



For young people with special educational needs and disabilities

Enterprise skills and being creative

Age range: 14+

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
130 mins	<p>By the end of the activity students will be able to:</p> <ul style="list-style-type: none"> Recognise that being enterprising is a combination of what you do and how you behave Understand what enterprise skills look like in practice and identify what their own enterprise skills might be Understand that being creative can help solve problems and that it can be fun Prepare and/or deliver a presentation for the whole class using creative methods 	<ul style="list-style-type: none"> Enterprise skills and being creative student worksheet Enterprise skills and being creative presentation slides

It's recommended that lessons are repeated to ensure concepts are understood, and allow for skills to be built over time. Always start the session by agreeing ground rules with the group. For advice on this and other ways to establish a safe learning environment, [download the content guide](#).

This is one of a set of core lessons that have been adapted for young people with Special Educational Needs and Disabilities (also known as Additional Support Needs/Additional Learning Needs). Adaptation has been completed with the support of specialist careers provider Talentino, and tested with staff and students at several different special schools. You will also need the following resources: board or flip chart, creative materials such as paint, pencils, paper, glue, cameras, simple video equipment, and images of the famous people you will use as examples (you could set this as a pre-homework activity for students to find out something about the people used).

Contents

Activities	Time	Page
Activity one: What does it mean to be enterprising?	30 mins	3
Activity two: Who uses enterprise skills?	30 mins	4
Activity three: Being creative can help you solve problems	30 mins	4
Activity four: Putting creativity into action – presentation	30-40 mins	6
Summary	5 mins	7

Activity one

What does it mean to be enterprising?

1. Introduce the concept of enterprise



Time needed: 30 minutes. It's recommended that activities are repeated to ensure concepts are understood, and allow for skills to be built over time

- Use **slides 2 and 3** to introduce the students to the concept of enterprise. Being enterprising means using your skills and positive attitude to make things happen – at school, in work and at home
- The purpose is to generate a discussion about what people do when they are being enterprising
- Provide a real life example to demonstrate each point on the slides (you could use the examples listed below), then ask students to think about when they might have been behaving in an enterprising manner and share the information

Having an idea – for a new game for the class

Sharing your idea – telling your teacher and your friends at school about your idea for the new game

Taking the lead – offering to find out what the game costs and where to get it

Being determined – researching 3 or 4 websites to find out where you can buy the game the cheapest and not just stopping at the first site

Working hard – on a project for school

Challenge things that are not good – helping a friend who is being bullied

Being busy – doing something constructive and not just sitting down

Having ambition – planning for what you will do in the future

Being enthusiastic – showing you are positive and energetic

Having goals – being able to point to what you want in the future

- You can choose to cover all items or focus on just a smaller number. You can use symbols or photos if you choose
- This lesson plan can be adapted further to use different methods such as discussing, role playing, or using drawings

Activity two

Who uses enterprise skills?

1. Famous enterprising people



Time needed: 30 minutes. It's recommended that lessons are repeated to ensure concepts are understood, and allow for skills to be built over time.

- Use **slide 4** and ask students to think of well known people that they think have been enterprising. You could suggest famous authors, business owners, sports people and other celebrities, and find photos of them to prompt students
- Highlight the following behaviours for each example:
 - Each person tried very hard
 - Each person did not give up
 - Each person was doing something which was not considered usual for example:
 - Competing in sport when they had a disability
 - Overcoming a business that failed and going onto to be successful in another
 - Launching a new product that no one thought would be a success
- Ask students to share their experiences of overcoming hurdles and keeping going, and what the end result was

Activity three

Being creative can help you solve problems

1. Introducing creativity



- Introduce the concept of creativity by discussing **slide 6**. Then show **slide 7** and ask students what they think a creative person is like. You may want to get students to use different ways to say what they think to practice creativity – talking, writing ideas down, role playing, or drawing their ideas
- Use **slide 8** to compare students' ideas with the ideas on the slide. Make the point that being creative can be seen in lots of different ways and most people can be creative – it is not always about being a great artist



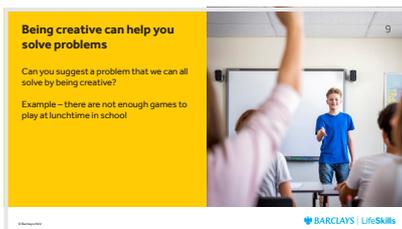
Activity three

Being creative can help you solve problems (cont'd)



- Suggest that asking questions and being curious helps develop creativity and enterprise skills. Question starters like the below can help them think differently:
 - What if...
 - Could we...
 - Might it...
 - How would...
 - Why does...

