

Changing the Rules of the Global Economy: An Introduction to Fair Trade



FAIR TRADE SCHOOLS

Differentiated Lesson Plans for Grades 6-12



Overview of Lesson Series

Fair Trade Schools is a recognition program for schools, grades K-12, demonstrating their commitment to Fair Trade. Through this program, we seek to engage future generations in making a difference through their purchases and understanding Fair Trade within larger global issues. In our globally connected world, the concepts of environmental and economic justice, as well as fair treatment of those less fortunate, are imperative for students to learn.

Fair Trade Campaigns is a powerful grassroots movement mobilizing thousands of conscious consumers and Fair Trade advocates on campuses and in communities across the U.S. We are part of a global effort to normalize Fair Trade as an institutional practice and consumer preference across 24 countries and on 6 continents.

These lessons were developed in partnership with, and incorporate original content developed by, Creative Change Educational Solutions.



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Table of Contents and Lesson Sequence

Lesson/Activity	Description	Time
A) Why did you choose that?*	Learners consider factors that affect their purchasing decisions, such as price, style, and where or how the garment was made. Two options support differentiated instruction.	20-30 minutes
B) Management Simulation*	Learners take on the role of a business manager who must increase profits by adjusting revenue and expenses such as workers' salaries or the price of the widget. The activity introduces fundamental values and 'rules' of the global economy, setting up learners up to compare them with Fair Trade practices.	45-60 minutes
C) Informational Text: The Rules of the Global Economy	A reading selection further explains the concepts students experienced in Activity B (e.g., competition to make profits), and introduces the principles of Fair Trade. Students compare and contrast the approaches in a formative assessment.	30 minutes
D) Action Project	Students develop an outreach project to educate peers and/or the community about Fair Trade.	45 minutes in class w/possible outside work

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Document Structure

This document contains Teacher Notes followed by complete student materials for all activities. You can print and copy the student pages as desired.

For greatest impact, we suggest using the complete document in sequence. If you have less time, here are some strategies for selecting activities:

- Use Activity A as a 'hook' to engage students in the topic, and then continue with your relevant course materials.
- Use the reading selection to supplement your textbook and introduce different perspectives.
- Use the culminating activities as the basis of projects--assuming students have the background knowledge.

Regardless of your strategy, ensure you allow adequate time for debriefing, assessment, and closure. For additional guidance, please see *An Educator's Guide to Fair Trade*.

Teacher Notes

Guiding Questions

- How do our values impact our consumer decisions?
- What are some of the rules and practices of global trade?
- Who and what are impacted by global trade?
- How can Fair Trade principles impact people, communities, and the environment?
- What can consumers do?

Concepts/Vocabulary

consumers, expense, labor, producers, revenue, shareholders, supply, demand

(Terms and definitions are provided at the end of the Student Pages. See also the *Educator's Guide to Fair Trade* for a Master Vocabulary List with terms you may want to introduce or review.)

Note: Economics curricula use the term 'producer' to mean a firm or business. Students may encounter this use of the term in their textbook or a state assessment. In the field of Fair Trade, 'producers' are the farmers, workers, artisans, fishermen, etc. 'Businesses' are the brands. Clarify this with students as needed.

Background and Prerequisite Learning

This foundational lesson introduces the basic values and 'operating rules' of two approaches to global trade: the dominant model, characterized by winner-take-all competition to increase profits and lower costs, and Fair Trade, characterized by win-win strategies that benefit consumers, businesses, workers, and communities.

The lesson centers on a simulation in which students (acting as managers) make decisions about workers' wages and other variables affecting profits. Students must assess trade-offs, risks, and benefits. For example, investing more in environmental protection could cost more, but could also be used as a selling point to consumers.

Through the activity, students gain an understanding of concepts such as competition, profit, value, and impacts on workers and communities. Students can also see basic principles of supply and demand. The simulation follows with an informational reading that further explains the principles of the dominant global economic model and contrasts them with the Fair Trade approach. Students then apply their learning in a public outreach project they design.

