

# Our Recommendations: Fair Snackbox

1. When choosing the products for the snackboxes, it is particularly important to take into consideration that all edibles must be individually packaged for hygiene reasons. Therefore small packets must be ordered; this option is not available for all attractive products.
2. You should try to, as much as possible, also choose healthy things, such as fruit products. For fruit desserts, don't forget a little spoon!
3. Fresh fruit is a challenge, because, apart from baby bananas, there is no fair traded fruit suitable for a box. Here it is essential to remember that the ripeness of fruit and fast ripening causes problems with storage between delivery, packaging and delivery of the boxes. If you decide on bananas, you should calculate the amount well.
4. The flyer should provide easy-to-understand information on the products and convey the idea of fair trade in simple words. Children must like it, so use many pictures and colours. That increases the probability that he/she will show it to his/her parents and that it will be read together at home, because at that age, reading abilities differ considerably.
5. Very good and early arrangements with school leaders, secretaries and the teaching staff involved is essential for success. Internal school procedures dictate a time schedule for such an action, and therefore the schools' wishes for a certain time slot on campaign day should be considered by all means.
6. Informative photos and reports in the local press are a great supporting document for an activity - but it must be ensured, that the parents clearly agree to their children being photographed and the photos being published.
7. Teaching staff recommend giving the questionnaires on impact assessment to the schools together with the boxes. In this way they can be done before the school day takes over the campaign and parents have turned their attention to other things.
8. The learning offers should be formulated in a way that awakes the interest of teachers of the entire primary school. A useful tip here is that speakers can adapt their modules to the various age groups.
9. Don't be discouraged, if it does not appear to be working with the learning offer enquiries. We are presenting OFFERS, which sometimes do not fit in with the school year rhythm at that point in time. If the offers are formulated openly enough, enquiries may come at a completely different time.



## Fair Snackbox



### Further information

[www.gse-ev.de](http://www.gse-ev.de)

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### Project "Awareness for Fairness"

[www.be-fair.eu](http://www.be-fair.eu)

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# Fair from the First Day at School on!

Whoever starts school in Berlin receives not only the usual "bag of sweets", but also receives a "Bio Snackbox", filled with healthy foods. At schools in Berlin

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## The idea

At five primary schools (2011) and 7 schools (2012) in the borough of Friedrichshain, year 2 and in part year 3 pupils received another box on this day. This box is orange with white print and contains Fairtrade products, supplemented with a small bright flyer with basic information on fair trade. Why? We wanted to draw the attention of children, their parents and of the teaching staff to the fact that a lot of our food and luxuries products or the raw materials contained within them are produced in far away regions in the global South, and the producers rarely receive an approximately fair wage for this. How is this, when chocolate, sweets etc. are so cheap to buy? With Fairtrade products, everyone can take care of a little

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## Preparations

It began in April/May. First of all, contact was established with the selected schools – via school leaders, known teachers, parents and their children who go to the schools. We decided upon schools in our nearby local vicinity, which we presented the project idea to. In the first year we gained five primary schools, which gladly took part again the following year; and two new schools came on board in the second year. There would have been interest from a lot of other schools, but financial and staff capacities set a limit here. It should therefore not be concealed, that an important part of the preparations were applications to several donors, advertisements for donations and deals with sponsors. Hereafter we calculated, together with the school, how many children would be in year 2 at the beginning of the school year, broken down by classes. Parallel to this we chose the boxes. We decided upon the colour orange, as it is the colour associated with the German Worldshops, likewise the white imprint (name of the campaign, Worldshop logo, a space to write the child's name, right up to a choice of child-friendly fonts and font size) was also selected. The required amount with imprints was ordered long in advance and delivered a few days before they were handed out.

What should go in the box? Our selection criteria were: What do children like? What individually packaged items (due to hygiene reasons) are available? What is healthy? What fits in our budget? In the first year we

that teach inter-year, the "older ones" in year 2 have to bring their own breakfast with them on this day.

more justice. The Fair boxes should be the trigger to start thinking about this. The school leaders, secretaries and of course the involved teachers also received a box, accompanied by the offer of implementing project days or double lessons with the approved GSE speakers on corresponding specially prepared topics for the participating classes until the end of the year. The central element of the campaign is not supposed to be a present of a box with delicious goodies, but rather the subsequent questioning and curious investigation into the origin of chocolate, bananas or peanuts. Since school starters were at the teaching events, they were able to make contact with the wide-world at the beginning of their school careers.

decided upon a chocolate-hazelnut wafer bar, a fruit bar, a fruit smoothie, as well as a baby banana from an organic farm for the piece of fresh fruit. In addition, a Fairtrade balloon came with it. In the second year we swapped some products following feedback from the parent questionnaires and our own experience. Instead of the banana there was a peanut bar, instead of the balloon, a cotton wristband. There was also honey-thyme sweets, a small bag of mango monkeys, a mini chocolate bar and a fruit chew. We were able to secure sponsorship agreements with some suppliers and take the pressure off the budget.



For the parents and teaching staff we created a flyer with information on fair trade and the products, as well as an invitation to a raffle, for which a Fairtrade ball was the prize.

The idea behind this was to encourage the children and parents to visit the Worldshop. This opportunity was taken up by very few people. In the second year, we modified the flyers for the benefit of a clear orientation towards the target group children and included a small puzzle.

A few days before the campaign, the products were delivered and packed into the boxes. The prepared boxes were packed into the boxes according to "how many children in how many classes, at which school" and labelled. The local press were informed and invited three weeks before and again a few days before the campaign.

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## The big day

On the day of release, we hired a small van and went to the schools according to a time schedule, which was previously discussed with the school leaders. Some of the schools wanted our Fair snackboxes to be given out at the same time as the Bio lunchboxes and that all the class children received something. With this our time schedule and route plan were already decided in principle. In the first year at one school where we gave out the Fair Lunchboxes, a local journalist who was invited reported on this with an article and a photo.



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## "A Great Campaign!" What comes next?

We reached around 1,200 households with the box campaign in two years. In order to see what effects the campaign had on the children, parents and schools, we created a special questionnaire for parents (and their children), as well as one for the teachers and school leaders, and gave them out around a month after the campaign. It was particularly interesting for us, that more than half the parents wanted more information on fair trade with its various aspects for their children – a clear message for the

*"It would be great if there was an extra project for the children, adapted to their needs. With this, the children too could get an idea of the meaning of fair trade."*

schools. We gave the schools a compact overview on suitable topical project offers. They were accepted and taken up to very different degrees. Out of the seven schools in total, four schools did not carry out any project days or double lessons, whilst one school carried out more than ten. In total we carried out 43 events in three schools during both years. Schools which did not take up any offers are not necessarily showing disinterest, but rather they had simply already set other long-term learning objectives. We keep campaigning for ...  
A demanding campaign with a lot of fun for all who like working at primary schools!