



FAIRTRADE



GLOBAL TRADE AND DEVELOPMENT

.....

CONNECTING PEOPLE AND PLACES

TEACHER'S NOTES

PRIMARY SCHOOL

TEACHER'S NOTES

OVERVIEW

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This resource introduces students to the concepts of consumer choices, ethical consumerism, and how Australians are connected to other parts of the world through trade. The resource uses a case study exploring the Fairtrade organisation and Fairtrade producers from the Asia-Pacific region to examine the impact that consumer decisions can have on poor communities.

The resource includes a student resource and a separate worksheet on Australia's connections through trade. With the exception of the final activity (creating a poster), the resource includes spaces for student responses to the activities.

This resource can also be used in conjunction with the Fairtrade education resource **Global Trade and Development: Connecting People and Places photo kit** which can be accessed here: www.fairtrade.com.au/Education/Photo-Kit

The resource is aimed at Year 5 and 6 students.

CURRICULUM LINKS

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

YEAR 5

Economics and Business

- Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)

YEAR 6

Geography

- The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)
- Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)
- Australia's connections with other countries and how these change people and places (ACHASSK141)

Civics and Citizenship

- The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)

Economics and Business

- The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

ACTIVITIES: NOTES AND PREPARATION



ACTIVITY: HOW DO YOU MAKE CHOICES WHEN SHOPPING?

Optional pre-teaching activity: ask students to make a log of things they use ('consume') in a day. In class, ask students to consider:

- Can they group these things into different categories, for example: food; hygiene/health; clothing; entertainment/hobbies; things for/associated with going to school; etc.
- Could they get by without any of these things? For example, what if there was a shortage of a particular thing or category of things? Could they continue to live without it?
- How would they explain the difference between 'needs' and 'wants'?

Then ask students to complete the 'How do you make choices when shopping?' activity.

ACTIVITY: HOW DOES ETHICAL CONSUMERISM CONTRIBUTE TO GLOBAL CITIZENSHIP?

The first part of the activity asks students to complete the **Australia's connections through trade worksheet**.

The second part of the activity asks students to complete the 'First thoughts' section and then to come back to this activity after they have finished studying the topic to complete the 'Final reflection' section.

AUSTRALIA'S CONNECTIONS THROUGH TRADE WORKSHEET

Students will need an atlas or world political map, and two colour pencils each to complete this activity.

HOW DO CONSUMERS KNOW IF SOMETHING IS FAIRTRADE?

Ask students to take a close look at the image of the Fairtrade Mark. What do they see when they look at the Mark? The symbol has a stylised image of a waving farmer.

ACTIVITY: THE FAIRTRADE SYSTEM

Students need to watch the film clip *What is Fairtrade?* (1:43 minutes) available at: www.bit.ly/whatisFairtrade. Students may need to view this clip more than once in order to complete the activity. Note: not all of the Fairtrade products this film clip references are available in Australia, e.g. bananas.

DOES FAIRTRADE MAKE A DIFFERENCE?

Examples are given from the Asia-Pacific region of development projects paid for by Fairtrade producer organisations using their Fairtrade Premium funds. The Fairtrade education resource *Global Trade and Development: Connecting People and Places photo kit* has photos from Fairtrade producer communities in Papua New Guinea, Indonesia, and India. This resource could complement study of this section, by helping to set the scene for students re: the natural and built environment of these places, the types of work Fairtrade producers do, and the similarities and differences to their own lives and local environment.

ACTIVITY: MAKING A DIFFERENCE

Activity 2 instructs students to return to the earlier activity “Is ethical consumerism a part of global citizenship?” to complete the ‘Final reflection’ section.

Activity 3 instructs students to create a poster promoting ethical consumerism and Fairtrade to Australian consumers. Students will need blank paper and colour pencils to complete this activity.

ACTIVITIES: SUGGESTED ANSWERS



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

WORDS USED IN ECONOMICS

The words identified best match the examples:

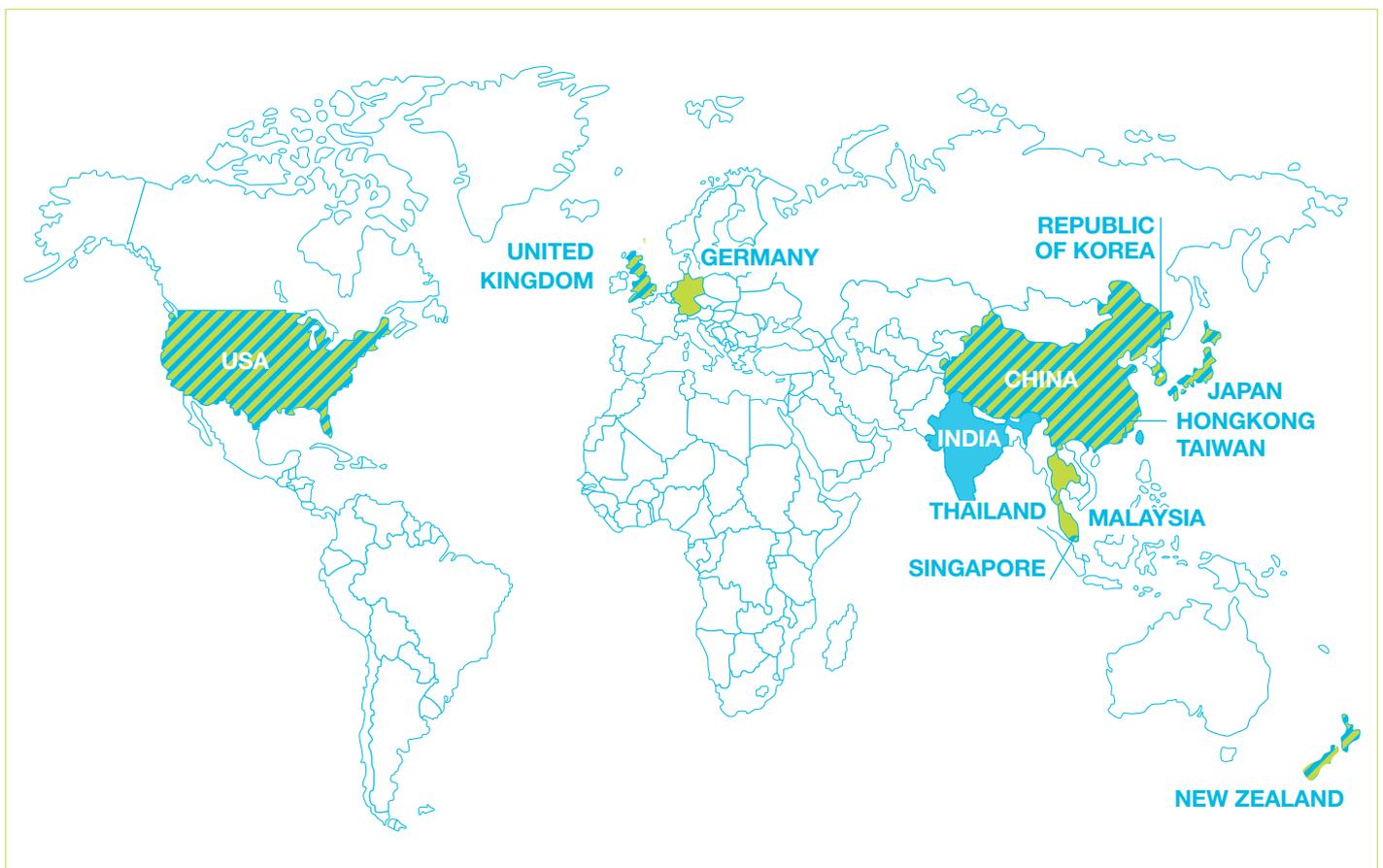
- **Consumer** → A person who buys a shirt for themselves.
- **Export** → An Australian business that sells iron ore to a business in China.
- **Good** → A sports ball for sale in a shop.
- **Import** → An Australian business that buys spices from a business in India.
- **Manufacturer** → A business that makes televisions.
- **Producer** → A farmer growing cotton.
- **Service** → A painter hired to paint a house.

WHAT'S FAIR?

1. The Oxford University Press definition of 'fair' is "treating people equally without favouritism or discrimination".¹ 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".²

AUSTRALIA'S CONNECTIONS THROUGH TRADE WORKSHEET

Australia's top 10 sources of imports and export destinations in 2015-16



There are six countries from the Asia region in the top 10 sources of imports into Australia.

There are seven countries from the Asia region in the top 10 destinations for exports from Australia.

Sample short paragraph answer:

Trade with Asia is very important to Australia. The main source of Australia's imports, and the main destination for Australia's exports is China. In the top 10 sources of imports to Australia, six of the source countries are located in the Asia region. Most of Australia's exports also go to countries in Asia, with seven of the top 10 export destinations located in that region.

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]

HOW DO PEOPLE KNOW IF A GOOD HAS BEEN ETHICALLY PRODUCED?

The words filling in the blank spaces in the text should read:

When making the **choice** to be an ethical consumer one of the challenges is knowing how goods were produced. Were workers treated **fairly**? Were the methods of production safe and environmentally **sustainable**?

When goods come from other countries it can be very difficult for an Australian consumer to know the answer to these questions. Think about a t-shirt, for example: who grew the raw cotton and what farming methods did they use? Who turned the raw cotton into thread? What about the workers who turned the thread into fabric, then cut and stitched the fabric into the final t-shirt?

There are a few options for **consumers** if they want to try to find out more about a t-shirt they are thinking of buying:

- They could do their own **research** into how cotton is grown, and what some of the issues faced by farmers and workers in the manufacturing process might be.
- They could **ask** the company that made the t-shirt or the company that sold it to find out how it was produced.
- They could check out research from organisations that **investigate** and provide information about whether a product was ethically made, for example the Shop Ethical consumer guide or the Baptist World Aid ethical fashion guide.
- They could see if the product has information, like a symbol, to show that it was made according to set ethical and/or environmental **standards**.

THE FAIRTRADE SYSTEM

- a) The impact of Fairtrade products improves: living conditions and working conditions
- b) The central component of the Fairtrade system is: the Minimum Price
- c) The decision of how to use the Fairtrade Premium is made by: the farmers and workers
- d) 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 [note: not all of these Fairtrade products are available in Australia e.g. bananas]

MAKING A DIFFERENCE

1. Papua New Guinea road improvement project → **Economic**
Pakistan health care project → **Social**
Indonesia tree planting climate change action project → **Environmental**
Indonesia job skills training project → **Economic**
[note: some students may also consider this to be a Social project as it directly targets women]
India organic farming training project → **Environmental**
Sri Lanka school bus project → **Social**

FURTHER RESOURCES



YOUTUBE

Fairtrade ANZ – www.youtube.com/user/FairtradeANZ

Fairtrade Foundation – www.youtube.com/user/Fairtradefoundation

WEBSITES

Fairtrade Australia New Zealand – www.fairtrade.com.au

Fairtrade International – www.fairtrade.net

World Fair Trade Organization – www.wfto.com



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