



**star**  
a champion's guide

# Introduction

This resource has been designed as an additional aid to your STAR Champions Training. Its aim is to guide you through your delivery of STAR, providing you with extra ideas and alternatives.

There are no right or wrong ways of delivering STAR. It's a flexible resource that can be adapted for your target group of young people, their level of ability, the time you have and other factors, eg: venue. You know your target audience best and what will work for them, but we're hoping this guide will help too. The guide covers the 9 main sections of STAR as below:

<b>STAR DVD</b> You're already a STAR	<b>BE</b> the STAR you are	<b>RELEASE</b> your potential
<b>SKILLS</b> Your STAR skills	<b>TREASURES</b> Find the treasures that could change your life	<b>AMBITIONS</b> Reach for the stars
<b>ROLES</b> Your starring roles	<b>GOLDEN TICKET</b> The sky's the limit	<b>PLAN</b> Your STAR plan

Each of these 9 sections is split into 9 sections too and reflects the STAR theme used in the STAR booklet and session, ie:

1

### **VENUE**

This section includes suggestions on where to hold the session, eg: large room.

2

### **OPEN/CLOSED**

This details the suggested length of the particular session.

3

### **PROPS**

This section details resources needed to enhance the session, eg: music to use in the session.

4

### **STAR OUTCOME**

This relates to the learning outcome of the session.

5

### **SETTING THE SCENE**

This section advises STAR Champions on how to introduce the topic, eg: skills.

6

### **WARM UP ACT**

These are ice-breaker exercises that link to the ideas in the session.

7

### **MAIN PERFORMANCE**

This includes brief notes on how to deliver the main part of the session.

8

### **FINALE**

The sessions finish with time for reflection and STAR Champions will be encouraged to link the session to the 'bigger picture'.

9

### **ENCORE**

Possible session extensions if extra time is available and/or for young people of higher ability.

To deliver the STAR exercises in full you'll need somewhere between 5 and 9 hours, depending on how you deliver it. However, we encourage you to revisit STAR at various intervals with your groups of young people, eg: before and after GCSE options, work-related Learning choices and FE decisions. STAR isn't a quick fix. To make it really work for young people, they need to be encouraged to apply the tools and techniques to every decision they make about their lives.

**We hope this guide will help you to do this. Have fun!**



**STAR DVD**

**You're already a STAR**

# the read-through

## 1. VENUE

This exercise can be performed/delivered anywhere you can access the media required to play the DVD. The DVD is an excellent way of reaching large groups of people, so an assembly/network/meeting type event would be a good opportunity to show this 6 minute film.

## 2. DOORS OPEN/CLOSE

30 minutes – 1 hour

## 3. PROPS

- > STAR DVD
- > Laptop/DVD player
- > TV/Projector
- > Fortune cookies
- > Pens and paper

## 4. STAR OUTCOME

The STAR DVD has a range of benefits:

Firstly, it can be used to introduce young people to STAR. Fast-paced and action-packed, it whets their appetite from the start and leaves them wanting more.

Secondly, the DVD can be used to introduce adults to STAR, so they understand what the programme is about. It could be shown to potential STAR Champions, teachers in schools, parents and carers, partners in the community and governors – anyone really!

## 5. SETTING THE SCENE

The DVD introduces young people to the concept that we all face choices in life. We may not make the right choices in the first instance, but that doesn't have to be the end of our dreams. We can take control of our situations and make positive changes at any stage of life.

The DVD encourages young people to discover their own skills, treasures and ambitions. They can then go on to identify roles in life that will enable them to blend a number of these. This is reinforced by showing snapshots from the lives of a number of people who manage to do exactly that.

## 6. WARM UP ACT

Ask young people if they could write their own message in a fortune cookie, to be opened next year, what would be in it?

## 7. MAIN PERFORMANCE

Watch the DVD and have an open discussion around what viewers got from the film.

