

THE SCOTTISH MALAWI RICE PROJECT RESOURCES FOR SCHOOLS

Introduction JTS' Fair Trade education resources

What you'll find in this section of our website is the outcome of joint work between JTS and the School of Education at Glasgow University.

The team at GU wrote:

'There is a compelling rationale for the development of educational activities such as those already promoted by Just Trading Scotland (JTS). This rationale can be constructed on a number of grounds; in relation to curriculum, policy and pedagogy, and more profoundly, from an ethical standpoint. In each category there are strong contemporary steers at national level that schools may respond to.

Two of the four underpinning values of Scottish education are Justice and Compassion, also enshrined in the Scottish Parliament's Mace. By exploring issues of fair trade in the context of the work of JTS, pupils are able to learn about these values.'

Perhaps more significantly, JTS products and resources provide opportunities for pupils to take action in relation to these values.

What you will find on these pages is principally focussed on the partnership that JTS has been building up with rice farmers in Malawi. We believe that the stories of the farmers, of how the introduction of rice as a new crop has changed their lives, and of their and our struggle to find assured markets for kilombero rice, will help students know and understand more about the lives of people in Malawi, about the plight of millions of smallholder farmers across the world, about the logistics of international trade and about the benefits of fair trade.

As time goes on we will be introducing new material about other crops and other groups. We also hope shortly to introduce an award scheme for schools who find this approach helpful.

For the moment we hope you will use the material here freely and share with us your ideas and experiences.

The JTS Team

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The story of Malawi kilombero rice

Malawi is a land of farmers. Nearly 85% of people live on the land and most will have around 4 acres (think 3-4 large football pitches) to farm. Many of the poorer farmers grow only enough food (mostly maize and a root crop called cassava) to feed their families for 8 months of the year. They then have to take any work they can find to have food for the rest of the year. There may be work for them on the tea and tobacco estates, or they may earn some cash by selling firewood from the forests.

The sad fact is that the poorer a farmer and his family are, the less of their land they are likely to cultivate. Why is this? Why is life so difficult, if you can only grow enough to feed your family?

In order to cultivate your land you need to buy seeds and, ideally, fertilisers, to make sure that you get a good harvest. If you hardly grow enough to feed your family, you don't have any produce left to sell to get cash. Without cash you can't buy seed and fertiliser. Any cash you have managed to save, you look after very carefully in case of emergencies. Even if you do sell some of your crops, you may not get a fair price. There are many traders who buy from small holder farmers using scales which give false readings. In this way farmers may receive as little as a third of what they should be getting. So, many farmers are caught in a poverty trap.

But not all. Abdul Phiri is a farmer in the north of Malawi in the Karonga region. He has a wife and four children and they live with his mother-in-law in a farmstead with 4½ acres. On 2 acres of his land he grows maize and cassava and this produces nearly enough for him to feed his family. On the rest of the land he grows rice. A little of this he keeps for the family's use; some he uses to buy maize; and the rest he sells to meet the many needs that he and his family have for cash.

What does the family spend their money on?

- **Housing:** they have a strong house (important in this region where earthquakes cause a lot of damage, as they did last Christmas), a house for his mother-in-law and an outside toilet to protect the family from disease, as well as shelters for the animals.
- **Clothing.**
- **Farm-inputs:** seeds and fertilisers.
- **Transport:** Abdul would love to have a car but that's way out of reach. He has however been able to afford a bicycle

- Farm implements: Abdul has a plough which takes a lot of the work out of tilling the fields and makes it easier for him to cultivate more of his land, even to cultivate land that is not being used by other local farmers
- Education: primary school education in Malawi is free but secondary is not. To send one his four sons to secondary school for a year, he will need to sell 90 kg of rice.

How did Abdul manage to get out of the poverty trap many farmers are caught in?

