

Teachers' Notes

Industry



The British Soft Drinks Association represents the UK's manufacturers of soft drinks, including fruit juices and bottled waters. Its education programme is intended to promote understanding of the importance of a balanced diet, an active lifestyle and adequate fluid intake in maintaining good health, and to promote awareness of the soft drinks industry as a manufacturing industry. The programme has no commercial function and mentions no companies and no brands.

Introduction

This pack aims to raise children's awareness of:

- The range of soft drinks available and the suitability of packaging
- The importance of recycling and reducing waste
- The careers available and skills needed in a manufacturing process
- The processes of designing, marketing and evaluating a product

Using this pack

This pack could be used for a long project, or individual activities can be used to supplement ongoing work throughout the school year. It provides references to the English National Curriculum, and provides opportunities that relate to the non-statutory guidelines for Personal, Social and Health Education and Citizenship as well as the programmes of study for Science, Mathematics, Design and Technology and English. Many of the activities have been pitched at Key Stage 2 but they can be easily adapted for use at Key Stage 1.

For Science and Design and Technology activities, please follow your school guidelines on health and safety.

The Science processes used by the children will depend on the way you introduce the activity, and to the degree that the children are able to investigate independently. There are opportunities throughout the pack for the children to ask questions, discuss, observe, describe their findings and reflect on their work.

Tables provide National Curriculum references for the activities for Key Stage 2 and, where appropriate, Key Stage 1. It is likely that the copy masters are most suitable for direct use with Key Stage 2 children. Many Key Stage 1 teachers, however, may like to share the information with their children and will find value in using the sheets as session plans.



Summary of information and activities

No.	Information	Activity	
1	What do you like to drink?	Different drinks available	Designing and carrying out a survey about why people drink what they do
2	Looking at packaging	The key points for successful and safe packaging	Weighing different drinks packaging, assessing points such as recycling, weight, appearance, ease of opening, function
3	Empties	What could happen to the empty packaging – biodegradable; recycling and how things are recycled; landfill	Calculations on how much waste is generated by packaging
4	Recycling in the local area	Recycling schemes	Local area survey
5	How drinks are made	How different soft drinks are made	Cut and paste exercises involving manufacturing processes
6	Who does what?	Introduction to major job area – production of raw materials; transport; manufacturing; marketing; commerce.	Creation of a wall display illustrating different jobs in the soft drinks industry
7	Skills	Basic skill areas – practical; working with others; links to key skills	Making adverts for jobs based on Copy master 6
8	Design a drink	The importance of identifying target audiences	Surveys on flavours, packaging and price
9	Marketing	Different forms of media advertising; the importance of logos; branding	Designing packaging and an advertising campaign
10	Evaluation	Group work – check list on teamwork skills	Designing and carrying out a class evaluation of group projects from 8 & 9

Curriculum Grid

Activity		Curriculum reference Key Stage 1	Key Stage 2
1	What do you like to drink?	Science: Sc1 Investigative skills	Science: Sc1 Investigative skills
2	Looking at packaging	Science: Sc3 1a	Science: Sc3 1a
3	Empties	Mathematics: Ma2 2a PSHE & Citizenship: 4a	Mathematics: Ma4 1b PSHE & Citizenship: 4a
4	Recycling in the local area	PSHE & Citizenship: 2a, 2d	PSHE & Citizenship: 2a, 2d
5	How drinks are made		English: En2 Reading 3
6	Who does what?	PSHE & Citizenship: 2a	PSHE & Citizenship: 1e
7	Skills		PSHE & Citizenship: 1e
8	Design a drink	Design and Technology: 1a, c, e	Design and Technology: 1a, c, d
9	Marketing	Design and Technology: 1a, c, e	Design and Technology: 1a, c, d
10	Evaluation	Design and Technology: 3 English: En1 Speaking and listening 1 English: En1 Speaking and listening 3	Design and Technology: 3 English: En1 Speaking and listening 1 English: En1 Speaking and listening 3

Lesson Plans

Activity 1

What do you like to drink?

Learning Objective

Children will identify choices available to them, and find out what people drink.

