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| **UNDERSTANDING AND**  **CRITICAL MEDIA LITERACY** | |
| NAME Croatian partner: Dragana Matković | |
| **Topic: Annotation / Short summary** | **Fair trade**  Short summary: Students discuss what fair trade is; discuss whether or not students buy fair-trade products and where they are available; discuss where food and personal possessions are made and whether they are fair- trade. Students are asked to watch the video, analyse it and suggest how to improve the life of farmers and producers in developing countries and to start buying fair-trade products. |
| **Aims:** | The students will...  -identify the positive and negative sides of fair-trade  -increase awarenesss about the problem  -encourage them to think critically about the products they buy  -develop empathy for people(especially children) in developing countries  -respond constructively to the problem |
| **Age group:** | 15-18 years old |
| **Level** | Intermediate;upper-intermediate |
| **Time** | 45 minutes |
| **Materials** | Texts: Fair trade  Computer,paper |
| **Procedure** | **Warm-up:**Students are given small packets .They have to guess what is inside.(Inside is a piece of chocolate).  Then they do a short quiz about chocolate.  **Introduction:** Students are asked questions:  1.What's chocolate made of?  2.Where does cocoa grow?  3.Who work on the cocoa farm?  4.What's the life like there?  **Activity 1**  Watch the video: Children's labour on cocoa farm:  What can be done to help these children? Students discuss in the groups of 4 and give suggestions.  **Activity 2**  Students are asked questions:  1.What's fair trade?  2. Who does it benefit?  They read the text about fair-trade.Then they watch another video: A life on a fair trade cocoa farm  **Activity 3**  Students compare their ideas with what they saw in the video.  They are asked questions:  1.What are developing countries?  2.What things do you buy that are produced in developing countries?  3.Would you be happy to pay more for a fair-trade product than non-fairtrade one?  4.Are there many supermarkets or shops that sell fair-trade products in your country? |
| **Closure**  **(peer activities)** | Students write tips why we shoud buy fair-trade products.  Then they listen to the song. |
| **Follow up (homework)** | Students make presentation.  They do it in groups of 4. First, they research a product and its producer on the Internet.  Second, they make power point presentation and finally give presentation to the class. |
| **Resources/ Bibliography** | Children's labour on cocoa farm: <https://www.youtube.com/watch?v=0tHLkaONncg>  A life on a fair trade cocoa farm: <https://www.youtube.com/watch?v=eXBLDSxfgxc&t=75s>  Song:link <https://www.youtube.com/watch?v=jRjSwCDs6_Q>  Quiz: <https://play.kahoot.it/#/k/456bc735-986a-4582-a16b-892f5270bbb5> |

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