*Questions could include:*

What were the key messages/themes in the DVD for you?

Which images stick in your mind? Why?

What did you like/dislike?

Could you relate to any of the characters in the film?

Could you relate any of the storylines to yourself?

Do you need to consider any of the messages that were in the film?

## 8. FINALE

Draw out the learning points from the whole group.

Students could then develop their storyboard so far and/or for the life they want to learn moving forward.

## 9. ENCORE

What are the stories of people around us? Allow the young people to conduct information interviews to find out what other peoples dreams were when they were young and where they are now. What journey did they take?

I felt that this (the DVD) proved a valuable tool; it gave the young people a starting point to put all the learning into context – something that is difficult to do with just a speaker.

**David Fraser**

STAR CHAMPION, SKILLS DEVELOPMENT SCOTLAND





**BE**  
**The STAR you are**

# the read-through

## 1. VENUE

This exercise can be performed/delivered practically anywhere. However, (depending on how you deliver it) it can get noisy so maybe choose a venue where you can allow the young people to really express themselves!

## 2. DOORS OPEN/CLOSE

30 minutes – 1 hour

## 3. PROPS

- > Positive music
- > STAR Booklets (pages 4 and 5)
- > Pens and paper
- > Examples of famous people, eg: photographs, video clips, sound bites
- > Inspiring quotes relating to self-belief

## 4. STAR OUTCOME

This introductory exercise helps a young person to identify their strengths and positive characteristics which, in turn, helps to increase their self-belief, self-esteem and confidence.

All of the above are essential for the young person's progression through STAR. If they are really to engage in the STAR exercises and apply the STAR tools and techniques to their everyday lives, they need to believe that they are already a STAR!

## 5. SETTING THE SCENE

It is important to introduce the concept that we all play a unique and starring role in our own lives. And, like every STAR, we all have positive characteristics that our audience admire.

Perhaps initiate a discussion around what a positive characteristic or trait is and how it differs from a skill. Encourage the young people to identify the positive characteristics of people that they admire. What are they? Do they share any of those characteristics? Could they develop any of those traits?

## 6. WARM UP ACT

Self talk. Get young people to circle on page five in the STAR booklet the words that best describe them. As a whole group, ask them to say their top three characteristics to themselves in their heads. Next, suggest the young people whisper the words. Next get them to say the words in a low voice. Next get them to say them in their normal voice level. Finally, get them to shout the words from the roof tops!!

## 7. MAIN PERFORMANCE

Once the young people have identified their positive characteristics, get them to draw their self-portrait. What are their positive characteristics? For example, you might draw a big heart if you're a loving person, you might draw a brain if you're intelligent, and you might have big eyes if you're good at seeing what's going on and spotting opportunities.

## 8. FINALE

Draw out the learning points from the whole group. What did they like? What didn't they like? What surprised them?

Reiterate the importance of celebrating their own strengths and positive characteristics, but also those of others. Link to bullying, limiting self-beliefs and self-fulfilling prophecies.

## 9. ENCORE

If you've got more time or if you want the young people to carry on with this exercise, either away from or during the session, get them to ask friends and family how they'd describe them. They can then begin to build up their personal 'smile file'.

It was good for the children with low self-confidence because it was about them as a person in terms of development.

**Sarah Thomas**

LEARNING FOR LIFE TUTOR, PENKETH HIGH SCHOOL



**RELEASE**  
**Your potential**



# the read-through

## 1. VENUE

This exercise can be delivered anywhere, but try a different venue from normal to create different energy levels in the group.

## 2. DOORS OPEN/CLOSE

30 minutes – 1 hour

## 3. PROPS

- > STAR Booklet (page 6)
- > Pens and paper
- > Chairs and space to move around in
- > Anecdotal examples of famous and/or well known people

## 4. STAR OUTCOME

This quiz is all about assessing how much the young person already knows about their Skills, Treasures, Ambitions and Roles.