National Curriculum links

KS1: Science: Investigative skills

KS2: Science: Investigative skills

Key Vocabulary

carbonated, still, water, fruit, dilutable

Organisation

Whole class (introduction)

Small groups (activity)

Resources

Flip chart

Copy masters A and B

Paper for surveys

Introduction

Ask the children to name the different types of drink they like to have. Write a list on the flip chart. Give out Copy master A. Ask the class to sort out the drinks listed on the board into the different types described on Copy master A.

Activity

Using the prompts on Copy master B, each group should make up a survey to find out what different people like to drink and why. The group should discuss how they record their results. Children should then use the survey at home.

Plenary

As a class, discuss the questions. Give children the opportunity to change their questions if they want.

Extension/Follow-up work

Some groups may like to target different age groups in their surveys and see if there is a difference in what the groups drink.

Completed surveys can be used for data handling.

Activity 2

Looking at packaging

Learning Objective

Children will compare packaging on the basis of appearance and material properties, and relate these properties to their purpose.



National Curriculum links

KS1: Science: Sc3 1a; Design and Technology: 5a

KS2: Science: Sc3 1a; Design and Technology: 5a

Key Vocabulary

packaging, can, carton, pouch, bottle, cup, contain, protect, identify, sell, recycling

Organisation

Class (introduction)

Small groups (activity)

Resources

Class sets of Copy masters A and B

Selection of clean different empty drinks cartons, cans, bottles, pouches

Sensitive weighing scales

Flip chart

Introduction

Show the class a selection of different soft drink containers. Ask the class why they think that things are packed differently. Write the ideas on the flip chart. Distribute the Copy master A. Together, read and discuss the information.

Activity

Show the children how to find out some of the information needed for the table by reading out the information on the containers (how much drink it holds). Explain how to use the weighing scales. Distribute the different containers for the children to complete the Copy master B. Encourage them to discuss their findings and opinions about the ease of opening different packages.

Plenary

As a class, discuss the findings. Ask the children if they have found any patterns – are all fizzy drinks in cans?

Extension

Ask the children to rank order their preferred containers and means of opening.

Activities 2 and 4 can be incorporated into a longer scheme about recycling. Information about local schemes is available by contacting the local council. There are some very good websites, giving relevant information about recycling for all ages.

For teachers:

www.encams.org

www.wastepoint.co.uk

www.recyclingglass.co.uk

www.bpf.co.uk

For children:

www.oilierecycles.com

www.wastewatch.org.uk

Activity 3 Empties

Learning Objective

Children will gain understanding of the need to recycle/reuse/reduce waste materials.

National Curriculum links

KS1: Mathematics: Ma2 2a; PSHE & Citizenship: 4a

KS2: Mathematics: Ma4 1b; PSHE & Citizenship: 4a



Key Vocabulary

landfill, recycle, glass, metal, plastic

Organisation

Class (introduction)
Small groups (activity)

Resources

Containers from previous activity
Per group (or per class, as class activity):
Waste paper bin
12 empty clean 2 litre plastic drinks bottles
Copy masters A and B

Introduction

Show the class the containers from the previous activity. What could I do with all this rubbish? How can we reduce the amount in our bins? Introduce the concepts of 'reuse', 'recycle' and 'throw away'. (It is important to stress that drinks containers should not be reused as drinks containers for hygiene and safety reasons.) Ask the children what they know about recycling. Why is it important? What happens to things that are recycled?

Activity

Give out Copy masters A and B. Go through the sheet about recycling then introduce the activity. Encourage the class to fit as many bottles in the bin as possible (this could be a competition). If students come up with the idea of squashing the bottles, emphasise that this should be done very carefully. Depending on the maths level, the class could work out the number of bins, either by a practical investigation or by calculation.

Extension

Children could try to calculate how many bins of rubbish the whole school would produce. Enjoy using plastic bottles for design-and-make activities: possibilities include vehicles, bird feeders, skittles and sand timers.

Plenary

Discuss the children's findings. Encourage children to explain the maths concepts used.

