

Y6 Project Pack Theme Park Lesson 1

Resources Needed:

Presentation

First Draft Plan Activity Sheet - 1 per group (possibly enlarged onto A3)

Building Cost Budget Activity Sheet - 1 per group (enlarged onto A3)

You may want to have computers or tablets available for Internet research

Calculators are optional

During this project, pupils will:

- develop their problem-solving and creative thinking skills;
- make decisions and choices;
- strengthen their ability to work collaboratively within a team;
- use a range of mathematical and literacy skills;
- have fun!

Lesson 1 Teaching Sequence:

1. Introduction

Introduce the 'brief' to the class: In groups of 4: you and your business partners have bought a plot of land (measuring approximately 1km²). You have recently been granted planning permission to build a theme park as the local council feel the attraction would bring income and jobs within the local area. You have been granted a substantial business loan of £5 million for building and start-up costs. Give each group a copy of the **First Draft Plan Activity Sheet** and **Building Cost Budget**. They'll need to work together to start to plan out their park and label on their initial ideas for names and areas. Reiterate the main rules:

- Their park needs three distinct areas.
- Each square on their map represents 50m². Different rides, amenities and attractions take up different areas (but all need a 50m perimeter around them for health and safety reasons).
- There legally must be certain amenities within the theme park.
- Every area not filled must be paved (at a cost of £500 for every 50m².)

This may also be a good opportunity to get children to use the Internet to research other theme parks / names / themes etc.

2. First Draft Plan: Costs

Go through the slides describing the costs and build areas needed for all the potential rides, amenities and attractions that they can choose to build on their park.

Discuss the term 'budget' and how their build cost budget will be £4 million. If they under-spend, the money can be carried over to towards their launch and marketing costs.

3. First Draft Planning/Build Cost Budget

The children need to work as a team of business partners to add rides, amenities and attractions to their draft plan. Using the key, they should draw on and colour-code their chosen items. Any ideas for names of areas or rides can also be jotted onto the sheet.

As they make decisions, they should create a tally of how many of each type of ride, amenity or attraction they are adding to their plan on their budget sheet. Encourage the children to have a constant eye to their overall spend so that they don't go over budget.

Make sure the children remember about the fixed costs of toilet blocks, eating establishments, a first aid block, entrance turnstile, benches, bins and paving.

Get the children to total up their overall spending (with calculators if you prefer) and make a note of any under-spend they may have.

4. Reflection

Get the children to reflect on their thinking and decision-making:

- Have you decided on a name? A theme? A main target market?
- Do you have themed areas to your park?
- How much have you spent on build costs?
- Where have you placed the toilet blocks? First-aid block? Eating establishments? Benches? Why?

Y6 Project Pack Theme Park Lesson 2

Resources Needed:

Presentation

Brochure Template - 4 per group (possibly enlarged onto A3 to allow for group work). To create a front cover and a page for each theme park area. These are optional - blank A4 or A3 sheets could be used to allow more freedom.

Groups will also need their **First Draft Plan Activity Sheets** and **Build Budget Activity Sheets** from Lesson 1.

For each group, a collection of maps/brochures from existing theme parks (which can often be downloaded from theme park websites) such as: [Alton Towers](#), [Thorpe Park](#) and [Riverside Park](#).

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- have fun!

Lesson 2 Teaching Sequence:

1. Introduction

Introduce the brochure task: Working within the same groups of 4 as the previous lesson, pupils discuss:

- What will need to go into our brochure?
- How should it be written and illustrated?
- What will a successful brochure do?

Go through the success criteria of a successful brochure. Allow groups time to look through existing examples of theme park brochures and maps. What do they notice? What elements of each would they like to include in their own brochure?

2. Brochure Contents

Go through the example slides which discuss:

- The front cover - what information is included? What persuasive features have been used?
- Themed areas - what are each of your themed areas called? Look at some examples- discuss persuasive features used.
- Rides/attractions - discuss name choices for some of their main rides and attractions (they do not have to include details of every ride that they have decided to put in their park). Do children want to introduce a ratings system for each ride (thrill rating, rider suitability, etc.)?
- Food outlets - how should these be detailed in the brochure? Where on the park have they placed their outlets and why?

3. Creating Brochures

The children need to work as a team of business partners to create four pages to their theme park brochures. The **Brochure Template** sheets can be used or children can make their own choices about layout on plain A4 or A3 paper.