The dominant global economic approach is often called **free trade**. To reach the goal of maximizing profits above any and all other factors, free trade principles emphasize deregulation, limited governmental intervention, and capital mobility. However, this lesson introduces more basic economic concepts, so the specific principles of 'free trade' are not introduced.

Outcomes and Assessments/Activities

Big Ideas	Assessment/Activities
<p>Students will understand that:</p> <ul style="list-style-type: none"> • Global trade operates by a specific set of principles and ‘rules’. • Any particular product can be made/produced in different ways using a different set of goals and principles. • Different production methods have different impacts on workers and the environment. • Trade can be a tool to deliver empowerment and equity to all parties, or one that benefits a few. • Fair Trade is a global business model that aims to increase benefits to workers, the environment, community, and consumers. 	<p>Students demonstrate learning as they:</p> <ul style="list-style-type: none"> • Describe key principles and rules of global trade, such as competition to increase profits. • Compare and contrast approaches to global trade. • Evaluate the impacts of these different approaches. • Develop a strategy to educate others about approaches to global trade.

Common Core English Language Arts Anchor Standards

Reading Grades 6-12

Key Ideas and Details

1. Read closely to determine what the text explicitly says and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Activity C)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details. (Activity C)
3. Analyze how individuals, events & ideas develop and interact within the text. (Activities B & C)

Writing Grades 6-12

Production and Distribution of Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Activity D)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Activities A & D)

Speaking and Listening Grades 6-12

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (Activities A & B)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (Activities C & D)

Language 6-12

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking, and listening at the college/career readiness levels. (Activities B, C & D)

The *Educator's Guide to Fair Trade* provides additional background reading. You can provide this content to students who are ready for more challenging content.

Materials and preparation:

- Review the options for Activity A. Option 1 focuses on criteria for buying a soccer ball. Option 2 focuses on clothing choices.
- Review the student materials and the directions for Activity B, the simulation.
- Print/copy student materials as needed, and/or share the file.

Activity Procedures

Self-explanatory directions for each activity are provided within the student pages. This section contains additional guidance for each activity.

Activity A: Why did you choose that?

Directions:

- Assign students Option 1 (soccer ball) and/or 2 (clothing) based on your learning goals and relevance to students. Because both options address criteria for students' consumer decisions, you can have students complete different options and then ask representative(s) from each option to share their responses.
- To draw connections between the options, have a full class discussion comparing students' overall criteria and consumer values.

Differentiation/Adaptation:

- As noted, assign Options 1 and/or 2. Note that Option 2 uses the terms 'buy' and 'acquire' given some students may not purchase their clothing and get it instead from relatives or other non-monetized sources.
- For either option, have students work in groups or pairs.
- Have students write and/or discuss their responses individually. See the *Educator's Guide* for effective discussion and writing strategies.

Activity B: Management Simulation

This activity unfolds in three steps:

Setting the stage (Time will vary based on students' reading levels and if students read the content before class.)

- Using your preferred reading strategy (see *An Educator's Guide to Fair Trade* for ideas), have students read 'Management Simulation: Introduction' and 'Management Simulation: Business Structure' in the student pages. Explain/review key vocabulary and concepts as needed.
- Check for understanding using the prompts provided or your preferred method.

