

**[ Unit 9.1 Mayhem Manor ]**



Name:

Group:




Teacher:

[Year 9]

Stickers & Achievements

Lesson VIVOS & TRICS

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			Student Name: _____	Group: _____
			Teacher: _____	

### Unit 9.1 Mayhem Manor

Mayhem Manor is a small but successful theme park that has started an expansion programme, which involves the building of some new rides. The biggest challenge for the manager of the theme park is to build the wettest water ride in the UK. In this unit you will plan a project and identify tasks and sub-tasks which will include input, process and output of the ride. You will refine and interrogate a financial model and present information for specific audience.



1. My Working At Grade is: \_\_\_\_\_
2. My end of year target is: \_\_\_\_\_

		Achieved			Teacher Assessment/ Pupil Feedback/ Improvements
		F	P	I	
Level 7	I can use information and combine information from a scenario to present results for a target audience. I can also think of ways to improve my work.				
Level 6	I can refine tasks from a given scenario and create instructions for controlling a device and measure event. I can test the device and discuss changes in technology.				
Level 5	I can use information from a scenario and apply it to the tasks by using different software packages suitable for the target audience. I can take part in discussions.				
Level 4	I can highlight the tasks from a scenario and identify the software packages suitable for each task. I am able to manipulate data correctly for an audience				
Level 3	I can read a scenario and follow the instructions from it. I can pick out the tasks in the scenario and carry them out using different software packages				

Target from your teacher for you to improve your work:

F: Fully covered    P: Partially covered    I: Improve

Lesson 1	Lesson 5	Lesson 3	SLIP	
Self Assessment level: I achieved a level _____	Peer Assessment level: Level: _____	Mid point level: Tick	Overall level:	
To make to the next level I will _____	Comments :	Bronze		
		Silver		
		Gold		

### **LEVEL 3**

- **I can use a computer to find answers to questions, by searching the internet or using encyclopaedia.**
- **I can look at my work and think of other ways to make it better.**
- **I can explain how I can use computers and other electronic devices, at home and at school.**

### **LEVEL 4**

- **I can understand the information I find. When I read a chart or a table, I know what it means and can explain to other people.**
- **I can find different pieces of information from different sources, in different forms, and put them all together in a way that makes sense.**
- **I can share my work in different ways, including e-mails.**
- **I can use computer models and simulations to understand events, explore patterns and make predictions.**

### **LEVEL 5**

- **I can work with other people and use e-mails and present information in different ways e.g. Audience**
- **I can take part in discussions about how ICT is used in and out of school.**
- **I can think about my work, see where it can be improved, and make those improvements in the next work I do.**

### **LEVEL 6**

- **I can develop and refine the projects I am working on.**
- **I can create complicated sets of instructions for controlling devices and measuring events. I can test these instructions and make them more efficient and accurate.**
- **I can discuss the way that computers and electronic technology are changing society.**

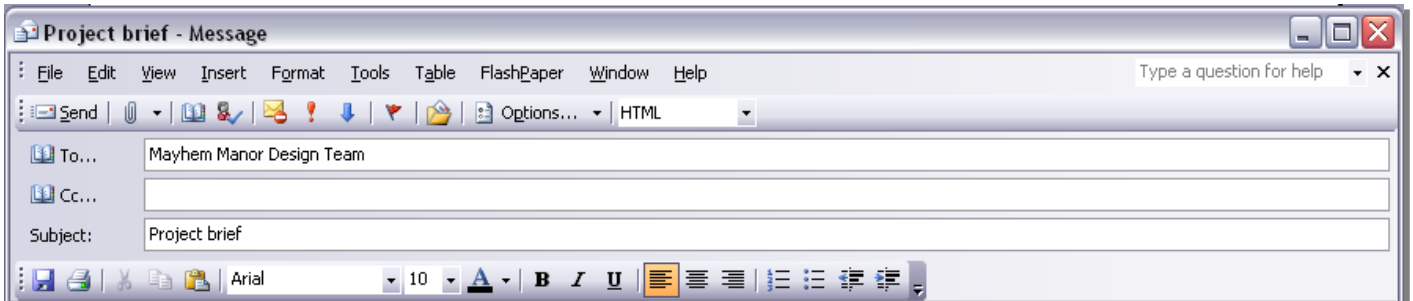
### **LEVEL 7**

- **I can combine information from different sources, and present results to different audiences.**
- **I can use computers to measure, record, analyse and control events in the real world. I can design computer models, simulations and procedures.**
- **I am informed about the changes computers have to society and take part in detailed discussions.**

## 9.1 Mayhem Manor

### Lesson 1: Identifying tasks

**Settler:** Read through the Project brief below. You will be asked to identify the tasks that are outlined to be completed for the starter



Dear Design Team

As you know Mayhem Manor theme park is closed for refurbishment and the installation of new rides. One of these new rides will be the UK's wettest water ride.

**Firstly**, we would like you to **model and test a system** to control the water ride, including all safety features, for example, mechanisms for ensuring safety bars are down on the rafts. You also need to include instructions for moving the rafts at various speeds, and photo opportunities.

