



Putting enterprise skills into action

Age range: 11-14, 14-16 and 16-19

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
10-215 mins	<p>By the end of the activity students will be able to:</p> <ul style="list-style-type: none"> • Begin to identify the different behaviours and skills that can be combined to create an enterprising mindset • Understand the different elements of being enterprising and how they work together to help them succeed on their enterprise journey • Identify examples in their own personal development and ongoing learning where they can build the skills needed to be enterprising • Understand how enterprise skills can be developed and applied in different real-world work situations and their own lives 	<ul style="list-style-type: none"> • Putting enterprising skills into action presentation slides

Always start the session by agreeing ground rules with the group. For advice on this and other ways to establish a safe learning environment, download the [LifeSkills content guide](#).

Optional:

The Skills Builder Framework provides measurable steps for eight essential skills and can be used in combination with this lesson to support your students' progress in the skill of creativity – the use of imagination and the generation of new ideas

Skills Builder also offer a student Self-Assessment Tool, which helps learners to reflect on their own skill strengths and areas for development. This and other resources can be accessed on the [Skills Builder Hub](#).

Contents

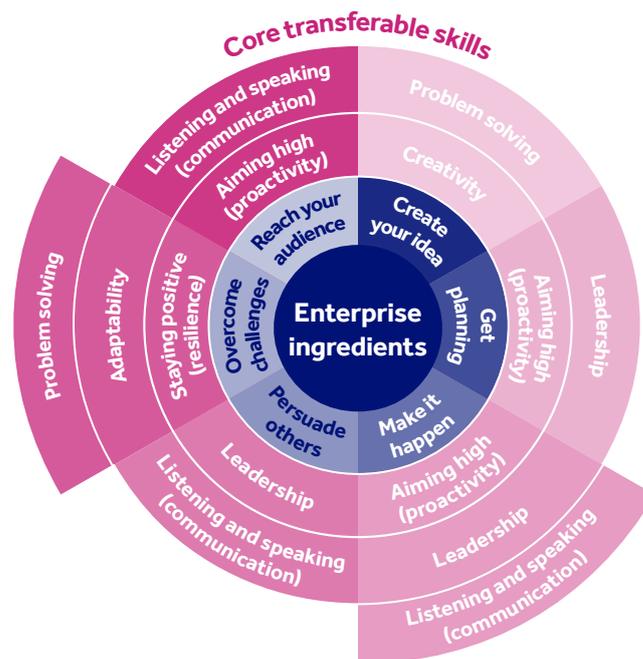
Activities	Time	Page
Activity one: Introduction to being enterprising	10 mins	3
Activity two: Enterprise interactive tool	45 mins per scenario	5
Activity three: Enterprise film	20-40 mins	10
Activity four: Real world briefs	120 mins or extended project	14
Make the most of other LifeSkills resources		16

Activity one

Introduction to being enterprising

1. Introduction around Enterprise for educators

- Being enterprising is a combination of mindset and skills that enable someone to bring about change. People who are successfully enterprising approach challenges in a positive way and have the skills to take a solution forward. Successfully setting up a business is perhaps what first comes to mind, but it is also possible to be enterprising within the workplace, community, inside and outside of education. The benefits of being enterprising are far reaching and can set someone up for life
- Being enterprising requires a proactive mindset and the energy to take an idea from start to finish. LifeSkills outlines six key 'enterprise ingredients', which when brought together can make an idea happen. Some people will utilise a strong enterprising mindset to become entrepreneurs, whilst for others developing these transferable skills will set them up to adapt to the evolving job market, spot an opportunity to make a change, or solve a problem
- The skills which underpin the enterprise ingredients are the skills that run throughout LifeSkills content. They are critical for young people to demonstrate as they transition from education to the workforce. They are skills like staying positive (resilience), problem solving, creativity and leadership, which are becoming increasingly valuable to employers



2. Getting started



- Ask students to consider the term enterprise and suggest the behaviours and skills that an enterprising person might demonstrate. Show **slide 2** and ask them to match up their suggestions to the enterprise ingredients. For example, to reach your audience, you will need to be proactive in reaching the right people and possess good communication skills. Move on to **slide 3** and see whether their thinking matches the full wheel
- Choose from these quick ice-breakers to get your students thinking about enterprise in a real life setting. Note that if not delivering ice-breaker 3, you can skip over **slide 4**

Activity one

Introduction to being enterprising (cont'd)

Ice-breaker 1

Objective: To encourage recognition that looking at things differently helps create solutions.

