

bananas
& beans
cocoa



a basketful of fair trade activities

credits

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thanks to

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risc Reading International Solidarity Centre

what does RISC do?

Our activities include:

- developing an urban roof garden for local & global education
- organising a programme of events & exhibitions on global issues & speakers from the 'South' (poor countries in Africa, Asia, the Caribbean and Latin America)
- providing training for teachers & youth workers on development education resources
- producing resources such as teaching packs, AV aids & exhibitions for use by schools, &/or youth & community groups
- selling books & development education resources; fiction & non-fiction for children & adults on global issues
- promoting campaigns on local & international issues
- providing a loan service of artefacts & education packs for schools & youth workers
- selling Fair Trade, organic & environmentally friendly products, and world music CDs
- giving work experience opportunities for volunteers.

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introduction

This pack is for anyone who has ever been shopping. Although we may appreciate that many of the products we buy have travelled across the world, how often do we stop and think about the people who produced them?

We are all consumers, and from an early age primary school pupils take an increasingly active part as consumers in the global market place – they are all aware of advertising, go shopping and make choices which have an impact on people thousands of miles away.

Bananas & (Cocoa) Beans investigates our links with people across the globe through trade in food and drink products. World trade has increased considerably in the last 20 years, helped by the rapid growth of information technology. Big businesses, and their subsidiaries, can arrange the transfer of money and goods from one country to another with the click of a mouse. ‘Globalisation’ describes this way in which people across the globe are becoming increasingly interconnected and interdependent.

The pack is divided into four parts, each of which can ‘stand alone’, be used in sequence, or be used to build a new dimension into existing schemes of work. It starts by raising awareness of our global links, and then goes on to look at the negative impact these links can have (Part 1). Fair Trade is introduced as a positive alternative (Parts 2 & 3), and ways in which we can all take action for positive change follow on from this (Part 4). Each part includes teacher information, pupil activities and photocopiable materials – and has been designed for minimum teacher preparation and maximum pupil participation.



glossary

codes of conduct and ethical sourcing

A Code of Conduct is a statement about the ethical standards that a company claims to uphold, particularly regarding workers' rights and environmental protection. These Codes are voluntary and are usually drawn up by the company itself. Supply chains are often very complex because of sub-contracting so verification is difficult. Campaigners are trying to establish an agreed international code which includes independent monitoring.

fair trade

An alternative to conventional world trade. It is a partnership between producers and consumers, based on reciprocal benefit and mutual respect. Fair Trade ensures producers in the South receive a fair price for the work they do, and gain better access to markets in the North. It aims to tackle the long-term problems of the South through sustainable development for excluded and disadvantaged producers.

globalisation

The result of the process whereby barriers to international trade, eg taxes on foreign imports, have been progressively reduced. This has resulted in a more open global marketplace for commodities, manufactured goods, capital and services. As a result, the volume of world trade has increased considerably, along with the number of transnational corporations (TNCs), who now have easier access to world markets – to buy and sell – and can increase profit margins by moving their manufacturing operations to low-cost countries.

greenwash

The phenomenon of socially and environmentally destructive corporations attempting to preserve and expand their markets by posing as friends of the environment and leaders in the struggle to eradicate poverty. The advantages of an ethical image are well known, and PR companies openly advise businesses facing criticism to aggressively advertise their links with good causes, in order to counteract bad publicity.

north, also known as developed countries

Shorthand for the industrialised countries of Europe, North America and Japan. First used by the 1980 'Brandt Report', which described the under-development of the poor countries (most found south of a line drawn across the globe) by the rich nations of the 'North'.

south, also known as third world, developing or underdeveloped countries

Shorthand for the poorer countries of Africa, Asia, the Caribbean and Latin America. However, each collective term has its inadequacies – 'South' infers there is a geographical explanation for inequality, 'Third World' implies inferiority, 'majority world' is factually true, but not in widespread use, 'developing' assumes there is a natural path towards a western model of development, 'underdeveloped' suggests poverty is the result of a process. There are also differences between countries, so more specific terms are being used – emerging and transition economies, newly industrialising countries (NICs), least economically developed countries (LEDCs)...

transnational corporation (TNC), also known as multinational corporation (MNC)

Big businesses which have subsidiaries, investments or operations in more than one country. Annual turnover of some TNCs exceeds £60bn – their size and wealth gives them great power. World Bank Formed in 1944, provides loans to countries for development projects. Since the 1970s, in collaboration with the IMF, it has encouraged the move towards a more open, liberalised world economy.

world trade organisation (WTO)

Set up in January 1995, the WTO took over from the General Agreement on Tariffs and Trade (GATT) as the forum where the universal rules governing a single, liberalised, global economy are written. Unlike the GATT, trade rules agreed in WTO negotiations, are legally binding and can be enforced by the threat of sanctions and compensation payments.

curriculum links

The materials fit the KS2 National Curriculum in England and Wales, and the 5 – 14 Guidelines in Scotland. Fair Trade’s relevance across a wide range of curriculum areas means it’s an ideal vehicle for teaching citizenship - and it makes an ideal topic for a whole school event. What’s more, it’s fun to teach!

The concept of something ‘being fair’ is easily grasped by students of all ages as it can appeal to their natural sense of justice. The issue of Fair Trade can be introduced through:

art and design

When investigating art, craft and design from a range of cultural contexts Fair Trade artefacts can be used as a resource or pupils can create designs for new Fair Trade products, eg crafts and textiles.

citizenship

Exploring what it means to be a global citizen and how our actions, as individuals, can bring about positive change.

design and technology

Evaluating processes and products, comparing how well products meet social, economic and environmental considerations. Activities could include developing recipes, and designing packaging.

geography

Asking geographical questions, analysing evidence, using maps. Recognising how places fit within a wider geographical context, and are interdependent.

ict

Researching, presenting and analysing data.

literacy

Speaking and listening – group discussion and interaction; reading – to obtain specific information; persuasive writing; analysis of advertisements.

music

A range of World Music can be used to explore the cultural environment of producers, and help students identify different genres, styles and traditions – pupils can write and perform songs/raps about the issue of Fair Trade.

numeracy

Gathering, presenting and analysing data

pshe/pse/psd

Fair trade is an ideal topic for tutorial time and assemblies. It can be explored when considering social and moral issues, taking responsibility and taking part, making choices and decisions.

re

How people’s beliefs can influence their actions

science

Investigating living things in their environment – the environmental benefits of growing produce for the Fair Trade market can be used to illustrate sustainable development. Fair Trade producers’ stories can be used for developing knowledge, skills and understanding.

part 1: **trade in your trolley!**

aim

To enable pupils to investigate their own global links

teacher information

Many farmers in the countries of the ‘South’ (Africa and Asia, the Caribbean, Latin America) are poor, and getting poorer. They cannot market their goods directly, so they often get only a small share of the true market price – sometimes below even the cost of producing their crop. This means that they cannot plan their future, because prices are so unpredictable, and they can only borrow money at excessive interest rates. They are caught up in a cycle of poverty, with little hope of escape. The producers on the resource sheet introduce these ideas.

activity 1

aim

To show how shopping links us to people in other parts of the world.

resources

- a shopping bag containing a selection of products from around the world; to save time, stick a label on each item to highlight its continent & country of origin
- a poster sized world map, or world map on OHT (a Peters Projection world map enables pupils to see the relative areas of the ‘South’ and ‘North’).

method

- Ask individual pupils to put their hand into the bag without looking, choose an item and guess what it is. Once revealed, the rest of the class can guess where it came from.
- Results can be recorded on the world map, and a line drawn from producer’s country to us, as consumers, in the UK. Pupils can then suggest more items to be added, eg from their bags/pencil cases/clothing.
- Ask pupils to look for patterns – which parts of the world do most products come from?
- Is this what they would/wouldn’t expect? Why/why not?

activity 2

aim

To encourage pupils to focus on the people behind the products

resources

- ‘Trade in your Trolley’ resource sheet (p7)
- World map sheet (p8)
- pupils may need an atlas to help them with the map

method

- Read through the producers’ speech bubbles with the pupils, and ask them if they can work out who produces each product in the trolley.
- Working individually or in pairs, pupils can link the items in the trolley to the people who produce them. They could make the link visual with string/wool/strips cut from product labels – to develop the idea of the link between consumers and producers they could add a

photo or picture of themselves pushing the trolley!

