



Primary Lesson Ideas



Ideas for lower and upper primary to support teachers to use the topic of Fairtrade coffee farmers over a number of lessons

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About the Scotland Malawi Partnership

The Scotland Malawi Partnership (SMP) is the national network supporting and inspiring links which benefit both Scotland and Malawi.

By creating a network for all the organisations and individuals in Scotland currently engaged with Malawi to come together, we help reduce duplication of effort, add value to Scotland's historic civil society relationship with Malawi, and contribute towards poverty alleviation.

Our work isn't just about "international development", with donors on one side and recipients on the other. It's about partnership, about joint working, and about friendship.

Our History

We are proud of the 155 years of long-standing, mutually-beneficial community to community, family to family and people to people links which makes up our bilateral partnership with Malawi.

It's a relationship built on trust and mutual respect. We believe this is a new and exciting model of international cooperation and a powerful force for change.

The friendship between Scots and Malawians began in 1859, with the warm welcome extended to David Livingstone and his companions when he entered what is now Malawi for the first time.

The challenge posed by the United Nations Millennium Development Goals was taken up in Scotland in the late 1990s by David Livingstone's *alma mater* Strathclyde University when, in partnership with Bell College (local to Livingstone's birthplace at Blantyre), they launched their Malawi Millennium Project.

The Scotland Malawi Partnership was officially launched in April 2004 with the support of the Lord Provosts of Edinburgh and Glasgow.

2005, the G8 met at Gleneagles, with the Make Poverty History campaign drawing public attention to the issue of international development. At the same time the Scottish Government published Scotland's first international development strategy, with a particular focus on the relationship between Scotland and Malawi.

On the 3rd November 2005 the historic Co-operation Agreement between the governments of Scotland and Malawi was signed.



How can the SMP help your school?

Over 160 of the SMP members are Scottish Primary and Secondary Schools and they all do things a bit differently so we are keen to tailor our support to whatever each school needs.

To date we have supported our school members by:

1. Offering advice about how to set up a school partnership. **E.g. through our Guide to School Partnerships.**
2. Disseminating information through **weekly bulletins, regular email updates & quarterly schools newsletter.**
3. Promoting best practice. For example, through networking events, case studies on our website, videos etc.
4. Supporting networking and information sharing through 20 to 30 events, conferences, forums, training opportunities and stakeholder meetings a year, including a dedicated **Schools Forum** which meets quarterly to discuss key issues relevant to education linking, and explore best practice and areas of joint working.
5. Raising awareness of existing school partnerships in order to support the **sharing of experience and reduce the duplication of effort.**
6. Signposting schools to other organisations which offer **practical and financial support for school linking.**
7. Offering **free resources**, the opportunity to borrow resources and links to online resources that schools can use to support their Malawi links.
8. **Visiting schools** to do talks/lessons/assemblies about Malawi and running **culture/language workshops** for school groups visiting Malawi.
9. Having a dedicated youth and schools officer who can provide **practical advice and support** tailored to each individual school.
10. Helping schools tell their story of school partnership by offering **free video and photography services and training** with our Media and Communications Officer.



Lesson Ideas: Lower Primary

For use with the SMP School Resources

Purpose: These lesson ideas are to support teachers to use the topic of Fairtrade coffee farmers and keep referring back to it over a series of lessons.

For lower Primary the teacher could use the resources as a guide for themselves and use the lesson ideas below. Alternatively they could read the Producer Profile (A) and the Producer story (B) to the learners at the beginning of the topic and explain that you will be coming back to the ideas in these pages throughout the topic.

These are just ideas for lessons, you can adapt them in any way you would like and it doesn't matter if just one class is learning about Malawi, a cluster of teachers or the entire school, these resources are just designed to give you some ideas as a starting point.

For further support please contact: gemma@scotland-malawipartnership.org

Literacy and English:

Look at the pictures on the Producer Story page (B), explain to the learners that McDonald is a coffee farmer and he has used the money from his business to pay for his childrens' school fees. Ask them if they can remember their first day of school? Discuss what you might be feeling, write up some of these words on the board.

Activity:

Ask the children to draw a picture of one of McDonald's children on their first day at school (use a template of a child to colour in if needed). Get them to write around the picture some words to describe how they might be feeling, using the words on the board or ask them to write full sentences.

Ask a few children to share their pictures with the rest of the class, especially if some new words came up. Discuss that, even though you can be nervous on your first day, school is fun and interesting. Explain that not all children in the world can afford to go to school and is that fair?

Maths:

Use whatever Maths theme you are studying at the moment to create some simple word puzzles for the class based on the coffee farmer story (B), for example:

McDonald makes £5 from selling his coffee in January and double that amount in February, how much does he make in February?

McDonald goes to the market. It costs £1 for a bag of rice, how much will 3 bags cost?

