

projectgreenchallenge

pgc  
2013

# CURRICULUM

LESSON PLANS  
FOR A  
conscious  
lifestyle  
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# FAIR TRADE

# Introduction

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*Simply stated, Fair Trade is a global movement that puts social and environmental standards in place to protect workers and the earth. It supports a vision of a world in which justice and sustainable development are at the heart of trade, at home and abroad, so that everyone can maintain a decent and dignified livelihood. Fair Trade demonstrates that a successful business can also put people first.*

*1.4 billion people in the world live on less than \$1.25 a day. Fair Trade ensures that workers earn a fair wage (according to the purchasing power in their country) and that products are produced under a strict set of principles and just labor conditions. Through the purchase of fair trade certified products, you support communities, workers, and the environment.*

# Resources

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- *[Pinterest Board](#)*
- *[Project Green Challenge 2011 Fair Trade](#)*
- *[Project Green Challenge 2012 Fair Trade](#)*

# Objectives

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In today's lesson, students will:

- Define fair trade.
- Develop an understanding of the significance of fair trade products.
- Compare and contrast free trade and fair trade
- Formulate a project and plan to inspire their family and school community to purchase fair trade products

# Materials Needed

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- Computers for research
- Projector
- Powerpoint about fair trade (included)
- Fair Trade handout (included)

# Lesson Plan

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## **Start of Class:** 20-30 minutes

To begin class, use the included Powerpoint to teach students a little bit about what fair trade is. Then, facilitate a discussion and bring up several of these points:

- What is justice? Economic justice? Environmental justice?
- What is more important: worker's rights or lower consumer costs? Why?
- Many times, it is the "middle men" who create the markets and facilitate the export and production of goods, but also who control the amount that workers are paid. Do these middle men have a responsibility to treat the workers well and pay them well? If not, who? Do you think that these middle men treat their workers well?
- How important do you think it is to support fair trade? Why or why not?

## **The Story of Fair Trade vs. Conventional**

**Products:** 30 minutes (with an additional 10 minutes if students share what they learned)

Divide students into groups.

Each group selects a certain commodity that falls under the designation of fair trade (chocolate, coffee, bananas, sugar, tea, honey, cotton, body care products, apparel, etc).

Each group selects a conventional product and a comparable fair trade product.

Each group will research their product on the web to understand the story of their commodity as it relates to fair trade and non fair trade

Each group will then compare the two products in terms of production, costs, and social and environmental impact.

Each group will present this in a meaningful way.

**Optional Homework Assignment:** 10 minutes of class time

After the concept of fair trade has been introduced to your students, for homework, have the students ask their parents if they know what fair trade is and if they have any fair trade products in their household. If not, the students can inform their parents about it. Students should record their findings to share the next day in class.

**Assessment/Checks for Understanding:** 50 minutes (and possible outside of class time if students need to finish writing their letters)

Visit your school vending machine and look at some of the products that are available. Are any of them fair trade? If yes, write a letter to your school administration thanking them for their support of fair trade products and encourage them to continue implementing more fair trade items throughout the school. If not, write a letter informing your school administration about the importance of fair trade products and ask for them to implement these products in the school. Be specific!

Based upon the ability level or age of your students, you can use the scaffolding technique to guide them through professional letter writing, or put them into groups to write the letters together.

To take it one step further, do the same activity at your local grocery store, exploring the shelves to see if you find anything that is fair trade. Write a letter to the manager of the grocery store either praising him or her for the presence of fair trade products, or requesting that fair trade products be sold if you do not find any.

## **Optional Seasonal Activity:**

Is Valentine's Day celebrated in your school? Use this as amazing opportunity to educate students about fair trade. Have your class or perhaps a student organization, such as Student Council, an environmental club, or a human rights club host a fair trade chocolate sale. Create posters or signs to display around the school that highlight a particular fact or statistic about fair trade that the students think is important. Obtain approval from school administration and purchase the fair trade chocolate to sell! The rest is up to you!

# Fair Trade Handout

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name: \_\_\_\_\_ period: \_\_\_\_\_ date: \_\_\_\_\_

Directions: In this activity, select both a conventional product and a fair trade product. Then, trace the journey of this product, from the moment the crop was initially planted, all the way until it reaches the store. Write the name of each product you select and fill each box with a step along its journey.

Conventional Product

Fair Trade Product