

SESSION 4: WHAT ARE GLOBAL SUPPLY CHAINS?

Age range: 7-11 years

<p>Outline</p> <p>Learners will learn what a global supply chain is and how the different stages and players can affect those at either end of the chain. They will look at a case study of strawberry production in Morocco to understand how supply chains affect strawberry workers, who are mainly women, and 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 recognise some features of food injustice and empathise with those affected by unfair supply chains. To develop collaborative and discussion skills. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will understand the concept of a supply chain. Learners will identify connections in the strawberry supply chain. Learners will create a paper version of the supply chain and explain the links between the different players included. 	
<p>Key questions</p> <ul style="list-style-type: none"> What is a global supply chain? 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 4–6): Slides 2–6 Activity sheet 1: <i>Strawberry supply chain</i> Resource sheet 1: <i>Making a paper supply chain</i> 	
<p>Curriculum links</p>		
<p>England</p> <p>Pupils should be taught to:</p> <p>KS2 English</p> <p>Spoken language</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates. <p>KS2 Geography</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<p>Wales</p> <p>Learners should be given opportunities to:</p> <p>KS2 English</p> <p>Oracy</p> <ul style="list-style-type: none"> Respond orally to continuous and non-continuous texts and a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images. Speak and listen individually, in pairs, in groups and as members of a class. Contribute to group discussion showing agreement and disagreement giving reasons. Express opinions clearly with supporting reasons. 	<p>Scotland</p> <p>Literacy</p> <ul style="list-style-type: none"> I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a/LIT 1-06A <p>Social studies</p> <ul style="list-style-type: none"> Through exploring ethical trading, I can understand how people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a

<p>KS2 Design and technology Cooking and nutrition Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>PSE Framework Sustainable development and global citizenship</p> <ul style="list-style-type: none"> • Learners should be given opportunities to develop a positive attitude on issues of poverty and fairness and to understand how the environment can be affected by the decisions we make individually and collectively; that local actions have global effects because of connections between places and people and how poverty and inequality can cause problems. <p>KS2 Geography Range</p> <ul style="list-style-type: none"> • Develop their geographical skills, knowledge and understanding through learning about places, environments and issues. • Living in my world: caring for places and environments and the importance of being a global citizen. <p>Investigating</p> <ul style="list-style-type: none"> • Observe and ask questions about a place, environment or a geographical issue, e.g. Why does it flood? How and why is our village changing? <p>Communicating</p> <ul style="list-style-type: none"> • Express their own opinions and be aware that people have different points of view about places, environments and geographical issues, e.g. about wind farms, fair trade. • Make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments, e.g. a traffic problem. • Communicate findings in a variety of ways, e.g. using geographical terms, annotated photographs, maps, diagrams, or ICT. <p>ESDGC Wealth and Poverty</p>	
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Activity 4.1 (30 min)*Creating a strawberry supply chain*

- This activity aims to develop learners' understanding of what a supply chain is and how it works.
- Use slides 2 to 3 of Slideshow B to explain that a food supply chain is the chain of stages something goes through from a crop (or raw material) being grown (such as a strawberry) to a finished product in a shop (such as a jar of strawberry jam). At each stage, the product is bought and sold between different people in the supply chain. Some products go through different processes to be made into a finished product. Ask learners to think of other examples of food products that move along a supply chain.
- Print and cut out copies of *Strawberry supply chain* (Activity sheet 1) and distribute copies of the eight role-play cards around the class. Every learner should have a card and be part of a group of eight (which is not evident to them at this stage). If necessary, smaller groups of six or seven can be used by removing one, or both, of the final two role-play cards (the Ethical Trading Initiative and Better Strawberries Group). Learners could write their role onto a sticky label or sticky note and wear it so that other learners can "find" the next sequence in their chain more easily.
- Explain that each learner now represents a link in the strawberry supply chain. Tell learners that there are eight links in this chain. They need to move around the room and find someone who represents the link in the chain before or after them, in other words the person they can buy or sell strawberries from or to. They can only find one person from each stage. In this way, learners should come together in groups of eight (or six or seven) to make one complete chain.
- Learners representing the strawberry picker could be given the strawberry card (see Activity sheet 1). As they come together in their groups, learners could pass this strawberry along their human supply chain as a visual illustration of the different stages of the chain.
- When learners have made their human supply chains they could use their cards or labels to sequence the supply chain on a desk or wall space. The correct order of the supply chain is provided on slide 4.
- Use the questions on slide 5 to prompt discussion about the supply chain in learners' groups and/or as a whole class.
 - *Why do you think this is called a 'supply chain'?*
 - *Who do you think earns the most/least money in this supply chain? Why do you think this is?*
 - *Do you think this supply chain is fair? Why/Why not?*
 - *How could this supply chain be made fairer?*

