

Win Win Solutions:

An Introduction to Fair Trade and Cooperative Economics



A curriculum connecting children around the world
through the power of fairness and cooperation.

GRADES 4-9



Win Win Solutions:







An Introduction to Fair Trade and Cooperative Economics

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Curriculum Standards

This curriculum addresses the following U.S. curriculum standards:

SOCIAL STUDIES

- III. People, Places, and Environments
- VII. Production, Distribution, and Consumption
- IX. Global Connections
- X. Civic Ideals and Practices

GEOGRAPHY

The World in Spatial Terms

- STANDARD 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
- STANDARD 2: How to use mental maps to organize information about people, places, and environments.
- STANDARD 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Human Systems

- STANDARD 11: The patterns and networks of economic interdependence on Earth's surface.

Environment and Society

- STANDARD 14: How human actions modify the physical environment.
- STANDARD 15: How physical systems affect human systems.
- STANDARD 16: The changes that occur in the meaning, use, distribution, and importance of resources.

The Uses of Geography

- STANDARD 17: How to apply geography to interpret the past.
- STANDARD 18: To apply geography to interpret the present and plan for the future.

LANGUAGE ARTS

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with

different audiences for a variety of purposes. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprinted texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information, and to create and communicate knowledge.

HISTORY

- WORLD HISTORY STANDARD ERA 8, STANDARD 6B: How increasing economic interdependence has transformed human society.
- WORLD HISTORY STANDARD ERA 9, STANDARD 1: Global and economic trends in the high period of western dominance.
- STANDARD 6: Promises and paradoxes of the second half of the 20th century.

MATHEMATICS

- STANDARD 1: NUMBER AND OPERATION
 - Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
 - Use computational tools and strategies fluently and estimate appropriately.
- STANDARD 5: DATA ANALYSIS, STATISTICS, AND PROBABILITY
 - Pose questions and collect, organize, and represent data to answer those questions.
 - Interpret data using methods of exploratory data analysis.
 - Develop and evaluate inferences, predictions, and arguments that are based on data.
 - Understand and apply basic notions of chance and probability.
- STANDARD 6: PROBLEM SOLVING
 - Build new mathematical knowledge through their work with problems.
 - Develop a disposition to formulate, represent, abstract, and generalize in situations within and outside mathematics.

Apply a wide variety of strategies to solve problems and adapt the strategies to new situations.

Monitor and reflect on their mathematical thinking in solving problems.

STANDARD 9: CONNECTIONS

Recognize, use, and learn about mathematics in contexts outside of mathematics.

STANDARD 10: REPRESENTATION

Use representations to model and interpret physical, social, and mathematical phenomena.

ECONOMICS

STANDARD 1: Scarcity

STANDARD 2: Marginal Cost/Benefit

STANDARD 3: Allocation of Goods and Services

STANDARD 5: Gain from Trade

STANDARD 6: Specialization and Trade

STANDARD 7: Markets – Price and Quantity Determination

STANDARD 8: Role of Price in Market System

STANDARD 9: Role of Competition

STANDARD 14: Profit and Entrepreneur

SCIENCE

Science in Personal and Social Perspectives:

Personal health

Populations, resources, and environments

How to balance risk-taking and creative entrepreneurial or academic activity with social, personal, and ethical concerns

ART

STANDARD 1: Understanding and applying media, techniques, and processes.

STANDARD 6: Making connections between the visual arts and other disciplines.

INFORMATION LITERACY STANDARDS

Information Literacy

STANDARD 1: The student who is information literate accesses information efficiently and effectively.

STANDARD 2: The student who is information literate evaluates information critically and competently.

STANDARD 3: The student who is information literate uses information accurately and creatively.

Independent Learning

STANDARD 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility

STANDARD 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

STANDARD 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

STANDARD 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Introduction

Global politics have become increasingly complex in the areas of trade, agriculture, food distribution, and the environment, in large part due to influence from the highly-centralized corporate world economy. The gulf between rich and poor has grown and natural resources continue to be depleted. Young adults require a new set of tools to grasp these difficult issues. In this curriculum, we raise students' awareness of the core issues surrounding food production and trade. Concurrently, students learn that through advances in technology and increased globalization, the world has become increasingly accessible and that they can make an impact on farmers' lives through their purchasing choices. This curriculum assists students in identifying critical topics so they can work both individually and together to create more viable systems of trade. It provides a link between personal actions and community efforts that create a more just and sustainable world.

Assumptions About the Learning Process

Students will be given information and asked questions so they can draw their own conclusions and make sense of the world in new ways. The learning process will focus on active learning, using a wide range of participatory activities that will include:

- visual, auditory, and experiential modes
- an art (visual/image, music) component
- inquiry learning

Each class includes exercises in which students are asked to address a key question together. These dialogue sessions are the heart of this curriculum. It's important for the instructor to establish a relaxed environment in which students can focus together.



Equal Exchange

Equal Exchange is the largest and oldest for-profit Fair Trade organization in the United States. It offers organic and Fair Trade coffee, tea, and chocolate from farmer cooperatives in Latin America, Africa, and Asia. Recently, Equal Exchange began applying Fair Trade principles to small-scale farmer cooperatives in the United States and has added domestic pecans, cranberries, and almonds to its collection of products. In addition, the Equal Exchange workers who process and market these products are organized as a cooperative in order to attend to their needs as workers. Equal Exchange's commitment to fairness and empowerment makes the organization stand out as an important example of economic democracy. Its members are living the values of sustainability and justice in practical and powerful ways. When students learn what Equal Exchange is accomplishing today, they will be able to envision new ways to address the challenges we're facing in our complicated world and will provide valuable leadership for the future.

LYNN BENANDER

COOPERATIVE EDUCATION CONSULTANT
SHELburnE FALLS, MASSACHUSETTS

Using These Curriculum Materials

This curriculum was developed for students in grades four to nine. The activities become more complex as each unit progresses. There are a wide variety of materials from which to choose. Following are the key assumptions and ideas addressed in each unit.



UNIT I: OUR CHOICES MATTER

Many farmers have trouble making a living, whether here in the U.S. or around the globe. When farmers who are trying to support their families by growing food or raising livestock don't earn enough money, their whole family may go hungry. When crops don't produce because of drought, war, or disease, many inhabitants of a country will go hungry. More than 30,000 children die of hunger each day worldwide.

This curriculum is based on the premise that the farmers who grow the food we eat are important to us because they help supply food for everyone. We have a responsibility to treat them fairly. When we buy food grown by farmers who are treated with respect, we're supporting an entire network of people committed to agricultural justice. What we purchase in the supermarket has a direct and meaningful impact on the quality of farmers' lives and the communities in which they live. The choices we make about everyday items matter to people thousands of miles away.

“With Fair Trade, we have enjoyed many benefits. Some families have used their increased incomes for home improvements, better clothing, better education for their children. Our association has used Fair Trade premiums to buy land where before we were renting.”

JUAN DE DIOS PÉREZ,
PRESIDENT OF APECAFORMM,
PRIMARY LEVEL COOP OF MANOS
CAMPESINAS, GUATEMALA

“Fair Trade offers us a dignified way of doing business. We don't beg. Selling one or two containers is not begging. We just ask for business to be done in a fair way and we get this from Fair Trade. We hope that sympathetic people in the U.S. will spread the word about Fair Trade coffee so that more of our coffee can get into the Fair Trade market.”

RAYMOND KIMARO, GENERAL MANAGER, KNCU, TANZANIA

UNIT II: UNDERSTANDING FAIR TRADE



Many farmers in the world own their farms, but large corporations are controlling an increasing number of farms—both in the United States and abroad. They move their offices, factories, and farms to countries where they can pay workers as little as possible in order to reduce their costs. Most of the time, large companies do not have the best interests of small farmers and workers in mind when they make these kinds of business decisions. 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 employees prosper.

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

The Fair Trade system encourages farmers to stay on their own land by giving them a fair price for their crops. 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 while at the same time producing food for others. The Fair Trade system also encompasses practices that help protect the land, air, and water around farms. Fair Traders become partners with the farmers. They care about improving the lives of small farmers and treating them with the respect they deserve.

“Things have changed a lot since 1980, when we got our land. When I was 17 I used to work on a coffee plantation owned by one of the richest families in El Salvador. I would work two weeks and get paid for one week. I would ask them where the rest of my pay was, and they would say, ‘It’s because you didn’t work hard enough.’ Now we have respect...If it weren’t for all of you, the story I’m telling you would be very different.”

JORGE GARCIA ROJAS, PRESIDENT OF THE OVERSIGHT COMMITTEE IN EL PINAL, A PRIMARY LEVEL COOPERATIVE OF APECAFE, EL SALVADOR

“We work in Fair Trade and organic agriculture because it protects the environment, improves the quality of the coffee, and gives a better economic stance for small farmer families.”

EDGAR FLORES MIGUEL, GENERAL MANAGER, FIECH, CHIAPAS, MEXICO

UNIT III: UNDERSTANDING COOPERATIVE ECONOMICS



A cooperative is an enterprise that is owned and democratically controlled by the people who use it. Farmers, workers, consumers, and small businesses form cooperatives to

meet their members’ needs. Farmers form cooperatives to buy seeds, equipment, and other supplies they need less expensively, and to get better prices for the products they grow. Workers form cooperatives so they can work for a business they control. Consumers form cooperatives to buy things less expensively or to get products and services they might not find anywhere else. Cooperatives make decisions based on their members’ needs, rather than on what makes the most profit. They help create an economy that spreads benefits across the communities they serve.

“The (co-op) growers in Peru get two and a half times more than what the non-Equal Exchange farmers do. This helps the Peruvians and their families to educate each other about organic farming and help them live better and at higher standards.”

ARNALDO NEIRA CAMIZAN, CO-FOUNDER OF CEPICAFE, PIURA, PERU



UNIT IV: MAKE A DIFFERENCE

Students can make a difference in the world around them. When they learn how to approach problems creatively as individuals, they can create positive change. In Unit IV students are given the tools to identify, strategize, and implement a solution to a problem through a six-step process. This in-depth, long-term project offers students a constructive method to apply the information they have learned about

Fair Trade and cooperatives in the previous units of the curriculum.

Credits

Author:

Lynn Benander, Cooperative Education Consultant, has 20 years of experience with cooperatives as a member, board member, manager, and director of a cooperative development center. She has worked in the field of education for 15 years as a classroom teacher and as a professional development trainer for teachers. She currently teaches a graduate course at M.I.T., “Cooperatives and Community Economic Development,” and manages Co-op Power, a sustainable energy, community-owned, cooperative. She holds a master’s degree in education from the University of Massachusetts.

The Equal Exchange Team:

Virginia Berman, Organizing Director, curriculum team leader, launched the Equal Exchange Organizing Department in 1996. Prior to that, she served in the U.S. Peace Corps in Honduras working with small-scale coffee farmers on soil conservation issues. She holds a master’s of Nutrition Science & Policy from Tufts University.

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Additional Thanks:

Nancy Evans, Grade 7, Lake Ridge Middle School, VA.

Cabot Creamery, Co-ops for Community Girl Scout Patch Program

Finding Solutions to Hunger: Kids Can Make a Difference, by Stephanie Kempf

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WE WANT TO HEAR FROM YOU

Equal Exchange and the other developers of this curriculum would like to know how useful the curriculum was for you and your students.

To share your thoughts, go to:
www.equalexchange.coop/fundraiser
and click on “Educational Tools.”

Thanks in advance for letting us know what you liked and what could be made better.

UNIT
1

Our Choices Matter

FOCUS

Many family farmers have trouble making a living, whether here in the U.S. or around the globe. When farmers can't earn enough money, their families go hungry. When crops don't produce because of drought, war or disease, whole countries also go hungry. More than 30,000 children die of starvation each day in the world.

Because farmers grow our food, they are extremely important to us. Farmers who work hard to grow our food should be able to feed their own children. We care about the lives of the people who feed us, whether they live nearby or across oceans. We have a responsibility to treat them fairly.

When we buy food grown by farmers who are treated fairly, we're supporting an entire network of people committed to agricultural justice. What we purchase in the supermarket has a direct and meaningful impact on the quality of farmers' lives and the communities in which they live. The choices we make about everyday items such as chocolate and coffee matter to people thousands of miles away—and in a variety of ways.

"Fair Trade gives us security and helps us maintain ourselves during the winter...we are able to maintain our families and have job security. It allows cooperative members to have land to grow food on. With our sales to Equal Exchange we maintain our coffee farms and our families, too. Now we have started buying notebooks and pencils for our school children, too. People from other communities send their children to school here; our school benefits the whole area."

JORGE GARCIA ROJAS, PRESIDENT OF THE OVERSIGHT COMMITTEE IN EL PINAL, A PRIMARY LEVEL COOPERATIVE OF APECAFE, EL SALVADOR

SUMMARY OF CLASSROOM ACTIVITIES

The activities in this unit are designed to introduce the concepts about Fair Trade and Cooperative Economics, which are discussed in more detail in Units II and III. The assumption is that students are experienced at focusing on the events and people in their own lives, and have a general sense of social justice. These activities are designed to introduce students to some important problems facing our world and to help them identify constructive responses and actions.

We begin by taking a look at the inequality in a food system that leaves many children dying of hunger while forcing other children to work to grow food. We tell stories about what real people are doing to address the suffering of others who are trapped in a system that we're a part of as consumers.

The second half of this unit helps students make a personal connection to these issues. Students look at how they participate in the food system by analyzing what they eat, where it comes from, and why their food choices matter.

CLASS #1: The Fruits of Fairness

If 10 chairs represent all the wealth in the world, and we were all the people in the world, how many chairs would we each get? If our classroom shared resources in this way, what would it be like? In a world that is fair and peaceful, how would wealth be shared?

CLASS #2: The Power of One

Students share stories of how people have made a difference in the world. These people have addressed the unequal sharing of wealth and a food system that doesn't meet the basic needs of many people.

CLASS #3a: Problems with our Food System: Hunger

Students look at what they can do about the fact that 30,000 children die of hunger every day and it doesn't even make the news.

