EMBEDDING FAIRTRADE INTO THE CURRICULUM

A SERIES OF 10 LESSON PLANS
FOR USE IN PRIMARY SCHOOLS

“VERY PRACTICAL AND PITCHED RIGHT FOR CHILDREN”

“IT’S SUPER TO HAVE NEW IDEAS!”

“THE SUPPORT HAS INSPIRED US ALL”

“THE SUPPORT HAS BEEN VITAL AND HELPED TO MOTIVATE ME”

“VERY USEFUL”

COMMENTS FROM TEACHERS INVOLVED IN THIS PROJECT

CUMBRIA DEVELOPMENT EDUCATION CENTRE

Low Nook
Rydal Road
Ambleside
LA22 9BB
office@cdec.org.uk
www.cdec.org.uk

education for a fair and sustainable world
Contents

1. Messy Maps
2. String Connections
3. Fairtrade Alphabet
4. Fairest Teacher
5. Fairtrade Means Something to Me
6. Sharing the Chocolate
7. Cocoa Clues Mystery
8. Massive Mapping
9. My Pet Banana
10. Fairtrade Fact Finding

Please enjoy these lesson plans for teaching and learning about Fairtrade products, issues and concepts.

When you have used them with your pupils, please email us to let us know what you think, on office@cdec.org.uk
Messy Maps!

Objectives: To gain an understanding of where Fairtrade products are grown (& imported from)
Subject areas: Geography, Science
Age range: KS1, KS2, inc SEN
Stimulus & Resources: Variety of Fairtrade products (with labels showing country of origin), large world map outline (the bigger the better!), glue, sticky backed plastic

Intro: Present the pupils with a range of Fairtrade products and look on the packaging to find out the country of origin (this may say ‘country of origin ...’, ‘produced in ...’, ‘grown in ...’, ‘product of ...’). Sort out the products into continents; Africa, South America, North America, Asia, Australia, Europe, Antarctica; and stand them on the large map. Then start looking more closely for particular countries within those continents.

Big Ideas: Ask the pupils what trends they can see. Why are products grown here? (i.e. mainly in the global south, due to weather conditions), who buys these products? (mainly people from the global north) How do these products travel? (mainly by ship as they are travelling over sea). Introduce the terms ‘import’ and ‘export’ if this has not been addressed yet.

Activity: Use the actual ingredients to create a multi sensory map by illustrating where each product comes from, for example by gluing coffee onto Ethiopia, cocoa powder onto Ghana, tea leaves onto India etc. There will be crossovers and it will be messy! Once finished cover the whole map in sticky backed plastic and use as a brilliant display which will have many textures and aromas.

Plenary: Look at the map and talk about which continents the Fairtrade products come from and if anyone can remember any particular countries. Ask the pupils what might happen if it was too rainy or if there was not enough sunshine for the crops to grow – consider how dependent we are on imported food and how dependent producers are on us buying it.

Why not ... present your messy map to other classes in an assembly ...
Keep adding to the map using packaging and string ...
## FAIRTRADE LESSON PLAN

### String Connections

**Objectives:** To begin to understand the complexities of the food chain.
To consider how we are connected to others locally and globally.

**Subject areas:** Geography, Citizenship

**Age range:** KS1 and KS2 and SEN

**Stimulus & Resources:** Ball of string, statement profile cards shuffled up (a focus can be made on bananas, cotton or cocoa. There are 16 cards per product).

*NB these roles and chains are simplified to allow more accessibility to this activity*

**Intro:** Pupils run around, teacher shout out product names (and hold up products). ‘Fairtrade Freeze’ (stand still) if it is a Fairtrade product, or just continue running if it is not Fairtrade. For example, shout ‘bananas’ and the pupils have to freeze ... then continue running, ... shout ‘tea bags’ and the pupils have to freeze ... then continue running ... shout ‘paper’ and the pupils just continue running etc.

To add an extra element to this you could add local products such as local cheese, honey, jam, etc; ‘Local lie down’ (pupils lie/crouch down if it is a locally produced product).

**Big Ideas:** You are now going to focus on a specific Fairtrade product. Stand in a large circle and hand the pupils 1 profile each, if there are less than 16 pupils, otherwise 1 between 2. Ask the pupils to read their profile and think carefully about their role – these vary from producer roles, to production line roles to consumer roles. In turn, ask each pupil to read aloud their role and to hold it up so everyone can see it (pupils should NOT be in the correct order but mixed up!).

Reflect on the number of people involved in the process (and highlight that the processes shown are simplified, they don’t include absolutely everyone!). Are there any comments from pupils about this? Is it what they expected?

**Activity:** Hand one person a ball of string and ask them to hold the end, they then need to find someone they feel connected to and need to walk across the circle to hand the ball of string to that person and say why they are related to them and then return to their own place; e.g. you may start with ‘A check out till operator’ ... who feels they are related to ‘A café owner’ ... who feels they are connected to ... ‘A market stall trader’ ... who feels they are related to ... etc.

