

Dear Sunday school teacher,

Thank you, for taking time to help your students better understand the mechanics and realities of poverty around the world. We feel that a unit on Fair Trade accomplishes that and provides a positive system that benefits us all in our interconnected, global economy. The Fair Trade system also gives each of us a way to help in the process through the use of our purchasing power.

The lessons provided have been taken largely from longer educational units provided by Global Exchange (www.globalexchange.org/cocoa) and Equal Exchange (www.equalexchange.coop). If you have time for longer lessons in Fair Trade please, consult these excellent sources. We'd also like to credit to Fair Trade Federation Fair for monitoring the now defunct nonprofit Fair Trade Resource Network's comprehensive site that describes different curricula, teaching tools, videos, books and films.

With the demands of required curricula we have been asked by teachers to provide shorter lesson plans and materials to supplement those lessons as they see fit. These seven lessons are each geared to a twenty minute segment and can be adjusted for K-3 or grades 4-6. If you have just a 30 minute time slot we suggest that you do an abbreviated version of Lesson One and combine it with Lesson Two.

Again, we thank you and invite you to visit our Mankato Fair Trade Town Initiative website (www.maftti.org) for what is happening locally and more links to Fair Trade worldwide. We are especially pleased with our status as the first Fair Trade Town in Minnesota and you will find information on that on our MAFTTI sight as well. We would also appreciate your reactions to the lesson plans and to the Tool Box. This is a work in progress and your suggestions on the enclosed evaluation form would be most valuable.

Sincerely,
MAFTTI Education Focus Group

Fair Trade Unit Overview

For Grades K-6—taken from Global Exchange, TransFair USA and Equal Exchange materials.

Lesson One: What is fair? What is trade? What is fair trade?

Learning Goal: Students will know the meaning and concept of the terms “fair” and “trade” and develop their own definition of “fair trade.”

Lesson Two: What does Fair Trade mean for workers around the world?

Learning Goal: Students will learn that products we buy come from workers all around the world and what Fair Trade means to the workers who make or grow those products. They will also learn to identify Fair Trade labels.

Lesson 3: The Story of Chocolate, Part 1

Learning goal: Students will learn where and how cocoa beans are grown.

Lesson 4: The Story of Chocolate, Part 2

Learning goal: Students will learn how cocoa is made into chocolate and the supply chain that brings it to their grocery store. They will learn the different paths and profits for Fair Trade and non-fair trade chocolate bars.

Lesson 5: Cocoa Farmer Simulation—Growing Cocoa Beans

Learning Goal: Students will learn about good and bad factors that influence how many cocoa beans a farmer can produce.

Lesson 6: Cocoa Farmer Simulation—Providing Basic Needs

Learning Goal: Students will learn what are basic human needs and how Fair Trade and non-Fair Trade practices impact the lives of cocoa farmers.

Lesson 7: Same But Different, a puppet show for 3 fingers.

Learning goals: Students will learn through a puppet show/play how cocoa is grown and harvested and the differences between the methods on a Fair Trade and non-Fair Trade cocoa farm.

Lesson ends with a summary of Fair Trade vs. Non-Fair Trade for the cocoa farmer.

Background Information:

Green America—Guide to Fair Trade

The New Conscious Consumer Booklet

MAFTTI (Mankato Area Fair Trade Town Initiative) Website Home Page, www.maftti.org

Fair Trade products available in Mankato and North Mankato

Available Films and Videos

Fair Trade Websites

Supplementary Materials:

Think Fair Trade First, by Ingrid Hess

Global Exchange’s Fair Trade Chocolate Book

Photos of Fair Trade in Action

Producer Stories

Fold out, 2 pages, Fair Trade Products from Around the World

Additional games and activities

Lesson 1: What is Fair? What is Trade? What is Fair Trade?

Learning Goal:

Students will better understand the meaning of the terms “fair” and “trade” and will develop their own definition of “fair trade.”

Time: 20 minutes

Materials:

Large sheet of paper or board to write on

Fair or Not Fair Sheet

1 banana, 1 apple

Standards:

INTRODUCTION:

We’re getting started today on an important unit, one that will help you learn about how connected we are to those who live on the other side of the world and the importance of “fairness” to all of us.

Write the word “fair” on a piece of chart paper.

Ask the students and write responses on the chart paper:

- What do you think “fair” means? Students should develop a definition of “fair” to be recorded on the chart paper. Encourage the understanding that fair is 1) something right and just and 2) something that does not unjustly favor one person over another.
- Use sheet 8 Scenarios and have students vote as to each being “fair” or “not fair” (or they could shout out “Fair!” or “Not Fair!” after each). Ask why they think that.
- Is there anything more they want to add to the chart paper about what fair means?

Write the word “trade” on a piece of chart paper.

Ask the students and write responses on chart paper:

- What is a trade? (Encourage the understanding that “trade” is an exchange of one thing for another.)
- Sometimes we trade money for what we want. If this banana is marked 50 cents, how many dimes would I pay for it? How many quarters?
- What if I didn’t have any money? Sometimes we can trade one thing for a completely different thing. Would you trade me your banana for this apple from my lunchbox? How do we know if that trade is fair?

Refer students to the chart paper with their definition of fairness.

Encourage the understanding that, if you are exchanging one thing for a different thing or money for a thing, whether a trade is fair depends on whether those trading agree that it is the right thing to do for both sides.

Ask students and write responses on a piece of chart paper:

- What do you think is a “fair trade”? If discussion is slow review the pieces of chart paper that described “fair” and “trade”.

Optional: “Draw a picture of something you would like to get and what you would be willing to trade for it.

FOR LESSON ONE

Sheet 8: Scenarios - Fair or Not Fair?

- ☐ Fair
☐ Not Fair

You are watching television and your brother comes in and changes the channel. He will not change it back, so you ask your mom for help. She says that you are only allowed to watch your show for five more minutes and then your brother can watch his show for an hour.

- ☐ Fair
☐ Not Fair

You and your sister both want to play with the same toy. Your dad says that you can play with it for ten minutes and then your sister can play with it for ten minutes. He sets a timer to keep track of the time.

- ☐ Fair
☐ Not Fair

Your mom is really busy, but you want her to take you to the pool. She says that if you help her do some chores at home in the morning, she will take you to the pool in the afternoon.

- ☐ Fair
☐ Not Fair

You and your friend are collecting stickers. She tells you that if you give her three of your animal stickers, she will give you three of her animal stickers.

- ☐ Fair
☐ Not Fair

You notice that your friend has some baseball cards that you like. You ask if you can buy one for a dollar. He says you would have to pay two dollars, but then he sells it to another friend for a dollar.

- ☐ Fair
☐ Not Fair

You and your friends are playing foursquare on the playground. When you hit the ball out of the lines, they say you have to go out. When they do the same thing, they say they can stay in the game.

Lesson 2: What does Fair Trade mean for workers around the world?

Learning Goal: Students will learn that products we buy come from workers all around the world and what Fair Trade means to the workers who make or grow those products. They will also learn to identify Fair Trade labels.

Time: 20-25 minutes

Materials: World Map, Think Fair Trade First by Ingrid Hesse, activity sheet with chocolate bar wrappers from Fair Trade and non-Fair Trade items, large sheet of paper or board, sheet with examples of FT labels, 2-page “Fair Trade Products from Around the World,” optional.

Standards:

Show world map with 10 countries identified (USA, Columbia, Nepal, Ghana, Haiti, Vietnam, Cameroon, Philippines, India and Bangladesh).

- “Why are there only 10 countries marked on this map? Let’s go to our book to see.”

Read to class Think Fair Trade First by Ingrid Hesse. (For elementary grades omit the information in the yellow banners at the right side of each page. These can be included if you have older students or wish to add supplementary information.)

As a country is mentioned point out where it is on the map or have students locate that country.

On a piece of chart paper or board write down what students remember was fair about Fair Trade in the book.

The book offers these principles of Fair Trade:

- Creating jobs for people who aren’t usually hired.
- Caring for the environment
- “Capacity building”—helping people build business skills
- Paying a fair price to producers and growers
- Giving women and girls the same opportunities as men and boys
- Building respectful, long-term partnerships with producers
- Supporting good, safe working conditions
- Educating people about Fair Trade
- Another important benefit—there is money set aside for co-ops to decide what they need most like a school, clinic, clean water, electricity or roads.

