

# the **WOW** factor

**Unit Two 21st Century Entrepreneurship**





# the WOW factor



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# the WOW factor



## Aim

In this unit, pupils learn about entrepreneurs.

They explore:

- types of entrepreneurs; and
- the characteristics of an entrepreneur.

Pupils also learn about entrepreneurship in the workplace.

# Unit Overview

## Mapped to the Statutory Statements

**Pupils should have opportunities to:**

- identify and practise the qualities and skills that make people enterprising;
- find out what makes an entrepreneur; and
- develop an awareness of the challenges and benefits of building their own business.

## Learning Intentions

**Pupils learn that:**

- there are different types of entrepreneurs;
- there are common characteristics that describe an entrepreneurial person;
- entrepreneurial characteristics can be practised and developed;
- failure can provide valuable learning experiences;
- there are challenges and benefits of owning a business; and
- entrepreneurship is becoming increasingly important in the workplace.

## Success Criteria

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

- know that there are different types of entrepreneurs;
- be able to identify some of the characteristics of an entrepreneurial person (and be able to analyse their own entrepreneurial qualities);
- be able to describe some of the benefits and challenges of commercial entrepreneurship; and
- describe some of the reasons why entrepreneurship is important in the workplace.

## 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 in the table below:**

### Managing information

- Identify challenging questions to ask and challenging problems to solve.
- Be able to use and adapt a range of methods for collating and recording information.
- Communicate confidently with a sense of audience and purpose in a range of situations.

## Key Questions

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

- *What are the common characteristics or traits of entrepreneurs?*
- *How are employees entrepreneurial in the workplace?*
- *What are the challenges and benefits associated with starting a business?*
- *In what way will my entrepreneurial characteristics benefit the workplace?*

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 is an Entrepreneur?**

Pupils explore the definition of an entrepreneur and learn that there are different types of entrepreneurs.

## **Theme 2**

### **The Entrepreneurial Mind**

Pupils identify and explore the characteristics of an entrepreneur.

## **Theme 3**

### **The Changing Face of Entrepreneurship**

Pupils learn that failure can be a learning curve.

## **Theme 4**

### **The Entrepreneurial Workplace**

Pupils explore the importance of an entrepreneurial culture in the workplace.

## **Theme 5**

### **Do Big Wins Require Big Risks?**

Pupils explore the risks and benefits associated with commercial entrepreneurship.

## **Theme 6**

### **The Entrepreneur Challenge**

Pupils take part in an entrepreneurial challenge. This gives them an opportunity to develop and practise entrepreneurial skills and qualities.



## Theme 1

# What is an Entrepreneur?

Pupils explore the definition of an entrepreneur and learn that there are different types of entrepreneurs.



### Support Materials for the Activities

- *Entrepreneur Types* (Resource 1)
- *I am an Entrepreneur Cards* (Resource 2)
- *Entrepreneur Profile Template* (Resource 3)

### Activity 1

Display the following question on the white board or on a flip chart: *What does an entrepreneur mean to you?* Ask the class to thought shower some answers. Write their responses on the board or flip chart. Ask the pupils to compare their answers with the following definition of an entrepreneur: *An entrepreneur is a person who is innovative, who can spot opportunities, and who has the determination to take advantage of them.*

Consider how this definition is similar or different to the ideas generated by the class. Ask the pupils to think about the definition of an entrepreneur and respond to the following question: *Are business owners the only people who are entrepreneurs?*

Explain to the pupils that people can be entrepreneurial in a range of different contexts, for example:

- in their own business (commercial entrepreneurship);
- in the workplace (intrapreneurship or sometimes referred to as corporate entrepreneurs); and/or
- for a social aim (social entrepreneurship).

Divide the class into pairs. Give each pair a copy of the *Entrepreneur Types* resource and the *I am an Entrepreneur Cards*. Ask them to classify the cards by 'type' of entrepreneur.



## Activity 2

As a class, thought shower a range of individuals who could be considered to be entrepreneurs. Ensure that the list includes a range of entrepreneur types, for example social entrepreneurs and commercial entrepreneurs.

