



Learning about trade and fair trade

Key concepts:		SOCIAL/TRADE JUSTICE	RIGHTS	ACTIONS OF CITIZENS
KS1-KS2	Learning outcomes and opportunities	<p>I know that some of the foods I eat and clothes I wear come from different countries far away.</p> <p><i>The World Came to my Place Today</i>, J. Readman and L. Honor Roberts, and book review, GA</p> <p>Find Your Way Through Trade, Oxfam</p>	<p>I can tell the difference between needs and wants.</p> <p>First Steps to Rights, P. Hand, Unicef UK (available to order on their website)</p> <p>Wants and needs cards, Unicef UK (available to order on their website)</p>	<p>I can look at a food or clothing label to find out where it was made/grown.</p> <p><i>The world came to my place today</i>, J. Readman and L. Honor Roberts, and book review, GA</p> <p>Making a Meal of It (Lesson 5: Unpacking the supermarket bag), Oxfam</p>
KS2	Learning outcomes and opportunities	<p>I know how some of the foods or materials are grown, what happens to them, how they reach us, and who is involved.</p> <p>The Tale of the Orange Juice, NICCY</p> <p>Pa pa paaa, Comic Relief</p> <p>Find Your Way Through Trade, Oxfam</p>	<p>I understand that basic needs are also rights that every human being should have, and that these rights have been agreed by nearly all the countries in the world.</p> <p>UN Convention of the Rights of the Child, poster in child-friendly language, Unicef UK (available to order on their website)</p>	<p>I understand that as global citizens, we are connected to others locally and globally.</p> <p>Embedding Fairtrade into the curriculum (Lesson plan 2: String connections), DEC Cumbria with Fairtrade Wales</p>
KS2-KS3	Learning outcomes and opportunities	<p>I understand that the money we pay for food or clothing will be split to pay the different people involved in growing and making it.</p> <p>Banana Split Game, CAFOD</p> <p>Tea production in Kenya, DECSY</p>	<p>I understand that other people have a responsibility to make sure that I have my rights and that I have a responsibility to help make sure that other people have their rights.</p> <p>Rights and Responsibilities in the Classroom, Our World, Our Rights, Amnesty International</p>	<p>I understand that what I choose to buy can affect people across the world.</p> <p>The Clothes Line, Oxfam</p> <p>Go Bananas, Oxfam</p> <p>How did trade get global?, RGS with IBG</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KS2-KS3 (continued)</p>		<p>I know that many farmers in countries in Africa, Asia, Latin America and the Caribbean are not paid enough to be able to look after themselves or their families.</p> <p>I can tell the difference between good and bad working conditions, and if workers' rights are respected.</p> <p>The Chocolate Trade Game, Christian Aid</p> <p>I know that the price of foods and materials often does not cover the real cost of growing and making them.</p> <p>Understanding Cotton, Fairtrade Wales</p> <p>Trading Trainers Game, CAFOD</p>	<p>I can understand that the world is a global community and that, as global citizens, all its people have rights and responsibilities.</p> <p>I understand that consumers, employers and employees, locally and globally, have rights and responsibilities.</p> <p>Right Here, Right Now, Amnesty International</p> <p>I know that, sometimes, children have to work instead of getting a right to an education.</p> <p>The Paper Bag Game, Christian Aid</p>	<p>I know that the Fairtrade scheme is one way of paying farmers and producers a fairer wage.</p> <p>I can give some advantages and disadvantages of being a grower/maker or buyer of Fairtrade products. I can make my own decision whether or not to buy and tell others about Fairtrade goods.</p> <p>I know that by working together, our voices are stronger and we can be more effective.</p> <p>Global trade – investigating Fairtrade, RGS with IBG</p> <p>The Chocolate Trade Game, Christian Aid</p> <p>I understand that advertising can affect me but I can still make my own choice about what to buy – thinking about my needs and wants, the real cost of growing/making the item, and the alternatives.</p> <p>Looking Behind the Logo, Oxfam</p> <p>Wake up and Smell the Coffee, CAFOD</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KS3</p>	<p>Learning outcomes and opportunities</p>	<p>I know that sometimes foods or materials are grown or made in ways that are damaging to the environment.</p> <p>Timber Deforestation role play, DECSY, 'SEAL and the Global Dimension' (you will need to create a free account first)</p>	<p>I understand that rules, laws or standards can help to protect people's rights and the environment.</p> <p>The Rule of Law, Bingham Centre for The Rule of Law (you will need to create a free account in order to have access to the resources)</p>	<p>I am aware of some of the different standards that products can meet. I can identify their logos (e.g. the Fairtrade standard and mark) and understand what they mean.</p> <p>Why Bother... buying Fairtrade?, My Learning</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KS3-KS4</p>	<p>Learning outcomes and opportunities</p>	<p>I know that the rules about trading across the world are not fair for everyone and often work against countries in Africa, Asia, Latin America and the Caribbean.</p> <p>The Trading Game, Christian Aid</p>	<p>I understand that, as a global citizen, I have a responsibility to call for, agree and follow a set of rules that are fair for everyone in my group, my classroom, my community and my world.</p> <p>Right Here, Right Now, Amnesty International</p>	<p>I know that there are different ways we can act to call for the rules about trade to be changed.</p> <p>Get Global, Oxfam</p>