

# **What in the World is Fair Trade?**

An  
Educational  
Toolkit



**Clay McLeod**

  
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# About This Toolkit

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After many years of dreaming, and then after almost a year of planning and development, we are very excited to be able to offer you, the teacher or youth group leader, this Fair Trade educational toolkit. This toolkit has been designed to help you facilitate activities in your classroom or community that will teach children and youth about Fair Trade and particularly about Fair Trade cocoa and chocolate. This toolkit is a collaboration between Clay McLeod and La Siembra Co-operative.

We would welcome any feedback that you have. Comments and suggestions for future improvements will be very much appreciated. Please send any feedback to Caitlin Peeling at La Siembra Co-op. She can be reached by email at [caitlin@lasiembra.coop](mailto:caitlin@lasiembra.coop).

Thank you for raising awareness about Fair Trade!





# About La Siembra

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La Siembra Co-operative is based in the Ottawa-Gatineau region and offers consumers across Canada high-quality, Fair Trade Certified, and certified organic chocolate, cocoa and sugar products marketed under the brand name Cocoa Camino.

Incorporated in 1999, La Siembra was the first company in North America to import Fair Trade Certified cocoa and sugar products, and it has quickly grown to become a leading North American Fair Trade organization.

It is also a worker co-operative, which means that employees are also owners of the co-op and participate democratically in the operation of the company. The co-op has chosen to identify with its producer partners by adopting the same democratic, participatory, and transparent model that they follow.

*La siembra* means “the sowing” or “the planting time” in Spanish. *La siembra* and *la cosecha* (the harvest) are the most important times of year for small-scale farmers. Their livelihood and culture revolve around these times. By offering consumers products that improve the livelihoods of family farmers and support the sustainability of communities at home and abroad, La Siembra Co-operative hopes to create a more equitable relationship between consumers in the North and farmers in the South.

You can find La Siembra on-line at [www.lasiembra.coop](http://www.lasiembra.coop), or you can e-mail ([info@lasiembra.coop](mailto:info@lasiembra.coop)), phone (613 235-6122), fax (613 235-6877), or write (La Siembra Co-operative, 4 Florence Street, Suite 210, Ottawa, Ontario, Canada K2P 0W7).







# About the Author

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Clay McLeod is a teacher with the Central Okanagan School District in Kelowna, British Columbia. He teaches Grade 4 at South Kelowna Elementary School. Since starting his teaching career in 2000, he has taught students in Grades 4–8, in both elementary schools and a middle school in two B.C. school districts. He presents professional development workshops about global education for teachers, and has extensive curriculum development experience in the area of global education.

Before becoming a teacher, he worked as a lawyer and writer, and his writing has appeared in publications as diverse as the *Alberta Law Review* and *OWL Magazine*. He is currently writing a global education curriculum resource book for educators called *The World in Your Classroom: Engaging Students in Global Education* (in fact, many of the ideas in this toolkit will appear in that book) and he is working towards the completion of his Master in Arts (Education) degree at the University of British Columbia (Okanagan).

You can find out more about Clay at his classroom website ([www.sd23.bc.ca/~cmcleod/](http://www.sd23.bc.ca/~cmcleod/)) or his social justice and educational consulting website ([www.continuumconsulting.ca](http://www.continuumconsulting.ca)), or you can e-mail him at [claymcleod@shaw.ca](mailto:claymcleod@shaw.ca).







# Background Information

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## What is Fair Trade?

According to TransFair Canada, Canada's non-profit certification and public education organization for Fair Trade, "Fair Trade Certified product sales have grown in Canada by an average of 50% each year since 1999, while the range of Fair Trade Certified products is also increasing rapidly." TransFair is Canada's National Initiative (NI) for Fairtrade Labelling Organizations International (FLO), the international Fair Trade standard setting and certification body. According to FLO, "Fair Trade sales in Europe have been growing at an average 20% per year since 2000. The annual net retail value of Fair Trade products sold in Europe now exceeds €660 million. This is more than double the figure five years ago [in 2000]. Fair Trade has thus become one of the fastest growing markets in the world." Fair Trade is a rapidly growing and expanding international phenomenon, but what is it?

Is Fair Trade a movement to seek economic fairness for farmers and labourers in the global South (another name for the Third World, or the developing world)? Is it a class of goods, governed by rules related to the ways in which those goods are produced and traded? Is it an awareness of our ability to impact the world in positive ways with the choices that we make about the things that we buy and the way that we live? Is it an attempt to prevent the negative effects of "free trade" (neo-liberal, laissez-faire economic globalization) that lead to the rich getting richer and the poor getting poorer? It is all of these things and more. According to EU Trade Commissioner Peter Mandelson, "Fair Trade teaches us that consumers are not condemned to be only bargain-hunters... Fair Trade reminds us that trade is about people, their livelihoods, their families, sometimes their survival."

When you see the Fair Trade Certified logo on consumer goods, it means that those goods were produced and delivered to the final consumer according to the rigorous Fair Trade standards of FLO, which have been designed to ensure that international trade conducted under the umbrella of Fair Trade certification is not exploitative of producers in the global South. According to TransFair Canada,

The international Fair Trade system is structured to produce the following outcomes for farmers and workers in developing countries:

- Fair compensation for their products and labour
- Sustainable environmental practices



- Improved social services
- Investment in local economic infrastructure

Fair Trade standards and criteria operate at the levels of the producers and traders (as well as processors, wholesalers, and retailers) to ensure these broad goals are met in democratic and non-discriminatory ways. For instance, at the producer level, Fair Trade standards ensure that minimum health, safety, and environmental standards are met and that neither child labour\* nor slavery is used in the production or harvesting of Fair Trade products. At the trader level, Fair Trade standards ensure that the prices paid for products cover the costs of sustainable production and living and a Fair Trade premium; Fair Trade standards also provide for long-term relationships between traders and producers and, when requested by producers, pre-payment for goods in order to assist with long-term planning. For more information on certification and the independent auditing system, please see the references listed below for TransFair Canada and FLO's websites.

## Why is Fair Trade Necessary?

Many of the historical and current trading relationships between producers in the global South and consumers in the global North (the First World, or industrialized countries) have been and continue to be characterized by exploitation of Southern producers. According to David Ransom writing in the *New Internationalist* magazine,

Ever since industrial trading empires began, in the seventeenth century, natural resources and wealth have been extracted from the South and built up in the North. There's nothing very different about globalization today—except that the empires are run not by nations but by corporations. They fix rules so that 'free trade' is a game only they can play on what they call a "level playing field"—which in reality slopes ever-more steeply in their favour. Fair Traders, North and South, are trying to turn the process around.

To take cocoa as an example, 43% of the world's cocoa comes from the Ivory Coast region of West Africa. There have been ongoing reports of child slavery on cocoa plantations in this region. Furthermore, hundreds of thousands of West African children (between the ages of 9 and 12) work in hazardous conditions on cocoa farms. Many of these children work because the price paid for conventional, non-Fair Trade Certified cocoa is so low that farmers cannot afford to send their children to school. Cocoa farmers live in such poverty compared to Canadians that many have never even tasted the finished product of their labour – chocolate. For more information on child labour and slavery on cocoa plantations, please see the references listed below for Global Exchange's website and *Bitter Chocolate* by Carol Off.

Many other consumer goods that we in the global North take for granted—for instance, coffee, sugar, tea, bananas, rice, flowers, wine, sports balls and cotton—involve similar stories of exploitation, poverty, and hardship experienced by Southern farmers and labourers. As a result of many factors, which range from historical trade inequities and the influence of international economic institutions like the World Bank and the IMF to global fluctuations in prices for commodities like coffee and cocoa beans, farmers and workers in the global South experience poverty and hardship.

\* As defined by the conventions of the International Labour Organization (ILO) (i.e. full-time labour by children under the age of 15).



# What Does This Have to Do With Me?

When we blindly buy the cheapest product on the store shelves, without thinking about where that product comes from and how it got there, we are participating in the cycle of trade that makes this possible. The saying, “think globally, act locally” hints at the power that we exercise when we make choices in our lives, even about seemingly small things like the foods and other products that we buy. Because of our role as consumers in the global economy, our purchasing choices have an impact that can be felt around the world. As consumers, we exercise power as truly global citizens.

In his Massey lecture in 1967, entitled “A Christmas Sermon on Peace,” Martin Luther King, Jr. said,

It really boils down to this: that all life is inter-related. We are all caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. We are made to live together because of the inter-related structure of reality. Did you ever stop to think you can’t leave for your job in the morning without being dependent on most of the world? You get up in the morning and go to the bathroom and reach over for the sponge, and that’s handed to you by a Pacific islander. You reach for a bar of soap, and that’s given to you at the hands of a French-man. And then you go into the kitchen to drink your coffee for the morning, and that’s poured in your cup by a South American. And maybe you want tea: that’s poured in your cup by a Chinese. Or maybe you’re desirous of having cocoa for breakfast, and that’s poured in your cup by a West African. And then you reach over for your toast, and that’s given you at the hands of an English-speaking farmer, not to mention the baker. And before you finish eating breakfast in the morning, you’ve depended on more than half the world. This is the way our universe is structured, that is its inter-related quality. We aren’t going to have peace on earth until we recognize this basic fact of the inter-related structure of all reality.

Fair Trade certification recognizes this “basic fact of the interrelated structure of all reality,” since it recognizes that our purchasing choices have the potential to impact the lives of farmers, workers, and their families in countries across the world. Fair Trade certification allow us to shop ethically, voting with our dollars for a more fair and equitable way of relating to the people in the global South who provide us with many of the consumer items that we use everyday.

## Teaching and Learning about Fair Trade

Children and youth are naturally interested in both Fair Trade and the circumstances that make Fair Trade necessary. Children and youth love learning about different places, cultures, and ways of life. Children and youth are especially interested in learning about how they can make a difference in the world. Once they discover that others are experiencing hardship, they respond with compassion and, often, with the desire to do something to help. Fair Trade provides a great opportunity to make a positive impact on the world, showing children and youth that they have the ability and the capacity to support other people in the world. Fair Trade is not about charity; it is about building respectful relationships, democracy, freedom, and self-sufficiency. As Nelson Mandela said during his “Make Poverty History” speech at Trafalgar Square on February 3, 2005, “Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life. While poverty persists, there is no true freedom.”

Whether you are teaching in a conventional public-school classroom setting, an alternate education setting, a private school, a Scouting or Girl Guide group, or in a religious community, teaching about Fair Trade



allows the children and youth that you work with to learn about the world, including some of the problems and inequities that exist. More importantly, it shows children and youth that they have the power to make a difference in the world. Learning about Fair Trade is empowering, and that is a valuable life-long lesson with application in many areas of life. Moreover, learning about their relationships with other people and communities around the world and the role that they play in global systems as consumers and citizens allows children and youth to practice other skills (reading, writing, teamwork, social responsibility, etc.) in an authentic context. Learning in an authentic context like that motivates children and youth and allows them to engage meaningfully in whatever activity they are participating in.

## References

Specific information and quotes used above came from these books, articles, and websites:

King, M. (1967). *Conscience for Change: Massey Lectures, Seventh Series*. Toronto: CBC Publications.