Now ask learners to think about their own role in a supply chain

- *Do you have a personal role in this supply chain?*
- *Do you have any influence or control over this supply chain?*
- *What other supply chains are you part of?*

Differentiation

- *Make it easier: Organise learners into groups of eight first before distributing the role play cards. Learners should then organise themselves in their groups to show the correct order of the strawberry supply chain.*



Activity 4.2 (20 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 paper supply chain* (Activity sheet 2). 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* (Activity sheet 1) to annotate their chain. Encourage learners to add their own thoughts and feelings about the supply chain. They could also add themselves as consumers in this supply chain.
- Share the examples on slide 6 as ideas.
- 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.

Further ideas

- 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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Strawberry supply chain

Activity sheet 1a

<p>Where are YOU in the supply chain?</p> <p>Your role:</p> <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> <ul style="list-style-type: none"> • Can you find your boss? 	<p>Where are YOU in the supply chain?</p> <p>Your role:</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> <ul style="list-style-type: none"> • Can you find one of your workers? • Can you find the exporter to sell your strawberries to?
<p>Where are YOU in the supply chain?</p> <p>Your role:</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> <ul style="list-style-type: none"> • Can you find a plantation owner to buy from? • Can you find a UK importer to sell the strawberries to? 	<p>Where are YOU in the supply chain?</p> <p>Your role:</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> <ul style="list-style-type: none"> • Can you find an exporter willing to sell to you? • Can you find a supermarket to sell to?

Strawberry supply chain

Activity sheet 1b

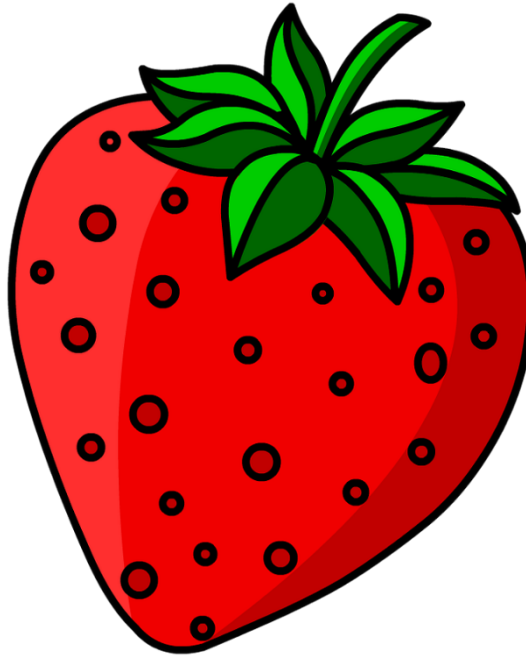
<p>Where are YOU in the supply chain?</p> <p>Your role:</p> <p style="text-align: center;">Supermarket</p> <p>Supermarkets in the UK sell £564 million worth of strawberries in the UK each year.¹</p> <p>Supermarket bosses can earn more than £3 million a year.</p> <ul style="list-style-type: none"> • Can you find the importer to buy your strawberries from? • Who are you going to sell the strawberries to? Can you find them? 	<p>Where are YOU in the supply chain?</p> <p>Your role:</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> <ul style="list-style-type: none"> • Can you find the supermarket to buy your strawberries from?
<p>Where are YOU in the supply chain?</p> <p>Your role:</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> <ul style="list-style-type: none"> • Can you find a strawberry picker to support? • Can you find a plantation owner to work with? 	<p>Where are YOU in the supply chain?</p> <p>Your role:</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> <ul style="list-style-type: none"> • Can you find a supermarket to work with?

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

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



The Strawberry Card



Making a paper supply chain

Resource sheet 1

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