



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Five

Country Case Studies

Module Twenty Two: Ethiopia

This module was created to provide students and teachers with the opportunity to study and learn about the East African country of **Ethiopia**. When most people think of Ethiopia they most often think of the droughts and famine that occur there. There is much more to learn about Ethiopia. It has a rich history that includes; being the first country in Africa to adopt Christianity, it is the birthplace of coffee, and it was one of only two countries in Africa not to be colonized by a European power in the late 19th century, among many other things. Ethiopia has a rich history that has not only shaped the country but influenced societies and cultures around the world.

In these modules students will learn and enhance not only their general knowledge about the history, geography, society, and culture of Ethiopia but they will engage in discussions, debates, critical readings, simulations, analyzing data and creating graphs, and learn about art and music. Most importantly they will learn multiple perspectives on Ethiopia and develop critical thinking skills to engage in discussions about Ethiopia and how this country is influential to the rest of the world – even the United States.

Module Twenty Two

Introduction to the Geography of Ethiopia

History of Ethiopia

Religions of Ethiopia

The Impact of Coffee in Ethiopia

Introduction to the Geography of Ethiopia

Time Needed	Approximately 2 days
Prior Knowledge	Basic map-reading knowledge
Lesson Assessment	Formative: posters, small group presentations, journal response
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p>D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i></p> <p>CCSS.ELA-Literacy.SL.6.4 <i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</i></p>
Materials Needed	Access to Exploring Africa, paper, pencil, coloring/art materials, Ethiopia Travel Poster handout ¹ , journal

Objectives

Students will be able to...

- Conduct independent research
- Collaborate with a small group to present research creatively
- Have a basic understanding of the geography of Ethiopia

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students are split into small groups and assigned a region of Ethiopia and receive Ethiopia travel poster handout.	The teacher splits the students into 11 small groups (depending on class size, there should be 2-3 students per group). The teacher passes out the handout and assigns each group a different region of Ethiopia, from the following: Addis Ababa Administration; Afar Regional State; Amhara National Regional State; Benishangul Gumuz National Regional State; Dire Dawa Administration Council; Gambella National Regional State; Harari National Regional State; Oromia National Regional State; Southern Nations, Nationalities and People's Regional

¹ Handouts and Worksheets, pg. 14

		States; Somali National Regional State; Tigray National Regional State.
10 min	Students get on Exploring Africa and read through the text of Module Twenty Two, Activity One.	Individual student work; teacher instructs students to get onto Module Twenty Two, Activity One of Exploring Africa and read the whole text. Teacher monitors and assists as needed.
15 min	Students research their region of Ethiopia.	Small group work; teacher monitors and assists as needed.
15 min	Students begin work on their travel posters.	Small group work; teacher monitors and assists as needed. Anything not finished on the poster should be finished as homework before the due date.
Day Two		
5 min	Students get into their small groups and take a few minutes to rehearse what they will say in their presentation.	Small group work; teacher monitors and assists as needed
33 min	Presentations: students take turns presenting their posters and information on their region in their small groups. Each group's presentation should be around 3 minutes long.	Small group presentations; students who are not presenting become the audience. Teacher watches and takes notes on each performance.
5 min	Quick journal write: <i>You recently acquired the funds to travel to Ethiopia! Based on the presentations and travel posters you saw today, which region are you most interested in visiting? Why?</i>	Individual student work; teacher monitors and assists as needed.
2 min	Students hang their posters around the classroom to be displayed for the rest of the unit on Ethiopia.	Teacher helps students hang posters.

History of Ethiopia

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: journal, discussion
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i>
Materials Needed	Access to exploring Africa, journal, pencil, way to play youtube videos in front of class, https://www.youtube.com/watch?v=loFDn94oZJ0 , https://www.youtube.com/watch?v=gjn_TjOYsgk

Objectives

Students will be able to...

