

Improving teaching and learning in
Creative and media
Enterprise toolkit guidance booklet:
Exemplar CPD and learner activities

The contents of this pack can be downloaded from
the Excellence Gateway at <http://excellence.qia.org.uk>

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Loading instructions – Enterprise CD-ROM

Insert the disc into the CD-ROM drive.

The CD-ROM should autoplay on a PC. If it does not play automatically, navigate to your CD-ROM drive, and double click on the file 'enterprise.exe' to run the resource.

If that does not work, open the enterprisecd folder and double-click on the file 'index.htm'. (You will not have notes functionality using this option.)

On a Mac, navigate to your CD-ROM drive, and double-click on the 'enterprise' icon to run the resource.

If that does not work, open the enterprisecd folder and double-click on the file 'index.htm'. (You will not have notes functionality using this option.)



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Introduction: What's in the toolkit?

This Enterprise toolkit is designed to provide teachers* and learners with an overview of the concept of Enterprise and an insight into the practical ways in which Enterprise can impact on the lives of people in the Creative and media industries and environments.

The toolkit complements the cross-curricular enterprise resources, available on QIA's Excellence Gateway reinforcing the same learning points within a Creative and media context.

This booklet contains an introduction to Enterprise, exemplars of continuing professional development (CPD) and learner activities within a Creative and media enterprise context and will provide you with helpful suggestions for using and developing the activities:

- for CPD, in either group training sessions, in coaching sessions or through independent working, to help to develop your teaching expertise and skills for the approaches we are promoting
- with your learners, to support the development of their knowledge and understanding and a range of specialist and transferable skills in Creative and media

The development of your specialist and generic professional understanding, knowledge and skills through participating in the exemplar CPD activities and through planning and delivering the exemplar learner activities, can contribute towards meeting your 30 hour (or pro rata) CPD requirement for the Institute for Learning.

This booklet is divided into two sections:

Section A - gives an overall introduction to the subject of Enterprise within a Creative and media context.

Section B - provides guidance and suggestions for using the exemplar CPD and learner activities and resources on the **Enterprise toolkit CD-ROM**

All the activities, resources and downloads referred to as being on a CD-ROM are also available on QIA's Excellence Gateway at <http://excellence.qia.org.uk>

* We use 'teaching and learning' and 'teacher' as generic terms to include:

- teaching, training and learning
- teachers, tutors, trainers, lecturers and instructors in the further education (FE) system.

Section A: About Enterprise

Enterprise can be defined as “spotting opportunities, creating new ideas and having the confidence to turn these ideas into working realities” (Nixon, 2004). It is an attitude, which enables someone who wants something to happen to take the initiative and the personal responsibility for making it happen. It can apply to business, but can equally apply to creating and taking opportunities in one’s day-to-day life.

1. The attitudes and behaviour of enterprising people

Successful enterprising people do not need to possess all the skills and knowledge required for completing a challenge. Their skill can be in knowing where to find others who do have the necessary skills, and who would be able to help.

Developing the following attitudes and behaviour will build learners’ enterprise capabilities:

- ambition for themselves, their organisation, or their society
- personal desire to make things happen
- being prepared to challenge existing ways of doing things
- willingness to listen to and learn from others
- readiness to take reasonable risks
- unwillingness to accept “it cannot be done” as an answer
- motivation to change or improve situations
- positive response to change and uncertainty
- open-mindedness
- desire to be creative and innovative
- ability to be committed and persistent
- desire to make a difference
- being prepared to make choices.

Learners’ enterprise capabilities will also be built by developing the skills to:

- make decisions
- offer leadership
- organise resources
- promote themselves or their organisation
- communicate effectively
- be financially capable.

2. Types of enterprise

Commercial enterprise – identifying and developing a business opportunity for yourself. For example:

- giving guitar lessons
- selling pottery at craft fairs
- publishing a fanzine for local musicians, which includes advertisements from local businesses.

Enterprise within organisations – spotting opportunities for improvement within the organisation for which you work. There are many such opportunities, such as offering new services for customers, applying for new facilities, reducing waste, improving performance. For example:

- suggesting that the local dance school where you work part-time offers salsa dance lessons
- recycling paper and cardboard in the art studio
- producing a supplement written by young people for the local newspaper.

Social enterprise – aimed at benefiting the community. A person involved in a social enterprise uses their enterprising attitudes and skills to benefit society, rather than for personal profit. A social enterprise may be run as a not-for-profit business. For example:

- designing a community website to encourage healthy eating
- offering teenage musicians free recording sessions in a music studio
- organising a photographic exhibition in the local library to show living conditions in a deprived inner-city area
- setting up and running an event to raise money to improve your local community theatre.

