



Engage

Teacher Network

CREST SuperStar Kit Box Support session

February 2025

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In partnership with





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Housekeeping

- Thank you for your valuable time – this online session will last no more than 45 minutes.
- Please switch your cameras on if you're happy and able to. There will be a chance to ask questions towards the end of the session, or feel free to leave any comments and queries in the chat.





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What we'll cover in today's session

- Timeline
- CREST kit box aims
- An introduction to your kit box – what are the CREST activities, equipment and printed resources included?
- An introduction to the supporting webpage and online resources available to help you
- Any questions?





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Timeline for this academic year

Spring Term 1 2025 – Drop-in support webinar – Wednesday 5 February

Spring Term 2 2025 – Drop-in support webinar – Tuesday 25 March

Summer Term 1 2025 – Drop-in support webinar – Thursday 15 May

Summer Term 2 2025 – Post-activity evaluation





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CREST SuperStar kit boxes - aims

- Participation and inclusion for all children (not just an enrichment activity!)
- Children given the opportunity to complete **at least 6 projects**, allowing them to gain their CREST Award and certificate
- Family involvement
- Use of the supporting resources (webpage, demo videos, drop-in webinar sessions)
- Evaluation, to capture successes and highlight areas for development
- Resources can be shared with colleagues and re-used next year!





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Introducing the CREST SuperStar Kit Box

For primary pupils aged 7-11, or those working at this level

Playground Games

- Ball without
- Tennis
- Air pump
- Balls
- Nets

Super Spinners

- Paper
- Scissors
- Water colour
- Paper clips
- Sticky tack



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Your kit box contains a white folder of printed resources:

- a welcome letter
- activity and organiser cards
- CREST passports
- CREST stickers
- CREST certificates
- CREST SuperStar iron-on badges



The 8 CREST activities

CREST AWARDS | SUPERSTAR

Crafty Rafts

Organiser's Card

About the activity

This activity is designed to get children designing and making a raft that floats. The children have been asked to design a raft. The Cub Scouts and Brownies of Startown are having a problem making a raft that floats.

Through this activity you will support your group to:

- Design and make a model raft using just a piece of paper
- Conduct a fair test to see which raft design can hold the most weight
- Record and present their results.

Kit list

- Plastic tanks or tubs of water - 1 per group
- A square sheet of paper (20 cm x 20 cm) or A4 - 6 per group plus spare sheets
- Foil (optional as an alternative to paper)
- A set of marbles all the same size - 30 per group plus lots of spares
- Sellotape, masking tape, staples, or other fasteners - provide the same for each group
- Waterproof coverings if you are working on wooden desks

CREST AWARDS | SUPERSTAR

Fantastic Fingerprints

Organiser's Card

About the activity

This activity is designed to get children thinking about fingerprints. The investigators have been given a news article about fingerprints. Teachers at Startown Primary School are wondering if they can use fingerprints to identify the suspects. Are the students' fingerprints that different?

Through this activity you will support your group to:

- Collect their fingerprints
- Compare different fingerprints and identify patterns
- Record and present their results

Kit list

- Dust (flour, chalk, talc, cocoa powder)
- Soft pencils
- Blank paper (white paper for pencil and cocoa prints; black paper for white powder prints)
- Other things to investigate e.g. oil or cream (leave a print on DFT film or plastic), non-permanent markers etc.
- Sellotape
- Scissors
- Hand lenses or magnifying glasses

What to do

- Introduce the activity using the news article. Ask them if they have taken a fingerprint before.
- Draw children's attention to the different patterns found in fingerprints (loops, arches and whorls).

CREST AWARDS | SUPERSTAR

Investigating Ink

Organiser's Card

About the activity

This activity is designed to get children thinking about how to identify different inks using chromatography.

Lady Felicity Falme's prize winning Cocker Spaniel has been dog napped and a note has been sent asking for a ransom. Can the investigators work out which one of the four suspects wrote the note based on the type of ink used?

Through this activity you will support your group to:

- Experiment with different ink pens using chromatography
- Design an experiment to help them identify the pen used to write a note
- Share their conclusion and present evidence to support it.

