



Stage 1: Introduction

The Farming STEMterprise project involves the children completing a series of activities to set up their own restaurant and design, develop, make and market a menu that features a British food as its star ingredient.

Learning Objective:

To set up a themed restaurant business

Stage Overview:

In this stage, the children are introduced to the idea of marketing and encouraged to think of examples in their everyday lives. Business groups are asked to think of a business name and design a memorable business logo. The children are then given the opportunity to think about where their food comes from and the importance of eating seasonal produce.

Materials needed:

- Marketing strategy sheet

Presentation notes:

Slide 2: Introduction	<ul style="list-style-type: none"> • Introduce the stimulus problem. Explain to the children that setting up a successful business is easy; all you need is a good idea and an understanding a basic business principles. During this project, we will be learning how to do it and maybe one day, they could be the entrepreneurs of the future!! • Explain that during this project, the children will be challenged to set up and run an innovative new restaurant. Their challenge will be to design an exciting menu that includes a range of healthy, balanced dishes starring one of the following British ingredients: bread/ dough, dairy, beef, pork, lamb, chicken or vegetables. • Their dishes must all include their chosen star ingredient and their restaurant will be designed to celebrate that star ingredient.
Slide 3: Factors affecting businesses	<ul style="list-style-type: none"> • When setting up a business, entrepreneurs need to consider lots of factors. In their business groups, ask the children to think about what these might be. • Possible answers: What product/s to sell, how much to charge, where they should sell them (stall, shop, website), who do we want to buy them?
Slide 4: Definitions of marketing	<ul style="list-style-type: none"> • Share the definitions of marketing on the slide and ask the children to think about what these might mean.
Slide 5: Supermarket	<ul style="list-style-type: none"> • Ask children to think about, when shopping in a supermarket, where

behaviour	there is a huge amount of choice, what makes them/ their parents choose to buy the products they buy? Are they aware of anything that influences their buying behaviour?
Slide 6: Supermarket behaviour	<ul style="list-style-type: none"> • Ask the children to think about what each of the photos represents. Talk about each of the photos: <ul style="list-style-type: none"> - Red tractor logo: ask the children if they know what the logo means. The red tractor logo can be found on a wide range of quality food and drink including meat, vegetables, fruit, milk, cheese, sugar and flour. The union jack within the logo tells us that the food has come from British farms and every stage of its journey can be traced. Foods that carry the red tractor logo have been produced following rigorous food safety, animal welfare and environmental protection standards. British food standards and animal welfare are some of the highest in the world. By buying foods with the red tractor logo, we can support British farmers. - Milk photo: ask the children to think about where the milk is in their local supermarket and share a number of answers. Point out that it is almost always at the back of the shop, at the furthest point away from the door. Why do supermarkets all do this? They know that lots of people buy milk regularly so by putting it at the back of the shop, customers will have to walk past all the other products that they are selling and hopefully be tempted to buy them. Ask the children if their parents have ever done this: popped into a shop for one thing and ended up buying lots of other items? - Tins on shelf photo: explain that supermarkets place their cheaper, own- brand products on low and high shelves, whilst products that they want to sell more of are positioned in line with an adult's eyes so that they notice them. Products that target children are often placed in line with a child's eyes so they notice them and ask their parents to buy them. - Checkout photo: ask children to think about what sort of food is sold at the checkout. Why do they think there are lots of tasty (but often unhealthy) snacks to buy at the checkout? Have they ever asked a parent to buy one of them? Explain that these are put at the checkout to tempt weary shoppers to buy themselves a treat while they are queueing to pay for their food. - Cereal picture: ask the children to think about why cereal packets often have exciting animals or characters on the boxes. Who are they trying to appeal to? Do they think that the cereal inside will taste different to the plain boxes? - Special offer photo: ask the children to think about why someone might buy a product that is on a 'special offer' stand. They might buy it because they want to save money. If customers feel like they have bought a bargain and saved money, will they be more or less likely to be tempted to buy extra products while they are in the supermarket?
Slide 7: Marketing	<ul style="list-style-type: none"> • Briefly share the four Ps of marketing and encourage the children to use the vocabulary they have learnt.

Slide 8: Product	<ul style="list-style-type: none"> Explain that businesses can sell lots of different products but our farm restaurant businesses are going to be selling a range of themed, nutritious dishes that use our chosen star ingredient.
Slide 9-10: Branding	<ul style="list-style-type: none"> Introduce the concept of branding and ask the children to think of any other business logos that they are familiar with. Ask the children to think of a name for their businesses and design a strong logo for their restaurant on their marketing strategy sheet. Emphasise the point that some of the most well-known brand logos are very simple designs.
Slide 11-13: Where does our food come from?	<ul style="list-style-type: none"> Lead a discussion about where the foods shown on the power point come from and address any misconceptions: <ul style="list-style-type: none"> Raspberries grow on thick, thorny bushes and are ready to eat between May and November. Eggs are laid by chickens. Wheat grows in big, open fields. The seeds are ground into flour to make food like bread and cereals. Milk comes from dairy cows. Lettuce is mostly grown outdoors and grows quickly when the weather is warm. Establish that a lot of the food we eat is grown and reared in the UK by farmers and ask the children to think of as many additional examples as possible. Explain that we cannot grow some fruit, for example coconuts, in the UK because some plants require certain conditions that we don't have in the UK in order to grow e.g. a tropical climate or a certain type of soil.
Slide 14: Seasonality	<ul style="list-style-type: none"> Different crops grow and are ready to be harvested at different times of the year. For example, strawberries are ready to eat in the summer months, whereas pumpkins are ready to eat in autumn. When deciding which ingredients we should use in our recipes, we need to think about whether it is the right time of year for them to grow in the UK (seasonality). Ask the children if why they think that it is important to eat food when it is season? Ingredients that have been grown in this country do not have to travel as far to reach our plates and so they are also better for the environment because they reduce the need for transport, reducing air pollution.

Links to the National Curriculum:

Design and Technology	Cooking and nutrition	<ul style="list-style-type: none"> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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