

## Enterprise in Action Secondary Curriculum Mapping

Work Related Learning	<p><input checked="" type="checkbox"/> 1: Recognise, develop and apply their skills for enterprise and employability.</p> <p><i>Students learn about the qualities and skills needed to run a real business enterprise and apply these to designing, planning and presenting a prototype product. They develop teamwork, leadership, innovation and problem solving skills while working in their group. They gain an understanding of risk management through the "Risky Business" board game.</i></p>
	<p><input checked="" type="checkbox"/> 2: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.</p> <p><i>Students gain an understanding of their business volunteer's employment, career progressions and motivations. They also apply their own experiences of work to identify the role enterprise capabilities will have in their future.</i></p>
	<p><input checked="" type="checkbox"/> 3: Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.</p> <p><i>Students gain hands-on experience of real business enterprise concepts such as market research, customer focus, product development, marketing, promotion and investment. They learn about how real business enterprises operate and how this relates to their rights and responsibilities.</i></p>
	<p><input checked="" type="checkbox"/> 4: Develop awareness of the extent and diversity of local and national employment opportunities.</p> <p><i>Students explore employment opportunities through taking on different roles within their enterprise team. They work with a volunteer from business who shares their experience of local and national employment opportunities.</i></p>
	<p><input checked="" type="checkbox"/> 5: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.</p> <p><i>Students take part in the "know your strengths" quiz that helps them to identify which role they will take in their team. Working in this role during the programme helps them to gain practical experience of how their abilities and attributes relate to the world of work.</i></p>
	<p><input checked="" type="checkbox"/> 6: Undertake tasks and activities set in work contexts.</p> <p><i>Work related learning activities are completed which draw on curriculum learning. Students undertake an enterprise challenge set within a work context. They develop their understanding of work related vocabulary from the business volunteer and through each session particularly relating to product development, marketing, finances and promotion.</i></p>
	<p><input checked="" type="checkbox"/> 7: Learn from contact with personnel from different employment sectors.</p> <p><i>Students work with volunteers from the business community who draw on their individual career and work experience to deliver the programme. They gain an idea of the business volunteers' motivations and understand the importance of attitudes, qualifications and skills to the world of work.</i></p>
	<p><input checked="" type="checkbox"/> 8: Have experience (direct or indirect) of working practices and environments.</p> <p><i>Students gain indirect experience of a workplace through discussions and working with their business volunteer. They explore working practices through their enterprise challenge.</i></p>
	<p><input checked="" type="checkbox"/> 9: Engage with ideas, challenges and applications from the business world.</p> <p><i>Students undertake a business challenge from the real world throughout the programme, enabling them to demonstrate the main enterprise skills, attitudes and qualities.</i></p>