Simulation Implementation (+/- 30 minutes)

- Project and review the page 'Management Simulation: Monthly Accounting Sheet.' Support students by showing or asking them to identify table headings, calculations for each heading, and other text elements.
- Have students complete the Month 1 calculations for Expenses, Revenue, and Profit or Loss in the student pages. Dramatize the impacts of the loss: "Now what? You really need to make a profit in Month 2 or you will lose your job."
- Continue to the next page, 'Management Simulation: Directions for Months 2 and 3.' As a full class or in pairs/small groups, have students review the decisions and discuss the impact of each on profits.
- Have students make decisions and fill out the Month 2 column in table on the Monthly Accounting Sheet. (As needed, model the activity by completing all or part of Month 2 with the full class.)
- As applicable, have students share and compare responses in pairs, groups, or as a full class. For example, ask students to compare their decisions with a classmate's and identify at least one decision that was similar and/or different. Students should explain to each other why they made that decision.
- Set up Month 3 by dramatizing the need to increase profits (even more if applicable). Ex: "You made a profit, but shareholders want more. If you increase profits, you'll get a raise. If you don't, you'll be fired."
- Have students make their decisions and calculate/share/compare results as before.

Debrief (Time will vary based on students' writing skills and if students have written responses before class.)

- Have students complete the questions as a discussion or as a writing assignment.
- Review as a class or in pairs/small groups. Draw connections among responses in ways that highlight students' insights.

Activity C: Informational Text

Directions:

- Activity C is a multi-part reading. Have students read the first text titled, “The Usual Rules of the Global Economy”.
- Guide students through the reading using the checks for understanding provided or your preferred method.
- Have students read the text titled “A Different Set of Rules: Fair Trade”. This introduces new vocabulary associated with Fair Trade. Apply checks for understanding as needed.
- Following the readings, have students compare and contrast the usual rules of trade to Fair Trade in partners, groups, or whole class. Some commonalities should surface, such as quality and/or affordability.
- If time permits, supplemental links to the Fair Trade USA website are provided following the lesson.

Differentiation/Adaptation:

- See the *Educator’s Guide to Fair Trade* for differentiating the reading for struggling readers. There are strategies for working with the text, such as annotating to highlight important main ideas, supporting ideas (evidence), and definitions.

Activity D: Action Project

Fair Trade offers solutions to some of the problems found in global trade. In this Activity, students create a project to increase consumer awareness.

Directions:

- The project is left up the discretion of the teacher and the needs of the classroom. Examples include, but are not limited to the following: an informational brochure; a persuasive letter to a company; or other call to action. If you have access to technology, a podcast or video are other options.
- Questions on how to set up the project are provided ex: tone, audience, and message.
- The rubric provided can be used to assess the final project.

Student materials follow.

Activity A: Why did you choose that? (Option 1)

Football/Soccer is the world's most common sport. The creation of soccer balls can be done through machine-process but many high-quality soccer balls are hand-sewn. According to [Fairtrade International](#), 70 percent of the world's hand-stitched sports balls are produced in the Sialkot district in Pakistan, a densely populated area where 40,000 people work in the sports ball industry and child labor is common. The process is labor-intensive and work is often contracted out to small village workshops or at home laborers. These communities experience high rates of extreme poverty, and labor exploitation is a common occurrence.

Imagine you are at a store to buy a soccer ball for yourself or your team. You can choose between two balls:

- Ball #1 costs \$19.99. It is made and sewn by a 10-year old named Samvari. She doesn't go to school because she works long shifts of 10-15 hours a day for 6-7 days a week.
- Ball #2 is \$29.99. It is made with a commitment to fair wages and sweatshop-free labor.

Which ball would you buy? _____



Write a paragraph that describes what influenced your decision based on information from the text or your prior knowledge and experience.

Rubric:

1	2	3
You do not use complete sentences.	You use some incomplete sentences, some grammatical errors.	You use complete sentences with few or no grammatical errors.
You don't mention any factors that influenced your decision.	You mention only one factor that affected your decision.	You mention two or more factors that affected your decisions.

You can learn more about Fair Trade soccer balls/footballs in [this short video](#) from Fairtrade Foundation.

Activity A: Why did you choose that? (Option 2)

Introduction: Why do you have the clothes you have? How did you come to purchase or acquire them? What factors or criteria do you value most? In this activity, you will explore these questions.

Directions: Use the table below to identify factors that affect the clothing you choose or have. Place an X in the appropriate boxes. Be ready to share your responses.