**Secondly**, you need to **design and create a financial model** that includes construction costs, advertising costs, and projected revenue from ticket sales. I need you to work out what the price of our entrance tickets needs to be to cover the cost of the water ride. You will need to do some competitor analysis to find out how much other theme parks charge, and what sort of advertising they do.

You will also need to **create a presentation** that includes the financial model and competitor analysis in a suitable format that I can present to the Board of Directors. This needs to include images and the Mayhem Manor logo on each slide.

There is quite a lot to do before the board meeting, so I suggest you create a **plan of action** before you begin!

Yours sincerely

Mayhem Manor Theme Park

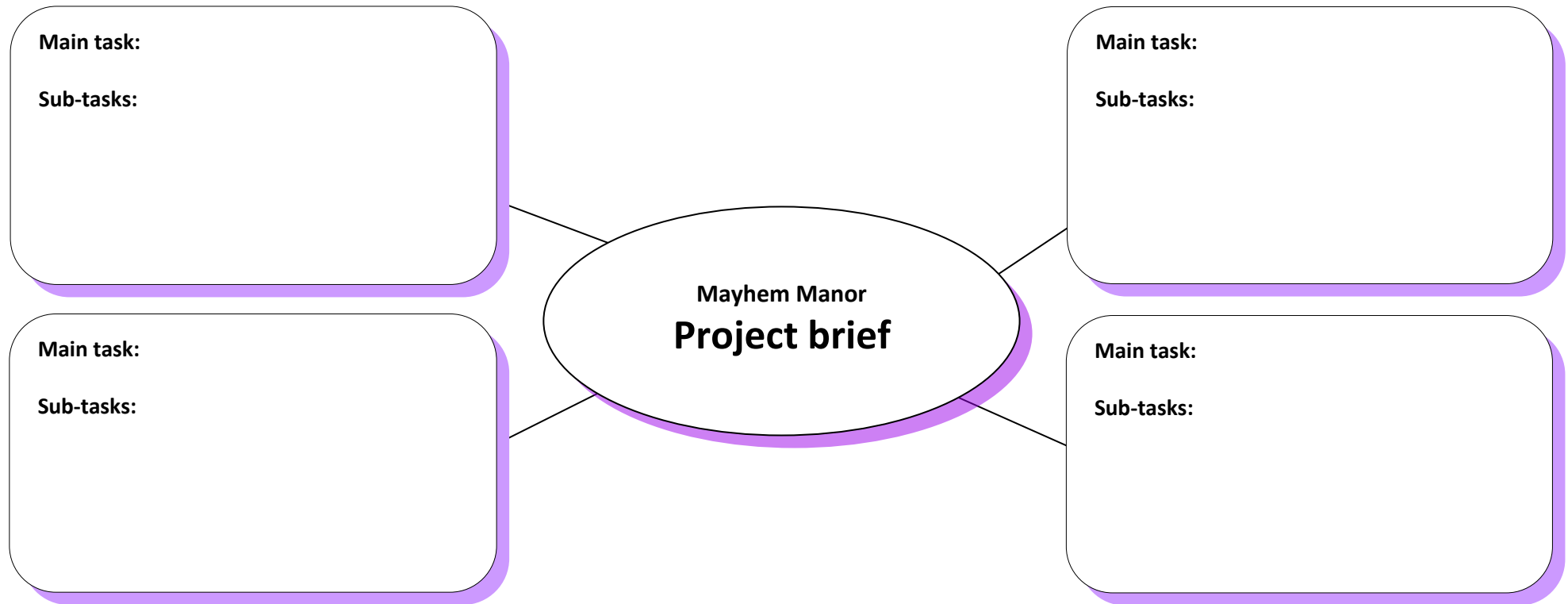
# Lesson 1 Identifying tasks.

## Mind map



**Starter:** Read through the Project brief and highlight the four main tasks in one colour, and sub-tasks in another.

Then complete the mind map below, adding the main tasks and the sub-tasks relating to that task.



<b>Learning Objectives</b>	To identify the processes involved in completing a task into sub-tasks To identify input, output and processes
<b>Challenge Objective</b>	To select tasks appropriate for the new ride at a theme park

## Inputs, processes and outputs

Activity: Use your mind map with tasks and sub-tasks listed to decide what inputs, processes and outputs are involved in each of the systems you have been asked to produce. An example is included.



What have you been asked to produce?	Input	Process	Output
<i>A system to start the water ride</i>	<i>Operator pushes a button to start the water ride</i>	<i>Computer sends a command to the ride motor</i>	<i>The motor is switched on and the ride starts to move</i>

