

Innovation and enterprising behaviours: A case study

Note: The concepts and processes in this case study are relevant to all year levels. In this instance activities are aligned with Year 6 Mathematics and English Australian Curriculum content descriptors.



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Case study overview

This case study describes the context and processes that a Bulimba State School teacher, Sonya Walker, undertook to implement an enterprise unit of work, culminating in a whole-school market day. This unit is informed by the:

- ▶ Australian Curriculum – Year 6 English and Mathematics
- ▶ Australian Curriculum – General capabilities
- ▶ National Consumer and Financial Literacy Framework – Student Learnings
- ▶ National Consumer and Financial Literacy Framework – Enterprising Behaviours

This unit of work is designed to be taught in the last year of primary school.



Introduction

Suburban profile

Bulimba State School is a large primary school of approximately 650 students, located in the inner-south-eastern Brisbane suburb of Bulimba, about 4 kilometres from the Brisbane CBD. The suburbs of Hawthorne, Balmoral and Bulimba feed in to the school. Twenty per cent of the population in the area is under 17 years of age. This demographic has impacted heavily on the development of the local state school.

School profile

Bulimba State School has developed rapidly over the past six years. Thirteen additional classrooms, a multi-purpose hall and an after-school-hours care facility have all been added to the school's infrastructure to cater for the growing demands of the school population.

A distinctive feature of Bulimba State School over the past 15 years has been the implementation of a curriculum embedded in sustainable practices. An environmental club, operational school farm, Stephanie Alexander Kitchen Garden Program and involvement in the Kids Teaching Kids Program (a school-based learning model and program of events that inspires young people to learn about and care for their environment), are examples of this sustainable focus.

Bulimba State School has a stable, articulate school community who value quality education, as well as a dedicated and competent teaching staff.

The school lives by its motto, 'Young minds grow in this garden', and focuses on developing tomorrow's citizens.

It was within this school culture that the enterprise unit of work that informed this case study was implemented.

The concepts and principles of consumer and financial literacy education reflected in this enterprise unit of work should be able to be applied in other Australian school contexts.

Background

In 2009, the Year 6 class teachers at Bulimba decided to plan for the inclusion of an enterprise unit of work into the Year 6 curriculum. Providing an engaging and relevant curriculum in the final year of primary school has been a feature of Bulimba State School's curriculum overview for many years.

The overview for Year 6 consisted of the following units, which were integrated across English, Mathematics, Technology, Studies of Society and the Environment, The Arts, Physical Education and Health:

- ▶ Leadership unit and peer support training,
- ▶ A sustainable practices unit (e.g. sustainable energy)
- ▶ Celebrating the primary school journey and moving on to secondary school. This included a personal development program that covered topics such as drugs and alcohol, relationships, financially responsible behaviour, spinal injury education and healthy body and mind workshops. It concluded with a Year 6 musical to celebrate the primary school journey.

It was felt that a practical, hands-on consumer and financial literacy unit, in the form of an enterprise unit of work delivered in Term 3, would complement the Year 6 program and would incorporate the following schooling imperatives:

- ▶ Bulimba State School learning imperatives 2011
- ▶ Australian Curriculum



- ▶ Melbourne Declaration on Educational Goals for Young Australians
- ▶ Middle Schooling Imperatives
- ▶ Numeracy and literacy imperatives.

Schooling imperatives

Bulimba State School learning imperatives 2011

The home page of the Bulimba State School website highlights the school's vision for teaching and learning. This vision, as outlined below, provides all school stakeholders with a clearly articulated framework for devising and delivering teaching and learning programs.¹

Bulimba State School vision:

A creative and clever school built on quality educational programs that provides opportunities for students to be innovative, confident and capable learners. A school that challenges its students to be active and informed citizens of the world.

The Year 6 class teachers were confident that the implementation of the enterprise unit of work into the Year 6 curriculum was a way of actioning the school's vision.

Australian Curriculum

The relevance of the enterprise unit of work being aligned to the Australian Curriculum – Year 6 Mathematics and English will continue to validate its inclusion in the school's curriculum overview.

The Australian Curriculum recognises the importance of numeracy by including it as one of the seven General Capabilities. The inclusion of numeracy across the curriculum is the responsibility of all teachers and a vital component in learning in order to develop 'successful learners, confident and creative individuals, and active and informed citizens.'²

Melbourne Declaration on Educational Goals for Young Australians (December 2008) Imperative

The Year 6 teachers recognised that the enterprise unit of work they proposed could be used advantageously to achieve the second goal of The Melbourne Declaration on Educational Goals for Young Australians (2008)³ outlined below.

Goal 2: All young Australians become:

- ▶ successful learners
- ▶ confident and creative individuals
- ▶ active and informed citizens.

Middle Schooling Imperatives

Current research provides evidence that students in the middle years of schooling have distinct and varied needs consistent with their stage of development. They need to:

- ▶ engage in purposeful, intellectually challenging learning that is connected to the real world and to their own experience
- ▶ be provided with opportunities to achieve success

¹ bulimbass.eq.edu.au/wcms/

² australiancurriculum.edu.au/GeneralCapabilities/General%20capabilities.pdf

³ education.gov.au/melbourne-declaration-educational-goals-young-people



- ▶ be inspired to keep learning and develop as successful independent learners
- ▶ be supported in their transition from year to year and from primary to secondary education
- ▶ interact with teachers who meet the distinctive and diverse needs of students during early adolescence.⁴

The Year 6 teachers understood that middle school pedagogy needed to be engaging, relevant, based in real life, provide for independent learning and include meaningful relationships between the student and teacher. They realised that the teaching and learning opportunities afforded by the introduction of an enterprise unit of work complemented the philosophy of Middle Schooling.

Numeracy imperatives

Literacy has been successfully embedded across all Key Learning Areas in Australian schools for many years. In 2007, the school program manager for the area of numeracy began to examine ways the school could embed the numeracy priorities.

