

ENTERPRISE ACTIVITIES ON TEAM

On the Team programme young people participate in hands on practical learning projects to support their personal development. **The Prince's Trust Enterprise programme** supports disadvantaged and unemployed young people who are interested in starting a business. Young people are offered training, mentoring support and a low-interest loan. The following resources aim to help the young people on the Team programme to learn and practise the skills involved in developing new commercial ideas and creative projects. These skills include teamwork, budgeting, risk management and leadership which can be integrated into the Community Project or Team Challenge.

IN THE DEN

This activity is based on the popular TV programme *Dragon's Den*. The young people work in small teams to pitch an idea to a group of business people. This gives them the opportunity to judge whether an idea is feasible, to work on branding and marketing ideas, identify a unique selling point, calculate some basic finance figures and bring their ideas together through a presentation pitch.



TIMING

- Allow around four hours for the young people to:
 - watch a clip from *Dragon's Den* with a follow up discussion
 - work in teams to select a product and work up a presentation pitch
 - pitch to a panel of dragons
 - feedback and evaluate



MATERIALS REQUIRED

- Product ideas
- IT equipment if possible



JARGON BUSTER

Percentage share	How much of the company is owned by different people. For example a dragon who invests money for a 10 percentage share will be entitled to 10 per cent of the profits.
Profit	The amount of money made after all the expenses have been paid.
Pitch	To promote a product or an idea to someone else – in this case people who might invest money in a business idea.
Unique selling point	Something special about a product which makes it different to all similar products.
Retailer	A person, shop or business that sells directly to the public.
Enterprise	A business.
Entrepreneur	A person who launches a new business and takes responsibility for it.
Self-employed	A person who works independently of a company and is responsible for finding and managing their own work.
Business Plan	A document that sets out what the business is and shows how the managers of that business are planning to make it successful and profitable.



GETTING STARTED

- Play an ice-breaker or team game to energise the group e.g. 'Human Knot' from the Team Activity Pack
- Try to recruit volunteers to join a panel of 'dragons' to listen to the pitches from the young people. Consider asking a representative from your local Education Business Partnership (EBP), Prince's Trust Young Ambassadors, and local business people. If you are able to assemble a panel of 'experts' who are not known to the young people it could help them to put in that extra effort. If you are unable to recruit external

volunteers to help with this, ask your Prince's Trust executive.

- ➔ Watch part of an episode of Dragon's Den. There are several to choose from on bbc.co.uk/dragonsden



TALKING POINTS

- ➔ Having watched an episode of Dragon's Den what did the young people notice about the successful pitches? For example:

- Speakers were confident and presented their ideas clearly
- They had done their research on the market for their product, what the competition was likely to be and how much everything might cost
- They were realistic about the profit they might make
- They knew what help they needed from the dragons
- They were prepared to negotiate
- Talk through any tricky or technical terms (see 'jargon busting' box above for help)

- ➔ What business idea could the young people put forward to the dragons? It could be in the area of sport, fashion, education, food, travel, music, etc



DEVELOPMENT

- ➔ Ask the young people to work in small business teams of between two and four
- ➔ Depending on the confidence and experience of the young people, ask them to pitch their own business idea using the questions on 'Making a Brilliant Pitch'

Making a brilliant pitch

Base your presentation on the following steps:

1. Decide on the product you think will be a bestseller
2. Your idea: describe it briefly and include the unique selling point that will make the panel back your product
3. Think of a name for your company and design a logo
4. The market for your product: who do you think is going to buy it?
5. Who will your competition be and why will your product be better?
6. How will you market your product?

