

Trading Fairly In Our World**A Social Studies Unit for Grade 6****Description**

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.

Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

Expectations

- 6z26 explain the relevance to Canada of current global issues and influences.
- 6z37 use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world (e.g. *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMS, Internet sites).
- 6z41 use appropriate vocabulary (e.g. *technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media*) to describe their inquiries and observations.
- 6z51 describe Canada's participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour, human rights violations, acceptance of refugees).
- 6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for

Groupings

Students work as a whole group
 Students work individually
 Students work in small groups

Teaching/ Learning Strategies

Direct Teaching
 Discussion
 Demonstration

Assessment

This assessment is diagnostic and no assessment data is to be collected for evaluation. The teacher makes anecdotal observations of class discussions that follow, and decides if any further teaching/learning needs to take place. The teacher should also observe and note important individual student observations, reflections, and understandings of interest.

Assessment Strategies

Observation

Assessment Recording Device

Anecdotal Record

Trading Fairly In Our World

A Social Studies Unit for Grade 6

an audience unfamiliar with the technical terminology).

Teaching/Learning

1. The purpose of this subtask is to make students aware of the requirements for the culminating activity (Subtask 8). The teacher begins this introduction by explaining to students that the final assignment of this ***‘Trading Fairly in Our World’*** unit will involve creating a presentation on the benefits of something called ***‘Fair Trade’***. The teacher will need to reassure students that although they may not know much about Fair Trade right now by the end of the unit they will have gained a great deal of knowledge about this concept. The teacher will need to stress that it is important to take part fully and actively in all subtasks and lessons throughout the unit in order to successfully meet the requirements of the final culminating assignment. Students must understand that the content, activities, and assignments from each subtask help develop their understanding of fairer trade and in turn help prepare them for the culminating task.
2. Next the teacher will give a general overview of the requirements for the presentation and the 3 ‘types’ or methods of presentation (oral, written, visual) from which students can choose. Students are given BLM 2.1 (*‘Trading Fairly in Our World’ Culminating Assignment: Creating a Fair Trade Presentation*) to assist the teacher in explaining the assignment and for use as a parent information sheet.

The teacher begins by reading through the 3 key elements this presentation must include:

- **The Problem:** Some background knowledge of the living and working conditions of people living in the developing world
- **A Possible Solution:** An overview of Fair Trade values and practices, and how this alternative approach to trade can help improve living and working conditions for those in the developing world
- **Connections (our role in this change):** The connections between their community and communities in the developing world and what role they, as Canadian citizens, have to play in improving the lives of those suffering from economic, social and political injustices. Each of the 3 key elements is explained in detail and students are once again reassured that they will gain most of this required knowledge throughout the remaining subtasks and activities.

The teacher will then explain the difference between the 3 different methods of presentation. It is important for students to understand that the ‘type’ of presentation refers to the primary way in which the student (or group) communicates their information to the audience. Each type of presentation may have elements of the other methods of communicating within it (e.g. A visual presentation in the form of a display board will use some written material along with pictures, graphs, etc.). BLM 2.1 has a brief description of each method along with some examples, which should be reviewed with the class before continuing with the introductory lesson. The teacher also explains to students that they will be shown an actual example of each different method of presenting and by the end of the lesson will choose which method they think they will use for their culminating assignment.

3. Students will now be shown a sample of each of the oral, written, and visual methods of presentation. They will also be given a copy of the more specific presentation guidelines for each method (BLM 8.1 - *Oral Presentation Guide*, BLM 8.2 - *Written Presentation Guide*, and BLM 8.3 - *Visual Presentation Guide*). These guidelines describe in detail what their presentation should include. Students will put these guidelines to use during the follow up activities after experiencing each sample presentation. It is important, if at all possible, that each sample presentation be

presented in the mode of which it would normally be received (i.e. a speech should be read aloud by the teacher or students; a letter to the editor should be read by each individual student; a Power Point presentation should be viewed by the class on a screen using an LCD projector).

Oral Presentation Sample

The teacher begins this introduction to the sample presentations by reviewing the 'Oral Presentation' description from BLM 2.1. Students are given a clear description of what is involved in an oral presentation and some examples of to whom or where an oral presentation might be given. Students should be given ample opportunity to ask questions to clarify their understanding of this presentation format. Following this overview of the oral presentation method, students are presented a speech by Canadian child environmental activist, Justin Friesen (see BLM 2.2a). This speech should be read aloud to the class to best demonstrate how an oral presentation can be most effective. (Note: This speech was presented by Justin and two other youth activist at the World Summit on Sustainable Development in 2002. Because there are actually 3 speakers, the teacher may enlist the help of some students before the lesson to ensure the best results).

