



*Yirralka Miyalk Rangers - bush products*

Enterprising

Enterprises and enterprising people

This topic will develop the students understanding of enterprising projects and the characteristics and skills of an enterprising person.

This topic is made up of five parts. You can present them one at a time or follow on depending on the needs of your students and the time you have available.

## Learning Intentions

When students have finished this topic, they will be able to:

- Understand the terms 'enterprise' and 'enterprising'
- Identify the basic skills of enterprising people
- Understand the different types of enterprising projects

They will learn these skills by:

- Watching a video
- Participating in group discussions
- Optional class excursion
- Completing self-awareness exercises

	What the students will do	What you will need before you start
<p>Part 1</p> <p><i>‘What do we mean by enterprising?’</i></p>	<p>Video and Group discussion</p>	<ul style="list-style-type: none"> <li>• Bush mechanics video</li> <li>• Computer with internet connection to play video</li> <li>• Butcher’s paper, whiteboard, blackboard or Smartboard</li> <li>• Copy of the graphic organiser for each student</li> </ul>
<p>Part 2</p> <p><i>‘What is an enterprise?’</i></p>	<p>You have a choice between a class excursion or a class discussion</p>	<ul style="list-style-type: none"> <li>• Photocopied maps or paper and pens for students to create their own</li> <li>• Class excursion (bus or other transport, permission forms etc. See school policy on excursions)</li> <li>• Paper, pens etc. materials for students to create business map</li> <li>• Photocopied maps of local area (optional)</li> <li>• Digital cameras</li> <li>• Computer and printer to print out copies of photos</li> <li>• OR</li> <li>• A commonplace object for each group of students (pencil, cup, etc.)</li> <li>• Butcher’s paper and pens for students to use</li> <li>• Blackboard, whiteboard, Smartboard or butcher’s paper</li> </ul>
<p>Part 3</p> <p><i>‘What do</i></p>	<p>Class discussion</p>	<ul style="list-style-type: none"> <li>• Enterprising people video on website</li> <li>• Butcher’s paper or whiteboard</li> </ul>

<i>enterprising people do?</i>		<ul style="list-style-type: none"> <li>• Copy of graphic organiser per student</li> </ul>
Part 4 <i>‘What enterprising skills do I have?’</i>	Worksheet	<ul style="list-style-type: none"> <li>• Students previously completed Favourite Things circle and skills list</li> <li>• Teacher’s sample Favourite things circle and skills list</li> <li>• Whiteboard or butcher’s paper</li> <li>• Paper and pens for students to use</li> </ul>
Part 5 <i>‘What enterprising project should we do?’</i>	Worksheet	<ul style="list-style-type: none"> <li>• Students previously completed Favourite Things circle and skills list</li> <li>• Enterprise Circle worksheet</li> <li>• Teacher completed Enterprise Circle worksheet</li> </ul>

## Word List:

**enterprise** = a business or project, often something that is new, exciting or challenging – ‘We’re starting a new enterprise.’

**enterprising** = how we can describe a person who uses their imagination and energy to succeed with a new, exciting or challenging project or business – ‘He is really enterprising, I think he’ll make it work.’

**initiative** = how we can describe a person who can think for themselves and solve problems *without being asked* – ‘She showed a lot of initiative on that project. She saw what we needed and fixed it.’

**resourcefulness** = how we can describe a person who can use the things they have around them or can find the things they need to solve a problem or get something done – ‘He is so resourceful. He searched on YouTube, found a second-hand fan-belt at the tip, asked Danny to help, and to loan him the tools he needed from the workshop. It was fixed in no time.’

## Part 1: What do we mean by ‘enterprising’?

### Objective – What do we want the students to know?

Students will learn about the concept of enterprise/enterprising behaviours

### Overview – How will they learn this?

Students will watch the Bush Mechanics video “Motorcar Ngutju”. They will fill in a worksheet individually or in groups, showing the key points in the video. They will watch the video again, then talk about how the mechanics solved their problems in getting to Willowra. The teacher will then introduce the concept of enterprise and enterprising behaviours and will discuss with students how the mechanics have demonstrated “initiative and resourcefulness” (wikidictionary) in fixing their car and getting to Willowra.

