



BRIGHT

STARS



**Make a Profit and
Make a Difference**

Resources Booklet



**CENTRE for
LEADERSHIP
PERFORMANCE**

www.cforlp.org.uk

The Centre of Leadership Performance (CforLP) runs Bright Stars, which offers young people the opportunity to be inspired and see that their actions will be recognised and their voices will be heard. Pupils are exposed to positive role models from the world of business and the programme encourages leadership, building confidence as they showcase hidden talents and develop new skills.

This well-established, award-winning programme enables children to learn through experience about key business principles like innovation, budgeting, problem solving and delivering deadlines, while linking with core curriculum subjects such as English, maths, design and technology.

Bright Stars creates on-going links for local primary schools, businesses and the local community and connects them to the young people to help make them aware of what local companies and communities do. This provides positive impact for all involved and helps develop and encourage the workforce, entrepreneurs and citizens of the future.

The Project Resources

Bright Stars is fun and informal and has to be manageable for schools and businesses.

This Resources Booklet is provided as a guide and to help make it easier for schools and business volunteers to plan and deliver a great, fun programme for the pupils, which achieves positive outcomes and develops new skills for the pupils.

The resources can be mix and matched, run in a different order (to some extent) and adapted, depending on the age of the children and what you want to cover in each of your project classes. You may have other ideas and you do not need to use everything we suggest here.

Some of these sessions are best to be delivered **before** the 8-week trading begins, so the children can hit the ground running when the project trading period opens.

This may all look overwhelming, but the resources are easy to use and are there as a guide for you to adapt to suit you... and CforLP are always here to help, should you need support.

If at any stage you have any Bright Stars questions, need support, have any feedback or just need a chat about how the project is going, please do not hesitate to contact Hazel Duhy, the CforLP's Bright Stars Project Manager:

Hazel.Duhy@cforlp.org.uk T: 016973 44905

Before you start...

Please familiarise yourself with the Ideas and Expectations documents (School and Business versions are available online). This will outline your responsibilities to your working partner and the pupils.

Generally, the most successful Bright Stars school and business partnerships:

- Meet before starting the project and trading opens and agree a project delivery plan and timeline – Who will do what? When? How? Where?
- Plan a Bright Stars session calendar, with businesses engaging with the pupils at least once a week – then you know this is the day the children focus on the project.
 - You may need to be flexible some weeks to work around other school/business commitments.
 - Some lessons may be delivered just by the teachers, so this schedule should include when the businesses will be involved and whether this will be at the school or online (via Zoom or Teams).
- Keep it SIMPLE and FUN!
- Have the teacher brief the children on what Bright Stars is and what the prizes are in advance of the first business visit.
- Plan that the first business engagement with the pupils (best done face to face, if possible, to build a rapport) may need 1 or 2 hours initially.
 - The Lesson 1 resources give ideas on what should be covered: meet the children, introduce you and your business, explain how you plan to help, discuss what a business and social enterprise are and also complete the pupil pre-project feedback questions.
 - Ideally, this session should be covered together before trading starts to maximise the time to set up and run the social enterprise!
- Work together to encourage the pupils to take up the challenge and share ideas for their social enterprise.
 - The pupils should come up with the social enterprise ideas – you are there to help brainstorm, sense check and support them to achieve them!
 - We recommend you help keep the ideas simple and focus on a couple of manageable ones that you can all support the children with.
- Have teachers/schools that ensure the pupils have the support and time needed, usually during the school day, to set up and run their social enterprises.
- Work together to help the pupils develop their business, finance and marketing plan and decide what the school/business inputs will be.
- Use the Media Pack to help promote participation in Bright Stars and your working partnership (see Lesson 7 for more info).
- Encourage and work with the enthusiasm, commitment and team work which is generally created by the pupils when working on Bright Stars!

Extra notes for Schools

Please ensure there is always a teacher present in the lesson to support the business – they are not there to replace a teacher in the classroom!

Please ensure that children have enough time outside of their weekly sessions to run their events or make their products.

Please remember to add weekly reports online to show your project progress. You can add photos and films too. These weekly reports are used by the Bright Stars judges to help assess each project and decide the winning projects at the end.

Extra notes for Businesses

The business mentors are there to help the children approach their Bright Stars social enterprise like they would a business.

Your role as business mentor is to help the pupils approach their project in a business-like manner, including the use of business planning, job roles, profit and loss, marketing and sales, as well as how they can make a difference through their enterprising ideas.

Ideally, the children would benefit from meeting lots of role models from your company/network to help them understand more about local jobs and careers. Please consider inviting your colleagues/associates to engage with the project too (either online or at the school), as they can offer different experiences, skills and ideas (*ie* Marketing Manager, Finance Team), so that they develop basic business and life skills.

The Bright Stars Award Categories

For this programme, Bright Stars will award prizes for:

1. **Best team work, collaboration and leadership**
2. **Most profitable social enterprise**
3. **Best community engagement**
4. **Best and most positive long-term impact**
5. **Best logo and marketing campaign**



Winning schools will receive a cash prize. There will also be a Highly Commended certificate for each category.

All pupils, schools and businesses will receive Bright Stars certificates.

And now you are ready to start Bright Stars...

The Essential Skills



These are the skills that are needed to do almost anything! We all need to develop these skills to be successful in education, work and to thrive in all parts of our lives. Bright Stars will give you, and the pupils who take part, lots of opportunities to develop these skills.

Communication Skills:



The receiving, retaining and processing of information or ideas.



The oral transmission of information or ideas.

Creative Problem Solving Skills:



The ability to find a solution to a situation or challenge.



The use of imagination and the generation of new ideas.

Self-Management Skills:



The ability to use tactics and strategies to overcome setbacks and achieve goals.



The ability to set clear, tangible goals and devise a robust route to achieving them.

Interpersonal Skills:



Supporting, encouraging and developing others to achieve a shared goal.



Working cooperatively with others towards achieving a shared goal.

For each lesson plan you will find a description of how the pupils will develop the key essential skills.

This is the order that we suggest for lessons, using the resources mentioned. Please adapt to make sure that whatever you use with the children is age appropriate:

There is an alternative Infant Resources Booklet option available for younger pupils (4-7 years).