One way of incorporating the numeracy priorities across the school was to implement an enterprise unit of work that enabled the entire school population (Prep to Year 6) to participate in a program that encompassed the following numeracy ideals:

- ▶ the underpinning of mathematical concepts and skills from across the discipline (numerical, spatial, graphical, statistical and algebraic)
- ▶ mathematical thinking and strategies
- ▶ general thinking skills
- ▶ grounded appreciation of context.⁵

National Consumer and Financial Literacy Framework⁶

In 2012 the teachers at Bulimba State School became aware of MoneySmart Schools and the National Consumer and Financial Literacy Framework. In the Framework they found significant links to their enterprise unit of work in the Dimension of Responsibility and enterprise. There were also links in the Dimensions of Knowledge and understanding and Competence. The Dimensions build students' competence in enterprising behaviours and skills (see Appendix G).

Enterprise unit of work implementation outline

The Year 6 enterprise unit of work was originally integrated across the Queensland Curriculum areas of Mathematics, SOSE, The Arts, Technology and English. When the Australian Curriculum was introduced in Queensland state schools in 2012, teachers felt that the integration should focus on the new curriculum's Mathematics and English content descriptions with support from the Queensland Arts and Technology Key Learning Areas.

Teaching and learning strategies

The enterprise unit of work was designed to provide students with enterprising skills and behaviours (see Appendix G), business skills, understandings and the ability to develop a project plan.

⁴ education.qld.gov.au/curriculum/middle/index.html

⁵ Report of the Numeracy Education Strategy Development Conference, Numeracy = Everyone's Business (October 1997) adopted by Australian Association of Mathematics Teachers

⁶ financialliteracy.gov.au/strategy-and-action-plan/strategy-2011



Weeks 1–7

Students were faced with the challenge of funding their end of year graduation function. They discussed ways to meet this challenge and decided to run a market day event.

During weeks 1–7, students were placed in groups of four and required to decide on a product (see Appendix A) and to complete a *Partnership Agreement* (see Appendix B). They had to think of a business name, prepare a business logo and business card, research a target group and record and use their data to make informed decisions about their product (see Appendices C and D).

Students learnt about print and digital *advertising and marketing* (see Appendix E) and were required to apply this knowledge to their product advertising.

Each week, one hour was dedicated to teaching the required *business skill* and a second hour was dedicated to applying this knowledge to students' business activity.

By week 8 all students were required to present a **business plan and budget** (See Appendix F) to an 'Investor Group' (usually business people sourced from the school's parent group) before they could be awarded their 'business loan'. Successful groups were advanced \$70, which they used to purchase materials during a shopping excursion. The money given to each group was funded by the school and had to be reimbursed using the market day profits.

Week 8 was dedicated to the development of a **product proposal** and a shopping excursion where students visited two local businesses, Bunnings and Coles, and were given time to purchase the necessary materials for their product.

To build an understanding of **financial accountability**, students were required to keep receipts for their purchased materials. These receipts were submitted to the school office and recorded for auditing purposes.

Weeks 8–9

During week 8, students were given time for **product preparation** (see Appendix G). This included production, packaging and pricing of a product that could be sold for a profit at the school market day during the ninth week of term.

The market day was advertised in the weeks leading up to week 8 and all students from Prep to Year 6 were encouraged to come to school prepared to purchase goods from the stalls.

Some of the products sold on the day included fizzy sherbet, stress balls, anklets, pet rocks, badges, cupcakes and popcorn.

Business incentives were in the form of prizes, which were allocated to groups according to the following categories:

- ▶ Most environmentally sustainable product
- ▶ Highest profit
- ▶ Most innovative product
- ▶ Most cohesive group.

Whole of school involvement in the weeks leading up to and including market day was an important part of the project. Students carried out *market research* (see Appendix D). Classes were surveyed by the Year 6 students to gain an idea of how successful their business idea would be. Students surveyed different *target groups* (e.g. Preps, middle-school students, teachers and parents) and then used this information to make informed decisions regarding their product design and pricing. For example, after collecting and analysing their survey data, one group decided that the most popular



Ice-cream soda flavours were cola and raspberry and so decided to only offer those two flavours. This reduced the risk of waste and ensured *product viability* and *consumer appeal*.

The Year 6 students also advertised their products during school assemblies in the weeks leading up to the market day. Other *publicity* events occurred during lunch breaks and before and after school.

It was essential to access other school personnel on the day of the market. *Staffing* and *Occupational Health and Safety* considerations were determined through discussions between students and teachers. This resulted in the school groundsman being involved in helping the students set up tables and, in some cases, shade tents.

The enterprise unit of work was integrated across the Year 6 Curriculum in the following way:

| Week | Business | Mathematics | Technology | Art |
|------|---|---|---|---|
| 1 | Introduction to business Rules of play Skills audit Partnership Agreement Appendix A Appendix B Appendix C | | Introduction to technology – product ideas See Appendix G | Introduce logos, analyse logos Look at design features |
| 2 | Thinking of products Formulating groups Group name Logo | | Product design | Continue logos |
| 3 | Market research Target market groups Designing, conducting and interpreting survey See Appendix D | Designing a survey, recording data on a useful template. | Product design | Look at design features of advertising posters Plan advertising poster |
| 4 | Advertising/Marketing (practical aspect) Advertisement for parade, poster, flyer See Appendix E | Displaying and interpreting market research data | Product design | Continue with advertising poster |
| 5 | Strategic plan Finance plan Budget See Appendix F | Use of online shopping websites to calculate quantities and formulate realistic prices for budget preparation | Product design/business plan | Posters – final copy |



| | | | | |
|---|--|--|----------------------------------|---|
| 6 | Presentation of plan to business representatives | Use of spreadsheet to record proposed budget | Product design and business plan | Study advertising PowerPoints Look at features |
| 7 | Shopping excursion to shopping centre (Bunnings and Coles tour, parent-chaperoned groups to purchase supplies) | Purchasing materials for market day product (each group of four received an advance of \$70) | Excursion to shopping centre | Preparation of digital advertising Displaying advertising at school assembly |
| 8 | Preparation of stalls and products Market day | Pricing of product in order to maximise profit Counting money | Design of stall | Packaging designs |
| 9 | Review and reflection Preparation of Profit and Loss Statement See Appendix F | Preparation of Profit and Loss Statement | | |

Many aspects of the Australian Curriculum – Year 6 Mathematics were accessed and applied. For example, in order to work out required quantities for the manufacture of food products, students needed to have an understanding of measurements and measurement conversions used when doubling or even tripling quantities required in recipes. An understanding of the relationship between mass, capacity and volume was necessary when packing goods ready for sale. For further examples of how this project is linked to the Australian Curriculum – Year 6 Mathematics and English and the National Consumer and Financial Literacy Framework, see Appendices J and K.

