



ENTERPRISE CHALLENGE

TEACHER AND VOLUNTEER SUMMARY PACK



THE KING'S TRUST ENTERPRISE CHALLENGE PARTNERS

The Enterprise Challenge and the competition has grown in scale each year: this growth has only been possible due to the commitment and support of our partners.

With thanks to our PARTNERS:

Apax Foundation, the charitable arm of Apax Partners, is a founding partner of the Enterprise Challenge competition. Funding the competition since its inception in 2008, their support has helped drive the growth of the competition.



THROUGHOUT THE JOURNEY OF THE ENTERPRISE CHALLENGE I GOT A CHANCE TO DEVELOP MY SKILLS AND REALISE MY FULLEST POTENTIAL AND WHAT I AM CAPABLE OF ACHIEVING. THE PROGRAMME HAS MADE ME REFLECT ON MY LIFE AND WHAT I CAN DO IN THE FUTURE FOR A POSITIVE IMPACT ON THE WORLD AND COMMUNITY. I HAVE FACED MANY CHALLENGES IN THE COMPETITION AND LEARNT HOW TO OVERCOME THEM AND NOT GIVE UP.

- ABDULLAH, 14

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WHAT IS THE ENTERPRISE CHALLENGE?

The Enterprise Challenge is a school competition which encourages a spirit of entrepreneurship, with young people working in teams to compete to become our Enterprise Challenge Champions. The Enterprise Challenge is open to secondary school students aged 11-16.

WHAT ARE THE AIMS OF THE PROGRAMME?

The aim of the programme is to develop young people's enterprise skills in order to increase their confidence and raise their aspirations.

By taking part young people will have the opportunity to:

- ➔ Develop their confidence and aspirations for what they can achieve
- ➔ Increase their understanding of the world of work
- ➔ See their ability to have a positive impact on their wider community
- ➔ Build their enterprise skills including; teamwork, decision making, problem solving, resilience, communication, and creative thinking.

Young people are asked to regularly evaluate their enterprise skills and to reflect on how these have developed over the course of the programme.

WHAT'S INVOLVED?

This year Enterprise Challenge will take place in two stages:

STAGE ONE: CLASSROOM ACTIVITY

The first stage of the Enterprise Challenge is delivered in the classroom over six hours of sessions which can be delivered flexibly to fit with the school timetable. Over these six hours, young people work in teams of 3-5 to take on two challenges.

The programme is supported by volunteers and/or King's Trust staff alongside the school staff.

Competing in teams of 3-5, young people play our online business game, Pop-Up. Pop-Up is a business simulation game that puts young people in charge of starting and running a brand-new pop-up business. The game is based around making strategic business decisions. From choosing what to sell and for how much, to where to set-up shop and how to attract customers, teams make decisions and then fine-tune their businesses based on business data received during the trade phase. The goal is to create a thriving pop-up business within eight weeks of simulated trading that balances building hype, making a profit and taking ethical business decisions.

There are two distinct options on the main menu of the game: 'Play' and 'Enter challenge'. Play mode enables the team to go through the game as many times as they like, allowing them to practise the game and get familiar with their strategy before entering the challenge. Teams receive a final score, but it is not

submitted as part of the competition. Whilst practising the game, teams use their Enterprise Challenge workbook to capture what they've learnt.

Once teams have fine-tuned their business strategy, they enter Challenge mode. Challenge mode is a one-time only option that, when selected, enables the team to go through the game, and upon finishing it submits their score to the King's Trust Enterprise Challenge. The school from each sub-region with the highest score achieved in Challenge mode will then qualify for the regional finals.

Challenge one: play our online business game, Pop-Up, competing to achieve the highest possible score

Having fine-tuned their business, young people then work together to write and present a business pitch based on their pop-up business from the game or from a new business idea. The pitch is an opportunity for young people to present their strategy for their business; covering how they built hype and made their business ethical and profitable.

Challenge two: pitch your business

STAGE TWO: REGIONAL FINALS

The top-scoring school in each sub-region will be invited to take part in a regional finals event.

