



## ACTIVITY EXAMPLE



## KEY WORDS

Primary and secondary source research | interviewing | creative writing | critical thinking | advertising | presenting | speeches | multi-media marketing | audio-visual design

## ALSO USEFUL FOR

Business studies | Economics | Design and Visual Communication | Media Studies | Digital Technology

## PROGRAMME OUTLINE

### 4 POINTS OF CONTACT

- Employers come into school, whole year cohort
- Workplace visit
- Feedback session - employers come into classroom or email
- Presentation and prizegiving

## EXAMPLE

1. Employers come into school and give a presentation about their business to the full cohort. Students select which business they want to focus on for their research assignment.
2. Workplace visits include a tour of the workplace, student interviews with staff to inform their advertising direction, collection of images for use in promotional material.
3. Advertising concepts are emailed to employers for feedback.
4. Students present their promotional packages to employers for judging.



**DISCLAIMER:** SSEP Activity examples have been created by the school and employer accredited to fit the curriculum and student body of a particular cohort. The purpose of the SSEP activity example is not to be prescriptive, but to provide and share ideas between SSEP schools and employer partners. Any SSEP activities should be designed or adapted according to the individual requirements and capabilities of the teacher, employer and student participants. Smart Waikato Trust has made every effort to ensure information in this document is correct at time of publishing. Neither Smart Waikato Trust nor the creators of this example assume liability and hereby disclaim any liability to any party for any disruption, loss or injury caused by errors or omissions. © Smart Waikato Trust

For more on SSEP see:  
[www.smartnz.nz](http://www.smartnz.nz)

## Proposed SSEP Plan 2018

Employer Roles: Dates and Ideas

### Purpose and End Product

Overall Aim:

- To see English in a variety of contexts and be able to use creativity and critical thinking skills to create a relevant and useful product whilst learning how to accept and use constructive feedback and overcome challenges

END PRODUCT:

Students will work in groups to produce a promotional package for their business, the best of which will be presented during a prize evening in Term Four where employers will judge groups based on creativity, presentation skills, group work etc.

## First Meeting Between Students and Employers

### Last Two Weeks of Term Two:

Between 25th - 29th June = Employers come into school and give a presentation to whole Year Nine cohort on:

- a) business values
- b) visions
- c) target market
- d) products/ services
- e) any charities/sponsorships they are involved with and why
- f) symbols and colours that represent them and why
- g) leadership roles and responsibility
- h) What self-management looks like in their place of employment

*It would also be good if they could present teachers with a copy of their speech script and any current print ads, logos, mottos, mantras etc they have*

Will possibly need to be over two days to give all businesses a chance to deliver all information

## The Business Visits

### First Two Weeks of Term Three:

Between 23rd July and 3rd August = Students will make business visits as part of a research assignment to develop their understanding of the character of the business

Students will need to find out:

- More about the purpose of the business
- Backstory and the passion that drives the business
- Who the client base are
- Key products
- Any next steps the business wants to make
- What advertising they currently have and why

Students will then create a jungle/print ad/ radio ad for their business and send you drafts to check and comment on.  
Employers will have a Term to complete this and send back to students.

## Our Hopes Around Feedback

One of the lessons we would like students to learn from this relationship is to be able to accept and act on constructive feedback.

This involves recognising that the development of any idea is a process that will involve navigating different perspectives and challenges. We would love for them to develop a growth mindset where feedback and 'problems' become opportunities to learn and create something even better, rather than it being a negative experience.

We would love if it the feedback students received was:

- Both positive and negative
- Honest
- Specific so that they are aware of what they have done well and what their next step is

You all have so much knowledge and experience to share - it is a great opportunity for the students to learn so much

## Second Meeting: Feedback Rundown

### First Two Weeks of Term Four:

Dates TBC but somewhere around mid-October =Employers to come in and discuss feedback (this could also be done via email if that works better)

### During Term Four:

Students will then use his feedback to refine and add to their promotional package and develop a group presentation to 'launch' and 'pitch' it

This will include explanations around WHY they designed their package this way (how it suits the business) and HOW they think it will help to promote their business to the correct audience.

Students will then present these presentations in class and the top two/three per business will be selected to present to parents and employers in a competition format.

## Third Meeting: Presentations and Prize Giving

Dates TBC - sometime mid November?

Students will present their promotional packages and employers will judge based around categories such as::

- Creativity
- Knowledge of business
  - Group work
- Presentation skills
  - Best speaker
  - Most improved

...etc...

Perhaps some of the ads could then be put into use?

ACTIVITY EXAMPLE