Apax-Mosaic Enterprise Challenge 2013/14
Teacher and Mentor Resource Pack
Apax-Mosaic Enterprise Challenge Partners

This is the fifth year of delivery of the Apax-Mosaic Enterprise Challenge and the competition has grown in scale each year. This growth has only been possible due to the commitment and support of Mosaic’s sponsors and partners.

Supporters

The founding supporters of the Enterprise Challenge competition are the Apax Foundation, the charitable arm of Apax Partners. Funding the competition since its inception in 2008/9, their continued support has been a significant factor in the competition’s growth and popularity today.

Since 2011, the Department for Communities and Local Government has provided match funding support, enabling Mosaic to extend the reach and scope of the Enterprise Challenge.

Other partners include:

• Totem Learning – the providers of the business simulation game. Totem are a provider of learning solutions, including ‘serious games’ for organisational learning and development
• Business in the Community – particularly the Business Class team who provide a strategic framework that enables businesses to form meaningful, sustainable relationships with schools
• Hogan Lovells LLP – a global legal practice who, as long-time supporters of Mosaic, have hosted the National Grand Finals each year, as well as providing judges to the judging panel
• The Prince’s Youth Business International – a global network of independent non-profit initiatives helping young people to start and grow their own business
• Learning to Work, Spark London, Skillforce and SATRO Woking, our delivery partners

The Enterprise Challenge has been an absolutely fantastic experience. We have thoroughly enjoyed helping the girls we have been involved with to learn essential business principles, to improve their entrepreneurial skills and to encourage their career aspirations and confidence.

Imogen Francis, SGH Martineau
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>2</td>
</tr>
<tr>
<td>Mosaic</td>
<td>3</td>
</tr>
<tr>
<td>What is the Apax-Mosaic Enterprise Challenge?</td>
<td>4</td>
</tr>
<tr>
<td>The competition in detail</td>
<td>5</td>
</tr>
<tr>
<td>Teacher and mentor roles during the competition</td>
<td>7</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>8</td>
</tr>
<tr>
<td>Appendix 1 Technical requirements for teachers and IT departments</td>
<td>10</td>
</tr>
<tr>
<td>Appendix 2 Competition rules</td>
<td>12</td>
</tr>
<tr>
<td>Appendix 3 Best practice guidance for delivering Enterprise Challenge sessions</td>
<td>13</td>
</tr>
<tr>
<td>Appendix 4 Session plans</td>
<td>15</td>
</tr>
</tbody>
</table>
Dear teachers and mentors,

Thank you for your participation in this year’s Apax-Mosaic Enterprise Challenge. If you have previously participated, welcome back! If you are new to working with us, a very big welcome to Mosaic and I trust that your experience will be a rewarding one.

The Apax-Mosaic Enterprise Challenge grows bigger year on year and the 2013/14 competition is no different; we aim to reach up to 5000 children in over 100 schools, supported by almost 500 business mentors! Crucially, while increasing scale, Mosaic also continually seeks to increase the quality of our programmes. Our success in this area has been formally recognised by the Mentoring and Befriending Foundation who, in May 2013, awarded Mosaic Approved Provider Status for mentoring services – the industry standard for quality assurance. Similarly, in July 2013 Mosaic was honoured to win a Big Society Award by Prime Minster David Cameron MP. The award is recognition of Mosaic’s achievements in bridging the gap between aspiration and achievement for young people.

Given the above, I am confident that your and your students’ involvement with us will be beneficial, enlightening and, indeed, fun! Once again, thank you for working with Mosaic and please be sure that we are here to support you throughout your involvement with us.

Best wishes

Jonathan Freeman
National Director
Mosaic

Founded by HRH The Prince of Wales in 2007, Mosaic’s mentoring programmes create opportunities for young people growing up in our most deprived communities. Our programmes are delivered by volunteers and lift the aspirations of young people, closing the gap between those aspirations and their attainment. By linking young people with inspirational role models in this way, we boost their confidence, self-efficacy and long-term employability.

Mosaic currently operates in five regions of the UK – London, North West, South East, West Midlands and Yorkshire – and has international reach through our International Leadership Programme. In the academic year 2012/13, Mosaic directly supported 5,000 young people in 140 schools and other institutions, supported by over 900 volunteers. 83% of our UK beneficiaries were drawn from the 20% most deprived areas of the country. Mosaic’s International Leadership Programme supports 80 young leaders from 16 countries.

Mosaic’s schools programmes have received independent accreditation through the Approved Provider Standard of the Mentoring & Befriending Foundation, providing us with very important external recognition of the quality of our programmes. In addition, Mosaic’s programmes have been independently evaluated by Demos, the leading research organisation, which described its programmes as “very well run and both the mentors and mentees reported significant benefits in taking part”.

Mosaic is an initiative of Business in the Community (BITC), part of the family of charities overseen by The Prince’s Charities, the largest multi-cause charitable enterprise in the United Kingdom. Mosaic is overseen by a national Advisory Board and each of the regions in which we operate benefits from the direction of a Regional Leadership Group.

Unlocking the talent and realising the full potential of every young person, whatever their background or circumstances, is a cause close to my heart. It gives me great joy to see the sense of self-worth and belonging Mosaic provides by extending that much-needed helping hand to those of our diverse communities who need it most.

HRH The Prince of Wales,
Founder of Mosaic
Mosaic’s Enterprise Challenge is an inter-school competition which encourages a spirit of entrepreneurship amongst young people. It is offered to secondary school students in years 7-11 (Mosaic recommends that years 9-11 are likely to get the most from the competition).

In addition to encouraging an understanding of business and enterprise, participants also develop a number of other transferable skills such as:

- Confidence
- Self-efficacy
- Team work
- Practice at meeting deadlines
- Clarity of expression
- Lateral and creative thinking
- Flexibility and adaptability

The competition has become an annual fixture in the school calendar, with schools and students excited to take part. This will be our sixth year delivering the Challenge.

**Competition structure**

The competition begins in January and runs until spring half-term in February, with Regional Finals taking place in March and the national Grand Finals taking place in May. Schools enter teams of three to five students aged 11-16. Schools may enter as many teams as they like, as long as Mosaic is able to recruit the necessary amount of mentors to support those teams. The competition is split into three main stages:

**STAGE ONE – All teams receive mentoring in the two key elements of the competition:**

1. **Ethical business**, where students learn about responsible business before completing an assessment accounting for 30% of their marks during the competition;

2. **Business simulation**, where students learn about business principles. Teams play an online business simulation game during which they produce, market and sell one of five products. This accounts for 70% of a team’s marks during the competition.

**STAGE TWO – Regional Finals**

Mid February marks the end of stage one and the beginning of stage two. Scores from the ethical business assessment are combined with scores from the online game to give Mosaic the five highest scoring schools in each region (London, South East, Midlands, Yorkshire and North West). Teams from those five schools are then invited to a Regional Finals event where they are required to make a business pitch to a panel of judges. Regional Finals will take place between 17th and 29th March 2014, with specific dates to be confirmed by Mosaic Regional Managers. The winners of these regional events are then invited to the National Grand Finals in London on May 1st 2014.

