

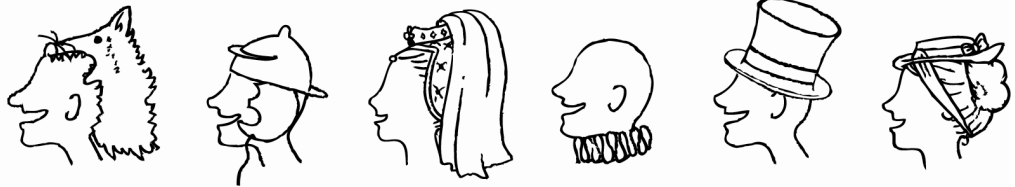
KS2 Fair Trade

Resources for a self-guided Citizenship visit
to the Museum in Docklands



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Curriculum links

NC Citizenship, KS2

Knowledge, skills & understanding

Developing confidence and responsibility:

1a) Pupils should be taught to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

Preparing to play an active role as citizens:

2j) Pupils should be taught that resources can be allocated in different ways and that these economic choices affect the sustainability of the environment.

Developing good relationships and respecting the differences between people:

4b) Pupils should be taught to think about the lives of people living in other places and times, and people with different values and customs.

Breadth of study

Pupils should be taught the knowledge, skills and understanding through opportunities to:

5d) make real choices and decisions,

5g) consider social and moral dilemmas that they come across in real life,

5h) find information and advice.

This pack could also be used to support:

KS2 Geography – studies of a contrasting locality

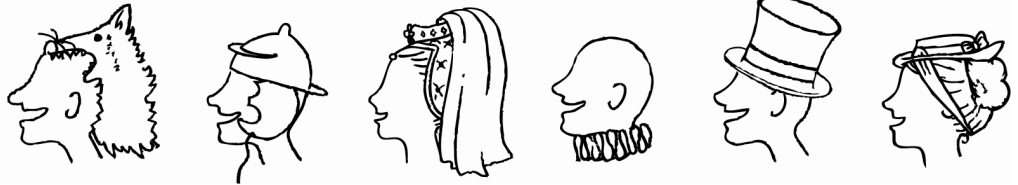
Global Citizenship

Oxfam sees the Global Citizen as someone who:

- Is aware of their own role as a world citizen
- Participates in the community at a range of levels, from the local to the global
- Is outraged by social injustice
- Is willing to act to make the world a more equitable and sustainable place

Their booklet 'The Global Dimension in action' (available from QCA) suggests that the knowledge, skills and understanding at Key Stage 2 should include globalisation and interdependence:

- Trade between countries
- Fair trade



Useful definitions

Fair trade

In economics, fair trade is traditionally defined as a policy under which countries trade with each other on the same terms and conditions - in other words, trade that operates under similar concessions or restrictions so that it is 'fair' to both sides. However, today the term is commonly used to refer to measures that can be taken to combat the disadvantages in trading conditions that producers, particularly in the southern hemisphere, face compared with those in the north and in more economically developed countries.

Fair trade aims to respect the producers (mainly in poorer areas of the world) as much as the consumers (mainly in the richer areas of the world). It does this by attempting to ensure that producers are paid fair prices and have greater economic security through decent working conditions and, where possible, involvement in the ownership and management of their businesses.

Fair trade promotes economic activity that minimises damage to the environment and respects the fundamental rights of all workers and indigenous people.

(Definition from www.dfes.gov.uk)

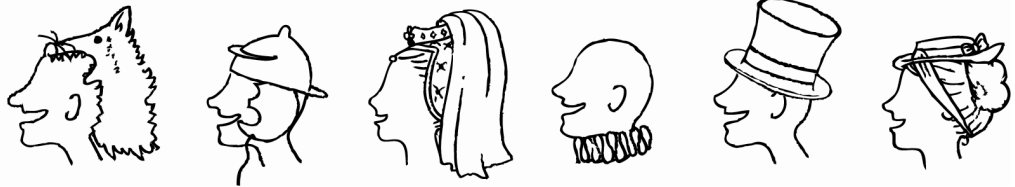
Acknowledgements

Thanks to Sophie Mackay of the Humanities Education Centre, Tower Hamlets for her assistance with developing this pack.

Further reading

The global dimension in action: A curriculum planning guide for schools
QCA, 2007

Education for Global Citizenship: A guide for schools
Oxfam GB, 2006



Practical guidelines

Arrival, cloakroom and toilets

When you arrive you will be met by a member of the Visitor Services team, who will direct you to the cloakroom area and toilets.

All coats and bags must be left in the cloakroom area for security reasons. For this reason, *it is strongly advised that students leave valuables such as mobile phones, MP3 players and other electronic equipment at home on the day of their visit.*

The Museum in Docklands cannot be held responsible for personal property left in the cloakroom area. Your Visitor Assistant will also brief the group before escorting them to the galleries.

Lunch

If you would like to use the lunch room, please request this when you make your booking.

Organising your group

We suggest that classes are split into smaller groups for gallery work, to avoid congestion around specific exhibits. Teachers/adults must remain with their groups at all times.

Teachers should photocopy resources PRIOR to their visit so that each pupil/group has a copy for use in the Museum. Clipboards and pencils can be borrowed from the Museum, subject to availability.

Risk assessments are the responsibility of the group leader, and the Museum *cannot* provide them except in exceptional circumstances. A pre-visit is strongly advised by the DfES publication *Health and safety of pupils on educational visits*.

Pre-visits are free of charge and do not need to be booked. Please inform the Admissions Desk of the nature of your visit so they can help you make the most of your time in the galleries.

Disabled access

The Museum in Docklands is fully accessible to wheelchair users. Please make your needs known on arrival. Mobility lifts are installed on the 2nd and 3rd floors. Please ask the gallery staff for assistance.

Shop

The shop sells a variety of books and products to support the learning programme as well as pocket money items. If you wish to use the shop, please ask for a slot when you make your booking. Please divide your class into groups of no more than four children for this part of the day, as the shop has limited space.

If you would prefer your class not to visit the shop, goody bags offer great value for money and are available to order. For further details, please call the shop on 020 7001 9803. A goody bag form will be sent with your confirmation letter.