Reflection

The overall success of any program can be measured in a variety of ways. However, the overarching aim of any educational program must be to ensure optimal positive effect on student learning. John Hattie (2003), an educational researcher, having synthesised over 500 000 studies on effective teaching and learning, suggests that ‘the single most powerful influence on student learning is exceptional teaching’.⁷

Hattie outlined the influences that have the greatest effect on student learning. They include: teacher/student feedback, students’ prior cognitive ability, instructional quality, direct instruction, remediation/feedback, students’ disposition to learn, class environment, challenge of goals, peer tutoring, mastery learning, parent involvement, homework, teacher style and effective questioning.

Although most Bulimba State School students come from middle-class backgrounds, their understanding of numeracy within a real-life situation is limited. The enterprise unit of work incorporated into the Bulimba State School Year 6 curriculum provided teachers with many

⁷ educationallleaders.govt.nz/Pedagogy-and-assessment/Evidence-based-leadership/Measuring-learning/Teachers-Make-a-Difference-What-is-the-Research-Evidence



opportunities to effect positive teaching and learning opportunities for all students. Engaging and relevant learning opportunities fostered an intrinsically positive disposition towards learning in students. One key component of the process was the ability to give meaningful and timely feedback to students at the point of need. On many occasions, students would confer with the teacher in order to learn or revise the mathematical skills required to complete a particular section of a task.

Teacher feedback and timely guidance was essential to ensure that students made realistic and informed decisions regarding their business ideas. Year 6 teachers found that it was essential to provide a supportive classroom culture where making mistakes was viewed as an important part of the learning process. In other words, students felt that it was okay to make mistakes and to require assistance because this meant that real learning was occurring.

One of the strengths of the project, and simultaneously the most challenging aspect for students, was individuals learning to work together in a democratic and productive manner. The groups were selected by each teacher and were designed to allow for a mixture of ability levels. Students were required to work with peers they would not usually associate with during play time. The initial preparation of a 'Group Partnership Agreement' required students within each group to prepare and sign a working agreement. This agreement outlined how each group would resolve issues relating to finance, roles within the group and the procedures for making (and agreeing on) major business decisions.

When groups had difficulty making decisions, teachers would refer students back to their Partnership Agreement, which clearly stated their roles and the way they intended to resolve issues. For example, one group decided that each member would have specific roles within the group and that decisions would be based on a 'majority rules' vote. The student responsible for marketing made decisions regarding the type of advertising program the group would run. The person responsible for finance would prepare the group's budget and pricing scheme and present them to the other members of the group. Where disagreements occurred, the group discussed the issue and voted the idea in or out.

Whole school involvement in the project ensured that all students were able to access real-life numeracy learning opportunities. Students developed skills such as counting out money, calculating change and considering 'best value'.

'By visiting the market day, my students in Year 2 gained an understanding that money has a value and that if they paid too much they could expect some change.' Cindy Ferguson, Year 2 teacher

'Market day was great fun. Sometimes we had fights in our groups and sometimes some of the boys didn't share the work, but Mrs Walker showed us our Partnership Agreement and we voted for the best idea.' Year 6 student

'The Year 6 market day was great because it was real life and provided students with the ability to work towards a final goal, i.e. making a profit so that they could spend it on their graduation function. The attitudinal learning outcomes were an additional benefit, allowing kids to see that succeeding and failing is part of life and that hard work and effort more often than not pays off.' A. Edwards, PE teacher

Parent involvement in the program was an essential part of its success. This involvement, at a time in the life of a student when parent engagement generally decreases, was an added bonus. Accessing parents' real-life skills and competencies added authenticity to the business advice each group received.

One parent was able to organise a prominent business leader to speak to the students about pricing and marketing their products. Other parents were involved in teaching specific skills to groups who wished to manufacture particular items. For example, one parent spent a day with a group teaching them how to use macramé to produce friendship bracelets. Another group of parents acted as



chaperones when the students purchased their materials at the shopping centre. A group of parents was also involved on the actual day of the market and served as the school's official bank.

As student consumers arrived, the parents took their 'real money' and exchanged it for 'Bulimba money'. As a substantial amount of 'real money' was taken on the day of the market (around \$3000), accountability controls were able to be put in place before banking occurred. By becoming involved in the project, parents were able to be part of the learning that occurred during this program.

'My child found the experience invigorating and challenging. It required independence as well as creativity. I really enjoyed going to the market day and observing the buzz and the wonderful range of ideas and products on display.' B. Da, parent

'My child was motivated because it was a real-life experience for them. My child spent many hours putting the product together and enjoyed the process. She owned the experience because it was very important to her.' E. Cannan, parent

Conclusion

'Children need to be given opportunities to apply knowledge in real-life settings. The enterprise unit allowed students to bring their learning to life and gain a better understanding of the whole process of buying and selling. From product development to marketing to the challenge of balancing expenses against profit, the students' involvement was beneficial. The entire enterprise unit was embedded in the ideals of numeracy and provided our students with real-life chances to learn and explore these dimensions.' M. Zueschner, Principal, Bulimba State School

The enterprise unit of work clearly subsumes the ideals and values of effective financial literacy and ensures that 'Effective integration of financial literacy into school education is a key priority as it is the cornerstone to bringing about long-term generational change in knowledge, skills and behaviours.'⁸

The inclusion of an enterprise unit of work in the Year 6 curriculum, in part or in whole, is an excellent way to ensure that the ideals behind the ASIC National Financial Literacy Strategy 20119 are achieved. Through education, this strategy aims to help Australians improve their consumer and financial literacy. The possibility of additional learning and teaching opportunities afforded through this enterprise project confirms its significance and relevance within the Year 6 Curriculum. It enables all students to become MoneySmart Kids¹⁰.

