

FAIRTRADE

Preparation

Instructions

Resource 1 needs to be photocopied onto A3 to be displayed around the room.

Resource 2 needs to be photocopied or printed onto acetate to check the size of the shapes. (Ensure that your printer is set to no scaling otherwise the size of the shapes will be wrong).

The following “bags” need to be made up for each group from the list on Resource 3. The cards can be found on Resource 4 and need to be photocopied.

For a class of 30 there need to be six mixed ability groups of five. There should be 1 group A, 3 group B's and 2 group C's.

Group A (1 group)

4 pencils	2 semicircular protractors
2 rulers	2 pairs of compasses
1 set square	2 pairs of scissors
3 sheets of A4 paper	5 cards worth £10 000 each

Group B (3 groups)

B1	1 pencil	1 protractor
	1 pair compasses	3 sheets of A4 paper
	2 cards worth £10 000 each	

B2	1 pencil	1 ruler
	1 sheet A4 paper	1 set square
	2 cards worth £5000 each	

B3	1 pencil	1 ruler
	2 sheets of A4 paper	1 pair scissors
	2 cards worth £1000 each	

Group C (2 groups)

C1	1 pencil
	2 sheets of coloured A4 paper
	5 sheets of A4 paper

C2	1 ruler
	2 cards worth £500 each
	3 sheets A4 paper

	<p>The classroom needs to be set up so that when the students come in at the beginning of the lesson they are ‘forced’ to sit in mixed ability groups of 5. This can be done easily by placing the “bag” of resources in the middle of a group of tables and chairs with the students names clearly written on the front of the bag (appendix 1).</p> <p>The Ledger needed can be found in appendix 2.</p> <p>The activity can last between 60 and 90 minutes.</p>	
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Introduction

Teacher	<p>What do you understand by FAIRTRADE?</p> <p>Do you think FAIRTRADE is a realistic idea?</p> <p>How do you think FAIRTRADE works?</p>	Write the students ideas about FAIRTRADE on the white board.
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Main Lesson

Teacher	<p>Today you are going to take part in an activity that demonstrates the relationship between third world countries and the developed world.</p> <p>Each group represents one country. I am the Banker and the United Nations. As a group you have to make shapes and sell them to the Bank. Once you have an item for sale bring it to me as the Banker I will check the dimensions of the item and add the price to my ledger. If there is a dispute between nations you must send a representative to see me, as the United Nations, and I will intervene in the dispute.</p> <p>There are a few rules that you must observe.</p> <ol style="list-style-type: none"> 1. You may only use the materials provided. 2. The object of the activity is to make as much additional money as possible in the given time. 3. All shapes must be of the exact shape specified. 4. All edges must be cut with scissors. 5. There must be no physical violence or cheating. 6. The United Nations will step in to resolve any dispute. <p>You may now begin to trade with other groups. You may do this by exchanging goods or by buying/selling items that you need.</p>	
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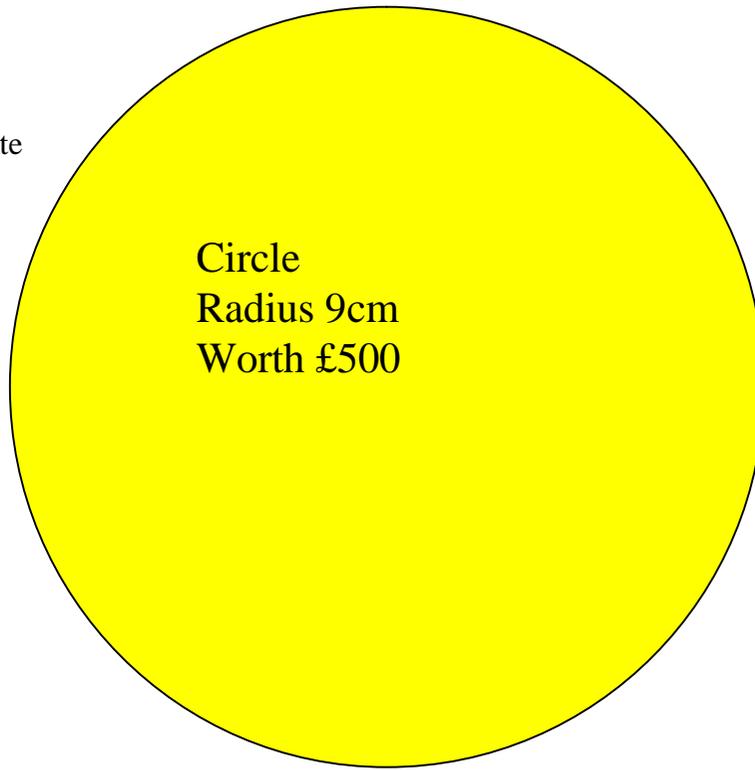
Instructions	<p>The pupils will begin to make shapes that their equipment allows them to. Some will then begin to trade with others as they realise that by helping each other out more shapes can be made.</p> <p>As time progresses you as the Banker needs to vary the value of shapes.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. You may get flooded with squares so drop the price of squares but raise the price of circles. 2. Any coloured shape is worth 3 times the value of a white shape. 3. The bank is not buying a certain shape at present. <p>If a group fails to start (usually a C group) then the United Nations may send in aid, for example a pair of scissors.</p> <p>As the Banker and United Nations you control the level of the activity. Through your involvement the students should get the idea of trading with each other.</p> <p>Allow the students enough time to really begin trading in both shapes with the banker and equipment with each other. Allow enough time at the end for discussion.</p>	
Teacher	<p>Trading will cease in 5 minutes. Please bring any remaining shapes to the banker for final addition to the ledger.</p> <p>The winning team is the team with either most money at the end of the game or has made the most profit during the activity.</p>	
Instructions	<p>Once the 5 minutes is up ask the students to put the equipment back in the bags.</p>	

