



ENTERPRISE PROJECTS

SUCCESSFUL ENTERPRISES >

Session plan



Prince's Trust

START
SOMETHING

AT A GLANCE

This session introduces learners to the terms ‘enterprise’ and ‘entrepreneur’. They will research different successful enterprises and be able to explain the reasons why specific enterprises are successful. This is the first session in the ‘Undertaking an Enterprise Project’ unit and provides learners with the background needed to develop and deliver their own enterprise projects in the following sessions.



CURRICULUM LINKS

- ✓ PSHE curriculum: Enterprise (England)
- ✓ Career Education Standards 1, 2, 4, 7, 8 (Scotland)
- ✓ Learning for life and work: Employability (Northern Ireland)
- ✓ Enterprise (Wales)



LLN OPPORTUNITIES

- ✓ Learning and applying key enterprise terminology
- ✓ Writing or presenting an episode about a successful enterprise



MATERIALS

- ✓ Successful enterprises presentation
- ✓ Success factors worksheet
- ✓ Internet access (preferable)
- ✓ Enterprise research worksheet (optional)
- ✓ Resources to create episode (see page 7)



QUALIFICATION OPPORTUNITIES

- ✓ Undertaking an Enterprise Project - LO: Understand the aspects of a successful enterprise

LEARNING OUTCOMES

- ✓ Identify the features of a successful enterprise
- ✓ Give examples of successful enterprises
- ✓ Explain why an enterprise is successful

ACTIVITIES

ACTIVITY	TIME	PAGE
<u>Introduction</u>	10 minutes	<u>03</u>
<u>Understanding enterprises</u>	15 minutes	<u>05</u>
<u>What makes an enterprise successful?</u>	10-15 minutes	<u>06</u>
<u>Exploring enterprise</u>	Dependent	<u>07</u>
<u>Wrap up</u>	5 minutes	<u>09</u>



INTRODUCTION



TIME REQUIRED

10 minutes



MATERIALS

- ✓ Successful enterprises presentation

ACTIVITY STEPS

1. Introduce the learners to the session by explaining that you will be exploring what successful enterprises are. Do not explain anything else, instead move on to the next step.
2. Show learners the two pictures on slide 2 of the 'Successful enterprises' presentation (note: if you don't have access to a computer, you could print this slide off so that every learner can see one). Ask the learners to discuss in small groups or pairs if they know who the person is or what the logo is for.
3. After a couple of minutes, encourage the learners to share with the wider group who they think the person is or what the logo is for.

Correct answers:

- Oprah Winfrey
 - Adidas
4. Explain that Adidas is an enterprise that sells sportswear, and Oprah, as well as being a famous TV host, is also an entrepreneur who has run numerous companies, including TV and film companies, a magazine and a homeware line.

Ask if anyone knows what 'enterprise' or 'entrepreneur' mean, then share the definitions below (they are also on slide 3 of the 'Successful enterprises' presentation).

- An enterprise is essentially a business; the word evolved from the Latin word for 'take'; our modern English word essentially means something you undertake.
- An entrepreneur is someone who has the ideas, skills, risk-taking abilities and passion to establish and maintain a successful business.



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OPTIONAL EXTENSION

Inspire learners by explaining that entrepreneurs can be any age and from any background. You could share some of the stories of the young people who The Prince's Trust have supported to run their own businesses.

- Jack Lambourn who runs his own successful gymnastics club: <https://www.princes-trust.org.uk/about-the-trust/success-stories/jack-lambourn>
- Patrice Nyarko who has set up her own hair and beauty business: <https://www.princes-trust.org.uk/about-the-trust/success-stories/success-story-patrice-nyarko>
- Cora Laffey who runs her own personal training business: <https://www.princes-trust.org.uk/about-the-trust/success-stories/cora-laffey>
- Jazmin who set up her own plus size clothing brand (please note: this video includes sensitive topics): https://www.youtube.com/watch?v=TfC_TMle45A

This article by Forbes explores 25 leading Black British entrepreneurs:

- <https://www.forbes.com/sites/tommywilliams1/2020/07/01/meet-25-leading-black-british-business-people-to-follow/?sh=4ff85b5a5a5>

This article takes a look at 50 British female entrepreneurs:

- <https://www.beauhurst.com/blog/female-entrepreneurs-to-watch/>



UNDERSTANDING ENTERPRISES >



TIME REQUIRED

15 minutes



MATERIALS

- ✓ Paper and pens
- ✓ Whiteboard/flipchart

ACTIVITY STEPS >

1. As a whole group, try to come up with more examples of enterprises. You could record the learners' ideas on a whiteboard or flipchart.

