



# Your School and the FAIRTRADE Mark

An educational resource for Citizenship

**The DfES states that citizenship “provides learning opportunities for pupils to gain the knowledge, skills and understanding necessary to play an effective role in society at local, national and international levels. Fairtrade provides an ideal opportunity for pupils to take on this role”.**

Fairtrade fits the Citizenship Programme of Study because it enables pupils to:

- Develop knowledge, skills and understanding about informed citizenship. Pupils are also consumers, linked to people in other parts of the world through the goods that they consume. Raising awareness of Fairtrade as an alternative to conventional world trade helps pupils to understand the world as a global community and make choices as informed citizens.
- Develop skills of enquiry and communication. Investigating Fairtrade and the impact it has on producers and then presenting the findings to different audiences can enable pupils to develop their skills in ICT, literacy, numeracy and other curriculum areas.
- Develop action skills. Students can arrange Fairtrade events and campaigns.

Fairtrade is both a local and global issue. Approaching it as a Citizenship topic means that students can:

- Analyse information at its source.
- Use their imagination to consider other peoples' experiences and be able to consider, express and explain views that are not their own.
- Take part in debates and contribute to group discussions.
- Learn about fairness, social justice, and respect for democracy and diversity at the school, local, national and global level.

**The FAIRTRADE Mark** is an independent label awarded by the Fairtrade Foundation that guarantees that producers in developing countries receive a fair deal.

It appears on more than 850 varieties of coffee, tea, cocoa, chocolate, sugar, honey, snacks, cakes, biscuits, fresh fruit, and juices. Fairtrade foods are available in most major supermarkets, independent shops, whole food, Fair Trade shops, and from Oxfam and Traidcraft.

The FAIRTRADE Mark guarantees a price that covers the cost of production, a social premium for producer groups to invest in business or community development, longer-term trading relationships, and advance payments.

It provides an alternative approach to conventional world trade, and tackles long-term economic problems in the South through sustainable development for excluded and disadvantaged producers.



Where does fair trade fit your school curriculum?

Art & Design

- When investigating art, craft and design from a range of cultural contexts fair trade artefacts can be used as a resource

Religious Studies

Conventional trade, fair trade and their impact provide an opportunity for work on

- Peace, justice and 'fairness'
- Stewardship and the environment

Geography

- Development issues at all key stages
- Including interdependence, globalisation, quality of life and sustainable development
- Geographical enquiry e.g. fair trade as a topical issue
- Knowledge and understanding of places

Music

- A range of world music can be used to explore the cultural environment of producers and help students identify different genres, styles and traditions

English

- Response to the media and advertising, e.g. claims made by some companies to be 'Fairtrade'
- Persuasive writing e.g. letters to supermarket managers encouraging them to stock FAIRTRADE Mark products
- Discussion – analysing and debating
- Creative writing e.g. poetry and drama
- World literature – exploring different cultures and

*The concept of something 'being fair' is easily grasped by students of all ages. The issue of fair trade can appeal to their natural sense of justice, and provides an ideal vehicle for teaching the National Curriculum in England and Wales*

Design and Technology

- Investigation and evaluation of existing products e.g. comparing Fairtrade and other brands, designing own menus, recipes and packaging
- Appropriate use of resources e.g. in the production of items from North and South
- Environmental impact of production e.g. comparing the impact of producing Fairtrade products with

Maths

- Data handling and analysis, using fair trade statistics, or data gathered by students carrying out fair trade research
- Numeracy skills - understanding marketing

ICT

- Word processing, Excel and Powerpoint skills
- Internet research skills

PHSE

Fairtrade is an ideal topic for tutorials and assemblies. It can be explored when

- Considering social and moral issues
- Taking responsibility and taking part

History

Fairtrade can be explored by investigating

- Diversity in Britain and the wider world
- Impact of the expansion of trade and colonisation

There's no escaping links with fair trade!



## 10 ways to bring Fairtrade into your school

Here are 10 ideas to bring Fairtrade alive for teachers, pupils and parents.

