

Lesson Plan: Fair Trade



One of the best ways of beating poverty is making sure that people in developing countries are paid fairly for their work and produce. CSV's Fair Trade lesson plan will educate young people about these issues and, hopefully, bring them to put what they've learnt into practise during Make a Difference Day 2011.

Fern Britton, TV presenter

Aim

- To understand what is meant by trade justice.

Objectives

- To define the term justice
- To consider the implications of world trade agreements
- To explain the benefits of fair trade
- To promote the idea of fair trade.

Additional Resources

- Case Study - tomatoes
- The Fair Trade Foundation logo (without slogan)
- The Fair Trade Foundation logo (with slogan)
- True or False Quiz
- International trade factsheet

CSV Make a Difference Day 2011

Don't forget to register your chosen project with the CSV team, and we can send you a free Action Pack with T shirts, certificates, balloons, stickers and posters!

Just go to www.csv.org.uk/difference or call 0800 284533.

Suggested Teaching Method

1. True or false?

Ask pupils to fill in the **True or False Quiz**. Their answers should reflect what they think is likely to be true or false. Once they complete the quiz read over each question and ask for a show of hands on whether they think it is true or not. Ask pupils to explain why they have reached their conclusion. Conceal the actual answers until the end, and then reveal that all the answers are in fact true. Ask what pupils found the most interesting and most concerning about the facts they have read.

2. What is justice?

Ask pupils what justice means. Ask for examples of where they have heard the word justice used. Discuss the examples that pupils have given. Ask what is meant by injustice. Display the **definition of justice**.

3. How does international trade work?

Ask pupils to read (or read as a class) the **International trade factsheet** and the case study. Using the definition of justice, ask pupils whether there is any justice in the situation described. How do they feel about what they have found out? How do they feel those affected might feel? What arguments might rich countries give to support what is going on? This could lead to a debate around what is morally right and wrong in this situation.

4. What is trade justice?

Explain to the class that there are organisations campaigning for trade justice. Split class into pairs or groups in order to research the trade justice movement. Use the list of links to allocate an organisation to each pair or group. They should find out who the organisation is and what they do, what the organisation proposes should be done about international trade. They should feed their research back to the rest of the group. The aim of this activity is to find out about the organisations involved as well what they think needs to be done.

5. How can trade justice be achieved?

Ask pupils how they think they could help with obtaining trade justice. List any ideas – this could include signing petitions, raising awareness etc. Display the **Fair Trade Foundation logo (without slogan)**. Ask if anyone has seen it before or knows what it means / stands for. Display the **Fair Trade Foundation logo (with slogan)** and ask if it gives any clues as to what it might be and where they might see it. List any ideas. Ask pupils if they have heard of fair trade and what they think it might be about.

6. What is Fair Trade?

Ask pupils to research what fair trade is and to then write their own definitions. Ask if they would be willing to pay a little extra for fair trade products. Why? Why not?

7. How can we raise awareness of Fair Trade?

Ask pupils how they could raise awareness about trade justice and fair trade. What could they do within school to tell others about it? Ideas may include posters, assemblies, raising money to buy fair trade products and having a fair trade stall in school, petitions and letter writing. As a class, vote on the best idea. Use the planning sheet to plan with the class how the awareness raising idea can be taken forward. This will require extra class time decided by what project idea will be taken forward. The planning and preparation work can be done as homework or in groups within class.

8. How do you feel about Fair Trade?

Ask pupils to reflect on how they feel about world trade. Has it made them think twice about what they buy? Has it, or, would it make them change their buying habits? Do they think they could make a difference? How? What do they feel about the international trade situation? Is justice being done? Do they think much will change in light of current campaigning?

Homework

Pupils could choose one of the facts from the true or false quiz to research further. Pupils could conduct a survey of local shops and supermarkets to see how many fair trade products they sell. They could write letters to the managers to persuade them to stock more or start stocking fair trade products. This could also build in to a wider community project promoting fair trade.

