



# GLOBAL TRADE AND DEVELOPMENT

.....

CONNECTING PEOPLE AND PLACES

TEACHER'S NOTES

SECONDARY SCHOOL

# TEACHER'S NOTES

## OVERVIEW



**This resource introduces students to some of the challenges of global trade, how trade connects different people and places and can have economic, social and environmental impacts, and the concept of ethical trade and consumption. The resource uses cases studies examining the Fairtrade organisation, and Fairtrade producers in Papua New Guinea (economic development and infrastructure), Indonesia (social development and gender equality), and India (environmental sustainability in cotton production).**

**The resource contains three parts, each with an additional worksheet:**

**PART 1:**

Global Trade, and a worksheet on Australia's trading partners

**PART 2:**

Case Study: *The Story of Fairtrade*, and a worksheet on the Sustainable Development Goals

**PART 3:**

Fairtrade Producer Case Studies, and a country comparison worksheet on the featured countries.

The resource could be taught as a whole for a larger unit of study, or the parts could be used individually or in combination with each other. This resource can also be used in conjunction with the Fairtrade education resource *Photo kit: Global Trade and Development*

The resource is aimed at Year 9 and 10 students, however activities and content could be used with other secondary students.



# CURRICULUM LINKS



**The resource is aimed at the Geography and Economics & Business curriculum, however content and certain activities could be used in other curriculum areas, for example Civics & Citizenship.**

**The resource can contribute towards achievement in the following Australian curriculum areas (v8.3):**

## YEAR 9

### Geography

- The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)
- The effects of the production and consumption of goods on places [...] (ACHGK068)

### Economics & Business

- Why and how participants in the global economy are dependent on each other (ACHEK039)
- Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)

## YEAR 10

### Geography

- Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)
- Issues affecting development of places and their impact on human wellbeing [...] (ACHGK078)
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)

### Economics & Business

- Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)
- Reflect on the intended and unintended consequences of economic and business decisions (ACHES061)

# ACTIVITIES: NOTES AND PREPARATION



The resources and worksheets include spaces for student responses to the activities, with a few exceptions, for example the activities in the “Fairtrade Producers Case Studies” resource.

Some of the activities require additional equipment or instruction:

## GLOBAL TRADE

- **Activity 2:** students are asked to complete the *Australia’s Trading Partners worksheet*.
- **Activity 3:** students may need a calculator to work out the difference between statistics in the table.
- **Activity 7:** students need to watch the film clip *What is Fairtrade?* (1:43 minutes) available at: [www.bit.ly/whatisFairtrade](http://www.bit.ly/whatisFairtrade) and on secondary school resource web page for download. Students may need to view this clip more than once in order to complete the activity.

### AUSTRALIA’S TRADING PARTNERS WORKSHEET

- Students are asked to colour in the map provided in two separate activities, identifying the sources of imports to Australia, and the destinations for Australian exports. Students will need an atlas, colour pencils or highlighters, and a ruler in order to complete these activities.
- **Activity 3:** students are asked to find at home an example of three different types of products, and write down the country of origin. The product types are clothing, food or drink, electronic equipment, which could also be found at school in order to complete the worksheet in class.

## CASE STUDY: THE STORY OF FAIRTRADE

- **Activity 1:** students will need blank paper in order to create a mind-map.
- **Activity 2:** students need to watch the film clip *Fairtrade in the field: Producer Support in the Pacific* (2:47 minutes) available at: [www.bit.ly/FairtradeinthePacific](http://www.bit.ly/FairtradeinthePacific) and on the secondary school resource web page for download. Students may need to view this clip more than once in order to complete the activity.
- **Activity 3:** students are asked to complete the *Sustainable Development Goals worksheet*.