**STAGE THREE – National Grand Finals**

The five teams at the Grand Finals (one team from each region) will play the online game once more to try and record the day’s highest score. Teams will also deliver an extended presentation to a guest panel of judges about their business idea and will receive a score for this to be added to their game score that day. The overall winners are the school who receive the highest total score on the day.
The ethical business element of the Enterprise Challenge accounts for 30% of a team’s overall marks and requires students to think about the ethical dimensions of a business and how this contributes to its profit making objectives.

Students are provided with mentoring sessions focusing on elements of ethical business. The content of the sessions comprise of:

- Presentations
- Games
- Case studies

Teachers lead these sessions, supported by mentors and both teachers and mentors are given resources which help to introduce the subjects and guide students through their discussions. Students are then required to complete an online assessment which tests their understanding of ethical business.

Teachers are responsible for ensuring that students complete their assessments by no later than Friday 14th February 2014.

The online business game played by students during the competition accounts for 70% of a team’s overall marks and sees all students play a business simulation game, during which they must produce, market and sell one of five products within the game – a laptop, an iPad, an iPod Mini, a car alloy or a diamond ring.

In-game screens allow students to:
- Review the market for each product, in order to decide which they wish to sell;
- Choose the attributes of that product, for example the kind of quality it will have and how it will be priced (based on the market research);
- Pick a sales channel for the product, i.e. direct sales, a sales distributor, or an agent.

Once students have completed the above steps, they are ready to begin trading over a three year game cycle. Students then make decisions in real time about everything from staffing levels and factory purchases, though to amending their product’s price in response to competitor actions. Students can control the game speed so that the three year cycle is completed in as little as 15mins for quick game play. Alternatively, the game can be slowed down to enable more in depth game play and analysis over 45mins. During the game, students receive prompts at different stages from their bank manager, IT team and in-game mentor. These prompts give the students tips about areas they ought to focus on.

At the end of trading, the system generates information relating to:
- their net profit;
- their gross profit;
- their end of cycle cash flow;
- their end of cycle market share.

This information should be printed out after each game cycle. Teachers are responsible for collecting and keeping these so that students can monitor their performance and also so that they have proof of game scores.
Competition schedule

The first stage of the competition begins w/c Monday 6th Jan 2014 and ends on Friday 14th February 2014. During the half-term week, Mosaic will analyse the scores recorded by teams and invite the five highest scoring teams from each region to a Regional Finals event where they will battle it out for a place in the national Grand Finals. Regional Finals will take place during the 17th – 29th March (specific date tbc). The national Grand Final will take place on Thursday 1st May 2014.

Regional Finals – 17th – 29th March

Teams who make it to the Regional Finals will receive full instructions about what they need to do when they receive their invitation to attend. In summary, they will need to prepare a three minute presentation about a social enterprise which benefits their school and which they are seeking funding for. Each team member will need to contribute. Presentations will be judged on the day and the highest scoring team will be invited to London to participate in the Grand Finals. For teams that make it to the Regional Finals, Mosaic will arrange a minimum of two additional hours of mentoring to support their preparations.

Grand Finals – Thursday 1st May 2014

The winners of the Regional Finals will be invited to the Grand Final event in London. Again, full instructions will be sent out with invitations but students will prepare a pre-presentation form which outlines their business idea; this will be sent to judges prior to the finals for assessment. On the day, students will play the game once more to try and record their highest net profit. Additionally, they will expand their presentations to five minutes in length, for delivery to our guest panel of judges. For teams that make the Grand Finals, Mosaic will arrange at least three additional hours of mentoring to support their preparations.

The winning school will be the one that accumulates the highest total score from their pre-presentation forms, online game score on Finals day and business pitch.

The winning school will receive:
- A winner’s trophy and shield with the school name engraved
- Individual winners medal
- A cheque for £2500 for the school
- £500 investment into their social enterprise idea
- Specialist mentoring to help bring their idea to life
- A range of other goodies revealed on the day! (in the past, students have won Samsung Notebooks and visited 10 Downing Street)
Teacher and mentor roles during the competition

**Teachers**

If you are the teacher responsible for administering the competition at your school, it is our expectation that you will be our primary contact. You will be the person whom we contact with and for information and you will be the person we expect to provide support to students. The following represents your key responsibilities:

- Conduct initial compatibility test to ensure your school’s technology supports the Enterprise Challenge software (see appendix 2);
- Participate in an Enterprise Challenge training session;
- Prior to the competition beginning, familiarise yourself with the materials and the game;
- Submit to Mosaic the number of teams you wish to enter, including the name of each team and the names, ages and demographic data of the students in each team by Friday 29th November 2013;
- Host a planning session, arranged by your Mosaic Regional Manager, in order to meet the mentors who have chosen to work with your school;
- Prepare in advance for all mentoring sessions, ensuring rooms have working computers and printers, as well as internet access. Ensure that you have printed any relevant resources (please refer to appendices 4 & 5);
- Participate in all sessions. You will agree in your planning meeting with mentors who will lead on the delivery of specific content. Please note that you are required to be present during all sessions;
- Issue usernames and passwords to students after they have completed their ethical business assessments. Also, collect and keep student records of each game play (students should print their records of achievement after each game cycle);
- Ensure students complete their Ethical Business Assessments by Friday 14th February 2014;
- Ensure students complete feedback forms at the end of the last session.

**Mentors**

Mosaic mentors do not require formal qualifications to participate in this programme. Some understanding of business principles is welcome but far more important is that volunteer mentors have the confidence to impart these principles to students in a fun and engaging way. Mentors should support students to find solutions for themselves. As a mentor on the Enterprise Challenge, your responsibilities are as follows:

- Participate in a training session and then familiarise yourself with the materials and online simulation game prior to mentoring beginning;
- Participate in sessions (often these are six sessions of one hour duration, however a variety of options may be available – please check with your Regional Manager for school specific information);
- Lead explanation of concepts and offer guidance to students through discussion and asking (and answering) questions;
- Provide examples from personal and professional experiences;
- For mentors whose teams make the Regional Finals, be available for a further 2 hours of mentoring support;
- For mentors whose teams make the National Finals, be available for a further 3 hours of mentoring support.
What does a typical mentoring session look like?

Enterprise Challenge sessions differ slightly from one school to another depending on facilities, number of participating students and existing curriculum commitments. Mosaic has designed six session plans to cover all content required (please see appendix 5). Schools may choose to run mentoring sessions during curriculum time (e.g. hourly sessions once weekly for six weeks), as an after school club or during an Enrichment day when all six hours of mentoring will run back to back. Times and frequency of sessions will vary from school to school and will be confirmed during the planning meeting with your Mosaic Regional Manager and the co-ordinating teacher.

Can students from previous years enter again? If so, is the competition sufficiently changed so as not to give them an unfair advantage?

Mosaic’s Enterprise Challenge is hugely popular with students and it is a testament to the competition’s popularity that many students from previous years want to re-enter and improve their performance. Mosaic therefore tweaks the competition each year to ensure a level playing field as far as possible. The only element of the competition which doesn't change substantively is the online game element and though this accounts for the majority of a team’s marks, it is also the element which acts as the greatest leveller for students.

Can students be given their scores for each stage at the end of that stage?

