

## „It is never too late for solidarity“

Intervention UNIT C3: FAIR TRADE	Preparation time	Requirements	Duration
<p>Many learners know e.g. cocoa as breakfast of their childhood or associate with chocolate the special pleasure or connect these foods with positive or negative emotions. Almost everyone has an opinion about chocolate. For this reason, and also because cocoa is an imported product that cannot be cultivated in the region, the topic of social conditions is addressed in the topic of cocoa production and chocolate manufacturing. The production conditions of cocoa beans "conventionally" or in consideration of the social conditions are compared and seals of quality that stand for fair production conditions are examined under the microscope. The learners recognize the "value" of food produced under fair conditions and pay more attention to this when buying.</p>	60min	★★★★☆	9 UE
	<b>Competence-oriented learning outcome:</b>		
	<p>I can explain the most important food labels. Referring to the Fair Trade seal.                      I can write different texts.                      I can write down, structure and reproduce relevant information.                      I can reflect my own eating behaviour.                      I select food according to quality criteria and intended use.                      I can extract information from texts.                      I can argue properly.                      I can describe the effects of globalization and evaluate them critically.</p>		
	<b>Aim of the teaching sequence in the module:</b>		
	To look at fair trade from several perspectives and to form your own point of view.		
	<b>Learning outcome</b>		
<p>Mind Map                      Different types of texts (recommendation, poetry, letter)                      collage</p>			
<b>Required materials/media:</b>			
Suitable premises + standard presentation material, seal of approval, smartphone, documentation and teaching material			

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Phase	Duration in min	Social-setting	Materials/ Media	Methodical-didactical notes / implementation
Confrontation	40	PL or TW	Mystery	To begin with the topic social and fair production the students solve a mystery together (PL or TW). The mystery is about the chocolate consumption of a German girl connected with a girl of Ghana, who can not go to school. 🧑🏫✍️ The students get a story, the leading question and tips to solve the mystery.
(Co-) Construction	30	IW TW	questionnaire Internet	The students activate their previous knowledge and their personal basis of fair trade. Therefore they complete the questionnaire „Fair Trade and me“. Afterwards they collect and structure their common knowledge in groups in a Mind Map. A video-tutorial helps to create the Mind Map. 🧑🏫📺
Reconstruction	100	TW	Internet	The Students researches facts about fair trade and fair quality seals. In doing so, they create a collection of quality seals and the corresponding regulations. Regional situations are also taken into consideration and domestic marketers who trade fairly are researched. These contents are presented as a poster or as a written recommendation. ✍️
Intervention	100	IW PL	Analysis movie	The students may bring their personal favorite chocolate or a label or photo of it to class. The label is analyzed by the Sisses for "fair characteristics" on the basis of a guide. Afterwards, the Sisses see the report "Dirty chocolate". As a reflection on this, the SuS re-evaluate their favorite chocolate and generate a new concept of action for themselves when buying chocolate and cocoa in the future. 🧠
De- construction	100	GW PL	Simulation game	The students are assigned to different groups and inform themselves about the conditions of their role in the chocolate production chain. Similar to a negotiation, they should jointly determine a fair price for a bar of chocolate so that everyone is fairly rewarded. 🧑🏫🗣️
Reflection	80	IW or TW	Internet	The students reflect the last lessons by writing a private letter to their grandmother (IW) or by creating a poetry for a poetry slam (TW). The learning products are shared in the learning platform. ✍️📖 Afterwards each student comment at least one learning product of a colleague.

IW: Individual work; PL: Plenum, GW: Group work;

