

# Festival

An Enterprise Activity  
for Enterprising Schools

## Teacher's notes

### PREAMBLE

The main purpose of this enterprise activity is to allow students to organise a major event for the school.

It is important to note that overseeing this activity will give the opportunity to enable and empower students to try things they have never tried before; to enable them to take risks (and have to deal with failure at times); to be creative and flexible as they deal with the outcomes of failures and allows them to develop their own concepts into a 'real live event'.

Overseeing the organisation is immensely rewarding as you observe the personal growth that the students undergo and the expansion in their confidence and life skill base. The ideas, advice and suggestions embodied in this activity pack are based securely on experience. They have been tried and proved useful. Some of them worked first time; others have evolved from trying something similar and then evaluating it to make it more workable and successful. As each school context is different, however, there will be things that occur that were not planned for as your school moves towards your event. Some of them will be unexpected improvements on what you had planned; some of them won't be. Evaluate for future events and incorporate evaluations into the files.

The most important point to make at the outset is that the school must demonstrate trust in the students who are appointed to lead the organisation of the event.

Because the students are doing the bulk of the work – and they can if they are allowed to and are supported – it relieves a large body of staff from major responsibilities. Staff will – or should – become more involved nearer the time of the event, but a lot of the important planning and donkey work can be done by young people who, if chosen well, will relish the opportunity.

As students approach adults from the world of business or other public services for necessary support, they may need the 'backing' of an adult to give their request credibility. There are still too many adults who think that *young = untrustworthy/up-to-no-good*.

It will test the students – and you – but the final event will be a vibrant event in the life of the school and its community; an excellent opportunity for public relations development; and a fund raiser either for a key school project (such as Specialist School status application) or for a charity the school supports.

To ensure that everything starts and progresses well, culminating in a wonderful community day, there are several questions that need to be posed and answered, first by the school and then by the students who have been selected to form the main event committee.

## RESOURCES

# Festival

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## CONTACT RECORD

This sheet is intended to enable you to keep a record of whom you have contacted, whether they agreed to be involved or not and any notes for later

Company and contact name	Phone number	Accepted (√)	Declined (X)	Details



## CURRICULUM / CAPABILITIES LINKS

# Festival

This major activity will ensure that students have the opportunity to achieve experience in all of the Enterprise Capabilities: Enterprise, Financial Literacy and Economic and Business Understandings. See pages 66-68.

### ENGLISH

There will be a major emphasis on English Language: Communication especially in both written and oral tasks. There will also be a huge range of opportunities for English GCSE Speaking and Listening assessments (especially group assessment). Marketing the event will require practise in using persuasive language in association with graphics and effective use of colour as well as words.

### MATHS

Financial literacy will be required as will all of the major computational skills. The layout planning of the event will require drawing to scale and a working knowledge of area calculation. Timetabling performances and other special activities within the day (and in the run-up to the days) will require the use of appropriate mathematical skills and investigative approaches.

### BUSINESS STUDIES

An understanding of basic business practices will be essential. Processes such as Health and Safety planning will enable in-depth understanding that these laws are not just to be 'spoilt sport'. Accounting for the monies: overall accounting and the planning for money handling will provide good experience.

### CITIZENSHIP

Taking responsibility for the planning for a community event will introduce students to the practical aspects of citizenship that may elude them if they only experience things done 'for' or 'to' them by the school – however well intentioned (e.g. Proms and the like).

### PERFORMANCE AND EXPRESSIVE ARTS TECHNOLOGY

The recommended inclusion of these as integral aspects of the day's planning and entertainment will be as crucial to the day's success (all members of families are likely to attend to see/hear their child(ren)'s contributions for a start).

Other curriculum areas can easily be involved if they are prepared to use the occasion as an event to 'show off' the achievements of students in their departments. Even though they may not be so integral to the success of the day, engaging the whole school in a community event will be positive for the school's morale overall.