Lesson Plan	Resources in booklet or download
1. Introducing Bright Stars, business, social enterprise and your own business	
<p>Introduce yourself and your company:</p> <ul style="list-style-type: none"> • What do you do in your job? • What does your company do? • What is a typical day like? • Explain briefly as children may not know what Bright Stars is and how you and your team plan to help. • Ask pre-project questions in your first session, to gauge their understanding of what they are going to do. PLEASE then email the results to: hazel.duhy@cforlp.org.uk 	<ul style="list-style-type: none"> • Create your own PowerPoint or keep it informal – your choice. • Bring in props, photos, banners etc • Talk about what your company does and then share with the children your career journey, what school you went to, other interesting info, hobbies, career journey etc <p><i>FORM TO COMPLETE AND RETURN Pupil pre-project feedback questions</i></p> <p><i>FORM TO COMPLETE AND RETURN School permission/photo consent</i></p>
<p>What is a business?</p> <ul style="list-style-type: none"> • Aim to start your Bright Stars journey with an Introduction to business. • Lots of different businesses, some make products and some provide services – share some examples. • Explain, if age appropriate, the 5Ps. 	<p><i>LESSON PLAN</i> <i>What is a business?</i></p> <p><i>WORKSHEET</i> <i>Introduction to the 5Ps of Business</i></p> <p><i>SLIDES</i> <i>Bright Stars - Presentation - What is a business (PPT)</i></p>
<p>What is a social enterprise?</p> <ul style="list-style-type: none"> • This year we are working to make a profit and make a difference. • What is a social enterprise and how are we going to start one? 	<p><i>LESSON PLAN</i> <i>What is a social enterprise?</i></p> <p><i>WORKSHEET</i> <i>Introduction to the 5Ps of Business</i></p> <p><i>SLIDES</i> <i>Bright Stars - Presentation - What is a social enterprise (PPT)</i></p>
<p>Sustainability and the UN Global Sustainability Goals A chance to talk to the children about these and what large businesses across the globe are trying to solve globally.</p> <ul style="list-style-type: none"> • Discuss what goals they think their ideas best fit with and how change at a local level is important and lots of small change from everyone can make huge change. 	<p><i>LESSON PLAN</i> <i>What is sustainability?</i></p> <p><i>WORKSHEET</i> <i>Sustainability and the UN Global Sustainable Goals</i></p>

Lesson Plan	Resources in booklet or download
2. Ideas for your social enterprise	
<p>Ideas Session:</p> <p>Lead the pupils in brainstorming possible ideas.</p> <p>Stress that they all must listen to everyone's ideas and it's good to create lots of ideas before we decide which one or two.</p> <p>Use the mind map or some coloured post-it notes that you can hand to the children to write their ideas onto and put onto one of the walls.</p> <ul style="list-style-type: none"> ● How will it help people, what difference does their social enterprise want to make? ● The children may want to raise money for charity, so use a brainstorming session to agree which one. ● If there is time in the same session, get the children to agree final ideas with a vote, talk through their ideas, their mind maps or post-it notes, are there any the same or common themes – is it a product or service or both. ● Task the children to have a think and decide when you next meet with them. 	<p>LESSON PLAN <i>Mind mapping your social enterprise idea</i></p> <p>SLIDES <i>Bright Stars - Template - Mind map (PPT)</i></p>
3. Roles needed within a social enterprise and emphasis on team work	
<p>Get into roles and develop your team:</p> <p>The chance to talk about all the different roles and skills people need to run a business/social enterprise.</p> <p>Remind them that they can't be good at everything, everyone has different talents and skills, but most importantly they must all work as a team.</p> <ul style="list-style-type: none"> ● Use the application for job roles form. ● 'Interviews' or just discussions to see who likes doing what and allocating them jobs. ● Talk about skills. ● Emphasise teamwork 	<p>LESSON PLAN <i>Business plans and job roles</i></p> <p>WORKSHEET <i>Application for key positions in the social enterprise</i></p>

Lesson Plan	Resources in booklet or download
4. Creating a business plan for their social enterprise	
<p>Developing a business plan for your social enterprise:</p> <p>The chance to talk about how your social enterprise is going to work overall.</p> <ul style="list-style-type: none"> • Discuss and finalise your ideas (use the worksheet). • Are you all in agreement (as this is the plan you will all work towards achieving with your social enterprise)? • How will you keep your project on track and check you are working to the plan? 	<p>LESSON PLAN <i>Business plans and job roles</i></p> <p>WORKSHEET <i>Business plan</i> <i>(this completed worksheet should be uploaded as a Wk9 final report)</i></p>
5. Finance – managing money	
<p>How to manage the money:</p> <p>At this stage it is important to stress that it isn't just about making money, it is about making a difference through your social enterprise.</p> <ul style="list-style-type: none"> • Using the BS money management template. • Understanding some simple business maths. • Understanding why profits are important to businesses and social enterprises. 	<p>LESSON PLAN <i>Finance – managing money</i></p> <p>WORKSHEET <i>Finance plan (managing money)</i></p> <p><i>and/or</i></p> <p>Bright Stars - Template - Money management <i>(alternative format Excel file)</i></p>
6. Marketing	
<p>Marketing your social enterprise to the world:</p> <ul style="list-style-type: none"> • Use the resources to find the best way to communicate your product or service to your market and the difference you are trying to make through your social enterprising ideas. • What is your Unique Selling Point (USP)? • What is your mission statement? • Create promotional posters and videos. 	<p>LESSON PLAN <i>Marketing</i></p> <p>WORKSHEET <i>Marketing plan template</i> <i>(this completed worksheet should be uploaded as a Wk9 final report)</i></p> <p>WORKSHEET <i>Create a poster</i></p> <p>WORKSHEET <i>Guide to making a video</i></p>

Lesson Plan	Resources in booklet or download
7. Project Reports and Evaluation	
<p>Take a look at your whole scheme:</p> <ul style="list-style-type: none"> • What did we learn? • WWW: What Went Well? • EBI: Even Better If • Roles – who enjoyed their role/found it tough? • Outcome – did we make enough profit? • What difference did we make to people? • How do we know it was a success? • Ask post-project questions in your final session, to gauge their understanding of what they have achieved. PLEASE then email the results to: hazel.duhy@cforlp.org.uk 	<p>Use all your completed resources to complete your online Week 9 update.</p> <p>Upload project reports, photos and final film.</p> <p>FORM TO COMPLETE AND RETURN Post-project pupil feedback questions</p>

See Resources webpage to download additional resources, templates, information and the media pack:

<https://www.cforlp.org.uk/bright-stars-information-resource-page-3/>

NB: You must be logged in to access the online resources and add your weekly reports.

