

Global Learning Unit

AUTHOR:	Ilona Bugán
COUNTRY:	Hungary
TITLE:	Fair Trade Festival
STUDENTS' AGE:	14-18
SUBJECTS:	Spanish language
DURATION:	2-3 hours
TOPICS	Education to choice/critical consumption Right to food Fair trade Sustainable agriculture Food miles Food environmental impact GMOs Seeds Discovering food chain
SDGS	Responsible Consumption and Production

Knowledge and understanding on Global Learning:

Highlight in bold the selected options, at the graphic design stage keep only the selected elements as a list or a smaller table to save space. The full tables will be printed only once in the introduction and ACRA will provide full references to the original publication.

Social justice and equity	Fairness between groups	Inequalities within and between societies	Causes of poverty	Understanding of global debate
	Causes and effects of inequality	Basic rights and responsibilities	Different views on eradication of inequalities	
Globalisation and interdependence	Trade between countries	Awareness of interdependency	Power relationship North/South world economic and political systems	Complexity of the global issues
	Fair trade	Awareness of our political system and others	Ethical consumerism/ consumption	
Sustainable development	Relationship between people and environment	Different views of economic and social developments - locally and globally	Global imperative of sustainable development	Understanding of key issues of sustainable development
	Awareness of finite resources	Understanding the concepts of possible and preferable futures	Lifestyles for a sustainable world	



Diversity	Contribution of different cultures, values and beliefs to our lives	Nature of prejudice and ways to combat it	Understanding of issues of diversity	Deeper understanding of different cultures and societies
------------------	--	---	--------------------------------------	--

Skills and competences on Global Learning

Critical thinking	Detecting bias, stereotypes and opinions	Media literacy	Critical analysis information	Handling contentious and complex issues
	Assessing different viewpoints	Making informed decision	Making ethical decisions	Dealing with complexity and dilemmas
Ability to argue effectively	Finding and selecting evidence	Learning to develop/change position through reasoned argument	Arguing rationally and persuasively from informed position	Political literacy
	Beginning to present a reasoned case	Participation in relevant societal and political processes	Connect local and global context & experiences	
Cooperation and conflict resolution	Accepting and acting on group decision	Negotiation	compromising	mediation

Values and attitudes on Global Learning

Empathy and sense of common humanity	Sense of importance of individual worth	Open-mindedness		
Commitment to social justice and equity	Growing interest in world events	Concern for injustice and inequality	Commitment to social justice and equity	Commitment to the eradication of poverty
	Sense of justice	Willingness to take action against inequality	Integrity	Solidarity
Concern for the environment and to sustainable development	Sense of responsibility for the environment and the use of resources	Concern about the effect of our lifestyles on people and the environment	Concern for the future of the planet and future generations	Commitment to sustainable development
Belief that people can make a difference	Belief that things can be better and that individuals can make a difference	Willingness to take a stand on global issues	Willingness to work toward a more equitable future	Role as Global Citizen
Respect for people and things	Making choices and recognizing the consequences of choices	Growing ability to take care of things	Following a personal lifestyle for a sustainable world	
Ability to challenge injustice and inequalities	Recognizing and learning about alternatives to mainstream	Starting to challenge viewpoints which perpetuate inequalities	Selecting appropriate action to take against inequality	Campaigning for a more just and equitable world



European lifelong learning key competencies

(erase competences not included)

1. communication in foreign languages
2. learning to learn
3. social and civic competences
4. sense of initiative and entrepreneurship
5. cultural awareness and expression

Learning objectives:

To draw students' attention to consequences of globalization. To make them aware that our choices (e.g., our responsible consumer attitude) actually affect people living in far-away regions of the earth.

Methodologies: list main methodologies to have a quick idea (es: role play, group work, etc)

- frontal work
- group work
- discussion
- cooperation techniques

Activities:

Please describe them clearly: as a suggestion (not mandatory) the whole GLU description from the Learning Objectives onwards should be minimum 2.000 up to 10.000 characters maximum (spaces included), proportionally to GLU duration

Lesson 1

Duration (time)	Activity	Content, instructions	Type of work, method	Reflections, experiences
1 minute (01)	Greetings at the beginning of class	Greetings, date, absentees	frontal work	
2 minutes (03)	Forming groups	Students draw a card and depending on its number, they form groups of 4.		If possible, it is best to rearrange desks before class according to groups of 4.
7 minutes (10)	Discussing a picture in	Each group receives a picture, which they discuss in small groups for 5 minutes.	work in small groups	They proceed one after the other, each student giving only one piece of



	groups	Then one person from each group sums up the information.	cooperative technique	information on the picture, then giving the floor to the person sitting next to them. They can only say things that haven't been said before. Helping questions: see appendices.
1 minute (11)	Putting geographical names on the map	In small groups, students quickly discuss which numbers and geographical names belong together, then check their answers on the next slide.	frontal work	
1 minute (12)	Putting the first pictures on the map	Slide 4 shows those parts of the country where pictures were taken. The groups will be named after these cities and students will write down the names of their cities.	frontal work	
5 minutes (17)	Brain storming, definition	The teacher writes the following words on the board: "el comercio justo". After clarifying their meaning students can freely associate on the basis of the two words separately, or if they have some preliminary knowledge on the subject, they can share it with the others. Finally the teacher writes down the definition on the board and students copy it.	frontal work	One possible definition: "Es una forma alternativa de comercio, los productores, los clientes, la paz y la naturaleza son importantes." Another alternative for less active students: see appendices.
20 minutes (37)	Creative task – creating symbols	Groups work independently. They make up a symbol for each basic principle, which they draw on numbered A3 sheets with the name of their group written on it. Then they post the sheets on the board and evaluate them. Evaluation is done through voting: - students receive a voting card each, see appendix - they choose a symbol in each category - they can add their own	group work	Students whose cooperative skills are less pronounced can draw role cards: two students will be in charge of the dictionary (one uses the dictionary, the other takes notes) and two will be in charge of drawing (they will draw 3 symbols each). See role cards in the appendices.



