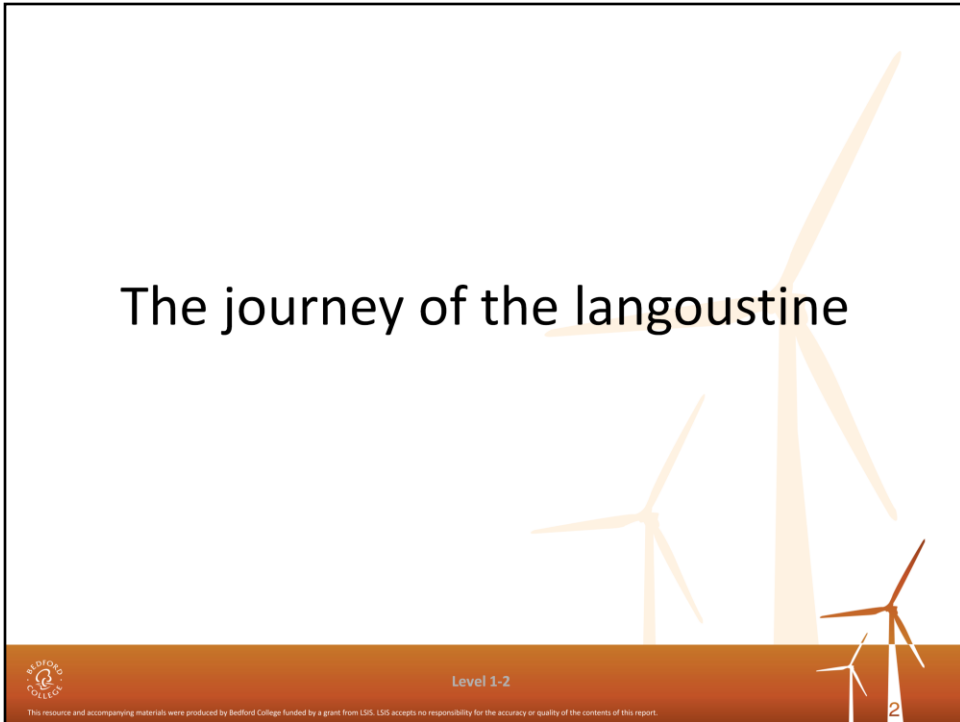


The journey of the langoustine



Langoustine – A large Norwegian prawn

Do you ever wonder
where the food you eat comes from
or
the clothes you wear are made?

Look at a label on your clothes now



Level 1-2

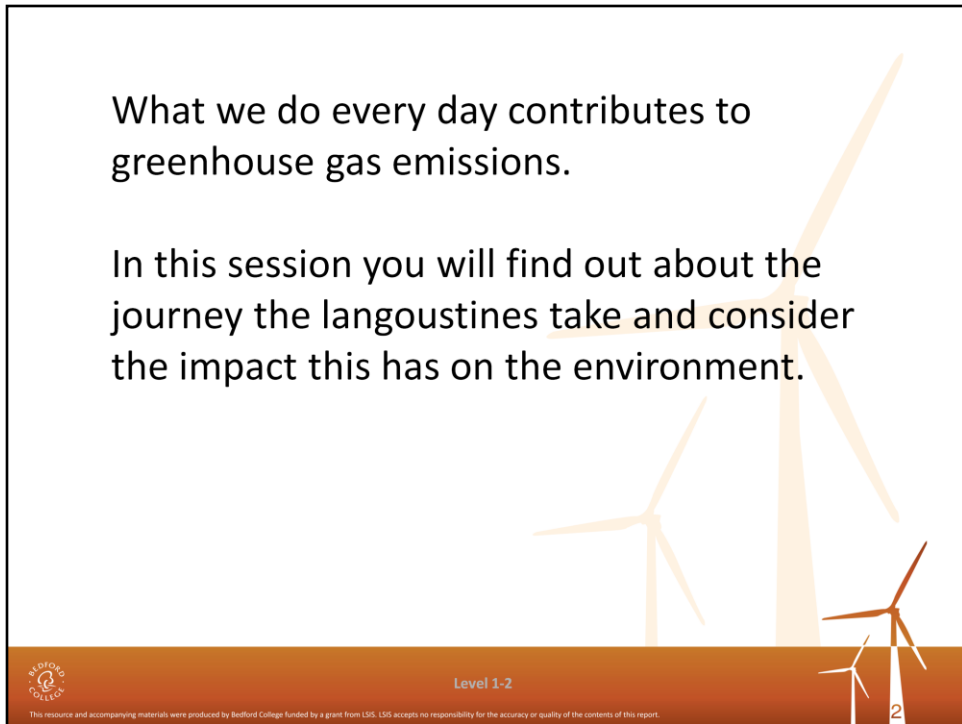
This resource and accompanying materials were produced by Bedford College funded by a grant from LSS. LSS accepts no responsibility for the accuracy or quality of the contents of this report.



Learners can look at clothes labels. Write these on whiteboard and briefly discuss to introduce the learners to the fact that goods come from many distant countries.

What we do every day contributes to greenhouse gas emissions.

In this session you will find out about the journey the langoustines take and consider the impact this has on the environment.



