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## FairAchiever Award:

### Embed Fairtrade Learning

*Focusing on Fairtrade in the curriculum is a fantastic opportunity to help young people understand how their lives are connected to people around the world. It also enables them to explore their roles and responsibilities as global citizens, and to understand the effect their choices can have.*



*Taking part in Fairtrade activities also contributes to their understanding of sustainability, as well as helping them build a wide range of skills, including teamwork, enterprise, problem-solving, creativity and persuasion. So, while Fairtrade as a topic often fits most easily into areas such as Geography; Citizenship; Personal and Social Education, or Religious Education, it can be covered across most areas of the curriculum.*

### What does “embedding” mean?

Embedding Fairtrade learning will mean something different for each setting but to reach FairAchiever, schools should be able to demonstrate that:

- Learning about Fairtrade is in the school’s long term and/or high level plans
- Specific learning objectives around the key themes of Fairtrade and Fairtrade issues are covered
- Fairtrade as a theme is covered regularly in school

It might also mean (although it doesn’t need to) that

- Learning about Fairtrade is cross-curricular
- Learning about Fairtrade happens across different year groups

Learning can include lessons, assemblies, enrichment activities, trips, debates, visitors or any other learning activities that sit *outside* Optional Challenges at FairAchiever.

### Tips for embedding learning

- Most schools choose to incorporate Fairtrade into existing schemes of work, although some focus on it through ‘off-timetable’ days or cross-curricular projects
- Young people could share what they’ve learnt through an assembly, display, newsletter or play
- Use the Whole School Questionnaire on the back of the Map of Fairtrade at the beginning and end of each year so everyone can see the progress that’s been made
- Lots of schools introduce Fairtrade through a focus on “where does our food come from?” Many organisations have developed learning resources to support this
- Young people can hear from a local Fairtrade expert or get a different perspective on aspects of development through speaker networks. Your local Fairtrade Group may be



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able to help, or try Traidcraft, Oxfam, ActionAid, CAFOD, People & Planet or your local Development Education Centre

### What learning objectives and/or themes could be included?

To reach FairAchiever, a school needs to demonstrate that relevant themes and objectives have been covered, with specific reference to issues around **why Fairtrade is needed, what it hopes to achieve, and how it works.**

Evidence such as lesson plans, scheme of work, learners' work or photos might contribute to demonstrating that learners have:



- Examined where some of our favourite food comes from and the people in the Global South involved in producing it
- Thought about why global trade patterns exist and how power imbalances in trade can cause poverty
- Examined the concept of fairness or justice and what it means to be fair
- Focused on co-operation and what it means to work together to achieve change
- Learnt about why global inequality exists, its effect on people's lives everywhere, and how Fairtrade seeks to combat inequality
- Looked at how Fairtrade works and what impact it hopes to have
- Found out about life for young people in the Global South and the role Fairtrade can play in improving life for families
- Examined whether Fairtrade is a good idea
- Examined the role and impact we have as consumers in a globalised world

Of course not all of these themes need to be covered at FairAchiever, and your school may have its own learning objectives around Fairtrade. Check out our [interactive resource map](#) for ideas, inspiration and links to learning resources.

### What does 'covered regularly' mean?

To reach FairAchiever, schools will have to demonstrate that some of the themes above Fairtrade are covered at least annually, but preferably more often, in and outside the classroom. For instance, learners in a particular year group might focus on Fairtrade as part of a class topic every year and run an assembly on it, or once per term part of an enrichment day for a Key Stage might focus on Fairtrade issues.