

## Clyde Waterfront Education curriculum resources

### Lesson/project idea

#### 'Transport'

<b>Title</b>  Promoting a public transport service along the Clyde	<b>Curricular area</b>  Social Studies	<b>Age group</b>  Upper Primary  <b>Time allocation</b>  Approx 14 hours
<b>Lesson/project focus</b>  <b>Lesson:</b> Transport services  <b>Project:</b> Devise a service to transport people along the Clyde and promote it	<b>Cross curricular links</b>  Expressive Arts Language	<b>Cross cutting themes</b>  Curriculum for Excellence; Enterprise in Education; Assessment is for Learning; ICT; Study Skills; Citizenship; Personal and Social Dev
<b>Short description</b>  Promote a new water transport service having researched possibilities, requirements and planning regulations.		
<b>Description</b>  Devise a water taxi service along the Clyde, incorporating various appropriate pick up/drop off points along the Clyde. Project will develop a knowledge and understanding of advertising and how to promote and market a new service to the general public.		
<b>Aims of learning</b> <ul style="list-style-type: none"> <li>• The pupils will be able to:</li> <li>• research the geography of the River Clyde and new developments</li> <li>• categorise developments into housing, leisure and industrial</li> <li>• devise a marketing campaign to attract potential users</li> </ul>		
<b>Outcomes of learning</b> <ul style="list-style-type: none"> <li>• Employability skills enhanced due to working on marketing techniques are researching, organising, communicating, planning, presenting and contributing</li> <li>• Confidence of working independently from teacher to develop their ideas</li> <li>• Pupils have developed Enterprise Skills identified as 4 capacities of CfE: <ul style="list-style-type: none"> <li>- confident individuals through working independently of teacher</li> <li>- successful learners because they have applied their learning to effectively market an idea</li> <li>- effective contributors by sharing ideas in groups</li> <li>- responsible citizens through considering the needs of others by providing a service</li> </ul> </li> </ul>		

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.clydeforum.org">http://www.clydeforum.org</a></li> <li>• <a href="http://www.firstgroup.com">http://www.firstgroup.com</a></li> <li>• <a href="http://www.glasgow.gov.uk">http://www.glasgow.gov.uk</a></li> <li>• Go for Enterprise Pack <a href="http://www.schoolsenterprise.co.uk">www.schoolsenterprise.co.uk</a></li> <li>• Determined to Succeed website</li> </ul>	<p><b>Resources for project</b></p> <ul style="list-style-type: none"> <li>• ICT – computer, video camera, I-movie,</li> <li>• Maps of the Clyde</li> <li>• Card, pens etc</li> </ul>
<p><b>Relevance to curriculum</b></p> <p>Supports 5-14 Environmental Studies, People in the Place  Relevance of how curriculum topic on structures is relevant to work and life and how this subject knowledge is put into practice in a real situation and career opportunities</p>	

## How to develop an *enterprising* lesson

### Developing confident individuals

#### How will you provide a *real* context for learning?

- Pupils put their learning into a real context by forming their own company and working within the context of an advertising agency in order to attract clientele
- Teams will replicate a real life situation by creativity and starring in a TV/Radio advert
- Make contact with local business and community groups who may use or provide the service
- Look at the jobs that are linked to this task in a real context e.g. advertisers, artists, film crew

### Developing responsible citizens

#### How will you give *responsibility* to pupils for their learning?

- Independent learning was demonstrated through research, reporting, coordinating and presenting
- Pupils took responsibility for this learning by initiating business links and community discussions
- Pupils made decisions about the allocation of role responsibility within the class and individual group
- Pupils had a choice about the size of the project to be marketed

### Developing effective contributors

#### How will you develop *relationships*?

- Pupils worked together to combine their research findings and agree upon a marketable service
- Pupils contribution and communication was shown by a willingness to engage in all aspects of the task

### Developing successful learners

#### How will you *reflect* on this learning?

- Reflect: time can be built in at specific stages of the project to review how groups are getting on and make changes if necessary e.g. deciding on route, type of advertising selected
- The impact of using this approach to learning was shown by observation and comparison of other advertising campaigns; feedback from audience

## Developing lifelong and employability skills

**How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?**

- Employers/business engagement
  - discussion with an advertiser about the role of advertisement in the success of a new service
- Local community
  - developments on the Clyde and in their local communities
- Families
  - were involved through discussions about the reality of impact of a new service

**Is there an opportunity to highlight career opportunities?**

- Involvement with advertisers, printers, marketing companies, etc
- Highlights the impact new services can have on the employment sector
- Career Advisors can also be asked to make an input to the lesson at any time

## Reviewing the process

**If this is a lesson idea, how could you involve other curricular areas?**

### **Social Studies**

Geography – routes, transport

### **Art and Design**

Drama – script writing and acting to make a TV Advert

Art – posters

Music – making of radio jingle

### **Languages**

Research, Functional Writing

Oral presentations and speaking through media

**Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?**

- Presentation to local community/local businesses
- Competition judged by the related businesses as above

## Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
3-4 hours	Route of the River Clyde	<p>Introduce lesson on the River Clyde by asking:</p> <ul style="list-style-type: none"> <li>• What were the original water taxi stops?</li> <li>• What are the highest populated residential areas along the Clyde?</li> <li>• What are the main riverside developments?</li> <li>• Where would appropriate housing, recreational, or leisure destinations be?</li> </ul>	<ol style="list-style-type: none"> <li>1. In groups using maps, internet etc pupils compile a list of riverside locations for their service</li> <li>2. Pupils create a pictorial representation of facts gathered</li> </ol>
1-2 hours	Visitor from advertising company	<ul style="list-style-type: none"> <li>• The teacher's role would be to prompt the pupils into thinking about the kind of information they need to establish from the advertiser to help with their campaign</li> </ul>	<ol style="list-style-type: none"> <li>1. To note take and prompt appropriate information from the interview</li> <li>2. To compile information into the necessary task roles</li> </ol>
1 hour	Preparing an advertising campaign	<ul style="list-style-type: none"> <li>• What ways are there to advertise?</li> <li>• What information do adverts need to provide?</li> <li>• Who would be your target audience?</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils research advertising campaigns for other transport services</li> <li>2. List important information these campaigns include about the service</li> <li>3. Clarify all important details they want to promote i.e. price, times, destinations</li> </ol>
5-6 hours	Undertaking their advertising campaign	<ul style="list-style-type: none"> <li>• Facilitate who is taking on what responsibility i.e. materials manager, quality checker, facilitator, recorder, time keeper and team rep</li> </ul>	<ol style="list-style-type: none"> <li>1. Pupils should plan out the steps required for their groups' selected style of advertising e.g. TV, newspaper, billboard, radio broadcast</li> </ol>

		<ul style="list-style-type: none"> <li>To remind the pupils of main points of challenge and oversee the allocation of resources and monitoring of group progress</li> </ul>	<p>2. Work as a team to carry out the necessary steps in order to create their desired advertisement</p>
1-2 hours	Presentations	<ul style="list-style-type: none"> <li>To ensure pupils are well prepared for audience</li> </ul>	<p>1. Pupils present their advertising campaign to their parents and invited guests</p> <p>2. Gather feedback from the audience on their ideas and their presentations</p> <p>3. Evaluate the results of their work – self, peer and teacher assessments</p>