

Engaging the children

Top Tips - Engaging children in the classroom

Aim:

Be clear on the aims of the session – for example, share ideas with the children on how they could make a difference, examples of previous years.

Time:

- Think about how long the session will be?
- Do not make this too long especially if it's online because energy levels and concentration will dip.
- Ask the teacher's advice – perhaps 30 mins max.
- Things may take longer than you plan, depending on the ages of the children involved.

Give them the opportunity to interact:

- Does everyone understand what we are doing? Does anyone have any questions?

Preparation:

Tell the teacher/children in advance if children need to do something before the session, for example:

- Watch a video.
- Assemble equipment - paper, pens, paints, post-its, blackboard/smartboard?
- Print out work sheets you will need to have sent in advance?

First Meeting suggestion:

Brief Introduction for first meeting (5 mins)

Introduce yourself – share your career journey, talk about your business, your role, how you can help the children with Bright Stars and introduce Bright Stars if they don't already know and what they will need to do, introduce the fact they have £50 and over 8 weeks develop a business with a purpose (a social enterprise).

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Activity 1 (20 mins)

Set an activity that you can talk the children through.

Here is an example: Making a Difference Brainstorming

There are blank squares on each table. In small groups think about what they want to make better for them or their school or the community or a charity they want to support. Each child takes a piece of paper and writes down their ideas.

1. What would you like to make better or improve?
2. Why do you feel this is needed, provide some examples
3. Discuss in groups some of your ideas, are there any common themes between the group

Activity 2 (10 Mins)

It is often good to then break up the session by getting them to do a mini activity involving small groups. If the children have been assigned roles perhaps they work in their groups

Here is an example:

Each group takes a pile and sorts the ideas – what's most achievable or most popular. Give the pieces of paper numbers – 1 is most important – down to 5 or 10.

Further activity:

Discuss with the children about other activities they want to do before your next meeting – to move things on.

If you have any questions, please contact:

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