

fairtrade and bananas

Banana teacher notes:

New Zealanders eat the most bananas per capita than any other place in the world. Australia is also unique in that they do not import any bananas.

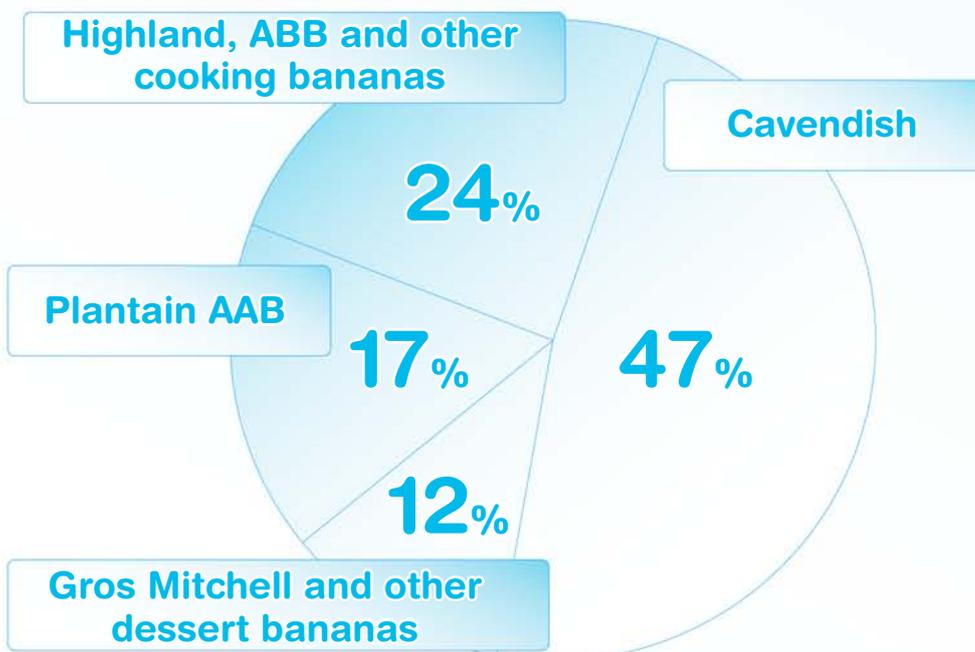
The world banana market consists of mainly trade in Cavendish bananas. This hybrid replaced the Gros Michel as the 'new' banana to resist Panama disease and have higher productivity. However, as with all bananas, the Cavendish is still susceptible to pests and disease and the production of export-quality requires frequent application of pesticides and fungicides.

The banana market is intensely competitive and the chain from plantation to consumer is dominated by a few large companies. In 2001, the total value of the international banana trade ranged between \$4.5 and \$5 billion US.

In Western Europe, supermarkets typically expect to make a gross margin of between 20-35% on all fresh produce. The only way supermarkets can achieve this margin and win the price war is to buy bananas even cheaper from the traders.

Five big international companies dominate the world's banana trade (Chiquita, Dole, Del Monte, Noboa, Fyffes), however they are still small in comparison to international retail giants Walmart (USA), Carrefour (France) and Tesco (UK).

world banana production



Banana teacher notes cont.

Traditionally, the Big 5 owned the banana plantations, but over the past decade they have sold them to independent producers. All so that they can bow to the pressure of the supermarkets and demand lower prices from the producers. It also frees them up to source from wherever and from whom-ever, often from plantations that have slack or no labour and environmental standards.

Globalisation and liberalisation of markets are often praised by financial experts. The theory goes: liberalisation, by increasing competition, leads to efficiency savings and lower prices for consumers. The reality has another side. As so many small-holder banana farmers have attested, 'the race to the bottom' has begun.

However, environmental issues have become a major concern. The loss of biodiversity and its effects on sustainability, the detrimental effects of pollution of productivity, the pollution of surface and underground water, health related concerns caused by inappropriate use of chemicals has certainly led to consumer demand for 'clean' products.

