

Title of the Lesson plan: Fair Trade

Author: Kristina Kaučić

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Prilagodbe za učenike s teškoćama:

- a) prilagodba fonta
- b) desno poravnanje teksta
- c) produženo vrijeme rješavanja zadataka
- d) korištenje pomagala za učenike oštećena vida (elektronička bilježnica, prijenosno računalo s brajevim retkom)

Nastavnik dodatno pojašnjava učeniku svaki zadatak samo ukoliko to učenik zatraži, ali ne daje savjete niti sugestije za rješavanje zadataka. Za učenike oštećena vida I za učenike s disleksijom: video je moguće podijeliti u više dijelova ili pak napisati sažetak videa. Moguće je I zadatke bazirati na vještini slušanja. Zadatak Escape room učenik oštećena vida (ovisno o stupnju oštećenja) rješava zadatak u paru ili manjoj grup s ostalim učenicima koji nemaju oštećenje vida. Kreativni zadatak učenik oštećena vida može riješiti I govorno. Tekstove za čitanje učenicima oštećena vida I učenicima s disleksijom potrebno je skratiti. Skraćivanje ovisi o težini oštećenja tj. disleksije. Preporuča se I korištenje Immersive Reader.



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Age group	15-19 godina
Learning space	Classroom
Subjects this activity could be used for	Cross-curricular; Integrated Curriculum: English Language, Sociology, Citizenship, Economics; Agriculture
Estimated length:	90 minutes
Objectives	<p>Understand the concept of Fair Trade</p> <p>Develop age-appropriate understanding of how the world's trading systems create unequal distributions of wealth and power,</p> <p>Understand how Fairtrade can help redress these imbalances</p> <p>To learn about the five goals of Fairtrade:</p> <ul style="list-style-type: none"> • A fair and stable price to farmers for their products; • Extra income for farmers and estate workers to improve their lives; • A greater emphasis on environmental concerns; • A stronger position for small farmers in world markets; and • A closer link between consumers and producers (Litvinoff & Madeley, 2007:16). • To think critically about Trade/Fair trade <p>General Objectives:</p>



	<ul style="list-style-type: none"> • To compare experiences of Fair trade in different countries and different settings • To discover points of similarity and difference. • Environmental Education • To celebrate diversity • To fight stereotypes and prejudices • To promote active citizenship <p><u>Specific objectives:</u></p> <ul style="list-style-type: none"> • To increase motivation in foreign language learning • To use multiple communicative vehicles • To understand and manage group dynamics • To understand the point of view of others • To communicate and collaborate appropriately • To negotiate through cultural differences • To apply best practices in diversity and inclusion practices • To use information from multiple disciplines to offer integrated ideas and solutions
<p>Materials</p>	<ul style="list-style-type: none"> • reliable internet connections, laptops/tablets or PCs • whiteboard and markers •

Met hod	suradničko učenje, blended learning; flipped classroom; Project Based Learning						
	<p><i>Uvod: Nastavnik na ploču napiše naslov Fair Trade . Učenici popunjavaju K-W-L tablicu</i></p> <p>K-W-L Chart</p> <p><u>Assess what you know about a particular topic before and after you have engaged with it. Fill the the columns below with what you Know about the topic, what you Want to know, and what you've Learned.</u></p> <table border="1" data-bbox="371 791 1120 1139"> <thead> <tr> <th data-bbox="371 791 636 831">What do you Know about the topic?</th> <th data-bbox="636 791 855 831">What do you Want to know?</th> <th data-bbox="855 791 1120 831">What did you Learn?</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 831 636 1139"></td> <td data-bbox="636 831 855 1139"></td> <td data-bbox="855 831 1120 1139"></td> </tr> </tbody> </table> <p data-bbox="315 1150 461 1182">informacije.</p> <p data-bbox="1151 1118 1973 1150">Nakon što popune prve dvije kolone, u paru razgovaraju i razmjenjuju</p>	What do you Know about the topic?	What do you Want to know?	What did you Learn ?			
What do you Know about the topic?	What do you Want to know?	What did you Learn ?					
	<p>1, Station: Video https://www.youtube.com/watch?v=g8LC3PJ-7r4&t=4s</p> <p>Nakon vide učenici rješavaju izlaznu karticu za provjeru razumijevanja:</p>						

	<p>How does buying fair products help developing countries?</p> <p>Give 3 reasons why coffee farmers earned very little money?</p> <p>What are the advantages of being a cooperative member?</p> <p>What is the most important thing about fair trade system?</p> <p>What is fair trade premium? How can this premium be used?</p> <p>Does the environment benefit from fair trade and how?</p> <p>How many fair trade products can be found in the market?</p>	
	<p>2.Station: Reading comprehension</p> <p>https://www.fairtrade.org.uk/media-centre/blog/10-facts-about-fairtrade-chocolate/</p> <p>https://www.europarl.europa.eu/RegData/bibliotheque/briefing/2014/140784/LDM_BRI(2014)140784_REV1_EN.pdf</p> <p>https://fairtradeuk-my.sharepoint.com/personal/schools_fairtrade_org_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fschools%5Ffairtrade%5Forg%5Fuk%2FDocuments%2FSchools%20Resources%2FClimate%2C%20Fairtrade%20and%20You%2FMeet%20the%20farmers%2FBanana%20Story%20%28%29%2Epdf&parent=%2Fpersonal%2Fschools%5Ffairtrade%5Forg%5Fuk%2FDocuments%2FSchools%20Resources%2FClimate%2C%20Fairtrade%20and%20You%2FMeet%20the%20farmers&ga=1</p> <p>Write a summary: Učenici pišu sažetak pročitanih tekstova I uspoređuju ih.</p>	
	<p>Nakon pogledanog videa i pročitanih tekstova učenici u grupama rade infografiku koristeći Canva alat.</p>	

	<p>Showcase</p> <p>Učenici popunjavaju treći stupac u K-W-L tablici, te u razredu podijele s ostalim učenicima što su naučili.</p>	
<p>Eval uaci ja:</p>	<p>https://app.wizer.me/category/English/M56AT6-self-assessment</p>	
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p> <p>Aktivnost se može promijeniti i u online okruženju, preko platforme Teams. Nastavnik šalje materijale koje učenici trebaju proučiti, nastavnik dodatno pojašnjava nove sadržaje. Učenici dobivaju zadatke koje trebaju riješiti u grupi.</p>		