

the WOW factor

Unit Two Support for Starting
a Business - You Are Not Alone



the WOW factor



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Aim

In this unit, pupils learn about the support available to people who want to start a business. Pupils also explore the advantages and disadvantages of starting a business.



Unit Overview

Mapped to the Statutory Statements

Pupils should be enabled to:

- explore self-employment and relevant sources of support; and
- develop a personal career plan based on relevant information and guidance.

Learning Intentions

Pupils learn that:

- there are a number of sources of support for people who are self-employed;
- there are advantages and disadvantages to self-employment;
- there are many ways to generate innovative business ideas; and
- self-employment can be a viable and often favourable career choice.

Success Criteria

At the end of this unit, pupils will be:

- aware of the different sources of support available for business start-ups in Northern Ireland;
- able to identify some organisations that help young people start a business; and
- able to consider whether self-employment might be a potential career option.

Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 4. The focus within this unit is outlined in the table below:

Using Mathematics

- Solving problems
- Making decisions involving money in real-life contexts

Problem-Solving (including thinking, decision-making and being creative)

- Making connections between ideas and information
- Seeing how creativity in the classroom is similar to creativity in the workplace

Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- *What if I don't know where to start?*
- *Where can I get help to start a business?*
- *How do people come up with innovative ideas?*
- *How can I afford to start up my own business?*
- *Is self-employment an option in my career plan?*

Opportunity
for Assessment
for Learning!
Sharing learning
intentions and
success criteria

Opportunity
for Assessment
for Learning!
Effective key
questions



Learning and Teaching Activities within this Unit

Theme 1

What's the Idea?

Pupils explore techniques for generating business ideas.

Theme 2

The Entrepreneur's Experience

Pupils learn about the experiences of real entrepreneurs. They explore some of the challenges faced by people who start a business and investigate if they received any sources of support.

Theme 3

Young Entrepreneurship

Pupils investigate what support is available to young people who want to start a business.

Theme 4

Networks of Small Business Support

Pupils identify the main sources of support for the small business sector in Northern Ireland.

Theme 5

Show Me the Money

Pupils explore the sources of funding available to start a business.

Theme 6

The Good and the Bad

Pupils examine the advantages and disadvantages of starting a business.



Theme 1

What's the Idea?

Pupils explore techniques for generating business ideas.

Opportunity for Assessment for Learning!

*Using prompt statements
Generating success criteria
Assessing own and others' learning
Providing think time*

Support Materials for Activities

- *Sample Ideas Mind Map (Resource 1)*
- *Plus, Minus, Interesting (PMI) Template (Resource 2)*

Activity 1

Initiate a class discussion or circle time. Invite the pupils to describe how they come up with ideas. The following statements are useful discussion starters for circle time:

- It was my idea to...
- I had a really good idea when...
- I came up with the idea when...
- It was not a good idea when...

Give the pupils examples of some ideas that people have used to start a business. You can find examples on the internet or in newspapers. Discuss some of the things that inspire people to find business ideas, for example magazines, telephone directories, hobbies, work experience, holidays, the internet and/or thought showers.

Inform the pupils that a thought shower is one of the most common methods of generating a business idea. As a class, agree success criteria for the thought shower process. Encourage the pupils to include the following rules in their success criteria:

- Focus on the quantity of ideas not the quality;
- Accept all ideas;
- Don't judge;
- Think the impossible;
- Set time limits; and
- Record all ideas.

Display the success criteria in the classroom.



Activity 2

Organise the class into groups of three or four individuals. Allocate an industry to each group, for example golf, beauty, cars or fashion accessories. Ask the groups to use a thought shower to generate business ideas for their industry. Set a time limit for this activity. Then, invite groups to present their business ideas to the rest of the class. Ask the pupils to evaluate the business ideas and agree on which three are most likely to succeed.

Ask the groups to evaluate how well they used the success criteria in the thought shower process and to consider how they might improve their performance next time.

Activity 3

Explain to the class that another method of generating a business idea is to use a mind map. Display the *Sample Ideas Mind Map* at the front of the room. As a class, discuss how the different ideas connect with each other.

