



 **DECA**

# **IDEA CHALLENGE**

A premier event of Global Entrepreneurship Week

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## **TOOLKIT**



## DECA INC.

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. Organized into two unique student divisions, the high school and college divisions provide services to 225,000 members in 3,750 chapters in 50 United States and nine countries. With nearly a 70-year history, DECA has impacted the lives of more than ten million students, educators, school administrators and business professionals since it was founded in 1946

DECA's programs and activities have constantly evolved as we use the latest technology and apply cutting edge activities. Our core focus has remained consistent with programs designed to address the learning styles, interest and focus of its members. For more information, visit [www.deca.org](http://www.deca.org) and follow [@decainc](https://twitter.com/decainc) on Twitter.



## GLOBAL ENTREPRENEURSHIP WEEK (GEW)

is the world's largest celebration of the innovators and job creators who launch startups that bring ideas to life, drive economic growth and expand human welfare. During one week each November, GEW inspires individuals around the world to explore their potential as self-starters and innovators through local, national and global activities. These activities, from large-scale competitions and events to intimate networking gatherings, connect participants to potential collaborators, mentors and even investors—introducing them to new possibilities and exciting opportunities.

Powered by the Ewing Marion Kauffman Foundation, Global Entrepreneurship Week is empowering millions in over 160 countries to take the next step in their entrepreneurial journey. GEW is more than just an awareness campaign. It is a platform for connection and collaboration—engaging all players along the entrepreneurship spectrum in strengthening ecosystems around the world.

Global Entrepreneurship Week 2016 will be held November 14–20. For more information, visit [genglobal.org/gew](http://genglobal.org/gew) and follow [@unleashingideas](https://twitter.com/unleashingideas) on Twitter.

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# DECA IDEA CHALLENGE TOOLKIT

The DECA Idea Challenge Toolkit includes detailed information about the challenge as well as tips and entrepreneurial thinking activities to help students and teachers better prepare for the competition.

## CHALLENGE OVERVIEW

The DECA Idea Challenge is a fast-paced learning activity that challenges student teams around the globe to find an innovative new use for a commonplace item in eight days. Student teams of **three to five** members are asked to pitch their invention in a creative, 3-minute YouTube video presentation. The item to be used in the challenge will remain a mystery until announced by DECA Inc. on **November 10, 2016**.

The competition is a fun and exciting way for students to be imaginative and resourceful while learning about the entrepreneurial process. The exercise easily fits into most curricula as a formal class assignment or an extra credit activity. The challenge is open to any student interested in the entrepreneurial process. **DECA membership is not a requirement.**

This activity reinforces the 21st Century Skills concepts of collaborative problem-solving and learning in digital networks. As an experiential learning exercise, the DECA Idea Challenge promotes idea generation utilizing entrepreneurial thinking skills such as:

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

## PARTICIPATION STEPS

The DECA Idea Challenge is open to students of all ages around the globe. **DECA membership is not a requirement to participate.**

To participate, students must complete the following steps:

### 1. ORGANIZE CHALLENGE TEAM

- Students must participate in teams of three to five members. **Teams smaller than three students or larger than five students not be evaluated.**
- Team members do not have to be from the same classroom, grade or school, but all team members must be in the same education category (listed below). Ages are approximate and may vary:
  - 1) Elementary and Middle School (ages 6 to 13 years)
  - 2) High School (ages 14 to 18 years)
  - 3) Collegiate (ages 18 years and above)

### 2. ACCESS THE MYSTERY ITEM

- The everyday item to be used in the challenge will be revealed at [genglobal.org/gew/deca-idea-challenge](http://genglobal.org/gew/deca-idea-challenge) on November 10, 2016 at 12:01 a.m. ET.

### 3. GET STARTED

- As a team, determine a new use for the revealed item.
- Ensure each team member holds a specific responsibility in the collaborative process.
- Other materials may be used in conjunction with the mystery item, however the challenge item must be the **primary component** of the final creation.

### 4. GENERATE VIDEO PITCH

- Communicate your results in a 3-minute YouTube video presentation. **Videos over three minutes in length will not be evaluated.**
- Ensure “DECA Idea Challenge 2016” is in the title of your video.

- Confirm YouTube video is set to “public.” Private videos cannot be viewed and therefore will not be evaluated.

