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#### Description of activity

##### Enterprise Skills Circus

###### General Description

Skills Circuses are a useful tool in the identification and assessment of pupil's initial starting points within any specific curriculum topic or subject area. The tasks are designed to be actively experienced and are an active or experiential learning assessment tool. Each task is designed to provide both an assessment, provide a point of information and act as a focus for discussion.

The tasks are spread around a room and pupils work in pairs to complete all the tasks within a given time period. When reviewing the process, at the end of the session, all the skills required to successfully complete the circus can be identified.

The process is especially useful in the identification of pupil starting points and the process links to the recognition and recording of progress.

###### Enterprise Skills Circus

The Enterprise Skills Circus comprises twenty-five short activities that focus on pupil's knowledge, understanding, qualities, attributes, behaviour and skills related to enterprise. The range of activities are designed to practically test and identify pupil's strengths and weaknesses as well as provide a focus for discussion related to the understanding of enterprise.

The activity is designed to last approximately two hours with each set of resources providing for up to 40 students at time. The Enterprise Circus is suitable for pupils at Key Stage 3 or Key Stage 4.

#### Acknowledgments

The Skills Circus concept was originally designed by Bob Jones and first developed as part of an Low Achieving Pupils project (LAP), later to be developed for pupils of all ability ranges focussing on enterprise, creativity and personalised curriculum approaches.

#### Facilitators debrief

The debrief should consist of a discussion between the facilitator and business partners on the process and the outcome of the activity. The discussion will, be led by the activity organiser and will focus on how to improve the activity, what went well and what aspects need improvement. Ideas for new or extension activities will be sought and all learning points will be incorporated to further develop the activity.

## Educators debrief

The school de-brief will feed back learning and action points from the facilitator to the school and will provide an opportunity for the facilitator and school representative to discuss the content and conduct of the activity. Learning and development points will be observed and incorporated into future events as appropriate.

## Tips

Copies of resources needed:

1	Set(s)	School / Teachers Notes
1	Set(s)	Facilitators Notes (1 set per facilitator)
1	Set(s)	Student Notes and answer sheets (1 set per two student)

## Teachers' notes

### Description of activity

The Skills Circus is a series of practical activities that pupils attempt in pairs. Each activity is designed to last between 2-3 minutes, although some do take longer. The Circus helps to identify the range of pupil enterprise skills, knowledge, understanding, qualities and attributes in a style commensurate with experiential learning styles or learning by doing.

### Aims & Objectives

To identify pupil enterprise and employability skills awareness  
 To identify pupil enterprise capability  
 To identify pupil financial literacy  
 To identify pupil economic and business understanding  
 To identify pupil enterprising skills, knowledge and understanding and attributes  
 To assess pupil enterprise education base line levels of understanding

### Learning Outcomes

#### Activity

#### Learning Outcome/Pupil Review Point

The whole activity is designed to promote co-operation, team working, decision-making, self-confidence and a degree of competition.

1. **A4 Paper** – Problem solving – Through trial and error pupils must try and solve this origami style exercise.
2. **Statement** – A statement taken from E F Schumacher's book "Small is Beautiful" must be placed in the correct logical sequence. The paragraph created looks to the future at one possible future scenario for world governance – a very forward-looking concept.
3. **Leadership Characteristics** – Looks at the pupils understanding and importance of leadership. It opens the debate to what actually makes a good leader
4. **Mystery Objects** – The pupils are asked to recognise the usage for four mystery objects – creativity and innovation through product development.
5. **Personal Qualities** – To help develop an understanding of a range of personal qualities pupils are asked to identify three of their own best qualities.
6. **First Impressions** – To aid the development of an open minded approach to others the pupils are asked to write their first impressions of a photograph. They may write fact e.g. Black hair, glasses, they may write opinion e.g. good Looking, old they may even write words that form bias or speculation e.g. Rich, Lawyer Mean. First impressions are made within the initial 30 seconds of any meeting, these impressions can last a long time.

