



Secondary Lesson Ideas



Ideas for Secondary Schools to support teachers to use the topic of a Malawian Fairtrade snack 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 visits to schools, telephone calls and 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.

SMP Secondary lesson ideas

These are ideas that can be adapted in any way you like and for the age group you teach. Some subjects overlap so teachers could work together to design a series of lessons or the whole school could do a Malawi week where every subject teaches a lesson about Malawi, using the ideas below in the right order if needed or creating your own ideas.

If you do a project with the whole school, you could have a competition so that everything produced in the lessons during the week (or over a few weeks) comes together to produce one final product that gets entered at the end. You could have a 'Dragon's Den' style set up for judging the competition where the finalists have to sell their Fairtrade snack and Business plan to a panel of judges.



Whole School Project - Malawi Snacks!

Subject	Lesson Idea	Experiences and Outcomes
Art	Design a Poster, advert or magazine article to promote your Malawi Snack. Think about what images you will use and how you can illustrate the ingredients. How can you convince people to buy it? What images could you use to promote Malawi in your advertising?	I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3 - 02a While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions: EXA 3 - 06a
Biology	Using the list of foods that grow in Malawi from the Computing lesson, discuss the conditions and why certain things grow well and others don't. Make a list of factors that affect these foods and ways in which you could overcome these.	I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution: SCN 3 - 01a I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things: SCN 3 - 05b
Business Education	Use the financial plan written during your Maths lesson to write a business plan for making, marketing, distributing and selling your Malawi snack.	I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses: MNU 3 - 09b I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs: SOC 3 - 21a
Chemistry	Using the list of foods made in the Computing lesson, design 3 different recipes for a tasty Malawi snack using these ingredients. Decide what ingredients work well together. Use examples of other recipes (for flapjacks, cereal bars etc.) and decide how you would mix the ingredients together/how long you would need to cook it for etc.	I have helped to design and carry out practical activities to develop my understanding of chemical reactions involving the Earth's materials. I can explain how we apply knowledge of these reactions in practical ways: SCN 3 - 19b
Computing	Research what foods grow in Malawi and in what regions they grow in.	I enhance my learning by applying my ICT skills in different learning contexts across the curriculum: TCH 3 - 04a

Drama	Using the ideas looked at in your Media studies lesson, create a TV advert for your Malawi snack.	I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language: EXA 3 - 12a Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts: EXA 3 - 14a
Economics	Imagine the class represents the market for the Malawian snack. Split them into groups of farmers of the ingredients, makers of the snack, transporters, sellers, consumers etc. Introduce different aspects to the market that will affect certain people, e.g. price of fertiliser goes up (therefore one of the ingredients gets more expensive), a new product comes on the market etc. and ask the class to analyse how this affects all those involved.	I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses: MNU 3 - 09b 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: SOC 3 - 20a
English	Your local Newspaper are interested in your Malawi snack, they want to know why there are such strong links between Scotland and Malawi, what you discovered about Malawian food, what is in your delicious snack and where their readers can buy it. Write an article for them.	As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3 - 22a / LIT 4 - 22a I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience: LIT 3 - 24a I can engage and/or influence readers through my use of language, style and tone as appropriate to genre: ENG 3 - 27a / ENG 4 - 27a
Geography	Get the list of food in Malawi, made during your computing lesson, and place it on a map of Malawi as to where it is grown. Which food items are grown everywhere? Which items are only grown in certain places? Why do you think that is?	I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things: SCN 3 - 05b I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world: SOC 3 - 14a



History	Using the list of Malawian foods from your computing lesson, look at who introduced these food items to Malawi, where did they originally come from?	I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved: SOC 4 - 05c
Home Economics	Make your Malawi snack designed in your Chemistry lesson! You could make one of the snacks you designed or make three different snacks and get others to taste test them and decide on the best.	I have gained confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food: TCH 3-10b By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work: TCH 3- 11a
Mathematics	Write a financial plan for your Malawian snack, how much will the ingredients cost? Making? Distributing? etc. How much are you going to need to charge for your snack? How much are other snacks on the market?	I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions: MNU 3-03a I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses: MNU 3 - 09b I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs: SOC 3 - 21a
Media Studies	You are going to create a TV advert for your Malawi snack in your drama lesson so you need to get some ideas for your advert. Look at some examples, what works and what doesn't work? Why do you think that is? What do you think would appeal to someone looking for a new snack?	I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence: LIT 3 - 29a Through creating a range of reference material, I can demonstrate my skills of observing and recording and apply them to work in other areas of the curriculum: EXA 4 - 04a
Modern Languages	Design a poster to market your Fairtrade snack in your target country (France, Germany, Spain, etc). Alternatively, design a Facebook page advertising your product in that language. You could include details about the product, pictures, comments and reviews.	I can use a bilingual dictionary independently to help me understand new language: MLAN 3 - 11a I can create, amend and present more extended information about myself and others, my experiences, or a topic of my choice for different purposes: MLAN 3 - 13a