Activity 4

Recycling in the local area

Learning Objective

Children will gain awareness of recycling in their local area, and appreciate the importance of reducing the amount that is simply thrown away. They will understand some of the barriers that prevent people from recycling.

National Curriculum links

KS1: PSHE & Citizenship: 2a, 2d
KS2: PSHE & Citizenship: 2a, 2d

Key Vocabulary

recycling centre, kerbside collection, compost, bottle bank,

Organisation

Class (introduction)
Individual/group work (activity)
ICT opportunity for research and word-processing newspaper articles

Resources

Copy masters A and B
Large map of local area
Paper/computer access for newspaper articles

Introduction

Distribute Copy masters A and B. Show the children the map of the local area. Ask them if they know where any recycling centres are. Mark them on the map with post-it notes. Discuss how people get to recycling centres. Ask if this might be difficult for some (refer to previous activities and the problem of bulk/weight of recycling).

Activity

Encourage children to interview appropriate people about recycling. Allow time for this and the follow-up work of writing a newspaper article.

Plenary

Discuss the children's findings. Draw up a list of why some people do not recycle. Discuss ways that the children could help to overcome these problems.

Extension/Follow-up work

Children can undertake a survey of local recycling centres, produce a wall display of local facilities, or invite a representative of the council to come in to talk about recycling.

Use magnets to sort clean cans into steel (attracted to a magnet) and aluminium (not attracted). Afterwards, take the cans to be recycled!

Useful recycling websites: www.alupro.org.uk
www.britglass.co.uk
www.recoup.org
www.scrib.org
www.wastewatch.org.uk

Activity 5

How drinks are made

Learning Objective

By reading and sorting information, children will understand the major steps involved in producing a soft drink.

National Curriculum links

KS2: English: En2 Reading 3

Key Vocabulary

transport, concentrated, evaporated, ingredients, warehouse, carbonated

Organisation

Resources

Copy masters A and B
Poster of manufacturing processes
Scissors
Glue

Introduction

Discuss with the class how soft drinks are made and where they are made. Use the example of orange juice. Where do oranges grow? What do you think has to happen to oranges to make them into orange juice?

Activity

Give out the copy masters, scissors and glue. The children should use Copy masters A and B and the poster 'How are soft drinks made?' to help them to sort the cartoons into the correct order. The



illustrations on Copy master B are for the manufacturing process of a still drink; children could draw their own cartoons if they wish to look at the process for any of the other soft drinks mentioned on Copy master A.

Plenary

Go through the stages of making a still drink with the children. Ask them to think about how many people are involved with the process.

Extension

Draw the process as a flow diagram.

Use an orange squeezer to make fresh orange juice. How many oranges are needed to fill a tumbler with juice?

Activity 6

Who does what?

Learning Objective

To encourage the children to think about different jobs

National Curriculum links

KS1: PSHE & Citizenship: 2a

KS2: PSHE & Citizenship: 1e

Key Vocabulary

job, names for jobs, carton, production, manufacture

Organisation

Small groups

Resources

Copy master A enlarged to A3 per group

Copy master B per group

Poster 'How are soft drinks made?'

(Optional: invite a visitor from a local soft drinks company or from the careers service to act as an adviser)

Introduction

Show the children the poster 'How are soft drinks made?'. Ask them to guess how many different jobs are involved in making soft drinks.

Activity

In groups, the children should think of how many different jobs they can think about that are involved in the production of a carton of fruit juice. This could be in the form of a competition. The children should write down as many as possible. It is not necessary for them to know the proper job titles; this exercise is more to develop an awareness of how many people work to produce an item. (Some examples are farmer, fruit picker, driver, factory worker, supervisor, engineer, quality controller, scientist, designer, accountant, secretary, salesperson, warehouse person, shop worker.)

Plenary

Ask the children to count up how many jobs they have thought of. Go through the ideas generated. Encourage the children to add to their copy masters.

Extension

Internet research into the manufacturing processes



Activity 7

Skills

Learning Objective

To make the children aware that different jobs have different work conditions and need different skills

National Curriculum links

KS2: PSHE & Citizenship: 1e

Key Vocabulary

skills, shifts, practical work

Organisation

Small groups

Resources

Copy master A from previous activity
Copy masters A and B per group

Introduction

Recap on the last activity. Introduce the concepts of different skills being useful for different jobs. Give out Copy master A and make sure that the children understand what each skill means.

