



It's Christmas Time



The content of this unit of work is aimed at UKS2 or LKS3.

This is an enterprise activity which sees the children advance their enterprise skills and undertake a number of different activities in a real-life situation business situation.





































For the unit of work, you will need to organise a Christmas Sale that the products can be sold at – this could be a Christmas Fair, After School Sale, Open Classroom Day, Parent/Carer Evening etc.

The children will be asked to compete in teams (small businesses) within the class to produce a product and sell it at a class/year/school fair. They will compete with each other to see who can make the most profit.

At learning objective 3, the class are to work in their teams (small businesses). Groups can be choice of the children or pre-organised by class teacher. Suggestion would be that the group should be either 3 or 4 people so that all members of the group are able to participate fully.

Each business should be given an amount of money to buy their materials to make their products. The materials can either be researched online and purchased or they can be given a shop within the class that stocks a selection of resources that they can buy from or use.

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
Starter	<p>Ask the class to write as many businesses as possible that they have heard of.</p> <p>At this stage they may not know what a business is. If they need some prompts read the definition below to them.</p> <p>A Business is making money by production or buying and selling a good/product or service.</p>	Slide 2
I can recognise the difference between a good and a service.	<p>Display slide 4</p> <p>A Business is making money by production or buying and selling a good/product or service.</p> <ul style="list-style-type: none">• A good/product is something that you can buy and physically hold in your hand.• A service is something that you can buy but are unable to physically hold in your hand. <p>Ask the children to look at the logos/product and decide if what this business sells is a mainly a good or a service.</p>	Slides 3-4

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES																												
	<p>Run through this activity as a class. The answers are below. Some of the businesses sell both goods and services but they have fallen into a category depending on their main activity.</p> <table border="1" data-bbox="411 264 1203 770"> <thead> <tr> <th colspan="2">Good</th> <th colspan="2">Service</th> </tr> </thead> <tbody> <tr> <td></td> <td>Kellogg's</td> <td></td> <td>The Alnwick Garden</td> </tr> <tr> <td></td> <td>Apple</td> <td></td> <td>Tui</td> </tr> <tr> <td></td> <td>Innocent</td> <td></td> <td>CBeebies</td> </tr> <tr> <td></td> <td>Cadbury</td> <td></td> <td>Northumberland Zoo</td> </tr> <tr> <td></td> <td>Lego</td> <td></td> <td>Train Company</td> </tr> <tr> <td></td> <td>Play Station</td> <td></td> <td>Hairdressers</td> </tr> </tbody> </table>	Good		Service			Kellogg's		The Alnwick Garden		Apple		Tui		Innocent		CBeebies		Cadbury		Northumberland Zoo		Lego		Train Company		Play Station		Hairdressers	
Good		Service																												
	Kellogg's		The Alnwick Garden																											
	Apple		Tui																											
	Innocent		CBeebies																											
	Cadbury		Northumberland Zoo																											
	Lego		Train Company																											
	Play Station		Hairdressers																											
<p>I know what my enterprise challenge is.</p>	<p>Put the children into their teams (small business) and complete the next theory activities working together as a group.</p> <p>Suggestion would be that the group should either be 3 or 4 people so that all members of the group are able to participate fully.</p> <p>Groups can be the choice of the children or pre-organised by class teacher.</p> <p>Room should be organised so that the children can all sit together in their teams (small businesses).</p> <p>If your classroom is not already organised for group work, it is suggested that this is done prior to the children coming into the room. Some classes may be comfortable with working in their group on the carpet or around one table. As the class teacher you know your class.</p> <p>YOU WILL NEED TO DECIDE THE AMOUNT OF MONEY THAT YOU ARE GOING TO GIVE TO EACH SMALL BUSINESS AT THE START OF THE ACTIVITY.</p> <p>THE CHILDREN DO NOT PHYSICALLY HAVE TO BE GIVEN THE MONEY; THEY JUST NEED TO KNOW THE AMOUNT THEY HAVE TO SPEND.</p> <p>You can either, ask the children to source their materials on the internet or a shop can be set up with resources in the classroom that they can buy their resources from.</p> <p>Read slide 6 - Scenario</p> <ul style="list-style-type: none"> • You are going to research, plan, make, promote and sell a product. • Your product should be Christmas/Winter related. • Your product will be sold at a Class/Year/School Sale/Fair. • You are going to form a small business within your class. • You are in competition with the other small businesses in your class. • Each small business will be given £? to buy the resources needed to make your product. • You may be asked to buy your resources with your allocated money, or you may be able to use some materials from the Class Resources Bank. • <p>The children should think of a team name – this will be the name of their small business.</p>	<p>Slides 5-6</p>																												

