

OUR JEP PROJECT



SUTTON STRAND SCENT-SATIONS

OUR CLASS



OUR JEP JOURNEY SO FAR

- We began our JEP journey in February. We brainstormed ideas for products and narrowed it down to five products. We divided our class into five product teams and began developing products. We had a virtual meeting with a business visitor who gave us advice on being an entrepreneur. We prepared our pitches for the Dragons. We then met with the Dragons and they advised that the big idea should be both products.
- Next, we did market research by surveying five classes. We discovered that there was a market for our products. We split up into five teams; design & production, marketing, finance, sales and storytelling. We advertised by putting up posters and making a promotional video.

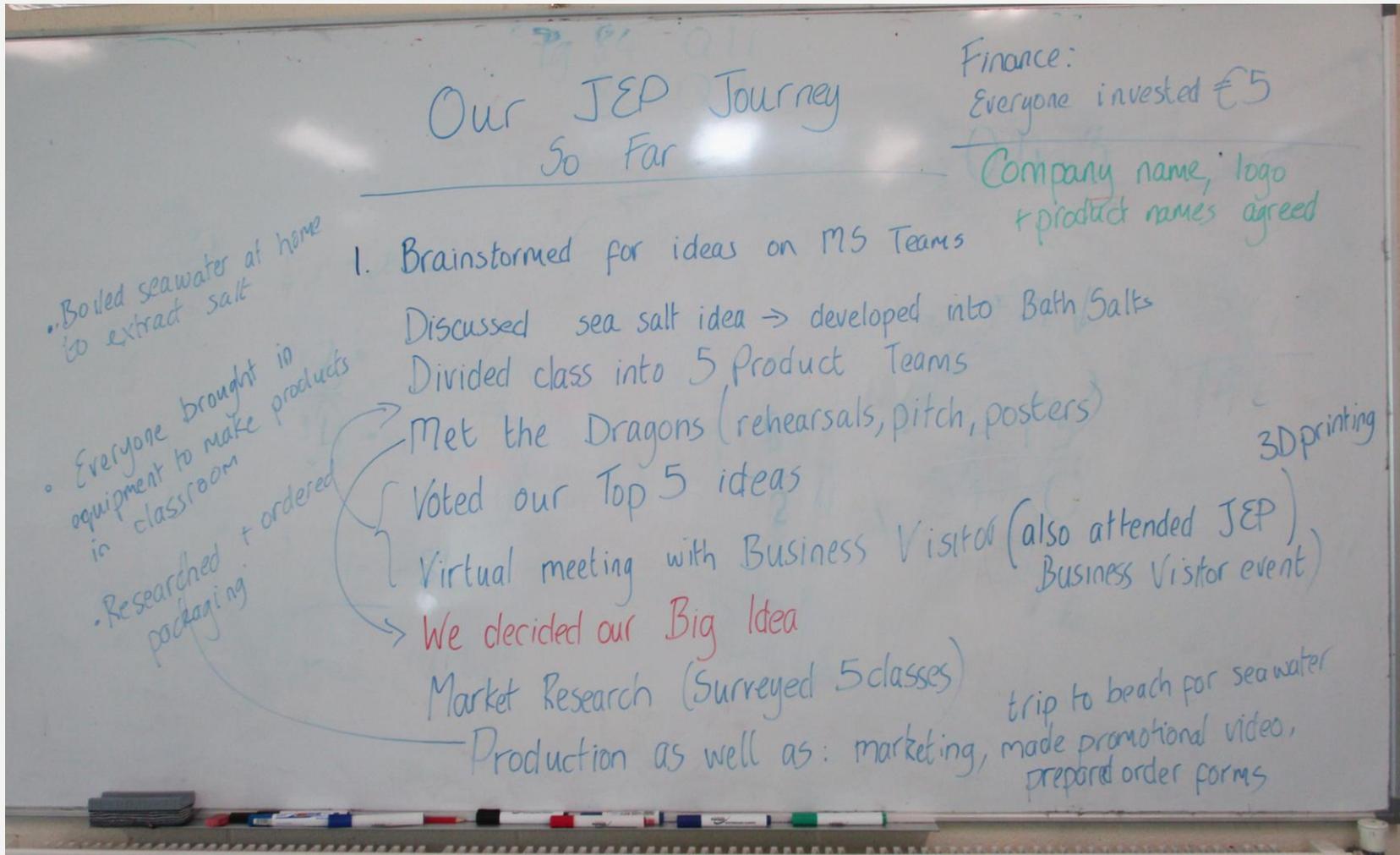


OUR JEP JOURNEY SO FAR

- Everyone invested €5. We researched and decided on our packaging, made a logo and finalised our products' names.
- The name of our company is Sutton Strand Scent-sations and we named our products after the scents. We made stickers with our logo to stick on the packaging. Everyone brought in equipment to make the products. We went to the beach to collect sea water which we boiled water to extract the sea salt.
- Finally, we sold approx. 100 of each of our products and made a profit. We hope to keep selling until the end of the school year. 😊



OUR JEP JOURNEY SO FAR



Here is a photo of what we remembered of our JEP journey so far. We did this brainstorming session to help the storytelling team write about our journey so far.

CHAPTER 1: WHO IS AN ENTREPRENEUR?



WHO IS AN ENTREPRENEUR?

- While we were home doing our lessons on Microsoft Teams we discussed what an entrepreneur is. We knew Francis Brennan but we didn't know all the people shown in our activity booklet. We did know lots of other famous entrepreneurs such as Steve Jobs, Elon Musk and Mark Zuckerberg.
- We also had a chat about entrepreneurs we know and we discovered that some of our parents are entrepreneurs because they set up their own companies.
- The key words we associated with entrepreneurs were risk, reward, team work, patience and creativity!



SAMPLE ACTIVITY SHEETS

ACTIVITY SHEET 1
WHO IS AN ENTREPRENEUR?



Draw a picture and/or write keywords you associate with the word 'Entrepreneur'

• Business	• Finance
• Sales	• Prices
• unsteady income	• profit
• idea	• marketing
• risky	• Creative

ACTIVITY SHEET 2
SPOT THE ENTREPRENEUR AND THEIR BUSINESS

Name: Davina Allen
Company: Coolten Ballymaine school

"I am a chef, food writer and TV personality"

Name: Pat Mc Donough
Company: Supernova

"I am the founder of one of Ireland's leading fast food franchises"

Name: Francis Brennan
Company: All your services (tv)

...television personality of designer homewares"

Name: Orla Kiely
Company: Orla Kiely

"I am a fashion designer known for my distinctive print patterns"

Name: Colette Twomey
Company: Clonakilty puddings

...puddings are a leader in demand in places as far as Hong Kong"

Name: Dennis Dignam
Company: Dignam

"I am the founder of leading media businesses"

ACTIVITY SHEET 1
WHO IS AN ENTREPRENEUR?



Draw a picture and/or write keywords you associate with the word 'Entrepreneur'

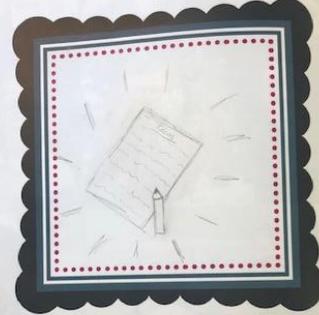
independent	profit
patience	finance
product	CEO
self employed	innovation
ideas	loss



Draw a picture and/or write keywords you associate with the word 'Entrepreneur'

inventor	marketing
risk taker	team work
independence	profit
creative	ups and downs
earning money	patience

ACTIVITY SHEET 1
WHO IS AN ENTREPRENEUR?



