



# FAIRTRADE SCHOOL HANDBOOK

A SMALL BUT USEFUL GUIDE TO HELP  
YOU BECOME A FAIRTRADE SCHOOL



‘Without fair trade they’d be working but they’d be so poor. They’d get ill, but they wouldn’t be able to afford medicines.’

**MATTHEW, 10**

# FAIRTRADE SCHOOL HANDBOOK

A SMALL BUT USEFUL GUIDE TO HELP YOU BECOME A FAIRTRADE SCHOOL

Welcome to the Fairtrade Schools Handbook! It has been produced as part of the Fairtrade Schools project run by the Education Project Time for Change. The aim of the Handbook is to give you starting points to:

- **teach about fair trade**
- **take action to support and raise awareness about fair trade issues.**

This is not an exhaustive compilation of *everything* you could do – but it aims to give you the resources and starting points you will need to begin your fair trade journey. There’s a useful list of websites and resources at the back, along with a summary of how to turn your school into a ‘fairtrade school’ at the back of the handbook. Thank you for your interest in this important and life transforming area.

Hannah Dalrymple *Fairtrade Schools Worker*

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## INTRODUCING FAIR TRADE

why should we bother with fair trade?

### WHY FAIR TRADE?

Many people who grow our food and make our clothes and furnishings in the Developing World/South work very hard in appalling conditions for very little pay. Instead of feeling guilty about our unequal position in these trading relations, fair trade enables consumers to use their power to support decent pay and working conditions for those we rely on, on the other side of the world.

### FAIRTRADE FOOD AND DRINK

There are currently over 170 food and drink products which bear the Fairtrade mark, from fresh fruit to ground coffee available in our supermarkets. All products carrying the Fairtrade Mark meet standards set by the international body called Fairtrade Labelling Organisations (FLO). The Fairtrade mark is illustrated on the right hand page.

The Fairtrade mark ensures that farmers and workers in the Developing World/South:

- Receive a minimum wage and stable prices

- Get an extra bonus called a social premium to invest in their communities (i.e. building wells, buying ambulances, furnishing schools)
- Have long term contracts
- Receive advance payments and credit terms
- Are not forced or child labour
- Have a voice through trade unions, or worker representation
- Take care of the environment
- Have health and safety standards

### FAIR TRADE CRAFTS

Organisations such as Traidcraft (see website list) work with fair trade craft and clothes producers. These products can be bought through One World Shops (contact the British Association of Fair Trade Shops at [www.bafts.org.uk](http://www.bafts.org.uk) to find your nearest one), over the internet or through catalogues. The International Fair Trade Association monitors these organisations to make sure that producers are treated and paid fairly ([www.ifat.org/buildingtrust.html](http://www.ifat.org/buildingtrust.html)). The Fairtrade craft mark is also illustrated on the right hand page.



‘Becoming involved as a fair trade school has helped me to tackle global issues with the children throughout the curriculum’

MAGGIE BURDEN, HORSFORTH WEST END PRIMARY SCHOOL

# FAIR TRADE

### FAIRTRADE SCHOOLS

The Fairtrade Schools project, funded by the Department for International Development was run by the Education Project Time for Change from April 2002 - March 2004. A cross section of schools, Primary, Secondary and Special, worked with the project to come up with a set of targets that included:

- Incorporating fair trade in the curriculum
- Taking action to support fair trade
- Ensuring that the fair trade message was communicated to the wider school community



Guarantees  
a **better deal**  
for Third World  
Producers





# IDEAS

## IDEAS FOR ACTIVITIES

### how to bring fair trade alive in your school

#### HEAD'S SUPPORT

Talk to your Senior Management Team about it. "Get the SMT on your side and you can have a whole school impact with support" as Nigel Boothroyd of Bruntcliffe High School comments.

#### STAFF STIMULATION

Organise a staff meeting where fair trade can be discussed and a trading simulation/role play game played (see Resources G K M N O).

Ensure that whoever is in charge of buying tea and coffee at school is involved with this! (see Catering Directory, website 9)

#### WHOLE SCHOOL

Make it part of a 'whole school' ethos – plan assemblies based around fair trade issues with a class (see websites for ideas, Resource U)

#### CURRICULUM LINKS

Look at your planning to see where fair trade issues can be incorporated or expanded upon.