Organise the class into small groups. Distribute the *Entrepreneur Profile Template* to each group. Allocate one entrepreneur from the list to each group. Ask each group to complete an *Entrepreneur Profile Template* for their allocated entrepreneur. Suggest that pupils use graphics, images and colours where possible. Encourage them to use a range of research resources for example the internet, newspapers and magazines. If they decide they would like to create their own profile template allow them to do so. The resource included is a suggestion only.

If possible, allow the pupils to prepare their profile using ICT software such as Microsoft Publisher. Provide time for each group to feedback their profiles to the rest of the class. Display the completed *Entrepreneur Profile Templates* in the classroom.

## Activity 3 – Extension opportunity

Invite individual pupils to think about how they are entrepreneurial. Allow time for them to consider times when they are innovative, spot opportunities and take advantage of them.



## Theme 2

# The Entrepreneurial Mind

**Pupils identify and explore the characteristics of an entrepreneur.**

**Opportunity for Assessment for Learning!**

Providing prompt statements  
Generating success criteria  
Assessing own and others' work  
using agreed success criteria

### Support Materials for the Activities

- *Entrepreneurial Characteristics Rating Sheet* (Resource 4)
- *Entrepreneurial Characteristics Teacher Briefing Sheet* (Resource 5)
- Magazines
- Sticky labels

### Activity 1

Display an image of a well-known entrepreneur from the world or sports or media. Invite the class to describe the entrepreneurial characteristics of that person. Record these characteristics around the image of the entrepreneur.

Ask the pupils to choose another entrepreneur and repeat the task. Allow them to work individually or in pairs. When they have finished, invite them to present their work to the rest of the class. Display the pupils' work in the classroom.

Organise the class into pairs. Give each pair a copy of the *Entrepreneurial Characteristics Rating Sheet*. Discuss the characteristics identified and what they mean. Use the *Entrepreneurial Characteristics Teacher Briefing Sheet* to guide a class discussion.

Ask pairs to choose an entrepreneur or select an individual from the *Entrepreneur Profile Templates* (compiled in Activity 2). Invite pairs to use the *Entrepreneurial Characteristics Rating Sheet* to rate the entrepreneurial characteristics of their chosen individual. Encourage them to discuss and justify their ratings.

When the pupils have completed the task, ask them to repeat the activity using an individual chosen by another pair. Make sure that pupils don't compare their ratings at this point. When they have completed this second part of the activity, invite them to compare their ratings with the other pair of pupils. Ask them to discuss any differences in their assessment.

### Activity 2

Invite an entrepreneur from the local area to come and talk to the pupils. Ask them to choose and discuss five entrepreneurial qualities they believe have helped them become a successful entrepreneur.

Alternatively, organise the class into small groups. Ask the groups to access the Invest NI website ([www.investni.com](http://www.investni.com)) and choose one video case study, for example:

- Big Red Balloon Day Nursery;
- O'Brien's Irish Sandwich Bar; and/or
- Colin Glen Trust Social Enterprise.

Next, ask the groups to record five entrepreneurial characteristics of the people in the case study. Provide time for them to share their findings with the class.

### Activity 3

Distribute a copy of the *Entrepreneurial Characteristics Rating Sheet* to each pupil. Invite the pupils to assess themselves to see how entrepreneurial they are.

Initiate a circle time activity. Ask the pupils to think about a time when they demonstrated any of the entrepreneurial characteristics, for example:

- at home;
- in school; and/or
- during outside hobbies and interests.



Encourage them to share their experiences with the rest of the class. Discussion starters might include:

- I am entrepreneurial because....
- I remember a time when I had to demonstrate .....
- Being entrepreneurial makes me feel..... because....
- Being entrepreneurial is beneficial to me in that...
- Being entrepreneurial is beneficial to my friends/ team mates/family because....

Organise the class into small groups. Distribute some glossy magazines to each group. Ask them to find words and images that represent the benefits of having enterprising characteristics. Next, invite them to create a montage with the magazine clippings.

As a class, agree the success criteria for this task, for example:

- is A3 in size;
- uses words and phrases;
- is positive and colourful; and/or
- illustrates at least five benefits of being entrepreneurial.

