

## A question of Fairtrade

The rules of international trade favour rich countries over poor countries.

Yet for its industry and consumption the north is dependent on commodities from the south. In return, many in the south rely on selling basic goods, such as coffee, tea, cocoa and cotton for their livelihoods.

However prices for these goods fluctuate widely, and working conditions are often bad, with low wages, poor health and safety and no job security.

The injustices of world trade are highlighted by the activities in this pack. Fairtrade offers an active way to combat these injustices and promote social justice.

### What is Fairtrade and why should we support it?

*Fairtrade* products ensure a better deal for third world producers guaranteeing them a minimum fair price for products which is always above the world price, fairer wages, and decent working conditions. It enables consumers to declare their support for the principles of social justice in trade with Producers in the Developing World.

### How can we know if it is a Fairtrade product?

Look out for the Fairtrade *Mark* on the packaging of hundreds of different products from teas, coffees and chocolates to clothes, shoes and footballs.

### Does Fairtrade really make a difference?

The Fairtrade *Mark* is only awarded to producers that meet specific requirements as outlined by the [Fairtrade Foundation](http://fairtrade.org.uk) [fairtrade.org.uk]. The producers must show democratic organisation, allow participation in a Trade Union, and guarantee good housing and health and safety standards. There must be no child labour and production techniques must ensure environmentally sustainable practices.

### What products can we buy which are fairly traded?

There are now over 4000 products available in the UK that carry the Fairtrade *Mark* and more Fairtrade products are becoming available all the time.

### Where can we buy Fairtrade products?

Most supermarkets now sell *Fairtrade* products as well as Oxfam shops and Traidcraft. Look out for shops near you which are members of BAFTS (British Association for Fairtrade Shops). *Fairtrade* products are also available from some catering suppliers.

<b>Sharing a chocolate bar: fair shares?</b>	<b>Numeracy Fsairtrade</b>	
<b>An activity exploring the income received by different groups in the chocolate producing and trading process</b>	<b>45 mins</b>	<b>Year 3 and 4</b>

**Suggested lesson structure - Preparation**

Before this activity children should be introduced to the 'journey' of chocolate and the role of each group involved (see box opposite). The Divine Chocolate website offers a 'bean to bar' explanation of the different roles and stages involved (link: <http://www.divinechocolate.com/about/bean-to-bar.aspx>.) They should consider and discuss who they think works the hardest. Further information on the life of a cocoa grower can be found in Akasuwa's story in the *Fair trade* literacy activities for Year 3 & 4.

**Mental or oral work**

The lesson could include reinforcing counting in steps of 2 or 5 through a game of 'buzz' for example. Children in a round go through the numbers and each time they get to a multiple of 2/5 they say 'buzz'. This can be done forwards and then in reverse.

**The main activity**

See below for details. It is suggested that the class is introduced to a large visual representation of a bar of Chunky Delight, i.e. a 12 chunk chocolate bar. A simpler problem e.g. 8 chunk bar costing 16p could be discussed with the whole class first.

**Plenary session**

Children can share with the class how many chunks and the amount of money they have allocated to each group. They should explain their reasoning. The actual situation can then be revealed and compared. Do the children consider this a fair situation?

Reinforce 3 times table by challenging children to count up in threes as far as they can. Ask them how much a chocolate bar with 15 chunks would cost? 18 chunks etc. Ask them why you would not get a bar with 13/17 chunks.

Further information on the making and trading of chocolate can be found in the Oxfam pack: Making a Meal of It! (link?) on which this activity is based. The photoset and activity pack is for 7 - 11 year olds and looks at food issues around the world (Oxfam GB 1998)

**Sharing a chocolate bar - Suggested whole class introduction**

*Chunky Delight* is made using cocoa beans from Ghana.

A bar of *Chunky Delight* chocolate costs 48p in the local shop. Each bar has 12 chunks.


**Possible group or partner work**

- Does each chunk cost 3p, 4p or 5p?
- How did you work that out?
- Who do you think deserves the most money from the 48p paid for Chunky Delight?
- How many chunks worth do you think should go to each group? How much money is this that goes to each group?

