

TEACHERS NOTES

DEAR ALL FANTASTIC TEACHERS,

WELCOME to Airport Community Network's Junior Apprentice Competition. We hope that you and your class have a fantastic time learning about how to stay safe in the sun in an interactive and entrepreneurial way.

This teacher pack aims to extend your skills and resources as a teacher. Included, are a number of ideas and resources to make it as easy as possible to integrate the competition into your class timetable and curriculum.

With ready-made lesson plans and supporting videos included, you can say goodbye to lengthy planning sessions, and start on the project immediately. The videos that we refer to in this document can be found on our website;

www.manchesterairport.co.uk/education/the-apprentice

This project is a great way to spend the summer term after SATS revision and tests. We hope that you enjoy taking part and we cannot wait to see your class poster and radio campaign, in the boardroom on July 1st!



**SINGAPORE
AIRLINES**



mediafour



GallifordTry plc



AECOM



WORLD DUTY FREE

NATS



BCEGI
北京建工国际

TEACHERS NOTES

Dear Parent/Guardian,

A recent survey by the British Skin Foundation highlighted that in the UK, exposure to the sun is a big risk that many of us are not aware of. Nearly 10% (4.4 million) of British adults have admitted to never using sun protection.

What's more, a quarter of British parents do not think it is necessary to apply sun protection to their children in the summer months before going to school. Children are more sensitive to ultraviolet (UV) radiation damage than adults and sunburn during childhood increases the risk of skin cancer and eye damage later in life. This is why it is crucial that children know about these dangers and how to protect themselves.

In 2018/2019 we welcomed 29 million passengers to our airport. Many of whom were traveling overseas with their families to sunny countries. We want to make sure that our valued passengers are staying safe in the sun during the summer months. This is why we have partnered with *Global Radio*, and our *Airport Community Network* to develop 'The Apprentice Enterprise Competition' for your children.

The project will not only cover important sun safety messages, which can be found overleaf, but will also give your child the opportunity to design their own virtual business and unleash their entrepreneurial skills! They will create an advertising campaign for the theme Safety in the Sun, by designing a poster for the airport and record a radio advert for Global Radio!

Final campaigns will be entered into the competition along with other primary schools and will be judged by our bosses! The winning campaign will be displayed across the airport site over the summer and played on one of the Global Radio stations! In addition to this, the winning school will win a whole school prize, Circus Sensible, who will bring their big top tent to the winning school!

Remember you can help too, by teaching your child about sun safety at home. I hope that the attached information leaflet helps you with this.

We hope that your child enjoys this project and we look forward to seeing their final campaigns in July.

Kind regards,

Airport Community Network

www.manchesterairport.co.uk/community/working-in-our-community/airport-community-network

Manchester Airport Community Relations

www.manchesterairport.co.uk/community

www.manchesterairport.co.uk/education

 [@MAComRels](https://twitter.com/MAComRels)

Ultra Sun

www.ultrasun.com/en

 [@ultrasunuk](https://twitter.com/ultrasunuk)

TEACHERS NOTES

WHY IS IT IMPORTANT TO TEACH CHILDREN ABOUT SUN SAFETY?

We have teamed up with Swiss Sun Protection Professionals Ultrasun and World Duty Free, to provide you with a selection of educational resources to encourage early adoption of safe sun awareness in your classroom.

Fresh air, sunshine and exercise are essential to the healthy development of young children. We should encourage children to be outside, moving and staying safe in the sun!

Every year we see over 29 million passengers, young and old, travel through Manchester Airport to go on holiday. A lot of these passengers holiday to enjoy the sunshine.

The 2016 NICE guidelines on sun protection warned against the dangers of sunburn. There is a proven link between burning as a child or teenager increasing the risk of skin cancer in later life. This project is designed to make it easy for parents and schools to establish clear sun protection habits early.

Recent findings from the Teenage Cancer Trust highlight the importance of education and smart sun protection habits from an earlier (primary school) age:

- More than two young adults (aged 15-34) are diagnosed with malignant melanoma every day in the UK, and it's the second most common cancer in this age group.
- The Trust found that over a third of young people between 13 and 24 (38%) don't use sun protection in the UK because they don't believe the sun here is strong enough to damage their skin.
- Close to a fifth (18%) of young people admit to deliberately burning in order to "kick start a tan" and 45% admitted to not using sun cream on holidays because they simply "forgot" to apply it.

By teaching sun safety at an early age, we are encouraging children to gain lifelong habits that can prevent sun damage. By having control over their own learning, we hope that children will communicate this message on to their peers and families.

Abi Cleeve, MD at Ultrasun UK said: *"We know that a substantial portion of our children's time is spent at school or participating in school-based activities. Outdoor activities such as break times, lunch and sporting events frequently occur at times when UV radiation levels are highest. We want to work with schools in the local area to help children adopt sensible sun behavior early".*



TEACHERS NOTES

THE APPROACH

This entrepreneurial project, for use in the Year 5/6 classroom, has been designed to take pupils through the key stages of designing their own advertising campaign; from the initial concept through to its final implementation. The key message throughout the project is to teach children the importance of staying safe in the sun, in the hope that they will pass this message on to their peers and local communities.

The project has been split into 7 lessons, each containing a video, lesson plan and activity. The lessons have been mapped to the National Curriculum. All activities have been designed to cover core English, Maths and Science objectives, while offering cross-curricular learning in Computing, Design and Technology and PHSE, on the recommendation of the PHSE association. *Please note that these lessons are not compulsory.*

BRIEF OVERVIEW OF THE LESSONS

1. Welcome / Introduction to teamwork

In this lesson, pupils will be introduced to the competition. They will learn the key skills required to work as part of a team and the importance of using this skill at Manchester Airport and in their own lives

Thanks to John Bedson, MAG Senior Construction Manager for his assistance with this module.

2. Safety in the Sun

In this lesson, pupils are taught the importance of staying safe in the sun. They will learn about a number of protection methods, when and how to use these and what affects the sun has on our skin. There are also additional activities to link the topic to your Science lessons.

Thanks to Dr Helen K Graham for her assistance with this module.

3. The Power of Advertising

In this lesson, pupils are introduced to advertising campaigns. Manchester Airport professionals will explain what they are and why we use them. Pupils will carry out some simple research, looking at example advertising campaigns whilst identifying their key features.

Thanks to Nico Spyrou, MAG Marketing Manager for his assistance with this module.

