

## Enterprise

### Activity 2: Meeting the challenge: buying resources

#### Introduction

In this activity, learners will be presented with an opportunity to investigate the resources that are required to accomplish a given challenge. It will enable them to understand the importance of prioritising as they solve problems and of the types of resources required to complete certain tasks successfully. It will also enable them to appreciate the benefit of seeking support from other people and the risks of not doing so.

This approach is grounded in experiential learning where experiencing a hands on activity, or a simulation, is used to enable learners to make sense of the learning for themselves.

This activity could be adapted and used in a range of contexts relevant to the learners' programme of study, subject or vocational area.

#### Learning objectives/outcomes

Learners should be able to:

- define enterprise and recognise the different types of entrepreneurs that exist
- describe the benefits of personal enterprise
- determine how to source enterprising ideas and evaluate their associated risks
- highlight the skills and attributes of successful entrepreneurs
- explore the opportunities for enterprise within an organisation (depending on the topic chosen for this activity)
- define what it means to be involved in social enterprise (depending on the topic chosen for this activity).

#### Resources required

- A copy of the **Enterprise: the learning points** document (included in the Enterprise theme section of this resource).
- Copies of **Sheet 2.1: Challenge activities**. You may choose to add your own challenges, specific to your learners' subject or vocational area to this list.
- Copies of **Sheet 2.2: Resource order form** – one per group of learners.
- Copies of **Sheet 2.3: Success factors** – one per group of learners.
- Pens, flip charts and calculators.
- List of questions to prompt and facilitate feedback, discussion and learning at the end of the activity.

## Starting points

Learners do not need to have any subject or vocational area specific prior learning before undertaking this activity. It would, however, be beneficial for learners to have previously discussed the meaning of enterprise using one of the other Enterprise activities. This could have been completed in a previous session, or may be completed prior to the start of this activity.

## Planning for learning in multiple environments

This activity can be used in a range of learning environments and can be adapted to take account of the needs of individuals. For example, you could personalise the activity challenges and relate them to any work experience the learner may be starting or have completed. You could ask the learner to consider any resources required that may help to improve the business operated by the work experience provider.

The activity asks learners to consider the success factors related to each challenge. The success factors are closely linked to work skills, so you could use this to check the progress of learners against personalised targets, especially those related to the work experience.

## Suggested approach

Learners are presented with a challenge. This could be organising an event such as a charity concert, starting an enterprise and selling goods for profit or selling their own specialist skills. They are given a budget of £5,000 to make it happen and a list of items they can buy with the budget such as advertising, professional advice or staff. In teams, they select and buy the items they need to complete their challenge.

In a whole group discussion at the end of the activity you will use a set of prompt questions to provide feedback and to enable assessment for learning. This will include evaluation of the groups' work on this activity and discussion on how similar situations can happen in their own lives.

You will find more information about approaches such as experiential learning and assessment for learning in Part 3 of the **Cross-curricular themes: continuing professional development guide**.

## Stage 1

If this is the first time you have used one of the Enterprise activities, you may choose to use the scene-setting approach below. If you have already used the Enterprise activities in previous sessions with this group of learners there may be no need to repeat this step. However, it would be helpful to recap some of the lessons learned from previous activities.

It is important that learners should refresh their existing knowledge of enterprise and recap on any discussions from previous sessions.

To set the scene for the activity, check the learners' understanding of enterprise based on their own experiences. Ask them to give you as many facts and opinions as they can about enterprise and entrepreneurs. For example, you could ask the learners to:

- say what they think entrepreneurs actually do
- give the names of some well-known entrepreneurs
- give some examples of local entrepreneurs
- give some examples of skills entrepreneurs might have.

Record some of the answers and ideas on a whiteboard or flip chart as a focus for later discussion. You may like to take this opportunity to discuss how facts differ from opinion and how you can distinguish between the two. This is an important literacy skill.

This warm-up activity helps you identify any misconceptions that might need addressing initially. It will allow learners to relate new knowledge to their existing understanding, an essential feature of experiential learning. Starting the session by inviting learners to share their views acknowledges that their ideas and opinions are important.

Conclude this introductory discussion by summarising enterprise as being:

“spotting opportunities, creating new ideas and having the confidence and capabilities to turn these ideas into working realities.”

It is about making things happen.

## Stage 2

Introduce the activity by explaining that enterprise is as relevant in day-to-day situations and challenges as it is to setting up and running big businesses. This activity will give learners an opportunity to decide what resources they would need to successfully complete an enterprise challenge.