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
<p>I know the functions that a business needs to operate.</p>	<p>Businesses have departments (functions) or people who work in certain areas doing a variety of jobs.</p> <p>Functions of the Business means the Departments in the Business.</p> <p>Display slide 8</p> <p>Children should match the department to the description of what they do.</p> <p>Ask children to read the department name and match it to the closest definition.</p> <p>Using an interactive white board – ask the class to decide what department they believe does what.</p> <ul style="list-style-type: none"> • Research and Development – Collect information and test new ideas, leading to new products or new ways of doing things. • Production – Find the materials to make a product, make the product and check the quality of it when finished. • Marketing – Carry out market research and different types of advertising. • Finance – Responsible for managing the money coming into and going out of the business. • Human Resources – Responsible for finding, recruiting, training and taking care of employees. • Customer Services – Doing things to satisfy the customers’ needs. This may be before, during, or after the purchase. <p>Display slide 9 to see if the lines match.</p>	<p>Slides 7-9</p>
<p>I understand what an objective is and can think of my own personal one.</p>	<p>Display slide 11</p> <p>Working in their teams/groups – children should come up with a definition for an objective.</p> <p>Definition: An objective is something you plan to achieve. An objective could also be referred to as aim or target.</p> <p>THEN</p> <p>Ask the children to think of a personal objective?</p> <p>YOU COULD GIVE A LENGTH OF TIME ON THIS AND ASK THE CHILDREN TO MAKE IT A SMART OBJECTIVE/TARGET.</p> <p>SPECIFIC, MEASURABLE, ACHIEVEABLE, REALISTIC, TIME</p> <p>How are they going to reach this objective?</p> <p>What will they have to do?</p> <p>They should discuss this with their partner and then if comfortable, share their objective with the rest of the class.</p> <p>Children could also write their objective on a post it-note and refer to it later in the year to see if they have achieved it.</p>	<p>Slides 10-11</p> <p>Post it notes if required</p>
<p>I can name and explain the objectives of a business.</p>	<p>Read slide 13</p> <p>All the functions (departments) must work together for the business to reach its overall objective.</p> <p>What do you think are the main objectives of a business?</p> <p>Watch the video to help - https://www.bbc.co.uk/bitesize/guides/zsv9fcw/video</p> <ul style="list-style-type: none"> • Survival • Maximizing Profit • Customer Satisfaction • Increasing Market Share • Social Responsibility 	<p>Slides 12-13</p> <p>Access to BBC Bitesize</p> <p>Differentiated Objectives Activity Sheet – one for each small business.</p>