1. Organise a Fairtrade Treasure Hunt. Clues and a map can be designed to find Fairtrade foods or Fairtrade materials hidden around the school.
2. Set up a Fairtrade tuck shop selling Fairtrade snacks at break and dinner times. Make sure it is widely advertised – primary schools might consider running it for parents and children at the end of school too. (See our website for suppliers).
3. Run a Fairtrade coffee morning for staff to introduce them to the delights of Fairtrade coffee, tea and other goodies. Go one better and liaise with the school canteen/cafeteria to hold a Fairtrade breakfast or lunch, serving as many Fairtrade items as possible.
4. Hold a Fairtrade Assembly using one of the assemblies available on the web-site, or students can devise their own. Download our FAIRTRADE Mark easy teaching booklet from the Resources section of our website and use it in class.
5. Produce display materials – posters to promote Fairtrade, giant Fairtrade packaging, profiles of producers and their products.
6. Invite a speaker to come and talk to your class or assembly about the FAIRTRADE Mark. You can do this by calling Traidcraft on 0191 491 0591.
7. Link up with your local supermarket, health food or Fair Trade shop. Arrange for students to visit and carry out a product survey, e.g. investigate the number of Fairtrade products on sale and the number of brands. Look at where and how the products are displayed. They could also carry out a consumer survey, e.g. devise a questionnaire to gauge public awareness of Fairtrade and raise its profile. The results of the surveys could be analysed, displayed and written up as a report to the shop manager; or students could design postcards to send to their local supermarket, asking for a particular Fairtrade product to be stocked.
8. Hold a Fairtrade event for the wider community, perhaps linking with the local council, WI or other interested local groups.
9. Make a video about Fairtrade and the school's campaign to show within school or to the wider community.
10. Complete a 'Fairtrade Audit' of the school, using student and staff questionnaires. This could form a basis for devising a school's 'Fairtrade Policy' – or form part of the school's Environment Policy.



## **Fairtrade Questions & Answers**

### **What is Fairtrade?**

Farmers in the South who grow our coffee, tea, cocoa, bananas and more are often very poor. They struggle to survive within a system of world trade that is not fair. Fairtrade means paying farmers in the South a fair price for the work they do, and a guarantee that the price they are paid will always cover the cost of production – no matter how low the market price goes.

Fairtrade is not about charity – if producers are paid a fair price for their products, they don't need charity.

### **How does Fairtrade help producers in the South?**

Worldwide the Fairtrade Labelling Organisation (FLO) is working with 800 000 producers, workers and their dependents in fifty countries. For these people, Fairtrade means:

- Fair prices and fair wages
- Decent working conditions
- Improved health and safety standards
- Security of long-term contracts
- Respect for people, e.g. new opportunities for women and children
- Environmental improvements, emphasising sustainable production
- More control over their own lives, through participating in democratic organisations

### **How do I know if something is Fairtrade?**

The Fairtrade Foundation awards the FAIRTRADE Mark, the only guarantee of independent certification in the UK. More than 850 products now carry the FAIRTRADE Mark.

Awareness of Fairtrade is growing, with more than a third of the UK population now recognising the FAIRTRADE mark. In the two years since 2001, overall sales of Fairtrade certified products grew in the UK by 83%. In 2004 the estimated retail value of sales of Fairtrade certified products was over £140 million.

### **Why do some fairly traded products not have the FAIRTRADE Mark?**

The FAIRTRADE Mark currently appears on food products. Other products, like household goods and clothes offered by organisations such as Oxfam, Traidcraft and People Tree do not yet carry the FAIRTRADE Mark and the Fairtrade Foundation is working closely with international partners to develop standards for these products. In the meantime, the British Association for Fair Trade Shops (BAFTS) has its own criteria and register for fairly traded crafts, textiles and other non-food products from the South. Many Fair Trade shops belong to BAFTS. ([www.bafts.org.uk](http://www.bafts.org.uk)).

However, with more and more companies making fair trade claims, buying products with the FAIRTRADE Mark is the only way to be sure an item is FAIRTRADE certified.

