

'Make £5 Blossom' Teacher Resource - Enterprise Skills: Concepts and Definitions

<p>TEAM WORK: The degree to which a group of people can work together effectively can be a decisive factor in whether they can achieve their goals. Much of good team work comes down to how well people get on with each other and their ability to apply basic social skills to get the best out of others and their situation. These skills include flexibility, sensitivity, compromise, persuasion, respecting and participating. With these skills a group can commit to a common purpose and attain their goals, they can act as effective mentors and nurture the best in one another.</p>	<p>RISK MANAGEMENT: What is risk? A hazard? A misfortune? The possibility of losing? The possibility of failing? Contemplating any of these seemingly negative outcomes could put a person off taking action if success is not a given. However learning to cope with and manage risk is imperative for anyone who wants to progress in life. Managing risk is the process of identifying different threats and possibilities and seeing how they can be mitigated, controlled or simply accepted. But learning to manage risk develops the confidence to take informed decisions which can turn risks into opportunities.</p>
<p>NEGOTIATING AND INFLUENCING: People spend a lot of time and effort trying to persuade each other to do what <i>they</i> want, whether in personal or professional situations. Effective negotiation requires a high level of communication, the ability to build rapport and persuade rationally, and the confidence to deal with 'difficult' situations that could be a block to success. Negotiating and influencing also encompasses the ability to listen and compromise. It includes the ability to be turned down, knocked back, but to still participate.</p>	<p>EFFECTIVE COMMUNICATION: This is an essential skill for life. From understanding the importance of first impressions to having the confidence to speak in meetings, from sending appropriate emails to making a connection with someone over the phone – a high level of communication is essential. Children benefit from activities which give them the tools and language to express themselves. Students need new vocabulary to be able to describe their learning, skills and experiences, as well as activities with a 'presentation' element which challenge them out of their communication 'comfort zones.'</p>
<p>CREATIVITY AND INNOVATION: These skills can be seen in a number of ways – the generation of ideas and concepts, making things or even taking a new approach to teaching and learning. It is about being imaginative – thinking 'outside the box' – looking for solutions, solving problems, inventing new ideas. And then imagining that something 'extra' which will be the spark for innovation or improvement. Teachers have a key role to play here, providing creative learning opportunities which fire the imagination of children</p>	<p>POSITIVE ATTITUDE: When Henry Ford said: "If you think you can, or you think you can't, you're probably right," he succinctly summed up the influence attitude can have on outcome. Negativity says 'I can't...' It anticipates difficulties and creates images of failure and embarrassment that hold people back. Positivity says 'I Can...' It manifests itself in self belief, constructive thinking, finding solutions and optimism. Many successful people credit their energy, motivation, creativity and success to maintaining a positive attitude. Some say it is the single most important</p>

<p>and create that spark.</p>	<p>factor, the factor that stopped them giving up, and gave them the power to keep going until they achieved their goal.</p>
<p>INITIATIVE: Initiative can be seen as the willingness to take the first step, or make the first move. If no-one was willing to take the initiative nothing would progress. How many people talk wistfully of big ideas they've had, but never acted upon? Sometimes the gap between idea and reality is the hardest one to bridge because it requires tangible action. Taking the initiative includes elements of risk, positive attitude and good judgement. Importantly though, it includes the willingness to 'go for it' – which is essential in a fast paced competitive world where every job, business idea and opportunity will have many people chasing it.</p>	<p>ORGANISING AND PLANNING: There are many occasions where existing school activities could be turned over to children to provide opportunities for them to develop invaluable management skills. Planning and organisation is a key factor in the success of projects and activities. This includes being able to manage time and workload, being able to rank priorities and ration scarce resources against competing claims and the ability to take a project from an idea through to final product despite any obstacles that may arise. Children learn these skills best by 'doing', overcoming problems as they go, evaluating their experiences, identifying weakness and planning for improvement in the future.</p>
<p>DECISION MAKING, PROBLEM SOLVING AND IDENTIFYING OPPORTUNITIES: Make intelligent and timely decisions and you're on the road to success, but a string of poor and ill considered decisions can leave you struggling to get back on track. Decision making and problem solving are closely linked. For both it is necessary to work out the likely consequences for any course of action, identify and weigh-up pros and cons, evaluate evidence, consider alternatives and choose and implement the best course of action. Identifying opportunities becomes part of this process – it may be that a brilliant opportunity is spotted when a 'problem' is being solved. To be able to develop and implement these skills independently through an enterprise activity will build a child's confidence in their own abilities and judgement.</p>	<p>LEADERSHIP: Good leaders have the ability to motivate and influence, they get things done - by their own hard work and their ability to engage others. Leadership is a quality that seems to include many of the other enterprise capabilities. Good leadership requires communication, a positive attitude, initiative, creativity and the ability and confidence to negotiate and influence. In adult life good leadership can be the difference between failure and success, satisfaction and frustration and profit and loss. Providing leadership opportunities for pupils is essential – so they have a taste of what it is like to take responsibility, make decisions, manage peers and problems and deliver a final product or activity successfully.</p>
<p>MAKING DECISIONS ON ISSUES WITH AN ECONOMIC AND ETHICAL DIMENSION: No person, enterprise or corporation operates in a vacuum and every action can have a consequence, positive or negative. Issues which affect people's lives, the environment and society should be considered with integrity and thought. Where previously profit ruled, the rise of Corporate Social Responsibility highlights how increasingly business</p>	<p>FINANCIAL LITERACY: How do you manage a budget? How much do things cost? How much do you need to live? What is profit and loss? Developing a real awareness of how the world of money works is vital for a young person. While ever an endless source of materials, resources and funds seem to abound from home and school to meet their requirements then they are not developing the knowledge and awareness of the 'real world' that will give them purpose and</p>