Extra resources include:

General

- Bright Stars Media Pack, including press release templates
- Useful project films
- Event Safety Checklist

Schools

- Online weekly update manual for schools
- Ideas and expectations document for schools

Businesses

- Ideas and expectations document for businesses
- Engaging the children guide

EVALUATION:

Pupil pre-project feedback questions

In your final meeting, please record the children’s understanding of the following questions by asking them to raise their hand. Please count the number of children answering YES and NO and record this on the report.

This process is to save the schools printing and sending back individual student feedback forms.

The information is vital to collect pre- and post-project so we can report back to our project funder please.

School name:

	<i>Please record the number of pupils that answer each question</i>	YES	NO
1	Do you know what a social enterprise is?		
2	Have any of you thought about setting up your own business?		
3	Do you know about UN Global sustainability goals?		
4	Do you know about local jobs and careers?		
5	Do you know what leadership is?		
6	Do you think you are very confident?		
7	Do you think you currently make a difference or volunteer in your school or communities?		
8	Do you think you work hard at school or dream of a big future?		
9	Do you think you work well in a team and understand what teamwork is?		

Please email this report to hazel.duhy@cforlp.org.uk as soon as possible.

Thank you.

School permissions/photo consent form

I grant the Centre for Leadership Performance and their associates/representatives permission to use quote(s)/testimonial(s) (see any quotation overleaf) along with name(s) of those staff involved and school name, as well as take images and all rights to use the quote(s)/testimonial(s) and image(s) resulting from the photography/video filming, and any reproductions or adaptations of the image(s) for fundraising, publicity or other purposes to help achieve the company’s aims.

This includes any photos that are shared with CforLP or uploaded to the CforLP website by the user. This might include (but is not limited to), the right to use them in their printed and online publicity, social media, press releases and funding applications.

We will assume that full permission has been granted for any children featured in any images, which the school has uploaded to the weekly updates online, and that CforLP may use these further for future marketing purposes including social media, impact reporting to businesses and funders, etc.

For more information about how CforLP stores and protects this information please refer to our privacy policy <https://www.cforlp.org.uk/privacy-policy.html>

I hereby consent for the capture, storage and use of the image of the group and its participants.

Name of school	
Name of Bright Stars Project <i>(if known yet)</i>	
Name of adult responsible for group <i>(if applicable)</i>	
Date	
Signature	
Print name and position <i>(if different from above)</i>	

Please email this form to hazel.duhy@cforlp.org.uk as soon as possible.

Any questions? Please contact Hazel on 016973 44905

LESSON PLAN: Introduction to your organisation

Curriculum links

Geography, PSHE, Maths, Computing, Numeracy, Literacy, Art and Design

Skills development



The pupils will be **Planning** throughout the project to set up their social enterprise business.



The pupils will be **Listening** and learning all about your organisation and some of the opportunities available to them when they get a bit older and also starting to think about what business they need to set up. **Creativity** will be needed to come up with the new ideas and ensuring it fits the brief.

Learning Aims

Bright Stars requires you to help the pupils in your school to set up a social enterprise. During this workshop the children will learn about your business and the different roles within a business.

Resources Required

Your own simple PowerPoint about your business, pens, paper.

You can also **download** and use the PowerPoint *Bright Stars - Presentation - What is a business?* – it includes examples of McVitie's.

Lesson plan

What is a business?

An organisation that produces and/or sells goods or services and a place where people work. Talk about how businesses are not just about making a profit, but are increasingly aware of the need to make a positive impact on their local communities and on the planet.

Introducing the 5Ps of business

Use the *WORKSHEET: Introduction to the 5Ps of Business*, as a way of exploring your business.

There are 5 words beginning with P that help to understand how businesses work:

PRODUCT (or service) – what do people need that you can provide for them? For example: food items, transport, cleaning, repairs, clothes or entertainment.

PEOPLE – who is going to want your product or service? How will it make a difference? Don't think about 'everybody' – is yours an idea for young people, sports people, busy working people, people who can't afford certain things, people who need help with mobility or travel?

PRICE – what is the product or service you provide going to cost you to make or buy? What are you going to sell it for? Can your target customers afford it? Will it be good value for them?

PLACE – where is your product or service provided or sold? Local to you? Worldwide via the internet? Sold in shops or on a market stall? Sold to friends and friends of friends?

PROMOTION – how do new customers know about your product or service? How do you tell people? Think about ways companies do their advertising – can you name five ways you find out about cool things you want to buy?

Example – McVities

Show a picture of: McVitie's – see *BS - Presentation - What is a business?*

Ask the children: Is this a large, medium or small business?

What are the 5Ps of this business?

- **Product** - does it produce goods or services?
- **People** – who needs their products or services? How will it make a difference?
- **Price** – what does it cost to buy their product or use their service?
- **Place** – where do they supply their products or services – local, regional, national, global? How will it make a difference?
- **Promotion** – how do they let people know about what they do?

Suggested Answers

- **What do they do?** – they produce a variety of tasty biscuits.
- **Who are they for?** – they try to make sure there's a type of biscuit for everyone.
- **What do they cost?** - the biscuits are not too expensive and are good quality.
- **Where do they sell them?** – you can buy McVitie's all over the country in different places.
- **How do people know about them?** – adverts on TV, on bus stops, in shops and posters. People tell each other and the packaging makes you want to buy them.

What are the 5Ps of YOUR business?

- Create a PowerPoint which allows you to explore the 5Ps related to the products or services that you provide.
- Keep the words to a minimum and use as many photos and examples as you can.
- Can you bring some of your products/service tools/props in with you to show the children? Maybe also any clothes you may need to wear as part of your job – PPE equipment etc.
- Nice short and enthusiastic presentation with some time for Q&As about what you do.

This is a great way of getting children switched on to businesses and social enterprises.

Always try and get pupils to bring their own local ideas/family connections to work and business into the session.

