

Make **your school**
Fairtrade


a co-operative guide
for primary schools

friendly



Ask for Fairtrade products
www.fairtrade.org.uk





A place to stay,
And food each day,
I've everything I need.
I like to share.
I think its fair,
to not give in to greed.

A child who's poor,
Sleeps on the floor,
Eats only once a day.
Has no school,
No hope at all.
I don't want things this way.

Their family
Grows food for me.
And should be fairly paid.
So everywhere
Let's make life fair!
Now let's start with Fairtrade!

Poem written by Robin Graham

“Education is the most powerful weapon which you
can use to change the world.” Nelson Mandela

Hello and a warm Co-op welcome to this, our guide on how to make your school Fairtrade Friendly.

Fairtrade is a system designed to ensure that growers in developing countries are paid a fair and stable price for the goods that we buy from them. Fairtrade is a growing phenomenon worldwide and already has a rapidly developing network of friends and supporters – from individuals who buy FAIRTRADE Mark products when out shopping, right through to businesses such as Traidcraft and The Day Chocolate Company whose core mission is to build sales of products that give hope for a better future to people living in less developed countries.

Inside this guide you will find lots of useful information; from what Fairtrade is and how Fairtrade operates, to real life stories of some of the people involved in Fairtrade production and the foods they grow for us. There are lesson plans, activities, and a host of ideas to help you deliver the message to pupils, along with suggested ways on how to develop whole school support. The CD-ROM contains an electronic copy of the guide as well as additional resources: interactive activities such as a game, a quiz, poems and karaoke; an image library packed with photos and pictures; and 'Matthew's Fairtrade story' – a short film in which a nine-year-old Salford schoolboy takes his audience on a storybook journey to Africa to understand the difference between Fairtrade and the harsh realities that can so often lie behind 'conventional' trade.

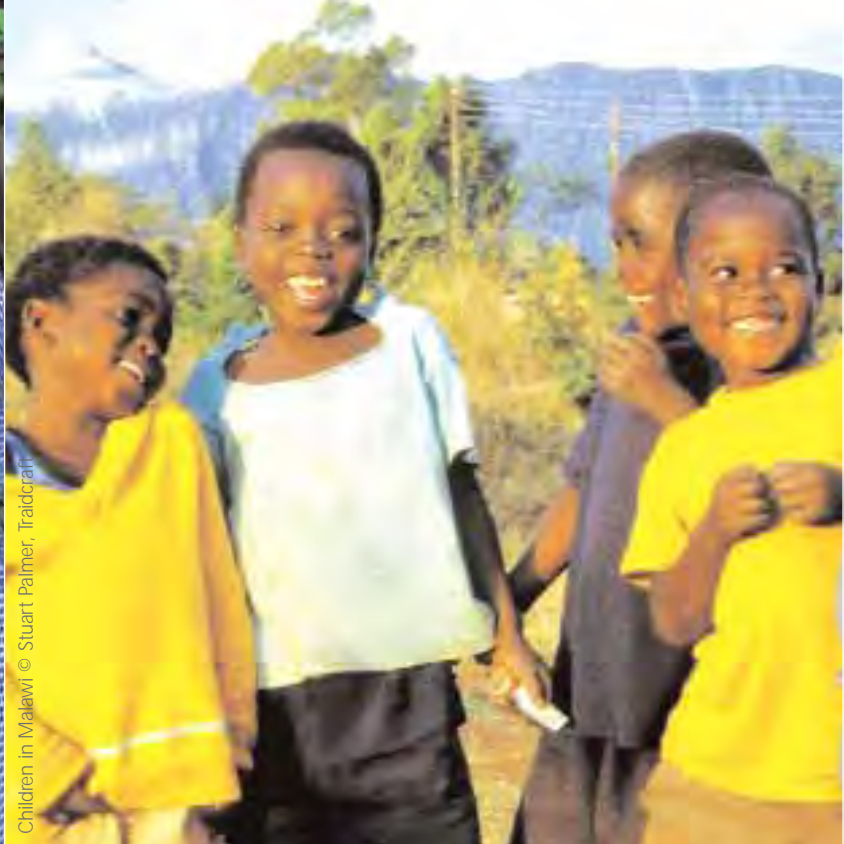
But what has all this got to do with us here at the Co-op?

Well, we are one of Fairtrade's very best friends, because we share the same beliefs and ethos. The co-operative movement was born way back in 1844 out of a need for a new way of doing business. A way of business done fairly, honestly and democratically in a world that, even then, was seeing exploitation of the weak, few rights for workers, unfair trading practices and poverty being inflicted on humanity. That is why, in today's modern Co-op, our customer members (who democratically own us), our supporter networks (such as Young Co-operatives and the Woodcraft Folk), and of course our 3,000 shops nationwide, are so keen to support and promote Fairtrade.

Take a look through the pack and see why Fairtrade is so important, see why we should all be friends to Fairtrade and accept the Co-op's invitation to capture the imagination of the youngest and most receptive of all audiences. With their clear, simple and uncomplicated views on the fundamentals of 'right' and 'wrong' you are sure to witness a passionate response from your pupils as they begin to understand why poverty is so often man-made and unnecessary – but that hope exists in the shape of Fairtrade. After all, your pupils are the leaders of tomorrow's trade, commerce, businesses and political parties and may, one day, become the very best friends that Fairtrade has ever had.

Brad Hill

Development Manager, Fairtrade, the Co-op
October 2005



Why Fairtrade?

Farmers all over the world, who grow bananas, coffee, cocoa and more, are often very poor indeed. They struggle to survive within a system of world trade that is not fair. Whilst big companies continue to make profits, the lives of millions of small-scale producers and workers the world over are getting worse. As market prices fall, many are forced into crippling debt and lose their land, homes and even their lives.

Although trade systems are a current cause of poverty, they are also a possible solution.

Fairtrade means paying poorer farmers a fair price for the work they do, and guarantees that the price they are paid will always cover the cost of production.

Fairtrade is not about charity – if producers are paid a fair price for their products, they don't need charity.

Through trading, campaigning and working with local communities, the Co-op aims to enable poor producers to take part in a fair, effective trade system and begin to overcome the significant problems they currently face. With Fairtrade, we can all make a difference by just drinking a glass of orange juice or eating a banana.

Why the Co-op?

The Co-op is proud to be the driving supermarket force behind Fairtrade. The Co-op has been the biggest food retail supporter of Fairtrade for many years. But the Co-op's support does not stop at the doors to our shops. That's because the Co-op is different;

- Our difference lies not just in what we do – but in what we are. We're not like other businesses – because we're a co-operative. It's an altogether different business model.
- The Co-op was founded on a set of values & principles over 160 years ago – and Fairtrade very much reflects this ethos.
- Our democratic structure means we are jointly owned and democratically run by members. Our members are our customers, employees and people from the local community who, amongst a variety of things, actively campaign and build awareness of Fairtrade.
- Our values and principles are the foundations that support everything we do. From developing the first degradable plastic bag and banning animal testing on all own-brand products to being instrumental in delivering the Fairtrade Towns (section 7.1) initiative locally – we are a retailer with a conscience and we strive to work in the best interests of our members.



Why schools?

This guide recognises the importance primary schools can play in the development of Fairtrade and is designed to help teachers and pupils gain an understanding of what Fairtrade is and how individually, and as a whole school, you can support it.

- Pupils are receptive to the ideals of Fairtrade and understand what is fundamentally right and wrong. They are the generation of the future who can be guided into ensuring a fairer world.
- Schools shape society. It is crucial that we build awareness of important global issues now to build a better future for everyone.
- Fairtrade offers pupils the opportunity to see where they stand in the world and help them learn and develop as global citizens.
- Fairtrade can be integrated into the demands of the National Curriculum and is an engaging learning topic for many subjects and skills.

“ It is not the kings and generals who make history, but the masses of the people. ”

Nelson Mandela

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Enclosed: Make Your School Fairtrade Friendly CD-ROM



A background to Fairtrade

The growth of international trade has brought about significant economic benefits and prosperity to many. Despite this growth, however, it has also produced huge inequality.

As international trade has developed, smaller growers, whose lives and families often depend entirely on the farming of one particular product, have been left unable to compete in a world market controlled by large companies. They have few options for generating an income and consequently live in poverty, often denied even the most basic of needs.

‘... countries desperately need more aid... but they also need to be free of the unfair burden of policies imposed by rich countries.’ Christian Aid

We can make a difference to this situation

Co-op members and customers want to do something to address these inequalities, by raising awareness and buying products that carry the Fairtrade Mark: a simple and practical way of helping provide a better deal.

Fairtrade, FAIRTRADE, or fair trade?

There are several ways of referring to ‘Fairtrade’ and whilst technically these have differences, inconsistent and varying use often leads to confusion:

‘Fairtrade’

The specific system governed by Fairtrade Labelling Organisations International (FLO) and its members including The Fairtrade Foundation in the UK.

‘FAIRTRADE’

Is used always and only with reference to the ‘FAIRTRADE Mark’.

‘fair trade’

The wider and more general practises of trading in a fair manner resulting in products that are ‘fairly traded’ but where systems sit outside of FLO and such products do not carry the FAIRTRADE Mark.

As part of the Co-op’s strategy of developing awareness of the consumer recognised FAIRTRADE Mark and the FLO system that sits behind this, the guide is written in such a way to reflect this by the consistent use of ‘Fairtrade’ throughout.



Ask for Fairtrade products
www.fairtrade.org.uk

© The Fairtrade Foundation

1.1 What is Fairtrade?

Fairtrade is an alternative approach to free trade, or 'conventional' international trade. It is a trading partnership that focuses on sustainable development for poorer producers. It seeks to do this by providing better trading conditions, raising awareness of their situation and campaigning.

The FAIRTRADE Mark is an independent consumer label which is displayed on Fairtrade products, and guarantees that those who have been involved in production have been treated fairly. There are now over 1,000 different products which carry the FAIRTRADE Mark. Fairtrade does exactly what the Mark says; it guarantees a better deal for producers. Look out for the FAIRTRADE Mark on products when you go shopping.

The FAIRTRADE Mark guarantees:

1. farmers a fair and stable price for their products
2. extra income for farmers and estate workers to improve their lives
3. a greater respect for the environment
4. small farmers a stronger position in world markets
5. a closer link between consumers and producers.

The Fairtrade Labelling Organisations International (FLO), is an international organisation which unites 20 national initiatives across Europe, Japan, North America, Mexico and Australia and New Zealand.

Producers registered with the FLO receive a **minimum price** that always covers the cost of production and an **extra premium** for investment in local community projects as agreed democratically by that community.

FLO also has producer representation on its Board, is responsible for setting Fairtrade prices that customers will pay; and ensuring that registered producers adhere to agreed policies and standards.

As a member of FLO, The Fairtrade Foundation oversees the Fairtrade system in the UK. It is responsible for raising awareness of Fairtrade and licensing the FAIRTRADE Mark to products which meet internationally recognised standards.

1.2 The Co-operative movement

The worldwide co-operative movement was established in 1844 in a community that recognised a desperate need for fairness, honesty and support for all. That community was Rochdale in Lancashire, England.



28 workers decided to make a stand against the exploitation that had become rife both in the workplace and in the shops as they tried to buy the basics of life. They wanted to see an end to unfair pricing, adulterated products and unsatisfactory working conditions. They decided it was time to take action.

It was time for a new way of doing business.

These 28 people opened a shop that could be trusted to treat people fairly and provide them with high quality goods at a reasonable price. They wanted consumers to take control of the business, deciding how the enterprise would be run and sharing the profits of their business.

The Rochdale Equitable Pioneers Society was a co-operative. This means it:

- Allowed anybody to become a member.
- Was run democratically, with all members having an equal say at members meetings.
- Was run openly and honestly with good quality products at fair prices, using fair weights and measures.

This way of doing business was revolutionary. Power no longer lay in the hands of a few, but in the loyalty of many.

Before the start of this consumer revolution, private traders had little respect for the community and gave customers short measures, whilst reaping large profits. The customer was certainly not king.

From these small beginnings has grown a global movement based on a set of internationally agreed co-operative values & principles. Today over 860 million people are members. Both in the UK and internationally the co-operative sector is large and diverse, much broader than the retail co-operative sector which we in the UK immediately associate with the name 'Co-op'.

Globally, the co-operative model has been applied to most forms of economic activity, including:

Farming and fishing	Leisure and sport
Transport	Water and electricity utilities
Healthcare	Banking
Funeral services	Food retail
Communications	Housing
Travel agents	Insurance

According to the United Nations, co-operatives contribute directly to raising the living standards of over half the world's population by creating jobs, improving livelihoods, providing access to financial services and building strong communities. Co-operatives can provide much needed support and market access for small farmers and agricultural producers. Producer co-operatives can get better prices for their crops and benefit from savings from the bulk purchases of seeds, fertilisers etc. And, importantly, producer co-operatives are enterprises owned and democratically run by their member farmers.

Fairtrade encourages smallholder farmers to work together in co-operatives. This way they can share knowledge and resources, strengthen their bargaining power, and invest in the future. Most Fairtrade producers are themselves co-operatives.

1.3 Why does the Co-op support Fairtrade?

The Co-op supports Fairtrade for a number of reasons:

Our values & principles

In 1995, the International Co-operative Alliance adopted a statement of co-operative identity. This was based on the original principles of the Rochdale Pioneers. These values & principles have developed over the last 160 years and govern the way we do business. Fairtrade is a system that shares many of the co-operative ideals.

Our members

A co-operative is a unique type of business. We are not governed by share prices or profits, but by the wishes of our members – and as membership is open to anyone, we have a wide membership base that covers every corner of Society. All members can have a say in what their co-operative does and their co-operative operates in the best interests of the members. Fairtrade is high on the agenda of these members.

Fairtrade products are high quality

As well as being beneficial for the grower, Fairtrade products usually offer consumer benefits too – with fewer pesticides, more organic cultivation techniques and offering a better quality. Growers naturally select the best of their crops for Fairtrade because they receive a higher price for these and naturally want to keep their supporters happy and coming back for more.

It's good for business

Customers want to buy products they can trust. The FAIRTRADE Mark provides reassurance. Through Co-op stores alone, Fairtrade sales exceeded £25m in 2004 (out of a UK total of £140m) compared to just £100,000 in 1998.

Because it's the right thing to do

Through Fairtrade, we're encouraging poorer farmers to help themselves out of poverty because we don't believe it is right that they should be disadvantaged. By working in partnership with co-operatives in the developing world, co-operatives in the UK are demonstrating new shared values with likeminded people across the globe.



Kuapa Kokoo © Stirling Smith

Co-operatives throughout the world share a set of values that give them their distinctive character:

- **Self-help** in co-operatives people help each other whilst helping themselves by working together for mutual benefit
- **Self-responsibility** individuals within co-operatives act responsibly, assume responsibility for their actions and play a full part in the organisation
- **Democracy** a co-operative is structured so that members have control over the organisation
- **Equality** each member has equal rights and benefits (according to their contribution)
- **Equity** members are treated justly and fairly
- **Solidarity** members support each other and other co-operatives.

The following seven co-operative principles are the guidelines by which co-operatives put their values into practice:

- Voluntary and open membership
- Democratic member control
- Member economic participation
- Autonomy and independence
- Education, training and information
- Co-operation amongst co-operatives
- Concern for the community.



1.4 How does Fairtrade work?

There is a variety of retailers, manufacturers and organisations which sell or provide Fairtrade products. In order to participate in Fairtrade, all the customer has to do is to buy FAIRTRADE Mark products and, because of the independent international standards and regulations that govern the system, they can rest assured that their purchase is helping producers in the developing world. Here are a few key features of Fairtrade:

- **Producers are paid a fair price** guaranteed always to cover the cost of production. So, if a crop price collapses on the world market, Fairtrade growers are protected and have stability allowing them to plan ahead. This future security can be as important as the financial benefits of Fairtrade.
- **An additional premium is paid on top** Producers themselves decide democratically whether this money is, for example, spent in improving local services, building a health centre or school, or put back into the business.
- **Fairtrade is not charity** It is a network of organisations that ensure people are not being exploited through the traditional methods of international trade. It is about being paid a fair price with an additional social premium to help develop communities and empower growers.
- **Fairtrade suppliers agree to follow internationally agreed labour standards:** they will recognise trade unions; they will not use child labour or forced labour; they will not discriminate on the basis of sex or religion or caste; and they will provide decent working conditions.
- **The Fairtrade system offers producers** a more appropriate return on their supply, avoiding unscrupulous middlemen and scale rigging. This protects small, vulnerable and remote growers who are otherwise exposed to hostile, unfair systems.
- **Fairtrade farms promote** environmental sustainability, for example, by reducing pesticide use.



1.5 How does Fairtrade help?

Fairtrade makes a real difference to the lives and futures of real people. Here are a few examples of how Fairtrade can help communities in the poorer countries of the world:

Standard of living

Fairtrade co-operatives have been set up in villages where the standard of living was extremely low. Income from Fairtrade produce has helped people to build new housing and facilities for their villages and brought new hope to communities.

Water

The money earned through the sale of Fairtrade certified products can be used by communities to construct wells and pumping facilities for basic, but vital, water supplies. Often the alternative is hour-long treks, up to eight times a day, to the nearest river, which may be contaminated and can cause disease.

Disaster recovery

Guaranteed Fairtrade prices mean farmers and growers can recover better when natural disasters, such as floods and hurricanes, destroy their crops, providing them with advance funding and secure returns.

Efficiency

Allowing farmers and growers to work more smoothly means they can devote time and resources to improving processes and enhancing quality, making their produce even more competitive against non-Fairtrade produce.



Health

Fairtrade helps provide medical care for farmers and their families, without which they would remain remote from clinics and health centres.

Education

Bringing growers together in Fairtrade co-operatives means they can afford to build local schools, helping communities where schools would otherwise be too far away or too expensive. Getting a fair and stable price for their produce means they can afford to send their children to school and buy the necessary books and equipment.

Safety

In snake-infested crop fields, where snake attack is a serious hazard, often resulting in death or serious injury, being able to afford something as simple as a pair of Wellington boots can transform working conditions for growers.

Consumer benefit

Growers receive a premium for Fairtrade produce, so they naturally select the better quality produce for this market which means we get top quality foods to enjoy.

Environment

In the production of crops where chemical usage is a real issue, Fairtrade development programmes have vastly reduced the use of pesticides. In addition, many Fairtrade plantations have planted trees and established buffer zones to protect the local environment.

For real examples of how Fairtrade helps poor producers and communities in the developing world, please refer to the case studies in [Section 6.9](#).





Picking Tea, Sri Lanka © Zed Nelson, The Fairtrade Foundation

1.6 Fairtrade Products

There are now more than one thousand Fairtrade products available which is positive news for producers in the developing world, because it means more money is going back to their farms and communities. Fairtrade products range from bananas to footballs and can come from a variety of different countries.

Here are just a few examples of the many Fairtrade products the Co-op sells...



Item Bananas

Product Co-op Fairtrade Bananas

Origin Ghana, Costa Rica and the Windward Islands

Fact Bananas are the most popular fruit in the United Kingdom. They are crammed full of energy and are a great source of potassium, fibre and vitamin C.



Item Chocolate

Product Co-op Fairtrade Milk Chocolate

Origin Ghana

Fact People in the UK eat more sweets per head than any other country. We spend an average of £1.33 each per week on chocolate confectionery.

1992

The Co-op is the first major retailer to sell Cafédirect coffee

1999

Fairtrade products are made available in every single Co-op store.

2000

The Co-op brings FAIRTRADE Mark bananas to the UK.

The Co-op launches the UK's first own label FAIRTRADE Mark product – milk chocolate – in conjunction with our Fairtrade supplier The Day Chocolate Company.

2002

All Co-op own-brand block chocolate is switched to Fairtrade! Fairtrade mangoes from the Co-op are the first to go on sale in the world.

2003

The Co-op switches all own-brand coffee to Fairtrade, which means an extra £1m each year is returned to coffee farmers.

2004

The Co-op doubles the size of its own brand Fairtrade range! Co-op Fairtrade sugar, Easter eggs, plums, pears and organic oranges are just some of the new products to be launched.

2005

The Co-op now stocks well over 100 Fairtrade products and continues to persuade other retailers to follow its lead.

**Item** Coffee**Product** Co-op Fairtrade Gold Roast Instant Coffee Granules**Origin** Colombia, Costa Rica, Guatemala, Nicaragua & Tanzania**Fact**

The two main species of the coffee plant are arabica and robusta. One unusual and very expensive variety of robusta is the Indonesian kopi luwak. The beans are collected from the droppings of the common pal civet – which is a cat-sized mammal, whose digestive processes give it a distinctive flavour!

**Item** Footballs**Product** Co-op Fairtrade Football**Origin** Pakistan**Fact**

The first set of rules which resembles the modern game of football was written in 1848! Now there are over 250 million people who play football all over the world.

**Item** Fruit Juice**Product** Co-op Fairtrade Orange Juice**Origin** Brazil and Cuba**Fact**

Orange juice is by far the most popular fruit juice in the UK, accounting for three out of every four cartons of juice sold.

**Item** Mangoes**Product** Co-op Fairtrade Mango**Origin** Ecuador**Fact**

Native to Southern Asia, the mango tree becomes very large indeed. In height a mango tree may reach 35-40 metres with a span of 10 metres at the top. Mangoes can be very juicy and make a mess when you eat them – some people even eat them in the shower!

**Item** Pineapples**Product** Co-op Fairtrade Pineapple**Origin** Costa Rica**Fact**

The fruit was named 'pineapple' because it looks like a pine cone. About 15 million tonnes of pineapples are grown every year. The Co-op Fairtrade pineapples were the first Fairtrade pineapples to go on sale anywhere!

**Item** Sugar**Product** Co-op Fairtrade Granulated Sugar**Origin** Malawi**Fact**

Sugar cane has been cultivated for over 3,000 years. It is a form of carbohydrate and is used in lots of food and drinks – although it is unhealthy to eat too much.

**Item** Tea**Product** Co-op Fairtrade Organic Tea Bags**Origin** Tanzania**Fact**

Tea is the most popular drink in the UK and has been sipped here from about 1650. We drink an average of 3.5 cups each a day!

All these products are independently Fairtrade certified and carry the FAIRTRADE Mark. In addition, there are many others available with more and more being developed all the time. Please visit www.co-opfairtrade.co.uk for information on all our Fairtrade products.