Mosaic’s policy is to give all schools details of their students’ performance only at the end of the competition, i.e. after the national Grand Finals. From an administrative perspective, this is easiest to manage and allows us to focus resources on supporting schools and mentors who have reached the next stage of the competition. Further, it is felt that it may be demotivating to students to be given end of stage results where they have not performed as well as their peers. Mosaic would like students to focus on all aspects of the competition and recognise the journey they are undertaking, rather than focussing on specific results.

How many mentors will be assigned to a school?

This depends on the number of students participating at a particular school. Mosaic’s preferred ratio of mentors to students is 1:10; however, this may not always be possible. It is also worth remembering that teams of mentors are assigned to a school so that mentoring responsibilities are shared.

What happens if mentors are unable to attend a session?

Mentors are asked to contact their Regional Manager, their fellow mentors and their teacher as soon as possible if they are unable to attend a mentoring session. With enough notice we may be able to mitigate against the absence but it is vital that we know quickly so that we are able to plan the best way of managing that session.

If my school reach the Regional and/or National finals will I be able to attend with them?

Yes. Mentors who have worked with Regional or National Finalists will be able to attend those finals events alongside teachers who must accompany teams. For the Grand Finals in London, Mosaic will pay for one teacher and two mentors to travel with the finalist team (up to five members who Mosaic also pay travel expenses for). Where additional teachers wish to travel, the school will need to meet these costs. Where additional mentors wish to travel, they will need to speak with their Mosaic Regional Manager who can advise as to available guest spaces.
The overall competition winners will have a secret fun day out in London. It is usually the case that only two teachers and two mentors will be able to accompany the team on this. Please discuss with Regional Manager who this will be as it can be dependent on the nature of the prize.

Given that the Grand Finals day involves an early start, it may be that non-London and South East schools wish to travel down the previous evening and stay overnight. Where schools wish to do this, Mosaic can assist with booking accommodation and subsidising the cost. Please discuss further with Mosaic’s Enterprise Challenge Coordinator.

Please also note that for the Grand Finals:

- Finalist teams will have to be at the Finals venue for approximately 10am
- The winning team will usually need to spend the whole day in London, with their day of secret prizes coming to an end at approximately 6pm please be aware of this when obtaining the necessary parental permissions for students to travel
- Mosaic will book cars to take the winning team, and their teachers and mentors, from one venue to another
- Promotional photographs will be taken of students (this is also true of Regional Finals). Please ensure parental permission for this so that students do not miss out on having their proud moments captured

I have a busy schedule; do I really need to attend training sessions and planning meetings?

It is really important for mentors and teachers to attend the sessions relevant to them. Not only does it crystallise your knowledge about the programme but it also strengthens the overall offer to students, as teachers and mentors are very clear in what their roles and responsibilities are. This is true even if you have participated before.

I have my own ideas/resources for the best way of introducing a particular topic. Can I use these or must I stick to Mosaic’s resources?

Teachers or mentors who have their own ideas for how to conduct a session are encouraged to share these with their Regional Manager. Mosaic is always trying to improve our resources and it may be that your ideas can be incorporated into the suggested lesson plan. However, as a basic rule of thumb, Mosaic has received expert guidance and taken great care to put together effective and relevant resources for our students and we ask that you stick to these as closely as possible. This allows for a standardised programme across the UK and assists our efforts in monitoring the student experience and improving the quality of the programme.
Once a school has signed up to participate in the Enterprise Challenge, Mosaic will forward them a URL to the website which hosts the business simulation game. Here, teachers will be required to complete a compatibility test to ensure that their school software is sufficient to handle the game being played simultaneously on multiple machines. Once a school has completed the compatibility test (please let us know this has been completed by emailing our Enterprise Challenge Coordinator at mosaicenterprisechallenge@bitc.org.uk), they will be told immediately whether their IT system is sufficient. If it is, there is nothing further you will need to do and you will receive log-in details for your students within five working days.

If there is a problem with any aspect of your IT systems, you will be directed to a page which has some hints and tips which may resolve your issues (it may be that you wish to liaise with your IT department at this stage). If the problem still cannot be fixed, please email Mosaic at mosaicenterprisechallenge@bitc.org.uk.

Typically, a school will need to ensure the following system requirements are present:

### Software Requirements

The Business Game was developed using a web technology called Flash (from Macromedia). In order to use it, PCs must have Flash Player installed.

To obtain or upgrade Flash player you simply need to visit the Macromedia web site at www.macromedia.com and click on the ‘Download Flash Player’ link.

The business game has been known to be blocked by security firewalls when playing in a school environment. However once your IT technicians allow the games URL through the firewall the game should load without any problems.

For higher versions of Adobe Flash Player, such as Adobe 11 (the latest version), the following system requirements are recommended for optimum performance:

### Hardware Requirements

The Business Game has been designed to run on PCs which are running any of the following versions of Microsoft Windows:

- Windows 8
- Windows XP (Home and Professional editions)
- Windows ME
- Windows 2000
- Windows 98

The hardware specification (detailed overleaf) is a recommended level below which users may find that the game begins to slow down:

Processor: 1 GHz Pentium 3 or equivalent

Memory: 256 MB (128 MB – Win 98)

Graphics: no dedicated 3D support needed

Audio: basic sound capabilities are required for audio and sound effects

Peripherals: Keyboard, mouse, monitor and printer
**System Requirements**

**Windows**
- 2.33GHz or faster x86-compatible processor, or Intel® Atom™ 1.6GHz or faster processor for netbooks
- Microsoft® Windows® XP (32 bit), Windows Server 2008 (32 bit), Windows Vista® (32 bit), Windows 7 (32 bit and 64 bit), Windows 8 (32 bit and 64 bit), or Windows Server 2012 (64 bit)
- Internet Explorer 7.0 or later, Mozilla Firefox 17 or later, Google Chrome, Safari 5.0 or later, or Opera 11
- 512MB of RAM (1GB of RAM recommended for netbooks); 128MB of graphics memory

**Mac OS**
- Intel Core™ Duo 1.83GHz or faster processor
- Mac OS X v10.6, v10.7, or v10.8
- Safari 5.0 or later, Mozilla Firefox 17, Google Chrome, or Opera 11
- 512MB of RAM; 128MB of graphics memory

**Linux**
- 2.33GHz or faster x86-compatible processor, or Intel Atom 1.6GHz or faster processor for netbooks
- Red Hat® Enterprise Linux® (RHEL) 5.6 or later (32 bit and 64 bit), openSUSE® 11.3 or later (32 bit and 64 bit), or Ubuntu 10.04 or later (32 bit and 64 bit)
- Mozilla Firefox 17 or Google Chrome
- 512MB of RAM; 128MB of graphics memory

**Note:** Flash Player 11.2 is the last supported Flash Player version for Linux. Adobe will continue to provide security updates.
Appendix 2

Competition Rules

Below outlines the main competition rules that apply to schools and students. If any aspect of these rules is unclear, please contact Mosaic’s Enterprise Challenge Coordinator on 020 7566 8734.

i. Teams must consist of three to five students and only students currently attending the school may participate.

ii. Players must be aged 11-16 inclusive on May 1st 2014.

iii. Schools must facilitate a minimum six hours worth of mentoring, plus an additional two if you make the Regional Finals and a further three if you reach the National Grand Finals.

iv. Schools must submit the number of teams they are entering in the competition, along with names, ages and demographics details of all participating students to Mosaic by no later than Friday 29th November 2013.