### **Where can I buy Fairtrade products?**

## Fairtrade in Your School, ED1, April 2005



Products are stocked by all but one of the major supermarket chains and in many h Trade shops and independent retailers. If your store doesn't have the product manager to stock it!

### Fairtrade Teaching Resources

Please contact the relevant organisation to order materials

Name	Curriculum Links	Age group	Available from	Contact Number	Price
<b>Fairtrade in Action 2002</b> Pack includes video, case studies, board game and teachers booklet	Citizenship, Geography	Key Stages 2&3	Fairtrade Foundation	020 7440 7676	£15.00
<b>Shops and Markets 1998</b>	Literacy, Geography	KS 1&2	Oxfam	01202 712 933	£17.62
<b>Go Bananas</b>	Citizenship, Geography, Literacy, Numeracy	KS 1&2	Oxfam	01202 712 933	£13.00
<b>The Clothes Line</b>	Citizenship, Geography, Science, Art, DT, Literacy, Numeracy, ICT, Drama, History	KS 2	Oxfam	01202 712 933	£13.00
<b>Pa pa paa</b>	Citizenship, PHSE, Geography, RE, ICT, Literacy, Numeracy	KS 2&3	Comic Relief	<a href="http://www.dubble.co.uk">www.dubble.co.uk</a>	Free
<b>The Chocolate Trade Game</b> (from pa pa paa)	Citizenship, PHSE, Geography, RE, ICT, Literacy, Numeracy	KS 2&3	Christian Aid	0870 078 7788	£3.50
<b>Bananas and Cocoa Beans: A Basketful of Fair Trade Activities</b>	Citizenship, PHSE, Geography	KS 2&3	Oxfam	01202 712 933	£4.50
<b>Locococo</b>	Citizenship, PHSE, Modern Foreign Languages (Spanish and English versions)	KS 3&4	Humanities Education Centre 2000	0207 364 6405	£15.00
<b>Coffee Chain Game</b>	Citizenship, Geography, PHSE, Business Studies	KS 3&4	Oxfam	01202 712 933	£4.50
<b>The Chocolate Game</b>	Citizenship, PHSE, Geography, RS	KS 3&4, 16+	Leeds DEC 1999	0113 380 5655	£4.25
<b>The Truth about Bananas</b>	Citizenship, PHSE, General Studies, Economics	KS 3&4, 16+	Banana Link and Banana Watch	0160 376 5670	£6.00
<b>The No-Nonsense Guide to Fair Trade</b>	Geography, Citizenship, Economics	KS 4 & 16+	Oxfam	01202 712 933	£7.00
<b>Bananas Unpeeled</b>	Geography, Business studies, Art, Media Studies	KS 4 & 16+	Banana Link	0160 376 5670	£11.00
<b>The Banana Pack</b> Includes Best of the Bunch, Bananas Unpeeled and The Truth about bananas, The Banana links poster	Citizenship, PHSE, Geography, RE, English	KS 4 & 16+	Oxfam	01202 712 933	£21.10
<b>The Advanced Banana Role Play Game</b>	Citizenship, PHSE, General Studies, Economics	16+	Banana Link	0160 376 5670	£10.00
<b>Seeing Through the Spin</b>	Citizenship, PHSE, General Studies, Business Studies,	KS 4 & 16+, FE, Youth and	Baby Milk Action and	0118 958 6692	£15.00

**Fairtrade in Your School, ED1, April 2005**



	Media Studies, Key Skills	community Group	RISC 2001		
<b>Xchanging the World</b>	Citizenship, PHSE, Geography	16+, FE, Youth and community Group	RISC 1997	0118 958 6692	£12.95



**Fairtrade Assembly**

**Meet the FAIRTRADE Mark**

Target audience: Key Stage 2/3

Timing: 15 minutes

- Aims:**
- ◆ To develop an understanding of our choices as consumers – and the impact of consumer power
  - ◆ To raise awareness of Fairtrade as an alternative to conventional trade – and introduce the **FAIRTRADE Mark**
  - ◆ To introduce the idea of a ‘Fairtrade School’, to enable and empower students to be active global citizens