Personal enterprise – taking responsibility for making changes.

For example:

- finding a sponsor for your dance show
- writing to the local newspaper to publicise an art exhibition
- carrying out a risk assessment before filming, and making contingency plans.

3. Benefits of enterprise

Enterprise can bring benefits to:

- individuals (achievement, success, recognition, wealth)
- the organisations in which they work (innovation, effective teamwork, financial success)
- society (improving communities, protecting the environment, contributing to economic growth).

4. Sources of enterprising ideas

Enterprising ideas can come from many sources, such as:

- pursuing an interest or hobby
- making use of personal skills and talents
- tackling a community need
- spotting a gap in a commercial market.

5. The Enterprise resources consist of:

I. The Enterprise toolkit containing:

- Three CPD activities addressing the following learning points:
 - Describing the personal benefits of enterprise.
 - Exploring the opportunities for enterprise within an organisation.
 - Defining what it means to be involved in a social enterprise.
- Three learner activities addressing the following learning points
 - Defining enterprise and recognising the different types of entrepreneurs or enterprising people that exist.
 - Determining how to source enterprising ideas and evaluate their associated risks.
 - Highlighting the skills and attributes of successful entrepreneurs.
- Enterprise cards to stimulate reflection and discussion.
- The Enterprise CD-ROM which contains a range of stimulating downloadable and adaptable materials to support the activities.

II. Web-based resources on QIA's Excellence Gateway, including:

- The Enterprise toolkit
- Cross-curricular resources for Enterprise and also Customer care and Health, safety and well-being

6. Embedding enterprise in your teaching

There are a variety of ways in which you can introduce the theme of Enterprise into your Creative and media teaching, including:

- Familiarising yourself with the resources in this Enterprise toolkit.
- Identifying opportunities in your current teaching where elements of enterprise are already included.
- Exploring the enterprise learning points in detail by using the three learner activities.
- Using the CPD activities with colleagues to develop your own approaches to incorporating enterprise in your teaching.
- Incorporating enterprise as a theme alongside your own subject in your curriculum planning.
- Identifying ways in which this toolkit could support and develop activities in the other sections of the Creative and media suite of resources.

“The Situations vacant board is a good idea and assumes no previous knowledge or prejudices on roles.”

Mike Owen Media



Section B: Exemplar CPD activities

What's in it for me?

Why this activity?

Creative and media learners can benefit in many ways from adopting enterprising thinking and approaches. It is important for them to understand the personal benefits that enterprise can bring to their study, work and personal lives.

This CPD activity gives teachers experience in using 'learning conversations', to help learners to explore the personal benefits of enterprise, and to stimulate them to use enterprising approaches themselves.

Main pedagogy approach

This activity is based on a learning conversation approach, where the teacher models the role of a learner exploring a personal aspiration. The use of coaching and open questions are used to elicit potential benefits of personal enterprise.

Who is this for?

Teachers of all Creative and media subjects will find this activity useful. It will be especially helpful for teachers whose learners do not yet appreciate the benefits, for them as individuals, of being enterprising.

Main learning objectives for teachers

- To enable you to use learning conversations effectively and develop and apply these in future teaching.
- To help you appreciate further the personal benefits that learners can derive from being enterprising, and gain perspectives that you can use in your teaching.
- To support you in developing approaches to encourage learners to reflect on their own progress and to help you plan your future teaching strategies to meet learners' needs and aspirations.
- To enable you to share ideas and good practice with colleagues.

“Useful aid to enable students to reflect on their work in a more articulate manner.”

Mike Owen Media

Guidance notes

Stage 1

1. It may help your colleagues to prepare for this CPD activity if they share views on what enterprise currently means to their learners and consider how learners think enterprising people differ from others.

The following prompts may help in this discussion:

- What skills do your learners think enterprising people have?
- What attitudes do your learners think enterprising people have?
- How do your learners think enterprising people approach challenges?
- In your learners' view, what makes enterprising people different from anyone else?

2. It may also be useful for you and your colleagues to consider what learners think are the benefits of enterprise.

The following prompts may help:

- What do your learners currently see as the personal benefits of enterprise?
- In what ways do your learners see themselves as being enterprising?
- What benefits do your learners think they may personally be able to achieve through enterprising behaviour?
- What barriers do your learners see to being enterprising?

3. Colleagues may find it helpful to summarise the answers to these questions as a useful starting point for the subsequent CPD activity, which will follow a learning conversation approach, and will require empathy with learners' perspectives, needs and priorities.