7. **Brick Build** – To develop the concept of risk the pupils must build a block/brick tower by taking it in turns to place the pieces. If the tower falls they score nothing, do they play safe or take a calculated risk.
8. **G8** – The pair have to try and remember who the members of G8 are to help develop the notion of the global economy and economic understanding.
9. **Advert** – Develops the of Application of Information Technology – One of the Key Skills used in advertising, promotion and marketing
10. **Concept Match** – The pupils have to match specific economic concepts to a given example establishing the basis for economic and business understanding
11. **Chocolate Cake** – Looks at the planning required to complete a simple task. This planning task identifies the resources required to successfully make a chocolate cake.
12. **Currency Exchange** – Initiates an appreciation of business or personal finance by getting the pupils to engage in simple currency conversions
13. **Lego Model** – Pupil communication skill development by the construction of a given lego model. Good communication is essential and this task gives a unique opportunity to open the debate.
14. **Brochure Order** – Develops financial literacy through goods being ordered to a specific value from a catalogue
15. **Coded Message** – Pupils are required to de code a simple message. The task utilises the alphabet and a given number sequence and combines problem solving with the application of number.
16. **Opportunity Cost** – Two different cars are described and are given an identical price. The pupils have to decide which model they would prefer, the opportunity cost being the other car.
17. **Model Judge** – Develops an appreciation of equality of opportunity. The secret is to realise that the court judge is a woman and the blond model is a man.
18. **Lifeboat** – The selection of people to help the pupils survive on a deserted island forms the basis for opportunity cost and the value of workforce skills
19. **Cave Rescue** – A similar exercise to Lifeboat but the selection is made using a mixture of work skills and positive and negative personal factors. Will the personal factors override the selection based on work skills?
20. **Word Definitions** – The pupils have to use a dictionary to find the definitions of particular words. This demonstrates the relevance of research and also clarifies some economic concepts.
21. **If I ran the Company** – The pupils are asked to create 5 rules for the workplace that they would insist upon if they were the owner of the company. This can be used to open debate related to company and personnel legislation.

22. **Time Line** – The six inventions have to be sequenced in date order from earliest to latest invention. The task can be used to develop the concept of innovation and competition.
23. **Benefits** – The pupils will be asked to increase spending on the benefits system by 10 million pounds. They have to increase a least three benefits and maximise the impact. This process will provide an opportunity for strategic thinking and can lead to a discussion on responsibility linked to economic growth.
24. **Swap Shop** – Two pairs of pupils have to negotiate the exchange of one solution to one of the skills circus problems. This can only be done once during the exercise with one other pair. This will help develop the concept of negotiation and networking.
25. **Catchphrase** – Complete the series of catchphrases to provide some enlightening terms and phrases.

#### Details

Target Group(s)	Years 7,8,9,10,11 or Post 16
Group size	30 per set of resources
Room(s)	1 Room with desks arranged around the edge
Time / duration	Up to 2 hours with student debrief

#### School / Teacher role(s)

The school will:

- ensure that a member of staff is present at all times during the activity and assist the facilitator in maintaining discipline in the group(s) – most volunteer facilitators will have never taught groups of students
- group the students ensuring there is a mix of ability/gender and friendship.
- ensure that each group is provided with the necessary resources.
- provide the facilitator(s) with suitable refreshments prior to and during the activity.

#### Tips

Discuss with the facilitator what should happen with any materials that have been produced. The school may wish to display these and/or the materials may form part of the pupils course work.

### Facilitator role

The facilitator brings their experience of the world of work and / or life long learning. The role of the facilitator is to:

- brief students in the tasks that they must do, offering explanations as required
- encourage the students to be aware of time elapsed throughout the activity
- assist students in reaching their goals.

