

KS3 3A A fair deal?

Planning/adapting

This lesson involves comparing the lives of members and non-members of a Fairtrade farming collective, completing a comparison chart and role-playing conversations between them.

Print/copy:

- *Photos 21-26 – Cocoa people (one set)*
- *OR use Interactive 3A – Cocoa people*
- *Printout 3A1 – Cocoa people (one set per group of six, cut into individual character cards)*
- *Printout 3A2 – A fair deal? Comparison chart (one per student)*
- *Printout 3A3 – A fair deal? Comparison chart (teacher copy)*
- *Printout 3A4 – A fair deal? Teacher notes*
- *Printout 3A5 – Comparing cocoa farmers in Ghana*

Starter (10 mins)

Introduce students to the characters by quickly showing them the photos or the *Interactive 3A – Cocoa people*. Establish that these are all real people at the beginning of the chocolate journey. They live in Mim village or nearby and some belong to the Ghanaian organisation Kuapa Kokoo, which means 'good cocoa farmers'.

Main activity (40 mins)

Explain that Kuapa Kokoo is an organisation that brings many benefits to the farmers that belong to it. They are going to find out what these benefits are by reading the information given in *Printout 3A5 – Comparing cocoa farmers in Ghana* and then completing the comparison chart in *Printout 3A2 – A fair deal? Comparison chart*.

In pairs, the students then role-play a conversation (using *Printout 3A1 – Cocoa people*) in which a Kuapa Kokoo farmer, Kwaku Owusu, is trying to persuade a non-Kuapa Kokoo farmer, Opanin Gyimah, to join the co-operative. They should consider the following:

- What are the advantages of joining?
- What might the non-Kuapa Kokoo farmer be worried about?

Plenty of imagination can be used to talk about family, budgets, recent weather and harvests, experiences with Cocobod etc.

Plenary (10 mins)

Run through the comparison chart together to check that students have picked up the right information. Which kind of farmer would they prefer to be? Can they see how Fairtrade benefits cocoa farmers and their communities?

Extension

Students perform their role-play conversations.

Using reference books or the Internet, ask students to find out about the work of the Fairtrade Foundation and what other Fairtrade products there are. They should report back to the whole class.