



## Fairtrade Fortnight - 1st to 13th March

## Global Week of Action on Trade 10th to 16th April

Fairtrade Fortnight will soon be upon us, and provides a great opportunity to address global trade issues across the curriculum. This year's theme is 'Check out Fairtrade' - to try to encourage more people to opt for Fairtrade goods. Awareness of Fairtrade is increasing steadily, and the change it has made to the lives of producers and workers in countries of the South is significant. The more Fairtrade sales grow, the bigger difference it can make, as well as providing us with quality products. With Norwich set to become a Fairtrade City this year, there is greater opportunity to learn about and be part of Fairtrade. In this newsletter we try to give you some practical ideas about how to encourage this, fair trade resources available from NEAD and on our website; useful websites for information, case studies and an activity for use in the classroom.

### What is Fairtrade?

Fairtrade is an alternative to conventional world trade, and helps to build a closer partnership between producers and consumers. It means paying the farmers and other workers in countries of the South a fair price for the goods they produce and the work they do, plus a premium for development in their communities. This means they can gain more control over their lives, improve their education, health, living and working conditions, and plan for the future. As active global citizens, we need to be informed consumers, aware that the choices we make really do have an impact on other people's lives. The issue of Fairtrade can raise students' awareness of the wider world, and their role within it.

For further information & advice on promoting Fairtrade Fortnight:  
Contact Finbarr Carter Tel : 01603 610993 Email: [finbarr@nead.org.uk](mailto:finbarr@nead.org.uk)

### So what can you do?

- Using producer profiles for comparison with students' own lives, groups could plan and rehearse 'interviews' with the 'producers' involved, and present their work live or as a recording.
- Devise a questionnaire and carry out Fairtrade or consumer surveys at home or school.
- Visit the local supermarket to investigate Fairtrade products available.
- Set up students' own Fairtrade shop or café, with a menu including Fairtrade ingredients.
- Arrange for the school cafeteria and/or tuck shop to stock Fairtrade items.
- Set up tasting sessions comparing brands.
- Run a publicity campaign to raise awareness of Fairtrade - producing posters, packaging, webpages; and designing postcards to send to supermarkets to encourage them to sell more Fairtrade products.
- Hold a whole school Fairtrade day, or week, combining all this and more.
- Become a Fairtrade school!

Check out these links on the web:  
[www.fairtrade.org.uk/get\\_involved\\_school.htm](http://www.fairtrade.org.uk/get_involved_school.htm)  
[www.leedsfairtradecity.org/resources/SchoolHandbook.pdf](http://www.leedsfairtradecity.org/resources/SchoolHandbook.pdf)

# FAIRTRADE IN NORFOLK

# Curriculum Links - How fair trade can fit into the curriculum

## Citizenship

Demonstrate active participation and responsible action through the promotion of fair trade products in school, for example, Fairtrade footballs, Fairtrade vending machines.

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

## PSHE

Become involved at a local level in fair trade issues, for example set up a school co-operative

Start a petition to get your canteen to stock Fairtrade products.

You may encounter problems with your school having a contract with a catering company which is unwilling to cooperate, 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 in 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

Incorporate issues of fairness into Circle Time. One school used the Red Nose Day resources and video to explore issues of fairness.

## Healthy Schools

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

## Geography

Look at case studies of fair trade producers as part of topic work on India and St Lucia  
Study the origins of food and look at people's stories who produce our food  
Look at clothing labels and plot the countries involved on a map.

GEOGRAPHICAL ENQUIRY AND SKILLS 1A-F

KNOWLEDGE AND UNDERSTANDING OF ENVIRONMENTAL CHANGE AND SUSTAINABLE DEVELOPMENT 5A & B.



## 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: [www.christian-aid.org.uk/learnzone](http://www.christian-aid.org.uk/learnzone).

## English

Role play different people involved with the production of bananas to explore different perspectives and feelings concerning the unequal division of resources (see 'Bananas Unpeeled', part of The Banana Pack, in Resources Available from NEAD ).