4. Know your target audience

In this lesson children are introduced to Manchester Airport and our summer passengers that will see the winning advertising campaign when they visit our airport.

Pupils will have the opportunity to carry out some simple research on several countries using our new interactive Geography resource. By the end of this session your students will decide on a key message to advertise.

Thanks to Andrew Boyd, Head of Terminal 3 for his assistance with this module.

5. Creating a perfect poster

In this lesson, pupils will start to plan and design their posters. Holiday Inn and DHL will guide your class into developing the perfect advertisement poster.

Thanks to Leanne Harrad, Holiday Inn and Tracey Thorniley, DHL for their assistance with this module.

6. Going live! Recording a radio advert

This lesson will give the pupils the opportunity to voice their key message through a short radio advert or jingle.

Thanks to Heart Radio for their assistance with this module.

7. It's show time!

In this lesson, the shortlisted group will hold a team meeting. Guided by Community Relations Manager, Wendy Sinfield, pupils will learn the key skills needed to present their final campaign to the bosses in July.

Thanks to Wendy Sinfield, Community Relations Manager for her assistance with this module.

Lesson Video's available at:

www.manchesterairport.co.uk/education/on-the-apprentice

TEACHERS NOTES

NATIONAL CURRICULUM MAPPING



MATHS

- Interpret pie charts and line graphs and use these to solve problems and form their own enquiries.



ENGLISH/DRAMA

- **Plan their writing by:** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary.
- **Draft and write by:** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- **Evaluate and edit by:** Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations.
- Participate in and gain knowledge, skills and understanding associated with the practise of drama.
- Adopt, create and sustain a range of roles.
- Improvise, devise and script drama for a range of audiences.



SCIENCE

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged.



INFORMATION TECHNOLOGY

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.



DESIGN & TECHNOLOGY

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Working in a range of relevant contexts [for example enterprise, industry and the wider environment.]



PHYSICAL EDUCATION

- To lead healthy, active lives.



PHSCE (PHSCE association 2017)

- What positively and negatively affects their physical health.
- To recognise, predict and assess risks in different situations.
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe. Learn what being part of a community means.
- To consider the lives of people living in other places and people with different values and customs.



MUSIC

- Learn to use their voices to create and compose music with others, for a range of purposes.
- Use their voices expressively and creatively.

COMPETITION MARKING CRITERIA

CATEGORY	4 - Excellent	3 - Good	2 – Improvement needed	1 – Not good
Coverage of the topic – Safety in the Sun	Details on the poster capture the important information about the topic and increase the audiences understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with the main topic.
Use of images/graphics	All images are related to the topic and make it very easy to understand.	Most images are related to the topic and most make it easier to understand.	Some images relate to the topic.	Images do not relate to the topic.
Organization	Information is very organized with clear titles are subheadings.	Information is organized with titles and subheadings.	Information needs better structure.	The information appears to be disorganised.
Layout and design	All information on the poster is in focus and can be easily viewed and identified from 6ft away.	Most of the information on the poster is in focus and the content easily viewed and identified from 6ft away.	Some of the information on the poster is in focus and the content is easily viewed and identified from 4ft away.	The information on the poster is unclear or too small.
Sources	All sources (information and graphics) are accurately documented.	Most sources (information and graphics) are accurately documented, but there are a few errors in the format.	Some sources (information and graphics) are documented, but information is incomplete or many are not in the desired format.	Sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Radio Advert	Original idea and catches the attention of the listener. Key message is very clear. Expressive and creative voices and/or music are used throughout.	Good idea. Key message is clear. Some expressive and creative voices and/or music are used at times.	Idea is lacking originality and struggles to catch the attention of the listener. Key message is not very clear. No voices or music used.	Idea is not original. The key message is not clear at all. No voices or music used.
Presentation	The presentation was the appropriate length. It did not seem hurried or too slow. The group spoke clearly and distinctly and established eye contact with the audience.	The presentation was the appropriate length but seemed slightly hurried or too slow. The group spoke clearly most of the time and established eye contact with the audience.	The presentation was the appropriate length but seemed very hurried or too slow. The group spoke clearly and distinctly only some of the time and/or establishes little eye contact with the audience.	The presentation was too long or too short. The group did not speak clearly most of the time and established little eye contact with the audience.

COMPETITION MARKING CRITERIA

Shortlisted Group Submission Form (1 per school)

School Name: _____

Teacher Name: _____

Team Name: _____

Pupil Names: 1.
(max 6) 2.
3.
4.
5.
6.

Check List

Poster ☐

Draft Radio Advert (on usb or sent in advance via email) ☐

Any other supporting material ☐

The shortlisted group must submit their entries and present it to the Airport Bosses on the 1st July 2020 at Manchester Airport.

WORKSHEET – MY SUN DIARY



What was the weather like this week?

What did you do to protect yourself today?

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

LESSON 1 – WELCOME & TEAMWORK

LEARNING OUTCOMES

- To understand what teamwork is.
- To learn the key skills required to work as a team.
- To learn about the 'competition'.

You will need:

- > [Video 1 - Welcome and Introduction](#)
- > [Competition contract](#)
- > [Student Workbook – Worksheet 1](#)
- > [Sun Diary worksheet](#)
- > [Key words](#)



STARTER

Watch [Video 1](#) which will welcome your class to the Apprentice competition and introduce them to the project. The video will also cover the importance of team work.

LESSON

Briefly explain to the pupils what an advertising campaign is. This will be revisited in Lesson 4.

Split your class into teams, which they will stay in for the duration of the project. We advise that the team size is no more than 6 pupils to ensure they have equal contribution during the project.

Ask the pupils if they can think of any well-known teams. What could happen if they didn't work together? e.g. football, doctors etc.

ACTIVITY

Using the information provided in [Video 1](#), ask the pupils to complete [Worksheet 1](#). Pupils will discuss as a group the skills required to work well as a team ([See support sheet 1](#)).

Each group will create a team name and logo. Pupils may decide to design one individually and then pick elements of each one to make their final group logo.

The group must be able to explain to the class why they chose their name and logo and what it represents.

EVALUATION

Each group will choose one team leader and one deputy team leader. Explain that this is someone who provides direction, instructions and guidance to the group.

Ask the groups to share their team logo and explain why they chose it and what it represents.

Each group should read and sign the competition contract.