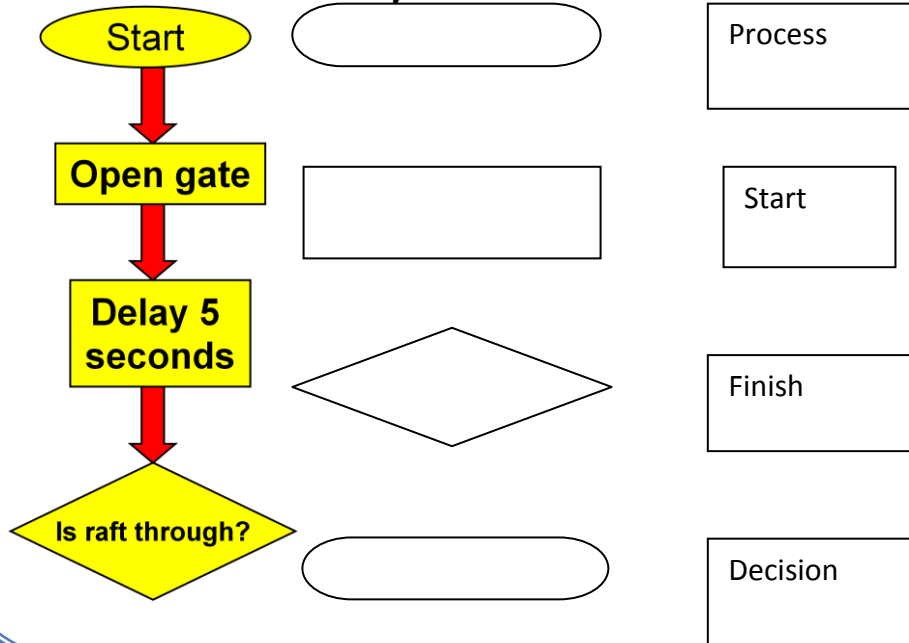


## Lesson 1 - Useful Vocabulary

Name	Definition
Task	A piece of work done or to be undertaken
Project	An activity planned and designed to achieve an aim
Input	Something that goes into a system
Output	Something what comes out of system
Process	This is what the computer does to the input data
Scenario	A written outline of a project
Theme Park	A place of amusement for children and adults
Sub-Task	A task within the main task
Mind Map	A plan of the ideas illustrated
Planning	The process of making plans for something with an aim

9.1 Mayhem Manor  
Lesson 2: Water ride animation

Settler - this is a flowchart, can you match the symbols to the task.



**Learning Objectives**

To be able to model computer control of a water ride using PowerPoint

**Challenge Objective**

Use a range of ICT skills to present information

**Starter**

Write down your most memorable experience of a water ride. Did you enjoy it? What were the best features? And why?

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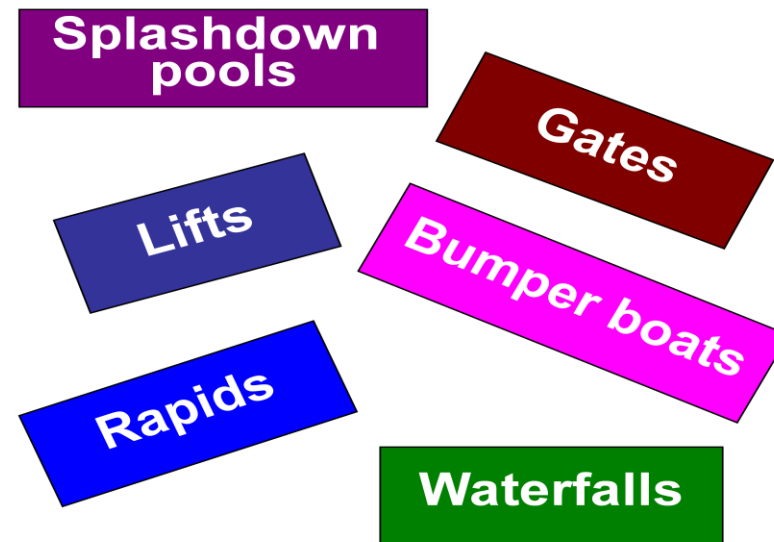
**Activity:** Below are some ideas for themes and features that can be used in water rides. You need to choose a theme and some features to be used in your ride and collect some images from the internet. You will design your ride in PowerPoint. Your task is detailed on the next page.

## Themes\_

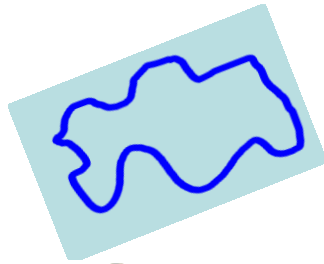


## Features

(Sub-routines)

