

An Educator's Guide to Fair Trade



FAIR TRADE SCHOOLS



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.



www.creativechange.net | www.sustainability.creativechange.net

Table of Contents

I. Introduction

II. Comparing Free and Fair Trade

- A. Free Trade
- B. Fair Trade
- C. Free vs. Fair Trade Comparison
- D. Fair Trade FAQ's
- E. Fair Trade Myths

III. Master Vocabulary List

IV. Master Resource List

V. Effective Instructional Strategies

- A. Differentiated Literacy Instruction
- B. Vocabulary Instruction
- C. Guidelines for Classroom Discussions

I. Introduction

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.

This document is a guide to accompany a curriculum series on Fair Trade designed for grades 6-12. The series offers teachers four collections of differentiated lessons for use in economics, geography, language arts, or social studies courses.

- Changing the Rules of the Global Economy: An Introduction to Fair Trade
- Gender Equity and Fair Trade
- Environmental Sustainability and Fair Trade
- Child Labor and Fair Trade

Each collection is provided in a single document that contains Teacher Notes followed by complete student materials for all activities

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



www.creativechange.net | sustainability.creativechange.net

II. Comparing Free and Fair Trade

The socio-economic concepts of free trade and Fair Trade are large, complex, and can be challenging to meaningfully comprehend, particularly without an understanding of economics. However, many people, youth included, have a well-established sense of fairness. Connecting global trade with fairness is the heart of the Fair Trade movement.

These lessons are intended to introduce learners not only to the concepts of free trade and Fair Trade, but also to either introduce or reinforce concepts that provide the argument in favor of more Fair Trade systems.

For teachers not familiar with these concepts, the best place to begin would be reading the sections below followed by many common myths of Fair Trade. Many of these questions or concerns may be ones brought up by students over the course of your lessons. All of the information helps you, the teacher, have a more meaningful understanding of the how and why of Fair Trade.

A. Free Trade

Free trade is the economic theory that the market should be allowed to flow without government intervention. Free trade advocates believe restrictions such as tariffs, export limitations, or strong environmental regulations are protectionist trade barriers, and that the economy would flourish through deregulation. The idea is that increased trade, not regulations and standards, are the best way to improve the environment and raise standards of living.

The logic is as follows: Increased trade benefits everyone. The more investment, the more jobs are created, the more people's incomes rise, resulting in better standards of living. This increased prosperity can also buy better technology, which will result in a cleaner environment. Therefore, governments should remove barriers such as strict labor laws or environmental standards to increase trade.

One aspect of free trade is capital mobility. In earlier decades, companies were more firmly rooted in their own countries, and various trade laws restricted a company's ability to invest in foreign countries or relocate factories. The North American Free Trade Agreement (NAFTA) and other policies have stripped away many of these restrictions, making it much easier for transnational companies to pick up and re-invest where the climate is more 'competitive'; for free trade, this means where wages are low, workers' rights are suppressed, and environmental regulations are lax or unenforced.

But free trade has not always worked this way. Consider small-scale farming. Historically, free trade has left small-scale producers behind as large subsidized companies start to take over their industries. While large contracted farms can afford to sell commodities at lower prices, local farmers, who have traditionally supplied these products, are driven into debt. The only way these farmers can compete

with subsidized farms is to lower their product prices to the point where farmers earn little if anything and the quality of life is unsustainable.

In the case of coffee growers, many producers lack information on the real market value of their commodity, which easily makes them victims to unfair market deals that take advantage of their inexperience. Additionally, these farmers often lack access to credit and are forced to take quick cash from buyers who offer to pay a fraction of what their crop is worth.



Free trade purists want to get rid of all trade tariffs, subsidies, and protectionist economic policies. This laissez-faire theory aims to reach market equilibrium – where supply meets each demand. However, the very regulations free trade opposes stop commodity prices from fluctuating uncontrollably. What free trade supporters fail to consider is the fact that, sometimes, the means to get that supply is not all that fair.

B. Fair Trade

Fair Trade is a global trade model and certification that allows shoppers to quickly identify products that were produced in an ethical manner. Currently the most widely recognized definition of Fair Trade was created by an informal association of the four main Fair Trade networks ([Fair Trade International](#), [World Fair Trade Organization](#), Network of European Worldshops, and [European Fair Trade Association](#)):

Fair Trade is a trading partnership, based on dialogue, transparency, and respect that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers - especially in the South. Fair Trade organizations (backed by consumers) are engaged actively in supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade.