⁸ financialliteracy.gov.au

⁹ financialliteracy.gov.au

¹⁰ moneysmart.gov.au/teachng



Appendix A

Product ideas

- ▶ Sell Bulimba students' artwork (parents, especially of younger kids, are an excellent target market for this)
- ▶ Chocolate chopsticks: picking up gold chocolate coins with chopsticks within a given time limit
- ▶ Hay bale maze: make a small maze out of hay bales. Customers are blindfolded and given a small treat (e.g. a lolly) when they make it through.
- ▶ Party bags
- ▶ Golf putting competition
- ▶ Paper plane competition
- ▶ Drinks stall
- ▶ Lolly stall
- ▶ Popcorn stall
- ▶ Balloon races
- ▶ Pick a stick
- ▶ Photo stall (with a famous person)
- ▶ Balloon stall
- ▶ Lucky socks: like a lucky dip competition. Set up a washing line with socks filled with little prizes – chocolates/lollies, stickers or tattoos, really cheap toys and occasionally a \$5 note. People pay to choose a sock.
- ▶ Throwing toilet paper into the toilet competition
- ▶ Magic Aussie fairy tent: decorate a tent with soft toys, sparkles and ribbons. Young children pay to go in and see 'Matilda' the Aussie fairy, who gives them a small fairy treat.
- ▶ Beat the goalie or other soccer-based game
- ▶ Thong-throwing competition.

Name: Class: Date:

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Appendix B

Partnership agreement

This agreement made this..... day of 20.....

Between Partner A of
(name) (school name)

Between Partner B of
(name) (school name)

Between Partner C of
(name) (school name)

Between Partner D of
(name) (school name)

in (state or territory) Australia.

Recitals

All partners have met and have expressed a desire to enter into a Partnership and to join together in common business activity for the pursuit of common business goals with a view to profit.

All partners hereby agree to the following:

1. This Partnership shall begin on/...../..... and shall continue from the commencement date until the end of the
(name of enterprise here)

Name: Class: Date:

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- 2. The name of the Partnership shall be and the Partnership shall trade in the name of
- 3. The Partnership shall be conducted for the purposes ofservice
(what type of business)

in principle form of
(product)
- 4. The principle place of business shall be
(school address)

Contribution

- 5. The initial contribution of each partner shall be their personal skills, knowledge and abilities, as well as any resources to which they have access. Specific roles are:

Partner A:

Partner B:

Partner C:

Partner D:
- 6. The day-to-day decisions of the Partnership shall always be determined by mutual agreement or, if necessary, by a simple majority vote.

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Authority to commit or act on behalf of the Partnership

7. No partner shall purchase any goods or services, or enter into any contract, without the prior consent of the other partners.

Accounting principles, books and records

8. Books of account shall be maintained by the partners, and proper entries recording all sales, purchases, receipts, payments, transactions and property of the Partnership shall be made in the books.

9. The books of account and all records of the Partnership shall be retained at the principal place of business.

10. Each partner shall have free access at all times to all books and records.

Appropriation of profits

11. All profits earned shall be released to me to be used towards the

.....
(name of school)

Signed by the parties as a new Partnership Agreement

Partner A Date

Partner B Date

Partner C Date

Partner D Date

Witness Date

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Appendix C

Running your business: rules and information

1. You will form a business with four other students.
2. Your business is to run a stall.
3. Your market day stall is to be held in the hall at school during school time. At this stall you must sell a good or service that you have designed yourselves.
4. Each business will complete a business plan.
(This will be done as group work in class.)
5. The business plan is to be presented to a panel of three judges. If the plan is successful, the business will receive \$70 to cover costs.
6. Your aim is to run the most successful business. **Awards** will be presented in the following categories:
 - ▶ Most money raised for the school
 - ▶ Most innovative product sold on market day
 - ▶ Best presented business plan
 - ▶ Best run marketing/advertising campaign
 - ▶ Greenest ideas

Name: Class: Date:

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Appendix D

Market research

You have decided on a possible product for your market stall. Explain your idea in as much detail as you can at this stage.

Fill in the following chart as the other businesses are talking.

| Business name | Idea for market day stall |
|---------------|---------------------------|
| | |
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| | |

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You might think that your ideas are **fantabulous!**

But what if your future customers don't?

This is where market research comes in.

Many businesses have failed because they didn't check how many people out there liked their product enough to buy it.

Here are some words and meanings that you will need to know if you are to walk the walk and talk the talk.

What is a *product*?

In advertising terms a product is the thing you are trying to sell. It may be:

- ▶ a *good*, which is something you can touch, such as a can of Coke, a new computer or a pair of sunnies
- ▶ a *service*, which can be a skill, knowledge or an experience, such as a doctors' visit, a car wash or having the lawn mowed

What does *market* mean? Definition: _____

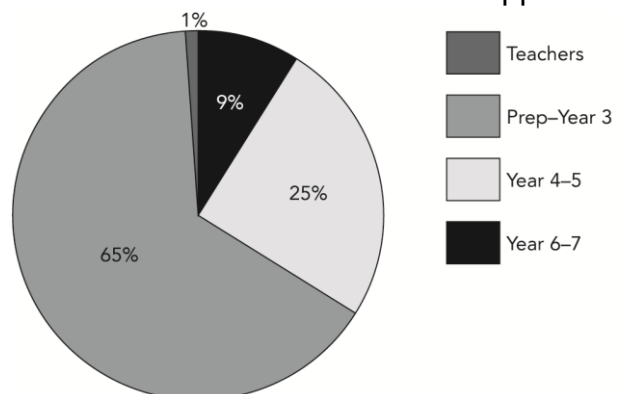
What is *market research*?