Activity	Resources required
<p><b>1. Introduction</b></p> <p>As appropriate to the audience and those leading the assembly.</p>	
<p><b>2. This is an assembly about shopping</b></p> <p>Ask the students to raise a hand if they’ve ever been shopping – then tell them this assembly is about them...as shoppers. It’s also about the goods they choose to buy, and the people who produce these goods. Suggest meeting a few of these ‘producers’, and ask the audience to ‘spot the difference’ between each pair.</p> <p><b>Introduce each of the growers.</b> Ask them to tell the audience about their work growing bananas/tea/cocoa. Volunteers can read info from cards, or info they have researched themselves if time preparing the assembly allows. (With a younger/smaller audience it may be appropriate to invite feedback at this point). Ask non-Fairtrade growers to move into a group together, and Fairtrade growers to move together.</p> <p><b>Introduce the shoppers.</b> Ask them if they could ‘spot the difference’ between each pair – they can each read part 1 of their cards.</p> <p><b>Summarise</b> the differences between each pair of growers, and then ask each shopper to read part 2.</p> <p><b>Invite the audience</b> to decide whether they agree with shopper ‘A’ or shopper ‘B’ – or neither.</p>	<p>8 volunteers with name labels and appropriate props (FAIRTRADE Marked and other brands, as appropriate):</p> <p>2 banana growers with bunches of bananas                  2 tea growers with tea bags                  2 cocoa growers with bars of chocolate                  2 students/shoppers with shopping bags</p> <p>Information cards, one for each volunteer</p>
<p><b>3. What do we know about Fairtrade?</b></p> <p>Challenge audience’s knowledge/perceptions. Read out/hold up facts about Fairtrade. Ask them to raise a hand if they think each one is true (they are all true!). Fact cards could be given to Fairtrade growers to hold. Explain that more and more people are keen to support Fairtrade because it really makes a difference to the lives of the people who grow or make the goods we consume.</p>	<p>Four Fairtrade facts on large sheets of card</p>





<p><b>4. How do we know if something is Fairtrade?</b></p> <p>Ask Fairtrade growers to grab the attention of the audience by raising their hands and giving them a wave – ask audience, as shoppers, to wave back.</p> <p>Explain that Fairtrade is about the link we shoppers have with the people who produce the goods we buy.</p> <p>The new <b>FAIRTRADE Mark</b> is a symbol of a person with their hand held high - it helps us spot Fairtrade goods when we are shopping.</p> <p>More than 100 different products carry the <b>FAIRTRADE Mark</b> – a selection could be produced from a shopping bag, or shown to audience by volunteers (e.g. honey, fruit juice, biscuits, coffee, and different bars of chocolate!). These are available in most supermarkets).</p> <p>There are many other non-food products that are fairly traded, including clothes, jewellery, paper and gifts – these are available in Fair Trade shops (a selection of these could be shown too).</p>	<p>FAIRTRADE Mark card or poster.</p> <p>Selection of FAIRTRADE Mark products.</p>
<p><b>5. How can we be part of Fairtrade?</b></p> <p>Fairtrade isn't only about buying FAIRTRADE Mark products. We can all support Fairtrade by taking action in other ways.</p> <p>Ask audience to raise a hand if...</p> <ul style="list-style-type: none"> <li>• They know someone who has never heard of Fairtrade</li> <li>• They know someone who might not recognise the FAIRTRADE Mark</li> <li>• They know somebody who might not know where to buy FAIRTRADE Mark products</li> <li>• They know a school where students could be given the choice to support Fairtrade if they want to....</li> </ul> <p>We can all support Fairtrade by making sure other people know what it means, and how it makes a difference to the lives of people in other parts of the world.</p> <p>If this assembly is being used to launch a 'Fairtrade School', this could be explained to the audience, and followed up in the classroom and beyond.</p> <p>Conclude by mentioning where FAIRTRADE Mark products are available locally – suggest members of the audience visit a local supermarket or Fair Trade shop to see for themselves, and take action!</p>	



**Fairtrade Assembly Resources**

To be reproduced on card, or on OHTs if appropriate

Younger students could be given a simpler version of each card

**Information cards for volunteers:**

**Banana grower 'A'**

I grow bananas on a large plantation in Central America. Our pay is very low. Pesticides sprayed on the bananas can have terrible side effects – they can make men sterile. Women in the banana packing sheds suffer double the normal rate of leukaemia. Babies are born deformed. We don't have any land of our own, so working on the plantation is the only way we can make a living.