- Conduct independent research
- Explain specific events, periods, and leaders of Ethiopian history
- Write a response based on opinion while using fact to back up opinion
- Analyze speech and song lyrics presented in a vocal medium
- Engage in a discussion with peers

Time	Learning Task	Methods or Procedures
2 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get on Module Twenty Two, Activity Two of Exploring Africa.
12 min	Students read the text of activity two, and create a timeline of events in Ethiopia in their journal as they read.	Individual student work; teacher monitors and assists as needed.
13 min	Students choose an emperor or leader of Ethiopia from history who they find most interesting from the activity. Students conduct independent research on this leader, and write a one page report in their journal on him, including any interesting or important facts about his life and how he contributed to the history of Ethiopia.	Individual student work; teacher monitors and assists as needed.
8 min	Students listen to Selassie's UN speech and Bob Marley's adaption of the speech	Teacher plays speech: https://www.youtube.com/watch?v=gjn_TjOYsgk

	into a song. While they listen they write down any notes, thoughts or feelings they have about both the speech and the song in their journals.	And song: https://www.youtube.com/watch?v=loFDn94oZJ0 Students listen and write in their notebook
10 min	Class discusses the following questions: <i>What different topics does Selassie address in his speech? What do you feel were his main goals of giving this speech to the UN? Why do you think Bob Marley adapted this speech into a song? What were his main messages from the song?</i>	Class discussion; teacher facilitates, students answer questions and discuss

Religions of Ethiopia

Time Needed	Approximately 35 minutes
Prior Knowledge	Completion of previous activities in this module, preferred completion of module 14 on religion in Africa
Lesson Assessment	Formative: worksheets
Standards	CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Pencil, Religions of Ethiopia worksheets, access to Exploring Africa website

Objectives

Students will be able to...

- Explain the role that the Queen of Sheba plays in African history
- Describe some of the religious aspects of Ethiopian society, and identify the three main religions of Ethiopia
- Describe how architecture reveals the influence of foreign states and the end of African isolation
- Identify some achievements of Christian art and architecture in Ethiopia
- Decide how to represent information on a graph

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get onto module twenty two, activity three of Exploring Africa.
15 min	Students read through the text of activity three.	Individual student work; teacher monitors.
15 min	Once students have finished reading, they come retrieve the Religions of Ethiopia Worksheet from the teacher. Students use the website given, and the text from activity three to answer the questions on the worksheet.	Individual student work; teacher hands out worksheets, monitors, and assists as needed.

The Impact of Coffee in Ethiopia

Time Needed	Approximately 2 days
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: simulation, journal
Standards	<p>D2.Eco.1.6-8 <i>Explain how economic decisions affect the well-being of individuals, businesses, and society</i></p> <p>D2.Eco.3.3-5 <i>Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services</i></p> <p>D2.Eco.3.6-8 <i>Explain the roles of buyers and sellers in product, labor, and financial markets</i></p> <p>D2.Eco.15.6-8 <i>Explain the benefits and the costs of trade policies to individuals, businesses, and society</i></p>
Materials Needed	Journal, pencil, access to Exploring Africa, way to show movie trailer to class, white board, Coffee Trader Role Sheets ³ , Coffee Trader Facilitator Guide ⁴

Objectives

Students will be able to...

- Understand why coffee is important to Ethiopia
- Understand who is profiting from Ethiopian coffee
- Understand the ways to improve coffee farming in Ethiopia –which will also improve conditions of the communities and Earth
- Become advocates for fair trade coffee in their community

Time	Learning Task	Methods or Procedures
Day One		
10 min	Class discussion about the quote on the board: <i>What does this mean? What type of things do you use in the morning that come from other parts of the world?</i>	Teacher writes the following quote on the board: <i>“Before you’ve finished your breakfast this morning, you’ll have relied on half of the world”</i> –Dr. Martin Luther King Jr.

³ Handouts and Worksheets, pg. 16-19

⁴ Answer Keys and Examples, pg. 21-24

		Teacher asks the class questions about the meaning of the quote, and the whole class participates in a discussion.
5 min	Black Gold movie Students read the story behind the Black Gold movie and watch the trailer.	Whole class; teacher goes to http://blackgoldmovie.com/story , displays it in the front of the room and gives the students a few minutes to read the story behind the documentary. The teacher then plays the trailer for the class ***optional: teacher may wish to purchase the movie, and show the whole documentary to the class
20 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get onto Module Twenty Two, Activity Four of Exploring Africa, and read the text up until "End of Article 5"
Day Two		
40 min	Teacher follows the Coffee Trader Facilitator's Guide to facilitate students simulating the act of trading coffee with other students.	Whole class and small group work; teacher facilitates
5 min	Quick Journal Write: students respond to the following question in their journals; <i>Why is Fair Trade important? How does it affect buyers? How does it affect farmers?</i>	Individual student work; teacher monitors and encourages students to keep writing.