#### TARGET TIME

Set targets and a time scale for your activities (see the summary on p. 15 for a list of objectives to achieve.)

## GETTING STARTED

### 5 steps to launching fair trade in your school



#### 6 WAYS TO INTRODUCE FAIR TRADE TO YOUR SCHOOL

##### *School council*

Involve the school council with thinking about what your school could do.

##### *Get creative*

Use display areas to make a fair trade display with: pupils work and posters from the Fairtrade Foundation (see website 9); examples of fair trade products; or a map tracing where our food comes from.

##### *Stock the choc (and other healthy alternatives)*

Run a fair trade stall – see website 9 Catering Directory for a list of suppliers. Also try the Suma website at [www.suma.co.uk](http://www.suma.co.uk)

##### *Get fair trade vending machines installed.*

For more information see [www.homepage.ntlworld.com/foresite/fair-traders/](http://www.homepage.ntlworld.com/foresite/fair-traders/) or phone 01204 559047 or follow links on website 8.

##### *Fairtrade fun days*

Have a Fair Trade Day! Or support Fairtrade Fortnight (first 2 weeks of March). Pupils could cook fair trade biscuits, make posters in ICT, write a fair trade poem, play a simulation trading game, watch a video about cocoa (see Resources Q) and have a chocolate tasting session. Pupils could run a Fairtrade café and sell some small fair trade crafts (jewellery/toys) from Traidcraft/local BAFTS shop.

##### *International interest*

Invite international students in or local community speakers to share their experiences of growing up in a different country or their experiences of international trade in their country of origin (creating these links may take time, contact your local DEC to see if they have any starting points.)

‘I said to my Dad ‘Can we buy Fairtrade bananas?’ He said ‘What’s Fairtrade?’ I told him ‘It’s getting paid a fair price for what you make.’ ’

ALEXANDRA, 8



#### 4 WAYS TO INTRODUCE FAIR TRADE TO YOUR COMMUNITY

##### *Don't stall for time!*

Recruit some enthusiastic young people to run a fair trade stall for parents evening. Provide them with a fair trade Quiz, some posters and leaflets (available from the Fairtrade Foundation) and samples of tea, coffee, chocolate etc. to give away (tea and coffee samples are available from Cafedirect, see website 5)

##### *Guess how much the farmer gets!*

Have a fair trade presence at School Fayres or other school events. Carr Manor Primary laminated giant coins for parents to place next to pictures of banana growers, plantation owners, shippers, importers, ripeners and supermarkets in order to guess how much each received for every banana sold for 30p. In addition, ice pops made from fair-trade juice were given away.

Answers: Grower: 1p Farm owner: 5p Shipper: 4p Importer: 3p Ripener: 4p Shop: 13p – figures approximate, Resource O.

##### *Spread the word*

Include articles pupils have written about fair trade in school newsletters.

##### *Pester power*

Audit local shops and encourage pupils to nag them to stock fair trade.

**'I am happy working here, the extra money I earn means I can keep my child in school'**

**SASITORN WORASRU, FAIR TRADE POTTERY WORKER, THAILAND**

## CURRICULUM LINKS

### how fair trade can fit into the curriculum

See websites and resources at the back for lots of lesson plans and ideas! Below are a few suggestions of how to slot it in, for KS1-4. When asked what had the biggest impact on staff and pupils, teachers rated simulation games as the second most effective tool (after visiting speakers.) All of the Resources at the back can be used for subject areas 1-5.

#### 1 CITIZENSHIP

- Demonstrate active participation and responsible action through the promotion of fair trade products in school, for example fair trade footballs, fair trade vending machines. See Action page for details.
- KNOWLEDGE AND UNDERSTANDING ABOUT BECOMING INFORMED CITIZENS 1A & F
- DEVELOPING SKILLS OF ENQUIRY AND COMMUNICATION 2A-C
- DEVELOPING SKILLS OF PARTICIPATION AND RESPONSIBLE ACTION 3A-C

#### 2 PSHE

- Become involved at a local level in fair trade issues for example set up a school co-operative ([www.cda.org.uk](http://www.cda.org.uk) then select Young Co-operatives from the menu or email [youngcooperatives@btopenworld.com](mailto:youngcooperatives@btopenworld.com))

- Start a petition to get the canteen to stock fair trade products.