Stage 2

1. Share and discuss the objectives of the session with colleagues.
2. This activity follows a learning conversations approach, which means placing the learner at the centre of the activity. Ask one colleague to model the role of a learner or, if this is not appropriate, ask colleagues to work in two groups, one enacting the learner perspective, and the other providing the coaching.

3. Ask colleagues to identify an aim or aspiration relevant to the 'learner'. This should be a stretching aim, which may be one that the 'learner' might consider less than achievable at present.

The aim or aspiration may be:

- chosen from topics, previously discussed by learners
- chosen by colleagues as relevant to their own learners
- taken from the **Enterprise benefits prompt sheet**
- selected by the role-playing 'learner'.

4. Ask colleagues to coach the 'learner' to develop their aim or aspiration, using the **Enterprise benefits diagram**. This can be drawn on a whiteboard or flip chart and cards, cut from the prompt sheet and stuck onto the diagram. Encourage colleagues to use open questions, challenging questions, and supportive discussion to enable the 'learner' to talk about changes in their life.
5. Ask the 'learner' to identify the benefits of achieving their aim or aspiration, the barriers they may encounter and the enterprising actions that they could take to overcome those barriers.
6. Ask the 'learner' to write their aim or aspiration in the centre of the diagram and give a score from 1-10 to the achievability of that aim, where 1= Nearly impossible to achieve, and 10 = Extremely easy to achieve.
7. Colleagues can now encourage the 'learner' to list the personal benefits that they would realise if they were to achieve their aim or aspiration.

The following prompts may be helpful:

- What will be different when you achieve your aim or aspiration?
- What will happen as a result of doing that?
- What would achieving this enable you to do?
- What will you not have to do if you accomplish that?
- How would your situation change as a result of achieving that?
- What would it enable you to do in the future?
- How would it benefit others?
- How will you feel when you've achieved it?

Some possible benefits are suggested on the **Enterprise benefits prompts sheet**. Empathetic and non-judgemental conversation may help the 'learner' to provide more of their own answers. Place the answers in the 'Benefits' ring of the target diagram.

8. Colleagues can now ask the 'learner' to identify potential barriers to achieving their chosen aim.

The following may help to prompt answers:

- What might prevent you from doing this?
- What difficulties might you face in achieving this?
- What could stand in your way?

The **Enterprise benefits prompt sheet** suggests some possible barriers but encourage the 'learner' to produce more of their own answers. Place the answers in the 'Barriers' ring of the **Enterprise target diagram**.

9. It may be helpful to confirm that enterprise is about:
 - doing what is necessary to turn ideas into working realities and
 - taking personal responsibility for achieving aims.

Ask the 'learner' to list actions that they could take to overcome the barriers they have identified by:

- eliminating them
- reducing them
- avoiding them
- taking steps to move on towards their aim.

Ask them to list actions that are:

- tangible
- practical
- within their own control.

10. Ask the 'learner' to list three small, practical actions they could take to overcome each barrier.

Using the following open questions may also stimulate the type of learning conversation that will help the 'learner' to identify actions to which they could commit:

- Have you ever faced anything like that before? What did you do then?
- Who do you know who is good at that? What would they do?
- What help could you get from someone else to do this?
- How have other people done it before?
- In what ways could you ignore the barrier or work around it?
- In what ways could you make the barrier appear smaller?
- In what ways could you make your goal seem more attainable?
- If there is no single action that you could take to overcome this barrier completely, what are the one or two things that you can do to make a small impact upon it?

11. Colleagues may challenge and motivate the 'learner' and encourage them to reflect on their own learning in answering the questions. The **Enterprise benefits prompt sheet** suggests some ways of overcoming barriers that they could add to their own ideas. Place these on the 'Actions' section of the diagram.
12. When the 'learner' has completed the diagram, ask them to reflect on the process that they have been through and to assess how achievable their aim now seems, using the same 1-10 scale as before.
13. Review the process with all colleagues, using the following prompts for reflection:
 - In which ways did the learning conversation approach help the 'learner'?
 - How did the diagram help to develop the aims of the 'learner'?
 - What other questioning, challenging or conversational approaches may have helped the 'learner' more?
 - How would you structure this activity differently if doing it again?
 - What did you learn from this activity?
 - How could you convert this process into an activity that you would be able to use to teach learners about the personal benefits of enterprise?

Repeat the process, if time permits, using another volunteer 'learner' and another aim.

Resources required (for stages 1 and 2)

- Enterprise benefits diagram
- Enterprise benefits prompt sheet

Stage 3

See the **Enterprise toolkit CD-ROM** for reflections and further suggestions



Enterprise within creative organisations

Why this activity?

Opportunities for enterprise can be available at all levels within small and large organisations and learners can benefit from being able to identify these opportunities.

