

An Enterprising lesson		
	Subject	Technology – Pencil Holder Project – S2
	Lesson	20 – 40 min periods - half time doing folios other half making pencil holders.

Brief description

Pupils are given a design brief to produce pencil holders for a charity shop. They have to form companies and batch produce their design. (Worksheets attached)

“Enterprising” it!

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

Pupils are put into working groups, they decide which roles they are going to adopt. This decision is made by matching the jobs skills against the people in the group.

Setting it in context within a ‘real’ situation. Pupils are aware that they will have to deliver a sales presentation to a panel of potential buyers. (Usually teaching staff but this panel could be expanded to include a local business person).

The project also covers costing, planning and preparation of items. Pupils learn what ‘batch’ production is and how to organize a production line. This production system is based on the design of the product by the pupils and organized in accordance with the tasks involved in making the finished product.

The presentation at the end of the course also involves marketing strategies and perhaps an electronic sales pitch.

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

All pupils take a role in the company. These roles are decided after internal negotiation in the group and they adopt the role most suited to their skills. There is no ‘opt out’ clause so each group must finish both a folio and a product. All pupils must take part in the presentation at the end of the project. A sense of mutual dependence and support is developed during the course of the project as success or failure rests on the contribution of all members of the group.

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

External = Business / Community / Parents & Families

End product is taken to parents. Business people could be involved in the presentation section.

Internal = Other adults in school

Mini 'Dragon's Den' scenario at the end of the project where pupils have to give a 5/10 minute presentation in front of 3 members of staff and their classmates.

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

Verbal feedback given after presentation. Other pupils in the class are encouraged to give feedback and ask question of the presenting.

Pupils also spend a lot of time during the project discussing each others ideas and giving informal feedback.

5 **Review** - further ideas for development

Inclusion of more peer assessment/feedback is going to be encouraged.

6. **Links** with ACfE

Successful Learners

Pupils had to develop negotiation skills during their group work. They have had to design a product which can be made by batch production and will have to have rejected ideas which are not practical. Pupils will have the opportunity to use different types of technologies for production of the pencil cases and also for the final presentation.

Effective Contributors

Students have to learn to delegate within their teams. Pupils will create and develop ideas which will then be produced. Pupils will have to solve problems which arise during planning and construction and will be able to apply critical thinking in new contexts.

Confident Individuals

Pupils develop a sense of self worth by participating in this project. They will achieve success in different aspects of this course – from working out costing figures to physical construction of the pencil cases.

Responsible Citizens

Pupils will have to evaluate technological appropriateness with regard to production. They will also have to learn to respect the ideas and opinions of others.

© Highland Council