

SESSION 4: WHAT IS A GLOBAL SUPPLY CHAIN?

Age range: 11–14 years

<p>Outline Learners will learn what a global supply chain is and explore how the different stages and players can affect those at either end of the chain. They will work collaboratively in groups to read and sort information to solve a “mystery” linked to strawberry production in Morocco. They will find out about some of the challenges faced by strawberry workers, who are mainly women, and identify connections between producers and consumers in the strawberry supply chain. Finally, they will consider what could be done to create a fairer supply chain.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> • To understand what a global supply chain is and that it consists of a series of interconnected stages that involve different people, companies and organisations. • To use evidence in a text to justify a response. • To develop critical thinking, collaborative and discussion skills. • To recognise some features of food injustice and empathise with those affected by unfair supply chains. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • Learners will use a “reading mystery” to explore the connections in the strawberry supply chain. • Learners will work collaboratively with others in a group to read, discuss and sort information. • Learners will understand how changes in policy and practice can have a positive effect on a supply chain. 	
<p>Key questions</p> <ul style="list-style-type: none"> • What is a global supply chain? • How are the lives of Emily and Malika connected? • How are people and communities affected by global supply chains? • What role does the consumer have in the supply chain? 	<p>Resources</p> <ul style="list-style-type: none"> • Slideshow B (Sessions 3–6): Slides 21–26 • Activity sheets: <ol style="list-style-type: none"> 1. Moroccan mystery questions 2. Moroccan mystery cards 1 3. Moroccan mystery cards 2 4. Making a strawberry supply chain • Resource sheet 1: <i>Strawberry supply chain</i> 	
<p>Curriculum links</p>		
<p>England Pupils should be taught to: KS3 English Spoken English</p> <ul style="list-style-type: none"> • Speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	<p>Wales KS3 English Learners should be given opportunities to: Oracy</p> <ul style="list-style-type: none"> • Speak and listen individually, in pairs, in groups and as members of a class. • Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate. 	<p>Scotland Literacy Listening and talking</p> <ul style="list-style-type: none"> • When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

<p>Reading</p> <ul style="list-style-type: none"> Understand increasingly challenging texts through making inferences and referring to evidence in the text. <p>KS3 Geography</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. <p>KS3 Design and technology</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> Understand the source, seasonality and characteristics of a broad range of ingredients. 	<ul style="list-style-type: none"> Present, talk and perform in formal and informal contexts and for a variety of audiences, including teachers, peers, younger/older learners, familiar and unfamiliar adults. <p>Reading</p> <ul style="list-style-type: none"> Read for different purposes, e.g. to retrieve, summarise and synthesise key information; to interpret and integrate information. <p>KS3 Geography</p> <p>Range</p> <ul style="list-style-type: none"> Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world. Pupils should be given opportunities to study: <ul style="list-style-type: none"> People as consumers: the impacts on and changes in economic activity. The rich and poor world: economic development in different locations/countries. Tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen. <p>Investigating</p> <ul style="list-style-type: none"> Pupils should be given opportunities to analyse and evaluate ideas and evidence, answer questions and justify conclusions. 	<ul style="list-style-type: none"> I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a/LIT 4-02a I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a/LIT 4-06a <p>Social Studies</p> <p>People, place and environment</p> <ul style="list-style-type: none"> I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences. SOC 3-11a/SOC 4-11a <p>People in society, economy and business</p> <ul style="list-style-type: none"> I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. SOC 3-19a/4-19a <p>Religious and moral education</p> <p>Christianity - Values and issues</p> <ul style="list-style-type: none"> I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. RME 4-02b <p>Health and wellbeing</p> <p>Food and health - Nutrition</p> <ul style="list-style-type: none"> Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. HWB 4-30a
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Activity 4.1 (45 min)*Moroccan mystery*