The facilitator should stand back from directing students or groups of students, responding to their questions with suggestions and comments that enable students to progress towards finding possible solutions, rather than giving direct answers that solve problems with little or no input from the students. In some circumstances, however, the facilitator may find it necessary to provide solutions, if, for example, a group of students are floundering with no possibility of progress. This is a judgement that will be made by individuals in the light of particular circumstances.

The facilitator will distribute resources to groups as appropriate and may intervene to groups or to the whole class (where applicable) to provide them with additional information or with helpful techniques (SWOT, brainstorming, etc.), which will be indicated in these guidance notes. Offering these techniques to students is a judgment on the part of the facilitator: in some cases it may be judged that sufficient progress is being made so that intervention is not required or may not be helpful.

<b>Resources</b>	
1 set of 25 Pupil Question Cards	These card describe each of the 25 pupil tasks
1 Pupil Answer Sheet	The answers correspond to the 25 tasks
1 Teacher Answer Sheet	The answers correspond to the 25 tasks
Task 1	A4 paper and scissors
Task 2	Envelope with statement cards enclosed. The statement is divided into five different sentences
Task 3	None
Task 4	Four mystery objects e.g. apple corer, candle snuffer etc
Task 5	None
Task 6	Photograph (From a magazine)
Task 7	Set of up to 20 wood or plastic brick blocks
Task 8	An atlas
Task 9	A household product e.g. box of chocolates
Task 10	Economic concepts and meaning divided on strips of card in an envelope
Task 11	None
Task 12	Calculator
Task 13	Twelve pieces of lego in two sets of identical bricks
Task 14	A local company catalogue
Task 15	None
Task 16	Car descriptions
Task 17	None
Task 18	Job titles on strips of card in an envelope
Task 19	People descriptions on strips of card in an envelope
Task 20	Dictionary
Task 21	None
Task 22	Inventions on strips of card in envelope
Task 23	Benefits table
Task 24	None
Task 25	Sheet of catchphrases

## Facilitators' notes

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### Aims & Objectives

- To develop co-operative working
- To develop an enterprising approach to learning
- To create an opportunity for review, reflection and assessment
- To help pupils understand enterprise and the qualities, attitudes, skills knowledge and understanding involved.
- To make learning fun

### Learning Outcomes

The activities should be used to open the debate about enterprise

- Qualities and Attitudes
- Behaviour
- Skills
- Knowledge and Understanding

And assess the pupil's understanding and awareness of

- Enterprise Capability
- Financial Literacy
- Economic and Business understanding
- Employability Skills

Elements for discussion may include pupil

- Confidence
- Communication
- Leadership
- Creativity
- Team Work
- Co-operation
- Initiative
- Problem Solving
- Achievement
- Responsibility
- Risk
- Competition
- Responsibility
- Decision making
- Negotiation
- Planning
- Global economy
- Key economic concepts
- Change
- Research



### Introduction – your role

To support pupils through the activity tasks by offering support, advice and encouragement

To debrief the pupils by relating the activities to the world of work and identify the enterprise elements

### How to do it

1. Randomly arrange the activities around the room
2. Ensure the task sheet is with the appropriate resources
3. Brief the pupils
  - They must work with a partner and be together throughout the activity
  - Only one task at any one time
  - Only one group at any one task at any one time
  - Complete the task and return activity to its original state
  - Keep their answer sheet and any additional materials with them
  - Set a finish time for the whole group
4. Give one answer sheet and pen per pair
5. Provide support and advice throughout activity phase
6. Once completed debrief giving answers to questions and highlighting the enterprise concepts
7. Write key enterprise words on flipchart

### Review and Evaluation

#### Activity

#### Review/Pupil Review Point

The whole activity is designed to promote co-operation, team working, decision-making, self-confidence and a degree of competition.

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- 20. Word Definitions** – The pupils have to use a dictionary to find the definitions of particular words. This demonstrates the relevance of research and also clarifies some economic concepts.
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- 24. Swap Shop** – Two pairs of pupils have to negotiate the exchange of one solution to one of the skills circus problems. This can only be done once during the exercise with one other pair. This will help develop the concept of negotiation and networking.
- 25. Catchphrase** – Complete the series of catchphrases to provide some enlightening terms and phrases.

