

# GO BANANAS

## TEACHERS' OVERVIEW

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### Aims of *Go Bananas*

- To help learners aged 7 to 11 make links between the local and global by exploring where the bananas we eat in the UK come from.
- To encourage participatory, investigative and collaborative teaching and learning styles.
- To promote critical thinking about issues and values related to the themes of fairness and inequality.
- To support teachers to fulfil demands of the geography (social studies in Scotland) and English national curricula in England, Scotland and Wales. *Note: Suggested activities are also provided which link to a range of other curriculum areas.*

### Introduction

*Go Bananas* provides an interesting snapshot into the journey of a banana; helping learners to appreciate where our food comes from and develop a range of skills including using maps and images, inference, critical thinking and discussion. This creative cross-curricular resource could be used at any time of the year but also provides an ideal starting point for learning, thinking and taking action in schools during Fairtrade Fortnight or Harvest time.

Learners will develop their questioning and inference skills by using photographs to investigate the journey of a banana, from being planted in Colombia to being sold in the UK. They will then learn about some of the countries where the bananas we eat in the UK are grown; locating these countries on a world map and exploring the distances that the bananas travel to reach our supermarkets. By researching these countries in more detail, learners will appreciate that different crops grow best in different regions of the world. Learners will then play a simulation game to

consider some of the challenges that banana farmers face, as well as the positive impacts that Fairtrade can have on people's lives. Finally, learners will think critically about possible actions that they could take at school to promote Fairtrade.

*Note: Developed in partnership with the Fairtrade Foundation, this is a revised and updated version of the original Go Bananas resource developed in 2007.*

### *What is Fairtrade?*

Life is difficult for many of the world's smallholder farmers. Although they constitute the majority of the world's food producers, they are often paid unfairly for the crops they grow and are denied the resources they need to thrive, such as water, land, technology and investment. Any fall in demand or rise in the prices of their crops can mean the difference between eating every day or going hungry.

Fairtrade supports smallholder farmers and workers at the bottom of global supply chains. It ensures that they get a fairer price for what they grow, improves working conditions for farmers and workers on larger farms, and helps to protect the environment. Food items with the FAIRTRADE Mark, such as bananas, coffee, chocolate, sugar and tea, will have been produced by small-scale farmer organisations or plantations that meet Fairtrade social, economic and environmental standards.

By joining with other farms in a Fairtrade cooperative, farmers have more power to negotiate fairer prices with the big companies that buy their products. The cooperative also gets a bit of extra money called the Fairtrade premium which can be used to help the whole community. The farmers and workers themselves decide how this premium should be spent in their community, for example on education, healthcare, sanitation or improving their farms so that they can make more money.

Find out more: [www.fairtrade.org.uk/schools](http://www.fairtrade.org.uk/schools)

### **Curricular links**

This cross-curricular resource supports teachers to fulfil demands of the geography, social studies and English national curricula in England, Scotland and Wales:

- In geography and social studies:
  - *To develop learners in a range of areas including: locational knowledge; map skills; and understanding key aspects of physical and human geography.*
- In English:
  - *To develop learners in a range of areas including: speaking Standard English confidently and effectively in a range of formal and informal contexts; asking relevant questions to extend understanding and knowledge; and considering and evaluating different viewpoints.*

Some activities link to other areas of the curriculum such as PSHE and citizenship. There are many ways in which learning and understanding could be further developed and each session provides ideas for this. Suggested activities for further exploring the themes of bananas and Fairtrade are provided in the *Cross-curricular teaching ideas*.

## Structure of *Go Bananas*

This resource consists of:

- *Three unit plans* (including any accompanying resources and activity sheets).
- *A slideshow* (for use in all three units).
- *The story of a banana: photo pack* (illustrating the journey of a banana from being grown in Columbia to being sold in the UK).
- *Cross-curricular teaching ideas* (suggested activities for further learning around the topics of bananas and Fairtrade in a range of curricular areas).

We have tried to keep the resources as flexible as possible so that teachers can create personalised learning journeys. Teachers may decide to omit some activities depending on the time available and their learners' existing knowledge, understanding and needs. *It is assumed that teachers will choose to spread the activities in a unit over more than one lesson.*

Each unit starts with an overview and includes learning objectives, learning outcomes, key questions and curricular links. Suggested activities are provided with approximate timings but do not include the time that may be needed for additional teaching about some of the concepts. As the units are designed for flexible use across more than one lesson, the total time taken to complete all the activities may vary. No starters and plenaries are included as it is assumed that teachers will want to plan these individually.

