

UNIT 3: WHAT IS FAIRTRADE?

Age range: 7 - 11 years

<p>Outline 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.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To be able to listen and respond to others and participate in discussions. To develop empathy for others. To know what Fairtrade means and be aware of some of the positive impacts that it can have on people's lives. To develop critical thinking skills. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> 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. Learners will think critically about possible actions they could take to promote Fairtrade. 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. 	
<p>Key questions</p> <ul style="list-style-type: none"> What is Fairtrade? What was it like being a banana farmer? What was challenging? Why? How did your group manage after a scenario was introduced? What was fair about the game and what was unfair? Which action to promote Fairtrade do you think is the best and why? 	<p>Resources</p> <ul style="list-style-type: none"> <i>Go Bananas</i> slideshow: slides 16 to 18 Activity sheets: <ol style="list-style-type: none"> <i>Banana template</i> <i>Scenario cards</i> <i>Ranking actions</i> Plain sheets of A4 paper, colouring pencils and pairs of scissors. 	
<p>Curriculum links</p>		
<p>England <i>Pupils should be taught to:</i> KS2 English <i>Spoken language</i></p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	<p>Wales KS2 Geography <i>Communicating</i></p> <ul style="list-style-type: none"> Develop opinions and understand that people have different values, attitudes and points of view on geographical issues. <p>Literacy Framework <i>Developing and presenting information and ideas</i></p> <ul style="list-style-type: none"> Speaking: Explore challenging or contentious issues through sustained role play. Listening: Respond to others with questions and comments which focus on reasons, implications and next steps. Collaboration and discussion: Developing group discussion. 	<p>Scotland Literacy and English</p> <ul style="list-style-type: none"> When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 1 and 2-02a To help me develop an informed view, I can distinguish fact from opinion and I am learning to recognise when my sources try to influence me and how useful these are. Lit 1 and 2-08a <p>Social Studies</p> <ul style="list-style-type: none"> Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. SOC 2-20a
<p>Important teaching note These are suggested activities and resources to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts. It is assumed that teachers will choose to spread the activities in a unit over more than one lesson.</p>		

Activity 3.1 (10 min)*Banana quiz (optional starter activity)*

- Use the questions on slide 16 of the *Go Bananas* slideshow to informally assess learning during Units 1 and 2. The answers are provided in the slide notes.

Activity 3.2 (60min+)*Could you make it as a banana farmer?*

- *Note: This activity is amended from the Can You Beat the System game in Oxfam's Food for Thought resource: www.oxfam.org.uk/education/resources/food-for-thought*
- Remind learners that there are many different stages and people involved in the journey of a banana, from being grown to when it is sold in the supermarket in the UK. Invite learners to give examples of some of the people and stages they can think of. Say that this whole process is called a supply chain. *Note: This may already have been discussed if learners completed the Banana quiz in Activity 3.1.*
- Explain that everyone in the supply chain of a banana should be able to make enough money from the work that they do. However, this isn't always possible and smallholder farmers and workers at the bottom of the chain are often the worst affected. Many smallholder farmers and workers struggle to make a good living and earn enough money to provide for themselves and their families. They also usually have the least power to do anything about the situation because they are not in a position to demand a higher price from huge companies like supermarkets.
- Show slide 17 and ask learners if they have seen this symbol before. *What does it mean?* Explain that this is the FAIRTRADE Mark and that it can be seen on many food items such as coffee, tea, chocolate, sugar and bananas. Buying Fairtrade food items means that the farmers and workers involved in their production get a fairer price for the work that they do. Fairtrade also helps to improve the working conditions of the people at the bottom of the supply chain as well as to protect the environment.
- On their own, a banana farmer will often find it difficult to change the situation. However, by joining with other farms in a cooperative, farmers have more power to negotiate fairer prices with the big companies that buy their products. When the cooperative sells their products on Fairtrade terms, the group also gets a bit of extra money called the Fairtrade premium which can be used to help everyone in the community. Communities can decide how to spend this money; for example on healthcare, education or building new roads.
- Explain that learners are now going to play a simulation game in which they will be put in the position of a banana farmer. Playing the game will help them to think about some of the challenges banana farmers face and to find out about some of the positive impacts that Fairtrade can have on their lives.
- Organise learners into groups of four and give each group: four pencils, four plain sheets of A4 paper, two pairs of scissors, two colouring pencils and one copy of the *Banana template* (Activity sheet 1).
- Explain that learners are now banana farmers living in Colombia. They grow bananas which are then shipped to the UK to be sold in supermarkets. Each group must use the materials provided

to create as many completed “bananas” as they can. Learners can use the bananas provided in the template as a guide to draw, colour in and cut out more bananas from their plain sheets of paper. They can also use the bananas in the template to contribute towards their total. The group that produces the most bananas wins the game.

