

Main Enterprise Day



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Starter – Creative postcards

Introduction

Students are often unclear as to what is meant by creativity, often considering it to be a purely artistic quality. This starter aims to show them that not only can creativity be displayed in simple day-to-day experiences, but that they already demonstrate creativity all the time – though they are frequently unaware of it. Creativity is an aspect of their ability profile that they need to recognise in themselves before they can develop it and become adept in employing this essential part of their intelligence.

Task: Think, pair, share

Arrange students in groups. Ask them on their own to do the following:

1. **Think** of as many possible things that they **definitely can** use a postcard for and write them down.
2. **Pair** up with a partner and compare lists – adding any more that they hadn't thought of but their partner had.
3. **Share** with the rest of the group and compare lists.

Mini-debrief 1

Ask groups for examples of what they came up with. Ask students to raise their hands to show how many of them came up with, for example, 20, 15, 10, 5 possibilities. Write up on a flipchart the average number of ideas.

Then ask them on their own to:

4. **Think** of as many things as they can that 'you **definitely cannot** do' with a postcard.
5. **Pair** up with a partner and compare lists – adding any more that they hadn't thought of but which their partner had.
6. **Share** with the rest of the group.

Mini-debrief 2

Ask groups for examples of what they came up with. Ask students to raise their hands to show how many of them came up with 20, 15, 10, 5 possibilities. Write up on a flipchart the average number of ideas.

7. Compare the two averages.
8. Point out that most people can think of more things a card *cannot* be used for than things it *can* be used for (and, hopefully, they will have done the same!).

Main Enterprise Day: Session 1 *continued*

Plenary

Make the following points:

9. Inventing new uses for a mundane object that everyone thinks they know the obvious uses for, is a simple example of how we can all be creative. (Point out things like using a trainer to keep a door open or eating a TV dinner off a large book!)
10. Point out that some of their suggestions may not have been practical (and some may have verged on the ridiculous!) but that they all demonstrate thinking 'outside the box' and that even though a new idea isn't in itself useful:
 - it can still trigger other ideas that are
 - in deciding why it won't work, we clarify in our own minds the criteria for successful new ideas.

Task: What if?

11. Royal Mail are going to produce a new range of postcards with different characteristics. Ask students in their groups to come up with at least one use for each of the following variations. What if the postcard is:
 - waterproof
 - heat sensitive
 - trackable by satellite
 - completely rigid
 - scented.

Student-led plenary

12. Ask groups to volunteer ideas for each of the variations, explaining what their new use is and who it would benefit. Then point out that:
 - the range of possibilities isn't fixed in time so new possibilities will arise as technology/markets/lifestyles evolve
 - we also need to understand that our range of creative ideas isn't static. As with our working intelligence, it changes over time and we can practise to improve these skills.

Extension

If students had to sum up one simple creative idea they have had about anything in no more than 15 words, what would they write? Give them a blank postcard to write it on and tell them that the best five will be read out (no names!). This will further demonstrate that they can apply their newly awakened skills to other situations.

Who needs a postal service?

Introduction

This is an 'Audience and purpose' thinking skills activity that develops group working skills and acts as reference point for students developing their own in-school mail service later in the session. You should subdivide your large group into smaller subgroups in order to work on this activity.

Resources

Using the postal items sheets – which you should laminate if possible (see *Resources* at the end of this section) prepare sets of the 28 cards for each subgroup and place each set into an envelope (one envelope per group).

The postal items provided are:

- Private letter
- CD from Amazon
- Catalogue
- Invoice from a supplier
- Get Well Soon card
- Curriculum Vitae
- Tickets for a concert
- Package of replica football shirts
- Gas bill
- Phone bill
- Samples from patients
- Invitation to a party
- Application for a provisional driving licence
- Self-assessment tax forms
- Free teabags

- Hospital appointment notice
- Information about transporting livestock
- Letter from exam board
- School newsletter
- Lottery letter informing that you are a lucky winner
- Request for donation to a charity
- Drug test information
- Police summons
- Bank statement
- Birthday presents
- Machine parts
- IT supplies
- Shampoo samples.

Using the *resource sheet* featuring the words below prepare a set of 12 cards (again, laminated if possible) for each subgroup. Place them into envelopes for each group

Key words

1. PUNCTUALITY
2. RELIABILITY
3. TRUSTWORTHY
4. COST-EFFECTIVE
5. WIDESPREAD
6. CONFIDENTIAL

Definitions

- A. Available to all people in any location
- B. Honest
- C. Will do what they say will do
- D. Your information is not shared with anyone else
- F. Arriving on time
- G. Value for money

Starter task: (optional)

1. Ask the groups to brainstorm a range of postal items that are received by most homes. Ask groups to come up with three different types of postal items they know have been received in their homes over the past week.
2. Were any for them? If not, why didn't they get post when their parents/guardians did? What other ways of getting the information and products they needed did they use?
3. Establish that post is not the only way to get information but it is still vital to them and their families. Stress that it is likely to become more important to them personally when they leave school and begin careers.

