Stage 6: Conducting market research

Learning Intentions:

- To design and conduct a survey
- To draw a bar chart

Stage overview:

In this stage, the children revise how to design a survey and construct a bar chart through the engaging context of market research. The children design and conduct a survey to find out about their potential customers' preferences. They then use the results from their survey to inform their decision making when choosing a final product for their business to make.

Materials needed:

- Squared/ graph paper or bar chart template

Presentation notes:

Slide 2 and 3: Introduction to market research	- Display the power point slides and use questioning to introduce market research and how we can use it to help us decide which food product we should make with our produce. - Collect ideas about how the children could record their results (suggest tally chart). - Collect ideas about how the children could display their results (suggest bar chart).
Slide 4: Types of question	- Explain that for this survey, we need to ask a closed multiple choice question, offering a small range of food product options and asking participants to choose the option they would like the most. This will tell us whether people will want to buy our product or not and if there is a gap in the market that our product can fill.
Slide 5: Maths with meaning	- In mixed-ability business groups, ask children to write down their research question e.g. what is the most popular lunchtime food in Year 5/ KS2/ our school? - You could suggest that within each group, half the children use a slightly different research question e.g. one pair could collect data from year 5 boys and another could collect data from girls- this will also give them information about who their target market could be which will help them later on.
Practical activity: Collecting data	- The children should draw a table to record their findings before collecting their data. - Give children the opportunity to collect answers from as many children as possible from a range of year groups - Allow time for group members to feedback their findings to their groups. - The children could use an online Microsoft or Google Form to conduct their research and different forms could be produced for different target groups. - The research base could then be widened by sharing the survey with parents or other schools using a QR code (www.qrstuff.com) or

	- through your school's social media channels/ website. - Use this opportunity to lead a discussion on the reach sharing a survey on social media can have and how it might affect the quality of the data received.
Slide 6: Bar chart revision	- Explain that to help us draw conclusions about the most popular dish and the preferences of different participant groups from our data, we can draw a bar chart as this will give us a visual picture of our data and make trends clearer. - Revise prior learning by asking the children to write a list of top tips for drawing bar charts. This could be completed as a chocolate box activity: each child has a plain piece of paper which they fold into 6 segments. They fill one of the segments with an idea of their own and then walk around the room to collect answers from their peers until the remaining segments are full and they have 6 different top tips for drawing bar charts.
Slide 7 & 8: Features of a bar chart	- Share the power point to recap the features of a bar chart and share top tips for drawing one. - Ask the children to plot a bar chart to display their market research results. - You could extend them here by also covering how to draw an additional pie chart.
Slide 9: Decision time!	- Ask the children to come to a final decision about what their group's food product will be. Explain that they do not have to make the most popular choice- they could try to appeal to a niche market. - Ask children to write a short paragraph to explain what their market research showed and the final decision their group came to.

Links to the National Curriculum:

Maths	Statistics	- Complete, read and interpret information in graphs and tables, including timetables
Science	Working Scientifically	- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
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.