



Imagine II

Young people design a potential business to locate in Stratford City and use Maths and ICT to demonstrate financial viability

Publication coordinated by Paul Cannons
In partnership with Forest Gate Community School

For details of Stratford City Education Project

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Forward

The Stratford City Education Project (**SCEP**) is supported by Westfield, developers of Stratford City, a mixed business and retail outlet with over 250 shopping outlets.

SCEP aims to develop curriculum projects in school that inspire young people to aspire to the professional career opportunities emerging within Stratford City in sectors such as business, finance and retail.

The key outcomes of a SCEP project are to ensure young people have an increased the awareness of:

- The regeneration of Stratford, in particular Stratford City, the Olympic Village and the Olympic Park
- The future employment opportunities that will be created over the next 10 years, in particular in construction, retail and in the commercial sector
- Opportunities in the world of work and related careers
- Their own potential and economic well being
- Use the skills and knowledge that will foster their employability skills through contact with employers

Imagine II is now in its second phase and has evolved into a cross curricular project across KS3 that uses more of the employability skills sought by employers.

It involves students not only designing a potential business but proving it is a good investment by using functional maths and IT skills with input from Business Studies. Its key outcome is to raise self confidence and aspirations among students as well as their entrepreneurial flair.

1. Introduction

Welcome to the Imagine II resource that should be used as a “tool kit” rather than exact guide in terms of classroom delivery. It is part of the transformation of the curriculum at KS3 that aims to make the learning relevant to the needs of learners and forms the basis of preparing them for the rigours of the KS4 curriculum, especially the Diplomas.

Imagine II has a rich mix of diverse learning in both the classroom, and contact with key employers culminating in a student presentation in the boardroom of Westfield in Chancery Lane.

The project has been delivered in a cross curricular partnership involving Bryn Evans (Head of Business Studies), Carvey Francis (Head of ICT) and the Maths / PSHE departments. A local entrepreneur was recruited to assist with classroom delivery. The launch of the project in May 2008 was by Tim Campbell, winner of the Apprentice.

The brief is for students to come up a unique business that would attract local and international customers to Stratford City and persuade Westfield, developers of the new City that this is a viable business proposition.

Last years cohort of Year 9 students embraced this project with vigour and took the competition seriously, setting very high standards. John Burton Director of Stratford City described students’ work as “the standard of good sixth formers” and after much internal deliberation the overall winner was deemed “viable as a realistic business” for the City.

This resource is a guide to how the students can achieve such a high standard of work and references key resources, as well as a sample of last years winning teams’ work as a benchmark for even higher standards in next years delivery – Imagine III.

2. Evolving the brief – Teachers Perspective

The brief is for the students in teams to come up a unique business that would attract local and international customers to Stratford City and persuade Westfield, developers of the new City that it could be a viable business proposition.

Therefore the business idea must be

- Original
- Use finance to prove it can be viable
- Present through ICT
- Demonstrate co-operation and team work
- Involve students through communication both oral and by writing a business plan / executive summary

The students

Students need to form small project teams of 4 -5 members and use the teaching staff as facilitators to help build a business plan and attractive presentation that is financially credible.

They should be encouraged to use generic skills such as:

- Team working
- Problem solving
- Leading and decision making

They should be encouraged to use functional skills such as Maths and Communications and develop Personal Learning and Thinking Skills through being creative in designing a business that has a unique selling point.

To complete the project in **six weeks** will put students under pressure but experience dictates that the more motivated teams work overtime in lunch hours, surgeries and after school.

The teachers

Should facilitate and encourage reflection and investigation. In some areas the teachers will be "experts" in others less so and other staff should be coordinated to help deliver, as the project evolves from design to financial viability and writing the business case.

The Employers

Paul Cannons (Manager of Stratford City Project) and Ruth Lydall (Stratford City Education Development Officer) can procure outside employers. Ruth is also an experienced "A" Level Business Studies teacher with commercial experience. The following were used to enrich Imagine II:

- Steve Okeiyi from “Elite” and local entrepreneur, led a series of workshops with each of Y9 class, assisting with putting together a business plan and executive summary. He also ran lunch time business surgeries and accompanied the finalists to Westfield.
- Jon Watson (Westfield Regeneration Specialist) and Marion Faust (Director of Newham Education Business Partnership) judged internal “semi finalists” putting through 4 finalists for the presentation to Westfield on 17th July 2008.

Resources

- Westfield.com – student to research and understand who Westfield are and look at recent developments such as white City
- www.futurestratford.com – information of how developments such as Westfield relates to local community
- www.stratford-renaissance.co.uk – especially young Stratford and the Young People’s Section
- Steve Okeiyi – has a series of business cartoons outlining good and bad practice plus some Power Points slides on putting together a business case
- Bryn Evans – written a student work book to capture ideas and organisation of the business.
- Shift Happens – putting change in context of 21st century

3. Launching the Project



Imagine II was launched at Building 1000 (the new headquarters for London Borough of Newham) to inspire young people at the start of the project and brief them about the “dragons den” panel at Westfield they could potentially be selling their business ideas to on 17th July 2008.

Sir Alec Kellaway, Councillor for London Borough of Newham and Tim Campbell, winner of the inaugural “Apprentice” launched the project to 200 Year 9 assembled students.

Students were aware of Tim and excited to hear what he had to say. The students showed attention to the project after Tim’s words of wisdom and started to flag down team members in the hall to start their groups before launch had concluded. This was when the sense of realism kicked in generating a huge amount of excitement.