Kit list

- Absorbent paper e.g. blotting paper, white filter paper, white coffee filters
- Four pens (not ballpoint) with black water-soluble ink inside, labelled with the suspects' names
- Clips better to have a set per group
- Additional pen or black ink for the initial exploration - you must check that the colour separates
- Ransom note (written using one of the pens prior to the activity). Don't worry if it spreads a bit.
- Scissors
- Extra non-permanent marker pens in various colours
- Plain paper for wanted posters

CREST AWARDS | SUPERSTAR

Playground Games

Organiser's Card

About the activity

This activity is designed to get children thinking about disabilities and creating games that are accessible and inclusive. Comic and Gem's friend Lyla has limited vision, but would like to join in on their games. Can the investigators find some accessible games?

Through this activity you will support your group to:

- Learn about the effects of limited vision.
- Design games taking into account the needs of different players.
- Evaluate their games.

Kit list

- Games equipment such as bean bags, balls, cones, poles etc.
- Balls and other noise makers
- Torches and other lights
- Ear plugs
- Low vision simulators (there is a template you can use following the Activity Card)

What to do

- Read the ACTIVITY CARD to familiarise yourself.
- Help children to collect resources.

CREST AWARDS | SUPERSTAR

Super Spinners

Organiser's Card

About the activity

This activity is designed to get the children thinking about helicopter blades, and how different blade sizes change the way a paper spinner falls.

Mr Skydrome arrived for work in a helicopter, amazing the students. He's testing which helicopter is best. Can the students help to find out if a larger blade design will make a difference?

Through this activity you will support your group to:

- Think about what makes paper fall in different ways
- Test whether a paper spinner falls in different ways with different blade sizes
- Share their ideas with the group

Kit list

To make the spinners they will need:

- A4 Paper
- 30 cm ruler
- Metre ruler
- Paperclips or Blu-Tack
- Scissors
- 1 ready-made spinner to show the children how they work
- Large and small templates for spinners (if you think children will need them) - see following page
- Stopwatches
- Other types of paper and card

CREST AWARDS | SUPERSTAR

Under Your Feet

Organiser's Card

About the activity

This activity is designed to get children thinking creatively about nature. Stella Storyteller is struggling for inspiration for her latest storybook. It's the story of two special children who wake up one morning and find themselves the size of ants. Can the children help to find a challenge for the 'repaired dust'?

Through this activity you will support your group to:

- Think about the world around them from a different perspective
- Investigate and explore what living things they can find outdoors
- Record their thoughts and ideas and present them to share with the group

Kit list

To cut out 'feet' for children to record their results on - you might want to provide a template as children's feet are usually too small

- Cut out 'toes' for children to place on the ground and look through
- Hand held magnifiers
- Identification charts or books
- Drawing materials - thin coloured markers or pencils etc.
- Digital camera (optional)

CREST AWARDS | SUPERSTAR

Warm or Cold

Organiser's Card

About the activity

This activity is designed to get children thinking about warm and cold-blooded creatures. Dina Diggs needs some help working out whether dinosaurs were cold-blooded or not. Can the children work it out by doing some tests?

Through this activity you will support your group to:

- Explore whether dinosaurs were warm or cold-blooded
- Investigate the difference size makes to how quickly things cool down.
- Complete a grid to compare warm and cold-blooded theories.
- Design a dinosaur fact sheet.

Kit list

To test temperature change of water in different sized bottles they will need:

- Different sized plastic bottles with lids
- Measuring jugs
- Warm water
- Thermometer and stop watch or data logger

What to do

- Read the ACTIVITY CARD to familiarise yourself with the activity.
- Check the kit list and ensure you have the correct resources.
- Set the scene by discussing the story with the children.
- Help children gather the resources.
- Encourage children to talk together about their ideas and carry out their own investigations.
- Discuss the differences between warm-blooded and cold-blooded animals.
- Encourage children to read scientists' arguments for and against dinosaurs being cold-blooded.
- Help children to recognise that more tests may be needed to reach a firm conclusion.

