



PLANNING AN ENTERPRISE PROJECT >

Session plan

ENTERPRISE PROJECTS



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START
SOMETHING

AT A GLANCE

This session is the second in the ‘Undertaking an Enterprise Project’ unit. In this session, learners will start to develop ideas for their own enterprise project. They will weigh up the strengths and weaknesses of different enterprise ideas and plan how they will carry their project out.



CURRICULUM LINKS

- ✓ PSHE curriculum: Enterprise (England)
- ✓ Career Education Standards 1, 1, 4, 7 (Scotland)
- ✓ Learning for life and work: Employability (Northern Ireland)
- ✓ Enterprise (Wales)



LLN OPPORTUNITIES

- ✓ Setting deadlines and scheduling time
- ✓ Calculating costs for the enterprise project



MATERIALS

- ✓ Planning guidance worksheet
- ✓ Enterprise project plan worksheet
- ✓ Planning an enterprise project presentation
- ✓ Internet access (preferable)



QUALIFICATION OPPORTUNITIES

- ✓ Undertaking an Enterprise Project - LO: Be able to plan for an enterprise project

LEARNING OUTCOMES

- ✓ Identify the strengths and weaknesses of different enterprise ideas
- ✓ Understand and plan for what is needed to undertake an enterprise project

ACTIVITIES

ACTIVITY	TIME	PAGE
<u>Introduction</u>	10 minutes	<u>03</u>
<u>Your enterprise project</u>	20 minutes	<u>05</u>
<u>Optional: Market research</u>	Dependent	<u>07</u>
<u>Tasks and resources</u>	20-25 minutes	<u>09</u>
<u>Pricing</u>	15-20 minutes	<u>11</u>
<u>Wrap up</u>	5-10 minutes	<u>13</u>



INTRODUCTION



TIME REQUIRED

10 minutes



MATERIALS

✓ Pens and paper

ACTIVITY STEPS

1. Start by checking learners' understanding from the previous session. Can they remember what entrepreneur and enterprise mean?

Enterprise: Essentially, a business

Entrepreneur: Somebody who runs a business, they are usually someone who has the skills, passion and risk-taking abilities to do so successfully

2. Remind learners that there are lots of enterprises that sell different products or services. You could ask them to recall what enterprise they researched in the previous session and what product or service it offers.
3. Tell learners that one industry is sportswear and sports goods. As a whole group, create a mind map of all the different products a sportswear or sports goods enterprise could sell. Record their ideas on a whiteboard/flipchart.

Suggested answers:

- Trainers
- Tennis rackets
- Yoga mats
- Swimwear
- Footballs

4. Divide the learners into small groups or pairs and allocate them one of the industries below or any other that you can think of. Tell learners that they will be creating a similar mind map of all the products or services they can think of that an enterprise could sell in that industry.

Industries:

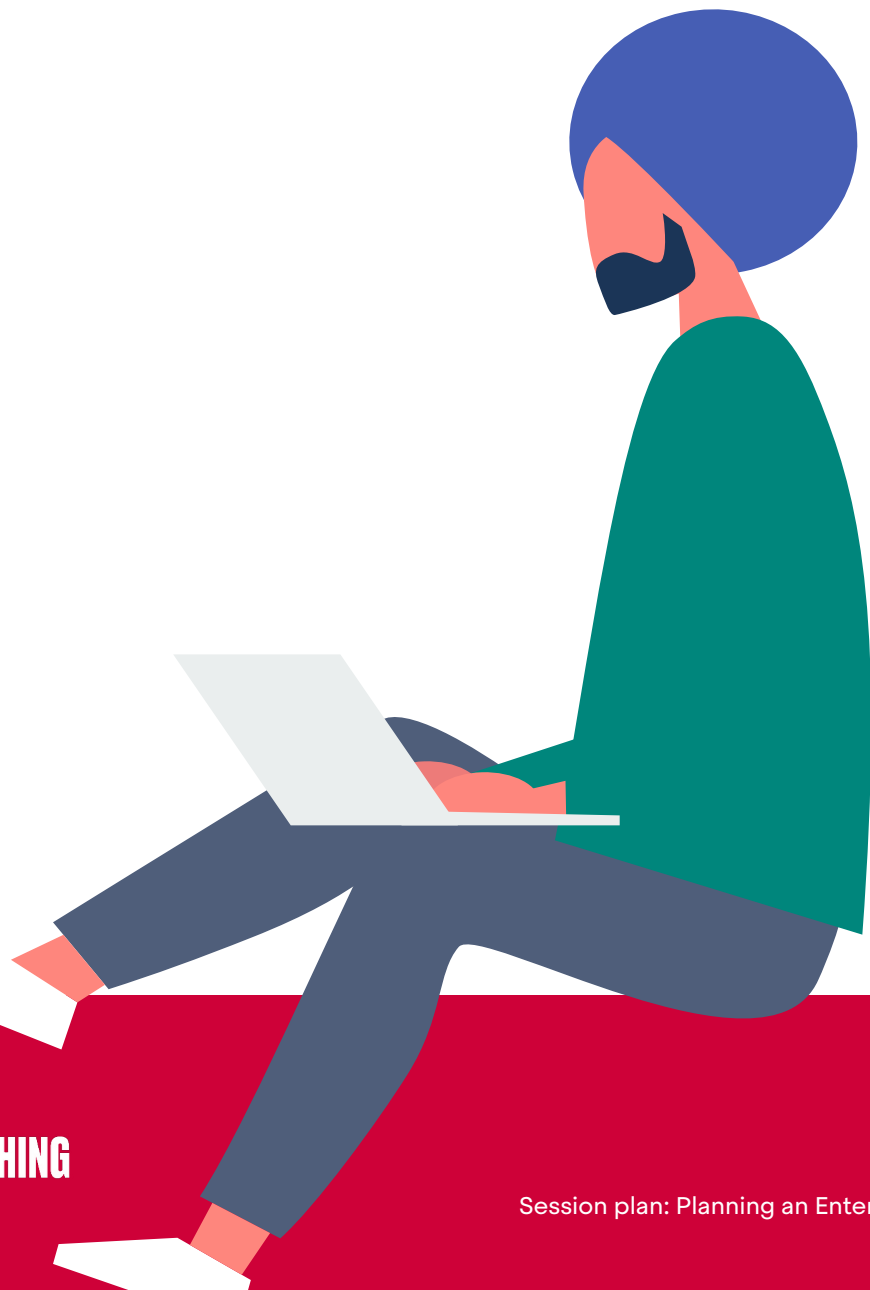
- Food and drink, e.g., frozen meals, catering, take away delivery, fresh juices, homemade dishes
- Homeware, e.g., bed linen, rugs, glasses, candlesticks, sofas, beds
- Tech, e.g., smartphones, internet service, online gaming, smart fridges