You may encounter problems with your school having a contract with a catering company which is unwilling to co-operate, but don't let that put you off! You may be able to go through your local council / Head teachers, forum to put the pressure on the right places.

- DEVELOPING CONFIDENCE AND RESPONSIBILITY AND MAKING THE MOST OF THEIR ABILITIES 1A & C
- PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS 2A, B, E, F, H, J, K
- DEVELOPING GOOD RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE 4A & B

##### *Circle time, a time for fairness*

Incorporate issues of fairness into Circle Time. Bramhope Primary (Yr 6) used the Rednoseday resources and video to explore issues of fairness (see website 18).

##### *Healthy schools*

If you are involved with Healthy Schools, include fair trade as an extension of your work.



### 3 GEOGRAPHY

- Look at case studies of fair trade producers as part of topic work on India or St.Lucia (see websites 9, 3, 15).
- Study the origins of food and look at people's stories who produce our food (see websites as above).
- Look at clothing labels and plot the countries involved on a map.
- Water topics – there are lots of ideas on the Wateraid website (website 21).
- Investigate fair trade as part of a Mystery activity.
- GEOGRAPHICAL ENQUIRY AND SKILLS 1A-F
- KNOWLEDGE AND UNDERSTANDING OF PLACES 3B & C
- KNOWLEDGE AND UNDERSTANDING OF ENVIRONMENTAL CHANGE AND SUSTAINABLE DEVELOPMENT 5A & B

### 4 RE

- Units that cover Faith in Action, and a Christian approach to injustice and poverty are some curriculum links. The Christian Aid website has resources from a variety of faith perspectives, not just Christian – see website 7.

### 5 ENGLISH

- Role play different people involved with the production of bananas to explore different perspectives and feelings concerning the unequal division of resources (see Resources O).
- Write about fair trade as part of persuasive writing / debate about fair trade
- Write poems about fair trade
- SPEAKING & LISTENING 1A-F 2A-F 3A-E 4A-E
- READING 1A-K
- WRITING 1A-H

### 6 MATHS

- Conduct a survey/questionnaire about fair trade and process data onto graphs (see Resources J).
- Bramhope Primary School made bar graphs of the results which were then displayed on the classroom wall.
- Pupils could use fair trade products to measure nets and weights.
- USING AND APPLYING HANDLING DATA 1A-J, 2A-E, 3A-C, 4A-H, 5A-C

### 7 D & T

- Compare fairly traded and unfairly traded toys, for example footballs (Traidcraft sell these, see website 20).
- Pupils could make fair trade packaging.
- DEVELOPING, PLANNING AND COMMUNICATING IDEAS 1A-H,
- WORKING WITH TOOLS, EQUIPMENT, MATERIALS AND COMPONENTS TO PRODUCE QUALITY PRODUCTS
- EVALUATE PROCESSES AND PRODUCTS 3C

### 8 ICT

- Research information from the internet to create their own fair trade booklet. Carr Manor Primary (Yr 4) researched about the cocoa trade, and each focussed on a different area to write about. They put together a book called *Chocolate, Me, You and Fair Shares* with pictures they had downloaded and articles they had written, such as *Where is cocoa grown?* and *What is it like being a farmer?*
- Look at fair trade related websites when they are learning about the internet.
- Take part in virtual shopping tours in supermarkets, and compare conventional and fair trade products, including prices and discuss why people are still buying non fairly traded goods.
- FINDING THINGS OUT 1A-C
- DEVELOPING IDEAS AND MAKING THINGS HAPPEN 2A-D
- EXCHANGING & SHARING INFORMATION 3A-C
- REVIEWING, MODIFYING AND EVALUATING WORK 4A-D

### 9 HISTORY

- Study the history of colonialism, slavery and trade. Anti-slavery International (see website 1) produce interesting resources relating to slavery and trade, including *When Rights are Left #*, and *The Changing Face of Slavery #* (video and booklet) which focuses on the Transatlantic Slave Trade, Human Rights, Child Labour in the Industrial Revolution and today (both KS3).
- KNOWLEDGE & UNDERSTANDING OF EVENTS, PEOPLE & CHANGES IN THE PAST 2C-E

