

## Fairtrade Fortnight Lesson Plan

## Aims

- To identify connections between our lives and those of people and communities in other parts of the world
- To define what Fairtrade is and how it can contribute to a better deal for third world producers
- To learn that responsibility towards others is a Jewish value

## National Curriculum Links

- Citizenship Unit 05 - Living in a diverse world

## Consumer Diary

Time: Homework Activity

This activity examines how everything we eat connects us to places around the world.

## Homework Introduction: Consumer Diary

1. Present the class with an item of food other than chocolate. Ask them to list the ingredients they think went into making it. An example might be a biscuit, or fruit yoghurt.
2. Once pupils have completed the list, provide them with a map of the world (this can be shown on an interactive white board- IWB) and ask them to pinpoint where each of these ingredients might have come from.
 

E.g. For a yoghurt, the ingredients would include; sugar, fruit, milk. All 3 products have come from a different geographical location.
3. Present each pupil with a [My Consumer Diary, page 04](#) which should be completed for homework. Pupils should write down a variety of foods they have eaten and where they came from. Examples are given on the worksheet.

**NB:** While foods such as fruit and vegetables include in their labels where they have come from, explain that pupils might have to do some research online to find out where other more specific ingredients are produced. The diary can be kept for a minimum of two days and for up to a week.



## Fairtrade Fortnight Lesson Plan

## Fairtrade Fortnight Lesson: Introduction

Time: 10 Minutes

1. Invite pupils to report their findings from their Consumer Diary. Collate the findings by inviting pupils to locate the country on a world map on the IWB. Lines illustrating the journey to the UK can be drawn on the map.

**NB:** You could encourage pupils to present their results based on geographical location for example by continent.

2. Discuss the findings with the class. Key questions might include:



- What country/countries produce/s most of your every-day goods?
- On average did most of the products come from outside of the UK? If so, how do you think they got here? What problems does this cause?
- Why do you think that so much of what we use today comes from abroad?

Explain to the pupils that England used to produce and manufacture much more, but that nowadays it is actually cheaper for us to buy things from overseas.

## Extension Opportunity/ Display

- Pupils can bring in some of the items they have used (e.g food packets) and these can be placed on a world map display.

## Activity 1: The Taste Test

Time: 10 Minutes

**NB:** It is important to check that none of the pupils have any nut or milk allergies. Bananas or another Fairtrade fruit could be used instead.

- Cadbury's Dairy Milk is approved Kosher by the London Beth Din and is dairy and Fairtrade. Dark Divine Chocolate is approved Kosher by the London Beth Din and is parev and also Fairtrade.

**Resources:** Samples of Fairtrade and non Fairtrade chocolate. Please remove packaging and label samples 1 and 2. (Remember which ones are which!)

1. Write or present the following questions on the board/IWB



- What was the difference in taste of the 2 chocolates?
- Which one did you prefer and why?

2. Hand out a piece of each chocolate to every child and ask them to consider the questions.

3. Ask pupils:



- What do you think is the difference between the two?
- Do you know what chocolate is made from?

## Notes

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## Fairtrade Fortnight Lesson Plan

Chocolate always contains cocoa and cocoa butter. It usually has sugar and sometimes it has milk, too. Cocoa and cocoa butter come from cocoa beans which are found in pods growing from the trunk and lower branches of the Cacao Tree. The majority of the cocoa beans we use to make chocolate comes from Ghana and other developing countries (where most of the population are living in poverty).


### Activity 2: Cocoa Producer Case Studies

Time: 20 Minutes


1. Explain that the biggest difference between the two types of chocolate the pupils have just tasted is actually in how the people who made it were treated.
2. Using the IWB, present the flash presentation using the following link, which illustrates the process of producing chocolate:

 [http://www.papapaa.org/flash/ks2\\_1b.html](http://www.papapaa.org/flash/ks2_1b.html)


3. Read out (or invite a pupil to read) **Ricardo's Story**, page 05.
4. Discuss these questions:

-  • What does Ricardo spend his day doing?
- Why doesn't he go to school?
- Do you think Ricardo should be able to go to school?
- How would you feel if you were Ricardo?
- What would improve Ricardo's life and enable him to go to school?

4. Compare **Ricardo's case study** with the story of **Lumusi's story**, page 05 and answer the questions;


-  • Why does Lumusi think her family is lucky?
- What are the differences between Lumusi's and Ricardo's stories?
- How does working for a Fairtrade Cooperative help Lumusi's family?
- How would you feel if you were Lumusi?
- What has made the biggest difference to Lumusi's life and why?

