Creative entrepreneur

Creative Entrepreneur is a competition for secondary school students, in the case of modification and simplification of the rules, the competition can also be used for elementary school pupils. The purpose of the competition is to stimulate and support entrepreneurship among secondary school children, develop their creative thinking, develop communication and communication skills, develop critical thinking and promote cooperation. As part of the competition, pupils will also be able to test their knowledge, ingenuity and quick judgment and compare all this with pupils of other schools with different focuses.

The competition proposed below can be used in its entirety, or only in selected categories or parts of the competition.

Who is the game intended for: high school students with no age restrictions and no restrictions on focus (the competition is primarily about creativity, idea and its presentation)

Number of competitors: each team should have 3-5 members (to include communication skills, division of roles in team, etc.)

Number of teams: recommended for 6-8 teams (due to sufficient space for creation and time acceptability when presenting results)

Duration: depending on the number of teams – with the recommended number, the time required is approx. 5 hours

Technical support: computer/tablet for every team
Internet connection (e.g. via WiFi)
projector
A4 papers, large size papers (e.g. for flipchart),
pencils, felt-tip pens, envelopes
large classroom (or several smaller ones) and one smaller room

Staff support: approx. 5 – 6 people
moderator and guide of the competition
three-member evaluation committee
Technical support
organizer (1-2 persons)

Content of the competition

The competition is divided into three parts, which can be freely combined, interchanged, or used only as a certain part. Below are also a few possible variants (scenarios) of the competition. In the annexes to these rules, several assignments (specific situations, examples) are presented that can be used in the future competitions.

The competition consists of the following parts:
1. Creation of business plan.
2. Economic quiz.
3. Brake the secret code.

For each part of the competition, competitors can earn points. It is advisable to divide the points according to the difficulty of the individual parts. The following weights were chosen for each part of the competition:
1. Creation of business plan.   50% of points
2. Economic quiz.   25% points
3. Brake the secret code.   25% points

This means, for example, if 6 teams participate, points will be distributed among the teams as follows:

Location	Score		
	Business plan	**Economic quiz**	**Secret cipher**
1st place	12 points	6 points	6 points
2nd place	10 points	5 points	5 points
3rd place	8 points	4 points	4 points
4th place	6 points	3 points	3 points
5th place	4 points	2 points	2 points
6th place	2 points	1 point	1 point
On the whole	**42 points**	**21 points**	**21 points**

1) Creation of a business plan

Scenario 1 (presentation of the business plan using digital technologies)
The purpose of this part of the competition is to stimulate students' creativity, imagination, logical thinking, sense of analysis and synthesis, as well as cooperation, division of roles, economic and financial literacy, digital literacy, etc.

Duration: **Total approx. 4 hours** (depending on the number of teams).
Explanation of the rules and assignment of documents for the preparation of the business plan (approx. 10 min.).
Processing of a business plan (approx. 2 hours).

Presentation of the business plan (each team 5 min. for the presentation and 5 min. for the jury's questions) – approx. 1 hour in total (with 6 teams).

Technical support: Computer/tablet for each team (for presentation processing).
Internet connection (e.g. via wifi).
projector.
A4 papers (e.g. for notes when preparing a presentation).
Pencils, felt-tip pens.
A large classroom (so that each team can sit around a table and be at a sufficient distance from the other teams) or several smaller classrooms where the teams can independently solve the relevant business plan.

Staff support: approx. 5 persons
1 person – moderator and mentor who can help during the competition
1 person – technical support (preparation of electronics and possible solution of problems with WiFi connection, technical problems, etc.)
3 persons jury (these persons may be independent teachers or external staff from the corporate sector).

Rules of the 1st part of the competition:
- The aim is to create a business plan that the students must present through a presentation processed using a tablet or computer (the program that will be chosen for the presentation depends entirely on the competition team),
- Students have 2 hours of pure time to process the presentation,
- Then they have 5 minutes to present the created business plans, i.e., the presentation must be in such an extent that he can present all tasks,
- Competition teams can use the Internet and available information (e.g. to compare competitors, estimate costs, determine the price of a product, etc.) – the aim is to make the business plan as realistic as possible,
- It is forbidden for another person outside the competition team to interfere in the creation of the business plan (the only person who can direct or guide the team is the moderator).

