

**CHOCOLATE**  
**A FAIR TRADE AND HUMAN RIGHTS**  
**UNIT**  
**GRADES 6 – 10**  
**GLOBAL EDUCATION NETWORK**  
**2003**



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## **Table of Contents: Fair Trade Chocolate**

1. Global Education Primer
2. Teacher Instructions for Unit
3. Curriculum links –
  - a. Grade 6 – 8
  - b. Grade 9 & 10
4. Chocolate Guilt?
5. Lesson Planning guide
6. Resources:
  - a. Fact sheet child labour and chocolate
  - b. Facts about Fair Trade and cocoa
  - c. Hot list of resources
  - d. Positive chocolate (Save the Children Canada)
  - e. IPEC Ratification Campaign
7. Activities:
  - a. Chocolate Facts Quiz
  - b. Fair Trade Food Fair
  - c. Web site evaluation
8. Evaluation:
  - a. Rubric for short position paper
  - b. Rubric for discussion: self-evaluation
9. Piloting Chocolate and Fair Trade

## Global Education Primer \*

### What is Global Education?

Global Education teaches students about the inter-connections between social justice, economic, environmental and political issues. Global Education can be brought into all subjects and levels of the curriculum.

See the home page of our web site at <http://www.global-ed.org> for more information.

### What will students learn?

- To understand the connections between the world and its people.
- To understand human potential and equality across the globe.
- To look at the universe from different perspectives.
- To have an informed understanding of justice, human rights and responsibilities.
- To make our natural environment sustainable.

### Why teach Global Education?

- Students learn to be more tolerant, understanding and accepting of others.
- Students learn about developing countries and how to discuss development issues.
- Global Education increases greater understanding between cultures within a school environment.
- Students learn to be more socially responsible.
- Issues raised have links to many curriculum requirements.
- Students gain a positive outlook on making the world more peaceful.  
Global Education makes any curriculum more authentic and exciting..

### How to teach Global Education?

The Global Education Network has developed the following tools for teachers:

- Internet Resources Directory to agencies with materials for teachers – <http://www.global-ed.org>
- Curriculum units such as the one which follows for students and teachers at all levels
- Workshops and Retreat in partnership with University of Ottawa Faculty of Education

\*Adapted from CHF/Partners (<http://www.partners.ca>) Jan. 2003

Global Education Network  
**Teacher Instructions for Fair Trade Chocolate Unit**

- Consult Global Education Primer
- Educate yourself by consulting any of the Information section on the HotLinks page and the FactSheets.
- Read the curriculum links (Ontario) or your provincial or state grade and level guidelines to see where to fit the unit.
  - Grade 6 Canada and the World trading partners
  - Grade 7 Themes of Geog. Inquiry Understanding the movement theme
  - Grade 8 Geography Economic systems
  - Grade 9 Geography Academic Global Connections
  - Grade 10 Civics Citizenship within the Global context
- Read “Chocolate Guilt” to make the connections between the curriculum and global education.
- Consult the Fact Sheet to review the background.

For your class:

- Use the Lesson Planning Guide to direct your plans. Begin and end with the Chocolate Facts Quiz to gauge students’ development around the issue.
- Estimate how much time you can devote to the unit. It may be done in a week of 40 minute lessons, or longer, if the students are motivated to do the research.
- Talk to your teacher-librarian about plans in the library for research and the web evaluation exercise.
- Access a computer lab for most activities. You can download the pages as you go and use print resources, but the bulk of the unit requires internet access.
- *Go to the Lesson Planning Guide to Fair Trade Chocolate and Human Rights Unit (Intermediate)*

Take the Next Step:

- See the Hand and Solutions section of the *Lesson Planning Guide to Fair Trade and Human Rights Unit*

**A Global Perspective on Cocoa and Fair Trade**  
**Ontario Curriculum Connections: Grade 6 - 8**

**Canada and World Connections: Grade 6 - Canada and Its Trading Partners**

**Learning Outcomes:** - By the end of Grade 6, students will:

- \* describe the ways in which Canada is connected to the rest of the world through trade;
- \* identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;
- \* describe Canada's connection to the United States and at least one country from another region of the world.

**Learning Outcomes:**

***Understanding Concepts*** - By the end of Grade 6, students will:

- \* identify some of Canada's major trading partners (e.g., countries in Europe, Pacific Rim, Central America, South America);
- \* demonstrate an understanding of the different connections Canada shares with its trading partners;
- \* identify products that Canada imports (e.g., fruit, vegetables, chemicals)
- \* identify the countries from which Canada imports goods
- \* describe Canada's involvement in the Commonwealth, Francophonie, Organization of American States (OAS), and Asian Pacific Economic Community (APEC);

***Developing Inquiry/Research and Communication Skills*** - By the end of gr. 6, students will:

- \* use appropriate vocabulary (e.g., *technology, culture, export, import, economics, media*) to describe their inquiries and observations;
- \* formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., Canada's connections to its major trading partners);
- \* locate relevant information about Canada's exports and imports from a variety of primary sources (e.g., interviews, field trips, classroom speakers) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- \* analyse, classify, and interpret information about the various regions of the United States and at least one other trading partner from another region of the world;
- \* construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes

***Developing Map and Globe Skills*** - By the end of Grade 6, students will:

- \* create sketch maps to show the relative positions of places (e.g., location of trading partners);
- \* use shading/colour to indicate variations in characteristics (e.g., resources, agriculture, climate);

***Applying Concepts and Skills in Various Contexts*** - By the end of gr. 6, students will:

- \* describe how sharing of goods and culture between Canada and other countries can influence the lifestyles of Canadians;
- \* describe influences Canada has on other countries
- \* describe the influences of other countries on contemporary Canada;
- \* identify countries to which Canada has contributed assistance (e.g., aid, peacekeeping);

## **Geography: Grade 7 -**

### **The Themes of Geographic Inquiry:**

***Understanding Concepts*** - By the end of Grade 7, students will:

- \* demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
- \* demonstrate an understanding of the movement theme (e.g., the flow of people, goods, and information and the factors that affect this flow).