Continue until everyone is connected, maybe more than once, to form a complex web. Highlight the local connections and the global connections.

**Plenary:** Ask the pupils what they think the web is showing them? (interconnections, dependency, complex chains etc). To illustrate these interconnections further show how one thing affecting part of the web affects everyone; e.g. “The banana plantation worker cannot control all of the bugs and pests so they are losing crop ...” and ask the pupil with this profile to shake their hands – what happens to the rest of the web? Ask all pupils to consider what might happen to their role if this happens. Discuss.

Follow up this lesson with a piece of writing based on a ‘what would happen if ...?’ For example pupils could write an extended piece of writing on the effects of one thing to the rest of the food chain/production line.
String Connections Game
Banana Production Line

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banana plantation worker</td>
<td>I take care of the banana crop by keeping bugs off them</td>
</tr>
<tr>
<td>Van driver</td>
<td>I make sure there is no rubbish and transport boxes of bananas around</td>
</tr>
<tr>
<td>Banana packer</td>
<td>I collect the banana hands, wash them, and pack them into boxes</td>
</tr>
<tr>
<td>Banana plantation owner</td>
<td>I am in charge of lots of workers and lots of banana plants!</td>
</tr>
<tr>
<td>Shipper</td>
<td>I work on the container ships that bring bananas over from The Windward Isles to the UK</td>
</tr>
<tr>
<td>Distributor</td>
<td>I decide which bananas are going to which shops</td>
</tr>
<tr>
<td>Lorry driver</td>
<td>I drive lorries around the UK to deliver bananas to shops</td>
</tr>
<tr>
<td>Buyer</td>
<td>I decide what products our shops sell</td>
</tr>
<tr>
<td>Shelf stacker</td>
<td>I make sure the supermarket shelves are full of fresh food for people to buy</td>
</tr>
<tr>
<td>Checkout till operator</td>
<td>I scan through people’s food shopping and pack it in bags</td>
</tr>
<tr>
<td>Market stall trader</td>
<td>I sell fruit and veg in the local market</td>
</tr>
<tr>
<td>Café owner</td>
<td>I run a coffee and cake shop. We sell lots of banana muffins!</td>
</tr>
<tr>
<td>School teacher</td>
<td>our children love to have bananas as their morning snack</td>
</tr>
<tr>
<td>Dad</td>
<td>I like a banana after my sandwiches at lunch time</td>
</tr>
<tr>
<td>Canteen worker</td>
<td>I make fruit salad for people to have for a healthy breakfast</td>
</tr>
<tr>
<td>Child</td>
<td>I eat bananas for a healthy snack!</td>
</tr>
</tbody>
</table>
### String Connections Game

#### Cocoa Production Line

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoa plantation worker</td>
<td>I look after the cocoa tree crop and make sure they are growing well</td>
</tr>
<tr>
<td>Cocoa pod picker</td>
<td>I cut the cocoa pods from the trees and cut open the pods to collect the beans</td>
</tr>
<tr>
<td>Cocoa fermenter</td>
<td>I collect all of the cocoa beans and wrap them in leaves to ferment and then dry them out on large tables</td>
</tr>
<tr>
<td>Weigher</td>
<td>I collect and weigh the dried beans to make sure they are good quality</td>
</tr>
<tr>
<td>Trader</td>
<td>I buy sacks of cocoa beans and send them to be turned into chocolate bars</td>
</tr>
<tr>
<td>Shipper</td>
<td>I work on the ships that transport cocoa beans from Ghana, Africa to Europe</td>
</tr>
<tr>
<td>Factory worker (roasting)</td>
<td>I work the machines that roast the cocoa beans and grind them into powder and butter</td>
</tr>
<tr>
<td>Factory worker (addition)</td>
<td>I work the machines that add sugar and milk to make a chocolate mixture that is stirred and then cooled and poured into moulds to make chocolate bars</td>
</tr>
<tr>
<td>Factory worker (wrapping)</td>
<td>I work the machines that wrap the chocolate bars and pack them into boxes</td>
</tr>
<tr>
<td>Lorry driver</td>
<td>I drive lorries around the UK to deliver chocolate bars, Easter eggs, hot chocolate powder and other things to shops</td>
</tr>
<tr>
<td>Supermarket worker</td>
<td>I stock the shelves with lots of different chocolate bars</td>
</tr>
<tr>
<td>Newsagents</td>
<td>I stock the shelves with chocolate bars for hungry drivers</td>
</tr>
<tr>
<td>Café owner</td>
<td>We make yummy hot chocolate in the winter and chocolate milk shakes in the summer</td>
</tr>
<tr>
<td>Hotel worker</td>
<td>We always give people a free chocolate when they arrive</td>
</tr>
<tr>
<td>Grandma</td>
<td>I buy my grand children chocolates as a treat when they visit</td>
</tr>
<tr>
<td>Girl</td>
<td>I love chocolate ice cream for my pudding.</td>
</tr>
</tbody>
</table>
### String Connections Game