Divide the learners into small groups. The following guidelines may be helpful in arranging the groups.

- You may want to use your knowledge of individual learners to ensure that each group contains at least one confident learner.
- Group sizes of three to five work particularly well for this activity.
- Co-operative learning in groups is a powerful strategy. It encourages teamwork, personal and group accountability, interdependence and it draws on everyone's skills. All members of the team are equally responsible for ensuring that the task objectives are met.
- Taking a role in a group helps engage everyone. Useful roles that learners might adopt include timekeeper, recorder, team facilitator or manager and a checker to make sure everyone agrees and understands the group's findings.

- You may want to ensure that each group contains the best possible balance of people with differing levels of confidence and communication capabilities, and that groupings are sensitive to mixes of different genders, ethnicities and people with disabilities.

### Stage 3

Allocate a challenge from **Sheet 2.1: Challenge activities** to each group. Alternatively you could create your own list of challenges that reflect learners' interests, their subject or vocational area matter or other course activities with which they are currently involved. If different challenges are used you may need to add further items and appropriate prices to the list of resources on **Sheet 2.2: Resource order form**.

Explain to learners that, in this activity, they are to become entrepreneurs by buying the resources they would need to accomplish their given challenge. The resources on offer include equipment, services provided by others, people's time, venues and promotional items. The resources will help them to complete the necessary actions to complete their challenge. They may also help them to avoid the risks that can be present in any Enterprise activity.

### Stage 4

Give each group a list of the resources (**Sheet 2.2**) that they may have available. Brief the teams as follows:

- You have been asked to complete your selected challenge.
- You have a budget of £5,000 to spend on things that may help you to complete the challenge.
- You have a list of items that are available to buy. You can buy as many of each item as you want, but you must not spend more than your £5,000.
- On your list write how many of each item you wish to order, how much you will be spending on each item, and the total amount you are spending.
- When you have finished ordering, write the list of items you have bought and the reason you chose each item on a flip chart or whiteboard.

At this stage, encourage groups to discuss the task carefully to check their understanding and to ask you questions if they cannot find the answers themselves.

### Stage 5

Leave learners to complete the task. Your role is to monitor group discussions to identify the contributions from individual learners and to stimulate or re-focus learning conversations where necessary. Use open questions and verbal prompts to encourage learners to think through problems for themselves rather than providing them with solutions, for example:

- What would happen if...?
- I'd like to know what you think about...

- How does this... affect that...?
- What do you think about that idea?

Prompts can help avoid learners becoming stuck and can ensure that each group member is participating. However, allow learners to work independently as far as possible and do not intervene unnecessarily.

## Stage 6

When learners have completed their ordering and have written up their lists it is important to provide feedback through discussion with each group. Give each group a copy of **Sheet 2.3: Success factors**. These are the things that they may need for their projects to succeed. Ask learners to assess whether their purchases would help them with those success factors. On reflection, would they change any of their choices?

The following questions may help to stimulate discussion:

- What will you be able to do as a result of having these items?
- What will you not be able to do as a result of not having certain items?
- What extra resources would you require (including items that may not have been on the original list)?
- What might happen as a result of not having those resources?
- What could they do to obtain the things they need, or what could they do in order to manage without them?

Learners might be encouraged to discuss and challenge other groups' plans and proposals. Ask them if they would have come up with the same priorities or whether they might suggest better choices of resources.

## Stage 7: Consolidation, checking and reflecting on learning

Review the activity with the learners. The following questions may help to stimulate this discussion and to link this activity to their individual circumstances.

- What similar challenges have you been involved in before?
- How might you decide in future what resources you needed to carry out a particular activity?
- Why is it important to get help and advice from other people when setting out on a new venture?
- What risks are involved in spending money on a new venture?

You could ask each group to summarise the activity on a flip chart, visual organiser or poster by asking each group to:

- list some of the success factors necessary for a new venture to be successful
- list some of the important resources that they may need if setting out on a new venture
- list three risks and three benefits of being enterprising.

This will reveal the extent of learners' understanding at the end of the activity.

### Visual organisers

Creation of visual organisers requires learners to develop and use high-level skills, namely analysis, synthesis and evaluation.

Visual organisers are powerful and active tools that enhance the thinking and learning process for all learners. They immediately engage the many learners who have a strong visual learning preference. Tools such as concept maps, flow charts, comparison tables, Venn diagrams or continuums harness learners' vision to help them arrange and understand complex information. They also help learners to recognise the relationships between old and new learning and linkages across different topics or themes. These tools can all be used to create posters.

