

From a fair trade tree to the school market

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Sub-title: Promotion of fair trade in primary schools, and the importance of local products and manufacturers, as well as focusing students' attention towards the shortest path towards local products.

2. BASIC INFORMATION ABOUT THE MODULE

Age: the target group are students of higher classes of primary school from grades 5 to 8, but the module can be adapted to younger or older age groups

Season: the module can be adapted to all conditions of the season, regardless of the weather conditions outside

Duration:

- Introductory activity -1st lesson in the classroom, 45'
- Main activities- two lessons in and out of the classroom , 2x45'
- Final activity- outdoor, 45'

Competencies used in Serbia:

- Mother tongue
- Social competencies
- Effect of human activity on the environment
- Initiative and entrepreneurial competencies
- Natural Sciences

Correlations: Biology, Geography, History, Household, Civic Education, Discussion class with form master

Key words: Fair trade, local products, local farmers, short food chains, fair trade in school, environmental awareness

Summary of activities

| <u>Number</u> | <u>Title</u> | <u>Method</u> | <u>Duration</u> | <u>Group dynamics</u> | <u>Location</u> |
|---------------|---|--|-----------------|-----------------------|-----------------|
| 1. | Introduction, what does 'fair trade' mean and what are 'short food chains'? | Introductory discussion, group work | 15' | Big group | Indoor |
| 2. | Key words concerning fair trade and short food chains; what's on the picture? | Brainstorming, discussion, individual work | 30' | Pairs, individuals | Indoor |
| 3. | Which tropical tree grows fair trade? | Brainstorming, making of the poster, field study | 30' | Small groups | Indoor |
| 4. | Monthly ticket for "walking bus" to the first local producers (what are | Discussion, demonstration, illustration | 30' | Big group | Indoor |

| | | | | | |
|----|--|--|-----|----------------------------|--------------------|
| | short food chains? | | | | |
| 5. | The main stops of „walking bus“, efficient and cheap way to reach the target | Field work, demonstration, illustration, practical work | 30' | Small groups | Indoor and outdoor |
| 6. | Muhammad must go to the mountain- Large market of local products | Practical work, demonstration, illustration, dialogue, monologue | 30' | Small groups | Outdoor |
| 7. | Campaign-Champagne | Research, analysis, demonstration, illustration, monologue, dialogue | 15' | Big group and small groups | Indoor and outdoor |

*Blue colour-Introductory activities, Yellow colour-second activities, Gray colour-final activities

3. OUTLINE OF THE MODULE:

Overview- brief summary, objectives, correlation, module activities

What does 'fair trade' mean? Why is it important for the world? Why is it important for us? In our environment, where are the nearest shops with fair trade products? What are local products? How do they reach major retailers? Why should we avoid buying in large multi-stores? How can we get people closer to direct sellers? How can we achieve short food chains? The importance of short food chains.

Goals: forming a proper attitude about fair trade and short food chains. Point out the fact how much effort people have put into fair trade products, as well as the distance of the product from which they come to us. Increase and create awareness of how important it is to support people with local products in order to avoid buying in large hypermarkets. Explain the concept and method of short food chains. Point out to how this can be achieved, and to show an example of forming the short food chain.

Tools and materials: 5 pieces of Hammer paper (soft carton paper) 100x 70cm, printed pictures of fair trade products, copy paper (one packet), copy paper of different colour (30 pieces), pencils or pens in different colour, scissors, various products from shops and some products that are made at home. 3 boxes of natural tea (originating from poor countries).

Preparations- *things that students and teachers need to prepare before starting the work*

Preparations for students: Students' task is to carry out a small research work; the task is to visit local stores and to make a list of all those products that they think can be made at home too, as well as to make a list of those vendors who are selling products from home that one can buy in stores too.

The second task is to bring a product that they themselves made from home; it can be milk, honey, cakes or something else.

