

Enterprise

Activity 1: Meeting the challenge: planning projects

Introduction

This activity asks learners to sequence planning tasks required to accomplish a challenge. It will enable them to develop an understanding of the way in which complex and challenging undertakings can be broken down into simpler and more manageable tasks. It will provide them with an appreciation of their own skills and abilities to undertake enterprising challenges. In particular, it will give learners an appreciation of the important role that planning plays in any enterprise project, and the way in which it can help to turn challenging projects into an achievable set of activities.

This approach is grounded in experiential learning where a hands-on activity or 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' course subject or vocational area. It could also be used more than once with the same group of learners, using different selected challenges to explore how the activities required to complete other challenges would differ.

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
- highlight the skills and attributes of successful entrepreneurs.

Resources required

- A copy of the **Enterprise: the learning points** sheet (included in the Enterprise theme section of this resource).
- Copies of **Sheet 1.1: Challenges**. You may choose to add your own challenges that are specific to your learners' course subject.
- Sets of cards prepared from **Sheet 1.2: Challenge activity cards**.
- Copies of **Sheet 1.3: Knowledge, skills and attitudes cards**.
- Sets of blank cards or sticky notes for learners to add their own activities and skills.
- Pens.
- Questions to prompt feedback, discussion and to reinforce learning at the end of the activity. (See Stage 9: Consolidation, checking and reflecting on learning).

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. This could have been completed in a previous session, or may take place at 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 work experience or you could use the activity as part of a progress review session to help prepare learners for work or work experience.

The activity asks learners to consider their own skills, knowledge and attitudes in relation to certain tasks. You could use this aspect of the activity to check the progress of learners against personalised targets.

Suggested approach

Present learners with a range of challenges, which can either be taken from **Sheet 1.1: Challenges**, or can be created by you to cover a topic more closely related to the subject or vocational area being taught. Ask learners to construct a plan showing what activities would be required in sequence to complete the challenge. Ask them also to show the knowledge, skills and attitudes that would be particularly useful at specific stages of their plan.

During a whole group discussion at the end of the activity, you can use a set of prompt questions to stimulate feedback and enable assessment. This will include an evaluation of the groups' work and discussion of similar situations where such an approach might prove beneficial.

You will find more information about approaches to active 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 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.

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:

“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 take responsibility for planning how an enterprise challenge could be achieved.

Divide 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 more 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 and 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 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.
- 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 1.1** to each group. Alternatively you could create your own list of challenges that reflect learners' interests, their subject or vocational area or other course activities with which they are currently involved. Explain to learners that in this activity they will be entrepreneurs by planning how to make things happen and to accomplish their given challenge.

Stage 4

Give each group a set of cards from **Sheet 1.2: Challenge activity cards**, some blank cards and a pen. Then brief the learners as follows:

- Each group must complete the challenge they have been allocated.
- The cards on **Sheet 1.2** list some of the things that the group may need to do in order to complete their challenge. Stress that not all of these activities will be necessary for every challenge.
- Groups should select the challenge activity cards they think will be needed to complete their challenge, putting the cards they don't need to one side.
- The challenge activity cards which have been selected should be laid out in the sequence in which they need to be completed.

Encourage groups to discuss and clarify their challenge and the order in which they need to complete it, asking questions if necessary.

If there are any activities that learners think should be included, but no challenge activity card is available, they should write these on blank cards or sticky notes and add them into their plan.

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 learners avoid being 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 plans it is important to provide feedback through discussion with each group. The following questions may help to stimulate discussion:

- Why did you include or exclude certain activities?
- Are there any activities in the plan which could be left out without affecting the overall project?
- Are there any activities that could be carried out at the same time to speed progress?

Each plan should include the following elements:

- Communicating with others.
- Planning what money will be required and where it will come from.
- Obtaining necessary resources.
- Identifying what help and services will be needed from others.
- Promoting the idea.

Ask team members what may happen if any of these are missing in their plan.

Note: If time is short, Stages 7 and 8 can be completed at a later date but learners should record their planning sequence for reference.

Stage 7

Distribute **Sheet 1.3: Knowledge, skills and attitudes cards** to each group. Invite them to consider which knowledge, skills and attitudes are essential for their challenge and at which points they would first be needed. Ask learners to place the cards at the appropriate points on the plan, alongside the activity for which they would be required.