***Developing Inquiry/Research and Communication Skills*** - By the end of Grade 7, students will:

- \* formulate comparative and speculative questions to identify issues and define problems for research purposes (e.g., ask questions to identify bias, fact, and opinion);
- \* locate relevant information from a variety of primary sources (e.g., interviews, statistics, aerial photographs, satellite images, live telecasts) and secondary sources (e.g., maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet);
- \* analyse, synthesize, and evaluate data by applying a decision-making model to an environmental issue;
- \* produce a wide variety of graphs, charts, diagrams, and models for different purposes;
- \* communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

***Developing Map and Globe Skills*** - By the end of Grade 7, students will:

- \* produce maps for a variety of purposes (e.g., a thematic map of hurricane regions that illustrates an environmental pattern).

### **Patterns in Physical Geography**

***Understanding Concepts*** - By the end of Grade 7, students will:

- \* demonstrate an understanding of three types of agriculture (subsistence, commercial, specialized) and their relation to climate, topography, and soil;
- \* identify the six major factors which influence commercial agriculture: location, climate, raw materials, market, labour, and transportation.

***Applying Concepts and Skills in Various Contexts*** - By the end of Gr. 7, students will:

- \* investigate and describe how specialized forms of agriculture (e.g., sheep, beef, dairy farming) relate to world patterns of land-forms, climate, and vegetation;
- \* investigate and describe the process involved in growing, harvesting, and processing a plantation crop (e.g., cotton, rice, coffee, bananas, tobacco, sugar cane, cocoa).

## **Geography: Grade 8 –**

***Economic Systems*** - By the end of Grade 8, students will:

- \* demonstrate an understanding of economic systems and the factors that influence them;
- \* describe the economic relationship between Canada and the global community (e.g., with respect to harvesting resources, the provision of services worldwide);

## **Grade 9 & 10 Canada and the World Ontario Curriculum Guidelines**

### **Geography**

#### **Strands: Global Connections Learning Outcomes:**

By the end of the course, students will:

- demonstrate an understanding of how Canada's diverse geography affects its economic, cultural, and environmental links to other countries;
- analyse connections between different parts of Canada, and between Canada and other countries (e.g., trade);
- research and report on global concerns that affect Canadians (e.g., Human Rights and Trade).

#### **Grade 9 Academic Geography**

##### **Global Connections Learning Outcomes:**

By the end of the course, students will:

- demonstrate an understanding of the connections between different parts of Canada, and between Canada and other countries (e.g., trade, aid programs);
- produce research reports on global concerns that affect Canadians (e.g. economic impact of globalization).

##### **Learning Outcomes: Developing and Practising Skills**

By the end of the course, students will:

- construct and defend a reasoned argument evaluating Canada's involvement in a global concern (Fair Trade)

##### **Learning Outcomes: Learning Through Application**

By the end of the course, students will:

- use a variety of media sources (e.g., newspapers, televised documentaries, taped interviews, Internet search) effectively to produce a research report on an international trade issue involving Canada;

#### **Grade 10 Civics**

##### **Learning Outcomes: Citizenship Within the Global Context**

By the end of the course, students will:

- analyse contemporary crises or issues of international significance (e.g., human rights, economic development, environmental quality) in the context of the global community;

- summarize the rights and responsibilities of citizenship within the global context as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989);
- research and summarize civic actions of individuals and non- governmental organizations that have made a difference in global affairs (e.g.,Transfair Canada, La Siembra);

**Learning Outcomes: Active Citizenship: Citizenship Participation and Community Involvement**

By the end of the course, students will:

- research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals' and groups' contributions (e.g. Bridgehead, La Siembra)
- participate effectively in a civil action or project of interest to them and of importance to the community (e.g., attend public hearings, join special interest group, write letters to editor);

## Chocolate Guilt?

The theme of chocolate is perfectly suited to a curriculum unit intended to help children gain a more global perspective of important world issues. Below is a table illustrating the possible connections for fair trade chocolate. For more detailed information related to these issues, teachers can refer to the Fact sheets in Resources. This unit focuses on Human Rights aspects.

ENVIRONMENT	DEVELOPMENT
<ul style="list-style-type: none"> <li>- deforestation of rain forests in Africa</li> <li>- impact of use of chemical fertilizers and pesticides</li> <li>- loss of bio-diversity</li> <li>- impact on natural habitat</li> <li>- water and soil pollution</li> </ul>	<ul style="list-style-type: none"> <li>- reliance on export crops prevents growing food crops</li> <li>- dominance of a few large companies</li> <li>- impact of trade globalization causes market swings</li> </ul>
HUMAN RIGHTS	PEACE
<ul style="list-style-type: none"> <li>- poor working conditions/wages of cocoa farmers</li> <li>- use of child slavery by some Ivory Coast farmers</li> <li>- discouragement of workers' organizations</li> <li>- lack of bargaining power of small growers</li> </ul>	<ul style="list-style-type: none"> <li>- violence used against workers who try to organize unions</li> <li>- small farmers evicted from their land through violent means</li> </ul>

### Head, Heart and, Hand

A global education unit also, typically, does more than just present facts. It strives to involve students at three different levels.