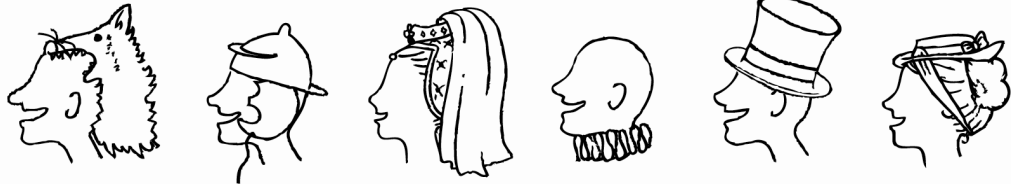
Photography

All objects and images in the Museum are under copyright and must not be reproduced. If you would like pictures of a particular object, please contact the Picture Library at the Museum of London.

Tel: 020 7814 5604

Fax: 020 7600 1058

Email: picturelib@museumoflondon.org.uk



Visit preparation and pre-visit activities

Preparation

To maximise the enjoyment and value of the visit please consider the following:

- Introduce to the group some general background about the Museum in Docklands
- Undertake at least one of the suggested pre-visit activities

Visit Preparation: Suggested Activities

1. Look on the Museum website www.museumindocklands.org.uk and research the history of No. 1 Warehouse, the home of the Museum in Docklands. Can you find out:

- Who built it?
- When was it built?
- What was stored in the warehouse?
- Where did these products come from?
- Who grew the produce?

look

2. Discuss the vocabulary below and create class definitions

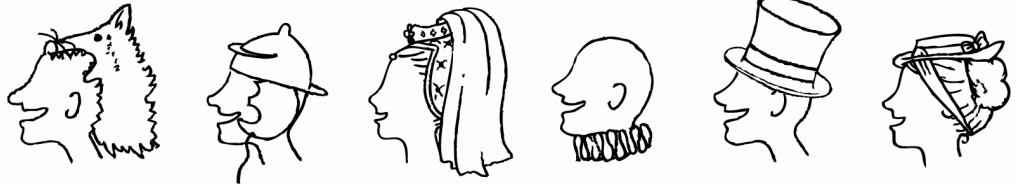
import export fair slavery luxury profit trade

resistance sustainable environment international

local global unfair brand poor rich farmer

discuss

3. **'That's not fair!'** are words which are heard in the classroom or playground every day. In pairs or groups, discuss the meaning of 'fair' and 'unfair' and create a role-play to illustrate what you have decided. Share these role-plays with the rest of the class.



Gallery time

Using the activity sheets

To ensure that your students get the best out of their visit to the Museum in Docklands, we suggest that you divide them into small groups and give them different start points for their visit. This avoids congestion around popular exhibits. Please photocopy your worksheets before your visit as we do not have the facilities to do this.

These activities are designed to be discussed and completed in groups. Each child should have their own copy of the gallery sheets for recording and note-taking.

A pre-visit is strongly recommended so that you can orient groups at the start of their gallery visits.

Gallery

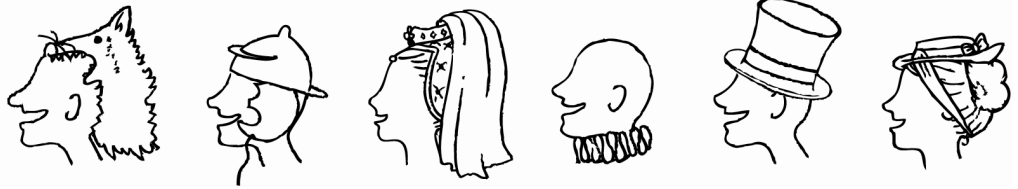
Warehouse of the World
(2nd Floor)

London, Sugar and Slavery
(3rd Floor)

Activity Sheets

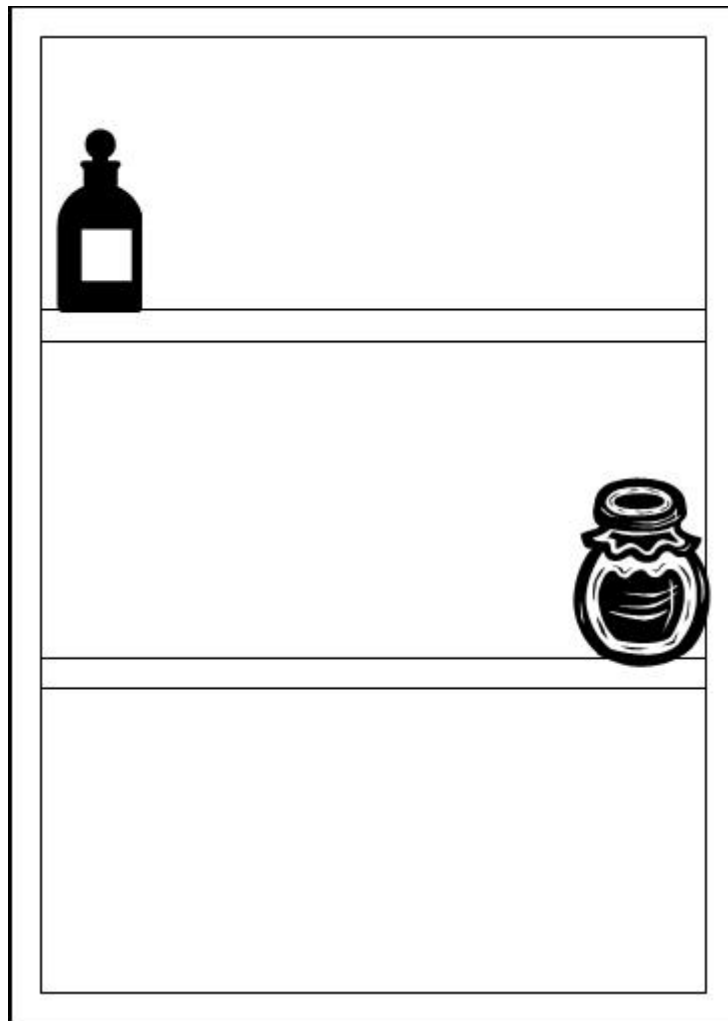
Warehouse of the World Lower KS2
Warehouse of the World Mid to Higher KS2

London Sugar and Slavery Mid to Higher KS2



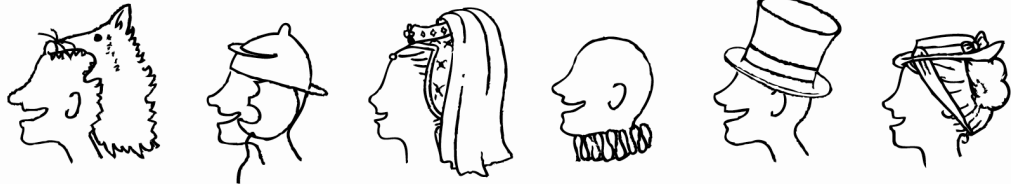
Warehouse of the World lower KS2

1. What *commodities* can you find in the cabinet of curiosities? Draw and label some of the commodities in your own cabinet.