- Encourage learners to use their resources carefully (especially the plain sheets of paper) and to think about how their group will work together effectively. You may also wish to set a minimum “quality standard” for the bananas produced, for example the size, shape and the neatness of the colouring in.
- Explain that learners will have to cope with a change in circumstances during the game which may affect their ability to produce bananas. Start the game and then follow one of the options provided below:

Options

1. *If you have less time available for this activity, you could stop the game after five to ten minutes and give each group one of the four possible scenario cards (see Scenario cards – Activity sheets 2a and 2b). Give learners time to read the scenarios and to follow their instructions. Restart the game for a further five to ten minutes before ending the game.*
 2. *If you have more time available, you could stop the game after five to ten minutes and give each group one of the scenarios before running the game for a further five to ten minutes. You could then give learners an additional scenario and continue to run the game for five to ten more minutes. You could repeat this step again so that groups experience more than two scenarios.*
- Declare a winning team at the end of the game. This is likely to be the group (or one of the groups) who experienced scenario 4. Allow some time for discussion at the end of the game. Possible discussion questions include:
 - *What was it like being a banana farmer? What was challenging? Why?*
 - *How did your group manage after a scenario was introduced?*
 - *How did the impact of the scenario(s) make you feel?*
 - *What was fair about the game and what was unfair?*
 - Explain that the game illustrates some of the challenges that banana farmers face, as well as the positive impacts that Fairtrade can have on their lives.

Activity 3.3 (30 min+)

Taking action for Fairtrade

- Ask learners what *taking action* means. Explain that in this context we can think of taking action as doing something to help stop a situation (usually bad) from developing or continuing.
- Explain that learners are going to be thinking about possible ways they could take action to support Fairtrade.
- Organise learners into groups of three or four. Each group will need table space to move nine action cards around. Give each group a copy of *Ranking actions* (Activity sheet 3).
- Explain that this activity sheet provides nine possible ways in which learners could take action.

Three empty boxes are provided in case learners wish to think of their own ideas.

- Learners should cut out the boxes and then rank the actions in a diamond formation according to how “good” they think each action is. The “best” action should be placed at the top, followed by a row of the next two, then a row of three and so on. An example of a “diamond ranking” is provided in *Ranking actions* and on slide 18.
- Emphasise that there are no right or wrong answers but there will be advantages and disadvantages to every action. Learners should rank them as they think best. You might like to prompt learners to think about how easy an action would be to do, as well as how much impact it would have. Where there is disagreement, learners should work together as a group to decide on the best order.
- Allow time at the end of the activity for learners to share their ideas as a whole group. Explore the choices that learners have made and their reasons for them. Discuss the criteria they used to make their decisions, such as feasibility, appropriateness, effectiveness or cost.
- Learners could then decide on an action to carry out as a group or as a whole class.

Further ideas

- Use the Fairtrade Foundation teaching resources to find out more about Fairtrade and the positive impacts that it can have on the lives of farmers and workers:

schools.fairtrade.org.uk/

Useful resources include:

- *Case Study for Primary Schools – Foncho*

Find out how to grow bananas from Foncho, a Colombian banana farmer, and learn about the difference that Fairtrade has made to him and his family.

schools.fairtrade.org.uk/resource/case-study-for-primary-schools-foncho/

- *Breaks and Ladders board game*

Play this adaptation of Snakes & Ladders to find out more about the challenges facing farmers on a daily basis.

schools.fairtrade.org.uk/resource/breaks-ladders-board-game/

- Use Oxfam’s teaching resources to explore the need for a fairer global food system.

Useful resources include:

- *Explore Fairtrade*

Explore the relationships between farmers, businesses and consumers. Discuss how food trade could be made fairer and who is responsible for taking action.

www.oxfam.org.uk/education/resources/explore-fairtrade

- *Food for Thought*

Learn, think and take action for a fairer food system.

www.oxfam.org.uk/education/resources/food-for-thought

- Older or more able learners could be encouraged to think more critically about the impacts and effectiveness of Fairtrade.