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- Entertainment, e.g., film streaming services, theatre shows, music gigs
 - Pets, e.g., vet care, pet grooming, collars, beds
5. After a few minutes, encourage groups to share with everyone else the different product or service ideas they thought of for their industry.



YOUR ENTERPRISE PROJECT

If your learners are working towards the qualification, this activity could help evidence their understanding of the assessment criteria listed in the qualification opportunities section below. Please note, if your learners are working towards Entry Level 3/SCQF Level 3, they only need to list the strengths and weaknesses of one enterprise project idea.



TIME REQUIRED

20 minutes



MATERIALS

- ✓ Planning guidance worksheet
- ✓ Enterprise project plan worksheet
- ✓ Planning an enterprise project presentation



QUALIFICATION OPPORTUNITIES

- ✓ The strengths and weaknesses of potential enterprise project idea(s)

ACTIVITY STEPS

1. Tell the learners that they will be coming up with their own enterprise ideas and will have to decide what industry they would like it to be in. Explain that the ideas have to be realistic and something they can actually offer or sell themselves.

It might be helpful to run through some ideas of enterprise projects that Achieve clubs have done in the past (these are also listed on the 'Planning an enterprise project' presentation):

- Baking and selling cakes
- Washing cars
- Making and selling greeting cards
- Crocheting poppies for Remembrance Day
- Selling produce from an allotment in their setting's farm shop
- Supplying produce to a community foodbank

It is worth flagging that not all the enterprise ideas have to be ones that make money. Like the last example, they can be social enterprises. A social enterprise is a business that helps a charitable cause through their product or service, or one that donates its profits to a cause.

2. In their project groups (or individually if they are undertaking the project alone), encourage learners to come up with 2-3 enterprise project ideas they might be interested in undertaking.

Encourage learners to use the 'Planning guidance' worksheet to help them think of some ideas.

3. After learners have come up with their ideas, explain that they need to narrow it down and choose 1 that will become their enterprise project. Tell the learners that a good way to help them decide is to write down the strengths and weaknesses of each idea.

Before learners do this, it would be a good idea to model an example to them. Select a project idea or come up with your own, and as a group come up with strengths and weaknesses, e.g.,



strengths may be that it helps a good cause or is a trending or relevant product/service and a weakness may be that it will be too expensive or difficult to create or source the product

4. Once you are sure the learners are clear on what the different strengths and weaknesses may be, encourage them to fill out the relevant section in the 'Enterprise project plan' worksheet. After 5-10 minutes, ask them to feedback some of the strengths and weaknesses they listed.
5. Tell the learners that using the strengths and weaknesses, they will now have to decide what their enterprise project will be. Circulate between the groups and ensure that nobody picks a project idea that is not feasible. Once you are sure the ideas can all be carried out, ask them to record their enterprise project on the 'Enterprise project plan' worksheet.