The regional final gives teams the opportunity to develop their own idea for a social enterprise and pitch it to a panel of judges. Teams that qualify for the regional finals will be invited to:

- ➔ Develop an idea for a social enterprise which tackles a problem in their school or community
- ➔ Create a business plan outlining their idea
- ➔ Deliver a three-minute business pitch to a panel of judges

The winning team will receive a prize.

Volunteers will be asked whether they are able to support their teams for the regional final. If they are not available to do this, a new volunteer will be found for the team.

POP-UP GAME LOOP

Game-based learning is a highly effective learning intervention which allows young people to get hands-on with learning content whilst engaged in an act of gaming. Pop-Up is based on a game loop that creates a learn-by-doing experience, putting the emphasis on observation and reflection.

1 PLAN:

To get started teams choose the type of business they want to run and a location for their pop-up, factoring in rent, storage and customer footfall. They also get to pick a strategy for their products; whether they want to sell products that are cheap and cheerful, eco-friendly, or premium quality.

Teams then need to work together to decide how to spend their start-up cash. Decisions need to be made on what products to stock and how much to charge customers. Should they also invest in upgrades like social media advertising in order to build their hype, or increase staff wages to boost staff morale and earn more ethical points?

2 TRADE:

Trade phase where cause and effect are at work and teams can see the impact of their decisions over a week of trading – they'll will see in real time how many customers buy their products and whether or not they're happy with the service they get.

3 REFLECT:

After a week of trading, teams will see customer feedback and view data, such as profit, number of products sold and sales income from the week of trading. This will help young people to make decisions going forward.

4 TUNE:

Even the most successful businesses require constant iteration. Teams will need to apply what they learnt from the last week of trading, as they make business decisions such as re-stocking, investing in upgrades, or adjusting prices as they try to increase the performance of their business.

5 RESULTS:

After eight weeks of trading the team receives results on their businesses performance. Their ethical, profit and hype scores are combined to give them a total score for their business.

Profit score: This score is based on how much profit the team make

Ethical score: This score is based on how ethical the team's business decisions are

Hype score: This score is based on the team's ability to generate hype for their business

