

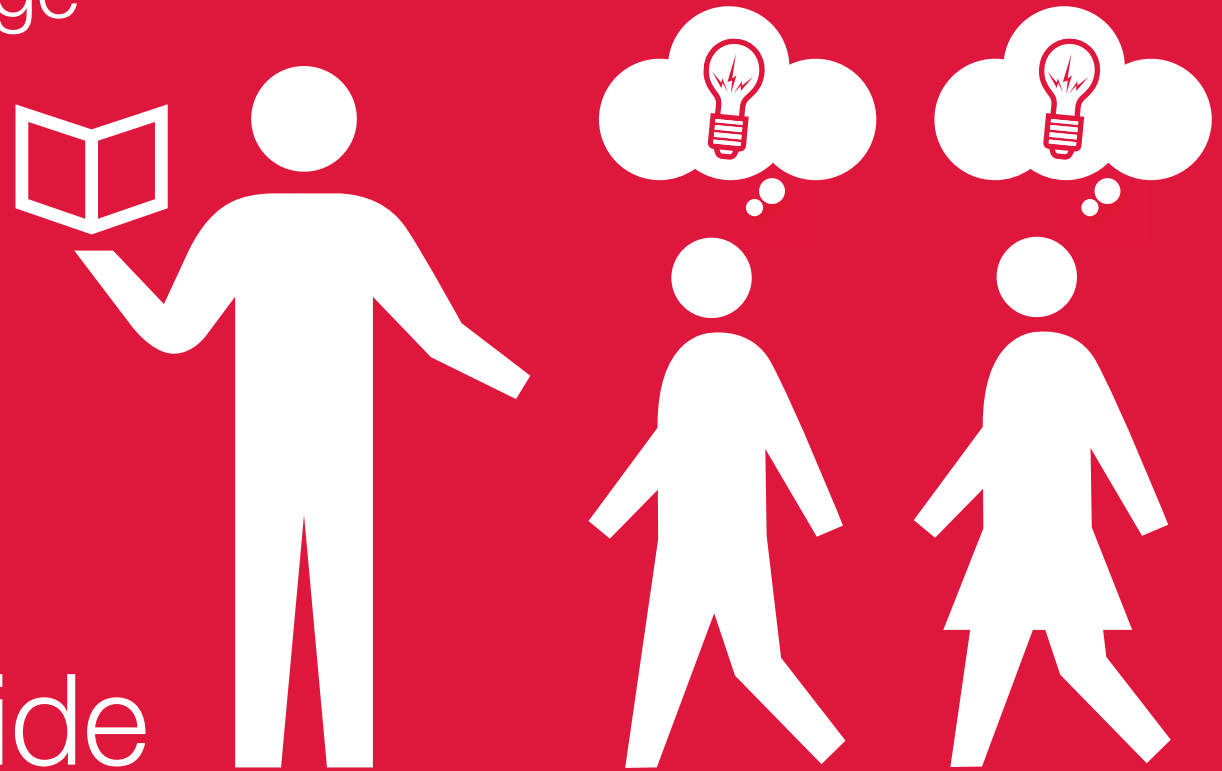
MILLION
MAKERS



Prince's Trust

All net proceeds donated to The Prince's Trust (registered charity no.1079675)

The Schools Challenge



Teachers' Guide



The Schools Challenge

Introduction

Welcome to Million Makers: The Schools Challenge Teachers' Guide!

The aim of The Schools Challenge is to engage KS3 students in a **charity enterprise activity** while raising funds for The Prince's Trust.

This teachers' guide and accompanying student activities have been put together by schools enterprise experts as a support to run enterprise days during the 2009 summer and autumn term or, alternatively, it can be run across a series of lessons in business, PSHE and cross-curriculum teaching.

The Prince's Trust helps young people across the UK who are struggling to fulfil their potential because of the obstacles and barriers they face. The Trust has helped more than 575,000 young people since 1976 and supports 100 more each working day. More than three in four of the young people who were helped by The Prince's Trust last year went into work, education or training.

Through fundraising events held at your school, The Schools Challenge hopes that students will further develop their skills of enterprise and citizenship, learn more about the work of the Trust and help to raise further funds to continue its work.

Who is the resource aimed at?