is being asked to consider the 'triple bottom line' of People, Planet, Profit. Work that groups like Fair Trade, 1% for the Planet, and Oxfam have done a great deal to increase awareness of issues around sustainability, the environment and the exploitation of Third World Workers. Now, not taking responsibility for the impact a business has in these areas can irreparably damage a company's reputation and diminish a brand's popularity.

motivation for studying and working. Learning about how money works in a practical way can be fun – but the lessons are real: nothing comes for free, you can work hard and improve what you had, and sometimes things go wrong and you have to start again.

PRODUCT AND SERVICE DESIGN: All the goods and services that are available for consumers to buy have been through some kind of design, development and production process. Simulating this process can be highly illuminating and addresses the development of many other enterprise capabilities. For a production process to run smoothly and successfully a team has to work well and communicate. For a product to be successful it has to be creative, for a service to survive it has to be well planned. An activity which addresses elements of production process is a coherent way of bringing together these enterprise skills and identifying, in a very real way, their importance.

Team Work

The degree to which a group of people can work together effectively can be a decisive factor in whether they can achieve their goals. Poor team work can lead to disagreements, negativity and inaction. How often does a cry go out from a frustrated team member: "I could have done this in a third of the time myself, and with none of the disagreements!"

But 'team working' is one of the biggest shifts in business management today – working with others is now almost inescapable.

Much of good team work comes down to how well people get on with each other and their ability to apply basic social skills to get the best out of others and their situation. These skills include flexibility, sensitivity, compromise, persuasion, respecting and participating. With these skills a group can commit to a common purpose and attain their goals, they can act as effective mentors and nurture the best in one another.

Case Study - Book Club at St Ann's

When Enterprise Co-ordinator Lindsey Sandberg took over administration of the school's book club last year her first decision was to put the children in charge.

She asked for volunteers to run the club and a group of pupils came forward. Over the next few weeks they learnt about all aspects of running the book club. They learned about all the ordering procedures, when money was taken, how it was banked and what happened when a delivery arrived. For the first time they became familiar with the idea that the school earned commission for the amount of books they sold.

The children immediately set themselves the challenge of improving the rate of commission achieved. They worked in their small team to brainstorm ideas to raise the profile of the book club and encourage children to make purchases. They took over time in assembly and 'advertised' in classes. They made posters and wrote letters and marketed books they thought might be popular.

The result has been that ever since they took over the administration of the club it has achieved an average monthly commission of £200, compared with the previous figure of just £70.

But Lindsey said the most striking element of the project was the level to which the small group had bonded and worked as a team. She said: "They run the whole club now, from giving the orders on the telephone to delivering the books to classes. I only need mention it to one group member that we need a meeting and the information will have been disseminated to the others, with the children organising messages to be sent to the appropriate classes."

The children have been so successful that they are now mentoring other children to widen the network of pupils that participate. The first eight children have each engaged a friend to help with Book Club. The next step is for the sixteen children to train Year Five children who will take over from them when they have left. Lindsey said: "I act now only in a supervisory role. If there's a problem they might come to me for advice but ultimately they work as a team to decide on a course of action. They look after the club and each other and it has promoted a genuine sense of team work."

Risk Management

What is risk? The possibility of losing? The possibility of failing? A situation where the outcome is uncertain? Contemplating any of these seemingly negative outcomes could put a person off taking action if success is not a given.

However learning to cope with and manage risk is imperative for anyone who wants to progress in life. Managing risk is the process of identifying different threats and possibilities involved in a project or event, and seeing how they can be mitigated, controlled or simply accepted.

Life is full of uncertainty and failure, and an inability to cope with these risks can lead to fear and inaction. But learning to manage risk develops the confidence to take informed decisions which can turn risks into opportunities.

Case Study – Maltby Crags Buggy Project.

Maltby Crags Infant School is developing a strong philosophy based around providing opportunities for children to take risks. Head Teacher Sheila Ralph believes that managing risk and coping with failure are essential skills to cope in a fast changing world. She wants to nurture resilience in her pupils so they have the confidence to pick themselves up and keep going after life's set backs.