Other presenters included Paul Cannons (Manager Stratford City Education) and Ruth Lydall (Stratford City Education Development Officer) who outlined the criteria by which the business ideas would be judged and cash prizes available for 1st, 2nd and 3rd places, creating more incentives for students to focus on the task at hand.

A film of previous Y9 students involved in the original Imagine Project in 2007 was also shown and input from Bryn Evans on the Business Studies support available and Jon Watson from Westfield.

Margaret Wheeler, Head Teacher, closed the proceedings and students were given a quiz to fill to win a mobile phone – adding a sense of fun to the occasion as well as a sense of excitement.

4(a) Curriculum Planning

Fitting into Curriculum time

The Project assumes a **two hour lesson once a week for six weeks**, although it could be run as a day work shop if appropriate to school timetable or on enterprise and enrichment days.

Lesson planning

Lesson 1 – 2 (Briefing, Criteria, teams and initial ideas)

Students

Should be provided with the briefing pack and work book to:

- Draft out a new Business in Stratford City
- Plan and design the business
- Write up business plan
- Design a company logo
- Summarise on Power Point

At the launch, there were a number of students that were not able to turn up to the opening ceremony or the first class, due to either school trips or general school absence. As teams had been forged the late comers needed to be given the full briefing on what they missed out on at the ceremony to keep them engaged.

It was expected that students would pick friends to work with this could hamper their chances of winning. To teachers surprise a large number of the students were very strategic in who they picked for their group and looked at the key strengths of each other - business application was already in motion!

Teachers

Should outline the judging criteria in terms of:

- The idea must be original (Are the brands new brands?).
- It should be Exciting and different (Unique products for diversity, local feel, make customers want to come back, refreshing).
- Finance (Westfield spending £1.5 billion so rents from businesses must be viable).
- Using of ICT and Technology (Innovative logo and design).

Should ensure students form teams of 4 – avoiding friendships as first criteria and be encouraged to select members who are good at ICT or Maths or organisation.

Also encourage creative process to begin whereby students explore ideas and encourage each other to discuss, in context that no idea is a silly idea.

Ensure by end of lesson students have created a logo; company name and designs for business card and/or leaflet. Students should be co-operating in teams with clear roles assigned. More advanced groups should be writing up business plan.

Possible Resources

Input from Steve Okeiyi and or Paul Cannons / Ruth Lydall to give an input on Stratford City and the opportunity young People have to influence what kinds of shops and business they would like to see in Stratford City, plus some input on what Stratford City shopping centre will be like as a concept.

See also Power Point One "**You**" (section 11) – available from SCEP website and....

www.Westfield.com – student to research and understand who Westfield are and look at their recent developments such as White City.

Outcomes

At the end of the lesson students should be able to

- Give a name for their business
- Assign a possible slogan
- Be able to describe the type of product or service they are selling
- Know the target market selling to
- Define a unique selling point

Lesson 3 - 4 (Organisation Type of Business Executive Summary)

Students

All the team members assign themselves a role from briefing pack and map out an organogram to define who does what in team as follows:

- CEO / Managing Director
- Finance Director
- Operations Director / Company Secretary (pulling all the paper work together)
- Marketing and Communications Director

Students can also decide the type of business they wish their enterprise to be eg Partnership or Private Limited Company.

Then begin to write up an Executive Summary of their Business ideas.

Teachers

May need to assist students understanding each of the key roles in the business to ensure all team members are fully engaged. Also go through key parts of the Business "Executive summary" that students should begin to complete.

Outcomes

Students should understand their role and responsibilities and be able to define their type of business.

Students will have used some communication skills to begin to map the benefits and nature of their business.

Resources

Input from Business Studies teacher on advantages and disadvantages of types of organisation.

Use of Business Plan Executive Summary – see end of this section.

See also Power Point 2 "**Business Plan**" and

Power Point 3 "**Executive Summary**" on what to include (see Section 11).

Lesson 5 - 6 (Start up running costs, USP Marketing Strategy)

Students

Need access to ICT / Excel to input costs, sources of funding, break even point and design a cash flow and profit and loss account. Then consider marketing strategy and outlets and opportunities to sell their products – possibly conducting some internal research among potential customers.

Teachers

Should explain terms students have not yet come across e.g rent, utility bills, interest payments loans. Business Studies input key in explaining concept of Profit and Loss and cash flows.

Outcomes

All students should have used some functional Maths and be able to explain concept between need to ensure a balance and aim of making a profit when running a business.

Resources

Power Point 4 "**USP**"(see section 11)

Lesson 7 - 8 (Use of technology)

Students

Access to ICT essential as this is the opportunity for students to electronically record their presentation and ensure business plan and sales projections come together.

Teachers

Ensure students remember roles assigned within team and assist the project team to pull the business idea into a credible presentation.

Outcomes

Students should be able to give a summary of their business and relate it to the local regeneration of Stratford City as well as explain how its customer base will ensure a profit.

Resources

Lunch time business surgeries with Steve Okeiyi or Ruth Lydall to be booked as necessary through Paul Cannons, Manager Stratford City Education.

Lesson 9 - 10 (Other Factors, SWOT analysis)

Students

Continue working on presentations but take into account other factors such as:

- Competitors
- Environment
- Carbon foot print
- Green issues
- External Factors

And also complete a SWOT analysis

Teachers

Input on sustainability and green issues if these concepts are unfamiliar – allow access to web to research.