### Close

The facilitator should ensure that the room is tidy and that students have packed away all materials by the end of the session: this will usually involve the Teacher in assisting or coordinating the tidy up session.

The Facilitator and/or the Teacher should collect any paper work, evaluation sheets or other materials that need to be retained.

Discuss with the teacher what should happen with any materials that have been produced. The school may wish to display these and/or the materials may form part of the students course work.

### Log book and Progress File

Each pupil should be able to link at least one enterprise skill to one of the tasks

The answer sheets should be retained and returned to at the end of the course to help the pupils reflect on their original understanding of enterprise.

# Task 1

Cut this piece of A4 paper so it makes one unbroken circle, and then step through it with your whole body

Take your completed circle with you

## Task 2

Sequence the statements  
to make a logical  
paragraph.

Answer on answer sheet

## Task 3

Name one characteristic  
of good leadership.

Name one outstanding  
leader

Answer on answer sheet

# **Task 4**

**Name the mystery  
objects or identify their  
use.**

**Answer on answer sheet**

## Task 5

After discussion with your partner, both decide on your three best personal qualities and record them on the answer sheet.

Answer on answer sheet



## **Task 6**

What are your first impressions of the person in the photograph?

Please write your impressions in the box provided on the answer sheet.

Multiple single word answers please

Remember if you think it say it write it.

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## **Task 7**

Take it in turns to add  
one more brick to the  
tower

Your score is the total  
number of bricks in the  
freestanding tower

You decide when to stop

If it falls you score  
nothing

Record the score on the answer sheet

# Task 8

Who are the members of  
G8

Answers on answer sheet

## Task 9

Design and draw an  
Internet advert for the  
product on the table

Please take your completed drawing  
with you

# Task 10

Match the most appropriate statement to the economic concepts.

Answers on answer sheet

# Task 11

In the space provided  
brainstorm all the  
ingredients and resources  
you would need to make  
a chocolate cake.

Answer on answer sheet

## Task 12

Find the total for the  
following

21 US \$  
1,000 Yen  
15 UK £  
60 Euros  
20 Australian \$

When UK £1 =

1.75 US \$  
200 Yen  
1 UK £  
1.50 Euros  
2.50 Australian \$

Answer on answer sheet

## Task 13

Sit back to back on the chairs provided.

Person A constructs a model from the 6 pieces of lego provided.

Person A then describes the model to person B who has to recreate an exact replica.

Neither partner can turn around.

The model can only be described verbally.

Record the % accuracy on the answer sheet



## Task 14

You have a total of £250  
to spend on items from  
the brochure provided

You must not buy more  
than 7 items and spend  
the exact amount of  
money available

Answer on answer sheet

## Task 15

Decode the message  
using the simple formula  
provided

If  $A = 1$  then

9 : 14 : 19 : 21 : 18 : 1 : 14 : 3 : 5

13 : 15 : 14 : 5 : 25

6 : 9 : 14 : 1 : 14 : 3 : 5

2 : 1 : 14 : 11

Answer on answer sheet

## **Task 16**

**Decide which of the two cars described you would purchase**

**Give one reason for your answer**

**Answer on answer sheet**

## Task 17

A blond model and a high court judge decide on a road race. The model runs but the judge rides a bicycle.

They start at the same point in time and cover an equal distance

She wins the race- how?

Answer on the answer sheet

## Task 18

You are on a ship that is slowly sinking. You have just enough time to select and collect six people to share your lifeboat.

You know that there is an island nearby but you may be stranded for a long time. Select the people that will be of most help for the group to survive.

## Task 19

There are six people trapped down a cave but you only have enough time to rescue one of them.

Decide which person is to be rescued and give a reason for your choice.

