Teaching about Child Labour and Fair Trade: An Educator’s Resource Kit

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Introduction

Why incorporate the issues of child labour and Fair Trade into the classroom?
As teachers, we hope to help our students become critical thinkers and responsible global citizens. Therefore, we believe that incorporating ideas of peace, social justice, and environmental sustainability throughout the curriculum is of the essence.

We created this package to assist teachers who would like to integrate the issues of child labour and Fair Trade into their own classrooms.

Character development has become a focal point in Ontario schools. Introducing issues such as child labour, child trafficking, and Fair Trade can help develop initiatives such as empathy, fairness, responsibility, appreciation, and integrity.

What does chocolate have to do with child labour?
Ghana and the Ivory Coast produce 60% of the world’s cocoa. High demand for the cocoa product has not done much to change the living conditions of those who farm this valuable product and when examined closely, people will find an incredible amount of the worst forms of child labour and child trafficking taking place within this industry. Hundreds of thousands of children work in hazardous conditions on cocoa farms throughout West Africa. Most of these children work because their families cannot afford to send them to school.

Despite the efforts of organizations such as the International Cocoa Initiative, other NGO’s, and the chocolate producing industry itself, instances of child labour and trafficking continue.

Why Fair Trade?
When we, as consumers, choose to purchase Fair Trade chocolate and other Fair Trade products, we are guaranteeing that specific social, economical and environmental standards are being met on the production end, this includes ensuring that neither child labour nor child trafficking is used in the production or harvesting of the product. Teaching students to think about where their food comes from is just one way in which we can encourage them to look critically at issues such as equity and fairness.

What does this package contain?
This package contains ideas, available resources, and Ontario curriculum links that can be used to integrate the issues of child labour and Fair Trade into your lessons.
Websites

The following is a list of websites that provide information regarding child labour and/or Fair Trade. We invite you to look critically at the information provided by these organizations and draw your own conclusions.

   The Canadian Wheat Board is a western farmer run marketing organization that is protected by the government. This site can be used to consider such things as how this model compares to the Kuapa Kokoo, the most globally recognized cooperative in the cocoa production in Ghana? Does this organization represent fair trade in Canada even though it is using a free trade model?

   This unit plan contains a comprehensive list of resources surrounding fair trade chocolate and child labour as well as a lesson planning guide using the head, heart, and hand approach.

   Fairtrade Foundation is a United Kingdom member of Fairtrade International. This site has great resources including videos concerning fair trade products and their effects for farmers.

   Established in 2002, the International Cocoa Initiative (ICI) is an independent non-profit foundation aiming to address the Worst Forms of Child Labour and Forced Adult Labour on cocoa farms. ICI works closely with producer governments to offer a real and sustainable solution to the worst forms of child labour and forced labour in the cocoa supply chain.

   This website outlines the multi level program developed by ICI to address the issue of child labour in the cocoa industry. In the “Resources” section, visitors can access information and statistics about cocoa and the use of child labour in the industry. In the “Media” section, you can access press releases and other pamphlets that can be used as resource material in the class.

   Through education and campaigning, the International Labour Rights Forum is dedicated to ending the cycle of forced child labour in the cocoa industry The ILRF website offers a variety of resources and articles from which you can obtain current information regarding the cocoa industry and links to social action projects being led by other organizations.

   The most globally recognised cooperative in cocoa production and marketing in Ghana.
~ Save the Children Canada: www.savethechildren.ca
Save the Children works towards removing children from exposure to hazardous work in the cocoa industry. Through this website you can learn how to donate to a specific cause, investigate volunteer possibilities, and find suggestions for how to advocate for child rights.

~ The Cocoa Plan: www.thecocoaplan.com
The Cocoa Plan is an initiative of Nestle, in which they undertake to examine key issues faced by the cocoa farmers and communities. On this site, you can read about a number of different initiatives taken around the world to improve the conditions of cocoa farmers and their communities.

TransFair Canada is a member of Fairtrade Labelling Organizations International. This website provides information about Fair Trade and how products are certified Fair Trade. In the “News and Views” section, visitors to the site can find a number of articles concerning Fair Trade in Canada and around the world.

The website contains statistics on countries in the world of particular interest there are statistics on education and child protection. Compare statistics from Ghana and Canada by visiting http://www.unicef.org/infobycountry/ghana_statistics.html, for Ghana and http://www.unicef.org/infobycountry/canada_statistics.html for Canada. This site also provides material and lessons regarding the Rights of Child based on the United Nations document. These activities are easily incorporated into lessons in a variety of subject including social studies and language.
Books and Videos

The following list of books and videos can be used to support lessons that touch on the issues of child labour and Fair Trade.

   This article describes child labour in Canada and the restrictions upon it. There is also a breakdown of the specific conditions in each province and territory.

