

# FAIR PLAY

## A TEACHING PACK ABOUT FAIR TRADE, LITERACY AND FOOTBALL



Welcome to this special pack crammed full of ideas and activities based on Tom Palmer's brilliant book *Off Side*. The perfect way to get boys and girls who like football interested in Fairtrade and reading.

**PUFFIN  
BOOKS**



**PAPAPAA**  
*TEACH ABOUT FAIRTRADE  
AND COCOA*

# Dear Teacher or Librarian

We've put together this bumper pack full of fun activities around Tom Palmer's book *Off Side*. It is ideal to use at the same time as you are reading *Off Side* with your students.

This activity pack contains a series of activities exploring some of the themes in *Off Side*, including Fairtrade, Africa and child trafficking. It includes an activity watching an online video made by some of the young people in Ghana who inspired Tom Palmer when he travelled there to research the book.

Journeys are at the heart of Fairtrade – adventurous and inspiring journeys. We purchase Fairtrade products that have travelled across the world, producers trade with consumers and begin journeys to improve their lives... and every journey begins with a single step.

The theme for Fairtrade Fortnight 2012 (27 Feb–11 Mar) is 'Take a step for Fairtrade'. It could be a small step like swapping your chocolate for Fairtrade or a bigger step like getting your whole school to become a Fairtrade School.

We hope this pack will help you to take your own steps and encourage children to deepen their understanding of Fairtrade and football, and to enjoy reading and writing for pleasure.

You are welcome to copy any of these pages you need.

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Happy reading!

# ABOUT TOM PALMER



Tom Palmer is a football fan and writer. He didn't always do well at school, but once he got into reading about football – in newspapers, magazines and books – he decided to be a football writer.

He has written twelve books for Puffin, including five in his popular Foul Play series plus six in the brilliant Football Academy series for younger children. You can download free first chapters of all the books at [www.tompalmer.co.uk](http://www.tompalmer.co.uk).

Tom is also a specialist in promoting reading. He visits hundreds of libraries and schools every year up and down the UK inspiring thousands of young readers.

You can find lots more about Tom on his website [www.tompalmer.co.uk](http://www.tompalmer.co.uk), where he also writes a blog about his writing, his life and the schools he has visited.

For more free resources sign up to Tom's termly literacy newsletter – just email [info@tompalmer.co.uk](mailto:info@tompalmer.co.uk)

# ABOUT OFF SIDE

*Kofi got out a needle and some thread as they talked. His Nike boot was falling apart again. He had a Nike on his left foot, an Adidas on his right. He would normally sew it at home in the evening, but today it needed urgent attention. He focused on his job, while listening to his friends.*

– *Off Side*, Tom Palmer, p. 14

*Off Side* is the third book in Tom Palmer's *Foul Play* series, which feature the gripping adventures of football detective Danny.

**Kofi Danquah is a brilliant young footballer from Ghana, the son of a cocoa farmer. The book begins with him being offered a place to play for a Premier League team in England. But when he reaches the UK, all is not as he expected.**

**In a chance meeting he comes across Danny Harte, the football detective. Danny tries to help Kofi. But things get worse. Much worse.**

**And Kofi is left to wonder if he'd have been better off without Danny's help, as Danny goes deeper into the football underworld than he has ever been to try and save Kofi, Holt and himself.**

This topical and enthralling story tackles some big themes, including child trafficking, fair and unfair trade between Africa and richer countries, and how young people can get involved with making the world a better place.

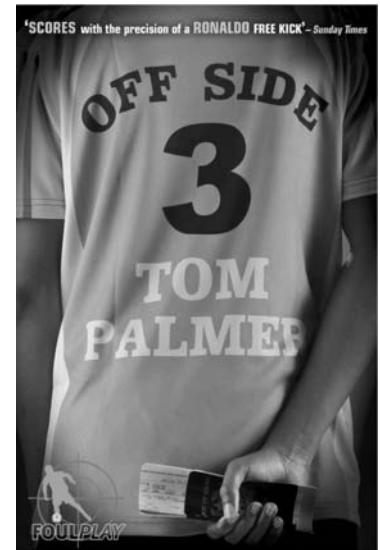
**Tom Palmer travelled to Ghana to research the book:**

"When I write a story set in a foreign country, it is really important to me to get my facts right. I set *Off Side* in Ghana. I'd never been to Ghana and didn't know very much about the country. I could have tried to write about it without actually going there, looking things up on the internet, etc. But nothing is as good as going to a place. So I went there.

If you go to a new place and just sit, you see so much. It gives you ideas for what to put in your stories. Details. Facts. Colour.

Going to Ghana was the best decision I could have made. I needed to know about young Ghanaian footballers. While I was there I met several and talked to them about their lives. I also watched them play football.

I'll always remember one thing; at half time in a game one of the boys took his boots off and started sewing them up. He couldn't afford new boots, so he had to repair them midway through a game. I could never have made that up. It was a great detail that I was able to put in the book."



# WHAT IS GHANA LIKE?

The weather was cool in Kumasi, Ghana's second city. Heavy clouds seemed to be pulling the vast sky down to the ground. A breeze was making the trees and the corn fields dance.

Kofi Danquah, a sixteen year old boy, was on the ball now. Kofi travelled to Kumasi every day by foot or in the back of a pick up truck. He lived several kilometres away, with his parents who were cocoa bean farmers.

– *Off Side*, Tom Palmer, p. 11

## Lesson Plan (50 mins)

**Aim:** Students will learn that there are similarities, as well as differences, between the lives of young people in Ghana and their own.

### What you will need:

- a world map or Google Earth
- access to the Internet
- a whiteboard/projector with audio for viewing the webcast video
- one copy of the **Questions Handout** for each student

### Curriculum links – KS2

#### Geography

3a 3g Describe what places are like

3a 3g Understanding geographical context, interdependence

#### ICT

1a 1b 5b Working together to source, compile and present information

### Curriculum links – KS3

#### Geography

1.7 Cultural understanding and diversity

2.1 a b Ask geographical questions, collect information

#### ICT

1.1a Using a range of tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value

## ACTIVITY 1 – WHERE IN THE WORLD (15 mins)

Kofi, the young African football player in *Off Side*, is from Ghana. His family live in a cocoa growing area, near Ghana's second city.

Working in groups, use maps or the Internet to research where Ghana is and where Kofi's family live.

What else can you find out about Ghana? How hot is it? What is the weather like? Aside from cocoa, what else is grown and produced in Ghana? What do you think Ghana looks like?

### Teacher tips

Here are some good Internet sites with geographical and social information about Ghana:

- Google Earth
- Wikipedia
- CIA World Factbook
- Pa Pa Paa website

## **ACTIVITY 2 – THINK ABOUT LIFE IN GHANA (20 mins)**

The rest of this lesson plan is based around a webcast from the ‘Pa Pa Paa LIVE’ website. Pa Pa Paa LIVE brings a child’s eye view of everyday life from a school in Ghana, with webcasts (online videos) made by the children of Fairtrade cocoa farmers.

Tom Palmer visited the school that created the webcast you are going to see when he was doing the research for *Off Side*.

We are going to watch a webcast made by some children from Fairtrade cocoa farming families in Ghana, where they answer some questions about their everyday lives.

