

notes for teachers & facilitators

FOR A FEW PESOS MORE



\$100,000



the fair trade story by
The British Association for Fair Trade Shops



what does BAFTS do?

- It promotes Fair Trade retailing in the UK and is an influential voice for Fair Trade retailers
- It seeks to raise the profile of Fair Trade on the High Street as a political and economic reality
- It is a link between Fair Trade shops, all adhering to agreed criteria, and provides contact and communication among them
- It is a fully participating member of the Network of European World Shops (NEWS!)

what does BAFTS offer to members?

BAFTS is a democratically run membership organisation whose members are Fair Trade shops meeting the agreed criteria. It offers:

- Development help, encouraging the setting up of Fair Trade shops and other Fair Trade initiatives
- Information, including a regular newsletter, leaflets, directories of Fair Trade importers and producers and other resources
- Networking, bringing shops together on matters of common interest. This includes conferences for members and other players in the Fair Trade world, and campaigns on Fair Trade issues in Europe and beyond. The main annual campaigning event promoted by BAFTS is European World Shops Day, when Fair Trade shops throughout Europe join together to focus attention on unfair world trading practices
- Established criteria on which to base Fair Trade activity. These encourage members to share common aims and standards and help to distinguish genuine Fair Trade shops from others
- If you would like to know more about BAFTS and whether there is a Fair Trade shop near you, please use the contact details below.

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credits

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devised & written by
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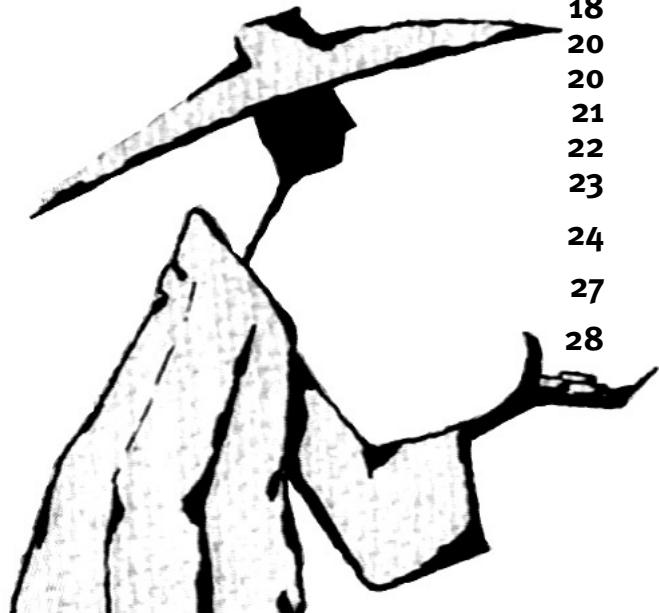
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The video *For a few pesos more* has been produced by BAFTS and Pangea (Rome, Italy) during a Joint Actions for Fair Alternatives (JAFA) project, with co-financing from the European Union – DG Development. Partners of this project are: Gaia Education Centre (Greece), Uusi Tuuli (Finland), War on Want (Northern Ireland) and Associação Reviravolta (Portugal).

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illustrations taken from animation: Maurizio Forestieri

introduction

For a Few Pesos More is an action packed musical animation, demonstrating the injustices of world trade and introducing Fair Trade as an alternative. It brings alive the links in the coffee ‘production chain’, from coffee growers in the poorer countries of the South to consumers in the richer countries of the North. The video can be used across the school curriculum, with activities tailored for different age groups and outcomes. Although it is ideally suited for the 8 to 14 age range, 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 2000 in England and Wales, or the 5-14 National Guidelines in Scotland (see sections on curriculum links).

This guide provides information and ideas for using the video, for both Primary and Secondary School Teachers.



illustration: Mohiedden el Labbad (Egypt)

key concepts

- International ‘free’ trade creates inequality and injustice. Its rules benefit the rich countries of the ‘North’ at the expense of the poorer countries of the ‘South’.
- The North depends on commodities from the South, and the South relies on being able to sell basic goods to the North.
- The supply chain, from producer to consumer, is often a complex one: producers receive very little payment for their work, and prices can fluctuate widely. Their products change hands many times before they reach us, with most of the profit going to the ‘middlemen’ and large companies involved.
- Working conditions for Southern producers are often poor, with a lack of safety standards and no job security – or social security.
- Environmental damage is often a consequence of production.
- Fair Trade offers an alternative to conventional international trade.
- Fair Trade works to overcome the injustices of ‘free’ trade, and promotes more sustainable development.
- As consumers, our choices have an impact on individuals in other parts of the world.

glossary

codes of conduct and ethical sourcing

A Code of Conduct is a statement about the ethical standards that a company claims to uphold, particularly regarding workers' rights and environmental protection. These Codes are voluntary and are usually drawn up by the company itself. Supply chains are often very complex because of sub-contracting so verification is difficult. Campaigners are trying to establish an agreed international code which includes independent monitoring.

fair trade

An alternative to conventional world trade. It is a partnership between producers and consumers, based on reciprocal benefit and mutual respect. Fair Trade ensures producers in the South receive a fair price for the work they do, and gain better access to markets in the North. It aims to tackle the long-term problems of the South through sustainable development for excluded and disadvantaged producers.

fairtrade mark

The Fairtrade Mark guarantees that a product is fairly traded. The Fairtrade Foundation awards the Mark, and regularly inspects suppliers to be sure that standards are being met.

globalisation

The result of the process whereby barriers to international trade, eg taxes on foreign imports, have been progressively reduced. This has resulted in a more open global marketplace for commodities, manufactured goods, capital and services. As a result, the volume of world trade has increased considerably, along with the number of TNCs, who now have easier access to world markets – to buy and sell – and can increase profit margins by moving their manufacturing operations to low-cost countries.

greenwash

The phenomenon of socially and environmentally destructive corporations attempting to preserve and expand their markets by posing as friends of the environment and leaders in the struggle to eradicate poverty. The advantages of an ethical image are well known, and PR companies openly advise businesses facing criticism to aggressively advertise their links with good causes, in order to counteract bad publicity.

north, also known as developed countries

Shorthand for the industrialised countries of Europe, North America and Japan. First used by the 1980 'Brandt Report', which described the under-development of the poor countries (most found south of a line drawn across the globe) by the rich nations of the 'North'.

south, also known as third world, developing or underdeveloped countries

Shorthand for the poorer countries of Africa, Asia, the Caribbean and Latin America. However, each collective term has its inadequacies – 'South' infers there is a geographical explanation for inequality, 'Third World' implies inferiority, 'majority world' is factually true, but not in widespread use, 'developing' assumes there is a natural path towards a western model of development, 'underdeveloped' suggests poverty is the result of a process. There are also differences between countries, so more specific terms are being used – emerging and transition economies, newly industrialising countries (NICs), least economically developed countries (LEDCs)...

transnational corporation (TNC), also known as multinational corporation (MNC)

Big businesses which have subsidiaries, investments or operations in more than one country. Annual turnover of some TNCs exceeds £60bn – their size and wealth gives them great power. World Bank Formed in 1944, provides loans to countries for development projects. Since the 1970s, in collaboration with the IMF, it has encouraged the move towards a more open, liberalised world economy.

world trade organisation (WTO)

Set up in January 1995, the WTO took over from the General Agreement on Tariffs and Trade (GATT) as the forum where the universal rules governing a single, liberalised, global economy are written. Unlike the GATT, trade rules agreed in WTO negotiations, are legally binding and can be enforced by the threat of sanctions and compensation payments.

background information

what is fair trade?

Fair Trade is an alternative approach to conventional world trade. It is a partnership between producers and consumers, based on reciprocal benefit and mutual respect. Fair Trade ensures producers in the South receive a fair price for the work they do, and gain better access to markets in the North. It aims to tackle the long-term problems of the South through sustainable development for excluded and disadvantaged producers.

for southern producers, fair trade means

- Being paid a fair price for the work they do
- Commitment to long term relationships between producers and buyers, providing stability and security
- Producer organisations are supported in their social development projects, such as providing health care and education facilities
- Sustainable environmental projects and practices are supported, such as tree planting and farming without using harmful chemicals
- Respect for people's rights, for example promoting gender equality to change the traditional low position of women in society
- Being able to have more control over their own lives.

how do I know if something is fair trade?