- Hold up a pen or a ruler and ask students to work in small groups to think of as many new uses for the object as they can within two minutes
- Make sure you have some ideas of your own so you can help any students who might find this more of a challenge, e.g. a ruler could be a diving board for a mouse, a device for propping a book open, or a handy holder for elastic bands
- This activity will help students understand that some of the best inventions don't "reinvent the wheel", they just tweak an existing concept

Ice-breaker 2

Objective: To promote thinking about the skills that are most valued and which students already have.

- Ask the group to work in pairs to answer the following questions:

If you needed someone to work on a project with you whilst in education, in the community or at work, what's the one skill you would be looking for and why?

Is it different to the skills you have?

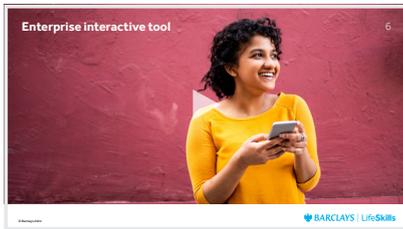
Ice-breaker 3

Objective: To encourage understanding of what makes someone enterprising.

- Use **slide 4** to talk through the descriptions of Jay and Nisha, who work together in a clothes shop. Get students to reflect on the skills each person has, discussing Jay and Nisha in turn and writing students' answers on the board. Ask for a show of hands for which person the students would describe as being enterprising.
- Ask them to explain their choices, and discuss what makes one person enterprising. They both have similar skills but the difference is in their attitude and how they use their skills. It's important to mention to students that just because Jay doesn't appear to be enterprising, this doesn't make him a less valuable employee; Jay has other skills and could develop enterprising skills as we all can.
- Next, return to **slide 3** and ask students what skills both Jay and Nisha have shown on the wheel

Activity two

Enterprise interactive tool



Getting started

- Visit [Your Enterprise Journey](#) and click 'start' on the tool's main screen, or launch from **slide 6**. You will be given a menu of three enterprise scenarios to select
- Every scenario has a journey which progresses through the same six sections, each representing a different enterprise 'ingredient'

Delivery options

Work through one or more of the scenarios with the whole group. You can ask students to complete individually or in small groups. Generate a debate-style discussion by working through the questions which follow.

Discussion questions

You can tailor or select the questions below according to what you think will best fit the ability of your group. Guideline age ranges and example answers have been given alongside each question.

Section 1: Create your idea

▶	Pause after 'Create your idea'
11-14	<p>What would help you choose the final idea?</p> <p>Example answer: By finding out more facts about the wider problem, to see which solution was the best fit.</p>
14-16	<p>Which skills other than creativity might have helped with developing the idea?</p> <p>Example answer: Aiming high (proactivity) – having the initiative to go out and ask people questions, conduct research or problem solving – identifying and analysing the problem to formulate the best suited solution.</p>
16-19	<p>What could have been the impact of not looking at wider sources of information when creating your idea?</p> <p>Example answer: The idea may not have been right for meeting needs of the audience and therefore would be less likely to succeed, and you could waste time, effort and money.</p>

Activity two

Enterprise interactive tool (cont'd)