### 10 MODERN FOREIGN LANGUAGES

- Write letters to coffee farmers / flower pickers / clothes manufacturers etc. in the target language. A Spanish class at Cardinal Heanon High School have written to the children of coffee farmers in Nicaragua.
- Spanish pupils could play Locococoa (see Resources L)
- ACQUIRING KNOWLEDGE AND UNDERSTANDING OF THE TARGET LANGUAGE 1A-C
- DEVELOPING LANGUAGE SKILLS 2A-F
- DEVELOPING CULTURAL AWARENESS 4A-F

### 11 ART AND DESIGN

- Make posters to advertise fair trade products
- Study the use of images in marketing fair trade products
- INVESTIGATING AND MAKING ART, CRAFT AND DESIGN 2A, 3A
- KNOWLEDGE AND UNDERSTANDING 4A-C

### 12 MUSIC

- Watch *For a Few Pesos More* video and analyse the music used (see Resources F)
- Compose their own songs about fairtrade issues
- CREATING AND DEVELOPING MUSICAL IDEAS COMPOSING SKILLS 2A&B
- LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING 4B-D



‘Global citizenship can be very challenging for pupils with special needs, but fair trade is a wonderful way of putting it into practice.’

SAIRA MUMTAZ, VICTORIA PARK SCHOOL



## CASE STUDY 1

victoria park special school

*In this case study Saira Mumtaz PHSCE Coordinator at Victoria Park School, describes how she made fair trade accessible to pupils with special needs.*

The project has been a very interesting and inspiring initiative for the school. It has enabled a whole school approach to addressing global citizenship. And Ofsted were very impressed by the project!

To kick-start the work a staff, pupil and parent audit was carried out about general awareness on Fair Trade issues. A number of targets were then set by the staff, which aimed to raise further knowledge and awareness of Fair Trade, including teaching about fair trade in PHCSE. Some of the activities organised were displays and offering samples (tea/coffee) during school social events. One class took on the responsibility of presenting an assembly to the rest of the school about it. We organised a ‘Fair Trade Day’ where staff and pupils took part in various workshops, such as food tasting, carrying water to our link school, drama

exploring fair/unfair issues, craft workshop making toys, and a ‘music from around the world’ Quiz. The pupils also prepared a delicious fair trade and local produce lunch. We were also lucky enough to have visits from a cocoa and banana farmer, whose talks to a whole school assembly provided opportunity for pupils to meet and talk to those affected directly by Fair Trade.

We aim to organise a ‘Fair Trade Day’ annually during Fair Trade Fortnight; organising visits to supermarkets, Fair Trade shops, and craft, drama and music workshops. During the fortnight we will also stock fair trade snacks for the pupils.

Pupils at Victoria Park School have some understanding of Fair Trade issues and global citizenship, and the project has enabled the school to do this in an interesting, relevant and inspiring way. *Don’t Waste the World* (see Resources E) is a resource especially designed for pupils in special needs schools from key stage 2 to the sixth form.

‘The money farmers get from these new deals.  
Helps them get pumps, health and meals  
It gives their kids an education  
Fair trade fights against exploitation’

(EXCERPT FROM POEM) ROSY DEACON, 14

## CASE STUDY 2

cardinal heenan high school

*In this case study Jane Dickinson, Head of Geography at Cardinal Heenan High describes how she incorporated fair trade into her school.*

The basis for the fair trade work that I have carried out at school has been a group of enthusiastic pupils. They are currently in Year 10 but began the work in Year 9. They are encouraged to contribute by the amount of chocolate I buy them (fairly traded of course!) These pupils have taken the lead in organising events and assemblies.

I tried to identify different areas in which we could include fair trade in the Geography curriculum. I used a great resource called the *Chocolate game* (see Resource N) which the pupils found very entertaining and it really helped them to see the inequalities involved in trade. I was also keen to have a school-wide event and took advantage of a poetry competition organised by Divine chocolate. The Fair-trade group designed a PowerPoint presentation to show at an assembly and I distributed a fair trade video and teaching

materials to the Geography Department. This meant that all pupils learnt about fair trade during an assembly and a lesson. They were encouraged to enter the competition by the English department and I received some outstanding entries. By far this has been the most successful part of the Fair trade and I will certainly do the same next year.

During the last year I have been successful in setting up a Comenius project – this is a school linking project with other schools in Europe. The focus of the project is about letting pupils know that their consumer choices have an impact on the rest of the world, fair trade fits well into this brief and I am looking forward to seeing how other countries deal with this issue and the availability of fair trade products elsewhere in Europe.