Million Makers: The Schools Challenge is primarily aimed at KS3 students. In some school situations it may be possible to involve older students in supporting the activities as mentors.

When can this be delivered?

The Challenge can be held during activities week in the summer term, during an enterprise week in the autumn term or, alternatively, it can be run across a series of lessons.

All activities need to take place in 2009 in order to be eligible to enter The Schools Challenge competition.

How does this resource deliver on the curriculum?

This Challenge will give students the opportunity to develop their **enterprise capability** and cover the cross-curricular dimension of enterprise.

Students will also develop their **financial capability** and **business and economic understanding** through managing their finances in a business context and making informed choices between alternative uses of scarce resources.

Million Makers: The Schools Challenge covers Every Child Matters (ECM) through:

- Enjoy and achieve
- Make a Positive Contribution
- Achieve Economic Well-being

Opportunities for cross-curricular work have been highlighted throughout the teachers' guide under each description of the student activities.

By participating in The Schools Challenges students will have the opportunity to create and implement new

ideas, to take a risk and respond to change. The main enterprise dimensions that students will use are:

- Creativity
- Team Work
- Problem Solving
- Application of Number
- Planning and Organisation
- Initiative
- Presentation
- Risk Taking
- Determination
- Improving own Learning and Performance
- Making a Difference

Students will demonstrate their enterprise capabilities through following the enterprise process:

Stage 1 — Tackling a problem or need: students will generate ideas of how to raise money for The Prince's Trust through discussion.

Stage 2 — Students will plan their fundraising activity through breaking down the task, organising resources, allocating responsibilities and working as a team.

Stage 3 — Students will then implement their plan. This will involve solving problems and monitoring their progress.

Stage 4 — Students will evaluate the processes. They will review the activity and how much money has been raised. They will then assess what skills they have used.

Where can this be delivered?

The activities have been planned to be delivered in any school setting.

Teachers may wish to use the hall or gym, form rooms or, in the summer term, it could be run outside like a summer fete.

How can this be delivered?

Million Makers: The Schools Challenge is designed to be flexible and can be delivered using activities in the sequence provided or picked individually 'off the shelf' as required.

There are twenty student activities to help them design, create, research, cost, test, promote, produce and sell their product or service.

We have sometimes used the example of a hot-air balloon contest to illustrate how the resource can be used. However, this is an example only, and you will know best what will work in your school. Blank templates are provided which can be tailored to your needs.

Structuring the student teams

Students can remain in curriculum groups or form groups if The Challenge is delivered across an activities or enterprise week. You will be aware of the capabilities of your students, however, to follow the enterprising pathway, these resources have been designed to enable you to work as facilitator – coordinating each group's activities, providing guidance and allowing students the space and time to achieve their own goals.

Introducing The Schools Challenge and The Prince's Trust

An introduction to Million Makers: The Schools Challenge and The Prince's Trust is provided as a PowerPoint presentation, available on the website and the CD-Rom. It can be presented through curriculum subjects or as a larger group presentation, such as a year group.

Inspire!

- You can choose appropriate video clips of Prince's Trust beneficiaries (downloadable from the website) to motivate students
- Take a look at the useful links page on the website/CD-Rom for supporting information on The Prince's Trust
- Infamous 'dragon' James Caan, is supporting The Schools Challenge and has provided his advice on being enterprising! Download his advice from the website/CD-Rom to give students a little more inspiration

Sending donations to The Prince's Trust

Funds generated by students through their enterprise initiatives should be sent to The Prince's Trust by cheque accompanied with a collection form available on the website or CD-Rom.

Generated funds should be sent to the Trust within six weeks of collection or by the end of the school term (summer or autumn term) following your enterprise event.

Please make cheques payable to: The Prince's Trust

Please send all cheques, along with your collection form, to

Lucy Moore
The Prince's Trust
18 Park Square East, London NW1 4LH

If you would like further information please contact Lucy Moore at

Lucy.Moore@princes-trust.org.uk
or by telephone on 020 7543 1250.

Million Makers: The Schools Challenge competition

To inspire students further, there is a competition to nominate 'the most enterprising' team of students at your school to win a group trip to a Prince's Trust VIP event. The students can celebrate with other entrepreneurs and celebrities who support The Prince's Trust!