ADDITIONAL ACTIVITY

You may decide to deliver some team working games in your classroom. There are some brilliant ideas on the below website.

www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/

LESSON 1 – WELCOME & TEAMWORK

During this competition you will be working in teams. Teamwork is the key factor to success.

As a group decide what a great team mate...

IS...

DOES...

SAYS...

IS NOT...

LESSON 1 – WELCOME & TEAMWORK

Reliable

Good communicator

Listens to others

Participates

Shares openly and
willingly

Cooperative

LESSON 1 – WELCOME & TEAMWORK

Flexible
Committed
Problem Solver
Respectful
Helpful
Supportive
Creative

LESSON 1 – WELCOME & TEAMWORK

OUR TEAM NAME:

OUR TEAM LOGO:

LESSON 1 – **WELCOME & TEAMWORK**

Competition Contract

We are currently in Year 5/6 at school.

We are in a group of 6 or less, and have decided on a team name and logo.

We agree to work to the best of our ability, and to work together to design our advertising campaign.

We will design an advertising campaign to fit the theme, Safety in the sun.

We agree to enter our best work into the competition.

We agree to listen to our team mates and our teacher.

We understand that 1 advertising campaign will be selected by our teacher and will be sent to the airport to be judged.

Please sign below;

Team name; _____

LESSON 2 – STAYING SAFE IN THE SUN

LEARNING OUTCOMES

- To understand the dangers from sun exposure across the world including the UK.
- To learn about our skin and why we need to look after it.
- To learn about sun protection methods and their importance.

You will need:

- > [Video 2 - Sun Safety](#)
- > [Skin diary worksheet](#)
- > [Sun safety items – e.g. hat, sun cream etc.](#)
- > [Student workbook - Worksheet 2](#)
- > [Sun safety advice notes](#)

STARTER

Discuss holiday skin diaries and ask; what they do to stay safe in the sun? Have any of them been on holiday to a hot country? What did they do to stay safe? Have they ever had sunburn? What was this like? Do they know what happens when you get sun burn?

LESSON

Watch [Video 2](#). The teacher support notes may support you with further information. We do not expect you to use all of this information in the classroom, but you may find this useful for increasing your own knowledge and for answering any questions from your pupils.

<https://youtu.be/ZSJITdsTze0>

Highlight the skin **MAG**nificent slogan and discuss skin protection methods. Write a list as you go along.

After discussing how to apply sun cream. Ask each group to demonstrate putting sun cream on their arms and face (parental permission may be required prior to this session).

Next, ask the children to find the items that you have hidden around the classroom that will keep them sun safe.

Set a timer on the whiteboard for this activity, and when the timer is finished the children must be sun ready!

ACTIVITY

Ask the children to draw a picture of them being skin **MAG**nificent and label the skin protection methods that they have learnt about.

EVALUATION

Ask each group to swap their drawings ready for peer marking.

Using the list that that you created earlier. Ask the children to award a point to each protection item/method that their classmate has included on their picture.

ADDITIONAL ACTIVITY - SCIENCE

LEARNING OUTCOMES

- To learn that sun procedures ultra violet radiation which affects not only skin, but numerous items.
- To understand what causes our skin to burn in the sun.

LESSON

Explain that the sun releases an energy called ultraviolet radiation (UVR) It cannot be seen or felt, but our skin can tell us when we get sun burn, unless we use sun protection methods. UVR levels are at their highest between 11am and 3pm.

UVR can be very strong. Doctors even use it to sterilise surgical equipment! However, we are lucky because the earth's ozone around our planet filters out the majority of UVR before it reaches our earth.

ACTIVITY

Set up the below experiments to demonstrate the above information to your class.

- Place some newspaper in direct sunlight, and another in a dark cupboard (you may want to start this in advance of the lesson).
- Place a piece of fruit in direct sunlight, and another in the dark (bananas work the best!).
- Place plastic shapes on a piece of sugar paper in direct sunlight and another in the dark.

Children can make predictions about what they think will happen. Were they right?

EVALUATION

Make sure that you discuss the results and apply the results to what happens to our skin.

LESSON 2 – STAYING SAFE IN THE SUN

ACTIVITY

Draw a picture, or take a photograph of you (or your team mates) being sun MAGnificent!



SUN SAFETY ADVICE

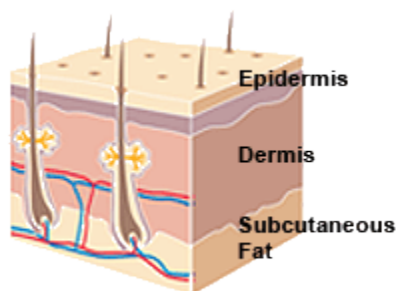
OUR SKIN

Our skin has two protective layers over our whole body.

The epidermis is the thin outer layer of the skin that we can see. This layer is constantly shedding skin cells which are replaced from below. The thickness of this layer can vary, for example it is thicker on the bottom of your foot, but thinner on our eyelid.

The dermis is the thicker inner layer connected to the blood and lymph supply. This layer also contains nerves, sweat glands and hair follicles.

Melanocytes, found in the lower epidermis, are cells that produce a pigment called melanin. Melanin production increases when skin is exposed to UV rays, giving the skin a darker colour.



the skin layers, causing changes in the skin that can lead to sunburn, skin damage and eye damage.

You can check the strength of the days UV ratings on the weather forecast. They are usually shown as a number in a triangle. The top number for high levels of UV is 10, which is uncommon in the UK. In the winter UV levels may be as low as 1 or 2. But remember the fairer you are, the higher your burn risk is.

SKIN CANCER

Skin cancer develops when skin cells are damaged by UV rays. Most skin cancers are caused by too much unprotected sun exposure. Many skin cancer can however be prevented.

You are more at risk of skin damage and skin cancer if you have fair skin, lots of moles or freckles, or a family history of skin cancer. But over exposure to UV can be damaging to everyone, which is why we need to take the necessary precautions.

Whilst skin cancer is usually diagnosed when you are older, damage that is caused whilst young can affect your risk of skin cancer in later life.

DID YOU KNOW?

You can still experience sunburn when it is cloudy, UV can travel through cloud.

UV RAYS

Sunlight gives off different types of rays:

- Visible light which we can see.
- Invisible infrared radiation which makes our skin feel warm.
- Ultraviolet radiation which cannot be felt or seen.

