

# Fair or unfair trade?

## Introduction

This activity is designed to take about two lessons and one homework. It is suitable for ages 11–14. The lesson plans and resources are flexible and give guidance on using Google to research the topic. Pupils find out how cocoa is grown and processed to make chocolate and consider whether cocoa farmers' lives in Ghana can be improved by Fairtrade.

## The activity includes:

- Lesson 1: The life of a cocoa bean
- Activity sheet 1
- Lesson 2: Be a fairtrader

## Aims

Pupils will have the opportunity to develop the knowledge, skills and values below.

## Knowledge

- An understanding of Ghana and how much of its economy is based on cocoa
- Knowledge of Fairtrade and Ghanaian growers
- An understanding of the relationship between producers and consumers of food products
- An understanding of sustainable development in LEDCs
- An understanding of interactions between places and networks created by flows of information, people and goods
- An understanding of social, environmental and political connections between places.

## Skills

- Geographical enquiry skills
- Using ICT tools for a purpose
- Research techniques
- Saving relevant text, images and maps
- Visual literacy
- Communication and thinking skills

## Values

- Appreciating differences and similarities between people, places, environments and cultures.

## Curriculum links

England

Subject	Key Stage 3
Geography	Geographical enquiry and skills 1, 2 Knowledge and understanding of: Environmental change and sustainable development5 a), b) Themes 6 h), i)
Science	Sc1 Scientific enquiry
ICT	Finding things out 1 Developing ideas and making things happen 2 Exchanging and sharing information 3 Breadth of study 5a, 5b
Literacy	En1 Speaking and listening: Speaking 1; Listening 2; Group discussion and interaction 3; Drama 4; Range of activities, contexts and purposes 7 En2 Reading: Understanding texts 1; Printed and ICT-based information texts 4; Non-fiction and non-literary texts 9 En3 Writing: Composition 1; Range of purposes, readers and range of forms of writing 8
Citizenship	Knowledge and understanding about becoming informed citizens 1) i) Developing skills of enquiry and communication 2) a), b), c) Developing skills of participation and responsible action 3) a), b)

## Curriculum links

### Scotland

Subject	5-14 guidelines
Environmental Studies: Social subjects / Geography	Knowledge and understanding: people and place Locations, Linkages and Networks <ul style="list-style-type: none"><li>• Things we use and eat which come from different places</li><li>• Ways in which the earth's people and places are interdependent</li><li>• Route centres and interchanges in transport networks</li><li>• Global transport and communications networks</li></ul>
ICT / Technological studies	Covers elements from the following strands: <ul style="list-style-type: none"><li>• creating and presenting</li><li>• searching and researching</li><li>• communicating and collaborating</li></ul>
English	Talking: <ul style="list-style-type: none"><li>• Talking in groups</li><li>• Talking about opinions</li><li>• Audience awareness</li></ul> Reading: <ul style="list-style-type: none"><li>• Reading for information</li><li>• Awareness of genre</li></ul> Writing: <ul style="list-style-type: none"><li>• Functional writing</li></ul>
Maths	Information handling

## Curriculum links

Wales

Subject	Key Stage 3
Geography	Geographical enquiry and skills 1, 2, 3, 7, 8, 9; Theme 8,10
Science	Communication in Science 4
ICT	Communicating Handling information
English	Oracy: Range 1, 2 Reading: Range 7; Skills 10,11 Writing: Range 1,2,3,6; Skills 1,2,3
Citizenship	Knowledge: about people, places and environments in different parts of the world and about wider geographical themes, seen from a local, regional and global perspective.  Values: acknowledging how changes affect people's lives and how values, attitudes and decision-making impact on the quality of life of this and future generations.  Skills: understanding the complex relationships and interdependence between human development and the global environment.

## Curriculum links

### Northern Ireland

Subject	Key Stage 3
Environment and Society: Geography	Developing knowledge, understanding and skills Developing pupils as contributors to society
Science and technology: Science	Developing knowledge, understanding and skills Developing pupils as contributors to society Developing pupils as contributors to the economy and environment
Language and Literacy: English with Media education / Communication	Developing knowledge, understanding and skills: talking, reading and writing Developing pupils as contributors to the economy and environment
Maths and numeracy: Mathematics / Using mathematics	Developing knowledge, understanding and skills: handling data Developing pupils as contributors to the economy and environment: explore issues related to education for sustainable development
Local and Global Citizenship	Human rights and social responsibility Pupils should have opportunities to investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people. Equality and social justice Pupils should have opportunities to investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts.

