



The Banana Supply Chain

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 ripenener	
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



**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

<p style="text-align: center;">Group formation and roles</p> <ul style="list-style-type: none"> • Students work in groups of 3 (or 4) • Tutor assigned, (mixed ability) groups, with planned rotation • Defined roles for each student, with periodic rotation and reflection 	<p style="text-align: center;">Learning activity design</p> <ul style="list-style-type: none"> • Enquiry and problem-based activities replace lectures • Activities such as tangibles (hands on), ponderables (intriguing questions) and visibles (artefacts/images/simulations) are used to address real-world problems • Activities foster accountability and positive interdependence 	<p style="text-align: center;">Formative support</p> <ul style="list-style-type: none"> • Scaffolding: activities progressively build on learning outcomes, and conceptual understanding • Students supported to 'teach' each other through tasks • Tutors use incisive questioning to foster a positive mind-set and develop deeper learning
<p style="text-align: center;">Flipped Learning & 'Chunked' content</p> <ul style="list-style-type: none"> • Content 'chunks' such as short videos/readings are interspersed with activities • Flipped learning: students engage before, during and after the session • Mini-lectures may supplement in-session learning 	<p style="text-align: center;">Public thinking & feedback</p> <ul style="list-style-type: none"> • Students share initial ideas, give and receive peer feedback • Students interact as individuals, small and large groups, and with whole class • Tutor assesses learning and provides responsive feedback 	<p style="text-align: center;">Assessment Design</p> <ul style="list-style-type: none"> • Start with the learning outcomes (constructive alignment/ backwards curriculum) to design and measure attainment • Form of assessment reflects the SCALE-UP experience and is aligned to the learning outcomes • Activities are clearly linked to assessment

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:

<https://padlet.com/ntuscaleup/components>

*LUNCH
BREAK*



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