CLASS #3b: Problems with our Food System: Child Laborers

Students look at what they can do about the fact that 140 million children are forced into hard labor to grow and process the food we eat.

CLASS #4: What You Eat

Students research the calories, protein, vitamins and minerals in the food they're eating and find out where their food comes from. They discuss what would happen if they only had a half or a quarter of the food they needed every day and what would happen if everyone in their community only had half or a quarter of the food they needed every day.

CLASS #5: Where Your Food Comes From

Students learn about the distance that food travels and the implications of that. They go on to consider alternatives.



UNIT 1: OUR CHOICES MATTER

CLASS 1

The Fruits of Fairness

From *United for a Fair Economy's The Activist Cookbook: Creative Actions for a Fair Economy*, 1997.

MATERIALS NEEDED

Ten sturdy chairs, student activity handout, a few calculators

CLASSROOM NARRATIVE

INTRODUCTION: We're getting started today on an important unit, one I hope will help you learn about things that will be important for the rest of your lives. You'll learn about how connected we are to people who live near us and to those who live on the other side of the globe. You'll learn about how we share resources in the U.S. and how inequality and unfairness spur conflict and suffering. You'll learn about what people are doing to help and what you can do. You'll see how even small decisions have a big impact on other people around the world—and on us.

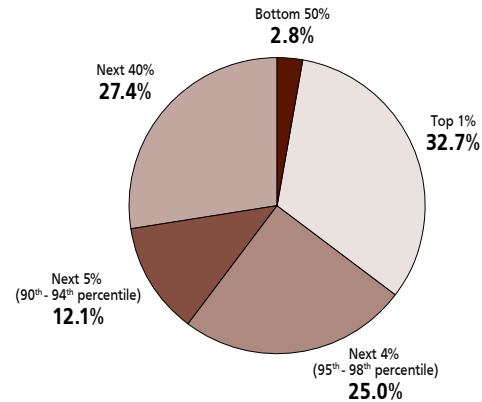
ACTIVITY INTRODUCTION: We're going to begin by looking at what happens when things aren't fair. (*Line up 10 sturdy chairs in a row in the front of the classroom, facing the class.*)

What do you own? (*Wait for students to call out things like their clothes, toys, CDs, iPods, etc.*) Wealth is the value of what people own—the value of land, natural resources, buildings, money, etc.

Let's act out the way wealth is distributed in our country so you can see what it looks like. Let's take these 10 chairs and pretend they all equal the wealth of the U.S. They represent all the land, buildings, businesses, natural resources, and money in the U.S.

Now let's pretend that we're all of the people in the U.S. Estimate how much wealth the wealthiest 10% of the people in the U.S. own. (*Collect estimates from students.*) In 2001, the wealthiest 10% of the people in the U.S. owned 70% of the wealth in the country.

DISTRIBUTION OF U.S. WEALTH OWNERSHIP, 2001



Total Net Worth in U.S.: \$42.3892 trillion
(\$42,389,200,000,000)

Source: Arthur B. Kennickell, "A Rolling Tide: Changes in the Distribution of Wealth in the U.S., 1989-2001," Table 10. (Levy Economics Institute: November 2003)

If we represent all the people in the U.S., how many of us would represent 10% of the people in the U.S.? (*Help them do the math: 10% of the number of students in your class, rounded to the nearest whole number. You'll need to get that many students to play the role of the wealthiest people in the U.S. You might choose students with upcoming birthdays.*)

How many chairs will these wealthy people have? (*Help students do the math: 70% of 10 chairs = 7 chairs. Have the wealthy students count off their chairs from the left. Ask them to touch all of their chairs.*)

The next wealthiest 40% of the people in the U.S. owned 27% of the wealth in 2001. How many students will we need? (*Help them do the math: 40% of the number of students in your class, round to the nearest whole number. You'll need to get that many students to play the role of the next wealthiest people in the U.S. You might choose students with the next birthdays.*) How many chairs will they have? (*Help students do the math: 27% of 10 chairs = 2.7 or a little less than 3 chairs, so to make this work, have these students use 2 chairs and part of the last one.*)

The poorest 50% of the people in the U.S. owned 3% of the wealth in the U.S. How many students would represent 50% of all the people in the U.S.? *(The students left or .5 x the total number of students.)* How many chairs do they have? *(The chair left over will be more than 3% of the chairs. Have students take the last chair on the right. Ask them to all touch the chair without moving it.)*

NOTE: Refer to chart on page 11 for more information on strategies for helping students understand how to work with percentages.

If you have a digital camera, ask students to pose for a photo and put it up on a bulletin board in your classroom or in your class scrapbook. Put a title on it, such as, “How Wealth is Distributed in our Country Today.”

DIALOGUE: Look around and what do you see? How does it look? What’s fair and what’s unfair? How does it feel to be a wealthy person? How does it feel to be a poor person? How does it feel to be in the middle? How do you feel about the wealthy people? How do you feel about the poor people? If you could choose, which position would you choose and why?

What would our classroom be like if we actually shared our chairs the way wealth is distributed in the U.S.? How would it affect your relationships? How would it feel to have many more chairs than you needed while other people had to stand through all their classes? If you had all those chairs, how would you protect them? How would it feel if you had to stand while others had chairs they didn’t need? If you had to stand all day, how would you manage it? What would our classroom feel like? How safe would you feel?

INDIVIDUAL ASSIGNMENT: Ask them to take their handout and draw their classmates on the first row of chairs showing how we distribute wealth in the U.S. today. Ask them to draw their classmates on the second row of chairs to show how the chairs would be distributed if we wanted to have a peaceful classroom where we were able to focus on learning. Then ask them to write a paragraph describing why they chose to share the chairs in the way they did. Have students show their drawings and read their paragraphs.

DIALOGUE: When is it fair to share things equally? When is it fair to not divide up the resources equally? (For example, at a doctor’s office, everyone in the waiting room shouldn’t all get the same treatment.) Why does it make sense to share chairs equally in this example? What resources in our classroom might we share unequally and still be fair? For example, is it important for us to be sure everyone uses the same number of pieces of paper or pencils? Is it important for us to be sure everyone uses a pair of scissors for the same number of minutes every week?

SUGGESTED ACTIVITY: As a class, look at the portraits in Material World: A Global Family Portrait, by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995).

DIALOGUE: What do these portraits say to you?

FRACTIONS, DECIMALS, AND PERCENTS

Here's a chart that shows how to translate each of the percentages used in this class into words, pictures, fractions, and decimals.

Let's say you have 22 children in your class. There are many ways to find out what 10% of your class would be. Here are two different methods:

Method #1: Dividing up the class into tenths

1. Since 10% is the same as ten out of 100 or one tenth, first you divide your class into 10 equal parts and see how many kids there are in one of those tenths.
2. You'll have 10 groups of two kids with two kids left over. If you had enough kids left over to put another kid in more than half of your groups, you'd round up and pretend you could add an extra kid to each group, but since you only have an extra kid for two of your 10 groups, you just round down and ignore them.
3. So one tenth of your class is two kids.

Method #2: Multiplication

1. Since 10% equals one tenth or .1, we can multiply 22 by .1
2. $22 \times .1 = 2.2$, so 10% of 22 students is two students with .2 left over

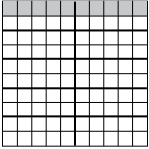
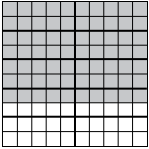
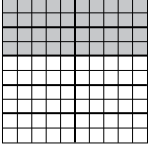
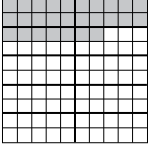
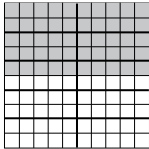
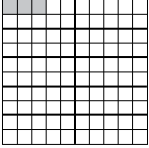
TO FIND OUT WHAT 70% OF TEN CHAIRS WOULD BE:

Method #1: Dividing up the chairs into tenths

1. Since 70% is the same as seven out of 10 or seven tenths, first you divide up the chairs into 10 equal parts and see how many chairs there are in seven of those tenths.
2. You'll have 10 groups of one chair with no chairs left over.
3. So 70% of 10 chairs is seven chairs.

Method #2: Multiplication

1. Since 70% equals seven out of 10 or .7, we can multiply 10 by .7
2. $10 \times .7 = 7$, so 70% of 10 chairs is seven chairs.

PERCENT	WORDS	PICTURE	FRACTION	DECIMAL
10%	Ten out of one hundred equal parts OR One out of ten equal parts		$\frac{1}{10}$ OR $\frac{10}{100}$.10 OR .1
70%	Seventy out of one hundred equal parts OR Seven out of ten equal parts		$\frac{7}{10}$ OR $\frac{70}{100}$.70 OR .7
40%	Forty out of one hundred equal parts OR Four out of ten equal parts		$\frac{2}{5}$ OR $\frac{4}{10}$ OR $\frac{40}{100}$.40 OR .4
27%	Twenty seven out of one hundred equal parts		$\frac{27}{100}$.27
50%	Fifty out of one hundred equal parts OR One out of two equal parts OR Five out of ten equal parts		$\frac{1}{2}$ OR $\frac{5}{10}$ OR $\frac{50}{100}$.50 OR .5
3%	Three out of one hundred equal parts		$\frac{3}{100}$.03

NAME:

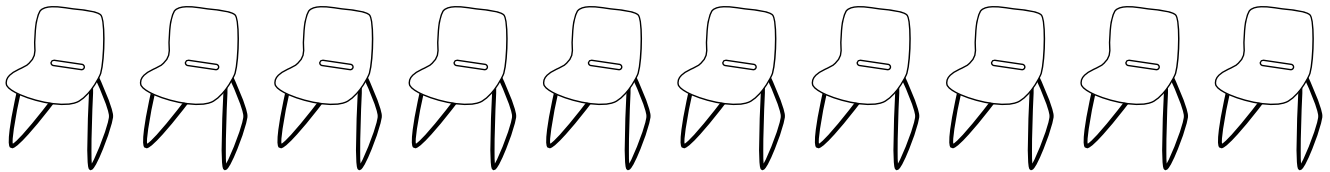
DATE:

The Fruits of Fairness

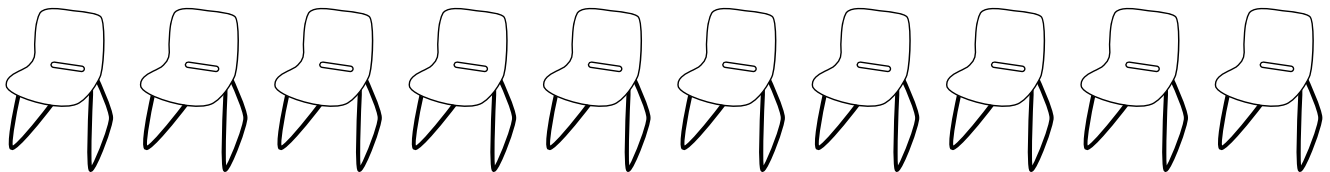
OUR WORLD TODAY

We let all the people in the U.S. be represented by the students in our class and we let all the wealth in the U.S. be represented by 10 chairs. As of 2001, the wealthiest 10% of the people in the U.S. owned 70% of the world's wealth. The next wealthiest 40% of the people in the U.S. owned 27% of the world's wealth. The poorest 50% of the people in the U.S. owned 3% of the world's wealth in the U.S.

Draw your classmates on the chairs below to show how the chairs were divided up when we shared them in the same way that the resources in the United States are shared.



If we wanted to have a classroom where people felt safe and happy and where students could focus on learning important things, draw how we would divide up the chairs.



Why did you divide them up this way?



UNIT 1: OUR CHOICES MATTER

CLASS 2

The Power of One

Adapted from Finding Solutions to Hunger: Kids Can Make a Difference by Stephanie Kempf

MATERIALS NEEDED

Stories on how one person made a choice and had an impact. The stories included are entitled, “The Power of Fair Trade,” “Organizing Farmers in Peru,” and “Delivering a Message to a World Leader.”

CLASSROOM NARRATIVE

INTRODUCTION: This is a class designed to inspire you. You’ll hear stories of how everyday people have helped bring about positive change. These stories will show you that every effort, no matter how small, matters. You will see that the idealism, energy and determination of one person can enlighten and motivate others, even those who have become apathetic and passive about the world’s problems.

DIALOGUE: Have you ever tried to change something? Do you know someone who has? Can one person’s efforts really make a difference?

ACTIVITY: Read or tell some of the stories that follow.

DIALOGUE: How do the stories make you feel? What images stayed with you? What do you think of the people in the stories? Do you know anyone like them? Are these people heroes? What if everyone in the world did things like this?

CLOSING: It’s possible for us to treat the earth and everyone on it with respect. A great deal of suffering is caused by human actions but can be ended by human actions. Everyone’s efforts and skills are needed. Despite the complexities of the problems we are facing in our world, many courageous people are proving every day that solutions are possible.

Fair Trade is one way people can make a difference. It addresses the inequalities that exist in farming communities around the world, from Latin America to Asia to Africa to the U.S. Fair Trade is an approach to trading, but it works because of individual choices. It relies on eaters, shoppers, and thinkers to keep the movement strong.

Suggested Activities:

1. Encourage students to interview family members and look through newspapers for local heroes. Present several of these over the course of study to inspire students.
2. Invite speakers who are making a difference in your community to come talk to the students.
3. Read Ten Amazing People and How They Changed the World by Maura Shaw (SkyLight Paths Publishing, 2002) aloud to your students.
4. Read stories from Choosing to Participate: Facing History and Ourselves found on:
http://choosingtoparticipate.org/cms/index.php/plain/explore_and_learn/explore_the_exhibition
5. Have students write about a time when they made a difference in someone's life.
6. Create posters or poems depicting the beautiful, healthy, and just world students are hoping to create. What does it look like? What kinds of people inhabit it? How does it feel to live there? Display the posters.
7. Watch these videos available from UNICEF, 212-986-2020, www.unicef.org/videoaudio:

“Children of Soon Ching Ling,” which tracks the history of the children's rights movement in China and emphasizes the life and work of Soon Ching Ling, who fought for children's rights.

“Raising Voices,” which explores the concerns of young people and some of the positive ways they are working to change their communities.

