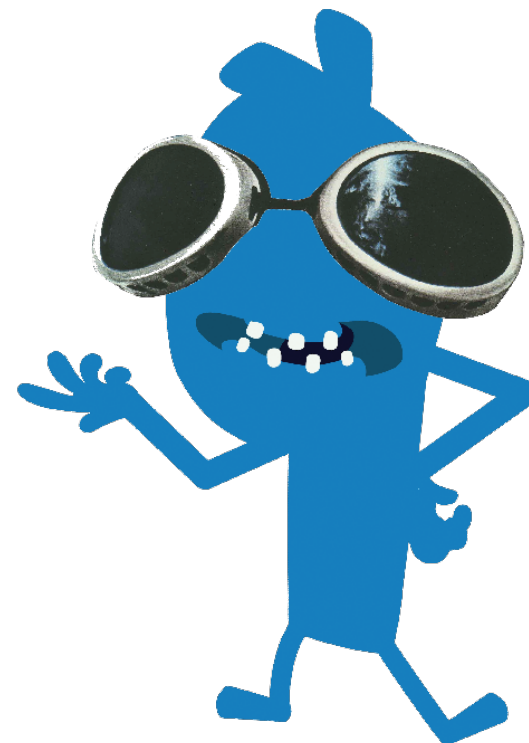
Time: 20 minutes

Materials: a chair for each kid, paper and pencils or pens

Goal: to explore new ways to create solutions

Have you ever read a story that makes you feel happy, sad, or gets your heart racing? That's because our brains can't completely separate what's happening to us in real life versus what's happening in our thoughts. The images that the mind creates can be almost as real as actual events. This can be used to our benefit.

In this activity, kids learn to relax and quiet their minds, then get their creativity flowing by visualizing how to take risks responsibly and overcome obstacles in their way.



Gather kids together and have them sit comfortably in chairs in a circle. You can play soft music if you wish. Have the kids relax, close their eyes, and do some slow deep breathing for a few minutes to relax even more. Then ask them to imagine the following as you describe it.

You've decided to have a car wash to raise some money. You buy the soap, gather the towels and buckets, and find a location, but on the day you decide to have it, no cars come. How can you get the word out to your potential customers? Visualize what you would do (pause for about 5 seconds so kids can imagine). Could you make posters that point the way? Could you stand on the street to get people's attention? (Pause for about 5 seconds.)

You're standing on the street corner waving your arms when a car stops to ask you what the matter is. You explain about the car wash and direct them to the area in front of where you live when you realize that there is no one there to wash the car! You do have a cell phone. Who can you call to come and help? (Pause for about 5 seconds.) Your little brother is the only one available and really wants to help you. The only problem is, he's never washed a car before. Now what do you do? (Pause for the last time for 5 seconds.)

Tell the kids that they will sit in silence for a minute and then they will open their eyes. Allow them a few minutes to readjust. Ask them to think about how they overcame the obstacles to their plan. Were there risks involved? Did they adjust easily to the changes?

Finally, ask kids to write some of their thoughts about their experience.

Safe Landing

Concepts: all unit concepts

Time: 45 minutes

Materials: eggs, straws, wooden craft sticks, tape

Goal: to design and test an idea until it works

Entrepreneurs are always thinking of new ideas and products. But sometimes they have to design and then redesign those ideas, based on research and input from clients, customers, and business partners. Instead of giving up at the first sign of a problem, they keep refining that original idea until it works.

In this activity, kids are challenged to invent a new structure to surround an egg to protect it from breaking when it's dropped.

1. Explain this scenario: You are part of a team that is designing a new spaceship for NASA. The ship has been designed to look just like an egg. Your team must design a system that will keep the ship intact and undamaged, in case of a malfunction while landing on Mars. It's critical that the spaceship and its cargo land safely.
2. Divide kids into teams of 3 or 4. Using an egg as their spaceship, they will need to make sure the egg is protected when it "lands." They'll use straws and wooden craft sticks to protect their "craft." Each prototype will be tested by dropping the egg from a distance of 8 feet in the air (which simulates the force of a rough moon landing).



