

Business Engagement in Early Years Toolkit

A guide to creating sustainable, successful relationships with your local businesses and schools in order to help young children achieve their full potential and become responsible citizens.



Contents

Foreword and introduction 2-3

Getting started 4-7

Maximising impact 8-9

Protocols 10-11

Template forms 12-19

Activity plans 20-39

Foreword

Businesses have a unique set of skills and opportunity to help their local communities through skills-based volunteering. Whilst there will always be a need for groups of volunteers to paint fences and donate funds to local charities, there is a growing recognition that skills-based volunteering by businesses has a significant role to play in helping to improve our society and to improve the chances for everyone to achieve their full potential.

Regardless of one's job, communication and problem solving skills as well as confidence and ambition are essential to all of our lives. These are things that every business can help to teach young children in their communities.

Business in the Community Scotland (BITC Scotland) is very excited to be working with the Scottish Government to develop and promote the Business Engagement in Early Years Programme - the first of its kind offering practical advice to businesses, schools, nurseries and early years centres on how to develop successful relationships for the betterment of Scotland's young children.

Businesses have long recognised the benefits - both moral and economic - of developing relationship with local secondary schools and colleges. By

offering training to pupils whilst still in school the business gains access to a better qualified workforce, whilst also encouraging the pupils to reach their full potential.

BITC Scotland and the Scottish Government believe that businesses have an equally important role to play in early years education. Their partnership can and will help young children gain the skills they will need throughout their lives and ensure they have an early introduction to the wide world of work.

By engaging with children at this young age, we can minimise the impact of child poverty and other social issues which have a negative impact on children's development. Taking the time to share skills with a child will help them as they go through their educational career and will ensure that as they enter the workforce they are well-trained, ambitious and responsible citizens who will benefit the business and their community.



Jane Wood

Managing Director
Business in the Community Scotland

Introduction

In March 2015, Business in the Community Scotland, with funding from the Scottish Government Early Years Change Fund, initiated a pilot programme to enable local businesses to create sustainable relationships with primary schools, nurseries and early years centres (hereafter collectively referred to as ‘early years institutions’) in the least affluent areas of our communities.

These relationships allow business volunteers to assist early years professionals and primary educators in providing the necessary tools to allow every child to reach their full potential and break the cycle of poverty.

The programme worked in conjunction with the Scottish Government’s Early Years Framework, the Curriculum for Excellence, Getting it Right for Every Child and Developing the Young Workforce to help improve the lives of Scotland’s children.

BITC Scotland and the Scottish Government identified several key areas where the knowledge, skills and experience of business volunteers would be of significant benefit to children, especially those affected by poverty. These were:

- Communication skills
- Problem solving skills
- Confidence and aspirations
- Introduction to the world of work.

Over the course of 12 months BITC Scotland worked with 13 primary schools, nurseries and early years centres in eight local authorities and over 30 local businesses to create sustainable relationships.

As a result of the pilot programme numerous relationships between businesses and early years institutions were created and hundreds of children (nursery - P4) have benefited.

The programme developed a series of activity plans that any business volunteer, regardless of industry or role, would be able to run in early years institutions to help young children with the areas listed above. These activities were designed in collaboration with the early years institutions and businesses in our pilot programme and we are very thankful for their feedback and contributions.

What follows is a guide for every business and early years institution across Scotland to help create a sustainable, successful relationship. This in turn will help young children achieve their full potential and become responsible citizens and skilled employees.



Dr Cynthia Fry

Programme Coordinator
Business in the Community Scotland

Getting started

Tips for early years institutions

1. Start next door

Working with businesses that are nearby will reduce the travel time of volunteers and increase the time they are able to spend with you. It will also make it possible to potentially visit the business with the children, thus giving them the opportunity to broaden their horizons.

Proximity also helps maintain the relationship between you and the business (for example by having the student choir go to the business at Christmas or inviting the business to your holiday parties, etc.).

If you don't have any businesses next door (or within two miles) don't be afraid to go further afield, just be aware that you might have to plan ahead to have volunteers come in for a whole or half day instead of an hour or less.

It takes time and effort, but it's worth it!



2. Find the right person

When approaching local businesses it is important to find the right person to be your main contact. Generally this will be the local manager or owner; however, for larger companies there may be a regional or national role that focuses on managing the business's volunteer and community engagement activities. Use the local manager and the business's website to identify the best person to speak to.

It might take several weeks and multiple attempts to make the initial contact, so start early and be persistent.

3. Put yourself in their shoes

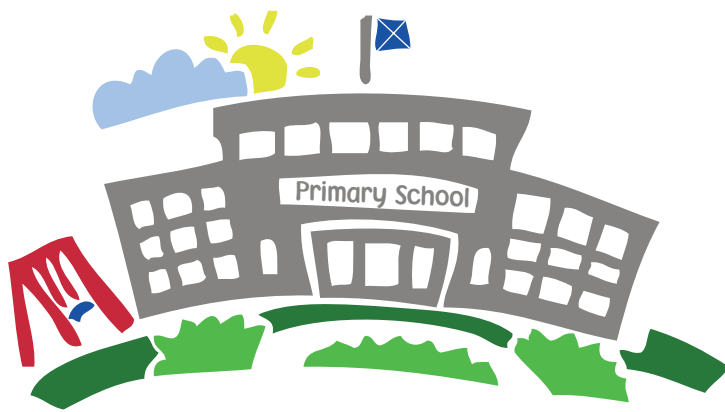
Businesses want to know the who, what, when, where and why before they will commit any resources to volunteer. Before you go to the business, think about what you want from them and get together all the information that you can.

Businesses will be more willing to put resources into activities that can be repeated and that have the most impact. Think about this when planning your activities and making requests.

A relationship is a two-way process, and the local business needs to get something out of volunteering too. Whilst they want to help for moral

and economic reasons, skills-based volunteering also provides the business with more confident employees, a better skilled future workforce, a loyal community, etc.

Many companies have specific goals that their volunteering has to achieve, and thinking about these when making your request will help you succeed. Once you have your contact, ask them if their company has any specific focus to their volunteering programme and use this to inform your future requests.



5. Timing is everything

Think about when the business will be less busy and thus more able to volunteer. For example, retail industries will likely be very busy between mid-November and mid-January due to the holidays; energy companies will be busier in the autumn as cooler weather sets in and people suddenly realise their heating doesn't work. Just be sensible.

When making requests of businesses, be sure to give plenty of lead time.