Answer on answer sheet

## Task 20

Use the dictionary to define the following words

Enterprise

Creditor

Debtor

Economics

Answer on answer sheet

## **Task 21**

**Imagine you have your own company**

**List the five most important rules you would insist on for your workforce to follow**

**Answer on answer sheet**



## Task 22

Arrange the inventions on the cards provided in the date order relating to when they were invented

Work from the earliest to the latest in date order  
Then estimate the date!

Answer on answer sheet

## Task 23

Increase spending by the government on benefits by a total of £10 million

From the information provided increase the capacity of at least three benefits

You decide which three benefits and why

Indicate how many people are affected by the increased payments.

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## Task 24

You may swap any one  
answer for one other  
answer

You must negotiate the  
swap with one other  
group

Answer on answer sheet

# Task 25

Solve the catchphrases

Bring answer sheet with you

## Pupil materials – Answer Sheet

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# Pupil Answer Sheet

## Enterprise Skills Circus

1. A4 paper exercise – please take completed answer with you.
2. Place the statements in logical order

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### 3. Leadership

- a. Quality \_\_\_\_\_
- b. Name \_\_\_\_\_

### 4. What are the mystery objects?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**5. Three best qualities**

**You**

-----  
-----  
-----

**Partner**

-----  
-----  
-----

**6. First impressions**

**7. Build a tower from bricks.**

**Total towers size \_\_\_\_\_ bricks**

**8. The members of G8 are**

-----	-----
-----	-----
-----	-----
-----	-----

**9. Design an advertising poster for the product provided**

**10. Economic concepts matching exercise**

**List of matched concepts include**

Scarcity

-----

Opportunity Cost

-----

Resource Allocation

-----

Economic Efficiency

-----

Income Distribution

-----

Economic Interdependence

-----

**11. Planning a Chocolate Cake**

**12. Money conversion**

Answer £ \_\_\_\_\_

**13. Lego**

Completed \_\_\_\_ % accuracy

**14. Budgeting – list of purchases**

Item Purchased	Cost
-----	Price -----
-----	Price -----
-----	Price -----
-----	Price -----
-----	Price -----
-----	Price -----
-----	Price -----
	Total -----



**15. Decode Message**

-----  
-----  
-----  
-----

**16. Product Purchase**

----- Why -----  
-----

**17. Model Judge**

Answer is

---

**18. Lifeboat exercise**

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-----  
-----  
-----  
-----  
-----

**19. Cave Rescue**

Rescued person is -----

Reason for rescue is -----

**20. Define**

**Enterprise**

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**Creditor**

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**Debtor**

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**Economics**

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**21. Five Rules**

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**22. Time Line**

**Innovation/Invention**

**Estimated date**

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**23. Benefits**

Benefit	£	Total affected
<hr/>		
<hr/>		
<hr/>		

**24. Swap Shop**

Number of answer given \_\_\_\_\_ Number of answer received \_\_\_\_\_

**25. Catchphrase**

## Staff materials – Answer Sheet

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# Answer Sheet

## Enterprise Skills Circus

1. **A4**
  - Hold the paper landscape style
  - Fold the paper in half
  - Cut lines every 10 cm from left and right alternately
  - Leave 10 cm each side – do not cut completely through the paper
  - Cut between the connecting bridges of paper to make an unbroken circle of paper.
  
2. **Statement**

I was brought up on an interpretation of history which suggested that in the beginning was the family; then families got together and formed tribes; then a number of tribes formed a nation; then a number of nations formed a union or united states of this or that; and that, finally, we could look forward to a single world government. From Small is Beautiful by E F Schumacher
  
3. **Leadership** – pupil selection
  
4. **Mystery Objects** – depends on objects
  
5. **Personal qualities** – pupil selection
  
6. **First Impressions** – pupil selection
  
7. **Brick build** – pupil achievement
  
8. **G8**
  - Great Britain
  - United States of America
  - Germany
  - Japan
  - France
  - Canada
  - Russian Federation
  - Italy
  