Handouts and Worksheets

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Ethiopia Travel Poster Handout

My region is _____

Due Date: _____

Directions: Tourism is a huge factor of many countries' economies. However, with so many amazing places to visit in the world, each place has to advertise itself, and convince people to visit there rather than somewhere else during their vacation. One way to do this is through a travel poster, such as the example one for Sydney below. **You will be creating your own travel poster for your assigned region of Ethiopia.** Your poster should be an artistic representation of why someone should choose to visit this region of Ethiopia, so you may wish to include drawings (or a printed out picture) of famous landmarks in that region.

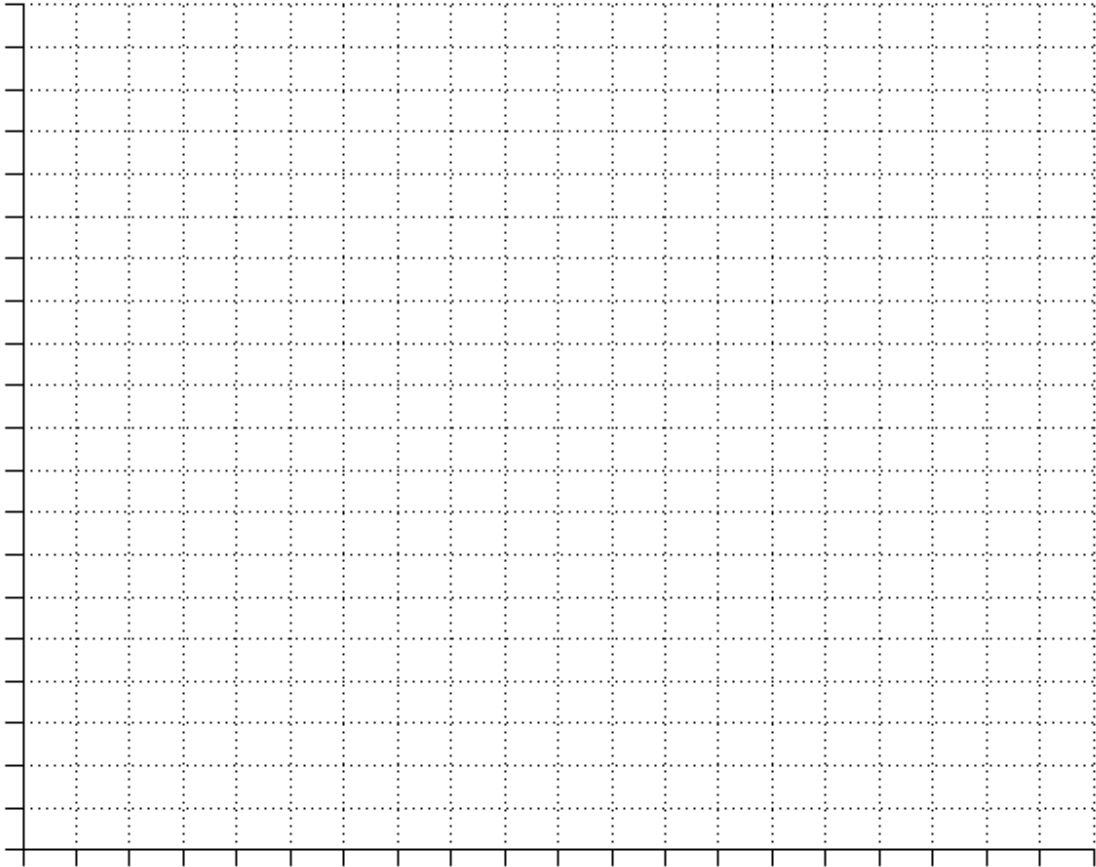
On the back of your poster **you should also include** information that someone travelling to this region might want to know such as: climate, economy, culture, religion, history, etc.



You will have a **3 minute presentation in front of the class**, in which you try to convince us to travel to your region, while informing us of different aspects of the region (such as the ones you wrote on the back of your poster!)

Religions of Ethiopia Worksheet

Go to: <http://www.jewishvirtuallibrary.org/jsource/Judaism/ejim.html> and use the data given there to plot a line graph of the years and the numbers of Ethiopian Jews that migrated to Israel. (You do not have to do every single year; it's up to your discretion how you make the graph.)



Compare your graph dates in Ethiopian history from the reading and see what may have been the cause of mass migrations at certain periods of time for the Beta Israel. How did this influence religion in Ethiopia? Write your explanations below.