Fair Trade's strategic intent is to:

- Deliberately work with marginalized producers and workers in order to help them move from a position of vulnerability to security and economic self-sufficiency
- Empower producers and workers as stakeholders in their own organizations
- Actively play a wider role in the global arena to achieve greater equity in international trade.

Fair Trade helps level the playing field by equipping farmers and other producers with the tools — information and training — they need to receive fair prices for their products. The Fair Trade system aims to provide greater market access, which gives vendors a larger say in how much their product is worth.



Facets of a Fair Trade System

Fair prices and credit: Democratically organized farmer groups (cooperatives) and/or worker bodies receive a guaranteed minimum floor price (or the market price if it's higher). Depending on the product and quality, there may be other premiums and bonuses, for example if the product is certified organic. Some farming organizations also offer pre-harvest credit opportunities to help farmers between harvests.

Fair labor conditions: Fair Trade farmers and workers enjoy freedom of association and safe working conditions. Forced child and slave labor are strictly prohibited.

Direct trading relationships: With Fair Trade, importers purchase from Fair Trade producer groups as directly as possible to eliminate unnecessary middlemen and empower farmers and workers to develop the business capacity necessary to compete in the global marketplaces.

Democratic and transparent organizations: Fair Trade farmers and workers decide democratically how to invest Fair Trade premiums, which are funds for community development. Fair Trade committees provide opportunities for leadership regardless of gender.

Community development: Fair Trade farmers and workers invest Fair Trade premiums in social and business development projects like scholarships, schools, quality improvement and leadership training, and organic certification.

Environmental sustainability: Harmful agrochemicals and GMOs are strictly prohibited in favor of environmentally sustainable practices that protect workers' health and preserve valuable ecosystems for future generations.

Fair Trade is “market-based” because it relies on socially-conscious consumers to support the movement by purchasing Fair Trade products. Through their conscious purchases, consumers tell companies that they care about the farmers and workers who produce their products. Fair Trade aims to address the underlying inequities caused by poverty and lack of access to market information that free trade ignores.

The Role of Consumers

Consumers are increasingly interested in supporting socially and environmentally responsible business, brands, and products. Fair Trade offers consumers a powerful way to make a difference in producer communities through their everyday shopping. For farmers and workers in developing countries, Fair Trade offers better prices, improved terms of trade, and the business skills necessary to produce high-quality products that can compete in the global marketplace. Through vibrant trade, farmers and workers can improve their lives and plan for their futures. Today, Fair Trade benefits more than 1.6 million farming families in 80 countries across the globe.

C. Free vs. Fair Trade Comparison

Competition is a fundamental mechanism in the global economy. The term derives from the Latin *competere*, meaning, “to strive for.” This raises the question, *When it comes to the economy, what exactly are we striving for?* The answer depends on how we conceptualize competition. Let’s take a look at how capitalism can function in both a free trade and Fair Trade paradigm (Santone, 2016).

Free trade, as it’s typically practiced, is based on a ‘zero-sum’ approach in which a winner requires many losers. Because only one can win, others are a threat. Policies incentivize businesses to lower wages and externalize environmental and social costs, creating the proverbial ‘race to the bottom.’

In contrast to this ‘low road’ approach, Fair Trade approaches competition through a ‘high road’ paradigm. This approach generates healthy rivalries and challenges competitors to excel. The guiding questions are *How can I improve my business in ways that take all impacts into account and enable all stakeholders to benefit?* This framing is seen in the writings Adam Smith (1776/2003), widely seen as the ‘grandfather’ of capitalism. Smith—and many who followed—believed that markets are healthy when they provide full transparency, internalize all costs, prevent monopolization, and provide real choices to consumers. These are all traits of Fair Trade.

D. Fair Trade FAQs

How did Fair Trade start?

Fair Trade started in the 1940s, when a Mennonite woman from Pennsylvania, Edna Ruth Byler, travelled to Puerto Rico. She saw families living in poverty and was compelled to try to help. Byler bought embroidered textiles from the Puerto Rican women, and brought them home where she sold the pieces out of the trunk of her car, sending a much higher percentage back to the artisans than was typical. With support from the Mennonite Central Committee, Byler was able to continue her travels and bring more goods back to the U.S. for sale. Her work eventually led to the creation of [Ten Thousand Villages](#), a store that sources and sells Fair Trade, artisan products.