7. Estimate how much your product will cost to make and market to decide how much you should sell it for

- ➔ Encourage the young people to practise their presentations. It may help them to work to a time limit of three minutes for each pitch and then additional time to answer questions from the panel
- ➔ Tips for the young people:

- Practise your presentation
- Introduce yourselves
- Write any facts and figures down
- Use pictures, diagrams and ICT to make your presentation interesting



LITERACY

- ➔ Being able to understand how advertising works is one of the most important literacy skills the young people can develop. Experts estimate that we see around 3,000 marketing materials a day and this figure is growing thanks to social media. Show a variety of adverts, from website banners, posters, TV ads or pop-ups. Ask the young people who they think the advert is aimed at, how they make the product attractive or appealing, whether any special language is used (e.g. facts, exaggeration, repetition, slogans) and how it is made memorable (e.g. logos, music or colours). Adverts can be very useful, but if we know how they work we can be more aware of what they are doing to us

- ➔ Provide a short business summary for your dragon on no more than one page of A4 paper. Use bullet points, images or graphs to help you. What information do you really need to communicate? Ideas might be what the product or service is, who the target audience is, where it is based, who is involved, turnover and profit or what it looks like



REFLECTION

- ➔ Did the teams agree with the decisions of the panel?
 - ➔ If more than one team pitched with the same product, can they comment on the similarities and differences of each pitch?
 - ➔ If they were doing this activity again, is there anything they would do differently?
 - ➔ Ask the young people to appreciate the contributions of their team-mates
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- ➔ You could ask the young people to rate themselves on a line numbered between one and 10. You can choose which attitude to focus on, for example:
 - Effort: At which number would they place themselves, where one represents 'I made no effort at all' and 10 represents 'I tried as hard as I possibly could'
 - Teamwork: At which number would they place themselves where one represents 'there was no communication or co-operation' in the team and 10 represents 'there was excellent communication and co-operation in the team'

- ➔ Then ask these crucial questions:
 - What would they have to do to move up just one place on the scale?
 - How would they know they had got there?
 - Who else would notice?



EVIDENCE OPPORTUNITIES

- ➔ Photographs and short descriptions of their product
- ➔ Preparation notes and presentations for their pitches
- ➔ Results of financial calculations
- ➔ Copies of any marketing materials they may have produced



EXTENSION IDEAS

- ➔ Create more promotional material to support their pitch. This could include business cards, a poster or an advertisement using ICT
- ➔ Use the internet, TV advertisements or magazines to help the young people to analyse the effectiveness of a range of marketing materials. Which ones do they think are the most and least effective? Do the ones they think are especially effective have features in common e.g humour, brilliant images, music or a celebrity? They can go on to use these features in their own marketing materials for new products



YES YOU CAN

In this activity the young people work together to pool their skills as a successful team which works through the basic steps in a practical enterprise project e.g. market research, budgeting, marketing, project planning and reflection.

The young people will have the chance to begin to develop core enterprise skills including:

- Showing innovative ideas and using their initiative
- Risk-management
- Demonstrating a 'can-do' attitude
- The willingness and drive to make ideas happen
- Money management
- Teamwork



Timing

- Minimum of four hours



JARGON BUSTER

Profit	The amount of money made after all the expenses have been paid.
Unique selling point	Something special about a product which makes it different to all similar products.
Enterprise	A business.
Entrepreneur	A person who launches a new business and takes responsibility for it.
Self-employed	A person who works independently of a company and is responsible for finding and managing their own work.
For-profit enterprise	A business that aims to make profit from selling goods, services or work.
Social enterprise	A charitable business that does not aim to make any profit from their work.
Risk	To take a chance on something, with the hope that it will succeed. A calculated risk is when you have thought about the probably outcome before taking the risk.
National Insurance	A payment you and your employer make from your pay check towards your future benefits, such as a state pensions or jobseekers allowance.





