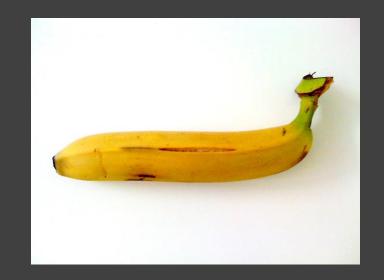


active collaborative learning



# The Banana Supply Chain



""Banana-Plane" by The Shaun Woods is licenced under CC by 2.0 NOTTINGHAM TRENT UNIVERSITY

#### Intended Outcomes

During this session you will:

Apply key components of the SCALE-UP approach to complete a collaborative activity on the coffee supply chain.

Reflect on the key components of SCALE-UP pedagogy and on your experience of them within the activity.

Begin to consider how aspects of SCALE-UP might apply to your own practice.

## Step 1. Groups of 3

# (20 mins)



- Read your supply chain actor description and task instructions
- Research and prepare a rationale for how much of the 15p your actor should receive
- Summarise your rationale on your whiteboard
- On Padlet under your actor column as per the example:

add your table number, amount, percentage and 1 key point from

your rationale

https://padlet.com/ntuscaleup/bananachain

Step 2 -Across your table (10 mins)

Share your approach and rationale with your table.

After discussion/feedback change your answer if you wish.

Some groups to share with the whole room.

#### Proportions Range

	Amount / Percentage of the 15p banana
Banana worker	
Plantation	
owner	
Shipper	
Importer and	
ripener	
Retailer	

## Actual Proportion

	Amount / Percentage of the 15p banana
Banana worker	0.5p / 3.3%
Plantation owner	2.5p / 16.6%
Shipper	2p / 13.3%
Importer and ripener	3.5p / 23.3%
Retailer	6.5p / 43.3%

\*Figures from CAFOD / Bananalink, 2017.

## Extending the activity

- In-depth discussion of supply chain models
- Discussion of trade laws and practices, fair trade etc.
- Variations of business models cooperatives, farmer-retailers
- Impact of internet on supply chains
- Discussion of sustainability, the SDGs / considerations of economy, environment and society



RESPONSIBLE CONSUMPTION AND PRODUCTIO Consolidation — SCALE-UP components (2 mins)

#### Individually:

• Look at your group's Key Components handout.

• Think about which SCALE-UP component/s were used in the coffee chain activity and where?

As a group: ✓ Share your thoughts

<ul> <li>Group formation and roles</li> <li>Students work in groups of 3 (or 4)</li> <li>Tutor assigned, (mixed ability) groups, with planned rotation</li> <li>Defined roles for each student, with periodic rotation and reflection</li> <li>Activities such as tangibles (I ponderables (intriguing quest visibles (artefacts/images/sir are used to address real-wor</li> <li>Activities foster accountabilit positive interdependence</li> <li>Flipped Learning &amp; 'Chunked' content</li> <li>Content 'chunks' such as short videos/ readings are interspersed with activities</li> <li>Flipped learning: students engage before, during and after the session</li> <li>Learning activity deal content in the session</li> </ul>	
<ul> <li>Tutor assigned, (mixed ability) groups, with planned rotation</li> <li>Defined roles for each student, with periodic rotation and reflection</li> <li>Activities such as tangibles (I ponderables (intriguing quest visibles (artefacts/images/sin are used to address real-wor</li> <li>Activities foster accountabilit positive interdependence</li> <li>Flipped Learning &amp; 'Chunked' content</li> <li>Content 'chunks' such as short videos/ readings are interspersed with activities</li> <li>Flipped learning: students engage</li> <li>Students interact as individual</li> </ul>	on learning outcomes, and conceptual
<ul> <li>Content 'chunks' such as short videos/ readings are interspersed with activities</li> <li>Flipped learning: students engage</li> <li>Students interact as individual</li> </ul>	<ul> <li>ands on),</li> <li>tions) and</li> <li>Students supported to 'teach' each other through tasks</li> <li>d problems</li> <li>Tutors use incisive questioning to foster a</li> </ul>
<ul> <li>Content 'chunks' such as short videos/ readings are interspersed with activities</li> <li>Flipped learning: students engage</li> <li>Students interact as individual</li> </ul>	lback Assessment Design
<ul> <li>Mini-lectures may supplement in- session learning</li> <li>Tutor assesses learning and p responsive feedback</li> </ul>	<ul> <li>Start with the learning outcomes (constructive alignment/ backwards curriculum) to design and measure attainment</li> <li>Form of assessment reflects the SCALE-</li> </ul>

Reflections in groups of 3 (10 mins)



- How did you feel as a 'student' in a SCALE-UP session? –what key words describe your experience?
- Which component/s or aspects of the SCALE-UP approach could add value to your practice?
- Which component/s or aspects are you unsure about and why?

Please add your reflections on Padlet to share: <u>https://padlet.com/ntuscaleup/components</u>

# LUNCH BREAK



KEEP CALM IT'S FRIDAY LUNCH TIME

https://www.keepcalm-o-matic.co.uk/p/keep-calm-it-s-friday-lunch-time/