

Quick-fire activity

How entrepreneurs solve problems

Aim: To inspire students to think of potential new products or services to solve problems they or their friends and family may have.

Age range: 11-14

Introduction

The following activity accompanies the [11-14 Enterprise animation](#) and can be used with the worksheet provided, or more flexibly without it if you have less time and could choose a smaller number of questions. Explain to students that being enterprising and being an entrepreneur can start from a relatively simple concept and evolve over time.

Steps

1. Start by showing your group the animation, it will help introduce the concept of entrepreneurship and idea generation.

2. Then ask students to reflect on what they have learned from the animation posing the following discussion questions:
 - a. What are the positives of starting your own business?
 - b. What does it mean to be enterprising?
 - c. How do entrepreneurs generate their ideas?
 - d. Can you think of any examples of some entrepreneurs? Your students may provide examples such as Sir Richard Branson, Sir James Dyson or some of the entrepreneurs from Dragons Den but to help challenge stereotypes you can show them founders such as Omari McQueen (Dipalicious), Pamela Aculey (Just Like Me Books), and Oana Jinga (Dexory).

3. In groups, hand out the Being entrepreneurial to solve problems worksheet and ask students to think of an issue either: they have, their family have, their friends have or they can see in the world around them.

4. Then get students to think how they might solve this with a new product, business or piece of technology. Examples/hints to give students if they are stuck: a robot which can help with chores, an alternative to plastic packaging, a way to repair and reuse clothes, or a new app or website.

5. Next, ask students to pick three of the core transferable skills on the worksheet that they would need to help develop their new idea.

Quick-fire activity

Steps (cont'd)

6. Give students 5-10 minutes to talk through their idea, then get the groups to present their ideas to the class, going through the problem, how they would try to solve it and the skills they would need to do so and why. Finish the session by asking students one thing that they have learned today and then if this has inspired them to be an entrepreneur or business founder in the future and why?

Extension

If your students are ready to explore how to build their enterprise skills, core transferable skills and idea generation capabilities, then try the [Putting enterprise skills into action](#) lesson, the [Innovation and idea generation](#) lesson or the [Core transferable skills activity](#).

How entrepreneurs solve problems

Being entrepreneurial to solve problems worksheet

Finding a problem

1. Can you think of a problem that affects either:

You Your family Your friends Or that you see in the world around you

Solving a problem and overcoming challenges

2. How could you solve this problem with either a new product, business or piece of technology?
What challenges might occur and how could you overcome these?

The skills you will need to solve it

3. Which three core transferable skills would you need to develop this idea and why?

Aiming high (proactivity) Adaptability Creativity Leadership

Listening and presenting (communication) Problem solving Staying positive (resilience)

4. Now prepare to present your problem, how you would solve it and which skills you would need the most for it.
