

Y6 Project Pack

The Business Apprentice Project Overview

Resources Needed:

Business Apprentice Presentation

Branding Task Instructions Email - 1 per team

Chocolate Bar Slogans - 1 per team

Chocolate Bar Design Sheet - 1 per child (2 sided)

Advertising Task Instructions Email - 1 per team

Advertising Task Promotional Material - 1 per team/as required

Print Advert Design Sheet - 1 x A3 per team

Business Apprentice Sales Task Tokens - as required

Invention Task Planning Sheet, Invention Task Design Sheet, Invention Pitch Scoring Sheet and **Pitch Preparation Activity Sheet** - 1 per child

Interview Task Scoring Sheet - 1 per child (3 on each sheet)

Newspaper for Team Building Task in Lesson 1

Stock of identical generic biscuits/sweets for Sales Task in Lesson 4

Card, tape, glue for building prototypes in Lesson 5

Folder for keeping completed work together

Prize for the winner (optional)

Internet access for full exploration of the research links

Smart dress for candidates who are interviewed (optional)

During this project, pupils will:

- develop their problem-solving and creative thinking skills;
- make decisions and choices about products and advertising;
- learn to work effectively as part of a team and manage a team;
- use persuasive techniques to sell effectively;
- research aspects of a task, which may help them to perform better
- develop confidence and techniques when talking to an audience;
- invent a totally new product.

Teaching Sequence:

Lesson:	Sequence
1. Starting Out	<p>Organise the children into teams either by choosing them randomly or allowing the children to choose for themselves. Teams will work best with 3-4 members. Explain to them that they will be taking part in a 6 lesson process working as a team to design and market a product.</p> <ul style="list-style-type: none">• Explore the research links on slide 5 and talk to the children about naming their companies. Give them 5 minutes to come up with a name and enter the names into the scoresheet on slide 3.• Discuss the role of project manager and ask the teams to choose their first project manager.• Introduce the team building task by reading slide 8. Provide the teams with plenty of newspaper and start the countdown clock. <p>Can the children work effectively in their teams?</p> <p>Are there any noticeable issues which could be discussed at the end of the lesson?</p> <ul style="list-style-type: none">• When the time has elapsed, measure any free-standing structures that have been made and decide on a winner.• Finish the lesson by reflecting on the task from a team organisation point of view with the whole group by responding to the questions on slide 9.

<p>2. Design Task</p>	<p>Ask the children to sit in their teams from the beginning of the lesson and read Sir Alan Lord's opening comments. Distribute the Branding Task Instructions Email – (one per team) and read it aloud from the board.</p> <p>Ask the children to choose a project manager and then go through the rules. The research links can be explored as a whole class or children can be provided with Internet access in their teams to conduct their own research.</p> <p>When they are ready, each child in the group completes a Chocolate Bar Design Sheet drawing inspiration from their research. Teams may also be given a copy of Chocolate Bar Slogans to assist them.</p> <p>Can the children create an appropriately bold design using blocks of colour rather than drawing on to a white background?</p> <p>When the allowed time has elapsed, the children in each team put their sheets out on display and every member of the class/group tours the classroom studying the design ideas carefully. To finish, each team will be given the opportunity to recite their slogan as a group in the hope it will be memorable.</p> <p>Remind the children of the criteria they should use in their thinking when deciding who they think has won. Conduct the voting section of the lesson by asking each child to close their eyes and put their heads on the desk. Read out the team names one by one and ask the children to vote for their winners by raising their hands. Allow children just one vote each. Calculate a winner and a second and third place for the task and enter the scores into the scoresheet.</p>
<p>3. Advertising Task</p>	<p>Ask the children to sit in their teams from the beginning of the lesson and read Sir Alan Lord's opening comments. Distribute the Advertising Task Email Instructions – (one per team) and read it aloud from the board.</p> <p>Ask the children to choose a project manager and then go through the rules. The research links can be explored as a whole class or children can be provided with Internet access in their teams to conduct their own research.</p> <p>When they are ready, each team completes a TV Advert Storyboard Design Sheet and a Print Advert Design Sheet. The teams can organize their staffing however they see fit. Teams can also be provided with the Advertising Task Promotional Materials sheet which they may wish to make use of.</p> <p>Explain to the children how long they have to complete the task and set a display timer.</p> <p>When the allowed time has elapsed, the teams must present their ideas to the remainder of the group. They should focus on explaining their idea, their inspiration and doing their best to enable the audience to picture their ideas mentally. Completed sheets should also be displayed and the audience allowed to take a closer look.</p> <p>Can the children explain their ideas and vision to an audience?</p> <p>Remind the children of the criteria they should use in their thinking when deciding who they think has won.</p> <p>Conduct the voting section of the lesson by asking each child to close their eyes and put their heads on the desk. Read out the team names one by one and ask the children to vote for their winners by raising their hands. Allow children just one vote each. Calculate a winner and a second and third place for the task and enter the scores into the scoresheet.</p>
<p>4. Sales Task</p>	<p>Ask the children to sit in their teams from the beginning of the lesson and read Sir Alan Lord's opening comments.</p> <p>Explain the rules of the sales task and distribute Business Apprentice Sales Task Tokens so that each child has 5 tokens which they need to write their team name on. Explain that each team will be given an identical amount of 'stock' and that the winner will be the team with the best sales. Show the short video on sales techniques but ensure the task is relatively open ended by allowing children the opportunity to devise their own sales techniques. Give children some time to prepare their 'shop'. Make classroom materials available to them.</p> <p>*NB Tip 5 on the linked youtube video concerning the sales method of ending a pitch on a high note uses the example of a colonoscopy which some teachers may prefer not to explain! A slide with a list of the 5 sales tips highlighted in the video is included as an alternative**</p> <p>When the children are ready, open the selling 'window' and observe the tactics they employ.</p> <p>Do they have a strategy to maximize sales?</p> <p>Count up the tokens and decide on first, second and third place and then enter the points into the scoresheet.</p> <p>The children can then eat their 'shopping'!</p>