Outcomes

Students able to relate their product or service to the environment and make reference to factors that may have either a positive or negative impact on their business.

Resources

www.futurestratford.com – information on how developments such as Westfield relates to local community and google “Shift Happens” – putting change in context of 21st century.

Lesson 11 -12 (Updating presentations)

Students

Update presentation, finalise business cards and add finishing touches to hand outs and Power Point.

Teachers

Ensure access to suitable resources eg cards, printers and lamination.
Ensure rehearsal time for presentations.

Outcomes

All members of the team should be able to present their part of the business plan with confidence.

Resources

Book a suitable room a time for each group to present their business idea in no more than 10 minutes to a panel including representative from Westfield. Dates need to be coordinated through Paul Cannons, Manager Stratford City Education.

4 (b) Key Resource and a Student Project

The Business Plan and Executive Summary:

FRONT PAGE

(Create a Title Page or Front Cover for your business plan executive summary)



(INSERT Company Logo here and delete above)

@XYZ DESIGN LIMITED

“Paving the way in innovation” (add Company Slogan here)

PAGE 2

BUSINESS PLAN EXECUTIVE SUMMARY

Business Details

Name of Business:

Registered Address:

Trading Address (if different to registered):

Tel, Fax, Email, Web:

Nature of Business: (Please provide a full description of business activity/history in brief –approx 5 – 10 lines maximum a para)

Benefits of Service (approx 3-5 bullet points, and Features if applicable)

Legal Status: Limited Company, list full details address, company Reg No. & Shareholding or Sole Trader.

Rational for Business Opportunity:

Example: Over the last 16 years I have gained invaluable experience within the industry and have through out that time obtained the following qualifications

- 1) (Please list your qualifications).
2. (market research data indicating trend-growth or decline)
3. (Existing business, letters of intent) include refer to appendix for evidence of same

Competitive Edge/Market Gap or Unique Selling Proposition

Questionnaire Analysis

Calculate percentages/ fraction of something (small number divided by larger number x 100) 50 divided by 100 x 100 = 50%

Customer Profile (who are they?, where are they? –B2C or B2B based in London, small or micro business or SME public or private sector, charities etc or private individuals –ABC1? Social Economic Group

Competitor Strengths & Weakness Assessment

Business/ Product	Strengths	Weakness
XYZ Company 1- details	* Price * Quality/Service-Delivery * Location or Packaging	

SWOT Analysis for @XYZ Design Limited Business

list using bullet points

Strengths: (internal influences')

Weakness: (internal)

Opportunities: (external influences'- e.g political etc)

Threats: (external)

Organisation & Management

Key People Involved in the Business:

Name, Job Title (Director or Proprietor), Home Address, Qualifications Tel and if a limited company share %/capital, ownership of the company e.g 25% or 100%

Organisational Chart (please add diagram if employing more than 5 staff) (Employee 1)

Name:

Job Title:

Duties:

Key/ Relevant Skills:
(Employee 2 etc.)

Sub Contractors (if applicable)

Future Personnel Requirements (specify requirements from the end of the 1st year onwards)

Sales & Marketing

Useful Definition:

"Marketing is the art of attracting a potential customer or client/ creating awareness"

"Sales is the means by which/techniques used, to convert a potential lead into a client or customer to generate money"

Marketing Strategy

(Choosing a realistic, measurable ambitious goal that you consider your business can achieve on a sustainable basis)

State goal of strategy

Please detail the monitoring methods and include adjustments so as to assist in maintaining/adding value whilst improving the benefits of the product or service to your clients.

Marketing Plan – (“Actions” required, to achieve strategic goal e.g.)

Activity	Placement Date/ Deadline	Frequency	Duration		Rate (incl VAT)	
			Start	End	Description	
Newham Recorder ¼ page advert	28 /06 /04	Bi weekly advert	15/07/04	15/11/04 or Ongoing	Single insertio n £75.00	Total Cost £750

Operations

Premises

Description A3 use what it formerly was if anything etc, location in relation to other shops, train station etc- pictures/ architect’s plans & drawings if available

Address:

Tenancy Agreement

Deposit/Premium/ Rent:

Business Rates:

Equipment/Contents Insurance:

Security Features:

Opening Hours

Suppliers (office world- stationery, suppliers of materials/stock etc please detail full address)

Legal Requirements

(Include and give details where applicable, delete items not required add others relevant to your industry sector)

VAT Registration

Self Employment Registration

Partnership Agreement

Limited Company: Certificate of Incorporation/Shareholders Agreement/

Directors Service Agreement/ Licenses

Data Protection Act 1998

Copyright, Patents, Trade Marks

Planning Permission

Health & Safety (at work and or food hygiene)

CRB – Criminal Records Bureau – Police Check

Employee contracts

Do employees have to have a written contract of employment?
 Section 1 of the Employment Relations Act 1996 requires employers to provide a written statement of employment particulars to employees within 2 months of the beginning of their employment.

