


## PAINTERS

<b>Age group</b>	Primary School, Grades 6 – 9; Secondary School, Grades 1 – 4	
<b>Competency features</b>	Proactive approach and creativity 	Ability to accept risk
<b>Aims</b>	<ul style="list-style-type: none"> <li>▪ to enrich learning</li> <li>▪ to realize the importance of thinking creatively</li> <li>▪ to try out creative self-presentation</li> <li>▪ to try out managing a set amount of money</li> </ul>	
<b>Timing</b>	45 minutes (or double, in case the students will be creating works of art)	
<b>Location</b>	indoors	
<b>Resources &amp; materials</b>	stopwatch Worksheet: Painters mock-up cash actual artistic materials (paints, etc.) if necessary	
<b>Description</b>		
<p>Entrepreneurship may be developed in a number of ways. By including this creativity exercise in one or two lessons, students are given an opportunity to test their negotiating skills, financial astuteness, and business acumen.</p> <ol style="list-style-type: none"> <li>1) Teacher explains the importance of being creative to students; it is helpful at school, work, and in private life. He leads in: <i>“I have an exercise for you that will show how creative you are, how you can present your ideas and/or products, and whether you are good salesmen.”</i></li> <li>2) Teacher tells students to prepare a work of art; it is up to them what they will come up with. It does not matter what technique they might use, what artefact they will create from scratch or obtain as ready-made. Teacher may also specifically order paintings to be created, and supply his charges with artistic materials and tools (paints; crayons; colour pencils, felt-tip pens, etc.). In the latter case, presentations and sales will take place in the next lesson only.</li> <li>3) Once the paintings are produced, teacher distributes the Painters Worksheet. He makes sure they understand what is expected of them.</li> <li>4) Teacher gives students 5 minutes to prepare a presentation of their work, and leaves them in peace.</li> <li>5) Students present their works of art, one by one; each has just one minute to</li> </ol>		

make his case. Teacher uses a stopwatch, and strictly cuts off anyone at 60 seconds flat.

- 6) As soon as all the works have been presented, teacher reiterates the rules. Designating half the students as *sellers*, he tells them to display their works wherever they fancy in the classroom (gallery) and stand next to them. The other half will play *buyers*. The process goes on for 7 minutes, after which they swap roles.

Teacher stresses to the new sellers they have to sell, i.e. persuade the buyers to part with their money by any means. The price is open to negotiation, but no extended haggling is desirable. The seller should set a reasonable asking price, stand by it, and defend his profit margin by creative argumentation.

The winner is the best salesman (highest takings).

- 7) Teacher evaluates the competition and engages in a discussion about buying and selling, and what it takes to make a sale.

<b>Feedback</b>	<p><u>Questions for discussion:</u></p> <p>How did the sellers try to drum up business? What was creative in what they did?          Why did someone sell and sell for good money, while another could not succeed at all?          What came easier to you – painting a picture, or selling it?          Could this exercise be useful in real life? How exactly?</p>
<b>Risks and recommendations</b>	<p>To speed it all up:          Groups may be created, condensing the proceedings.</p>
<b>Application in classes</b>	<p>This exercise ought to develop creativity, and serve especially as an opportunity to practise creative self-presentation. Due to its contents, it is eminently suitable for arts classes.</p>
<b>Inspired by</b>	<p>This exercise is based on the Competency for Entrepreneurship Manual created as part of the Competencies for the Labour Market project; RPIC-ViP Ltd., Ostrava, 2008. 191 pp.</p>
<b>Notes</b>	

## Worksheet

**PAINTERS**Instructions

Think about it: You would like to make some money so that you could buy a nice present for someone you love, or perhaps something you want badly.

**You can – as an artist. All you need to do is sell your picture exhibited at the gallery.**

**You will have just one minute to present and sell your painting.** This time limit must be strictly adhered to, since there is a number of other artists exhibiting at the gallery and the schedule is tight. Everyone has to have a fair crack of the whip.

**You must set the price of your painting!** Pencil in the asking price on the reverse of your picture.

**You had better prepare for your presentation well!**

The rules:

Every student will be given 1,000 currency units (10 x 100) to make purchases. Currency holders must mark their notes so that they are later identifiable.

Normally, artists do not exhibit just one painting, but you had little time for work. That is why you are allowed to keep selling your painting over and over!

Selling and buying has strict rules. Within the time provided, you **must** spend at least half your cash, i.e. 500 currency units. Your selling will obviously be as good as your salesmanship and powers of persuasion.

You can only spend what you have in hand (1,000 currency units, personally marked). You are not allowed to use the money you earned from sales to make purchases.

Buyers may purchase more paintings than one, as long as their cash (1,000 currency units) allows.

So you set a price to your work initially. But the marketplace can be generous as well as unforgiving, and you need to negotiate with potential customers skilfully to get the best price you can under the circumstances. If they like it, push on; if little interest is shown, price reductions are in order to get at least something for your toils.

### Worksheet **CASH**