Organise the class into groups of three or four individuals. Ask the groups to create a mind map to generate business ideas. Invite the groups to present their mind maps to the rest of the class.

Ask the pupils to consider which of the techniques for generating ideas (thought shower and mind map) was most helpful. Distribute a copy of the *Plus, Minus, Interesting Template* to the pupils to help them organise their thoughts. Invite individual pupils to share their thoughts with the rest of the class and explain why they found one tool more helpful than the other.

Activity 4 – Extension opportunity

Ask each group to present and sell a new business idea to the rest of the class.

This could be presented through a Dragon's Den style event with local entrepreneurs acting as the judges. Make sure the judges are familiar with the agreed success criteria.



Theme 2

The Entrepreneur's Experience

Pupils learn about the experiences of real entrepreneurs. They explore some of the challenges faced by people who start a business and investigate if they received any sources of support.

Opportunity for Assessment for Learning!
Generating pupils' questions
Effective questioning

Support Materials for Activities

- *Guest Speaker Interview Record Sheet* (Resource 3)
- Sticky labels

Activity 1

Organise the class into pairs. Ask the pairs to imagine an idea for a new business. Invite them to think of three questions that will help identify the next steps they must take to make their idea become a reality. Ask them to write their questions onto sticky labels. Invite the pairs to present their questions to the rest of the class. Record their questions onto a *Questions Board* and display it in the classroom.

Inform the class that most people who start a business source help and support. Next, organise the class into groups of three to four individuals. Show each group a different video clip of an entrepreneur being interviewed about starting a business. You can source video clips online at www.investni.com

Ask the groups to consider the following questions:

- Did the entrepreneur face any problems when starting their own business?
- What sources of support did the entrepreneur receive, if any?
- Does the entrepreneur demonstrate qualities that contribute to their success?
- Is there anything that particularly interested you/your group about the video clip?

Invite the groups to report back to the rest of the class or write up a case study about the video clip.

Activity 2

Organise the pupils into pairs and provide them with a range of case studies about entrepreneurs. You can source case studies about local entrepreneurs from www.investni.com and you can source case studies about young entrepreneurs from www.princes-trust.org.uk

Ask the pairs to read the case studies and then record their answers to the following questions:

- Which case study was most inspiring? Why?
- What was most interesting about the case studies? Why?
- What sources of support did the entrepreneur receive, if any?
- What questions would you have if you had the opportunity to meet any of the entrepreneurs?

Activity 3 - Extension Activity

Invite an entrepreneur to discuss their experience of starting a business. Ask the pupils to record the information provided by the entrepreneur on the *Guest Speaker Record Sheet*. Alternatively, ask the class to design a questionnaire or interview sheet and to ask the entrepreneur the questions.

Afterwards, ask the pupils to consider the following questions:

- What sources of support did the entrepreneur receive, if any?
- In your opinion, what were the plus, minus and interesting factors about this entrepreneur's experience?

Theme 3

Young Entrepreneurship

Pupils investigate what support is available to young people who want to start a business.



Activity 1

Explain to the pupils that many young people start their own business. As a class, discuss why some young people might want to start their own business. Make a list of the reasons on the board or a flip chart.

Organise the class into pairs. Ask the pairs to list reasons to explain why young people might be afraid to start a business. Some reasons they might suggest are listed below:

- no money;
- no support from family or friends;
- lack of skills/knowledge/experience;
- no self-confidence;
- too stressful;
- don't want to;
- deal with bookkeeping and tax;
- too young and/or
- don't know how.

Invite the pairs to present their list to the rest of the class. Record their reasons on the board or a flip chart. As a class, vote on the top five reasons.

Activity 2

Ask the pupils if they know of any organisations that provide specific help to young people who want to start a business. (The main sources of support are the Prince's Trust, Shell LiveWIRE and Invest Northern Ireland.) Inform the pupils of some of the ways these organisations help young people who want to set up their own business.

Divide the class into groups of five or six pupils. Give each group information about one of the organisations below:

- Prince's Trust
- Shell LiveWIRE
- Invest Northern Ireland.