#### **Intellectual:**

The “head” presents of as many of the facts as possible, touching on all four of the aspects mentioned above. The student is also made aware of many other sources of information, which can be accessed via the Internet. These

activities will try to help them assimilate this information, analyze it, practice some critical thinking, undertake a research project on a specific, related topic and, share this information with fellow students. (see *Lesson Planning Guide*)

**Involvement of students:**

The “heart” involves an examination of the basic human and moral values found within these issues. Without these activities, a critical analysis remains simply a cold, intellectual exercise, which will not help the student integrate and act upon the knowledge he/she has gained. (see *Lesson Planning Guide*)

**Action project:**

The “hand” involves searching for and examining possible solutions to the problems they have learned about, and ways they may become involved in these solutions if they so choose. This stage of the unit is very important. As educators, we do not want to leave students with the impression that there is no hope for resolution to some of the injustices they will have learned about. We need to help students develop, not a sense of despair and hopelessness, but on the contrary, a sense of their power as consumers and as potential future participants in the quest for social justice.

Fortunately, there are a number of solutions to these problems, which students may explore and, ultimately, become involved in and dispel their newly developed “Chocolate Guilt”. (see *Lesson Planning Guide: Solutions*)

## LESSON PLANNING GUIDE

### Fair Trade Chocolate & Human Rights Unit (Intermediate)

By learning about their favourite food snack, children will become knowledgeable about the work other children may have been involved in to make their chocolate snack. Refer to the Curriculum Links to decide where the unit fits in for your class.

Introduce theme:

- See “Chocolate Guilt” page for background on how Chocolate applies to the Global Education model.
- Pre-test students’ knowledge using the Chocolate Facts Quiz.
- Ask students to bring in or vote for their favourite chocolate bar or snack food.

#### \*\*Chocolate Facts \*\*

The biggest seller world-wide is M&Ms (400million made daily) from Mars.  
See Global Exchange backgrounder in Hot List.

According to Statistics Canada, Canadians purchase 6.7 kilograms of chocolate per person each year.

- Estimate the average cost of the snack item.
- Introduce Facts about Fair Trade and Cocoa and learn about the hidden costs to people’s human rights, and the environment.

1.

#### HEAD



- Read the handout in class on child labour and slavery in the chocolate industry from CTV. Find out how guilty choco-holic consumers can do their bit to end slavery.  
([http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20020801/cocoa\\_slavery\\_020731/](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20020801/cocoa_slavery_020731/))

- Another option is to take web-savvy students through a web site evaluation exercise such as Think Critically Worksheet or one from Kathy Schrock at <http://kathyschrock.net/abceval/index.htm>, after reading the information at <http://www.candyUSA.com> or the home page of their favourite candy maker.
- Direct students to one of the Information links on the Hot List, and do the exercise again. Identify the key sources of bias in both types, and decide which category (industry or non-government organization site) reflects the true story.
- For younger learners, refer to:
  - [http://www.candyusa.org/CocoaTree/coco\\_kids/index.htm](http://www.candyusa.org/CocoaTree/coco_kids/index.htm) for the story of how chocolate is grown, produced and harvested. You will need an up-to-date internet browser and JavaScript to read this site. Remember from where the information originates.
  - Read the information about chocolate cooperatives at <http://www.bridgehead.ca>, <http://www.lasiembra.ca>, and other links.

Using a world map, locate the countries in West Africa, South America, and the Caribbean where cocoa is grown. Which countries have cooperatives?

2.

## HEART



Research Child labour practices, especially in the agricultural sector in Africa, and what can be done about the injustices found:

- Read the policies on Child Trafficking at <http://www.mars.com> and <http://www.candyUSA.org> and summarize the work being done by the retail industry.
- Locate the “Red Card to Child Labour” campaign at <http://www.ilo.org/public/english/standards/ipecc/index.htm>
- Next read the analysis of these policies at <http://www.globalexchange.org/cocoa/mmmarsbackground.html>

Assignment:

- Write a position paper explaining the issues involved in both the ILO Red Card (<http://www.ilo.org/public/english/standards/ipec/index.htm>) and the Global Exchange (<http://www.globalexchange.org>) cases.
- Use the rubric for evaluating a position paper attached to help in grading the paper.

3.

HAND



- Compare the average cost of your treat calculated at the beginning of the unit with what you have found out about the remuneration to some child workers on cocoa plantations.
- Repeat the Chocolate Facts Quiz to discover how students have changes their thinking.
- Hold a class discussion on the following questions, using the Self-Assessment Rubric for individual students: (students may raise others):

Where is the justice for the chocolate workers?

How can it be achieved?

What can we do?

The answers should refer to such things as consumer choices (Fair trade products or cheaper non-regulated ones), and trade cooperatives and equitable labour practices.

