

**A MODULE OF WORK AND  
ACTION PROJECT FOR CSPE**

**A PARTNERSHIP APPROACH TO LIVING  
IN AN INTERDEPENDENT WORLD**



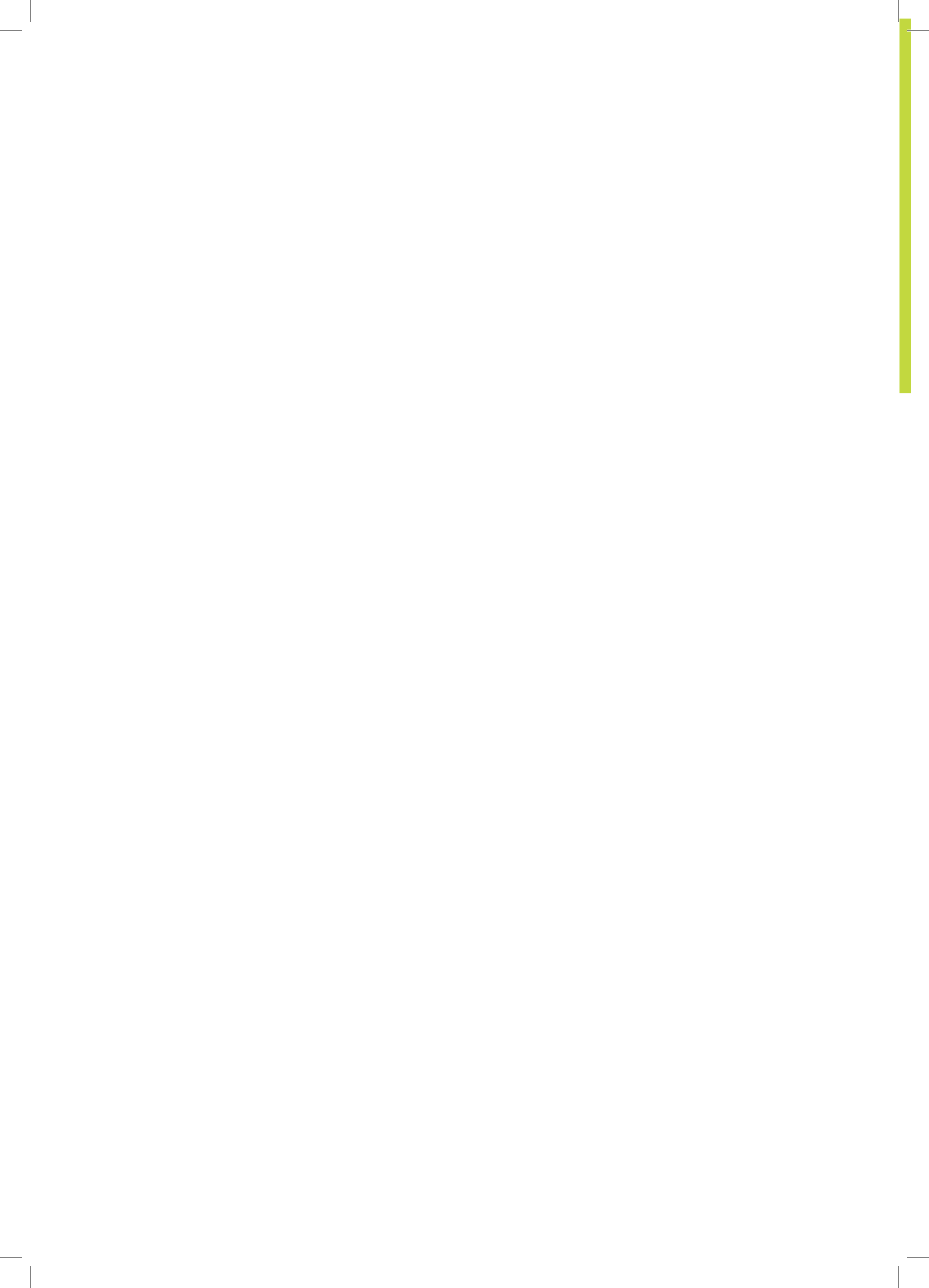
**FAIRTRADE  
IRELAND**





# TABLE OF CONTENTS

<b>INTRODUCTION TO THE RESOURCE</b>	<b>3</b>
<b>GLOSSARY OF KEY TERMS</b>	<b>4</b>
<b>BACKGROUND READING FOR TEACHERS</b>	<b>6</b>
<b>STEP 1 : BASELINE SURVEY</b>	<b>12</b>
<b>STEP 2: INTRODUCTION TO INTERDEPENDENCE</b>	<b>13</b>
<b>STEP 3: LIVING IN A GLOBALISED WORLD</b>	<b>15</b>
<b>STEP 4: BANANA FARMING – A BETTER DEAL</b>	<b>18</b>
<b>STEP 5: THE FAIRTRADE DIFFERENCE – BANANAS</b>	<b>20</b>
<b>STEP 6: THE FAIRTRADE DIFFERENCE - CHOCOLATE</b>	<b>22</b>
<b>STEP 7: TAKING ACTION</b>	<b>25</b>
<b>STEP 8: REPORTING ON YOUR ACTION PROJECT</b>	<b>27</b>
<b>LINKS</b>	<b>30</b>



# 1. HOW TO USE THE RESOURCE

This resource is primarily designed to meet the needs of CSPE teachers in delivering the concept of interdependence. Based on the CSPE Guidelines for teachers and the progression of key concepts within the syllabus, it is recommended that this module be taught at the later end of the cycle in year three. Therefore it is assumed within the steps, that pupils will have some prior understanding of development and aspects of democracy and international governance structures.

Using Fairtrade as a worked example of interdependence in the real world, the module will support students to explore the interrelatedness of their own lives to those in other communities across the world. Students will begin to see the power in their own hands as consumers, supporters and advocates to ensuring that producers get a better deal.

## RESOURCE STRUCTURE

The background reading section and glossary are a short introduction to some of the key aspects of Fairtrade, with some introductory information on some of the most common Fairtrade products. See the links section for further reading.

The core lesson plans in the module will support a 12 week module of work; 6 lessons to introduce the topic, 5 lessons to undertake the action project, 1 week to review learning and prepare to write up the Report on Action project (RAP).

Step 1 is a baseline survey and ideally should be completed 1 or 2 weeks before the beginning of the module. Steps 2- 7 are 40 minute lesson plans exploring the key concepts through Fairtrade's approach to trade. Step 4 "Banana Farming – a better deal" is a simulation activity, which will require

additional preparation time and should ideally be allowed to run for 1 hour for maximum impact. Step 8 is a review lesson, it is important to return to the KAP survey to show students how much they have learned through the module.

Realising that the abilities and needs of students vary considerably, this resource is intended to be comprehensive but flexible in its content. Some teachers may not feel the need or have the time to undertake all activities in the classroom. Some steps might be rolled into one, skipped altogether or set as homework.