## 5. SUBMIT PRESENTATION ONLINE

- Complete and submit the DECA Idea Challenge 2016 submission form at [http://deca.formstack.com/forms/deca\\_idea\\_challenge\\_2016](http://deca.formstack.com/forms/deca_idea_challenge_2016) by November 17, 2016 at 11:59 p.m. ET.
- Do not delete video from YouTube after entry has been submitted. Inaccessible videos cannot go through the evaluation process.

## EVALUATION OF ENTRIES

DECA Idea Challenge entries will be evaluated solely on the information presented in the video. Please visit the DECA Idea Challenge Team Checklist found on page 9 to ensure each component of the challenge has been met. Each team’s entry will be evaluated based on the following:

- Demonstration of innovation and creativity in repurpose of challenge item.
- Showcase of value created by item’s new use.
- Effective communication of results.
- Ability to work successfully collaborate as a team.

Evaluators consist of entrepreneurs, executive and middle level managers, educators from diverse disciplines, including science, marketing, accounting, communications and more.

Entries will be grouped into three winning categories:

- 1) Elementary and Middle School (ages 6 to 13 years)
- 2) High School (ages 14 to 18 years)
- 3) Collegiate (ages 18 years and above)

Entries are sorted by country, evaluated by judges from the respective nation and processed through multiple evaluation rounds. A finalist team from each participating country in each education category will be selected and compete in the global final round. From the collection of global finalists, three teams, one from each educational category, will be deemed the 2016 DECA Idea Challenge global winners.



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## FREQUENTLY ASKED QUESTIONS

### ELIGIBILITY AND PARTICIPATION

***Am I required to be a DECA member to participate?***

No. The competition is open to any student who is interested in the entrepreneurial process.

***Do I have to be enrolled in a business, marketing or entrepreneurship course in order to participate?***

No. You may participate in the challenge regardless of the courses you are enrolled in.

***As an instructor, how do I encourage participation?***

The best way to encourage participation is to incorporate the DECA Idea Challenge into your coursework and use the resources presented within this toolkit to tie the challenge into the lessons your students are mastering in class. The challenge can be assigned as a class project or campus competition.

### FORMING TEAMS

***Are teams required to have an instructor sponsor?***

No. While it is recommended you recruit a teacher to support your efforts, it is not required.

***Are members of the team required to be in the same class?***

No. Team members do not have to be from the same classroom, grade, school or organization, but all team members must be in the same education category (1) Elementary or Middle School, (2) High School, or (3) Collegiate.

***How many teams is a student allowed to join?***

A student may participate with only one team.

***How many entries may each team submit?***

Each team is allowed only one challenge entry.

***Is there a limit to the number of entries a class, school or organization may submit?***

No. There is no limit to the number of entries a class, school or organization may submit. There is no limit to the number of teams a class, school or organization may have. Each student may only participate with one team. Each team may submit only one entry.