CREST AWARDS | SUPERSTAR

Windy Ways

Organiser's Card

About the activity

This activity is designed to get children thinking about wind patterns and directions. Bubbles provide an interesting and engaging way for children to investigate wind speed and direction. They can make simple measurements of the time it takes for bubbles to travel a set distance to get wind speed, and can add the movement of bubbles to get the wind direction.

The children are asked to read a new article: Startown Primary School has been invited by an organisation called OPAL to take part in an exciting new weather survey. It has asked the school to see if they can find out about the wind using bubbles! Can they help?

Through this activity you will support your group to:

- Think about how the wind behaves
- Investigate wind speed and direction using bubbles
- Record and present their results to the group

Kit list

- Bubble blowers and solution
- Pops or pencils
- Paper
- Compasses
- Timers
- Measuring tapes or sticks

What to do

- Introduce the activity using the story. Set the scene by discussing the weather and how it is measured and get the children to think about their own experiences of things blowing in the wind (balloons, garden sheds etc.)
- Give out activity cards and equipment to the children. Let them practice blowing bubbles.
- Explain that they will be trying to measure wind direction and the speed that the bubbles travel.
- Encourage children to discuss their ideas and how they will use the resources to carry out their investigations.
- Support children to conduct their investigation and make their own records of their results. Go outside to carry out the investigation. Make sure groups are not too close together.
- Ask the children to present their findings to the rest of the group. They can be as creative in their presentation as they want. They could record their findings by making a chart or presentation.

Crafty Rafts

Can be run in small groups or with a whole class (groups of 3)



CREST AWARDS | SUPERSTAR

Crafty Rafts

Organiser's Card

About the activity

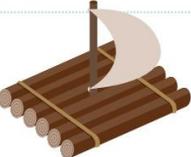
This activity is designed to get children designing and making a raft that floats. The children have been asked to design a raft. The Cub Scouts and Brownies of Startown are having a problem making a raft that floats.

Through this activity you will support your group to:

- Design and make a model raft using just a piece of paper
- Conduct a fair test to see which raft design can hold the most weight
- Record and present their results.

Kit list

- Plastic tanks or bowls of water – 1 per group
- A square sheet of paper (20 cm x 20 cm) or A4 – 6 per group plus spare sheets
- Foil (optional as an alternative to paper)
- A set of marbles all the same size – 30 per group plus lots of spares
- Sellotape, masking tape, staplers, or other fasteners – provide the same for each group
- Waterproof coverings if you are working on wooden desks




CREST AWARDS | SUPERSTAR

Crafty Rafts

Activity Card

NEWS

CRAFTY RAFTS

Cub Scouts and Brownies from Startown built their own rafts to race on the Boating Lake yesterday evening. There was fun and laughter as the rafts became overloaded and sank. The competition was abandoned as the last raft disappeared beneath the water.

Natty NoGrum the Brownie pack leader said, "We're not sure what went wrong. Perhaps one of your readers could give us some advice."

Your challenge

Can you help them to decide the best design for a raft? You can make models out of paper. What shape of raft will hold the largest number of objects before it sinks? **You can only use one sheet of paper at a time.**

Discuss

What do you know about rafts? Have you ever made one? What shapes do you think might make good rafts?



This activity is designed to get children designing and making a raft that floats!

- Small inflatable pool
- Foil
- Marbles



Fantastic Fingerprints

Can be run in small groups or with a whole class (groups of 3)

This activity is designed to get children thinking about fingerprints.

- Cocoa powder
- Soft pencils
- Magnifiers



CREST AWARDS | SUPERSTAR

Fantastic Fingerprints

Organ

About the activity

This activity is designed to get children thinking about fingerprints. The investigators have been given a news article about fingerprints. Teachers at Startown Primary School are wondering if they can use fingerprints to identify the students. Are the students' fingerprints that different?

