**Unit of Learning: Trade, Food Growing and Fairness**

PSHE Association Theme: Living in the Wider World

**Year Group: 2/4/6**

The principal aim of this unit of learning is to recognise the world needs to work together to trade food grown in different part of the world. To understand the role of Fairtrade in preventing disproportionate earnings.

**Learning Outcomes:**

•To reflect on the importance of Fairtrade to individuals at a local, commercial and global scale

•To understand how food is grown and traded around the world with impact on producers

•To broaden knowledge of food miles and the environmental sustainability of this

**Ideas and Content for Learning:**

•Understand the Fairtrade symbol and the significance of this

•Recognise where foods are grown

•Recognise the cost of foods and who receives the most money

•Understand the cost of foods

•Understand the sustainability of growing some foods

•Research into the earnings of farmers around the world

**Understand the Impact:**

•Sharing knowledge of where foods are going and the financial and environmental costs of this

•Considering how diets can be adapted to minimise environmental damage

•Reflecting on the fairness of earnings from the farmer to the seller

**Making Connections**

• To recognise the impact of food miles on global warming

•To identify the differences over time as families now grow less of their own food to different periods of time

**Initial Learning Activity Ideas (Credit to** [**Healthy Schools Ealing**](https://www.egfl.org.uk/sites/default/files/Services_for_children/PSHE/PSHE-SEAL-CIT%20scheme%20of%20work-July2015.pdf)**)**