Alternatively, allow them to use the internet to research the services provided by these organisations.

Explain to the groups that their task is to prepare a presentation. The presentation must describe how their allocated organisation can help young people who want to set up their own business. As a class, agree success criteria for this task.

Allow time for each group to:

- decide on a method of presentation;
- nominate group roles;
- carry out research;
- plan and prepare;
- create the presentation; and
- draw/design/source any images to support the presentation.

Invite the groups to make their presentation to the rest of the class. As a debrief, use the success criteria to discuss and evaluate how successful the presentations were.

Theme 4

Networks of Small Business Support

Pupils identify the main sources of support for the small business sector in Northern Ireland.

Opportunity for Assessment for Learning!

- Providing think time
- Assessing own and others' work using agreed success criteria

Support Materials for Activity

- *Formal Networks of Small Business Support Memory Map* (Resource 4)
- *Small Business Support Organisations: Teacher Fact Sheet* (Resource 5)
- *Specialist Sources of Support: Teacher Fact Sheet* (Resource 6)
- Flip chart paper
- Markers
- Paper
- Pencils

Activity 1

Organise the class into groups of five pupils. Distribute a sheet of flip chart paper and a marker to each group. Ask the groups to draw a line down the middle of their page and to write the following heading at the top of the page (one on either side of the line):

- Personal network of support; and
- Formal network of support.

Ask the groups to think about the two headings and to list who these networks might involve. Responses might include:

Personal Network of Support

- Family
- Friends
- Work colleagues
- Associates/acquaintances

Formal Network of Support

- Invest Northern Ireland
- Accountant
- Solicitor
- HM Revenue and Customs

Invite the groups to present their list to the rest of the class.

Next, ask the groups to list as many reasons as possible to explain why personal networks of support might be useful to someone who wants to start a business. Examples might include:

- can answer the telephone;
- can make deliveries;
- can share the workload;
- can provide a loan;
- can provide support; and/or
- can do book-keeping.

Activity 2

Place copies of the *Formal Networks of Support Memory Map* at the front of the classroom.

Divide the class into groups of four or five individuals. Ask the groups to appoint one person as a scribe. Explain that they must take it in turns to come to the front of the classroom and look at the *Formal Networks of Support Memory Map* for 30 seconds. They must then return to their group and describe the *Formal Networks of Support Memory Map* in as much detail as possible. The scribe must try to draw the *Formal Networks of Support Memory Map*.

Explain to the groups that they will have a limited time to complete this activity, for example ten minutes.

Before commencing this activity, allocate a few minutes to allow each group to consider their strategy, for example the order in which they view the *Formal Networks of Support Memory Map* and how they will manage their time.

Allow time for each group to present their representation of the *Formal Networks of Support Memory Map* to the rest of the class. Display the *Formal Networks of Support Memory Map* to the class. Ask each group to evaluate how well they worked as a team and how they might improve their teamwork.

Following the activity, explain the *Formal Networks of Support Memory Map*. Use the *Small Business Support Organisations: Teacher Fact Sheet* and the *Specialist Sources of Support: Teacher Fact Sheet* to support the learning.

Activity 3 – Extension opportunity

Do not give the pupils any information about the organisations featured in the *Formal Networks of Support Memory Map*. Instead, challenge them to research what support these organisations provide.

Theme 5

Show Me the Money

Pupils explore the sources of funding available to start a business.

Opportunity for Assessment for Learning!

- Providing think time
- Effective questioning

Support Materials for Activity

- *Sources of Finance Cards* (Resource 7)

Activity 1

As a class, carry out a thought shower to identify what sources of finance might be available to a small business. Record the pupils' responses onto the board or flip chart paper.

Divide the class into groups of four or five individuals. Distribute a set of *Sources of Finance Cards* to each group. Ask the groups to identify at least one advantage and one disadvantage for each source of funding. When the groups have finished the activity, invite them to present their ideas to the rest of the class.