NAME:

DATE:

Stories of People Who Make a Difference, 1



Taking a Risk with Fair Trade

In 1986, three young men in their 20s learned that coffee farmers all over the world were living in poverty. They did not think it was fair that millions of adults began their day by enjoying a cup of coffee, while the farmers who grew the coffee couldn't even afford to send their children to school. These three men—Rink Dickinson, Jonathan Rosenthal and Michael Rozyne—met to discuss how best to change this system of injustice, and how to create a food system based on fairness and respect.

These three men understood that significant change only happens when you take big risks. So they cried “¡Adelante!” (rough translation from Spanish for “No turning back!”) and pursued their vision. They left their jobs and used their own money to start the company called Equal Exchange. Equal Exchange would be a Fair Trade buyer, paying farmers a fair price for their hard work. Other people thought they were foolish and would not succeed. But after a few years of working directly with farmers and offering them a better deal, the business started to grow. More and more people started buying Equal Exchange coffee, and more farmers were being helped.

Today, Equal Exchange works with thousands of farmers in over 19 countries, and buys millions of pounds of coffee every year. Farmers selling Fair Trade products have health care centers, quality school classrooms, and safe drinking water. Equal Exchange proved that fair business is good business. And the same companies that didn't believe in Equal Exchange at the beginning are now following Equal Exchange's example of buying fairly.

Three determined individuals changed the lives of many people when they learned about an injustice and did something to address it.

NAME:

DATE:

Stories of People Who Make a Difference, 2



One Farmer in Peru

Arnaldo Neira Camizan is a 55-year-old farmer. He grows coffee on about 10 acres tucked away in the lush, green foothills of the Andes mountains in northwestern Peru. Until 1995, he grew coffee that was sold on the open market through intermediaries, or middlemen. The price he and the other farmers received was low, but he had no way to bargain with the middlemen. “Many times the intermediaries would arrive at the fields and offer a low price—there was no negotiation,” Arnaldo remembers.

Then he heard about Equal Exchange, a company that helps small-farm owners in distant places such as South America, Africa, and Asia break the middlemen’s hold by buying directly from farmers who are organized in cooperatives. Because the farmers deal directly with Equal Exchange, they get a higher price for their coffee.

Working first at the village level and then at the regional level, Arnaldo and a dozen other farmers in northern Peru established the coffee cooperative CEPICAFE in 1995. Arnaldo walked three to six hours a day to neighboring villages to talk to the local farmers about the organization. More people joined the group and talked to other neighbors about the potential benefits and risks of organizing a farmer cooperative and selling to the Fair Trade market.

Those early efforts have paid off. Today, CEPICAFE has over 2,400 farmer members and sells \$7 million of the coffee, cocoa, sugar, and fruit produced by those farmers. Farmers earn an average of 30% more than they would if they were not selling through their cooperative. Their success benefits the farmers’ families too. When he visited the U.S. in 2002, Arnaldo said, “Before we were organized, most of the kids of coffee farmers only got through elementary school. Now that we’re organized and don’t have to sell to intermediaries at whatever price they are paying, most of the children don’t have to work and are completing high school. And of the 1,640 farmer members of CEPICAFE, there are 30 who have kids studying at the university.” When Equal Exchange visited Arnaldo in Peru in 2007, he announced, “Now my two children have both graduated from university and one of them works as an agronomist at CEPICAFE.”

Currently, Arnaldo, who began his farming career as a single small farmer with few choices for how to support his family, serves as president of the National Coordinating Body of Small-Scale Coffee Farmers of Peru. He and his farmer cooperative continue to help shape the international Fair Trade coffee movement.

NAME:

DATE:

Stories of People Who Make a Difference, 3

Delivering a Message to a World Leader

This is how Heidi Hattenbach describes her feelings the first time she heard that 30,000 children die every day from hunger: “It hit me so deeply. I cried. It just didn’t make sense, so I decided to do something about it.”

So Heidi joined an organization called Youth Ending Hunger, where she met other young people who were speaking out against hunger and finding creative ways to help stop it. At the time there was a terrible war and famine in Ethiopia. The governments of the U.S. and the Soviet Union were sending weapons to the war zone. The people at YEH were encouraging citizens all over the world to write letters to the presidents of different countries saying that it was not alright with them that so many people were so hungry, and that they wanted the leaders of the world to take responsibility for the children who were dying.

Because of Heidi and many other young activists, the organization collected 65,000 letters from people in Europe, Africa, the U.S., and Canada. Some of the messages in the letters were conveyed in pictures by children too young to even write. YEH organized a delegation to deliver all the letters to Soviet President Mikhail Gorbachev in Moscow. One person from each country in which letters were written was chosen to go. Heidi was among them. Her friends and family raised the money to pay her way to go.

Mikhail Gorbachev was out of the country the day Heidi and her friends from 12 countries walked into the Kremlin carrying several heavy bags of letters, but Mrs. Gorbachev greeted them with huge hugs and told them of her own hope of ending hunger. She promised to pass on their message and letters to her husband. The delegation was invited to speak about their mission on Russian television. Their words reached over five million people!



DATE:

The Power of One

WRITING ASSIGNMENT:

If you were going to make a difference in the world, what would you do and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



UNIT 1: OUR CHOICES MATTER

CLASS 3a

Problems with our Food System: Hunger

Adapted from Finding Solutions to Hunger: Kids Can Make a Difference by Stephanie Kempf

MATERIALS NEEDED

Today's newspaper and one of these videos:

"Hunger in a World of Plenty," Oxfam,
1-800-597-FAST,
www.oxfamamerica.org

"Famine and Chronic Persistent Hunger: A
Life and Death Distinction," The Hunger
Project, 212-251-9100,
www.thp.org/deved/main.htm

"Missing Out," "Fistful of Rice," or "For a
Few Pennies More," UNICEF,
212-986-2020,
www.unicef.org/videoaudio

CLASSROOM NARRATIVE

WARM-UP: How do you think the world would react if 30,000 children died today in some sort of disaster? What would we see on TV or in the newspapers? And what might people do to help?

VIDEO: Show one of the suggested videos.

DIALOGUE: How did the images in the video make you feel? Did anything in the video surprise you? What are the most important things you learned? What are your reactions to this enormous problem?

If 30,000 children die every day from causes related to hunger, how many children die every minute? (Hold one minute of silence to reflect on that.) How many classes the size of ours equal 30,000 children? How many of our schools?

Are most people aware that so many children die every day from hunger? Page through the day's newspaper looking for the headline and article that let the world know that 30,000 children died of hunger today. Why isn't this front-page news every day?

ASSIGNMENT: The first step in helping end hunger is talking about hunger. Educate your community by writing letters to newspaper editors and local government officials about the hunger problem.

NAME:

DATE:

Hunger

WRITING A LETTER TO THE EDITOR

Be brief. Write short, clear, sentences in two to three paragraphs. Be inspiring or witty. Try to think of unique arguments or solutions to a problem. Follow the guidelines provided by the publication.

1. Begin with the date at the top and "Dear Editor,"
2. In the first paragraph, make your point. Describe specifically what you are asking people to do.
3. If you are referring to another article or letter to the editor, list its headline and the date it was published.
4. End with your first and last name, address, phone number, and e-mail address.
5. Always proofread for errors.
6. Type your letter and sign it before sending.

Every day, 30,000 children die from hunger, but most people aren't aware of this. In 2000, 858 million people had too little food to eat. In 2000, there were 6 billion people who lived in the world, so 14 out of every 100 people in the world in 2000 did not have enough food to eat.

The first step in helping to end hunger is talking about it. Educate your community by writing a letter to your local newspaper editors about what you've learned about the hunger problem. Use this handout to help you format your letter.

Date:

Dear Editor,

Sincerely,

Contact Information:



UNIT 1: OUR CHOICES MATTER

CLASS 3b

Problems with our Food System: Child Laborers

Please Note: Due to references to child slavery and trafficking, this lesson is recommended for older students.

MATERIALS NEEDED

Several copies of today's newspaper

CLASSROOM NARRATIVE

WARM-UP: Do you think slavery still exists in the world today. More than 200 million children are child laborers, and many of them are trapped as child slaves.

These children are between the ages 5 and 14. They are forced to work. They were taken away from their families and are living in a new, strange place. Initially the children were told they would be paid and be able to return to visit their families, but they are often not paid or allowed to leave the farms where they work. They are forced to awaken before sunrise and work long days under the hot sun. If the children stop to take a rest they get yelled at or beaten. The children work on cocoa farms and other forms of agriculture. The place where the children sleep is crowded and uncomfortable, but they are tired so they sleep despite the filth and start again the next day before the sun rises.

DIALOGUE: Can you imagine working under these conditions? Are you surprised to learn that child slave labor is used to produce chocolate? Why do you think most people do not know about child labor? Why is it not front page news?

ACTIVITY: The first step in helping end child slave labor is talking about the issue so that more people will become aware of this tremendous problem. Educate your community by writing letters to newspaper editors and local government officials about the problem of child slave labor.

BACKGROUND

Students learn how widespread the problem of child slave labor is in the production of chocolate and discover that one of the reasons it persists is lack of public awareness and media attention. Today, more than 200 million children are child laborers, and 70 percent of them work in agriculture. Of these, 8.4 million are trapped in slavery, debt peonage, prostitution, and other illicit activities. And 1.2 million of these children have been trafficked.

Ivory Coast, as the world's largest cocoa producer, accounts for more than 40% of the world's supply, producing 1.32 million tons in the business year 2002-03. The majority of its cocoa is imported into the U.S. and Europe by multinational companies such as Cargill, Nestle, and Archer Daniels Midland, and processed into chocolate and other cocoa products retailed by well-known firms such as Hershey's and M&M/Mars.

The State Department's Human Rights Report on Ivory Coast for 2001 estimated there were 15,000 child laborers between the ages of nine and 12 who had been sold into forced labor to coffee, cocoa, and cotton farms.

In 2000 and 2001, media reports exposed child trafficking and enslavement on cocoa farms in Ivory Coast. To avoid legislative action, large chocolate industry companies negotiated for an agreement allowing them to create a voluntary “Cocoa Protocol in September 2001, with the goal of eliminating the worst forms of child labor by 2005.” However, they failed to meet the goals of the protocol, and to date have made little, if any, progress.

Equal Exchange and several other Fair Trade cocoa buyers buy 100% Fair Trade certified cocoa. Equal Exchange partners with farmer cooperatives in the Dominican Republic and Peru, outside of areas tainted with child slave labor accusations. Fair Trade works to ensure that no child slavery was used to produce the cocoa, and that the adult workers were paid a fair price.

References:

International Labor Organization, www.ilo.org, 2005

International Labor Rights Fund, www.laborrights.org, 2005

NAME:

DATE:

Child Laborers

WRITING A LETTER TO THE EDITOR

Be brief. Write short, clear, sentences in two to three paragraphs. Be inspiring or witty. Try to think of unique arguments or solutions to a problem. Follow the guidelines provided by the publication.

1. Begin with the date at the top and "Dear Editor,"
2. In the first paragraph, make your point. Describe specifically what you are asking people to do.
3. If you are referring to another article or letter to the editor, list its headline and the date it was published.
4. End with your first and last name, address, phone number, and e-mail address.
5. Always proofread for errors.
6. Type your letter and sign it before sending.

More than 200 million children around the world are child laborers, and many of them are trapped as slaves. Child slave labor is a known problem in the cocoa industry, but most people who buy a chocolate bar at the store aren't aware of it. Educate your community by writing a letter to your newspaper sharing what you've learned about the child slavery problem in chocolate. Use this handout to help you format your letter.

Date:

Dear Editor,

Sincerely,

Contact Information:



CLASS 4

What You Eat

Adapted from Finding Solutions to Hunger: Kids Can Make a Difference by Stephanie Kempf

MATERIALS NEEDED

Student Activity Handout: What You Eat

CLASSROOM NARRATIVE

ACTIVITY: Keep a food diary for a day, writing down everything you eat. Look up the calories, protein, vitamin and mineral content of their food on the USDA Food Content website: <http://www.nal.usda.gov/fnic/foodcomp/search/>

Food gives us energy (calories). It gives us protein to build our bodies. It gives us vitamins, minerals, and fibers that keep our bodies healthy.

DIALOGUE: What happens if we don't get enough calories, protein, vitamins, minerals, or fibers? What would happen if we only had a half or a quarter of the food we needed every day? How would we feel? How would our bodies change? What would our community be like if everyone only had a quarter of the food they need every day?

NAME:

DATE:

What You Eat

1. Keep a food diary for a day, writing down everything you eat, even snacks and drinks. Look up the calories, protein, vitamin and mineral content of each food on the USDA Food Content website: <http://www.nal.usda.gov/fnic/foodcomp/search/>. Add up the total calories and total protein you consumed.

FOODS I ATE TODAY	HOW MUCH? (estimate)	CALORIES (how many?)	PROTEIN (how much?)	VITAMINS AND MINERALS (which ones?)
TOTALS				

2. Look on this chart for recommended daily protein intake and see if you consumed enough protein.

Dietary Reference Intakes (DRIs): Acceptable Macronutrient Distribution Ranges
Food and Nutrition Board, Institute of Medicine, National Academies

Macronutrient	RANGE (percent of energy)		
	Children, 1-3 y	Children, 4-18 y	Adults
Fat	30-40	25-35	20-35
<i>n</i> -6 polyunsaturated fatty acids ^a (linoleic acid)	5-10	5-10	5-10
<i>n</i> -3 polyunsaturated fatty acids ^a (α-linolenic acid)	0.6-1.2	0.6-1.2	0.6-1.2
Carbohydrate	45-65	45-65	45-65
Protein	5-20	10-30	10-35

^a Approximately 10% of the total can come from longer-chain *n*-3 or *n*-6 fatty acids.

SOURCE: Dietary Reference Intakes for Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein, and Amino Acids (2002).

NAME:

DATE:

What You Eat

3. Did you get enough protein?

4. Look it up: What happens to people when they don't get enough protein?

5. Look on this chart and see if you had enough calories. Circle the number that applies to you.

Estimated amounts of calories needed to maintain energy balance for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories and were determined using the Institute of Medicine equation.