### Lesson 1: The life of a cocoa bean

#### Learning outcomes

- All pupils: will be able to describe the cycle of cocoa growing and production.
- Most pupils: will have completed relevant searches and saved relevant information and images with annotations.
- Some pupils: will understand the essentials of Fairtrade and begun to organise their images into a sequence.

#### Preparation

- Teachers should make sure that *Google SafeSearch* is set to strict filtering. To do this, click the Preferences link on the Google home page to the right of the search box, then click next to 'Use strict filtering'.

#### Resources

- Interactive whiteboard or display facility
- Internet access
- Activity sheet 1

# Lesson plan 1

## Overview

This lesson could be part of work on sustainability, agriculture or trade. It includes: The life of a cocoa bean. Where does chocolate come from? What does the cocoa plant look like? Where in the world is it grown? How far does it travel from the farm to your local shop?

## Starter (10 minutes)

To introduce the topic, show an image of a chocolate bar on screen. Explain to pupils that they will be finding out how cocoa is grown and processed to make chocolate bars and about how Fairtrade helps cocoa growers.

Ask pupils to brainstorm some search terms/keywords as a class that they think would be most suitable to find out more about the topic. List the top 10 on the board. They can then try these ten search words to see which ones find the most useful web pages.

## Activity 1 (15 minutes)

The activity is an investigation into chocolate. First ask the pupils to use Google Search and Images to find out what chocolate is made from, what the crop looks like and how it is farmed. They can use the keywords from the starter activity to begin with. It is likely that while searching they will learn better words to search with.

Once they have learnt about cocoa and how it is farmed then they should use Google Search to find out where it is grown. They will find it is from poor equatorial countries such as Ghana and the Ivory Coast. They can use Google Earth or Google Maps to find out where these countries are in relation to the UK.

## Activity 2 (25 minutes)

Ask your pupils to find information about Fairtrade, so that they can debate the issues in class. Use these questions to prompt their searches.

- What are the most common Fairtrade products that are available in our shops?
- Why does Fairtrade benefit farmers?
- Is it important that we buy food that is grown sustainably? Why?
- Shouldn't everything we buy be sourced ethically?

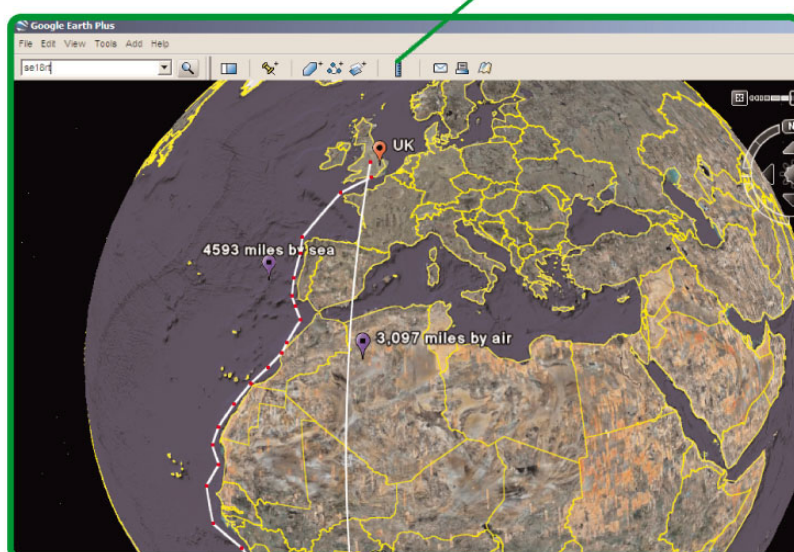
Pupils should then be encouraged to voice their views on Fairtrade and the issues that it raises in global economics.

## Activity 3 (10 minutes)

Introduce the idea of 'food miles'. Taking Ghana as an example, ask them to use Google Earth's 'ruler' tool to find out how far chocolate has to travel to reach the UK. They could draw a line from Ghana to the UK showing a flight, or a path showing a journey by sea.

Ask them to discuss whether they think that it would be better to transport cocoa by sea or by air. Do they think that because the journey from Ghana to the UK is shorter by air than by sea that there are more food miles involved with shipping produce rather than flying it?

Ruler tool – can draw lines (for air transport) and paths (for shipping).





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## Activity 4 (10 minutes)

Pupils are asked to create a 'search term exchange' as part of Activity sheet 1. Each group should create a bank of the three search terms that sent them to the most useful sites and note these on their sheet. Pupils could be asked to pick their top search term and to explain to the rest of the class why they have chosen it. Their banks of terms should then be exchanged with other groups so that best practice in searching can be shared.

## Plenary (10 minutes)

Check progress and discuss preliminary results from pupils.

Ask pupils why some people are reluctant to buy Fairtrade products. Why isn't all trade Fairtrade?