Ransom, D. (2000). "The Level Playing Field." *New Internationalist* 322 (April): 13. Reprinted with permission from New Internationalist. [www.newint.org](http://www.newint.org)

*Fair Trade in Europe 2005: Facts and Figures on Fair Trade in 25 European Countries:*  
[www.fairtrade.net/sites/news/FairTradeinEurope2005.pdf](http://www.fairtrade.net/sites/news/FairTradeinEurope2005.pdf)

*Fair Trade Chocolate: The Sweet Solution to Abusive Child Labor and Poverty:*  
[www.globalexchange.org/campaigns/fairtrade/cocoa/index.html](http://www.globalexchange.org/campaigns/fairtrade/cocoa/index.html)

Fairtrade Labelling Organizations International: [www.fairtrade.net](http://www.fairtrade.net)

Nelson Mandela's Speech to Trafalgar Square Crowd: [www.makepovertyhistory.org/docs/mandelaspeech.doc](http://www.makepovertyhistory.org/docs/mandelaspeech.doc)

TransFair Canada: [www.transfair.ca](http://www.transfair.ca)

## Resources

### Internet Resources

An up-to-date list of Internet resources can be accessed at La Siembra's website: [www.lasiembra.coop/en/links.php](http://www.lasiembra.coop/en/links.php).

### La Siembra's Top Three Fair Trade or Cocoa Print Resources

#1—Alex Nicholls & Charlotte Opal, *Fair Trade: Market-Driven Ethical Consumption* (London: Sage Publications, 2005): This is an excellent overview of Fair Trade and the Fair Trade movement. Well-researched and documented, this is a very readable work, and each chapter is accessible on a stand-alone basis.

#2—David Ransom, *No-Nonsense Guide to Fair Trade, 2nd edition* (Rotherham UK: New Internationalist, 2006): This is a good quick overview of Fair Trade and different Fair Trade commodities, and while it is UK-focused, it does offer interesting case studies.

#3—Carol Off, *Bitter Chocolate* (Toronto: Random House, 2006): CBC investigative reporter Carol Off traces the origins of cocoa and slave labour in the cocoa industry, focusing on the situation in Côte d'Ivoire where nearly half of the world's cocoa beans are produced. While this book contains limited content on fair trade, it



is a good reference for anyone looking to learn more about the history of cocoa and the hard facts about the exploitation still occurring in this industry today.

## **Clay's Top Five Global Education Print Resources**

#1—Graham Pike & David Selby, *In the Global Classroom 1* (Toronto: Pippin Publishing, 1999) & Graham Pike & David Selby, *In the Global Classroom 2* (Toronto: Pippin Publishing, 2000): These two come in tied at #1 on my list. Depending on your curricular area or area of interest, you might want to choose one or the other, since they are both broken into thematic sections. Both books describe great activities for all age levels.

#3—Bill Bigelow and Bob Peterson, eds., *Rethinking Globalization: Teaching for Justice in an Unjust World* (Milwaukee: Rethinking Schools Press, 2002): This is a great resource for learning about globalization and what one can do to address it in a spirit of justice. The reading level is geared towards able readers, making it a great secondary resource.

#4—Craig Kielburger and Marc Kielburger, *Take Action! A Guide to Active Citizenship* (Toronto: Gage Learning Corporation, 2002): This book has great ideas about how to make the rubber hit the road, and it's packed with great descriptions of how to do things effectively and motivating quotes.

#5—Graham Pike & David Selby, *Global Teacher, Global Learner* (London: Hodder & Stoughton, 1988): This is older than the other two by Pike and Selby, and though they made improvements in the years between this resource and the later series, this is still packed with great information and activities.

## **A Book For Kids About Fair Trade**

Naomi Poole, *Stop! Don't Eat Me: A Story About Fair Trade for Kids (and Their Parents)* (Ottawa: PeaceDiviners International Inc., 2004). This book geared towards children can be ordered from PeaceDiviners International at [www.peacediviners.org](http://www.peacediviners.org).









# **Primary Activity Plan, Grades 1–6**

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## **Global Education for Primary Students**

The “expanding horizons” model of Social Studies is often used to expose children to increasingly broader views of the world. As they progress through the grades, children are introduced to wider and more expansive notions of community, starting with their family and local community in lower grades and expanding the field of view to their province, then to their country, and finally to the world as the grades progress. This model is often reflected in provincial learning outcomes and curricula. However, it need not handcuff teachers concerned with global education. Global education explodes the artificial distinction between local and global and recognizes that local conditions have an impact the whole world wide, just as global conditions impact us in our local communities.

Global education brings together the two notions in education: worldmindedness and child-centredness. Global education is an approach to education that aspires to honour the individual learner, both out of respect and out of a sense of educational effectiveness, while facilitating that learner’s development into a global citizen, committed to the interests of the global village and capable of achieving success on that stage. It is never too early to begin integrating these two notions in education. Even in primary grades, students can be exposed to ideas and activities that will allow them to construct meaning in relation to their role as global citizens and learn skills that will enable them to contribute to all of the communities that they are a part of, both local and global.

Primary students are part of the consumption chains that connect them and their families and local communities to families and communities in other parts of the world. Therefore, it is important for them to be aware of their connections to these communities and other things about those communities. The following activity has been designed in order to develop that kind of awareness while also developing crucial literacy skills.



# Global Split-Image Routine

This activity is a modification of a co-operative literacy activity called “Split-Image Routine.” It is designed to get students to use oral language to describe the visual details of images, listen to descriptions of images to create mental images of unseen images, and work as part of a team to create a meaningful explanation of the kind of information provided by a particular set of images. In this activity, you will use the photographs included in Appendix 1 of this toolkit to engage your students in these processes.

## Facilitating the Activity

1. Explain that you are going to show the students some images that relate to the harvesting and production of cocoa, which is processed to create chocolate.
2. Have your students sit in two parallel lines, with each line facing the other. Each student will work as a partner with the student sitting directly across from him or her in the line facing the opposite direction (if there are an odd number of students, you may have a group of three).
3. Using printouts of the photographs included in Appendix 1 of this toolkit (you may wish to enlarge, print out, and laminate each photograph before the beginning of this activity), show one image (photograph) at a time to half of the students (all of the students in only one of the lines), while the students in the other line turn away, facing the opposite direction. Instruct the students in the line viewing the image (the first line) to think about how they are going to describe the image to their partners, looking at the details, shades, and events represented or portrayed by the image.
4. After every student in the first line has had a chance to view the image, have the second line of students turn around to listen to their partners’ descriptions of the image. Allow the describer (from the first line) sufficient time to describe the image and answer any questions that the listener (from the second line) might have.
5. Now, the lines switch roles, and the first line of students turns away while the second line of students views the next image in the series, each student thinking of how he or she is going to describe this image to their respective partners.
6. After each student in the second line has had a chance to view the image, have the first line of students turn around to listen to their partners’ descriptions of the image. Once again, allow the describer (now from the second line) sufficient time to describe the image and answer any questions that the listener (now from the first line) might have.
7. Continue alternating which line of students views and describes the image and which line of students listens and asks questions until all images in the series have been viewed by one partner and described to the other partner in each partnership. This way, each student gets a chance to view and describe several images and listen to descriptions from a partner of several other images.
8. Then, give each partnership a chance to work together to decide on how to briefly summarize the information they were able to gather from the images about the way of life of people who work on harvesting and producing cocoa. Depending on your students, you may wish to leave this task open-ended, or you may wish to ask them to answer specific questions about the weather, climate, and environment depicted in the images, cocoa, the nature of the labour involved in harvesting cocoa, the kind of clothing worn by farmers, the ages and gender of people depicted, and the appearance and attitude of the people depicted in the images.



9. Have each partnership share their interpretation of the series of images, either through drawings, writing, or orally as a presentation to the rest of the class. This can lead to a whole-class discussion about similarities and differences between different partnerships' interpretations (or you may wish to save this discussion until after the next step).
10. After all partnerships have had a chance to share their interpretations, show each image to the entire class (you may wish to create an overhead transparency of each image for this purpose), reading to the class the caption that corresponds with each image. The captions are given on the final page of Appendix 1. This can lead to a whole-class discussion about similarities and differences between the students' various interpretations and the interpretations of the images provided by the captions.

After sharing each of the images and their captions with your students, it is important to share information about how this process relates to and has an impact on the lives of the children of cocoa farmers. You can do this by reading with your students the handout describing the life of the daughter of a Fair Trade cocoa farmer (Appendix 2 of this toolkit). You may wish to then discuss potential actions that your students could take to support Fair Trade.







# **Intermediate Activity Plan, Grades 4–8**

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## **Global Education for Intermediate Students**

In today's hyper-connected world of global communication, travel, cultural interaction, and trade, today's children are destined to become truly global citizens. As children grow older and develop more sophisticated understandings of the world, it is crucial that they be given the tools to truly understand the processes and implications of the phenomenon of globalization and to respond constructively to the challenges posed by current conditions in the world. Given the profound interdependence that we experience with people in faraway places, it is crucial that children develop the knowledge, skills, and attitudes necessary to meaningfully and positively meet their responsibilities as global citizens.

Global education is an approach to education that allows children to chart a course towards informed, constructive, positive, and active global citizenship. David Selby, Professor for Education for Sustainability at the Centre for Sustainable Futures, University of Plymouth, in the United Kingdom, defines it this way:

Global education is an approach to education that's based upon the interconnectedness of communities, lands, and peoples, the interrelatedness of all social, cultural, and natural phenomena, links between past, present and future, and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of development, equity, peace, social and environmental justice, and environmental sustainability. It encompasses the personal, the local, the national and the planetary. Along with these principles, its approach to teaching and learning is experiential, interactive, child-centred, democratic, convivial, participatory, and change-oriented.

Although this sounds like a tall order, global education is not an expectation to "do it all;" rather it focuses on the fact that "every little bit helps." By focusing on the aspects of global education that fit with the curriculum or program that you are trying to implement and that motivate you and the children you work with, you can use global education to help you address learning outcomes or meet program goals while teaching your students how to be responsible and positive global citizens more meaningfully and effectively.



# Chocolate Choices: The Game

This activity is a board game that has been designed as a teaching tool. The game is designed to represent many of the aspects of cocoa harvesting and the delivery of chocolate to the final consumer, comparing and contrasting the conventional cocoa farmer-to-consumer chain to and with the corresponding Fair Trade chain. It is designed to engage students in a learning experience that will demonstrate relevant relationships in a meaningful way. Because of the nature of a board game, some of the more complicated “facts” and relationships have been simplified in order to clarify points about cocoa production and Fair Trade.

For instance, in the game, the Fair Trade farmer and trader partners share money equally, and this is not true in reality. In reality, distribution costs, variable costs of other ingredients besides cocoa, exchange rate fluctuations, sensitive manufacturing cost information, and variations in the cocoa content per bar make it impossible to generalize about what percentage of the price paid for a Fair Trade Certified chocolate bar goes to the cocoa farmers. Despite these complexities, Fair Trade Certified cocoa prices are always at or above the world market cocoa prices, which means that cocoa farmers always get more money for their product in the Fair Trade system.

To assess fairness in this complicated relationship, one needs to consider many factors, including the nature of the relative economies and costs of living in cocoa-producing countries in the global South (like the Dominican Republic) and chocolate-consuming countries in the global North (like Canada), the other costly steps in the farmer-to-consumer chain (transportation, processing, distribution, and retail costs, etc.), and the composition of the end product (not all chocolate bars have the same ingredients or percentage of cocoa solids; nor are they all created equal). Moreover, there are elements to the relationship between Fair Trade producers and traders that go beyond money and can’t be measured in dollars and cents. Obviously, a simple board game cannot accurately represent all of these factors and relationship elements, so some parts of the game have been simplified for the sake of both ease of play and clarity for the children playing the game.

Before playing the game with children, you will need to do some preparation by printing out and cutting up game cards and money, and you will need to supply dice and tokens (playing pieces or player markers) for the children playing the game. Therefore, instructions for preparing the game components precede the game instructions below.