The British Association for Fair Trade Shops (BAFTS) has criteria and a register for importers of Fair Trade crafts, textiles and other products from the South. Many World Shops belong to BAFTS, and you can be sure the products they sell are genuinely Fair Trade. In supermarkets, however, buying products with the Fairtrade Mark is the only way to be sure an item is Fair Trade. The Fairtrade Mark guarantees that a product is Fairtrade. The Fairtrade Foundation awards the Fairtrade Mark – it regularly inspects suppliers to be sure that standards are being met. Over 90 products now carry the Mark, but it takes a long time, and much money, to monitor it. You will find more products carrying the Fairtrade Mark year by year.

where can I buy fair trade products?

Fair Trade products are available in World Shops, as well as in most supermarkets and wholefood shops. If your store doesn't have the product you want, ask the manager to stock it!

what's the difference between fair and ethical trading?

Ethical trade means companies trying to ensure that workers or farmers in the South who make or grow their products, have good working conditions. For example, the Ethical Trading Initiative (ETI) is an alliance of companies, non-governmental organisations (NGOs) and trade union organisations working together to promote good labour practice (www.ethicaltrade.org/). Fair Trade goes beyond this, because it guarantees fair terms of trade and fair prices – this means producers can improve their position and take more control over their own lives.



lyrics for a few pesos more!

All year long the farmer tills his soil
To harvest a product that's as precious as oil
One year's work without hope or means
What did he get for his coffee beans?

Just three pesos, pesos just three
For one year's work and his crop of coffee.

The guy who buys his coffee doesn't speak his lingo
He's a smooth talking, hard selling, tight-fisted gringo...
If it's cotton, bananas, cocoa and café
What do you think he gets for his pay?

Three thousand pesos, a thousand times three,
For a quick slick chat to buy some coffee. (*Repeat*)

Cotton, bananas, cocoa and coffee
take a month to cross the wide blue seas
the London dealer gets three million clean
For a two second sale on his PC screen.

The sweatshop boss yells from his office:
“Lay off some workers! We're losing our profits!”,
he looks at his Rolex – it's getting late –
back home to a mansion on his country estate.

3000 pesos are no longer enough;
Now it starts at a million and (it) keeps going up. (*Repeat*)

A scientist arrives from the US of A
and studies our bean in a whole new way.
“Try out this spray with added genes.
It'll make it grow better – though it won't be too clean.”

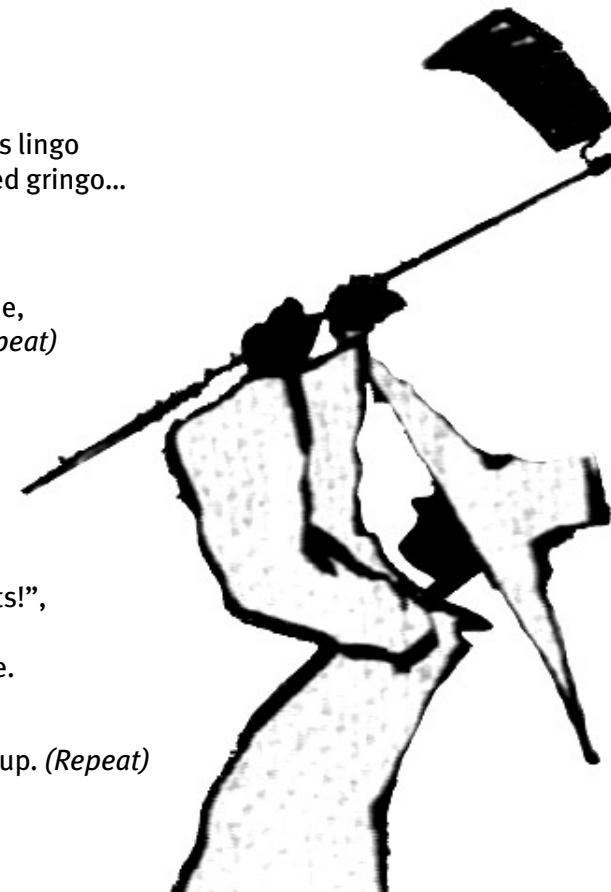
The TV ads use a famous star,
who struts her stuff for a coffee jar
with flying coffee beans in a sexy pose
she gets a cheque with seven zeros.

One little bean of all that coffee
Costs more than farmer, field and crop all three. (*Repeat*)

The smooth exporter... plays his trick
The London trader... gets rich quick
The sweatshop boss... puts his feet up
The US expert... rejects his cup
Manager, actress, banker, ad-man... are happier and richer than beforehand.

But all the work done by the poor farm hick
Earns just three pesos – and one penny tip. (*Repeat*)

One way we can improve the global plot
is to treat people fairly and improve their lot.



Part of the world has been plundered for years
by those who don't care for their victim's tears,
the only things that turn these cheaters on
are stock-exchange prices, not human lives gone.

But lucky for you, in trade these days
We can show you a better way out of this maze. (*Repeat*)

Another farmer worked a year on his lands.
Instead of going to market he took power in his hands
By meeting someone else, just a guy down to earth,
someone who pays him what his work is worth,
he knows that an hour should be paid just the same,
for an ordinary farmer or a famous name.

His goods are now sold in 'Fair Trade Shops',
that pay a proper price for work and crops. (*Repeat*)
Outside the trap of the free trade maze
united in the justice of the fair trade ways. (*Repeat*)

Original Italian lyrics: Dario Iacobelli

Italian executive producer: Marco Massa

Music: Daniele Sepe

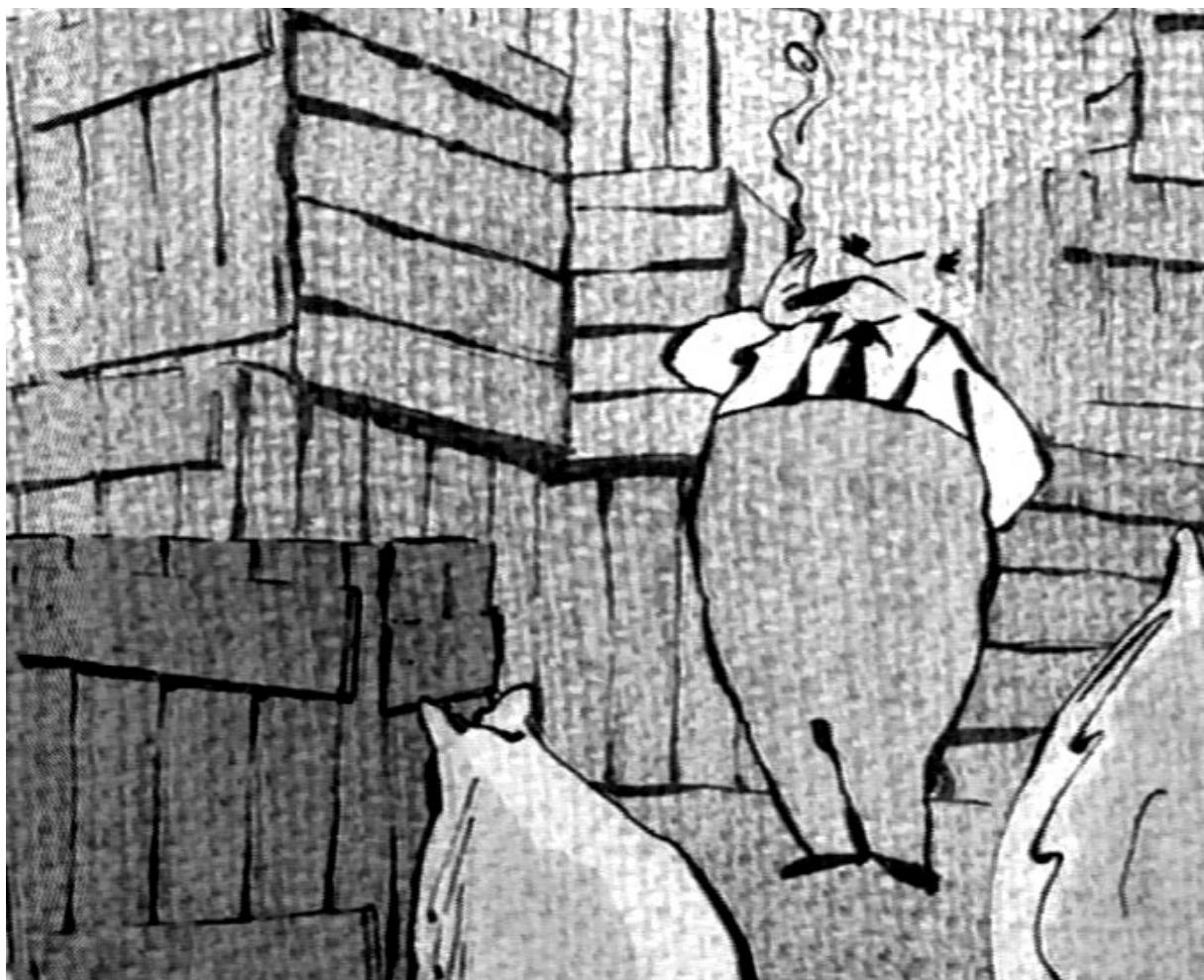
Animation: Maurizio Forestieri (Graphilm, Matitaly Consortium)