GETTING STARTED

- What is enterprise? What is an entrepreneur? An entrepreneur can be defined as a person with the ideas, skill, commitment, risk-taking abilities and passion to establish and maintain a successful business.
- Ask the young people if they have heard the word enterprise/entrepreneur before? What/who do they think of when they hear the word?
- Ask the young people to think of characteristics most associated with enterprise and entrepreneurs for example creative, risk-taking, daring, inspiring, confident. Ask the young people to think about why they have chosen these words
- Use the 'Entrepreneur's Checklist' provided below. Ask them to read and discuss as a group which of the qualities they think are the most important. You could keep referring to the Checklist as they work on their project. It's important to mention to the young people that it doesn't matter if they don't have all the skills on this list – it doesn't mean they are not enterprising. The trick is for the young people to identify the skills they don't have at the moment, and being able to work with people that do have those skills

Entrepreneur's Checklist

This checklist was put together by two entrepreneurs who work with The Prince's Trust.

1. Passion and drive: will your idea keep you up at night and do you care enough to make it happen?
2. Focus and determination: you don't need to be particularly clever or skilled or start a business – but you do need these traits in spades
3. Creative streak: not in terms of artistic flair, more imagination
4. Hard work: you have to be able to put in the hours and be able to juggle a lot of balls at the same time
5. Put the customer first/social skills: you have to be interested enough in people to want to put the customer at the heart of your business idea and listen to them and what they want
6. Paranoia: sounds like a strange one – but it's about always looking over your shoulder and pushing to be ahead of your competitors

7. Positive frame of mind: whatever has happened the day before, you need to be able to get up the next morning and start afresh to overcome problems

8. Resilience: you have to be able to take a lot of knockbacks before getting your first 'yes'

9. Risk and reward: can you cope with both?

10. Leadership skills: can you motivate and inspire people? This includes your customers as well as any staff you may end up having



Talking Points

- Who else do you know that you would consider enterprising? This could be someone you know personally
- What is the difference between a for-profit business and a social enterprise?
- We often think about enterprises as profit driven, but what about social enterprises? Can they name any social enterprises? Are there any local social enterprises that they know about or could visit?
- In terms of enterprise, what does it mean to take a risk? What is meant by a calculated risk?



Famous Entrepreneur's

- ➔ Find photos online of some of the entrepreneurs listed below.
- ➔ What can the young people tell us about these famous entrepreneurs? Ask them to research more about these people on the internet to find out who they are and what they have done
- ➔ The young people should research at least three of the entrepreneurs in more detail. They should find out:
 - What does their business do?
 - Where did their business idea come from?
 - What are the main qualities that this person has to succeed in business?
- ➔ Explain some of the main problems the entrepreneur faced when setting up the business? How did they overcome them? What did they learn?

Richard Branson

Best known for his Virgin Group of over 400 companies. When he was 16 his first successful business venture was a magazine called 'Student'.

Deborah Meaden

A business woman who ran a multi-million pound family holiday business. Best known for her appearances on *Dragons' Den*.

Dame Kelly Holmes

Best known for her international athletics career. Since retiring from competitive athletics she has set up her own charity which aims to 'create life chances for young people'.

Lord Sugar

He founded the electronics company Amstrad in 1968 and built up a huge business empire. He has been chairman of Tottenham Hotspur football club and is well known for his appearances on *The Apprentice*.

Levi Roots

A British-Jamaican reggae musician, TV personality, celebrity chef, businessman and multi-millionaire. He appeared on *Dragons' Den* and gained £50,000 for his 'Reggae, Reggae Sauce'.

Simon Cowell

Television producer, entrepreneur and celebrity. He is known in the United Kingdom and United States for his role as a talent judge on TV

shows such as *Pop Idol*, *The X Factor*, *Britain's Got Talent* and *American Idol*. He is also the owner of the television production and music publishing house Syco.

Jamie Oliver

British chef, restaurant owner and media personality, known for his food-focused television shows, cookbooks and, more recently, his campaign against the use of processed foods in schools. He strives to improve unhealthy diets and poor cooking habits in the United Kingdom and the United States. His speciality is Italian cuisine.

Mark Zuckerberg

An American computer programmer. He is the founder of Facebook.