It is the ultraviolet radiation that can damage your skin. The UV rays will penetrate deep into

Be skin **MAG**nificent!

M Make sure you always wear **sun cream**, so you don't burn your skin.

A Always **cover up** with a t-shirt, hat and sunglasses.

G Give yourself sometime in the **shade** between 11 and 3, when the sun is at its strongest.



SUN SAFETY ADVICE

SUN CREAM

Sun cream is a vital ingredient to staying safe in the sun. We advise that sun cream is worn by both adults and children when they are outside in the sun, even when it is cloudy.


Children's skin is much more sensitive than adult skin. Children under six months should always be kept out of direct strong sunlight.



When buying sunscreen, the label should have:

- the letters "UVA" in a circle logo and / or at least four-star UVA protection
- a sun protection factor (SPF) of at least 30 to protect against UVB

You must **make sure the sunscreen is not past its expiry date**. (Most sunscreens have an average shelf life of 6 to 12 months so it's important to check this. Some sun protection have a use by date of 24 months so are a great choice for value. Always look for a small 'open pot' symbol on the back of products that will

tell you)  24M for example this one shows that the product will be fine to use for 24 months after it's been opened.

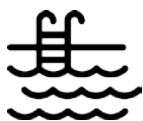
Sun cream should be applied to all areas not protected by clothing, such as the face, back of neck, ears, feet and backs of hands.

SWIMMING & SUNSCREEN

Water washes sunscreen off, and the cooling effect of the water can make you think you're not getting burned. Water also reflects ultraviolet (UV) rays, increasing your exposure.

Water-resistant sunscreen is needed if sweating or contact with water is likely.

Sunscreen should be reapplied straight after you've been in water – even if it's "water-resistant" – and after towel drying, sweating or when it may have rubbed off.



SUNGLASSES & PROTECTIVE CLOTHING



It is important to keep our eyes protected from the sun. A day at the beach without proper eye protection can cause a temporary but painful burn to the surface of the eye, similar to sunburn. It is also important to remember to avoid looking directly at the sun, as this can cause permanent eye damage.

Other clothing items can provide sun protection, such as:

- a wide-brimmed hat that shades the face, neck and ears.
- a long-sleeved top.
- trousers or long skirts in close-weave fabrics that do not allow sunlight through.

TIME OF DAY

The sun is at its strongest between 11am and 3pm. It is advised that you should stay out of the sun between these times, and try to play in the shade, for example under a tree, or under a sun umbrella.



WATER

Stay hydrated! It is important that you drink plenty of water when you spend time in the sun. Not drinking enough can cause dizziness, headaches and tiredness.



CAUTION

While every effort has been made to ensure this information is correct, we advise you to speak to your own doctor about any questions you may have regarding sun safety.

LESSON 3 – THE POWER OF ADVERTISING

LEARNING OUTCOMES

- To understand the Apprentice Competition.
- To understand the purpose of advertising and why we use it.
- To be able to identify key features of an advertising campaign.

You will need:

- > [Video 1 - Welcome to The Apprentice](#)
- > [Video 3 – Power of Advertising?](#)
- > [Advertising examples](#)
- > [Student workbook - Worksheet 3](#)

STARTER

Watch [Video 1](#) again (this can be revisited throughout the project).

In groups, use dictionaries to look up the word 'advertisement' and ask pupils to write a simple definition.

Display the dictionary definition on the board and discuss. Example definition: "An advertisement is a paid message that tells you something you need to know, persuades you to buy a product, or puts forward a point of view". Compare the definition with the children's version/s.

Collect and show examples of advertisements and ask pupils to identify their purpose/message.

LESSON

Watch [Video 3](#).

Encourage pupils to guess how many adverts they have seen so far today. Discuss where they have seen adverts, e.g. bus stop, on the tram, on the news/newspaper, radio, YouTube, TV, on the way to school etc.

Study some examples of advertising in different forms (posters, TV, radio and the internet) Discuss the features that they have:

- Is there a logo?
- Colour scheme
- Font – style – size

- Explore the use of language to catch the viewers' attention and to be persuasive – rhetorical questions, alliteration, onomatopoeia

The teacher support notes will help you identify key features that your pupils should be encouraged to use on their final poster.

ACTIVITY

In groups, ask the pupils to review the 4 adverts on [Worksheet 3](#) (larger versions available in workbook) Ask the groups to identify what the purpose of the advert is, how it made them feel and write a list of features on the worksheet.

EVALUATION

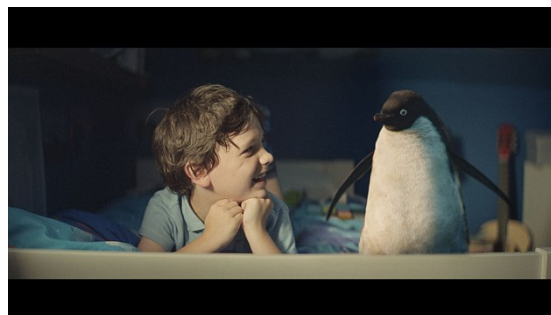
Discuss each groups findings at the end. Which campaign do they feel is the most effective? Have they learnt any techniques to use on their advert?

DIFFERENT MEDIA EXAMPLES

- Broadcast; television, radio, cinema
- Print; newspapers, magazines, leaflets
- Online; social media, ad banners, emails
- Outdoor; billboards, bus/transport wraps, clean graffiti.



Cadbury's Crunchie. Tram wrap advertising.



John Lewis. TV Christmas Commercial.

LESSON 3 – THE POWER OF ADVERTISING

INTRODUCTION

One of the ways that businesses get their message across is through advertising. You will see adverts every day in newspapers, magazines, on the internet, TV or radio. A good advert should persuade us to do something, or persuade us to buy a product.

ACTIVITY

1. In your groups, discuss how adverts make you want to buy different products or services.
 - What do you think makes a good advert?
 - How do good adverts make you feel?
 - Which kinds do you prefer (e.g. funny, cool, animated)? Why?
 - Do you like adverts that give you a lot of information?
 - What makes you trust a product or service in an advert?
2. Now look at the adverts below. Discuss in your group what you like/dislike about each.



LESSON 3 – THE POWER OF ADVERTISING

3. Write down how each advert makes you feel, what the advert is trying to tell you, what you like/dislike and identify the key features.
Would you listen to these adverts?

Pedigree.

