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| About this Lesson |
| In this lesson, students will learn how the concept of fair trade can sometimes lead to inequities that are as equally evident as those associated with conventional trade. |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested**  **Timing** |
| 10 | Grade 10 Civics and Citizenship | Grade 10 — Canadian and  World Studies:  B1 — Analyze the benefits and reasons for a range of civic contributions from within Canada and throughout the world, as well as their impact on the common good. [ACCENT ON: Civic and Political Significance, Continuity and Change]  Content for Learning:  B1.3 (page 171) | 75 minutes |

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| Curriculum Links |
| [Canadian and World Studies Curriculum](http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr2013.pdf)  Grade 10: Civics and Citizenship – CHV2O  Overall Expectations: B1 (page 171)  B1: Analyze the benefits and reasons for a range of civic contributions from within Canada and throughout the world, as well as their impact on the common good. [ACCENT ON: Civic and Political Significance, Continuity and Change]  **Content for Learning: B1.3 (page 171)**  B1.3: Analyze the impact on the common good of various civic actions undertaken at the local, provincial, national or global level (e.g., participating in a non-violent protest can heighten awareness of an issue and pressure for change; volunteering for a charity can help to increase its capacity to act; buying fair trade products helps ensure that producers are fairly compensated for the products they produce; the organized boycotting of products can pressure corporations to change irresponsible practices; donating to a non-governmental development organization can help improve the lives of people affected by a natural disaster or enhance health care in developing countries; fundraising for an organization that works for social justice can raise public awareness about human rights violations).  <http://www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf> |

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| Inquiry Question |
| Does fair trade truly improve the lives of those who are involved in it? |

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| Materials List |
| * Digital Devices (e.g., tablet, mobile phone, smartphone) * Digital Projector * Internet * Appendix A: Fair Trade Reference Chart * Appendix B: Fair Trade Reference Chart – Sample Answers * Appendix C: Pros and Cons Table * Appendix D: Living Document - Pooling of Student Tables * Appendix E: Rubric   Teacher’s Note: Preview the following two video clips to ensure they work properly and for content:  The Truth about Fair Trade Coffee: <https://www.youtube.com/watch?v=klMRT5kW0mM>  (Use whole clip)  Victor Claar: Is ‘Fair Trade’ Fair?: <https://www.krusekronicle.com/kruse_kronicle/2017/01/is-fair-trade-fair-primer-on-free-trade-coffee.html> (Show clip only from 17:41 to 26:08 [end]) |