9. **Advert** – pupil selection
  
10. **Concept Match**
  - Scarcity – There has been no rain
  - Opportunity Cost – More oil, more pollution
  - Resource allocation – Your dinner is in the dog
  - Economic efficiency – Share your calculators
  - Income distribution – Some people are on benefits
  - Economic interdependence – We shall have to wait for spare parts

**11. Chocolate Cake**

- Oven
  - Cake Tin
  - Greaseproof paper
  - Scissors
  - Wooden Spoon
  - Spatula
  - Mixing Bowl
  - Weigh Scales
- Cooling Tray
  - Cocoa
  - Baking Powder
  - Self Raising Flour
  - Eggs
  - Sugar
  - Margarine/Butter
  - Water

**12. Currency exchange - £80**

**13. Lego – pupil selection**

**14. Brochure Order – pupil selection**

**15. Coded message**

- Insurance
- Money
- Finance
- Bank

**16. Opportunity cost – pupil selection. Descriptions based on WHICH Magazine Nov 1999. Car A Ford Ka Car B VW Polo**

**17. Model Judge - The judge is female the model is male**

**18. Lifeboat – pupil selection**

**19. Cave Rescue – pupil selection**

**20. Definitions**

- Enterprise – a bold under-taking, business firm or venture
- Creditor – person to whom a debt is owing
- Debtor – person owing money
- Economics – science of production and distribution of wealth

**21. If I ran the company – pupil selection**

**22. Time Line**

- 1839 – K Macmillan, a Scottish blacksmith produces the first bicycle
- 1843 - The first Christmas cards commissioned by Henry Cole
- 1888 – John H Loud patented the ballpoint pen
- 1896 - The first movie theatre
- 1933 – Monopoly created by Charles Darrow
- 1937 – The first Photocopier

**23. Benefits – Pupil selection**

**24. Swap Shop – pupil selection**

**25. Catchphrase**

- Light at the end of the tunnel
- Down Payment
- Balance of trade
- Stretching a point
- Good for nothing
- In at the deep end

## Task 2

I was brought up on an interpretation  
of history, which suggested that in the  
beginning was the family;

then families got together and formed  
tribes;

then a number of tribes formed a  
nation;

then a number of nations formed a  
union or united states of this or that;

and that, finally, we could look forward  
to a single world government

This resource should be photocopied onto card, cut into strips and placed in an envelope with task two.

# **Task 10**

**There has been no rain**

**More oil, more pollution**

**Your dinner is in the dog**

**Share your calculators**

**Some people are on benefits**

**We shall have to wait for spare parts**

This resource should be photocopied onto card, cut into strips and placed in an envelope with task ten.

# Task 16

## Car Description A

**Very good - crisp gear change, visibility of instruments, position of mirror controls, good headroom and legroom, internal stowage, seat comfort, heating and interior design.**

**This model comes with a 1.0 litre engine with a top speed of 100mph.**

**Comes in a wide range of colours, is economical to run in terms of fuel consumption, spare parts, tax and insurance.**

**On the negative it has limited boot space and overall visibility**



# Task 16

## Car Description B

**Very good – steering, supportive driving seats, position of pedals, headroom, engine and external noise, windscreen wipers, interior design.**

**This model comes with a 1.1litre engine with a top speed of 110mph**

**Comes in a wide range of colours, with the addition of alloy wheels, good fuel consumption especially on long journeys, tax.**

**On the negative – poor insurance costs and cost of spare parts and servicing**

# Task 18

Lawyer

Banker

Army Private

Social Worker

Farmer

Shop Assistant

Miner

Secretary

Teacher

Builder

Holy man

Doctor

Nurse

Police Constable

Chef

This resource should be photocopied onto card, cut into strips and placed in an envelope with task eighteen.

# Task 19

### 1: Helen

Helen is 34 years old and a housewife. She has four children aged between 7 months and 8 years. Her hobbies are ice-skating and cooking. She lives in a pleasant house at Gloucester, and was born in England. Helen is known to have developed a covert romantic relationship with Owen.