### Extension activity for Year 3 or Year 4:

Choose a different cost price for the chocolate bar, e.g. 72p, where children are beginning to know multiplication facts for 6, 7, 8 and 9 times tables;

Draw a bar chart showing the amount of money from the *Chunky Delight* chocolate bar allocated to each group

**Alternatively the activity could be simplified:** Specify each chunk is worth 3p and ask children to cut out chunks to make a pictogram showing amount allocated to each group involved.

### People and groups involved in making and trading cocoa and chocolate.

These are some of the people involved in making and selling cocoa and chocolate.

Who do you think works the hardest?

#### Cocoa growers in Ghana

Cocoa growers and their families usually own a small piece of land where they grow cocoa trees. The cocoa growers have to pay for all their own farming tools. Harvest time is a time of particularly hard work. This is when the cocoa pods are cut from the trees and the cocoa beans taken out of the pods.

#### Chunky Delight Chocolate factory

The factory in the UK buys the cocoa beans from Ghana and pays for it to be transported here. Sugar and milk is then added to the cocoa to make chocolate. The factory also pays for advertising the *Chunky Delight* chocolate bar so that people will buy it.

#### Shopkeeper

The shopkeeper buys the *Chunky Delight* chocolate bars and keeps them in the shop until they are sold. The shopkeeper needs to spend money on all the costs of running a shop.

### Market shares of a 12 chunk bar of chocolate: the actual situation

Cocoa growers:	1 chunk	3p	
Chocolate factory:	7 chunks	21p	(processing and manufacturing)
Shop keeper:	4 chunks	12p	

NB Figures are approximate. In addition 17.5% of sales price goes to the UK government (VAT) and 7% to the Ghanaian government.

### Fair trade Divine chocolate

The activity provides an opportunity to introduce the children to Fair trade products, including *Divine* chocolate. This is produced by the Day Chocolate Company which uses cocoa beans from the 'Kuapa Kokoo' co-operative, an association of 30,000 small-scale cocoa growers in Ghana. The farmers are paid a guaranteed premium above the world market rate for their cocoa beans, which means that money is ploughed back into village communities.

	Knowledge and Understanding		Skills		Values and Attitudes
<input checked="" type="checkbox"/>	Social justice and equity	<input type="checkbox"/>	Critical thinking	<input type="checkbox"/>	Sense of identity and self-esteem
<input type="checkbox"/>	Diversity	<input type="checkbox"/>	Ability to argue effectively	<input checked="" type="checkbox"/>	Empathy and sense of common humanity
<input checked="" type="checkbox"/>	Globalisation and Interdependence	<input checked="" type="checkbox"/>	Ability to challenge injustice & inequalities	<input checked="" type="checkbox"/>	Commitment to social justice and equity
<input type="checkbox"/>	Sustainable development	<input checked="" type="checkbox"/>	Respect for people and things	<input type="checkbox"/>	Valuing and respecting diversity
<input type="checkbox"/>	Peace and conflict	<input type="checkbox"/>	Co-operation and conflict resolution	<input type="checkbox"/>	Concern for the environment and commitment to sustainable development
				<input checked="" type="checkbox"/>	Belief that people can make a difference

<b>The trade game</b>	<b>Numeracy Food</b>	
<b>A game exploring the trading relationship between rich and poor countries</b>	<b>45 mins</b>	<b>Year 5 and 6</b>

### Suggested lesson structure - Mental or oral work

The lesson could begin by discussing how to calculate area and perimeter and giving children mental calculations, e.g. what is the area/perimeter of a rectangle with length 6cm and breadth 8cm?

### The main teaching activity

Children should be divided into four or five groups, preferably mixed ability, with a maximum of 6 children in each group, to represent different countries. In their teams they must draw birds-eye view mahogany tables with an area of 24cm<sup>2</sup> and also calculate the corresponding perimeter. As most teams will not have all the necessary resources at the beginning of the game, namely pencils, rulers and 'mahogany logs' (paper) to produce the tables, countries will need to trade with each other to obtain the necessary resources.

