

FAIR TRADE

1. Practical information

Theme	Fair trade
Goal	The pupils form an own opinion on the fact that lots of products are produced in bad circumstances. They write their opinion down in a letter or e-mail.
Level	3 ASO/TSO
Time	± 50 minutes ± 100 minutes when doing the e-mail in class
Type	- Class activity and pair work - Writing

2. Preparation

Preparation time for teacher	± 5 minutes <i>To do...</i> <ul style="list-style-type: none">- Collect some dictionaries.- Collect at least one Nike item- Collect a beamer and a computer- Print copies
Materials	<ul style="list-style-type: none">- Dictionaries- Nike accessories (t-shirt, shoe, hat, ...)- Beamer and computer to show a short fragment- Task on computer or printed versions- Example letter

3. Objectives

VOET	Gemeenschappelijke stam: 1, 5, 11, 12, 13, 24, 26, Context 2: 3 Context 3: 2, 5, 6 Context 4: 5 Context 5: 3, 4 Context 6: 3 Context 7: 3, 4 Leren leren: 5
Formation objectives: English	<i>Language</i> <ul style="list-style-type: none">- The pupils are able to create a formal letter to send to a company.- The pupils are able to use new vocabulary by using a dictionary.- The pupils are able to watch and understand a fragment that shows bad labour conditions under which Nike produces some of its products.

Formation objectives: Human rights	<i>Personality formation</i> - The pupils are able to question how a product is created. - The pupils are able to discuss the issue of working in bad circumstances. <i>World view</i> - The pupils become aware of the fact that some products are made in bad circumstances. - The pupils are aware of the fact that action can be taken to protect other people's rights in the world. - The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights, become aware of and adapt their own attitudes considering certain human rights.
Final attainment goals	<i>Listening:</i> 1, 3 <i>Reading:</i> / <i>Speaking:</i> 19, 20, 25 <i>Writing:</i> 32, 33, 37, 38, 39, 40, 42
Attitudes	- The pupils are willing to give their opinion. - The pupils are willing to adapt their opinion in a discussion. - The pupils are willing to make sure that the form of the text is correct. - The pupils are willing to take care of the lay-out and presentation of their written letters. - The pupils are able to discuss the world issue of working in terrible conditions with a lousy fee. - The pupils are able to formulate their own opinion on the fact that some products of brands they know, are produced in bad circumstances.
Strategies	- The pupils are able to use a dictionary.

4. Remarks

Remarks	You can widen this theme with a text of Oxfam or about Oxfam. Here are some sites you can visit. http://www.oxfam.org/en/campaigns/trade http://www.oxfam.org/en/campaigns/trade/real_lives/burkina_faso http://www.oxfam.org.uk/oxfam_in_action/what_we_do/index.htm You can also use cartoons for the Nike introduction. You can use this site to find some pictures. http://filipsagnoli.wordpress.com/ (e.g. http://filipsagnoli.wordpress.com/tag/nike/)
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5. Activity and instructions

ACTIVITY	INSTRUCTIONS
Introduction	<p>Nike!</p> <p>Start off the lesson by showing the Nike logo. Ask the pupils the following questions.</p> <ul style="list-style-type: none"> - <i>Who amongst you are wearing something or have something with them with this logo on it?</i> - <i>Who amongst you has something at home with this logo on it?</i> - <i>Why do all of these things have the same logo on it? (they are from the brand Nike)</i> - <i>Why do you buy Nike items? Do you like them?</i> - <i>Do you know where these products are made? Have a look at your labels. Tell me all the different places where your Nike products have been made.</i> - <i>Can you think of a reason why Nike would have its products made in these countries? What do these countries have in common? (low payment-poverty)</i>
Listening	<p>STEP 1: pre-listening</p> <p>Tell the pupils that they are going to watch a fragment about labour in Malaysia to see how Nike products are made.</p> <p>STEP 2: listening</p> <p>Show the fragment to the pupils: Nike Contractor in Malaysia using forced labour. http://www.youtube.com/watch?v=9Qzm7MCusGM</p> <p>STEP 3: post-listening</p> <p>Ask the pupils the following questions.</p> <ul style="list-style-type: none"> - What did you see in the fragment? - Can you tell me now why you would buy Nike? - Can you give me any reasons not to buy Nike? - <i>Did the fragment change your idea on Nike and other big companies?</i>
Speaking	<p>Discussion</p> <p>Ask the pupils the following questions.</p> <ul style="list-style-type: none"> - How do these workers have to live? How come? - Are there a lot of people that have to live in these circumstances? - Have you ever heard stories like this? - Do you think this is fair? - Why would some factories do this? - What can you do against this issue? - Why do people do this job even though they earn practically nothing? Why don't they quit? - Imagine Nike caves and bans all forced labour. What would happen to the products' price? Sales? Factories' closures? Malaysian economy?