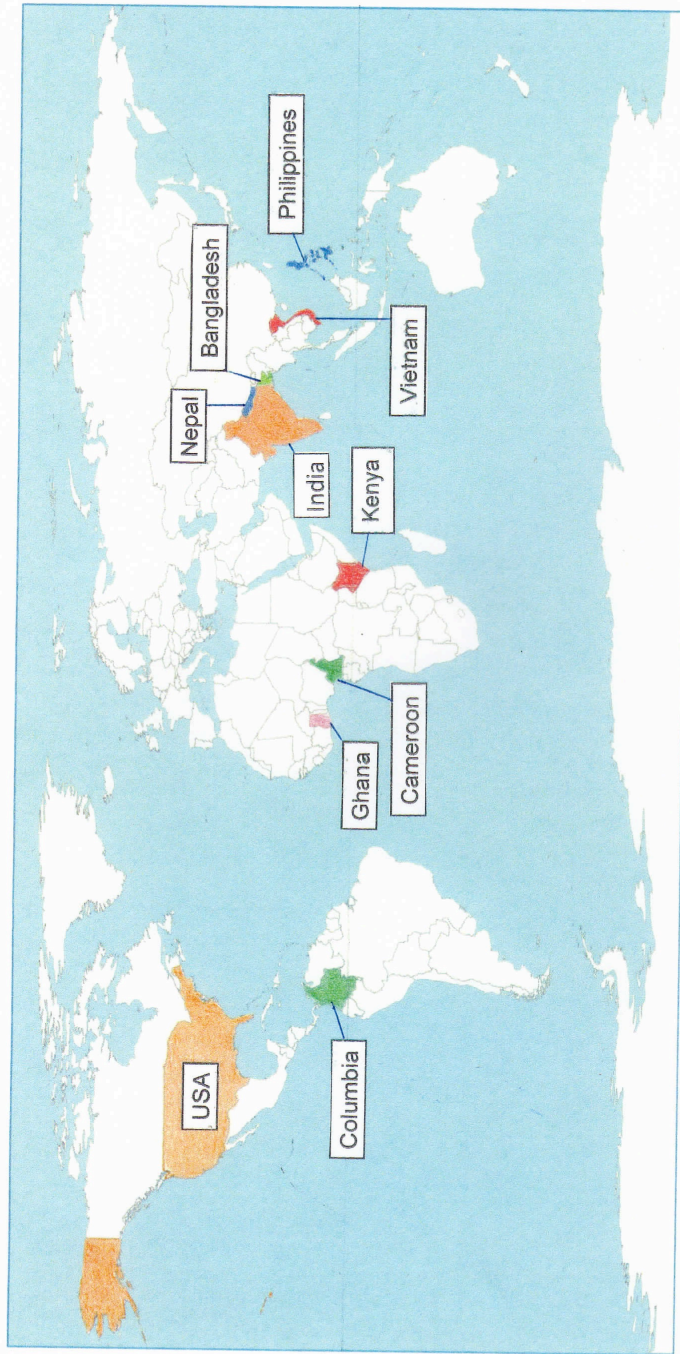
But how can we tell if a product is “Fair Trade”?

- By shopping in a Fair Trade store.
- In other stores looking for the Fair Trade label, Fair for Life or the Fair Trade Federation label (see included sheet).
- Has anyone ever seen a Fair Trade label in the supermarket? (the labels can be quite small and easily overlooked)

Hand out Fair Trade and non-Fair Trade wrappers and empty packages included with the lesson.

Ask students to find the Fair Trade labels and show them to the class.

Optional: Using the folded, laminated “Fair Trade Products from Around the World” ask students to point out the products that they recognize (bananas, rice, coffee, cocoa, sugar, coffee, flowers, wine, sports ball, vanilla, jewelry, oil, dress). They can also match the country each comes from by the colored dots on the map. Point out that every country in the world is involved in Fair Trade either by producing or buying Fair Trade products.



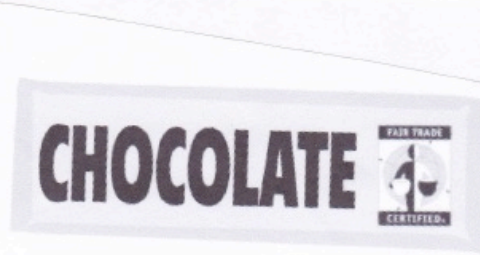
For Lesson Two

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Sheet 16: Find the Fair Trade Chocolate Bars

Color in or circle the Fair Trade chocolate bars.





Comercio Justo
Fair Trade



These are some of the Fair Trade labels you may find in Mankato stores.

For Lesson Two

Fair Trade Products



Look for the labels! In the US, Fair Trade Certified™ products bear the label of the US Fair Trade certifying body, TransFair USA, (at left). Additional Fair Trade businesses operate under the label of the Fair Trade Federation (page 11).

The following products (through vanilla on page 10) have received Fair Trade certification. If you don't see them in your local supermarket, ask your grocer to start carrying them.



FAIR TRADE CERTIFIED™ PRODUCTS:

Coffee – Available since the late 1990s, Fair Trade Certified™ coffee is the most widespread Fair Trade commodity, and is currently the fastest growing segment of the \$11 billion US specialty coffee industry. Nearly two-thirds of all Fair Trade coffee farms are also organic, and large groups like workplaces and faith groups can easily find bulk discounts. Look for literally hundreds of Fair Trade blends and flavors offered by dozens of companies. ●



Chocolate – The average American eats almost 12 pounds of chocolate a year, supporting an industry that saw retail sales of more than \$16 billion in 2006. If you're among the 46 percent of Americans who say they can't live without chocolate, you can avoid the well-documented problem of child slave labor in the cocoa industry, and direct your share of that \$16 billion toward chocolate that helps communities and the environment. Look for candy bars, baking cocoa, hot chocolate mix, chocolate chips, chocolate coins, and miniatures. ●



Tea – First certified by TransFair USA in 2001, Fair Trade Certified™ tea is one of the fastest-growing segments of the Fair Trade market, with standards developed for herbal tea products like rooibos in 2005, followed by chamomile, hibiscus and mint in 2006. Tea lovers can find teas bagged, loose, and bottled, as well as other food products prepared with tea extracts such as nutritional bars, energy drinks, and ice cream. Look for green, black, white, oolong, chai, rooibos, chamomile, hibiscus, and mint teas. ●

from Around the World



Sugar – The US produces around 85 percent of its sugar domestically, often under conditions that degrade the environment. Phosphorus run-off from the sugar industry in Florida has devastated the ecosystem of the Everglades, and the sugar lobby has worked aggressively to avoid responsibility for cleaning it up. Sustainable alternatives to sugar like locally grown, organic maple syrup or honey can help you avoid the problems in the sugar industry, as can Fair Trade Certified™ sugar, from Paraguay, Malawi, and elsewhere, introduced to the US in 2005. Look for Turbinado sugar, ground cane sugar, molasses, and individual-sized sugar packets. ●



Rice – While most of the white and brown rice consumed in the US is grown on US farms, most of the sweet-smelling aromatic varieties of long-grain rice come to our tables from small-scale farms in Asia where it is harvested by hand. Workers on these farms often find themselves squeezed by middle merchants and sickened by pesticides; Fair Trade rice — three-quarters of which is also organic — protects both workers and the environment. Look for coral, violet, Jasmine, white Basmati, and brown Basmati rice. ●



Fresh fruit – In Europe, where Fair Trade fruit has been available since the mid-1990s, Fair Trade bananas have reached market share as high as 24 percent, with sales growing at a rate of about 50 percent a year. In the US, Fair Trade Certified™ tropical fruits have been available since 2004. Unlike many conventional fruit plantations, where international pesticide-use standards are disregarded by owners and unknown to workers, Fair Trade farms adhere to all international legislation, with the most dangerous pesticides not used at all. Many Fair Trade fruit farms are moving toward becoming organic. Look for bananas, mangoes, pineapples, and grapes. ●

Fair Trade Products Around the World



Flowers – TransFair USA began certifying Fair Trade roses and other flowers for sale in the US in 2008. Conventional flower farms are often soaked in pesticides, but the Fair Trade label guarantees healthy working conditions and protection from pesticides for the farmers. You can look for the Fair Trade label on flowers sold in supermarkets like Whole Foods, Giant, Heinen's, King's, Metropolitan, New Seasons, and Roche Brothers, as well as online from Organic Bouquet and One World Flowers. ●

Vanilla – Working with a labor-intensive crop that yields a relatively low harvest, vanilla farmers are hard-hit when their market fluctuates, as it has since environmental disasters at key production centers destabilized the vanilla supply in 2000. TransFair USA began certifying vanilla in 2006 (available directly from Frontier Natural Foods Co-op or at your supermarket), and Fair Trade Certified™ vanilla frozen desserts can be found from companies like Ben & Jerry's and Temptation Vegan Ice Cream. Look for whole beans, extracts, and ice cream. ●



Sports balls – When the Fairtrade Labelling Organizations International (FLO) created standards for soccer ball production in 2002, it was the first time a non-agricultural commodity had received Fair Trade certification. Since then, four producers in Pakistan and one in Thailand have achieved certification, ensuring that no child labor is involved in their production processes and that workers receive a living wage in a healthy work environment. In addition, Fair Trade Sports, Inc., the first and largest supplier of Fair Trade sports balls to the US market, donates all of its after-tax profits to various children's charities such as the Boys & Girls Club and Room to Read. Look for soccer balls, volleyballs, footballs, basketballs, and more. ●

Wine – Introduced to the US market in 2007 (and also certified by FLO), Fair Trade wine has been produced in South Africa since 2003, and in Chile and Argentina since 2004. The South African certification process additionally requires vineyard workers to maintain a legally protected minimum 25 percent interest in the winery, in support of the South African government's policies promoting fair and equal land ownership in the years following Apartheid. Look for Grenache, Merlot, Cabernet Sauvignon, Pinotage, Carmenere, Chenin Blanc, Semillon, and Classique Blanc. ●



Fair Trade Products Around the World



Fair Trade Apparel, Home Décor, Jewelry, Handicrafts, and More

To find unique, handmade, Fair Trade products, look for businesses that belong to trade associations that screen for internationally recognized Fair Trade standards. The label for the US-based Fair Trade organization, the Fair Trade Federation (FTF), appears at left. (Find businesses designated as FTF member business in Green America's *National Green Pages™*.)