Modern Studies	If your Malawi snack became popular, how do you think that might affect people in Malawi? What would be the benefits of the increased awareness in Scotland too?	I can describe how the interdependence of countries affects levels of development, considering the effects on people’s lives: SOC 3-19a I can critically examine how some economic factors can influence individuals, businesses or communities: SOC 4-20a
Music	Write a jingle to sell your Malawi snack on the radio.	I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure: EXA 3 - 17a I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others’ work, including the work of professionals: EXA 3 - 19a
Physical Education	Estimate how many calories you think are in your Malawi snack. Which activities could you do and for how many minutes to burn that many calories? How long would the Malawian Football team (Flames) or Malawian Netball team (Queens) have to play for to burn it off?	I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing: HWB 3 – 28a Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health: HWB 3 - 31a
Physics	Think about the making process for your Malawian snack. How much of this requires electricity? What would you do if you had to make the snack in Malawi and didn’t have electricity? Could your snack be altered in any way to allow for not having a fridge/electric cooker etc?	Using my knowledge of electronic components and switching devices, I can help to engineer an electronic system to provide a practical solution to a real-life situation: SCN 4 - 09c I can critically examine how some economic factors can influence individuals, businesses or communities: SOC 4-20a
Technological Education	Design the packaging for your Fairtrade Snack.	I have gained confidence and dexterity in the use of materials, tools, equipment, software or control technology and can apply specialist skills to make quality products: TCH 3 - 13a By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, organise and evaluate the production of items which meet needs at home or in the world of work: TCH 3 -14a

Alternative Secondary Lesson Ideas

If you would like to teach a one off lesson about Malawi, rather than a series, there are some alternative ideas below. These have been designed to use with the SMP Fairtrade coffee resources (contact Emily if you need these sent electronically) or have been ideas given to us by members.

Art: story of a Fairtrade coffee farmer using a comic book style.

Biology: discuss the coffee process, what conditions would affect how well the coffee grows e.g. rainfall, humidity, temperature etc. Write a Guide for coffee farmers advising them on things they could do to improve the conditions.

Computing and History: research the Botanical Gardens link – the first coffee plant to be taken to Malawi was from the Botanical Gardens in Edinburgh.

Diamond Ranking Strategy: Use this resource to explore an issue, for example, 9 statements about access to schooling in Malawi, which is most important and which is least? Other issues could be access that young people in Malawi have to their basic human rights, to water/food, to jobs etc.

Economics: imagine the class represents the coffee market in Malawi. Split them into groups of farmers, transporters, sellers, consumers etc. Introduce different aspects to the market that will affect certain people, e.g. price of fertiliser goes up, a new product on the market etc. and ask class to analyse the effects to all involved. Show how Fairtrade premium can support fair trade farmers.

English: discuss links and history between Scotland and Malawi. Discuss the difference Fairtrade products make. Write a persuasive letter to a Scottish Supermarket to get them to buy Mzuzu Fairtrade coffee.

Geography: read through the Producer Profile and pick out the Geographical highlights in Malawi. Look at some travel brochures with pages about one particular country. Write a poster 'Visit Malawi' focussing on the Geographical highlights – add statistics about the Mountain, lake etc.

Issue Tree: another way to explore topics is to use an issue tree. Learners should create these in groups on a large paper, discussing and agreeing throughout the process. The issue goes on the trunk (such as Access to Water/Education/Jobs in Malawi), the roots show what might be the causes, the branches show the problems surrounding this issue and the leaves show possible solutions.