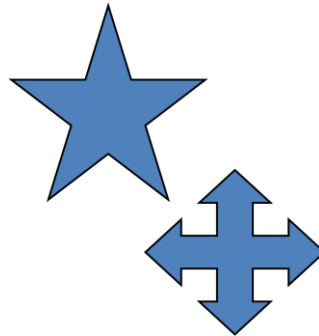


1. Draw your track



2. Use images to illustrate your theme

3. Use Autoshapes to illustrate your features

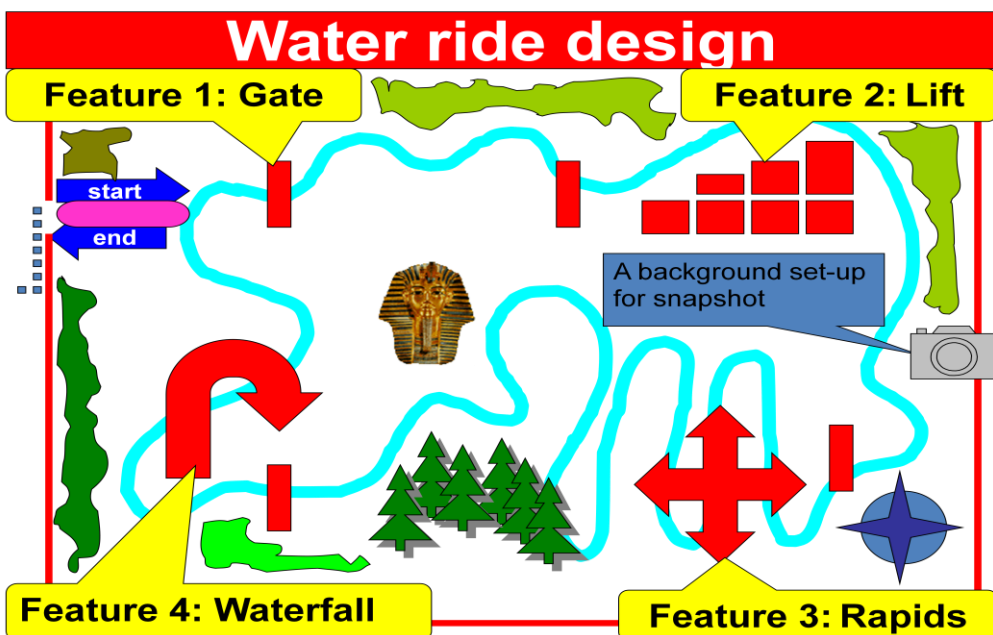


These rapids are really scary!!

4. Annotate your design

5. Add animation to your ride

Example of a water ride



## Plenary Activity

Write down 2 things the person sitting next to has learnt in today's lesson:

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### Level 4

I can construct a basic track for a water ride and animate a raft around the track

### Level 5

I can add animation features that operate as the raft moved around the track.

### Level 6

I can add advanced animation features such as camera flashing as the ride moves around.

## Lesson 2 - Useful Vocabulary

Name	Definition
Animation	A moving display created by series of pictures or frames
Control	Device or mechanism installed to guide activities
Simulate	Representing the function of a device
Track	A path for the water ride
Raft	Used as a boat platform
Scenario	A written outline of a project
Sequence	Arranged in a particular order
Purpose	
Audience	
Instructions	

# 9.1 Mayhem Manor

## Lesson 3: Water ride modelling

### Settler – Can you name some parts of the interface

Scratch interface screenshot

The screenshot shows the Scratch 1.2.1 interface with the following labeled components:

- Scripts, Costumes or Sounds:** Tabs at the top of the interface.
- Current sprite information:** Displays information on the sprite you have currently selected.
- Toolbar:** move, copy, cut, grow or shrink objects on the stage.
- Start (Green Flag) and Stop the game:** Buttons for starting and stopping the game.
- Project notes:** Write notes or instructions for your game here.
- Block types:** Click on the block type you need, for example, to move a sprite you would need the Motion menu.
- Blocks Palette:** Script blocks can be dragged into the central Scripts area from here.
- Scripts area:** You can drag blocks in and snap them together to make scripts.
- Presentation Mode:** Allows you to view the game as a player would see it.
- Sprite List:** When you build scripts or edit a sprite you must click on it in this window first.
- New sprite:** Paint, import random sprite, or create a new sprite.

Empty boxes for labeling are provided below the screenshot:

- Two empty boxes on the left side of the screenshot.
- Two empty boxes on the right side of the screenshot.
- Two empty boxes at the bottom of the screenshot.
- A large empty box at the bottom center containing the text: "Toolbar, Start & stop, presentation mode, blocks palette, script area, sprite list".

### Starter

From your own experiences write down what you remember about scratch

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### **Learning Objectives**

To be able to understand how to use scratch software  
To be able to design a track on scratch

### **Challenge Objective**

Develop a simulation that included two rafts

### **Main task**

You will need to design your own water ride using scratch.  
Remember to use your Power Point and you can add more features in scratch

Your challenge is to show the class who can get the raft moving first, don't forget to collect your VIVO's.

### **Plenary - List the top 3 design elements used**

- 1.....  
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- 2.....  
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- 3.....  
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#### **Level 4**

I can follow a scratch tutorial to simulate a water ride by using the scratch scripts

#### **Level 5**

I can develop an existing model to simulate a water ride in scratch using my design.

#### **Level 6**

I can develop a simulation that includes the movement of two rafts using the scripts

## Lesson 3 - Useful Vocabulary

Name	Definition
Modelling	The application of specific assumptions of a device
Control	Device or mechanism installed to guide activities
Simulate	Representing the function of a device
Track	A path for the water ride
Raft	Used as a boat platform
Scratch	A software used to create interactive and programmable designs
Sequence	Arranged in a particular order
Variables	
Circuit	
Movement	

## 9.1 Mayhem Manor

### Lesson 4 Building a financial model

**Settler** – Match the phrases on the left to the formulae on the right hand side.

A formula to add all the numbers in the cells E2 to E7.	<b>=S17</b>
A function to show what another cell contains. If the number in the other cell changes, so does this one. It is useful when you use more than one worksheet in your spreadsheet.	<b>=E2+E7</b>
A function to check if you have made a profit or loss. If the cell M14 contains a number greater than 0 then you have made a profit so it shows the word PROFIT. If it contains 0 or a negative number then it shows the word LOSS.	<b>=E2/E7</b>
A formula to add the numbers that appear in the cells E2 and E7.	<b>=E2*E7</b>
A formula to divide the number that appears in cell E2 by the number that appears in cell E7.	<b>=SUM(E2:E7)</b>
A formula to multiply the number that appears in cell E2 by the number that appears in cell E7.	<b>=IF(M14&gt;0,"PROFIT","LOSS")</b>