Section 2: Get planning

▶	Pause after 'Market research'
14-16	<p>Where might you have already used or been a part of some of the market research techniques mentioned?</p> <p>Example answer: research for a group project or coursework, filled in a survey about a service or product.</p>
16-19	<p>Can they name an example of a qualitative and quantitative research technique?</p> <p>Qualitative examples: Focus groups, interviews. Quantitative examples: Online surveys, questionnaires.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Qualitative: Information in the form of opinions, attitudes and motivations e.g. an interview, or survey which asks about people's views and beliefs.</p> <p>Quantitative: Structured information based on data, statistics, and numbers e.g. a survey which asks about the number of times someone has used a service, or how they rated a product on a scale.</p> </div> <p>The methods can complement each other and if used together can provide an in-depth understanding of a topic.</p>
▶	Pause after 'Who is your target audience?'
11-14	<p>Why is knowing your target audience so important?</p> <p>Example answer: Because you should be tailoring your idea/product/service around the people who will support/ buy it, if you don't understand the people your idea/product/service is aimed at, you're unlikely to create something that truly meets their demands and it is less likely to be successful.</p>
14-16	<p>How might your customers influence the success of your product/service?</p> <p>Example answer: Online review sites, social media and people's personal blogs or vlogs are just some examples of ways that people can openly talk about your service to others, so it's important to make sure the things they're saying are always positive.</p>
16-19	<p>If you are completing scenario 3, students will be introduced to the terms USP and UVP.</p> <p>Ask students if they can recall what these stand for and if anyone can suggest what they mean/the difference between them</p> <div style="border: 1px solid black; padding: 5px;"> <p>USP: Unique Selling Point, the key element of your service that makes it stand out and appeal more to potential customers than your competitors.</p> <p>UVP: Unique Value Proposition, the clear statement explaining what makes your business unique.</p> </div>

Activity two

Enterprise interactive tool (cont'd)

Section 2: Get planning

▶	Pause after 'What do you need to budget for?'
11-14	How do you identify a 'need' versus a 'want' when budgeting for an enterprise project, and why is this important?
14-16	Example answer: You consider which items are most important for the basic set-up and running of your business ('needs'). It's important to prioritise those 'must-have' items, especially at the start when you have a smaller budget and don't always know how things will go at the beginning. 'Wants' are items which may add value to your project, but are not essential to setting it up and could be added at a later stage.
14-16	Why is it useful to have some money left over in your budget at the start of a new enterprise project?
	Example answer: Because you don't always know how things will turn out, it's important to know you have some contingency for unexpected costs.

Section 3: Make it happen

▶	Pause after 'Building your team'
11-14	Why is it important to recognise transferable skills that we build in our everyday lives?
14-16	Example answer: It means you are able to apply skills learnt in one area to another area, for example discussing the skills learnt during work experience or whilst volunteering when answering job interview questions.
14-16	How can you make sure people and potential employers are aware of the skills you have developed?
	Example answer: Make sure you include all experiences, even non-professional ones, as examples of where you've built skills to give context and stronger evidence. This could be on CVs, LinkedIn, job applications or in interviews.
16-19	Why should you think about your own skills when choosing people to help you with your enterprise project?
	Example answer: It means you can identify the gaps in your own abilities, to find the skills you'll need your team to have.

Activity two

Enterprise interactive tool (cont'd)

Section 4: Persuading others

▶	Pause after 'What should I include in my pitch?'
14-16	<p>Use this section to conduct a practical activity:</p> <ul style="list-style-type: none"> • In small groups, ask students to come up with a one minute pitch using the information discussed in this part of the tool • Give students 3-5 minutes to prepare, and ask each group to nominate a speaker to deliver the pitch • Make sure the other teams are paying close attention to each other's pitch and get them to share feedback afterwards. For every piece of advice covered from the 'What, why and how' guidance in the tool, teams will be awarded one point. Show slide 7 which outlines some tips for pitching. You may want to create a grid that incorporates the four key points from this section, to mark off what has been covered in the pitch • Congratulate the winning team, and make sure all the other speakers are recognised for coming forward and sharing their teams' ideas

