

## The Wool Board Case Study

### Suggested Participants - S3/4 pupils

The Wool Board collects wool from farmers around Scotland and provides a good case study for looking at product analysis, occupations, properties and functionality of wool.

#### What this pack contains:

- All the resources to undertake the 'Wool Board case study' activity with your s3/4 class.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes.
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

#### Learning Outcomes

- We are learning to identify the properties of wool and lanolin.
- We are learning about the careers and skills required to work with wool.
- We are learning how a business plans and makes decisions.

#### Success Criteria

- I can give examples of internal and external business factors.
- I can make links between wool and the range of careers available.
- I can explore the functional properties of wool.
- I can present my understanding of sustainability in relation to wool.

#### Experiences and Outcomes

- **TCH 4-04a** I can explore the properties and functionality of ingredients, textiles and equipment to establish their suitability for a task at home or in the world of work.
- **TCH 4-05a** I can analyse products taking into consideration sustainability, scientific and technological developments.
- **TCH 4-07a** I can present conclusions about the impact of technologies on the economy, politics and the environment.
- **SOC 4-18a** I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.
- **SOC 4-20a** I can critically examine how some economic factors can influence individuals, businesses or communities.
- **SOC 4-22b** I can identify internal and external factors influencing planning and decision making and can assess how these decisions contribute to the success or failure of businesses.
- **HWB 2-20a / HWB 3-20a / HWB 4-20a** I am investigating different careers/ occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.

#### Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.
- **Goal 8** Decent work and economic growth: achieve full and productive employment and decent work.
- **Goal 12** Responsible consumption and production: Promote public procurement practices that are sustainable.

#### DYW

- **Developing the Young Workforce** - Entitlement opportunities to engage in profiling that supports learning and the development of skills for work and future career choices.



## Wool Board case study Lesson Plan

### Introduction

- Share/discuss the learning intentions and success criteria.
- You can find out more about sheep farming in general as a starting point using this [sheep farming poster](#).
- Use our '[Wool Board case study](#)' resource to look at how a particular business works and the occupations associated with it. This resource provides a range of information, short videos and raises some discussion points.

### Suggested discussion points

- How does an organisation like the Wool Board support farmers across Scotland?
- What are the pros and cons of setting up a wool collection in this way?
- Are farmers paid a fair price for wool as a commodity?

### Learning

- **Technologies outcomes:** The ability to demonstrate an understanding of functional properties. The ability to identify factors which affect product design.
- **Social studies outcomes:** The ability to exemplify the purposes and features of different sector organisations. The ability to identify internal and external factors influencing planning and decision making.

### Additional tasks

- Find out more about some other careers in the sector with our '[There's a job for everyone](#)' resource.

### More information

- You can find more [information on sheep farming in Scotland](#) in our teach it SWAY.
- We have [24 learning ideas](#) to support sheep and wool in our interactive resource.

### Social media

Please tag [@TheRHET \(Twitter\)](#) or [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.