Activity 2

Divide the class into groups of three or four individuals. Present the following scenario to the class: *Joe wants to start his own window cleaning business. He needs to borrow £3,000 to purchase a van and some equipment.*

Ask the groups to choose three ways Joe might be able to borrow £3,000. (The *Sources of Finance Cards* can be used to identify sources of loans.) Challenge each group to research the three sources of funding and to present their findings to the rest of the class.

Ask the groups to analyse the different sources of finance identified on the *Sources of Finance Cards*. Encourage them to use a Plus, Minus, Interesting (PMI) template to support their analysis. Sample PMI templates are included:

Credit Card

P	M	I
<ul style="list-style-type: none"> - It's financing that's easy to get. - There may be a period of 0% Annual Percentage Rate (APR). 	<ul style="list-style-type: none"> - It's possible to repay only the minimum payment required, and so it takes a long time to clear the debt. - After periods of low interest, it often reverts to very high interest rates. 	<ul style="list-style-type: none"> - Credit limit can be increased without prior consultation. This can be a plus or a minus.

Loan from family member

P	M	I
- They might not charge interest	- A family member might interfere with the business.	- A family member might be able to offer advice.

Bank

P	M	I
- They offer structured loans that can be paid back in a set time.	- It might include a settlement clause with penalties for early repayment.	- It might offer business advice to people starting a new business.

Ask each group to agree on one source of funding that they would recommend. Invite them to present their findings to the class.

Finally, invite the pupils to consider the following questions:

- What have you learned about borrowing money to start a business?
- How do you feel about borrowing money to start a business?
- Why is it important to make sure to get the best deal when borrowing money?
- Are there any risks when borrowing money to start a business?

Activity 3 – Extension opportunity

Explain to the pupils that lenders offer different interest rates. Invite the pupils to research the different interest rates charged by different lenders. Encourage them to use a variety of sources to find out about the interest rates of different lenders, for example:

- www.moneysupermarket.com;
- lender's websites;
- online loan calculators; and/or
- visiting banks.

Ask the pupils to compare how much Joe's monthly payments would be if he took out a loan of £3,000 over 36 months by different lenders with different Annual Percentage Rates (APRs).

Theme 6

The Good and The Bad

Pupils examine the advantages and disadvantages of starting a business.

Opportunity for Assessment for Learning!
Assessing own and others' work using agreed success criteria

Support Materials for Activities

- *Pupil Reflection Record (Resource 8)*

Activity 1

Explain to the class that there are advantages and disadvantages of starting a business. Divide the class into groups of five or six pupils. Give each group a sheet of paper and ask them to draw a line down the middle of the page, putting the headings below on either side of the page:

- Reasons for starting a business; and
- Reasons against starting a business.

Ask each group to provide feedback on their reasons for and against starting a business.

Activity 2

Present the following scenario to the class:
Joe is 18 years old and is at college training to be a chef. His father owns a very successful fast food outlet in his local town. Joe's father wants to retire and he has offered to give the business to Joe. If Joe decides not to take over the business, it will be sold. Joe has worked part-time in the fast food outlet since he was 14 years old. He would love to own his own business but he also is a very talented chef.

Ask those pupils who think Joe should take over the business to go to one side of the classroom. Ask those pupils who think Joe should continue with his training to go to the other side of the room. Chair a class debate to decide what Joe should do. As a class, agree the success criteria for the debate before starting. Sample success criteria are listed below:

Ensure each argument:

- has a clear structure;
- uses formal language and rhetorical devices such as, repetition and emotive language;
- focuses on the audience;
- uses effective questioning; and/or
- is supported by evidence.

Conduct the debate, and afterwards use the agreed success criteria to decide which arguments were the most influential.

Ask the pupils to consider if they would like to open a business in the future. Ask pupils to explain their decision.

Activity 3

Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage pupils to read this and to think about their learning to date. Ask them to complete the *Pupil Reflection Record*. When they have finished, invite them to take part in a group discussion to share their learning with each other.

