

# Poppy product challenge

## Teacher's notes

### The big question

How can we support Poppyscotland?

### Level

Second and Third

### Significant aspect of learning

Learning in Social Studies will enable me to engage in activities that encourage an enterprising attitude. **SOC**

### Experiences and outcomes

I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. **SOC 2-21a**

By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a**

My learning in mathematics enables me to develop essential numeracy skills which will allow me to participate fully in society. **MNU OA**

I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a**

I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. **MNU 2-09b**

I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. **MNU 2-09c**

By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, organise and evaluate the production of items which meet needs at home or in the world of work. **TCH 3-14a**

I develop and extend my literacy skills when I have opportunities to communicate, collaborate and build relationships. **LIT OA**

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

My learning in, through and about the expressive arts allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities. **EXA OA**

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**

I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear. **EXA 3-16a**

# Poppy product challenge



## Additional resources

Poppyscotland's image library is available from the Poppyscotland Learning website:

[www.poppyscotland.org.uk/learning](http://www.poppyscotland.org.uk/learning)

Information about Lady Haig's Poppy Factory in Edinburgh can be found via this link:

[www.ladyhaidpoppyfactory.org.uk](http://www.ladyhaidpoppyfactory.org.uk)

# Poppy product challenge

## Your challenge

Every year poppies are sold in the lead up to Remembrance Sunday. Money from the sale of poppies helps to care for veterans and their dependants. As well as selling poppies, the organisation also sells poppy wreaths and remembrance crosses. Recently, T-shirts, umbrellas and ties with the poppy theme have all been sold to raise money for the charity.

You have been commissioned by Poppyscotland to design, advertise and market a new product for this year.

- Work in groups of four or five.
- Brainstorm some different ideas of what products could be made using the poppy theme. Decide on one product your group will work on.
- Design a product. Think about how you are going to advertise your product.
- Think about how to advertise your product (use the sheet to help).
- Produce a presentation of no more than four minutes which you will present to the Poppyscotland Directors.

## Make use of the following resources

- Books, brochures and shop catalogues;
- School staff, the community and local shops;
- The internet (beware of spending too much time surfing the web).

## Rules

- Everyone participates in the planning and production of your group's work.
- Work within the timescales provided.
- Meet the product criteria - have you done what you were asked to do?

# Poppy product challenge

## Activity sheet 1 – ideas

### Task 1

Use this sheet to brainstorm items that could be made and sold using the theme of the poppy. Once you have completed your sheet, look at other people's ideas and add them in, e.g. poppy umbrellas

What sort of products would be suitable? Handmade cards, bookmarks, key rings, magnets etc?

Who might help with this?

What resources will we need/are available?

What money is available to start us off?

Who will make what?

### Task 2

Underline your three best ideas for a product.

### Task 3

Look at other classmates' top three ideas and discuss them together.

### Task 4

As a group, decide on which one idea you are going to work on. Whichever one you choose you will need to design, market and advertise. To help you think about advertising ideas use Poppy product challenge activity sheet 2.

# Poppy product challenge

## Activity sheet 2 – advertising

### Task 1

Use this sheet to brainstorm ways in which you could advertise your poppy product. Once you have completed your sheet, look at other people's ideas and add them in.

### Think

As a group, decide what would be the best three ways to advertise your product in your school.

### Think

Decide when would be a good time to advertise your product.

### Think

Which group of people are your advertisements aimed at?

### Final task

Begin to work on your advertising campaign.

# Poppy product challenge

## What progress have I made today?

Learning in Social Studies will enable me to engage in activities that encourage an enterprising attitude. **SAL SOC**

### 2<sup>nd</sup> level

I can identify and suggest different types of enterprise activity.

Some examples are...

### 3<sup>rd</sup> level

I can work with others to create and develop a business idea, exploring an ethical issue.

Some points are...

### 4<sup>th</sup> level

I can evaluate different methods of setting up and sustaining an enterprise, including finance and legal aspects.

Some points are...

# Poppy product challenge

## Peer marking exercise / self-assessment

Tick all that apply

### Experiences and outcomes

- I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. **SOC 2-21a**
- By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a**
- I can manage money, compare costs from different retailers, and determine what I can afford to buy. **MNU 2-09a**
- I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important. **MNU 2-09b**
- I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. **MNU 2-09c**
- By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, organise and evaluate the production of items which meet needs at home or in the world of work. **TCH 3-14a**
- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- My learning in, through and about the expressive arts allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities. **EXA OA**
- I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**
- I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**
- I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear. **EXA 3-16a**