

Introduction

This portfolio is going to focus on my self-selected and creatively critical entrepreneurial education opportunity. It will demonstrate how my entrepreneurial education opportunity enhances children's creativity and critical thinking skills. I will discuss what other skills are developed and I will also consider why my chosen opportunity is relevant to 21st century learning. This portfolio will consist of a rationale, a target group, a brief of the educational entrepreneurial opportunity, how it links to 21st century learning, the learning aims and objectives, links to the curriculum, the key employability skills, resources needed, scheme of work, a lesson plan and finally how I will assess and evaluate my entrepreneurial education opportunity. Entrepreneurial education is so important when it comes to children. It enables them to develop the knowledge and skills which is required to start a business, but most importantly it gets the pupils to think creatively and use their critical thinking skills.

Rationale

For my entrepreneurial education opportunity I have chosen to focus it on an online t-shirt making company called 'Trendy T-shirts'. Trendy T-shirts is an online opportunity for making and designing your own t-shirts. I decided to choose this initiative because I feel it will be the most beneficial for enhancing children's creativity and their critical thinking skills. "Young entrepreneurs are an important source of employment for Wales" (Chris Evans, 2013). By getting children to design their own t-shirts it increases classroom creativity as it gets them to think creatively and imaginatively as they have to design their own t-shirt from scratch using the computer. My opportunity will involve the pupils attending a trade fair where they will have the opportunity to sell their personalised t-shirts which will teach the children about the different areas of a business. Crockett (2015, p.36) believes that by giving children information to focus on helps them develop skills rather than being told what to do. Trendy T-shirts allow the children to follow instructions as they want. Critical thinking is so important because it can get yourself to have a better control of your own learning. It will teach the children how to develop transferable skills and employable entrepreneurial skills. Another reason for this entrepreneurial education opportunity is to try and get more young people to have the skills needed to succeed. So many young people are not developing the skills that is needed for their future and many

schools within the UK are seen to be struggling to prepare young people for the world of work.

21st Century Learning

This entrepreneurial education opportunity is relevant to the 21st century learning as it is all done digitally which increases their use of technology. "Teaching in the internet age means we must teach tomorrow's skills today" (Flemming, 1998, p.35). Technology is one of the biggest parts of the 21st century learning at the moment as it can be used for any subject like Mathematics, Science and English which still enhances their digital skills. Creativity is another big part in 21st century learning as creativity can also be used in every subject within the curriculum at the moment because it gets children to use their imagination. "Imagination is everything. It is the preview of life's coming attractions". (Einstein, 1920, p.55). Creativity is not just about how artistic you are it is having the ability to use different thinking styles and to think critically. Trendy T-shirts's also focuses on outdoor learning in a sense that it gets the children to have an insight into the real world when they are at trade fairs. For example, seeing how business trades work. The children will have an opportunity to use critical thinking methods such as Edward de Bono's theory, 6 Thinking Hats. The 6 Thinking Hats approach can be used to with any problem-solving activity in the classroom. The children can use all the different colour hats to come up with the best solution as to what to do for their personalised t-shirts. "In order to engage students in critical thinking, the educator needs to act as a facilitator to allow for discussion and encourage a freer thought process" (Crockett, 2015, p.24). Crockett says that students need to develop their thoughts themselves, and teachers need to act as a guidance with this. Education for Sustainable Development and Global Citizenship also known as the (ESDGC) is to prepare individuals for the challenges in the 21st century. Preparing them for the seven key themes, one theme includes choices and decisions, which links to my opportunity. (See appendix 2).

Initiatives and Policies

This entrepreneurial opportunity supports Young Enterprise. Young Enterprise is the UK's leading enterprise and financial education charity, reaching over 250 thousand young people every year. According to the Young Enterprise (2017) official website "over 790 thousand young people are not in education or employment". Their main focus is to make

a connection between schools and the world of work which is so important. A 2016 report which was carried out by The Future of Work, found that businesses complain that new young employees lack basic, crucial employment skills such as problem solving, team work and time management. This report focused on the biggest skills that new graduates lack. The entrepreneurial education opportunity also supports the YES plan which is The Youth Entrepreneurship Strategy which started in 2004. The YES plan is designed to provide learners aged 5 - 25 with entrepreneurial skills, a positive attitude and to raise their aspirations in whichever career path they use. The YES plan aims to provide a structure and focus for entrepreneurial education in Wales. Another policy my opportunity links with is the ACRO model. This stands for Attitude, Creativity, Relationships and Organisation. It was introduced to focus on the attitudes, skills and behaviours which are needed to enable young people to meet the needs of business in the 21st century.