# Planning of a systemic learning and teaching arrangement on regional sustainable food systems

Model/Topic

## **C3 Intervention: Fair Trade**

**„It is never too late for solidarity“**



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# Lesson plan

## 1 Teaching-Learning-Arrangement (TLA)

### 1.1 Cover page

Module/topic	Fair Trade
Curriculum/competence model	<ul style="list-style-type: none"> <li>• I can explain the most important food labels. Reference to the Fair Trade seal.</li> <li>• I can write different texts.</li> <li>• I can note, structure and reproduce relevant information.</li> <li>• I reflect on my own eating behaviour.</li> <li>• I select food according to quality criteria and intended use.</li> <li>• I can extract information from texts.</li> <li>• I can argue properly.</li> <li>• I can describe the effects of globalization and evaluate them critically.</li> </ul>
Aim of the teaching unit	The pupils can weigh up the advantages and disadvantages of fair trade food and make appropriate purchasing decisions.
Learning outcomes/ partial competences of the technical-objective area	<ul style="list-style-type: none"> <li>• <i>Konfrontation</i> <ul style="list-style-type: none"> <li>○ <i>I can recognise complex relationships.</i></li> <li>○ <i>I can solve tasks with existing resources in coordination with each other.</i></li> </ul> </li> <li>• <i>Construction</i> <ul style="list-style-type: none"> <li>○ <i>I can identify my own buying behaviour with regard to fair trade.</i></li> </ul> </li> <li>• <i>Co-Construction</i> <ul style="list-style-type: none"> <li>○ <i>I can gather my previous experiences about fair trade in cooperation with others.</i></li> <li>○ <i>I can create a mindmap about fair trade.</i></li> </ul> </li> <li>• <i>Re-Construction</i> <ul style="list-style-type: none"> <li>○ <i>I can specify various requirements and conditions for fair quality labels.</i></li> <li>○ <i>I can understand the situation and conditions of local harvesters.</i></li> <li>○ <i>I can summarise and present content as a recommendation or advertising poster and give feedback to others.</i></li> </ul> </li> <li>• <i>Intervention</i> <ul style="list-style-type: none"> <li>○ <i>I can get information from labels.</i></li> <li>○ <i>I can justify and explain my own interests and purchasing decisions.</i></li> <li>○ <i>I can reconsider previous purchasing patterns if necessary.</i></li> </ul> </li> <li>• <i>Deconstruction/Modelling</i> <ul style="list-style-type: none"> <li>○ <i>I can find informations in an article.</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>I can put myself in the place of an assigned group of people.</i></li> <li>○ <i>I can clearly present and defend a point of view.</i></li> <li>○ <i>I can lead a discussion.</i></li> <li>○ <i>I can accept other opinions and thereby broaden my own opinion.</i></li> <li>● <i>Reflection</i> <ul style="list-style-type: none"> <li>○ <i>I can reflect on my learning progress and change of attitude</i></li> <li>○ <i>I can write poetry slams or private letters.</i></li> <li>○ <i>I can decide for myself which learning product I create.</i></li> <li>○ <i>I can decide for myself whether I prefer to work alone or in a group.</i></li> <li>○ <i>I can upload files to a learning platform.</i></li> </ul> </li> </ul>
<p>Learning outcomes/ partial competences of the methodological, social and human resources</p>	<ul style="list-style-type: none"> <li>● <i>I can establish connections and cross-connections.</i></li> <li>● <i>I can clearly present my own point of view.</i></li> <li>● <i>I can reflect on group processes.</i></li> <li>● <i>In working with a group, I can bring my own resources .and competences into the group.</i></li> <li>● <i>I can verbalise and sketch my own ideas.</i></li> <li>● <i>I can adapt my communication behaviour to different. communication media.</i></li> <li>● <i>I can express my opinion.</i></li> </ul>
<p>Time planning</p>	<p>450 minutes total</p>

## 1.2 Course planning (Learning setting)

Phase in the module (GP)	When? guiding time	Why? learning objectives, partial competences	What? Detailed teaching steps in the learning and teaching process (learning-teaching-process) incl. technical questions/explanations/contents	How? methodological approach; learning product	Who with whom? social Form role of the teacher	With which? media and working equipment
Konfrontation	40 minutes	<p><i>I can recognise complex relationships.</i></p> <p><i>I can solve tasks with existing resources in coordination with each other.</i></p> <p><i>When working with a group, I can bring my own resources and skills to the group</i></p>	<p>Chocolate Mystery</p> <ul style="list-style-type: none"> <li>- teacher reads story about chocolate shopping and leading question</li> <li>- every student gets a hint card</li> <li>- students must solve the mystery together with the hint cards</li> </ul>	Solving the mystery together	<p>Together in plenary, for large classes, several groups can be divided up</p> <p>Teacher: observe that everything is done by the book</p>	<p>Chocolate Mystery</p> <p>Once per group:</p> <ul style="list-style-type: none"> <li>- Key question</li> <li>- History</li> <li>- Information card</li> </ul>
Construction	10 minutes	<p><i>I reflect my own eating habits.</i></p> <p><i>I can identify my own buying behaviour with regard to fair trade.</i></p>	<p>Activate previous knowledge</p> <ul style="list-style-type: none"> <li>- students fill out the questionnaire "Fair Trade and me"</li> </ul>	questionnaire	<p>Individual work</p> <p>TeacherAssistance in case of ambiguities</p>	<p>Questionnaire</p> <p>"Fair Trade and me"</p>

