



Time	60–90 minutes
Level	intermediate
Skills	reading, writing, speaking
Knowledge goal	to introduce inequalities in world trade, the situation of small-scale farmers in developing countries and the concept of Fair Trade
Materials	Ss' worksheets: p. S1 – Main activity – stories A and B p. S2 – Follow-up (one per student)

1 Lead-in

- Ask Ss:

What do you usually eat and drink for breakfast or during breaks?

Which of these products are grown and processed locally and which of them are from far away? (note down on the board some "global" food and drink products)

Which other types of food or drinks which we are used to are grown, produced or processed in distant countries?

- Tell the Ss that the following activity will reveal how much they know about global food and international trade in food commodities. Put up a sheet of paper with "I AGREE" written on it in one part of the classroom and another sheet with "I DISAGREE" in another part of the classroom. In-between there should be enough space for the Ss to line up. Explain to the students that you will read several statements. Their task is to find appropriate place on the scale AGREE-DISAGREE according to whether they agree with the statement and think that the statement is true, or not. Make sure Ss understand that they do not have to agree/disagree completely, but are expected to find a position wherever on the scale – e.g. I partly agree, I strongly disagree... Give one easy example statement and ask Ss to line up to make sure they understand what to do – e.g. "Vegetarians are healthier than non-vegetarians".
- Then read the following statements one by one. Ss will express their opinion by finding the appropriate position after each of the statements. You can always ask some of them to explain why they have chosen their place – this is especially important with statements F–J where there is no clear true/false answer.
 - Rice is grown by more than one billion people.*
TRUE
 - Apples are the most popular fruit in the world.*
FALSE, bananas are the most: sometimes they are called "nature's chocolate"
 - Coffee cannot be harvested automatically; it can only be harvested manually.*
TRUE
 - Vietnam is one of the biggest exporters of coffee.*
TRUE

- Latin America is the biggest producer of cocoa.*
FALSE, 70 % of cocoa is produced in West Africa, esp. Ghana and Ivory Coast.

The following questions do not have definitive answers:

- Imported foodstuffs are an essential part of our daily diet.*
- International trade in food helps poor people in poor countries.*
- Social and ecological terms of production are almost the same all over the world.*
- I know the conditions under which imported food and drinks are produced.*
- Being a small-scale producer of an export commodity in a developing country is a good job. One always gets well paid and the terms of trade are very favourable.*

2 Main activity – Fair Trade

- Ask Ss if they know the expression "fair play":
When do we use the expression "fair play"?

Possible answers: sport, business, friendship, communication, human relationships, school.

- Ask the Ss to explain the expression in their own words, e.g. by using a practical example. Ss also explain the expression "unfair" by giving an example, preferably their own experience of being treated in an unfair way.
- Tell the students that besides the expression "fair play" there is also the expression "fair trade". The following activity will explain what fair trade is.
- Ss form two groups. One group gets unfair stories from p. S1, the other fair trade stories also from p. S1. Make the Ss aware of the fact that one set of stories regards the practice of "fair trade" while the other describes conventional trade. Students read the stories. Make dictionaries available.
- After Ss have read the stories, as a group they will prepare a short sketch or several sketches to introduce the situation of their farmers to the other group.
- After performing the sketches students from both groups come up with their comparisons of the situation of farmers producing for conventional trade and farmers producing for fair trade.

3 Follow-up

- Ss write individually what Fair Trade means – according to what they have understood so far (max. 50 words). You may ask all or some students to read their definitions aloud for the others.
- After the Ss have finished, hand out a worksheet from p. S2 to each student. The aim of both exercises is to check whether students have understood the concept of fair trade and how it differs from conventional trade.

4 Ideas for homework

- A. Ss choose a fair trade cooperative and prepare a presentation about what they produce, what they have achieved thanks to fair trade, what problems they face etc.
- B. Ss conduct a small piece of research: "Are Fair Trade products available in your area? Which ones?" If not, Ss try to find out more about the reasons.
- C. Ss create an advertising campaign on Fair Trade – a TV spot, a slogan etc.

Source:

<http://www.oxfam.org.uk/coolplanet/kidsweb/banana/farmers.htm> and www.maketradefair.org

Bananas & Cocoa Beans. A basketful of fair trade activities. RISC 2003.

KEY

Follow-up

Ex. 1

1. increasing, 2. unpredictable, 3. borrow, 4. their, 5. owned, 6. sweatshops, 7. poor, 8. job, 9. receive, 10. producers

Questions:

- A. "South" – refers to poor countries of Asia, Africa and Latin America; "North" – refers to rich countries of Europe, North America + Japan, sometimes Australia, New Zealand and several other rich countries are included as well
- B. "cash crop" – a crop which is grown for money (opposite: subsistence crop – crops which are grown for own consumption)
- C. sweatshop – a working environment with very difficult or dangerous working conditions, usually where the workers have few rights and are frequently exploited by their employers

Ex. 2

Situations which inspired the development of fair trade: A, B, C, E, G

Examples of benefits of fair trade: D, F, H, I, J





UNFAIR STORY 1: George De Freitas

George works for the company that exports bananas from the Windward Islands. He is also a banana farmer himself.

Our country is completely dependent on bananas. Whereas other crops might only be harvested once or twice a year, bananas give people a weekly income. That's why the banana is so popular as a cash crop.

I cut bananas on a fortnightly basis. My wife washes and helps with the packing, and sometimes my old dad or our three children help out as well. My oldest son, Deryck, is only thirteen but already knows very well how to harvest bananas. It is hard work, but the family has to get involved in order to survive.