Children should write, illustrate, and add persuasive features as a team. Let the children decide on who takes on which role within the group task. Is everybody working to their strengths? Is everybody collaborating to the task and the decisions being made?

4. Reflection

Get the children to share their completed brochures to the class: Have they met the criteria for a successful brochure?

Have you created a successful brochure. Does your brochure:

- inform customers (and potential customers if they are looking at it on the website) what is available to do whilst visiting?
- give details of the rides, attractions and food outlets in each of your three park areas?
- have an element of persuasion? If potential customers see it on the Internet, will they be persuaded to visit? Are you persuading customers to go on certain rides or visit a particular food outlet?
- look bright, colourful and easy-to-read?

Y6 Project Pack Theme Park Lesson 3

Resources Needed:

Presentation

Running Costs Activity Sheet - (possibly enlarged onto A3 to allow for group work).

Groups will also need their **First Draft Plan Activity Sheets** and **Build Budget Activity Sheets** from Lesson 1.

Calculators are optional.

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- strengthen their ability to work collaboratively within a team;
- use a range of mathematical and literacy skills;
- have fun!

Lesson 3 Teaching Sequence:

1. Introduction

Introduce the Running Your Theme Park task: Working within the same groups of 4 as the previous lesson, can pupils discuss:

- What costs will the theme park incur on a daily basis? Why?

Go through their ideas and then the list of running costs.

- **Staffing - paying people to work at the park:** Who might this include? Can the children recognise different workers will need to be employed - staff to operate the rides? Maintenance staff? Cleaning staff? Staff to work in their food outlets? First-aiders for the first aid booth? Workers to work on ticket booth and be in charge of taking payments from the customers.
- **Maintenance Costs:** paying to keep all the rides and attractions safe and functional.
- **Electricity:** paying to power your rides, attractions and amenities.
- **Stock for Food Outlets:** paying for the ingredients to make the food that you will sell.
- **Liability Insurance:** paying an insurance premium in case anyone gets hurt or injured whilst working at or visiting the theme park. Discuss the concept of liability insurance with the children and why this will potentially be a big outgoing cost for a business like a theme park where accidents may occur.

2. Running Costs Explained

Explain to the children that they need to budget for at least two weeks of operating costs out of their business loan. After this time, hopefully their business will become profitable and cover its own costs.

Show the children the information table of running costs. Discuss the reasons for the charges and why they are essential costs that they must budget for.

3. Creating an Estimate of Running Costs

The children need to work as a team of business partners to create a running cost estimate for their park. Working on the **Running Costs activity sheet**, children need to calculate the running cost for each ride/amenity or attraction. Add on other running costs associated with the operation of the theme park and then calculate an overall total.

Can they then create a running cost for the first two weeks of operation? Calculators are optional for this task.

Children may realise that their park needs to be re-thought if their running costs are too expensive. Money should still be left over for marketing costs.

4. Reflection

How do their running cost estimates look? Discuss...

- How much of your remaining business loan budget will be needed over the first two weeks of operation?
- What is your biggest outgoing expense? Why?
- Do you need to reconsider the rides and attractions that you are building on your park?
- How many much is left to market your new business venture?

Challenge Question: What would be your running costs for a whole year?

Y6 Project Pack Theme Park Lesson 4

Resources Needed:

Presentation

Working Out Entrance Fees Activity Sheet - (possibly enlarged onto A3 to allow for group work).

Groups will also need completed sheets from previous lessons.

Calculators are optional.

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- develop their problem-solving and creative thinking skills;
- make decisions and choices;
- strengthen their ability to work collaboratively within a team;
- use a range of mathematical and literacy skills;
- have fun!

Lesson 4 Teaching Sequence:

1. Introduction

Introduce task: pupils will work within the same groups of 4 as the previous lessons. Discuss the term 'pricing structure' - how much the theme park is going to charge each of its customers. Who is their target market? Just adults? Mainly families? Younger children?

2. Working Out an Estimated Daily Running Cost

What did children work out to be their weekly running cost? How could they use that figure to work out a daily running cost? (Divide by 7. You may want to discuss how weekends are likely to be much busier (especially for family-orientated parks) but to make our calculations simpler we'll just create a daily average.) Discuss the decisions that they will need to be made:

- Will you have one fixed price for everyone?
- Will children go in to the park at a cheaper rate? At what age will a child be classed as an adult?

Give out the **Working Out Entrance Fees Activity Sheets** to each group. Let the children work out their estimated daily running costs (calculators optional).