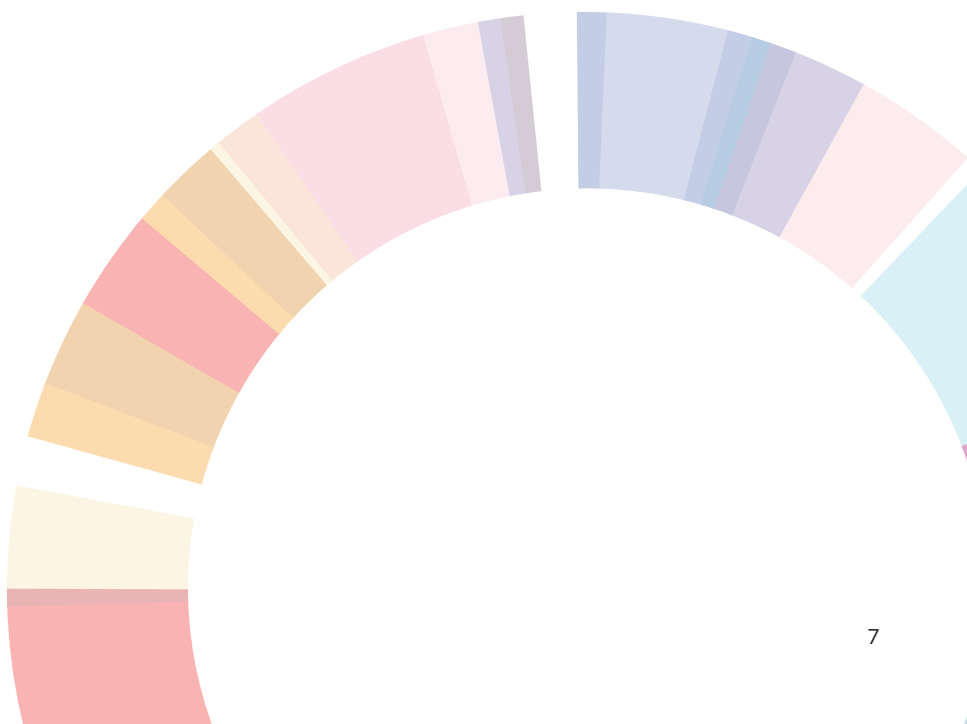
### EVALUATION

***Will additional text in the submission form contribute to the evaluation?***

No. Your DECA Idea Challenge entry will be evaluated solely on the information presented in the video.

***Will YouTube views affect how teams are being evaluated?***

No. The number of views each YouTube video receives will not factor into the judges' evaluations.





## VIDEO TIPS

The DECA Idea Challenge asks students to pitch their invention in a creative, 3-minute YouTube video presentation. Want to create an engaging video? Check out these tips below:

1. Map out presentation
  - Plan and memorize a script to present in the video.
  - Organize a list of the shots you want to incorporate.
2. Keep video short and concise
  - Offer information that is useful, informative and purposeful.
  - Provide points that are easy to understand.
3. Use background music
  - Music can significantly aid in projecting a desired emotion.
  - However, don't allow music to overpower the message.
4. Play with camera angles and shot ranges
  - Switching up the presentation's point of view can keep viewers engaged.
  - However, don't allow creativity to distract from or distort the message.
5. Conduct a sound check
  - Ensure audio level is not too high or too low.
6. Make it your own
  - A video that is unique and true to your point of view will help your team stand out.
7. Edit for a finished product
  - Programs such as Windows Movie Maker, Apple's iMovie or Adobe Premiere Elements have editing tools that are sure to make your presentation more professional and exciting!
  - If you don't have any of these programs on your personal computer, check your school or public library.





## DECA IDEA CHALLENGE TEAM CHECKLIST

Use this checklist to assess whether your team addressed each component of the challenge.

CHALLENGE CRITERIA	Criteria Met?
<b>TEAM ORGANIZATION</b>	
Team consists of 3 to 5 student members. <b>Teams who are not within this limit will not be evaluated.</b>	
All team members are in the same educational category.	
Each student only submits one entry with one team.	
<b>INNOVATION</b>	
Team generates a new use for the challenge item.	
Team's creation is unique and incorporates innovative ideas, while keeping the challenge item the primary component of the final product.	
New use reflects an exceptional degree of creativity.	
<b>VALUE OF NEW IDEA</b>	
Demand for product in the market is showcased	
New product provides a benefit to consumers or addresses a consumer need.	
Idea is practical, with the capability of being implemented.	
<b>EFFECTIVE COMMUNICATION</b>	
Presentation effectively conveys the new idea for the everyday item.	
Presentation is organized and coherent.	
Presentation showcases creative techniques.	
Exceptional attempts made to keep level of interest high.	
<b>EFFECTIVE TEAMWORK</b>	
Contribution of each team member clearly identified in video presentation.	
Different leadership roles assumed by each team member.	
Workload of each member is fair.	
Successful collaboration of all members is apparent.	
<b>YouTube VIDEO SUBMISSION</b>	
Video is 2 to 3 minutes in length. <b>Videos over 3-minutes will not be evaluated.</b>	
Video is set to public. Inaccessible videos will not be evaluated.	
"DECA Idea Challenge 2016" is in the title of your YouTube video.	
All content submitted in online form including names, educational category, email, etc. is accurate.	
Entry is submitted online at <a href="http://deca.formstack.com/forms/deca_idea_challenge_2016">deca.formstack.com/forms/deca_idea_challenge_2016</a> .	



## USING THE DECA IDEA CHALLENGE IN CLASSROOM INSTRUCTION

The DECA Idea Challenge offers opportunities for students to develop knowledge and skills that are beneficial for academic and entrepreneurial success. The learning activities below can be utilized in conjunction with the DECA Idea Challenge to allow students to develop and apply 21st Century Skills concepts of creativity and innovation, critical thinking and problem solving, and communication and collaboration.