Visual organisers give learners at all levels practical ways to structure their ideas, facts and concepts visually and they facilitate effective learning. Instead of being passive receptors of facts and information which can result in surface (or rote) learning, learners are encouraged to use higher level skills to seek and construct meaning as they interact with the subject content. This results in deep learning, or understanding, that becomes internalised and then transferred to new learning situations.

You may find some of the following learning points helpful in concluding this activity.

- Enterprise usually requires planning who needs to do what and when.
- Being enterprising is not just about having a good idea; it is about finding ways of making these ideas happen.
- Similar resources and skills are often involved in different enterprise challenges.
- Entrepreneurs do not always have the skills and resources they need themselves. They may have to find others to provide these.
- Being involved in social enterprise requires similar resources to being enterprising in your own business.
- It is possible to be an entrepreneur by adopting positive attitudes, without necessarily embarking on a major enterprise project
- What makes entrepreneurs different is their commitment to making an idea happen and in discovering ways of achieving their aims through their own determination or through seeking help from others.

### Alternative approaches

To meet subject or vocational area specific objectives teachers could use blank cards to produce their own challenges, replacing those on **Sheet 1.1** with challenges more relevant to the learners' subject or vocational area. If this is done, teachers should check the resources listed on **Sheet 1.2** to ensure they contain resources that will be specifically relevant to the newly generated task. If they do not, additional resources and appropriate prices should be added to the list.

A more challenging way to deliver the activity in Stages 4 to 6 would be to ask groups to use their initial discussion to consider the risk factors in delivering their challenge. They can then anticipate potential problems and create a list of success factors themselves. You can manage this as a small-group or whole-group activity. The advantage of this approach is that learners themselves:

- analyse the task more carefully
- take responsibility for the success criteria
- understand clearly what they have to do to be successful
- are alert to potential issues as they work
- are better able to assess their performance objectively against the criteria at the end.

This simulates a real life approach to planning and risk management in project development.

You may want to allow learners to enter their own choice of additional items that they want to buy into the blank spaces on the order form, providing their own estimates for what they would cost. They could add these to the blank spaces on their resource order forms. This would allow learners to demonstrate their understanding of the requirements of their given challenge by selecting specialist resources if required. During feedback discussions the teacher will need to ensure that any items added are realistic, and that the costs suggested by learners are 'fair'.

This activity can be linked to Information technology (IT) learning by providing learners with the opportunity, for example, to produce a spreadsheet in which they can enter their purchase choices and which will calculate their total expenditure as they progress. Alternatively it can be suggested that where their IT knowledge is sufficient to enable them to produce their own leaflets and other publicity material, they will be able to avoid having to spend money on those resources and use the money saved for other items.

### **Differentiation to meet individual needs**

Some of the terminology on the sheets might be unfamiliar to some learners so you may want to alter the wording to suit your learners. Similarly, if your learners are not used to the types of challenges noted on the cards, you might ask them to come up with their own challenge ideas.

The resources listed on the order form may not be suitable for your learners and the challenges that you plan to provide them. If not, create your own resource list to add to or replace the provided list.

Each item on the resources list has a price attached to it. You could alter the figures to make them more complex or simpler depending on the skills levels of your learners. This presents an opportunity to develop numeracy skills within the activity.

More advanced learners could contact resource providers to get 'actual' costs of the resources. This would introduce an element of getting a service for the best possible price.

You could ask the learners to source some resources from abroad. This would give them the opportunity to convert currencies and reinforce numeracy skills, see the Embedding literacy, language and numeracy (LLN) section below.

### **Challenges – what learners might do next**

Using the activity they have just completed, ask learners to list what risks would still exist in the project and what the consequences of those risks might be. Ask them to produce a list of actions that could help reduce those risks and what 'contingency plans' they may have in case those risks genuinely did turn into reality. How would they respond if things went wrong?

Look for reports of events and activities that have been run successfully, or at small businesses they know. Produce a list of the resources they would need to set up and run an activity like that for themselves. Estimate how much those resources would cost.

When faced with a difficult challenge, write a list of the help they would need from other people to complete it and of the resources that they may require. How could these be (legally) obtained as quickly and cheaply as possible?

### **Embedding literacy, language and numeracy (LLN)**

Every learning activity includes many different opportunities to develop LLN skills. Always try to find a naturally-occurring opportunity where learners can immediately appreciate the relevance and importance of the skills they are learning to use.