Factors/Values affecting clothing decisions:

<i>How important is . . .</i>	Important	Somewhat Important	Not Important	Not sure/Not Applicable
Price				
Availability				
Style/looks				
Fit				
Comfort				
Status: Peers will admire me				
Clothing materials				
Where/how the clothing is made				
Other factor:				

Discussion:

- Which of the above criteria had you considered before?
- What would you rate as the most important factor(s)?
- Why did you rate other criteria as less important?
- Compare your responses with a classmate. Identify a response that is different and discuss why.

Activity B: Management Simulation

Introduction

The things we use every day, the foods we eat, the clothes we wear, and video games we enjoy all are produced through a global network of businesses, workers, stores, and consumers. With rubber from Malaysia, cotton laces from Mexico, assembly in China, and transportation powered by Middle East oil, a simple item such as a sports shoe takes a global journey.

Globalization is a term used to describe the ways the economy has become more international.



In the global economy, businesses (the **producers** of items) compete with each other to increase profits. To do so, businesses consider factors such as the cost of workers (wages), materials (such as rubber or cotton), and the price of the item. Overall, there are two main ways to compete and increase profits:

1. **Lower the costs of producing the item.** For example, if Business A decides to make its shoes out of vinyl, Business B might choose a less expensive material to be more competitive. Business B may also try to locate in countries where wages are lower.
2. **Increase revenue.** Businesses can charge more for the shoes to increase revenue, or they may try to increase the quality and style so that there is more consumer demand for the shoes.

Each of these decisions has consequences. For example, choosing to raise the price of the shoes will increase the profit per pair of shoes, but consumers may choose a less expensive pair.

In this activity, you will play the role of a manager who must make decisions to increase profits. You will have the opportunity to decrease costs and/or increase revenue. You will have to decide how much to pay workers, what to spend on environmental protection, the price of your product and more.

Check for understanding:

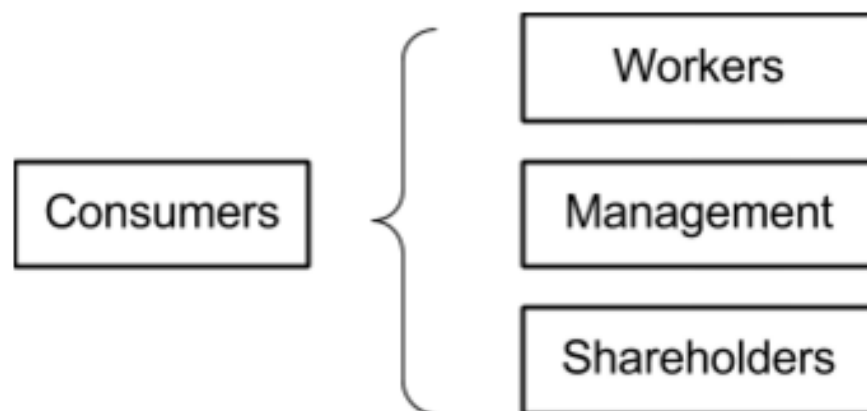
- What did you already know?
- What words are new?
- What are you reminded of?

Business Structure Overview

Before you begin the simulation, you need to know a little about your company. First, your product is a widget, a thing other companies use to make more things. Second, the structure of your company is based on four important groups:

- **Shareholders (also known as investors):** Shareholders provide money (investment) that management will use to buy **capital** (raw materials, safety equipment) and pay for salaries. Profits from the business are returned to shareholders. This is called 'shareholder return' -- in other words, the money 'returned' from the investment.
- **Management:** Managers use the investors' money to run the business. They make the decisions, and their goal is to increase profits for the shareholders. **You are the manager and you are expected to make a profit for the shareholders.**
- **Workers:** Workers make the products and get paid a salary. Workers follow directions from management.
- **Consumers:** Consumers decide which product to buy based on multiple factors, such as their values, wants, price, and other information available to them about the product or company. Consumers can also put pressure on management and shareholders to change how the company operates. This, in turn, can impact workers.