2. Generating ideas for the school



- Use **slides 9 and 10** to explain to students how important action is to being enterprising. To become more enterprising they will need to improve their creativity by developing a positive, can-do attitude and self-confidence. Most importantly they will need to put these skills and attitude into action. Enterprise is nothing without action
- Split the students into small groups and set them a challenge. They will need to generate a maximum of five ideas about how to improve the school or the way they learn and study, especially using technology
- If teaching a group that includes autistic students, note that some of them may find group work particularly challenging and it can cause high anxiety. Having even smaller groups or working in pairs may work better or working with the Teacher/Support instead. Avoid leaving them out, isolating them or assuming that they can or can't join in. A lot may depend on the environment they are in and how comfortable they feel. Ask them what would be best to do and help them get the best out of their learning.
- Be clear with the students that for the first part of the activity, they must try to be positive about all ideas: every idea is good, and every idea goes down on paper as long as it's appropriate to the context. In the second part they can explore which idea might work and use more critical thinking. Allow five minutes for each part of the task
- Suggest to the students that they may want to focus on one specific area, e.g. PE, assemblies, the school building, the technology they use, the food served in the cafeteria, or they could simply aim to have as many ideas as possible
- While the groups are working, go around and offer positive encouragement, but not your own ideas. Ensure that the groups are being inclusive and that every individual is getting a chance to speak: you never know where the best idea may come from
- Each of the groups will vote for their favourite idea and for the group that they think delivered the best presentation

Activity four

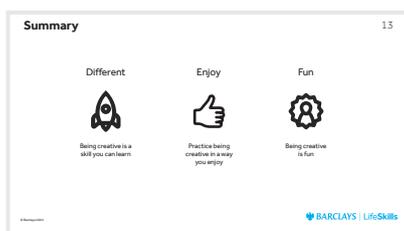
Creating a presentation

1. Planning a presentation



- Show **slide 11** to remind the two groups what their problem and solution is
- Ask students which method they would like to use to create their presentation, for example painting, drawing, role play, creating a short drama sketch, using video, photography. Note that depending on the method the length of the session will vary, and you may want to extend the presentations into another lesson
- Summarise for each group:
 - What is the problem they are trying to solve?
 - What is the creative way they are going to solve it?
 - What is the creative format they are going to use to present their idea to the whole class?
 - Make it clear the presentation needs to be around five minutes long?
- Allow students some time to practice their presentations, and display **slide 12** to support their planning. Print a copy of the **Present your idea student worksheet** for each student or group to give structure to their ideas

2. Presenting ideas



- Ensure that the rest of the class understand that they must be silent during presentations and encouraging towards other groups. Go around each group and praise their ideas
- After each presentation, ask the observing students to give some feedback: to make sure this is positive, you could ask students to give the presenters feedback on two or three things they liked about the idea and the presentation, and one way to improve it
- When the groups have presented, take a vote on which idea is the most popular, and who they think delivered the best presentation and why

Extension

Why not introduce students to more practical digital skills for work? Apps for Good is a free course which combines creativity, coding and problem solving giving students the opportunity to learn to build and pitch their own apps.

Visit www.appsforgood.org to learn more.

Summary

- Explain to students that being enterprising can be something that can happen in everyday situations and that everyone will have some enterprise skills
- Use **slide 5** to explain enterprise skills are very valuable and can be used at home, school and at work
- Ensure each group has an idea they will work on in the next session
- Reinforce the importance of developing a broad range of enterprise skills
- Highlight again that we all have these skills, but that by knowing what the skills are and developing their own enterprise skills, the students will be able to create better opportunities for their own futures
- Recap the definition of creativity using **slide 13**, what the class consensus was on how to develop the skill and where they are already creative. Praise their effort and ability to embrace the creative challenge
- Finish by reminding the students that enterprise is centered in action and that they should take opportunities to use their skills: the more they use the skills, the stronger they will become



Enterprise skills and being creative

Present your idea

Use this sheet to help you plan your presentation

What is your idea?

What is good about it? What benefits does it have?

Is there anything that isn't good about it? How would you get around this?

Who will benefit from it? How?

Who in your team will present each section?

How will you present your creative idea? e.g. mind maps, pictures, a song, a play, a discussion