v. There is no upper limit to how many teams a school may enter as long as Mosaic can recruit the requisite number of mentors to support them. Please discuss with your Mosaic Regional Manager.

vi. The competition begins w/c 6th January 2014. Mentoring cannot begin before this time.

vii. The system for playing competitively and recording high scores will become active at midnight on Monday 6th January 2014 and will remain open until midnight on Friday 14th February 2014. Only scores recorded during this time will count towards final marks.

viii. Ethical business assessments must be completed by Friday 14th February 2014.

ix. Once schools provide complete details of the teams being entered into the competition, they will be given log-in details for those teams in the form of a username and password (one set per team). These cannot be altered and will need to be kept safe by teams as they will be the only means of matching game scores with students.

x. Once team names are submitted to Mosaic, they cannot be changed and must also be used by students when they take their ethical business assessments. This is very important. Teams who input a different team name on their ethical business assessment form will receive no marks.

xi. Students are encouraged to play as teams. Although students can log-in separately at the same time, scores may be corrupted if working in this way. Where possible, students ought to log-in to one computer and play together.

xii. Students are working towards the highest NET PROFIT they are able to obtain. Only in the unlikely event that two teams have amassed the exact net profit will Mosaic take into account their gross profit.

xiii. Teams will only have ONE attempt to sit their ethical business assessment.

xiv. Scores, both for the ethical business assessments and the online game will not be divulged until after the National Grand Finals event. Post-finals, league tables will be made public and a copy sent to each school. MOSAIC WILL NOT ENTER INTO DISCUSSIONS ABOUT SCORES BEFORE THE FINALS EVENT.

xv. At the Regional Finals, only one team per school may be represented. In the event that your school ends up with more than one team qualifying for these finals, you will be required to pick up to five students from across the teams to represent your school. Where this happens, the next highest scoring team from another school will be promoted to Regional Finalists.

xvi. Schools will be notified by Mosaic that they have made the Regional Finals by 2pm on Monday 24th February 2014.

xvii. Upon being notified that your school has reached the Regional and Grand Finals you will receive the format and rules for those events.

xviii. The Regional and Grand Finals will include photographers. Finalist teams will be required to pose for photographs, some of which will be used on the Mosaic website and in our promotional material.
Best practice guidance for delivering Enterprise Challenge Mentoring Sessions

The following represents some suggested guidelines for both organising and delivering mentoring sessions on the Enterprise Challenge. These guidelines apply to all sessions.

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<thead>
<tr>
<th>Timings</th>
<th>Teachers</th>
<th>Mentors</th>
<th>Tips</th>
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<tr>
<td>15 mins prior to session</td>
<td>Try to ensure you are in Reception to greet mentors and show them to where the mentoring will take place. Where this is not possible, leave clear instructions with Reception staff that they should expect volunteers and be prepared to point them in the right direction.</td>
<td>Arrive at Reception and sign in. Ask for the named teacher as provided to you by Mosaic.</td>
<td>Mentors should allow themselves extra travel time to ensure they arrive early. Teachers should ensure they have printed enough copies of any handouts.</td>
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| During pre-session briefing | Teachers and mentors should discuss:  
• The number of students in the class and how they will be split  
• Resources available in the room  
• Who will do what, when  
• Materials and whether there are additional items required | Mentors should consider how they will introduce themselves to students if this is the first session. | It is good practice to have a briefing prior to and following each mentoring session, if only for a few minutes. This is in order to review what went well, what might be done differently and any issues arising from the session. |
| Session begins Competition Intro & ice-breaker 30mins | If this is the first session, teacher should welcome students and mentors to the session, introduce the Mosaic Enterprise Challenge and facilitate an ice-breaker session. In subsequent sessions, teachers should thank mentors for giving their time and reiterate to students that this is a competition and that they should have fun but work hard. | Participate in the ice-breaker. Relax, have fun and be open and engaging with students. Mentors can go straight into the session, recapping the previous session if necessary. | Teachers should refer to their notes about the competition timeline and ensure the classroom has video facilities to be able to show Mosaic’s promotional video. Mentors should remember their training to ensure students are kept engaged. |
### Timings

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<th>Session remainder</th>
<th>Teachers</th>
<th>Mentors</th>
<th>Tips</th>
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<td>Teacher will oversee the class ensuring that equipment is working, students are behaving etc.</td>
<td>Mentors should follow the session plans in this booklet to guide them as to what should be covered. Use the teacher’s time warning to begin wrapping up discussions. Reassure students that there will be time at the next session to continue discussions. Mentors should ensure students are printing game reports at the end of each cycle.</td>
<td>Teacher may want to take an active role in going around each group to ensure everyone knows what they are doing and are making progress.</td>
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<td>Approximately 10mins before the end of the session, teacher should give a time warning which prompts the class to begin winding up.</td>
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<th>End of session</th>
<th>Teachers</th>
<th>Mentors</th>
<th>Tips</th>
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<td>Teachers should thank mentors for giving their time and ensure that any work is handed into them by students. After the session teacher and mentors should spend 10mins debriefing. This ensures that any issues about the session are raised and can be resolved early.</td>
<td>Mentors should ensure, where necessary, that any work is collected and handed to teachers. Spend 10mins debriefing.</td>
<td>Teachers should keep any printed reports until the end of the competition. These should clearly have team names on them. During de-brief, an honest exchange about how the session went is most useful with any future actions, and/or feedback to Mosaic agreed.</td>
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SESSION ONE – INTRODUCTION TO ETHICAL BUSINESS

The following session plans are included to help you think about what ought to be covered during a mentoring session. The resources included contain ideas for introducing concepts to students and are included as an aid only. **Please do not feel you need to use everything provided.** For all sessions, pick and choose what is most appropriate based on the time available and the level of understanding amongst your group.

Ethical Business assessments account for 30% of student marks and must be completed by **Friday 14th February 2014**.

### Aims and objectives:
To introduce the Enterprise Challenge; get to know mentors & students; introduce the idea of ethical business

### Key learning outcomes:
Understand the basic elements of what an ethical business looks like

### Resources needed:
Whiteboard/projector; Enterprise Challenge promo video; Ice-breaker exercise; ethical business presentation; fishing game instructions; matchsticks; envelopes

### Points to note:
- These session plans are designed for one hour sessions. However, session length differs between schools according to timetable and curriculum commitments. Please pick from the resources activities/discussions which fit the time you have available to you.
- At the beginning of this session, the Enterprise Challenge should be introduced to students. The promo video should be shown and students should be made aware of the prizes they could win.
- Teachers should choose an ice-breaker from the ‘How to be a Mosaic Mentor’ resource pack for mentors and students to do as a rapport building exercise (please think about this prior to the session). This should last no longer than 15 mins.
- Teachers may use the slides provided to introduce ethical business or may introduce the content in their own way.