### INSTRUCTOR TIPS

Utilize the tips below to help your student understand the requirements and expectations of the DECA Idea Challenge.

- Encourage creativity and critical thinking by incorporating games and activities while introducing the DECA Idea Challenge.
- Allow for group discussion on the DECA Idea Challenge's requirements and timeline before students form small groups to develop their project.
- Watch a handful of videos from previous DECA Idea Challenge competitors to set the stage for this year's challenge. Ask students to point out why a certain video felt successful/unsuccessful. Seeing others successfully complete a project can motivate your students to hit the ground running.
- Recognize all entries in your classroom and reward students who complete the project. Hold a class-wide contest for a first place winner, or award superlatives such as "Team with the Most Unique Invention" or "Team with the Best Sales Pitch" to boost participation.
- Approve the project idea before the video is completed. Review the YouTube video once completed to ensure the presentation is appropriate for entry.
- Have students e-mail you a copy of their online submission form for classroom evaluation.
- Ensure the YouTube link provided is working properly before submission.

### GLOSSARY

Prior to the competition, encourage learners to fully understand the words and concepts below. Ask students to find examples in their own lives.

**ASSUMPTIONS** are facts or statements taken for granted as true.

**CREATIVITY** is the ability to generate meaningful new ideas, forms, methods or interpretations. An outcome of creativity is to produce something new through imaginative skill, whether it is a new solution to a problem, a new method or device or a new artistic object or form.

**ENTREPRENEURSHIP** is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to fulfill a need and make a profit. The starting a new business is an example of entrepreneurship.

**IDEA GENERATION** is the process of creating, developing and communicating ideas that are abstract, concrete or visual.

**INNOVATIVE** means to introduce something new, make changes in something established or to have new ideas about how something can be done.

**LIMITED RESOURCES** are finite quantities of land, labor and capital available to an economy for the production of goods and services.

**RECYCLE** is to change existing materials into new products in order to prevent waste of potentially useful materials.

**TEAMWORK** is the process of working collaboratively with a group of people in order to achieve a goal.

**VALUE** is the relative worth, merit or importance of a product or idea. Use value is the utility of consuming a good or service.

**APPROXIMATE TIME REQUIRED:** 20 minutes

**SUPPLIES NEEDED:** Drawing paper, pencils and a clock

**NUMBER OF PEOPLE:** Any size group (in multiples of two)

# COMMUNICATION ACTIVITY: BACK-2-BACK DRAWING



**21ST CENTURY SKILLS ADDRESSED:** Effective communication, collaboration and teamwork

## INSTRUCTIONS:

Arrange students into pairs. Have each pair sit back-to-back, with writing surfaces in front of them. One student will be labeled “Student A,” the other “Student B.”

### PART 1

Instruct every “Student A” to spend two minutes drawing something on their paper. Students do not need to be artists. Partners may not look or talk to each other during this part of the activity. At the end of the two-minute drawing period, instruct every “Student A” to put down their pencils.

Now, every “Student B” is instructed to pick up their pencil. “Student A” must give a clear description of their drawing to their respective partner. “Student B” must only listen to their partner’s instructions. “Student B” must use the oral instructions to try to re-create their partner’s drawings. Allow five minutes for this step. Partners should remain back-to-back during this part of the activity. At the end of the five-minute time period, instruct every “Student B” to put down their pencil. Allow a few minutes for partners to show each other their drawings and discuss the results.

### PART 2

Instruct partners to resume their back-to-back positions. Provide each student with a clean sheet of drawing paper. In part-two of the activity, “Student B” is now charged with drawing something on their paper. They are given two minutes to complete this task. At the end of the two-minute drawing period, instruct every “Student B” to put down their pencil.

With the pairs seated back-to-back, instruct every “Student A” to prepare to draw. “Student A” must now reproduce their partner’s drawing, but the only way they can obtain information about the drawing is by asking yes or no questions. Emphasize that only questions that can be answered with “yes” or “no” are allowed! Allow students five minutes to complete this part of the activity. When time is up, have partners compare their drawings.

Take time to discuss the difficulties or successes experienced by the pairs.