Here is the structure:



Check for understanding:

- What terms are new?
- Who are the groups that create a functioning business?
- What are some real world examples of the groups?

Activity B: Management Simulation - Monthly Accounting, Month 1

Review Month 1: You are the manager of a business that makes ‘widgets.’ Review the figures in the EXPENSES and REVENUE tables below and respond to these questions for **Month 1**:

What were your total expenses? _____

What was your total revenue? _____

Subtract revenue from expenses. Did you make a profit or lose money? _____

EXPENSES (in generic ‘units’ of money)

	Month 1	Month 2	Month 3
Raw materials (fixed cost)	20	20	20
Environmental and safety protections	20		
Workers’ salaries	20		
Management salary (yours)	40		
Total Expenses (add up all)			

REVENUE (INCOME)

	Month 1	Month 2	Month 3
Price of widget	4		
Number sold	20		
Total Revenue = (Price x Number sold)			

PROFIT OR LOSS (REVENUE MINUS EXPENSES)

	Month 1	Month 2	Month 3
Total revenue			
Total expenses			
PROFIT OR LOSS (Revenue - Expenses)			

Activity B: Management Simulation - Monthly Accounting, Months 2 & 3

Month 1 did not turn out as you hoped, and now the shareholders are pressuring you to make a profit in Month 2. If you do, you'll get a bonus. If you don't, you might lose your job. To make a profit, you can reduce your expenses or increase your revenue. Here are **specific decisions** you can make:

EXPENSES

Environmental and safety protections:

- You can spend more on this. This will raise your expenses but it would make workers safer and the community healthier. And, consumers may be more interested in your product if they know it was made in a way that protected workers and the environment.
- You can spend less on this. This will lower your expenses but you might have costly accidents. Consumers may not want to buy the product if they know it created environmental damage or harmed workers.

Workers' salaries:

- You can raise wages. This will increase expenses, but it might make workers more productive, meaning they'd make more widgets per hour. Higher wages could also mean that workers stay in their jobs.
- You can lower wages. This will decrease expenses, but it may make workers less productive. Workers might leave looking for better-paying jobs.

Management salary (yours):

- You can raise your salary: This will cut into profits and possibly make workers resentful, but maybe you deserve a raise since you are making so many difficult decisions.
- You can lower your salary. This will decrease expenses, possibly add to profits, and probably make workers happier, but it means less money for you.

REVENUE

Price of widget and number sold:

- You can increase the price of your widget 1 unit at a time. This will increase revenue but customers will buy fewer widgets. (Higher prices means lower demand.) For every 1 unit you increase your price, decrease the number sold by 5. For example, if you increase your price by 2 units, you will decrease sales by 10.
- You can also lower prices 1 unit at a time. This will decrease revenue but lower prices increases demand, meaning you sell more. For every 1 unit you decrease the price, increase the number sold by 5.

Activity B: Management Simulation - Debrief

After you have completed the activities for Months 2 and 3, answer the following questions as directed by your teacher.

1. What was new or surprising about the simulation?
2. In this simulation, who had the power to make decisions: shareholders, managers, workers, or consumers?
3. What were your goals? What drove your decision?
4. What did you stand to gain or lose based on your ability to increase profits?
5. Did you have to make any choices you didn't really want to make?
6. What choices do you think the workers would have made?
7. Imagine you are a consumer shopping for a product (a 'widget' or a soccer ball) and you had the opportunity to contact the shareholders and managers. What would you want them to do?

Activity C: The Usual Rules of the Global Economy (Reading Selection)

One way to understand the global economy is to think about players, the goal, and the rules (the same elements of a game). As you experienced in the simulation, the **players** are shareholders, businesses (often called ‘firms’ or ‘producers’ in economics language), managers, workers, and consumers. The **goal** is to increase profits. The **rules** allow decreasing expenses or increasing revenues.

