



What's in your shopping bag—is it illegal?

Learning outcomes

- ◇ Students will reflect on questions of ethical consumerism
- ◇ Students will learn about fair trade in general and Palestinian fair trade specifically
- ◇ Students will select relevant information for publicity
- ◇ Students will express arguments about visually and in writing
- ◇ Students will use the internet for research

Lesson in brief

Students will learn about fair trade and the issue of labelling produce from Israelis settlements. In groups students will produce a flyer, poster and letter to a supermarket.

National curriculum

1.2a, 2.2a,2.2b,2.2c

Materials: Fair trade handouts, settlement produce handout

There are two fair trade handouts—the second of these is about Palestinian fair trade – it is up to you whether you give students this handout or ask them to carry out their own online research

Lesson Plan

Starter

- ◆ Brainstorm on what fair trade is

Activity

- ◆ Split the students into groups. Using materials provided or their own research, ask each group to produce:
 - ✱ a flyer on Palestinian fair trade and Israeli settlement produce
 - ✱ a poster on Palestinian fair trade OR Israeli settlement produce
 - ✱ a letter to the manager of a supermarket on Israeli settlement produce (in which students can also suggest that the supermarket stock Palestinian fair trade)

The second handout on fair trade gives examples of Palestinian fair trade. You can give students this handout or ask them to carry out their own research using the following websites as starting points

Palestinian Fair trade

www.sunbula.org/index.php especially the craft producers and craft traditions sections

www.zaytoun.org/

www.palestinefairtrade.org/ (see also the trees for life section in the empowerment tab)

Settlements and boycott

War on Want report – Profiting from the Occupation

www.bdsmovement.net/ - see especially consumer boycott section

www.bigcampaign.org (Boycott Israeli Goods campaign)

www.easi-piesi.org (Palestine Israel Ethical Shopping Initiative)

- ◆ These tasks may well take longer than one class period

Explain to the students that **if they want to** they can sign their name on the letter from their group. You can send these letters to the manager of a local supermarket in a batch. If you receive a reply, this would lend itself well to a follow-up class.

Plenary

- ◆ Ask the groups to show their posters to the rest of the class, and encourage the students to give each other constructive feedback on other groups' work.
- ◆ Ask students why they did/did not sign their names on their group's letter and conduct a discussion around this issue.



Homework/follow-up

- ◆ These issues can link very easily with school citizenship issues. You could raise questions for example about whether the school shop should stock produce from settlements.