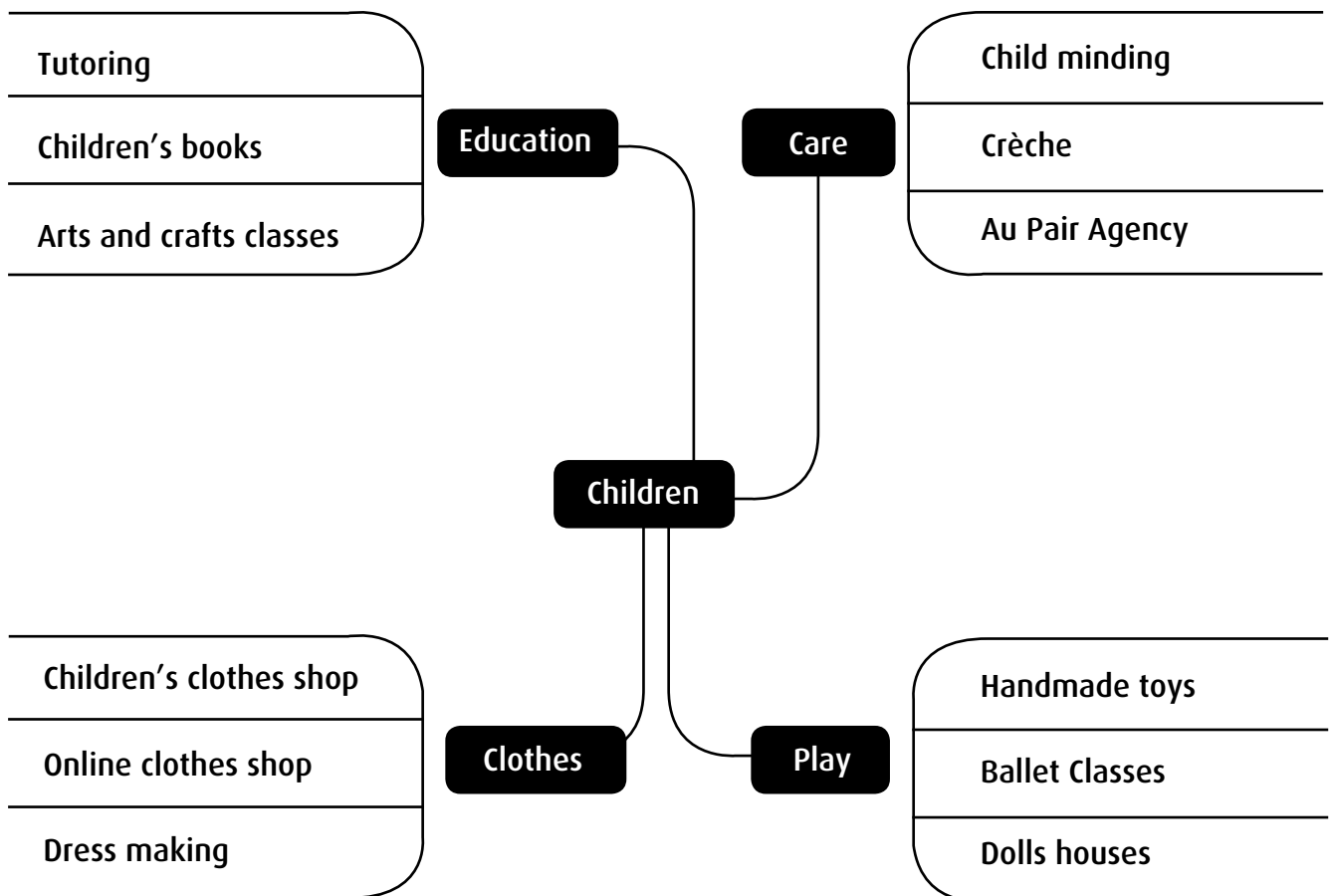
It might be useful to record feedback from individual pupils in their Progress File.