3. Determine a safe testing area such as a stairwell. Give teams their eggs and building materials. Encourage them to think about how to arrange the straws, sticks, and tape to cushion the egg spaceship. Give teams plenty of time to create their models.
4. Ask teams to show and explain their models. Next do the "official" NASA tests by dropping their eggs. Which ones survived the landing intact? Teams that have intact spaceships stepped up to the challenge!

Ask: What happened to your spaceships (eggs)? Was your design successful? Why or why not? What would you change about your design next time?

Take It Further

If their first test fails, have kids redesign and retest their spaceship. Successful teams can assist as needed.

YOUNGENTREPRENEURSIN ACTION

Krysta Morlan

Krysta Morlan is a very determined person. Krysta never let her disability stop her from dreaming and designing. In fact, the ideas for some of her inventions came from her therapy and treatment needs. She created things that were critical to her well-being, knowing there were others who would find similar (and different!) uses for her inventions. When she was only 15 years old, she invented a portable device that cools skin under fiberglass casts. She also invented a waterbike—a semi-submersible, fin-propelled vehicle you pump—for physical therapy, but that can also be used for pure fun. It's colorful and looks like it's meant for play.

Today Krysta serves as a role model for teens. She likes talking to people about science and inventing. Krysta believes that everyone has great insights for new products. It's just a matter of follow-through and commitment to getting it done.

Reflect on the Profile

Ask: Do you know someone who is inventive like Krysta? Have you ever created something to help yourself? What was it? Why did you invent it?



Courtesy of Kathy Morlan

TEAM ATB WEB CHALLENGE

Kids can further explore the entrepreneurial concepts and earn 3 Team ATB Bucks by completing a Team ATB Web Challenge online at allterrainbrain.org.

Ask them to click on the Activities page and scroll to the Odds & Ends section, complete the No Problem! activity, and report back at the next meeting. Kids can also earn their Responsibility, Embracing Change, Risk Acceptance, Lateral Thinking, Perseverance, Problem Solving, or Failure Is OK badges by clicking on ATB TV in the upper left corner, scrolling down to the list of topics, clicking on one of them, and completing all 3 activities. Ask kids to print the Badges found on the upper right corner of the Road Map page, cut out any badges they've earned and bring them to the next Team ATB meeting so they can add them to their ATB Road Map.



RESOURCES

Web

allterrainbrain.org

Extends the exploration of ATB concepts through fun activities and games, videos, and young entrepreneur profiles.

Navajo Kids' Candy Business

[npr.org/templates/story/story.](http://npr.org/templates/story/story.php?storyId=6617175&ft=1&f=1006)

[php?storyId=6617175&ft=1&f=1006](http://npr.org/templates/story/story.php?storyId=6617175&ft=1&f=1006)

Describes a successful business organized by kids.

Books

Cunning Lateral Thinking Puzzles by Paul Sloane and Des MacHale (Sterling Publishing, 2006)

Presents several puzzlers with solutions that require thinking outside the box.

Mistakes That Worked: 40 Familiar Inventions and How They Came to Be by Charlotte Foltz Jones (Bantam Doubleday Dell, 1991)

Contains fun facts and anecdotes behind unplanned inventions, but beware of a few ethnic cartoon stereotypes.

TEAM ATB WRAP-UP: BE AN ENTREPRENEUR!

KIDS ARE FULL OF GREAT IDEAS and now it's time for them to fully exercise their entrepreneurial spirit! Whether your group met as a Team ATB or conducted stand alone activities, this unit contains ideas for a last session or closing for the club. It also provides suggestions for developing an entrepreneurial project with your group and individual ideas for kids to pursue on their own.

MINI ENTREPRENEURIAL FAIR

Schedule a final closing session and ask kids to invite family and friends to come and check out their entrepreneurial skills.

- Ask the kids to pick their favorite Jumpstarters or an Explore It! activity and run a mini-club session for their visitors.
- Ask for volunteers to post their Life Trees or museum exhibits and answer questions about them. After being a part of Team ATB, do they want to change their Trees? Create a new one?
- Kids can exhibit their ATB Roadmaps.
- Have an awards ceremony or distribute the Team ATB Entrepreneur Award to club members.