| **Timing**  (Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON | | |
| 10 minutes | In recent years, economists have increasingly questioned the subject of fair trade and the benefits that have long been attributed to it.  The objective of this lesson will be to have students reflect on the issue of fair trade, and to weigh its pros and cons in order to analyze the benefits and the more unfortunate consequences.  Begin by inviting students to provide their ideas or opinions as to why the price of these two comparable consumer goods is different:  Item A: Hot Chocolate Powder – Conventional Trade  <https://www.loblaws.ca/Alimentation/Boissons/Th%C3%A9s-et-boissons-chaudes/Chocolat-chaud/Chocolat-chaud/p/20760278_EA?isPDPFlow=Y> |  |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON (cont’d.) | | | | |
|  | | Item B: Hot Chocolate Powder – Fair Trade  <https://www.loblaws.ca/Alimentation/Produits-naturels-et-biologiques/Boissons/Caf%C3%A9/M%C3%A9lange-%C3%A0-chocolat-chaud-noir-classique-biologique/p/20804849_EA?isPDPFlow=Y>  **Note:** Search the Internet to find two comparable products; one that originates from conventional trade and another from fair trade. Ideally, the latter will display the trademark “Fairtrade.”  RÃ©sultats de recherche d'images pour Â«Â fairtrade logoÂ Â»  This trademark is the seal of the World Fair Trade Organization and identifies the product as a certified  fair trade consumer good. <http://www.fairtrade.ca/en-CA/What-is-Fairtrade/What-is-Fairtrade>  Guide a discussion by having students reflect on the following questions:   * Who might benefit from the higher price of item B? * What factors might explain the higher price of item B? * What could be the countries or regions of origin of these products? * What impact might there be on the quality of life of people who make their livelihood from the fair trade system compared to people who produce these same goods using the conventional trade model?   At the end of the Minds On activity, invite students to start thinking about what they believe could be both the beneficial or less beneficial consequences of fair trade. | | Assessment FOR Learning: Discussion |
| ACTION | | | | |
| Part 1 – 30 minutes | At this stage of the lesson, the students will have to develop their knowledge of the objectives of fair trade, its promises, its challenges and the reality surrounding this commercial concept.  First, students can watch in groups a 4-minute video clip that provides an overview of what fair trade is all about. | |  | |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | | | |
| 10 minutes | While watching the clip, invite students to complete the table in **Appendix A**, which can serve as a reference when it comes time to discuss and debate the pros and cons of fair trade.  Launch the video clip from the following hyperlink:  https://www.youtube.com/watch?v=PLKTGWH398Q  “What is Fairtrade? The Fairtrade System” (by Fairtrade Canada) Teacher’s Note: Students may benefit from two viewings of the clip because of its pacing. Alternatively, consider pausing the video every 1 minute to provide time for note-taking and/or clarification of concepts  Invite students to identify key ideas from the video clip about how fair trade works. Some key ideas and concepts might include:  **A conventional trade model…**   * can subject farmers and producers of goods to mercy of financial market speculation * gives farmers and producers little influence on pricing * increases fluctuating income based on unstable yields caused by climate and temperature changes   **A Fairtrade model…**   * can improve working and living conditions of families in developing countries * involves belonging to a democratic cooperative and network * increases sharing of knowledge and promising practices * provides farmers and producers with access to credit * improves living and working conditions of families in developing countries * sets a minimum price on goods based on their real value and cost of harvesting/making them * involves independent verification and certification * bans GMOs * minimizes or eliminates risk of child labour and exploitation * reduces impacts of climate change | |  | |
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| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | | | |
|  | * often involves more sustainable production and harvesting methods * reduces water consumption or contamination * has collateral benefits   Students should continue to compile observations about fair trade by synthesizing information from websites  such as:  <https://www.tenthousandvillages.ca/about/fair-trade>  http://fairtrade.ca/en-CA/What-is-Fairtrade  <http://www.fairtrade.ca/en-CA/Farmers-and-Workers> Or students could be invited to use other sources.Keywords to use in the search might be:   * fair trade debate, fair trade study, fair trade analysis,  fair trade criticism, fair trade reporting, fair trade case studies, etc.   Students will be asked to identify at least two observations or statements of fact that will be presented in the report they have selected. They will add the two findings to the reference chart (**Appendix A**) and they will have to provide the source of their information.  **Appendix B** provides a sample of a filled reference chart what it might look like after completing the task.  Once the reference table is completed, students move on to the next step: pooling the pros and cons. | |  | |
| Part 2 – 20 minutes | **Creation of a table compiling the pros and cons**  In small groups of two or three, allow students to create a table of pros and cons related to fair trade. The model in **Appendix C** can be used to help guide the completion of the table used to compile students’ arguments.  **Appendix C** asks students to provide at least three arguments in favour of fair trade as it is currently practiced and three arguments to alter fair trade as it is currently practiced.  During this task, students will have to:   * Identify six findings or statements of fact | | Assessment FOR Learning: Discussion | |

| **Timing**  (Mins.) | | **Lesson Sequence** | | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION (cont’d.) | | | | |
|  | * Explain how their facts bring them to their conclusions on fair trade * Document the sources of information that were used in this analysis | |  | |
| Part 3 – 10 minutes | **Pooling of tables**  It is now time to pool the arguments presented by the students in large groups.  Use **Appendix D** to create a living document (e.g., Google Drive, SharePoint, OneDrive, Quip, Etherpad, ThinkFree, etc.) through which students can download their own findings and arguments. If possible, project the living document in the classroom so that students can view the living document on their devices.  Eliminate duplicate or repeated ideas but also preserve the diversity of ideas. | |  | |
| CONSOLIDATION/DEBRIEF | | | | |
| 10 minutes | Invite students to think about the following two questions:   1. Does fair trade improve the lives of producers in developing countries? What evidence can you provide to defend your point of view? 2. Does fair trade improve the common good of citizens in Canada and around the world?  What evidence can you provide to defend  your point of view?   Students’ answers to these questions as well as their research skills can be assessed using **Appendix E** research skills.  The rubric (**Appendix E)** may be modified to meet the needs of students and the research skills to be assessed. | |  | |

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| Fair Trade Reference Chart |
| **CHV2O — Fair Trade** Name:  As you develop your knowledge of fair trade, complete the following chart to prepare yourself to discuss and debate this alternative business practice with your peers.   |  |  |  |  | | --- | --- | --- | --- | |  | Findings: The facts you discover on the subject of fair trade. | Favourable judgment: Do you think this is positive for the fair trade movement? Why do you take this perspective? | Unfavourable judgment: Do you think that this is negative for the fair trade movement? Why do you take this perspective? | | What is presented in the video clip as a fact. (1 of 2) |  |  |  | | What is presented in the video clip as a fact. (2 of 2) |  |  |  | | What is presented in the text as a fact. (1 of 2) |  |  |  | | What is presented in the text as a fact. (2 of 2) |  |  |  | | What you found in the course of your research.  (1 of 2) |  |  |  | | What you found in the course of your research.  (2 of 2) |  |  |  |   **Information Sources:** |