Have a look at the next page for where you can order Fairtrade products to be delivered to your school.

1.7 Where to buy Fairtrade products

Fairtrade products are not just available in specialist shops. The great news is that there are now shops selling Fairtrade products all over the country. Some of the main shops that stock Fairtrade are:

Co-op food stores Have a look at www.cooponline.coop to find your nearest shop!

Oxfam stores

Health food shops

Wholefood stores

Independent shops

And, to make things even easier, most supermarkets and some other retailers have followed the Co-op's lead and now stock Fairtrade products in many of their shops too, so you can find Fairtrade products in almost any store where you do your grocery shopping.

Order Fairtrade

Here are a number of organisations which can deliver Fairtrade products directly to your school:



Traidcraft
www.traidcraft.org



Tropical Whole Foods
www.tropicalwholefoods.co.uk



Suma
www.suma.co.uk



Equal Exchange
www.equalexchange.com

Supplymasters Ltd
www.fair-traders.co.uk



JP Juices
www.jpjuice.co.uk

For further suppliers please refer to The Fairtrade Foundation's catering directory available on their website: www.fairtrade.org.uk

Next time you go shopping, check out the Fairtrade products and try them. Not only do they taste great, but also you'll be making a real difference to the lives of the growers.

Look out for the FAIRTRADE Mark!

1.8 Fairtrade initiatives around the world

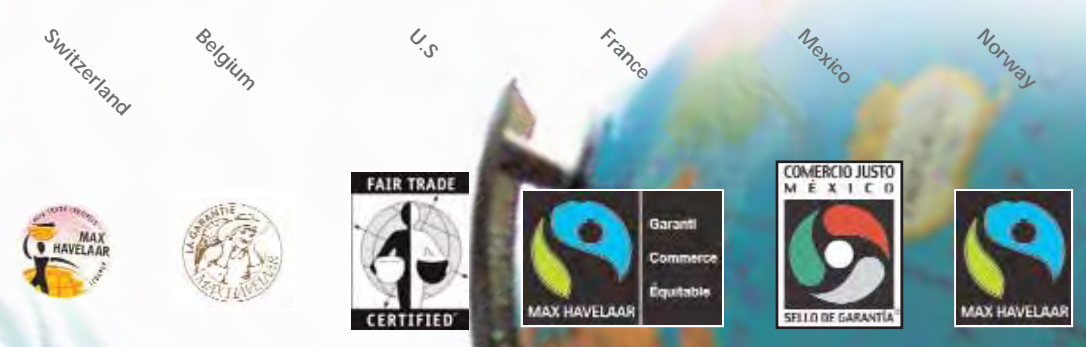
Globally, an estimated five million people (farmers, workers and their families) are already benefiting from the Fairtrade system. Fairtrade is currently working in 58 developing countries with almost 500 producer organisations. This equates to approximately 800,000 small-scale producers working in grassroots organisations, most of which are co-operatives.

You can buy Fairtrade products in 20 countries around the world. This figure includes all of the G7 countries: Canada, France, Germany, Italy, Japan, UK and USA.

At least £7m is spent each year on education, information and marketing of Fairtrade products. One in four bananas sold in Switzerland is a Fairtrade one. Fairtrade labelled tea, coffee, honey and chocolate is available in more than 2,500 supermarkets in Italy. Fairtrade products and sales are growing phenomenally around the world and not just in the UK. Here is a list of the Fairtrade organisations in each of the following countries:

Australia & New Zealand	Fairtrade Association	Japan	Fairtrade Label
Austria	Fairtrade	Luxembourg	TransFair minka
Belgium	Max Havelaar	Mexico	Comercio Justo
Canada	TransFair	Netherlands	Stichting Max Havelaar
Denmark	Max Havelaar	Norway	Max Havelaar
El Salvador	FLO Branch Office	Sweden	Rättvisemärkt
Finland	Reilu Kaupan	Switzerland	Max Havelaar Stiftung
France	Max Havelaar	United Kingdom	The Fairtrade Foundation
Germany	TransFair	United States	TransFair
Italy	TransFair		
Ireland	Fairtrade Mark		

All of these national Fairtrade organisations are members of the international Fairtrade Labelling Organisations International (FLO) and are governed by the same internationally agreed systems and regulations.



1.9 The future of Fairtrade

Fairtrade has already made a huge difference to many producers in the developing world. The income generated from Fairtrade products has improved the lives of thousands of farmers and producers in many ways, such as:

- Providing regular income
- Improving working conditions
- Developing housing
- Healthcare
- Education systems
- Furthering the distribution of clean water and sanitation.

More Fairtrade products are becoming available all the time, and initiatives such as Fairtrade Towns (see [Section 7.1](#)) are continuing to build awareness and create demand.

- In 2003 only one in four people recognised the FAIRTRADE Mark and that it stands for a better deal for producers. The same question in 2005 found that this awareness had risen to one in two people.
- In 2005, four in five Fairtrade shoppers said they thought the independent consumer guarantee the Mark provides was important.

These figures hold great promise for the future of Fairtrade. *Harriet Lamb, Director of The Fairtrade Foundation*

Over recent years, the demand for Fairtrade products has grown significantly, from industry sales figures valued at barely £15m in 1997 to over £140m in 2004. World-wide Fairtrade sales are more than £500m. Despite these advances, however, Fairtrade still has a long way to go. For example, when we compare the value of the UK chocolate market in 2004 of £3.5b to the value of the Fairtrade chocolate market of £7m in the same year, the difference becomes apparent. Although £7m is a large amount, Fairtrade chocolate only accounts for 0.2% of the UK chocolate market, suggesting there is still much more that needs to be done.

A real difference will only be made through continued support for Fairtrade, and the relentless pursuit of adjusting world trade so it does not continue to hold millions of disadvantaged people below the poverty line.



Farmer drying cocoa beans, Newkoforidua, Ghana © Robin Graham



Fairtrade in your school

Education is about enhancing life choices. It is also about helping pupils make connections between the various aspects of their learning, and about understanding that what we do as individuals affects our own physical, social and economic environments and those of other people across the world.

The growth of globalisation and international trade has meant that we are no longer separated from other parts of the world and we are now global citizens.

One in five of the world's population still lives in extreme poverty. These people lack access to basic healthcare, education and clean water with little opportunity to improve their conditions.

If you wish to bring Fairtrade into your school, this section identifies many windows of opportunity that exist within daily school life. It offers reasons for why you and your school should support Fairtrade and lists a large number of options, which you can explore and develop in your own way.

2.1 Why should your school support Fairtrade?

The National Curriculum is designed to give students the ability to develop their own thoughts and opinions about the world, so that they are likely to behave in a positive way towards it and other people by becoming active and participative citizens.

Fairtrade is synonymous with these aims and acts as an engaging learning tool for a variety of subjects and skills. The benefits of supporting Fairtrade do not end in the classroom. There are a number of ways that Fairtrade can benefit the school itself.

- Including Fairtrade in teaching means that links can be made between local and global issues. It gives young people opportunities to examine their own values and attitudes and appreciate the similarities between people everywhere. It also encourages skills and attitudes that improve justice and equality in our multicultural society and globalised world.
- A school that embraces Fairtrade shows that it considers learning as being valuable in its own right. This commitment is shown when both teachers and learners are engaged by ideas and when a vision for learning is shared by all.
- Introducing Fairtrade into school activities demonstrates that the school encourages diversity, thereby providing a good foundation of belonging, self-worth, responsibility and caring for others and the environment.
- A school that adopts a Fairtrade plan can show itself to be aware of its potential environmental and social impact worldwide, thereby demonstrating to pupils the need to move towards sustainable lifestyles and models – critical in being a socially responsible school.
- In addition, Fairtrade shows that the school places great importance on caring for oneself and others, and being patient when difficulties do occur, therefore encouraging pupils to compromise, think of others more and work together effectively.
- By being open to global issues, and to matters of topical concern to its parents and pupils, the school reflects the globalised world and consequently helps pupils to make connections and comparisons between their own experience and that of others.

Fairtrade in schools:

- Gives students a more realistic view of the world and how they fit into it
- Helps pupils develop as global citizens
- Fits well into the National Curriculum
- Can help in achieving International School status
- Improves the public image of the school in the local community
- Attracts future students
- Builds awareness of better quality and more healthy food
- Improves the morale of current students and staff
- Makes for stimulating and passionate discussion.

And of course, it supports Fairtrade producers in developing countries!



2.2 Fairtrade and the National Curriculum

By creatively building a Fairtrade element into lesson planning, it can be carried across the curriculum in a relevant, engaging and educational way.

Whilst curriculum standards do differ across the UK, it is clear that the subject of Fairtrade can be made to fit into the broadly similar objectives of all these UK-wide standards.

The aims of teaching Fairtrade in schools fit in with other educational aims such as:

- Raising achievement
- Improving standards of literacy and numeracy
- Ensuring a broad and balanced curriculum
- Helping learners see connections across the curriculum and in the world at large.

In doing these things, teaching Fairtrade can have a significant role to play in helping make sense of the connections between and among the subjects and courses of the National Curriculum.

- Fairtrade enables pupils to understand the links between their own lives and those of people throughout the world.
- Fairtrade increases understanding of the economic, social, political and environmental forces, which shape our lives.
- Fairtrade develops the skills, attitudes and values, which enable people to work together to bring about change and take control of their own lives.
- Fairtrade works towards achieving a more just and sustainable world in which power and resources are more equitably shared.



Students, Ghana © John Julian

Although this guide is a resource for Fairtrade in primary schools, here is an example of how awareness and understanding of global issues such as Fairtrade might progress through primary and secondary education through one set of curriculum standards:

Key Stage One (KS1)

Pupils begin to understand and appreciate their own value and the value of others. They develop a sense of self-awareness, see themselves as part of a wider world and gain awareness of a variety of locations and cultures. They learn that everyone has the same basic needs but there are different ways to meet these needs.

Key Stage Two (KS2)

Pupils build in their knowledge of the wider world and of different societies and cultures beyond their own experience. They notice similarities and differences between people and places around the world and become aware of the disparity between developed countries and the developing world especially. Their sense of social justice and moral responsibility becomes more active as they begin to understand that their own choices can affect global issues as well as local ones.

Key Stage Three (KS3)

Pupils further their understanding of their role as global citizens and extend their knowledge of the wider world. They gain more awareness and understanding of specific issues such as poverty, social justice and sustainable living as they realise the importance of taking action to improve the world for future generations. They begin to critically assess information available to them and challenge cases of discrimination and injustice.

Key Stage Four (KS4)

By this stage, pupils come to independently and actively take measures increasing their knowledge of the world, and a variety of issues which take place on both a local and global level. Such issues are analysed and evaluated, judgements and opinions are strengthened and pupils become able to take part in presentations, conversations and debates. This will help pupils develop awareness of global issues, allowing them to make informed decisions about their own behaviour. This could then lead pupils to become involved with campaigning on an issue about which they feel strongly.



2.3 Fairtrade subjects

Fairtrade is not just for business studies or PSHE lessons. Fairtrade can give us an insight into a vast array of social, artistic and economic issues. The concept of something 'being fair' is easily grasped by students of all ages, particularly at primary level where simple beliefs of right and wrong prevail. The issue of Fairtrade can appeal to their natural sense of justice and provides an ideal vehicle for teaching.

Here are some examples of how Fairtrade can be introduced into subjects:

Art and design

- Produce posters that build awareness of Fairtrade
- Draw comic strips to tell a story about Fairtrade
- When investigating art, craft and design from a range of cultural contexts fairly traded artefacts can be used as a resource
- Paint scenes of Fairtrade producers in the developing world
- Design new Fairtrade products, packaging and advertising materials.

Business studies

- Involve Fairtrade in education for sustainable development
- Discuss Fairtrade within Business Ethics and Corporate Social Responsibility
- Cover the co-operative model of business organisation, and relate to a typical Fairtrade producer
- Analyse the affect of pressure groups campaigning for Fairtrade in business
- Evaluate the distribution of wealth between the developing world and economically developed countries.

Citizenship

- Explore how Fairtrade relates to the role of a global citizen
- Determine the contribution of Fairtrade to sustainable development
- Discuss the world issue of poverty and how Fairtrade helps.

Design and technology

- Investigate and evaluate existing Fairtrade products
- Make Fairtrade recipes and menus – use the recipes in [Section 5.5](#)
- Hold Fairtrade tasting sessions
- Analyse the environmental impact of production e.g. investigating the impact of producing Fairtrade products.

Drama

- Act out Fairtrade role plays and stories
- Produce a play that aims to promote the awareness of Fairtrade
- Compare the behaviours of Fairtrade and 'conventional' producers.



Geography

- Consider developmental issues with reference to Fairtrade.
- Understand the role of Fairtrade in interdependence, globalisation and sustainable development
- Acquire knowledge and understanding of places e.g. through case studies/comparisons of producers in the UK and the developing world
- Use Fairtrade products in country identification.

History

- Create a timeline to see how fair trading, the Fairtrade system and the FAIRTRADE Mark have developed over the years
- Consider the impact of the expansion of trade and colonisation, and how the need for fair trading came about.

ICT

- Practice internet research skills by looking for relevant information
- Create a PowerPoint presentation
- Write a report with pictures on the importance of Fairtrade.

Literacy

- Write a newspaper report on Fairtrade for the local paper
- Practice persuasive writing e.g. letters to supermarket managers encouraging them to stock FAIRTRADE Mark products
- Hold a discussion to analyse and debate Fairtrade
- Include Fairtrade in creative writing e.g. poetry, stories and drama
- Explore different cultures and develop an understanding of the producers' experiences by looking at a variety of world literature.

Music

- Make your own Fairtrade songs, jingles or raps
- Listen to a range of world music to explore the cultural environment of producers and help students identify different genres, styles and traditions
- Consider what music different Fairtrade producers are accustomed to.



Numeracy

- Carry out Fairtrade research and gather Fairtrade data and statistics
- Use Fairtrade figures to develop data handling and analysis skills
- Practice numeracy skills by understanding marketing and promotion of Fairtrade products.

Physical education

- Play football with a Fairtrade football
- Organise Fairtrade running activities and physical games – see [Section 4](#) and [Section 5](#) for examples.

Personal social and health education (PSHE)

- Relate Fairtrade goods and healthy living
- Consider the social and moral issues of Fairtrade
- Making choices and decisions about Fairtrade products as a customer.

Religious education

- Develop an appreciation of world religions by comparing those of Fairtrade producers
- Use Fairtrade to appreciate the situations of others
- Discuss the role of Fairtrade in peace, justice and 'fairness'
- Cover Fairtrade with regards to the environment, values and moral issues.

See [Section 4](#) and [Section 5](#) for lots more ideas, resources and lesson plans for bringing Fairtrade into your school!

2.4 Fairtrade skills

In addition to the large range of subjects that can incorporate Fairtrade into their syllabus, learning and teaching about Fairtrade also provides powerful contexts in which important skills that foster personal and social development, such as working with others, can be acquired and used.

Critical thinking

By incorporating Fairtrade into school, pupils develop the ability to assess viewpoints and information in an open-minded way and are able to change opinions, challenge assumptions and make judgments as a result. Critical thinking will flourish in a learning environment that encourages and values questions as much as it values answers. That is an environment which is secure enough to allow any contribution to be given without fear of upset, and one that provides for analysis, reflection and debate.

Teaching Fairtrade encourages critical thinking by bringing pupils into contact with complex issues such as poverty and inequality, discrimination and social exclusion. The ability to think critically is also an essential skill for active citizenship, as it prepares young people to question their own and others' preconceptions, particularly in relation to issues of power, decision-making, discrimination and unexamined assumptions.

Creative thinking

Fairtrade enables pupils to link and integrate learning from all sources and experiences. It is important that young people be provided with opportunities to integrate and apply knowledge and skills in a creative, enterprising and sensitive manner. The ability to make connections between different learning fields is also an essential skill for active citizenship, allowing skills, knowledge and perspectives developed in one area to be tested in another and creating the possibility of responding to change in new and imaginative ways. A global perspective, by its very nature, encourages links between different subject areas and learning contexts.

Working with others

A skill that underpins the National Curriculum at all stages is the ability to work with others. As young people learn to work together, positive relationships are established which are vital for their own personal development and effective interaction with the world beyond the school. By working co-operatively, young people gain firsthand experience of the importance of respect, caring, justice and equity while at the same time developing their capacity for empathy, resilience and optimism through participation, leadership and negotiation. Working with others involves the ability to plan, agree and take responsibility for tasks, to support co-operative working in appropriate ways and to review the effectiveness of one's own contribution.



Father and son, Guatemala © Peter Wilson

2.5 Fairtrade ideas

- Make a video/newsletter about Fairtrade and the school's campaign to show within the school and to the wider community
- Complete a 'Fairtrade audit' of the school, using student and staff questionnaires. This could form the basis for devising a school's 'Fairtrade policy' – or form part of the school's environment policy
- Arrange a Fairtrade wine-tasting session for parents
- Include Fairtrade goods on the canteen menu – get in touch with those companies listed in [Section 1.7](#) and see if they can help
- Organise a Fairtrade coffee morning
- Set up a Fairtrade tuck shop or café or install Fairtrade vending machines within the school – visit www.fairtrade.org.uk and take a look at the catering supplier directory
- Supply Fairtrade tea and coffee in the staff room
- Promote healthy eating by providing Fairtrade fruit and juice for children at break time – e.g. a Fairtrade fruit club
- Offer Fairtrade refreshments at school events e.g. parents' evenings, training days and school governor meetings
- Organise a Fairtrade cake sale – get pupils to make the recipes within this pack ([Section 5.5](#)) and sell them at school events
- Produce a TV or radio advert for Fairtrade
- Act out a Fairtrade story
- Encourage students to take part in Fairtrade events with the local community e.g. Fairtrade Towns ([Section 7.1](#))
- Develop Fairtrade awareness in an exchange programme or on school trips
- Create links with a school in a developing country – take a look at the Department for Education and skills website www.globalgateway.org.uk to find a partner school
- Incorporate Fairtrade into lesson plans
- Display Fairtrade posters, leaflets and case studies around the school
- Start a pupil-led Fairtrade steering group
- Pass a Fairtrade resolution at a school governors' meeting and school council
- Get students to sign a petition to support Fairtrade in school
- Involve parents in Fairtrade and encourage them to support it too
- Have a Fairtrade stall at school events with tasters and leaflets
- Organise a speaker to visit the school for an assembly – contact The Fairtrade Foundation, Oxfam or Traidcraft for further information
- Hold a debate on Fairtrade and invite to parents to be involved too
- Organise a raffle with Fairtrade prizes
- Promote a Fairtrade lunchbox day when children have to bring in one Fairtrade product for lunch
- Launch a Young Co-operatives Scheme – see [Section 2.6](#)





JP Juices & Light Oaks Junior School

In response to health concerns and as part of their support for Fairtrade, staff at Light Oaks Junior School in Salford stopped children from bringing in fizzy drinks but allows pupils to order Fairtrade juice for break time as an alternative to the provided milk. One third of pupils now enjoy the Fairtrade juice which is supplied and delivered directly to the school by JP Juices. A whole term's subscription to this service can cost as little as 20p a day. With both apple and orange juice to choose from, it really is a healthy, cheap and convenient way of supporting Fairtrade in your school.

For more information on what service JP Juices can offer your school, please visit www.jpjuice.co.uk or phone 0161 941 6777.



2.6 Young Co-operatives

A fantastic way of getting primary school children actively learning about Fairtrade is to set up their own co-operative and sell Fairtrade products!

'Do It! It's the best thing I've done this year.'

That was Sarah's advice after she'd helped to run a young co-operative in her school.

Young Co-operatives is an organisation that helps schools to set up their own co-operative businesses selling only FAIRTRADE Marked and fairly traded products – a practical introduction to Fairtrade and co-operative working for young people with the energy to make a difference.

Pupils learn to work together and make decisions together. They learn about why co-operatives are different to other businesses and find out about different types of co-operatives.

By selling Fairtrade and fairly traded products they don't just learn about the difference that Fairtrade makes, they make that difference.

Lots of schools support Fairtrade through running stalls or tuck shops; having a young co-operative in school turns that support into a pupil-led business.

The pupils make all the decisions: what products to sell, how and where to sell them, how much to charge for them etc. Young Co-operatives can buy their stock at discounted rates from both Traidcraft (who will deliver to the school) and from Co-op stores. Traidcraft's Fair Trader scheme gives customers 10% discount on all food products and 15% on non-food products while the Co-op's Community Food Discount Card gives 10% off all products.

By joining Young Co-operatives, schools become part of a network of ethically-minded schools.

On registering, schools are sent a comprehensive co-ordinator's kit. This is designed to be used by a teacher or member of staff and includes advice on getting started, activities and exercises, and case studies from both the co-operative and fair trade movements. As well as the kit, new registrations receive a selection of other resources from co-operatives and fair trade organisations.

Newsletters are sent out every term and events are held where pupils from different schools and different parts of the country come together to learn and have fun. At these events pupils attend workshops run by co-operative and fair trade organisations and some have visiting producers as guest speakers.

Young Co-operatives are now found in all parts of the UK – from primary schools to sixth form colleges. Young people are coming together to make a difference. While all young co-operatives sell FAIRTRADE Marked products, they all approach their work in slightly different ways.

- In St Helens, members of the Guranga Young Co-operative held their own Make Poverty History week. Pupils made their own advertisement, with over 200 pupils and staff appearing in the video. Pupils also used more than 1,000 pieces of white ribbon to create their own Make Poverty History wristband.
- In Colchester, the St Benedict's Young Co-operative has run training days for other schools in the town, persuading them to set up their own young co-operative. They also represented Young Co-operatives at an international summer camp in Bosnia.

- In Epsom, members of the Epsom College Young Co-operative (ECYC) set up a Valentine's Day 'Love Box' where students could pay £2 and have a Fairtrade red rose delivered anonymously to a fellow student.
- In Rutherglen, near Glasgow, the Stonelaw High Fairtraders Young Co-operative sold a staggering £14,000 worth of fairly traded products in just 16 months.
- In Hartlepool, members of the 'Chocolateers' made a presentation to the town council and now run a regular school holiday stall in the civic centre.

The Young Co-operatives website, www.youngcooperatives.org.uk, contains a members-only section where new resources and information are uploaded on a regular basis. An online directory allows member schools to publicise their activities and achievements.