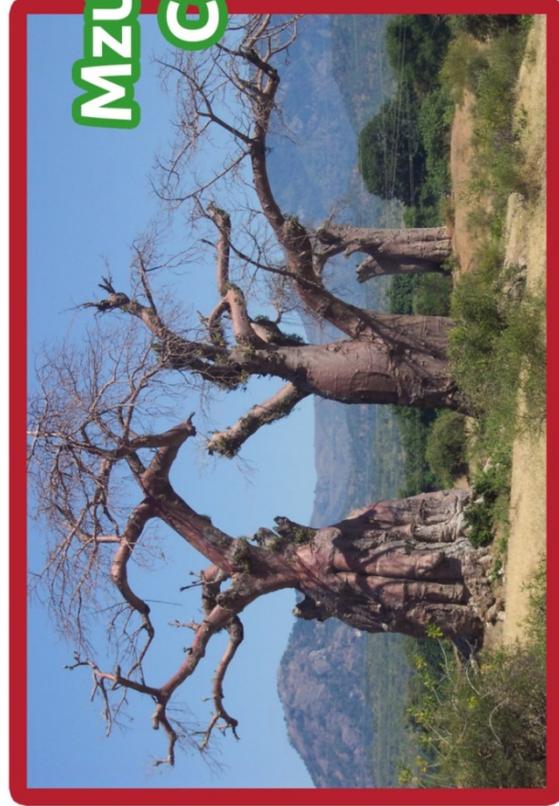
Mathematics: use the ScotDEC Global Youth Work book (contact SMP if you don't have one yet) and carry out a water audit, calculate how much we use each day. In rural Malawi average usage is 15 litres a day, what would you cut out if you could only use 15 litres?

Physics: talk through your day and all the things you do, how many of these things require electricity? What would you prioritise if you had limited electricity and what alternatives could you use if you had no electricity at all?

Religious Education: look at the photographs in this booklet of different places of worship in Malawi. Discuss the differences and similarities to Scotland. Does the building need to be in a certain style in order to be considered a place of worship? Do you need to have a building?

Have you taught a lesson on Malawi that worked well? Do you have an idea for a Secondary lesson about Malawi? Please email gemma@scotland-malawipartnership.org and contribute to these lesson ideas, thank you!





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.



Meet the farmers

The Warm Heart of Africa: Malawi

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

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.

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.

- **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.

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.



School Resources

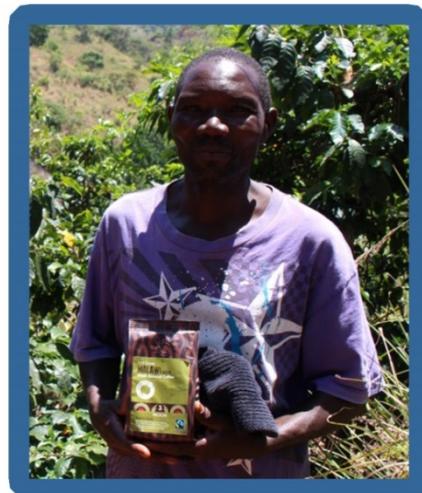
Malawi, Mzuzu Coffee



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.



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.

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



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).











Diamond Ranking Strategy

Cut out each of the statements on this sheet.