Discussion

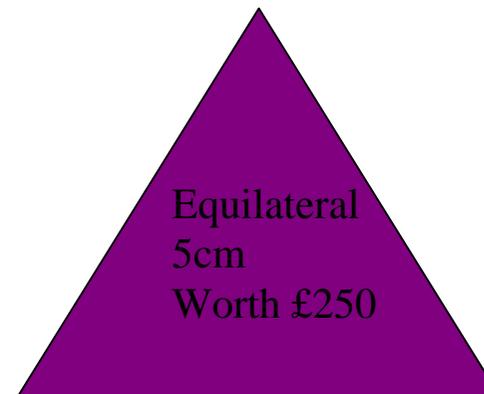
Teacher	<p>Which group do you think represented the United Kingdom?</p> <p>Can anyone give me an example of a country represented by group C?</p> <p>How did the limited resources affect your production of shapes?</p> <p>How did price fluctuations affect your management of production?</p> <p>How did group C feel about group A? Was it fair?</p> <p>As a developed nation how do you think you could help third world countries?</p>	<p>Write the students answers in the white board below their ideas from earlier about FAIRTRADE.</p>
Instruction	<p>There are many other questions that will come up depending on how your students responded to the activity. Think about how they might respond before hand and come up with any additional questions.</p>	
Teacher	<p>How has this activity helped your understanding of FAIRTRADE?</p>	<p>Refer the students back to their original ideas of FAIRTRADE.</p>
Homework	<p>This can be found as a printable sheet in appendix 3.</p>	<p>The idea of the homework is to give the students a better understanding of FAIRTRADE and how the UK is involved in FAIRTRADE.</p>

Resource 1

(for Interactive white board displaying)



