

Enterprise

Activity 3: Making a pitch

Introduction

Enterprise can be a difficult concept for learners. It conjures up images of big business and wealthy, powerful people that learners find hard to relate to – and some popular television programmes certainly foster this idea. Fundamentally, though, it is about having the confidence and capabilities to turn ideas into working realities.

This activity allows learners to choose an idea and work co-operatively to ‘pitch’ the idea to other colleagues in order to get their backing. Example ideas could be to get sponsors for a sports club, to borrow money to buy products to sell at a forthcoming festival or to get an employer to pay to promote a new service.

Each group prepares and makes a pitch to the rest of the group who then assess the presentation and decide whether to grant their request and, if so, whether there are any conditions that they would want to attach.

The activity will enable learners to develop their ability to work as a team, to organise ideas and to present them in a simple yet persuasive manner. It will help them to develop an understanding of the potential risks and benefits of new ventures and of the need to relate these to each other. It will also provide them with an appreciation of where they are in developing their own skills and aptitudes with regard to planning and undertaking enterprising activities. In addition to addressing these enterprise learning points, it will help learners to understand how to make an effective presentation, which is a valuable enterprise skill.

Learning objectives/outcomes

Learners should be able to:

- 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 challenge selected)
- define what it means to be involved in social enterprise (depending on challenge selected).

Resources required

- A copy of the **Enterprise: the learning points** document (included in the Enterprise theme section of the resource).
- Copies of **Sheet 3.1: Challenge cards**.

- Copies of the **Sheet 3.2: Presentation planning question cards**.
- Copies of the **Sheet 3.3: Peer review sheet**.
- Flip charts and pens.
- Video clip from the 'Dragons' Den' television show: www.bbc.co.uk/dragonsden/index.shtml (optional).

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 pitch cards and relate them to work experience the learner may be starting or have completed, or to an event that may occur within the learner's programme, for example a visit or exhibition of work.

The activity asks learners to be organised and to think logically – and could be used to check the progress of learners against personalised targets related to their progress review.

Starting points

Learners do not need to have any subject-specific prior learning before undertaking this activity. It could 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 take place at the start of this activity.

Learners often find giving talks and presentations difficult. They may find it hard to structure their ideas and they may be nervous. If your learners are not confident or are inexperienced at giving presentations, consider how you can help them develop their skills before asking them to undertake this activity. There are some ideas in the Embedding literacy, language and numeracy (LLN) section of this activity.

Suggested approach

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 learners' understanding of enterprise. 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
- explain why they think each entrepreneur has been successful
- 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.

This warm-up activity helps you to identify any misconceptions that might need addressing initially and 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 views acknowledges that their ideas and opinions are important.

Conclude this introductory discussion by summarising enterprise as being about:

“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 exercise by explaining that many enterprises, no matter how big or small, need some form of backing or support from other people. This could be financial, but equally it could be in the form of business advice or help from friends and family. Being able to persuade other people to provide backing is an important enterprise skill that involves being able to explain to potential supporters how the benefits of the idea will outweigh any risks they are taking in backing it.

As an option, you may ask if any learners have seen ‘Dragons’ Den’ on television and show them a clip as an example of aspiring entrepreneurs ‘pitching’ their ideas. Explain that in this exercise they will have the opportunity to ‘pitch’ an idea in an attempt to get backing from the rest of the group. If you do not think this will help your particular group of learners, do not take this option.

Stage 3

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.
- Taking a role in a group helps to 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.
- All members of the team are equally responsible for ensuring the task objectives are met.
- 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 4

Allocate a red challenge card from the list in **Sheet 3.1: Challenge cards** to each group. Alternatively, you can create your own list of challenges that reflect your learners' interests, their programme area or other course activities with which they are currently involved.

Also give them a set of **Sheet 3.2: Presentation planning question cards**. Explain to learners that, in this activity, they are to become entrepreneurs by pitching an idea and trying to get backing for it from their peers. Brief the groups as follows:

- Your group has to come up with the idea for one of the cards from **Sheet 3.1**. To be able to achieve your goal you need somebody to agree to give some financial backing. The card tells you how much money you need, and what it is for.
- Your task is to explain your idea, what you need and why to a group (your fellow learners), who will make a decision about whether they will lend you the money.
- The cards from **Sheet 3.2** contain some questions that the group being pitched to may have in their minds and that you might want to address in your pitch. Choose the ones that you think are most important.
- Use the cards to prepare your request for backing and decide who is going to say what.

