



# the WOW factor

Unit Two Being Enterprising





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## Aim

In this unit, pupils consider the concept of an enterprising person and how people can be enterprising in many different contexts. Pupils explore what enterprising skills are, what they mean and why they are important. They also practise and develop enterprising skills.



# Unit Overview

## Mapped to the Statutory Statements

**Pupils should have opportunities to:**

- identify the skills and attributes that make people enterprising; and
- practise the skills and attributes that make people enterprising.

## Learning Intentions

**Pupils learn that:**

- being enterprising is an important employability skill;
- enterprising people demonstrate similar skills and qualities; and
- enterprising skills and qualities can be demonstrated in a range of contexts.

## Success Criteria

**At the end of this unit, pupils will:**

- be able to describe some of the skills of an enterprising person;
- be able to identify some familiar enterprising individuals;
- know that someone who runs a business is just one type of enterprising person; and
- be able to reflect on their own enterprising skills and qualities.

## Employability Skills Focus

**This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 3. The focus within this unit is outlined below:**

### Being Creative

- Learn from and build on own and others' ideas and experiences.
- Value the unexpected or surprising.

## Key Questions

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

- *What are enterprising skills and qualities?*
- *Are those who start a business the only people who are enterprising?*
- *What enterprising skills and qualities do I display?*

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

### Who is Enterprising?

Pupils explore the concept of an enterprising person. They also explore how people can be enterprising in many different contexts.

## Theme 2

### Enterprising Skills and Qualities

Pupils explore what enterprising skills and qualities are, what they mean and why they are important.

## Theme 3

### Keep On Going

Pupils explore the importance of perseverance within the context of being enterprising.

## Theme 4

### Responsible Risk

Pupils explore the concept of risk and consider how enterprising people take measured but responsible risks.

## Theme 5

### Creative Flair

Pupils explore how someone can be creative and why creativity is an important enterprising quality. They also practise being creative.

## Theme 6

### Enterprising Me

Pupils reflect on their own enterprising skills and qualities.



## Theme 1

# Who is Enterprising?

Pupils explore the concept of an enterprising person. They also explore how people can be enterprising in many different contexts.

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

### Support Materials for the Activities

- *Enterprising People...All Walks of Life* (Resource 1)

### Activity 1

Initiate a class discussion about a well-known enterprising person, for example Jamie Oliver or Ellen McArthur. However, don't tell the pupils that this person is considered to be enterprising. Make sure that the person you discuss is someone the pupils are familiar with and *not* someone who runs their own business.

Ask each pupil to write down two words or phrases to describe this individual. Next, invite them to take it in turns to call out their words or phrases. Record these on the board or flip chart.

Inform the pupils that the person being discussed is an enterprising person. Explain to the pupils that there is no exact definition of an enterprising person.

However, most people would agree that an enterprising person is someone that:

- uses their own initiative to identify new opportunities;
- is innovative/creative; and
- is determined to achieve.

As a class, thought shower more examples of enterprising people. Record the pupils' responses on the board or on a flip chart.

Explain to the pupils that many people think that an enterprising person is someone who runs their own business. However, enterprising people can be found in all walks of life, for example at your school, in sports and among TV celebrities. Someone who runs their own business is just one example of an enterprising person.

Divide the class into groups of four or five pupils. Give each group a copy of the *Enterprising People...All Walks of Life* resource. Ask them to complete the task. Invite a reporter from each group to feedback their group's choices and justify how these people can be considered to be enterprising.

### Activity 2

Ask each pupil to choose an enterprising person. This person could be:

- someone from the class list generated in Activity 1;
- someone featured in the *Enterprising People...All Walks of Life* resource; and/or
- someone else of interest to the pupils.

Invite the pupils to write a short newspaper article about that person. As a class, generate success criteria for the newspaper article, for example:

- includes a photograph;
- sets the article in context by telling who the person is and when, where and why they are enterprising;
- presents the events in chronological order and comments on the events; and
- uses descriptive words throughout.

Allow time for pupils to swap their newspaper articles and carry out peer assessment using the agreed success criteria.



## Theme 2

# Enterprising Skills and Qualities

Pupils explore what enterprising skills and qualities are, what they mean and why they are important.

