



Enterprise 4U

A practical half-day introduction to enterprise education for Key stage 4 staff

Course
notes

Trainer's outline

Session 1 (90 minutes)

Time		Mode	Note ref
09.00	Introduction to workshop	Plenary	1
09.05	Choice of ice-breaker activities	Small groups	2
09.15	What is enterprise?: Enterprise skills Feedback	Small groups	3
09.30	What is enterprise?: Your enterprise profile Feedback	Individual work	4
09.45	Creative thinking half-hour Feedback	Small groups	5
10.15	Skills audit Feedback	Individual work	6
10.30	Comfort and refreshment break		

Session 2 (90 minutes)

Time		Mode	Note ref
11.00	Enterprise in the curriculum	Plenary	7
11.25	Developing enterprise skills 1: Blow up Feedback	Small groups	8
11.55	Developing enterprise skills 2: Sculptors' Den Feedback	Small groups	9
12.15	Key characteristics of an enterprising school 1 Revision	Plenary	10
12.20	Key characteristics of an enterprising school 2 Your enterprise profile revisited	Plenary	11
12.25	Summing up	Plenary	12
12.30	Close		



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1 | Introduction to workshop

(5 minutes; plenary)

OHP Slide 1

Address to the students

You're going to be enterprising today and have fun at the same time. You're enterprising already but you just don't know it. Be confident; you're probably well on the way already.

Schools are already enterprising. It's the teacher's job to simply draw out the enterprising abilities of their learners.

Teachers are enterprising in their teaching and learning styles.

Teachers have had to be creative to hold learners' attention, supplement budgets and maximise resources.

In many schools, enterprise remains implicit rather than explicit.

Read and understand 'Introducing enterprise education', located at the front of this pack.

In the past, some staff have been uncomfortable with the concept of enterprise education. Reassurance is the key here.

Many of the activities will be undertaken in small groups.

Explain about the handouts and resource pack.

2 | Choice of ice-breaker activities

(10 minutes; working in small groups)

OHP Slide 1

Breaking the ice!

Trainers choose one of the three activities listed below. The purpose is to get students' minds working.

1. **If you were...?** If you were a sweet/tree/flower/animal, what type would you be?
2. **Dreams.** If you could do just one thing in your life, not constrained by money, rules or whatever, what would it be?
3. **Spice.** Tell me what you want, what you really, really want – to be or do (if you weren't in teaching).



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3 | What is enterprise?: Enterprise skills (15 minutes; working in small groups)

OHP Slide 2

Objectives and learning outcomes

- To enable students to work with others on a creative activity
- To develop students' communication skills
- To practise students' decision-making skills
- To find out the skills and qualities of an enterprising person
- To demonstrate enterprise education activities

Resources

- Flip chart paper
- Felt-tip pens
- Tac adhesive

Methodology

A. Introduction

- What are enterprise skills?
- What do you think?
- A one-minute thought shower to confirm awareness of enterprise skills.

B. Divide the students into small groups

Ask the students to design a poster illustrating an enterprising person. It should highlight what the group considers to be enterprising skills and personal qualities.

Each group appoints a reporter to explain their enterprising person to the whole group.

It is important to clarify what enterprise is, for example:

- *It is not about starting a business.*
- *It is not about Richard Branson, Alan Sugar nor Anita Roddick.*
- *It is not based in the Business Studies department; it's cross-curricular.*

We'll return to this later in the programme.

C. Each group reports back on their perceptions of an enterprising person

OHP Slide 3

Students' drawings should have illustrated that enterprise comprises a wide range of personal characteristics. For example, an enterprising person:

- takes the initiative to make things happen
- solves problems creatively
- manages autonomously
- takes responsibility for, and ownership of, projects
- sees things through from start to finish
- networks effectively to manage interdependence
- uses resources creatively and innovatively
- uses judgement to take calculated risks
- seeks and grasps opportunities.

OHP Slide 4

In *Learning to be enterprising*, Ofsted (2005) said that enterprise capability is:

the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in a variety of contexts, both personal and work.

OHP Slide 5

Paul Kearney, an Australian teacher who spent some time in the UK in the 1990s, said:

Enterprise is purposeful, active behaviour which can take place in any number of contexts. Enterprise is making things happen, having ideas and doing something about them, taking advantage of the opportunity, and bringing about change.



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4 | What is enterprise?: Your enterprise profile (15 minutes; working individually)

It is difficult to measure the changes in enterprising behaviour.

At the start, it is important to set a baseline from which you can assess future impact. Drawing up an 'enterprise profile' is a relatively easy and enjoyable way of doing this.

Record student feedback to measure impact.

Build up a portfolio of evidence from activities.

Objectives and learning outcomes

- To enable students to consider how enterprising they are
- To enable students to identify the qualities of enterprising people
- To demonstrate enterprise education activities

Methodology

Hand out the questionnaire called 'Your enterprise profile'.

Introduce the activity: Imagine you're on holiday lying on the beach and reading your favourite magazine, when you come across an intriguing questionnaire.

Ask the students to complete the questionnaire – only pages 1 to 4 at this stage.

When they have answered all the questions, ask the students to work out their scores.

