

ACT/TDA Citizenship and Careers Education Activities

Activity 1: Enterprise to benefit all

Background

This activity focuses on planning a social enterprise located in a vacant unit of a high street. It includes learning about enterprise skills and qualities in the context of ethical, environmental, community and social issues.

Age range: Key stage 3 and Key Stage 4

Time needed: 3 hours

Aims and Purpose

In following this activity learners will:

- Find out what employment, self-employment and volunteering mean and the benefits and drawbacks of each
- Practice enterprise skills including decision making, creativity, team work, risk taking, business planning and presentation
- Consider the needs of the local community
- Research and plan a social enterprise proposal

Curriculum Links

Citizenship

This work relates to the following aspects of the **Citizenship Programme of Study for key stage 3 and 4**

Key processes

Critical thinking and enquiry

b) research, plan and undertake enquiries into issues and problems using a range of information and sources

Advocacy and representation

- a) express their own opinions to others through discussions, formal debates and voting
- b) communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate
- c) justify their argument, giving reasons to try to persuade others to think again, change or support them

Taking informed and responsible action

- b) work individually and with others to negotiate, plan and take action on citizenship issues to try to influence others, bring about change or resist unwanted change, using time and resources appropriately
- c) analyse the impact of their actions on communities and the wider world, now and in the future

Range and content

- e) actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
- g) the needs of the local community and how these are met through public services and the voluntary sector

Curriculum opportunities

- a) debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities
- d) participate in both school-based and

Careers Education

This work relates to the following concepts from the **Key Stage 3 Programme of Study for PSHE Education: Economic Wellbeing and Financial Capability**.

Key concepts

Capability

- a) exploring what it means to be enterprising

Key processes

Enterprise

- a) identify the main qualities and skills needed to enter and thrive in the working world
- e) show drive and self-reliance when working on work-related tasks
- f) develop approaches to working with others, problem-solving and action planning
- g) understand the key attitudes for enterprise including self reliance, open-mindedness, respect for evidence, pragmatism and commitment to making a difference
- h) develop and apply skills and qualities for enterprise

Range and content

- a) different types of work, including employment, self employment and voluntary work
- b) the organisation and structure of different types of businesses, and work roles and identities
- k) social and moral dilemmas about the use of money

Curriculum opportunities

- b) recognise, develop and apply their skills for enterprise and employability
- g) engage with ideas, challenges and applications from the business world
- k) make links between economic wellbeing and financial capability and other subjects and areas of the curriculum

<p>community-based citizenship activities</p> <p>f) work with a range of community partners, where possible</p> <p>j) make links between citizenship and work in other subjects and areas of the curriculum</p>	<p>Statutory Guidance for Impartial Careers Education:</p> <p>The following learning outcomes are featured in this activity:</p> <p>3.5) understand the opportunities afforded by self employment</p> <p>3.6) know how to access information about community and voluntary opportunities</p> <p>3.10) understand their rights and responsibilities at work</p> <p>4.4) have positive expectations of work</p> <p>Career, work-related learning and enterprise 11-19 - a framework to support economic wellbeing</p> <p>The following learning outcomes are featured in this activity:</p> <p><u>Element 1</u></p> <ul style="list-style-type: none"> • apply their functional skills and personal, learning and thinking skills (PLTS) <p><u>Element 3</u></p> <ul style="list-style-type: none"> • explain the chief characteristics of employment, self employment and voluntary work <p><u>Element 4</u></p> <ul style="list-style-type: none"> • identify the qualities and skills needed for enterprise and employability <p><u>Element 9</u></p> <ul style="list-style-type: none"> • know and understand important enterprise concepts • demonstrate enterprise skills, including decision making, leadership, risk management and presentation
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Preparation and resources

- Decide before hand how long you wish to give learners to complete the main project
- A panel of 2-4 'experts' needs to be set up for the last session. These can be community and business partners (or any suitable adults not known to the learners). Give them the project sheet to explain the activity.
- Activity sheet - 'Win-Win Volunteering'

- Activity sheet - 'Are you employed, self-employed or a volunteer?'
- Project sheet - 'Space to let for community enterprise in Shoretown High Street'
- Poster paper, felt tip pens, magazines, catalogues, scissors, glue and scrap paper
- Access to computers if possible
- Optional - prizes for the winning presentations

Starter (20 minutes)

- In pairs ask learners to define the term 'Volunteer'. Ask for a few suggestions to ensure that they understand that volunteers give up their time to help others for no pay or benefit to them other than the satisfaction of helping others. Also remind students that volunteering can provide valuable experience of work and increase social understanding, depending upon the nature of the volunteering activity.
- In the same pairs learners can briefly share any volunteering activities that they are/have been involved in or that they know of from other friends or community contacts. Ask for a few suggestions to mention to the whole class. Ask what skills, values or attitudes the volunteering has provided.
- Give out the activity sheets - 'Win-Win Volunteering' and learners can work in the same pairs to complete the exercise. Discuss the suggestions as a whole group, stressing the skills that are gained from volunteering.