### Resources – What will I need?

- Bush mechanics video
- Computer with internet connection to play video
- Butcher’s paper, whiteboard, blackboard or electronic whiteboard
- Copy of the graphic organiser for each student

### Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:  
What: what we mean when we use the word ‘enterprising’.  
How: watch the Bush Mechanics video, then identify how the characters were enterprising in fixing their car  
Why: to understand what enterprising means
2. Hand out a copy of the (named or numbered) worksheet to each student. Depending on how well the students can read and write, they can complete individually, in pairs or with teacher support.
3. Show students how to use graphic organisers. Explain that the key points of the video have been outlined on the sheet and students need to write some notes under each, so that this

information can be discussed afterwards. Look at the first point, which has been completed for students and make clear you only want short notes (not complete sentences).

4. Watch the Motorcar Ngutju video. You could shorten the video, missing out the part at the stop where the old man talks about seeing a car for the first time, but the impression I get is he's a key part of the story.
5. Introduce that enterprising means to show initiative, or being able to think for yourself, work out what needs to be done – without being asked – and make sure it gets done. It also means to be resourceful, or to use the materials you have or can find around you to best solve a problem.
6. Play the video again, this time stopping after each of the points on the graphic organiser. Ask students: “What did the mechanics have to do to get to Willowra?” Use micro questions (See Teacher Tips) to try and elicit all of the different actions the men did in the video from the obvious (car repair) to the less (work as a team, think creatively) Record student input on whiteboard or butcher's paper. Make sure you praise or build on all of their suggestions as best you can. It can help to say their answers back to them in full English sentences as you go.
7. Pose the question: “How were the bush mechanics enterprising when trying to get to Willowra?” Record student answers on whiteboard or butcher's paper. Positively reinforce student input and rephrase in SAE as you record their input
8. Summary at end of lesson: reiterate what enterprising means and how the mechanics used an enterprising approach to get to Willowra.

## Part 2 (Option 1): What is an enterprise?

### Objective – What do we want the students to know?

Students will learn about the idea of an enterprise as a project, product or business (including services and other activities).

### Overview – How will they learn this?

Students will go on an excursion and identify the different places where projects, products and businesses (offering services and other activities) are delivered/made/produced etc. and record them on a class map. As a class, students will identify the different types of products, services and activities offered at the places they have identified and add these to a map. A brief discussion of the differences will be used to sum up the activity.

### Resources – What will I need?

- Photocopied maps or paper and pens for students to create their own
- Class excursion (bus or other transport, permission forms etc. See school policy on excursions)
- Paper, pens etc. materials for students to create business map
- Photocopied maps of local area (optional)
- Digital cameras
- Computer and printer to print out copies of photos

### Lesson plan – What do I need to do?

1. Introduce students to today's lesson:  
What: identify the different enterprises in your community  
How: go on an excursion and map all the different enterprises  
Why: become more aware of the different kinds of enterprises in the community
2. Introduce the terms project, business and product, and provide concrete examples from the local community:
  - projects:

- Has anyone ever set up a food garden for the school/community?
- Has anyone ever run a computer course for the community?
- Has anyone ever run a parenting workshop for the community?
- Has anyone ever set up a 'Play Group' in your community?
- businesses (this can be by offering a service or carrying out an activity):
  - Does your community have a Childcare Centre?
  - Does your community have a Medical Clinic or Healthcare Centre?
  - Is there a place where people can get mechanical repairs done?
  - Is there a place where you can buy home goods or hardware items?
  - Where do people get fuel from in your community?
  - How can people travel or move goods in and out of your community? (Is there a taxi/bus/boat/ferry/barge service or airport?)
  - Where do people buy or get their food from in your community?
  - Are there any tourism services in your community?
  - Does anyone look after a sporting place (oval, court or clubhouse) in your community?
- products:
  - Do the people in your community produce any artwork for sale?
  - Do the people in your community produce any other cultural artefacts? (e.g. for food or music?)
  - Do the people in your community find, grow or produce any food or medicine for gifting or sale? (e.g. market garden, bush tucker or bush medicine?)

