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

MATTHEW, 10
WHY FAIR TRADE?
Many people who grow our food and make our clothes and furnishings in the Developing World/South work very hard in appalling conditions for very little pay. Instead of feeling guilty about our unequal position in these trading relations, fair trade enables consumers to use their power to support decent pay and working conditions for those we rely on, on the other side of the world.

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

The Fairtrade mark ensures that farmers and workers in the Developing World/South:
- Receive a minimum wage and stable prices
- Get an extra bonus called a social premium to invest in their communities (i.e. building wells, buying ambulances, furnishing schools)
- Have long term contracts
- Receive advance payments and credit terms
- Are not forced or child labour
- Have a voice through trade unions, or worker representation
- Take care of the environment
- Have health and safety standards

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

‘Becoming involved as a fair trade school has helped me to tackle global issues with the children throughout the curriculum’
MAGGIE BURDEN, HORSFORTH WEST END PRIMARY SCHOOL

FAIR TRADE SCHOOLS
The Fairtrade Schools project, funded by the Department for International Development was run by the Education Project Time for Change from April 2002 - March 2004. A cross section of schools, Primary, Secondary and Special, worked with the project to come up with a set of targets that included:
- Incorporating fair trade in the curriculum
- Taking action to support fair trade
- Ensuring that the fair trade message was communicated to the wider school community
**HEAD’S SUPPORT**
Talk to your Senior Management Team about it. “Get the SMT on your side and you can have a whole school impact with support” as Nigel Boothroyd of Bruntcliffe High School comments.

**STAFF STIMULATION**
Organise a staff meeting where fair trade can be discussed and a trading simulation/role play game played (see Resources G K M N O). Ensure that whoever is in charge of buying tea and coffee at school is involved with this (see Catering Directory, website 9).

**GETTING STARTED**
5 steps to launching fair trade in your school

**WHOLE SCHOOL**
Make it part of a ‘whole school’ ethos – plan assemblies based around fair trade issues with a class (see websites for ideas, Resource U).

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

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

**IDEAS FOR ACTIVITIES**
how to bring fair trade alive in your school

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

- **School council**
  - Involve the school council with thinking about what your school could do.
- **Get creative**
  - Use display areas to make a fair trade display with pupils’ work and posters from the Fairtrade Foundation (see website 9); examples of fair trade products; or a map tracing where our food comes from.
  - Stock the choc (and other healthy alternatives)
    - Run a fair trade stall – see website 9 Catering Directory for a list of suppliers. Also try the Suma website at www.suma.co.uk
  - Get fair trade vending machines installed.
    - For more information see www.homepage.ntworld.com/foresite/fair-traders/ or phone 01204 559047 or follow links on website 8.
- **Fairtrade fun days**
  - Have a Fair Trade Day! Or support Fairtrade Fortnight (first 2 weeks of March). Pupils could cook fair trade biscuits, make posters in ICT, write a fair trade poem, play a simulation trading game, watch a video about cocoa (see Resources Q) and have a chocolate tasting session. Pupils could run a Fairtrade café and sell some small fair trade crafts (jewellery/toys) from Traidecraft/local BAFTS shop.
  - Invite international students in or local community speakers to share their experiences of growing up in a different country or their experiences of international trade in their country of origin (creating these links may take time, contact your local DEC to see if they have any starting points.)

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

ALEXANDRA, 8
4 WAYS TO INTRODUCE FAIR TRADE TO YOUR COMMUNITY

Don't stall for time!
Recruit some enthusiastic young people to run a fair trade stall for parents evening. Provide them with a fair trade Quiz, some posters and leaflets (available from the Fairtrade Foundation) and samples of tea, coffee, chocolate etc. to give away (tea and coffee samples are available from Cafedirect, see website 5).

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


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

‘I am happy working here, the extra money I earn means I can keep my child in school’
SASITORN WORASRU, FAIR TRADE POTTERY WORKER, THAILAND

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

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

CURRICULUM LINKS
how fair trade can fit into the curriculum

See websites and resources at the back for lots of lesson plans and ideas! Below are a few suggestions of how to slot it in, for KS1-4.