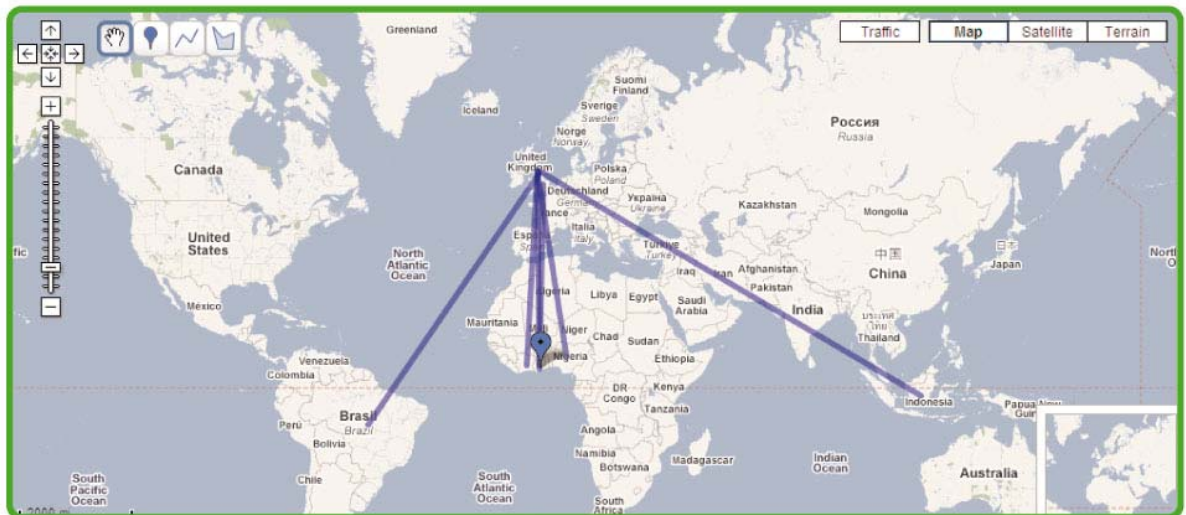
Explain what will be covered in the next lesson.

## Extension tasks

- Pupils could be asked to think about the impact of food miles on the environment.

The world's top 5 producers of cocoa are:

- Ivory Coast
  - Ghana
  - Indonesia
  - Nigeria
  - Brazil
- Using the line tool in Google maps ask students to calculate which country they believe would be the most environmentally friendly to import cocoa from. The further the distance the more carbon will need to be used to transport cocoa.
  - Pupils could also be asked to find pictures using Google Images of the key people involved in the cocoa trade, e.g. farmers, supermarket buyers, consumers. They could create a poster with speech bubbles explaining what considerations the different people have when thinking about cocoa/chocolate.





## Lesson 2: Be a fairtrader

### Learning outcomes

- All pupils: will be able to assemble and display images with suitable captions.
- Most pupils: will understand how Fairtrade helps farmers in Ghana.
- Some pupils: will have been introduced to the concepts of sustainability and interdependence.

### Assessment

Opportunities for assessment through production of a poster storyboard or video advert.

### Resources

- Interactive whiteboard or display facility
- Internet access
- Google Earth installed on the network (free to download at <http://earth.google.com>)
- Activity sheet 1

### Preparation

- Teachers should make sure that *Google SafeSearch* is set to strict filtering. To do this, click the Preferences link on the Google home page to the right of the search box, then click next to 'Use strict filtering'.
- Teachers will need to familiarise themselves with Google Earth: there are several pages of help and guidance pages on Google to help you find your way around it: <http://earth.google.com/support/>.

## Lesson plan 2

### Overview

This lesson could be part of work on sustainability, agriculture or trade and follows on from lesson 1. Pupils will learn about life as a cocoa farmer. Where do they live? What is their work like?

Pupils will also learn about Fairtrade. Do cocoa farmers get a fair deal? How much money do they make? They will produce a poster or a video to illustrate how a chocolate bar comes to be in our supermarket and the difference that Fairtrade can make to people's lives. They consider whether farmers' lives in Ghana can be improved by Fairtrade.

### Starter (10 minutes)

Ask the pupils whether they've seen Fairtrade products in the shops. What do they think of them? Why do they think that all products aren't Fairtrade? In the previous lesson pupils researched where cocoa is grown. Do they think that Fairtrade is even more important there than it is for British farmers?

### Activity 1 (40 minutes)

Pupils are asked to research the lives of cocoa farmers in Ghana. Use Google Search and Images to find some information about how they grow and harvest cocoa; how much they earn for the cocoa they produce – can they compare it to the cost of a chocolate bar in the UK?