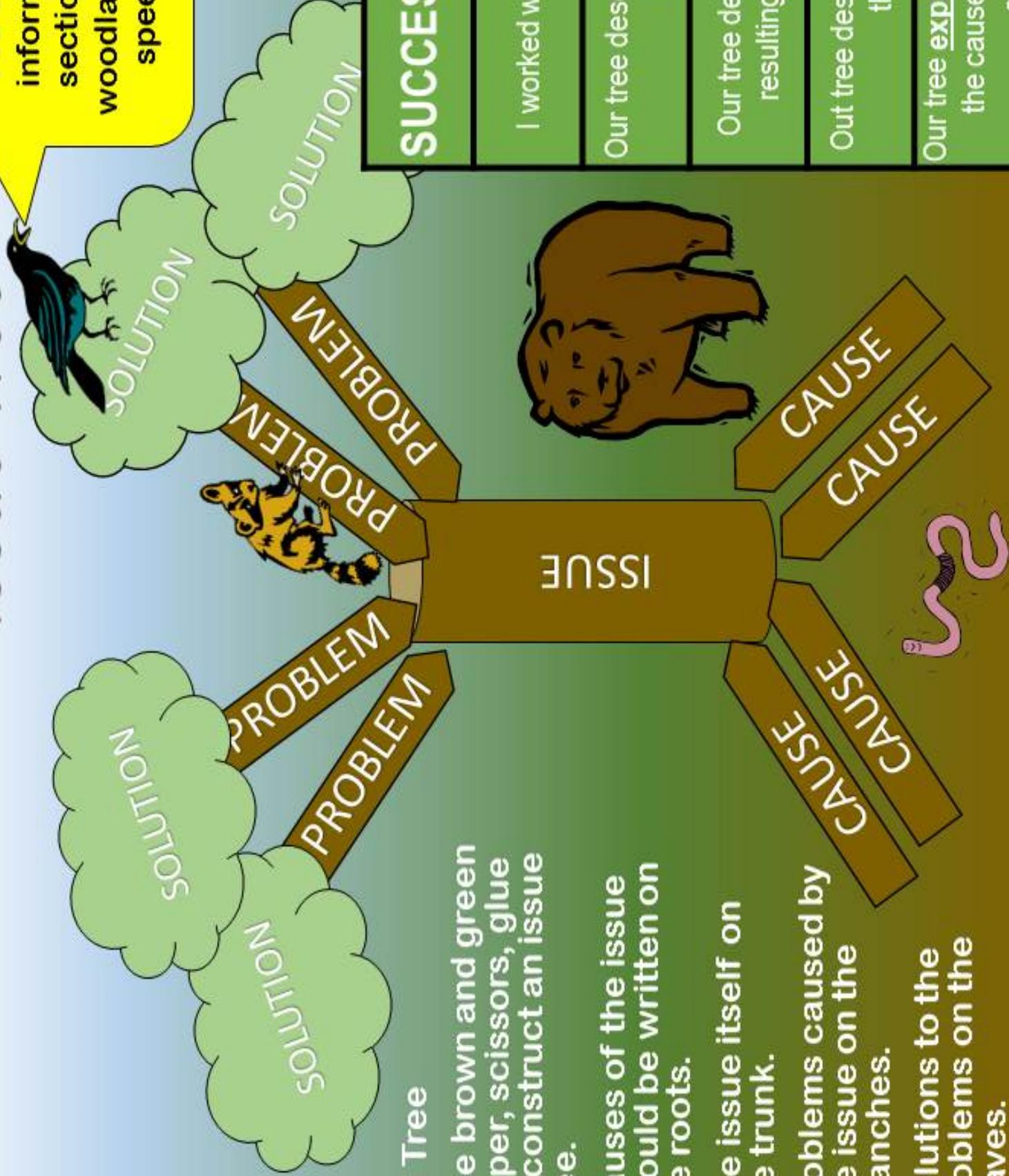
Discuss each statement in your group:

Arrange the statements in a diamond, with the **most** important **single** statement at the **top**, then the next **two**, then **three**, then **two**

Text here

Issue Tree

You can add extra information to any section by using a woodland animal and speech bubble.



Issue Tree

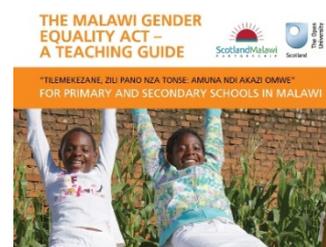
- Use brown and green paper, scissors, glue to construct an issue tree.
- Causes of the issue should be written on the roots.
- The issue itself on the trunk.
- Problems caused by the issue on the branches.
- Solutions to the problems on the leaves.

SUCCESS CRITERIA

- I worked well with my group.
- Our tree described causes of the issue.
- Our tree described problems resulting from the issue.
- Our tree described solutions to the issue.
- Our tree explained links between the causes, problems and solutions.

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: available to download from <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 has already also devised 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 “**Faite Malawi**” resource pack is aimed at Primary teachers but can be adapted for Secondary teaching. It can be used 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.



ScotDEC have also produced Secondary resources about Tobacco Farming in Malawi so have a look at their website: <http://www.scotdec.org.uk/resources>. They have also produced an excellent resource for Youth Workers which can be adapted for Secondary teaching, it includes activities based around 6 themes: Water, Textiles, Tobacco, Mobile Phones, Chocolate and Sustainable Food. These are all areas which interest young people and gives a global perspective.

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. These could be adapted for Secondary teaching. 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. <https://www.tes.com/teaching-resource/mary-s-meals-saving-grace-11047699>



Whether you are an individual teacher looking for a one off lesson about Malawi, a group of teachers looking for some lessons that link together, or a school leader wanting a whole school project about Malawi - we hope that some of the ideas in this booklet will be of use to you.

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

gemma@scotland-malawipartnership.org

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Special thanks to:

Suzanne Ritchie from North Berwick High

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John Lawson, Quality Improvement Officer, Glasgow Education Services

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

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Written by Emily Mnyayi

