Waste not – Want not

Suitable for Reception to Year 6

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Summary and rationale

This is a project with a focus on Social Enterprise.

The pupils in Years 5 and 6 were set a challenge to research a charity for the school to support. They had to present their findings to the rest of the class and be prepared to take questions. The children then voted to select the top 3 charities. These 3 charities were then presented to the whole school in assembly and all the children voted to choose the favourite.

Once the charity had been chosen, each class was set a challenge to produce items to sell at the School Christmas Fair. They had to keep production costs to a minimum and re-use or re-cycle materials to make their products.
Enterprise skills

Throughout the project each child was to have their own “Enterprise Passport” identifying skills (taken from Rotherham Ready Big 13).

This was to be filled in by teachers and children during Enterprise activities and during any other sessions where these skills were being taught or used.

KS2
Team Work
Positive Attitude
Risk Management
Negotiating and Influencing
Effective Communication
Creativity and Innovation
Initiative
Organisation and Planning
Decision Making
Problem Solving
Identifying Opportunities
Leadership
Making Decisions
Understanding Money
Product and Service Design
Student Voice

Foundation Stage and KS1
Teamwork
Talking and Listening
Bright Ideas
I can do it!
I'll have a go!
Understanding Money
People involved

All staff and pupils at Buxton Primary School

**Brian Morris Productions** 0774 71 935 39  
(DVD production)

British Red Cross- **Jodie Turner** jturner@redcross.org.uk (Eastern Region)
Project time line

September 2010-
Staff INSET
Outline of project

RESOURCE 1
OVERVIEW/CHALLENGE

PLAN OF PROJECT 12 lessons for KS2
RESOURCE 3 (INCLUDE RESOURCE 4)

These lessons take place over the autumn term. Each class must have their product with costings and prices ready for the Christmas Fair December 4th

An assembly to launch the project in early October.

In November hold assembly to present “Top 3” Charities (to include presentations from the children).

Assembly by representatives from the charity in December

Christmas Fair Dec 4th all classes have stall ready to go!

End of autumn term – summary and evaluation of project.
Resource 1 – Enterprise challenge

The focus is on “Social Enterprise”.

Wherever possible the children should be aware that they are learning “Enterprise” skills, which is different from financial capability.

Listed below are the “Rotherham Ready” Enterprise skills.

- Teamwork
- Risk Management
- Negotiating and Influencing
- Effective Communication
- Creativity and Innovation
- Positive Attitude
- Initiative
- Organisation and Planning
- Decision Making, Problem Solving and Identifying Opportunities
- Leadership
- Making Decisions- Ethical and Economic
- Financial Literacy
- Product and Service design

Those highlighted in red, are the skills suggested as most appropriate for KS1. What do you think?

These can be highlighted on mid-term plans and each day, a plenary should include an enterprise skill, which can then be stamped on each child’s Enterprise Passport.
Resource 2 – Enterprise Project

Autumn term 2010
My role: Lead Practitioner for Enterprise in the Primary Sector.

This term we will take part in a project, which will involve the whole school and will have an enterprise focus.

Y5/6 will be carrying out most of the research as part of their Geography and Citizenship/RE curriculum.

The project will be developed as follows:

- Questionnaires for staff, children and parents (in KS1 this could be a “circle” activity). These will be given out in the first two weeks of term.
- Y5/6 research developing countries or countries where natural disasters have occurred.
- In groups children present charity to be supported through our Enterprise challenge.
- All school vote on charity to be supported.
- Each class produces something to be sold at the School Christmas fair:
  - Product/service must be waste free or made from recycled materials
  - Have a “Dragon’s Den” style competition?
  - Children should understand there is a production cost which should influence price and profit
  - Set up the stall for the Christmas Fair
  - Possible working groups could be
    - Finance
    - Customer services
    - Production
    - Marketing and sales
    - Quality control
    - Resource management

- The project will conclude with another questionnaire to see if expectations have been met and
what effective learning has taken place.
Lesson planning