2. Do you have any of these *commodities* in your kitchen at home?

Commodities: physical products such as food, grain or metal which are bought or sold

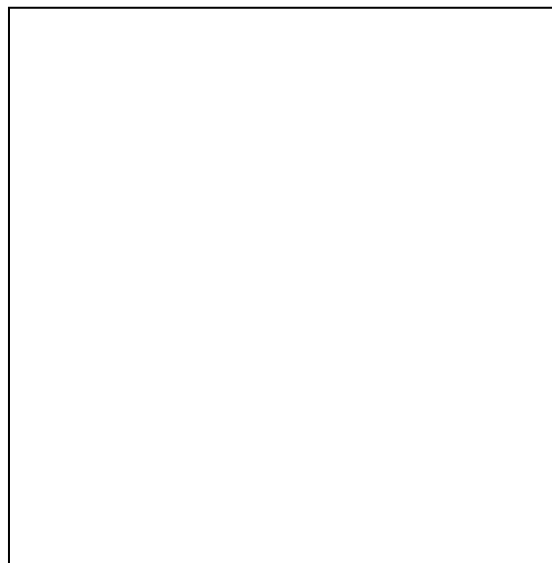
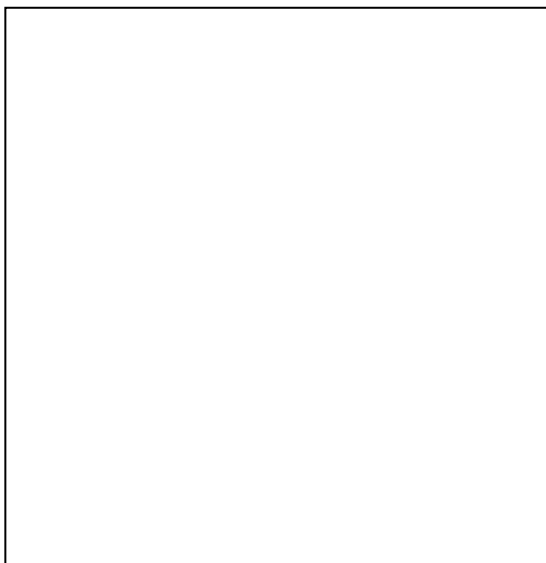


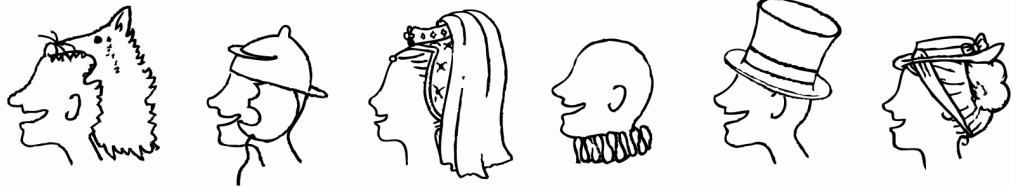
3. Can you buy any of these commodities Fairtrade in the supermarket today?

4. How many different Fairtrade commodities can you buy in a supermarket today? Brainstorm below:

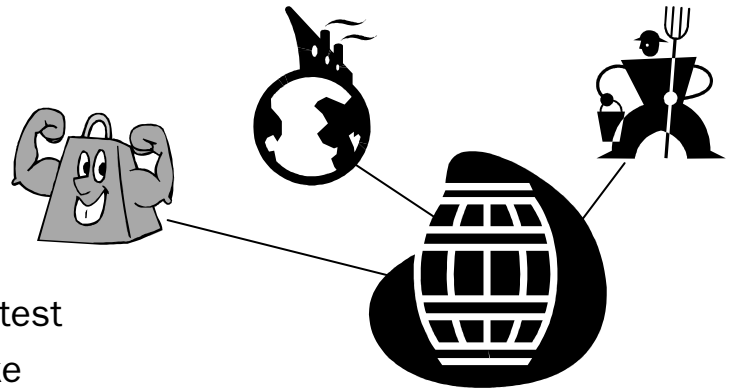


5. Draw two of your products below:





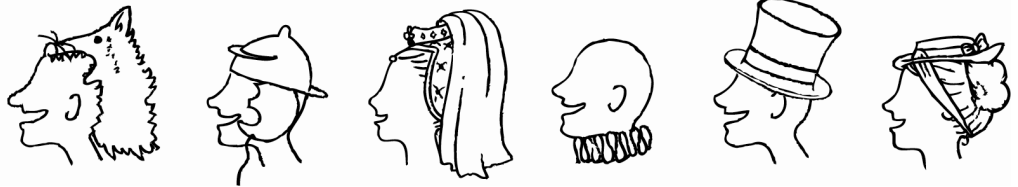
6. In pairs or small groups imagine you are dock workers. You are on your break and you are talking about all the different cargo you have unloaded today.