Runners up will receive a Prince's Trust certificate signed by the judging panel in recognition of their support for The Trust and their enterprise success. Downloadable certificates for all students that participate are also available.

For more information on how students can enter the competition, the terms and conditions and the judging criteria, see competition information on the website or CD-Rom under 'Million Makers: The Schools Challenge Competition'.

To be eligible to enter Million Makers: The Schools Challenge Competition, your school fundraising activities need to take place in 2009.

The closing dates for submitting your competition entry are as follows:

If your enterprise event is in the summer term, entries must be submitted by **Wednesday 30 September 2009**.

If your enterprise event is in the autumn term, entries must be submitted by **Friday 18 December 2009**.

Teachers' guide to activities

There are seventeen student activity sheets.

Student Activities:



Forming enterprise groups

- Put together your E Team accompanied by
- 'Role cards' activity sheet



Generating ideas and thinking them through

- Generating ideas on your own
- Generating ideas as a group
- Thinking through ideas
- Keeping it legal



Budgeting

- Budgeting
- Blank budgeting form



Planning the ideas

- Planning



Market research and collating the data

- Market research – Ask your audience
- Market research – Data capture sheet
- Collating the data



Costs, revenue & profit

- Costs, revenue & profit



Promotion

- Promote your enterprise, tell the world



Confirming costs

- Confirming costs – It's time to draw up your final budget



Final checklist of tasks

- Full steam ahead



Evaluation

- Evaluate your enterprise!

This is an outline format only and could be easily adapted to suit your own school situation

Forming enterprise groups

Student activity sheets

- Put together your E Team accompanied by
- Role cards activity sheet

Additional preparation:

- Prepare an 'ice breaker' or team building exercise if needed (not included).
- Cut out job titles and descriptions, provide job titles initially.

Enterprise skills:

- Team Work
- Problem Solving
- Planning and Organisation
- Risk Taking

PSHE 2.3c, 4c, 4b 4e, 4f, 1a

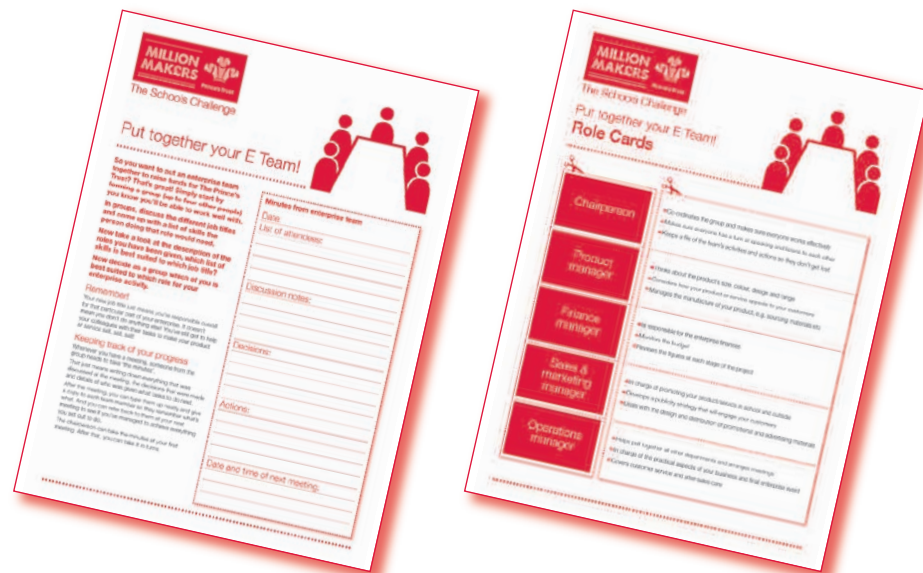
Literacy – reading:

- Summarising
- Making deductions
- Relating text to answers (application)
- Note-taking

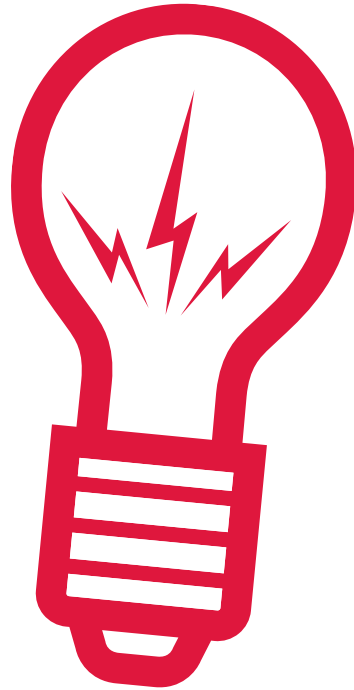
In this activity, students begin by forming their enterprise group (of up to five students).