The first Fair Trade certification labels appeared on products in the Netherlands in 1988. Today, there are 36 individual labeling initiatives across the globe.

Learn more about the history of Fair Trade from the [World Fair Trade Organization](#).

What types of products are Fair Trade?

Globally, the Fair Trade network certifies coffee, tea, cocoa, fresh fruit and vegetables, sugar, beans and grains, flowers, nuts, oils and butters, honey and spices, wine, apparel and homegoods, seafood, and more. Certified ingredients are now used in many packaged goods, including cereals, ice creams, ready-to-drink beverages, body care products, and spirits.

How can consumers find these products in stores?

Consumers can look for the labels of the following domestic certifying organizations to find Fair Trade products in their local stores: [Fair Trade USA](#), [Fairtrade America](#), [Fair for Life](#), [Fair Trade Federation](#), and the [World Fair Trade Organization](#). Check each organization's website for more information about what products they certify.



How do Fair Trade products compare to others in price?

- **Fair Trade prices can be the same or cheaper:** In some markets Fair Trade products are the same price or cheaper than similar conventional products. The cost of the raw produce that is shipped, processed, packaged and marketed by others in the chain, represents a very small proportion of the cost that consumers pay. It is quite possible for companies to pay the additional costs of Fair Trade without it being reflected in the retail price at all. Fair Trade certified bananas, on the other hand, can cost much more than conventional bananas because

small cooperatives lack the extensive shipping and logistical capabilities of vertically-integrated, multinational fruit companies and incur higher costs to transport their products to market.

- **Higher quality products cost more:** We expect to pay more for higher quality products, meaning that we must compare ‘like with like.’ If a Fair Trade product is targeted at the higher end of the market then it is likely to cost a similar price to other high quality products. For example, high quality Fair Trade Certified coffees and chocolates are generally priced competitively with other gourmet, specialty coffees and chocolates. They are, though, more expensive than mass-produced, low-quality coffees and chocolates.

How does Fair Trade impact the economic well-being of producers?

Every time you buy a certified Fair Trade product, the producer organization receives a Fair Trade minimum price or possibly higher based on market conditions. Producers also receive an additional Fair Trade Premium to invest in social, environmental, and business development. Decisions on how to use the premium are made democratically by a committee of farmers or workers. Because Fair Trade certified producers often choose to spend their premiums on projects such as improving local schools, health, water or sanitation projects, this means the benefits of Fair Trade can be shared more widely by the local community, not just the producers themselves.

E. Fair Trade Myths

Myth: Fair Trade is about paying developed world wages in the developing world.

Reality: Wages are designed to provide fair compensation based on the true cost of production, and are not based on North American wage standards. Fair wages are determined by a number of factors, including:

- The amount of time, skill, and effort involved in production
- Minimum and living wages where products are made
- The purchasing power in a community or area
- Other costs of living in the local context

Myth: Fair Trade is anti-globalization.

Reality: International exchange lies at the heart of Fair Trade. Fair Trade organizations seek to maximize the positive elements of globalization that connect people, communities, and cultures through products and ideas. At the same time, they seek to minimize the negative elements that result in lower labor, social, and environmental standards which hide the true costs of production.

III. Master Vocabulary List

These vocabulary words appear throughout the lessons. Where applicable, each lesson includes its own subset of this list. It is recommended (especially during reading selections) that these vocabulary words are defined and explained for a better comprehension of the learning material.

Capital: Factories, equipment, and other productive resources.

Capital Mobility: The ability of a company to move its capital in and out of countries.

Child Labor: The use of children in industry or business, especially when illegal or considered inhumane.

Collateral: Something pledged as security for repayment of a loan, to be forfeited in the event of a default.

Competition: In the business world, the process of vying with other companies for profits. Competition is a driving force in global capitalism.

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 business 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.

Cost:

1. Opportunity cost is the cost of using resources in favor of one activity over another.
2. Accounting cost is the amount of money or goods that are expended to run a company.
3. Private costs are all of the producer's input costs incurred when providing a good or service (i.e. labor).
4. External costs are the costs on a third party when consuming a good or service (i.e. pollution).