The banana industry also faces conflicts related to labour rights abuses on plantations. International Labour Organisation (ILO) and national labour laws are not enforced leading to abuses of child labour, excessive working hours, discrimination, sexual harassment, disrespect of health and safety regulations and the suppression of worker's unions. Conflicts in and out of the courts increased consumer awareness of the 'ethics' of food production and trade and NGOs working in human rights launched campaigns and spearheaded fair trade.

As of 2007, UK supermarkets Sainsbury's and Waitrose only stock Fairtrade Certified bananas. In February 2010, five New World supermarkets in New Zealand began a trial of Fairtrade Certified bananas. They can now be found in many stores throughout the country. To protect Australian banana farmers and the Australian environment, Fairtrade bananas will not make it to Australian consumers.

referenced

Photo credits:

R2, 4, 7 courtesy of
All Good Organics.

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level 4 social studies and level 4 mathematics and statistics

The following lesson ideas, plans and resources are linked to the New Zealand Social Studies and Mathematics and Statistics national curriculum, Level 4. However, the lessons can be adapted to suit a number of ages, levels, abilities and subjects. NB: Fairtrade Certified bananas are not available in Australia due to the restrictions in place to protect Australian banana industry and to reduce the risk of a quarantine breach.

lesson	achievement objectives	learning outcomes	key competencies
Part 1 Lesson 1	<p>Level 4 Social Studies: -Understand how formal and informal groups make decisions that impact on communities.</p> <p>Level 4 Mathematics and Statistics: Probability -Use simple fractions and percentages to describe probabilities.</p>	<p>By the end of the lesson: ALL students will recall and describe at least one part of the banana supply chain; MOST will understand that what consumers buy locally has travelled from many places and began in different forms; SOME will begin to see that consumer's purchases can impact on communities miles away.</p>	<p>ALL: Thinking;</p> <p>Using language, symbols and texts;</p> <p>Managing self;</p> <p>Relating to others;</p> <p>Participating and contributing.</p>
Part 1 Lesson 2	<p>Level 4 Social Studies: -Understand how formal and informal groups make decisions that impact on communities, -Understand how people participate individually and collectively in response to community challenges.</p> <p>Level 4 Mathematics and Statistics: Number strategy and knowledge -Find fractions, decimals and percentages of amounts expressed as whole numbers, simple fractions and decimals, -Know the equivalent decimal and percentage forms for everyday fractions.</p>	<p>By the end of the lesson: ALL students will recall facts about the banana trade and show they can change whole numbers into percentages and fractions; MOST students will be able to change between percentages and fractions confidently and begin to understand how facts and stats shape our understanding as readers; SOME will be able to use numbers and stats confidently and understand that decisions made within groups affect the community as a whole.</p>	<p>Thinking;</p> <p>Using language, symbols and texts;</p> <p>Relating to others;</p> <p>Participating and contributing.</p>

lesson	achievement objectives	learning outcomes	key competencies
<p>Part 2 Lesson 1 & 2</p>	<p>Level 4 Social Studies: -Understand how producers and consumers exercise their rights and meet their responsibilities.</p> <p>Level 4 Mathematics and Statistics: Statistical investigation - Plan and conduct investigations</p>	<p>By the end of the lesson: ALL students will be able to identify two types of questions; MOST will have used a range of question types in their questionnaires; SOME will begin to understand that different question types elicit different answers. Students begin to select and write pertinent questions.</p>	<p>Thinking;</p> <p>Relating to others;</p> <p>Managing self;</p> <p>Using language, symbols and texts;</p> <p>Participating and contributing.</p>
<p>Part 2 Lesson 3 & 4</p>	<p>Level 4 Mathematics and Statistics: Statistical investigation - Plan and conduct investigations, - Gathering, sorting and displaying multivariate category to detect patterns, variations, relationships and trends, - Comparing distributions visually.</p>	<p>By the end if the lesson: ALL students will select and explain their chosen method of display; MOST students will explain their findings and come to a conclusion; SOME will evaluate their findings, draw conclusions and be able to discuss how they would improve their questionnaire.</p>	<p>Using language, symbols and texts;</p> <p>Participating and contributing;</p> <p>Thinking.</p>
<p>Part 2 Lesson 5</p>	<p>Level 4 Social Studies: -Understand how producers and consumers exercise their rights and meet their responsibilities</p> <p>Level 4 Mathematics and Statistics: Statistical investigation -Plan and conduct investigations, -Communicating findings, using appropriate displays</p>	<p>By the end of the lesson: ALL students will know a variety of display possibilities and choose and appropriate format to display their findings; MOST will be able to discuss findings with confidence and make recommendations or draw conclusions; SOME will begin to understand that consumers have responsibilities and can exercise this through ethical purchasing.</p>	<p>Thinking;</p> <p>Using language, symbols and texts;</p> <p>Participation and contribution.</p>