#### Cotton Production line

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cotton plantation worker</td>
<td>I prepare the ground ready for planting. The bullocks plough the fields.</td>
</tr>
<tr>
<td>Cotton planter</td>
<td>I plant the seeds and tend to them as they grow (I have to use some chemicals)</td>
</tr>
<tr>
<td>Cotton worker</td>
<td>I pick the ‘bolls’, which are the balls of cotton and put them into sacks</td>
</tr>
<tr>
<td>Transporter</td>
<td>I lift the sacks of cotton ‘bolls’ that have been picked and transport them by cart to traders</td>
</tr>
<tr>
<td>Trader</td>
<td>I buy sacks of cotton bolls so I can make cloth and sell this as clothes</td>
</tr>
<tr>
<td>‘Ginning’ machine worker</td>
<td>I work the machines that separate the fluffy lint from the seeds. This is called ‘ginning’.</td>
</tr>
<tr>
<td>Pala house worker</td>
<td>I sort out the lint and check that it has no brown bits in it</td>
</tr>
<tr>
<td>Spinning machine worker</td>
<td>I work on the machines that spin the cotton into thread and then into cloth</td>
</tr>
<tr>
<td>Cloth worker</td>
<td>I use the cloth and make it into items of clothing</td>
</tr>
<tr>
<td>Factory owner</td>
<td>I sell our clothing to be sold overseas</td>
</tr>
<tr>
<td>Shipper</td>
<td>I work on the ships that import cotton products from India</td>
</tr>
<tr>
<td>Lorry driver</td>
<td>I drive lorries around the UK to deliver items to shops</td>
</tr>
<tr>
<td>Shop worker</td>
<td>I fold all of the t-shirts and hang shirts on hangers on the shop floor</td>
</tr>
<tr>
<td>Hotel worker</td>
<td>I make sure all of the bedrooms look nice by using fresh, white sheets on the beds</td>
</tr>
<tr>
<td>Teacher</td>
<td>we sell school uniforms for the children to wear with our school logo on</td>
</tr>
<tr>
<td>Mum</td>
<td>I have just been shopping and used my new re-usable cloth bag</td>
</tr>
</tbody>
</table>
FAIRTRADE LESSON PLAN

**Fairtrade Alphabet**

**Objectives:** To create an alphabet word bank relating to Fairtrade products, concepts and issues.
To use a word bank to create a Fairtrade poem.

**Subject areas:** Food and Trade

**Age range:** KS1 and KS2

**Stimulus & Resources:** Individual cards labelled A – Z (NB: it might be a good idea to group difficult letters such as X and Y!)

**Intro:** This should be done at a fast pace. In small groups hand out cards with random letters of the alphabet on (so each group gets around 5 random letters each). Ask the pupils to think of things related to Fairtrade to add to each letter they have; e.g. this could be countries involved in Fairtrade, supermarkets, product names, concepts, issues..... for example ......
B – Banana / Brazil nuts / Basmati rice
C – Cocoa / Cadbury’s / Café Direct / cashew nuts
P – Palestine (oil) / peppercorns / people / price / premium / poverty
U – Ubuntu Cola (Fairtrade coke!)

After a few minutes ask pupils to leave the letters on their table and get groups to rotate round to a new table and therefore a new set of letters. They can then read the new letters and words they have and add to them. Repeat the group rotation until every group has accessed every letter.

**Big Ideas:** Ask the pupils to pick up any one letter and then get themselves into alphabetical order. Any pupils without a letter can help move pupils around. Starting at ‘A’, each person should then read out all of the things on their card. Display these words by hanging the cards on a washing line or sticking them up on the wall.

**Activity:** Using the alphabet word bank created model how to use the words to create a Fairtrade based poem. This could be using an alphabetical theme, such as:

* A is for Asda who supply more and more Fairtrade products every week
* B is for brilliant bananas – the most popular Fairtrade product in the UK
* C is for Cadbury’s, one of the biggest chocolate manufacturers to go Fairtrade

Or it could be a FAIRTRADE acrostic poem or it could be a shape poem (in the shape of the Fairtrade logo or a Fairtrade product). Pupils then write their own poem.

**Plenary:** Share the poems. Discuss creating a Fairtrade poetry book and putting the poems in order, writing a contents page, illustrations, front and back cover etc and assign tasks to different groups. Carry this over to another lesson.

**‘Our A-Z of Fairtrade’** Pupils could type up the Fairtrade Alphabet to make a more permanent display. This could be illustrated with images found on the Internet.
Fairest Teacher

Objectives: To deepen children’s ideas about fairness and explore the relationship between “fair” and “equal” (P4C enquiry)
Subject areas: Citizenship, Literacy
Age range: KS1 and KS2
Stimulus & Resources: 4 statements (see Starter), ‘fair’, ‘unfair’ and ‘?’ cards for each pupil, dialogue story, The Fair Teacher (based on Jason Buckley’s ‘Fairest teacher of them all’), fairness concept line and statements

Intro: Four statements (on large cards) are read out:
- Someone treating you differently because you have red or ginger or auburn hair
- Someone treating you differently because you are not very good at reading
- Someone treating you differently because they are your friend
- Someone treating you differently because you have the latest computer game

Pupils are given 3 small cards each. On one is written “Fair”, on another “Unfair” and on the third is written a question mark. It is helpful if the card or paper is in 3 different colours.