During this activity it may be necessary to provide a higher level of interaction and coaching for each group. Questions such as those below may help groups in their task, but it is important to ensure learners provide an explanation.

- Which of the stages in your plan might be the most difficult to accomplish? Why?
- What particular knowledge, skills or attitudes might help in accomplishing those tasks? Why?
- Are there any knowledge, skills or attitudes among the cards that you think would be especially helpful in completing the challenge? Why?
- At which stage would that knowledge, skill or attitude first be required? Why?

Stage 8

Encourage learners to give feedback on what they learned from the knowledge, skills and attitude activity.

Highlight specific examples from each group and explore how these were linked to specific tasks. It may be worth saying that there is no right answer to this activity but that understanding what knowledge, skills and attitudes are required at each stage of a plan is an important attribute for enterprise.

Ask the groups to highlight which of the knowledge, skills and attitudes they think they already have, and which they think may need development.

Ask learners to think about who they know that may have the knowledge, skills and attitudes that they are missing, or who they might contact to begin looking for someone who has them. How do they know that these people have the knowledge, skills and attitudes?

Prompt them to consider friends, family, teachers, business owners or other contacts that they may have or be able to develop. Highlight that being prepared to find others to provide support is another important attribute of entrepreneurs.

Stage 9: Consolidation, checking and reflecting on learning

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

- What similar challenges have you been involved in before?
- In what ways were they similar to these activities?
- Which enterprise knowledge, skills and attitudes do you already have?
- What challenges like this may you have to take responsibility for in future?
- In what ways might being enterprising help you in the future?

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

- list some different types of entrepreneurs
- describe what is meant by personal enterprise
- note three skills and three attributes needed to be a good entrepreneur.

This will reveal the extent of learners' understanding at the end of the activity. Creation of visual organisers requires learners to develop and use high level skills, namely analysis, synthesis and evaluation.

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 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 recognise the relationships between old and new learning and make links 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.

- There are personal benefits to be gained from undertaking challenges.
- Enterprise is not just about building businesses. It is relevant to many day-to-day activities and we all have chances to be entrepreneurs.
- Being enterprising is not just about having a good idea. It is about finding ways of making these ideas happen.
- Enterprise usually requires planning.
- Enterprise will have a degree of risk associated with it. Good planning will help to avoid unnecessary risks, or to identify whether the project as a whole carries too many risks in relation to the possible benefits to make it worthwhile.
- Entrepreneurs do not always have the knowledge, skills and attitudes they need themselves. They may have to find others to provide these.

- Often, having the right attitudes can be more important than having specific knowledge or skills.
- It is possible to be an entrepreneur by adopting positive attitudes without necessarily embarking on a major enterprising 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, you could use blank cards to produce your own challenges, replacing those on **Sheet 1.1** with challenges more relevant to your subject or vocational area. If this is done, you should check the activities listed on **Sheet 1.2** to ensure they contain activities that will be specifically relevant to the newly generated task. If they do not, additional activity cards should be produced using blank cards.

To fit in with session schedule restrictions, Stages 7 and 8 – the knowledge, skills and attitudes activity – may be removed from this activity to be completed on a separate occasion.

Differentiation to meet individual needs

Some of the terminology on the cards might be unfamiliar to some learners so you may need 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 knowledge, skills and attitudes used in the activity may not be suitable for your learners. If not, create your own and link them to targets in the learner's progress review. Also, differentiation need not be about level of challenge in the activity. The activity could be matched to the learners' own interests and goals and again, linked to their progress review.

Challenges – what learners might do next

Identify a personal challenge that learners may wish to complete in the future, and ask them to put together a project plan listing all the main activities that they would have to perform, identifying the important knowledge, skills and attitudes that would be needed at each stage.

Use the approach described in this activity to enable learners to plan a real event that is about to happen. This could be a subject or vocational area related project, or an extra-curricular activity in which the learners are involved. Learners could use some of the activity cards from **Sheet 1.2** if they are appropriate to the real task, but should also be given blank cards on which they can write their own suggested activities, which would be required to complete the task. **Sheet 1.3: Knowledge, skills and attitudes cards** can also be used as in the approach above.