- Finally, pupils can add labels to the world map by showing each product from the trolley and the location of its producer.

discussion

- What is life like for the people who produce our chocolate, bananas etc?
- If you could ask each of the farmers on the resource sheet a question about their lives, what would it be?
- What sort of problems do farmers in this country have? How do these compare?
- Is there anything we can do to support farmers, locally and globally?

extension activity

aim

Individuals, pairs or small groups could draw up a global links 'spider diagram', with themselves at the centre, and all their links with people in other parts of the world .

method

Start by asking who has:

- Spoken to someone in/from another country?
- Been on holiday to another country?
- Has a friend/relative/neighbour that is from, or has lived in another country?
- Received/sent an email/letter to someone in another country?
- Has games/toys/music/clothes from another country?

follow up activities

- Pupils could gather wrappers/labels/photos from items at home, and locate them on a large world map to make a class display of trade links. You could also suggest they find out where their trainers/clothes/TVs/play stations were made. Pictures of shoppers (themselves?) in UK and producers in Southern countries could be added to help pupils focus on the people involved (www.fairtrade.org.uk/ for more producer information and images). To complete the map, pupils could add questions they would like to ask the producers or ask about world trade.

make a difference!

- Raise awareness of global links by running a 'Going Global' quiz for another class/a lunchtime club/people at home.



trade in your trolley!

resource sheet



I have to take care when I collect my sweet and sticky crop. I grow some food for the family but I am very poor. I need to sell my crop so I can buy food, clothes and medicine. I can't afford to send my children to school.



I work on a large farm called an 'estate', in Sri Lanka. My job is plucking leaves from bushes. The leaves are used to make a drink which is a favourite all over the world. I have to carry the leaves in a basket on my back – it's really hard work climbing the steep, slippery slopes with a heavy load!



I pick yellow pods from the trees on my farm in the Dominican Republic. I sell the beans inside, and they go to make a sweet treat. I think most people in your country really like it – but my children and I haven't tasted it. We couldn't possibly afford it!



My farm is in Guatemala, Central America. I grow trees which have small red fruits. Inside each fruit is a bean which is ground to make a drink. Last year 31 billion cups of it were drunk in your country (that's a lot of washing up!) Every year the amount of money I make goes down – I have to borrow money to make ends meet



I grow the world's favourite fruit! I have a small farm on the island of St Lucia, in the Caribbean. To look after my crop I have to work 12 hours a day, 6 days a week – Imagine going to school for that long!

part 2: **it's not fair!**

aim

To enable pupils to find out about the negative impact conventional trade can have on producers in the countries of the 'South', and introduce Fair Trade as an alternative.

teacher information

Many farmers, and other workers in the countries of the 'South', do not see the benefits of increasing world trade - they earn far less than they need to live on. Prices paid for cash crops such as bananas, tea, coffee and cocoa are unpredictable, so farmers cannot plan their future. They often have no choice but to borrow money at very high interest rates, so debts become a part of life. Farmers often can't afford to send their children to school, improve their homes, or pay for medical care. In many places families have no electricity, no piped water, and no effective means of transport.

Other farm labourers, who work on plantations owned by large companies, have further problems. They often have to cope with unsafe working conditions, the appalling side effects of using dangerous agrochemicals, and very poor, basic housing. They often have no opportunity to join a union, or take part in decisions that affect their lives on the plantation. Other workers, who produce many of our clothes, electronic and household goods in 'sweatshops', have the choice of a job working long hours in poor conditions, for very low wages – or no job at all.

Fair Trade is an alternative approach to conventional world trade. It is a partnership between producers and consumers, based on mutual benefit and respect. Fair Trade ensures producers in the South receive a fair price for the work they do, and gain better access to markets in the North. It aims to tackle the long-term problems of the South through sustainable development for excluded and disadvantaged producers.

For Southern producers, Fair Trade means:

- being paid a fair price
- being able to sell directly to Northern buyers
- long term security
- support for social development projects, eg health care and education facilities
- support for sustainable environmental projects, eg tree planting and farming without using harmful chemicals
- respect for people's rights, eg promoting gender equality, no child labour
- having more control over their own lives.

For many in the South, conventional 'free' trade creates inequality and injustice. The concept of something being 'fair' or 'unfair' is easily grasped by pupils of all ages, so the issue of Fair Trade can appeal to their natural sense of justice.



*illustration: Maurizio Forestieri – from the video
For A Few Pesos More, available from RISC*

activity 1

aim

To enable pupils to empathise with banana growers in the South

resources

- scrap paper, crayons and scissors
- counters/tokens to use for payment
- small copies of the Fairtrade Mark - this can be downloaded from www.fairtrade.org.uk/

method: year 1

- Each pupil has to 'grow' (make) a banana from a piece of scrap paper. Stress that this needs to be a 'quality' fruit.
- As they work, ask pupils what price they would sell their bananas for. Listen to their suggestions, encourage them to reach agreement, and respond by making them a very low offer for all their bananas – only a tiny fraction of their named price.
- Refuse to negotiate – tell them you represent BB, the only banana company for miles around, if they don't accept your offer you'll buy your bananas from another class!
- Collect up the bananas, rejecting any which isn't the right size or shape. Hand out two counters to each successful grower as payment.

discussion

- How long did the bananas take to 'grow' and how many could you 'grow' in a day?
- How much did you need to earn and how did you feel about the price offered?
- What choices did you have – were there any alternatives?

method: year 2

- Repeat the banana growing exercise, but this time give some pupils a copy of the Fairtrade Mark.
- When it's time to sell their bananas, tell these Fair Trade farmers that they have a special partnership with a Fair Trade Company (an extra adult in the classroom could take on this role).
- Collect up the bananas, and hand out just one counter to each of the pupils selling to BB (the price of bananas on the world market has fallen since their last harvest). Give the Fair Trade farmers three counters to represent their Fair Trade premium.

discussion

- How did you feel about world prices falling?
- What would falling prices mean for the farmers and their families? (eg not being able to afford schooling, health care, transport, and growing debts, lack of security and choice)
- What differences could Fair Trade make to farmers?
- Draw out the benefits of Fair Trade, list them under the heading 'Fair Trade means... '.
- What was realistic/not realistic about the activity?



activity 2

aim

To compare and reinforce the differences between conventional trade and Fair Trade.

resources

- 'It's not Fair!' resource sheet (p12)
- a bunch of Fair Trade bananas (as a visual aid!)

method

- Working individually, or in pairs, pupils match each of the mixed statements to banana 'A' or banana 'B' – one is Fair Trade, the other is not. The top two statements are labelled 'A' and 'B' to help them get started. Finally they can award the Fairtrade Mark!
- Point out to pupils that the two bananas represent two simplified extremes of production – in reality some Fair Trade growers have to use pesticides, just as some farmers who are not involved in Fair Trade use sustainable production methods. Many farmers can only sell part of their crop at the higher Fair Trade price. The positive impact of Fair Trade on producers' lives can only develop if demand for Fair Trade products grows – and that's where we can take action as consumers.

follow up activities

Pupils could draw a plan, picture or cartoon showing a farm in the 'South' before and after its crops were sold through Fair Trade.

