

# MAKING MARKETS WORK - LESSON 1

## Learning objectives

### By the end of the lesson:

**ALL** students will... organise ideas presented visually  
**MOST** students will... use visual information to learn more about a small scale development project  
**SOME** students will... use systems diagrams to improve explanation of a new project

## Resources

- Kick cards
- Systems diagram photos
- Systems diagram labels

## Lesson outline

Activity	Teaching materials	Timing
<b>Starter</b>	<p><b>Introduce the activity using the pdf presentation. Students will be investigating how a group of people involved in producing and selling milk for their living have found ways to make their businesses more profitable to the benefit of everyone involved.</b></p> <ol style="list-style-type: none"> <li>1. Look at the picture on the third page of the pdf presentation (shown below). Tell students the farmer is called Ashoka.</li> <li>2. Ashoka has recently found a way to earn more money from her cows. Get each student to think about how she might have done this and write down their ideas.</li> <li>3. Review ideas and record on the board.</li> </ol>	10 mins
<b>Development</b>	<ol style="list-style-type: none"> <li>1. Divide students into groups. Give each group one or two kick cards from their set.</li> <li>2. Ask students to discuss what might be happening on each of the cards then use the cards to confirm, add to or develop their explanations to answer the question about Ashoka.</li> <li>3. Hand out two or three more of the cards from the set and again get group to discuss.</li> </ol>	10-30 min
<b>Main activity</b>	<p><b>Explain to the class that to investigate further they are going to look into an actual project run by Practical Action that helps poor people in Bangladesh improve their lives by making the milk market system work more efficiently</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into approximately 10 groups of three.</li> <li>2. Give a set of systems diagram photos and a set of systems diagram labels to each group.</li> <li>3. Ask student to divide cards into inputs, processes and outputs.</li> <li>4. Discuss/gather feedback on the board.</li> </ol>	30-40 min
<b>Plenary</b>	<p><b>Students draw their own systems diagrams into their books using words and diagram</b> (may use computers if available)</p>	40-55 min

# MAKING MARKETS WORK - LESSON 2

## Learning objectives

### By the end of the lesson:

**ALL** students will... ask questions for enquiry  
**MOST** students will... make connections  
**SOME** students will... identify the reasons for the connections

## Resources

- Systems photos
- Stakeholder cards
- Jigsaw person
- Meeting matrix
- Connections map
- Kick cards (from previous lesson)

## Lesson outline

Activity	Teaching materials	Timing
<b>Starter</b>	<p><b>Quickly summarise last lesson.</b>            Ask students why it may be difficult for a farmer in Bangladesh to sell the milk from her cows. Look for answers like:</p> <ul style="list-style-type: none"> <li>- Milk goes off in the heat</li> <li>- Difficult to confirm the quality of the milk to the buyer</li> <li>- Cow might have a disease</li> </ul>	15 mins
<b>Development</b>	<p><b>Explain that the solution can be for the people involved in buying and selling milk work together more effectively.</b>            Students will then use role play to identify with one of the people involved in the whole process.</p> <ol style="list-style-type: none"> <li>1. Divide class into approx. 10 groups of three.</li> <li>2. Give each group a stakeholder card and a jigsaw person. The stakeholder card you give them could be ability related with more able groups getting the SOME cards.</li> <li>3. Explain how the cards describe how different people in the milk market system used to work before Practical Action helped them, and how they are working now that they are working more collaboratively.</li> <li>4. Get the group to read their cards and write:               <ul style="list-style-type: none"> <li>- inside the jigsaw person what they definitely know about him/her</li> <li>- outside the person what they think they know about him/her</li> </ul> </li> </ol>	15-25 min
<b>Main activity</b>	<p><b>To find out about other groups students will need to move around the room.</b></p> <ol style="list-style-type: none"> <li>1. Give each group a meeting matrix sheet.</li> <li>2. One member of the group is elected to stay where he/she is.</li> <li>3. The other members of the group move round asking questions of the remaining groups to identify who can help them in role. Information is recorded on the meeting matrix sheet. You could give them 2 mins max with each group then they have to move on.</li> </ol>	25-45 min
<b>Plenary</b>	<p><b>Groups get back together to discuss findings.</b></p> <p>Give each group a connections map. Ask them to draw a line from their group to any other stakeholders they have identified having a connection with, and write a brief explanation of the connection along the line.</p> <p><b>Review connections as a class</b></p>	45-55 min

# MAKING MARKETS WORK - LESSON 3

## Learning objectives

### By the end of the lesson:

- ALL students will... make choices
- MOST** students will... justify the choices that they make
- SOME** students will... make choices based on awareness of the effects on others

## Resources

- 3 or 4 or the 6 choice cards
- Making choices grids: Enough for 5 for each pair plus one each for homework.

## Lesson outline

Activity	Teaching materials	Timing
<b>Starter</b>	<p><b>Look at the images on the presentation and suggest why these may affect the milk farmer in Bangladesh</b></p> <ul style="list-style-type: none"> <li>- Monsoon rain</li> <li>- New breeds of cows</li> <li>- Lactometer</li> <li>- Women's business group</li> </ul>	15 mins
<b>Development</b>	<p><b>Explain that the previous lesson was how people's lives could be improved by working together, and today we will look at how different choices people make can also improve lives and each choice has to be considered carefully for its positive and negative outcomes.</b></p> <ol style="list-style-type: none"> <li>1. Explain that today they will be working in pairs and everyone is a milk farmer, making choices about their business.</li> <li>2. Divide class into pairs and give each pair a choice card and 5 choices sheets</li> <li>3. Students then have to use the choices grid to make a decision on the 'choice' they have been given.</li> </ol>	15-35 min
<b>Main activity</b>	<p><b>Pass the cards round so they try different cards</b></p>	55-50 min
<b>Plenary</b>	<p><b>Review as a group on what choices have been made and why. Maybe get pairs to vote.</b></p> <p><b>Set homework</b> Ask students to think about a small scale choice they could make that may make a big difference to their lives then use the choices grid to make a decision about it, e.g. should I buy organic food? Should I help my mum with the housework? Should I only buy recycled products when possible?</p>	50-55 min

# MAKING MARKETS WORK - LESSON 4

## Learning objectives

### By the end of the lesson:

**ALL** students will... have represented their learning  
**MOST** students will... have included description and explanation  
**SOME** students will... have shown that explanations need to include adaptability too

## Resources

- All resources from previous lessons
- Scrap car
- Paper
- Glue
- Coloured pens
- Sellotape

## Lesson outline

Activity	Teaching materials	Timing
<b>Starter</b>	<ul style="list-style-type: none"><li>- Introduce the task and explain that there will be two lessons to complete this.</li><li>- Go over all the different resources they have used in the project.</li></ul>	10 min
<b>Development</b>	<p><b>Working independently, in pairs or in groups the students need to make a game to show how markets can be made to work better, using the milk market in Bangladesh as an example.</b></p> <p>This can be a board game, computer game or card game, the choice is theirs. It is often easier for them to base their new game on one they already know.</p> <p>The aim of the game is to show how:</p> <ul style="list-style-type: none"><li>- Profits can be increased</li><li>- The benefits and risks that sometimes arise with collaborative working</li><li>- As an alternative students could make up their own storytelling activity, mystery, odd one out or fact and opinion.</li></ul> <p><b>This activity will take two lessons but you could add another lesson to play the game.</b></p>	
<b>Plenary</b>	<p><b>Leave enough time to both review the ideas and the success of independent versus group work approaches.</b></p>	