WORKSHEET:

Introduction to the 5Ps of business

There are 5 words beginning with P that help to understand how businesses and social enterprises work: **PRODUCT** (or service) – what do people need that you can provide for them? For example: food items,

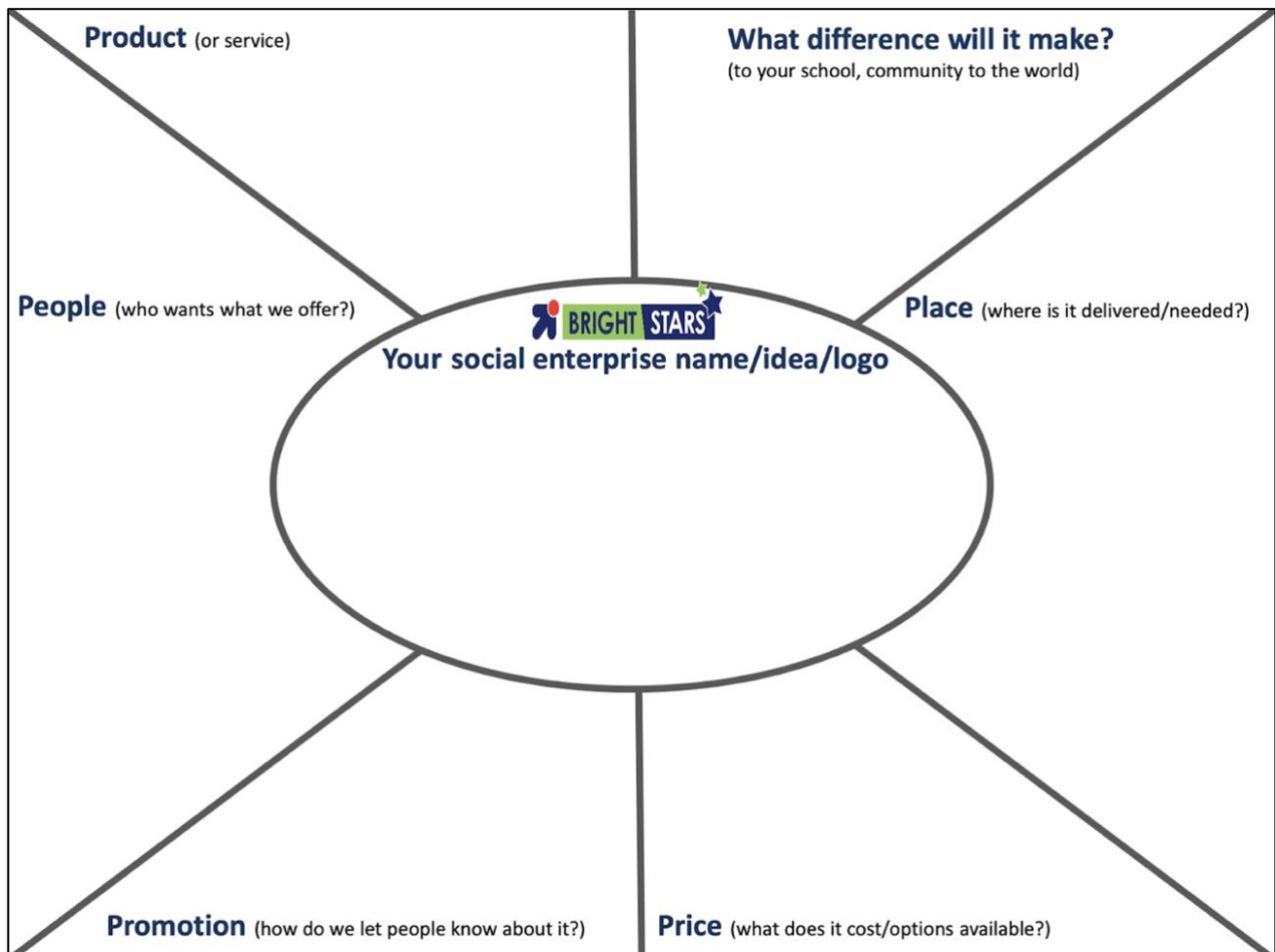
transport, cleaning, repairs, clothes or entertainment.

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PRICE – what is the product or service you provide going to cost you to make or buy? What are you going to sell it for? Can your target customers afford it? Will it be good value for them?

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PROMOTION – how do new customers know about your product or service? How do you tell people? Think about ways companies do their advertising – can you name five ways you find out about cool things you want to buy?



LESSON PLAN:

Introduction to a social enterprise?

Curriculum links

Geography, PSHE, Maths, Computing, Numeracy and Literacy

Skills development



The pupils need to use their **Listening** Skills to understand the difference between a normal business and a social enterprise. This is one of the key learning outcomes so please ensure that you explain this well!

Learning Aims

To make children more aware of a social enterprise and how they might want to start thinking about their own ideas and what they want to change.

Resources Required

- Pens, paper, access to the internet or trip to local area
- *WORKSHEET: Introduction to the 5Ps of Business* (from previous lesson plan)
- Post-it notes for the children to stick up their ideas on a wall
- Examples of local social enterprises
- **Download** and use the PowerPoint *Bright Stars - Presentation - What is a social enterprise?*

Lesson plan

What is a social enterprise?

A social enterprise is a business that is changing the world for the better. Like traditional businesses they aim to make a profit, but it is what they do with that profit that makes them different – reinvesting or donating them to improve people's lives in our communities or to address environmental issues. By selling goods/services social enterprises can create employment and/or reinvest their profits back into the local community.

Show them examples (detailed below) of local social enterprises.

Examples of different Cumbrian social enterprise businesses:

- **Centre for Leadership Performance (CforLP)** – supporting schools and businesses to develop leadership skills and create business leaders for today and tomorrow
<https://www.cforlp.org.uk/>
- **Calderwood House Coffee** – supporting homelessness through the sale of coffee
<https://youtu.be/oYYOp3RpK4w>
- **Vista Veg** – a grower's co-operative based in Crosby Ravensworth, Cumbria
<https://www.vistaveg.co.uk/>

- **Alpacaly ever after** – llama rehoming and llama experiences accessible to all, based in Keswick
<https://alpacalyeverafter.co.uk>
- **Rebike** – collecting and renovating bicycles for resale at affordable prices, based in Carlisle
<https://www.rebikecumbria.co.uk/>
- **Rebuild site** – taking construction project surplus materials to use in community and charity projects
<https://www.rebuildsite.co.uk/>

Optional:

Volunteers to support pupils with developing a survey they can use to ask their fellow school pupils and the local community what differences they would like to see.

Get the children to work in teams to research different businesses in their local area.

This could be done by taking the children out into the local community or by using the internet. Get them to write a list of the companies and then work out if any/how many of them are social enterprises.

You could get them to identify one social enterprise business that is important to them and get them to write down:

- The name of the social enterprise
- What do they do – what product or service do they provide?
- What do they do with their profits?
- How long has the social enterprise been running?
- Who set up the company?
- Use the 5Ps model sheet as a way of understanding how the social enterprise meets people's needs

(Examples: WWF, Children in Need, a Food Bank)

The children could then prepare a short presentation to share their findings with the rest of the class.