Membership of Young Co-operatives costs £50 for the first year, and £40 thereafter. To find out more visit www.youngcooperatives.org.uk, call (01429) 861303 or email info@youngcooperatives.org.uk.

young
CO-OPERATIVES



2.7 Other teaching resources



Co-op Fairtrade website

This site links the products we sell to the growers who produce them. Packed full of information, it is a great resource from the UK's leading food retail supporter of Fairtrade. There is also a 'make your school Fairtrade Friendly' portal on the website which has more information on Fairtrade and acts as a network for schools across the country.

www.co-opfairtrade.co.uk



Catholic Agency for Overseas Development (CAFOD)

CAFOD has a wide range of free, online and priced resources. In addition, CAFOD can visit your school to give advice on tackling development issues in RE, Citizenship and Geography lessons. It also runs INSET programmes in primary schools to explore how teachers can help children understand our global society.

www.cafod.org.uk/resources/schoolteachers



Comic Relief

The Comic Relief website has a teachers section with materials for Citizenship, Physical Education and School Sport. There is also a section for teaching Fairtrade.

www.comicrelief.com



Department for International Development (DfID)

DfID aims to provide more effective and widespread teaching of development issues in schools and provide guidance on how teachers can incorporate development issues into their teaching. The site contains access to development education resources, case studies and much more.

www.dfid.gov.uk/aboutdfid/intheuk/education.asp



Development Education Association (DEA)

Development education aims to raise awareness and understanding of how global issues affect the everyday lives of individuals, communities and societies, including our role in the world.

www.dea.org.uk



Dubble and Pa Pa Paa

This is an interactive website with loads of fun facts and games about Fairtrade chocolate. Pa Pa Paa is packed with lesson plans on Fairtrade and cocoa.

www.dubble.co.uk

www.papapaa.org



The Fairtrade Foundation

A host of Fairtrade information on products, case studies and news. Also, 'Fairtrade in Action' is a resource produced by The Fairtrade Foundation that includes a video, producer case studies, a board game and teachers' guide.

www.fairtrade.org.uk/resources_education_packs.htm



Global Dimension

Global Dimension is a unique website for teachers. It is a helpful guide to books, videos, posters and packs, which bring a global perspective to teaching. From climate change to poverty, water to Fairtrade, you can find resources for all age groups and subject areas by searching the resources database, and much more.

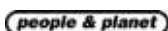
www.globaldimension.org



Oxfam's Cool Planet for teachers

Cool Planet is primarily intended for teachers in England, Scotland and Wales and their students. It aims to bring the global dimension to the classroom, using the concept of Global Citizenship.

www.oxfam.org.uk/coolplanet



People & Planet

People & Planet have a Fairtrade campaign designed to support secondary schools with an action guide and advice – information here can be adapted for primary schools.

<http://peopleandplanet.org/tradejustice/fairtrade>



Scottish Catholic International Aid Fund (SCIAF)

SCIAF supports poor communities overseas, raises awareness of the underlying causes of poverty and campaigns for a fairer world. It is the overseas relief and development agency of the Catholic Church in Scotland.

www.sciaf.org.uk



Make your school Fairtrade Friendly

This section contains suggestions, which your school can follow in order to become Fairtrade Friendly. The ideas in this part of the pack will help you take Fairtrade to a new level by embracing Fairtrade across the whole school, ensuring that it remains an integral part of student life for years to come.



© The Day Chocolate Company and Comic Relief

3.1 Make your school Fairtrade Friendly

This co-operative guide for primary schools will help set you on your way to becoming Fairtrade Friendly by offering loads of ideas and suggestions which you can implement within your school.

By working towards these suggestions, your school will be making a real commitment to building awareness among students, staff and other associates of the issues surrounding Fairtrade, in addition to helping people to start really thinking about the way they buy things.

Such steps should ensure that Fairtrade will start to be embraced across all areas of the school's operations such as lessons, products, staff room refreshments, displays, projects, assemblies and extra-curricular activities.

By becoming Fairtrade Friendly you will benefit pupils, teachers, your school, the local community and the lives of millions of small-scale farmers around the world.

3.2 Committing to Fairtrade

Here is a list of suggested objectives which your school could aim for in order to develop a strategy to bring Fairtrade to many aspects of school life in an effective and engaging way:

1 Agree to support Fairtrade

It sounds simple, but by getting teachers and pupils in your school to agree to become Fairtrade Friendly you will be in a much better position to support Fairtrade in a more productive way.

2 Set up a Fairtrade club

You could get pupils to work together with teachers in your school in a Fairtrade club or society. This could either be done voluntarily or by school elections. The club could meet once a month to talk about ideas and plans for how your school could support Fairtrade. As well as giving pupils a great experience, this will help ensure your support for Fairtrade continues.

3 Try to get more Fairtrade products in your school

A Fairtrade fruit club at break time is an ideal way of combining healthy eating with Fairtrade. Children could enjoy eating Fairtrade mangoes, pineapples, avocados and more during break time, and could talk about where the fruits have come from and how it helps growers across the world. In addition, your school could provide Fairtrade juice and arrange for Fairtrade products to be in the canteen, tuck shop or vending machines.

4 Use Fairtrade products at internal meetings and events

Fairtrade foods such as tea, coffee, cake, fruit and chocolate can be served at staff meetings and events hosted by the school and served in staff rooms, common rooms and at parents' evenings.

5 Increase awareness and consumption of Fairtrade

Staff are encouraged to discuss Fairtrade during lessons and to make links to local campaigns. Schools could display Fairtrade presentations, pupils' work from lessons or any relevant information on school notice boards. By doing this, the school could promote its Fairtrade commitment through newsletters and magazines to parents and governors.

Within this pack are lots of ideas and resources that will help your school work towards developing this commitment and becoming Fairtrade Friendly.



3.3 Fairtrade Friendly action plan

Here is a suggested action plan that we've put together for you to follow. It has lots of great ideas and suggestions for how you can begin working towards becoming a Fairtrade Friendly school.

Number 1

The first thing to do is put some thought into how you will gain support for Fairtrade in your school. This may be at staff, governor or school council meetings. You could set up a Fairtrade Club to:

- Identify the most influential people at the school. These are likely to be the head teacher, teachers, the catering manager, parents and governors.
- Decide what you are going to ask them. Use this guide to write your own action plan for how your school would support Fairtrade. This could summarise what Fairtrade is, any ideas you have, how the changes would benefit the school along with details of the support you have and how new approaches would be put into practice.
- Consider who else could promote the scheme. Foster support by arranging a guest speaker to attend an assembly or show 'Matthew's Fairtrade Story' on the CD-ROM in this pack to gain pupil understanding and support and encourage them to drive the agenda.
- Put together a questionnaire to gather opinions on Fairtrade within the school. This could be combined with asking students to sign an 'I'll support Fairtrade' pledge. Use the results to show the support that you have for Fairtrade in your school.
- Anticipate what events would affect the timing of your campaign or provide you with a good launch opportunity. For example Fairtrade Fortnight (which takes place in early March each year), the next parents' evening, governors' meeting or even a sports day.

© The Fairtrade Foundation



Number 2

Your school could get a Fairtrade policy approved by the school governors or the school council. Arrange a meeting and plan a group presentation to explain your proposal and the issues of Fairtrade using any evidence you have already gathered.

Attempt to gain feedback on your ideas from all relevant people; for example, governors, the head teacher, catering manager, teachers and pupils. You may now need to adapt your proposal so as to provide the most appropriate and effective approach for your particular school.

Number 3

It may be necessary to reinforce your proposal by responding to any doubts or gathering more information on a particular area. For example, if there are concerns regarding the cost of implementation, you could contact suppliers or other organisations that are already Fairtrade certified and request cost analysis and feedback.

Alternatively, if there are worries regarding demand for Fairtrade products, you could carry out further market research or take the campaign forward by gathering more support from colleagues and students by putting a petition together.

Number 4

Following your proposals, it may be beneficial to begin to introduce Fairtrade into the school using a variety of one-off events. These would raise awareness and gather further support for the campaign. For example:

- Introduce Fairtrade into a number of lessons
- Hold a tasting session for staff and pupils
- Contact a speaker to come into school to give an assembly on Fairtrade
- Organise a Fairtrade Friday workshop (see Section 4)
- Display posters and information about Fairtrade
- Contact the press to cover any Fairtrade activities.

Number 5

Following successful piloting of Fairtrade events, decide on a date from which the school will take a more dedicated approach. It might be a good idea to keep records of all your Fairtrade activities. These could include:

- A signed copy of your Fairtrade policy
- A short report outlining what your school has done, along with supporting materials to back this up
- Copies of any photos, displays or media coverage the school has received
- Minutes from any 'Fairtrade Club' meetings
- Details of future Fairtrade plans.

Number 6

Is your town or area a Fairtrade Town (see Section 7.1)? Maybe you can contribute to the wider community campaign by joining a group working towards Fairtrade Town status. Contact your local council to find out or have a look at The Fairtrade Foundation website www.fairtrade.org.uk/get_involved.htm to see a list of Fairtrade Towns and towns working to achieve this status. Maybe your Fairtrade Town group could organise a speaker to come to your school.

Number 7

Involve the wider community. For example, church groups, the local Oxfam shop, Traidcraft volunteers, other schools and local businesses. You'll be amazed how many people will be supportive.

Number 8

Spread the word! Tell the local press about your work and invite them to events and to see your Fairtrade Friendly campaign in action. Have your efforts recognised and help further build awareness of Fairtrade in your local community.



Don't stop there! There are many other issues in which your school can be involved. Once supporting Fairtrade, you will be much more open and able to introduce new global issues and really make a difference to the pupils in your school and consequently, people all over the world.



© Fairtrade Media

“ Before you finish eating your breakfast this morning, you’ve depended on half the world. This is the way our universe is structured... We aren’t going to have peace on Earth until we recognise this basic fact. ”

Martin Luther King

Fairtrade lesson plans and workshops

4

Fairtrade lesson
plans and workshops

Youth are the future of the world. In co-operatives, young people have a say in shaping the future – their own and that of their families, communities and countries. The most successful co-operative enterprises reach out to young people and ensure that they are part of all the facets of the co-operative experience. 

The Canadian Co-operative Association

The materials within this section have been developed to bring Fairtrade into lessons in an educational way by maintaining a focus on core elements of the National Curriculum. Each lesson plan works towards a National Curriculum Objective and has been designed with a particular subject in mind.

Due to differences in the curriculum standards across the UK, this section has been deliberately designed to be flexible and may require specific development to ensure fit in your own school and to your own curriculum. For simplicity the lesson plans are very structured but are merely suggested and may need adaptation to ensure an effective delivery.

Where resources are provided within the pack, the lesson plan will clearly refer you to the appropriate section. Many of these resources are also supported by the 'Make Your School Fairtrade Friendly' CD-ROM.

In addition to the lesson plans, there are also details for a Fairtrade assembly and a 'Fairtrade Friday'. These plans provide you with a variety of ways to support Fairtrade in your school in an emphatic and constructive manner.

- 4.1 Geography 1
- 4.2 Geography 2
- 4.3 Literacy 1
- 4.4 Literacy 2: Sequencing
- 4.5 Developing expression through music and dance
- 4.6 Numeracy 1
- 4.7 Numeracy 2: Data handling
- 4.8 PSHE
- 4.9 Science
- 4.10 Fairtrade assembly
- 4.11 Fairtrade Friday workshop
- 4.12 Fairtrade banana hunt

4.1 Geography 1

This lesson plan, which can extend over several sessions, is suitable for both KS1 and KS2. It will be necessary to adjust the plan according to the age/ability of the children.

Date		Time		Teacher	
Aim			Resources		
<ul style="list-style-type: none"> to teach the process of growing and gathering bananas/cocoa in a developing country to teach sequencing skills in the form of a flow chart 			<ul style="list-style-type: none"> 'Growing Fairtrade products' Section 6.8 banana chocolate bar 		
National Curriculum objective			Vocabulary		
To ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes and environmental change and sustainable development.			<ul style="list-style-type: none"> developing country Fairtrade middle-man flow chart 		
Starter					
<p>(Discussion) Place a banana/chocolate bar in front of children. Has anyone ever had one of these before? How is a banana grown? Do bananas grow here? Where do bananas grow? What is a chocolate bar made from? Do we grow cocoa in this country? Does anyone know where cocoa grows?</p>					
Main activity					
<p>Read through the banana/cocoa resource as a class. Highlight the most relevant facts and record them appropriately. Explain a flow chart. Give children an outline of a flow chart with leading pictures. Can they record the process of growing banana/cocoa on their own? Set this as an activity.</p>					
Plenary: PLAYGROUND ACTIVITY					
Place the children in groups of nine. Explain to the children that they represent a stage of the process. Can they act out that stage? For example, children could mime washing the bananas and putting them into boxes.					
Evaluation					

4.2 Geography 2

This lesson addresses world knowledge and compares different environments. Learning where Fairtrade products come from, and the features of these countries and climates, is an excellent tool to enhance geographical understanding. You may want to choose to focus on one country.

Date		Time		Teacher	
Aim			Resources		
<ul style="list-style-type: none"> to pinpoint countries where Fairtrade products come from on a world map to compare and contrast photos of a developing country with photos of local places 			<ul style="list-style-type: none"> 'Where do Fairtrade products come from?' Section 6.3 living in a developing country Section 6.7 world map/globe coloured stickers FAIRTRADE Mark products 		
National Curriculum objective			Vocabulary		
Knowledge, Skills and Understanding of: <ul style="list-style-type: none"> a locality in the UK a locality in a country that is less economically developed use globes, maps and plans at a range of scales 			<ul style="list-style-type: none"> developing country compare contrast 		
Starter					
Using the FAIRTRADE Mark products and the list of countries where Fairtrade registered producers exist, can children pinpoint the countries with coloured stickers on a world map using an atlas?					
Main activity					
Compare and contrast the photos in Section 6.7 with local ones. Pupils should be taught to identify and describe what places are like and use appropriate language. Children could use a photo and draw a comparable scene from their experience. A school scene, for example, would present many differences. Use the different images to cover various areas of discussion, such as, housing, shops, working conditions and lifestyles. Point out how the arrival of Fairtrade in a community might change these things.					
Plenary					
Discuss which elements of the climate make life in a developing country so different. This is also a great opportunity for ICT lessons and use the internet to research countries further, or even email to exchange information about features of settlements with another school.					
Evaluation					

4.3 Literacy 1

This lesson plan can be adapted according to age group/ability and can be extended to several literacy lessons. This is a good lesson to start with before introducing the topic of Fairtrade across the curriculum.

Date		Time		Teacher	
Aim			Resources		
<ul style="list-style-type: none"> to look at a short non-fiction text about Fairtrade to examine features of a non-fiction text to discuss Fairtrade and introduce vocabulary 			<ul style="list-style-type: none"> Fairtrade text Section 6.2 sand cup 		
National Curriculum objective			Vocabulary		
<ul style="list-style-type: none"> to teach the features of a non-literary text to develop and explain their ideas to use more formal vocabulary to listen carefully and respond appropriately 			<ul style="list-style-type: none"> Fairtrade middle-man poverty working conditions developing country 		

Starter: PLAYGROUND ACTIVITY

Children stand in a line in front of you. Give the child at the front of the line a handful of sand. Ask the children to pass the sand carefully back along the line. As the sand passes, much of it will fall. The last person in the line will have very little, if any. Use this as an illustration to discuss the concept of middlemen when you return to class.

Main activity

Read the Fairtrade text. Discuss the main features of a non-fiction text altogether such as the caption, photograph, fact box and statistics. Split class into small groups of farmers or supermarket managers. To encourage debate, give the children leading questions. Some examples are:

FARMERS

- How many hours do you think you work in a day?
- What tools do you have?
- Do you earn enough money to send your children to school?

SUPERMARKET MANAGER

- How many hours do you work in a day?
- Do you earn enough money to send you children to school?
- Can you afford to go on holiday?

After group discussion, bring the children together to debate their feelings as farmer and supermarket owner.

Plenary: PLAYGROUND ACTIVITY

Repeat procedures as for starter but this time reduce the number of children in the line so that less sand is lost. This time the last person in the line receives a lot more sand. What do you think this represents?

Evaluation

4.4 Literacy 2: Sequencing

This a simple exercise to teach children to sequence events and put ideas into sentences. It also allows them to see how a clear structure can organise writing. It provides visual learners with an outline of the differences of fair and unfair trade. This would be a good continuation from the first literacy lesson in this pack (section 4.3).

Date		Time		Teacher	
Aim			Resources		
<ul style="list-style-type: none"> to teach children to sequence events by putting two story boards into a correct order to understand the concepts of fair and unfair 			<ul style="list-style-type: none"> Fairtrade and non-Fairtrade story boards see Section 5.6 glue and scissors case studies see Section 6.9 		
National Curriculum objective			Vocabulary		
<ul style="list-style-type: none"> to sequence events and recount them in appropriate detail to put their ideas into sentences to use a clear structure to organise their writing 			<ul style="list-style-type: none"> sequencing vocabulary e.g. then, afterwards, next, before 		
Starter					
Study and discuss the benefits of Fairtrade using a case study of a Fairtrade producer (see Section 6.9) Discuss a typical day for a Fairtrade producer demonstrating appropriate language such as 'firstly', 'then', and 'afterwards'.					
Main activity					
Each child receives a copy of each of the storyboards. They cut them up so that they have nine individual pictures. Can they place them in a coherent order? If they have time, set them the task of writing a caption underneath each picture and colouring them in.					
Plenary					
Ask children to explain to the class the order they have used. There is no right or wrong answer as long as it is logical and clearly structured. Can children recognise which story is fair and which is unfair?					
Evaluation					

4.5 Developing expression through music and dance

The final outcome of this music project, which should take several weeks, is a performance of a simple song, which the children could primarily direct themselves. There are appropriate lyrics for both KS1 and KS2.

Date		Time		Teacher	
Aim		Resources			
<ul style="list-style-type: none"> to encourage understanding, discussion and expression through music and dance of how Fairtrade makes a difference to poor farming communities 		<ul style="list-style-type: none"> Song sheets/Projector KS1 songs see Section 5.3 KS2 songs see Section 5.4 percussion instruments 			
National Curriculum objective		Vocabulary			
<ul style="list-style-type: none"> Teaching should ensure that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising 		<ul style="list-style-type: none"> Discuss the lyrics in the songs throughout the activity, developing actions which define the meanings of new words and terms. 			
Starter					
<p>Encourage the children to imagine living in a poor farming community. One day, this community is given the chance to be treated fairly, to be paid the proper price for their produce. What changes do you think will happen? Can the children show you some actions or dance moves for these changes? Have some percussion instruments at hand. Can the children make sounds to reflect these changes? For example, inflection as fairer times approach.</p>					
Main activity					
<p>Introduce the chosen song. A good idea may be to project it on a board and to allocate a line or verse to different groups. With each line, the children are to invent a move or a sound with percussion. Encourage the children to think about which instruments and actions can be used to produce different effects to reflect the words in the song.</p>					
Plenary					
<p>At each session, discuss moves and sounds which the children have created. Begin to put these together, either as a whole class, or with each group performing their line or verse. Encourage children to understand the concept of Fairtrade through percussion, dance moves and actions.</p>					
Evaluation					

4.6 Numeracy 1

This is a topic which can be adjusted to suit either KS1 or KS2. It provides a good overview of understanding measures in context.

Date		Time		Teacher	
Aim		Resources			
<ul style="list-style-type: none"> to encourage children to understand measure in context 		<ul style="list-style-type: none"> chalk scales tape measure rulers grids to record estimation and measurements Case studies Section 6.9 			
National Curriculum objective		Vocabulary			
<ul style="list-style-type: none"> pupils should be taught to recognise the need for standard units of length, mass and capacity and use them to make sensible estimates in everyday situations 		<ul style="list-style-type: none"> length (cm, m) weight (kg) capacity (l) estimate 			
Starter					
<p>Discuss units of measure. How tall am I? How much does a bag of sugar weigh? How much water fills a bath? Explain that at Fairtrade farms, these units of measure are very important as everything is sold by weight. Explain about the special 'weight' stones. Discuss how the weight of what farmers have produced affects how much money they receive. Mention how some farmers have been tricked with inaccurate scales.</p>					
Main activity: PLAYGROUND ACTIVITY					
<p>This is an activity to encourage children to estimate. Children are given a set of tasks, for example:</p> <ul style="list-style-type: none"> A cocoa tree grows up to 15m high, can they draw this in chalk on the playground? 30-40 cocoa beans grow in a pod. Using beans in several jars, which do you think is closest in number? A bag of dried cocoa beans weighs 62.5 kg. How much do you weigh? Is this more or less? Kuapa Kokoo farmers collect their water from a well. How much water fits into a bucket? <p>This could be set out as a workshop with scales, rulers and tape measures available for the children to take responsibility for their learning.</p>					
Plenary: DISCUSSION					
<p>Did the children have accurate estimations? Did they have any surprises? Can they record their estimates and results? Children could use section 6.5 to calculate how many bags they would need to buy things in Ghana. Using these figures, if a bag that weighs 62.5kg is worth 5,000¢, what weight of beans does a farmer need to grow to afford a bag of maize.</p>					
Evaluation					

4.7 Numeracy 2: Data handling

Children could conduct a survey at school or their local store. This is a hands-on way of collecting their data and of being able to process and interpret it. The teacher can direct entirely, by giving the children a survey or let children take responsibility for gathering data.

Date	Time	Teacher
Aim <ul style="list-style-type: none"> to collect data relating to Fairtrade products using a survey to understand and display this data appropriately 		Resources <ul style="list-style-type: none"> survey clipboards ICT tools if available use Section 6.4 for Fairtrade facts and figures
National Curriculum objective <ul style="list-style-type: none"> identify the data necessary to solve a given problem decide how best to organise and present findings use the precise mathematical language and vocabulary for handling data 		Vocabulary <ul style="list-style-type: none"> graphs, pictograms, pie charts survey mode, mean, average
Starter <p>Problem: Do the people of this community buy Fairtrade products? If so, what products are most popular? Have they even heard of Fairtrade?</p> <p>This task is set at the beginning of the exercise. This starter exercise will span across a lesson or two of preparation. What questions do the children think are appropriate for their survey? Some examples could be:</p> <ul style="list-style-type: none"> Have you ever heard of Fairtrade products? If so, where did you hear about it? What Fairtrade products do you buy? Why do you buy Fairtrade products? 		
Main activity <p>Visit to the local store.</p>		
Plenary <p>Gather all data. You may want to do this as a class, in groups or individually depending on the ability of the children. Discuss the best ways to present your information. This should include graphs, pictograms and pie charts. Display information appropriately, make conclusions and summarise.</p>		
Evaluation		

4.8 PSHE

The topic of Fairtrade encompasses many important social and moral issues which can be discussed in the classroom. This is an example of how Fairtrade can be addressed during PSHE time.