McDonald buys 3 goats and gives 1 to his brother, how many will he have left?

McDonald buys 12 biscuits and wants to split them fairly between his 6 children, how many will they get each?

Activity:

Go through one example on the board, let the learners who have understood the word problems to go back to their seats and try some on their own using a worksheet. Keep the rest of the class with you and go through some more examples until they have understood. At the end show a real example of one of the questions (i.e. bring in biscuits, rice or plastic goats!)



Science:

Work with learners in small groups to explore a packet of coffee beans (buy coffee beans or contact the SMP if you would like Malawian coffee beans):

Discuss the packet, what it tells you about what's inside/whether they like it etc. Discuss the beans, their texture, what they smell like etc.

Explain what happens to the beans in order to be turned into coffee, that they need to be ground into smaller pieces (or use a coffee grinder if you have access to one so they can try it for themselves) and then that you add boiling water.

Discuss health and safety about boiling water and explain that coffee has caffeine in it so isn't a drink for children etc.

At the end of the lesson explain that this coffee is the same, and it's the same process, whether it is Fairtrade or not, but that Fairtrade means the farmer will get a bit more money for his coffee.

N.B. As an extension or with older children you could do this with the whole production process (C), show them the pictures of the coffee being grown on trees, the coffee cherries that come off the tree, the cherry sorting process, the drying beds, the pulping process, the green beans at this stage, the roasting process and the finished product of the packaged coffee. Put them in the correct order and discuss the process.



Geography:

Find Malawi on a map together and ask the learners what they can tell you about it? How big is it compared to the countries around it? How big is the lake? Is there any ocean around it?

Activity:

Discuss the weather in Malawi, as a class do a 'weather report' for Malawi with a symbol for what the weather is like that day and a brief sentence. You could either do this as a whole class, ask learners to do individual weather reports or ask them to choose from 4 symbols you have printed out and get them to cut and stick it down.



Art:

Look at the Mzuzu Coffee Planters Logo below or look on website: <http://www.mzuzucoffee.org/>



Ask the learners whether they like it or not, what do they think about the colours and the pictures on it?

Activity:

Give them a template that is a circle with the coffee cup in the middle (D); ask them to choose what colours they would like to do the background and the coffee cup in. Get them to colour in (or collage with that colour) their chosen colours onto the logo. At the end help them to stick some brown circles on either side to represent the coffee beans.

Ask them to compare their pictures to the original logo, which do they prefer and why?



Citizenship:

Ask the children what they think the word 'fair' means and explore some of their answers, making notes on the board if necessary.

Activity:

Write fair and unfair on pieces of paper and put them on either side of the classroom. Read out some statements related to the Coffee farmers and ask them to move to the end of the classroom that they think goes with the statement. Explain that there is no right or wrong answer and discuss the options each time and why they chose each one. For example:

Some children in the world can't afford to go to school.

McDonald can only send 3 of his children to school so he chooses the oldest three, the younger ones will go to school when he gets more money.

Some coffee farmers get paid less for their coffee because they need to sell it quickly.

If coffee farmers sell Fairtrade coffee they have to wait a bit longer to be paid but they get a Fairtrade premium which is extra money for them, their families and their communities.



Coffee beans

Curriculum for Excellence: Lower Primary

Subject	Lesson Idea	Experiences and Outcomes	Resources
Literacy and English	Discussing feelings on your first day of school and the importance of Education.	<p>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect: LIT 1 – 02a</p> <p>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others: LIT 1 – 06a</p> <p>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words: LIT 1 – 21a</p> <p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features: LIT 1 – 24a</p> <p>I can describe and share my experiences and how they made me feel: ENG 1 – 30a</p>	Producer Story (B). Coloured Pencils for drawing.
Maths	Word puzzles based on the life of a Fairtrade coffee farmer.	<p>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed: MNU 1 – 03a</p> <p>I can use money to pay for items and can work out how much change I should receive: MNU 1 – 09a</p> <p>I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change: MNU 1 – 09b</p>	Producer Story (B). Pre-prepared word puzzles. Biscuits/rice or plastic animals.
Science	Discuss coffee beans, the coffee process and introduce the idea of Fairtrade.	<p>I can identify my senses and use them to explore the world around me: SCN 0 -12a</p> <p>Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges: SCN 1 -15a</p> <p>Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment: TCH 1 -02a</p>	Packet of Coffee Beans. Extension- pictures of Coffee Process (C)



		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. HWB 1 - 35a	
Geography	Locate Malawi on a map and discuss the weather in Malawi.	By exploring climate zones around the world, I can compare and describe how climate affects living things: SOC 1 - 12b By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things: SOC 1 -13b	World Map. Weather report from Malawi. Examples of weather symbols (on paper to be cut out if needed)
Art	Re-design the Mzuzu Coffee Planters Logo.	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks: EXA 1 – 02a I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture: EXA 1 – 03a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design: EXA 1 – 05a	Mzuzu Coffee Logo on website. Outline of Coffee Logo (D) for each learner. Paint/pencil crayons on collage materials in a range of colours. Brown ovals of paper and glue.
Citizenship	Explore what we mean by fair and unfair.	I am aware of and able to express my feelings and am developing the ability to talk about them: HWB 1 - 01a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others: HWB 1 - 05a I can show my understanding of values such as caring, sharing, fairness, equality and love: RME 1 – 09b	'Fair' and 'Unfair' on large pieces of paper. Statements relating to the life of Coffee farmers.