- This mystery involves learners piecing together “clues” from a set of information cards and images. This activity helps to develop thinking skills but is particularly good for exploring global interconnectedness. Further guidance about the use of mysteries in the classroom is provided in Oxfam’s *Global Citizenship in the Classroom – A guide for teachers* (page 15): www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides
- The aim of the activity is for learners to make a connection between the workers who pick strawberries on plantations in Morocco and the consumers who buy strawberries from UK supermarkets. By making this connection, learners will develop an understanding of what a supply chain is.
- Use slide 22 of *Slideshow B* to introduce the concept of a supply chain.
- Organise learners into pairs or groups of three and tell them that they are going to solve a mystery. Explain that they will be given a set of clues, some of which may be more useful than others, to help them answer one or more mystery questions.
- Display the mystery question on slide 23: *How are the lives of Emily and Malika connected?* Explain that this is the key question for everyone to explore during the activity. They will need to share and discuss their responses to this question at the end.
- Additional mystery questions for learners to consider are provided in *Moroccan mystery questions* (Activity sheet 1) and on slide 24. One of these questions could be chosen as a starting point, with additional questions given to learners as the activity progresses. Alternatively, each pair or group could be given a different question to answer.
- Give each pair or group of three a copy of *Moroccan mystery cards 1* (Activity sheet 2). Learners should cut out the cards and then work as a group to organise the information provided by the clues on the cards.
- Encourage learners to look for links between the clues and to group the clues in ways that help them answer the question(s) as fully as possible. They may omit some cards if they do not feel the information is relevant, and you may provide them with blank cards to add extra points of their own. Emphasise that learners will need to be ready to justify their answers to others, and encourage them to discuss causes, effects and the connections they are making with the rest of the group. Learners could also suggest what other information they would need to answer the question in more depth.
- Learners will find that Malika and Emily are connected by the strawberry supply chain. Malika experiences the challenging conditions at the start of the supply chain, as her mother is employed as a strawberry picker on a plantation in Morocco. Emily is linked to the end of the supply chain because she is a consumer who buys Moroccan strawberries from supermarkets in the UK.
- Ask learners what they think about the connection between Malika and Emily, who are both 10 years old. This last question provides an opportunity for discussion about how the global supply chain works and where our food in the UK comes from.
- Now give each pair or group a copy of the second set of cards provided in *Moroccan mystery cards 2* (Activity sheet 3). Explain that learners are going to use these cards to learn about some of the changes that have taken place in the lives of strawberry pickers in Morocco. It is



important that learners understand that these changes are a result of a collaborative partnership involving a range of different stakeholders, including strawberry plantation owners, supermarkets, the Moroccan government, non-governmental organisations such as Oxfam, local partners and, most importantly, the workers themselves.

- Ask learners to cut out and use this second sets of cards to answer the following question: *How has Malika's life changed?* Encourage learners to justify their answers, and allow time at the end of the activity to discuss their ideas as a whole class.

Differentiation

- *Make it easier:* Give learners additional guidance on how to look for clues and sort the information. The activity could also be differentiated by the questions posed to individual pairs or groups, or by reducing the number of mystery cards.
- *Make it harder:* Ask learners to plan themselves how they are going to look for clues. Are they going to decide which of the clues are more or less valuable, or are they going to group them according to their topic or stage in the supply chain?

Activity 4.2 (30 min)

Making connections along the supply chain

- In this activity, learners will use their knowledge and understanding to create a paper chain which represents a strawberry supply chain and the issues surrounding it.
- Organise learners into groups of three or four. Give each group a copy of the template provided in *Making a strawberry supply chain* (Activity sheet 4). Explain that learners need to work in their groups to create a paper chain to represent the strawberry supply chain. They should use their learning and understanding from *Activity 4.1* to add facts, ideas and issues that relate to the experiences of people along the supply chain for each link. This could be through both words and pictures.
- Learners could also use the information provided in *Strawberry supply chain* (Resource sheet 1) to annotate their chain. Encourage learners to add their own thoughts and feelings about the supply chain. They could also add Malika and Emily to their supply chain, as well as themselves as consumers.
- Share the examples on slide 25 as a starting point. Learners could further annotate each stage of the supply chain, for example:
 - *Strawberry pickers are at the start of the supply chain.*
 - *They earn low wages and have to work in difficult conditions.*
 - *Strawberry pickers work for local farmers (called producers).*
- It may be useful to complete an example of an annotated link in the chain as a whole-class activity before learners create their own chains.
- Allow time at the end of the activity for learners to share their chains with other groups. Learners' chains could then be displayed in the classroom or elsewhere in the school, providing a useful way to assess and further disseminate their learning.



