

Lesson Plan

Lesson Series	Starter For Ten
Lesson Number	1 of 14
Resources Required	<ul style="list-style-type: none"> • PowerPoint presentation: 1. Starter For Ten Introduction • Ten pound note • Entrepreneur Information sheets • Large sheets of coloured paper plus pens, glue, etc to create posters.
Learning Objective(s)	<ol style="list-style-type: none"> 1. I can describe what an entrepreneur is. 2. I can work with a group to present information to the class. 3. I can put factual information into my own words.
Lesson Overview	<p>This lesson provides an introduction to the 'Starter For Ten' project without yet explaining the full project to the children. The class learns what an entrepreneur is and discusses why people might want to be entrepreneurs. A range of quotes spark discussions relevant to entrepreneurship. Following the presentation, the children work in small groups to create and present a poster about a well-known entrepreneur to the rest of the class.</p>
Differentiation	<p>Ensure that groups are mixed for the group work task. More capable readers and writers should support others by working as a group.</p>
Starter	<p>Slide 1 - Hold up a ten pound note and ask who would like it. Hand it to a pupil and ask them to tell the class what they would do with it.</p> <p>Apologise that they won't be able to keep it and ask them to pass it to another pupil who would like it. That pupil should also tell the class what they would do with it. Continue this as long as it remains engaging.</p> <p>Give the pupils a 'teaser' about the 'Starter For Ten' project by</p>

	<p>mentioning that you need the tenner back but you will soon be handing out tenners to the class – do not explain any more at the moment.</p>
<p>Main Lesson</p>	<p>Slide 2 – Ask the pupils how they could make £10 into more money. Try to tease out answers relating to using the £10 to start a business, which then makes more money.</p> <p>Slide 3 – Share the first Learning Objective with the children. Discuss the definition of an entrepreneur. Does anyone know any entrepreneurs? Can you name any famous entrepreneurs?</p> <p>Slide 4 – Read the slide to the children and ask for comments.</p> <p>Slide 5 - These are some of the reasons entrepreneurs give for their career choice. What do the children think of each one? Who thinks these sound good? Can anyone think of any other reasons? Who thinks they might like to be an entrepreneur?</p> <p>Slides 6 to 10 – These slides present inspirational quotes which are relevant to entrepreneurs. Ask the children for their reactions to each.</p> <p>Slide 11 - It should be made clear to the children that starting a business does not necessarily mean succeeding and making millions. The task at the end of the presentation should help them to understand that even successful entrepreneurs experience failure too. Failure should not necessarily mean giving up.</p> <p>Slides 12 to 14 – These slides provide quotes which present failure in a more positive light whereby failure is a chance to learn and grow. Ask the children for reactions to each one.</p> <p>Slide 15 - What do the children think? Is there a particular kind of person who starts a business?</p> <p>Slide 16 – Read the introduction to the task to the children.</p> <p>Slide 17 – Share the two Learning Objectives for the task with the children</p> <p>SMALL GROUP TASK: This task is designed to help the children to understand that successful entrepreneurs come from all kinds of backgrounds. In addition to learning about entrepreneurs, the children are developing their literacy skills in reading for information, writing factual information, presenting information and speaking and</p>

	<p>listening within a small group and within the whole class.</p> <p>Children should be split into small groups. Each group should be given one of the entrepreneur information sheets and a large sheet of coloured paper. The members of each group should read the information they have been provided with together, then use it to create a poster. They will then present 'their' entrepreneur to the rest of the class.</p> <p>It should be stressed to the children that they are not to simply copy the information, they must put it into their own words. Remind them that to be able to present well, they must understand the information.</p> <p>If possible, the children could be given time to find relevant pictures on the internet which could be printed and added to their poster.</p>
<p>Plenary</p>	<p>Randomly pick pupils (choose names out of a pot?) to define what an entrepreneur is. Are the explanations each person gives the same? Randomly pick pupils to describe one thing they have learned about entrepreneurs today.</p>
<p>Further Development</p>	<p>The BBC documentary 'How We Made Our Millions' gives detailed interviews with successful entrepreneurs. The programme was shown in 2011 and can be found online. It is worth watching to give the children more of an insight into real entrepreneurs. The people interviewed come from a variety of backgrounds and have also experienced failures on their way to becoming successful. Each programme lasts for one hour. The appropriateness of the programmes for each class should be assessed by teachers.</p> <p>Programme 1: Michelle Mone and Richard Reed</p> <p>Michelle Mone – The founder of Ultimo lingerie. She is Scottish which may be beneficial for those teaching in Scotland. There are a number of issues to be considered before showing this programme to a class. As Mone's business is lingerie there are several shots showing underwear and models wearing lingerie. Mone's interviews also include one swear word ("bloody") and some discussion of suicidal feelings relating to a time when her business was struggling.</p> <p>Richard Reed – The class have already met this entrepreneur through their group task. He is one of the co-founders of</p>

	<p>Innocent Smoothies. The programme develops learning through discussion on business ethics with Innocent Smoothies having benefited from investment from coca-cola.</p> <p>Programme 2: Mark and Mo Constantine and Chris Dawson</p> <p>Mark and Mo Constantine – This couple run Lush, the cosmetics company. The programme builds on learning with discussions of how successful entrepreneurs can experience failure on their way to success. The pair left a partnership with The Body Shop with a large amount of money which they used to start another business which failed. They then had to start again with Lush.</p> <p>Chris Dawson – The founder of The Range retail park shops. This programme builds on learning as Dawson is very focused on profit and personal wealth, and is not interested in ethics within business. Dawson is dyslexic and states that he left school unable to read or write. Despite this, his business is highly profitable.</p>
<p>Opportunities For Display</p>	<p>The PowerPoint slides containing inspirational quotes could be printed and displayed. These can then be referred to as the children are building their own businesses.</p> <p>The large posters created by each group should also be displayed.</p>
<p>Relevant Second Level Curriculum For Excellence Experiences and Outcomes</p>	<p>HEALTH AND WELL BEING</p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</p> <p style="text-align: right;">HWB 2-20a</p> <p>LITERACY: LISTENING AND TALKING</p> <p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</p> <p style="text-align: right;">LIT 2-02a</p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <p style="text-align: right;">LIT 2-04a</p>

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

LIT 2-07a

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.

LIT 2-09a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 2-10a

LITERACY: READING

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

LITERACY: WRITING

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

LIT 2-21a

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.

LIT 2-22a

Throughout the writing process, I can check that my writing makes sense and meets its purpose.

	<p data-bbox="1315 199 1449 230">LIT 2-23a</p> <p data-bbox="450 277 1382 387">I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</p> <p data-bbox="1315 396 1449 427">LIT 2-24a</p> <p data-bbox="450 474 1445 584">By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p data-bbox="1315 593 1449 624">LIT 2-26a</p> <p data-bbox="450 669 1445 736">I can convey information, describe events, explain processes or combine ideas in different ways.</p> <p data-bbox="1315 745 1449 777">LIT 2-28a</p>
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