The Fair Trade Federation is the trade association that strengthens and promotes North American organizations fully committed to Fair Trade.

FTF-member businesses offer products like jewelry, baskets, clothing, textiles, musical instruments, toys, home furnishings, and other handicrafts. Others offer accessories like handbags and scarves, paper products like stationery and notecards, or food products like coffee, chocolate, and olive oil.

FTF wholesalers and retailers demonstrate their full commitment to Fair Trade by:

- Creating opportunities for economically and socially marginalized producers
- Developing transparent and accountable relationships
- Building capacity of producer groups
- Promoting Fair Trade
- Paying promptly and fairly
- Supporting safe and empowering working conditions
- Ensuring the rights of children
- Cultivating environmental stewardship
- Respecting cultural identity



Images on this page courtesy of: Ten Thousand Villages (bowl), Cnaan Fair Trade (olive oil), Global Mamas (dress), SERRV International (bracelets)

Fair Trade Ingredients

In addition to products certified Fair Trade by TransFair, or offered by the member businesses of the Fair Trade Federation, you can find products on store shelves that incorporate Fair Trade ingredients.

Members of our Green Business Network™ using Fair Trade ingredients include:

• **Adina:** This beverage company produces juice coolers and other drinks made with a number of fairly sourced ingredients, including Fair Trade Certified™ coffee beans, vanilla, and evaporated cane juice. (www.adinaworld.com)

• **Dr. Bronner's Magic Soaps:** Dr. Bronner's uses Fair Trade olive oil from both

Palestine and Israel as ingredients in their famous soaps. (www.drbronner.com)

• **Kombucha Botanica:** This San Francisco-based kombucha micro-brewery uses Fair Trade Certified™ tea in its beverages. (www.kombuchabotanica.com)

• **Temptation Vegan Ice Cream:** This non-dairy frozen dessert company uses a wealth of Fair Trade Certified™ ingredients in its various flavors, including chocolate, coffee, green tea, and vanilla. (www.gottemptation.com)

When you shop, look for Fair Trade labeling on products you know to contain ingredients that can be certified.



UNIT 2


 UNIT
2

Understanding Fair Trade

FOCUS

Many farmers in the world own their farms, but more and more large corporations are buying an increasing number of farms—both in the United States and abroad. They then hire farmers to work for low wages. Most of the time, large companies do not have the best interest of small farmers and workers in mind, since their main goal is to increase their profits. Farmers in other countries may work long hours without health care or proper housing while the corporations and their senior employees prosper.

Over time, small producers and farmers working for these large companies for low pay can no longer support themselves or their families through farming. They are forced to abandon their land and their homes to seek factory work in cities. Sometimes they are driven to find jobs in another country, like the U.S., where salaries are substantially higher.

The Fair Trade system provides the means for farmers to stay on their own land by cultivating it for decent pay. It is an economic system that finds creative ways to support small farmers so they can feed their families and send their children to school

“We don’t want charity. We want to be empowered, to be proud, to be free at last, and to be independent. That’s why we’re so excited about Fair Trade.”

BAREND SALOMO, WUPPERTHAL CHAIRPERSON AND ROOIBOS FARMER, SOUTH AFRICA

“Fair Trade keeps farmers on their land.

While low coffee prices have forced thousands of farmers to emigrate to Mexico and the U.S., none of our members have had to give up their land.”

JERÓNIMO BOLLEN, FORMER GENERAL MANAGER,
MANOS CAMPESINAS, GUATEMALA

while producing food for others. Fair Traders become partners with the farmers whose products they buy. They care about improving farmers’ lives and treating them with the respect they deserve. Fair Trade is also a set of practices meant to help protect natural resources near farms, such as forests, soil, and water supplies.

Through Fair Trade, we can become more familiar with the lives of the farmers on whom we depend and the challenges they face in bringing crops from their remote farms across the world and into our kitchens. It’s easier to treat people fairly when we see the effects we have on their lives. A shopper who understands the benefits of Fair Trade to small farmers, producers, and the environment is more likely to be a Fair Trade shopper.

Win Win Solutions

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BACKGROUND ON FAIR TRADE

Many people aren't aware that the prices for edible commodities such as raw cocoa beans fluctuate drastically from day to day, even from hour to hour. That's because the goods are sold on international commodities markets, where a host of factors, such as world supply and demand, determine the current price. Traders are out to make as much money as they can on these commodities, and when they determine the prices, they do not consider how much it cost the farmers to make the goods. As a result, the amount of money that farmers get for their hard work often does not cover their production costs. In addition, small-scale farmers living in remote villages don't have access to the technology that would inform them of the latest commodities prices. They accept what middlemen tell them and end up without enough money to clean up their drinking water, pay for books and uniforms for school, or improve their farms.



Fair Trade was created to stabilize the prices that international farmers get so they know what kind of income to expect. Fair Trade prices also aim to cover farmers' real expenses and daily needs; the prices, therefore, are usually higher than the going market rates. Coffee was the first commodity sold under Fair Trade principles, and the strategy began in Europe in the 1960s. Since then, it has turned into an international movement with thousands of participating businesses and co-ops, and millions of consumers who make choices based on its standards.

For more than 20 years, Equal Exchange has been a significant player in U.S. Fair Trade movement. We share our story often because we believe it exemplifies the kind of vision, determination, and cooperation that's necessary to make Fair Trade work.

Fair Trade Fast Facts

FAIR TRADE MEANS:

- **A Fair Price** – Farmers and workers receive a fair price for their hard work. This price means that farmers can keep farming, feed their families and that their children can go to school instead of working in the fields.
- **Care for the Environment** – Most Fair Trade Certified coffee, tea, and chocolate in the US is certified organic and shade-grown. This helps maintain important biodiversity, providing shelter for migratory birds, and prevent pollution.
- **Quality** – Fair Trade farmers rely on traditional farming methods and also benefit from support for technical improvements to help their quality and crop yield.
- **Community Impact** – Fair Trade cooperatives have invested the premium gained through Fair Trade in health care, education of children, community food security programs, and technical assistance for cooperative members.
- **You can make a difference by looking for the label!**

Fast Facts provided by TransFair USA, renamed Fair Trade USA in 2010.

Lesson 3: The Story of Chocolate, Part 1

Learning goal: Students will learn where and how cocoa is grown.

Time: 20-25 minutes

Materials: photo of chocolate ingredients, bag of cocoa beans, photo series 1-8, map of cocoa producing companies.

Standards:

Do YOU like chocolate?

- Do you know what a chocolate candy bar is made of? Make your best guess.
- Show picture of ingredients (sugar, milk, cocoa butter and cocoa beans).
- This is a bag of actual cocoa beans. These are what give chocolate its “chocolate” flavor.
- Cocoa beans are grown by over 2 million producers in 16 countries who are mostly small farmers.

Map Work for Younger Grades:

Show overhead of the world map provided. Where is America? Where is Minnesota? Mankato?

These 16 labeled countries are where cocoa is grown. Are these countries close enough to drive to from Mankato? To fly to?

Not only are they very far away, they also have very different weather. Closer to the equator they are warmer year-round, more rain, and can grow crops we can’t here—like cocoa beans.

Map Work for Older Grades:

Show an overhead of the world map provided. Place a clear plastic sheet over it to draw upon.

“The 16 countries where cocoa beans are grown are highlighted and listed here on this map. From your atlases who can tell us which of these highlighted countries is Ghana?—teacher draws a line from “Ghana” to the country. Cameroon?...Cote D’Ivoire?...Sierra Leone? The Map Search continues for Latin America and Asia until the 16 are located by lines leading to them.

Where is the equator on this map? What do these countries seem to have in common? (located near the equator). What does that tell us about their climates compared to ours in Minnesota?

--warmer year-round, more rain and able to grow crops we can’t here—like cocoa beans.

“Now let’s look at how cocoa beans are grown.”