Preparations for teachers: The teacher is required to assign the tasks in time and remind the responsible person in the school to remind students about the task. To start the first part of the

module teacher makes tea for all students so that everyone can drink tea as an introduction to the topic of fair trade shops. He/she makes agreement with the school headmaster about school market and agrees on how many and which manufacturers should be invited to the school market for promotion of their products (Preferably those dealers who buy from primary producers and primary producers themselves)

Connection points- *topics connection with everyday life, an appropriate way to enhance children's observations*

All children are in contact with products such as cocoa, tea or tropical fruit; these products are indispensable for the growth and development of each child and even every man. Using the module there is possibility for students to get a little more familiar with qualities and growing of these plants. In the second part of the module, students will have the opportunity to familiarize themselves with short food chain and form the right attitude about it; this is very important, since they go to shops on daily basis and purchase even from the very young age.

Implementation – list of the activities

The module is divided into three school classes (3x45'), the main topics of the individual classes:

- 1. Which tree grows fair trade products? (What does 'fair trade' mean?)*
- 2. Monthly ticket for "walking bus" to the first local producers (What are short food chains?)*
- 3. Muhammad must go to the mountain (Large market of local products, promotion of short food chains)*

Introduction:

15': Fair trade and short food chains

The teacher waits for the students in the classroom. He/she prepares tea and to begin with the students are invited to choose a cup.

A short explanation about fair trade and short food chains.

What is fair trade? Fair trade is an organized international social movement that promotes socially responsible behaviour in trade with producers from poorer backgrounds and countries. The movement defines fair trade as a trading partnership based on dialogue, respect and transparency, with the aim to increase mutual benefit in international trade.

Short food chains mean buying from those retailers and manufacturers who produce their own products. It means avoiding shopping in large stores and buying from the producers themselves in order to have a better insight into the origin of the product.

30': 'Warm up' game regarding fair trade and some of the key words

The objectives of fair trade:

- To improve the living conditions of producers by facilitating access to markets of developed countries, strengthening producer organizations, paying a better price and continuity of trade links
- To promote development opportunities for vulnerable groups, such as primitive, or autochthon communities (in South America) and the protection of children from exploitation;

- To raise consumers' awareness about the consequences suffered by producers in the third world for free trade on a global scale which is dominated by large corporations, with the aim that consumers use their purchasing power for positive purposes;
- To promote human rights, corporate social responsibility, environmentally friendly technologies

List of the countries where the fair trade is present and where fair trade shops are: Germany, France, Hungary, USA, England, etc.

Short food chains are increasingly present throughout the world; it is mainly the characteristics of developing countries, but all the more prevalent in developing countries, too. Those are local traditional products produced by local producers and the aim is to reach stores directly, and crafts that have their own tradition.

Task for students:

The teacher shows prints of a variety of fair trade products, and the task for students is to tell in a few sentences what they know about the subject in the picture, then the teacher describes it in more detail.

Banana (*Musa acumilata*) fruit is edible, botanical berry. One of the oldest fruits, it is believed to have first been grown in South Asia and that over the centuries has spread to the east and west. Bananas do not grow from the root structure that produces a stalk which is located above the ground. It is a common perennial plant; it is the largest herbaceous flowering plant in the world. According to the botanical definitions raspberries and strawberries are not berries, but bananas are. The botanical definition of the berry is "fleshy fruit produced from a single ovary," a banana perfectly fits this definition. Bananas are particularly important in East Africa, where they constitute a major source of food for about 50 percent of the population. In this part of the world, the annual consumption may be even more than 400 kg/person. Each year people eat more than 100 billion bananas worldwide.

Cocoa- Cocoa grows on trees with an average height of 4-8 meters and falls within the green plants of the family Sterculiaceae. Cocoa pulp is used to make juice, and from the fruit cocoa powder and cocoa butter are produced, and the whole fruit can be eaten. Chocolate has a long history; Mayans, ancient people of Central America, were the first to use the fruits of cocoa tree, which grows in tropical rain forests. The making of chocolate starts with cocoa grain that grows in warm and humid climate. Then, it is picked and fried, and crumbled into chocolate liquor. The term is misleading, because in fact it is an unsweetened drink. To this sugar is added, flavourings and butter and processed into chocolate.

Tea- history of tea begins 4 thousand years ago; there is a legend that the Chinese Emperor Sheng-Nong discovered the secret of tea preparation: wind accidentally brought a tea leaf into the heated water. The water quickly changed colour and to the emperor's nose came a strange smell and he did not recognize it. He took a sip and was delighted by its aroma and felt refreshed very quickly.

