Curiosity: Demonstrate constant curiosity about our changing world

* The board game provides an opportunity for students to start to learn about entrepreneurial situations and resources that exist but emphasizes that this is just the beginning of the process. Students are encouraged to explore and learn more information about the local ecosystem and how they can be supported in their endeavors after the game
* The students are also posed with design prompts as part of the final challenge card that are open ended and require the student groups to create a list of potential solutions. This helps them with looking at the bigger picture and how identifying opportunities can lead to new engineering solutions

Connections: Assess and Manage Risk

* The risk/reward cards that are built into the game provide opportunities for students to decide whether they should risk any of their points or not take a risk given that they are uncertain of the outcome (some cards have positive and some have negative outcomes and it relates to luck which card would be pulled from the deck)
* The legal/ethical issues cards also discuss scenarios that engineers may be faced with when working on innovation and entrepreneurial related projects and the outcome of these scenarios. This can be the starting point for helping students realize the expansive nature of “What if..” questions that they should ask when working on a new project

Creating Value: Persist through and learn from failure

* The very nature of board games lends itself very well to this principle. Students are forced to deal with potentially getting questions wrong (pertaining to curriculum or resources) and then determining what they take away from the experience. Despite failing early on in the board game, the students must ultimately persist to be able to achieve a winning outcome.