#### **Learning Objectives**

To be able to create a financial model for a specific purpose

To be able to recognise the inputs and outputs for the model

#### **Challenge Objective**

Independently create a complex model of costs and revenue

## Starter

The screenshot shows an Excel spreadsheet with the following data:

Mayhem Manor Sandwich Shop Wages									
Hours worked (per day)									
Name	Pay per hour	Mon	Tues	Wed	Thur	Fri	Total hours	Total pay per employee	
Bart	£6.00	7	4	7	7	7	32	£192.00	
Herbie	£6.00	7	7	7	44	4	69	£414.00	
Wallace	£6.00	7	7	7	7	4	32	£192.00	
Maggie	£6.50	4	4	7	7	7	29	£188.50	
Boo	£7.00	4	4	7	7	7	29	£203.00	
							<b>Total pay</b>	<b>£1,189.50</b>	
							<b>Shop takings for week</b>	<b>£950.00</b>	
							<b>Profit/Loss</b>	<b>-£239.50</b>	

### Questions

- 1) What is the purpose of this model?
- 2) To whom would this model be useful?
- 3) What are the **inputs**? (what data must be put in?)
- 4) What are the **outputs** from the model? (what information do we get out of the model?)
- 5) Which cells contain variables?
- 6) Which cells contain formulae?
- 7) What would the rules of this model be?
- 8) What would happen if the pay per hour was increased by £1 for everyone? What would change? Why?
- 9) Can you spot a mistake that happened during data input? What do you think this figure should be? How would you check it?
- 10) With the mistake rectified, how much profit does the shop make? Is this good or bad?
- 11) How could you find out what the shop takings would need to be in order to make £1,000 profit?

## Financial model planning sheet

**Activity 1:** Complete the table below to show what information the manager needs to get **out** of the model you create (**outputs**).

Outputs needed	Formula

**Activity 2:** Complete the tables below with the information you will need to put into the model (**inputs**). An example has been added for you.

Costs section	
<i>Construction costs</i>	<i>£300,000</i>

Revenues section	



**Activity 3:** You need to know how much money is coming into the theme park each month (revenue). You know the ticket prices, but what other information do you need to work out the revenue?

The manager will need to send you this information (**CD Resource 5e - Theme park data**). Copy and paste the table in the space below.

## Plenary Task

Theme park data - For each record work out the total. The first one has been done for you.

Dear Design Team,

After conducting research into ticket sales for our other major attractions the marketing team has come up with the following expected ticket sales for each month:

	April	May	Jun	Jul	Aug	Sept
Standard Adult Ticket	1016	1367	1628	2239	2122	1069
Standard Child Ticket	1096	1236	1236	2504	3625	503
Season Ticket	35	76	81	137	119	57
Queue-jumper	110	158	250	354	467	3
<b>Total</b>	<b>2257</b>					

Ms Thora Thunders  
Senior Manager  
**Mayhem Manor Theme Park**

What level are you?

### Level 4

I can identify the inputs and outputs required in a financial model

### Level 5

I can extract information from a brief and organise it usefully

### Level 6

I can extract information from a brief and organise it usefully, identifying inputs and outputs

## Lesson 4 - Useful Vocabulary

Name	Definition
Financial model	The task of building an abstract representation
Analyse	Considering something in detail
Simulate	Representing the function of a device
Inputs	
Outputs	
Scenario	A written outline of a project
Sequence	Arranged in a particular order
Costs	
Organise	To give a structure to my work
Revenue	The total income

9.1 Mayhem Manor  
Lesson 5 refining a financial model

**Settler - Competitor analysis**

Think of some of the theme parks you have been to and the prices you have paid

Theme park	Single Ticket price	Family ticket price	Children prices

**Learning Objectives**

- To be able to construct a financial model
- To be able to refine a financial model

**Challenge Objective**

To be able to explain how a financial model works

**Starter**

Looking at the ticket prices for last week do you think Mayhem Manor's prices are comparable with their competitors?  
If not what should reasonable ticket prices be.

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## Money spinners



**Activity:** Below are listed two suggestions for additional activities that could generate revenue for Mayhem Manor. For each activity, add a suggested cost, a suggested unit price (that is the price you sell it for) and unit sales (number you think you will sell) for each month.

Add at least one further idea for a money-making activity relating to the water ride, and suggest the cost, price and unit sales per month.