*Ellen Donnelly  
Development Education Practitioner*

# 2. GLOSSARY OF TERMS

## KEY FAIRTRADE TERMS COVERED IN THIS MODULE:

Fair Trade (FT)	The term Fair Trade defines 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, marginalized producers and workers – especially in developing countries .
Fairtrade (no abbreviation)	Fairtrade refers to all or any part of the activities of FLO eV, FLO-CERT, Fairtrade producer networks, national Fairtrade organisations and Fairtrade marketing organisations. Fairtrade is used to denote the product certification system operated by Fairtrade International (FLO). Fair Trade movement The Fair Trade movement is the combined efforts of Fair Trade organisations, campaigners and businesses to promote and activate the Fair Trade principles of empowering producers, making trade more fair, and sustainable livelihoods.
Fair Trade organisation (FTO)	A Fair Trade organization, also called an alternative trade organisation (ATO), has Fair Trade as part of its mission and at the core of its objectives and activities. Fair Trade organisations follow the Fair Trade principles. They are actively engaged in supporting producers, trading, raising awareness of Fair Trade issues and advocating the integration of Fair Trade principles into all international trade practices.
Fairtrade International / Fairtrade Labelling Organisations International eV (FLO)	Fairtrade International (FLO) is a multi-stakeholder, non-profit organization focusing on the empowerment of producers and workers in developing countries through trade. FLO provides leadership, tools and services needed to connect producers and consumers, promote fairer trading conditions and work towards sustainable livelihoods. Fairtrade Labelling Organisations International eV is the legally registered name for 'Fairtrade International'.
FLO-CERT GmbH (FLO-CERT)	FLO-CERT GmbH is the independent Fairtrade certification body offering Fairtrade certification services to clients in more than 70 countries. FLO-CERT, a private limited company, evaluates Fairtrade certification applications, verifies compliance with the Fairtrade Standards during audits, and decides whether Fairtrade certification can be granted or not. Certificates are issued as proof of successful Fairtrade certification, and as authorization to trade Fairtrade products. FLO-CERT holds an ISO65 accreditation and follows best practice in all of its certification operations.
Fairtrade Minimum Price (FMP)	The Fairtrade Minimum Price (where it exists) is the minimum price that must be paid by buyers to producers for a product to become certified against the Fairtrade Standards. The FMP is a floor price which covers producers' average costs of production and allows them access to their product markets. The FMP represents a formal safety net that protects producers from being forced to sell their products at too low a price when the market price is below the FMP. It is therefore the lowest possible price that the Fairtrade payer may pay to the producer.
Fairtrade Premium (FP)	Fairtrade Premium is an amount paid to producers in addition to the purchase price for their products. The use of the Fairtrade Premium is restricted to investment in the producers' business, livelihood and community (for a small producer organisation or contract production set-up) or to the socioeconomic development of the workers and their community (for a hired labour situation). Its specific use is democratically decided by the producers.

**Fairtrade composite product** A Fairtrade composite product is a product composed of more than one ingredient, of which at least one is Fairtrade certified. In Fairtrade composite products, all ingredients for which there are Fairtrade Standards must be Fairtrade certified. So, in the case of chocolate, the cocoa and the sugar must be certified. In the case of single ingredient products like coffee, 100% of the coffee must be Fairtrade certified to carry the label. In order to carry the FAIRTRADE Certification Mark on packaging there needs to be at least a minimum specified amount of Fairtrade ingredients in the product. At least 50% of the volume of liquid composite products must be Fairtrade certified. For all other composite products the significant ingredient (for example cocoa in chocolate, sugar in conserves) must be Fairtrade certified, and must be at least 20% of the products' dry weight.

**Fairtrade price** For most Fairtrade goods there is a Fairtrade minimum price which is set to cover the cost of sustainable production for that product in that region. If the market price for that product is higher than our minimum price, then farmers and workers receive the market price. Payment of the minimum price is regularly audited and checked by FLO-Cert. This acts as a vital safety net for farmers and workers and protects them from fluctuations in the market prices of the products they grow for a living. This protection ensures they can have an assured and stable income and plan for their future. Fairtrade is the only certification scheme that offers such a safety net for farmers

<sup>1</sup> [http://www.fairtrade.net/fileadmin/user\\_upload/content/2009/about\\_fairtrade/2011-06-28\\_fair-trade-glossary\\_WFTO-FLO-FLOCERT.pdf](http://www.fairtrade.net/fileadmin/user_upload/content/2009/about_fairtrade/2011-06-28_fair-trade-glossary_WFTO-FLO-FLOCERT.pdf)

## GSPE KEY CONCEPTS:

In this module of work, Interdependence and Development are the two key concepts within the CSPE syllabus being explored.

**Interdependence** Pupils should be aware of the interrelatedness of all human life at the individual, community, national and global levels. The actions of an individual can have effects, sometimes in places and situations they have never seen e.g. the effects on economies, businesses and the environment of the purchases we make as consumers, the effects of our votes in elections on developments at local, national and international levels. Absence of an understanding of interdependence leads to an isolated, powerless and self-interested view of events.

**Development** Development can be defined as a process of improvement (social, economic, cultural, political) to meet the needs in people's lives at all levels (personal, local, national, international). Pupils should be aware that development is usually planned and can often be influenced through the democratic process. They should also be aware that the process of development is complex, often controversial, and one where planned solutions do not always meet the needs of all parties involved. Failure to develop leads to decline and underdevelopment.

# 3. BACKGROUND READING FOR TEACHERS: WHAT IS FAIRTRADE?

Fairtrade is an alternative approach to conventional trade and is based on a partnership between some of the most disadvantaged farmers and workers in developing countries and the people who buy their products.

When farmers and workers can sell on Fairtrade terms, it provides them with a better deal: an opportunity to improve their lives and plan for their future. Fairtrade offers consumers a powerful way to reduce poverty through everyday shopping.

## **WHAT DOES THE FAIRTRADE MARK MEAN?**

When a product carries the Fairtrade Mark it means it was produced according to international Fairtrade standards. These standards ensure Fairtrade products are socially and economically fair and environmentally responsible. Key standards include the payment of a minimum price and a premium.

## **THE FAIRTRADE MINIMUM PRICE**

For most Fairtrade goods there is a Fairtrade minimum price which is set to cover the cost of sustainable production for that product in that region. If the market price for that product is higher than our minimum price, then farmers and workers receive the market price. Payment of the minimum price is regularly audited and checked by FLO-Cert. This acts as a vital safety net for farmers and workers and protects them from fluctuations in the market prices of the products they grow for a living. Fairtrade is the only certification scheme that offers such a safety net for farmers and workers.

## **THE FAIRTRADE PREMIUM**

As well as the Fairtrade minimum price, workers and farmers receive an additional sum of money called the Fairtrade premium. This money goes to a communal fund to be used as they see fit to improve their social, economic and environmental conditions.