Activity

Ask the children to choose five different jobs from their list from the previous activity. The children should then discuss which skills each person might need.

Plenary

Discuss as a class. Ask the groups to decide which skills seem to be most useful.

Extension

Using Copy master B, the children should write a thumbnail sketch of the jobs identified in the previous activity to form a wall display centred on the manufacturing poster.

Note: Activities 8, 9 and 10 would be ideally suited as a longer project, perhaps forming the basis of a week's work on literacy and numeracy at KS2. You could tie this in with Activity 9 in the Health pack, where children are given a recipe to make home-made lemonade. They could then design packaging and market the lemonade, coming up with slogans and jingles for radio advertising. The activity could be a fund-raising activity for the school. These activities could also be used as a starting point for persuasive writing, and be used in ICT.

Activity 8

Design a drink

Learning Objective

Children will design a survey.

National Curriculum links

KS1: Design and Technology: 1a, c, e
KS2: Design and Technology: 1a, c, d

Key Vocabulary

market research, target audience, advertising

Organisation

Small groups

Resources

Copy masters A and B

Introduction

Give out Copy masters A and B. Talk through the information. Ask the children to discuss the 'To do' section. Explain the activity. Introduce the idea of a survey offering choices, so that results can be processed easily; e.g. Which of these flavours would you prefer: a, b, c or d?

Activity

The children should discuss, in their groups, how they can find out the information needed to make the decisions about what sort of drink they will design. Emphasise that the more people they ask, the more valid the decisions will be. If time is limited, the children can simply ask the other children in their group. If possible, each group member should ask other children in the school too. The groups should design a survey, and each member should use the same survey so that results can be compared.

Plenary

The groups should use the results of their survey to decide on the sort of drink they would make.

Extension

Children can use the survey results for data handling to produce graphs.

Activity 9 Marketing

Learning Objective

Children will be aware of what marketing is, and will create a marketing campaign for a soft drink.

National Curriculum links

KS1: Design and Technology: 1a, c, e

KS2: Design and Technology: 1a, c, d

Key Vocabulary

packaging, advertising

Organisation

Small groups

Resources

Copy masters A and B

Paper for posters; labels

Examples of drinks labels

Examples of magazine adverts

(Optional: tape recorder; video camera)

Introduction

Recap on the last activity. Introduce the idea of marketing. Ask the children to describe advertisements that they have seen on television, posters, etc., and to say what they like/dislike about them. Explain, using examples, slogans and the importance of brand recognition to the companies involved (shape of containers, colour of containers). Introduce the activity.



Activity

This can be extended to fill several lessons. The children are to plan a campaign, including how time will be used. Provide examples of labels so that the children can see what information has to be included.

Plenary

Ask the groups to finalise how they are going to present the information to the rest of the class.

Support

Make sure that the groups are realistic about what they can do in the time available.

Extension

Suggest to the children that some of the advertising should be focused on the importance of drinking enough fluid, and what in their drinks is good for them.

Activity 10

Evaluation

Learning Objective

Children will use criteria to evaluate marketing campaigns, and will state their personal preferences, giving reasons for their choice.

National Curriculum links

KS1: Design and Technology: 3; English: En1 Speaking and listening 1, 3

KS2: Design and Technology: 3; English: En1 Speaking and listening 1, 3

Organisation

Small groups (presentation)

Individual work (evaluation)

Resources

Copy masters A and B per person

Introduction

Give out Copy masters A and B. Explain that as the children watch the presentations they should think about what they liked – or did not like – about each drink and fill in their table.

Activity

Watch the group presentations. The class should fill in their individual evaluation sheets, and then fill in their teamwork sheets.

Plenary

Discuss with the class aspects of the campaigns that they particularly liked. Ask for suggestions for a 'super drink', taking parts from different groups.

Extension

Data-handling exercise based on the evaluation sheets to see which drink most people would buy.



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