

BTEC INTERNATIONAL SPORT
UNIT 39: ENTERPRISE AND ENTREPRENEURS



Unit title	Unit 39: Enterprise and Entrepreneurs
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours
Links to other units	
Unit 10: Business and Technology in Personal Training Unit 11: Business in Sport.	

Key to learning opportunities			
AW	Assignment writing	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	GW	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Explore the nature of enterprise				
1	Unit introduction	IS GW	<ul style="list-style-type: none"> • Tutor presentation: provide learners with unit information so that they understand the assessment criteria and the expectations of achievement. Outline the nature of the topics and learning aims, and the summative assessments that learners will be expected to complete for this unit. • Key command verbs: describe/explore/explain/assess/produce/analyse/evaluate. Discuss with learners what these mean and how they can be applied in the context of the unit learning aims. • Whole-class activity: learners to work individually, in pairs or in small groups to demonstrate prior knowledge of the subject. Suggestions include getting learners to independently recall prior knowledge before developing knowledge in pairs and finally small groups (using A3 paper as means to record findings). Learners to feed back with directed Q&A. 	Unit specification Computers for internet research A3 paper and pens
2	A1 Enterprise and entrepreneurship	IS GW	<ul style="list-style-type: none"> • Whole-class discussion: instigate learner discussion on 'What are enterprise and entrepreneurship and how would they define them?' • Tutor presentation: clearly explain and define the term enterprise: Enterprise is the process of using creativity and innovation to meet customers' needs and aspirations by: <ul style="list-style-type: none"> ○ creating products and services and identifying a market for them ○ identifying gaps in the market for existing products and services 	Computers for internet research



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			<ul style="list-style-type: none"> ○ identifying and addressing the risks facing an enterprise to increase the likelihood of success, to include: <ul style="list-style-type: none"> - strategic, e.g., a competitor coming on to the market - compliance, e.g., the introduction of new health and safety legislation - financial, e.g., non-payment by a customer or increased interest charges on a business loan - operational, e.g., the breakdown or theft of key equipment - using enterprise skills and capabilities, including problem solving - using new technologies and techniques. ● Small-group activity 1: Learners could use any relevant videos and appropriate TED Talks, YouTube clips and podcasts to research one enterprise example from their own country or abroad. They should seek to identify the product or service and give reasons why it is successful. ● Small-group activity 2: Learners to present their findings to the rest of the group, either as a PowerPoint presentation or using handouts. ● Plenary: ask learners questions about the term 'enterprise' and the importance of such new ventures that drive the economy, employment, growth and innovation. 	
3	A1 Enterprise and entrepreneurship	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: recap previous lesson and ask probing questions around the key terminology covered. Introduce and define the concept of entrepreneurship: Entrepreneurship is the capacity and willingness to: <ul style="list-style-type: none"> ○ develop, organise and manage a new venture 	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ anticipate risks and uncertainty in order to make a profit. ● Paired activity: learners investigate an example of successful entrepreneurship. Encourage the pairs to provide a rationale and evidence to support why the example was successful. Tutors may need to provide some examples. ● Paired learner presentations: learners present their research findings to the whole group, answering questions about what they have researched. ● Plenary knowledge quiz: revise the key considerations for successful entrepreneurship using a quiz. 	
4	A1 Enterprise and entrepreneurship	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: revisit the nature of enterprise and entrepreneurship. Introduce learners to the types of enterprise, for example – start-up, lifestyle, social enterprise and franchise. ● Small-group activity: learners are put in four small groups. Each group is given a different type of enterprise case study. They should create a poster to display the key characteristics regarding their type of enterprise. On completion of the activity, each group can show and explain their poster to the whole group. ● Tutor-led discussion: what are the legal formats for enterprise? – sole trader, partnership, limited partnership, private limited company (LTD), public limited company (PLC). ● Paired activity: learners to work in pairs to explore the legal formats for enterprise. They should answer the tutor-prepared worksheets covering these formats. ● Plenary: remind learners of the types of enterprise and the legal formats discussed in the lesson. 	Computers for internet research Case studies Tutor-prepared worksheets