Give them at least 1 month's notice for each activity you want them to support. This will allow them time to consider it, advertise the opportunity to employees

and arrange schedules to release staff to support the event. The earlier you let the business know, the better.

6. Communication is key

Replying to emails or phone calls from your business contact as soon as possible is essential for maintaining a good relationship. Businesses know you are busy but they require good support from the school in order to run successful activities. For example, let reception know on the day that volunteers are coming in and have someone there to greet them.

After you have a relationship up and running, be sure to keep your business contact informed of any staff or contact changes. This relationship should be between the business and early years institution, not just between two individuals.

Don't forget to say thank you. This might seem obvious but it is too often forgotten. Ask the children to draw pictures or write a thank you letter as a class to the business - a little gratitude goes a long way.

Getting started

Tips for Businesses

1. Be visible

If you want to work with a school you approach the head teacher; with a nursery or early years centre, the manager. The hierarchy is virtually the same regardless of where you are.

Businesses are different - no two companies have the same structure and therefore the individual who manages employee volunteering and community engagement will often have a different job title and may be found in a variety of places within the company structure.

Make this information easy for educational institutions to find and train your local staff so that they can direct enquires to the right person.

Visibility online and within staff training will help you to more effectively engage your staff in the community and skills-based volunteering in early years institutions.

2. Be proactive

Don't wait for schools, nurseries and early years centres to find you, be proactive in seeking them out. Head teachers and managers are incredibly busy and whilst they all would welcome the help of volunteers, they might be understaffed or busy in managing the daily activities of their institution. If you want to promote skills-based volunteering within your business, initiate contact yourself, you will not regret it.

3. Start by talking

Sometimes the best way to start a relationship is to have a face-to-face conversation. Arrange a meeting with the head/deputy head teacher or manager and go around to the early years institution for a chat.

Find out what issues they are facing and let them know about what your business does and what resources you can commit to volunteering.

From these conversations you can formulate a plan for how you can engage with them and what activities will have the most impact - each relationship will be unique, so make it work for you and benefit everyone.



4. Release your staff whenever you can

Allowing staff to be released for volunteering is essential for this relationship to work. This means encouraging open communication between managers and employees to identify when, for how long and often.

Nurseries and early years centres will need staff for 20-30 minutes whereas schools will prefer activities that are 60-90 minutes.



5. Focus your efforts

Some businesses have a focused community engagement and volunteering policy with specific goals and areas of interest. If this is the case for you then stick within these when committing resources to early years institutions. Often there are creative ways to integrate your goals with your early years partners, so have a chat and see what scope there is for engagement.

If your business does not have a coherent volunteering and community engagement policy then focus on a few institutions to develop relationships with. Rather than visiting random early years institutions once and that never going back, develop a sustainable relationship where you can return again and again and see the impact of your actions. This type of relationship will also minimise the work you need to do to initiate activities as you will not have to start from scratch to build a relationship every year.

6. Everyone can do something

Regardless of the size of your business, from SMEs of one employee to large companies with thousands, every business can do something to help your local early years institutions.

A relationship with an early years institution does not necessarily demand loads of resources. Yes, it takes time and effort, but the level of engagement you have with them is set by you.

If you can only give one or two employees for one hour once a year, that is fine - do that. If you can release ten volunteers for an hour a week for a term or a school year then do that.

Maximising impact

Advice for Joint Working

1. Designing activities

The best way to maximise the impact of business volunteers is to integrate their activities with what is already going on in the classroom/playroom. This means that businesses and early years institutions need to start early and plan together what and when the activity will be.

Remember that any activities will need to react to young children's attention spans - no individual task within the activity should last more than 10-20 minutes depending on the age group.

When first starting conversations between a business and an early years institution it will often be the manager/head teacher and the business contact who are speaking to each other. For early years centres and nurseries this is probably fine, as they tend to run activities that include all age groups and will therefore know what is happening in their institution.

For primary schools this may not be the case, so it is important to include the class teacher that the volunteers will be working with. If you are working with more than one class make sure to include all of the teachers.

2. World of work week

One of the easiest ways for businesses to maximise the impact of their volunteers is to have them come in during a World of Work week/month. Because the children will already be thinking about work and jobs it will be easier for them to make connections with the business volunteers. Volunteers should relate what they do to the experiences of the children. Think about:

- What activities does the business volunteer do at work - this is not the job title, but more how that role is practiced in a day-to-day basis - use specific examples of tasks for this to make it real for the children
- What skills are used and how are these learned - are the children already learning these skills at school/nursery
- How does the business volunteer's role fit within the wider role of the business - how does job specialisation and teamwork help the individual and the business achieve their goals?

By having the business and teachers think about these things it is possible to design activities that highlight the skills the volunteers use or act out the activities they perform at work. Bringing in props/tools, clothing and images of where the business volunteers work will also help the children relate.

As always, introducing the children to the world of work is most effective when

they visit the business and see it for themselves.

3. Business coaching

Another good way to engage business volunteers and utilise their skills is to have them coach children in a class project. This is especially useful for primary schools who are regularly running class or school businesses.

Having a business coach come in and listen to the children's ideas for a business and help them to develop a business plan is incredibly useful as they will bring real-world experience to the exercise.

This sort of engagement is very good for SMEs or for middle/upper management who often cannot be released from work for long/regular periods.

After an initial face-to-face meeting the children can communicate with their mentor via email or telephone conferencing, thereby introducing them to other aspects of the modern workplace.

4. Nursery visits

Businesses working with nurseries and early years centres should remember that the children will have a very short attention span and therefore the activities will need to be brief (15-20 minutes max). Volunteers will be most effective if they can be released little and often (e.g. 20 minutes twice a week for 1 month).

Activities at this age should be very play-based, for example pretending to be a sales representative and a customer or playing with a tool from the volunteer's work.

Volunteers who have some relationship to one or more of the children and the nursery/early years centre itself or have children/family members of a similar age may also find they have a greater impact as they are closer than others to the children's experience and sphere of understanding.

5. Have fun

The most important thing for an impactful volunteer activity for everyone is to have fun. Volunteers are not teachers and the activities are not marked assessments - they are real-life learning opportunities and a chance for children to practice new skills and explore exciting possibilities.



Protocols

1. Disclosure Scotland / PVGs

It is important for business volunteers and early years institutions to understand the regulations regarding working with vulnerable groups (e.g. children).

As long as an early years institution employee (teacher, support staff, etc.) who has a PVG (Protecting Vulnerable Group) certificate is in the room there is no need for business volunteers to obtain one.

