

Work Related Learning

Lesson plans available from this resource can be combined to enable students in Key Stage 3 or 4 to gain experience of some aspects of an industry such as the British soft drinks industry. During this time, they will design, produce and market a new soft drink, and produce display materials outlining their work.

Learning objectives

To use the production and marketing of a soft drink to give the students experience of:

- working with others as an effective team
- undertaking set tasks and activities set in work contexts

Suggestions for Organisation

Collapsed timetable event

Cross-curricular project (DT, IT, Maths, English and Science)

Example of a collapsed timetable event

This provides an opportunity for intensive work outside the constraints of the normal school day and maintains the pace of the activity.

Day 1 – Circus of activities based on the lessons listed below. (Students could either experience all of these, or the activities could last longer, with half the students participating in Lessons 1–3, and the other half participating in Lessons 4–6. If this is the chosen timetable, groupings for Day 2 and 3 should contain students from each half.)

Day 2 – Students to be divided into groups of 8–12. They are to be given a brief of designing, producing and marketing a new brand of lemonade. They should spend 1 hour planning their time, and deciding the roles within the group. Students should be encouraged to think of the skills they have, and the experiences of this type of work (perhaps based on the activities from Day 1). They should schedule regular meetings to inform the group of progress and/or problems. Information sheets to help them are available in this resource. The group should:

- agree on a name for their lemonade
- decide on the amount and price of the drink based on figures generated from the production process
- identify a target audience
- design suitable packaging
- plan an advertising campaign – to use as many types of media as possible
- decide on suitable distribution outlets

By lunchtime on Day 3, they need to have produced

- the drink
- packaging ideas
- accounts sheets
- an advertising campaign
- a presentation to display all their work

Day 3 – The morning should be spent on preparing a display of the work carried out. The afternoon should be spent on judging the quality of the product and its marketing campaign. Judges could be invited in from local industry.

Examples of Activities for Day 1

Activity 1 – Analysing adverts

Learning objective

Students to recognise advertisements as persuasive text, and analyse components of the text.

Key vocabulary

audience, asserting, emotive language, facts opinions, slogan

Organisation

Discussion (group work)

Writing (individual work)

Resources needed

Soft drinks advertisements

'Getting to the Market Place' [TEACHER'S LINK](#)
[PUPIL'S LINK](#)

Introduction

Show the class the examples of advertisements. Explain that these are examples of persuasive writing. Explain the terms 'emotive language', and 'target audience' and the difference between opinion and fact.

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Activity

The students are to analyse an advertisement.

They should discuss in groups:

- what is being advertised
- where they would find the advertisement
- the target audience
- what it is saying about the product – the facts and the opinions
- how effective the advert is at getting its message across
- where the advertisement was placed

The students should then write an analysis of their advertisement.

Plenary

As a group discuss what makes an advertisement effective.

Extension

Analyse television advertisements for soft drinks.

Activity 2 – Looking at labels

Learning objective

Students to understand the different purposes of the text found on drinks packaging.

Key vocabulary

information, instruction, persuasion, fact, opinion, connotation, visual metaphor

Organisation

Discussion (group work)
Writing (individual)

Resources needed

Labels/packaging from soft drinks
'Getting to the Market Place' [TEACHER'S LINK](#)
[PUPIL'S LINK](#)

Introduction

Distribute labels/packaging to the class. Ask the students to read all the writing on the label. Is all the writing intended for one purpose? Discuss about writing to inform, writing to persuade, writing to instruct. Look at any image/logo. How important is this? What does the packaging say to the students about the drink? Is this a visual metaphor for, goodness, health, energy, fun?

Activity

In groups, the students are to discuss the text/images on the packaging. They should then individually write down examples of each type of writing, with an explanation of what the writing is intended to do.

Plenary

Discuss the importance of brand recognition.

Extension

Create a wall display of packaging, with explanations/annotations of the different purposes of the writing.

Activity 3 – Advertising

Learning objective

Students to use words, sounds and images to create an effective advertisement for a soft drink.

Key vocabulary

target audience, slogan, logo, stereotype, visual metaphor

Organisation

Individual written work

Resources needed

Video clip(s) of soft drinks advertisement
'Getting to the Market Place' [TEACHER'S LINK](#)
[PUPIL'S LINK](#)

Introduction

Show a video clip of a soft drinks advertisement. Analyse the advertisement – who is the advertisement aimed at? Age? Gender? How can you tell? What is it making them believe? Think? How are they communicating that the drink is good for you? Fun? Healthy?