Alternatively pupils could be shown a photo/sketch of a scene including workers in the South, and be asked to give it a 'Fair Trade makeover'. With either option they should be encouraged to think about their own role as global citizens, and how they can be part of the picture, taking action to bring about change.

make a difference!

Suggestions for active citizenship:

- find out where Fairtrade bananas are available locally
- organise a banana tasting, or an assembly explaining about Fairtrade bananas
- produce posters for display around school, encouraging people to try Fairtrade bananas
- ask the school caterers to make sure the bananas served in school are Fair Trade.



it's not fair! resource sheet

can you match the statements to the correct banana?

A

B

"My workers had to work 12 hours a day, six days a week"

"My workers could lose their jobs anytime"

"My workers have better homes, better education and better"

"My workers used dangerous chemicals to kill any pests which might"

"My farmer has a guaranteed contract"

"I was grown on a banana plantation in Central America. I was sold to a big banana company"

"I was grown on a small banana farm in the Windward Islands. I was sold to a Fairtrade company"

"My workers have no unions, and no say in how their lives go"

"My workers spent many hours looking after me"

"My workers have poor housing, poor education and poor health"

"My workers are members of a co-op. They can make their own decisions."

"Which one deserves the Fairtrade mark?"

part 3: **fair trade rules!**

aim

To develop pupils' understanding of their own role in the chain which links producers and consumers, and to show the benefits Fair Trade can bring.

teacher information

Two thirds of cocoa produced worldwide is estimated to be grown by smallholders. West African economies are critically dependent on cocoa. For example, revenue from cocoa accounts for more than one third of Ghana's total export earnings, and 40% of those of Cote d'Ivoire, the world's largest cocoa producer. The instability of the world cocoa market, with its huge fluctuations in prices, means cocoa farmers are in a precarious situation – most struggle to make a living.

In Britain we eat more chocolate per capita than any other country, each consuming around 9.5kg per year. As consumers we can choose Fair Trade chocolate – and be part of an alternative system which enables cocoa farmers to develop their organisations, improve their living standards and plan for the future.

Cocoa 1994 - 2002: comparison of fair trade & New York Exchange prices



NB Fair trade minimum price = \$1600 + \$150 premium. When the New York price is \$1600 or above, then the fair trade price = New York price + \$150 premium
Source: Fairtrade Foundation

activity 1

aim

To focus pupils on their role as consumers of chocolate, to enable them to appreciate their position in the chain from producer to consumer

resources

- Choc Survey sheet (p16)

method

Pupils complete survey sheet individually, in pairs or small groups – or use it as a basis for discussion.

answers

Q5: children 34, women 40, men 26 (according to Nestlé)

Q6: on average £62/person, about 200 chocolate bars (figures from *The Guardian*). Does this surprise them? What do they think it means for the chocolate companies? The shop keepers? What might it mean for the cocoa farmers?

Q7: about 7p goes to the cocoa farmer – choc company gets about 40p, shopkeeper about 28p – the rest goes for tax)

extension activity

Pupils could devise a questionnaire to find out about the chocolate eating habits of other pupils/staff/friends. Data could be presented and analysed to develop numeracy and ICT skills.

activity 2

aim

To enable pupils to see where they fit into the chain which links cocoa growers with chocolate eaters.

resources

- Fair Trade Rules! resource sheet (p17)
- scissors and glue if required

method

- Working individually or in pairs, pupils arrange the statements in the boxes into the correct order along the cocoa chain (they could be written in, or cut and pasted).
- The benefits of Fair Trade can be reinforced (see Part 2), before beginning Activity 3.

activity 3

aim

To help pupils use listening skills to identify the benefits Fair Trade has brought to one group of farmers.

resources

- each pupil will need two pieces of scrap paper/card to hold up, one red and one green
- the information about the Kuapa Kokoo farmers

method

- Read the information about Lynda and the Kuapa Kokoo farmers to the pupils.
- Ask them to listen carefully, and hold up their red card whenever they hear about a difficulty the farmers have to face and the green card whenever they hear about the benefits of Fair Trade.

information about the Kuapa Kokoo farmers



Hello. My name's Lynda. I'm 12 years old and I live in Mim, a village in Ghana. I have two brothers and four sisters. My parents are divorced and I live with my dad, who is a cocoa farmer. After school I often help him in the cocoa fields, particularly during harvest time. Most of my friends' parents are cocoa farmers too. Although my village has no running water or electricity, the young people there are like everywhere else in the world. We love music,

fashion and dancing.

In Ghana there are about one and a half million cocoa farmers. In the last 30 years the price they are paid for their cocoa beans has 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. The cocoa tree is very tall – up to 15 metres high. When the pods are growing it's vital to keep a close eye out as rats, insects and weeds can destroy them.

About ten years ago one group of cocoa farmers joined together to form a group called Kuapa Kokoo. They sell some of their cocoa through Fair Trade. This means they get more money for each sack of beans – and they know they'll have a regular income.

The Kuapa Kokoo farmers can use the Fair Trade money for training and to buy farming tools to help with their work. They learn how to look after the environment, and grow their cocoa without using harmful chemicals. Kuapa Kokoo includes women and men – there are now far more women working in the organisation and making important decisions. There are new schools for us too – the extra money from Fair Trade can help pay for our school fees and school books.

Kuapa Kokoo trains its farmers so they know how to weigh and bag their beans. This had been a problem because some cocoa buyers would cheat the farmers by using inaccurate scales which didn't weigh fairly.

Since we've been selling our cocoa through Fair Trade we have new water pumps for clean water.

My Dad and the other farmers also learn about managing their money and how to 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 villages want to join Kuapa Kokoo, but they can't sell all their cocoa through Fair Trade – there still isn't enough demand for Fair Trade chocolate in UK.



discussion

- Ask the pupils to feed back the information they have heard. This could be recorded on the board/overhead as lists of difficulties and benefits. Each list could then be transferred to cards and sorted in a range of ways, eg difficulties which can be overcome versus difficulties which are beyond peoples' control, direct benefits which relate to the money the farmers are paid versus indirect benefits which make life better, but are hard to measure.
- Ask the pupils how we can be involved in reducing the difficulties, and adding to the benefits.

extension activity

Design a wrapper for a new Fair Trade chocolate bar – think about making it attractive and informative. It should have information about ingredients, and where they have come from, as well as the Fairtrade Mark. It could also include information about the Kuapa Kokoo cocoa growers, and the difference Fair Trade has made to them.

make a difference!