Date		Time		Teacher	
Aim			Resources		
<ul style="list-style-type: none"> to recognise what is fair and unfair to promote discussion amongst children of what Fairtrade is to encourage children to think about their global influence. 			<ul style="list-style-type: none"> each child has a chair to form a class discussion circle. jar of different size marbles (NOT enough for each child) quotes (see below) see Section 1.5 for 'How Fairtrade helps producers' 		
National Curriculum objective			Vocabulary		
<ul style="list-style-type: none"> to recognise what is fair and unfair to play an active role as global citizens 			<ul style="list-style-type: none"> poverty developing world 		
Starter					
<p>Pass a jar of different size marbles around the circle and ask a child to take one each. As the jar is passed, the children will realise that they will not all have a marble. When the jar is empty, ask those with small, large or no marbles to stand up in turn. Is this fair? What would be fair?</p>					
Main activity: PLAYGROUND ACTIVITY					
<p>Relate the starter activity to a discussion on world trade in developing countries. These quotes may help with discussion: <i>'If the developing world had a 1% bigger share of world trade, 128 million people would be lifted out of poverty.'</i> <i>'Before you finish eating breakfast in the morning, you have depended on half the world'</i> Martin Luther King</p> <p>Do children realise/think about where their food comes from? What do you think happens if poor farmers do not get enough money for their products?</p>					
Plenary: DISCUSSION					
<p>How do you think you could make a difference? Discuss their choices as an individual. Discuss the benefits of buying Fairtrade products.</p>					
Evaluation					


4.9 Science

Scientific vocabulary should be added to this lesson plan according to the level you are teaching and the objectives of the National Curriculum you intend to reach. This lesson continues to deal with how Fairtrade helps farmers.

Date		Time		Teacher	
Aim			Resources		
<ul style="list-style-type: none"> to study the farming methods of a Fairtrade farm to study what Fairtrade products need to grow to conduct a controlled experiment 			<ul style="list-style-type: none"> growing Fairtrade products Section 6.8 cress seeds trays to grow seeds in cotton wool list of Fairtrade products Section 6.3 		
National Curriculum objective			Vocabulary		
<ul style="list-style-type: none"> pupils should be taught the effect of light, air, water and temperature on plant growth the role of the leaf in plant growth that the root anchors the plant 			<ul style="list-style-type: none"> photosynthesis climate fair test 		
Starter					
Using the Fairtrade products in Section 6.3 , such as, bananas, mangoes or pineapples: Do we grow any of these products in Britain? Why do you think these products are not grown in this country? Fairtrade products tend to grow in hot, damp countries. Can you tell me what they need to grow? Do you think all plants need the same things to grow?					
Main activity					
Conduct a controlled experiment to find out what plants need to grow using cress seeds. Discuss what a fair test is. Children should be placed in groups and each group's cress seeds are grown under different conditions, altering only one condition at a time. For example, in a dark cupboard or with no water.					
Plenary					
What do we expect our results to be? A week later, you can study the cress and how it has (or hasn't) grown. Do you think this is similar for different Fairtrade products? Look at the roots of cress. What do you think the roots of a banana tree would look like?					
This could lead on to a lesson to discuss how Fairtrade helps poor farmers. This quote may help with discussion, <i>'We rely on the money we get from cocoa for everything: for food, clothes, medicines and school fees. Getting payment for our cocoa used to be hit and miss. When we didn't get paid, we went without. Kuapa Kokoo pays all its farmers a fair price for their crop on time.'</i> Lucy, Farmer, the Kuapa Kokoo Cooperative.					
Evaluation					

4.10 Fairtrade assembly

This assembly aims to develop understanding of our role as global citizens by offering an insight into the reasons and effects behind Fairtrade. The purpose of which is to raise awareness of Fairtrade as an alternative to conventional trade and to introduce the FAIRTRADE Mark.

Activity	Resources required
<p>1 This is an assembly about shopping Ask students to raise a hand if they've ever been shopping. Then tell them this assembly is about some of the products that you can buy in shops. Suggest meeting a few of the 'producers' of some of these products, and ask the audience to identify what each pair does.</p> <p>Introduce each of the growers Ask them to tell the audience about their work and what they grow. Volunteers can read information from cards, or even present information they have found themselves. Ask the non-Fairtrade growers and the Fairtrade growers to move into two separate groups.</p> <p>Introduce the two shoppers Ask them to read their first parts pointing to the appropriate group of growers.</p> <p>Summarise The differences between each pair of growers. Ask the shoppers to read their final parts, and invite the audience to decide whether they agree with shopper 'A' or shopper 'B' or neither. Ask some pupils in the audience to explain their choice, and how that affects both sets of growers.</p>	<ul style="list-style-type: none"> • Eight volunteers with name labels and appropriate props: • Two banana growers with bananas • Two tea growers with tea bags • Two cocoa growers with chocolate • Two shoppers with shopping bags • An information card for each volunteer
<p>2 Summarise the ways in which Fairtrade helps growers. Reading a variety of statements about Fairtrade, ask pupils to stand up if they think a statement is true, or sit down if it is false. For example:</p> <ul style="list-style-type: none"> • <i>'Fairtrade gives farmers a fair price for their goods.'</i> (True) • <i>'Fairtrade means farmers don't have money to buy food.'</i> (False) • <i>'Fairtrade helps poor people receive better health care.'</i> (True) 	<ul style="list-style-type: none"> • A list of statements of how Fairtrade helps growers. See Section 1.5 for how Fairtrade helps
<p>3 How do we know if something is Fairtrade? Ask the Fairtrade growers to grab the attention of the audience by waving to them, and ask the audience to wave back. Explain that Fairtrade is about the link we shoppers have with the people who produce the goods we buy.</p> <p>The FAIRTRADE Mark is a symbol of a person with their hand held high – it helps us spot Fairtrade goods when we are shopping. Over 1,000 products carry the FAIRTRADE Mark – a selection could be produced from a shopping bag, or shown to the audience by volunteers. (e.g. fruit, footballs, juice, rice etc.)</p>	<ul style="list-style-type: none"> • FAIRTRADE Mark card or poster • Selection of FAIRTRADE Mark products
<p>4 How can we be part of Fairtrade? Fairtrade isn't only about buying FAIRTRADE Mark products. We can all support Fairtrade by taking action in other ways.</p> <p>Ask pupils to raise a hand if they know someone who has never heard of Fairtrade or might not recognise the FAIRTRADE Mark.</p> <p>We can all support Fairtrade by making sure other people know what it means, and how it makes a difference to the lives of people on other parts of the world.</p>	

Volunteer resources

Banana grower 'A'

'I grow bananas on a large plantation in Central America. Our pay is very low. Many of the people that work in the fields get poorly from all the chemicals they use. We don't have any land of our own, so working on the plantation is the only way we can make a living.'

Banana grower 'B'

'I grow bananas on a plantation in Costa Rica. Since we joined Fairtrade, our pay has gone up. This means life is much better for us; we can afford running water and electricity. The environment has been improved too. Plastic waste is recycled, and you can walk around the plantation without smelling chemicals – this means our health has improved.'

Tea grower 'A'

'I work on a large tea estate in India. It is back breaking work, and our pay is very low. This means that, as we earn so little, the children have to work too. They don't go to school. Our houses are in a terrible condition, but if we complain to the estate manager we risk losing our jobs. Any shelter is better than none.'

Tea grower 'B'

'I also work on a large tea estate in India. It is very hard work, but in the last few years, life has taken a turn for the better. Our estate now sells tea through Fairtrade. We have used some of the extra money from Fairtrade to buy an ambulance. The biggest difference the money has made is in providing electricity to the workers' houses. This means we have more time because we don't have to collect firewood to burn. Also, children have lights to study at night.'

Cocoa grower 'A'

'When cocoa prices fall, we have to make difficult decisions. We may have to put off sending our children to school, and we can only afford to buy a small amount of medicines. Another problem is traders who rip us off – they don't always weigh our beans fairly. We can't grow anything else.'

Cocoa grower 'B'

'Since Fairtrade came we have a long-term contract with a chocolate company, so our hard work pays off. Farmers who had to leave to find paid work have now come back to grow cocoa – communities are back together again. We've used some of the extra Fairtrade money to put a concrete floor in our house and also to send our children to school.'

Shopper 'A' – pointing to the growers in group 'A' (non-Fairtrade)

- 'When I peel a banana or pour a cup of tea, I don't think about the person who grew it. But these growers really do have a hard time – I had no idea how hard their lives were. I didn't realise they were so poor that they couldn't afford to send their children to school or repair their houses.'*
- 'I don't think they are anything to do with me, so it isn't my problem. As for Fairtrade – why should I pay a bit more when other goods are cheaper? If these people want to earn more they should sell their crops through Fairtrade too.'*

Shopper 'B'

- 'Life is hard for these farmers too, but Fairtrade means they are paid a fair price for the work they do. This means better education for their children, better homes and health care, as well as a healthier environment. They have more say and more hope for the future.'*
- 'Farmers can't just switch to Fairtrade and earn more money. If they could, they would! This is where we come in. What we choose when we shop affects people thousands of miles away. If we choose Fairtrade brands, demand for them will grow, and more farmers will be able to join Fairtrade. It may cost a few pence more, but don't you think it's a small price to pay when our choices really do make a difference?'*

4.11 Fairtrade Friday

A Fairtrade Friday is an entire day dedicated to educational games and activities which aim to increase awareness and understanding of Fairtrade in your school.

One way to structure your day is to begin in the school hall and set the tone for the day. The remainder of the morning is filled with a carousel of workshop-style activities in which children learn more about the issues behind Fairtrade. The afternoon could see a grand finale in the form of a treasure hunt or quiz to test the children on what they have learned.

Fairtrade Friday could involve a single class, one year group or the whole school! It provides a great opportunity to use all the teaching space available to you throughout the school – a change the children will really appreciate!

This plan has been based on successful Fairtrade Fridays at both Kew Riverside Primary and Light Oaks Junior schools. It provides a template including a variety of options and refers you to the resources within the pack when needed. You can pick out the parts of this plan for lessons and activities, or best of all, follow the whole plan to organise a Fairtrade Friday in your school!

To start the day: The Fairtrade story

Gather all pupils and teachers in the school hall. Explain that today is a special day in which we are going to try to understand what is fair and what is unfair. Ask pupils to listen to the following stories and raise their hands if they think the story is fair:

Story 1

I want you to imagine that it is 9 o'clock on Monday morning, and everyone is in their classrooms sitting down. Things are just like a normal day... but things are just about to change. All the teachers have decided that from today, everybody will be allowed two hours for lunch and are to be given a huge picnic to enjoy on the field, followed by playing games all afternoon in the sunshine. Everyone apart from one class that is (refer to a class in your school). They are only allowed ten minutes for lunch, and have to have numeracy and spelling tests all day long. They aren't allowed to open the windows, and have to pick up all the rubbish in the playground. Is this fair?

Story 2

In South Africa there is a small family who don't have many things and are very poor. The family can't afford new clothes or to send the children to school. The only way they have of making money is to grow oranges – so all the family work very hard every day of the week so they have enough money to survive. The family sells the oranges it grows to a company which makes them into orange juice and sells the juice in the United Kingdom. The family get hardly any money for their oranges, and continue to work hard for very little. Whereas the company who bought the oranges sells the juice for lots of money. This is a true story, and happens with lots of the things we buy in shops e.g. bananas, coffee, apples, chocolate and more. Is this fair?

Explain that today we are going to learn about how to help the poor farmers who are not treated fairly. We are going to learn about Fairtrade...

Now play 'Matthew's Fairtrade Story' on the CD-ROM in this pack. Tell pupils to listen closely as you are going to ask them questions once it has finished. Here are a few examples:

- 1 How long did it take the boy in the story to fetch water from the river?
- 2 What did the boy's family in the story grow?
- 3 When the family were paid a fair price for their coffee, what could they afford to save up for?
- 4 Was the boy's family happier with Fairtrade?

Encourage pupils to offer reasons as to why the family were happier, i.e. how does Fairtrade help? **Section 1.5.** Now explain the plan for the day to the children and allocate groups which they will work in throughout the activities.

‘ I learnt about the FAIRTRADE Mark which shows people got the fair amount for it. ’
Louis, Kew Riverside Primary School

Carousel of activities

The remainder of the morning will offer children the opportunity to learn about Fairtrade in a variety of interactive ways. The following timetable could be how the morning of your Fairtrade Friday progresses.

Time	Activity
9:00 – 9:30	The Fairtrade Story
9:30 – 10:00	Fairtrade smoothie making
10:00 – 10:30	Sing-a-song of Fairtrade
10:45 – 11:00	Break time
11:00 – 11:30	Fairtrade posters
11:30 – 12:00	Locating Fairtrade
12:00 – 12:30	Fairtrade memory game

Fairtrade smoothie making **Section 5.5**

This is a perfect way for the children to learn all about Fairtrade fruit and how to recognise it by the FAIRTRADE Mark.

Sing-a-song of Fairtrade **Sections 5.3 and 5.4**

Use as many percussion instruments as you can and develop actions for the songs to get children actively singing about Fairtrade.

Fairtrade break time **Section 1.7** for how to order Fairtrade

The children could drink the Fairtrade smoothies, orange juice or eat Fairtrade fruit. Use this as an opportunity to talk about where the products come from and how they help poor farmers in the developing world.

‘ Mango – just too good to resist! ’
William, Kew Riverside Primary School

Fairtrade posters **Sections 5.6, 5.8 and 5.9**

There are many ways to organise this activity. Older children may be confident enough to design their own posters. Younger children could colour the posters or storyboards. You could even make a huge poster of the FAIRTRADE Mark using coloured wool on a black background, for example.

Locating Fairtrade **Section 4.2** and **Section 6.3**

Children could be given a shopping bag of Fairtrade products e.g. tea, bananas, coffee, chocolate, juices etc. Ask them to find out where each product comes from and how the producers have benefited from Fairtrade. You could give the children a world map/globe and ask them to mark the countries on a map using stickers.

Fairtrade memory game **Section 5.2**

This is an exciting running game which will test children’s knowledge of Fairtrade products.



The Afternoon

Fairtrade banana hunt [Section 4.12](#)

A treasure hunt never fails to please! It involves plenty of organisation but it is well worth it. We have provided an outline plan for a Fairtrade banana hunt!

Fairtrade team quiz [Section 4.13](#)

A simple way of helping pupils recall what they have learnt during the morning is to hold a team quiz.

Summary and conclusions [Section 5.1](#)

At the end of the day, you could gather the children together to discuss the day and ask for volunteers to say what they have learnt and how Fairtrade helps. The Fairtrade poem could provide a calm end to an exciting day!

4.12 Fairtrade banana hunt

There are many ways of organising a treasure hunt in a school and good organisation is vital in order to avoid chaos! This treasure hunt has two parts: location clues and questions about Fairtrade. Working in teams to solve a variety of tasks in different locations proves a fantastic learning experience for children.

First of all, designate your treasure hunt area – this could be the whole school grounds, or just inside the school. Then develop a number of clues which pupils will find challenging, yet achievable. If you can, relate them to the work you've done with Fairtrade as well as locations around the school. Bear in mind it is more effective to keep pupils animated by moving around the school and being given the freedom to find the answers in their own way.

Establish a meeting point where a member of staff will be throughout the treasure hunt – this could be the school hall, a desk outside or a classroom in the school, and will be where the groups start and finish. For safety reasons, ask the members in each group to hold hands, and most importantly, not to run.

The pupils are then split into small groups and are given the first clue. It is a good idea to stagger each team by five minutes so they aren't at the same point at the same time. An example for a possible clue is:

'When you're hungry you come here'

This clue would refer to the canteen, and children would go there to find the next member of staff, who would ask them a question about Fairtrade such as:

'Name two countries where Fairtrade products come from'

The clues should be tailored to your school environment. It may be best to keep them spaced out so that teams can't follow each other. Eight to ten stages should mean the hunt lasts for around 40 minutes.

Develop questions specifically for your children and what you have covered in school. Have a look at [Section 4.13](#) for a few ideas, or use the materials in [Section 6](#).

Staff must make sure that every member of the team is present when answering the question. Once the pupils have answered the question correctly, place a sticker on the log to prove it! The member of staff then reads out the next clue which refers the children to the next place to go, and the treasure hunt continues in this way. At the end of the treasure hunt, each group must have the right number of stickers on their sheet to finish. An example log is on the next page.

You could give each student a Fairtrade banana as prize for finishing!



Fairtrade banana hunt team log

Team name	
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	
Question 6	
Question 7	
Question 8	

4.13 Fairtrade team quiz

Develop a list of ten Fairtrade questions which all test things that pupils have learnt throughout the day. Include some relatively easy ones, some which are more testing and some that test a variety of skills. Bear in mind that questions can only be read out by the teacher.

Ask each group to sit separately and for one person in each to write down the answers on the answer sheet. Although conferring is allowed, explain the importance of being quiet so the other teams don't hear the answers!

A few example questions are below:

How do you spell banana?

List three ways which Fairtrade helps producers in the developing world

Name two countries in Africa

Draw the FAIRTRADE Mark

Where does Fairtrade coffee come from?

If there are three Fairtrade producers each growing 200 pineapples a day, how many are grown in a week?

Use this pack to make up your own questions and answers – especially with the information in **Section 6**.

Once you have read all the questions, either mark the answers yourself, or ask pupils to pass papers round for other teams to mark. Read out the questions again, followed by the answers, and tell each team their total – pieces of Fairtrade fruit or Fairtrade footballs make great prizes!

Handy Hint: If your school has sufficient resources, you could do a similar version of this quiz by asking students to find information on the internet.



Luis Ramon Plantation, Ecuador © The Fairtrade Foundation



© The Fairtrade Foundation

“ The rich do not have to invest enough in the poorest countries to make them rich; they need to invest enough so that these countries can get their foot on the economic ladder... Economic development works. It can be successful. It tends to build on itself. But it must get started. ” Jeffrey Sachs



Fairtrade activities

5.1 Fairtrade poem

Use the following poem as a way for pupils to begin to understand the basic issues which underpin Fairtrade. You could ask pupils to take it in turns to read the poem to the rest of the class, or even read it to the whole school in assembly!

You can get children to write their own poems, and even organise a school Fairtrade poetry competition!

A place to stay,
And food each day,
I've everything I need.
I like to share.
I think its fair,
to not give in to greed.

A child who's poor,
Sleeps on the floor,
Eats only once a day.
Has no school,
No hope at all.
I don't want things this way.

Their family
Grows food for me.
And should be fairly paid.
So everywhere
Let's make life fair!
Now let's start with Fairtrade!

Poem by Robin Graham
www.writelaugh.co.uk

5.2 The Fairtrade memory game

A running game is a great way to get pupils active and improve their awareness of Fairtrade at the same time! The game consists of two teams competing against each other to find all the answers in the quickest time. The size of the teams can be anything from one to 20!

Each team has two points 10 metres apart. One point is the answer sheet (A), and the other is the shopping list sheet (B). All pupils must gather behind point A.



Pupils take it in turns to run to point B and read from the Fairtrade shopping list. They then return to point A to write down as much of the list as they can remember. Once they have finished writing, they 'tag' the next pupil who then runs to point B, and so on. Pupils are not allowed to shout the answers and there must only be one member of each team 'in play' at any one time. The first team to correctly write the Fairtrade shopping list at point A is the winner.



5.3 Fairtrade songs (KS1)

'The week of Fairtrade'

This song provides an expressive way in which pupils can begin to learn what types of Fairtrade products there are. It is sung to the tune of '12 days of Christmas.' See [Section 4.5](#) for the 'developing expression through music and dance' lesson plan.

After one day of Fairtrade my best friend gave to me,
A Fairtrade pineapple

After two days of Fairtrade my best friend gave to me,
Two Fairtrade pears
And a Fairtrade pineapple

After three days of Fairtrade my best friend gave to me,
Three Fairtrade bananas
Two Fairtrade pears
And a Fairtrade pineapple

After four days of Fairtrade my best friend gave to me,
Four Fairtrade footballs
Three Fairtrade bananas
Two Fairtrade pears
And a Fairtrade pineapple

After five days of Fairtrade my best friend gave to me,
Five Fairtrade plums
Four Fairtrade footballs
Three Fairtrade bananas
Two Fairtrade pears
And a Fairtrade pineapple

After six days of Fairtrade my best friend gave to me,
Six Fairtrade tea bags
Five Fairtrade plums
Four Fairtrade footballs
Three Fairtrade bananas
Two Fairtrade pears
And a Fairtrade pineapple

After one week of Fairtrade my best friend gave to me,
Seven Fairtrade mangoes
Six Fairtrade tea bags
Five Fairtrade plums
Four Fairtrade footballs
Three Fairtrade bananas
Two Fairtrade pears
And a Fairtrade pineapple

'If you want to make a difference'

Use this song to help children begin to understand some of the problems that poor people around the world currently face, and that Fairtrade is one of the ways which we can help. The song is called 'if you want to make a difference' and is sung to the tune of 'if you're happy and you know it.' Think how you could use actions and percussion instruments.

If you want to make a difference, shout 'Fairtrade!'
 If you want to make a difference, shout 'Fairtrade!'
 If you want to make a difference
 And you don't think that it's fair,
 If you want to make a difference, shout 'Fairtrade!'

If they've never watched TV, stamp your feet;
 If they've never watched TV, stamp your feet;
 If they've never watched TV,
 And you don't think that it's fair,
 If they've never watched TV, stamp your feet;

If there's children underfed, shake your head
 If there's children underfed, shake your head
 If there's children underfed,
 And you don't think that it's fair,
 If there's children underfed, shake your head

If you want to make a difference, shout 'Fairtrade!'
 If you want to make a difference, shout 'Fairtrade!'
 If you want to make a difference
 And you don't think that it's fair,
 If you want to make a difference, shout 'Fairtrade!'