The 4 statements are read out again and placed around the room. The pupils are now asked to choose one of the statements that they are interested in, and to stand beside it, holding up one of their cards (that states “Fair”, “Unfair” or “?”). They could be interested because they think that the statement is unfair or because there is more to think about before deciding whether it is fair or unfair. In that case, they would use their “?” card. They are asked to volunteer reasons – and asked for views that might differ or add to what has been said. They are then asked to write their own, individual definition of “fair” on a blank piece of paper. They do not have to reveal what they have written – they can put it in a pocket or up a sleeve.

Big Ideas: Read the dialogue story, The Fair Teacher. With a talk partner, ask the pupils to think about what puzzles them. Think about what the big ideas are.

Activity: Ask children to work in pairs to put forward a question that they would like to talk more about, drawing on the puzzles and big ideas. A question that would make sense to someone even if that person hasn’t seen the stimulus. They should write the question on a slip of paper.

Spend time talking about links between the questions, and whether any questions could be joined together if they are the same or mean the same.

Allow the children to choose an appropriate voting method, to select the question for enquiry.

Plenary: Allow for each pupil to have their last words at the end of the enquiry. Invite all pupils to say something more about the ideas we have discussed. Start with whoever responds first, and then offer the space for everyone to have last words, taking turns round the group. Remember not to force anyone to speak. They can pass if they wish.
The Fairest Teacher
Concept Line Statements

It is fair if everyone has the same
It is fair if everyone gets what they want
It is fair if everyone gets what they need
It is fair that people have different things (depending on ....)
It is fair that everything is equal
**The Fairest Teacher!**

A dialogue based on the stimulus called “The Fairest Teacher of Them All?”, which is the copyright of Jason Buckley – [www.thephilosophyman.com](http://www.thephilosophyman.com)

*Place a hat on the floor between the actors and the pupils.*

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>I’d like to introduce you to Sue. Sue used to work in the City of London. She used to earn a lot of money. It must have been wonderful to earn so much money, Sue ...</th>
</tr>
</thead>
</table>
| Sue         | Yes, but when I walked from my first class train compartment going to and from work, I noticed that there were people in London who had very little money at all, because they were sitting on the streets asking for some of mine. Sometimes I felt guilty about having so much when they had so little. So I sometimes gave them a few coins.  
*Sue throws a couple of coins into the hat.* |
| Facilitator | Your job was to invest the money of rich customers to help to make them even richer ... |
| Sue         | Yes, sometimes I felt it was unfair that they were incredibly rich when I was just comfortable. So, I have to admit that sometimes I overcharged them, knowing that they had so much money that they wouldn’t notice. |
| Facilitator | Goodness, me, sounds like you weren’t too happy doing what you were doing. |
| Sue         | No, one day I just decided that I was fed up with the whole business of people being so unequal. I decided to get a job where I could make a difference. |
| Facilitator | What did you do? |
| Sue         | I went back to university and trained to become a teacher. When I started teaching, I decided that I would treat all my pupils equally. |
| Facilitator | That sounds good. What did it mean in practice? |
| Sue         | Well, I learned the names of everyone in the class at the same time – including the brightest, the naughtiest and the quietest. |
| Facilitator | I see. Anything else? |
| Sue         | I smiled at them all in the same way when I saw them around school and I made an effort to get to know each of them. I also spent the same time helping each of them with their work. |
The Fairest Teacher!

A dialogue based on the stimulus called “The Fairest Teacher of Them All?”, which is the copyright of Jason Buckley – www.thephilosophyman.com

*Place a hat on the floor between the actors and the pupils.*

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Sounds good. Anything else?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue</td>
<td>Yes, every time any pupil answered a question, I said the same thing, “Well done, that was excellent”. I set the same work for all of them and gave them all the same time to do it in. Then I gave them all the same grades and said the same thing about each pupil at parents’ evening and in their end of year reports.</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Oh. What if a pupil was naughty?</td>
</tr>
<tr>
<td>Sue</td>
<td>I gave everyone the same punishment. Over all, I was pleased that I had treated all my pupils equally.</td>
</tr>
<tr>
<td>Facilitator</td>
<td>And what did the pupils say?</td>
</tr>
<tr>
<td>Sue</td>
<td>Well, I was really shocked and hurt.</td>
</tr>
<tr>
<td>Facilitator</td>
<td>You can tell us, what did they say?</td>
</tr>
<tr>
<td>Sue</td>
<td>They said, “It’s not fair – you treat us all the…”</td>
</tr>
</tbody>
</table>

*Facilitator and Sue gesture to the pupils to invite them to complete the sentence. If not – see below …*

| Facilitator to pupils | Can you finish the sentence? “It’s not fair – you treat us all the…” |
Fairtrade means something to me

**Objectives:** To gain a deeper understanding of the benefits of the Fairtrade system for producers. To be able to make connections between fair pay, standards of living and education.