## Preparing Game Components for Game Play

1. The game components can be found in Appendix 3 of this toolkit. These instructions will produce enough game components for one game that can involve 4–8 players. Repeat the instructions (e.g., make extra copies of each set of game cards) for each game group that you would like to involve in the game activity. For instance, if you have 24 children in a group, you may wish to create three sets of game components to involve all 24 students in three concurrent or simultaneous games involving 8 players each.
2. Included in Appendix 3 are sets of bills (\$10, \$20, \$50, & \$100) to be used as play money. Print out three sets of bills.
3. Cut the bills out from the paper, and organize them in piles by denomination (e.g., a pile of \$100 bills, another of \$50 bills, etc.).
4. Included in Appendix 3 are several sets of cards. The sets of cards are as follows:
  - a. Conflict cards;
  - b. Co-operation cards;
  - c. Pollution cards;



- d. Clean-Earth cards;
  - e. Big Profit cards; and
  - f. Fair Trade cards.
5. The Fair Trade and Big Profit cards have two sides—a name side (describing the card type) and a side with directions to follow. Print out these cards double-sided. Or print out both sides of each set of cards, and photocopy one side of each set of cards onto one side of a piece of paper and the other side of each set of cards onto the other side of the same piece of paper.
  6. The remaining sets of cards have a name and a picture representing a teaching/learning point on the same side. Print out these sets of cards.
  7. Cut the cards out from the paper.
  8. Included in Appendix 3 is a game board to use with this activity. Print it out on legal-size paper (8.5" × 14"). You may wish to laminate it before game play.
  9. Get two six-sided dice.
  10. Get a token, or playing piece, for each pair of players (you can use an eraser or coin as a token).

Before describing the instructions for game play, it is important to point out that this is not a traditional board game, in that the object is not for any team of players to “win” the game; rather, the idea is to play the game for a period of time, with players participating in and observing the dynamics of relationships (between farmers and traders and between Fair Trade pairs and Big Profit pairs) that arise as one plays the game. The game has been designed to provide a learning experience, rather than a strategic challenge and an opportunity for competition between players. As a result, it is crucial that all players listen as information on cards is read to the group of players and that all players participate as active listeners and contributors to discussions that arise out of the game (throughout the game, certain cards drawn through game play will pose questions for consideration and discussion).

## Instructions for Playing the Game

1. The game is best played with either 4 or 8 players, though there can be some flexibility.
2. Before game play starts, you may wish to distribute the instructions for the players included in Appendix 3, or you may prefer to explain the instructions orally.
3. Before game play starts, place the cards into piles on the game board according to card type with the name side describing the card type face up and the directions face down (i.e., a Fair Trade card pile, a Big Profit card pile, a Clean-Earth & Pollution card pile, and a Co-operation & Conflict card pile) and place the bills into piles near the game board according to denomination.
4. Break the players into pairs. In each pair of players, one player will be a trader, and the other will be a farmer. If there are an odd number of players, make a team of three (with either two farmers or two traders) rather than allowing one player to play by him or herself. Have the players determine who will fulfill which role.
5. Each game will need at least one “Fair Trade” pair of players and one “Big Profit” pair of players. There can be as many as two pairs of each. Assign each pair of players to be either “Fair Trade” or “Big Profit.”
6. Each pair of players will share one token or playing piece. All pairs start the game with their token on the “Start” square.



7. When it is a pair's turn, the pair will roll a single six-sided die, and the value of the number rolled will determine how many squares that pair will advance their token on the game board.
8. Once that pair's token has been advanced to the appropriate square on the game board, that pair should follow any additional instructions on the square that the pair landed on.
9. Once the pair has landed on a final square for the present turn, they should take either a "Fair Trade" card or a "Big Profit" card (according to which type of pair you assigned them to be: Fair Trade pairs will take Fair Trade cards, and Big Profit pairs will take Big Profit cards) from the appropriate pile and read the directions on the underside of the card out loud so that all players can hear.
10. Once the pair has read the card out loud to the group, they should put the card back in the bottom of the pile they took it from and follow the instructions on the card and either take an amount of money to be distributed amongst the partners as directed or another type of card as directed from the appropriate pile on the game board. If the card has a question instead of instructions, the entire group of players should take time to briefly discuss the question raised.
11. Once a pair has completed its turn, it becomes the next pair's turn, and that pair repeats these instructions.
12. Game play continues either until all pairs have advanced their tokens to the "End" square or until you think that all players have played long enough to be able to meaningfully discuss game play.
13. At that point, it is crucial to discuss the results of the game and the players' thoughts and feelings about the various dynamics that arose during game play.

## Debriefing the Game

1. If you split your class or group of participants into smaller groups in order to play this game, you can bring the smaller groups together and debrief or discuss the game as a whole group.
2. Ask each of the pairs to count the money that they have, making note of how much money the trader has compared to the farmer. After a representative number of pairs have shared with the whole group how much they have and how it was distributed, ask some players to share how they feel about the amount of money they have compared to their partner. The instructions on the cards were designed to make it so that Fair Trade traders and farmers would have equal amounts of money and Big Profit traders would make at least three times as much money as their farmer partners. Make sure that players' contributions make this clear, and allow them to respond to this. You may wish to ask the following questions:
  - a. How much do Big Profit farmers make compared to Big Profit traders?
  - b. How much do Fair Trade farmers make compared to Fair Trade traders?
  - c. How do you think Big Profit farmers feel about this? How about Big Profit traders?
  - d. How do you think Fair Trade farmers feel? How about Fair Trade traders?
  - e. How would you feel if you knew that a chocolate bar you ate led to a situation like that of the Big Profit pairs? Would you feel different if you knew your chocolate bar led to a situation like the Fair Trade pairs?
  - f. Would you choose to buy a Fair Trade chocolate bar or a Big Profit bar? What if the Fair Trade bar cost more than a Big Profit bar—would it be worth paying more?





3. Ask each pair to look closely at the cards that they picked up (the Co-operation, Conflict, Clean-Earth, and Pollution cards). Explain to the players that these cards are meant to represent the aspects of Fair Trade that cannot be measured by counting dollars and cents, and ask them to think about what those aspects might be. The Co-operation cards represent the spirit of solidarity and ongoing, respectful relationship that exists between Fair Trade farmers and traders, and the Conflict cards represent the exploitation that occurs in conventional trade chains. The Clean-Earth cards represent ecologically sustainable agricultural practices followed by Fair Trade producers, and the Pollution cards represent the use of pesticides and non-organic agricultural practices in conventional production. If possible, try to elicit ideas like this from the players. You may wish to ask the following questions:
  - a. What is the picture on the Conflict card? What do you think this represents? What does this make you think of the relationship between Big Profit farmers and traders or Fair Trade farmers and traders?
  - b. What is the picture on the Co-operation card? What do you think this represents? Does this make you think of the relationship between Big Profit farmers and traders or Fair Trade farmers and traders? Why?
  - c. What is the picture on the Pollution card? It represents pesticides that some farmers use to keep pests from eating their crops. Unfortunately, pesticides are harmful to people, too, including the farmers that work in the fields harvesting crops, and they have other negative impacts on ecosystems. What do you think about these things? What do you think of the fact that Fair Trade cocoa farmers avoid using pesticides and other “agrochemicals?”
  - d. What is the picture on the Clean-Earth card? What does this make you think of? How does this relate to organic agriculture and ecologically sustainable agricultural practices (once translated by students of mine as “farming practices that don’t hurt the Earth”)? Which kind of chocolate—Fair Trade or Big Profit—do you think does more to help protect the Earth?
4. Discuss how the game simplifies some of the real-life aspects of the relationship between cocoa traders and farmers. In reality, the money paid for chocolate in a Canadian store goes many places and supports many jobs, including the cashier, store manager, and other workers at the store, the various workers who transported the cocoa to Europe and the chocolate to Canada, the workers in Europe who processed the chocolate, the farmers and workers responsible for other ingredients in a chocolate bar, like milk and sugar, and so on. In addition to this, Fair Trade certification guarantees that the prices paid to cocoa farmers allow them to make enough to support a sustainable lifestyle, which includes education for their children. In discussing the complexity of the relationship, you may wish to draw the players’ attention to some of the following cost factors in the farmer-to-consumer chain for cocoa:
  - a. shipping raw ingredients from origin to processing facilities in Europe,
  - b. transforming beans to cocoa butter and cocoa mass,
  - c. shipping these semi-finished products to a chocolate manufacturer in Europe,
  - d. purchasing additional ingredients (e.g., organic milk, organic almonds),
  - e. manufacturing (because Fair Trade production is on a smaller scale than traditional chocolate production, Fair Trade chocolate is more expensive to produce),
  - f. producing labels and display cases,
  - g. shipping finished chocolate bars (from Europe to North America),
  - h. warehousing product,
  - i. marketing,
  - j. shipping to regional distributors,
  - k. shipping to retailers, and
  - l. retailer margins (which go, in part, to support workers in the retail industry).



5. Discuss what the players have learned in general while playing the game. You may wish to ask the following questions:
  - a. What did you learn about where chocolate comes from?
  - b. What do you think about the way that the non-Fair Trade cocoa trade works?
  - c. How does this make you feel about buying chocolate?
  - d. How does Fair Trade help farmers who grow cocoa? How does it help their families?
  - e. How does Fair Trade help consumers?
  - f. What can you do to help farmers who grow cocoa?
  - g. Now that you know about Fair Trade, what kind of chocolate do you want to buy?
  - h. What can you do to support Fair Trade?

After playing the game with your students, you may wish to read with your students the handouts describing where chocolate comes from and Fair Trade (the handouts can be found in Appendix 4).





# Secondary Activity Plan, Grades 8-12

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## Global Education for Secondary Students

Global education is an approach to education that encourages students to learn about the fundamental interconnection of people, places, cultures, and systems in the world. Of course, learning about this interconnection leads to learning about problems in the world. If left at that, this can lead to a sense of despair, hopelessness, and apathy. Therefore, it is crucial to stress the importance of teaching children and young adults that their interconnection with the world gives them the power to do something about problems in the world, and global education helps them to develop the knowledge, skills, and attitudes to do just that.

There are four principles of global education:

### Principle 1: There Are Real Problems in the World

Despite the positive potential that globalization has, there continues to be suffering, injustice, oppression, and negative conditions and situations in the world. What are some of the “real problems” in the world?

- an unequal distribution of wealth and the world’s resources,
- every single day, 30,000 children are dying as a result of extreme poverty,
- sweatshops, where workers are abused and exploited,
- racism, sexism, and other types of discrimination,
- natural disasters, like hurricanes, earthquakes, and tsunamis,
- there are scores of armed conflicts going on in the world at all times, and
- according to the 1992 “World Scientists’ Warning to Humanity,” “human beings and the natural world are on a collision course,” destined for ecological disaster.

Of course, there are other problems and injustices in the world. The list can seem a little daunting, but these issues are part of young adults’ reality, so they must be addressed, or our teaching will not equip young adults to effectively deal with these vital and important issues.



## **Principle 2: A Problem Anywhere is a Problem Everywhere**

Samuel Johnson said, “An injustice anywhere is an injustice everywhere.” In the contemporary world of globalization, crisis and injustice cannot be contained. The world is a system that is characterized by social, ecological, political, and economic interdependence. The implication is that suffering, injustice, and negative conditions in one part of the world threaten positive conditions in other parts of the world.