## **FAIRTRADE IS HALF OWNED BY FARMERS AND WORKERS**

Fairtrade works with a range of stakeholders and is half owned by farmers and workers representatives. With a greater voice, farmers and workers have a stronger say in decision-making on overall strategy, use of resources, prices, premiums and standards setting.

## **ABOUT FAIRTRADE IRELAND**

Fairtrade Ireland works to promote fair trading practices between Ireland and developing countries. It is a founder member of Fairtrade International, based in Germany, the organisation responsible for setting international Fairtrade standards. Fairtrade Ireland is a non-profit non-governmental organisation established in 1992 was granted charitable status for tax purposes by the Revenue Commissioners in 1995.

## **FAIRTRADE IRELAND HAS THREE MAIN ACTIVITIES:**

1. Fairtrade labelling,
2. Education to raise public awareness of Fairtrade, and
3. Supporting small-scale producers in the developing world to meet international Fairtrade standards.

## A LITTLE ABOUT THE PRIMARY PRODUCTS IN THE RESOURCE



### BANANAS

Bananas are grown both on small family farms and much larger commercial plantations. The banana industry provides employment for thousands of people in Latin America, the Caribbean, Southeast Asia, and West Africa. It generates vital foreign exchange earnings that governments depend on to improve health, education, infrastructure and other social services.

Bananas require moist soil with good drainage and are grown in tropical regions with average temperatures of 27°C and annual rainfall of 200-250 cm. Banana growing is labour intensive since the plants require individual care to produce the required quality fruit: clearing away jungle growth, propping to counter bending of the plant from the weight of the growing fruit and irrigation during the dry season.

Social problems in the banana industry are many and complex. Reports often highlight the poor situation of workers: low wages, precarious employment, restrictions on the right to organise themselves, and the handling of unhealthy and environmentally hazardous chemicals without adequate protection, to name a few.

Large plantations can be up to 5,000 hectares in size, their banana trees stretching for miles, and are usually

controlled or operated by national companies or multinational corporations. They require huge investment in infrastructure and technology for transport, irrigation, drainage, cableways and packing facilities. This production model benefits from economies of scale – high volumes mean lower unit costs and lower shipping costs, and lower labour costs contribute to lower export prices. Small-scale or smallholder banana production is generally more labour-intensive and much less capital-intensive than on plantations. In general, small producers have difficulties gaining the economies of scale necessary to be competitive with large farms and lack access to new technologies, tools and knowledge that large farms receive via the multinational companies that buy their fruit. For smallholder farmers dependent on growing bananas for a living, challenges abound too – with rising costs of production but stagnation in prices, and the severe impacts of changing climate and weather patterns making production unpredictable and unsustainable.

Fairtrade works with small-scale banana farmers and with workers employed on large banana plantations. There are currently 24,500 banana farmers and plantation workers participating in Fairtrade in 63 certified co-operatives and 43 certified plantations. Producer organisations supplying Fairtrade markets also receive a Fairtrade Premium which is earmarked for business and community investment.

## A LITTLE ABOUT THE PRIMARY PRODUCTS IN THE RESOURCE

### COCOA

Chocolate is one of the world's favourite foods but growing cocoa is a hard task. Ninety per cent of the world's cocoa is grown on small family farms by about 6 million farmers who earn their living from growing and selling cocoa beans.

The primary growing regions for cocoa are Africa, Asia, and Latin America, within 15 to 20 degrees latitude from the equator. The ideal climate is hot, rainy, and tropical, with lush vegetation to provide shade for the cocoa trees. The largest producing country by volume is Côte d'Ivoire, which produces around 40% of global supply.

Cocoa is a delicate and sensitive crop, and farmers must protect trees from wind, sun, pests, and disease. With proper care, cocoa trees begin to yield pods at peak production levels by the fifth year, and they can continue at this level for 10 years. But for all this hard work, cocoa farmers gain very little from a very profitable global cocoa trade.

The international price of cocoa beans is currently rising in response to high demand for cocoa products as the industry wakes up to a potential long-term shortfall in global supply; disease and age are damaging cocoa trees and the number of farmers is falling because the benefits are so poor that few young people want to stay in the profession – the average age of a cocoa farmer is 50! Farmers aren't benefitting sufficiently from the rise in prices and remain in poverty as their incomes fail to keep up with rising production costs and household expenses.



Fairtrade helps to make cocoa farming in places like Côte d'Ivoire and Ghana more sustainable through payment of the Fairtrade Minimum Price and an additional Fairtrade Premium to invest in business or community projects so farmers can better provide for themselves and their communities. In 2011-12, cocoa farmers earned more than £7.5 million in Fairtrade Premiums and a large part was invested in directly supporting farming families meet their daily needs.



## TEA

Tea has grown from a medicinal crop in China five thousand years ago to being a multibillion pound global industry. China has 80 million tea growers, India has an estimated million permanent tea workers, and in Kenya tea supports the livelihood of an estimated three million people.

While the bulk of global tea is produced on large plantations or estates, tea is also grown on small plots of land by smallholder farmers who sell their freshly-plucked green leaf to plantations or tea factories for processing into black tea. In India for instance, the average size of a smallholder tea farm is around 1.25 hectares, compared to the average size of a tea plantation of 250 hectares. In the smallholder tea sector, significant in Kenya and Sri Lanka for example, the main challenges faced by tea growers are low and fluctuating prices for the green leaf they sell and the vulnerability in tea supply chains controlled by large companies. In particular, smallholder farms need additional support to boost their tea productivity and quality so that they can compete with cheaper plantation tea.

In tea estates, the challenges for workers are many, ranging from notoriously low wages, long working hours

and a difficult relationship with estate management on whom they are dependent for basic needs such as housing, healthcare, access to water and even education for their children.

Tea is unusual among agricultural commodities in that it is sold through auction centres around the world (around 70% of the world's tea is traded through auctions). Unlike coffee and cocoa, there is no futures market for tea. Although the system appears to be a fair market in which prices are determined solely by supply and demand, a small number of companies dominate sales at each auction.

Fairtrade certification for tea is open to small farmer organisations owned and governed by the farmers themselves and for tea plantations that comply with stricter Fairtrade Standards for hired labour settings. Fairtrade standards for plantations also help to regulate wages, health and safety standards and prevent child and forced labour. And Fairtrade is part of the Ethical Tea Partnership which is working to make the long term future of the tea industry sustainable.

Fairtrade Standards for tea include an origin-specific Fairtrade Minimum Price which acts as a safety net against the unpredictable market. Standards also include payment of the additional Fairtrade Premium for black tea, enabling producers to invest in business or community development.

Global Fairtrade tea sales have increased six-fold since 2004, reaching 12,000 tonnes in 2011-12, earning an estimated €4.3 million in Fairtrade Premiums for certified farmers and workers, of which 20% has been invested specifically in the education sector.