Instruction (timeline) of the 1st part of the competition:
- The moderator will welcome all teams and briefly introduce the rules of the 1st part of the competition.
- Then he gives out the assignment with the tasks to be solved by the team (various assignments are listed in the annex to these rules).
- As soon as all teams have the assignment – a time interval of 2 hours for the preparing of the business plan is started.

- After 2 hours, the teams will gradually present their plans (recommendations – for the development of communication skills as well as cooperation and division of roles in the team, it is advisable for all team members or at least most of them to present their plan), the team has about 5 minutes for this presentation.

- For the next 5 minutes, the expert jury will ask questions – this time period corresponds to approximately one question for each juror.

- After the presentation of all teams, it is good to have a longer break for refreshments. During this break, the jury will meet to evaluate the presented business plans. Business plans are then evaluated with the appropriate number of points (see the table above). When awarding points, it is possible to proceed in different ways (e.g. during the pilot verification of the competition, it has been proven to evaluate the first three places – i.e. in the case of 6 teams – 12 points for 1st place, 10 points for 2nd place, 8 points for 3rd place and 6 points for all other teams. Because even the teams that would place last, have a chance to go up to the overall top places in the next 2 competitions).

- After the break, the jury will announce the results. Here it is appropriate to evaluate each presentation, i.e. to appreciate the strengths of the business plan and presentation, and vice versa to mention the weaknesses, or to mention what the team do not or a little present. The main purpose is for the students to get feedback and not to be afraid of their own business activities and intentions in the future.

  If the jury needs more time, the 2nd part – Economic Quiz – can be included in the competition program.
  The competition gets a little more dramatic, as the teams do not yet know how they placed in Part 1 (where you can gain or lose the most points) and are motivated to go all out for the quiz.

Rating of the 1st part of the competition:
- The first part of the competition is judged by a jury consisting of university/school staff or experts from practice.
- For a more objective evaluation, it is advisable to set certain rules, categories that the jury should take into account. The table below lists several criteria that can be used in the evaluation.
- In the event that the assignment for the creation of a business plan contains several other points that the competitors should focus on, it is advisable to state the number under the point in the evaluation table so that the evaluation is as objective as possible.
- In particular, the idea, the feasibility of the business plan, the sophistication of the economic side of the plan, but also the presentation of the created plan should be evaluated. The evaluation and concept depends primarily on the original assignment for creating a business plan.
- When evaluating a business plan, it is necessary to realize that the competing teams have only 2 hours to come up with their plan and create a presentation.

Jury evaluation form	
Rating categories	**Scoring**
A clear explanation of the company, product or service and the persuasiveness of the oral presentation	**15**
Viability of the company	**10**
Clear statement of the problem/opportunity and solution to that problem/opportunity (including assessment of innovativeness)	**15**
Features and benefits of the goods or services proposed by the business and the business model. Competitive advantage – a business has a unique, new or different approach that gives it an advantage	**20**
Market potential - opportunity size, competitor analysis and competitive advantage; Promotional tools	**15**
Forecast and financial summary and need for investment	**10**
Quality of answers to the jury's questions	**15**
Total	**100**

Scenario 2 (presentation of the business plan via business pitch)

Another variant of the first part of the competition is presentation through a business pitch – a short performance that should help turn one's own idea into reality (i.e. convincing potential investors to finance a given project).

Fundamental differences from the 1st scenario
1. Contestants will have less time to present their idea (usually 60-120 seconds).
2. A business plan is usually presented by only one team representative.
3. The competition team does not create a presentation for the project, but only a poster (infographic) within which it presents only the essential points of its business plan.
4. Evaluation of the graphic design of the infographic can also enter into the evaluation. In particular, the complexity of the information that the competitor is able to present clearly and comprehensibly during the set time is evaluated.

Everything else is preserved, i.e. technical and staff support, competition rules, course of the competition and evaluation.

The advantage of this option is the possibility of promoting this output (in the form of infographics) also through social networks.