In this activity teachers develop models and concepts describing enterprise within creative organisations. Through case studies they investigate enterprise opportunities and challenges, which could provide experimental and innovative options for learners.

Main pedagogy approach

This activity is based on a relating theory and practice approach. For the main part of this activity, teachers develop approaches for addressing change or new developments within a case-study organisation. They move on to use these approaches to construct a diagram, model, poster or illustrative tool, which could be used to explain the concepts to learners. This inductive approach helps teachers to develop a deep understanding of underpinning concepts.

Who is this for?

This activity will be particularly helpful for Creative and media teachers whose learners may already have some experience and contact with different industries and/or are preparing for employment.

Main learning objectives for teachers

- To help you to use a relating theory and practice approach effectively and develop and apply this approach to your future teaching.
- To help you develop models and concepts describing the use of enterprise within organisations.
- To develop your understanding and application of differentiation by exploring experimental and innovative options that can be used for a diverse range of learners.
- To enable you to share ideas and good practice with colleagues.

Guidance notes

Stage 1

1. Ask colleagues to give examples of the types of roles that their learners may perform within organisations during their learning or during their working career.
2. Introduce one of the three case studies. There is one each for Media, Performing arts and Art and design, and each sets out a scenario within a working environment where opportunities or challenges have arisen.

3. Ask colleagues to list some further types of roles which their learners might have been able to perform in the case study working environment, perhaps requiring skills beyond their core creative skills. Reflect on the difference between maintenance tasks (those required to keep things running as they are in an organisation) and improvement tasks (those required to bring about change and improvement).

Stage 2

1. Select a **Creative journey card** to identify a particular creative industry or vocation. Alternatively, ask colleagues to name an industry, profession or vocation based on their own specialisms.
2. Using the **Enterprise within organisations prompt sheet**, select a scenario, which will identify a potential change or improvement that may be needed in their chosen organisation.
3. Ask colleagues, working in one group, or in a number of small groups, to produce a list of the steps they would take to achieve the relevant change, and the issues they might confront in the process. They can use the lists of issues, attributes and risks in the **Enterprise within organisations prompt sheet** to help them.
4. Ask each group to use the steps that they have listed to construct a diagram, model, poster, illustrative tool or other conceptual representation, which would explain to learners the key steps in bringing about change.
5. Ask colleagues to suggest how they would use their model with a group of learners to explore the idea of enterprise within organisations.

Ask them also to reflect on how they would build in discussions of the potential benefits of being involved in enterprise within an organisation, using prompts such as:

- In what way would being enterprising within an organisation help that organisation?
- What personal benefit would it bring to you?
- What might it enable you to do in future?
- What risks might there be?

6. Review the activity by asking colleagues to think about:
- What did we learn from that activity?
 - From which stage of the process did we learn that?
 - In what ways did constructing the model help in exploring this subject?
 - In what ways might constructing models in this way help in our teaching?
 - If we were to carry out this activity again, how might we improve it?

You may also want to remind colleagues what is meant by an inductive approach to 'relating theory and practice', and to discuss how this activity has demonstrated such an approach.

7. If appropriate, divide colleagues into groups, each tackling the same change scenario, and then comparing their different ways of modelling the process at the end of the activity.

Resources required (for stages 1 and 2)

- Enterprise within organisations case studies
- Creative journey cards
- Enterprise within organisations prompt sheet

Stage 3

See the **Enterprise toolkit CD-ROM** for reflections and further suggestions.

Social enterprise

Why this activity?

Social enterprise as a sector is growing faster than either the commercial or public sectors. It can have a strong impact particularly on the future roles of Creative and media learners.

This activity will develop teachers' understanding of the concept of social enterprise and of the possible ways in which they or their learners may become involved in such enterprise now or in the future.

Main pedagogy approach

This activity is based on a relating theory and practice approach. Teachers use a model describing the theory of social enterprise, in a deductive way. They use it to translate the theory into a practical model for establishing a case-study social enterprise organisation.

Who is this for?

This activity will be particularly helpful for Creative and media teachers whose learners may already have some experience and contact with different industries and/or are preparing for employment.

Main learning objectives for teachers

- To help you use a relating theory and practice approach effectively and develop and apply this approach to your future teaching.
- To help you apply models and concepts to practical situations and scenarios when describing social enterprise.
- To develop your own understanding of the concept of social enterprise.
- To develop your understanding and application of differentiation by finding out about experimental and innovative options that can be used for a diverse range of learners.
- To enable you to share ideas and good practice with colleagues.

“We have become more actively engaged – we now have a placement programme and the QIA work has helped us greatly in this area.”