UK executive producer: Richard Holgarth

English translation: Simon Knight

Further adaptation of lyrics: Jokey Lloyd & James O'Hanlon

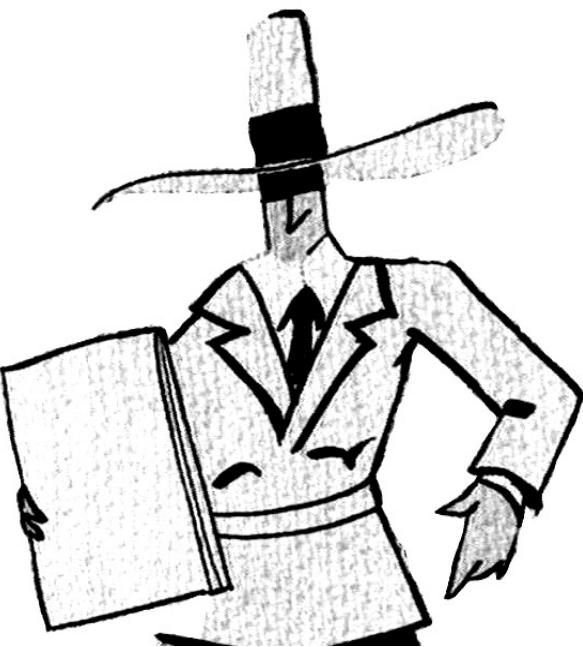
UK singers: Paul Howard/Sarah Ross



the characters



farmer



exporter (middleman)



London
trader



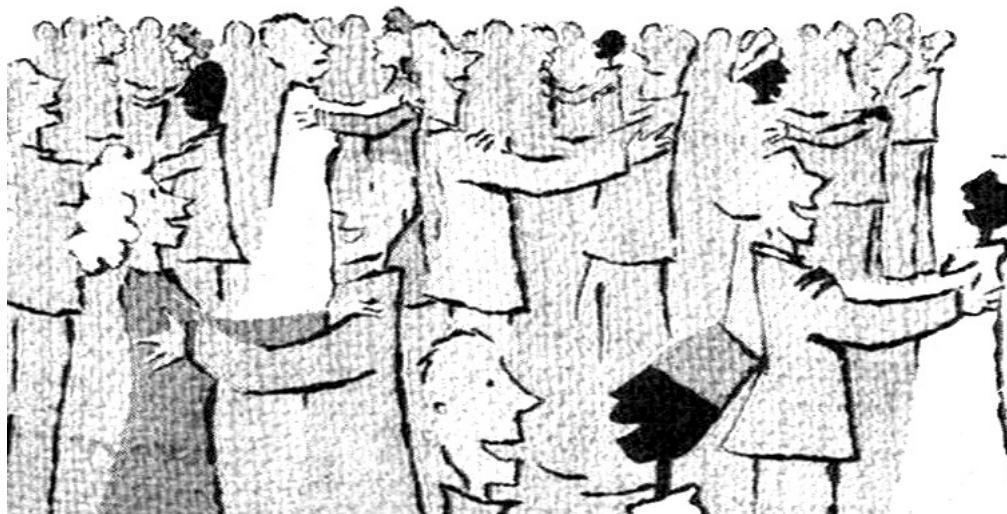
sweatshop
boss



GM scientist



Fair Trade buyer



consumers

using the video with 8-11 year olds

fair trade & the school curriculum

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 throughout the curriculum.

Art and Design

- the video could be used as one of a range of starting points for practical work, eg producing a Fair Trade collage, or designing Fair Trade packaging

Literacy

- listening skills: recalling and re-presenting the information on the video
- reading: using the lyrics as a non fiction text, provides an opportunity to engage with challenging subject matter
- speaking: using drama to explore trade
- writing: exploring feelings and ideas about what has been seen, read and heard

Design and Technology

- in evaluating processes and products, Fair Trade examples could be used in comparing how well products meet social, economic and environmental considerations

Geography

- trade issues can be used to demonstrate interdependence, and be used to show how people improve or damage the environment
 - Fair Trade shows how people seek to manage the environment sustainably
 - investigating Fair Trade enables students to identify opportunities for their own involvement as consumers

Music

- the video can be used in developing understanding through music from different cultures, as well as developing listening, composing and performing skills

Numeracy

- Fair Trade data can be used as a ‘real world example’ for solving numerical problems – money, measures, time

History

- in learning about Victorian Britain, links with the slave trade, and slavery today, can be explored

PHSE and Citizenship

- Fair Trade is a topical issue which can be researched, discussed and debated – it can be used as a vehicle for reflecting on a moral, social and cultural issue, enabling students to use their imaginations to understand other people’s experiences

ICT

- information on Fair Trade can be prepared and interpreted
 - different information sources can be explored using the internet (see useful contacts list)

Science

- the issue can be used in thinking about the positive and negative effects of scientific and technological developments, on the environment, and in other contexts

showing the video

Students will need to watch the video more than once. You could:

- Show the video without sound the first time, so students really have to watch closely to see what is going on – interpretation skills.
- Show the video with sound to involve listening skills of a high order – the ideas come thick and fast!
- Show the video with the lyrics sheet in front of the students – this is useful for the less able, and as support for reading/following spoken word skills. The lyrics sheet could be given out on the second showing, so that students just focus on the video the first time around.

discussing the video

The following questions could be used as a basis for discussing the content and concepts:

- What is going on? Describe what's happening in the video.
- Who is involved? Who is making money? Who isn't making money? Who is working hard? Who isn't working hard? Why?
- What goods are mentioned? Which part of the world do they come from? Where are they taken?
- How would you feel if you were one of the farmers? The big boss? The actress?
- What makes life so difficult for the farmers? What can make it better?
- What is the relevance of the aeroplane flying above the farmers?
- What message is the video giving us? What do we think about this?
- What action can we take?

The following activities can be ‘mixed and matched’, depending on the age group and time available. Within the class, different groups could do different activities, and feedback their outcomes – or contribute them to a whole class presentation.



illustration: Carlos Enrique Canneva (Uruguay)

activity 1: make the links in the chain

resources

Statements, photocopied and cut up.

what you do

- Students work in groups to arrange the statements to show the ‘coffee chain’, from farmer to consumer.
- They could illustrate their chain by taking on the different roles of the people involved, and acting out the sequence of events.

- Farmers in poorer countries work very hard to grow crops like coffee.
- Farmers often have to sell their coffee to a ‘middleman’ for a very low price.
- The ‘middleman’ sells the coffee on to a BIG coffee company.
- The coffee is taken by ship to Europe, where it is processed.
- The BIG coffee company tries to make more money by developing ‘GM coffee’ – this may grow better, but could be a danger to the farmers and the environment.
- The BIG coffee company spends a lot of money on advertising, to persuade us to buy their brand of coffee.
- Some farmers are able to make more money because they can sell their coffee through Fair Trade.
- Fair Trade means farmers can get out of the ‘maze of poverty’ and take more control of their lives.
- We can buy Fair Trade products in World Shops and in most supermarkets.

activity 2: who are the ‘players’?

resources

Seven character cards from pages 7/8, and speech bubbles, photocopied and cut up. Leave name labels for less able students.

what you do

- Students match characters from the video to their speech bubbles, and complete the blanks. They could draw themselves or their family as consumers.
- More able students could produce their own speech bubbles too.

