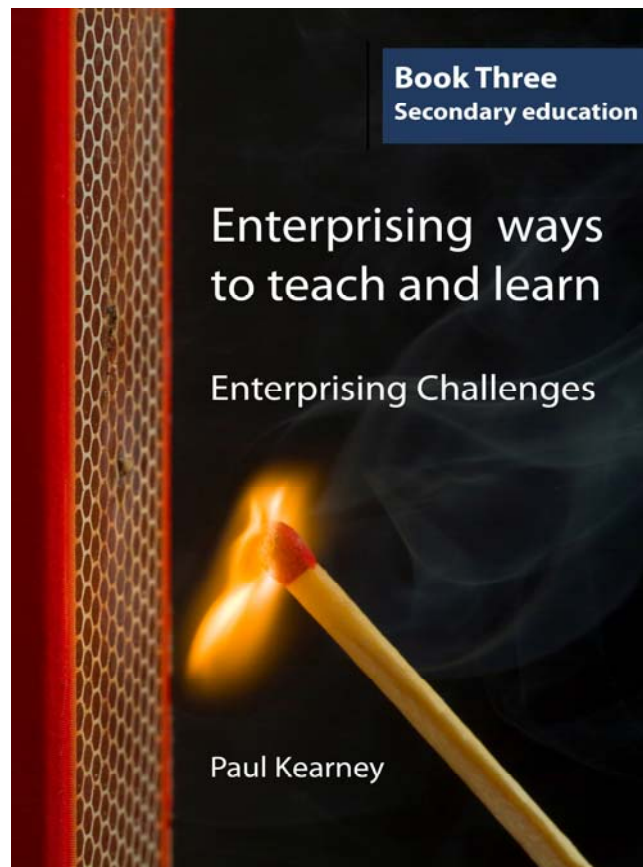


Sample

Enterprising project



Island

export - import

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ISLAND



The Challenge

Your team is an e-business.

This is a **two school** project.

Your school (team) must find a school on an island, import goods from the school, and act as their retailer.

The exporter (school on the island) should add value to the goods. For **example** they could buy tomatoes, turn them into relish, pack and send them to your team (the importers). Your team must add further value by bottling the relish with attractive labels. Then you are to sell the product acting as a retailer.

Teams must try to make enough money for one school to visit the other. The team that makes the most money will decide who visits whom.

It is **really important** to understand that the idea of tomato relish is only an example. The final product could be made from fish, wool, plants or other things.

You are to act like an e-business, wherever you can. For example goods will be ordered, invoiced and paid for online. All communication with the other school will be online, including teleconferencing (Skype is free). Telephones can only be used for text messaging.

In most ways they will be doing the **same project as you**, except you will be competing to make the greatest profit.

As importers and exporters you will need to co-ordinate very well to succeed. You will be involved in **one another's assessment**. For example you will assess one another's equity policies. You will share the assessment of the quality of your product. In other areas, such as your financial accounts you will be assessed separately. At the end, both teams' scores will be combined. Each team is awarded the average score. (This score becomes each member's individual score.)

At the end of the project, you are to work with the other school to produce a **report** on the project. Also, using a PowerPoint display (or smart board), your team will make a **presentation** to a junior class telling them how to do the same thing as you did.


Teams will debrief together, using **Skype** or a similar video conferencing method.

Your team must find out about ethical business and explain what it means at your presentation. One or two members of the team should look at Fair Business in Book two and the websites www.ethicaltrade.org and <http://www.ethics.org.au/>. This includes being **environmentally-friendly**.

Your team has a half-day plus one other hour a week, for the eight weeks.

Your teacher may offer you rewards (e.g. free-time) for doing well with this project. You may even be offered the chance to 'speculate' on your results to gain extra rewards. Be careful, speculation doesn't always pay off.

Start the project with the following tasks:

Before starting, you must list seven things that may cause the project to fail if they start happening - unless immediate action is taken. They will be known as Red Alerts. 