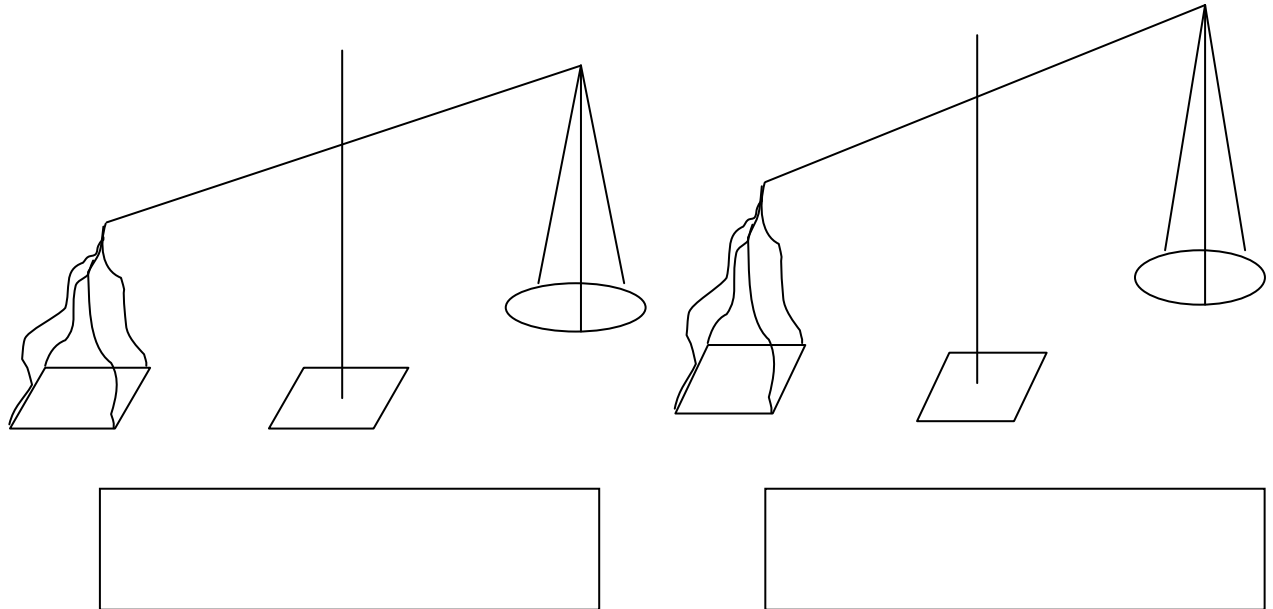
Talk about:

- what cargo was the heaviest/lightest
- What the different cargo smelt like
- Where the cargo had been shipped in from
- What sort of life you think the farmers who grew the cargo might have

Use the box below to make any notes:



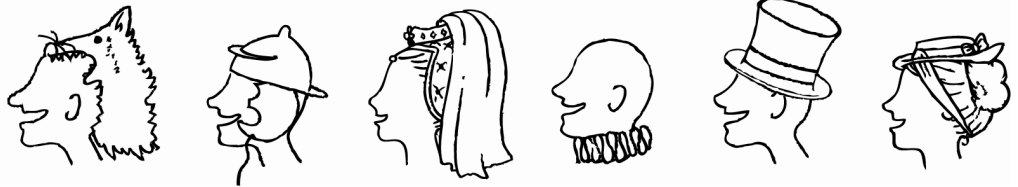
7. Find the two weighing stations in this part of the gallery, what commodities are being weighed?



8. Which of these commodities can now be bought Fairtrade?

9. Draw a picture of this commodity in its Fairtrade packaging:





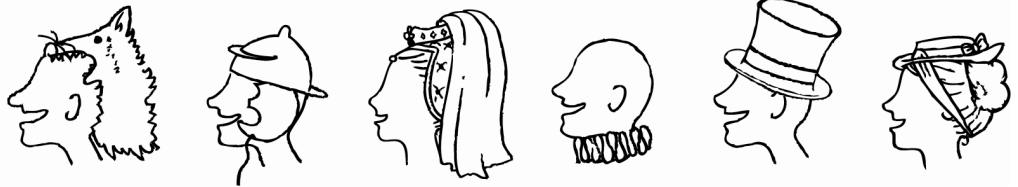
Warehouse of the World mid to higher KS2

1. Read Warehouse of the World introductory board – Which of the commodities that were sailed into the docks do you most like?

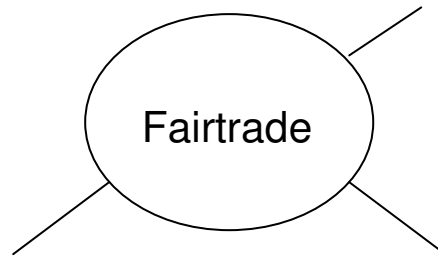
2. Look in the Cabinet of Curiosities, what commodities can you see that you have in your kitchen at home? List them in the table. Do they look the same as they do in your kitchen? Give the reason why in the table?

commodity	same	different	reason

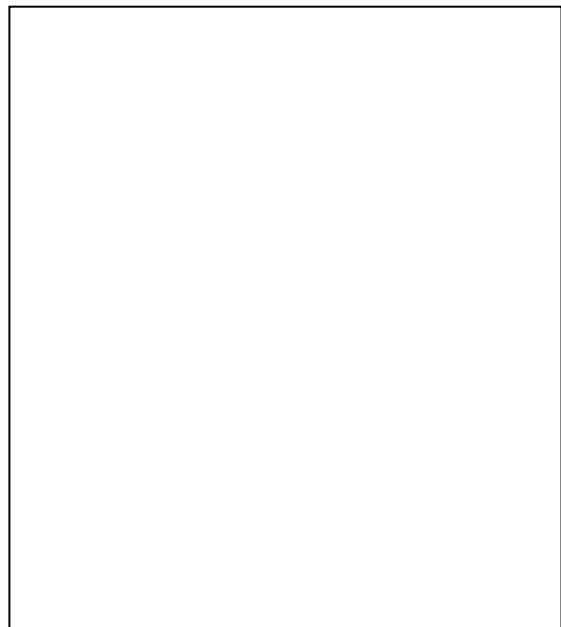
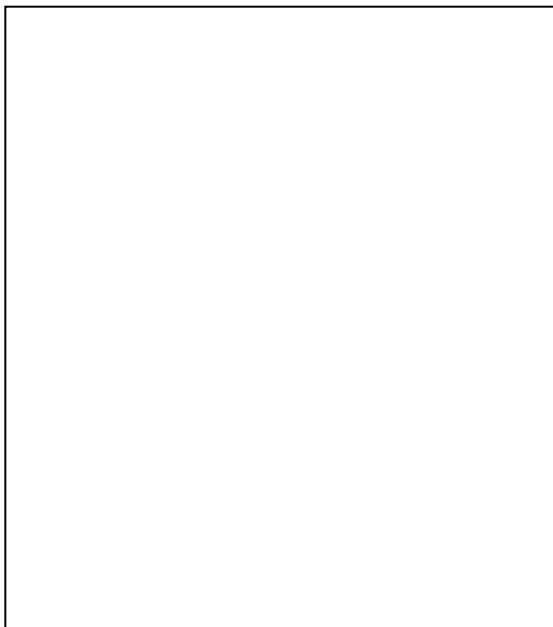
Commodities: physical products such as food, grain or metal which are bought or sold