In their new groups, students are encouraged to discuss the different job titles, list the skills of each role and then match the job title to the descriptions provided. Following a group discussion, each student then assigns themselves to one of the roles.

A minutes template is also provided for group meetings.



Generating ideas and thinking them through



Student activity sheets

- Generating ideas on your own
- Generating ideas as a group
- Thinking through ideas
- Keep it legal

Enterprise skills:

- Creativity
- Problem Solving
- Planning and Organisation
- Risk Taking
- Presentation
- Improving own Learning and Performance

Literacy – reading:

- Summarising
- Making deductions
- Note-taking

Literacy – writing:

- Planning techniques
- Evaluating from data

PSHE 4c, 4b 4e

In the 'generating ideas' activity sheets there are two main tasks that are dependent on each other and should take no longer than an hour in total. The students partake in a brainstorm, first on their own to come up with initial ideas, followed by a group discussion, where the four best/favourite ideas are chosen.

An extension task could be for each member of the team to give a PowerPoint sales pitch on their ideas to each other.

A whole class discussion or brainstorm could ensue to help students resolve any difficulties they think they will face.

The 'Thinking through ideas' activity continues the discussion of the ideas as a group, looking at the advantages and disadvantages and voting on four final ideas.



Planning the ideas

Student activity sheets

→ Planning

Additional preparation:

Organising students/teachers and setting up a room for a 'Dragon's Den style' panel.

Enterprise skills:

- Creativity
- Problem Solving
- Planning and Organisation
- Initiative
- Presentation
- Risk Taking
- Improving own Learning and Performance

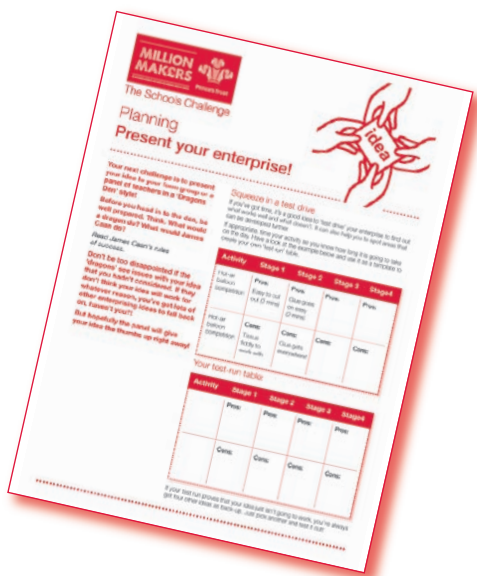
Literacy – reading:

- Summarising – analysis and evaluation
- Making deductions
- Note-taking
- Undertaking independent research

Literacy – writing:

- Planning techniques
- Precise use of business terminology
- Evaluating from data

(P)(S)(H)(E) 1b, 1e, 4c, 4b, 4e



This could take anything from 30 minutes to two hours depending on which approach you take.

Before embarking on their test runs, students should present their ideas 'Dragon's Den style'. Teachers can suggest issues or problems that may arise that haven't been thought about. This could be run simply as a form group with the class teacher or you could put together a small panel of teachers or older students to feedback.

A Dragon's Den style activity is also an excellent opportunity for students to conduct market research enabling teams to find out if their activity or product is appealing to other students in their class.

Dragon's Den activities are an entertainment in themselves. The students in other groups get the chance to see what their competitors are proposing. They can also learn from the comments made by the Dragons and improve upon their own ideas.

If time allows and if needed after the panel's feedback, students can test run their activity.