But before we do that, we are going to try answering these questions too.

Working individually, think about yourself and spend five minutes filling out your own answers to the questions in the first column on the **Questions Handout**.

Then get into groups and spend ten minutes discussing what you think the children in Ghana will say in answer to the questions on the handout. Write your answers down in the second column of the table.

The questions are:

- What do you eat for breakfast?
- What's your favourite day of the week, and why?
- What wild animals live in your area?
- Do you have any pets?
- What's your favourite game?
- If you had a treasure box what three things would you put in it?
- What do you want to be when you grow up?

## **ACTIVITY 3 – WATCH THE PA PA PAA LIVE WEBCAST (10 mins)**

Go to the Pa Pa Paa LIVE website and log in with your school’s account:

**[www.papapaalive.org/user](http://www.papapaalive.org/user)**

Username: Fair Play

Password: fairtrade

Now watch the ‘What is Ghana like?’ webcast: **[www.papapaalive.org/life-in-ghana](http://www.papapaalive.org/life-in-ghana)**

Once you’ve watched it, you can go through the **Questions Handout** and compare what you thought they would say with what they actually said. There is a third column to fill in with what they said.

## Questions Handout

Questions	Your answer	What you think <i>they</i> answered in Ghana	What they actually said in Ghana
What do you eat for breakfast?			
What's your favourite day of the week, and why?			
What wild animals live in your area?			
Do you have any pets?			
What's your favourite game?			
If you had a treasure box, what three things would you put in it?			
What do you want to be when you grow up?			

# FOOTBALL IN GHANA

The ball flew like a rocket. Through the flailing arms of the keeper. Goal!  
– *Off Side*, Tom Palmer, p. 14

## Lesson Plan (25 mins)

**Aim:** Students will understand how to put together themes from what they have read to create a new story and will use their creative writing and drawing skills.

### What you will need:

- one copy of the **Three Thousand Miles South Handout** for each student

#### Curriculum links – KS2

English

En2 Reading

#### Curriculum links – KS3

English

2.2a Extract and interpret information, events, main points and ideas from texts

## ACTIVITY 1 – READING COMPREHENSION (25 mins)

Distribute one copy of the **Three Thousand Miles South Handout** to each student, or use class copies of *Off Side*.

Students should read the extracts and then answer the following questions:

1. What sort of pitch was Kofi Danquah playing football on?
2. How big was Kofi?
3. Who is Kofi's hero?
4. With which leg did Kofi score his goal?
5. What did Kofi's family do to make a living?

# Three Thousand Miles South

Foul Play 3: Off Side (Puffin) ISBN 9780141323671

Extract from Chapter 2

The weather was cool in Kumasi, Ghana's second city. Heavy clouds seemed to be pulling the vast sky down to the ground. A breeze was making the trees and the corn fields dance.

In a clearing, a patch of sparsely-grassed ground, on the outskirts of Kumasi, a football pitch had been marked out and there were even nets in both goals. It was one of the top places to play football in the city and the best unsigned players came here to show off their skills.

Dozens of them came every day. Game after game. It was an unofficial football academy, a place where boys with big dreams showed what they could do. And every player playing knew that eyes were watching: eyes that could change their lives forever.

Kofi Danquah, a sixteen year old boy, was on the ball now. Kofi travelled to Kumasi every day by foot or in the back of a pick up truck. He lived several kilometres away, with his parents who were cocoa bean farmers.

In the last year, two boys that Kofi knew had been spotted here, then take on to Europe to play football. One – Nelson Otoo – who was two years older than Kofi, had signed for a club in Belgium. They had seen his picture in a newspaper that the player had sent home to his family. Otoo's family were now rich. They had moved away from their old home to a wealthy part of Kumasi. Otoo's money meant that his family's life had changed forever. And not just his mother and father, but his uncles and aunts and dozens of cousins.

Other boys had gone to Italy, France and Germany. All hoping to be the next Michael Essien. Or Anthony Owusu. To be a famous footballer.

Some had never been seen back in Kumasi again. Or heard of by their families.

Kofi always swore that if he made it to Europe he would honour his family. Like Nelson Otoo. Like Anthony Owusu.

Kofi looked up to see a pair of defenders approaching him. The one on the left was not so good. Kofi knew he could beat him easily. The one on the right, however, was Enoch Ngugi, the best footballer on the pitch. Ngugi was so good he had European clubs after him. It was rumoured that an AC Milan scout was on the touchline watching Ngugi now. All the players had noticed the two white men, sitting in plastic chairs, occasionally talking to each other.

That was why this next move was so important to Kofi. If he was ever going to be good enough to have an agent from Europe take an interest in him, he would have to be able to get past players like Enoch Ngugi.

Kofi stood on the ball and waited as the defenders came closer. Then he feinted to go right and saw the lesser defender lunge at him. Kofi took the ball past him with ease.

Now he had to beat Ngugi.

But Ngugi was strong, his bigger frame next to Kofi.

Kofi was small for his age, it was true. But he was also fast. Really fast.

So he forced himself on, trying to edge ahead of Ngugi's. For a moment they were shoulder to shoulder, Kofi trying to cope with Ngugi's strength, Ngugi with Kofi's speed. Kofi knew what he had to do: he had to believe he could win this battle. *I can beat him*, he said to himself

Then, suddenly. Ngugi was somewhere behind. Kofi *had* beaten him.

Now he was one-on-one with the keeper. This was his chance. He could feel the adrenalin coursing through him.

And Kofi thought, *What would Anthony Owusu do now?* Ghana's greatest- ever footballer. Kofi's hero. A millionaire living in England. The man whose shirt Kofi was wearing.

He'd shoot. Kofi drew back his right leg and fired.

The ball flew like a rocket. Through the flailing arms of the keeper. Goal!

# FAIRTRADE COCOA

*'What do we make from the farm anyway?' he asked. 'We work ourselves to death and are cheated at the scales. We get nothing compared to what we should get.'*

*Kofi considered what his father was saying. It was true that they worked hard on the farm. And that they were cheated out of money by the men who came to weigh and buy the cocoa beans. It was wrong.*

– *Off Side*, Tom Palmer, p. 31

## Lesson Plan (50 mins)

**Aim:** Students will understand where cocoa comes from, what Fairtrade is, and why it is important.

### What you will need:

- cut out copies of the **Bean to Bar Photos** for each group
- cut out copies of the **Bean to Bar Captions** for each group
- copies of **What Farmers Earn and What Do Things Cost** for each group

### Curriculum links – KS2

#### Geography

3a 3g Describe what places are like

3a 3g Understanding geographical context, interdependence

#### PSHE

2j Resources can be allocated in different ways and about how economic choices can affect individuals and communities

### Curriculum links – KS3

#### Geography

1.7 Cultural understanding and diversity

#### Citizenship

1.3c Considering the interconnections between the UK and the wider world

## ACTIVITY 1 – THE CHOCOLATE JOURNEY (20 mins)

Ask students where they think the chocolate journey begins.

Does anyone know what cocoa looks like or how it gets turned into chocolate?

Get into groups and distribute one set of **Bean to Bar Photos** and one set of **Bean to Bar Captions** to each group.