Phase in the module (GP)	<b>When?</b> guiding time	<b>Why?</b> learning objectives, partial competences	<b>What?</b> Detailed teaching steps in the learning and teaching process (learning-teaching-process) incl. technical questions/explanations/contents	<b>How?</b> methodological approach; learning product	<b>Who with whom?</b> social Form role of the teacher	<b>With which?</b> media and working equipment
Co-Construction	20 minutes	<p><i>I can gather my previous experiences about fair trade in cooperation with others.</i></p> <p><i>I can create a mindmap about fair trade.</i></p> <p><i>When working with a group, I can bring my own resources and skills to the group</i></p>	Gathering the common knowledge on fair trade - students process the work order "designing a mindmap"	Self-directed learning – Internet research mindmap	Group work  Teacher: supports with questions, methodological approach, etc.	Work order 2  Internet research  Video-tutorial for drawing a mindmap: <a href="https://www.youtube.com/watch?v=7bZl0G77g6g">https://www.youtube.com/watch?v=7bZl0G77g6g</a>
Rekonstruktion	100 minutes	<p><i>I can explain the most important food labels. Reference to the Fair Trade seal.</i></p> <p><i>I can write different texts.</i></p> <p><i>I can note, structure and reproduce relevant information.</i></p>	Students researches information on fair seals of approval  - Criteria and requirements for fair trade seals of approval. - Regional suppliers and their fair working conditions. - Students can either design an advertising poster for fair trade or write a recommendation addressed to consumers.	Internet research  Recommendation Advertising poster	Single work or. Partner work	Work order 3 Research and poster  (PC, Smartphone)

Phase in the module (GP)	When? guiding time	Why? learning objectives, partial competences	What? Detailed teaching steps in the learning and teaching process (learning-teaching-process) incl. technical questions/explanations/contents	How? methodological approach; learning product	Who with whom? social Form role of the teacher	With which? media and working equipment
Intervention	100 minutes	<p><i>I select food according to quality criteria and intended use.</i></p> <p><i>I can make connections and cross connections.</i></p>	<p>Students analyses the labels of chocolate bars.</p> <ul style="list-style-type: none"> <li>- In the next unit they are given the task of bringing the label or a photo of their favourite chocolate brand with them.</li> <li>- They analyse the label on the basis of a analyses sheet.</li> <li>- In doing so, they take a closer look at seals of approval and labels.</li> <li>- The results are presented in the classroom.</li> </ul> <p>The next step will be the film "Dirty Chocolate" (documentary with Miki Mistrati), which will be shown in the plenary session.</p> <ul style="list-style-type: none"> <li>- The film will then be reviewed in the group.</li> <li>- Afterwards, the Students have time to reflect on their shopping. They receive a template of an empty shopping scale and can fill it with resolutions for a "cleaner chocolate shopping".</li> </ul>	<p>Analysis sheet Presentation</p> <p>Intermediate reflection Attachments for chocolate purchasing</p>	<p>Single work plenary session</p> <p>plenary session Single work</p>	<p>Work order 4 Chocolate labels Analysis sheet</p> <p>Work order 5 Dirty chocolate <a href="https://www.youtube.com/watch?v=ZJXdg1ZddcE">https://www.youtube.com/watch?v=ZJXdg1ZddcE</a> Shopping Scales Template</p>

Phase in the module (GP)	<b>When?</b> guiding time	<b>Why?</b> learning objectives, partial competences	<b>What?</b> Detailed teaching steps in the learning and teaching process (learning-teaching-process) incl. technical questions/explanations/contents	<b>How?</b> methodological approach; learning product	<b>Who with whom?</b> social Form role of the teacher	<b>With which?</b> media and working equipment
Deconstruction+ Modelling	100 minutes	<p><i>I can extract information from texts.</i></p> <p><i>I can argue properly.</i></p> <p><i>I can present my own point of view clearly.</i></p> <p><i>I can describe the effects of globalization and evaluate them critically.</i></p>	<p>The students deal more closely with the production and price conditions of chocolate.</p> <ul style="list-style-type: none"> <li>- The students read an article about the production steps of chocolate manufacturing.</li> <li>- The students are divided into groups. Each group represents a group of people from the chocolate production chain (plantation workers, plantation owners, traders, ...)</li> <li>- Each group is now allowed to do more detailed research on their group of people. In doing so, they should consider also the living conditions of the people.</li> <li>- They receive a role description and should think of a possible negotiation strategy.</li> <li>- When the research work is completed, everyone returns to the plenary session. Each group now sends a representative of their group to the negotiation.</li> <li>- Each group of people now represents its own needs. The aim is to negotiate for a price that is as fair as possible for all participants.</li> <li>- The rest of the Students observe the discussion.</li> </ul>	<p>Research</p> <p>Discussion- Fishbowl</p>	<p>Single work Group work</p> <p>Discussion Moderation by teacher</p>	<p>Work order 6 Article chocolate production</p> <p>Role description Computer or Smartphone</p> <p>Podium for discussion</p>



80 minutes

*I can write different texts.*  
*I can verbalise and sketch my own ideas.*  
*I can adapt my communication behaviour to different communication media.*  
*I can express my opinion.*  
*I can reflect on my learning progress and change of attitude*  
*I can write poetry slams or private letters.*  
*I can decide for myself which learning product I create.*  
*I can decide for myself whether I prefer to work alone or in a group.*  
*I can upload files to a learning platform.*