Is this all I’m being paid?
It won’t be enough to buy...

Another good harvest, and we paid
the farmers even less than they got
last year! I’m happy because...

- but what can I do?

We’ve kept our labour costs down, so
profits are up – a nice big bonus for me!
I’ll be able to afford...

I’ve made good profits from
selling cotton, bananas,
cocoa and coffee this year.
I hope...

If I can make each coffee bean bigger the
coffee company will be able to make even
more money. The farmers...

I made a deal with the farmers
themselves and paid them a fair
price for their coffee. Now they
can...

I drink Fair Trade coffee. I know
that means...

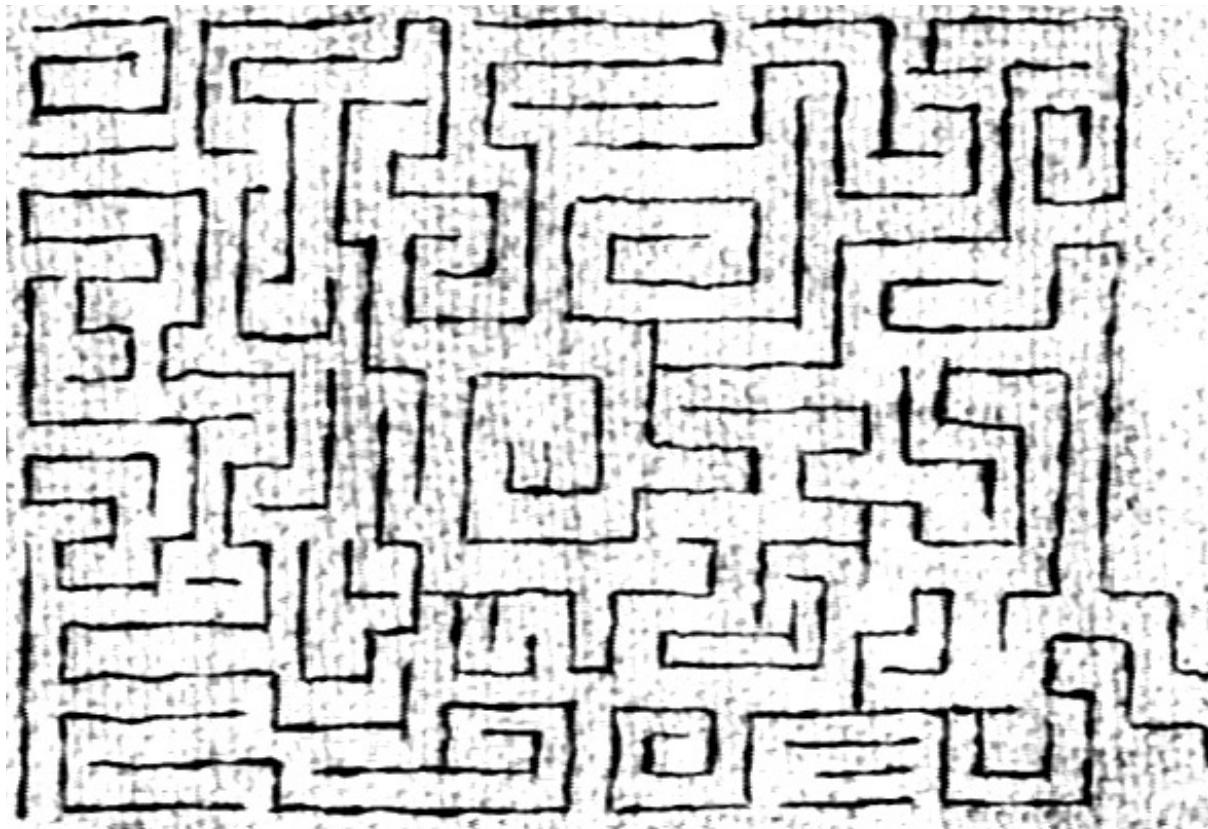
activity 3: every picture tells a story

resources

Four 'still' pictures from the video, photocopied.

what you do

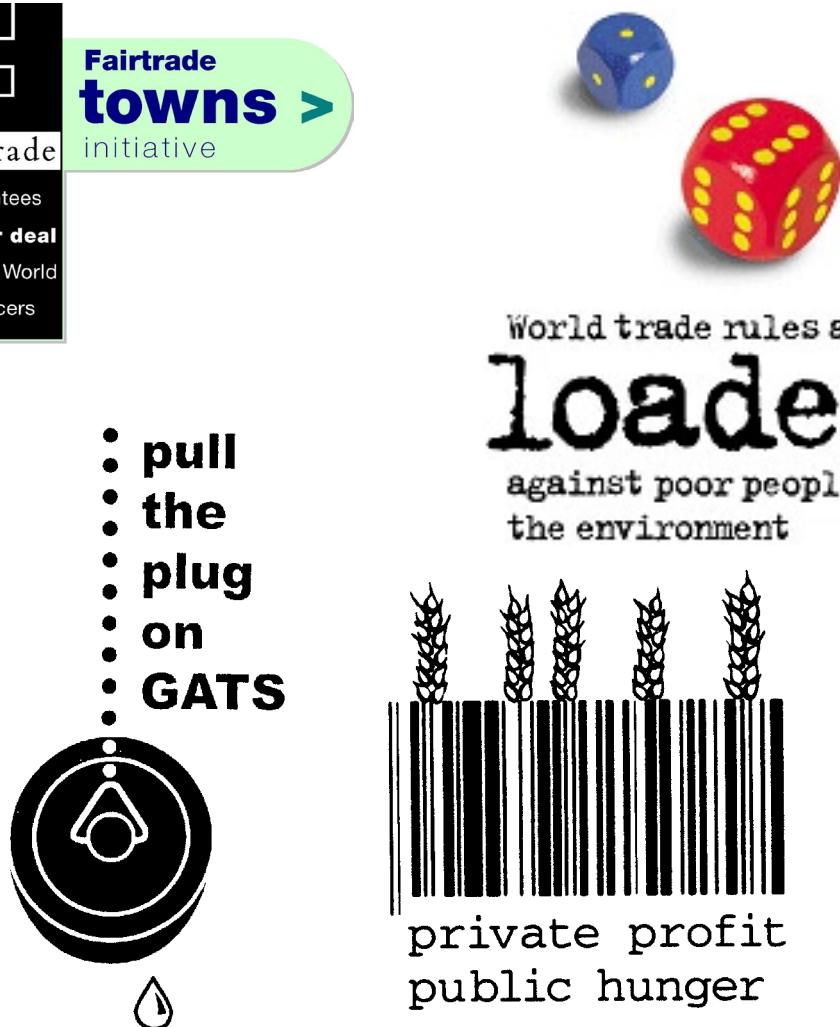
Students, in role as picture editors of a newspaper, write captions for each picture explaining who is involved, and what is happening. More able students could extend this to writing a newspaper article, and using the pictures as illustrations.





taking action – fair trade follow up

- Students produce their own dance/mime about Fair Trade, to go with the video music. Other sounds and instruments could be incorporated! Alternatively they could compose their own ‘Fair Trade Rap’ (see page 21).
- Run a Fair Trade competition with a Fair Trade chocolate prize at the end.
- Set up a Fair Trade tuck shop.
- Run a Fair Trade coffee morning for the staff.
- Liase with the school canteen/cafeteria to hold a Fair Trade breakfast, or lunch, serving as many Fair Trade items as possible.
- Organise a Fair Trade assembly.
- Set up a ‘Fair Trade Trail’ as a fun opportunity for students to find out more about Fair Trade. This could be based on materials displayed at different locations around the school, eg posters, leaflets, maps and packaging from different Fair Trade products.
- Produce display materials – posters to promote Fair Trade, giant Fair Trade packaging, profiles of producers and their products.
- Link up with your local supermarket and World Shop. Arrange for students to visit it and carry out a product survey or consumer questionnaire to gauge public awareness of Fair Trade. Analyse the results, and send a report to the shop manager!
- Complete a ‘Fair Trade audit’ of the school, using student and staff questionnaires. This could form the basis of the school’s ‘Fair Trade Policy’ – why not make it a Fair trade school?
- Campaign for your town to be a Fairtrade Town – download a pack from www.fairtrade.org/.



campaign logos (*clockwise from top left*): Fairtrade Foundation; Trade Justice Movement; ActionAid, World Development Movement

using the video with 11-14 year olds

fair trade & the school curriculum

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 throughout the curriculum.