See if you can put the photos in the right order and assign the right caption to each photo.

Go through the photos and captions with the class one by one, using the **Bean to Bar – Teachers Notes**.

## ACTIVITY 2 – LIFE OF A COCOA FARMER (30 mins)

Ask students what their family has to spend money on every week. They should come up with things like food and drink, toiletries, 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.

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.

Get into groups and distribute one set of **What Farmers Earn and What Do Things Cost** to each group. Ask students to read the statement in the box at the top.

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 the Fairtrade market (£355)
2. if none of his or her cocoa was sold to the Fairtrade market (£255)

Explain that most farmers in Ghana sell none of their cocoa to the Fairtrade market.

Ask students to imagine that they are cocoa farmers. In groups, spend 10 minutes devising a spending scheme for the money they have: if they're earning around £255 a year, what will they spend their money on?

And what if they suddenly need to buy medicines? What will they cut back on instead? How many sacks of cocoa would they need to sell to send a child to secondary school?

Once they have done this, discuss what they have learnt as a whole class.

If a farmer produces on average five sacks per year, this means that he or she could receive an extra £100 per year from selling to the Fairtrade market.

Drawing on their knowledge of what things cost in Ghana, ask students to explain what difference £100 could make. Highlight the difference that Fairtrade makes to their income. Ask them why they think not all cocoa can be sold to the Fairtrade market and what they think can be done to help the farmers sell more Fairtrade cocoa.

## Bean to Bar Photos



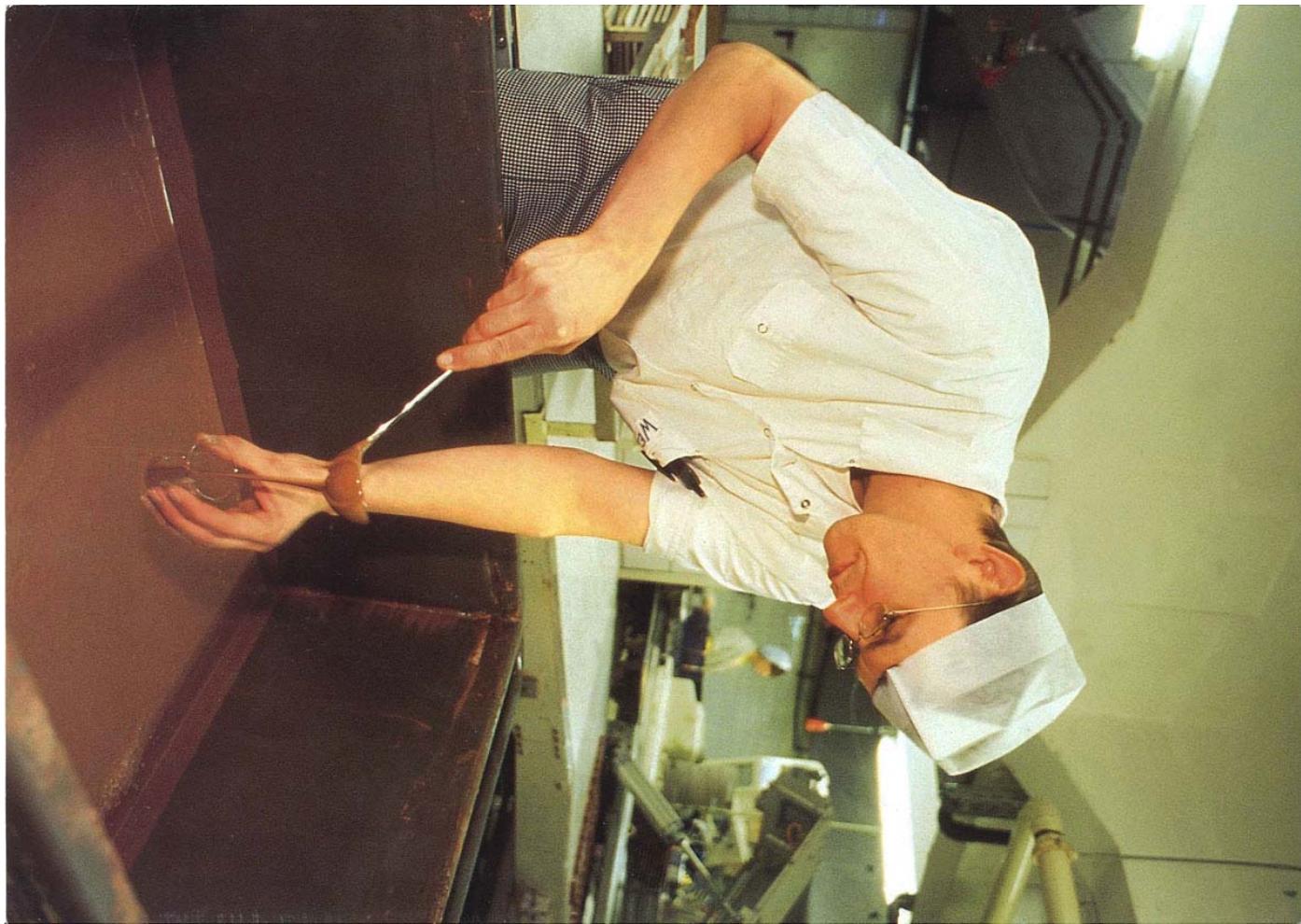
## Bean to Bar Photos



## Bean to Bar Photos



## Bean to Bar Photos



## Bean to Bar Captions

A ripe cocoa pod on a tree

Cocoa farmers split the cocoa pods and scrape out the beans

Checking the fermenting beans

A farmer picks through fermented beans laid out to dry

Weighing the dried cocoa beans

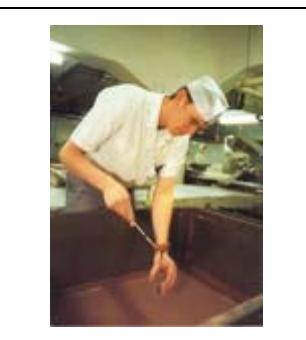
Sacks of beans are loaded on to a truck ready to export by ship