**APPENDIX A**

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| Fair Trade Reference Chart – Sample Answers |
| **CHV2O — Fair Trade** Name: Ms. Jane Doe  As you develop your knowledge of fair trade, complete the following chart to prepare yourself to discuss and debate this alternative business practice with your peers.   |  |  |  |  | | --- | --- | --- | --- | |  | Findings: The facts you discover on the subject of fair trade. | Favourable judgment: Do you think this is positive for the fair trade movement? Why do you take this perspective? | Unfavourable judgment: Do you think that this is negative for the fair trade movement? Why do you take this perspective? | | What is presented in the video clip as a fact. (1 of 2) | Fair trade aims to improve the quality of life of producers of natural resources and consumer goods in developing countries. | Yes. If fair trade works as it was designed, poor producers should be able to obtain better prices for the goods they produce and thereby enrich themselves. |  | | What is presented in the video clip as a fact. (2 of 2) | Fair trade products are much more expensive than conventional commercial products (e.g., five times more expensive for coffee). |  | Yes, it is unfavourable since the consumer’s usual objective is to obtain a product in the most economical way possible.  So, in other words, pay as little as possible. | | What is presented in the text as a fact. (1 of 2) | “Fairtrade” certification implies a production that is less efficient and less productive. |  | Yes, this is unfavourable since less efficient production of consumer goods means a higher price for a consumer product. | | What is presented in the text as a fact. (2 of 2) | “Fairtrade” certification has, in some cases, become a marketing tool. |  | Yes, it is unfavourable because it means that large companies use fair trade to convince consumers that they care about the well-being of the poor. | | What you found in the course of your research.  (1 of 2) | Fair trade helps to improve the climate. | Small-scale production uses fewer resources and farmers are better able to respect their environment. |  | | What you found in the course of your research.  (2 of 2) | Fair trade promotes the social development of small producers in poor countries. | Producers tend to invest in their communities to improve the quality of life of their fellow citizens. |  |   **Information Source:** The Truth about Fair Trade Coffee: <https://www.youtube.com/watch?v=klMRT5kW0mM>  (Use whole clip)  Victor Claar: Is ‘Fair Trade’ Fair?: <https://www.krusekronicle.com/kruse_kronicle/2017/01/is-fair-trade-fair-primer-on-free-trade-coffee.html> (from 17:41 to 26:08 [end]) |

**APPENDIX B**

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| Pros and Cons Table |
| **In pairs or small groups, research arguments that can:**   * Defend fair trade as it is today or as it is currently practiced * Criticize fair trade as it is today or as it is currently practiced   You will need three arguments “For” and three arguments “Against” fair trade as it stands today or as it is currently practiced.  You can use research, surveys, reports, case studies or any other documented sources to complete the table.   |  |  |  | | --- | --- | --- | | Findings or  Statements of Fact | For or Against | Source(s) | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

**APPENDIX C**

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| Living Document: Pooling of Student Tables |
| Using a digital or online tool olatform that allows collaboration on a single document (e.g., Google Drive, SharePoint, OneDrive, Slack, Google Keep, Quip, Etherpad, ThinkFree, etc.), invite students to submit their findings, statements of fact, arguments for and against, and their sources of information to create a consolidated table.  **Example:**    After creating the table, review with the students the elements contained in it in order to:   * Gather similar arguments * Clarify statements made by students * Correct factual errors * Evaluate sources of information |

**APPENDIX D**

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| Rubric |
| CHV2O  Name:  Expectation: B1 — Analyze the benefits and reasons for a range of civic contributions from within Canada and throughout the world, as well as their impact on the common good.  Instructions: Answer the following two questions by writing an opinion piece.   1. Does fair trade improve the lives of producers in developing countries? What evidence can you provide to defend your point of view? 2. Does fair trade improve the common good of citizens in Canada and around the world?  What evidence can you provide to defend  your point of view?   Make sure you defend your point of view by referring to sources of information from your research.  **Rubric for Research Skills**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Thinking | Level 1 | Level 2 | Level 3 | Level 4 | | Use of processing skills (synthesizing and evaluating data, evidence, and information; formulating conclusions) | Uses processing skills with limited effectiveness | Uses processing skills with some effectiveness | Uses processing skills with considerable effectiveness | Uses processing skills with a high degree of effectiveness | | Use of critical/creative thinking processes (using inquiry, problem-solving and decision-making processes) | Uses critical/creative thinking processes with limited effectiveness | Uses critical/creative thinking processes with some effectiveness | Uses critical/creative thinking processes with considerable effectiveness | Uses critical/creative thinking processes with a high degree of effectiveness | |

**APPENDIX E**