The school's Enterprise Co-ordinator, Tina Otter, has been key in driving this agenda forward, and used her 'buggy project' to provide plenty of risk taking opportunities for her Year Two class. Children were set the challenge of designing, costing, making and finally racing a wooden buggy. She had done the project before, but this time added several elements to provide more opportunities to stretch the children. This time she put them in charge of choosing the materials. They talked about designs and materials - what might work and what might not - but ultimately the children chose what to put on a 'wish list.' This included new tools, so they had to write to the Head Teacher to ask for a 'budget' for the project, justifying their requests by saying the tools would be there for other pupils to use after their project was over. Tina ordered the components the children had requested, and the children agreed between themselves to try out different designs to see which one worked best. Tina said: "They were definitely taking risks with the designs, like having larger wheels on the back axel. They knew there was a possibility they might not work so well, but they still wanted to try it. They had to look at the possible consequences of their actions and weigh up what they wanted to do, and then take the decision – and the risk - by themselves."

The prospect of the final 'buggy race' in the school hall added yet another element of risk taking to the whole project. Tina said: "There was a lot of excitement about the race, this was the arena where everything they had worked for would either stand or fall. Even at this stage there was a lot of risk being calculated. The children quickly worked out that how hard they pushed the buggy was an important success factor, but push too hard and the wheels might come off! Some of the lads were quite disappointed with their buggy's performance, but afterwards when we reflected they were glad they had taken risks with the design and in the race – they had learned from them."

The project was such a success that it was used as the case study to secure the Warwick Award for the school. And when the representative from Warwick University visited to see their evidence it was children from Tina's class who gave him the grand tour – without a teacher! Tina said: "When he spoke to the children he saw how much they had got out of it – he didn't get word in edgeways."

Negotiating and Influencing

The skill to effectively influence others is one that everyone needs. People spend a lot of time and effort trying to persuade each other to do what *they* want, whether in personal or professional situations. But negotiation, influencing and persuading are skills that can only be developed given the circumstances and opportunities to do so. Effective negotiation requires a high level of communication, the ability to build rapport and persuade rationally, and the confidence to deal with 'difficult' situations that could be a block to success.

Negotiating and influencing also encompasses the ability to listen and compromise. It includes the ability to be turned down, knocked back, but to still participate. An effective way of offering an opportunity to develop these skills in primary schools is by providing a structure for influencing to take place, and structure which provides an opportunity for children to plan future negotiations and develop the skills they will need in later life.

Case Study: Broom Valley Juniors School Council

Broom Valley Junior's school council was formed three years ago to encourage a greater level of participation in and responsibility for school life. Each class votes for two representatives to go forward to represent their views on the council, which meets weekly to highlight and discuss issues that are important to the children.

The council has carried out market research in school to discover how children wanted funding to develop the outside play area to be spent. Ideas from the children including a netted football area, an outdoor dance stage and 'loan cards'; to encourage responsible use of equipment were all adopted.

Most recently the school council were even involved in the selection process for a new member of staff. Two representatives were voted onto the interview panel to participate in the process - and even asked a couple of questions. The philosophy is that the more responsibility the pupils have the greater responsibility they will display.

Learning Mentor and council member Wendy Rusling said: "The way the students conducted themselves and the insightful comments they made showed it was the right decision to include them in the process."

The successful candidate also happened to be the first choice of the children too. Apart from having the right skills and experience, Wendy said the candidate had made eye contact with the pupils and treated the children in the same way as other members of the interview panel. When the children found out 'their' teacher was being appointed there was a far greater sense this was someone they welcomed than another 'stranger' being thrust upon them.

Wendy said the benefit of the school council was to show children the processes of effective negotiation they will need in later life. She said: "They don't always get their own way. But they are learning to deal with conflict in a positive way and they seem to take it better when a class member tells them 'This is how it is.' It doesn't stop them trying to change things though; it just gives them a proper framework where they can do it in a constructive way."

Effective Communication

Effective communication is an essential skill for life. From understanding the importance of first impressions to having the confidence to speak in meetings, from sending appropriate emails to making a connection with someone over the phone – a high level of communication is necessary in so many aspects of life.

Children benefit from activities which develop communication and give them the tools and language to express themselves. Students need new vocabulary to be able to describe their learning and experiences, as well as activities which challenge them out of their communication 'comfort zones.'

Case Study – Wath C of E Chocolate Topic

Stepping into Rachel Parkin's classroom last autumn you couldn't help but be immediately engrossed and impressed. Words and pictures were plastered on display boards, pegged to clothes lines and had crept up the walls, well past the coving that normally represented the frontier of decoration in other classrooms. Everywhere your eyes fell they landed on new vocabulary and definitions to reinforce learning. There were pictures, maps and books everywhere. Post-it notes with children's ideas and work covered every available inch. The room was like a giant mood board, reflecting and strengthening the children's learning experience.

With more than a dozen SEN students in a class of 31 Year Six children, Rachel is always looking for new ways to engage her pupils. During her term's topic based around 'Chocolate' she decided to introduce an explicit 'enterprise' element where the children were set the challenge of designing, costing, making and selling a chocolate product.