Reflection of the teaching module in the learning platform and the learning diary  
 - students choose whether the four of them write poetry for a poetry slam or write a private letter to grandma about fair trade  
 - students comment on a contribution by colleagues in the learning platform

Private letter or poetry on learning platform and learning diary

Individual work or group work  
 Teacher: Support for questions and uncertainties

Work order 7  
 Internet research  
 Smartphone for filming  
 Learning platform  
 Learning diary  
 Example for a Poetry Slam:  
<https://www.youtube.com/watch?v=lmOr3yFh0zU>



## 1.3 Literature used and other sources

Clean Air Productions. (20. Mai 2015). Schmutzige Schokolade 1. Abgerufen am 7. November 2020 von YouTube: <https://www.youtube.com/watch?v=ZJXdg1ZddcE>

Forstner-Ebhart, A., Haselberger, W., Michenthaler, J., & Faistauer, C. (2017). Vom Kompetenzmodell zum kompetenzorientierten Unterricht an Landwirtschaftlichen Fachschulen. Salzburg, Wien: Landw. Schulabteilungen der Bundesländer Burgenland, Kärnten, Niederösterreich, Oberösterreich, Salzburg, Steiermark, Tirol und Vorarlberg.

Interkulturelles Dialogforum (21.12.1999). Planspiel: Kakao aus Latakien- Wer profitiert von wen? Abgerufen am 7. November 2020 von <https://hendrik-kraemer-haus.de/Doku/Dokum/Kakao%20aus%20Latakien.pdf>

Jugend handelt fair. (kein Datum). Schoko-Mystery. Abgerufen am 6. November 2020 von [http://jugendhandeltfair.de/fileadmin/user\\_upload/pdf/Baustein\\_Schokoladen-Mystery.pdf](http://jugendhandeltfair.de/fileadmin/user_upload/pdf/Baustein_Schokoladen-Mystery.pdf)

TEDx Talks. (14. August 2018). *We Can Be More - a 13-year-old poet's campaign to save the world | Solli Raphael | TEDxSydney*. Abgerufen am 10. November 2020 von YouTube: <https://www.youtube.com/watch?v=lm0r3yFh0zU>

WF NEN. (4. Jänner 2017). *Mind Mapping for Ideas*. Abgerufen am 10. November 2020 von YouTube: <https://www.youtube.com/watch?v=7bZlOG77g6g>

## 2 Attachments of the TLA (copy)

### 2.1 Several media

# Chocolate Mystery

process		
overview	steps of action	material
entry: initial story; key question	The teacher introduces students to the topic and the problem by reading out the initial story and asking the leading question.	Initial story Key question
assumptions	The students comment on the key question and make assumptions about the connections.	
processing on the key question	The students work on the key question together in small groups (3-4 students). They arrange and sort the mystery cards in the way they consider appropriate to answer the key question - not all information is relevant to answering the question and connections between the facts must be uncovered.	paper and pens, mystery cards
presentation	The students present the answers found and the solution to each other. If necessary, the teacher completes.	

### Initial story:

Paula has written a 3 in maths - a small miracle, because actually her maths is not at all good and she already gets a stomach ache when she only thinks about maths. This is a little bit strange, because actually she likes her maths teacher Mr. Schröder very much and also her classmates never give her the feeling that she is stupid just because she is bad at maths! On the contrary, two boys and a girl from the class even met with her several times before the class test to help her learn - so it's no wonder that she got a 3! Anyway, Paula is beside herself with joy and wants to thank her supporters. She thinks for a long time back and forth about what to give them, then she decides on a bar of chocolate - after all, everyone likes that! Arriving at the discount store, it is not easy for her to decide on a bar of chocolate - there are so many different varieties, brands and price differences! Actually, Paula is not stingy, and she doesn't want to be stingy towards her friends either, after all they have invested their time to help her - and still! She thinks about the new bicycle in the corner shop on Schösserstraße, for which she is saving up at the moment, and about her pocket money, which she finds far too low anyway (after all, she's 15 now, so there are needs for which you need a little more money!) If she would only buy one blackboard, yes, it could cost a bit more, but three of them? Besides, she's not sure whether her friends really like the expensive chocolate, which sometimes costs 3 €, better. And can one rely on all these seals on the packaging (which, by the way, are a mystery to her anyway) or is this just another new sales pitch that exploits the buyers' conscience? On the other hand - giving cheap chocolate as a present looks stingy and often doesn't taste so good - oh dear, "just for once" buying chocolate, if it were that easy! Finally Paula decides to go for a special offer of a brand she knows - this way it won't be so expensive, it won't look stingy and you can be sure that a big brand is a good choice.