Testing the chocolate mixture at the factory

We buy the finished chocolate bars in our local shop

# Bean to Bar – Teachers Notes

	A ripe cocoa pod on a tree	Cocoa trees grow in hot, damp climates in countries on or near the equator, such as Ghana and Brazil. They grow up to five metres high, but need shade, so farmers plant other tall trees, such as banana trees and nut trees, in among the cocoa trees. After 3–5 years, each tree can produce more than 20 pods like this, which are ripe when they turn yellow. The pods can be up to 35cms long.
	Cocoa farmers split the cocoa pods and scrape out the beans	This photo shows Comfort and her daughter Benedicta sitting in a clearing on their cocoa farm. They have cut down the pods from the tree with the large, long knife – called a cutlass or a machete – which Comfort is holding. Pods are harvested twice a year: the main harvest is October to February, with a smaller one in June/July. There are 30–40 beans in a pod. They split the pods and scrape out the sticky white beans. Comfort wears Wellington boots, which are much safer than going barefoot – there are scorpions, snakes and insects on the forest floor.
	Checking the fermenting beans	Comfort has collected her beans and wrapped them in banana or plantain leaves. She needs to leave them in a warm, shady place to ferment for 5 to 7 days. Here she checks to see how they are doing and adds in a few more beans so as not to waste anything. The beans have already begun to ferment – the sticky goo on the leaves shows the process has begun. Fermentation is what gives chocolate its distinctive chocolatey taste and colour.
	A farmer picks through fermented beans laid out to dry	These beans have fermented and are beginning to turn a chocolatey brown. They have been laid out in the direct sunlight to dry on special drying tables made of locally grown bamboo. The farmers take it in turns to use these tables. It will take up to ten days for them to dry completely. In this photo, Nyarko works in front of his house, turning the beans regularly to stop them sticking together in clumps, and picking out poor quality beans. These regular checks, the long fermenting period and the constant turning are a mark of quality.
	Weighing the dried cocoa beans	Once the beans are dry, farmers pack them into jute sacks and take them to be sold. Under Fairtrade, Ghanaian farmers can join the Kuapa Kokoo co-operative where they sell their beans to the recorder – a farmer who is elected by the other farmers in the village to carry out this role. The recorder uses scales to check each sack weighs exactly 62.4kg, and pays the farmer the Fairtrade price. The farmers can inspect the scales at any time to give them confidence that they are not being cheated. Before Fairtrade, representatives from cocoa buying companies would come to the villages to buy their beans and would often cheat the farmers, e.g. by fixing the scales to show the wrong weight, or only paying the farmers half and then never returning to pay the rest.

	Sacks of beans are loaded on to a truck ready to export by ship	Stephen and Kofi, two cocoa farmers, load trucks with sacks of cocoa beans. Each truck can carry 180 sacks. The sacks have to be stacked like this to ensure that the weight is evenly balanced, otherwise the truck would tip over on the pot-holed roads. They are taken to the Kuapa Kokoo warehouse at Kumasi, Ghana's second largest city, then to Tema, the port close to Accra, Ghana's capital city, for export by ship.
	Testing the chocolate mixture at the factory	This photo shows one of the many stages in the process, which turns cocoa beans into chocolate. After the beans arrive at the European port, they are taken by lorry to the chocolate factory. Here the cocoa beans are roasted and winnowed (to get rid of their shells), and turned into cocoa butter and cocoa liquor. These are then mixed together in a process called conching. Milk, sugar, and flavourings like vanilla are mixed in at this stage to a specific and secret recipe. The liquid chocolate is then tested to make sure the consistency and flavour are right. Burkhard is quality control tester at the Weinrich factory in Germany, which makes Divine Chocolate and Dubble. It should be smooth and silky and have the right "mouthfeel", as it's known in the business. After this the chocolate can be cooled and formed into bars.
	We buy the finished chocolate bars in our local shop	This is the very final stage of the chocolate chain – a stage we know well! The final link in the chain is you the buyer. The choices you make have an influence all the way back through the chain to its very beginning, the cocoa farmer.

# What do farmers earn and what do things cost?

## What do farmers earn in Ghana?

If farmers could sell their cocoa to the Fairtrade market, they would earn £71 per sack rather than the non-Fairtrade price of £51. An average small-scale farmer produces 5 sacks of cocoa per year.

## What do things cost in Ghana?

Ghana's currency is called the Cedi (GH₵). The exchange rate is £1 = GH₵2.1.

Although Ghana is a poor country many everyday items are quite expensive so a small increase in what farmers earn can make a big difference.

Secondary school fees + uniform, books and pens	GH₵1,300 a year for a child	£607
Primary school uniform, books and pens (no fees for primary school)	GH₵40 a year for a child	£19
New wellington boots	GH₵15	£7
A loaf of bread	GH₵2	95p
A big bottle of cooking oil which will last three months	GH₵15	£7
A sack of maize which will help feed a family for a month	GH₵70	£33
A bus to the city	GH₵40	£19
A large bar of Ghanaian chocolate	GH₵5	£2.40
A big bar of soap	GH₵5	£2.40
A new pair of children's trousers	GH₵10	£4.75
A cutlass or machete for working on the cocoa farm	GH₵7	£3.30
A little radio	GH₵20	£9.50
A new battery, for a radio for example	GH₵5	£2.40
A mobile phone	GH₵45	£21
One hour of talk time on mobile phone	GH₵4	£2

For this activity we are using the following figures:

- Fairtrade Minimum Price: \$2,000 per tonne / 16 sacks = \$125 per sack = £71
- Conventional market price: \$1,434 per tonne (Nov 05 figure, from ICCO) / 16 sacks = \$90 per sack = £51
- Average \$-£ exchange rate 2005-2010 = 0.569776 (source: HMRC)
- Average £-GH₵ exchange rate 2008-2010 = 2.147467 (source: HMRC)

# TAKE BIG STEPS FOR FAIRTRADE

*Sally Graham cut in. 'She's been badgering shopkeepers again. Sell fair-trade chocolate or she'll make everyone in school stop going there.'*

*'Not quite,' Charlotte said. 'I just gave them a leaflet to tell them about it. And tell them I'll not be shopping there until they sell it.'*

- *Off Side, Tom Palmer, p.137*

## Lesson Plan (55 mins)

**Aim:** Students will understand the difference between mainstream chocolate companies and dedicated Fairtrade Organisations like Divine Chocolate. They will understand how their choices as consumers and campaigners are important to the success of Fairtrade.

### What you will need:

- access to the Internet and access to [www.dubble.co.uk](http://www.dubble.co.uk)
- **Dubble Quiz** handouts for each group/pair
- cut out copies of the **Campaign Postcard Template** for each pair
- optional: sample 'Mission: Possible' campaign pack – available for free from [www.dubble.co.uk](http://www.dubble.co.uk) or [sara@dubble.co.uk](mailto:sara@dubble.co.uk)

### Curriculum links – KS2

#### ICT

1a 1b 5b Working together to source, compile and present information

#### Art

2c Use a variety of methods and approaches to communicate observations, ideas and feelings

### Curriculum links – KS3

#### ICT

1.1a Using a range of tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value

#### Art

1.4b Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed

## ACTIVITY 1 – INTRODUCTION (5 mins)

Ask your students to name some Fairtrade products. See how many Fairtrade chocolate bars you can think of.

Tell your class that chocolate is now one of the leading Fairtrade products in the UK.

Only three years ago, Fairtrade chocolate was quite hard to find. Now with big brands like Cadbury Dairy Milk and Kit Kat becoming Fairtrade, it is in nearly every newsagent in the country. Fairtrade chocolate sales were worth £32m in 2008; this grew to £343m in 2010.

This is fantastic news and it has been possible because of the work of pioneer Fairtrade Organisations that led the way, like Divine and Dubble.

## ACTIVITY 2 - GET CLUED UP! (20 mins)

Split your class into groups or pairs, each with access to a computer, and distribute one **Dubble Quiz** handout to each team.

Get your students to look at the Dubble website ([www.dubble.co.uk](http://www.dubble.co.uk)) and use it to research the answers to the **Dubble Quiz**. Each team should write their answers on the handout.

The following boxed information gives you a bit of background about Divine and Dubble so you can help your students as they do their research.