- **Activity 4:** students take on the role of an advocacy officer working for Fairtrade. They will need additional teacher instruction to complete this activity.
  - Advise students if they should create either a poster, presentation or a short blog post, or if it is student choice.
  - Advise students if they are working on this activity individually, with a partner or in a small group.
  - This activity could either be small and focused or be a larger assessment activity that reviews overall student understanding. Advise students what size / degree of content to include. For example: students could focus specifically on either interconnections through trade, or consequences of consumer and business decisions, or as an example of an NGO initiative that seeks to improve human-wellbeing, or a combination of these focus areas.
  - Students could use information from the *Fairtrade Producer Case Studies* resource and/or images from the *Photo kit: Global Trade and Development* resource in their response.
  - There are examples of blog posts from Fairtrade ANZ on the website at: <http://fairtrade.com.au/en-au/news/blog>

## SUSTAINABLE DEVELOPMENT GOALS WORKSHEET

- **Activity 1:** further information on each of the Sustainable Development Goals can be found on the UN's website at: [www.un.org/sustainabledevelopment/sustainable-development-goals](http://www.un.org/sustainabledevelopment/sustainable-development-goals)
- **Activity 2:** after completing activity 1, students are encouraged to read the *Fairtrade Producer Case Studies* resource and then update their answers from activity 1.

## FAIRTRADE PRODUCER CASE STUDIES

- This resource contains three case studies, one each from Papua New Guinea, Indonesia, and India. Each case study also has a different focus area:
  - economic development looking at the example of infrastructure
  - social development looking at the example of gender equality
  - environmental sustainability looking at the example of cotton production

This resource could be used in total, or by just looking at one specific case study, or students could be split into small groups with each group looking at a different case study and then reporting back to the rest of the class.

- **For each of the three case studies, activity 1:** students are asked to complete the *Case Study Country Comparison worksheet*. Note: if using all three case studies with all students, recommend asking students to complete the worksheet prior to examining the case studies. If only using one case study, advise students to only complete the worksheet activities for Australia and that specific country.
- **Papua New Guinea and economic development activity 2:** students need to watch the film clip Fairtrade Papua New Guinea ICT Project available at: [insert link/or advise if hosted on resource webpage]. Students may need to view this clip more than once in order to complete the activity. Note: this film clip is 10:20 minutes long. To complete the activity students only need to view the first 3:30 minutes of the film clip. The rest of the film clip goes into more detail about the ICT project, and may be of interest to students if time permits.
- **Indonesia and social development activity 2:** students will need blank paper in order to create a mind-map.
- **India and environmental sustainability activity 3:** students will need blank paper and colour pencils in order to create a poster.

### CASE STUDY COUNTRY COMPARISON WORKSHEET

- **Activity 1:** students will need colour pencils and a ruler to complete the three graph templates provided.

## ACTIVITIES: SUGGESTED ANSWERS



Some activities instruct students to complete a worksheet or do not suit provision of set answers. The following are suggested answers, which are a guide only in order to support assessment.

### GLOBAL TRADE

#### Activity 1:

- **Producer** - a person or business that grows, sources or makes a good for sale
- **Manufacturer** - a person or business that makes more complex goods for sale, often requiring the use of machinery and several component parts
- **Wholesaler** - a person or business that buys goods in bulk and sells large quantities, often at low prices, typically to other businesses
- **Retailer** - a person or business that sells goods, usually made by other people or businesses, directly to customers

### Activity 3:

- Life expectancy at birth – increased by 5.1 years
- Adult literacy rate – increased by 7.1%
- Population living below the international poverty line – decreased by 20.6%

### Activity 5:

The Oxford University Press definition of ‘fair’ is “treating people equally without favouritism or discrimination”.<sup>1</sup> The Cambridge University Press definition of ‘fair’ is “treating someone in a way that is right or reasonable, or treating a group of people equally and not allowing personal opinions to influence your judgement”.<sup>2</sup>

### Activity 6:

The 10 principles of the fair trade movement and their corresponding numbers



### Activity 7:

- a) The Fairtrade Minimum Price is the minimum price farmers are paid when selling their products through Fairtrade.
- b) The Fairtrade Premium is an additional payment. It is up to the farmers and workers to decide how to use the Premium, for example building wells or hospitals, buy better farming equipment or invest in switching to organic farming.
- c) Examples of Fairtrade products include: coffee; bananas; ice cream; rice; cocoa; sugar; herbs; honey; dried fruits and nuts; fruit juices; tea; wine; flowers; cotton; sports balls