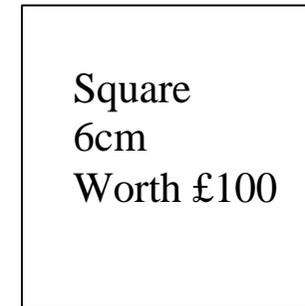
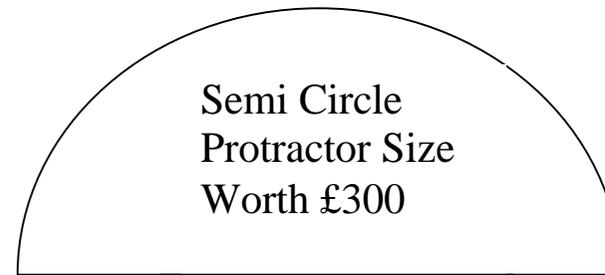
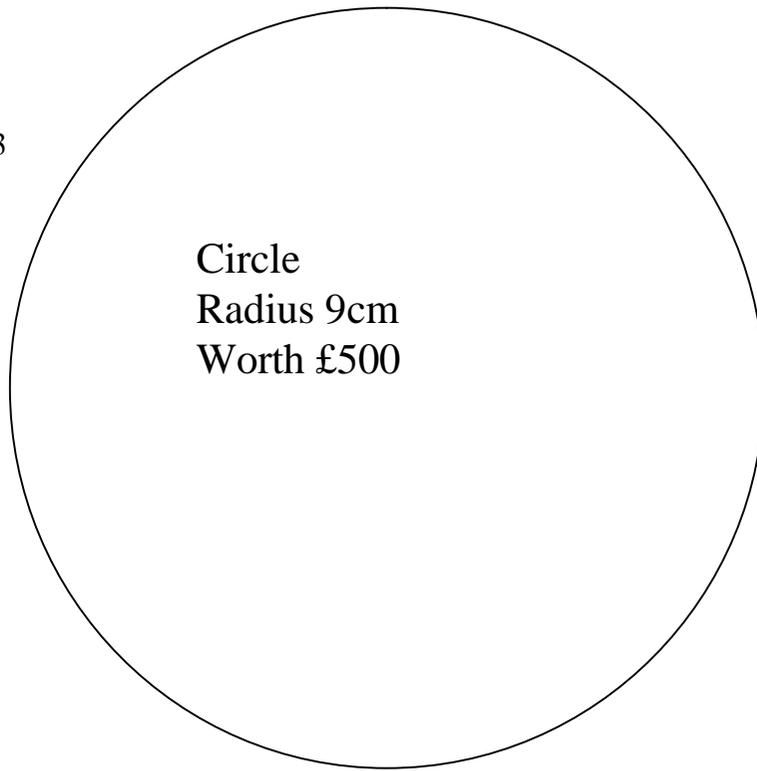
Shapes required with measurements and original prices



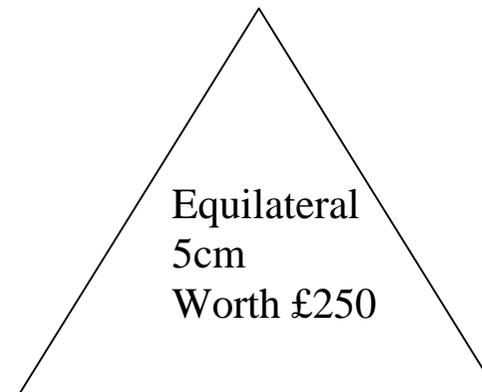
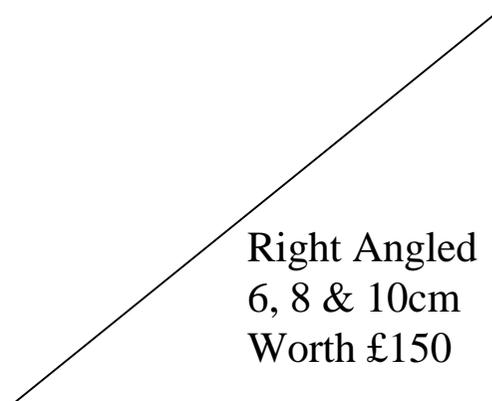
NOT TO SCALE

Resource 1

(for enlarging to A3
and displaying)



