



# THE BODY SHOP® EDUCATIONAL PROGRAMME TEACHER'S NOTES



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## TEACHER'S NOTES

### INTRODUCTION

Produced as a wrap-around resource to the Enrich Not Exploit™ Commitment interactive activities, The Body Shop has created this set of classroom resources to supplement your current schemes of work, exploring curriculum-linked topics around the production and retail of The Body Shop products and wider ethical issues in the beauty industry.

Structured around five KS4 classroom lesson plans, the resource explores global supply chains, global ethical issues, business ethics and sustainable design in KS4 Business, Design & Technology, Geography, PSHE & Citizenship and Science, with topic areas chosen to bring real-life context and application to curriculum topics. Each topic area examines one part of the supply chain, following the story of the grower, retailer and consumer, and dovetails with interactive challenges, lesson plans, associated student worksheets and presentations available at [www.bodyshop.com](http://www.bodyshop.com)

These activities can be used flexibly, either in the classroom or as homework, and each worksheet and associated presentation should be used over one to two lessons, depending on lesson length and student ability. Some activities are designed to be longer research projects, which students can undertake individually using their own research skills.

### THE RESOURCES

The following lesson plans and student worksheets have been released as part of this resource:

Subject	Topic	Lesson Plans	Description
Business	Business Ethics, Marketing	Ethical Business Practice	Students explore ethical issues around business, before producing their own advert using themes from the Enrich Not Exploit™ Commitment, taking into account market research and focus group feedback.
Design & Technology	Sustainable Design using papers & boards	Sustainable Design Challenge	Students respond to a brief from The Body Shop, designing a sustainable gift carton for Coconut Body Butter.
Geography	Sustainable Supply Chains, Sustainable Agriculture	Sustainable Supply Chains	Students examine the production of organic virgin coconut oil before completing a research project on Community Trade partnerships in the context of a developing country of their choosing.
PSHE & Citizenship	Ethical Consumerism	Ethical Consumerism	Students explore ethical consumerism, examining the effects of their own decision making as consumers and creating a hierarchy of priorities. Students then debate who should be responsible for ethical consumerism.
Science	Specialised cells, molecular structures, development of scientific thinking	Ethical Innovation & the Cosmetics Industry	Students learn about how odorants travel in air to the nose, and evaluate two different theories on how scent receptors function. Students then apply their knowledge to design a beauty product, choosing the most suitable odorant.



## USING THESE RESOURCES

To complement each lesson and student task there are three online activities which can be completed as part of the lesson, as an extension or as homework.

The '[Buy for Good - Enriching the Future](#)' interactive follows the 'plant to pot' journey of The Body Shop Coconut Body Butter, an example of a sustainable and ethical product. It covers the following topics and activities:

- **Sustainable & Ethical Supply Chains**

An animation explains the concept of a sustainable and ethical supply chain, examining the different participants in the supply chain and the relationships between them. Students then use an online tool to assess their own ethics and decision making as a consumer.

- **Grower's Story**

This activity examines the motivations and decisions of coconut growers in Samoa, and how their decisions impact on their yield and the ethics and sustainability of a product like The Body Shop's Coconut Body Butter.

- **Retailer's Story**

This activity examines the motivations of retailers and how their decisions can impact on their branding and customers, in addition to the quality of a product.

These interactives can be used as standalone introductions to your own schemes of work on these topics, or to supplement the activities created as part of this resource.

## CURRICULUM LINKS

To help you plan your teaching, lesson planning notes include detailed curriculum links, applicable to the KS4 curriculum for England and Wales, or relevant guidance for non-curricular subject areas. Please see individual subject teacher notes for details.



## ACTIVITY SHEET ANSWERS

Provided below are answers to the activity sheets included, or where applicable, marking guidance.