- Finally, use the questions on slide 26 to prompt discussion around issues such as fairness and why sustainable supply chains are important. This activity also provides a useful opportunity to discuss our roles as consumers in UK supermarkets.

Differentiation

- *Make it harder: Encourage learners to carry out independent research to find out more about the different players in the strawberry supply chain. Learners can then use their findings to further annotate their paper versions of this supply chain.*

Further ideas

- Using the *Moroccan mystery cards* (Activity sheet 1), organise the clue cards on a large piece of paper (or an interactive whiteboard) and ask learners to mark on any connections between the clues. This will enable them to consider the bigger picture of global supply chains and how they work. For example, learners could connect the following two statements:
 - *People in the UK eat an average of 3kg of strawberries each year.*
 - *Morocco is one of the largest exporters of strawberries in the world.*
- The connections could be related to imports or exports, seasonal fruit production, or supply and demand.
- Learners could research and create a paper version of a supply chain for a different product (this could be their own choice or teacher-directed).
- See Oxfam's *Go Bananas* resource to find out about the different stages of the banana supply chain. Updated with new facts, photographs and stories, this resource supports learners to get to grips with Fairtrade and think critically about some of the challenges that banana farmers face.
 - www.oxfam.org.uk/education/resources/go-bananas

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Moroccan mystery questions

Activity sheet 1

How much does a punnet of strawberries cost in the UK?
Where do the strawberries that Emily's mother buys in the supermarket come from? Do you know where this country is?
How much does a strawberry picker in Morocco get paid for a day of work?
What is Malika's life like?
What is her mother's job?
What does Emily's mother do in this mystery?
How do the supermarkets affect Malika's life?
Why do you think working conditions are poor for many farm workers?
What do you think could be done to improve working conditions?
How do the strawberries move along the supply chain?
Who is involved in this supply chain?
Do you think that this supply chain is fair?

Moroccan mystery cards 1

Activity sheet 2

Emily's Mum buys a punnet of strawberries from Morocco in the supermarket for £2.	Strawberries are the most popular berries eaten in the UK.	Malika doesn't like strawberries.
Emily's favourite fruit is strawberries.	In the UK, strawberries are usually picked in June and July, but they are for sale all year round because supermarkets import them.	Naima is Malika's mother. She is one of 20,000 women employed in berry farming in Morocco.
Morocco is one of the largest exporters of strawberries in the world.	Supermarkets in the UK sell £564 million worth of strawberries every year.	Malika's mother earns 50 Dirham (about £4.00) each day and sometimes has to work extra hours for no additional pay.
Strawberry pickers often work from sunrise to sunset, with no proper breaks to rest.	Supermarket bosses can earn more than £3 million a year.	Sometimes Naima is worried that she will be in trouble with her boss if she does not pick enough strawberries.
Malika's mother has to go to work on a crowded bus which is unsafe.	People in the UK eat an average of 3kg of strawberries each year.	Malika is 10 years old. She has lots of jobs to do at home while her mum is at work. She helps cook, clean, and look after her brother and sister.
Strawberries are picked by workers on plantations in Morocco.	Plantation owners sell the strawberries to exporter companies who ship the strawberries to Europe.	Once in Europe, import companies buy the strawberries from the exporters and distribute them to UK buyers.
UK buyers are usually supermarkets who buy the strawberries in bulk.	Consumer demand for strawberries means that they are imported all year round.	The strawberry supply chain is the chain of stages that the strawberries go through, from the plantations in Morocco to the supermarket shelves in the UK.



