

EDUCATIONAL GUIDE *for the professor* _____

EDUCATIONAL CARD ON THE TOPIC OF FAIR TRADE.

LEVEL : Secondary 1-2

DISCIPLINE(S) : Ecology, home economics, personal and social formation, religious and/or moral studies, etc.

LENGTH: 50 minutes

GENERAL OBJECTIVE : teach students about the concept, the principles and the positive repercussions of fair trade.

Following the activity, the student will be able to: _____

- Characterize the concept of fair trade
- Analyze the principles governing fair trade
- Distinguish between the actors of the fair trade route and the conventional route.
- List positives spin-offs of fair trade
- Exercise his creativity and his imagination to think of positive outcomes of fair trade
- Be aware of the importance of choosing fair trade products
- Raise consciousness about the importance of establishing fairer commercial relations between countries in the North and in the South.
- Exploit, inasmuch as possible, relevant references on the subject.

Secondary aptitudes developed by the educational card: _____

1. Intellectual aptitudes:

- Make use of the information
- Exercise his critical judgment
- Use his creativity

2. Social and personal aptitudes:

- Cooperate (if possible)

3. Methodological aptitudes:

- Make use of the new technologies of information and communication

4. Communicative aptitudes

- Communicate properly in writing



EDUCATIONAL SCENARIO



I At the beginning (8 minutes)

A- If possible, show students a bag of fair trade coffee and a bag of conventional coffee and ask them what can possibly be the difference between those items.

B- Ask students if they know what fair trade is. (Students can try and make up a definition)

Definition: Fair Trade means an equitable and fair partnership between marketers in North America and producers in Asia, Africa, Latin America, and other parts of the world. A fair trade partnership works to provide low-income artisans and farmers with a living wage for their work. It uses fewer intermediaries between the producer and the customer.

C- Ask students if they can name a fair trade product available in our supermarkets.

COFFEE

Some statistics on coffee:

- ☐ Coffee is the 2nd largest exportation market in the world after crude oil.
- ☐ North Americans consume 40% of the world's production of coffee.
- ☐ Canadians drink three and half million cups of coffee per day, enough to transform the Olympic stadium into a cup of coffee.
- ☐ On average, a coffee producer earns just over a \$1000 per year (\$3/day)
- ☐ Out of the \$33 invested by the Canadian customer to buy one kilo of coffee, the Peruvian or the Guatemalan producer will receive \$1.75 at best and \$0.11 at worst. The large gap will fill the pockets of the landowner, the transporters, the transformer, the exporter, the roaster, the distributor, the shopkeeper and most of all, the speculator.

D- Ask students if they know about other fair trade products available in Canada. (tea, chocolate, sugar, cocoa, ...)

II Poll: ask your students the following: (5 minutes)

Answer Yes or No to the following questions:

1. Do you find it normal that a Guatemalan producer makes \$3 a day to collect 100 pounds of coffee?
2. Would you accept to pay a little more for products (bananas, chocolate, sugar, tea, coffee, etc.) so that the producer are not exploited and receive a better wage?

3. Can you name one place where fair trade products are sold?
4. Do you know the governing principles of fair trade?
5. Can you differentiate between a fair trade product and a conventional one?

NOTE: Questions 1 and 2 can raise interesting debates on ethics and values.

After the poll, hand out the card and explain the main points. If the teacher wants to, students can work in teams of two.

III Complete the card (block A-B-C-D-E) (27 minutes)

NOTE: Because of lack of space, it is suggested that students answer block C on a separate sheet of paper.



IV Correction (10 minutes)

Write on the blackboard a list of positive spin-offs of fair trade and the answers from your students on block C of the card.

1 - For the person buying fair trade products

- Pay a fair price for the products

- Consume more responsibly

- Increase the standard of living for the producer and his community

- In buying fair trade products, show the shopkeepers and the large companies his support to this cause (can influence people to follow him).

- Etc.

2 - For the coffee producer and his community

- Obtain a fair price for his work

Decrease of financial insecurity, consequence of the engagement of long-term supply guaranteed by the Fair Trade Organizations.

- Possibility of financial reinvestment in his community on different projects. For example, the town can decide to buy a car to have an easier access to the city, the hospital, etc.

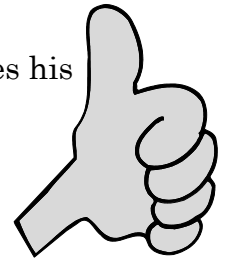
- Related to his work; eradication of pesticides and chemical agents harmful to his health

- End of single-crop farming, therefore a decrease in the fatigue rhythm of the earth and a larger variety of products (ex: fruit trees)

- Implication and participation of the worker in the production management. (common responsibility)

- His children can go more easily to school

- Etc.



Answers given to block D:

I. d - II. f - III. g - IV. a - V. e - VI. b - VII. c

Answers given to block E:

1. Democratic management (the decision to invest must be approved by all members)
2. Engagement of long-term supply (the fair trade organizations guarantee to buy from producer, this way they can arrange long-term plans.)
3. Fair prices (this way producers can cover their production costs)
4. Direct commerce (fair trade is a way to decrease the number of intermediary between the producer and the customer)
5. Public information (the fair trade organizations let the customers informed)

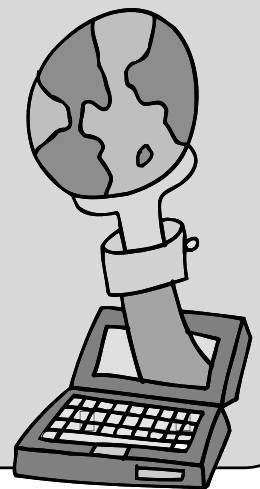
V Conclusion and Integration (5 minutes)

- Ask students what is fair trade and its main principles.
- Ask students how can they identify a fair trade product on the shelves. (logo)
- Reiterate the importance of the reference texts on the card to learn more about fair trade products and where they are sold in you region (equiterre website)
- Suggest to your students that they ask their local shopkeepers and their family to buy fair trade products.
- Tell your students that some fair trade products can make excellent gifts (chocolate, arts and crafts, etc.)



RELEVANT REFERENCES ON THE SUBJECT

- www.equiterre.qc.ca/english/home/indexfinal2.html
- www.oxfam.qc.ca/index_en.html
- www.lasiembra.com/home.htm
- www.fairtradefederation.com
- http://web.idrc.ca/en/ev-32925-201-1-DO_TOPIC.html



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