- 1.** Banana Bingo:
worksheet
- 2.** Banana Process:
image bank and notes
- 3.** Banana Fact Sheet:
handout
- 4.1.** Regina Joseph case study:
handout
- 4.2.** El Guaba case study:
handout
- 5.** Future for Fairtrade Bananas:
questionnaire worksheet
- 6.** Future for Fairtrade Bananas:
table
- 7.** Future for Fairtrade Bananas:
Fairtrade facts OHT

Getting to know the banana trade (minimum 2 lessons)

The first two lessons will introduce the idea of consumerism and how consumers use a simple every-day food like bananas. The aim is to get students thinking about food origins and the process and people involved in bringing food to our shops, homes and schools. Students will need to draw on both social studies and mathematical skills throughout.

Lesson one: Going Bananas

Introduction - assessing prior knowledge: Draw a big banana on the board and get students to brainstorm connotations of bananas. E.g. smoothies, high energy, monkeys etc.

Development - class investigation: Using Resource 1 'Banana Bingo', get students to find out how they use bananas as a class.

Extension / more able: using their bingo sheet, get students to estimate how many bananas they think the class consumes collectively each week. They should provide justifications for their answers using the correct terminology.

In pairs get students to predict about how many bananas are sold in NZ / AU or your city / town each year and the revenue that brings. Opportunity to discuss how we come to make predictions.

Main - The banana process. Have pictures of the different stages of the banana production stuck on A3 paper or in the middle of the table. Using Resource 2 'Photo Gallery', group the class into 4s. Get students to ask questions of their picture. E.g. why are they wearing protective gear? How do they harvest the bananas? Students should write the questions around the picture or in their books. Students should then move on to the next picture and add any more questions. The next round, students could try to answer any questions written on the paper. Get students to read through some of the questions on their image to the whole class. Can any students answer the questions now?

Plenary - reinforcing learning. Drawing on the previous activity, students should name and write a summary or bullet point what is involved in each stage of the banana process, illustrating the stages as appropriate. Use Resource 2.1 'Teacher Notes' to prompt less able students.

part one lesson one learning objectives

By the end of the lesson all students will recall and describe at least one part of the banana supply chain; MOST will understand that what consumers buy locally has travelled from many places and began in different forms; SOME will begin to see that consumer's purchases can impact on communities miles away.

equipment needed

Resource 1 and 2 already stuck on A3 paper / sugar paper, colours, felt tip pens

Lesson Two: the cost of production.

Introduction - write the following headings on the board (i) farmer (ii) distributor (iii) supermarket. Get students to put a tally mark under the heading that they think makes the most money from the sales. Discuss the results as a class. Get students to change whole numbers into percentages and fractions. Reveal the answer at the end of the lesson.

Development - Read Resource 3 'banana fact sheet' as a class and discuss reactions as going through. Could be turned into a cloze exercise or could be used as an opportunity to discuss facts and statistics.

Main - Introducing Fairtrade bananas: Read two case studies (Resource 4), or get students to read through them in groups taking notes. Students should highlight or note all of the facts and statistics used in the articles. What function do facts and stats have on our opinions and understanding of a topic? Discuss how the decisions the group or cooperative have made have impacted on their communities. Alternatively, watch one of the films mentioned below and get students to note down facts etc as they are watching.

