



Title	Do you know Carrots are polished?
Key Stage(s)	KS2, KS3
Subject(s)	Literacy, Numeracy, Geography, Enterprise learning,
Objectives	To develop and apply logical thinking skills to a real business context To introduce business terms and concepts To understand how supply chains work
Duration	20-60 minutes depending on tasks selected and quality of discussion.
In brief	Using 16 photos, can you arrange in sequence the supply chain of carrots from the farmer through to the customer's shopping bag?

PREPARATION:

Print off one copy of:-

- these notes (for your eyes only)
- the 'Carrot photos **with** captions', which **provide the answers** (for your eyes only)
- the 'Carrot photos **only**' which are the photos to be used in the activity
- the 'Carrot Caption' cards, cutting them into 16 captions

INTRODUCTION:

Explain what a supply chain is:

A supply chain is the name we give to the route or process that a product goes through to get to the customer.



The supply chain is made up of **different 'links' or stages**. These stages begin with the supplier or **grower**, the place where the product starts its journey, perhaps as a little seed! The next stage is the **manufacturing** process where the raw product gets turned into what we see in the supermarket. The next stage is **distribution**, where the packaged product is transported to the stores that will sell it. And finally, the product ends up on the supermarket shelves ready for the **customer to buy** and enjoy!

TASKS

1. Initially without any help at all, ask your learners to list what they think are the steps in the supply chain of carrots starting with the farmer/grower and finishing with the customer having a pack of carrots in their shopping bag.
2. Review their answers. How many links in their chains have they? If there is more than one learner taking part, which parts of their chains are common and which are different?
3. Reveal there are, as a minimum, some 16 links in the chain!
Depending on your preference **EITHER**
 - a) Using the 16 Supply Chain Caption cards alone, learners are now to put the cards in the order that they think reflects the supply chain for carrots **OR**
 - b) Using the 16 Supply Chain photos of carrots alone, learners are now to put the pictures in the order that they think reflects the supply chain for carrots
4. Discuss ideas and differences between their decisions.
5. Provide the missing photos to the learners that used the Link caption cards and the missing Link caption cards to the learners that used the photos



6. Learners can now change the sequence of their supply chains, ensuring each photo has a linked description on a card.

DISCUSS

- a) Review final supply chain sequences. How close are learners to the actual supply chain?
- b) Using the supply chain for carrots as a framework, create similar for:-
 - i. Apples
 - ii. Baked beans
 - iii. Pasta
- c) Invite learners to share their findings.

EXTENSION TASK (if more than one participating learner)

Each learner draws and labels a supply chain for a product of their own choice. Learners hand these “answers” to the parent along with a **separate** card with the product’s name on it.

The cards with the names are put in a ‘hat’ and each learner randomly picks one, returning and repicking if s(h)e pulls out their own.

Learners must then attempt to create a fully labelled supply chain for the product they have selected.

Results can be compared with that of the authors of the original. Whose is most accurate?