Market research involves gathering information about the people who might buy your product, and examining what kinds of things would help convince them to buy

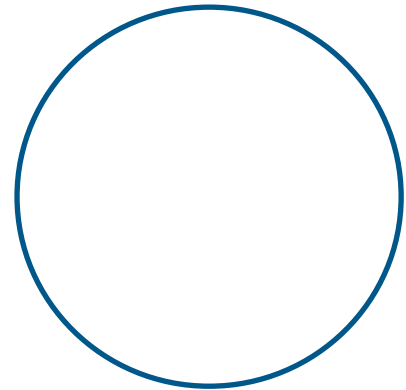
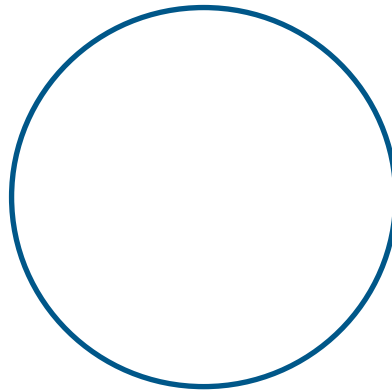
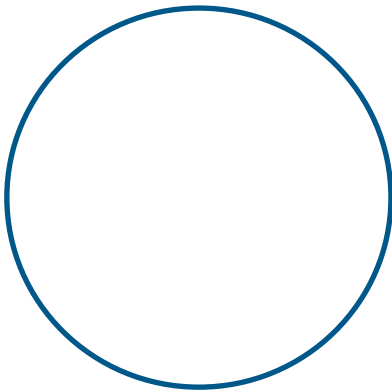
What is a *segment of the market*?

A market can be divided into segments, just like a cake can be cut into slices. There can be many ways of segmenting any market. For example, the market/consumers of books aren't necessarily the same as the market/consumers of toffee apples

Show three ways the market stall customers could be segmented.



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1. _____ 2. _____ 3. _____

What is a *target market*?

Your target market is the segment of the market you are going to concentrate on selling to. This could be the whole market or a couple of segments.

Who do you think will be the target market for your business? (Depending on your product, your target market could be the whole market, or a segment of the market.)

Conducting market research

Sensible business owners find out how many people in their target market will buy their product or service.

There are two ways of finding out information about your target market:

Secondary research – using facts that others have already gathered

For instance, if McDonalds is looking to set up a new franchise in a town, they might go to the Australian Bureau of Statistics and look up information gathered in the last census. They will research things like the population of the town, how many children live in the town, how much money residents earn, etc. McDonalds does not have to gather the information, it obtains it second-hand.

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Primary research – collecting new information yourself

Primary research requires more work than secondary research. However, because you can ask your own questions, it can be very useful.

Types of primary research

1. Written or oral surveys – People within your target market answer a set series of questions.
2. Interviews – You ask people their opinions one-on-one. Interviews are more conversational in style than surveys. It can be difficult to record the results.
3. Focus groups – You bring together a group of people within your target market and ask them their reactions to your product.

Conduct a piece of primary market research to find out what future customers think of your idea.

| | |
|--|--|
| Step 1: Understand the aim of the market research | The aim of the exercise is to find out if people will buy your product. |
| Step 2: Work out who you are going to research | Are you going to ask students, parents, teachers or a mix of them all? |
| Step 3: Work out what type of primary market research you are going to conduct. | Are you going to conduct a written survey, an oral survey, an interview or a focus group? |
| Step 4: Work out your questions. | outcome up with questions that will find out: a) if the market likes your product. b) if the market likes your product better than other products. c) what price your market is willing to pay. |
| Step 5: Collate your answers. | Combine all your answers into a form that is easy to read. This may be a written summary or a graph or chart. |
| Step 6: Work out what your market research tells you. | What does your research tell you about your product? |
| Step 7: Work out if market research has helped you. | List any changes you may make to your product based on your market research. |

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Appendix E

The amazing secrets of print advertisements

These days we are all so busy, we have the attention span of dead ants. We won't and don't read a page of writing! If you want anybody to read your ad, you have to:

1. Work out your Unique Selling Point (USP)

What is a USP? Each ad must say to the reader 'Buy this product, and you will get *this specific benefit.*' Some examples of products with a clear USP are:

- ▶ **Head & Shoulders Shampoo:** 'You get rid of dandruff'
- ▶ **Domino's Pizza:** 'You get fresh, hot pizza delivered to your door in 30 minutes or less—or it's free.'
- ▶ **M&Ms:** 'The milk chocolate melts in your mouth, not in your hand.'

Our USP is _____

2. Keep it Short and Simple (KISS) means use the least number of words possible, and only sell one message (this is usually based around your USP).

3. Always remember who your target market is! It doesn't matter if you don't like your ad, so long as your target market does!

4. Use the Attention, Interest, Desire, Action (AIDA) Principle

Innovation and enterprising behaviours: Case study

Here are four ways to catch the attention of your target market—there are many, many others.

1. Headlines – the job of the headline is to get attention. A good headline is like the bait on a fish hook. It makes the fish want to investigate more. For example:

‘Wanna know a secret?’

2. Use of colour – colour is one of the best ways to capture people’s attention. It has been found that red and blue are the best colours for ads, but don’t let that limit you. **Careful, though—too much colour can confuse things.**

3. Use of fonts – Font style and size can create instant interest.

4. Pictures or graphics can often be far clearer than written text.

Once your ad has caught the attention of a reader, they will then usually do a Z scan.



If you haven’t hooked their attention by the end of this scan they won’t give your ad another glance!

