



Being enterprising

Age range: 7-11

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
25-50 mins	By the end of the activity pupils will be able to: <ul style="list-style-type: none"> Describe what it means to be enterprising Identify the skills you might need to be enterprising Explore how being creative helps to be enterprising 	<ul style="list-style-type: none"> Being enterprising presentation slides Being enterprising pupil worksheet

This lesson has been developed for pupils aged 7-11, to show them how a mix of skills, a positive mindset and perseverance can help them be enterprising. Being enterprising is more than setting up a business or being self-employed, it's a valuable workplace skill and has benefits when applied at school, in work, or in the community. The activities in this lesson encourage pupils to get inspired by looking at issues or opportunities from a different angle to generate ideas.

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Word bank

- Initiative:** Coming up with an idea and doing it by yourself
- Resourcefulness:** Finding quick and clever ways to overcome difficulties
- Creativity:** Using your imagination to come up with new ideas
- Resilience:** Learning from mistakes and achieving goals even when things go wrong
- Problem solving:** Breaking down something tricky or challenging to find a solution
- Communication:** How we share information with others, usually by listening and speaking
- Adaptability:** The ability to react well even when unexpected things happen

Activity one

Being enterprising



Using **slide 1** start by reading through the below information on being enterprising with your class.

Being enterprising is about coming up with ideas and being able to do things independently. It combines a mix of skills including creativity, resilience and proactivity.

Being enterprising is often linked to someone starting a business, but it can also be applied at school or in work or the community.



Use **slide 2** to highlight some examples of being enterprising. It could be a pupil recognising that their school doesn't do much recycling and creating a new scheme to encourage more people to recycle. Or someone working at a vets introducing more pet care services after finding out from customers what they would like.



Activity two

Getting inspired

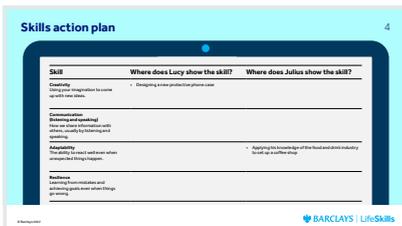


Ask pupils if they can think of anyone who is enterprising.

Examples may include:

- People who set up or run businesses
- Sport team managers
- Inventors who come up with new ideas to change lives

Now show pupils the film on **slide 3** which shows Julius and Lucy's stories on how they made their ideas for businesses happen. You might want to watch the film in advance and create a bank of any words that may be unfamiliar to your class, and add to this as they watch.



Display the table on **slide 4** which outlines some of the skills Lucy and Julius displayed in the film whilst being enterprising. First read through the skills column to ensure students are familiar with those core transferable skills.

Then ask pupils to think of examples from the film where these skills were shown. If your class is younger or needs more support, you can fill out the ideas as a class. The fields on the slide are interactive for you to fill in either using the table below or inputting your pupils' answers. Older pupils or those who can work independently can be provided with the Being enterprising pupil worksheet and encouraged to fill in the table individually or in pairs.

Skill	Where does Lucy show the skill?	Where does Julius show the skill?
Creativity Using your imagination to come up with new ideas.	<ul style="list-style-type: none"> • Designing a new protective phone case 	<ul style="list-style-type: none"> • Coming up with a new way to tackle homelessness
Communication (listening and speaking) How we share information with others, usually by listening and speaking.	<ul style="list-style-type: none"> • Advertising the product to the general public • Sending an email to customers explaining that they needed more time 	<ul style="list-style-type: none"> • Talking to charities to see how he could help tackle the issue • Emailing and cold calling investors • Presenting to a table of 10 investors
Adaptability The ability to react well even when unexpected things happen.	<ul style="list-style-type: none"> • Everyone becoming fulltime employees to fulfil the orders 	<ul style="list-style-type: none"> • Applying his knowledge of the food and drink industry to set up a coffee shop
Resilience The ability to react well even when unexpected things happen	<ul style="list-style-type: none"> • Building the product and brand took time and care 	<ul style="list-style-type: none"> • Not giving up and deciding to put 100% of his time into creating the cafe

Activity three

Generating ideas



Creativity is a key skill when being enterprising because we need it to come up with new and inventive ideas. This activity gets pupils to hone their creativity skills to come up with a new idea for a product or service that could be an opportunity to solve a problem around school.

You could show the below examples displayed on **slide 5**, or encourage older pupils or those who need less support to come up with their own.

- Encouraging recycling at school
- Stopping littering in the playground
- Organising books in the classroom
- Helping a new pupil settle in

To help them come up with their idea, start by setting a timer for five minutes and ask pupils to write down as many possible solutions to their problem. Encourage them to think creatively, no matter how silly it may seem – there are no limits on the ideas. This can be done individually, in pairs or groups.



Next, ask pupils to choose just one of the ideas they wrote down and develop it further with more enterprising thinking. They should answer the below questions on **slide 6** which would help their idea happen:

Why is their idea important? Who or what would it be helping?

Could there be more than one solution to this opportunity/issue?

Who could they speak to that could help them make this idea a reality?

What physical items would they need?

How long would they need?

What challenges could they face along the way?

Extension

Split the class into groups and get them to create a more detailed plan for how they can make their idea a reality. They could present their plan to the head teacher or school council.