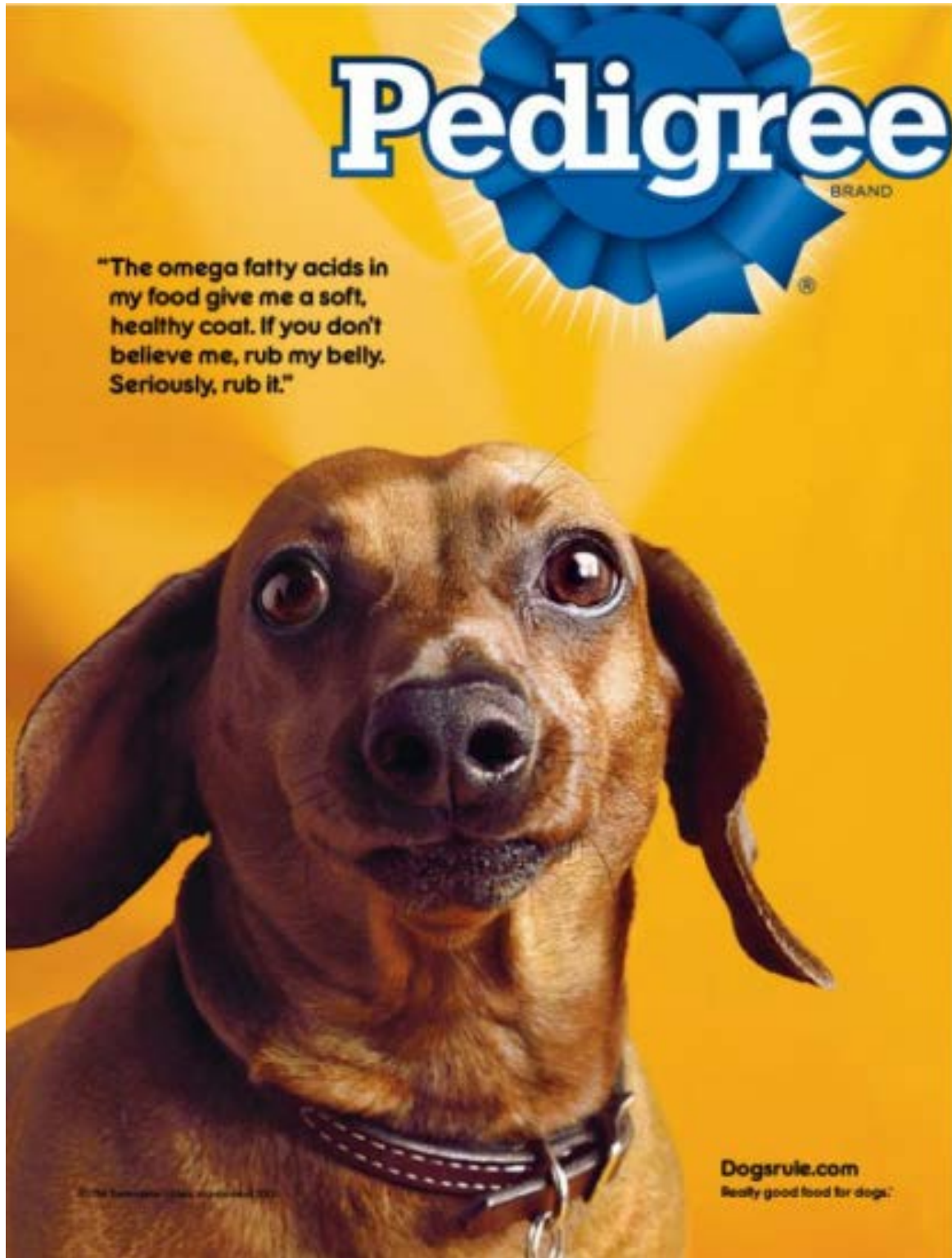
Cancer Research UK:

Aqua fresh toothpaste:

Dr Oetker.

All product names and adverts used are trademarks of their respective owners, which are in no way associated or affiliated with Manchester Airports Group. These trademarks are used solely to identify and observe adverts that are already part of the public domain.

LESSON 3 – THE POWER OF ADVERTISING



LESSON 3 – THE POWER OF ADVERTISING



LESSON 3 – THE POWER OF ADVERTISING



SKIN CANCER
DON'T GET
CAUGHT
OUT

Be **SunSmart**.

Protect yourself
from sunburn

sunsmart.org.uk

CANCER RESEARCH UK

LESSON 3 – THE POWER OF ADVERTISING



LESSON 4 – KNOW YOUR TARGET AUDIENCE

LEARNING OUTCOMES

- To understand the target audience at the airport.
- To understand the dangers from sun exposure across the world including the UK.

You will need:

- > [World Map \(PDF\)](#)
- > [Video 4 – Know your Target Audience](#)
- > [Student workbook - Worksheet 4](#)

For this lesson, you will need our new, free Geography resource open on your interactive whiteboard. This can be found on our education website;

www.manchesterairport.co.uk/education

STARTER

Have any of the class flown from Manchester Airport before? Where? Let each student find the country on the map. Encourage the pupils to explain to the class what the weather was like and what they did to stay safe in the sun.

LESSON

Explain to the children that their advertising campaign will be displayed at the airport in the summer holidays.

Explain the definition for 'target audience'

'A specific group of people to which advertising is directed at'

Can they guess what type of people use the airport in the summer holidays? (target audience) Who will see their posters if they win the competition?

Explain that a good marketing campaign adapts its message and campaign to attract their target audience.

Watch video 4.

ACTIVITY

Show your class the pie chart, displaying our most popular flights in the summer holidays. Discuss which is the most popular.

Whilst working in their groups, children will research the countries on the popular destination chart [Worksheet 4](#). You may want to use www.manchesterairport.co.uk/destinations-and-guides/a-z-list-of-destinations/ to help with this.

Using worksheet 4, create small fact files about some of the countries, including how hot is it in the summer, do the locals have any customs e.g siestas, covering up in the dessert, shaded buildings? And any other fun facts that they have found.

EVALUATION

Ask the children if they have found out what all of the countries have in common (eg temperature/weather).

This will give the children market research about our summer passengers (their target audience).

Ask the children what advice do they think these passengers need before they go on holiday?

Using these results, ask each group to pick a message or several messages for their advertising campaign.

ADDITIONAL ACTIVITY

Can your pupils find any interesting facts about their chosen countries?