Opportunity for  
Assessment for Learning!  
Effective questions

### Support Materials for the Activities

- *Enterprising Skills and Qualities Definitions* (Resource 2)
- *Enterprising People Case Studies* (Resource 3)
- Digital camera
- Card
- Laminator
- Scissors or guillotine

### Activity 1

Remind the pupils of the words and phrases used to describe enterprising people in Theme 1. Give each pupil a copy of the *Enterprising Skills and Qualities Definitions* resource. Carefully explain each of the enterprising skills and qualities. Give the pupils an example of how they might have already used these skills or displayed these qualities in their personal lives.

Ask pupils to refer back to the employability skills cards that they created in Unit 1, Theme 5. Invite them to add any enterprising skills and qualities that could be used to describe themselves.

### Activity 2

Divide the class into groups of three or four pupils. Give each pupil a copy of the *Enterprising People Case Studies*. Invite groups to read the case studies and discuss how the people were enterprising. Encourage each group to use a mind-map to summarise the main enterprising skills and qualities demonstrated.

As a de-brief to this activity, invite the class to answer the following questions:

- What enterprising skills/qualities did the people in the case studies demonstrate?
- Did the people in the case studies display the same enterprising skills or qualities?
- What might have happened if these people had not been enterprising?

## Theme 3

# Keep On Going

**Pupils explore the importance of perseverance within the context of being enterprising.**

Opportunity for  
Assessment for Learning!  
Effective questions

### Support Materials for the Activities

- *Group Perseverance* (Resource 4)
- Flip chart paper
- Ten eggs\*
- Ten balloons
- Five rolls of sticky tape
- Elastic bands
- Sheets of A4 paper

\* Use an alternate prop if any pupils are allergic to eggs.

### Activity 1

Explain to the pupils that perseverance means 'not giving up' or 'hanging in there' until you complete a task. Give the class an example of someone who persevered at something, for example:

- Thomas Edison tested over 3000 filaments before he came up with his version of a light bulb; and/or
- Ludwig Van Beethoven became a famous musician even though he was deaf.

Discuss with the pupils ways in which they have already demonstrated perseverance in their lives, for example:

- learning to walk;
- learning to write;
- learning to read; and/ or
- learning to ride a bicycle.

Invite the pupils to think about a time when they showed perseverance. Ask them to answer the following questions:

- How hard was it?
- Why did you keep trying?
- How did it feel when you accomplished something that was at first difficult?

Place two flip chart pages or large sheets of paper in the classroom. On each sheet of paper write one of the following titles:

- Persevering at school; and
- Persevering at home.

Divide the class into groups of three or four pupils. Ask each group to thought shower tasks that they might have to persevere at in the given situations. Finally, invite each group to present their responses to the rest of the class. Collate their answers on the flip chart pages.

### Activity 2

Organise the class into five groups. Distribute the following items to each group:

- two eggs;
- two balloons
- one roll of sticky tape
- some elastic bands; and
- some sheets of A4 paper.

Make sure each group has the same amount of resources. Challenge each group to design and make a vehicle to carry the egg. Explain that the vehicle should be able to withstand a one metre drop and protect the egg. Following the activity, provide each group with the *Group Perseverance* resource and ask them to record their responses. Allow time for a whole class discussion.

## Theme 4

# Responsible Risk

**Pupils explore the concept of risk and consider how enterprising people take measured but responsible risks.**

Opportunity for Assessment  
for Learning!  
**Effective questions**  
**Generating success criteria**

### Support Materials for the Activities

- *Risk Scenario Cards (Resource 5)*

#### Activity 1

Initiate a class discussion on the issue of risk. Use the following questions to prompt the pupils' thinking:

- What is risk?
- Have you taken risks?
- Why did you take the risk?
- Did it pay off?
- How did you feel when taking the risk?
- Do you like taking risks?

Explain to the class that there are different levels of risk, for example a high risk or a low risk. Invite the pupils to explain the difference between a high and a low risk. Responses might include:

- there can be a lot to lose with a high risk, for example money or reputation;
- there may be more rewards with a high risk; and/or
- a high risk is usually more stressful.

Divide the class into groups of four or five pupils. Give each group a set of the *Risk Scenario Cards*. Ask each group to consider each of the given risk scenarios and agree on whether they think it is a low, medium or high risk. Invite the pupils to circle their choice. Ask groups to justify and compare their choices with another group.

