**Local Food Enterprise Challenge**

**Notes to accompany resource**

**Introduction**

This resource was originally intended to be used as a competition in Pembrokeshire schools. Hence the exemplar map is of Pembrokeshire and the packaging used for discussion is from Pembrokeshire-based producers. However, there is no need to adapt the resource, but it will be necessary to provide a map of your county for the students to label.

The resource was created for KS3 students, but aspects could easily be adapted to KS2 students.

In brief, the purpose if to raise awareness of local food producers. As a result, students are invited to consider further factors such as buying locally versus through the supermarket. They also create their own product and market it through pitches. This incorporates study of persuasive language in marketing.

For the English specialist, the scheme facilitates individual, pair and group work; discussion and communication; study of language devices; creativity; thinking skills and encourages students to be conscious citizens of their community and heighten their awareness as consumers.

Depending on the size of the group, there are four or five lessons built into the resource. It may also be extended by one lesson if more time is allowed for groups to prepare their pitches.

**Lesson by lesson overview**

Lesson 1

1. Starter: Card sort. Students sort a range of foods. Encourage them to think of the provenance of the foods. They could split them into foods grown or reared in the UK, and foods that are not commercially grown or reared in the UK.
2. A) Activity: Students create a local food map and create a key.

B) Students consider the advantages and disadvantages of buying from supermarkets versus local shops.

3. Activity: Students research local food producers and add them to their map.

(A discussion or additional lesson about seasonality may be added here.)

Homework: Students collect a range of food labels or packaging to bring to the next lesson. Preferably, the packaging should be for locally produced food but this isn’t a necessity.

Research what is meant by a farm shop.

Lesson 2

1. A) Discuss their homework research on farm shops as a mean to introduce their challenge: to design a new product to be sold in a local farm shop. The product should be made using locally sourced ingredients. Encourage students to use their map to remind them of what is available.

B) Allow them some time to brainstorm potential products.

2. Activity.

A) Recap persuasive devices and list.

B) Use the packaging and labels they have collected as homework to find effective examples of each persuasive device. Encourage them to aim high and not simply to spot devices, but to be able to justify their choices by considering why that device is used and why it is effective.

C) Analysis of packaging as a complete entity, including text, images, colour schemes and materials.

3. Activity.

A) Brainstorm then draw and label own packaging.

Lesson 3.

Starter: Unscramble the persuasive devices considered in last lesson.

1. Activity
2. Introduce idea of a pitch and the possible things to be included.

B) Discuss possibilities for inclusion in display board and pitch

C) Introduce possibilities for students ‘aiming higher’.

Plenary: Group self assessment of presentation notes.

Homework: to complete preparation for their pitch delivery.

Lesson 4.

Starter: What makes a good pitch and what makes a good audience?

Activity: Pitches

Depending on group, the self-assessment may come at the end of lesson four, or lesson five.