Because of the profound impact that global conditions have on local conditions, crisis or injustice affecting a distant corner of the world could soon have a real impact in one’s own neighbourhood, even if it doesn’t at first. Also, and perhaps more importantly, because of the nature of our interrelationship with people in other parts of the world, we are accountable for the existence of suffering and injustice in other parts of the world, even if it doesn’t have a direct effect on us. We have the power to inform ourselves about the impacts that our choices have and to make choices that support justice rather than injustice.

## **Principle 3: School is a Place to Address Real-World Problems**

School, Girl Guides, Scouts, community centres, church, temple, mosque, synagogue, and just about anywhere people gather in community are effective places to address real-world problems for two reasons. First, to be effective and ethical global citizens, young adults need to learn about negative situations and injustice so that they can know about the condition of the world and make informed decisions. Second, young adults are motivated and engaged in learning when they learn about real-world problems and what they can do to address these things. Not only is it ethical to encourage young adults to make ethical choices and live ethical lives; it is educationally sound to do so.

The goal is not to have young adults adopt the opinions and perspectives of the teacher, educator, or group leader; rather, the goal is to have them explore the issues and a range of perspectives themselves, forming their own opinions and coming to terms with the issues themselves.

## **Principle 4: Global Education Addresses Real-World Problems**

Through global education, young adults are encouraged to look at the world clearly and see the reality of suffering, injustice, and negative situations and conditions in the world. More importantly, global education encourages them to do something about the negative situations that they encounter in their learning about the world. It does this effectively by:

- taking the reality of globalization and the systemic nature of the world into account and incorporating this reality into the content that is taught,
- taking a holistic view of the young adult and allowing him or her to authentically engage with meaningful subject matter,
- teaching young adults how to function as respectful and respected members of a peaceful, co-operative, responsible, and effective learning community,
- providing explicit opportunities to develop knowledge, skills, and attitudes that will prepare young adults for effective and ethical global citizenship, and
- emphasizing the importance of engaging in the world by taking action to improve the world and address injustice.



# Working Towards a Fair Trade, Sweat-Free Community

This activity is designed to get students involved in changing their school, community group, place of worship, or even their local government, in ways that promote Fair Trade and ethical consumption. In the process of doing so, they will learn about some implications of consumerism and trade patterns, learn about conditions experienced by people in other parts of the world, practice research, write documents for authentic purposes, and experience the practical reward of getting involved in their community.

## Facilitating the Activity

1. You may wish to read with your students the handout entitled "Fair Trade Cocoa" (the handout can be found in Appendix 5).
2. Discuss with your students the nature of global trade networks and our dependence on producers in other countries for many of the products that we consume on a day-to-day basis, as well as their economic dependence on us (this is the nature of our interdependence). You may wish to share with your students the Martin Luther King, Jr. quote in the "Background Information" section of this toolkit (on page 11). To bring these points home, you may wish to discuss with your students the products that they have already consumed today (e.g., banana for breakfast, shoes on feet, etc.) and the origins of these products (most clothes have labels indicating where they were made, and most shoes have a label on the underside of the tongue indicating the same thing). Here are some websites from Rethinking Schools Online with articles about teaching about these issues:
  - Bill Bigelow's "The Human Lives Behind the Labels:" [www.rethinkingschools.org/archive/11\\_04/swetm.shtml](http://www.rethinkingschools.org/archive/11_04/swetm.shtml)
  - Katharine Johnson's "Confronting Child Labor:" [www.rethinkingschools.org/archive/18\\_04/lab0184.shtml](http://www.rethinkingschools.org/archive/18_04/lab0184.shtml) &
  - Kate Lyman's "Exploring Child Labor with Young Students:" [www.rethinkingschools.org/archive/17\\_02/Lab0172.shtml](http://www.rethinkingschools.org/archive/17_02/Lab0172.shtml).
3. Share this quote with your students:

**"The comfort of the rich depends upon an abundant supply of the poor."**

**- attributed to Voltaire**

Discuss with your students what this quote might mean and how it might apply to relatively rich nations in the global North consuming things harvested and created by farmers and labourers in the relatively poor global South.

4. Discuss with your students some of the living and working conditions in the global South. You may wish to provide them with some information or have them do some research using the following websites or other print resources and websites, including those described in the "Resources" section on page 12:

### Naming the World

It is important to recognize that the terms "developing nations," and "developed nations" are problematic because they imply a notion of cultural evolutionary progress towards a capitalist industrial base. Keep in mind that it is estimated that if the rest of the world were to consume at the same level as the average North American, we would require the resources of at least four more planet earths to sustain the current human population of 6 billion people. Imagine if the rest of the world "developed" like we have. The terms "First World" and "Third World" are also problematic because they are rooted in the historical geopolitical and economic conditions of the Cold War. Accordingly, I have used "global North" and "global South" throughout this toolkit. An interesting educational activity would be to have your students research and examine the terminology and decide on which terms to use.



- Fairtrade Labelling Organization International's "Cocoa:" [www.fairtrade.net/cocoa.html](http://www.fairtrade.net/cocoa.html)
  - Global Exchange's "Fair Trade Chocolate: The Sweet Solution to Abusive Child Labor and Poverty:" [www.globalexchange.org/campaigns/fairtrade/cocoa/index.html](http://www.globalexchange.org/campaigns/fairtrade/cocoa/index.html)
  - Maquila Solidarity Network: [www.maquilasolidarity.org](http://www.maquilasolidarity.org) &
  - 'Fair Trade for all' Module 5 – Sweatshops: Student Resource Sheet: [www.fta.org.nz/files/Student%20Resource%20Sheets5.pdf](http://www.fta.org.nz/files/Student%20Resource%20Sheets5.pdf) (especially pages 2–5).
5. Have your students discuss possible ways of influencing your school, group, or community to practice ethical consumption or even to adopt and implement an ethical purchasing, or "Fair Trade and No Sweat," policy. Such ethical consumption, in practice and in policy, can include the purchasing and selling of supplies, clothing, sports balls, food for the cafeteria and school store, and many other aspects of institutional and individual consumption within your community. You may wish to have your students do some research and reading (or just get ideas) from the following websites:
- TransFair Canada: [www.transfair.ca](http://www.transfair.ca)
  - Global Exchange's Sweatfree Campaign: [www.globalexchange.org/campaigns/sweatshops](http://www.globalexchange.org/campaigns/sweatshops)
  - Global Exchange's Fair Trade Campaign: [www.globalexchange.org/campaigns/fairtrade](http://www.globalexchange.org/campaigns/fairtrade)
  - Maquila Solidarity Network's No Sweat Campaign: [www.maquilasolidarity.org/nosweat/index.htm](http://www.maquilasolidarity.org/nosweat/index.htm)
  - Global Sweatshop Handout: [www.rethinkingschools.org/archive/11\\_04/swthand.shtml](http://www.rethinkingschools.org/archive/11_04/swthand.shtml)
  - Dubble's Stock the Choc Campaign: [www.dubble.co.uk/stockthechoc/index.shtml](http://www.dubble.co.uk/stockthechoc/index.shtml)
6. Most importantly, encourage your students to make a plan and put it into action. Some of the things that you may want to consider doing include:
- Writing a letter to the editor of the local paper with information about Fair Trade Certified products and ethical consumption,
  - Creating informational posters advocating Fair Trade and ethical consumption,
  - Writing articles for school or community newspapers about Fair Trade and ethical consumption,
  - Creating print ads for school or church/temple/mosque/synagogue newsletters promoting Fair Trade and ethical consumption,
  - Producing a video promoting Fair Trade and ethical consumption,
  - Requesting that schools and Parent Advisory Councils, committees at your place of worship, and other community groups adopt ethical purchasing or "Fair Trade and No Sweat" policies (you may want to write up a proposed policy for the consideration of the body you are trying to persuade),
  - Supporting or creating a Fair Trade Town campaign in your community (Fair Trade Towns are an initiative of TransFair Canada, and more information, including an action guide, is available on their website), or
  - Recommending that your group's next fundraiser be a Fair Trade fundraiser.

Your imagination, and that of your students, is the limit when it comes to taking effective action. The important thing is to do something and to remember that no action is too small.

7. A great print resource to use when facilitating youth action is Craig Kielburger and Marc Kielburger, *Take Action! A Guide to Active Citizenship* (Toronto: Gage Learning Corporation, 2002).









# Appendices

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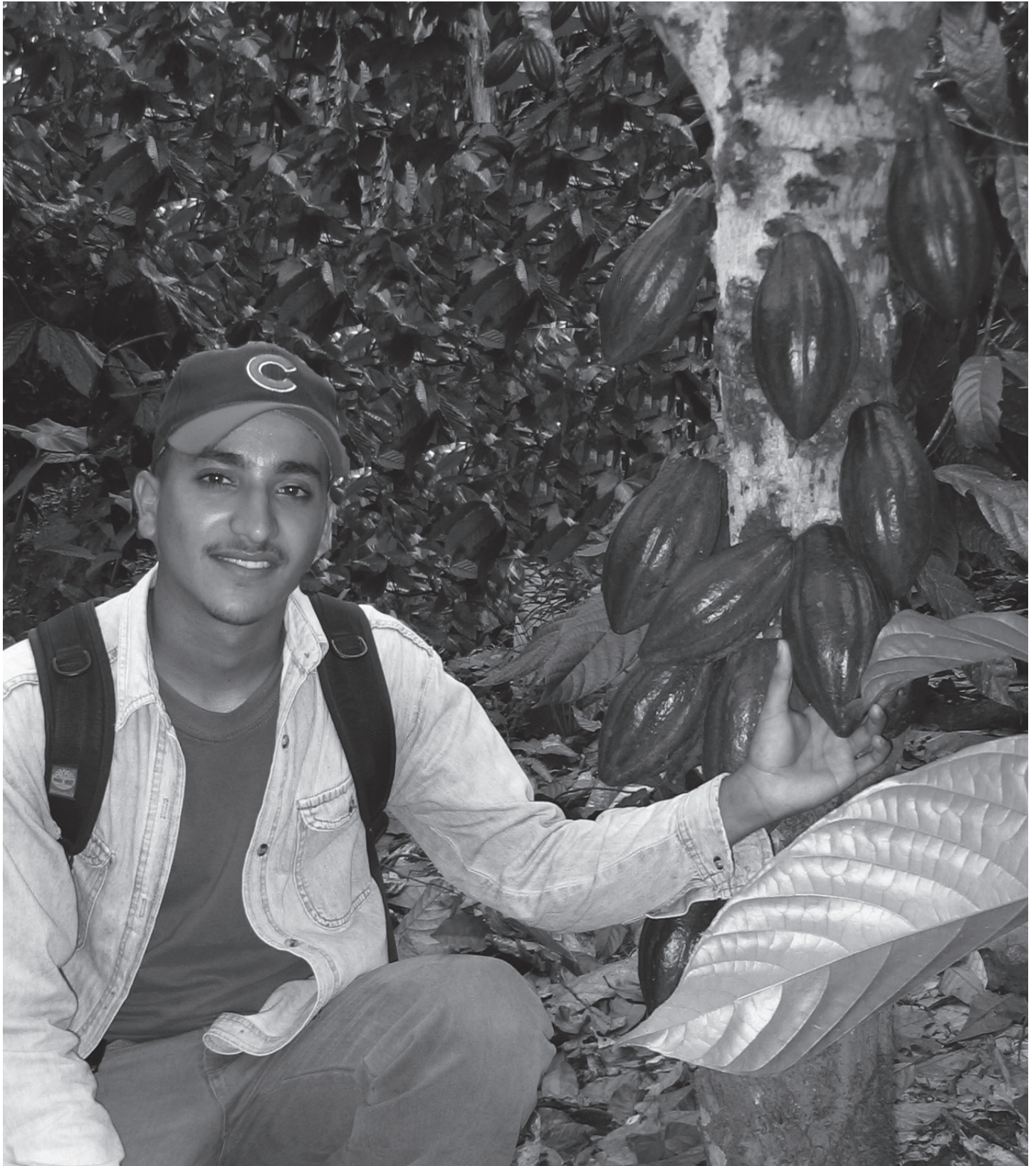
## **Appendix 1**