Reviewing the case studies. Pair - Group - Class. Get the students to share one fact they have learnt about Fairtrade bananas, share in groups and the best fact is shared with the class.

Plenary - Recap who the students thought made the most money from the sale of bananas: the farmer, the distributor or the shop owner. Reveal the actual distribution. Ask students to comment on whether they think this is fair or unfair and how they would distribute it. Students could also convert percentages into fractions and real-term values.

The Banana Split

All Good Organics source Fairtrade bananas from Ecuador and sell them into supermarkets around New Zealand. They pay at least the Fairtrade minimum price and the Fairtrade Premium. Here's their 'banana split' or breakdown of the cost of a bunch of All Good bananas:

- Producer: 25%
- Shipping and documentation: 15%
- Ripener and distributor: 10%
- Administration, sales and marketing: 8%
- Freight in NZ: 5%
- Retailer: 22%
- GST: 15%

Alternative Resources:

Try the UK Fairtrade banana site video clip and fact sheet:

www.fairtrade.org.uk/gobananas/banana_facts/

Got a bit more time, check out the short film Bonita: Ugly Bananas at:

www.greengold.org.uk/film.htm.

You can find more testimonials at:

www.greengold.org.uk

and on:

www.fairtrade.org.uk/producers/default.aspx

Check out the Make Fruit Fair website for a short animation and for lots of factual reports:

www.makefruitfair.org.uk

part one lesson two learning objectives

By the end of the lesson all students will recall facts about the banana trade and show they can change whole numbers into percentages and fractions; MOST students will be able to change between percentages and fractions confidently and begin to understand how facts and stats shape our understanding as readers; SOME will be able to use numbers and stats confidently and understand that decisions made within groups affect the community as a whole.

equipment needed

Resource 3 and 4 or video link

Questioning, collating and predicting. Approx 4 lessons

These activities are aimed at investigating the current sales of bananas (and where available Fairtrade bananas) in shops and supermarkets as well as seeing how supermarket owners have reacted / would react to stocking and selling Fairtrade Certified bananas now and in the future. This links directly to the Checkout Fairtrade campaign both in Aus and NZ. Lesson Two requires questioning supermarket owners / produce managers. The TIC will need to decide how this is managed: whether students can set up the meetings themselves, whether they are grouped so that they divide the supermarkets up and share the information afterwards or whether the TIC sets up the produce manager / owner to come into the class to answer the students' questions. ICT and wider community opportunities available here.

Lesson One and Two: Developing questions and collecting the data

Introduction - understanding questions. Have on board a number of different questions. Students are to identify the type of question, where it is usually found and why it is used and what information can be drawn from it. Types of questions could be:

- 'What time do you call this?' - Rhetorical which is not meant to get an answer, but cause the questioned to reflect on behavior;
- 'Why do you support the Blues (substitute for any sports team)?' - Open ended, asking for reasons or justifications, can be quantified or left as qualitative;
- 'What do you think?' - Open ended, used to understand something abstract, to elicit opinion, difficult to quantify;
- 'Are you male?' - Closed question, can only give one answer.

Development - Recap or introduce different types of questions (open / closed) and what kind of data can be collated from that, (qualitative / quantitative) and which would be best to use for this research project.

Main - investigating the current banana market. In pairs or small groups create a questionnaire to form the basis of the research.

The first part is to ascertain what type and how many bananas are sold in your local supermarket, where they come from, how much information is given about their origin, prices of different types of bananas etc. This is the more quantitative data collection.

The second part of the questionnaire should investigate the potential market for Fairtrade Certified bananas. To make this an achievable questionnaire, limit the number of questions they ask: 3 or 4 quantitative and 2 or 3 qualitative should be sufficient depending on time and ability of the students. Once you are happy with the groups questions, get students to write them neatly or type them up. Use Resource 5 for lower ability students or as a guide.

part two lessons one and two learning objectives

By the end of the lesson all students will be able to identify two types of questions; MOST will have used a range of question types in their questionnaires; SOME will begin to understand that different question types elicit different answers. Students begin to select and write pertinent questions.

equipment needed

Resource 5

Lesson One and Two cont.