We depend heavily on being able to sell at a good price to a good market. But now it is much more work for very little money. The problem with the bananas on the conventional market is that the price always goes up and down.

UNFAIR STORY 2: Lawrence Seguya

Lawrence is a small-scale coffee farmer from Uganda. Like many of his neighbours, he is struggling to feed his family. Coffee provides him with only a meagre income.

I'd like to tell people in your place that the drink they are enjoying is the cause of all our problems. We grow it with our sweat and sell it for nothing. Coffee prices are simply too low to keep our children in school, or to buy food and pay for health.

The buyers are cheating us. Sometimes they take our coffee and pay for it several months later. Then we have to borrow money. Money is expensive – after three months we pay twice as much as we have borrowed.

UNFAIR STORY 3: Ana Olmedo Aliste

Ana Olmedo is a fruit industry worker from Chile. She works in a packaging factory where wine grapes and other fruit are prepared for transport to Europe.

During the packing seasons we work about 12–14 hours a day. We have to stand for the whole shift. In some vineyards there is not even a toilet, or water to drink. Sometimes we get very sick. We know that this is because of the use of chemical pesticides, but we cannot do anything – those who complain soon have to search for another job.



FAIR TRADE STORY 1: Nioka Abbott

Nioka has been a banana farmer on St Vincent for 15 years and is now a member of the local Fair Trade cooperative.

I harvest every week or fortnight. Bananas are better than any other crops for regular harvesting. You get an income all through the year.

The good thing about being involved in Fair Trade is the social premium we get. Last year we bought a truck with the extra money from Fair Trade. Before we joined Fair Trade, we had to carry the harvested bananas long distances on our backs.

I ask people to buy more Fair Trade bananas and start putting pressure on supermarkets who don't buy Fair Trade. The market now is so small for Fair Trade that we need to get more supermarkets to buy them. If we could produce at a larger volume then we'd get a larger income in return.

FAIR TRADE STORY 2: Lucy Mansa

Lucy Mansa is a cocoa farmer from Ghana. She is a member of Kuapa Kokoo – a Fair Trade cooperative. She talks about the change that fair trade has made in her life.

Most of the cocoa beans grown in Ghana are sent to the UK and other countries in Europe where they are made into chocolate. We rely on the money we get from cocoa for everything: for food, clothes, medicines, and school fees. Before I joined Kuapa Kokoo we often didn't get paid and had to borrow money or live without it. With Fair Trade, it's different. Kuapa Kokoo pays all its farmers a fair price for their crop – in cash, and on time. I am very happy: since I joined Fair Trade I can afford to send my children to school.

Women and children in my village now do not have to walk for miles to fetch water from rivers and waterholes, which were dirty and full of disease. Now, thanks to wells that have been built with money from the Fair Trade premium, people have safe, clean water right in the heart of their villages. Children can go to school because they do not need to spend hours fetching water.

Desmond Mensah, a schoolboy from Lucy Mansa's village, says:

I'm very happy that we have this well. I've never seen clean water like this before. We want to sell more of our cocoa to Fair Trade companies so that we can invest in more things for the community.



1. Read the following text carefully. Choose which of the words in bold fits best.

Many farmers, and other workers in the countries of the 'South', do not see the benefits of **increasing/decreasing (1)** world trade – they earn far less than they need to live on. Prices paid for cash crops such as bananas, tea, coffee and cocoa are **unpredictable/stable (2)**, so farmers cannot plan their future.

Farmers often have no choice but to **lend/borrow (3)** money at high interest rates, which means that debts become a part of their lives. Farmers often can't afford to send their children to school, improve **our/their (4)** homes, or pay for medical care.

Other farm labourers, who work on plantations **owned/owed (5)** by large companies, have further problems. They work under unsafe working conditions. Other workers, who produce many of our clothes, electronic and household goods in **sweatshops/sweetshops (6)**, work extremely long hours in **poor/adequate (7)** conditions, for low wages. If they protest, they risk losing their **job/lives (8)**.

Fair Trade is an alternative approach to conventional world trade. It is a partnership between producers and consumers. Fair Trade ensures that producers in the South **pay/receive (9)** a fair price for the work they do, and gain better access to markets in the North.



Hundreds of coffee, tea, banana, chocolate, cocoa, juice, sugar and honey products carry the Fairtrade mark.

- It means farmers and workers get better wages and working conditions.
- It guarantees a fair price to the **producers/customers (10)**.
- It means extra money is provided to the community.
- It allows small farmers to join together.

Questions:

- What does the expression "countries of the South" mean? Which parts of the world does the expression refer to?
- What is a cash crop?
- What is a sweatshop?

2. Read the statements and answer the questions below.

Which of these situations inspired the creation and development of the idea of fair trade?

Which are examples of the benefits of fair trade?

- Children often have to work to help their family survive.
- Farmers earn far less for their work than they deserve.
- Injuries and health problems are frequent as workers do not have any protective gear.
- Farmers get a social premium – extra money which is used for the whole community.
- In peak seasons workers have to work very long hours without taking proper breaks.
- Farmers form cooperatives which strengthen the individual farmer's positions.
- Farmers are often cheated by traders and get much lower prices than they should.
- Disadvantaged producers such as women, handicapped people or indigenous communities are involved and supported.
- Environmental projects, such as tree planting or organic farming, are supported.
- The logo on the product guarantees to the consumer that the product has been produced under acceptable social and environmental conditions.

