The Supply and Marketing Chain

TEACHER GUIDE

LESSON 3

YEAR 9–10

This resource has been developed by:

Primary Industries Education Foundation Australia

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AMGA Australian Mushroom Growers' Assoc.

Australian MUSHROOMS

Hort Innovation
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LESSON 3

The Supply and Marketing Chain

LEARNING AREA

Design and Technologies (Year 9–10)

AUSTRALIAN CURRICULUM CONTENT

Analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments **(AC9TDE10K01)**

Analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises **(AC9TDE10K04)**

Contents

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LESSON OBJECTIVE

Students will learn about:

- The features of the marketing and supply chain with a focus on processing and advertising.
- The life cycle strategies involved in the industry.
- Supply and demand within the industry.

Resources and Equipment

1. Access to laptop/digital devices
2. **Stimulus 1 – Production Chain Card Instructions**
3. **Stimulus 2 – Flowchart Production Cards**
4. Butchers paper and markers, timer
5. **Worksheet 3.1 – The Mushroom Supply Chain**
6. **Worksheet 3.2 – Marketing Mushrooms**
7. **Worksheet 3.3 – Extension Task Data Analysis**

Additional Reading/Resources

- Mushroom 360 (7:05)
- Mother Earth Organic Mushrooms Farm Tour (11:36)

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Lesson Guide

Students will:

- Use a set of cards to learn about the supply and marketing chain for mushrooms. Cards will be printable and describe the steps and processes involved in moving mushrooms through the supply chain to allow students to engage in a hands-on activity.
- Correctly order and record a copy of the flowchart to understand how each of these steps are related to each other.
- Complete an extension task focused on data showing supply and demand trends over a period of time.

STARTER

Use a thinking routine such as Think, Puzzle, Explore (*Think, Puzzle, Explore | Project Zero*, 2015) with students to introduce the concept of the mushroom supply chain.

The following questions could be used as stimuli to which students respond as a class or individually in their notebooks for later reference:

a) What do you think you know about the mushroom industry?

b) What questions do you have about the mushroom industry?

c) How might you explore your questions?

MAIN

a) The Supply Chain:

1. Access the following:
   - **Stimulus 1 – Production Chain Card Instructions**
   - **Stimulus 2 – The Mighty Mushie Production Cards**
2. Complete the activity with the students as per instructions.
3. Access the QR codes or weblinks on **Worksheet 3.1 – The Mushroom Supply Chain** to observe a visual account of the three main steps in the production of mushrooms.

4. Encourage students to take notes of the processes they observe, the occupations they see, any technologies associated with the chain, and the role of these technologies.
    - Mushrooms – Making Mushroom Compost (3:46)
    - Mushrooms – Growing & Picking (3:27)
    - Mushrooms – Packhouse & Distribution (2:03)
5. Allocate students into groups and provide them with A3 paper/butchers paper and markers.
6. Using their notes, students design a flowchart to represent the supply chain and the processes and technologies they observed.
7. Provide students with computer/digital device access to revise the tours during their design task. Encourage students to include drawings where possible, to supplement their representations.
8. On completion, generate a discussion about:
    - What were the steps in the chain?
    - Who was involved in each of these steps?
    - Were there any processes you were unaware of before this tour? Identify them.
    - What technologies did you observe during the supply chain?
    - What was the role of these technologies?

b) Marketing:

1. Facilitate a discussion about how and why stakeholders in the mushroom industry want to increase demand for their products. Suggested questions include:
    - Why would producers want to increase consumer demand for mushrooms?
    - Where are mushrooms sold?
    - How are mushrooms marketed?
    - What methods and strategies are used to increase demand?
2. Allocate students into pairs and ask them to think about their favourite television/social media advertisement.
3. Students briefly discuss their chosen advertisement with each other, considering:
    - What is the advertisement trying to get consumers to do or purchase?
    - What are the features of the campaign?
    - Why do you think it is an effective campaign?

4. As a class, watch the following short commercials used to promote mushrooms:
   - Add the Mighty Mushie (0:30)
   - Australian Mushrooms – much healthier much tastier (0:30)
   - Extra taste without extra kilos (0:16)
   - Australian Mushroom Growers Association – 1993 Australian TV Commercial (0:29)

   and discuss the following questions:
   - What are the advertisements trying to get consumers to do or purchase?
   - Who do you think it is aimed at/target market?
   - What do you like about it?
   - Why do you think it is effective?
   - What persuasive techniques are used?
   - What were some of the slogans?
5. Allocate students into pairs to discuss one aspect of the advertisements they enjoyed (view the commercials again if necessary).
6. Complete **Worksheet 3.2 – Marketing Mushrooms**.
7. Students design/create a marketing campaign to increase the consumption of mushrooms by high school students.

d) Extension

1. Up-to-date statistics on the mushroom production industry are provided to students via **Worksheet 3.3 – Extension Task Data Analysis**.
2. Students access the data via the worksheet or by scanning the QR code for an interactive version.
3. Complete the table and graphing activity.

   Answers

PLENARY

1. Facilitate a discussion about people's perception of mushrooms as a food source.
2. Students note down main discussion points under three main headings:
   - Positive perceptions of mushrooms.
   - Negative perceptions of mushrooms.
   - Consumers are not well-enough informed.