Draw a picture and/or write keywords you associate with the word 'Entrepreneur'

Business	Entrepreneurship
Profit	Creative
Risk taker	Challenges
Team work	invent
design	low + high



CHAPTER 2: A BUSINESS VISITOR



A BUSINESS VISITOR

On Friday 12 March, 2021, while school was still closed, our class enjoyed a virtual business visit with a local entrepreneur, Bob Nixon. Bob Nixon co-founded a taxi software company called iCabbi in 2009 and the business has gone from strength to strength.

Bob shared his entrepreneur's story with the class who then had the opportunity to ask questions. Bob painted a very clear picture of the ups and downs that are often encountered by entrepreneurs and the children got a deeper understanding of the risks that must be taken and rewards that can be enjoyed. The call with Bob certainly grabbed the children's attention and further developed their understanding of life as an entrepreneur..



SAMPLE PUPIL REFLECTIONS

Due to school closure the children did not have their activity booklets. Forms were completed from home in a variety of ways.

ACTIVITY SHEET 3
PUPIL'S REFLECTION ON BUSINESS VISIT



Name of Teacher Ms Treleven School St Fintans N.S
Pup [redacted] 12/3/21
Who [redacted] on
What was their Business called? iCabbi
Did you enjoy having a business person visit the class?
Yes I enjoyed having a buisness person visit because he gave helpful tips and comments.
What aspect of the visit did you enjoy the most?
I enjoyed asking questions at the end.
What did you learn from listening to the business visitor's story?
I learned you have to be determined and you have to work as a team.
How will the visit help you with your enterprise project?
It will help with our enterprise project because we now know alot more about being an entrepreneur.
Are there any other topics/issues you would like the business visitor to have spoken about?
No he covered all of the facts and answered all the questions.
Further comments
I thought the chat was very helpful.

J. E. P

Name of Teacher: Ms Treleven
School: St Fintans N.S
Pupil name: [redacted]
Date: 12.3.21

1. The visitors name was Bob Nixon.
2. Their Business was called ICABY.
- 3 I enjoyed talking to bob because we learned a lot about being an entrepreneur.
- 4 I enjoyed listening to how he came up with his idea the most.
- ~~5 I learned to risk it~~
- 5 I learned to always stick with your idea if you believe it will make sales
- 6 ~~The visit will help me sell our item~~
- 6 The visit has helped me on selling our item and has taught me what the life of an entrepreneur is like.

SAMPLE PUPIL REFLECTIONS

ACTIVITY SHEET 3
PUPIL'S REFLECTION ON BUSINESS VISIT

Name of Teacher Ms Treleaven School St. Fintans NS
Pupil Name [redacted] Date 17/3/21

What was the Business Visitor's Name?
Bob Nixon

What was their Business called?
iCabby

Did you enjoy having a business person visit the class?
I did enjoy having a business person visit the class

What aspect of the visit did you enjoy the most?
The aspect of the visit I enjoyed the most was how Bob not only told us his backstory before entrepreneurship but also about the challenges you face and gave us helpful advice.

What did you learn from listening to the business visitor's story?
I learned alot from Bob's story, including how both his parents were entrepreneurs he always loved creating something useful for people and the best part about intreprenuship (for him) is independence.

How will the visit help you with your enterprise project?
The visit will help me with my enterprise project because he gave us lots of useful advice, how every day is different, you have to love what your doing and have a sense of humour and that there are highs and lows, it's a challenge.

Are there any other topics/issues you would like the business visitor to have spoken about?
Because he told us so much about entrepreneurship, I don't think there's any other topics/issues about entrepreneurship Bob didn't speak about.

Further comments
iCabby was founded when Bob's good friend, CEO of iCabby, Gavin Walsh was on home holidays with only his phone and thought if only you could just use your phone to book a taxi.

ACTIVITY SHEET 3
PUPIL'S REFLECTION ON BUSINESS VISIT

Name of Teacher Ms. Treleaven School St. Fintans
Pupil [redacted] Date 12/03/2021

What was the Business Visitor's Name?
Bob Nixon

What was their Business called?
iCabby

Did you enjoy having a business person visit the class?
yes. It was nice of the visitor to share his experiences.

What aspect of the visit did you enjoy the most?
I enjoyed when he told us about the things he did to get money when he was small.

What did you learn from listening to the business visitor's story?
I learned that if your business idea doesn't work out at first, not to give up.

How will the visit help you with your enterprise project?
The visit will help me remind myself to try my best and not give up.

Are there any other topics/issues you would like the business visitor to have spoken about?
I wondered how many people were involved in the business.

Further comments
It was nice of the visitor to give us some advice on our business.



SAMPLE PUPIL REFLECTIONS

ACTIVITY SHEET 3
PUPIL'S REFLECTION ON BUSINESS VISIT



Name of Teacher Ms. Treleaver School St. Fintans

Pupil Name [Redacted] /3/2021

What was the Business Visitor's Name?
Bob Nixon

What was their Business called?
Uber Taxis

Did you enjoy having a business person visit the class?
Yes, because I felt like I learnt more about being an entrepreneur & from our & visitor.

What aspect of the visit did you enjoy the most?
For the part I enjoyed the most about the visit was the bit where he was talking about his business.

What did you learn from listening to the business visitor's story?
I learnt that if your an entrepreneur then you have to be willing to take chances.

How will the visit help you with your enterprise project?
The visit will help me now that I know that I may have to change, or develop minor elements of the project in order for it to make a profit.

Are there any other topics/issues you would like the business visitor to have spoken about?
No I felt like he covered all aspects.

ACTIVITY SHEET 3
PUPIL'S REFLECTION ON BUSINESS VISIT



Ms [Redacted] School St Fintans NS

[Redacted] Date 12/3/21

What was the Business Visitor's Name?
Our business visitors name was Bob Nixon

What was their Business called?
Their business is called icabby

Did you enjoy having a business person visit the class?
I enjoyed a business man visit our class.

What aspect of the visit did you enjoy the most?
I enjoyed listening to his experience of being an entrepreneur.

What did you learn from listening to the business visitor's story?
I learnt that there will be ups and downs being an entrepreneur

How will the visit help you with your enterprise project?
The visit will help me to stay positive when being an entrepreneur

Are there any other topics/issues you would like the business visitor to have spoken about?
There is no topics /issues I would have liked the visitor to have spoken about.

Further comments
No further comments.



A BUSINESS VISIT SAMPLE PUPIL REFLECTION

ACTIVITY SHEET 3
PUPIL'S REFLECTION ON
BUSINESS VISIT



Name of Teacher McTealeaven School St. Fintans NS
Pupil [Redacted] 12/3/21

What was the Business Visitor's Name?
Bob Nixon

What was their Business called?
icabby

Did you enjoy having a business person visit the class?
Yes he was very interesting.

What aspect of the visit did you enjoy the most?
I loved every part of it I like that kind of stuff

What did you learn from listening to the business visitor's story?
That if an idea fails you have to move on and only do a job that you enjoy

How will the visit help you with your enterprise project?
He knew what he was talking about and he was confident

Are there any other topics/issues you would like the business visitor to have spoken about?
No he covered a lot

ACTIVITY SHEET 3
PUPIL'S REFLECTION ON
BUSINESS VISIT



Name of Teacher McTealeaven School St. Fintans
Pupil [Redacted] 03/21

What was the Business Visitor's Name?
Bob Nixon

What was their Business called?
icabby taxi company

Did you enjoy having a business person visit the class?
Yes, it was very interesting.