### KS4 BUSINESS - ETHICAL BUSINESS PRACTICES

Starter	Students should justify their answer
Activity 1	Students should include any six points from the Enrich Not Exploit™ Commitment. Further details can be found on The Body Shop website: <a href="http://www.thebodyshop.com">www.thebodyshop.com</a>
Activity 2	<p><b>a)</b> Students should present their research using data from at least 10 other students, including an interview. Students should present segmented data on multiple charts, with a conclusion.</p> <p><b>b)</b> The advert should be age-specific, include at least one product from The Body Shop, as well as an example of The Body Shop's ethical business practices. The advert should respond to market research and adhere to advertising standards.</p>
Evaluation	Student's answers should be honest and reflective, including explanations.

### KS4 DESIGN & TECHNOLOGY - SUSTAINABLE DESIGN CHALLENGE

Lesson 1 Starter	<p>Students should include four of the following:</p> <ul style="list-style-type: none"> <li>the carton must have space for one Coconut Body Butter tub (200ml)</li> <li>the carton must support the Enrich Not Exploit™ Commitment</li> <li>the carton must reference the product and its story</li> <li>the carton must be aimed at 14-17 year olds</li> <li>the gift carton must be a sustainable design.</li> </ul> <p>Each point should also be justified as being required by the client or any other reasonable justification.</p>
Activity 1	Students should include two further relevant specifications, informed by research.
Activity 2	<p><b>a)</b> 14-17 year olds, justified by any reasonable answer backed up by research.</p> <p><b>b)</b> The story should reference the story of Samoan organic virgin coconut oil production in full or aspects of it.</p> <p><b>c)</b> Students could use recycled card, coconut husk or other sustainable materials, either in sourcing or disposal.</p> <p><b>d)</b> Students could consider making the carton reusable, recyclable, locally sourced or any other reasonable answer.</p>
Activity 3	Students should present their ideas using a variety of techniques, including use of colour. Ideas should be fully annotated and high quality, with evaluation, and should include internal and external details. High-level answers will include construction techniques that include developments.
Lesson 2 Evaluation	Students should explain their answer, including justifications related to their specification. Students should include modifications.
Activity 5	Students should produce a finished prototype which must work and be fully annotated. Students should evaluate clearly against their specification.
Evaluation	<p><b>a)</b> Student evaluation should be honest and reflective, considering the importance of research to a positive design outcome.</p> <p><b>b)</b> Students should answer in detail, referencing their specification, including further modifications.</p> <p><b>c)</b> Students should reflect on their material choices, considering their suitability in sustainable design.</p> <p><b>d)</b> Students should show improvements to their design, including annotation.</p>



