U1 – Cedi Beads for Creativity and Enterprise

Introduction	This scheme of learning introduces an exemplar enterprise from Ghana to broaden perspectives beyond Europe. This stimulus is explored through a series of connected and participatory activities to CONNECT with creativity and enterprise, CHALLENGE thinking and approaches to enterprising solutions, prompt CHANGE in behaviours and values for enterprise activity that better embrace sustainable development.		
Learning Objectives:	• To understand the importance of creativity and problem-solving skills in dealing with the challenges of a rapidly changing world • To develop awareness of ethically responsible and engaged approaches to entrepreneurship. • To stimulate motivation and willingness to care for the common good		
EntreComp Area	Ideas & Opportunities	Resources	Into Action
EntreComp Competence:	Spotting Opportunities Creativity Ethical & sustainable thinking	Self-efficacy Motivation Mobilizing resources Financial & economic literacy *(Cost to planet vs financial cost)*	Taking the initiative Learning through experience

Vocabulary	Value creation Ethically responsible Creativity Problem solving Cost to the planet (environmental, finite resources,
Resources required	The case study and follow on activities are provided on an online resource platform. This can be used directly by students or can be previewed by teachers, so they can select stimulus and activities to use. Use the white, horizontal scrolling bar at the bottom of the page to view and access the bank of teaching materials. https://padlet.com/glade1/BeadsforCreativityAndEnterprise
Curriculum Links	*Science* • gain knowledge to build curiosity about the natural world and manmade world, specifically the properties of materials with a focus on "glass" and heat transfer. • gain insight into working scientifically, and more importantly better appreciation of the relevance of science to everyday lives. *Art & Design* • students are inspired and challenged by high quality and a wide variety of artworks and artforms. gain knowledge and skills to experiment, invent and create their own works of art, craft and design. • think critically about how art and design reflect and shape history, and contribute to the culture, creativity, and wealth of nations. *Maths* • Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. • International development data (e.g., from enterprise, fairtrade etc) can be used to help students become fluent with the fundamentals of mathematics. • Reason mathematically through using data to make an argument. e.g. Which country is more economically prosperous? Which country has reduced poverty most quickly in the last five years? • Solve problems by applying their mathematics to a variety of routine and non-routine problems. A wide variety of problems can be created to be solved. *Geography* • Explore knowledge and understanding about the world (especially Ghana, West Africa), • Engage with different ideas and perspectives on Ghana, and different perspectives of less economically developed countries (LEDC). • Engage with development issues and how these are explored and presented in the classroom including different approaches to development; what development is and the different ways in which it can be measured;

	• Why some localities prosper whilst others do not; and the changing characteristics of countries and the terminology associated with this (such as the global North and South, minority and majority world etc. *Languages* • Learn to appreciate different countries, cultures, communities, and people through language. • Learn and use words, phrases, and pronunciation with and about 'real' people. • By making comparisons, students gain insight into their own culture and society. Students' ability to understand and communicate in a 'target language' is a lifelong skill for education, employment, leisure, and tourism. *Citizenship/ Civics* • Informed decision making, and the ability to take thoughtful and responsible action, locally and globally. • Engage with themes and content relating to human rights, sustainable development, peace and conflict resolution, social equality and the appreciation of diversity (age, faith, society, skin tone, ability etc)
Teacher Notes	The "CONNECT, CHALLENGE, CHANGE approach" used in these activities works best when there is some sort of stimulus to generate talk and conversations. • Handling beads - choose your own beads or look for recycled glass beads like those Cedi makes. This can prompt open conversations and dialogue. • You might choose to hold conversations and discuss some of the questions and scenarios suggested. • It's important to see the activities as a guide or to structure the start of talking, rather than to provide a way into a 'right' answer! • To organise and run this activity there are skills you need to "model" so you can encourage them in your students ...listening and talking, helping others listen and discuss, being open to hearing what people are saying, thinking through what you see, hear and take part in, taking a stance and making your mind up.