CASE STUDIES



## WEBSITES

- 1 www.antislavery.org**  
Resources about past and present forms of slavery
- 2 www.bafts.org.uk**  
Find your nearest fair trade shop and resources list
- 3 www.bananalink.org.uk**  
Online banana related resources and links
- 4 www.divinechocolate.com**  
Fairtrade chocolate
- 5 www.cafedirect.co.uk**  
Tea, coffee and cocoa producers
- 6 www.cafod.org.uk**  
Some lesson and assembly resources
- 7 www.christian-aid.org.uk/learnzone**  
Online resources for teachers, offering practical classroom materials and assembly ideas (primary and secondary)
- 8 www.dubble.co.uk**  
Lesson plans, stories, free resources (Pa pa paa and Fair Measures for All)\*
- 9 www.fairtrade.org.uk**  
Fairtrade Foundation website, Fairtrade in Action pack to buy, lesson and assembly ideas
- 10 www.globaldimension.org.uk**  
Extensive database of resources, all Key Stages and curriculum areas for teaching about global issues
- 11 www.globalgang.org**  
Lesson plans and pupil worksheets (Christian Aid)\*
- 12 www.justbiz.org**  
Lots of free downloadable resources and ideas
- 13 www.labourbehindthelabel.org**  
Action Guide, geared to 6th Formers, but suitable for high schools\* (older end)

- 18 www.rednoseday.com**  
Virtual tours, lesson plans and links\*
- 19 www.rethinkingschools.org**  
US site with archived teaching resources about sweatshops
- 20 www.traidcraft.co.uk**  
Stories of fair trade craft producers, online shopping
- 21 www.wateraid.org**  
Teaching resources and case studies for all KS's\*

\* child friendly website

www.fairtrade.org.uk



## RESOURCES



### WHERE CAN I GET THESE AMAZING RESOURCES FROM?

Most of the resources listed are available on loan or mail order from Leeds Development Education Centre, 233-237 Roundhay Road Leeds LS8 4HS  
Tel: 0113 380 5655 resources@leedsdec.org.uk

Or you can contact the Development Education Association to find your nearest DEC, which may be able to loan you resources and offer you support:  
Development Education Association (DEA)  
33 Corsham Street London N1 6DR  
Tel: 020 7490 8108 Fax: 020 7490 8123  
Email: dea@dea.org.uk Website: www.dea.org.uk

Or you can contact the organisations directly – their contact details are given after the resources' details.

Many of the websites give details of resources, which are constantly changing. Try these:

**A 'THE NAVIGATOR'** Grey Level: Issue 3 Non-Fiction  
*Book suitable for Primary Schools*  
Includes story about the Ghanaian cocoa co-operative, Kuapa Kokoo [ISBN: 043306551606545].

**B SHOPS AND MARKETS** KS 1, can be used at KS 2  
*Literacy, Geography*  
Primary topic pack, with photos / posters, teacher's notes and activities. Covers trade, Fairtrade, different types of shops and markets [Oxfam 1998 £15.00].

**C GO BANANAS** KS 1/2  
*Citizenship, Geography, Literacy and Numeracy*  
Photo pack with information and activity booklet. 18 colour photos illustrate journey of bananas, from tree to table [Oxfam 1995 £14.00; available from the Oxfam catalogue: www.oxfam.org.uk/coolplanet or phone 01202 712933].

**D THE CLOTHES LINE** KS 2  
*Citizenship, Geography, Science, Art, DT, Literacy/Numeracy, ICT, Drama, History*  
Photo pack with information/activity booklet. 16 colour photos showing images from cotton being harvested in India, to children buying clothes in UK shops [Oxfam 1998 £13.95; available from the Oxfam catalogue: www.oxfam.org.uk/coolplanet or phone 01202 712933].

**E DON'T WASTE THE WORLD** KS 2 – Sixth Form  
*Citizenship, with links to geography, science, and design & technology*  
Detailed lesson plans on development and environmental issues [Aylesbury DEC 2002 £7.50; Aylesbury DEC: adec@nildram.co.uk 01296 395185].