Market research and collating the data

Student activity sheets

- Market research – Ask your audience
- Market research – How to do your research
- Market research – Data capture sheet
- Collating the data

Teacher preparation:

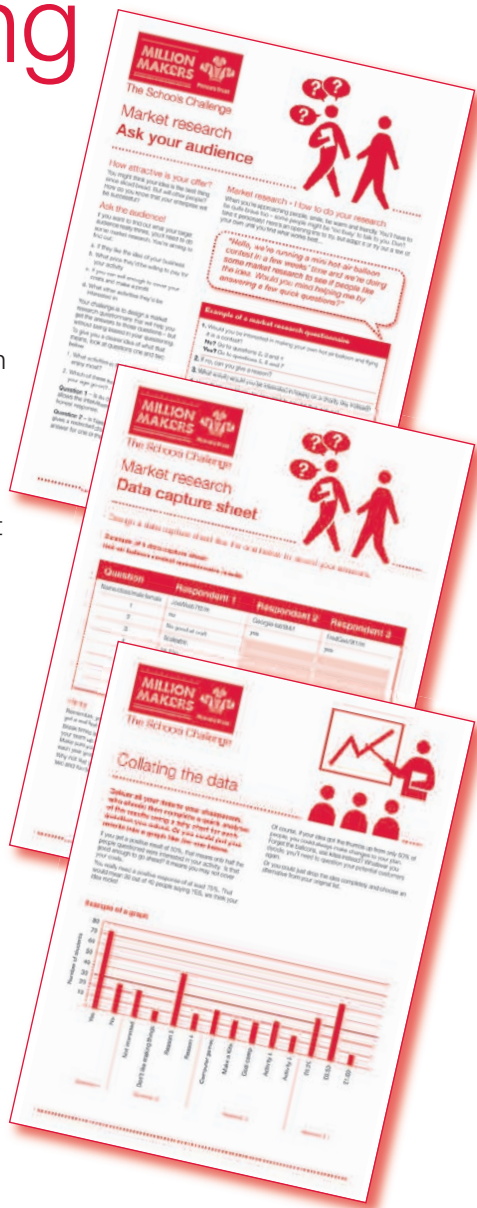
You may want to provide examples of market research used in industry (not included) for students to take a look at.

Enterprise skills:

- Team Work
- Problem Solving
- Application of Number
- Planning and Organisation
- Initiative
- Presentation
- Risk taking
- Determination

Numeracy:

- Analysing results
- Interpreting graphs
- Using and applying
- Counting



Literacy – reading:

- Summarising – analysis and evaluation
- Making deductions
- Note-taking
- Undertaking independent research

(P)(S)(H)(E) 1d, 4c, 4b, 4e

Literacy – writing:

- Planning techniques
- Precise use of business terminology
- Evaluating from data

ICT:

- Data and information
- Searching and selecting
- Organising and investigating
- Redefining and presenting information

Students could undertake a more extensive market research activity (in addition to the 'Dragon's Den' style activity) to understand if their ideas will work with their target market, to gauge pricing and the number of sales needed to cover costs and make a surplus.

Check for bias in students' questioning technique and the validity (reliability) of their results to ensure they have a real understanding of demand for their product or service – and ultimately so that they don't spend a lot of resources on its provision and then only make few sales!

Students need to record the respondents' answers accurately so that when they do their promotion and pricing they "pitch" their activity or product at the right target market. They need to get an idea of which age group and gender would be most interested in their idea, so a sample of 20-30 respondents should be enough in a large school, as long as it is representative.

Students could conduct their research during the lunch hour and then collate their results. If ICT facilities are available, students can use spreadsheets and graphs to show the opinions they have collected. Alternatively, a simple tally sheet could be used to collate the results.

One student in each team should be responsible for the collected data. Students should present their findings to their team and make decisions accordingly.



Costs, revenue & profit

Student activity sheets

- ➔ Costs, revenue & profit
- ➔ Costs, revenue & profit – Make some price comparisons

Enterprise skills:

- Team Work
- Problem Solving
- Application of Number
- Planning and Organisation

Numeracy:

- Analysing results
- Using and applying
- Counting
- Calculation

Literacy – reading:

- Summarising – analysis and evaluation
- Making deductions
- Note-taking
- Undertaking independent research

Literacy – writing:

- Evaluating from data

(PSHE) 4c, 4b, 4e

All students should be involved in this activity at some stage so that they can appreciate how many activities or products they have to sell to break even and to then go on to generating funds for The Prince's Trust.

