Stage 9: Promoting and packaging products

Learning objectives:

- To promote a food product
- To design and make packaging

Stage overview:

In this stage, the children use their Technology skills to design and make packaging and promotional material for their food products. Cross-curricular English opportunities are built in when the children plan and perform their own television advertisements.

Materials needed:

- Food advertisements from magazines
- Coloured paper and card
- Pencil crayons/ felt tip pens

Presentation notes:

Slide 2 and 3: Promotion	- Share the definition of promotion and ask the children to think of any real-life examples that they have seen
Slide 4: Exploring food advertising	- Give the children a selection of food advertisements from magazines and ask them to look at what the businesses have done to persuade customers to buy their product. Do they think it has worked? Would they be persuaded? How does the advert use photographs and persuasive language?
Slide 5: Designing promotional material	- The children take inspiration from the promotional material that they have examined to design their own written advertisement for their product. - Remind them to describe/ explain how their product is better than their competitors' products. - Remind them to include the price and special offers e.g. lower introductory price, buy one get one free etc. - Programs such as Adobe Spark Post or Pic Collage could be used to complete this task.
Slide 6: Performing promotional material	- Ask the children to work in groups to plan and perform a television or radio advertisement for their product. - Remind them to speak at a clear pace and volume when they are presenting. - Assess spoken language during their performance. - Free 'Audacity' software could be used to record their adverts and carry out basic edits, including removing mistakes, adjusting volume levels and adding music and/or sound effects. These could be played as part of the 'market place' activity in the next stage.

Slide 7- 13: Plastic packaging	- Use the power point to lead a discussion about the environmental effects of non-recyclable plastic packaging. - In business groups, ask the children to brainstorm how they could package their product without using plastic (paper plates, boxes, paper bags etc.)
Slide 14: Designing and making packaging	- Ask the children to draw and label a sketch of their packaging. Remind them to think carefully about how they will make their product stand out from its competitors on a shelf. - The children then make and decorate an example of the packaging. - Alternatively, the Foldify Ipad application could be used to design packaging nets. The children could select an appropriate template, add custom artwork and then print, cut out and fold their nets to create packaging.

National Curriculum Links:

Subject	Topic	Objective
English	Spoken language	- Speak audibly and fluently with an increasing command of Standard English - Participate in discussions, presentations, performances, role play, improvisations and debates
	Writing composition	- Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary - Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, précising longer passages, using a wide range of devices to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Design and Technology	Design	- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Computing		- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.