   This documentary explores the use of child labour and child trafficking in the chocolate industry, focussing specifically on the areas of Burkino Fasso, the Ivory Coast, and Ghana.

   An exploration of what life is like for 18 children living in different parts of the world. It addresses universal themes, such as food, water, shelter, education, family and health; and is a wonderful introduction to global awareness.

   This publication was designed to help youth group leaders and educators lead activities that will teach children about Fair Trade, with a focus on the cocoa industry. It includes background information about Fair Trade and activities for students in Grades 1 – 12.
   *Also available in French*

   *The Dark Side of Chocolate* is a documentary about the continued allegations of trafficking of children and child labour in the international chocolate industry. You can order this video through the International Labour Rights Forum. An Educator Toolkit is also available to accompany screenings of this film.

   This book is listed in the suggested reading from “What in the World is Fair Trade? An Educational Tool Kit created by Clay McLeod. The publication was published through the la siembra Co-operative Inc.


Thematic unit: Chocolate and Thematic unit: Challenging chocolate have been created by an educational resource publishing company that creates activities for cross-curricular thematic units. The books have activities ranging across all subjects and abilities. The books have activities that help students learn where the ingredients of chocolate bars come from and allows them to practice designing their own chocolate bar packaging. While slightly dated, the activities can be used as the base of a lesson or as fun activities after the body of a lesson.
## Lesson Ideas & Curriculum Connections

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<tr>
<th>Big Idea</th>
<th>Overview</th>
<th>Curriculum Links</th>
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| **Speaking out for change** | Tell the chocolate companies how you feel by writing letters to some of the larger companies who are not yet using Fair Trade cocoa. Ask them to:  
  - Identify and take responsibility for every farm producing their cocoa worldwide.  
  - Make a substantial and sustained investment in Fair Trade Certified cocoa.  
  - Monitor all farms that produce their cocoa to make sure no child labour is used.  
  - Commit more funding for rehabilitation and education programs for cocoa children.  
  For addresses, see *Appendix A.* | *Language – Writing Grades 2-6*  
  - generate, gather, and organize ideas and information to write for an intended purpose and audience;  
  - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;  
  - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;  

| **A note of kindness**      | The International Labour Rights Forum supports a Valentines Programs in which students can design and send Valentines to companies expressing concern about their labour practices. | *Language – Writing Grades 1-6*  
  - generate, gather, and organize ideas and information to write for an intended purpose and audience;  
  - draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;  
  - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;  

*Art – Visual Art Grades 1-8*
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<tr>
<th>What is a need? Looking at the Rights of a child</th>
<th>Use UNICEF’s Rights of a Child activity to help students think critically about what people need to survive.</th>
<th>Social Studies  Grade 1  • identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;  • use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;  Character Development: Integrity/Fairness/Responsibility</th>
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<td>Identifying a Want vs. a Need</td>
<td>Following a discussion about what people need to survive (Safety, Love &amp; Affection, Shelter, Food &amp; Water, Clothing), play the wants vs needs game in which students sort different objects (video games, play money, articles of clothing, toys etc.) into hoops labelled wants and needs.  <em>This game can be easily modified depending on grade level.</em></td>
<td>Social Studies  Grade 1 – 3  Grade 1:  • recognize that communities consist of various physical features and community facilities that meet human needs;  • describe how people in the community interact with each other and the physical environment to meet human needs.  Grade 2:  • demonstrate an understanding that the world is made up of countries, continents, and regions and that people’s lifestyles may differ from</td>
</tr>
<tr>
<td><strong>Where does my food come from?</strong></td>
<td><strong>Social Studies, Canada and World Connections Grade 6</strong></td>
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<td>Have students examine the labels of a number of different household foods. Ask them to record the country from which it came. As a whole class, graph the countries and then place push pins in a world map to illustrate where most of their food comes from. Extend the activity for primary students by having them graph information from the map. Extend the activity for junior student by having them select a country from which Canada imports and investigate standards of labour, laws regarding import/export, effects on the country of export and so forth.</td>
<td><strong>identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world;</strong> <strong>use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada’s links with the United States and other areas of the world</strong></td>
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**Character Development: Integrity/Responsibility**

**Math, Data Management Grade 1 - 3**

- collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis (or with correct labelling depending on grade);
- read and describe primary data presented in concrete graphs and pictographs