As a de-brief to this activity, choose one of the risk scenarios that all the groups agreed was a high risk. Use the following questions to initiate a discussion on that high risk:

- Why is this a high risk scenario?
- What would someone gain if they took that risk?
- What could someone lose if they took that risk?
- How do you think someone might feel if they took that risk?
- Would you take that risk?

#### Activity 2

Explain to the pupils that enterprising people take measured but responsible risks. Emphasise that enterprising people do not take gambles. They measure a risk by assessing what they would gain if things went well and what they would lose if things went wrong.

Explain to the class that many well known successful people have taken responsible risks in their lives/ careers to achieve success. Give the pupils some examples of well-known entrepreneurs, politicians, pop stars, actors/actresses or TV personalities who have taken risks but been successful.

Divide the class into five groups. Ask each group to identify a well-known successful individual who they feel has taken some risks to achieve success. Invite each group to produce a pen portrait of that individual (this could be a poster and could include a picture). The pen portrait should include the following information.

- name of the enterprising person;
- why they are successful; and
- risks that they have taken to achieve success.

Once groups have produced their pen portraits, invite a representative from each group to present their portrait to the rest of the class.

#### Extension Opportunity – Activity 3

Invite a local person from the community who has demonstrated enterprising qualities into the class to talk to the pupils. Ask them to share their experiences, including any responsible risks they had to take in order to achieve success. Provide an opportunity for the pupils to take part in a question/answer session with the individual.

## Theme 5

# Creative Flair

Pupils explore how someone can be creative and why creativity is an important enterprising quality. They also practise being creative.

Opportunity for  
Assessment for  
Learning!  
Providing think time

### Support Materials for the Activities

- *Real Issues* (Resource 6)
- *Real Issues Teacher Briefing Sheet* (Resource 7)
- *Creative Task* (Resource 8)

### Activity 1

Display the following question on the board or flip chart: *Why is creativity an important enterprising quality?* Invite the pupils to answer the question.

Distribute a copy of the *Real Issues* resource to each pupil. Invite the pupils to read this and come up with creative solutions to the problems. Encourage them to share how they came up with their solutions. Use the *Real Issues Teacher Briefing Sheet* to inform the class of how these real life issues were resolved.

### Activity 2

Inform the pupils that in this activity, they will be given a task that requires them to use their creative qualities. Divide the class into groups of four or five pupils and ask them to allocate group roles. Distribute a copy of the *Creative Task* to each group. Ask groups to read this. Explain to the groups that they are responsible for coming up with ideas to publicise the event. Encourage them to be as creative as possible.

When each group has completed the task, invite them to present their finished work to the rest of the class. Encourage the pupils to identify the different creative aspects of the other groups' work.

## Theme 6

# Enterprising Me

Pupils reflect on their own enterprising skills and qualities.