Distribute **Sheet 3.3: Peer review sheet** and ask groups to make sure they are clear about the task. Encourage them to ask questions if in doubt. Remind groups to think carefully about:

- the content of their presentation (that is, the case they will make), for example unique selling points, market research and answers to the anticipated questions
- the key features of what makes an effective presentation.

Sharing and discussing assessment criteria with learners in advance of the task ensures they are clear about what they are required to do and understands how they will demonstrate achievement. It also makes sure that self-assessment and peer review are better informed and offer more constructive assessment for learning.

To develop this further, refer to the Alternative approaches and Embedding literacy, language and numeracy (LLN) sections below.

You will also find more information about approaches to active learning in Part 3 of the **Cross-curricular themes: continuing professional development guide**.

Stage 5

Leave learners to complete the task. Your role is to monitor group discussions 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 to 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

Invite each group to make their presentation. At the end of each presentation ensure that the audience shows recognition for the work done with a round of applause or similar. Then invite the audience to use **Sheet 3.3** to provide feedback on the presentation. You need to facilitate the feedback session to ensure it focuses on the points on the assessment sheet and is concluded with at least one positive point of encouragement.

At the end of the presentations you may wish to get the group as a whole to vote on which team they think presented the most convincing case to receive the backing, financial or other, that they had requested. It may also be worthwhile to reinforce the fact that enterprise usually carries with it some element of risk as well as potential benefits and that it is the job of the aspiring entrepreneur to evaluate and balance these risks. In this exercise they have also been asked to convince an audience of 'backers' that the benefits outweighed the risks for this particular venture.

Stage 7

Discuss the overall exercise with the group, drawing out the learning objectives/outcomes noted above. Then ask learners to give feedback on how they felt before, during and after the presentations. For example:

- Who felt they had done a good job of pitching? Why?
- Who felt nervous? Why?
- What can we do to overcome nerves?
- How can we improve our techniques?
- Who showed enthusiasm and commitment?

Stage 8: Consolidation, checking and reflecting on learning

You should take some feedback on **Sheet 3.3** so that all groups have the opportunity to comment on the 'pitches'.

You may find the following points helpful to summarise and conclude this activity.

- Opportunities to be enterprising may often arise in our day-to-day lives.
- There are benefits in taking risks and being enterprising when faced with challenges.
- It is important to evaluate potential risks and the benefits of enterprising ideas.
- Being enterprising is not just about having a good idea – it is about finding ways of making these ideas happen.
- Entrepreneurs do not always have the skills and resources they need themselves. They may have to find others to provide these.
- Enthusing others about your ideas and proposals is often a key part of being enterprising, personal attitude is vital.
- Being successful sometimes requires you to consider things from the other person's point of view, knowing what is important to them.
- Being involved in social enterprise requires many similar resources to being enterprising in your own business.

Alternative approaches

Depending on the existing knowledge of learners, teachers could include an 'ideas generation' exercise as part of the scene-setting process in Stage 1. You could ask your group to brainstorm on a whiteboard or flip chart as many possible uses that they can think of for basic objects such as a paper clip, a plastic cup or old CD-ROM to illustrate the wide range of ideas.

This exercise is concluded by explaining that the real challenge of being enterprising is turning an idea into a working reality, and that this activity will show how this could happen and identify the resources that may be required.

This activity can be completed using the challenges listed in **Sheet 1.1**, but alternative challenges that reflect learners' own interests and subject or vocational area can easily be substituted. Learners could be encouraged to construct their own scenarios.

You could set a budget and give learners the additional challenge of having to differentiate between competing bids.

You could say at the start of the exercise that only one of the groups is going to be successful in getting the backing it requires. After Stage 6 you could ask the group to vote on which pitch was the best.

Presentation skills

If learners have already covered what makes a good presentation, Stage 4 is a good time to remind them of what they know so that they can practise and transfer their skills. Ask groups to spend a few minutes listing their top tips for good presentations. Take feedback from each in turn and compile a checklist on a flip chart. This can be used for self-assessment and peer review following the activity.

Use discussion to draw out key features such as:

- awareness of the audience and the level of formality
- judging what the audience may already know, or not know about the topic
- choosing appropriate language (tone and register)
- speaking clearly
- using appropriate body language and non-verbal communication
- keeping to the main point
- using notes and crib sheets to remember what comes next
- choosing and using visual aids if appropriate.

Learners working towards Level 1 Communication are not required to give a talk or presentation. Learners working towards Level 2 Communication need to give a short talk (four minutes) about a straightforward subject. This activity provides an opportunity to either develop skills and confidence, or to assess achievement of the standard. To do this, you need to organise observation checklists that can serve as evidence.

Learners could adapt **Sheet 3.3** by adding some skills, such as those above, that are required for an effective presentation and which they would like to improve.