### **Global Split-Image Routine**





# Photo 1





# Photo 2





# Photo 3

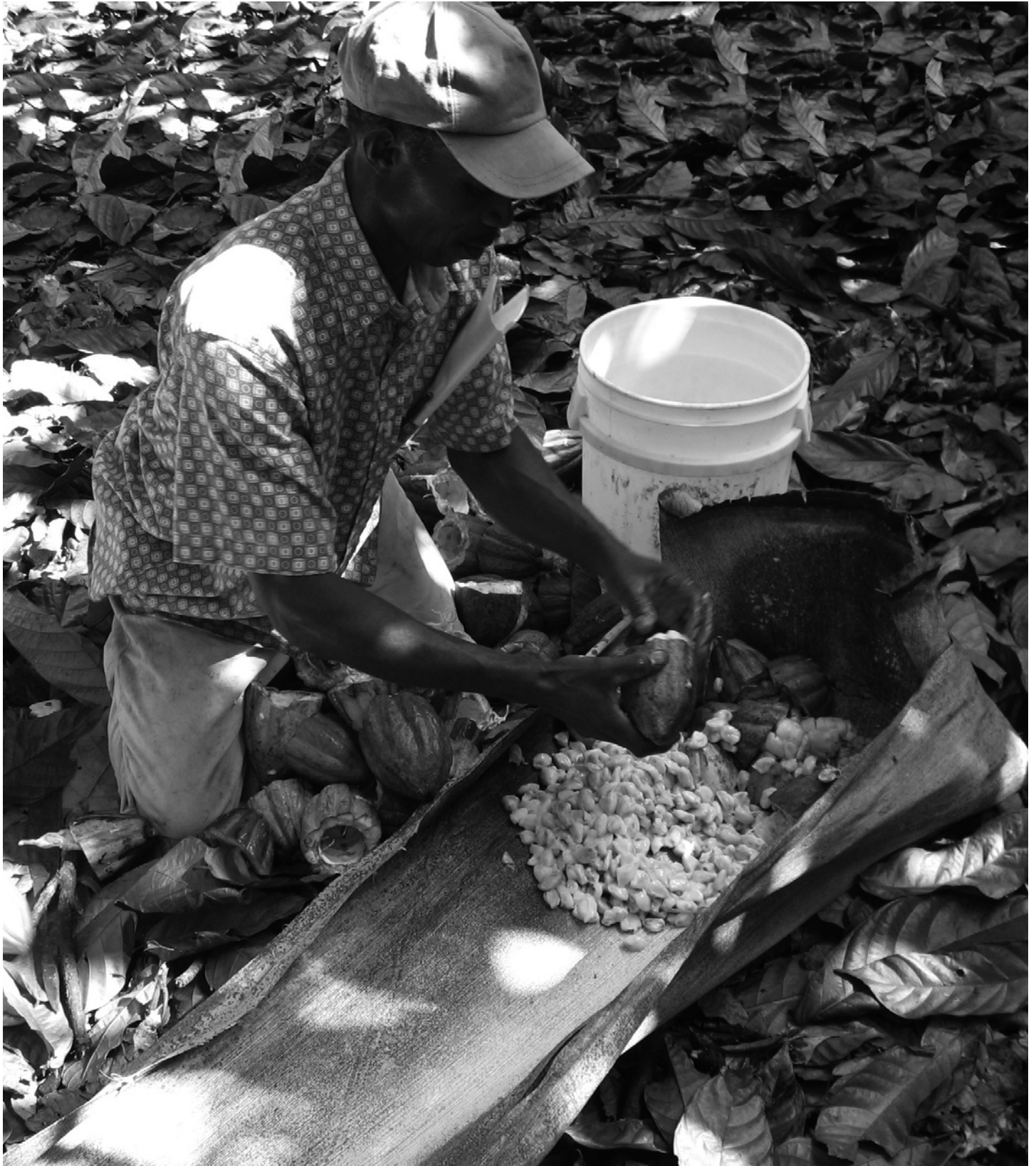


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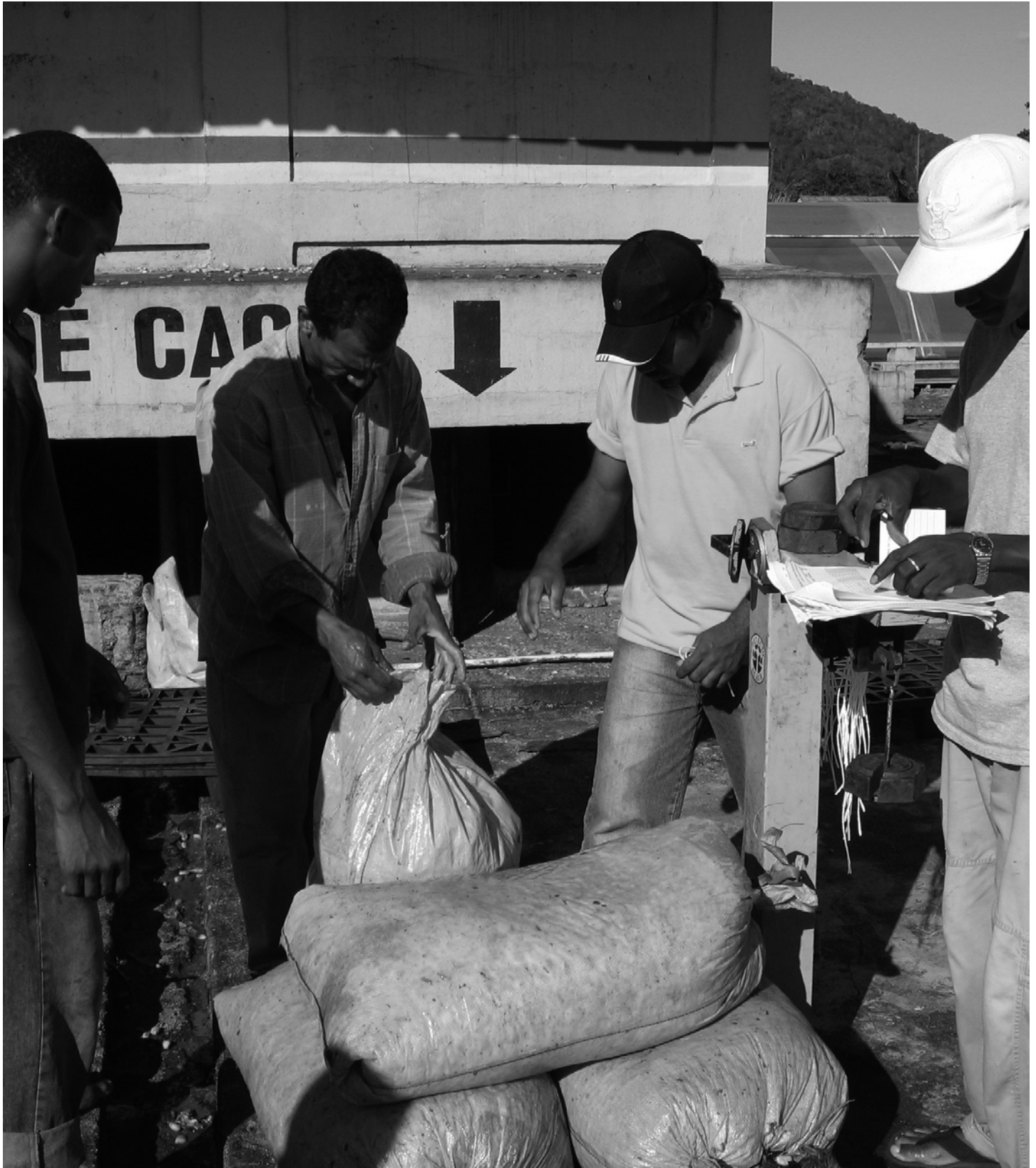




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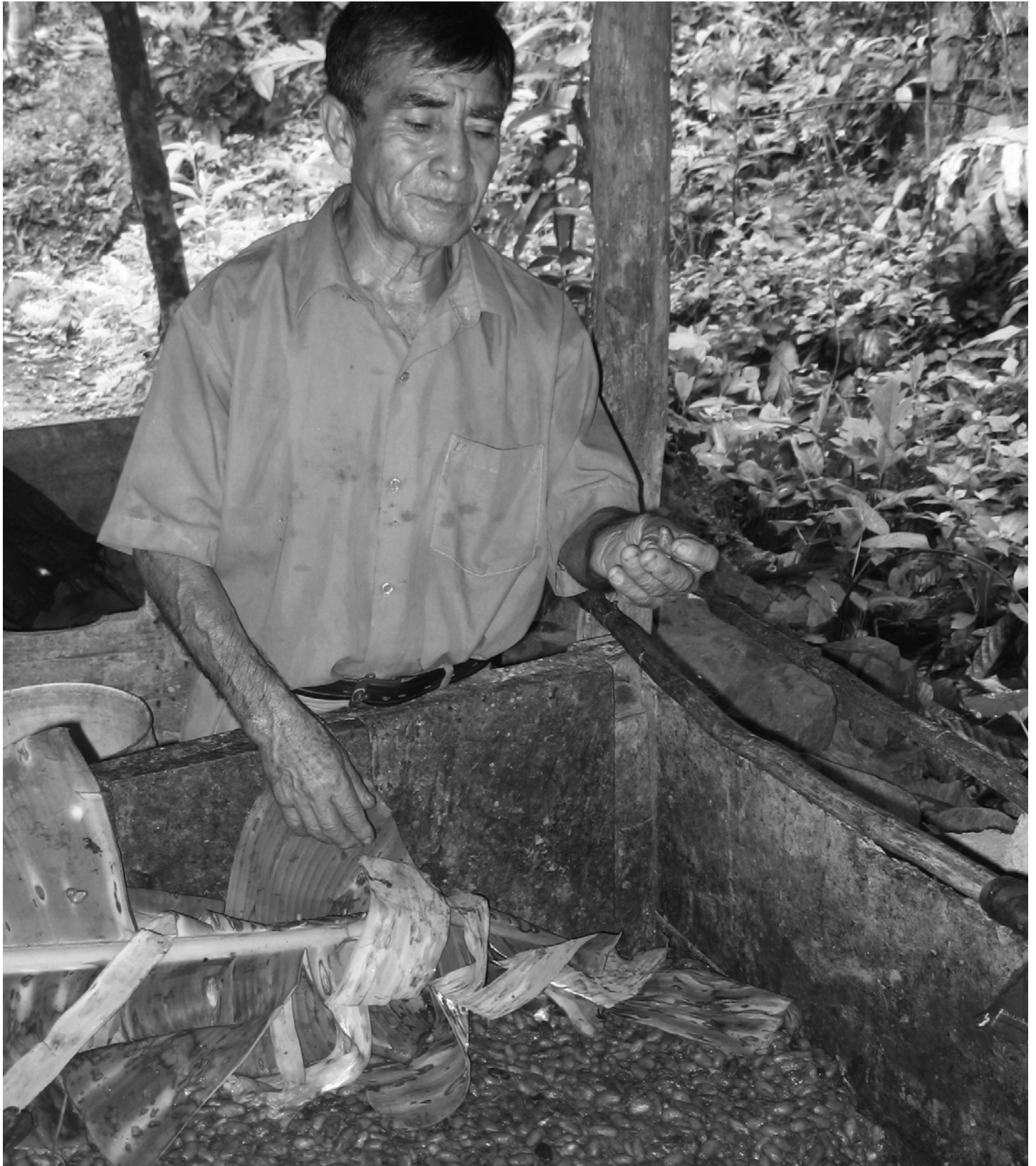