Development of main activity

Employed, self-employed or volunteer (30 minutes)

- Working in groups of 4-5, learners can complete the activity - 'Are you employed, self-employed or a volunteer?'
- In the feedback ensure that learners understand the difference between being employed and self-employed and ask for any examples of people that they know who are self-employed. There may be examples of the three categories from within the school.

Space to let for community enterprise in Shoretown High Street

(Approximately 60 minutes for preparation and 60 minutes for the presentations)

- Learners can work in the same groups of 4-5, or form different groups.
- Handout the project sheets 'Space to let for community enterprise in Shoretown High Street' and talk through the activity, stressing how

long they have to complete the work and the fact that they will need to present their plans to a panel of 'experts'

- Ensure learners have access to all the material listed in 'Preparation and resources'
- As a whole class, learners could agree a short questionnaire. Then each group could use it with people from the local community to gain ideas on how to use the space. If time is short they could do this with just staff and pupils in the school.
- Within an agreed time limit groups should prepare their presentation to persuade the panel that their idea for the community/social enterprise is the best.
- A panel of 'experts' can be similar to the Dragon's Den panel on TV. They should be briefed to ask a couple of questions of each group.
- The panel will need some time (10-15 minutes) to decide on the best plan and then come back to the class to announce the winner.
- Involve the panel in a whole class discussion of the skills and qualities needed to be enterprising and stress that these skills are also needed in most jobs.

Review, reflection and further work

- Discuss as a whole group five things that they have learnt from this activity
- Ask learners to suggest how this activity could be improved for future learners.
- Community partners could be invited into the classroom to talk about their roles especially if these can demonstrate the concepts of being employed, self employed and volunteering
- Ask learners to find a self-employed person and to find out what the person thinks are the pros and cons of being self-employed.

Assessment opportunities

- Ask learners to define 'Self-employment' on a stick-it and put it on a display wall/flipchart. Talk through some of the suggestions, stressing an accurate definition.
- The panel of experts could be asked to make notes on the contribution of each person when giving the presentations and this could be feedback to individuals
- Each learner could be asked to record their contribution to preparing the presentation and research in careers folders or portfolios

- Look at each learner's completed copy of 'Win-Win Volunteering' and give brief feedback
- The suggestions in 'Review, reflection and further work' will also support assessment of learning

Additional notes

Self-employment and volunteering can often be invisible to learners since we don't always know people's contracts of employment. For example many hairdressers who work in a normal salon are actually self-employed, as are many motor vehicle technicians working in garages. A person working in a café in a hospital could either be employed by the hospital, own and run the café (self-employed) or be a volunteer. Stress to learners the benefits of volunteering e.g. gaining work experience through volunteering, developing social awareness (helping them to challenge stereotypes and understand diversity), gaining a feeling of empowerment through being involved in the local community and the chance to develop leadership and team working skills. All these benefits link directly to careers education and demonstrate the very close relationship between Citizenship and careers education and IAG.

Community Enterprise - what is it?