		categories or give their own opinion on the exhibition - they give the completed cards to the teacher, who adds up the votes for the next class (students can also volunteer and form a committee to count votes)		
4 minute (41)	Typical products, typical problems	For students with some preliminary knowledge: when the two questions show up on the projector, they can try to answer them, using brainstorming.	frontal work	
		For students with no preliminary knowledge: they should properly arrange the letters of the words listed, to get the real names of the products.	individual work	For the table with the mixed-up words, see appendix.
		In both cases: if conditions are in place, they can search the answers on the internet.		
1-5 minutes (41-45)	Home assignment: making a poster, choosing a theme	<p>After the answers show up on the projector, each group chooses a product and a problem. The small group “finds” a company which markets the specific product and in the meantime tries to alleviate the chosen social problem with the help of the basic principles they learned previously. At the next lesson, they will make a poster about the product to be presented at the “Fair Trade Festival”.</p> <p>A possible home assignment could be to research a specific company on the page of WFTO, in order to get some ideas for next class: http://wfto-la.org/mapa-del-comercio-justo-en-america-latina/</p>	group work	If students have fair-trade products at home, they should bring them in for the following class. They can be helpful sources of inspiration for the creative task.



If time allows	Evaluation	Each student or each group chooses a fact which seems the most surprising / interesting / important, etc., to them, and shares it with the others.	frontal work	If they finish the creative task ahead of time, they will have time for a short evaluation at the end of class.
----------------	------------	--	--------------	---

Lesson 2

Time	Activity	Content, instructions	Type of work, methods	Reflections, experiences
1 minute (01)	Greetings at the beginning of class	Greetings, date, absentees	frontal work	Posters made during the previous lesson can be posted on the wall for the announcement of the results.
5 minutes (06)	Announcing the results of the vote	The teacher or the tellers read out the results of the vote of the previous class. It is best to applaud winners of each category and at the end recognize the works of the whole group with a big applause.		At the end of the announcement of the results the teacher briefly sums up and appreciates the work of the students done in the previous class.
20 minutes (26)	Making posters	Each small group is working independently, each member having their own tasks according to their roles. They should write on the posters: - the name (maybe the logo) of the company they made up - the product (brand name, short description, ad slogan, maybe the price) - the principle they want to realize and how they want to	group work	Students work on A4 or A3 sheets, depending on whether we plan the module for 2 or 3 lessons. In case of a 2-lesson module, each group has circa 3 minutes, in case of a 3-lesson one, circa 5 minutes to make their report. At the evaluation it is an important aspect that members should speak for an equal amount of time. Packaging of fair-trade products can be very useful for this exercise.



		<p>realize it (social and environmental issues)</p> <p>It is important that each group member be prepared to present their own poster according to their specific roles and to justify why and how their company/product was created. Roles can be, e.g., the following:</p> <ul style="list-style-type: none"> - director - creative writer - designer (logo, image) - a staff member in charge of social issues - a staff member in charge of environmental issues 		<p>Students less prone to independent or creative work can use the information written on the packaging of the products or data about companies / products they found on the internet. A possible home assignment can be to personally inquire or collect information in organic shops.</p> <p>Role cards: see appendices.</p>
15 minutes (41)	Fair Trade Festival	<p>Teacher's introduction, "opening speech": the teacher creates the context for the situational game (he/she is the main organizer of the festival and he/she calls upon participants to present their products one after the other).</p> <p>Each group presents their products while the others take notes and ask questions. They will complete their home assignments based on their notes.</p>	frontal work	<p>A possible introduction: "Buenos días, bienvenidos todos al primer Festival de Comercio Justo de nuestro continente. Como presidente de la Asociación, quiero reconocer el trabajo excelente que habéis hecho y ahora tenéis la posibilidad de presentar vuestras empresas. Gracias por estar aquí hoy con nosotros"</p>



3 minutes (44)	Evaluation of the project	<p>Students choose the emoticons best expressing their opinions.</p> <p>If time allows, they can answer questions and write down their opinions.</p>	individual work	Emoticons designed by Freepik.com
1 minute (45)	Home assignment	<p>Creative writing: students write an essay on the basis of what they've learned. Genres can vary from reports to diaries, letters, blog posts, etc., written from the view point of a possible participant at the festival (journalist, producer, retailer, buyer, etc.). An important aspect of evaluation is that readers should get a full picture of the festival, not just of the work of the group in question.</p>		

Materials and equipment:

- cards numbered from 1 to 4
- computer, projector
- role cards
- Spanish-Hungarian dictionary, A3 sheets, blue-tack, voting cards
- Hungarian-Spanish dictionary, mobile net
- internet access (phone, computer)
- dictionaries, A4 / A3 sheets, colour pencils, felts, role cards
- Evaluation sheet, see appendices.



Teaching tools:

Questions to discuss:

Recommended preliminary knowledge: vocabulary for going shopping, imperativo, pretérito perfecto

It is worthwhile to briefly inform students in the class preceding this module about prospective tasks and to point out that the last game – a simulation game – would only be successful if the whole group participates

Annexes:

Appendices and teaching aids

Evaluation tools suggested:

see in the annex

Sources:

Dr. Spencer Kagan, Miguel Kagan: Kagan kooperatív tanulás, Önkonet kft.

<http://www.freepik.com/>