Can they create a travel report or fact file for this country?

You may wish to use our interactive Geography resource, worksheets and lesson plan for this activity. Available at:
www.manchesterairport.co.uk/education



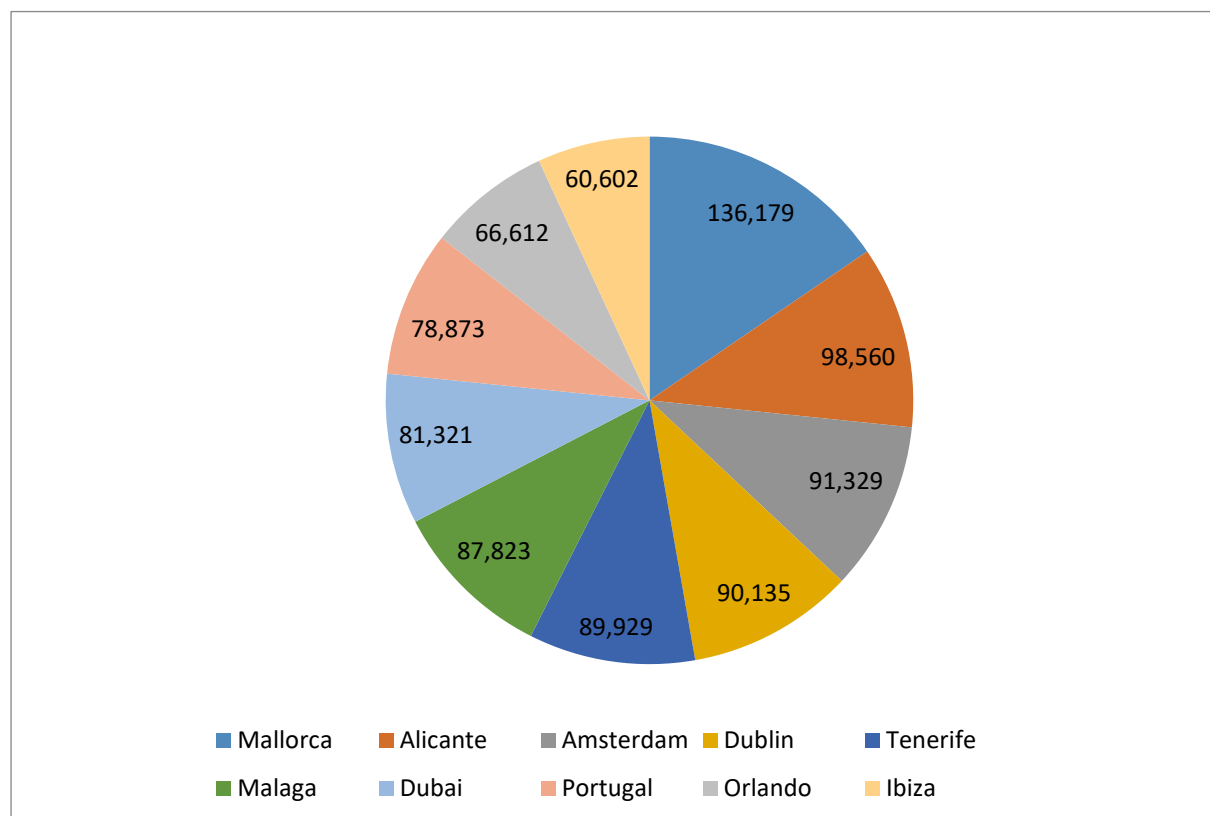
LESSON 4 – KNOW YOUR TARGET AUDIENCE

Your advertising campaign will be seen by the 25 million passengers that travel through Manchester Airport every year. Before you design your campaign, you need to find out what type of people travel through our airport and where they fly to in the summer. This is called market research.

Below is a graph showing 10 of our popular summer destinations.

Can you research how hot these countries are in the summer? Do the locals have any customs e.g siestas, covering up in the dessert, shaded buildings? Write your answers on the next worksheet.

TOP 10 SUMMER DESTINATIONS



LESSON 4 – KNOW YOUR TARGET AUDIENCE

Country name:

Country name:

Country name:

Country name:

Country name:

Country name:

LESSON 5 – CREATING THE PERFECT POSTER

LEARNING OUTCOMES

- To plan and draft a poster drawing on research and initial ideas.
- Can write for a purpose and for a particular audience.
- Can select appropriate vocabulary and recognise how such choices can change and enhance meaning.
- Demonstrate an understanding of informative writing techniques.

You will need:

- > [Creating a perfect poster - Video 5](#)
- > [Student workbook - Worksheet 5](#)
- > [Poster examples](#)

We suggest that this lesson is run over 2/3 sessions.

STARTER

Watch [Video 5](#). This will explain exactly what the airport bosses are looking for in your class's poster entry.

Recap the learning from lesson 3. What key features make each advert memorable? Use examples to secure learning.

LESSON

Go through the 'how to make a good poster' notes.

Ask each group to plan their poster using the planning sheet. Make sure that all of the boxes are filled, as this will help each group include what the bosses are looking for.

ACTIVITY

Each group will begin to design their poster using the key skills that they have learnt in lesson 3. You may want to ask the group to split into pairs, each working on a different element. For example one group could work on the text and the other on the imagery.

Throughout the session encourage the pupils to refer back to their plan, which will assist the pupils throughout the design process.

Pupils may use any medium to create their poster/images.

However we would advise using a computer to make the final poster. You may scan in hand drawn images. However please be aware of copyrighted images.

The poster must be A3 in size, have a key message, images (hand drawn or digital) and be in colour. Please use supporting notes for further requirements. This can be shared with the children.

Once each group has completed the first draft of their poster, present them to the whole class and ask them to provide feedback about each one. Encourage the class to keep comments productive, and to advise the groups how they can improve.

Using the feedback provided to them, ask the children to edit their posters and create their final poster.

EVALUATION

Poster sessions are a great way to ask students to share their knowledge about a topic.

Ask the group to share their ideas, and to explain what message they are communicating through their poster. Don't forget to ask why their message is important.



WHAT MAKES A GOOD POSTER?

BE ORIGINAL

Something eye catching that makes the public want to stop and read it. (Colour, pictures, drawings, unusual shapes etc)

HEADLINE

Short

Eye catching

Large font

SUB HEADLINE

Explains more detail but is still brief and to the point

CALL TO ACTION

What do you want the audience to do after seeing the poster? Make the call to action stand out.