Often a question can create interest, e.g. **‘Why haven’t YOU tried the newest taste sensation on the market?’**

Alternatively, your first sentence might be designed to shock or be a bit of nonsense, e.g. **Q: Knock, knock, who’s there?**

A: The funniest, yummiest, honeyest taste sensation in Bulimba Primary School.

Name: Class: Date:

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Relate to your audience, make a strong statement: 'Crummy honey? You deserve better!'

After reading your ad the reader should want your product!

You have to create the desire for your product. You have to tell them why they need your product. Often this is done by exploiting your Unique Selling Point.

Tell or show the audience that your product is the yummiest! The cutest! The cheapest! The best for the environment!

The advertisement tells readers to act on what they have read. In this section of the ad the readers are told how they can buy the product or the service. You may also choose to make them feel like they could miss out, **e.g. Come in and see us NOW!**

Limited stock available!

Sale ends Thursday!

Start designing your ad here:

Name: Class: Date:

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Appendix F

Budgeted Profit and Loss Statement

Budgeted Profit and Loss Statement for market day stall for

.....
 (your business name)

Cost of Goods Sold (COGS) Expenses

(List the total price of everything that you will need to buy in order to make and package your product.)

| Item | Cost |
|-----------------------------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| Total COGS expenses: | \$ |

| Other expenses | |
|------------------------------|----|
| Setting up stall expenses | |
| Advertising expenses | |
| Other expenses | |
| Total other expenses: | \$ |

Total of all expenses: \$ _____

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The break-even number of sales

The break-even number is the number of sales that your business will have to make to cover its expenses. Each sale you make above this number will add towards your profit.

Total expenses ÷ Price of product = **break-even number** of sales

Suggest different prices you could charge for your product, then work out the break-even number of sales for each price.

| Total expenses | Price of your product | Number of sales needed to achieve break-even point |
|----------------|-----------------------|--|
| | | |
| | | |
| | | |
| | | |

Do you think your business will make enough sales to make a profit? Give reasons for your answer. _____

Are there any ways that you could reduce your expenses?



Appendix G

Technology task: Assessment rubric

Guide to making judgements

| Knowledge and understanding | Investigating | Responding | Reflecting | Assessment A–E |
|--|---|---|--|----------------|
| Specific assessable elements | Specific assessable elements | Specific assessable elements | Specific assessable elements | |
| <p>Thorough understanding that design and development of products are influenced by society's changing needs and wants and that product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability.</p> | <p>Exceptional investigative design ideas in order to determine suitability based on purpose, specifications and constraints.</p> | <p>Thorough communication of details of designs showing relative proportion, using labelled drawings, models and/or plans.</p> <p>Clever and accurate selection of resources, techniques and tools to make products that meet specifications.</p> <p>Accurate management of production procedures and modifications.</p> <p>Production of an excellent product.</p> | <p>Excellent identification of risks to ensure safe practices.</p> <p>Clear evaluation of the suitability of products and processes for the purpose and context, and relevant recommendations for improvements.</p> <p>Relevant reflection on application of new understandings and the identification of future applications.</p> | A |
| <p>A sound understanding that design and development of products are influenced by society's changing needs and wants and that product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability.</p> | <p>Good investigative design idea sin order to determine suitability based on purpose, specifications and constraints.</p> | <p>Sound communication of details of designs showing relative proportion, using labelled drawings, models and/or plans.</p> <p>Good selection of resources, techniques and tools to make products that meet specifications.</p> <p>Sound management of production</p> | <p>Clear identification of risks to ensure safe practices.</p> <p>Sound evaluation of the suitability of products and processes for the purpose and context, and relevant recommendations for improvements.</p> <p>Good reflection on application of new understandings</p> | B |



| | | | | |
|---|---|---|--|---|
| | | <p>procedures and modifications.</p> <p>Production of a very good product.</p> | <p>and the identification of future applications.</p> | |
| <p>Some understanding that design and development of products are influenced by society's changing needs and wants and that product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability.</p> | <p>Suitable investigative design ideas in order to determine suitability based on purpose, specifications and constraints.</p> | <p>Communication of details of designs showing relative proportion, using labelled drawings, models and/or plans.</p> <p>Selection of resources, techniques and tools to make products that meet specifications.</p> <p>Evidence of production procedures and modifications.</p> <p>Production of a suitable product.</p> | <p>Identification of risks to ensure safe practices.</p> <p>Evaluation of the suitability of products and processes for the purpose and context, and relevant recommendations for improvements.</p> <p>Reflection on application of new understandings and the identification of future applications.</p> | C |
| <p>Limited understanding that design and development of products are influenced by society's changing needs and wants and that product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability.</p> | <p>With teacher assistance, some investigative design ideas in order to determine suitability based on purpose, specifications and constraints.</p> | <p>Little detail of designs that show relative proportion, using labelled drawings, models and/or plans.</p> <p>Poor selection of resources, techniques and tools to make products that meet specifications.</p> <p>Little evidence of production procedures and modifications.</p> <p>Product is unsuitable.</p> | <p>Little identification of risks to ensure safe practices.</p> <p>Simple evaluation of the suitability of products and processes for the purpose and context, and relevant recommendations for improvements.</p> <p>Irrelevant reflection on application of new understandings and the identification of future applications.</p> | D |
| <p>No work submitted</p> | | | | E |

Innovation and enterprising behaviours: Case study

Technology task

Design a saleable product for a target market

What to do:

1. Brainstorm the features that make familiar products highly marketable. Conduct a survey to find which of these products represent the most interesting inventions.
2. Look at the product development planning guide (Appendix H). In your group, discuss possible items that you could design and sell at market day. Discuss with other people, such as your parents and friends, what materials you will need to make this product and whether the product would be a viable saleable item.
3. In your group, brainstorm and share your ideas, making sure you follow your Partnership Agreement guidelines for working democratically. Consider each product idea carefully. Ask yourselves: Is it too difficult to make? Is it affordable to make? Are the materials we need available? What does your market think about the idea?

