Trade justice
Overview
This resource supports teachers and students to explore the economic world, and trade in particular. It takes a concept and issues-based approach to considering people’s participation in trade relationships, and the challenges of economic disparity. This resource does not suggest that Trade Aid’s work is the only option. Instead, the content and activities emphasise critical thinking and students’ ability to assess media messages. Most importantly, the resources offer practical ideas for students’ social action.

Interconnected materials
The inter-connected materials and learning experiences in this resource have the purpose of developing deeper and more critical knowledge about issues concerning trade that affect us individually, as communities, as a country and the world. Trade Aid aims to present a balanced view of issues concerning trade in order to encourage critical thinking and allow students to reach their own conclusions.

Fair trade is an alternative to current trading practices and this resource provides opportunities to explore this form of trading.

Throughout this resource, Trade Aid is featured as one of many businesses that support producers in developing countries by making ethical business decisions. Other businesses with different trade practices are also featured in this resource in order to open up discussion about trade alternatives and ethical decision-making, particularly as they apply to young people’s lives and communities.

Who made this?
The resource has been developed by Rachel Tallon of Right Place Resources in response to requests from teachers working across the social sciences learning area. The advisory panel for this resource included Marinda Matthew and Michelia Miles of Trade Aid and Andrea Milligan of Victoria University of Wellington. We are grateful to the many social studies’ and economics’ teachers who provided valuable feedback on this resource during its development.

Trade Aid speakers available
The curriculum resources are the main tool for teaching about Trade Justice. Once you and your students have gained foundational knowledge through the resources, having a Trade Aid speaker come to your school can be a great complement to teaching fair trade in the classroom. Trade Aid educators can answer students’ questions about fair trade and also bring products to illustrate the work of the producers Trade Aid works with. You can request an educator, via our Website’s ‘Get Involved’ section.

We hope you find these resources inspiring, innovative and easy to use in your classrooms. We welcome your feedback so that we can adapt these resources as needed and make them an even more valuable tool for your teaching on the issues surrounding trade justice. (email: education@tradeaid.org.nz).
How this resource is structured:

The resources are connected across the various types and can be easily identified by the icons that accompany them.

The icons prompt attention to the key pedagogical aspects of this resource: a focus on critical thinking, concepts, action and issues.

Critical Thinking

A guide for teachers on using critical thinking across 3 aspects.

This section provides teachers with strategies for evaluating issues and actions, critically analysing media messages, and considering different perspectives towards issues. Teachers and students are prompted to consider asking critical questions when the critical thinking icon is shown like this: T

Concepts

There are 8 teacher guides for developing concept-led lessons.

This section offers teachers concise suggestions for developing a depth of understanding about important vocabulary. Each concept is introduced, and then a practical strategy is suggested for exploring the meaning and contested nature of the concept. The focus concepts in this resource are drawn from the social studies’ achievement objectives at Levels 4 to 8 of The New Zealand Curriculum (Ministry of Education, 2007). When a learning experience or resource focuses on an important concept, the concept icon will be shown like this: C

Action

There are 4 modules with activities that suggest options for social action.

This section highlights examples of how others have brought about change, and how the students themselves can make a difference. Four students’ modules expand students’ sense of possibilities for social action through business, individual and collective action, and policy change. Teachers can select learning experiences to suit their own teaching schedule. The action icon will be shown like this: A

Issues

There are 13 slideshow presentations on 5 key issues.

This section focuses on five current topics that are often of interest to students and frequently in the media. The issues are explored through a series of bite-size slideshow presentations which provide up-to-date content material and are designed to open up various debate on topics ranging from human rights to economic policy. When a learning experience or resource is related to a specific issue covered in a presentation, the issue icon will be shown like this: I Embedded questions and links encourage constructive discussion and debate.

Extra Resources

There are several files and extra resources in a separate resource bank. These complement the activities and provide extra information for student research.
Overview of resource

Exploring Values & Perspectives

Concepts

Actions

Media Literacy

Asking Critical Questions

Issues

Extra Resources

TRADE JUSTICE – OVERVIEW OF THIS RESOURCE
# Exploring the resource components

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<th>Critical Thinking (teachers’ guides)</th>
<th>Concepts (teachers’ guides)</th>
<th>Actions (student modules)</th>
<th>Issues (slideshows)</th>
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<td><strong>T</strong> Asking Critical Questions</td>
<td><strong>C</strong> Social Change</td>
<td><strong>A</strong> The Power of Business</td>
<td><strong>I</strong> Sweatshops</td>
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<td><strong>T</strong> Exploring Values and Perspectives</td>
<td><strong>C</strong> Decision Making</td>
<td><strong>A</strong> The Power of the Individual</td>
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<td><strong>T</strong> Media Literacy</td>
<td><strong>C</strong> Fairness and Social Justice</td>
<td><strong>A</strong> The Power of Policy</td>
<td><strong>I</strong> The Banana Trade</td>
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<td></td>
<td><strong>C</strong> Economic Growth</td>
<td><strong>A</strong> The Power of the Group</td>
<td><strong>I</strong> Trade</td>
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<td></td>
<td><strong>C</strong> Sustainability</td>
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<td><strong>I</strong> The Chocolate Wars</td>
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<td></td>
<td><strong>C</strong> Responsibilities</td>
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<td>Extra Resources</td>
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<td></td>
<td><strong>C</strong> Disparity</td>
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</tbody>
</table>
Examples of using this resource

How this resource can be used flexibly:

Previous resources produced by Trade Aid have been designed as unit plans for specific Year levels within certain subjects. This new resource bank gives greater autonomy to the teacher to design a unit of learning that meets their needs. Resources from other sources can be woven together with these resources to create a richer learning experience that better suits individual classrooms.

