

An Enterprising Approach	
Subject	Cross-curricular projects – led by LS staff
Lesson	Environment/energy group

Brief description

The project aims to develop self-esteem, confidence and group working. It also aims to provide practice in team and group work as well as encouraging pupils to take responsibility for themselves as individuals and as a group.

“Enterprising” it!

1. How we made learning **relevant** by putting into a **real context**

Since the project is designed to assist pupils develop ‘soft’ skills teaching staff recommend pupils from their classes who may benefit from being part of this initiative. The maximum numbers of pupils in each project is 8 and are selected from P4-P7. The group is allocated 45 mins per week during class time and also will meet at lunchtime on a voluntary basis. Each project runs for 1 term only, so there will be a new selection of pupils each term.

Pupils elect/select members of their team to fulfill the following roles – Company Manager, Administration Manager, Artistic Manager, Advertising Manager, Class Liaison Manager and Financial Manager.

The project this term is to look at environmental/energy issues with regard to the school building. The group has named themselves ‘The Planet Patrol’ and their aim is to ‘Save the Planet’.

The group open an enterprise account with the Bank of Scotland and receive their own deposit book, chequebook and receive regular bank statements.

2 How we encouraged pupils to take **responsibility**

Pupils become office bearers and are then responsible for that area of development in the team. For example the Admin Manager keeps records of minutes and other records. Each pupil has their individual remit agreed by the group and they must fulfill this or the groups’ efforts will be seen to suffer.

The pupils were engaged in a campaign to get pupils to ensure that lights and computer were switched off at the end of the day. To that end pupils had negotiated with teaching staff the appointment of class energy monitors who would be responsible for ensuring that electrical items were switched off at the end of the day. Pupils were making identity badges for those who were appointed monitors and discussing how these duties would be fulfilled by the selected pupils.

3 How we involved partners in learning – building **relationships**

External = Business / Community / Parents & Families

The involvement of external input has been dependant on the project each enterprise group adopted. Past projects have included – Mouse Mats, Newsletter, Calendar and painting for the local hospital.

Internal = Other adults in school

In this particular project teaching staff have been involved as the group have negotiated with them regarding energy use and appointment of monitors.

4 How we **reflected** on its success - assessment

At least 50% of pupils have noticeably improved their interpersonal skills. This makes the project a very valuable skill based learning experience for pupils who lack self-esteem and communication skills.

5 **Review** - further ideas for development

The projects will continue in the present format. Pupils review their own skill base and note improvements.

6. **Links** with ACfE

Pupils developed their confidence through their involvement with this project. This was noted by staff and pupils alike. Pupils became more able effective contributors as they had responsibility for ensuring the success of the project they were more aware of the part they had to play in the team. Pupils successfully learned how to approach developing an idea and how subsequently to put ideas into practice in the school. Since pupils all had a designated role to fulfill within the group their sense of responsibility increased with regard to the success of the project.

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