### Key question:

**Why is Paula partly responsible for the fact that 14-year-old Kofi from Ghana cannot go to school?**

## Mystery Cards for cutting out

(the cards can be changed and extended at will)

<p>School attendance for children in Ghana is free of charge up to grade 9. However, exercise books, school uniforms and other school materials have to be purchased, without which school attendance is not possible. Children who come to school without uniform are often sent away again.</p>	<p>The school career of children in Ghana begins at the age of about four years with a two-year pre-school, followed by six years of primary school. Afterwards the pupils go to a three-year secondary school, the Junior High School.</p>
<p>After completion of the 9th grade, pupils can attend a secondary school (Senior Secondary School), but school fees are charged for this.</p>	<p>The cocoa is rarely processed in the country of origin. After drying, it is packed in bags and sold to middlemen. They transport it to the port, where it is loaded onto ships which take it to Europe or the USA for processing.</p>
<p>Chocolate is sold in supermarkets, the range of brands and varieties is huge! Especially at Easter and Christmas, the chocolate shop producers entice customers with especially low prices. A bar of chocolate is available for one euro - the supermarket alone gets about 28 cents of this.</p>	<p>Paula is 15 years old and lives with her parents in Hamburg, Germany. She goes to the Schillergymnasium (a high school) there and has many friends. In the afternoon they do something together, go swimming or visit the horses of a nearby farm.</p>
<p>Paula gets € 25 pocket money from her parents every month. Most of the money she spends on jewellery and snacks at the school kiosk, a little money she saves every month for a new bike. In order to earn a little money for her great desire to do so, she distributes the local newspaper once a week in the afternoon. That is about three hours of work for which she gets € 17,89.</p>	<p>"The relatively high cost of labour is one of the reasons for the widespread employment of children. The cocoa farmers therefore have clear ideas on how to reduce the employment of children. In addition to education about the harmful effects of child labour, they say they need credit to hire workers and a higher price for their cocoa. (Südwind Institute for Economy and Ecumenism (2011): "Ghana: From bitter cocoa to sweet chocolate", pp. 25-30)</p>

<p>"Several studies show that many children also work in the cocoa sector. Data collected in 2008 and 2009 show that almost one million children work on the cocoa plantations [in Ghana], of which about 270,000 work in violation of ILO Conventions 138 and 182 and national laws. On working days, the children are usually employed for four to eight hours. As a rule, they wear no protective clothing at all."  (Südwind Institute for Economy and Ecumenism (2011): "Ghana: From bitter cocoa to sweet chocolate", pp. 25-30)</p>	<p>"The children themselves consider weeding and collecting and transporting the cocoa fruits to be the hardest jobs. They also carry water to the fields, which is needed for the application of pesticides, and they take fermented cocoa beans to the places where they are dried. Older children also help harvest and break open the cocoa fruits. The use of machetes repeatedly causes injuries."  (Südwind Institute for Economy and Ecumenism (2011): "Ghana: From bitter cocoa to sweet chocolate", pp. 25-30)</p>
<p>Kofi is 14 years old and lives in Mampong, Ghana. His father cultivates cocoa on their land there, as do about 1 million other farmers in Ghana (cf. Südwind 2011, p. 16). During harvest time the whole family of the cocoa farmers on the plantation has to help, including Kofi and his siblings. The fruits have to be beaten from the trees with machetes, opened, fermented and dried - every hand is needed.</p>	<p>Even Kofi's mother helps with the cocoa harvest, although she still has to take care of the household and the vegetable field. The children hardly have any time for themselves during harvest time. Until it gets dark - and in Ghana that is already around 6 pm - they help with the harvest. They have to study for school by candlelight late in the evening. So much work, so little profit: For each tablet sold, the family earns only 4 cents on average.</p>

<p>Trans Fair e.V. boss Overath still sees potential in the expansion of Fair Trade chocolate: "We still lack the commitment of the big chocolate manufacturers," said Overath. And that has consequences. Due to insufficient demand, cocoa farmers are often only able to sell a small part of their harvest at fair trade conditions. The situation of cocoa farmers in Côte d'Ivoire is dramatic. The aim is now to win over large brand manufacturers who do not yet offer Fairtrade chocolate in Germany. (from: "Fairtrade trade: For a clear conscience", Tagesspiegel online, 19.04.2013)</p>	<p>Fair trade relations are long-term, reliable and based on partnership! Organic farming and environmentally friendly production is promoted - as are particularly disadvantaged groups such as women's groups. Producer organisations can receive pre-financing so that they can buy seeds or materials, for example. Consumers pay a reasonable, slightly higher price for this!</p>
<p>Every year, some 4 million tonnes of cocoa are produced worldwide, a good three-quarters of which in Africa. The three largest cocoa-growing countries are Ivory Coast, Ghana and Indonesia.</p>	<p>On average, each German citizen consumes 3.8 kg of pure cocoa annually, which corresponds to about 11.5 kg of chocolate. (Source: Fairtrade Germany, 2011, "Fact Sheet Cocoa")</p>
<p>In 2011 Germany imported approx. 338,000 tonnes of raw cocoa and is considered one of the most important locations for further processing. (Source: Fairtrade Germany, 2011, "Fact Sheet Cocoa")</p>	<p>In 2011 around 1,138 tonnes of Fairtrade chocolate were sold in Germany, in addition to 293 tonnes of Fairtrade cocoa drinks and 1,096 tonnes of Fairtrade ice cream. In 2012 the figure was only 796 tonnes, a drop of 30%. (Source: Fairtrade Germany, chocolate sales development chart)</p>