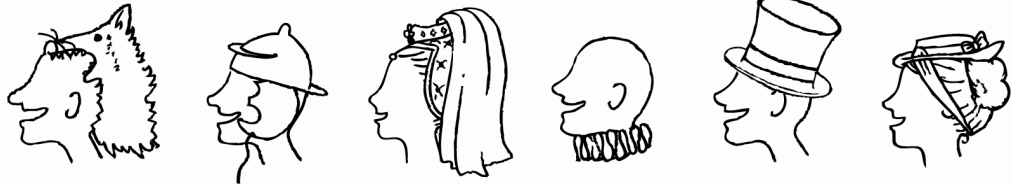


3. How many commodities can you find in this gallery which you can NOW buy Fairtrade? Brainstorm below:

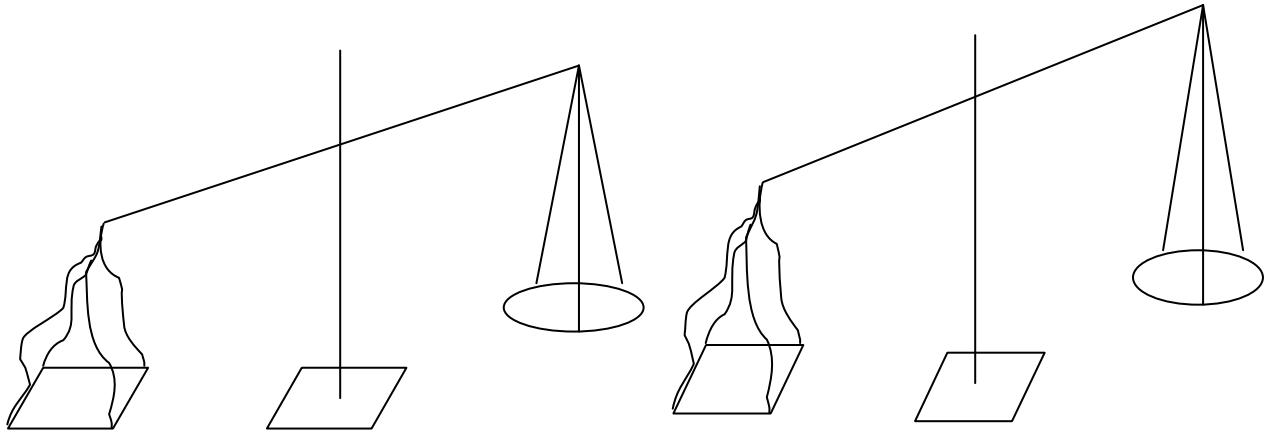


4. Draw and label one of your chosen commodities, first as a raw material (in the cabinet of curiosities) then as a manufactured product (when it's sold)?





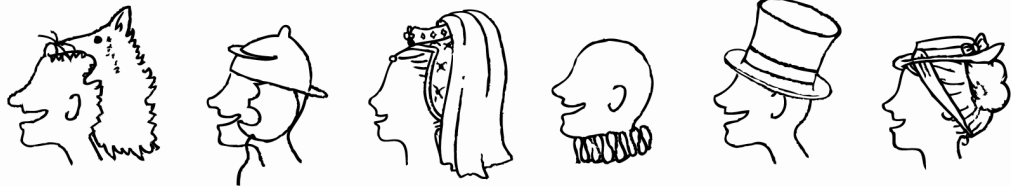
5. Find the two weighing stations in this part of the gallery, what commodities are being weighed?



6. Which of these commodities can now be bought Fairtrade?

7. Draw a picture of this commodity in its Fairtrade packaging:





8. Watch the film about the Chinese Clipper Ships (in between the two model ships)

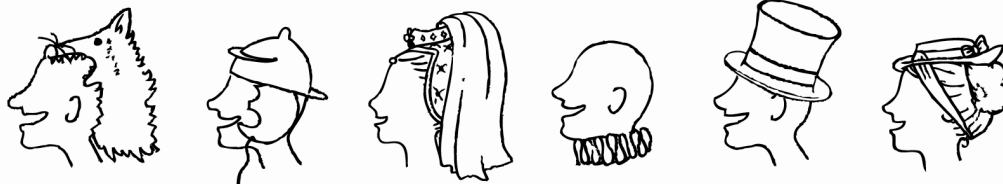


What commodity did these ships transport?

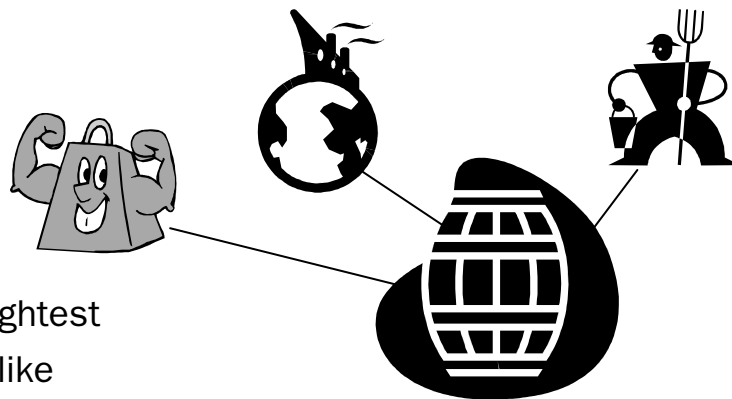
9. What expert job did the Chinese dockworkers do?

10. Draw and label a diagram to *illustrate* your answer:

Illustrate: explain using pictures



11. In pairs or small groups imagine you are dock workers. You are taking a break and you are talking about all the different cargo you have unloaded today.



Talk about:

- What cargo was the heaviest/lightest
- What the different cargo smelt like
- Where the cargo had been shipped in from
- What sort of life you think the farmers who grew the cargo might have

12. A product goes through a number of different stages before it is ready to be sold in shops, can you put these stages in order? Write numbers next to them 1 (first) - 4 (last)