Target Group

My entrepreneurial education opportunity will be aimed males and females at year 6 in primary school. "Primary schools have an appropriate programme which emphasises entrepreneurial thinking and helps children understand the range of jobs carried out by people" (Welsh Government, 2012, p.14). I decided to chose this age group as they are in their final year of primary school and I feel like they would understand and benefit more than the younger pupils. "Education for entrepreneurship should begin as early as possible" (Rodrigues et al, 2012, p.3). As I mentioned earlier there are many documents out there which say that graduates today do not have entrepreneurial skills. In a recent report from the Foundation of Young Graduates (2015) it said that "between 60-70% of our students are being educated in jobs that won't exist by the time they graduate". This is one of the main reasons that I chose Year 6 as my age range as I am positive that by starting early and taking part in my entrepreneurial education opportunity it will benefit them in the long run, not just for the time of their participation. Jack Delosa (2015, p.12) said that an entrepreneurial education cultivates less tangible skills associated with an entrepreneurial mindset. These include the capacity to tolerate failure, self-awareness and the ability to act courageously and take risks. The classroom environment will be spaced out, with a computer to each pupil. Children will work individually, but as a whole class together. The class teaching assistant will be allocated to support individuals who may need additional help.

Brief of the Educational Opportunity

Trendy T-shirts will involve all the pupils in the Year 6 class. It will also involve the teacher and any teaching assistants as it is a good way for them to see how it enhances children's creativity and they will be able to see how each child is thinking differently and critically about their own personalised t-shirt. I believe that if the teacher is involved within this opportunity it is important for the children to see how the teacher gets involved with something that is taught by someone else. "Finding ways to allow students to be creative is imperative, and requires teachers to be creative themselves" (Nick, 2015, p.34). Trendy T-shirts does just that. It allows them to come up with their own ideas which they think would be successful and popular. This is why the teachers can be involved with the process as it won't just help the children, it will benefit all. It will be face to face, using the computers to design their t-shirts. Through a variety of planned activities including sketching the t-shirts and using ICT, the children will develop business and entrepreneurial skills which they will then apply to the process of Trendy T-shirts.

The entrepreneurial education opportunity will last for two hours a week on a Monday for a month. "Productivity is higher in the morning than the afternoon" (Pope, 2016, p.57). So therefore, my entrepreneurial education opportunity will take place in the mornings. By the end of this timeframe, the class will then attend a trade fair for two days in the summer holidays, half of the class on the first day and half of the class on the second day. The reason it will only last for two hours a week is because the teachers can not afford to lose lesson time which is understandable. The reason the trade fair will take place in the summer holidays is because it does not take any valuable lesson time in class. Also, in the summer holidays it gives the children a chance to focus on their entrepreneurial thinking skills as they will have to prepare their design and how they are going to plan to sell their product to the public. Parents are welcome to attend the trade fair to see how their son or daughter is participating and engaging with the opportunity.

Learning Aims

1. To develop the children's entrepreneurial skills alongside developing their critical thinking skills, creativity, initiative and risk taking.
2. To be able to plan their own t-shirt ideas using their imagination and their critical thinking skills to develop the outcomes.

3. To prepare the children for the world of work by developing them into young entrepreneurs so they will be able to take that skill into the future with them.

Learning Objectives

1. To develop their team work skills, problem solving skills and be able to sell a product that they have made.
2. To be able to identify the skills needed to be an entrepreneur.
3. How to put these skills into practice at the trade fairs.
4. Reflect and evaluate on how important it is to develop entrepreneurial skills.