Refer to the UN Declaration of the Rights of the Child at <http://www.savethechildren.ca/en/whoweare/whounrights.html> .

How does your new knowledge about child labour in the cocoa plantations reflect on Principles 7 & 9? Article 32?

Read the IPEC Ratification Campaign and discuss its impact.

Review the Hotlinks Information page to clarify the answers to the above, as the situation is somewhat fluid, and reasons to hope for change are presented monthly.

Solutions: Things we can do:

- Now that the students have become aware of the issues behind chocolate production, encourage them to play some of the games on the Hot List. You will need access to computers for this.
- As a group, hold a discussion (Self-Assessment Rubric) to see how to become involved as consumers in making a difference for the children working in the chocolate industry. Each student may want to develop an action plan based on the Questions on his/her assessment rubric.  
Suggestions include:
  - o Join a campaign on one of the web sites listed
  - o Hold a fund-raiser using fair trade chocolate to increase awareness and raise funds for the campaign. (Fair Trade Food Fair)

## RESOURCES

a. Fact Sheet: Fair Trade Chocolate and Coffee from Transfair Canada

### FAIR TRADE CRITERIA :

TRANSFAIR CANADA, with support from Canadian International Development Agency, licenses the use of a logo to coffee, tea and cocoa companies in Canada. The FAIR TRADE CERTIFIED logo is an independent certification that adheres to monitoring criteria and standards as set out by the FAIRTRADE LABELLING ORGANIZATIONS INTERNATIONAL (FLO):



The TRANSFAIR CANADA Fair Trade Certified Logo guarantees consumers that their coffee and cocoa are fairly traded:

- originates from FLO monitored producers in Latin America, Africa and Asia. Canadian importers and distributors must follow certain criteria:
- pays a set minimum price that covers the costs of production
- advances payments or extends credit to producers to help avoid debt while financing the next year's production
- agrees to longer term trading relationships that provide producers with added security to plan for the future and
- promotes sustainable production practices

In the case of coffee & cocoa, FAIR TRADE CERTIFIED ensures that importers and distributors are purchasing the beans or cocoa from democratically organized groups of small farmers who are listed and monitored by FLO's International Registry.

b. **Facts about Fair Trade and the Cocoa Industry**

- The International Cocoa Organization, or ICCO, estimates that there are approximately 14 million people directly involved in cocoa production.
- Globally, 6.6 billion pounds of cocoa were produced in the 99/00 harvest season.
- According to Statistics Canada, Canadians purchase 6.7 kilograms of chocolate per person each year.
- Cocoa farmers receive about 1 penny for a typical candy bar that sells for \$.60 (1.92 oz, cocoa solids averaging 20%).
- A 2001 report from UNICEF stated that use of child slaves, many from poor neighboring countries such as Mali, Burkina Faso, Benin and Togo, is widespread in West Africa.
- The US State Department's year 2000 Human Rights Report acknowledged that some 15,000 children between the ages of 9 and 12 have been sold into forced labor on cotton, coffee and cocoa plantations in northern Ivory Coast in recent years.
- West African economies are critically dependent on cocoa. Cocoa revenues account for more than 33% of Ghana's total export earnings and 40% of the Ivory Coast's total export earnings.
- West Africa has been the center of world cocoa cultivation for the last sixty years, today producing over 67% of the world's crop. Ivory Coast is the giant in world production -- with a 95% increase in output over the 1980s. It now holds 43% of the world market.
- 90% of the world's cocoa is grown on small family farms of 12 acres or less.
- The Fair Trade Certified production criteria guarantee a minimum price and insure that no child or forced labor is used. The criteria also stipulate that farmers' organizations should be organized democratically, and that plantation workers should be able to participate in trade union activities. Fair Trade producers are monitored at least once a year.
- Fair Trade cocoa is produced by cooperatives representing about 42,000 farmers from 8 countries: Ghana, Cameroon, Bolivia, Costa Rica, Nicaragua, Dominican Republic, Ecuador, and Belize.
- In 2000, Fair Trade cooperatives produced 89 million pounds of cocoa, but only 3 million pounds were sold at Fair Trade prices.

For more information: [fairtrade@globalexchange.org](mailto:fairtrade@globalexchange.org)  
<http://www.straightgoods.com/Pearson/010507.shtml>

[http://www.savethechildren.ca/en/whatwedo/Campaign/positivechocolate/Positive\\_Chocolate\\_Index.html](http://www.savethechildren.ca/en/whatwedo/Campaign/positivechocolate/Positive_Chocolate_Index.html)

c.

## **Fair Trade and Chocolate Hot List: Resources for Students and Teachers**

### INFORMATION:

#### Anti-Slavery International:

The world's oldest anti-slavery organization can be found still working for change at <http://www.antislavery.org/> Go to "Breaking the Silence" for downloadable lessons for teachers to use to explore the broader issue of child labour.

#### CTV: Report on child labour and slavery in the chocolate industry.

[http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20020801/cocoa\\_slavery020731/](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20020801/cocoa_slavery020731/)

Global Exchange: based in California, and produces some of the best critical analysis of the global trade in cocoa products.

<http://www.globalexchange.org>

#### IPEC: International Program on the Elimination of Child Labour.

A convention created by the International Labour Organization and the United Nations to eliminate child labour by 2006. Go to the inter-active special section on Child Trafficking.

