

Lesson/Activity – Fair trade

This lesson is designed for one 1.5 hour block period or two 45 minutes periods. Students will learn about where coffee is grown and produced. The lessons will focus on the Amazon region and the Ashaninka tribe who live there. The lessons will aim to teach about the importance of fair trade for the Ashaninka tribe and for their sustainable development.

Background Information.

Keywords:

Fair Trade - an alternative approach to **trade** aiming at sustainable development for disadvantaged producers by providing better trading conditions.

Cash Crop- a crop that is grown for direct sale rather than as food for the grower or their livestock.

Objectives

Students will:

Understand where coffee is grown and the trade journey it goes through before it reaches them. Students will learn about the unfair trading between producers and retailers.

Students will learn about the importance of retailers getting a fair price for their produce.

Skills

Decision-making, Discussion

Forming and justifying opinions, Questioning. Investigation.

Materials

Resources include:

‘Map of food’ – sheet showing where many common foods come from.

‘Facts about the Ashaninka’- information about the Ashaninka tribe for students to read.

‘Coffee what is a fair price’ – information sheet for students to explain the trade journey that coffee goes through.

Flash animation about fair trade for students to watch.

Warm up/ starter

Students to consider what they ate for their breakfast today and where they think their food comes from. Bananas, coffee etc. Show students the map (figure 1) of where some of our food comes from. Students to do research to find out where the following types of food come from; coffee, tea, bananas etc.

Ask students what they think of this quote:

“Before you’ve finished your breakfast this morning, you’ll have relied on half of the world.” This quote was said by Martin Luther king, ask students what he meant by this?

Investigation/ activity

Let's look at one country in more detail; Peru and one indigenous tribe who live in the Amazonian rainforest in Peru. Students to read the sheet 'facts about the Ashaninka' to understand about how the Ashaninka live.

Explain that the Ashaninka grow coffee beans as a cash crop to make money, the coffee beans are then sold and go on a trade journey before they reach the supermarkets.

Students can read the trade journey to understand what is involved.

Students to imagine that a bag of coffee costs £1, they have to work out who should get what from the £1 bag of coffee. Students to work in groups to decide who should get what in the trade game. Each group to justify their views. Students will estimate what they think each person will receive and then the teacher will reveal the true figures.

For example:

Coffee Grower: Student estimate of £1.00 real estimate is £0.02

Exporter: Student estimate of £1.00 real estimate is £0.03

Shipper: Student estimate of £1.00 real estimate is £0.06

Roaster: Student estimate of £1.00 real estimate is £0.64

Retailer: Student estimate of £1.00 real estimate is £0.25

Reveal the true figures. Ask students if they are surprised?

Ask if it is fair what people get for their proportion of work.

Should it be fairer for the coffee grower? Why?

Explain that fair trade means the producers get a better wage for their coffee so instead of £0.02 for their £1.00 bag of coffee they would get £0.10.

The roasters would make less money; for example the large companies would not make such a huge profit.

Is this a fairer system? Why?

Reflection/ summary

Students to think of pros and cons of buying fair trade.

For example:

Pro's	Con's
Coffee growers get more money for their coffee.	Coffee is more expensive
Less poverty	Those working for large companies also need jobs.

Relate this back to the Ashaninka people. What impact could fair trade have on the Ashaninka, for example there would be more money available for school resources, health provision, clothes, etc.

Wrap Up/ plenary

Ask if students would be willing to buy **fair trade** goods and discuss why or why not. What would be needed to convince them to do so? Students to think about how they help encourage fair trade in their school. Students could help design packaging for Ashaninka fair trade coffee or they could design posters for their school to advertise fair trade.