

**Action: 5: Organising and running a school fruit shop**

***Which ENHPS criteria were covered?***

- 1** To promote actively the self esteem of all pupils by demonstrating that everyone can make a contribution to the life of the school.
- 2** To develop good staff/pupil and pupil/pupil relationships in the daily life of the school.
- 3** To make clear for staff and pupils the social aims of the school.
- 4** To ensure that all pupils benefit from stimulating educational challenges.
- 6** To develop good school/home community links and shared activities.
- 11** To consider the health promoting nature of the school environment.

## ***Why did you choose to do this?***

We had heard of another school's successful launching of a fruit shop, and had also been approached by the local organiser of the Primary Enterprise Business Scheme to enter a project. It seemed an ideal opportunity to pilot a fruit shop in our school.

## ***What actually happened?***

The idea of trialling a fruit shop for one week was presented to Class 2 (Years 1 & 2 in KS1). Out of the ensuing discussion a number of key questions and activities were determined:

### **Survey of pupils and staff:**

- Who brings fruit to school? (straw polls)
- Do we need a fruit shop in school? (ascertain demand)

### **Survey of parents:**

- Are you willing for your child to buy fruit? (letters home)
- What price would you find acceptable?

### **Questionnaire for pupils and staff:**

- Which are your favourite fruits? (order of preference)

### **Find fruit wholesaler and cost of fruit:**

- Can you supply us?
- How often? How fresh? How much?

### **Trip to local shop, talk with owner:**

- Would we upset your business?
- Where do you store your fruit?

### **Choosing our own storage:**

- Is it cool?
- Is it clean?

### **Designing a shop:**

- Where is the best place?
- Will it have to be mobile?
- Can we sell quickly within the time?
- Which idea is the best?
- Is it attractive?
- How easy is it to set up and dismantle?
- Have we considered a place to wash fruit?

### **Publicity:**

- How can we make sure everybody knows about the shop?
- What sort of posters are eye-catching?
- How soon should we advertise?
- What about announcements in assembly?

### **Selling:**

- How many are needed behind the counter?
- How should we behave?
- What about giving change?

### **Feedback:**

- What is everybody buying?
- How many are coming to buy?
- Are they buying more than one fruit?
- Are they happy with the shop?
- What needs to be changed?



The members of the class had to organise themselves to draft, type, photocopy, address letters and questionnaires, deliver, record replies, process data on the computer, draw and paint, cut out, practise selling and giving change, draw up a rota of shop assistants, put up posters, revise orders, count and total up each day, and so on. At the end of the week the problems that arose were assessed and ways of overcoming them were suggested; each class was asked for feedback regarding reactions to the shop.

Finally, the class had to decide on the best way of presenting the findings of the pilot in an attractive way for the Business competition. The shop was set up again, and details regarding the work undertaken were set up under the following headings:

- Collecting information
- Piloting for a week
- What was the response?
- What next?

Members of the class also had to be prepared to talk about the pilot to the judges.

## ***Which aspects went particularly well?***

Because there was a purpose to the learning, the pupils in the class responded far more intently to all the exercises they had to do. It was important to get the facts right at the outset and to record accurately on the computer, or we could order the wrong fruit and the wrong amounts and end up with debts. It was equally important to make the shop attractive and make buying a pleasant experience, or pupils would not return. It was crucial to give the correct change, and to total up accurately at the end of the day.

The teacher involved also recognised the value in using 'real' products. Many schools accept that children respond differently when using proper money. But other aspects, like the care that needs to be taken with real fruit to avoid them bruising; the cleanliness aspect, and the importance of safe lifting and carrying due to their weight might not be issues that would be highlighted in a play shop with plastic products.

The shop itself proved to be extremely popular. Ninety eight per cent of parents had supported the idea, and by the end of the week, the response was 100 per cent. Fruit sales had been underestimated, and more had to be ordered. Most pupils requested that the fruit shop could continue.

## ***What problems were encountered and how were these overcome?***

- The fruit that had been most requested was grapes. This posed an organisational problem. How do we decide on a bunch worth 10p? How easy will it be to cut up the bunches? The children worked out that ten grapes to a bunch was fair, but it was not that easy to ensure that each bunch was made up of ten grapes. This inequality was noticed by the customers and adequate recompense had to be made.
- Grapes were also the most popular item and sold out quickly. However, when they were re-ordered, a different variety that look less appealing was delivered. This made the pupils realise that fruit is not a consistent commodity, and that sales would consequently vary due to the type of fruit available.
- We did not anticipate that our customers would buy more than one piece of fruit. In the event, many bought two, and some bought as many as four pieces every day. It was simply a matter of recalculating sales and re-ordering on that basis for the rest of the week

## ***How do you know how successful it was?***

- Members of Class 2 carried out straw polls each afternoon to determine how many pupils in the school had visited the shop. Numbers grew each day.
- The verbal responses were always enthusiastic and many requests for the shop to be a regular feature were made.
- Even after re-ordering, the shop sold out by the end of the week.
- Parents made positive comments about the pilot and suggested that it was a good idea for it to continue.
- All classes were asked to record their response to the shop. The response was very positive.
- Other classes wanted to have a go running the shop.
- The project was one of the successful winners in the Primary Enterprise competition.