However, if business volunteers are going to be working with the same child/ children on a regular basis, for example as a reading partner or numbers partner, it is highly recommended that the business volunteer obtain a PVG enhanced disclosure certificate.

PVG certificates run a background check on individuals to ensure that they are not barred from working with children. It is a live database which means that it continually updates and links with other systems (e.g. the courts). This is unlike the previous Disclosure Scotland certificates which only did a static background check.

For this reason, even if a volunteer has a PVG from a previous role they need to fill in an existing PVG form to update the system on where they are working with vulnerable groups.

If you think your volunteers need a PVG ask the school to help you through the process or contact a charity, such as [Business in the Community Scotland](#), to help you through the process. There may be some administration fees associated with this.

PVGs take up to 8 weeks to be completed so remember to start this early to avoid delays in activities or programme implementation.

For more on the application process visit the [Disclosure Scotland](#) website.

2. Publicity

When considering publicising business engagement with an early years institution it is important to make sure that everyone is happy with what is being said.



For businesses - make sure you get permission to use images of the children or their creations and quotes from them. This is easily done by asking the early years institution to distribute media non-consent forms (found in the form template section) prior to the event. This allows any parent or guardian to inform the institution only if they are unhappy

with their child's image being used. Most parents will not have an issue with images of their child participating in an activity being used for internal or external publication, but it is always important to check.

For early years institutions - it is important to remember that businesses may be particular about the type of information that is publicised about them. Therefore, before tweeting about an event or publishing images or comments on websites, social media or in a press



release it is important to get consent from the business. Often they will not have any issue with the activity details being published but to safeguard positive working relationships it is best to check first.

3. Stay professional

When asking businesses for help or offering assistance with an activity it is a good idea to keep things friendly but

professional, and not to take things personally. If an early years institution doesn't respond right away it might be due to the fact that the term has just started or a shortage in staff.

Equally, if businesses seem to ignore your requests or say that they cannot do something do not assume that they never want to help - it might just be a busy time of year.

4. Create systems

In order to keep things running smoothly and to reduce having to do things twice, create systems for your business or institution so that everyone knows where contacts, activity plans, template forms and other useful information is.

Also, find out how your counterpart in the business or early years institution is doing things. What systems do they use in order to reduce miscommunications and streamline the efforts? For example, if the business has an intranet system for advertising events find out what information is needed to post a volunteering opportunity and keep a template for future use.

Template forms

The template forms included in this booklet may be printed out and used by early years institutions and businesses for planning activities and gathering feedback, or you may choose to create your own to reflect your specific needs/goals.

Most importantly, these forms are meant to provide a sample of the type of information that business volunteers and early years institutions might want or need in order to run an activity, measure its impact and allow for future improvement and maintain a successful relationship.

Enclosed:

- Business Volunteer Activity Request Form, 13-14
- Business Volunteer Feedback Form, 15
- Educator Feedback Form, 16
- Child Feedback Form, 17-18
- Media Non-Consent Form, 19.

Business Volunteer Activity Request Form

Date of Request:	
Business Name:	
Contact Name:	
Contact Job Title:	
Phone Number:	
Email Address:	

Institution Name:	
Contact Name:	
Contact Job Title:	
Phone Number:	
Email Address:	
Physical Address:	
Distance from Business:	

Date(s) <i>exact date or date range:</i>	
Day(s) / Time(s) <i>e.g. Mon am, Tue 1:30-2:45:</i>	
Length of activity <i>time in early years institution:</i>	
Recurrence <i>e.g. once per term, twice a year:</i>	
Activity Summary <i>brief description of event:</i>	
Learning Objective(s):	

<i>No. of Children</i>		<i>Age of Children</i>		<i>No. of Volunteers</i>	
Venue <i>e.g. classroom</i>					
<i>Learning Objectives</i>					

Resources required and who will provide them *include all essentials, e.g. paper, chairs, staff supervision, colouring materials, etc.*

Details of Activity *including timings for each aspect of the activity, time needed for volunteer preparation and what is to be done in advance, risk assessment, etc.*

Feedback and impact *note if feedback will be gathered and if so by whom, how/will it be shared, etc.*

Business Volunteer Feedback Form

Date of Activity:	
Activity Title:	
Volunteer Business:	
Location of Activity:	
Who was the Audience:	
Main Object of Activity:	

What, if anything, did you gain from this activity?

(0 = nothing; 1 = minimal; 2 = some; 3 = significant)

	Improved communication skills
	Improved problem solving skills
	Improved confidence levels
	Increased understanding of some of the issues facing your community
	Increased understanding of your employer's community programme/activities
	Feeling that you can/did make a difference and improve your community
	Feeling part of your local community
	Other:

What, if anything, do you think the children gained from this activity?

(0 = nothing; 1 = minimal; 2 = some; 3 = significant)

	Improved communication skills
	Improved problem solving skills
	Improved confidence levels
	Introduction to the world of work
	Other:

Things about the activity that could be improved?

--

Things about the activity that worked well?

--

Other comments:

--

Educator Feedback Form

Date of Activity:	
Activity Title:	
Volunteer Business:	
Location of Activity:	
Who was the Audience:	
Main Object of Activity:	

What, if anything, do you think the children gained from this activity?

(0 = nothing; 1 = minimal; 2 = some; 3 = significant)

	Improved communication skills
	Improved problem solving skills
	Improved confidence levels
	Introduction to the world of work
	Other:

Things about the activity that could be improved?

--

Things about the activity that worked well?

--

Other comments:

--

Child Feedback Form

To be filled in by the business volunteers/educator

Date of Activity:	
Activity Title:	
Volunteer Business:	
Location of Activity:	
Who was the Audience:	
Main Object of Activity:	

Did you learn how to better explain your ideas to others?

No  **Maybe**  **Yes** 

Did you practice working with others as a team?

No  **Maybe**  **Yes** 

Did you practice solving problems and thinking creatively?

No  **Maybe**  **Yes** 

Did you learn something new about jobs and the world of work?

No  **Maybe**  **Yes** 

Did you have fun with the business volunteers?

No  **Maybe**  **Yes** 

Turn over

Draw a picture of what you did with the business volunteers:

Media Non-Consent Form

Dear Parent/Guardian,

Your child's school/nursery/early years centre is participating in a programme called Business Engagement in Early Years with its business partner, _____ . The programme is designed to create sustainable relationships between local businesses and early years (nursery – P4) institutions. The aim is to use the skills of business volunteers to help children reach their full potential and become engaged and responsible citizens.