Divine Chocolate is a Fairtrade Organisation established in 1998. The company is special because:

1. It was set up by the Ghanaian cocoa farmers cooperative, Kuapa Kokoo.
2. Kuapa Kokoo owns a 45% share of Divine Chocolate. This means that the 45,000 farmers of Kuapa Kokoo are all shareholders and benefit when the company makes a profit.
3. As owners of the company, Kuapa Kokoo farmers sit on the Divine Chocolate board and have a real say in how the company is run.
4. Divine Chocolate has its own youth brand, Dubble, that was set up by kids for kids to help them take big steps for Fairtrade ... dubbly good!

## ACTIVITY 3 – TAKE ACTION (30 mins)

In *Off Side*, Charlotte made a point of taking action for Fairtrade by talking to her local shopkeeper.

Ask your students to discuss how they could use what they've learned to take action for a dedicated Fairtrade Organisation like Dubble, e.g. learning more about it, telling your friends, pestering the local shop, etc.

Highlight that one of the best ways to take action is to tell other people what they know and try and persuade them to change their behaviour. Explain that this is sometimes called 'campaigning'.

Campaigns usually have:

- A target audience – e.g. parents, teachers, shopkeepers, politicians, children
- A campaign message – e.g. Fairtrade gives a fair deal to producers
- A call to action – e.g. make your school a Fairtrade School

Small dedicated Fairtrade Organisations, like Dubble, cannot afford to pay for adverts in the way big companies can, so the success and growth of Fairtrade has depended on campaigners spreading the word about why people should buy Fairtrade.

Get your class into pairs and distribute one **Campaign Postcard Template** to each pair.

In pairs, ask your class to create their own campaign postcard to tell people about Dubble and how it is different from mainstream chocolate companies. As well as thinking about their campaign message also ask them to think about HOW they communicate their message, e.g. language, design, distribution.

The **Campaign Postcard Template** has space for a picture on one side, and persuasive text on the other. Stick the two sides together when you've finished designing it.

Suggested extension activity: someone from each pair presents their campaign postcard to their 'target audience'.

**NOTE FOR TEACHER:** Dubble Agents can request a free MISSION:POSSIBLE campaign pack when they sign up as a Dubble Agent on the [www.dubble.co.uk](http://www.dubble.co.uk) website. Sign up as a Dubble Agent or contact [sara@dubble.co.uk](mailto:sara@dubble.co.uk) if you would like to be sent a free MISSION:POSSIBLE pack sample for your lesson.

# Dubble Quiz Handout

QUESTIONS	ANSWER
<b>1. What percentage of the £3.4 billion pounds spent on chocolate products every year in the UK is Fairtrade?</b>	
a. About 1%	
b. About 50%	
c. About 10%	
<b>2. What Fairtrade chocolate bars are made by Divine Chocolate?</b>	
a. Dubble & Divine Chocolate	
b. Dubble & Sublime Chocolate	
c. Dubble & Heavenly Chocolate	
<b>3. Kuapa Kokoo part owns the company that makes Dubble and Divine. How much do they own? (Check out the Dubble Story section)</b>	
a. 1%	
b. 30%	
c. 45%	
<b>4. Roughly how much does an average cocoa farmer earn in a day? (Check out the Dubble Story section)</b>	
a. Less than £100	
b. Less than £10	
c. Less than £1 per day	
<b>5. What is the motto of the Kuapa Kokoo co-operative of cocoa farmers (Check out the Dubble story section)</b>	
a. Ya Ya Yaa	
b. Pa Pa Paa	
c. Ta Ta Taa	
<b>6. What charity helps to make Dubble so dubbly good? (Check out the Dubble story section)</b>	
a. Funny Money	
b. Comic Relief	
c. Sad World	
<b>7. In which country is the chocolate factory that makes yummy Dubble and Divine Chocolate? (Check out the Bean to Bar section)</b>	
a. Brazil	
b. England	
c. Germany	
<b>8. What do you need to earn to complete your pod passport? (Check out the Dubble Agent section)</b>	
a. Pod Passwords	
b. Merit Marks	
c. Brownie Points	
<b>9. How do cocoa farmers give cocoa beans their chocolatey colour and flavour? (Check out the Bean to Bar section)</b>	
a. Soaking and drying the beans	
b. Scrubbing and drying the beans	
c. Fermenting and drying the beans	

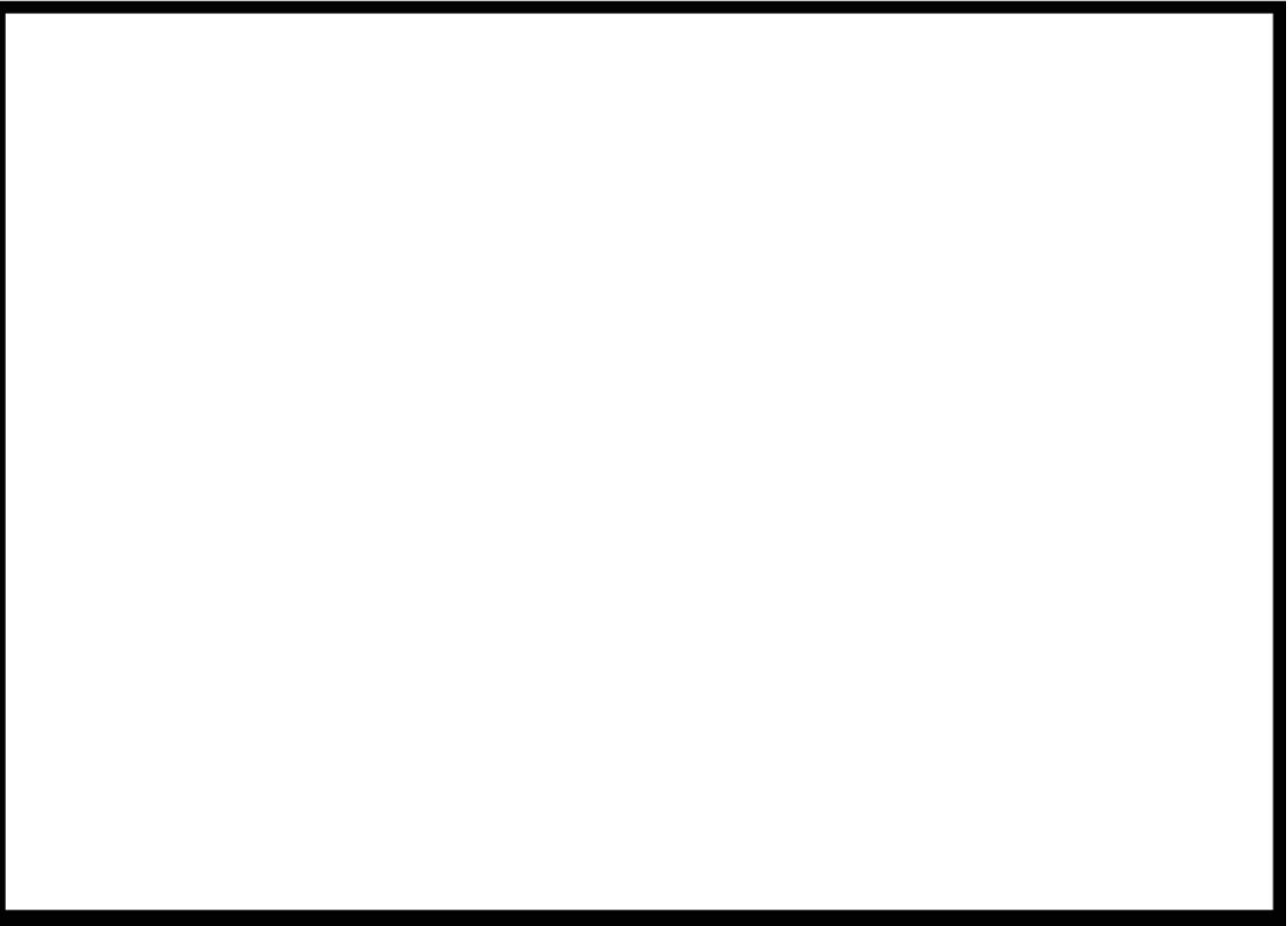
<b>10. Which type of places is cocoa grown in? (Check out Bean 2 Bar section)</b>	
a. Hot and humid places near the equator like Ghana	
b. Freezing cold places like Lapland	
c. Wet and windy places like Scotland	
<b>11. What is a cocoa pod shaped like? (Check out the Bean 2 Bar section)</b>	
a. A Frisbee	
b. A Football	
c. A Rugby ball	
<b>12. What should you do to get your local shops to stock more Fairtrade?</b>	
a. Talk to your shop keeper	
b. Go home and cry	
c. Buy loads of other stuff	
<b>13. Which year was the Dubble bar launched? (Check out the Dubble Story section)</b>	
a. 2000	
b. 2005	
c. 1995	
<b>14. What is the name of the important person who weighs the sacks of cocoa beans and pages the farmers? (Check out the Bean 2 Bar section)</b>	
a. The recorder	
b. The judge	
c. The big boss dude	
<b>15. Fairtrade products like Dubble help poor communities build things like water wells and new schools. What is that money called?</b>	
a. The social premium	
b. Good cash	
c. Chocolate coins	
<b>16. You can funk up the background on the Dubble website. How many different backgrounds can you choose from?</b>	
a. 2	
b. 7	
c. 14	
<b>TOTAL CORRECT ANSWERS</b>	