Farmer Role Sheet

ACT ONE: CAFÉ, THE CONVENTIONAL WAY

Role: Farmer

You are an independent small-scale coffee farmer living in the mountains of the República Cafetalera. You have three acres of land, two of which are devoted to coffee production. Coffee represents your primary cash crop, and your sale of coffee is the biggest source of revenue each year. You have 1000 pounds of coffee to sell. Ten years ago, you were getting more than \$1 per pound. In recent years, however, prices have fallen to much lower levels. Last year you sold for 50 cents per pound, and had a very difficult time feeding your family and meeting unexpected expenses during the year. You hope to get as much as you can for your coffee this harvest, but you are afraid prices will be low again.

With the proceeds from your sale, you need to pay off \$250 in debt to the folks who sold you seeds and tools on credit. You also have a host of immediate expenses that total \$100: medicine for your mother-in-law, shoes for your children and materials to repair your earthen wood-burning stove. You would like to send your kids to school this year, but don't know whether you will be able to afford \$50 for uniforms and school fees. In order to be able to pay off your debts, buy the things you need and send your kids to school, you *need* to make at least \$400 from the sale of your coffee. You *want* to make as much as you possibly can, since whatever you earn above that amount you can put toward future expenditures on food, medicine, etc. You think that you will have other opportunities to sell your coffee to another buyer this year, but you can't be sure. Since you don't have transportation to get your coffee to the town market, you need to rely on buyers coming out to your remote farm.

Good luck!

Trader Role Sheet

ACT ONE: CAFÉ, THE CONVENTIONAL WAY

Role: Coffee Trader

You are a coffee trader. You live in a small town in the mountains surrounded by coffee-farming communities. You have a truck that enables you to travel from farm to farm in outlying regions during the coffee harvest to buy coffee that you will, in turn, sell to a processing mill. You have capacity to buy and transport 100,000 pounds of coffee this harvest season. Ten years ago, you were facing high prices. In recent years, however, prices have fallen to much lower levels. Last year you bought coffee for 50 cents per pound or less, and were able to re-sell it to the mills for 65 cents, making 15 cents per pound for a total of \$15,000. This year was a strong harvest, so there is an oversupply of coffee. This means that the mills will not pay more than 60 cents per pound. You are also spending more for gas due to high prices at the pump, so you need to negotiate the lowest price possible to generate the same earnings as last year. With the proceeds from your sale, you need to pay off \$2000 in debt to the mechanics who repaired your truck on credit. You also have a host of immediate expenses, including new tires for your truck, that total \$500. You would like to build a new kitchen in your house that will cost you more than one thousand dollars and you would like to build a small warehouse where you can store coffee that will cost another few thousand dollars. In order to be able to do all these things, you calculate that you can't pay more than 45 cents per pound for coffee. You *want* to pay much less, of course, since the less you spend, the greater your profits. If things don't work out with these particular farmers, you will have plenty of other opportunities to buy from other farmers. Since there is such oversupply this year, so you don't need to pay more than 45 cents this early in the season.

Good luck!

San Ignacio Cooperative Role Sheet

ACT TWO: CAFÉ, THE FAIR TRADE WAY

Role: Farmers

All members of the group are designated as farmers who belong to the San Ignacio cooperative. These farmers must elect one of their number as spokesperson to represent the group in negotiations with the buyer, although the representative can consult at any time with fellow coop members

Role: Elected cooperative representative

You represent 80 small-scale coffee farmers who belong to the San Ignacio Cooperative. You all own small farms averaging three acres in size, two of which are devoted to coffee production. Coffee represents your primary cash crop, and your sale of coffee is the biggest source of revenue each year.

Five years ago, coffee prices were at their lowest levels in a century. In an effort to improve your bargaining position with moneylenders and coffee buyers in this difficult market, a few of you— fellow parishioners at San Ignacio parish in town—banded together to create the cooperative. For the first few years, the cooperative was able to negotiate access to credit on better terms for its members, and managed to get a better price for its coffee since it offered buyers the ability to get a large amount of coffee through a single transaction, rather than going from farm to farm to get enough coffee to fill an export container. As more and more of your neighbors learned of these successes, they joined the cooperative. This expanded membership brought more production, more bargaining power and more success. Two years ago, the cooperative was able to invest in new technologies that helped to improve coffee yield and quality. At that time, the coop also applied for Fair Trade Certification. Then last year for the first time, the cooperative sold 20,000 pounds of its coffee to Café Justicia, a Fair Trade company in the United States, for the guaranteed Fair Trade minimum of \$1.26 per pound—far more than other farmers in your region were earning and the most that anyone in your area had earned in many years. You deeply appreciated the opportunity to sell to Café Justicia—the first time your cooperative was ever visited or listened to by a representative of any coffee company.