Children went through an 'application process' to secure positions in 'companies.' They had to identify their own strengths and weaknesses and write letters and go through 'interviews.' This process was really illuminating for the children, who had to match their skills to the different roles and justify why. One boy said he wanted to be a 'promoter' because he knew he could talk a lot!

Once formed the 'companies' had to brainstorm ideas and negotiate between competing opinions. Groups developed strategies to deal with the disparate ideas – some voted, sometimes the 'Chair' took the final decision. Children looked at the power of advertising, and the importance of using persuasive language and different ways of communicating messages. They wrote their own slogans and then created and performed adverts in front of the class, stretching their normal communication boundaries with the added element of role play and presentation.

What felt markedly different about Rachel's class was just how able the pupils were to express what they were doing and why. Many times a child can be in the middle of doing a wonderfully fun 'enterprise' activity, but when asked what they think 'enterprise' is they don't really know. One 'director' in Rachel's class said it was about 'working together to make something,' which was delivered with the confidence that only comes with a clearly developed idea. Rachel said she had regular discussions to reinforce learning, but also believed that children needed the visual prompts to be able to develop ideas and communicate clearly.

She said: "Thinking and writing are important, but speaking and listening are too. They have got to be able to express themselves coherently, and listen to others and learn. They need the visual stimulus – it helps everything sink in. They have got to know 'why' they are doing something too. The project made developing these skills easy – it captured their imagination and gave everything a purpose. I've seen a real change in them."

Creativity and Innovation

Creativity and Innovation can be seen in a number of ways – the generation of ideas and concepts, making things or even taking a new approach to teaching and learning.

It is about being imaginative – thinking ‘outside the box’ – looking for solutions, solving problems, inventing new ideas. And then imagining that something ‘extra’ which will be the spark for innovation or improvement.

Teachers have a key role to play here, providing creative learning opportunities which fire the imagination of children and create that spark.

Case Study – Blackburn Primary Contemporary Science Day

Blackburn Primary teacher Paul Swift knows first hand the importance of being creative and enterprising. For many years he supported his young family by supplementing his teaching income by selling baked potatoes to late night clubbers. At school he is passionate about instilling a similar sense of resourcefulness and imagination to his pupils. He said: “Life can be an obstacle course and you’ve got to have the energy and creativity to get around it. There will be lots of times when it seems like there is something in your way – money, jobs, people, time – but if you are creative you can always think of a way around it.”

Paul applies this philosophy to his teaching too – and is always looking for imaginative ways to deliver the curriculum in a way that will engage the children. It was out of this that the Contemporary Science Day evolved. The event is run as a partnership between several local comprehensive schools, Sheffield Hallam University and Blackburn Primary School. The idea was to deliver a day of science in a fun, engaging way which would make an impact on the pupils. But the day was almost felled at the first hurdle, when potential venues quoted astronomical prices to host the children. Paul said: “We were looking at between £900 and £2,000 pounds, which would have put it beyond our reach. Things were looking bleak, but we had the idea of asking the people at Liquid and Diva, and went and knocked on their door to see what they thought.”

Liquid and Diva agreed to open their doors to the schools for free, which meant the day got the green light and got everyone thinking about how to use the venue to the best advantage. The team decided to use the venue as the theme for their activities, posing questions around what happens at a nightclub to stimulate some scientific investigations. Problems like ‘How can sound be turned into light?’, ‘What happens to our bodies when we dance?’ and ‘How does alcohol effect you?’ were all explored.

Paul and his colleagues engaged many imaginative delivery partners too, who brought the day to life. Students from Hallam University performed role plays and the NHS had a paramedic providing first aid emergency training. Even Liquid and Diva’s DJ and lighting engineer were enrolled to give children a new perspective on the sophisticated electronics needed to produce the music and disco lights at a nightclub.

Paul said: “Students are in a new and exciting environment, which engages their attention. They don’t feel like they are learning, but it is happening on lots of levels – there are the curriculum links, but also skills like enquiry, team work, problem solving, communication and risk management. He said: “During the evaluation of the first day we all agreed it was a lot of fun and the students loved it, but just as importantly we agreed that the science and the learning were there too. It’s a great day – it delivers for students and teachers in a really creative way.”

Positive Attitude ‘Can Do’

When Henry Ford said: “If you think you can, or you think you can’t, you’re probably right,” he succinctly summed up the influence attitude can have on outcome. Negativity says ‘I can’t...’ It anticipates difficulties and creates images of failure and embarrassment that hold people back. Positivity says ‘I Can...’ It manifests itself in self belief, constructive thinking, finding solutions and optimism.

Many successful people credit their energy, motivation, creativity and success to maintaining a positive attitude. Some say it is the single most important factor, the factor that stopped them giving up, and gave them the power to keep going until they achieved their goal.