<http://www.ilo.org/public/english/standards/ipec/index.htm>

#### New Internationalist magazine:

Search using terms: "chocolate" and "Fair Trade" to locate the issue of 2001/11/22 on the topic. Excellent graphics!

<http://www.newint.org/>

#### Save The Children Canada.

Facts about the unfair labour practices, and a campaign to redress the situation: Positive Chocolate.

<http://www.savethechildren.ca/>

Straight Goods: Canadian on-line newsletter. Article on chocolate and the slave trade by Carole Pearson.

<http://www.straightgoods.com/Pearson/010507.shtml>

Transfair Canada. Based in Ottawa, this organization lobbies for marking fairly traded products in Canada, including chocolate. Connect to retailers offering fairly trade products and locate more information.

<http://www.transfair.ca/>

UNICEF Regional Director Rima Salah's position and analysis of problem in West Africa: look for the excellent map of child trafficking routes.

<http://www.unicef.org/media/newsnotes/01nn03.htm>

## GAMES:

Christian Aid Youth site:

Inter-active computer game on Fair Trade, based on Snakes and Ladders, and emphasizing chocolate:

<http://www.globalgang.org.uk/snakes/index.htm>

Development Education Dispatch Unit, U.K.

The Chocolate Game, a simulation game for students age 11 and up in groups of 18 – 50. Issues dealt with include justice, inequality, wealth, power and poverty in the global cocoa trade. Order from this page.

<http://www.globaldimension.org.uk/res/resultsdetail.asp?resID=189>

New Internationalist

Camels and Coyotes: a Fair Trade Game, modified from Snakes and ladders

Print to use as a board game. Search under title at <http://www.newint.org>

## CHOCOLATE RETAILERS' WEB SITES:

Bridgehead has information about fair trade coffee, tea and cocoa, and sells fairly traded products. Available in stores in most urban Canadian centers, or on-line.

<http://www.bridgehead.ca/>

Candy Manufacturers Association has links to the Labour Issue of child trafficking and a short program showing how cocoa is grown and harvested. Go to The Cocoa Tree for teachers' and students' games, and information. Great to use with the Web evaluation activity: Think Critically.

<http://www.CandyUSA.org/>

La Siembra – a co-operative offering Fair Trade cocoa products. The site explains their role, offers opportunities to fund-raise with their products, and provides links to other good sources.

<http://www.lasiembra.com/>

Mars is one of the world's largest producers (M&Ms, Milky Way, Mars) and is reacting to the concerns of Human Rights activists.

<http://www.mars.com/>

d.

### **Positive Chocolate**

**Save the Children Canada** and **TransFair Canada** are sponsoring Positive Chocolate with the aim of building understanding and commitment from consumers, Canadian government officials, chocolate manufacturers and the general public to support child rights in the production and manufacturing of chocolate both in Canada and in cocoa producing countries.

Representatives from government, business and Non Government Agencies will gather at the Museum of Nature in Ottawa on March 27 th to celebrate and to promote child rights in the production of chocolate.

This event will mark the launch of the Positive Chocolate Campaign in Canada – the second phase of an international Save the Children and TransFair Campaign in the promotion of child rights in the agriculture sector.

The purpose of the campaign is to request and to encourage:

- The Government of Canada to play a key role in monitoring the implementation of the cocoa protocol and to ensure the rights of children are protected in the production of cocoa and the manufacturing of chocolate;
- The Government of Canada to develop a comprehensive National Bill on Child Trafficking
- Chocolate manufacturers in Canada to clearly demonstrate their commitment to ensuring the rights of children in the production of cocoa and the manufacturing of chocolate both in the short and long-term
- Governments in recipient and supplier countries in West Africa to step up their efforts in eliminating the exploitation of children in the production of cocoa
- Concerned citizens to show their support for initiatives taken in West Africa by buying cocoa products that are free of child slave labour, and writing or speaking to their Member of Parliament

### **Thousands of Children between the ages of 9-12 are sold into forced labour**

An estimated 250 million children aged between 5 and 15 are employed worldwide, mostly in developing countries. In South East Asia, 10 million children are employed. In Africa, one in three children have jobs. A UN report indicates that thousands of children between the ages of 9 and 12 have been sold in forced labour in agriculture sector including cocoa in the Ivory Coast, West Africa in the last few years. This region of Africa accounts for 43% of the world's 6.6 billion-pound annual cocoa crop and contributes significantly to the multi billion dollar global cocoa industry. The main causes of child labour in the Ivory Coast are high levels of poverty, low prices paid to farmers, strength of the informal economy and the absence of national legislation.

## **The average Canadian eats roughly 6.7 kg of chocolate annually**

In Canada, where virtually the entire population is a consumer of chocolate, the average Canadian eats roughly 6.7 kg of chocolate annually. The National Association of Tobacco and Confectionery Distributors' 2000 Annual Report from the President indicates, that the confectionary industry is a 2 billion dollar enterprise, with a 5% annual growth, averaging 35% profit margin for the retailer. Since most of the big manufacturers of chocolate purchase their cocoa on the international exchanges where cocoa from Ivory Coast is mixed with cocoa from other countries, some of the chocolate consumed in Canada stands a good chance of being produced by children who are trafficked and forced to work for 18 hour days, without adequate pay, housing, medical care, food and schooling.