Start with photo #1 (of 8) adding these lead-on questions/comments to link the cocoa farm photos.

#1 *After the caption*--Does this look anything like the farms around Mankato? How is it different? If you wanted to grow a tree, how would you start?

#2 *Before the caption*--These cocoa trees were started in small pots from seeds....

#3 *After the caption*--What kind of shape would you call the cocoa pod? Like a football, it’s oval or an ellipse. It can be the size of a football. How would you harvest this big cocoa pod?

#4 *After the caption*—Sometimes children have the job of cutting down the cocoa pod with a sharp knife.

#5 *After the caption*--You can see the cocoa pod, but where are the cocoa beans? Do they look like the cocoa beans I showed you today? How would you get rid of the gooey stuff around the beans?

#6 *After the caption*—After the beans ferment they are still pretty wet. How do you think you would dry them if you worked on a cocoa farm?

#7 *After the caption*—Now that the beans are dry you have to make sure that there aren't any shriveled beans or pebbles in the beans. How would you do that?

#8 *After the caption*—What would the farmer do next in order to sell his beans?

#9 *After the caption*—These bags way 100 pounds! That's as much as you two children weigh together!

Hand out photos randomly and have students work together to tack them on the board in order.

“We now can see the work involved in producing cocoa beans.

Do you think it is hard work for the farmer and his family?

Do you think if you work hard you are paid well?

We'll talk about that more in our next lesson.

TEACHERS' FAST FACTS--CHOCOLATE

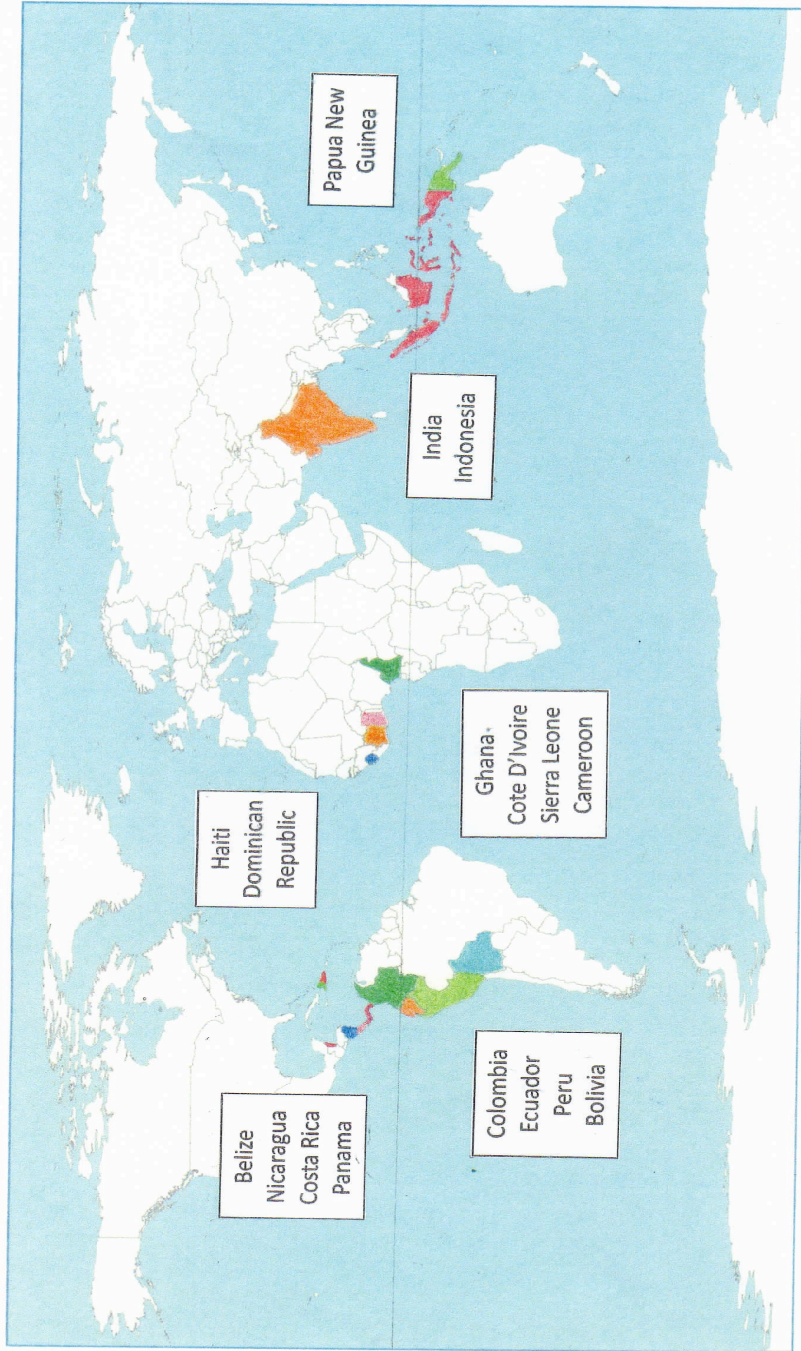
- Chocolate was estimated to be an \$80 billion industry worldwide and \$13.7 billion industry in the U.S. in 2000.
- In the U.S., Hershey's, Nestle, Russell Stover, and M&M/Mars together control 85% of the chocolate industry.
- 46% of Americans say they “can't live” without chocolate. The average American consumes 11.6 pounds of chocolate a year.
- It takes a large quantity of cocoa to make a pound of chocolate. A cocoa pod may have 30-50 beans.
- It can take roughly 400 beans to make one pound of chocolate.
- The average income for a cocoa-growing family ranges from \$30 to \$110 per household member per year.
- 43% of chocolate in the world is from the Ivory Coast in Africa, where child slavery is a known problem.

References:

Global Exchange <http://www.globalexchange.org/campaigns/fairtrade/cocoa/background.html>

Doutre-Roussel, Chloé (2005). The Chocolate Connoisseur. Jeremy P. Tarcher/Penguin.

Transfair USA. http://transfairusa.org/pdfs/fastfacts_cocoa.pdf



For Lesson Three

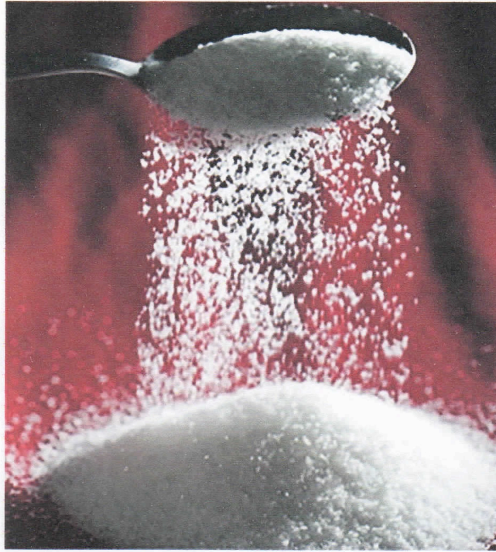
Countries Producing Fair Trade Cocoa Beans

http://upload.wikimedia.org/wikipedia/commons/thumb/d/d7/Worldmap_location_NED_50m.svg/png

6/30/2011

For Lesson Three

Milk



Sugar



Cocoa Butter



Cocoa Beans

ON THE FARM

A cocoa farm in Ecuador has cocoa trees, and also other crops like corn, plantain (similar to a banana), fruit trees, beans, and other vegetables for the family to eat, or maybe sell.





COCOA NURSERY

A cocoa nursery in Ecuador has lots of little baby cocoa trees. Baby cocoa trees need special care, including shade from the sun and special nutritious soil to help them get started growing healthily!



Photo by Stephanie Daniels

THE COCOA POD

The fruit of the cocoa tree is a **cocoa pod** – this pod is in Ecuador. The **cocoa pods** grow right out of the tree trunk, and turn yellow or red when they are ripe and ready for harvest.



Photo from the Fairtrade Foundation

HARVESTING THE COCOA PODS

To **harvest** the pods, a farmer uses a sharp tool to cut the pod off the tree. Sometimes the ripe pods are very high up on the tree, so he or she needs a very long tool or has to climb the tree to reach them! This photo shows a farmer in Belize cutting a ripe pod off the trunk.



Photo by Elisa Arond

SPLITTING THE COCOA PODS - 2

Each pod contains about 40 **cocoa beans** that are used to make chocolate! The beans are covered in a soft, sweet juicy white layer – that tastes nothing like chocolate! The beans are scooped out of the pods.



Photo by Andrew Curley

FERMENTING THE BEANS

The beans are left in a pile under banana leaves for a few days. This helps them ferment, lose the fruity layer, and just start to develop the taste of chocolate. This photo is in Ghana.