Through this activity you will support your group to:

- Collect their fingerprints
- Compare different fingerprints and identify patterns
- Record and present their results

Kit list

- Dust (flour, chalk, talc, cocoa powder)
- Soft pencils
- Blank paper (white paper for pencil and cocoa prints, black paper for white powder prints)
- Other things to investigate e.g. oil or cream (leaves a print on OHT film or plastic, non-permanent markers etc.)
- Sellotape
- Scissors
- Hand lenses or magnifying

What to do

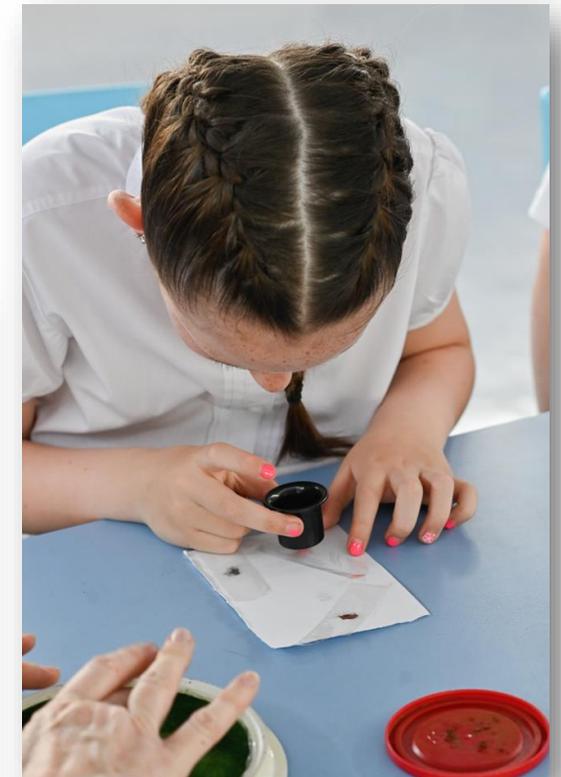
1. Introduce the activity using the news article. Ask them if they have taken a fingerprint before.
2. Give out activity cards and equipment to the children.
3. Explain that they will be investigating fingerprints today. Give children time to talk about what they know about fingerprints. Let them look at their own fingerprints with hand lenses or microscopes.
4. Demonstrate how to take a fingerprint
5. Support the children to design and carry out a test and to make their own records of their results. Draw children's at different patterns found in (loops, arches and whorls)
6. Ask the children to present the rest of the group, they in their presentation as the could be projected for the The children could try to a belongs to which person. images of their fingerprint

Your challenge

Find out if everyone's fingerprints really are different.

Discuss

How do you think fingerprints are collected? Look at your fingerprints with a hand lens or microscope. What do your own fingerprints look like? Are they the same as your partner's prints?



Investigating Ink

Can be run in small groups or with a whole class (groups of 3)



This activity is designed to get children thinking about how to identify different inks using chromatography.

- Water-soluble black ink pens
- Filter paper
- Measuring beakers



Playground Games

Can be run in groups or with a whole class (groups of 10)



CREST AWARDS SUPERSTAR

Playground Games

Organiser's Card

About the activity

This activity is designed to get children thinking about disabilities and creating games that are accessible and inclusive.

Cosmic and Gem's friend Lyra has limited vision, but would like to join in on their games. Can the investigators find some accessible games?

Through this activity you will support your group to:

- Learn about the effects of limited vision.
- Design games taking into account the needs of different players.
- Evaluate their games.

Kit list

- Games equipment such as bean bags, balls, cones, poles etc.
- Bells and other noise makers
- Torches and other lights
- Ear plugs
- Low vision simulators (there is a template you can use following the Activity Card)

What to do

1. Read the ACTIVITY CARD to familiarise yourself with the activity.
2. Check the Kit list and ensure you have the correct resources.
3. Set the scene by discussing Lyra's experience with the children.
4. Help children to decide what they can do to understand more about how certain games might limit access to children with disabilities.
5. Help children to collect resources.
6. Give children plenty of options when they research different inclusive sports e.g. internet, books and leisure centre visit.
7. Ensure children think about how ideas are tested safely.



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Playground Games

Activity Card

Cosmic and Gem have made a ten-pin bowling game. They love playing it! They want their friend Lyra to be able to join in. Lyra has low vision. Cosmic thinks that they can change the game so that they can all play together.

"Perhaps we could wear some special glasses so we see the game in the same way that Lyra does," says Gem.

What do you think they can do?

Your challenge

Create a set of playground games that can be played together by children, with and without disabilities.

