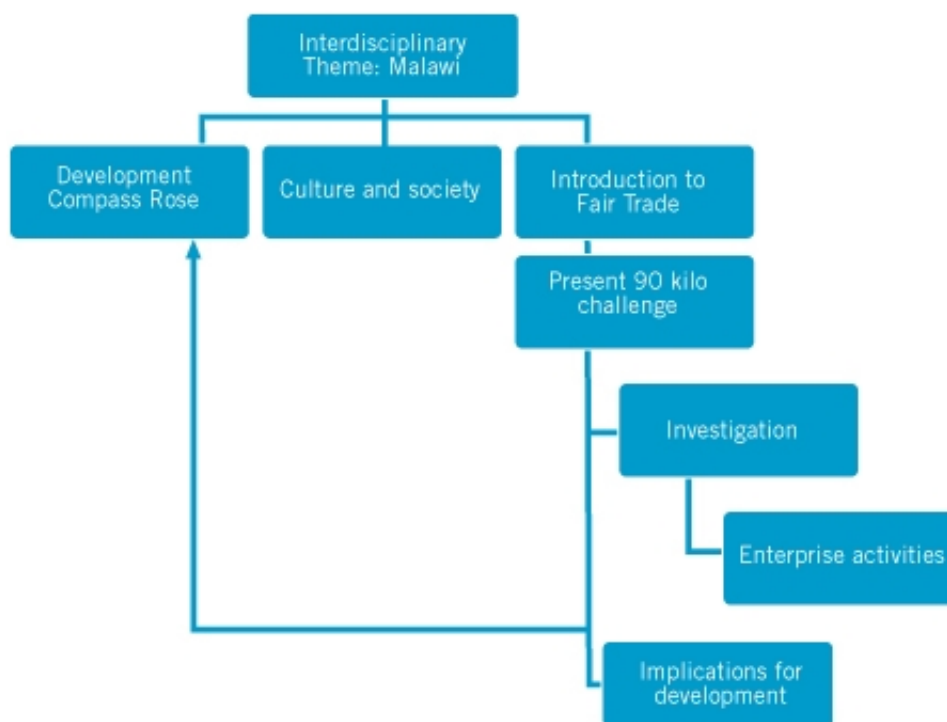


# THE SCOTTISH MALAWI FAIR TRADE PROJECT RESOURCES FOR SCHOOLS

## Some illustrative pathways for the 90 kilo Challenge

NB In each illustration, there would be parallel opportunities for literacy and numeracy across the curriculum, as well as skills development around advocacy, the interpretation of sources and evidence, etc.

### 1. An interdisciplinary topic (Malawi) for Upper Primary/Lower Secondary (broadly equivalent to ACfE Level 2)



### Some links to A Curriculum for Excellence

People in Society, Economy and Business	Second SOC 2-20a	Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Second RME 2-02b / RME 2-05b /	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.
Health and Wellbeing (Food and the Consumer)	Second HWB 2-34a	Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.

## 2. A Theme in RE around Justice (focus on Christianity) in S3/4



### Some links to A Curriculum for Excellence

Religious and Moral Education (Christianity and World Religions; Values and Issues)	Third RME 3-02b / RME 3-05b	I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.
Religious and Moral Education (Development of Beliefs and Values)	Third RME 3-09b	I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.
Religious and Moral Education (Development of Beliefs and Values)	Third RME 3-09c	I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-21a / RERC 4-21a	I have experienced what it means to be wise and compassionate. I can describe how these experiences have affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to the service of the common good.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-23a / RERC 4-23a	I have developed awareness of the elements essential for making informed decisions and I have examined situations which pose a moral challenge in life. I can describe and explain my response and the responses of others to these situations.
People, Place and Environment	Fourth SOC 4-11a	Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.
People in Society, Economy and Business	Third SOC 3-20a	When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.

### 3. A cross-curricular topic on 'Fairness' in Primary 3 leading to whole school enterprise activity around rice sales.



#### Some links to A Curriculum for Excellence

Health and Wellbeing (Food and the Consumer)	First/Second HWB 1-35a / HWB 2-35a	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.
Religious and Moral Education (Development of Beliefs and Values)	First RME 1-09b	I can show my understanding of values such as caring, sharing, fairness, equality and love.
Religious and Moral Education (Development of Beliefs and Values)	First RME 1-09c	I am becoming aware that people's beliefs and values affect their actions.

## 4. A critical investigation of Fair Trade in S3/4 or Upper Secondary



### Some links to A Curriculum for Excellence

People in Society, Economy and Business	Third SOC 3-20a	When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.
People in Society, Economy and Business	Third SOC 3-20b	I can present conclusions about the impact of the globalisation of trade on patterns of work and conditions of employment in Scotland, the UK or beyond.
People, Place and Environment	Fourth SOC 4-09a	Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability.
People, Place and Environment	Third SOC 3-11a	I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences.
People, Place and Environment	Fourth SOC 4-11a	Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.
People, Place and Environment	Fourth SOC 4-11b	I can explain how the distribution and control of important natural resources affects the international power and influences of states.
People, Place and Environment	SOC 4-11c	I can compare the population structure of Scotland with a contrasting country and can express informed views about the future implications for these societies.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Third RME 3-02b / RME 3-05b	I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Fourth RME 4-02b / RME 4-05b	I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.