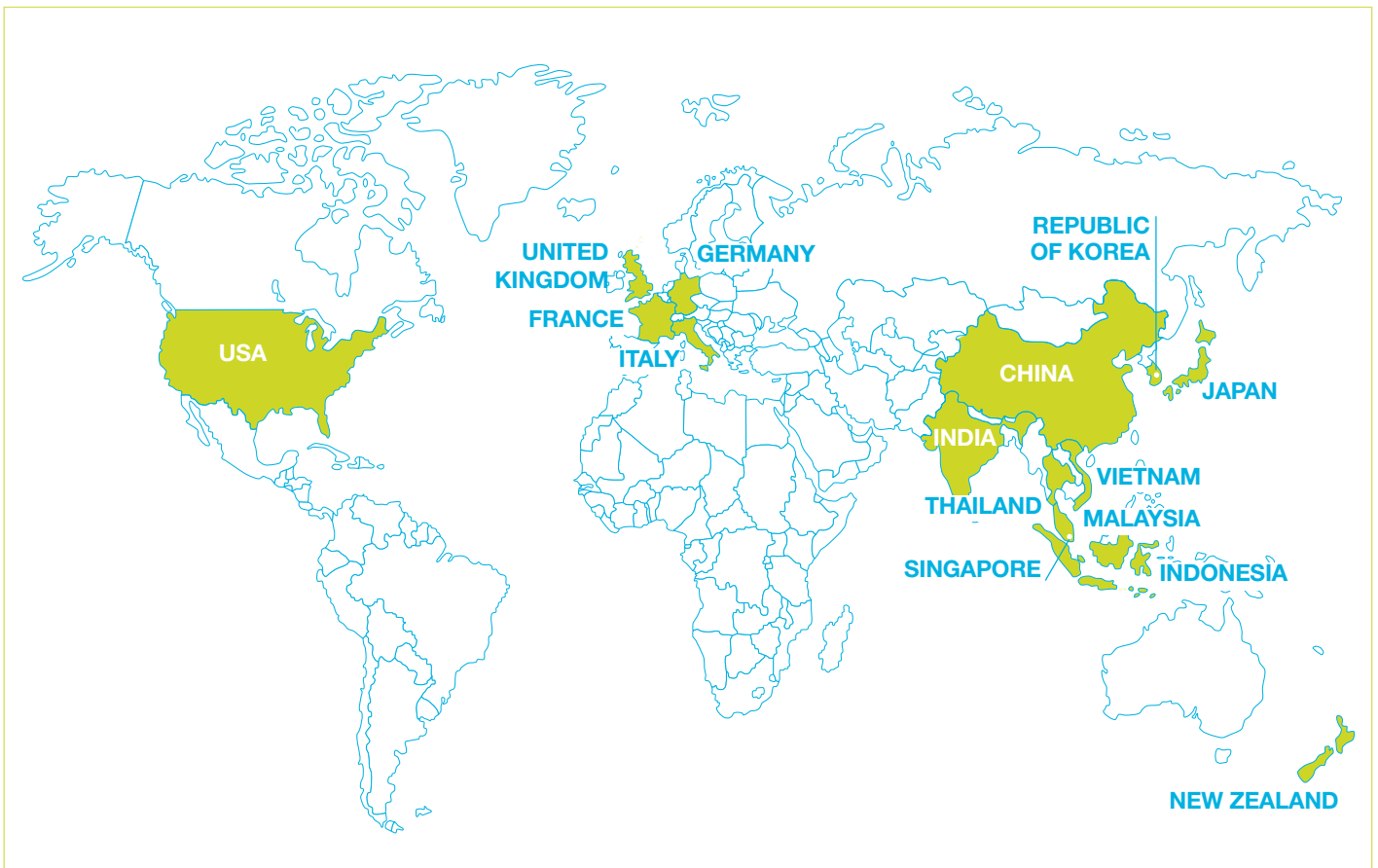
1 Oxford University Press, available at: <https://en.oxforddictionaries.com/definition/fair> [accessed May 2017]