Discuss

Try bowling while wearing low-vision simulators. What difference does it make? In what ways can you change the game to make it easier for everyone to play together? Lyra was wondering if you can think of ideas for other games that children with and without disabilities can play?

This activity is designed to get children thinking about disabilities and creating games that are accessible and inclusive.

- Torches
- Ear plugs
- Bells
- Horns
- Blindfolds
- Glasses template

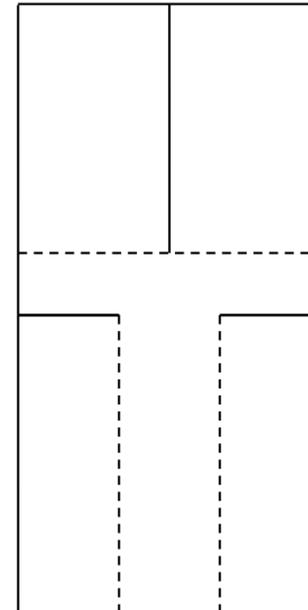


Super Spinners

Can be run in small groups or with a whole class (groups of 3)

This activity is designed to get the children thinking about helicopter blades, and how different blade sizes change the way a paper spinner falls.

- Super Spinners template
- Timers



Under Your Feet

Can be run in small groups or with a whole class (groups of 3)

This activity is designed to get the children thinking creatively about nature.

- Magnifiers (from Fantastic Fingerprints)



CREST AWARDS | SUPERSTAR

Under Your Feet

Organiser's Card

About the activity

This activity is designed to get children thinking creatively about nature. Stella Storyteller is struggling for inspiration for her latest story book. It's the story of two special children who wake up one morning and find themselves the size of ants. Can the children help to find a challenge for the intrepid duo?

Through this activity you will support your group to:

- Think about the world around them from a different perspective
- Investigate and explore what living things they can find outdoors
- Record their thoughts and ideas and present them to share with the group

Kit list

- Cut out 'feet' for children to record their results on - you might want to provide a template as children's feet are usually too small.
- Cut out 'holes' for children to place on the ground and look through
- Hand held magnifiers
- Identification charts or books
- Drawing materials - thin coloured markers or pencils etc.
- Digital camera (optional)

NEWS

You've come across a news article in the Startown News.

Storyteller's tiny dilemma

Good news! Children's writer, Stella Storyteller, is writing her latest book. It's the story of two special children who wake up one morning and find themselves the size of ants. They go on a journey and encounter all sorts of difficulties because of their size. But Stella is stuck for ideas! What would create a challenge for our intrepid duo? Can you help?

Your challenge

Find out what's under your feet and create one of the adventures to go in Stella Storyteller's new book.

Discuss

What animals, plants and other tiny things might you find if you look closely under your feet?
What would it be like if you were very small?
What would you find if you climbed a tree?



Warm or Cold

Can be run in small groups or with a whole class (groups of 2 or 3)

This activity is designed to get children thinking about warm and cold-blooded creatures.

- Different sized plastic bottles with lids
- Measuring beakers (from Investigating Ink)
- Thermometer
- Timers (from Super Spinners)

CREST AWARDS SUPERSTAR

Warm or Cold Organiser's Card

About the activity

This activity is designed to get children thinking about warm and cold-blooded creatures. Dina Digg needs some help working out whether dinosaurs were cold-blooded or not. Can children work it out by doing some tests?

Through this activity you will support your group to:

- Explore whether dinosaurs were warm or cold-blooded.
- Investigate the difference size makes to how quickly things cool down.
- Complete a grid to compare warm and cold-blooded theories.
- Design a dinosaur fact sheet.

Kit list

To test temperature change of water in different sized bottles they will need:

- Different sized plastic bottles with lids
- Measuring jugs
- Warm water
- Thermometer and stop watch or data logger

What to do

1. Read the ACTIVITY CARD to familiarise yourself with the activity
2. Check the kit list and ensure you have the correct resources.
3. Set the scene by discussing the story with the children.
4. Help children gather the resources.
5. Encourage children to talk together about their ideas and carry out their own investigations.
6. Discuss the differences between warm and cold-blooded animals.
7. Encourage children to read scientists arguments for and against dinosaur cold-blooded.
8. Help children to recognise that more will be needed to reach a firm conclusion.