		ACTIVITY LEVEL		
GENDER	AGE (YEARS)	SEDENTARY	MODERATELY ACTIVE	ACTIVE
CHILD	2-3	1,000	1,000 - 1,400	1,000 - 1,400
FEMALE	4-8	1,200	1,400 - 1,600	1,400 - 1,800
	9-13	1,600	1,600 - 2,000	1,800 - 2,200
	14-18	1,800	2,000	2,400
	19-30	2,000	2,000 - 2,200	2,400
	31-50	1,800	2,000	2,200
	51+	1,600	1,800	2,000 - 2,200
MALE	4-8	1,400	1,400 - 1,600	1,600 - 2,000
	9-13	1,800	1,800 - 2,200	2,000 - 2,600
	14-18	2,200	2,400 - 2,800	2,800 - 3,200
	19-30	2,400	2,600 - 2,800	3,000
	31-50	2,200	2,400 - 2,600	2,800 - 3,000
	51+	2,000	2,200 - 2,400	2,400 - 2,800

6. Did you get enough or too many calories?

SOURCE: U.S. Department of Health and Human Services, <http://www.health.gov/dietaryguidelines>

NAME:

DATE:

What You Eat

7. Look it up: What happens to people when they don't get enough calories? Too many calories?

8. Look on this chart and see if you had enough of each kind of food. There are two different guidelines presented. See whether you met either of their recommendations.

Sample USDA Food Guide and the DASH (Dietary Approaches to Stop Hypertension) Eating Plan at the 2,000-Calorie Level (<http://www.health.gov/dietaryguidelines>)

DAILY FOOD REQUIREMENTS			
Food Groups and Subgroups	USDA Food Guide Amount	DASH Eating Plan Amount	Equivalent Amounts
Fruit Group	2 cups (4 servings)	2 to 2.5 cups (4 to 5 servings)	½ cup equivalent is: ½ cup fresh, frozen, or canned fruit 1 medium fruit ¼ cup dried fruit ½ cup fruit juice
Vegetable Group Dark green vegetables Orange vegetables Legumes (dry beans) Starchy vegetables Other vegetables	2.5 cups (5 servings) 3 cups/week 2 cups/week 3 cups/week 3 cups/week 6.5 cups/week	2 to 2.5 cups (4 to 5 servings)	½ cup equivalent is: ½ cup of cut-up raw or cooked vegetable 1 cup raw leafy vegetable ½ cup vegetable juice
Grain Group Whole grains Other grains	6 ounce-equivalents 3 ounce-equivalents 3 ounce-equivalents	6 to 8 ounce-equivalents (6 to 8 servings)	1 ounce-equivalent is: 1 slice bread 1 cup dry cereal ½ cup cooked rice, pasta, cereal 1 oz dry cereal (½-1¼ cup depending on cereal type—check label)
Meat and Beans Group	5.5 ounce-equivalents	6 ounces or less meats, 4 to 5 servings per week nuts, seeds, and legumes	1 ounce-equivalent is: 1 ounce of cooked lean meats, poultry, fish 1 egg ¼ cup cooked dry beans or tofu, 1 Tbsp peanut butter, ½ oz nuts or seeds 1½ oz nuts, 2 Tbsp peanut butter, ½ oz seeds, ½ cup cooked dry beans
Milk Group	3 cups	2 to 3 cups	1 cup equivalent is: 1 cup low-fat/fat-free milk, yogurt 1½ oz of low-fat, fat-free, or reduced fat natural cheese 2 ounces of low-fat or fat-free processed cheese
Oils	27 grams (6 tsp)	8 to 12 grams (2 to 3 tsp)	1 tsp equivalent is: 1 tsp soft margarine 1 Tbsp low-fat mayo 2 Tbsp light salad dressing 1 tsp vegetable oil
Discretionary Calorie Allowance Example of distribution: Solid fat Added sugars	267 calories 18 grams 8 tsp	~2 tsp of added sugar (5 Tbsp per week)	1 Tbsp added sugar equivalent is: 1 Tbsp jelly or jam ½ cup sorbet and ices 1 cup lemonade

NAME:

DATE:

What You Eat

9. Which foods did you eat enough of?

10. Which foods did you not eat enough of?

11. Did you eat anything labeled certified “Organic”? If so, what?

12. Look it up: What health benefits may there be from eating foods certified “Organic”?



CLASS 5

Where Your Food Comes From

MATERIALS NEEDED

A classroom-sized world map

A dozen sticky notes

Student Activity Handouts:

Where Your Food Comes From

CLASSROOM NARRATIVE

INTRODUCTION: Why does some of our food come from so far away? Who grows it? What are their lives and living conditions like? How can you know if the farmers who grew the food or the workers who processed it were treated fairly?

ACTIVITY: Pick two ingredients from the foods you ate yesterday that you think were grown in another country. Use the Internet, dictionaries, and encyclopedias to research where these ingredients are grown and processed. Record your findings on the Student Activity Handout. Mark where they're from on the world map.

SUMMARY: Today most people have very little information about where their food comes from. Not that long ago, people ate food that they hunted, grew, or gathered from where they lived. Now, because of trucks and airplanes, a lot of our food is shipped in from all around the world.

Write down the ingredients you researched on sticky notes—one note for where an ingredient was grown and one for where an ingredient was processed (if you can find this out). Post them on the classroom world map so we can see where a few of the foods have come from that we ate yesterday. If your ingredients were grown or processed in many different countries, just pick one for each.

Think about why some foods might grow only in certain countries, due to climate or types of soil. Also consider the differences between locally and non-locally grown foods.

CONCLUSION: Our food comes from many different places and it takes work to find out where it comes from.

NAME:

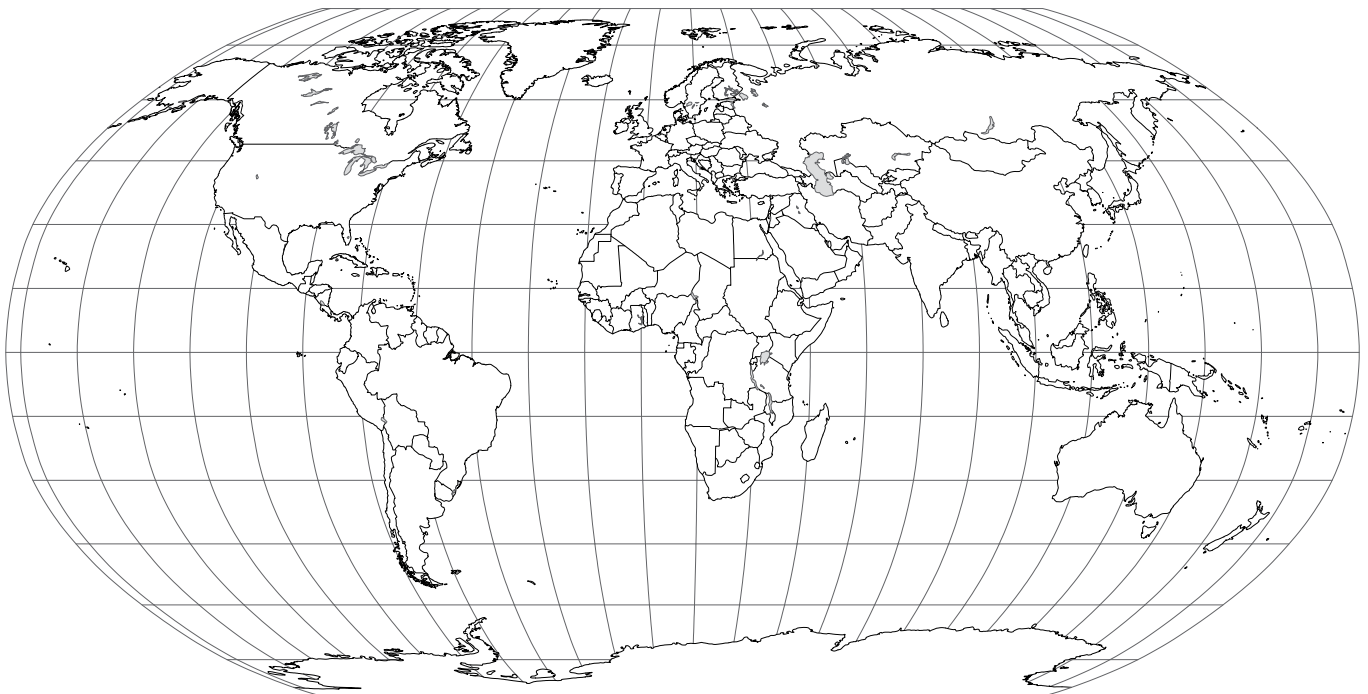
DATE:

Where Your Food Comes From, 1

1. Pick two ingredients from the foods you ate yesterday that you think might come from another country. Write down what you already know about where they came from. Look on the Internet, in a dictionary, and in encyclopedias to find out where the ingredients are grown (if you can't find out on the label). You can check out this website to find out more about where milk, corn, and beef come from: <http://www2.kenyon.edu/Projects/Farmschool/food/foodhome.htm>

FOOD	INGREDIENTS	WHERE GROWN?	WHERE PROCESSED?

2. On this world map, show where your two ingredients are grown and where they are processed (if you can find out!).



STUDENT ACTIVITY HANDOUT



NAME:

DATE:

Where Your Food Comes From, 2

Local Harvest

Use this website (<http://www.localharvest.org/>) to find farmers' markets, family farms, and other sources of food in your area. Find out where you can buy fresh or locally grown produce, and grass-fed, antibiotic-free meats. List the places you find below:

[illegible]

FOLLOW-UP ACTIVITIES

Make applesauce from locally grown apples. Make vegetable soup from locally grown vegetables. Make french fries using locally grown potatoes. Challenge your students and their parents to find classroom snacks made from food that is locally grown.

Have students volunteer on a farm to learn more about how their food is raised or grown and how much work it takes before ending up on their plates!

Ask students to keep a journal of the food advertisements they see after school. Ask them to describe the messages they're hearing or seeing in those ads. Ask them to talk about how these ads appear to them.

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

“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.

“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

SUMMARY OF CLASSROOM ACTIVITIES

In this unit students learn about Fair Trade and find out how they can support it.

CLASS #1: Hard Work

Students analyze the assumption, “If you work hard, you’ll make a lot of money.” They read about the lives of cocoa farmers and find out that sometimes people work hard but don’t make a lot of money.

CLASS #2: What’s Fair Game

Students get to be cocoa farming families and the buyers and bankers involved in the system. They experience first-hand the difficulties of making a living growing cocoa and learn how Fair Trade can make a significant difference.

CLASS #3: A Day in the Life

Students learn about a morning routine for one cocoa farmer’s child.

CLASS #4: Jigsaw

Students work cooperatively in five groups to become “experts” on the information their group has on Fair Trade. They then share this information with the rest of the class.

CLASS #5: Fair Trade Mural

Students create a mural to show how products get from remote small farms to their homes.

CLASS #6: The Farmer’s Ballad

Have a local farmer come in and talk about what s/he plants and how s/he sells the things s/he grows. Students write a ballad about the farmer’s life.

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.

THE EQUAL EXCHANGE STORY

A Vision

The three founders of Equal Exchange—Rink Dickinson, Michael Rozyne, and Jonathan Rosenthal—all had farmers in the forefront of their minds when they started the company in 1986. Rink, Michael, and Jonathan left their jobs and invested their own money to create a company with a vision of fairness for farmers. A core group of friends and family provided \$100,000 needed to start the new endeavor, and after three years of discussion, the three created a plan for the new organization. Equal Exchange would be:

- * A social change organization that would help farmers and their families gain more control over their economic futures.
- * A group that would educate consumers about trade issues affecting farmers.
- * A provider of high-quality foods that would nourish the body and the soul.
- * A company that would be controlled by the people who did the actual work.

* A community of dedicated individuals who believed that honesty, respect, and mutual benefit are integral to any worthwhile endeavor.

They chose Nicaraguan coffee as the first Equal Exchange product for a few reasons. In 1986, the Reagan administration imposed an embargo on all products from Nicaragua's Sandinista government. Importing coffee beans from Nicaragua would demonstrate solidarity with the growing people's movement there and would challenge U.S. trade policies. Equal Exchange brought Nicaraguan coffee into the U.S. through a loophole in the law. If the coffee was roasted in another country, it could be regarded as a product from that country, and was therefore legal in the United States. A friendly Dutch alternative trade company stepped forward to roast it.

Alerted to this symbolic action, the Reagan administration tried to stop the tiny organization. Officials seized Equal Exchange's Nicaraguan coffee as soon as it arrived in the port of Boston. During their first two years of business, the founders spent many days with lawyers battling

customs officials. Each time the coffee cargo was released, it was a small victory. After two years it became clear that Equal Exchange wasn't going away. Now attention could be focused on building this alternative business.

Farmer Partners



In those early years, the founders spent much of their time trying to identify democratically run farmer groups,

understand the internal structure of farmer co-ops, and determine product quality. Slowly but steadily, Equal Exchange located farmer groups and added coffees from cooperatives in Latin America and Africa. By 1991, Equal Exchange had become part of the European Fair Trade network, aligning with groups that were at least a decade ahead of what was happening in the U.S.

Tea seemed like an appropriate next step. First, it was a commodity consumed by millions, and second, it was a natural complement to coffee. The founders were already in close contact with representatives from a village movement in Sri Lanka, and by 1987, Equal Exchange brought in its first high-quality black tea.

Around 1991, Equal Exchange established itself as a Fair Trade specialty coffee company. By 1994, Equal Exchange had become a worker-owned cooperative with 20 members. Another exciting benchmark was 1996, when Equal Exchange joined with Lutheran World Relief in a ground-breaking collaboration to launch what has now become our Interfaith Program. This major initiative helped Equal Exchange create partnerships with communities of faith throughout the U.S. Today,

the company partners with eight different faith-based organizations: American Friends Service Committee, Church of the Brethren, Lutheran World Relief, Mennonite Central Committee, Presbyterian Church USA, Unitarian Universalist Service Committee, United Church of Christ, and United Methodist Committee on Relief.

