



WORKSHOP OUTLINE 4 OF 6 – ENTERPRISE AND BRANDING

INTRODUCTION

Design Ventura workshop outlines have been created to support teachers in delivering the project to their students. They are intended to support the major milestones within the project. We use the term ‘workshop’ instead of ‘lesson’ to encourage a creative and enterprising learning environment. We encourage teachers to edit the outlines according to the time available and the learning needs of the class. Suitably broad learning objectives and student success criteria have been outlined for this purpose. Assessment opportunities have been highlighted in the right-hand column.

All activities are suitable for use with Key Stage 3 and Key Stage 4 students, with further suggestions included for more in depth learning at Key Stage 4. All content has been developed in line with national curriculum and 2017 GCSE subject content guidelines.

WORKSHOP FOCUS:

The focus of this session is to provide students with support as they consider the enterprise and costing aspects of their product.

TIME REQUIREMENTS:

This workshop is planned for one double lesson (90-120 minutes), but can be easily adapted to suit individual needs by omitting activities.

SESSION OUTLINE:

Session Aims	<ul style="list-style-type: none"> • Provide insights into professional approaches to product branding and marketing • Develop students’ understanding of the business context for Design Ventura • Develop students’ understanding of costing and budgeting issues in product design
Learning Objectives	<ul style="list-style-type: none"> • Understand how branding is used to market products to a target audience • Understand how design is influenced by the business context for a product • Understand how costing and budgeting is related to product planning • Know how to develop business and marketing plans
Student success criteria	<ul style="list-style-type: none"> • Students develop branding and marketing ideas for the product • Teams produce business and marketing plans for the product • Teams produce costing and budget plans for the product
Employability skills	<ul style="list-style-type: none"> • Collaborative working • Critical thinking • Considering real world issues • Financial planning
Design Ventura resources	<p>Budget Sheet Template https://ventura.designmuseum.org/resources/budget-sheet-template/</p>



	<p>Evaluation Branding worksheet https://ventura.designmuseum.org/resources/evaluating-branding-worksheet/</p> <p>Glossary of Enterprise terms https://ventura.designmuseum.org/resources/glossary-enterprise-terms/</p>
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Assessment opportunities + curriculum links:

1. Introduction...	
<p>Show students the Design Museum Shop film again – https://vimeo.com/226438544</p> <p>Ask them to note down what they think the most important elements of the product design, manufacture and marketing are in relation to the business context.</p>	Teacher questioning

2. Progress update	
<p>Students should work in teams to complete a SWOT analysis of their idea as developed so far (Strengths, Weaknesses, Opportunities and Threats). The aim of this exercise is to recap on progress made so far and to bring a business perspective to ideas. SWOT analyses are often used in business to quickly assess situations.</p> <p>Each team should assess their idea by identifying the Strengths, Weaknesses, Opportunities and Threats in relation to the idea they have developed in response to the brief.</p> <p>One person from each team should be nominated to share the analysis with the rest of the group.</p> <p>Using this analysis, ask teams to identify considerations of the product from the business perspective. What are the business aspects of their design that should be developed?</p>	Teacher/student questioning Peer feedback

3. Business focus	
<p>Give teams products from the Handling Collection or ask them to look at products for sale in the Design Museum Shop. Ask students to evaluate one product in relation to:</p> <ul style="list-style-type: none"> • The USP (unique selling point) • The target audience • The price <p>Ask each team to present the product to the wider group with a one minute 'elevator pitch' which explains the product in relation to the three points above. The aim of this exercise is to get students to consider how products are marketed and how to convey the strengths of their idea.</p>	Peer feedback



4. Costing and budget	
<p>Give each team one product from the Handling Collection or a similar low-cost product. Ask teams to mind map all the aspects of the design and manufacture of the product that have an impact on cost and profitability.</p> <p>They should consider:</p> <ul style="list-style-type: none"> • materials • packaging • manufacturing • labour • overheads – for example rent, utility bills, insurance • marketing <p>Calculating manufacturing and production costs: Teams should calculate all the costs related to the manufacture and marketing of their product. Remind students that the manufacturing costs should be no more than £5 per product, and that the retail price should be £10. The winning product will be manufactured as a batch of around 250 with an overall budget of £2000. Teams should:</p> <ul style="list-style-type: none"> • Calculate quantities and costs of each material or component used • Calculate quantities and costs of materials for packaging • Research the costs of manufacturing methods such as die cutting and printing • Research the labour costs involved in the manufacture (these can be local or national average costs) • Calculate how many items can be manufactured within budget • Calculate the expected profit from the sale of this quantity of products <p>Students can use the Budget Sheet Template to present their findings https://ventura.designmuseum.org/resources/budget-sheet-template/</p>	 
<p>Key stage 4: Ask students to evaluate the suitability of their design for one-off production, mass production, batch production, just-in-time manufacture. They should summarise advantages and disadvantages for each method, giving reasons.</p> <p>Ask students to research stock forms and standard components that could be used in the manufacture of their product. How could this impact on the manufacturing costs and profitability of their design?</p>	 



<p>How could manufacturing methods impact on the suitability of stock forms and standard components for their product?</p> <p>Ask students to consider the ethical, social and moral implications of manufacture and production costs. What are the implications of outsourcing manufacture to different countries, or using only local labour, for example?</p>	
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5. Marketing focus	
<p>Ask students to assess the same product in terms of its packaging and branding, using the Evaluation Branding Sheet</p> <p>https://ventura.designmuseum.org/resources/evaluating-branding-worksheet/</p> <p>Using this research, ask students to plan a marketing campaign for their own idea, thinking about ways they could reach their target audience. They should consider:</p> <ul style="list-style-type: none"> • how branding can be used to make their product appealing in the Design Museum Shop • how marketing methods (for example using digital resources) could be used to reach a wider audience <p>Encourage students to think outside the box and be innovative, while minimising the cost of marketing. They could consider how humour and quirky ideas can be used to appeal to the target audience. Marketing strategies could include:</p> <ul style="list-style-type: none"> • email newsletters • posters and billboards • give-aways and samples • print and media advertising • sales deals • viral internet campaigns, considering how such campaigns generate interest • use of bloggers to review products <p>Each team should select one marketing approach and produce a quick mock-up of it. They could produce a poster or storyboard to explain the idea. The following information should be included:</p> <ul style="list-style-type: none"> • the name of the product and some information about its function • the USP • use of font/typeface and colour to appeal to the target audience • the price of the product • where the product can be bought 	<p>Teacher/peer questioning</p> <p>Student work</p>
<p>Key stage 4: Ask students to consider how trends and fashion influence the development and style of products. How do</p>	



products influence trends and fashion? How do technology push and market pull influence product development?	
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Plenary and home learning activities:

Ask students to conduct market research to assess how much their target audience would be willing to spend on their product. Students could find out the views of the target audience on 'value', 'mid-range' or 'high end' products. Does this information support the costing of their product?

Ask students to create a costing analysis of three similar products – value, mid-range and high end. How do they think the retail cost of each product is arrived at (e.g. materials, manufacture, marketing, retail)? How does the target market influence the retail price of the products? What are the advantages and disadvantages of each approach?

Ask students to evaluate the marketing strategy of a product that they have bought. How was the product marketed? How was it designed to appeal to the target audience? What are the factors that influenced their decision to buy the product?