OTHER IDEAS

- Ask a local entrepreneur to come and talk at the last session or a special club meeting. Make sure that he or she is comfortable answering kids' questions about his or her successes—and failures. Remind the speakers to keep their presentations brief, personal, and easy to follow.
- Take a field trip to a small business or community project started by an enterprising individual. Ask if a representative of the company or project can talk to the kids about how it was created, some of their successes, any roadblocks they've encountered, and how they overcame them.
- Have an Idea Fair. Invite kids or groups of kids to display or present entrepreneurial ideas they have already launched or are interested in starting. They could hand out samples or information, show a prototype, or conduct a survey about possible ideas.



How Team ATB Can Support Kid-Directed Projects

- Kids can test products and services and refine them together.
- Team ATB can be used as a brainstorming group to help solve problems, create new marketing strategies, or even as a “sales” team.
- Team ATB can help kids connect to other resources.
- Team ATB members can support each other to keep trying, explore new directions, and recognize opportunities. It might be helpful to revisit some of the activities using kids’ actual projects. But mostly, kids can share and be inspired by each others’ efforts and enterprises. Good luck!

START AN ENTREPRENEURIAL PROJECT

Kids learn best by doing. If your Team ATB members are interested, have them set up their own entrepreneurial project or business. How much guidance you will need to give them depends on the kids and the nature of their project. If the kids pick an ambitious plan, you might be able to partner with a local business or business school to provide volunteers to help guide the project.

An entrepreneur is always looking for a new or innovative product or service that other people will want or that will fill a need in the community. Hold a group brainstorming session to generate ideas. Ask kids to imagine the types of products or services they might provide. Possible projects might include a store for the program or organization, craft fair, or car wash.

Help kids create a simple business plan.

Ask them to consider the following questions:

- What will we sell? Are there products and services that our community doesn’t have?
- Who will buy our product or service and why?
- What is our goal?
- Where and for how much will we sell it?
- How will we finance our product or service?
- How will we produce or create it?
- What role will each Team ATB member play?
- How will we persuade customers to buy it?
- How will we keep customers coming back for more?

For more information on developing a simple business plan, see Resources on page 35.

KID-SOLO VENTURE

If kids want to plan a business venture on their own, they should choose something they enjoy and are passionate about. They may want to refer back to their Life Tree (see page 12). If they’re going it alone, they might want to pick something that doesn’t require a big time commitment—it’s okay to start small! Ask them to consider:

- What am I good at?
- How do I like to spend my time?
- What hobbies do I have?
- What chores do I have?
- Is there something I do well in school?
- What do other people think I’m good at?

Help kids translate their answers into a project. Kids can continue their planning by using the resources in this unit and by answering the questions on the Project Planning Worksheet on page 36.

A product is an object that is made and sold (or given away). Some examples of products are dog biscuits, T-shirts, and jewelry. A service is something you provide to other people. Some examples of services are pet care, lawn mowing, and babysitting.

A business plan organizes your idea(s) on paper. It helps you outline the steps you need to take and the resources you’ll need to start up your business. You need a plan to show to anyone you ask to invest money in your project.



Young Entrepreneurs In Action

For more inspiring profiles and interviews with real kid entrepreneurs, visit the ATB web site at allterrainbrain.org and click on Off-Road and Young Entrepreneurs.

RESOURCES

These resources provide additional information and background on pursuing an entrepreneurial endeavor. If you have access to a computer, bookmark the recommended web sites. Remind kids that they can borrow the recommended books from the library. See also Team ATB Resources, page 37.

Web

allterrainbrain.org

Find a customizable spreadsheet, Business Builder, that allows kids to project startup costs and potential revenue for several types of businesses. Click on the Activities Page and scroll to the Odds & Ends section.

<http://www.bizkids.com/default.aspx>

BizKids is a Public TV show that teaches kids about money and business.

<http://www.mindyourownbiz.org/default.shtml>

Mind Your Own Business, operated by the US Small Business Association and Junior Achievement, has several links to resources and student activities.

http://www.ja.org/programs/programs_high_titan.shtml

Junior Achievement has a business simulation/game called Titan available online.

Books

Nonfiction

Better than a Lemonade Stand: Small Business Ideas for Kids by Daryl Bernstein (Beyond Words Publishing, Inc., 1992)

Written by a fifteen-year-old, suggests a variety of business ideas; includes supply lists, tips on advertising, and what to charge.