<p>Writing</p>	<p>STEP 1: pre-writing Tell the pupils that you want them to do something about this. Ask them the following questions.</p> <ul style="list-style-type: none"> - <i>What can we do about this? How can we take action? What can we do? ...</i> <p>Here are some possible answers.</p> <ul style="list-style-type: none"> - Start a campaign to raise awareness (Nike) - Write an article for a newspaper - Write a letter to Nike - Make a film - Create flyers against these working conditions <p>Hand out the worksheets on how to write an email and have a look at it with the class. Tell the pupils to read the example e-mail. Tell the pupils to be polite towards Nike in their e-mail, so it can actually be sent. The pupils should try to be creative and keep the lay-out in mind.</p> <p>Remark: You can choose not to give the example e-mail in stronger classes.</p> <p>STEP 2: writing Walk around the class while the pupils are writing their e-mails to offer some help. You might want to have some dictionaries with you.</p> <p>Remark: You can have the pupils write the e-mail in pairs if you want to.</p> <p>Remark: If the writing takes too long, you can always have the pupils finish them at home.</p>
<p>Evaluation</p>	<p>STEP 1: presentation</p> <p>Have the pupils read their letters out loud to the class. Afterwards, have a vote on which is the best letter. Tell the pupils that it's going to be sent to Nike.</p> <p>STEP 2: assessment Assess the pupils e-mails.</p>

6. Enclosures

- 6.1 How to write an e-mail
- 6.2 Example of an e-mail

7. Sources

- Oxfam International. (Verified 19 May 2010).
<http://www.oxfam.org/en/campaigns/trade>

- Oxfam International. (Verified 19 May 2010).
http://www.oxfam.org/en/campaigns/trade/real_lives/burkina_faso
- Oxfam International. (Verified 19 May 2010).
http://www.oxfam.org.uk/oxfam_in_action/what_we_do/index.html
- Spagnoli, F. (Verified 19 May 2010).
<http://filipspagnoli.wordpress.com/>
- Spagnoli, F. (Verified 19 May 2010).
<http://filipspagnoli.wordpress.com/tag/nike/>
- Seven News: Nike Contractor in Malaysia using forced labour. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=9Qzm7MCusGM>

How to write an e-mail

Addressing

Dear Nike,

Leave two lines open.

Introduction

- Say who you are.
- Tell something about Nike in general (worldwide spread, good quality, ...).
- Note that you write a letter because you have a complaint.

Leave one line open.

Paragraph 1, 2, 3, ...

Some pointers:

- Leave one line open after every paragraph.
- One paragraph should only contain one subject.

Ending

- Write a short repetition of your opinion.
- What has to change?

Yours sincerely,

Leave one line open.

Your name.

What can you put in your text?

Here are some ideas:

- What shocked you?
- What do you want to see happening in the future?
- Why did you buy Nike in the past?
- Why will you still buy Nike in the future?
- Why will you stop buying Nike in the future?
- ...

Make sure you do not use the same expression over and over again!

I believe, in my opinion, as to me, I think, it is my idea, ...