Case study – Rawmarsh Ashwood Residential Fundraiser

When the Year Six children at Rawmarsh Ashwood were told that the annual residential trip was under threat they didn’t let it get them down. Enterprise Co-ordinator Lynda Saunders told her class the situation – the school simply didn’t have the money to send enough teaching staff to cover the regular five day trip , so theirs would be cut short at three days. Rather than tutting and wailing about how ‘unfair’ it was the children immediately responded with a positive call to action. They asked how much money they needed to raise to fund the extra teacher cover - £500 – and set about thinking of how they could raise it in the two weeks before their trip was scheduled.

Lynda said: “They were so full of new ideas we didn’t do anything; we just let them get on with it. And because of the solid foundation of enterprising activities provided in school they have got the capabilities to put their ideas into practice.”

The children planned and organised an Easter themed fundraising morning, opening their classroom to the rest of school and ensuring the event and its purpose had been marketed far and wide. For the next two weeks Lynda made plenty of curriculum links in lessons to enable them to get their work done. In literacy they tackled persuasion, writing letters to local businesses to donate money or prizes or vouchers for a raffle. In ICT and art they created leaflets and posters to publicise the event, and in their ‘golden time’ (a weekly slot where they can pursue a topic of their choice independently), they worked on the fine details which brought the whole event together.

Lynda said: “The children worked so hard and they were so positive. I didn’t doubt that they would succeed. They did get letters back from businesses saying they couldn’t help, but they didn’t let it put them off. They maintained their focus on the job they had to do.”

The morning of the fundraiser the classroom was transformed into a hive of Easter themed entertainment and activities. There were ‘name the chick’ competitions, decorate an egg competitions, raffles, refreshments and an Easter egg hunt. Local businesses had donated vouchers, money and prizes for a bumper raffle and the morning had a brilliant turn out because of the comprehensive promoting campaign undertaken by the students. By the end of the morning a staggering £850 had been raised – more than enough to take the children away for five days.

Lynda said the children’s positive attitude had been a decisive factor in the outcome for the trip. She said:” The children could have taken the bad news about the residential in a number of ways, but they chose to do something positive about it. They felt extremely proud about what they had done, we all did.”

Initiative

Initiative can be seen as the willingness to take the first step, or make the first move. If no-one was willing to take the initiative nothing would progress. How many people talk wistfully of big ideas they've had, but never acted upon? Sometimes the gap between idea and reality is the hardest one to bridge because it requires tangible action.

Taking the initiative includes elements of risk, positive attitude and good judgement. Importantly though, it includes the willingness to 'go for it' – which is essential in a fast paced competitive world where every job, business idea and opportunity will have many people chasing it.

Coleridge Primary – Peer Mediators

Looking for work is such a large and essential part of adult life that it seems sensible to offer young people the opportunity to develop and practice the skills required to do so successfully. Part of that is providing an opportunity to pursue opportunities under their own steam. At Coleridge Primary all Year Six Children undertake 'Peer Mediation' training to help them develop strategies to handle conflict and challenging behaviour in the playground. The course looks at strategies to communicate, handle conflict and develop tolerance. Following the training children can, if they want, apply for 'jobs' as Peer Mediators, working on a rota system over a full year to provide support to younger children in the playground.

Keeley Stevens is the Learning Mentor involved with the scheme since its launch. She said that, crucially, applying for the 'jobs' is entirely up to the children: "The opportunity is there if they want to take it, but filling in the application is something they have to do themselves at home. We are clear we want it to come from them, not a parent filling the form in. The child needs to identify reasons why they would be good, and skills they have to make a success of the role, and that has to be down to them."

Success is not given – after submitting their applications children are short listed and are invited to an interview. Keeley says this process is extremely illuminating for the children, and some even decide that the role is not for them. But she says that the children who do persevere and are successful get an enormous amount from the experience. She said: "It gives them a great sense of responsibility. It is a big responsibility they take on, for the whole year, and you see a change in the pupils. They have more self esteem and confidence. In the first few weeks they can be quite shy and reserved about going up to children, but the experience and confidence grows over the weeks and months and they handle themselves differently."

At the end of the year the Peer Mediators have a celebration in recognition of the hard work and commitment they have shown. Keeley said: "The scheme is in its third year now and each year it grows in strength and acceptance. At first other children in the playground seemed to want adult intervention, but now it's the Peer Mediators they approach first. The success is down to the hard work and skill of the children participating - and that has come from them wanting to be involved in the first place."

Head Teacher Michelle Binns said the effects of the scheme, and the philosophy behind it, were rippling through school and beyond. She said: "Allowing pupils to take the initiative like this is crucial in taking the school forward. The children feel a far greater sense of responsibility for their fellow pupils, the building and the community. We have less vandalism and more parent involvement because the children are taking the initiative, taking ownership and are more motivated and engaged."

Organisational/Planning Skills

There are many occasions where existing school activities could be turned over to children to provide opportunities for them to develop invaluable management skills.