**Banana grower 'B'**

I grow bananas on a plantation in Costa Rica. Since we joined Fairtrade, our pay has increased. This means life is much better for us; we can afford piped water and electricity.

The environment has been improved too. Plastic waste is recycled, and you can walk around the banana plantation without smelling chemicals. This means our health has improved. Weeds are pulled up by hand, instead of using harmful herbicides, and workers have been sent on training courses.

Fairtrade has given us the opportunity to help ourselves – we can look forward to the future, instead of wondering how we'll survive.

**Tea grower 'A'**

I work on a large tea estate in India. It is back breaking work, but our pay is very low. This means that, as we earn so little, the children have to work too. They don't go to school.

Our houses are in a terrible condition, but if we complain to the estate manager we risk losing our jobs. Any shelter is better than none.

**Tea grower 'B'**

I also work on a large tea estate in India. It is very hard work, but in the last few years life has taken a turn for the better. Our estate now sells tea through Fairtrade. We have used some of the extra money from Fairtrade to buy an ambulance. The biggest difference the money has made is in providing electricity to the workers' houses. This means women now have more time - they don't have to collect firewood, and the houses are smoke-free which is healthier for us all. Before we had electricity many people had breathing problems, more women had miscarriages and birth complications. Another advantage is that children have light to study at night.



### Cocoa grower 'A'

When cocoa prices fall, we have to make difficult decisions. We may have to put off sending our children to school, and we can only afford to buy medicines for members of the family who have paid work.

It's not just the people who get ill – capsids and mealy bugs can destroy much of the cocoa crop each year, if we're not able to look after the plants properly.

Another problem is traders who rip us off – they don't always weigh our cocoa beans fairly, or pay us cash.

We can't grow anything else – we wouldn't be able to market it.

### Cocoa grower 'B'

Things are really looking up for us since we've been selling our cocoa through Fairtrade. We have a long-term contract with the chocolate company, so our hard work pays off. Farmers who had to leave their farms to look for paid work have returned to their villages to grow cocoa. Communities are back together again. We've used some of the extra money from Fairtrade to make a concrete floor in our house – before we just had a dirt floor. We can now afford to send our children to secondary school, as well as buying them schoolbooks and shoes. We've also planted more cocoa because of our confidence in Fairtrade – it gives us a good price. Fairtrade really does make a difference.

### Shopper 'A' – pointing to the growers in group 'A' (non-Fairtrade)

1. When I peel a banana, or tuck into a bar of chocolate, or pour a cup of tea, I don't think about the person who grew it. But these growers really do have a difficult time – I had no idea how hard their lives were. I didn't realise they were so poor that they couldn't afford to send their children to school or repair their houses.
2. I don't think they are anything to do with me, so it isn't my problem. As for Fairtrade – why should I pay a bit more when other brands are cheaper? If these people want to earn more they should sell their crops through Fairtrade too.

### Shopper 'B' – pointing to the growers in group 'B' (Fairtrade)

1. Life is hard for these farmers too, but Fairtrade means they are paid a fair price for the work they do. This means better education for their children, better homes and health care, as well as a healthier environment. They have more say and more hope for the future.
2. Farmers can't just switch to Fairtrade and earn more money. If they could, they would! This is where **we** come in. What **we** choose when **we** shop effects people thousands of miles away. If **we** choose Fairtrade brands, demand for them will grow, and more farmers will be able to join Fairtrade. It may cost us a few pence more, but don't you think it's a small price to pay when our choices really do make a difference?