OPTIONAL: MARKET RESEARCH

This activity has been designed for learners that are working towards Level 2/SCQF Level 5 of the qualification. However, if you think it would benefit and/or be of interest to your learners, they can also undertake this task.



TIME REQUIRED

Dependent on how research is undertaken



MATERIALS

- ✓ Internet access (preferable)
- ✓ Enterprise project plan worksheet
- ✓ Planning an enterprise project presentation



QUALIFICATION OPPORTUNITIES

- ✓ Contribute to undertaking market research for the chosen enterprise project

ACTIVITY STEPS

1. Tell the learners that one thing entrepreneurs do before starting their enterprise is undertake market research.

Market research is when you find out about:

- What similar enterprises already exist
- Who the target audience/customers for your product/service are and what they want and need
- Price: what do similar enterprises charge for the product/service?
- Place: where they sell the product/service, e.g. locations but also whether they sell online, what the physical locations are like, etc.
- Product: what are the products/services similar enterprises sell like? What is the quality? What is the design?
- Promotion: how do similar enterprises promote/market their product/service?

Please note: this information is also listed on the 'Planning an enterprise project' presentation so that you can show your learners.

2. Explain that they will have to undertake market research before beginning their enterprise project. Ask the learners why they think it is important they do this. You should ensure they understand that undertaking market research will help them ensure their enterprise is successful, e.g., they sell it at the right price, they target the right customers, etc.
3. Direct learners back to their 'Enterprise project plan' worksheet and tell them they will be filling out the 'market research' section with their findings.

There are different categories they will need to find information for. If they are working in groups, each member could research and complete a different category.



It would be preferable for the learners to have access to the internet to complete this task, however if it isn't possible then they could use their knowledge of local enterprises in the same industry or, with the correct permissions, they could explore their local area, visit local businesses, create questionnaires, talk to potential customers, etc.

4. Once sufficient time has been given for the market research, encourage learners to feedback their findings to the rest of their group or to the wider group. They should discuss and record how their findings will determine what they do in their enterprise project, e.g., did they find out that the best place to sell their product/service is in a particular area of the town? Do they know what price to sell their product/service as most similar enterprises all sell around the same price?



TASKS AND RESOURCES

If your learners are working towards the qualification, this activity could be used to help evidence their understanding. If learners are working towards Level 2/SCQF Level 5, they will have to create a timeline with tasks and resources listed, rather than just a list.



TIME REQUIRED

20-25 minutes



MATERIALS

- ✓ Enterprise project plan worksheet
- ✓ Planning an enterprise project presentation



QUALIFICATION OPPORTUNITIES

- ✓ Tasks and resources needed for the chosen enterprise project

ACTIVITY STEPS

1. Explain that a number of steps need to be completed before the enterprise project begins. This includes getting the resources needed and completing certain tasks, e.g., promoting their enterprise to target customers (i.e. marketing), finding a location to sell their product or service, etc.

Show the learners the slides in the 'Planning an enterprise project' presentation that show an example of an enterprise project idea and what they needed to do and get before they started

2. Firstly, learners need to agree on 2 things:
 - What are the goals of their enterprise project?
 - What are the tasks that need doing?

Once they have agreed on this, they should list the tasks in the relevant section of the 'Enterprise project plan' worksheet. It might be helpful if they put a date the task needs to be done by. Learners working towards Level 2/SCQF Level 5 need to ensure they include dates.

The groups should also allocate tasks to different members. Remind them that they should try and align this with their interests and/or skills, but it doesn't matter if it doesn't work out exactly like this as it's an opportunity for everyone to develop new skills!

3. Secondly, using the relevant section of the 'Enterprise project plan' worksheet, learners should discuss and record what resources are needed. To help them do this, they should look at the tasks they just wrote down and discuss what resources are needed to complete each task (there is an example in the table on the worksheet). At this stage, it might be helpful to record:
 - How much each resource costs (in the resource column)
 - Where they can get each resource – including items they may be able to make themselves or they might already have (in the task column)



- Who is responsible for getting what resource (in the task column)
- If there is anyone who could help them get the resources, e.g., someone from the local community or a local businessperson (in the task column)

If the learners are working towards Level 2/SCQF Level 5, they need to include when they plan to get the resources.

4. Check the tasks and resources each group have written down, ensuring there is nothing missing or nothing unrealistic or unfeasible included. You may have to check in between now and the project to ensure the groups are all on track.



PRICING >

If your learners are working towards the qualification, this activity could be used to help evidence their understanding. If learners are working towards Entry Level 3/SCQF Level 3 this task is not compulsory, however it may help them prepare for their enterprise project.