Lesson Ideas: Upper Primary

For use with the SMP School Resources

Purpose: These lesson ideas are to support teachers to use the topic of Fairtrade coffee farmers and keep referring back to it over a series of lessons.

For upper Primary the teacher could use the resources as a guide for themselves and use the lesson ideas below. Alternatively the teacher could read the Producer Profile (A) and the Producer story (B) to the learners at the beginning of the topic and explain that you will be coming back to the ideas in these pages throughout the topic.

These are just ideas for lessons, you can adapt them in any way you would like and it doesn't matter if just one class is learning about Malawi, a cluster of teachers or the entire school, these resources are just designed to give you some ideas as a starting point.

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Literacy and English:

Look at the Producer Profile (A) together. Encourage learners to imagine they were going on a trip to Malawi like the one described. Write some ideas on the board, what might they do while they were there? What do they think would be their favourite activities? What would be different to Scotland? What might be the same as in Scotland?

Find some pictures online of Lake Malawi, Malawian food, a Malawian School, a wildlife park so that they can visualise some of the activities on the trip (or contact SMP to be emailed some).

Activity:

Ask the children to write a diary entry for 1 day on their trip to Malawi (model writing a diary entry on the board if needed). Get them to describe the food, the activity, how they felt, what they liked. If they are unsure what to put for anything, mark it as something to research about Malawi and come back to at a future lesson.

At the end of the lesson, ask the children to tell you what they have learnt about Malawi.



Maths:

Read the Producer story (B) together, ask the children to think about what else McDonald has been able to pay for because of his Fairtrade coffee sales and how that has benefitted his family.

Activity:

Explain to the class that they are going to be coffee farmers and that they need to calculate their profits at each stage of the process. Read a story like the one below and ask them to calculate the sums at each stage (you could make these easier or more difficult depending on your class). Model the answers on the board as you are going through the story, ask the children to mark and correct their own work or check a partner.

Here is an example of a story you might use:

1. You sell your coffee for £1 per KG, you have 30 KGs to sell, how much money will you make?
2. You then need to buy seeds for the new planting season, they cost £4, how much money will you have left?
3. You decide to spend £5 on fertiliser, the bags cost £1.20 each, how many bags can you buy with your £5?
4. When you get to the shop, fertiliser has gone up by 30p per bag, how many bags can you buy now with your £5?
5. When you get home from buying fertiliser, you decide to split your change evenly between your five children, how much will they get each?
6. You plant your seeds and spread your fertiliser, you now need to water them. Each square metre of ground needs 2 litres of water and you have 15 square metres, how many litres of water will you need?
7. When your coffee plants are ready to harvest, a private company offers you 80p per KG and they will pay you now. You have 40 KGs to sell, how much money will you get from them?
8. A Fairtrade organisation offers you £1.20 per KG but you will have to wait until the coffee is sold to receive your money. How much more money would you make by choosing the Fairtrade organisation?

At the end of the lesson, ask the children whether they would choose to sell to a private company in Malawi or to a Fairtrade organisation?

Ask them why they think a farmer in Malawi might have to sell to a private company even though they would get less money in the long run (e.g. need to buy food for family-affected by an increase in food prices, lack of savings-due to a bad harvest last year, fear of when they will actually receive the money when the family has very little etc.)



Geography:

Look together at a map of Malawi and talk specifically about the different Geographical features. Ask the children to point out where the lake is (and how large it is), where the rivers are, Mulanje mountain and where there are other hills and higher areas.

Activity:

Decide on some symbols that you are going to use as a class to show these different features and draw them on the board for the children to refer to. Give them each an outline of Malawi and ask them to draw the different features onto their outline and draw a key and symbols for their maps of Malawi.

At the end of the lesson, ask the children to tell you what things they would like to visit in Malawi and why.



Science:

Explain to the class that you are going to be thinking about the whole production process for coffee. Get them to suggest some ideas about what stages might be involved and write them on the board.

Activity:

As a whole class or in groups, show them pictures of the production process (C) and ask them to put them in order: the coffee being grown on trees, the coffee cherries that come off the tree, the cherry sorting process, the drying beds, the pulping process, the green beans at this stage, the roasting process and the finished product of the packaged coffee. Put them in the correct order and discuss the process.

