



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.

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

FAIRTRADE
IN NORFOLK
www.fairtrade-in-norfolk.org.uk

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

Norfolk Education & Action for Development, 38 Exchange Street, Norwich, NR2 1AX
 Tel: 01603 610993 Fax: 01603 625004 Email: info@nead.org.uk Web: www.nead.org.uk

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Working locally for global justice and equality

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 & vending machines.

KNOWLEDGE AND UNDERSTANDING ABOUT BECOMING INFORMED CITIZENS 1A & F

DEVELOPING SKILLS OF ENQUIRY & COMMUNICATION 2A-C

DEVELOPING SKILLS OF PARTICIPATION & RESPONSIBLE ACTION 3A-C

PSHE

Become involved at a local level in fair trade issues, for example set up a school co-operative (www.ccda.org.uk/document_tree/ViewACategory.asp?CategoryID=14). 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 & RESPECTING THE DIFFERENCES BETWEEN PEOPLE 4A & B.

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 (see www.bananalink.org.uk, www.fairtrade.org.uk, www.maketradefair.com). 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.

GEOGRAPHICAL ENQUIRY AND SKILLS 1A-F

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



RE

Units that cover Faith in Action, and a Christian approach to injustice and poverty. The Christian Aid website has resources from a variety of faith perspectives, not just Christian: 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 / www.bananalink.org.uk).

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

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

READING 1A-K

WRITING 1A-H

Maths

Conduct a survey/questionnaire about fair trade and process data onto graphs (see 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 & 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, www.traidcraft.co.uk, www.fairdealtrading.co.uk). Pupils could make fair trade packaging.

DEVELOPING, PLANNING AND COMMUNICATING IDEAS 1A-H

WORKING WITH TOOLS, EQUIPMENT, MATERIALS & COMPONENTS TO PRODUCE QUALITY PRODUCTS

EVALUATE PROCESSES & PRODUCTS 3C

Art and Design

Make poster to advertise fair trade products. Study the use of images in marketing fair trade products.

INVESTIGATING & MAKING ART, CRAFT & DESIGN 2A, 3A

KNOWLEDGE & UNDERSTANDING 4A-C

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) 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 & 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. Create a poster promoting Fairtrade in other languages..
Spanish pupils could play the Locococo game (available from NEAD).

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

DEVELOPING LANGUAGE SKILLS 2A-F

DEVELOPING CULTURAL AWARENESS 4A-F

Music

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

CREATING & DEVELOPING MUSICAL IDEAS,

COMPOSING SKILLS 2A & B

LISTENING AND APPLYING KNOWLEDGE AND UNDERSTANDING 4B-D

Fairtrade on the Net!

www.bananalink.org.uk

Provides information about the international trade in bananas, raising many ethical issues in business and economic activity. The site is a useful source of case study material.

www.cafedirect.co.uk/growers/

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

www.dubble.co.uk

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

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

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.

www.globalgang.org.uk/planetteacher/fairtrade/

Teaching resources on chocolate, fair trade and trade justice.

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.jusbiz.org

On-line free teaching resources exploring trade, Fairtrade and much more

www.leedsfairtradercity.org/resources/SchoolHandbook.pdf

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

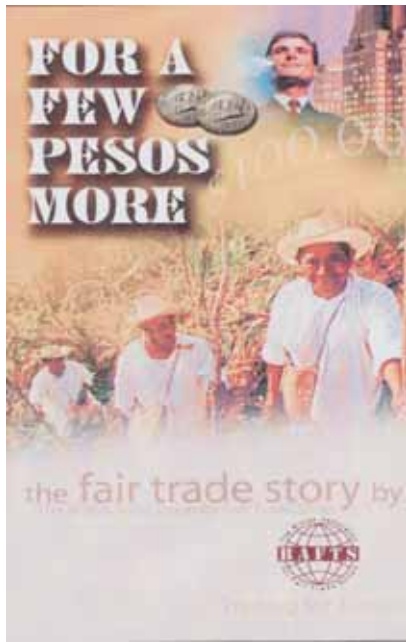
www.nead.org.uk/catalogue.htm

Free posters for download.

www.oxfam.org.uk/coolplanet

Includes an online learning resource, 'Milking It: Small farmers and international trade'.

What Resources does NEAD Have?



For a few pesos more

Curriculum links: Citizenship, PHSE, Geography, Literacy, RE, 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

Locococo

Curriculum links: Citizenship, PHSE, Modern Foreign Languages (Spanish and English versions). KS3/4

Locococo was an outcome of the 'Spanish Voices' Project, which brought together young people from Guatemala, Spain, Western Sahara and UK via the internet. Using the UN Convention on the Rights of the Child as a framework, Locococo includes a lively whole class game and supporting activities. It enables students to explore and develop an understanding of Human Rights and other development issues. It raises awareness of inequalities, and ways in which they can be addressed - for example by the purchase of Fairtrade goods. The activities and game have been developed to encourage young people to become 'active citizens' by taking action themselves.