**F FOR A FEW PESOS MORE** KS 2/3  
*Citizenship, PHSCe, Geography, Literacy, RE, Music*  
4 minute animation set to a rap outlining the injustices of the world trade system and introducing fair trade as an alternative [£10.00; phone RISC on 0118 9586692/email barbara@risc.org.uk].

**G CHOCOLATE TRADE GAME** KS 2/3  
*Geography, RE, PSHE and Citizenship, Numeracy and Communication*  
This interactive game is an engaging way of introducing the inequalities of trade and the benefits of fair trade [Christian Aid 2001 £3.50 – order it by phoning: 08700 787788 Ref no: P94; also available from the Oxfam catalogue: www.oxfam.org.uk/coolplanet or phone 01202 712933]

**H GLOBAL EXPRESS** KS 2/3  
*Citizenship, Geography, Literacy and more*  
Magazine resource for teachers of 8-14 year olds on world events and global issues in the news [find out more from www.dep.org.uk].

**I PA PA PA** KS 2/3 (separate packs for each)  
*Citizenship, PHSE, Geography, RE, ICT, Literacy and Numeracy*  
Case study of the Fairtrade cocoa growers in Ghana. A trading game develops the concept of Fairtrade. The pack includes a colour poster, set of photos, and activity sheets [Comic Relief, free].

**J FAIR MEASURES FOR ALL** KS 2/3  
*Maths, geography, citizenship, PHSCe and ICT*  
Survey on Fairtrade and Chocolate [Comic Relief, free; find out more about J & K from www.dubble.co.uk].

**K JUST TRADE** KS 2-4 & Youth & Community groups  
*Citizenship, PHSE, Geography, Art, Design Technology, RE, Assemblies*  
Introduces issues about fair trade poverty and inequality through the 'Market Place' trading game, drama, supermarket survey sheets, event ideas and recipes [Traidcraft £10.00].





**L LOCOCOCO** KS 3/4 #

*Citizenship, PHSE, Modern Foreign Languages (Spanish and English versions)*

Using the UN Convention on the Rights of the Child as a framework, Locococo enables students to explore and develop an understanding of Human Rights through a whole class game and activities [Humanities Education Centre 2000, £15.00; available from the Oxfam catalogue: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet) or phone 01202 712933].

**M FAIRTRADE IN ACTION** KS 3/4

*Citizenship, Geography, RS*

Video, board game, Teacher's Guide and Producer Case studies [see website\* for more details and to order a copy; also available from the Oxfam catalogue: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet) or phone 01202 712933].

**N THE CHOCOLATE GAME** KS 3/4 & 16+

*Citizenship, PHSE, Geography, RS*

A game lasting 60-90 minutes for 18-50 players based on the interlinking lives of those involved in the global cocoa trade [Leeds DEC 1999 £4.25; available from the Oxfam catalogue: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet) or phone 01202 712933].

**O BANANAS UNPEELED** KS 4 & 16+

*Geography, Business Studies, Art, Media Studies*

Video (26 mins.) which explores workers rights, living conditions, the positive impact of Fairtrade, and the role of consumers. Accompanying booklet with 'who gets what' from a 30p banana. [Banana Link £10.00; available from the Oxfam catalogue: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet) or phone 01202 712933]

**P CAFEDIRECT** KS 4 & 16+

*Business Studies, Geography*

Case study designed for GCSE and GVNQ Business Studies, but with information that could be used far more widely. The pack contains A1 poster and information sheets about a range of related topics including ethical trade, Fairtrade, coffee companies, Cafédirect cooperatives, Cafédirect company strategy, market research findings and the international commodities market [Traidcraft £8.95]

**Q SPILLING THE BEANS** KS 4 & 16+

*Citizenship, PHSE, Geography, Economics*

Video (18 mins.) of a case study of cocoa farmers in Ghana. It develops students' understanding of Fairtrade, through a Ghana quiz, and 'Fair Shares' role play, where participants take on the roles of different people in the 'chocolate chain', from grower to consumer [Oxfam 1999 £12.99; out of print but you might be able to borrow a copy from your local DEC].

**R THE TRUTH ABOUT BANANAS** 16+

*Citizenship, PHSE, General Studies, Geography*

Information on the banana trade comparing big plantations with small farms [Banana Link & Banana Watch, £5.00; available from the Oxfam catalogue: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet) or phone 01202 712933]

**S SEEING THROUGH THE SPIN** KS 4 & 16+, FE,

*Youth & Community groups*

*Citizenship, PHSE, General Studies, Business Studies, Geography, Key Skills, Media Studies*

Seeing Through the Spin looks at issues of corporate responsibility, ethical consumerism, Fairtrade and sustainable development [Baby Milk Action & RISC 2001 £15.00].

