

# Lesson Plan: Fair-trade

## Information

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School: ZŠ a MŠ Ostrava-Zábřeh, Kosmonautů 15

Students: 14 - 15 years old, Nikola Bystroňová, Veronika Polcrová, Michaela Hladká, Tereza Pražáková, Michaela Škrabálková, Karolína Hosová, Michaela Kozelská

Subject: European values

Goals (targets, results):

To explain the meaning of logo and word “Fair-trade”

To inform about the “Fair-trade” movement and criteria for a Fair trade school award

To explain the meaning of “fair trade”

To explain procedures necessary for getting coffee, tea bags and chocolate products

To compare living conditions in Europe and the developing countries with focus on the quality of life, especially children’s life

To promote Fair trade products by their display and tasting them

To make a poster informing about the main ideas of fair-trade and Fair-trade

To promote fair-trade and Fair-trade with those posters

To collect data for a statistical poster and get feedback of the lesson impact

Means: student’s worksheet and worksheet with answers, data projector, the Internet, colour markers, large sheets of paper, Fair-trade products (chocolate, tea, juice), hand outs with survey questions before and after the lesson, power-point presentation:

Czech presentation: <http://www.slideshare.net/alengaholas/1-prezentace-pro-ochutnvku-web>

fair-trade tea <http://www.slideshare.net/alengaholas/presentation-fairtrade-tea>,

fair-trade products <http://www.slideshare.net/alengaholas/presentation-of-fairtrade-products>

The worksheets were made later. After try out of this lesson during international learning visit of Erasmus+ students and in vocational middle school for pupils with learning difficulties in Hlučín in 2015 we decided that it would be good to give students some tasks to do. The worksheets were made in order to help students to focus on the lesson and to be more active before, during and after watching the prepared presentations. The activities take longer with the worksheet and we recommend adding one extra lesson. We used the worksheet in grade 8. A with 14 year old pupils in our school in June 2016 and we watched the last presentation in the extra lesson and answer the tasks connected to this presentation.

## Description

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Begin:

1° activity: Introducing the topic and survey before the lesson, handouts with the survey, 5 minutes

Students introduce themselves, their topic and ask participants to fill in a survey about Fair-trade.

Pupils can answer following questions:

- 1) Do you know what Fair-trade is? Yes / No
- 2) Which Fair trade products are sold best?
- 3) Where are most of the Fair-trade products sold?
- 4) Would you like to learn more about it? Yes / No

2° activity: Criteria for a Fair-trade school, Fair-trade logo, meaning of the words “Fair-trade” and “fair trade”, information about Fair-trade movement, worksheet, data projector, the Internet information or presentation (Nr. 1) 10 minutes

Students introduce criteria for a Fair-trade school and show different logos which are used for Fair trade products. Next they talk about the Fair-trade movement and the meaning of the word “Fair-trade”. Name “Fair-trade” was first used in the Netherlands in the 80s in the last century. Max Havelaar Foundation introduced the first product fulfilling the Fair trade criteria, coffee from Mexico, in 1988. The first Fair trade organization was founded in Great Britain in 1992 and its first products with Fair trade logo were produced in 1994. The first Fair-trade products were connected with handmade goods, nowadays the most traded Fair-trade goods are coffee, cocoa, sugar, and tea. The seat of Fair-trade is in Bonn and its main goal is to set the Fair-trade certification standards, to give the minimum price for the Fair-trade goods, promotion of Fair-trade logo, organizing campaigns for support of the fair trading. One half of the elected board are representatives of the Fair trade cooperative producers mainly from the developing countries. Power-point presentation is Czech.

3° activity: presentation on the procedures of producing coffee, tea and chocolate, comparing living conditions in Europe and the developing country with focus on the quality of life 10 minutes

Students will present procedures for making coffee, tea and chocolate in order to make clear that this is hard tedious work which is paid badly in the developing countries and the living and working conditions are demeaning for the workers and their children who are often forced to work instead of going to school. Students will use power-point presentations.

4° activity: survey about the impact of the lesson, handouts with the second survey, 5 minutes

Pupils will be asked to answer the same questions about Fair-trade and some new questions. The answers will international pupils first evaluate themselves before handing it back to Czech pupils so that they have better feedback. Students will later compare the results of the survey done before the lesson with the results of the survey done after the lesson to see the impact of it on their pupils.



5° activity: Fair trade products display and tasting, Fair-trade products, 10 minutes

Students prepare Fair-trade products such as chocolate, cookies, tea or juice before the lesson, after the lecture they will encourage their pupils to taste them. Fair trade products are often more expensive and shop assistants claim that it is due to their higher quality and higher expenditures caused by higher ratio of hand work. This is something what the consumer cannot check so at least it is good to know whether he or she likes the particular product. Students will also show where the logo is on the product.

6° activity: Making a poster informing about the main ideas of fair-trade and Fair-trade, colour markers, large sheets of paper, 40 minutes

Pupils will be asked to make a poster about fair trade and Fair-trade. First they will have some time to discuss their ideas.

7° activity: presentation of pupils' posters, 10 minutes

Pupils should present their posters and explain how they represent the idea of fair trade and/ or Fair trade. Students will listen to it, collect the posters and prepare a poster display at their school.



## Experience

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Try-out: 2014-01-26, Ostrava

Lesson 1- lectures and presentations: 14:00 - 14:40

Lesson 2 - poster making: 14:50 - 15:30

Poster presentation was organized together with country team introduction on 2014-01-29, Ostrava

The students are in class with Erasmus+ project meeting participant from 5 countries who attend middle schools, 16 - 17 years old, they know some English very well.

## Evaluation

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### Students:

Czech student 1: I think, to do the presentation about Fair-trade was the most challenging part of the project for me.

Czech student 2: The most inspiring moment for me during the meeting was when we had a presentation about how Fair-trade is involved in helping people.

Czech student 3: During the meeting I learnt to teach others and I can use it in our project.

### Teachers:

Czech teacher: It was great to see pupils working hard on the topic which they have chosen and doing all the research. They were afraid to speak to older students who they did not know and do the lesson in English but they overcame their worries and did a great job.

Bulgarian teacher 1: The Fair Trade activity was interesting.

Bulgarian teacher 2: Presentation of posters by students was the most inspiring moment for me during the meeting.

### Pupils:

Bulgarian pupil 1: The most inspiring moment of the meeting was when we did the posters because it was cool to work with my team mates.

Bulgarian pupil 2: learned about Fair Trade. I believe this knowledge is really valuable.

Irish pupil: The new thing which I have learnt during the meeting was that fair trade is very common in the southern hemisphere especially in Africa.

Belgium pupil: What new did I learned during the meeting? I learned more about fair trade and I learned speaking better English.