Invite each group to present their montage to the rest of the class. Display the montages in the classroom. Invite the groups to take some time to view the work of other groups. Ask each group to agree two things they like about each montage and one thing they think could be improved upon. Ask them to write their ideas on sticky labels and stick them beside each montage. Remind them to use the success criteria when analysing the work of other groups. This is also a good opportunity to discuss how well each group worked as a team. You can build teamwork into the success criteria.

## Theme 3

# The Changing Face of Entrepreneurship

Pupils learn that failure can be viewed as a learning curve.

Opportunity for Assessment for Learning!

Providing think time

### Support Materials for the Activity

- *Famous Failures* (Resource 6)
- *Failure - A Positive or Negative Experience? Statement Cards* (Resource 7)

### Activity 1

As a class, discuss the pupils' perception of failure. Write the following statement on the board or flip chart to help stimulate the discussion:

*Failure: a disaster or a learning curve?*

Explain to the class that many people who are now successful have failed in the past. Organise the class into pairs. Give each pair a copy of *Famous Failures* resource. Invite pairs to match the famous failure with the famous person. When the pupils have completed this task, encourage them to consider:

- one thing that surprised them;
- two things they can learn from the task; and
- one question they have as a result of this learning.

Explain that some entrepreneurs fail for a variety of reasons. However, failure is not always perceived as being a negative experience. It can teach entrepreneurs valuable lessons that will help them succeed in future ventures.

Distribute a copy of the *Failure - A Positive or Negative Experience? Statement Cards* to each pupil. Divide the board into two columns; one entitled 'Positive aspects of failure' and the other 'Negative aspects of failure'. Alternatively, use two flip charts. Discuss the headings with the pupils. Invite them to place the statement cards in either the positive or negative column.



## Theme 4

# The Entrepreneurial Workplace

Pupils explore the importance of an entrepreneurial culture in the workplace.

Opportunity for Assessment for Learning!  
Effective questioning  
Providing prompt statements

### Support Materials for the Activities

- *Entrepreneurial Workplace Scenario Cards* (Resource 8)
- *Sample Community Entrepreneurial Venture Mind Map* (Resource 9)
- *Sample School Entrepreneurial Venture Mind Map* (Resource 10)
- *Our Entrepreneurial Project Plan* (Resource 11)

### Activity 1

Explain to the pupils that many organisations encourage an entrepreneurial spirit in the workplace. Write the following question on the board or flip chart: *How can the workplace be entrepreneurial?* Write the pupils' responses on the board or on a flip chart.

Organise the class into groups of five or six pupils. Ask them to allocate group roles, for example:

- reporter;
- recorder;
- timekeeper;
- facilitator;
- quality checker; and
- resource manager.

Provide each group with one of the *Entrepreneurial Workplace Scenario Cards*. Inform them that they must adopt an entrepreneurial approach to solving the issues. Agree the success criteria for an enterprising solution, for example:

- requires drive and determination;
- identifies opportunities and takes advantages of them; and/or
- is innovative.

Ask each group to demonstrate their entrepreneurial capabilities by deciding on a solution to each of the scenarios. When they have finished, invite them to present their scenario and the solution they have generated. Invite the class to evaluate the success of each solution based on the agreed success criteria.

### Activity 2

As a class, create a mind map to generate ideas for entrepreneurial ventures in the community. Use the *Sample Community Entrepreneurial Venture Mind Map* to guide this activity. Next, organise the class into small groups or pairs. Ask them to work together to create a mind map to generate ideas for entrepreneurial ventures in the school. Have the pupils use the *Sample School Entrepreneurial Venture Mind Map* as a guide for this activity.

When the pupils have completed this task, invite them to join with another pair of pupils or group and share their ideas. Ask the newly formed groups to develop a plan for how they would implement one of the entrepreneurial projects in the school. Give each group a copy of *Our Entrepreneurial Project Plan*. This provides them with a template of how they could structure their project plan. Give each group time to prepare their plan before presenting it to the rest of the class. If possible, the presentations should be made to the Principal and Board of Governors who may be able to approve one of the plans.

## Theme 5

# Do Big Wins Require Big Risks?

Pupils explore the risks and benefits associated with commercial entrepreneurship.