Lesson	Topic	Lesson type	Suggested activities	Resources
5	A1 Enterprise and entrepreneurship	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: re-examine the key concepts of enterprise and entrepreneurship looked at in the previous lessons. • Small-group activity 1: learners are put in small groups and asked to make a short documentary style video (or script if the technology is not available) to outline the main points about enterprise and entrepreneurship. They could be shown examples to help them, such as https://www.youtube.com/watch?v=_Gh1-A63fBg • Small-group activity 2: the videos or scripts should then be shared with the rest of the group. Time should be allocated for questions and answers from peers. • Plenary: summarise the main issues covered in the lesson with enterprise and entrepreneurship. 	Computers for internet research Video recording and display equipment
6	A1 Enterprise and entrepreneurship	IS GW V	<ul style="list-style-type: none"> • Tutor presentation: brief recap on the previous lessons work about enterprise and entrepreneurship. • Small-group activity: learners discuss and write questions for the visit to a local business enterprise. • Visit: use an educational trip to allow learners to carry out research into a successful business enterprise within their local area. Give learners a tutor-prepared worksheet to complete during the trip. • Plenary: after the visit, use a plenary discussion to agree which aspects and considerations were covered. 	Computers for internet research Tutor-prepared worksheets Visit
7	A2 Mindset of the entrepreneur	IS GW	<ul style="list-style-type: none"> • Tutor presentation: Introduce the topic 'the mindset of the entrepreneur'. Highlight the importance of creativity, confidence, positivity, passion, motivation, initiative, self-belief, discipline, drive, 	Computers for internet research



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			<p>adaptability and flexibility, intuitiveness, persuasion, imagination, desire to succeed and grow, vision, capacity to inspire, focus.</p> <p>Show the learners any relevant videos and appropriate TED Talks, websites, YouTube clips and podcasts to research the mindset of the entrepreneur, for example:</p> <p>https://elimindset.com/entrepreneurial-learning/what-is-mindset/ or https://hacktheentrepreneur.com/entrepreneurial-mindset/#:~:text=What%20is%20an%20entrepreneurial%20mindset,continuous%20action%20on%20your%20ideas.</p> <p>Learners should be encouraged to make notes.</p> <ul style="list-style-type: none"> • Small-group activity: in groups of three or four, learners should create information blogs or print resources detailing the entrepreneur mindset characteristics highlighted by the tutor above. Set the group a time to review the information and to present it at the end of the lesson. • Plenary: small groups to present their information blogs or print resources, tutor to enhance with Q&A if necessary. 	
8	A2 Mindset of the entrepreneur	IS GW	<ul style="list-style-type: none"> • Tutor discussion: recap the significance of the correct mindset for an entrepreneur and remind the learners of the key characteristics or traits required. • Individual activity: learners find one example online of a successful entrepreneur from their own country or abroad, such as Bill Gates, Arianna Huffington etc. What are the personal skills, mindset, qualities and characteristics that make them unique? 	Computers for internet research



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			<p>Which attributes do they have that allow them to plan and run their enterprise? Then feedback their findings to the whole class.</p> <ul style="list-style-type: none"> • Whole-class discussion: the tutor should encourage group discussion about the different examples of entrepreneurs found by the learners. What similarities did they all share? What was the most common mindset characteristic or trait? • Plenary: check learners' understanding of the mindset of the entrepreneur explored in this lesson. 	
9	A2 Mindset of the entrepreneur	IS GW GS	<ul style="list-style-type: none"> • Tutor presentation: re-evaluate the work covered in the previous lessons about the mindset of the entrepreneur. Tutor to ask probing questions around the key terminology that should be used and remind learners of a few of the different examples that have been highlighted. • Small-group activity: learners discuss and write questions for a guest speaker. • Guest speaker: invite a local entrepreneur to speak to the learners about the mindset they use to be a success. The guest speaker could discuss the reasons why they wanted to become an entrepreneur, what are the main advantages but also any disadvantages etc. • Paired activity: ask learners to work in pairs to review the content delivered by the speaker. • Plenary: focus on what the guest speaker has said about the mindset of the entrepreneur. 	Computers for internet research Guest speaker



Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim B: Investigate the motivations for entrepreneurship				
10	B1 The role of motivation when starting a new venture	IS GW	<ul style="list-style-type: none"> • Tutor presentation: define the role of motivation when starting a new venture. The following categories should all be covered: <ul style="list-style-type: none"> ○ autonomy and better work – seeking freedom, flexibility and better work opportunities. ○ challenge and opportunity – seeking personal challenge, fulfilling a vision, opportunities to use existing skill(s) and enhance personal reputation/fame. ○ financial motives – financial security, larger income and wealth. ○ family and legacy – seeking to continue or create a business. • Paired activity: in their pairs, learners examine the four categories above in more detail. They should undertake research online to discover real examples of entrepreneurs who have cited one or more of the discussed categories as their motivation. • Whole-class discussion: pairs to feed back the findings of their research. Tutors to use directed questioning to engage all learners. • Plenary: confirm with the learners the role of motivation when starting a new venture. 	Computers for internet research
11	B1 The role of motivation when starting a new venture	IS GW	<ul style="list-style-type: none"> • Tutor presentation: revisit the role of motivation when starting a new venture covered in the last lesson. • Small-group activity 1: learners could be split into four groups. Each group should be allocated a different role of motivation category to research from the following: autonomy and better 	Computers for internet research Materials to design an information leaflet



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>work, challenge and opportunity, financial motives and finally, family and legacy.</p> <p>Then each group should produce an information leaflet showing the category that they were allocated. Encourage the use of examples of real-life entrepreneurs to illustrate the findings in their leaflets.</p> <ul style="list-style-type: none"> • Small-group activity 2: the small groups present their findings and leaflets to the other groups in an information sharing carousel. Time should be allocated for questions and answers from peers. On completion, each set of resources should be photocopied and given to the other groups to use as a reference guide. • Plenary: recap the role of motivation when starting a new venture. 	
12	B1 The role of motivation when starting a new venture	IS GW	<ul style="list-style-type: none"> • Tutor presentation: summarise the key points to consider when looking at the role of motivation when starting a new venture. Tutors could use any relevant videos and appropriate TED Talks, YouTube clips and podcasts to support the delivery of this content. • Small-group activity: the use of tutor-provided case studies will assist in offering examples of the role of motivation when starting a new venture. Encourage learners to be critical and reflective in their analysis of the case studies. Key aspects could be the type of venture etc. • Plenary: collate and discuss learners' findings and thoughts about effective ideas around the role of motivation when starting a new venture. 	Computers for internet research Case studies



Lesson	Topic	Lesson type	Suggested activities	Resources
13	B2 Barriers to setting up a venture	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: establish prior knowledge of barriers to setting up a venture. Tutor to use direct questioning to collate ideas. • Whole-class activity: using a whiteboard/flip chart, learners record key considerations for barriers to setting up a venture. • Small-group activity: groups are given one minute to perform a relay to a poster on the classroom wall. Only one learner has the 'baton/pen' at once and they must write as many of the barriers to setting up a venture as possible in the time given. They gain extra points for a barrier that no other group has written down. • Plenary: assemble the learners' findings from the poster and discuss them with the whole class. 	Computers for internet research Whiteboard/flip chart Poster
14	B2 Barriers to setting up a venture	IS GW	<ul style="list-style-type: none"> • Tutor presentation: explain the possible barriers to setting up a venture for an entrepreneur. Outline the following main points: <ul style="list-style-type: none"> ○ viability – ability to sell products/services to customers. ○ regular cash flow. ○ raising finance. ○ lack of skills or experience. ○ lack of financial management skills. ○ keeping up to date and complying with regulations. • Individual activity: ask learners to research the different barriers to setting up a venture that they can locate online and complete the tutor-prepared worksheet on the barriers. • Plenary knowledge quiz: revise the possible barriers to setting up a venture for an entrepreneur by using a quiz. 	Computers for internet research Tutor-prepared worksheet