What aspect of the visit did you enjoy the most?
how he came up with the idea

What did you learn from listening to the business visitor's story?
That you have to be determined

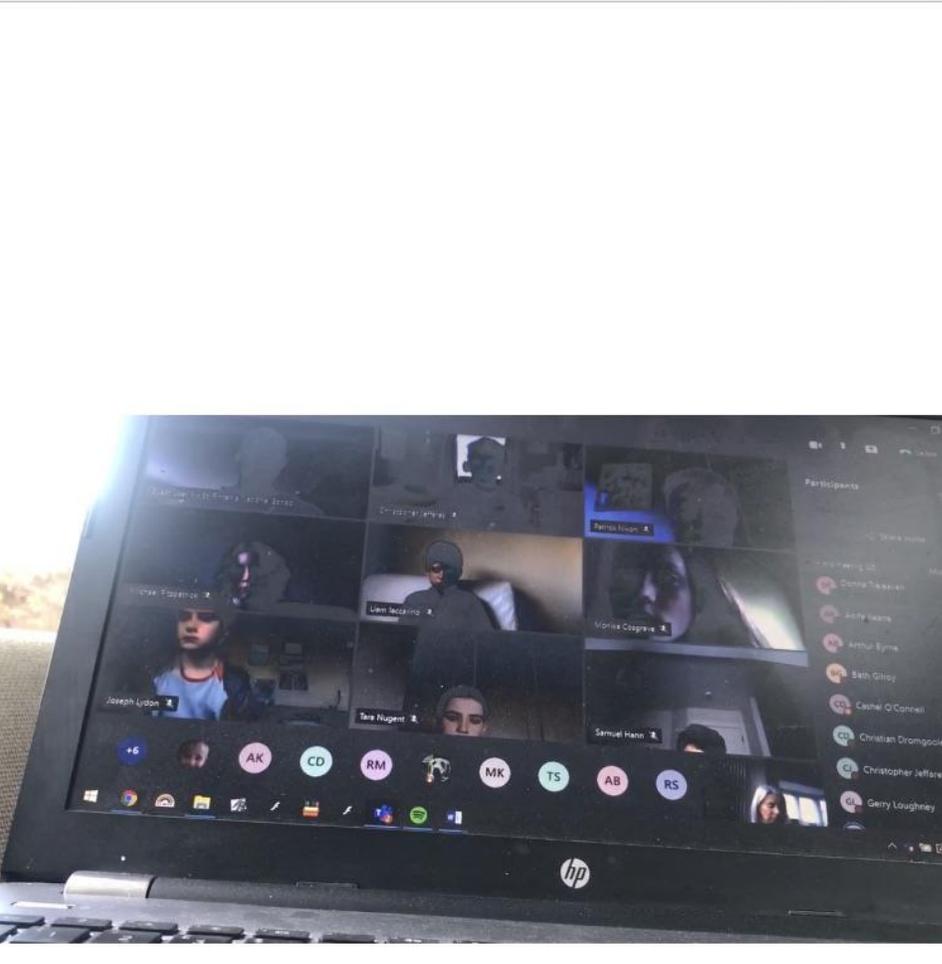
How will the visit help you with your enterprise project?
By ~~it~~ saying that we should have an idea that solves a common problem

Are there any other topics/issues you would like the business visitor to have spoken about?
No

Further comments
It's better failing at something you love than having to continue something you hate



PHOTOGRAPHS OF OUR ONLINE BUSINESS VISITOR EVENT



CHAPTER 3: EXPLORING NEW IDEAS



OUR IDEAS

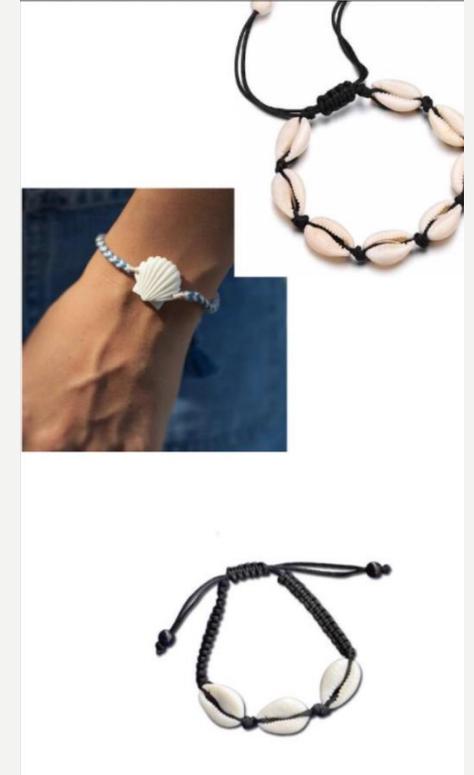
- We had a very exciting journey trying to decide what our Big Idea would be.
- Our first step was to brainstorm for ideas. We discussed all our ideas in small groups during our online classes. This worked well and we came up with lots of ideas.
- Here are the ten ideas we came up with:

School hoodie or merchandise	Car storage bag
Bath salts	Painted beach stones
T-shirts	Wool bracelets
Greeting cards	GAA hurl bag
Shell jewellery	Dog tags



FINDING OUR TOP FIVE IDEAS

- Now that we had ten great ideas we had to reduce our list to just five, one for each Product Team.
- We decided our top five ideas by having a class vote.
- We put together a list of our ten ideas and everyone had the chance to vote for their favourite five. We also gave our top five ideas a ranking so we could find our favourite idea.
- The next four slides show how we picked our top five ideas using a Product Ideas Voting Sheet.



This is a painted rock that we got a while ago

just for some examples (JEP project)

HOW WE PICKED OUR TOP FIVE IDEAS

- To help us decide what idea to vote for and which idea had the potential to become our Big Idea we thought about the following questions:
 - Who* will buy this product or service?
 - What* will it be used for?
 - Where* will it be used?
 - When* will it be used?
 - Why* would someone buy it?
 - Would* I buy this product?
- If we needed more help deciding, we thought it would be a good idea to describe the idea to our family and find out what questions they had. Describing the idea aloud and answering questions helped us understand the idea more and decide if it was in our top five.



COMPLETED PRODUCT IDEA VOTING SHEET

- Here is an example of the Product Idea Voting Sheet we all completed during lockdown. The Voting Sheet included our ten ideas. We then had to pick and rank our top five.

	Idea	Ranking
1	<p>School hoodie</p> <p>This hoodie will be in the school colours and children can have their name printed in big letters on the back.</p> <p>This hoodie can be worn as an extra layer over the school jumper to stay warm in today's classrooms which are more ventilated to avoid the spread of COVID. Alternatively, the school jumper may be worn on Fridays instead of the regular school jumper. The hoodie will also be a second school jumper and will avoid the need to buy an extra tracksuit just to have a spare school jumper.</p>	1
2	<p>Car storage bag</p> <p>This small storage bag can be attached to the back of, or in between the front car seats, using Velcro and can be used to store items used on car journeys.</p> <p>This bag can be easily removed to re-stock, empty or even use the contents while staying at a holiday destination! The end result is a much tidier car and happier parents!</p>	6
3	<p>Greeting cards</p> <p>Quirky or traditional, who knows? These individually designed cards will display traditional greetings, inspirational quotes or just witty comments to brighten up everyone's day.</p> <p>These greeting cards can be sold individually or in packs and may also have a 3D pop-up insert. A great way to brighten someone's day during the ongoing pandemic!</p>	9