You could use the quiz as a baseline, ie: get them to complete it before and after STAR to measure the changes.

## 5. SETTING THE SCENE

Stress that we don't get dress rehearsals in real life like actors do in the soaps or in films. So, it's key that they take control, understand what their Skills, Treasures, Ambitions and Roles are in life so that they can create a vision of the life they want and start living it.

## 6. WARM UP ACT

Have some well-known examples to hand – this could be other members of staff if you're based in a school or it could be famous people. Read out their Skills, Treasures, Ambitions and/or Roles. Can the young people spot who you're talking about?

## 7. MAIN PERFORMANCE

Get the young people to do the quiz themselves. This could be done in a number of ways, eg: You could let the young people fill it in as if doing a magazine quiz.

Young people could interview one another using interview cards.

You could do the quiz in a Mastermind style, ie: your chosen subject is yourself.

Speed questioning. You could get the young people to move around the room, in a speed dating style, asking one another the questions.

## 8. FINALE

Draw out the learning points from the whole group. What did they like? What didn't they like? What surprised them?

Where are the gaps in their answers? Which components of STAR will help them to fill in the blanks? Can anyone else help them, eg: parents, carers, teachers or friends?

## 9. ENCORE

Young people could create their own 'My Space' or 'Facebook' style web page that details their Skills, Treasures, Ambitions and Roles.

I've seen a real change in the students. They're much more confident and willing to talk about themselves and their skills and abilities.

**Paula Sutcliffe**

TEACHER, ASHTON COMMUNITY SCIENCE COLLEGE, PRESTON



# SKILLS

## Your STAR skills

# the read-through

## 1. VENUE

Space is key to delivering this exercise in an interesting and interactive way. Clear surfaces to place the skills cards on, eg: floor space or tables, will really help too.

## 2. DOORS OPEN/CLOSE

30 minutes – 1 hour

## 3. PROPS

- > STAR Booklet (pages 8 – 13)
- > STAR Skills Cards – 1 per person
- > Flipchart paper and pens

## 4. STAR OUTCOME

This popular and effective part of STAR focuses on helping young people to identify their 'STAR skills' – those special skills they love using and are really good at (in that order).

## 5. SETTING THE SCENE

Open a discussion around what a skill is. Get the young people to define the word Skill.

## 6. WARM UP ACT

What are the skills needed to... eg: run a school, make a CD? List them. Any surprises? Are more or less skills needed than they thought?

## 7. MAIN PERFORMANCE

### SKILLS CARD GAME

This highly interactive card sort exercise can be used to enhance the skills section of the STAR booklet. It allows young people to set out the cards in a matrix and analyse what the different piles are telling them.

#### INSTRUCTIONS:

Ask the young people to

- > Make sure they have enough space, to avoid their cards from overlapping with anyone else's.
- > Separate out the 3 black cards and 3 silver cards and place the 3 silver cards to one side for the moment.

#### *Demonstrate the process for sorting out the cards.*

First show the 3 black cards 'I love using this', 'I quite enjoy doing this' and 'I don't enjoy doing this' in a column to the left hand side. (see overleaf).

Draw on a flipchart.

Check the group have the cards in the right order (love at the top & don't enjoy at the bottom).

#### *Explain the information on the coloured cards.*

The different colours relate to the 6 skills families. These are generic skills that are relevant for anyone.

- > Think about all of your life, not just the skills you use in school, when deciding what you love and what they are good at.
- > When choosing use the main heading on the card first. If you are unsure then look at the further explanation and examples on the card. Even if there is one point underneath the main heading that you really love then put it into the love using section.
- > Interpret the skill as you see it (eg: Nurturing isn't just about animals & plants – you might see it as Nurturing relationships etc).