The programme works by having business volunteers come into the school/nursery/early years centre and do a range of activities with the children including yours. As part of the programme, we want to promote these activities to a wide audience, and will therefore be taking photos of the events and gathering feedback from your child on what they thought of the activity. These may be used for:

- Press releases to local and national journals and newspapers
- Publication on the internet (e.g. business's website) and on social media (e.g. Twitter)
- Publication in corporate reports and case studies.

If you are happy for us to use images/quotes from your child then you do not need to do anything.

Please fill in the information below if you DO NOT give consent for your child's image or quotes to be used for these purposes. Please return it to the school no later than (date): ____ / ____ / ____

Sincerely,

Business Volunteer Contact

Child's Name: _____

Parent/Guardian Name: _____

Parent/Guardian

Signature: _____

Date: _____

If you have any questions about the programme or how your child's image/quotes will be used please do not hesitate to contact:

Name: _____

Phone: _____

Email: _____

Activity plans

The activity plans that are included in this toolkit are those which were created and tested during the pilot phase of the Business Engagement in Early Years programme. They are here as a guide and to prompt ideas rather than to be strictly adhered to.

The learning outcomes listed are there as guidelines for the types of skills that children will likely improve in during the course of the activity; however, this may be difficult to measure given the age of the audience. Instead of thinking of these as quantifiable objectives, regard them as guidelines for thought and focus when you are planning your activity. If the activity is well planned and executed, these learning objectives will happen naturally, so don't worry if you can't measure them.

The best activities are those which you create yourselves and that capitalise on the unique skills and resources that the business has to offer and which addresses the specific needs of the children.

Enclosed:

- Telling Stories (P1 - P2), 21-22
- Enterprise Workshop (P3 - P4), 23-27
- Career Memory Match (Nursery - P1), 28-33
- Presentation Practice (P3 - P4), 34-35
- Paired Reading, (P1 - P4), 36-37
- Communication Obstacle Course (P3 - P4), 38-39.

Telling stories

Audience: Nursery P1 P2 P3 P4

Brief overview: This activity encourages children to improve their visual, oral and written communication skills by working as a team.

Volunteer/audience ratio: 1:3/4 **Prep Time:** 15 min **Time w/ children:** 60 min

Learning outcomes and skills development

0 = nothing 1 = minimal learning 2 = medium learning 3 = significant learning

- 3 **Improved communication skills**
- 1 **Improved problem solving skill**
- 3 **Improved confidence levels**
- 2 **Introduction to the world of work**
- 3 **Other: teamwork skills**

Resources required:

- 1 business volunteer per group of 3 to 4 children
- 1 business volunteer team leader to organise the activity
- 1 school contact person to organise the activity
- 1 school staff member to observe the entire group (volunteers cannot be left alone with children without enhanced PVG disclosure)
- Table and chairs for each group of children plus the volunteer
- 6 pieces of A4 paper per group of 4 children – provided by the school
- Staples to fasten pages together to make a book once they have been illustrated – provided by the business or the school
- Drawing materials to illustrate the books – provided by the school.

Before the activity:

- Look over the lesson plan and make sure everyone knows what they are doing on the day. Prepare your introduction to the class, etc. and have a team leader who will take charge in the classroom and watch timings for the activity.
- Prepare feedback form activity info (first bit of form including date, etc.) with enough copies of the children's ones for each child, one for the teacher and one for each business volunteer (available from the templates form section)
- Distribute media non-consent forms if required (available from template forms section).

On the day:

10 min **Arrival and setup**

- Arrive at school, sign in at reception and find the classroom
- Introduce yourself to the teacher; divide the children into groups of 3/4.

5 min**Introductions**

- Introduce yourself to your group, say a few words about what you do for your work, where you work and why it is important to be able to communicate clearly in your job
- Their stories need to focus on jobs so be specific and encourage questions about your current or previous jobs.

25 min**Write and illustrate**

- Have the children think about what kind of story they want to write. Each story needs to contain one or more characters who have a job
- Page 1 is the cover page where you will write the title and the names of all of the authors, have the pupils illustrate it at the end
- Page 2 will introduce the main character or characters. Encourage the children to be specific about what the character looks like and to describe him/her/it/them to you. Write a sentence or two describing the character(s). What is the character(s) job(s)?
- Page 3 will be the setting – where does the story take place. Write a few sentences on the page to describe the setting. The setting should be the place of work
- Page 4 will be the action – what is happening or what are the characters doing in the setting from the previous page? This should be a task that is part of the character(s)' job. Write a sentence or two to describe this. Again, encourage the pupils to collaborate to create a cohesive story, and to be specific
- Page 5 will be the resolution – what was the result of the activity or action the characters were doing? How do they feel, what did they learn or change, etc.
- After you come up with the body of the story, have each pupil illustrate one of the pages. Encourage them to work together so that the main character is recognisable throughout the book.

10 min**Preset their stories**

- Have each group go up in front of the class and present their story to the rest of the class. They can each present the page they illustrated and go in order. The business volunteer can help them.

10 min**Clean up and leave**

- Help the children clean up the materials and re-set the room and leave. Remember to sign out when you depart.

After the activity:

- Leave feedback forms for the teacher and children to complete, and arrange how these and the one that the business volunteer does will be shared with the business/school.

Optional extras:

- The teacher may choose to photocopy each story so that every child in the group gets a complete copy or they may just bind them with staples and keep the stories in the classroom for everyone to look at in the future.

Enterprise workshop

Audience: Nursery ○ P1 ○ P2 ○ P3 ● P4 ●

Brief overview: This activity encourages children to improve their visual, oral and written communication skills by working as a team. It also helps them to think about jobs.

Volunteer/audience ratio: 9:20 **Prep Time:** 60 min **Time w/ children:** 90 min

Learning outcomes and skills development

0 = nothing 1 = minimal learning 2 = medium learning 3 = significant learning

- 2 Improved communication skills
- 3 Improved problem solving skill
- 3 Improved confidence levels
- 2 Introduction to the world of work
- 3 Other: teamwork skills

Resources required:

- Fake coins/money to pay for completed origami items and to buy materials (chocolate coins work well as they double as a reward at the end - can be bought online, e.g. www.chocolatetradingco.com). If not using chocolate coins draw circles onto a page and write £1 in the centre of each. Cut them out - you will need at least 200 of them
- 2 reams of green A4 paper (for making the frogs with)
- 100 sheets of white A4 paper (for practicing on)
- Colouring implements for children to draw on their origami items
- Print-out of instructions and bank, enough for 1 per company/group
- Tables and chairs that can be broken up into groups for the children's companies
- 1 business volunteer per 4 pupils as a company mentor
- 1 business volunteer to be the team leader and health and safety regulator
- 2 business volunteers to be product buyers
- 2 sheets of paper and pens for the buyers to tally how many frogs each company sold them
- 1 large bin bag to hold the completed frogs and any waste paper - this should be recycled at the end
- 1 business volunteer to be the supply seller
- 1 timer that will count in seconds and minutes (mobile phone clock works great)
- 1 school staff member to supervise.