This year, your cooperative member can produce 80,000 pounds of coffee—just enough to fill two large shipping containers—and the going rate on the local market is about \$0.63. The cooperative's goal is to generate \$75,000 in revenue, which it can achieve by selling one and one half containers (60,000 pounds) of coffee at the \$1.26 minimum, or a lower volume of coffee at a higher price.

You are working to maximize your Fair Trade sales because for every pound of coffee you sell into the Fair Trade system, the company that buys it returns a small “social premium” to the cooperative that can be spent on community projects. The local health clinic was badly damaged in last year's storm—if the coop can sell half its harvest on Fair Trade terms, it will have \$2000 in social investment money to repair the clinic and purchase some basic medicines. There are also some upgrades you would like to make to your coffee processing facilities that will help you produce higher-quality coffee—\$1000 in investments you will be able to make if you can sell another half-container at Fair Trade prices.

Good luck!

Fair Trade Coffee Company Role Sheet

ACT TWO: CAFÉ, THE FAIR TRADE WAY

Role: Fair Trade coffee company owner

You own Café Justicia, a small coffee company in Savannah, GA. You lived in a coffee growing community while you were a Peace Corps volunteer in the República Cafetalera, and you came to understand the importance of coffee to the livelihoods of poor farmers overseas. You are committed to selling only Fair Trade coffee to your customers, and are making every effort to establish direct and personal relationships with the farmers who grow your coffee, even though this commitment is expensive—not only do you guarantee a fair price to coffee farmers, but you also invest significant amounts of time and money in traveling “to origin” (as they say in the coffee business) to build strong relationships with your suppliers.

A friend from the Peace Corps who still lives and works in República Cafetalera tipped you off about this coop two years ago. After visiting the coop, you were moved by its story and impressed with the quality of its coffee, so you decided to buy 20,000 pounds of coffee at \$1.26 per pound and develop the “San Ignacio Special Reserve”—a limited line of custom-roasted Fair Trade coffee from this coop. Its sales were strong but not spectacular. You have a new promotional strategy for this coffee that you expect will lead to a significant increase in the amount of San Ignacio coffee you can sell this year to somewhere between 30,000-40,000 pounds. You are committed to this cooperative and want to find a way to help them succeed, and are willing to invest in the relationship to make that happen, but you do not expect to be able to sell much more than 40,000 pounds (one container) of their coffee this year.

Good luck!

Answer Keys and Examples

Coffee Trader Facilitator's Guide.....21

Coffee Trader Facilitator's Guide

Introduction and Directions: “The Coffee Trader” is designed to help participants identify the challenges faced by small-scale producers around the world by inviting them to act out a series of trading simulations. In Act One, geographically isolated small-scale farmers negotiate with coffee buyers under a series of parameters that illustrate the power imbalances inherent in many commodity supply chains. In Act Two, the parameters are redrawn to simulate a Fair Trade negotiation. In the facilitated dialogues that follow each act, participants identify and analyze both the structural challenges that small-scale farmers face overseas and the opportunities that Fair Trade presents to change the trading landscape. (A variation on this approach for groups with more time and/or more general interest in agriculture, alternative trade and/or international development involves an intermediate simulation in which fewer variables are changed from Act One to demonstrate how effective, market-oriented interventions can dramatically improve the position of small-scale farmers even outside the Fair Trade system.) The ideal group size for the simulation is at least 12 participants, organized into groups of six or more. The exercise is ideally conducted in a space large enough to permit the physical separation of participants so that none is within 6-10 feet of another. It requires no materials other than the roles that follow, markers and a flipchart for the facilitator to capture the group's reflections.

ACT ONE: CAFÉ, THE CONVENTIONAL WAY

SUMMARY & STAGING

Summary

Act One illustrates the plight of small-scale coffee farmers who lack vital information and resources and work in isolation from markets and one another. The simulation consists of a series of negotiations between small-scale farmers and a coffee buyer in which the power dynamics are highly skewed in favor of the buyer. It is a stylized experience that reflects many of the realities of the coffee trade for small-scale farmers.