If you want to make a difference
 And you don't think that it's fair,
 If you want to make a difference, shout 'Fairtrade!'



5.4 Fairtrade songs (KS2)

'The 12 months of Fairtrade'

Here is a song that tells you about how Fairtrade might help a community. It is sung to the tune of 'the 12 days of Christmas'. Have a look at the karaoke on the CD-ROM!

The first month of Fairtrade gave my community
Hope for me and all my family.

The second month of Fairtrade gave my community
Fair pay for farmers,
And hope for me and all my family.

The third month of Fairtrade gave my community
Voting on choices,
Fair pay for farmers,
And hope for me and all my family.

The fourth month of Fairtrade gave my community
Fresh running water,
Voting on choices,
Fair pay for farmers,
And hope for me and all my family.

Now continue the song, adding the following for each of the verses in turn:

- Fifth month = Money for a school!
- Sixth month = No more children working
- Seventh month = Help for women farmers
- Eighth month = Toilets and showers
- Ninth month = Money to make changes
- Tenth month = New machines and tools
- Eleventh month = Access to a doctor

Here is the last verse of the song in full:

The first year of Fairtrade gave my community
Better crops and harvest,
Access to a doctor,
New machines and tools,
Money to make changes,
Toilets and showers,
Help for women farmers,
No more children working,
Money for a school!
Fresh running water,
Voting on choices,
Fair pay for farmers,
And hope for me and all my family.

Lyrics written by Robin Graham

'If you want to make a difference'

We want to see how Fairtrade can make a difference. So we need to know a little about what it is like to live in one of the poorest countries in the world. For the poorest families in the poorest countries, life is very difficult. Here is a song with some of the things that aren't fair and is sung to the tune of 'If you're happy and you know it'.

If you want to make a difference, shout 'Fairtrade!'
 For you and every child, shout 'Fairtrade!'
 If you want a world that's fair,
 With lots of things to share,
 And good things everywhere, shout, 'Fairtrade!'

If they've never watched TV, nod your head;
 Nor had ice cream for tea, nod your head.
 If they've never sent a letter,
 Nor played on a computer,
 Nor seen taps with running water, nod your head.

Sometimes a child won't go to school, say, 'That's bad!'
 It costs too much if they are poor, say, 'That's bad!'
 It really isn't funny
 Working hard to help earn money
 When they can't read write or study. Say, 'That's bad!'

If there's children underfed, shake your head
 Wearing old clothes ripped to shreds, shake your head
 If they've had nothing to eat
 As they walk along the street
 Without shoes on their feet, shake your head.

If a child's ill and getting worse, stamp your feet
 And there's no doctor or a nurse, stamp your feet
 If there's no hospitals nearby,
 Nor medicines to buy,
 And they're left to wonder why, stamp your feet.

If you want to make a difference, shout 'Fairtrade!'
 For you and every child, shout 'Fairtrade!'
 If you want a world that's fair,
 With lots of things to share,
 And good things everywhere, shout, 'Fairtrade!'

If you want a world that's fair,
 With lots of things to share,
 And good things everywhere, shout, 'Fairtrade!'

Lyrics written by Robin Graham

5.5 Fairtrade recipes

ALWAYS REMEMBER

- Wash and dry your hands before cooking.
- Use oven gloves to pick up hot tins or dishes
- Take extra care when using a sharp or pointed knife
- Make sure pan handles are turned to the side of the hob.
- Do not leave the kitchen whilst the oven or hob are switched on. Always turn off when you have finished.
- If in doubt, ask an adult to help.

Fairtrade banana and strawberry smoothie

400g ripe strawberries, washed
2 x large ripe Fairtrade bananas
2 x 125g cartons low fat strawberry yogurts
560ml milk

Equipment:

Serrated or sharp knife
Chopping board
Mixing bowl
Fork
Measuring jug
Serving glasses

Pull off the green tops from the strawberries and peel the bananas. Slice both the bananas and strawberries into a bowl and mash with a fork until soft and mushy. Add the yoghurt and mix well before adding the milk and beating with the fork until frothy. Pour into glasses; add some ice cubes and serve immediately decorated with extra strawberries if desired.

Makes 8 small smoothies
Per Serving: Calories 105 Fat 3g Salt 0.2g
Suitable for Vegetarians

Handy Hint: If you want a smoother texture to your smoothie, ask an adult to blend the ingredients in a liquidiser or blender until smooth.

Fairtrade fruit sticks with orange dip

2 Fairtrade oranges, washed and dried
125g light soft cheese
1–2 dessertspoons Fairtrade honey or sugar
1 medium sized Fairtrade apple, washed and dried
3 small firm Fairtrade bananas, peeled and thickly sliced
1 tablespoon lemon juice
100g Fairtrade grapes, washed and dried
200g Fairtrade pineapple chunks

Equipment:

Grater
Serrated or sharp knife
Chopping board
Weighing scales
Mixing bowl
Measuring spoons
Large metal or wooden spoon
Cocktail sticks or skewers
Serving plate and small bowl

Finely grate the rind off one of the oranges using a grater, taking care to only grate the orange skin and not the white pith. Cut this orange in half and squeeze out the juice. Place the soft cheese in a bowl. Add the grated rind and gradually stir sufficient of the orange juice into the cheese to form a smooth, but not too runny dip. Sweeten to taste with the honey or sugar, and then spoon into a serving bowl. Cover and refrigerate until required. Carefully cut the apple into four quarters and cut out the core. Cut each apple quarter into thick slices and cut each slice in half. Place in a bowl with the sliced banana and stir in the lemon juice to prevent them going brown. Peel the remaining orange and divide the fruit into segments, cut each segment in half. Taking care as cocktail sticks have sharp points; carefully thread a piece of each of the fruit onto the cocktail sticks or skewers until all the fruit has been used up. Place the fruit sticks on a serving plate and serve with the orange dip.

Handy Hints: If you do not have any skewers or cocktail sticks to hand, simply combine the fruit in a bowl and spoon over the orange dip as a sauce. The dip can be made and kept covered in a refrigerator for up to one day. The fruit may be prepared and kept covered in a refrigerator for up to an hour before serving.

Serves 4–6
Per Serving (4): Calories 195 Fat 5g Salt 0.2g
Suitable for Vegetarians



Crumbly Fairtrade banana fingers

175g butter, softened
 175g Fairtrade sugar
 225g self-raising flour
 100g porridge oats
 2 medium sized ripe Fairtrade bananas
 50g sultanas
 15g caster sugar, optional

Oven Temperature: Mark 6 – 200°C/400°F

Beat together the butter and sugar in a bowl with a wooden spoon until the mixture is pale in colour. Add the flour and porridge oats and mix until the mixture forms a rough breadcrumb appearance. Sprinkle half the mixture over the base of a lightly greased shallow 30 x 20 cm baking tin. Using clean hands or the back of a spoon press the mixture down and level the surface. Peel and slice the banana into a bowl and mash with a fork. Spread the banana over the base and top with the sultanas. Sprinkle the remaining crumb mixture over banana and sultanas; lightly press down to level the surface. Bake for 20–25 minutes, or until golden brown. Allow to cool before sprinkling the caster sugar over the surface, if using. Cut into fingers and carefully remove from the tray. Serve when cold or store in an airtight container for up to 2–3 days.

Makes 20 fingers

Per Serving: Calories 175 Fat 8g Salt 0.3g

Suitable for Vegetarians

Equipment:

Weighing scales
 Large mixing bowl
 Large metal or wooden spoon
 Fork
 30 x 20cm shallow baking tin
 Oven gloves

No bake Fairtrade chocolate cake

100g butter
 150g bar Fairtrade dark chocolate, broken into squares
 5 tablespoons Fairtrade honey or golden syrup
 175g pack Fairtrade all butter chocolate chip shortbread
 75g glacé cherries, chopped
 75g raisins
 75g Fairtrade crispy white chocolate, broken into small pieces

Equipment:

20cm round cake tin
 Sheet greaseproof paper
 Weighing scales
 Scissors
 Saucepan
 Large metal or wooden spoon
 Large glass mixing bowl
 Rolling pin or clean jam jar
 Serrated or sharp knife

Using a 20cm round cake tin, draw a circle around the tin on a sheet of greaseproof paper and cut out the circle. Grease the inside of the tin with a little of the butter and press the greaseproof paper circle into the base of the tin, lightly grease the surface of the greaseproof paper. Place the remaining butter, along with the dark chocolate and honey into a saucepan. Place the saucepan over a low heat and gently heat until the butter and chocolate has melted. Stir occasionally, but take care as the mixture will be hot. Carefully remove the pan from the heat, and leave to cool slightly. Meanwhile, place the biscuits into a heatproof mixing bowl and using the end of a rolling pin or the base of a clean jam jar, crush the biscuits into small pieces. Stir the cherries, raisins and white chocolate into the biscuits. Taking care as the contents of the pan will still be hot, pour the melted chocolate mixture over the biscuits, fruit and chocolate and stir well until everything is evenly coated. Spoon the mixture into the cake tin. Press well down with the back of the spoon and level the surface. Place the cake into the refrigerator and chill for at least 2 hours or until the chocolate has set. Carefully turn the cake out of the tin and peel off the greaseproof paper. Cut the cake into small wedges. Any left over cake should be stored in an airtight container in the fridge.

Makes 18 small wedges

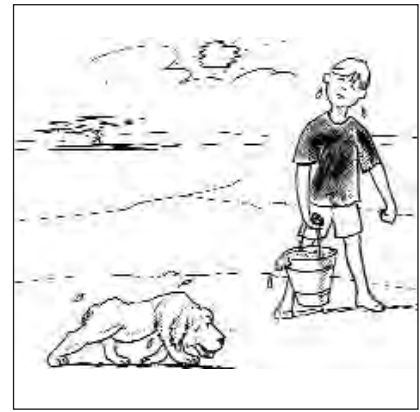
Per Serving: Calories 195 Fat 11g Salt 0.2g

Suitable for Vegetarians

5.6 Fairtrade storyboard

The following series of images distinguish between Fairtrade and non-Fairtrade stories by encouraging pupils to imagine they were a poor farmer in a developing country and thinking how they would feel. You can photocopy the images or print them from the CD-ROM, cut them out, and ask children to put them in the right order and write appropriate captions for each. Pupils can then colour them in and display them on the classroom wall.

1. You and your family are very poor.
2. You have to walk a long way to collect water.
3. It is hard to carry the water.
4. You work hard all day long and can't afford to go to school.
5. You work so much that you fall asleep.
6. The coffee company only pays you a small amount for your beans.
7. The coffee company sells the beans for lots more money to a shopkeeper.
8. Shops sell the coffee you made for £2.00 a jar.
9. The coffee company and the shops are happy, but you are left with very little.



Both stories are about a boy who grows and sells coffee beans. Encourage pupils to imagine it is them in the story and how do they feel. Ask them which they think is fair and which isn't, explaining their reasons why. Captions for each illustration have been included as a guideline.

1. You and your family have many things you need.
2. You have a well for water near to your house.
3. You have tools and equipment to help grow your coffee beans.
4. When you are not at school, you have time to relax and play games.
5. Your coffee is collected by a shopkeeper.
6. You receive a fair price for your beans.
7. You get some extra money, which you can use to buy more tools.
8. People in other countries look for your coffee with the FAIRTRADE Mark.
9. You, your family and the shopkeeper receive a fair price for your work.



5.7 Fairtrade wordsearch (KS1)

The following wordsearch is aimed at KS1. Photocopy this page, and ask pupils to find the words and draw relevant pictures around the grid. Once everyone has finished, talk about where the products come from and what they taste like.

A	J	M	S	U	G	A	R	U	E
B	N	S	A	S	I	S	O	D	Y
A	Y	O	M	A	N	C	A	N	H
N	I	E	R	O	P	R	O	T	M
A	M	S	M	A	T	P	C	E	A
N	A	E	E	R	N	B	L	A	N
A	L	Q	I	A	B	G	E	E	G
Z	G	A	C	O	F	F	E	E	O
X	F	E	G	P	S	K	S	M	O
X	O	L	I	G	R	A	P	E	S

Apple
Lemon

Banana
Mango

Coffee
Orange

Fairtrade
Sugar

Grapes
Tea

Fairtrade wordsearch (KS2)

This wordsearch has been developed for KS2 pupils, and introduces some more complex vocabulary. Once pupils have found all the words, ask them to tell you where each product comes from and what the other words mean. Children could even make up sentences using the words from the wordsearch to demonstrate their understanding of Fairtrade.

H	F	F	X	N	A	M	E	L	D	D	I	M	A	P
O	I	Y	B	S	F	D	R	O	S	E	S	R	Y	L
N	M	T	P	M	O	E	A	J	L	P	S	C	B	A
E	S	R	B	L	C	E	E	G	N	A	R	O	D	N
Y	U	E	F	U	L	N	D	K	M	S	B	C	E	T
H	G	V	D	V	N	L	L	A	B	T	O	O	F	A
D	A	O	B	N	D	E	S	V	C	G	V	A	N	T
S	R	P	G	S	B	F	T	A	D	B	N	D	N	I
P	F	F	B	A	N	A	N	A	F	H	J	L	N	O
J	G	C	S	J	V	H	S	X	L	G	S	F	S	N
F	S	G	R	L	K	Q	J	X	Z	O	D	S	A	U
F	J	F	Y	T	I	N	U	M	M	O	C	F	K	E
E	N	V	I	R	O	N	M	E	N	T	E	O	T	P
R	D	E	L	P	P	A	E	N	I	P	S	M	H	D
K	Q	O	Q	W	R	T	T	Y	E	E	F	F	O	C

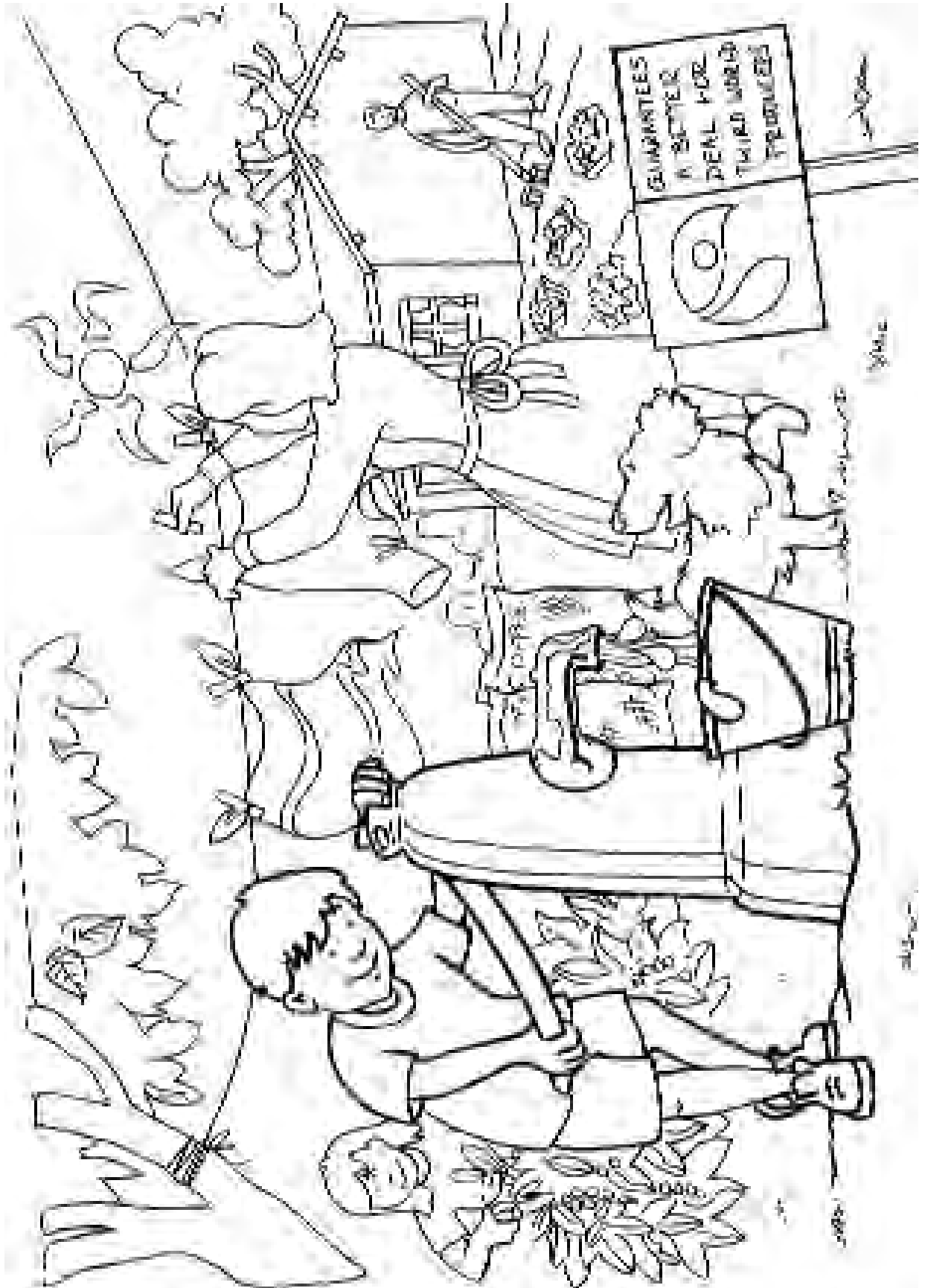
Chocolate
Cocoa
Producer
Orange

Banana
Plantation
Poverty
Sugar

Honey
Roses
Community
Football

Coffee
Pineapple
Environment

5.8 Colouring – Fairtrade farm



Colouring – Fairtrade products



5.9 Colouring – The FAIRTRADE Mark





Fairtrade resources

This section contains resources for use in the classroom including:

- high quality photographs
- case study stories
- data sheets

All the resources may be photocopied for use by your pupils.

Additionally the CD-ROM contains all of the information in digital form so that your pupils can use it if they are working electronically.

The 'teaching ideas' have been designed to stimulate your thoughts, and are supported by many of the resources within this pack. The resource sheets can, of course, be used in many other ways. The purpose of this section is to provide you with interesting and factual information, which can be used to achieve certain teaching objectives. Although there are some teaching suggestions, we hope these resources provide you with a flexible and effective platform from which you can create engaging lessons on Fairtrade. They are to be used in conjunction with the teaching suggestions throughout the pack – specifically those in Sections 2.3, 4 and 5.

- 6.1 Teaching ideas
- 6.2 Fairtrade text
- 6.3 Where do Fairtrade products come from?
- 6.4 Fairtrade coffee facts and figures
- 6.5 What do things cost in Ghana?
- 6.6 Global village
- 6.7 Photo resource: life in a developing country
 - Shops
 - Housing
 - Working conditions
 - Lifestyles
- 6.8 Photo resource: growing Fairtrade products
 - Cocoa
 - Bananas
 - Other Fairtrade products
- 6.9 Case Studies
 - Tea
 - Orange
 - Mango
 - Cocoa
 - Bananas
 - Kuapa Kokoo

6.1 Teaching ideas

1 Literacy/Drama Sections 5.6, 6.2, 6.3, 6.7, 6.8 and 6.9

- **News Stories** Pupils produce news stories about Fairtrade. They can be given a style to write in e.g.
 - Tabloid
 - Broadsheet
 - Magazine
 - Different media (e.g. radio – tape recorder or sound recorder on a computer, or using a video camera).

Pupils can work to a press 'deadline'. Simulate a real newsroom by giving extracts from the resources at intervals. Decisions then have to be made as to what, and what not, to include.
- **Sequencing** Pupils sequence the photographs then match the text to each photograph. The subject matter can then be discussed stimulating further work.
- **Creative Writing** Pupils use the pictures to stimulate writing. Either arrange the pictures into a sequence, write simple captions or write longer stories based on the images.
- **Writing for a purpose** Pupils use one of the stories from the resource sheet to carry out additional research about the geographical location. Visitor guides can be produced. Some resources can be used to produce a guide, writing in the past tense.
- **Drama** Pupils use the resources to stimulate the writing of short plays. These can then be presented in assemblies (an excellent opportunity for parents to be invited into school).

2 Numeracy Sections 6.2, 6.4 and 6.5

- Cocoa trees grow up to 15 metres high. Pupils can estimate and then measure this in the school hall or playground.
- A sack of beans weighs 62kg. Use equivalent 'known' weights e.g. bags of sugar, to make comparisons. Is there anything in the school which would weigh the same amount?
- On average £62 per person is spent on chocolate every year in the UK. How much is that per week? Undertake a survey to see how much is spent per week in each class in school. How does this compare with the national average? Extend this to how many pupils eat Fairtrade chocolate.
- Pupils try to imagine carrying 40kg of tea on their heads and find something in the school equivalent to that weight. How close is the nearest doctor? List and plot on a map, places that are 100km away? Are any of these places connected with overseas trading? If so, carry out research into what happened.
- 31 billion cups of coffee are consumed each year. Small coffee farmers typically receive 1.5p from the £1.75 a UK customer pays for their cup of cappuccino at a cafe. How much profit does that make for everyone else involved? Extend this with working out the % profit. Also look at sales growth of Fairtrade products. What is the annual difference? What is the % change?

3 Geography Sections 6.3, 6.8 and 6.9

- Pupils use the resource sheets to find out where raw materials are grown and where they are sold.
- On a world map locate and identify these areas/places. Work out how far the materials travel before they are processed. Extend with further research such as the costs and methods of transportation.
- How does the size of plantations compare to the area of the school/school field/playground or public park/recreation ground?

4 PSHE/Assemblies Sections 6.6, 6.8 and 6.9

- Pupils discuss the hazards that the young workers could encounter during the growing of products. Pupils could research what snakes exist in the area and what harmful effects could result from the use of pesticides.
- Pupils discuss the benefits that Fairtrade and co-operatives bring to their working, social and family lives. This can be compared to the pupils' lives, and in particular what they take for granted on a day-to-day basis.
- Pupils make up a questionnaire about the consumption of tea at home and at school, e.g.:
 - How many people use loose tea and how many use tea bags?
 - How many cups of tea are drunk each day?
 - Which is the most popular way of making a cup of tea – milk first or added after? How many people drink tea without milk?
 - Do you use Fairtrade tea?