Links to the Curriculum

My educational entrepreneurial opportunity most definitely links to the curriculum. The children will be using art and design technology throughout the process, by designing their t-shirts on the computer and sketching on note pads. Children will apply their numeracy skills through financing activities and when participating at the trade fairs. Children will also use persuasive language when they are selling their items to customers at the trade fair. ICT skills will be a massive part of Trendy T-shirts as it is all based on the computers. Children will apply their literacy skills when explaining their designs, the reason behind that and through interacting with others.

The Key Skills

As I mentioned earlier Trendy T-shirts enhance creativity and critical thinking skills as they use their imagination to create and design their own personalised t-shirt, it also uses their digital skills by using the computer to develop their product, and it enhances critical thinking because it gets them to use their thinking skills for the presentation of the t-shirt, analyse the way that the children think and come up with new ideas for it. However, there is so much more to just designing and producing a t-shirt than you may think. First of all it takes digital skills to be able to create a t-shirt on the computer. The children taking part in this opportunity need to be digitally competent. The children need to think carefully about their design which gets them to use their imagination to come up with a plan. Thinking skills, imagination and being able to use technology is vital when it comes to this process. Being able to identify what colours would be the best for the t-shirt, what type of t-

shirt, what material and so on. There are many questions they have to ask themselves. However, when it comes to the trade fair they will develop a number of skills including transferable skills. Skills such as communication, confidence, financial capability, initiative, organisation, problem-solving, teamwork and time-management. The children will develop these skills from selling their products at trade fairs, communicating with the buyers and their partners and they have leadership skills as they are the ones in charge of their enterprise. I think that this is so important for the children as it gets them to have an understanding about how business works and how they are capable of selling their own products made from scratch. Teamwork is such an important skill to have especially at a young age as it will just continue to develop. These key skills link to the Literacy and Numeracy framework. The Literacy and Numeracy Framework builds on the expectations set out in the skills framework which covers thinking, communication, ICT and number skills.

Learners in Wales will enjoy teaching and learning that inspires them to succeed, in an education community that works cooperatively and aspires to be great, where the potential of every child and young person (Welsh Government, 2014, p.3).

Resources

In order to run my entrepreneurial education opportunity there are a number of resources I need to take into consideration. To run my opportunity I need a classroom with enough computers in for each child to participate. I will not rely on the school budget in order for my opportunity to take place, but I will rely on the schools property such as computers. I made this decision because the school already has enough computers for each child, so therefore all I need is the Trendy T-shirt website which can be found on the computers so there is no additional cost for that part of the opportunity. As there will be no charge for the the educational opportunity, there will be a need for funding for the additional resources. I have been doing some research and the Welsh Government Business Wales Finance offers grants up to £5000 which cover a section of the opportunity. (See appendix 3). However, there are other options to raise the funds such as, relying on contributions from parents and fundraising events such as bingo and quiz evenings.

<u>Resources</u>	<u>Price</u>
Notebooks for sketching	£3 each. 25 pupils. = £75
Pencils Pens Felt tips	Pack of 100 = £10 Pack of 50 = £13 Pack of 50 = £12.50
Computers	School will provide. =£0
Interactive white board to present	School will provide. =£0
T-shirts Materials for t-shirts Prints on t-shirt Printing cost	Approximately £400
Minibus to trade fair	x25 pupils = £100
Trade fair display for two days	2 days = £75
Support staff (TA)	£16 an hour. 2 hours a week for a month = £128
	Approximate budget = £1000

Barriers

Some barriers to consider would be sickness or absence which would cause a problem and which may lead the class behind schedule. This barrier can be overcome by taking their projects home and continuing their designs at home if they have access to a computer. They could also work with a partner when they are back to try and get them up to date. There may be some children who are behind target or have learning disabilities. "89% of children with learning difficulties and 18% of children with profound multiple learning difficulties are educated in mainstream schools" (Foundation for People, 2011, p. 8). In order to overcome this barriers there will need to be extra help and time needed.

