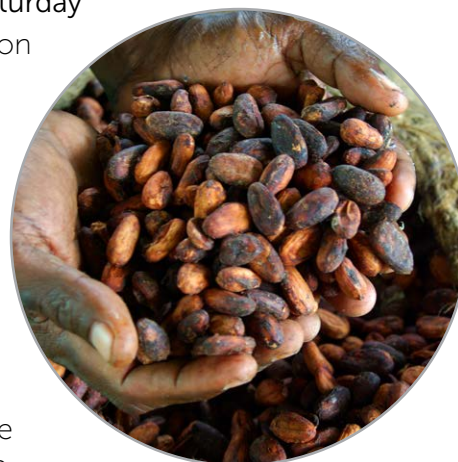


Introduction

World Fair Trade Day is celebrated every year on the **second Saturday in May**. It is organized by the World Fair Trade Organization (WFTO) which operates in 80 countries around the world.

Fair trade is a **social movement** devoted to helping small farmers, producers and workers to receive market prices for their goods and to ensure decent working conditions for the workers.

The majority of WFTO members are from developing economies and poorer countries. Their mission is to promote a global trading system based on respect and greater equality. They call for justice in trade and ask countries to promote sustainable environmental policies. The first World Fair Trade day was in 2002. You will recognise Fairtrade products by their label.



Since the topic is rather complex, the activities that follow are based on **3 video clips** that explain the concept of Fairtrade in a clear, interesting and student-friendly way. If you want to make sure that your students are familiar with some key vocabulary before watching the films, you can go through the vocabulary list that you will find later on in this material. It covers vocabulary from all the 3 films that they will watch.

You can put the Fairtrade logo and label from the last pages of this material on the board.

Warm-up activity

Ask your Ss if they like chocolate. Ask two Ss to taste two different pieces of chocolate and to describe their taste and appearance. (Possible answers: *rich taste, tasty, delicious, (too) sweet, not sweet enough, dark (brown), light brown, milk chocolate, Swiss, Belgian* etc.)

Ask Ss to define the price for the respective bars. Do they think that both bars have the same price? After a short discussion about the price, tell your Ss that one bar is a bit more expensive. Would they buy a cheaper one or a more expensive one? They taste almost the same. The majority of the Ss will probably go for the cheaper bar.

MAKE IT HAPPEN
CHOOSE FAIRTRADE



Activity 1

Start by showing Ss a short film called: [A home delivery service they never expected!](#) (1:56).

Have a short discussion about the film. These are some questions you could ask:

- 1 Have you ever heard about child labour?
- 2 Do you think children should work or go to school?
- 3 Why do you think their parents let them work at such young age?
- 4 Do you think they have good or poor working conditions (hours, equipment, good wage/salary)?
- 5 Why do farm owners hire children? Why do big chocolate factories buy products from such farms? Are they aware of the problems?
- 6 Do you think you have products at home whose production involved child labour?
- 7 If you could choose, would you stop buying such products?

Activity 2

Show your Ss the picture of chocolate bar pieces on the next page and ask them to label the pieces with the following words (pre-teach the vocabulary if needed). Let them predict who gets most money out of a chocolate bar price (You can even venture a 10 kn price and try to figure out the percentage or you can predict that a bar has 24 squares).

- | | |
|--------------------|--|
| ✓ cocoa farmers | (people working on the farms/plantations) |
| ✓ cocoa traders | (people selling cocoa beans to processors) |
| ✓ cocoa processors | (companies producing cocoa powder/butter) |
| ✓ manufacturers | (chocolate factories) |
| ✓ retailers | (shops) |

After Ss have offered their predictions, show them the labelled picture and discuss it. Possible questions:

- 1 Who should get more money and why?
- 2 Is it fair that cocoa farmers get so little?
- 3 Would you like to change things?
- 4 How can you do that?

So, who gets what from the cocoa supply chain?

Farmers ≈ 1 square (5%)

Trader ≈ 1 square (5%)

Processor ≈ 4 squares (15%)

Manufacturer ≈ 10 squares (40%)

Retailer ≈ 8 squares (35%)



Source: www.schools.fairtrade.org.uk



Activity 3

Have your Ss watch a [film about child labour on cocoa farms](#) (2:18).

If needed, explain that workers on cocoa farms, who are often children, get a very low price for a lot of hard work and that their working conditions often include the abuse of basic human rights. There are even some cocoa farm workers who are not paid at all for their work – this is called slavery. Children are often brought from other countries to work, far away from their homes and families. They do not have shoes, they cannot go to school, they do not have medical assistance and, surprisingly, they have never tasted the final product – chocolate. It just seems that not everything about chocolate is sweet.

Pair off your students or divide your class in groups of 4 and distribute the worksheet with jumbled sentences related to the topic. They describe **the Fairtrade concept**.

Answer key:

- 1 *Farmers get a fair price for the crops they grow.*
- 2 *Workers on cocoa plantations have good health and safety standards.*
- 3 *No child labour or slavery is allowed.*
- 4 *Support is given so that farmers can stop using harmful chemicals.*
- 5 *Workers' rights are respected.*
- 6 *More children in the developing countries can go to school.*

Activity 4

As a closing activity, watch another short film – animation about Fairtrade: [Take a step for Fairtrade](#) (2:30). Since it is a part of the UK's Fairtrade 2012 campaign, we suggest stopping the film at 1 min 52 sec.

After watching, ask your Ss if there is anything they could do to make more people aware of this problem. What are the ways they could help?

Suggest **writing a letter to a CEO of a large chocolate factory** urging him to stop buying cocoa from non-Fairtrade farms and traders. Justify your reasons with examples from the films you have watched.



Unjumble the sentences.

1 grow. / price / for / the / crops / Farmers / get / they / fair / a /

2 Workers / health / have / and / on / good / plantations / cocoa / standards. / safety

3 Child / are / not / allowed / or / labour / slavery

4 stop / so that / chemicals. / Support / using / farmers / given / is / can / harmful

5 rights / respected. / are / Workers´

6 to / school. / the / children / countries / go / developing / More / in / can /



VOCABULARY ITEM	SYNONYM / DEFINITION	CROATIAN
TRADE	buying / selling / exchanging goods	trgovina
FAIR	treating everyone equally	
INCOME	the money you make when you work	
DEVELOPING COUNTRIES	poor countries trying to have a better industry and trade and trying to improve lives of their people	
POOR WORKING CONDITIONS	bad situation in which people work (no protection from injury, long hours, no lunch break etc.)	
BARGAIN	something you buy cheaply or for less than its usual price	
TO HARVEST COCOA	to gather / pick cocoa from the fields or plantations	
SLAVE	somebody who works for no money and is not free to leave	
EARN MONEY	make money	
(LOCAL) COMMUNITY	people who live in the same area or neighbourhood / society and the people in it	
CHILD LABOUR	using children for work especially physical, hard work in factories or on plantations	



FAIRTRADE
INTERNATIONAL



FAIRTRADE

Guarantees
a **better deal**
for Third World
Producers

**Fairtrade certified
products
available here**