**Session 3 – 60 minutes**

**Topic 3: Inclusion models.**

**Unit for students 11-18 years old**

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| **Directed Teaching Tasks: including group and whole class activity** | **Teacher support notes** |
| **Big ideas** **Citizen actions on inequality**  Many groups and organisations are taking action on income inequality. The Jubilee Debt Campaign worked to cancel the debt of the poorest countries. Between 2000- 2015 the global Jubilee campaign achieved $130 billion debt cancellation for developing countries.  One solution of inequality is Fairtrade. Fairtrade is a global movement, with a large presence in the EU, and is a more just and fair international trade system. It pays higher prices for commodities produced in developing countries, such as coffee and cocoa. A Fairtrade Premium is paid into community funds for farmers and workers to use as they see fit, whether this is education, healthcare or infrastructure in the community.  The Global Campaign for Education25 (with members in 80 countries) is based on the idea that education brings more equality of opportunity. It works to ensure that all children have access to quality primary education.  Students can describe some actions to reduce global inequality and their impact.  Students understand that actions they can take as individuals are important as part of making a globally difference. They are able to identify a small specific action that they can take (individually or collectively). | **Resources**  **Session 3 PowerPoint Slides**   * 1. **Game “Who earns what from a T-shirt”** |
| **First Thoughts** 40 Minutes. ***Who earns what from a T-shirt?***  T explain: The players are engaged in a real situation simulation, where they exercise this attitude through the exploration of the supply chain of a single T-shirt. See and play the game   Objectives:   * To present the supply chain of a single T-shirt * To clarify the distribution of resources in the global production of clothing * To clarify the global connections involved in the production of clothing * To present the role of the Consumer in this process   *Possible responses to evidence I’m a ‘responsible consumer’* | **Resources**  **Session 3 PowerPoint Slides**   * 1. **Game “Who earns what from a T-shirt”** |
| **Exploration and Consolidation 10 minutes *Fair trade***  **T Explains** what fair trade is and how the model works. Also focuses on the principles of Fair Trade organization and how you may support it.   * What industries may be involved?     **T Explain:** Various types of inclusion – social, cultural, environmental, economic   * Discuss the information with the group. [ images slides 8/9] | **Resources**  **Session 3 PowerPoint Slides**  **3.2 Planning map**  **Working wall / Board, to gather ideas** |
| **Conclusion and Reflection 10 minutes *Thinking point***  Reflect on all the various types of economic models, which are not exactly the one we exist in – circular, shared, upcycling, green. Work with brands – bananas, cocoa, coffee, Starbucks, Deli, Lipton, Airbnb, Spark, Uber |  |