

KS3 3B Feed the family

Planning/adapting

This lesson involves comparing the incomes of Fairtrade and non-Fairtrade farmers, and the difference this makes to their standard of living.

Print/copy:

- *Printout 3B1 – What do farmers earn and what do things cost?*
(one per student)

Starter (10 - 20mins)

Ask students what their family has to spend money on every week. They should come up with food and drink, clothes, transport, going out, paying for their hobbies, and so on. Remind them that sometimes it is difficult to find the money to pay for all these things.

AND/OR use *Interactive 3B – Doris's story*: an interactive story that shows how school attendance is an economic choice for many young Africans. Abudulai has to leave school, but as things improve for his family, he has the opportunity to return.

Now tell your students that they are going to have a look at the things people in Ghana need to buy and the hard choices they often have to make because they are poor.

Main activity (40 mins)

What do cocoa farmers earn in Ghana?

Remind students that the Kuapa Kokoo co-operative buys cocoa from farmers and is able to sell some of it to Fairtrade companies. The farmers earn more for this cocoa as well as getting other benefits for themselves, their farms and their families.

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Give out *Printout 3B1 – What do farmers earn and what do things cost?* and ask students to read the statement in the box. Write the following questions on the board. Ask students to quickly work out what a farmer would earn:

1. if all his or her cocoa was sold to Fairtrade companies (£260)
2. if none of his or her cocoa was sold as Fairtrade (£110)

If Kuapa Kokoo could sell all their cocoa to a Fairtrade company in another country, Kuapa Kokoo farmers would earn £52 per sack rather than the conventional trade rate, which has been as low as £22 per sack.

If a farmer produces on average five sacks per year, this means that he could receive an extra £150 per year from selling to a Fairtrade company. Kuapa Kokoo would also receive \$150 per tonne of cocoa through a 'Fairtrade premium' to invest in community projects such as building water wells, schools and developing the Credit Union.

Explain that many farmers sell none of their cocoa to Fairtrade companies. Some farmers manage to sell some of their cocoa to Fairtrade companies but not all. If a farmer could sell all of his or her cocoa to a Fairtrade company they would be £150 per year better off. Using the information on the printout, students should create three budgets for a year: one for a farmer selling no cocoa to Fairtrade companies; one selling three sacks to Fairtrade companies and two sacks to an ordinary cocoa company; one selling all five sacks to Fairtrade companies. They should imagine they are the farmer and that they have six children.

As well as paying for the upkeep of their farm they have to feed their family (both parents and six children), clothe and educate the children (two of them are at primary school age, four secondary). One of the children gets ill and needs to go to hospital. Consider luxuries such as music tapes too. Ask students to compare each other's conclusions. What sort of choices did they have to make?

This will help them start to understand why Fairtrade is so important.

Plenary (10 mins)

Ask students to explain what difference £150 could make. Highlight the enormous difference that Fairtrade makes to their income. Ask them why they think not all cocoa can be sold to Fairtrade companies and what they think can be done to help the farmers sell more Fairtrade cocoa.

Extension

Ask students to imagine that they are cocoa farmers. Devise a spending scheme for the money they have: if they're earning around £200 a year, or 56p per day, what will they spend their money on? And what if they suddenly need to buy medicines? What will they cut back on instead? If they have children, will they be able to send them to school?