<p>"Lack of education is a consequence, but also one of the causes of child labour. Child workers usually do not go to school at all, sometimes only for a few hours. Then, however, they are often too tired to follow lessons anyway, suffer from illnesses, miss the connection due to their working hours and are not motivated by anyone to learn. (Source: Planet Wissen Online, accessed 12/2013)</p>	<p>The plight of cocoa farmers is often devastating. The Ghanaian government has also noticed this and has therefore been paying subsidies to particularly poor families as part of the development of a basic health and social security system to prevent the worst forms of poverty.</p>
<p>Not all work done by children is illegal. The UN Convention on the Rights of the Child defines so-called "exploitative" child labour, which is prohibited in almost all countries of the world.</p>	<p>Many poor families are dependent on the free cooperation of children, but this must be organised in such a way that</p>

**Source:** Jugend handelt fair. (kein Datum). Schoko-Mystery. Abgerufen am 6. November 2020 von [http://jugendhandeltfair.de/fileadmin/user\\_upload/pdf/Baustein\\_Schokoladen-Mystery.pdf](http://jugendhandeltfair.de/fileadmin/user_upload/pdf/Baustein_Schokoladen-Mystery.pdf) (translated from German to English)

# My Checklist

Name: \_\_\_\_\_

- Work order 1 done on:** \_\_\_\_\_

Chocolate mystery

- Work order 2 done on:** \_\_\_\_\_

Questionnaire

Mindmap together with:

\_\_\_\_\_

- Work order 3 done on:** \_\_\_\_\_

Research

Advertising poster or recommendation

Check the box:

I have worked alone

I have worked together with \_\_\_\_\_.

- Work order 4 done on:** \_\_\_\_\_

Label Analysis

- Work order 5 done on:** \_\_\_\_\_

movie

Shopping Cart Worksheet

- Work order 6 done on:** \_\_\_\_\_

Panel Discussion

I have represented this group of

people: \_\_\_\_\_

- Work order 7 done on:** \_\_\_\_\_

Reflection: Letter or Poetry

## Work order 2



### Situation:

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As a responsible consumer you deal with the topic "fair trade". You collect everything you know about fair trade and exchange information with other responsible consumers.

### Action:

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Fill in the questionnaire "Fair trade and me" to the best of your knowledge and belief.

### Reaction:

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Look for four more responsible consumers in your class. Create a mindmap together to collect your fair consumption. If you need help designing a mindmap, you can watch this video tutorial:

<https://www.youtube.com/watch?v=7bZl0G77g6g>

## Work order 3



### Situation:

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You have heard a lot about fair trade, partly also the conditions and how fair trade works. You are now interested in the conditions that companies have to meet in order to trade "fair". You are especially interested in the requirements for regional companies.

### Action:

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Research alone or with a partner the terms and conditions necessary to obtain a fair seal of approval on the Internet. You are welcome to use your smartphone for this purpose. Put special emphasis on regional seals of approval.



You can record your results either as a recommendation for a fair magazine or as an advertising poster for consumers.

Dedicate a part of your recommendation/your advertising poster to regional producers and the fair working conditions of harvest workers.

### Reaction:

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In the form of a vernissage you present your research. Give verbal feedback to the respective other persons.

# Work order 4



## Situation:

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You have already thought a lot about fair trad. Now you want to take a closer look at your own living environment. For this purpose you analyse your favourite chocolate. In the last unit you were asked to bring the label of your favourite chocolate or a photo of it to class.

## Action:

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Read the label of your chosen chocolate carefully! Answer the following questions in your notes:

- Why did you choose this chocolate?
- Which three characteristics of the chocolate or the manufacturing company do you particularly like?
- What seals of approval can you find?
- Is your chocolate fair trade?- If so, where do you find de sign for it?
- What would you recommend to the manager of this company - in terms of fair trade?

## Reaction:

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Present and discuss your results with the rest of the class.

# Work order 5

## Situation:

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Many rumours and truths about conventional chocolate that is not "fairly" traded are circulating in the media and society. You have stumbled upon the documentary "Dirty Chocolate" by Miki Mistrati and watch it in class with your classmates.

## Action:

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Watch the movie "Dirty chocolate". You can find it under the link:

<https://www.youtube.com/watch?v=ZJXdg1ZddcE>

Discuss the film with your classmates. What has become clearer to you now? How do you see chocolate production now compared to before?