SIMPLE

Put one or two basic points on the poster.

ORGANISED

Make your points easy to read and follow.

EASY TO READ

If using more than 5-6 words, use capital and lower case letters rather than only capitals. Capital letters should be used for emphasis or to attract attention.

Plain, simple letters are more readable than fancy letters.

Think about your text and background color. Can you read the words easily from a distance?

SPACED

Space areas between letters adequately. Use 1 ½ letter width between words and 3 letter widths between sentences. Margins should be larger on the bottom and equal on the other 3 sides.

COLOURFUL

Use color for emphasis, variety, and to get and hold attention. But use colors sparingly.



IMAGERY

Clean

Related to the topic - show the key message

Eye catching

Bright and colourful

Less is more

LOGO

Every poster must include the Manchester Airport Logo. (jpg available on www.manchesterairport.co.uk/education/the-apprentice)

You may want to include your schools logo too.

ACCURATE

Spelling and all information should be correct.

PREPARE

Plan ahead and use the planning sheet.



WORK TOGETHER AND COMMUNICATE

USEFUL WEBSITES & RESOURCES

www.airportmedia.com/resources/

Visual examples of airport advertising

CAMPAIGN PLAN

Our message

Our target market

Information that needs to be really clear

Questions to hook reader in

Slogan

Font size/colour/image

Images

Powerful adjectives I could use

What other methods can you use to persuade your reader to stay safe?

LESSON PLAN 6 – CREATING THE PERFECT RADIO AD

LEARNING OUTCOMES

- Adapt, create and sustain a role.
- Use their voices expressively and creatively.
- Demonstrate an understanding of persuasive techniques and other advertising strategies, e.g. language, slogan, vocabulary.
- Devise a script for a specific audience.
- Write and perform a radio advert.

You will need:

- > [Worksheet 6 \(PDF\)](#)
- > [Teacher Notes 6 \(PDF\)](#)
- > [Competition Marking Matrix](#)

STARTER

You may want your pupils to practise using their voices expressively and creatively.

Tell a familiar story, or read a popular book using several expressive voices.

Ask the pupils to do the same activity, using their best voices and expressions.

Discuss how using expressive voices changed and improved the story.

LESSON

Listen to some radio adverts on [YouTube](#), or switch on the [radio](#) in your classroom.

www.youtube.com/watch?v=RLvBRCyNHJs

www.youtube.com/watch?v=yRODqCQqBjw

Can the students identify any features or similarities? Are they short or long? How are they speaking? Do they use background music or sounds? Are they serious, or do they use humour? What message are they communicating? What instruments do they use? Who listens to the radio? Where can you listen to it?

ACTIVITY

Use [teacher notes 6](#) and marking matrix to discuss with your class the key features of a good radio advert. This is what the bosses will be looking for when they are marking your entry.

Pupils will then start to plan, write and perform a radio advert/jingle as a group.

When developing the jingle they will explore ways of performing the words and apply expression to help communicate their message.

Pupils may also select instruments appropriate for a radio audience and experiment. They may even want to recreate holiday sounds.

EVALUATION

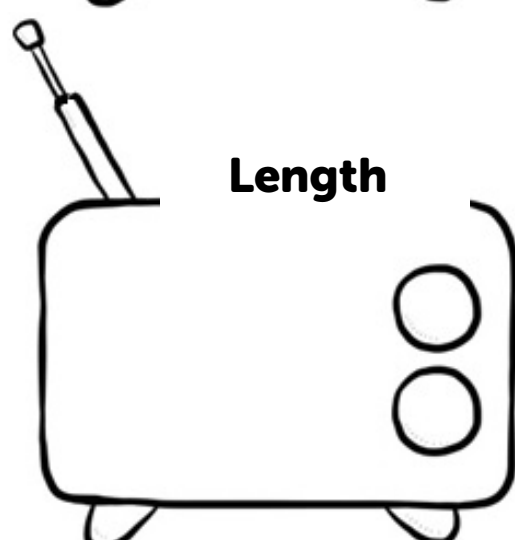
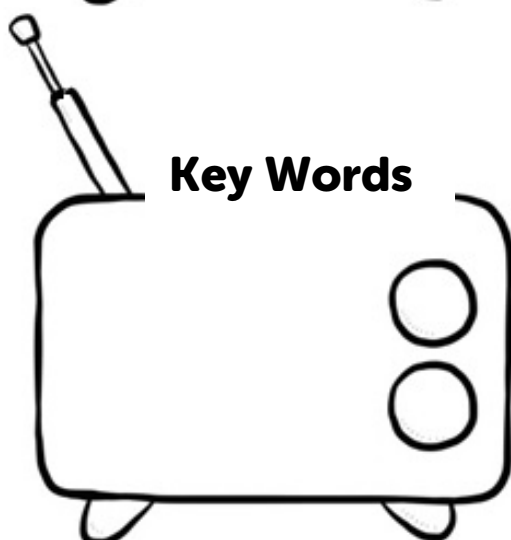
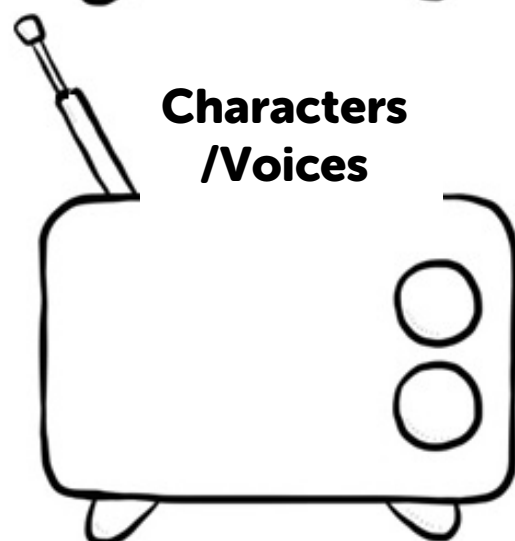
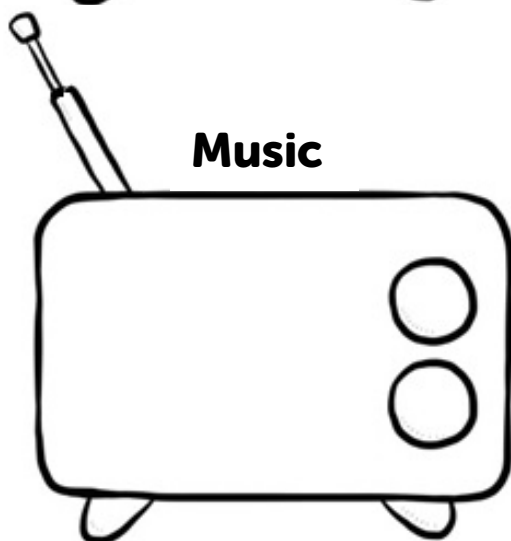
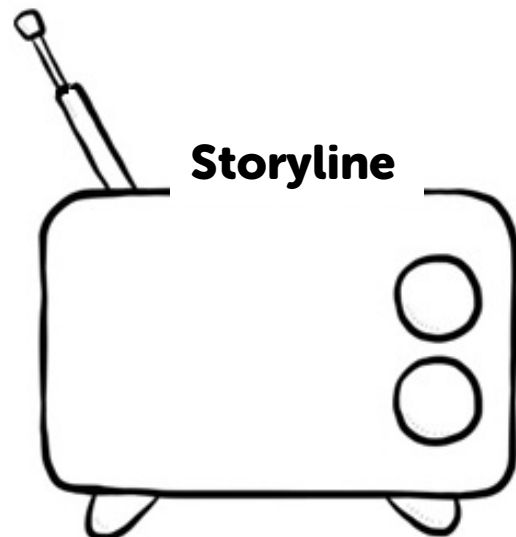
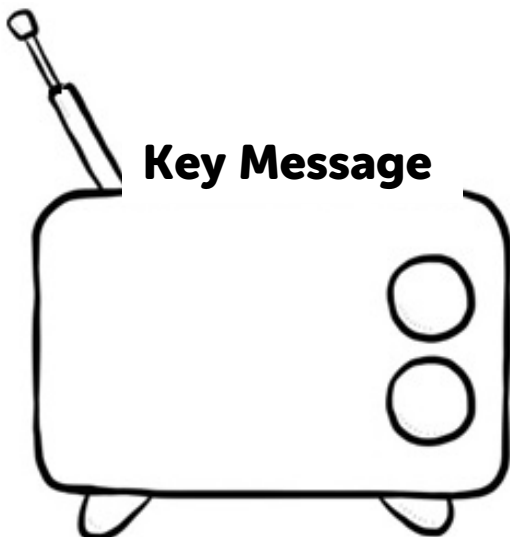
Allow each group to perform their finished radio advert to the class.