Scenario 3 (presentation of the business plan without the use of digital technologies)

This part of the competition can also be carried out without the use of digital technologies. This means that students will not create a presentation or infographics in the selected program, but will present everything through a flipchart or whiteboard.

Fundamental differences from the 1st scenario

1. There is no need to provide the digital equipment for the competition teams (i.e. computer/tablet, projector, wifi connection) and the number of staff support for the competition can be reduced by one person (technical support of the competition).
2. On the contrary, it is necessary to provide papers for presentation (e.g. loose sheets for flipchart), markers (also suitable for writing on a board), or flipchard or other stand that allows you to present the business plan.
3. The presentation of the business plan may be made on several sheets, or only one sheet may be required (similar to 2 variants of this part of the competition – i.e. making a poster).
4. The evaluation may also include the evaluation of the graphic design of the business plan (or poster).

Everything else is same, i.e. technical and staff support, competition rules, course of the competition and evaluation.

The advantage of this option is the possibility of promoting this output (in the form of posters) in the corridors of the school or through social networks.

2) Economic quiz

Scenario 1 (use of digital technologies)

The purpose of this part of the competition is to verify the economic and financial literacy of students, the sense of cooperation and quick decision-making, or analysis, synthesis, deduction, etc.

Duration:	**Total approx. 20 – 30 min.** (depending on the number of teams). Explanation of the rules and course of the competition (approx. 5 min.). Economic quiz (approx. 20 min.). Evaluation (approx. 5 min.).
Technical support:	Mobile phone/tablet to each team (for entering correct answers to the suitable program). High-quality internet connection (e.g. via wifi). Projector. A larger classroom (so that each team can sit around a table and discuss the options and choose the right option).

Suitable program for displaying an economic quiz (e.g. Kahoot, Quizzis, etc.)

Staff support: approx. 2 persons
1 person – moderator
1 person – technical support (preparation of electronics and possible solution of problems with WiFi connection, technical problems, etc.)

Rules of the 2nd part of the competition:
- The aim is to answer the questions in the economic quiz correctly and as quickly as possible.
- Students in the teams have a set time to answer, which they will see when presenting the questions. Each question can have own time limit – depending on the difficulty.
- Both the correctness and speed of the response are evaluated. All this is recorded by the appropriate program (e.g. Kahoot) and evaluates the correct answers after each question. After each question, the team finds out if they answered correctly and also how quickly. Depending on these factors, they are then get a certain number of points. Teams can also see the points of the other teams that are at the head of the quiz.
- Students communicate with each other and agree on answers, as each team answers only through one device (mobile phone or tablet).
- Competition teams can only use their knowledge – it is not allowed to use the internet.
- It is forbidden for another person outside the competition team (e.g. accompanying teacher) to interfere with the answers. It is also forbidden to listen to other teams or copy them.
- We recommend prepare approx. 15-20 questions so that competitors have the opportunity to fight for the top places even if they answer any of the questions incorrectly.

Instruction (timeline) of the 2nd part of the competition:
- The moderator will welcome all teams and briefly introduce the rules of the 2nd part of the competition.
- The moderator checks that all teams are enrolled in the program and that they have no technical problems.
- After that, the competition can begin.
- Individual questions are projected and if a team is selected in the given program, each team has about 3 seconds to consult about the correct answer before answering. After that, the limit for the answer is running (we propose to set this limit to approx. 20 – 60 seconds – according to the difficulty and length of the question and answers).
- After each round, teams see how they stand and how many points they are missing for the first places.
- After passing all the questions, the program will automatically evaluate the top 3 teams. The ranking of the other teams can then be found out in the given program additionally.

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- Each team is then assigned the appropriate number of points, as mentioned above. The moderator communicates these points to the individual teams and can also indicate the running total order after 2 parts of the competition.

Evaluation of the 2nd part of the competition:
- The evaluation of this part of the competition is carried out by a program that evaluates the ranking of individual teams according to the points earned.
- After that, teams are awarded points, as mentioned above. In this case, there can be no matching points, so each team (in the case of 6 teams in the competition) gets 6, 5, 4, 3, 2 or 1 point.