5 Art Sections 6.7 and 6.8

- 'Don't Let This Happen – Support Fairtrade.' This poster could include such things as a young person carrying water from a river with crocodiles in it, a pupil working in a banana plantation with scorpions and poisonous snakes evident or somebody spraying the bananas with pesticides.
- 'The Difference Fairtrade Makes' This poster could include a variety of the benefits mentioned in the resource sheets e.g. a school, well, electricity, water pump.
- Pupils could make a collage from the items listed. Collages could focus on Fairtrade products, the benefits of Fairtrade, maps of the countries that produce the raw materials, or advertising for a given raw material or product.

6.2 Fairtrade text

The FAIRTRADE Mark aims to give growers and small-scale producers in developing countries a better deal. These people have often found that because they are so small, some big companies and middlemen make it hard for them to get a fair price for their products.

The Fairtrade Foundation awards the FAIRTRADE Mark to products. This shows that the product has been made under international Fairtrade standards.

Fairtrade helps poor producers and enables them to find a way out of their poverty.

For growers, Fairtrade means receiving prices that always cover the cost of production and allows for them to look after themselves, no matter how low the world price goes for their crops. Fairtrade means decent working conditions and wages for workers that meet international and local labour standards. Importantly, the Fairtrade price also includes an amount of extra money so that growers can invest in their communities and businesses. The workers and growers decide together how to invest their extra money.

Together, growers have used this income to:

- improve their homes
- improve education and healthcare facilities
- build roads
- invest in their businesses making them more efficient and sustainable
- diversify into other crops and income generating projects

Fairtrade guarantees a **BETTER DEAL** for producers.

Did you know? Fairtrade is currently working in 58 developing countries with about 800,000 producers. There are now over 1,000 different Fairtrade products for sale in the UK.



6.3 Where do Fairtrade products come from?

The following table shows some of the countries that produce various Fairtrade products around the world:

			
<p>Coffee Cameroon Colombia Costa Rica Dominican Republic Guatemala Haiti Indonesia Mexico Nicaragua Papua New Guinea Peru Rwanda Tanzania Uganda</p>	<p>Tea India Sri Lanka Tanzania Uganda Kenya</p>	<p>Wine South Africa Chile</p>	<p>Vegetables Egypt</p>
			
<p>Cocoa Belize Bolivia Dominican Republic Ghana</p>	<p>Fresh fruit and juices Brazil Colombia Costa Rica Dominican Republic Ecuador Ghana South Africa Windward Islands Cuba</p>	<p>Sugar Paraguay Malawi</p>	<p>Rice India</p>
			
		<p>Honey Chile Mexico Uruguay</p>	<p>Roses Kenya</p>
			
			<p>Footballs Pakistan</p>

6.4 Fairtrade coffee facts and figures

1 Where does coffee originally come from?

- a) Ethiopia b) Colombia c) Brazil d) Costa Rica

Coffee is thought to have originated in the highlands of Ethiopia over 1,000 years ago.

2 How many people of the world depend on growing coffee to live?

- a) 5 million b) 10 million c) 50 million d) 100 million

About 25 million families (100 million people) depend on coffee to live. That's nearly the equivalent of twice the UK's population!

3 Which country consumes the most coffee per person?

- a) Italy b) France c) Finland d) USA

Finns consume the most coffee per person – about 11kg each per year!

4 About £37 billion worth of coffee is sold in shops worldwide. How much of this goes back to developing countries?

- a) £19 billion b) £11 billion c) £8 billion d) £5 billion

Of the £37 billion worth of annual coffee sales, developing countries receive only £5bn. The rest goes to those who market and sell the coffee.

5 What % of the retail price of a jar of coffee does the grower typically receive?

- a) 25% b) 50% c) 64% d) 2%

Just 2%. It is the roasters – the big multinationals which roast the beans and pack them ready to sell that receive by far the biggest share of 64% with exporters, shippers and retailers dividing the remaining third.

6 By how much did the price of coffee fall between 1999 and 2002?

- a) 10% b) 20% c) 50% d) 80%

Between 1999 and 2002 the price of coffee dropped by about 50% to a 30 year low. That's the price paid to the farmer – the price we pay in the supermarket has stayed broadly the same. A lower coffee price for farmers means they are getting less money for their products.

6.5 What do things cost in Ghana?

Ghana's currency is called the cedi (¢). The exchange rate between the Cedi (¢) and Sterling (£) is currently $\text{¢}10,000 = \text{£}$. An ordinary cocoa farmer sells 100 bags of cocoa a year for 5,000¢ each, earning around $\text{¢}500,000$ a year. They must spend $\text{¢}200,000$ on the up-keep of their farm. The remaining money is for everything else.

A loaf of bread	.....	¢2,500	
A bottle of cooking oil	.....	¢6,000	
A sack of maize which will feed a family for a month	.....	¢50,000	
New Wellingtons	.....	¢5,000	
A bus to the city	.....	¢12,000	
A large bar of Ghanaian chocolate	.....	¢3,000	
A big bar of soap	.....	¢3,000	
A trip to the government hospital when you're sick	.....	¢30,000	
A cutlass to cut cocoa	.....	¢25,000	
A new pair of children's trousers	.....	¢15,000	
Boy's school uniform, books and pens	.....	¢15,000	
Girl's school uniform, books and pens	.....	¢24,000	
Primary school fees	.....	¢150,000	a year for a child
Secondary school fees	.....	¢360,000	a year for a child
A little radio	.....	¢25,000	

Figures taken from the Pa Pa Paa education pack produced by Comic Relief © Comic Relief

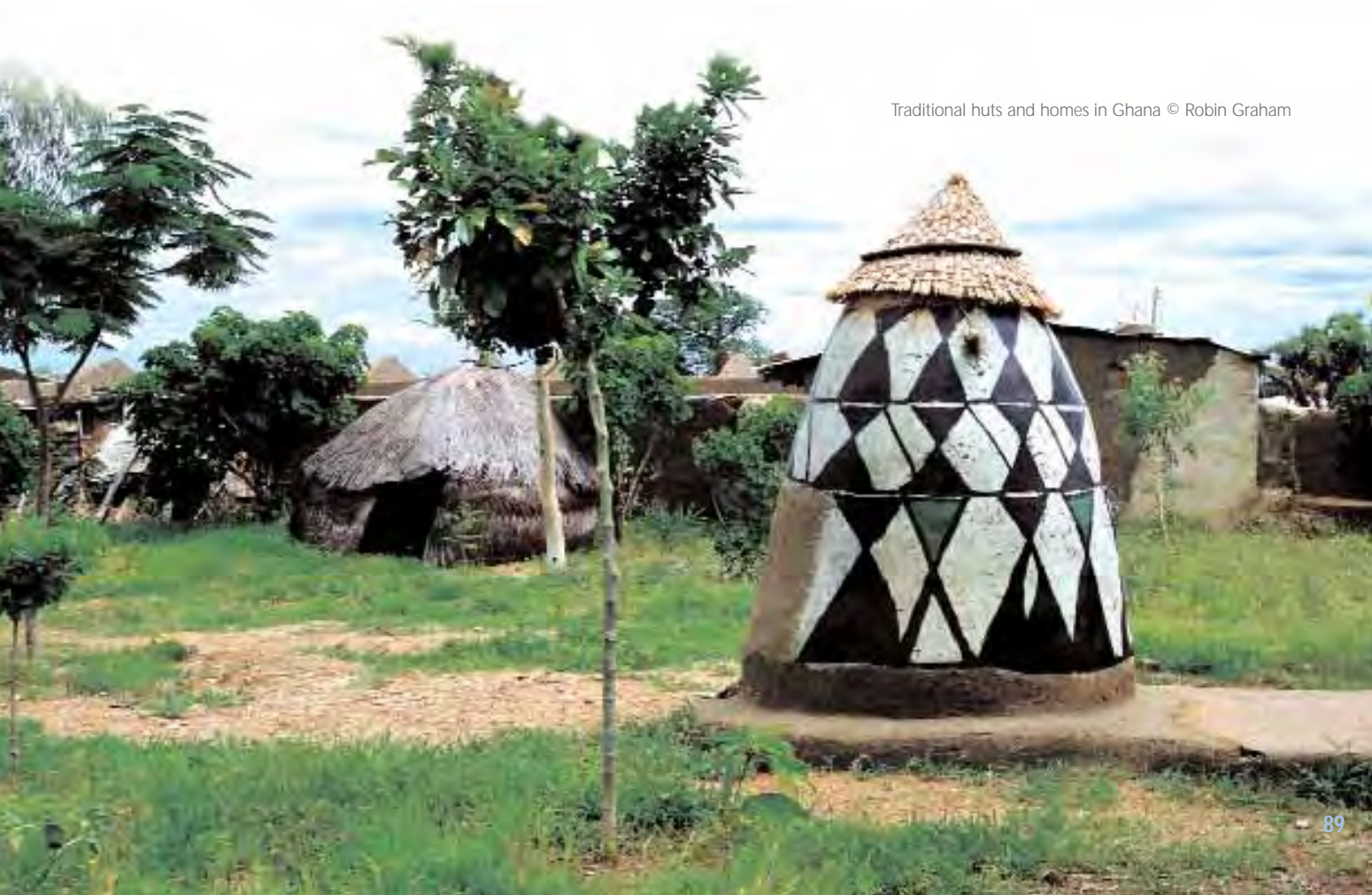


6.6 Global village

If we could shrink the Earth's population (currently about 6.5 billion) to a village of exactly 100 people how many people...

... are from Asia and the Pacific?	61
... are European?	12
... live in North and South America?	14
... are African?	13
... are female?	49
... are male?	51
... are aged under 26?	50
... live on less than £1 a day?	49
... live on less than 50p a day?	20
... live in substandard housing?	80
... are unable to read or write?	22
... have access to the internet?	3
... have made a phone call?	50
... have safe drinking water?	83
... live in houses that have electricity?	73
... have steady paid jobs?	33

Traditional huts and homes in Ghana © Robin Graham



6.7 Photo resource: life in a developing country

This selection of images provides a snap shot of what life can be like in developing countries. Use the images to discuss the similarities and differences between life in developing countries and life in the UK.

These photos are of a shop and a high street in Ghana. Compare these to what your local neighbourhood looks like.



The following pictures are of some housing in Ghana and the Dominican Republic. Discuss the similarities and differences between your home and these houses.



Farmers in developing countries work very hard. Use the images to compare how people work in different countries.



Compare and contrast what life is like for a child in a developing country to what it is like in the UK.



Thanks to Robin Graham, the Fairtrade Foundation and Stirling Smith for the use of the photos in this section.

6.8 Photo resource: growing Fairtrade products

Cocoa

Cocoa is the most important ingredient for making chocolate. Follow the text and images to see how it is grown.



1 Find a good place to grow your plants. Be careful not to disturb the scorpions and poisonous snakes!



2 Cut away the weeds – they can grow much faster than cocoa plants and might damage them.



3 Wait three to five years for your cocoa tree to produce its first crop. Scare care off rats and other pests with a catapult while you wait.



4 Chop the cocoa pods off the tree trunk. They look like yellow rugby balls!



5 Split the pods open and scrape out the damp white cocoa beans.



6 Wrap the damp white cocoa beans in a leaf, and leave them for a week.



7 Spread the beans over a bamboo frame to dry out. Turn the beans over occasionally so they dry evenly and don't stick together in clumps.



8 Pick the best beans out and put them into sacks. Now sell them to the chocolate company.



9 The chocolate company uses the beans to make chocolate.

Thanks to the Fairtrade Foundation, The Day Chocolate Company and Peter Moore for the use of the photos in this section.

Bananas

Bananas are the most popular fruit in the UK – but what happens before they get here? Follow the text and the images to see.



1 The bananas are kept in bags on the plant so they grow better.



2 The farmer picks the bananas when they are ready.



3 The bananas are cut into bunches and washed in big tubs.



4 The bananas are measured to see if they're the right size and shape.



5 The bananas are packed into boxes and loaded up together.

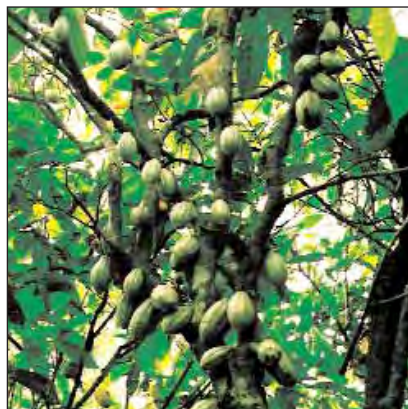
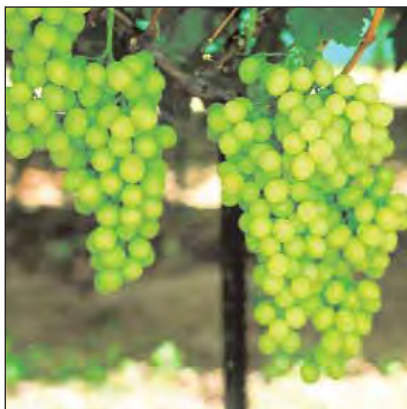


6 They will be driven to a boat and taken to shops all over the world.

Thanks to the Fairtrade Foundation for the use of the photos in this section.

Growing other Fairtrade products

Here is a selection of different plants on which Fairtrade products grow. Look below to see which plants they are. Can you tell what each plant is growing? grapes / cocoa / coffee beans / bananas / tea / mangoes / pineapple



Thanks to the Fairtrade Foundation, Robin Graham and Fairtrade Media for the use of the photos in this section.



6.9 Case studies

Sivapackiam is a tea plucker from Sri Lanka. She is married with four children.

My name is Sivapackiam. I was born on the Stockholm Tea Estate in Sri Lanka, where I work as a tea plucker. We have four children aged between eight and twenty one. My mother also lives with us.

Each family is given one room on the estate. This room is our kitchen, living room and bedroom. Working as a tea plucker is hard. I wake up at 5.00 am, prepare meals and get the children ready for school. It is hard work plucking the tea leaves. I have to carry 15kg bags to the weighing place which is 5 kilometres away. The tea leaves must reach the factory within seven to eight hours of picking; otherwise they start to go off. After a long day at work I also have to do all the cooking, collect firewood and fetch water. For this, I earn 1,500 rupees a month (around £11.70). If the weather is really wet or dry it can ruin our crop, which means the price we are paid changes, so sometimes I might earn less.

With my wages, I have to pay for food, clothing and transport for the whole family. We would like to eat more vegetables but we cannot afford it. If someone is sick or if there is a wedding, it's hard to manage. Sometimes we have to borrow money. The nearest doctor is over 100 km away but you couldn't afford to pay for medicine, even if you could get there.

In the last few years, life has taken a turn for the better. Our estate now sells tea through Fairtrade. I am on the Committee, which means I am involved in deciding how our Fairtrade money is spent to make our lives better on the estate. Last year, out of the 500 tonnes of tea we grew, we sold 36 tonnes through Fairtrade. That doesn't sound much, but the Committee received an extra payment premium of about £12,000.

The biggest difference the money has made is in providing electricity to the workers' houses. This means that women now have more time because they don't have to collect firewood, and the houses are smoke free which is healthier for us all. When our homes had no electricity or running water, you had to collect water from a nearby stream, and it was often contaminated. Some of the money also went towards buying an ambulance for our estate. In fact, this ambulance took my husband to hospital when he had a stroke.

My plan now is to get a loan to grow vegetables in my garden. We can eat some of them and sell some of them. I would also like to improve my salary and conditions for all the workers of the estate, but this will take years.

Sivapackiam © The Fairtrade Foundation



Carlos is an orange producer from Cuba. He is married, with one child. Carlos loves farming.

I am a farmer. My father is a farmer and his father was too. I feel part of a great tradition of farmers. Both my grandparents were farmers who worked in the sugar cane and orange fields.'

Carlos leaves his house at around 6.00am and normally works until 6.00–6.30pm, with a 2-hour lunch break. He does not work the same hours every day but he does as much as possible. His house is on the outskirts of the town, close to the countryside. It is wooden and eight years old. Carlos' wife works as a public health supervisor. Carlos earns 270 pesos a month (about £7.20) which he can just about manage on.

'Life is hard but we get some of the food we produce given to us from the co-operative.'

The farmers have only a small room where they can gather together to have meetings. There are about 70 farmers and the room is not big enough for all of them.

'With Fairtrade we have the opportunity to spend money on houses for the co-operative farmers and somewhere for us to spend our free time.'

Carlos is quite lucky, compared to some of the poorest in the developing world, but he lives just a hurricane away from a crisis. He is grateful for the security, which Fairtrade provides.

'In the future I hope to improve my house by building a cement house. I have a refrigerator, a TV, water and electricity, an iron, mixer and electric fan. The toilet is outside in the yard. I have a brick bathroom where I can take a cold shower. Everyone who plants something will harvest something. When a tree is born twisted, no one can straighten it up. Life for farmers is changing for the better, and Fairtrade is an important part of that. We are very grateful.'

Carlos in Cuba (Gerber) © The Fairtrade Foundation



Norberto is a plantation foreman in Chacras, Ecuador. He is married, with one son and is 35 years old.

Norberto is the manager at the only mango plantation in Ecuador to be registered with Fairtrade. Norberto has only worked for one year as a plantation manager, but his work is his passion.

I've always wanted to make the most of my abilities, and fulfil my duties as well as I can.'

His greatest pleasure comes at harvest time, when he sees the fruit they have grown. He is thrilled at the size of the recent crop. Norberto is also passionate about learning new skills, and is doing a distance learning course in computing. He travels into town on Saturdays, to the college where he can get access to a computer. If the plantation invests in a computer one day, he hopes it might become part of his job.

Before joining the plantation, Norberto was a security guard at a bank. He supervises a team of about a dozen permanent workers. Norberto says the job was difficult at first, because he hadn't managed people from the country before, and they don't take orders from strangers easily. But, *'thanks to God'*, he soon found his feet. He lives in a house on the plantation, and can use plantation land to cultivate beans and yucca. He also keeps hens and ducks. Norberto prefers living on the plantation to living in the town, where he says there's a lot of robbery.

Norberto hopes that the stable Fairtrade price will provide him with a degree of financial security. All workers on estates supplying Fairtrade must be paid at least the minimum legal wage – often ignored in Ecuador. At the moment, he says:

'In the state the country is in, it's impossible to save money.'

Norberto's main expense is food and he says that prices go up from week to week.

Norberto, Luis Ramon Plantation, Ecuador © The Fairtrade Foundation



Ana and José are banana farmers in El Guabo, Ecuador. They are married, with three children.

José's passion is healthy farming. He'd like Fairtrade shoppers to realise how few chemicals are used on his crops. Fairtrade insists on limiting the use of chemicals, and he approves of this policy:

'After all, we eat the bananas ourselves.'

But he says it would be more difficult to sustain this practice without the higher price paid to him by Fairtrade.

'Other companies don't care whether we use chemicals or not. The chemicals make the crop grow quickly at first, but then the soil degenerates. We farmers need to know this, so we can preserve the nature around us.'

Ana gets up at 6 am, though on harvest days she'll get up at 4 am. She starts the day by preparing traditional Ecuadorian food: herb tea, yucca, green bananas, and boiled maize. Like other local banana growers, their weekly work consists of plant irrigation, pruning, pest prevention and harvesting the crop. Both of them were born in the uplands of Ecuador. José was originally a carpenter. They moved to the coast 10 years ago to be near Ana's family, and bought a small piece of land. Ana and José own two hectares of land each.

Ana and José found out about Fairtrade through a friend and joined the El Guabo banana co-operative. El Guabo, a group of about 100 small farmers, is the only supplier of Fairtrade bananas from Ecuador. However, there is not yet enough demand for El Guabo to supply all its bananas to the Fairtrade market, so members such as Ana and José have to sell the rest of their crop to Eastern Europe at a much lower price. If the Fairtrade market grew, Ana would invest in a cable system for transporting the bananas round the farm, which is less damaging to the fruit. She'd also put the money towards her children's education.

Ana and José, El Guabo, Ecuador © The Fairtrade Foundation



Comfort is a cocoa farmer in Ghana. She is a widow, with five children. She is in her early 50's.

As well as farming cocoa beans, Comfort also teaches at her local primary school. Living in the small town of Mim in the Ashanti region of Ghana, she is a member of Kuapa Kokoo Union cocoa farmers co-operative.

Comfort's farm is 12 acres in size and about a mile away from the village. She works on the farm whenever she isn't teaching, on Saturdays and during the school holidays.

I get up at 6am, do the household chores – sweep, wash up and get ready for the farm. Once on the farm I weed, plant plantain, yam, cocoa beans and vegetables such as tomatoes and peppers. I also cook at the farm – usually boiled yam or yam stew. I come home when it's too hot. The cocoa harvest is from September to February. It is a hard time of year. You have to ferment the beans then they are dried for six days – it is a lot of work.'

'I am very busy as I am the women's leader of the local church and I also formed an association of widows and widowers where we offer each other support.'

'Before (Fairtrade) we farmers were cheated. People adjusted the scales. We got little money from the purchasing clerks and no bonuses. The farmers' welfare was neglected. I joined Kuapa because I saw it was the only organisation which could solve some of our problems – they trade without cheating, with the welfare of farmers at heart. There are many problems with poverty. During the lean season there was no money. Now there is a Credit Union we can borrow to keep our farms. The AGM is also very good – farmers make their own decisions.'

'Fairtrade deserves its name because it is fair. We would like more cocoa to be sold to Fairtrade because it means a better price for the producer.'

Comfort Kumea, Ghana © The Day Chocolate Company



Kuapa Kokoo cocoa producers' co-operative, Farmers Union, Ghana

In Ghana there are about one and a half million cocoa farmers. In the last 30 years the price paid for their cocoa beans has fluctuated and sometimes dropped right down, so they hardly make any money to live on. Sometimes they have to borrow money, but it's difficult to pay back their debts. To make things worse, there have been bush fires and months with no rain.

About 15 years ago one group of cocoa farmers joined together to form a group called Kuapa Kokoo. This means 'the good cocoa farmers company'. They sell some of their cocoa through Fairtrade. This means they get more money for each sack of beans.

Kuapa Kokoo use the social premium from Fairtrade for projects that benefit the whole community, such as training doctors who can provide medical clinics in the villages. The Kuapa Kokoo farmers can also use the extra income from Fairtrade to buy farming tools to help with their work.

Kuapa Kokoo includes both men and women farmers – there are now far more women working in the organisation and making important decisions.