	Idea	Ranking
4	<p>GAA hurl bag</p> <p>Ever tried cycling while carrying a hurl, it's dangerous!</p> <p>This bag eliminates the dangers of cycling while holding a hurl across the handlebars. A simple bag shaped to accommodate a hurl, sliotar and water bottle can be easily worn over the shoulder while cycling leaving the cyclists' hands free to ensure safety. When not in use the bag can be rolled into a very small pouch which can be strapped to the handlebars or stored in a pocket while playing hurling.</p>	2
5	<p>Organic scented bath salts</p> <p>Bath salts from our very own beaches!</p> <p>These bath salts are produced from salts extracted from local seawater and then combined with scented oils to enhance everyone's bath experience!</p>	3
6	<p>Painted rocks</p> <p>Why not add a bit of colour to your desk, garden or doorstep!</p> <p>Using specifically designed markers, each rock will be hand painted to display a variety of designs or messages. The designs may also be made to order (eg house name or number, personalised message etc). The rocks will be sourced from local beaches.</p>	10
7	<p>Shell products</p> <p>Turning shells into profit a variety of ways!</p> <p>A range of products can be made using our own skills and the great variety of shells available locally. The range of potential products includes wool/shell bracelets, framed shell arrangements or wind chimes.</p>	7



COMPLETED PRODUCT IDEA VOTING SHEET

	Idea	Ranking
8	<p>Wool bracelets</p> <p>Why not show your support for your local club, school, county?</p> <p>These wool bracelets will be handmade in a variety of colours, pre-made or available to order. These bracelets may be made in three standard sizes and can be cut down to size if required.</p>	8
9	<p>T-shirts</p> <p>Why not use your clothing to show how you feel!</p> <p>These t-shirts will come in one colour and will display a range of motivational/inspirational quotes to brighten up your day. These t-shirts will be available in standard sizes and displaying quotes designed by us.</p>	4
10	<p>Dog tags</p> <p>Has your dog's tag fallen off or been chewed beyond recognition by your canine friend?</p> <p>These dog tags attach your dog's collar with Velcro and contain your dog's name and number. These cannot be pulled at by your dog and can be easily removed to identify your dog's details should your dog go missing.</p>	5

THE RESULTS OF OUR CLASS VOTE

(TOP FIVE IDEAS ARE UNDERLINED)

Number	Product Idea	Number votes
1	<u>School hoodie</u>	XXXXXX XXXXXX XXXXXX XXXXXX XX (22 votes)
2	Car storage bag	XXXXXX XXXX (9 votes)
3	Greeting cards	XXXXXX XXXXXX X (11 votes)
4	<u>GAA hurl bag</u>	XXXXXX XXXXXX XXXXXX XX (17 votes)
5	<u>Bath salts</u>	XXXXXX XXXXXX XXXXXX XX (17 votes)
6	<u>Painted rocks</u>	XXXXXX XXXXXX XXX (13 votes)
7	Shell products	XXXXXX XXX (8 votes)
8	Wool bracelets	XXXXXX X (6 votes)
9	T-shirts	XXXXXX XXXX (9 votes)
10	<u>Dog tags</u>	XXXXXX XXXXXX XXXX (14 votes)



MEETING THE DRAGONS

Now we had to meet the Dragons!

- We now had five ideas, so we divided our class into five product teams.
- Each Product Team was made up of one Pod. This meant that we could work together in the classroom and stay in our Pods at the same time.
- Each Pod had to prepare their own product pitch and decide the best way to convince the Dragons that their idea was the best. We only had two minutes to convince the Dragons so our pitch had to be good.
- We designed posters and rehearsed our pitch and four of the Pods had sample products to show the Dragons.
- Each team also came up with a name for their idea.



MEET THE DRAGONS EVENT

JEP

MEET THE DRAGONS

23rd Mar. 11am School Hall

PROJECT IDEAS...

Bath Products	Painted Rocks
School Merchandise	Hurl Bag
Velcro dog tag	

...AND THE DRAGONS

1. Mr Caulfield
2. Ms Farrell
3. Ms O'Reilly

JUNIORENTREPRENEUR.IE



OUR PRODUCT TEAMS



MEETING THE DRAGONS PHOTOS



MEETING THE DRAGONS

Team 1: Dublin Bay Bath Products

(who now included Bath Bombs and Bath Salts in their product pitch)



MEETING THE DRAGONS

Team 2: School Merchandise

(who now included hoodies, beanie hats, pencil cases and snoods in their product pitch)



MEETING THE DRAGONS

Team 3: Sutton Strand Stones



MEETING THE DRAGONS

Team 4: Swag Tag (dog tags)



MEETING THE DRAGONS

Team 5: Hurl Bag



OUR BIG IDEA

- We didn't have to wait too long for the Dragon's decision. The Dragons came back to us that afternoon with their favourite Product Idea. They ranked **Dublin Bay Bath Products** as their favourite idea. The Dragons thought the Bath Products would be fun and would involve the whole class.
- We were not surprised with the Dragons decision but it was interesting that our favourite idea (School Merchandise) was not their favourite idea.
- We were happy to go along with the Dragons idea as our Big Idea and we were all looking forward to making bath products in the classroom. We were learning a lot about being entrepreneurs every step of the way.



BIG IDEA POSTER

JEP
Junior Entrepreneur Programme

OUR BIG IDEA:

How?
We will extract salt from the sea for our bath salts. Then we will hand-make the salts and bottles in the classroom. When people order our products we will deliver it to their classrooms.

What?
Our idea is both to make and to sell. There are different teams for my group in Durban.

Big Idea?
Salt-sations
Salt-sations is the name of our unique & wonderful business idea.

Who?
Our customers are 10 years old that are enthusiastic to buy our product.

Why?
Although there are many bath bombs and bath salts on sale, we believe that our product is the most unique, with the salt in our bath salts from the local beaches & bath products being handmade.

JEP
Junior Entrepreneur Programme

SCHOOL STRAWBERRY SCENT-SATIONS

JUNIORENTREPRENEUR.IE

©2020 Junior Entrepreneur Programme. This poster is a work of art created by the students of the Junior Entrepreneur Programme. All rights reserved.



CHAPTER 4: WILL THE IDEA WORK?



MARKET RESEARCH

- Now that we had our Big Idea we had to find out if there was a market for our bath products. It was time for some market research!
- We designed a Market Research survey (see next slide) which was distributed to five different classes in our school, one class per year group from 2nd class to 6th class.
- We then collected the surveys and analysed the answers to find out:
 1. If there is a market for Bath Salts?
 2. If there is a market for Bath Bombs?
 3. What would make children choose a bath bomb (scent, colour or size)?
 4. How much children would pay for a Bath Bomb or Bath Salts?
 5. Was there a difference in answers between class groups or between boys and girls?
- 145 surveys were distributed, collected and analysed. The next few slides show some of the work we did analysing the results. Photographs of more work we did to analyse the results are included in the appendix



COMPLETED MARKET RESEARCH SURVEYS

Here is an example of two completed surveys.

Fifth Class Market Research Survey

Please answer the following questions, more than one box can be ticked if appropriate.

- Are you a boy girl
- What class are you in?
 2nd Class 4th Class 6th Class
 3rd Class 5th Class School staff
- How often do you have a bath?
 Once a week Sometimes
 More than once a week Never
- Have you ever used a bath bomb when having a bath?
 Never Sometimes Always
- Would you buy a bath bomb handmade by the children in fifth class?
 Yes No Maybe
- What would make you choose a bath bomb?
 Scent/smell Colour Size
- What is the maximum you would be willing to pay for a bath bomb?
 €1.00 €2.00 €3.00 Other (please specify)
- Why would you buy bath bombs?
 To use myself To give as a gift For my own use and to give as a gift
- Have you ever used bath salts?
 Yes No
- Would you buy homemade bath salts?
 Yes, for myself Yes, for a gift No, I wouldn't buy bath salts
- How much would you pay for enough bath salts for one bath?
 €1.00 €2.00 €3.00

Fifth Class Market Research Survey

Please answer the following questions, more than one box can be ticked if appropriate.

