

UNIT
2

Understanding Fair Trade

FOCUS

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

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

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

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

BAREND SALOMO, WUPPERTHAL CHAIRPERSON AND ROOIBOS FARMER, SOUTH AFRICA

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

JERÓNIMO BOLLEN, FORMER GENERAL MANAGER, MANOS CAMPESINAS, GUATEMALA

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

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

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,” and a copy of the “Buyer and Banker Instructions” 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.

Tell the groups of farmers that they don’t have a bank account and that it would take them weeks and lots of traveling around to find a bank that would cash a check for them, so they should do what they can to get paid in cash.

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.

Then choose five students to pretend they are the Bankers for each group who have lent the farmers the money they needed to support their families and to grow their crops for the last year. Have each Banker meet with their group one by one and act out the transaction described in the “Banker Instructions” while the other groups watch. 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 the bankers? 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 & Banker Instructions

Buyer Instructions	Banker Instructions
<p>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.</p>	<p>GROUP 1 Charge them one and a quarter times what they earned for their cocoa. Tell them they just owe you the rest. Assure them they can make up the difference during the next growing season.</p>
<p>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.</p>	<p>GROUP 2 Charge them three times what they earned for their cocoa. Tell them you are taking their farms to pay off their debts. They will need to find another place to live and other work to do starting this coming week. Treat them rudely.</p>
<p>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.</p>	<p>GROUP 3 Charge them two times what they earned for their cocoa. Tell them they owe you the rest. Tell them their debts are mounting and they may lose their farms if they don't have a good year next year. Look for opportunities to cheat them. Don't give them a straight answer on anything. Be evasive and in a hurry.</p>
<p>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.</p>	<p>GROUP 4 Charge them one and a half times what they earned for their cocoa. Tell them they must pay you immediately. Tell them you will not take their check. If they say they have no money until they cash your check, tell them they should not be in business if they cannot take care of their financial affairs. Tell them you will take their farms if they don't get you the money they owe you in the next couple days.</p>
<p>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.</p>	<p>GROUP 5 Charge them half of the money they earned for their cocoa. Congratulate them on how their cooperative really kept their expenses down last year. Tell them their application for the loan for their new school was approved and ask them if they are ready to pay a quarter of the money they have left to make the down payment on that loan to get construction started. Tell them your bank is very pleased that they were able to pay off their loan for the storage barn in only two years. Tell them it's a pleasure doing business with them.</p>



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!

NAME:

DATE:

A Day in the Life, 2

1. Describe what you do during a typical day.

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



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):

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • COFFEE • Cameroon • Colombia • Costa Rica • Dominican Republic • Guatemala • Haiti • Indonesia • Mexico • Nicaragua • Papua New Guinea • Peru • Rwanda • Tanzania • Uganda | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • HONEY • Chile • Mexico • Uruguay • TEA • India • Sri Lanka • Tanzania • Uganda • Kenya • SUGAR • Paraguay • Malawi | <ul style="list-style-type: none"> • 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.

REFERENCES:

GLOBAL EXCHANGE [HTTP://WWW.GLOBALEXCHANGE.ORG/CAMPAIGNS/FAIRTRADE/COCOA/BACKGROUND.HTML](http://www.globalexchange.org/campaigns/fairtrade/cocoa/background.html)
 DOUTRE-ROUSSEL, CHLOÉ (2005). THE CHOCOLATE CONNOISSEUR. JEREMY P. TARCHER/PENGUIN.
 TRANSFAIR USA. [HTTP://TRANSFAIRUSA.ORG/PDFS/FASTFACTS_COCOA.PDF](http://transfairusa.org/pdfs/fastfacts_cocoa.pdf)

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

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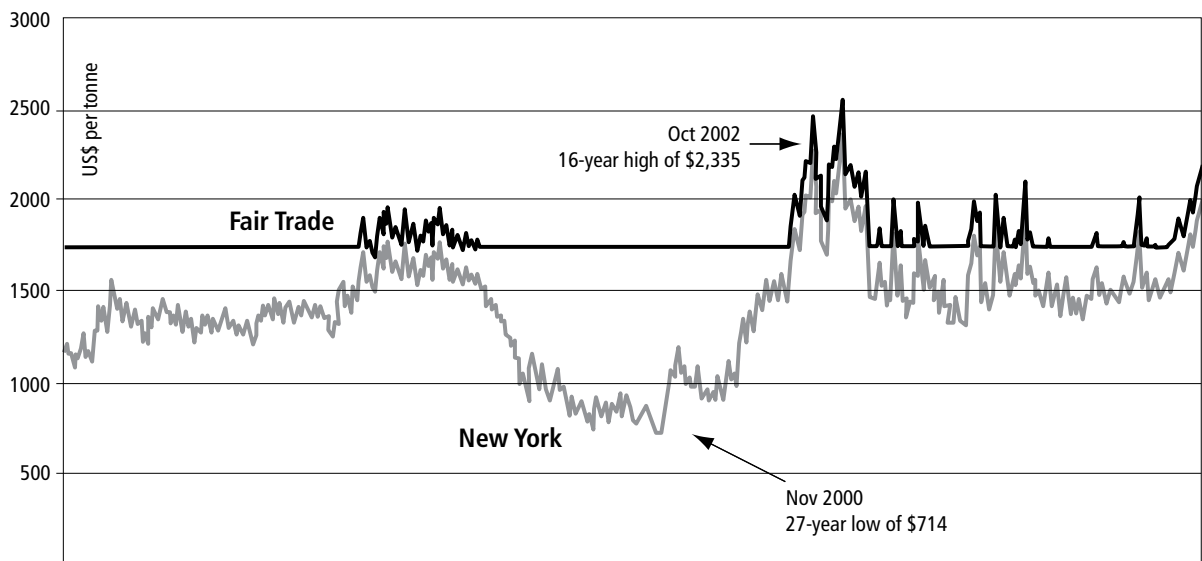
DATE:

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



April 1994 → June 1997 → May 1999 → Nov 2001 → April 2007

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?