**Subject areas:** Geography, Literacy, Citizenship

**Age range:** KS2 and SEN

**Stimulus & Resources:** Statement cards, labels saying ‘Fairtrade means...’ and ‘Fairtrade doesn’t mean...’. Hoops.

**Intro:** Sit in a circle. Remind the pupils of the Fairtrade logo and in talk partners ask them to think about what it actually means. Get some answers (hopefully responses will include fair price, premium, quality product). Also remind pupils that products without the Fairtrade logo might not ensure all of those things, which is why we are learning about Fairtrade so we can make an informed decision about what we buy – our choices affect other people.

**Big Ideas:** Hand out the statements cards so pupils have one each (or one between two), talk partners to discuss the statement. Place 2 hoops in the centre of the circle and ask pupils to read aloud their statement and place it in one of the hoops, either ‘Fairtrade means...’ or ‘Fairtrade does not mean...’. For example if a pupil has “Men and women are treated equally” they should place it in the ‘Fairtrade means...’ hoop or “The environment is not cared for or looked after” should be placed in the ‘Fairtrade does not mean...’ hoop.

Once all of the statements are sorted out focus on the hoop that contains the ‘Fairtrade does not mean...’ statements. How do pupils feel about all of these statements? What ‘big ideas’ does it make them think of? (some of the concepts may come up here, such as ‘fairness’, ‘equality’, ‘poverty’). At this point you could raise questions and run a P4C session. Referring back to the statements may move the dialogue forward.

**Activity:** In pairs/small groups the pupils must decide which is the most important thing about being part of the Fairtrade system and write that in the centre of the page, for example “Farmers get a fair price”, and then create a spider diagram/concept map to explain the reasons why. E.g. “Farmers get a fair price” would link to “Plantation workers have decent wages” and that would also link to “No child labour is allowed” and also “More children can go to school”. Pupils can use statements provided as reasons why and may also expand to think of their own reasons.

**Plenary:** Ask pupils to explain what they decided was the most important thing and why. Was there a common agreement? Ask what they think they can do to make sure as many farmers and families as possible get all of these things? What has it got to do with you? (buy Fairtrade!).

The spider diagram/concept map could be used as a planning tool to write a longer piece of writing about why Fairtrade is important (presenting an argument).
## Fairtrade Means Something to Me

### Fairtrade Means Statements

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers get a fair price for the crops they grow</td>
</tr>
<tr>
<td>Farmers get a regular income</td>
</tr>
<tr>
<td>Farmers have trading contracts so they can plan for their future</td>
</tr>
<tr>
<td>Farmers can join organisations that can support them</td>
</tr>
<tr>
<td>Farmers can be paid in advance so they won’t fall into debt</td>
</tr>
<tr>
<td>Workers on plantations have decent wages and housing</td>
</tr>
<tr>
<td>Workers on plantations have decent health and safety standards</td>
</tr>
<tr>
<td>Workers are allowed to join trade unions</td>
</tr>
<tr>
<td>Support is given so farmers can stop using harmful chemicals</td>
</tr>
<tr>
<td>Support is given to help provide education and health care</td>
</tr>
<tr>
<td>More children can go to school</td>
</tr>
<tr>
<td>No child labour or forced labour is allowed</td>
</tr>
<tr>
<td>Workers’ rights are respected</td>
</tr>
<tr>
<td>Men and women are treated equally</td>
</tr>
<tr>
<td>Workers are allowed to have more control over their lives</td>
</tr>
</tbody>
</table>
- Farmers are treated unfairly
- Farmers don’t know if they will even get paid at all
- Farmers often have to borrow money so they get into debt
- Farmers don’t know how much they will get paid
- Farmers are worried about whether they can provide for their families (food, warmth etc)
- Workers on plantations have poor working conditions and poor safety standards
- Workers are forced to work long hours with very little pay to support themselves
- Workers have to find second jobs because they don’t get paid enough
- Harmful chemicals can be used to grow more crops
- Cheap products are made with sub standard crops
- Expensive products are made that no-one can afford
- Children have to work to help support their families
- Less children go to school
- The environment is not cared for or looked after
- Producers have no control over the market and who they are selling to
Objectives: To consider the concept of fairness in relation to the children’s own lives
Subject areas: Citizenship, Literacy, P4C
Age range: KS1 and KS2 and SEN
Stimulus & Resources: ‘Sharing the Chocolate’ story (adapted from John Fisher’s ‘Sharing the Fish’ story), bar of chocolate, character labels (mum, dad, grandma, grandad, aunt, uncle, 3 children aged 5, 7 and 9), post-it notes, flip chart/large paper, ‘fairness’ cards