# Photo 6





# Photo 7





# Photo 8



## Photo Captions

1. The cocoa in your chocolate bar comes from the cacao tree. These small evergreen trees grow in hot, rainy countries that are close to the equator. The cacao pod, which is shaped like a football, can be many different colours such as yellow, orange, red, brown or green.
2. The cacao pod comes from the cacao flower. These flowers grow in bunches on the trunk and branches of the tree and are pollinated by a small insect called a midge (cousin of the mosquito). After pollination the cacao pod begins to grow.
3. When it is time to harvest the cacao pod, farmers use a curved knife (a machete) or a long pole to cut the pod off the tree.
4. This is what the inside of the cacao pod looks like. It is full of pulp and cocoa beans (which are actually seeds).
5. The farmer breaks the pods open and scoops out the cocoa beans and surrounding pulp. The rind (the outside shell of the cacao pod) is either composted or used as fuel.
6. The cocoa farmers bring their sacks of cocoa beans and pulp to their co-operative association. The beans are weighed and the farmers are paid. Because this co-op is Fair Trade, the farmers get a fair price for their beans.
7. The pulp and beans are then placed in bins covered with banana leaves for several days. This is where they develop their flavour. During this time the thick pulp becomes a liquid and trickles away, leaving cocoa beans behind to be collected.
8. These beans are dried for several days. They are spread out under the sun and are raked. They are now ready to be made into chocolate.





## **Appendix 2**

### **It's a Fair Trade Life**







## It's a Fair Trade Life

*Olga is a 12-year-old girl who lives in the Dominican Republic. The Dominican Republic is a small country in the Caribbean Sea, east of Mexico, and it is located on the island of Hispaniola, which was the first island that Christopher Columbus landed on in 1492. It is very warm in the Dominican Republic, and the days and nights are almost the same length every day. Olga's father is a cocoa farmer who is a member of a co-operative (co-op). His co-op sells Fair Trade and organic products to Fair Trade businesses in places like Canada, including La Siembra Co-op. Read what Olga has to say about her life.*



**iH**ola! My name is Olga Lidia de Jesus, and I'm happy to meet you. Welcome to my home. I live with my mother and father, my two teen-aged brothers, and my grandfather. He's 91 years old! We live in a nice house made of wood in the community of Yanabo, beside the village Castillo. We have no electricity or drinking water in the house, but I like living here in Yanabo, because everybody knows my family.

I go to school in a bigger community called La Taranas, because it has a school building. It takes me almost an hour of travelling to

get there every morning. I want to be a lawyer when I grow up. My favourite game at school is called "quemao." We use a deflated volleyball and throw it against each other. I also like playing baseball with a volleyball. Instead of using a bat, we hit the volleyball with our hands and run around the bases. I don't have a job, but I do help my mother with the housework. I like reading about history, and I also like my book of songs from my church. Because we don't have electricity, I go to bed as soon as I have finished my homework.

My Dad is a cocoa farmer, and he works in a co-operative, or co-op, which sells Fair Trade cocoa. He gets up early in the morning and always goes to the farm with a machete (a long knife used to cut cocoa pods from the tree). Sometimes, neighbours help him with the tougher jobs. At the farm, they eliminate undergrowth, and they prune. At crop time, they carry the sacks of cocoa from the farm up to the house on horses. My father receives special prices for his cocoa, and the co-operative also trains him how to farm the cocoa in new ways. The co-op is organizing a project to bring electricity to the community, and that would be a dream.



## **Appendix 3**

### **Chocolate Choices: The Game**





# How to Play “Chocolate Choices: The Game”

You are about to play a game called “Chocolate Choices” By playing the game, you will learn some things about where chocolate comes from and what Fair Trade Certified chocolate is. It is important to pay attention to what happens to you and all the other players during the game. Read the cards that you pick up carefully, and listen carefully to the things that other players read from the cards that they pick up. Think about what each card says.

## Player Instructions

Here is how to play the game:

1. You and a partner or two are going to share a game piece. Most groups should have two partners, and no groups should have more than three partners.
2. You and your partner will either be a “Big Profit pair” or a “Fair Trade pair.”
3. On your game board, there must be at least one other pair of the opposite type. This means that if you are a Big Profit pair, there must be at least one Fair Trade pair playing on your game board, and if you are a Fair Trade pair, there must be at least one Big Profit pair playing on your game board. There can be more than one other pair on your board, and there may be another pair that is the same type (either Fair Trade or Big Profit) as you are.
4. Between you and your partner or partners, at least one of you must be a “farmer,” and at least one of you must be a “trader.” If there are only two of you, one will be a farmer, and the other will be a trader.
5. To start play, each pair must put their token or playing piece on the “Start” square.
6. One pair rolls a die and moves ahead the number of squares indicated by the roll (i.e., if you roll a 4, move ahead four squares).
7. If there are instructions on the square you land on, follow them.
8. After you have finished moving your token or playing piece, take either a Fair Trade card or a Big Profit card, depending on what kind of pair you are (i.e., Fair Trade pairs take Fair Trade cards, and Big Profit pairs take Big Profit cards).
9. Read your card out to the group of players playing on your game board.
  - a. If there is a question to consider, discuss this question with the other players, or
  - b. If there are instructions, follow them.
10. After you have completed the discussion or followed the instructions, put the Fair Trade or Big Profit card that you drew back in the appropriate pile, at the bottom of the pile. Keep any other cards (i.e., Clean-Earth, Pollution, Co-operation, or Conflict cards) and money that you collected according to the instructions on either the Fair Trade or Big Profit card that you drew. Think about what those cards might mean.
11. Now, the next pair will follow the same instructions.
12. Continue taking turns this way until each group has reached the “Finish” square.

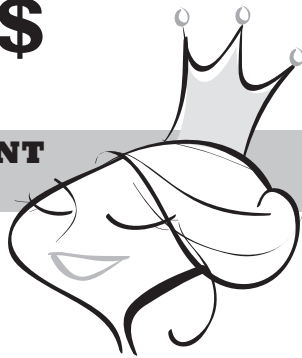
13. At the conclusion of the game, each pair should count how much money they have and notice how it is split up between the trader and the farmer. Each pair should think about the cards that they have collected. Remembering the facts that you either read or listened to from the Big Profit and Fair Trade cards that were drawn, what do you think the other cards stand for?

Now that you have finished playing the game, consider the following questions:

- How do you feel about the amount of money that you collected in relation to your partner?
- How do you think other players feel about the amounts of money that they collected compared to their partners?
- How do you feel about the cards that you and your partner collected?

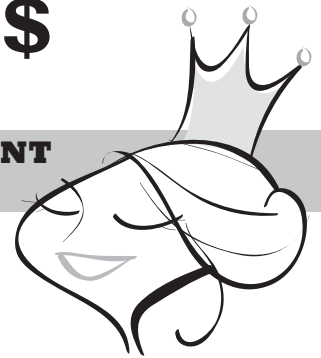
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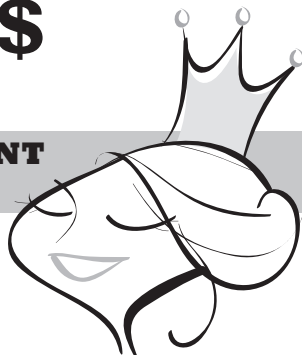
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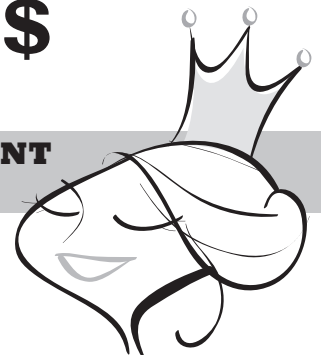
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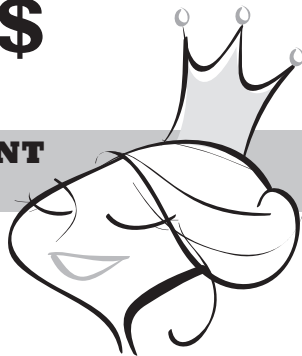
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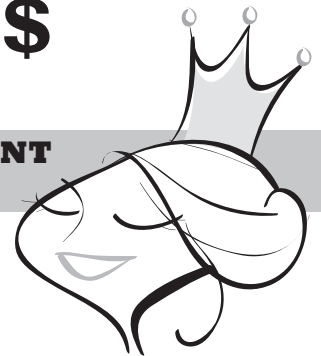
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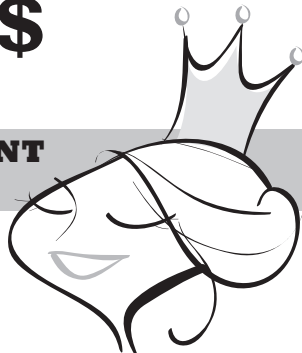
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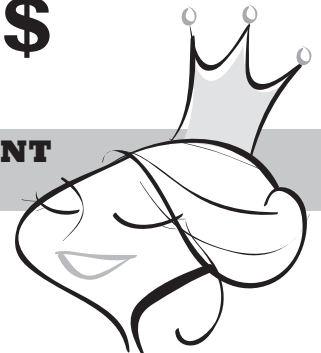
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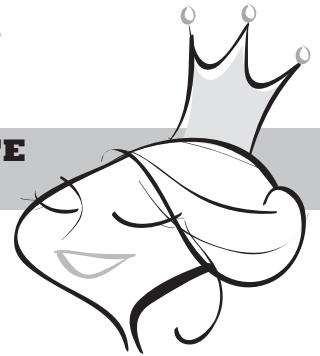
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**FIFTY • CINQUANTE  
DOLLARS**



**\$50\$**

**FIFTY • CINQUANTE  
DOLLARS**



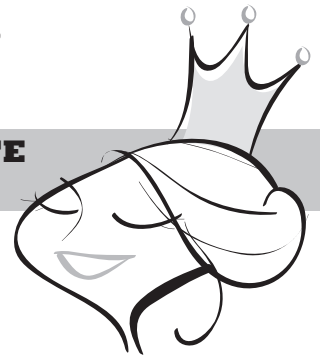
**\$50\$**

**FIFTY • CINQUANTE  
DOLLARS**



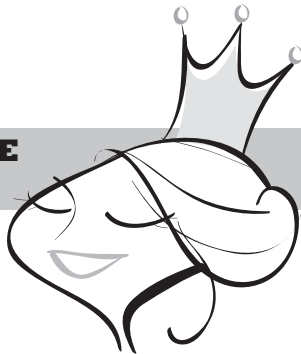
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**FIFTY • CINQUANTE  
DOLLARS**



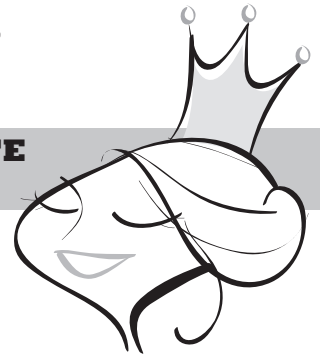
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**FIFTY • CINQUANTE  
DOLLARS**