Task:

1. Ask students to empty the postal items cards onto the group table upside down (blank side up) and divide the cards immediately so that every member of the group one has a roughly equal number.
2. Ask them to take turns in reading out the postal items so that the whole group becomes familiar with the range of items. For each item the reader should suggest who might be a likely sender and recipient (e.g. from a private house to a bank).

3. Assign a destination/customer identity to each group from the list below:

- family home
- small business
- school
- hospital
- football club
- remote farm.

(You can change or add others to suit your particular group.)

For each of these identities, assign a member of staff at a marked location around the hall.

4. Ask groups to look again at the 28 cards but this time in the role of their assigned customer identity.

They need to identify the six items most likely to be delivered to this address (they may well be able to identify more but they have a strict limit of six).

For each item they should explain why it is appropriate for their destination. To encourage discussion, each member of the group should suggest one item to be included.

Each group should take their selected cards to the member of staff representing their destination/customer identity at the appropriate location around the hall. They should explain briefly why they have chosen these items and identify what they think would be the most important item – the one that the receiver could not do without.

Mini-debrief 1

Staff at the locations around the hall should report back on:

- which items were most commonly mentioned.
- which were the least commonly mentioned.

Mini-debrief 2

Ask students:

- which items were common to several groups and which are unique, and why
- what would happen if the mail wasn't delivered?

Establish that just as different postal items are important to different customers, so different aspects of the service are valued for different reasons.

Task:

5. Explain that they should now empty the second envelope containing the six keywords and definitions – telling them that the numbers and letters are not related.

Ask groups to match up the keywords and definitions.

6. Thinking in the customer role they had from the earlier task – groups should now decide which of these attributes of a postal service is:
 - **essential** (*must have*)
 - **desirable** (*good to have*), or
 - **additional** (*an extra but not vital*), for their customer identity and give reasons why.

Thinking point

Ask them to think about which of these attributes are unique to businesses and which can also be displayed by the employees of that business. Are they attributes needed by all, most or some employees in any career?

Plenary

Make the following points:

7. We have established that people value an organisation like Royal Mail for different reasons. Why is it important to be aware of what those reasons are?
8. We understand that people can hold different views of the same service. How can knowing those views help a business to better serve its customers in the future?
9. If we were to try to set up a similar system in school, which of the keyword attributes would be essential, desirable or merely additional for us?

How can we make a school mail postal service work?

Introduction

Having investigated students' creativity and considered what makes a postal service work on a national level, students are now invited to apply their learning so far to a hypothetical case study 'Can we make a mail service work for our school?'

Resources

Prepare a version of the 'five 'W's' sheet blown up to A3 size (see *Resources* at the end of this section).

Task: Reversals

Arrange students in groups of 5 or 6.

1. Get students started by using a reversal technique. Ask them to think 'What would a really bad school postal service be like?'

This is a good way to start off because imagining negatives is easy. We can all name bands or songs we hate but asked to be precise about the best five bands/songs we can argue for hours! Explain that to help us define what we *do* want, we start with looking at what we *don't* want. Brainstorm what a really bad school postal service would be like (students could be reminded of some of the attributes for a good service from last session).

2. Use a scribe to create a list of six major 'bad' attributes.

3. For each negative ask the groups to come up with a positive aspiration. For example:

- Bad = it costs £1 for each letter
- Good = letters sent at affordable rate that costs £0.10p.

Each group could be assigned one negative attribute to make into a positive. Then ask them to give feedback.

Task: Satisfied minds

4. In the previous session we established that no matter how well planned a service is people will hold different perceptions of it according to their experiences and attitudes. As an important business idea is 'The customer is always right', business planning involves understanding what the customer wants. One way of understanding this is to imagine the finished service operating. What would customers say about it? Which aspects would they praise if it was running well?

Ask students to think in groups about the different aspects of a really good school post service.

- Imagine what satisfied customers would say if they were pleased with a new school postal service.
- What would people say about the cost, reliability, speed, operators, etc.

These comments can be written up as bullet points or mindmaps on sheets of A3 paper or flipcharts and presented to the rest of the group.

Mini-debrief

Take feedback from group spokespersons and try to cover a range of different aspects of customer interests (e.g. cost, reliability, speed).

Point out that thinking what a good product/service would look like helps us to set the criteria for success and tailor the service to our customers.

Task: What does the customer want?

Explain to the groups that now they have a good idea about what a well-run service could look like the next step is to ensure they know what their customers really do want in their school. Many may jump to the conclusion that a questionnaire is the answer to all their problems. But stress that the answers to these are only as good as the questions asked and the way they are asked.

Using the large A3 sheet of the 5Ws, introduce this technique to help people formulate questions: 5Ws or WHO? WHERE? WHY? WHAT? WHEN?

- 5Ws for customers – what questions do you need to ask your customers? e.g. WHO wants a year-round service?
- 5Ws for business – what questions do you need to ask your business? e.g. WHO will collect the mail?