Section 5: Reach your audience

▶	Pause after 'How are you going to reach your audience?'
14-16	<p>What skills do you need to effectively reach an audience?</p> <p>Example answers: verbal and written communication (to get your ideas across well, and get straight to the point); creativity (to think of innovative ways that will grab people's attention).</p>
16-19	<p>Talk to students about the three R's of marketing: Reach, Repetition and Relevance. Ask them to consider what these mean and why they are important when it comes to reaching an audience.</p> <p>Example answers: Reach is the volume of people you can engage, or the size of the 'net' you cast when putting your idea out there; Repetition is the number of times people see your marketing, and therefore are more likely to remember your idea; Relevance means the extent to which people feel that your product or service answers a specific need relating to them</p> <p>Source: bizfluent.com</p>

Activity two

Enterprise interactive tool (cont'd)

Section 6: Overcome challenges

▶	Pause after 'Overcoming challenges'
11-14	What tips would you give someone who is facing a problem that needs solving?
14-16	Example answer: Keep calm and focused, try to work step-by-step by breaking the problem down, from identifying the problem to evaluating the best solution; use your team and speak to someone with relevant experience who might be able to help; be honest and face up to the issue with the people affected e.g. customers – they are more likely to respect you and continue backing your idea if you are honest.
16-19	What other problems could arise in this scenario, and how would you solve them? <ul style="list-style-type: none"> Example for scenario 1: The produce that arrives has gone off, so you contact the supplier to make sure they send a new shipment straight away Example for scenario 2: A client is late for their booking, so you ask if they will take a later slot that day, to avoid delaying the rest of the appointments Example for scenario 3: Your website goes down, so you let customers know via your business's social media channels and make sure your team keeps a close eye on emails to answer enquiries while you try to fix it

Activity summary

- Congratulate the class for having successfully worked through their enterprise journey
- Ask students what they think it means to be enterprising now they've completed this tool. What are the skills they think would be most valuable to enterprise success? And what is the benefit of exploring multiple aspects of being enterprising?
- Explain that bringing together multiple ingredients can help build a stronger enterprising mindset. Get students to think about the six ingredients again – either write them down on the board or show the images on **slides 2 and 3**. Get students to individually write down:
 - Which of the ingredients or skills they are confident in or naturally good at and which they might need to develop
 - One way they could practise the ingredients or skills they need to develop
 - An example of where they might develop these areas at school or in their personal lives

Activity three

Enterprise film

1. Getting started

- Before you watch the film, ask students to consider the questions on **slide 8** in small groups and make notes that they can refer back to later

What does it mean to be enterprising?

What skills might you need to be successfully enterprising?

- You can watch the film online by clicking the image on **slide 9**. After you have watched the film and completed your chosen activities below, ask groups to return to their responses and answer the questions on **slide 10**

Option one (20 mins)

Show the film all the way through and then select some of the questions below for you students to discuss in small groups. You can use the prompts to make sure they have covered the key points when they feed back to the rest of the group.

Option two (40 mins)

Watch the film in three sections and ask small groups to think about the answers to the relevant questions. You can use the prompts to make sure they have covered the key points when they feed back to the rest of the group. You may want to play the film all way the through for a second time without pausing, so students have a chance to absorb more of Julius and Lucy's stories and develop their responses to the questions.

Film: Part one

▶	Play the film 0.00 to 1.14 and then pause for a discussion.
11-14	<p>What inspired Julius and Lucy to start their enterprise journeys?</p> <p>Julius – recognised a need to help tackle homelessness in his area and believed he could make a difference Lucy – wanted to try something different and work with a friend</p>
11-14	<p>How did they gather information to work out whether they had a good idea?</p> <p>Lucy – built hundreds of prototypes with her team to find the right design Julius – talked to homelessness charities to get their insight into the gaps in the market</p>
14-16	<p>What relevant skills and knowledge did they have that helped them on their enterprise journeys?</p>
16-19	<p>Julius – worked in street food and had a passion for coffee Lucy – had spent four years as a designer</p>

Activity three

Enterprise film (cont'd)