This could be delivered as a teacher enabled session utilising the expertise of your maths teachers and/or business teachers to guide the students through. Alternatively, each group could be supported by a teacher or older pupil.

The activity helps students to set the price and ensure that all costs are covered and a surplus generated. Market research should give them this price if it asks the right questions.



Promotion

Student activity sheets

→ Promote your enterprise, tell the world

Enterprise skills:

- Creativity
- Team Work
- Problem Solving
- Planning and Organisation
- Initiative
- Presentation
- Risk Taking
- Determination

Literacy – reading:

- Making deductions
- Undertaking independent research

Literacy – writing:

- Planning techniques
- Precise use of business terminology
- Evaluating from data

ICT:

- Searching and selecting
- Organising and investigating
- Redefining and presenting information

Art:

- Explore and investigate
- Understand
- Evaluate and develop

(PSHE) 4c, 4b, 4e



To promote their activity, encourage students to look at a wide range of promotional ideas.

If possible, students should be given access to ICT and reprographics facilities for this challenge. However, students could also work up their ideas in their own time or as a homework activity.

Students might want to research posters and adverts widely before they make a decision on their preferred means of communication. They may also wish to use the skills of older students to assist them.

Students should ask permission to put up posters.



Confirming costs

Student activity sheets

→ Confirming costs – It's time to draw up your final budget

Enterprise skills:

- Creativity
- Team Work
- Problem Solving
- Application of Number
- Planning and Organisation
- Initiative
- Presentation
- Improving own Learning and Performance

(P)(S)(H)(E) 4c, 4b, 4e

Numeracy:

- Analysing results
- Using and applying, Counting
- Calculation

Literacy – reading:

- Summarising – analysis and evaluation
- Undertaking independent research

Literacy – writing:

- Planning techniques
- Evaluating from data

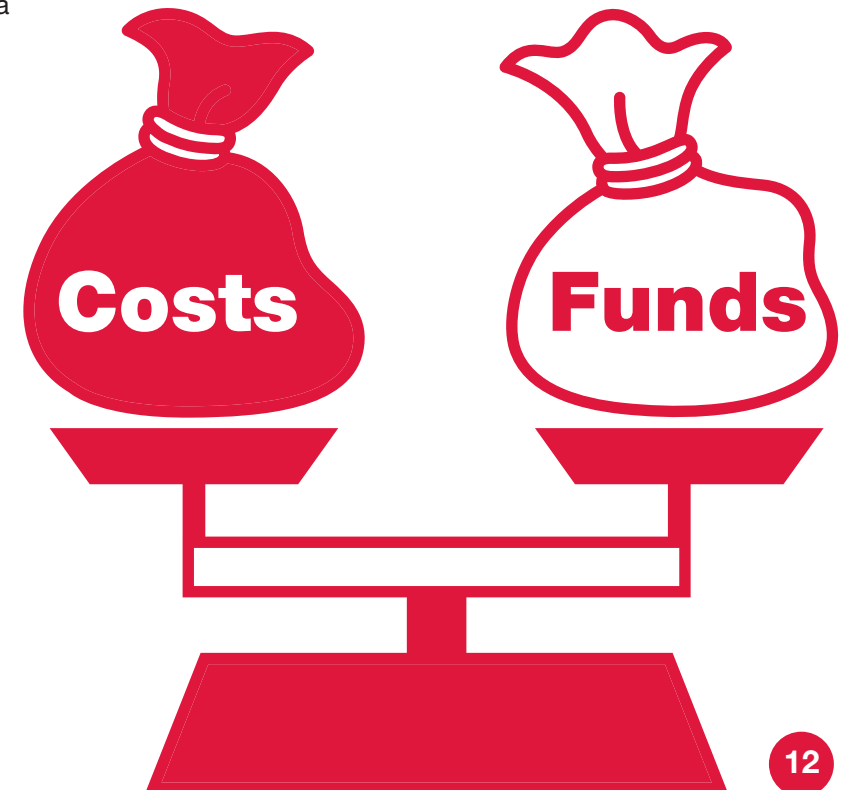


If seed funding is available, students should present their need for funding and be able to answer questions on their pricing and revenues.