Write about fair trade as part of persuasive writing/debate.  
Write poems about fair trade, trade justice and the lives of disadvantaged producers

SPEAKING AND LISTENING 1A-F 2A-F 3A-E 4A-E

READING 1A-K & -WRITING 1A-H

## Maths

Conduct a survey about fair trade and process data onto graphs (see [www.dubble.co.uk](http://www.dubble.co.uk) for free resource, Fair Measures For All). Make bar graphs of the results to display 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

## D&T

Compare fairly traded and unfairly traded toys, for example footballs (see [www.fairtrade.org.uk](http://www.fairtrade.org.uk), [www.traidcraft.co.uk](http://www.traidcraft.co.uk), [www.fairdealtrading.co.uk](http://www.fairdealtrading.co.uk)). Pupils could design packaging for Fairtrade products.

DEVELOPING, PLANNING AND COMMUNICATING IDEAS 1A-H.

WORKING WITH TOOLS, EQUIPMENT, MATERIALS AND COMPONENTS TO PRODUCE QUALITY PRODUCTS.

EVALUATE PROCESSES AND PRODUCTS 3C.

## Music

Watch For a Few Pesos More video (available from NEAD) and analyse the music used. Compose songs about fair trade issues.

CREATING AND DEVELOPING MUSICAL IDEAS, COMPOSING SKILLS 2A & B

LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING 4B-D

## ICT

Research information from the internet to create a fair-trade booklet, website or powerpoint display.  
Look at fair trade related websites when pupils 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 AND SHARING INFORMATION 3A-C

REVIEWING, MODIFYING & EVALUATING WORK 4A-D

## History

Study the history of colonialism, slavery and fair-trade. Anti-slavery International ([www.antislavery.org](http://www.antislavery.org)) 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) (available from NEAD).

KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST 2C-E.

## Modern Foreign Languages.

Write letters to coffee farmers/flower pickers/clothes manufacturers, etc, in the target language. One Spanish class have written to the children of coffee farmers in Nicaragua.  
Spanish pupils could play the Locococo game (available from NEAD).

ACQUIRING KNOWLEDGE AND UNDERSTANDING OF THE TARGET LANGUAGE 1A-C

DEVELOPING LANGUAGE SKILLS 2A-F

DEVELOPING CULTURAL AWARENESS 4A-F

## Art and Design

Make poster 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

## Fairtrade on the Net!

**[www.cafedirect.co.uk/growers/](http://www.cafedirect.co.uk/growers/)**

Contains case studies of the people and places that produce our tea and coffee.

**[www.dubble.co.uk](http://www.dubble.co.uk)**

**[www.divinechocolate.com](http://www.divinechocolate.com)**

Packed with information on the Day Chocolate Company, the Ghanaian farmers' cooperative, Kuapa Kokoo, fairtrade, how to grow cocoa beans, how chocolate is made, and the story behind Divine chocolate. Plus competitions, facts, games, resources for teachers.

**[www.fairtrade-in-norfolk.org.uk](http://www.fairtrade-in-norfolk.org.uk)**

Find out about what is happening locally for Fairtrade Fortnight. Plus information and resources on how to develop Fairtrade in your school.

**[www.fairtrade.org.uk](http://www.fairtrade.org.uk)**

The Fairtrade Foundation's website, with downloadable education resources for use during Fairtrade Fortnight, including lesson and assembly ideas, information on becoming a Fairtrade school and much, much more.  
[www.fairtrade.org.uk/downloads/pdf/fairtradeinyourschool.pdf](http://www.fairtrade.org.uk/downloads/pdf/fairtradeinyourschool.pdf).

**[www.globalgang.org.uk/planetteacher/fairtrade/](http://www.globalgang.org.uk/planetteacher/fairtrade/)**

Teaching resources on chocolate, fair trade and trade justice.

**[www.globalfootprints.org/teachers/](http://www.globalfootprints.org/teachers/)**

Access to downloadable resources and lesson plans on Fairtrade issues, linking to literacy and numeracy objectives for Years 3-6. Ideas could be adapted for secondary level.