Before the activity:

- Read through the origami instructions and practice making the item yourselves so that you can help the children if needed. There are several websites that will provide instructions for how to make easy origami or origami for kids.
- We have generally used the [easy jumping frog instructions](http://www.origami-fun.com) from www.origami-fun.com
- Read through the activity plan to ensure everyone knows what to do

- Print out enough origami instruction sheets, piggy banks and business plans for 1 each per company
- Purchase chocolate coins or draw and cut out paper coins and cut each coin out. There needs to be at least 200 coins
- Prepare feedback form activity info (first bit of form including date, etc.) with enough copies of the children's ones for each child, one for the teacher and each business volunteer (available from the templates form section).

On the day:

10 min Arrival and setup

- Arrive at school, sign in at reception and find the classroom
- Introduce yourself to the teacher; have him/her help you divide the students into groups of 4 or 5 depending on the number of volunteers. You will also need one table or area for the buyers and sellers to sit.

5 min Introduce yourselves

- Talk to the children for a few minutes about what you do for your job and how a business works. Explain how everyone has a specific job and that by working together the business can do more than anyone can on their own. Tell the children that they will need to work together for this activity.

5 min Introduce the activity

- Have the team leader get the class's attention. Introduce the activity to them and tell them what they will be doing
- Each group is a company and has a business mentor (their volunteer). They have all been contracted to make origami jumping frogs for an international toy store. Whichever company makes the most profit will get the exclusive contract to make all the toy frogs in the future
- Each company will be given 10 sheets of paper, 3 coins (capital), 1 pen/drawing implement, 1 bank, 1 business plan and 1 set of instructions. They will have time to practice making the frogs, and then will have 10 minutes to try and make as much profit from making and selling frogs as possible
- The buyers will do a product test to see that each frog made meets the customer requirements before purchasing it for 1 coin. This test is that it jumps, has two eyes and has a company logo on it
- If the company needs more resources during the 10 minute production session they can purchase these from the seller at 1 coin per 2 sheets of paper and 1 coin per extra pen or drawing implement
- The session will be run twice, with the company's paper being restocked for the second round back to 10 sheets (no new capital will be given)
- Introduce the team leader as the health and safety regulator. They will enforce a policy of no running, no shouting and queuing when waiting to buy and sell items. Failure to do so will result in an instant fine of the offending company of 1 coin per offence. Explain why health and safety is important in business and also in this activity (no one should get hurt)
- If using chocolate coins inform the children that they will be allowed to keep their portion of their company's profits but that they cannot eat them until lunch/after school.

20 min Practice making products

- Give the children some plain white A4 paper to practice making the frogs with - they can keep these and take them home.

10 min Complete business plan

- Each company needs to complete the business plan. They need to tell the buyers what their company name and logo is. The logo must be put on every frog they sell
- The seller should take this time to go to each company and make sure they have the appropriate starting resources (10 sheets of green paper, 1 pen, 3 coins, 1 bank).

10 min Production session 1

- During this 10 min session each company will try to make as much profit as possible.

5 min Count the profits

- Have each company count their profits; ask the winning team what they thought they did well to win. Separate the profits from the first session keeping back 3 coins as the capital for the second round
- Allow each company time to re-think their business strategy or to reshuffle jobs.

10 min Production session 2

- Run the session again.

5 min Count the profits and divide them

- Have each company count out their winnings from the second round. See if there is any great change or improvement in company production/profit margins. Find something positive to say about each company and give each company a bonus of 1 coin per employee.

10 min Clean up and leave

- Help the children tidy the classroom and depart, remember to sign out.

After the activity:

- Leave feedback forms for the teacher and children to complete, and arrange how these and the one that the business volunteer does will be shared with the business/school.

Optional extras:

- If you are not using chocolate coins it might nice to create a completion certificate or bring stickers or some other prize to reward the children for their efforts.
- For a festive variation you can have the children create [Christmas trees](#) and stipulate that the test is that they have a certain number/type of decorations and the company logo. This variation may require scissors to cut the paper into a square first - this can be one of the jobs the children do.



Profits of _____
(Company name)

Business plan

Company name

Company logo

Job title

Name of employee

Business strategy

Beastie memory match

Audience: Nursery ● P1 ● P2 ○ P3 ○ P4 ○

Brief overview: This activity encourages children to engage with the world of work by thinking about the things that different jobs use in their work or do.

Volunteer/audience ratio: 1:2 **Prep Time:** 15 min **Time w/ children:** 50 min

Learning outcomes and skills development

0 = nothing 1 = minimal learning 2 = medium learning 3 = significant learning

- 3 **Improved communication skills**
- 1 **Improved problem solving skill**
- 3 **Improved confidence levels**
- 3 **Introduction to the world of work**

Resources required:

- 1 set of memory match cards per child
- 1 set of scissors per business volunteer (or cut them out in advance)
- Colouring materials for the children to colour their memory match cards
- Distribute media non-consent forms if required (available from template forms section).

Before the activity:

- Look at the activity plan and make sure you are comfortable with what you are doing
- Plan what you will say about your own job and the tasks that you do and the tools that you use
- If doing this with a few number of volunteers cut the memory match card sets out in advance
- If possible get pictures of people doing their jobs to show to the children, tasks, tools, environment, etc
- Prepare feedback form activity info (first bit of form including date, etc.) with enough copies of the children's ones for each child, one for the teacher and one for each business volunteer (available from the templates form section)
- Distribute media non-consent forms if required (available from template forms section).

On the day:

10 min **Arrival and setup**

- Arrive at school, sign in at reception and find the classroom
- Introduce yourself to the teacher; have him/her help you divide the students into groups and have each volunteer go and sit with their group.

10 min **Introductions**

- Each volunteer introduces themselves to their group and tells them about their job - what

tools do they use, what tasks do they perform, what environment do they work in, etc. Give specific examples and show pictures if possible.