Manufacture

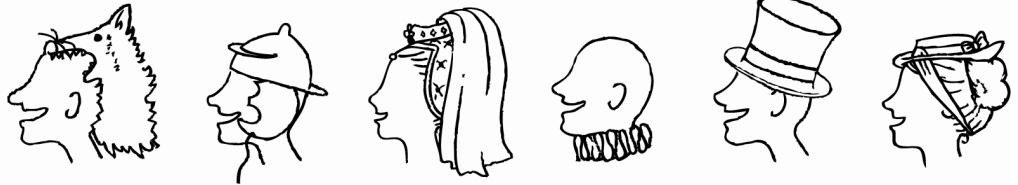
Shipping

Farming

Sale

13. Which one of these stages do you think is the hardest work, why? Discuss with a partner or in small groups.

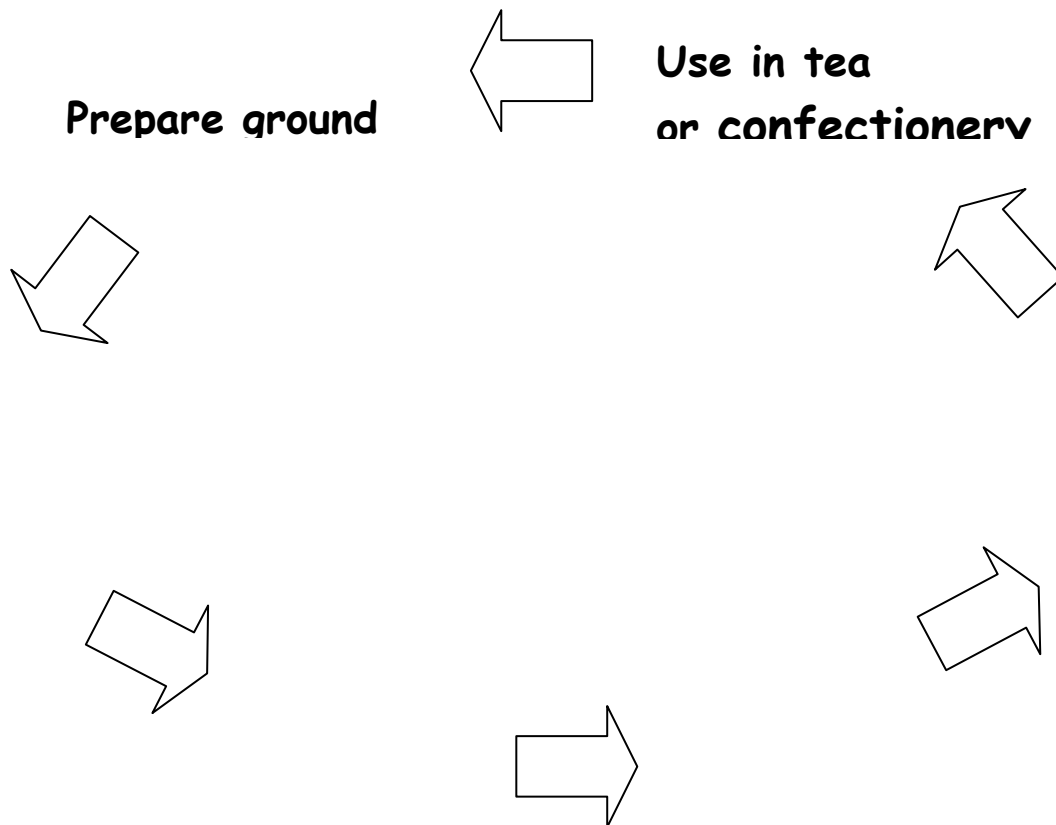
Use the box below to make notes:



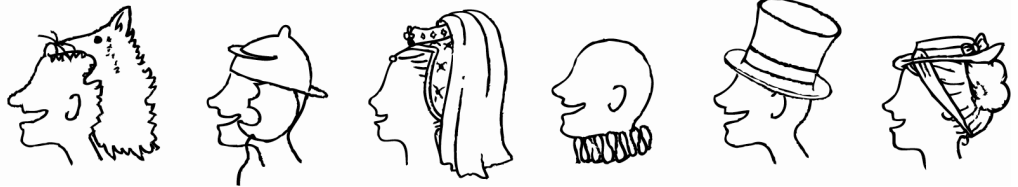
London, Sugar and Slavery mid to high KS2

1. Find a display of engravings showing the different stages in the life of sugar cane.

Fill in the missing stages in the order they happen:



2. Which stages were the farmers responsible for?



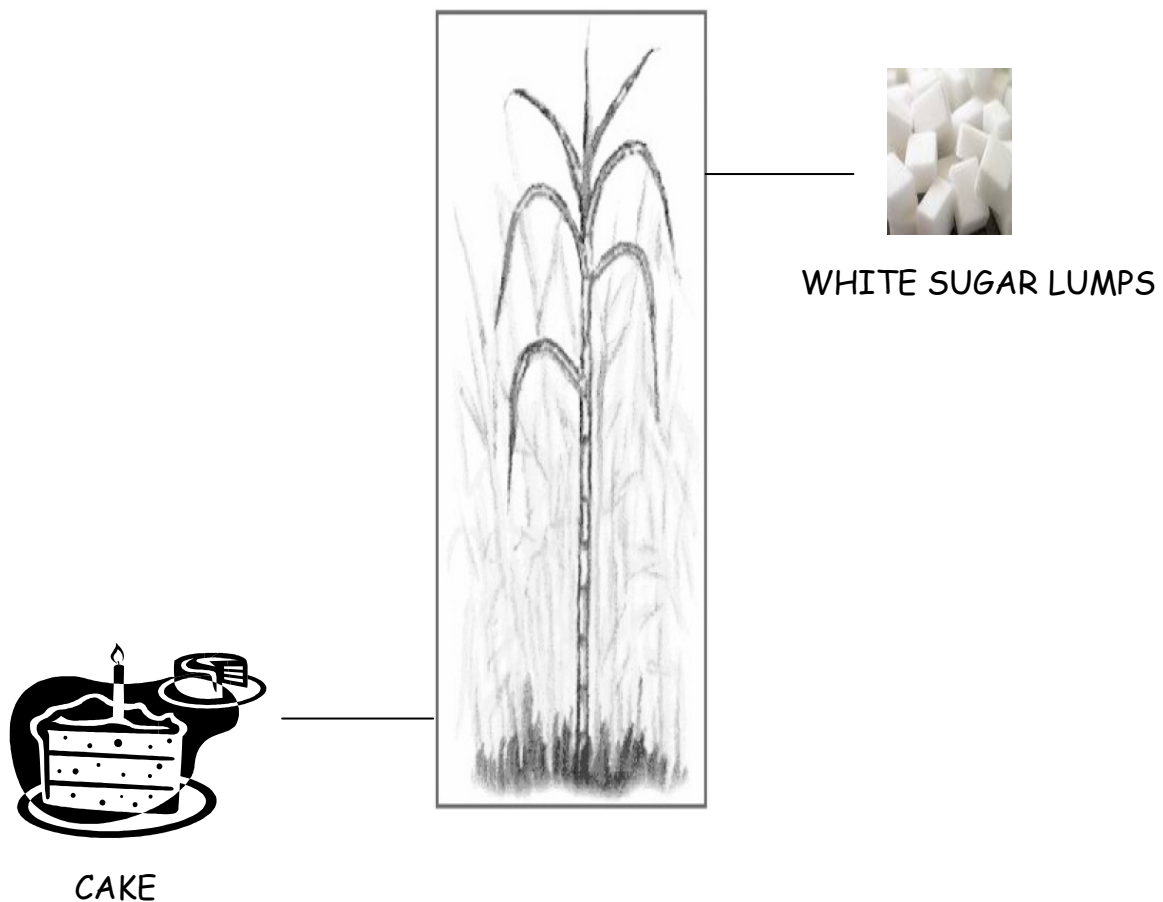
3. Which stages do you think were the hardest work?