2 Cambridge University Press, available at: <http://dictionary.cambridge.org/dictionary/english/fair> [accessed May 2017]

## AUSTRALIA'S TRADING PARTNERS WORKSHEET

### Activity 1:

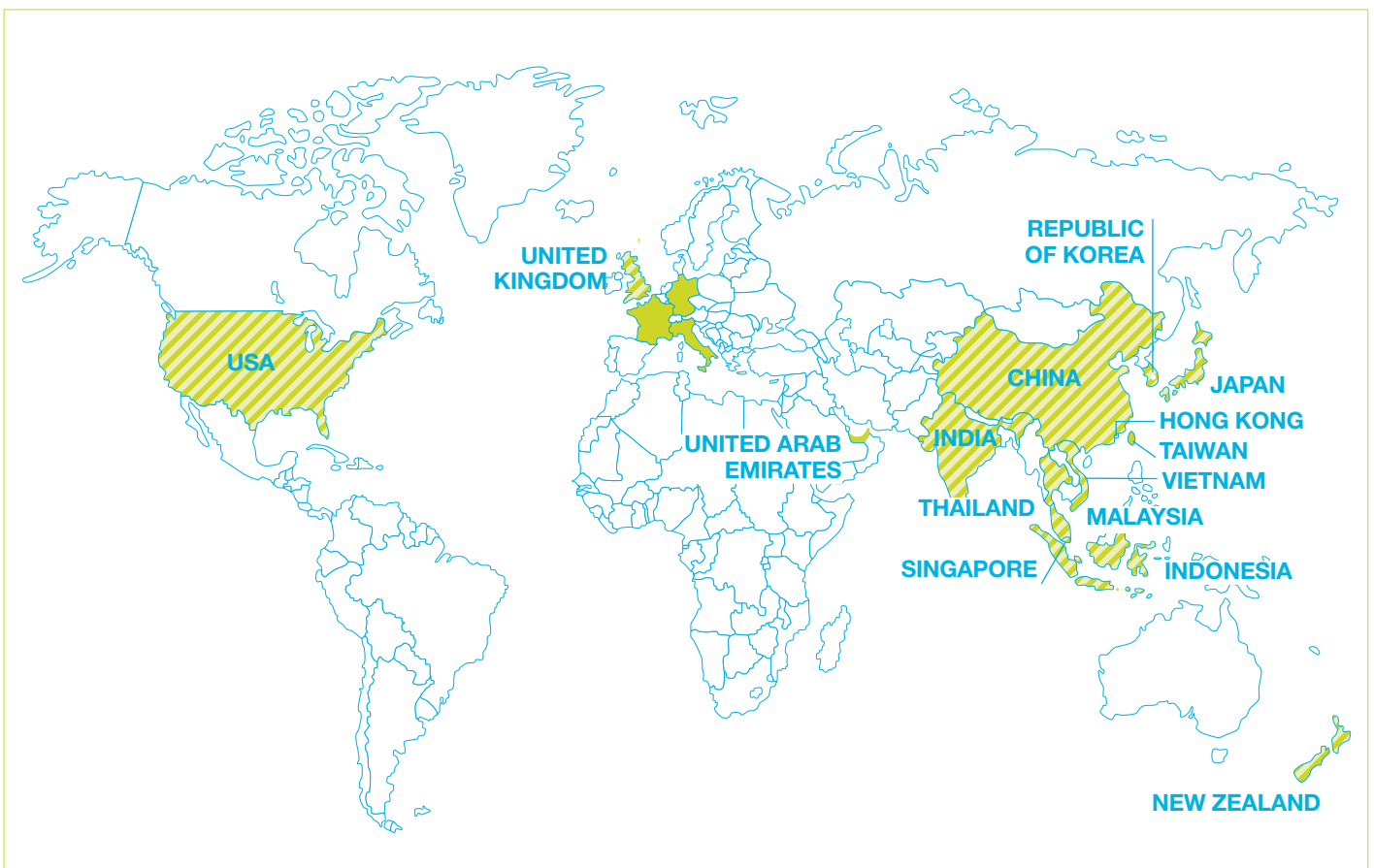
Most of Australia's imports come from Asia and Europe. Australia receives the least imports from South America, Africa and the Middle East. Australia is physically close to Asia making it easier to import from this region. Australia also has large numbers of migrants and cultural influences from Europe, Asia and the United States which may encourage imports from these regions compared with South America and Africa which have fewer ties with Australia. Despite their close proximity, Pacific nations, with the exception of New Zealand, are not among Australia's top 15 sources of imports. This may be due to the lower dollar value and/or smaller quantity of goods produced in the Pacific and imported into Australia. New Zealand however has many economic and social factors in common with Australia, which may explain the higher value and/or quantity of trade between the two countries compared with other Pacific nations.





