

FAIR TRADE UNIT PLAN

WHAT'S FAIR GAME LESSON PLAN CLASS

Name: Mengdi Zhu **Grade Level:** Fourth grade
Unit Topic: Fair Trade **Lesson Focus:** Relationships between buyers and farmers

Standard/Benchmark:

- 4 – E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.
- CCSS.MATH.CONTENT.4.OA.A.3
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Motivation/Accessing Prior Knowledge (The Hook):

- Engage students in discussion about their favorite kinds of chocolate and what ingredients are in chocolate.
 - DIALOGUE: Do you like chocolate? What is your favorite kind of chocolate? What chocolate is made from?
- Distribute bars of fair trade chocolate to student groups. Allow students to read the ingredients list and the informational blurb on the bar for answers to their questions.
- Students will complete a group discussion template summarizing what they have learned about the farmers and company behind the production of the chocolate bar. Each group will get an opportunity to present their findings.

Learning Activities/Assessments*

- Divide the class into five groups of farmers. Tell them they are going to pretend they are all farmers growing cocoa beans. Tell them Group #5 is a farmer cooperative called CONACADO which sells its beans to Equal Exchange, a Fair Trade cooperative. The others are traditional cocoa farmers.
- If cocoa beans are available, pass them around to each group and ask them to examine the beans.
 - DIALOGUE: What do you notice about the beans? How do they feel? What do they smell like? Did you know chocolate is made from cocoa beans?
- Give each group a stack of scrap paper and scissors. Explain they will be drawing cocoa beans on the paper and cutting them out instead of really growing them. Encourage them to draw simple outlines of cocoa beans because speed is important in cocoa production.

Tell them their job is to work together to draw and cut out as many beans as possible in one minute. Show them an example of the kind of cocoa bean they are going to grow. Give each group a few minutes to discuss how they are going to get a good crop this year.

- Give the groups exactly 60 seconds to draw and cut out cocoa beans. (You can give younger students more time if they are working slowly.) Ask each farmer group to count up the beans they have grown and write the total on their “What’s Fair Group Accounting Record.”
- Then give each group one good and one bad “What’s Fair Game Card.” Go around to each farmer group, asking one student from each group to read their cards out to the class. Give or take away beans as required and ask each group to record the number of beans they gained, the number they lost, and the number they’ve ended up with on their “What’s Fair Group Accounting Record.” Tell them their final total is the number of beans they have managed to grow this year.
- Explain that the currency in the Dominican Republic is the Dominican Republic peso, and that you are going to pretend the market price for cocoa is two pesos per cocoa bean.
- Choose five students to pretend they are Cocoa Buyers. Have each Buyer meet with their group one by one and act out the transaction described in the “Buyer Instructions” while the other groups watch. Have the farmer groups write down on their “What’s Fair Group Accounting Record” how much they earned for their beans.
- Have the farmer groups write down on their “What’s Fair Group Accounting Record” how much they paid in expenses last year and how much they earned at the end of the year after paying their expenses.

Assessments will be administered before, during, and after the activity. Before the activity, students will demonstrate their understandings about the production of fair trade chocolate by completing the group discussion template form. During the cocoa farmer simulation, students will illustrate the economic relationship between producers and buyers by completing the accounting record. After the activity, students reiterate what they have learned from the lesson by completing the exit slips.

Differentiated instruction will be provided for students with developing motor skills and/or mathematical skills. Students who struggle with fine motor skills may receive modified tools such as adaptive scissors and pencils with hand grips. For students who struggle mathematically, the accounting record sheet will be modified with visual aids such as + and – minus signs so the students know which order of operations to use. In addition, the teacher will demonstrate how to fill out the accounting sheet on the SmartBoard, allowing students to stay on track.

Closure

- Wrap up the by telling students:
 - The world price for cocoa is often not high enough for farmers to live on. Sometimes farmers are paid even less than the market price because that’s what their buyers pay them. Sometimes farmers are cheated if they can’t read weighing scales, do math, or know if the buyer has tampered with the scale. Farmers are sometimes paid by check, even though they have no bank account. It can take weeks to cash the check. Sometimes farmers lose their land when they can’t get enough money for their crops. Fair Trade companies like Equal Exchange try to

ensure that farmers have enough money to support their families, stay on their land, grow their crops in a way that is good for the environment, and strengthen their communities.

- Encourage students to reflect upon what they have experienced during the game.
- Distribute exit slips containing the following questions:
 - How did it feel to play the roles they played?
 - What did you learn about Fair Trade?
 - What did you learn about being a cocoa farmer?