Jay-Z

One of the most financially successful hip hop artists and entrepreneurs in America, having a net worth of over \$460 million as of April 2012. Jay-Z co-owns the 40/40 Club, is part-owner of the NBA's New Jersey Nets and is also the creator of the clothing line Rocawear. He is the former CEO of Def Jam Recordings, one of the three founders of Roc-A-Fella Records and the founder of Roc Nation.



Local Inspiration

- ➔ After you have explored the famous entrepreneurs it is important for the young people to look round their local area and recognise some local entrepreneurs earning a living in their community
- ➔ Ask the young people if they have someone they would describe as an entrepreneur amongst their family or friends? This could prompt some interesting examples – and may capture some often quite enterprising characters around school, for example young people selling sweets to their friends for a profit
- ➔ Ask the young people to research their local community to identify local entrepreneurs. This could be your local corner shop owner, hair salon owner or an illustrator working locally. Research these people to find out who they are and what they have done
- ➔ Ask your Prince's Trust Programme Executive to invite an Enterprise Young Ambassador from your region to The Prince's Trust xl club so the young people

can ask their questions in person. Think about requesting a visit to the local businesses you are researching, or ask the local business people into the school

- ➔ The young people should research at least three local entrepreneurs in more detail. They should find out:

- What does the business do?
- Where did their business idea come from?
- What are the main qualities that this person has to succeed in business?
- Explain some of the main problems the entrepreneur faced when setting up the business? How did they overcome them? What did they learn?
 - ➔ Have a look at The Prince's Trust website to see young people in your area who have set up successful enterprises (princes-trust.org.uk/need_help/enterprise_programme)



Teetering Towers

- ➔ This activity can be a taster for the young people to have fun and start building up their enterprise skills
- ➔ Explain that, using the materials below, they must cost, design and build a self supporting tower that is at least 50cm high, with the intention to sell at a profit
- ➔ Materials:

- Paper: £1 per sheet
- Sellotape: £10 per roll
- Straws: £3 per 10
- Plastic Cups: £1 each
- Scissors: £5 per pair
- Marker Pens: £1 each

- ➔ The young people need to decide the price they intend to charge for their tower. Ask them the following questions for them to consider before deciding the price for their tower:

- How much did the materials cost?
- How much they will charge for their time to build the towers?
- How much profit they can make on each tower that still allows them to compete with other groups charging similar prices?
- Would you consider anything else to make your tower more unique?
- How much will you charge to allow you to recover your costs and make a profit?

- ➔ Encourage young people to use their bartering and deal making skills. Focus on

their marketing and Unique Selling Point for their tower



Enterprise Project

- ➔ Explain to the young people that they will be working on their own enterprise project for the next few sessions. What are you going to do?
- ➔ Young people can select from these broad options:

- Making and selling original products, for example Christmas cards or a cake sale
- Selling products which other people have made, for example fair trade goods or second hand goods
- Running a service, for example car washing
- Running an event, for example staging a sports festival or talent show

- ➔ The young people need to hold a meeting to agree on their enterprise idea which they will then plan and carry out as a team. They should:

- make notes or a mind map of their ideas
- come up with different ways they could conduct market research to work out what the best ideas are



DEVELOPMENT

Come up with different ways they could conduct market research to work out what the best ideas are

Step One: Ideas Generation – Identify a Problem

- ➔ The best way to generate an idea for a successful enterprise is to identify a problem the young people want to solve

Great Ideas

- ➔ This session can help young people start to think of their own great ideas for the service, product or event they want to create for their enterprise project
- ➔ Talking through the following example of how people identify a problem and come up with a great idea to solve it may help the young people see where ideas come from
- ➔ We often arrive at our best ideas when we have three simple things:

1. Insight into a particular issue or problem
2. Lots of ideas about what to do to solve the problem
3. Take action and have an impact

