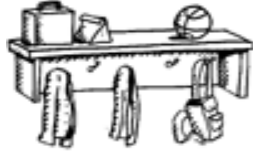


Here Comes the Bride

ACTIVITY OVERVIEW	SUGGESTED TEACHING AND LEARNING SEQUENCE	
<p>In this activity students will design, make and model a wedding outfit made out of paper and other resources that are readily available at school.</p> <p>The purpose of the activity is for students to apply a range of enterprising attributes to an activity and reflect on their success in applying them.</p> <p>In completing this activity, students should understand how important it is to allocate jobs to personal strengths in order to work together and successfully complete a task. They will also learn how important it is to plan and stick to a budget.</p> <p><i>NB: Designing a wedding party outfit is just one suggestion for this lesson plan. Students could make a clown outfit, space suit, corporate outfit, etc.</i></p>	<ol style="list-style-type: none"> The teacher explains that the students are going to design, make and model a bride or groom outfit out of a range of paper and other resources commonly found at school. Students are grouped into teams of 4-6 members. The teacher sets up 'The Warehouse' (where students can purchase the resources from). Students get the chance to see what resources will be available to them. Each group is given an envelope which contains the allocated classroom currency and a cashbook template. Job cards are handed out and students match these to their personal strengths, ie: accountant, model, designer, resource manager and a compere. Groups plan and design their outfit on paper first. Students then purchase the required resources and begin making their outfit. Students may be given about 45 minutes to complete the task - some groups will finish sooner, and some may not complete the task by the allotted time. Each group will model their outfit along the catwalk. Music can be played, a compere can help promote the design to explain finer details of the design. Photos are taken throughout the lesson by the teacher to help with the final evaluation stage. A guest judge could award prizes for different categories - ie: most creative, environmental award for least wastage, best catwalk, best compere, best group work, etc. The teacher shows the students the list of Enterprising Attributes required for this lesson (see below) and students name a stage in the lesson when they used (or could have used) each one. Using the photos taken by the teacher, students match the Enterprising Attributes to the photos and make a display. Students can also rank their application of these Enterprising Attributes using a continuum and identify areas for improvement. 	
<p>LEARNING OUTCOME/S</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Apply a range of enterprising attributes as they participate in a team to design, make and model a wedding outfit. Reflect on their use of enterprising attributes by giving examples of their own enterprising behaviour and identifying areas for improvement. 	<p>Reflective questions/discussion</p> <ol style="list-style-type: none"> Which enterprising Attributes did we use well? Give examples. Which Enterprising Attributes do we need to work on? What could we do to make improvements in these areas? Which team worked well together? What did they do to make their group work a success? If we had to do this challenge all over again, what would we do differently? 	<p>VOCABULARY FOR THE LANGUAGE WHEEL</p> <p>Creative ideas Budget Capabilities Capital Resources Cooperation Design Material Resources Resources Roles Team work Time Management Warehouse</p>
<p>RESOURCES</p> <p>Warehouse of resources displayed for purchase – see additional sheet with suggestions.</p> <p>Envelope with cash book on front. A Warehouse price list and group start up money, e.g. \$20 (classroom currency) is inside the envelope.</p> <p>Job cards.</p>	<p>Key competencies and enterprising attributes to consider:</p> <p>Thinking Generating and using creative ideas and processes</p> <p>Managing Self Matching personal goals and capabilities to an undertaking</p> <p>Relating to Others Working with others and in teams Negotiating and influencing</p> <p>Participating and Contributing Planning and organising</p>	

NB: The context for these words is Education for Enterprise's set of enterprising attributes and this activity.

Resource
Manager



Accountant



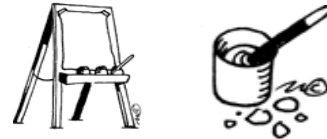
Compere



C.E.O



Creative
Advisor



Music
Director



Designer



Model



Cash book for:

Details:	\$ Deposit	\$ Withdrawal	\$ Balance
Start Up Grant	\$40.00		

Warehouse Price List and Order Form		
Material Resources	Price per unit	Quantity
Newsprint (A2 sheet)	\$1	
Newspaper (5 sheets)	\$2	
Toilet paper (per roll)	\$3	
Black Paper (A2 sheet)	\$3	
Coloured Card (A2 sheet)	\$3	
Cellotape (per metre)	\$2	
Capital Resources	Hire Charges	Quantity
Scissors (per pair)	\$4	
Stapler (including 25 staples)	\$6	
Hot Glue (including 1 glue stick)	\$10	
Glue Stick or bottle	\$2	
6 Pack of coloured crayons	\$5	
4 pack of coloured vivid pens	\$8	
Felt Pens (6 different colours)	\$6	