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Student Resources

1. **Stimulus 1 – Production Chain Card Instructions**
2. **Stimulus 2 – The Mighty Mushie Production Cards**
3. **Worksheets 3.1 – The Mushroom Supply Chain**
4. **Worksheet 3.2 – Marketing Mushrooms**
5. **Worksheet 3.3 – Extension Task Data Analysis**

Answers

WORKSHEET 3.3 – Extension Task Data Analysis

1.

Year	Fresh supply (T)	Supply/capita (kg)	Purchase quantity (kg)
2015	65,928	2.77	0.25
2016	64,975	2.69	0.25
2017	68,414	2.79	0.29
2018	71,877	2.88	0.29
2019	73,949	2.93	0.29
2020	70,880	2.75	0.29
2021	71,536	2.78	0.27

2. Between 2015 and 2019 the amount of mushrooms produced increased from 65,928 tonnes to 73,949 tonnes. It then decreased in 2020 to 70,880 and increased again in 2021 to 71,536. During the same period, the supply/capita and purchase quantities have remained fairly consistent.

3. 10.48%

4. 37% (VIC)

(Answers for Worksheet 3.3 continued following page...)

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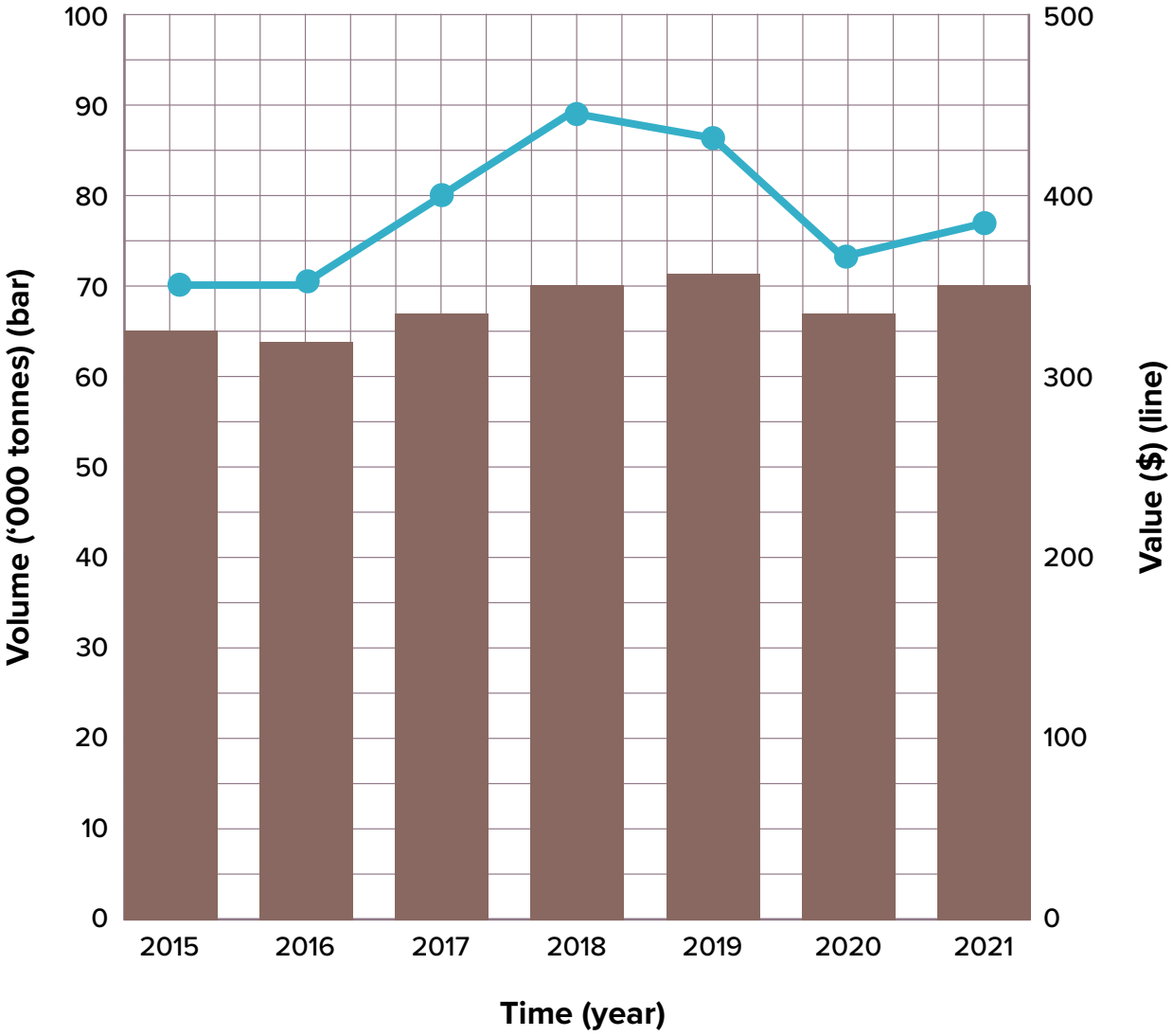
Answers (continued)

5.



6. Suggested answer:

I was interested in understanding and visualising how mushroom production is reflected in the market value of the commodity.

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