→ For example, the ballpoint pen – a device we use every day – was first invented in 1888 by John Loud, who made leather goods, who needed a means of writing on leather products. Ordinary fountain pens could not mark leather products. John Loud:

1. Had insight into a problem that he needed to solve. He also knew that other people who work with leather would have the same problem
2. He knew the industry and what he needed to achieve and came up with a creative solution to the problem
3. He launched the ballpoint pen, which has since been used widely by people in countless industries across the globe

→ Ask the young people to:

- Name a good idea. It could be an invention, service or product and say why they think it is so good?
- What product, service or ‘thing’ could you not live without?
- What one thing do you wish you’d invented?

→ As the discussion develops, collate a list of ‘great ideas’ on the board. Finish the session by asking each student ‘What’s the best idea you can think of to make a profit?’ The ideas generated here should enable the young people to start thinking of ideas for a service, event or product they can create, market and sell in their school and local community



LITERACY

→ When facilitating an ideas session:

- Record all ideas on a flipchart or whiteboard: not all of these will be ideas that you will want to keep and develop, but it’s important to record all the ideas in the room
- If speaking out is a problem for some young people, write ideas down anonymously on a post-it and then put them up on flipchart
- If a young person has no ideas at the moment say ‘pass’ and move on to the next person
- Resist criticising ideas: focus instead on getting the group to select the ideas they think have legs and develop these ideas together
- Be patient: some of the most obscure ideas evolve into something inspired but it’s important to persist and keep asking ‘what if...’
- Clarification: check that everyone understands what is meant by each idea and ask the group to give each idea a name to bring it to life



PRINGLE CHALLENGE

- This activity can introduce some of the concepts young people will be working on as they think of an idea for their enterprise project. Split the young people into pairs and ask them to:
- Brainstorm all of the things you can make with a Pringles tube. You can do this whilst eating some!
 - Feedback to the rest of the group
 - Decide which of the items you want to make
 - When finished, you’ll present your product to the rest of the group, including details on:
 - Design
 - Marketing
 - Price
 - Unique Selling Point

Step Two: Business Planning

- When the young people have come up with an idea for their enterprise project, they should start creating a business plan. Explain to the young people that careful planning will give them the best chance of carrying out a successful enterprise project. The business plan contains all the information about the business, its objectives, how they will achieve them and financial planning

Mind Mapping

- Mind mapping is a useful method of exploring related thoughts and ideas to come up with new ideas or to structure thoughts
- Items can be written or drawn and the maps can be very simple or very detailed
- Ask the young people to call out what they think the purpose of a business plan is. For example, one definition of a business plan is that it’s a working document where you can record all the information relevant to the setting up, running and vision of the business. It should be a document for your own use, but also one that you might be prepared to show someone interested in funding the business
- Draw an example to outline the ‘things needed in a business plan’. To do this:
- Write, “things needed in a business plan” in the middle of a piece of flipchart paper
 - Ask young people to call out things they think are needed in a business plan

- Write the suggestions around the central question
- If they call out suggestions that are related, try and link the items together

Hatching a Plan

- ➔ Careful planning is a key part of the success criteria and will also give the young people the best chance of carrying out a successful enterprise project, so the young people should hold a planning meeting. They need to work as a team to agree:
- What are the goals of their enterprise project?
- What are the tasks that need doing?
 - ➔ List the tasks they have identified in order of priority, assigning each young person to be responsible for a task and a date that it needs to be done by.
 - ➔ Each young person should describe their own role and responsibilities and how these will help the team achieve its goals
 - ➔ How are they going to do their tasks?
 - ➔ What resources do they need and where are they going to get them from? Is there someone who could help them get these resources? For example, someone from the community or a local business person
 - ➔ Who will do these tasks?

