Soap-Tacular Safari Project – Lesson overviews

Lesson Focus	Key Question(s)	Activities	Skills	Where do we need to go next? Learning detours?
Lesson 1 **Authentic Hook:** **The Soap bar is becoming extinct! Greta Thunberg has suggested one of the most important things we can do for our planet is use the soap bar – why?**	*Can we create our own unique soap to encourage our community to ditch the plastic soap dispenser?*	**Activity 1** Discussion activity: Why have we stopped using the soap bar? Why is this harming our planet? Look at Greta Thunberg's key tips for helping our planet. Diamond 9 tips in groups. **Activity 2** How can we create a soap that is unique? How will it encourage others to buy it? Pupils research unique and unusual soaps for inspiration.	**Digital Competence** I can adjust keywords and search techniques to find relevant information. I can begin to reference sources used in my work, and consider if content is reliable. I can store search results for future use, e.g. bookmark, add to favourites.	Is the soap bar extinct in our school community? How can we find out if this is a problem in our community?
Lesson 2 **Pupils create an online survey to find out how many pupils actually use a soap bar**	*How can we establish if the soap bar is extinct in our community?*	**Activity 1** Create survey to establish how many of our pupils use a soap bar. Pupils use a range of digital skills to ensure their survey is appropriate for purpose, including images and questions. Pupils share their survey via a QR code which is sent home to all junior pupils as homework.	**Humanities** I can describe some of the relationships, links and connections between a range of societies. **Science & Technology** I can use design communication methods to develop and present ideas, and respond to feedback. **Language, Literacy & Communication** I can select appropriate language for different audiences and purposes.	How can we learn about the soap making process? Are there any soapers in our community who can help us?
Lesson 3 **Pupils investigate businesses in the soap making industry, locally and further afield.**	*How can we find out more about the soap making industry?*	**Activity 1** Pupils research soap businesses both locally, and nationally. Compare and contrast products and prices. What makes their business a success? What can we learn? **Activity 2** Pupils write an email to local soap making business 'The Wild Welsh Soap Company' to request they come in and show us how the soap making process works and for any other useful advice.	**Digital Competence** I can exchange online communications, making use of a growing range of available features **Language, Literacy & Communication** I can select appropriate language for different audiences and purposes.	What questions can we prepare for Jessica? What do we need to find out from her?
Lesson 4 **Local Soaper Visit**	What are the most useful questions we could ask a local soap maker?	**Activity 1 (Rich Community Experience)** Jessica from 'The Wild Welsh Soap Company' visits our school. Pupils prepare a range of questions. Jessica demonstrates the soap making process and talks about appropriate scents.	**Digital Competence** I can invite feedback/responses from others **Language, Literacy and Communication** I can select appropriate language for different audiences and purposes.	How can we apply Jessica's knowledge and advice to our soap making process?
Lesson 5 **Scent scavenge – pupils create different scent combinations using herbs and spices.**	What scent combinations will work best for my soap? How can I find out if my scent combinations will be successful?	**Activity 1** Pupils enjoy smelling a range of different herbs and spices and rating them out of 10. Pupils create 4 different scent combinations using two herbs and come up with 4 names for the combinations. **Activity 2**	**Digital Competence** I can construct, refine and interrogate data sets within tables, charts, spreadsheets and databases to test or support an investigation.	How can I find out if other pupils like my smell combinations? How will I know what is the most popular scent?

		Pupils create a new digital survey ready for carrying out market research of their scent combinations.		
Lesson 6 **Pupils from other classes visit to rate their scent combinations.**	*Will others like the smell of my soap?*	**Activity 1 (Rich Experience)** Pupils set up a scent stall, allowing others to smell their smell combinations. Pupils from other classes visit and rate their smell combinations using their online survey. **Activity 2** Pupils analyse results of survey and establish which was their most popular scent combination. This will show the pupils which smells they will be putting into their soap.	**Digital Competence** I can construct, refine and interrogate data sets within tables, charts, spreadsheets and databases to test or support an investigation. **Science & Technology** I can use design communication methods to develop and present ideas, and respond to feedback.	How many herbs will we need to buy for our soaps? How can we care for our herbs in our community garden?
Lesson 7 **Calculating costs of making soap and creating our community herb garden**	*How much will it cost to create our soap?* *What herbs will we need to plant in our herb garden?*	**Activity 1** Pupils work out how many herbs they will need to plant in the herb garden, ready to infuse into their soap. Pupils work to a given budget and use a range of formula on excel to calculate total costs. **Activity 2 (Rich Community Experience)** Pupils plant herbs needed in our community garden, ready to pick and infuse into our soap at a later date. Herbs planted in frame to protect them from the cold weather. **Activity 3** Pupils design logo for their soap using Adobe Creative Cloud	**Digital Competence** I can use a range of spreadsheet formulae, e.g. + - / x, sum, average, max, min. **Mathematics & Numeracy** I can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts, frequency tables, bar graphs and line graphs. I can model problems, using expressions and equations	How can we promote our soap products? How will they be packaged? How will we display our logos?
Lesson 8 **Soap making day**	*How can we create our soap?*	**Activity 1 (Rich Experience)** Pupils work in small groups to create their soaps, using soap base, herbs and oils, following their plan. Once soaps have hardened in mould, pupils add to decorative bags and add their soap name and logo to a wooden label. A member of the group is responsible for taking photos of each stage of the process.	**Humanities** I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team. **Expressive Arts** I can combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes. **Science & Technology** I can select and safely use appropriate tools, materials and equipment to construct purposeful outcomes.	How can we document our soap making process so others can try too?
Lesson 9 **Evaluation and reflection**	*How successful was our final product?*	**Activity 1** Pupils add their photos to an adobe spark video, adding text to explain each stage of the soap making process. **Activity 2** Using their video as a prompt, pupils complete an evaluation to highlight what elements went well and what can be improved upon.	**Digital Competence** I can select and use a variety of appropriate software, tools and techniques to create, modify and combine multimedia components for a range of audiences and purposes I can construct, refine and interrogate data sets within tables, charts, spreadsheets and databases to test or support an investigation.	How can we make our soap even better next time? Which soap was the most successful and why?