Ask them each to draw a diagram of the production (filling in the blanks or drawing their own diagram depending on ability).



Drama:

Recap on the Producers Story (B) and remind children of the different things that have happened to McDonald and his family. Discuss some of the 'scenes' that might have taken place with the family.

Activity:

In groups, role-play the different scenes discussed (or give each group a different freeze frame and get the rest of the class to guess what's happening in the frame). For example, the moment the child gets told they are going to school, the moment they buy new goats for the family, the moment they build a new part to their house, a farming scene etc.

Show the scenes to the rest of the class.

P.E.: The rains Vs drought

Resources: A large amount of rounded markers (at least twice as much as the learners!)

Remind the learners of the coffee farmer's story and ask them whether the coffee would grow better if there was rain or if there was drought. Remind them that too much rain can cause problems too. Get some children to scatter the rounded markers over a large area. Half should be the right way up, the other half upside down. Tell the children that Team A are the rains and they want to catch as much rain as possible in the upside down markers, so they must rush around, turning them all the wrong way up to collect water. Then explain that Team B are the drought and don't want to catch the rain so their mission is to turn them back the right way so the rains wash away!

Rule: You can only turn over a cone if no one else is touching it.

When they have understood what they have to do, give both teams a set amount of time to turn the markers and then the markers are compared to see which team has the most their way. Repeat as desired. It's really not as chaotic as it sounds!

PSHE:

Recap on the trip to Malawi mentioned in the Producers profile (A). Explain to the class that, if we are going on a trip to Malawi, we will need a passport. Ask them what is usually in a passport and write up their ideas on the board.

Activity:

Get them to fill in the Passport template with their own details (E). If they struggle with the questions about what they are good at and what their favourite things are, discuss the ideas as a class or get them to discuss this in pairs. For older learners, get them to really think about what the stamps for each country should be, what would symbolise the countries that they want to visit?

Ask learners to share their wish list with the rest of the class, where would everybody like to visit and why?

R.E.:

Explain to the class that, according to the Bradt Guide to Malawi (2013), 80% of the population of Malawi are Christian (mostly Roman Catholic and Church of Central Africa Presbyterian-CCAP), 13% Muslim, 4% traditional animism and the rest a selection of other faiths and sects.

Activity:

Look at the different images of places of worship in Malawi (F) and discuss the similarities and differences between them. Think about which ones are similar to Scotland and which are different. Discuss what you need in order to have a place of worship; do you have to have a building?

Curriculum for Excellence: Upper Primary

Subject	Lesson Idea	Experiences and Outcomes	Resources
Literacy and English	Discuss what you might see on a trip to Malawi and write a diary entry for a day on their 'Trip to Malawi'.	<p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience: LIT 2 - 06a</p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience: LIT 2 - 20a</p> <p>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources: LIT 2 - 21a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience: LIT 2 - 26a</p> <p>I can convey information, describe events, explain processes or combine ideas in different ways: LIT 2 - 28a</p>	<p>Producer Profile (A)</p> <p>Pictures of Lake Malawi, Malawian food, a Malawian School, a wildlife park</p>
Maths	Pretend you are a coffee farmer and calculate your costs and profits at different stages of the process.	<p>Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others: MNU 2 - 03a</p> <p>I can use money to pay for items and can work out how much change I should receive: MNU 1 - 09a</p> <p>I can use the terms profit and loss in buying and selling activities and can make simple calculations for this: MNU 2 - 09c</p>	<p>Producer Story (B).</p> <p>Coffee farmers 'story' with different calculations at each stage.</p>
Geography	Look at different Geographical features in Malawi and draw them on a map of Malawi using symbols.	<p>By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things: SOC 2 -12a</p> <p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world: SOC 2 - 14a</p>	<p>Map of Malawi showing features.</p> <p>An outline of Malawi for each learner.</p>
Science	Order the coffee production process and draw a diagram to illustrate this.	<p>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: HWB 2 - 35a</p> <p>By investigating the lifecycles of plants and animals, I can recognise the different stages of their development: SCN 2 - 14a</p>	<p>Pictures of the coffee process (C).</p> <p>If needed- a partial diagram of the process</p>

Drama	Discuss MacDonald the coffee farmers story and role play (or freeze frame) the different things that have happened to him and his family.	<p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances: EXA 2 - 01a</p> <p>I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology : EXA 2 - 12a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama: EXA 2 - 13a</p> <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere: EXA 2 - 14a</p>	Producer Story (B)
P.E.	Play 'The rains Vs Drought' game	<p>I know and can demonstrate how to travel safely: HWB 2 - 18a</p> <p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control: HWB 2 - 21a</p> <p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals: HWB 2 - 23a</p>	A large amount of rounded markers (at least twice as much as the learners)
PSHE	Create your own passport, telling people about yourself and where in the world you want to go.	<p>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others: HWB 1-19a</p> <p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all: HWB 2 - 10a</p>	Producers Profile (A) Passport (E), version for teacher and learners
R.E.	Discuss religion in Malawi, places of worship there, similarities and differences to Scotland.	<p>I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs: RME 2 - 04c</p> <p>I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions: RME 2 - 06a</p>	Images of different places of Worship in Malawi (F) – to be downloaded from SMP website.





