

Fairtrade in the Curriculum

This document represents the notes from a workshop which took place at the national *Fairtrade Schools Conference* held at Glasgow University on 12th June 2008.

The aim of the workshop was to identify and capture good practice from schools that had successfully embedded Fairtrade issues into different curricular areas.

- The workshop was introduced by Ian Menzies, Schools Officer from SCiAF.
- The case studies were provided by:
 - o Karen Prentice, DHT, Knowetop Primary, Motherwell
 - o Sean Hagney, PT Religious Education, St Andrew's High, Kirkcaldy along with S5 student, Jennifer Macfie.
- The latter part of this document captures the sharing of good practice from those schools represented at the workshop through a brainstorm on the different ways that Fairtrade can be incorporated into the curriculum.

Introduction

Ian Menzies, SCiAF School Officer, introduced the workshop by giving an overview of the evidence and criteria relating to GOAL 4 of the Fairtrade Schools Award.

- There are 5 GOALS or criteria that schools must satisfy before becoming a Fairtrade school. Goal 4 relates to the curriculum and learning http://www.fairtrade.org.uk/schools/how_to_become_a_fairtrade_school/the_five_goals.aspx
- Currently schools are required to embed Fairtrade issues into 3 subject areas in each of 2 year groups – potentially 6 subjects in total.
- However, in light of applications in the period since the award was launched, the Fairtrade Foundation [FTF] may review this and may only require schools to embed Fairtrade issues into 3 subject areas across 2 year groups e.g. RE and English in S1 and Modern Studies in S5
- This change, if and when it occurs, will be communicated to registered schools via the email updates.
- The FTF have also agreed that work undertaken for either an Enterprise topic/project or Citizenship topic/project can also count as a subject even though they may not be a timetabled subject in some schools.
- The evidence required for Goal 4 is as follows:
 - o Lessons plans or departmental development plans that indicate Fairtrade issues in three subject areas in two year groups
 - o Samples of pupils' work in at least three subject areas in two year groups

Fairtrade and the Primary Curriculum

Case Study 1 - Knowetop Primary, Motherwell

Knowetop Primary introduced Fairtrade through Environmental Studies. While studying the export of goods from 'The Caribbean' (North Lanarkshire Council topic) the children investigated the market share given to the producers of bananas and coffee in relation to the share taken by the importer, wholesaler and retailer. This led to the pupils researching Fairtrade and developing a keen interest in the Fairtrade movement.

The pupils decided to promote Fairtrade throughout the school by forming an Enterprise company 'Fair 4 Life'.

The first activity was an awareness raising assembly for the whole school that focused on telling the rest of the school what they had been learning about Fairtrade and detailing their forthcoming enterprise project. As part of the assembly pupils performed the following:

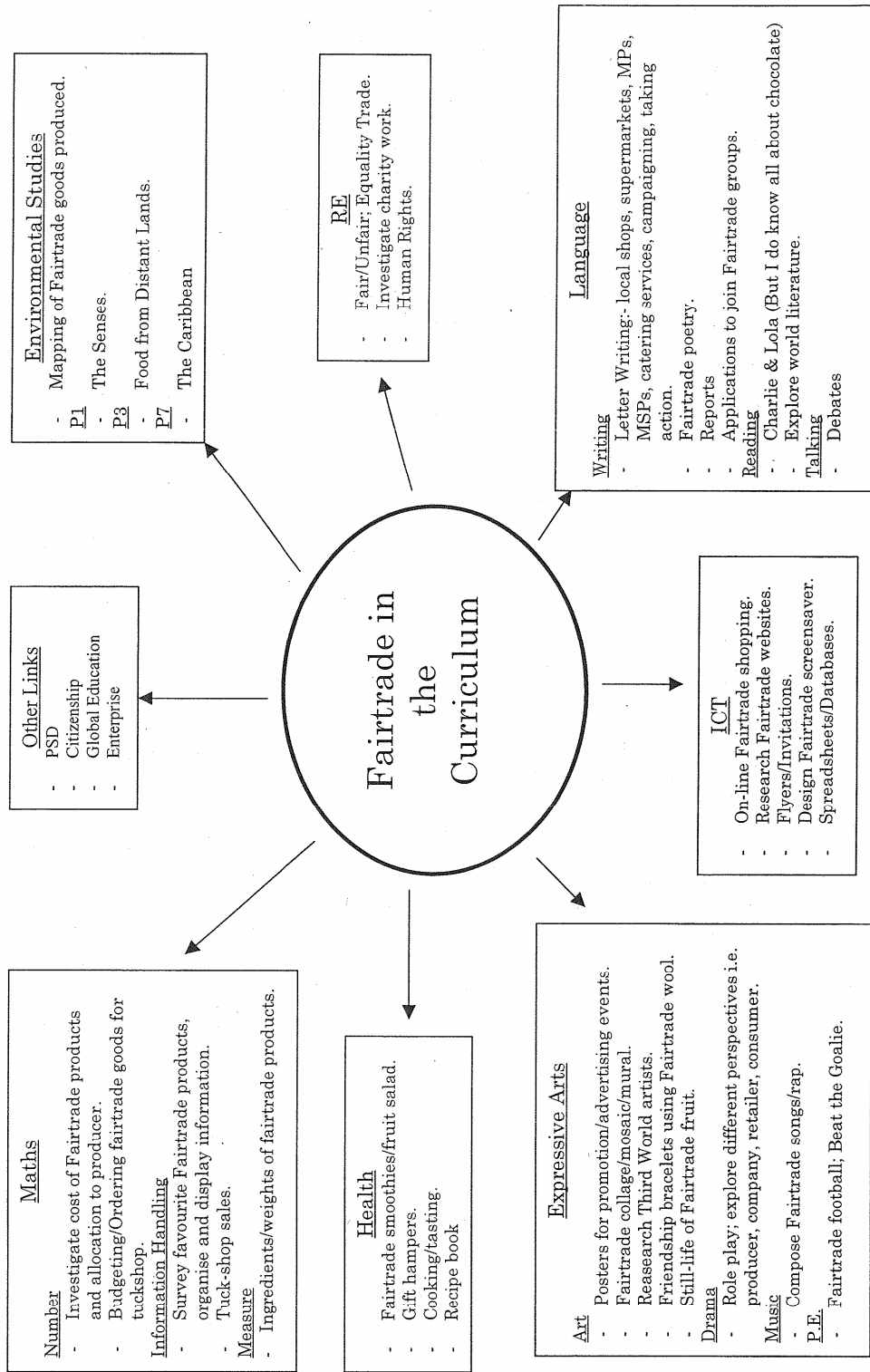
- 'Heal the World' song (Michael Jackson)
- 'The 12 months of Fairtrade' song (Co-op Fairtrade pack)
- 'A Place to stay' poem (Co-op Fairtrade pack)
- Cocoa/Tea growers drama (Co-op)

Following the assembly the pupils then participated in various enterprising activities over a two week period, including running a Fairtrade tuck shop, a Fairtrade colouring competition for P1-3 and a Fairtrade quiz for P4-7.

By introducing Fairtrade through the curriculum and developing it within the context of an enterprise project the children were able to learn about Fairtrade and promote it both within the school and at home.

Knowetop's Top Tips

- Keep staff well informed
- Make your Fairtrade activities part of the School Development Plan
- Embed Fairtrade into the curriculum at all stages in the school
- Select approaches that best suit your school and pupils



3. Fairtrade and a Curriculum for Excellence

<p>Successful Learners</p> <p>with > openness to new thinking and ideas and able to > use communication skills > learn independently and as part of a group > link and apply different types of learning in new situations</p>	<p>Confident Individuals</p> <p>with > a sense of physical wellbeing > secure values and beliefs and able to > pursue a healthy lifestyle > develop and communicate their own beliefs and view of the world</p>
<p>Responsible Citizens</p> <p>with > respect for others > commitment to participate responsibility in economic life and able to > understand different cultures > make informed choices and decisions > evaluate environmental issues</p>	<p>Effective Contributors</p> <p>with > an enterprising attitude and able to > communicate in different ways and in different settings > work in partnership and in teams > apply critical thinking in new contexts > take the initiative and lead</p>

Fairtrade in Knowetop Primary School

Where we are now

We have a Fairtrade Group made up of staff and pupils established and working together to promote, support and learn about Fairtrade

Recent events/activities

- Fairtrade Friday events day
- Presentation to whole school by Fairtrade Group
- Wear blue/green – pay 50p
- Fairtrade tuck shop
- Banana hunt
- Fairtrade orienteering
- Information tables
- Staff tasting session and shopping pledges
- P1-7 class-based activities
 - P1 – Tasking and story time
 - P2 – Tasting and Fairtrade songs
 - P3 – Friendship bracelets
 - P4 – Fairtrade logo collage
 - P5 – Fairtrade hampers
 - P6 – Fairtrade smoothies
 - P7 – Fairtrade fruit salad and ‘The Impact of Fairtrade’

Tuck shop – Exclusively sells Fairtrade products

Parent’s Night – Information tables and shopping pledges

Staffroom – All tea, coffee and sugar is Fairtrade

Working Groups are focussing on:

- Gathering evidence for Fairtrade Schools award
- Organising visits from outside agencies to talk about Fairtrade
- Identifying where Fairtrade can be developed within present Environmental Studies topics.