Encourage the rest of the class to provide each group with constructive criticism, positive feedback and ways to improve.

Once complete, record each groups radio advert on an ipad or similar recording device.
(a memory stick will be provided to enter the adverts into the competition)



LESSON PLAN 6 – CREATING THE PERFECT RADIO AD



LESSON PLAN 6 – CREATING THE PERFECT RADIO AD

CAST LIST:

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Hint :

Include colons after characters names:

Use brackets () to advise your character how they must say their lines

Remember punctuation ... !!! ??? ...



SCRIPT:

Character	Dialogue

Thanks to Global Radio for their assistance with this module.

LESSON PLAN 6 – CREATING THE PERFECT RADIO AD

[illegible]

WHAT MAKES A GOOD RADIO ADVERT?

PREPARE

Plan ahead, using the planning sheet.



WORK TOGETHER AND COMMUNICATE

Ad – Mixture of voice and music that promotes a product, idea or event.

DID YOU KNOW?

The youngest radio presenter is Kimberley Perez (b. 20 February 1998) who hosts a radio show every Saturday in America. She started when she was 5 years old. She began radio presenting by accidentally broadcasting on the air, aged 4!

ORIGINAL

Something that will catch the public's attention when they hear it on the radio.

SIMPLE

What is your key message?

Make sure your script should be clear and simple.

GETTING YOUR AUDIENCE LISTENING

Funny, serious, musical, personal?

LENGTH

Think about length. Radio adverts should only be short. Your advert should run no longer than 30 seconds.

MUSIC

SFX (sound effects)

Do you need SFX? What pictures are you trying to paint in the listener's mind?

Do you need any music or instruments? How do you want the listener to feel? Does the music reflect that?

Make sure that your music is not copyrighted. For music that is not copyrighted you may want to visit websites like;
www.bensound.com/

VOICES

Do you have a storyline? If so what characters do you have? How do they speak?



PRACTISE, PRACTISE, PRACTISE!

EVALUATE

Ask your classmates to listen to your advert. Ask them for their honest advice. What do they like and what you can improve on?

DID YOU KNOW?

In 1922, New York's radio station, WEAJ broadcast the first, paid radio advert. It was to advertise a new block of apartments.

PITCHING YOUR CAMPAIGN

Watch Video 7

INTRODUCTIONS

Make sure you introduce yourselves; your school, your names, your team name and the role you played in the competition.

Give each boss a copy of your poster and any other materials that you have, to support your competition entry.

You may use a power point presentation to help you.

DID YOU KNOW?

Steve Jobs (Founder of Apple) used to spend 2 days preparing for his presentations and product launches!

KEEP IT SIMPLE

As you prepare for your presentation, you need to bear in mind what the audience needs and wants to know.

- 1. How did you work as a team?**
Who played what role?
- 2. What is your key message?**
Why is this message important?
- 3. Did you do any research?**
- 4. Who is your target audience?**
- 5. How did you create your poster and radio advert, and why did you make these choices?**

START STRONG

The beginning of your presentation is crucial. Grab your audience's attention and hold it.

CONNECT WITH YOUR AUDIENCE

It is hard to be relaxed when you are nervous. The best way to connect with your audience is to.... **SHOW YOUR PASSION** Show the bosses that you are passionate about the project and that you are proud of your work.

BE HONEST

If something was difficult, tell us. If something went wrong, tell us. If you enjoyed something, tell us.

SMILE AND MAKE EYE CONTACT WITH YOUR AUDIENCE.

This builds rapport, which helps the audience to connect with you and your subject. It also helps you feel less nervous, because you are talking to individuals, not to a great mass of unknown people.

PRACTISE, PRACTISE, PRACTISE!

YOUR PRESENTATION MUST LAST NO MORE THAN 5 MINUTES.



AT THE END, ASK ANY QUESTIONS THAT THE BOSSES HAVE.