There are new schools for the children too and the extra money from Fairtrade can help farmers to pay for school fees and school books.

Members of Kuapa Kokoo elect 'Recorders' to weigh their beans. The Recorder is a trusted member of the community. This is important because some cocoa buyers would cheat the farmers by using inaccurate scales that didn't weigh fairly.

The social premium from Fairtrade has been used to provide new water pumps for clean water too. Kuapa also supports income generation projects so people can make extra money in the 'hungry season' when the cocoa is growing – for example by making soap from the cocoa husks, which means a waste product is being recycled!

More and more farmers want to join Kuapa Kokoo, because they are trusted and offer farmers a better deal for their cocoa as well as projects that benefit their communities. At the moment they can't sell all their cocoa beans through Fairtrade – there still isn't enough demand for Fairtrade chocolate in the UK.

'Fairtrade is good! We are not cheated. We trust we are being paid fairly and we have a people to share our worries with.' Fati Issah, Bayerebon village

Before my father joined ... he did not get a fair price. Then we joined the Fairtrade, he got a fair price. Then at the end of the year he gets a bonus for each bag of cocoa that he has.

Rijayatu, daughter of a farmer, Effiduase village

Visit Kuapa Kokoo's website at www.kuapakokoogh.com



Further information and links

This section aims to drive the agenda beyond Fairtrade in schools by presenting a host of further issues which you and your school can get involved in.

There is detailed information on organisations which offer support on issues such as fair and ethical trade as well as campaigns which widen the scope further so you can see how Fairtrade fits into the core concerns of trade justice, the Millennium Development Goals and, ultimately, reducing global poverty. In addition to these, the material in this section covers other relevant topics such as healthy eating in schools and environmental issues.

We hope that by becoming Fairtrade Friendly in your school that you will develop a continual approach to supporting the wider issues that are also of huge global importance. This section provides lots of further information to help your school to do just that.

“ Sometimes it falls on a generation to be great. You can be that great generation. Let your greatness blossom. Of course the task will not be easy. But not to do this would be a crime against humanity, against which I ask all humanity now to rise up. ”

**Nelson Mandela
Make Poverty History rally, Trafalgar Square, London 2005**



7.1 Fairtrade in your school, town, university...

It's not just schools that can become Fairtrade Friendly! Fairtrade is such an engaging and effective approach to the problems of traditional trade that many other communities are getting involved. People all over the UK from a variety of different backgrounds are coming together to do something positive for what they believe in.

The Co-op supports the Fairtrade Towns initiative run by the Fairtrade Foundation. This is proving to be a great success and there are now well over 100 'Fairtrade Towns' all over the UK, which have pledged a commitment to develop awareness and support from Local Council level. To see if your school is in a Fairtrade Town, visit www.fairtrade.org.uk/get_involved_fairtrade_towns.htm, where you will find a list of all towns that have achieved status or are working towards this. If you find your town is not yet on the list then why not take action yourself? Visit www.co-opfairtrade.co.uk and download a copy of the Co-op's 'Make Your Town a Fairtrade Town' guide. Your school can play an active part in the wider community agenda to make Fairtrade a local issue.

In addition to towns, there are a growing number of Fairtrade Universities and churches, and an increasing number of workplaces that are embracing Fairtrade more and more.

Teachers, governors and parents who have demonstrated commitment to Fairtrade in school may wish to consider getting involved in working with Fairtrade in the wider community: in the workplace, town, church or local stores. Refer to The Fairtrade Foundation's website for further guidance and an opportunity to download an action guide at:

www.fairtrade.org.uk

7.2 Woodcraft Folk – education for social change

Youth clubs and groups provide informal places to be and things to do outside of school. Some are involved in campaigning on Fairtrade and other sustainable development issues such as 'Global Youth Work.' Woodcraft Folk is one such organisation. It aims to empower young people to build a world based on equality, peace, social justice and co-operation.

Woodcraft Folk was founded in London in 1925 by young people who sought an alternative to militaristic and single-sex youth groups. They wanted to take children out of inner cities to enjoy the countryside. It spread across the country helped by a number of Co-op societies with which it maintains strong links. The organisation has become recognised as a forward thinking part of the voluntary youth sector, adapting with the times. It is also a registered charity.

Woodcraft Folk follows the principle 'learn through doing'. It aims to give members an understanding of social and political issues and the skills and confidence to take action that makes a difference. This ranges from international exchange work with communities beset by conflict to challenging racism at a personal level in their community; and from supporting campaigns from 'Make Poverty History', to learning how their individual choices affect other people. Woodcraft Folk members often work with Co-op stores to promote Fairtrade, lead assemblies and classes on Fairtrade in schools and buy fair and ethically traded goods for their camps and events.

What does it do?

There are over 400 Woodcraft Folk groups in the UK. Most meet weekly, enjoying a programme of games, discussions, theme work, outdoor activities and expressive arts. They are run by volunteers, including young people themselves.

Groups organise camps and hostel trips ranging from one to ten days in a variety of locations. Also, there are opportunities for international exchanges. Woodcraft Folk is part of the International Falcon Movement which brings together young people from over fifty countries.

The organisation provides an informal and supportive environment for young people to develop their ideas, share experiences, explore opportunities and make lifelong friends in their community and beyond. They make time to talk, they discuss and challenge discrimination. They tackle subjects hitting the headlines. Resources on sustainable development and a host of other subjects can be found at www.woodcraft.org.uk and can be accessed by teachers and youth leaders worldwide. Some are available as packs for purchase from 'Folk Supply' – the mail order shop on the website.



How is it organised?

Members are divided into the following age groups:

- Children under six years of age are known as 'Woodchips'.
- Six to nine year olds are known as 'Elfin's'.
- 10 to 12 year olds are 'Pioneers'.
- 13 to 15 year olds are 'Venturers'.
- 16 to 20 year olds are known as DFs (District Fellows), organising themselves locally and nationally, and helping run the younger age groups.
- Over 18s are **Adult Members**. They include group leaders, parent helpers and supporters who form into districts where a cluster of groups exists.

What makes it special?

Woodcraft Folk is democratic. The Annual Gathering, attended by delegates from groups and districts, is the main decision-making body. Between Gatherings, responsibility falls to an elected General Council about half of which comprises people 25 years of age and younger. In groups, children as young as four learn decision-making skills and how to put policy into practice. It also believes in 'learning through play'; so fun is as important as work.

For more information, to look at resources or get details of your nearest groups, visit: www.woodcraft.org.uk

Email info@woodcraft.org.uk or phone 0845 458 9535
Woodcraft Folk, 13 Ritherdon Road, London SW17 8QE

7.3 Traidcraft

Traidcraft fights poverty through trade. Traidcraft Plc, the trading side of the organisation, buys from poor people helping them to build better lives through fair trade. Traidcraft Exchange, the charity side, works with poor people to help them win their fair share of world trade.

Traidcraft operates in three ways:



Trade

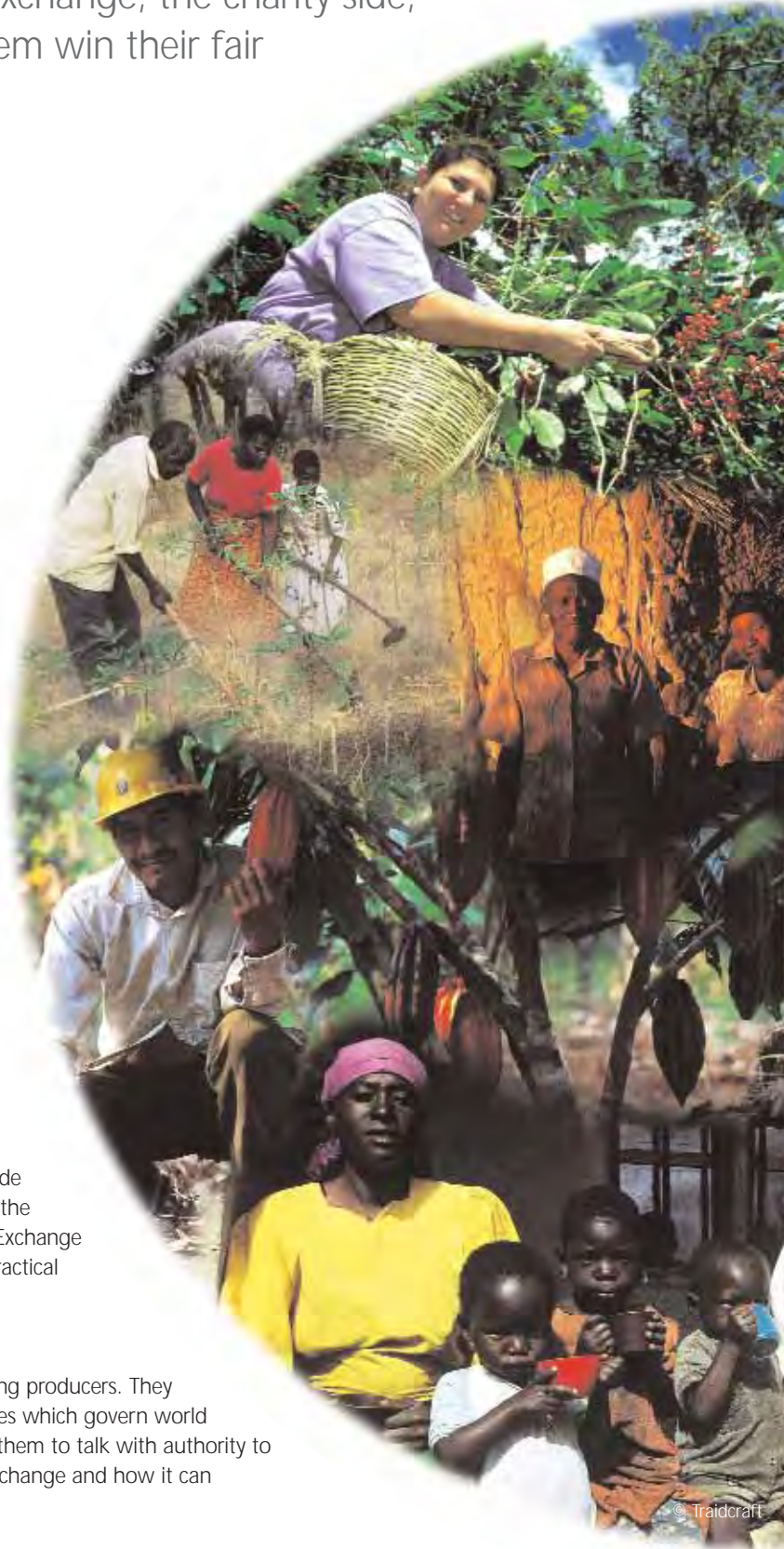
By selling their products, Traidcraft helps craft workers and farmers across Africa, Asia and Latin America build a better future for themselves, their families and communities, showing that it's possible to run a good business without exploiting people. Traidcraft Exchange has been involved in setting up trading companies in developing countries and facilitating links between poor producers and international buyers.

Support

Traidcraft works with local people to help them trade nationally and internationally. Producers often lack the knowledge and skills to access markets. Traidcraft Exchange provides information, training and consultancy – practical support, which makes a real difference.

Influence

Making a living isn't easy, especially for hard working producers. They have to overcome huge barriers – including the rules which govern world trade. Traidcraft's experience and reputation allow them to talk with authority to governments and big business about the need for change and how it can be achieved.





Traidcraft

Fighting poverty through trade

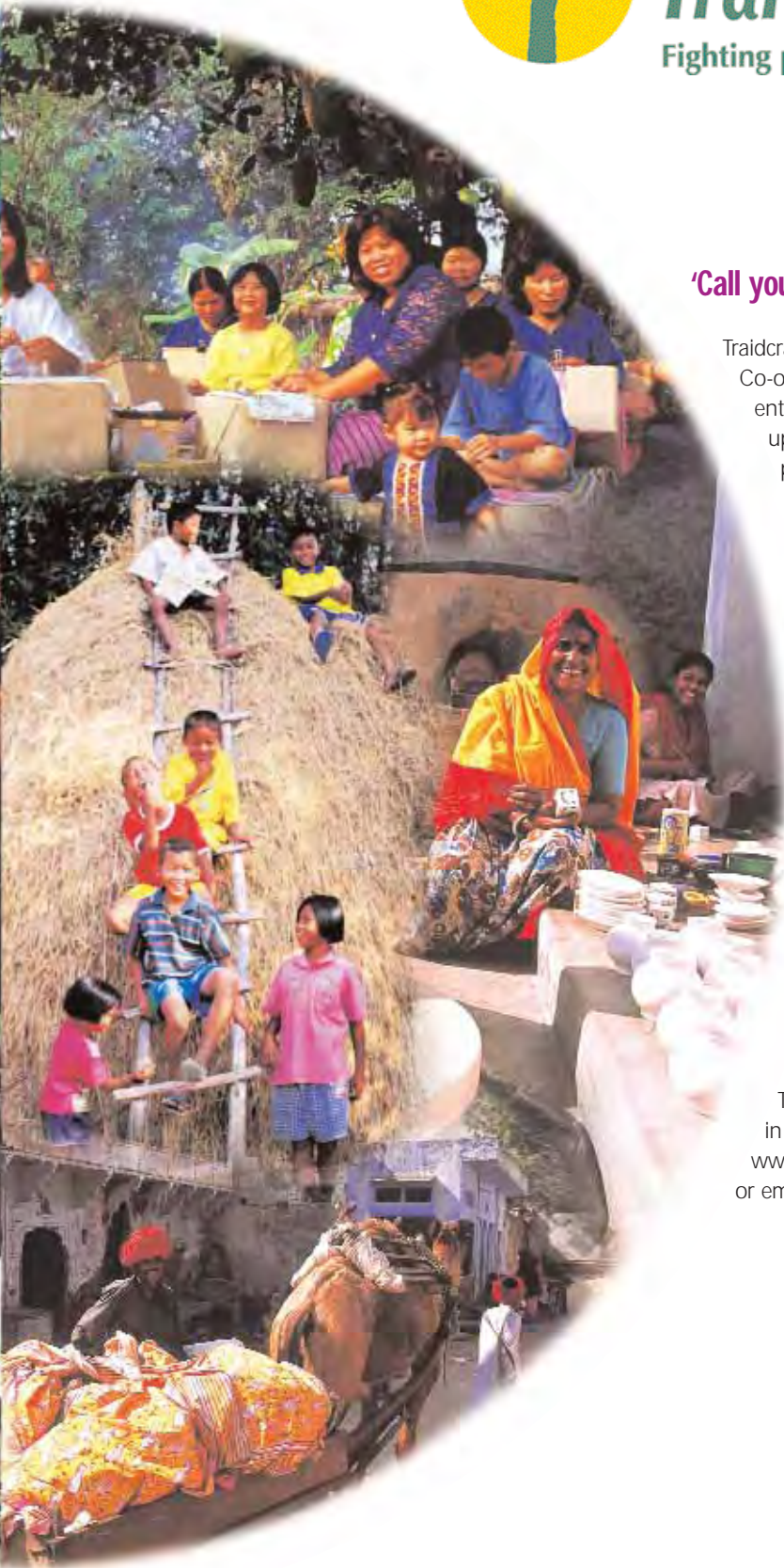
'Call your school into action – now!'

Traidcraft has established strong links with Young Co-operatives (see [Section 2.6](#)). This combination of enterprise with ethics encourages young people to set up a co-operative helping some of the world's poorest producers by selling only FAIRTRADE Marked and fairly traded products. It's a very practical way of learning that it is possible to run a business in a way that does not exploit people.

To make it easier still, schools which set up a Young Co-operative can open a Fair Trader account with Traidcraft Plc, a discounted form of ordering products with an agreed payment plan. Then, once you are trading successfully, the co-operative can decide whether to reinvest the profit made into more stock, or to donate the surplus to Traidcraft Exchange, Traidcraft's charity, to help even more producers work their way out of poverty.

Once your account is set up, ordering couldn't be easier – simply browse and select products from the web store, www.traidcraftshop.co.uk or you can order by phone/fax and post.

To find out all the other fair trade news and keep in touch with the fair trade community go to www.traidcraftinteractive.com, call 0191 491 0591 or email comms@traidcraft.co.uk.



7.4 Fairtrade and ethical trade

Sales of FAIRTRADE Marked products accounted for around £25m of Co-operative retail turnover in the UK in 2004. The Co-op is committed to Fairtrade and has pledged not only to further develop its own brand range but also to use Fairtrade ingredients in its standard lines wherever possible.

Fairtrade forms only a part of our ethical trading policy. Our policy makes sure that workers supplying all our 'conventional' products are not exploited. Fairtrade and ethical trade complement each other, tackling different problems of people in different circumstances. The term ethical trading is used to describe how companies seek to ensure that labour rights are respected in their supply chains connecting with the developing world. It works with employers to ensure:

- Basic human and labour rights
- Development of safe and decent working conditions
- Improved general standards of living.

The objective is to achieve these aims for millions of workers. The Co-op has a 'Sound Sourcing' policy, which applies to all Co-op brand products, and a programme of monitoring ensures compliance.

The Co-op recognises that it cannot make a significant impact by working alone and the best way forward is to work with other interested parties. As part of this, our approach has been to work closely with the Ethical Trading Initiative (ETI), a partnership of businesses, development organisations and the trade union movement, with input from the Government.

The ETI code outlines accepted workplace standards, and reflects the International Labour Organisation (ILO) conventions, giving it international standing. The code is now being widely recognised abroad, as ETI members put it into practice.

As one of the first members of the ETI, the Co-op has developed its approach progressively. The Co-op is continually improving standards and leading the way with a number of ETI issues.

Although embodied in part within the ETI code, the Co-op brings 'sound sourcing' to the fore, putting it in the same light as quality management and other issues in which we work closely with suppliers. Much of this work has demonstrated the effectiveness that good supplier relationships can bring to developing ethical trade solutions.



7.5 Trade Justice

Fairtrade is just one of the ways we can help improve the lives of people around the world who live below the poverty line. Trade Justice is a wider movement which campaigns for governments to change legislation and make policies and decisions which provide solutions to end poverty and protect the environment.

The Co-operative Bank is campaigning in partnership with Christian Aid and others for Trade Justice for the world's poorest countries. Trade can play an important role in reducing poverty, but sometimes vulnerable people and developing economies need to be protected from the full force of world markets.

The Trade Justice Movement is a fast growing group of organisations including trade unions, aid agencies, environment and human rights campaigns, fair trade organisations and faith and consumer groups. It campaigns for Trade Justice – with rules to help give poor people fair opportunities, not disadvantage the environment and establish a level playing field for international trade.

Everyone has the right to feed their families, make a decent living and protect their environment. But the rich and powerful are pursuing trade policies that put profits before the needs of people and the planet. To end poverty and protect the environment we need Trade Justice, not free trade.

The Jubilee 2000 movement showed the world that by acting together, we can bring about change. By working together on trade – through the Trade Justice Movement – organisations hope to have a much bigger impact than they could ever have if they worked in isolation. Formed at the end of 2000, the goal of the Trade Justice Movement is fundamental change of the unjust rules and institutions governing international trade, so that trade is made to work for all.

For more information on Trade Justice, please visit www.tjm.org.uk. For more information on the Co-operative Bank's Trade Justice Campaign, please visit the website where you can also read about the Bank's ethical policy and previous campaigns: www.co-operativebank.co.uk/tradejustice



7.6 The Millennium Development Goals

The eight Millennium Development Goals (MDGs) were agreed at the United Nations Millennium Summit in September 2000, and nearly 190 countries have subsequently signed up to them. The MDGs range from halving global poverty and hunger, to protecting the environment, improving health and sanitation and tackling illiteracy and discrimination against women.

They were introduced as part of a wider attempt to encourage the international community to stop talking about making a difference in the developing world and join forces to start doing something about it. Alongside the goals, a series of 18 targets were also drawn up to give the international community a number of tangible improvements to aim for within a fixed period of time and also make it easier for them to measure their progress to date.

The intention is that almost all of these targets will be achieved by 2015. Unfortunately, while some significant progress is being made towards meeting some of the targets in some of the affected countries, in many cases progress is patchy, too slow or non-existent.

Although improvements have been made, in many areas in Sub-Saharan Africa, for example, the number of people living in poverty there is greater now than it was in 1990.

Where countries are committed to working together, making the necessary changes and providing adequate resources, a great deal can be achieved in a short space of time.

The Department for International Development (DFID) recognises that the MDGs have a crucial part to play in reducing poverty and encouraging progress in the developing world. As a result, DFID has made them the main focus of all of its work.

The eight Millennium Development Goals:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV and AIDS, malaria and other diseases
- Ensure environmental sustainability
- Develop a global partnership for development.

For more information on the MDGs visit www.un.org/millenniumgoals



7.7 Making a difference – co-operative solutions to global poverty

Today, around 2.4 billion people live on less than £1 a day, and some 1.3 billion live on less than 50 pence a day.



All the world's aid budgets can only make a dent in these statistics. To help achieve a world without poverty, the co-operative movement is working in partnership with the Government's Department for International Development (DFID).

Fairtrade is just one of the ways in which the Co-operative movement is involved in fighting inequality and poverty in the world. There are many others. They range from helping to deliver electricity in rural Bangladesh to providing banking and credit facilities for poor people in many developing countries. As we have seen in Section 1.2, co-operatives play a vital role in the economy and society of many countries both rich and poor. And it is the twin headed nature of co-operatives as businesses and as membership organisations committed to operating on social and ethical values and principles that enables them to provide innovative and sustainable solutions to global poverty.

In Bangladesh, for example, the development of rural electric co-ops has provided 20 million people with access to electricity, enabling the development of successful rural business and, crucially, promoting greater grass roots democracy and participation. Households in villages with electricity enjoy higher income, are better fed, send more children to school and are healthier.

The role of co-ops in global development has not always been recognised even here in the UK, and changing this perception is one of the goals of the co-operative movement partnership with DFID. The publication *Making a Difference* explores these issues and more. To find out about this collaboration with DFID and for information about other publications, contact the Co-operative College.

Phone: 0161 246 2926; email: enquiries@co-op.ac.uk; website: www.co-op.ac.uk



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7.8 International School Award

The International School Award (ISA) is an accreditation scheme administered by the British Council and awarded for curriculum-based international work in schools.