Moroccan mystery cards 2

Activity sheet 3

<p>The Ethical Trading Initiative (ETI) and Oxfam are working with UK supermarkets and strawberry growers to help improve working conditions for pickers.</p>	<p>The Better Strawberries group was set up in Morocco and includes Tesco, Waitrose, Sainsbury's, Morrisons, Asda, the Co-operative and Marks & Spencer.</p>	<p>A training caravan travels around the countryside in Morocco to speak to workers about their rights.</p>
<p>Naima is going to classes to learn how to teach other women about their employment rights.</p>	<p>Naima gets 40% more money now. The government gives her some extra help because she has more than two children.</p>	<p>Naima now earns 63 Dirham (about £5.00) a day. This means that she can afford to send Malika to school.</p>
<p>Naima is part of a group called a union. The group works with strawberry growers to help make sure that the pickers are treated properly.</p>	<p>Naima now has a social security card from the government. If she has a problem at work, Naima can report it and get some help.</p>	<p>Malika is beginning to like strawberries.</p>



Making a strawberry supply chain

Activity sheet 4

Use the outline below to create a paper version of a strawberry supply chain. Comment on each link in the chain to explain this player's role in the chain. This could include how and why they are an important link in the chain or a food justice issue that you think is important in this supply chain.

Strawberry picker
Strawberry plantation owner
Export company
Import company
Supermarket
Consumer

Strawberry supply chain

Resource sheet 1

<p style="text-align: center;">Strawberry Picker</p> <p>You live in Morocco and earn 46 Dirham (about £3.70) a day picking strawberries.</p> <p>You are one of the thousands of women employed in Morocco to pick strawberries. You work long days in the hot sun, and it is hard work.</p> <p>You are at the start of the supply chain.</p>	<p style="text-align: center;">Strawberry Plantation Owner (farmer/producer)</p> <p>You own a large farm that grows strawberries. Morocco is one of the largest exporters of strawberries in the world.</p> <p>You export your strawberries by selling them to a company that transports them to Europe.</p>
<p style="text-align: center;">Exporter</p> <p>You buy strawberries from plantation owners (farmers/producers) in Morocco and transport them to Europe. You do this all year round so that the supermarkets can sell them to consumers all year round.</p>	<p style="text-align: center;">UK Importer</p> <p>You buy strawberries from the exporter. You keep them fresh, package them correctly and sell them to supermarkets in the UK.</p>
<p style="text-align: center;">Supermarket</p> <p>Supermarkets in the UK sell £564 million worth of strawberries in the UK each year.¹</p> <p>Supermarket bosses can earn more than £3 million a year.</p>	<p style="text-align: center;">Consumer</p> <p>You are at the end of the supply chain. You buy the strawberries to eat for about £2 per punnet.</p> <p>Each person in the UK eats an average of 3kg of strawberries each year!²</p>
<p style="text-align: center;">The Ethical Trading Initiative</p> <p>This organisation works with Oxfam to improve working conditions for the strawberry pickers. Sometimes the pickers are treated unfairly by the plantation owners.</p> <p>Your job is to make sure that strawberry pickers are treated fairly so that they earn a better wage and are able to feel safe. You help to teach women about their employment rights and make sure that strawberry pickers have a social security card so that they can get help from the government.</p>	<p style="text-align: center;">The Better Strawberries Group</p> <p>This is a co-operative in Morocco that works with supermarkets in the UK to try to make the supply chain fairer.</p> <p>Your job is to make sure that supermarkets pay a fair price for their strawberries so that each person in the supply chain receives a fair wage. You also work with supermarkets to help them understand what happens along the supply chain.</p>

¹ www.freshplaza.com/article/159848/OVERVIEW-GLOBAL-STRAWBERRY-MARKET

² www.hortibiz.com/item/news/eu-increase-in-strawberry-consumption/