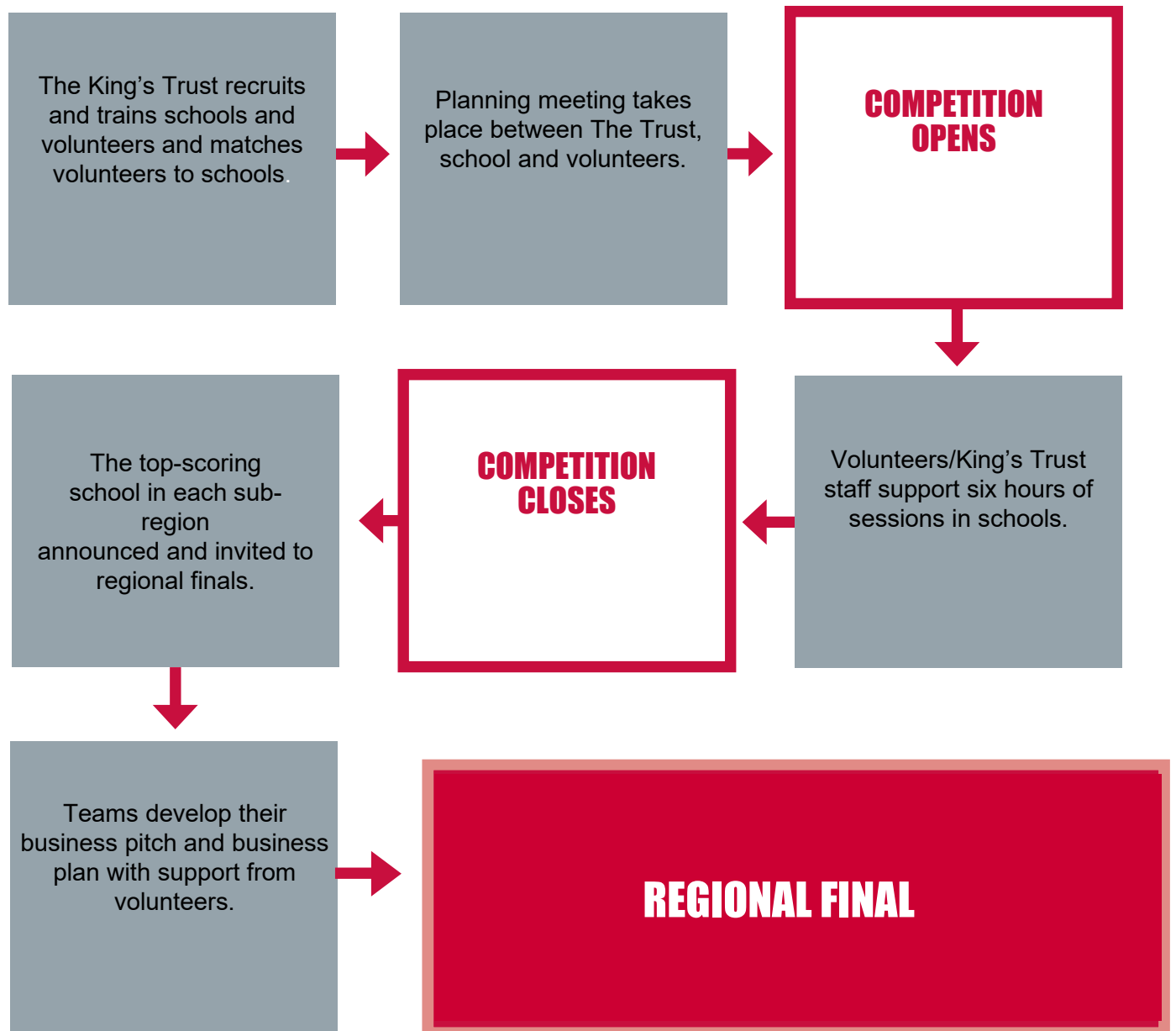
THE ENTERPRISE CHALLENGE

COMPETITION RULES

Below are the main competition rules that apply to schools and young people. If any aspect of these rules is unclear, please get in touch with your King's Trust contact.

1. Teams must consist of three to five young people and only young people aged 11-16 and currently attending the school may participate
2. Schools may enter as many teams as they like, as long as The King's Trust is able to recruit the necessary number of volunteers or King's Trust staff to support those teams. Schools should agree the number of teams they plan to submit with their King's Trust contact
3. Schools must submit the number of teams they are entering to the competition as well as a completed Profile Form for each young person to The King's Trust
4. Schools must facilitate a minimum six hours of volunteering, plus an additional two (minimum) if they make the regional finals
5. Stage one of the competition will close at midnight on the last day of stage one delivery. Volunteering cannot begin before this time. Only scores recorded within challenge mode of the game during this time will be considered as an entry to the competition
6. Young people are encouraged to play as teams. Although young people can access and practice the game separately, we recommend that young people log-in to one computer and play together. The Challenge mode must be completed by a team and not by an individual young person
7. The score teams achieve in challenge mode will be submitted as their entry to the competition. The top-scoring school in each sub-region will be invited to the regional final

SUGGESTED TIMELINE FOR THE ENTERPRISE CHALLENGE



MY ROLE AS A VOLUNTEER

My Role as a Volunteer/King's Trust Staff Member:

- Work with teachers to support six hours of session as part of stage one, helping young people to play the game and create a business pitch
- Facilitate a team of young people to communicate, solve problems and make decisions
- Follow the session plan guidance
- Facilitate reflection activities, encouraging young people to reflect on the impact of the decisions they make when playing the game
- Coach young people to come up with their own answers and solutions.
- Support young people to understand business concepts and apply these when playing the game and creating their business pitch
- Support young people to understand how a business can be ethically responsible, and help them demonstrate that understanding when playing the game and creating their business pitch
- Volunteer young people by sharing your own business and real-life experiences

To be ready to play this role you will need to:

- Attend Enterprise Challenge volunteer training
- Read the suggested session plans and young person workbook and coordinate with the other volunteers in your team to prepare for each hour of your volunteering
- Ensure you have played the game (the link will be shared with you by your King's Trust contact)
- Consider personal and professional experiences that you can share with young people that will bring elements of the programme to life



MY ROLE AS A TEACHER

My Role as a Teacher:



If you are the teacher responsible for administering the Enterprise Challenge at your school, it is our expectation that you will be our primary contact.