## A LITTLE ABOUT THE PRIMARY PRODUCTS IN THE RESOURCE



### COFFEE

Coffee is the most valuable and widely traded tropical agricultural product and 25 million smallholder farmers produce 80% of the world's coffee. Around 125 million people worldwide depend on coffee for their livelihoods, but many of them fail to earn a reliable living from coffee. Coffee is well known for being a boom and bust commodity. Global coffee production varies from year to year according to weather conditions, disease and other factors, resulting in a coffee market that is inherently unstable and characterised by wide fluctuations in price. This price volatility has significant consequences for those who depend on coffee for their livelihood, making it difficult for growers to predict their income for the coming season and budget for their household and farming needs.

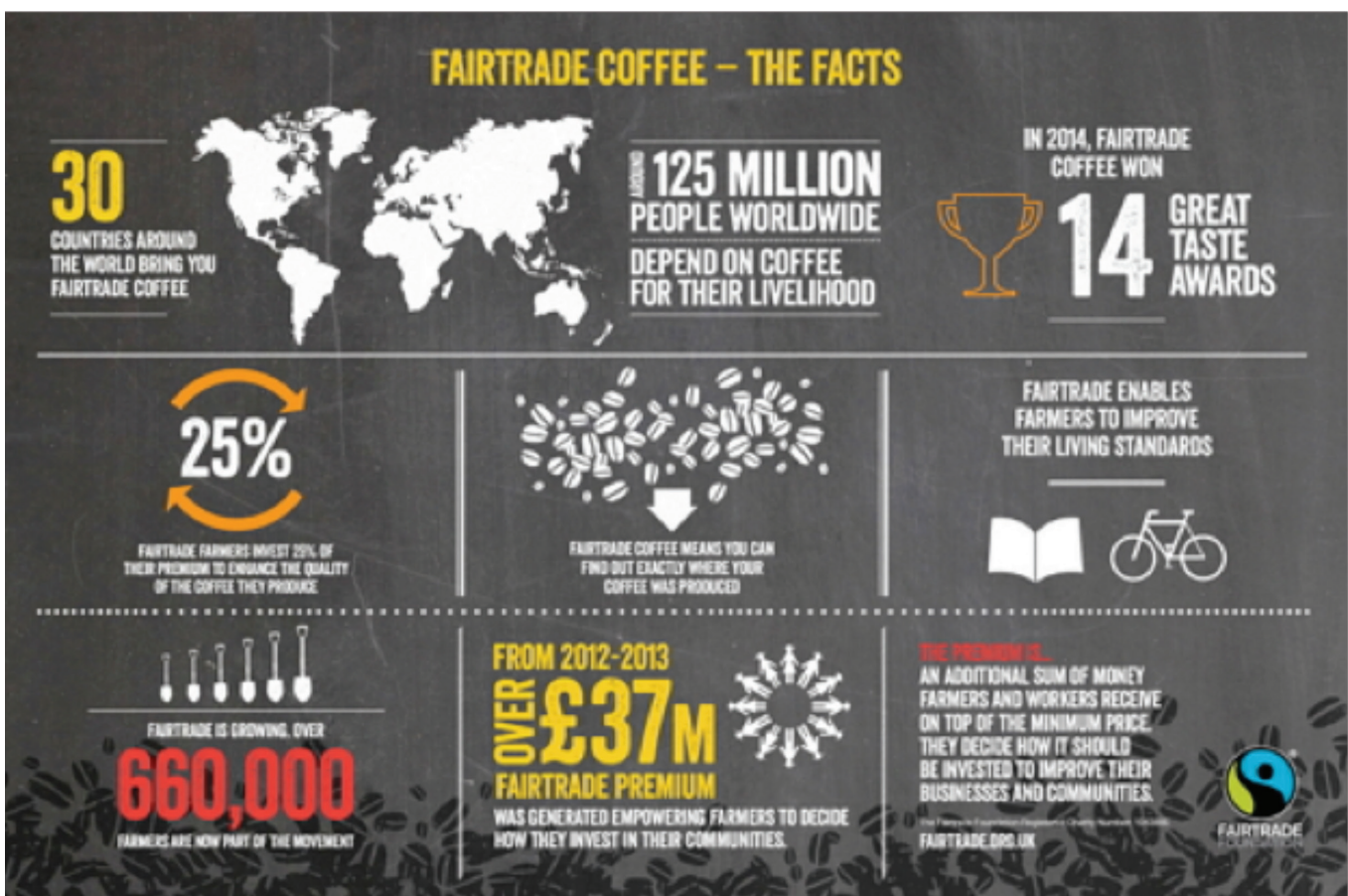
The coffee supply chain is complex as beans pass hands through growers, traders, processors, exporters, roaster, retailers and finally the consumer. Most farmers have little idea of where their coffee goes or what price it ends up selling for. The more lucrative export of green coffee – beans that have been processed ready for export and roasting – is only an option for farmers if they can form co-operatives, purchase processing equipment and organise export or hire a contractor to carry out these services.

Fairtrade was set up in response to the dire struggles of Mexican coffee farmers following the collapse of world coffee prices in the late 1980s. With Fairtrade, certified coffee producer organisations are guaranteed to receive at least the Fairtrade Minimum Price for their coffee and

acts as a safety net when market prices fall below a sustainable level. Through their producer organisations, farmers also receive the additional Fairtrade Premium to invest in business or community improvements and must use at least 25 per cent of it to enhance productivity and

quality, for example by investing in processing facilities. In 2011-12, certified coffee farmers earned an estimated €30 million in premiums that were invested in farmer services and community projects.

### HOW IS FAIRTRADE MAKING THINGS BETTER?



Source: Fairtrade Foundation UK, June 2015

# STEP 1: BASELINE SURVEY

**AIM:** TO HELP STUDENTS AND TEACHER DISCOVER THE FAIRTRADE AND GLOBAL INTERDEPENDENCE AWARENESS LEVELS AMONG STUDENTS.

## ACTIVITY 1: 20 MINUTES BASELINE KAP SURVEY

### RESOURCES:

- Copies of KAP Survey for each student (Worksheet 1: KAP survey)

The KAP is a personal survey taken by each student to identify the current knowledge (K), attitudes (A) and practices (P) in relation to Development, Interdependence and Fairtrade.

1. The pupil should complete the survey alone, without input from peers, though the teacher can clarify any questions which might seem confusing. Be sure to remind students that this isn't a test, but to give us a starting point for the module.
2. Once completed, collect the surveys. There's no need to go through the answers to the knowledge section as this will be covered within the module.
3. Score the sheets after class and keep them until the Endline KAP survey has been completed, as this will prevent students feeling that they need to study for this. There is no need to score the attitudes or practices section.
4. You may wish to use the scores to mix different awareness levels for the group activities and the Action Project.

Ideally this step should be carried out 1-2 weeks before the module of work begins.

### ANSWERS TO THE KNOWLEDGE SECTION:

1. C
2. C
3. B
4. A
5. B
6. A
7. B
8. B
9. C

# STEP 2: INTRODUCTION TO INTERDEPENDENCE

**AIM:** TO FOSTER AN UNDERSTANDING OF THE CONCEPT OF 'INTERDEPENDENCE' AND WHY TRADE IS IMPORTANT IN AN INTERDEPENDENT WORLD.