## ***Has this led to other activities?***

- It was decided that each class except Reception should have the opportunity to organise, set up and run the shop. For the moment this is limited to once a term. The responsible class has over all freedom to make decisions regarding organising, adapting, ordering, choosing and - to a certain degree - pricing, (for example, loss leaders and free samples could be introduced).
- The summer term's fruit shop was deliberately planned to coincide with the Area Schools Sports Day - since it was being held at our school - partly to add to the challenge of organising the shop outside at a big event, and partly to publicise the idea to other schools and allow the parents to see how the shop operates.
- From time to time a straw poll is taken of every class to ascertain whether the shop has encouraged pupils to bring in fruit at other times. This doesn't seem to be happening.

## ***Are linked activities planned for the future?***

- It seems likely that the shop will become a regular daily feature, since the response has been so positive and fruit is not being brought in to school. This in itself will highlight other problems which will need to be overcome. However, no insurmountable problem is anticipated.
- Class 4 (Years 5 & 6) have entered the 1998 Primary Enterprise competition with another business project.



## Action: 3: To improve school tuck shop

### *Which ENHPS criteria were covered?*

- 2 To develop good staff/pupil and pupil/pupil relationships in the daily life of the school.
- 5 To take every opportunity to enhance the physical environment of the school.
- 6 To develop good school/home community links and shared activities.
- 8 To promote staff health and well being.
- 9 To consider the exemplar role of staff in health-related issues.
- 10 To consider the complementary role of school policies to the health education curriculum, e.g. policies on smoking, bullying, healthy eating.



- 11 To consider the health promoting nature of the school environment.

## ***Why did you choose to do this?***

- To improve pupils' health choices and, hopefully, their general nutrition.
- To promote healthy eating
- To sell nutritious snacks



## ***What actually happened?***

- Introduced plain biscuits and cartons of fruit juice as an alternative to chocolate in the tuck shop.
- Small scale introduction of fruit to tuck shop on a trial basis.
- Launch of 'Health Week' which included a fruit stall set up by fruit wholesaler. Parents were encouraged to sample his produce and were surveyed for their reaction to the introduction of a fruit only tuck shop. Parents who attended the special health evening supported this initiative and a newsletter was distributed.
- Contact was made with a local greengrocer who promised regular and prompt deliveries to support the initiative.
- Year 6 pupils were responsible for display of fruit, sales and stock control.
- Introduction of a healthy eating day each Wednesday when crisps and chocolate were banned at breaktime.
- Parents were consulted on a complete ban of crisps etc. when only fruit and plain biscuits were to be allowed. No objections were forthcoming and the school introduced this new policy.

## ***Which aspects went particularly well?***

- Fruit became an acceptable snack.
- Children's realisation that fruit was a healthy and nutritious alternative to their usual snack foods
- Stickers to promote sales became very popular with children. (Personalised stickers entitled 'I'm a Severn Junior Healthy Eater').

## ***What problems were encountered and how were these overcome?***

- Fruit management - storage, wastage and deliveries.
- Disposal of skins/cores etc. on yard.
- Sometimes difficult to enforce the ban on crisps etc. during breaktime.

## ***How do you know how successful it was?***

- Positive response from pupils, staff and parents.
- An accommodating fruit supplier is happy with the arrangement.



- Much improved litter problem.
- Children are very keen to be involved in managing fruit shop.

## ***Has this led to other activities?***

The original idea of improving the tuck shop gained momentum and developed into a fruit shop and a ban on crisps and chocolate during breaktimes.

## ***Are linked activities planned for the future?***

To develop the nutritional aspect of the curriculum we hope to initiate a 'breakfast club' to highlight the importance of this meal.



## Action: 2: School fruit shop

### *Which ENHPS criteria were covered?*

- 1 To promote actively the self-esteem of all pupils by demonstrating that everyone can make a contribution to the life of the school.
- 2 To develop good staff/pupil and pupil/pupil relationships in the daily life of the school.
- 5 To take every opportunity to enhance the physical environment of the school.
- 6 To develop good school/home community links and shared activities.
- 8 To promote staff health and well being.
- 9 To consider the exemplar role of staff in health-related issues.
- 10 To consider the complementary role of school policies to the health education curriculum, e.g. policies on smoking, bullying, healthy eating.
- 11 To consider the health promoting nature of the school environment.

### *Why did you choose to do this?*

Following the success of the school fruit shop during 'Good Health Week' the consensus of opinion was that we should establish a permanent fruit shop. S4C visited school to film the kick starting of this venture.

In order to further advance our healthy eating policy (no crisps, chocolates, sweets or fizzy drinks are now consumed during playtimes) this was seen as an inevitable follow up.