Your LLN specialist will be able to help you to identify specific levels and curriculum references relevant to this activity and to create engaging learning activities to develop the skills. Learners need numeracy skills to be successful in this activity. The activity can be used to help learners develop the skills below.

**At Level 1**, add, subtract, multiply and divide sums of money and record.

- Understand place value of whole numbers and decimals.
- Know that, for column addition and subtraction, decimals should be aligned by the decimal point.  
(Adult literacy core curriculum reference MSS1/L1.1)

**At Level 2**, calculate with sums of money and convert between currencies.

- Understand that exchange rates of currencies are not fixed, but vary on a daily basis.
- Understand buying rate and selling rate.  
(Adult literacy core curriculum reference MSS1/L2.1)

**Useful activities might include:**

- Pricing a list of items from a catalogue and calculating the total cost.
- Selecting items to buy from within a budget.
- Using a spreadsheet to record expenditure (if computer access is available).
- Using information from newspapers, banks or the Internet to find the value of £1 in different currencies and observing how they vary day to day.
- Given exchange rates for different currencies, calculate the equivalent costs in sterling and/or other currencies. First try the calculation by mental arithmetic, then check the results by using a calculator.

## Sheet 2.1: Challenge activities

Set up a business to buy and sell people's unwanted CD-ROMs and DVDs online.

Go into business providing a design and build service for garden decking.

Organise a local celebrity football tournament to raise money for charity.

Launch a frequently asked questions (FAQ) answering service for your employer's customers.

Set up a complete car valet service for customers at a shopping centre.

Launch a monthly magazine for local young artists and musicians.

Go into business developing websites for small companies.

Launch a service providing shopping services, taking people's shopping orders and delivering goods to their homes.

Set up an online auction shop for your organisation, selling off returned and repaired goods.

Sell second-hand items on an online auction site for people that don't have time to do it themselves, and who will pay a commission. Use learners to staff the service with profits going to buy facilities for their college.

Set up a delivery service for two local takeaway food shops.

Develop and launch a new range of environmentally-friendly products for your company.

Establish a stand to sell food and refreshments at a weekly sports event.

Introduce an online helpline service for your organisation's customers.

Produce and sell home made child-friendly, healthy food at local markets.

Set up an equipped evening indoor meeting place for teenagers.

Form a rock band to play profitably at college and company events and festivals.

Sell your IT skills by setting up a business fixing software problems on people's home computers.

Produce a company magazine.

Set up a scheme at college to recycle 90 per cent of all waste.

Take high-quality photos of people's cars and pets, process them and sell them back as artistic framed prints.

Introduce a completely recyclable packaging system for your organisation's products.

Organise a profitable summer fair for your local village/town/estate.

Set up a pet-sitting or house-sitting business for people when they are on holiday.

Set up an organic vegetable delivery service.

Develop and introduce an innovative way to dispose of obsolete stock for your organisation.

**Sheet 2.2: Resource order form**

	<b>Item</b>	<b>Price</b>	<b>Number required</b>	<b>Total cost</b>
1	Van and driver for five days	£350		
2	Delivery truck and driver for six days	£500		
3	Small car and driver for 10 days	£800		
4	A website designer's time for 10 days	£1200		
5	An IT developer's time for six days	£700		
6	Half-page advert in a local newspaper for two weeks	£280		
7	30-second advert on local radio five times a day for three weeks	£400		
8	Lock up storage space for one month	£200		
9	Four large signs designed to your specification	£330		
10	Four large advertising banners designed to your order	£230		
11	One month loan of £1,000-worth of goods from a DIY shop	£100		
12	Hire of £4000-worth of any sort of equipment for one year	£1,500		
13	Shelving and display stands	£250		
14	1,000 glossy brochures of your design	£400		
15	10,000 advertising flyers of your design	£350		
16	1,000 business cards	£80		
17	Contract mobile phone for 12 months	£360		
18	The services of a sales and marketing expert for a week	£700		
19	Two weeks of a tele-sales expert's time	£900		
20	Two work people (able to do any task) for a week	£800		
21	Four hours' advice from an accountant	£240		
22	A one-year insurance policy covering you against all risks	£500		
23	1,000 printed boxes of any size	£350		
24	Printer and laminator to make your own A3 signs	£300		
25	A voucher to hire the services of any specialist in any field for a week	£1,000		
26	The use of a local hall for two weeks	£300		
27	The use of a high street shop for four weeks	£1000		
28	The use of a fully equipped office for four weeks	£400		



## Sheet 2.3: Success factors

The following list contains some success factors – things which must be present for a venture to succeed. It also suggests what might happen if these factors are not in place. How well do the resources that you bought help in ensuring that these success factors are in place?