### Schedule

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<tr>
<th>Schedule</th>
<th>Resources</th>
<th>Teacher facilitation notes</th>
<th>Mentor notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Promo video</td>
<td>Welcome our mentors and introduce the Apax-Mosaic Enterprise Challenge to students by showing them our video and exciting them about the prizes on offer. Choose an ice-breaker from the ‘How to be a Mosaic Mentor’ handbook which mentors and students can use for their rapport building session. Explain the session and oversee the completion of it.</td>
<td><strong>Mentors should:</strong> come prepared to speak and answer questions about yourself. Favourite things, hobbies, family, your work etc will all be topics of interest to students.</td>
</tr>
<tr>
<td>15 mins</td>
<td>Ice-breaker exercise</td>
<td></td>
<td><strong>Mentors should:</strong> once the teacher has given an introduction to the topic, work with a group of students to play the fishing game, which should act as an illustration of sustainability.</td>
</tr>
<tr>
<td>30 mins</td>
<td>Ethical business presentation; fishing game instructions; matchsticks; envelopes</td>
<td>Introduce the idea of what a responsible business is, who stakeholders are and what the concept of sustainability is.</td>
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</tbody>
</table>
Resources 1

Below are the core slides which will help you introduce ethical business in your first session. You may present these to the class, or use them simply as an aid to discussion. However, because the first session is only an introduction, please do not spend too long on the slides. Time will be short and if extremely pushed go straight to the Fishing Game and use that as a backdrop to discussing ethical business, stakeholders and sustainability.

1. Holding slide
2. The lesson ahead: contextualising this element of the competition
3. Being a responsible business is about...
4. A company’s stakeholders
5. The sustainable fishing game

The full set of slides can be found at www.mosaicenterprisechallenge.co.uk

This video (not part of the above slides) may also be useful for explaining the idea of sustainability to younger students www.youtube.com/watch?v=B5NiTN0chj0
The Fishing Game – Detailed instructions (20-30 Minutes)

Material Required

- Several envelopes marked with different colours (a different colour for each group)
- Several small pieces of paper
- One big bowl/envelope for mentors
- 100 coins/matchsticks/any small objects easily counted
- One pen for each group

Before you start

- Split students up into their competition teams (three to five students per team)
- Each team is a company in the fishing industry competing in the same ocean
- The aim of the game is to end the fishing season with the most amount of fish. A fishing season lasts for three rounds
- Mentors will hold the big bowl/envelope representing the ocean. This bowl/envelope must not be see through as students cannot know the number of fish in the ocean
- The coins/matchsticks will represent the fish. To begin with there will be a maximum of 50 fish in the ocean

Rules

- We recommend you start off with 40-50 fish in the ocean. Whatever number you begin with, don't tell the students!
- The game should be split into three rounds which represent one fishing season
- Each round, each company (each team) will write down on a piece of paper the number of fish they want to take out of the ocean. They will put this piece of paper into their coloured envelope and hand to their mentor all at the same time
- The mentor will then randomly select each envelope and as long as the number of fish requested by the company does not exceed the number in the ocean, they will be granted their request. However, if the number they request is more than the number in the ocean they get nothing
- No company should know what the other companies request or receive, only whether they get something or not
- After each round, there is a short ‘breeding season’ where the number of fish remaining in the ocean doubles (coins/matchsticks are added to the bowl/envelope) and the next round begins
- The game is over after three rounds or when there are no fish in the ocean
- The company with the most fish at the point the game ends are declared the winners
The instructions below represent what the Fishing Game can look like with four teams playing. Please note that the game can be played with more teams. Mosaic recommends that the game is played with 4-6 teams.

E.g. Playing the Game: Round 1

- To begin 40 fish are placed in the sea
- Firms hand in their fishing requested in brackets
- At random the teacher picks Firm C first leaving 30 fish
- Then Firm B leaving 10 fish
- Firm A is next, but their request is too high and they get nothing
- Finally Firm D receives their 4

Round 2

- At the beginning of this season the remaining fish have doubled to 12
- Randomly Firm C goes first and 6 fish remain
- Firm A goes next taking all the remaining fish and the game is over
In the end Firm B was most successful, however, what does the result mean for the fishing industry?

*Note: this example is shortened and in most cases the game continues for several seasons*

Summary after playing the game once:

- The point of the game is to demonstrate the problem of overfishing
- Even if one team has ‘won’ have they really been as successful as they could be? (no, they could have survived longer and caught more)
- If there are no more fish left, the company with the most fish is better off in the short term and has been the most profitable. However, in the long run everyone loses because the ocean is now empty

Ask what they could do differently to be more successful next time.

- Do not tell students that they must collaborate to win but they are allowed to and would ideally come to this conclusion with minimal help from mentors
- If teams manage to collaborate with each other and fish sustainably then they all win

If you have the time, play the game multiple times and see if students can achieve sustainability i.e. show that they can run their businesses successfully over many seasons.
SESSION TWO – ETHICAL BUSINESS CASE STUDY

This session should further introduce ethical business concepts, with a particular focus on the case studies which students will take an assessment in during the next session. There are two case studies for students to choose from, both equal in length and carrying the same number of marks. **Students should choose only one to study.**

<table>
<thead>
<tr>
<th>Aims and objectives:</th>
<th>To cement the idea of ethical business; to consider case study examples ahead of student’s assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning outcomes:</td>
<td>Appreciate the case study examples of ethical business in action</td>
</tr>
<tr>
<td>Resources needed:</td>
<td>Case study material; PCs</td>
</tr>
</tbody>
</table>

**Points to note:**

- The length of sessions will vary according to a school’s timetable. Please choose the activities that will work within the time you have available to you.

- Teachers should spend 5mins reminding students what they did last session and describing what they will do in this session.

- Mentors will then lead the session, taking students through relevant content and making them aware that they will sit an assessment in the next session.

<table>
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<tbody>
<tr>
<td>10 mins</td>
<td>None</td>
<td>Thank mentors and remind students what they have already done and what they will be focussing on during this lesson.</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td>M&amp;S Case Study; McDonalds Case Study</td>
<td>Hand over to mentors to lead the remainder of the session</td>
<td><strong>Mentors should:</strong> recap the salient points from previous session: i.e. definition of ethical business, explanation of who stakeholders are and responsibilities towards them and explanation of what ‘sustainability’ is. <strong>Mentors should:</strong> once students are comfortable with the general themes, consider the case study material with them. Use some of the discussion points in resources 3 to elucidate understanding. <strong>Mentors should:</strong> explain that in the next session students will sit an online multiple choice questionnaire that they will need to complete in one sitting. The questionnaire should take 30mins to complete.</td>
</tr>
</tbody>
</table>
Resources 2 Case Studies:

Students must choose EITHER the McDonalds case study OR the M&S case study.

McDonald's Case Study

The following two pages contain the McDonald's case study which students will take a multiple choice assessment in. Go over it with them to ensure they understand the key themes.

Here are a few highlights of what we've been doing:

• Reducing our carbon footprint by over 60,000 tonnes of CO2 per year - the equivalent of taking over 14,000 cars off the road.
• Committing to using more renewable energy, which will allow us to cut carbon emissions and help to support the green energy industry in the UK.
• Recycling our used cooking oil, turning it into biodiesel for our delivery fleet.
• Saving more than 150 million litres of water every year thanks to the installation of waterless urinals.
• Operating litter patrols on the streets since 1982, picking up all litter - not just McDonald’s packaging for over 30 years. Our patrols walk almost 3,000 miles a week, a total of 150,000 miles a year.
• Using only whole cuts of British and Irish beef seasoned with just a pinch of salt and pepper.
• All our eggs are free-range and all of our bottled milk is organic.

