

One World: Chiwa's Sugar

Aim: To consider the lives of people living in other places, and people with different values and customs. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.	The Big Questions: How can our actions affect the lives of people like Chiwa? What can we do to help make the world a fairer place to live?	Resources: Lesson Pack It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.
Success Criteria: I can talk about where sugar comes from and how it is made. I can explain how the sugar trade works and think about the impact of it on the sugar farmers. I can identify if a given trading practice is fair or not. I can think about how I can make the world a fairer place.	Key/New Words: Resources, sugar, trade, farmer, fair trade, actions, impact, choice, positive, negative.	Preparation: Fairtrade Board Game – one per group Fairer Trading Discussion Cards – one card per group Fairer World Thought Bubble – one per child

Prior Learning

It would be beneficial if the children had explored successful group work skills prior to the lesson. This is lesson four in a series of six which is a case study of a fictional girl in Malawi called Chiwa. It would be beneficial if the whole unit was taught.

Learning Sequence

	Reconnecting – Sugar, Sugar, Everywhere: Introduce the Big Questions using the Lesson Presentation . Using the given stimulus pictures ask the children to work with a partner to think of as many different things as they can from their daily lives that use sugar or have sugar in. Ask the children to feed back their ideas and invite them to share what they know about where sugar comes from . Read the information in the Lesson Presentation to detail the process of sugar production.	
	Exploring – Malawi's Sugar Trade: Using the Lesson Presentation , detail the sugar trade in Malawi and what our sugar consumption means for the people of Malawi. Ask the children to tell a partner all they have learnt about the sugar trade.	
	Exploring – Fairer Trading?: Introduce the concept of fair trading by reading the information in the Lesson Presentation . Put the children into small groups and distribute one card from the Fairer Trading Discussion Cards to each group. Ask the children to read the statement on the card and work as a group to discuss the given questions . Invite each group to share what they have been discussing and their thoughts in relation to the given questions.	
	Reflecting – A Fairer World: Emphasise how our actions can have a positive and a negative impact on the lives of sugar farmers and link to the idea that we can choose to act in a way that makes the world a fairer place for all. Ask the children to sit quietly and reflect on a small action they could take to help make the world a fairer place . Children write this on a Fairer World Thought Bubble . These could be displayed in the classroom. Return to the Big Questions and assess the children's learning by asking them what the most interesting thing they have learnt is.	

	Consolidating – Finding out More: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Ask the children to play the Fairtrade Board Game . Encourage them to discuss all they are learning as they play .
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	Supporting: Ensure all times of discussion are occurring in mixed ability pairs and groups.
	Extending: Invite the children to research charities and organisations which are working to make the world a fairer place. Ask the children to find out what the charities and organisations are doing and what impact this is having.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).



Developing: Organise a 'Fair Trading Day' using resources such as the [Fairtrade PowerPoint](#), [Fairtrade Differentiated Fact File](#) and activities from the [Fairtrade Activity Pack](#).

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

- Policies:** If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
- Rules:** Remind children of the class agreement or ground rules for discussion.
- Expect:** Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
- Procedures:** Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
- Ask:** Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
- Respond:** Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
- Enable:** Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

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