The list of frequently asked questions on the Fairtrade Foundation website provide a useful starting point for exploring potential criticisms of Fairtrade:

www.fairtrade.org.uk/en/what-is-fairtrade/faqs

Possible discussion questions include:

- *Do you think it's better to buy food produced locally or food produced by Fairtrade-certified farmers in poorer countries?*
- *If Fairtrade is a fairer option, why aren't all farmers in poorer countries Fairtrade-certified?*
- *Why doesn't the FAIRTRADE mark apply to UK farmers?*
- *Why are products with the Fairtrade Mark often more expensive than those without it?*
- *Why don't the farmers and producers receive a larger percentage of the retail price of a Fairtrade item than other people in the supply chain?*

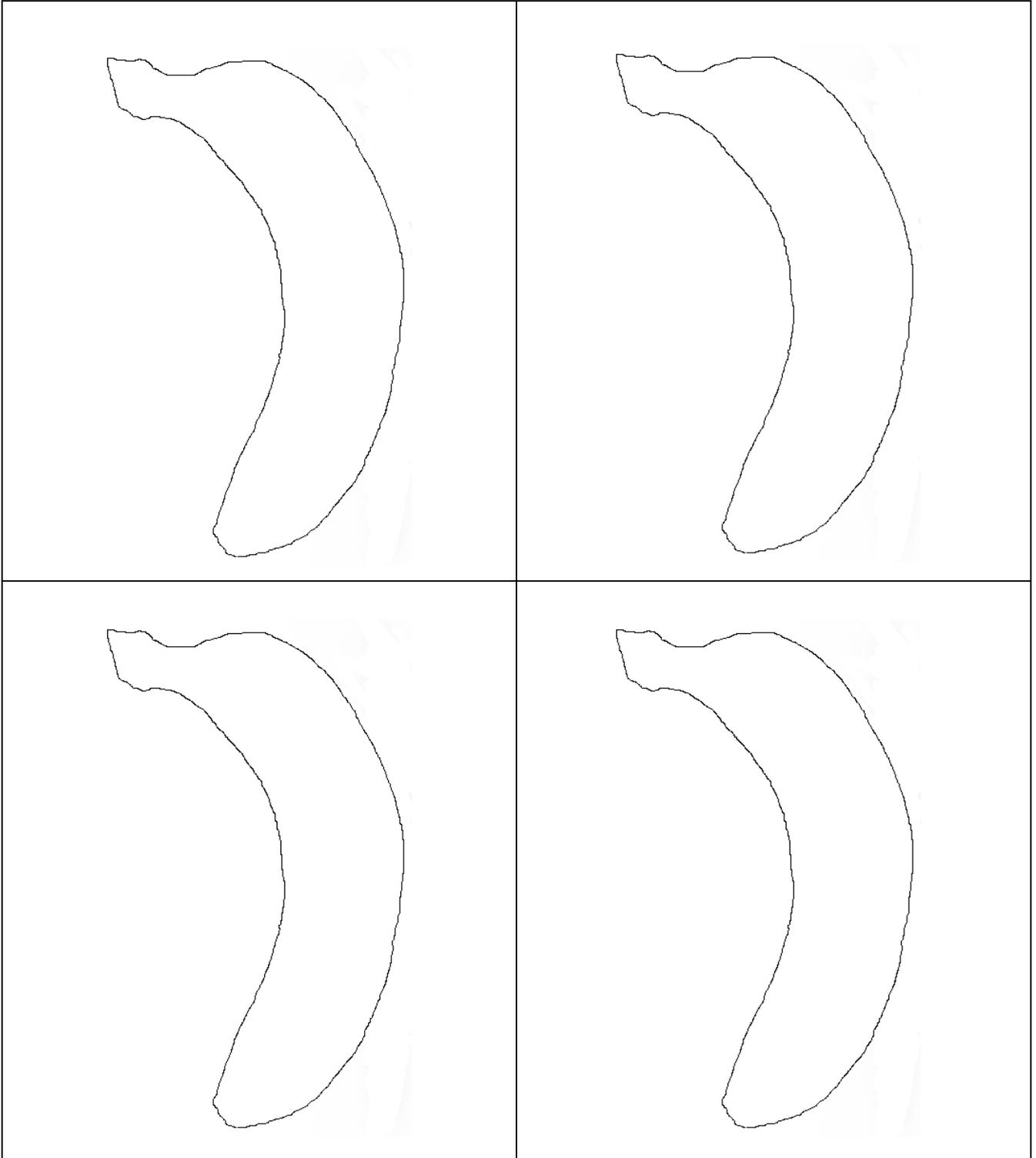
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Banana template

Activity sheet 1



Scenario cards

Activity sheet 2a

Scenario 1 - Climate change**Background**

Global temperatures are rising because of climate change. It is widely believed by scientists that extreme weather like heat waves, droughts and floods will get worse and happen more often, and that the seasons will become more unpredictable. This will make it more difficult for many of the world's smallholder farmers to grow their crops.

