

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Subtask 1

An Introduction to Poverty in Our World

A primary objective of this unit is to educate students about the realities faced by those living in developing countries, the positive impacts of fairer trade, and the global impact of their daily choices and actions. In order to begin engaging students in this process it is necessary that they become aware of the way in which people throughout the world live. In this initial subtask, students are introduced to the state of the world's people by listening to the story, *If the World Were a Village*. Through this story and the related activities that follow, students are provided a broad overview of the economic, social and cultural differences that exist in our world.

Subtask 2

Introduction to the Culminating Task

For their culminating assignment (Subtask 8), students will develop a presentation on the benefits of fair trade, which will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed throughout this unit. Much of the information gathered through reading and research in previous subtasks will form the basis of this final project. Through their presentation, students will demonstrate to others what they have learned about Canada's trading relationships and partners, the inequality that exists within our international trading systems, and the alternative fair trade model. This final project may be in the form of an oral, written or visual presentation and may be prepared and presented individually or by a group.

In this introduction to the culminating task, students will be given a description of the task and shown some guidelines for the assignment. Students will also look at some samples of the three different presentation methods (i.e., oral, written or visual) from which they can choose as a format for their presentation. They will reflect on each of the sample presentations, share some discussion and critique those sample presentations, and finally select the method they will use as the format for their presentation.

Subtask 3

Trade: Where Do Our Goods Come From?

In this subtask, students will explore where products they use each and every day are produced. Through the use of guided imagery students will examine their use of imported goods in the context of an ordinary day. They will then identify and record these imported consumer products, and the country of their origin, on a Consumer Product Inventory Chart. Students will share information from their Product Inventory Chart as part of a whole class discussion on the topic of imports and Canada's dependence on international trade. Students will also explore the most up to date statistics and data on Canada's imports and exports using the Statistics Canada website. Through the use of the Product Inventory Chart, the Statistics Canada website, and the related class discussion, some of Canada's trading partners will be identified and placed on a map of the world. Students will complete this subtask by writing a personal reflection on Canada's reliance on international trade for economic prosperity.

Subtask 4

Trade: How Our Goods Are Sometimes Made

In this subtask, students further explore where some imports originate (i.e. soccer balls, toys, sports wear, etc.) and investigate the working conditions under which they are produced. This deeper examination of the goods we import begins by placing students in the 'shoes' of a disadvantaged Peruvian shoemaker through a simulation game called 'The Shoe Game'. Students then read and analyse fact sheets, from a variety of sources, which allow a deeper insight into a major problem with many of our imported goods – that many goods we appreciate and enjoy are being grown or

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manufactured in other countries where working conditions are far from ideal or just. Finally, in order to prepare for the culminating activity and demonstrate their research skills, students research and prepare a short report on the country in which the problematic situation from their fact sheet occurred.

Subtask 5

What is Fair?

Students begin the work of this subtask by reflecting on what they have learned about trade up to this point. In particular they focus on some of the inequities and unjust labour practices involved within the conventional system of international trade. Students discuss and explore their thoughts and feelings on this matter as well as any possible solutions. Using a rating scale, students then explore the concept of fairness in relation to trading relationships. Their goal is to determine ‘What is fair?’ As a conclusion to the subtask, students work together to create a class list of “fair” working and trading conditions.

Subtask 6

Fair Trade Values and Principles

In this subtask students begin to look at the fair trade system as an alternative to the conventional trading system which they have discovered is rife with inequity and unjust labour practices. Students will examine the main principles of fair trade, as outlined by TransFair Canada and the Fair Trade Labeling Organizations International (FLO). Seven key principles of fair trade will be introduced and discussed through a whole class activity lead by the teacher. Following the class discussion, students will examine profiles of several Canadian businesses to determine if they adhere to the principles of fair trade. Students will also be required to find a local retailer of fair trade products in their community. Finally, to further deepen their understanding of these fair trade principles students will propose an idea for their own fair trade business. After deciding what product they will sell each student will complete an application to TransFair Canada requesting a license to use the Fair Trade Certified logo on their product.

Subtask 7

Making Our World a Fairer Place

In this subtask students will learn more about individuals, businesses, and organizations that are working to make the world a fairer place. The teacher will begin this subtask by sharing two “good news” stories about how a justice and development issue was addressed by a local young Canadian. The teacher will then give a brief overview of a number of organizations that are attempting to address the issue and practice of unfair trade, poor living conditions and unjust working conditions in the world. Particular interest will be given to Canadian organizations that are working to promote Fair Trade as alternative to the conventional system of international trade. Students will then prepare a more substantive report on one of the organizations listed, which will be used in preparing the culminating assignment.

Subtask 8

Creating a Fair Trade Presentation

In this culminating assignment, students will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed in this unit, in order to develop a presentation on the benefits of fair trade. Much of the information gathered through reading and research in previous subtasks will form the basis of this final project. Through their presentation, students will demonstrate to others what they have learned about Canada’s trading relationships and partners, the inequality that exists within our international trading systems, and the alternative fair trade model. This final project may be in the form of an oral, written or visual presentation and may be prepared and presented individually or by a group.

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By focusing their presentation on the benefits of a more equitable and fair system of trade students will be giving witness to key Catholic social teachings such as promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.