**Fairtrade Lesson**

**The impact of Fairtrade**

**Target Audience:** Key Stage 2/3 (Activities can be adapted for different age groups)

**Timing:** 1 Hour

- Aims:**
- ◆ To raise awareness of the FAIRTRADE Mark and enable students to make informed choices as consumers
  - ◆ To enable students to recognise the impact that consume power can have
  - ◆ To empower students to take action to support fairtrade

**Lesson plan**

Timing	Activities	Resources required
15 mins	<p><b>Introduction</b></p> <p>Unpack shopping bag to display a selection of Fairtrade products. Ask students what the items all have in common (FAIRTRADE Mark) and what they think this means.</p> <p>Alternative: Give each pair/small group of students an item from the shopping bag, and a Post-it note. Ask them to find out where it was produced, who produced it, and how the producers have benefited from Fairtrade. They can use the Post-it note to record the information and locate the producers on the world map.</p> <p>When everyone has contributed, the map can be used as a basis for discussion.</p>	<p>A shopping bag of Fairtrade products e.g. tea, bananas, coffee, biscuits, chocolate, honey, juices, sugar</p> <p>Poster/card of FAIRTRADE Mark</p> <p>Large world map</p> <p>Small Post-it notes</p>
	<p>1. Use worksheet 1 'Fairtrade means...' to raise students' awareness of the standards for awarding the FAIRTRADE Mark. (All 'yes' boxes should be ticked!). The standards may need explanation, depending on the students' age/ability.</p>	<p>A5 Worksheet 'Fairtrade means...'</p>
20 mins	<p>2. Give each student two pieces of scrap paper. Ask them to write 'Problem' on one and 'Benefit' on the other.</p> <p>Read the information about the Kuapa Kokoo farmers to the pupils – using a bar of Fairtrade chocolate as a visual aid! Ask them to listen carefully, and hold up their appropriate card whenever they hear about a problem the farmers have to face, or about a benefit of Fairtrade.</p> <p>Ask the students to feed back the information they have heard. This could be recorded on the board/overhead as lists of problems and benefits.</p> <p>Each list could then be sorted in a range of ways – e.g. problems which can be overcome versus difficulties which are beyond peoples' control; direct benefits which relate to the money the farmers are paid v indirect benefits which make life better, but are hard to measure.</p> <p>Ask the students how we, as consumers, can be involved in</p>	<p>Scrap paper</p> <p>Information on Kuapa Kokoo</p>



reducing the problems and adding to the benefits.

<p>25 mins</p>	<p>3. Students need to work in pairs or small groups for this activity.</p> <p>Explain that there are many ways in which we can support Fairtrade – it’s not just about buying the products.</p> <p>All over the country groups of people are getting involved in Fairtrade because they have found out about the difference it can make to the people who produce so many of the goods we consume. More and more people want to make trade fair. In Britain there are now Fairtrade cities and Fairtrade towns.</p> <p>Give each pair/group a set of cards. Explain that each card shows actions a school can take to become a ‘Fairtrade School’.</p> <p>Ask students to group the cards under the following headings:</p> <ul style="list-style-type: none"> <li>• Make the Mark Famous! (Actions which would help people recognise the FAIRTRADE Mark and what it means)</li> <li>• Shop it! (Actions which make people more aware of the Fairtrade products they can buy)</li> <li>• Local Links! (Actions which involve the local community in Fairtrade)</li> <li>• Student Action! (Actions which involve students finding out more to raise awareness and develop their understanding of Fairtrade)</li> </ul> <p>Point out that some cards may fit under more than one heading. Distribute blank cards, and ask students to add their own action ideas.</p> <p>Ask each group to decide on one action they would choose under each heading. They should consider the timing, costs, benefits, and possible problems involved with each.</p> <p>Ask the groups to draw up an ‘Action Plan’ for becoming a Fairtrade School. Do it!</p> <p>This could be developed as a longer term Citizenship/cross Curricular project.</p>	<p>Sets of cards showing Fairtrade Schools Criteria – one set for each pair/group</p> <p>Blank cards</p>
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**Fairtrade Lesson Resources**