## **Child trafficking – a well organized business**

Working children in West Africa comprise two groups: those that have been trafficked between national borders for a price and moved into the highly unmonitored, informal and rural sectors, and those that have originated within a country and seek work both in the formal and non-formal sectors. Most reports on the child labour practices on cocoa farms in West Africa indicate that children are often trafficked from Mali, Burkina Faso, Togo and Benin, brought into the Ivory Coast and other countries in West Africa and put to work in the agricultural sector. Most of them find work on cocoa farms where the need for cheap child labour is in high demand. Fluctuating prices on the world commodities markets give cocoa farmers and growers a precarious existence, which pushes them to desperately seek out cheap forms of labour. There are between 600,000 to 1 million small cocoa farms in the Ivory Coast, virtually all of them are family-run enterprises.

Save the Children's Regional Director for West Africa, Michel Larouche, who has worked with 200 repatriated trafficked and/or intercepted children and has witnessed children being used as objects of extreme exploitation notes, "Child trafficking is a very well organized business. What we are looking at in the case of cocoa is not simply parents wanting their children to get some work experiences, but rather middle-men who independently approach boys working in local markets, promise them a salary and lure them into the illegal trade." Larouche points out that in some cases, "boys are kidnapped; just picked up and smuggled across the border to Ivory Coast by trafficking intermediaries. Such children are exposed to hazardous working conditions, confined in the workplace and treated as 'slaves.'" "The problem is not child labour itself, but rather the conditions under which it operates," says Larouche.

## **A global movement for change**

In response to the growing call for action by Anti-Slavery International, Save the Children, UNICEF and other NGOs, and the increased media attention given to West

African children being trafficked and forced to work in hazardous conditions in the production of chocolate, Western governments began to get extremely involved about the violation of children rights on cocoa farms and proclaimed that perpetrator countries and chocolate manufacturers will be severally penalized if found to trade in cocoa produced by child slaves. Taking the lead were the American Democrat Senators, Tom Harkins and Eliot Engle, who sponsored legislation for chocolate products sold in the United States. In response to the Harkin-Engle legislation, the international chocolate industry and key NGOs met in Washington DC in October 2001 to formulate a protocol and agreed to a phased, four year plan to eliminate child slavery in cocoa production. This protocol witnessed by International Labour Organizations was signed by the Chocolate Manufacturers Association, World Cocoa Foundation, the Confectionary Association of Canada, and a number of child labour NGOs.

The Harkin-Engel protocol, as it has come to be known as, calls for a voluntary public certification of cocoa by July 2005 to assure consumers that the chocolates they buy were not produced from the exploitative forms of child labour. The protocol sets down a series of deadlines and activities over 2002 to lay the groundwork for a monitoring and certification system. Certification of cocoa will start in July 2005.

### **Fair Prices = Fair Labour Practices**

TransFair Canada is Canada's only independent certification organization for fair trade coffee, tea, cocoa and sugar. The Fair Trade Certified logo indicates that a product meets international fair trade standards set out by the FairTrade Labeling Organizations International (FLO). Over the last few months, TransFair Canada has granted the fair-trade logo to two chocolate manufacturers: the Ottawa based La Siembra Cooperative and Just Us based in Nova Scotia. Both La Siembra and Just Us! provide the chocolate lover with a product that brings them one step closer to making ethical choices regarding the chocolate they eat that has not been produced under exploitative conditions.

### **Save the Children in action at home and around the world**

In the meantime, Save the Children Canada is continuing to work with other members of the International Save the Children Alliance, the Canadian Government, UNICEF, IOM, Parliament of Children, and the Governments of Mali, Burkina Faso and the Ivory Coast to develop both short and long term solutions to child trafficking and forced child labour practices in the agriculture and rural sectors in West Africa. Recent accomplishments towards this goal are, the National Action Plan Against Child Trafficking in Mali, a prospective study in Burkina Faso on which a similar National Action Plan can be based, the development of Save the Children's Horon So (Freedom House) in Mali for repatriated and/or intercepted trafficked children and setting up of Horon Dew Association (Freed Children's Association) for advocating for the rights of children, especially working children.

Save the Children Canada's efforts towards the elimination of child trafficking and forced child labour in West Africa are based on UN Convention on the Rights of the Child (UNCRC), which has achieved near universal ratification. The UNCRC sets out a clear rights-based approach for action to combat trafficking and forced labour. Article 32 of the CRC states that the "right of the child to be protected from economic exploitation and from performing work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development." Article 9, 10 and 11 also makes provision for illicit movement of the child. Article 35 aims to protect children from being used as objects or possessions. Closely, associated with the CRC in this regard is the UN Option Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children and the UN Convention against Transnational Organized Crime. While the former represents an attempt to define "trafficking" in international law and to combat cross-border trafficking through judicial and law enforcement, the later puts into place an effective legal and law enforcement framework to criminalize the trafficker and not the victims, protect victims from re-victimization, provide sanctions to individuals and organization that are involved with trafficking and promote child friendly procedures for securing testimonies.

Save the Children Canada recognizes the rights of working children. It endorses the International Labour Convention 182, which declares child trafficking to be unacceptable in all countries regardless of their level of development, and that it is a practice similar to slavery, and thus belongs to the same category as forced labour. Save the Children Canada interests lies in working simultaneously for the elimination of child trafficking and forced labour and for the rights of working children: the right to education, the right to play, the right to safe working conditions, the right to a fair pay and the right to building sustainable futures for children and their families.

e. **IPEC Networking: Ratification Campaign: Red Card To Child Labour:**

An ILO Global Campaign against Child Labour with the support of the employer and workers organization.