### *What actually happened?*

- September 1996 - Fruit shop opened
- Greengrocer who provided fruit for 'Good Health Week' approached and agreed to provide and deliver fruit on a weekly basis. He collects fruit from Barry Docks Monday 5.00 a.m. and delivers at school opening time.
- Market research carried out throughout school to establish favourite fruits resulting in:
  - a) red apples (most popular)
  - b) green apples
  - c) pears
  - d) bananas
  - e) tangerines and plums when in season.
- Year 6 children to run the shop. Initially profit making not a priority but important to break even. The shop now makes a nominal profit every week. Pupils keep ledger of accounts and ordering. Accounts completed every Friday and monies banked by school clerk.
- Shop open every morning playtime - all pupils given the opportunity to visit shop.



- Juniors and Infants bring 10 pence for daily fruit. Infant teachers collect the week's supply of fruit for their class every Monday and this fruit is quartered and given out with milk. Money for infant fruit collected termly.
- Fruit shop's smooth running supervised by health coordinator.

## ***Which aspects went particularly well?***

- Since pupils do not eat junk food at breaktimes they are hungrier and readier to eat their lunch. The school environment has been improved and there is far less rubbish on the school yard.
- The health advantage is obvious - the pupils have the opportunity to eat fruit daily.

## ***What problems were encountered and how were these overcome?***

Initially, the shop was located in the Technology room but in September 1997 this room was needed as a classroom. The shop is now run from the foyer of the school. This has, in fact, worked to our advantage as it is now in a more central position.

## ***How do you know how successful it was?***

- The pupils continue to use the shop on a regular basis and consume vast amounts of fruit! As yet, there is no decline in their demand for fruit. It is an environmentally friendly commodity with very obvious health advantages.
- The obvious success of the shop is measured by the amount of fruit sold and eaten weekly (between 700 and 800 pieces of fruit weekly - school now has 470 pupils).
- The amount of litter in the playground has decreased and there is no longer a need for daily litter picks.

## ***Has this led to other activities?***

What started as a pilot scheme is now a permanent fixture of school life at Santes Tudful.

## ***Are linked activities planned for the future?***

Yes, we are overjoyed to have been invited to be a part of the Mid Glamorgan Education Business Partnership. This involves participating in a cross-curricular project for Key Stage 1 and 2 to add value to the teaching/learning experience and to develop a good working relationship between school and industry. We hope to see a fresh fruit salad included on the menu ('Salad ffrwythau Santes Tudful') of a popular local Brewer's Fayre restaurant.

## Action: 4: Fruit tuck shop

### *Which ENHPS criteria were covered?*

- 2 To develop good staff/pupil and pupil/pupil relationship in the daily life of the school.
- 3 To make clear for staff and pupils the social aims for the school.
- 6 To develop good school/home community links and shared activities.
- 11 To consider the health promoting nature of the school environment.

### *Why did you choose to do this?*

Healthy eating was being taught to the children throughout the school on a very regular basis but we felt that we should put policy into practice and encourage healthy eating in a positive way. We were very impressed with the success that another school had with this project and so we decided to go ahead with it with 100 per cent staff support.

### *What actually happened?*

- A letter was written to parents asking for their support with the initiative and asking them to contact us if they had any comments to make. The vast majority of parents welcomed the initiative.
- The scheme was discussed with all the children but in greater detail with Year 6. They were not initially as enthusiastic as the parents but agreed to trial the fruit shop idea. Children were also surveyed to discover their favourite fruit. A fruit wholesaler was contacted after several unsuccessful attempts to get a local greengrocer to supply the school. The wholesaler agreed to deliver fruit at 10p a fruit. The fruit is paid for on delivery so no billing is involved.
- The fruit is sold by Year 6 children on a rota basis on Tuesdays and Thursdays. On these days only fruit is allowed to be eaten at breaktimes. The fruit is usually sold from the dining room and children visit the fruit stall on their way out to play. Nursery and reception class children usually visit with their Nursery Nurse so that there is no problem with them handling the money. Year 6 children count the money and report back to the school secretary on how the fruit sold. The secretary has taken responsibility since Easter for ordering the fruit. Many of the children, especially in the infant department actually bring in their own fruit daily but especially on the fruit days.



### *Which aspects went particularly well?*

- The response from the children and support from the parents.
- The response and cooperation from the fruit wholesaler who goes out of his way to ensure deliveries and quality of fruit.

## ***What problems were encountered and how were these overcome?***

- Initially some older children tried to bring crisps in as well as having fruit, but this soon stopped.
- Occasionally we have forgotten to order fruit due to INSET days etc. and the fruit is therefore late arriving. We have had very disgruntled children!

## ***How do you know how successful it was?***

- Response of children and parents. The change in their attitude to eating healthily.

## ***Has this led to/does this link to other activities?***

- The school kitchen is providing more fruit and packed lunches which always contain fruit.

## ***Are linked activities planned for the future?***

- Extending fruit days to other days and maybe enhance the appearance of the shop to make it more of a feature in the school.