Intro: Children are seated around a table in groups of 9 (you can adapt story characters depending on your group size).
Put plate of 10 pieces of Fairtrade chocolate in the middle of table and ask children to share what feelings and thoughts they have about the chocolate in front of them without touching! See if any of them notice there are more than enough to share equally. It's good to break the chocolate up so all the pieces are a different size.
Get groups to decide which character they will be (mum, dad, grandma, grandad, aunt, uncle, 3 children aged 5, 7 and 9). Ask additional adults to take on extra role if required. Make sure the plate of chocolate is next to the Mum character. Explain that they will all have a piece of chocolate by the end of the activity.

Big Ideas: Highlight that the word ‘fair’ can be confusing. What does it really mean? Look at the words (same, different, share, good, right, equal, need, want). Discuss and decide in your group which you agree or disagree with – rank in order as closest definition to fair.
See if anyone has any philosophical questions that are raised and record on flip chart.

Activity: Read through story, stopping at the bit where it talks about the family giving reasons for who should have the last piece. In their group, ask children to decide who should have the last piece based on some of the reasons in the story – or are there new reasons or solutions. Give 5 mins for each group to write a solution and reason that is fair on a post-it note and stick on flip chart paper. Share children’s ideas with the whole group.
Read through the rest of the story. Was this a fair ending? Stand up if you agree. Stand up if not.
Go around and ask individual children their reasons.

P4C ENQUIRY: Have the ‘fairness cards’ to refer back to.
Sharing the Chocolate
‘fairness’ cards
What does it really mean?

different
same
share
good
right
equal
need
want
Once there lived a family who had gathered together to celebrate Grandma's 75th birthday. Seated around the table were Mum, Dad and three children aged 5, 7 and 9. Mum’s sister was there too with her husband and most importantly, Grandma and Grandad. It was a very special celebration indeed. After a lovely meal, Mum brought out a plate of chocolates and put them in the middle of the table.

“We better give Grandma the first piece.” said Mum “It is her birthday.” Mum gave the plate to Grandma who then passed it around the table. Each person took a piece of chocolate and passed it on. When it got back to Grandma there was just one piece left on the plate.

“Oh.” said Mum. “Just one piece left. I wonder who should have that?” “I think Grandma should have it because it’s her birthday.” said the youngest child.

“Yes but Mum cooked us the lovely meal, maybe she should have it.” said Dad.

“Maybe the youngest person should have it.” said the Uncle.

“Well Auntie and Uncle are guests here today, I think one of them should have it.” said Mum.

“But Dad earns the money to buy the chocolate, he should have it.” said the oldest child.

“But it is my birthday next,” said the 7 year old child. “I think I should have it.”

What a discussion they had. It went on for over 10 minutes, each person giving more and more reasons why they or someone else should have the last piece of chocolate.

And all the time the piece of chocolate sat on the plate in the middle of the table.

*stop here to discuss reasons*

“Wait!” said Dad. “I know how to settle this. Let us carry on with our celebration, and whoever doesn’t speak for the longest will get the last piece of chocolate.” They all looked around at each other and agreed this was a very good idea.

“We will start from now then.” said Dad. “And don’t forget the person who remains silent for the longest will get the last piece of chocolate.”

At first it seemed fun to sit around the table and say nothing. They smiled at each other, but nobody said anything. Five minutes went past, then ten and still nobody said anything at all. But soon their smiles began to wear off. They missed the happy chatter of everyone together for this important celebration.

“Who would like a cup of tea and some birthday cake?” said Mum. She was tired of the silence.

“Yes please.” said Grandma.

“That would be nice.” added Grandpa and Dad, both at the same time.

“Oh dear.” said Mum. “Looks like we won’t be getting the last piece of chocolate.”

“I’d rather have a piece of cake anyway.” said the Auntie.

“Me too.” said the Uncle.

Soon all the adults were talking together happily again, having broken their silence. Only the three children sat there saying nothing.

Mum brought in a tray of tea and birthday cake. It was a lovely cake with the number 75 on it and lots of candles.

“Quick, we better sing Happy Birthday before all the candles go out,” said Mum. The oldest and the youngest children looked at each other and smiled. As the adults began to sing Happy Birthday, they too joined in singing. Only the 7 year old sat there silently. When they finished singing, the 7 year old reached towards the plate and took the last piece of chocolate.

“Yessss.” they said. “I got the last piece.”

Written by Jane Yates but based on ‘Sharing the Fish’ by Robert Fisher
Cocoa Clues Mystery!

Objectives: To be able to put together pieces of information to provide a summary of events. To have a greater understanding of the benefits of the Fairtrade system to workers, their families and the local community.

Subject areas: Geography, Citizenship, Literacy

Age range: Upper KS2

Stimulus & Resources: Cocoa clues mystery statements: cut up so that each group has one full set each. Small white boards to write down summary.

