

Fair Trade Lesson - PreK3 through 2nd Grade Group Guidance

Source: Media-Providence Friends School
Time Required: 40 minutes
of Participants: 10-16

Materials: Needs by Brenda Parkes
Zapizapu Crosses the Sea...a story about being fair by Diane Abad Vergara
Play money
Cups

Objective: Connect basic needs with how Fair Trade helps farmers in developing countries to meet theirs

1. Ask students what the things are that we need to survive/to stay alive.

Book: Needs by Brenda Parkes

Food, water, clothing, shelter, love

2. Read Zapizapu Crosses the Sea...a story about being fair by Diane Abad Vergara

Summary: Two children cannot attend school in a beautiful land far away because the \$ their father earns growing zapizapu is not enough to cover the rent plus food and education. Being able to drink clean water, have a few toys and visit the doctor are not possible on limited money either. In a different land, two children hear about this unfairness for hardworking growers of the plant that provides a drink they love. They tell their parents and friends about this injustice and the word spreads so that more people become interested in paying a fair price for the product. It changes the growers' lives and the village celebrates this change.

To act out the story--Divide class into two groups and separate them physically in two parts of the room to indicate distance. Use play money and cups as props. After the story ends with celebration, process the activity:

- What were the growers and their families celebrating?
- What is different now for Santiago and Maria? How did they feel when they could not attend school? What are their feelings now that they are able to attend?
- How did two children who heard their story make a difference? Are you able to make a difference like they did by telling others to buy Fair Trade products?

3. Review Basic Needs of People

Are the basic needs of the farmers able to be met when others pay a fair price for their products?

It is important that we care about others having enough to eat, drink, a place to live safely and be with their families.

Fair Trade Lesson - 3rd through 8th Grades Group Guidance

Source: Media-Providence Friends School
Time Required: 40 minutes
of Participants: 12-18

Materials: Worksheet 'How have your values changed?'
Fair Trade First by Ingrid Hess
'Decision Making Mountain' Worksheet

Objectives: Connect personal values with support of Fair Trade

Lesson:

1. Basic Needs of People

2. Quaker Testimonies & Our Values

Simplicity, Peace, Integrity, Community, Equality, Stewardship

These are things we value at our school and help us live in a caring way. Fair Trade is a way to show we want others to have their basic needs met and to be treated equally at the same time we are caring for the environment.

3. Worksheet 'How have your values changed?'

Complete worksheet comparing a 5-year-old's values with your personal values NOW.

Students notice that they are less egocentric and care more about others now than when they were 5.

Over time, with education, we develop a greater understanding of others in our community and the larger world and their needs.

4. The 8 Principles of Fair Trade

Using Fair Trade First by Ingrid Hess as a guide, show list of Fair Trade Principles. Students volunteer to share reading aloud. These principles act as guides to inform us for making good decisions.

5. 'Decision Making Mountain' Worksheet

Provide each student with this worksheet and ask them to make a hypothetical decision to buy a Fair Trade product for someone. Write that decision (Ex: Buy FT dark chocolate for my dad) in the 'Decision' area. Under 'Consequences', write all the outcomes (positive and negative) that follow as a result of this decision to buy Fair Trade (use the 8 principles as a tool). For 'Options', write choices you have, now that you know the consequences (Ex: FT Chocolate costs more, so I might buy and be satisfied with less of it.)

6. Different Outcome

Using a clean copy of the 'Decision Making Mountain', write down a decision that is NOT to buy Fair Trade. Fill out the consequences and options for that choice. Compare with the other 'Decision Making Mountain' worksheet.

Process Qs:

- What difference does it make when you buy a Fair Trade product?
- Do you have different emotions when you consider buying a product that gives a farmer/artisan a fair wage?
- Are there sacrifices you are willing to make to purchase more FT items?

How Have Your Values Changed worksheet

Name _____

How have your values changed?

Values are things people appreciate. Something has value if it is important to you. When you were a very young child you began to build your own list of values. You have been deciding what is and what is not important to you.

Listed below are qualities people value. Write an "X" under Important or Not Important to show if you think a five-year-old values that quality. Write another "X" under Important or Not Important to show if **you** value the same quality.

 Five Year Old		Qualities People Value	 You	
Important	Not Important		Important	Not Important
		Being attractive		
		Having close friends		
		Loving your family		
		Having many toys		
		Being self-confident		
		Having a bicycle		
		Sharing with others		
		Having many clothes		
		Being popular		
		Being healthy		

1. What things are important to a five-year-old?

2. What things are important to you?

3. How have your values changed since you were five years old?

Principles of Fair Trade (Think Fair Trade First by Ingrid Hess)



The 8 principles of Fair Trade are:

- Creating jobs for people who aren't usually hired
- Caring for the environment
- Capacity building
- Paying a fair price
- Giving women & girls the same opportunities as men & boys
- Building sustainable long-term relationships
- Supporting good working conditions
- Educating people about Fair Trade & encouraging them to get involved

Let's look at each principle more closely.

Decision Mountain (National Liberty Museum worksheet)

Decision Mountain

Decision

Consequences

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| _____ | _____ |
| _____ | _____ |
| 3. _____ | 4. _____ |
| _____ | _____ |
| _____ | _____ |

Options

Define the Problem

The National Liberty Museum celebrates the historical perspective and diversity of the American experience by exploring issues of understanding, tolerance and non-violence.
In the heart of the nation's historic shrines at 321 Chestnut Street, Philadelphia, PA 19106-2779
Phone: 215-925-2800 • Fax: 215-925-3800 • liberty@libertymuseum.org • www.libertymuseum.org

... my tolerance 133