**Character Development: Responsibility**
<table>
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Subject</th>
<th>Grade</th>
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<tr>
<td>Do you think about where your chocolate comes from</td>
<td>Have students create a public service announcement in which they inform the school of some of the facts about child labour and chocolate, and/or using Fair Trade. Alternatively, you can use print media and have the students create information posters for display in their school.</td>
<td>Language, Media Literacy</td>
<td>Grade 1 - 6</td>
</tr>
<tr>
<td>Working with the Facts</td>
<td>On page 40 of A Thematic Unit: Chocolate (Reed) you can find a worksheet of multiplication and division questions concerning facts of chocolate consumption and cacao production.</td>
<td>Math, Number Sense and Numeration</td>
<td>Grade 5 &amp; 6</td>
</tr>
<tr>
<td>Chocolate Consumers of the World</td>
<td>On page 57 of A Thematic Unit: Chocolate (Reed) you can find a list of some of the major chocolate consuming countries which can be graphed and analysed.</td>
<td>Math, Data Management and Probability</td>
<td>Grade 1 – 6</td>
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Character Development: Empathy/Responsibility/Fairness

Language, Media Literacy
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Math, Number Sense and Numeration
- solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies;
- solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies;
- The information can be used as part of the rounding decimals to whole numbers aspects of the expectations for this strand.
| **How far does cocoa travel before reaching your table?** | **Maps can be used to measure the distance between countries of production and countries of consumption. Various analyses can be done such as food miles, cost of transportation of chocolate, etc.** | **Math, Measurement Grade 5 & 6**  
- determine the relationships among units and measurable attributes  
- estimate, measure, and record quantities, using the metric measurement system  
**Social Studies, Canada and World Connections Grade 6**  
- identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world;  
**Character Development: Responsibility** |
|---|---|---|
| **Page 59: Exporting Ingredients: Teacher’s Guide**  
Lists possible answers for leading exporting countries of ingredients commonly found in chocolate bars along with their latitude and longitude locations. The students choose their favourite chocolate bar and look up where the ingredients come from. Many of the other ideas above can be incorporated after the research.  
*This book was published some time ago; therefore, the information may be out of date and should be verified before using.* | **Social Studies, Canada and World Connections Grade 6**  
- identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world;  
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world;  
**Character Development: Responsibility, Appreciation** | |
| **Design a Candy Wrapper** | **Students brainstorm candy wrappers and how the packaging makes people want to buy it. For older grades there could be a comparison between the major** | **Language, Media Literacy Grades 1 – 6**  
- identify some media forms and explain how the conventions and techniques associated with** |
<table>
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<tr>
<th>The Science of Chocolate</th>
<th>Johnson's, <em>Thematic unit: Challenging chocolate</em> (p. 47), provides a brief history and science of the cacao plant, the production of chocolate, and what effects cacao has on the body. This information can be used to complete the provided crossword. Alternatively students can use the information with other research to create their own crossword puzzles for each other. Students can also create a variety of reader responses (written, visual, auditory) to the information provided linking it to the grade specific healthy living strand in the Health and Physical Education curriculum.</th>
</tr>
</thead>
</table>
|    | Language, Reading and Writing  Grade 3 - 5  
- generate, gather, and organize ideas and information to write for an intended purpose and audience;  
- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;  

*Health and Physical Education, Healthy Living  Grade 1 - 6*  
Character Development: Appreciation  

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| Chocolate Covered World | Johnson’s *Thematic unit: Challenging chocolate* (p. 66), has a list of cacao-producing countries with prompting questions in which students can find the cacao belt using degrees in an atlas. | Social Studies, *Canada and World Connections* **Grade 6**  
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada’s links with the United States and other areas of the world;  

    **Character Development: Fairness**  

| What does fair trade look like in Canada? | Research and discussions can be conducted around local Farmers’ markets with a walk around a grocery store to see where the food comes from and how it arrived there. Examine what role the government plays in the import/export of goods and services, and any restrictions they place on local producers. | Social Studies, *Canada and World Connections* **Grade 5 & 6**  
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada’s links with the United States and other areas of the world;  
- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;  

    **Character Development: Appreciation/Responsibility**  

| Does Child Labour exist in our own backyard? | Use articles and websites to investigate policy and the existence of child labour in Canada, such as that in rural farming communities and family owned small business. | Social Studies, *Canada and World Connections* **Grade 3 & 5**  
- explain how communities interact with each other and the environment to meet human needs.  
- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals,  


and the responsibilities of citizenship in Canada, including participation in the electoral process;

Character Development: Empathy/Appreciation
Appendix A

Addresses

**NESTLE USA**
Brad Alford, Chairman and CEO
800 North Brand Blvd.
Glendale, CA 91203

**CARGILL**
Warren Staley, Chairman and CEO
Cargill, Inc.
PO Box 9300
Minneapolis, MN 55440-9300

**ARCHER DANIELS MIDLAND COMPANY (ADM)**
G. Allen Andreas, Chairman, Chief Executive and President
4666 Faries
Parkway, Decatur, IL 62526