TIME REQUIRED

15-20 minutes



MATERIALS

- ✓ Enterprise project plan worksheet



QUALIFICATION OPPORTUNITIES

- ✓ How much you will charge for products or services

ACTIVITY STEPS >

1. Explain to learners that one of the main aims of an enterprise is to make a profit (money left over after all costs are paid for). Remind learners that social enterprises don't necessarily aim to make a profit but if they do, they donate it to a charitable cause.
2. Tell the learners that one key thing they need to do to make a profit is to ensure they price their product or service correctly. If their price is too low, it won't cover the costs of the project, and if it's too high, it might be too expensive for potential customers.
3. Explain that the first step to determine the price of their product or service, is to look at the resource list they made in the last activity. They should check how many of each item they need and how much they cost. This will help them calculate how much money they need to cover their costs.

You may need to support learners with the maths here. For example, how the cost of single items should be multiplied by the number they need.

Remind the learners to check if there is any way they can save money by getting someone to help with their project, e.g. donations from a local business, using someone's kitchen (if baking/cooking etc.) or getting to use a venue for free.

4. Next, based on the costs they have calculated, they need to decide how much they should charge. If their project is a social enterprise and doesn't require a profit, they may want to charge enough just to cover the costs. However, you might still want to encourage them to charge slightly more and then donate the profit to a cause.

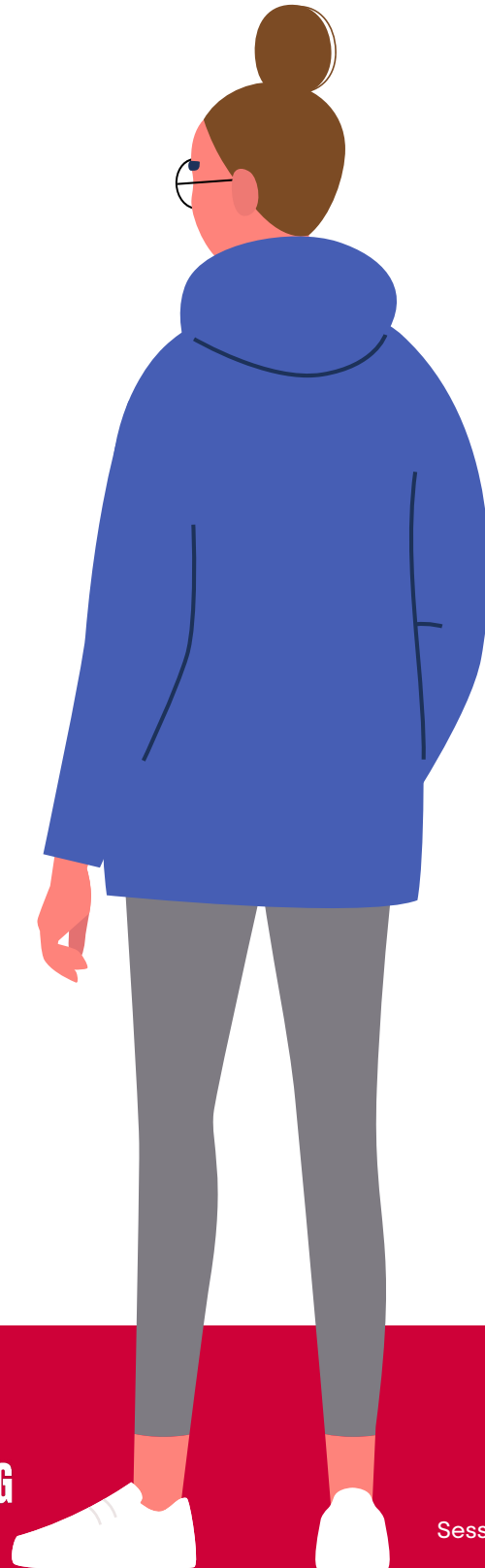
There are lots of ways to determine the right price once the costs are known, but for this project it might be a good idea for each group to decide a figure they would like to reach and then



calculate how much their product/service would have to be priced (minus the cost) to achieve it.

They will also need to ensure the price is realistic and what customers will expect to pay based on what businesses charge for similar products (the market research from earlier in the session will help with this).

5. Once they have decided on the price and you have checked it is reasonable and realistic, they should record this on their 'Enterprise project plan' worksheet. Entry Level 3/SCQF Level 3 learners don't need to write this down and Level 2/SCQF Level 5 learners should explain why they chose that particular price.



WRAP UP



TIME REQUIRED

5-10 minutes

ACTIVITY STEPS

1. Give learners some time to discuss and look over what the first steps are to start preparing for their project. Ensure everyone is clear on their responsibilities and when certain tasks need to be done by.
2. Before ending the session, ensure each learner/group is ready to start preparing for their project, e.g., they have clear tasks set, they know what resources to get, etc. You will need to monitor this preparation throughout to ensure the projects are on track.
3. You could end this session by asking learners what part of the project they are most excited for and what they think will be challenging and how they might overcome this.

