

Teacher Overview

This lesson is all about vision and sharing knowledge. It is important that any group, organization or business communicates their vision, has a shared vision, and shares the knowledge required to reach common goals.

When to Use This Lesson

Cowboy Inkblot and Find the Numbers follows Towers in our YE Core roadmap. You will want to do this lesson at the beginning of the year; ideally while introducing entrepreneurship. Students do not need any prior knowledge.

Time Varies



BEFORE CLASS PREPARATION

- > Before class, decide if you would like to give the students paper copies of the images or do everything electronically.
- > **ProTip:** If using paper copies, put the images on separate sheets of paper so the students are not able to see them before you are ready for them to look.
- > Whether or not you will be doing paper copies, you still need to have electronic images ready for explanation purposes. Have a presentation of these images prepared in advance. It doesn't matter what program you use as long as you have a way to present them to the students on a screen or white board.

LEARNING OBJECTIVES

- > Principled Entrepreneurship LO 1a-c, 1e

FOUNDATIONAL VALUES

- > Knowledge
- > Win-Win Focus

KEY TERMS

- > Shared Knowledge
- > Failure
- > Vision

MATERIALS

- > Cowboy Inkblot and Find the Numbers PowerPoint
- > Optional: Cowboy Inkblot handout
- > Optional: Find the Numbers handout

ACTIVITY INTRODUCTION

Explain to students that the class will be doing a "vision test" today. It will be very simple and won't take long. You want to allow for that "lightbulb moment" to happen, so be vague!

ACTIVITY DIRECTIONS

Cowboy Inkblot

- > If you are doing paper copies, start by giving each student one copy face-down. Instruct them only to turn their paper over when instructed. Tell them the paper has an inkblot on it and when given the go-ahead by you, they may turn it over and shout out the first thing they see.
- > As you let them turn it over you should also show the electronic image of Cowboy Inkblot 1 on the screen. Ask them to begin shouting out answers. Encourage any answers they give, right or wrong.
- > After a few minutes of shouting, quiet them down and let them know what they "should" see in the picture; a cowboy on a horse. Give them some time to try to see it (students are still looking at the Cowboy Inkblot 1 image).
- > After a minute or two of them trying to see it you can switch the electronic image to Cowboy Inkblot 2 that shows the cowboy on a horse more clearly. Ask the students if they see it now. More often than not, students who don't see it will start asking their peers where it is. Encourage this behavior because it is exactly the kind of collaboration that entrepreneurs use to get people to see their vision.
- > Let them look at Cowboy Inkblot 2 for a few minutes. You can then switch it back to the original, Cowboy Inkblot 1. Ask them if they are now able to see anything other than the cowboy on the horse. If so, why do they think that is?

Cowboy Inkblot Debrief

- > Shared Vision – What does this inkblot have to do with businesses or organizations? Why would we be talking about vision in regard to businesses and organizations? **ProTip:** A good analogy here is a football team having the goal of winning a championship. If all the players have the vision of taking home that championship trophy then they are all working toward that same goal. But if there are people on the team that don't share that vision, accomplishing that goal is extremely difficult.
- > Knowledge sharing – Some of us had a hard time seeing the cowboy on the horse and we needed others to help us. How many people needed help? Were your peers willing to share their knowledge of the cowboy on the horse?

Find the Numbers

- > If you are doing paper copies you will again give each student one copy face-down. Instruct them to turn the paper over only when they have been instructed by you to do so. Tell them that in this situation, they work for you. Their job is to find numbers. When you tell them to begin, they must all find the numbers 1 to 54 in order on this paper. They only have 60 seconds to complete their job. You need them to be 100% productive.
 - If you are not using paper copies, simply project Find the Numbers 1 when you want them to begin finding the numbers.
- > After 60 seconds is up, tell them to turn their papers over. You can blank your screen so they can no longer see the numbers.
- > Ask how many got to 10, 15, 20 and so on. You can tabulate how far each person got on the board if you would like a record of productivity.

ACTIVITY DIRECTIONS CON'T

- > Ask them how easy that was. Was it confusing? What would make it easier? Was there a pattern? They will more than likely say yes.
- > So, tell them you will give them a chance to improve their productivity (because more than likely no one completed the job). Tell them you will help them out. Tell them there is in fact a pattern. BUT don't tell them what it is. Give them another 60 seconds to find the numbers, in order 1 to 54. They should do better because they now know there is a pattern!
- > After 60 seconds is up tell them to turn their papers over. You can blank your screen so they can no longer see the numbers.
- > Again, ask them how many got to 10, 15, 20 and so on. You can tabulate how far each person got during this round and you will hopefully show increased productivity.
- > Ask the following: Was that easier? What would make it even easier? Didn't I help enough? Didn't I give you enough information?
- > Now, ask them if they think they could complete their job if you told them what the pattern actually is. At this point you can show them the Find the Numbers 2. Another option is to show them how to fold their paper so they have the same grid on their actual paper copies.
- > Now that they have the knowledge of the pattern in front of them, give them another 60 seconds to find the numbers in order from 1 to 54.
- > After 60 seconds you can tabulate their productivity again. This time you should have a significant number of students who have completed the job.

Find the Numbers Debrief

- > Shared knowledge - Why was it easier to do with more information? Once you saw the pattern, was it easier to ignore all the noise on the image? Is it important for those who have the information to share it with those who can use it? Why?
- > Good leadership - As your boss, was it important for me to give you all the information you needed to complete the job I asked you to complete in the most effective way? Would it have benefitted you as an individual if I had given you the pattern at the beginning? How? As your boss, would it have benefitted me? How?
- > Opportunity - As an entrepreneur who is looking for Win-Win opportunities, what can you take away from this activity? Is the world full of randomness and chaos? Or are there patterns that help you to be more successful and productive?
- > Failure - It is likely that you experienced some failure during either Cowboy Inkblot or Find the Numbers. How did you handle it? Did you seek knowledge? How did you overcome failure? How does our mindset about failure influence how we handle challenges in real-life?

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