# Activity 30. Business Enterprise (STEMworks)

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

**1.1.1.** For pupils to experience how to set up and run a successful business.

**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 and sell products.

**1.1.3.** Pupils will be encouraged to take risks and make decisions about their products that will affect how successful their business is.

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

This workshop focuses on the students working in teams ( mixed or otherwise ) to analyse a business ( such as Pizza delivery company ) develop their own saleable products using their Knowledge of science and technology and what they think will sell. 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.

**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 simple saleable products. Plus scissors, small pliers and hole punches.

● Each team to have a pack of each of the analyse and company sheets and an A3 4x4 design sheet.

● Tables and chairs for the pupil groups.

**5. Preparation:**

Buy enough materials for number of pupils plus scissors, small pliers and a number of hand held hole punches. 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. In the room you will need a shop and an area for the buyers preferably at different ends of the room.

**6. Duration:**  ½ a day 150 mins approximately

**7. Target group:** 12 - 14 year olds

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**8. Description of the activity:**

During this short activity pupils will start by looking at an existing business ( the example I use is a pizza shop but it could be any local business that the pupils are familiar with ) and decide what important things every successful business needs. You could also share examples of entrepreneurs and how they have formed their business. In essence during this activity the students work in groups to design a saleable product make some, sell these and then buy more materials to make more. The most successful groups will be those that make more better quality products and sell them for most profit.

The activity starts with an introduction to the materials and examples of the sort of ways they can be fixed together and cut. At this stage you might also want to give them the sheet of possible project ideas. The pupils then use the 4x4 design sheets, the first idea is drawn in the centre box, the paper is then past around the table with each student making improvements to the first design. As a group they decide what product or products they would like to make. With their 200 euro budget they purchase the tools and materials needed to make some product. When finished, these are then sold to the buyers ( hopefully at a profit, interestingly this is something students find difficult ) An profit is then used to buy more materials which is used to make more products. The activity lasts for ½ day which equates to a year. It’s important just like a real company that the teams don’t waste materials, make sure they sell to maximise profit, the teams think about diversifying so they may make a range for different ages etc. and that they aren’t left with a lot of spare materials at the end of the year. The role of buyer is critical as they may offer a set price for a certain number of product or demand more products if the build quality isn’t good. There could be two buyers offering different amounts for the products ( just like in real life )

**9. Link to curriculum:** Working in teams, communication, presenting their ideas to the buyers. Maths when buying materials and working out % profit.