Financial Management

Bank Details:

Financial Projections

1st Yr Projected Turnover: £

1st Yr Net Profit: £

Funding Required:

Enterprise Loan: £ (specify amount) for & purpose e,g marketing, working capital, equipment)

Bank Loan: £ for

Own Investment £ for

Friends & Family £ for

Grant

Other

Book-keeping

(Please detail who is responsible within the organisation for the day to day financial management of the business)

Accountant

Please provide details of a/ your accountant

Risk & Contingency Measures

Please bullet point risks and contingency measures you have put in place in table below

RISKS	CONTINGENCY

Business Objectives

Short Term Objectives Yr 1: (please detail activities in bullet points covering areas outlined 3-5 in each)

Sales & Marketing

Attain cashflow sales projections (example)

Financial Management

Operations / ICT

Medium Term Objectives Yr 2-4:

Long Term Objectives: Yr 5+

Please add financials as detailed below to complete

Financial Projections

Sales Forecast

Cashflow Forecast

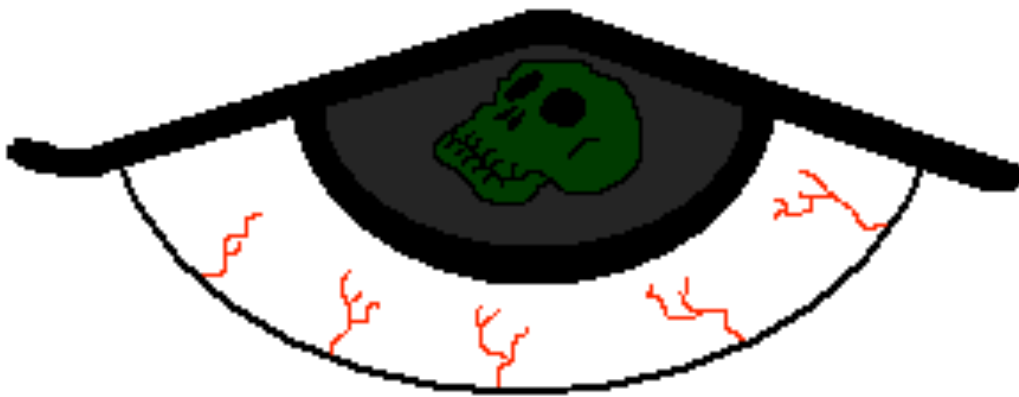
Notes To Cashflow

Profit & Loss Projections

Personal Survival Budget

Student project Example (winning Team 2008)

YOUR CHILDHOOD FEARS NEVER GO
AWAY...THEY JUST GET WORSE!



Scared Yet?

BUSINESS PLAN

Executive Summary

Business Details

Business Name: Scared Yet?

Business Address: To Be Confirmed

Legal Status: Limited

Nature of Business

Scare Yet? is a fun haunted mansion in which people come and face their fears. Their aim is to find their way out of the mansion by going into various rooms, each of which themed by a different fear (e.g. spiders, clowns, darkness etc.). They have to find their way out by finding clues and solving riddles which will guide them around the mansion and eventually lead them out. At the end, there will also be a shop where customers can purchase souvenirs such as keyrings, t-shirts and scary masks along with refreshments and confectionary.

Unique Selling Point

Scared Yet? is exactly what Stratford City needs. It's new, fresh and a great way to entertain - and scare - the young and old people of the 21st century. Our most serious competitor, The London Dungeons, is now ageing and does not have the appeal it once used to, especially for the Londoners themselves. Although we also aim to attract tourists, Scared Yet? is first and foremost for the people of Stratford and east London in general to enjoy and make the most of.

Customer Profile

Our business is targeted at the following people:

- The people of east London, especially its younger people (12-18)

- Visitors and tourists
- Those who want to enjoy a family day out but cannot afford to spend too much money
- People who enjoy reading horror books, watching scary movies ect.
- People who might want to face their fears
- Schools and other organisations who might want to go on a day out

Competitor Strengths and Weaknesses Analysis

<u>Business</u>	<u>Strengths</u>	<u>Weaknesses</u>
<u>London Dungeons</u>	<ul style="list-style-type: none"> • Has already established a reputation • Has expanded to York, Edinburgh, Amsterdam and Hamburg • They are close to 3 train stations 	<ul style="list-style-type: none"> • Ticket prices are more expensive • Appears to lost some of its appeal to the citizens of London

S.W.O.T. Analysis of Scared Yet?

Strengths

- Unique
- Fresh
- High Tech
- Has the potential to make a LOT of money
- Appeals to a large audience
- Very little competition
- Close to the international train station, so it is easy access for tourists

Weaknesses

- Costumes, make up, decoration could cost a lot of money

Opportunities

- Could open a chain of Scared Yet? centres around the country
- Could offer special deals for birthday parties, corporate events etc.

Threats

- London Dungeons
- The current credit crunch may deter customers from visiting Scared Yet?

Organisation & Management

Key Personnel and Percentage Owned

Donna Brugnoli, Project Manager – 15%

Sena Wormenor, Financial Manager – 15%

Amy Taylor, Marketing Manager – 15%

Mohammed Meza, Operations Manager – 15%

Harpreet Kaur Taak, Operations Manager – 15%

We also hope to have a contract with a company or business that specialise in special effects, make-up and costumes. In return we will offer them 10% of our business.

- *The remaining 15% will be shared among Westfield and any other individuals/businesses/corporations who wish to have a share in our business.*

Business Card



Financial Analysis

INFLOWS	First Year	Second Year	Third Year
ticket sales	60,000	100,000	125,000
souvenirs	55,000	70,000	85,000
refreshments	30,000	35,000	35,000
loans	70,000		
total	215,000	205,000	245,000
OUTFLOWS			
Utilities	15,000	15,000	15,000
Rent	6000	6000	6000
Wages	118,800	118,800	118,800
Suppliers/Materials	50,000	50,000	50,000
Total	189,800	189,800	189,800
INFLOW - OUTFLOW	25,200	15,200	55,200

With thanks to the "Scared Yet Team": Donna Brugnoli (Project Manager); Sena Wormenor (Financial Manager); Amy Taylor (Marketing Manager); Mohammed Meza (Operations Manager); Harpreet Kaur Taak (Operations Manager).