*Ask young people to work through the skills cards and put them in relevant piles next to the card that applies best applies to them. (love, quite enjoy or don't enjoy).*

- > Remember be honest with yourself – you are not looking at competency at this stage (ie: how good you are at things) you are thinking about whether you like using it or not.
- > When you are finished check cards are in the right place – see if there are any colour themes emerging linked to the skills families, eg: people, processing etc.



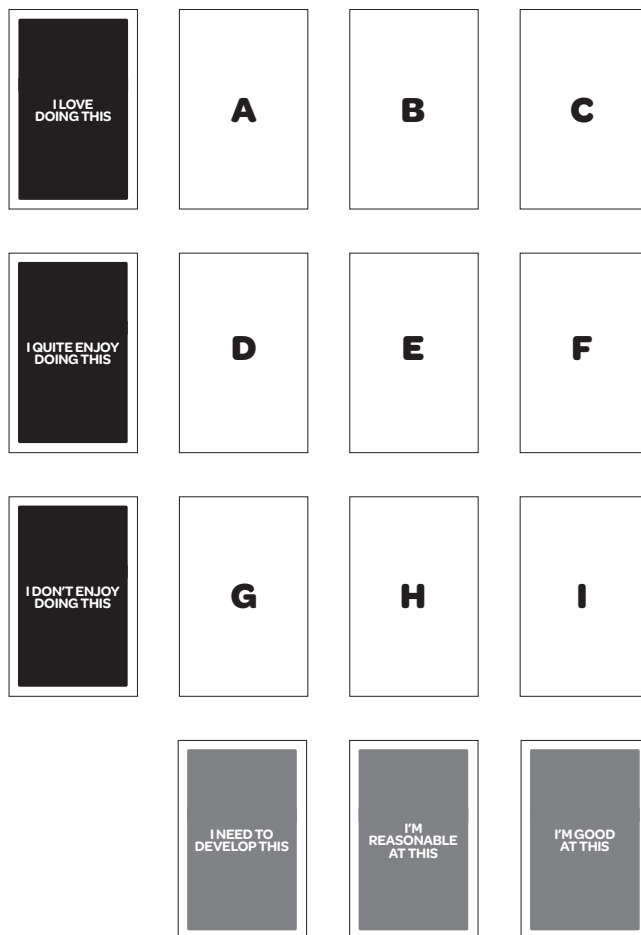
## WHEN EVERYONE HAS DONE THE FIRST SORT

Demonstrate the second stage in the process for sorting out the cards. Show the 3 silver cards on the flipchart – 'I need to develop this', 'I'm reasonable at this' and 'I'm good at this' – in a row from left to right along the bottom. (see right). Show the idea of a potential matrix of 9 places to put the cards.

Do another check that people have the silver cards in the correct layout

Ask young people to work through the 3 piles of skills cards already sorted and decide if they need to develop this, if they are reasonable at this or if they are good at this. Put the cards in the relevant column.

It is important to keep all the skills cards together in the love using, quite enjoy and don't enjoy rows, then move them into the love using but needs developing, or reasonable or good column.



## WHEN EVERYONE HAS DONE THE SECOND SORT

Explain the layout of the cards. Show the key opposite.

**A** = Training & development opportunities.

**C** = If you can get 80% of what you love or quite enjoy and are reasonable/good at then you are more likely to enjoy your life.

**G** = If this makes up a large part of your life it might lead to 'burn out'. Try to avoid roles that have a lot of these skills in it.

**I** = As long as this is under 20% of your life this is OK, we all have things we don't enjoy that we have to do.

Ask the young people to record the outcomes from the STAR skills exercise on pages 9-11 in the STAR booklet. The relevant letter A-I can be written next to the skills listed. This enables a much deeper analysis and recording of the skills cards for future discussion.

## 8. FINALE

What are the different piles of cards telling us? What are the skills you love using and are good at? What are the skills you don't enjoy? Which skills would you like to develop?

Once young people have identified their STAR skills, they can look for opportunities to use them more. They can also develop new skills they might need in life as well as improving those they love using but could be better at.