Ask the children to start brainstorming what they want to make a difference with or change.

LESSON PLAN: Sustainability and the UN Global Sustainability Goals



Curriculum links and Skills Development



The pupils will need to use **Teamwork**, **Leadership**, **Creativity** and **Problem Solving** to set up their social enterprise business and link learning with the UN Sustainable Development Goals (SDGs).

Learning Aims

Bright stars can help introduce children to leadership and provides them with the opportunity to help influence change at a local level on something they want to make better and improve. Therefore, depending on age of the pupils it is a great opportunity to introduce the UN Global Sustainability Goals and raise awareness of some of the issues faced at a global level.

Bright Stars requires you to help the pupils understand about sustainability and the global implications and goals around these issues. The social enterprise the pupils set up should be based around improving things at a local level and how these could link to at least one of the UN Global Sustainability Goals.

By embedding the SDGs into lessons, children develop global awareness, critical thinking, and problem-solving skills, helping them become responsible citizens.

Resources Required

- *WORKSHEET: Sustainability and the UN Global Sustainability Goals*
- Pens and paper

Lesson plan

What is sustainability and the UN Global Sustainability goals?

The UN Sustainable Development Goals (SDGs) are 17 interlinked global goals set by the United Nations in 2015 that drive towards a more sustainable future across the worlds. The SDGs are designed to be:

“A blueprint to achieve a better and more sustainable future for all”.

The SDGs have been signed by 193 countries and are intended to be fulfilled by 2030.

This lesson gives you the chance to talk to the children about these and what each may encompass and which their social enterprise can address.

Discuss how large businesses across the globe are trying to solve the issues globally.

This provides business volunteers the opportunity to talk about this from your own business perspective.

Discuss what goals they think their ideas best fit with and how change at a local level is important and lots of small change from everyone can make huge change.

Ask children to complete the *WORKSHEET: Sustainability and the UN Global Sustainability Goals*

Things to consider:

- Do any outcomes from their social enterprise map to more than one SDG?
- Are any of the SDGs impacted more than once?
- Which **one** SDG do you think is most relevant (**directly**) to your project?
- Which of the SDGs do we **indirectly** impact as a secondary effect of our work?
- Are there any goals on which we have **no** effect?

WORKSHEET:

Sustainability and the UN Global Sustainable Goals

Look at the goals below:



Which goals does your social enterprise want to make an impact on?

LESSON PLAN:

Mind Mapping your social enterprise idea

Curriculum links

Geography, PSHE, Maths, English, Art and Design.

Skills development



The pupils will need **Teamwork**, **Problem Solving** and **Creativity** skills to work out what they are going to do for their social enterprise business. They will also need to use their **Listening** skills to listen to everyone's ideas and decide on the best idea to take forward.

Learning Aims

Bright Stars asks the pupils in your allocated school to set up a social enterprise. During this workshop the children will apply what they've learned about the simple elements in a business and how their social enterprise needs to consider all of these different elements if they are to be successful.

For children to work as a team. Emphasise the need to listen to everyone's ideas and it is good to have lots of ideas before these get narrowed down to final ideas perhaps a brainstorm with post-it notes on the wall before you start the mind map.

Resources Required

- **Download** and use **Bright Stars - Template - Mind map** (includes Calderwood House example)
- *WORKSHEET: Introduction to the 5Ps of Business* (from previous lesson plan)
- Pens and paper

Lesson plan

Look at the Mind Map example of Calderwood House Coffee

Show them how to use the Mind map with the 5Ps, by doing a Q&A with Calderwood House example. Get the children to do a Q&A around it.

Using Your Mind Map sheet

- Divide the pupils into teams and provide each team with a *Bright Stars - Template - Mind map*
- Get them to think about what social enterprise business they would like to create as part of their Bright Stars programme.

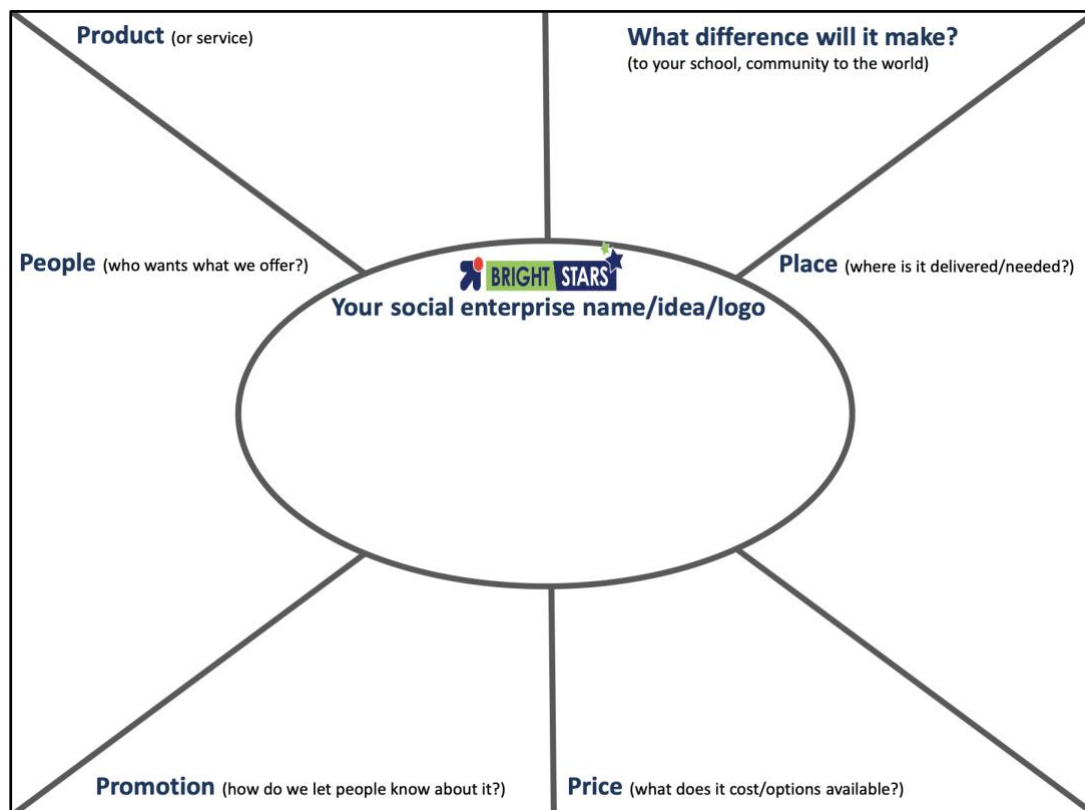
- Within their teams – discuss what they think about their business ideas and then, as a team, agree on the best idea.
- Write this idea in the centre of the Mind Map.
- What should they do? Who should they help? What local issues are there that could be solved with their ideas and a small amount of money? How can they make a difference?