Mike Owen media

Guidance notes

Stage 1

1. Ask colleagues to list the types of people, groups or organisations that benefit from any sort of enterprise or enterprising activity.
Look for:
 - individuals themselves – personal benefits
 - the organisations – profit, innovation, improved performance
 - customers – better products or services
 - society/community – social benefits.
2. Focusing on social benefits, ask colleagues for examples of community or social needs, which may or may not be currently provided for. Who is, or should, or could be providing for these needs?
3. Introduce the **Social enterprise overview sheet** describing what a social enterprise is.
4. Invite colleagues, using this new knowledge, to add to the list of social and community needs and to suggest any further ideas about who should or could be providing for those needs.

Stage 2

1. Select one of the examples of social and community needs identified in stage 1, and agree with colleagues to use this to develop a plan of how to establish a successful social enterprise.
2. Ask colleagues to define a set of aims for the enterprise covering:
 - What is the need being addressed?
 - In what way would the enterprise address that need?
 - Who would benefit from it, and in what way?
3. Ask colleagues, using the **Social enterprise prompt sheet** to produce a list of what might be involved in building a successful social enterprise to meet this need.
4. Ask colleagues, using the **Building a social enterprise – planning web diagram** as a model, assemble the steps they have identified into a structured plan of how to build your enterprise and add any further steps or activities needed.

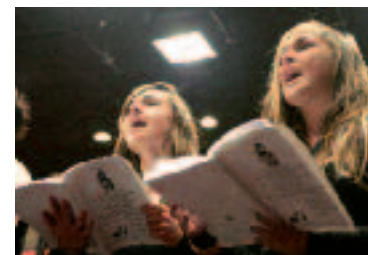
5. With colleagues, review the resulting plan and ask them to reflect on the activity by asking:
 - In what way did the introduction of a model change the way in which they addressed this challenge?
 - Would different models or constructs have helped them to address the challenge in a more effective way?
 - How would they use models like that to relate theory to practice within sessions for our learners?
6. Ask colleagues to reflect on the overall CPD activity:
 - What did you learn from this activity?
 - How did you learn that?
 - What did you learn about using relating theory and practice approaches?
 - How could the activity have been better structured to meet your own needs?
7. You may also want to remind colleagues what is meant by a deductive approach to relating theory and practice, and to discuss how this activity has demonstrated such an approach.

Resources required (for stages 1 and 2)

- Social enterprise overview sheet
- Building a social enterprise – planning web diagram
- Social enterprise prompt sheet

Stage 3

See the **Enterprise toolkit CD-ROM** for reflections and further suggestions.





Exemplar Learner activities

Enterprising people

Why this activity?

Enterprise will play an important part in the future lives of many Creative and media learners. They need to appreciate the impact that enterprising thinking can have on all aspects of their study, work and personal lives. Within this activity learners follow an experiential approach by investigating scenarios and completing a challenge relating to enterprise.

This activity will help learners to understand the concept of enterprise and explore how enterprising thinking may help when responding to opportunities.



Main pedagogy approach

This activity is based on an experiential learning approach. Learners use ideas from the Enterprise cards to extend their understanding of enterprise and apply their new understanding to experiment with a variety of ways of approaching enterprising opportunities and challenges. The activity also helps learners to develop empathy with others and to change their attitudes and behaviour in various situations.

Who is this for?

This activity will benefit learners from across the range of Creative and media subject areas who need to develop their understanding of the concept of enterprise.

Main learning objectives for teachers

- To help you benefit from an experiential learning approach, which you can adapt and apply to your future practice.
- To help you build on learners' skills and experience by using small groups of learners to develop and challenge each other's understanding.
- To help you develop skills in managing feedback and review to reinforce the skills of an expert learner.
- To develop your understanding and application of differentiation by finding out about and innovative options that can be used for a diverse range of learners.
- To enable you to share ideas and good practice with colleagues.

“The Creative village has a great sense of engagement and takes learners beyond the traditional views of what industries they may move into.”

King Edward VI Community College

Main learning objectives for learners

- By using practice-theory-practice cycles in an experiential learning approach, to experiment in tackling different situations and developing their own planning skills.
- Through exposure to new ideas, to develop an insight into what enterprise is and gain an awareness of the diverse range of enterprising people.
- Through exploring different characters and scenarios, to experience choices made by enterprising people and to map those onto their own knowledge and experience.
- By reflecting on experience, to develop a deep learning of the concept of enterprise.