3. Introduce the enterprise map activity. Show students the Nightcliff example, which shows several different businesses/service centres/etc. Choose one product, one service and one activity on this map and explain students will be creating one of their own for their community or suburb.
4. Take students on an excursion through the community OR provide a map of the community (or just a suburb in larger towns). Students work as a group to find and name the different service centres seen on the excursion. You can support them in this by taking photos of the different sites, as well examples of what is sold/offered at each. These can then later be placed on the map.
5. Go back to the classroom and print out their photos.
6. Move students into small groups. Give each group a selection of the photos. Have each of them identify the kinds of project, products, or businesses (services and activities) provided in each site.
7. Have the students come back as a group and share what they've learned out about the products and businesses (services and activities) that they found.
8. Gather student ideas and write on the whole class map.
9. Optional: You can also discuss which products and businesses (including services and activities) are provided:
  - for money (for profit as part of a business)
  - at no cost (as a service provided by government)
  - at a small cost (as a not-for-profit service)
 or
  - at no cost (as leisure activities).
10. Display the map on the classroom wall and summarise. Make clear that all of the different sites students have found are different 'enterprises', providing useful products and businesses (including services and activities) to the community

## Part 2 (Option 2): What is an enterprise?

### Objective – What do we want the students to know?

Students will learn about the idea of an enterprise as a project, product or business (including services and other activities).

### Overview – How will they learn this?

Students will investigate the different products, services and activities that are required to produce an everyday object like a pencil

### Resources – What will I need?

- A commonplace object for each group of students (pencil, cup, etc)
- Butcher's paper and pens for students to use
- Blackboard, whiteboard, Smartboard or butcher's paper

### Lesson plan – What do I need to do?

1. Introduce students to today's lesson:  
What: looking at the different enterprises that are needed to produce an everyday item like a pencil  
How: identify the different parts of the object and the enterprises that exist to create each part  
Why: become more aware of all the different enterprises out in the community
2. Introduce the terms product, service and activity and provide concrete examples from the local community (product: artwork, service: childcare etc.)
3. Show the class the pencil. Ask them to identify the different parts of the pencil. Prompt them to look at each end, the sides, the colour etc. List these parts on the board/butchers paper. Pick one of the parts (paint, eraser, graphite, wood etc.) and explain that it took different enterprises to produce each part, some of them products, services or activities.
4. As a class, start to investigate exactly what products, services or activities produced that part. For example: the paint on a pencil is

a product, produced (activity) by a paint factory (product). The paint has to be put into a tin (product) to be sold in a shop (service). The paint has to be transported (service) to the pencil manufacturer.

5. Students can then talk further about the different parts of the object, listing the different services, products and activities used for each. This can be done in small groups if students are confident with the language they need to use. If you think the students would respond well, you could invite some competition by asking students who can make the longest list of enterprises involved in making a pencil. If your students have not had much experience with how industries like this work, this video shows how a pencil is made:  
<https://www.youtube.com/watch?v=zZHp1fGdAWE> Or you could use a locally produced object which students are more familiar with. Student groups who need a lot of support with this activity may work better as one large group, with you as the teacher asking lots of guiding micro questions to help them through the discussion.
6. Optional: You can also discuss which products, services and activities are provided for money as part of a business, are provided for free as a government or not-for-profit service or are leisure activities.
7. End the lesson with a summary that there are many different enterprises, providing useful products, services and activities to the community

## Part 3: What do enterprising people do?

### Objective – What do we want the students to know?

Students will learn about the kinds of skills and behaviours enterprising people use to get a project started and completed.