3. Working Out Entrance Fees

Tell the children that after researching similar theme parks, we predict that for their first few weeks of trading a sensible estimate for their number of average daily visitors would be 750 people. They need to work out how much each potential customer needs to pay to just cover their running costs (daily running cost 750). So do they just charge their customers this price? **No! Your business needs to make a profit!**

Discuss the term '**profit margin**'. What is a fair price to charge that will give a good profit but not put people off visiting? Show the children some prices from other theme parks and discuss their competitors' prices. Who do you think are their target customers? How do you know?

Children need to have a business discussion with their partners - how many of the 750 potential customers will be adults and how many children? *This will depend on their target market.* Mark this on their sheet. Now children can complete the sheets to work out potential profits for three different pricing structures. Remind them not to get too greedy by making their profit margin so wide that it puts off customers from visiting or returning (if they don't get good value for money on their initial visit).

They may need the term '**revenue**' defining- the amount of money they would take in entrance fees from visiting customers in total. They should work as a team to calculate potential profits for all three scenarios before deciding on an entrance fee pricing structure for both adults and children.

4. Reflection

What have each group decided will be their entrance fees for children and adults?

- What is the target market for your theme park?
- How many adults and children do you predict will visit each day?
- What are you going to charge adults and children to enter?
- What daily profit will this give you?
- Is this a realistic amount to charge? Is it too greedy? How does it compare to your competitors' prices? (You may have to look back at Competitors' Prices slide on presentation).

Y6 Project Pack Theme Park Lesson 5

Resources Needed:

Presentation

Marketing Budget Activity Sheet - (possibly enlarged onto A3 to allow for group work).

Advertisement Writing Frames - as required

Groups will also need completed sheets from previous lessons.

Calculators are optional.

During this project, pupils will:

- develop their problem-solving and creative thinking skills;
- make decisions and choices;
- strengthen their ability to work collaboratively within a team;
- use a range of mathematical and literacy skills;
- have fun!

Lesson 5 Teaching Sequence:

1. Introduction

Introduce task: pupils will work within the same groups of 4 as the previous lessons. Discuss the term 'marketing' - trying to convince a target market that they need to buy a product or service (obviously in this case - they need to visit their theme park). Marketing can involve research, pricing strategies, identifying target markets and ultimately advertising - so customers are aware of their product or service.

The amount they can spend on advertising will depend on the amount of money left from their original business loan.

Give out the **Marketing Budget Activity Sheets**. Can they use the information from their previous sheets to complete this calculation?

£5,000,000 – (your building costs + two weeks of running costs) = your marketing budget

2. Advertising Methods

Can children think of the ways that products and services are advertised? Invite suggestions before showing them the list of advertising methods:

- Print - Advertisement within a newspaper or magazine
- Billboards - Poster campaign
- Radio - Advertisement either on local stations or on a nationwide radio station
- Television - Advertisement on a specific channel or at a certain time of day
- Internet - Advertisement 'pop-up' on a popular social media site or an advertising web banner on a search engine (both with a link to a website)

Go through each advertising method in turn and discuss the options for each, and the pros and cons. The presentation slides also discuss what content they will need to produce within their group based on their chosen advertising methods. Dependent on their budget (and also your own time constraints), the groups can choose as many different advertisement methods as they wish as long as they remain within budget. (The methods they choose will link to actual customer numbers within the next lesson.) Their choices and expected advertising budget spend should be recorded on their sheets, as well as the reasoning behind their business choices.

3. Features of Advertisements

All the advert content will be slightly different (depending on their chosen methods) but will generally contain some common persuasive features. What do advertisements need to have in them?

Go over the main features of advertisements /persuasive writing, discussing examples and ideas as a class. These will probably include:

- Imperative (bossy) verbs, e.g. Visit us today! Come for the day out of a lifetime!
- Key product information, e.g. Just off Junction 33 of the M1. Follow the signposts. www.adrenalineworld.co.uk. Open every day from 10am-6pm. Prices start from just £15, etc.
- Slogan or catchy jingle, e.g. Adrenalin World: Come and feel the rush!
'If you like your insides turned upside down, come try the rides at Crazytown!'
- Rhetorical questions, e.g. Are you brave enough? Do you want to bring your family on the day out of a lifetime?
- If a visual advertisement, must be colourful, bold and eye-catching.
- Exaggerated language, e.g. breath-taking, gut-wrenching, phenomenal

4. Producing Advertisements

Give out the relevant [Advertisement Writing Frames](#) to each group. Children work together as a team to create persuasive adverts, scripts, posters etc. Allow the children to work collaboratively, making their own decisions on how the task should be split between them based on their own individual strengths and weaknesses.