Some years ago, Abdul joined NASFAM (the National Smallholder Farmers' Association of Malawi). The association is organised locally into clubs and marketing associations and then has a national body which oversees all the work. It provides

- training for farmers, enabling them to grow new crops.
- Cheaper farm inputs, because they can buy in bulk
- Marketing to enable farmers to get a fair price for their crops

NASFAM introduced Abdul to rice which he had never grown before and provided him with good quality seed for Malawi's top rice, kilombero rice. They gave him advice and training and this meant he had the courage to grow a new crop which NASFAM could pay him a good price for. He also works very hard with help from the rest of the family. As a result of all this, Abdul in 2008 was able to grow 2.6 tonnes of rice. Abdul is a very successful farmer and by his example, he also encourages other farmers to work their way out of poverty.

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From Farm to Fork

There are a number of ways in which the rice can make the journey from Malawi to Scotland, and to your school. Malawi is a land-locked country and this makes it quite expensive to transport goods to Europe. Here is a typical route:

- The rice is harvested by the smallholder farmer and dried in Karonga, in the north of Malawi.
- NASFAM agrees a fair price with the local association of farmers in Karonga (KASFA) and buys the rice.
- It is taken to the NASFAM mill at Karonga where it is stored.
- When needed it is milled: de-stoned, de-husked, and winnowed.
- The rice for export is put into sacks and sent by lorry to Lilongwe, NASFAM's main base.
- In Lilongwe the rice is prepared for overseas shipment, export documents are issued and the rice is loaded into a container.
- The container is driven by lorry to Beira, a (not very deep) port in Mozambique.
- In Beira it is loaded on to a feeder vessel travelling to Durban.
- In Durban the container with the rice is transferred to a ship bound for Antwerp, making stops in Cape Town, Las Palmas and Tilbury in the UK on the way. The journey takes about 24 days.
- In Antwerp the container is transferred to a feeder vessel bound for Grangemouth.
- In Grangemouth the container is unloaded and taken to a mill in Motherwell where it is bagged and labelled.
- From Motherwell it travels by lorry to JTS' warehouse in Paisley where it is stored.
- From Paisley the rice is taken by courier to your school.

Notice:

- The difficulty caused by the fact that Malawi is a land-locked country
- Rail travel to the nearest port on the coast is not possible or safe at present
- The time taken from the milling of the rice at Karonga to its arrival in Paisley is 3-4 months
- Despite all the obstacles, great care is taken to ensure that the rice is in good condition, and is clean and palatable.

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Other things to know about Fair Trade

The Fair Trade movement exists to offer fair prices to producers of food, crafts and clothing, (in fact, almost anything: footballs, toiletries, rubber gloves) throughout the world. Fair Trade businesses build stable relationships between producers, processors and suppliers, so that all involved can plan their lives and care for their families and dependents.

Fair trade foods, crafts and clothing were pioneered by small fair trade shops, like the Balmore Coach House, Rainbow Turtle in Paisley and the One World Shops in Edinburgh and Glasgow.

Now such products are on the shelves of Tesco, Asda, and other leading supermarkets. To reassure customers that these products really are fairly traded, the Fairtrade Foundation issues a Fairtrade mark which you will find on the packet. The Co-op, which was the first UK supermarket to stock Fairtrade products, has a very good range, as has Marks and Spencer. Coffee shop chains such as Costa and Starbucks now offer Fairtrade coffee. People enjoy helping others but they also find that Fairtrade coffee is particularly delicious and that all the foods are of excellent quality.

Not only can teas, coffees, rice, pasta and clothes be given a Fairtrade mark, towns, cities and regions and schools can also become Fairtrade schools. In November 2002, Aberfeldy in Perthshire became the first Fairtrade town in Scotland, closely followed by Strathaven in Lanarkshire. After Lanarkshire, Paisley is the largest Fairtrade town in Scotland. The title means that a town, with the backing of its councillors and other local representatives, commits to making Fairtrade produce widely available in its shops and cafes and restaurants. It has to show that the people there strongly support Fairtrade, and there has to be a local steering group to make sure that the commitment is ongoing. Local producers are also supported with a view to encouraging the high standards of food produced locally. Council areas can also become Fairtrade zones and East Dunbartonshire and Renfrewshire have both achieved this status.