Differentiation to meet individual needs

For less confident learners, consider reducing the number of 'pitching cards' and simplifying some of the language. For more advanced learners you could ask them to come up with two or three more pertinent questions to ask the 'pitching' group or ask group doing the pitch to allocate the money requested to budget headings.

Challenges – what learners might do next

- Consider the advantages and disadvantages of self-employment as opposed to being employed.
- Ask local entrepreneurs how they got started and where they got their initial finance from.

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 identify specific levels and curriculum references relevant to this activity but the general type of LLN skills involved are speaking and listening. The activity can be used to help learners develop the skills below.

At Level 1, express clearly statements of fact, explanations, instructions, accounts and descriptions.

- Know how to match content and level of detail to context and situation.
(Adult literacy core curriculum reference SLc/L1.3)

At Level 2, speak clearly and confidently in a way which suits the situation.

- Know how to adapt the way of speaking (pace, volume, articulation) to suit listener, context and purpose.
- Be able to sustain a clear, confident and appropriate style in formal and social exchanges of varying length.
(Adult literacy core curriculum reference SLc/L2.1)

At Level 2, express clearly statements of fact, explanations, instructions, accounts and descriptions using appropriate structure, style and vocabulary.

- Know and use an appropriate range of vocabulary and syntax in order to communicate more complex meanings.
- Adapt the level of formality in language and style depending on the situation and listeners.
- Know how to structure what is said, using markers help listeners to follow the line of thought.
(Adult literacy core curriculum reference SLc/L2.3)

Useful activities might include:

- Show learners a video of an advert or sketch from a television programme. Discuss how actors communicate emotions and attitudes using non-verbal communication and how they use language and tone effectively.
- Set up and observe a role-play exercise. Follow it up with a debrief on their performance.
- Watch a model presentation on video and discuss key elements such as structure, organisation and presentation of content, choice of vocabulary and phrasing, clarity and tone of voice, variety of pace, emphasis and use of humour. Create a criteria checklist of good (and poor) practice in making presentations.
- Video a brief talk or discussion that a learner has been involved in and get them to comment on their own use of non-verbal communication.

Many learners find giving talks and presentations very challenging. They may find it hard to structure their ideas and they may be nervous. The ideas above could help less confident or inexperienced learners to give presentations by helping them build confidence and skills.

Sheet 3.1: Challenge cards

Cut into individual cards to use in this activity and use the blank cards to create your own pitches.

Pitch 1: Sports kit

What you want to do

Get a new set of kit for your sports team.

What you need

A sponsor prepared to give you £750 to pay for it.

Who from?

A local IT company.

Pitch 2: Sandwiches

What you want to do

Sell sandwiches to visitors at a car rally.

What you need

Someone to lend you £500 to buy stock and banners.

Who from?

A local IT company.

Pitch 5: Charity event

What you want to do

Raise money for charity by running a fun day in your company car park.

What you need

Use of the car park for a weekend and £700 to pay for catering.

Who from?

Your boss.

Pitch 6: Garden design

What you want to do

Go into business designing and building garden patios and decking.

What you need

Borrow £2,000 to buy the equipment and initial materials for the venture.

Who from?

An uncle.

Pitch 7: Company newsletter

What you want to do

Launch an internal newsletter for your company.

What you need

£800 for printing, and to be allowed three hours per week to work on it.

Who from?

Your boss.

Pitch 8: Green products

What you want to do

Get your company to package its products in recyclable materials.

What you need

Company to spend £3,000 per year extra to use green packaging.

Who from?

Your boss.

Pitch 9: Bike shed

What you want to do

Kit out your shed so that you can make money repairing motorcycles.

What you need

Borrow £1,200 to buy the tools that you need.

Who from?

Your mum.

Pitch 10: Mobile beautician

What you want to do

Set yourself up as a mobile beauty therapy service.

What you need

Borrow a car from a hire car company in return for a share of your takings (usual value £90 per week).

Who from?

Local car hire company. .

Pitch 11: Vegetable delivery

What you want to do

Deliver organic vegetable boxes to customers.

What you need

Vegetables on a 'sale or return' basis – value £500 per week.

Who from?

Local vegetable grower.

Pitch 12: Child care

What you want to do

Set up a free crèche for single shoppers with children at a shopping centre.

What you need

Free premises kitted out with appropriate equipment – value £600 per week.

Who from?

Major department store.

Pitch 13: Healthy food

What you want to do

Sell child-friendly healthy food at a weekly car boot sale.

What you need

Borrow £1,200 to buy the tools that you need.

Who from?