20 min Memory match

- Have the children colour in their memory match cards and help them to cut them out and write their names on the back of each card. Then play with them helping them to match the animal and its Scots name with the English version (e.g. coo = cow).

10 min Clean up and leave

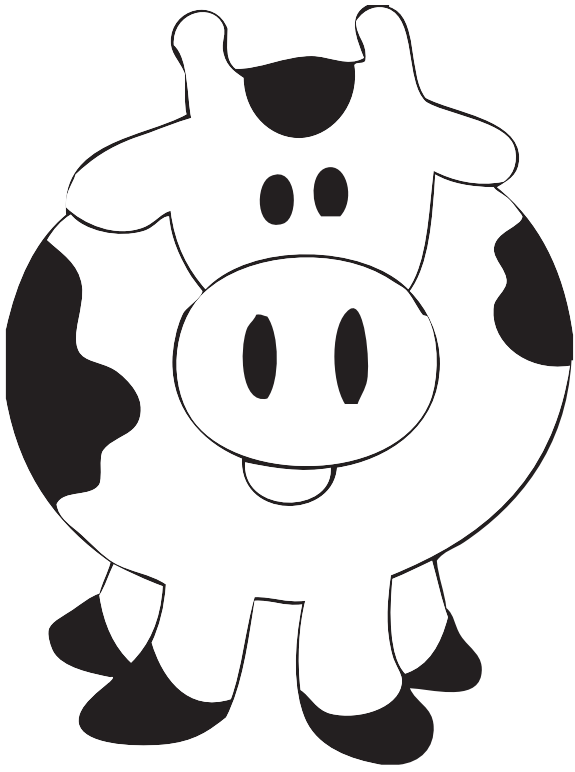
- Help the children tidy the room and have them put their memory match cards in with their things to take home
- Remember to sign out when departing.

After the activity:

- Leave feedback forms for the teacher and children to complete, and arrange how these and the one that the business volunteer does will be shared with the business/school.

Optional extras:

- This is a great activity to do with parents and children - invite the parents to come into the classroom/playroom. If inviting parents you will not need as many volunteers as the parents will help the children to cut out the cards and will play the game with them; however the volunteers will need to give presentations to the whole class or move around tables with groups of parent/child couples and talk to them about their jobs.



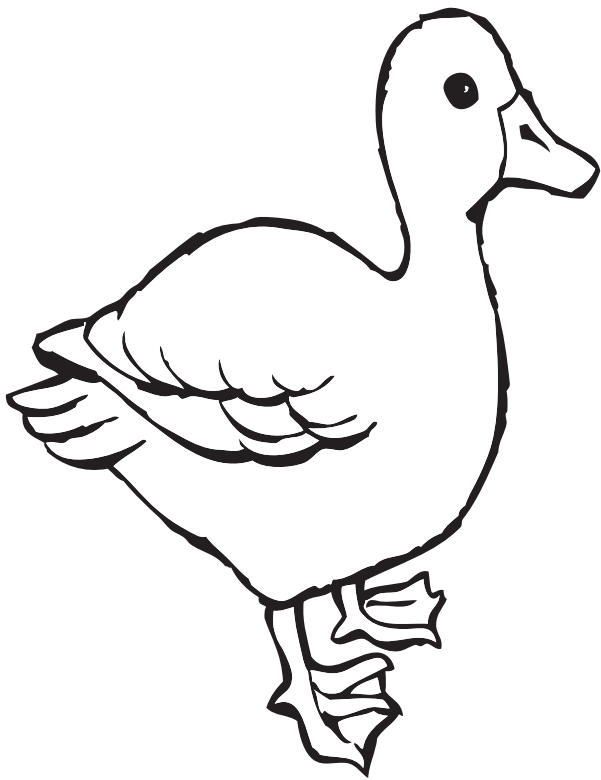
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COW