**\$50\$**

**FIFTY • CINQUANTE  
DOLLARS**



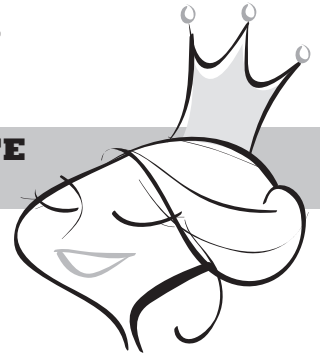
**\$50\$**

**FIFTY • CINQUANTE  
DOLLARS**



**\$50\$**

**FIFTY • CINQUANTE  
DOLLARS**





**\$20\$**

**TWENTY • VINGT  
DOLLARS**



**\$20\$**

**TWENTY • VINGT  
DOLLARS**



**\$20\$**

**TWENTY • VINGT  
DOLLARS**



**\$20\$**

**TWENTY • VINGT  
DOLLARS**



**\$20\$**

**TWENTY • VINGT  
DOLLARS**



**\$20\$**

**TWENTY • VINGT  
DOLLARS**



**\$20\$**

**TWENTY • VINGT  
DOLLARS**



**\$20\$**

**TWENTY • VINGT  
DOLLARS**



**\$ 10 \$**

**TEN • DIX  
DOLLARS**



**\$ 10 \$**

**TEN • DIX  
DOLLARS**



**\$ 10 \$**

**TEN • DIX  
DOLLARS**



**\$ 10 \$**

**TEN • DIX  
DOLLARS**



**\$ 10 \$**

**TEN • DIX  
DOLLARS**



**\$ 10 \$**

**TEN • DIX  
DOLLARS**



**\$ 10 \$**

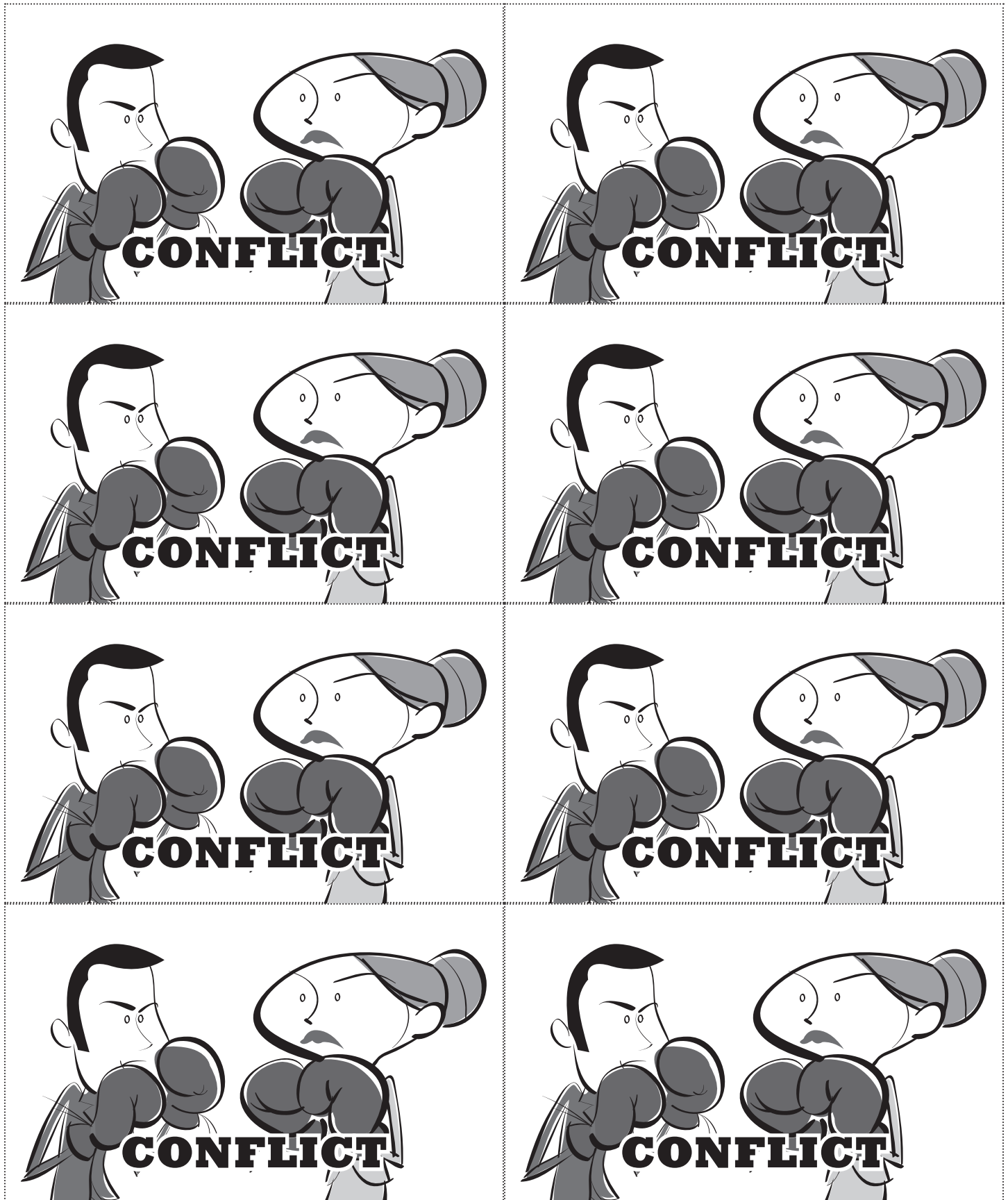
**TEN • DIX  
DOLLARS**



**\$ 10 \$**

**TEN • DIX  
DOLLARS**







**CO-OPERATION**



**CO-OPERATION**



**CO-OPERATION**



**CO-OPERATION**



**CO-OPERATION**



**CO-OPERATION**



**CO-OPERATION**



**CO-OPERATION**





**CLEAN EARTH**



**CLEAN EARTH**



**CLEAN EARTH**



**CLEAN EARTH**



**CLEAN EARTH**



**CLEAN EARTH**



**CLEAN EARTH**



**CLEAN EARTH**



**(reverse side of Big Profit cards)**

Chocolate comes from cocoa, which is a kind of bean that comes from cacao trees. Cacao trees only grow near the equator, in places like West Africa and the Caribbean where many people are much poorer than we are.

What does this mean for North American chocoholics?

Many chocolate traders pay as little as they can to farmers for cocoa beans. This allows the traders to keep their costs low and make more money, but it reduces the income of the farmers.

Trader: Take \$150  
Farmer: Take \$50

Cocoa from cacao trees is usually transported to Europe or North America to be processed into chocolate in factories where they add sugar and sometimes milk to make it taste good.

What does this mean for North American chocoholics?

To increase the amount of cocoa harvested, many plantations use synthetic pesticides that can be dangerous to the workers exposed to them.

Trader: Take \$150 and a Pollution card  
Farmer: Take \$50 and a Pollution card

Many families that depend on cocoa harvesting for income are so poor that they need their children to work on cocoa plantations with them instead of going to school. They work 12-hour-long days in dangerous conditions for very little pay.

What does this mean for North American chocoholics?

Many cocoa farmers have to borrow money to support their families and go into debt, making them desperate to take whatever is offered to them when they sell their crops.

Trader: Take \$180 and a Conflict card  
Farmer: Take \$20 and a Conflict card

In some places in West Africa, there are people who are forced to work as slaves on cocoa plantations.

What does this mean for North American chocoholics?

When children of poor cocoa-harvesting families have to work instead of going to school, their future job possibilities become less promising.

Trader: Take \$150  
Farmer: Take \$50







**(reverse side of Fair Trade cards)**

The Fair Trade logo means that you pay fair prices to farmers who harvest the cocoa that goes into your chocolate, so they can afford food, shelter, and medicine. Their children go to school instead of working.

How does this impact the world?

Fair Trade Certified product sales have grown in Canada by an average of 50% each year since 1999. Despite its relative expense (it's around twice as expensive as non-Fair Trade chocolate), Fair Trade is one of the fastest growing markets in the world.

Trader: Take \$100  
Farmer: Take \$100

The Fair Trade logo means that no child labour (children under 15 years working full-time) is allowed on the cocoa farms that produce the cocoa used in your chocolate.

How does this impact the world?

Fair Trade products cost more than non-Fair Trade products (sometimes approximately twice as much), and farmers and traders share income fairly.

Trader: Take \$100  
Farmer: Take \$100

The Fair Trade logo means that no slavery is allowed on the cocoa farms that produce the cocoa used in your chocolate.

How does this impact the world?

Fair Trade encourages and allows farmers to use farming methods that allow for healthy communities and ecosystems.

Trader: Take a Clean Earth card  
Farmer: Take a Clean Earth card

A Fair Trade premium gets paid to farmers, allowing them to pay for projects in their communities, like the construction of water towers.

How does this impact the world?

Fair Trade helps people in communities to support themselves.

Trader: Take a Co-operation card  
Farmer: Take a Co-operation card



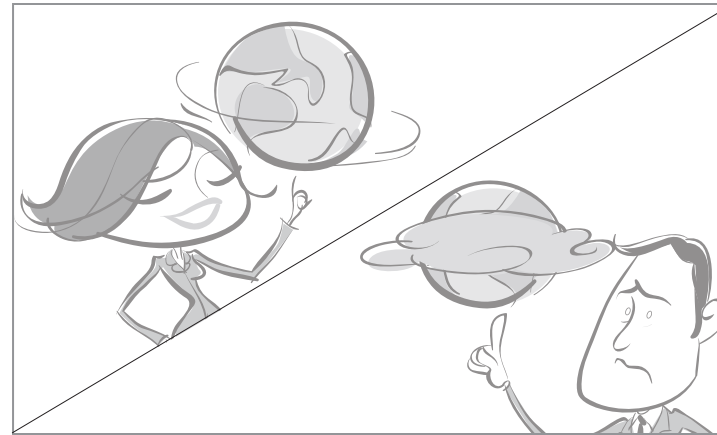
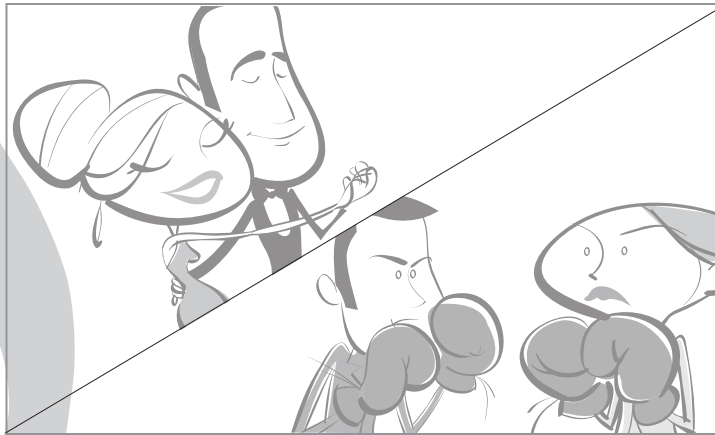
**START**

**FINISH**

Halloween  
is coming-  
Move ahead  
4 spaces

Disease attacks  
your cocoa-  
Move back 5  
spaces

**CHOCOLATE  
CHOICES**



Your products  
are popular-  
Take another  
card

A hurricane  
destroys your  
cocoa trees-  
Miss a turn

Mother's Day  
is coming-  
Move ahead  
3 spaces

Your cocoa  
is growing  
quickly-  
Roll again

Consumers  
boycott your  
products-  
Miss a turn

Valentine's Day  
is coming-  
Move ahead  
5 spaces



## **Appendix 4**

### **Where Does Chocolate Come From?**

### **Learning About Fair Trade**





# Where Does Chocolate Come From?

I bet that you like to eat chocolate. You may know that chocolate comes from cocoa, but do you know much about the farmers that work on cocoa plantations? On many cocoa plantations, the workers are treated poorly and paid very little money for the work that they do. In fact, many cocoa farmers are so poor that they cannot afford to buy chocolate and have never even tasted the final product of all their work. Some plantations use children or slaves to do the farm labour. The farmers on these plantations can be exposed to dangerous working conditions and poisonous pesticides. When you pay for a chocolate bar at the store, very little of the money that you pay gets to the farmers on plantations like these.

