

## CHALLENGE 0

Before starting the challenges, a different team (preferably of 4 people) should be made in order to develop the rest of the challenges and also to explain some nutshells of the methodology that will be used and how the training is structured.

Building a good team is essential both in the classroom and in real job settings, as it cultivates a collaborative environment, enhances productivity, and fosters personal and professional growth. Here's an explanation highlighting the importance of teamwork in these contexts:

- **Importance of Building a Good Team in the Classroom**

Enhanced Learning Experience:

- "In a collaborative classroom, students can share diverse perspectives and knowledge, enriching the learning experience for everyone involved." Collaborative learning encourages peer-to-peer interaction, making the educational process more engaging and comprehensive.

Development of Social Skills:

- "Working in teams helps students develop essential social skills such as communication, conflict resolution, and empathy." These skills are crucial for personal development and are highly valued in any professional setting.

Preparation for Real-World Challenges:

- "Team projects in the classroom mimic real-world scenarios, preparing students for future workplace dynamics." By working in groups, students learn to navigate different opinions, work towards a common goal, and handle responsibilities effectively.

- **Importance of Building a Good Team in Real Jobs**

Increased Productivity and Efficiency:

- "A well-coordinated team can achieve more than the sum of its parts, as team members bring unique skills and strengths to the table." Effective teams leverage individual talents to boost overall productivity and efficiency.

#### Innovation and Creativity:

- "Diverse teams foster innovation by combining different viewpoints and problem-solving approaches." A variety of perspectives can lead to creative solutions and innovative ideas, driving the organization forward.

#### Support and Motivation:

- "In a strong team, members support and motivate each other, enhancing job satisfaction and reducing burnout." The sense of camaraderie and mutual support within a team can lead to higher morale and better job performance.

#### ● Bridging Classroom and Workplace Dynamics

- "The skills and habits developed in classroom teamwork directly translate to professional environments, creating a seamless transition from education to employment." By emphasizing teamwork in education, we prepare students to excel in collaborative work settings, ensuring they are ready to contribute effectively to any professional team.

In conclusion, building a good team is crucial in both academic and professional environments. It not only enhances the learning and working experience but also equips individuals with the necessary skills to succeed in their future careers.

ENTREPRENEURSHIP TRAINING
<p><i>Challenge based learning methodology</i></p> <p><i>Importance of working by teams</i></p>

#### Brief description

The aim of this challenge is to understand how the following training and challenges will work, as to understand the methodology challenged based learning and its advantages. It also will make the division of the teams that will work together through the different challenges.

CHALLENGE 0	
Start date:	Estimated duration: 3 hours
End date:	Real duration:

\* Even if we estimate a duration for an activity and the total of the challenge, it is helpful to track the real duration for each activity and challenge in order to adequately, if necessary, the activities and the times given to the students.

ACTIVITY 1	
Explanation of the methodology and the structure of challenges	
Estimated duration: 1 hour	Real duration:

Individually, each student should write down what they think a challenge-based training could look like, at least 2 characteristics should be noted.

For this activity, 10 minutes will be given, after which a discussion will be opened for 15 minutes on the answers written by the students, in this case, the teacher should let the students express their answers without correcting them, as he/she will then proceed to explain the methodology.

Once the 15 minutes for the debate has been completed, the teacher will explain the methodology ([Challenge based learning methodology document](#))(\*linked documents will be written in blue to know that there is a reference document) and the basic outlines of the training (4 challenges for “building” a real company through a fake competition among them about the best company made), 35 minutes should be given for this activity.

ACTIVITY 2	
Legos activity	
Estimated duration: 2 hours	Real duration:

As the challenges inside the training need of groups, this is the moment of building them. Based on different studies, it is estimated that the best way to build an effective group is in a heterogeneous way. The following document explains the different ways of creating groups ([Composition and formation of cooperative learning teams](#)). In a class of students who already know each other and have been taught, it is easy to know who is cooperative and who needs more help, but this is not always the case. If this is the case, you can start separating the students into working groups for the lay activity. If this is not the case, there are several options (choose the most convenient for the group), either you can do a test based on the link in the above-mentioned document (<https://www.sometics.com/en/sociometric-questionnaire>), or you can do a previous activity using the lay activity.

This activity will be carried out by the students individually. The legos are left in the center of the classroom and the students are asked to use them to represent an animal and the 2 main characteristics of this animal that they believe represent them as workers. It is important to point out that it is accepted that some classmates help others, as this activity counts for the final mark of the training (even if they don't really do it), in this way it will be possible to observe who are the students who help the most and who need to be helped the most.

Once some of these activities have been carried out, the heterogeneous groups are created. Any of those 2 activities should last 30 minutes and another 30 minutes making the groups.

Put the Legos back in the center of the classroom, and explain to the teams the following activity: "in groups and with the use of Legos, build what would be the perfect company" this activity should be done in groups and all members should actively participate, after ten minutes, the teams, represented by a spokesperson, should explain what they have represented and why.

The same activity should be repeated with the question of what a perfect team would look like.