Item / activity	Unit cost	Price	Apr	May	Jun	Jul	Aug	Sep
<b>Water ride photos</b> People have their photo taken on the ride - just as they get splashed!	£0.50	£4.50	400					
<b>Water ride parties</b>								

U9\_1\_L6\_Res6c [Compatibility Mode] - Microsoft Excel

Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

K31

1 **Plenary spreadsheet** **Projected costs and revenue model (all new attractions)**

2

Item	Cost
Water ride costs	£485,000.00
Belly Heaver costs	£120,000.00
Carousel costs	£60,000.00
<b>Total costs</b>	

7

8

12 **Revenue (ticket sales)**

Ticket type	Price	Tickets sold per month							Total ticket sales	Revenue
		Apr	May	Jun	Jul	Aug	Sep			
Standard adult	£25.00	1016	1367	1628	2239	2122	1069			
Standard child	£20.00	1096	1236	1236	2504	3625	503			
Season ticket	£15.00	35	76	81	137	119	57			
Queue-jumper	£10.00	110	158	250	354	467	3			
								<b>Total revenue</b>		
								<b>Profit/Loss</b>		

13

14

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20

21 **Complete the tables with the formulae needed in each yellow box.**

22

## Plenary. Questions and answers based on the above model

### Questions

1. What are the total costs for all planned new rides?
2. What is the profit or loss made by the theme park?
3. What would you suggest the manager needs to do in order to break-even?
4. If the ticket prices are all made 10% higher, do you think the theme park will break-even? How would you test this?
5. If sales of tickets to the park increase by 5%, do you think the theme park will break-even? How would you test this?
6. How might the manager increase ticket sales?
7. What problems might the theme park have if the prices are increased a lot?

Peer Assessment - Get your neighbour to assess your answers and give you a grade

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#### Level 4

I can add new variables to a model

#### Level 5

I can suggest how the new variables affect the model

#### Level 6

I can use models to make predictions and vary rules within the models

## Lesson 5 - Useful Vocabulary

Name	Definition
Refine	To improve my work by making changes to make the device more accurate
Variable	A change in the device
Test	Measures to check quality
Values	The regard that something is held to deserve
Predictions	The way things will happen in the future
Structure	The arrangement of elements for a device
Prices	
Automated	
Spreadsheet	
Calculations	

9.1 Mayhem Manor  
Lesson 6 Making and interpreting charts

**Settler**

List 3 Key Words from last week's lesson

- 1.
- 2.
- 3.

**Learning Objectives**

To be able to create a chart to represent 2 data series

**Challenge Objective**

To interpret a chart and draw conclusions

**Think! Write down the various uses for charts and graphs!**

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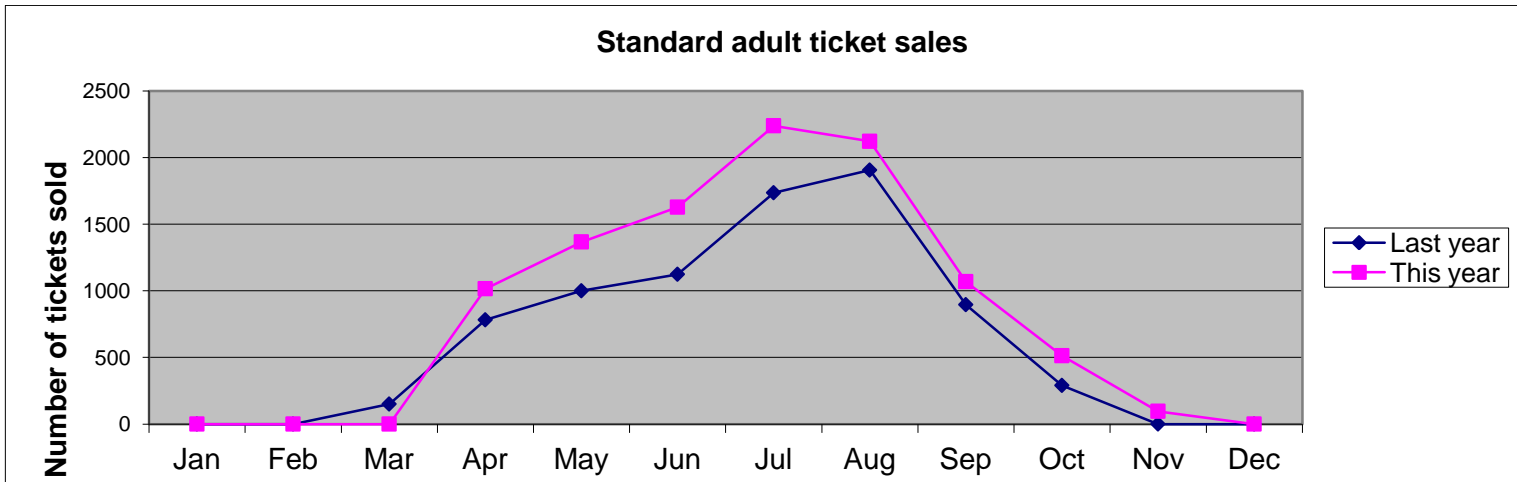
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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	<b>Chart starter</b>													
2														
3	<b>Theme park ticket sales</b>													
4														
5	<b>Last year</b>													
6		<b>Tickets sold per month</b>												
7	<b>Ticket type</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	
8	Standard adult	0	0	150	782	1000	1124	1736	1906	896	290	0	0	
9	Standard child	0	0	317	1096	1236	1236	2504	3625	503	376	0	0	
10	Season ticket	0	0	1	23	44	68	80	102	43	3	0	0	
11	Queue-jumper	0	0	0	110	158	250	354	467	3	0	0	0	
12		0	0	467	1878	2236	2360	4240	5531	1399	666	0	0	
13														
14														
15	<b>This year</b>													
16		<b>Tickets sold per month</b>												
17	<b>Ticket type</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	
18	Standard adult	0	0	0	1016	1367	1628	2239	2122	1069	513	96	0	
19	Standard child	0	0	0	1096	1236	1236	2504	3625	503	376	74	0	
20	Season ticket	0	0	2	35	76	81	137	119	57	7	0	0	
21	Queue-jumper	0	0	0	110	158	250	354	467	3	0	0	0	



### Starter interpreting the chart

Using the information on the previous page, answer the following questions.