Guidance notes

Stage 1

1. Explore learners' current knowledge by asking whom they regard as entrepreneurs or enterprising people and what attributes these people possess which make them enterprising, in their view.
2. Introduce the **Enterprise cards** to provide new perspectives on what makes an enterprising person. Ask each learner to introduce one of the characters and to explain to others why that character can be regarded as enterprising.
3. Ask learners to use their revised understanding of what an entrepreneur is to add other names to their previous list of entrepreneurs. Prompt learners to include suggestions from different categories such as:
 - local people
 - friends and family
 - characters from TV or books.
4. Invite other learners to give feedback on each other's suggestions.

Stage 2

1. Ask learners to work in pairs. Ask each pair to select a card from the **Situations vacant board**, which outlines an opportunity or challenge related to personal, industry, community, or educational situations.
2. Ask the pairs to list the types of activities that they would need to carry out to benefit from the opportunity. Prompt them to include:
 - research they would need to do
 - people they would need to contact/talk to
 - skills they would need to acquire (themselves or by involving others)
 - resources they would need to find, buy, or borrow
 - risks they would need to take
 - help that they would need from other people
 - barriers that they may have to overcome
 - time they would need to invest in the idea.
3. Now ask each pair to select the **four** items from their list, which they believe would present them with the most difficult decisions. The following prompts may help learners in their selections:
 - Which actions may require you to make a hard decision?
 - Which are the actions that you might be tempted to decide not to take because they might be too hard?
 - Are there any risky actions, where you might have to decide whether you are prepared to take that risk?

When each pair has selected their four most difficult tasks or decisions, ask them to write them down as shown in the **Enterprise decisions diagram**.

4. Ask each pair to consider the four choices or decisions on the diagram from the point of view of different characters from the **Enterprise cards**. For each choice or decision, they should agree what the character would have done.

The following prompts may help learners:

- Which attribute of that character would help at this stage?
- How would that character tackle that stage?
- What might the character be thinking at that point?
- How is that different from how you might tackle it?

Feed in these prompts as appropriate, and encourage learners to prompt each other. For each character the pair can record whether they think that person will have taken the “Yes” route (completing the action or taking the risk) or the “No” route (deciding against the action or risk). Encourage learners to see how different characters’ routes differ, and to think about who would be the most successful.

5. Ask learners to work through the **Enterprise decisions diagram** themselves, using their pair as the character, to see what route they would take at each stage, and how successful they would be.

The following prompts may help:

- What skills or knowledge do you have that will help at this point?
- Is there someone else that you would get to help you at that stage?
- How would you feel at that stage?
- How happy would you be in taking that risk?

6. Ask learners to reflect on what they have learnt about:
 - what enterprise is
 - different types of entrepreneurs or enterprising people and the ways in which they respond to different situations
 - attributes that they think may help them to succeed themselves.

Also ask them to consider:

- how they have learnt things in this activity
- whether they have learnt things by doing
- in which ways reflection has helped to reinforce their learning.



Embedding Literacy, Language and Numeracy

Ask learners to:

- read and extract information from the cards on the Situations vacant board
- make a written list of the activities needed to complete the challenge
- describe verbally potential barriers and difficult decisions and how to overcome them
- write a blog to promote an opportunity, which they have developed.

Resources required (for stages 1 and 2)

- Enterprise cards
- Situations vacant board
- Enterprise decisions diagram

Stage 3

See the **Enterprise toolkit CD-ROM** for reflections and further suggestions.



Ideas and risks in creative enterprise

Why this activity?

Creative and media learners will encounter many stimuli for creating enterprising ideas. They will need to know how to recognise, capture and develop those ideas and appreciate any associated risks.

During this activity, learners work co-operatively to generate potentially enterprising ideas. They learn to identify associated risks and plan how to overcome these risks.

Main pedagogy approach

This activity is based on a co-operative learning approach.

Who is this for?

Learners from all Creative and media subjects will benefit from this activity. It will be especially useful for learners who appreciate the basic concept of enterprise, but who may not have identified examples of where it may apply to them.

Main learning objectives for teachers

- To enable you to use co-operative learning approaches effectively and develop and apply these to your future teaching.
- By using, and reflecting on, team roles, to help you develop skills in building learning teams.
- To help you develop different approaches for helping learners to identify and name creative or enterprising ideas.
- To enable you to share ideas and good practice with colleagues.

Main learning objectives for learners

- Through a co-operative learning process, to understand how team dynamics can contribute to the success or otherwise of team projects, to share knowledge and to reflect on the benefits of mutual support.
- To develop an appreciation of the range of sources of enterprising ideas.
- To understand the types of risk present in enterprising activities, and the relative likelihoods and consequences of these risks.
- To develop strategies for managing risk, in simulated and real-life scenarios.
- To develop numeracy skills in relation to probabilities and likelihoods, through the further suggestions.