Sample Ideas Mind Map

Business Ideas Mind Map



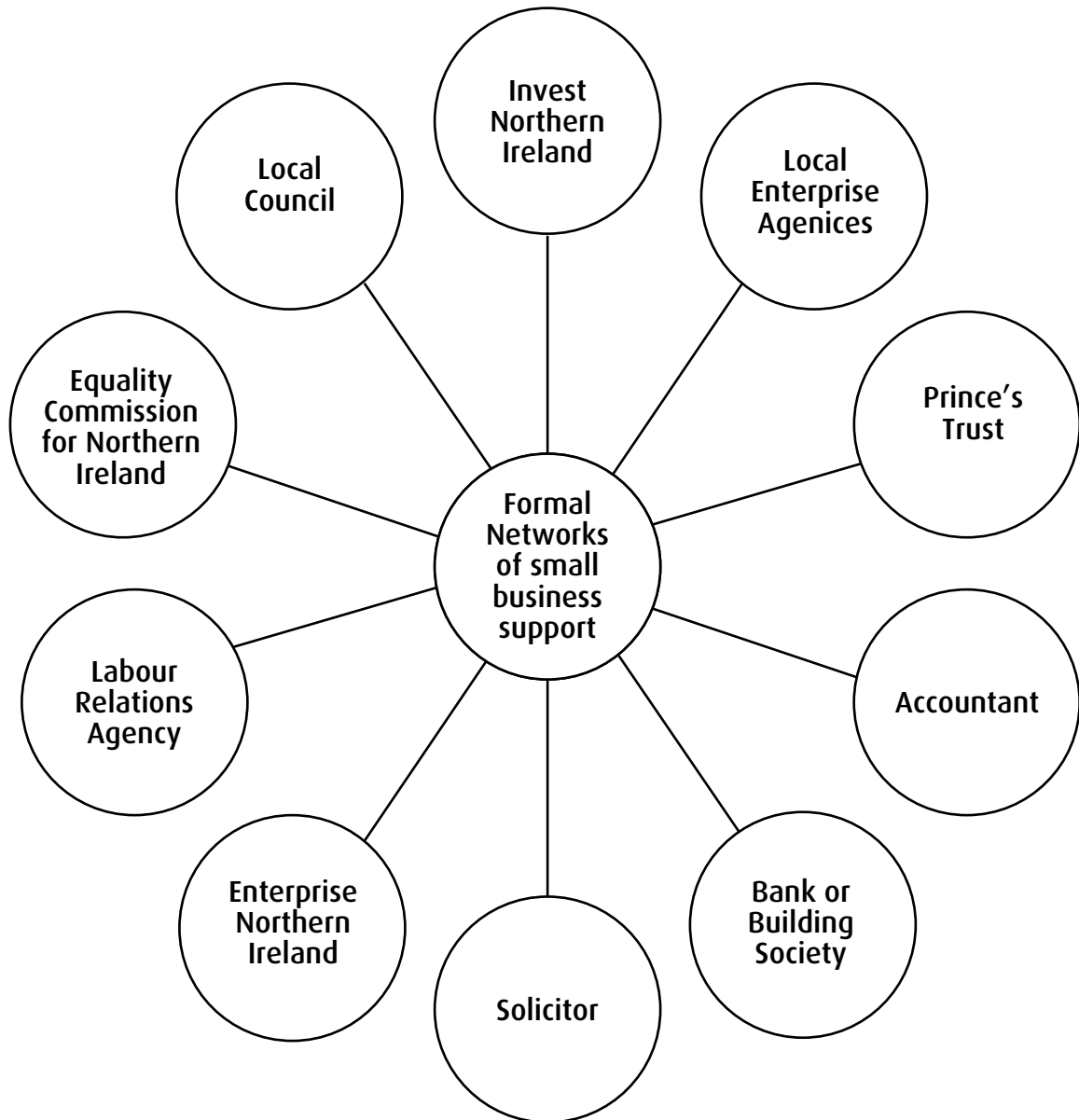
Plus, Minus, Interesting (PMI) Template

P	M	I

Guest Speaker Interview Record Sheet

Name:	
Business name:	
Business location:	
Products/services sold:	
Number of employees:	
Reason(s) for starting a business:	
Inspiration for business idea:	
Help and support received:	
Advantage(s) of starting their business:	
Disadvantage(s) of starting their business:	
Future plans:	
Advice to anyone starting a business:	

Formal Networks of Small Business Support Memory Map



Small Business Support Organisations: Teacher Fact Sheet

Invest Northern Ireland (Invest NI)

Invest NI was established in 2002. It is the main economic development agency in Northern Ireland. The head office is located in Belfast, but Invest NI also has regional and international offices.