Be an active global citizen –

- Make some Fair Trade chocolate goodies using one of the recipes included (p23). Set up a choc shop at break time or after school, and use it as an opportunity to tell others about Fair Trade
- Organise a chocolate tasting session, or an assembly about Fair Trade chocolate.



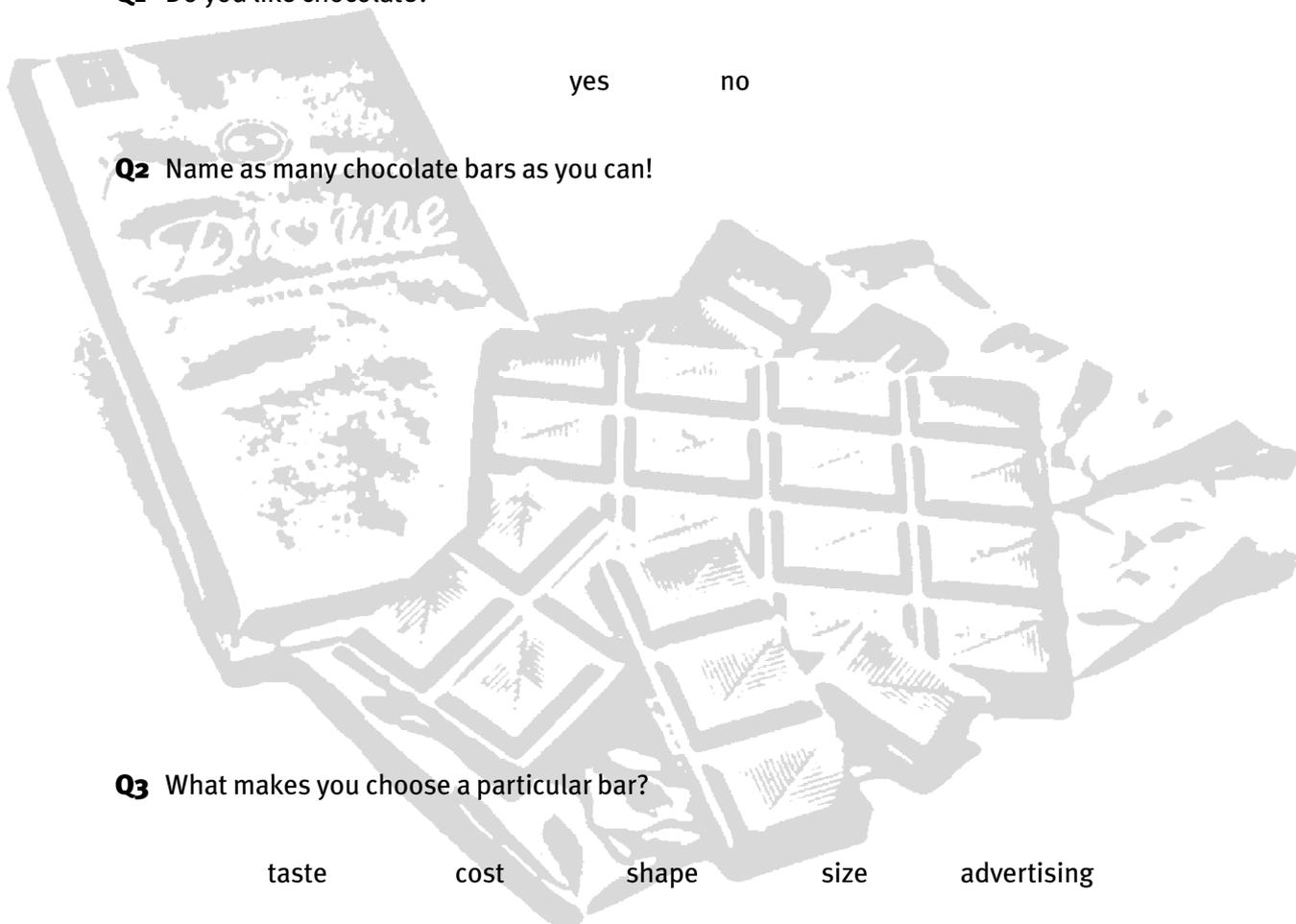
choc survey

Answer questions or circle your responses, where appropriate.

Q1 Do you like chocolate?

yes no

Q2 Name as many chocolate bars as you can!



Q3 What makes you choose a particular bar?

taste cost shape size advertising

Q4 Nine out of ten people say they really love chocolate – do you think that's true of the class?

yes no

Q5 Imagine 100 chocolate bars. How many would be eaten by:

children women men

Q6 How much do you think people in the UK spend on chocolate each year?

Q7 If a large chocolate bar costs you £1, how much do the following get:

chocolate company shop keeper cocoa farmer

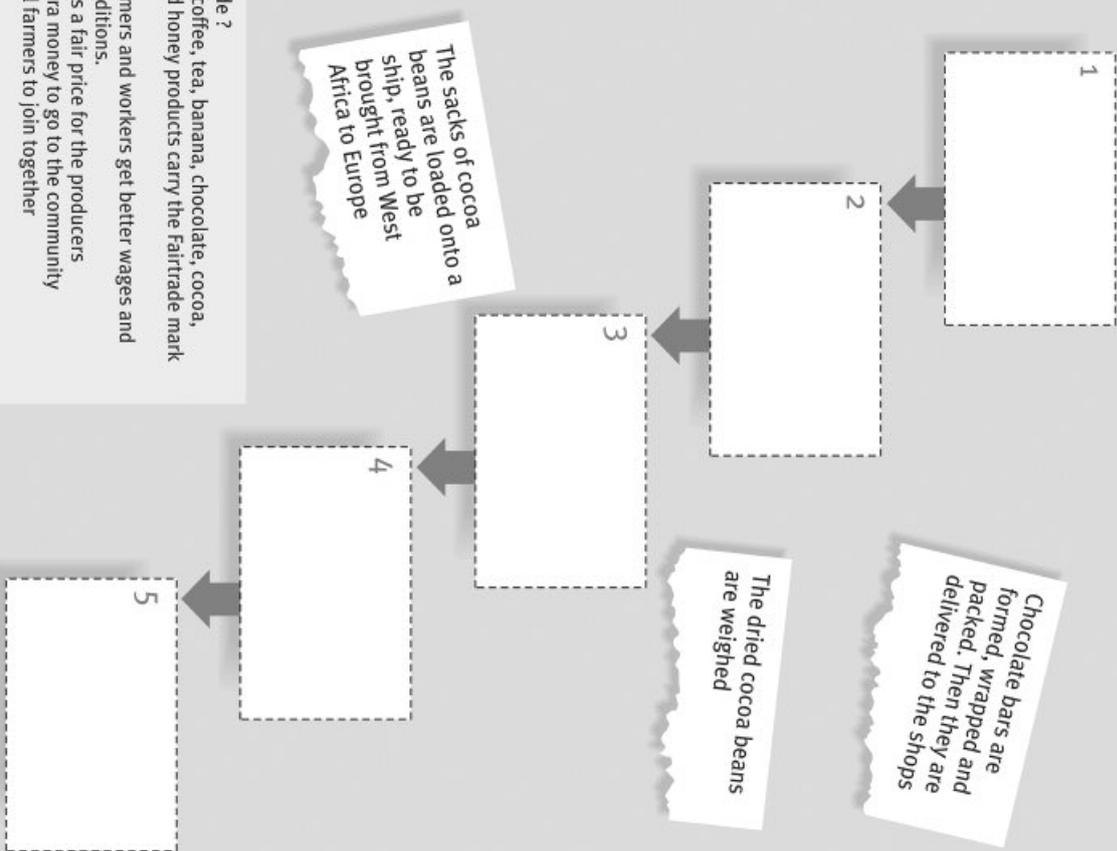
fair trade rules! resource sheet

from producer to consumer: can you fill in the chain?