A friend who runs his own business.

Pitch 14: CD Seller

What you want to do

Set up a website to sell people's unwanted CD-ROMs.

What you need

Free advice and help in getting the site set up and running from a web expert (normally costs £750).

Who from?

A friend who runs a website design business.

Pitch 15: Fundraising

What you want to do

Raise money for a charity by running a car wash service.

What you need

Free publicity in the local newspaper (normally costs £475).

Who from?

Local newspaper.

Pitch 16: Recycling

What you want to do

Set up a recycling scheme at work.

What you need

Six car park spaces to be set aside in the car park for paper, glass and plastic recycling skips.

Who from?

Your boss.

Pitch 18:

What you want to do

What you need

Who from?

Pitch 19:

What you want to do

What you need

Who from?

Pitch 20:

What you want to do

What you need

Who from?

Sheet 3.2: Presentation planning question cards

Cut up this sheet with one question per slip.

What is your proposal?	How did you come up with the idea?
Who else thinks your idea is a good one?	How do you know that people will buy what you are selling?
How do you know that you'll be able to make it work?	What is in it for me?
What financial payback can I expect?	Will I get any free publicity?
What other benefits will I get?	How do I know I'll get my money back?
What are the risks in your idea?	What are you doing to avoid any risks?
How will you use the money I'm giving or lending you?	Who else will be working on this with you?

How do you know there is a need for what you are proposing?

How many customers do you think you'll have?

How much will customers pay for what you are selling?

How do I know I can trust you?

Sheet 3.3: Peer review sheet

This is for group members reviewing other groups' pitches.

Name of group and their proposal
Was the proposal clearly explained?
Did they convince you that it was a good idea?
Did they demonstrate commitment and enthusiasm for their idea?
Did they explain clearly what they wanted from you?
Did they explain what would be in it for you if you gave them what they wanted?
Did they explain how they would avoid any potential risks?
Do you think you could trust them?
What are you prepared to give or lend them?
Are you going to put any conditions on it – for example, things they must do before you'll give them what they want, or things they must not do?

Session plan

Aim: To help learners understand the skills and attributes associated with enterprise and entrepreneurship through exploring a range of challenges.

Learning objectives/outcomes

Learners should be able to:

- 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 challenge selected)
- define what it means to be involved in social enterprise (depending on challenge selected).

Time	Teacher plan	Learner activity	Resources
0-15 min	Stage 1 Set the scene and test learners' understanding of enterprise.	Group discussion. Personal contribution.	Enterprise: the learning points sheet.
15-25 min	Stages 2 to 4 Introduce activity and form small groups. Brief groups.	Form into small groups. Understand briefing.	Sheets 1.1, 1.2 and 1.3. Flip charts or whiteboards.
25-65 min	Stage 5 Support groups as they complete the planning task.	Perform pitching task.	Flip charts or whiteboards.
65-95 min	Stages 6 and 7 Presentations. Feedback and discuss the planning task.	Group discussions.	
95-110 min	Stage 8: Consolidating, checking and reflecting.	Group discussion.	

Assessment of learning objectives/outcomes

- Feedback from each group using flip chart or poster.
- Check peer review sheets.

Differentiation to meet individual needs

- Check terminology on the lists is suitable for all learners – change if necessary.
- If using activity with individual learners, link development of skills and attitude to progress review targets.
- Depending on the existing knowledge of learners, teachers could include an ‘ideas generation’ exercise as part of the scene setting process in Stage 1 – (see Alternative approaches above).
- This activity can be completed using the challenges listed in Sheet 3.1, but alternative challenges that reflect learners’ own interests and subject or vocational area can easily be substituted. Learners could be encouraged to construct their own scenarios – (see Alternative approaches above).
- Consider setting a budget and give learners the additional challenge of having to differentiate between competing bids.
- You could say at the start of the exercise that only one of the groups is going to be successful in getting the backing it requires. After Stage 6 you could ask the group to vote on which pitch was the best.

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:
 - Identify questions to answer and problems to resolve.
 - Support conclusions, using reasoned arguments and evidence.
- Creative thinkers:
 - Generate ideas and explore possibilities.
 - Connect their own ideas and others’ ideas in inventive ways.
- Team workers:
 - Collaborate with others to work towards common goals.
 - Reach agreements, managing discussions to achieve results.
- Self managers:
 - Try to influence others, negotiating and balancing diverse views to reach workable solutions.

Literacy, language and numeracy skills developed

Language

At Level 1, listen for and identify relevant information from explanations and presentations on a range of straightforward topics.

At Level 2, speak clearly and confidently in a way that suits the situation.