**Kuapa Kokoo Cocoa Producers' Co-operative, Ghana**

*"In Ghana there are about one and a half million cocoa farmers. In the last 30 years the price they are paid for their cocoa beans has dropped right down, so they hardly make any money to live on. Sometimes they have to borrow money, but it's difficult to pay back their debts. To make things worse, there have been bush fires, and months with no rain.*

*About ten years ago a group of cocoa farmers joined together to form a group called Kuapa Kokoo. This means 'The Good Cocoa Farmers Company'. They sell some of their cocoa through Fairtrade. This means they get more money for each sack of beans.*

*The Kuapa Kokoo farmers can use the extra income from Fairtrade for training and to buy farming tools to help with their work. They learn how to look after the environment and grow their cocoa without using harmful chemicals.*

*Kuapa Kokoo includes both women and men farmers - there are now far more women working in the organisation and making important decisions.*

*There are new schools for the children too – the extra money from Fairtrade can help pay for school fees and school books.*

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

*Kuapa Kokoo farmers are able to learn about the foods that are best for them to eat, about health and childcare. They have new water pumps for clean water too.*

*The farmers also learn about managing their money and how to make extra money in the 'hungry season' when the cocoa is growing – for example by making soap from the cocoa husks, which means a waste product is being recycled!*

*More and more villages want to join Kuapa Kokoo, but at the moment they can't sell all their cocoa beans through Fairtrade – there still isn't enough demand for Fairtrade chocolate in UK."*



**Fairtrade Lesson Resources**

**Worksheet 1: Fairtrade Means...**

<b>Fairtrade Means..</b>	<b>Yes</b>	<b>No</b>
Farmers get a fair price for the crops they produce		
Farmers have trading contracts, so they can plan for the future		
Farmers can join organisations which support them e.g. co-ops		
Farmers can be paid in advance, so they won't fall into debt		
Workers on plantations have decent wages and housing		
Workers on plantations have decent health and safety standards		
Workers are allowed to join trade unions		
Support is given so farmers can stop using harmful chemicals		
Support is given to help provide education and health care		
No child labour or forced labour is allowed		
Workers' rights are respected - men and women are treated equally		
Workers are able to have more control over their own lives		

**Extension:** Design an advertisement for one of the Fairtrade products you have seen – make it eye (or ear!) catching, and don't forget to explain what Fairtrade means to the people who produced your product. It could be an advert for TV, radio, a newspaper, or a magazine.

<b>Fairtrade Means.....</b>	<b>Yes</b>	<b>No</b>
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**Fairtrade Lesson Resources**

**Fairtrade Schools: Criteria cards**

Run a Fairtrade competition with Fairtrade prizes!  
E.g. design packaging for a new Fairtrade product, poster or leaflet

Run a Fairtrade Coffee Morning for the staff – to encourage them to switch to Fairtrade tea and coffee

Visit your local supermarket and carry out a survey – how many Fairtrade products do they stock, and how many brands?

Tell parents about Fairtrade – send them a Fairtrade newsletter and a free sample!

Organise a Fairtrade Assembly - explain to other students what Fairtrade is all about

Carry out a Fairtrade survey around school, or for homework – how many people recognise the FAIRTRADE Mark? How many know what Fairtrade means?

Set up a 'Fairtrade Trail' around school – with a quiz sheet and Fairtrade prize for the best answers!

Include as many Fairtrade products as possible in school lunches – ask the school canteen to help

Hold a Fairtrade Breakfast or Lunch, serving as many Fairtrade products as possible – ask the school canteen to help

Set up a Fairtrade Tuck Shop, selling Fairtrade snacks at breaks and dinner times

Visit as many different Fairtrade websites as you can find – put together your information to create a Fairtrade exhibition

Serve Fairtrade tea/coffee/juice/biscuits at a parents evening, open evening or school performance

Produce display materials to tell people about Fairtrade – e.g. posters, giant Fairtrade packaging

Link up with the local council, or other organisations that support Fairtrade, and hold a community Fairtrade event





Have a Fairtrade vending machine installed, so students have a Fairtrade ch