Girls and Young Women Entrepreneurs: True Stories About Starting and Running a Business Plus How You Can Do It Yourself by Frances A. Karnes, Ph.D., and Suzanne M. Bean, Ph.D. (Free Spirit Publishing, 1997)

Not just for girls, provides inspiration for all kids to take positive risks, aim for independence, and strengthen their talents. Gives lots of real-life examples of successful female entrepreneurs.

The Kid's Business Book by Arlene Erlbach (Lerner Publications Company, 1998)

Contains ideas for starting a business, information on start-up costs and expenses, and tips to help kids be successful. Profiles business owners ages 7 to 12.

Latino Entrepreneurs by Susan Zannos (Mitchell Lane Publishers, 2001)

Describes what it takes to be a successful entrepreneur and includes profiles of Latino business owners.

The New Totally Awesome Business Book for Kids: With 20 Super Businesses You Can Start Right Now! by Arthur Bochner and Rose Bochner (Newmarket Press, 2007)

Originally written by a thirteen-year-old (and his mom), presents business skills kids need to know.

Once Upon a Company: A True Story by Wendy Anderson Halperin (Orchard Books, 1998)

Chronicles one family's entrepreneurial adventure.

Kidpreneurs: Young Entrepreneurs with Big Ideas by Adam Toren and Matthew Toren (BookMasters, Inc., 2009)

Introduces basic business principles and the rewards of entrepreneurship.

50 Interviews: Young Entrepreneurs What it Takes to Make More Money than Your Parents by Nick Scheidies and Nick Tart (Wise Media Group, 2010)

Features the world's top young entrepreneurs sharing the secrets to their success.

Fiction

Henry Reed, Inc. by Keith Robertson (Puffin Books, 1989)

Two young teenage entrepreneurs start a summer business that's a big success.

Lawn Boy by Gary Paulsen (Random House, 2007)

Follows the ups and downs of owning a business as a 12-year-old.

The Lemonade War by Jacqueline Davies (Houghton Mifflin, 2007)

A brother and sister compete to see who can make the most money during the last week of summer vacation. Includes real-life math problems and marketing tips.

The Toothpaste Millionaire by Jean Merrill (Houghton Mifflin, 1999)

Two enterprising sixth graders create and sell a cheaper and better toothpaste to become millionaires in just one year. Includes real-life math and business problems.

Project Planning Worksheet

Answer the questions below to help you begin planning for a business that is just right for you. Be passionate about your product or service. Make sure it is something people would want to buy. Then develop a plan for creating, advertising, and delivering your product.

1. What am I passionate about?

2. What product or service could I develop and sell that is related to one of my passions?

3. What do people want or need? What would they buy?

4. Who would be my customers?

5. How and where will I get the materials to create/buy my product or service?

6. What is the best way to advertise my product or service?

7. How and where will my customers receive the product or service?

8. How can I find out if my customers like my product or service?



TEAM ATB RESOURCES

Web

Center for Rural Entrepreneurship
ruraleship.org/index_html?page=content/Youth.htm
Provides information about and resources for youth entrepreneurship in rural communities.

Ewing Marion Kauffman Foundation
kauffman.org
Describes ways the Kauffman Foundation contributes to research, education, and entrepreneurship.

Fifth Ward Enrichment Program
fwepinc.org/index.htm
Describes a program for teenage boys that teaches basic business and entrepreneurial skills.

High Schools Train Students to Be Entrepreneurs
pbs.org/newshour/bb/education/jan-june07/entrepreneurs_01-15.html
Describes a public high school program that helps kids realize their dreams and develop entrepreneurial skills.

Our Piece of the Pie
opp.org
Presents a youth development program that helps young people learn about life, business, and entrepreneurial skills.



Books

The Lemonade Stand: A Guide to Encouraging the Entrepreneur in Your Child by Emmanuel Modu (Gateway Publishers, 1996)
Presents ways to encourage the entrepreneurial spirit in kids and help them be successful at whatever they do.

Six Thinking Hats by Edward De Bono (Back Bay Books, 1999)
Reveals how role playing helps thinking, communication, and creativity in business and in life.

Thinkertoys: A handbook of creative-thinking techniques, second edition by Michael Michalko (Ten Speed Press, 2006)
Details ingenious creative-thinking techniques for approaching problems in unconventional ways.