## From Bean to Bar

Have you ever wondered how your chocolate bar got from the farm to your hands?

1. Cocoa comes from the tropical cacao tree, which only grows in hot, rainy, and humid conditions near the equator, in poor countries that are part of the global South.
2. When it is time to harvest the cocoa, the farmers start by cutting cacao pods off the tree.
3. Then the pods are broken, and the cocoa beans are scooped out.
4. Once the beans ferment and dry, they are transported to factories, usually in Europe or North America.
5. In factories, workers process the cocoa beans into cocoa mass and butter through a process that involves roasting and grinding them.
6. Then, workers refine the cocoa mass and butter and mix it with other ingredients, like milk and sugar, to manufacture chocolate.
7. Then companies or co-ops package chocolate and distribute it to stores in places like the United States, Canada, and the U.K., where it can be purchased by people like you.

## Traditional Cocoa Harvesting and Trade

“Traditional” cocoa harvesting describes the ordinary way that cocoa is harvested in the world under established trading patterns, and it produces “traditional” chocolate. This is the kind of chocolate that goes into most popular chocolate products. Many cocoa producers and their families live in poverty and experience unfair working conditions. On cocoa farms in the Ivory Coast region of West Africa (which provides 43% of the world’s cocoa), there have been reports of child slavery, child labourers working in dangerous conditions, and children not having the opportunity to go to school because they have to work. Children have to stay out of school to work on the cocoa plantation because families involved in traditional cocoa production are often poor, with average yearly incomes of only \$30-\$110 per family member.

## Where Do Your Chocolate Dollars Go?

Because of these conditions in places that supply the cocoa used in traditional chocolate, the farmers who grow the cocoa beans receive very little of the profit from chocolate sales: from the sale of a one dollar chocolate bar, cocoa farmers get pennies. What do you get when you spend your money on traditional chocolate? Of course, you get milk, sugar, cocoa butter, and cocoa mass. However, forced labour, child labour, long hours of work, dangerous working conditions, uncertainty about money due to changing prices, and poverty on the part of the cocoa farmers are also a reality.

## **Think About It**

Some people say that this makes chocolate “bittersweet.” What do you think they mean by this?

What do these circumstances have to do with you?

Does this information change the way you think about chocolate?

How do the choices that you make when you consume chocolate have an impact on the situation for cocoa farmers and their families?

What can you do about this situation?

Read more about the conditions faced by cocoa farmers at [www.fairtrade.net/cocoa.html](http://www.fairtrade.net/cocoa.html)



# Learning About Fair Trade

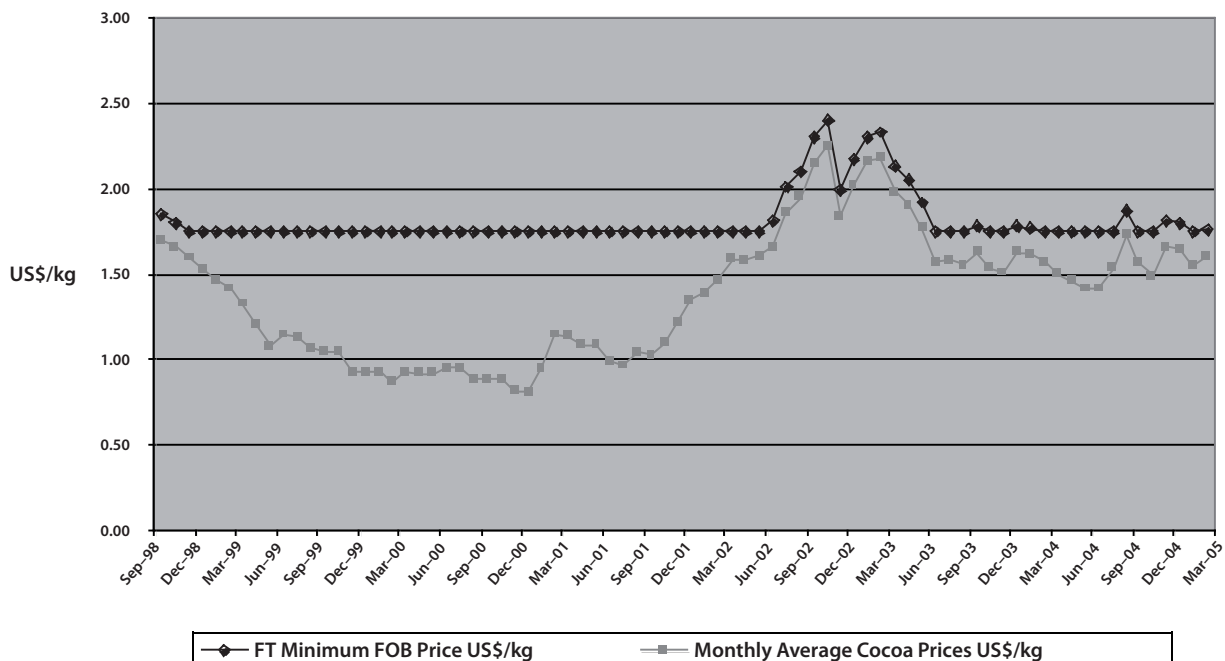
Luckily, not all cocoa farms abuse and exploit workers, paying wages too low to live on and using child labour and slave labour. Some small farmers produce what is called Fair Trade Certified cocoa, which is used to make Fair Trade Certified chocolate. In order to be officially Fair Trade Certified, chocolate producers are required to pay fair prices to cocoa farmers, allowing them to make a living from their work. Fair Trade chocolate makers don't use cocoa that was farmed either by slaves or by children working full time while under the age of 15. They encourage and help small farmers to use organic farming practices that don't harm the environment. They also help farmers by paying them some money in advance when needed and paying an extra amount for community projects. In Fair Trade, small farmers belong to democratic co-operatives, or co-ops, that allow them to work together as a team to get training, make decisions for their own communities, and make more money from their cocoa farming. Often co-ops provide loans to their member farmers. They sell on behalf of their members directly, which allows small farmers to get a better price and make more profit. There is a worldwide umbrella organization (called the Fairtrade Labelling Organizations International or FLO) and separate organizations in different countries (TransFair Canada and TransFair USA in North America) that make sure that particular cocoa farmers and chocolate businesses follow these rules, and, when they do, they are entitled to use the Fair Trade logo to identify their products as Fair Trade Certified.

In Canada, the label on the right guarantees that a product is Fair Trade Certified. Look for this label to be sure that the businesses that worked on the product that you are buying have followed all of the Fair Trade rules.



## How Does Fair Trade Impact Cocoa Farmers?

FLO Prices versus Market Prices (1998–2005)



The black line on the above graph shows the price paid for Fair Trade Certified cocoa compared to the price paid for non-Fair Trade cocoa in the free market, which is shown by the grey line. On top of paying more money than the traditional market, Fair Trade certification means support for organic and ecological farming practices, long-term relationships, support for the democratic organization of producer co-operatives, and the payment of Fair Trade premiums. How do you think purchasing Fair Trade Certified chocolate impacts cocoa farmers?

Of course, Fair Trade chocolate often costs more than other kinds of chocolate, but when people find out about the conditions on non-Fair Trade cocoa plantations, many are happy to spend their money supporting cocoa farmers and their families. Here are some examples of the impact that Fair Trade has had on people and communities in the global South:

*The sustainable sales of our organic cocoa production through CACAONICA, due in large part to the great advantage of the Fair Price has helped me to improve my life, my house, my nutrition and purchase medicine, which is important because I'm 72 years old.*

- Mariano Ruiz Gonzales, CACAONICA Member, Nicaragua (from Fairtrade Labelling Organizations International, "Fair Trade Producer Profile: CACAONICA, Nicaragua" at [www.fairtrade.net/uploads/media/CACAONICA\\_01.pdf](http://www.fairtrade.net/uploads/media/CACAONICA_01.pdf))

*In our country there was no tradition of fermenting cocoa. With Fairtrade income we were able to implement a fermentation program to improve the quality of our cocoa and to convert our production to certified organic. This improved our position in the export market. The Fair Trade market is a very important market for the survival of our associates.*

- Isidoro de la Rosa, Executive Director of CONACADO cocoa co-operative, Dominican Republic (from Fairtrade Labelling Organizations International, "Fair Trade Producer Profile: CONACADO (Dominican Republic)" at [www.fairtrade.net/uploads/media/CONACADO\\_01.pdf](http://www.fairtrade.net/uploads/media/CONACADO_01.pdf))



## **Appendix 5**

### **Fair Trade Cocoa**





# Fair Trade Cocoa

## Cocoa Facts

Currently, there are approximately 14 million people around the world directly involved in the annual production of over 3.6 million tonnes of cocoa.

The world cocoa market, dominated by a few large companies, has fluctuated wildly in the last few years, going from a 27-year low in 2000 (USD 714.00/tonne) to a 16-year high in September 2002 (USD 2 200.00/tonne).

Despite this dramatic price increase, there are few guarantees that small farmers will benefit greatly from the situation. This is because 90% of the world's cocoa is grown on small family farms that lack the bargaining power to negotiate fair prices with local traders. In 2005, a mere 5.657 tonnes of all cocoa sold (less than .15% of all cocoa produced) was sold at Fair Trade Certified prices.



## What is Fair Trade?

Fair Trade Certified organic cocoa guarantees that farmers are able to cover their costs of production via a minimum "floor price" of USD 1 600.00/tonne plus a Fair Trade premium of USD 150.00/tonne and an organic premium of USD 200.00/tonne. Moreover, when the world price exceeds the minimum "floor price", the Fair Trade certification system ensures that farmers continue to receive the Fair Trade and organic premiums in addition to the world price, thus enabling farmers to invest in and plan for their future.

Fair Trade is a trading partnership based on dialogue, transparency and respect. Fair Trade seeks greater equity in the international trade system.

Products that carry the Fair Trade certification logo ensure:

- guaranteed fair prices to women and men producers;
- premiums paid to improve social conditions in producer communities;
- producers paid in advance to assist in long-term planning;
- support for democratic participation in farmer-owned co-operatives;
- no forced or child labour used in production;
- support for sustainable production methods that assist in cultivating healthy communities and habitats.

## How does the Fair Trade Labelling Process Work?

Fair Trade Labelling Organizations International (FLO) is a world-wide Fair Trade standard-setting and certification group. FLO makes sure that every step between the producer and the consumer is independently audited to ensure that Fair Trade principles are followed (for more info on FLO, see [www.fairtrade.net](http://www.fairtrade.net)).

In Canada, you know that a product has undergone the FLO monitoring process when you see a Fair Trade Certified logo (right) from TransFair Canada ([www.transfair.ca](http://www.transfair.ca)).











**A WORKER CO-OPERATIVE  
UNE COOPÉRATIVE DE TRAVAIL**

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