The team must devise an 'equity policy', which lists 9 things you must do to ensure that every team member:

- is treated fairly
- has a say in what is decided
- has a chance to participate in all tasks

Enterprise skills exercise

After reading the project brief, order the enterprise skills you will practise most, while doing this project – with the most used at the top of the pyramid. The enterprise skills are:

Initiative

communication

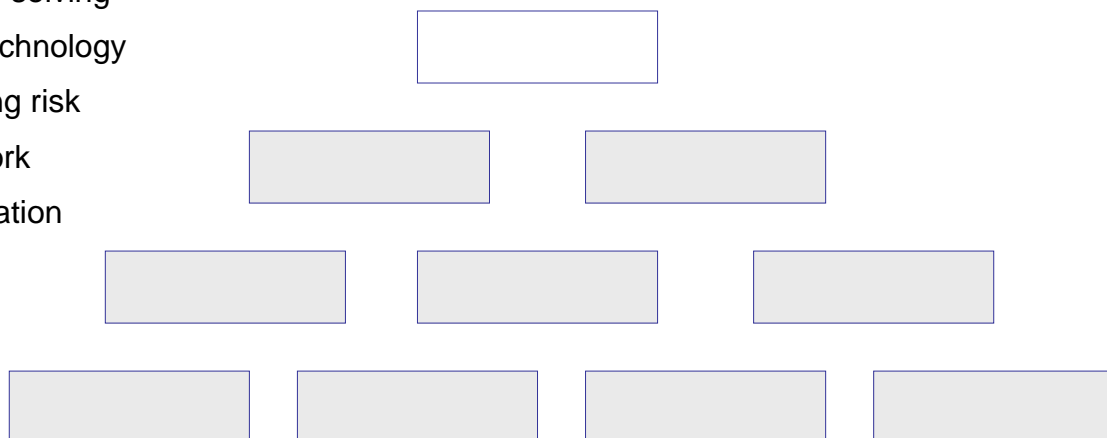
Problem-solving

Using technology

Managing risk

Teamwork

Organisation



Find someone in the team who has exactly the same order as you.

The project and conditions

First find your importer. Write a letter to the head of the school you identify, explaining what you want. Have your head teacher co-sign the letter, attach it to an email and send it off, along with a copy of this challenge.

Make it clear that this is an enterprising project run by students. The order of contact should be:

- head teachers
- teacher
- students

With the other team draw up a **Project Agreement**, that states:

- when you will contact (everyday?)
- how you will make contact (email, text alerts ...)
- your contact person (consider your roles)
- 'sharing arrangements' (Facebook !)

Sharing arrangements should include ways to exchange photographs, video clips and blogging.

You must update your Agreement **as you go**. For example, once you have agreed on goods/products and prices, write it in the agreement. The Agreement becomes a diary of everything that is agreed in the project. Disagreements should also be noted.

Whatever is 'exported' and 'imported', it must be made by students.

Your team may do a 'deal' with another class only to **either** act as a retailer, or value add the imports, e.g. packaging and presentation.

The exporters may also choose to '**outsource**'.

Even though the exporters and importers must cooperate on this joint project, they will be competing commercially. This will mean:

- You will want a low price from the exporters.
- They will want you to pay a high price.
- You will want to sell the products for the best price.
- The exporter will want to pay the lowest price to get the goods on the island.

Saving costs in other areas such as value-adding packaging will also affect profit levels. Both teams will:

- keep records showing how money was spent
- keep receipts and invoices
- decide what to do with any money that is left over

Both teams must work out with their head teacher what will happen to the money if they are unable to visit the other school.

The team will design and make a time-log. Each team member will use the log to record what he/she did, when, and for how long. All team members must have a role, e.g. finance officer, sales, manager, production manager.

If the project doesn't go too well, you might have to fill out a form and meet with your teacher and deputy to explain why.

The team must devise an 'equity policy', which lists 9 things you must do to ensure that every team member:

- is treated fairly
- has a say in what is decided
- has a chance to participate in all tasks

You must understand the assessment requirements!

All activities must be **environmentally-friendly**. For example:

- are you taking too many plants or undersized fish?
- is there any pollution?
- is there waste?
- can things be recycled or reused?

Your **report** is to cover:

- marketing strategy, such as who you sold to, promotions, discounts
- how online technology affected the project, including business
- problems with organisation and coordination
- environment issues mentioned above

At the end of the project, the school finance officer will 'audit' all financial records including, your ledger, receipts, invoices and budget. You must be able to show clearly how your sponsors' money was used. You must keep records on the use of office 'credit'. Also there will be one random audit during the project.

Draw up an Action Plan for each task detailing:

- What - will be done
- When - and how long it might take
- How - it will be done
- With - the equipment you will use and people who may help
- Where it will be done

Your action plan and logs could be part of your assessment.