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<th>Date/Time</th>
<th>Subject/Learning/Objectives</th>
<th>Intro</th>
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<th>Other Info</th>
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<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>To develop an understanding of the skills needed for “Enterprise”</td>
<td>Give out passports. (See passports folder) In pairs/threes Discuss what each skill involves. What would you have to do to develop/learn these skills.</td>
<td>Draw a cartoon illustrating each skill. Explain what is happening in each cartoon if necessary.</td>
<td></td>
<td>Passports A4 paper</td>
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<tr>
<td></td>
<td>Understand what is meant by “Social Enterprise”</td>
<td>Outline the project/challenge</td>
<td>Set homework challenge to be done by next week. (See homework folder)</td>
<td>Fill in questionnaire about expectations for the project. Send questionnaire s home for parents</td>
<td>Homework task sheet Questionnaires for parents/children</td>
<td></td>
<td>(See questionnaire folder)</td>
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<td>Date/Time</td>
<td>Subject/Learning/Objectives</td>
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<td><strong>Lesson 2</strong></td>
<td>To present Ideas/Research</td>
<td>Explain that we will listen to each presentation to find a top 3 which will go to the whole school to vote on.</td>
<td>Children present the charity/cause they want to support through the Enterprise project. Each group will take questions. Each presentation to last no more than 4 minutes.</td>
<td>Children vote for their chosen cause.</td>
<td>Top 3 ideas are announced.</td>
<td>Fill in enterprise passports</td>
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<td><strong>Lesson 3</strong></td>
<td>To research the area of the world where the support will be given. To be able to use an atlas to retrieve information about a region.</td>
<td>Show how to use the atlas contents/grid ref and keys to gain further information about a country.</td>
<td>Children work in mixed ability groups to answer a range of questions about the region.</td>
<td>Which were the trickiest questions to answer? Come up with a question (and answer!) for another group to find the answer to. Fill in passports. SET HOMEWORK CHALLENGE</td>
<td>Atlases Question sheets.</td>
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</table>
| **Lesson 4 and 5**  
(Links with Literacy) | Prepare an information leaflet about the chosen region to tell parents about the country/region we have chosen to support. | In groups look at a range of information leaflets to support charities. E.g. Samaritans’ purse  
What are the features?  
How does it get the information across? | Plan their own leaflet which must give information on the country, including maps, climate etc as well as why we have chosen to help them and how the money will be used.  
Produce leaflets to go home?? | Check leaflets meet given criteria. | Fill in passports. | | |
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<tr>
<td>Lesson 6</td>
<td>Research products and generate ideas for products to sell at the Christmas Fair.</td>
<td>In small groups create mind-maps of suitable products to sell at fair.</td>
<td>Use internet and gift catalogues to generate a list of possible products to sell at the fair. Cut out pictures/rough sketches and annotations to create first ideas for designs.</td>
<td>What materials could be used to make your product? You should use as much re-cycled materials as possible.</td>
<td>SET HOMEWORK CHALLENGE 2 (See homework challenge folder)</td>
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<td>Date/Time</td>
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<tr>
<td>Lesson 7</td>
<td>To present ideas for product</td>
<td>Children produce proto-type of design and present ideas to class</td>
<td>“Dragon’s Den”. Children present product. Adults (teacher and 2 TA’s) act as “Dragons” questioning children on production costs (time and money) price suggestions</td>
<td>Successful products decided upon</td>
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<td>Date/Time</td>
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<td>Lesson 8</td>
<td>To self assess best role in the company</td>
<td>Give children a challenge (at this stage do not tell them this will be used as a self-analysis)</td>
<td>Children work in small groups of 2 or 3. They have limitless newspaper, but 50cm of masking tape. They can buy more tape at a cost of 10cm for 1 counter. Each group has 2 counters. They have to build a tower exactly 1m high, which will stand freely and support a weight of 0.5kg. They earn 1 counter for accurate height and 1 counter if it supports the weight. They can earn bonus counters for neatness and originality.</td>
<td>Newspaper</td>
<td>Newspaper Counters, Masking tape, Scissors, Metre sticks, 0.5kg weights, Skills analysis sheets</td>
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<td>Plenary</td>
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<tbody>
<tr>
<td>Lesson 9 and 10</td>
<td>Apply for a job in the company</td>
<td>Set up company in the following groups PRODUCTION, CUSTOMER SERVICES, FINANCE, QUALITY CONTROL, STOCK CONTROL</td>
<td>Use skills analysis sheets from last session and examples of formal letters of application to apply for a suitable job in the company. Each group will need a manager and there needs to be a Managing Director of the company.</td>
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</table>
| **Lesson 11** | Whole school art day  
Each class to produce items to sell at the Christmas Fair | Whole school art day using re-cycleable resources to produce items to sell at the Fair. |  |  |  |  |  |

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<tbody>
<tr>
<td><strong>Lesson 12</strong></td>
<td>Evaluate the project</td>
<td>Give out questionnaire s to staff, children and parents to compare with original expectations.</td>
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</table>
ENTERPRISE PASSPORT