Rope of Scope

- ➔ When you are working with the young people to plan their project, use the 'Rope of Scope' to give young people a visual timeline for their project
- ➔ Lay out a large piece of rope, a piece of string or a shoelace on the floor in a circle and ask them to plot out the main deadlines and responsibilities to take you from the start of the enterprise project (the start of the rope) to the completion (the end of the rope)
- ➔ By getting young people to map out what they'd like their project to look like at each stage, this will help them get a kinaesthetic sense of the journey. You can pin it up on the wall so their objectives are clear

Step Three: Action

- ➔ A great business idea won't succeed unless people know about it. That's where marketing comes in. Promoting their business will increase sales and profits. But

marketing is more than about just attracting customers; it's about keeping them too

- ➔ Explain to the young people that marketing can be defined as, "finding, getting, keeping and developing customers in a way that makes money"
- ➔ If you can, ask the young people from another Prince's Trust xl club in your centre or local area who have done an enterprise project to talk to your group about their experiences marketing their product, event or service or a local business. This is a good means of starting the young people thinking about marketing and directing the marketing sessions. The young people should ask them:

- What went well when you were marketing your product, event or service?
- What didn't go so well when you were marketing your product, event or service?
- What did you learn?
- What marketing methods were most effective for your business?

Target Market

- ➔ The group must understand its target market, so they can identify how best to market the product at the audience. The young people will have already started discussing the target market in step one – generating ideas
- ➔ Explain that when people talk about a 'target market' they are referring to the group of people that will be most interested in buying the business's products or services. Therefore market research is about finding out information about that group of potential customers. Even if a business appeals to everyone it is still important to work out which group of people it will appeal to most
- ➔ Cut out from newspapers or magazines photographs of a range of different people. Ask the group to imagine the following points about the people in the photographs:

- What car they drive
- Whether they have children
- What newspaper they read
- How they spend their free time
- How old they are
- Whether they would buy from the group's business

- ➔ All businesses need to carry out market research to identify and find out more about

their target market. Good market research will produce information about their customers and competitors that they can use to define their Unique Selling Point

Elevator Pitch

- Ask the young people to imagine that they are in a lift with a customer who matches their description of a typical customer. Ask the young person to explain the key elements of their product to that customer in just one minute, making sure they appeal to their target market over and above the competition
- Remind the young people that they are working on their Unique Selling Point

Marketing Plan

- Now that the young people have described their target market and customers, and researched their competitors, they need to create a marketing plan which sets out how they will reach their customers
- Ask the young people to brainstorm all the different ways they could spread the word about their product, event or service around the school and local community, for example:
 - Newsletter
 - School bulletin/read out at registration
 - Tannoy system
 - Assembly
 - Posters/leaflets (link up with the art department?)
 - Go class to class
 - Set up a stall
 - In-school TV
 - Internet: set up a website to promote your business and send information to customers by email
 - Advert in local newspaper
 - Direct mail and email
 - Ask the young people to think of their target customer and choose the top three methods of reaching them. For example, if their typical customer is a busy mum, can you drop leaflets at a local nursery?
 - Effective marketing is about targeting your customers. It's important that young people don't just 'sling mud at a wall', but think carefully about what target market they want to reach and which methods are most appropriate for reaching them

Sales

- If marketing is about telling potential customers about your business, selling is about them persuading those customers to buy from your business
- Customers buy a product or service when they understand not just the features of a product, but how these features will benefit them
- Using Apple's iPod as an example, think about the following questions to start the young people thinking about how best to sell their product, event or service
 - What is Apple's target market?
 - How would the product (the iPod) benefit this target market? (e.g. the ability to store lots of music)
 - What factors would make you want to buy it?
 - What factors make it successful?

- Repeat the same questions about the young people's product, event or service

How Much Will It Cost?

