

Tools For Solidarity

Fairtrade

Education For Sustainable Development Session 4



Objectives

- Increase understanding of where different foods come from
- Introduce fairtrade and the benefits which fairtrade can bring to farmers and producers
- Highlight how food links us to people across the world
- Encourage empathy and problem solving

Materials Required

- Fairtrade (Session 4) Slideshow - available to download from Tools For Solidarity (TFS) website
 - video:
 - 'My Fairtrade Adventure (Ages 7-11)' by *Fairtrade Schools* - available on the *Fairtrade Schools* website
- <https://schools.fairtrade.org.uk/teaching-resources/adventure/>
- Fairtrade Tea Activity - available to download from TFS website under Session 4: Materials

Session 4 Outline

Where does our food come from? (Slides 1-2)

Slide 1: Revision

- Take a few minutes to review session 3 (Natural Resources and Reducing Waste).
- Review the names of the different continents using the map on slide 1.

Slide 2: Where does our food come from?

- Ask pupils where in the world each food grows or comes from; provide clues about the continent or country you are looking for. When playing the slide, click once to show a picture of the food and then click twice to see where it comes from on the map. The places in bold are the biggest, or geographically closest producers to Belfast (bread, oranges, milk).
- "Hands up if you know where bananas come from?"
South America, Africa, India and the Caribbean. Hawaii and Florida too, but the crops are small so the USA depends on imported bananas.
- "What about tea?"
China, India, Sri Lanka, Vietnam
- "Peanuts?"
China, India, United States, but they also grow in other tropical / subtropical climates in Asian, African and South American countries.
- "Sugar?"
Brazil, India, China, as well as other Asian and South American countries. Sugar cane can be grown in Australia and the USA too.



- "Where does chocolate come from? First of all – what is it made from? Cocoa beans!"
Africa (Ivory Coast, Ghana, Nigeria) and **South America** (Brazil, Ecuador, Mexico, Peru),
Indonesia
- "What about bread?"
Ireland / UK / Northern Ireland
- "Oranges?"
Brazil, USA, China, Africa but we save fuel if we get them from **Italy / Spain**
- "What about milk?"
Northern Ireland / Ireland

Fairtrade Symbol (Slides 3-4)

Slide 3: Ask pupils where they saw the Fairtrade symbol.

Slide 4: Show the range of different products with the Fairtrade symbol and ask pupils if there are any that they didn't mention already.

Fairtrade video (Slide 5)

Slide 5: preparation of video / listening task

Pupils should listen out for the answer to the first question: Which country does Tayna go to?

- Show video from *Fairtrade Schools* (see Materials Required section).
- Pause the video at 4.38 and 5.41 and remind the children to listen for answers to questions 2 and 3 respectively: "If cocoa is worth so much, why are the people producing it living in poverty? How does being part of Fairtrade help the farmers?"
- Other questions to check the children's understanding might include:

Who is more powerful: the farmers or the chocolate companies?

If the farmers are part of Fairtrade, are they guaranteed a minimum price?

What is the 'Fairtrade Premium'? Why is it useful to the community?

Fairtrade Tea Activity (Slide 6)

Slide 6: Imagine you are a tea picker

- Divide the class in several groups (4/5 children per group).
- Indicate a copy of the Fairtrade Tea Activity sheet. "You have to work out how much money you would earn. Then you have to choose which things you would buy for you and your family. You will not be able to afford everything. Work together to decide!"
- Give out Fairtrade sheets to half the class and non-Fairtrade sheets to the other half. Monitor the different groups.
- After about 10 minutes pupils should have finished deciding what they would buy.
- Feedback from pupils: "How much money did you earn?" Highlight the difference in pay between fairtrade and non-fairtrade: \$25.



- "Did any groups get any items for free?" Fairtrade: fuel and books and pencils.
- "What did you decide to buy? Which items were the most essential? Is there anything on the list that you would have liked to buy but couldn't afford?"

Conclusion (slide 7)

- "Why is it better if we buy Fairtrade products? How is being a member of Fairtrade beneficial to the farmer?"