Examples of Fairtrade foods are coffee, tea, sugar, rice, fruit juices, nuts, and dried fruits.

Your school can become a Fairtrade school, if it hasn't already. That way you will all be helping farmers and workers in the developing world to get a better deal. It's enjoyable too. This is your chance to make a real difference.

Some questions and problems for the development of Fair Trade

The Fair Trade movement exists to:

- offer fair prices to producers of food, crafts and clothing, (in fact, almost anything: footballs, toiletries, rubber gloves) throughout the world
- build stable relationships between Fair Trade businesses and producers, processors and suppliers, so that all involved can plan their lives and care for their families and dependents.

Fair trade foods, crafts and clothing were pioneered by small fair trade shops, like the Balmore Coach House, Rainbow Turtle in Paisley and the One World Shops in Edinburgh and Glasgow. Now such products are on the shelves of Tesco, Asda, and other leading supermarkets. To reassure customers that these products really are fairly traded, the Fairtrade Foundation issues a **Fairtrade mark** which you will find on the packet.

Schools too can get Fairtrade status. That way you would be helping farmers and workers in the developing world to work their way out of poverty. This is your chance to make a real difference. And it's enjoyable too!

Here's how to go about it:-

Email schools@fairtrade.org.uk and ask for a registration form.

Go to www.fairtrade.org.uk/schools for information and ideas to help you. Selling the 90 kg challenge pack is one of the many ways in which you can work towards Fairtrade school status.

How does Fair Trade impact on the farmers in Malawi?

Farmers in Malawi, like farmers everywhere, want fair, stable prices and an assured market for their crops. Organisations like NASFAM (National Association of Smallholder Farmers of Malawi) guarantee a fair price and also work to gain access to markets for their members. NASFAM came to JTS and arranged for our first container of rice. JTS and NASFAM are working to find ways of supporting rice farmers in Malawi.

We are also working to get Malawi Kilombero Fairtrade certified but this is a long and difficult process which requires many hours of training and a big enough market to pay provide sufficient income to pay the annual fees. We are confident that this rice is fairly traded; we hope that in due course we will have the Fairtrade mark to give independent verification of this.

See also '[Just Trading and Fair Trade](#)' for a fuller discussion of some of the issues around Fair Trade.

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The Scottish Partners

JTS (Just Trading Scotland) is a small business in Paisley which grew out of the work of two fair trade shops in the Glasgow area (The Balmore Coach House and Rainbow Turtle in Paisley). They had been importing goods from Africa for some years, jams, marmalades and sauces from Swaziland and crafts from Swaziland, Lesotho and Mozambique and had seen how even quite small amounts of imports can help producers in Africa earn a better living.

In 2008 they decided to start working in Malawi. The Scottish Government was keen for businesses in Scotland to work with producers in Malawi and they had the help of another Scottish organisation, Imani Development, based in Oban, which also has offices in Malawi.

John Riches from JTS visited Malawi in December 2008 and met Abdul Phiri and NASFAM. NASFAM and the farmers were looking for ways of increasing their sales so that they could encourage farmers to grow more rice. JTS decided to order a container with 18 tonnes of rice.

How do you sell 18 tonnes of rice when you have never sold a grain before?

- JTS spoke to East Dunbartonshire and Renfrewshire who agreed to serve Malawi rice in schools.
- Liz Cotton of JTS thought that it would be good to challenge schools and churches to sell 90kg of rice, as that was what a farmer had to sell to send one child to school for one year. Within a year over 200 schools and churches had each sold (at least) 90 kg of rice, effectively a whole container!
- Fair trade shops across the UK bought the rice and encouraged churches and schools to do the 90 kg challenge.
- Edinburgh University are now serving Malawi kilombero rice in their residences.