Deregulation: The removal of trade barriers in order to foster increased trade.

'Developing' Country: Typically refers to 'poor' or Third World countries. (See note that follows.)

Discrimination: The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.

Empowerment: Sharing power and allowing employees to have input and control over their work

Entrepreneur: A person who organizes and operates a business or businesses.

Equity: Fairness and impartiality towards all concerned, based on the principles of even-handed dealing. Equity implies giving as much advantage, consideration, or latitude to one party as is given to another.

Free Trade: International trade left to its natural course without tariffs, quotas, or other restrictions.

Gender: The learned behaviors and roles defined as male or female.

Gender Equality: Equal opportunity to develop and make choices unhindered by gender stereotypes, roles, and prejudices.

Gender Equity: Fairness of treatment for women and men, according to their respective needs.

Globalization: The development of an increasingly integrated global economy marked especially by free trade and the free flow of capital.

Global Trade: International trade network of exports and imports.

Labor Union: An organization of workers formed to protect workers' rights. Labor laws allow unions to bargain with management for higher wages and improved working conditions.

Living Wage: A wage that is high enough to maintain a normal standard of living.

Manufacture: To make things on a large scale, especially in a factory or with machinery.

Price: The value that is put to a good or service.

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. Clarify this with students as needed.

Profit Margin: The amount by which revenue from sales exceeds costs in a business.

Safety Net: A collection of services that prevent individuals or parties from falling into poverty.

Sex: A person's designation as boy or girl as defined by genitalia at birth. Sex (male, female, or intersex) is a biological trait.

Supply Chain: The sequence of processes between a company and its suppliers to produce and distribute a specific product.

Sustainability: To provide what is needed without depleting or permanently damaging resources.

Trade Barrier: A law or regulation that interferes with trade. Tariffs and environmental and/or labor regulations are considered by businesses to be trade barriers.

Trafficking: Organized criminal activity in which human beings are treated as possessions to be controlled and exploited (as by being forced into prostitution or involuntary labor).

Value:

1. The importance, worth, or usefulness of something.
2. The monetary worth of a good or service.

Workers: People in factory and manufacturing jobs as opposed to managerial or executive positions.

A Note on Developed and Developing

The terms 'developed' and 'developing' are often used to mean rich, First World countries and poor, Third World ones. These terms can be problematic because they carry assumptions:

- Development is defined by money, technology, consumption, and industrialization.
- Undeveloped people or places are backwards and need to be like the developed ones.
- First World countries are better than Third World one.

These assumptions ignore a different perspective on development: one that is based on overall well-being. In this view, development is about qualitative improvements and the extent to which people and communities can thrive. Development thus includes access to healthy food, education, shelter, meaningful work, and fulfilling relationships. In this way of thinking, quality of life, not the money or consumption, are the goals.

There is no doubt that money can play a key role in improving quality of life for those who lack basics. But students need to question the underlying assumptions.

Throughout the lessons, encourage students to look beyond material goods and technology as the measurement of development. Instead, highlight the skills, resources, and values people of all backgrounds have. Fair Trade recognizes these and aims to build on them.

This is especially important for working with low-income and/or immigrant students. The deficit-based assumption that these students are 'undeveloped' and need to be fixed so that they are 'more like us' overlooks the experiences and knowledge these students bring. Use this cultural knowledge as a bridge to the academic skills they will need to succeed.

As alternatives, you can refer to countries by the United Nations' income categories. A full list is [here](#). The terms Northern and Southern nations are also used, respectively, for First and Third World.

IV. Master Resource List

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

- *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/>
- *Fairtrade International - Sports Balls*. Retrieved from <https://www.fairtrade.net/products/sports-balls.html>
- *Fair Trade Videos*. Retrieved from <http://fairtradeusa.org/resources/videos>
- *Fair Trade Schools*. Retrieved from <http://fairtradecampaigns.org/campaign-type/schools/>