*Unit overviews:*

### *Unit 1- Picturing bananas*

Learners will use images to investigate the journey of a banana, from being planted in Colombia to being sold in the UK. They will first work in a group to formulate questions that they would like to ask about a photograph showing one stage of this journey. Learners will be encouraged to think about and discuss the different types of question that they could ask, such as whether they will be easy or difficult to answer, or whether the answers are likely to be fact or opinion. Learners will then consider what might have happened before and after the stage shown in one of the photographs, drawing on evidence in the image as well as their existing knowledge and ideas. Finally, learners will collaborate to put the images in order to show the correct sequence of the different stages of the journey.

### *Unit 2 – Mapping bananas*

Learners will investigate some of the countries where the bananas we eat in the UK are grown. They will first locate these countries on a world map and explore the distances travelled by bananas when they are shipped to the UK. Learners will then find out about more information about these countries, researching aspects such as climate and key geographical features. Finally, learners will use their findings to identify some common characteristics of these countries, helping them to appreciate that different crops grow best in different regions of the world.

### *Unit 3 – What is Fairtrade?*

Learners will develop their understanding of what Fairtrade means. They will play a simulation game in which they will be put in the position of a banana farmer. Playing the game will help learners to think about some of the challenges that banana farmers face, as well as find out about the positive impacts that Fairtrade can have on the lives of farmers and workers at the bottom of the banana

supply chain. Learners will then think critically about possible Fairtrade actions that they could take at school and discuss their ideas with others.

### Differentiation

Where possible, the activities and resources are differentiated to help you meet the needs of different learners in your class. This might also be useful in adapting some of the activities to meet the needs of younger and older learners.

### Age group

These resources are suitable for use with learners aged 7 to 11 years old. Curricular links are provided for the KS2 curriculum in England, and the relevant curricula in Wales and Scotland. However, many of the activities could also be adapted for use with younger or older learners.

#### ***Important teaching notes***

- *These activities and resources are intended to support your teaching rather than guide it. Additional teaching may be required to develop learners' knowledge, skills and understanding of some concepts.*
- *Some of the data in this resource is subject to change. Therefore you may find that if your learners are finding data themselves, their figures differ slightly from those published in this resource, which were correct at the time of publication.*
- *All of the web links provided were correct at the time of publication.*

### Useful links

- The Oxfam Education website offers hundreds of free online resources, teaching ideas and guidance for education practitioners. We also support teachers and schools through professional development and partnership work, helping to empower young people to be active global citizens: [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)
- Use the Fairtrade Foundation teaching resources to find out more about the journey of a banana, Fairtrade and the positive impacts that it can have on the lives of farmers and workers: [schools.fairtrade.org.uk/](http://schools.fairtrade.org.uk/)
- Fairtrade Fortnight takes place annually, providing the opportunity for schools, campaigners, businesses and places of worship to promote Fairtrade and support the farmers and workers who grow our food: [www.fairtrade.org.uk/en/get-involved/current-campaigns/fairtrade-fortnight](http://www.fairtrade.org.uk/en/get-involved/current-campaigns/fairtrade-fortnight)

Detailed resource outline

Unit overview	Learning objectives	Learning outcomes	Key questions	Activities	Resources
Unit 1: <i>Picturing bananas</i>	<ul style="list-style-type: none"> <li>To be able to formulate questions about a photograph and be aware of some ways in which questions can be categorised.</li> <li>To use evidence from an image and existing knowledge to make inferences.</li> <li>To listen to and respond to the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will formulate questions that they would like to ask about a photograph and then categorise them.</li> <li>Learners will use visual evidence and their existing knowledge to infer what might have happened before and after the events shown in a photograph.</li> <li>Learners will work with others in a group to discuss their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>What questions would you like to ask about this photograph?</li> <li>Which of these questions will lead to answers that are facts and which will lead to opinions?</li> <li>Which of these questions will be easy to answer and which will be more difficult? Why do you think this?</li> <li>How might you go about answering these questions?</li> <li>What do you think happened before the stage shown in this photograph? What do you think might happen afterwards?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 1.1: <i>Question time</i></li> <li>Activity 1.2: <i>Before and after</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Go Bananas</i> slideshow: slides 2 to 13</li> <li><i>The story of a banana: photo pack</i></li> <li>Resource sheet 1: <i>Banana images</i></li> <li>Sheets of plain paper</li> </ul>
Unit 2: <i>Mapping bananas</i>	<ul style="list-style-type: none"> <li>To be able to use an atlas or other reference source to locate countries and continents on a world map.</li> <li>To develop research skills.</li> <li>To appreciate that different crops are suited to different climates and regions of the world and specifically that bananas grow best in a warm, sunny and moist climate.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will locate some of the countries where bananas are grown on a world map.</li> <li>Learners will research one of these countries in more detail, investigating aspects such as which continent it is in, bordering countries, climate and key geographical features.</li> <li>Learners will identify common characteristics of these countries and use this knowledge to appreciate that bananas grow best in certain climates and regions of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Where are these countries on the world map? Which country is closest to the UK? Which country is furthest away?</li> <li>What do you notice about the location of these countries?</li> <li>What do you already know about these countries? What would you like to find out?</li> <li>What is the climate of this country like? Does it have any distinctive geographical features such as rivers, mountains or lakes?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 2.1: <i>Mapping it out</i></li> <li>Activity 2.2: <i>Where do bananas grow?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Go Bananas</i> slideshow: slides 14 to 15</li> <li>Activity sheets:               <ol style="list-style-type: none"> <li><i>Mapping bananas</i></li> <li><i>Country fact file</i></li> </ol> </li> </ul>

