

Sources of Information

Akasuwa, a cocoa grower in Ghana, says:

"Why do I sell my cocoa to Fair trade organisations? Because they are honest and fair and do not try to cheat us. They give me a good price and pay me straight away. They also share what they make with us and every year the farmers earn a bonus. So now we are better off and can afford to spend a little more on the

What is a fairly-traded product?

Oxfam Fair Trade Company uses the following **criteria** to check it is buying fairly-traded foodstuffs.

The producers of Fair trade products should:

- Receive fair wages
- Be able to meet to discuss important issues
- Not be discriminated against or exploited
- Enjoy reasonable working conditions

"We used to travel eight miles in search of water. Because of Fair trade and the premium it gives, we have built a well and a pump in my village. Teachers used not to accept the posting, because of the lack of water. Now we have a well we have two teachers for the village school."

Kojo Tano, a cocoa farmer from Ghana

"In five years there have been very positive changes in our villages. We have been able to improve housing and medical facilities, but most importantly, parents can now afford school books for their children. As our children become educated that makes for a better future for all of us."

Cayetano Ico, cocoa farmer

"We didn't make enough money to live on before. Now we get a better price and the money comes directly to us. I can buy more food. I can support my daughter at university and take care of my son."

Bertilda Gamez Peres, a coffee farmer

"Fair trade is one way in which we can help to make the world a fairer place for everyone."

Helen Carey, Chair of National Federation of Women's Institutes

"We would like to thank you for giving us a fair price for our cocoa harvest, so we make sure that you always get the 'best of the best' beans for Divine milk chocolate."

Further resources

The following is a list of titles which will offer opportunities for further activities on issues of *Fair trade* for KS2. They should be available through your local Development Education Centre (DEC).

The Clothes Line	Oxfam
Go Bananas	Oxfam
Making a Meal of It	Oxfam
The Whole World cake	Christian Aid

Free leaflets available from Christian Aid: *People friendly coffee* and *Time for Tea*.

New resource:

Locococo game

An exciting game involving the trade of cocoa beans and Fair trade chocolate. Learn about global trading issues and the Rights of the Child. Suitable for Year 6 upwards. English or Spanish. Price: £18 including p&p. Available from the Humanities Education Centre.

Also available from Oxfam is the *Oxfam education resources for schools* catalogue which lists a range of resources, on this and similar topics, from Oxfam and other organisations.

Feedback on the activities contained in this leaflet, would be much appreciated. Please forward your comments to HEC or RISC, contact details on the



Essential meaning and letters with real purpose

Activity 1: Essential meaning

Relevant elements of the Y5 NLS Teaching Programme

Term 1

1. Investigate word order by examining how far the order of words in sentences can be changed:

- which words are essential to meaning;
- which can be deleted without damaging the basic meaning;
- which words or groups can be moved into a different order

Akasuwa is a cocoa grower in Ghana. She explains why she sells her cocoa beans to a *Fair trade* organisation.

Using Akasuwa's statement children can consider which words could be removed without damaging the meaning. They can identify the essential points in the statement that are necessary to explain the advantages of *Fair trade*.

How could the sentences be reorganised so that the meaning of what she says remains the same?

Children could also consider the other statements about *Fair trade*. How could these be changed without changing the meaning?

Akasuwa's statement comes from the OXFAM pack: **Making a meal of it!**

Relevant elements of the Y5 NLS Teaching Programme Term 3

17. To draft and write individual, group or class letters for real purposes, e. g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state.

Educational aims of the activities

- ✓ To be able to identify essential and non-essential words and text in a non-fiction information source.
- ✓ To be able to present a re-ordered and shorter version of an information text which still maintains words and phrases essential to the fundamental meaning of the text
- ✓ To demonstrate ability to write formally and with purpose on an emotive issue
- ✓ To demonstrate the unfairness of trading relationships between countries in the North and those of the South
- ✓ To help children understand the causes and effects of inequality
- ✓ To recognise the consequences of making particular choices
- ✓ To equip children with the knowledge and understanding to empower them to take positive actions which ensure greater social justice: to instil in them a belief that things can be better and individuals can make a difference

Many of the aims above are based on the Oxfam Curriculum for Global Citizenship, available from Oxfam Education, 274 Banbury Road, Oxford, OX2 7DZ

Activity 2: Letter writing with real purpose

The general aim will be to write a formal letter to a supermarket manager demonstrating support for *Fair trade* products and reasons for that support.