Links

<http://www.makepovertyhistory.org>

<http://www.maketradefair.org>

<http://www.fairtrade.org.uk>

<http://www.oxfam.org.uk>

<http://www.tjm.org.uk>

<http://www.christianaid.org.uk>

<http://www.cafod.org.uk>

Volunteering Ideas

Get the children to put their learning into practice – and create an activity for CSV Make a Difference Day! Some activity ideas:

- The class could set up a Fair Trade stall in the school canteen
- Host a Fair Trade awareness event or start a campaign to be a Fairtrade school
- Organise a bake sale – use the fair trade recipe provided.

Additional Resource:

Fair Trade



Case Study: Tomatoes

Farmers in Ghana are unable to sell their tomatoes. There's nothing wrong with their tomatoes. In fact they're perfectly good tomatoes. Red, round and tasty. It's just that Ghana has been flooded with cheap tomatoes from Europe.

Trade Rules

International trade rules do not benefit all the international community. In the case of the Ghanaian farmers, the rules of trade have meant they can no longer survive. Many European farmers receive huge sums of money from their governments to grow their tomatoes. This is called subsidising. They can sell their produce cheaply as they have been given money to grow it. In Ghana there are no subsidies to help farmers. This means that they simply cannot compete with European exports.

Selling locally

Imagine you live in Ghana. You go to the local market to purchase tomatoes. European tomatoes are available at half the price of Ghanaian tomatoes. You are naturally going to go for the cheaper option.

What are the effects?

If no-one is buying the tomatoes, farms are not needed to grow them. Factories which make tomato products will have to close down. Jobs will be lost, no money will be made and this leads to poverty. It's not just tomatoes though. It's pretty much everything. With farms and factories being forced to stop working, there are no jobs and no escape from poverty. Farmers end up selling their produce in the streets and by the road side for whatever they can get, even if it's at a loss.

Additional Resource:

Fair Trade

CSV ~~+~~
MAKE
A DIFFERENCE
DAY



Guarantees
a **better deal**
for Third World
Producers

Additional Resource:
Fair Trade

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MAKE
A DIFFERENCE
DAY



Additional Resource:

Fair Trade



How does international trade work?

Rich Countries » Produce goods and want to sell them at a profit. To protect their profits, they place high taxes on goods imported from other countries (unless they have a special trade agreement with a particular country or set of countries).

Poor Countries » Produce goods and want to sell them at a profit. However, in order to export their goods to other countries they are forced to pay high taxes before they can sell them. This makes the price of their goods very expensive and so they do not sell.

Rich Countries » Need raw materials to produce their goods. Raw materials are cheap as they are not a finished product that consumers (buyers like you) will want to buy. Many poor countries have the raw materials that rich countries need. Rich countries buy these cheap raw materials and turn them into expensive desirable products such as trainers or clothes and sell these at a huge profit. For example, trainers costing a few pounds to make could be sold for £60 in shops. The producers of the raw materials would have only seen a tiny percentage of this profit.

Poor Countries » Producers of raw materials are forced to sell at low prices by big companies. If their price is too high, the companies will simply go elsewhere. If producers want to sell their materials they have to sell at a low price.

Why don't poor countries place high taxes on imports?

The simple answer is that they're not allowed to. Poor countries borrow money from international organisations. Part of the deal on the loans is that they have to allow rich countries to export their goods to them – this is called 'Free Trade'. It means that trade takes place freely to give the buyer the best deal. It's all about money. Small scale farmers and producers in poor countries simply can't compete with huge companies. This leads to loss of jobs and livelihoods and POVERTY.

Additional Resource:

Fair Trade



True or False Quiz

Read the statements and decide whether you think they are true or false.

- 1** Over 1.5 billion people around the world have to live on less than £1 per day.
- 2** Half of the worlds population live in poverty.
- 3** Around 17million people die from diseases which could be treated. However they are unable to afford treatment.
- 4** Since 1980 some of the worlds poorest countries have seen their share of the worlds trade decrease by 40%.
- 5** Dirty drinking water causes 80% of all illness in the world.
- 6** One in three people in the world cannot read and write.
- 7** 190 million 10 - 14 year olds in developing countries have to work.