Intro: It may be beneficial to have seen the film about school life in Ghana first: www.global-literacy.yolasite.com Click on ‘Ghana’ and then the video of ‘Daniel’s classical school’.

Big Ideas: Put up the questions on the board ‘Why can Afia go to school now?’ What information can they gather just from this question? The key word is ‘now’ which infers she hasn’t been to school before. Explain that Afia is a child from Ghana, Africa. Can they think of any reasons she might not have been to school before? Take down any ideas to refer back to.

Activity: Explain that in groups pupils have to solve a mystery. They have lots of statements which need sorting out so that they can help them answer the question ‘Why can Afia go to school now?’ There is no right or wrong answer; it is up to the groups to sort out the statements and think of a summary to answer the question. They can record this on the small white board. You can assist groups by getting them to put the statements in chronological order or grouping them in any other way (such as statements to do with Afia, Kwesi, the village, the school, or ‘before’ and ‘after’ etc).

Plenary: Share summaries from each group. Reflect on similarities and differences. What else did it make them think about? Did it make them think about their own education system? This part could then be used as a stimulus for a P4C enquiry.

Why not … Look into organisations that help promote equality for girls and boys to go to school.
Afia is 8 years old. She has 3 older brothers and a sister. She lives with her mum and dad.

Afia is good at cooking. She helps her mum at home.

Afia’s brothers walk a long way to school. They don’t go every day because their dad cannot afford to pay.

Sometimes Afia’s brothers have to help out on the cocoa farm if it is busy.

Afia doesn’t go to school because it is too expensive for her father to pay.

Many girls do not have the opportunity to go to school.

Afia’s mum, Esther, sells the vegetables the family grow at the market on Friday.

Afia’s dad, Kwesi, works on a small cocoa farm growing cocoa beans.

Afia’s family lives in the countryside in Western Region in Ghana. The roads are bad for travelling.

The village they live in has one water well that is dirty and busy. People often get ill.

It costs money to go to the local Government school. Parents must help pay for books and towards the teachers’ pay.

The school is in the nearest town but it is a long way for Afia to travel on the bad roads.

Kwesi often doesn’t have enough money to buy enough food or clothing for his family.

Kwesi cannot afford for Afia and her sister Abena, who is 6, to go to school so they stay at home to help their mum. They need to sell vegetables in the local market to try and make some extra money.

Kwesi and his friends at the cocoa farm are fed up of not knowing what they will get paid and even if they will get paid at all.

The world price of cocoa goes up and down so the price farmers and workers get paid goes up and down too.

A group of small farmers is approached by Fairtrade, so they can begin selling the cocoa beans as part of the Fairtrade market.
After a year, the first Fairtrade premium arrives. The workers all vote on how to use this money so that it benefits their community.

The Fairtrade premium is spent on improving the roads and water well.

Kwesi is much happier now that he has more money each week to buy food and that his family has clean, safer drinking water.

The roads to the nearest town are built with the Fairtrade premium so that people can travel better.

Members of the cocoa farm decide to buy a bus with the Fairtrade premium so that their children can safely get to school and back.

Kwesi is proud that he can now send his daughters to school.

Kwesi likes being part of the Fairtrade market. He now knows he will get paid in time.

Kwesi and the other cocoa workers have been trained so they now know more about looking after their farms and the environment. They also formed a cocoa producers’ cooperative.
**Massive Mapping**

**Objectives:** To devise a questionnaire/survey for people in the immediate locality. To develop a greater understanding of the local area, specifically on shops and items for sale.

**Subject areas:** Food and Trade

**Age range:** KS1 and KS2

**Stimulus & Resources:** Large street map of immediate locality (or via Google Earth). Clipboards for geography survey work.

**Intro:** Show a large map of the immediate locality (such as the main shopping street, or village etc). In pairs, ask pupils to think of the shops in the local area (and beyond if you are in a remote location!). Call out answers and create a list. What types of things are available in our shops? Explain that as you are learning about Fairtrade items and locally produced items it would be good to see what is available and where it comes from to see what choices we have. Talk partners - how could we find out what products are available? Collect answers and begin discussions about devising a survey for local shop keepers (or carrying out a survey themselves if this were appropriate/feasible).

**Big Ideas:** Make sure pupils are clear about what they are aiming to find out – what Fairtrade products are available, what local products are available, and where people can shop for these products. In small groups, plan what questions to put on the survey and consider how to record answers. Share ideas across the class and decide on what questions to include in the survey. One group could take responsibility for typing up the survey, another group for getting the equipment ready (i.e. maps, clip boards) and another group for deciding which group will visit which shops (route planning).