Activity

Ask the students to think of a soft drink – it may be an existing one, or a new product on the market. The students should consider the target audience, where the product may be sold, who will be drinking the product, and who will be buying the product. They should try to include some information about the product, some persuasion and opinion. The students are to produce a script for a radio or TV advertisement or a storyboard for a TV advertisement. They should also consider where and when their advertisement should be broadcast.

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Plenary

Students are to present their work to the rest of the class, justifying their ideas.

Extension

In groups, listen to the ideas for advertisements, vote on the favourite one and film/record the advertisement. Extend the idea into a full advertising and promotional campaign using ideas from 'Getting to the Market Place'.

Activity 4 – Measuring the amount of juice in a fruit

Learning objective

Students to use calculations to find the percentage of juice in a lemon and costs of ingredients.

Key vocabulary

percentage

Organisation

Practical – group work
Calculation – individual/group

Resources needed

Bottle of still lemon drink (for demonstration)
Lemons (at least two per group)
Weighing scales
Measuring cylinders
Lemon squeezers
Knife and chopping board
The price of lemons, a bag of sugar/artificial sweeteners
(For extension work, access to computers)

Risk assessment

Warn the students about taking care with the sharp knife. The juice should not be tasted unless prepared in a food preparation area with normal rules of hygiene adhered to.

Introduction

Show the class the bottle of drink. Explain that the class is going to investigate the raw ingredients of a lemon drink, and to work out how much it might cost to make. The students are to try to find out:

- the percentage of juice in one lemon by weight
- the cost of 1 litre of pure lemon juice
- the cost of 1 kg of sugar

Activity

(It is up to the teacher to decide how much input that the class receives. It could be used as a problem solving exercise.)

The students are to weigh the lemon, choose a method to remove the maximum amount of juice from it, and measure the volume and weight of the juice produced. They should repeat this and find the mean volume of juice produced and the percentage of juice by weight.

The class can then research into lemonade recipes and try to work out the cost of the ingredients needed to make 1 litre of lemonade.

Plenary

The class results should be collated. Discuss the need to use a large sample size.

Extension

The students are to produce a spreadsheet with unit costs so that it can be used for different quantities and recipes. The students could also investigate the most effective methods of extracting the juice.

Activity 5 – Homemade lemonade

Learning objective

Students are to identify relevant sources of information by researching into different recipes, consider their research, then adapt the recipes, test their product and cost the product.

Key vocabulary

nutritional content, cost

Organisation

Group work

Resources needed

Internet access and use of computers/recipe books
Food preparation area
Lemons
Sugar and artificial sweetener
Lemon squeezers/juice extractors/liquidisers/blenders
Measuring jugs
Measuring spoons/scales
Disposable cups

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Introduction

Challenge the students to find and make the best tasting lemonade.

Activity

In groups, the students are to research into different recipes – they must find at least three and experiment to find the best tasting drink.

Plenary

Conduct a tasting session and vote on the most popular drink produced by the class.

Based on this research, the groups should devise a questionnaire and undertake market research to find out which features of drinks packaging are most popular. (Allow time for research.)

Plenary

Collate the class results and discuss the findings.

Extension

The students are to design packaging for a new drink using their findings to inform their design.

Activity 6 – Packaging suitability

Learning objective

Students to consider aesthetics and how packaging meets a clear need and fitness for its purpose.

Key vocabulary

size, suitability, ease of hold/grip, tamper-evident bands, openers

Organisation

Group work (pairs)

Resources needed

'Wrapping Up' [TEACHER'S LINK](#) [PUPIL'S LINK](#)
Selection of drinks packaging – different sizes of bottles, cartons, pouches, sports capped bottles, screw caps, crown caps, ring pull cans

Introduction

Board blast the function of packaging – to contain, protect, identify a product, sell a product. Discuss other points to consider – ease of use, type of closure (cap), ease of opening, 'fun' factor, as well as environmental impact and the cost of production.

Activity

In pairs, the students are to draw up a table to compare the types of packaging using information from the introductory discussion and information from 'Wrapping Up'. This could include:

- how much drink the packaging contains
- type of material it is made from
- type of closure
- type of drink it contains
- usefulness of information on packaging
- ease of use
- tamper-evident bands

