

Make the case lesson plan

This lesson involves the students pitching their company and its Fairtrade products to a supermarket buyer. You can split the lesson across two sessions: Activity A takes about 40 minutes, and Activity B 40 minutes.

Before the lesson

Arrange for a 'buyer' or group of 'buyers' to visit the class for Activity B. The buyers could be from outside the school, e.g. staff from a local supermarket or shop, or from within the school, e.g. the head teacher, catering manager or older students. They will represent the people who have the power to stock the students' Fairtrade products. Students will pitch their company and products to them.

What you'll need

- Student access to the four social enterprise presentations, either printed or on tablets:
 - Divine Chocolate
 - Liberation Nuts
 - Café Direct
 - Zaytoun
- Flipchart paper for planning.

Starter (10 mins)

Ask the class if they know what a social enterprise is.

Use the 'What is a social enterprise?' Powerpoint slides to explain.

Explain that they will be researching one Fairtrade social enterprise as a group and will use their negotiation and persuasion skills in a role play task.

Activity A (40 mins)

Divide the class into 7-8 groups of 4-5 students each. Ensure each group has access to one of the four social enterprise presentations and a sheet of flipchart paper to plan.

Using the information they have found about the company, they will then need to plan a pitch for one (or both) of the following scenarios:

- You are the sales team for the company. Plan a pitch to a supermarket or local shop to persuade them to stock your products in their shop(s).
- You would like the company's product to be available to buy in your school. Plan a pitch for your head teacher, catering manager or school council to persuade them to stock the company's products in school.

The students may wish to use the company Powerpoint presentations for their pitches. They should cut down the presentations to a smaller number of slides and re-arrange the information in them for their purposes.

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Activity B (40 minutes)
Each group should present their business and its products to the 'buyers', taking no more than 5 minutes per group.
Plenary (10 minutes)
Discuss as a whole class what made the different groups' pitches compelling.

Curriculum links	
England	KS2 Geography curriculum <ul style="list-style-type: none"> Human geography Geographical skills and fieldwork
Northern Ireland	KS3 Geography Curriculum <ul style="list-style-type: none"> Locational knowledge Human geography Geographical skills and fieldwork
Scotland	Progression Framework KS2: Geography <ul style="list-style-type: none"> Identify similarities and differences between a range of features and places, offering explanations, for example, weather, house type, building materials. Order and sequence information to explain geographical processes, for example, the making of a product, changes in the course of a river. Identify and use appropriate sources to gain information/data
Wales	Statutory Requirement for Geography <ul style="list-style-type: none"> Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global Develop an understanding of how people in different places interact with their environment. develop geographical skills to interpret spatial patterns including atlas and map-work skills
Scotland	Curriculum for Excellence: Social Studies, Second Level <ul style="list-style-type: none"> SOC 2-13a and SOC 2-14a
Wales	Curriculum for Excellence: Social Studies, Third Level <ul style="list-style-type: none"> SOC 3-11a; SOC 3-13a & SOC 3-14a
Wales	KS2 Geography curriculum Pupils should be given opportunities to <ul style="list-style-type: none"> study living in other countries. identify and locate places and environments using globes, atlases, and maps
Wales	KS3 Geography curriculum Pupils should be given opportunities to <ul style="list-style-type: none"> study the rich and poor world: economic development in different locations/countries. study people as consumers: the impacts on and changes in economic activity locate places and environments using globes, atlases, maps and plans