Invest NI provides support to existing businesses in Northern Ireland and to those who want to start a business. It also helps foreign investors relocate in Northern Ireland. Services offered by Invest NI include support and advice, financial assistance, business publications and market research.

Local Enterprise Agencies (LEAs)

LEAs are independent, not-for-profit companies that focus on local economic and business development. There are 32 LEAs in Northern Ireland. The core services provided by LEAs include commercial premises and offices for rent, business start-up training and advice and support.

Enterprise Northern Ireland (Enterprise NI)

Enterprise NI was established in 2000. It acts as an umbrella organisation for Northern Ireland's 32 LEAs. Enterprise NI supports the LEAs and offers a range of programmes and initiatives to support people who want to start a business.

Prince's Trust

The Prince's Trust in Northern Ireland was set up in 1976. It supports disadvantaged people aged 18 to 30 years. There are three aspects of the Prince's Trust's work in Northern Ireland:

- The Business Programme;
- The Volunteers Programme; and
- The Developing Programmes.

The Business Programme offers the following services:

- low interest loans and bursaries;
- legal help line;
- publications and guides;
- discounted accounting software and membership;
- Prince's Trust Wired Up Service; and
- mentor support.

Shell LiveWIRE

Shell LiveWIRE was established in 1982 to help people aged 16 to 30 start and develop a business.

Shell LiveWIRE provides business planning tools and information to young entrepreneurs. The comprehensive website provides case studies, fact sheets and access to a network of people who can provide support and advice.

Shell LiveWIRE also hosts a national competition for new business start-ups.

Specialist Sources of Support: Teacher Fact Sheet

Who	Help and Support Provided
Labour Relations Agency	<ul style="list-style-type: none"> - Advice on employment practices, procedures and policies - Employment-related publications and template forms - Employment conciliation, mediation and arbitration services - Employment relations service
Equality Commission	<ul style="list-style-type: none"> - Support and advice - Publications and leaflets - Keeping businesses up-to-date with the relevant legislation
HM Revenue & Customs	<ul style="list-style-type: none"> - Support, advice and guidance on tax and VAT - Forms, leaflets and guides - Telephone help lines - Employment and tax-related training - Business support team
Local Council	<ul style="list-style-type: none"> - Planning permission - Building control - Environmental health
Accountant	<ul style="list-style-type: none"> - Bookkeeping - Registering for tax - Dealing with tax and paying staff - Dealing with VAT - Completing tax returns - Advising on pensions and savings
Solicitor	<ul style="list-style-type: none"> - Providing advice on legal issues for example, lease agreements and partnership agreements
Health and Safety Executive	<ul style="list-style-type: none"> - Health and safety legislation - Dealing with accidents at work
Chamber of Commerce	<ul style="list-style-type: none"> - Networking events - Membership directory - Business contacts - Information and publications - Member money savers - Representation and lobbying

Sources of Finance Cards

Loan from a bank or building society	Commercial or business credit card
Loan from a friend	Loan from a family member
Own savings	Grant from Invest NI
Loan from Prince's Trust	Overdraft facility

<p>Leasing (A business rents an asset. The ownership of the asset remains with the leasing company.)</p>	<p>Outside investor</p>
<p>Hire purchase (Borrower pays for goods on an installment basis. The legal ownership passes to the borrower only when the goods have been paid for in full.)</p>	

Pupil Reflection Record

What are the two most interesting things you have learned about the sources of small business support?

What benefits do you think you would gain from self-employment?

What challenges do you think you would face if you were self-employed?

Describe the career planning activities you have taken part in during this unit.
(Examples might include reading, watching videos, carrying out research, giving presentations and/or learning from others.)

List one or two areas of work you want to learn more about or gain more exposure to.

Signed: _____

Teacher: _____

Parent: _____

Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **www.ccea.org.uk/employability**

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