## ACTIVITY 1: BRAINSTORM

 10 MINUTES

### RESOURCES:

- Write up Quotation on board or Powerpoint
- World Map, (image or printed), coloured stickers/markers.

### OBJECTIVE:

To stimulate thought and discussion among students on the meaning of 'Interdependence.'

1. Present the below quote on board.

*"Before you finish eating your breakfast this morning you've depended on half the world. . . . We aren't going to have peace on earth until we recognise this basic fact."*  
Martin Luther King, Jr., 24 Dec 1967

2. Give students one or two minutes to read the quote and think about it.
3. Ask students if they can guess;
  - How old is this quote?
  - Who said it?
  - What does it mean?
4. Invite students to consider all the foods that we would not enjoy in Ireland if they were not grown in another part of the world and imported here. Ask students to think about the food they have eaten today and where they came from.
5. Project a map of the world on the board. Take some examples from the class, asking each student to mark on the map the place where the item comes. You may wish to extend this activity by adding other imported products, such as; clothes, electrical goods, vehicles.
6. Review the range of items and locations marked on the map. Draw attention to how dependent we are as an Island nation on people all over the world, particularly those from developing countries for products.

## STEP 2: INTRODUCTION TO INTERDEPENDENCE

### ACTIVITY 2: INTERDEPENDENCE TRUE OR FALSE

 10 MINUTES

#### RESOURCES:

- Interdependence True or False (Worksheet 2.1: Interdependence True or false)

#### OBJECTIVE:

To stimulate thought about how world trade in everyday products affects the lives of producer in developing countries.

1. Explain that this is a true or false quiz, students should stand up if they think the answer is true or sit down if they believe it is false
2. Read out the questions, revealing the correct answers after pupils have made their decision
3. Ask one pupil with the correct answer to add a mark on the board to symbolise any new countries we have discovered another connection to.
4. At the end of the quiz – ask the following questions:
  - How many got more than 5 correct?
  - What does this tell us?
  - Did you notice a common connection between the commodities mentioned? They are all possible Fairtrade products.
5. A bar of Fairtrade chocolate might be an appropriate as a prize here!

### ACTIVITY 3: INTERDEPENDENCE DEFINITION

 15 MINUTES

#### OBJECTIVE:

By defining interdependence, students will begin to understand the benefits and responsibilities of living in an interdependent world.

1. Discuss the following questions:
  - a. What are the benefits of living in an interdependent world?
  - b. What are the responsibilities of Irish citizens living in an interdependent world?
2. Form small groups of 4/5 students and ask them to now come up with a definition of “interdependence”. This can be an interactive activity, asking the students to present their definition in the form of a poem, song, roleplay or picture.
3. Feedback the definitions to the class, ensuring that there is a correct understanding among each group.

# STEP 3: LIVING IN A GLOBALISED WORLD

**AIM:** TO UNDERSTAND THAT THE WORLD IS CURRENTLY UNEQUAL AND TO BEGIN TO QUESTION WHY THIS IS THE CASE.

## ACTIVITY 1: VILLAGE OF 100

 10 MINUTES

### RESOURCES:

- Village of 100 sheets – Worksheet 3.1: If The World Were 100 People

### OBJECTIVE:

To introduce students to some thought-provoking statistics about the differences and equality gaps which exist in the world today.

1. Ask students to complete worksheets individually.
2. Swap worksheets and go through the answers.  
Stop at various questions and ask some of the following questions:

- How close were you to the correct answer?
- What might have influenced your answer?
- Does this statistic surprise you?
- Why do you think this is the case?
- Is this fair?
- Would you want to be one of the people without?

### ANSWERS:

1. 50 would be female, 50 would be male.
2. 26 would be children, 74 would be adults, 18-64, 8 would be 65 +
3. There would be: 60 Asians, 15 Africans, 5 North Americans, 9 South Americans, 11 Europeans
4. They would work in: 28 Agriculture, 14 Industry, 28 Services, 30 Unemployed
5. 83 would be able to read and write; 17 would not
6. 7 would have a college degree
7. 22 would own or share a computer
8. 75 have a mobile phone
9. 1 Starving, 15 Undernourished, 63 Adequately nourished, 21 Overweight
10. 7 people would have a place to shelter them, 23 would not
11. 87 would have access to safe drinking water, 13 would not

## STEP 3: LIVING IN A GLOBALISED WORLD

### ACTIVITY 2: FAIR PRICE

 30 MINUTES

#### RESOURCES:

- Fair price activity balance sheet per group –Worksheet 3.2: Fair Price Activity - Balance Sheet

#### OBJECTIVE:

To think about the things that are unfair in the world and what needs to happen to overcome them.

1. Ask students to call out things that people feel are unfair in the world; encourage them to think about their own lives and the lives of people in the developing world. Use some items from the previous activity if needed.
2. Write up on the board as they are called out until you have around 15-20 items
3. Organise the class into four or five. Ask each team to imagine they have €1000 to spend. Their task is to bid for the items on the list and get as many as they can for their €1000.
- 4 Every item they take from the list is one less unfairness in the world.
5. Allow the teams 5 minutes to discuss how much they will pay for each item.
6. Begin the auction.
7. The winners are the team with the most items bought and the least amount of Euro remaining.

#### Debrief

- Ask people why they bought the items they did?
- What is unfair about them?
- What makes these justice issues?
- Was it hard to decide which ones you would bid for?
- Are some more important than others?
- What do you think needs to happen for all of these to be taken away?

Adapted from Justice or Justice Us, NYCI, [http://www.youthdeved.ie/sites/youthdeved.ie/files/Just\\_Us\\_or\\_Justice\\_2009.pdf](http://www.youthdeved.ie/sites/youthdeved.ie/files/Just_Us_or_Justice_2009.pdf)

# STEP 3: LIVING IN A GLOBALISED WORLD

## ACTIVITY 3: ONE BIG QUESTION

 5 MINUTES

### OBJECTIVE:

To summarise the learning from this lesson

1. If you could find the answer to one 'BIG question' to people in power, what would your question be?
2. Give students a few minutes to reflect and write their question. You might wish to come back to this question for the Action Project Ideas.
3. Ask a few members of the group to share their question.

Finish the lesson with a positive phrase, poem or song; such as;

Ghandi;

***"Be the change you want to see in this world"***

Margaret Meadi;

***"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."***

Socrates;

***"The secret of change is to focus all of your energy, not on fighting the old, but on building the new."***

# STEP 4: BANANA FARMING - A BETTER DEAL!

**AIM** TO DEVELOP EMPATHY WITH PRODUCERS IN DEVELOPING COUNTRIES AND GAIN AND UNDERSTANDING OF THE DIFFERENCE FAIRTRADE CAN MAKE.