Orange- Orange tree is a symbol of love and marriage in many cultures. Orange is sometimes found on the renaissance paintings of couples. Oranges or orange is an evergreen plant. It has white flowers, fruit serves as a fruit rich in vitamin C. The country of origin as India and China and most often grows in warmer and southern regions. Orange is the most sold fruit in our Earth, has a specific smell, and tastes good.

30' Fair trade tree

The task for the students: division of the group into smaller groups and setting tasks. One group of students draws a big tree on the poster, titled "Fair Trade" and draws the fair trade logo on a poster. The other group of students draws continents in which products grow that participate in fair trade. The third group of students draws fair trade products and writes a few words next to the drawing of these products. The fourth group thinks about slogans for the poster.

Once all groups have finished their work, all the products and the countries of fair trade are put onto the poster and the poster is carried on the tour into as many as possible of classes in the school where few students present in a few words what the poster is about. At the end, the poster is exposed on a clearly visible place in the school.

30' Monthly ticket for "walking bus"

Introductory story of short food chains. What are short food chains? This is a project that is in developed countries already in practice. The goal is to shorten the distance between sellers and consumers as much as possible. This means that the importance of primary producers is increased; they are competitive in the market of food as much as possible and thus increase the quality of the food. In this program there is a conclusion of a contract between a whole seller and primary producers for a certain period. The importance lies in the fact that in this way the manufacturer guarantees the quality Bio Food (fruits, vegetables, cheese, milk, etc.) And the buyer can be sure about the quality of food.

We all like to know what and from whom we buy, we like to know more details about the food when we buy, and if we experience some quality food we buy it confidently in the future. If you know the seller and if you see the way he does it is easy to increase security of purchasing his products.

Exercise for students:

The students are divided into five groups. * (Students use the scale of products that have been determined before the start of the module)

First group: Students form a booth in the farthest point of the classroom or school. They are far away, but promote BIO food, they have only their own products, they know everything about the production of food and they are very kind and nice to customers, they answer all questions and provide customers the ability to taste food.

Second group: They're a little closer to the classroom, they are selling food, they represent the second level in the food chain, they know less about the products, but they are trusted about where food comes from.

The third group: they are nearest to the classroom, the closest to customers, but do not know anything about food, all the questions they answer that the food is fresh and good, but they have no proof of that.

The fourth and fifth groups: Two groups of students visit all sellers and try to get all the information about the products.

Questions and answers for groups:

For the fourth and fifth groups: 1. Are the products fresh? 2. Do you grow/make your own products? 3. How long do you grow/make your own products? 4. Is your effort worth of? 5. How can you guarantee the quality? 6. Are you open to criticism?

Answers for the first group: 1. The products are fresh, every day early in the morning we prepare our products. 2. I don't do this only, my family does it. 3. It is hereditary, my parents started and I've taken it over from them and now my children are learning the craft. 4. We work a lot, but it certainly feels good to provide quality and healthy food with monetary gain. 5. I myself can guarantee the quality, and anytime you can take a walk in my garden / workshop to check out the quality. 6. Of course, anytime; rarely it happens but both positive and negative critics are important to me.

Answers for the second group: 1. The products in our stores are always fresh, 2. No, I haven't, I take them over from the local producers. 3. /, 4. Yes, however except bio food I deal with the many other products. 5. Quality is guaranteed by the primary producer. 6. There is a guestbook where you can write your opinion.

Third group: for all the questions the same answer, "Our food is always of good quality. How much/many would you like? "

At the end of the exercise discussion about the students' experiences. Conclusion: Where did they want to purchase the most?

30' The main stops of 'walking bus'

Students are divided into groups (4-7 students in a group), they draw a part of the village/town/region and mark all local producers they know and mark all the stores that sell the products of primary producers.

After they finished the work, created posters are exhibited to clearly visible place in the school, in order to promote short chains of food.

30' Muhammad must go to the mountain

Organisation of an "Open Day", where students work together with local primary producers. Each student or a small group of students join one of the vendors that are selling food and they together sell the local producers' food. A small school market is formed where all students, teachers and even parents participate. With previously made posters fair trade as well as short food chains are promoted.