The goal (increasing profits) pressures businesses to compete against each other to make the most money. This means managers of Company A try to make their costs lower or revenue higher than Company B. Strategies include lowering labor and production costs, raising prices, or gaining more customers with better products. Companies that don’t increase profits may go out of business.

To stay competitive, some businesses cut costs in ways that have negative impacts on workers or the environment – even if individual managers within the company would prefer not to. But because they must follow the rules and reach their goal, managers must make difficult decisions to simply stay in business. And, their own jobs may depend on it.

In recent decades global economic competition has increased, and businesses have moved jobs to countries where wages are low, and the workforce is dispensable and undervalued. For example, 70 percent of the world's hand-stitched sports balls are produced in the Sialkot district in Pakistan, a densely populated area where 40,000 people work in the sports ball industry and child labor is common. ([Fairtrade International](#))

Some people believe that low-wage jobs provide opportunities to people who would otherwise not have jobs. They also believe that laws requiring higher wages or environmental protection will make businesses move jobs to other places or make products too expensive for consumers. In this way of thinking, businesses are more likely to ‘win’ the game if other players lose. Consumers may not even realize they are part of the game or understand the rules. Consumers who do understand the rules may consider them unfair.

Discussion questions and writing prompts:

- Where does money come into a business and what does it go towards?
- Whose role do you think is most important for the success or failure of a business?
- What makes a business thrive?
- What makes a product profitable?
- Why should there be a profit?
- What factors can be added into this business model?
- What did you already know?
- If a business wants to cut expenses, what strategies can it use?
- How would you change the rules if you could?

Activity C: Fair Trade: A Different Set of Rules (Reading Selection)

Fair Trade is a global business model that offers different goals, rules, and players. The players in this model include not only producers, workers, and consumers, but also the communities where products are made, and the surrounding environment that supports everything. (In the Fair Trade model, the word 'producers' means the people who produce the product, not the firm or business.)

The goal of Fair Trade is to provide benefits to all players at the same time. Fair Trade supports the idea that better income, workers' rights, and environmental protection means quality products that have a positive impact on all the players. Instead of businesses just competing for the highest profits, they 'compete' to increase quality and value to all.

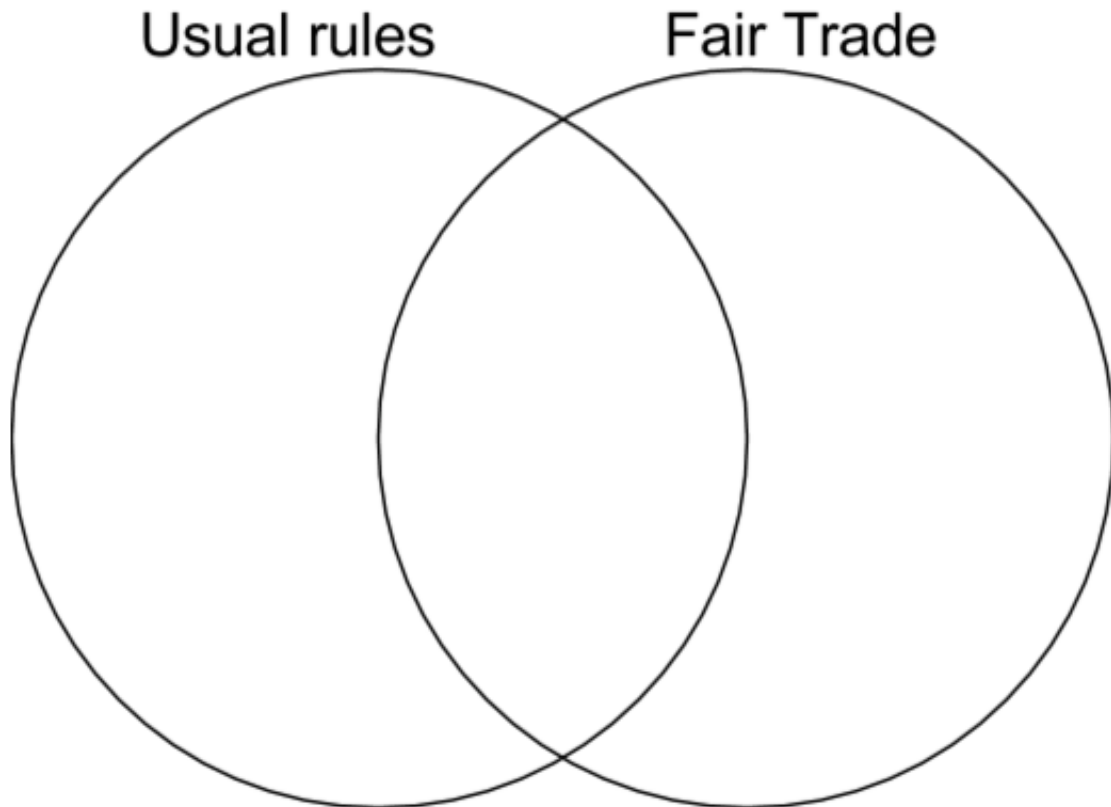
Key principles include:

- **Shared benefits:** Fair Trade creates opportunities and ensures the economy benefits all the players, from workers to businesses to consumers to the environment.
- **Democratic control:** Fair Trade workers are in the driver's seat. They have more power to make decisions about their wages and working conditions. In some cases, workers own the businesses and are their own managers. Such groups of farmers or artisans who together own and run a business are called **cooperatives**. In others, there are farm or factory workers operating as an organized worker body who control the usage of the community development premium monies and have input into working conditions and other factors.
- **Environmental sustainability:** Fair Trade products are grown or made using environmentally sustainable methods that protect farmers' and workers' health, and preserve valuable ecosystems for future generations. Many Fair Trade products are organic.
- **Consumer awareness:** Fair Trade educates consumers about how their products are made so that people can shop based on their values.
- **Fair prices for workers:** Fair Trade ensures that farmers and workers receive stable, reliable income.
- **Additional income:** With every Fair Trade sale, farmers and workers directly earn an additional amount of money called the Fair Trade premium. This payment, along with attention to quality and sustainable practices, can add expenses that non-Fair Trade businesses do not pay. This means that Fair Trade products can sometimes cost a bit more than 'regular' items. In return, consumers get a product made in ways that help people, communities, and the environment. You can use this information to choose how to spend your money. For example, if you had \$3 to spend on chocolate, you could buy a smaller bar of Fair Trade chocolate that helped keep kids in school, or a larger bar of non-Fair Trade chocolate. And, as Fair Trade businesses grow, the supply of the products increases, which can result in prices coming down.

You can learn more about Fair Trade by viewing these [short informational videos](#).

Activity C: Formative Assessment

Using the knowledge you gained from the reading you did, compare and contrast the usual rules of global trade vs. Fair Trade. Choose one or more aspects to compare: the goal, rules, players, who 'wins', wages, or environmental protection.



Questions:

- Revisit your responses from Activity A. Is there anything you'd change? Do you have different ideas about what products you'd buy and why?
- What are the shared traits/goals to both Fair Trade and usual global trade?
- What are some benefits to Fair Trade and why?

Activity D: Global Citizens, Conscious Consumers

Several organizations certify products with Fair Trade labels. These labels enable shoppers to quickly identify products that were produced in an ethical manner. A Fair Trade label on a product package is the consumer's guarantee that the product has met strict social, economic and environmental standards.