## DEBRIEFING QUESTIONS:

1. Which exercise was more difficult to complete and why?
2. What did the activities teach you about the need for effective communication?

**SOURCE:** Rob Ford, St. Mary’s High School, Woodstock, Ontario

## COMMUNICATION ACTIVITY: BIRTHDAY SHUFFLE



**APPROXIMATE TIME REQUIRED:** 10 – 15 minutes

**SUPPLIES NEEDED:** None

**NUMBER OF PEOPLE:** Any size group

**21ST CENTURY SKILLS ADDRESSED:** Communication, collaboration, creativity and problem solving

### INSTRUCTIONS:

Have learners stand. Require them to line up in the order of birthdays based on the months and years of birth in silence. No verbal communication is allowed to complete this activity. Allow only two minutes to complete the task.

Once the initial task is complete, add another challenge such as having them now line up in numerical order by the day of the month of their birthday.

### DEBRIEFING QUESTIONS:

1. What challenges did you face in completing the task?
2. How did teamwork play a role in helping complete both tasks?
3. Identify behaviors that exemplify an effective team? Which behaviors should effective teams avoid? Why?

**SOURCE:** *Anon.*



## CRITICAL THINKING ACTIVITY: INVENT THE SOLUTION



**APPROXIMATE TIME REQUIRED:** 30 – 40 minutes

**SUPPLIES NEEDED:** Index cards and three bins

**NUMBER OF PEOPLE:** Medium to large group

**21ST CENTURY SKILLS ADDRESSED:** Innovation, collaboration, critical thinking and problem-solving

### INSTRUCTIONS:

Fill each of the three bins with index cards containing different aspects of the challenge. Fill bin one with cards listing major brand names, such as Apple, Google, Coca-Cola, Microsoft, IBM, Toyota, etc. Fill bin two with product categories, such as food and beverage, telecommunications, automotive, beauty, etc. Fill bin three with a problem to solve, such as polluted water, a spreading virus, a drought, a political coup, etc.

Divide students into teams of three to five members. Have each team randomly select an index card from each of the three bins. The instructor notifies students that they work for the company on card number one and they must develop a product in the category listed on the second card that addresses a problem displayed on the third card. With the company's mission and current product line in mind, the groups are given fifteen minutes to develop their new product's features, benefits and target audience.

The team briefly presents their new product to the class. Students chime in if they would purchase the product.

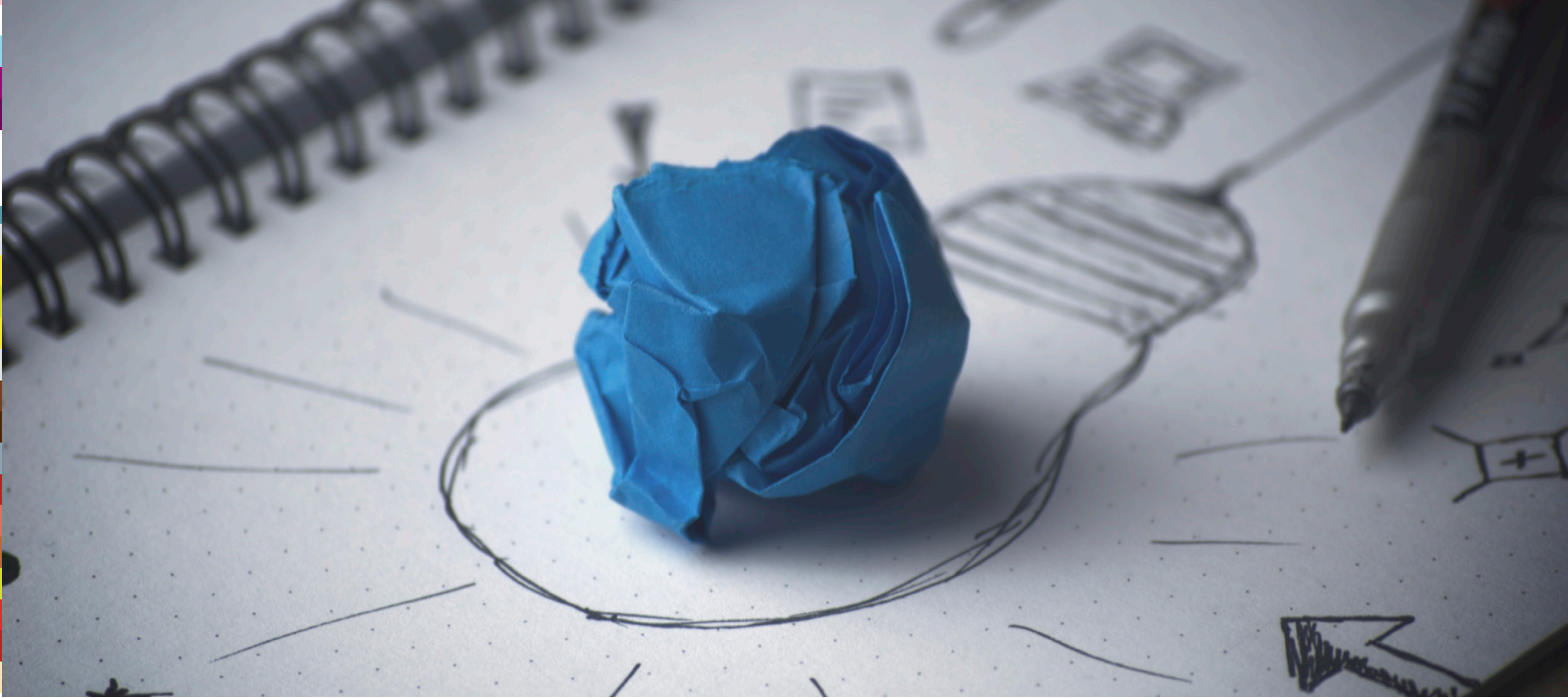
### DEBRIEFING QUESTIONS:

1. What were some of the challenges faced in combining the disparate ideas?
2. What did this exercise illustrate to you about problem-solving?
3. How did you work to solve the problem given your parameters?

**SOURCE:** Adapted from "10 Hands-On Activities to Spark Creativity and Innovation" by Charles M. Wood, VentureWell 2015.



## CRITICAL THINKING ACTIVITY: DISCUSSING REINVENTION



**APPROXIMATE TIME REQUIRED:** 30 - 40 minutes

**SUPPLIES NEEDED:** Flip chart, chalk board or paper

**NUMBER OF PEOPLE:** Any size group

**21st Century Skills Addressed:** Entrepreneurship, communication, critical thinking and collaboration.

### INSTRUCTIONS:

Ask students to brainstorm several novelty products or items that are used today which are extensions of items that already exist. List items on a flip chart or board.

**Examples might include:**

- Build-A-Bear
- Pillow Pets
- Pizza Scissors
- Scrunchies
- Snuggies
- Charity Wristbands

Allow time for learners to identify why the product is valuable in the market. Using the information shared by the learners, initiate a discussion on entrepreneurship. Ask learners why they think various entrepreneurs are successful.

### DEBRIEFING QUESTIONS:

1. How do you determine whether a product is valuable?
2. How can a re-invented item lead to an entrepreneurial opportunity?

**SOURCE:** *Anon.*

# CRITICAL THINKING ACTIVITY: FINDING HIDDEN COLORS

**APPROXIMATE TIME REQUIRED:** 15 – 20 minutes

**SUPPLIES NEEDED:** List of sentences below

**Number of People:** Any size group

**21ST CENTURY SKILLS ADDRESSED:** Creativity, critical thinking and problem solving

## INSTRUCTIONS:

Ask learners to identify the concealed color in each sentence below. Read practice sentences 1 and 2 and find the color red or black disguised in each. Discuss how the color is concealed.

On a handout or PowerPoint slide, share the remaining sentences with the learners. Ask them to read each sentence, identify the color concealed in each and write the color next to the sentence. Share the correct answer with the learners.

### WHAT ONE COLOR IS CONCEALED IN EACH SENTENCE?

1. Newspaper editors decided to go on strike. (Red)
2. The cab lacked proper brakes to stop at the intersection. (Black)

### NOW TRY THESE:

1. A big, old, hungry dog appeared at our door every morning.
2. The cop persuaded him not to create a disturbance.
3. The Brazilian student Paulo lives around the corner from us.
4. You shouldn't let an upstart like him bother you.
5. He let out a big yell, owing to the injuries he received when he fell.
6. La Jolla venders decided to cut their prices in half.
7. Long rayon fabrics were loaded on the truck.
8. The Austrian physicist Wolfgang Pauli lacked the requisite documents to enter the U.S.
9. You shouldn't sell this fossil very cheaply because it is a rare specimen.
10. The new law hit everybody's pocketbook pretty hard.

