

## Fairtrade Fortnight 2018

### Introduction

**Fairtrade Fortnight 2018** (26 February to 11 March) aims to help people to understand the principles of 'fair trade', and how trade can sometimes be unfair to some producers in developing countries. The values promoted by Fairtrade are those of sustainability, interdependence and fairer, more equal trading conditions. This year, Fairtrade Fortnight's focus is on supporting the farmers and workers who grow our food. How can we produce and consume goods in a fairer, more ethical and sustainable way?

The [Global Learning Programme in England](#) (GLP-E) has produced this resource, with the help of the Development Education Centre South Yorkshire (DECSY), to support teachers wishing to develop their pupils' knowledge of interdependence, global trade and fair trade, while encouraging them to consider the concepts of fairness, rights, sustainability and how individuals can make a difference. It includes:

- a history of cocoa activity
- a progression grid to support planning and teaching about trade and fair trade
- a trade and fair trade resources list.

### Learning objectives

This resource is targeted particularly at Key Stages 1, 2 and 3, with some opportunities for older pupils. It will particularly support teachers in developing:

- pupils' knowledge and understanding of trade, and its impact in different parts of the world
- pupils' knowledge and understanding of global themes, including development, interdependence and sustainability
- pupils' enquiry, critical thinking and discussion skills
- opportunities for pupils to consider their own and others' values.

### Resources

#### History of cocoa activity

You can download the history of cocoa activity and accompanying timeline from the [GLP website](#).

#### Grid: Learning about trade at Key Stages 1, 2, 3 and 4, DECSY

The Development Education Centre South Yorkshire (DECSY) ran a series of workshops with teachers who were trying to help children to make sense of the concepts involved in fair trade. This resulted in a series of 'I can', 'I know' and 'I understand' sentences that were identified as intended learning outcomes. They range from understanding the origins of things we eat and

use, to what happens to them, how they get to us, and who is involved in the making and trading process. This is developed into questions about whether all those involved get a fair share of the money that is paid for the goods. Concepts such as human rights and how people can make a difference – for example, by buying Fairtrade products – are also introduced. However, fair trade is presented as just one response and is even critiqued in one of the ‘further resources and reading’ documents. A number of interactive resources – each of them meticulously linked to the learning outcomes for Key Stages 1, 2, 3 and 4 – are downloadable and presented as opportunities for pupils to develop their knowledge and critical thinking skills on trade and fair trade.

The idea of the grid is to provide teachers with a wide range of resources and teaching ideas to engage pupils with the concepts involved in world trade, fairness, human rights and participation, before introducing fair trade. Ideally, fair trade is then presented as one response – but not the only answer – to improving the terms of trade for producers in developing and emerging countries, and one that pupils can choose to support if they wish. The grid encourages teachers to avoid an approach where young children are uncritically engaged in campaigning without necessarily choosing, or even really understanding what they are doing.

NB: A wide range of materials is available on trade and fair trade. The resources below are meant as an indication, and help to address the learning outcomes detailed in the grid mentioned above. They are in no case an exhaustive list.

### **‘The World Came to my Place Today’ activity, the Geographical Association (KS1)**

The Geographical Association (<http://www.geography.org.uk/>) has created a teacher’s review of the book *The World Came to my Place Today*, J. Readman and L. Honor Roberts, Eden Project, 2002. It suggests activities to further the reading of the book.

[https://www.geography.org.uk/download/ga\\_eyptheworld.doc](https://www.geography.org.uk/download/ga_eyptheworld.doc)

### **First Steps to Rights, P. Hand, Unicef UK (KS1)**

Introducing young children to their rights, this pack contains an 80-page book of activities on families, homes, water, food, diversity and other themes, and includes 15 x A3 colour photos with a global perspective. It is available to order on the Unicef UK website.

<https://www.unicef.org.uk/rights-respecting-schools/resources/first-steps-to-rights/>

### **‘Wants and Needs’ cards, Unicef UK (KS1)**

This activity kit provides cards that can be classified as ‘needs’ or ‘wants’, and enables pupils to explore the difference between the two concepts. It is available to order on the Unicef UK website.

