'Farmers, Businesses and Shoppers- who wins and who loses in the world's food market?'

Age range: 8-15 years

Time: 20mins - 1 hour

Outline: To understand where our food comes from and who produces it.

Young people will explore the relationships between farmers, businesses and shoppers as they interact to form the world food system via a simulation game based on the banana industry.
Young people will also be introduced to the concept of Fairtrade; how this benefits small scale farmers and what they can do to make the global food system more sustainable.

- 10 minutes: Activity 1
- 20 minutes: Activity 1, 2, 3 and 6
- 40 minutes: Activity 2, 3, 5 and 6
- 60 minutes: Activity 1, 2, 3,4 ,5 and 6

Learning Objectives

- Understand Fairtrade
- Understand how farmers, shoppers and businesses are globally linked via trade
- Evaluate the impact of an unfair global food trade on farmers
- Evaluate the effect on farmers offered by the fair-trade scheme

Resources

- A large world map
- Photocopies of the 'Market Share Job cards'.
- 5 paper bananas
- Fairtrade Banana slide show (optional)

Curricular links

Geography
Design Technology- Food technology
IT

Keywords

Fair trade, global food system, food justice, small scale farmer

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Activity Outline

Activity	Details	Outcomes	Resources required	Time (mins)
1.Introduction /Starter activity	**The World in My Shopping Bag** Aims to make young people aware of the links they have to other countries/ their role in a globalised world via the food they eat, the clothes they wear, communications and travel. Ask young people to find someone else in the group who has; -eaten a food from another country this week -wearing an item of clothing made in another country -can say hello in another language -have telephoned/ e-mailed/ written to someone living in another country recently Bring the group back together. Ask young people to shout out their responses (for younger groups you could ask them to come up to the board and point out the country on the world map). As you receive responses, mark a line from the UK to the country mentioned. By the end, there should be lines stretching out to every continent to reflect the global links the class has.	Increased awareness of the issues and empathy for the children affected.	Large world map (paper or smart board)	10-15 minutes
2. Where do banana's grow?	Ask the class where bananas grow. (For younger groups who may be struggling, tell them that they grow in tropical areas where the weather is sunny, hot and there is heavy rainfall.) Young people could call out the answers which could be pointed to on a large world map. (Or come up with a list as small groups- the team with the most correct suggestions wins.) Examples of banana producing countries include: Colombia, Costa Rica, Ecuador, Nicaragua, USA, Australia, Guatemala, Honduras, Panama, Mexico,	To recognize the regions which produce the bananas which are sold in the supermark	Large world map (paper or smart board)	5 – 8 minutes

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	Windward Islands, Uganda, Kenya, Tanzania, the Philippines, Thailand, and India.	et		
3. Market Share (page 13 and 14)	Tell the class they are going to learn about bananas that are grown in the Windwards Islands; the farmers who grow them and the journey from farm to UK supermarket shelves. (for younger groups, highlight the Windward Islands on a world map, and introduce the region by using slides and script) Divide the group in 5 small groups. Explain that they are going to do a role-play activity to learn about the different groups of people involved in the banana trade. Briefly explain the 5 roles: grower, Windward Islands Banana Development Company, Shipping/Importing/Packaging, Wholesaler and Retailer. Give each group a role. Ensure there are enough role cards for each young person to have one to read. Ask the young people to read the role cards they have been given. Display the large photo of the banana (slide11 from Fairtrade Banana Power point). Explain to the class that a banana costs around 30pin the supermarket. Explain that the 30p goes to the 5 groups involved in the banana trade, but isn't divided equally between the groups. Give the groups 5 minutes to discuss the work their role (eg.grower, retailer etc) carries out. They should also decide what 'share' they think they should earn from the 30p. Groups should consider the amount of work involved, what their job entails and the expenses they have to meet. They should write their 'share' on their groups' paper banana and assign a spokesperson to tell the rest of the class why they decided on the amount. Each group should stick their banana showing their 'share' onto the board. Draw young peoples' attention to the bananas and ask the group to add up how much the banana would cost if everyone was paid what they wanted. It is highly likely that the total will add up to more than 30p.		Fair trade Banana power point Slides 11 &12 (rest is optional) Market share role cards 5 paper bananas	15-20 minutes