## ACTIVITY 1: BANANA PRODUCER SIMULATION GAME

 1 HOUR

### RESOURCES:

- Scrap paper, pencils, scissors (min 2 per group), glue stick (approx 3)
- Worksheet 4.1: Banana Producer Information Sheet, one per group
- Template bananas & The Fairtrade Mark logos (Worksheet 4.2 – separate FT logos)
- Everyone Statements (Worksheet 4.3)
- ‘Event cards’(Worksheet 4.4, 4.5), photocopied onto two colours
- My experience as a banana producer (Worksheet 4.6)

### OBJECTIVE:

- To enable students to empathise with banana producers in the Windward Islands.
- To begin to understand the challenges faced by small scale producers and the positive impact Fairtrade makes
- To develop group work skills – cooperation/ communication /decision making/ numeracy.

### Overview:

The simulation should run for 3 rounds (lasting 8 minutes), representing a year of banana growing. The simulation should run for 3 rounds (lasting 8 minutes each), representing a year of banana farming. Organise students into groups of 4/ 5. Explain that each group represents a smallholder banana producer in St. Lucia, Windward Islands, in the Caribbean (show on Fairtrade map).

Handout the resources. Explain that each group should aim to produce enough bananas to cover their basic costs (\$80) and to purchase desirable items where possible. They should record how much they earn and spent on the balance sheet (Worksheet 4.1) at the end of each round (year).

### During each Year (round):

- Groups use scrap paper to ‘grow’ bananas, by drawing and cutting out the shapes using **Worksheet 4.2: Banana template**. Stress the importance of quality – the buyer will accept only perfect bananas!
- Half way through each round, offer each group an ‘event card’.
- Groups should respond to the information on their card and record on their balance sheet.
- During the round announce 1-2 **Worksheet 4.3: Everyone Statements**, these apply to the whole class.
- Once each group has an event card, announce that it is time to trade. Pay/reject completed bananas as appropriate, one banana = 1 box (\$10).
- At the end of the Year, each group should tally how much they have earned.
- They must then decide how to allocate their money using the information in the cost sheet and record this. Give 2 minutes to complete this task.

## STEP 4: BANANA FARMING - A BETTER DEAL!

**In round 1:** Distribute **Worksheet 4.4: A event cards** so that all students experience how difficult life can be for producers involved in conventional trade.

**In round 2:** Offer half the groups the opportunity to join the Fairtrade co-operative being formed locally, mention some of the benefits will include a minimum price and the Fairtrade premium. Those who join will automatically receive 10% extra per box, \$11 and will receive **Worksheet 4.5: B event cards**. Remaining groups continue to receive Category A event cards, reflecting the experience of independent producers.

At the end of round 2, hold a vote among the Fairtrade farmers only on how they would like to spend the Fairtrade premium. Choices are:

1. Toilet Blocks for member communities
2. Pre-school construction and equipment
3. Medical equipment for local clinics and annual health checks for co-op farm workers

**In round 3:** Each group should select the same category event card as in the last round. At the end of the round, hold a second vote among the Fairtrade cooperative farmers on how to spend the Fairtrade premium, with the remaining choices.

**Final Balance Sheet:** At the end of the game, ask groups to make their final deductions in Year 3 and to record their balance.

### DEBRIEFING THE SIMULATION      TIME: 10 MINS

Some students will have experienced the benefits of becoming Fairtrade producers, while others remain 'locked' into the injustices of conventional world trade. The events should develop understanding of Fairtrade and how it works, but also show that it isn't a 'quick cure' for the problems faced by producers.

1. Ask each group to report back on what had happened to them including:

#### Teamwork:

- How did you work together? What skills did others bring to the group? What strengths did you bring to the group?

#### Financial:

- Were you always able to meet your basic needs? If you were able to buy desirable items, which did you prioritize and why? How did feel as your financial circumstances changed?

#### Fairtrade:

- Were you always able to meet your basic needs? If you were able to buy desirable items, which did you prioritize and why? How did feel as your financial circumstances changed?

#### Overall:

- What was realistic/unrealistic about the simulation? Summarise what has been understood about the importance of Fairtrade, explain use of Fairtrade Mark.

#### Follow up actions:

Students should write up their experience as a banana grower using **Worksheet 4.6: Experiences as a banana producer**. This can be returned to for the producer profiles lesson.

1 Ventilated improved pit latrine (VIP) is a dry pit latrine ventilated by a pipe that extends above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.

2. Source: Adapted from the Growing Bananas resources produced by RSIC, 2005, <http://www.risc.org.uk/files/growing-bananas.pdf>

# STEP 5: THE FAIRTRADE DIFFERENCE- BANANAS

**AIM** STUDENTS WILL CONNECT WITH THE REAL LIFE CHALLENGES FACED BY PRODUCERS IN DEVELOPING COUNTRIES AND BEGIN TO SEE THE DIFFERENCE FAIRTRADE IS MAKING TO THEIR LIVES.

## ACTIVITY 1: 10 MINUTES THE SUPPLY CHAIN

### RESOURCES:

- Global view of the banana supply chain **Worksheet 5.1: Global View of the Banana Supply Chain** (4-5 copies)

### OBJECTIVE:

To recap the players in the supply chain of bananas

1. Organise into groups and ask students to match the main players in the supply chain with the role they play.
2. Feedback as a whole group, ensuring that the correct order is understood.
3. Ask students to recaps which key players they understand more about after the Banana Producer Simulation Game.

## ACTIVITY 2: 15 MINUTES PRODUCER CASE STUDIES

### RESOURCES:

- Producer Profile Stephen Best **Worksheet 5.2: Banana Producer Profile Stephen Best** (4-5 copies)

### OBJECTIVE:

- To understand the real life challenges faced by a banana producer and the opportunity Fairtrade offers.
1. Ask students to read the case study in small groups and answer the following questions:
    - Make a list of the difficulties faced by Stephen and other farmers in St. Lucia.
    - Name 3 ways in which Fairtrade has helped.
    - How does this story compare to the simulation activity you took part in?
    - What can you do to improve Stephen's life?
  2. Ask groups to present back their answers and discuss as a whole group.
    - Did you learn anything new from the case study that you didn't know before?

# STEP 5: THE FAIRTRADE DIFFERENCE- BANANAS

## ACTIVITY 3: FAIRTRADE BANANA FILM

 10 MINUTES

### RESOURCES:

- **CSPE Banana Film** <https://youtu.be/stkZN8yfyN0>
- Banana film question sheet- **Worksheet 5.3: Banana film questions**

### OBJECTIVE:

To understand the banana market in Ireland and what consumers can do to make a difference.

1. Watch the Fairtrade video.
2. Give each student a copy of the Video question sheet, to complete while watching the video.
3. Swap sheets and review the quiz answers.
  - 1) 20%
  - 2) 5 Million
  - 3) Ireland: 8% UK: 35% Switzerland: 60%
  - 4) They are produced with minimal use of agro-pesticides.
  - 5) 15KG
  - 6) "We want funsize fairtrade bananas" or "We want 100% fairtrade bananas"
  - 7) Opportunity to sustain livelihood, creates employment, allows the farmer to provide for his family and ensures farmer's children go to school and gain education.
4. Ask the group:
  - Were you surprised by any of the information in the video?
  - Can you make a personal difference?
  - Has this given anyone ideas for the action project?