Recycling

Our used cooking oil is recycled and converted into biodiesel which is then used by our delivery fleet. This saves 7,740 tonnes of CO2 emissions against using ultra low sulphur diesel every year. We also recycle cardboard from more than 95% of our restaurants, which removes over 13,000 tonnes of cardboard per year from landfill, and well as our kitchen milk bottles. Our delivery trucks collect the used cooking oil and cardboard when they deliver supplies, cutting the amount of journeys needed and the amount of fuel used.

We now also collect and recycle our used uniforms – potentially over 650,000 garments a year. In the longer term our uniforms will be recycled back into new material – a great zero waste solution. We continue to look at many other ways we can recycle our remaining waste, including trials to recycle other plastics and separate out food waste.

We use as much recycled material in our packaging as is safe and practical – for example all our takeaway bags, napkins and cup carriers are made from 100% recycled materials.

McDonald’s is at the heart of hundreds of communities across the UK. Not only do we employ over 90,000 people across our restaurants and in head office, but we also work with hundreds of suppliers and over 17,500 British and Irish farmers. By working together, we can make a big difference in lots of ways.
Good Food
We always strive to serve our customers high quality food that’s locally sourced whenever possible.

- In 2011, we spent over £320 million sourcing quality ingredients from Britain and Ireland.
- 100% of our beef is British or Irish.
- We use 100% chicken breast meat in our chicken products.
- All of our fish has been sustainably sourced since 2001.
- All of the eggs used across our entire menu are free-range (and have been for ten years).
- We won’t work with any supplier who doesn’t comply with the animal welfare standards required by UK and EU legislation.

Good Neighbour
Giving something back to local communities is something we’re passionate about.

Football focus
As the Official Community Partner of the four UK Football Associations, we’ve helped raise standards in over 6,000 local clubs and created over 20,000 new football coaches. Many of our individual Business Managers and Franchisees have played a big role at grassroots level, by sponsoring and supporting their local teams. In 2012, we combined all our football activities into one programme, McDonald’s KickStart. It offers once-in-a-lifetime experiences for young players and celebrates the heroes of grassroots football through special Community Awards – to find out more, go to mcdonalds.co.uk/kickstart. We’re committed to improving and celebrating football whenever possible – we’ve even got our own.

Sustainable sourcing
We are committed to providing high quality food and using the best raw ingredients. To help reduce food miles and support the local economy we source 100% of our beef, pork, organic milk and free-range eggs from Britain and Ireland, along with our salad crops when in season. We work closely with our trusted suppliers and their producers to identify and raise standards across farming practices. For example, back in 1998 we moved to using only free-range eggs across our breakfast menu, over 111 million eggs in 2012. We then worked with our suppliers to convert to free-range eggs across our whole menu, even in our sauces and the coating on our Chicken McNuggets. This took 10 years, but now means we’re the only quick service restaurant that uses exclusively free-range eggs. Every cup of coffee served in our restaurants is Rainforest Alliance certified, meaning the farms meet high environmental standards and protect the rights and welfare of their workers. Meanwhile, all of our fish is Marine Stewardship Council approved, with the fisheries being recognised as well managed and as using sustainable fishing practices.

Ronald McDonald House Charities
Our charity of choice for over 20 years, Ronald McDonald House Charities (RMHC) supports families with children in hospital, by providing free accommodation just a stone’s throw from their child’s ward. There are over 450 rooms available nationwide and families can stay for as long as they need to – whether it’s two days or two years. The charity’s biggest source of income comes from the collection boxes in our restaurants, through which customers give millions of pounds each year.

Litter Picking
We’ve been running litter patrols since 1982. Our litter pickers walk around 150,000 miles every year – that’s the same as walking round the world six times.

Being Green
We’ve put sustainability at the heart of our business plan. And the bright ideas and hard work of our people have helped us to start making a real difference.
- Our used cooking oil is recycled and turned into biofuel to power our delivery fleet.
- 15,000 tonnes of our waste is turned into electricity every year.
- We’re working to cut carbon emissions from our beef farms with a pioneering initiative.

Farm Forward
We really value our farmers which is why we launched the Farm Forward initiative in March 2012. It aims to create a secure future for British and Irish farming by helping young farmers into the industry, as well as supporting existing farmers.
M&S Case Study

The two following pages contain the M&S case study which students will take a multiple choice assessment in. Go over it with them to ensure they understand the key themes.

Marks and Spencer Plan A

Quality, service, innovation, value and trust are Marks and Spencer’s values. Marks and Spencer is over 100 years old!

Because Marks and Spencer realises all of these values it decided to create a plan to help people called Plan A in 2007.

It started with 100 commitments and is called Plan A because there is no plan B. They made plan A because products are getting more expensive and populations are growing and the climate is changing and therefore there are less resources for people.

Plan A challenges Marks and Spencer’s way to do business which makes Marks and Spencer use less fuel and reduce carbon emissions and they also recycle all their clothes hangers and fridges to reduce energy.

Marks and Spencer also want people to swap their stuff and clothes with other things to recycle clothes. They call it SHWOPPING which is a mixture of shopping and swapping.

They give things to charities like OXFAM and help people in poverty. Marks and Spencer wants to keep their business sustainable to help nature with keeping rainforests and bees and butterflies and water.

Marks and Spencer also do not test their products on animals because they care about animals.

They also care about people and their workers and customers, so they teach them and train them and they want to them to have better skills and a good place to work in.

They also started the Marks and Start programme to help people in the streets and people that do not have homes or people with disabilities. They plan to do this by offering some of these people job opportunities in stores or their new warehouse (Donington).

Also, they want to make their food better and they put better labels and do not use as much salt or colours as before. Marks and Spencer want to become the world’s most sustainable retail company.
Towards sustainable retail

Customer experience

2007
Plan A
100 commitments launched

2008
17 Plan A commitments achieved

2009
39 Plan A commitments achieved

2010
Plan A extended to 180 commitments and 62 were achieved

2011
95 Plan A commitments achieved

- Eco stores open at Bournemouth, Glasgow Pollock and Galashiels
- Launch of Think Climate Week at 30°C
- M&S and Oxfam Clothes Exchange launched
- 5p Food carrier bag charge results in 80% reduction
- M&S’s 125th anniversary fundraising challenge raises a total of £2.8m for local charities
- Launch of Simply Fuller Longlife food range
- M&S coffee partner Macmillan Cancer Support’s World’s Biggest Coffee Morning and help raise £400,000
- One Day Wardrobe Clear-Outs launched with Oxfam

50

Where we started

Behind the scenes

2007
- Teardrop aerodynamic trailers launched
- Plan A Champions in all stores
- Supplier Exchange best practice programme launched

2008
- £40m invested in Plan A
- All artificial colours and flavouring removed from M&S food
- Suppliers open four eco-factories

2009
- Plan A breaks even
- Certified to the Carbon Trust Standard for reducing CO2 emissions
- Over 20% reduction in waste from M&S stores, offices and warehouses

2010
- Plan A generates £50m in net benefit
- 35,000 free home energy monitors distributed to employees
- £50m Plan A Innovation Fund launched
- 10 Ethical Model Factories set up by suppliers

2011
- Plan A generates £70m in net benefit
- 1,200 delegates attend our Plan A supplier conference
- 26% reduction in non-glass packaging per item

Where we started
SESSION THREE – ETHICAL BUSINESS ASSESSMENTS

This session should be used primarily for students to take their assessments. The first part of the session can be used to wrap up any points from the previous session but be sure to leave students good time to complete the assessment. The assessment ought to take approximately 30mins to complete and must only be taken once. It should be undertaken as a team. Students may have the material in front of them when they sit the assessment.