- Are you a boy girl
- What class are you in?
 2nd Class 4th Class 6th Class
 3rd Class 5th Class School staff
- How often do you have a bath?
 Once a week Sometimes
 More than once a week Never
- Have you ever used a bath bomb when having a bath?
 Never Sometimes Always
- Would you buy a bath bomb handmade by the children in fifth class?
 Yes No Maybe
- What would make you choose a bath bomb?
 Scent/smell Colour Size
- What is the maximum you would be willing to pay for a bath bomb?
 €1.00 €2.00 €3.00 Other (please specify)
- Why would you buy bath bombs?
 To use myself To give as a gift For my own use and to give as a gift
- Have you ever used bath salts?
 Yes No
- Would you buy homemade bath salts?
 Yes, for myself Yes, for a gift No, I wouldn't buy bath salts
- How much would you pay for enough bath salts for one bath?
 €1.00 €2.00 €3.00

ANALYSING THE SURVEY RESULTS

Once we collected the completed surveys we analysed the results from each class.

This photograph shows the results from 3rd class.

Out of 26 children surveyed, 9 said they would buy a bath bomb and 13 said maybe.

In the same class, 18 said they would buy bath salts.

Class: 3rd Class Number children: Total 26 Boys 14 Girls 12

Bath Bomb	Boy			Girl			Boys & Girls			Total
	Yes	No	Maybe	Yes	No	Maybe	Yes	No	Maybe	
Would you buy a bath bomb?	5	4	5	4	0	8	9	4	13	26
What would make you chose a bath bomb?	Boy		Girl							
Scent	8	11								
Colour	7	10								
Size	3	1								
How much would you pay?										
€1.00	8	3								
€2.00	4	7								
€3.00	2	2								
Other										
Bath Salts	Boy			Girl			Total			Total
	Yes	No	Maybe	Yes	No	Maybe	Yes	No	Maybe	
Would you buy bath salts?	8	6	0	10	2	0	18	8	0	26
How much would you pay?	Boy		Girl							
€1.00	9	4								
€2.00	4	8								
€3.00	2	0								

ANALYSING THE SURVEY RESULTS

This photograph shows the results from 2nd class.

There are 28 children in this class, 12 said they would buy a bath bomb, 14 said maybe.

22 children said they would buy bath salts.

Class: 2nd Class Number children: Total 28 Boys 13 Girls 15 Pod 5

Bath Bomb	Boy			Girl			Boys & Girls			Total
	Yes	No	Maybe	Yes	No	Maybe	Yes	No	Maybe	
Would you buy a bath bomb?	5	2	6	7	0	8	12	2	14	28
What would make you chose a bath bomb?	Boy		Girl							
Scent	6	8				14				
Colour	6	9				15				
Size	3	3				6				
How much would you pay?										
€1.00	5	7								
€2.00	6	6								
€3.00	2	2								
Other	0	2								
Bath Salts	Boy			Girl			Total			
Would you buy bath salts?	10	5								
How much would you pay?										
€1.00	5	3								
€2.00	3	2								
€3.00	1	4								

IS THERE A MARKET FOR BATH BOMBS?

Question: Would you buy a bath bomb?

BB: Bath Bomb B: Boy G: Girl Y: Yes N: No M: Maybe

BB	B			G			Total			
	Y	N	M	Y	N	M	Y	N	M	
2nd	5	2	6	7	0	8	12	2	14	28
3rd	5	4	5	4	0	8	9	4	13	26
4th	3	2	6	5	3	7	8	5	13	26
5th	7	2	7	8	0	4	15	2	11	28
6th	2	6	6	3	4	7	5	10	13	28
	<u>22</u>	<u>16</u>	<u>30</u>	<u>27</u>	<u>7</u>	<u>34</u>	<u>49</u>	<u>23</u>	<u>64</u>	<u>136</u>
							36%	16%	47%	100%

This photograph shows how we analysed the survey results for bath bombs from each class (2nd to 6th).

36% of children surveyed said they would buy a bath bomb, 16% said they would not and 47% said maybe.

We decided that once the children saw our bath bombs some of the 'maybe' children would become 'yes' children and buy our bath bombs..

Conclusion:

Yes there is a market for bath bombs.

IS THERE A MARKET FOR BATH SALTS?

Question: Would you buy bath salts?

B: Boy

G: Girl

Y: Yes

N: No

Bath Salts	B		G		Total		Total
	Y	N	Y	N	Y	N	
2nd	6	7	11	5	17	12	29
3rd	8	6	10	2	18	8	26
4th	9	3	10	4	19	7	26
5th	12	4	12	0	24	4	28
6th	4	10	8	6	12	16	28
	<u>39</u>	<u>30</u>	<u>51</u>	<u>17</u>	<u>90</u>	<u>47</u>	<u>137</u>
					65%	35%	100

This photograph shows how we analysed the survey results for bath salts from each class (2nd to 6th).

65% of children surveyed said yes, they would buy bath salts, 35% said no.

Conclusion:

Yes there is a market for bath salts.

MARKET RESEARCH CONCLUSIONS

Results of Market Research (15 April 2021)

- There is a **market for both** our products, bath bombs and bath salts.
- Bath salts were more popular than bath bombs. Twice as many children said they would buy bath salts than bath bombs.
 - 90 out of 136 children (65%) said they would buy bath salts.
 - 49 out of 136 (36%) children said they would buy bath bombs. 67 (47%) children said 'maybe'.
- Most people said they would pay **€2.00** for both bath bombs and bath salts. The next price children are willing to pay is €1.00, per bath bomb, only a few children were willing to pay more than €2.00.
- Bath bomb preferences:
 - The **scent** and **colour** were greater influences on choice than size.
 - 2nd and 5th classes were the two classes where bath bombs were most popular



VIRTUAL MEETING WITH JEP MENTOR

- 21st April 2021 we met with Vicky, a JEP mentor. During this meeting we had an opportunity to ask Vicky questions to help us make decisions about pricing and marketing our bath products.
- All our questions were about product range, pricing, marketing strategies and investment.

Vicky gave us the following advice:

- **Product range:** keep the range tight and do a small number of products well. **We did this!**
- **Pricing:** look at competitor pricing, price product in similar range but the price could possibly be increased slightly to reflect the natural ingredients sourced locally. **We did this!**
- **Investment:** Children in other schools have invested anything between €2 and €5. **We each invested €5.**



VIRTUAL MEETING WITH JEP MENTOR

- **Selling:** Sell within the school but also explore options to sell in local shops whilst promoting the fact that some of the ingredients are locally sourced. **We will sell in our school first and if we don't get enough sales we will explore other selling options.**
- **Marketing strategies:**
 - Prepare promotional video to be shown in classrooms, give teachers free samples to show to the students. **We did this!**
 - Distribute pre-order forms to classes, maybe send forms home. **We did this!**



JEP Q&A

Meeting with JEP mentor:



CHAPTER 5: ROLES & RESPONSIBILITIES



ROLES & RESPONSIBILITIES

- The children in the class worked on a number of teams throughout the project for the following reasons:
 - COVID prevented mixing amongst Pods. As children changed seats in the classroom the make up of each team changed accordingly.
 - The nature of the project required a lot of effort to be put into production. Every child in the class participated in production activities (making bath salts and/or bath bombs, packing/sorting/labelling products) and at least one other Project Team.
- The benefit of mixing teams meant that every child in the classroom got experience in more than one area. Children were a member of the team that best reflected their talents/skill and they also worked on a Bath Salt or Bath Bomb production team giving them a wide breadth of experience.
- For the above reasons, it was decided that each child should complete Activity Sheet 6 based on the teams they participated in as the changing nature of teams made it difficult to identify members of any one team.
- Activity forms submitted separately in hard copy.