Unit overview	Learning objectives	Learning outcomes	Key questions	Activities	Resources
<p>Unit 3: <i>What is Fairtrade?</i></p>	<ul style="list-style-type: none"> <li>To be able to listen and respond to others and participate in discussions.</li> <li>To develop empathy for others.</li> <li>To know what Fairtrade means and be aware of some of the positive impacts that it can have on people's lives.</li> <li>To develop critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will play a simulation game in groups which will help them to think about some of the challenges that banana farmers face and find out about the positive impacts that Fairtrade can have on the lives of farmers and workers at the bottom of the banana supply chain.</li> <li>Learners will think critically about possible actions they could take to promote Fairtrade.</li> <li>Learners will discuss their ideas with others and negotiate to reach joint decisions about which Fairtrade actions would be best to take in their school.</li> </ul>	<ul style="list-style-type: none"> <li>What is Fairtrade?</li> <li>What was it like being a banana farmer? What was challenging? Why?</li> <li>How did your group manage after a scenario was introduced?</li> <li>What was fair about the game and what was unfair?</li> <li>Which action to promote Fairtrade do you think is the best and why?</li> </ul>	<ul style="list-style-type: none"> <li>Activity 3.1: <i>Banana quiz (optional starter activity)</i></li> <li>Activity 3.2: <i>Could you make it as a banana farmer?</i></li> <li>Activity 3.3: <i>Taking action for Fairtrade</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Go Bananas</i> slideshow: slides 16 to 18</li> <li>Activity sheets:               <ol style="list-style-type: none"> <li><i>Banana template</i></li> <li><i>Scenario cards</i></li> <li><i>Ranking actions</i></li> </ol> </li> <li>Plain sheets of A4 paper, colouring pencils and pairs of scissors.</li> </ul>



## Global citizenship

This is a global citizenship resource written for teachers of 7 to 11 year olds. Education for global citizenship is a methodology to help young people develop as active global citizens. Oxfam suggests a Learn-Think-Act approach to help structure global citizenship activities and give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see:

[www.oxfam.org.uk/education/global-citizenship](http://www.oxfam.org.uk/education/global-citizenship)

The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Identity and diversity</li> <li>• Globalisation and interdependence</li> <li>• Sustainable development</li> <li>• Peace and conflict</li> <li>• Human rights</li> <li>• Power and governance</li> </ul>	<ul style="list-style-type: none"> <li>• Creative and critical thinking</li> <li>• Empathy</li> <li>• Self-awareness and reflection</li> <li>• Communication</li> <li>• Co-operation and conflict resolution</li> <li>• Ability to manage complexity and uncertainty</li> <li>• Informed and reflective action</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of identity and self-esteem</li> <li>• Commitment to social justice and equity</li> <li>• Respect for people and human rights</li> <li>• Value diversity</li> <li>• Concern for the environment and commitment to sustainable development</li> <li>• Commitment to participation and inclusion</li> <li>• Belief that people can bring about change</li> </ul>

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- For further information about Oxfam Education, including a wide range of other curriculum-linked resources: [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)
- For further information about the Fairtrade Foundation and the various support it provides to schools: [schools.fairtrade.org.uk/](http://schools.fairtrade.org.uk/)

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