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
	<p>From the video, they teams should identify the objectives above and write these on the Objectives Activity Sheet.</p> <p>Children should ensure that within their team, they are able to explain what each of the above mean and decide which will be their main objective for their small business.</p> <p>They should discuss which is the most important objective for their business and give reasons why. This should also be written on the Objectives Activity Sheet.</p>	
<p>I can identify the skills required to be an entrepreneur.</p>	<p>Enterprise activities allow pupils to develop a range of skills..</p> <p>Display slide 15</p> <p>Ask the question - What do you think the word entrepreneur means?</p> <p>Definition: Someone who starts their own company or business, seeking to make a profit or a difference in the world, or both!</p> <p>Can they name a famous entrepreneur and give your reasons? Steve Bartlet, Alan Sugar, Steve Jobs, Karren Brady, Taylor Swift etc</p> <p>The skills that the children should develop when working in your business are:</p> <ul style="list-style-type: none"> • Creativity and innovation • Working in a team • Leading • Listening carefully • Sharing ideas • Problem-solving • Using imagination • Staying positive • Aiming high • Financial Literacy • Organising and planning • Using initiative • Negotiation • Taking risks <p>Hand out the Enterprise Skills Sorting Sheet.</p> <p>Within their groups the children should rank the skills required for their business in order. The numbers could be written on the sheet or alternatively they could be cut out and placed in pile – most important to least important.</p> <p>This activity should show them that each of these skills are all as important as each other and some team members may have different skill areas.</p>	<p>Slides 14-15</p> <p>Business Enterprise Sorting Sheet.</p> <p>Scissors (if applicable)</p>
<p>As a team, we will decide what our product will be by using enterprise skills and research.</p>	<p>Display slide 17</p> <p>They should decide on the product that they you are going to produce and sell</p> <ul style="list-style-type: none"> • Their product should be Christmas related. • They need to decide in their small business what they are going to produce. • Remind the children how much money they have to spend. • They may be given access to textbooks, magazines or the internet to help further. This is called secondary research. <p>Read slide 18</p> <p>Ideas could include:</p> <ul style="list-style-type: none"> • Decorated Christmas plant pots • Decorated Christmas candles • Tea light holders • Pom Pom/felt animals - robins • Decorated Christmas Pebbles • Paintings • Gift tags • Wrapping paper • Log reindeers • Wreaths • Sweets • Biscuits • Decorated baubles • Garlands • Salt dough Christmas decorations <p>The children in their small businesses need to choose or think of their own idea of what they are going to produce and sell.</p>	<p>Slides 16-18</p> <p>House Magazines Garden Magazines Computer/Internet</p> <p>Our Product Activity Sheet</p>

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
	<p>Hand out Our Product Activity Sheet.</p> <p>You should try and ensure that not one small business is producing the same product.</p> <p>You could limit the amount they produce by only offering limited resources that are available through the class shop. They would then have to use their creativity and imagination to create original ideas for the resources available.</p> <p>If you would like to explore other features of DT, children could cook cookies or cakes to produce to sell if staffing and resources allow – following in school policies and risk assessments.</p>	
<p>We can design our product.</p>	<p>Research and Development – Plan and Design your Product</p> <p>The children are now ready to design their product. This should be a team effort and they need to work together with their design. This could be drawn on an A3 piece of paper so there is maximum involvement for all. Alternatively, each person could draw their own version and then they could pick out the best attributes of each design and bring them together.</p> <p>They will need to design their products and decide the materials that they are going to use to make the product.</p> <p>Again, children should have access to textbooks, magazines or the internet to help with this.</p> <p>A detailed drawing should be made of the product.</p> <p>The drawing should be labelled to show the materials to be used, sizes and colours.</p> <p>It should also include instructions on how it is going to be produced including– sewing, glue etc.</p> <p>At this stage, the product should be drawn to scale as much as possible.</p>	<p>Slide 19-20</p> <p>Our Product Design Activity Sheet</p>
<p>We can research the materials to find/purchase to produce our product and the costings associated with these.</p>	<p>Finance</p> <p>This lesson involves mathematical calculations – as much as possible children should work the maths out as they would in their maths lesson using the methods that they have learnt. This lesson also relies on the amount they were given as to start their small business.</p> <p>The children will also have to work out the number of individual products they are going to produce.</p> <p>Now that they have designed their product, they need to think about how to spend their start up money to produce the goods to sell.</p> <p>Display slide 22</p> <p>At the end of this lesson, you will be handed the order form that they will have written on the raw materials that they require, and the costs associated with these.</p> <p>Firstly, they will need to think about the number of products they are going to produce and plan how much they need of each material to make this number.</p> <p>Using the internet or class shop prices, they will have to find out the cost of their product to make (how much are the raw materials)? You could limit the amount they produce by only offering limited resources that are available through the class shop. They would then have to use their creativity and imagination to create original ideas for the resources available.</p> <p>Remember, some materials may be available for you to use from the Resources Shop.</p> <p>These materials should be listed on the Material & Money Activity Sheet with costs associated.</p>	<p>Slides 21-23</p> <p>Internet Access</p> <p>Material & Money Activity Sheet</p>