Optional task: Conduct market research and outline your findings and the implications of your findings.

4. Settle on a final product. Draw a diagram of your product.
5. Select the materials you will use to construct the product. Consider cost, effectiveness, ease of working, durability and availability. Research suppliers of those materials.
6. Shop for the product materials.
7. Finalise your design and then make the product.
8. Evaluate how successful you think the product will be.

Innovation and enterprising behaviours: Case study

Appendix H

Product development planning guide

| Stage of development | Write your ideas |
|---|------------------|
| <p>Discuss the task with your group. What were your initial ideas? How did your group come to an agreement on your business product?</p> | |
| <p>Investigate the impacts</p> <p>What research did you do to find out about your product?</p> <p>What market research did you do and what were your findings?</p> | |
| <p>Generate a design</p> <p>What materials did you need?</p> <p>What materials were available?</p> <p>How much did the materials cost?</p> <p>Where could you buy the materials from?</p> <p>Could you make the product at school or did you have to do something at home? How did you divide the tasks. Was it fair?</p> <p>DRAW YOUR DIAGRAM AND ATTACH IT TO THIS FORM</p> | |
| <p>PRODUCE THE PROTOTYPE</p> | |
| <p>Evaluate its effectiveness</p> <p>Do you need to make any modifications to your design?</p> <p>What happened when you tried the product?</p> | |



Appendix I

General Capabilities and Enterprising Skills and Behaviours

Australian Curriculum General Capabilities¹¹

Literacy

General capabilities

Numeracy

ICT capability

Critical and creative thinking

Personal and social capability

Ethical behaviour

Intercultural understanding

National Consumer and Financial Literacy Framework (p5)¹²

Enterprising skills

Adaptability

Initiative

Communication

Managing and leading

Problem solving

Associated behaviours

Working productively with others towards common goals

Interpersonal competence

Flexibility and adaptability

Planning and organising

Using resources effectively

Analysing issues

Managing identified risks

¹¹ australiancurriculum.edu.au/GeneralCapabilities/General%20capabilities.pdf

¹² financialliteracy.gov.au/strategy-and-action-plan/strategy-2011



Appendix J

Links to the Australian Curriculum – Mathematics and English

Year 6 Australian Curriculum Mathematics¹³

| Year 6 Australian Curriculum Mathematics Content Descriptions | Examples of project activities |
|--|--|
| <p>Strand <i>Statistics and Probability</i></p> <p>Sub-strand <i>Data representation and interpretation</i></p> <p>Content Descriptions</p> <ul style="list-style-type: none"> – interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147) – interpret secondary data presented in digital media and elsewhere (ACMSP148) | <p>Explicit teaching involving how data can be used to justify opinions and investigate and resolve issues. Discuss and model ways to collect and organise data.</p> <p>learningplace.eq.edu.au/cx/resources/file/3c0c3b5c-8fd4-5950-13d4-192f5f138794/1/MY5_CD_D_HI_data.pdf</p> <p>Explicit teaching on the use of tables and spreadsheets to organise data.</p> <p>Review presentation of data using various graphs.</p> <p>Students devised a survey to collect information (as part of their marketing strategy) that would help them gain an understanding of the prospective success of their marketable product. Students present this data in graphic form, using it to justify decisions with regard to their marketable product.</p> |
| <p>Strand <i>Measurement and Geometry</i></p> <p>Sub-strand <i>Using units of measurement</i></p> <p>Content Descriptions</p> <ul style="list-style-type: none"> – connect decimal representations to the metric system (ACMMG135) | <p>Students required an understanding of the relationship that exists between units of measure, including between mm, cm, m and km; kg and t; cm^2 and m^2; cm^3 and m^3.</p> <p>They were required to use appropriate instruments to measure length, area, volume, mass, angles and temperature, particularly in the manufacturing stage of the product. This was particularly necessary for those groups that were involved in cooking and sewing their marketable product. For example, some groups decided to sell toffee as a product. The cooking of toffee required an understanding of temperature measures (using a candy thermometer) as well as units of measure involving mass.</p> |
| <ul style="list-style-type: none"> – connect volume and capacity and their units of measurement (ACMMG138) | <p>An understanding the concept of capacity as it related to volume was essential for some groups. For example, students who produced ice-cream spiders required an understanding of the relationship between volume and capacity so that they could purchase appropriate cups for their small, medium and large sized drinks. Knowing the capacity also enabled them to price these products sensibly.</p> |
| <ul style="list-style-type: none"> – solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137) | <p>Students were required to sketch, to scale, a plan of their group's market day stall. This task required an understanding of area, perimeter and the use of appropriate measurement units. Each group was allocated a specific area and was required to use this area of space efficiently in order to display and sell their products.</p> |

¹³ australiancurriculum.edu.au/Mathematics/Curriculum/F-10#level=6



| | |
|--|--|
| <ul style="list-style-type: none"> – convert between common metric units of length, mass and capacity (ACMMG136) | <p>Packaging products effectively required an ability to convert metric units of length, mass and capacity. This was necessary when purchasing appropriate packaging materials (e.g. how to package sherbet lollies or ice-cream spiders).</p> |
| <p>Strand <i>Number and Algebra</i> Sub-strand <i>Number and place value</i></p> <p>Content Description:</p> <ul style="list-style-type: none"> – select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123) | <p>Students used online shopping websites (e.g. Lasso, Woolworths, Coles) to price and investigate 'best buys' for materials required in the manufacture of their market day product.</p> <p>All students were required to design a spreadsheet that could record a realistic budget to assist in monitoring and planning of their spending.</p> |
| <p>Strand <i>Number and Algebra</i> Sub-strand <i>Fractions and decimals</i></p> <p>Content Descriptions</p> <ul style="list-style-type: none"> – solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126) – find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) | <p>An understanding of adding and subtracting fractions was required when working from a recipe, particularly if the recipe required ingredients to be doubled or tripled.</p> |
| <ul style="list-style-type: none"> – add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128) – multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies (ACMNA129) | <p>Financial decisions, required when planning and purchasing materials required an understanding of adding and subtracting decimals. Rounding and estimation of prices was usually necessary when shopping without the use of technologies.</p> |
| <ul style="list-style-type: none"> – make connections between equivalent fractions, decimals and percentages (ACMNA131) | <p>Working with percentages, particularly when calculating overall profits made, and when calculating a desired profit margin before pricing, required students to make connections between decimals, fractions and percentages.</p> |