Suggested answers:

- Big enterprises: Ben and Jerry's, Apple, Meta, JD Sports
- Smaller enterprises: Encourage learners to think of businesses in your local area as they count as enterprises too!

2. Divide the learners into small groups or pairs. They can either choose one of the enterprises you've listed on the whiteboard/flipchart, or you can allocate them one. Ensure that the chosen enterprises are successful ones.

On a piece of paper, each group should create its own mind map for their enterprise and write down everything they know about it, e.g. what they sell or do, why people like it, who runs it, why it is successful etc.

3. After about 4-5 minutes, encourage learners to feedback their ideas. With each group that feeds back, try to get them to explain why they think the enterprise they discussed is successful. You might want to record these ideas on a whiteboard or flipchart.

Some prompt questions are listed below:

- Is their product or service good quality or unique?
- Do people like the CEO/owner of the enterprise?
- Do they have lots of or effective advertising/marketing?
- Is their product or service cheaper than others?



WHAT MAKES AN ENTERPRISE SUCCESSFUL? >



TIME REQUIRED

10-15 minutes



MATERIALS

- ✓ Success factors worksheet

ACTIVITY STEPS >

1. Select one or two of the reasons enterprises are successful that you noted down in the last activity. Explain to learners what the commonly used terminology is for the selected factors e.g. if one reason was that an enterprise has popular posts on social media, you could explain that this is part of 'marketing'.
2. Build on references to specific terminology for enterprise and business by handing out the 'Success factors' worksheet to each group or learner. Explain that the worksheet lists many of the factors enterprises need to have to be a success.

Depending on your learners, you could read through the factors and their definitions as a group or they could do this independently. While you/they read through the sheet, encourage them to highlight any factors that they think their enterprise from the previous activity has.

3. Give the learners a couple of minutes to discuss with their partner/ group which factors they highlighted and to ensure they all agree on the selected factors.

Invite learners to share their thoughts with the rest of the group. Use this as an opportunity to check learners' understanding of the terms and correct any misunderstandings.



EXPLORING ENTERPRISE

If your learners are working towards the qualification, this activity could be used to help evidence their understanding of the ‘Understand aspects of a successful enterprise’ learning outcome in the ‘Undertaking an Enterprise Project’ unit. If your learners are working towards Entry Level 3/SCQF Level 3, they only need to identify the features of a successful enterprise.



TIME REQUIRED

Dependent (1-2 hours depending on size of group and chosen activities)



MATERIALS

- ✓ Internet access (preferable)
- ✓ Successful enterprises presentation
- ✓ Enterprise research worksheet (optional)
- ✓ Resources to create episode (e.g. pens and paper, recording equipment)



QUALIFICATION OPPORTUNITIES

- ✓ The features of a successful enterprise
- ✓ Example(s) of successful enterprise(s)
- ✓ Explain why an enterprise(s) is/are successful

ACTIVITY STEPS

1. Tell the learners that a new YouTube channel called ‘Exploring Enterprise’ is being launched. Each video takes a look at a different enterprise and tries to identify and explain why it is successful. The channel is aimed at young people who are interested in becoming entrepreneurs. Its purpose is to inspire and inform them about enterprise and what it takes to be a success.

Please note: This is a fictional YouTube channel for the purpose of this activity.

2. Learners, either individually or in small groups (these could be the same groups from earlier in the session), have been tasked with writing and directing 1 or 2 (2 if learners are working towards Level 2/SCQF Level 5) episodes for ‘Exploring Enterprise’.

Explain to learners the first thing they need to do is choose the enterprise(s) they want to create an episode(s) for. This could be the same enterprise from earlier in the session, or they could select new ones. There is a list of suggested enterprises on the ‘Successful enterprises’ presentation.