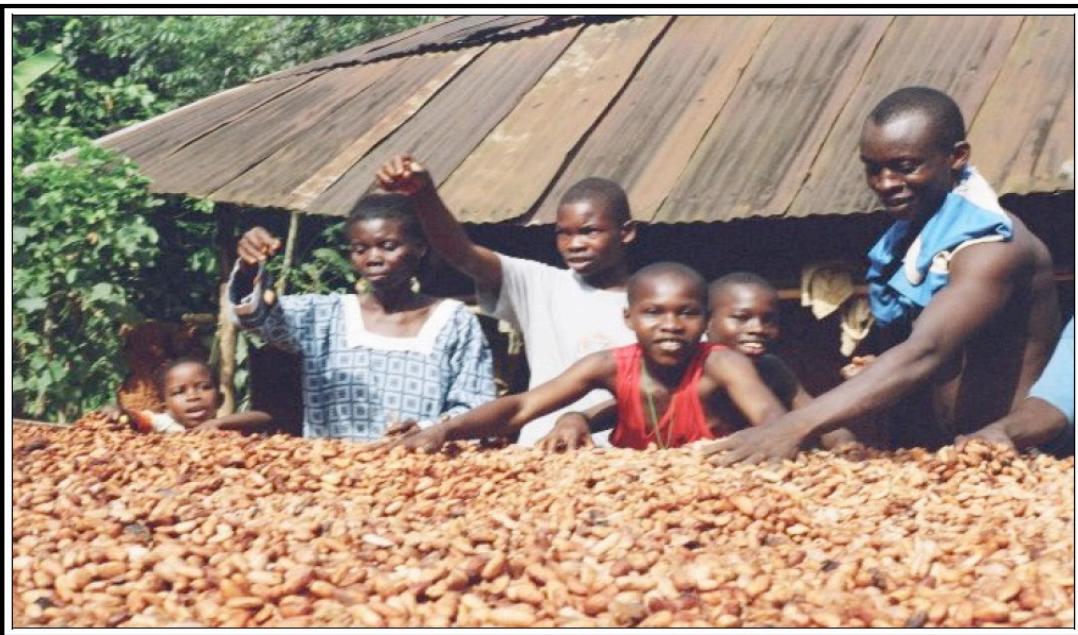
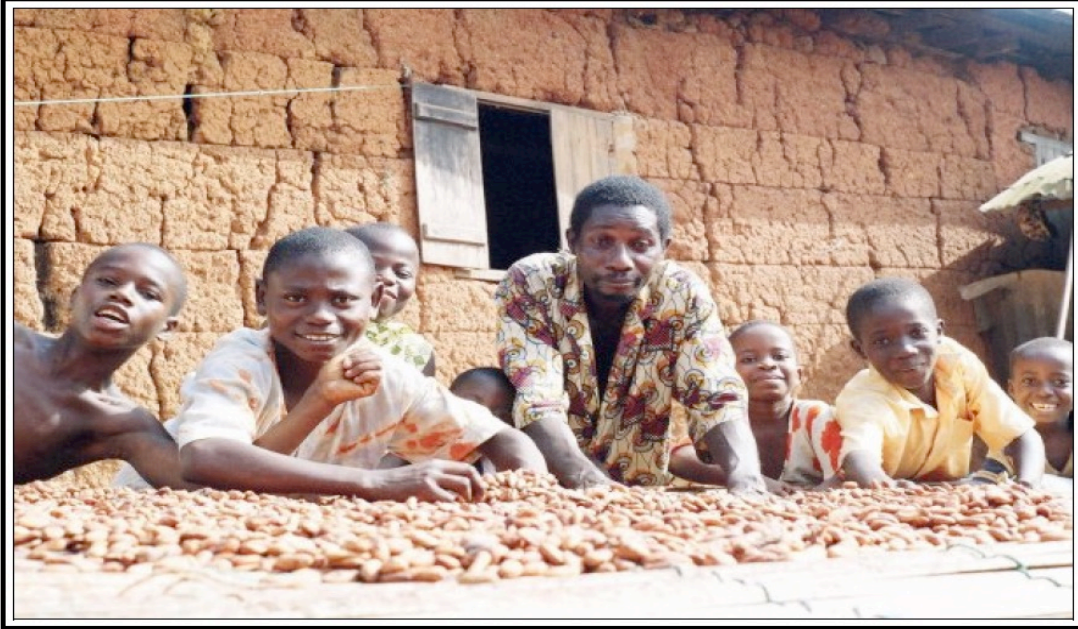


Photo by Andrew Curley

DRYING THE BEANS - 1

The beans are laid out in the hot sun to dry. They are getting brownish – more like the color of chocolate each day! This photo is in Ghana, where there is lots of sun. The beans have to be turned and spread around so that they dry evenly – more work to the process of turning beans to chocolate!

Because the process and even the kind of cocoa tree in Ecuador are a bit different than the tree and the process in Ghana, the chocolate tastes a little bit different too!



Photos by Andrew Curley

SORTING THE COCOA BEANS

The cocoa beans have to be sorted, to take away any beans that are damaged or might add a bad taste to the chocolate. Here in photos from Ghana you can see lots of people participating – men, women, and kids!



Photo by Stephanie Daniels

BAGGING UP THE COCOA BEANS

Once they are just dry enough, the cocoa beans have to be packed up into big cloth sacks.

Can you guess the weight of the sack that this man, working at a cocoa cooperative in Ecuador, is about to lift onto his shoulders?

Lesson 4: The Story of Chocolate, Part 2

Learning goal: Students will learn how cocoa is made into chocolate and the supply chain that brings it to their grocery store. They will learn the different paths and profits for Fair Trade and non-Fair Trade chocolate bars.

Note: Figures used for supply chain profits were approximated from cocoa products in general as they will vary by country. Time: 20 minutes

Materials: Supply Chain photos 9-21, \$ 1 in change (10 pennies, 4 nickels, 7 dimes), mock ups of a Hershey bar and a FT Maya Gold Chocolate bar. You will notice that the FT bar is smaller than the Hershey bar because Fair Trade chocolate does cost more.

“We’ve seen how cocoa beans are grown and the hard work involved. Now we are going to look at how those beans eventually get to us as a candy bar.”

Post photos 9-21 on bulletin board so that they are out of sequence.

“We ended our last lesson with this photo of a farmer lifting beans he has bagged. This time we have a female farmer. Have one student be the farmer and hold photo # 9 while standing in front of the group. As each student lines up with a photo, its caption is read aloud.

“What would the cocoa farmer do next if his beans are ready to sell?” (The student who picks out getting the beans weighed, photo 10, would take #10 off the board and stand next to the farmer. Tell the class that this person is the **trader** who is paying the farmer for his beans.

“We know that cocoa beans are grown in countries a long way from America. How would the cocoa beans get to the chocolate companies that make them into candy bars?” (The student who finds photo 11 of a cargo ship takes it, stands next the first two students.) “You are the **exporter/grinder** of the beans.”

“What does a chocolate factory look like ? (photo 12, have student join others) This is the office door for a chocolate factory. Let’s look inside with the next 4 photos” (photos 13-16, grinding the beans, making the chocolate, chocolate bar conveyor, chocolate bars). These five students with their photos join the line-up. The first of these students will be called the **chocolate company**.

“After our chocolate bar is wrapped, it’s put into big boxes with other bars and then shipped to a lot of different stores by a distributor. What photo would that be (#17 of forklift)?” The student picking out that photo joins the others as **distributor**.

“What photo shows where the candy bar goes next.” Photo 18, of grocery store. “How does it actually get to your store?” By truck or train or both. Have student join others as the **grocery store**.

“And our final photo (#19) Someone is paying for the candy bar.” A student takes that photo, completes the line as the **consumer**.

“All of you together make what is called a **supply chain**. Just like the links in a metal chain, one link leads to the next one, linking the farmer who grows the cocoa beans to the person who eventually buys the candy bar.”

“ Now we are going to see how much each person in this supply chain makes when you pay \$1 for a candy bar. Here is the one dollar in change you will be splitting up for your profits.”

First you will be buying a regular, non-Fair Trade candy bar.

To start, the **consumer** pays the **grocery store** \$1 in change to buy the Hershey bar.

- The **grocery store** counts out 15 cents to keep and gives, how much to the **distributor**? 85 cents.
- **Distributor** counts out 10 cents to keep and gives, how much to the **chocolate company**? 75 cents.
- The **chocolate company** counts out 25 cents and gives, how much to the **exporter**? 25 cents.
- The **exporter/grinder** counts out 15 cents to keep and gives, how much to the **trader**? 10 cents.
- **Trader** counts out 8 cents to keep and gives, how much to the **farmer** who grew the beans? 2 cents.

This time we will try purchasing a Fair Trade chocolate bar but there will be 1 less link in the supply chain.