| | |
|---|--|
| <p>Strand <i>Number and Algebra</i></p> <p>Sub-strand <i>Money and financial mathematics</i></p> <p>Content Description</p> <ul style="list-style-type: none"> investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132) | <p>Students were able to access resources on: http://www.spendwell.com.au/buying/index.html to explore the concepts of smart shopping and buying in preparation for purchasing materials for product manufacture.</p> <p>A knowledge of percentages was required to calculate percentage profit margin. This assisted with the realistic pricing of the marketable product.</p> <p>Students were introduced to the ideals of the rights and responsibilities of consumers. Terminology such as consumers, marketing, purchasing, cash, credit and advertising were used and discussed.</p> |
|---|--|

Year 6 Australian Curriculum English¹⁴

| Year 6 Australian Curriculum English Content Descriptors | Examples of project activities |
|---|--|
| <p>Strand <i>Language</i></p> <p>Sub-strand <i>Language variation and change</i></p> <p>Content Description</p> <ul style="list-style-type: none"> understand the uses of objective and subjective language and bias.(ACELA1517) <p>Sub-strand <i>Text structure and organisation</i></p> <p>Content Description</p> <ul style="list-style-type: none"> understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) | <p>Students studied print and online advertisements and identified language used to persuade and influence buyers. Students viewed some advertising principles (see Appendix D) to gain an understanding of techniques used by authors for persuasive purposes.</p> |
| <p>Sub-strand <i>Expressing and developing ideas</i></p> <p>Content Descriptions</p> <ul style="list-style-type: none"> identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts. (ACELA1524) | <p>Students studied infographics to gain an understanding of how businesses use data visualisation to influence and persuade the user. (coolinfographics.com)</p> <p>Students studied a variety of print and online advertisements and identified the vocabulary and evaluative language (e.g. 'I think the best car on the market is ...') that was used.</p> <p>Students used their knowledge of persuasive language to devise a print advertisement for their market day product.</p> |

¹⁴ australiancurriculum.edu.au/Year6



| | |
|--|--|
| <ul style="list-style-type: none"> – investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) | |
| <p>Strand Literature</p> <p>Sub-strand Responding to literature</p> <p>Content Description</p> <ul style="list-style-type: none"> – identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) | <p>Students studied language choices found in print advertisements. Students looked to identify examples of alliteration, clichés, colloquial language, comparative language, hyperbole, jargon, endorsements, metaphors and puns.</p> <p>in2edu.com/resources/thematic_units/advertising</p> |
| <p>Strand Literacy</p> <p>Sub-strand Texts in context</p> <p>Content Description</p> <ul style="list-style-type: none"> – compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches. (ACELY1708) <p>Sub-strand Interacting with others</p> <p>Content Descriptions</p> <ul style="list-style-type: none"> – participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experience and opinions (ACELY1709) – plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) | <p>Students used their understanding of media advertising to script and perform a two-minute advertisement of their product at school assembly.</p> <p>Students created an effective print media campaign for their market day products.</p> |



Sub-strand *Interpreting, analysing, evaluating*

Content Descriptions

- use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts. (ACELY1713)
- analyse strategies authors use to influence readers. (ACELY1801)

Sub-strand *Creating texts*

Content Description

- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. (ACELY1714)



Appendix K

Links to the National Consumer and Financial Literacy Framework¹⁵

| Year 6 Consumer and Financial Literacy Dimensions | Examples of project activities |
|---|---|
| <p>Knowledge and Understanding</p> <p>Students can:</p> <ul style="list-style-type: none"> – Describe how an individual can influence their income – Analyse the value of a range of goods and services in relation to an identified need | <p>Students were introduced to the notion of business and profit making.</p> <p>An understanding of market research provided students with a framework for analysing the value of goods and services to a target market.</p> |
| <p>Competence</p> <p>Students can:</p> <ul style="list-style-type: none"> – Use a range of methods and tools to keep financial records in ‘real-life’ contexts – Create simple budgets for a range of purposes and explain the benefits of saving for future needs and wants – Evaluate the value of a range of goods and services in a variety of ‘real-life’ situations – Order and justify reasons for spending preferences – Identify key features used in advertising, marketing and social media to influence consumer decision-making | <p>Students used spreadsheets to record and present data derived from their market research, pre-shopping budget, shopping expedition and market day profits. They were required to use these spreadsheets to justify their spending preferences to their group members and their investor group (see Appendices C and F).</p> <p>Students accessed online shopping websites to evaluate the value of a range of materials necessary for their market day product.</p> <p>Students studied advertising and marketing and prepared and presented their campaign to the school body through presentations at school assemblies, lunchtime publicity stunts and print media published around the school buildings.</p> |
| <p>Responsibility and Enterprise</p> <p>Students can:</p> <ul style="list-style-type: none"> – Explain there are ethical considerations to some consumer and financial decisions – Apply consumer and financial knowledge and skills in relevant class and/or school activities such as student investigations, charity fundraising, product design and development, business ventures and special events – Exercise a range of enterprising behaviours through participation in relevant class and/or school activities | <p>The study of ethical product development and marketing enabled students to gain an understanding of the ethical considerations required when buying and selling goods.</p> <p>Students applied enterprising behaviours to prepare and action a business venture.</p> |

¹⁵ financialliteracy.gov.au/strategy-and-action-plan/strategy-2011