Organizations

Boys and Girls Clubs of America
bgca.org
Presents character and leadership programs which help kids gain skills and participate in democracy.

4-H
4-h.org
Describes how 4-H helps kids learn about leadership and links to various 4-H programs.

Junior Achievement
studentcenter.ja.org
Provides several resources for teens interested in starting a business.

Network for Teaching Entrepreneurship
nfte.com
Provides entrepreneurship education programs to disadvantaged kids.

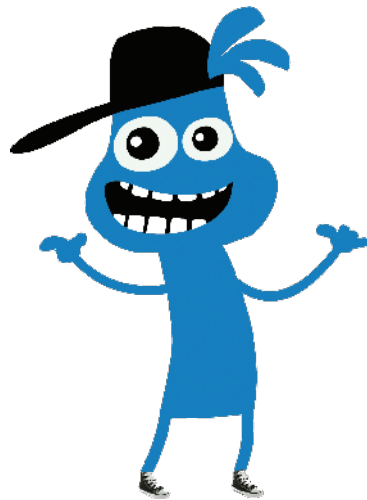


TEAM ATB MEMBERSHIP CARDS

To make membership cards, photocopy this page. (If possible, make color copies.)
Cut out the cards along the dashed line. You can punch out a hole and attach a string so kids can tie their cards to a button or belt loop or wear around their necks.



TEAM MEMBER



TEAM MEMBER



TEAM MEMBER

I'm an official member
of Team ATB!

I'm a leader, creative, and a problem solver.

I'm an official member
of Team ATB!

I'm a leader, creative, and a problem solver.

I'm an official member
of Team ATB!

I'm a leader, creative, and a problem solver.



TEAM ATB ENTREPRENEUR AWARD

Congratulations!



You've earned this award for successfully completing
Team ATB!



TEAM ATB BUCKS

To make sure you have plenty of Team ATB Bucks, photocopy this page and cut out the Bucks. If possible, make color copies.



COMPLETE LIST OF THE 25 ATB VIDEOS Title (concept)

Be An Entrepreneur (What is an entrepreneur?)

Bike Buzz (passion)

Show It! (sense of self)

Tru-D True (strength in individuality)

High Winds (motivation)

Treasure Hunt (self-regulated learner)

Emotia-Caps (self-efficacy)

Bugged Out (I'm in charge of myself)

Drawing Board (goal setting)

This Is My Neighborhood (systems thinking)

I Am the Government (participatory democracy)

Abuelo Park (community impact)

Our Scene (ability to influence/lead)

Snow Pals (independent thinking)

E-Ship (exploration)

Hammocks (inquiry)

New Ideas (ideation)

Charge It! (creativity and innovation)

Hackers (taking responsibility)

Corny but True (ability to embrace change)

Pet Rollers (risk taking)

Skateboardin' Gal (lateral thinking)

Cookie Crumbles (persistence/perseverance)

Reversal of Fortunes (problem solving)

Toast of the Town (learning through failure)

Credits

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Director, Educational Outreach
Julie Benyo

Associate Director
Thea Sahr

Manager, Editorial Content
Sonja Latimore

Associate Manager, Editorial Content
Cyrisse Jaffee

Print Project Director
Debra Hudak

Associate Editor
Joan Pedersen

Outreach Manager
Mary Haggerty

Outreach Coordinators
Natalie Hebshie
Megan Smallidge

Designer
Cathleen Damplo Schaad

Print Production
Lenore Lanier Gibson

Advisors
David Alexander
Education Advisor

Jill Charney
Somerville (MA) Public Schools

Ruthe Farmer
Formerly Girls Scouts of the USA

Lori Perlow
Network for Teaching Entrepreneurship

Erica Saxby Stevens, Ph.D.
Boys & Girls Clubs of America

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All Terrain Brain Project

Creative Development and Project
Management
Three Chicks Media, Inc.

Project Director/Executive Producer
Debra Haller

Project Managers
Karen Corsica
Abby Katzman

Producer
Debra Haller

Coordinating Producer/Educational
Outreach
Karin Dolsak

Media Producer
Sun Yi

Writers
Lynn Brunelle
Debra Haller

Music
Mike Greene

Animation
Global Mechanic Media Inc.


Web Site
WEATHERHEAD Experience Design
Group, Inc.

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Foundation



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