Child Labor and Fair Trade

- *Worst Forms of Child Labour*. Retrieved from <http://www.ilo.org/ipecc/facts/WorstFormsofChildLabour/lang--en/index.htm>
- *International Labour Organization*. Retrieved from <http://www.ilo.org/global/lang--en/index.htm>
- *Child Labor and Forced Labor Reports: Ghana*. Retrieved from <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/ghana>
- *Inside Big Chocolate's Child Labor Problem*. Retrieved from <http://fortune.com/big-chocolate-child-labor/>
- *Child Labor*. Retrieved from <http://www.history.com/topics/child-labor>
- *Child Labour*. Retrieved from <http://www.un.org/en/events/childlabourday/background.shtml>
- *Child and Forced Labour*. Retrieved from <https://www.fairtrade.net/programmes/child-labour.html>
- *Child Labor in the Cocoa Sector*. Retrieved from http://fairtradeusa.org/press-room/press_release/child-labor-cocoa-sector
- *Is There Child Labor In Your Chocolate?* Retrieved from http://www.huffingtonpost.com/fair-trade-usa/is-there-child-labor-in-y_b_9169898.html
- VIDEO *Yacinta's Story: 'The lengths I went to get an education'*. Retrieved from <https://youtu.be/2kHrEjKPuhg>
- *Camfed*. Retrieved from <https://camfed.org/>
- VIDEO *Many Families Depend on Forced Child Labor*. Retrieved from <https://youtu.be/xvgRDdEqzoE>
- VIDEO *Small Farm Rising - Family Farm Chores*. Retrieved from <https://youtu.be/GRMs0hq5Ick>
- VIDEO *Fingers to the Bone: Child Farmworkers in the United States*. Retrieved from <https://youtu.be/NfEtO00DSvl>
- *Report: Ghana*. Retrieved from <https://www.dol.gov/ilab/reports/child-labor/findings/2013TDA/ghana.pdf>
- VIDEO *Life on a Fairtrade Cocoa Farm*. Retrieved from <https://youtu.be/eXBLDSxfgxc>

Gender Equity and Fair Trade

- *Statistical Annex, Country Classification*. Retrieved from http://www.un.org/en/development/desa/policy/wesp/wesp_current/2012country_class.pdf
- *Women's Empowerment 101*. Retrieved from <http://fairtradecampaigns.org/resource/womens-empowerment-101-2/>
- *Gender Equality and Equity*. Retrieved from <http://unesdoc.unesco.org/images/0012/001211/121145e.pdf>
- *Topic - Gender*. Retrieved from <http://www.worldbank.org/en/topic/gender>
- VIDEO *Women's education in Ghana - Charlotte's story*. Retrieved from <https://www.youtube.com/watch?v=BaNmb-4jUdQ>
- *A Father Vows To Save His Daughter From A Marriage He Forced Her Into*. Retrieved from <http://www.npr.org/sections/goatsandsoda/2016/08/15/489790411/a-father-vows-to-save-his-daughter-from-a-plight-he-got-her-into>
- *Bolgatanga's Fair Trade Town Story*. Retrieved from <https://bolgafairtrade.wordpress.com/>
- VIDEO *Announcement that Bolga is a Fair Trade Town*. Retrieved from <https://youtu.be/jz2ZOs7W86Y>
- *Ending Child Marriage: Progress and Prospects*. Retrieved from https://www.unicef.org/media/files/Child_Marriage_Report_7_17_LR..pdf
- *World Development Report: Gender Equality and Development*. Retrieved from <https://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/Complete-Report.pdf>
- *SDG 5: Achieve gender equality and empower all women and girls*. Retrieved from <http://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-5-gender-equality>
- *Café Femenino - Our Story*. Retrieved from <http://www.coffeecan.org/about-us>
- VIDEO *Café Femenino – Fair Trade Coffee from Peru*. Retrieved from <https://youtu.be/PFRWThFY3II>

V. Effective Instructional Strategies

This section provides an overview of literacy, writing and discussion strategies that can be used with any lesson. These content-flexible strategies serve as a source for differentiated instruction. There are strategies for literacy instruction, vocabulary, and classroom discussions.

A. Differentiated Literacy Strategies

Differentiation/Adaptation

Suggestions for adaptations are provided for each activity. Each adaptation/differentiation strategy is flexible, and many can support either increasing or decreasing the level of difficulty. Instructors know their students better than anyone else, so should use and mold each strategy to facilitate optimal learning for individual students.

Annotation

When learners incorporate annotation strategies within the text they are reading, they become more active and engaged readers (Zywica & Gomez, 2008, Herman & Wardrip, 2012). This strategy is a structured literacy method that allows learners to interact with the text they are reading and ultimately improve their reading-to-learn skills.