Why?

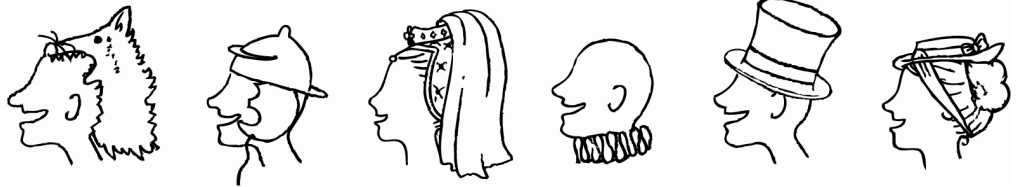
4. Which job would you most/least like to do?

Why?

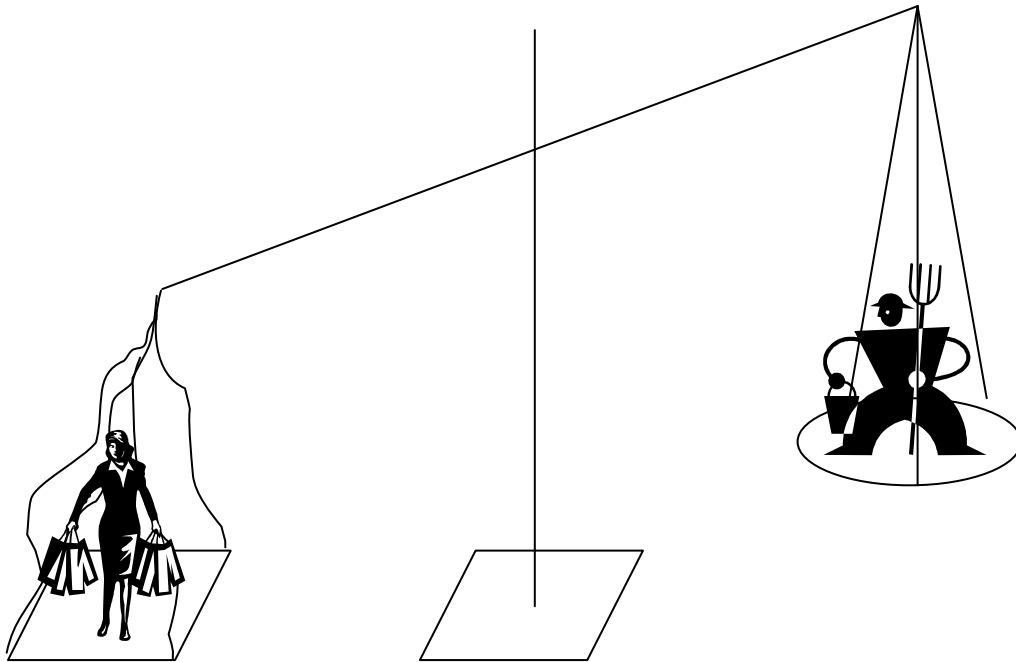
5. How many products can you think of which are *manufactured* using sugar cane?



Manufactured: To make or process a raw material (sugar cane) into a finished product (sugar lumps)



6. In pairs or small groups discuss the picture and descriptions below. Is this fair?



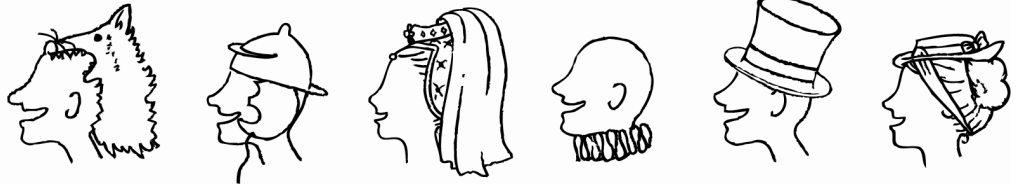
Shopper

Richer
- buy lots of goods
for a low price

Farmer

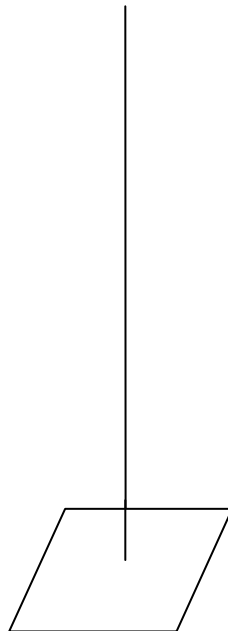
Poorer
- grow lots of crops
and sell for little money

Use the box below to make notes:



7. Today, slaves don't farm the sugar we eat, but the farmers in other countries who grow sugar often don't get a very fair deal.

How could we balance the scales and make the situation fairer? Complete the scales below, drawing in the farmer and the shopper and choosing the missing words.