**[www.leedsfairtradecity.org/resource/s/SchoolHandbook.pdf](http://www.leedsfairtradecity.org/resource/s/SchoolHandbook.pdf)**

A small but useful guide on how to introduce your school to Fairtrade and become a Fairtrade school.

**[www.nead.org.uk/catalogue.htm](http://www.nead.org.uk/catalogue.htm)**

Free posters for download.

**[http://www.risc.org.uk/education/teaching\\_resources.html](http://www.risc.org.uk/education/teaching_resources.html)**

The website of Reading International Solidarity Centre offers many downloadable resources to investigate our links with people across the globe through trade in food and drink products.



# What Resources does NEAD Have?

## Shops and Markets

Curriculum links: literacy, geography. KS1, can be used at KS2

Topic poster-pack with posters/photos, teachers' 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.

Oxfam 1998 £15 folded / £20 laminated

## Go Bananas

Curriculum links: citizenship, geography, literacy/numeracy. KS1/2

Photopack with information and activity booklet. 18 colour photos illustrate journey of bananas, from tree to table. These activities are for use with mixed ability classes, with children working in small groups or independently. Skills developed include 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.

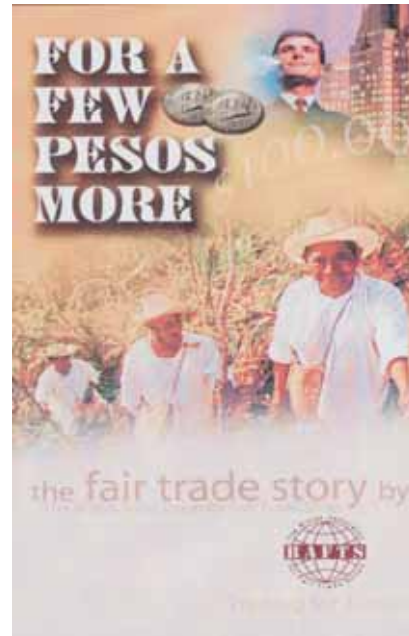
Oxfam 1995 £14.00

## The Clothes Line

Curriculum links: citizenship, geography, science, art, DT, literacy/numeracy, ICT, drama, history. KS2

Photopack with information/activity booklet. 16 colour photos showing images of cotton being harvested in India, through 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'.

Oxfam 1998 £13.95



## For a Few Pesos More

Curriculum links: citizenship, PHSE, geography, literacy, RS, music. KS2/3

A four minute animation set to a rap outlining the injustices of the world trade system and introducing Fairtrade as an alternative. It brings the issues to life in a way which will appeal to young people, linking small coffee growers in the South to consumers in the North. The video comes with notes for teachers and facilitators, which include background information on Fairtrade, curriculum links and activities tailored for different age groups and outcomes.

BAFTS 2002 £13.50

## All you Need for a Fairtrade Assembly

Curriculum links: citizenship, PHSE, RE. KS2-4

These three assemblies involve minimum preparation and maximum participation! They are all adaptable, and could be used with any audience, although each one was designed for the age group indicated. They take about 15 minutes to run. They use different types of trade, (chocolate, bananas and fashion), to explain problems faced by producers in the poorer countries of the 'South' and enable students to recognise the choices they have as consumers, and to take action to support Fairtrade.

BAFTS/RISC 2002 £1.00

## Coffee Culture

Curriculum links: Citizenship, PHSE, Geography, RE, Design & Technology. KS2/3/4/+

This limited edition game has been silkscreen printed onto a 1m<sup>2</sup> 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 (8 years upwards). The game explores some of the trading issues that affect 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.  
RISC 2002 £32.00

## Passion for Fashion

Curriculum links: PHSE/PSE/PSD, Citizenship, Literacy, Art. KS2/3/4/+

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 presented as a one day event, each of the activities in the pack can be easily adapted for use in different situations.

RISC 2003 £3.50

## Bananas & (Cocoa) Beans

Curriculum links: PHSE/PSE/PSD, Citizenship, Literacy, Geography. KS2

The pack investigates our links with people across the globe through trade in food and drink products. It 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. Fair trade is introduced as a positive alternative, and ways in which we can all take action for positive change follow on from this. Designed for minimum teacher preparation and maximum pupil participation.