This has been a huge joint effort. Councils, schools, churches, shops, universities have all played their part in introducing a new brand of rice to the UK. As a result, Malawi farmers have found new markets which can allow them to increase production. JTS have now bought 70 tonnes of rice from [NASFAM](#) and are looking to buy at least the same amount again in the next year.

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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

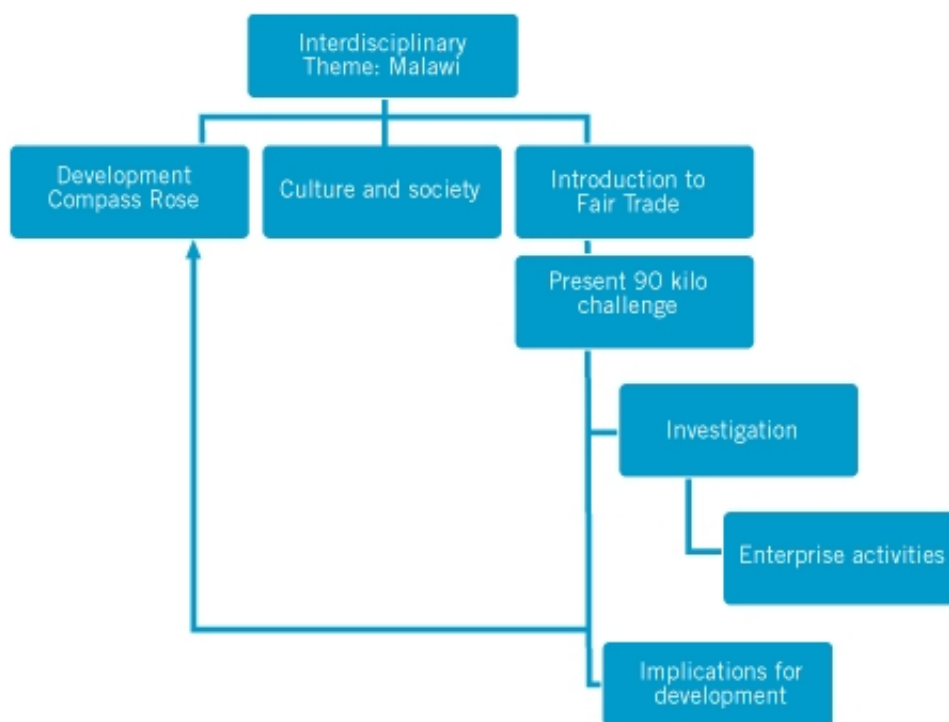
PROGRESSION

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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.

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Curriculum Planning by Area

Curriculum Area	Outcome/Experience Code and Level	Summary
Health and Wellbeing	All HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
Health and Wellbeing (Food and the Consumer)	Early HWB 0-36a	I explore and discover where foods come from as I choose, prepare and taste different foods.
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.
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.
Social Studies	All	Develop my understanding of my own values, beliefs and cultures and those of others
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.

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Curriculum Area	Outcome/Experience Code and Level	Summary
People, Place and Environment	Fourth 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.
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 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.
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.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Early RME 0-02a RME 0-05a	As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with 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.
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.

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Curriculum Area	Outcome/Experience Code and Level	Summary
Religious and Moral Education (Development of Beliefs and Values)	Early RME 0-09a	As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.
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)	Fourth RME 4-09b	I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.
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.
Religious and Moral Education (Development of Beliefs and Values)	Second RME 2-09c	I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.
Religious and Moral Education (Development of Beliefs and Values)	Second RME 2-09d	I am developing my understanding of how my own and other people's beliefs and values affect their actions.
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 and Moral Education (Development of Beliefs and Values)	Fourth RME 4-09c	I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	First RERC 1-20a / RERC 2-20a	I know that I have been called by God to grow in love, justice and peace in my relationships with others.