Shopper

-Equal

Buy
goods

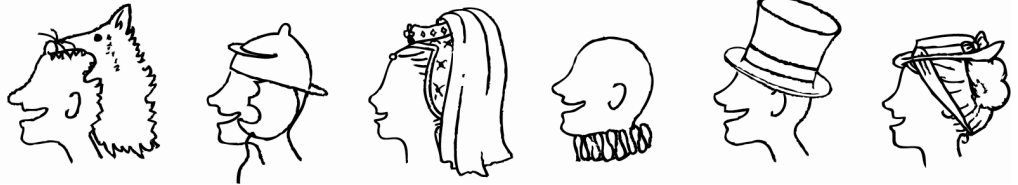
for price

Farmer

-Equal

Grow crops and
sell for price

FAIR SOME LOTS CHEAP EXPENSIVE

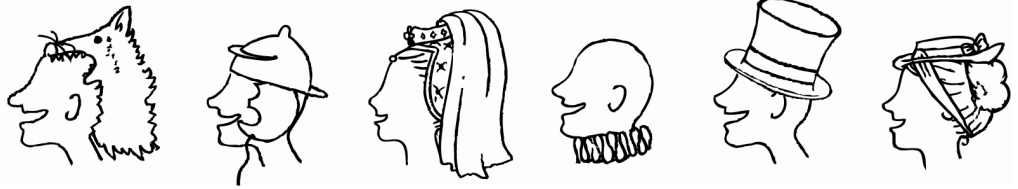


8. Find the painting of a Brixton market stall in 1988 by David Williams.
What food can you see?

9. Draw your own market stall and fill it with all the fruit and vegetables you like to eat. Label them to show where you think they come from.



10. Do most of the fruit and vegetables in your picture come from Britain or overseas?



Follow up activities for the classroom

Use these activities to extend learning after your Museum visit.

1. **Commodity timeline**

Share the sugar timeline below with your class. In groups or pairs, pupils could choose another commodity they have seen in the Museum and research and illustrate its timeline. Alternatively, pupils could use the internet to extend the timeline to the present day.

2. **Tate and Lyle** recently announced that they were moving towards Fair Trade sugar. Can pupils find out how they are going to do this?

3. **Supermarket Sweep (homework or class work)**

Make a list of Fair Trade products that students have heard of e.g. coffee, tea, chocolate, bananas. On their next visit to a supermarket, ask pupils find the price of Fair Trade products and non-fairly traded products to see if there is a difference. Discuss reasons for any differences.

In class: this could be done using the supermarket online shopping facility. www.tesco.com has a price-checker facility which compares the prices in several supermarkets.

Pupils could also find out:

- Which supermarket has the widest range of Fair Trade products
- What alternatives there are to shopping in supermarkets
- Where else Fair Trade products can be purchased

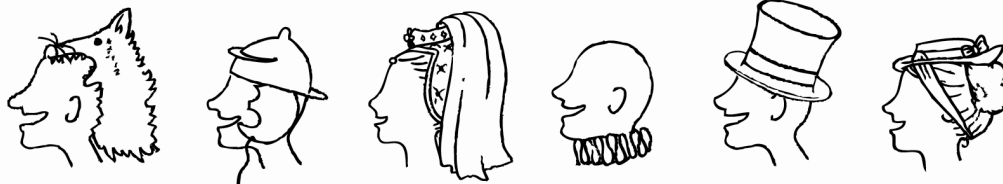
4. **Design a poster**

Design a poster which advertises a Fair Trade product. It should:

- ✓ Persuade people to buy Fair Trade products instead of alternatives
- ✓ Be eye-catching
- ✓ Have a catchy slogan

5. **Fair Trade Cake**

Find a simple fruit cake recipe and see if you can make it using only Fair Trade ingredients. How much more would this cost than using non-fairly traded ingredients? Perhaps your class could make Fair Trade fairy cakes and sell them in school to raise money for a charity.

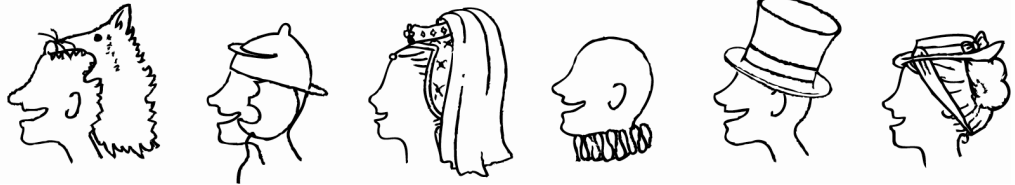


Background to London, Sugar & Slavery

Sugar was the most important commodity brought from the West Indies to No. 1 Warehouse. This sheet is designed to give you more information about the history of sugar in the United Kingdom.

Sugar timeline

6000 BC	Sugar first grown in New Guinea. Cultivation spread across South Asia and the Pacific.
510 BC	Emperor Darius of Persia (modern-day Iran) invades India and finds “the reed which gives honey without bees”.
715 AD	Sugar is grown in the Mediterranean area and begins to be exported to Western Europe.
1099 AD	Sugar is first recorded in England.
1319 AD	Sugar is available to buy in London at 2 shillings per pound (about £50 per kilo in today’s money). It’s a luxury!
c. 1600	Sugar is introduced to the Americas by European settlers.
1650	Barbados is virtually deforested so that sugar can be grown along with cotton and tobacco.
1700	People in England are eating 4 pounds of sugar each per year (less than two of today’s bags)
18 th century	So much sugar is being produced in the Caribbean that prices fall and almost everyone can afford it.
Late 18 th century	A German scientist discovers that sugar crystals can be extracted and processed from sugar beet.
1800	Consumption of sugar in England stands at 18 pounds per person per year – almost 9 bags!
1811	Large scale sugar beet production begins in Europe.
1890	England’s sugar intake stands at 90 pounds per person per year!



“discuss”

A brief overview of sugar and slavery

Sugar cane was grown on plantations. The workers were called 'slaves'.

Plantation owners did not have to pay slaves for their work so they could make huge profits when they sold the sugar cane

Slaves were captured in Africa and packed into crowded, smelly boats. They were transported to the Caribbean and America and sold to plantation owners. Many Africans died on the journey of illness and ill-treatment.

They were treated very cruelly by their masters. Slaves could be beaten if they did anything wrong. Many only lived for 7 years after they arrived in the Caribbean as their conditions were so terrible.

People in England began to understand how cruel the slave trade was through the work of campaigners like Thomas Clarkson, William Wilberforce and others. Many women stopped buying West Indian sugar and bought sugar that was not produced by slaves instead. In 1807 the slave trade was abolished in the British Empire.

The slaves themselves began to fight against slavery by resisting and rebelling. Slaves who had been freed or who had escaped from slavery wrote about their experiences and inspired people in Britain to help the abolition campaign.

In 1833 slavery itself was abolished in the British Empire.

What does 'slavery' mean?

Work and pay: Do children work for their pocket money? Do their parents get paid for work they do?

Is it right to sell people? Why not?

What do people need to live in good conditions? E.g. good food, clothes.

Which products could we buy today that would help people in other countries?

What sort of things could slaves do to resist their masters?

Does slavery still exist in the world today?