<https://www.unicef.org.uk/rights-respecting-schools/resources/want-needs-cards/>

### **Unpacking the supermarket bag, Making a Meal of It, Oxfam (KS1–KS2)**

Where does our food come from? Why are people hungry? What can we do to help?

These activities help to answer these questions, and help pupils to understand the importance of food in our lives. The resource includes a photo gallery, activities on fair trade, explanations of terms such as hunger and starvation, and supporting materials for teachers.

<http://www.oxfam.org.uk/education/resources/making-a-meal-of-it>

### **Pa pa paa, Comic Relief**

This website provides resources to teach about Fairtrade and chocolate, a film and photo sequence explaining the cocoa journey from bean to bar, and webcasts made by the children of cocoa farmers. A school subscription is needed for some resources.

<http://www.papapaa.org>

### **UN Convention on the Rights of the Child, poster, Unicef UK (KS2)**

This poster explains children's rights in a child-friendly language. It explains the Convention on the Rights of the Child.

<https://www.unicef.org.uk/rights-respecting-schools/resources/our-rights-poster/>

### **Embedding Fairtrade into the curriculum, DEC Cumbria with Fairtrade Wales (KS2)**

This resource offers ten lesson plans put together by DEC Cumbria. Each focuses on different learning outcomes. Pupils are led to:

- understand the complexities of the food chain
- consider how we are connected to others locally and globally
- gain an understanding of where and how Fairtrade products are grown
- explore the relationship between 'fair' and 'equal' (P4C)
- make connections between fair pay, standards of living and education, etc.

<http://fairtradewales.com/wp-content/uploads/Fairtrade-Activity-Pack.pdf>

### **Find Your Way through Trade, Oxfam (KS2)**

This set of resources aims to help your class to understand the basic principles of global trade. Starting with everyday items – things from the supermarket – the lessons explore where items actually come from and how they reach us. Drawing out links between raw materials and finished items, and helping learners to understand the supply chain, this resource also gets learners thinking about global trade rules and who benefits from them.

<http://www.oxfam.org.uk/education/resources/find-your-way-through-trade>

### **Go Bananas, Oxfam (KS2)**

Help your pupils (age 7–11) to understand the origins – and impacts – of the food they eat. The resource includes a photo gallery and captions that follow the journey of a banana from the Caribbean to the UK. It gives a detailed example of how food grown overseas passes through many hands, stages and processes from planting to eating, and also highlights who makes money from the process.

This includes ideas for lessons in geography, art, music, English, science and literacy.

<http://www.oxfam.org.uk/education/resources/go-bananas>

### **Banana Split Game, CAFOD (KS2–KS3)**

This game looks at the banana production chain – from the banana plantation worker to the consumer – and explains how Fairtrade labelling enables workers to get a fair deal for their work and products. <http://cafod.org.uk/Education/Primary-schools/Fairtrade>

### **Tea production in Kenya, DECSY (KS2–KS3)**

This resource is a PowerPoint® photo sequence looking at the different stages of tea production and is designed as an introduction for understanding who gets what when you buy a packet of tea. <http://www.decsy.org.uk/projects/27>

### **Rights and Responsibilities in the Classroom, Our World, Our Rights, Amnesty International (KS2–KS3)**

The aim of this resource is to encourage children to think about both rights and responsibilities in the classroom and identify behaviour that respects and disrespects human rights.

[https://www.amnesty.org.uk/sites/default/files/activity\\_4.pdf](https://www.amnesty.org.uk/sites/default/files/activity_4.pdf)

### **The Clothes Line, Oxfam (KS2–KS3)**

This resource provides teachers with a series of lesson plans and a photo story to teach about Fairtrade, the textiles industry and India. The lessons include: an exploration of the journey of cotton from the field to the shops; a quiz about India; and a class survey about the origins of the pupils' own clothes. A supporting information sheet on cotton, trade and Fairtrade provides more background. <http://www.oxfam.org.uk/education/resources/the-clothes-line>

### **How did trade get global? Royal Geographical Society (KS2–KS3)**

This lesson explores how and why trade has become global. Pupils learn that through time, trade has become increasingly global and discover the reasons for this. This activity provides background information about trade before pupils can understand the principles of fair trade.