Scenario 2 (without the use of digital technologies)

Another variant of the second part of the competition is to create a quiz and the relevant questions through a pre-printed quiz on paper.

Fundamental differences from the 1st scenario
1. There is no need for technical support (i.e., mobile phone/tablet, projector, wifi connection, program, person providing technical support).
2. The test is given to everyone at once and the contestants circle/tick the correct answers. The questions remain the same as in scenario 1.
3. Once each team has answered all the questions – they quickly submit their test to the moderator. This determines the order of submission in case of getting the points.
4. The competition is then evaluated and the correctness of the answers is evaluated.
5. In case of the same points for more teams, the time of submission shall be assessed. The team that submitted its quiz faster will then win over the slower team.
6. In this variant, the interactivity and competitiveness between the individual teams is lost, as they do not see the running order.
7. In this variant, it depends primarily on the correctness of the answers. I.e. even the team that submits last can win. In scenario 1, a team that responds very quickly compared to another team wins, even though it has more wrong answers.
8. This option may be a bit more time-consuming than the previous one, as it is necessary to allow some time to evaluate the questions in the quiz.
9. It is advisable to determine the maximum time for solving the quiz (e.g. 15 or 20 minutes).

Everything else is then preserved, the rules of the competition, the course of the competition and the evaluation (awarding the appropriate number of points).

3) Break the secret code

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UNIVERZITA | FAKULTA
OSTRAVA

TECHNICAL UNIVERSITY
OF KOŠICE

ATH
University
of Bielsko-Biała

ÖE   ÓBUDAI EGYETEM
ÓBUDA UNIVERSITY

Scenario 1 (interrogation of the Creator of the secret code)

The purpose of this part of the competition is to verify the quick judgment of individual members of the competition team, economic and financial literacy of students, sense of cooperation, analysis, synthesis, deduction, etc.

Duration: **Total approx. 30 – 40 min.** (depending on the number of teams).
Explanation of the rules and course of the competition (approx. 5 min.).
Interrogation of the creator of the secret code (each team member approx. 4-5 minutes). Overall, approx. 15 – 25 min.
Evaluation by individual teams approx. 5 min.
Evaluation (approx. 5 min.).

Technical support: Two classrooms (one classroom can be larger so that each team can sit around a table and discuss the secret code undisturbed, the second classroom smaller – for approx. 7 people).
Paper, pencil, envelope with the names of the competing teams

Staff support: approx. 2 persons
1 person – moderator
1 person – creator of the secret cipher

Rules of the 3rd part of the competition:
- The goal is to find a secret cipher based on the clues/passwords obtained.
- These clues can be obtained from the Creator of the secret code. Representatives of individual teams can get clues by asking the Creator various questions and the Creator answering these questions only yes or no.
- The Creator is always visited in a smaller classroom by one representative from each team, together with representatives of other teams. This means that opponents cooperate with each other to get the correct answer (clue). It is a simulation of real conditions where all companies on the market know basic information.
- Each group has about 5 minutes for questions (the time interval can be extended, or the Creator can also help the members of this group with other help – except for yes and no answers).
- There are two ways to retrieve your clue:
  - ➢ either the group uses the entire time limit and asks the Creator various questions until its individual members think they know the right answer (clue). He then returns to his team and tells them his assumption.
  - ➢ Or the representative asks the Creator directly if the clue he thinks is correct. If the Creator answers yes – all members of the group will know this clue and can use it to break the secret code. (The member who "guesses" this clue can then be rated one extra point in the overall ranking. Depending on the number of members in the team and thus the clues, because each team member must go to the Creator exactly once – you can get 3-5 extra points in the rating).

- In this way, all team members take turns. I.e., there will be 3-5 rounds with guessing the appropriate clue.
- It is not a condition that the group always obtains a clue. If they don't guess the correct clue, they return to their team and can discuss what might have been the right answer.
- Individual teams then break a secret code based on the obtained clue. The secret code can be solved even earlier, i.e., it is not necessary to wait for all clues.
- After handing over the envelope with the secret code to the moderator, the respective team no longer competes, i.e., does not participate in guessing other clues.
- Each team can only submit an envelope once.
- The winner is the team that break the secret code correctly and hands it to the moderator the fastest.