Fair Trade at your School

Schools across the U.S. are promoting Fair Trade through awareness and purchasing decisions. Students, teachers, administrators, school boards, and community members make a difference by, for example, purchasing Fair Trade coffee for the cafeteria or holding educational events. Schools can earn badges for their Fair Trade efforts, and earn designation as a Fair Trade School that showcase their work. [Review some existing campaigns.](#)

In this activity, you will create a brochure, poster, video, podcast, etc. that educates your school community about Fair Trade. You can make the piece informational, or you can try to persuade your audience to take a specific action.

Begin by planning your piece:

1. Who is your audience?
2. What is your message? What do you want your audience to know? Focus on some aspects of the problem and offer solutions.
3. What facts will you use to support your message?
4. What tone will you take to best communicate your message?
5. How will you get your audience's attention?
6. What format will you use? (video, Twitter campaign, etc. If using social media, include the hashtag #FTCampaigns.)

Rubric

Criteria	1	2	3
Quality of content	<p>My work is incomplete. I provide only weak or incomplete supporting evidence.</p> <p>The connections I make to other ideas or information are weak.</p>	<p>My work is adequate but could be more thorough. I make some connections to ideas from the unit.</p> <p>I support my responses with some details and facts, but they are not completely accurate.</p>	<p>My work is thorough. I make meaningful connections to important ideas from the unit.</p> <p>I draw upon previous knowledge.</p> <p>I support my responses with relevant details and accurate facts.</p> <p>I raise important questions or connect my response to larger issues.</p>
Organization of content	<p>Main points are not presented, or lack relevance and logic.</p>	<p>Main points are presented; order and format are somewhat logical and interesting.</p>	<p>Main points are presented in a logical and interesting format.</p>
Multiple ways to represent content	<p>I use all at least one of the following elements: pictures, video, text, charts/graphs.</p> <p>My elements do not support teach other. Elements lack organization, readability, or proper labeling.</p>	<p>I use all at least two of the following elements: pictures, video, text, charts/graphs.</p> <p>My elements somewhat support each other. Elements are somewhat organized and readable. Charts/graph are lack some important features, such as labeling.</p>	<p>I use all at least three of the following elements: pictures, video, text, charts/graphs.</p> <p>My elements support each other to clarify my points. Elements are well-organized and readable. Charts/graph are clear and contain proper labeling and headings.</p>

APPENDIX A: Vocabulary

- **Consumer:** A person who purchases goods and services for personal use.
- **Cooperative:** A business that is owned, controlled, and operated by a group of users for their own benefit. Each member contributes equity capital, and shares in the control of the firm on the basis of one-member, one-vote principle (and not in proportion to his or her equity contribution). Cooperative members share in the profits or losses.
- **Demand:** The desire of consumers to purchase a product. 'High demand' means many people want the product.
- **Expense:** Costs for workers, materials, and other items needed by a business.
- **Labor:** Another term for worker.
- **Manufacture:** To make things on a large scale, especially in a factory or with machinery.
- **Producer:** Economics curriculum uses the term 'producer' to mean a firm or business. In the field of Fair Trade, 'producers' are the farmers, workers, artisans, fishermen, etc. 'Businesses' are the brands.
- **Revenue:** Money that is earned by a businesses. Also called 'income.'
- **Shareholders:** People who invest money in a business. They 'own' a portion of the business.
- **Supply:** The amount of a product that is available.
- **Workers:** People in factory and manufacturing jobs (as opposed to managerial or executive positions).

APPENDIX B: Resource List

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- *Fairtrade International - Sports Balls*. Retrieved from <https://www.fairtrade.net/products/sports-balls.html>
- VIDEO *Playing Fair: The Story of Fairtrade Footballs*. <http://schools.fairtrade.org.uk/resource/football/>

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- *Fairtrade International - Sports Balls*. Retrieved from <https://www.fairtrade.net/products/sports-balls.html>

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- *Fair Trade Videos*. Retrieved from <http://fairtradeusa.org/resources/videos>

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- *Fair Trade Schools*. Retrieved from <http://fairtradecampaigns.org/campaign-type/schools/>