## 9. ENCORE

Ask young people to bring in physical evidence to prove they have particular skills. For example, they could bring in a piece of their artwork if they have creative skills or a certificate to prove that they have a first aid skill.

For higher ability young people or an older age group, look through the jobs pages of a newspaper and pick a job out. What skills are needed for this job? How do you know this? What clues are there?







# TREASURES

**Find the treasures  
that could change  
your life**



# the read-through

## 1. VENUE

This exercise is best delivered in a large space to aid interaction and to make it more enjoyable for young people.

## 2. DOORS OPEN/CLOSE

30 minutes – 1 hour

## 3. PROPS

- > STAR booklets – pages 14 – 17
- > Tribes posters
- > Articles that represent each tribe, eg: a musical instrument to represent 'The Musicians'

## 4. STAR OUTCOME

The Treasures exercise allows young people to explore what brings excitement and sparkle to their lives. What are they really passionate about? Quite often people tend to leave their passions as hobbies or things that they do in their spare time. But we want to be encouraging young people to use their skills in an area that they're passionate about in all aspects of their lives; their working, learning, playing and giving?

The Treasures exercise not only gets people to identify what they enjoy doing, but it also links these passions and treasures to potential job areas and sectors that they could work in. These job areas and sectors are not an exhaustive list, but they can provide inspiration and they do link to recent labour market intelligence.

## 5. SETTING THE SCENE

Get young people to imagine themselves acting in two films where they play the starring role on their own life treasure hunt. In the first they are the captain of their own ship with a great crew around them, enjoying all the treasures life has to offer and steering in the direction they want. In the second they're a prisoner chained below deck to an oar on a pirate ship with no option as to the direction they are taking.

Which option would they prefer – the exciting adventure or the tiring journey towards someone else's goal?

In the reality of life's journey, the choice is theirs. Do they take control and seize every opportunity or sit there and allow someone else to capture their dreams for them?

## 6. WARM UP ACT

Get the students to do a life line. Does this give us any clues about what they treasure in life?

## 7. MAIN PERFORMANCE

Young people can follow the exercise in the booklet, which gets them to imagine themselves on a desert island where 10 different tribes live. They are then asked to choose the tribe that appeals to them most. They then do the same with their 2nd and 3rd choices.

Once they have identified their top 3 tribes they can then turn overleaf to discover the job areas and sectors that people in that tribe treasure. Could these be potential areas young people could work in?

Why not use the Tribes posters and/or props to add an interactive element to this exercise? Get people on their feet travelling to the tribe that they are attracted to and get them to talk to other people in that tribe. What skills would they use if you lived in that tribe? What roles would they like to undertake? Why are they attracted to that tribe?

## 8. FINALE

Get young people to agree actions that they're going to take as a result of doing this exercise, eg: research particular jobs on the internet, conduct information interviews, identify what skills are needed to perform particular roles.

## 9. ENCORE

Get the young people to design their end of year trip/perfect day out. What would they do? What treasures would they include?



# AMBITIONS

Reach for the stars



# the read-through

## 1. VENUE

Again, this exercise works best if you have space to allow young people to use the interactive cards and to move around and discuss their findings with one another.

## 2. DOORS OPEN/CLOSE

30 minutes – 1 hour

## 3. PROPS

- > STAR Booklet (pages 18-21)
- > Lottery Ball cards – One set per person

## 4. STAR OUTCOME

The ambitions exercise gets young people to think broadly about what they want to have, be and do in life.

## 5. SETTING THE SCENE

It's no good saying "When I win the lottery I will..." and never realising your potential. Instead, we want young people to flip this on its head and think about what they really value in life and then get them to go for it!

## 6. WARM UP ACT

Heads and tails. Get young people to stand up and choose heads or tails, ie: they put their hands on their head for heads and their hands on their rears for tails. Flip the coin. Depending on whether it's heads or tails, the young people remain standing or sit down. Repeat allowing the young people to choose heads or tails again. Continue until you're left with a winner. Link to leaving life to chance.