- The **consumer** pays the **grocery store** \$1 for a Fair Trade Divine Chocolate candy bar.
- The **grocery store** again takes out 15 cents and gives 85 cents to the **distributor**.
- The **distributor** counts out 10 cents to keep and gives, again, 75 cents to the **chocolate company**.
- The **chocolate company**, again, keeps 50 cents and gives 25 cents to the **exporter/grinder**. So far you have each received the same amount for the Fair Trade Divine candy bar as you did for a Hershey bar.
- The **exporter/grinder** keeps 15 cents and the final 10 cents of the \$1 goes directly to the **farmers' co-operative**. Who is left out here? The **trader** because the chocolate company deals directly with the farmers' co-op.
- In Fair Trade, a small amount of that, 10 cents for the farmer, will be set aside for improvements for the village that all of the farmers agree on – like a water pump or a school or a medical clinic.

If that is 1 cent, how much does that leave for the individual farmer? 9 cents.

How much more is the farmer getting for each candy bar if he is a Fair Trade farmer? 8 cents.

That may not seem like much but multiplied by all of the candy bars, it enables the farmer to earn a decent living for his family and he can count on a good price from year to year.

Discussion:

Who do you think works the hardest in both chains?

Who makes the least money? The farmer

Who makes the most money? The chocolate company

Do you get paid well if you work hard? Not always. It's not true for the non-fair trade farmer.



Photo by Stephanie Daniels

Lourdes and her daughter, cocoa farmers in Ecuador.



Photo by Stephanie Daniels

WEIGHING THE SACKS OF COCOA BEANS

The sacks of cocoa beans are weighed to make sure they meet the standard weight for a sack of beans – one hundred pounds!



TRANSPORTING THE COCOA BEANS – CARGO SHIPS

The sacks of cocoa beans are packed on to big cargo ships that travel the oceans all the way from Ecuador or Ghana to the USA!

CHOCOLATE COMPANY

Sacks of cocoa beans arrive at the Theo Chocolate factory in Seattle, Washington – the first Fair Trade, organic chocolate factory in the USA! factory in the USA!





GRINDING THE BEANS

Special machines are used to grind up the cocoa beans into a moist powder - ready for the next step in the chocolate process.

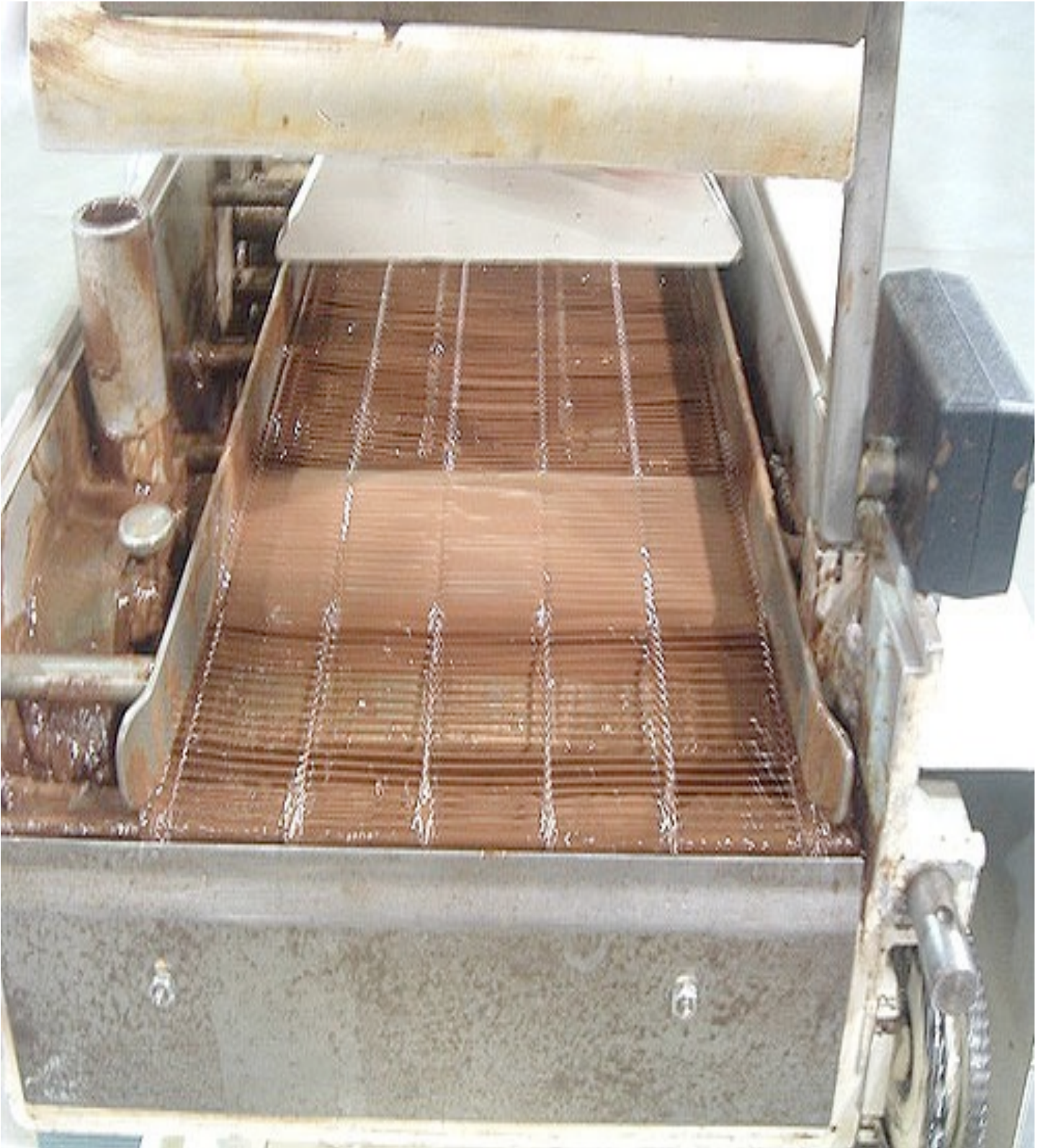


MAKING THE CHOCOLATE

Big temperature-controlled barrels are used to mix the chocolate to the right consistency.

How many cocoa beans per chocolate bar?

It takes the equivalent of about 2 cocoa pods, or 80 cocoa beans, to make one three-ounce bar of chocolate. That's a lot of work by a lot of people!



CHOCOLATE BAR CONVEYOR A stream of liquid chocolate is placed in the five rows to become chocolate bars – can you count them?



CHOCOLATE BARS

The Fair Trade chocolate cools and becomes solid – looking more familiar?

DISTRIBUTOR





Grocery Store



Lesson 5: Cocoa Farmer Simulation—Growing Cocoa Beans

Learning goal: Students will learn about good and bad factors that influence how many cocoa beans a farmer can produce.

Time: 20 minutes

Materials needed:

Fair Trade candy wrapper (Equal Exchange) and a non-Fair Trade candy wrapper (Hershey bar)

Brown paper and scissors for each child to cut out cocoa beans

Five copies of the “What’s Fair Accounting Record” (one for each group)

One sheet of “Bad What’s Fair Game Cards” and a sheet of “Good What’s Fair Game Cards,” cut into strips

Age Groups: K-1, teacher reads and records for the game; Grades 2-5/6 students can read and record on their own, as well as, do their own adding and subtracting.

Tell students: “You are going to learn what it is like to be cocoa farmers.

Dividing the students into 5 groups, tell them “ Four groups will be non-Fair Trade farmers and one group will be Fair Trade farmers that belong to a cocoa co-op. Show them the Fair Trade (Equal Exchange) and non-Fair Trade (Hershey) candy bar wrappers.

Tell students:

- “Now you are going to experience what happens to cocoa farmers when they try to grow their cocoa beans.”
- First, give each student a sheet of brown paper and scissors. Tell them, “You will ‘grow’ your cocoa beans by cutting them out of paper. (Optional--using clay to make beans.)
- ‘You will have 1 minute to make your beans as fast as you can. Speed is important just like in a real farm where the more beans you grow, the more you have to sell.” If your students are very young you may wish to give them more time.
- When time is up have each group count the beans they have grown and write the total on the “What’s Fair Accounting Record.”
- Next let each group pick one good card and one bad card from the “What’s Fair Game Cards.” As the cards are read a group needs to add or take away the number of beans indicated and record those on its “What’s Fair Accounting Record.” When the group does its math work it will show a final total of beans left on the sheet.
- Tell students their final total is the number of beans they have managed to grow this year.
- Remind students that it is actually very hard work to produce cocoa beans, and it takes a long time and a lot of things can happen to cut down the number of beans that result.

Discussion:

What role did good luck play in growing your beans? And bad luck?

What role did cooperation play? (A cheaper price on fertilizer, sharing a drying barn)

LESSON 5

WHAT'S FAIR ACCOUNTING RECORD FARMER GROUP:

Number of cocoa beans harvested:	
Extra cocoa beans earned:	
Subtotal:	
Cocoa beans lost:	
Total beans left:	

**Check
one:**

_____ **This
felt
fair.**

_____ **This
didn't
feel
fair.**

Lesson Five: BAD WHAT'S FAIR GAME CARDS

Group 1: A storm has destroyed half of your trees.