Teachers are encouraged to draw from each of the sections in order to deepen students’ thinking about trade and expand their notions of action. The critical thinking guides underpin the student learning. Using the concepts, issues, and social action in teaching and learning about trade, provides strong links to the nature and purposes of social sciences in The New Zealand Curriculum (Ministry of Education, 2007). Teachers can enter this resource through any of the four sections, for any curriculum level.

For example, a unit with the goal of understanding how people seek and define human rights may include the following components in Example A. A unit exploring decision making in the context of fairness and social justice could include the components in Example B.

The information in this resource can stand alone, or be used flexibly to suit the focus of students’ social inquiries. Teachers are encouraged to adapt the materials, for example, by re-ordering the slideshow slides or cut and pasting text documents. Teachers will need to adapt the learning experiences to meet the learning needs of their students.
How this resource links to the New Zealand Curriculum

This resource is aligned to the New Zealand Curriculum (2007) with a key emphasis on the principle of ‘future focus’ — encouraging students to consider the future and explore issues such as sustainability, citizenship, enterprise and globalisation. This includes the values of innovation, community and participation, inquiry and sustainability. All of these are present in this resource.

Of the five key competencies people use to live, learn, work and contribute as active members of their communities, this resource has links to all of them, but in particular, Thinking, Using language, symbols and text and Participating and contributing. Throughout this resource, students will be able to reflect on how real economic decisions work in their own communities and those abroad. They can consider real-life issues concerning work, business and trade that have consequences now and in the future. Through exploring the wider issues of trade, students will begin to understand their roles and responsibilities in contributing to change.

Further reading

All of the Building Conceptual Understandings in the Social Sciences Series of booklets are very useful for developing appropriate pedagogical frameworks for this resource. They can be downloaded from: http://ssol.tki.org.nz/

- Approaches to Building Conceptual Understandings
- Approaches to Social Inquiry
- Belonging and Participating in Society
- Being Part of Global Communities
- Taking Part in Economic Communities

This link provides information on perspectives and values in social studies:

The Best Evidence in the Social Sciences is available here https://www.educationcounts.govt.nz/publications/series/2515/32879/35263

In addition, the following articles can be found in the extra resources:


Links to the Social Sciences Learning Area Achievement Objectives

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<tr>
<th>Achievement Objective</th>
<th>Focus Concepts</th>
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<tbody>
<tr>
<td><strong>Level 4</strong></td>
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<tr>
<td>Understand how producers and consumers exercise their <strong>rights</strong> and meet their <strong>responsibilities</strong>.</td>
<td>Human Rights</td>
</tr>
<tr>
<td>Understand how formal and informal groups <strong>make decisions</strong> that impact on communities.</td>
<td>Social change</td>
</tr>
<tr>
<td>Understand how people participate <strong>individually and collectively in response</strong> to community challenges</td>
<td>Disparity</td>
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<tr>
<td><strong>Level 5</strong></td>
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<tr>
<td>Understand how <strong>economic decisions</strong> impact on people, communities, and nations.</td>
<td>Decision-making</td>
</tr>
<tr>
<td>Understand how people’s management of resources impacts on environmental and social <strong>sustainability</strong>.</td>
<td>Social change</td>
</tr>
<tr>
<td>Understand how people seek and have sought <strong>economic growth</strong> through business, enterprise, and innovation.</td>
<td>Disparity</td>
</tr>
<tr>
<td>Understand how people define and seek <strong>human rights</strong>.</td>
<td>Human Rights</td>
</tr>
<tr>
<td><strong>Level 6</strong></td>
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<tr>
<td>Understand how individuals, groups, and institutions work to promote <strong>social justice</strong> and <strong>human rights</strong>.</td>
<td>Fairness</td>
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<tr>
<td><strong>Level 7</strong></td>
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<tr>
<td>Understand how communities and nations meet their <strong>responsibilities</strong> and exercise their <strong>rights</strong> in local, national, and global contexts.</td>
<td>Human Rights</td>
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<tr>
<td><strong>Level 8</strong></td>
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<tr>
<td>Understand how policy changes are influenced by, and impact on the <strong>rights</strong>, roles, and <strong>responsibilities</strong> of individuals and communities.</td>
<td>Human Rights</td>
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</tbody>
</table>

Across the senior subjects of history, geography, and economics as well as business studies, teachers can select aspects of this resource to complement their teaching units.