



Lesson 1 We Want to Help

You will need:

- Interactive Storybook Charity Job Week KS2.
- **RESOURCES 1.1 – 1.5**
Top Tips for Fundraising Factsheet – enough for each group.
- **RESOURCE 1.6**
Choosing a Charity Debate Sheet – enough for each group.
- **RESOURCE 1.7**
Choosing a Charity Score Sheet – enough for each group.
- **RESOURCE 1.8**
Tally Sheet.

Lesson Outcomes

Children will work as a class to identify one or more charity or good cause, promote it to the class through debate and prepare to organise a fundraising event.

The Activity

Decide if you wish to identify one or a number of possible charities for fundraising – this will depend on the practicalities of organising one or more real events. We have provided some ideas for charities in the Top Tips for Fundraising Factsheet but it will be useful to prepare this lesson by identifying some local charities or fundraising opportunities for the young people to consider and research.

- Read the Interactive Storybook as a class.
- The children form 'fundraising committees' and they may wish to give their group a name. Children work in these groups, using the Top Tips for Fundraising Factsheet and the Choosing a Charity Debate Sheet, each group selects a charity that they wish to support (it is okay to duplicate).
- Ask children to prepare a case, using the Choosing a Charity Debate Sheet and discuss: Who will benefit from the fundraising event (e.g. the school, a named charity or a local cause)? Why have they selected their chosen recipient?
- Children feedback to the class, making their case for their chosen 'charity'. Each group does this in turn and then feeds back to the class.

- Working in their groups, children allocate a score for each charity put forward, based on the argument presented and how much they think it should be the one/s chosen for an actual fundraising event.
- They record their group's score on the Choosing a Charity Score Sheet.
- Once all the groups have fed back the votes are totalled using the Tally Sheet. The charity/s with the highest score/s will be selected for the next stage of the activity.

Extend: Literacy

- More able children: each group nominates a 'mathematician' to work within the group on the group score total sheets as they are fed back.
- Translate the total tally into a pie chart or bar chart.



Lesson 2 We Are a Team

You will need:

- Interactive Storybook Charity Job Week KS2.
- **RESOURCE 2.1**
Job Specification Sheets
- **RESOURCE 2.2**
My Skills and Experience Sheet
- **RESOURCES 2.3 – 2.4**
We are a Team and Right Person for the Job sheets
- **RESOURCE 2.5**
Reflection Sheet

Lesson Outcomes

Children will practice communication, reflection, speaking and listening skills in the context of applying for jobs. Children will explore their personal skills and qualities that will contribute to their value as part of a business team.

The Activity

Recruitment

- Working in small, mixed ability groups distribute the job specification sheets among half the groups - these are 'recruiters'.
- Ask them to write down what duties a person might perform in that role within the carwash enterprise team.
- Next ask them to select the essential skills and qualities required for a candidate to be shortlisted for that job.
- Once they have done this ask them to devise some interview questions for applicants that will ensure they can demonstrate that they have the skill - it might also be a simple task or test such as asking the applicant to write a short letter to someone. Others might be to ask for a relevant test such as "introduce yourself politely to the teacher" etc.

Identifying skills for employment (CV)

- Meanwhile the other half of the groups use the "My Skills and Qualities" sheet to reflect on and select their relevant skills, thinking of examples of when they have demonstrated that skill e.g.: 'Work well with others' could apply to a time they helped to put out chairs into rows for the assembly etc.
- The purpose is to encourage them to recognise and consider their 'marketable' transferable skills.

Job Application

- Ask all the groups to spread out the job descriptions they have prepared with the skills marked on them. The applicant groups then use these to mark the jobs they think they could apply for, based on their skills. Hopefully each person will be able to match at least one job with their skills. Put this to one side for now.
- Distribute the picture of the Carwash Team with their Skills and Qualities and the Right Person for the Job sheet. Ask the children to match the jobs to the characters in the team.

Practice interviews

- Put the children in pairs to do practice interviews. Each pair is comprised of an applicant and a recruiter. Using the application for a chosen job, the recruiter practices asking the drafted questions for the post and the applicant replies, discussing the examples they have identified. (The job and the skills/question should all now match.)

Reflection:

- Children use the Reflection Sheet to summarise their skills and qualities (or to conduct a peer review).

Extend: Literacy

Write a letter of recommendation or reference for a friend for a job.





Lesson 3 We Are a Team

You will need:

- Online Interactive Charity Carwash Challenge Activity
- **RESOURCE 3.1 – 3.6** Business Plan Template.
- **RESOURCE 1.8** Outcomes of the “Who We Want to Help” lesson from this unit.

Lesson Outcomes

Children will use the Online Interactive Charity Carwash Entrepreneur Challenge Activity to explore the processes involved in planning a charity carwash, including price setting, calculation of time and task planning.

Children will create a business plan for their charity event, based on the roles and duties they have created.

The Activity

The purpose of the activity is to test the children’s business skills in relation to planning the carwash and considering the optimum profit that could be made through considering a number of mental arithmetic challenges around car washing.

- Working as a group, on the whiteboard, the children explore the Charity Carwash Entrepreneur Challenge Activity.
- The first screen provides a bridge to the previous lesson and allows them to revisit some of the skills they have practiced, taking them into the activity.

- The calculations allow children to set, review and change the pricing structure as they explore a range of time and cost combinations until you improve awareness of how planning using mathematics can form the basis of a business plan.

Less able/younger children may wish to use paper/whiteboards and pens to help them work out the calculation.

Tasks that can be explored through discussion during the group task are as follows:

Pricing the job

Minimum and maximum price parameters are set within the activity so they can think about over or under charging for services and the impact this can have on business.

Challenge: To set a fair and attractive/competitive price for washing various items.

Time effective working

Children explore how their pricing structure performs within the market environment (a 4 hour event) through calculating a range of washing and time combinations. Challenge: To understand how to maximise their profit within the constraints of fixed elements (such as time it takes to complete each item wash). To adjust their pricing accordingly and consider which items are most time/cost effective to wash. Ask them to consider a reasonable target for profit.

Move back and forth within the activity until you feel the class has an understanding of what they might charge and what is most profitable to wash in the shortest time.

Writing the Business Plan

1. Working in small business groups, the children use the Car Wash Factsheet and Business Plan Proforma to begin planning their own car wash event. They can add responsibilities for each ‘newly employed’ team member (imagined or actual) and decide on a timeline for the actions they devise. It may be helpful to make stickers for each child with their role written on it. This will help everyone stay in role during discussions.
2. Each part of the plan relates to the roles and jobs that will need to be done as well as setting targets, forecasting the work they will need to do to meet their targets, expected expenses and profit. Ask groups to work through the Business Plan template adding all the information they have learned from the activities so far.
3. Once the plans are written and reviewed, the class can create a single plan for the event and begin to work towards organising their event. They will already have considered which charity they will support in the lesson “Who we Want to Help”.

Calculation tips

- Remember: If a small car takes 20 minutes to wash, 2 people will be able to do it in 10 minutes.
- When calculating what you will be able to plan to wash in 4 hours (240 minutes) it is useful to first calculate the number of person/hours available.
 $\text{Number of washers} \times 240 \text{ (minutes)} = \text{Person minutes}$
Alternatively you can multiply the expected targets by the number of washers to arrive at a final figure.