## Reaction:

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Fill the template of the shopping cart with the Intentions for your next chocolate purchase.

## Work order 6

### Situation:

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In the daily newspaper you found an interesting report about the production of chocolate in Latakia.

You noticed that quite a lot of people are involved in the production of chocolate.

### Action:

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You have been divided into a small group and should now take a closer look at people in the chocolate trade with your colleagues.

Your group is one of the following:

- Plantation workers
- Plantation owner
- Employee of an NGO
- Chocolate producer from Austria

You now have time to inform yourself about your group of people in the group. Read the description of the persons and research on the internet. Also pay attention to the respective life situation of the people, try to put yourself in their shoes and think about possible strategies for the following press conference.



One person of your group may now communicate your standings and have a say in the round table of the participants.

### Reaction:

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The remaining classmates listen carefully and ask questions to the experts if necessary.

The discussion is discussed in the plenum.

# Work order 7

## Situation:

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Now that you have heard a lot about fair trade and several views of fair trade have been illuminated, you want to reconsider and reflect on what you have learned in the past hours. Therefore you think about the following question:

- What influence does what I have learned about fair trade have on my personal buying and consumption behaviour?
- What do I plan to do while shopping?
- What arguments do I find for myself and others to buy fair or unfairly traded products?

## Action:

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Answer the questions in one of these tasks:

Write **a letter to your grandmother** in single work (about 300 words). Pay special attention to the different views of fair trade. Note that your grandmother may not have heard anything about fair trade. Put the letter on the learning platform and in your learning diary.

or



Write **a poetry** (in standard language or dialect) **for a poetry slam** on the topic of "fair chocolate" in a group of four and places it on the learning platform (text, video or audio; once per group) and in your learning diary (text; each of you). How a poetry slam is written can be researched on the internet.

Here is an example of a Poetry Slam:

<https://www.youtube.com/watch?v=lm0r3yFh0zU>

## Reaction:

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Comment at least one contribution of your colleagues on the learning platform.



# Fair Trade

## Questionnaire

What does "fair trade" mean to you?

*Fair trade means for me* .....

.....

.....

Which fair trade products do you know?

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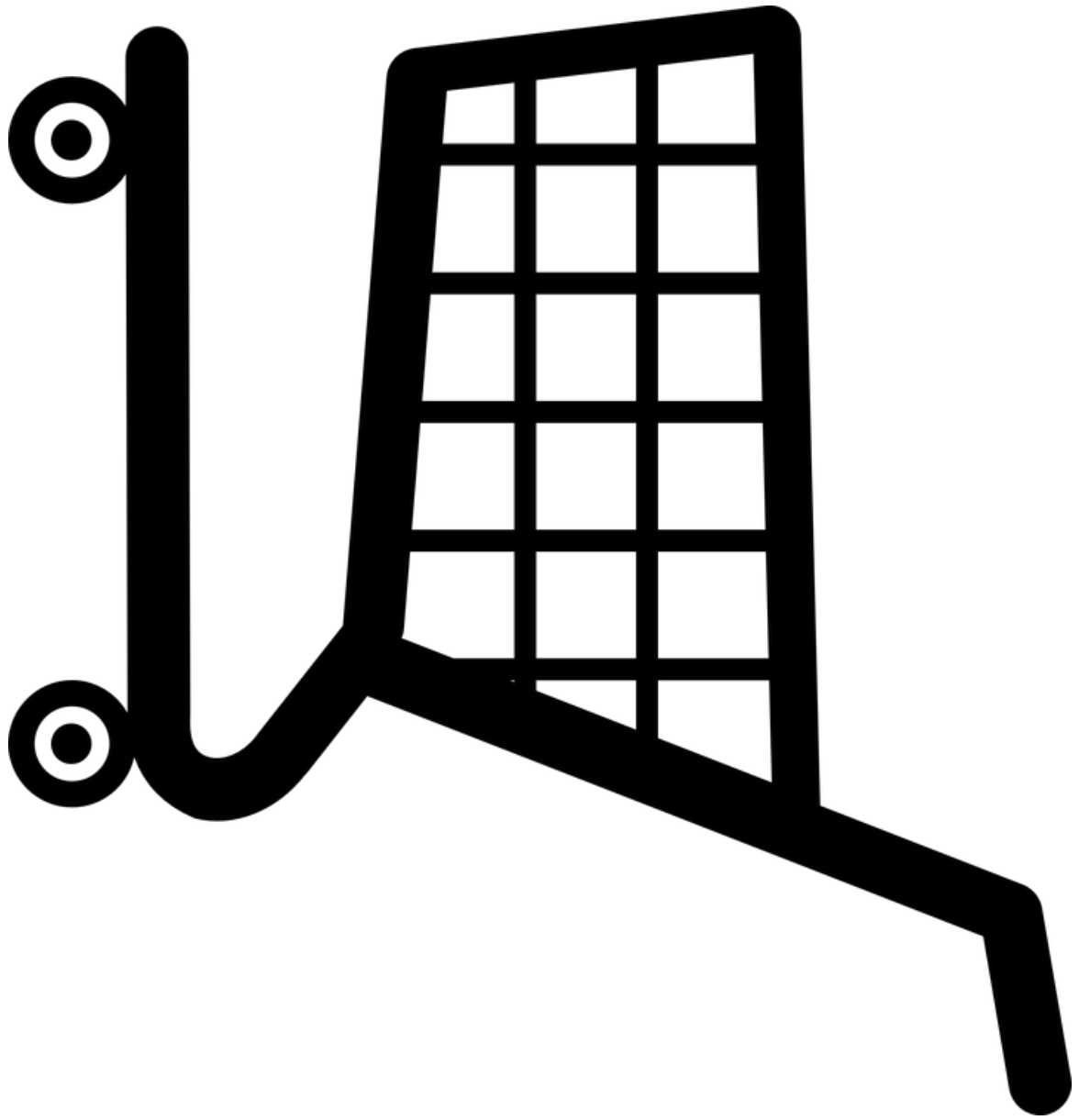
.....