**T PASSION FOR FASHION** KS 2-4 and 16+

*PHSCE, Citizenship, Literacy, Geography*

Resources for an action packed one day event (which could easily be adapted for lessons) enables participants to explore the global fashion industry, and find answers to issues of ethical trade and workers rights [RISC 2003 £3.50; phone RISC on 0118 9586692 / email [barbara@risc.org.uk](mailto:barbara@risc.org.uk)].

**U ALL YOU NEED FOR A FAIR TRADE ASSEMBLY**

KS 2-4 (different formats for each)

Three 15 minute assemblies that involve maximum participation and minimum preparation! [RISC/BAFTS 2002 £1.00; phone RISC on 0118 9586692 / email [barbara@risc.org.uk](mailto:barbara@risc.org.uk)]

**V RIGBY NAVIGATOR** Grey level Issue 3

[ISBN: 0433065451; Rigby educational books, find on [www.myprimary.co.uk](http://www.myprimary.co.uk) email: [enquiries@rigbyed.co.uk](mailto:enquiries@rigbyed.co.uk)]

'If more people bought fair trade, then loads of people wouldn't be that poor any more'

SAM, 11





## A SUMMARY

### how introduce your school to fair trade

There are two main ways you can make your school a fair trade school:

- teaching about fair trade
- taking action to support and raise awareness about fair trade issues

#### 1 TEACHING ABOUT FAIR TRADE

- Download/borrow/buy some ready made resources. The websites on p.11 have tailor made resources for all Key Stages in most curriculum areas
- Incorporate fair trade issues in your planning

#### 2 TAKING ACTION TO SUPPORT AND RAISE AWARENESS ABOUT FAIR TRADE

- Get Head, SMT and whole school support
- Motivate your colleagues: organise a staff meeting where you play a role-play/trading simulation game together (see Resources G K M N O): invite the tea buyer!
- Buy fair trade tea and coffee for the staff and visitors from your local supermarket or the Catering Directory (see website 9)
- Get your school council to come up with action ideas
- Take over an assembly (see resource U and websites 7, 9)
- Order some snacks from [www.traidcraft.co.uk](http://www.traidcraft.co.uk) and run a fair trade tuck shop for a week
- Get parents involved by having a stall at an open event – you can obtain samples of tea and coffee available from [www.cafedirect.co.uk](http://www.cafedirect.co.uk)
- Active Citizenship: encourage pupils to pester their canteen or local shop to stock the products
- Take part in Fairtrade Fortnight in March, by selling some crafts, from your local BAFTS shop / Traidcraft, making a display and challenge the school to try to drink and eat fair trade for the first 2 weeks of March (as far as possible!). Check out [www.fairtrade.org.uk](http://www.fairtrade.org.uk) for more details.

*If you have fulfilled all of these targets, feel really pleased with yourselves and get the pupils to pass on their knowledge and skills to the year below, so it can start all over again.*

‘Learning about fair trade has made the children more aware of life in different countries and the contrasts to their own lives. They have also gained understanding of how not everyone is treated fairly, and that money often equates with power. All the children’s geographical knowledge has enhanced by finding out where their food originates.’

JENNY ADDIS, BRAMHOPE PRIMARY



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 Mount St. Marys High  
 Victoria Park School

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# FAIR TRADE



## why fair trade?

Many people who grow our food and make our clothes, flowers and furnishings in the Developing World work very hard in appalling conditions for very little pay. Fair trade enables consumers to use their power to support decent pay and working conditions for those we rely on, on the other side of the world.

### THE FAIRTRADE SCHOOLS HANDBOOK

The Fairtrade Schools project, funded by the Department for International Development was run by the Education Project Time for Change from April 2002 - March 2004 in a primary, secondary and special schools in the Leeds area. The aims of the Fairtrade Schools project were: incorporating fair trade in the curriculum; taking action to support fair trade; and ensuring that the fair trade message was communicated to the wider school community. This handbook was produced to help other schools teach and implement the values of fair trade.

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