CREST AWARDS SUPERSTAR

Warm or Cold Activity Card

No one has ever seen a live dinosaur but scientists know a lot about them.

Some ate meat, some only plants. They laid eggs. Dinosaurs lived between 230 and 65 million years ago. They lived on dry land.

Scientists have worked out all these dinosaur facts from looking at fossils.

But one dinosaur fact is still puzzling Dina Digg. For many years scientists believed dinosaurs were cold-blooded animals, like modern reptiles, rather than warm-blooded like birds and mammals.

Now they are not so sure.

Cold-blooded reptiles like crocodiles and lizards need to lie in the sun to warm up. Warm-blooded animals do not have to do this.

Time to become a dino detective ...

Cold-blooded animals get warm by lying in the sun. The size of an animal's body makes a difference to how quickly it cools down again. Many dinosaurs were very big. If dinosaurs were cold-blooded, would being big be a problem? Or would being big be helpful? Do big things cool down faster or slower than smaller ones?

Your challenge

Help Dina Digg to explore if size matters.

Discuss

You can't get a real dinosaur but you can use large and small plastic bottles to make model dinosaurs. If you fill the bottles with warm water you can see how long they take to cool down. What will you measure in your test? How will you record your results?



Getting started

You could start by looking at how quickly water cools in different size bottles:

To do the tests you will need:

- Different sized plastic bottles with lids
- Measuring jugs
- Warm water
- Thermometer and stop watch or data logger

You might want to use a table like this one:

Volume of bottle	Temperature at the start	Temperature after 1 minutes	Temperature after 2 minutes	Temperature after 3 minutes

You may want to record your findings in a table like this:

	Evidence	Evidence	Evidence	Need to know more about
1	Birds could have descended from dinosaurs.	Birds are warm-blooded. This could mean that dinosaurs were warm-blooded not cold-blooded.	Dinosaurs were descended from reptiles. Reptiles are cold-blooded.	Could there have been both warm-blooded and cold-blooded dinosaurs?
2	The climate was warmer.	Shadows of sunlight would have cooled blooded animals warm up. So dinosaurs could have been cold-blooded.	It wasn't warm everywhere on Earth.	
3	Dinosaurs were very big.	Big things cool down.	Not all dinosaurs were big.	
4	Dinosaurs had scales.	Animals with scales such as lizards are cold-blooded.	Some dinosaurs had feathers. Animals with feathers are warm-blooded.	
5	Anything else you can think of?			If an animal has a layer on the outside like feathers or fur, it gets warm by lying in the sun. Try to investigate this.

Can you find other scientific evidence to help you decide if dinosaurs were cold-blooded or not?



Windy Ways

Can be run in small groups or with a whole class (groups of 3)

This activity is designed to get children thinking about wind patterns and directions. Bubbles provide an interesting and engaging way for children to investigate wind speed and direction.

- Timers (from Super Spinners)
- Bubble wands
- Bubble solution
- Compasses



CREST AWARDS | SUPERSTAR

Windy Ways

Organiser's Card

About the activity

This activity is designed to get children thinking about wind patterns and directions. Bubbles provide an interesting and engaging way for children to investigate wind speed and direction. They can make simple measurements of the time it takes for bubbles to travel a set distance to get wind speed, and can plot the movement of bubbles to get the wind direction.

The children are asked to read a news article: Startown Primary School has been invited by an organisation called OPAL to take part in an exciting new weather survey. It has asked the school to see if they can find out about the wind using bubbles! Can they help?

Through this activity you will support your group to:

- Think about how the wind behaves
- Investigate wind speed and direction using bubbles
- Record and present their results to the group

Kit list

- Bubble blowers and solution
- Pens or pencils
- Paper
- Compasses
- Timers
- Measuring tapes or sticks

What to do

1. Introduce the activity using the story. Set the scene by discussing the weather and how it is measured and get the children to think about their own experiences of things blowing in the wind (balloons, dandelion seeds etc).
2. Give out activity cards and equipment to the children. Let them practice blowing bubbles.
3. Explain that they will be trying to measure wind direction and the speed that the bubbles travel.
4. Encourage children to discuss their ideas and how they will use the resources to carry out their investigations.
5. Support children to conduct their own investigations and make their own records of the results. Encourage them to work in groups that are not too close together.
6. Ask the children to present their findings to the rest of the group, they can be creative in their presentation as they could record their findings in a chart or presentation.