Not wanting to stop there, Equal Exchange created a hot cocoa mix in 2001, which helped the company reach out to a different group of farmers and provide options for consumers who want to be certain that their cocoa is not being harvested by slave or child labor. The next logical step was to introduce Fair Trade chocolate bars, which happened in 2004. This required sourcing ingredients from many places around the world.

20-plus Years and Counting



Today, Equal Exchange is a thriving model of Fair Trade. Equal Exchange offers coffee, tea, and chocolate products from 38 farmer cooperatives in 20 countries. With more than 70 worker-owners in the U.S., a broader network that includes 400 loyal investors, more than 300

food cooperatives, hundreds of cafés and other stores, and more than a million consumers, Equal Exchange exists despite the odds.

Over the next few decades, Equal Exchange will continue to collaborate with like-minded partners and stakeholders throughout the Fair Trade system to transform how business is done. Its vision includes the idea of bringing Fair Trade home by fostering direct relationships with family farmers here in the U.S. Collective achievements of the past 20 years prove that together folks can create change beyond their wildest dreams.



CLASS 1

Hard Work

MATERIALS NEEDED

Five cards, each with a picture and accompanying information representing the five steps of cocoa farming.

CLASSROOM NARRATIVE

DIALOGUE: Tell me if you agree or disagree with the statement, “If you work hard, you’ll make a lot of money.” Can you think of examples of people who work hard and make a lot of money? Can you think of examples of people who work hard and don’t make a lot of money? When might this statement be true and when might it not be true?

How would you feel if someone paid you very little for something that took you a long time to make? How would you feel if the product that you helped to make cost more than what you were paid for in a week? A month?

ACTIVITY: Tell students we’re going to look at what it takes to be a cocoa farmer. Have students look at the steps for growing cocoa by dividing the class into eight groups. Give each group an information card to study. Then call each group up, in order, to hold up the picture to the class. The rest of the class asks questions to find out more about the pictures which the representative group can answer. Begin with the picture showing the cocoa pods growing on the tree, then follow in order.

Hard Work Growing Cocoa



Hard Work Growing Cocoa

1

COCOA

Cocoa comes from the cocoa tree or *Theobroma cacao* (*Theobroma* actually means “food of the gods”). It is grown by over two million small producers who are mostly small farmers. These trees are not yet fully grown. It can take up to five years for a tree to produce cocoa pods, at which point a farmer can harvest the cocoa.

2

THE COCOA TREE

The tree is an evergreen and grows in about 50 tropical countries along the equator, such as the Dominican Republic, Peru, and some countries in West Africa. The tree can grow up to 30 feet but is normally trimmed to make harvesting easier for the farmers. A tree can continue to produce pods year round until it is 25 or 30 years old.

Hard Work Growing Cocoa



Hard Work

Growing Cocoa

3

THE COCOA POD

Every year a cocoa tree grows thousands of flowers on its trunk and branches. Only a small percentage, as low as 1%, of these flowers will actually produce a cocoa pod. The cocoa pod, which is the fruit from the tree, can be similar to the size and shape of a football. It grows out of the trunk and branches of the tree. Cocoa pods begin to ripen in five to six months and once they are ripe they are harvested carefully by hand, often with the help of a machete.

4

HARVESTING

When ripe, the pods are cut down from the trees, typically using machetes or knives on long poles. They are cut with care so that the stalks are not damaged. Though pods can be harvested year round, there are typically two major harvest times, called “Main” and “Mid.” In the Dominican Republic the Main harvest typically occurs from April to July and the Mid harvest occurs from October to January.

Hard Work Growing Cocoa



Hard Work Growing Cocoa

5

THE COCOA BEAN

Each pod contains beans surrounded by a sweet pulp, which attract animals (and humans, too, since it's so tasty!). Pods are cracked open, often with a machete or wooden club, to remove the beans, surrounded by white pulp. There are roughly 30-50 beans in a typical pod and these beans are what ultimately get transformed into cocoa powder or chocolate.

6

FERMENTATION

Once the pods are harvested, they are cracked open. For a higher quality bean, the beans are fermented (they undergo a chemical conversion) to remove the pulp, to stop the bean from germinating, and to begin flavor development.

Hard Work Growing Cocoa



Hard Work Growing Cocoa

7

DRYING

After fermentation the beans are dried. Cocoa beans are often dried in the sun, which can happen on tarps, mats, or raised flat surfaces, and they are raked so that they will dry more evenly. The drying process can take up to a week. If the beans are dried too long they will become brittle, and if they're not dried long enough they run the risk of becoming moldy. Once dried, cocoa beans can be stored for four to five years.

8

CHOCOLATE

The chocolate company uses the beans to make chocolate bars.



CLASS 2

What's Fair Game

Adapted from a lesson by Global Connections.

MATERIALS NEEDED

Cocoa beans (if available), an Equal Exchange chocolate bar, a lot of scrap paper, scissors, five calculators (one for each group), a copy of the “What’s Fair Game Cards” cut up, five copies of the “What’s Fair Group Accounting Record” cut up.

CLASSROOM NARRATIVE

WARM UP: You are going to be cocoa farmers. Do you like chocolate? What is your favorite kind of chocolate? What chocolate is made from? (Have an Equal Exchange chocolate bar nearby so students can read the ingredients if they don’t know them: milk, cocoa beans and sugar.) Where do these ingredients come from? (Milk comes from all over the world. Cocoa beans and sugar are grown in Africa, and South and Central America, where it’s hot.)

We’re going to learn a little bit about what it’s like to be cocoa farmers in the Dominican Republic.

ACTIVITY: Ask students to find the Dominican Republic on a world map and imagine what the weather is like there.

Divide the class into five groups of farmers. Tell them they are going to pretend they are all farmers growing cocoa beans. Tell them Group #5 is a farmer cooperative called CONACADO which sells its beans to Equal Exchange, a Fair Trade cooperative. The others are traditional cocoa farmers.

If cocoa beans are available, pass them around to each group and ask them to examine the beans.

DIALOGUE: What do you notice about the beans? How do they feel? What do they smell like? Did you know chocolate is made from cocoa beans?

ACTIVITY: Give each group a stack of scrap paper and scissors. Explain they will be drawing cocoa beans on the paper and cutting them out instead of really growing them. Encourage them to draw simple outlines of cocoa beans because speed is important in cocoa production. Tell them their job is to work together to draw and cut out as many beans as possible in one minute. Show them an example of the kind of cocoa bean they are going to grow. Give each group a few minutes to discuss how they are going to get a good crop this year.

TO PLAY:

Give the groups exactly 60 seconds to draw and cut out cocoa beans. (You can give younger students more time if they are working slowly.) Ask each farmer group to count up the beans they have grown and write the total on their “What’s Fair Group Accounting Record.”

Then give each group one good and one bad “What’s Fair Game Card.” Go around to each farmer group, asking one student from each group to read their cards out to the class. Give or take away beans as required and ask each group to record the number of beans they gained, the number they lost, and the number they’ve ended up with on their “What’s Fair Group Accounting Record.” Tell them their final total is the number of beans they have managed to grow this year.

Explain that the currency in the Dominican Republic is the Dominican Republic peso, and that you are going to pretend the market price for cocoa is two pesos per cocoa bean.

Choose five students to pretend they are Cocoa Buyers. Have each Buyer meet with their group one by one and act out the transaction described in the “Buyer Instructions” while the other groups watch. Have the farmer groups write down on their “What’s Fair Group Accounting Record” how much they earned for their beans.

Have the farmer groups write down on their “What’s Fair Group Accounting Record” how much they paid in expenses last year and how much they earned at the end of the year after paying their expenses.

DIALOGUE: Encourage students to reflect on what they experienced in the game. Ask them:

How did it feel to play the roles they played?
What was fun? What was hard?

What did you notice about the growing season? About the buyers? About their Accounting Record? What role did luck play? What role did cooperation play?

What did you learn about being a cocoa farmer? What might be fun? What might be hard? What felt fair? What didn’t?

What did you learn about Fair Trade? How did it help the farmers?

Which farmer group would you want to be in?

Wrap up by telling students:

The world price for cocoa is often not high enough for farmers to live on. Sometimes farmers are paid even less than the market price because that’s what their buyers pay them. Sometimes farmers are cheated if they can’t read weighing scales, do math, or know if the buyer has tampered with the scale. Farmers are sometimes paid by check, even though they have no bank account. It can take weeks to cash the check. Sometimes farmers lose their land when they can’t get enough money for their crops. Fair Trade companies like Equal Exchange try to ensure that farmers have enough money to support their families, stay on their land, grow their crops in a way that is good for the environment, and strengthen their communities.



NAME:

DATE:

What's Fair Group Accounting Record

Group # _____

Farmer Group Members:

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

Pesos we earned for the cocoa beans we grew:	
Pesos we paid to support our families and grow our crops:	
Pesos we earned after paying out expenses:	

Check one:

_____ This felt fair to us.

_____ This didn't feel fair to us.

What's Fair Game Cards

Cut out these cards and give each group of farmers one good card and one bad card.

GOOD CARDS

<p>The weather has been very good and your beans have grown well.</p> <p>ADD 40 EXTRA BEANS</p>	<p>Your beans do not get any diseases this year.</p> <p>ADD 30 EXTRA BEANS</p>
<p>You buy natural pesticides in bulk with other farmers and save money.</p> <p>ADD 20 EXTRA BEANS</p>	<p>Your hoe breaks, but you mend it yourself.</p> <p>ADD 10 EXTRA BEANS</p>
<p>You share tools with other farmers and save money.</p> <p>ADD 20 EXTRA BEANS</p>	<p>Your beans do not get any diseases this year.</p> <p>ADD 30 EXTRA BEANS</p>

BAD CARDS

<p>A storm has destroyed half of your trees.</p> <p>GIVE BACK HALF YOUR BEANS</p>	<p>Your hoe breaks and you have to buy a new one because you can't fix it.</p> <p>GIVE BACK 10 BEANS</p>
<p>Your mother is ill. You have to borrow money to buy medicine.</p> <p>GIVE BACK 20 BEANS</p>	<p>Your hoe breaks and you have to buy a new one because you can't fix it.</p> <p>GIVE BACK 10 BEANS</p>
<p>Your cocoa beans are drying on the racks and it rains. Some beans spoil.</p> <p>GIVE BACK ONE QUARTER OF YOUR BEANS</p> <p>Exception: If group 5 gets this card, they give nothing back because they have a drying barn to protect their crop.</p>	<p>Some of your trees have caught a disease called black pod.</p> <p>GIVE BACK ONE FIFTH OF YOUR BEANS</p>

What's Fair

Buyer Instructions

Buyer Instructions

GROUP 1 Pay two pesos per bean. Say you will pay them by check, but if they protest, pay them in cash. Be civil and efficient.

GROUP 2 Take the beans and put them in your desk or bag. Then pay one peso per bean in cash. Treat the farmers rudely. If they complain, just leave with their beans.

GROUP 3 Pay two pesos per beans, but cheat them, paying for five less beans than they have. If they question you, be evasive and in a hurry. If they complain, tell them there aren't any other buyers for 30 miles. Take it or leave it.

GROUP 4 Pay them two pesos per bean but pay them with a check. If they complain, tell them there aren't any other buyers for 30 miles. Take it or leave it.

GROUP 5 Be very friendly. Tell them you are their Fair Trade Buyer and that you're so glad to get a chance to come down and see them again. You just love coming down to visit the farmers in CONACADO, the cocoa farmer cooperative who sells to your company. Remind them that you agreed to pay them three pesos per bean or more if the market price is higher so that they can make a good living this year and grow their crops in a way that's good for the environment. Check with them to see if they think three pesos per bean will be enough next year. If they need more, say you'll talk with people at your company and come back to make a new agreement before the next growing season starts. Then happily pay them the three pesos per bean. Talk with each farmer about their families and about the school the cooperative members are going to build this year for their children.



CLASS 3

A Day in the Life

MATERIALS NEEDED

Student Activity Handouts

CLASSROOM NARRATIVE

ACTIVITY: Read the story about a typical morning of a child whose family is part of a Fair Trade cocoa farmer co-op in the Dominican Republic.

DIALOGUE: How do your mornings compare with this child's in the Dominican Republic? How are your lives different from the lives of children born into cocoa-growing families? What is appealing about their lives? What is appealing about yours? What might be hard about their lives? What's hard about our lives here in the U.S.?

ACTIVITY: Have students write about a typical morning in their lives and how it compares with this child's in the Dominican Republic.

Have students volunteer to read their essays out loud. Post selected essays on a bulletin board for everyone to see.

NAME:

DATE:

A Day in the Life, 1

Read this short story about the typical morning of a child whose family is part of a Fair Trade cocoa farmer co-op in the Dominican Republic.



I wake up to the sun rising and the sound of a rooster crowing. I get dressed quickly into my school uniform. My father is a cocoa farmer and has already left for work with my uncles. While my mother prepares breakfast, I wake up my younger sister and brother and help them change into their uniforms. When breakfast is ready, we eat a piece of sweet bread and drink a cup of hot chocolate.

Then it's time to leave for school. On the three-mile walk, we pass chickens, cows and dogs. We also walk by mango trees, and when it's the right season, sometimes my sister and I climb the trees to pick the mangoes and eat them along the way.

At my school, the kids are five- to 11- years old. There are 40 students in my class, and we have one teacher. My sister also goes to my school and has class in the room next door. For lunch I eat chicken, rice, and beans, which all come from my parents' farm, and then I play a game of baseball with my friends. I'm a fast runner!



DATE:

A Day in the Life, 2

1. Describe what you do during a typical day.

[illegible]

2. Compare and contrast what you do during a typical day with the child's life in the Dominican Republic.

[illegible]



CLASS 4

Jigsaw

MATERIALS NEEDED

Student Handouts: Jigsaw Groups #1 - #5

CLASSROOM NARRATIVE

ACTIVITY: Place students into five groups. Have students study their group's information on the student handout. Ask them to make a chart or graph to illustrate what is important about their information and prepare a presentation to give by themselves to another small group of students.

