



Stage 10: Promoting and packaging products

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 guidance:

Slide 2 and 3: Promotion	<ul style="list-style-type: none"> - Allow ten minutes for business groups to decide on a brand name for their product and start to work on a logo and slogan using the marketing strategy sheet. - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Ask the children to take inspiration from the promotional material that they have examined to design their own written advertisement for their product. - Remind the children to describe/ explain how their product is better than their competitors' products in their adverts. - Remind the children to include the price and special offers e.g. lower introductory price, buy one get one free etc. - You could ask them to use the 'PicCollage' iPad application or Canva online to design their advertisements.
Slide 6: Performing promotional material	<ul style="list-style-type: none"> - Ask the children to work in groups to plan and perform a television or radio advertisement for their product. - A television advert could be filmed using Adobe Spark Video by narrating over images or the children could use iPad applications such as iMovie or 'Dolnk Greenscreen'. - A radio advert could be created using digital voice recorders and the 'Audacity' iPad application. - Remind them to speak at a clear pace and volume when they are presenting. - Assess spoken language during their performance.

Slide 7- 13: Plastic packaging	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Ask the children to draw and label a sketch of their packaging. Remind them to think carefully how they will make their product stand out from its competitors on a shelf. - The children could use a digital art package such as 'Sumopaint' or 'Sketchpad' to design their packaging illustration. - The children should then make and decorate an example of the packaging. - Ask the children to explore the British Nutrition Foundation website to research the nutritional values of their food and create a nutritional data table to display on their packaging.

National Curriculum Links:

Subject	Topic	Objective
Design and Technology	Design	<ul style="list-style-type: none"> - 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		<ul style="list-style-type: none"> - 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.