JEP PROJECT TEAMS

JEP

OUR JEP PROJECT TEAMS

Team Name	Members	Pod
Marketing Team	dara, Robert, Tara, Patrick, Mariya, William	Pod 3
Sales Team	Beth, Michael, Samuel, Arthur, River, Charlotte	Pod 1
Finance Team	Milly, Monika, Christopher, Liam, Rachel, Gerry	Pod 2
Storytelling Team	Olivia, Aoi fe, Ethan, Cashel, Mikey, Ronan	Pod 5
Design & Production Team	Tara Rose, Danielle, Sophie, Jamie, Christian, Joseph	Pod 4

JUNIORENTREPRENEUR.IE

©2020 Junior Entrepreneur Programme. This publication is used by JEP in connection with the delivery of the Junior Entrepreneur Programme only. All other uses are strictly prohibited.



ROLES & RESPONSIBILITIES

Sample Completed Activity Sheets



CHAPTER 6: MAKING IT ALL HAPPEN



MAKING IT ALL HAPPEN

- Now we had to get make kit all happen! We had bath products to make and sell but there were also COVID restrictions that we had to comply with.
- We have listed below all the jobs we had to do and the decisions we had to make:
- **Company:** what would we call our company and would we have a company logo?
- **Marketing:** how would we market our products knowing we could not go into classrooms or set up a stall in the school (due to COVID restrictions)?
- **Product design:** what would we name our products and how would we package them?
- **Production:** we had to make bath salts and bath bombs. We needed equipment and ingredients.
- **Finance:** how would we pay for our ingredients and other expenses?



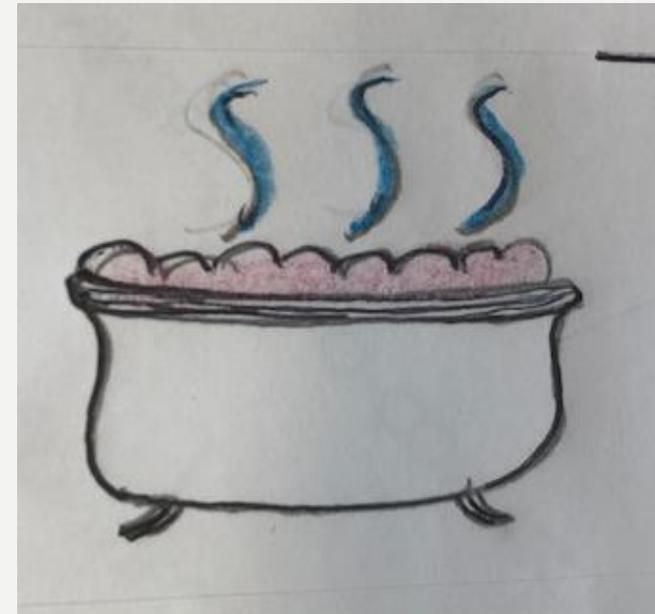
OUR COMPANY NAME



- When we were choosing the name of our company we wanted something catchy, something that people would remember.
- Our bath salts are sourced from our locality and our bath bombs are handmade. We chose to include the name of our area in our company name to make it clear that it was a local business. Our bath salts are sourced from Sutton Strand.
- All our products are scented so we wanted to make sure our company name showed this. We decided to add the word 'sensations' to our company name and we then changed the word 'sensations' to 'scent-sations'.
- Every decision was made by having a vote. Everyone in the class had one vote and every decision was decided by the majority.

OUR COMPANY LOGO

- In our logo, the colour of the bubbles represent our colourful bath bombs.
- The three big blue S's symbolize steam coming out of a bath and represent the three Ss in our company name (Sutton Strand Scent-sations)
- The three Ss in our company name are also coloured blue.
- The bath tells the buyer that our products are to be used in the bath.



MARKETING MATERIAL



- Here is a photo of our marketing posters which we hung up in our school corridors.
- We also made a video which each class teacher showed their class on the interactive white board.
- Here is the link our advertising video
<https://drive.google.com/file/d/1wUleZNNqhyMCcilGh6MjcQAS-McDKeRT/view?usp=sharing>

PRODUCT DESIGN AND PACKAGING

Packaging: Here are some photos of our Bath Bomb packaging materials.

Product Labels



Bath Bomb Packaging Type 1



Bath Bomb Packaging Type 2



PRODUCT DESIGN AND PACKAGING

Packaging: Here are some photos of our Bath Salts packaging.

Bath Salts Sachet
Front



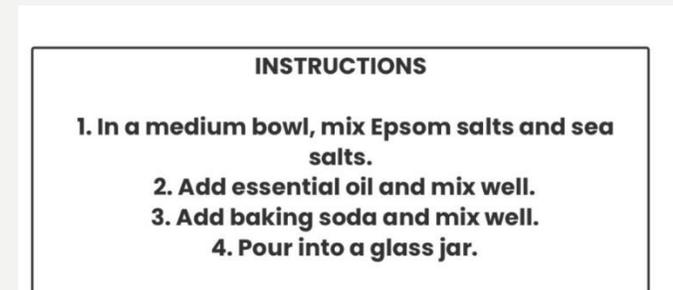
Bath Salts Sachet
Reverse



PRODUCTION: BATH SALTS

- To make bath salts we had to get our ingredients ready. Our unique ingredient was our very own sea salt which we extracted from sea water.
- Using empty milk bottles we collected beach water from Sutton Strand and extracted salt from the water. The next two slides show how we extracted salt from sea water.
- We extracted approx. 35g of salt from 1 litre of sea water. We needed a lot of sea water!
- Everyone in the class extracted salt from their sea water at home and then brought the salt into school either wet or dry.
- Once the salt was dried it was combined with the other ingredients to make our Scented Bath Salts.

Instructions for Bath Salts



Ingredients for 100g (approx.) Bath Salts

50g Epsom salt
34g Sea salt
14g Bread soda
1ml essential oil



HOW TO EXTRACT SALT FROM SEA WATER

How to Make Sea Salt from Seawater

Equipment & ingredients

- a bottle or container
- a sieve
- a tea towel
- a saucepan
- greaseproof paper
- a spoon



Instructions for extracting salt from sea water were prepared by Liam

HOW TO EXTRACT SALT FROM SEA WATER

1. Go to the beach and fill a bottle or container with seawater

2. Get the saucepan, put the sieve onto the saucepan and put the tea towel on the sieve.

3. Pour the water through the tea towel to filter the water.

4. Take the sieve and tea towel off the saucepan and put the saucepan on the hob.



5. bring the water to a rapid boil.

6. when you see the salt at the bottom of the saucepan start to stir.

7. When all the water has evaporated and it has the consistency of wet sand get a piece of greeseproof paper and take all the salt and put it on the piece of paper.

8. let the salt dry for the night.

9. the next morning scrape all the salt into a jar and there you are you have sea salt.



TRIP TO BEACH FOR SEA WATER

To produce our bath salts we had to go to the beach to get sea water. We then used this sea water to extract salt for our bath salts product. Here are some photos of our trip to the beach, equipped with empty bottles and towels to dry our feet!



DRYING & SIEVING SEA SALT



MAKING BATH SALTS

Here are some photos of us making Bath Salts.



PACKAGING BATH SALTS

Here are some photos of us packing Bath Salts.