Planning and organisation is a key factor in the success of projects and activities. This includes being able to manage time and workload, being able to rank priorities and ration scarce resources against competing claims and the ability to take a project from an idea through to final product despite any obstacles that may arise. Children learn these skills best by 'doing', overcoming problems as they go, evaluating their experiences, identifying weakness and planning for improvement in the future.

Case Study: Laughton Junior and Infant School Book Fair

Enterprise Co-ordinator Gill Rugg decided to take a new approach to the school's 'flat and boring' annual Book Fair. She put her mixed Year Five and Six group in charge of planning and organising the fair and set them a challenge – to attract more customers and raise more money in commission.

For two weeks the classroom turned into a hive of activity. Children brainstormed more 36 brilliant ideas to revive the fair. They identified problems with the old-style event, including parents having to leave early because younger children got tired and hungry. They wrote a business plan to the Head asking for a loan for refreshments. They also agreed there needed to be chairs and tables where people could relax and enjoy a drink. They said the hall was drab and decorated paper cloths to put on the tables and used some of their money for flowers to create a welcoming environment. And they identified jobs including 'greeters' and 'helpers' to ensure a high level of customer service at the event.

The children also planned and implemented a marketing assault at school. They analysed the previous fair's figures and identified that the foundation classes hardly purchased any books. So they organised and delivered reading sessions during class and break times to encourage the younger children to engage with the books and get excited about the fair. Pupils also planned and delivered a presentation assembly where they promoted the fair by reading 'teasers' out of books, and told children they would have to come to the fair if they wanted to find out the ending. They made posters and leaflets, sent letters home and got extra posters and stickers from the Book Club.

By the time the fair arrived the whole school was buzzing with excitement. And because the children were motivated by seeing the daily sales sheets they maintained the momentum for the whole week. The event was a resounding success with sales rocketing and the foundation classes clearing the shelves of the books which the older children had marketed to them.

Gill ensured the children had proper time to reflect on the project, using evaluation sheets as the basis for discussion in class. She said: "I was surprised at the strength of feeling and memory the children possessed. They identified lots of problems and issues that needed ironing out for next year, but they were thrilled with the new level of responsibility they had. The intensity of the experience came from them feeling like this was 'theirs' because they had organised it all. You could see it in lots of ways, right down to how they cleared away in the hall every night. It was their Book Fair, right down to the mess – they owned it."

Decision making, problem solving and identifying opportunities

Good decision making is an essential skill for life. Make intelligent and timely decisions and you're on the road to success, but a string of poor and ill considered decisions can leave you struggling to get back on track.

Decision making and problem solving are closely linked. For both it is necessary to work out the likely consequences for any course of action, identify and weigh-up pros and cons, evaluate evidence, consider alternatives and choose and implement the best course of action. Identifying opportunities becomes part of this process – it may be that a brilliant opportunity is spotted when a 'problem' is being solved. To be able to develop and implement these skills independently through an enterprise activity will build a child's confidence in their own abilities and judgement.

Case study – Anston Park Juniors Christmas Fair

Staff at Anston Park Junior school have embraced the enterprise agenda with enthusiasm and are always looking to give children the opportunity to make their own decisions and act for themselves.

The outcome of their efforts was evident at the school's Christmas Fair. In the weeks running up to the event each class had been asked to produce something to sell at the fair. They loaned a small budget and formed companies, applying for positions and identifying their strength and weaknesses. When they started production they identified problems and adapted their work flow appropriately. One company was making teddy bears, but it was becoming tedious and time consuming for the children to do all the sewing. One child suggested they made Do-it-Yourself kits to sell, as everyone agreed it had been fun to make one. So they packaged the components and wrote instructions for assembling them and marketed 'DIY Bear' kits.

The morning of the fair parents were greeted at the doors by 'promoters' from different companies handing out leaflets, and there were posters everywhere advertising different products. The children were in charge behind the stalls, shouting their wares and enticing customers to come and take a closer look. Products were flying off the stalls and all the time the children were making decisions about what needed doing next. Every class knew exactly how much they needed to make and when they were in profit.

As time went on, children knocked down prices for gifts that weren't selling as fast. A six-foot dad was trying to buy some 50p note books from one little girl. He was asking for 2 for 1. But the little girl checked the clock on the wall and saw she still had half an hour selling time (so didn't need to give her products away), and offered him 3 for 2. He agreed and they shook hands. The little girl was running this stall with a couple of friends and the nearest teacher was 15 feet away. The confidence and canny negotiating displayed in that moment could only have been developed in an atmosphere where she was regularly given the opportunity to make decisions and had the self belief to do so without the re-assurance of a teacher.

The key to success at Anston Park is that enterprise is seen as an approach as well as an explicit activity. The philosophy of fostering independence, encouraging decision making and nurturing self reliance has permeated all classrooms and activities. Teachers are enthusiastic about developing children's capabilities and inspiring their sense of self belief. Teacher Pam Hosie said: "Our children are always identifying problems and opportunities, making decisions and taking responsibility; it is actively encouraged."