# STEP 6: THE FAIRTRADE DIFFERENCE- CHOCOLATE

**AIM** STUDENTS WILL CONNECT WITH THE REAL LIFE CHALLENGES FACED BY PRODUCERS IN DEVELOPING COUNTRIES AND BEGIN TO SEE THE DIFFERENCE FAIRTRADE IS MAKING TO THEIR LIVES.

## ACTIVITY 1: FAIRTRADE CHOCOLATE VIDEO

 10 MINUTES

### RESOURCES:

- **Swap your choco** <https://www.youtube.com/watch?v=p2MZQBrwkWY> (2.26 minutes)
- Film question sheet - **Worksheet 6.1: Swap your choc questions**

### OBJECTIVE:

To begin to see how Fairtrade chocolate is making a difference to producers in Ghana

1. Watch the Fairtrade video.
2. Give each student a copy of the Video question sheet, to complete while watching the video.
3. Swap sheets and review the answers as a whole group.
  - 1) Ghana
  - 2) 45,000
  - 3) Into alternative businesses (this could be setting up market stalls, small scale manufacturing or investing in other agricultural products).
  - 4) It has given her independence and freedom.
  - 5) It has helped her: understand trade, send her children to school and to buy food.
  - 6) 8%
4. Ask the group:
  - a. Were you surprised by any of the information in the video?
  - b. Can you make a personal difference?

### FURTHER EXPLORATION:

You may wish to explore the experiences of Coko Producers in Ghana using the KUAPA KOKOO Cooperative profile - **Worksheet 6.2: Profile Kuapa Kokoo, Ghana**

## STEP 6: THE FAIRTRADE DIFFERENCE- CHOCOLATE

### ACTIVITY 2: RUNNING QUIZ

 15 MINUTES

**RESOURCES:**

- Quiz Questions - **Worksheet 6.3: Fairtrade Running Quiz**

**OBJECTIVE:**

To introduce information about the Fairtrade movement internationally and in Ireland

1. Clear the room from any items which might trip people up.
2. Split the class into 3 teams (depending on space available).
3. Ask each group to give themselves a Team name.
4. Each group should have a sheet of paper and a pen in a row at the top of the room.
5. At the other end of the room, the team will line up behind the team leader.
6. Groups should confer on the answer to the question, then the member at the front of the line should run to answer the question, they should then join the end of the line.

**Scoring:** After each group has written an answer, there are two points up for grabs; 1 Point for the correct answer, 1 bonus point if the first group to answer were correct.

## STEP 6: THE FAIRTRADE DIFFERENCE- CHOCOLATE

**AIM:** STUDENTS WILL CONNECT WITH THE REAL LIFE CHALLENGES FACED BY PRODUCERS IN DEVELOPING COUNTRIES AND BEGIN TO SEE THE DIFFERENCE FAIRTRADE IS MAKING TO THEIR LIVES.

### ACTIVITY 3: 15 MINUTES MOVING DEBATE

#### RESOURCES:

- 3 x A4 sheets with the following statements Agree, Disagree and Don't Know.

#### OBJECTIVE:

To help students to begin to articulate the arguments in favour of Fairtrade and the challenges which remain.

1. Clear space in the room up so that students can stand in three different corners named Agree, Disagree and Don't Know.
2. Read out the debate statements below and ask students to move into the corner related to their response.
3. When students have moved to the corners ask them to spend 3 minutes discussing among themselves why they have chosen this response.
4. Give each group 2 minutes to justify the reasons for their answer. Continue through a selection of the statements.

#### STATEMENTS:

1. All young people should be made aware of the meaning of the Fairtrade mark
2. Those who know about Fairtrade products have a responsibility to buy them
3. Supermarkets should only sell Fairtrade or certified chocolate bars
4. Those who understand the Fairtrade movement should make a commitment to inform their friends and family
5. If everyone knew what the Fairtrade logo means, they would all buy Fairtrade products
6. People in Ireland should stop giving money to charities, and should just buy Fairtrade products instead

#### DEBRIEF:

Ask students to return to their chairs and summarise the following discussions from the debate (either as a whole group or in pairs):

1. Who were the stakeholders/people mentioned in the discussion?
2. What might be some of the barriers to the success of Fairtrade?
3. Name one thing you would like to do to contribute to the Fairtrade movement.

Remind students that they will be deciding the action project in the next lesson and should begin to form ideas.

# STEP 7: ACTION PROJECT IDEAS

- AIM:**
- TO EXPOSE YOUNG PEOPLE TO THE WEALTH OF IDEAS THAT THEY COULD IMPLEMENT FOR THEIR ACTION PROJECT, THROUGH EXAMPLES FROM OTHER STUDENTS.
  - TO BEGIN TO CONSIDER HOW THEY MIGHT APPLY THEIR OWN SKILLS AND TALENTS TO THE ACTION PROJECT

## ACTIVITY 1: BE INSPIRED

 15 MINUTES

### RESOURCES:

- Youtube clip **It's Only Fair** <https://youtu.be/jSoHWuSONjg>
- Impact matrix sheet - **Worksheet 7.1: Impact Matrix**

### OBJECTIVE:

To inspire students by seeing how much other students their age have achieved

1. Show this short video clip (3.48 minutes) and ask students to note down all the actions the students in the film have taken. This video is a clip from a short play presented by students from St. Mary's Newross, Co. Wexford as part of the Transition Year.
2. Facilitate a group reflection. Some questions might include:
  - What are your impressions from the video?
  - How much effort did the group put into the project, low, medium or high effort?
  - What impact did the project have; low, medium or high impact?
  - What skills did the members develop or use to make the project successful?
  - Who did they collaborate with to make the project successful?
  - What are some of the big challenges they might have faced?
3. Ask the group to list all the actions taken and write them on the board:
  - i. Becoming a Fairtrade town and school
  - ii. Fashion show to showcase Fairtrade clothes and accessories
  - iii. Marching for Fairtrade at the St. Patrick's Day Parade
  - iv. Cooking with Fairtrade Products
  - v. Coverage in local media/newspapers to promote Fairtrade
  - vi. Joined the Steering Committee for making new Ross a Fairtrade town
  - vii. Fairtrade picnic
  - viii. Produced a play to showcase their Fairtrade journey and achievements