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Global+trade/How+did+trade+get+global.htm>

### **The Chocolate Trade Game, Christian Aid (KS2–KS3)**

Help pupils trace the journey of the cocoa bean from tree to chocolate bar, and discover the difficulties workers in the chocolate trade face. This game also highlights the positive part that trade can play in communities that are developing their economies.

<https://www.christianaid.org.uk/schools/chocolate-trade-game>

### **Right Here, Right Now, Amnesty International (KS2–KS3–KS4)**

Human rights belong to everyone. Knowing what these rights are and how they relate to our own lives is a first step towards a culture where everyone's human rights are routinely respected. This resource is for all teachers who want to explore with their students the role of

human rights and demonstrate a human rights approach in their work.

[http://www.amnesty.org.uk/sites/default/files/book - right here right now 0.pdf](http://www.amnesty.org.uk/sites/default/files/book_-_right_here_right_now_0.pdf)

### **Global trade – Investigating Fairtrade, Royal Geographical Society (KS2–KS3)**

This lesson plan helps you encourage pupils to investigate the Fairtrade approach to global trade. Pupils learn the geographical terms ‘more developed’ (developed) and ‘less developed’ (developing) countries and how these relate to Fairtrade. Pupils learn about the positive impact that people buying Fairtrade products has on communities of farmers and manufacturers in less developed countries, for example through better working conditions and a fair working wage. <http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+1-2+resources/Global+trade/Investigating+fairtrade.htm>

### **Understanding Cotton, Fairtrade Wales (KS2–KS3)**

This activity is divided into three parts, and looks at where cotton grows, where our clothes come from and the concept of worldwide trade. It involves reading and using world maps, collecting evidence when investigating a topic, and exploring the costs involved in the production of an item of clothing. Pupils are also encouraged to question the fairness of the distribution of revenue. <http://fairtradewales.com/wp-content/uploads/Lessons-Cotton-and-Fair-Trade-for-Secondary-Schools1.pdf>

### **Trading Trainers Game, CAFOD (KS2–KS3)**

The aim of this game is to help pupils understand how it is still possible to be poor even if you work hard for a living. The game is set in an imaginary Latin American shanty town, where small family businesses are making training shoes to sell to the local market. Their aim is to make ends meet. However the country itself is in economic crisis and inflation is rocketing. How will they survive?

[https://cafod.org.uk/content/download/854/6774/version/8/file/secondary\\_fairtrade\\_trading-trainers\\_activity.pdf](https://cafod.org.uk/content/download/854/6774/version/8/file/secondary_fairtrade_trading-trainers_activity.pdf)

### **The Paper Bag Game, Christian Aid (KS2–KS3)**

This is a popular and highly interactive game that gives an insight into what life is like for poor people trying to earn a living. Focusing on poor children in India, this game challenges pupils to find out if they could survive on the streets of Kolkata.

<https://www.christianaid.org.uk/schools/paper-bag-game>

### **Looking Behind the Logo, Oxfam (KS2–KS3)**

An assembly plan introducing the life of a sweatshop worker in a sportswear factory. Using the life of 25-year-old sweatshop worker Mara from Cambodia, the pupils will learn about:

- the labour behind branded trainers and sportswear
- factory conditions and workers' rights
- the causes and consequences of the use of cheap labour in poorer countries

- action learners can take in the UK.

The assembly lasts around 15 minutes and has a teacher's script and a PowerPoint slideshow. It can stand alone, or could be used to introduce topic work around globalisation.

<http://www.oxfam.org.uk/education/resources/looking-behind-the-logo>

### **Wake up and Smell the Coffee, CAFOD (KS3)**

Pupils take part in a series of real-life tasks in which they promote some Fairtrade products. The role play involves a farmer, a producer, a pitcher, a panel of ethical investors and a CAFOD campaigner.