Then invite the students to plot their own profiles.

When finished, ask the students to discuss their profiles in pairs. They might focus on: strong points; weak points; surprises; disappointments; what they can work on and how?

Ask the students to keep their profile.

They'll be asked to review it later in the day.

OHP Slide 6

Copies of the questionnaire and profile for use with students are in the 'Additional resources' section.



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5 | Creative thinking half-hour (30 minutes; working in groups)

Trainers choose one of three activities:

- a. Creative Bathroom Company – design your own bathroom
- b. Improving the human head – you are a top scientist who has been asked to design a head for the future. Pop on your creative hat before you begin!
- c. Adding value – think up creative uses for small objects.

Explain the chosen activity.

Take feedback on completion.



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5a | Creative Bathroom Company (working in small groups)

OHP Slide 7

Objectives and learning outcomes

- To help students develop teamworking skills
- To develop creativity
- To encourage 'thought showers'
- To demonstrate enterprise education activities

Resources per group

- Flip chart paper/A2 poster paper
- Coloured felt-tip pens
- Bathroom sketches (a picture for photocopying is overleaf)

Methodology

- Distribute the resources.
- For three minutes, students use a 'thought shower' to come up with 30 ideas to improve a bathroom.
- They discuss their ideas; did everyone contribute fully?
- To extend the activity, ask the students to repeat the exercise and design a bathroom for a specific user (eg Hannah Handbag; IT Ian; Romantic Rosy). This time they have two minutes to come up with 25 ideas for improving the bathroom.
- Discuss the findings.

Review and reflect

- Which exercise was easier?
- What skills have the students developed?
- Can they transfer the technique of ideas generation to other activities?

OHP Slide 8



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5b | Improving the human head (working individually then in groups)

Objectives and learning outcomes

- To encourage students to search for new ideas and alternatives
- To modify and remove faults in existing ideas
- To develop creativity
- To demonstrate enterprise education activities

Resources

- A3/flip chart paper
- Felt-tip pens
- Tac adhesive

Methodology

How might students improve an owl's head? Or a shark's? What might both of these creatures like to be able to do with their heads that would improve the way they live?

Students assume the role of a scientist who has been asked to come up with suggestions for improving the human head. Using their creative hats, they spend five minutes individually, then 10 minutes in a group, thinking of some new ideas. They present their group's findings to the other groups.

OHP Slide 9



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5c | Adding value

(working in small groups)

Objectives and learning outcomes

- To demonstrate enterprise education activities
- To encourage lateral thinking
- To develop enterprising skills and behaviours

Resources

- A seemingly endless range of apparently out-of-context items (eg baobab seeds; drinking straws; tea lights; pipe cleaners; a lemon; a plant pot)
- A3/flip chart paper
- Felt-tip pens
- Tac adhesive

Methodology

Students are given an item and asked to think up as many different ways of using it.

What if ... it was larger smaller ... a different colour ... made of a different material?

How will they add value to the item they have been given?

What opportunities would they look to exploit to bring the item to market?

OHP Slide 11

After 12–15 minutes, see what each group has come up with. Ask each pitching group to describe the knowledge and skills they used in carrying out the task.

The trainer seeks review and evaluation from each of the other groups: how would the other students describe the knowledge and skills applied by the pitching group?

Use a flip chart to record peer evaluation.

OHP Slide 12



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6 | Skills audit

(15 minutes; working individually then as a whole group)

Objectives and learning outcomes

- To reflect on and review personal skill sets
- To reflect on and review the use of teaching and learning styles
- To demonstrate enterprise education activities

Methodology

Hand out the questionnaire 'Exploring your teaching and learning styles'.

Ask the students to select one statement from each of the groups in the 'Your enterprise profile' questionnaire and to copy it into the box in the left-hand column of the tables.

Then ask students to think about their chosen statement and how it applies to their own skills, or learning and teaching style. They write their thoughts in the box in the right-hand column of the tables.

It might be something the student is going to do tomorrow, or something the student does already, that is enterprising.

Then seek feedback:

- Were there any surprises?
- How do enterprising skills and behaviours impact on teaching and learning styles?

Offer Professor Alan Gibb's summary of enterprising behaviours, skills and attributes. It is designed to highlight the links between small businesses, entrepreneurship and wider educational goals.

OHP Slide 12

Break



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7 | Enterprise in the curriculum

(25 minutes; plenary)

This plenary session shows the relevance of enterprise to the Key stage 4 curriculum.

Enterprise should be:

- delivered throughout the curriculum, not discretely
- offered to all learners, not just the academically challenged
- a feature of qualifications such as key skills and Skills for Life.

Enterprising activities involve:

- exposing learners to opportunities that the world outside of school will offer them, but at an earlier age, allowing them to rid any fear of being a failure
- encouraging learners to get involved in a project and see it through from start to finish, so that they can discover how much they can learn from doing something challenging over a period of time
- taking risks, having a go and doing something that learners really believe in.

It is important that learners are clear that they do not need to start up a business but will gain experiences that will develop their personal skills.

