

Fair Trade

- Looking at how to divide up the amount paid for coffee jar or bar of chocolate.
- Use data from Fair Trade activities in 'Human Rights in the Curriculum: Mathematics'.
- Links to finding percentages of amounts.
- Supermarkets make more (as a percentage) from a Fair Trade chocolate bar than a normal chocolate bar - leads to an interesting discussion of why (niche market - Fair Trade bar also more expensive).
- Graphical representation of data - dividing up the coffee cup or chocolate bar in proportion.
- How can we help students to appreciate what 'Fair Trade' means? What is 'fair'?
- Explore how much more expensive fair trade products are and carry out a survey of extent to which people would be willing to pay the extra for Fair Trade and whether they think it's worth it - helps to make Fair Trade issues explicit.
- Opportunity to show some sort of Fair Trade promotional video?
- Could organise a debate - one side goes away and prepares an argument for/against buying Fair Trade. Would entail researching what Fair Trade means. Could argue from the point of view of various people in the chain - producers/farmers, importers, supermarket, etc.
- Consider scaling up - if you drink this many cups of coffee/eat this many bars of chocolate in a week ...
- Could use pennies as way of representing it physically - might help appreciate how little farmers get compared to supermarkets.
- Could promote a discussion around how should the money from a chocolate bar/coffee jar be divided up fairly/justly? Could start with this and then compare to the real life situation. Encourages working proportionally and ensuring total adds up to 100%.
- Link to video where cocoa farmers talk about what fair trade means to them:
<http://www.youtube.com/watch?v=orDjyNBmkj4&safe=active>