Students' task is to talk to all interested customers, to tell previously learned experience on the topic, to tell the customers why local products and purchasing from primary producers are important. Another task is to make it clear to customers where they can find the products sold on the market and which shops sell the same.

Customers' survey.

15' Campaign

At the end, the students analyse the surveys and verbally agree on experience.

Further opportunities and similar programs are discussed briefly.

Posters made during the module are collected, and then students are divided into groups to visit the city and exhibit them in order to promote fair trade and short food chains.

TEACHER'S PAGE -

The teacher prepares printed pictures of a banana, orange, cocoa and tea, and by using them enhance students to think of certain fair trade products, then they continue to talk about the product.

The teacher also prints fair trade logo and the student will put it on the poster (<http://www.fairtrade.net/>),

For the second part of the module the teacher prepares small cards with dialogues for students, it is to be printed in as many copies as many groups there are.

| <u>Questions for students</u> | <u>First group's answers</u> | <u>Second group's answers</u> | <u>Third group's answers</u> |
|--|---|--|---|
| Are these products fresh? | Yes, they are, every early morning we prepare our fresh products. | The products in our stores are always fresh. | "Our food is always of good quality. How much/many would you like?" |
| Do you grow/make your own products? | I don't do this only, my family does. | I take them over from the local producers. | "Our food is always of good quality. How much/many would you like?" |
| How long do you grow/make your own products? | It is hereditary, my parents started and I've taken it over from them and now my children are learning the craft. | No answer | "Our food is always of good quality. How much/many would you like?" |
| Is your effort worth of? | We work a lot, but it certainly feels good to provide quality and healthy food with monetary gain. | Yes, however, except bio food I deal with the many other products. | "Our food is always of good quality. How much/many would you like?" |
| How can you guarantee the quality? | I myself can guarantee the quality, and anytime you can take a walk in my garden / workshop to check out the quality. | The quality is guaranteed by the primary producer. | "Our food is always of good quality. How much/many would you like?" |
| Are you open to criticism? | Of course, anytime; rarely it happens but both positive and negative critics are important to me. | There is a guestbook where you can write your opinion. | "Our food is always of good quality. How much/many would you like?" |

In the third part of the module the teacher should be prepared, so when sellers arrive to school he/she introduces the students to the sellers, and tells the goals of this work, and also why students will stand next to them, as well as the objective and importance of this cooperation.

STUDENTS' PAGE- pages to be copied for the students

First task

Find characteristic words of fair trade (at the end of the first lesson)

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | A | N | A | N | A | B | T | R | A | D | E | I | N | A |
| J | G | L | E | O | I | G | A | F | O | R | N | M | L | I |
| U | L | C | O | C | O | A | E | C | R | H | J | L | T | U |
| D | E | A | P | O | V | E | R | T | Y | T | V | O | C | Y |
| N | G | O | C | P | E | N | T | K | A | W | O | R | L | D |

Second task (at the end of the second lesson)

Questions about fair trade and short food chains

| <u>Theses</u> | <u>YES</u> | <u>NO</u> |
|---|-------------------|------------------|
| Fair Trade is trade with producers from poorer countries | | |
| Cocoa, or tropical fruits are products of fair trade | | |
| We have stores of fair trade in our environment | | |
| Supermarkets in the world use generally fair trade | | |
| The fair trade producers get more for their work | | |
| In short food chains bio products are important | | |
| It is safer to buy in large markets where we do not know the origin of products | | |

Third task (survey at the end of the school market day)

| <u>Questions</u> | <u>I agree</u> | <u>I don't agree</u> | <u>Restrained</u> |
|--|-----------------------|-----------------------------|--------------------------|
| Fair trade is a concept that one can rarely hear in our country | | | |
| Fair trade is important for us and for the producers | | | |
| I wish this activity to be present in my environment to a greater extent | | | |
| I would go and buy in the stores of fair trade products | | | |
| In the future, I'll think more about what products I will buy | | | |
| I will always try to find primary producers, if it's possible | | | |
| It should be more campaigns made regarding short food chains | | | |
| In my area we have a lot of shops where one can buy safe products | | | |
| I will expand my knowledge about the topic that I've just learnt about | | | |