### **RED CARD TO CHILD LABOUR**

Today, all across Africa, millions of children are going to work instead of school.

They work on farms and plantations, in mines and quarries, in factories, in shops and as servants in homes. Some have been sold and trafficked into slave-like conditions. Others are forced into a living nightmare of prostitution or armed conflicts.

Robbed of their chance for an education - for a better life - virtually all of Africa's child labourers are condemned to lifelong poverty. It is a blight on Africa's present and a mortgage on Africa's future.

Many of the football (soccer) players who have gathered in Mali for the Cup of Nations tournament have overcome similar circumstances of severe poverty to become the champions they are today. We salute them.

In this spirit of inspiration and hope, the International Labour Organization is launching the "Red Card to Child Labour" campaign in partnership with CAF and COCAN. During the three weeks of the tournament, billions of people in Africa and throughout the world will hear a message that the worst forms of child labour must be eradicated, as a matter of urgency.

### **THE CAMPAIGN**

Football (soccer) is the world's most popular sport. It galvanizes people throughout the world. For young people, in particular, it offers excitement and inspiration.

This campaign aims to seize the opportunity offered by the African Cup of Nations 2002 to make the public aware of the harsh reality of child labour and to encourage people to support the global movement against child labour.

This initiative, which starts in Africa, will progressively extend to Latin America, Asia and Europe. Because of the huge attention paid to major football tournaments, the ILO plans to build partnerships around these events because of the unique opportunity they offer to reach unprecedented numbers of people throughout the world with a simple message: "Red Card to Child Labour".

The ultimate event in this campaign hopefully will be to celebrate the universal ratification of the convention against the worst forms of child labour at the World Cup football tournament in 2006.

## **THE ILO AND THE GLOBAL MOVEMENT AGAINST CHILD LABOUR**

Throughout the world, 250 million children between 5 and 14 years of age are victims of child labour. 80 million of these are in Africa.

In cooperation with hundreds of partner organizations around the world, the ILO, via its International Programme on the Elimination of Child Labour (IPEC), is active in 75 countries, removing children from abusive child labour, providing them with rehabilitation and education and providing their families with income-generating alternatives.

At the same time, IPEC is campaigning globally to raise awareness about child labour and to persuade governments to adopt international legal standards that commit countries to immediately ban the "worst form" of child labour. In less than three years, more than 100 governments have ratified this international convention on the worst forms of child labour, including more than 30 in Africa.

The political will clearly exists and the world is uniting to declare the worst forms of child labour must end:

- The employment of children in hazardous work in mines, factories, plantations and other places which, by their very nature, are likely to cause serious risks to their health and safety;
- All forms of slavery and practices similar to slavery, such as the sale and trafficking of children, forced or compulsory labour, debt bondage and serfdom;
- The use of children in illicit activities such as prostitution, pornography and drug trafficking;
- The use of children in armed conflict.

Neither the level of development of a country, nor its cultural or moral values, nor its history, can justify the continuation of the worst forms of child labour.

### **WHY START WITH AFRICA?**

In many ways, Africa has taken the lead in the struggle against the worst forms of child labour. Africa was the first continent to make a political decision at the Head-of-state level to promote the ratification of the new International convention against abusive child labour (in Algeria in 1999);

The first two countries to ratify the new convention were African (Seychelles, Malawi); In total, more than 30 African countries have ratified this important international agreement. According to ILO estimates, Africa remains the continent suffering the most from the scourge of child labour.

For further information, please contact the International Programme on the Elimination of Child Labour: IPEC

at Tel: +41.22.799.8181, Fax: +41.22.799.8771 or E-mail: [ipec@ilo.org](mailto:ipec@ilo.org)

**ACTIVITIES**  
**A. CHOCOLATE FACTS? QUIZ**

Answer these questions before beginning to study Chocolate, and again at the end of your study. See how many you get the first time!

1. Chocolate is made from:
  - a. flowers,
  - b. fruits
  - c. beans
  
2. The above source grows on:
  - a. Bushes
  - b. Vines
  - c. Trees
  
3. Cocoa grows in \_\_\_\_\_ regions of the world.
  - a. Tropical
  - b. Very cold
  - c. Any
  
4. Who were the first people to enjoy cocoa?
  - a. Christopher Columbus
  - b. Cave men
  - c. Ancient Indians in South America
  
5. True or False: Cocoa Farmers receive about 1 cent for every typical candy bar sold.
  
6. True or False: Canadians each consume more than 14 pounds (6.7 kilos) of chocolate per year.
  
7. True or False: Cocoa is never harvested by children.
  
8. True or False: 10% of the world's cocoa is grown on small family farms.

**(Adapted by Dianne Clipsham from sources including: “The Cocoa Tree” at <http://www.candyusa.org> and Transfair Canada at <http://www.transfair.ca>)**

**For the Teacher: Answers to the Chocolate Facts Quiz:**

**1. c. 2. c. 3. a. 4. c. 5. True 6. True. 7. False 8 False**

## **B. Fair Trade Food Fair**

Learn to cook delicious treats and eat Fairly!