Opportunity for Assessment for Learning!  
Providing think time  
Generating pupils' questions

### Support Materials for the Activities

- *Success or Failure Stories* (Resource 12)
- *Success or Failure Stories - Teacher Briefing Sheet* (Resource 13)

### Activity 1

Write the following quotation on the board or on a flip chart: Big wins require big risks (*Bill Gates, Business @ the Speed of Thought, 1999*). Ask the pupils to consider what they think this quotation means. Ask them if they agree with it.

Use a marker to divide the board or a flip chart page into two columns. Label one column, 'Wins' and the other, 'Risks'. Ask the class to identify what 'wins' an entrepreneur might receive if they achieve their goal. Record their responses in the 'Wins' column. Answers might include:

- a good career;
- happiness;
- job satisfaction;
- more money;
- motivation; and/or
- jobs for other people.

Encourage the pupils to refer back to the montages created in Activity 2 for more ideas.

Next, invite the class to identify what 'risks' entrepreneurs might face when trying to achieve their goal. Record their answers in the 'Risks' column. Answers might include:

- waste time;
- embarrassment;
- their job;
- lose money;
- ill health; and/or
- family time.

Finally, ask individuals or pairs to work together to rank each of the wins and risks identified in order of importance.

During de-brief highlight the importance of responsible and considered risks.

### Activity 2

Organise the pupils into groups of five or six individuals. Give each group a copy of the *Success or Failure Stories* and ask them to read the stories. Next, ask them to imagine they are a panel of entrepreneurs. It is their job to decide whether they think the ideas will be a success or failure. Encourage each group to give one reason to justify each decision.

Next, ask the groups to rank the ideas from one to seven. Number one represents the idea they would be most likely to offer funding to and number seven the idea they would be least likely to fund. Encourage them to think of one question they would ask to find out more about the ideas. When each group has completed the task, invite them to present their rankings and questions to the rest of the class.

Explain to the class that each scenario is a real-life story. Use the *Success or Failure Stories - Teacher Briefing Sheet* to share the real life answers to each scenario.

### Extension opportunity - Activity 3

Allow each group time to carry out research to find out more about one of the individual/s featured in the *Success or Failure Stories*. Encourage them to present their findings to the rest of the class.

## Theme 6

# The Entrepreneurial Challenge

Pupils take part in an entrepreneurial challenge. This gives them an opportunity to develop and practise entrepreneurial skills and qualities.

Opportunity  
for Assessment  
for Learning!

Assessing own and  
others' work using  
agreed success criteria

### Support Materials for the Activities

- *The Bright Ideas Competition* (Resource 14)
- *Pupil Reflection Record* (Resource 15)

### Activity 1

Recap on the entrepreneurial characteristics discussed earlier in this unit. Explain to the pupils that they are going to take part in an entrepreneurial challenge. This will allow them to develop and practise entrepreneurial skills and qualities.

Organise the class into groups of four or five pupils. Give each group a copy of the *The Bright Ideas Competition*. Ask them to imagine that they are going to appear on the popular TV show, 'The Dragon's Den'. Their task is to come up with an idea and present it to a panel of judges.

Discuss the brief for the competition. Pay particular attention to the success criteria. Allocate an appropriate time for the pupils to complete the task. If possible, invite local entrepreneurs to act as judges on the panel. Judging should be based on the success criteria. Provide time for each group to present their ideas to the panel.

### Activity 2

Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage them to read this and think about their learning to date. Ask them to complete the *Pupil Reflection Record*. Finally, invite the pupils 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.

# Entrepreneur Types

Type of entrepreneurship	I am an entrepreneur card	Other examples
Social entrepreneurship		
Commercial entrepreneurship		
Intrapreneurship/ corporate entrepreneurship		



# I am an Entrepreneur Cards

## Ciara

Ciara has a talent for making jewellery. This started as a hobby but two years ago she set up her own business. She now successfully sells her jewellery in her own shop in the centre of town.

## Michael

Michael has worked as a computer programmer at a university for four years. He designed a software package that is sold throughout Europe. He now runs a business for the university.

## John

John has worked in a large engineering firm for 10 years. He recently developed and supervised the production of a new piece of machinery. This is now being sold to the quarrying industry all over the world.