Greenhouse gas –A gas that causes the greenhouse effect.CO₂(Carbon Dioxide) is the most well known. This can cause a rise in average temperatures
Environment – surroundings or conditions we live in


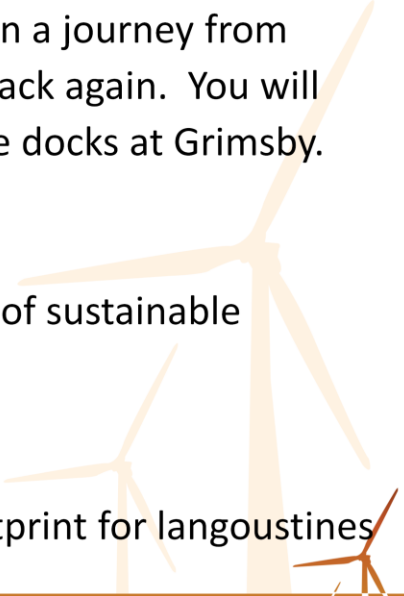
This session will take you on a journey from Scotland to Thailand and back again. You will visit the Suez Canal and the docks at Grimsby.

On the way you will:

- identify the importance of sustainable activities
- explain the supply chain

and

- calculate the carbon footprint for langoustines



Level 1-2

This resource and accompanying materials were produced by Bedford College funded by a grant from L55. L55 accepts no responsibility for the accuracy or quality of the contents of this report.

2

Sustainable development – All systems-the economy, society and environment coming together in harmony to preserve the planet.

Supply chain – the processes involved in the production and distribution of a product

Carbon footprint – the amount of carbon dioxide released into the atmosphere as a result of the activities of an individual, organisation or community

Introductory Activity

- Dominoes

Activity 1

- Find out the supply chain for langoustine

Activity 2

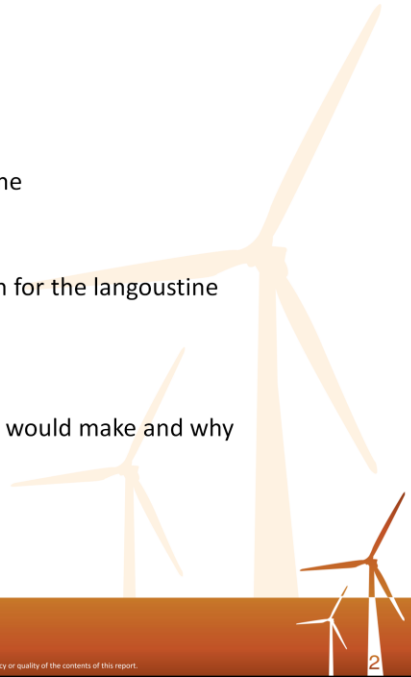
- Research the length of the supply chain for the langoustine
- Calculate the carbon footprint

Activity 3

- Discuss findings and what changes you would make and why

Activity 4

- Guess the word/phrase



Level 1-2

This resource and accompanying materials were produced by Bedford College funded by a grant from L55. L55 accepts no responsibility for the accuracy or quality of the contents of this report.

2

Introductory Activity - Sustainability Dominoes Guidance Notes

The sheet supplied can be used to make dominoes to use as a starter activity for the lesson. Depending on the level of learner, the number of words used can be reduced to simplify the activity. However, the key words are:

- Environment
 - Sustainable development
 - Carbon footprint
 - Greenhouse gas
 - Supply chain
 - Shipment
 - Fishery
 - Langoustine
- The sheet could also be used as a matching activity, again, adjusting to level of group.



Level 1-2

This resource and accompanying materials were produced by Bedford College funded by a grant from L55. L55 accepts no responsibility for the accuracy or quality of the contents of this report.

2

Activity 1, 2 & 3 – Researching length of supply chain Guidance Notes

- Learners might find www.bing.com/maps useful for this activity. Typing 'sea distances' into the search engine will also generate sites useful for calculating sea distances.
- There is also a good introduction to the port of Laem Chabang at www.laemchabangport.com
- Approximate distances and carbon footprint (kg):

| | | |
|---|-----------------------|---------------|
| 1. Stornaway – Ullapool | 50 miles | 2.02 |
| 2. Ullapool – Southampton Dock | 241 miles | 40.53 |
| 3. Southampton Dock – Laem Chabang nr Mueang Chon Buri, Thailand | 8852 (nautical) miles | 358.10 |
| 4. Laem Chabang – Sahaphat Group, Lamphun near Chiang Mia, Thailand | 482 miles | 81.06 |
| 5. Sahaphat Group – Laem Chabang | 482 miles | 81.06 |
| 6. Laem Chabang – Grimsby, UK | 9132(nautical) miles | 369.43 |
| Total | 19239 | 932.24 |



Level 1-2

This resource and accompanying materials were produced by Bedford College funded by a grant from L55. L55 accepts no responsibility for the accuracy or quality of the contents of this report.

Activity 4 - Guess the Word/Phrase Guidance Notes

- Depending on group size, this could be carried out with whole group or by putting class into small groups. One of the group members, or with a partner, is given or can choose one of the words previously used in the starter activity.
- Ask the learner(s) to explain the words without using these in their explanation. They can draw pictures, mime and use the spoken word. The rest of the group need to work out the word or phrase they are explaining. The person with the correct answer goes next.



Level 1-2

This resource and accompanying materials were produced by Bedford College funded by a grant from LSIS. LSIS accepts no responsibility for the accuracy or quality of the contents of this report.

2