<https://cafod.org.uk/content/download/855/6778/version/13/file/Wake%20up%20and%20smell%20the%20coffee.pdf>

### **Timber Deforestation role play, DECSY, 'SEAL and the Global Dimension' (KS3)**

This resource is a role-playing exercise examining the issue of deforestation, from the diverse perspectives of the different groups of people with an interest in the felling of trees. The game encourages participants to recognise that there are economic, cultural, political and ecological dimensions to the deforestation issue. The game allows the exploration of 'globalisation' and 'sustainability' themes, and encourages ethical debate. Visit <http://www.sealgd.org.uk/> and register for an account. You will then be able to log in and search for 'Timber'.

### **The Rule of Law, Bingham Centre (KS3)**

This free-on-request print-based and audio-visual KS3 resource pack provides an excellent conceptual background for teachers, and activities for students on concepts such as equality, fairness and justice. As well as helping unpack what the 'British value': 'The Rule of Law' means, the first lesson is helpful in engaging students in critical understanding of the meaning of fairness and equality as applied to world trade. For example, where it might be appropriate to recognise that for historical reasons, farmers in majority world countries need special recognition by the market to enjoy greater equality of opportunity to support their livelihoods and communities.

You can register at <http://binghamcentre.biicl.org/schools/signup> to receive a free copy of the resource.

### **Why bother... buying Fairtrade?, My Learning (KS3–KS4)**

This resource explains what the Fairtrade mark means, who benefits from Fairtrade and where Fairtrade products are available. [http://www.mylearning.org/learning/global-citizens-make-an-impact/Why%20Bother%20Buying%20FAIRTRADE\\_.pdf](http://www.mylearning.org/learning/global-citizens-make-an-impact/Why%20Bother%20Buying%20FAIRTRADE_.pdf)

### **The Trading Game, Christian Aid (KS3–KS4)**

This game helps to show how trade affects the prosperity of a country – both positively and negatively. It is a fun and exciting introduction to the issues of trade, providing a simple outline of some very complex relationships. It is a valuable introduction to the basic issues that determine how the gap between rich and poor nations is maintained.

<https://www.christianaid.org.uk/schools/trading-game>

### **Get Global, Oxfam (KS3–KS4)**

Get Global is a teachers' guide on how to facilitate active global citizenship. It allows pupils to move from thinking about issues that are only important to them, to planning and participating in action, to reflect on their performance and assess their work.

<http://www.oxfam.org.uk/education/resources/get-global>

## **Resources from the Fairtrade Foundation**

### **Fairtrade Fortnight 2018**

- Schools Action Guide (includes lesson plan focused on banana growing in Panama) <https://schools.fairtrade.org.uk/take-action/fairtrade-fortnight-2018/>
- Fairtrade Fortnight quiz; primary: <https://schools.fairtrade.org.uk/resource/fairtrade-fortnight-quiz-primary-schools/> secondary: <https://schools.fairtrade.org.uk/resource/fairtrade-fortnight-quiz-secondary-schools/>
- Samuel's Fairtrade Journey – video and supporting resources about a Kenyan coffee farmer <https://schools.fairtrade.org.uk/resource/samuel/>
- A primary role-play assembly script for Fairtrade Fortnight <http://schools.fairtrade.org.uk/resource/fairtrade-fortnight-assembly-2017>

Other resources:

- The consumer power game (KS2 numeracy) <https://schools.fairtrade.org.uk/resource/consumer-power-game/>
- The negotiating game: role-play tea farmers negotiating with supermarket buyers <https://schools.fairtrade.org.uk/resource/the-negotiating-game/>
- Patrick's Virtual Visit: bring a Kenyan tea producer into your classroom <https://schools.fairtrade.org.uk/resource/patricks-virtual-visit/>
- Fairtrade food and drink picture quiz – what our favourite foods and drinks look like while they are growing <http://schools.fairtrade.org.uk/resource/fairtrade-picture-quiz/>
- Slideshow about Fairtrade Footballs to 'kick' off discussions about how our footballs are made <http://schools.fairtrade.org.uk/resource/journey-fairtrade-football>
- Fairtrade Breaks lesson kits for primary and secondary schools, created with schools' caterer Chartwells <http://schools.fairtrade.org.uk/resource/fairtrade-break-lesson-kit-primary-schools/> and <http://schools.fairtrade.org.uk/resource/fairtrade-break-lesson-kit-secondary-schools/>
- Fairtrade breakfast discussion ideas <https://schools.fairtrade.org.uk/resource/discussion-ideas-fairtrade-breakfast/>