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	Reveal the actual division of income by showing the banana on power point slide 13. Spend a few minutes discussing the following points: -who gets what? -how do the growers feel? What division would be fairer? **Key Idea:** The banana growers receive only a small amount of the money we pay for bananas, and find it hard to make a living. The largest proportion of the retail price goes to shipping, importing and packaging, wholesalers and retailing companies. Please note: the Fairtrade Banana Power Point is a supporting tool; it can be shown to help younger groups understand the banana trade. The pictures will help learners to gain an insight into what the Windward Islands look like.			
4.Case studies (page 6-10)	• *There are 5 case studies which allow young people to explore in greater detail the positive effect the Fair trade and investment schemes in small scale farmers has had on individuals.* Give each small group a case study and ask them to read it. Encourage groups to highlight the benefits investment or Fair trade has brought to the individual and some of the challenges they faced previously. Small groups could summarize briefly their case study to the rest of the class. If there is more time, challenge each small group to produce a creative response to the case study. Groups could produce a song/ rap/ poem/ news report/ drama about their case study and the broken food system. Groups could present their pieces to the rest of the group, or in an	Gain an insight into the challenges facing farmers, and the benefits of fair trade.	5 case studies	5 – 20 mins

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	assembly to allow young people to share with their peers their learning on the global food system.			
5.Diamond Ranking (page 11)	*Aim: to think critically about what young people can do to make a difference to small scale farmers around the world.* Explain that Oxfam believes young people can make a positive difference to small scale farmers by taking action in their local community. If young people are interested, there are a variety of things they can do. Divide the class into small groups (3/4 young people in each). Give each group a set of 9 action cards- ask them not to touch them until you have finished giving the instructions. Explain that on each of the nine cards, there is something that Oxfam invites people to do to generate positive change. Their task is to rank these in a diamond-nine formation 1 2 2 3 3 3 4 4 5 The cards should be arranged in this shape. They should put the best one at the top and the one they are least inclined to do at the bottom. Say up front that all the choices can make a real difference but that people sometimes feel that some are better- or more appropriate to their circumstances- than others. Ask young people to be prepared to feed back their group's choices with reasons.	Think critically about how young people can make positive change	Multiple sets of Action cards	10 mins

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Case Study: Impact of Fairtrade

Credit: Rosy Wade/ Oxfam

Balene Frederick, Banana farmer

Balene works on her small family run banana farm 6am-6pm 7 days a week. Growing bananas is hard work, it is very labour intensive. Each plant must be cared for; the bananas must be wrapped in plastic to protect them from birds and insects.

Balene's parents were also banana farmers. They struggled to make enough money to support the family as the price they earned for their crop varied widely according to world prices. As a result Balene never went to school, as there was never the extra money to pay the fees.

In recent years Balene has joined a local Fairtrade cooperative. Fairtrade ensures that growers are guaranteed a fair price for their bananas. They are paid enough to cover what it costs them to grow their banana, pay for their basic needs and make some improvements to their lives.

Working together, the small farmers have begun packing and wrapping their own produce. By adding new processes, they can earn more money and create more jobs on their farms to employ local people. Working as a group has enabled local farmers to demand a fairer price; no single farmer will sell their crop for a lower price. This additional income has enabled Balene to send her children to school. Her children do not want to be farmers when they grow up, and Balene hopes they will find higher paying jobs.

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Case Study: Impact of Fairtrade

Credit: Abigail Hadeed/ Oxfam

Dominica- Marietta Valmond, banana farmer

Dominica- Marietta Valmond removing the banana flowers. Flowers attract insects which might damage the fruits. Marietta is single and has five children.

Dominica explains why she got involved in the Fairtrade scheme,

'I got involved because someone was telling me about Fairtrade and how you can earn more money than just selling trays of bananas to supermarkets.

Banana farming is a lot of work. Once they're harvested you've got to wash and pack them up in plastic bags. With Fairtrade you can't use certain pesticides or herbicides (many are damaging to the environment or the health of the farmers). It is a struggle for us now; I hope that Fairtrade might be better for us. Farming is just too much work for too little money; many farmers owe money to the bank. I don't think there is a future for my children in banana farming'.