PRODUCTION: BATH BOMBS

This was the first recipe we tried. We then made some changes to this recipe to make sure we made the perfect bath bomb which would not crumble or stick to the mould.

RECIPE

450g Baking Soda
226g Citric Acid
226g Epsom salt
226g Corn Starch

10ml of Essential oil
10ml-20ml water
30ml Coconut oil
food dye (that you know
won't stain)

Equipment

Large bowl and small bowls
Sifter
Gloves (optional)
Moulds of some sort

Prepared by Aoife.



BATH BOMB INSTRUCTIONS

Ingredients

Dry ingredients:

128g Bread soda
64g Epsom salts
64g Citric Acid

Wet ingredients:

1 teaspoon of water
3 teaspoons of coconut oil
20 drops of essential oil

This recipe makes 3 bath bombs.

Instructions

Step 1

Mix dry ingredients in large bowl.

Step 2

Mix wet ingredients in separate small container

Step 3

Slowly add wet ingredients to dry ingredients mixing the mixture with your hands.

Step 4

Add one small drop of soap dye to mixture.

Step 5

Use mixture to fill three cupcake moulds.

MAKING BATH BOMBS

Here are some photos of us making Bath Bombs.

Making Bath Bombs



Mixing wet and dry ingredients



Bath Bombs in moulds



Bath Bombs drying in the sun



BATH BOMB INGREDIENTS & EQUIPMENT

Bath Bomb Ingredients



Bath Bombs Moulds



OUR STOCK ROOM

Prepared Bath Salts



Orange Explosion Bath Bombs



Luscious Lavender Bath Bombs



FINANCE

- In order to make our bath products we needed to buy the ingredients and packaging materials.
- Our teacher Ms Treleaven agreed to buy the ingredients that we needed but our company had to pay for them.
- We financed the purchase of everything we needed by investing €5 each. The total amount invested was €155 (30 children plus teacher @ €5 per head)

TOTAL AMOUNT INVESTED €155



PRODUCT PRICES

The class decided on the following process for their bath products:

Bath bomb	€2.00 each
Bath Salts	€1.50 for a 70 gram sachet
Set	€3.00 for 1 bath bomb and 1 sachet of bath salts

ESTIMATED COSTS AND PROJECTED SALES

ACTIVITY SHEET 7

ESTIMATED COSTINGS AND PROJECTED SALES

School *St. Finian's NS* Class *Ms. Treloven's 5th Class*

How many products do you plan to make?

How much will it cost?

Production Costs - List here all of the costs in making the required amount of product:

DESCRIPTION	AMOUNT €
Bath Salts:	
Sea Salt	€0.00
Epsom Salts	€10.72
Bread Soda	€2.68
Essential oils	€53.60
Bath Bombs:	
Bread Soda	€11.88
Epsom Salts	€6.60
Citric Acid	€29.37
Coconut Oil	€14.85
Essential Oil	€26.40
Total Production Costs	€154.00

©2000 Junior Enterprise Programme. This sheet is part of the JEP Curriculum Kit, used by JEP Network schools for the delivery of the Junior Enterprise Programme only. All other uses are strictly prohibited.

Expenses

List here any other costs involved in the business (This could include advertising and promotion costs, equipment rental etc.)

DESCRIPTION	AMOUNT €
Stationery	€5.00
Envelopes for ordering	€8.00
Advertising	€5.00
Packaging	€25.00
Soap dye	€10.00
Total Expenses	€53.00

What is your total cost?

Production Costs
 Expenses
 Total Costs

How will the project be funded?

SOURCE	AMOUNT €
Pupils and teacher invested (31 x €5)	€155.00
Total	€155.00

Now work out the cost of making each product - the unit cost
 The unit cost is total cost divided by the number of products you make.

Unit Cost

What is your selling price?
 This is the price you will sell the product at, to make a profit.

What is your total income?
 This is the selling price multiplied by the number of products you plan to sell.

How much profit will you make?
 Your profit is your total income minus your costs.

We forecast a profit of €122 (37%) based on sales of €330 (100 bath bombs and 100 sachets of bath salts). More detailed costings shown in appendix.



CHAPTER 7: SHOWCASE DAY & PROGRAMME EVALUATION



FINAL PRODUCTS

Bath Salts



Bath Bombs



PACKING PRODUCTS FOR DELIVERY



DELIVERING PRODUCTS ORDERED

Tara Rose and Joseph on their way to make our first delivery of bath products to Ms Tarbett's class!



PRODUCT SALES

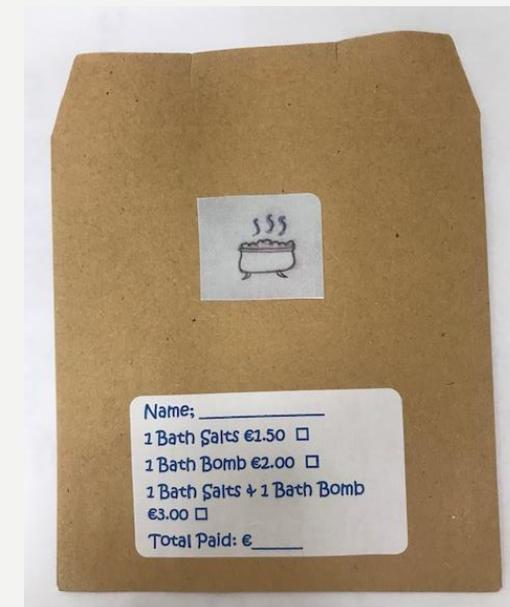
- Due to COVID related restrictions we could not set up a stall or hold a showcase day in the school. We had to be creative and we knew we could be creative!
- We decided that the best way to see our products was to prepare a pack for each class. This pack would include:
 1. A list of all the children in the class.
 2. One 'ordering' envelope per child
 3. Link to promotional video
- We prepared a Class Pack for three classes as a trial run for our ordering system and a way to find out how much demand there was for our products.



CLASS PACK FOR ORDERING BATH PRODUCTS

- Each class was given a pack of ordering envelopes, one envelope per child in the class. The children:
 - brought their envelope home
 - marked their order on the envelope
 - inserted the correct amount of money in the envelope
 - returned the envelope to their teacher
- The teacher collected the envelopes from the children in their class and returned all envelopes to our class.
- We recorded what each child ordered and prepared a pack of bath bombs and bath salts for the class.

Envelope used to order products



PRODUCTS ORDERED BY TWO OF THE THREE CLASSES CHOSEN

Ms Tarbett

BB	1 1 1 2 1	6
BS	1 2	3
Set	1 2 1 1 1 1 2	9

Total	BB (6+9)	15
	BS (3+9)	12

	€	€
Sales :	Set 9 x 3	27
	BB 6 x 2	12
	BS 3 x 1.50	4.50
		<u>€ 43.50</u>

change: €1 Robyn McKeown

Ms Reilly

BB	1 1 1 1	4
BS	1 1 1 1 1	5
Set	5 1 2 1 3 1 5 2 1 3	46
	3 3 2 2 1 5 3 1 1	

Total	BB	51
	BS	52

	€	€
Sales :		
	Set 46 x 3 =	138
	BB 4 x 2 =	8
	BS 5 x 1.50 =	7.50
		<u>€ 153.50</u>

BB: bath bomb

BS: bath salts

Set:

1 bath bomb and 1
sachet of bath salts



PRODUCTS ORDERED

The following table details the orders received from the three classes:

Class	Individual Bath Bombs	Individual Bath Salts	Bath Sets	Total Bath Bombs	Total Bath Salts
Ms Reilly	4	5	46	51	52
Ms Tuohey	7	2	25	32	27
Ms Tarbett	6	3	9	15	12
TOTAL	17	10	80	98	91