Scheme of Work

Week 1	Introductory week. Getting to know the class. Finding out if the children like to design and if they have ever designed something on the computer.
Week 2	Show the children a presentation of what is going to happen step by step. Showing them what the outcomes of some t-shirts have been in the past and some creative ideas that they can develop. Understanding what the children's interests and dislikes are. Seeing how capable the children are of using technology to create something. Getting the children to do a rough sketch of their t-shirt design in their note books using the pens, pencil, notebooks and felt tips provided.
Week 3	Introduce the website that the children are going to be using and get them familiar with the site. Get them to start creating their t-shirts online and use their imagination to come up with the best ideas. Introduce an insight into the finance part of things and develop their knowledge, understanding and skills of entrepreneurial thinking.
Week 4	This is going to be the final lesson that takes place before the trade fair where the selling will take place. So, introduce them with the different materials they can have for their t-shirts. Have one to one sessions with each child to see their progress and what steps can be made next in order to improve. Talk about what will commence on the trade fair days and what skills the children will need in order to make a successful sale.
Trade fair: Day 1 & 2	Show the children examples of what good communication skills would be when selling products. Most importantly, make sure the children are proud of their outcomes. Go through the cost procedure at the trade fairs and how it works. Finally, prepare and sell the developed product.

Lesson Plan

Please see appendix 1.

How will I ensure that learners recognise the skills they are developing?

To make sure I monitor the progress of the students properly I will carry out a number of different tasks. I will keep a record of this for each session to see how they are progressing, keeping on track and if they are up to date. I will assess each and every child and see what different skills they are developing throughout the opportunity. I will ensure that the learners get to recognise the skills that they are developing by showing them the progression sheet and showing them all the different skills that they have progressed over the number of sessions, this will also boost their confidence and they will have more pride in their work if they know they are excelling.

How will I assess and evaluate it?

I will assess and evaluate this through a form of formative assessment and summative assessment. This will take place with the children as I will be giving them regular feedback with their progression sheets. Formative assessment is one of the most important part to success in summative assessment. This is because learners are able to have a clear idea of what good work looks like so they know what to do to be able to reach that standard. I was going to do a competition at the end of the opportunity to see who's t-shirt is the best, but then I thought that if that competition took place, the children who did not win would not want to attend the trade fair in the summer holidays with their t-shirts as they would not think there is any point. At the end of the opportunity, children will have a summative task where they will assess their knowledge, skills and understanding of what they have learned from the opportunity.

Conclusion

To conclude this entrepreneurial opportunity, I believe it will develop children's creativity, critical thinking and their entrepreneurial attitude and skills that can be used in everyday life. Throughout this opportunity, it gives them a chance to see the different areas of business and the challenging activities that come with it. From sketching on a piece of

paper, to creating the designs online and then selling them at trade fairs will be so beneficial for the children. They will gain entrepreneurial skills and transferable skills which is so important for the children to develop for when they get older. So throughout this entrepreneurial educational opportunity the children will develop the important skills which will help them prepare for the 21st century life and the world of work.