### Resources needed

The game requires few resources: paper or plastic money, rulers, pencils, sheets of scrap paper (30 x 10.5cm i.e. ½ A4 paper). Each team/country is given **only** the resources identified. They may only obtain additional resources by trading with another team/country.

Country 1	No paper, 5 rulers, 10 pencils and £20 cash
Country 2	2 sheets of paper, 1 ruler, 1 pencil and £20 cash
Country 3	8 sheets of paper, no ruler, 1 pencil and £5 cash
Country 4	(If 5 teams are playing) - as for Country 3
Country 5	20 sheets of paper only

### How does this activity relate to Fair trade?

Awareness of *Fair trade* and *Fair trade* products provides a real opportunity for children to actively engage in challenging the unfairness of world trade and supporting justice for the worlds poorest producers. Through knowledge of the *Fairtrade Mark* and what it indicates, children can encourage their parents to purchase *Fair trade* tea and coffee and other goods carrying the *Fairtrade Mark*. They can also commit themselves personally to purchasing *Fair trade* chocolate brands such as Green and Blacks.

### Getting the most out of the game

For three minutes before the game begins each team should:

- Discuss which resources they have and which they need to draw tables accurately: for the accurate drawing of tables, each country must have a pencil, ruler and mahogany log (paper);
- Decide on a 'runner' who will be responsible for visiting other countries to trade and visiting the 'World Bank' (alternatively there could be a rule of 'only one person away from the country at a time');
- A short plenary should follow to enable children to raise questions and ensure that each team is clear about the rules of play. Questions about 'the winner' of the game should be deflected and saved for discussion later, as should observations about the game being unfair.

### General rules

- Resources can only be purchased at the 'world rate'. No swapping, 'undercutting' or underhand deals are allowed!

**Rates:    £1 per log;    £5 per pencil;    £10 per ruler**

- Each table top must be accurately drawn to have an area of 24cm<sup>2</sup> and the perimeter of the particular table must be written inside the rectangle
- Each accurately drawn table with correctly calculated perimeter can be sold to the 'World Bank' for £10
- The game should be played for at least 20 minutes

## Plenary session - see also global citizenship and trade

At the end of the game, each team can report on the strategy they adopted to engage in the game, the different tables of 24cm<sup>2</sup> they discovered and why they felt they did badly or well. Which rectangle has the longest/shortest perimeter? Is there a relationship between area and perimeter?

**Note:** Sometimes this game works more effectively over two sessions, enabling children to become more familiar with how it works. In this case on the second time of playing, children could take on the role of a different country and the rectangle area could be different e.g. 36cm<sup>2</sup>

## Global Citizenship and trade

- Discuss with children which countries they think could be represented by each team and why.
- Discuss the issue of fairness. Do they believe that it was a fair game? Why or why not? What would have made it fairer? As a representation of the way trading works in the real world, what actions can we take to ensure a fairer deal for people selling us goods from poorer countries? This will provide an opportunity to discuss the contribution Fair trade can make to providing a fairer deal for producers and protecting the environment and its resources.
- Who do they consider the winning team to be and why? Which teams do they consider did well and which badly and why? How differently would the game have been played if the winning team had been the one with the most logs/trees at the end of the game?
- Do we need mahogany furniture? This will provide an opportunity to discuss where mahogany comes from and the alternatives available as well as addressing the implications of resource choice and consumption on the environment.

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

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.

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## Activity and Action Ideas

- Examine the wrapping of a well-known brand and compare it with that of a 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 Fairtrade 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 Fairtrade products).
- Design a poster advertising Fairtrade chocolate.
- Give a bar of Fairtrade chocolate to a friend and explain why you have chosen Fairtrade chocolate.
- Ensure your school tuck shop stocks Fairtrade chocolate
- Become a Fairtrade school ensuring that Fairtrade is embedded in the school ethos and curriculum. Find out more about the [Fairtrade Schools Award](http://tinyurl.com/ffschools) from the Fairtrade Foundation. [http://tinyurl.com/ffschools]

## Staffroom action on Fairtrade

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