Success factors	What may happen if that success factor is not in place?	Do you have the resources to ensure this?
Having clear direction, leadership and vision.	Progress is slow, or drifts away from its original aims. Disillusionment, venture fails.	
Having good plans and targets in place.	Lots of activity, but very little progress. Deadlines missed, venture fails.	
Having the right people, with the right knowledge, skills and attitudes.	You finish up doing it all yourself. Jobs don't get done or get done badly.	
Having the right tools and equipment.	Products and services can't be provided, or they are of poor quality.	
Being able to manage the money involved in the project.	Money is lost. There is no control over the venture's finances. The venture fails.	
Being able to promote and sell your product or service to its potential customers.	Nobody knows about your products or services. Nobody buys them and the venture fails.	
Good communications with everyone involved.	Poor coordination. People don't know what they are doing. Confusion.	

Complying with all laws and regulations affecting your product or service.	Venture is closed down by the authorities. You are prosecuted.
Having advice and support from more experienced people.	Time is wasted trying to find out how to do things. Bad decisions are made.
Having good systems to manage and control the project.	No organisation. Poor planning of activities.
Continuing to learn from other people.	The venture runs out of ideas and fails to improve.
Being aware of any risks in the venture, and taking steps to avoid them.	Problems occur, there is no plan for dealing with them and losses are incurred.

## Session plan

**Aims:** To help learners:

- explore the source of entrepreneurial ideas
- appreciate that enterprise exists in everyday activities.

### Learning objectives/outcomes

Learners should be able to:

- define enterprise and recognise the different types of entrepreneurs that exist
- describe the benefits of personal enterprise
- determine how to source enterprising ideas and evaluate associated risks
- highlight the skills and attributes of successful entrepreneurs
- explore the opportunities for enterprise within an organisation (depending on the topic chosen for this activity)
- define what it means to be a social entrepreneur (depending on the topic chosen for this activity).

Time	Teacher plan	Learner activity	Resources
0-15 min	<b>Stage 1</b> Set the scene and test learners' understanding of enterprise.	Group discussion. Personal contribution.	<b>Enterprise: the learning points</b> sheet.
15 -25 min	<b>Stages 2 to 4</b> Introduce exercise and form small groups. Brief groups.	Form small groups. Understand briefing.	<b>Sheet 2.1.</b> <b>Sheet 2.2.</b> Calculators and pens. Flip charts or whiteboards.
25-65 min	<b>Stage 5</b> Support groups as they complete planning task.	Perform ordering task.	Flip charts or whiteboards.
65-80 min	<b>Stage 6</b> Feedback and discuss the planning task.	Group discussions.	<b>Sheet 2.3.</b>
80-100 min	<b>Stage 7: Consolidating, checking and reflecting.</b>	Group discussion and/or create a flip chart or poster to explain understanding.	

**Assessment of learning objectives/outcomes**

- Feedback from each group using flip chart or poster.

**Differentiation to meet individual needs**

- Check terminology on the lists is suitable for all learners and change if necessary.
- If using activity with individual learners, link development of skills and attitude to progress review targets.
- Each item on the resources list has a price attached to it. You could alter the figures to make them more complex or simpler depending on the skills levels of your learners.
- More advanced learners could contact resource providers to get ‘actual’ costs of the resources.
- You could ask the learners to source some resources from abroad. This would give them the opportunity to convert currencies and reinforce numeracy skills.

**Teacher evaluation**

Consider which parts of the session were effective and why.

**Learner feedback**

Consider whether the activities were suitable for all learners and whether the session helped to develop the expert learners.

**Personal, learning and thinking skills developed**

- Independent enquirers:
  - Support conclusions, using reasoned arguments and evidence.
- Creative thinkers:
  - Connect their own ideas and others’ ideas in inventive ways.
- Team workers:
  - Reach agreements, managing discussions to achieve results.
- Self managers:
  - Work towards goals, showing initiative, commitment and perseverance.

**Literacy, language and numeracy skills developed**

**Numeracy**

At Level 1, add, subtract, multiply and divide sums of money and record.  
 At Level 2, calculate with sums of money and convert between currencies.