- Go to any of the following sites:
  - [Oxfam.org.uk/coolplanet/kidsweb/active8/getreal/fairtrade/recipes/foodmm.htm](http://Oxfam.org.uk/coolplanet/kidsweb/active8/getreal/fairtrade/recipes/foodmm.htm) for recipes
  - <http://www.lasiembra.com> for ordering Cocoa Caminos fair trade chocolate products
  - <http://www.bridgehead.ca> for ordering Divine (<http://www.divinechocolate.com>) or Equita fair trade chocolate products.

Choose recipes using fair trade chocolate.

- Make them at home or in Family Studies kitchen at school
- Promote your products with a lunch hour Fair Trade Bake Sale to:
  - Educate, eat fairly
  - Raise funds for other activities to promote fair trade
  - Publicize your results in your community to spread the word to others.
  - Use funds to donate a copy of Oxfam's Fair World Cookbook (1997) to your school library.

C.

### Think Critically Worksheet

Criteria for web site evaluation – for use with Fair Trade and Chocolate Resource list.

#### **THINK CRITICALLY: ACCURACY & AUTHORITY?**

##### **Questions to Ask About a Web Page to Determine Authority and Accuracy:**

*Note: The greater number of questions listed below answered “YES”, the more likely it is you can determine that the source is of high information quality.*

1. Is it clear what company or individual is responsible for the contents of the page?
2. Is there a link to a page describing the goals of the company/organization?
3. Is there a way of verifying the legitimacy of this company/organization?
4. Is it clear who wrote the material & are the author’s qualifications for writing on this topic clearly stated?
5. Are the sources for any factual information clearly listed so they can be verified in another source?
6. If the material is protected by copyright is the name of the copyright holder given?
7. Is the information free of grammatical, spelling and other typographical errors?

TOTAL YES’S = \_\_\_\_\_

#### **THINK CRITICALLY: FACT OR OPINION?**

##### **Questions to Ask About a Web Page to Determine Fact or Opinion:**

1. Are the organization’s biases (particular view point and opinion) clearly stated?
2. If there is any advertising on the page, is it clearly differentiated from the informational content?
3. Is the site’s purpose clear and does the content reflect the purpose, be it to entertain, persuade, educate or sell?

TOTAL YES’S = \_\_\_\_\_

#### **THINK CRITICALLY: CURRENCY & COVERAGE?**

##### **Questions to Ask About a Web Page to Determine Currency and Coverage:**

1. Are there dates on the page or at Page Info to indicate:
  - a. when it was written
  - b. when it was first placed on the Web
  - c. when the page was last revised?
2. Are there any other indications that the material is kept current?
3. If material is presented in graphs and/or charts, is it clearly stated when the data was gathered?
4. Is there an indication that the page has been completed and is not still under construction?
5. Is it clear what topics the page intends to address?
6. Does the page succeed in addressing these topics, or has something significant been left out?
7. Can you follow link(s) to find further coverage of content elsewhere?

TOTAL YES’S = \_\_\_\_\_

Adapted with permission from:

Alexander, Jan and Marsha Ann Tate, “Evaluating Web Resources,” Wolfgram Memorial Library, <http://muse.widener.edu/Wolfgram-Memorial-Library/webevaluation/webeval.htm>, (accessed October 2000).

## EVALUATION

A.

### ASSESSMENT RUBRIC 18 Ontario

#### Short Position Paper on FAIR TRADE COCOA

**NAME:**

**TEACHER:**

Categories/ Criteria	Level 1	Level 2	Level 3	Level 4
KNOWLEDGE / UNDERSTANDING	– demonstrates limited understanding of Fair Trade and Cocoa	– demonstrates some understanding of Fair Trade and Cocoa	– demonstrates solid understanding of Fair Trade and Cocoa	–demonstrates thorough and insightful understanding of Fair Trade and Cocoa
THINKING / INQUIRY	– has difficulty analyzing and synthesizing ideas about Fair Trade and communicating them	– analyzes in simple ways ideas about Fair Trade, synthesizes them, and communicates them	– analyzes ideas about Fair Trade, synthesizes them, and communicates them	–analyzes in insightful ways ideas about Fair Trade, synthesizes them skillfully, and communicates them
COMMUNICATION	– frequent lapses in logic of position	– some lapses in logic of position	– logic of position is consistent	–logic of position is consistent and sophisticated
ORGANIZATION	– overall organization is limited (e.g., significant flaws in introduction, body, and/or conclusion)	– overall organization is inconsistent (e.g., some flaws in introduction, body, and/or conclusion)	–overall organization is effective (e.g., effective transitions within and between introduction, body, and conclusion)	– overall organization is sophisticated

**B. Student Self-assessment Checklist FAIR TRADE COCOA**  
**Informal Group Discussion**

**NAME:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

Record the date each time you use this checklist.

Make a check mark under the date when you are able to reply "Yes" to the question.

	Date												
Did I explore and express original ideas when speaking to others (e.g., reflect, analyze, hypothesize)?													
Did I incorporate the ideas of others and build on them?													
Did I express ideas, opinions, and feelings clearly when speaking to others?													
Did I use a level of language that was appropriate for my purpose and audience?													
Did I develop my awareness of the lives of children in the developing world?													
Have I gained knowledge about the chocolate I consume?													
Will I make a change to my purchasing habits?													
Have I helped others take actions for a change to child labour conditions in the developing world?													
Did I identify one Canadian organization working for Fair Trade?													

**Summary of Questions I Have Around Fair Trade Issues**

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