Lesson	Topic	Lesson type	Suggested activities	Resources
15	B3 Importance of entrepreneurs to the economy	IS GW	<ul style="list-style-type: none"> • Tutor presentation: establish the importance of entrepreneurs to the economy: <ul style="list-style-type: none"> ○ generating economic wealth by increasing the national income. ○ providing jobs. ○ bringing about social change, creating the solutions that can improve the standard of living for the inhabitants of a country. ○ replacing older, inefficient technologies with evolved, advanced systems. <p>Give learners examples of each of the above bullet points and generate discussion regarding the advantages and disadvantages of each.</p> • Individual activity: learners to independently create their own importance of entrepreneurs to the economy questionnaire. • Paired activity: learners to 'try-out' their questionnaire on a peer and gain feedback on the strengths and areas for improvement. • Plenary: determine the importance of entrepreneurs to the economy. 	Computers for internet research
16	B3 Importance of entrepreneurs to the economy	IS GW	<ul style="list-style-type: none"> • Tutor presentation: remind learners of the key aspects to consider when looking at the importance of entrepreneurs to the economy. • Small-group activity 1: Give each group a case study of the impact an entrepreneur has made on the economy. Groups should find out about what impact was made and how? For example, new and improved products, services, or technology from 	Computers for internet research Case studies



Lesson	Topic	Lesson type	Suggested activities	Resources
			<p>entrepreneurs enable new markets to be developed and new wealth to be created.</p> <ul style="list-style-type: none"> ● Small-group activity 2: Groups will present their findings to the whole group as a 500-word report on the importance of entrepreneurs to the economy. These can be reproduced to form a workbook that the learners can use to further their understanding of the importance of entrepreneurs to the economy. ● Plenary: provide feedback from 500-word reports. 	
17	B3 Importance of entrepreneurs to the economy	IS GW GS	<ul style="list-style-type: none"> ● Tutor presentation: recap previous lesson about the importance of entrepreneurs to the economy and tutor to ask probing questions around the key terminology. ● Small-group activity: learners discuss and write questions for a guest speaker. ● Guest speaker: invite a local or national business owner to speak to the learners about the importance of entrepreneurs to the economy. This could be in person or via Zoom/MS Teams etc. ● Paired activity: ask learners to work in pairs to review the content delivered by the speaker. ● Plenary: focus on what the guest speaker has said about the importance of entrepreneurs to the economy. 	Computers for internet research Guest speaker
18–22	Assessment of learning aims A and B	IS RS AW	<ul style="list-style-type: none"> ● Assignment brief: tutor to give out the assignment brief and discuss the main features, including assessment deadline, scenario and tasks. At this point learners can ask for clarification on the requirements of the assessment. 	Assignment brief Computers for internet research



