

Lesson Plan 3: How can producers in developing countries get a fair price?

Pupils reveal their research about where and how products are made. What systems exist to help them find this information? Pupils investigate the idea of 'fair trade' and the various systems that help local people achieve fair payment for their products, eg. government trading arrangements, and agreements between supermarkets and their suppliers.

STARTER

Ask three pupils to show the product they investigated for homework, to say where and how it was made and to explain how they found this out. [5 mins]

Explain that this lesson will investigate how consumers can learn about the origins of products, and some systems that help small producers get a fair price for their products.

MAIN ACTIVITIES

Activity One In groups of four, pupils tell each other about the product they chose to investigate for homework. Each group makes a large chart with the name of each product investigated, where and how it was produced, and methods used to discover this information. Display the charts. Identify any common methods of investigation. What systems exist to help consumers find out about products' origins? How could this information help consumers to make a more responsible decision about what they buy? [15 mins]

Activity Two Getting a fair price: How does world trade work?

Give out copies of Summary Sheet: The WTO and world trade. Read through this with your pupils allowing time for questions and clarification. Ask pupils working in pairs to identify three reasons why a farmer in a developing country seeking a fair price for products might benefit less from world trade than a UK farmer. Feedback.

Explain that small-scale producers can find it difficult to make a living even in countries like the UK, where world trade rules grant them subsidies. But in countries where world trade rules work against the small-scale producers, losing trade can mean the loss of everything. In both cases supermarket chains have great power and can help or hinder. [15 mins]

Activity Three Getting a fair price: Dealing with supermarkets.

Set up mock interviews using the text in Interviews 1 and 2. You will need four confident readers. Ask pupils to listen and make notes, as they will have to report on what they have learnt. After the interviews, give pupils time to compare notes with their partners, then ask what has been learnt. Record on the board as bullet points. [20 mins]

PLENARY

Ask pupils to reflect on what they have learnt during this lesson, and how. [5 mins]

Extension: If you have more time available, play 'The Trading Game' or 'Trading Trainers' (downloadable from CAFOD's website) to simulate disadvantages suffered by small-scale producers in developing countries. [2hrs approx.]

Objectives

Pupils should learn:

- about consumer responsibilities and that information can help consumers make informed choices
- that consumers and suppliers can achieve fair payment for their products by different methods

Learning outcomes

Pupils will:

- relate their knowledge of what influences choice to a specific example of consumer decision-making
- know the advantages and disadvantages of being a supplier or consumer of fair trade products
- reflect upon and assess their own and others' contributions to the group activity

You will need:

- Large pieces of paper or flip charts
- Copies of Summary Sheet: The WTO and world trade
- Copies of Interviews 1 and 2