What Fair Trade products have you ever consumed? How often do you consume these products?

Already tried it once	sometimes	(almost) always

Where do you think you can buy fair products? Name products you can buy there!

Where	What



## **Attachment Work Order 6**

The introductory texts and role descriptions can be found under the following link and adapted for Austria if necessary:

<https://hendrik-kraemer-haus.de/Doku/Dokum/Kakao%20aus%20Latakien.pdf>

# Basic considerations about teaching

## 3 Didactic analysis

### 3.1 Entry requirements/pre-concepts/pre-experience

Students have seen the Fair Trade label before and can recognize it.

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Students can work in groups and make together decisions.

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Students can make decisions independently and deal with the consequences.

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Students can determine their own learning pace with the group and in individual work and can deal with given time limits.

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Students have experience in self-directed learning.

### 3.2 Didactical and methodological considerations

#### 3.2.1 Importance of the teaching content for learners

Students already decide which product they want to use and under which production conditions it will be manufactured. This becomes clear with the example of chocolate.

Since students make such purchasing decisions throughout their lives, for them and possibly for others, it is of great importance that they are confronted with the consequences of their consumption behavior and make reflected decisions in the future. Using the example of fair trade, consequences for the population in their vicinity, but also from distant parts of the world, are made visible to the students.

#### 3.2.2 Didactic reduction/didactic focus

The didactic focus is on reflection and decision making regarding fair trade. According to this, the use of this teaching-learning arrangement should be based mainly on parts related to these areas.

For example, the mystery and the advertising poster or recommendation can be reduced. Instead of the film, for example, a shorter video clip can be used. The main purpose of using this teaching material is that the pupils\* learn to deal with the topic more intensively and learn to see the interactions connected with fair trade.

#### 3.2.3 Aspects of individualisation and differentiation

In this teaching-learning arrangement there are no right and wrong solutions - in the teaching-learning arrangement, the students have opportunities for individualization again and again: They are allowed to choose the group members themselves, decide partly by themselves which learning products they design (e.g. advertising poster/recommendation) and which information is important for them (e.g. with the different perspectives of the groups of people).

In the teaching-learning arrangement, the students can largely determine the pace of learning themselves (differentiation). To ensure that the subject area does not get out of hand, the teacher repeatedly sets time limits. Furthermore, the students themselves determine which topics they work on (e.g. in the selection of the group of people).

### **3.2.4 Monitoring success, securing results, performance assessment**

Results are secured in the form of learning products (completed questionnaire, mindmap, advertising poster/recommendation, resolutions in the shopping cart, poetry/letter)

In the teaching-learning arrangement, both the learning process and the learning products are assessed. The students are informed at the beginning that working on the topic area is part of the cooperation. This is how we assess whether the students are committed to the subject, how the cooperation in the groups is, whether the students deliver the learning products on time and whether the learning products are complete and appealingly designed.

The content of the learning products is not assessed - a positive error culture is aimed at.

### **3.2.5 How is personal learning progress reflected and documented?**

After watching a film about fair trade, the students reflect on this film and their own purchasing behavior about fair trade. In this way their previous experiences are reflected.

At the end of the teaching-learning arrangement the students reflect either in a poetry or in a letter how their attitudes towards fair trade are after working on the topic.

At the beginning of the tasks, the students have an overview sheet of the entire teaching module. Here they can document when they have done which task with whom - it forms a complete overview of the progress in the topic area.

In addition, the students document their learning progress in the shopping cart with the intentions for a "clean shopping cart" and in the final reflection (poetry or letter).