When students are ready, place one student from each group into a new small group and give them three minutes each to give their presentations to their new small group. Encourage them to ask questions of each other.

NAME:

DATE:

Jigsaw - Group 1

Study your group's information below. Become an expert on it. Make a chart or graph to illustrate what is important about your information and prepare a presentation to give by yourself to another small group of students.

Info for Group #1: Fair Trade Products Around the World

Fair Trade is currently working in 58 developing countries with about 800,000 producers.

Here is a list of some of the products sold through the Fair Trade system and where they are found (the products on this list are growing every day):

COFFEE

Cameroon
Colombia
Costa Rica
Dominican Republic
Guatemala
Haiti
Indonesia
Mexico
Nicaragua
Papua New Guinea
Peru
Rwanda
Tanzania
Uganda

COCOA

Belize
Bolivia
Dominican Republic
Ghana

FRESH FRUIT AND JUICES

Brazil
Colombia
Costa Rica
Dominican Republic
Ecuador
Ghana
South Africa
Windward Islands
Cuba

WINE

South Africa
Chile

HONEY

Chile
Mexico
Uruguay

TEA

India
Sri Lanka
Tanzania
Uganda
Kenya

SUGAR

Paraguay
Malawi

VEGETABLES

Egypt

RICE

India

ROSES

Kenya

FOOTBALLS

Pakistan

NAME:

DATE:

Jigsaw - Group 2

Study your group's information below. Become an expert on it. Make a chart, graph or symbol to illustrate what is important about your information and prepare a presentation to give by yourself to another small group of students.

Info for Group #2:

Fair Trade seeks to improve the lives of farmers and agricultural workers by:

- giving farmers more money for their products
- creating a strong, respectful relationship between the farmers and the companies that turn their products into consumer goods
- lending money fairly to farmers so they can invest in their farms
- working to end child labor on farms
- educating farmers about how they can improve the environment around their farm

Fair Trade seeks to help consumers in places like the U.S. by:

- educating consumers about the lives of people who work to bring us food
- offering good-quality food products
- sharing as much information as possible with consumers
- inviting consumers to participate in political activities that seek to improve the lives of farmers

REFERENCE: INTERNATIONAL FAIR TRADE ASSOCIATION (IFAT)

NAME:

DATE:

Jigsaw - Group 3

Study your group's information below. Become an expert on it. Make a chart or graph to illustrate what is important about your information and prepare a presentation to give by yourself to another small group of students.

Info for Group #3:

- 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.

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 DOUTRE-ROUSSEL, CHLOÉ (2005). THE CHOCOLATE CONNOISSEUR. JEREMY P. TARCHER/PENGUIN.
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NAME:

DATE:

Jigsaw - Group 4

Study your group's information below. Become an expert on it. Make a chart or graph to illustrate what is important about your information and prepare a presentation to give by yourself to another small group of students.

Info for Group #4

FAIR TRADE IMPACT STUDIES

Several independent studies have measured the impact of Fair Trade on disadvantaged farmers and workers. Here is what one of them found out:

In 2007, Brewing Justice: Fair Trade Coffee, Sustainability, and Survival reported on a four-year study of the impact of Fair Trade on a cooperative of coffee producers in Oaxaca, Mexico. It found that Fair Trade pays higher prices to farmers, which increases their household income. Participation in Fair Trade reduces households' debt and enhances people's economic options. Families have the ability to better feed and educate their children. Fair Trade affords peasant farmers some protection if their crops are destroyed by weather or if the market price for their crop drops drastically. In many cases Fair Trade allows these farmers the breathing room needed to engage in more sustainable agricultural practices. Furthermore, the extra capital from Fair Trade can generate important economic ripple effects within communities, providing additional employment even for non-participating families.

However, Fair Trade is not a complete solution. It can't remove the majority of participants from a life of poverty because there aren't enough Fair Trade companies to purchase all of the agricultural products from all of the farmers in the world. The entire trade system must change so that farmers will be paid a fair price for the food that they grow.

REFERENCE

JAFFEE, DANIEL (2007). BREWING JUSTICE: FAIR TRADE COFFEE, SUSTAINABILITY AND SURVIVAL. UNIVERSITY OF CALIFORNIA PRESS. ISBN: 978-0-520-24959-2

NAME:

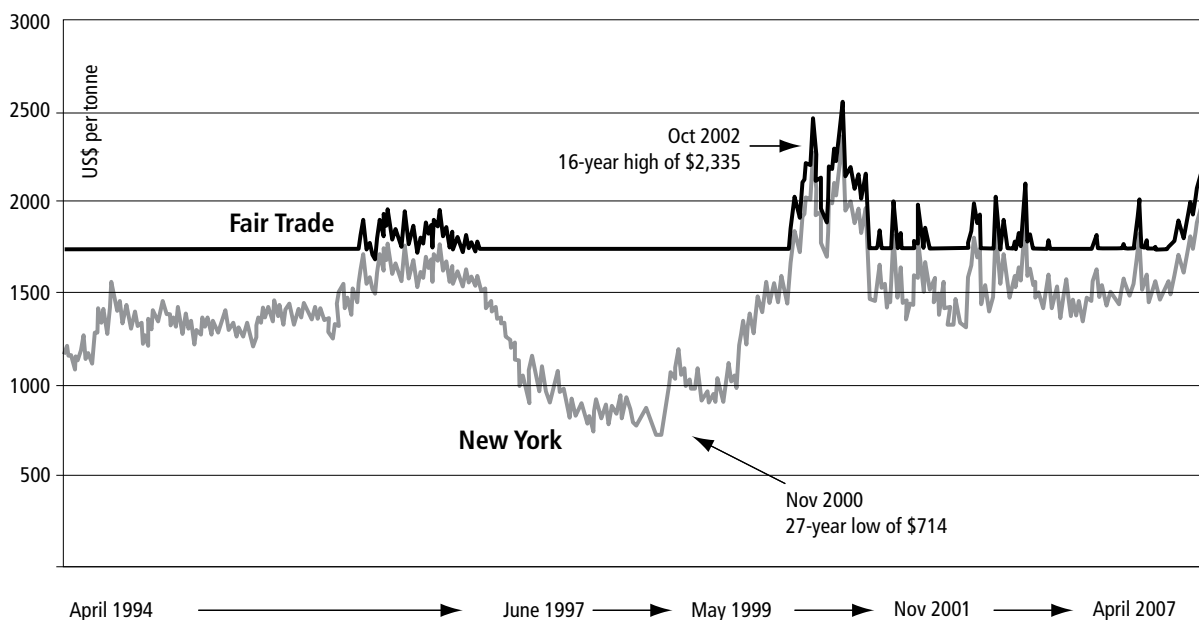
DATE:

Jigsaw - Group 5

Study your group's information below. Become an expert on it. Make a chart or graph to illustrate what is important about your information and prepare a presentation to give by yourself to another small group of students.

Info for Group #5:

The Cocoa Market 1994 - 2007: Comparison of Fair Trade & New York Exchange Prices



NB Fair Trade minimum price = \$1600/tonne + \$150 premium. When New York price is \$1600 or above, then the Fair Trade price = New York price + \$150 premium.
© Fairtrade Foundation

SOURCE: FAIRTRADE FOUNDATION, COCOA 1994-2002: COMPARISON OF FAIR TRADE AND NEW YORK EXCHANGE PRICES



CLASS 5

Fair Trade Mural

MATERIALS NEEDED

Student Handout
Large sheet of paper – at least 10 feet by 3 feet
Pencils
Rulers
Paints and brushes of various sizes
Markers
Ground cloth
Smocks
Graph paper
Pictures of photos by Diego Rivera

CLASSROOM NARRATIVE

WARMUP: Look at murals painted by Diego Rivera and other political muralists. What messages do you see in these murals? What can murals communicate that would be hard to describe in writing or in a small painting? Which mural are you most drawn to? Why?

ACTIVITY: In small groups, students create a mural that shows how chocolate farmers benefit from Fair Trade relationships.

NAME:

DATE:

Fair Trade Mural

INSTRUCTIONS:

In your small group, create a mural that shows how chocolate farmers benefit from Fair Trade relationships.

Find pictures of Fair Trade farmers and their families in your library and online to give you ideas for your mural.

First talk together to figure out what you want the mural to communicate to people who see it.

Then develop a design and choose colors that will tie it all together.

Next, each of you picks one part of the mural and draws it on graph paper.

Give each other feedback on your drawings.

Once your small drawings are finished, figure out how you can all work together on the mural.

Next, draw a grid on the mural paper so you can copy your graph paper squares onto the large mural squares. In pencil, transfer your small drawing onto your mural.

As a group, evaluate how it is all coming together.

Ask your teacher to sign off on your final design.

Use paint or markers to color it all in.

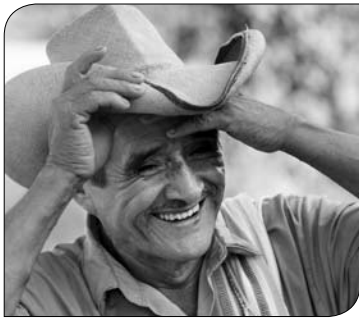
You'll be graded using the following point system:

4 POINTS for coming up with a design that educates people about the importance of Fair Trade

3 POINTS for creativity and harmony

3 POINTS for an effective group process that values and encourages each person's contribution

TOTAL: 10 POINTS



CLASS 6

The Farmer's Ballad

MATERIALS NEEDED

Student Activity Handout: The Farmer's Ballad

CLASSROOM NARRATIVE

WARM UP: Invite a local farmer to come talk with students and ask him/her to bring examples of the items they grow. Beforehand, have small groups brainstorm a list of questions to ask the farmer when s/he comes in. Tell students you hope they will know what a farmer does each day and what it would be like to be a farmer. Encourage them to ask what s/he plants or raises, how s/he sells the things s/he grows, and what other kinds of farmers there are.

Make lists of questions for the farmer on a white board or on butcher paper in the front of the room to help guide the interview. Have students welcome the farmer into the classroom, introduce themselves, and describe this Unit they're working on. Next, students ask their questions. Then have students ask the farmer if he/she has any questions for the students. At the end, have students thank the farmer for his/her time.

CLASS DIALOGUE: What did you learn from your interview with the farmer who visited our classroom? What would it be like to be a farmer? If you were a farmer what would you like to grow or raise? What does a farmer do each morning? What does a farmer do each afternoon? What does a farmer do in the evening? What are all the different kinds of farmers (dairy, livestock, etc.)?

Write a Farmer's Ballad from a farmer's point of view. A ballad is a story in rhythmic verse suitable for singing. The chorus is usually the same each time.

You'll be graded using the following point system:

4 POINTS for coming up with a song that educates people about what your life as a farmer is like and why other folks should care

3 POINTS for creativity

3 POINTS for an effective group process that values and encourages each person's contribution

TOTAL: 10 POINTS

NAME:

DATE:

The Farmer's Ballad

Show what you know about the life of a farmer by writing a ballad. A ballad is a story in rhythmic verse suitable for singing. Try to make every other line rhyme if you can.



Title of your Ballad: _____

Verse 1: _____

Chorus: _____

Verse 2: _____

Chorus: _____

Verse 3: _____

Chorus: _____

FOLLOW-UP PROJECTS

List the foods you love to eat that can't be grown locally. Talk about why these foods can't be grown where you live. Create a map of the world that shows the location of things we don't grow or make locally that you'd like to buy through Fair Trade.

Research the production process for coffee and tea. Find out why we can't grow these items in the U.S. Find out who sells them as Fair Trade organizations. Find out which coffee and teas are organic.

Basic definitions: Use the glossary of terms in the back of the curriculum. Ask each student to show their understanding of the words by using it in a sentence.

Corporations: Find out which corporations control the food industry in the U.S. Make a chart that shows what percentage of the food production is owned by each corporation. What does this mean for farmers and consumers in the U.S.?

Research stories about how consumer activists have built the organic market, the Fair Trade market, and other positive food labels.

Find the definition of a CSA (Community Supported Agriculture). Research how and why these were created. Approximately how many CSAs exist in the U.S.? How do they help farmers? Do you or does anyone you know belong to a CSA?

UNIT
3

Understanding Cooperatives

FOCUS

A cooperative is a business that is owned and democratically controlled by the people who use it. Farmers, workers, consumers, service providers and small businesses form cooperatives to meet their members' needs. Farmers form cooperatives to buy seeds, equipment, and other supplies they need less expensively and to get paid better prices for the products they grow. Workers form cooperatives so they can work in a business they control. Consumers form cooperatives to buy things less expensively or to get products and services they might find anywhere else. Cooperatives make decisions based on their members' needs, rather than on what makes the most profit. Cooperatives help create an economy that spreads benefits across the communities they serve. Cooperatives build community.



"Before we were organized, most of the kids of coffee farmers only got through primary school. Now that we're organized and don't have to sell to intermediaries at whatever price they are paying, most of the children are completing secondary school. And of the 1,640 farmer members of CEPICAFE, there are 30 with kids studying at the university level."

ARNALDO NEIRA CAMIZAN,
CO-FOUNDER OF CEPICAFE, PIURA, PERU

SUMMARY OF CLASSROOM ACTIVITIES

CLASS #1: Cooperatives Meet People's Needs

Students learn that cooperatives are businesses that are owned by groups of people and are designed to meet their needs. They help us do things we can't do as individuals.

CLASS #2: Democracy in Action

Students perform a role play as members of a farmer co-op making an important decision about whether to build a storage barn or earn increased wages.

Class #3: Running a Student Cooperative

Students operate a cooperative lunch room or school supply store for a day and learn what it takes to have a successful cooperative.

CLASS #4: Making Choices

Students write a play or a story to teach people about the choices we have as consumers and perform it for their classmates.

BACKGROUND ON COOPERATIVES

From Kate Surber, U.S. Overseas Cooperative Development Council (OCD), July 2005, "An Introduction to Fair Trade and Cooperatives: A Methodology"

The idea of working together for mutual benefit is as old as work itself. While cooperatives exist for nearly every industry, agriculture-based cooperatives remain the dominant form in the U.S. The earliest recorded cooperatives were formed in England during the 18th century as a reaction to industrialization.