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| **Y2**Lesson 1Present two shopping baskets to the pupils with items such as chocolate, sugar, coffee beans, wheat, rice, oranges etc. Ask what the difference between the contents of the two bags might be? (One bag contain things grown by farmers in the Britain, the other bag contains things grown by farmers overseas). Food we often like to eat comes from warmer countries. Take out each item and identify the country of origin from the label. Make a list of the countries mentioned.Group work: give each group one of the food items and ask them to find the country it was made in on a large world map display. Write a list of products and the name of the country where they are produced.Lesson 2Thought shower: when do you celebrate in your family? (Birthdays, Christmas, Eid, Diwali etc.). What do you wear? Who is with you? Did you play games? Did you sing song or listen to music? What kind of foods do you eat? Use pictures/photographs of special events or invite some of the children to come in special dress and talk about how they celebrate in their family. Prepare some interview questions together as a class based on thought shower.Divide children into pairs and take turns in asking and answering questions relating to a special event or celebration in their family.Draw a picture of you celebrating a special event with your family. Compile pictures into a class display or collage.Lesson 3Make a list of foods associated with special days e.g. Christmas, Eid, Diwali – turkey, Christmas pudding, nuts, cakes, sweets, biscuits etc. When do we eat or give chocolate? - Easter eggs, Valentines Day, birthdays etc. What does chocolate contain? (Cocoa, milk, sugar) Why is it seen as so special? Sweet and velvety, seen as indulgent in developed countries or as a treat, many people think it is delicious. (When did chocolate first appear in cakes -1828 – before this chocolate was drunk). If health and safety regulations allow, make chocolate rice crispy cakes – melt chocolate chips (the smaller the better) in a bowl of hot water and stir in rice crispies or cornflakes. Allow to cool and set in a fridge if possible.Lesson 4Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Is chocolate healthy for you? What else has chocolate in it other than chocolate bars? In the UK we spend on average £72 per person on chocolate every year! Conduct a class survey of how much chocolate they eat over a week and which types they prefer.Group work: collect pictures and images of chocolate and chocolate products from magazines and papers and make a collage.Lesson 5Using a world map or globe, show the countries where chocolate comes from – Ivory Coast, Ghana, Indonesia, Nigeria, Brazil etc.Give facts about chocolate – cocoa beans are grown on trees, in pods. They start off green and turn yellow when ripe. When ripe, farmers pick them open and take out the white seeds (cocoa beans). Seeds are left to ferment in plantain leaves for 7 days until turn brown and start to develop chocolatey smell, then laid out in sun to dry for another week.Write a few sentences about where chocolate comes from and how it is grown.Lesson 6Recap on work from previous session about average amount of money spent on chocolate in UK. If we are spending all that money on chocolate, do you think cocoa farmers are rich or poor? Invite discussion, then explain most farmers are poor because of not receiving a fair price for their cocoa.Explain/draw a diagram or picture flow chart the role of the shop, the factory and the cocoa buyers in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a ‘product’ and that there are other aspects to the industry i.e. processing, packaging, advertising, selling, distribution etc. Ask the children why this it is not fair that they receive such a low wage? Show power point presentation from Fair’s fair assembly or Divine Chocolate website. Explain terms cooperative and fair trade principles. Draw the Fair trade logo and write a sentence about what it stands for. | **Y4**Lesson 1Ask the children: how many of you like chocolate? How much do you eat? Every day or once a week? Show pictures and prices of chocolate – ask why do they differ? How much chocolate do we consume in the UK each year? -average £72 per person – which is more than a cocoa farmer in Ghana would earn in whole year. Ask the children if this is fair? Explain most farmers are poor because they are not paid a fair price for their cocoa. Most of money spent on chocolate doesn’t go to farmer but shop that sells it, to factory to manufacture the bar, packaging, distribution and selling costs.Group work: draw a diagram or picture flow chart to show the role of the shop, the factory and other involved in the business in transforming the cocoa beans into the chocolate bar we buy in the shop. Encourage children to think of the chocolate as a ‘product’ and that there are other aspects to the industry.Lesson 2Thought shower times when children have felt something was unfair. What happened? Why was it unfair? Explore meaning of ethics and morality/right and wrong.Group work: make a list of other fair trade objects – look at Cafod website interactive game Kidz Zone – Fair Trade Supper – for ideas. Write a few sentences about the principles behind fair trade.Lesson 3Thought shower: what other items are sold under fair trade principles in the UK? Who are the consumers? What kind of power does a consumer have? Show Cafod’s power point story of Anna’s shop to illustrate why Fair Trade goods might be more expensive.Class debate: divide the class into two halves and then into small groups. Each group provides arguments for or against the motion – “fair trade products are expensive and not worth it”.Lesson 4Thought shower: where do we get our news from? Name as many sources of communication as possible.Group work: present children with several different versions of the same event in another country from a range of newspapers. Look for dis/agreement between the papers about the facts. Look for similarities and differences in the way the story is presented.Discussion: what is bias? Is there any bias in the way the story is reported? Is bias right or wrong in a news item? Introduce concept of audience.Group work: write a newspaper article about the Fair Trade movement/farmer’s cooperative in one of the main cocoa-producing countries.Lesson 5Show advertisements from magazines about chocolate – what is the message? What time of the year is chocolate most advertised? Examine the fair trade logo – what makes a good logo? Look at other well-known logos e.g. WWF, Olympics, Nike Group work: design own logo for group or class. What do you want to represent in your logo – what message do you want to give?Lesson 6Discuss what a stereotype is (a mental picture of someone or a group). Give examples e.g. girls like pink, boys like blue/football fans are violent.Class debate: divide the class into two halves and then into small groups. Each group provides arguments for or against the motion - ‘chocolate makes us fat’ or ‘chocolate is bad for you’ or ‘chocolate appeals more to women than to men?’Relate to work on Fair Trade – what images do you have of chocolate-producing countries.  | **Y6**Lesson 1Thought shower: what do you know already about international trade? What does it mean to be a ‘rich’ country or a ‘poor’ country? Ask for examples.Present a shopping basket with a selection of items that are grown overseas. Include empty wrappers of vegetables and fresh fruit grown in other countries and shipped in. Where do they come from originally? Is this the same as where they were manufactured? Locate places on a world map.Group work: on photocopy of world map ask children to find the main countries where cocoa is grown (Ghana, IvoryCoast, Indonesia, Nigeria, Brazil, Ecuador) and colour green. Then find countries where chocolate is produced (Switzerland, Austria, Ireland, GB, Norway, Denmark,Germany, Belgium etc.) and colour red. Ask them to discuss the countries coloured in and what they notice about the position of these countries.Discussion: talk about the North/South divide– factories tend to be concentrate in northern Europe in the richer industrialised parts of the world; countries that produce raw materials often have limited facilities to manufacture goods and therefore earn less money. Introduce concept of interdependence between nations and the way that trade is based on a principle of mutual need.Lesson 2Discussion: who is involved in the cocoa-trading chain? – role of farmers, cocoa buyers, importers, chocolate companies, shops, government. What do these roles involve?Group work: assign each member of the group one of the roles. Ask the children if they think all these people get a fair share or if some make more money than others?Who do they think makes the most money? The least money? Divide £1 into amounts to represent who should get which amount. Is this fair? In groups come up with reasons why this trading chain can be unfair and to whom. Not a just system of exchange between those with the raw materials and those with the economic power to buy, process and market them.Lesson 3Recap on where cocoa beans are grown – which countries? Where is chocolate manufactured? What does manufacturing mean? Transportation from hot countries where grown to countries like UK where manufactured affects the environment. Recap on other foods from shopping basket (session 1) that are imported. Distance food travels from field to plate is called ‘food miles’. Half the vegetables and 95% of fruit eaten Britain is imported– mainly by plane and then lorry, both of which give off large carbon emissions. Most Fair Trade produce is freighted by ship which takes longer and is more expensive but less harmful to the environment. Write own definition of ‘food miles’. Look up on google or related websites. Research which foods that are grown locally in the UK and at which time of year.Make a class display of footprints with pictures of foods, names of countries and flags – to represent where different foods come from. Include items of food that are produced locally in the UK.Lesson 4Thought shower: what is your favourite food? Do you have enough to eat? Why are some children hungry? Explain about 800 million people around the world suffer from lack of food even though there is enough food in the world to feed everyone. Reasons –poverty, bad weather and poor crops, war, disease.Ask the children if they can think of countries at war? Locate them on world map. Explain main reasons for hunger and starvation. Write 10 sentences about why food shortages happen.Lesson 5Ask the class if they think it is fair that 80% of the world’s resources are controlled by 20% of the world’s population, most of whom live in rich countries. Who owns the world’s resources? Are the world’s resources finite or in short supply?Group discussion: how should we use resources and the environment? What responsibility do we have to each other?How can we help and support each other? Each group makes a presentation of their discussion and argument to the rest of the class. Look at a website of an international aid agency e.g. Christian Aid, War on Want, Oxfam to show the work they do to alleviate suffering in other countries and discuss.Lesson 6Give children a number of statements and ask if fact, opinion or mixture of two e.g. cheese is a food make from milk; cheese is very tasty; London is the best city in Europe; London is the capital of England. Try some more difficult statements e.g. around 800 million people in the world do not get enough to eat although there is more than enough food to feed everyone; it is unfair that some countries are very rich whilst others are not.Ask how do we get our news? TV, paper, radio, internet, word of mouth etc. Do they all give the same version of the news? What is local news about, national news, international news? Would an editor of a newspaper write the same story for a child as for an adult?Give examples of headlines from several papers. Which makes them want to read on? What makes a headline grabbing?Group work: give children a short news article and ask them to come up with an exciting headline. Write each one up on the board and vote for best one. |