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Curriculum Area	Outcome/Experience Code and Level	Summary
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	First RERC 1-21a	I have explored the implications of Jesus' command to love God and love my neighbour.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-20a / RERC 4-20a	I have reflected on the Ten Commandments and the teachings of Christ. I have acted on Christ's personal challenge to contribute to the creation of a transformed world of Justice, Love and Peace, through the power of the Holy Spirit.
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)	First/Second RERC 1-24a / RERC 2-24a	I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others.
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.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-24a / RERC 4-24a	I have experienced opportunities to engage with issues of social injustice. I can describe how Church teaching in this area has affected my response and the responses of others to these issues.

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Curriculum Area	Outcome/Experience Code and Level	Summary
Other World Religions (Values and Issues)	Third RERC 3-26a RERC 3-26b	<p>I have researched and I can describe the moral attitudes and values of the major world religions.</p> <p>I can relate these to my own values.</p>
Other World Religions (Values and Issues)	Fourth RERC 4-26a RERC 4-26b	<p>I have researched into and I can identify the core values at the heart of the major world faiths.</p> <p>I can describe how this has developed my awareness of the commonality of values across major world faiths. I can evaluate the importance these values hold for the good of the individual and stability of society.</p>

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Curriculum Planning by Level

Curriculum Area	Outcome/Experience Code and Level	Summary
Health and Wellbeing	All HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
Social Studies	All	Develop my understanding of my own values, beliefs and cultures and those of others
Health and Wellbeing (Food and the Consumer)	Early HWB 0-36a	I explore and discover where foods come from as I choose, prepare and taste different foods.
Religious and Moral Education (Christianity and World Religions; Values and Issues)	Early RME 0-02a RME 0-05a	As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.
Religious and Moral Education (Development of Beliefs and Values)	Early RME 0-09a	As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.
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.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	First RERC 1-20a / RERC 2-20a	I know that I have been called by God to grow in love, justice and peace in my relationships with others.

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Curriculum Area	Outcome/Experience Code and Level	Summary
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	First RERC 1-21a	I have explored the implications of Jesus' command to love God and love my neighbour.
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 Education in Catholic Schools (Catholic Christianity; Reign of God)	First/Second RERC 1-24a / RERC 2-24a	I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others.
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.
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.
Religious and Moral Education (Development of Beliefs and Values)	Second RME 2-09c	I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.
Religious and Moral Education (Development of Beliefs and Values)	Second RME 2-09d	I am developing my understanding of how my own and other people's beliefs and values affect their actions.

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Curriculum Area	Outcome/Experience Code and Level	Summary
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	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 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.
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.
Other World Religions (Values and Issues)	Third RERC 3-26a RERC 3-26b	I have researched and I can describe the moral attitudes and values of the major world religions. I can relate these to my own values.

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Curriculum Area	Outcome/Experience Code and Level	Summary
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-20a / RERC 4-20a	I have reflected on the Ten Commandments and the teachings of Christ. I have acted on Christ's personal challenge to contribute to the creation of a transformed world of Justice, Love and Peace, through the power of the Holy Spirit.
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.
Religious Education in Catholic Schools (Catholic Christianity; Reign of God)	Third/Fourth RERC 3-24a / RERC 4-24a	I have experienced opportunities to engage with issues of social injustice. I can describe how Church teaching in this area has affected my response and the responses of others to these issues.
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	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	Fourth 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.

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Curriculum Area	Outcome/Experience Code and Level	Summary
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.
Religious and Moral Education (Development of Beliefs and Values)	Fourth RME 4-09b	I am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.
Religious and Moral Education (Development of Beliefs and Values)	Fourth RME 4-09c	I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.
Other World Religions (Values and Issues)	Fourth RERC 4-26a RERC 4-26b	I have researched into and I can identify the core values at the heart of the major world faiths. I can describe how this has developed my awareness of the commonality of values across major world faiths. I can evaluate the importance these values hold for the good of the individual and stability of society.