

Lesson Objectives	<ol style="list-style-type: none">1. Decide how and when to survey potential customers.2. Work out a script including price to use during your survey.
Preparation	<p>Print one copy of the one-page worksheet in the lesson resources per student OR have your students use an exercise book to write down their answers.</p> <p>You will need an internet connection to log in and stream the video.</p> <p>Log into the members area and click on:</p> <ul style="list-style-type: none">• the 'Maker Kids Club' course, then• Module 'A – Ask your customer', then• '2. Survey Your Customers' under Lessons.
Delivery	Class-based lesson. Video, discussion and worksheet.
Time	50-60 minutes
Activity 1	<p>Watch video: Survey your customers (10 mins)</p> <p>This video asks you to prepare to survey your customers by asking them to buy your product or service. Note this is a request to actually buy, not a hypothetical 'would you buy'.</p>
Activity 2	<p>Class role play (15 mins)</p> <p>Approaching strangers can terrify students. We've found it's effective to role-play a variety of scenarios, including the worst case, with the class to help them mentally prepare for it.</p> <p>Select a volunteer from your class and privately explain to them that you'd like them to decline to purchase your prototype.</p> <p>For the class role play:</p> <ul style="list-style-type: none">• Approach your volunteer with your prototype (e.g. a pencil) and open with a request to ask them some questions, for example: <i>"Excuse me, could I ask you some questions?"</i> or <i>"Pardon me, do you have two minutes?"</i> or <i>"Hi! You look like someone who could use a pencil. Can I talk to you about this one?"</i>• Play along with your volunteer and ask them to buy your pencil for the price you've set, behaving in a manner in which you hope the students

would behave, for example:

- Being polite and respectful
- Smiling and using a calm tone of voice
- When you volunteer declines the sale, ask them why, for example:
“Okay. Would you mind telling me why you’re not interested?”
or
“Sorry to hear that. I’m trying to improve my product/service, so could you please tell me if there was something I could do differently to improve it that would make you want to buy it?”
- Take a moment to debrief. What did the students notice about how you approached the situation? About your body language, and your tone of voice?

Repeat the exercise with another volunteer (or the same one if you like). This time privately brief them to accept the sale.

- When you make the offer and they accept, respond such that you don’t actually sell your prototype, for example:
“Brilliant! I’m taking orders now, and I expect them to be ready in about a month. May I take your email address and phone number so I can contact you when they’re ready?”
or
“Awesome! I have an order form here, could you please fill it out and I’ll let you know when we’re ready to take your payment and deliver?”

Activity 3

Complete first two questions on the worksheet (15 mins)

Now that the students have seen the way the survey works, they can answer where and how they’ll find people to survey, and write their script including their price. Please emphasise the need for a safe method of approaching people – no knocking on doors without parent permission!

Activity 4

Role play (10 mins)

Allow some time for the students to practice their script with each other and make amendments. You may like to allow the to spread out so they don’t have to yell over each other.

Homework

Complete the final question on the worksheet by doing the survey:

- Aim for 10+ potential customers surveyed (the more, the better)
- Record how many say ‘yes’ and how many say ‘no’.
 - Record contact details for those who say ‘yes’ so you can let them know when you’re ready to sell.
 - Record any feedback you gain from those who say ‘no’.

Curriculum dimensions

Year 6 Humanities and Social Sciences curriculum (from Government of Western Australia's School Curriculum and Standards Authority):

- Business and Economics:
 - **Trade-offs and impacts of consumer and financial decisions:** Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue (ACHASSK151) CCT, EU
 - **(Year 7) Producing and consuming:** How businesses respond to the demands of consumers (e.g. responding to preference for healthy options, environmentally friendly products and packaging, organic food) (ACHEK017) CCT, PSC, EU
- Questioning and researching:
 - Develop and refine a range of questions required to plan an inquiry L, CCT
 - Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews) L, PSC, EU
- Analysing
 - Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) L, CCT, PSC, IU