Name: ..................................................................................................
<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Talking and Listening</th>
<th>Bright Ideas</th>
<th>I can do it!</th>
<th>I'll have a go!</th>
<th>Understanding Money</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Teamwork" /></td>
<td><img src="image2" alt="Talking and Listening" /></td>
<td><img src="image3" alt="Bright Ideas" /></td>
<td><img src="image4" alt="I can do it!" /></td>
<td><img src="image5" alt="I'll have a go!" /></td>
<td><img src="image6" alt="Understanding Money" /></td>
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<tr>
<td>Team Work</td>
<td>Risk Management</td>
<td>Negotiating and Influencing</td>
<td>Effective Communication</td>
<td>Creativity and Innovation</td>
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<tr>
<td>Positive Attitude</td>
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<td>Organisation and Planning</td>
<td>Decision Making</td>
<td>Problem Solving</td>
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<tr>
<td>Identifying</td>
<td>Leadership</td>
<td>Making Decisions</td>
<td>Understanding Money</td>
<td>Product and Service Design</td>
<td>Opportunities</td>
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<tr>
<td>The best thing about this project was…</td>
<td>The thing I found hardest was…</td>
<td>I got better at…</td>
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<tr>
<td>Something new I learned…</td>
<td>If I did this project again I would…</td>
<td>My teacher thought I was…</td>
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Homework Challenge!

SOCIAL ENTERPRISE

Next week (FRIDAY 17TH SEPTEMBER) we will decide which charity we are going to support. It is your job to put forward a presentation persuading people to vote for your charity.

Your presentation must take no more than 5 MINUTES!

We are going to use this project to research different places around the world, so your charity must support a developing country, or a country which has been affected by a disaster.

You can work in pairs or small groups, but this presentation must be planned in your own time…

Good luck!
Homework Challenge!
Enterprise Project

Waste Not! Want Not!
“Dragon’s Den”

Your task is to design a product, which we can sell on our stall at the Christmas Fair.

On Friday November 5th products will be presented to the Dragons.

You need to think about:

- Production time (including how many we should make)
- Materials/resources (as much re-cycled/re-used as possible)
- Production costs
- Selling price
- Who will buy it
- Quality control

Bring in a proto-type and any other information you need.

Your presentation to the Dragons should last no more than 4 minutes.
Dear Parents/ Carers

Today your child has been told about a “Social Enterprise” we will be leading in years 5 and 6. As many of you know, we have been involved in a variety of Enterprise projects, and it is something we value in school.

The children will research different charities and plan a presentation about one for the rest of the class. We will then vote for one to support as a school. Next we will lead a whole school project, which will involve producing something to sell at this year’s Christmas Fair to raise money for the chosen charity.

I would really like to measure the impact of this project and find out what you as parents think about it. I would appreciate it if you could find the time to fill in the attached questionnaire and return to me by FRIDAY 17TH SEPTEMBER. At this stage I appreciate that this is a new idea and this could be the first time you have heard about Enterprise Education! Please do not worry about this and fill in the form honestly! (It is not a test!!)

There will be another questionnaire to fill in at the end of the project to enable me to see how the project has affected all members of our school community.

Thank you for your support.

Alison Maskrey
Social Enterprise Project Questionnaire for parents

1. What do you think “Enterprise Education” means?
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   ........................................................................................................................................
   ........................................................................................................................................
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2. What do you hope your child will learn during this project?
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3. What do you think will be the most difficult thing?
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4. Explain how you think this project may/may not help your child in other areas
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5. Any other comments
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   ........................................................................................................................................
Dear Parents/ Carers

As you know we ran a whole school enterprise project last term. Before the project started, many of you completed a questionnaire to help us evaluate the impact of running schemes like this.

The children set up their stalls and raised money for The British Red Cross.

I would really appreciate it if you could fill in the attached questionnaire and return it to me by FRIDAY 7TH JANUARY.

Thank you for your support.

Alison Maskrey
Social Enterprise Project Questionnaire for parents

1. What do you think “Enterprise Education” means?
   ........................................................................................................................................
   ........................................................................................................................................
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2. What do you hope your child will learn during this project?
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3. What do you think will be the most difficult thing?
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4. Explain how you think this project may/may not help your child in other areas
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5. Any other comments
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Social Enterprise Project - Questionnaire for pupils

1. What do you think “Enterprise Education” means?
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   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

2. What do you think you will learn during this project?
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3. What are you looking forward to?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

4. What do you think will be the most difficult thing?
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5. Explain how this project may help you in other areas
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
Social Enterprise Project - Questionnaire for pupils

1. What do you think “Enterprise Education” means?
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   …………………………………………………………………………………………………………………

2. What did you think you learnt during this project?
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   …………………………………………………………………………………………………………………
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3. What did you enjoy?
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4. What was the most difficult thing?
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5. Explain how this project may help you in other areas
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Social Enterprise Project - Questionnaire for staff
(TEACHER/TA) please indicate

1. What do you think “Enterprise Education” means?

2. What do you hope the children will learn during this project?

3. What do you think will be the most difficult?

4. Explain how you think this project may/may not help children in other areas

5. Any other comments
Social Enterprise Project

Questionnaire for staff (TEACHER/TA)
please indicate

1. What do you think “Enterprise Education” means?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

2. What were the main learning outcomes?
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   …………………………………………………………………………………………………………………