Schools that gain the award are given accreditation for three years and can then re-apply to renew their award to reflect their current achievements. The ISA is open to all schools in the UK and recognises and rewards the integration of global issues and awareness into the curriculum.

For further details about ISA visit www.britishcouncil.org



El Jardín en La Frontera mango farm © Agrofair



Cocoa beans © Peter Moore



Ovidia and Ovispo Rosario, Dominican Republic © The Fairtrade Foundation



Cocoa sacks, Canacado Co-operative, Dominican Republic © The Fairtrade Foundation

7.9 Eco-Schools

When pupils reach the age of 14, it's time for them to pick the subjects they would like to study at GCSE level. One of the choices available in some schools is citizenship. And, as the name suggests, this equips children to become decent members of the community and of society.

But children at Eco-Schools don't have to wait until they're in their mid-teens to learn such valuable lessons. Because citizenship, care of the environment and care for each other are key factors from the moment these pupils start their first day.

Schools that want to save energy, reduce the amount of rubbish they create and cut costs, can register as an Eco-School; adopting a programme designed to get the whole school involved in changing their environment. Along with improving the areas in and around their premises; pupils, teachers, parents and governors – as well as members of the wider community – make a shift in attitude, too.

Organised in the UK by ENCAMS (the organisation behind Keep Britain Tidy), Eco-Schools is an international initiative set up to encourage schools and their students to be more environmentally conscious. The rain forests and polar ice caps may seem a million miles away but by making small changes to their lifestyle (such as wasting less water and walking to school) children can make a massive contribution to the future of our planet. And that includes their local neighbourhood, too!

Ensuring that playgrounds are litter free and that water butts and energy saving light bulbs are fitted are things that people of any age can do, and it makes them feel like they are playing a part and helping to cut costs. A survey of schools in the UK revealed severe spends – £106m on paper and £100m on electricity each year could be cut dramatically with a few environmentally friendly changes in the ways schools operate on a daily basis.

Saving water as part of the Eco-Schools programme © ENCAMS



And over 7,000 schools in the UK have realised just that, including Hope School in Wigan, Greater Manchester. The school, which teaches around 160 children aged between two and 19 with varying degrees of learning difficulties, has worked hard and creatively to become an award winning Eco-School. Like all Eco-Schools, Hope set up a committee with representatives from all members of the school community – including children.

It found out that its main problems included energy wastage and created an action plan to sort it out. Pupils worked away under the name 'Energy Squad'. The issue was tackled by students who monitored gas and electric meters under the supervision of the school's site manager. Innovations like these saw Hope school receive three awards for its fantastic work as an Eco-School. In May 2003 it achieved the Bronze award, followed shortly by the Silver in September 2003. And it also managed to get the most prestigious one of all – the Green Flag in March 2004.

Hope's experience is not unique. Schools in all kinds of areas – from leafy lanes to needy communities – have already become involved. Enthusiasm and imagination abound and best of all, their example has encouraged all aspects of the community (including businesses) to join in the effort too.

There are now hundreds of thousands of children taking part in Eco-Schools and thanks to the programme, a new environmentally conscious generation is gradually emerging. In their hands, our planet has a promising future!

For further details about Eco-Schools visit www.eco-schools.org.uk or email eco-schools@encams.org

Eco-Schools mural © ENCAMS



7.10 Children and diet

Say Fairtrade to most people and they may well think chocolate – and why not – at least in moderation. But Fairtrade fruits and juices need to be included too when promoting Fairtrade in your school. So Fairtrade can even help push the Healthy Schools scheme. This section of the guide moves away from Fairtrade and gives a simple overview of the important topic of children and health.

A healthy diet and lifestyle can not only help you feel better but may also boost the immune system and contribute to long-term prevention of serious illness. Recent statistics show an alarming increase of both childhood and adult obesity. To help combat this, children need to develop good habits from an early age, balancing a healthy diet with regular exercise.

Research undertaken by the Co-op in 1995 revealed that the nation's diet was much higher in fatty and sugary foods, and lower in fruit and vegetables than recommended. We also found that children were eating nearly three times the amount of fatty and sugary foods they should; so much so that in 11 to 16 year olds, these foods made up almost a third of their diet. The same age group also consumed too little wholemeal bread, potatoes and starchy food and too few fruits and vegetables.

More recent research found that nine in 10 people want retailers to make a healthier lifestyle easier for them and their families to achieve. As a responsible retailer, the Co-op believes that promoting good diet and health is a priority and as a consumer-owned retailer, the Co-op has stood by its responsibility to take action on behalf of its customers.

A healthy diet contains lots of fruit and vegetables; is based on starchy foods such as wholegrain bread, pasta and rice; and is low in fat (especially saturated fat), salt and sugar.

Salt

Eating too much is linked to raised blood pressure, which may lead to an increased risk of heart disease or stroke. The Food Standards Agency recommends a target of 6g of salt per day for adults. Children need less salt than adults and the table below shows the FSA recommended salt targets for children.

Age of child	Recommended daily salt target
1-3 years	2g salt (0.8g sodium)
4-6 years	3g salt (1.2g sodium)
7-10 years	5g salt (2.0g sodium)
11 years and over	6g salt (2.5g sodium)

Many people are unaware of how much salt they are consuming and do not realise the 'hidden' salt content in many food products.



The Co-op is committed to reducing salt within its food. The past two years, in particular, have seen progressive and dynamic developments to reduce salt levels across our ranges, to make it easier for customers to attain the recommended target of salt. The Co-op leads the way in telling consumers how much salt products contain and was the first retailer to spell out the approximate salt content per serving on pack.

Checking nutrition labels can help manage daily salt intake. The Co-op states both sodium and salt on pack to help make salt content clearer to customers. Some retailers and food manufacturers only state sodium content. To work out the amount of salt a product contains multiply the sodium by 2.5.

Salt = Sodium x 2.5

To reduce salt in the diet, herbs and spices may be used to season food in place of salt.

Fat

Too much saturated fat within the diet is linked to increasing blood cholesterol levels and increased risk of coronary heart disease, as well as leading to obesity. Many of us, including many children, eat too much of the wrong types of fat. This is saturated fat (found in food such as pies, pastries and biscuits) and can lead to raised cholesterol levels. Unsaturated fats (found in foods such as oily fish, avocados, nuts and seeds) may help lower cholesterol.

For good health, it is a good idea to cut down on the total amount of fat you eat and to choose lower fat options (foods that contain 3g of fat or less per 100g are considered low in fat). The Co-op believes that it is vital that people get to understand what they are actually eating, and communicates fat and salt levels to customers on own-brand products using a High / Medium / Low labelling system. Calories, fat and salt per serving are also displayed clearly on the front of pack. Where space permits, we include 'Guideline Daily Amount' panels on pack, communicating how much fat, salt and calories it is recommended that we eat. These are based on an average-sized man and woman, with an average level of activity.



Guideline Daily Amounts	Women	Men
Calories	2000	2500
Fat	70g	95g
Salt	6g	6g

For children's' amounts, please consult the Food Agency's website at www.food.gov.uk. The Co-op also offers a number of reduced fat, half fat and low fat alternative products.

Sugar

Sugar is a natural ingredient found in various foods that can be eaten as part of a balanced diet that includes fruit and vegetables. However consumption of foods containing lots of added sugar (such as biscuits, sweets and fizzy drinks) should be limited. Eating sugar too often can lead to tooth decay and so the number of sugary snacks and drinks consumed between meals should be reduced and teeth must be brushed regularly. Other names may be used for sugar on ingredients lists and these include sucrose, glucose, fructose, dextrose and maltose.



Fruit and Vegetables

Fruit and vegetables should make up about a third of the food you eat, and for good health, you should aim to eat five portions of fruit and vegetables a day. It is important to eat a variety of fruit and vegetables in order to benefit from different nutrients. For adults, five portions of about 80g a day is a good target – this could be half a pepper, a medium banana or two plums, for example. Children, too, should be encouraged to eat five portions of fruit and vegetables a day and each portion should be roughly a child's handful.

Counting your portions of fruit and vegetables each day will help ensure you are getting enough. The Co-op supports the Government '5 a day' initiative by offering customers free copies of the Department of Health's '5 a day' booklet, and our re-usable carrier bag helps reinforce the '5 a day' message in store.

Fibre

Fibre is found in foods that come from plants and is an important part of a healthy diet. There are two types of fibre – insoluble and soluble, and these each have different functions within the body. Insoluble fibre can be found in foods such as wholegrain bread, wholegrain pasta and whole grain rice and helps to keep bowels healthy. Soluble fibre, found in foods such as oats, beans and lentils, may help to reduce cholesterol.

Calcium

Calcium is a mineral. It is important for healthy, strong bones and teeth. Calcium also regulates muscle contraction, including the heartbeat, and makes sure blood clots normally. Calcium can be found in various foods and good sources of this mineral include dairy products such as milk and cheese, nuts, sardines, pilchards and leafy green vegetables such as broccoli and cabbage.



Protein

Protein is needed for growth and repair of the body and is an essential part of a healthy, balanced diet. Children and adults alike need protein and the table below gives a guide of how much each needs.

Approximate amount of protein needed per day

Adult male	44-55g
Adult female	36-45g
Child (aged four-six years)	15-20g
Child (aged seven-ten years)	23-28g

Approximately 15% of the calories we eat each day should come from protein and this can be found in a variety of foods. Lean meat, poultry, fish, pulses, cheese and egg are all good sources of protein.

Carbohydrate

Carbohydrates are found in many foods including bread, rice, pasta, cereals, potatoes, fruit and vegetables. Carbohydrate gives you energy and this is stored in the liver and muscles as glycogen.

Water

It is also very important to make sure we are drinking enough water. Water or other fluids are needed by our bodies to work properly. Water accounts for about two-thirds of our body weight. It is important for this to be maintained so that the blood can carry nutrients around the body and because most of the chemical reactions that happen in our cells need water. In climates such as the UK, we should aim to drink approximately 1.2 litres (six to eight glasses) of fluid every day to stop us getting dehydrated. In hotter climates the body needs more than this.

Additives

Additives are used in food manufacture for a number of reasons – this may be to enhance the colour or the flavour, or it may be to increase the shelf life of a product. An additive may be listed on packaging by either its name, or by its own 'E' number. The table below shows commonly found food additives and their E numbers.

Additive name	E number
Tartrazine	E102
Green S	E142
Cochineal	E120
Allura Red	E129
Sunset Yellow	E110
Indigo Carmine	E132
Quinoline Yellow	E104
Monosodium Glutamate (MSG)	E621
Sodium Nitrate	E250
Potassium Nitrate	E249

As a responsible retailer we are determined to deliver food that our customers can trust and have removed unnecessary additives without compromising on safety and taste. The flavour enhancer monosodium glutamate (also known as MSG or E621) has been banned from all Co-op brand products, because of its potential link to food intolerance. We've gone further than any other retailer by banning 21 commonly used colours from all our Co-op label food – all of which should be avoided by children and those sensitive to additives according to the Hyperactive Children's Support Group.

A Balanced Plate

Choosing a variety of foods from the four largest groups every day will provide the body with the wide range of nutrients it needs. Foods in the smallest group – foods containing lots of fat and/or sugar are not essential to a healthy diet but add extra variety and choice to meals. This group of foods should form the smallest part of the diet.

The table below gives some examples of foods in each category;

Fruit and vegetables	Bread, cereals, potatoes etc	Milk and dairy foods	Meat, fish and alternatives	Fatty and sugary foods
Apples	Bread	Milk	Chicken	Sugar
Bananas	Muffins	Yogurt	Beef	Crisps
Oranges	Rice	Cheese	Lamb	Chocolate
Grapes	Pasta	Fromage Frais	Pork	Butter
Raisins	Noodles	Cheese Spread	Eggs	Margarine
Apricots	Couscous		Tuna	Sweets
Peaches	Potatoes		Cod	Cola
Carrots	Porridge		Haddock	Jam
Sweetcorn	Cornflakes		Salmon	Biscuits
Cabbage	Bran Flakes		Prawns	Cake
Onions			Quorn	Chips
Lettuce			Beans	Ice cream
Cucumber			Lentils	Mayonnaise
Tomatoes			Nuts	Cream

© Fairtrade Foundation



7.11 Organisations and websites

The following list of websites is not intended to be exhaustive, but represents a cross section of relevant organisations from which additional information and resources may be obtained.

The Co-op is not responsible for the content of external internet sites.



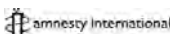
Co-op Fairtrade website

This site links the products we sell to the growers who produce them. Packed full of information, it is a great resource from the UK's leading food retail supporter of Fairtrade. There is also a 'make your school Fairtrade Friendly' portal on the website which has more information on Fairtrade and acts as a network for schools across the country. www.co-opfairtrade.co.uk



ActionAid

ActionAid is a unique partnership of people who are fighting for a better world – a world without poverty. As one of the UK's largest development agencies, they work in more than 40 countries. www.actionaid.org.uk



Amnesty International

Amnesty International is a worldwide movement of people who campaign for internationally recognised human rights. www.amnesty.org.uk



Anti-Slavery International

Anti-Slavery International, founded in 1839, is the world's oldest international human rights organisation and the only charity in the United Kingdom to work exclusively against slavery and related abuses. www.antislavery.org



The British Association for Fair Trade Shops (BAFTS)

BAFTS is a network of independent fair trade shops across the UK which promotes fair trade retailing, seeks to raise the profile of fair trade on the High Street and provides a point of contact and communication for the exchange of ideas amongst members. www.bafts.org.uk



Banana Link

Banana Link campaigns for a sustainable banana industry. It works with farmers groups and trade unions to improve working and living conditions. www.bananalink.org.uk



Catholic Agency for Overseas Development (CAFOD)

CAFOD is the international aid agency of the Catholic Church in England and Wales, sharing in the Church's task of transforming the world through solidarity with the poor and action for justice. www.cafod.org.uk



Christian Aid

Christian Aid is an agency of the churches in the UK and Ireland. They work wherever the need is greatest – irrespective of religion or race. www.christian-aid.org.uk



Comic Relief

Comic Relief was launched in 1985 from a refugee camp in Safawa, Sudan. Since then, over £337m has been raised primarily through Red Nose Days, for some of the poorest and most vulnerable people across the UK and Africa. They also aim to tackle the root causes of poverty by raising awareness around some of the key issues, such as unfair terms of trade and debt relief. www.comicrelief.com



The Co-operative College

The Co-operative College aims to provide adult and lifelong learning programmes that emphasise co-operative values and principles and be a centre of excellence in training, learning, consultancy and research for the co-operative and mutual sector in the UK and internationally. www.co-op.ac.uk



the Co-operative Group

The Co-op has been the leading retailer in support of Fairtrade since 1992 and has made a great deal of progress. We will continue to keep pushing Fairtrade to the forefront of our business, by launching new Fairtrade products and by raising awareness of Fairtrade. This site also gives information on our wider responsible retailing agenda and our policies. www.co-op.co.uk



The Day Chocolate Company

The website for the Fairtrade chocolate company that is part owned by Kuapa Kokoo cocoa farmers' co-operative in Ghana, Twin Trading, Christian Aid and Comic Relief. www.divinechocolate.com



Department for International Development (DfID)

The Department for International Development (DFID) is the part of the Government that manages aid to poor countries and works to get rid of extreme poverty. www.dfid.gov.uk



Dubble

This is an interactive website with loads of fun facts and games about Fairtrade chocolate. There are also opportunities here to download more Fairtrade lesson plans and resources. www.dubble.co.uk



European Fairtrade Association (EFTA)

A network of 12 fair trade organisations in nine European countries which import fair trade products from some 575 economically disadvantaged producer groups in Africa, Asia and Latin America. www.eftairtrade.org



Ethical Junction

Online ethical shopping centre with links to hundreds of organisations representing a huge range of businesses and interests. www.ethical-junction.org



Ethical Trading Initiative (ETI)

Coalition of companies, non-governmental organisations (NGOs) and trade unions working to improve conditions of employment in the supply chains of the goods sold on the High Street. The Co-operative Group was a founder member. www.ethicaltrade.org



The Fairtrade Foundation

A registered charity, established in 1992 which seeks to alleviate poverty in developing countries by encouraging Fairtrade. It does this by licensing the FAIRTRADE Mark in the UK to products which meet Fairtrade standards and by running public campaigns to raise awareness and demand for Fairtrade. www.fairtrade.org.uk

Fairtrade Labelling Organisations International (FLO)

Established in 1997, FLO is a worldwide umbrella organisation of 17 national labelling initiatives, an independent certification body which sets Fairtrade standards and monitors producer and trader compliance with Fairtrade criteria. www.fairtrade.net



Food Standards Agency

The Food Standards Agency is an independent food safety watchdog set up by an Act of Parliament in 2000 to protect the public's health and consumer interests in relation to food. www.food.gov.uk



Global Dimension

Global Dimension is a unique website for teachers. It is a helpful guide to books, videos, posters and packs which bring a global perspective to teaching. From climate change to poverty, water to Fairtrade, you can find resources for all age groups and subject areas by searching the resources database, and much more. www.globaldimension.org



IFAT International Fair Trade Association

A global network of alternative trading organisations and producer organisations, established in the Netherlands in 1989. IFAT is a coalition to promote fair trade and a forum for the exchange of information. www.ifat.org



International Co-operative Alliance

ICA is an independent, non-governmental association which unites, represents and serves co-operatives worldwide. Together these co-operatives represent more than 800 million individuals worldwide. www.coop.org



International Labour Organisation (ILO)

A United Nations agency, based in Geneva, which sets internationally recognised labour standards – the basis of many fair trade and ethical trade guidelines. It was founded in 1919. www.ilo.org



JP Juices

JP Juices is a nationwide supplier of Fairtrade orange and apple juice – order some for your school by visiting their website or giving them a call on 0161 941 6777. www.jpjuice.co.uk



Kuapa Kokoo co-operative

Kuapa Kokoo is a cocoa farmers co-operative organisation that works to improve the lot of its members. It was established in 1993 and has grown from a membership of just 200 farmers to over 40,000 today! Take the 'chocolate journey' and find out just how the cocoa beans that are used to produce the Co-op's chocolate bars are grown. www.kuapakokoogh.com



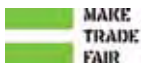
Link Community Development

Link's vision is of a future where children are given a chance to flourish and fulfil their potential by improving the potential of disadvantaged people in Africa to gain meaningful employment by sharing and developing appropriate skills through education and training. www.lcd.org.uk



Make Poverty History

Every day, 30,000 children are dying as a result of extreme poverty, and that is why almost 400 organisations including Christian Aid, Comic Relief, Oxfam, CAFOD, churches, trades unions and a host of celebrities have come together to MAKEPOVERTYHISTORY. The coalition is calling for better aid, the dropping of debt for poor countries and trade justice through fair trade rules. Visit the site's school section to download resources and see how your school can play its part in making poverty history. www.makepovertyhistory.org



Make Trade Fair

Join Oxfam's Make Trade Fair campaign. You will get regularly updated information about what's happening on the world stage. You can add your name to those putting pressure on governments and the industry to improve the lot of coffee growers, and it contains a campaigning toolkit too. www.maketradefair.com



Max Havelaar

A leading Fairtrade brand in the Netherlands. Named after a pioneering Dutch campaigner against the exploitation of coffee workers in what is now Indonesia (then a Dutch colony). The website is in English and Dutch. www.maxhavelaar.nl



National Council for Voluntary Youth Service (NCVYS)

The umbrella organisation for voluntary youth work which has a directory of youth organisations and local or regional councils for voluntary youth service. www.ncvys.org.uk



New Consumer

A fair trade magazine where you'll find ethical product updates and reviews, articles about ethical companies, fair trade fashion, and in-depth features about the people who benefit directly from fair trade. www.newconsumer.org



NEWS! – Network of World Shops

Network of European World Shops (NEWS!) Established in 1994, NEWS is an umbrella organisation for approximately 2,500 fair trade Shops in 13 member countries including the UK, in which BAFTS is the UK member. www.worldshops.org



No Sweat Campaign Against Sweatshops

The No Sweat Campaign Against Sweatshops website is an interactive online campaign that includes retailer surveys, opinion articles about current labour rights issues, information about upcoming events and a mailing list, among other things. www.nosweat.org.uk



Oxfam

Oxfam GB is a development, relief, and campaigning organisation that works with others to find lasting solutions to poverty and suffering around the world. www.oxfam.org.uk



People & Planet

People and Planet is the UK student campaigning organisation working to end world poverty, defend human rights and protect the environment. <http://peopleandplanet.org>



Save the Children

Save the Children fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence. www.savethechildren.org.uk



Scottish Catholic International Aid Fund (SCIAF)

SCIAF supports poor communities overseas, raises awareness of the underlying causes of poverty and campaigns for a fairer world. It is the overseas relief and development agency of the Catholic Church in Scotland. www.sciaf.org.uk



Sustain

The alliance for better food and farming. www.sustainweb.org

Tearfund

Tearfund is a leading relief and development charity, working in partnership with Christian agencies and churches worldwide to tackle the causes and effects of world poverty. www.tearfund.org



Trade Justice Movement

The Trade Justice Movement is a group of organisations including aid agencies, environment and human rights campaigns, fair trade organisations, faith and consumer groups. The movement is supported by more than 50 member organisations that have over nine million members. www.tradejusticemovement.org.uk



Twin Trading

Established in 1985, Twin is the leading alternative trading company in the UK. Whilst the focus of Twin's operations has evolved over the last 20 years, its principles and approach have remained consistent. Twin's expertise and innovative approach is internationally renowned and acknowledged. www.twin.org.uk

War on Want

War on Want fights poverty in developing countries in partnership with people affected by globalisation. It campaigns for workers' rights and against the root causes of global poverty, inequality and injustice. www.waronwant.org



Wired For Health

Health information is provided for a range of audiences that relates to the National Curriculum and the National Healthy School Standard. www.wiredforhealth.gov.uk

The World Development Movement (WDM)

The WDM is one of the UK's leading campaigning organisations, winning positive change for the world's poorest people. Backed by a history of successful, hard-hitting campaigns on trade justice, aid and debt cancellation, it lobbies decision-makers to change policies that keep people poor, and promotes positive alternatives. www.wdm.org.uk

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For further information please write to

the Co-operative Group
Freepost MR9 473
Manchester M4 8BA

or visit our website

www.co-op.co.uk

or call us free

0800 068 6727

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