Reflections:

Students were highly engaged in this activity. Every student participated with enthusiasm. Through the simulation activity, students became highly empathetic to the plight of cocoa farmers. This activity provided a concrete way to illustrate the relationship between the farmers and buyers, and the often unfair conditions that the farmers experience. This lesson is highly stimulating, although it does require a lot of classroom management skills. This activity is highly structured with many transition periods, so students must be kept on task. I had to gauge when was the best time to explain the next step so the students would be kept on the same plane. If I were to teach this lesson again, I would make some logistical adjustments, such as having each group come up to the center of the classroom to perform the interaction with the buyer so that the attention remains fixed on the role-playing. Overall, I would recommend this lesson to a class with a solid classroom management system as it requires a high level of activity and focus.

WHERE YOUR FOOD COMES FROM CLASS

Name: Mengdi Zhu **Date:** 3/20/2015 **Grade Level:** Fourth grade

Unit Topic: Fair Trade **Lesson Focus:** Importation of Food

Standard/Benchmark:

- 4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue
- CCSS.ELA-LITERACY.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.W.4.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.

Motivation/Accessing Prior Knowledge (The Hook):

- Ask students to write down a food they ate yesterday. Students will write it on a sticky note and post their answers on the board.
- Display a world map and ask students to guess which country their food was imported from.
- Pick two sticky notes and search up their sources. Once their country of origin is located, place the sticky notes over their appropriate country on the world map.
 - DIALOGUE: Why does some of our food come from so far away? Who grows it? What are their lives and living conditions like? How can you know if the farmers who grew the food or the workers who processed it were treated fairly?

Learning Activities/Assessments*

- Distribute “Where Your Food Comes From 1” student activity handout.
- Instruct students to pick out two ingredients from the foods they ate yesterday that may have come from another country.
- Provide internet access, dictionaries, trade books, and encyclopedias to allow students to research the source of the ingredients.
- Students will fill out their findings on the “Where Your Food Comes From 1” student activity handout.

- Instruct students to write down the ingredients they researched on sticky notes and post them on the world map according to the country they are grown and/or processed in.
 - Today most people have very little information about where their food comes from. Not that long ago, people ate food that they hunted, grew, or gathered from where they lived. Now, because of trucks and airplanes, a lot of our food is shipped in from all around the world.
- Introduce students to <http://www.localharvest.org/>, a website which lists local sources of food.
- Distribute “Where Your Food Comes From 2” student activity handout.
- Assign students to write a newspaper editorial piece recommending readers to buy locally grown and produced foods, as well as providing a list of local sources to buy such goods.

Closure

- Wrap up the by telling students:
 - Our food often come countries that are far away from us. Many of these countries are Third World Nations. The conditions and environments under which these foods were grown and produced are often unregulated. Farmers and laborers often work under unfair conditions for very little pay. When we buy from local sources, we can ensure that our food comes from a highly regulated environment with farmers who work under favorable conditions.
- Distribute exit slips containing the following questions:
 - How can you know if the farmers who grew the food or the workers who processed it were treated fairly?
 - What are their lives and living conditions like?

In this lesson, students are assessed on their understanding by completing the two assignments. The first assignment allows students to demonstrate their research and analytical skills to locate the origins of their food. Students will showcase their geographical skills by appropriate identifying and labelling the country of origin. In the second assignment, students will articulate the reasons why understanding the sources of our food is important. This assignment combines the concepts that the students have learned in class and from their research and gives students the opportunity to synthesize this knowledge.

This lesson is writing and reading intensive. For students who struggle in this area, a modified handout will be provided. The modified “Where Your Food Comes From 2” handout will feature structured editorial format in which the student can fill in information using the guided annotations. A study buddy may be provided for students who need extra assistance.

Reflections:

**I did not teach this lesson at my field. I taught the cocoa bean farmer lesson twice.*

I believe this lesson would be a good way to introduce students to the issue of fair trade. This lesson helps students realize that their food comes from all over the world and that their consumer choices have far-reaching impact. This lesson is inquiry-based as it gives students an open-ended question: “Where does your food come from?” and allows them to discover the answer. I like this lesson because it gives students the opportunity to investigate and develop their research skills. The second assignment gives students the chance to create and design their

own solution by letting the students search up local food vendors and stores. This lesson ties in civic responsibility at both the global and local level.