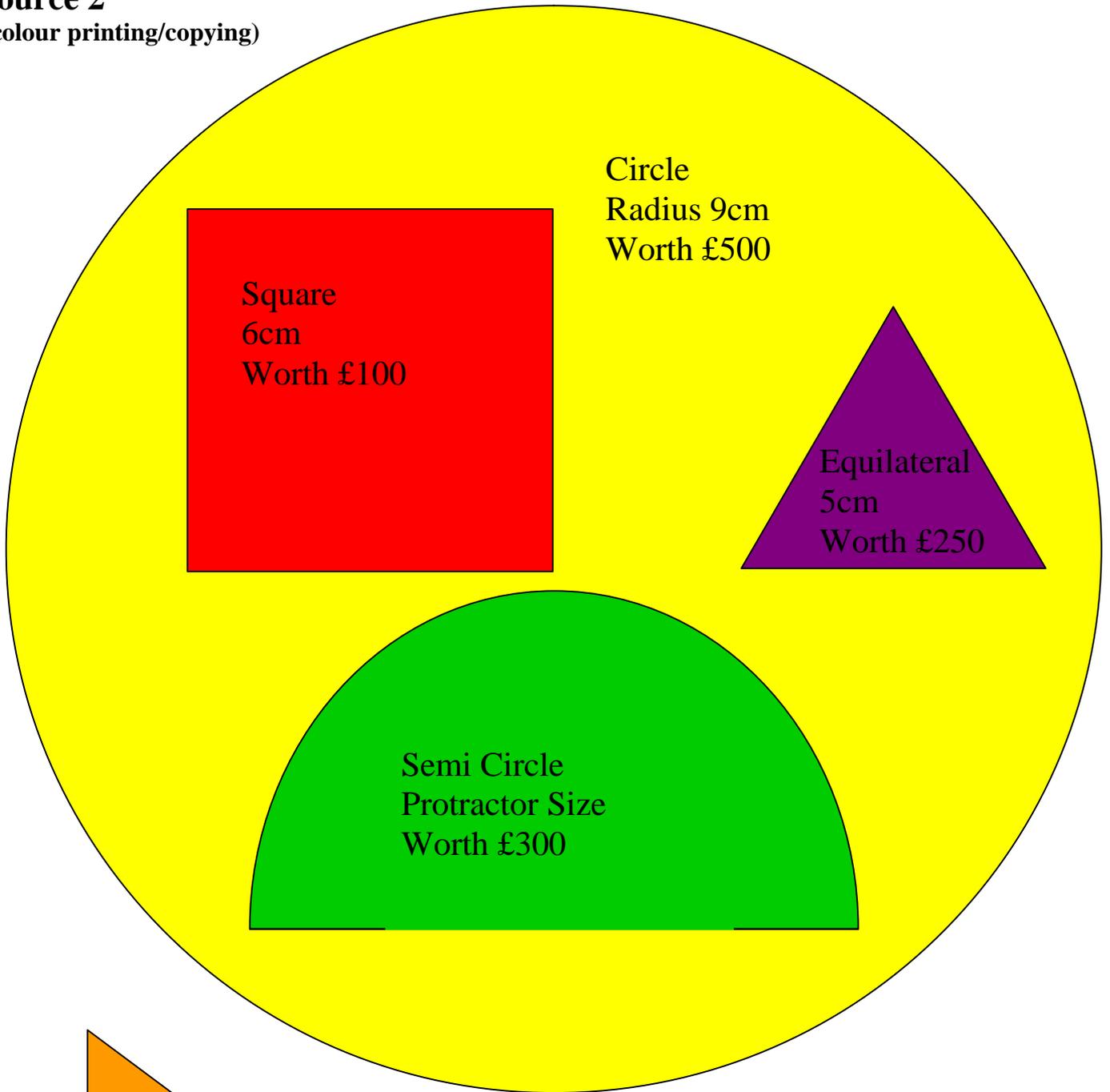
Shapes required with measurements and original prices