If students struggle to find meaning in the text, have students annotate the document. This includes highlighting important information like main ideas (argument or claim), supporting ideas (evidence), key content vocabulary words, definitions, and transitions within the text. If students are still having a hard time understanding, reread and repeat the annotation process.

Double-Entry Journals

Double-entry journals provide learners with a way to document their understanding of science texts. They also provide teachers with evidence of student thinking on a particular topic (Herman & Wardrip, 2012). This is another strategy that improves learners' reading-to-learn skills.

Another option for students struggling to find meaning in text is a double-entry journal. In one column, have students record their reactions or interpretations to the source text or a prompt. In another column, a response to those initial text quotations or ideas is conducted. A journal entry can be constructed in many ways:

- Observations, notes, etc.
- Reflections, comparisons, etc.
- Concepts, keywords, facts, etc.
- Questions/explanations

Jigsaw

Learners are also encouraged to participate in text-based collaborative learning strategies such as the jigsaw activities described below. Text-based collaborative learning allows learners to interact with other students of varying abilities either in partners or small groups. Research has found that collaborative group activities can increase student comprehension in an inclusive classroom setting (Biancarosa, 2005).

- Jigsaw method 1: As above, assign sections of the reading to groups of students. After each group completes its Comprehension Check, the students mix so that all sections of the reading are represented in a single group. Each student then teaches/presents their section to the other group members.
- Jigsaw method 2: In this method, students “jigsaw” within the same group. First, each member of the group is assigned a different section of the reading. Then, within the group, members teach each other. Each group turns in a complete set of Comprehension Checks and additional notes, outline, etc. as appropriate.

Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) includes students with disabilities in text-related learning, teaches text-comprehension, and provides opportunities for students with disabilities to interact effectively with peers (Shook, Hazelkorn, Lozano 2011). Known to second language learners as the Communicative Language Approach, CSR groups students in highly organized clusters and encourages them to communicate about a task at hand.

The CSR uses the Communicative Language Approach to emphasize meaning. By grouping struggling students with students of higher proficiency, they can learn from each other, gain comprehension, and be social with other students. In the classroom sample of CSR, the researchers found empirical evidence that indicated that the approach brought up the average quiz scores for students with disabilities.

B. Vocabulary Instruction

Find opportunities to incorporate vocabulary and language learning skills in the lesson. This is especially helpful to English Language Learners (ELLs), who gain fluency when content is learned hand-in-hand with language. Follow these steps (Marzano, 2004):

- Provide a description, explanation, or example of the new term.
- Ask students to restate the description, explanation, or example in their own words.
- Ask students to construct a picture, pictograph, or symbolic representation of the term. (The third step in the process is crucial — having students represent their understanding. When students do this step well, achievement soars.)
- Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.

- Periodically ask students to discuss the terms with one another.
- Involve students periodically in games that enable them to play with terms.
- Assess vocabulary proficiency and modify the instruction to meet the needs of the student (Antonacci, 2012).

Assessing Vocabulary

An instructor is expected to monitor students' learning. If a learner has difficulty reading, writing, or understanding, the instructor should provide an intervention. To do so, instructors should be able to recognize different skill levels and gaps. Here's an example for word identification:

- Level 3 – The learner is proficient in saying, reading, and writing the word.
- Level 2 – The learner has some difficulty in saying, reading, and writing the word.
- Level 1 – The learner has a lot of difficulty saying, reading, and writing the word.

The instructor would base the intervention and adapt instruction based on the student's needs.

Self-Collection Strategy

The Vocabulary Self-Selection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness (Antonacci, 2012).