Leadership

Good leaders have the ability to motivate and influence, they get things done - by their own hard work and their ability to engage others. Leadership is a quality that seems to include many of the other enterprise capabilities. Good leadership requires communication, a positive attitude, initiative, creativity and the ability and confidence to negotiate and influence.

In adult life good leadership can be the difference between failure and success, satisfaction and frustration and profit and loss. Providing leadership opportunities for pupils is essential – so they have a taste of what it is like to take responsibility, make decisions, manage peers and problems and deliver a final product or activity successfully.

Case Study – Anston Brook Christmas Play

After attending Rotherham Ready's Inspire training event Tessa Clark decided to take an entirely new approach to the school's Christmas Play – and let the children take the lead. Following a brain storming session with her class there was a whole raft of new ideas on how to take the play forward – including holding auditions for the first time, and creating roles for the children to undertake the work of set design, costumes and directing the production. Children had to 'apply' for these roles, giving reasons why they would be suitable. In the mean time auditions for the play were held by the school council, turning up talent from surprising quarters. Tessa said: "The auditions felt unfamiliar at first, and a little uncomfortable, but the children were in charge and they felt strongly that this was a fairer way to do things. We were really reassured by their comments – the children were very perceptive and discerning, and they picked out the best performers. It was a bit of a revelation for all of us."

Once the cast was chosen and scripts went out the children instituted lunch time and after school clubs to get the work done. Groups researched, planned and made the set and designed costumes. There were rehearsals too, and now children were also in the roles of 'Director', 'Music Director' and 'Prompter.' Tessa said: "Once the project was underway it was less work for us, because we were in a more supervisory role than anything – the children really took ownership. They seemed to have this sense of 'we are in charge, and it's going to be good.'"

In the meantime other children who weren't part of the play were commissioned into marketing and promoting the play. Other classes brainstormed ideas for a marketing plan and distributed tasks between themselves. They decided to make posters, leaflets, produce novelty tickets and write letters home to parents. Refreshments were also put on, as well as a raffle. They also arranged that they would take video footage of the performances and sell the DVD to parents afterwards.

By the time the performances came round there was a genuine sense of anticipation at the school. During the performances the children were in charge – lead by the Director and Music Director, with the 'Prompter' sat reassuringly at the front – though everyone was word perfect. Tessa said: "We just stood at the back; the children were in the driving seat the whole time. It was brilliant, and everyone was bowled over by the whole thing – the children's attitude, the standard of the performances and the professionalism of the back stage crew. Every performance was packed out and there were many repeat visits. We all said afterward that we should have charged or maybe put on an evening performance – it was more like amateur dramatics than a school play."

Make judgements on issues with an economic and ethical dimension

No person, enterprise or corporation operates in a vacuum and every action can have a consequence, positive or negative. Issues which affect people's lives, the environment and society should be considered with integrity and thought.

Where previously profit ruled, the rise of Corporate Social Responsibility highlights how increasingly business is being asked to consider the 'triple bottom line' of People, Planet, Profit. Organisations like Fair Trade, 1% for the Planet, and Oxfam have done a great deal to increase awareness of issues around sustainability, the environment and the exploitation of Third World Workers. Now, not taking responsibility for the impact a business has in these areas can irreparably damage a company's reputation and diminish a brand's popularity.

Case Study – St Mary's Catholic Primary Is Food Costing the Earth?

Is Food Costing the Earth was a six week project run in partnership with the Development Education Centre South Yorkshire (DECSY), Groundwork Dearne Valley and Herringthorpe Valley Allotments. It aimed to raise awareness of where food comes from, and how it is processed – and what impact this has on the environment.

The project launched by looking at children's 'Global Footprint' – the impact each child's behaviour has on the environment. This covers issues including how they travel, where they holiday, the rubbish they produce, and the energy they consume at home. Then over the course of another six sessions they looked at food and issues around packaging, food miles, supermarket control, environmental impact and fair trade.

Children visited an ordinary farm and an organic farm and heard about the differences. They looked at produce from supermarkets, where they come from and how heavily packaged they are. Then they compared them with produce from the local allotments – just over the road from the school. Children participated in 'blind' taste testing, rating the allotment vegetables 'sweeter' and 'nicer' than the supermarket vegetables. They also looked at what goes into food and did 'guess the product' games where they were given lists of incomprehensible ingredients (hydroxypropylmethyl cellulose, sulphur dioxide) and asked to guess what product they made (vegetarian sausages).

Talking to the children it was plain to see the impact the project had made upon them. Even months after the project had taken place they were still buzzing with ideas about what was the 'right' and 'wrong' thing to do. Comments they made variously included: "Buy food locally..." "Try and get parents to buy more organic and fair trade foods..." and "Look at what's on food labels..."

More than anything the aim of the programme was to make them aware that one day they would have a choice in making decisions about these issues, and that their decisions had a consequence. Through the project they explored the concept that everything they did impacted upon someone further down the line - that there was a farmer in a far off country getting paid a fraction of the cost of the banana they buy at the supermarket.

