



Breaking the Cycle Education – The Andes, The Altiplano & The Atacama Expedition

Lesson Plan **DECENT WORK & ECONOMIC GROWTH**

Time Allocation

60 mins



Age Range

10-14

“Exploring is the driving force behind humankind.” Kate Leeming

Learning Outcomes:

- To explore different viewpoints and values with Fair Trade
- To discover the concept of food journey
- For students to consider the human rights for those that work in coffee industries

<https://www.globalgoals.org/>

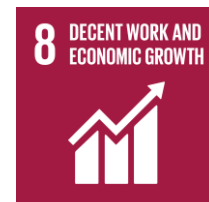
LEARN

This lesson focuses on SDG #8 Decent Work & Economic Growth

What is this goal all about?

#8 Decent Work & Economic Growth

Goal- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.



Bolivia- Coffee- Fair Trade

Kate will be riding along the world’s most dangerous road, the infamous ‘Death Road’ that connects the Yungas coffee-growing region with the capital, La Paz. For the last 30 years, agricultural trade was transported along this road creating huge bottlenecks and numerous fatal accidents. It took 3 decades and 10 governments to build the new highway, which has been operating since 2006, by-passing to the north one of the most dangerous sections of the old 'Death Road'.

Bolivian coffee is just starting to make a name for itself in the world of Specialty coffees. Once considered a producer of low-quality coffee, only suitable for blended roasts, Bolivia is working to change its image one bean at a time. For this heavily impoverished country, it is a matter of creating the infrastructure, technology, and skills needed to produce a quality product that supports economic, social, and environmental sustainability. Initiatives such as



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Fair Trade and organic, along with economic development projects have provided opportunity and support to coffee producers on the local, national, and international level.

THINK

Question: What are Human Rights?

“Human rights recognise the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe.

They are based on principles of dignity, equality and mutual respect, which are shared across cultures, religions and philosophies. They are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.” UN

Activity:

Brainstorm as a class- what Human Rights workers working in Coffee Plantations should have. Here are a few prompts to get the thinking started.

- The right to have decent working hours
- The right to have decent housing conditions (mattress, blankets, privacy, security)
- The right to access to appropriate equipment- boots, tools

Activity: Read through this article as a whole class

World Vision [Coffee Fact Sheet](#)

Ask students to write down one part of the coffee process that they find interesting on a sticky note. As a class try to make a flow chart with all the sticky notes highlighting the different stages of Coffee Production.

Ask students what does workers’ rights mean?

What does fair trade mean?

Ask students to form their own definition

FEEL:

Critical Thinking Discussion questions-

- Who works at various stages of the coffee production process- can you list all the workers from farmers to baristas?
- Who makes the decisions about how each worker is treated?
- Where are the areas for improvement?
- What can we do to make a positive change?



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Encourage discussion in small groups with open ended questions encouraging core thinking.

On a page ask students to complete a Think See wonder activity-Put yourself in the shoes of a Farmer in Bolivia.

What do you see?

What do you think about?

What do you wonder?

Share & reflect

ACT:

What can you do to help to help work towards this goal?

- Ask students if they believe their daily choices can impact the lives of the farmers
- about which they have written.
- Explain that we all have power as consumers and global citizens.
- Ask students to think of what they can do to help achieve the Global Goals to improve the lives of the people who grow their food.
- Be a conscious consumer – if something is cheap it is likely to be hurting people or the planet in some way.

Conclusion Activity:

Add yourself to the map on the Home Page

<http://www.breakingthecycle.education>