

TEMPLATE FOR LESSON PLAN

<p>Title of thematic unit</p>	<p>In this section you state the title of the thematic unit that you (educator, teacher, trainer) will implement</p> <p>Fair Trade – it is never too late for solidarity*</p> <p>A unit within the module: A LOOK BEYOND THE HORIZON: OUR REGION – OUR FOOD – OUR FUTURE</p> <p><i>*The Fair Trade Teaching Unit was elaborated by Viktoria Lettenmair and Anna Quehenberger, shortly summarized/presented by Silke Schaumberger, the original file “C3 Lesson Plan Fair Trade”.: A look beyond the horizon: Our region – our food – our future - Grüne Pädagogik (gruene-paedagogik.at). Please have a look at the original file, it contains a very profound description of lesson implementation, teaching materials, references, etc.</i></p>
<p>Length</p>	<p>Number of hours needed for realization of the thematic unit (both theoretical and practical, as well as for evaluation of the learning outcomes)</p> <p>9 learning units à 50 minutes – in total 450 minutes</p>
<p>Learning outcomes</p>	<p>This part refers to all the knowledge, abilities and attitudes that students will obtain and develop after implementation of the thematic unit. (see example).</p> <p>According to the curriculum design that we agreed upon in Skopje, you shouldn't forget to INTEGRATE "scientific" with "ethical, moral, intercultural, interreligious" elements of the competences. (see example)</p> <p>-----</p> <p>(yellow marked competences addressing reflection/change of attitude, exchange with other opinions/situations, connection of facts with own behavior, etc.)</p>

Overall aim:

The pupils can weigh up the advantages and disadvantages of fair trade food and make appropriate purchasing decisions.

Technical-objective competences:**Confrontation**

- I can recognise complex relationships.
- I can solve tasks with existing resources in coordination with each other.

Construction

- I can identify my own buying behaviour with regard to fair trade.

Co-Construction

- I can gather my previous experiences about fair trade in cooperation with others.
- I can create a mindmap about fair trade.

Re-Construction

- I can specify various requirements and conditions for fair quality labels.
- I can understand the situation and conditions of local harvesters.
- I can summarise and present content as a recommendation or advertising poster and give feedback to others.

Intervention

- I can get information from labels.
- I can justify and explain my own interests and purchasing decisions.
- I can reconsider previous purchasing patterns if necessary.

	<p>Deconstruction/Modelling</p> <ul style="list-style-type: none"> - I can find informations in an article. - I can put myself in the place of an assigned group of people. - I can clearly present and defend a point of view. - I can lead a discussion. - I can accept other opinions and thereby broaden my own opinion. <p>Reflection</p> <ul style="list-style-type: none"> - I can reflect on my learning progress and change of attitude - I can write poetry slams or private letters. - I can decide for myself which learning product I create. - I can decide for myself whether I prefer to work alone or in a group. - I can upload files to a learning platform <p>Competences of methodological, social and human resources</p> <ul style="list-style-type: none"> - I can establish connections and cross-connections. - I can clearly present my own point of view. - I can reflect on group processes. - In working with a group, I can bring my own resources and competences into the group. - I can verbalise and sketch my own ideas. - I can adapt my communication behaviour to different communication media. - I can express my opinion.
<p>Teaching and learning resources and materials</p>	<p>All the learning (didactic) materials needed for the implementation of the lesson. For example: flip chart table, markers, video materials, lcd projector, epreuves, etc.</p>

	<p>Questionnaires, internet research, posters, film, templates, working sheets, podium discussion, smartphone for filming, learning platform,... see “C3 Lesson Plan Fair Trade” A look beyond the horizon: Our region – our food – our future - Grüne Pädagogik (gruene-paedagogik.at)</p>
Learning methods and techniques	<p>Planned learning methods and techniques that refer to implementation of the thematic unit. For example: lecture, discussion in groups, research assignments, problem solving assignments, self-directed learning, simulation learning, debate, study visit, case study, role-play method, brainstorming, demonstration, quiz, etc.</p> <p>Individual work, group work and plenum; Mystery quiz, internet research, discussion in groups, simulation learning/role-play method, ... see “C3 Lesson Plan Fair Trade” A look beyond the horizon: Our region – our food – our future - Grüne Pädagogik (gruene-paedagogik.at)</p>
Instructions (course of the lesson)	<p>This section refers to the overall course of the lesson. It usually involves three phases: evocation (first phase used for introduction of thematic unit), learning phase (which is the main part of the lesson) and reflection phase (for summarizing and reflecting of the lesson).</p> <p>In this section you should narratively describe the overall course plan of the lesson (see example).</p>