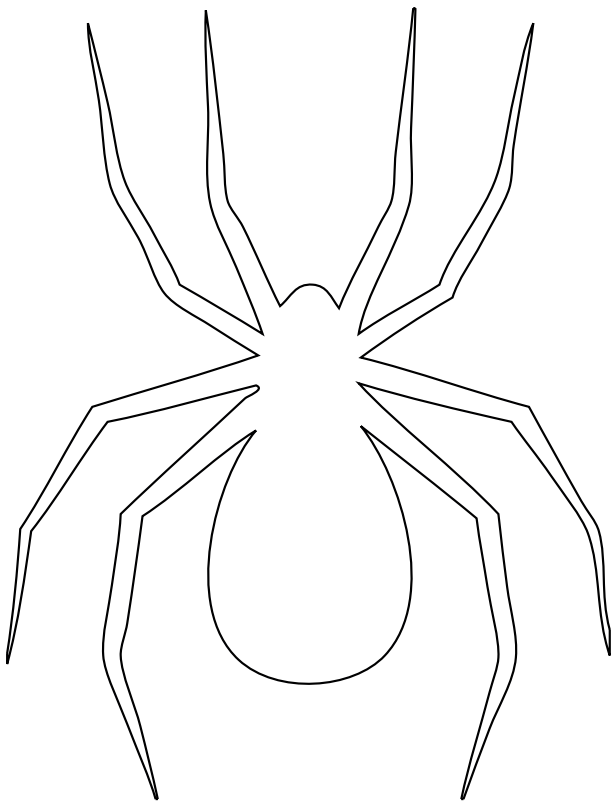
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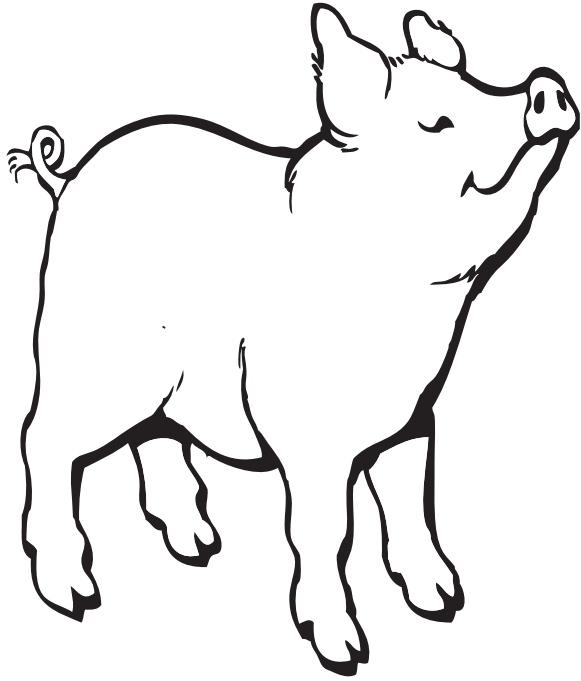
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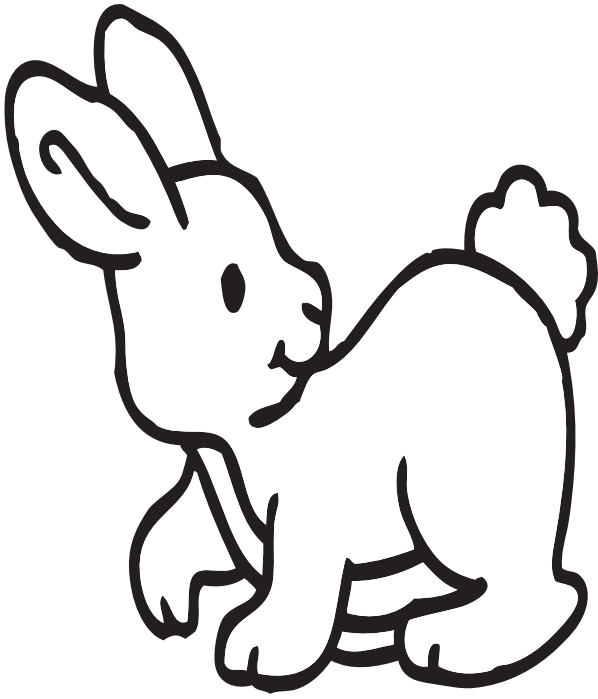
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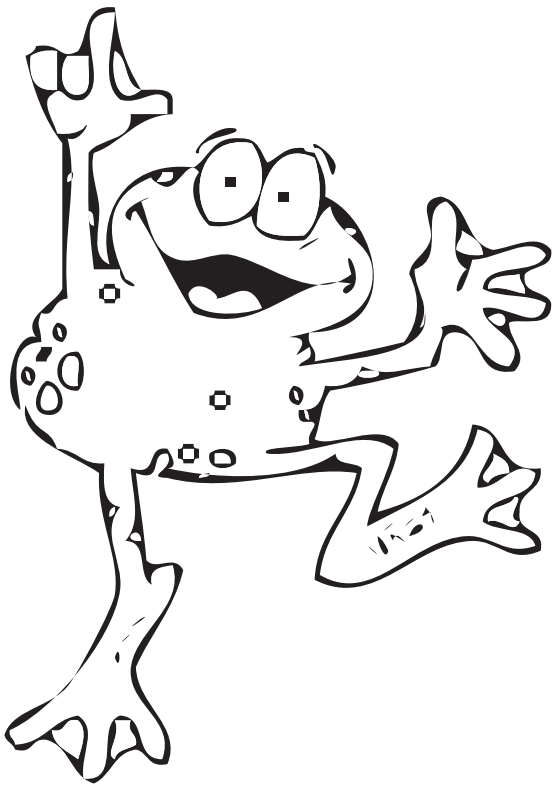
hoolet

owl



mappie

rabbit



puddock

frog

Presentation practice

Audience: Nursery P1 P2 P3 P4

Brief overview: This workshop focuses on getting children to present their ideas in a clear format and includes basics like speaking clearly (enunciation), speaking at the right volume (projection), keeping your audience's attention, etc.

Volunteer/audience ratio: 1:3/4 **Prep Time:** 30 min **Time w/ children:** 50 min

Learning outcomes and skills development

0 = nothing 1 = minimal learning 2 = medium learning 3 = significant learning

- 3 **Improved communication skills**
- 0 **Improved problem solving skill**
- 3 **Improved confidence levels**
- 1 **Introduction to the world of work**

Resources required:

- 1 business volunteer per group of 3 to 4 children
- 1 school contact person to organise the activity
- 1 school staff member to observe the entire group (volunteers cannot be left alone with children)
- Table and chairs for each group of children plus the volunteer
- Video clips of presentations (good and bad) and/or business presentations/ advertisements if using
- Chalk/white board or flip chart to write down the things the children note as being good or bad in the example presentations
- Media equipment to play video clips (computer, projector, speakers, etc.) if using.

Before the activity:

- Prepare two 3-minute presentations, one that is good/effective and one that is bad/ ineffective - make the difference between them exaggerated. The content should be about your business and job. Focus on things that the children can pick out, such as volume, eye contact, fidgeting, body language, enunciation, speed, etc
- Prepare feedback form activity info (first bit of form including date, etc.) with enough copies of the children's ones for each child, one for the teacher and one for each business volunteer (available from the templates form section)
- Distribute media non-consent forms if required (available from template forms section).

On the day:

10 min **Arrival and setup**

- Arrive at school, sign in at reception and find the classroom.
- Introduce yourself to the teacher and the class.

15 min **Example Presentations**

- Have children watch a video clip of a promotional film for your company or an advertisement or do one yourself – 3-4 min. Go through and identify what makes it an effective presentation, ask the kids to suggest things and write them down
 - Clear speech
 - Engaging language – keeps audience interested
 - Eye contact
 - Clear message, simple points.
- Enact a speech/show a clip of someone doing an ineffective presentation 3-4 min. Go through it and identify why this is less effective, ask the kids to suggest things
 - No eye contact
 - Muffled or quiet voice, unclear speech
 - No clear message – not sure what you are trying to say.
- Ask the kids to suggest why people might give ineffective presentations and how could you prevent it/fix it.
 - Nervous/scared - practice
 - Unprepared - notes, prepare
 - Too much else going on/distractions - pause and focus.

15 min **Preset their stories**

- Divide kids up into groups of 3 or 4 and have 1 volunteer go with each group
- Have each child go in turns and introduce themselves to the rest of their group saying
 - Their name
 - Where they are from
 - What they want to be when they grow up
 - Their favourite song/movie or food.
- Ask each child to do this twice, the first time pretending to do an ineffective presentation, the second time doing an effective presentation
- If there is time have the kids go around the group and say one thing that the person to their right did really well in their effective presentation.

10 min **Clean up and leave**

- Help the children clean up the materials and re-set the room and leave. Remember to sign out when you depart.

After the activity:

- Leave feedback forms for the teacher and children to complete, and arrange how these and the one that the business volunteer does will be shared with the business/school.

