

## A Fair Supply Chain

This workshop is aimed at students between key stages 2&3 and will take an hour. It can be reduced in length to suit a 40-45 minute session.

It's designed to get students to discuss where their food comes from and the conditions that people in the food supply chain might work in.

We want to get learners to think about what would be good and bad conditions and encourage them to debate and discuss. It's a challenging topic.

As a Co-op, how we treat those in our supply chain is really important – we want to be a fair employer and do the right thing both for our customers here in the UK and those in our producing communities.

We hope this workshop will help raise student's awareness of where their food comes from, and help them to make informed choices in the future.

Requirements:

- Pen / Paper (one set per table)
- World maps (one per table)
- Workshop Resource Sheet (one per table). Cut out the speech bubbles, so you will have 21 slips per table (this number will be reduced later).

This workshop works best with around 20 students, but you can run it with more. Ideally you want students to work in teams of 4-6, so make sure your tables are organised to do this.

Before students arrive in the classroom, lay out their discussion products.

- 🕒 1 or 2 tables – have an own brand Co-op chocolate bar, paper and pen, world map
- 🕒 1 or 2 tables – have a banana and fruit smoothie, paper and pen, world map
- 🕒 1 or 2 tables – have a Co-op Colombian coffee cake, paper and pen, world map

These products should be available in all stores, but if you have any issues finding them, select similar alternatives containing coffee / banana / cocoa.

If you're working with a small group and have plenty of time, you might like to bring along some extra product so that you can give student tasters.

# First 15-20 mins

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Good morning everybody! My name is xx and I'm from the Co-op up the road.

Today we're going to think about where our food comes from and the people involved in getting it on to our shelves!

- ② First of all, look at the product you have on your table.
- ② Agree, and write down as a group, the main 5 or 6 ingredients that make up that product.

*Tip: There are ingredient lists on the packet, but students might like to use their own knowledge of baking cakes etc.*

- ② Then write down some ideas of which countries around the world, these ingredients might have come from. Think about things like the growing conditions different products need.

*Tip: The map gives some clues that might help. Encourage students to point to the countries they name on the map.*

[Discussion points / information about Co-op sourcing:

- Bananas - like hot conditions to grow (c. 27c, and moist soil) so they grow well around the equator. We get lots of our bananas from Colombia, Dominican Republic, Panama, Ghana. Can students find these places on the map?
- Cocoa – Hot, rainy, tropical conditions near to the equator. We get cocoa from Ghana, Ivory Coast, Peru, Dominican Republic. Irresistible bars specify the cocoa origin, so this will make it easier for students. If you want to make it harder, our plain bars don't mention origin, but the cocoa is from the Ivory Coast.
- Coffee - Grows best between 16-24 degrees. It likes high altitudes and just the right amount of rain. We get coffee from Colombia, Brazil, Kenya, Peru, Ethiopia.
- Blueberries – We can grow these in the UK in the summer, but what happens when shoppers want products like these in the winter when we can't grow them? Answer, we shift where we source from. Over the winter our blueberries come from places like Argentina.
- Sugar – We get sugar from sugar beet and sugar cane. Beet can grow in Europe (it's a bit like turnip, or swede), so lots of the sugar that goes into manufacturing is from beet. The bagged sugar you can buy on our shelves is Fairtrade, which has come from sugar cane. The sugar in our chocolate bars comes from Malawi. We also get sugar from Belize, Jamaica.

- Milk / cream – why do we try and make sure we source these from the UK? Support or British farmers. Plus, doesn't keep well. You need the right temperatures, so it's good to not transport too far.
- Note, for a Fairtrade product to carry the Fairtrade Mark, all the ingredients inside that can be Fairtrade, must be Fairtrade. For example, for chocolate bars, the sugar and cocoa must both be Fairtrade. For the Coffee cake we have here, the coffee is Fairtrade, but the sugar comes from the UK, so we can't use the Mark.
- Fairtrade is about improving lives in developing countries, so it doesn't include products grown in the UK.

## 5 mins

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Come back together as a group and get the teams to talk through the products.

- 🕒 What did they think the key 5 products were, where did they come from?
- 🕒 How many countries did the ingredients in their product come from?

Share some of the discussions going on around the tables – ie. why is the milk / cream from the UK. Why do blueberries come from different countries at different times of the year?

What conditions do we need for cocoa?

## 5 mins

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So hopefully, from that exercise you can see that even what looks like a simple product may have involved ingredients from lots of different countries.

At the Co-op, our products use thousands of raw ingredients. We get ingredients from over 70 countries around the world.

That means that lots of people across the globe help to grow, pick, package products that we sell in our shops.

- 🕒 Can you guess how many?  
[Answer: Around a million.]

We're going to have a think about the people involved in growing and supplying those raw ingredients.

## 20 mins

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For each of the composite products, focus on the key ingredient that can be sourced as Fairtrade.

- Chocolate – Cocoa
- Smoothie – Banana
- Cake – Coffee

Hand out a set of the worker quotes to each table.

Ask students to split these quotes / worker situations into 2 piles. One pile should contain good working conditions or situations to work in. The other should contain situations they think are bad and that they wouldn't be comfortable working in.

*Most, but not all of the quotes have a pair – so this might help students to decide what is good and bad. You might like to remove some of the pairs for different teams, to try and make things a bit trickier.*

Encourage students to take it in turn to read out a quote and then as a team, decide which pile the quote will go in. Ask teachers / colleagues supporting the session to encourage students to explain why they have put the quote where they have. We want to encourage discussion and debate.

## 5 mins

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Come together as a class.

Encourage teams to take it in turn to feed back a few examples of what they've put into each pile. Focus particularly on the sentences that caused debate. Did other teams put them in the same place? Why / why not?

## Summary 5 mins

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"It's a difficult task, so well done everyone from your hard work. It's not always easy to make decisions on this, and we added in a few tricky ones to encourage you to think about what you would like to see.

The quotes that you've added into the 'good' pile are what we'd expect to see from a Fairtrade producer.

To use the Fairtrade Mark and to supply to the Co-op we monitor that we're happy with how producers are being treated; the physical conditions that they work in, that they are being paid the right amount for their product. We also try to make sure that children don't work in the supply chain. Fairtrade helps to make sure that parents are paid enough to support their children to go to school.

It's not just paying a fair wage that makes a difference. Fairtrade also means that producers get extra lump sums of money to help them to pay for things in their communities like schools, water access, healthcare and improvements to housing. This sum of money is the Fairtrade Premium.

Thank you all for your hard work today.”