

# BE THE CHANGE

<b>Grade:</b> 6		<b>Topic:</b> Protection	
<b>Curriculum Area:</b> Canada's Links to the World		<b>Title:</b> How Fair is Trade?	
<p><b>U.N. Rights of the Child Article(s):</b></p> <ul style="list-style-type: none"> <li>To be protected from harmful work (article 32)</li> <li>To play (article 3)</li> <li>To an education (article 28)</li> <li>(article 24) <i>esp.</i> rich countries should help poor countries achieve these rights</li> </ul>		<p style="text-align: center;"><b>Teaching Strategies</b></p> <p><b>Session 1</b> Play the <i>Label Game</i>. Students check the labels of their clothing, backpacks, contents of their lunch, textbooks (where they are <u>printed</u>, not published) and record the country where that product was made on post-its. You might also bring in items to “stack the deck”, and ensure that South-east Asia is well-represented, as it is in the world. Students then use globes to locate the countries in which their products were made and post them on a large world map (preferably <a href="#">Peters projection</a>*). Students could access the interactive world map on the <a href="#">CIDA</a> website for further reference. At the end of the session, gather as a whole group, review the map and ask questions to guide reflection. <i>How many products that we use were made in Canada? Why so few?</i> 🤔 <i>Doesn't it make sense to manufacture something close to home, rather than half-way around the world?</i></p> <p><b>Session 2</b> Adapt the <a href="#">Junior Introduction to the United Nations Convention on the Rights of the Child</a> to your time frame. The purpose of this session is to give students a framework of global human rights to work within. 🤔 Ask students if they think people in all countries enjoy the same rights.</p> <p><b>Session 3</b> Begin by asking the students this question: <i>When you shop for something, what criteria do you use? (answers will vary e.g. cost, style, need)</i> Record their criteria, and save it for later. Divide the class into 2 groups. One half explores the following print resources: <b><i>Fair Trade? A Look at the Way the World is Today</i></b>. (pp 9 -12, Global Supermarket, pp 13-15 Clothing, pp16 – 18 Electronics and Gems), <b><i>Listen to Us</i></b> pp 29, 44, <b>and <i>Living as a Child Labourer</i></b>, p. 4, 5. The other half browses the websites listed. Then switch the groups. Students work in pairs, using <a href="#">BLM6 good bad</a>. Each student makes one summative statement, which reflects their thoughts and feelings about what they have learned so far.</p> <p><b>Session 4</b> Begin this session by inviting students to share their summative statements in pairs, then quartets. Share some with the whole group. Invite students to use Draw software (<i>Kidpix, Microsoft Publisher</i>) to publish their summative statements, and to augment them with graphics found on the web.</p> <p><b>Session 5</b> Read the introduction on pp 4, 5 of <b><i>Fair Trade?</i></b> Introduce the <a href="#">fair trade logo</a>. For homework, list all the stores in the neighbourhood that might carry fair trade products. Assign the stores to small groups of students. Their task is to record as many fair trade products as they can find, and bring their findings to the next session.</p>	
<p><b>Information Studies: Overall Expectations Inquiry and Research</b></p> <ul style="list-style-type: none"> <li>select information appropriate to needs, using a variety of strategies</li> <li>synthesize findings and formulate conclusions</li> </ul> <p><b>Information Technologies</b></p> <ul style="list-style-type: none"> <li>use information technology to gather and explore information</li> <li>use Draw applications to share information</li> </ul> <p><b>Social Studies (Revised)</b></p> <ul style="list-style-type: none"> <li>explain the relevance to Canada of current global issues</li> <li>describe some of the connections Canada shares with the rest of the world</li> </ul>			
<p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>			
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#">CIDA</a></li> <li><b><i>Fair Trade? A Look at the Way the World is Today</i></b></li> <li><b><i>Listen to Us: the World's Working Children</i></b></li> <li><b><i>Living as a Child Labourer</i></b></li> <li><b>Websites about children's rights:</b> <ul style="list-style-type: none"> <li><a href="#">Cool Planet for kids</a> (bananas)</li> <li><a href="#">Dubble Chocolate</a> (chocolate )</li> <li><a href="#">Global Exchange Fair Trade</a> (chocolate)</li> <li><a href="#">Play Fair Trade Fair</a> (soccer balls)</li> <li><a href="#">Fair Trade not available in Superstores</a> (food)</li> <li><a href="#">Unicef Voices of Youth</a> (introduction and examples of children's rights, includes quiz)</li> </ul> </li> </ul>			
<p><b>BE THE CHANGE...</b></p> <ul style="list-style-type: none"> <li>Write a convincing letter to a community newspaper, a large newspaper, a local retailer or the school newsletter explaining why it is important to support fair trade, both by purchasing products, and by offering them for sale. Be sure to include evidence for your arguments.</li> <li>Post and share information as described in Session 6.</li> </ul>			

# BE THE CHANGE

**Topic:** Protection

**Title:** *How Fair is Trade? continued*

## Teaching Strategies

### Session 5

Review homework results. Time permitting, examine students findings graphically. This is a good opportunity to use the Ministry-licensed software, *Appleworks*, which has a spreadsheet, from which you can make a variety of graphs simply by right-clicking on the data once it is entered.

Ask students: *Why do you think the fair trade logo is hard to find?* Reflect on the limited amount of fair trade, given students' findings over the past several sessions. Examine the criteria that students generated in session 3, reflecting their personal shopping habits. Tell them that manufacturers use the same criteria. Reflect on the fact that low prices have significant impact on people's lives, including children's lives. (sweatshop labour, child labour). ?

Make the connection that buying fair trade products, which are more expensive, breaks this bondage, and creates a market which works for everyone, both consumer and producer.

Another recommended resource, which could be used to deepen students' understanding at this point is [Global Exchange](#). One example of their many rich materials are postcards that powerfully impart some of the messages embedded in these sessions.

These are complex ideas, but once students have delved into them in some depth, they will be ready to "Be the Change" (Please see the section with this title on page 1). A copy of the letter that students write would provide an excellent assessment piece that accurately reflects their understanding of the concepts.

### Session 6

Use summative statements, published earlier using Draw applications, photocopies of their letters and copies of the fair trade log, as well as markers, coloured paper, highlighters etc. to create posters to put up around the school, to educate the community about fair trade. If interest is high, students could prepare skits, raps or songs to present the information at a school assembly.