## Support from the GLP

- [Just Bananas? Using a country study to explore fairer trade](#): This **citizenship resource for KS2** explains how a Year 5 teacher developed pupils' understanding of the concept of fairer trade using the 'Go bananas' resource from Oxfam. It is associated with a [case study](#) exploring **cross-curricular links** (through geography, but also with opportunities in literacy or mathematics).
- [Should religious people buy fair trade clothing more often than non-religious people?](#) – religious education resource for KS3.
- [Exploring the cost of a trainer through a given ratio](#) – mathematics resource for KS3.
- [Support for critical thinking](#) from the GLP, including on Fairtrade.
- The GLP has linked with the Fairtrade Foundation's FairAchiever Award through the [GLP Whole School Framework](#), making it easy for schools to develop priority areas of their GLP school action plan.
- [More support on progression](#) in global learning.

## Further resources and reading

### Superschemes – Global Connections: Investigating World Trade, GA (KS2)

The Geographical Association has created this resource for KS2, providing teachers with unit plans, sample lesson plans and resources for teaching about trade, fair trade and globalisation. You can order it from their website <http://www.geography.org.uk/> or directly at <https://www.geography.org.uk/Shop/SuperSchemes-Investigating-World-Trade/9781843773788>

### Fairtrade and climate change, Fairtrade Wales

This information leaflet investigates the carbon footprint of Fairtrade products.

[http://fairtradewales.com/wp-content/uploads/Fair Trade and climate change bilingual.pdf](http://fairtradewales.com/wp-content/uploads/Fair_Trade_and_climate_change_bilingual.pdf)

### Fairtrade Wales teaching and learning resources

Fairtrade Wales offer a wide range of resources about global trade that help pupils to explore the issue and develop their own views. They aim to develop understanding of how global trade works, the challenges faced by producers and the ways people are trying to bring about change.

Among many other resources are the following (ages 4–7):

- Fair Trade & Chocolate (PowerPoint with notes for a lesson and some ideas for activities focused on where chocolate comes from, with a short summary of fair trade)
- Charlie & Lola Journey of Chocolate (PowerPoint on the story of Charlie and Lola, and what they find out about chocolate)
- Pablo Story Cards: the story of Pablo the Columbian banana and his campaign for fair trade.

<http://fairtradewales.com/resources/teaching-learning>

### Fairtrade Enrichment Day, CAFOD

Resources for KS3 and KS4 exploring themes and issues around trade and Fairtrade. The leaders' notes detail how to use the PowerPoints and the activities that are suggested on the page. <http://cafod.org.uk/Media/Files/Resources/Secondary/resource-pages/Fairtrade-enrichment-day>

### Tradecraft schools

- **Teaching resources:** teaching plans and resources for a range of subjects and ages
- **Producers' stories:** detailed stories about individual producers from Bolivia, Chile, India, Malawi, South Africa and Thailand and their products, with commodity profiles of honey, rice, sugar, raisins and quinoa, showing how they are grown and traded.

<http://www.traidcraftschools.co.uk/>

## My learning

This resource is divided into two sections and focuses on the subject of fair trade using examples from different time periods:

**From slave trade to fair trade: 18th century Global Citizens** examines the sugar boycott that was encouraged by slavery abolitionists, urging the general public to stop buying sugar produced by slaves in the West Indies.

<http://www.mylearning.org/global-citizens--make-an-impact/p-2020/>

**From slave trade to fair trade: 21st century Global Citizens** looks at the products of slavery in modern society and introduces the Fairtrade system of producing food and goods.

<http://www.mylearning.org/global-citizens--make-an-impact/p-2021/>

## Additional information for teachers

- Fairtrade Foundation website <http://www.fairtrade.org.uk/en/what-is-fairtrade>
- The Conversation website includes updates on food security and [fair trade](#)
- Blog about equitrade, potentially the next step after fair trade  
<http://www.justmeans.com/blogs/what-is-equitrade-and-how-does-it-differ-from-fair-trade>
- A counter view <http://www.adamsmith.org/blog/international/unfair-trade/>