The outputs from this activity could be used to produce a formal project plan using bar charts or Information technology based project planning tools. This extension activity would provide a clear link between the subject or vocational area matter and reality for learners.

Use **Sheet 1.3** to create a personal skills and attitudes checklist for self-assessment. Learners can record their present level of skills and attitudes. They can prioritise those to work on, and record and measure development of these skills over time. Evidence can be included to form a personal record of achievement linked to individual learning plans.

Learners should find out what they can about a well-known entrepreneur. This could be a nationally known figure or a local business person. How did they first become enterprising? Did they have all of the knowledge, skills and attitudes that they needed from the outset? What help and support did they have from other people on their journey?

Whenever learners find themselves saying that they wished that something specific would happen, challenge them by asking what they would need to do themselves to make it happen.

For further detailed exploration of the skills and attributes of successful entrepreneurs **Activity 6: Skills knowledge and attitudes required in successful entrepreneurs** would be a useful activity to use with your learners.

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.

The priority language, literacy and numeracy (LLN) skill that learners will need to complete this activity is literacy. In particular, introduction of new and unfamiliar terminology gives learners the opportunity to widen their technical vocabulary. The activity can be used to help learners develop the skills below.

At Level 1, use reference material to find the meaning of unfamiliar words.

- Know there are different sources of information for word meanings: for example, dictionary, glossary, key.
- Understand the structure of standard dictionary entries, the abbreviations used and the sort of information provided about each word.
- Understand the purpose of glossaries and where they are likely to be found. (Adult literacy core curriculum reference Rw/L1.1)

At Level 2, read and understand technical vocabulary.

- Understand that specialist fields of knowledge, skill and interest have an associated technical vocabulary.
(Adult literacy core curriculum reference Rw/L2.1)

Useful activities might include:

- List unknown or unfamiliar terms and find their meanings in a dictionary, a glossary of a specialist book or online if Internet facilities are available.
- Learners should always be encouraged to keep their own technical glossary for subjects or vocational areas. This gives them a place to record definitions and spellings of new terms. In the workplace a technical glossary is a respected and valuable aide memoir and is used by many workers in highly technical fields.
- Spelling is a multi-sensory skill and everyone has preferred ways of learning to spell. It is helpful to talk about different strategies with your learners. If learners can be helped to use their existing strategies more effectively and widen their range of approaches, they can become better spellers. These pointers may help you introduce new vocabulary to learners in a way which helps them understand and remember:
 - Introduce a new word as near as possible to its point of use.
 - Do this systematically to build up a methodical subject or vocational area vocabulary.
 - Say a new word clearly – pronunciation is an important memory aid.
 - Write a new word clearly on the board. Use capital and lower case letters correctly. Do not write in capital letters as they are difficult to read.
 - Learners must talk about a word, see it, use it and write it repeatedly to learn it. Spelling is a tactile, auditory and visual skill.
 - Encourage learners to make and use a technical glossary to record spellings and meanings.
 - Provide opportunities to use vocabulary frequently.
 - Test and correct spellings. Learners can do this themselves in groups.

Sheet 1.1: Challenges

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

Organise a fundraising car wash for your local sports club.

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

Organise a weekend inter-company football tournament.

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

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

Launch a newsletter for local young artists and musicians.

Set up a scheme providing free gardening services for elderly people.

Go into business developing websites for small companies.

Sell your services as a shopper – taking people's shopping orders and delivering goods to their homes.

Sell unwanted second-hand items on an online auction website for friends that don't have time to do it and charge a commission.

Set up a delivery service for a local takeaway food shop.

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

Design and build a garage for a friend's Dad.

Buy refreshments and sell them at a weekly sports event.

Run a stand at your local market selling child-friendly, healthy food.

Organise a nightly indoor meeting place for teenagers.

Organise this year's company day out – something better than last year's.

Set up a mobile car cleaning business.

Set up a childcare service.

Organise an evening social event for your colleagues at work – something better than the meal at the local pub that they have had every other year.

Form a rock band to play at friends' parties.

Find a way of getting free kit and training facilities for your football team.

Get people in your area to back a plan for building a skate park.

Kit out your garden shed as a workshop for repairing bikes.

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

Produce a company newsletter.

