



# KS4 GEOGRAPHY TEACHER'S NOTES

## SUSTAINABLE SUPPLY CHAINS

### LESSON OVERVIEW

This is a KS4 Geography lesson on the topic of sustainable supply chains. Students will explore the sourcing of organic virgin coconut oil in Samoa, and assess the supply chain within the framework of the UN definition of 'sustainable development'. Students will then create a presentation on a supplier within The Body Shop purchasing programme, Community Trade and the impact on the sustainable growth of developing economies.

For further background on The Body Shop Community Trade purchasing programme, see The Body Shop website: [www.thebodyshop.com](http://www.thebodyshop.com)

### WHAT YOU WILL NEED:

- Sustainable Supply Chains presentation.
- Sustainable Supply Chain worksheets.
- Suitable devices for students to access The Body Shop Education website should you wish to complete the extension in class time.

### LEARNING OBJECTIVES

In this activity, students will learn:

- How to define sustainable development.
- How to describe a sustainable supply chain and explain its impacts.
- How to understand The Body Shop Community Trade programme and its impact within the context of a developing economy and sustainable development.

### CURRICULUM LINKS

This resource was developed to meet curriculum requirements in the following areas of subject content:

#### KS4 Geography:

People and environment: processes and interactions

- Resources and their management.

Human geography: processes and change

- Global economic development issues.

### BEFORE YOU START

Review the presentation, presenter's notes and worksheets. Whilst this lesson is based on a one-hour period, you may wish to spread the content across two lessons to suit your own lesson length and requirements.



## LESSON PLAN

Time (60 mins)	Activity	Presentation Slides
5 mins	Starter: Introduce the starter question from the worksheet. Students place the steps of the supply chain in order.	1
5 mins	Introduce the topic and learning objectives, using the presentation.	1
5 mins	Review answers from the starter activity. Introduce sustainability, defining social, environmental and economic sustainability. Question how this could be applied to supply chains.	2, 3
5 mins	Students complete <b>Activity 2 - Sustainable Development</b> independently. Review Answers.	3
20 mins	Students complete <b>Activity 3 - Economic, Social And Environmental Sustainability In Samoa</b> , in small groups. Students discuss and sort which aspects of the supply chain are socially, environmentally or economically sustainable. Review answers, discussing the intersection between these categories.	4
15 mins	Introduce the extended research project, <b>Activity 4 - Community Trade Partnerships</b> , and place students in groups. Students decide on which country they are doing, and divide up the work before leaving. Set a date for presentations to be shown.	5
5 mins	Plenary: What is a sustainable supply chain? Ask students to define the terms from across the lesson. Introduce the extension activity.	6

## DIFFERENTIATION

Easier	Harder
Activity 4: Students can use the example of organic virgin coconut oil from the lesson as their example.	Activity 4: Students can work independently to produce a series of slides to hand in, instead of presenting as a group.

## EXTENSION - GROWER'S STORY

Students access an online interactive 'Buy for Good - Enriching the Future', where they take the role of coconut oil producer in Samoa. Confronted with decisions about farming and production methods, students must make decisions that benefit the grower, the world and the quality of the product.