### Activity 2:

- b) Most of the top 15 sources of Australia's imports are also the top 15 destinations for Australia's exports. The differences are Australia has significant exports to Hong Kong (SAR of China), Taiwan, and the United Arab Emirates. Germany, Italy and France are among Australia's top 15 sources of imports but are not in the top 15 export destinations. Most of Australia's exports go to countries in the Asia region.



### Activity 4:

Australia is most connected to Asia through trade. Asian countries are the source of the majority of Australia's imports, and are the destination for most of Australia's exports.

## CASE STUDY: STORY OF FAIRTRADE

### Activity 1:

Answers may include points from the text like:

- **Example provided: oversupply of their product** > this can force the price down if there is more supply than demand; farmers are in competition with each other
- **Small farm size** > only able to grow a small crop, limiting their potential income; harder to compete with larger, commercial farms, may have to lower prices reducing profit or sell for a loss
- **Environmental conditions** > natural disasters can destroy crops resulting in loss of income and long time to recover; environmental conditions / over-use / pests and diseases can all damage or reduce crop sizes, limiting their potential income
- **Access to markets** > remote locations and difficult transport, can reduce the number of buyers making it harder to sell crops and settle for a lower price, and/or make production more expensive which reduces profits
- **Access to information** > lack information about value of commodity, may be persuaded to sell for less than crop is really worth, less profit/income

### Activity 2:

- a) According to the film clip, the four things that Fairtrade means are: stable prices; Fairtrade Premium for community and business development; transparent trading relationships; access to information and training.
- b) Community development projects funded by the Fairtrade Premium of the Lautoka Cane Producers Association include: drainage; community hall; building of bridges and bus shelters; temple repair; church repair; school fence repairing; computer donation to schools.
- c) The quote from the film clip is: "Each member has equal right in decision making."
- d) The first image relates to the principle of environmental development – farmers are identifying environmental issues in their area and different methods for environmental protection and sustainability; the second image relates to the principle of economic development – farmers are deciding on different options for spending their Fairtrade Premium, and select equipment (a truck) to improve their business; the third image relates to the principle of social development – farmers, representing non-discrimination through different genders, races and ages, are attending a training session led by a female presenter.
- e) Images are more helpful than written materials in the Pacific for reasons such as: low adult literacy levels in the Pacific, and there are many different languages spoken in the Pacific Islands (in Papua New Guinea alone there are more than 800 languages).

## SUSTAINABLE DEVELOPMENT GOALS WORKSHEET

### Activity 1:

- Fairtrade works with small scale farmers and workers, who are among the most marginalised groups, using trade rather than aid to support them to improve their livelihoods. (Goals 1, 2, 5, 8, 10)
- Fairtrade supports farmers and workers to address a range of economic, environmental and social challenges, including pushing for living wages for workers, building resilience to climate change and enabling communities to invest in education, healthcare, clean water, energy supply (eg solar panels), and infrastructure (eg roads, ICT). (Goals 3, 4, 6, 7, 8, 9,11,13, possibly 15)
- Fairtrade forges trading partnerships, based on dialogue, transparency and respect, and greater equity in international trade. (Goals 2, 8, 17)
- Fairtrade empowers farmers and workers through a unique governance structure, combining rights-based standards with inclusive representation at all levels to strengthen commitment, governance and accountability to empower farmers and workers. (Goal 16)
- Fairtrade engages the public to campaign for more sustainable production and consumption in trade. (Goal 12)