### Overview – How will they learn this?

Students will watch a video about a local business, looking at the kinds of enterprising people in that business. They will then discuss as a class the kinds of skills the enterprising people have shown that they would use every day and how they worked together as a team.

### Resources – What will I need?

- Enterprising people video on website
- Butcher’s paper or whiteboard
- Copy of graphic organiser per student

### Lesson plan – What do I need to do?

1. Introduce students to today’s lesson:  
 What: the kinds of skills and behaviours enterprising people need to successfully complete a project.  
 How: watch a video showing a day in the life of a business, then identify the skills and qualities the workers have  
 Why: being aware of the different roles people play in an enterprise helps you be aware of the different roles you might play in your group project
2. Draw up the following table on the board:

Type of skills	What skills did the enterprising people have?	What did people do?
Physical skills (e.g strength, balance, technical ability)		

Social/interpersonal skills (e.g listening, gaining agreement)		
Emotional skills (e.g empathy)		
Cognitive skills (e.g thinking, problem-solving, creative ability)		
Spiritual/holistic skills (e.g seeing how everything is interconnected)		

3. Hand out the graphic organiser worksheets to students. Depending on the literacy level of students, students can complete individually or in pairs.
4. Show students how to use graphic organisers. Explain that the main points of the video have been listed on the sheet and students need to write some short notes under each heading, so that they can talk about this information afterwards. Look at the first point, which has been completed for students and make clear you only need short notes (not complete sentences).
5. Watch the video.
6. Ask the students what kind of enterprise they saw in the video (making products, providing a service or holding activities or a combination).
7. Ask students to identify what they saw people doing in the video. List them in the right hand column.
8. Ask students why they think the people in the videos were doing these things? How did their actions relate to the purpose of the business?

9. Play the video again, this time stopping after each point on the graphic organiser. Ask students: “What kinds of skills does this person have? Record feedback on board.
10. Pose the question: “So what kinds of skills does an enterprising person need to have?” Encourage them to make the connection between the list on the board and the successful completion of any project.
11. Optional: have students record the day in the life of a local enterprise (business, charity, service, group, sporting team) using video or still cameras and discuss the enterprising behaviours they saw when recording.
12. Summary at end of lesson: make clear the different kinds of skills an enterprising person needs to be successful.

## Part 4 (optional): What enterprising skills do I have?

### Objective – What do we want the students to know?

Students will identify the enterprising skills they already have and those that need further development

### Overview – How will they learn this?

Students will revisit their Favourite Things circle and skills list. They will evaluate (or look closely at) their skills and identify those which are enterprising either in pairs or groups.

### Resources – What will I need?

- Students previously completed Favourite Things circle and skills list
- Teacher's sample Favourite things circle and skills list
- Whiteboard or butcher's paper
- Paper and pens for students to use

### Lesson plan – What do I need to do?

1. Introduce students to today's lesson:  
What: identify the enterprising skills they have.  
How: using the Favourite things exercise from *Identifying strengths and weaknesses*, students will work out what their enterprising skills are in groups  
Why: students will need to use their enterprising skills when completing their team project and they are also useful in the workplace.
2. Explain that enterprising skills are those that can help your community in some way. You can provide products or services, work on projects, work as part of a business, serve your family or volunteer to help the wider community.
3. Show students your Favourite Things circle and skills list. Identify one of your skills and then articulate how this is an enterprising

skill/how this skill helps you contribute to your community. Articulate the link between your favourite thing, the skill involved and how this same skill could be used enterprisingly in a project. Visualise this relationship on the board for students. For example, if you are skilled at art and design, you could find someone who knows how to 'silk-screen' (perhaps the local school has these resources?) and together you could make T-shirts to support tourism in your community. Or, if you are skilled at growing plants, you could help to set up a market garden for your community to grow fresh local produce.

