

Learning outcomes

Pupils will learn about:

- The importance of marketing and how to do it for their product or service.

They'll be able to:

- Use market research to make their idea even better
- Understand the importance of developing a brand or identity for their business
- Design a brand logo and packaging for their product or service
- Plan how they'll market their product or service

Links to the Financial Education Planning Framework 9–11

Simple financial records

I know I need to check and keep basic financial information, such as receipts, bills, bank statements.	I can use simple financial information to plan and manage a basic budget and keep track of my spending.	I understand that planning my spending helps me to stay in control of my money.
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Influences on saving and spending

I know that advertising is used to tempt me to spend my money.		
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Value for money

I know that some things are better value for money than others.		
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Protecting my money

I know there are financial risks associated with spending money online, like scams and phishing.	I know how to keep my money and personal information safe when using the internet. For example, by protecting my passwords and PINs.	I understand how financial scams work, and how being caught out by one might make me feel.
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4 – Design and Marketing

Delivery Notes 2

Curriculum links KS2/9–11

England	Wales	Scotland	Northern Ireland
Maths Solve number problems involving units, including money.	Mathematics and numeracy Income and expenditure.	Numeracy and Maths Managing money, comparing costs, affordability.	Maths and Financial Capability Solve problems involving money, the value of money, budgeting, planning saving and spending, keeping financial records.
PSHE (PSHE Association PoS) Economic wellbeing: Money L18, L20 Economic wellbeing: Aspirations, work and career L25, L30	Health and Wellbeing: Our decision-making affects the quality of our lives and other people's.	Social studies: People in society, economy and business.	PDMU: Self-esteem and self-confidence. Thinking Skills and Personal Capabilities.

Including English and Literacy

As they complete this module pupils will be able to take part in:

- Writing – planning and writing their market research survey questions.
- Speaking and listening – carrying out their market research survey.

Get ready to deliver

If needed, print copies of worksheets 1–3 for each team and worksheet 4 for each pupil. Pupils will need coloured pens and pencils, and may also like to try designing their logo using computer software. You may want to bring in some good examples of packaging which illustrate how it protects a product, and/or attracts people to it. Examples might include:

Amazon box

Innocent smoothie

Fruit packaging

Bubble bath

Cereal box

Tissue box

Just so you know, Virgin Money doesn't endorse or recommend these products.

We suggest that pupils work in mixed ability groups.

Overview

Learning outcomes

Briefly talk about the learning outcomes with pupils.

Measure baseline understanding

Read Worksheet 4: **My confidence about designing and marketing** with pupils. Ask them to choose which emoji best represents how confident they feel about each of the six sentences. Reassure pupils that there's no right or wrong answer as this module will help them come up with their own. Pupils will revisit the sentences at the end of the module so they can see how their confidence has grown.

Module 2 introduced six important qualities of teamwork that help everyone in the team contribute: listening, respect, diversity, cooperation, responsibility and support for one another. See if pupils can remember these six things and ask them to think about how they can use each one during this module. You may wish to list them on your board. Pupils can reflect on this during the roundups at the end.

Recap: What can we learn from our market research?

As you discuss market research with pupils, try to strike the right balance between supporting their creativity, and asking them to logically interpret their results.

Using the questions on the slide as a guide, ask teams to remind you of a question they asked in their questionnaires, and to share some of the answers they received. Ask each team to say what they learned from the results.

Support: help teams to process the results of their market research, or ask them to identify one helpful thing they have learned from their research.

Recap: How can we make our idea even better?

Invite teams to share something they learned that can help them to make their idea even better, and how they will change their product or service.

Ask if teams are excited to get started and begin to design their ideas!

Starter activity 1: Guess the brand!

Introduce the idea of a brand – it's anything visual that people connect with a business.

Use the slides to hold a quick branding quiz – pupils can compete as individuals or table groups to see who is first to name that brand. Highlight that this shows just how powerful and important a memorable brand logo is.

Starter activity 2: 'Take Five' to stop fraud

Emphasise that logos build trust by helping people recognise the brands they like. The problem is, fraudsters take advantage of this trust by pretending to be brands. They do this to steal money or personal info from people, or to sell them fake versions of branded products.

Ask pupils to suggest ways a person might be tricked, especially when online. Examples include:

- A fake text from someone pretending to be a trusted brand or organisation, that leads to a fake website which tries to steal their personal information.
- An offer of a branded product that seems too good to be true – especially on an auction site, local 'for sale' site, or via social media
- Fake websites that take payment without ever sending the product

Emphasise the importance of 'taking five' to stop, challenge, and protect your money.

Pupils can:

- Protect their passwords, PINs and other personal information
- Make sure they don't click on links in messages they don't trust
- Ask an adult if they're not sure about a message or website
- Be careful if an offer seems too good to be true
- Always try to buy from places they know

Find out more at <https://www.takefive-stopfraud.org.uk/advice/general-advice/>

Main activity 1: An eye-catching logo!

Pupils should design a name and logo for their business, thinking about:

- What will make them stand out from their competitors
- Whether their target audience will be attracted by their logo

In teams, pupils should use Worksheet 1 to draw their logo and write their brand name.

Main activity 1: Perfect packaging

Use examples of packaging to start a discussion about its different roles: protection, attracting customers when on display, and health and safety (food products).

When they're planning how to spend their £5, pupils should decide what packaging they might need to pay for – such as food bags. In teams, pupils should discuss what packaging they'll need and sketch their idea. They should add labels to show how packaging will protect their product and/or attract customers.

They'll also need to decide how to make their packaging environmentally friendly, by using recyclable materials, for example. (They can think about these costs in the next module.)

If they don't believe their product needs packaging, that's great. They can discuss and sketch how else they might use their logo – if not on a box, on what? Instead of packaging, these teams can list the other things they'll need to buy.

Before you show the next slide, ask if any pupils can explain what 'marketing' means. What are people thinking about or doing when they 'market' a product?

Support: don't ask pupils to plan for any costs for marketing materials – give all teams a 'free' allowance of paper, printing, and so on.

Main activity 2: Marvellous marketing!

Explain that marketing includes everything from creating the right product or service, to selling it at the right price (that makes you a profit). Also, thinking about where, when and how you'll sell – and how you'll tell customers all about it.

One simple way to think about marketing is to consider the '4Ps'. Either explain what each one is, or ask pupils to share their thoughts, then tell them. Pupils can also read through the 4Ps in their teams.

A couple of heads-ups. If you're planning to provide teams with marketing raw materials, let them know now – and if the customers are likely to be parents, this is a good time to mention it to them.

Main activity 2: Plan your marketing

Teams can complete Worksheet 2: Our marketing mind map or Worksheet 3: Our marketing checklist to plan their marketing.

Roundup 1: What's next as you plan to Make £5 Grow?

Ask pupils to think about how they'll spend their £5 to get started.

As an option, tell pupils what to be thinking about and discussing in their teams before you meet again for the final module – Budgeting for Success!

Roundup 2: What have I learnt?

Remind pupils of the sentences they thought about at the start of the lesson. Ask them to think again about each sentence and choose the emoji that best reflects how confident they now feel. Pupils can make notes on something they have learned about designing and marketing, what they are most proud of doing, and something they would like to learn more about.

Ask each team to share an example of how they used listening, respect, diversity, cooperation, responsibility or support for one another, and how these qualities helped them work better as a team.