## KS4 GEOGRAPHY - SUSTAINABLE SUPPLY CHAINS

Starter	<p>Students should place the statements in the correct order, as follows</p> <ul style="list-style-type: none"> <li>• Farmers in Samoa grow and gather coconuts with their family, never picking directly from trees, only once they are ripe and have fallen to the ground.</li> <li>• Growers then extract the organic, virgin coconut oil. In addition to the oil, they also use all parts of the coconut to minimise waste.</li> <li>• Growers sell their organic, virgin coconut oil to a non-government organisation to ensure they get a fair, long term wage and are treated with respect and dignity.</li> <li>• Organic, virgin coconut oil is transported from Samoa and ingredients are refined and mixed to manufacture The Body Shop Coconut Body Butter.</li> <li>• The finished and packaged Coconut Body Butter is transported to warehouses and then to stores to be sold to consumers at The Body Shop stores and retail outlets.</li> </ul>
Activity 2	<p>Students are to match each of the terms to its definition</p> <ul style="list-style-type: none"> <li>• Economically sustainable - Costs must be manageable and allow for future development with minimal waste.</li> <li>• Socially sustainable - Development should respect people, their health, dignity, community and way of life.</li> <li>• Environmentally sustainable - Development should respect the environment and ecosystems.</li> </ul>
Activity 3	<p>Students sort processes and impacts into whether they are economically, socially or environmentally sustainable.</p> <p><b>Economic</b></p> <ul style="list-style-type: none"> <li>• The Community Trade programme supports organisations that help develop Samoan village economies including the economic status of women.</li> <li>• The Body Shop ensures that all growers are paid a fair, long term wage through its Community Trade programme.</li> <li>• Sustainable sourcing of the organic, virgin coconut oil in Coconut Body Butter makes the product appealing to the increasing number of eco-conscious consumers, which ensures product demand is high.</li> <li>• The Body Shop gets sustainable access to quality and desirable ingredients that enriches its products and meets consumer demand.</li> <li>• The high quality of the organic, virgin coconut oil in Coconut Body Butter benefits the final product as ethically minded- consumers prefer to purchase from brands that support ethical trading and include natural ingredients.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• A fair and sustainable trading partnership for farmers allows them to plan and invest in their future, their family's future and the wider community such as greater access to education and healthcare.</li> <li>• Growers have extended family help collecting coconuts, as they have for generations.</li> <li>• Fair wages mean that Samoans are more likely to stay on the islands, and maintain traditional farming methods.</li> <li>• Traditional culture and crafts are maintained as less Samoans have to leave the islands to find work.</li> <li>• Organic, virgin coconut oil is extracted by hand, employing more islanders and producing higher quality oil.</li> </ul> <p><b>Environmental</b></p> <ul style="list-style-type: none"> <li>• Coconuts are grown organically without harmful fertilisers and pesticides.</li> <li>• Slower, hand extraction requires less energy than intensive machinery or chemicals.</li> <li>• Coconuts are grown in small-scale groves, not large intensive farms which damage the environment.</li> <li>• Organic growing methods respect biodiversity, helping to maintain the ecosystem.</li> <li>• Traditional agricultural practices and sorting provide high quality coconuts.</li> </ul>
Activity 4	<p>Students create a five minute presentation on The Body Shop Community Trade programme.</p>
Extended answer	<p>Students use knowledge learned through the lesson to answer the question on the worksheet. Students should make reference to economic, social and environmental impacts.</p>



### KS4 PSHE & CITIZENSHIP - ETHICAL CONSUMERISM

Starter	<p>Students should match the following:</p> <ul style="list-style-type: none"> <li>• <b>Growers/producers</b> These are the people who grow or extract the raw materials and produce.</li> <li>• <b>Manufacturers</b> These are the people who process the raw materials and make the products.</li> <li>• <b>Retailers</b> They buy the products from factories and sell to the consumer</li> <li>• <b>Governments</b> They make the rules about which things can be bought and sold, and set the rules on factory conditions in the countries of their jurisdiction.</li> <li>• <b>Consumers</b> You, and the people who purchase goods.</li> </ul>
Activity 1	Students should prioritise and categorise answers according their own ethics.
Activity 2	Preparation should consider the role of consumers, businesses and governments in influencing ethical decision making as a personal response, weighing up freedom of choice with freedom for people and the planet being subject to unethical business practices.

### KS4 SCIENCE - ETHICAL INNOVATION AND THE COSMETICS INDUSTRY

Starter	Any reasonable answers.
Activity 1	<p>a) -</p> <p>b) Vaporise, liquid, gas.</p> <p>c) Odorant, diffuse, high, low.</p> <p>d) Smell receptor, specialised.</p>
Activity 2	<p>a) In the nose, on a tiny patch of skin called the olfactory epithelium at the back of the nasal cavity.</p> <p>b) Odorant particles switch smell receptors by using their shape, working like a key in a lock.</p> <p>c) Odorant particles bond to smell receptors, with the smell receptors being switched on by the vibrational frequency of the odorant.</p> <p>d) Some odorants with the same shape have a different scent.</p> <p>e) Students are to respond with a justified answer.</p>
Activity 3	Students should choose either A, as it is a close match in vibrational frequency, scent, and is from an ethical and sustainable source. C is a good match according to molecular shape theory and vibrational theory, and is cheaper. However, it is not sustainably or ethically sourced as specified by the company.

### FURTHER INFORMATION

Should you require further information, please explore [The Body Shop website](#), where there is further information along with components of this resource pack.

### USEFUL LINKS

The Body Shop Website  
[www.thebodyshop.com](http://www.thebodyshop.com)