

# Skills for Democracy – Lesson Plan 4

## Fairtrade

**Objectives** (taken from the PSE Framework for Wales)

- Pupils will “listen attentively in different situations and respond appropriately”, “empathise with others’ experiences and feelings”; “communicate confidently one’s feelings and views and maintain with conviction a personal standpoint”.
- Pupils will “understand cultural differences and recognise expressions of prejudice and stereotyping”; “understand the nature of local, national and international communities with reference to cultural diversity, justice, law and order and interdependence”.

**Resources**

- Role-play cards (Third World farmer, shopper etc.)
- Paper
- Pens
- Some Fairtrade products for pupils to taste

**Time**

One hour

**Room Layout**

Meeting style – semi-circle, with the person leading the session at the front

**Introduction**

Fairtrade is a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalised producers and workers – especially in the South\*.

**Activity (50 minutes)**

First go through the information sheet to establish the class’s current knowledge about Fairtrade. Explain the key issues and the pros and cons for consumers and producers. Then go on to explain the debate.

*Possible questions for debate:*

(Choose whichever is suitable for your class or any other question that you feel is suitable.)

1. **Is Fairtrade useful and is it important for everybody?**
2. **Should only Fairtrade products be available in public buildings in Wales/in our school?**
3. **Should supermarkets be forced to have own-brand Fairtrade products?**

- Divide the classroom into 6 groups.
- Each group has to represent one of the Fairtrade characters written on the role-play cards. Remind them that they should take on their character’s point of view and be as realistic as possible.
- Provide time to give groups the chance to organise their arguments.
- Then, they should attend a meeting and debate the issues.
- The groups should try to reach compromises.

- Try to ensure that everybody speaks at least once.
- Finally, ask the students to vote yes or no to the original statement.

### **Plenary – Assessment (10 minutes)**

- Did they really understand their role and character?
- Did they manage to reach an agreement?
- Do they feel more aware about Fairtrade and its issues?
- Are they going to encourage their parents to buy Fairtrade products?
- Complete self-assessment using the “Parthenon paper”.

### **Where next?**

- Talk to school caterers about making more Fairtrade produce available.
- Advertise Fairtrade items by designing posters letting other pupils know what Fairtrade is all about.
- Establish connections with a school near a cocoa or sugar plantation and discuss the real-life issues involved.
- Organise events as part of the annual Fairtrade Fortnight in March (supporting resources available from the Fairtrade Foundation).

### **Organisations with useful resources**

- **Oxfam Cymru** [www.oxfam.org.uk/about\\_us/cymru/index.htm](http://www.oxfam.org.uk/about_us/cymru/index.htm)
- **Make Trade Fair** [www.maketradefair.com](http://www.maketradefair.com)
- **Fairtrade Foundation** [www.fairtrade.org.uk](http://www.fairtrade.org.uk)
- **Traidcraft** [www.traidcraft.co.uk](http://www.traidcraft.co.uk)
- **Trade Justice Movement** [www.tjm.org.uk](http://www.tjm.org.uk)
- **Welsh Assembly Government – sustainable development policies**  
[new.wales.gov.uk/topics/sustainabledevelopment/?lang=en](http://new.wales.gov.uk/topics/sustainabledevelopment/?lang=en)

# Information Sheet: Fairtrade

## What Is Fairtrade?

Fairtrade is a system which ensures that farmers in the Third World\* earn a fair wage for what they produce.

## What are the benefits of Fairtrade?

- Guaranteed better pay for producers
- Better working conditions for producers
- Farmers are required to look after the environment, so that it can be used by future generations
- A way of helping people in poor countries by trading with them, rather than giving to charity

## How do you know if something is fairly traded?

Look for this mark:



## What Fairtrade products can you get?

There are over 1,000 Fairtrade products, including:

- Chocolate
- Flowers
- Bananas
- Footballs
- Juice
- Sugar
- Coffee
- Tea
- T-shirts

And loads more....



## Third World Farmer

- You can't continue to farm or feed your family without Fairtrade.
  - The subsidies that help farmers from the developed world make it hard for you to compete.
  - You want to work and sell your produce.
  - You are not asking for charity, just for people to buy Fairtrade instead of other products.
- "Our products are as good as the 'normal' products, or even better..."

## Shopper

- You are a housewife with 3 children and an average income.
  - You have a budget for buying food.
  - You think that buying Fairtrade products is too expensive.
  - You don't know much about Fairtrade.
  - You'd rather buy cheap food.
- "Why should I buy Fairtrade products instead of what I usually buy?"

## NGO Representative

- You campaign to make people aware of Fairtrade.
  - You've been to developing countries and know the importance of Fairtrade.
- "You can help people just by buying products that you need and that you'd buy anyway."

## Politician

- You have been asked by NGO representatives to support Fairtrade.
  - Now, you want to help make Wales a Fairtrade country.
  - You know that it's not going to be easy to convince voters, but if you get Wales to be a Fairtrade country then it will be the first one in the world.
- "Do you want your country to be a worldwide leader in Fairtrade?"

## Young Citizen from Wales

- You can't vote so don't think that you can change anything.
  - You don't know a lot about Fairtrade and aren't really interested.
  - You think that it's not your problem.
  - You're only interested in your country.
  - You think Fairtrade products are not as good as other brands.
- "Why should I feel concerned about the problems of people that I don't know?"

## Young Citizen from an African country

- You feel really concerned about this topic.
  - You know that Fairtrade can help get your family and country out of poverty.
  - You want people from developed countries to feel concerned about the difficulties your family face every day.
- "You should be aware of what is going on in the rest of the world and should react to it."

## Fairtrade – Skills Sheet

### 1. *Discussing what Fairtrade is (whole class)*



#### **LISTENING**

\* You will listen to what other people have to say about Fairtrade.

### *Preparing a debate (in a group)*



#### **DECISION MAKING**

\* You will choose arguments for your debate.

#### **LISTENING**

\* You will need to listen to other members of your group.

#### **COMPROMISE**

\* You might have to take other people's ideas in order to make your group's arguments stronger.

### 3. *Fairtrade debate (whole class)*



#### **DEBATING**

\* You will put across your group's point of view and will have to respond to others' viewpoints.

#### **LISTENING**

\* You will have to listen to other people's arguments.

#### **MEETING**

\* You will represent a larger group of people.

\* You will consider whether the debate was run like a meeting.

#### **DECISION MAKING**

\* After listening to everyone's point of view you will have to vote on your opinion.

Skills for Democracy  
Self-assessment “Parthenon paper”

**Fairtrade**

**DECISION MAKING**


**LISTENING**


**DEBATING**


**MEETING**


**COMPROMISE**


**YOU**