RISC 2004 £3.50

## Choc-a-lot

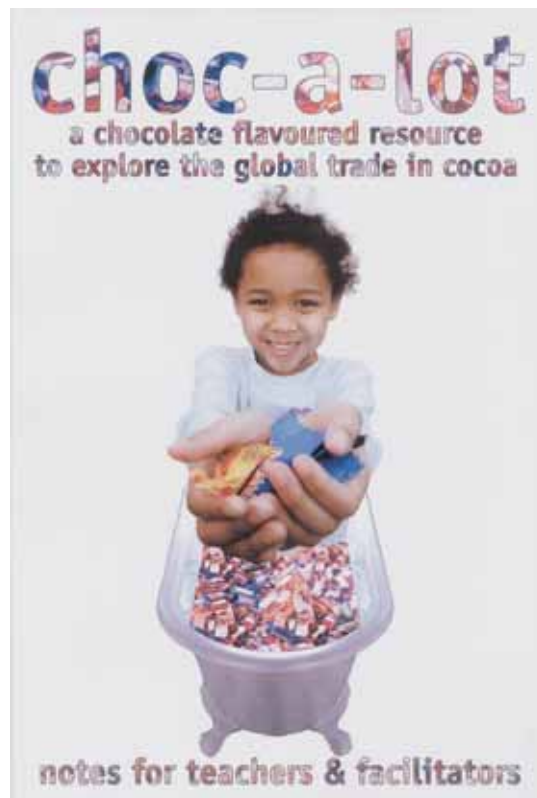
Curriculum links: PHSE/PSE/PSD, Citizenship, RE, Geography. KS2/3/4/+

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.

RISC 2003 £3.50



## The Banana Pack

Curriculum links: Citizenship, PSHE, General Studies, Geography, RE, English, Travel & Tourism, Business Studies, Art, Media Studies. KS2/3/4/+

Contains three excellent resources to give you information and ideas for work around bananas and fair trade.

- The Best of the Bunch- full of information about Fairtrade bananas, and the current situation in the Windward Islands.

- Bananas Unpeeled- a video with teaching and action notes looking at life on Latin American banana plantations. It examines the actions of the WTO, and its effects on Caribbean farmers.

- The Truth About Bananas- an information and activity pack containing useful background information on banana production and trade, and an action for change section with discussion, role plays and ideas for action.

Banana Link £21.10

# The Fairline - Where do you stand?

Many farmers and other workers in the developing world, are poor and getting poorer. They often earn far less than they need to live on. Farmers don't know how much they will be paid so they cannot plan their future. They often have no choice but to borrow money at very high interest rates. 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, no transport.

Farmers who work on plantations owned by large companies can have further problems. They have to cope with unsafe working conditions, the side effects of using dangerous chemicals, and very poor, basic housing. They may not be able to join a trade union, or take part in decisions that affect their lives on the plantation. Farmers are not the only ones facing these difficulties. Other workers, who produce many of our clothes, electronic and household goods, often have no choice – they are working long hours in poor conditions, for very low wages.

Luckily there is now an alternative. Fair trade means farmers and other workers in the South have a partnership with the companies who buy their products. Fair trade means these producers are paid a better price for the work that they do. It means that they can make decisions for themselves, and improve their lives.

## WALK ALONG THE FAIRLINE: WHERE DO YOU STAND?

The Fairline is a way of showing how different types of trade have a range of effects on producers in the South. It stretches from the type of trade that causes many problems for producers at one end, to fair trade at the other end.



## STATEMENTS ABOUT DIFFERENT TYPES OF TRADE

Look at the statements about the different types of trade. Read through each one with a partner. Arrange the statements along the Fairline, in the order you think most appropriate. When you have had a chance to discuss them, you may want to move them around.

Where do **you** shop on the Fairline? Would you change your position? Why? Why not?

**EXTENSION:** Think of at least three businesses that involve trade, e.g. businesses that involve the import and export of different commodities and/or services. Add them to the Fairline and explain where you have put them.