Art and Design

- as they ‘engage confidently with art, craft and design in the contemporary world from different times and cultures’, students can create designs for new Fair Trade products, eg crafts and textiles

English

- response to the media and advertising, eg claims made by some companies to be Fair Trade
 - persuasive writing, eg letters to supermarkets encouraging them to stock Fair Trade products
 - discussion – analysing and debating
 - creative writing, poetry and drama
 - world literature – exploring different cultures and developing an understanding of the experiences of producers

Citizenship

- understanding the world as a global community, and the interconnectedness of people and places, eg the link between producers and consumers
- thinking about topical issues, eg Fair Trade as part of education for sustainable development
- participating and being responsible in school and community based activities, eg arranging a Fair Trade event, or running a Fair Trade campaign
- taking action to bring about positive change

Geography

- development issues at all Key Stages, including interdependence, globalisation, quality of life and sustainable development
- geographical enquiry, eg Fair Trade as a topical issue
- knowledge and understanding of places, eg through case studies/comparisons of producers in the South and North

Design and Technology

- investigation and evaluation of existing products, eg comparing Fair Trade and other brands, designing own menus, recipes and packaging
- appropriate use of resources, eg in the production of items from North and South
 - environmental impact of production, eg comparing the impact of producing Fair Trade products with others
 - views of producers and users

History

- Fair Trade can be explored by investigating diversity in Britain and the wider world
 - impact of the expansion of trade and colonisation
 - 20th Century world, eg Human Rights

ICT

- Fair Trade can be used to develop word processing and PowerPoint skills
 - internet research skills

Maths

- data handling and analysis, using Fair Trade statistics, or data gathered by students carrying out Fair Trade research
 - numeracy skills: understanding marketing and promotion of products

PHSE

- Fair trade is an ideal topic for tutorial time and assemblies:
 - considering social and moral issues
 - taking responsibility and taking part
 - making choices and decisions, eg as a consumer

Modern Foreign Languages

- Fair Trade can be used in the context of:
 - shops and shopping
 - an issue to discuss with older students

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
- students can write and perform songs/raps about the issue of Fair Trade, using the video as a model

Religious Studies

- conventional trade, fair trade and their impact provide an opportunity for work on:
 - peace, justice and 'fairness'
 - stewardship and the environment
 - values and moral issues

Science

- investigating living things in their environment: the environmental benefits of growing produce for the fair trade market can be used to illustrate sustainable development
- Fair Trade producers can be used to provide an environmental context for developing students' knowledge, skills and understanding



showing the video

Students will need to watch the video more than once. You could:

- Show the video without sound the first time, so students really have to watch closely to see what is going on – interpretation skills.
- Show the video with sound to involve listening skills of a high order – the ideas come thick and fast!
- Show the video with the lyrics sheet in front of the students – this is useful for the less able, and as support for reading/following spoken word skills. The lyrics sheet could be given out on the second showing, so that students just focus on the video the first time around.

discussing the video

The following questions could be used as a basis for discussing the content and concepts:

- What is going on? Describe what's happening in the video.
- Who is involved? What are their lives like?
- Who is making money? Who isn't making money? Who is working hard? Who isn't working hard? Why?
- What goods are mentioned? Which parts of the world do they come from? Where are they taken? How are we involved in this?
- How would you feel if you were each of the characters in the video? (eg The farmers? The middle man? The big boss? The actress? The Fair Trade buyer?)
- What is the relevance of the aeroplane flying above the farmers?
- Why does the video suggest the farmers are in a maze, with no way out?
- How does Fair Trade make it possible for farmers to get out of the maze?
- What message is the video giving us? What do we think about this?
- What action can we take?

The following activities can be mixed and matched, depending on the age group and time available. Within the class, different groups could do different activities and feedback their outcomes – or contribute them to a whole class presentation.

activity 1: the ‘players’ in the chain

resources

Worksheet: *The ‘players’ in the chain*, enlarged to A3 to give students more space.

what you do

- Students watch the video again, and fill in the sheet (either at the time or after the video has finished).
- They might like to do a quick drawing/sketch of each of the characters to match the bubbles and help them visualise each player.



worksheet: the ‘players’ in the chain

what's happening?

<p>The consumer (me & you)</p> <p>What part do I play?</p> <p>How do I feel about the farmers?</p>	<p>The actress in the advert</p> <p>How am I involved in Fair Trade?</p> <p>How do I feel about the farmers in ‘the South’?</p>
<p>The farmers in ‘the South’</p> <p>What are the problems we have growing coffee and other crops?</p> <p>How are we affected?</p>	<p>The seatshop boss</p> <p>What do I want to do with my life?</p> <p>How do I feel about the hard work and low wages of the farmers in ‘the South’?</p>
<p>The London dealer</p> <p>What is my job?</p> <p>How do I affect the world price of coffee?</p>	<p>The middle man</p> <p>What do I do?</p> <p>How do I feel about the low prices farmers in ‘the South’ get for their crops?</p>

activity 2: sorting the chain

resources

Sets of cards on pages 7/8, showing the main characters in the video (apart from the Fair Trade buyer initially).

what you do

- Students work in pairs.
- Ask them to rank the cards according to who earns the most money.
- Ask them to do the same according to who they think has the most power.
- Ask students to rank the cards a third time, according to who works the hardest.

discussion

- How does the order change? What should the people with the most power do for the people with least power/money? What happens in reality?
- Ask pupils to make a shape with their cards which would reflects the structure in a Fair Trade system, where everyone gets the money they deserve. Hopefully, students will produce circles, stars or lines rather than a ranking pyramid with the richest/most powerful at the top.
- Students could reproduce their diagrams with an explanation, either on paper, or as a mime/tableaux.

