

WORK STUDIES

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LESSONS SUMMARY

Year/Stage	Name	Australian Curriculum Reference
Work Studies Year 10	Entrepreneurial behaviours (1)	Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031)
	Entrepreneurial behaviours (2)	
	Entrepreneurial behaviours (3)	

➤ ENTREPRENEURIAL BEHAVIOURS (1)

Target Group: **Year 10**

Australian Curriculum Reference: **Work Skills: Skills for Learning and Work/Entrepreneurial Behaviours**

- + Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031).

LESSON SUMMARY

This is a preliminary lesson to develop student understandings about entrepreneurial behaviours, to assist in the students' project of making and selling goods at a Market Day to support one of the school's charities.

In this lesson students will determine what entrepreneurial behaviours are.

LESSON CONTENT AND METHODOLOGY

WHAT MAKES AN ENTREPRENEUR?

- + Ask students what they think the definition of an entrepreneur is.
- + Brainstorm ideas.
- + Discuss with the students how their brainstormed ideas align with Wikipedia's definition at wikipedia.org/wiki/Entrepreneurship:
Entrepreneurship is the process of starting a business or other organisation. The entrepreneur develops a business model, acquires the human and other required resources, and is fully responsible for its success or failure.
- + View this video: www.entrepreneur.com/video/236066
- + Discuss some of the skills of an entrepreneur, such as communication, branding, sales, strategy and finance.
- + Write up the headings. Ask students to brainstorm ideas.
- + Lead a class discussion about each of the elements of entrepreneurship, asking students to keep in mind their entrepreneurial action project.
- + Use the following questions to prompt the discussions.

Communicating with people

- + Do you listen to what people are saying?
- + How do you know people are listening to what you say?
- + Do the people you are speaking with have quizzical looks on their faces?

- + Does what you are saying make sense to others?
- + Do you check with people that they understand what you are trying to say?

Branding

- + Name some kinds of products that you can recognise just from the logo.
- + Why is that product so identifiable from its logo?
- + What do you think about when you see that logo?
- + How has the designer manipulated your thinking and feeling?

Sales

- + What are you going to sell?
- + What is the appeal of your product? Who will buy it, and why?
- + How does your choice of product change if the reason for selling it is to help others, rather than simply to make a profit?
- + Does your sales pitch alter if you are selling the product in order to raise funds to help others?

Strategy

- + What is your business strategy?
- + What do you need to plan in order for your enterprise to be successful?
- + Are there specific jobs that members of your team will need to perform?
- + How will you achieve what you want to achieve?
- + How will you know you have been successful?

Finance

- + Where will you get the money to fund start-up?
- + What will be your pricing structure so that you can make a profit?
- + What do you need to consider before you can determine whether you have made a profit?

IDENTIFY AND DISCUSS SOME OF AUSTRALIA'S MOST RECOGNISABLE ENTREPRENEURS.

Visit these web addresses:

- + www.startupsmart.com.au/growth/take-inspiration-from-these-aussie-entrepreneurs-who-spill-the-beans-on-their-key-goals-for-2014/2013122011418.html
- + www.businessinsider.com.au/the-best-advice-from-26-successful-australian-entrepreneurs-for-small-business-owners-2014-6
- + www.theaustralian.com.au/news/photos-e6frg6n6-1225913809312?page=1
- + www.smartcompany.com.au/hot-30-under-30-2014/42305-2014-hot-30-under-30.html

Ask students if they agree with these lists.

WHAT DISTINGUISHES ENTREPRENEURS FROM OTHER PEOPLE AROUND YOU?

- + Ask students to identify some of the characteristics and attitudes of entrepreneurs.
- + Use this sample list to prompt discussion:
 - + challenges are opportunities
 - + research competitors
 - + everything requires effort
 - + perfection is the enemy of progress
 - + big things are made of small components
 - + mistakes are healthy
 - + entrepreneurship is a lifestyle.
- + View these online articles and discuss the differences between your list and those portrayed in the articles:
 - + www.entrepreneur.com/article/232991
 - + www.entrepreneur.com/article/232451

ASSESSMENT

Students create a table outlining any entrepreneurial qualities that they can identify with, and describe why they have chosen these qualities.