## 7. MAIN PERFORMANCE

Young people can follow the exercise in the booklet, where they select the 6 lottery balls that they value most. Then they think about

- > Why they have chosen each lottery ball
- > What that lottery ball means for them
- > How that lottery ball would look, feel or sound

They need to ask themselves whether that ambition would bring them true happiness, or allow them to realise their potential and make their mark on the world. To make the lottery balls more interactive and fun, use the packs of cards.

## 8. FINALE

Allow students to discuss their lottery ball choices with friends. Why have they chosen them? What would these ambitions look like, sound like or feel like? Encourage them to add detail and colour to their ambitions. Be as specific as possible.

## 9. ENCORE

What did they wish for last time they blew the candles out on their birthday cake? Did that wish come true? If yes, how? What did they do to make it happen? If the wish didn't come true, why not? Is there anything they could have done? What will be their wish next year? How are they going to make sure it becomes a reality?



# ROLES

## Your starring role

# the read-through

## 1. VENUE

This exercise can be delivered anywhere, indoor or out. Choose somewhere where guest speakers are more likely to attend.

## 2. DOORS OPEN/CLOSE

30 minutes – 1 hour

## 3. PROPS

- > STAR Booklet (pages 22 - 25)
- > Guest speakers

## 4. STAR OUTCOME

The roles that young people already play in their lives give them endless possibilities to combine their Skills, Treasures and Ambitions. But do they recognise this? And, moving forward what are the characteristics of different Roles that appeal to them?

## 5. SETTING THE SCENE

Stress how great it would be if they could play Roles in life that combine the skills they love using and are good at, the things they treasure and achieve the ambitions they want in life.

## 6. WARM UP ACT

Take famous people and research their Skills, Treasures, Ambitions and Roles. Then, play 'Guess Who?'. Can the young people guess who you're talking about when you describe their Skills, Treasures, Ambitions and Roles?

## 7. MAIN PERFORMANCE

Young people could work through the exercise in the booklet. Get young people to describe their nightmare role. Then look at the opposites. Does this give them any clues about what they might like to do?

Young people could write their dream job description.

What skills would they need? What would be the pay-offs for them? What sector would it be in? What sort of things would they be doing on a day to day basis?

## 8. FINALE

Invite guest speakers from industry into the session to talk about their Roles.

## 9. ENCORE

Arrange work visits where young people can speak to others actually undertaking various Roles. Reflect on work experience young people have already had. What did they learn from this?

There are not many programmes that allow children to look into themselves and identify what they like and what they're good at. Sometimes young people say things like, "I'm going to be a plumber because my dad's a plumber." STAR actually gets them to consider what a being a plumber, for instance, actually involves.

**Hestor Turner**

COLLABORATIVE PROGRESSION WORKER,  
LIVERPOOL CHILDREN'S SERVICES





# **GOLDEN TICKET**

**The sky's the limit**



# the read-through

## 1. VENUE

This exercise can be performed/delivered practically anywhere. However, you want the young people to be really creative at this point so choose somewhere inspiring.

## 2. DOORS OPEN/CLOSE:

30 minutes – 1 hour

## 3. PROPS

- > Positive music
- > STAR Booklets (pages 26 - 27)
- > Pens and paper
- > Tape recorders/video recorders
- > Materials to produce collages

## 4. STAR OUTCOME

The Golden Ticket exercise is a 10-year visioning exercise that helps the young people to tie all the elements of STAR together into an inspiring picture for the future.

## 5. SETTING THE SCENE

Explain that young people need to let their creative sides run wild for this exercise. They should only listen to the positive voices in their heads telling them that their ideas are exciting and worth going for. Think big in the first instance!

## 6. WARM UP ACT

Look at other people's stories – famous or not. Do the stories inspire the young people to write their own Golden Ticket?