Give back half of your beans

Group 2: Your hoe breaks and you have to buy a new one because you can't fix it.

Give back 10 beans.

Group 3: Some of your trees have caught a disease called black pod.

Give back 25 of your beans

Group 4: Your mother is ill. You have to borrow money to buy medicine.

Give back 20 beans.

Group 5: Your cocoa beans are drying on the rack and it rains. Normally $\frac{1}{4}$ of your beans would spoil but your Fair Trade co-op has a drying barn to share. No beans are lost.

Lesson Five: GOOD WHAT'S FAIR GAME CARDS

Group 1: Your beans don't get any diseases this year.
Add 30 extra beans.

Group 2: The weather has been very good and your beans have grown well.
Add 40 extra beans

Group 3: You share tools with other farmers and save money.
Add 20 extra beans.

Group 4: Your hoe breaks, but you mend it yourself.
Add 10 extra beans.

Group 5: You buy fertilizers in bulk with other farmers and save money.
Add 20 extra beans.

Lesson 6: Cocoa Farmer Simulation—Providing Basic Needs for Farmers' Families

Learning Goal: Students will gain insight into what are our basic human needs and how Fair Trade and non-Fair Trade practices can change a farmer's ability to provide basic needs for his or her family.

Time: 25 minutes

Materials needed:

Brown paper cocoa beans (can use cutouts from Lesson 4), 10 beans each for 5 groups

One copy of "What's Fair Buyer Instructions"

Dollar bill manipulatives, 100 cut out

"Needs Cards," 3 sheets cut out

Station signs, 1 sheet cut out

Five copies of Farmer Checklist sheet

Fair Trade labels, cut out enough for members of group five

Age Group: K-1, teacher reads and records for the game; Grades 2-5/6 students can read and record on their own, as well as do their own adding and subtracting.

Basic Needs

1. Ask the students: "What are people's most basic needs?" guiding them to food, shelter, clothing, education/school, and health care.
 - "How do each of us get these basic things we need to live?" With money, or by trading for them.
 - "How would a cocoa farmer get these basic needs?" By selling the beans the farmer has grown.
 - When your parents work at a job they are paid by their bosses a certain amount of money for the time they work. With that money they will buy your family the food, clothing and the other basic things you need.
 - It works a little differently for the cocoa farmer. He sells his beans to a buyer to get money for basic needs.
2. "To show you how that works we will divide the class into 5 groups of farmers. Group 5 will be a Fair Trade co-op of farmers and wear the Fair Trade label. The other four groups will be non-Fair Trade farmers. Each group will start with 10 cocoa beans to sell.
I will be the buyer who will buy your cocoa beans from you for a chocolate company."
3. Have each group count out and take its 10 beans.
Using the "What's Fair Buyer Instruction Sheet" read to group 1 the deal that you, the buyer, will give for its beans and have them figure how many dollars they should receive from you.
Give them the paper dollars and have them record the amount received on the group's Farmer Checklist. Do this for each of the five groups.
4. Put out station signs that indicate the basic needs (food, clothing, shelter, school, doctor visit). Tape the number of dollar bills at each station that shows how much each basic need costs.

"You should now work with your group to figure out which basic needs you can afford to buy for your families from the money you have received for your beans. "

Give each group a Farmer Checklist and explain the directions at the top. Once the group has decided what they can afford to buy it sends one farmer to trade dollar bills for the basic needs cards.

When they are out of money, they can take the cards back to their seats where they can fill out their checklists.

Discussion/Reflection

Bring students back together as a whole group. Students should be able to refer to their check-lists and the cards they purchased. Have the Fair Trade group and non-Fair Trade groups report to the whole class what they were able to purchase. (Non-FT groups, 1-4, will not have enough to buy all basic needs while the Fair Trade Group, #5, will be able to buy all needs with \$5 left over. Ask what the Fair Trade group could do with that. In reality that is usually saved or pooled to improve the village.)

Help them make the connection between what they thought a fair trade was and what Fair Trade farmers earn for their beans: Fair trade is fair because the farmers receive a fair price for their cocoa, which enables them to better provide for themselves and their families.

Ask students:

- If farmers are not in the Fair Trade system, when they trade their cocoa beans for money, do they make enough money to afford schools and doctors for their children? (No)
- How about farmers who are in the Fair Trade system? When they trade their cocoa beans for money, can they make enough money to afford schools and doctors for their children? (Yes)
- Encourage the understanding that the exchange is fair because working hard should equate with earning enough money to live, not living in poverty.
- What did you learn about fair trade? How did it help the farmers? Which farmer group would you want to be in?

Help them make the connection between what they thought a fair trade was and what Fair Trade farmers earn for their beans: Fair trade is fair because the farmers receive a fair price for their cocoa, which enables them to better provide for themselves and their families.

In Summary:

The world cocoa price is sometimes not high enough for farmers to make a living. Sometimes farmers make even less than the market price because they must buy from buyers who cheat them. Buyers cheat by weighing the beans wrong or pay them by check when they have no way to get cash for the check. Sometimes farmers lose their land when they can't get enough money for their crops. Fair Trade companies pay farmers enough so they can support their families, send their children to school, stay on their farms, protect the environment and help their communities.

Lesson Six: WHAT'S FAIR BUYER INSTRUCTIONS

(After reading to each group ask, "How many dollars will you be making? Write that down on your Farmers' Checklist.")

Group 1

I will give you two dollars per bean and pay you with a check. What? You say you can't find any place to cash the check? Oh, O.K. Then I will pay you in cash.

Group 2

(Take the beans and put them in your bag.) I will only pay you one dollar per bean because your beans are low quality. You should be happy that I am buying them at all. I am doing you a favor. If you complain about the price, I won't buy them.

Group 3

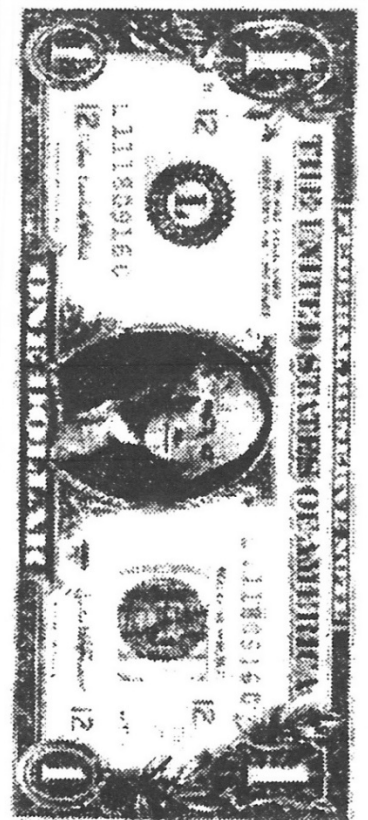
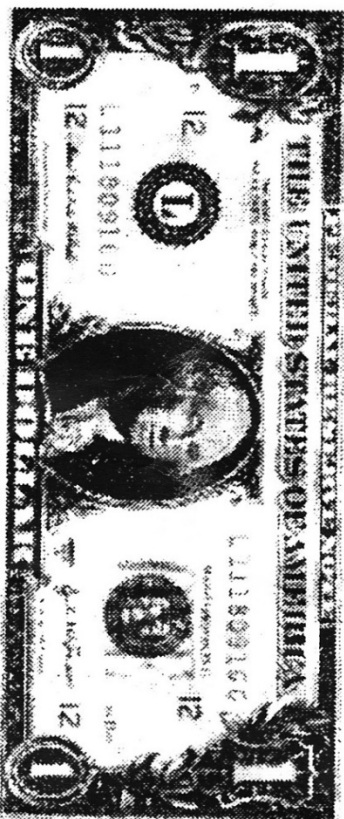
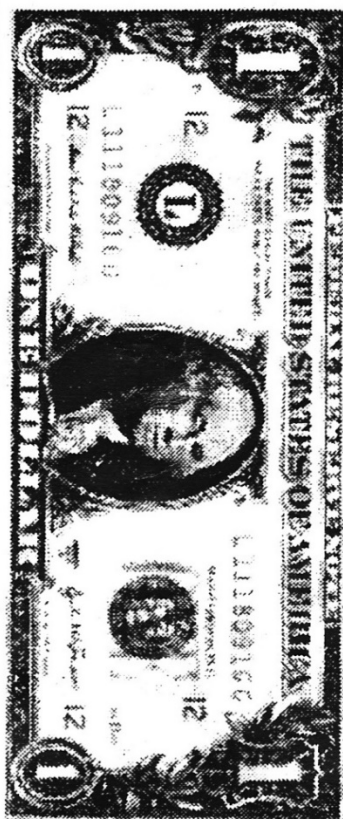
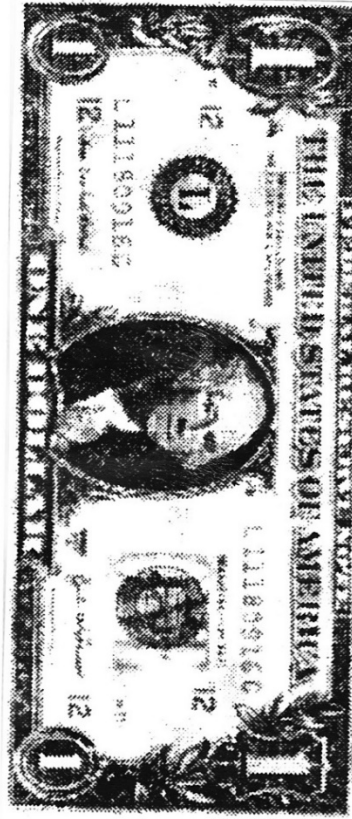
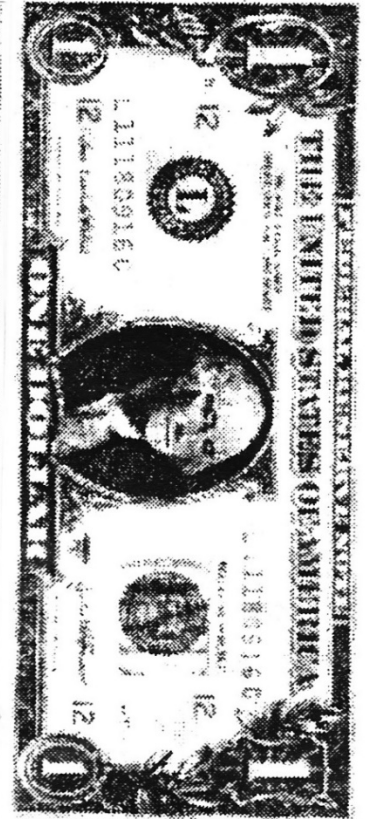
I will pay you two dollars per bean. (Hide five beans in your pocket and pay them for five less beans.) I didn't steal any beans. How dare you accuse me of that! If you continue to complain about that, forget the deal. Good luck finding another buyer. There aren't any for 30 miles. Take the deal or leave it.

