



Carrefour
de **solidarité**
internationale

WORKSHOP ON FAIR TRADE

A BANANA THAT TASTES LIKE... US

Target audience: End of elementary school or junior high school

Duration: 50 minutes

Number of youth: 20 to 75 youth

www.csisher.com





This ready-to-use workshop was created by the global citizenship education team of the Carrefour de solidarité internationale. Several such workshops exist in the community. We acknowledge that some elements have been inspired by experiences in similar activities. Our version of the workshop is offered to you free of charge. Thank you for recognizing the work of our organization when you use it in your community!

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Necessary material

GROUP A

- ♦ Scissors (1 pair/student)
- ♦ Yellow sheets with printed bananas and Fairtrade logo (do not cut)
- ♦ Recycling bin
- ♦ Bank notes printed and already cut
- ♦ Small basket/bowl/container

GROUP B

- ♦ Yellow pens (*in insufficient number. It is important that some students cannot have a pencil)
- ♦ White sheets with printed bananas (do not cut them) Garbage bag (1)
- ♦ Currencies printed and already cut
- ♦ Small basket/bowl/container

FOR DISCUSSION AT THE END

- ♦ Fairtrade logo poster
- ♦ Posters with the seven (7) images of fair trade principles



Time	Content	Material
2 min	<p>Greetings. Announce that the next 50 minutes will be dedicated to a team activity and a short discussion.</p> <p>Give the students instructions for the activity.</p> <p>Today, we will start the workshop by making you live an experience! We are traveling to Central America, specifically to Honduras. Do you know which fruit grows a lot in Honduras? The banana! Bananas are cultivated by agricultural producers.</p> <p>For the next ten (10) minutes, you will have to work in a banana plantation. The workers work for 10 hours a day in the plantations, so 1 min = 1h.</p>	
5 min	<p>Of course, there are no banana trees in the room! To harvest a banana, you will need to:</p> <ul style="list-style-type: none">Take a leaf;Color the banana yellow;Cut it and place it in a basket. <p>I'll split you into two (2) teams. Caution! This is not a contest of who has the most bananas! You just need to do your job well and apply yourself. Also look at what is going on around you during the activity, and we will talk about it together afterwards.</p> <p>I will be your work supervisor. So, I'll have more specific instructions to give you when you get to your plantation.</p>	



Time

Content

Material

Divide the class into approximately two (2) equal groups.
CAUTION, you will give the appropriate instructions to each group **WITHOUT** revealing to them that their plantation is fair trade or traditional.

Group A = fair trade plantation. The students will have all the necessary materials for their banana production and good conditions.

Group A
Material

Students can stay at their desk or move around to work as a team.

5 min

Appoint a girl as supervisor, who will check the quality of the cut bananas in the basket.

Group B = traditional planting. Students will voluntarily run out of materials for their production (will have to tear with their fingers, color bananas yellow while lacking crayons)

Group B
Material

Students should sit on the floor, in a smaller space and work in silence.

You are the supervisor. You can be a little authoritarian, criticize the work done, demand silence, remove inadequate bananas from the basket.

Production period for bananas:

Take a sheet

Color the banana yellow (not group A, their bananas are already printed on yellow leaves!)

Cut it and put it in a basket

Perform your role as supervisor by acting differently with the two groups (more authoritarian with group B).

10 min



Time

Content

Material

End of production and remuneration

Announce the end of the production day. Request that the paper scraps be picked up (group A in the recycling bin and group B in a garbage bag).

5 min

Distribute the pay to students by making sure the other subgroup is seeing it:

Group A: One bank note per student

Group B: Two (2) coins for boys and one (1) coin for girls

Everyone can return to his place in the classroom.

Discussion

How did you feel during the activity? Have you experienced any feelings in particular?

Show an example of each cut banana.

Are these two bananas the same? Why? (Highlight the different conditions for production in the two subgroups. For example, one group had scissors, one group was paid less, etc.)

10 min

When you eat a banana, which group would like it to come from? Why? (We hope students will prefer the fair trade group!) Can we know which group our banana comes from in real life? YES! Fairtrade Logo = fair trade. That is what I would like to talk to you about to conclude this activity.



Time

Content

Material

Fair trade

Have you ever heard of fair trade? What is it, in your own words? Do you know if there are fair trade products in your home? (e.g. cocoa, bananas, chocolate, sugar, tea, coffee). Did you notice anything special about the products we just named? (they all come from elsewhere; we don't produce them here).

Fair trade is based on **seven (7) main principles**. When we see the Fairtrade logo, we are certain that several rules have been respected on the plantations. Fairtrade is the most common logo in Quebec, but there are others. Show the images at the same time, then have them guess. Start the conversation.

Poster with
Fairtrade
logo

15
min

1- A more enjoyable life: Producers can build a better future for them and their families. For example, they can build a school for all children in the village, set up a small medical clinic to treat themselves, or renovate a road to get around the village better.

Posters
showing the 7
principles

2- Fair price: The salary that is paid to producers allows them to provide for their needs. Producers receive what they deserve.

3- Protecting the environment: Fair trade producers use far fewer products that are bad for health and nature, such as pesticides. This reduces the risk of disease and prevents pollution of land and rivers. The productions are more environmentally friendly.



Time

Content Material

4- Children's rights: Forced child labor is prohibited in a fair trade agricultural cooperative. As a result, children are more educated, which is better for their future.

5- Better working conditions: Producers work a maximum number of hours per day. For more hazardous tasks, they wear protection gear: helmets, gloves, etc.

6- Cooperation: Producers come together to help one another. For example, they share work tools and help with the maintenance or storage of their crops.

7- Gender equality: Women have as much decision-making power as men. Men and women receive an equivalent salary.

Conclusion and evaluation

Fair trade is thus a simple way to reduce inequalities around the world. When you see the fair trade logo, you know that the humans who contributed to this product have a better quality of life.

5 min



To go further

Here are some additional resources to support your presentation and make new discoveries with your students:

Choisir Équitable (product availability map): <http://choisirequitable.org/>_____

Équiterre (video *Pareil, pas pareil*): <https://youtu.be/LeKinDmNc0M>_____

Fairtrade (campaign *Sous la peau*, about bananas) <https://souslapeau.ca/>_____

Fairtrade (becoming a fair trade school): <https://programmesequitables.ca/ecoles-equitables/>_____

Fairtrade (ordering material): <https://promo.fairtrade.ca/fr/>_____

At the end of the activity, you can give Fairtrade stickers or buttons (see link above) or have your students taste a fair trade certified product! Some businesses sometimes offer sponsorships on some fair trade products as part of an educational activity

Have a good workshop!