Optional extras:

- Pens, stickers or certificates saying what the children participated in are always well received.

Paired reading

Audience: Nursery ○ P1 ● P2 ● P3 ● P4 ●

Brief overview: This programme pairs volunteers with students who need a bit of extra help with their literacy skills. It requires volunteers to have a PVG and to be able to commit to 1 hour per week for at least 12 weeks, ideally 1 school year. This is best done with formal training (60 min) by [BITC Scotland](#) or other organisation.

Volunteer/audience ratio: 1:1 **Prep Time:** 60 min **Time w/ children:** 40 min

Learning outcomes and skills development

0 = nothing 1 = minimal learning 2 = medium learning 3 = significant learning

- 3 **Improved communication skills**
- 0 **Improved problem solving skill**
- 3 **Improved confidence levels**
- 1 **Introduction to the world of work**

Resources required:

- 1 business volunteer per pupil who can commit to weekly sessions for at least 3 months, ideally longer who has a PVG
- 1 business volunteer team leader to organise the activity
- 1 school contact person to organise the activity and match pupils with volunteers
- 1 school staff member to observe the entire group (volunteers cannot be left alone with children)
- Books for the children to read (ideally selected by the teacher)
- Notebook for each volunteer to take stock of what words the child was struggling with, what they are doing at the weekend to ask them about, etc.

Before the activity:

- Each volunteer will need to obtain a PVG - ask the school or contact third party organisations like BITC Scotland to help process these (there may be a fee involved). These can take up to 8 weeks to process so start early. This programme receives the best results when training by BITC Scotland or other organisation is completed
- Discuss with the head teacher when and where the sessions will be and how communication, organisation, etc. will be handled. For example, if a child is absent will the volunteer leave early or be told not to come to the school or will they work with a different child for that one week
- Prepare feedback form activity info (first bit of form including date, etc.) with enough copies of the children's ones for each child, one for the teacher and one for each business volunteer (available from the templates form section)

- Distribute media non-consent forms if required (available from template forms section).

On the day:

5 min Arrival and setup

- Arrive at school, sign in at reception and find the classroom
- Introduce yourself to the teacher and the class.

10 min Talk with child

- Have a conversation about the book and what is going on in life.

20 min Read with child

- Read the assigned book together helping them with difficult words and providing encouragement and praise for specific things done well.

5 min Leave

- Congratulate the child on a good reading session, sign out and leave.

After the activity:

- Leave feedback forms for the teacher and children to complete, and arrange how these and the one that the business volunteer does will be shared with the business/school.

Optional extras:

- Business can donate books to the children/school if they choose as part of this programme. Communicate with the teacher before doing so.

Communication obstacle course

Audience: Nursery P1 P2 P3 P4

Brief overview: This activity encourages children to listen carefully to instructions and to give clear instructions to others. It also encourages them to work in teams and to trust one another.

Volunteer/audience ratio: 1:10 **Prep Time:** 30 min **Time w/ children:** 40 min

Learning outcomes and skills development

0 = nothing 1 = minimal learning 2 = medium learning 3 = significant learning

- 3 **Improved communication skills**
- 2 **Improved problem solving skill**
- 3 **Improved confidence levels**
- 0 **Introduction to the world of work**

Resources required:

- Items to be used for obstacle course (chairs, packing or caution tape, string or streamers, boxes, buckets etc. Items need to be large enough for children to see but small enough that they can move around them. Ideally you will make two courses (to split the class in half and allow more time for each person to try) so have enough to run two courses.]
- A long room or hallway/corridor where the activity can be run
- 2-3 blindfolds for the children
- 2 timers.

Before the activity:

- Gather items to be used in the obstacle course
- Plan what will be done on the day including who/how introductions will go, how you will link the activity to the real world (why is it important to trust colleagues, to give clear directions, to work together, to think creatively about problems, etc.)
- Prepare feedback form activity info (first bit of form including date, etc.) with enough copies of the children's ones for each child, one for the teacher and one for each business volunteer (available from the templates form section)
- Distribute media non-consent forms if required (available from template forms section).

On the day:

10 min **Arrival and setup**

- Arrive at school, sign in at reception and find the classroom
- Introduce yourself to the teacher and find out where you are running the activity.

10 min **Set up the obstacle course(s)**

- Using your materials set up an obstacle course for the children. Space things out so they have to move left and right, go over/under things. Make it challenging but do-able when blindfolded and something that another child can direct them to do
- Either make the course relatively short or if possible (works best) make two, one going one way down the hall/room and the other the other way with the children starting from the middle and working out.

5 min **Introduce the activity**

- Introduce yourselves to the class and explain what they are going to do:
- Each child will have a partner - one will be blindfolded and the other will direct them through the obstacle course using verbal commands (no touching, leading etc.)
- Each team will go twice, once with Child A blindfolded and Child B directing, the next time with Child A directing and Child B blindfolded
- Each team will be timed to see how fast they get through
- If they touch 1 item they get a 5 second penalty - if they touch more than 4 items they are disqualified.

20 min **Run the course**

- Spilt the class in two, with half of the pairs on each obstacle course. Make sure everyone gets a go at both roles, and point out who is doing what well
- Ask the children to say what their partner did well when directing them.

10 min **Clean up and leave**

- Pick up the obstacle course and have the children help
- Sign out and leave.

After the activity:

- Leave feedback forms for the teacher and children to complete, and arrange how these and the one that the business volunteer does will be shared with the business/school.

Optional extras:

- Pens, stickers, etc. for either the winning team or better still for each child is always a nice way to finish.

Useful links

Business in the Community Scotland

<http://www.bitc.org.uk/scotland/what-we-offer/business-engagement-early-years>

From this website you can find out more information about the Business Engagement in Early Years programme, read case studies from the pilot phase and download a digital copy of this toolkit.

You will also find a list of business education programmes designed for young children which early years institutions can use when trying to identify potential partners and businesses can use for inspiration in designing their own activities/ programmes.

Scottish Government Early Years Collaborative

<http://www.gov.scot/Topics/People/Young-People/early-years/early-years-collaborative>

From this website you will find out more about the Early Years Collaborative and what it and the Scottish Government are doing to support early years learning and development.

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Business in the Community Scotland

Livingston House, 1st Floor (East)
43a Discovery Terrace
Heriot-Watt Research Park
Edinburgh
EH14 4AP

T: +44 (0)131 451 1100

E: info.scot@bitc.org.uk

W: www.bitc.org.uk/scotland

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