## 7. MAIN PERFORMANCE:

Young people can produce their Golden Tickets in a number of ways:

Read through the questions in the booklet whilst the young people jot down their answers. Then get them to talk through their Golden Ticket with one another. Provide questions to aid this discussion.

Get them to record their Golden ticket as a collage or picture. Record their Golden Ticket on a DVD or CD.

Video them talking through their Golden Tickets once they've created them.

Young people could create a story board for the story of their life (linking back to the DVD).

The young people could interview one another using the questions in the booklet to create their Golden Tickets.

## 8. THE FINALE

Get young people to agree the first steps that they'll take to bring their Golden Ticket or vision closer to them.

## 9. ENCORE

Ask the young people to create their school timetable 10 years from now, eg: Geography – where will you be based? Where will you have travelled? English – what will you be reading? If you were writing your diary, what would it say? Maths – how much money will you have? Will you be in profit or at a loss?! Drama – what roles will you be playing in life? PE – what sports and/or leisure activities will you be involved in? Encourage discussions with parents or other adults who provide the young people with support. How can their plan link with other decisions they will have to take, eg: choices, work related learning, diplomas, higher and/or further education?

It gets young people to sit down, talk together and discuss their hopes and fears for the future. It's a very personalised approach which looks at individuals' needs and gets their brains ticking about what they want to do for the future.

**Christian Adeniran**

STAR CHAMPION, GREENBANK COLLEGE, LIVERPOOL



# PLAN

## Your STAR plan

# the read-through

## 1. VENUE

This exercise can be delivered anywhere, but works well indoors with space for young people to write down their action plans.

## 2. DOORS OPEN/CLOSE

30 minutes – 1 hour

## 3. PROPS

> STAR Booklets (page 31)

## 4. STAR OUTCOME

To make sure that young people do something with STAR and actually implement the plans they've made, the STAR Plan gets them to commit to taking the first steps to moving STAR forward and living their dreams.

## 5. SETTING THE SCENE

Have a discussion around the importance of planning and explain that there's evidence (eg: Edwin Locke) to prove that you're more likely to achieve your dreams and goals if you plan.

## 6. WARM UP ACT

Have a discussion around procrastination. How can we overcome this?

## 7. MAIN PERFORMANCE

Young people can follow the action planning stages in the booklet.

They could colour code their actions into short, medium and long term actions.

What's the easiest step they can take? Do it first.  
What's the hardest step they can take? Get others to suggest ideas for overcoming this.

## 8. FINALE

Walls and Windmills

What are the things stopping young people from taking action (walls)? What are the things that can help them to take action (windmills)?

## 9. ENCORE

Create opportunities for the young people to put these actions into place, eg: company visits. Then allow them to discuss how they will feel when they've done the action.

As a STAR Champion you have a pivotal role in making STAR work. You provide the all important inspiration and creativity to help young people realise their true potential. And there's more... being a Champion will help you realise your own potential too. It really is a winning formula!

**Carl Gilleard**

CHIEF EXECUTIVE, ASSOCIATION OF GRADUATE RECRUITERS.

# SO WHAT'S THIS BOOK ABOUT?

This Champion's guide will help you deliver STAR in an interactive fun way, gain the confidence to be flexible and creative with the STAR resources and allow you to enjoy your role as a STAR Champion.

I found the lesson hints very helpful, they gave good fun and practical ways of getting young people involved in learning about the concepts and processes of STAR.

**David Fraser**

STAR CHAMPION, SKILLS DEVELOPMENT SCOTLAND

If you are interested in knowing more about STAR and other Windmills resources, please contact us on 0151 794 8265 or visit our website **[www.windmillsonline.co.uk](http://www.windmillsonline.co.uk)**

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UNIVERSITY OF  
LIVERPOOL



Northwest  
REGIONAL DEVELOPMENT AGENCY

agr

the collective voice of graduate recruiters