When asked what had the biggest impact on staff and pupils, teachers rated simulation games as the second most effective tool (after visiting speakers.) All of the Resources at the back can be used for subject areas 1-5.

1 CITIZENSHIP
- Demonstrate active participation and responsible action through the promotion of fair trade products in school, for example fair trade footballs, fair trade vending machines. See Action page for details.
- Knowledge and understanding about becoming informed citizens 1a & f
- Developing skills of enquiry and communication 2a-c
- Developing skills of participation and responsible action 3a-c

2 PSHE
- Become involved at a local level in fair trade issues for example set up a school co-operative (www.ceda.org.uk then select Young Co-operatives from the menu or email youngcooperatives@btopenworld.com)
- Start a petition to get the canteen to stock fair trade products.
- You may encounter problems with your school having a contract with a catering company which is unwilling to co-operate, but don’t let that put you off! You may be able to go through your local council/Head teachers’ forum to put the pressure on the right places.
- Developing confidence and responsibility and making the most of their abilities 1a & c
- Preparing to play an active role as citizens 2a, b, f, i, h, j, k
- Developing good relationships and respecting the differences between people 4a & b

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

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

[05/06]
CURRICULUM LINKS

**9 ICT**
- Research information from the internet to create their own fair trade booklet. Carr Manor Primary (Yr 4) researched about the cocoa trade, and each focussed on a different area to write about. They put together a book called Chocolate, Me, You and Fair Shares with pictures they had downloaded and articles they had written, such as *Where is cocoa grown?* and *What is it like being a farmer?*
- Look at fair trade related websites when they are learning about the internet.
- Take part in virtual shopping tours in supermarkets, and compare conventional and fair trade products, including prices and discuss why people are still buying non fairly traded goods.
- *Finding Things Out 1a-c – developing ideas and making things happen 2a-d – exchanging & sharing information 3a-c – reviewing, modifying and evaluating work 4a-d*

**10 MODERN FOREIGN LANGUAGES**
- Write letters to coffee farmers/flower pickers /clothes manufacturers etc. in the target language. A Spanish class at Cardinal Heanon High School have written to the children of coffee farmers in Nicaragua.
- Spanish pupils could play Locococoa (see Resources L)
- *Acquiring knowledge and understanding of the target language 1a-c – developing language skills 2a-f – developing cultural awareness 4a-f*

**11 ART AND DESIGN**
- Make posters to advertise fair trade products
- Study the use of images in marketing fair trade products
- *Investigating and making art, craft and design 2a, 3a – knowledge and understanding 4a-c*

**12 MUSIC**
- Watch *For a Few Pessos More* video and analyse the music used (see Resources F)
- Compose their own songs about fairtrade issues
- *Creating and developing musical ideas composing skills 2a-b – listening and applying knowledge and understanding 4b-d*

**5 ENGLISH**
- Role play different people involved with the production of bananas to explore different perspectives and feelings concerning the unequal division of resources (see Resources O).
- Write about fair trade as part of persuasive writing/debate about fair trade.
- Write poems about fair trade
  - *Speaking & Listening 1a-F 2a-E 3a-E 4a-E – Reading 1a-K – Writing 1a-I*

**6 MATHS**
- Conduct a survey/questionnaire about fair trade and process data onto graphs (see Resources 3).
- Bramhope Primary School made bar graphs of the results which were then displayed on the classroom wall.
- Pupils could use fair trade products to measure nets and weights.
- *Using and Applying Handling Data 1a-3, 2a-E, 3a-C, 4a-M, 5a-C – Knowledge and Understanding of Places 3a B C – Knowledge and Understanding of Environmental Change and Sustainable Development 5a B B*

**7 D&T**
- Compare fairly traded and unfairly traded toys, for example footballs (Traidcraft sell these, see website 20).
- Pupils could make fair trade packaging.
- *Developing, Planning and Communicating Ideas 1a-41 – Working with Tools, Equipment, Materials and Components to produce quality products 3c – Evaluate Processes and Products 3c*

