

Tighe Bullock, Tighe Bullock Properties 6-8 Lesson

Video Link:

<http://youtu.be/gHJqxUmZ6FQ>

OVERVIEW:

In this lesson, students will explore the connection between entrepreneurship challenges and teamwork. They will gain an understanding of how teamwork can be effective for balancing many trials of entrepreneurship.

NEXT GENERATION STANDARDS:

ELA.6.SL.C13.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

ELA.7.SL.C13.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- acknowledge new information expressed by others and, when warranted, modify their own views.

ELA.8.SL.C13.1 engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

ENTREPRENEURSHIP STANDARDS:

- B.08 Develop team spirit
- B.09 Enlist others in working toward a shared vision
- B.24 Use time-management principles
- B.21 Demonstrate problem-solving skills

LEARNING OBJECTIVE(S):

- Recognize entrepreneurial challenges and - brainstorm ways to overcome them.
- Appreciate the value of teamwork and collaboration for finding solutions.

MATERIALS:

- Balloons
- Scrap paper
- Colored pencils, crayons, markers
- Posterboard
- Other craft materials

ACTIVITIES:

1. Show students the Bullock Properties video, and then have them complete the following activity.

Group Activity Instructions:

Before class, choose entrepreneurial challenges and write them on slips of paper (how many will depend on how many students are in the class, duplicates may be used if necessary). Examples could include: time management, finding trustworthy team members, managing the team, locating mentors, knowing where to turn for help, etc. Place the slips of paper into balloons, one in each.

To begin, place students into groups of 3 or 4. Give each group 5 or 6 balloons and ask them to choose a leader. One balloon should contain a slip of paper with a challenge. The leader will be responsible for rallying the team and reporting out at the end of the activity.

Explain to students that as a team they will be required to keep all balloons in the air for 45 seconds by continuously batting them. If a balloon touches the ground, students may pick them back up and continue. Let students know when the time is up and ask them to hold their balloons.

Empty balloons can be collected, but ask the group to keep balloons containing challenges. Have each group read the challenge inside the balloon and brainstorm ways to overcome it. After students are finished brainstorming, ask each group leader to share their challenge and the ways they would overcome it. After all groups have shared, collect the remaining balloons and have students return to their seats for the discussion.

2. Facilitate a discussion about asking for help, being a trusted part of a team, and finding ways to push through other difficult situations. In the video, Tighe talks about how a lot of these things affected his life and business. Ask students to share their thoughts about why these points are particularly important when you are in business for yourself.

A few other discussion points to consider from the activity:

- The balloons represent the many aspects of life that must be juggled at any given time (schoolwork, family, social life, business operations, etc.).
- Sometimes, these aspects of life have hidden challenges that may not be apparent upon first glance (the slip of paper within the balloons).
- There will be times when not everything goes the way you plan, like in the activity when balloons are dropped on the floor. Most of the time, you can find a way to fix these situations, but they generally will require more creativity than simply picking the balloon back up like in the activity.



- Teamwork is an important part of running a successful business and having the ability to maintain any sort of balance.
- Time constraints, like the 45-second activity timeframe, often change how we perform tasks. For example, students may have been moving very quickly in the game because they knew there wasn't much time. Discuss how this can affect the quality of work being done.
- Solutions are often easier to come by when you discuss them with multiple people – like brainstorming solutions at the end of the activity. It is often easier to build off of other people's thoughts than to rely solely on your own.
- People generally want to be part of a team with a positive leader. Have students think about ways they could create a positive atmosphere as an entrepreneur leading a team.

Use these discussion points and any of your own to tie the activity back to the challenges and successes that Tighe mentions in the video.

3. After the discussion, have each groups create a posterboard to represent an idea. For example: one posterboard could say "Life doesn't always go as planned, but there's always a solution" or "Teamwork is an essential part of life and running a successful business." These can be hung up around the room when finished.