5. Bringing it to a close - Imagine II Finals

Presentation Day 1

Each group was coached before they went into their presentation ie shirts were tucked in, advice on how to stand, with the hands in front of them or behind their back to provide minimal hand movement. Plus a test run before they went in.

Feedback: When a number of groups did not go through to the next level, they actually felt that they should have done better and wanted to give it another go. They became eager viewers following this project to its conclusion.

Presentation Day 2

A meeting with all the semi finalists giving them an opportunity to debate in front of each other as to why they had the better concept. Also encouraged students to network with each other and create a business association. They were also prepped and reminded about body language.

During the presentation, the groups were briefly quizzed about their products/services by the judges including the Director of Newham Business Partnership and a representative from Westfield.

Feedback: There was much disappointment for the groups that did not go through to the final as all took this project extremely seriously. The disappointment was a reflection of the extreme effort students put into their team.



Scared Yet receive their certificates from John Burton at Westfield HQ in Chancery Lane.

Presentation Day 3

On Thursday July 17th 2008 the finalists from the Imagine II project travelled to Westfield's Head Office in Chancery Lane to present their ideas in the boardroom. Each team had just ten minutes to convince the panel of judges that included John Burton, Manager Stratford City, Sean Curtis, Marketing Consultant and a representative from London Borough of Newham. The finalists presented their unique business ideas on the huge plasma screens.

The panel cross examined each group and fired some intense questions which all groups managed to respond to in a calm business like manner.

After a tense period of deliberation all teams were invited back to the boardroom for the results. The standard overall in John Burton's words was at "least that expected by Sixth formers". He was impressed by professional presentations and attitudes of the young people and their business plans that showed a high level of knowledge.

He chose "Scared Yet" out the four strong teams – a difficult choice but its concept was the idea that seemed the most realistic and that could be implemented with minimal resource.

There was general disappointment from the groups that did not win, but this did not affect their professionalism and warm congratulations to Donna, Amy, Mohammed, Sena & Harpreet of "Scared Yet" who received their Gold Certificates from John Burton. The runners up received Silver Certificates and an additional cash prize as well as an experience few 14 year old students could recount on the c.v.

6. Impact

Students

Clearly engaged and working better in teams and most took ownership and considerable responsibility for the tasks in hand. The Project stretched and challenged students to work with materials often designed for more advanced learning.

Often the students normally less engaged in school were the ones that really engaged throughout the duration of the project and their creativity in general was limitless. They all enjoyed working with employers and gained experience of business and took competition very seriously.

As the project drew to a close many students fully utilised their time at breaks and stayed past the final school bell. Students even got into school extremely early to work on their project and the attendance of the groups was impressive. They seemed to be doing this for personal achievement and self belief, the prizes as incentives were just added bonuses.

Overall the project developed student's communications skills both written and verbal offering a chance to gain financial awareness and communicate to an adult audience of employers.

Teachers

Opportunity to work with all Y9 and view students working in a project based context.

Gained experience of a cross curricular project that is an example of the KS3 transformation.

7. Employers Perspective working within school curriculum

Temp Job

I started my relationship with Forest Gate Community School as a temp doing office administration which gave me a great opportunity to engage with a large number of students including Y9 which lead to a mutual respect and different to the usual teacher pupil relationship.

Stratford City Education and my Job

I introduced myself to Paul Cannons (Manager Stratford City Education Project) as a creative entrepreneur and outlined a number of projects. My job entails creating or innovating concepts for products or services. I analyse problems and then design and create viable solutions. Thinking outside of the box plays a key role in my position and this is an area in which I wish to help the students feel confident when expressing their ideas and overcome "stage fright" or feelings their idea is ridiculous among their peer group. My experience has taught me no matter how small or silly the idea may seem, it can always develop into a product or service.

Based in Stratford

Growing up and based in Stratford, I'm ideally placed to emphasise with the concerns of the students with regards to the regeneration of their local community. I regularly see the students on the streets locally and this gives me an opportunity to offer constructive advice with credibility.

Imagine II

There are 8 tutor groups in year 9, and it was my role was to take the first lesson per tutorial group and give them a brief introduction to the project and help get them started. This entailed forming teams, team roles and generating ideas. I was there to assist with any group that needed guidance. I also provided a number of resources for the students.

Working with Students

It was not long before the students grasped the concept of the seriousness of the project and this is when the real competitiveness started to kick in.

At least one group per tutorial class spawned a "saboteur" in which the individual would strategically position themselves to hear the ideas of another group. It is not something that I condone but it showed a reflection of modern day society. I did not punish the saboteur, instead I highlighted the issue to each group and advised them to take the necessary precautions to avoid it. The noise levels dramatically decreased in decibels as fear grew that a neighbouring group could steal ideas. By whispering, Year 9 had grasped the concept of a "dog eat dog world."

Apprentice and Dragons Den Knowledge

The imagine project bore a number of similarities to both popular BBC reality shows, The Apprentice and Dragons Den and high number of the

students were well informed about both programs and better able to project manage themselves with this in mind.