How about these simple ideas to get the mind maps started?

- Loneliness – could lonely people have a chat with someone online or have a daily book reading event?
- School Uniforms – could you set up a Uniform exchange / library to share uniforms / shoes that have been grown out of?
- Health Walks – could you start local health walks to help people get fit?
- Share skills – could mature people in the community help young people learn cooking, gardening or repairing skills?
- Litter-picking – how could we get fit and make our area look better?

Who else needs help and who could help them?

Use this mind map to talk about the ideas you as a group come up with and try to come up with a clear idea – print off new mind maps if this one gets messy!



How would you like to use the £50 start-up money?

Start getting the pupils to think about how they can REALLY get their social enterprise business started.

LESSON PLAN:

Plan your social enterprise and job roles

Curriculum links

Maths, English, PSHE, Geography, Computing, Art.

Skills development



The key skill required for this task is **Planning**. Now that the pupils have their business idea they need to pull together a business plan, thinking about their goals for their business and what they hope to achieve. In addition, they will be applying for roles and thinking about what they are good at and how they can support the business in that role.

Learning Aims

This part of the Bright Stars challenge asks pupils to plan out their social enterprise and decide which of the jobs they think they would be good at.

Plus, how will they make sure their social enterprise will be successful by making sure they do the jobs that they are best at?

Resources Required

- Completed *Mind map* from previous lessons
- *WORKSHEET: Business Plan*
- *WORKSHEET: Application for key positions in the social enterprise*

Lesson plan

Who's in your team?

Describe to the children what different roles are needed to run a business or social enterprise... maybe introduce the children to some other members of your business.

What roles will there be in your team?

- **Managing Director**
The leader of your team who brings everyone together
Key Skills required – leadership, listening and making decisions
- **Head of Production (if you are making a product to sell)**
The person responsible for planning, co-ordinating and the control of the manufacturing process
Key Skills required – organised, practical and good at getting things done
- **Business Plan Team**
Generally everyone will be involved, but these people will make sure the plan is neat and tidy
Key Skills required – organised, tidy and likes a good list
- **Design Team**
We've got an idea but we need to make sure the idea is good for what we want and we need

experts to look at how we are going to make the business work

Key Skills required – good at art/drawing, great at thinking about how to make things look good

- **Finance Team**

We're starting with £50 – how will we use it and how will we get more money into the business to help it continue to make a difference AND hopefully make some profit?

Key Skills required – Great at maths and understanding numbers

- **Customer Service Team**

What happens if anything goes wrong and we need to improve things? How do we make sure people are happy with the product or service?

Key Skills required – good with people, good listener and communicator, wants to solve problems

- **Marketing Team**

We want everyone to know about our product or service – how do we make sure people hear about it?

Key Skills required – Likes to tell people about great things and is enthusiastic too

Each team member needs to think about what they are good at and which of the jobs they would be best at doing

- Get the children to use the application sheet to apply for jobs
- Talk about who is in the team and agree who should do which of the jobs in the team

OR

- Hold mini interviews asking each person to say which job they would like to do and why they think they would be best at it
- Assign roles and teams

The Business Plan for your social enterprise

- Complete the *WORKSHEET: Business plan*
- Use the 5Ps mind map the teams completed to come up with the idea and improve it
- The business plan is what will be used to make sure teams meet the needs of the local community and their customers – the business plan shows how to make money AND make a difference
- Without a business plan teams won't know what they're going to do to help people and how to do

WORKSHEET: Application form for key positions in the social enterprise



Name:

Date of Birth:

Year Group:

Position applied for (please tick):

Managing Director	
Head of Production	
Business Plan team	
Design Team	
Finance Team	
Customer Service	
Team Marketing Team	

Reasons I would be good in this role:

Signed:

Date:

WORKSHEET:

Business Plan (once completed this is submitted as a Week 9 report)

Our BRIGHT STARS Social Enterprise Business Plan

School Name:

Social Enterprise Business Name:

What are you raising money for (cause/charity)?

• Business Description

What is your business idea?

Is it a product or a service?

• Production

What do you need to be able to do it?

• Finances

What will you do with your £50?

Think creatively. Remember you can write to organisations to ask for free donations and can reinvest at any time

What will you spend your £50 on?

What will you charge for your product or service?

● **Marketing**

Who are your customers?

How will you advertise/ raise awareness of your social enterprise?

Where and when will you sell your product or service?

Will you design a logo or have a mission statement?

● **Job roles**

Who is going to do what? Who is in charge?

- **Make a difference**

What difference will your social enterprise make to your school or your local community?

What UN Global Sustainability Goals does your social enterprise best fit with?

LESSON PLAN:

How to manage the money

Curriculum links

Maths, Computing, PSHE, English.

Skills development



To run a successful business the pupils will need to keep track of their budget to give the business the best chance to make a profit. To do this the pupils will need to use **Problem Solving** skills to work out what they need to buy (are some suppliers cheaper than others), costs per item, sales price per item and profit per item.

Learning Aims

Once your Bright Stars have designed their social enterprise we need to help them understand how to manage the money.

Each team is given £50 to help their business idea come to life.

Aims:

- Help pupils to understand how to manage their money
- Explore how to keep track of expenses
- Understand why businesses and social enterprises need to make profit
- Learn how to use money to make more money AND provide products/services to others
- Discuss how social enterprise businesses have more impact than simply making money

Resources Required

- *WORKSHEET: Finance Plan*
- Optional: **download** and use **Bright Stars - Template – Money management (Excel)**
- Completed *WORKSHEET: Business plan* from previous lessons
- Paper, pens and access to the internet

Lesson plan

What is money management?

Ask pupils what they know about money:

- When they have it, what do they do with it?
- What can we use it for?

- How do businesses/social enterprises use their money?
- What is a profit?
- Why do social enterprise/all businesses need to make a profit?

An example

Imagine starting a small business or social enterprise.

(WRITE this out on a whiteboard as you go through it and then get the pupils to use the *WORKSHEET: Finance Plan* and/or the download *Bright Stars- Template - money management* (Excel) to write the figures in the correct places.