➤ ENTREPRENEURIAL BEHAVIOURS (2)

Target Group: **Year 10**

Australian Curriculum Reference: **Work Skills — Skills for Learning and Work/Entrepreneurial Behaviours**

- + Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031).

LESSON SUMMARY

This is a preliminary lesson to develop team work skills and understandings to assist in the students' entrepreneurial project of making and selling goods at a Market Day to support one of the school's charities.

Students will form groups of four to six students and within the group:

- + determine what makes a good team/team member
- + decide on a name and logo for the team
- + discuss the type of product the group may sell.

LESSON CONTENT AND METHODOLOGY

Introductory activity

- + Worksheet 1: Circle of Questions

Class discussion

- + Ask students to think about a successful team they have belonged to, and identify what made the team work well together. Discuss the fact that successful teams need to:
 - + set a clear direction
 - + have organisational support
 - + empower team members
 - + monitor and review progress.

Class brainstorm

- + Facilitate class brainstorm about the characteristics of a good team and team member. Work as a class to develop a list for each (good team, and good team member).

View article and identify characteristics of good teams and good team members

- + Have the class view this online article:
www.innovativeteambuilding.co.uk/characteristics-of-a-good-team-and-team-member
- + In a table, outline the key characteristics identified in the article and discuss these with the students. Ask students how the characteristics in the article correlate with the list the class developed in their brainstorming session.

Form groups

- + Ask students to organise themselves into groups of four to six, to form their entrepreneurial teams.
- + Each group will discuss and decide:
 - + how they will go from being a group to being a team (for example, by developing group norms and collectively acting for an agreed purpose)
 - + whether they will need to elect a team leader
 - + who will be their scribe so that team decisions can be recorded
 - + whether other positions are required to ensure the team functions well
 - + how they will resolve any conflicts or differences of opinion.

Decide on team names and logos

- + Ask each team to decide on a team name, and develop a logo to identify it.
- + Students Google search and look at the logos of a number of charities. Discuss how the designs capture the philosophy or principles of the organisations.
- + Students view *How to design a logo* on wikiHow: www.wikihow.com/Design-a-Logo
- + Students develop a team logo which represents their own ethos.

ASSESSMENT

Create the logo.

RESOURCES

- + *What makes a good team:* www.peopleinaid.org/pool/files/pubs/how-to-build-a-successful-team.pdf
- + *Characteristics of a good team and team member:*
www.innovativeteambuilding.co.uk/characteristics-of-a-good-team-and-team-member
- + *How to design a logo:* www.wikihow.com/Design-a-Logo

WORKSHEET 1

Circle of Questions

Key themes: Communication, trust, teamwork, motivation

OVERVIEW

An introductory activity that gets participants listening to one another, and in doing so, finding out about each other's values. Participants form two circles, one inside the other. As the circles rotate in opposite directions, participants are faced with different classmates who ask and respond to a series of questions.

PRE-WORK

Make a note of the questions, and order in which you are going to ask them.

EQUIPMENT AND LAYOUT

- + Sufficient floor space for circles of 6-20 people.
- + A whistle and a stopwatch.

RUNNING THE ACTIVITY

- + Split the group into two equal teams (if you have an odd number of participants, join in yourself to even the numbers).
- + Ask one team to stand in a circle, facing outwards.
- + Ask the second team to create a slightly larger circle around the first, facing inwards.
- + Explain to the two teams that they are about to greet one another (shake hands) and that those in the inner circle will ask a question (determined by the facilitator) of the person opposite them. Point out that these will be open questions and there can be no wrong answers.
- + The respondent standing in the outer circle will have 30 seconds to give their answer before the whistle blows and then they must be silent. As they answer, the questioner must just listen and not speak.
- + As facilitator you must then ask those who responded in the outer circle to ask the same question of their partner in the inner circle. Once again, the respondent to the question will have 30 seconds to give their answer before the whistle blows and they must be silent.
- + Congratulate the group on their first attempt even though there may well have been some confusion.
- + Explain that they are now going to repeat the exercise with a new partner. To find their new partner the inner circle must move clockwise one place and the outer circle must move anticlockwise one place. Expect some confusion, however, normally sufficient numbers will have understood to ensure that everyone finds their place without the facilitator needing to repeat the instruction.
- + Repeat the exercise using the same question twice more, alternate which circle asks the question first in order to give equal thinking time.

