

Key Stage 2 PSE resource: Just bananas? Exploring fair trade

Activity summary	Global learning opportunities	Curriculum links	
		Skills	Range
<p>This work is based on planning and activities on the Oxfam Education site. They are relatively simple and – particularly for older children - can usefully be supplemented with further resources and activities on the Fair Trade Wales and Co-operative (search for ‘Co-operate for change’) sites.</p> <p>This case study investigates how bananas grown in the Caribbean end up in Welsh shops, highlights different people’s jobs in the process, and where money is made in this trade.</p> <p>The materials help students understand the origins of their food and provide a concrete introduction to trade, whilst helping pupils to think critically about its impact on people and communities.</p> <p>How a school tackled this activity is described more fully here.</p>	<p>GLP-W themes and outcomes</p> <ul style="list-style-type: none"> • Development and developing countries • Interdependence and globalisation • Enquiry and critical thinking. <p>ESDGC themes</p> <ul style="list-style-type: none"> • Wealth and poverty • Consumption and waste. • Choices and decisions. <p>Global Goals:</p> <ul style="list-style-type: none"> • SDG 12 (Responsible consumption and production). 	<p>Developing thinking</p> <ul style="list-style-type: none"> • identify links between cause and effect • distinguish between ‘facts’, beliefs and opinions • form personal opinions and make informed decisions. <p>Developing communication</p> <ul style="list-style-type: none"> • listen carefully, question and respond to others • express their views and ideas confidently through a range of appropriate methods • contribute to class discussions and take part in debates. 	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> • develop respect for themselves and others • value diversity and recognise the importance of equality of opportunity • explore their personal values <p>and to understand:</p> <ul style="list-style-type: none"> • their rights and responsibilities • how injustice and inequality affect people’s lives • that people differ in what they believe is right and wrong • that personal actions have consequences.
		<p>Geography</p> <p>Locating places, environments and patterns</p> <p>Understanding places, environments and processes.</p> <p>Investigating: enquiry</p> <p>Communicating: opinions and issues.</p>	<p>Places, environments and issues:</p> <ul style="list-style-type: none"> • Living in other countries: a country at different level of economic development outside the UK.



Development You could:

- develop work in numeracy, investigating how the price of a banana is shared between producers and consumers, how important the banana trade is to different Caribbean countries and representing this data graphically.
- develop work in **geography**, including on:
 - living in Caribbean country: its location, physical and human landscapes, changing interactions between people and environment, and links with the rest of the world: perhaps using [St Lucia](#) as a case study
 - topical events and issues in the news
 - the use of geographical skills, including maps and GIS try [ArcGIS](#) to investigate the location and characteristics of the places studied.
- develop this work by comparing trade in bananas with other products, for example using Comic Relief's Pa Pa Paa materials
- extend the work through a whole-school approach to Fair Trade, for example through the [Fairtrade School Award](#), or an approach to rights through [Unicef's Rights Respecting Schools Award](#).
- explore the possible impact of a devaluing pound and possible inflation on sales of Fairtrade goods, post Brexit.
- Investigate links between [climate change and Fairtrade](#) for example [coffee](#).
- Explore further Fair Trade resources using GLP-W's bilingual [Fairtrade Fortnight resource](#)

Literacy opportunities

Oracy

Element: Developing and presenting information and ideas

Aspects :

- Speaking
- Listening
- Collaboration and discussion.

Reading

Element: Locating, selecting and using information

Aspect:

- Reading strategies.

Numeracy opportunities

Strand: Using data skills

Elements:

- Collect and record data
- Present and analyse data
- Interpret results.

Critical Thinking opportunities

- ask and respond to a range of questions, e.g. as part of an investigation,
- assess or evaluate information, e.g. distinguish fact and opinion
- express a point of view, understand that people have different points of view, and engage with these, e.g. through discussion.

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