Film: Part two

▶	<p>Play the film 1.14 to 2.52 and then pause for a discussion.</p> <div style="border: 1px solid black; padding: 10px;"> <p>What is crowdfunding?</p> <p>This is a method of raising funds for a service, product, business or project that asks a large number of people to each give a small amount of money. Traditionally, investment comes from fewer people investing large sums. Crowdfunding is a great way of practising how to persuade others to believe in what you are trying to achieve and support your story, as well as provide finance.</p> </div>
14-16	<p>Ask if anyone can explain the concept of crowdfunding. You can use the definition to help if needed. Why does Julius say that his crowdfunding campaign was successful in every single way, except for securing funding?</p>
16-19	<p>It didn't get him the financial backing he needed but allowed him to develop a strong network and generate interest in his ideas which ultimately led to him securing investment.</p>
11-14	<p>Who were the key audiences that Lucy and Julius had to persuade to believe in what were they doing?</p> <p>Crowdfunding backers, family, investors, customers, the general public.</p>
14-16	<p>How did they do this and how successful were they?</p> <p>Julius – did lots of emailing and cold calling but got very few responses. Created a crowdfunding campaign with a film but didn't generate anywhere near enough money.</p> <p>Lucy – filmed demos of how well the phone cases worked and created a crowdfunding campaign; it was very successful and got over 70,000 backers.</p>
14-16	<p>Do you think Julius and Lucy planned as well as they could have done? What did they do well, and what could have gone better?</p>
16-19	<p>Julius – used a Gantt chart (a detailed project plan listing the status of each task he needed to complete) and spoke to charities to assess the gaps in the market, but didn't plan his crowdfunding campaign well enough to succeed.</p> <p>Lucy – planned their crowdfunding campaign well and achieved beyond their funding targets, but then hadn't considered all outcomes so struggled to fulfil the orders quickly enough.</p>

Activity three

Enterprise film (cont'd)

Film: Part three

▶	Play the film 2.52 to end and then pause for a discussion.
11-14	<p>What challenges did they face and how did they overcome them?</p> <p>Lucy – had to fit working on Mous around her fulltime job, and eventually left her job altogether to launch the product fully, hadn't considered all outcomes so struggled to fulfil the orders quickly enough.</p> <p>Julius – he struggled to get the required funds, his crowdfunding campaign didn't generate the funds he needed.</p>
11-14	<p>What do Julius and Lucy have in common?</p> <p>They both came up with a unique idea, created a plan and strategy before making their ideas happen. They both faced challenges but with resilience, determination and creative thinking, they successfully achieved their ambitions.</p>
14-16	<p>What methods did Julius and Lucy use to reach their audience and persuade others?</p> <p>Crowdfunding, networking, social media, films, pitching.</p>
16-19	<p>Julius says that to him being enterprising means thinking creatively. In what ways were Julius and Lucy both creative in their approaches?</p> <p>Lucy – crowdfunding campaign using films and their personalities to create a brand, coming up with ideas that demonstrate the ultra-durable nature of their product.</p> <p>Julius – unique way of tackling homelessness.</p>
	<p>How could Julius and Lucy measure success?</p> <p>Lucy – secured the investment needed, had a high number of backers, number of phone covers sold, the trust and buy-in of their customers.</p> <p>Julius – secured the investment needed, number of meals and coffees given to homeless people, volume of customers coming into the shop.</p>

Activity three

Enterprise film (cont'd)

Summary activities

11-14	<p>As a whole group or within small groups, consider the different routes that Julius or Lucy took.</p> <p>Map their enterprise journey using the ingredients explaining what they did at each stage to achieve their ambitions.</p>
14-16	<p>Ask students what they think it means to have an enterprising mindset.</p>
16-19	<p>This is the combination of skills, behaviours and attitudes that allow them to take risks, be willing to make mistakes and learn from them, recognise the value of hard work and effort, and understand that there is always room for improvement</p> <p>Lucy – found a way of facing the fear of having to fulfil 7,000 orders, came up with solution of creating films to keep backers happy before the product was ready. Skills include creativity, resilience, problem solving, leadership and communication.</p> <p>Julius – facing family without having made any progress, frustration at not securing the funding needed, but had belief that his idea could have an impact on the lives of people affected by homelessness, and successfully presenting to ten potential investors. Skills include resilience, proactivity, creativity and communication.</p>



Activity four

Real world briefs

1. An introduction to the briefs

Enterprise skills can be more exciting to develop if students feel they are working on a real problem. By collaborating with a local organisation students can put their creative skills into practice and consider the opportunities offered by the future world of work.