Group 4

I will pay you two dollars per bean with a check. What do you mean you have no way to cash the check? Too bad, that's all I will give you. If you don't like it, good luck finding anyone else to buy your beans. There's no one for 30 miles.

Group 5

I am your fair trade buyer and I'm so glad I was able to come down and see you again. I will pay you three dollars per bean. It is worth the money to see your children in school, your village living so well and the time you take in caring for the forest, land, air, and water. I'm eager to see the new school you are building for your children. That is such a good project that will help you all. Do you need any loans to see you through to the next growing season? I also have some information on growing better cocoa trees if you are interested. It is so nice seeing you again.



Lesson 7: Same But Different - a puppet show or play

Learning goals: Students will learn about how cocoa is grown and harvested and the differences between the methods on a Fair Trade and non-Fair Trade cocoa farm. Time: 20 minutes

Materials: At the end of the play are drawings of a zebra and a giraffe to cut out, glue to popsicle sticks and use as puppets. The other side of the zebra and giraffe can be drawn, the two sides stuffed with Kleenex, and glued together to make a three dimensional puppet. Tree is not included. You can also use 3 finger puppets, or masks if performing it as a play. *If a puppet stage is desired it can be made from the cardboard lid of a copier paper box. Simply cut out a center rectangle leaving a two inch framework. It can be painted or decorated by the children and then clamped to a table top for the performance.*

Zebra: Tell me again why we are still walking?

Giraffe: To see what there is to see! Maybe there's a better place to live.

Zebra: Better than Kickapoo Cocoa Farm?!

Giraffe: Maybe. You never know till you look.

The two stop walking.

Giraffe: Look! There's a river and it looks like our Kickapoo River.

Zebra: Oo, oo. Let's try the water.

They both stoop to drink.

Zebra: Yuck! Pooh (*spitting it out*).

Giraffe: Double Pooh! (*more spitting*).

Zebra: What's wrong with the water?

Giraffe: More like, what's right with the water? (*more spitting*)

Zebra: This is not like the water at Kickapoo Cocoa Farm.

Giraffe: And look, Zebra. There are hardly any trees--just the small ones with cocoa pods on them.

Zebra: That is strange. The same cocoa pod trees grow on our Kickapoo Cocoa Farm. But ours grow in the shade with lots of other trees and plants and animals around.

Giraffe turning: Shazam! Look at the empty spaces where the trees are all cut down.

Zebra: It looks very sad.

Tree: It is sad.

Both animals jump.

Zebra: Do you talk, too?

Tree: Oh, yes. Animals can't have all of the fun.

Giraffe: But this doesn't look like fun, Cocoa Tree.

Tree: No. You're right. It was no fun watching the men cut down the other trees. Now that they are gone I miss the animals that used to live in the forest and there is no shade for the rest of us.

Zebra: Why would the men do that?

Tree: To grow more and more cocoa trees and so they can have more and more cocoa pods to sell for chocolate. But to do that they spray with chemicals that kill the bugs and use fertilizer to make us grow more pods.

Giraffe: I don't understand. On our Kickapoo Cocoa Farm our cocoa pod trees live among other trees and plants and they don't get killing chemicals.

Zebra: No way. The chemicals might hurt the animals and the men and women who harvest the cocoa pods. And the children would never be able to play in the forest.

Tree: Oh, we have plenty of children here. But none of them are playing. They harvest the cocoa pods.

Zebra: WHAT?

Giraffe: CHILDREN? But they would be too little to use the big, big knives to cut the pods. And they could never be able to carry the heavy bags of pods away.

Tree: It is very hard and dangerous work, but they do it here.

Zebra: And why wouldn't the children be in school, anyway, like at Kickapoo Cocoa Farm?

Tree: The children tell me that they must work to earn money for their families because they get so little money when the family sells the cocoa beans. And school costs money, too. Some of these children don't even live with their families and they cry because they have to work so hard.

Giraffe: I wonder why our Kickapoo Cocoa Farm is so different?

Zebra: It must be the water.

Tree: That reminds me, don't drink the water. The rain washes the chemicals and some of the soil into the river.

Both animals: WHAT? Pooh! Pooh! *Lots of spitting.*

Zebra: I think it's time to head home, Giraffe.

Giraffe: Yep! Kickapoo Fair Trade Cocoa Farm, here we come! *The End.*

Follow up questions:

Who can tell us what is the same at the Kickapoo Cocoa Farm and the new farm Zebra and Giraffe visited? *Both have cocoa pods growing on trees, a river, pods are harvested with a big knife, they must have been near each other for Zebra and Giraffe to walk between them...*

Was the land the same or different on the two cocoa farms? *Kickapoo had the cocoa trees growing in the shade of other plants and trees while all other trees had been cut down on the other farm. The river looked the same but tasted different.*

What else was different? *The children at Kickapoo went to school while grown-ups harvested the cocoa. At the sad farm children had to work hard with dangerous knives and couldn't go to school. Chemicals were used on the sad farm but not on the Kickapoo farm.*

Did anyone hear the words “Fair Trade” Cocoa Farm?

This can be a jumping off point for:

1. A review of Fair Trade for the cocoa farmer*
2. A discussion of different and same in children’s lives—Mankato vs. African cocoa farm.
3. With older students a discussion of organic/sustainable vs. chemical/deforesting methods and how they affect the environment.

*Summation of Fair Trade vs. Non-Fair Trade for the Cocoa Farmer

The world price for cocoa is often too low for farmers to make a living. The price can be as low as 47 cents per pound. Farmers in the fair trade system are paid 89 cents a pound no matter what the world price is. They need that much to cover the cost of their production and provide food, doctor visits, housing and school expenses for their families. Their children are able to go to school and don’t have to work on the farms all day long to make ends meet. They also have the money to buy books and supplies for school.

Sometimes the buyers cheat the farmers by setting the weighing scale wrong or counting the beans wrong. The buyers sometimes pay the farmers by check even though they have no bank account and take weeks to find a bank that will cash their check. Sometimes farmers lose their land if they can’t get enough money for their beans.

Fair Trade buyers make sure that farmers get a good price for their beans, a price that allows them to cover their costs and provide for their families. Fair Trade buyers also pay extra per pound of beans to the farmer co-op. The co-op saves this extra money and decides how to use it to improve their community like building a well for safe drinking water, building a school or medical clinic or hospital or hiring teachers or providing health care for the community.

Fair Trade buyers also help farmers grow better crops by teaching them how to grow without damaging the forest. Farmers who sell to Fair Trade buyers have healthy work places and healthy land because they have enough money and knowledge to provide good work places and protect the land. This also makes for quality tasting products for us to buy that weren’t grown with harmful chemicals.

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