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			<ul style="list-style-type: none"> • Individual activity: allocate time for learners to write notes and to complete assignment 1, which covers learning aims A and B. • Summative assessment activity: A written report on a successful enterprise and its entrepreneur, considering the mindset of the entrepreneur, the opportunities and risks taken, the motivation for the venture and its importance to the economy. 	
Learning aim C: Examine the opportunities and constraints for enterprises and entrepreneurs				
23	C1 Sources of internal and external finance	IS GW	<ul style="list-style-type: none"> • Tutor presentation: introduce the sources of internal and external finance for enterprises and entrepreneurs. • Paired activity: learners to create a definition of the sources of internal and external finance for enterprises and entrepreneurs. • Individual activity: learners to research online, using sites such as https://www.bbc.co.uk/bitesize/guides/zj7yy9q/revision/1, to answer the following questions: <ul style="list-style-type: none"> ○ what is meant by 'owners funds or capital'? ○ what does the term 'venture capitalist' indicate? ○ what does 'peer-to-peer' or 'family and friends lending' involve? ○ what are bank loans? • Whole-class discussion: learners to feed back the findings of their research. Tutors to use directed questioning to engage all learners. • Plenary: highlight the sources of internal and external finance for enterprises and entrepreneurs discussed in the lesson. 	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
24	C1 Sources of internal and external finance	IS GW	<ul style="list-style-type: none"> • Tutor presentation: revisit the sources of internal and external finance for enterprises and entrepreneurs from the last lesson. Consolidate the learning by exploring the following: <ul style="list-style-type: none"> ○ own funds/stakeholders – family and friends or business partners. ○ equity funding – business angels, crowdfunding, venture capital, share capital, ○ peer-to-peer lending, bank, private sector investment. ○ government funding – grants, allowances and start-up loans. • Individual activity: learners are given a table that lists the sources of internal and external finance for enterprises and entrepreneurs in one column and a blank column for learners to fill in to describe the impact these could have for enterprises and entrepreneurs. • Whole-class discussion: discuss the individual research findings on the impact the sources of internal and external finance could have for enterprises and entrepreneurs. • Plenary: consolidate the learning about the sources of internal and external finance for enterprises and entrepreneurs discovered in the lesson. 	Computers for internet research Tutor-prepared table
25	C2 Government support and non-governmental support	IS GW	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to the government support and non-governmental support available for enterprises and entrepreneurs, such as: <ul style="list-style-type: none"> ○ enterprising libraries – using the public libraries network to reach into communities to provide coaching, advice, meeting spaces and IT support to people interested in developing a business proposal and bringing it to market. 	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ Local Enterprise Partnerships (LEPs) – partnerships between local authorities and businesses that decide the priorities for investment in roads, buildings and facilities in the area. ○ Enterprise Zones (EZs) – geographically-defined areas, hosted by LEPs, in which commercial and industrial businesses can receive incentives to set up or expand. ● Small-group activity 1: ask learners to work in three groups. One group should research Enterprising libraries. One group should research Local Enterprise Partnerships (LEPs) and one group should research Enterprise Zones (EZs). Each group should record this information as an annotated poster or spider diagram. ● Small-group activity 2: ask the groups to present their findings to the class. ● Plenary: The annotated posters and/or spider diagrams can be collated to produce a class workbook. Revisit the main learning points covered in the lesson. 	
26	C2 Government support and non-governmental support	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: recap the government support and non-governmental support available for enterprises and entrepreneurs discussed in the previous lesson. ● Individual activity: learners to complete the tutor-prepared worksheet about Enterprising libraries, Local Enterprise Partnerships (LEPs) and Enterprise Zones (EZs). ● Paired activity: learners to discuss their worksheet answers with their partner. 	Computers for internet research Tutor-prepared worksheet



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary: revise the government support and non-governmental support available for enterprises and entrepreneurs by using a quiz. 	
27	C2 Government support and non-governmental support	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: quick-fire definitions of key terms, check everyone is familiar with the terms about the government support and non-governmental support available for enterprises and entrepreneurs discussed in the previous lesson. • Paired activity: learners produce a brief PowerPoint presentation on Enterprising libraries, Local Enterprise Partnerships (LEPs) or Enterprise Zones (EZs). The tutor could offer guidelines such as how long, how many slides etc and offer additional support for this research activity. To complement their findings, each group should create a set of questions to give out to the other learners for them to answer as they deliver their findings. • Plenary: check learning and understanding about the government support and non-governmental support available for enterprises and entrepreneurs. 	Computers for internet research
28	C3 Competition and competitive advantage	IS GW	<ul style="list-style-type: none"> • Tutor presentation: explore the definitions of and issues with competition and competitive advantage, can include: <ul style="list-style-type: none"> ○ competition – an organisation in the same industry (or a similar industry) which offers a similar product or service. The presence of one or more competitors can reduce the prices of goods and services as the organisations attempt to gain a larger market share. Competition also requires organisations to become more efficient in order to reduce costs. 	Computers for internet research Case studies



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ competitive advantage – superiority gained by an organisation through providing the same value as its competitors at a lower price, or through charging higher prices by providing greater value through differentiation and through the use of tangible and intangible resources. ● Paired activity: learners investigate a range of different case studies provided by the tutor regarding the issues with competition and competitive advantage. They should consider and assess the range of issues discussed. ● Paired learner presentations: learners present their research findings to the whole group, answering questions about what they have researched. ● Plenary: check learning and understanding about competition and competitive advantage. 	
29	C3 Competition and competitive advantage	IS GW	<ul style="list-style-type: none"> ● Tutor-led discussion: recap the definitions of and issues with competition and competitive advantage considered in the previous lesson. ● Small-group activity 1: split the class into four groups. Two groups are required to research examples, either current or historical, of competition. Whilst the other two groups research such examples of competitive advantage. ● Small-group activity 2: the small groups present their research finding to other groups in an information sharing carousel, answering questions about what they have researched. ● Plenary: revise the key issues when considering competition and competitive advantage. 	Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
30	C3 Competition and competitive advantage	IS GW GS	<ul style="list-style-type: none"> • Tutor-led discussion: re-examine the definitions of and issues with competition and competitive advantage considered in the previous lessons. • Small-group activity: learners discuss and write questions for a guest speaker. • Guest speaker: invite an entrepreneur to speak to the learners about competition and competitive advantage. This could be in person or via Zoom/MS Teams etc. How did they or their company determine their competitive advantage? • Paired activity: ask learners to work in pairs to review the content delivered by the speaker. • Plenary: focus on what the guest speaker has said about competition and competitive advantage. 	Computers for internet research Guest speaker
31	C4 External influences	IS GW	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to the external influences for enterprises and entrepreneurs, including: <ul style="list-style-type: none"> ○ outline of – financial, legal, stakeholders (customers, government, shareholders, community), economic climate, technological, political, social. • Individual activity: learners to complete a tutor-prepared worksheet about the external influences for enterprises and entrepreneurs. • Paired activity: learners to discuss the worksheet answers with a partner and reflect on the outcomes. • Plenary: run through the worksheet answers with the learners to reinforce the external influences for enterprises and entrepreneurs. 	Computers for internet research Tutor-prepared worksheet



Lesson	Topic	Lesson type	Suggested activities	Resources
32	C4 External influences	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: summarise the external influences for enterprises and entrepreneurs covered in the last lesson. • Small-group activity 1: Give each group an external influence from the discussion above. Groups should produce a presentation which could include: <ul style="list-style-type: none"> ○ a description of the external influence ○ a link to a video or website that further explains the influence. ○ an organisation/company that could provide a successful example. • Small-group activity 2: Groups will present their findings to the whole group as a PowerPoint presentation. These can be reproduced to form a workbook that the learners can use to further their understanding of the external influences for enterprises and entrepreneurs. • Plenary: ask learners questions about the external influences for enterprises and entrepreneurs in the style of a mini quiz. 	Computers for internet research
Learning aim D: Examine the entrepreneurial skills required to launch an enterprise				
33	D1 Entrepreneurial skills	IS GW	<ul style="list-style-type: none"> • Tutor presentation: define and examine entrepreneurial skills, include the following key skills: <ul style="list-style-type: none"> ○ ability to think strategically. ○ possess clear communication and interpersonal skills to negotiate successfully and deal with stakeholders. ○ deal with all aspects of running an enterprise such as finance, legal aspects, marketing and production. 	Computers for internet research Tutor-prepared worksheet



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity 1: learners to operate together to work through and complete the tutor-prepared worksheet about the three key entrepreneurial skills discussed in the tutor presentation. • Paired activity 2: learners to discuss the worksheet answers with another pair and reflect on the outcomes. When complete, use the snowball method to work in pairs, then in small groups, and finally as a class to discuss. • Plenary: run through the worksheet answers with the learners to emphasise the main learning points covered in the lesson. 	
34	D1 Entrepreneurial skills	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: recap previous lesson and ask probing questions around the key terminology covered regarding entrepreneurial skills. Address which of these skills are required to launch an enterprise and give learners articles (from journals or other credible sources) to illustrate possible good examples. • Small-group activity: each group could research which of these entrepreneurial skills discussed are required to launch an enterprise. They could then prepare a mini presentation/ 'show and tell' for their peers, outlining their findings. This could be followed by a 'question and answer' session. • Plenary: Recap the main points covered in this and the previous lesson. 	Computers for internet research Journal articles
35	D1 Entrepreneurial skills	IS GW	<ul style="list-style-type: none"> • Tutor presentation: revisit the topic of entrepreneurial skills. • Small-group activity 1: learners are given case studies to act out in groups of three. Two learners will be the entrepreneur and stakeholder, and another will observe providing feedback, such as: 	Computers for internet research Role play



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> ○ how the entrepreneur built a rapport to put the stakeholder at ease ○ if they used clear communication and interpersonal skills to negotiate successfully and deal with stakeholders <p>Rotate the roles so each member of the group gets to play each different role.</p> <ul style="list-style-type: none"> ● Small-group activity 2: learners to create a poster stating the 'do's' and 'don'ts' of communicating with a stakeholder and present these to the class. ● Plenary: explore the main aspects from the role play and posters, then review the entrepreneurial skills displayed. 	
36	D2 Assess potential enterprise opportunities	IS GW	<ul style="list-style-type: none"> ● Tutor presentation: delve into the potential enterprise opportunities and look at how to assess them. For example: <ul style="list-style-type: none"> ○ ability to identify viability of potential ideas. ○ consider the risk and opportunity attached to each idea. ○ identify the barriers to the opportunity. ● Paired activity 1: learners can work with a partner to review a potential enterprise opportunity case study provided by the tutor. They should be encouraged to consider why it is viable, the challenges that could affect it together with a consideration of the entrepreneurial skills required for it to be successful. ● Paired activity 2: learners can report their findings by giving a brief presentation to the class. ● Plenary: check learning and understanding about assessing potential enterprise opportunities. 	Computers for internet research Case studies



Lesson	Topic	Lesson type	Suggested activities	Resources
37	D2 Assess potential enterprise opportunities	IS GW V	<ul style="list-style-type: none"> • Tutor presentation: brief recap on the work covered in the previous lesson. • Small-group activity: learners discuss and write questions for the visit. • Visit: Arrange a visit to a recently launched enterprise where learners can meet the entrepreneur who set it up. Ask them to answer questions about how they viewed the potential enterprise opportunities and how did they assess them. • Plenary: after the visit, use a plenary discussion to agree which aspects and considerations were covered. 	Computers for internet research Visit
38	D3 Develop the idea	IS GW	<ul style="list-style-type: none"> • Tutor-led discussion: establish learners' prior knowledge of how to develop the idea. Tutor uses direct questioning to collate ideas. • Whole-class activity: using a whiteboard/flip chart, learners record key considerations about how to develop the idea for a new enterprise. • Tutor presentation: demonstrate how to develop the idea; address the following points: <ul style="list-style-type: none"> ○ define what the enterprise will be and what its function and purpose are. ○ identify target market and competition. ○ decide on brand and how distinctiveness will be achieved. ○ understand how to protect the idea. • Individual activity: learners to complete a tutor-prepared worksheet about how to develop the idea for a new enterprise. 	Computers for internet research Tutor-prepared worksheet



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: learners to discuss the worksheet answers with a partner and reflect on the outcomes. • Plenary: run through the worksheet answers with the learners to reinforce how to develop the idea for a new enterprise. 	
39	D3 Develop the idea	IS GW	<ul style="list-style-type: none"> • Tutor presentation: re-examine work from the previous lesson about how to develop the idea for a new enterprise and tutor to ask probing questions around the key terminology. • Small-group activity: in groups of three or four, learners should develop the idea for a new enterprise. Tutors could allocate each group a brief profile of an enterprise idea. Groups will need to define what the enterprise will be, what its function and purpose are, identify target market and competition, decide on brand and how distinctiveness will be achieved and understand how to protect the idea. Set the group a time to review the information and to present it at the end of the lesson. • Plenary: summarise the main issues covered in the lesson. 	Computers for internet research
40–45	Assessment of learning aims C and D	IS RS AW	<ul style="list-style-type: none"> • Assignment brief: tutor to give out the assignment brief and discuss the main features, including: assessment deadline, scenario and tasks. At this point learners can ask for clarification on the requirements of the assessment. • Individual activity: allocate time for learners to write notes and to complete assignment 2, which covers learning aims C and D. • Summative assessment activity: A presentation for a potential enterprise opportunity, considering why it is viable, the challenges 	Assignment brief Computers for internet research



Lesson	Topic	Lesson type	Suggested activities	Resources
			that could affect that start-up together with a consideration of the entrepreneurial skills required for the start-up.	

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.