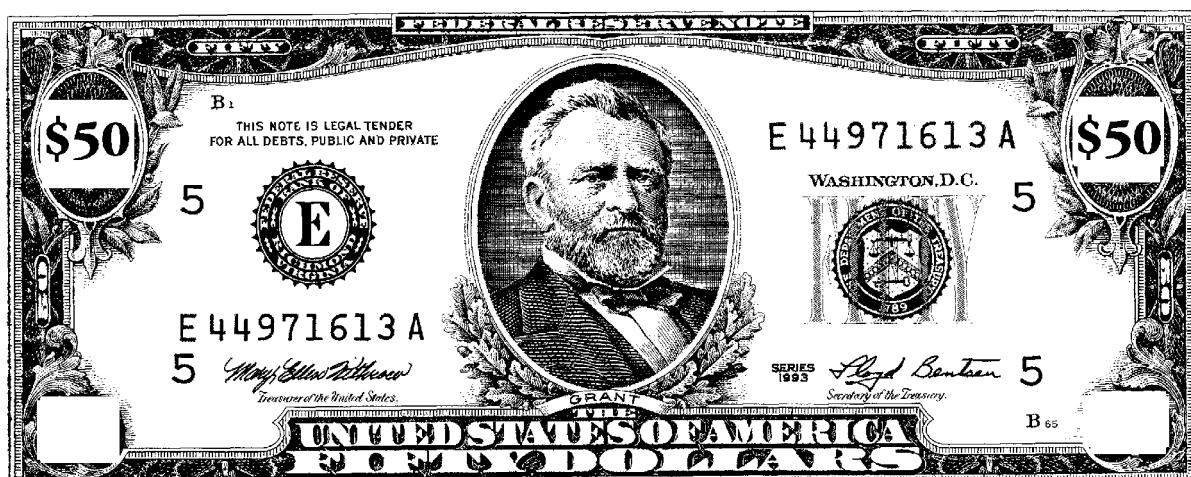
activity 3: getting out of the maze

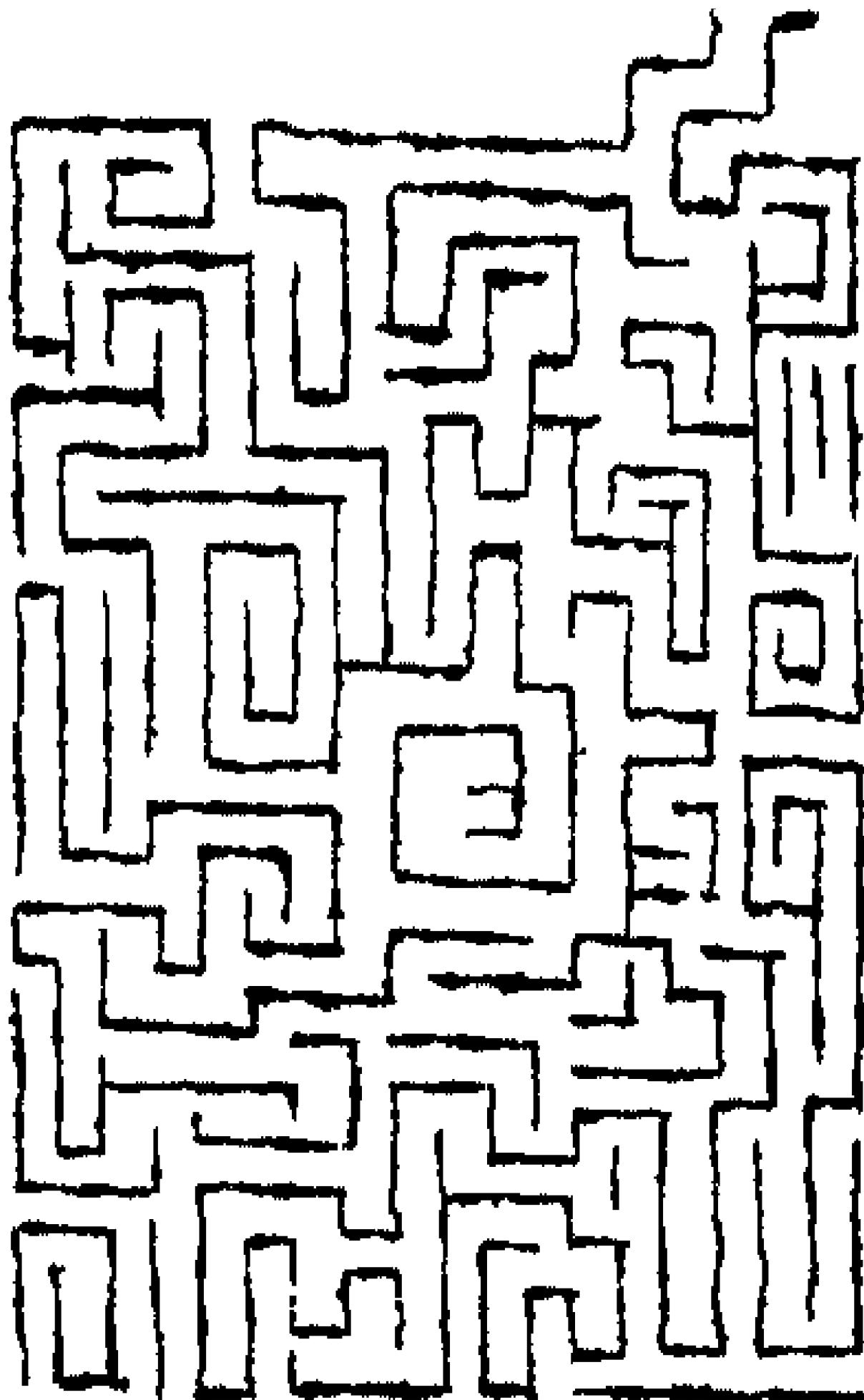
resources

Sugar paper and pens.

what you do

- Brainstorm the difficulties faced by farmers in ‘the South’ (eg low income/poor housing/lack of efficient transport/agricultural pests/lack of money for schooling/poor health/malnutrition/natural hazards...).
- Working in small groups, students produce their own ‘trade maze’, annotating and illustrating it with all the difficulties they can think of.
- To extend the more able, these difficulties could be linked within the maze, and the links explained (eg low income means farmers often can’t afford medical care, so there’s a link with poor health).
- Finally students should add ‘the way out’, and show how Fair Trade can provide this.





activity 4: fair trade rap

This activity is a fun way to reinforce the learning points from work on Fair Trade issues. Participants will need to be familiar with the coffee trade. Once they have performed their rap they can watch the video and compare their lyrics.

resources

For a few pesos more video cued to second clip which has music but not lyrics; photocopies of lyrics; sunglasses; baseball caps; microphone and taperecorder.

what you do

- Explain that the groups will write a rap about the international trade in coffee and the Fair Trade alternative, using the music from the video. It should aim to get young people interested in the issue and make changes to their own patterns of consumption.
- Brainstorm: the main issues on the coffee trade which could be brought out in a rap.
- Discuss how the issues could be raised in a way which would grab the attention of young people, eg what is the best way to communicate the problems faced by farmers or the profits made by supermarkets.
- Play the video to give the group an idea of the rhythm and length. Ask them to clap and dance to the beat. The animation may also give them some ideas.
- Divide participants into small groups and ask them to write lyrics. If they struggle to convert ideas into song, suggest the format of short sentences that rhyme every other line.
- Ask each group to perform their rap to the whole group. Use props to help people get into role – sunglasses, baseball caps... Encourage the rest of the group to clap to the beat.

discussion

- How did you go about writing your lyrics?
- Was it difficult to write lyrics which raised the issues in an interesting way? Why/why not?
- Is music a good way of raising awareness among young people?
- Can you think of songs or musicians who raise serious issues in their music?
- Distribute *For a few pesos more* lyrics. What are the similarities and differences between them and the group's?
- What impact would the video or your raps have on your friends? Are you more likely to buy Fair Trade products?
- How could the video be used to raise awareness in your school (youth or community centre) or among friends and family?

follow up

- After rehearsals, make a recording to synchronise with the video.
- Collect lyrics from musicians who write about issues such as the environment, poverty etc.



activity 5: summing it all up

resources

Writing frame – or paper.

what you do

- After watching the video again, students summarise what they have learnt – using the writing frame provided, or a format of their choice (eg cartoon, information sheet about Fair Trade, campaign letter to their MP, local council or supermarket asking them to support Fair Trade).

writing frame

Introduction (copy this if you want to, or make your own up)

The video *A few pesos more* shows us how coffee, and other products, get from the farmers' fields in the poorer countries of the South to our supermarkets, and who is involved. I will show that the people who have the most power make the most money, and that isn't fair. There is another way though, and I will be explaining this too.

First of all, the crops are grown by the farmer. These could be (list the crops mentioned on the video):

This is what typical day for a poor farmer is like (describe a farmers day):

The farmer has many problems to deal with. These are (explain some of the farmers problems):

Secondly, the farmer sells his goods to 'the middle man'. A 'middle man' is (describe what the 'middle man' does, and how this affects the farmers):

Thirdly, there is the 'Big Boss'. His aim in life is:

Next comes the 'London dealer'. His job involves
This affects the poor farmer because:

The actress who stars in the coffee adverts earns a lot of money. This doesn't seem fair because:

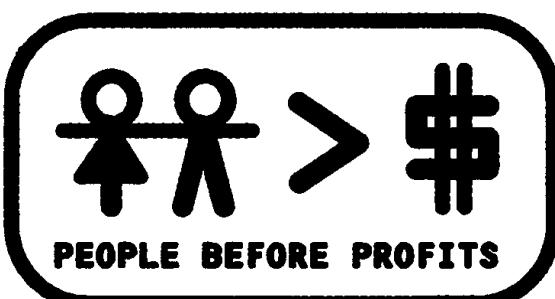
Finally, we buy the products. We play a big part in keeping the farmers poor because:

However, there is another way inwhich we, as consumers, can really make a difference to people's lives. This is (describe and explain how Fair Trade works):