**Support Materials for the Activity**  
- *Pupil Reflection Record* (Resource 9)

### Activity 1

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

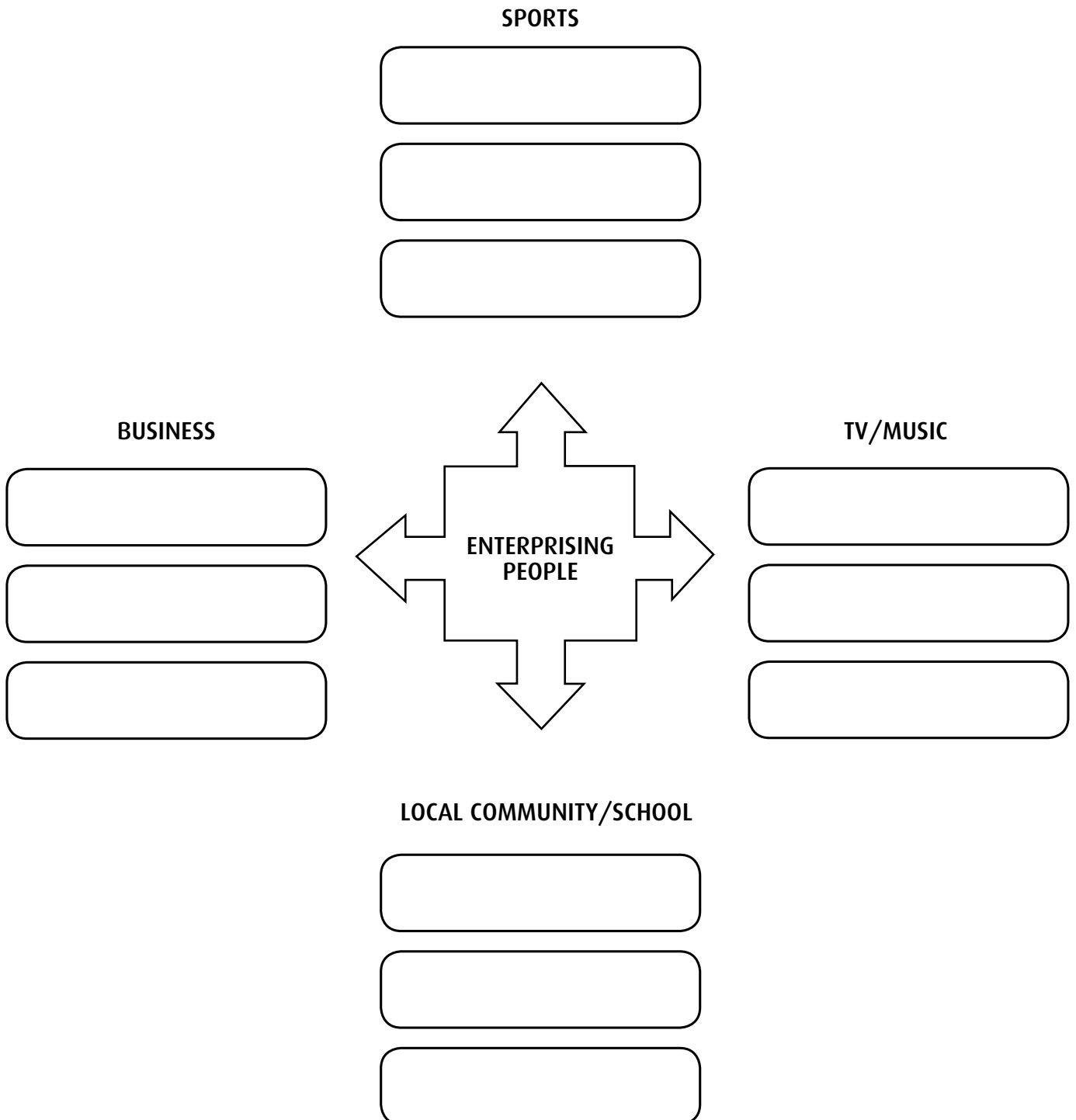
It might be useful to record feedback from individual pupils in their Progress File.





# Enterprising People... All Walks of Life

Using the diagram below, identify at least three different enterprising people in each of the categories shown. If you wish, you can add other categories or people to the diagram.



# Enterprising Skills and Qualities Definitions

<b>Skill</b>	<b>Definition</b>
<b>Creativity</b>	The process of developing new, uncommon, or unique ideas
<b>Innovation</b>	Successfully putting new ideas into practice
<b>Opportunity recognition</b>	Being able to see an opening or chance that is going to be an advantage
<b>Calculated risk taking</b>	Being willing to take actions without having a total guarantee of success but knowing that success is a likely outcome
<b>Perseverance</b>	Sticking with something no matter how hard because you know the benefits are worth waiting for

# Enterprising People Case Studies

## Anne's Story

Anne is 32 years old. She noticed that there were no childcare facilities in her local area for women who wanted to return to work or education. Anne has three young children. She wanted to do something to improve the situation.

Anne enlisted the help of two other local women who also had childcare problems. They approached the local Council and asked them to make premises available to open a new childcare facility. The Council initially turned down their request. However, Anne kept on trying. Eventually the Council agreed to provide the funding to convert premises into a suitable childcare facility.

Anne and her two friends now run the new childcare centre together. It provides a valuable facility for parents throughout the local area.

## Gary's Story

Gary is 17 years old. Music has always been a major part of his life. Two years ago he formed a rock band with three friends from school. Since then, they have played gigs on a regular basis, throughout their local area. The band has also written a number of songs. They recorded these using equipment that they bought with the money earned from their regular gigs.

The band desperately wanted a record company to offer them a record deal. They sent their demo out to a range of major record companies to try to get a record deal. The band was turned down on numerous occasions so Gary decided to adopt a different approach. He set up a Myspace account for the band so that people could listen to samples of their songs.

The producer of a Northern Ireland record company noticed the band on Myspace and liked what he heard. He offered the band the record deal they were dreaming about.