Notes for teachers

This technique involves asking questions based on five initial question stems – the 5Ws. The idea is to encourage students to take part in questioning (an activity they rarely do). It is a good idea to model this for students by suggesting one or two they might not think up for themselves, e.g.

- WHO is likely to pay for a school delivery service?
- WHERE should advertisements for new customers be sited?

Students will generate some questions that are not likely to lead to particularly helpful answers, so to help them concentrate on the most effective questions ask the group to decide on the 3 or 5 most important questions asked in each category. Tell them they need to be able to explain why that question is important and the kind of information they hope it will reveal.

They should write up their questions on a 5Ws questions frame like the one provided.

Plenary

Ask students to explain what their top five most important questions are, and why they think it is important that these are asked.

Design your own postal service

Introduction

In this session we assume that the school is going to have an internal student mail system. The students will use this time to plan out how such a system could work.

Task:

Explain that students have the task of planning how their own postal system would work. Tell them at the outset that they will later be presenting and explaining their plan to the rest of the groups. Everyone should be involved in the presentations so they need to be clear about who will say what. Tell them that any visual aids they want to use to help with their presentation (such as a diagram, flow chart or mindmap) should be suitable for an audience sitting some distance away.

Planning points

Some key prompts for the groups to consider as they develop their ideas.

- Who are the customers? Decide on customer base. Is it for everyone or a selected area for trial (class vs year group vs all school)?
- What level of service will be offered? Is it just for occasions like Divali, Valentine's Day, Christmas or all year round?
- What are the tasks? Who will organise collection points, payment, delivery points, etc.?
- What are we each good at? Decide whether some group individuals are better at selling the idea to people than delivering the post.
- Who is responsible for each task? If group members are assigned specific roles, what must each of them do and what is the limit of their job description?
- What will you need? For example, notices, permission, stamps.
- What will it cost? For example, how much is needed to cover the materials; should any surplus be kept for school fund or charity? Who will handle the money? Where will cash be kept?
- How will the group know if the service is successful? Will success be measured in terms of items sent, the duration service lasts, money earned or customer evaluations?
- What are the risks? Which parts of the operation are likely to go wrong?
- What will be our contingency plans? What will you do if costs are too high or too few people use the service?
- What will our customer care be like? What will you do if people complain?

Preparing presentations

Introduction

All students should be involved in the group presentations and therefore in the preparation.

Task:

As this task will involve some students speaking to a larger group for the first time, you should suggest the groups do the following:

- decide who will say what and in what order
- make a list of bullet points for the main points they will raise
- follow a predetermined format, e.g. 'We decided to... the reason for this was... another important point was... one advantage may be... possible drawbacks include... overall... we decided... we believe that...'
- make sure presentation material is created at a size that the audience, not just the speaker, can see. Use bullet points, simple clear diagrams and a limited number of summarised points or prompt words
- don't try and put too much information onto a single Presentation aid
- use the common headings that you give them when giving their presentation, e.g. customer base, costs, employees, advertising, employee selection, risk evaluation and creativity/innovation.

Explain that each group will only have a limited amount of time (e.g. with 10+ groups four minutes is more than enough). Stress that they will be stopped if they take too much time.

Optional subtasks for future numeracy activities data

The following task would gather useful data that you could use for numeracy tasks later on after the Enterprise Day. Ask volunteer collators to collect information about costs, postal charges, expected profit, and expected numbers to be catered for. This information can be used in later lessons to calculate total profits and losses, compare group calculations and devise graphical representations of projected group earnings, etc.

Presentation

Resources: Evaluation sheet

All students will be asked to evaluate the groups' presentations by criteria using the evaluation sheet provided (see *Resources* at the end of this section). Prepare enough copies for each student.

Optional extension

A useful extension of this exercise is to allow presenting groups to answer one or two managed questions from the audience.

Task:

1. All groups should be asked to give a presentation explaining how their scheme would work against agreed criteria (customer base, costs, employees, advertising, employee selection, risk evaluation and creativity/innovation). While this is happening, other students will complete the evaluation sheet. What they should be asked to assess is:
 - which were the strongest and weakest arguments from each group
 - one thing each group could improve before their next presentation
 - which group was most convincing during the presentation
 - why their arguments were stronger than those of the rest.
2. At the end of the presentations ask students for their scores from the evaluation sheets and use a flipchart and scribe to record the overall picture. Stress that the highest scoring scheme will not necessarily be the best.

Evaluation

As teacher/facilitator you should draw out the positive points in all the presentations:

- In particular, highlight the problem-solving, prediction and planning skills as these are clearly in demand in the workplace.
- Point out, and emphasise, how all of the presentations will have incorporated creative elements to greater and lesser extents.
- Mention how students will all have contributed as individuals and as a team – both attributes of a successful modern employee.
- Describe how in presenting their ideas they have also presented a vision of themselves that they would not normally show. The formal nature of the talk is an excellent way of developing their ability to present themselves effectively to future employers.

A Royal Mail guest could be asked to adjudicate, with prizes being given to the best/highest scoring group.