Chocolate is made from cocoa beans. Every time you eat a bar of chocolate, you make one link in the chain from the farmers who grew the cocoa beans, to the shoppers like us, who buy the chocolate.
Can you make the links in the chain? Use the information around the diagram to fill in the links from the cocoa farmer in Ghana to the chocolate eaters in the UK



Cocoa farmer in Ghana



Eating the end product

"That means a fair deal for the cocoa growers in Ghana"

"It's the Fairtrade mark"

"What's this mark on the wrapper?"

Kim Naylor/Comic Relief



What is Fairtrade?
More than 100 coffee, tea, banana, chocolate, cocoa, juice, sugar and honey products carry the Fairtrade mark

- It means farmers and workers get better wages and working conditions.
- It guarantees a fair price for the producers
- Provides extra money to go to the community
- Allows small farmers to join together

part 4: **make a difference!**

aim

To enable pupils to make informed choices as consumers, and understand the impact their choices make.

teachers information

It is estimated that ‘the average’ 16 year old in this country will spend £1,000,000 during her/his lifetime, which represents a tremendous amount of purchasing power – but how often do young people, or any of us, stop to find out about the people behind the products we are buying?

Product packaging tells us a certain amount about what we’re buying, but if the new generation of consumers in our classrooms are to make informed choices when shopping, they need to know what to look for.

How do we know if something is Fair Trade?

The Fairtrade Mark guarantees that a product is Fairtrade. Fair Trade is an alternative approach to conventional world trade. It is a partnership between producers and consumers, based on reciprocal benefit and mutual respect. It ensures producers in the South receive a fair price for the work they do, and gain better access to markets in the North. It aims to tackle the long-term problems of the South through sustainable development for excluded and disadvantaged producers. The Fairtrade Foundation awards the Mark, and regularly inspects suppliers to be sure that standards are being met. By 2003, over 130 products were carrying the Mark.

Why do some Fair Trade products have no Mark?

Currently the standards for the Fairtrade Mark are only agreed for a range of food and drink products. Some organisations, like Traidcraft, have been involved in Fair Trade for many years. Although their products may not carry the Fairtrade Mark, consumers can trust them, because the purpose of these organisations is to challenge poverty. The British Association for Fair Trade Shops (BAFTS) is a growing network of independent Fair Trade or World Shops across the UK. BAFTS was established in 1995, and is an information, support and campaigning network for Fair Trade Shops. There is at least one member shop in each major city in the UK. BAFTS members share common aims and standards, with their own criteria and register for Fair Trade crafts, textiles and other products from the South. This helps to distinguish genuine Fair Trade shops from others.

In supermarkets, however, buying products with the Fairtrade Mark is the only way to be sure an item is genuinely Fair Trade. It takes a long time, and much money, to monitor production and award the Fairtrade Mark. You will find more products carrying the Mark year by year.

activity 1

Ask pupils why we buy some things and not others. Make a list of their reasons, and ask them to rank these in order of importance. Their ideas could be recorded and revisited at the end of the session to gauge any change in attitude. Move on to why we might, or might not, buy Fair Trade products if they haven’t been mentioned already. Show, and explain the Fairtrade Mark

This logo represents producers and consumers raising their hands in greeting across the globe.



activity 2

aim

For pupils to consolidate what they have found out about Fair Trade, and express their own views.

resources

- Make a difference! resource sheet (p21)

method

After talking through the sheet, pupils can complete the speech bubbles, continuing the conversation over the page if appropriate. At the end they can think about their own views.

extension activities

Pupils could think of other comments they might hear people make about Fair Trade, and how they could answer them. They could:

- make more speech bubbles of their own (using magazine pictures of people/shops if time allows)
- use this as the basis for a drama activity and role play the shoppers, using their own ideas to extend the conversations about Fair Trade.
- design a Fair Trade mark for non-food products, eg clothes, jewellery, trainers, rugs, footballs...

activity 3

aim

For pupils to take action to raise awareness of Fair Trade.

resources

- paper, glue, scissors
- Fairtrade packaging
- copies of the Fairtrade Mark

method

- Pupils design a leaflet/flier about Fair Trade, to raise people's awareness of the issue.
- Pupils could choose the most effective and informative – it could be reproduced and handed out in school or at home.

make a difference

- Write a letter to the local supermarket, asking the manager to stock a Fair Trade product not already available there (see writing frame sheet on page 22).
- Hold a Fair Trade coffee morning for the staff or members of the community. Buy or borrow the *Coffee Culture* (from RISC) table cloth game, so participants can learn about the coffee trade as they enjoy their coffee. Encourage pupils to devise their own fair trade games.
- Contact your local World Shop and arrange a visit – or ask if they could visit your school with a Fair Trade stall (www.bafts.org.uk/ for a list of shops which are members of the British Association for Fair Trade Shops).

extension activities

- Pupils could devise a questionnaire to use at home/around school to find out what other people know about Fair Trade. The results could be presented and analysed using ICT skills
- Pupils could arrange to visit a local supermarket to carry out a product survey – this could be to investigate the number of Fair Trade brands available, or the number/variety of Fair Trade Marked products. These results could also be presented and analysed using ICT skills.

quote for discussion

“ In the morning we drink coffee provided for us by a South American, or tea by a Chinese, or cocoa by a West African. Before we leave for our jobs we're already indebted to more than half the world. ”

Martin Luther King

- What did he mean? This could be extended to consider the clothes we wear, the trainers we put on, our microwaves, TVs, Playstations...