Leaders and Followers

The students in each group fitted into their role and were well suited to the position given. However, many students within the first few weeks were less sure of their roles and it was necessary to brief them further so that they could function fully within the team. There were also number of students that were quite timid and initially struggled with their footing but over time their natural leadership skills and talents developed.

The Resources Packs I provided

(1) The Business Pack- a back up guide to the Imagine Program It contained the following:

- Stratford City Education Business Surgery
- Project Management
- Questionnaire Examples
- Business Plan /Executive Summary Template
- Creating a Successful Power Point Presentation
- Tutorial & Storyboards

In addition I offered Stratford City Education Business Surgery to break down the roles in the team and carry out the SWOT analysis.

(2) Project Management pack - designed for the group to pull out the necessary template page, make the number of recommended photocopies and re insert the original back into the pack.

(3) Questionnaire Examples - There was an option for the groups to use the questionnaire to help them determine whether there is a need for their product or service. I used a close ended style questionnaire with a multiple choice styled template so the students could easily copy the format.

(4) Business Plan /Executive Summary Template - By providing these 2 templates, its aim was to give the groups a format to follow, as there were notes throughout the document to act as a guideline so that the groups could fully understand what was required.

(5) Creating a Successful Power Point Presentation - tutorial on the information to include in the presentation.

(6) Tutorial & Storyboards I provided 4 characters and 5 scenarios in the forms of storyboard. The characters spanned across a number of cultures to represent the diverse ethnicity of Newham. Among the scenarios to help the students as to what was expected from the project were explanations on "Competitive Edge & USP"; "Importance of a Business Plan.

Steven Okeiyi (Creative Consultant) Steven_okeiyi@london.com

8. Student Voice.



How was this project different to normal lessons?

Working on the Imagine Project was beneficial, enjoyable and something I would love to do again. I felt that I learnt far more from actually doing a practical 'life-like' project than I probably would have from normal lessons which involve learning through listening, reading and writing. There were many important things that I learnt such as how to structure a business presentation, writing a business plan, financial and marketing functions and how to construct a cash flow chart. The cash flow chart will also be helpful for my applied business subject.

How enjoyable was the project – what was most beneficial?

There were many things I enjoyed including going to visit the developers called Westfield, brainstorming for ideas and working towards an actual prize.

Any improvements of advice?

What I least enjoyed is the pressure of not finishing, I think there should have been more time and more teachers involved who had more subject knowledge. The project should have been carried out in business lessons rather than as a PHSE as the teacher was not able to help us much.

What recommendation if this project were to be run again?

I would recommend that the next Imagine project should involve more trips to visit real businesses and see how they are run and to learn how to be successful instead of reading it from a textbook.

Student Voice: Mohammed Mangerah Forest Gate Community School

9. Dissemination

Celebrated

At School Prize day with issue of certificates and cash prizes. Including £200 for the overall winners.

Resource development

Imagine II is validated by teachers and tailored to their curriculum delivery. It will be delivered next year as Imagine III laying the foundation for students learning in KS4 and pathways such as the Diplomas that place similar emphasis on project based learning and input from employers.

Uptake

The resources will be available on the school's intranet and 14 -19 Newham secondary website.

Wider dissemination

Through existing teacher networks, events and through websites such as NEBP, Co-operative, 'Sussed' and the TES.

10. Evaluation

What went well?

This project identified a set of skills that a number of students had not previously been aware of in a business setting such as team management, financial acumen marketing and creativity. This also gave the students an insight into the pressures of running a business and a taste of the challenge and stretch they will encounter at KS4 by using functional skills focusing on the local regeneration.

There was a real competitive atmosphere and buzz around the school at the end of the summer term by Year 9 - a perfect age for the students to start this project as they are at an age where they are beginning to focus on what options and type of learning they want to pursue. The evidence of the student progress has been highlighted in Section 5 with the student business presentations to Westfield.

Lessons learnt

Delivering part of the project in PSHE meant some students did not take it as seriously as if it were in core curriculum time. Basing it in PSHE was viewed by some students as reducing their time to relax a little, resulting in challenging behaviour. There needs to be an alternative course for the minority of students that disengaged or taken off the project

PSHE teachers needed more information to assist the students in some areas and were unaware on how far the students had progressed.

Advice to teachers using this resource

The teachers involved in the project should have a progress meeting once every fortnight. This will allow the PSHE teachers and other staff to monitor student progress. Inter departmental coordination would ensure each class had same level and quality of input to guarantee consistency of delivery.

It is recommended teachers research their knowledge of Westfield to be able to respond to student questions.