- The young people are going to need to be able to cost their enterprise project.
- Where do they think entrepreneurs raise the money to start a business?
- How might the young people raise money for their own enterprise? Do they need any start-up money? Think about grants, sponsorship or selling tickets



NUMERACY

- Help the young people with the maths involved in listing and pricing different components of their project. For example:
 - cost of raw materials
 - cost of single items multiplied by the number they want to produce
 - keeping a spreadsheet or budget record of their costs
 - calculating if they are staying in budget as they go along
 - Are they able to save any money by asking anyone to help them with their local project? For example, donations from a local business to go towards their work or using a venue that they can get for free
 - What does profit mean? How will they work out if their enterprise is likely to make a profit? How much will they need to add to the price of the raw materials or resources in



Reflection

- order to cover their costs and make some money?
- What will they charge the customer per unit or service item?
- ### Getting Stuck In
- Before they do, ask them to think about how they are going to make decisions as a team? What different ways could be used and when might each be most appropriate?
 - If the group has already gelled well, and the young people feel confident as a group, they may be able to reflect on each other's strengths. For example, can each of them say one thing that the person sitting next to them is good at? Can they say what they themselves are good at?
 - The group should think about how to give and receive feedback. What will they say to a person who has not done their task and may let the team down? How are they going to receive feedback?
 - The group needs to consider how they make decisions. If we disagree about something, is a show of hands a good way to make a final decision? Should we have a secret ballot? What does a 'consensus' mean?
 - The young people should now be ready to get stuck in and actually carry out their enterprise project
 - They will need to:
 - work on their own and as part of a team taking responsibility for their agreed role(s)
 - market their enterprise project as planned
 - monitor their progress as they go along 'setting new target times and dates as needed'
 - explain any revisions to their action plan as the enterprise project evolves
 - Some delivery top tips from our Scottish Prince's Trust team:
 - Don't be afraid to haggle
 - Use the name of your Prince's Trust Team
 - Support young people to make the phone calls or emails to companies to ask for special deals
 - Ask in your local area, e.g. businesses, rotary club
 - Can you get a loan from the school or PTA?
 - Take into account what's happening while the project's going on – don't be afraid to make amendments to your plan
 - Get feedback from customers during *and* after the project
 - Don't be afraid to fail!

→ The young people must now review their enterprise project so they can continue to improve their skills. They should reflect on their goals, positive contributions and areas for improvement. You may prefer to carry this out as a group, in pairs or as individuals

→ Ask them to think about:

- Team work:
 - Did the young people listen to each other?
 - How fair was their decision-making?
 - How well did they allocate the different tasks?
 - Did the young people support each other?
- Money Management:
 - Did the young people keep track of the money?
 - How realistic were they in their estimates?
- How enterprising were the group's ideas in:
 - Carrying out market research?
 - Marketing the event, service or product?
- They should also feedback on their own actions in relation to the group and describe the contributions of other team members to the project and the group's goals
- Ask the young people:
 - What they have learnt about themselves
 - How did they contribute to the team?
 - What they have learnt about each other's strengths. Ask them to think back to the Entrepreneurs' Checklist they discussed at the start of the project
- What went well in their enterprise project?
- What didn't go so well in their enterprise project?
 - By thinking about what didn't go so well, support the young people to take positives from some areas of the project that may not have gone so well – building on the enterprising quality of not being afraid to fail!



Extension Ideas

- It is important to encourage continuing enterprise skills and attitudes as the young people continue the xl programme. These ideas may help you continue developing the young people's Enterprise skills and experience:
- Your Programme Executive can give you examples of previous enterprise projects run by other Prince's Trust xl clubs
 - Link up with the business department at your school and get them involved (get the young people to do the asking)
 - Ask your Programme Executives about links with Enterprise Ambassadors
 - The young people could present their business idea and learning from their project to a panel of local businesses in the area. This would be a good way of building links with local businesses that may help when sourcing work placements for young people later on



Evidence Opportunities

- Notes and photographs of flipcharts from ideas generation sessions and mind maps
- Film or photographs of the young people on the action step of the project. Record the event/product/service taking place
- Written comments from customers