1. What happens in January at the theme park?
2. When did the theme park close last year?
3. When did the theme park close this year?
4. What was the busiest month last year?
5. What happened one month later this year than last year?
6. Is the theme park making more or less money this year?
7. Is this chart the best chart type to show this data? What other chart type could be used?

**Main Activity:** Use the following tables to make charts for Mayhem Manor

### Mayhem Manor sales figures

Table A - Projected figures

	Apr	May	Jun	Jul	Aug	Sep
Standard adult	1016	1367	1628	2239	2122	1069
Standard child	1096	1236	1236	2504	3625	503
Season ticket	35	76	81	137	119	57
Queue-jumper	110	158	250	354	467	3
<b>Total</b>	<b>2257</b>	<b>2837</b>	<b>3195</b>	<b>5234</b>	<b>6333</b>	<b>1632</b>

**Table B - This year actuals**

	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>
Standard adult	850	1208	1541	2269	2008	897
Standard child	1096	1236	1236	2504	3625	503
Season ticket	35	76	81	137	119	57
Queue-jumper	110	158	250	354	467	3
<b>Total</b>	<b>2091</b>	<b>2678</b>	<b>3108</b>	<b>5264</b>	<b>6219</b>	<b>1460</b>

Were the predictions accurate?

Are the actual figures better or worse than the projected figures?

How can the manager increase ticket sales?

**Plenary**

**What conclusions can you draw from the charts? What could be the implications for the theme park?**

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**Level 4**

I can recognise that data can be represented in a chart and their purposes

**Level 5**

I can recognise the main chart types and why they are useful for different purposes.

**Level 6**

I can make predictions and use graphs to demonstrate an understanding of how to present data

## Lesson 6 - Useful Vocabulary

Name	Definition
Charts	A diagram representing data
Represent	To show information in the form of data
Interpret	Explaining the meaning of something
Present	A show findings or information
Information	Facts provided or something learnt about provided
Investigate	Carry out a systematic enquiry
Figures	Official statistics used to show data
Creating	
Sales	
Title	

9.1 Mayhem Manor  
Lesson 7 Presenting findings

**Settler**

On the next page read through the presentation brief.