## Mark's Story

Mark is 18. He was a talented footballer and was captain of the school football team from first year. He attracted attention from some professional clubs in England. Unfortunately, he received a serious knee injury in training and was told that he would never be able to play competitively again.

Mark was devastated but decided that he was not going to feel sorry for himself. He attended as many coaching courses as he could and gained a wide range of coaching qualifications. Mark knew that there were several talented young footballers at his local youth club. However, the local youth club did not have a football team. Most of the players had to travel to clubs in other towns to be able to play competitive football.

Mark decided to form a football team at the youth club. He managed to secure sponsorship from a local businessman to buy equipment and kit to get the team up and running.

He coached the team two evenings per week and in their first season they won the local youth league.

## Group Perseverance

**1.**

In what ways did your group demonstrate perseverance?

**2.**

Why did you persevere?  
List as many answers as possible.

**3.**

What might have made you feel like giving up?

**4.**

How might this be the same in the workplace?

**5.**

Think of three jobs. Make a list of reasons to explain why perseverance would be important in these jobs.

## Risk Scenario Cards

**Low Medium High**

Riding a bicycle  
without a helmet.

**Low Medium High**

Not studying for an important  
examination until the night before.

**Low Medium High**

Saving your pocket  
money in the bank.

**Low Medium High**

Playing a football/hockey match  
without wearing shin guards.

**Low Medium High**

Joining a martial arts club.

**Low Medium High**

Starting to smoke.

**Low Medium High**

Buying something online.

**Low Medium High**

Lending money to a friend.

**Low Medium High**

Telling lies to your parents.

**Low Medium High**

Travelling somewhere  
by aeroplane.

**Low Medium High**

Not wearing a seatbelt  
in the back of the car.

**Low Medium High**

Asking someone  
out on a date.



## Real Issues

### **Littering the Town**

A city in the Netherlands was very proud of its concern for the environment. People were fined for dropping litter. At first the streets were very clean. However, after some time, the litter problem started to spiral out of control again. The Council needed to think of ways of cleaning up the city again.

### **When the Chips Are Down**

The chef who invented the potato chip had started to get complaints from his customers. They thought the chips were too thick and undercooked. The chef needed to do something to stop the complaints and get people to buy his chips again.

### **Standing Out in a Crowd**

A pizza company wanted to be more creative. It wanted to think of ways to make it stand out in a crowd. The staff believed that the best time to do this was when they were out delivering their pizzas.

### **Woking Sales**

A firm that sold pre-packed stir fry products wanted to sell more. Their sales were at an all time low and they believed they just needed to promote their product.

## Real Issues Teacher Briefing Sheet

### **Littering the Town – Do the opposite!**

The Council decided to 'do the opposite'. Instead of fining people for littering the streets they rewarded people for recycling.

### **When the Chips Are Down – Do the opposite!**

The chef sliced the potatoes into thinner chips and cooked them for longer. New thin-cut fries were born!

### **Standing Out in a Crowd – Crazy ideas!**

The pizza company identified the best part of their pizza, the cheese. They then started coming up with crazy ideas, such as having a revolving cheese wedge on top of their delivery vans. Finally, they decided to turn the whole vehicle into a piece of cheese by having it painted yellow. People couldn't help but notice them.

### **Woking Sales – Crazy Ideas!**

People working for the company decided to have some fun with their product. They pretended they were the ingredients and carried out a role-play of cooking a chicken stir-fry. Afterwards different role members said things like:

*Oil: everyone jumped on me before I was hot enough.*

The company decided to invent oil that changed colour when it was hot enough to cook the stir-fry ingredients. They also decided to cut the ingredients so that they would all be cooked at the same time.

Suddenly stir-fries were easy!

## **Creative Task: Fundraising Disco Campaign**

Imagine that our school is holding a fundraising disco in two weeks. The Principal wants to promote the disco to attract a large crowd. She would like to publicise the disco in various ways. You have to come up with some ideas for her.

# Pupil Reflection Record

In what ways are you already enterprising?

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---

Which enterprising skill or quality would you like to develop more?

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---

How would this help you in the future?

---

---

Which of the following career planning activities have you carried out as part of this unit?

Reading

Watching videos

Research

Giving presentations

Learning from others

Signed: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

# Useful Websites

To access the most up to date support materials for Education for Employability, log onto **[www.ccea.org.uk/employability](http://www.ccea.org.uk/employability)**



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