

## Module 6: Trade & Fair Trade

### Learning Outcomes

1.	Describe what trade is
2.	Recognise the need for trade
3.	List 5 food products traded globally and 5 food products traded locally
4.	Understand the concept of 'Food Miles'
5.	Differentiate between Trade and Fair Trade
6.	Trace the origins of one of the following products: Food, Fashion or Oil
7.	Interpret and restate the information from Global Map(s)
8.	Research the Fair Trade mark and availability of 5 Fair Trade products locally
9.	Promote Fair Trade consumption products in your school (staff & students)
10.	Differentiate between Trade & Exploitation
11.	Illustrate one case of human exploitation

### Key skills

1.	Access & interpret information from map
2.	Present information from your product search
3.	Explore options for lowering 'Food Mile' products
4.	Analyse & explore issues related to food miles
5.	Create a marketing strategy for Fair Trade in your school
6.	Empathise with victims of trade exploitation
7.	Carry out & analyse survey of available Fair Trade products
8.	Use IT to access information on Fair Trade
9.	Write a review/create a poster/ of the film 'Black Gold'
10.	Hold an informal debate on Fair Trade

### Resources

1	80:20 Chapter 9
2	Film 'Black Gold'
3	Fair Trade information pack/posters
4	Global maps
5	Games – Trading Game/Oxfam-Looking behind the Logo
6	<a href="http://www.schoolisthebestplacetowork.org">www.schoolisthebestplacetowork.org</a>
7	Fashion Industry Documentaries
8	Concern Child Labour Campaign toolkit

## **6: Trade & Fair Trade**

### **Suggested Class Activities:**

- Students individually write definitions of trade and then, after feedback, a class definition is decided on. Students may wish to research the issue with the school business teacher.
- See page 143 of 80:20 to discuss the question “Why Do We Trade?”
- Students list 5 food products traded globally and 5 food products traded locally.
- A suitable home exercise would be to ask each student to identify the origins of all the products in a typical shopping basket.
- Introduce the concept of “Food Miles” and debate the advantages and disadvantages. Students analyse and present the information on the global maps.
- To emphasise the difference between Trade and Fairtrade divide the class into groups and use the Banana Exercise from Self Help Africa ‘*Food, Land and Trees*’ p. 26/27.
- Read page 7 of “Looking behind the Logo” showing the origins of a running shoe. Students then write a similar version tracing the possible origins and global supply chain of oil or a food product.
- Engage the class in the “Trading Game”.
- Watch and review the film “Black Gold”.
- Using the internet students research the “Fairtrade” mark. They must also research Fairtrade products available locally.
- The information gathered can be presented to the school through assemblies, a class-made documentary or posters.
- Introduce the concept of exploitation using either the “Looking behind the Logo” game or by illustrating one case of human exploitation such as child labour or the sex trade.
- Look at Concerns Child Labour Campaign.