Instruction (timeline) of the 3rd part of the competition:
- The moderator will welcome all teams and briefly introduce the rules of the 3rd part of the competition.
- After that, each team asks for one representative from their team. A group of students from different teams is then sent to a second room, where they guess the appropriate password.
- Individual members of the group take turns one question at a time (they must not overtake and skip – e.g. if one of the students thinks they know the clue).
- If one of the contestants does not know what to ask, they pass on the opportunity to ask the question to the next member of the group, who is in the order.
- The creator answers the questions only yes or no.
- After obtaining/not obtaining the clue, the group of students returns to their team. These students can also return individually if they are sure of the correct password.
- Once all the members of this group have returned, the other team members are selected and go to guess the next clue behind the Secret Code Maker.
- This is repeated until all team members go to the Creator in the other room at least once.
- Once all the clues are obtained, the teams discuss the secret code.
- They write this code on paper and put it in an envelope, which they hand over as quickly as possible to the moderator of the competition, who creates the order of submission.
- After submission, the moderator evaluates the correct answer and tells the competing teams what the correct code were and what is the correct answer that they should have chosen based on the codes they obtained.
- The moderator evaluates the competition and assigns the appropriate number of points to each team.
- At the end, he evaluates the entire competition and tells the final ranking of the competing teams.

Evaluation of the 3rd part of the competition:

- The conditions for obtaining clues are always the same for each group, composed of representatives of all teams.
- If all contestants in the room with the Creator get the clue – i.e. the group members ask directly for the clue. The group member who guesses the clue gets an extra point in the overall rating of the competition. This way you can get 3-5 extra points (depending on the size of the team).
- At the end, the correct answers (codes) are evaluated. With the fact that if the teams answered correctly, the order in which they handed in the envelope with the secret code is decisive.
- If the teams did not answer correctly, all these teams get the same number of points (e.g. 3 points less than the last ranked team, or only 1 point each). It is necessary to say in advance that the teams count on it.
(example: 6 teams participate in the competition. Three teams correctly guessed the secret code, 3 did not guess the secret code. I.e., according to the order in which they submitted, the 1st team gets 6 points, the 2nd team gets 5 points and the 3rd team gets 4 points. All others (regardless of when they handed in an envelope with a secret code, get 1 point. In addition, extra points are awarded to those teams that guessed individual clues).

Scenario 2 (Break the old secret message)
Another scenario of the third part of the competition is breaking the old secret message. This means that the competition teams will receive a paper – within which they will have to come up with individual clues. These clues are obtained, for example, by deciphering the text that will relate to the clue. Or they fill in a word that is missing in the text. Or they will have to solve a short crossword to get the right clue, etc.

Fundamental differences from the 1st scenario
1. There is no need to provide another room and another person (Creator).
2. It is necessary to work out tasks, texts, fill-ins or crosswords in advance.
3. Competing teams cooperate only with each other in the team, not with their opponents.
4. No extra points are awarded for cracking clues.
5. The option is not aimed at developing communication skills, which must be used in the previous option.
6. There may be nuances in obtaining clues, therefore it is necessary to clearly specify tasks for obtaining a clue.
7. It is advisable to specify the maximum time available to teams to hand in an envelope with a secret code (e.g. 15 or 20 minutes).

Everything else is preserved, the rules of the competition, the course of the competition and the evaluation.

Summary of individual scenarios of the competition

CREATION OF A BUSINESS PLAN			
	Scenario 1	Scenario 2	Scenario 3
1st Part of the competition	presentation of a business plan using a digital technologies	Presentation of a business plan through a business pitch	presentation of a business plan without the use of digital technologies
ECONOMY QUIZ			
	Scenario 1		Scenario 2
2. Part of the competition	using digital technologies		Without the use of digital technologies
DECIPHERING THE SECRET CIPHER			
	Scenario 1		Scenario 2
3. Part of the competition	interrogation of the creator of the secret code		Break the old secret message