<table>
<thead>
<tr>
<th>Aims and objectives:</th>
<th>To prepare students for their ethical business assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning outcomes:</td>
<td>Complete assessments</td>
</tr>
<tr>
<td>Resources needed:</td>
<td>Case studies; PCs</td>
</tr>
<tr>
<td>Points to note:</td>
<td></td>
</tr>
<tr>
<td>- By the end of this session (i.e. after the three hours of mentoring), students should have completed their ethical business assessments.</td>
<td></td>
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<tr>
<td>- Mentors should remind students of any key points about ethical business that they are unsure of so that they are as prepared as possible before sitting the assessment.</td>
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<tr>
<td>- Students may only attempt the assessment once and must complete it in one sitting.</td>
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<tr>
<td>- Teachers and mentors must not offer any assistance during the assessment.</td>
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<tbody>
<tr>
<td>10 mins</td>
<td>Remind students that this is their last session on ethical business, during which they must complete their assessments. Their next session will focus on the online simulation game. Remind students that they must complete the assessment in this lesson – they cannot save and return to it. They must also complete the assessment as a team. Handover to mentors. Ensure students are working well and completing their assessment.</td>
<td></td>
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</tr>
<tr>
<td>50 mins</td>
<td>Mentors should: ensure their group have chosen one case study to take the assessment in. Review with the group that case study material to check their understanding and answer any questions. Students should then be directed to <a href="http://www.mosaicenterprisechallenge.co.uk">www.mosaicenterprisechallenge.co.uk</a> where they will find the link to the case study assessment. Mentors should: ensure students are working well as a team to get through the assessment in good time. Mentors should not provide answers but may offer guidance to allow students to find the answers themselves.</td>
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</table>
Resources 3

The material below can be used to supplement the core material above (in any of the sessions) if your school is providing extra/longer mentoring sessions. There are a number of useful discussion points which will help students’ understanding of different ethical business themes. The content can be covered in small groups (preferable) or as a whole class.

DISCUSSION POINT 1
Ask your group “what is the purpose of a business?”
There may be many different answers. The wrong answer is “to make money.” The correct answer is “To fulfil a social want/need” (and if they do this well, they will make a profit).

Discuss all answers (if the purpose is simply ‘to make money’ this could lead to overcharging consumers for products and services, how do students feel about this?)

Key point to repeat: The purpose of a business is to fulfil a social want/need.

DISCUSSION POINT 2
Ask your group “who are a company’s stakeholders?”
Ask the class if they know what we mean by the term ‘stakeholders’ (a good definition is: “Stakeholders are those who either affect, or are affected by an organisation and its activities”).

If they do know then ask them to name as many as they can (you can check these off against slide 4 of the ethical business presentation).

Ask students “who should your business be responsible to?” and “If you owned a business who would you be dependent on?” Again, ask them to name as many as they can.

Key point to repeat: A company’s responsibilities extend to the relationships with all of its stakeholders and anybody affected by the business can be a stakeholder.

DISCUSSION POINT 3
Why is this overfishing happening in our fishing industries?
e.g.
• Population growth means we need to feed more and more people, the ocean is a limited resource
• Lack of agreement between countries on how much fish to catch
• Some governments subsidise their fishing industries so we end up with too many fishing fleets
• Fishing techniques that aim to catch one type of fish end up killing many other species

In what other industries could similar problems arise?
e.g.
• Minerals
• Timber

What are some of the solutions to situations like this?
e.g.
• Global agreements
• Regulation and effective policing

DISCUSSION POINT 4
Ask your group to name some global businesses and try and identify some of the social and environmental impacts that these businesses have? Examples you may wish to draw on include Toms shoes www.toms.co.uk/our-movement (their One for One programme) or the Body Shop www.thebodyshop.co.uk/values/CommunityFairTrade.aspx (supporting fair trade).

Some issues which students may consider are:

Customers and consumers
Do these businesses treat their customers fairly?
Do they produce responsible and sustainable products? e.g. They may try and make money by selling products that make us unhealthy.

Workplace
Do these businesses pay all of their workers a living wage?
Do they maintain high standards of health and safety?
Do they discriminate on grounds of gender/age/ethnicity/disability?

Community
Do these businesses cause disruption in the communities in which they operate?
Do they take away land/jobs from local people?

Environment
Do these businesses use a lot of natural resources?
Do they produce a lot of carbon dioxide which contributes to global warming?
Do they produce a lot of waste?
Do they recycle or send to landfill?

Supply Chain
Do these businesses buy their supplies from sustainable sources?
Do they ensure that there is no child labour used in their supply chain?

Key point to repeat: Financial constraints mean that businesses are unable to do everything they may want to do to be ethical/responsible. However, the balance they strike in the above areas will determine how ethical/responsible they can be deemed to be.
SESSION FOUR – BASIC BUSINESS CONCEPTS  
(BUSINESS SIMULATION GAME)

This is the first of three sessions focusing on the online business simulation game which students will play with the aim of recording their highest possible net profit. This element of the competition carries 70% of a team's final marks and students will compete up to FRIDAY 14TH FEBRUARY 2014 in order to record their highest net profit.

**Aims and objectives:** To introduce basic business principles to students  
**Key learning outcomes:** Basic familiarity of sales and marketing, finance and production principles  
**Resources needed:** PCs & printers; resources

**Points to note:**
- This session should act as an introductory session to basic business concepts.
- Students will be keen to play the game but mentors should ensure some understanding of concepts beforehand.
- Mentors should use the resources as accompaniments only. Do not feel the need to go through all questions/discussion points.
- Do encourage students to get together outside of class to practice the game.

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<tr>
<td>10 mins</td>
<td>PCs; printers</td>
<td>Remind students that they have now entered the stage of the competition where they will learn about business principles and put these into practice to sell products within an online game. Remind them that this part of the competition carries 70% of their overall marks. They can play outside of class as well as during mentoring sessions but they must play as a team – logging on separately may corrupt their data. Give students their login details for the game, asking them to keep these safe. Remind them that they should print out their reports at the end of each game cycle and give these to you. Handover to mentors.</td>
<td>Mentors should: go through the login screens with students and ensure they understand how to start the game. Use the resources on the following page to introduce basic concepts at the relevant stages of the game. Mentors should: having briefly introduced some basic concepts, allow students to play through the game. Support their understanding of what is being asked for by using personal examples.</td>
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<tr>
<td>50 mins</td>
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<td>Ensure students are working well and not experiencing difficulty with the IT.</td>
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</table>
Resources 4

Students are aiming to record their highest net profit during the game and every decision they make should be with this in mind. Introduce the concepts below and once they begin playing the game, encourage them to experiment with changing different elements of their business to see what impact is made on their sales and profits.