5. Flash Task (an optional extra task)

Tell the class they have the opportunity to create some free publicity within Mega Drop; the worldwide magazine publication for rollercoaster enthusiasts. They have been asked to create a review for what they consider to be the most thrilling ride in their theme park.

Give out the example [Zero Gravity Magazine Review](#) to each group. Get the children to read the article and pick out the features it includes (i.e. ambitious adjectives, quotes, technical vocabulary specific to the rollercoaster, etc).

Get the children to create their own review of a rollercoaster from their theme park (on [Magazine Review Templates](#)) as though they were Mega Drop magazine reviewers.

6. Reflection

Look at/performance adverts from each business group as a whole class.

- What persuasive features do they contain?
- Will it encourage target customers to visit?
- Does their advert contain enough key information specific to your theme park?
- Who thinks they have a good example of a ...
 - rhetorical question?
 - exaggerated adjective?
 - imperative verb?
 - catchy jingle or memorable slogan?

Y6 Project Pack Theme Park Lesson 6

Resources Needed:

Presentation

Annual Profits Activity Sheet - (possibly enlarged onto A3 to allow for group work).

Groups will also need completed sheets from previous lessons.

Calculators.

During this project, pupils will:

- develop their problem-solving and creative thinking skills;
- make decisions and choices;
- strengthen their ability to work collaboratively within a team;
- use a range of mathematical and literacy skills;
- have fun!

Lesson 6 Teaching Sequence:

1. Introduction

Introduce task: pupils will work within the same groups of 4 as the previous lessons. Their theme park has now been open for 12 months, it's time to work out their profits (hopefully not losses!). Discuss the term 'customer footfall' - the number of customers who have come through the gates of their theme park on a daily, weekly or monthly basis.

2. Impact of Advertising on Customer Footfall

The decisions they made about types of advertising campaign made a difference to their customer footfall during their first month of trading. To work out how, they first need to remind themselves of their predicted daily numbers of adult and child customers, and how much they decided their entrance fees would be from their **Working Out Entrance Fees Activity Sheets** (from Lesson 4).

Give out their **Annual Profits Activity Sheets** so they can transfer this information onto the top of this sheet. They then need to use their maths skills (and probably calculators) to work out estimated weekly customer numbers, estimated weekly income and then estimated monthly income. All these figures should be added to their sheets.

Reveal how their advertising choices made an impact on their profit. They need to work out how their estimated first month's income increased and by what percentage,

e.g. If they did a national primetime TV campaign (+6% to customer income) and a local radio campaign (+1% to customer income), they would add 7% to their overall monthly income.

Get the groups to work out their percentage increase in their first month's income and then calculate an actual Month 1 income on their sheets.

3. Actual Month-on-Month Profits

For month 2, profits increased by 5% but they now need to take off a further two weeks of running costs from the profit figure. *This is because the business loan is no longer covering any of the running costs, and therefore running costs now need to be taken from their monthly income. We subtract only two weeks running costs as we already subtracted two weeks' worth of expenditure in the first month of trading.*

Explain to the groups that in Months 3 to 6 their profit continued to increase by 5% month on month. Can you think why that might be? Word of mouth, ongoing impact of advertising, repeat customers who enjoyed their visit.

Pupils need to add actual profits for Months 3 to 6 to their sheets (they can do this by calculating a 5% increase month on month).

Tell the groups that in Month 7, one of the most popular rides at another national theme park closes down. This has a tremendous impact on their sales. Why?

Pupils add Month 7 actual profits to their sheets (they do this by halving Month 6's profit).

For the rest of the year, profits slowly pick up at a slower rate of 2% month on month.

Pupils need to add actual profits for Months 8 to 12 (they can do this by calculating a 2% increase month on month).

4. Annual Profits

Get the children to total up their monthly profits to reach a final annual profit figure.

Can the children discuss these statements as a group and add their opinions to their sheets:

We were successful because...

5. Reflection

Who had the most profitable business within the first year?

- Why are they the most successful?
- Who was their target market?
- How did they advertise?
- What was their pricing structure?

Moving on...

At this point, the project can take on a life of its own, if you wish. Invite pupils to discuss ideas of what could happen next. Ask the children...

How could you continue on with this project?

Could you re-invest your profits and improve your theme park? How?