Plenary - get groups / students to read out some of their questions, other students should identify what kind of question it is and whether they think it is a good question to use.

Lesson Two:

Introduction - recap questionnaire purpose and previously written questions.

Development - finalising questionnaire: Students need to complete their questionnaires. Students should peer check their questions for appropriateness, relevance, style, as well as general punctuation and grammar.

Main - Get collating. Students will need to gather answers to their questionnaire. Each student could visit the shops in their local area for homework; this could be done over the phone and monitored by the TIC; or as a class visit to the shops in the school's vicinity.

Plenary - discuss findings thus far. Are the responses what they expected? Are the questions being asked suitable and generating the answers the students thought?

Lesson Three and Four: Students compile and present their findings in a clear way so that they can begin to see commonalities or relationships between the different stores

Introduction - (NB: following two activities only suitable if whole class used the same questions in their questionnaires) In groups, give out one review table template blown up to A3 (Resource 6). One person from each group circulates around the room collecting the answers / findings and filling it in the table. If class did individual questionnaires, get students to go round and share one finding from each of the questionnaires. The others relay the group's findings E.g. All three supermarkets stocked Fairtrade bananas and had between 5-10 other Fairtrade products. Record data in appropriate format.

Development - Each group could take one aspect of the questionnaire to present.

- Brainstorm possible methods of presentation. Get the class to decide which is best and give their reasons.

Main - Split the class into small groups and assign different display methods to each group. Groups should work on presenting their findings then feed back to the class.

part two lesson three and four learning objectives

By the end of the lesson all students will select and explain their chosen method of display;

MOST students will explain their findings and come to a conclusion;

SOME will evaluate their findings, draw conclusions and be able to discuss how they would improve their questionnaire.

equipment needed

Resource 6

Plenary - share findings as a class. Review types of presentations – did it work, what would they do differently next time. You could use this opportunity to display graphs/tables etc around the school and on the internet with an explanation about what the class has been doing.

Lesson Five: Thinking ahead: Predicting the future of bananas

This lesson requires students to draw knowledge from the whole unit. Do you have Fairtrade Certified bananas in your local store; can your students see a market for them here or does their research suggest there's no room for Fairtrade. There are a number of possible ways students could execute this activity: they could write reports on their findings and show through graphs and charts their predictions, or design a power point presentation. Students could also extend their learning by looking into the role of ethical purchasing. What role can consumers play and do consumers feel it is their responsibility to demand ethical, environmental or 'clean' products?

Introduction - Explain what prediction means. Get students to make informed / educated predictions on (i) what the weather will do that evening, (ii) what they will have for breakfast tomorrow morning, (iii) who will be the next rugby player to be signed to the All Blacks / Wallabies. Get students to recognise and understand that prediction comes from prior knowledge and understanding patterns as well as a little luck and some guess work.

Development - Using the data from their questionnaires and from the case studies, get students to predict what impact importing Fairtrade bananas would have on the Australian/NZ economy, on the consumers and on the banana farmers. Lots of useful hints in the case studies using UK data. Talk about this in groups or pairs. Share initial ideas with the class.

Main - show Resource 7 which shows how Fairtrade products have increased over the past few years. Students then work on their presentations / cases.

- NB: NZ – Fairtrade bananas are in some supermarkets around the country but many supermarket produce managers are reluctant. How could your students' research help them overcome this barrier. Aus: even though Fairtrade bananas will not be imported into the country any time soon, can your students come up with a convincing argument for them?

Plenary - Hear the student's cases / arguments or watch their presentations.

Possible extension activity - get more able students or good speakers to present a case for selling Fairtrade bananas in schools to the Board of Trustees, Senior Management or at a PTA meeting using the facts and data that they have collected.

part two lesson five learning objectives

By the end of the lesson all students will know a variety of display possibilities and choose an appropriate format to display their findings; MOST will be able to discuss findings with confidence and make recommendations or draw conclusions; SOME will begin to understand that consumers have responsibilities and can exercise this through ethical purchasing.

equipment

ICT room as appropriate,
Resource 7