Teacher Kath Thomas said: "It was a brilliant opportunity, it really opened their eyes. It's so easy not to think about issues like these, but when you do it seems to bring out children's innate sense of justice."

Financial Literacy

How do you manage a budget? How much do things cost? How much do you need to live? What is profit and loss?

Developing a real awareness of how the world of money works is vital for a young person. While ever an endless source of materials, resources and funds seem to abound from home and school to meet their requirements then they are not developing the knowledge and awareness of the 'real world' that will give them purpose and motivation for studying and working.

Learning about how to manage money in a practical way can be fun – but the lessons are very real: nothing comes for free, you can work hard and improve what you had, and sometimes things go wrong and you have to start again.

Dalton Folijambe Five Pound Project

Pupils at Dalton Folijambe are used to solving problems and making decisions. The school's enterprise co-ordinator Kerry Ford has a background in industry and has taken a strong lead in developing enterprise within the curriculum. Children enjoy creative teaching and learning and are often afforded the opportunities to make decisions for themselves and learn from the consequences. In addition to this the school also provides stand alone 'explicit' enterprise activities such as 'Challenge Days' and, recently a 'Five Pound Project.' The basis of the Five Pound Project is to develop financial awareness and planning abilities and allow pupils to take responsibility for a budget. Pupils take ownership from the start – generating ideas and deciding whether to act as a sole trader or form a partnership of up to three children. Then they undertake market research, write a business plan and make profit and loss forecasts.

At Dalton Folijambe, the project built on work the children had completed previously through Young Enterprise's 'Our World' activity. They were familiar with the concepts of Product, Place, Price and Promotion, and built this into their plans. Kerry said: "This was not unfamiliar because they had the grounding through the previous project, but there was a lot of excitement about being given 'real' money to deliver their ideas."

Children planned and organised themselves, ready for a week long stint of rolling out their products and services to the rest of school. Amongst the contenders was a car wash service and biscuit sellers. Kerry said: "What was most beneficial for them was the problem solving along the way. You could see how they were identifying what wasn't working and thinking of ways around the issue. The car washers were inundated at first because they only charged £1.50 – they couldn't keep up with demand, and yet their profits weren't huge. After further research they realised as long as they didn't charge as much as their nearest competitor up the road they would still be popular because of the convenience of providing the service to staff on site."

The need to adapt to survive is essential in a competitive and fast changing world. Just as importantly for the children they were handing their own budget and taking responsibility for how and where they spent their money. Kerry said: "Things got better as the week went on, customer service improved, the quality of goods improved. They realised if they were asking for something – money – they had to give something worth having back. They all made their five pounds back. It was such a good experience for them we all said we would loan them the money to do it again!"

Product or service design, development and production process

All the goods and services that are available for consumers to buy have been through some kind of design, development and production process.

Simulating this process can be highly illuminating and addresses the development of many other enterprise capabilities. For a production process to run smoothly and successfully a team has to work well and communicate. For a product to be successful it has to be creative, for a service to survive it has to be well planned.

An activity which addresses elements of production process is a coherent way of bringing together these enterprise skills and identifying, in a very real way, their importance.

Case Study – Herringthorpe Infants Making Boxes

Year Two teacher Lynne Pepper chose to deliver an activity from Rotherham Ready's 'Primary Enterprise' pack. She attended the project's 'Inspire' training event and was itching to see how her children would react to activities which dealt with 'enterprise' in a more explicit way.

Using the pack Lynne and two other Year Two teachers decided to run the 'Making Boxes' activity over the course of a week, so children could get really immersed in the topic. They followed the pack, looking at why packaging is so important and how quality and design can influence a consumer. Children looked at examples of packaging and discussed what made them attractive.

Then, in groups, children formed businesses. They looked at branding and created names and logos for their companies. They identified all the roles involved in the production of a box – Manager, Stock Controller, Markers, Cutters and Assemblers. Children had to 'apply' for these roles in their company giving reasons why they would be good at them.

Then they formed production lines and went into production – with everyone performing their roles in the process. The pack included templates for boxes and clear instructions about how to arrange the activity. Lynne said the children learnt a lot during this process - that everyone had a part to play and they all had to work together. She said: "Often children can be good at speaking, but not listening. It was really important here that they all listened to each other and worked together. It took co-operation from every part of the production line to create a good product, if one part was out then the product suffered. The Stock Controller was checking the quality, and anything that wasn't up to scratch went back."

The children decorated the boxes and even made sweets to go inside them. One company took inspiration from other lessons and themed marketing on 'Space', a topic they had been looking at recently in class. The strap line on the 'Space Sweets' box read 'Out of this world...'

With so many conflicting ideas and opinions children also had to find strategies to make decisions – some companies took votes, and when there was a tie the manager had the final say. Lynne said: "The children were so purposeful; they loved every minute of the activity. They realised that it takes many parts to make up the whole – and that they all had a role to play in the overall quality of the finished product."