After hearing the speech students are asked to look at the Oral Presentation Guide (BLM 8.1) for their culminating presentation task. Although this guide is specifically designed for a Fair Trade presentation the main criteria areas can be used to critique the sample speech. Under the guidance of the teacher and as part of a whole class discussion, students are asked whether Justin's speech fulfilled the general criteria outlined in their guide (i.e. Did he welcome those listening? Did he provide some background knowledge of the problem his speech was addressing? Did he provide some possible solutions? Did he suggest ways those listening could improve the situation? Did he thank those listening?). As part of this discussion, students should also be asked whether they thought the speech was effective and whether they learned anything new. Through this process students should develop a much better understanding of what is expected in their final culminating assignment. A second oral presentation sample has also been included as an alternative to Justin's speech (see BLM 2.2b - a speech by Craig Kielburger).

4. Written Presentation Sample

Next the teacher follows a similar process to introduce the sample of a written presentation. This begins with a review of the 'Written Presentation' description from BLM 2.1. Students are given a clear description of what is involved in a written presentation along with some examples. Once again students are given ample opportunity to ask questions to clarify their understanding of this presentation format. Following this overview of the written presentation method, students are presented one or more samples from the group provided (see BLM 2.3a, 2.3b, and 2.3c). BLM 2.3a is a newspaper article by Justin Friesen, BLM 2.3b is a letter to the editor from the Ontario Curriculum Writing Exemplars, and BLM 2.3c is a bulletin insert/pamphlet from Lutheran World Relief. After reading the samples presented, students are asked to look at the Written Presentation Guide (BLM 8.2) for their culminating task and critique the written samples based on the general criteria outlined in their guide.

5. Visual Presentation Sample

Lastly, the teacher repeats this process for the visual presentation sample. This begins with a review of the 'Visual Presentation' description from BLM 2.1. Students are given a clear description of what is involved in a visual presentation along with some examples. Once again students are given ample opportunity to ask questions to clarify their understanding of this presentation format. Following this overview of the visual presentation method, students are presented with a sample Power Point presentation on Fair Trade chocolate from the Lutheran World Relief Chocolate Project at http://www.lwr.org/flash/Chocolate_Project.ppt. After viewing

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

the sample Power Point presentation, students are asked to look at the Visual Presentation Guide (BLM 8.3) for their culminating task and critique the written samples based on the general criteria outlined in their guide.

6. To conclude this subtask, students select the presentation method/format they would like to use to present their culminating assignment. This will give students an opportunity to learn more about this presentation method over the course of the unit, while gathering material for their presentation. If the teacher is allowing students to work in groups on the culminating assignment, the groups should be established at this point as well. The teacher should also take some time to establish clear expectations regarding group work, the division and sharing of responsibilities, etc.

The teacher may also choose to hand out a 'Culminating Task Package' at this point consisting of the Culminating Task Overview (BLM 2.1), the Presentation Guides (BLM 8.1 to 8.3), and the Presentation Rubric (BLM 8.4).

Resources

BLM 2.1 - 'Trading Fairly in Our World' Culminating Assignment: Creating a Fair Trade Presentation

BLM 2.2a - Oral Presentation Sample (A)

BLM 2.2b - Oral Presentation Sample (B)

BLM 2.3a - Written Presentation Sample (A)

BLM 2.3b - Written Presentation Sample (B)

BLM 2.3c - Written Presentation Sample (C)

BLM 8.1 - Oral Presentation Guide

BLM 8.2 - Written Presentation Guide

BLM 8.3 - Visual Presentation Guide

BLM 8.4 - Presentation Rubric

LWR (Lutheran World Relief) Chocolate Project Bulletin Insert:

<http://www.lwr.org/chocolate/documents/chocoprojbulletininsert.pdf>

LWR (Lutheran World Relief) Chocolate Project Power Point Presentation:

http://www.lwr.org/flash/Chocolate_Project.ppt

Teacher Background Notes

The option of working individually or in a group to complete the culminating task has been left open to allow for more flexibility. The classroom teacher can decide ahead of time to allow for both options or for only individual or group presentations. If students are allowed to work in groups the teacher should give some consideration as to how best to ensure a fair distribution of responsibilities.

Each type or method of presenting (oral, written, visual) should support and promote the other methods being used by fellow classmates, (i.e. a newspaper article should inform readers that oral presentations and visual displays are available; oral presentation should promote the fact that a visual display is available; hand out copies of newspaper articles, etc).