Role models are important. The term 'entrepreneur' must be used with care – getting rid of the Richard Branson image makes being enterprising and entrepreneurial an achievable dream for young people. Learners can be asked to suggest people in their locality who are enterprising. Why are they enterprising?

Unless there is ownership and buy-in from the learners, there is little chance of enterprise succeeding in schools. And changing the culture of the learners is an impossible task if the culture of the staff and the school is not enterprising/can do.

Methodology

- Distribute the handout called '25 characteristics of an enterprising school'. It'll help the students to think about how enterprise education can be made explicit in their school.
- Ask the students, in small groups, to rapidly review where they consider their school to be in relation to each of the characteristics.



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8 | Developing enterprise skills 1: Blow up (30 minutes; working in small groups)

Objectives and learning outcomes

- To develop teamworking skills through creativity
- To develop time-management skills by working to a deadline
- To provide innovative and creative opportunities
- To improve presentation skills
- To have fun
- To demonstrate enterprise education activities

Resources for each group

- 15 long balloons (various colours)
- 1 balloon pump
- 4 sheets of A4 white paper
- 1 roll of sticky tape

Methodology

- Allocate 4–6 students to a group.
- Discuss the activity to ensure understanding of the task.

OHP Slide 13

The brief for students

Your school is hosting an event to welcome learners from one of your twinned schools in mainland Europe. To mark their visit, the school has decided to present them with a unique sculpture to take back to their country. The winning sculpture will be the one which is most representative of your local community.

The sculpture must be:

- finished in 25 minutes
- constructed using only the materials provided
- as tall as possible, and no smaller than 1.5 metres
- able to stand without support
- capable of being easily moved to the school's reception area
- given a title.

OHP Slide 14



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9 | Developing enterprise skills 2: Sculptors' Den (20 minutes; working in small groups)

Objectives and learning outcomes

- To practise presentation skills
- To develop teamwork skills
- To demonstrate enterprise education activities

Resources

- Sculptures from the 'Blow up' activity
- A cup (to present to the winning team)
- Cards to randomly select the order of presentations
- Flip chart and pens

Methodology

- Students remain in the same group that they were in for the 'Blow up' activity

The brief for students

Prepare a two-minute presentation to present your work to the Sculptors' Den. There is a prize for the winning piece. As experienced balloon sculptors, all participants are members of the Sculptors' Den and will be expected to help choose the winning piece.

After the presentations have been made, review the activity, still working in your groups, to agree:

- how well you organised yourselves
- what you enjoyed most
- what you would change
- what your group's strengths and weaknesses were.

Record your thoughts on a flip chart.

Ask participants to vote individually for the sculpture they would most like to be presented to the twin school on their visit. Remind participants that they are asked to vote for the sculpture that is most representative of their local community.

Make a big show of presenting the cup to the winning team.

OHP Slide 15



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10 | Key characteristics of an enterprising school 1 – revision

(5 minutes; plenary)

Address to the students

I'd like to spend the last 15 minutes revising what we've done today.

Right from the start I've been trying to suggest that enterprise education is about making explicit a lot of what happens in school already.

Enterprise is already there in many parts of school life. Making the enterprise learning explicit offers everyone – staff and learners – the chance to be enterprising!

Enterprise Insight, the organisation responsible for Enterprise Week, an annual UK-wide week of activities inspiring people in their teens and twenties to be enterprising – to turn ideas into something real – says that:

Central to the concept of enterprise is having ideas and making them happen. Spotting opportunities and realising ideas requires the right attitudes, skills, know-how, and most of all, having a can-do mindset. It offers young people the vision, skills and know-how they will need to operate in an increasingly complex world.

OHP Slide 16

Refer to the Enterprise Insight and Enterprising Education websites (see additional resources section).



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11 | Key characteristics of an enterprising school 2 – your enterprise profile revisited

(5 minutes; plenary)

Address to the students

Another quote from Enterprise Insight's current campaign highlights the role of teachers:

A greater emphasis on the enterprise skills and qualities developed through 'learning by doing' will enable students to see how what they are learning or creating can lead to real world success.

OHP Slide 17

On that note, I'd like to find out what you've gained from today.

Let's revisit **your enterprise profile** and see what you've gained from today.

You are back from holiday. What did you gain from the experience? Please return to the original questionnaire to complete the last three pages.

For example: Are you now more or less likely to make your ideas work? Or has there been no change? Tick the appropriate box.

Thank you!

Let's have a quick show of hands:

- How many of you have put at least one tick in the column representing 'less likely' somewhere in the questionnaire?
- In the 'more likely' column?
- How many of you have had fun today?

An interesting approach that you can try with the students, to reinforce progress, is to ask them to write down three enterprising things they'll do tomorrow (especially if it's the weekend!) and next week.

OHP Slide 18

Remind students that handouts are available in the additional resources section of this pack.



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12 | Summing up (5 minutes; plenary)

To sum up: Enterprise education is for all of us – staff and, most importantly, learners.

Thank participants for their time and interest.

As Enterprise Insight says:

A 'can-do' attitude and a creative outlook with enterprise knowledge and skills will enable young people, whatever their background, to chart their own path to success and realize their aspirations.

And that's a goal we all share!

OHP Slide 19