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Case Study: Investing in small scale farmers

Credit: Abigail Hadeed/ Oxfam

Agnetta Robertsons' cooking sauces

Agnetta left banana farming seven years ago. She now runs a small business called LAWO (Lauders Agricultural Women's Organisation) making pepper sauces and banana products. Agnetta received support from the Windward Islands Farmers Association to get her small business started.

Agnetta explains how she makes her produce;
'I use what I grow in my garden for the products. Sometimes when the weather is dry, I have to buy some items. Like last week, I had to buy pepper for the sauce. I try to recycle the bottle; it would be too expensive if I had to buy new bottle each time. I get the labels printed nearby'.

Agnetta's sauces have been so successful that the Windward Islands Farmers Association is supporting her to export them to Caribbean people living in places like the UK and USA. Diversifying into new products helps the community earn a sustainable income. This protects farmers if the banana crop fails or there is a hurricane. This extra money Agnetta saves helps her to make improvements to her life.

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Case Study: Investing in small scale farmers

Credit: Rosy Wade/ Oxfam

Rose Nelson Graudel, farmer

Rose is a banana farmer who has been supported by the Windward Islands Farmers Association to diversify. Rose has learnt to grow many new crops, learnt new farming and marketing techniques, and access to new markets. Growing new crops has improved Rose's family's nutrition as there is a wider variety of food to eat.

Rose has learnt new farming techniques from other farmers during an exchange arranged by the Windward Islands Farmers Association. She learnt a lot about growing flowers; a crop which has a higher value than bananas.

Rose also learnt about greenhouse farming techniques and has now started growing tomatoes. She sells the tomatoes to local restaurants. There is such high demand for her tomatoes that she always sells out.

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Case Study: Community Investment from Fair trade

Credit: Rosy Wade/ Oxfam

Bus Shelter, Social Premium Scheme

The fair trade scheme ensures that businesses buying Fair trade items also pay a little extra money, called a social premium.

This a bus shelter in Kalibeshe District, Northern Dominica. The bus shelter was built and painted using the community Fairtrade premium earned by the Kalibeshe Fair trade cooperative. It means people will not have to wait in the rain for the bus.

The social premium is directly invested into projects which will benefit the whole community. As well as bus stops, it is invested in facilities such as nurseries, roads or chairs for public meetings so people no longer have to stand.

Once a year the farmers propose a range of community projects on which the Fair trade Social Premium raised from the last years farming could be spent. The elected local committee then decides which project to invest in.

In some areas, these projects have also improved the social status of the farmers involved. Farming is no longer such an undesirable profession to enter. The value of farmers and importance of farming to the community is being recognised.

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The best action is to…

Buy Fairtrade products

There are over 2000 products available; form footballs to flowers; from pineapples to honey; from chocolate to bananas

The best action is to…

Try out some Fair trade recipes

Visit www.fairtrade.org.uk/products/recipes.aspx for some ideas

The best action is to…

(this card has been left blank for your own ideas)

The best action is to…

Screen a film, followed by a panel discussion to encourage others to learn about the global food system and its inequalities
You could invite you MP to let the government know how you feel about the issues

The best action is to…

Tell our friends and families about Fair trade and encourage them to buy Fair trade products

The best action is to….

Perform a play or give an assembly to share with others in the school the challenges faced by small scale farmers and what we can do to give them a fairer deal

The best action is to…

Hold an event at school during Fair trade fortnight

…from an art display, to a fair trade food tasting fiesta, to a fair trade fashion show!

The best action is to…

Design a poster or leaflet about global food justice and the Fair trade scheme to share your learning with others

You could send a copy to your MP to let the government know how you feel about the issues

The best action is to…

Make your school a Fair trade school. You could ask the school council to put this on their agenda.