Guidance notes

Stage 1

1. To prepare for this activity, assess learners' current knowledge and understanding of enterprising ideas. The following prompts may help:
 - Can you name some successful entrepreneurs or successful enterprises?
 - Where do you think the ideas for those came from?
 - What enterprising opportunities do you think exist that you or others could exploit?
 - What ideas or opportunities can you think of that may be prompted by the following:
 - a personal interest or hobby that you enjoy
 - a particular skill that you have
 - spotting a community need
 - seeing a gap in the market – a need for a product or service that isn't currently available
 - building on someone else's idea
 - building on the back of others' ideas
 - taking an existing idea and doing it better, or differently?

Ask learners to suggest ideas, using these prompts, based on their personal circumstances, their experience or their knowledge.

2. Explore learners' understanding of the possible risks involved in developing enterprising ideas. The following may help in prompting this discussion:
 - Apart from having an idea to work on, what else needs to happen before that idea becomes a working reality?
 - What risks might that involve?
 - What might be the consequences of those risks?
 - What can be done to avoid those risks?
3. Review the learners' discussions. Draw on their examples of how good ideas are not all that is required for a successful enterprise. Reflect on how ideas and their risks need to be balanced.

Stage 2

1. Divide learners into teams of 3 to 5 and give each team member a role such as:
 - Coordinator – encourages participation, coordinates and controls, resolves differences
 - Driver – energises, pushes for progress, makes quick decisions, challenges alternative opinions
 - Completer – checks the fine detail, makes sure that everything is done and recorded
 - Evaluator – makes sure that actions and decisions are well thought through, checks the logic and soundness of what others propose
 - Innovator – uses imagination to come up with new ideas and approaches
 - Explorer – brings in new ideas from outside, keeps in contact with others, and uses contacts with other people to help achieve their goals.

These are suggested roles for learners to adopt, and are not intended to be descriptions of attributes that they already possess. There may be other team roles, previously used, that you would prefer to allocate to your learners, based on your knowledge of what will benefit them the most. Alternatively you may prefer to allow learners to choose their own roles, or to negotiate with each other as to which ones they adopt. Learners will not always play the same roles in a project or activity, and may benefit from experiencing a variety of roles. It is helpful to emphasise that all team members share responsibility for providing inputs at all stages, and for the overall success of the team's work.

2. Throughout the activity, facilitate and support learners where necessary, but be careful not to take over.
3. Ask learners, using the **Creating ideas** cards, to take one of the ideas, or a combination of more than one, and put together a proposal of how that idea could be turned into a successful commercial or groundbreaking project.
4. Ask each team to list the risks that would have to be taken to make the project happen, and those that may just arise in the course of the project. They should name each risk and write it down as a step on the ladder of an **Enterprise risks scoresheet**.

5. Ask learners to describe the potential adverse consequence for each risk on the **Scoresheet**.
6. Ask learners to list, in the last two columns of the Scoresheet, what they could do to prevent each risk from occurring, and what they could do to minimise its consequence, if it occurs. Ask team members to challenge each other and test the ideas to make sure that they would work. Emphasise that each team is fully accountable for its action list, and so it is important that they reach agreement.
7. When all teams have completed the task, ask them to swap and review each other's work, imagining that they are a potential investor, or similar, coming to evaluate the idea. What other risks can they spot? How satisfied would they be with the ways of managing risks identified by the team? Ask each team to provide feedback to those whose work they have been reviewing.
8. Ask learners to review their own learning experience in this activity.

The following prompts may help:

- What did you learn during this activity?
- When and how did you learn that?
- Where might you use that learning again?
- How did each team member's role help in achieving the task and increasing the team's learning?
- How could the team have been more effective? What would you do differently next time?
- In what ways did the feedback from other groups help?
- How did reviewing other groups' work help with your own learning?

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Ask learners to:

- describe verbally the specific risks involved in creative ideas
- negotiate which role you wish to adopt in a team
- create a game to teach others about risk
- present data relating to risks on a scoresheet.

Resources required (for stages 1 and 2)

- Enterprise risks scoresheet
- Creating ideas cards

Stage 3

See the **Enterprise toolkit CD-ROM** for reflections and further suggestions.



Be enterprising!

Why this activity?

Enterprise skills and attributes will be of great benefit to all Creative and media learners. They will find it helpful to recognise the skills, which could be most important to them. In this activity learners work co-operatively in specific roles within an enterprise situation. They are encouraged to develop and practise the skills, attitudes and behaviours necessary for successful creative enterprise.