## Emma

Emma noticed that there was nowhere in her local town for workers to buy good food at lunchtime. She grasped the opportunity and opened a sandwich bar in the town centre. Her business is now very profitable.

## Anne

Anne, along with a number of other parents, successfully applied for a grant to set up a crèche in the local community centre. The community owns the crèche. All profits go towards maintaining the facility and paying for staff to run it.

## George

George is an environmentalist. He worked with a local wildlife organisation to set up an enterprise called Planet Life. Planet Life aims to protect the local environment.

## Omari

Omari is a keen gardener. He runs his own gardening business that provides landscaping services to local businesses and homes.

## Shannon

Shannon is head of marketing in a company that manufactures soft drinks. This year she launched a new drink onto the market in a record eight months.

## Chris and John

Chris and John set up an online retail business in 1995. Since then, they have set up a successful haulage company.

## Nyamka

In 2000, Nyamka was involved in setting up a recording studio with the local arts group. When the funding for the project ran out, Nyamka set up her own recording studio. She allows people from the local community to record at her studio for a reduced fee.

# Entrepreneur Profile Template

<p>Entrepreneur's name:</p>	
<p>What do they do?</p>	
<p>Describe how this individual: - spots and takes advantage of opportunities:</p>	
<p>- is innovative:</p>	
<p>Insert images to illustrate this entrepreneurial person in action.</p>	

# Entrepreneurial Characteristics Rating Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

	Not Important	Somewhat Important	Important
Determined			
Perseverance (sticking at something difficult)			
Innovative (tries out new ideas)			
Need to achieve			
Willingness to take the initiative			
Can deal with uncertainty			
Sets goals			
Willingness to take calculated risks			
Patient			
Good planner			
Well organised			
Confident			

# Entrepreneurial Characteristics Teacher Briefing Sheet

<b>Determined</b>	Makes sure things happen no matter how difficult the task may be
<b>Perseverance</b>	Sticks at something until it is right, even if it is difficult
<b>Innovative</b>	Tries out new ideas, doing things differently
<b>Need to achieve</b>	Shows commitment to their goals
<b>Willingness to take the initiative</b>	Takes responsibility for making things happen
<b>Can deal with uncertainty</b>	Recognises that things may not always go to plan and is able to cope when things do not go to plan
<b>Sets goals</b>	Plans short-term successes that will lead to the ultimate vision
<b>Willingness to take calculated risks</b>	Weighs up the pros and cons of certain actions and is willing to accept some losses along the way
<b>Patient</b>	Is able to see the future and is willing to wait for the rewards
<b>Good planner</b>	Sets clear goals and is able to keep track of progress
<b>Well organised</b>	Is able to order how goals and tasks will be achieved
<b>Confident</b>	Believes in one-self, that they can succeed in whatever they do

# Famous Failures

Match the famous failures to the famous people:

<b>This person was dropped from the high school basketball team.</b>	Walt Disney
<b>This person's first two car manufacturing businesses failed.</b>	Marilyn Monroe
<b>This artistic person was fired by the editor of a newspaper because he had 'no good ideas'.</b>	Michael Jordan
<b>This person tested over 5000 light bulbs before he got it right.</b>	Henry Ford
<b>This person's music teacher once told him that as a composer, he was hopeless.</b>	JK Rowling
<b>This beauty was dropped by 20th Century-Fox because they thought she was unattractive.</b>	Thomas Edison
<b>This person's wizard of a book was turned down by twelve publishing houses.</b>	Beethoven

## Failure – A Positive or Negative Experience? Statement Cards

Failure can mean that a commercial entrepreneur has a large amount of debt to pay off.

Failure allows an entrepreneur to learn from his/her mistakes so that they will do better next time.

Entrepreneurs who fail and try again usually go on to be successful.

An entrepreneur expects to fail at some time. They believe that if you have not failed you have not learned.

Failed entrepreneurs often worry about how they are viewed by their friends, work colleagues and community.

Many successful entrepreneurs have had two or even three failed experiences before eventually succeeding.

Failure can affect an entrepreneur's confidence and self-esteem.

Failure can have an adverse affect on the entrepreneur's family.

## Entrepreneurial Workplace Scenario Cards

You work as a volunteer for a local children's charity.