For more information, visit www.fairtrade.org.uk/schools

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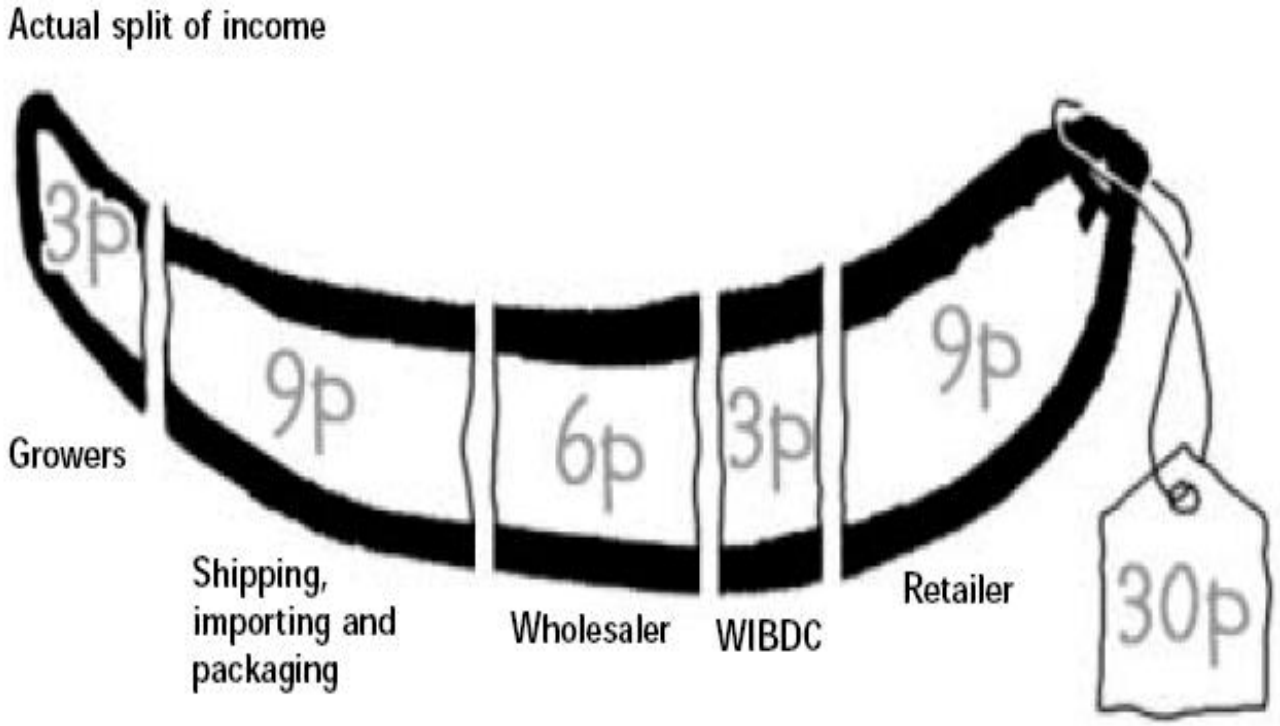
Market Share of a Banana



(This activity is adapted from *Go Bananas*, Oxfam 2000)

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Market Share Role Cards

Grower

You are a small farmer who grows bananas.
After planting it will take 9 months of caring for the trees before the bunches of bananas are ready to be cut down.
You must protect the trees during this time from damage caused by weather and insects. To do this you must buy plastic sheets and wrap each bunch on every tree.
When the bananas are ready to pick, you cut each bunch down with a large knife and pack them in boxes.
You drive a van to the port to deliver your bananas to ships.

Windward Islands Banana Development Company

You are a new company. You are the vital link between farmers and the outside world.
You work to get a good price for the farmers' bananas and to get cheaper shipping costs.
You buy pesticides, fertiliser, boxes and plastic sheeting in large amounts that the small farmers can buy from you.
You offer advice about banana growing and can help arrange insurance for the farmers.

Shipping and Packaging Company

Your company transports the boxes of bananas in ships. The journey from the Windward Islands to the UK takes 6 days.
In the UK the bananas are ripened and packed in your factory. This takes a week.
The bananas are sorted into different sizes. Some are weighed and priced for selling direct to big supermarkets.
Others are packed and sent to a wholesaler (who sells to smaller shops).

Wholesaler

You get boxes of ripe bananas form the packaging company and sell them to fruit shops, market stalls and supermarkets.

Retailer

You sell the ripened bananas in your shop or market stall.
You have to sell them fast, before they over ripen and turn brown.

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