Cooperatives are a fundamental part of the Fair Trade movement in that the majority of Fair Trade producers are members of various cooperatives. Cooperatives provide a support network for small farmers because they are democratically run, return profits to the producers, and provide technical training. These goals are very similar to the goals and standards of the Fair Trade system.

What do cooperatives have to do with Fair Trade? A lot. Cooperatives provide a way for small-scale farmers to enter the international market and receive increased benefits from their sales. Small farmers who can form a larger exporting group have the scale necessary to export their goods directly to a buyer. Cooperative ownership gives small-scale farmers a chance to be an owner of scale and players on the international market, and to have more control over the trading process, reaping higher returns as a result.

Some benefits include quality supplies at discount/bulk rates; increased marketing power; a share of the earning relative to the percent of business performed with the cooperative; and increased economic activity within the local community.

Cooperatives are governed by General Membership. The members who own the co-op make the biggest decisions, such as electing the Board of Directors, setting the rules and bylaws for the cooperative, making plans for the future and approving large expenses. The Board of Directors works with managers for operational and budgetary decisions. Big decisions cannot be made without approval from the General Membership.

COOPERATIVE PRINCIPLES:

- Voluntary and open membership
- Democratic member control
- Member economic participation (members democratically control the capital of their cooperative)
- Independence (agreements made with other organizations must ensure that democratic control is retained by members, and that cooperative independence is also maintained)
- Education, training and information among members
- Cooperation among cooperatives
- Concern for community (members approve work that enhances the sustainable development of their communities)



CLASS 1

Cooperatives Meet People's Needs

MATERIALS NEEDED

Student Activity Handouts

CLASSROOM NARRATIVE

WARM UP: Cooperatives are businesses owned by groups of people and designed to meet their needs. They help us do things we can't do by ourselves.

If we need housing and can't afford to buy our own home, we can own an apartment building cooperatively with other families. If we need a job and can't find someone to give us one, or we don't want to start a business on our own, we can own a business with other people. If we are farmers and need a business to help us market and process the food we produce, we can join a farmer-owned cooperative to buy equipment or build a processing facility together.

ACTIVITY: Invite members from a local worker-owned co-op, a farmer-owned co-op or a consumer-owned co-op (food co-op, housing co-op, credit union, or electric co-op) to come visit your school. Ask the co-op representative questions about why they started their co-op. What problems did it address? What kinds of goals are the members accomplishing together that they couldn't if they worked alone?

NAME:

DATE:

Cooperatives Meet People's Needs, 1

Interview a member of a local cooperative. Ask them these questions and write down what they say.

What is your name?

What is the name of your cooperative?

How long have you been a member?

Why did you join?

Who owns this cooperative?

Why is your cooperative structured as a cooperative rather than a conventional business?

What benefits do you get from being a member?

What are some challenges you face because you're structured as a cooperative?

How are profits shared?

NAME:

DATE:

Cooperatives Meet People's Needs, 1

Do you belong to or work with other cooperatives? Why?

How do you market your product or service?

How does your co-op interact with or give back to the community?

NAME:

DATE:

Cooperatives Meet People's Needs, 2

A cooperative is an organization of individuals who share and work together for a common purpose. The members of a cooperative control the organization democratically. Farmers, workers, and shoppers may all form cooperatives to benefit the members by working toward a goal as an organized group of individuals.

List the cooperatives in your community, who their members are, and what they do for their members. Record your information about cooperatives in this grid.

Co-op Name	Type	Owners	Member Benefits

Explain which co-op on the list you might like to join and why.

Check off any of these other kinds of cooperatives that you think would help meet the needs of people in your community:

- | | |
|--|--|
| <input type="checkbox"/> Food co-op (helps you get food from local farmers and producers) | <input type="checkbox"/> Worker co-op (helps you get a job where you're one of the bosses) |
| <input type="checkbox"/> Housing co-op (helps you get a good place to live) | <input type="checkbox"/> Farmer co-op (helps farmers buy seeds and equipment less expensively and sell their crop or a better price) |
| <input type="checkbox"/> Day care co-op (helps parents get good day care for their children) | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Energy co-op (helps you get affordable energy) | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Credit union (helps you get loans to buy a home, car, or other things you need) | |



CLASS 2

Democracy in Action

MATERIALS NEEDED

Role-play cards
Student Activity Handout

CLASSROOM NARRATIVE

ACTIVITY: Students do a role-play as members of a farmer co-op. They make an important decision about whether to build a storage barn or pay themselves more money. Have four students volunteer to act out this role-play in the front of the room. Give them each one of these cards. Ask one of the students to read the setting to get the role-play started. Once students have completed the role play, ask students to write about which option they would vote for and why.

DIALOGUE: Gather the class again after they have completed the writing assignment and ask:
What made this decision hard?
Is there a right answer?
How should a group of farmers make a decision like this?
Should they talk about it until someone makes a proposal they can all live with?
Should they vote and have the majority win?
Which way did you vote? Why?

Role Play Cards

BACKGROUND INFO

You are a member of the Red Creek Farmer Cooperative. Your co-op signed on to sell your cocoa to a Fair Trade company and a good-sized check just came into the co-op to pay for all your cocoa beans. For the last two years, your co-op has not been able to get a good price and your family got very thin because there was so little food. Everyone has been thinking about all the things they'll be able to do now that they'll have good checks coming in.

FARMER #1

You're excited about getting some money, but you have been thinking a lot about how best to use it. Part of the reason you made so little money over the last two years was that you lost a lot of your crop just when you were ready to ship it out. Storms came and destroyed it. You're thinking that all the co-op members should put their money together to build a storage shed to protect your crops. Waiting just a little more to get your money will mean there will be fewer times when you don't get it.

BACKGROUND INFO

You are a member of the Red Creek Farmer Cooperative. Your co-op signed on to sell your cocoa to a Fair Trade company and a good-sized check just came into the co-op to pay you for all your cocoa beans. For the last two years, your co-op has not been able to get a good price and your family got very thin because there was so little food. Everyone has been thinking about all the things they'll be able to do now that they'll have good checks coming in.

FARMER #2

You are so excited about getting some money. You are planning to put your money into rebuilding part of your house. It always feels like it will fall down during a storm and your children get scared. You are looking forward to building something just a little more sturdy for your family. You've heard a rumor that someone is going to propose that the co-op keep all the money at the meeting today, but you're sure no one could be that crazy.

BACKGROUND INFO

You are a member of the Red Creek Farmer Cooperative. Your co-op signed on to sell your cocoa to a Fair Trade company and a good sized check just came into the co-op to pay you for all your cocoa beans. For the last two years, your co-op has not been able to get a good price and your family got very thin because there was so little food. Everyone has been thinking about the things they'll be able to do now that they'll have good checks coming in.

FARMER #3

You're up for anything. You really want everyone to get along and you're not as concerned about what the decisions are. You've heard that some of the members want to invest in the co-op's future and some have things they feel their family needs to invest in. You see the wisdom in both choices.

BACKGROUND INFO

You are a member of the Red Creek Farmer Cooperative. Your co-op signed on to sell your cocoa to a Fair Trade company and a good sized check just came into the co-op to pay you for all your cocoa beans. For the last two years, your co-op has not been able to get a good price and your family got very thin because there was so little food. Everyone has been thinking about the things they'll be able to do now that they'll have good checks coming in.

FARMER #4

Your oldest daughter is interested in going to a business program at a community college in the city. If she goes, she might be able to really help the co-op better understand how to run the business with so many complicated things going on. You're really looking forward to having the money to pay for her to go.

DATE:

Democracy in Action

Your farmer co-op is making an important decision about whether to build a storage barn or to pay themselves more money. Having a storage barn will protect your cocoa beans if it rains while you're drying them. If the beans get wet, you can lose much of your crop, which is your main source of income. As a member-owner of your farmer co-op, which option would you vote for and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



CLASS 3

Running a Student Cooperative

MATERIALS NEEDED

Copies of the Student Activity Handout

Money to buy equipment or supplies to start up the student cooperative

CLASSROOM NARRATIVE

INSTRUCTIONS: This activity is complex and will require a substantial time commitment, so plan accordingly.

Explain that the class is going to form a cooperative. Our cooperative will either help us buy something we all need or give us a way to earn some money. Steps 1 and 2 on the student handout pose critical questions to guide the planning process. After completing Steps 1 and 2, determine the length of time available for enacting the plan in Step 3. At the end of the project, ask students to complete Step 4, evaluating the success of the project.

NAME:

DATE:

Running a Cooperative

Step #1: First, let's decide what kind of cooperative we want to be.

Do we want to be a consumer cooperative that helps us buy things we need? Or...

Do we want to be a worker cooperative that helps us have control over our workplace and helps us participate in our work?

IF YOU DECIDE TO BE A CONSUMER COOPERATIVE: What does everyone in the class need to buy? Which items may be too difficult or expensive to buy? Which items would be fairly easy for our cooperative to buy together and sell at school? *Choose what you want to purchase together, for example: lunch, sports equipment, school supplies, or healthy snacks.*

IF YOU DECIDE TO BE A WORKER COOPERATIVE: What work can you do together? What work do you have the equipment/resources/knowledge to do? Are there any jobs where a cooperative could help recruit more work or get the work done more quickly or better? *Choose what you want to do for work together, for example: lawn mowing, selling food at sports events or parent events, cleaning houses, taking care of pets, fixing computers, videotaping or audio taping conferences, or making websites.*

Record your decision on paper and post it in the front of the classroom.

Step #2: Let's get organized.

What do we need to do to get ready to launch our cooperative?

How does our group make decisions?

Who will do what, and by what time, to help us get ready?

How will we set our prices and divide up the money we earn?

When we open for business, who will do what?

How will we know if we are successful?

Record your plan on paper and post it in the front of the classroom.

Step #3: Let's get started.

Encourage students to implement their plan, checking off each step as they accomplish it and making changes to their plan as needed.

Step #4: Looking back.

How did it go? Did we get our cooperative started? Did it work? What would we do again? What would we do differently?



CLASS 4

Making Choices

MATERIALS NEEDED

Student Activity Handout: Making Choices

CLASSROOM NARRATIVE

ACTIVITY: Students work with two classmates to write a role play, a story, or advertisement that teaches people about some of the choices they have before them as consumers and how their food choices make a difference. Groups share their play, story, or advertisement with the class.

NAME:

DATE:

Making Choices

Work with two classmates to write a play, a story, or an advertisement that teaches people about some of the choices we have as consumers. Educate people about how their food choices make a difference.

Topics to Consider ~

We can choose to buy food based on:

- where the raw materials are from that were used to make the product;
- where it was produced and processed;
- how workers, farmers or other producers are treated;
- what impact the product has on the environment;
- whether it has any connection to a cooperative or how the business is structured;
- what quality ingredients were used;
- whether it has preservatives;
- whether its organic;
- how much packaging it has;
- and the nutritional value.

Perform the play, story, or advertisement for your classmates.

You'll be graded using the following point system:

4 POINTS for a play, story, or advertisement that clearly presents some of the choices we have as consumers in our society, how we can approach those choices and the way those choices impact other people and the environment around the world

3 POINTS for creativity

3 POINTS for an effective group process that values and encourages each person's contribution

TOTAL: 10 POINTS

FOLLOW-UP PROJECTS

Invite people to come into your classroom to talk about their work. Have them talk about how hard they work, what they do, and how much they are paid. Ask students to keep a chart, ranking each type of job by how much education is needed to get that job, how much physical work is required, work hours per week, how much they get paid, and whether the work is done through a cooperative. Ask them to predict how other types of jobs will rank in relation to this job and then have them test their predictions. Ask them to describe how society determines the value of various kinds of work. (Include small-scale and large-scale farmers, worker owned cooperatives, homemakers, family day-care providers, construction workers, teachers, ministers, computer programmers, scientists, social workers, etc.)

Invite business owners to come into your classroom to talk about their businesses. Have students find out who owns the business, who benefits from the business, who makes decisions, and how the community benefits from their work.

Find out about the Mondragon cooperatives. Find out how they got started and what impact they have on their local economy in Spain.

Learn about cooperatives in the U.S. Find out how they got started and what value they bring to us as shoppers and to the broader community.

Child Care cooperatives: www.preschools.coop

Credit unions: www.creditunion.coop

Electric cooperatives: www.nreca.coop

Food cooperatives: www.cooperativegrocer.coop

Housing cooperatives: www.nahc.oop

Producer cooperatives: www.ncfc.org

Other cooperatives: www.ncba.org

UNIT
4

Make a Difference

FOCUS

Students work in small groups to choose one way they would like to make a difference in the world. They pick a problem they care about, spend time understanding the problem, brainstorm strategies to address it, choose a strategy, and implement it. Then they look back to see how effective their strategy was in addressing the original problem.

SUMMARY OF CLASSROOM ACTIVITIES

This unit gives students a sense of how to make a difference in the world using a time-tested model for solving a problem. Once they've used it, they can use the tool whenever they come up against something that needs to change.

Handout #1: What Do You Care About?

Students brainstorm a list of things they care about and decide together as a group which topic to pick for their project.

Handout #2: Understand the Problem

Students gather information about the topic they have selected and frame their focus statement in five different ways in order to identify the best way for them to approach their topic.

Handout #3: Brainstorm Solutions

Students brainstorm possible ways to solve the problem they have identified.

Handout #4: Make a Plan

Students make a plan to solve their problem.

Handout #5: Make a Difference

Students implement their plan, making changes as required.

Handout #6: Look Back

Students look back to see how effective they were in addressing the topic they selected.

CLASSROOM NARRATIVE

ASSIGNMENT: In this unit you're going to get a chance to solve a problem you care about. Get together in groups of 3-4 students. Over the next month, you'll have time every day to brainstorm possible problems you'd like to solve. You'll then choose a problem together, research information about it, brainstorm ways to solve the problem, make a plan to solve it, implement your plan, and then review how well you did. In a month, each group will give a presentation to the class, our principal, and any parents who would like to join us. The presentation will describe the problem you worked on and what you were able to accomplish. The important thing is: be sure to choose a problem you all care about, something you'd like to see change. Think back on all you've learned in this work we've done on Fair Trade and Cooperative Economics and see if there is something you can do to make a difference in the world. Maybe you'll find Fair Trade or Cooperative Economics will be a solution to a problem you care about.