**Answers:** 1. Gold 2. Copper 3. Olive 4. Tan 5. Yellow 6. Lavender 7. Gray 8. Lilac 9. Silver 10. White

### DEBRIEFING QUESTIONS:

1. What strategies did you use to identify the hidden colors?
2. In order to identify the colors, participants had to break away from the norm and ignore normal grammatical rules such as spacing, periods and commas. What did this teach you about flexibility and thinking creatively?

**SOURCE:** Anon.

## REPURPOSING ACTIVITY: MAKE SOMETHING NEW



**APPROXIMATE TIME REQUIRED:** 60 minutes

**SUPPLIES NEEDED:** Flip chart, markers, and collection of items that can found in the average home

**NUMBER OF PEOPLE:** Large group

**21ST CENTURY SKILLS ADDRESSED:** Innovation, creativity, collaboration and decision-making

### INSTRUCTIONS:

Place several common items on a table, such as:

- Hair ties
- Rubber bands
- Erasers
- Paper

Ask students to form teams of three to four members. Each team will select one item from the table for which they will determine one or more new uses. The new uses may require a slight alteration of the original product. For example, the color of the item may change or removing pieces from the item is allowed.

Require each group to make a three-minute presentation to the class on the “new” item. The presentation should include the purpose of the new item, the value created by the new item and the marketing strategies to ensure consumer acceptance.

### DEBRIEFING QUESTIONS:

1. Why did your team select the specific item to complete the team assignment?
2. What changes were made to the item? Explain why.
3. What process did the team implement to complete the assignment?
4. What did you learn about innovation by completing this activity?
5. How does innovation impact entrepreneurship? Daily lives?

**SOURCE:** *Anon.*



## TEAMWORK ACTIVITY: CUP STACK CHALLENGE



**APPROXIMATE TIME REQUIRED:** 20 minutes

**SUPPLIES NEEDED:** Paper or plastic cups, rubber bands, scissors and string

**NUMBER OF PEOPLE:** Large group (in increments of 4)

**21ST CENTURY SKILLS ADDRESSED:** Communication, cooperation, coordination and problem-solving

### INSTRUCTIONS:

Divide students into teams of four. Provide each team with six cups, one rubber band and four pieces of string that are each two feet long. Explain to students that they must work as a team to stack all of the cups in a pyramid. Here's the catch: they cannot touch the cups directly. Student must create a tool using the string and rubber bands to move the cups. Students have 10 minutes to complete this task. Extend the game by conducting another round, but with new challenges, such as stacking the cups without talking or with one player in the group blindfolded.

### DEBRIEFING QUESTIONS:

1. What were some of the challenges faced during construction? How did you resolve the conflicts that came up?
2. What creativity and collaboration techniques did your group undertake to complete this activity successfully?
3. What did this exercise illustrate to you about teamwork? About leadership?

**SOURCE:** [www.peacefirst.org/digitalactivitycenter](http://www.peacefirst.org/digitalactivitycenter)

## TEAMWORK ACTIVITY: BEACH BALL TOSS



**APPROXIMATE TIME REQUIRED:** 30 minutes

**SUPPLIES NEEDED:** Beach ball

**NUMBER OF PEOPLE:** Any size group

**21ST CENTURY SKILLS ADDRESSED:** Creativity, critical thinking, effective communication and collaboration

### INSTRUCTIONS:

The group's goal is to hit the beach ball 100 times in a row without it falling to the ground. Additionally, each team member must hit the ball five times. No participant can hit the ball twice in a row. If the ball ever hits the ground, the group must start over. Each member must hit the ball at least once before reaching 100 hits. However, the group may exceed 100 hits if that is what it takes to get everyone to hit the ball five times.

### DEBRIEFING QUESTIONS:

1. If you were successful, what caused this success?
2. What strategies did you use to make sure everyone was included?
3. How did your group respond when the ball hit the ground?
4. What was challenging about this exercise?
5. What did this exercise illustrate to you about leadership?

**SOURCE:** Office of Student Leadership Development - Ulrich Student Center; Lehigh University