

# Geography - lesson plans for non-teachers

## FAIR TRADE - Where in the world is Barnaby Bear?

### Key Stage 1

Ages 5 - 7, Scotland P1 - P2

Year 1/2

#### Where this lesson will fit into the national curriculum

This lesson is suitable for primary school children aged 5-7. It introduces fair trade through a soft toy/cartoon character called 'Barnaby Bear'. Within the National Curriculum this fits into Geography, Unit 5, 'Where in the world is Barnaby Bear?'. This unit is used at various points during Key Stage 1 and the lesson will therefore fit at any point in the year.

#### You will need

- A 'Barnaby Bear' (optional). The school may have a Barnaby Bear you can use for the lesson. Barnaby can be purchased online at [www.geography.org.uk/shop](http://www.geography.org.uk/shop)
- Postcards of Barnaby in various locations where fairly traded sugar, honey and rice are sourced.
- Traidcraft sugar (or FairBreak bar, which contains the Malawian sugar), honey (or Geobar which contains the Chilean honey) and rice.
- To ask the teacher for some world atlases and globes for the children to use (check your locations can be found easily).
- Blank world map outlines for the children to draw on.

#### Introduction to the lesson

(20 minutes approx)

Introduce the children to Barnaby and explain he has just returned from a visit abroad. Show them the 'photographs' of Barnaby in the different locations. Ask them if they recognise any of the places or if they have been anywhere similar themselves.

Use a world map to show where Barnaby has been. Talk about each postcard and explain as much as possible about the location using the information provided in the attached resources. Tell the children about the weather, any time difference, the language spoken, the currency used, favourite local foods and so on.

(continued)



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Explain why Barnaby chose these particular locations to visit: they are all connected with food we love to eat and drink – honey, sugar and rice. These locations are extra special because the farmers who live there and produce these items all receive a fair wage for their work. That means they can feed and clothe their families, provide a home and education for their children and other improvements such as clean water and medical facilities. You may need to spend some time encouraging the children to imagine life without these basics. There are a few images in the accompanying resources which might help. Match your fairly traded products with the locations where they are grown. Tell the children that when we buy fairly traded goods we are connecting our lives to theirs and making the world a fairer place for everyone.

### Leading the lesson

Ask the children to choose a friend to work with and give each pair an atlas or a globe. Challenge them to find the locations on Barnaby's postcards.

Hand out 'blank' copies of a world map and see if the children can mark the locations on the map.

Ask the children to draw pictures of the fairly traded products around the edge of the map and stick on or draw an arrow to show where it comes from. You may need to prepare arrows in advance for the children to stick on.



If some children finish very quickly you can tell them to turn the map over and draw a suitcase full of all the things Barnaby will need when he goes travelling to these places again.

### Thoughts to leave with the children

Remind the children of the positive benefits of fair trade to producers. Ask them what they have learned today. Explain that they can influence their parents/those they shop with to buy more fair trade products and they can request fair trade products themselves. Suggest that, as a class, they collect empty packaging carrying the Fairtrade Mark or from a fair trade company like Traidcraft and make a display to help demonstrate the impact they and their families have had on fair trade producers.

If the school is not already a Fairtrade School or working towards this, leave the teacher with information on how to go about becoming a Fairtrade School and how Traidcraft can help them to get more involved.