Be sure to come and get my initials each time you complete a handout or if you need help at any point.



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NAME:

DATE:

What Do You Care About?

Change can happen in many ways.

There are many causes people are working on to improve our world and build a happier, healthier planet. These are a few issues people are dedicated to:

Fair Trade
Organic food
Environmental protection
Cooperatives
Safe food sources
Sustainable farming
Economic equality
Gender and racial equality

With your group, brainstorm a list of 15 problems you care about—things you wish were different in your own life, at home, at school, in your town, in your state, in the U.S., or in the world.

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Now put a star next to the problems that are important to every member of your group and that are something your group can do something about. Choose the starred item that you all want to work on most and write it here:

Our Project Topic: _____

Have your teacher initial your work when you're done: _____

NAME:

DATE:

Understand the Problem

Make a list of all the information you have about the problem you picked.

Collect some new information that might help you solve your problem.

Now rephrase your problem in five different ways by filling in these blanks:

- 1) How can we _____
so that _____.
- 2) How can we _____
so that _____.
- 3) How can we _____
so that _____.
- 4) How can we _____
so that _____.
- 5) How can we _____
so that _____.

Put a star next to the statement that best describes your problem.

Design a table, graph, diagram, or model to represent the problem.

Have your teacher initial your work when you're done: _____

NAME:

DATE:

Brainstorm Solutions

Brainstorm at least 15 ways you could solve your problem. Think as creatively as you can.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Put a star next to the solutions you'd like to try.

Have your teach initial your work when you're done: _____

NAME:

DATE:

Make a Plan

List the steps you're planning to follow to solve your problem.

Who	What	By When

Have your teacher initial your work when you're done:_____

NAME:

DATE:

Make a Difference

Check off each step in your plan when you get it done. Make changes in your plan if you need to. Answer these questions at the end of each week to help you stay on track.

WEEK ONE

DATE

What's going well?

What's hard?

Is our strategy working to solve our problem?

Do we need to make any changes in our plan?

Have your teacher initial your work when you're done: _____

WEEK TWO

DATE

What's going well?

What's hard?

Is our strategy working to solve our problem?

Do we need to make any changes in our plan?

Have your teacher initial your work when you're done: _____

NAME:

DATE:

Make a Difference

WEEK THREE

DATE

What's going well?

What's hard?

Is our strategy working to solve our problem?

Do we need to make any changes in our plan?

Have your teacher initial your work when you're done: _____

WEEK FOUR

DATE

What's going well?

What's hard?

Is our strategy working to solve our problem?

Do we need to make any changes in our plan?

Have your teacher initial your work when you're done: _____

NAME:

DATE:

Look Back

ANSWER THESE QUESTIONS

What did you do?

What did you learn from it?

Were you able to make a difference?

What strategies were most successful in solving your problem?

What went well?

NAME:

DATE:

Look Back

What would you do differently next time?

Prepare a poster that describes what you did and what difference it made. Give a 10-minute group presentation. Every group member needs to have a meaningful part in the presentation. Remember, not all problems can be solved quickly. Your presentation and poster just need to show what you did and why.

You'll be graded using the following point system:

4 POINTS for a presentation that clearly presents the problem you were solving, what you did, and why you did it

3 POINTS for creativity

3 POINTS for an effective group process that values and encourages each person's contribution

TOTAL: 10 POINTS

Have your teacher initial your work when you're done: _____

FOLLOW-UP PROJECTS

Get local produce into your school cafeteria.

Educate kids in your school about how to eat well at lunch time and give awards for the kids who bring the healthiest lunches.

Start a community garden on your school grounds.

Meet with local farmers to see what meat and produce s/he has available, then let the public know.

Sponsor a “local food day” where people agree to eat only foods that have been grown locally.

Sell Fair Trade products for your next fundraiser.

Raise money to help pay for a school, health center, or other community development project that a Fair Trade farmer co-op is working on.

Correspond with a pen pal who is a child from a cocoa farming family. Learn about his or her life. Educate others about what it’s like to farm cocoa and what they can do to support the cocoa farmers who grow the chocolate they enjoy.

Start a food buying group if your town doesn’t have a food co-op.

Educate people about Fair Trade, co-ops, and local economies.

Start a student co-op at your school focusing on a specific issue.

Start a worker-owned cooperative that will give you and your friends a way to work and get paid. Figure out if people will hire you to mow their lawns, do odd jobs, fix their computers, make them websites, or clean their houses.

Run a “Buy Local” campaign for your community. Publish a directory of local businesses.

Develop a local shopping guide for your community.

Sponsor a contest to see who can use less energy, produce less waste, spend less money, or spend the most money locally.

Educate students about local entertainment options. Challenge them to enjoy a week with only local entertainment options.

Do an energy audit for your school and reduce your school’s energy use.

Make your school a zero-waste school by composting all food scraps, recycling your plastics, cardboard, and paper, and by not buying things you can’t compost, recycle, or reuse.

Fair Trade and Cooperative Economics Resource List

AV resources, websites, and print materials for further research

ON SUSTAINABLE AGRICULTURE

Local Harvest: WWW.LOCALHARVEST.ORG

Find farmers' markets, family farms, and other sources of sustainably grown food, such as produce, grass-fed meat, and other goodies.

Oregon Tilth: WWW.TILTH.ORG

Oregon Tilth is a non-profit research and education organization certifying organic farmers, processors, retailers, and handlers throughout Oregon, the U.S., and internationally.

Organic Consumers Association:

WWW.ORGANICCONSUMERS.ORG

The Organic Consumers Association (OCA) promotes food safety, organic farming, and sustainable agriculture practices in the U.S. and internationally. It provides consumers with factual information they can use to make informed food choices.

Organic Trade Association: WWW.OTA.COM

The Organic Trade Association (OTA) is the membership-based business association for the organic industry in North America. OTA's mission is to encourage global sustainability through promoting and protecting the growth of diverse organic trade.

Sustainable Table: WWW.SUSTAINABLETABLE.ORG

Sustainable Table celebrates the sustainable food movement, educates consumers on food-related issues and works to build community through food.

ON FAIR TRADE

Film: "Black Gold" (on the Ethiopian coffee trade)

Fair Trade Research Group:

WWW.COLOSTATE.EDU/DEPTS/SOCIOLOGY/

FAIRTRADERESEARCHGROUP/

The Fair Trade Research Group (FTRG) was established at Colorado State University in 1999 to research:

- What are the real benefits of the Fair Trade movement?
- Can the benefits of Fair Trade be sustained over time?
- Can Fair Trade grow to encompass a greater number of farmers and communities throughout the developing world?
- Can Fair Trade be expanded to encompass not only poor farmers, but other sectors that connect Southern producers and Northern consumers?

Fair Trade Resource Network:

WWW.FAIRTRADERESOURCE.ORG/

The Fair Trade Resource Network raises consumer awareness about how Fair Trade alternatives can improve people's lives.

Fairtrade Labeling Organizations

International (FLO): WWW.FAIRTRADE.NET

FLO is an umbrella organization of Fair Trade labeling initiatives in countries such as Europe, Canada, the United States, Japan, Australia and New Zealand. FLO sets and reviews international Fair Trade standards.

Global Exchange: WWW.GLOBALEXCHANGE.ORG

Global Exchange is an international human rights organization dedicated to promoting environmental, political, and social justice.

Interfaith Fair Trade Initiative: WWW.LWR.ORG/ADVOCACY/TRADEJUSTICE/IFTI/INDEX.ASP

IFTI works with Fair Trade coffee companies and a coalition of faith-based international organizations and religious denominations to significantly expand the purchase of Fair Trade coffee in the U.S., increase advocacy on behalf of Fair Trade, and improve the lives of small coffee farmers.

International Fair Trade Association (IFAT): WWW.IFAT.ORG

IFAT is the global network of Fair Trade organizations.

La Siembra:

WWW.COCOACAMINO.COM/EN/TOOLKIT.PHP

La Siembra, a Canadian Fair Trade company, created an easy-to-use Fair Trade educational toolkit for grades 1 – 12.

Oxfam America: WWW.OXFAMAMERICA.ORG

Oxfam America is a Boston-based international development and relief agency and an affiliate of Oxfam International. Working with local partners overseas and domestically, Oxfam delivers development programs and emergency relief services, and engages in campaigns to change global practices and policies that keep people in poverty. Oxfam's "Make Trade Fair" campaign calls on decision makers to make trade part of the solution to poverty.

TransFair USA: WWW.TRANSFAIRUSA.ORG

TransFair USA, a non-profit organization, is the only independent, third-party certifier of Fair Trade products in the United States. Through regular visits to Fair Trade farmer cooperatives conducted by Fairtrade Labeling Organizations International (FLO) and partnerships with U.S. companies, TransFair verifies that the farmers who produce Fair Trade Certified products are paid a fair price. TransFair does not, however, make any claims about the companies or organizations selling a Fair Trade certified product.

United Students for Fair Trade:

WWW.USFT.ORG

USFT is a national network of student organizations advocating around Fair Trade products, policies, and principles. The core objective of USFT is to raise the awareness of, and expand the demand for, Fair Trade alternatives, both on campuses and in communities.

ON COOPERATIVES

Cabot Creamery:

WWW.CABOTCHEESE.COM/F1.PHP?LEFT=MENU-EDUCATION.HTML&RIGHT=COLOR-GAMES.HTML

The National Cooperative Business Association and Cabot Creamery sponsored a Girl Scouts Co-ops for Community patch with resources and activities to teach about cooperatives.

Co-op America: WWW.COOPAMERICA.ORG

Co-op America's mission is to harness economic power – the strength of consumers, investors, businesses, and the marketplace – to create a socially just and environmentally sustainable society.

Cooperative Development Institute:

WWW.CDI.COOP

The CDI is the northeast's center for cooperative business training, education, and technical assistance.

International Co-operative Alliance:

WWW.ICA.COOP

The International Co-operative Alliance is an independent, non-governmental association which unites, represents, and serves co-operatives worldwide.

Mondragón Corporación Cooperativa:

[HTTP://WWW.MONDRAGON.MCC.ES/ING/INDEX.ASP](http://WWW.MONDRAGON.MCC.ES/ING/INDEX.ASP)

Mondragón Corporación Cooperativa, MCC, is a business group made of 218 cooperatively organized companies and entities in the Basque region of Spain.

National Cooperative Business Association:

WWW.NCBA.COOP

NCBA is the leading national membership association representing cooperatives of all types and in all industries.

ON KIDS MAKING A DIFFERENCE

Center for a New American Dream and World Wildlife Fund teamed up to reach youth with a “Be Different, Live Different, Buy Different—Make a Difference” campaign:

WWW.NEWDREAM.ORG/BUY/BUYDIFFERENT.PHP

This campaign engages youth in consumer actions such as choosing environmentally friendly products and advocating for more options. Along with lots of consumer information, the site features an online resource conservation calculator, shopping tips, and a free, downloadable Community Action Guide with 30 activity ideas and some step-by-step advice on how to organize community projects.

Kids Can Make a Difference:

WWW.KIDSCANMAKEADIFFERENCE.ORG/TEAC.HTM

Finding Solutions To Hunger: Kids Can Make A Difference is a teacher guide that contains 25 lessons that provide valuable background and creative suggestions to help students answer the difficult questions dealing with hunger and poverty.

Where Food Comes From: The FEED Program at Edmunds Elementary School is an online account of a kindergarten teacher in Vermont who helps her students understand where their food comes from: [HTTP://WWW.VERMONTCOMMUNITYWORKS.ORG/EXEMPLARS/REFLRETREAT04/FEED-EDMND/FEED-EDMND.HTML](http://WWW.VERMONTCOMMUNITYWORKS.ORG/EXEMPLARS/REFLRETREAT04/FEED-EDMND/FEED-EDMND.HTML)

Peace Corps Teens:

WWW.PEACECORPS.GOV/TEENS/

Teens are making a difference supporting schools where volunteers work and live around the globe.

Glossary of Terms

ALTERNATIVE TRADE ORGANIZATIONS (ATO): non-governmental organizations committed to the Fair Trade movement. They seek to address structural inequities in the global economy through direct, equitable trade.

COMMODITY: unprocessed or partially processed goods, such as coffee, cocoa, vegetables, or precious metals, that are traded on the global market. Commodity prices determined on the New York Stock Exchange fluctuate with market demands, and do not account for the costs to producers of those products.

COOPERATIVE: Cooperatives are enterprises owned and democratically controlled by the people who use them. There are consumer-owned cooperatives, producer-owned cooperatives, worker-owned cooperatives and business purchasing cooperatives.

FAIR TRADE: an alternative approach to trade. Fair Trade partnerships are long-term, mutually-beneficial relationships based on trust and transparency and seek to establish greater equity in international trade.

FERMENTATION (OF COCOA BEANS): the biochemical changes cocoa beans undergo after harvesting and before drying. During the fermentation process, the pulp surrounding the beans is removed, the beans stop germinating, and flavor development begins.

MIDDLEMEN (or “coyotes” as they are called in some areas of Latin America): the intermediaries to which farmers are often forced to sell their crops. Small farmers are especially vulnerable to exploitative middlemen because they may live in remote locations with little access to information about market prices and may lack the power to demand a fair price. Bypassing middlemen, Fair Trade buyers are able to trade directly with farmers, offering them a higher, consistent price, and providing farmers with decision-making power.

ORGANIC: refers both to food and the process of food production. Organic foods are produced without chemicals, pesticides, artificial fertilizers, or irradiation, and they are not genetically modified. While Fair Trade certification does not also certify a product as organic, many Fair Trade foods are organic, since Fair Trade encourages environmentally-sound farming practices.

PRE-HARVEST CREDIT: credit made available from Fair Trade buyers to farmer partners at lower rates, providing a source of income between harvests and allowing farmers to remain out of debt. It is also referred to as “advanced credit.” Outside of the Fair Trade system, this credit is usually unavailable or offered at prohibitive interest rates.