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
	<p>Display slide 23</p> <p>Children should work out their estimated profit using the calculations on the Material & Money Activity Sheet</p> <p>Total Profit = Total Selling Price – Total Cost Price Selling Price – the price you sell your product for. Cost Price – the amount it will cost you to make the product.</p> <p>These sheets need to be collected from each small business for the resources to be ordered.</p>	
<p>We can conduct market research to find out what people think about our product.</p>	<p>Display slide 25</p> <p>The children should now design a questionnaire to gain some information about what people think of their product. They should use closed questions as this will allow them to see the responses simply.</p> <p>For place – this will depend on how/where you decide where the products will be sold.</p> <p>Using the design drawing of their product, the small businesses should design a brief questionnaire to ask some people questions about their product. This is called primary research.</p> <p>Below are some sample questions that the children could include on their questionnaire. Ask the small businesses to think of their questions together (one or two for each P) and then write them on the Questionnaire Activity Sheet.</p> <ul style="list-style-type: none"> • Product – do they like the design of your product? • Price – do they think it will sell for the price you are charging? • Promotion – where/how would they like to see the product advertised? • Place – where would they buy your product from? <p>These are called the 4Ps or Marketing Mix.</p>	<p>Slides 24-25</p> <p>Questionnaire Activity Sheet</p>
<p>We can advertise our product to encourage people to buy it.</p>	<p>For this activity, get all members of each small business to design and produce an advert</p> <p>What do you need to include in your advert?</p> <p>Ask the class to feedback what needs to be included: This should include things such as:</p> <ul style="list-style-type: none"> • Photo of the product (if possible) • Price • Place and time of sale • Catchy wording • Easy to read • Not too cluttered <ul style="list-style-type: none"> • Who are they going to advertise it to? • What do they think is the best way to advertise? • How will they advertise their product (leaflet, flyers, poster, newsletter, etc.) • What will their advertisement look like? • Design and produce your advert. 	<p>Slides 26-27</p> <p>Advert Design Activity Sheet - one for each child</p>
<p>We can produce our product to sell.</p>	<p>The children should now have all the materials they require to make their products.</p> <p>They now need to make these ready to sell.</p> <p>You could give them a time limit to produce the products. They need to think about the number they have said that they are going to sell and ensure that they have produced that many in order to make the profit they have predicted.</p> <p>However, they should not rush – and take time over them.</p> <p>In their small business, they should think of the best way to make their products</p> <ul style="list-style-type: none"> - all make them from start to finish - all have one job that they repeat like a production line <p>All the products being produced should all be almost the same and the same quality as they are all being sold at the same price.</p> <p>They could take photographs of your finished products to include in their advertisements.</p>	<p>Slides 28-29</p> <p>Completed Product Design Activity Sheet – this will act as instruction for production</p> <p>Raw materials for each small business to make their products</p>
<p>We can sell our product to our customers.</p>	<p>ATTEND THE FAIR AND SELL THE PRODUCTS</p>	<p>Slides 30-31</p>

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
We can evaluate the success of our mini business.	Children should fill in the evaluation form individually.	Slides 32-33 Evaluation Activity Sheet – one of each child.
Plenary – Team Quiz	<p>Display Slide 34</p> <p>Either individual pairs or their small business teams children can complete the quiz.</p> <p>Read the definition from below and the children should choose which key word(s) match the definition.</p> <p>This activity can be completed as a hand up or written down</p> <p>Business - makes money by producing or buying and selling a good (product) or service</p> <p>Service - something that you can buy but are unable to physically hold in your hand</p> <p>Objective - something you plan to achieve. An objective could also be referred to as aim or target</p> <p>Market Research - find out what people think about our product</p> <p>Functions of a Business – Departments of the business that work together</p> <p>Primary Research – asking people face to face their opinions</p> <p>Profit = Selling Price – Cost Price</p> <p>Good – something that you buy and can physically hold in your hand</p> <p>Competition - any business that sells the same or similar products or services.</p> <p>Human Resources – function of the business that is responsible for finding, recruiting, training, and taking care of employees</p> <p>Cost Price – the amount of money needed to make or produce something</p> <p>Turnover – the amount of money you make before taking off the costs</p> <p>Marketing Mix – Price, Product, Place, Promotion</p> <p>Promotion – raising awareness of a product/service</p> <p>Entrepreneur - someone who starts their own company or business, seeking to make a profit or a difference in the world, or both</p> <p>Raw Materials – materials that have not yet been made into a product.</p>	Slide 34 Quiz Activity Sheet (if required)