Enterprise	<p><input checked="" type="checkbox"/> <b>Enterprise Capability</b> Students explore the concept of enterprise and discuss what it means to be enterprising. They work in teams throughout the project to set up their own mini-enterprise company and all get the chance to lead a session in their group. Students have to solve problems, balance risk and reward, respond to change and evaluate how their experiences and enterprise skills have developed.</p> <p><input checked="" type="checkbox"/> <b>Financial Capability</b> Students have to balance costs and price during a mini-construction challenge. They budget for materials and make spending decisions as part of their "prototype challenge". Students learn about percentage profit for their company's product during a budgeting exercise and are introduced to a range of financial terms relevant to their production company throughout the programme.</p> <p><input checked="" type="checkbox"/> <b>Business and Economic Understanding</b> Students use business and economic concepts such as percentage profit, target marketing, market research and prototyping. They work with a volunteer from the business community who helps them to understand what qualities and skills will enable them to succeed in their enterprise challenge and in the working world. Students have the opportunity to test out their business planning in a simulated online environment.</p>
PSHE	<p><input checked="" type="checkbox"/> <b>Economic Wellbeing and Financial Capability</b> Students take part in the "know your strengths" quiz that helps them to identify their abilities in relation to the world of work. They explore career goals and choices, practice risk management, understand economic concepts and develop a wide range of enterprise capabilities. Students gain practical financial skills through calculating the price and profit of their product.</p> <p>A more detailed mapping can be found in "<b>Young Enterprise Delivering Economic Wellbeing and Financial Capability</b>" available from the Young Enterprise website.</p> <p><input checked="" type="checkbox"/> <b>Personal Wellbeing</b> Students consider their strengths and achievements and develop self awareness through critical reflection. They explore decision making and managing risk and relate this to their current and future lives. They develop skills of negotiation, communication and teamwork throughout the programme.</p>
Citizenship	<p><input checked="" type="checkbox"/> <b>Critical Thinking and Enquiry</b> Students reflect and evaluate on different view points while working on their enterprise challenge in teams.</p> <p><input checked="" type="checkbox"/> <b>Advocacy and Representation</b> Students develop skills of advocacy and representation through team discussion and decision making.</p> <p><input checked="" type="checkbox"/> <b>Taking Informed and Responsible Action</b> Students are encouraged to reflect on the process of participating in the world of work through undertaking a real world enterprise challenge. They gain a basic understanding of how businesses operate within the national economy and learn about the legal responsibilities companies have with regard to health and safety and quality standards.</p>
English	<p><input checked="" type="checkbox"/> <b>Speaking and Listening</b> Students plan and deliver a business presentation and have to learn how to adapt their speaking for a formal work context. Other sessions involve opportunity for discussions in their group and with the rest of the class. They listen and respond within their group, within the class and to the business volunteer.</p> <p><input checked="" type="checkbox"/> <b>Reading</b> Students read a variety of non-fiction texts presented in magazine style. In their groups students analyse and respond to these texts.</p> <p><input checked="" type="checkbox"/> <b>Writing</b> Students learn about writing in a work context by detailing their plans for their product ideas, production process and promotional strategy. Students record notes in their student magazines.</p>
Mathematics	<p><input checked="" type="checkbox"/> <b>Applications and Implications of Mathematics</b> Students apply their mathematical understanding to planning the price of their product by calculating material costs, profit per item, sales before and after advertising and total profit.</p>

PLTS	<p>During the programme students develop the following Personal, Learning and Thinking skills:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Independent enquiry</td> <td><input checked="" type="checkbox"/> Effective participation</td> </tr> <tr> <td><input checked="" type="checkbox"/> Self-management</td> <td><input checked="" type="checkbox"/> Creative thinking</td> </tr> <tr> <td><input checked="" type="checkbox"/> Reflective learning</td> <td><input checked="" type="checkbox"/> Team working</td> </tr> </table>	<input checked="" type="checkbox"/> Independent enquiry	<input checked="" type="checkbox"/> Effective participation	<input checked="" type="checkbox"/> Self-management	<input checked="" type="checkbox"/> Creative thinking	<input checked="" type="checkbox"/> Reflective learning	<input checked="" type="checkbox"/> Team working
<input checked="" type="checkbox"/> Independent enquiry	<input checked="" type="checkbox"/> Effective participation						
<input checked="" type="checkbox"/> Self-management	<input checked="" type="checkbox"/> Creative thinking						
<input checked="" type="checkbox"/> Reflective learning	<input checked="" type="checkbox"/> Team working						
Functional Skills	<p><i>Enterprise in Action directly supports functional skills by encouraging students to apply English, Maths and ICT to real world contexts.</i></p>						
Related Subjects and Qualifications	<p><input checked="" type="checkbox"/> <b>Raising Aspirations</b>  <i>Enterprise in Action students identify their personal strengths and apply these to a work related challenge. The programme raises students' aspirations and helps them to understand the relevance of school to their future career choices. Thus the Enterprise in Action programme can be used as a motivation boosting activity for all qualifications as students refocus on the importance of education and the subjects they have chosen to take to their future aspirations.</i></p> <p><input checked="" type="checkbox"/> <b>Diplomas</b>  <i>Enterprise in Action supports the learning objectives of a number of the new diplomas. Applying enterprise and economic understanding to real world contexts is an important part of all new diploma qualifications.</i></p> <p><i>In addition the programme can be used to support the Generic Learning component of all diplomas through developing Functional Skills and PLTS.</i></p>						