Humanities Education Centre 2000 £15.00

Fair Trade in Action

Curriculum links: Citizenship, PHSE, Geography. KS3/4

An interactive resource which introduces Fair Trade as an alternative to conventional trade. It encourages children to participate as active global citizens, and raises awareness of world trade issues. The pack can be used across the curriculum and includes:

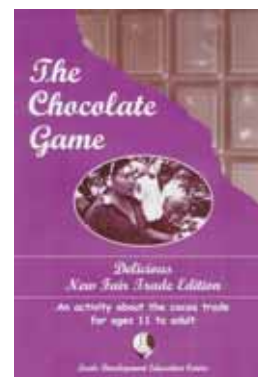
A video forum on Fair Trade with differentiated worksheets.

Producer case studies and activity sheets ready for photocopying.

Five copies of a board game including role cards, student instruction and record sheets.

A teacher's guide including background information, curriculum links, how to use the pack, action ideas, further resources and useful contacts.

RISC/Fairtrade Foundation 2002 £16.00



The Chocolate Game

Curriculum links: Citizenship, PHSE, Geography, RE. KS3/4/+

A game for between 18 and 50 players based on the global cocoa trade. It takes 60-90 minutes to play, with participants divided into 9 different groups. Each group represents a family involved in the international chocolate industry from Ghana, Belize, Brazil or the UK. Players discover how their lives are interlinked through the chocolate trade and feel for themselves the influence purchasing power has on the lives of cocoa producers worldwide. The booklet includes information on the chocolate trade, Fair Trade, instructions and resources for the game, further resources and links.

Leeds DEC 1999 £4.75

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 take action to support Fairtrade.

BAFTS/RISC 2002 £1.00

Seeing Through the Spin

Curriculum links: Citizenship, PHSE, General Studies, Business Studies, Geography, Key Skills, Media Studies. KS4/+

Seeing Through the Spin looks at issues of corporate responsibility, ethical consumerism, Fair Trade and sustainable development. It examines the role of Public Relations in our perception of TNCs and NGOs, and how these organisations affect development. It develops students' abilities to deconstruct PR messages from companies and their critics. The pack contains instructions for 14 different activities that can be selected to suit the participants. Baby Milk Action/RISC 2001 £15.00

XChanging the World

Curriculum links: Citizenship, PHSE, Geography, General Studies. KS4/+

Xchanging the World is designed to raise consumer awareness, encouraging participants to consider their responsibilities towards producers. There are 15 activities, exploring the broader structures that govern world trade, leading to poverty and inequality. Activities can be selected to suit the needs of the group. They include lively ways of introducing the issue of trade, as well as exploring issues such as the impact of TNCs as they move from one location to another, and the pros and cons of tourism for countries in the South. The pack promotes change by enabling participants to appreciate how they can make a difference, eg through supporting Fair Trade. RISC 1997 £12.95

Coffee Culture

Curriculum links: Citizenship, PHSE, Geography, RE, Design & Technology.

KS2/3/4/+

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 (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/+

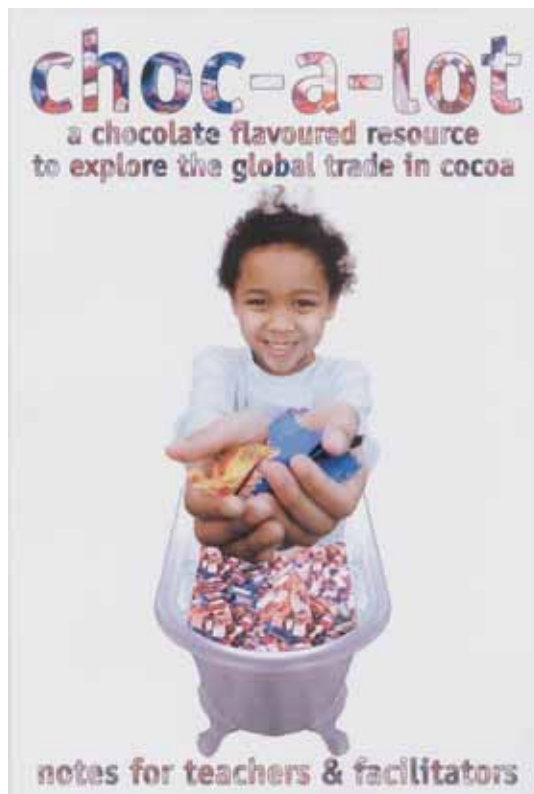
Outlines the programme for an action-packed one day event which enables participants to explore the global fashion industry, and find answers to issues of ethical trade and workers' rights. Although presented as a one day event, each of the activities in the pack can be easily adapted for use in different situations. RISC 2003 £3.50

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 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

• 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 1st-13th). 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

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 £50 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 below and return it with a cheque for £50.



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- 1.If your Gift Aid declaration covers donations you will make in the future then please notify the charity if:
 ·you change your name or address while the declaration is still in force
 ·you can cancel the declaration at any time; it will then not apply to donations you make on or after the date of cancellation or such later date as you specify.
- 2.You must pay an amount of income tax and/or capital gains tax at least equal to the tax that the charity reclaims on your donations in the tax year (currently 28p for each £1 you give).
- 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