

## Be Resilient:

Activity	Resources	Time Assigned	Outcome
<b>Pipeline</b>			
Prepare the materials needed for the activity and choose an area to play that is wide enough	cardboard toilet paper pipes (or half-pipes made of plastic or larger kitchen paper clothes pipes) for every participant a ball objects to create an obstacle		Note: Be sure to select an appropriate size of the ball, which passes through the centre of the pipe without any problems. The total length of the track must be longer than all the tubes that make up the pipeline. Choose difficulty of the track and limits based on your knowledge of the team/group. If the team members know each other well and effectively cooperate, you can even choose a physically difficult track and short time limits.
Everyone stands at the beginning of the track. Introduce the activity to the participants. The task is to transport the ball in the pipeline from the starting point A to the end point B so that the ball does not fall out. Show the beginning and the end of the track to the players and stress various obstacles (e.g. the track goes along the trees, chairs, under the table, downstairs, etc.) they have to overcome. Should you have any specific conditions (e.g. a time limit), tell the players about them at this time.		2 minutes	All participants understand the aim of the activity and where the track starts and finishes
Provide the participants with the pipes and the ball and give them 5 minutes to prepare the strategy.		5 minutes	The group has discussed the strategy to transport the ball from point A to point B
When the time for preparation is up, release the ball at the beginning of the pipeline.			The group has successfully transported the ball from A to B.  Variations:



If the group fails to successfully handle the task let them have another attempt or count the failed attempts.			You can give the participants a time limit to be achieved or overcome or to attempt to finish the activity within the shortest time possible. Another variation is that you do not specify the starting and the end points but you ask the group to transport the ball in the pipeline as quickly as possible. Each player shall be involved only once.
<p>The whole groups discusses how they have succeeded in fulfilling the task.</p> <p>Debriefing questions:</p> <ol style="list-style-type: none"> <li>1. How did you agree on the strategy? Who took upon himself/herself the task of the activity coordinator?</li> <li>2. Did you choose the best strategy at the first attempt or did you try several strategies?</li> <li>3. How did you react when you did not succeed?</li> <li>4. What helped you not to give up?</li> </ol>			The participants have understood their own level of resilience, and fostered their cooperation, communication skills and problem solution skills.
<b>Activity</b>	<b>Resources</b>	<b>Time Assigned</b>	<b>Outcome</b>
<b>Hot air balloon</b>			
Draw a picture of a hot air balloon on flip chart paper. Make it large enough to write on, and include the balloon, basket and ropes tethering it to the ground.	One picture of a hot air balloon on flip chart paper for each group.	20+ min	
Tell your group that this balloon represents their entrepreneurial idea or project.	You could also use smaller photocopied versions		
They should then think about issues around the future of the projects as follows:	Coloured markers.		Ideas discussed first, then balloons completed



<p><b>1. Who needs to be on the board?</b> On the basket or on the people, write the names of the people or organisation who needs to support the project in order it to go anyway, e.g. young people, workers, funders.</p> <p><b>2. What needs to be in place for the project to take off?</b> On the balloon itself, write factors and issues which need to be sorted in order for the business to fly, e.g. a building, staff, constitution, resources.</p> <p><b>3. What is holding it back?</b> Next to the tethering ropes write factors which are preventing the growth of the project, e.g. no funding, no support from local community.</p> <p><b>4. What will really make it fly?</b> Above the balloon write factors that will really help the project to grow, e.g. enthusiasm, commitment, good planning.</p> <p><b>5. What might blow the balloon off course?</b> Either side of the balloon-representing winds that could buffet the balloon about-write down factors which could be problematic for the project once it is off the ground, e.g. continued funding, key people leaving.</p>			<p>Note:</p> <p>It is an interesting visual tool which encourages discussion. It helps to identify issues which need to be confronted.</p>
<p>If you have several groups working simultaneously on balloon pictures, compare them and use the ideas gathered as a springboard for planning.</p>			<p>There is scope for comparison across different groups.</p>