5. Jewish text.

 **לֹא תַעֲשֶׂה שָׂכִיר עֲנִי וְאֶבְיֹן מֵאַחֶיךָ אוּ מִגֵּרְךָ אֲשֶׁר בְּאַרְצֶךָ בְּשַׁעְרֶיךָ: בְּיוֹמוֹ תִתֵּן שְׂכָרוֹ וְלֹא תְבוֹא עָלָיו הַשֶּׁמֶשׁ כִּי עֲנִי הוּא וְאֶלְוֵי הוּא נִשָּׂא אֶת נַפְשׁוֹ...**

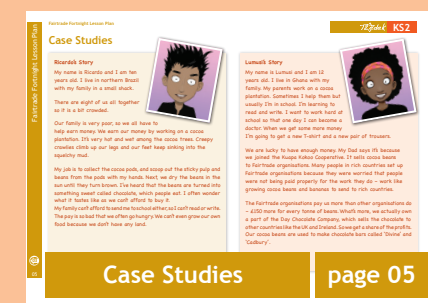
*"Do not mistreat the worker who is poor and needy, whether he is one of your people or a stranger in your land... Give him his wages in the daytime, and do not let him go home without them, for he is poor, and his life depends on them." Deuteronomy 24:14-15*

Read and discuss the Jewish text above. Key questions might include:

-  • Who should not be mistreated?
- What example of mistreatment is there in the text?
- According to this text, is Ricardo being mistreated?

**Conclusion:** Conclude by asking the class:

- What choices can we make in our life that might make a difference to those in developing countries such as Ricardo and Lumusi?



# My Consumer Diary

Name: .....

Date started: .....

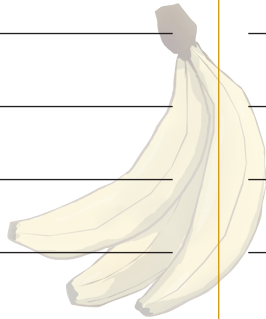
Date finished: .....

Please spend the next few days writing down as many items as possible that you have eaten, noting where that item originally came from.

Things I have eaten:

What did I eat?

A banana

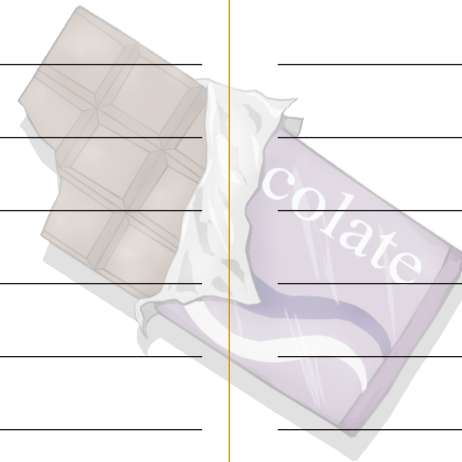


Where is it from?

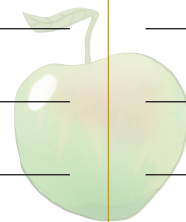
Ghana

Things I have eaten:

What did I eat?



Where is it from?



## Case Studies

### Ricardo's Story

My name is Ricardo and I am ten years old. I live in northern Brazil with my family in a small shack.

There are eight of us all together so it is a bit crowded.

Our family is very poor, so we all have to help earn money. We earn our money by working on a cocoa plantation. It's very hot and wet among the cocoa trees. Creepy crawlies climb up our legs and our feet keep sinking into the squelchy mud.

My job is to collect the cocoa pods, and scoop out the sticky pulp and beans from the pods with my hands. Next, we dry the beans in the sun until they turn brown. I've heard that the beans are turned into something sweet called chocolate, which people eat. I often wonder what it tastes like as we can't afford to buy it.

My family can't afford to send me to school either, so I can't read or write. The pay is so bad that we often go hungry. We can't even grow our own food because we don't have any land.



### Lumusi's Story

My name is Lumusi and I am 12 years old. I live in Ghana with my family. My parents work on a cocoa plantation. Sometimes I help them but usually I'm in school. I'm learning to read and write. I want to work hard at school so that one day I can become a doctor. When we get some more money I'm going to get a new T-shirt and a new pair of trousers.

We are lucky to have enough money. My Dad says it's because we joined the Kuapa Kokoo Cooperative. It sells cocoa beans to Fairtrade organisations. Many people in rich countries set up Fairtrade organisations because they were worried that people were not being paid properly for the work they do – work like growing cocoa beans and bananas to send to rich countries.

The Fairtrade organisations pay us more than other organisations do – £150 more for every tonne of beans. What's more, we actually own a part of the Day Chocolate Company, which sells the chocolate to other countries like the UK and Ireland. So we get a share of the profits. Our cocoa beans are used to make chocolate bars called 'Divine' and 'Cadbury'.

