

1 - What is Enterprise?

Delivery Notes 1

MONEY

Make £5 Grow

Learning outcomes

Pupils will learn about:

- The importance of enterprise and how anyone can become an entrepreneur

They'll be able to:

- Understand what enterprise means and what an entrepreneur is
- Understand the aims of this exciting enterprise project
- Explore the importance of building individual skills
- Use their strongest skills to collaborate with others and start a new enterprise

Links to the Financial Education Planning Framework 9–11

Influences on spending and saving

I know that advertising tries to tempt me to spend my money.	I can recognise when my spending choices are being influenced by advertising.	I understand why we should all think really carefully about how we spend our money.
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Value for money

I know that some things are better value for money than others.		I understand why making informed decisions helps me make the most of the money I have.
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Links between work and money

I know that earning money is one thing which may influence which job I choose to do.	I can describe how having a job will allow me to achieve certain goals in my life including financial ones.	I am beginning to understand that the choices I make about work and money will affect my life.
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Curriculum links KS2/9–11

England	Wales	Scotland	Northern Ireland
Maths Solve number problems involving units, including money.	Mathematics and numeracy Income and expenditure.	Numeracy and Maths Managing money.	Maths and Financial Capability Budgeting, planning, saving, spending, and keeping financial records.
PSHE (PSHE Association PoS) Looking at economic wellbeing: ambitions, work and career L25–L30.	Health and Wellbeing: How our decision-making affects the quality of our lives, and other people's.	Social studies: Learning about people in society, economy and business.	PDMU: How self-esteem and self-confidence play an active and meaningful part in the life of the community. Thinking Skills and Personal Capabilities.

English and Literacy

As they complete this module pupils will be able to take part in:

- Reading comprehension – interpreting the skills cards
- Writing – ranking their skills

Get ready to deliver

If needed, print copies of worksheets 1, 2 and 3 for each pupil.

Pupils may also need plain paper, pens and pencils.

We suggest that pupils work in mixed ability groups.

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Overview

Learning outcomes

Briefly talk about the learning outcomes with pupils.

Measure baseline understanding

Read Worksheet 2: **My confidence about enterprise** with pupils and ask them to choose which emoji best shows how confident they feel about each sentence. Reassure pupils there's no right or wrong answer, as this module will help them to come up with their own. Pupils will revisit the sentences at the end of the module so they can see how their confidence has grown.

Starter activity 1: What would be in a shopping basket?

Introduce 'enterprise' by asking pupils to draw and name with a partner, the last two things someone might have bought, or had bought for them. For example, a banana, a new pair of socks, or a pencil case. Ask pupils to discuss the questions on the screen.

Introduce the idea that we can be influenced in what we choose to buy. That is, persuaded or 'nudged' to make one choice rather than another. Can pupils suggest some things or people who might influence what we buy? Answers include friends, parents, advertising, what we see on TV, in films or on social media.

Support: suggest example items to discuss, like a bar of chocolate, a pair of trainers, a book, and a game or toy.

Challenge: pupils could interview one another about the influences on each purchase.

In pairs or table groups, pupils can guess the cost of each item in their shopping basket. They can add up the cost of each pupil's items, and discuss how much value for money each item provides. This helps them explore how much they know about the cost of everyday items - important when they need to plan and control their spending.

Starter activity 2: A critical consumer

Introduce the idea that when we spend money, we want to be sure what we're buying is a good choice. Ask if pupils can think of when influences might be helpful or unhelpful (ask pupils not to draw on personal experiences, but to give general examples). Introduce the concept of being a 'critical consumer' – someone who takes care to find out what items are right for them, and the best value for money.

Measure baseline understanding

Read Worksheet 2: **My confidence about enterprise** with pupils and ask them to choose which emoji best shows how confident they feel about each sentence. Reassure pupils that there's no right or wrong answer as this module will help them to reach their own. Pupils will revisit the sentences at the end of the module so they can see how their confidence has grown.

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Introduction 1: Make £5 Grow

Explain to pupils they are going to be taking part in an exciting enterprise project. Click to play the film, which brings the programme to life for pupils and gives you ideas for starting a discussion.

Ask pupils to discuss the questions on the screen.

Introduction 2: What is enterprise?

Read the definition on the slide. Highlight that while we usually think of enterprise as something to do with setting up a business, we can all be 'enterprising' in our lives – wherever we want to 'make ideas happen'.

Explain that pupils will be able to use the skills and confidence they develop as they take part in Make £5 Grow to be more enterprising in any area of their lives.

Main activity 1: Guess the enterprise

Ask pupils to guess the businesses of six young entrepreneurs and then look at the answer slide.

Discuss each example as a class, or give one enterprise to each table or group. Ask pupils to discuss:

- Is this enterprise making a product (an item you make for customers) or providing a service (something you do for customers)?

Share pupils' ideas and use the examples to highlight that enterprise is open to everyone. We all have an interest or skill that we might turn into an enterprise. Then, suggest that while every enterprise is different, every entrepreneur relies on the same skills and qualities – things we can naturally do well, or that we can learn to do. Invite pupils to suggest the names of some of these skills e.g. teamwork, leadership, creativity.

Main activity 2: Enterprising skills

Highlight the fact that entrepreneurs are not magicians. Most of them have developed their skills and qualities through practice and experience. Stress to pupils that they can do the same, as long as they're up for making an effort and trying their best.

Ask pupils to draw lines on Worksheet 3 **Enterprising skills** to link each skill with a simple description. Invite pupils to read out the correct definition for each skill.

Main activity 3: Enterprising skills

Explain that if pupils are going to Make £5 Grow they need to think about their own enterprising skills. Ask pupils to discuss what skills they have and to share their strongest ones with a partner. Ask pupils to rank the skills as a diamond, or by choosing their three strongest skills using Worksheet 1. Encourage pupils to give reasons for their rankings.

Support: pupils complete as a group or in pairs.

Challenge: pupils complete as individuals as a race and complete both activities.

Explain that taking part in Make £5 Grow isn't just about using their strongest skills – it's also a great opportunity to improve their weaker ones, too. Pupils will be able to reflect on their progress at the end of the programme.

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Roundup 1: Better together!

Ask pupils to suggest what an entrepreneur can do when they need a skill that isn't one of their strengths. One answer is to find ways to build and strengthen that skill. Another approach is to work with others who have different strengths to your own – that is, to build a great team!

Ask pupils to find someone whose strongest skills are different to their own. Then, ask pupils to talk about how they could help one another to start a new enterprise by sharing their skills.

Pupils can interview each other about their interests, or things they do well.

Roundup 2: What have I learnt?

Congratulate pupils on getting together to form teams with a range of skills. Emphasise that this is a great way to get an enterprise off to a strong start.

Explain that pupils will form different teams to Make £5 Grow, but they will also need to have a range of skills in their team.

Remind pupils of the sentences they thought about at the start of the lesson. Ask them to think again about each sentence and choose the emoji that best shows how confident they now feel. Pupils can make notes on something they have learned about enterprise, what they are most proud of doing, and something they would like to learn more about.