**3 GEOGRAPHY**
- Look at case studies of fair trade producers as part of topic work on India or St.Lucia (see websites 9, 3, 15).
- Study the origins of food and look at people’s stories who produce our food (see websites as above).
- Look at clothing labels and plot the countries involved on a map.
- Water topics – their are lots of ideas on the Wateraid website (website 21).
- Investigate fair trade as part of a Mystery activity.
- *Geographical Enquiry and Skills 1a-9 – Knowledge and Understanding of Places 3a B C – Knowledge and Understanding of Environmental Change and Sustainable Development 5a B B*

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

**11 MUSIC**
- Watch *For a Few Pesos More* video and analyse the music used (see Resources F)
- Compose their own songs about fairtrade issues
- *Creating and developing musical ideas composing skills 2a-b – listening and applying knowledge and understanding 4b-d*
In this case study Saira Mumtaz, PHSCE Coordinator at Victoria Park School, describes how she made fair trade accessible to pupils with special needs.

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

To kick-start the work a staff, pupil and parent audit was carried out about general awareness on Fair Trade issues. A number of targets were then set by the staff, which aimed to raise further knowledge and awareness of Fair Trade, including teaching about fair trade in PHSCE. Some of the activities organised were displays and offering samples (tea/coffee) during school social events. One class took on the responsibility of presenting an assembly to the rest of the school about it. We organised a ‘Fair Trade Day’ where staff and pupils took part in various workshops, such as food tasting, carrying water to our link school, drama, exploring fair/unfair issues, craft workshops making toys, and a ‘music from around the world’ Quiz. The pupils also prepared a delicious fair trade and local produce lunch. We were also lucky enough to have to visits from a cocoa and banana farmer, whose talks to a whole school assembly provided opportunity for pupils to meet and talk to those affected directly by Fair Trade.

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

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

CASE STUDY 1
Victoria Park Special School

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

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

I tried to identify different areas in which we could include fair trade in the Geography curriculum. I used a great resource called the Chocolate game (see Resource N) which the pupils found very entertaining and it really helped them to see the inequalities involved in trade. I was also keen to have a school-wide event and took advantage of a poetry competition organised by Divine chocolate. The Fair-trade group designed a PowerPoint presentation to show at an assembly and they distributed a fair trade video and teaching materials to the Geography Department. This meant that all pupils learnt about fair trade during an assembly and a lesson. They were encouraged to enter the competition by the English department and I received some outstanding entries. By far this has been the most successful part of the Fair trade and I will certainly do the same next year.

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

CASE STUDY 2
Cardinal Heenan High School

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

Excerpt from poem by Roxy Deacon, 14

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

Saira Mumtaz, Victoria Park School

CASE STUDIES
RESOURCES

WHERE CAN I GET THESE AMAZING RESOURCES FROM?

Most of the resources listed are available on loan or mail order from Leeds Development Education Centre, 235-237 Roundhay Road, Leeds, LS8 0DS
Tel: 0113 380 5605 ressource@lededic.org.uk

Or you can contact the Development Education Association to find your nearest DEC, which may be able to loans you resources and offer you support
Development Education Association (DEA) 33 Corsham Street London NW1 6DR
Tel: 020 7490 8108 Fax: 020 7490 8123
Email: dea@dea.org.uk Website: www.dea.org.uk

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

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

RESOURCES FROM?

WHERE CAN I GET THESE AMAZING RESOURCES?

WEBSITES

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

SAM, 11
A SUMMARY

how introduce your school to fair trade

There are two main ways you can make your school a fair trade school:
- teaching about fair trade
- taking action to support and raise awareness about fair trade issues

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

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

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

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

JENNY ADDIS, BRAMHOPE PRIMARY

ACKNOWLEDGEMENTS
Thanks to all the Leeds schools involved in the project:
Beadnell Primary School
Bramhope Primary School
Carr Manor Primary School
St. Philip’s Primary School
Horsforth West End Primary School
Beautific High
Cardinal Heenan High
Horsforth High
Parkside High
Mount St. Mary’s High
Victoria Park School
Also thanks to Sarah Fles, Bob Bowen and the countless people I’ve asked to review the text!
why fair trade?

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

THE FAIRTRADE SCHOOLS HANDBOOK

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