ACTIVITY 1: Bring in a multipack of chocolate buttons/Haribo or similar as an example:

- You buy one big pack of chocolate buttons with 20 little packs inside for £2.00
- How much does each little pack cost you to buy?
- $£2.00 / 20 = 10p$ per pack = Unit Cost.
- You set up a little stall at a jumble sale and sell your chocolate buttons for 25p per pack = Sales Price
- Profit from every item you sell (Sales Price – Unit Cost = Profit per Item) = 15p
- If you sell all 20 items for 15p Profit the total profit = $20 \times 15p = 300p = £3.00$ PROFIT

Businesses and social enterprises need to make PROFIT so that they can pay people to work there, buy more equipment and stock to make more sales to make more income. A business will often use profits to pay shareholders, a social enterprise re-invents their profits back into their cause, so for example: CforLP reinvests into supporting young people through programmes and activities.

ACTIVITY 2: Follow the *WORKSHEET: Finance Plan* (and/or **download Excel version**) to think about what the pupils need to buy to set-up their business:).

The pupils are going to be given £50 to start their social enterprise business – what do they need to do to make sure they can make a profit AND make a difference to people's lives nearby?

Take the team through their business plan and ask them to think about what THEY will need for their social enterprise.

Use the internet to search for prices and costs of items that they will need to buy for their social enterprise.

Work with them to calculate what they should charge for their product or service AND do some estimates about how many they think they could sell and how many they would need to sell to make a profit.

WORKSHEET:

Finance Plan (once completed this is submitted as a **Week 9 report**)

How to keep track of the money in the social enterprise business

Team Name:

Social Enterprise Business name:

Starting money: £50

EXPENDITURE (what we have to spend to buy stock, tools, equipment etc).

INCOME (Money that comes in when we sell our items or deliver our service).

Starting money	£ 50.00
Minus -	
Expenditure (costs)	£
Plus +	
Income (sales)	£
Equals =	
Profit (good if +, not so good if -)	£

LESSON PLAN: Marketing your social enterprise and purpose to the world

Curriculum links

Art and Design, Language, Maths, Computing, PSHE, Geography

Skills development



To develop a successful marketing plan and strategy the pupils will have to get creative to make sure that their business stands out to attract customers. The pupils need to use **Creativity** to design eye catching posters and logos to grab attention to promote their businesses.

Learning Aims

Once your Bright Stars have designed their social enterprise we need to help them understand how to market it to their target audience.

We're again going to link it to the 5Ps and the *WORKSHEET: Marketing Plan template*.

Aims:

- Help pupils to understand what marketing is
- Explore why we need to think about marketing for our social enterprise and its purpose
- Consider different types of marketing
- Learn about identifying who to persuade/target
- Discuss what you need to market your social enterprise successfully – the look and the feel
- Use the 5Ps: Product, Price, Promotion, Place, People... plus, also remember Purpose too!

Resources required

- *WORKSHEET: Marketing plan template*
- *WORKSHEET: Create a poster*
- *WORKSHEET: Guide to making a video*
- Completed *WORKSHEET: Business Plan*
- Paper, colouring pens and some sample posters, adverts, etc

Lesson plan

What is marketing?

Ask pupils to think of their favourite food, toy, TV programme or sport...how do they know about it?

When you know you want something – a new toy or pair of trainers – how do they influence their parents/grandparents to buy it for them? This is a way of marketing – what words do they use? How do they appeal to them?

How do companies make us want different things – think about TV adverts for cars or chocolate or yoghurt or fizzy drinks?

Let's apply this knowledge to our own idea.

The Marketing Guide Template

- Complete the *WORKSHEET: Marketing plan template* and *WORKSHEET: Create a poster to raise awareness of your social enterprise/cause/change you want to make*.

Take pupils through the different stages of the marketing guide, referring them to examples they will understand – questions below and suggested ideas:

- What one sentence sums up the business/social enterprise idea and purpose?
 - a. Nike: "To bring inspiration and innovation to every athlete in the world."
 - b. Google: "To organise the world's information and make it universally accessible and useful."
- Who do we need to tell? Narrowing down the people we want to reach.
- Do we have a logo? What does it look like? For example: Nike, Apple, Spotify, Disney.
- What is REALLY special about what we want to do and why will people want to use our service or buy our product? Are we making a positive impact on a particular UN Global Sustainability Goal that we can shout about?
- Is there a price? If not, what VALUE does it provide?
- HOW will we tell people about what we're going to do and get our message out to our customers or the people who will benefit? Posters, school website, social media, flyers, school bag flyers, PTA, assemblies or at an existing event happening in your school or community?
- Where will we use those posters, flyers etc and how will we know if people have seen them?

Get Creative

Help the teams to come up with ideas for their marketing tools – eg posters and videos, think about how pictures and words need to work together to raise awareness of their business ideas and get people excited about using their business.

Posters/flyers/videos, etc need to show what the service does for the buyer:

"we can help you..."

"Do you need support with..." etc.

Back to the plan

Get the teams to think about how they are going to use their new marketing tools – where, when and what they hope the posters will do.

Do these ideas STILL meet the needs of the social enterprise business plan and marketing plan? If not, what can we do to change direction to meet the needs of the plan?

WORKSHEET: Marketing plan template

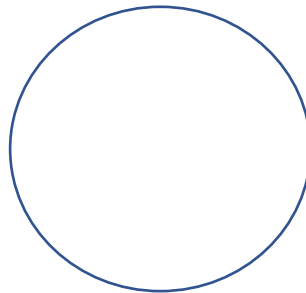
(once completed this is submitted as a Week 9 report)



If we need to tell someone about our social enterprise and it's **PURPOSE** in **ONE SENTENCE** what words shall we use? **This could include a mission statement.**

Who do we need to tell? Who are the **PEOPLE** we need to **PERSUADE**? Who do we need to **MARKET** to? Who might benefit?

Do we want a **LOGO** (picture) or something that tells people “visually” what we are doing? Square, round....?? Draw some ideas here:



What is really special about what we are doing? What makes our **PRODUCT** (or service) stand out? Is it a service, is it helping **PEOPLE**, what difference does it make? Is it making a positive impact on a particular UN Global Sustainability Goal?

What **PRICE** is it? Or if there isn't a price, what **VALUE** does it have to local people?

How are we going to get the word out about our amazing social enterprise? What is our **PROMOTION**? This is where we could tell people as part of our promotion what our **PURPOSE** is and what change we want to see. Are we making posters, do we need to involve others, charities or other experts who could help us, are we using social media and our school website or even developing our own?

