

What we buy

Goal. Students trace three things they own back to the people who made them, and learn what has changed in those industries and what has not.

AGES

15 and up (younger with the 12 to 14 sheet)

FITS

Economics, business studies, ethics

TIME

45 minutes, one period

You need. Projector with the site. After the main walk, choose What we buy from Fly another route, or use the link in the footer. Worksheet per student.

The lesson

5 min

Guess

Ask everyone to take out their phone and look at the clothes they are wearing. Ask: who made this, and what were they paid? Then fly the route.

15 min

Walk

Fly the route: Soubré, Kolwezi, Dhaka. At each stop read the number, one paragraph and What's working. With a short period, pick three stops.

10 min

Meet

Choose one person on the route. One student reads their story, another reads 'what they would tell you'. Ask what they would want this class to do.

10 min

Move

Worksheet. Then each student writes one move with a date, using the organisation named at a stop.

5 min

What's working

Reread only the What's working paragraphs. Ask: which of these could we copy here?

Questions for the room

1. Cocoa prices tripled in 2024, but farmers were paid less in 2026 than in 2025. Where did the money go?
2. Cobalt-free batteries are now over half of electric cars. Is that good news for Kolwezi?
3. After Rana Plaza, factory deaths fell sharply. Why did it take a collapse?

Answers and sources

Key figures: 1.56 million children in child labour on cocoa farms in Côte d'Ivoire and Ghana (NORC survey). About 3 in 4 tonnes of mined cobalt come from DR Congo (USGS, 2025). 1,134 people died at Rana Plaza in 2013; the International Accord has since inspected 1,759 factories and fixed 81% of the safety problems it found (August 2026). Every figure and its source is shown on the site at the stop.

What we buy

Name _____

Class _____

Date _____

The stops

Place	Problem	The number
Soubré, Côte d'Ivoire	Cocoa	
Kolwezi, DR Congo	Cobalt	
Dhaka, Bangladesh	Garments	

One thing I own, where it came from, and who made it

The person I remember, and what they told us

One thing that is working

What we buy

Name _____

Class _____

Date _____

The stops

Place	Problem	The number	What is working
Soubré, Côte d'Ivoire	Cocoa		
Kolwezi, DR Congo	Cobalt		
Dhaka, Bangladesh	Garments		

Trace one product from your bag to its stop: raw material, who grows or digs it, what they are paid, who sells it to you. Use the site's figures and one more source.

Argue it: 'Boycotting the product helps the workers.' Give the best case for and against.