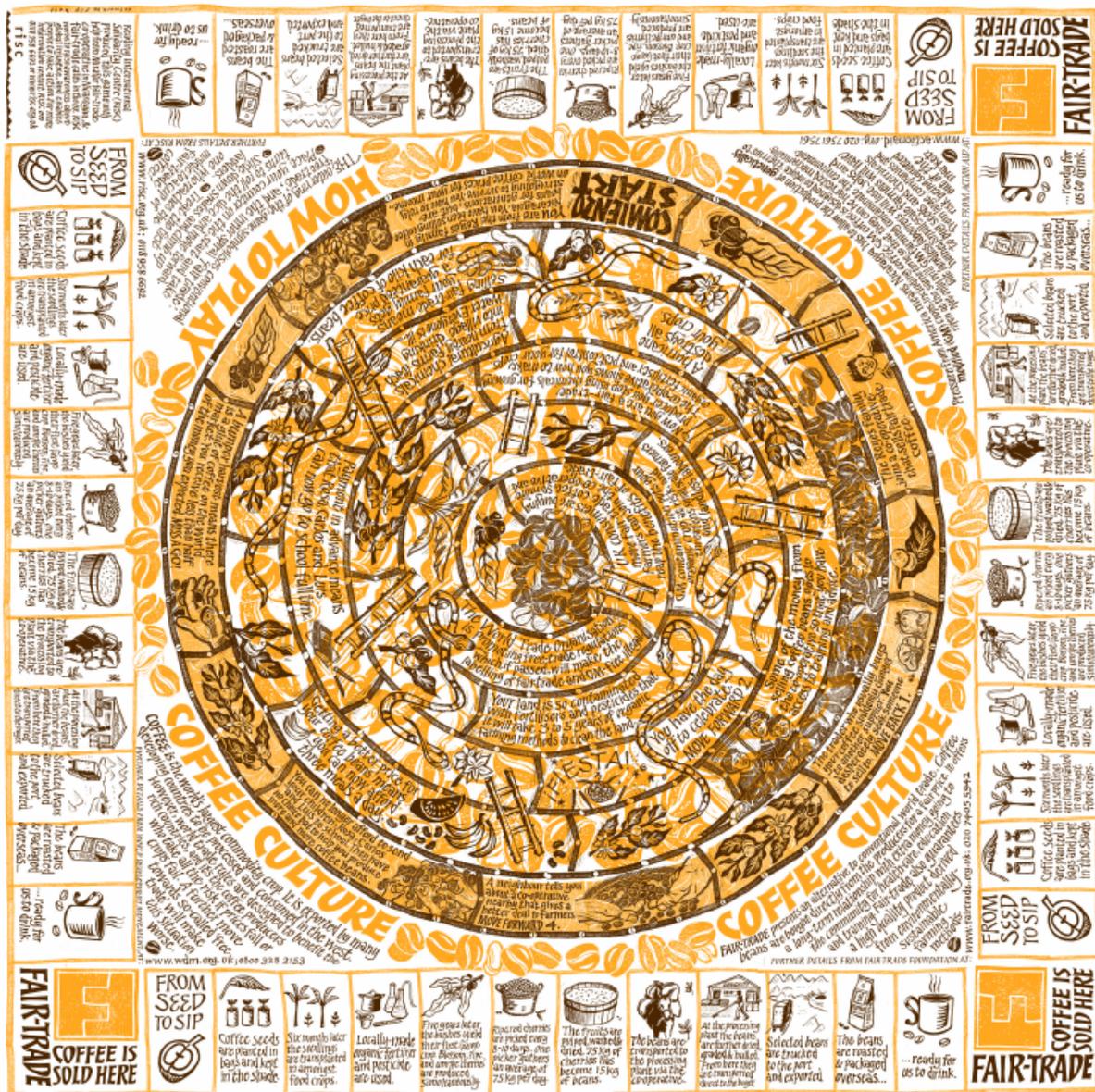


Illustration: Pip Hall – from Coffee Culture, a table cloth board game, available from RISC

make a difference!

resource sheet



Your Address

The Date

Name and address of shop/shop manager

Dear

I am writing to ask you to stock more Fair Trade products, such as _ _ _ _ _

Fair Trade means _ _ _ _ _

I think Fair Trade is important because _ _ _ _ _

If we support Fair Trade it means farmers and their families _ _ _ _ _

Through Fair Trade we can all make a difference!

Yours sincerely,

Your name

further ideas for action

in and out of the classroom

- Produce ‘story boards’ to show the links in the chain from producer to consumer for different Fair Trade products – information could be researched from Fair Trade packaging as well as the websites listed.
- Make up an advertisement for a Fair Trade product – for radio, TV or a magazine.
- Run a Fair Trade competition with a Fair Trade chocolate prize at the end.
- Set up a Fair Trade tuck shop.
- Run a Fair Trade coffee morning for the staff, or members of the community.
- Liaise with the school canteen/cafeteria to hold a Fair Trade breakfast, or lunch, serving as many Fair Trade items as possible.
- Organise a Fair Trade assembly – notes for organising one are available from RISC, (£1).
- Set up a ‘Fair Trade Trail’ as a fun opportunity for pupils to find out more about Fair Trade. This could be based on materials displayed at different locations around the school, eg posters, leaflets, maps and packaging from different Fair Trade products.
- Produce display materials – posters to promote Fair Trade, giant Fair Trade packaging, profiles of producers and their products.
- Link up with your local Supermarket and World Shop. Arrange for pupils to visit it and carry out a product survey or consumer questionnaire to gauge public awareness of Fair Trade. Analyse the results, and send a report to the shop manager!
- Complete a ‘Fair Trade audit’ of the school, using pupil and staff questionnaires. This could form the basis of the school’s ‘Fair Trade Policy’ – why not make it a Fair Trade school?

fair trade recipes!

fair trade chocolate crunch

equipment

1 saucepan, weighing scales, wooden spoon, rolling pin, large plastic bag, flat baking tray (approx 20x30cm) lined with foil or greaseproof paper, microwave or hob, fridge

ingredients

125g butter/margarine
200g digestive biscuits
50g golden syrup
25g Fair Trade cocoa powder
25g Fair Trade soft brown sugar
125g mixed raisins & sultanas (optional – these could also be Fair Trade)
1 large bar of Fair Trade milk chocolate (optional – for melting and pouring on top!)

what to do

- in the saucepan, melt the butter/margarine with the golden syrup, cocoa powder and brown sugar and stir the mixture well with the wooden spoon
- put the digestive biscuits in the plastic bag, and crush them up with the rolling pin – keep the bag on a flat surface, so none of the biscuit crumbs escape!

- add the biscuit crumbs to the mixture in the saucepan, and stir well
- add the raisins and sultanas, and stir well
- press down the mixture onto baking tray, and pour melted chocolate over the top
- put the baking tray into the fridge, and leave it for 2 hours, or until mixture is firm enough to be cut into bite sized pieces!

fair trade chocolate brownies

equipment

1 saucepan, weighing scales, wooden spoon, cup, flat baking tray (approx 20 x 30cm) lined with foil or greaseproof paper, hob or microwave, oven to cook brownies in

ingredients

125g butter/margarine
 300g Fair Trade soft brown sugar
 2 eggs
 225g self raising flour
 25g Fair trade cocoa powder

what to do

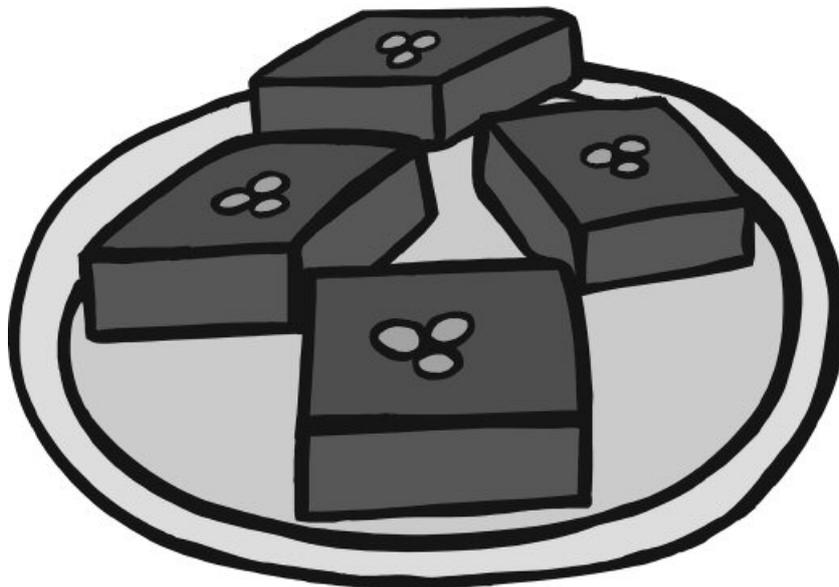
- in the saucepan, melt the butter/margarine and use the wooden spoon to stir in the brown sugar
- break each egg into the cup, then add it to the mixture in the saucepan
- stir the eggs into the mixture very well, so that it looks smooth
- add the flour and cocoa powder, mix it very well
- pour the mixture onto the baking tray, spreading it evenly
- cook at 350F or Mark 4, for 20 minutes, then let brownie cool in the tin before cutting it into bite sized pieces!