The Resources

To achieve the challenge your team has:

- a £25 loan to be repaid with 7% interest
- £25 worth of 'credit' for use of the school's telephone, fax, email, photocopier, postage and other equipment - the office staff will tell you about this
- an endorsement letter from the school, explaining that the project is a part of your 'school work'.

You must purchase three hours advice from the head teacher. It will cost you £1 credit an hour. Also, at the same cost, you must buy three hours advice from a local business person, who will help you set up 'your books'. This person may be involved in your assessment.

Tips

Using Facebook or MySpace is perfect for sharing information and enjoying the project. If your teacher is a bit nervy about this, show them what it is all about. Many adults worry because of the stories they hear. If these approaches are ruled out, try to set up a system on a school website.

Besides email, you should try using Skype (free) or another video conferencing program.

When you are debriefing online, decide who is going to facilitate the discussion. It's a good idea to have an agenda.

The Partnership Agreement is extremely important. It makes organising and coordinating so much easier. And it will affect your assessment!

Take **every** assessment item seriously. There are so many small amounts, it is easy not to make so much effort with some. It all adds up!

Be careful with outsourcing; it can affect your profits and assessment so keep an eye on matters. And remember you have to pay for it.

You need to work out 'commercial arrangements' with the exporter. For example will you buy their products and give them the money straight away or as you go?

There are rules called regulations about making and selling products, e.g. hygiene, packaging and labelling. Find out what they are and follow them!

Try selling a small number of the products before ordering a lot from the exporter.

Look around for ways of value-adding and marketing products, e.g. explore shops and magazines.

Be fair to the exporters.

Remember you are an ethical business. For example if you label a container as weighing 500 grams, it must weigh exactly 500 grams. And if you offer a money-back guarantee, you should make it easy for the customer to return the goods, e.g. by paying the postage yourselves.

You may put 'green messages' on your labels, indicating that your packaging can be reused or that it is recycled, for example.

Do these tasks first – you might need to miss some and add others:

- Negotiate changes, if you want
- Discuss rewards
- Develop your equity policy
- Conduct a skills audit
- Identify your Red Alerts
- Complete the enterprise skills exercise

Assessment

Both teams' scores are combined. Each team is awarded the average score. (This score becomes each member's individual score)

If you think that a score allocated by someone other than the teacher is unfair or inaccurate, you can appeal against it. You must provide evidence and have the support of one other person involved in your assessment, such as a team member.

The appeal will be conducted in **private** by your teacher. Similarly your teacher reserves the right to adjust any of the ratings from others but he/she must talk to you first.

It is up to **you to prove** you were successful!

EVIDENCE	DESCRIPTION	POINTS	DEADLINE
Alarm bells	Rated by head teacher	5	
Equity policy	Rated by other school project team	5	
Partnership Agreement	Assessed by deputy head and your teacher	19	
Joint project report	Rated by your teacher	9	
Presentation	Rated by junior class and their teacher	9	
Online debrief	Rated by other project team's teacher	9	
Coordination	How well organised and reliable you were, rated by other project team	13	
Quality of produce	Rated by local police or hospital	7	
Peer assessment	Your effort and contribution rated by team mates (averaged result)	8	
Accounts	All financial records including, ledger, receipts, invoices, budget, rated by school finance officer	11	
Environmental responsibility	Production (exporter) Packaging (importer/retailer) Rated by three local businesses	5	
TOTAL			

Teacher notes

Focus

Regional and isolated economies often rely on transporting produce and dealing with distant markets. This project illustrates many of the imperatives and contingencies at work in any export undertaking.

Within their contexts the undertaking encourages students to take a more entrepreneurial view and broaden their vocational understanding. Importantly for those on the island, it promotes the importance of value-adding and e-business – as ways of keeping the communities intact, especially for their younger people.

Besides evaluating and importing/exporting, The Islands project provides a fantastic basis for learners to learn about the following contemporary themes:

E-business is not a big deal! A key aim of the project is *demystifying* e-business. This is also a key objective of governments around the globe. Being comfortable with e-business and e-work puts students on the right side of the digital divide - the side of digital dividends.

Encouraging **environmental responsibility** in business is not a simple matter of 'greenness' - it is a business imperative. Consumers want greenness and respond negatively to 'dirty' business. Governments penalise dirty business and reward clean business.