### 2: Tozo

Tozo is 19 years old and a sociology student at Keele University. She is the daughter of wealthy Japanese parents who live in Tokyo. Her father is an industrialist who is also a national authority on traditional Japanese mime theatre. Tozo is unmarried but has several highborn suitors, as she is outstandingly attractive. She has recently been the subject of a TV documentary on Japanese womanhood and flower arranging.

### 3: Jobe

Jobe is a man of 41 years and was born in Central Africa. He is a minister of religion whose life has been devoted to the social and political evolution of African peoples. Jobe is a member of the communist party and has paid several visits to Cuba in recent years. He is married with eleven children whose ages range from 6 years to 19 years. His hobby is playing in a jazz band.

### 4: Owen

Owen is an unmarried man of 37 years. As a commission officer he spent part of his service in Northern Ireland where, as an undercover agent commutation in dispatches. Since returning to civilian life he has been unsettled and drinking has become a persistent problem. At present he is a Youth Adventure Leader, devoting much energy to helping young people and leading caving groups. His recreation is preparing and driving stock cars.

### **5: Paul**

Paul is a man of 42 who has been divorced for six years. His ex-wife is now happily remarried. He was born in Scotland, but now lives in Richmond, Surrey. Paul works as a medical research scientist at the Hammersmith Hospital and he is recognised as a world authority on the treatment of rabies. He has recently developed a low-cost treatment, which could be self-administered. Much of the research data is still in his working notebooks.

Unfortunately, Paul has experienced some emotional difficulties in recent years and has twice been convicted of indecent exposure. The last occasion was 11 months ago.

His hobbies are classical music, opera and sailing.

### **6: Edward**

Edward is a man of 59 years who has lived and worked in Barnsley for most of his life. He is general manager of a factory producing rubber belts for machines. The factory employs 71 people.

He is prominent in local society, and is a Freemason and a Conservative Councillor.

He is married with two children who have their own families and have moved away from Barnsley.

Edward has recently returned from Poland where he was personally responsible for promoting a contract to supply large numbers of industrial belts over a five-year period. This contract, if signed, would mean work for another 25 people.

Edward's hobbies include collecting antique guns and he intends to write a book about Civil War Armaments on his retirement. He is also a strong cricket supporter.

## **Task 22**

K Macmillan, a Scottish blacksmith makes the first bicycle

The first Christmas cards commissioned by Henry Cole

John H Loud patented the ballpoint pen

The first movie theatre

Monopoly created by Charles Darrow

The first photocopier

## Pupil materials – Resources

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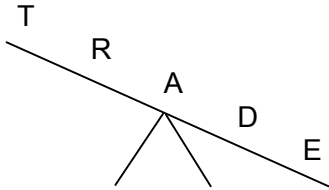
# Task 23

<u>Benefit</u>	<u>Cost</u>	<u>Beneficiaries</u>
Attendance Allowance	Cost £1,500m	765,000
Child Benefit	Cost £5,800m	6,895,000
Working Tax Credit	Cost £864m	420,000
Housing Benefit	Cost £8,800m	6,655,000
Income Support	Cost £14,500m	5,320,000
Children's Tax Credit	Cost £2,550m	465,000
Industrial Injuries Benefit	Cost £600m	95,000
Maternity Allowance	Cost £32m	15,000
Retirement Pension	Cost £26,850m	9,900,000
Incapacity Benefit	Cost £6,4000m	1,600,000
Community Care Grants	Cost £90m	320,000
Funeral Payments	Cost £48m	60,600
Job Seekers Allowance	Cost £1,850m	720,000
War Pension	Cost £960m	310,000
Bereavement Benefit	Cost £1,050m	350,000

Statistics based on Benefits Agency figures 1996 rounded.

This resource should be photocopied and placed with task twenty-three

# Task 25



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