other fair trade treats

Fair Trade Chocolate crispy cakes, Fair Trade Chocolate Fondue – with fresh fruit pieces (eg Fair Trade bananas) to dip into melted Fair Trade chocolate!

fair trade banana brownies

As with chocolate brownies, but leave out the cocoa powder and 100g of sugar. Instead, add two or three mashed Fair Trade bananas.



further resources

for teaching about Fair Trade

All You Need For A Fair Trade Assembly RISC 2002 £1

KS 2 Curriculum Links: PHSE/PSE/PSD, Citizenship, Literacy, Geography

Three adaptable 15 minute assemblies, focusing on different Fair Trade products (chocolate, bananas, clothes/fashion). Each assembly explains the problems faced by producers and the choices we have as consumers – with plenty of opportunities for student participation.

Shops and Markets Oxfam 1998 £20.00

KS 1, could also be used at KS 2 Curriculum links: Literacy, Geography

Primary topic pack, with photos/posters, teacher's notes and activities. Covers trade, Fair Trade, different types of shops and markets. Activities with posters include describing, questioning, cropping and extending the pictures, adding speech bubbles and captions, telling stories, drama work, linking photos to a world map, looking at links and journeys.

Go Bananas Oxfam 1995 £13.00s

KS 1 / 2 Curriculum links: Citizenship, Geography, Literacy and Numeracy

Photo pack with information and activity booklet. 18 colour photos illustrate journey of bananas, from tree to table. The activities are for use with mixed ability classes, with children working in small groups or independently. Skills developed involve questioning, sequencing, interpreting, research, presenting information and negotiating. Concepts developed include the links between our own lives and those of others, world trade and globalisation. UK Fairtrade bananas can be introduced to extend the activities.

Making A Meal Of It Oxfam 1998 £13.95

KS 2 Curriculum links: Citizenship, Geography, Science, Literacy/Numeracy

Photo pack with information/activity booklet. 18 colour photos of food in different contexts – linked with farming, shopping, celebrations and daily life. Information on food issues, including Fairtrade. Organised into 3 units, with work sheets and extension activities.

Unit 1: Food for Life. Includes food quiz, and ideas for developing skills using the photos.

Unit 2: The World in a Supermarket Bag. Includes investigating origin of our food, a case study of cocoa producers in Ghana, a woman farmer's story, production of chocolate from bean to bar, and activities to introduce and develop the concept of Fairtrade.

Unit 3: Why are people Hungry? Looks at the causes of hunger, the distinction between hunger, starvation and malnutrition, and asks children to consider solutions.

The Clothes Line Oxfam 1998 £13.95

KS 2 Curriculum links: 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. Contains background information, and provides in depth support for topic work on clothes or trade, introducing a global dimension. Through the concept of Fairtrade, it links children's own lives with those of people in the South, developing a range of skills. It also provides useful material for a locality study in India. Activities include an India quiz, mapwork, researching where our clothes come from, creating a word wall about cotton, print making, comparing working conditions and producing a 'clean clothes code'.

Pa Pa Paa Comic Relief free from www.dubble.co.uk/

KS 2 Curriculum links: Citizenship, PHSE, Geography, RE, ICT, Literacy and Numeracy

The pack provides a case study of the Fairtrade cocoa growers in Ghana. Pa Pa Paa, 'the best of the best', is their trademark. Activities, to suit all abilities, enable students to understand links in the cocoa chain, from cocoa farmer to chocolate eater. A trading game develops the concept

of Fairtrade, showing how students' own choices affect the farmers in Ghana and other parts of the South. The pack includes a colour poster, set of photos, and activity sheets.

For A Few Pesos More BAFTS/RISC 2002 £10

KS 2/3 Curriculum links: Music, Citizenship, RE, Geography

Lively 5 minute musical animation. The video shows the injustice of conventional world trade, and Fair Trade as an alternative. It includes a teachers' guide, with background information about Fair Trade, student activities and other resources.

Passion for Fashion RISC 2003 £3.50

KS 2-4, 16+ Curriculum links: PHSE/PSE/PSD, Citizenship, Literacy, Art; Global Youth Work – enabling young people to explore their links with contemporaries in the South.

This pack is available in both school and youth work versions. It outlines the programme for an action-packed one day event which enables participants to explore the global fashion industry, and find answers to issues of ethical trade and workers' rights. Although it's presented as a one day event, each of the activities in the pack can be easily adapted for use in different situations.

Choc-a-lot RISC 2003 £3.50

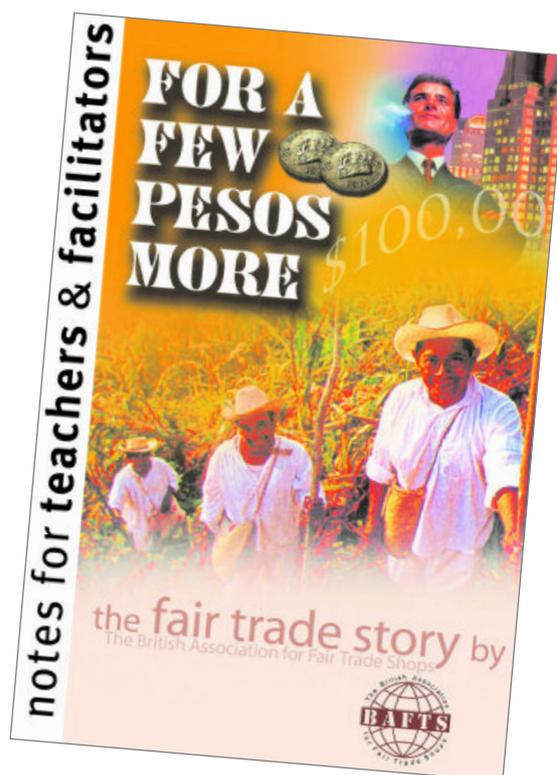
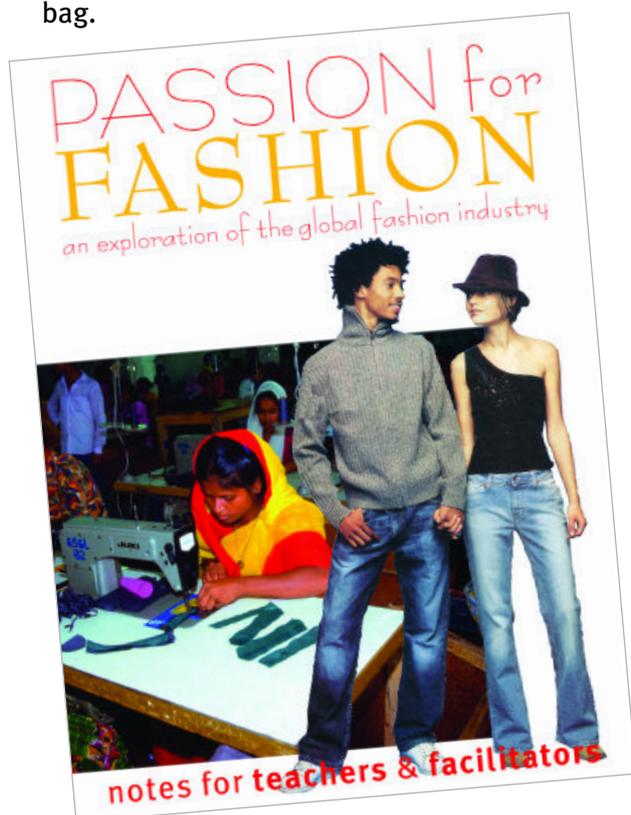
KS 2-4, 16+ Curriculum links: PHSE/PSE/PSD, Citizenship, RE, Geography; Global Youth Work – enabling young people to explore their links with contemporaries in the South.

