



SPOTLIGHT _x THE FESTIVAL

TEACHER GUIDANCE NOTES
MATHS



MATHS

Remember the Introduction section must be completed first. The Maths presentation includes three different activities:

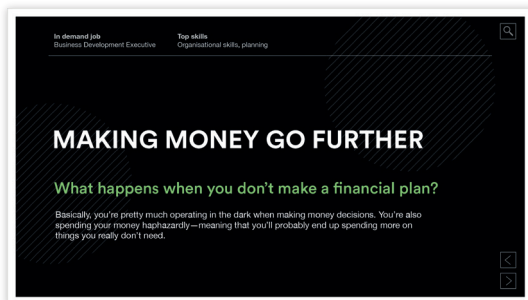
- Spend Wisely
- Map it Out
- Festival Management

The following printable resources are needed:

- Spend Wisely (A4)
- Budget Plan (A4)
- Map it Out 1 (A3)
- Map it Out 2 (A4)
- Build Schedule (A3)

Each activity begins with a PowerPoint presentation that includes a group task and a follow-on resource to be carried out by students.

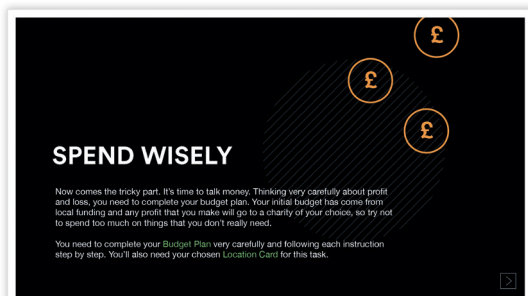
TOP TIP: Could you get organisers from a local festival or event to talk to your students on the Maths and organisation needed.



Making Money Go Further

Slides 1–22

The purpose of this activity is to highlight the importance of being financially 'savvy' and planning ahead to ensure a successful festival. The activity begins with a **world of finance quiz** – this can be carried out with the whole class/group. Each answer includes a fact to further students' understanding.



Spend Wisely

Slides 23–24

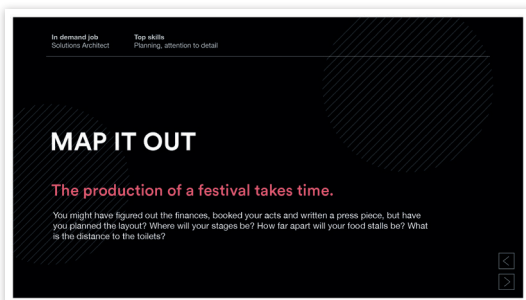
Following a brief explanation of making financial plans, it is now time to work out available profits, revenues, costings and final figures. Students need to refer to the location they selected during the introduction lesson (Harewood House, Roundhay Park, Thornes Park etc). You will then need to distribute the **'Budget Plan'** and **'Spend Wisely'** resources.

It is crucial that students have their **'Location Card'** for this task. As a group, they then need to create their financial plan (separate plain paper is quite useful at this stage). There are three steps for them to follow:

- Step 1: Students need to complete their **'Budget Plan'** – here students will work out their available revenue based on the available profits from food stalls etc. This is a really important first step as it allows students to figure out their total budget before making deductions.
- Step 2: Students need to use their **'Essential Costs'** sheet – these are costs that must be deducted from the total budget.
- Step 3: Students need to choose their **'Optional Costs'** – this final section allows students to select all of the activities, events and shows that their festival will include, as well as the amount that they will spend on advertising.
- Step 4: For this final step, students need to refer to their **'Budget Plan'** sheet and complete the total revenue, costs and final total table.

Learning Objective

Budgeting. Percentage. Multiplication. Revenue.



Map it Out

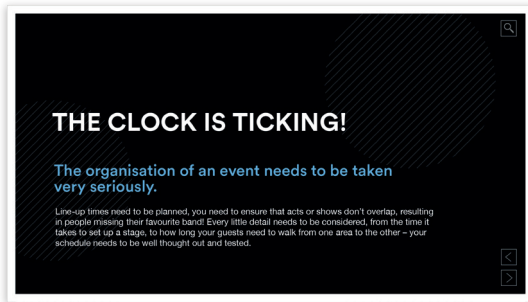
Slides 25–53

The purpose of this activity is to further embed the importance of planning ahead when creating an event. This task will test their awareness of space, area and their ability to map out each element of the festival. Following the brief introduction slide, the **essential vs optional discussion quiz** will appear. For this, there isn't a right or wrong answer. In turn, different physical elements within a festival will appear (such as toilets) and students need to decide whether each element is essential or optional and explain WHY.

You will then need to distribute the **'Map it Out'** resources, which include a blank location and a series of guidelines to follow. The map is set out in 50m squares and each festival item has a specific 'spatial guideline' (meaning the total area that it will take up). The resource also provides students with the 'facility rules', which students must follow carefully, and icons to represent each item (these can be cut out and physically placed on the map). The main aim is to place their items at specified distances away from each other and covering a specific amount of land space.

Learning Objective

Spatial awareness. Following set guidelines.



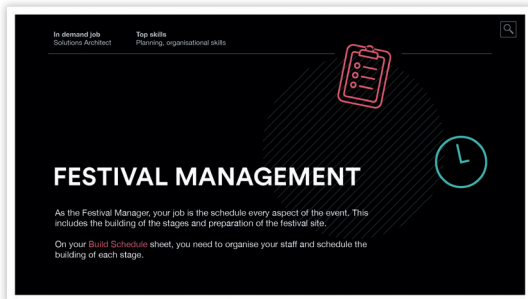
The Clock is Ticking

Slides 54–65

The purpose of this activity is to highlight the importance of having a well-organised plan for staff and the 'behind the scenes' production of an event. To begin with, students will tackle a series of **time-related Maths questions** – there are multiple options to choose from and answers will appear after each question.

Learning Objective

Planning/scheduling. Time and organisation.



Festival Management

Slides 66–67

For the final Maths task, you will need to distribute the '**Build Schedule**' resource. For this activity, students need to plan the building of each stage and schedule the staff needed. The resource includes the time it takes for each construction plus the amount of break times each member of staff requires. Students have been given four stages to schedule (this is an amount not related to their location choice, simply to make the activity more straightforward for all students).

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