Your fundraisers have reported a reduction in donations made by local businesses.

You work in a company that manufactures doors.

Your boss wants to reduce the amount of waste wood but also wants to increase profits.

You work for

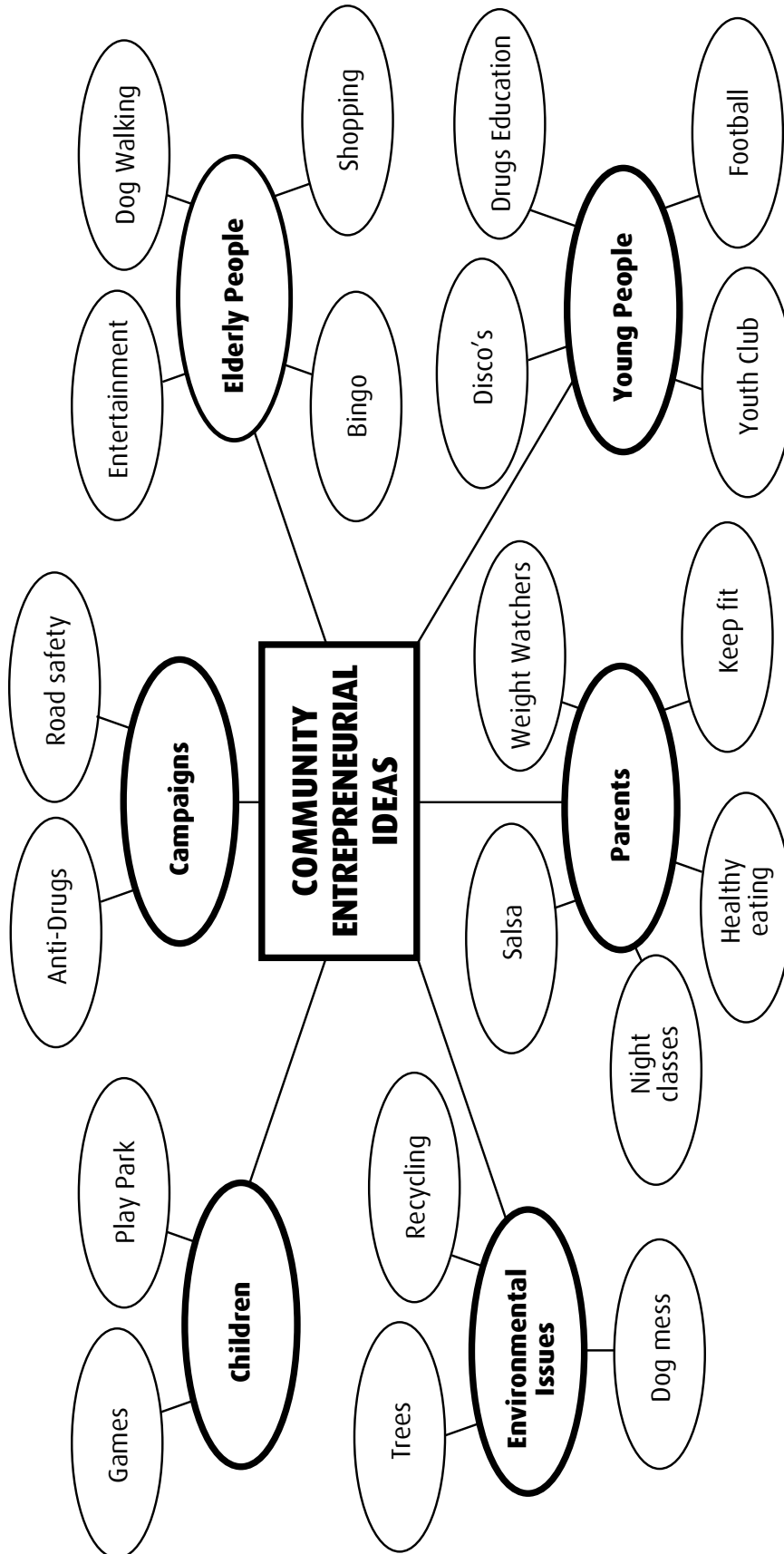
*The Jacket Potato Company.*

Your manager has asked you to come up with new ideas for healthy toppings for children aged 4 -10 years.