## FAIRTRADE PRODUCER CASE STUDIES

### *Papua New Guinea and economic development*

#### **Activity 2:**

- Problems caused by the lack of access to ICT include: had to walk for kilometres /hours days, slow and problems from weather; isolation limited ability to work with others; messages often got lost; difficult to contact all members of the association
- Benefits from the project introducing ICT include: able to connect to buyers and each other; phones able to be charged with solar panels; radio program raised awareness in PNG about Fairtrade; able to find out the current market price for crops; able to organise meetings; able to communicate with drivers and the office, and organise assistance if a truck bogs or breaks down; don't have to worry about the cost for credits.

#### **Activity 3:**

Answers may include points like:

- The lack of roads, and poor quality of unpaved roads, makes it slower and harder for farmers to get their crops to market. This reduces the amount of crops they can transport, and makes it more expensive, meaning farmers receive less profit for their crops.
- The lack of information communication technology (ICT) makes it difficult for producers to coordinate, and organise the transportation and sale of their crops, which makes them less competitive. They don't have access to market information, which may mean they don't receive the best price for the crops.
- The lack of infrastructure makes it difficult for farmers to sell their crops, and reduces the amount of profit they receive. Farmers are poorer than they would otherwise be, reducing Papua New Guinea's overall economic development and the prosperity of rural farming communities. They have less funds available to invest in improving and expanding their businesses, or for addressing the causes and impacts of poverty in their communities.

### *Indonesia and social development*

#### **Activity 2:**

Answers may include points like:

- **Example provided: women's health projects** > improving women's health means women can keep working and earning an income; women are particularly vulnerable during pregnancy and child-birth, health projects can help reduce maternal mortality and save women's lives
- **Education fund** > access to education can improve women's literacy and range of skills, potentially reducing the risk for women of being taken advantage of, and improving the range of jobs women can undertake which could increase the income they receive

- **Training in financial management** > helps women to manage household finances and possibly save money which could be used to help themselves and their families; women could potentially find employment in accounting-related jobs and earn an income
- **Training in farming methods** > women can become better farmers, potentially increasing the size and/or quality of their crops, and reduce waste, resulting in increased profits
- **Micro-credit loans** > women can access funding to start their own businesses, or improve / expand their businesses, and earn a higher income
- Given equipment, for example manual pulping machines > helps women improve the quality of their product, which they can sell at a better price and earn a higher income
- Funding for kindergartens > women are able to leave children at kindergarten, and so have time to work, undertake household tasks, and/or rest. Children get to start their education. This can improve the wellbeing of community members now and in the future.

### *India and environmental sustainability*

#### **Activity 3:**

Posters may include examples like:

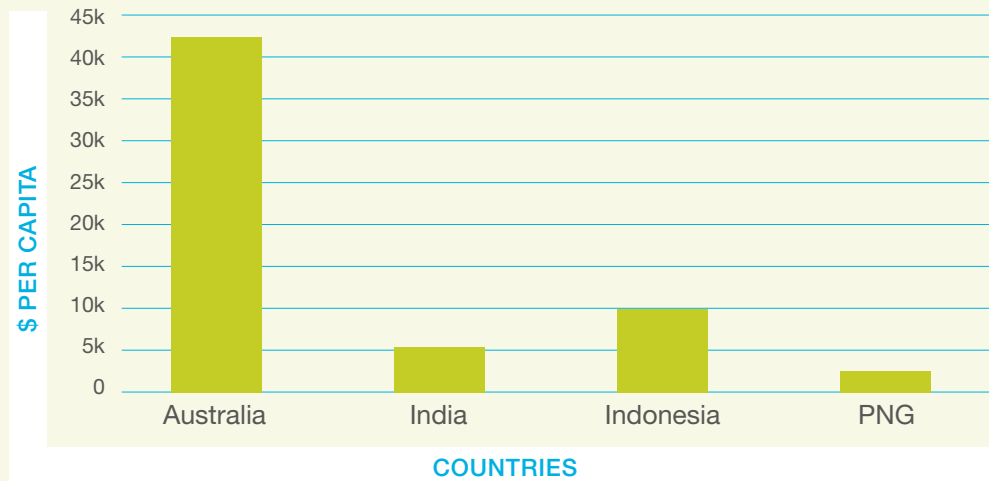
- Farmers receiving training on how to change their farming practices to meet organic and Fairtrade certification / training centres that demonstrate organic farming practices
- Farmers shown changing their farming practices to organic methods and/or methods required for Fairtrade certification eg: farmers no longer using chemicals; conserving water using it efficiently; farmers taking actions to protect their health and safety; farmers not using genetically modified seeds
- Farmers through the producer organisation using their Fairtrade Premium towards environmental sustainability projects eg: solar lights in the villages; drip irrigation; creating their own organic fertilizer