# Dubble Quiz – Teachers Answer Sheet

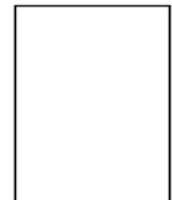
Questions	Answer
<b>1. What percentage of the £3.4 billion pounds spent on chocolate products every year in the UK is Fairtrade?</b>	
a. About 1%	
b. About 50%	C
c. About 10%	
<b>2. What Fairtrade chocolate bars are made by Divine Chocolate?</b>	
a. Dubble & Divine Chocolate	
b. <b>Dubble &amp; Sublime Chocolate</b>	a
c. Dubble & Heavenly Chocolate	
<b>3. Kuapa Kokoo part owns the company that makes Dubble and Divine. How much do they own? (Check out the Dubble Story section)</b>	
a. 1%	
b. 30%	C
c. 45%	
<b>4. Roughly how much does an average cocoa farmer earn in a day? (Check out the Dubble Story section)</b>	
a. Less than £100	
b. Less than £10	
c. Less than £1 per day	C
<b>5. What is the motto of the Kuapa Kokoo co-operative of cocoa farmers (Check out the Dubble story section)</b>	
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b. Pa Pa Paa	b
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a. The social premium	a
b. Good cash	
c. Chocolate coins	
<b>16. You can funk up the background on the Dubble website. How many different backgrounds can you choose from?</b>	
a. 2	b
b. 7	
c. 14	
<b>TOTAL CORRECT ANSWERS</b>	

# Campaign Postcard Template



Dear .....



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Signed: .....

# MY OFF SIDE STORY

*Kofi was now a City FC player. He had a full contract for two years. His trial had gone extremely well. And City had asked to sign him on the day. They helped find him a reputable agent and – after talking to his family on the phone – Kofi had agreed to be a City player. Now he was coming home...*

*'Raphael has told me some news about my family,' Kofi said as they neared his home village.*

*Danny nodded, eager to hear, hoping it would be more good news for them.*

*'They have a new cocoa farm. From my uncle, who has split his farm in two to help them.'*

*'Good,' said Danny.*

*'And now they are no longer cheated. They do not take their cocoa to the old buyer. Now they are part of a group of farmers called Kuapa Kokoo.'*

– *Off Side*, Tom Palmer, p. 234-235

## Lesson Plan (55 mins)

**Aim:** Students will understand how to put together themes from what they have read to create a new story and will use their creative writing and drawing skills.

### What you will need:

- one copy of the **Front Cover Handout** for each student
- one copy of the **Back Cover Handout** for each student
- pens and pencils for writing and drawing

### Curriculum links – KS2

#### Art

2c Use a variety of methods and approaches to communicate observations, ideas and feelings

#### English

En3 1 Composition

En3 2 Planning and drafting

### Curriculum links – KS3

#### Art

1.4b Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed

#### English

2.3a b d k Include an appropriate level of detail and the right style, consider what reader needs to know, interest and engage the reader

## ACTIVITY 1 – WRITING THE BLURB (25 mins)

Imagine that something happens at the end of *Off Side* when Danny visits Kofi in Ghana. Think of a story you could write about it.

Perhaps Shearer has escaped from jail. Perhaps Danny has discovered another corrupt agent in Ghana trying to lure more young players to the UK. Perhaps when Kofi is older he returns to play football for the Ghana national team.

Distribute copies of the **Back Cover Handout** to each student.

Write the summary of the story that would appear on the back of the book. This text is commonly known as "the blurb".

Think about the purpose of the blurb – it needs to draw the reader in and catch their attention. It needs to explain enough of the story to interest the reader, but you also don't want to give it all away so they want to pick up the book and find out what happens!