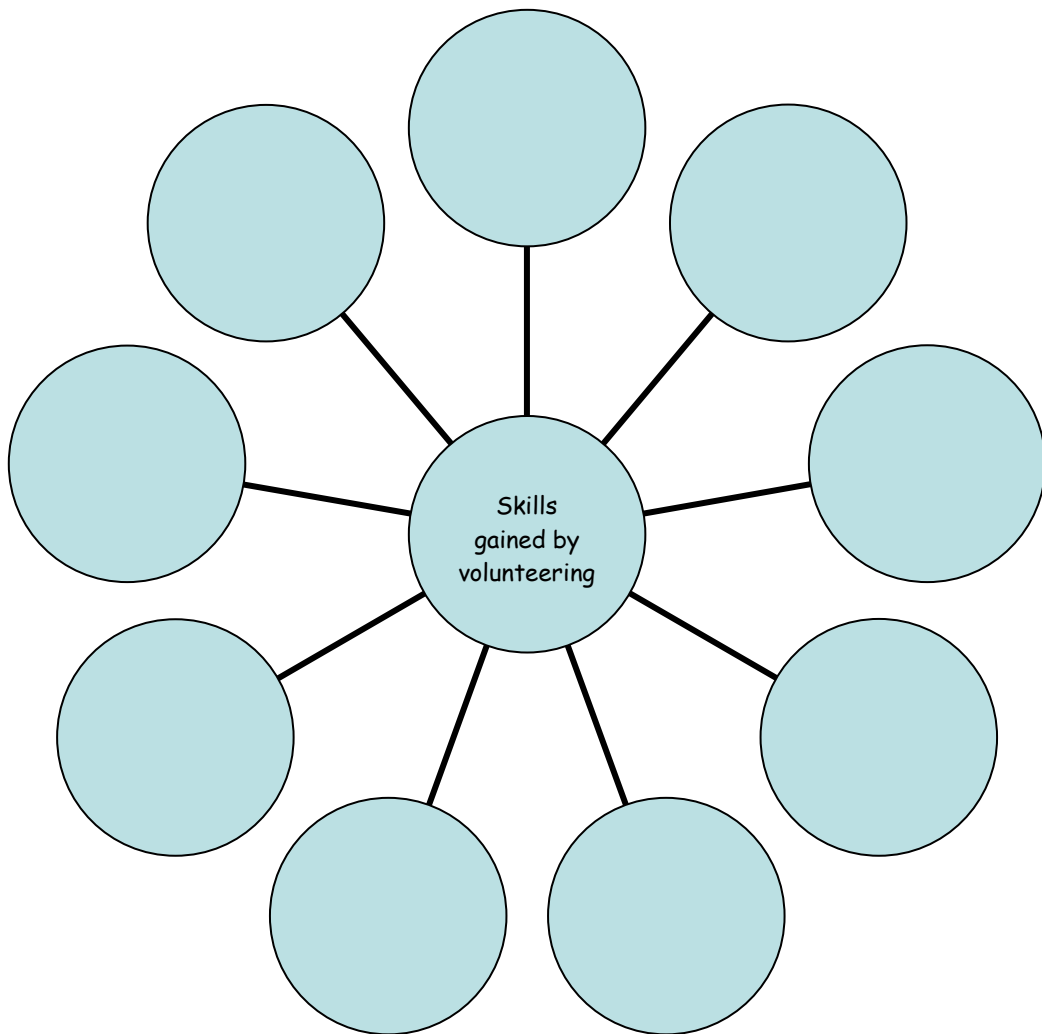
Community enterprise is an activity based in a local community that is run by and for the local residents. Trading is done for social purposes with any profits reinvested into the enterprise. Usually the assets such as buildings and equipment are owned by a community group who also form cooperative partnerships with other local organisations. Community enterprises try to serve the needs of the local community but also need to be truly enterprising, and not just philanthropic, in order to keep the 'business' thriving in the modern world.

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/cross-curriculum-dimensions/enterprise/index.aspx>

http://curriculum.qcda.gov.uk/key-stages-3-and-4/case_studies/casestudieslibrary/case-studies/inspiring_economic_understanding.aspx

Win-Win Volunteering!

- You are 18 and want to take a gap year before going to college or university
- You decide to do some volunteering
- What skills might this help you develop that will be useful in the future?
Record as many as you can in the chart below.
- What kind of volunteering would you do?



The volunteering that I would like to do and why:

Are you employed, self-employed or a volunteer?

Greengates Day Centre

Greengates Day Centre is a place for retired people to go to socialise and get help, support and advice. It is a charity and doesn't make a profit but it does have to make money to help pay for equipment and some staff. These 12 people work at Greengates, some are full-time and some part-time:

- A manager
- A fundraiser
- A cleaner
- A maintenance officer (like a handy-person)
- A nurse
- 2 café workers
- A hairdresser/beautician
- Rights and money advisor
- 2 care workers

Use the boxes below to record who you think is likely to be:

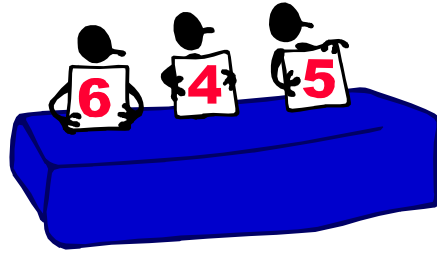
- employed directly by Greengates
- self-employed (their own boss)
- a volunteer who doesn't get paid at all

Employed

Self-employed

Volunteer

Space to let for community enterprise in Shoretown High Street



Shoretown Council would like you to run a community enterprise project that will make use of this empty building in a prime location - on the High Street and opposite the bus station. The space is about the size of a typical classroom and has electricity, running water, a toilet and a fitted kitchen but needs decorating and has no furniture. All proposals to be put to the Community Enterprise panel who will choose the best idea. Your enterprise needs to:

- ✓ provide jobs and volunteering opportunities
- ✓ provide something useful for the whole community
- ✓ be based on research into what is needed in the local community
- ✓ support the environment
- ✓ support ethical trading

You will need to give a 5 minute presentation about your community enterprise idea including:

- a description of what you plan to set up
- a drawing or plan of how you will use the space
- all the job roles that will be needed (including employed, self employed and volunteer roles and part time and full time people)
- what equipment or materials you might need
- why it is the best idea

GOOD LUCK