In conclusion (write your own conclusion here):

taking action – fair trade follow up

- Students produce their own dance/mime about Fair Trade, to go with the video music. Other sounds and instruments could be incorporated!
- Produce ‘story boards’ for other Fair Trade products – information could be researched from Fair Trade packaging as well as the websites listed.
- Make up an advertisement for a Fair Trade product – for radio, TV or a magazine!
- Run a Fair Trade competition with a Fair Trade chocolate prize at the end.
- Set up a Fair Trade tuck shop.
- Run a Fair Trade coffee morning for the staff.
- Liaise with the school canteen/cafeteria to hold a Fair Trade Breakfast, or Lunch, serving as many Fair Trade items as possible.
- Organise a Fair Trade assembly.
- Set up a ‘Fair Trade Trail’ as a fun opportunity for students to find out more about Fair Trade. This could be based on materials displayed at different locations around the school, eg posters, leaflets, maps and packaging from different Fair Trade products.
- Produce display materials – posters to promote Fair Trade, giant Fair Trade packaging, profiles of producers and their products.
- Link up with your local supermarket and World Shop. Arrange for students to visit it and carry out a product survey or consumer questionnaire to gauge public awareness of Fair Trade. Analyse the results, and send a report to the shop manager!
- Complete a ‘Fair Trade audit’ of the school, using student and staff questionnaires. This could form the basis of the school’s ‘Fair Trade Policy’ – why not make it a Fair Trade school?
- Campaign for your town to be a Fairtrade Town – download a pack from www.fairtrade.org/.



campaign logos (*clockwise from top left*): Trade Justice Movement, World Development Movement; BananaLink; Christian Aid

teaching resources

These resources are all available through mail order from: RISC, 35-39 London Street, Reading RG1 4PS, Tel 0118 958 6692, barbara@risc.org.uk.

Shops and Markets – KS 1, can be used at KS 2

Oxfam 1998 £15

Curriculum links: Literacy, Geography

Primary topic pack, with photos/posters, teacher's notes and activities. Covers trade, Fair Trade, different types of shops and markets. Activities with posters include describing, questioning, cropping and extending the pictures, adding speech bubbles and captions, telling stories, drama work, linking photos to a world map, looking at links and journeys.

Go Bananas – KS 1/2

Oxfam 1995 £14

Curriculum links: Citizenship, Geography, Literacy and Numeracy

Photo pack with information and activity booklet. 18 colour photos illustrate journey of bananas, from tree to table. The activities are for use with mixed ability classes, with children working in small groups or independently. Skills developed involve questioning, sequencing, interpreting, research, presenting information and negotiating. Concepts developed include the links between our own lives and those of others, world trade and globalisation. UK Fairtrade bananas can be introduced to extend the activities.

Making a Meal of It – KS 2

Oxfam 1998 £13

Curriculum links: Citizenship, Geography, Science, Literacy/Numeracy

Photo pack with information/activity booklet. 18 colour photos of food in different contexts – linked with farming, shopping, celebrations and daily life. Information on food issues, including Fairtrade. Organised into 3 units, with work sheets and extension activities.

Unit 1: Food for Life Includes food quiz, and ideas for developing skills using the photos.

Unit 2: The World in a Supermarket Bag Includes investigating origin of our food, a case study of cocoa producers in Ghana, a woman farmer's story, product-ion of chocolate from bean to bar, and activities to introduce and develop the concept of Fairtrade.

Unit 3: Why are people Hungry? Looks at the causes of hunger, the distinction between hunger, starvation and malnutrition, and asks children to consider solutions.

The Clothes Line – KS 2

Oxfam 1998 £13.95

Curriculum links: Citizenship, Geography, Science, Art, DT, Literacy/Numeracy, ICT, Drama, History

Photo pack with information/activity booklet. 16 colour photos showing images from cotton being harvested in India, to children buying clothes in UK shops. Contains background information, and provides in depth support for topic work on clothes or trade, introducing a global dimension. Through the concept of Fair Trade, it links children's own lives with those of people in the South, developing a range of skills. It also provides useful material for a locality study in India. Activities include an India quiz, mapwork, researching where our clothes come from, creating a word wall about cotton, print making, comparing working conditions and producing a 'clean clothes code'.

Pa Pa Paa – KS 3

Comic Relief Free

Curriculum links: Citizenship, PHSE, Geography, RE, ICT, Literacy and Numeracy

The pack provides a case study of the Fairtrade cocoa growers in Ghana. Pa Pa Paa, 'the best of the best', is their trademark. Activities, to suit all abilities, enable students to understand links in the cocoa chain, from cocoa farmer to chocolate eater. A trading game develops the concept of Fairtrade, showing how students' own choices affect the farmers in Ghana and other parts of the South. The pack includes a colour poster, set of photos, and activity sheets.

The Chocolate Trade Game (from Pa Pa Paa pack) – KS 2/3

Christian Aid £3.50

Curriculum links: Citizenship, PHSE, Geography, RE, ICT, Literacy and Numeracy

Fair Trade in Action – KS3/4

Fairtrade Foundation 2002 £9.95

Curriculum links: Citizenship, PHSE, Geography

An interactive resource which introduces Fair trade as an alternative to conventional trade. It encourages students to participate as active global citizens, while raising awareness of world trade issues. The pack can be used across the curriculum, and includes:

- a video, *Forum on Fair Trade*, with differentiated worksheets
- producer case studies and activity sheets ready for photocopying
- a board game including role cards, student instruction and record sheets
- A Teachers' Guide including background information, curriculum links, how to use the pack, action ideas, further resources and useful contacts.

Locococo – KS 3/4

Humanities Education Centre 2000 £15.00

Curriculum links: Citizenship, PHSE, Modern Foreign Languages (Spanish and English version)

Locococo was an outcome of the 'Spanish Voices' Project, which brought together young people from Guatemala, Spain, Western Sahara and the UK via the Internet. Using the UN Convention on the Rights of the Child as a framework, Locococo includes a lively whole class game and supporting activities. It enables students to explore and develop an understanding of Human Rights and other Development Issues. It raises awareness of inequalities, and ways in which they can be addressed – for example through the purchase of Fair Trade goods. The activities and game have been developed to encourage young people to become 'active citizens', by taking action themselves.

The Chocolate Game – KS 3/4, 16+

Leeds DEC 1999 £4.25

Curriculum links: Citizenship, PHSE, Geography, RS

A game for between 18 and 50 players based on the global cocoa trade. It takes 60 – 90 minutes to play, with participants divided into 9 different groups. Each group represents a family involved in the international chocolate industry from Ghana, Belize, Brazil or the UK. Players discover how their lives are interlinked through the chocolate trade and feel for themselves the influence purchasing power has on the lives of cocoa producers world-wide. The booklet includes information on the chocolate trade, Fair Trade, instructions and resources for the game, further resources and links.

Bananas Unpeeled – KS 4 and 16+

Banana Link £10.00

Curriculum links: Geography, Business Studies, Art, Media Studies

Bananas Unpeeled evolved from an arts project in the Windward islands. The 26 minute video in the pack shows Mark Thomas visiting banana plantations in Costa Rica. He discusses workers rights, living conditions, the social and environmental impact of large-scale banana production, and the health implications of using agrochemical sprays on the banana crop. The video moves on to the Windward Islands, exploring the effect of the 'banana trade war' on small family farms, the positive impact of Fairtrade, and the role of consumers. The booklet, printed on banana paper, provides background information on banana production, and then includes separate sections for teachers of Art and Media, Geography and Business Studies.

Best of the Bunch – KS 4 and 16+

Oxfam 1998 £12.95

Curriculum links: Citizenship, PHSE, Geography, RE, English, Travel and Tourism

16 minute video and booklet provide a case study of banana production in St Lucia, and the banana trade. Mark Little discovers the impact this has on the lives of small scale farmers, and discusses the link between international trade and poverty. The video explores ways in which banana growers can diversify, focusing on tourism. It shows how 'all inclusive tourism' doesn't touch the poverty of banana farmers. Made before Fairtrade bananas were available in the UK, the video points out their potential to improve the situation of small scale growers. The booklet provides background information on world trade, and banana growing in the Caribbean. It includes producer stories from St Lucia and Costa Rica, and information about Fairtrade bananas.

Spilling the Beans – KS 4 and 16+

Oxfam 1999 £12.99

Curriculum links: Citizenship, PHSE, Geography, Economics

18 minute video and activity booklet provide a case study of cocoa farmers in Ghana. Des Coleman presents the background to cocoa production, and the problems faced by growers. He meets people who rely on cocoa for their livelihoods, and finds out why Fairtrade is so important to them. The booklet contains information on the world trade system, Fairtrade, producer

stories, facts about Ghana and a ‘cocoa timeline’. It develops students’ understanding of Fair Trade, through a Ghana quiz, and ‘Fair Shares’ role play, where participants take on the roles of different people in the ‘chocolate chain’, from grower to consumer.

