

Langoustine - Lesson Plan - Level 1-2

Introduction to sustainability of the supply chain

All learners will be able to:

- Define a series of key terms from sustainability and supply chains.
- Illustrate a map with the supply chain for a langoustine
- Calculate the carbon footprint for a langoustine

Most learners will be able to:

- Express an opinion on the supply chain

Some learners will be able to:

- Make suggestions as to how a supply chain could be changed.

Every Child Matters

Make a positive contribution

- Learners will be encouraged to examine the affect that purchases can have on the environment

Enjoying and achieving

- Reward systems such as House Points or reward stars used to incorporate a sense of achievement.

Possible areas for development in further sessions.

- Visits to business to explore their supply chain
- Research project
- Carry out a simple PESTLE analysis for the langoustine supply chain

Time (mins)	Topic	Teaching methods & Student activities	Resources required	Map Functional & Basic Skills	How is learning to be checked?
5	Introduction	<p>Session introduction</p> <p>Lesson registration</p> <p>Share lesson objectives and expectations.</p>	<ul style="list-style-type: none"> • Class Register • Power point presentation used to give structure to session. 		
20	Sustainability dominos	<p>Introductory activity</p> <p>In groups of no more than 3 learners to play sustainability dominos. (preferable group size of 2 due to number of dominos)</p> <p><i>Rationale - To assess prior learning and to introduce learners to key terms of the session which they may have not been exposed to before.</i></p> <p><i>Differentiation- use pre arranged groups organised by ability or learning style etc.</i></p>	<ul style="list-style-type: none"> • Several sets of sustainability dominos. These should be printed on stiff card or laminated and placed in an envelope or plastic wallet. • Large set of dominos for assessment strategy 	<ul style="list-style-type: none"> • English develop group communication 	<p>Assessment</p> <p>Assessor facilitation to be used to ensure learners are focused and on task. Use large, laminated copies of the dominos and ask one of the groups to tack the large dominos to a wall or white board. Use discussion with the rest of the groups to assess if their solution is correct.</p>
20	The supply chain for langoustine	<p>Development activity One</p> <p>Discuss and read through the flow chart of the langoustine supply chain.</p> <p>In groups of no more than 3 learners are to draw out the supply chain on the map of the world provided on the worksheet. Learners to annotate the place names involved. Learners will need access to computer search engines and route planners to find these locations.</p> <p>Extension – learners can investigate the name of continents and oceans that the supply chain will cross.</p> <p><i>Rationale - activity designed to allow learners to consider the global impact of the supply chain as well as develop understanding of supply chains.</i></p> <p><i>Differentiation – Activity designed to have audio, visual and practical elements to appeal to all learning styles. Groups can be selected by ability etc as you require.</i></p>	<ul style="list-style-type: none"> • Smart board can be used to help illustrate the supply chain • Computers with internet access for each group. • Copies of the supply chain and map worksheets. 	<ul style="list-style-type: none"> • English develop group communication and research skills. 	<p>Assessor facilitation can be used to ensure learners remain on task. Use Smart board to show an image of the world map. A learner from each group is nominated to highlight a given stage of the supply chain on this map. Use discussion of the group to ascertain if their solution is correct.</p>

20	Calculating the carbon footprint	<p>Development Activity 2 Learners need to research the length of each stage of the supply chain. Route planning internet sites can be used for this. Including the international routes.</p> <p>They then work out the carbon footprint of each stage (by multiplying the impact per mile by the number of miles in that stage) and overall.</p> <p><i>Rationale – Encourage learners to use mathematical skills</i> <i>Differentiation – continued grouping differentiation</i></p> <p>Development activity 3 Group discussion on what they think of this supply chain and what changes they would make if any.</p> <p>Rationale – allows learners to reflect on the extensive supply chain they have studies.</p>	<ul style="list-style-type: none"> • Computer and internet access for each group • Calculators • Carbon impact worksheets. 	<ul style="list-style-type: none"> • Mathematics – calculating carbon footprints. • English – facilitated discussion. 	<p>Assessment through facilitation. Use learners to show their calculations using the white board. Get other groups to check the answers are correct.</p>
20	Recapping	<p>Plenary Activity Learners are required to communicate key words from the session without using a given list of associated words. They can use pictures or mime instead.</p> <p><i>Rationale – Encourages learners to consider the key terms in order to communicate them effectively. Activity is fun should encourage participation.</i> <i>Differentiation – Activity can be as part of a large group or in smaller groups depending on group size and ability.</i></p>	<ul style="list-style-type: none"> • Pens and flip chart paper • Plenary words worksheets. 	<ul style="list-style-type: none"> • English – effective communication techniques. 	<p>Assessment Peer assessment used.</p>
5	Conclusion	<p>Session conclusion Learners asked to assess how they met the objectives. You could use a reward mechanism such as house points or stars to reward achievement towards objectives.</p> <p>Rationale – learner ask to reflect on the session.</p>	<ul style="list-style-type: none"> • Power point presentation with objectives • Objectives reflection sheet. 		