<p>5. Invention Task</p>	<p>(This is a more involved task which may be spread over the course of two lessons or an extended session).</p> <ul style="list-style-type: none"> • Ask the children to sit in their teams from the beginning of the lesson and read Sir Alan Lord's opening comments. Ask the children to choose a project manager and then go through the rules. • The research links can be explored as a whole class or children can be provided with Internet access in their teams to conduct their own research. It is important for the children to get an understanding of what a 'pitch' is and when it would be used. Particular attention should also be paid to 'focus groups' as this may be a new concept. • When they are ready, each child completes an Invention Task Planning Sheet. Following this, the teams will need access to third parties to Focus Group their ideas with. There may be some movement in and out of the classroom or group room or the teams could use each other. <p>Can the children invent a completely original product which meets a need?</p> <ul style="list-style-type: none"> • When they have chosen their product, the team needs to complete the Invention Task Design Sheet. As they are all required to participate in the pitch, the more they are familiar with the product, the better. • Teams then move towards the pitch by completing one Pitch Preparation Activity Sheet together and then rehearsing their pitch. At some point in the process, they may also wish to create a prototype or model of their invention to use as a visual aid. <p>Can the children present their ideas effectively?</p> <p>When the teams are ready to pitch, they present one after another and the audience complete the Invention Pitch Scoring Sheet to organize their thinking. Questions from the audience should be encouraged at the end of each presentation.</p> <p>Conduct the voting section of the lesson by asking each child to close their eyes and put their heads on the desk. Read out the team names one by one and ask the children to vote for their winners by raising their hands. Allow children just one vote each. Calculate a winner and a second and third place for the task and enter the scores into the scoresheet. There should now be an overall winning team and this result can be announced. If there is tie the result could be decided on the number of rounds teams have won. Only the members of the winning team will take part in the interviews in the final lesson.</p>
<p>6. Interview Task</p>	<p>Introduce the lesson by reading Sir Alan Lord's comments. Explain that each member of the winning team will be interviewed. (They could dress up for this if they wished)</p> <ul style="list-style-type: none"> • Explore the research materials and then split the class – the remaining candidates jot down notes and thoughts in readiness for answering questions while the rest of the class/group write interview questions on slips of paper and add them to a central collection – questions can be screened to make sure there are not too many which are similar or question lists for each candidate can be set up at this point. • Decide how many questions each candidate will be asked and commence the interviews – ask children to read the questions and encourage the interviewee to respond to the questioner rather than the teacher. • Class/group complete an Interview Task Scoring Sheet each, while the interviews are in progress, to inform their judgement about the winning candidate. • Conduct the voting section of the lesson by asking each child to close their eyes and put their heads on the desk. Read out the candidate names one by one and ask the children to vote for their winner by raising their hands. Allow children just one vote each. Calculate a winner and make the appropriate presentations.