# Activity 31. Enterprise Day (STEMworks)

**1. Learning outcome(s): (list up to 3)**

**1.1.1.** For pupils to use their science and technology knowledge and understanding to design a new product that has the potential to be sold commercially

**1.1.2.** For pupils to recognise that members of a team have different skills and to use these most effectively by working together to create a product.

**2. Relation of activity with the STEM, gender inclusiveness and Entrepreneurship:**

This workshop focuses on the students working in teams ( mixed or otherwise ) to develop a saleable product using their Knowledge of science and technology. They should be encouraged to take risks together and not be scared to think outside the box while they design and develop a new product. They present their new product to the Dragons similar to the TV program asking for investment. Students should be encouraged to think about their individual strengths and working together use their combined skills effectively.

**3. Indicate the area of focus:**

**☒ STEM**

**☐ Gender inclusiveness**

**☒ Entrepreneurship**

**4. Materials:** (including ppts, videos, hands-on material)

**●** All materials are listed on the buyers sheets. All materials are readily available and used to make a simple model of the developed product. Plus scissors

● Each team to have a pack of each of the sheets, plus the six stickers one for each team member.

**5. Preparation:**

Buy enough materials for number of pupils plus one pair of scissors for each group. Print pack of work sheets one for each team. Print 4 x 4 design sheets one for each pupil. Buy enough materials for the number of students and sort so that it can be sold from a shop.

Arrange tables and chairs enough for group. You will also need to arrange access to a computer room so that the sales and marketing materials can be produced.

**6. Duration:**  a whole school day

**7. Target group:**  12 - 15 years old

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**8. Description of the activity:**

30mins

The session starts with an explanation of patents and how important it is to use our science knowledge to develop new products. The introduction then moves onto showing examples of new products that use new technologies. Use the power point to show these examples and explain that designers/inventors are constantly looking for problems that require smart solutions.

15mins

The students than move onto work on the *what’s your strength* sheets. They score each person in their team before using these scores to allocate the role described in the presentation, sticky badges are given out.

40mins in total

The next stage involves brain storming possible project ideas that utilise the emerging technologies in a new way. Once the teams have decided on a product to develop start the designing on the 4 x 4 sheets.

110mins

The group are now split up according to their role in the team

**Buyer** : discusses with the group the material requirements and purchases the materials from the shop. They continue to buy materials as required.

**The Maker** ; Is in charge of planning out and making the product. Ensure quality is good. The product is made to scale either smaller ( for instance if the end product s large ) or larger to show more detail. If it’s possible to make a range of the products for instance for male and females and different ages, this is to be encouraged.

**The ICT expert and Sales and Marketing** : Work together to create all the materials to present and sell the product to the dragons. Posters, business cards, TV or radio advert and power point presentation.

**Managing Director** : Helps where needed and encourages the other team members in their roles.

50min

The product ideas are presented to the group of dragons and a decision made about the winner.

**9. Link to curriculum:** Working in teams, communication, presenting their ideas to the dragons. Applying their scientific knowledge to create a new product.