- Select and nominate important words from a lesson.
- Use context and other resources to define vocabulary.
- Chart the word, the context in which it was used, its meaning, and the reason for which it was used.
- Have students work in small groups to nominate one word from the text passage, then provide guided support: *What is the word chosen? Why is it interesting? How was it used?*

Assessment Accommodations

Setting

- Take tests in a comfortable and familiar setting
- Proximity seating near instructor to reduce distraction
- Minimize distractions on desk and in room
- Presentation
- Monitor the understanding of the learner, reteach when/if needed
- Provide audio recording of text
- Use place-marker for reading
- Use visual cues to support lecture/discussion
- Provide a document of the discussion
- Utilize mnemonic device for memory of new concept
- Shorten talks, work on a segment of the topic at a time
- Extend time to allow learner to relax and focus

Other Strategies

- Have questions read aloud (and in learner’s native language)
- Be permitted to use a bilingual dictionary
- Use performance based assessment
- Let your students show what they can do
- Use formative assessments comprised of informal and frequent analysis of students’ knowledge, and provide teachers with ongoing information about student learning (Biancarosa, 2005)
- Highlight key phrases or section of problems before moving to the next set

C. Guidelines for Effective Classroom Conversations

Effective classroom discussions are important ways for students to develop their understanding of important concepts. This section offers strategies and prompts to help students improve their speaking and listening skills. These guidelines support the following Common Core Speaking and Listening Anchor Standard for Comprehension and Collaboration:

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.

You can use these prompts as the basis of formative assessment. For example, during a discussion, you can note the extent to which students are using “I” statements or asking about other people’s views.

Prompts (written as “I can” statements for students)

I express my views using an “I” statement:

- *I believe that . . .*
- *I would say that . . .*

I try to learn more about other people’s views using phrases like this:

- *Tell me more about . . .*
- *What was that like for you?*

I can acknowledge and show respect for other people’s view using phrases such as these:

- *I hear that [this issue] is very important to you.*
- *I understand what you are saying.*
- *Tell me more about . . .*
- *What was that like for you?*

I can express a different view respectfully:

- *I heard you say that . . . I would say/offer/add that ...*
- *On the other hand . . .*
- *Here is another possibility: . . .*

I can find common ground using phrases such as these:

- *I think we would both agree that*
- *We both*

I offer suggestions and alternatives in a respectful way:

- *I believe that [this issue] is also important to consider.*
- *Would you consider [this idea]?*
- *Do you think it would work if we [tried this idea]?*
- *How would it affect you if we tried to [accomplish this]?*

Combining Individual Writing with Discussion

In this strategy, students use the prompts below to organize thoughts and questions before sharing their ideas with others in pairs or small groups. Have students use the questions that are appropriate to the topic. For example, use the prompts about evidence for discussions that require backing up opinions.

Other prompts can be used for personal reflection.

- *This information suggests that ...*
- *Based on the evidence, I would answer that ...*
- *I would explain this by ...*
- *I predict...*
- *I wonder...*

Individual writing plus peer questions/observations

In this strategy, students write their responses as above, and then trade their papers with a partner. The partner adds questions or observations using some of the following prompts:

- *It seems that [this issue] is very important to you.*
- *I understand what you are saying.*
- *Tell me more about . . .*
- *What was that like for you?*

Small group and full group discussions

You can also have students use the above prompts as the basis of discussions in small groups (3-5 people) and/or with the full class.

- Small group discussions are effective for discussions focused on comparing and contrasting views, experiences, or responses. Students can identify similarities and differences among responses.
- Full group discussions are effective for discussions that require students to hear many views at once. The instructor can draw parallels between responses as the conversation occurs.

References

- Antonacci, P. A., O'Callaghan, C. M. (2012). Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners.
- Bautista, N., Castañeda M. (March 2011) Teaching Science to ELLs, Part I.
- Biancarosa, G. (2005). After third grade. *Educational Leadership*, 63(2), 16-22.
- Herman P. & Wardrip, P. (2012). Reading to learn: helping students comprehend readings in science class. *The Science Teacher* 79(1), 48-51.
- Huebner, T. (2010). Differentiated instruction: meeting students where they are. *Educational Leadership* 67(5) 79-81.
- Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD.
- Santone, S. (2016). Beyond Competition: Education for sustainable development and a new paradigm of global cooperation. In R. Papa and A. Saiti, (Eds.), *Building for a sustainable future in education: Brick by brick*. New York: Springer.
- Shook, A. C., Hazelkorn, M., & Lozano, E. R. (March 2011). Science Vocabulary for All.
- Short, D., & Echevarria, J. (2004-05). Teacher skills to support English language learners. *Educational Leadership*, 62(4), 8-13.
- Zywica, J. & Gomez, K. (2008). Annotating to support learning in the content areas: teaching and learning science. *Journal of Adolescent & Adult Literacy* 52(2), 155–164.