4. Write up the following questions on the board:

- Do I know how to make any products?
- Do I know how to offer any services?
- Am I good at communicating with people?
- Am I good with numbers?
- Am I good at fixing things?
- Am I good at making things?
- Am I good at seeing what needs to be done?
- Am I good at putting things together?
- Am I good at pulling things apart?
- Am I good at finding new uses for old things?
- Am I good at scavenging for materials?
- Am I good at fishing/hunting/gathering/music-making/dancing/cooking/growing things?
- Am I good at looking after or encouraging others?
- Am I good at getting things done?
- Am I a good leader?
- Am I creative?
- Am I adventurous?
- Am I a good problem-solver?
- Am I good at 'sticking with' things and not giving up?
- Am I good at thinking of things that no-one else has thought of?
- Do I have a lot of new ideas?
- Do I have a lot of energy?

- Am I enthusiastic?
5. Have students break up into smaller groups. Students will discuss each other's skills, helping each other to identify the enterprising skills they have. They can use the questions on the board as a guide or think of other questions
  6. Students create lists of the enterprising skills of the group or as individuals
  7. Bring students together as a whole class. Ask each group to share their list by sticking it on the wall. Ask students to go around and look at each other's lists.
  8. As a whole class, ask students to think about any skills they don't yet have but would like to develop or build on. Have them write down one skill they would like to develop which can be used in their personal development plan later.
  9. Summarise lesson: that skills we use for many of our everyday activities can also be used when working on a project or as part of a business.

## Part 5: What enterprising project should we do?

### Objective – What do we want the students to know?

Students will start thinking about possible ideas for the student project

### Overview – How will they learn this?

Students will complete and Enterprise Circle worksheet, exploring the different project they could do to complete this activity.

### Resources – What will I need?

- Students previously completed Favourite Things circle and skills list
- Enterprise Circle worksheet
- Teacher completed Enterprise Circle worksheet

### Lesson plan – What do I need to do?

1. Introduce students to today's lesson:  
What: brainstorm ideas for the class project  
How: revisit their Favourite Things exercise from *Identifying strengths and weaknesses* and create a list of possible projects  
Why: students will work together on a project designed to help their community and this will help them identify some possible ideas
2. Introduce students to the Enterprise Circle worksheet. Show them your completed model. Explain that the Spirit segment includes the parts of your Favourite things circle and skills list that you think are the most important. The Resources segment includes the most important parts of the Career Circle (or perhaps needs to be done within this exercise). The Opportunities segment will be where students record their ideas about the kind of project they could do. The Plan segment will be completed later, when making their Project Plan.

3. Talk students through completing the Spirit segment. When looking at their Favourite Things circle and skills list, what do they value the most? Have students complete this section of their worksheet
4. Talk through completing the Resources segment. Look at the Favourite things circle, and enterprising skills list. Which are their most important skills? Life roles? Have students complete this section of their worksheet
5. Gather ideas. Tell students they will now look at what they know about themselves/their group and start to think about the needs they could meet with the assets they have. (Alternatively, this exercise could be done as a whole class, filling out a big Entrepreneur Circle for the whole class rather than individual students)
6. Let students know that they are going to brainstorm this. Students think of as many different ideas as they can in the time provided (5 minutes or so?), without deciding if they will work or not. No one can 'put down' or criticise an idea. All ideas are accepted and recorded.
7. Collect student's ideas on the board.
8. As a group, they can now think critically about which ideas have the best chance of going ahead and working well. This means asking question like:
  - Do we have or can we find or get the materials we would need for this?
  - Do we have (or can we earn or seek) any money to put into the project?
  - If so, how much money do we have to spend? (This is our 'budget')
  - If we needed to get a grant, where would we get it from? (This would be our 'funding')
  - Which project ideas are best supported by the group? (You could vote.)
  - Which project ideas can be done in the time allowed? (You might allow one term?)

- Which project ideas can be done with the amount of people that are free to help?

Try to cut it back to a list of the top 10 project ideas.

9. Seek feedback from some local elders or experienced business people. Then you can best decide which ideas have the most chance of succeeding.