Your challenge 🏁

Can you help the children of Startown Primary find out how to use bubbles to show how the wind moves?

Discuss 💬

What happens to the bubbles when the wind blows?
How could you use bubbles to help you learn about the wind?

Activity Card

NEWS NEWS

Bubbles in the wind

Startown Primary School has been invited by an organisation called OPAL to take part in an exciting new weather survey. It has asked the school to see if they can find out about the wind using bubbles!

Startown Primary School has been invited by an organisation called OPAL to take part in an exciting new weather survey. It has asked the school to see if they can find out about the wind using bubbles!

Startown Primary School has been invited by an organisation called OPAL to take part in an exciting new weather survey. It has asked the school to see if they can find out about the wind using bubbles!

Supporting resources

- Dedicated CREST SuperStar kit box webpage with links, ideas and FAQs

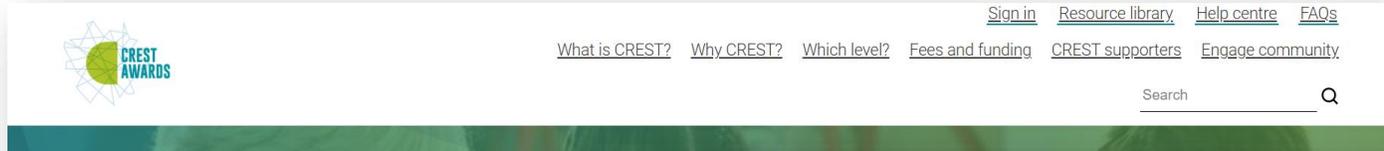
<https://www.crestawards.org/kit-box/superstar>

- Demo videos for each activity showing you how to set up the equipment and run the activities
- Digital versions of the resources so you can print additional copies



Supporting webpage

<https://www.crestawards.org/kit-box/superstar>



CREST SuperStar kit boxes

You have been directed to this page because you are a recipient of a support to teachers to run CREST Award activities by including all the resources in your kit box.

This support page includes digital copies of your resources, additional certificates and a SuperStar passport.

We thank our generous funders The Horners' Education Charity and the British Science Association for providing you with a free CREST kit box to your school.

Digital copies of the printed resources in your kit box



For displaying on your screen or for printing additional copies:

[Welcome letter](#)

[SuperStar passport](#)

[Activity cards and organiser's cards](#) for all the activities in your kit box.

Additional certificates can be ordered on the CREST website.

✓ Your kit box activities:

CREST Activity video demonstrations

 Crafty rafts	 Playground games	 Fantastic fingerprints	 Investigating ink
 Super spinners	 Under your feet	 Warm or cold	 Windy ways

Involving parents and carers



- You could share photos of the children taking part in the activities in your newsletter, or on a photo sharing platform if you use one.
- You might like to invite parents and carers into your setting to support running the activities, or to see the investigations in action.
- Why not send some of the activities or follow-on tasks home, for families to try together.
- You could invite parents and carers to a special celebration assembly to watch the children receive their CREST certificates.



Ordering additional CREST certificates

Once your pupils have completed **at least 6 of the activities**, they can receive their CREST Award certificate!



- Your kit box contains enough CREST SuperStar certificates for a class of 30 but we know that some settings with larger cohorts may require extra copies.
- These can be ordered from our online platform which is linked on the SuperStar kit box webpage.



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Teacher Network

What next?

- We will share this presentation, so you have a record of the kit box overview
- We will be in touch with links to our next support webinars, but please feel free to get in touch with any queries in the meantime:

crest@britishscienceassociation.org



Thank you so much for your time!



Engage

Teacher Network

Any questions?



 crestawards.org

 @CRESTAwards

 @CRESTAwardsUK

In partnership with:

