

Year 9

Enrichment Week



RP/Business & Enterprise



Enrichment Week

Religious Philosophy and Business & Enterprise

Year 9

Aim:

To improve awareness of the needs of multi-faiths within industry; using the medium of architecture within the site of a given industry

Objectives:

1. To demonstrate understanding of multi-faith needs within industry by producing a 3D building
2. To develop entrepreneurial spirit and skills through the marketing of a new building
3. To research the needs of employees within a given industry and fulfil their requirements
4. To improve team building, communication, decision making and leadership skills
5. To concur and evaluate finished designs and marketing campaigns to establish the most realistic refurbishment of existing building

Resources such as:

- Packaging and 'rubbish' to help build the structure
- Aprons (20)
- Paper/card
- PVA Glue
- Acrylic Paint (save paint in plastic pockets from day 1 to day 2)
- Paint pots/pallets and brushes
- Cotton Wool
- Straws
- Lollipop sticks
- Pipe cleaners
- Dust Sheets
- Water
- Yoghurt pots

Notes:

- If doing papier mache, one or two layers should suffice and dry in time – if nice weather, it could dry outside

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Business involvement:

- An architect would be needed to help give advice on how the structure could be built plus a marketing and research person

Layout of hall:

10 tables will need to be laid out around the outside of the hall so that when all students can sit on the floor together, each with 8 chairs, at the start and end of the session.

The PA system will need to be set up (ask Deb to organise with Charlie).

Timing of the day:

Session One: 08:40 – 09:55

Break: 09.55 – 10.15

Session Two: 10:15 – 11.30

Lunch: 11:30 – 12:15

Session Three: 12:15 – 13:30

Break: 13:30 – 13:45

Session Four: 13:45 – 15:00

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Teacher Notes:

The event will last one day, to be repeated the next with different group, with approximately 80 students taking part on both days. There will be 4 members of staff on each day; WB, PRD, PJM & X.

The event would be launched in the hall with students finding out what team they are in after completing a team building activity.

Rooms to be used on the day would be an art room, a computer room, the Business Centre and the hall.

10 Teams will be made up of the following functional areas:

Creative Design x 3 Rooms 10, 9 & 8

Marketing x 2 Rooms 16 & 17

Research x 2 Rooms 16 & 17

Manager x 1 Dining Room

Each functional area will be based in their own area, with the dining room being the main working area where each functional area comes together for their update meetings or to catch up with the manager.

Prior Tasks:

- Collect rubbish/packaging for a few weeks prior to task starting
- Give students a copy of the homework prep at least 2 weeks before the event so that they can collect their own rubbish/packaging
- Tell students to bring their own resources if they have any, e.g. pencil crayons
- Prepare the Challenge Information Packs (CIPs) for each team.

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Preparation for Enrichment Week

Homework

On the Wednesday (16th) or Thursday (17th) of Enrichment Week, you will be working on a challenge that sees Religious Philosophy and Business & Enterprise come together to draw on your experience of architecture that you studied in Year 8.

Sneak Preview

You will be working in large groups to make a 3D structure of a building and so between now and then you are being asked to collect packaging that can be

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Challenge Information Pack:

This pack will need to include the following:

- Team Timetable
- Student brief
- Person specifications
- Job descriptions
- 2 agenda templates including advice on how to complete
- 2 minutes templates including advice on how to complete
- Business information
- Exhibition Information
- Name badge stickers x 8
- Voting Forms x 8



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Student Brief:

The business that you work for is committed to ensuring that all faiths are catered for under the roof of their organisation.

You have been selected by your employer as a team of employees who are innovative, good communicators and hard workers.

Your task is to **research** what your business currently does, what it looks like and what they could do to their building to create a multi-faith annex. You must also **design and produce** a 3D version of your idea and produce an internal **marketing campaign** to sell it to your employer.



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Session One: Introduction

Part One: Ice Breaker [20 mins]

Aim: To get students to speak to others that they wouldn't normally, to help them find their teams that they will be working in and to discover what business they will be representing.

Task: Each student will get a card with a picture on (organised previously by the teacher) and they have to find their pair. Teachers will not explain this, a message will appear on a PPT (music playing also) and then students move when they hear the whistle. When students have found their pairs, they then go to their table. They have to figure out their table by looking at what the tables are called to see if they can find a link between their pairs and the names of the businesses.

See pairs and table names below:

Blood Brothers & Musical Proclaimers & 2 Guitars/2 Glasses Dave Spikey & comedian Peter Pan & Pantomime	Rain & Umbrella Snow & Sledge Sun & Suncream Wind & Broken Umbrella
1. THEATRE SEVERN	2. RADIO SHROPSHIRE
Fish & Chips Beef and Yorkshire Pudding Bacon & Eggs Bread & Butter	Monkey & Banana Butterfly & Caterpillar Swing & Slide Coach & Car Park
3. MULLER	4. CHESTER ZOO
Swimming Pool & Rubber Ring Tennis Ball & Tennis Racquet Boxing Glove & Boxing Ring Running Machine & iPod	Spain & Pinata Mexico & Sombrero Australia & Cork Hat Italy & Pizza
5. BANNATYNES	6. GOING PLACES
Big Mac & Fries McBacon Roll & Hash Brown Apple Pie & Ice-Cream Sundae Drink & Straw	David & Victoria Beckham Katie Price & Alex Reid Vernon Kaye & Tess Daley Coleen & Wayne Rooney
7. MCDONALDS	8. SHROPSHIRE STAR
Richard Branson eyes & teeth Train & Ticket Plane & Air Hostess Balloon & Basket	Shampoo & Conditioner Razor & Shaving Gel Toothbrush & Toothpaste Bodywash & Loofah
9. VIRGIN	10. BOOTS

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The task finishes where students end up at their tables. (A prize could be awarded to the first team to meet at their table, e.g. first choice at picking from the rubbish collected!)

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Hints:

- When starting this task, it may be quite useful to complete it away from the area where students will be doing their first task otherwise they will see the resources that are laid out on their table.
- As the whole exercise will be run via PPT, if students are struggling, after 4-5 minutes, hints will come on the board to help them to find their partner or business.

Part Two: Introduction to the day [15 mins]

Once students are in their seats, they will find an envelope on their table containing information for the day. This will be referred to as their **Challenge Information Pack (CIP)**.

Remind students of the change in timing for the day and refer to the reminder that they have in their pack of the times. Ask students at this point to check that they have everything in their CIP that should be there.

Introduce students to the student brief using the PPT. Students also have a copy of this in their CIP.

Part Three: Initial Group Meeting [20 mins]

During this task, students should discuss what the task is and discuss who is going to do what job. The meeting should then be led by the person who carried out the role of manager.

During this meeting, the team should decide on a list of tasks that they will complete in the next session. Using the first Agenda Template, an agenda should be produced so that the team know what they have to get ready for the next meeting.

Part Four: Feedback & Questions [15 mins]

Students can now ask any questions that may have come up during their meeting to ensure that they know what to do for the rest of the day.

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The teacher also at this point would clarify the tasks for the rest of the day. If there is time, students could move to their new locations before break.

Session Two: Challenge Completion

Part One: Completion of tasks agreed at initial meeting [40 mins]

Students should go straight to their functional areas:

Creative Design x 3 Rooms 10, 9 & 8

Marketing x 2 Room 16

Research x 2 Room 17

Manager x 1 Dining Room

In this time, all team members should be completing tasks that were decided at the initial meeting. Team members should have taken into consideration the difficulties faced by the Creative Arts function as they will start to build a structure which hasn't got the completed research. There will be some research already completed for them in their CIP, but the research function will be carrying out more to help finalise decisions on what the structure should look like. **Therefore, communication between functional areas is vital in the initial stages of the challenge to ensure that everyone knows what the structure is going to look like.**

Part Two: Team Meeting [15 mins]

Students should now make their way back to the dining hall to have their first official meeting to show what they have done. They must use their agenda to run the meeting and it should be chaired by the manager. During this time, students should also complete the agenda for the next meeting using the 2nd agenda template.

Part Three: Team/Teacher Feedback [15 mins]

Once the time is up, the teacher should get feedback from all teams and answer any questions that may have arose.

Session Three: Challenge Completion

Part One: Completion of tasks agreed at last meeting [40 mins]

Just like in session two, students need to complete tasks as set out in the agenda produced at the end of session two.

Part Two: Team Meeting [15 mins]

Students should now make their way back to the dining hall to have their final official meeting to show what they have done. They must use their agenda to run the meeting and it should be chaired by the manager. During this time, students should make a list of what needs to be done in preparation for the exhibition in session four.

Part Three: Team/Teacher Feedback [15 mins]

Once the time is up, the teacher should get feedback from all teams and answer any questions that may have arose. The exhibition should also be explained so that all students know what they have to do in session four.



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Session Four: Final Assessment

Part One: Completion and setup of exhibit [30 mins]

Managers must ensure that all work is completed and the exhibition set up by the latest 14:15. Advice on the exhibition can be found in the CIP.

Part Two: Assessment of exhibits [15 mins]

After discussion and inspection of each others exhibits, each team will vote for which they feel has produced the best overall 3D design and marketing campaign. They will do this by placing a cross in the box on their voting sheet as shown below:

Voting Form

1. Theatre Severn	X
2. Radio Shropshire	

Whilst teachers are counting the votes, each team will have their photograph taken with their exhibition. Alternatively, students will receive feedback by the architect, research and marketing business representatives based on what they saw when working with the teams.

The team with the most results will get a prize which will be given out at the end of the afternoon. In the event of a draw, the teaching staff will choose the winning team.

Part Three: Teacher Feedback [15 mins]

Once the results have been decided, each team will sit around their table for the final feedback. This should refer back to the aim and the enterprise skills.

Part Four: Evaluation and prize giving [15 mins]

Students will be required to produce an evaluation for B&E based on skills learnt and enjoyment of the activity. When this is complete by each student, the winners will be announced.