3. What was the most difficult thing?
   …………………………………………………………………………………………………………………
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   …………………………………………………………………………………………………………………

4. Explain how you think this project may/may not help children in other areas
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5. Will this have any impact on your teaching style in the future?
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## Skills Analysis (Resource 4)

### Name

<table>
<thead>
<tr>
<th>Things I found easy in the challenge</th>
<th>Skills I used</th>
<th>Things I found difficult</th>
<th>Tick the ones which describe you best</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>➢ Good at organising others</td>
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<td></td>
<td>➢ Good at managing Resources</td>
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<td>➢ Good at coming up with ideas</td>
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<td>➢ Good at finishing things neatly and carefully</td>
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<td></td>
<td>➢ Good at following instructions from others</td>
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<td>➢ Good at seeing things through to the end</td>
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<td></td>
<td>➢ Good at presenting my ideas to the rest of the class</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What jobs will need to be done in the company?</th>
<th>What skills will be needed for the different jobs?</th>
<th>What skills do I have which will be valuable in the company?</th>
<th>What are the jobs best suited to me?</th>
</tr>
</thead>
</table>
Evaluating questionnaires - Parents

From 67 families 22 forms returned.

Understanding of “Enterprise Education” was varied. 100% mentioned financial awareness and 80% talked of teamwork and communication.

A few (3/22) referred to social responsibility.

Parents were very positive about the project and liked the idea of the children choosing their own charity.

Some parents felt it was too hard for their children as they had only just started school and were worried it would be hard for them to understand.

“Enterprise Education” teaches children how to be ready for work when they are older”

“I think Enterprise Education will teach my child how to run a business and work in a team"

The second questionnaire had a better return rate and from 67 families 28 forms were returned.

The results showed a clearer understanding of links with Citizenship. Parents were unanimous in their support for the Christmas Fair and were very positive about the children’s customer service!

“The table decorations were great and the children who served me were very polite and could explain all about where the money was going”

“My daughter in Y1 loved working on the stall and giving change to the customers!”

“We felt very involved from helping him with the design to coming to the Fair and seeing all the things for sale!”
Evaluating questionnaires - Pupils

From 104 pupils 75 returned questionnaire 1.

80% of responses showed an understanding of links with financial awareness.

The Y1/2 children had trouble with answering the questions and Reception didn’t do it!

All of the children were looking forward to raising some money and were keen to choose their own charity to support.

There was a range of comments about how the project could help them in other areas.

"It will teach me how to use money"
"I will learn how to work as part of a team and that will help me when I get to High School"
"It will be good to get better at art and making things"

Questionnaire 2

70/106 forms returned.

The feedback in the second lot of forms showed a much greater understanding of the skills, which had been used, and about social responsibility and citizenship.

"It was a good feeling to raise money to help other people"

"I learned how to organise others. The best bit was being in charge of our group. I tried not to be too bossy but to get things done"

"Making the stuff was good fun. I learned how to sew. My mum is amazed"

“We learnt not to waste stuff and to make things cheap and sell them for more money to make a profit”
Evaluating questionnaires - Staff

13 staff was given forms and 100% were returned.

**Questionnaire 1**

All staff had a good understanding of “Social enterprise”. They were very positive about the project and enthusiastic about starting it with the children.

There were reservations from the Y1/2 teacher about their ability to fill in the questionnaire and passport. The Reception teacher said she wouldn’t attempt them with her class! But she would make sure she talked about the skills they would use.

All staff had a good understanding about cross-curricular links and using Enterprise skills across other subjects.

**Questionnaire 2**

13/13 forms completed and returned.

The response to the project was very positive.

“It was quite nerve-racking letting the children make the decisions, but they were really thoughtful and listened to each other”

“I would definitely do something like this again. It was a real context and even my trickiest boys were fully engaged”

“The passports proved a bit time-consuming, perhaps a whole class `tick sheet` and a full evaluation at the end would be better?”
What Went Well?

- All staff fully engaged in the project
- Links with parents and wider community
- Involving KS1 and Reception
- Understanding of Enterprise skills

This was a really positive experience for the school community. It had a high profile and was valued by staff, pupils and parents.

The school has run Enterprise projects before but they have been aimed at raising money for a trip or “treat”. This Social Enterprise was a great experience for the children. By choosing their own charity, they had real ownership and the assembly by the British Red Cross was very moving and gave the children a focus and sense of purpose, based on sound values.

Even Better If

- Less paper work for the teachers
- More time for whole school planning
- A sales fair independent of PTFA Christmas Fair

The project had many more positives than “points for action”, and all staff said they would enjoy doing another project.
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