Then ask them to research what difference Fairtrade can make in the lives of Ghanaian cocoa farmers. They could use Google News to find recent articles about fair trade and the issues.

You could write prompt words and phrases on the board to direct them if needed:

- Education
- Environment
- Poverty
- Agricultural subsidies

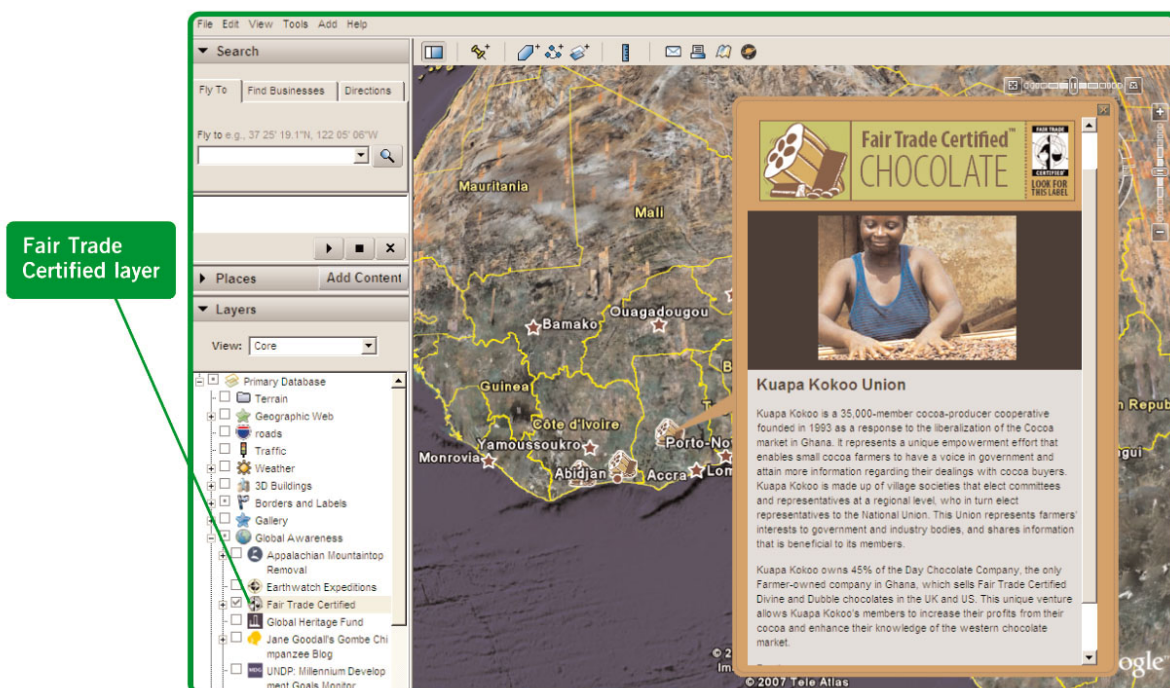
Using the Fair Trade Certified Global Awareness layer in Google Earth, (see image overleaf) they will be able to read information about many different Fairtrade cooperatives; from cocoa farmers in Ghana and the Ivory Coast, to coffee farmers in South America and tea farmers in India.

Ask them to consider whether the prices that Ghanaian farmers sell their cocoa for are fair.

If they have time pupils could make a video or poster to promote Fairtrade products. The key message could be 'Buy Fairtrade products to ensure a sustainable future.'

# Google UK Schools Resources

## Lesson plan 2



### Plenary (5 minutes)

Go over some of the conclusions in a whole class discussion.

### Extension tasks (45 minutes)

Option 1 – Produce a poster or a storyboard for a TV advert.

Pupils work individually to create their poster or video storyboard using the images and text they have found during their research.

Google Earth could be used for pupils to find aerial images of places mentioned in their storyboard.

#### Option 2 – Shoot a TV advert

This option offers good opportunities for cross-curricular work with media studies.

Split the class into groups of six. Using the saved images and collateral from the previous lesson, pupils can create a script and storyboard for their advert. The final video should not be longer than two minutes.

The script should:

- include text for the players
- make use of the images
- get the key message 'buy Fairtrade products to ensure a sustainable future' across.

Some tips for pupils on writing a TV ad could include:

- The ad needs to get the attention of viewers and hold it.
- Writers need to consider their audience.
- Viewers need to understand the key message and retain the information.
- Writers must know about the product or service being advertised – in this case Fairtrade.
- The ad should trigger the emotion of the target audience.

Within their groups pupils should assign roles to produce their advert – actors, director, camera etc.

Pupils could share their work with each other and have a class vote for the best videos. These could be uploaded to YouTube if you have access at school.