Introduction to concepts

Mentors may begin the session by explaining briefly that this element of the competition tests the basic business concepts of finance, sales, production and marketing. Mentors should ask students what they understand by these words in a business context before providing them with the definitions below (please note that definitions are provided in the context of playing this game – you may use slightly different definitions in your workplace).

- **Finance**: The management of money and other assets
- **Sales**: Money received from the sale of products or services
- **Production**: The process of producing goods or services
- **Marketing**: The process of deciding which products and services may be of interest to customers and the means of building customer interest in your product or service

Use these definitions to stimulate further discussion about business, having the students think about what impact each of these areas has on them as consumers. Discuss the brands represented by their logos below (the brands are deliberately unnamed!) and discuss the extent to which students believe that:

* a) These companies no longer need to spend money on marketing as the quality of their products speaks for itself; or
* b) Marketing has a bigger impact than the quality of a product, so any reduction in marketing activity would negatively affect sales.
Whilst students are playing the game, they will have lots of questions. The following are commonly asked student questions with some basic guidance towards answering them. Having played through the game in your own time you will probably have some thoughts about each area and how you will tackle questions on that point. Please do also draw on your own personal experiences to assist you in answering student questions.

**Which product should we choose?**
- What does the market research say about each product?
- What are the benefits, if any, of choosing one product over another?
- What costs are involved in producing that product?

**What should our team’s sales strategy be?**
- What do the different strategies mean?
- Is it better to pay people to sell your product or to do it yourselves? Why?
- Is your approach affected by what your competitors are doing?

**How expensive should our product be?**
- The quality of your product affects the cost of producing it.
- The cost of producing it affects how expensive it needs to be in order to make a profit.
- Should your competitors pricing affect how you price the product? Why?

**What product quality should we aim for?**
- Are you attempting to position your product as a luxury item or an affordable one? Why?
- How many companies are you competing with at each end of the market?
- What does the research tell you about what customers want from this product?

**How much should we spend on Sales and Marketing?**
- The more you spend the more demand there will be.
- Does your production capacity enable you to meet that demand?
- How much does your spend eat into your profit?

**How should we alter our production costs to maximise profit?**
- Do you have a stock shortfall or surplus?
- Are you making a profit or loss with your current volume of output?
- How do your current overheads affect your profit?
SESSION FIVE – BUSINESS SIMULATION GAME

Allow students to play the game from the outset.

Aims and objectives: Enhance student familiarity with the game
Key learning outcomes: Understand the importance of finance, research, marketing and production
Resources needed: PCs & printers; resources

Points to note:
- This session should build on the previous one by exploring the themes of business in greater detail.
- The session should consist of students predominantly playing the game.
- Mentors may show videos from the resources and/or spend some on discussion points if students are struggling to make progress.

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<tr>
<td>10 mins</td>
<td></td>
<td>Remind students of their login details and allow them to set-up the game.</td>
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<td></td>
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<td>Remind students that they need to finish a game cycle as they cannot save and return to the game at a later stage.</td>
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<tr>
<td></td>
<td></td>
<td>Remind students that they should print their reports after each game cycle. These should be given to you for safe keeping.</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td></td>
<td>Handover to mentors. Ensure students are working well throughout the lesson and not experiencing difficulty with the IT.</td>
<td>Mentors should: support students’ game play. Explain terms to them by offering examples they can relate to.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mentors should: consider some of the video resources overleaf. You may show these to students (time permitting) or simply use them in order to help with your own explanations.</td>
</tr>
</tbody>
</table>
Resources 5

Students will have differing levels of understanding about the concepts discussed above, influenced by their age, as well as whether they are following a business studies course or not. Therefore, it is important to try and include as many examples for them to relate to as possible. The video clips below may build on your discussions from the previous session but please also think of some examples from your own experiences.

Finance – (4min 02secs)

Margins, overheads, fixed-costs, outsourcing...this clip is excellent for explaining to students the elements they ought to consider in order to maximise their profits and how these all fit together. When students eventually play the game and are considering their sales strategy, product quality and how much to spend on sales and marketing, they should do so with this video in mind.

www.bbc.co.uk/schools/gcsebitesize/business/finance/accountingprinciplesvid.shtml

Market Research – (2mins 41secs)

This clip about market research explains why it is so important. Market research is the first area teams look at in order to choose which product they wish to produce and what is important to consumers when purchasing that product. Students should pay close attention to why the speakers value good market research so highly.

www.bbc.co.uk/schools/gcsebitesize/business/marketing/marketresearchvid.shtml

Economies of scale – (3mins 37secs)

Economies of scale are about the size of a business and the volume of its production. The most relevant part of this video is the section from 1min 35sec - 2min 19sec (Hugh Pym, BBC Chief Economic Correspondent) as this relates to a company’s production lines and their ability to produce more with extra machinery. This is directly relevant to students when they are considering the best ways to increase output.

www.bbc.co.uk/schools/gcsebitesize/business/production/productioncostsvid.shtml
## SESSION SIX – BUSINESS SIMULATION GAME

Allow students to play the game from the outset.

### Aims and objectives:
- Enhance students’ ability to play the game

### Key learning outcomes:
- Appreciation of the factors involved in accruing high net profit

### Resources needed:
- PCs & printers; resources

### Points to note:
- This session is the last time all students will have access to mentors and is focused entirely on playing the game.
- Ensure students complete at least one full cycle of the game and that they print their report at the end of that cycle.
- Support student learning by answering questions and encouraging them to try out different things within the game (products, sales strategies, pricing options etc)

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Resources</th>
<th>Teacher facilitation notes</th>
<th>Mentor notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td></td>
<td>Remind students this is their last mentoring session in the competition. They should try to ensure that they get the highest score (net profit) they can. Remind them that they may play outside of mentoring sessions but they must do so as a team (teachers should make computers available for teams but please stress to students that they may play outside of school time, as long as they play as a team around one computer). They will be able to log in and record scores until midnight on <strong>Friday 14th February 2014.</strong></td>
<td><strong>Mentors should:</strong> continue to support student play, answering questions and offering suggestions where students are having difficulty. <strong>Mentors should:</strong> thank students for their hard work and wish them good luck for making the Regional Finals.</td>
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<tr>
<td>50 mins</td>
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<td>Handover to mentors.</td>
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<td>Ensure students are working well and not experiencing difficulty with the IT. Give a ten minute warning before the end of the session. Ensure end of cycle reports have been handed in to you. At the end of the session, thank mentors for their time and have students do the same.</td>
<td></td>
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</tbody>
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Sustainable Achievement for a Better World

InterCHANGE People Development’s team has over 20 years’ experience of providing dynamic training and coaching to public and private sector organisations, social enterprises and charities throughout the UK.

• Our passion is to ignite the joy of learning and inspire people to achieve their goals and aspirations. We regularly review everything we do so that our delivery just keeps on getting better and better.

• Our motivation is to facilitate sustainable growth by fostering productivity whilst also promoting well-being and diversity in the workplace.

Our services include:
• Business planning and development
• Celebrating diversity
• Effective communication and mentoring
• Management and leadership
• Preparing for career changes
• Empowering young people and apprentices

Contact:
Karen Tidsall, Director
DL: 020 7281 1700
Email: Karen@interchangepeopledevelopment.com
Web: www.interchangepeopledevelopment.com