This can be done by asking a panel of venture capitalists (teachers) to listen to applications and then invite the student teams back after deliberation with their decision. It can help to focus groups to be ready by a set date and time. It's also great fun and the teachers can control how many of each activity can go forward. This is perhaps the first time that the teacher will show some real control of the enterprising activities without stifling any enthusiasm or entrepreneurship.

If they are running an activity, where possible, students should be encouraged to generate funding by selling tickets in advance. If students use some of their own funding for start up it often makes them think more carefully about what they do because obviously they do not want to lose money!

Many students vastly overestimate their costs and don't consider using second hand alternatives or donated resources to lower their costs. Where this is the case, teachers need to have courage and empathy here to send the team away to rethink their demands and return for a second time.



Final checklist of tasks

Student activity sheets

→ Full steam ahead

Enterprise skills:

- Creativity
- Team Work
- Problem Solving
- Application of Number
- Planning and Organisation
- Initiative
- Presentation
- Risk Taking
- Determination
- Improving own Learning and Performance
- Making a Difference

Literacy – reading:

- Undertaking independent research

Literacy – writing:

- Planning techniques
- Precise use of business terminology
- Evaluating from data

Students should put together their action plan/check list ensuring all jobs that need doing are factored in – with timescales and contingency. It will also help to ensure that all students are actively involved. The chairperson could show the action plan check list to their teacher for final checking.



Evaluation

Student activity sheets

→ Evaluate your enterprise!

Enterprise skills:

- Problem Solving
- Presentation
- Determination
- Improving own Learning and Performance
- Making a Difference

Numeracy:

- Using and applying
- Counting
- Calculation

Literacy – Reading:

- Summarising – analysis and evaluation
- Making deductions
- Relating text to answers (application)
- Undertaking independent research

Literacy – Writing:

- Planning techniques
- Precise use of business terminology
- Evaluating from data

P(S)H(E) 4c, 4b, 4e

Students are provided with a blank evaluation sheet to evaluate their enterprise and the funds raised for The Prince's Trust.

MILLION MAKERS
The Schools Challenge
Evaluate your enterprise!

The life (or is over and your enterprise has hopefully been a big money success, it's time to sit up all about it!

Name of group: _____
Group members: _____

Brief description of your activity: _____

Calculate all your final costs. List all the things you had to pay for.

Item	Cost £

List three things you learned from your enterprise:
1. _____
2. _____
3. _____

If you were going to do it all again, what would you change?

Final amount to be donated to the Prince's Trust: £ _____

Signed off and agreed by your teacher: _____



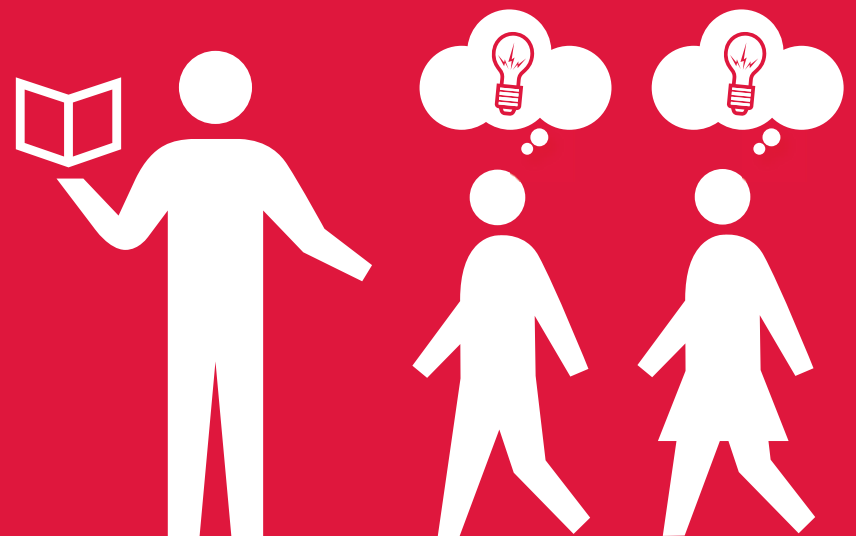
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The Schools Challenge



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