An initial investigation could be carried out by children to see if they can find any *Fair trade* products in their local supermarkets. This would enable them and others they shop with to become accustomed to looking for the *Fairtrade Mark*. It will also determine the type and content of the letter.

The letter could take one of the following forms:

- ◆ Congratulating the supermarket for stocking its range of *Fair trade* products, encouraging them to stock more and reminding the manager of their importance in ensuring greater social justice;
- ◆ Urging the supermarket to stock *Fair trade* products if it is known not to be doing so, explaining why this is so important;
- ◆ Asking the supermarket whether they stock *Fair trade* products or whether they intend to in the future, again emphasising the importance of doing so.

Further ideas, contacts

Chocolate

Chocolate is one of the most popular foods in the Western world. It is dependent on a supply of cocoa from developing countries. Yet, ironically most cocoa farmers have never tasted a manufactured bar of chocolate.

Our appetite for chocolate continues to grow: the best selling chocolate bar in the UK, *Kit Kat*, is consumed at the rate of 50 every second! On average £40 is spent per person per year on chocolate in the UK. Yet just three companies, Nestlé, Mars and Cadbury's are responsible for over four fifths of all chocolate sales in the UK.

There is therefore enormous scope for the expansion of *Fair trade* chocolate, guaranteeing cocoa farmers a better deal.

The main *Fair trade* brands are *Divine*, a milk chocolate aimed at competing with popular UK milk chocolate brands, and *Green and Blacks* who offer a range of high cocoa solids chocolate.

Activity and Action Ideas



- ★ Examine the wrapping of a well-known brand and compare it with that of a Green and Black or *Divine* chocolate bar wrapper. Ask children to list the similarities and differences between the wrappers.
- ★ Ask children to name and design a wrapper for a *Fair trade* chocolate bar. What features should the wrapping contain? (Attractive eye-catching wrapper, ingredients, *Fairtrade Mark*, contact address of manufacturing company and information inside on the benefits of purchasing *Fair trade* products).
- ★ Design a poster advertising *Fair trade* chocolate.
- ★ Give a bar of *Fair trade* chocolate to a friend and explain why you have chosen *Fair trade* chocolate.

Staffroom action on *Fair trade*

The most obvious practical way that a school can demonstrate its commitment to *Fair trade* is by ensuring that all tea and coffee in the staffroom is fairly traded. See the list of Fair Traders for details of the extensive list of suppliers of *Fair*

Your local DEC:

Fair Traders

British Association of Fair Trade Shops (BAFTS) c/o Gateway World Shop, Market Place, Durham DH1 3NJ
Cafédirect (and teadirect) 66 Clifton Street, London EC2A 4HB

☎ 020 7422 0730 www.cafedirect.co.uk

Coffee and tea sold in all major supermarkets. Also supply large tins of coffee suitable for staffroom bulk purchase.

Divine The Day Chocolate Company, 4 Gainsford Street, London SE1 2NE ☎ 020 7378 6550 e-mail: info@divinechocolate.com

Equal Exchange 10A Queensferry St, Edinburgh, EH2 4PG
Organic teas, coffees, honey, brazil nuts, peanut butter.

Green & Black's PO Box 1937, London W11 1ZU

A range of chocolates as well as ice-cream and hot chocolate.

Ridgeways: *Fair trade* and organic teas available in selected supermarkets.

Traidcraft Kingsway, Gateshead, Tyne & Wear NE11 0NE

☎ 0191 491 0591 www.traidcraft.co.uk

A full range of food products.

Where to find out more

The Fairtrade Foundation, Suite 205, 16 Baldwin's Gardens, London EC1N 7RJ ☎ 020 7405 5942

e-mail: mail@fairtrade.org.uk

Web site: www.fairtrade.org.uk

Development Education Centres (DECs)

This resource was produced by two DECs: Humanities Education Centre, Tower Hamlets and RISC in Reading. Your local DEC will be able to provide a range of exciting resource ideas for the teaching of Global Citizenship.

To find your nearest DEC contact the Development Education Association, 29-31 Cowper Street, London, EC2A 4AP

☎ 020 7490 8108 e-mail devedeassoc@gn.apc.org



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