3. Once learners have selected their enterprises, they will need to start researching and preparing for their episode(s).

They could use the internet to research the areas listed on the next page, or if you don’t have access to the internet, then ensure learners choose one of the enterprises listed in the presentation and print some information before the session (links to relevant websites are also on the presentation). There is also an optional ‘Enterprise research’ worksheet learners could fill out while they research.



Their episode(s) need to cover:

- The name of the enterprise
- What the enterprise sells/offers (product or service)
- The name of the owner/CEO and any relevant background information
- How the enterprise started
- Reasons why the enterprise is successful (refer learners to the 'Success factors' worksheet from the last activity)
- What young aspiring entrepreneurs can learn from the enterprise

Please note: the points above are also on the 'Successful enterprise' presentation.

4. Tell learners that now they have all the information they need for their episode(s), they need to start creating it.

There are numerous ways learners can create their episodes. Here are some suggestions:

- Learners write a script for their episode(s), they could also read it out and present it to the rest of the group
- Learners create a storyboard, this could include visuals for each main part of the episode, alongside text that would be read out
- Learners audio or video record their episode(s) - if you choose this option, ensure you have the correct equipment and consent from parents/guardians.

OPTIONAL EXTENSION

If you have time and your learners would benefit from or enjoy it, the groups could present their episodes to the rest of the learners or others in your setting.



WRAP UP >

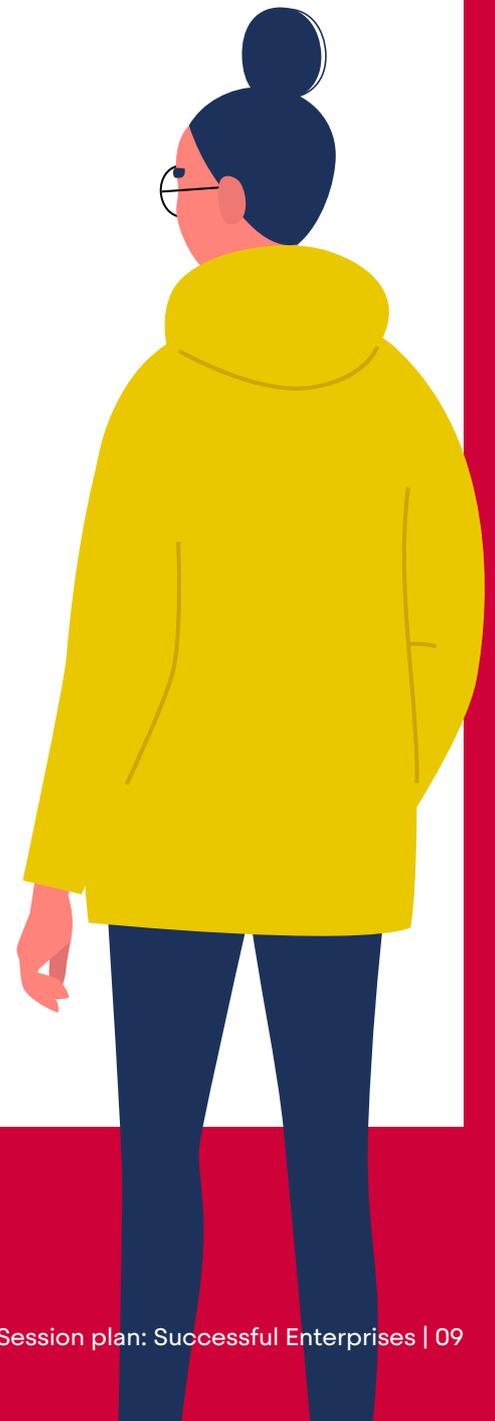


TIME REQUIRED

5 minutes

ACTIVITY STEPS >

1. Ask the group what they have learned in today's session. Check their understanding of the terms 'enterprise' and 'entrepreneur' and what makes an enterprise successful.
2. Tell the learners that in the next session they will begin to develop their own ideas for an enterprise. You could ask if anyone has any initial ideas they look forward to developing.



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