Alternative Primary Lesson Ideas

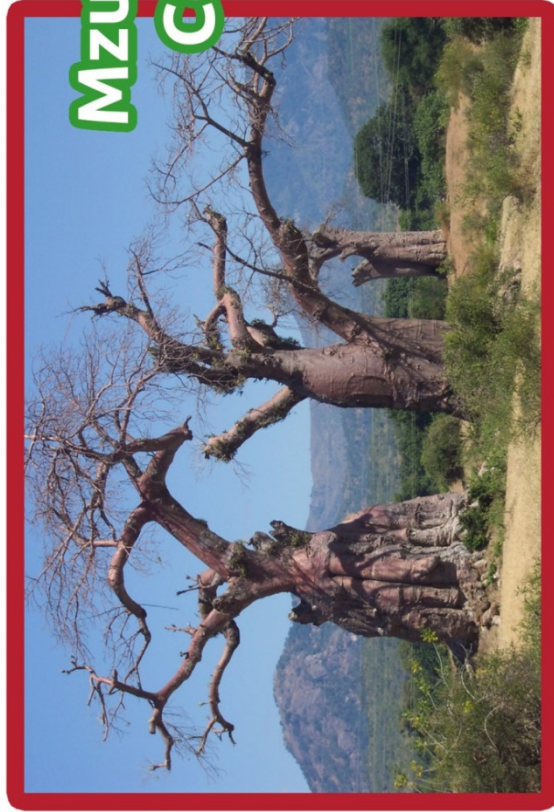
If you would like to teach a one off lesson about Malawi, rather than using the theme of the Coffee farmers, there are lots of ideas below. All of these have been tried and tested by our school members and can be adapted in different ways to support your needs.

- **Music:** learn a Malawian song in Chichewa: contact the SMP to get the lyrics and song to learn.
- **Music:** create a Sound Garden: Both schools in Malawi and Scotland make their own instruments using recycled items and invite each class to come and visit the garden to play the instruments. Do a concert at the end using the instruments made.
- **Art:** Swap photos or drawings about harvesting vegetables in the two countries.
- **Story-telling:** Share Scottish Nursery rhymes or Fairy tales with your partner school and ask them to share Malawian ones with you.
- **Homes:** swap information about what homes are like, made out of, what rooms you have, where you cook, what you have in your kitchens etc. Create pictures of Malawian and Scottish homes using printing for the bricks, tissue paper/paper tiles for the roof etc.
- **Nature:** do a Biodiversity Survey, what animals / plants live in or visit our playground in both schools.
- **Food:** do a weekly food diary and swap. What foods do we have in Scotland? Where does it come from? And what food do they have in Malawi? Similarities and differences?
- **Environment:** do they re-cycle in Malawi and how? What about renewable energy? Compare with Scotland.
- **Art:** look at patterns on Malawian fabrics. Do a printing task where learners recreate the colours and shapes in the fabrics.
- **Animals:** look at the animals that live in Malawi and make clay animals or masks of those animals.
- **Sport:** get learners to research and find out about sport and sportspeople from Malawi, e.g. Flames football team and Queens netball team (who came to the Commonwealth Games). Produce an information booklet/sheet about Sport in Malawi. Alternatively, using a picture of a silhouette frieze as a stimulus (from SMP), produce a class frieze showing silhouettes of sporting figures.
- **Tourism:** learners should pretend to book a holiday to Malawi – research flights, accommodation, things to do whilst there. Put together an itinerary and costings for the trip.

Have you taught a lesson on Malawi that worked well? Do you have an idea for a lesson plan?

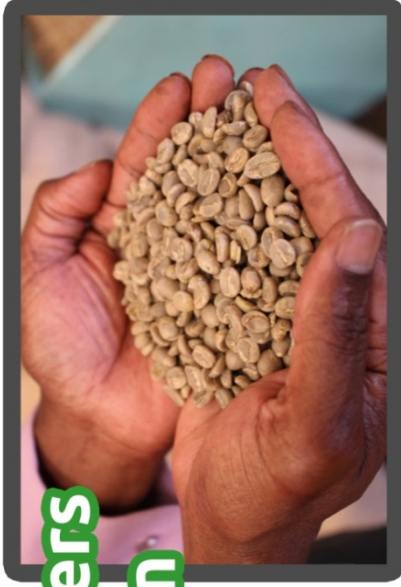
Please email gemma@scotland-malawipartnership.org and contribute to these lesson ideas





Producer Profile:

Mzuzu Coffee Planters Cooperative Union



A democratic and empowered Union of farmers (comprising of six cooperatives) based in Mzuzu. They produce coffee with pride and sell it with dignity and with knowledge and understanding of our markets and our customer needs. They have 3000 member farmers, 25% of them are women and they have been growing coffee since early 1930s.