*(NB: this element may be developed further as pupils may want to carry out additional surveys to get opinions of community members about the products available and whether they are happy with the selection)*

**Activity:** Carry out the survey in local shops. Pupils could be split into groups and each visit different shops.

*(NB: This could be extended into the wider community, for example into larger supermarkets that are regularly visited by pupils)*

**Plenary:** Share the results by collating them as a class. Discuss any surprises, concerns, trends etc. Discuss what they would like to see more of and why; for example they might want to see more Fairtrade fruit available so it can be used in their packed lunches. Pupils could then draw/write up the results in graphs and charts and/or create a visual map of what things are available.

This could be followed with an Art/D&T lesson to create a large map of the locality showing which shops stock Fairtrade products and which shops stock local produce (this could be colour coded or could be a 3D map) which would make a nice display.
My Pet Banana

Objectives: To read and compose different genres of concrete poems
Subject areas: Literacy as part of a wider whole school topic on FOOD
Age range: KS2
Stimulus & Resources: A range of different genres of poems about bananas eg. Kenn Nesbitt's ‘My Pet Banana’ Internet search of ‘banana poems’:
www.poetry4kids.com/poem-420
www.booksie.com/poetry/poetry/matius/my-banana
www.poemhunter.com/poem/a-banana-peel

Intro: Read through a range of banana poems either selected by the teacher or researched by the children previously. Get children to identify the genre and features of each poem. For example, narrative (story), lyrical, Haiku, humour, shape, descriptive, alliterative etc.

Big Ideas: What makes a poem memorable? Which poems do they prefer? Why do some people prefer certain types of poems rather than others?

Activity: Choose another Fairtrade product. In groups create a word bank for descriptive words and phrases. Write own poems (individually or in pairs) about your chosen Fairtrade product as a shape (concrete/calligram) poem.

Plenary: Can others guess what genre your poem is? Was your poem inspired by one of the banana ones? What have you learnt about writing poetry to use in your next poem?

Why not? ... Present Fairtrade poems to a wider audience as a Fairtrade event and give out Fairtrade Foundation leaflets. Display the poems around school or in a local shop next to the Fairtrade products. Get children to fill in an evaluation sheet about their poem, including asking other children for their thoughts.

“The children really enjoyed listening to all the banana poems and writing their own. We performed all the poems to the Thursday Club (a club for senior citizens in the village) where we gave everyone a Fairtrade leaflet from the Fairtrade Foundation. We also put groups of poems about the same product up around school as a poetry trail”
Fairtrade Fact Finding

**Objectives:** To learn to use Excel. To create a meaningful and persuasive survey question for a wider audience. To find out more about locally bought and sold Fairtrade products.

**Subject areas:** IT, Numeracy

**Age range:** KS2

**Stimulus & Resources:** Data collected from field visits to survey local shops on what Fairtrade (and local) products are sold in previous lesson.

**Intro:** Recap on previous session’s introduction to the use of Excel. For example – where using a limited number of Fairtrade products the children created a simple survey question to create an Excel spreadsheet and bar/pie chart. eg. Which Fairtrade food would you most like for breakfast? Which Fairtrade food would you most like on a journey? Which Fairtrade food would you give as a present?

**Big Ideas:** How can we present our information collected that will be meaningful to others? Discuss.

**Activity:** Using data from field visits and supermarkets let the children decide (in groups) on a suitable survey question to create a more complex Excel spreadsheet and bar/pie chart. eg. Which shops sell the most Fairtrade products? Do local shops sell more Fairtrade products than supermarkets? Which shops sell more local products? Which shops sell a certain Fairtrade product eg. Bananas?

**Plenary:** Share the survey questions and any difficulties with turning data collected into a fair spreadsheet. Raise issue of collection being date dependent and that information will change as products ‘come and go’ according to demand or decline in purchase. Discuss the importance of having data collected in a similar format.

*“The children loved using Excel to design their own bar/pie charts to present their survey questions. We sent all the supermarkets the postcard from the FT that asks them to list which products they sell. Some completed the postcard some sent huge lists of products. However, this was all useful discussion, especially the fact that some of the supermarkets did not reply at all!”*

Jane Yates, Armathwaite School

Put bar/pie chart into a leaflet about Fairtrade for a wider audience. A good use of persuasive writing!
This resource was made possible by funding from the Fairtrade Foundation as part of the Fairtrade Schools Support Network Grant Scheme 2012, with some co-funding from the EU.

Resources written, adapted and compiled by Beki Cosh, Global Education Officer, CDEC

ACKNOWLEDGEMENTS
With thanks to the teaching and support staff from schools around Cumbria that have contributed and trailed lesson and activity ideas.

In particular special thanks to:
Kara Smallman, Mayfield Special School
Jane Yates, Armathwaite Community School
Lynn Yeo, Jericho Primary School

“VERY PRACTICAL AND PITCHED RIGHT FOR CHILDREN”

“IT’S SUPER TO HAVE NEW IDEAS!”

“THE SUPPORT HAS INSPIRED US ALL”

“THE SUPPORT HAS BEEN VITAL AND HELPED TO MOTIVATE ME”

“VERY USEFUL”

COMMENTS FROM TEACHERS INVOLVED IN THIS PROJECT