Kuapa Kokoo is a co-operative of cocoa farmers in Ghana. Every member of the co-op gets a say. They also get a fair price for what they grow. They have used the social premium to build a school, new wells for clean water, and for business investment.

This supermarket sells a wide range of FAIRTRADE Marked products, giving its customers the choice between fair trade and other brands.

This huge sportswear company gets its trainers made abroad, so that they can pay cheap wages and don't have to worry about workers' conditions and rights.

Banana growers in the Windward Islands receive higher prices for their FAIRTRADE Marked bananas, to cover production costs, plus an extra \$1.75 per box for development.

The Body Shop gets some of its ingredients direct from the producers, so that they get a fair price. The Body Shop calls this 'community trade'

The World Shop only sells products that are fair trade – clothes, jewellery, handmade paper, crafts, gifts, as well as foods.

## FAIRTRADE Vending

In addition to getting Fairtrade products sold in your canteens it is also possible to replace your normal vending machines with Fairtrade/ethical alternatives! The Green Machine offers a snack machine which includes Fairtrade products and a drinks machine with natural fizzy drinks (including cola with extract of the African cola nut!) Supplymasters and Edinburgh Tea & Coffee offer hot drink vending machines, selling tea, coffee and hot chocolate, which are supplied in instant powdered vending packs. Both companies supply the machines free of charge nationwide, providing you buy stocks from them.

• Organic N' Natural supply The Green Machine 0208 6466111

• Supplymasters 01204 559 047 [www.fair-traders.co.uk](http://www.fair-traders.co.uk)

• Edinburgh Tea & Coffee 0131 552 1234



## Active citizenship - get involved

A number of local organisations, churches and individuals have been working together under the Fairtrade in Norfolk (FIN) banner to promote the message locally and are presently planning activities for Fairtrade Fortnight 2005 (March 1<sup>st</sup>-13<sup>th</sup>). As an umbrella group Fairtrade in Norfolk will be co-ordinating a number of events and need your support to really make these a success.

see:

**[www.fairtrade-in-norfolk.org.uk](http://www.fairtrade-in-norfolk.org.uk)**

FIN seek to encourage and support other groups and individuals to organise their own activities/events and can offer advice, resources and limited funding. If you are interested in getting involved or for more information please contact Finbarr Carter at Norfolk Education and Action for Development (NEAD) or 01603 610993 or The World Shop, Exchange Street, Norwich.

**What is your school doing?** One of the goals for achieving Fairtrade City is showing how schools in the Norwich area are raising awareness of Fairtrade. Is it included in lessons, if so for which subjects? Has it been the focus for assemblies? Are products served in the staff room or canteen? We will endeavor to contact all schools but to help in this process please send information Finbarr at the above e-mail.



NEAD works locally for global justice and equality by:  
 Showing the links that exist between people and the world.  
 Raising awareness about inequalities in our world and increasing understanding of their causes.  
 Promoting ways in which people can take action to create a more just and sustainable world.

The NEAD resources library carries an extensive range of materials for use in the classroom. Membership for secondary schools costs £25 a year and enables all staff to borrow materials. It's a valuable resource that will give you the opportunity to enrich work in the classroom and bring a wealth of new information to your pupils. Members will also be sent NEAD's tri-annual newsletter. To become a member, simply photocopy and fill in the form opposite and return it with a cheque for £25.



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 ·you change your name or address while the declaration is still in force  
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- 3.If in the future your circumstances change and you no longer pay tax on your income and capital gains equal to the tax that the charity reclaims, you can cancel your declaration (see note 1).
- 4.If you pay tax at the higher rate you can claim further tax relief in your Self Assessment tax return.

## Regional Development Education Centres (DECs)

DEEL (DevEdEssex Ltd): 12 Museum Street, Colchester, CO1 1TN. Tel: 01206 763380

Harambee Centre: Emmanuel United Reform Church, Trumpington St, Cambridge, CB2 1RR. Tel: 01223 358116

NEAD (Norfolk Education & Action for Development): 38 Exchange St, Norwich, NR2 1AX. Tel: 01603 610993