

# NEW: OPENING MINDS SCHEMES OF WORK COMPLETE WITH TEACHING RESOURCES

## Project 5 : It's Not Fair !!!

This project is the first to be released in a new series of teaching materials for the Opening Minds (competence-based) curriculum. It consists of high-quality teaching and learning resources, including editable worksheets (Word Format), editable presentations (Powerpoint), DVD and video resources.

The Scheme of Works is designed for any school and contains over **40 hours** of teaching and learning activities!!! It is complete with **Learning Objectives** and **Activity Outcomes**, all mapped to the competences (CLIPS)

The **IT'S NOT FAIR UNIT** is based around Fair-Trade, Word-Debt and Enterprise. It explores fair-trade products, the budget, taxation and the debt of developing countries.

Project Title	It's not fair! (Fair-trade & Unfair-Trade)		Project Number	5	Opening Minds (CLIPS) © H.Boyle 2007
Activity No	Activity Overview	Activity (Competence) Objectives	Activity Outcomes	C.L.I.P.S. Opportunities	
1 Estimated Time 3 Hours	Students will explore the term Fair-trade and investigate the work of the Fair-trade Foundation. Students will research the impacts of fair and unfair trade. Students will create a questionnaire to gather consumer opinions of fair-trade products.	<ul style="list-style-type: none"> <li>To manage information to research, evaluate and increase own understanding.</li> <li>To co-operate with others to agree ways of achieving a definition of the terms 'fair-trade' and 'unfair-trade'.</li> <li>To develop empathy with other people's situations from countries around the world.</li> <li>To work to and meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>To discuss/research Fair-trade and the impacts of the Fair-trade Foundation</li> <li>To create a definition for the terms 'fair-trade' and 'unfair-trade'</li> <li>To create a questionnaire to gather responses and opinions of fair-trade and fair-trade products</li> </ul>	I1, I2, P3, P1, P2, C3, C2, S1, L4	
2 Estimated Time 11 Hours	Students will undertake a research assignment to investigate the farming, refinement, production and distribution of a fair-trade product. They will compare this against the unfair-trade of the same product. Students will also investigate the social, economical impacts of the fair-trade in the countries and the standard of living of people of those countries. Students explore the environmental impacts of production based on the UK.	<ul style="list-style-type: none"> <li>To manage information to research, evaluate and increase own understanding.</li> <li>To develop empathy with other people's situations from countries around the world.</li> <li>To work to and meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>To research into the farming, refinement, production and distribution of a fair-trade product</li> <li>To research into the social and economic impacts of the fair-trade price on the countries and the standard of living of people of those countries</li> <li>research into the impacts of unfair-trade</li> <li>create a mind-map poster of a fair-trade product</li> <li>create a presentation aimed at a young teen audience to present findings of key facts, figures and information learned.</li> </ul>	L4, I1, I2, C3, C2, P1, P2, P3, S1, L3, S4	



### The Budget?

NAME: \_\_\_\_\_ FORM: \_\_\_\_\_ DATE: \_\_\_\_\_

You may have heard of the terms 'HM Treasury', 'The Budget', 'The Chancellor of the Exchequer'. But what actually are these? What do they do? How do they impact on us and why do we have them?

During this presentation and class discussion, you will find out some of this information. Use this worksheet to record your notes on the following:

REMEMBER! Try and write down any key information (What? Why? When?, Who? How?)

The HM Treasury?

you will undertake an investigation into the fair and unfair trade of a particular product. Use the Internet and other resources to find out key information about the product and use this to inform the rest of the class about your findings. The format of the presentation is for young teenagers and it must be a high quality presentation. It should last no longer than 10 minutes (including questions)

Our topic is \_\_\_\_\_

names, you must complete the following:

Team Leader \_\_\_\_\_

or is: \_\_\_\_\_



## OPENING MINDS

### Unit 5 - It's not fair!!!

#### Activity 3

Drop The Debt

G8 2004



Sam Magora  
Chairman of Gurrindo

**Project Aims/Outcomes:**

- You will use the competences to investigate the impacts of fair and unfair trade on third world farmers and workers.
- You will learn about the work of the Fairtrade Foundation and how this supports and raise awareness



HM TREASURY

The Budget - Opening Minds -

## The Budget & The Treasury

Part A

### Teacher Notes

Activity 3: (8 hours) You will require a projector for whole-class presentation. Students will require access to ICT for spreadsheet work.

Part A

1. First activity is individual work leading to small group (table) work for discussion.
2. You will require 1 x worksheet (Budget\_Worksheet.doc) for each student.
3. Students will discuss prior knowledge of the terms:
  - i. The H.M. Treasury
  - ii. The Chancellor of the Exchequer
  - iii. The Budget
4. Students will watch Powerpoint Presentation (TheBudget.ppt) and make notes of the key terms on their worksheets
5. Students will listen to parts of the Chancellors 2007 speech and discuss.

### Running the Country!

NAME: \_\_\_\_\_ FORM: \_\_\_\_\_ DATE: \_\_\_\_\_

TASK: How much would you spend on each of the sectors below? Divide the £557 Billion pounds that the UK government spend based on your priorities