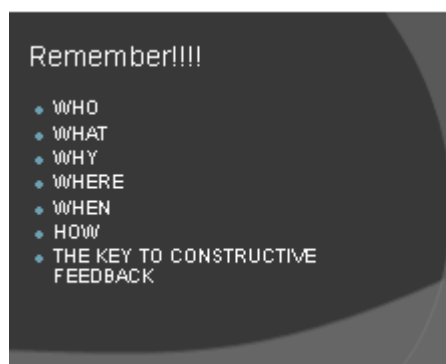
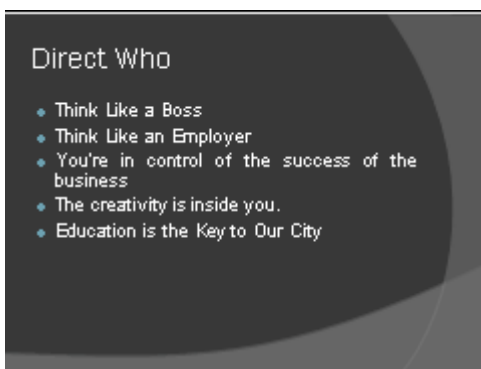
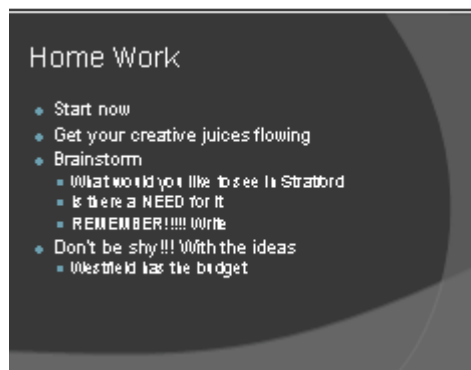
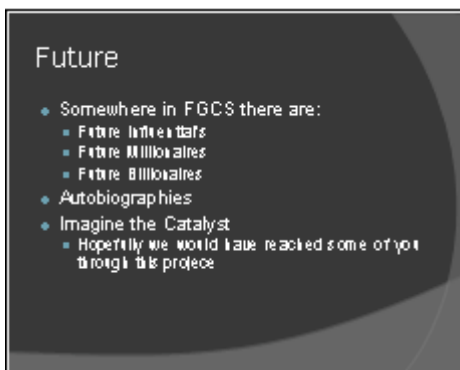
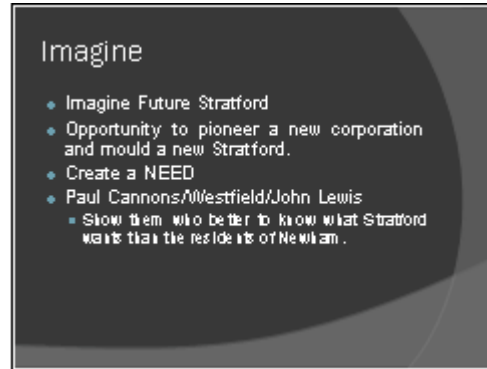
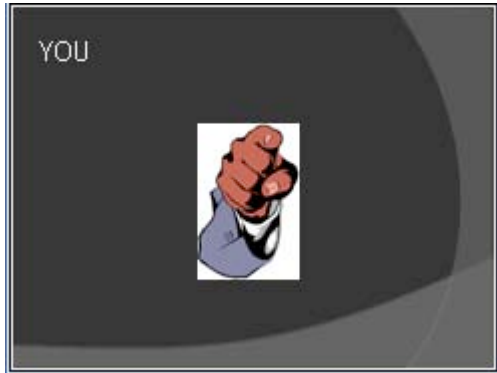
Showing the students presentation etiquette and how it affects their presentation is highly recommended and also a time to practice and develop a professional presentation.

Showing the students the UK Patent office website, and highlighting issues as copyright, Trademarks, brands, patent and confidentiality agreements can allay student fears their ideas, logo or design could be stolen.

A student evaluation of the project needs to be introduced to better capture student learning outcomes.

11. Examples of available Power Point slide resources

"You" Lesson 1 - 2



“Business Plan” Lesson 3 - 4

WHAT.



BUSINESS PLAN

- Definition: *A written document describing the nature of the business, the sales and marketing strategy, and the financial background, and containing a projected profit and loss statement*

WHAT DO I PUT IN IT??



- The following components:
 - Title Page and Contents
 - Executive Summary
 - Description of the Business
 - Description of the Product or Service
 - Market Analysis
 - Competitive Analysis
 - Operations and Management
 - Financial Components of Your Business Plan
 - Supporting Documents

PAGE AND TITLE



- A business plan should be presented in a binder
- With a cover listing the name of the business
- The name(s) of the principal(s),
- Address, phone number,
- E-mail and website addresses,
- And the date.

EXECUTIVE SUMMARY

- **Executive Summary**
The executive summary, or statement of purpose, encapsulates your reason for writing the business plan.
- It tells the reader what you want and why, right up front.

BUSINESS DESCRIPTION

- Begins with a short explanation of the industry.
- Discuss what's going on now as well as the outlook for the future.
- Research providing information on all the various markets within the industry.
- Reliable data footnote and cite your sources of necessary information.

SERVICE DESCRIPTION

- Service or Product
- Short, One paragraph and Clear
- How will people use your product or service
- Key People involved
- Suppliers
- Location

MARKETING ANALYSIS

- Define Your Major Customer
 - (Age range, Location, Price and Gender)
- Define Your Market
- (size, demographics, structure, growth, trends, and sales)
- Sales and Marketing Strategy
 - Create and list benefits
- Identify the wants & needs of your customer

COMPETITIVE ANALYSIS

- Identify the Competition.
- Competitions Strengths/Weakness Assessment.
- Overcome the competition

COMPETITIVE ANALYSIS

- USP
- Limit it to 3 bullet points which could be in one of the following 3 areas:
 - Price
 - Quality
 - Innovation
 - Convenience
 - Extensions

OPERATIONS & MANAGEMENT

- Describes the daily business functions
- Logistics of the organization, (Responsibilities of the management team)
- Task assigned to each division
- Expense related to each operation


FINANCIAL MANAGEMENT

- **Management of Finance**
 - Cash flow
 - Sales forecast
 - Break Even
 - Survival Budget
- **Managing Income**
 - Pricing (Set price at what the market will bare)
 - Payment Method (Will customers be paying cash, electronically, cheque or other amenities.)