Where will we promote our campaign. Where will we **PLACE** it? How do we get **PEOPLE** who are interested to find what we're doing or who might benefit?

Any other info we need (take a second piece of paper and draw more ideas if it helps):

WORKSHEET:

Create a poster



This is a great way of getting a message to people about your social enterprise and the difference you want to make.

- It can be posted online.
- It can be put up in classrooms.
- It can be in shops or public meeting places – anywhere the people who you want to convince or influence are likely to see it.
- **Important** – think about whether you need to ask permission before you put up a poster.
- Your poster can be produced in a smaller version and handed out to people – but if it is smaller make sure the message can still be read.

How do you create a design?

Decide on a size – standard paper sizes A4 or A3 are good.

Challenge the children to draw pictures or create collections or collages of images that best describe or illustrate your social enterprise idea.

If you make it a competition – you then have to decide how to choose a winner or winners.

Decide on a message – words on the poster. The best messages for posters are:

- Short
- Simple
- Snappy (attract attention)

Branding

A 'brand' is something that identifies your social enterprise and change you want to make – it stands out and attracts attention.

- Think about colours – bright colours stand out better
- Think about words that will attract attention
- Make sure the message is consistent with the rest of your marketing – it is basically saying the same sorts of things.
- Is there a 'signature' for the poster – a particular word or phrase, a colour or an image or logo that will instantly identify the poster as part of your social enterprise?
- Have you mentioned the positive impact you are making for a UN Global Sustainability Goal?

WORKSHEET:

Guide to making a video



Do you want to make a video to promote your social enterprise and how it will make a difference?

- Do you have the use of a camera, or a computer or a mobile phone?
- Decide what you want to say, what do you want your audience to know?
- Decide who is going to say it – a group of people could each say something.
- How will you show it to people – through your school or own website, through Facebook or Twitter?

People don't usually want to watch long video messages.

The current limit for video length on Twitter for example is 2 minutes 20 seconds – 140 seconds - so that might be a good limit for your video. Longer videos can be uploaded onto Twitter – but let's keep it simple.

How will you do it?

- Record on a laptop, tablet, phone or digital video camera.
- Check the sound and vision quality of your recording before you send it – play it back and see what your team thinks
- Check that your message is clear or are you asking them to do something – a call to action?
- Be clear on your purpose, what difference do you hope this will make?
- Save your video in a resolution suitable for screen - an MPEG or similar file.

Some basic advice:

- You may wish to 'brand' your video with your school's name or use a logo or name for your social enterprise or your purpose – either constantly on screen or at the start and end of the video.
- Be clear about what you want to say – bullet points on a note can be helpful to ensure you remember everything.
- In 2 minutes, 20 seconds (140 seconds) you can probably speak between 240 and 300 words. It may be more depending on how quickly you speak.
- Remember 140 seconds is a time limit – not a target. So, if you can say what you want to say in less time, then do so.
- Cover the basics:
 - a. What is your social enterprise business idea?
 - b. If raising money for charity which one?

- c. What difference do you want to make?
 - d. What is the name of your school?
 - e. What year group are you?
 - f. What do you want to achieve?
 - g. Why do you want to achieve your objective?
 - h. What do you want people to do to help or buy?
 - i. Are you making a positive impact on a UN global sustainability goal?
- It is probably best not to write and read a script – most people reading from a script sound dull and flat, and if you are working off a piece of paper, you won't be able to make eye contact with the camera lens (and your audience).
 - Rehearse what you are going to say. You don't need to be absolutely word perfect, but you need to be clear, and confident with the content – like you would preparing a school play.
 - If you are recording on a laptop – put the bullet points on screen, then you don't have to look away.
 - Be relaxed, friendly and natural – you want people to like you.
 - Don't forget to breathe. There's nothing wrong with pausing for a moment at the end of a sentence – it's what you do naturally in a conversation.

FINAL REPORTS:

Please complete your project by completing the Week 9 online report.

This should include uploading your:

- Business Plan (*see Lesson 3/4*)
- Marketing Plan (*see Lesson 6*)
- Finance Plan (*see Lesson 5*)
- Final Project Film (*if you have decided to do one*)
- Final Project Photos

These are all used by the Judging Panel to help assess your project for the Bright Stars Awards.

After the project you may also want to celebrate your success with further marketing to the local press, school newsletter, etc. Please remember to thank your business partner and tag in Bright Stars, so we can share your story too.

See the Bright Stars Media Pack for more advice.

Please remember to tag your school or business and CforLP in all social media posts:

- Twitter: @CentreforLP
- Facebook: @CentreforLP
- LinkedIn: Centre for Leadership Performance
- Instagram: CentreforLP
- Hashtags: #BrightStarsApr26 #BrightStars #leadership #enterprise

EVALUATION:

Pupil post-project feedback questions

In your final meeting, please record the children’s understanding of the following questions by asking them to raise their hand. Please count the number of children answering YES and NO and record this on the report.

This process is to save the schools printing and sending back individual student feedback forms.

The information is vital to collect pre- and post-project so we can report back to our project funder please.

School name:

	<i>Please record the number of pupils that answer each question</i>	YES	NO
1	Do you know what a social enterprise is now?		
2	Do you would think about setting up your own business, in future, now?		
3	Do you know about UN Global sustainability goals now?		
4	Do you know about local jobs and careers now?		
5	Do you know what leadership is now?		
6	Have you developed new skills through Bright Stars?		
7	Do you think you are more confident now?		
8	Do you think you will continue to make a difference?		
9	Do you think you will work harder at school or dream bigger for the future now?		
10	Do you think you are a better team player and understand more about teamwork now?		
11	Have you had fun working on Bright Stars?		

Please email this report to hazel.duhy@cforlp.org.uk as soon as possible.

Thank you. (Schools and businesses will be sent separate feedback emails after the project too.)

Good luck and have fun!

Bright Stars is there to remove barriers to meaningful engagement between businesses and schools.

We hope that the social enterprises created by you all (the pupils, schools and businesses) continue and that your relationships grow stronger and continue beyond the time frame of this exciting scheme.

Thank you for taking part.

REMEMBER:

If at any stage you have any Bright Stars questions, need support, have any feedback or just need a chat about how the project is going, please do not hesitate to contact Hazel Duhy, the CforLP's Bright Stars Project Manager:

Hazel.Duhy@cforlp.org.uk T: 016973 44905

We hope you all enjoy being part of Bright Stars!

Thank you for your support.