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

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

Organise a summer fair for your local village, town or estate.

Set up a pet-sitting or house-sitting business.

Research people's family history or family tree for a fee.

Set up an organic vegetable box delivery service.

Sheet 1.2: Challenge activity cards

Research market – find out who would be interested.	Forecast – how many customers/users there will be.
Find friends who could help with the project.	Find out which laws you need to comply with.
Agree prices for your products or services.	Find out what authorities you need to tell about this.
Set a date for your event or launch.	Persuade friends to help.
Hold first meeting of your team.	Find a venue for your event or activity.
Work out where you need to get skills from.	Draw up a detailed plan with dates and responsibilities.
Assess what services you would need to hire.	Work out what skills you need.

Find suppliers for products or materials.	Assess what materials or products you would need to buy.
Phone potential sponsors.	Find out how much it will cost to hire staff.
Phone suppliers.	Phone potential customers.
Plan how you will promote the idea.	Find appropriate advisers for the activity or business.
Have a trial run of the event.	Trial the idea with a few potential customers.
Research similar events or activities that have previously happened.	List all the things that could go wrong, and then deal with them.
Borrow equipment that you need.	Find premises to work from.

Check health and safety regulations.	Talk to local businesses that could help you.
Negotiate prices with suppliers of goods or materials.	Find out cost of advertising.
Recruit staff.	Check if you need permission from anyone, such as councils.
Decide who the project needs to be promoted to.	Find a means of handling and banking the money.
Decide what transportation will be required and who will provide it.	Decide how to promote the project among friends.
Plan catering arrangements.	Talk to local press and radio stations about coverage.
Set a budget for how much money you need to raise.	Plan what facilities the event's visitors will require.

Write a forecast of how much money you will receive.	Check whether you need Criminal Records Bureau checks to be done.
Place orders for materials or supplies.	Set a budget for how much money you will be spending.
Get brochures printed.	Decide who will open/launch the event.
Plan where and how you will promote the event.	Find out who will oppose the project and why.
Establish how you will raise the cash to fund the project.	Organise a website for the venture.
Find a way of keeping records or accounts of money in and money out.	

Sheet 1.3: Knowledge, skills and attitudes cards

Good IT skills.	Positive attitude.
Confident in own abilities.	Able to solve problems.
Able to work with others.	Good at making contact with others.
Enthusiastic.	Good at selling.
Understands a lot about finances.	Knows local business people.
Has contacts at local papers and radio stations.	Good at mathematics.
Good at writing.	Creative.

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Good at coming up with ideas.	Has a driving licence.
Hard-working.	Tenacious – doesn't give up easily.
Listens to others' ideas.	Enjoys learning new skills.
Prepared to challenge current ways of doing things.	Ambitious.
Knowledge of your product or service.	Knowledge of the law.
Prepared to pick up the phone and talk to strangers.	Able to speak in front of groups of people.
Good at forward planning.	Energetic.

Patient with other people.	Logical – can do things in a sensible sequence.
Physically able to do the required tasks.	

Session plan

Aims: To help learners:

- understand what is meant by enterprise
- recognise the different types of entrepreneur and the associated skills.

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
- highlight the skills and attributes of successful entrepreneurs.

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 small groups. Understand briefing.	Sheet 1.1. Sheet 1.2. Blank cards and pens.
25-45 min	Stage 5 Support groups as they complete planning task.	Perform planning task.	
45-55 min	Stage 6 Feedback and discuss the planning task.	Group discussion.	
55-65 min	Stages 7 and 8 Brief learners for the knowledge, skills and attitudes task. Support groups as they complete the task. Feedback and discuss the task.	Perform knowledge, skill and attitude task. Group discussion.	Sheet 1.3.
65-80 min	Stage 9: Consolidating and checking learning Review activity and learning points.	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 that the terminology on the cards is suitable for all learners and change if necessary.
- If using the activity with individual learners, link the development of skills and attitude to progress review targets.
- Consider linking the activity to personal interests and goals in order to meet different needs.

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

- 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.
- Effective participators:
 - Propose practical ways forward, breaking these down into manageable steps.

Literacy, language and numeracy skills developed

Literacy

At Level 1, use reference material to find the meaning of unfamiliar words.
At Level 2, read and understand technical vocabulary.