Appendix 1: Week 2 Lesson Plan

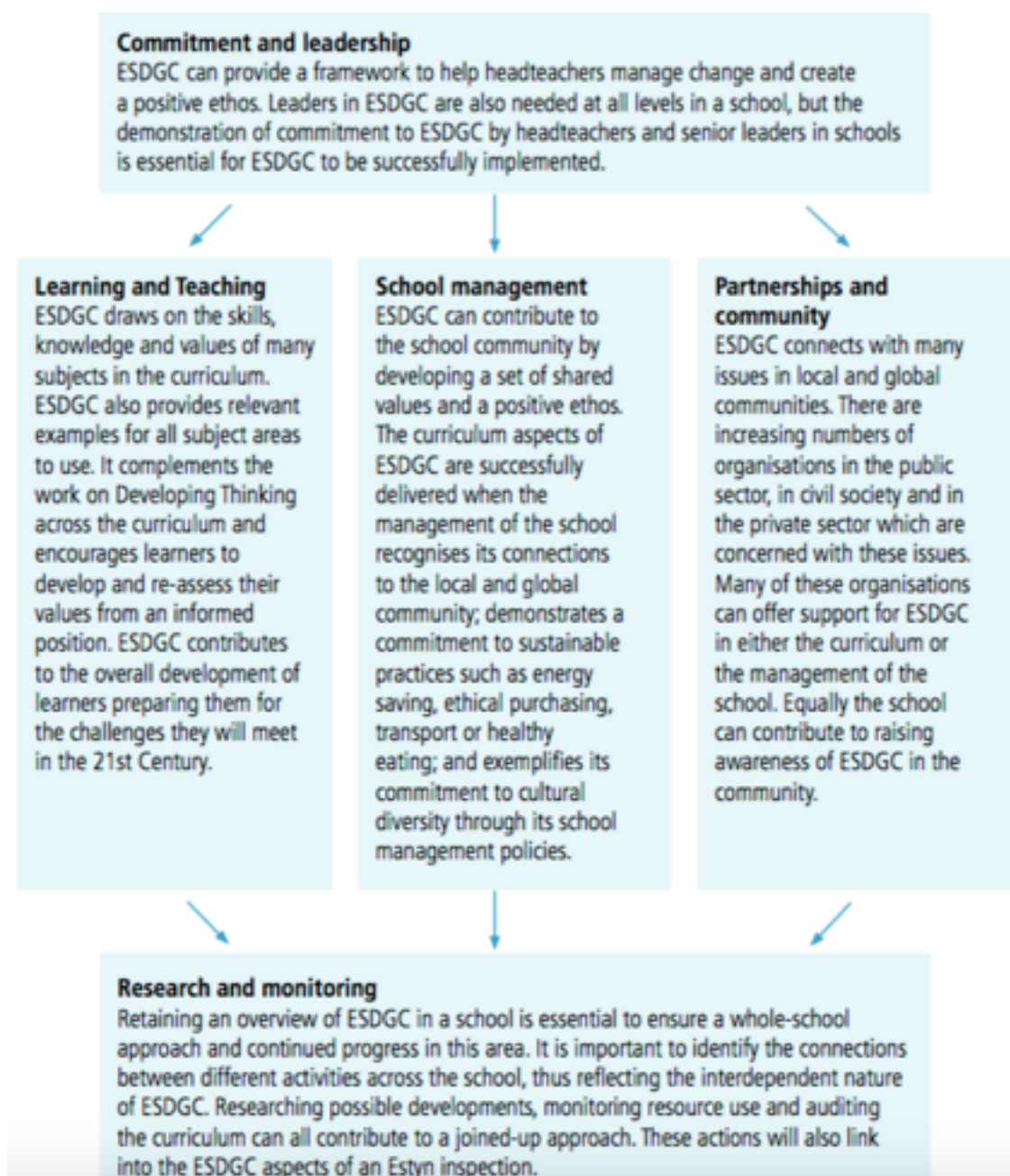
Lecture name: Elisha Flack	Date: 07/05/ 2018	Time: 9:00 am	LSA: 1.	Course name: Entrepreneurial opportunity.	Group / Unit: Introduction to creativity and imagination.
Lesson aim:	To develop children's understanding of designing a t-shirt from scratch.				
Objectives:	• Use their creative skills and imagination skills to design their personal t-shirt design. • Get the children to understand step by step procedures using the presentation. • Understand how capable the children are individually at using the computer to use design.				
Contingency plan:	Problems with the computers: make sure the pupils have a notebook to counting their sketching and finalise their ideas on this notebook ready for the computer.				
Resources:	Interactive whiteboard for PowerPoint, computers, notebook, pencils, pens, felt tips, access to the internet.				
Health & Safety:	Practitioner will make sure that the plugs and cables around the computers are tied up safely. Remind each child of the rules when doing a task, to remain seated and ask for help if needed. Practitioner will check that the electronic equipment and access to the internet is working correctly before the start of the lesson.				
Differentiation:	All learning styles will be assessed so if there is any additional help needed there will be. Students are encouraged to work individually but there is also a need to work together to see each others work, which would also help the children with learning difficulties. All tasks will also be written on a sheet of paper for those who need it. The practitioner will speak slowly and clearly so everyone is at an advantage.				