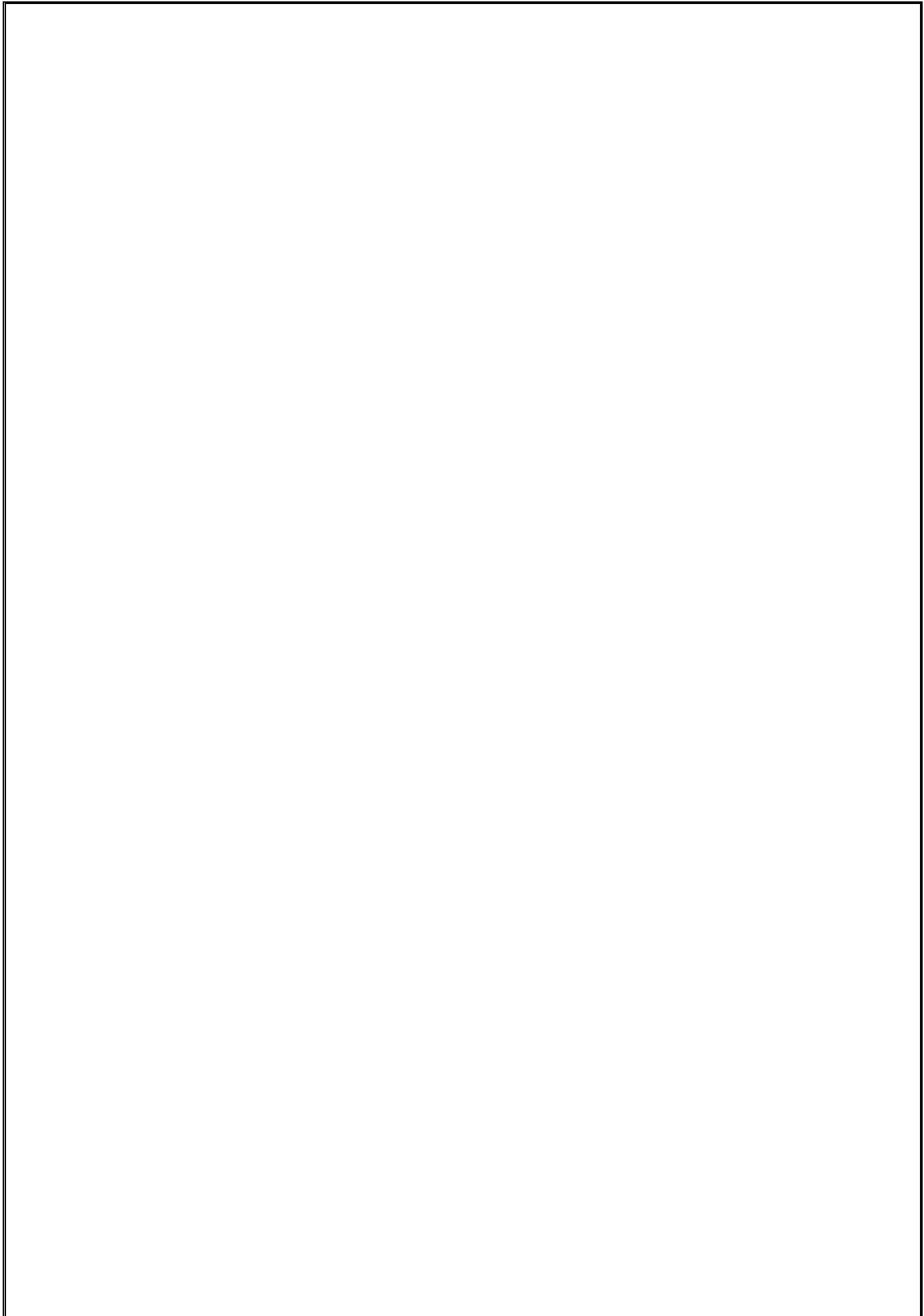
### **ACTIVITY 2 – DRAWING THE FRONT COVER (25 mins)**

Distribute copies of the **Front Cover Handout** to each student.

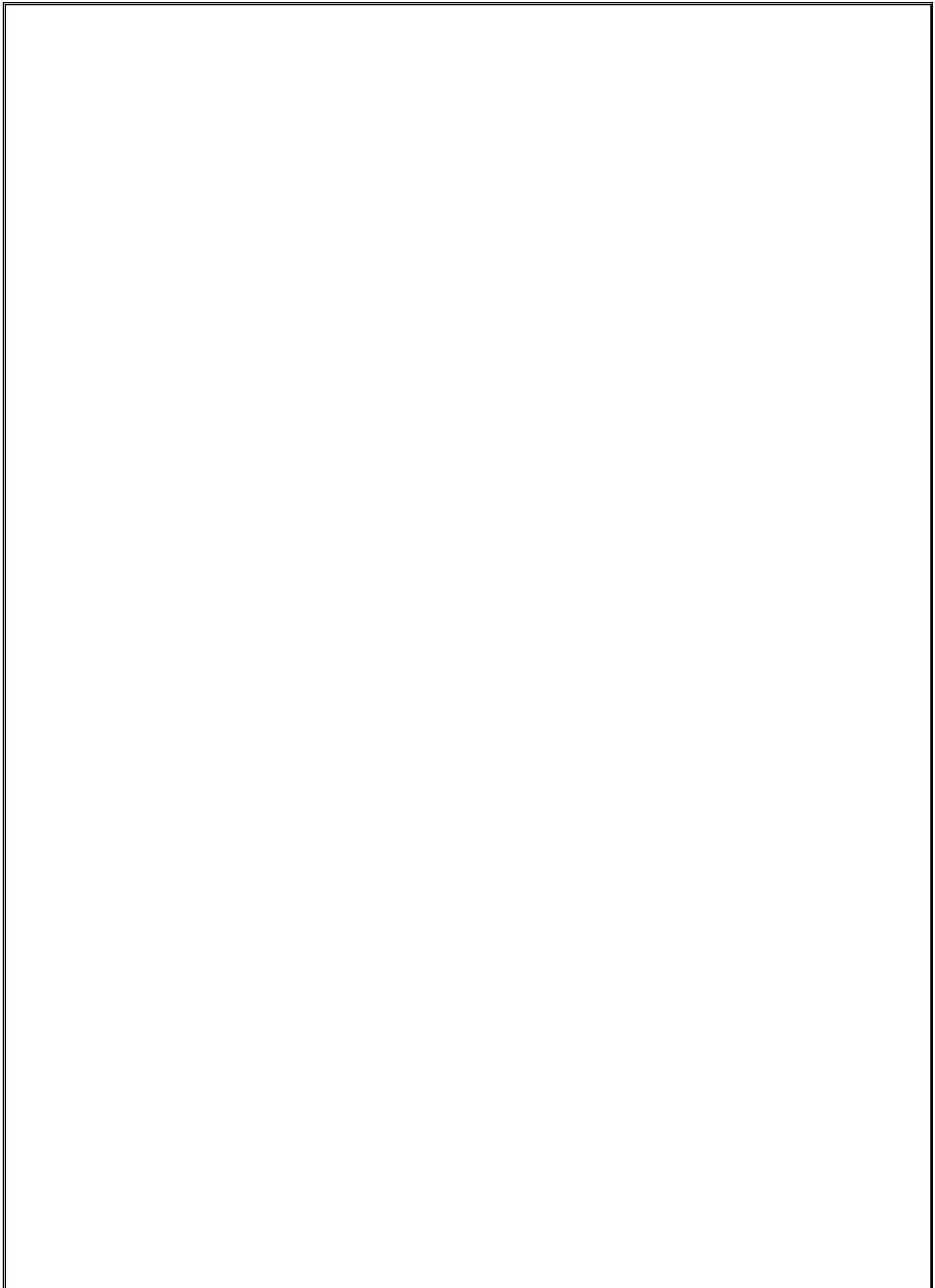
Draw a picture and title to illustrate the front cover of your book.

You might want to depict a key exciting moment in your story or have a picture of Danny and Kofi to show your reader who your main characters are.

# Front Cover Handout



## Back Cover Handout



# CHILD TRAFFICKING

'There's a boy sleeping rough near the City Stadium,' Danny said. 'Kofi. He says he's from Ghana. He says an agent brought him over here to play for City. But that he cheated him--' 'Ghana?' Holt interrupted. 'Are you serious?'

'Yeah, he's...' And Danny repeated what Kofi had told him the night before.