Main pedagogy approach

This activity is based on a co-operative learning approach. Learners work in structured teams, with specific individual roles, to undertake a group task. They need to work co-operatively to succeed in this task. They assess enterprising ideas, identify potential risks and then develop proposals for managing the risks. Teams co-operate to peer assess each other's work.

Who is this for?

This activity will be stimulating and helpful for learners from all Creative and media subject areas, and at any stage in the learning process.

Main learning objectives for teachers

- To help you use co-operative learning approaches effectively and develop and apply these to your future teaching.
- To help you develop your skills in selecting and building learning groups, and in providing roles and ground rules to help them achieve their task.
- To help you develop different methods for managing group feedback and responses to feedback.
- To help you develop your understanding and application of differentiation by finding out about experimental and innovative options that can be used for a diverse range of learners.
- To enable you to share ideas and good practice with colleagues.

Main learning objectives for learners

- Through the use of a co-operative learning approach, to develop their ability to reflect on team dynamics.
- Through structured teamwork, to develop their understanding of skills and attributes and the way in which they may contribute to enterprise success.
- To reflect on their own enterprise skills and develop strategies for future development.
- To develop their ability to reflect on team dynamics.
- To develop skills in giving and receiving peer assessment.
- To develop skills in presenting information, making appropriate use of language and style.
- To develop technological skills by producing a blog or web page.

Guidance notes

Stage 1

1. Assess learners' current knowledge by asking them to list people whom they consider to be entrepreneurs, or to display enterprise in any way.
2. Introduce the enterprise attributes on the **Enterprise cards** and ask learners to suggest which knowledge, skills and attitudes are demonstrated by the people they have listed.
3. Ask learners to suggest which are the most important attributes for people who wish to be enterprising, using the following prompts to help them:
 - Which of the attributes are absolutely essential to be successful?
 - Which ones could you rely on other people to provide?
4. Ask learners to reflect on which skills, attitudes and behaviours they themselves possess and which ones they could, or would like to, develop.

Stage 2

1. Divide learners into teams of 3 to 5. Provide each team with an **Enterprise island scenario brief sheet** and go through it with them. Summarise their task as being:
 - to select from the Enterprise cards the two enterprising people they would most like to add to their team
 - to select from the cards the three additional enterprise attributes they would most like their team to develop
 - to prepare and give a three-minute presentation explaining their choices and persuading other learners that their team is the best equipped to complete the seven challenges.

Teams do not have to explain how they would actually complete the tasks to get off the island. Their presentations will just address the composition of their teams.

2. In each team, each member should be given a particular role, taking responsibility for one or two of the seven challenges and making sure that the team has or acquires the skills and attributes needed to complete them. Based on your knowledge of the learners, you may decide to allocate roles, or allow learners to choose their own, or let them negotiate with each other as to which roles they adopt. Emphasise, however, that all team members share responsibility for providing input at every stage, and for the overall success of their work. They will sink or swim together.

3. Give each team a set of **Enterprise cards**. On one side, the cards describe different enterprising people, their achievements and their attributes. On the other side are some enterprising attributes. The teams must pick from these cards the two extra people and three additional attributes that they think would most benefit their team.
4. Give each team three minutes to present their case as to why their team, with all its attributes, is the best equipped to complete the challenges. Allow other learners to question each team for two minutes.
5. After all the presentations have been made, ask learners for feedback on them, using prompts such as:
 - Why did the teams choose the members and attributes that they did?
 - How well did they explain the reasons for their choices?
 - What strengths and weaknesses did the different teams have?
 - How well did the team members work together? What evidence was there of this?Ask learners to vote on which team they think made the best case.
6. Ask learners to discuss the process, using prompts such as:
 - What did you learn from that activity?
 - How did your team work? What helped and what hindered it?
 - In which ways did the roles you were given help? What other roles did people adopt?
 - What did you learn from the experience of working in a team in this activity?
 - Would you do anything differently another time?
 - How might you use what you have learnt in future?

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- Read the Enterprise cards to find out about knowledge, skills, attitudes and behaviours
- Make a presentation to the group about team strengths
- Create a Personal Success File
- Carry out a survey of local entrepreneurs

Resources required (for stages 1 and 2)

- Enterprise island scenario brief
- Enterprise cards

Stage 3

See the **Enterprise toolkit CD-ROM** for reflections and further suggestions.

What next?

We hope you have found these resources engaging and stimulating and that both you and your learners have benefited from them in terms of improving your understanding of enterprise, developing relevant specialist and creative skills, and developing broader transferable skills.

There are many ways forward within the Creative and media resources. Why not start by looking at the **Creative and media Resources and activities CD-ROM** or **QIA's Excellence Gateway** and selecting some ideas and resources to support your CPD and your learners' creative development?