Action

There is a drought and your bananas don't get enough rainfall. Your crop is badly affected and you have a lot fewer bananas to sell. This means that you have less money to support your family and invest in next year's crop.

What you must do

Half of the crops that you have completed so far in the game will be destroyed. You must also sit on your hands for 30 seconds once the game re-starts.

Scenario 2 - Banana prices go down**Background**

Smallholder farmers make up the majority of the world's food producers. Food prices can go up and down but this is usually out of the control of these farmers. On their own, these farmers often have little power to demand fairer prices from huge companies like supermarkets.

Action

The market price for bananas has gone down. This means that the amount of money which you can get for your bananas is reduced and you have less money to support your family. You struggle to buy food to eat and medicine for when they are ill, as well as to pay the fees for your children to go to school. You don't have any savings so you will have to use the money which you were planning to invest in buying fertilisers and equipment for your banana crop.

What you must do

Half of your scissors and pencils will be removed.

Scenario cards

Activity sheet 2b

Scenario 3 – You are ill during the banana harvest**Background**

Life is difficult for many of the world's smallholder farmers. These farmers often struggle to earn enough money to support themselves and their families. Sometimes there isn't enough money to buy food to eat, medicines and to send their children to school. The farmers usually don't have any insurance so when things go wrong there is no-one to help.

Action

You are ill during the banana harvest. You don't have enough money to pay for medicine to help you to get better. You also don't have enough money to pay someone else to harvest the bananas for you. Your brother and your wife and children are able to help but some of the bananas are not picked in time. The bananas have to be picked while they are still green so that they last the long journey to the UK.

What you must do

Half of the crops that you have completed in the game so far will be destroyed.

Scenario 4 - Fairtrade**Background**

Fairtrade is about farmers and workers getting a fairer price for the work that they do. There are many Fairtrade products such as coffee, tea, sugar, chocolate and bananas. Fairtrade also helps to protect the environment and improve the working conditions of smallholder farmers and workers on large farms. 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.

Action

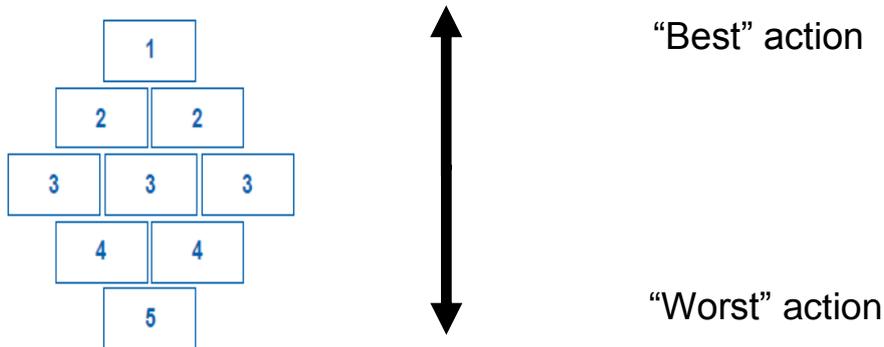
You are now part of a Fairtrade cooperative. This means that you get a fairer price for your bananas. With the extra money you have been able to buy new equipment and fertiliser for your farm which means that you will be able to grow more bananas in the future. You have enough money to send your children to school and to save a little money for the future. Your community also receives a Fairtrade premium and everyone decides to put the money towards building a new health centre.

What you must do

You will receive additional scissors, pencils and paper.

Ranking actions

Activity sheet 3



<p>Organise a Fairtrade breaktime or breakfast at school with some healthy Fairtrade snacks.</p>	<p>Try out some Fairtrade recipes at school or home. See the <i>Cross-curricular ideas</i> for a Fairtrade banana cake recipe.</p>
<p>Give an assembly to raise awareness about Fairtrade across the school.</p>	<p>Teach another class about what you have learned about bananas and Fairtrade.</p>
<p>Share what you have learned by writing a blog post or an article for the school newsletter.</p>	<p>Organise a Fairtrade bake sale at your school.</p>
<p>Visit a local supermarket or write to them to find out what Fairtrade items they sell and to encourage them to stock more.</p>	<p>Register your school for the Fairtrade School Award. See: schools.fairtrade.org.uk/fairtrade-schools-awards/</p>
<p>Design a poster about Fairtrade and display it in your classroom or school.</p>	<p>Your idea:</p>