ACTUAL COSTS AND SALES

		Price/Cost per Unit €	Quantity	Total €
Sales	Bath bombs	2.00	17	34.00
	Bath salts	1.50	10	15.00
	Bath sets	3.00	80	240.00
TOTAL SALES				289.00
Production costs	Bath bombs	0.90	98	89.00
	Bath salts	0.60	91	54.60
Expenses	See next slide for breakdown			53.00
TOTAL COSTS				196.60
PROFIT			32%	92.40



EXPENSES

Expenses	Quantity	Total Cost €
Order envelopes	100	8.00
Packaging BS	100	12.00
Packaging BB	100	18.00
Other stationery		5.00
Soap dye		10.00
TOTAL EXPENSES		53.00



ACTIVITY SHEET 8: ACTUAL COSTS & SALES

ACTIVITY SHEET 8
ACTUAL COSTINGS & SALES



	Estimated (From Sheet 7)	Actual Figures
Production Costs		
Both Sals	€67.00	€54.60
Both Borels	€89.10	€89.00
Total Production	€156.10	€146.60 €143.60
Expenses		
Total Expenses	€53.00	€52.00
Total Costs		
	€209.10	€196.60
Selling Price		
	€1.65	€1.58
Units Sold		
	X 200	189
Total Income		
	€330.00	Selling €289.00 Sold
- Total Costs		
	€209.10	€289.00 €196.60
Profit		
	€120.90	Actual €92.40

What will you do with the profits?

Description	Amount €
Total	

Actual profit to date €92.40.

No decision has been made yet about how the profit will be spent as our business is still operating.

Although we don't know what we will do with the final profit we think it would be nice to use it for:

- A pizza party whenever we finish our business, and
- a school trip at the start of 6th class.



ESTIMATED PROFIT VS ACTUAL PROFIT

	Estimated	Actual	Difference
Sales income	€330	€289	- €41
Total costs	€208	€197	- €11
Profit	€122	€92	- €30
Sales units			
Bath bombs	100	98	- 2
Bath Salts	100	91	- 9

The profit made is €30 less than the profit we thought we would make. This is because more people bought bath sets which are cheaper than buying individual bath bombs and bath salts. We also sold less products but we still have the extra bath bombs and bath salts to sell to another class. Our costs for bath salts were cheaper than estimated because we put less salts in each sachet.



WHERE TO FROM HERE?

- Although we have produced and sold our bath products and made a profit we have not stopped production.
- Our Actual Sales and Expenses are calculated based on three classes in our school. There are 14 more classes in our school (including our class) and they all want to order bath products from [Sutton Strand Scent-sations](#).
- It is our plan to continue producing and selling bath products to the remaining classes. We will also continue to record our sales income and all our costs and we would love to submit a copy of our final costings and sales.
- The next slide shows how production and sales will be organised over the next five weeks with orders taken from 3 classes each week. Each Pod will be given an opportunity to work in each of the five work stations.



PRODUCTION TIMETABLE MAY & JUNE

	Pod 1	Pod 2	Pod 3	Pod 4	Pod 5
Week beg. 10 May	Organising class packs	Making Bath Bombs	Making Bath Bombs	Storytelling	Packing Bath Salts
Week beg. 17 May	Packing Bath Salts	Organising class packs	Making Bath Bombs	Making Bath Bombs	Making Bath Salts
Week beg. 24 May	Making Bath Salts	Packing Bath Salts	Organising class packs	Making Bath Bombs	Making Bath Bombs
Week beg. 31 May	Making Bath Bombs	Making Bath Salts	Packing Bath Salts	Organising class packs	Making Bath Bombs
Week beg. 7 June	Making Bath Bombs	Making Bath Bombs	Making Bath Salts	Packing Bath Salts	Organising class packs



APPENDIX

We have included the following in the appendix:

- 1. Photograph of our Market Research Survey**
- 2. Evidence of more analysis of market research**
- 3. Detailed product costings**

MARKET RESEARCH SURVEY (1)

Fifth Class Market Research Survey

Please answer the following questions, more than one box can be ticked if appropriate.

- 1 Are you a boy girl
- 2 What class are you in?
2nd Class 4th Class 6th Class
3rd Class 5th Class School staff
- 3 How often do you have a bath?
Once a week Sometimes
More than once a week Never
- 4 Have you ever used a bath bomb when having a bath?
Never Sometimes Always
- 5 Would you buy a bath bomb handmade by the children in fifth class?
Yes No Maybe

MARKET RESEARCH SURVEY (2)

6 What would make you choose a bath bomb?

Scent/smell Colour Size

7 What is the maximum you would be willing to pay for a bath bomb?

€1.00 €2.00 €3.00 Other (please specify) €

8 Why would you buy bath bombs?

To use myself To give as a gift For my own use and to give as a gift

9 Have you ever used bath salts?

Yes No

10 Would you buy homemade bath salts?

Yes, for myself Yes, for a gift No, I wouldn't buy bath salts

11 How much would you pay for enough bath salts for one bath?

€1.00 €2.00 €3.00

MORE ANALYSIS OF OUR MARKET RESEARCH

What would influence your decision to buy a bath bomb: scent, colour or size?

Bath Bombs	Scent			Colour			Size		
	B	G	T	B	G	T	B	G	T
2nd	6	8	14	6	9	15	3	3	6
3rd	8	11	19	7	10	17	3	1	4
4th	8	6	14	4	7	11	1	0	1
5th	10	11	21	14	5	19	8	3	11
6th	12	13	25	10	8	18	5	2	7
	<u>44</u>	<u>49</u>	<u>93</u>	<u>41</u>	<u>39</u>	<u>80</u>	<u>20</u>	<u>9</u>	<u>29</u>

Conclusion:

Scent, closely followed by colour, was the largest factor taken into account when buying a bath bomb.

ESTIMATED BATH BOMB COSTINGS

Bath Bomb Costings

Dry Ingredients		Weight kg	weight g	cost €	cost per g €	Quantity per batch g	Cost per batch €	Cost per bomb
1	baking soda		500	1.39	0.003	128	0.36	0.12
2	Epsom salts	4	4000	12.62	0.003	64	0.20	0.07
3	citric acid		500	6.94	0.014	64	0.89	0.30
4	cornflour		500	1.19	0.002		-	
Wet Ingredients			weight ml	cost €	cost per ml €			
5	Coconut oil		500	7.50	0.015	30	0.45	0.15
6	Essential oil		10	8.00	0.8	1	0.80	0.27
7								
Cost per batch							2.70	0.90
Number bath bombs per batch							3	
Cost per bath bomb							0.90	
Forecast costs								
Cost per bath bomb			0.90					
Number investors			31					

Prepared by Liam, our very own Excel wizard. Estimated cost per bath bomb **€0.90**

ESTIMATED BATH SALTS COSTINGS

Bath Salt Costings

Ingredients	weight g g / ml	cost € €	cost per g €	Quantity per batch g	Cost per batch €
Epsom salts	4000	12.62	0.003155	50	0.16
Sea salt				34	-
Baking soda	500	1.39	0.003	14	0.04
Essential oil	10	8.00	0.80	1	0.80
Cost per batch					1.00

Prepared by Liam, our very own Excel wizard. Estimated cost per bath bomb **€1.00 per 100g approx or €0.60 per 60g sachet**

THANK YOU!

Finally, thank you for organising the Junior Entrepreneur Project for primary schools. We thoroughly enjoyed every part of it and we now know so much more about entrepreneurship and how businesses operate.