1.2 Course planning (Learning setting)

Phase in the module (GP)	When? guiding time	Why? learning objectives, partial competences	What? Detailed teaching steps in the learning and teaching process (learning-teaching-process) incl. technical questions/explanations/contents	How? methodological approach; learning product	Who with whom? social Form role of the teacher	With which? media and working equipment
Konfrontation	40 minutes	<i>I can recognise complex relationships. I can solve tasks with existing resources in coordination with each other. When working with a group, I can bring my own resources and skills to the group</i>	Chocolate Mystery <ul style="list-style-type: none"> - teacher reads story about chocolate shopping and leading question - every student gets a hint card - students must solve the mystery together with the hint cards 	Solving the mystery together	Together in plenary, for large classes, several groups can be divided up Teacher: observe that everything is done by the book	Chocolate Mystery Once per group: <ul style="list-style-type: none"> - Key question - History - Information card
Construction	10 minutes	<i>I reflect my own eating habits. I can identify my own buying behaviour with regard to fair trade.</i>	Activate previous knowledge <ul style="list-style-type: none"> - students fill out the questionnaire "Fair Trade and me" 	questionnaire	Individual work TeacherAssistance in case of ambiguities	Questionnaire "Fair Trade and me"

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	Co-Construction	20 minutes	I can gather my previous experiences about fair trade in cooperation with others. I can create a mindmap about fair trade. When working with a group, I can bring my own resources and skills to the group	Gathering the common knowledge on fair trade - students process the work order "designing a mindmap"	Self-directed learning – Internet research mindmap	Group work Teacher: supports with questions, methodological approach, etc.	Work order 2 Internet research Video-tutorial for drawing a mindmap: https://www.youtube.com/watch?v=7bZl0G77g6g
	Rekonstruction	100 minutes	I can explain the most important food labels. Reference to the Fair Trade seal. I can write different texts. I can note, structure and reproduce relevant information.	Students researches information on fair seals of approval - Criteria and requirements for fair trade seals of approval. - Regional suppliers and their fair working conditions. - Students can either design an advertising poster for fair trade or write a recommendation addressed to consumers.	Internet research Recommendation Advertising poster	Single work or. Partner work	Work order 3 Research and poster (PC, Smartphone)

	Phase in the module (CP)	When?	Why?	What?	How?	Who with whom?	With which?
		guiding time	learning objectives, partial competences	Detailed teaching steps in the learning and teaching process (learning-teaching-process) incl. technical questions/explanations/contents	methodological approach; learning product	social Form role of the teacher	media and working equipment
Intervention		100 minutes	<p><i>I select food according to quality criteria and intended use.</i></p> <p><i>I can make connections and cross connections.</i></p>	<p>Students analyses the labels of chocolate bars.</p> <ul style="list-style-type: none"> - In the next unit they are given the task of bringing the label or a photo of their favourite chocolate brand with them. - They analyse the label on the basis of a analyses sheet. - In doing so, they take a closer look at seals of approval and labels. - The results are presented in the classroom. 	<p>Analysis sheet</p> <p>Presentation</p>	<p>Single work</p> <p>plenary session</p>	<p>Work order 4</p> <p>Chocolate labels</p> <p>Analysis sheet</p>
			<p>The next step will be the film "Dirty Chocolate" (documentary with Miki Mistrati), which will be shown in the plenary session.</p> <ul style="list-style-type: none"> - The film will then be reviewed in the group. - Afterwards, the Students have time to reflect on their shopping. They receive a template of an empty shopping scale and can fill it with resolutions for a "cleaner chocolate shopping". 	<p>Intermediate reflection</p> <p>Attachments for chocolate purchasing</p>	<p>plenary session</p> <p>Single work</p>	<p>Work order 5</p> <p>Dirty chocolate https://www.youtube.com/watch?v=ZJXdglZddcE</p> <p>Shopping Scales Template</p>	