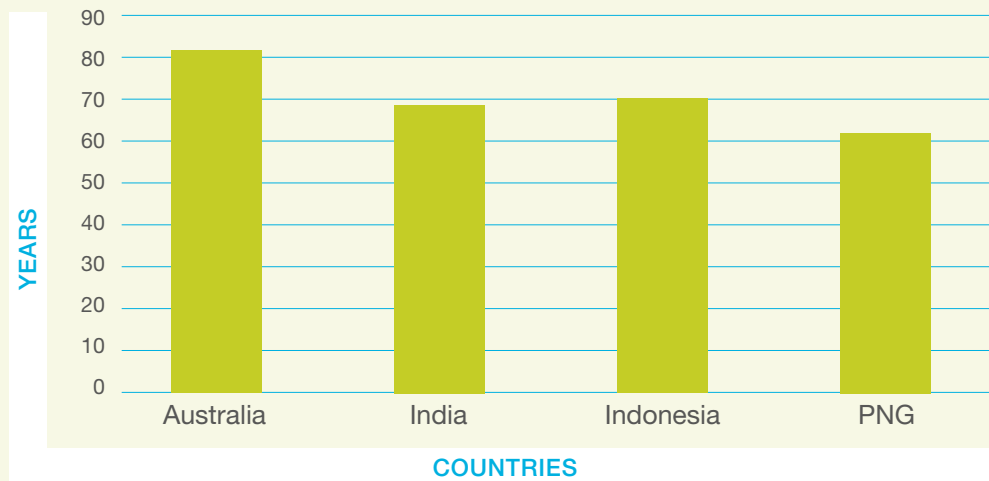
## CASE STUDY COUNTRY COMPARISON WORKSHEET

### Activity 1:

#### Gross national income per capita



#### Life expectancy at birth



## CASE STUDY COUNTRY COMPARISON WORKSHEET (CONT.)

### Internet users



## FURTHER RESOURCES

### YOUTUBE

Fairtrade ANZ – [www.youtube.com/user/FairtradeANZ](http://www.youtube.com/user/FairtradeANZ)

Fairtrade Foundation – [www.youtube.com/user/Fairtradefoundation](http://www.youtube.com/user/Fairtradefoundation)

Montville Coffee – [www.youtube.com/channel/UCNeOiID7S-EbKLsszml-\\_1Q](http://www.youtube.com/channel/UCNeOiID7S-EbKLsszml-_1Q)

### WEBSITES

Fairtrade Australia New Zealand – [www.fairtrade.com.au](http://www.fairtrade.com.au)

Fairtrade International – [www.fairtrade.net](http://www.fairtrade.net)

World Fair Trade Organization – [www.wfto.com](http://www.wfto.com)

Montville Coffee – [www.montvillecoffee.com.au](http://www.montvillecoffee.com.au)

RREPP – [www.rrepp.com.au](http://www.rrepp.com.au)

# GLOBAL TRADE AND DEVELOPMENT

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## CONNECTING PEOPLE AND PLACES

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Department of Foreign Affairs and Trade



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