This pack is for teachers and youth workers and provides a detailed outline of activities for a day workshop which introduces young people to the issues behind the global chocolate industry. It enables them to find out the facts, develop a wide range of skills and have confidence to take action for change. Themes include: the role of chocolate in our lives, how chocolate is made, how the big chocolate companies increase their profits at the cost of cocoa farmers, the role of fair trade and how to take further action to demand better conditions for producers.

Coffee Culture RISC 2002 £32

KS 2-4, 16+ Curriculum links: PHSE/PSE/PSD, Citizenship, RE, Geography; Global Youth Work – enabling young people to explore their links with contemporaries in the South.

This limited edition game has been silkscreen printed onto a 1m² wipeable tablecloth. It has been beautifully hand lettered and illustrated, and builds on the familiar snakes and ladders format in order to create a user-friendly resource for all ages. The game explores some of the trading issues that effect coffee producers in Nicaragua and illustrates the benefits of Fair Trade. It is entirely self-explanatory and comes with counters and dice, contained in an attractive cloth bag.



useful contacts

- Anti-Slavery International** www.antislavery.org/
The Stableyard, Broomgrove Road, London SW9 9TL, Tel 020 7501 8920
Campaigns for the abolition of contemporary forms of slavery including child labour.
- Baby Milk Action** www.babymilkaction.org/
23 St Andrew's Street, Cambridge CB2 3AX, Tel 01223 464420
Campaigns for small producers in the Caribbean and workers' rights in US-owned plantations.
- Banana Link** www.bananalink.org.uk/
38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 765 670
Campaigns for small producers in the Caribbean and workers' rights in US-owned plantations.
- British Association for Fair Trade Shops (BAFTS)** www.bafts.org.uk/
TDA House, 211 Clapham Road, London SW9 0QH, Tel 020 7737 5156
Network of independent Fair Trade and World Shops across the UK. It seeks to raise the profile of Fair Trade. Links to Fair Trade outlets.
- Clean Clothes Campaign** www.cleanclothes.org/
Aims to improve working conditions in the garment industry.
- Christian Aid** www.christian-aid.org.uk/
PO Box 100, London SE1 7RT, Tel 020 7620 4444
Development agency which also produces educational materials and campaigns on Fair Trade and the global supermarket.
- The Fairtrade Foundation** www.fairtrade.org.uk/
Suite 204, 16 Baldwin's Gardens, London EC1N 7RJ
Promotes and administers the Fairtrade Mark. Includes weblinks to fair trade suppliers.
- Just Business** www.jusbiz.org/
c/o NEAD, 38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 610 993
Encourages global and ethical dimension in the teaching of Business Studies and Economics in UK schools.
- Oxfam** www.oxfam.org/
247 Banbury Road, Oxford OX2 7DZ, Tel 01865 311311
Development agency which also produces teaching materials and campaigns for Fair Trade.
- Reading International Solidarity Centre (RISC)** www.risc.org.uk/
35-39 London Street, Reading RG1 4PS, Tel 0118 958 6692
Largest selection of teaching resources on global and development education in Britain.
Available through mail order.
- Traidcraft** www.traidcraft.co.uk/
Kingsway, Gateshead, Tyne and Wear NE11 0NE, Tel 0191 491 0591
Distribute Fair Trade food and crafts.
- War on Want** www.waronwant.org/
37-39 Great Guildford St, London SE1 0YU, Tel 020 7620 1111
Campaigns include calls for change to the world financial system.
- Women Working Worldwide** www.poptel.org.uk
Organisation supporting women workers in the global economy, through information and international networking
- World Development Movement** www.oneworld.org/wdm/
25 Beehive Place, London SW9 7QR, Tel 020 7737 6215
Campaigns for political changes which directly benefit the poor, including *People Before Profits* campaign.

weblinks

The *Useful contacts* page includes the website addresses of many organisations involved in Fair Trade. This list below includes sites from all sides of the debate about corporate responsibility as well as trade and globalisation.

Links within websites are often changed and some of the specific pages listed may not be accessible. In this case, you could try accessing the home page (the first part of the website address, eg www.corpwatch.org/) and trawl for the information.

- Corporate Europe Observatory** www.xs4all.nl/~ceo/index.html
European-based research and campaign group targeting the threats to democracy, equity, social justice and the environment posed by the power of corporations and their lobby groups.
- Corporate Watch** www.corpwatch.org/
Anti-corporate watchdog with valuable information and links.
- Global Trade** www.tradewatch.org/
Promotes government and corporate accountability in the international commercial agreements shaping the current version of globalization.
- Human Rights for Workers** www.senser.com/
Excellent information on how globalisation affects workers.
- International Chamber of Commerce** www.iccwbo.org/
Club of senior executives from the largest corporations which has great influence with government, World Trade Organisation, United Nations etc.
- International Monetary Fund (IMF)** www.imf.org/
The UN agency responsible for imposing neo-liberal economic policies on developing countries which have favoured TNCs.
- Labour Behind the Label** www.labourbehindthelabour.org/
Coordinates UK campaign for workers' rights in clothes and sports shoe industries.
- Maquila Solidarity Network** www.maquilasolidarity.org/
Canadian network promoting solidarity with groups organising in 'maquiladora' (assembling) factories and export processing zones to improve conditions and win a living wage. Ideas for action and downloadable campaign flyers.
- No Sweat** www.nosweat.org.uk/
UK campaign against sweatshops. Includes downloadable leaflets.
- Oneworld Online** www.oneworld.net/campaigns/wto/
Good general site for exploring development issues, including useful updates on the WTO.
- Peoples' Global Action** www.agp.org/agp/en/
International coalition of anti-globalisation groups.
- Third World Network** www.twinside.org.sg/
Network of groups producing excellent research and publications on issues affecting South.
- Trade Justice Movement** www.tradejusticemovement.org.uk/
Alliance of UK NGOs concerned with the negative impact of international trade rules on the poorest people in the world, on the environment, and on democracy.
- World Trade Organisation (WTO)** www.wto.org/
The body which regulates world trade and promotes corporate agendas.