Below you will find suggestions for securing a brief to share with students to complete the following activity.

2. Where to source briefs

Local businesses

May be able to provide a real-life challenge from their business or social enterprise for students to respond to. They may even be keen to support the students during the project and attend end-of-project presentations. Alternatively, you can search online for a problem which has been tackled recently and use that as the brief for your students.

The Local Authority

Might be able to provide briefs based on a local community issue e.g. safety, leisure facilities or use of technology. Some offer competitions specifically designed to engage students in local developments.

Start-up companies

Could be keen to get involved with the local community to broaden brand awareness and use as an opportunity to get feedback on their products. They can be found via crowdfunding websites or local enterprise hubs.

Your school/college

Might have a challenge it is facing that could be set as a brief. Students may also want to research a project beforehand so they come to the session prepared with ideas. Examples could include improving the way their cohort learns and studies, a peer-to-peer mentoring/buddy scheme or making improvements to the school environment.

3. Sourcing a brief checklist

Explain that you are looking for an idea for a project which tasks students with solving a real-world problem to give them the opportunity to develop enterprise, problem solving and creativity skills they need to leave education with.

You might want to ask them:

- To share a summary of a current or previous problem that students could offer a solution to
- Whether they have any solutions they have tried already or how they resolved the problem (you could share these with students as prompts or examples for students)
- Details of their product or service and an outline of their business/organisation
- If an employee would be willing to provide feedback on the project work or ideas provided by students, either in person or via email

Activity four

Real world briefs (cont'd)

4. Launching your enterprise challenge

After setting the brief, introduce the [Enterprise idea planner tool](#), which will help students structure their ideas using five simple steps. Make sure students understand:

- Who the organisation or business is, and what their product or service is
- What the problem is and why it needs to be resolved
- Who the target audience is

Split students into groups and explain that they need to use each section of the planner to outline their ideas and solutions to the problem. They'll then need to present their ideas back to the group. Younger groups could focus on idea generation, and older students could use the internet to conduct research into the audience and competitors.

Display **slide 11** so that students understand each of the stages they need to work through.

1. Researching the problem/identifying the opportunity
2. Exploring potential solutions
3. Developing one solution in detail
4. Planning how to present your solution
5. Presentations and feedback

5. Potential next steps before, during and after students' enterprise projects

Before:

- Speak to the business and make sure students are clear on any key requirements, e.g. the organisation's preferred format for the pitch, length of the presentation, key themes to focus on

During:

- Present ideas to the organisation using the planner completed earlier in this activity as the basis
- Students may want to nominate a lead speaker, though teamwork and collaboration should be encouraged; this is a great way of developing skills like communication and leadership that are essential for CVs and interviews

After:

- Ask for feedback from the business:

Do they want to work further with the students on this project? What ideas did they like? What could have been improved?

- Share the successes of the project at a school assembly with students showcasing their ideas and the outcomes of the project
- Ask members of the organisation if they can attend and speak at the assembly to give own perspective on how the project went. This is a great way of inspiring students, encouraging whole-school engagement and supporting your Careers Strategy by meeting Gatsby Benchmark 5 (encounters with employers). For more information on how LifeSkills can support your Careers Strategy, [visit here](#).

Make the most of other LifeSkills resources

Continuing on from the [interactive tool](#) and [film](#) covered in this lesson, explore the enterprise ingredients further using this visual guide.

If you have not already covered the enterprise ingredients, [Activity one](#) introduces these.

[Steps to starting a business lesson \(16-19+\)](#)

[Innovation and idea generation lesson \(11-16\)](#)