The Truth about Bananas – 16+

Banana Link and Banana Watch £5.00

Curriculum links: Citizenship, PHSE, General Studies, Geography

Pack for group leaders and teachers, divided into two parts.

Part 1: A truly Global Fruit contains wide ranging information on the banana trade. It compares big plantations with small farms, looking at production from producer to consumer, including social and environmental costs. It discusses the union situation for workers, the ‘banana trade war’, the International Labour Organisation (ILO), and the big 5 companies that control and profit from the banana trade. It considers a sustainable banana industry, and Fairtrade bananas.

Part 2: Education and Action for Change contains activities including a banana quiz, role play game, discussion ideas and suggestions for action and campaigning.

Seeing Through the Spin – KS4 and 16+, FE, Youth & Community

Baby Milk Action 2001 £15.00

Curriculum links: Citizenship, PHSE, Business Studies, Geography, Media Studies, Key Skills

Seeing Through the Spin looks at issues of corporate responsibility, ethical consumerism, Fairtrade and sustainable development. It examines the role of Public Relations in our perception of TNCs and NGOs, and how these organisations affect development. It develops students’ abilities to deconstruct PR messages from companies and their critics. The pack contains instructions for 14 different activities that can be selected to suit the participants. Each activity has discussion points, a summary of key ideas and suggestions for follow-up. There is an extensive glossary of terms, with a list of contacts and resources.

XChanging the World – KS4 and 16+, FE, Youth & Community

RISC 1997 £12.95

Curriculum links: Citizenship, PHSE, Geography, General Studies

XChanging the World is designed to raise consumer awareness, encouraging participants to consider their responsibilities towards producers. There are 15 activities, exploring the broader structures that govern world trade, leading to poverty and inequality. Activities can be selected to suit the needs of the group. They include lively ways of introducing the issue of trade, as well as exploring issues such as the impact of TNCs as they move from one location to another, and the pros and cons of tourism for countries in the South. The pack promotes change by enabling participants to appreciate how they can make a difference, eg through supporting Fair Trade.

exhibitions

These easily mounted exhibitions which make an ideal backdrop for events or One World Week.

Calling to Account

20 A1 laminated panels which explains how the United Nations System of National Accounts ignores the value of the environment and unpaid work – mainly women’s – and distorts global economic policies. Available from RISC.

Costing the Earth

25 A1 laminated panels which explore how communities in South Wales and the Philippines are facing up to the challenge of new mining expansion based on destructive mining systems such as open casting. Available from RISC.

The Cost of Bananas

16 A1 laminated panels which looks at the global trade in bananas and highlights workers’ rights and the environmental impact of intensive production. Available from Banana Link.

XChanging the World

26 A1 laminated panels which provide an accessible introduction to world trade. From RISC.

useful contacts

Anti-Slavery International

The Stableyard, Broomgrove Road, London SW9 9TL, Tel 020 7501 8920
Campaigns for the abolition of contemporary forms of slavery including child labour.

www.antislavery.org/

Banana Link

38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 765 670
Campaigns for small producers in the Caribbean and workers' rights in US-owned plantations.

www.bananalink.org.uk/

British Association for Fair Trade Shops (BAFTS)

Unit 7, 8-13 New Inn Street, London EC2A 3PY, Tel 020 7739 4197
Network of independent Fair Trade and World Shops across the UK. It seeks to raise the profile of Fair Trade. Links to Fair Trade outlets.

www.bafts.org.uk/

Christian Aid

PO Box 100, London SE1 7RT, Tel 020 7620 4444
Development agency which also produces educational materials and campaigns on Fair Trade and the global supermarket.

www.christian-aid.org.uk/

Ethical Trading Initiative

2nd Floor, Cromwell House, 14 Fulwood Place, London WC1V 6HZ, Tel 020 7404 1463
Coalition of trades unions, business and NGOs working together to identify and promote good practice in the implementation of codes of labour practice.

www.ethicaltrade.org/

The Fairtrade Foundation

Suite 204, 16 Baldwin's Gardens, London EC1N 7RJ
Promotes and administers the Fairtrade Mark. Campaigns include Fairtrade Towns.

www.fairtrade.org.uk/

Just Business

c/o NEAD, 38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 610 993
Encourages global and ethical dimension in the teaching of Business Studies and Economics in UK schools.

www.jusbiz.org/

Labour Behind the Label

c/o NEAD, 38-40 Exchange Street, Norwich NR2 1AX, Tel 01603 610 993
Coordinate campaign for workers' rights in clothes and sports shoe industries.

www.xs4all.nl/~ccc/

Oxfam

247 Banbury Road, Oxford OX2 7DZ, Tel 01865 311311
Development agency which also produces teaching materials and campaigns for Fair Trade.

www.oxfam.org/

Reading International Solidarity Centre (RISC)

35-39 London Street, Reading RG1 4PS, Tel 0118 958 6692
Largest selection of teaching resources on global and development education in Britain.
Available through mail order.

www.risc.org.uk/

Traidcraft

Kingsway, Gateshead, Tyne and Wear NE11 0NE, Tel 0191 491 0591
Distribute Fair Trade food and crafts.

www.traidcraft.co.uk/

War on Want

37-39 Great Guildford St, London SE1 0YU, Tel 020 7620 1111
Development agency – campaigns include calls for change to the world financial system.

www.waronwant.org/

World Development Movement

25 Beehive Place, London SW9 7QR, Tel 020 7737 6215
Development agency – campaigns for political changes which directly benefit the poor,
including *People Before Profits* campaign.

www.oneworld.org/wdm/

weblinks

The *Useful contacts* page includes the website addresses of many organisations involved in Fair Trade. This list below includes sites from all sides of the debate about trade and globalisation.

Links within websites are often changed and some of the specific pages listed may not be accessible. In this case, you could try accessing the home page (the first part of the website address, eg www.corpwatch.org/) and trawl for the information.

Clean Clothes Campaign	www.cleanclothes.org/
Aims to improve the working conditions in the garment industry	
Corporate Europe Observatory	www.xs4all.nl/~ceo/index.html
European-based research and campaign group targeting the threats to democracy, equity, social justice and the environment posed by the economic and political power of corporations and their lobby groups.	
Corporate Watch	www.corpwatch.org/trac/links/links4.html
Anti-corporate watchdog which provides a very useful list of corporate websites.	
Global Trade	www.tradewatch.org/
Promotes government and corporate accountability in the international commercial agreements shaping the current version of globalization.	
International Chamber of Commerce	www.iccwbo.org/
Club of senior executives from the largest corporations which has great influence with government, World Trade Organisation, United Nations etc.	
International Monetary Fund (IMF)	www.imf.org/
The UN agency responsible for imposing neo-liberal economic policies on developing countries which have favoured TNCs.	
Maquila Solidarity Network	www.web.net/~msn
Canadian network promoting solidarity with groups organizing in 'maquiladora' (assembling) factories and export processing zones to improve conditions and win a living wage.	
McSpotlight	www.mcspotlight.org/beyond/links.html
Focuses on the global impact of McDonald's but has a good section on some of the less palatable sides of other well known brands, and links to many campaign and anti-TNC sites.	
Oneworld Online	www.oneworld.net/campaigns/wto/
Good general site for exploring development issues, including useful updates on the WTO.	
Peoples' Global Action	www.agp.org/agp/en/
International coalition of anti-globalisation groups.	
Third World Network	www.twinside.org.sg/
Network of groups producing excellent research and publications on issues affecting South.	
Trade Justice Movement	www.tradejusticemovement.org.uk/
Alliance of UK NGOs concerned with the negative impact of international trade rules on the poorest people in the world, on the environment, and on democracy.	
Trans-Atlantic Business Dialogue	www.tabd.org/
The world's most powerful corporate-government coalition, which sets the agenda for the World Trade Organisation.	
UN Global Compact	www.unglobalcompact.org/
An attempt to give corporations a more sustainable makeover.	
World Economic Forum	www.weforum.org/
Influential corporate think tank which sets global economic, political and business agendas.	
World Trade Organisation (WTO)	www.wto.org/
The body which regulates world trade and promotes corporate agendas.	