You are involved in a community group.

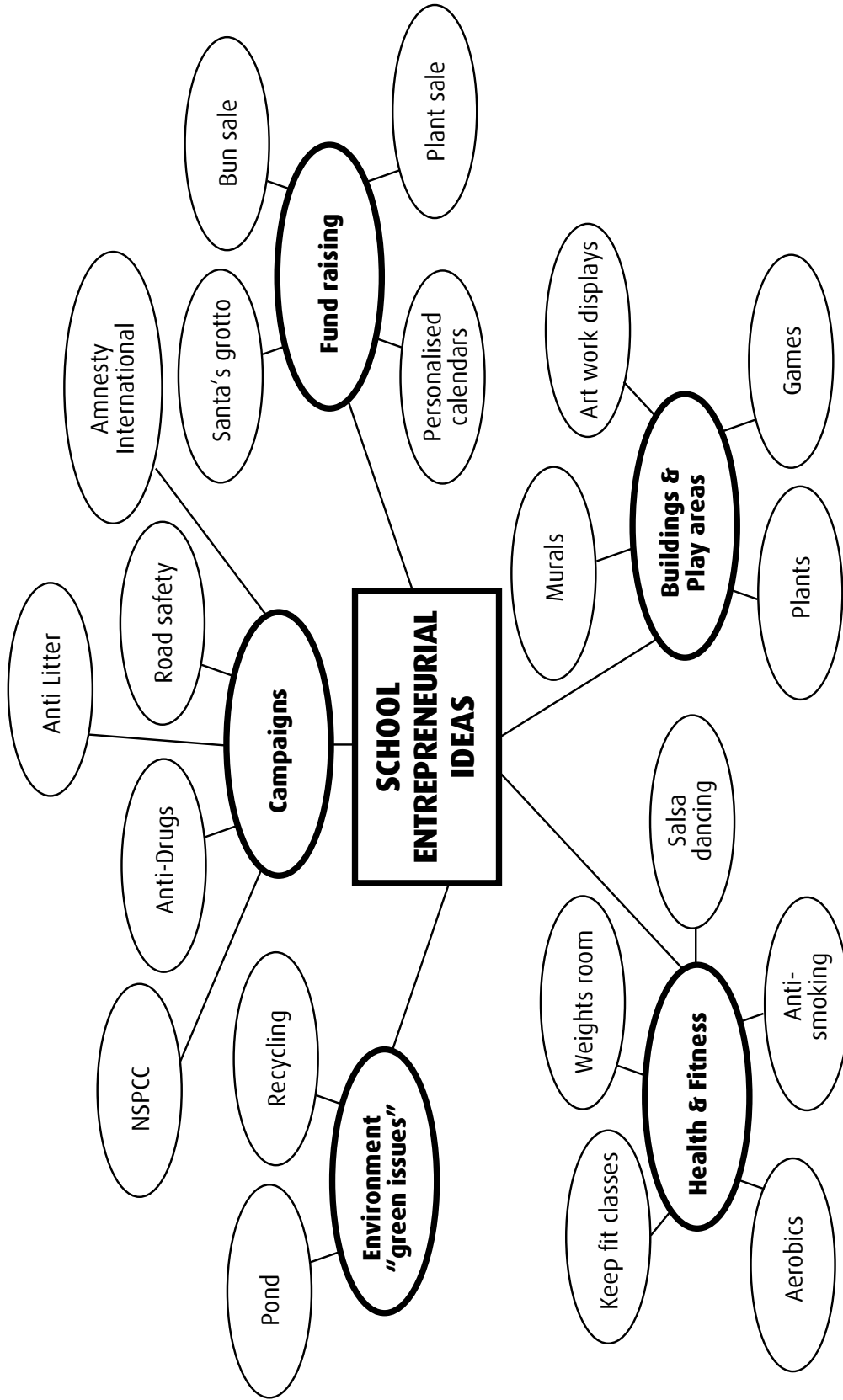
Young people in the community say they are bored and have nothing to do after school.

