

# BE THE CHANGE

**Grade:** 7, 8 and 9

**Topic:** Survival and Development

**Curriculum Area:** Social Studies: Grade 7- Natural Resources, Grade 8-Patterns in Human Geography, Grade 9 Geography: Human-Environment Interactions

**Title:** What is Sustainable Development? Why Fair Trade?  
**Page 1 of 2**

## U.N. Rights of the Child Article(s):

- All children have a right to live. Governments should ensure that children survive and develop healthily. (Article 6)
- Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this. (Article 24)

## Information Studies: Overall Expectations Information Technology:

- use information technology to define needs, select information, analyse information, and reflect on research
- use information technology to explore information, collaborate with others, test ideas and present findings
- use information technology to relate prior knowledge, locate information, synthesize findings, formulate conclusions, and transfer knowledge and skills

For specific grade-level expectations, refer to *Information Studies: Kindergarten to Grade 12* (OSLA 1999).

## Resources:

- *The Future of the Earth*

## Websites:

- [Oxfam – Make Trade Fair](#)
- [Fair Trade Foundation](#)
- [United Nations Commission for Sustainable Development](#)
- [International Fair Trade Association](#)
- [World Business Council for Sustainable Development](#)
- [Sustainable Development UK](#)
- [Sustainable Development Technology Canada](#)
- [Department of Sustainable Development – Nunavut](#)
- [Encyclopedia of Sustainable Development](#)
- [SustainAbility](#)

## Black Line Masters:

- [Oxfam – Make Trade Fair](#)
- [Map](#)
- [Sustainable Development website analysis](#)

## Teaching Strategies

### Session 1:

Brainstorm what is essential for human life. Record the responses. Introduce the concept of sustainable development with the book *The Future of the Earth* by reading pages 4 and 5 to the entire class. Special emphasis should be given to the bold statement on page 5. Download and print the map from the [link](#) provided (permission is granted onsite for use in classrooms). Either individually or in small groups, have the students indicate on a map of the world a) their estimate of population density in red and b) their estimate of worldwide distribution of water resources in blue. (For additional maps from this site visit [Outline Maps](#)). Compare the student's estimates to the maps on both end papers. Are there any surprises for the students? What contributed to their guesses? What impact does this information have on the initial brainstorm list? Leave the students with a thinking question: ? "What is the impact of water supply and population density on sustainable development? Why is this important?"

### Session 2:

Ask the students what they have eaten for the last two days. Record their answers trying to group their answers by the food's similarities (sugar, fruit, grains, protein, beverages etc.). Also ask what material their clothes are made from. Discuss where they think the majority of those items have come from and why this would be important. Putting the students into pairs or small groups send the students to look at the [Oxfam – Make Trade Fair](#) or [Fair Trade Foundation](#) website. Each pair should look at the issues section as well as one of the following: coffee, rice, sugar or cotton. Using the [Oxfam – Make Trade Fair sheet](#), gather information. Each pair should also explore one "real lives" story and take notes. Jigsaw into larger groups so that each product is represented and share information and insights. Each group should come up with three things that they learned they did not know before to share with the class as a whole. Record these items. Leave the students with a thinking question: ? "How do fair trade and sustainable development connect?"

### Session 3:

Divide the class into small groups (no more than 3) and assign them readings using photocopies of the following pages from *The Future of the Earth* (Cancopy allows up to 10% of a book to be copied for classroom use if purchased by your board): pages 7, 17, 19, 31, 33, 37, 39, 49, 51, 65. The students are to read the information and decide on the three most interesting facts the rest of the class needs to know about their piece of information. Have them write the facts onto sentence strips, combine 3 groups and have them sort the information. Combine again and resort the information. Bring the whole class together and combine facts into sorted groups. Are there any trends? What stands out? Are there any surprises?

**Continued on page 2**

## BE THE CHANGE... Suggestions for Action

- Talk with your parents about what you have learned and discuss the fair trade movement. Is it possible to support this issue in your family purchases
- Ask before you buy. Where have the products been made and have fair trade practices been followed? Write letters to companies outlining your beliefs about fair trade and sustainable development.
- Begin a poster campaign in your school to inform about fair trade and sustainable development.

# BE THE CHANGE

**Topic:** Survival and Development

**Title:** What is Sustainable Development? Why Fair Trade?

*Page 2 of 2*

## Teaching Strategies

Session 4:

Using the [BLM](#), assign one of the websites in resources section to each pair of students. They are to analyze the website and look for answers to the questions on the [BLM](#). Discuss their findings. Bringing it all together, discuss what impact the information gained from the website has had on their perceptions of sustainable development. Will there be any changes in what you do as a consumer based on what you have learned? What do you want to know more about? What importance does this have to your life?