**Learning Objectives**

To be able to create presentation for the given audience

To evaluate my presentation

**Challenge Objective**

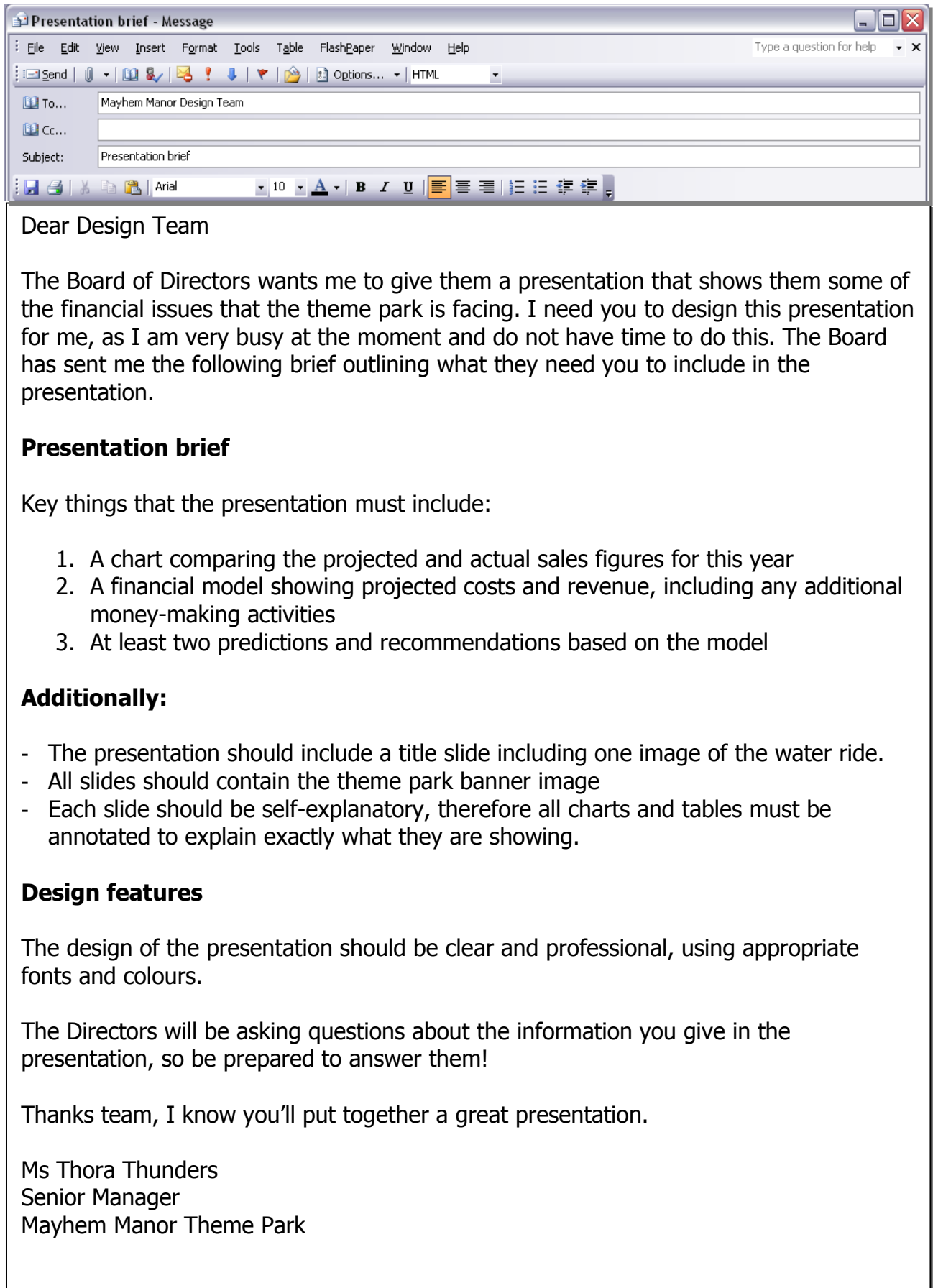
Justify choice of design

**Starter**

What makes an effective presentation?

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3. ....  
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4. ....  
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5. ....  
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6. ....  
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# Presentation brief



Dear Design Team

The Board of Directors wants me to give them a presentation that shows them some of the financial issues that the theme park is facing. I need you to design this presentation for me, as I am very busy at the moment and do not have time to do this. The Board has sent me the following brief outlining what they need you to include in the presentation.

**Presentation brief**

Key things that the presentation must include:

1. A chart comparing the projected and actual sales figures for this year
2. A financial model showing projected costs and revenue, including any additional money-making activities
3. At least two predictions and recommendations based on the model

**Additionally:**

- The presentation should include a title slide including one image of the water ride.
- All slides should contain the theme park banner image
- Each slide should be self-explanatory, therefore all charts and tables must be annotated to explain exactly what they are showing.

**Design features**

The design of the presentation should be clear and professional, using appropriate fonts and colours.

The Directors will be asking questions about the information you give in the presentation, so be prepared to answer them!

Thanks team, I know you'll put together a great presentation.

Ms Thora Thunders  
Senior Manager  
Mayhem Manor Theme Park

## Designing for audiences

**Activity:** Look at the table below and decide which of the design elements on the left would be appropriate for a presentation to the Board of Directors, and which you would not use. Make a comment about why you have made each choice.

Design element	Is this appropriate for a presentation to the Board of Directors?	Why, or why not?
Lots of bright colours		
Text written as bullet points		
Two or three subtle shades of a colour		
A plain font like Verdana or Arial		
A fun font like Jokerman or Comic Sans		
Formal language		
Sound effects		
Lots of pictures of water rides and fairground rides		
One image on the title slide, but no more		
Animated bullet points		
Informal language		

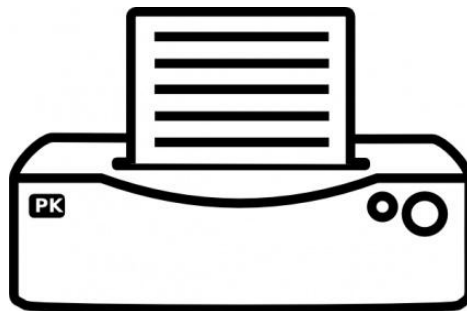
Activity: Create a new presentation for the board of directors with the information you have been requested in the presentation brief.

Use as much information that you have created based on the theme park and some images from the RMshared area.



### Plenary

Print your presentation and any other work that needs to be added to your booklet.



Put your printed work in this space

#### Level 4

I can apply basic elements of effective presentations and insert a chart

#### Level 5

I can apply a range of design elements in my work relating these to the target audience and purpose

#### Level 6

I can justify choice of design elements relating them to audience and purpose. I can evaluate my own work

## Lesson 7 - Useful Vocabulary

Name	Definition
Findings	A conclusion reached after a project
Presentation	The way in which information is delivered
Audience	A specific target to whom the product/service is aimed at
Company	An organisation or group who provide services and products
Design	A plan produced to show to look of the product
Insert	An icon clicked on to allow text or images to be included
Tables	A grid of organised data
Purpose	
Evaluate	
Feedback	

# Unit Evaluation

What have you particularly enjoyed and not enjoyed about this project?

I enjoyed.....

.....  
.....

I did not enjoy.....

.....  
.....  
.....

Did you encounter any problems during the project? If so, how did you overcome them?

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.....

If you had to do the project again, what would you do differently next time?

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.....  
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