Staging

The group must divide into small groups of no fewer than 4 people (6-8 or more is ideal). One person is identified as the buyer, and the remaining members of the group are farmers, who must physically separate themselves and are forbidden to speak to one another. The facilitator may wish to identify one person as an observer to help facilitate discussion in the plenary after the simulation. After giving participants a minute or two to read their roles, the simulation begins. The buyer moves from farmer to farmer in a series of isolated negotiations. The facilitator may wish to enforce strict time limits on each negotiation (2-3 minutes) to ensure that every buyer has at least a few opportunities to negotiate. At the conclusion of the allotted time, the facilitator brings the group to plenary to discuss the experience.

DISCUSSION NOTES

Bring the group back into plenary and solicit reactions from people who played both roles. Below are some suggested questions and priority themes you should work to elicit from participants.

Farmer Questions

- What was your **goal**?

- **What** happened? Did you sell your coffee/achieve your goal?
- **Why**/why not?
- **How** did the negotiation go? What was the **tone**? How did you **feel**?
- Did you make it clear that **the welfare of your family** depended on the terms of this sale? How did the buyer respond?
- What are the **consequences** of the outcome for you and your family?

Buyer Questions

- What was your **goal**?
- **What** happened? Did you buy coffee/achieve your goal?
- **Why**/why not?
- **How** did the negotiations go?
- What are the **consequences** of the outcomes for you/your business/your family?
- How did you **feel**?

Priority Themes

- **Information**

Because coffee farmers work in isolation from population centers and markets, they rarely have access to the information, resources or services they need to compete effectively. The buyers, by contrast, are directly connected to overseas markets through their sales channels, and have up-to-date information about prices.

- **Lack of bargaining power**

When coffee farmers work in isolation from one another, they have little to no leverage in negotiations. Unlike the farmers who *must* sell their coffee to survive, buyers can walk away from individual farmers with no adverse consequences for themselves, their business or their families.

- **Zero-sum negotiations**

This is a classic case of zero-sum negotiation: the trader's gains are the farmer's losses, and vice versa. There is no incentive for either party to accede to the demands of the other, since every penny gained by one party is a penny lost by the other.

ACT TWO: CAFÉ, THE FAIR TRADE WAY

SUMMARY & STAGING

Summary

Act Two simulates a negotiation between a cooperative and coffee company that participate in the Fair Trade system. Unlike the first act, which revolves around a struggle over the price of the coffee, Act Two is broader in focus—price is only one of several variables, and is less urgent to the farmers since the Fair Trade system guarantees that buyers pay coffee cooperatives a fair minimum price of \$1.26 per pound for all the Fair Trade coffee they buy. The simulation consists of a single negotiation between the elected spokesperson of a coffee cooperative and a Fair Trade coffee company trying to sustain itself as a business while also fostering the development of a worthy cooperative. It is a stylized experience that reflects many of the realities of the Fair Trade coffee system.

Staging

The group must divide into small groups of no fewer than 4 people (6-8 or more is ideal). One person is

identified as the buyer, and the remaining members of the group are designated as farmers who belong to the San Ignacio cooperative. These farmers must elect one of their number as spokesperson to represent the group in negotiations with the buyer, although the representative can consult at any time with fellow coop members. After giving participants a minute or two to read their roles, the simulation begins. The buyer and elected coop spokesperson begin to negotiate the terms of this year's purchase. At the conclusion of the allotted time, the facilitator brings the group to plenary to discuss the experience.

DISCUSSION NOTES

Bring the group back into plenary and solicit reactions from people who played both roles. Below are some suggested questions and priority themes you should work to elicit from participants.

Cooperative Questions

- What was your **goal**?
- **What** happened? Did you achieve your goal?
- **Why**/why not?
- Were any agreements reached **beyond the buying and selling of coffee**? (Groups may seek creative solutions involving variables beyond price and volume, including collaboration on/funding for social investment in the community.)
- **How** did the negotiation go? What was the **tone**? How did you **feel** during the negotiation?
How was this **different from the way farmers felt during the first act**?
- What are the **consequences** of the outcome for your community?

Buyer Questions

- What was your **goal**?
- What were your **constraints**?
- **What** happened? Did you achieve your goal?
- **Why**/why not?
- **How** did the negotiations go?
- **How** did the negotiation go? What was the **tone**? How did you **feel** during the negotiation?
How was this **different from the way buyers felt during the first act**?
- What are the **consequences** of the outcomes for you/your business?