- + After three rounds when the participants are facing their fourth partner, introduce a new question, slightly more challenging than the first.
- + Continue to introduce a more challenging question every few rounds.
- + Call a halt when you detect that the questions have gone as far as is necessary.

SAMPLE QUESTIONS

- + How did you get here?
- + Where would you like to be?
- + Who do you admire most?
- + Who has influenced you?
- + What does success look like to you?

ADDITIONAL NOTES

For best results start with some easy 'small talk' style questions, gradually working towards the questions most closely linked to the theme you want to address.

REVIEWS AND CONCLUSIONS

How did it feel to answer such open questions? Did you hear different answers to the same question?
How did your own answers alter as the exercise progressed? Which was the toughest question to answer?

(Taken from the Team Building Directory at: www.innovativeteambuilding.co.uk/activity/circle-of-questions)

➤ ENTREPRENEURIAL BEHAVIOURS (3)

Target Group: **Year 10**

Australian Curriculum Reference: **Work Skills — Skills for Learning and Work/Entrepreneurial Behaviours**

- + Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031).

LESSON SUMMARY

This is the action project component of a series of lessons aimed at developing entrepreneurial and team skills and understandings. In a volunteering context, students will decide on a product which they can produce and sell to other students within the school community.

Profits will be directed to one of the school's designated charities.

Students will develop a product for sale on a Market Day.

Each group of students will be required to work as a team to:

- + manufacture the product or service
- + organise the stall
- + display the products or services
- + undertake marketing
- + manage finances.

LESSON CONTENT AND METHODOLOGY

Form teams and decide on a product

- + Provide students with some simple ideas that might be suitable:
 - + products such as attractive jars filled with lollies, biscuits or jams etc which can be produced by the students
 - + services such as car washing.
- + Brainstorm any other ideas with the class and write them up.
- + Determine the costs of production for each of the products.

+ View these websites for ideas:

- + startupbros.com/step-by-step-guide-on-how-to-find-a-profitable-product-to-sell
- + www.americanexpress.com/us/small-business/openforum/articles/4-ways-to-create-a-product-that-sells-itself
- + crafts.creativebug.com/ideas-easy-crafts-make-sell-home-1355.html

Students determine the order of production and associated costs

Students source ingredients, costings for each item, decide who will pay for the purchase of the ingredients and determine how much each finished product will be sold for.

Students work out an operations plan

Ask students to consider and address the following questions.

- + How will the group work on the project as a team?
- + Are there defined roles that need to be identified within the team?
- + How will they make the product?
- + What are the deadlines for the project and how will they time activities?
 - + When will the market stall be held?
 - + Who do they need to consult about setting the date?
 - + What tasks need to be done leading up to the actual Market Day?
 - + How can they ensure everyone does their assigned task to meet the deadlines?
- + Who will be responsible for the various aspects of production, organisation and marketing?
- + How will the products be marketed to other community members?

Students plan what needs to happen on the day and carry out the activity

Students reflect on the outcome of the activity

Facilitate a class discussion on the outcome of the activity. Use the following questions to prompt the discussion.

- + How successful was the enterprise in reaching its goal of raising money for the specified charity?
- + Could another enterprise have raised more money for less effort?
- + How successful was the team?
- + How might team work have been improved?
- + What elements of entrepreneurship can you identify from the activities associated with the project?
- + How did you feel working in your team?
- + Would you have felt differently if you had undertaken the task alone?

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

- + *Step-by-step guide on how to find a profitable product to sell:*
startupbros.com/step-by-step-guide-on-how-to-find-a-profitable-product-to-sell
- + *Four ways to create a product that sells itself:* www.americanexpress.com/us/small-business/openforum/articles/4-ways-to-create-a-product-that-sells-itself
- + *Ideas for easy crafts to make and sell at home:*
crafts.creativebug.com/ideas-easy-crafts-make-sell-home-1355.html