

THE SCOTTISH MALAWI RICE PROJECT RESOURCES FOR SCHOOLS

Where To Start

Table 1: Excerpt from LTS (Online): Why study fair trade?

“Fair trade provides a meaningful context for learning within the Global Dimension. Education for the Global Dimension is an active process which encourages young people to:

- develop knowledge and understanding of the interdependence of our own and other societies, including the effects of global inequality and poverty
- develop and practise skills and capabilities that enable investigation of global issues
- gain experience of, develop and practise values and dispositions that are crucial to a just and democratic society and a sustainable world
- take thoughtful and responsible action which aims to contribute to the achievement of a just and caring world.

Learning about fair trade helps young people to make real links between local and global issues, exploring, for example, fairness, inequality, poverty and human rights.

Learning about fair trade issues encourages young people to develop an understanding of:

- how Scotland is linked to other countries across the world, and the interdependence of individuals
- the consequences of individual action
- how people can make a difference, bring about social change, and the values associated with that change
- the workings of the world economy
- the role of marketing and advertising in decision-making processes, and individual choice."

Endorsements such as this highlight the fact that schools across Scotland are being strongly encouraged to take on project work around fair trade. A number of possible pathways in which this agenda can overlap with the development of JTS are described in Section xx below, together with some relevant extracts from ACfE Outcomes and Experiences. These pathways demonstrate the variety and flexibility of approaches that are possible at various points in a pupil's school career.

Just Trading Scotland

Fairly Traded Rice from Malawi

Planning for a series of lessons

Based on a framework by Linda Clarke, St Margaret's RCPS Cowie, Stirling

Adapted from:

http://www.ltscotland.org.uk/Images/PlanningMaryCeleste_tcm4-512955.doc

Pupils will work individually, in pairs and groups to investigate, analyse, and develop an understanding of the idea of Fair Trade. They will present their learning regularly throughout the task to their peers, refining their presentation technique based on feedback given. They will organise a final presentation, which makes recommendations about effective and ethical practices. They will prepare an interactive and creative presentation for the '90kilo conference' where they will present their ideas for how best to use the 90 kilo bag of rice.

BIG QUESTIONS

1. What do we mean by 'Fair Trade'?
2. What is life like in Malawi today?
3. How can fair trade help people in places like Malawi?
4. What are the best ways of using our 90 kilo bag of rice, and why?

Methodology – To support the project the learning & teaching will focus on:

(Please Highlight or add more)

- Pupil Investigation
- Assessment is for Learning
- Enterprise/DTS
- Philosophical Enquiry
- Collaborative/cooperative learning
- Critical thinking/Creative thinking

Skills and Attributes: Will be discussed and explored with pupils

Subject Area Focus (highlight key areas)

- Literacy across the curriculum
- English Language
- Numeracy across the curriculum
- Maths
- Technologies
- Health and Well Being
- Science
- Religious and Moral Education
- Expressive Arts
- Social Subjects

Permeating Themes (highlight key areas)

- Citizenship
- Creativity
- Enterprise
- Sustainability (Eco Schools)
- Health Promotion

Successful Learners with:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas and able to:
 - Use literacy, communication and numeracy skills
 - Use technology for learning
 - Think creatively and independently
 - Learn independently and as part of a group
 - Make reasoned evaluations
 - Link and apply different kinds of learning in new situations.

Confident Individuals with:

- Self-respect
- A sense of physical, mental and emotional well-being
- Secure values and beliefs
- Ambition
- and be able to:
 - Relate to others and manage themselves
 - Pursue a healthy and active lifestyle
 - Be self-aware
 - Develop and communicate their own beliefs and view of the world
 - Live as independently as they can
 - Assess risk and make informed decisions
 - Achieve success in different areas of activity.

Responsible Citizens with:

- Respect for others
 - Commitment to participate responsibly in political, economic, social and cultural life
- and be able to:
- Develop knowledge and understanding of the world and Scotland's place in it
 - Understand different beliefs and cultures
 - Make informed choices and decisions
 - Evaluate environmental, scientific and technological studies
 - Develop informed, ethical view of complex issues.

Effective Contributors with:

- An enterprising attitude
- Resilience
- Self-reliance and be able to:
- Communicate in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems.

Development of the Principles for Curriculum Design: Please state how what you plan to do fulfils the Principles

DEPTH:

BREADTH

COHERENCE

RELEVANCE/ CHALLENGE & ENJOYMENT

PERSONALISATION & CHOICE

PROGRESSION