Moreover businesses cannot compete, or last, if they waste the resources they buy.

Ethical-business is not just about 'goodness' or PR - increasingly doing the *right thing* appeals to consumers and the local community; it also avoids government penalties and attracts a new breed of investors.

Recommendations

Start the project **slowly** by making sure the students fully understand the brief. Remember that time spent up-front saves time down the line.

This project can expand in many directions and with twists here and there. As matters develop, it may appear that the formula presented in the challenge needs considerable adjustment. For example when one team of islanders started collecting kelp, it took them into **unchartered waters**. If the students (and yourself) reach a point of saying 'it won't work', make it work! After all, isn't that what being enterprising is about.

One thing is important. Avoid seeing the project as a longer-term activity. It may well become on-going - this project however is about a **single contained activity lasting eight weeks**. Remembering this will help keep the project realistic and keep the learners outcome-focussed. In the final analysis, it is the learning that matters not the size and sophistication of the activity. They may only 'trade' two or three times. There is plenty of learning in this one-off project.

It is critical for the students to understand the **assessment regime**, because in many ways it will drive the project, especially if you keep hammering the requirements. It is also important for their growth as learners to develop skills of collecting evidence, presenting it and 'making a case'. Encourage debate and even dissent.

Enforce strict adherence to the Partnership Agreement; it also will drive activity. Point out to the students that this item carries the most assessment weight.

Require regular meetings and note keeping. Also demand they set deadlines when it comes to coordinating with the other group. **'Slippage' will kill this project!**

You may wish to rearrange the time allocation, bear in mind that a more authentic style of learning requires sustained concentration of activity.

The matter of communication and 'sharing arrangements' can be problematic for adults less experienced with the 'digital dimension'. If you have reservations about Facebook and MySpace, take a close hands-on look. (It has no more dangers than crossing the road). It would be a pity to dismiss these potent learning tools and social networks!

The **endorsement letter** from the school is not only important for winning support for the student's endeavours; it also plays a crucial role in establishing the educational legitimacy of the exercise and providing a context for people's expectations. The letter should include:

- a brief description of the activity
- an emphasis on the educational purposes and their primacy
- an invitation to find out more about these issues
- a statement that the undertaking is not for profit and not a bona fide commercial undertaking

There are **government regulations** and industry standards governing the production and sale of certain goods, especially with regard to food and toys. Ensure that students investigate regulations and adhere to them.

Introduce the students to concepts such as:

- value-adding
- repackaging
- bundling
- discounts
- environmentally-friendliness
- outsourcing

With this project in particular, it takes a conscious effort not to over influence. Resisting the urge to over-influence is a measure of a more enterprising teacher. Given the public nature of this enterprise, temptation to pull the strings is especially strong, but everyone will see that you have done it. Keeping your hands off not only makes educational sense, it is fair to students.

It is your job to ensure minds-on through RRG and maintaining the structure, e.g. assessment, contracting, enforcing rules and opportunistic teaching. *The students are the managers of the activity and you are the manager of the learning.*

Avoid plotting with the other teacher! This will only encourage string-pulling. You and your counterpart are better off supporting each other in areas such as:

- taking on more facilitative roles, e.g. anxiety about 'letting go'
- sharing information on where 'opportunistic teaching' may arise, e.g. teaching percentages
- collaborating in exploring themes, especially e-business
- updating assessment and debriefing
- keeping a joint journal on the project and your experiences

Consider providing students with versions of the handouts on presentations in the appendix.

If the students are familiar with the use of interactive (smart) whiteboards, the format is perfect for this style of presentation.

Once a school commits to a system of real rewards, genuine attempts must be made to honour the rewards students have earned. See the appendix for details.

Review-Reflection-Generalisation

Review - Reflection - Generalisation (RRG) is fundamental to learning from first-hand experience. Without it at least a third of the potential learning is lost.

The presentation, report and online debrief will create much RRG. In addition, consider using some of strategies, along with handouts in the appendix – particularly during the project.

Extensions and Variations

Specified locations are stipulated.

Where an island school cannot be involved, a rural school could act as a replacement. Similarly the exporter school could be the active agent, looking for an importer. Also it is possible for the exporter to trade with a number of retailing schools.

Offshore or other countries may be involved.

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