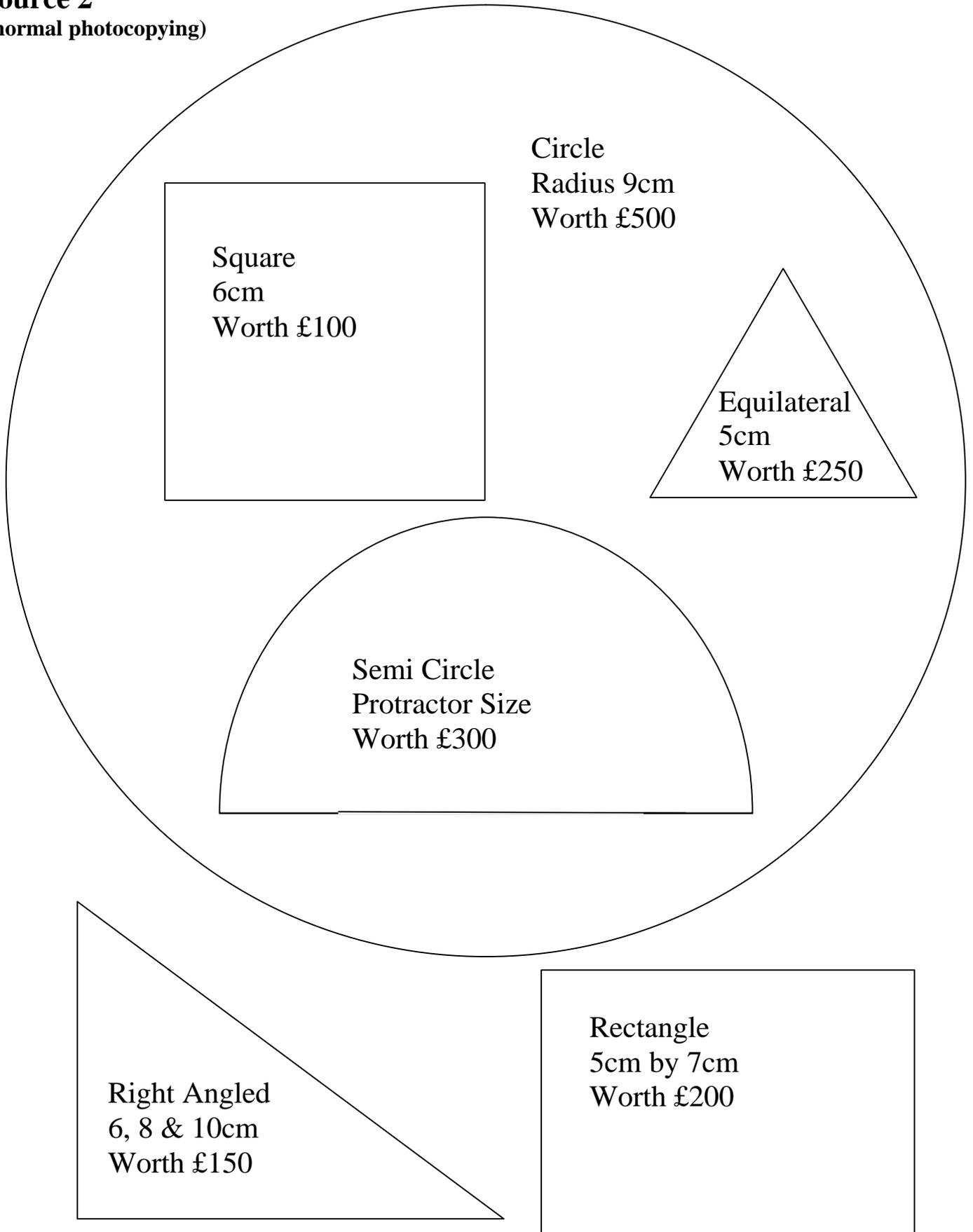
NOT TO SCALE

Resource 2

(for colour printing/copying)



Resource 2
(for normal photocopying)



List of Equipment

8 pencils

5 rulers

2 set square

3 semicircular protractors

3 pairs of compasses

3 pairs of scissors

17 sheets of A4 paper

2 sheets of coloured A4 paper

See Resource 4 for cards

7 cards worth £10 000 each

2 cards worth £5000 each

2 cards worth £1000 each

2 cards worth £500 each

Money Cards

£10 000	£10 000
£10 000	£10 000
£10 000	£10 000
£10 000	£5 000
£5 000	£1000
£1000	£500
£500	

Please do not look in the bag until you are told to do so.

The following students are in this group

A

B

C

D

E

The Ledger

<u>GROUP A</u>	<u>GROUP B1</u>
TOTAL £	TOTAL £
<u>GROUP B2</u>	<u>GROUP C1</u>
TOTAL £	TOTAL £
<u>GROUP C2</u>	<u>GROUP C3</u>
TOTAL £	TOTAL £

HOMEWORK TASK

This task involves you doing some research about FAIRTRADE on the Internet. Some websites are suggested below but if you go to www.google.co.uk and enter FAIRTRADE in the search bar there are many others that can give you useful information. You are going to use the Internet to find out information about the UK and FAIRTRADE. You will then need to produce a poster or leaflet titled “The UK and FAIRTRADE”.

The following questions should help you start your research.

1. Using the website <http://www.fairtrade.org.uk/> answer the following questions.
 - a) Briefly describe the FAIRTRADE scheme.
 - b) Which product is most commonly known as a FAIRTRADE product?
 - c) How many FAIRTRADE products are available from retail and catering suppliers in the UK?
 - d) List some of the different produce that can be traded through the FAIRTRADE. Give examples of shops that stock FAIRTRADE products.
 - e) What is the increase in retail value of FAIRTRADE coffee from 1998 until 2004?
 - f) Name five countries that produce FAIRTRADE coffee.

2. Look on the following website: <http://www.bishopstontrading.co.uk/>
How do the villagers in this Indian village benefit from the FAIRTRADE Scheme?
How does the shop that sells the products benefit? Do you think the shop is successful? Why?

3. Can you find a similar shop to The Bishopston Trading Company that sells only FAIRTRADE products? Where do the products come from? How do the people who make the products benefit?
What else can you find out about the people and place the products come from?

4. Is buying FAIRTRADE more expensive than not buying FAIRTRADE? Give examples.

Suggested Websites:

<http://www.fairtrade.org.uk/>

<http://www.traidcraftshop.co.uk/>

<http://www.oxfam.org.uk/index.htm>

<http://www.cafedirect.co.uk/>