UNIT TEMPLATE

Unit Title: Fair Trade

Content Area/Grade Level(s): Social Studies/4th Grade

Implementation Time

Frame: 10 days

Stage 1 – Desired Results

Established Goals:

The activities in this unit are designed to introduce the concepts about Fair trade and Cooperative economics. The assumption is that students are experienced at focusing on the events and people in their own lives, and have a general sense of social justice. These activities are designed to introduce students to some important problems facing our world and to help them identify constructive responses and actions. We begin by taking a look at the inequality in a food system that leaves many children dying of hunger while forcing other children to work to grow food. We tell stories about what real people are doing to address the suffering of others who are trapped in a system that we're a part of as consumers. The second half of this unit helps students make a personal connection to these issues. Students look at how they participate in the food system by analyzing what they eat, where it comes from, and why their food choices matter.

4 – E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. 4 – P4.2.2 Participate in projects to help or inform others.

CCSS.MATH.CONTENT.4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

<p><u>CCSS.ELA-LITERACY.W.4.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>CCSS.ELA-LITERACY.W.4.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	
<p>Enduring Understandings Our consumer choices affect humans, the environment, and the economy.</p>	<p>Lines of Inquiry</p> <ol style="list-style-type: none"> 1. The interconnectivity of economics, world hunger, and fair trade 2. The relationships between farmers, buyers, corporations, and consumers
<p><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • <i>Analyze the economic relationships between consumers, farmers, and companies</i> • <i>Compare and contrast the differences between fair trade and non-fair trade policies</i> • <i>Calculate total profit using accounting practices</i> • <i>Conduct research on issues and interests by generating ideas and questions, and by posing problems</i> • <i>Use a variety of technological and informational resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information, and to create and communicate knowledge.</i> • <i>Pose questions and collect, organize, and represent data to answer those questions. interpret data using methods of exploratory</i> • <i>Utilize maps and other geographic representations, tools, and technologies to acquire, process, and report information</i> 	
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Task(s): Formative Assessments Displaying wealth distribution through diagrams. Writing letters to local newspaper. Writing an open editorial. Completing a Jigsaw research template. Mapping the different sources of their food. Calculating and completing an accounting record. Role-playing farmers and cooperatives. Summative Assessments Designing a political mural about the impact of fair trade.</p>	<p>Other Evidence Graphic organizers. Exit slips. Class/small group discussions. Turn and talk Bottoms up group discussion Post-it note sharing</p>

Writing a play about the impact of consumer choices on the global level.	
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Stage 3 – Learning Plan	
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Date	Learning Activities:
Class #1	<ul style="list-style-type: none"> • Pre-assessment: Turn and talk to partner • Students model the distribution of wealth using chairs. Students redesign the Divide up chairs to represent the distribution of wealth in the US, and then divide up chairs to model the distribution of wealth in the world. Students draw their classmates on the first row of chairs showing how we distribute wealth in the U.S. today. Ask them to draw their classmates on the second row of chairs to show how the chairs would be distributed if we wanted to have a peaceful classroom where we were able to focus on learning. Then ask them to write a paragraph describing why they chose to share the chairs in the way they did. Have students show their drawings and read their paragraphs.
Class #2	<ul style="list-style-type: none"> • Students look at what they can do about the fact that 140 million children are forced into hard labor to grow and process the food we eat. Students educate their community by writing letters to newspaper editors and local government officials about the problem of child slave labor.
Class #3	<ul style="list-style-type: none"> • Pre-Assessment: RAN strategy • Students research the calories, protein, vitamins and minerals in the food they're eating and find out where their food comes from. They discuss what would happen if they only had a half or a quarter of the food they needed every day and what would happen if everyone in their community only had half or a quarter of the food they needed every day.
Class #4	<ul style="list-style-type: none"> • Pre-Assessment: Bottoms up group discussion • Students learn about the distance that food travels and the implications of that. They go on to consider alternatives.
Class #5	<ul style="list-style-type: none"> • Students work cooperatively in five groups to become "experts" on the information their group has on Fair trade. They then share this information with the rest of the class.
Class #6	<ul style="list-style-type: none"> • Pre-assessment: post-it note sharing • Students get to be cocoa farming families and the buyers and bankers involved in the system. They experience first-hand the difficulties of making a living growing cocoa and learn how Fair trade can make a significant difference.
Class #7	

Class #8	<ul style="list-style-type: none"> • Students learn about how murals are used to communicate political messages. Students look at paintings by Diego Rivera and other political muralists. In small groups, students create a mural that shows how chocolate farmers benefit from Fair trade relationships.
Class #9	<ul style="list-style-type: none"> • Students learn that cooperatives are businesses that are owned by groups of people and are designed to meet their needs. Students perform a role play as members of a farmer co-op making an important decision about whether to build a storage barn or earn increased wages.
Class #10	<ul style="list-style-type: none"> • Students operate a cooperative lunch room or school supply store for a day and learn what it takes to have a successful cooperative. • Students write a play to teach people about the choices we have as consumers and perform it for their classmates.

References

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