'And he's sleeping rough? Just abandoned? How old is he?'

'Sixteen,' Danny answered.

– *Off Side*, Tom Palmer, p. 117

## Lesson Plan (45 mins)

**Aim:** Students will understand what child trafficking is and about the circumstances in which it could happen.

### What you will need:

- cut out copies of the **Jobs Handout** for each pair
- mark out a "pay scale spectrum line" on the floor through the middle of the classroom with string or pieces of paper with a scale ranging from £0 to £150,000, plus room for one outlying super salary of £3.5m (you might need to go to the other end of the classroom or pace out the door to mark out that one!)

### Curriculum links – KS2

#### Citizenship

2e Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

### Curriculum links – KS3

#### PSHEE

2.1a Reflect critically on their own and others' values

#### Citizenship

1.3c Considering the interconnections between the UK and the wider world

## ACTIVITY 1 – INTRODUCTION TO TRAFFICKING (5 mins)

Ask students if they know what trafficking is.

Read out or paraphrase this text to the class:

"Imagine your family is so poor that you trust someone who says they'll take you to the city and give you a great job – even though the chances are you'll be sold into slavery. This situation is faced by millions of desperate people as they try to escape from lives of poverty."

We're going to think about how this could happen.

## ACTIVITY 2 – JOBS, REWARDS AND FAIRNESS (30 mins)

Get into pairs and distribute one set of the **Jobs Handout** to each pair.

In pairs, discuss which jobs you think are the most important.

After five minutes, each pair should report back on which two jobs they think should be the highest paid, and why.

As a whole class, go through each job in turn and place each of the job pictures along the pay scale spectrum line on the floor.

### **Annual salary of various jobs:**

- Soldier - £17,000
- Company director - £80,000
- Doctor - £110,000
- Teacher - £30,000
- UK Prime Minister – £142,500
- Footballer (Michael Essien) - £3.5m
- Cocoa farmer - £255
- Fairtrade cocoa farmer - £355
- Supermarket cashier - £12,500

Discuss with the class whether they think these rewards are fair.

### **ACTIVITY 3 – TRAFFICKING DISCUSSION (10 mins)**

Read out the following text about child trafficking:

"Child trafficking is when a person under 18 years of age is recruited and taken away from their homes to be exploited in some way.

It is a massive global problem, affecting around a million children every year, mainly children from poor countries.

Sometimes children, or their parents, are desperate to earn money and think traffickers offer a real chance at employment. Or children are often not aware of their rights, and can be tricked or forced into going with traffickers."

Ask the class: if they were Ghanaian, would they rather be a cocoa farmer on £255 a year, or a Premier League football player on £3.5m a year?

For cocoa farmers, Fairtrade is a really important way for them to escape from poverty.

Fairtrade means they get a guaranteed wage, so they will always make a little bit of profit and be able to gradually make their family's lives better.

But although a Fairtrade cocoa farmer is paid 30% more than a normal cocoa farmer, it is still only £355 a year. Far less than a Premier League footballer.

That is why families in places like Ghana can still be tempted by traffickers who claim they will get their children a place in a Premier League football team. The rewards are so great.

Discuss with the class what they think can be done about trafficking.

The following boxed information may be useful for you as you lead the discussion.

The underlying cause of most child trafficking is poverty, so anything we can do to support the fight against poverty, including buying Fairtrade, helps.

It is especially important that children in poor countries are able to go to school, because it protects them, educates them about their rights and prepares them for adult work.

Many governments and charities are working in poor countries to raise awareness of the problem and help communities stop it happening.

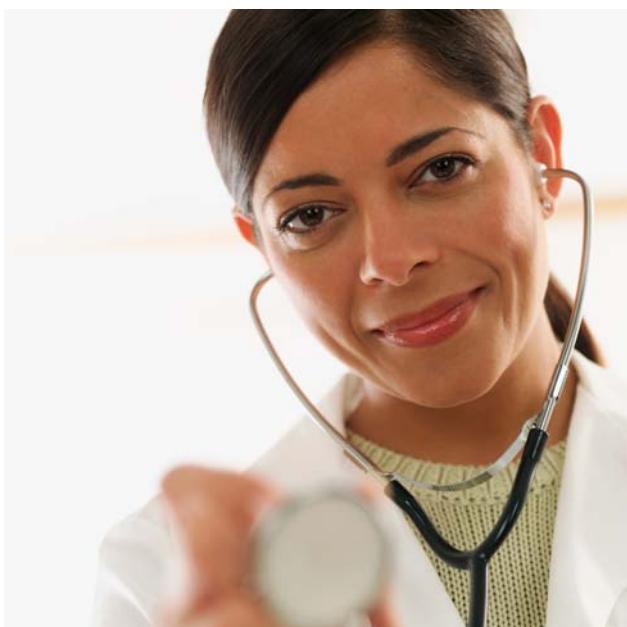
# Jobs Handout



**SOLDIER**



**FAIRTRADE COCOA FARMER**



**DOCTOR**



**COMPANY DIRECTOR**



**SUPERMARKET CASHIER**

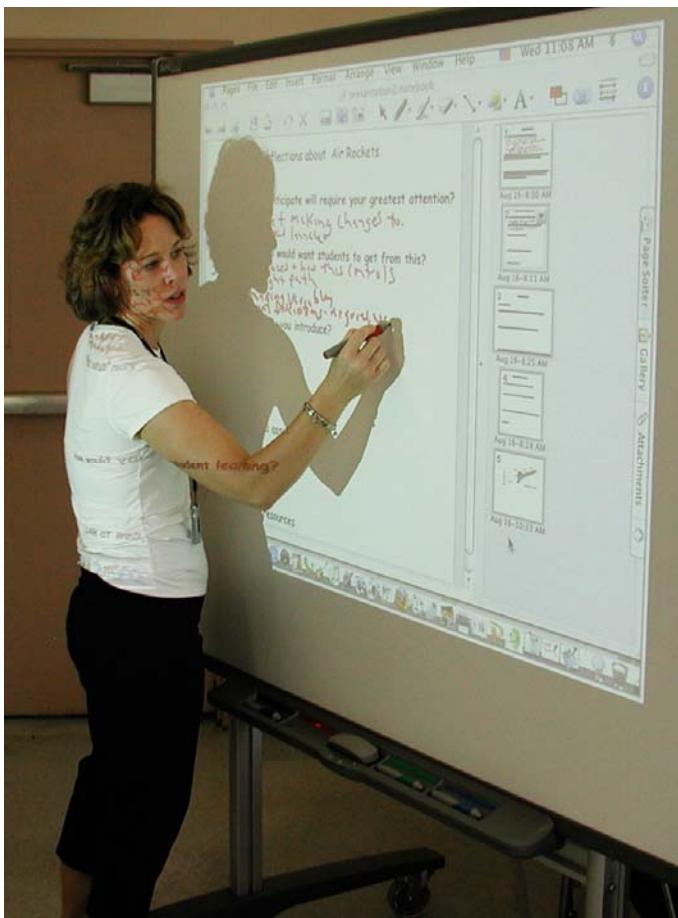
# Jobs Handout



**UK PRIME MINISTER**



**COCOA FARMER**



**TEACHER**



**FOOTBALLER**