CONCLUSION

- If you intend to have any sort of successful business, you NEED a Business Plan.
- Just as you wouldn't start off on a cross country race without a road map, you should not embark on a new business without a business plan to guide you.
- Only by putting a business plan together can you decide whether your great idea and vision is worth yourtime and investment.

"Executive Summary" Lesson 3 - 4

<p>Executive Summary</p> <p><u>WHO</u></p> <ul style="list-style-type: none">• Yourself• Your Customer• Investor	<p>What</p> <ul style="list-style-type: none">• Summarizes the Key Points of a Business Plan• 2 Pages Maximum• Most important part of the Business Plan• Sales Pitch of your Business<ul style="list-style-type: none">• Highlights the best value, benefits
<p><u>WHY</u></p>  <ul style="list-style-type: none">• Prepares readers for the Business Plan• Entice the reader to want to read the Plan• Makes X-ref easier<ul style="list-style-type: none">• Acts as a guide/ Map• Investors don't have time to read whole plan	<p><u>Where</u></p>  <ul style="list-style-type: none">• Usually at the front of Business Plan• Front of supporting document.
<p><u>WHEN</u></p> <ul style="list-style-type: none">• At meetings as part of a document• With your Plan when you go up against a panel of investors• Verbally at Networking Events	<p><u>HOW</u></p> <ul style="list-style-type: none">• Summarizing all the juicy bits• Advertising<ul style="list-style-type: none">• Big Mac• Toys R Us etc.• Movie Trailers

"USP" Lesson 5 - 6

WHO

- Yourself
- Your Customer
- Your Competitor
- Gaining an Advantage over your competition

<u>Why</u>	<u>When</u>
<ul style="list-style-type: none">• Stay ahead of the game• Game new customers• Develop a good reputation• Increase income	<ul style="list-style-type: none">• Dynamic• Trend setting<ul style="list-style-type: none">▪ Uses Me (TVs, DVDs, BDs)▪ Technological (Mobile Phones/Laptops)▪ Economical (Due to congestion charge more people are cycling)▪ Government (Anti-smoking campaigns)

HOW

- Analyze Target Market
 - Define what your selling
 - Identify your competition
 - Strength/Weakness
- Don't Under Estimate
- Create a Fresh Spin
 - Unique Selling Point (USP)
 - Location/Product/Service/Feature
- Monitor Change
 - Stay ahead of the game
 - Monitor Competitors
 - Be Flexible

Define Yourself

- Understand
 - Mission/Goal of Business/Market Place
- Express what product you have
 - Bad: I have a Nintendo
 - Good: I have a Nintendo Wii
- Do I operate it in a unique way
- Do I service a Niche

Define Competitors

- Strengths and Weakness
 - Strength: PCs are great for doing homework on
 - Weakness: You can not take it with you
- Capabilities
 - Mobile phone is capable of photography
- Customer Base
 - Facebook has millions of customer
- Marketing Strategies
 - Tesco has a club card that gives you discounts
- What are they offering
 - Product, service or product and service
- Future Goals
 - Stafford will successfully host 2012 Olympic
 - Head-to-Head competitors

Identify your Customer

- Location
- Age
- Gender
- Income Level Habits
 - Tesco Vs M&S
- Needs
 - PS3 Vs Nintendo Wii
- Motivation
 - Price, Quality, Credibility, Customer Service, Location
- Buying Habits
 - Daily, Weekly, Monthly, Yearly etc.

Personal Experience

- Test drive
- Otherwise how would you know
- Who gets your money
- Why
- XBOX 360 Vs PS3 Vs Nintendo Wii
- Ipod Vs Sony Walkman
- Rap Vs Rock
- Football Vs Rugby

Differentiation

- Saturated Markets
 - MySpace, Facebook, Bebo
- Find a way to be different

Unique Selling Point (USP)

- A spin setting a benchmark for a product or service
 - Xbox and Playstation have long winded games
 - Nintendo Wii has impulse games that are addictive but will bore you after a few weeks making want to buy another
 - Xbox and Playstation use joy pad, gun, guitar
 - Nintendo Wii is interactive so the users will have that reality feel.
 - Xbox Playstation for couch potatoes
 - Nintendo Wii keeps you off the couch and the movement relates to exercise

Unique Selling Point (USP)

- Art of USP
 - Add Spins
 - Think outside the Box
 - Add new features
 - Minimum of 3 features

Marketing Strategy

- Always have a Marketing Strategy
 - You wouldn't make otherwise
- Analyze competition success and failure
 - Learn from mistakes benefit from triumphs
- Focus
 - Offer benefits rather than features
- USP
- Monitor Trends
- Packaging
 - Make use of old products / Facelift
- User-friendly
 - Easy to understand/Easy to order/Easy to do business with

Marketing Strategy

- Customer Service
- Excellent/ Good Operating hours/Guarantees
- Special Features
- Buy One Get One Free

Price

- Cheap
 - Doesn't always work/ Poor Quality
- Reflect on the quality
 - Fair
- Special Offers
 - Club card discounts
- Return Policy
 - Money Back for Unsatisfied Customers
- Financing Packages
 - Buying insurance online is cheaper than buying on the phone

Product/Service

- Golden Rule
 - Your Product/Service is everything
 - Without it you have no business
 - Reputation Back
- Question your product
 - Reliable
 - Durable
 - Fairly Priced
 - Quality
 - Recognizable
 - Performance
 - Good Location