You will be the person whom we contact with and for information and whom we expect to provide support to the young people taking part.

The following represents your key responsibilities:

- ➔ Prior to the competition beginning, familiarise yourself with the materials and the game on the Enterprise Challenge Hub and the game on the Enterprise Challenge Hub
- ➔ Host a planning session, arranged by your King's Trust contact, in order to test the IT set up and discuss the programme details
- ➔ Prepare in advance for all volunteering sessions, ensuring rooms have working computers, as well as internet access. Ensure that you have printed any relevant resources
- ➔ Allocate young people into teams of 3-5
- ➔ Participate in all sessions and support King's Trust staff/volunteers delivering sessions. Please note that you are required to be present during all sessions
- ➔ Manage student behaviour during the sessions and support students with any IT issues
- ➔ Assist any young people with specific additional needs
- ➔ Facilitate the start and end of each session, settling young people and helping them pack up
- ➔ Support the volunteer with technical aspects such as setting up videos
- ➔ Ensure young people complete profile forms before sessions start and online feedback forms at the end of the sessions

CLASSROOM ACTIVITY OVERVIEW

Timing	Activity
PRE-PROGRAMME	<ul style="list-style-type: none"> • Attend volunteer training • Attend planning meeting
SESSION ONE	<ul style="list-style-type: none"> • Introductions and ice breakers • Team contract • Passion Pitches
SESSION TWO	<ul style="list-style-type: none"> • Introduction to sustainability including Apple's Sustainability plan • Introduction to the game • First game play • Team huddle
SESSION THREE	<ul style="list-style-type: none"> • Second game play • Team Huddle
SESSION FOUR	<ul style="list-style-type: none"> • Planning a business pitch using the Challenge Based Learning Structure • Completing the pitch template
SESSION FIVE	<ul style="list-style-type: none"> • Deliver pitches and receive feedback
SESSION SIX	<ul style="list-style-type: none"> • Play the game on challenge mode • Hand out completion certificates
POST-PROGRAMME	<ul style="list-style-type: none"> • Reflection

FAQ'S

FREQUENTLY ASKED QUESTIONS

What does a typical session look like?

Enterprise Challenge sessions can differ from one school to another depending on facilities, number of participating young people and existing curriculum commitments. We have designed six session plans to cover all content required. Schools may choose to run sessions during curriculum time (e.g. hourly sessions once weekly for six weeks), as an after-school club or during an enrichment day when all six hours of volunteering will run back to back. Times and frequency of sessions will be confirmed during the planning meeting with your King's Trust contact and the coordinating teacher.

Can young people from previous years enter again?

The Enterprise Challenge is hugely popular with young people and it is a testament to the challenge's popularity that many young people from previous years want to re-enter. If you choose to enter young people from previous years, speak with your King's Trust contact first.

How many volunteers/King's Trust staff will be assigned to a school?

This depends on the number of young people participating at a particular school.

King's Trust representatives supporting your programme. Our programmes are most successful when schools and King's Trust staff/ volunteers work in partnership.

I have a busy schedule; do I really need to attend training sessions and planning meetings?

It is important for volunteers and teachers to attend the sessions relevant to them. Not only does it increase your knowledge of the

programme, but it also strengthens the overall offer to young people when teachers and volunteers are very clear on what their roles and responsibilities are. The training will cover all the exciting new elements and give you an opportunity to preview the game!

I have attended the training and have played the game but would like additional support—can this be provided?

Additional support is available through contacting your King's Trust contact, they will be able to arrange any further support to suit your needs.

I have my own ideas/resources for the best way of introducing a particular topic. Can I use these instead?

Teachers or volunteers who have their own ideas for how to conduct a session are encouraged to use them. We are always trying to improve our resources and it may be that your ideas can be incorporated into our session plan. Please liaise in advance of the session with your King's Trust contact if you would like to introduce new ideas or resources into your delivery.