# Sample Community Entrepreneurial Venture Mind Map





# Sample School Enterpreneurial Venture Mind Map



# Our Entrepreneurial Project Plan

Project title:	
Venture idea:	
Benefit(s) for our school:	

Activity Timeline			
Week 1	Week 2	Week 3	Week 4

Possible challenges/problems:	How we can overcome these:

Resources required, including roles and responsibilities:

## Success or Failure Stories

<p>Michael has identified a niche in the market to sell computers to students.</p> <p>He cannot afford to rent an office or unit so he wants to set up his business from home.</p> <p>He only has £750 to invest in the business.</p>	<p>Michelle is married with two children.</p> <p>She was recently made redundant because the brewing company she worked for is moving to a new factory. The new factory is far away from Michelle's home.</p> <p>Michelle has decided not to look for another job. Instead, she wants to use her redundancy package to start her own lingerie business.</p>	<p>Bill and Paul want to set up a business that analyses traffic information.</p> <p>The information they provide could be used by Government, businesses and by companies who build roads.</p>
<p>Rachel has an idea for a board game called Destination.</p> <p>The game is about driving taxis. The aim is to be the player with the most money at the end of the shift... if you survived the shift!</p> <p>She needs financial support to take her idea further.</p>	<p>Dave left school at 15 to work in a restaurant.</p> <p>He has always dreamed of owning his own restaurant. He wants to open a hamburger restaurant in town.</p> <p>Dave's aim is to have an old fashioned, homely place where families can be together and enjoy great tasting, made-to-order hamburgers.</p>	<p>John has a plan to build a stylish European sports car, at a price that would make it attractive to the American market.</p> <p>He is able to get 100 investors to invest substantial amounts of money into his business.</p>

# Success or Failure Stories – Teacher Briefing Sheet

## Story 1

**Answer: Success**

Michael Dell, born in 1965, started the road to success out of his University of Texas dorm room in 1984. He had just \$1,000 and an idea to provide affordable personal computers to college students.

Dell is now Chairman and CEO of his company with a net worth of over \$30 billion.

## Story 2

**Answer: Success**

Michelle Mone is the founder and co-owner of MJM International, a multi-million pound lingerie company.

## Story 3

**Answer: Failure**

Traf O Data was the first company that Bill Gates started. It was a total flop. However, Bill Gates and Paul Allen went on to start Microsoft. Bill Gates is now one of the richest men in the world.

## Story 4

**Answer: Failure**

Rachel Lowe's board game idea was rejected by investors on BBC2's Dragon's Den. However, she has since proved them wrong. There are now 15 editions of the Destination board game. The first edition, Destination London was Hamley's Number 1 product when it was launched in 2004, outselling Monopoly. It continues to be a best seller.

## Story 5

**Answer: Success**

Dave Thomas was the founder of Wendy's International, Inc. It is one of the world's most successful restaurant companies. There are more than 6,300 Wendy's restaurants in North America and more than 300 international Wendy's restaurants.

## Story 6

**Answer: Failure**

John De Lorean set up the De Lorean Manufacturing Company in 1981 in Northern Ireland. The company went into receivership in 1982. The De Lorean Car was famously featured in the Back to the Future movies.

# The Bright Ideas Competition

Imagine that you are going to appear on the popular TV show 'The Dragon's Den'. Your task is to come up with an idea and then present it to a panel of judges.

## The Idea

You must design a prototype of an innovative armchair. You can choose who the armchair is targeted at, for example office workers, older people, children, families and/or babies.

## Meeting The Dragons

### Success criteria

You must do the following:

- 1. Provide the dragons with a one-page description of your idea**  
Describe your idea on one side of A3 paper. This does not have to be a written page.  
Try to bring your idea to life by using illustrations, drawings and images.
- 2. Make a sales pitch**  
Make a short presentation about your idea. Try to make your pitch innovative, original and inspiring. Perhaps you could use drama, games, pictures or images.
- 3. Entrepreneurial Characteristics**  
Explain how your group demonstrates at least five entrepreneurial characteristics.

# Pupil Reflection Record

What entrepreneurial characteristics have you demonstrated through completing the activities in this unit?

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What are your top three entrepreneurial characteristics and why?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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 on to **[www.ccea.org.uk/employability](http://www.ccea.org.uk/employability)**

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