

VWIS Lesson Plan

Online session with Employer

Theme 3
1 hour

ENTERPRISE & ENTREPRENEURSHIP

Activity Title	Notes for Facilitators
Aims	<ul style="list-style-type: none"> To identify the skills and attributes needed to be a successful entrepreneur. To explore the different roles and responsibilities involved in running a social enterprise.
Links to Gatsby Benchmark	<ol style="list-style-type: none"> Learning from career and labour market information. Addressing the needs of each pupil Linking curriculum learning to careers Encounters with employers and employees.
Links to Skills Builder	Problem Solving, Creativity, Teamwork
CDI Framework learning outcomes	<ul style="list-style-type: none"> Explain different types of businesses, organisational structures, how they operate and how they measure success. Show that you can be enterprising in the way you learn, work and manage your career. Show how you are developing the qualities and skills which will help you to improve your employability
Resources / Equipment / worksheets needed	<ol style="list-style-type: none"> PowerPoint from Google Classroom. Access to internet and Sfs Google Classrooms Rough paper for groups to work out their responses. Access to the Discover Your Future Student Workbook
Preparation required from the teacher	<ul style="list-style-type: none"> Familiarize yourself with the activities, presentation, and workbook. Ensure access to workbooks for all students. Know the name of the VWIS Employer Ambassadors and their business so you can introduce them to the class
Teacher role: Introduction & lesson objectives (5 mins)	<ul style="list-style-type: none"> Remind them about the Keynote presentation that took place recently on this theme. Please introduce the class to the VWIS Employer Ambassador and say that we will be hearing from them shortly, about their job role and company Read 'Aims' of the lesson to the students from the slides.

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	<ul style="list-style-type: none"> Please facilitate students asking questions when the VWIS Employer Ambassador has finished. If none are forthcoming, please ask some questions yourself, suggestions include. <ul style="list-style-type: none"> ▶ What skills & qualities do you use to do your role? ▶ What is the best thing about your job? ▶ What did you do after school?
<p>The VWIS Employer (10 mins)</p>	<p>VWIS employer/s to introduce themselves, their job role and overview of their company.</p> <p>Make reference to anything from the keynote session that they think is relevant.</p> <p>VWIS employer to talk about</p> <ul style="list-style-type: none"> ▶ their business ▶ how they got the idea ▶ how they got started ▶ key challenges etc.
<p>Starter / Icebreaker: (10 mins)</p>	<p>The teacher puts the students into pairs or small groups.</p> <p>To encourage students to think about their entrepreneurial skills ask them to:</p> <ul style="list-style-type: none"> In pairs or alone, make up a 'bad idea' and write it on a piece of paper. They then screw the paper up. In the class, students take turns to talk about one idea and explain why it is a bad idea. <p>As a whole class, see if they can discuss how they could turn it into a good idea!</p> <p><i>For example</i>, four bad ideas to get you started might include camouflaged golf balls, edible dog leads, glow in the dark eye mask and a chocolate tea pot.</p> <ul style="list-style-type: none"> You could also ask them to think about the social and environmental implications of the idea, i.e., is it environmentally friendly, and is it Fair Trade?
<p>Activity 1 (10 mins)</p>	<p><i>An entrepreneur is someone who creates new business/es, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods or services.</i></p> <p><i>Entrepreneurs play a key role in the economy -those who are successful may be rewarded with profits, fame, and continued growth opportunities. Entrepreneurs that fail results in losses though they may go on to develop new ideas as a result of the failed attempt.</i></p> <p><i>Successful entrepreneurs are resilient, innovative, and intellectually curious – all key skills and attributes for success in 21st century life.</i></p> <ul style="list-style-type: none"> Can your students name any successful entrepreneurs? What sectors do they work in? e.g., creative, technology, retail? <p>Show your students some clips of successful and unsuccessful 'pitches' from would-be entrepreneurs on the television program Dragons' Den.</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=jpgoFodFVV8&list=PLSW3VrGq8ZrRY2LHilqaoiRFAd2V3d-Rg&index=4 (Dog Personality Test 2.08)

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	<ul style="list-style-type: none"> https://www.youtube.com/watch?v=Y0ylz9hIC7Q&list=PLSW3VrGq8ZrStQV_y2T8wrZuyle6unHJDr&index=7 (Teacher assessment tool - show up to 2.40 – after Print Deborah) <p>Ask your students to draw a picture or cartoon image of a modern entrepreneur on a large sheet of paper and list the skills and qualities that this person might need to be successful.</p> <p><i>These might include</i> commitment, motivation, determination, creative</p> <ul style="list-style-type: none"> Encourage them to complete the sentence starting: <i>‘A successful entrepreneur is someone who...’</i> (see if they can come up with 3 phrases or skills). <p>An example might be: <i>‘A successful entrepreneur is someone who... shows tenacity and commitment to drive ideas forward’.</i></p> <p>Highlight that running a social enterprise involves many skills such as creativity, leadership, communication, evaluating risk, influencing, negotiating and budgeting and it is important for your pupils to understand the hard work and planning necessary to make their social enterprise a reality and a success.</p> <p>People of all genders can be successful entrepreneurs if they have a good idea, right skills and prepared to work hard.</p> <ul style="list-style-type: none"> Some of the biggest companies today started as small enterprises from people’s bedrooms or homes. <i>e.g. Virgin, Microsoft, Facebook, Amazon, Apple</i>
Differentiation	Students to draw their idea of an entrepreneur.
Activity 2 (15 mins)	<p>VWIS Employer Ambassador to explain different types of business.</p> <ul style="list-style-type: none"> Profit making (private sector/commercial e.g Tesco, BT, EDF) Public Sector (uses money from taxes and grants e.g NHS, local authorities, government departments) Not for Profit or Social Enterprises or Charities. (e.g. Realise Futures). Other significant examples in the UK could include The Big Issue, Divine Chocolate, or Jamie Oliver’s ‘Fifteen’ chain. <p>Explain that social enterprises are businesses that tackle social and environmental problems. They create jobs and generate income like other businesses, but instead of channelling their profits to owners, they reinvest them to support their social mission.</p> <p>In doing so, they improve people’s lives in our communities and societies. It is what a business does with its profits, and its social objectives, that determines whether it is a social enterprise.</p>

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	<div data-bbox="400 353 1422 768" style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <ul style="list-style-type: none"> • Social enterprises are businesses whose primary purpose is to create a positive community impact rather than to generate profits for individual shareholders. They apply the power of the marketplace to advance social, cultural and/or environmental agendas. Thus, they measure success with the attainment of both economic and social value. • For-profit organizations are businesses in the traditional sense, whose primary purpose is making money for their owners and shareholders. They generally use financial return on investment as their measure of success, seeking to generate the maximum profit. • Non-profit organizations seek to create the maximum social return on investment, in other words to make the biggest positive community impact. These organizations receive special status under the law and are exempt from many taxes. They usually depend on donations, grants, and volunteers to cover their operating costs. impossible2Possible is an example of a non-profit organization. </div> <p>From Activity 1 in the “Explore” Lesson students review their list of business and determine if any are for profit, public sector or social enterprises.</p> <ul style="list-style-type: none"> ▶ Do your pupils think that any of the businesses or services on their local list are social enterprises? ▶ Why do they think that people set up social enterprises or charities?
Differentiation	<i>Students to look at pre populated answers to the examples.</i>
Key messages	<i>Highlight that entrepreneurship is a viable option for young people and can also be linked to positive social change in local communities and the world. Reinforce the skills needed.</i>
Extra Activities	As a home learning activity, ask the pupils to find out about the work of one well-known social enterprise and present their work in a medium of their choice.