Fairtrade and the Secondary Curriculum

Case Study 2 – St Andrew’s High, Kirkcaldy

St Andrew’s High School, Kirkcaldy, has been involved in many international activities over many years. There are four interlinking strands:

- Fairtrade
- Malawi Partnership
- Curriculum
- Active Citizenship

Many aspects of the curriculum have an international dimension – and all subjects are able to incorporate this. Many also have opportunities to specifically address Fairtrade

Within St Andrew’s, issues relating to trade (and specifically Fairtrade) feature in:

- Modern Studies
 - S1 Developing World
 - SG Politics of Aid
 - H/Int Politics of Food
- In Geography:
 - SG Trade and Aid
- In Business Management:
 - SG Fairtrade as alternative business model
 - H/Int II International Trade
- In RE:
 - S1-2 SCIAF focus
 - S3 MMW unit on Globalisation
 - S5-6 MMW International Issues
- In ICT:
 - Needs and Wants (Enterprising project)
- In Home Economics:
 - S5/6 Int I/II Foods of the World
- In P7-S1 Transition
 - Our Enterprising Global Citizenship Day features our work (and the work of our cluster partners) on fairtrade at our annual showcase event

In 2008, St Andrew’s High used Fairtrade Fortnight as a cross-cutting theme in the school. The aim was to further raise awareness of Fairtrade within the school community.

Two main events helped to deliver this:

- The Fairtrade Café
- The Fairtrade Wine Tasting Evening

This was supported by:

- The Fairtrade Team of S6 working very hard!
- Assemblies led by the team to all houses
- Lessons using Comic Relief resources in S1 and S2 RE
- S1 Mod Studies organising a petition to Gordon Brown [the local MP]
- Home Economics pupils made 1000s of cookies and cakes using Fairtrade ingredients
- The English Dept ran a poster competition advertising the events
- Art made menus for the wine tasting evening
- PE used Fairtrade footballs
- A Fairtrade notice board in the canteen
- Press and newsletter features
- Staff from across the school attended the wine tasting evening, put up posters in the classroom, visited the café or helped out.
- This was followed up with a debrief for staff at the May in-service – many thought the event was a valuable lesson on how to work together on a joint project

Incorporating Fairtrade in the Curriculum

At the end of the workshop, representatives from the various schools that took part were asked to share examples and good practice of how Fairtrade had been incorporated into their school curriculum.

Primary

Held a Fairtrade fashion show

- Countries of origin of Fairtrade produce and processing involved in getting products to our table
- Journey from grower to consumer (environmental)
- Design of animal prints for costumes (art)
- P7 made design boards for costumes and show
- P3 designed clothes
- Visited local shops for artistic inspiration

Wrote letters to the local council to encourage them to supply Fairtrade fruit as part of our school healthy-eating scheme (language)

Managing a Fairtrade tuck shop – pupils received book-keeping training from personnel from local banks (maths)

Topic on the north/south divide (citizenship)

Wrote letters to big companies to see if they could supply a Fairtrade gym top or polo top as part of the school uniform (language)

Fairtrade dancing, song and hats (expressive arts)

Smoothie making – it's possible to hire a pedal-powered smoothie makers from the Co-op (healthy eating)

Growing banana plants (environment)

Fairtrade competitions – fairtrade beat –the- goalie competition and poetry competition

Invited local MSP into school to talk about Fairtrade Town status

If you have further examples that you wish to share then please email:
youth@sciaf.org.uk and we'll add them to this list.

Secondary

Geography and RE

- Use of Christian Aid Trading Game [simulation activity] and other related activities
- Co-operative enterprise – registering Fairtrade group as a co-operative [*only costs £20 but helps pupils understand the cooperative business model that's used so successfully by many Fairtrade producers*]

ICT

Constructing a database of information about Fairtrade products sold in school along with nutrition information etc.

Languages

- Hispanic lunch organised by modern languages – using Fairtrade products sourced from Spanish-speaking countries
- Foreign speakers and Fairtrade producers from Brazil visited. Interviews and translations were conducted in front of the class

English

Fairtrade articles from Fair Comment magazine were used for close reading.

Art

- Fairtrade fashion design for fashion show.
- Design of packaging for new Fairtrade product and study of what makes a product Fairtrade

Maths

- In depth study of Fairtrade
- Bar graphs created using wrappers from chocolate bars showing how the profits are split between growers, shippers, retailers etc.
- Business and sales info from Fairtrade Foundation Documents and reports being used for line, bar graphs

Biology

- Use of pesticides etc – comparison of Fairtrade products with other major brands
- Ethics of production (RE, biology, business)

Business studies

- Sweat shops
- Information on Fairtrade school uniforms
- Sourcing material for Fairtrade uniforms

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