# STEP 7: ACTION PROJECT IDEAS

## ACTIVITY 2: ACTION IDEAS

 25 MINUTES

### RESOURCES:

- Impact matrix image – Worksheet 7.1

### OBJECTIVE:

To develop feasible ideas for the action project

1. Ask the class:
  - a. Can we group the examples on the board into themes? Some themes may include:- Awareness-raising, campaigning, role-modeling, selling,
  - b. Are there other themes which action projects can take? Research, lobbying,
2. Divide the class into groups of 4/5 and ask each to come with 3 more actions they could take for their project.
3. Show the assessment matrix on the board.
4. Explain to the groups that they should rate their activity on a scale of Low –Medium– High for impact and effort. Take an action from the Newcross clip as a worked example.
5. Ask each group to rate their activity for impact and effort, based on the matrix.
6. Ask groups to feedback on their Red, Amber and Green activities.
7. Compile a list of the green activities.
8. If you have too many green activities to take forward, ask the class to suggest ideas on how to select the action project ideas. This may include; a secret ballot, a show to hands etc

# STEP 8: REPORTING ON ACTION PROJECT

**AIM** TO PREPARE STUDENTS TO WRITE UP THEIR REPORT ON ACTION PROJECT (RAP) OR COURSE WORK ASSESSMENT BOOK (CWAB) BY DRAWING THEIR ATTENTION TO THE KNOWLEDGE, SKILLS AND ATTITUDES DEVELOPED DURING THIS MODULE OF WORK AND ACTION PROJECT.

## ACTIVITY 1: 15 MINUTES EMOTIONS AND SKILLS

### RESOURCES:

- Place 4 sheets of paper around the room, with the following words; A little, sometimes, often, always.

### OBJECTIVE:

To show students how much they have learned through the module

1. Remind students that the module has brought out lots of feelings and skills.
2. Explain that you are going to call out some emotions/skills and participants should stand by the piece of paper that best describes their experience of the module
3. After shouting out the word, prompt students to discuss why they have selected where they are standing. Here are some suggestions to start the discussion;

### Emotions:

- Excited – What part of the action project were you most excited about?
- Sad – Where were there stories or facts which made you feel sad?
- Angry – Which session made you feel angry and why? Where were there elements of the action project which made you angry?
- Guilty – Where were there things that you were doing before the module, which you feel guilty about?
- Happy – What did you enjoy most about the project?

### Skills:

- Awareness skills - Letter writing, telephone calls, sending e-mail; Surveying, asking questions, interviewing
- Analysis skills - Collating, sorting, analysing data, images, discussion, Evaluating information, inputs from guest speakers
- Communication skills - Group Participation, Discussion, Debating, Designing, Planning, Publishing, Reporting, Role Play, Acting, Singing, Listening
- Action skills - Social: Hosting, Liaising, Negotiating, Political: Voting, Decision Making, Debating, Leadership, Other: Fundraising, Budgeting

## STEP 8: REPORTING ON ACTION PROJECT

### ACTIVITY 2: ENDLINE KAP SURVEY

 10 MINUTES

#### RESOURCES:

- KAP Survey (Worksheet 1)

#### OBJECTIVE:

To show students how much they have learned through the module

The Endline KAP, also known as the Evaluative KAP survey, can be a significant tool to evaluate the module; measuring its impact and efficiency by assessing changes in the level of knowledge, attitude and practices. A comparison of its results with those of the baseline KAP shows how much the activities and action project together were successful.

1. Ask students to retake the “KAP survey”. This is a personal survey taken by each student to identify the knowledge (K), attitudes (A) and practices (P) in relation to Development, Interdependence and Fairtrade.
2. The pupil should complete the survey alone, without input from peers, though the teacher can clarify any questions which might seem confusing. Be sure to remind students that this isn't a test, but to give us an evaluation of the module.
3. Once completed, ask the students to swap with another member of the class. Go through the answers to the knowledge section, as these elements have been covered in various activities throughout the module, this will act as a refresher.
4. Return the survey to the pupil, along with the Baseline Survey. Ask has anyone changed their attitudes and/or practices since the beginning?
5. Host a discussion to gain an overview of the impact of the module. Questions might include;
  - Has your attitude towards development changed a little, a lot or stayed the same through the module?
  - Has your attitude towards interdependence changed a little, a lot or stayed the same through the module?
  - In terms of practices, has anyone noticed a change in how they shop or what they buy?

## STEP 8: REPORTING ON ACTION PROJECT

### ACTIVITY 3: WRITING UP OF RAP OR CWAB

 10 MINUTES

#### RESOURCES:

- RAP Booklets

#### OBJECTIVE:

To record learning from the module and action project

1. Ask students to take 5-10 minutes to write down what they have learned from the activities and action Project.
2. Encourage students to think back over the content, skills and process of their module and Action Project. Some questions which might stimulate further reflection;
  - Do you believe anything has changed as a result of the project?
  - What, if anything, surprised you during this Action Project and why?
  - Do you think you will change the way you act as a result of what you have learned or of your experiences?
  - Did you learn anything about yourself from doing this Action Project?
3. Give time for students to revisit their notes, activity sheets, KAP surveys, action project materials etc. to assist in completing their personal RAP/CWAB.

# LINKS

## **FAIRTRADE WEBSITES:**

<http://www.fairtrade.ie/>

## **REPORTS:**

Fairtrade Banana – time for a change

<http://www.fairtrade.ie/wp-content/uploads/2015/02/Fairtrade-Bananas-Time-For-Change.pdf>

## **FAIRTRADE IRELAND ON SOCIAL MEDIA:**

Subscribe to the Fairtrade Ireland channel:

<https://www.youtube.com/user/FairtradeIreland>

Follow us on Twitter:

[https://twitter.com/Fairtrade\\_ie](https://twitter.com/Fairtrade_ie)

Like us on Facebook:

<https://www.facebook.com/FairtradeIreland>

## **INTERESTING BLOG ABOUT FAIRTRADE IN IRELAND:**

<http://www.developmenteducation.ie/blog/2015/03/top-10-facts-about-the-fairtrade-movement-in-ireland/>

## **AMAZING TRADE RELATED SCHOOLS RESOURCES:**

DevelopmentEducation.ie

<http://www.developmenteducation.ie/resources/fair-trade/>

Christian Aid: The Chocolate Trade Game:

[http://learn.christianaid.org.uk/YouthLeaderResources/choc\\_trade.aspx](http://learn.christianaid.org.uk/YouthLeaderResources/choc_trade.aspx)

Kool Skools (Cotton):

<http://www.koolskools.co.uk/the-history-of-fairtrade-cotton.php>

## **OTHER SOCIAL JUSTICE LINKS:**

Trocaire:

<http://www.trocaire.org/education/resources>

National Youth Council of Ireland:

<http://www.youthdeved.ie/publications>





## ORGANISATION DETAILS

Fairtrade Ireland  
Carmichael Centre, Dublin 7.  
[www.fairtrade.ie](http://www.fairtrade.ie)  
Email: [info@fairtrade.ie](mailto:info@fairtrade.ie)  
Tel: 01 475 3515

This resource can be downloaded on [www.fairtrade.ie](http://www.fairtrade.ie) or you can order a hard copy with DVD on the website

Contact: [info@fairtrade.ie](mailto:info@fairtrade.ie)  
Fairtrade Ireland 2016.

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