

Teachers' notes



Introduction

The **Liquids Mean Life Enterprise Challenge** provides the resources for a collapsed timetable Enterprise day. It involves teams of students on a simulation exercise working together to devise a new soft drink, cost it, learn about the production and packaging of the product and then come up with a marketing campaign to sell their product. There is the opportunity to introduce a competitive element to the day, as teams can compete to make the most profit and produce the most successful product.

Learning outcomes

The **Liquids Mean Life Enterprise Challenge** gives students the opportunity to use the production and marketing of a soft drink to:

- experience working with others as an effective team
- undertake set tasks and activities set in work contexts
- become more aware of some of the jobs within the soft drinks industry
- find out how some drinks are produced
- look at the function of packaging and the legal requirement of food labelling
- devise a marketing campaign to promote a product
- experience the challenge of budgets and balancing of accounts.

Organisation

This activity can be used for classes or whole year groups. Each class will have three teams and one group of suppliers. Each team will be focusing on one particular type of drink.



Resources

FOR EACH TEAM:

Morning session

- Projector/IWB for showing PowerPoint
- Photocopies of pupil materials (see details below)
- Display space
- Access to (at least) three computers with Internet access (or a computer room per class)
- Packaging samples of soft drink containers
- (Optional) Newsflashes

Afternoon session

- Display materials (paper, coloured pens and pencils, scissors, glue)
- (Optional) Video camera, digital camera, audio recording equipment

How to use this pack

The activity has been designed primarily for use on a collapsed timetable day (see timetable overview).

Each team should work on one type of drink. There is a choice between:

- Pear and apple drink
- Banana and yoghurt smoothie
- Still lemon drink.

Each drink has a different set of suppliers' company cards.

Each drink also has a card which gives some of the nutritional information.

The students will be given a task card which directs them to make a specific drink. These are organic, Fair Trade 'green', or a value (budget) drink.

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There is a detailed timetable for each group to follow and for each role within the group, with one student (production) responsible for making them keep to their timings. The students will benefit from reminders throughout the day about what they should be achieving.

Background resources

Background information is provided on the CD ROM which will enable students to undertake more detailed research so that they can make informed decisions throughout the day.

Guide to running the activity

BEFORE THE EVENT

Collect drinks labels, examples of drinks packaging, and different types of soft drinks similar to the drinks that the classes will be developing.

Book computer facilities and ensure that there is adequate display space available for each team.

Choose six students who are able to work independently as suppliers.

Divide the rest of the class into mixed ability teams.

It is strongly recommended that a teacher who knows the students well divides the class into teams, to ensure an equal spread of skills and ability.

EACH TEAM WILL CONSIST OF:

Production (1 student to function as team leader)
Buyers (2 students*)
Technologists (2 students*)
Marketing (2 students*)

*Suggestions only – class numbers may mean that this has to be altered.

Decide which task card you will give to each team, or if time permits allow them to choose one themselves. Decide whether you will be using any of the newsflashes during the sessions.

Photocopy worksheets and put them in files – one for each team including the suppliers.

EACH TEAM WILL HAVE:

Morning

Team brief sheets (four – one for each group within the team)
Planning meeting agenda (morning)
Production role card and timetable
Buyer role card, timetable and worksheets
Technologist role card, timetable and worksheets
Marketing department role card, timetable and worksheets
Suppliers will have their role card, timetable and company cards

Afternoon

Planning meeting agenda (afternoon)
Display materials
(Optional: Video camera, digital camera, audio recording equipment, computer access)

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Teacher timetable

Approximate timing	Tutor/facilitator	Activity commentary
Morning		
10 minutes	Introduction to the activity. Show PowerPoint (10 mins). Divide class into groups and distribute briefs.	The PowerPoint outlines the task. Make sure that you give the students the opportunity to ask any questions. Groups should be given their work pack.
30 minutes	Lead planning meeting with suppliers.	The suppliers are working independently. They will need to be sure of their role – discuss the importance of emphasising their unique selling points and encourage them to research into other methods so that they can compare. Emphasise the secrecy of their mission.
30 minutes	Visit different groups checking that they know what they are doing.	Remind the students that they should be keeping to their timetable and keeping other members of the team informed.
30 minutes	(Optional – give out newsflashes)	To make the activity more challenging, you may choose to display one of the newsflashes. This may affect all the suppliers or just one. The buyers and suppliers may have to hold emergency meetings. Remind teams now that their presentations must be 5 minutes only and that this will be timed.
20 minutes	Visit different groups checking they know what they are doing.	The production, buyers, technologists and marketing departments will all work together to decide on their final project and budget sealed bids will be passed from buyers to suppliers.
20 minutes	Run debrief for suppliers.	The suppliers should have finished their task – this is an opportunity to get together with them to discuss their progress. Try to get the students to identify effective selling and negotiation skills.
30 minutes	Facilitate presentations.	Ensure that each team has an equal time – warn them that when their 5 minutes is up they will be stopped. Allow some time for other teams to ask questions.
20 minutes	Debrief.	Ask for comments about teamwork, what the students have learned. (Optional – allow the suppliers to vote on the most successful proposal.)

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Teacher timetable

Approximate timing	Tutor/facilitator	Activity commentary
Afternoon		
10 minutes	Show PowerPoint presentation.	
10 minutes	Provide pack of resources for display activity (card, paper, sugar paper, pens) and brief for afternoon activity. (Optional - audio-visual equipment, computer access.)	
50 minutes	Visit different groups checking that they know what they are doing.	
40 minutes	Allow 10 minutes to set up their display.	Ensure that each group has an equal amount of time for their presentation.
	Debrief. Vote (optional).	

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Alternative uses of the pack

Whilst designed as a collapsed timetable day, the resources in this pack could also be used to form a scheme of work running over a series of lessons. This would allow more time for activities such as:

- conducting market research into target groups
- visiting local supermarkets to see the ranges available
- analysing advertisements
- producing computer generated packaging
- filming/taping advertisements
- inviting guest speakers from industry
- visiting local factories.

Extension activities:

EXTENSION ACTIVITIES CAN INCLUDE

Design Technology

Making the drinks and conducting taste tests
Undertaking Hazard Analysis Critical Control Points
Experimenting on reducing spoilage

English

Analysing advertisements
Exercises in writing to persuade and inform
Writing accounts of the suppliers and their daily lives

Mathematics/IT

Designing a spreadsheet to automatically calculate accounts

Costing drinks per glass

Science

Food tests on raw ingredients

Food label analysis tied into balanced diets