Time	Key words / questions	Tutor activity	Differentiation	Learning resources	Pupil activity
9:00 am (10 mins)	Make sure everyone knows the aims and objectives. A thumbs up / middle / down technique will be used.	There will be a focus on the aims and objectives, including what will be covered in the first session. There will be a chance for the children to ask any questions, or talk about something that they do not understand. Children will use the thumb technique to indicate if they understand.	Lecturer will speak slowly and clearly so it meets all the children's needs. The lesson plan will be written down for the learners who need this.	PowerPoint Interactive white board Lesson plan sheet	Interaction with the learning aims and objectives. Ask questions if need be. Pay attention to the PowerPoint.
9:10 am (40 mins)	Making sure all the learning aims and objectives are met.	Show examples to the class of different t-shirt ideas. Get the learners to use their imagination and their creativity to sketch down a rough sketch of their personal t-shirt. Get them to get into groups of 5 to do this activity.	Lecturer will speak in a loud and clear voice. There would be mixed ability groups, so children with learning difficulties would be mixed with other children to try and get help from the other children. They would be focussing on sketching their ideas. A TA would be there to support the children.	Notepads Pencils, felt tips and pens A4 pieces of paper Computers (to research different ideas)	In their groups of 5, work in a team for this session. Sketch their t-shirt ideas down using pencils, pens and felt tips. Share their ideas with other children to build on their imagination. Use computers if necessary.

Time	Key words / questions	Tutor activity	Differentiation	Learning resources	Pupil activity
9:50 am (30 mins)	Sharing ideas with the rest of the class. Getting to know their likes and dislikes.	Get the children to show the class one by one their ideas so far, building on their imagination, creativity and their critical thinking. Outline their likes and dislikes in regards to t-shirts.	Have the children with learning disabilities to work closely with other pupils and have support from the TA. Get the task written down.	Sketches in notepads	Show other pupils their t-shirt ideas so far. Explain why they chose this idea. Tell the class what t-shirts they like and what ones they dislike.
10:20 am (10 mins)	Presentation of ideas and designs.	Focus on presenting an example of how to start creating a t-shirt on line.	Lecturer will speak in a clear and loud voice. Children who need additional support to do this would always be supported by a TA and given extra time and support from the rest of the class.	PowerPoint Interactive white board	Focus on the presentation and see how to start creating a t-shirt using the computer.
10:30 am (20 mins)	Focusing on the children's learning objectives and their capability of using ICT.	Seeing how capable each child is using technology which will outline which children need additional support.	Children with learning difficulties would be placed next to the lecturer and the TA. All tasks will be written down.	Computers Notepads Pencils, pens and felt tips	Show how capable the pupils are using technology to use creative ideas and imagination.

Time	Key words / questions	Tutor activity	Differentiation	Learning resources	Pupil activity
10:50 am (10 mins)	Evaluating on the session.	Evaluating and reflecting back on what the session consisted of.	Lecturer will speak in clear and loud voice.	PowerPoint	Use the thumb technique to see if they enjoyed this session.
11:00 am (end of session)	Questions regarding the session.	Get the children to use the thumb technique to see if they have enjoyed the session and if not, have feedback why and try to improve on this next time. Give an insight into the next session and what will happen.	TA and lecturer will support children who need additional help. Children will support each other and praise their work. Feedback session for each child will take place in the next session.	Interactive white board	Reflect on what they liked the most and what they disliked. Have a chance to say what they are looking forward to in the next session.

Appendix 2: <http://learning.gov.wales/docs/learningwales/publications/081204commonunderstschoolsen.pdf>



2. The application process

Before you apply for a grant, you should ensure that you:

- meet the conditions of the scheme
- are ready to put up some of your own money or secure a private sector funding match
- need the money for a specific purpose
- don't start the project before you get an agreement from the funding body/provider

When you have identified the right grant scheme for your needs, you will need to provide:

- detailed project description
- an explanation of the potential benefits of the project
- a detailed work plan with full costings
- details of your relevant experience and that of other key managers
- completed application forms

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