The Warm Heart of Africa:

Malawi

With its majestic landscapes, diverse wildlife and friendly people, Malawi is a must-see destination for tourists and school groups. In a country like Malawi, you don't have to be just a tourist, you can make a positive impact too.

As well as enjoying the unrivalled beauty that the country has to offer, why not visit Mzuzu and meet the coffee farmers? You can learn about the production process, sip a cup of Fairtrade coffee in the Farmer Cooperation's own coffee shop and see which parts of the world Mzuzu coffee is sent to. You could also visit a school and see the children who have directly benefitted from Fairtrade.

Why not visit Liwonde National Park or Majete Wildlife Reserve and see what animals you can spot? You can also find out about the conservation projects happening in Malawi.

Highlights

- **Relax** on the stunning beaches of lake Malawi.
- **Visit** a school and meet the farmer's children.
- **Sip** a cup of Fairtrade coffee as you visit the coffee farms.
- **Stay** in a traditional Malawian house with a family.
- **Visit** Liwonde National Park or Majete Wildlife Reserve.

Meet the farmers

McDonald Nguluwe is a small holder farmer in the beautiful Nkhata Bay Highlands and is a member of the Mzuzu Coffee Planters Cooperative Union.

Now in his 30s, McDonald has been growing coffee in Malawi for most of his adult life. The income generated from his fairly traded coffee sales has provided McDonald with a sustainable livelihood so he can continue to provide his family with food and safe, secure accommodation.

With his income he is now able to send all of his children to school in Mzuzu. With the money he has saved he has also been able to build an extension on his house and buy some goats to provide milk for the family.



Producer Stories: McDonald Nguluwe

McDonald Nguluwe is a small holder farmer in the beautiful Nkhata Bay Highlands and is a member of the Mzuzu Coffee Planters Cooperative Union.

Now in his 30s, McDonald has been growing coffee in Malawi for most of his adult life. The income generated from his fairly traded coffee sales has provided McDonald with a sustainable livelihood so he can continue to provide his family with food and safe, secure accommodation. With his income he is now able to send all of his children to school in Mzuzu. With the money he has saved he has also been able to build an extension on his house and buy some goats to provide milk for the family.



"I am so proud that, because of my coffee income, I have been able to send all of my children to school in Mzuzu."

McDonald is one of nearly 3000 farmers who are members of the Mzuzu Coffee Planters Cooperative Union. They are a democratic and empowered Union of farmers who produce their coffee with pride and care and sell it with dignity and with knowledge and understanding of their markets and customers' needs.



Their aim is that every smallholder coffee farmer should achieve four things:

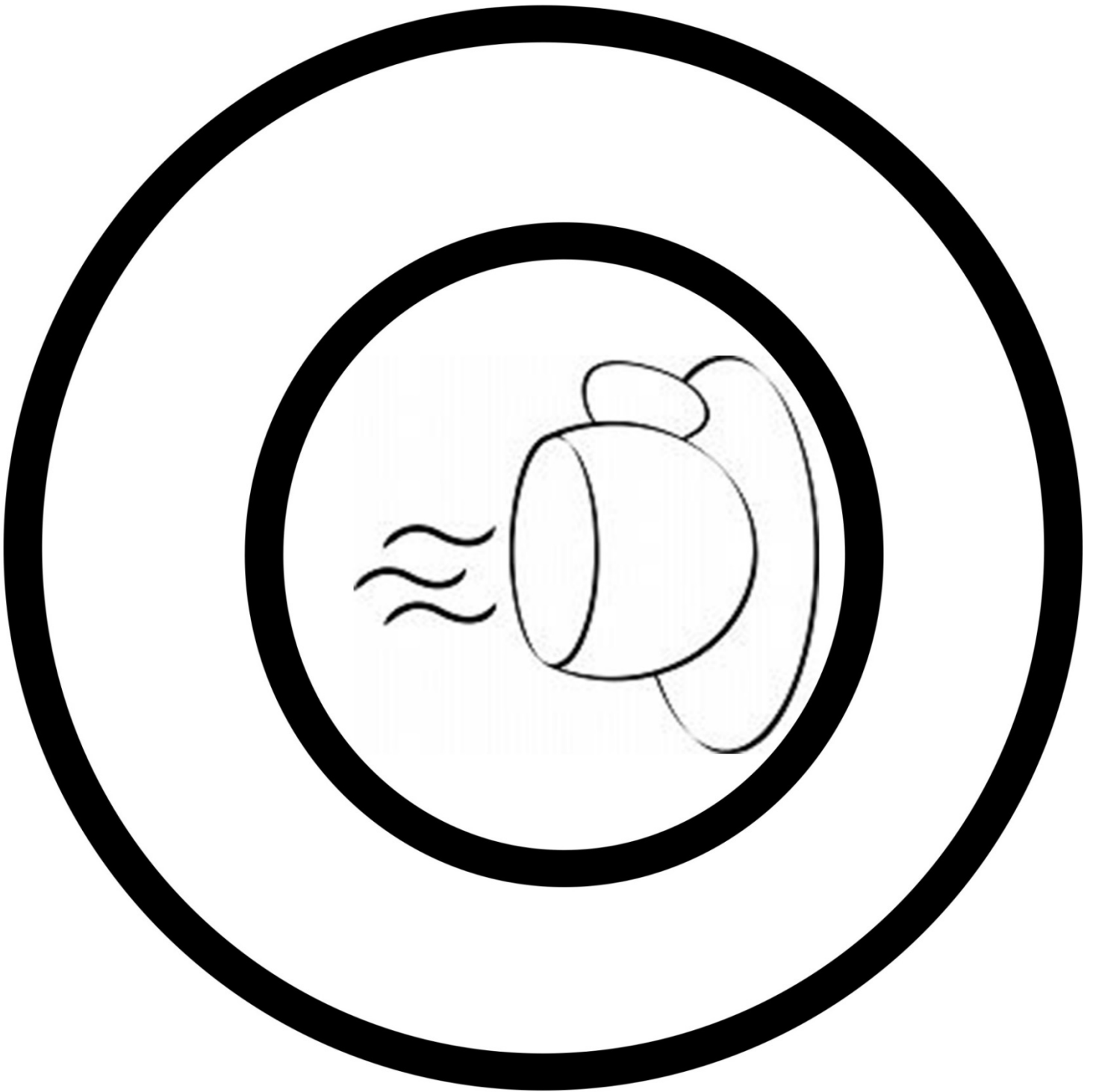
- decent accommodation
- food security (three decent meals a day)
- adequate warmth (clothing and bedding for the family)
- education for their family members

McDonald is also the chair of the Mulere processing zone where he passes on his skills and knowledge about processing, climate smart agriculture and water management to other farmers in the area so they too can benefit by pooling resources. Money generated from the fair trade premium has enabled the cooperative to improved production processes, provide community health facilities in the region and offer low interest, micro-finance loans to allow coffee farmers to diversify into other income generating activities.

For example, the Women in Coffee initiative in Mzuzu has allowed women farmers to take out micro loans to buy livestock for their families, improve their housing, buy a motorbike to generate extra income or start an additional business (such as a bakery).







My Wish List:

Places I'd like to visit



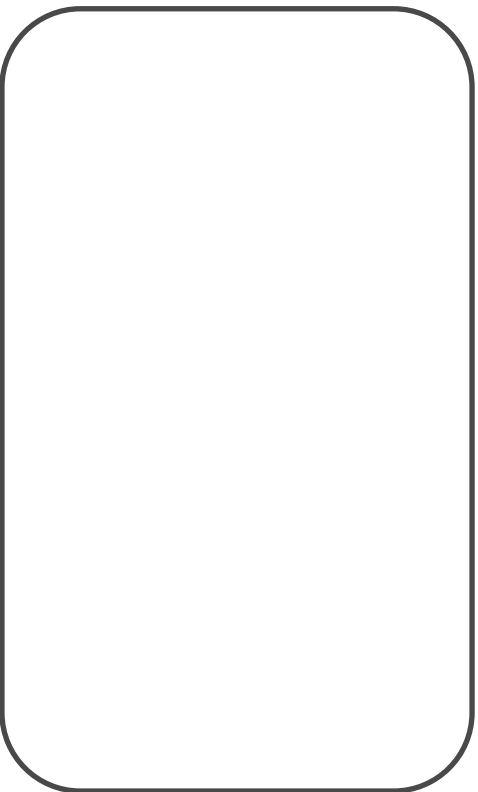
DRAW STAMPS

School Passport



NAME OF SCHOOL

Picture of Passport Owner



Name: _____

Signature: _____

Date: _____

Description of Passport Owner

Surname: _____

First Name(s): _____

Home Address: _____

How long have you lived there?: _____

Date of Birth: _____

Place of Birth: _____

Age: _____ Eye Colour: _____

Hair Colour: _____ Distinguishing Features: _____

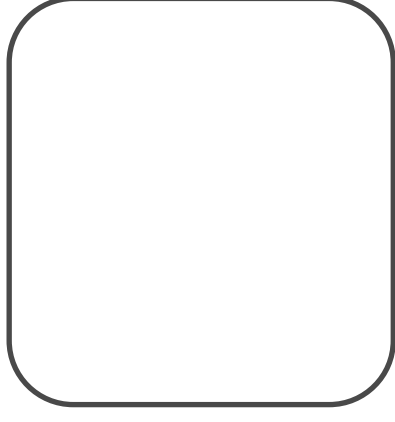
I am really good at: _____

My favourite things are: _____

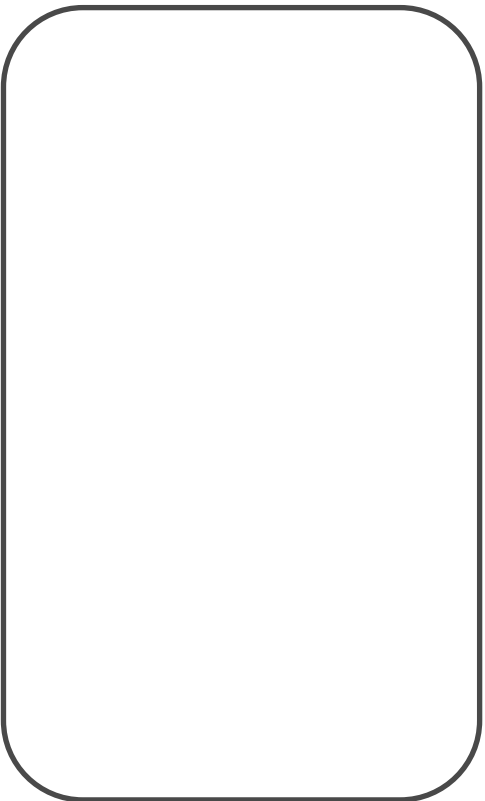
My Wish List:

School Passport

School Passport



Picture of Passport Owner



Name: _____

Signature: _____

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Age: _____ Eye Colour: _____

Hair Colour: _____ Distinguishing Features: _____

I am really good at: _____

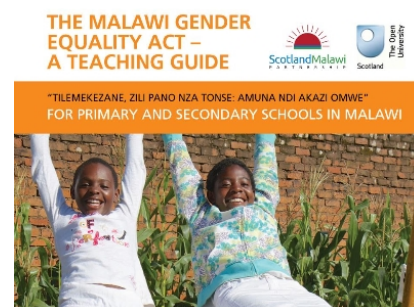
My favourite things are: _____

Additional Malawi School Resources:

The Malawi Gender Equality Act- A Teaching Guide.

This booklet is an educational resource to assist teachers in Malawi, to discuss and explore with your learners the new Gender Equality Act (GEA) 2013 written by the Government of Malawi.

This resource is not a lesson plan, however it will give you background information to the Malawi Gender Equality Act. It will also offer you guidance on how to inform, engage and empower young people to become agents of change in creating a society where gender discrimination is not tolerated: <https://tinyurl.com/y9r2ppgp>



Just Trading Scotland

Just Trading Scotland imports fairly traded foods and crafts from Africa. They have an Education Pack which gives teachers ideas on how to support Fair Trade products within their school. Just Trading Scotland also have a 90kg rice challenge pack - that is how much rice a farmer needs to sell in order to send their child to secondary school in Malawi for 1 year. The pack includes posters, leaflets, fact sheets and a presentation. <http://www.jts.co.uk/90kg-rice-challenge>

The "Failte Malawi" resource pack encourages primary school teachers and their pupils to explore the links and commonalities that are shared between Scotland and Malawi. With a focus on children's rights, the pack covers four topics; water, food and farming, houses and homes, toys and play. By exploring how these key needs are met in Malawi, pupils learn more about themselves and their own communities: <http://www.scotdec.org.uk/resources/item/6-failte-malawi>



Mary's Meals Teaching Resource



Mary's Meals have created a cross curricular resource designed to be used as a standalone topic with upper primary school looking at Saving Grace, a four minute animation which explains Mary's Meals work in Malawi and all over the world. The topic focuses on this animation and takes pupils on a journey through the eyes of Grace, looking at inequality, poverty and the difference made by the charity to over 996k children.

Included in the resource is CfE information, a Teacher's Guide with PowerPoint, differentiated worksheets and much more. The unit can be downloaded from the TES website and will soon be available on GLOW.

A number of lesson ideas on the topic of Fairtrade farmers in Malawi for a range of subjects that can be adapted in any way you like and for the age group you teach.

Please contact our Youth and Schools Officer, Gemma Burnside, for an electronic copy of these resources and further information.

Tel: 0131 529 3164

Special thanks to:

Rhona Findlay and Marion Hanschell, Inverkip Primary

Amanda Burton, Stockbridge Primary

Stenhouse Primary

John Thompson

We would also like to thank McDonald Nguluwe and his family for sharing their story and photos of their lives.

Scotland Malawi Partnership

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Written by Emily Mnyayi