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	Deconstruction+ Modelling	100 minutes	<p><i>I can extract information from texts.</i></p> <p><i>I can argue properly.</i></p> <p><i>I can present my own point of view clearly.</i></p> <p><i>I can describe the effects of globalization and evaluate them critically.</i></p>	<p>The students deal more closely with the production and price conditions of chocolate.</p> <ul style="list-style-type: none"> - The students read an article about the production steps of chocolate manufacturing. - The students are divided into groups. Each group represents a group of people from the chocolate production chain (plantation workers, plantation owners, traders, ...) - Each group is now allowed to do more detailed research on their group of people. In doing so, they should consider also the living conditions of the people. - They receive a role description and should think of a possible negotiation strategy. - When the research work is completed, everyone returns to the plenary session. Each group now sends a representative of their group to the negotiation. - Each group of people now represents its own needs. The aim is to negotiate for a price that is as fair as possible for all participants. - The rest of the Students observe the discussion. 	<p>Research</p> <p>Discussion- Fishbowl</p>	<p>Single work Group work</p> <p>Discussion Moderation by teacher</p>	<p>Work order 6 Article chocolate production</p> <p>Role description Computer or Smartphone</p> <p>Podium for discussion</p>

	<table border="1"> <tr> <td data-bbox="533 197 636 890" style="writing-mode: vertical-rl; transform: rotate(180deg);">Reflection</td> <td data-bbox="636 197 801 890">80 minutes</td> <td data-bbox="801 197 958 890"> <p><i>I can write different texts.</i> <i>I can verbalise and sketch my own ideas.</i> <i>I can adapt my communication behaviour to different communication media.</i> <i>I can express my opinion.</i> <i>I can reflect on my learning progress and change of attitude</i> <i>I can write poetry slams or private letters.</i> <i>I can decide for myself which learning product I create.</i> <i>I can decide for myself whether I prefer to work alone or in a group.</i> <i>I can upload files to a learning platform.</i></p> </td> <td data-bbox="958 197 1361 890"> <p>Reflection of the teaching module in the learning platform and the learning diary</p> <ul style="list-style-type: none"> - students choose whether the four of them write poetry for a poetry slam or write a private letter to grandma about fair trade - students comment on a contribution by colleagues in the learning platform </td> <td data-bbox="1361 197 1532 890"> <p>Private letter or poetry on learning platform and learning diary</p> </td> <td data-bbox="1532 197 1702 890"> <p>Individual work or group work</p> <p>Teacher: Support for questions and uncertainties</p> </td> <td data-bbox="1702 197 1912 890"> <p>Work order 7</p> <p>Internet research</p> <p>Smartphone for filming</p> <p>Learning platform</p> <p>Learning diary</p> <p>Example for a Poetry Slam: https://www.youtube.com/watch?v=Im0r3yFh0zU</p> </td> </tr> </table> <p>(course planning copied from “C3 Lesson Plan Fair Trade” A look beyond the horizon: Our region – our food – our future - Grüne Pädagogik (gruene-paedagogik.at))</p>	Reflection	80 minutes	<p><i>I can write different texts.</i> <i>I can verbalise and sketch my own ideas.</i> <i>I can adapt my communication behaviour to different communication media.</i> <i>I can express my opinion.</i> <i>I can reflect on my learning progress and change of attitude</i> <i>I can write poetry slams or private letters.</i> <i>I can decide for myself which learning product I create.</i> <i>I can decide for myself whether I prefer to work alone or in a group.</i> <i>I can upload files to a learning platform.</i></p>	<p>Reflection of the teaching module in the learning platform and the learning diary</p> <ul style="list-style-type: none"> - students choose whether the four of them write poetry for a poetry slam or write a private letter to grandma about fair trade - students comment on a contribution by colleagues in the learning platform 	<p>Private letter or poetry on learning platform and learning diary</p>	<p>Individual work or group work</p> <p>Teacher: Support for questions and uncertainties</p>	<p>Work order 7</p> <p>Internet research</p> <p>Smartphone for filming</p> <p>Learning platform</p> <p>Learning diary</p> <p>Example for a Poetry Slam: https://www.youtube.com/watch?v=Im0r3yFh0zU</p>
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<p>Evaluation (assessment)</p>	<p>In this part you list the type of evaluation that you will use for the assessing the obtained learning outcomes of students. For example: tests of knowledge, essays, illustration, practical assignment, presentation, project assignments, etc.</p> <p>“...Results are secured in the form of learning products (completed questionnaire, mindmap, advertising poster/recommendation, resolutions in the shopping cart, poetry/letter)</p> <p>In the teaching-learning arrangement, both the learning process and the learning products are assessed. The students are informed at the beginning that working on the topic area is part of the cooperation. This is how we assess whether the students are committed to the subject, how the cooperation in the groups</p>							

is, whether the students deliver the learning products on time and whether the learning products are complete and appealingly designed.

The content of the learning products is not assessed - a positive error culture is aimed at..”

Reference: “C3 Lesson Plan Fair Trade” [A look beyond the horizon: Our region – our food – our future - Grüne Pädagogik \(gruene-paedagogik.at\)](#)