
Trading Fairly In Our World



Including:

An Introduction to Poverty in Our World
Introduction to the Culminating Task
Trade: Where Do Our Goods Come From?
Trade: How Our Goods Are Sometimes Made
What is Fair?
Fair Trade Values and Principles
Making Our World a Fairer Place
Creating a Fair Trade Presentation

A Social Studies Unit for Grade 6

Written By:

G. Boyer, J. Brown, M. Bryden, P. Forbes,
P. Greer, S. Kiviaho, G. Mulawaka, , L. Riffou , J. Tremblay

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Acknowledgements

The Eastern Ontario Catholic Curriculum Cooperative would like to acknowledge the creativity and hard work of the members of the 'Trading Fairly in Our World' project team.

<u>Project Co-ordinator</u>	Gerry Bibby	Executive Director - EOCCC
<u>Project Manager</u>	Pat Forbes	Catholic District School Board of Eastern Ontario
<u>Development Team Writers</u>	Gerald Boyer	Renfrew County Catholic District School Board
	Jan Brown	One World
	Michelle Bryden	Catholic District School Board of Eastern Ontario
	Patti Greer	Algonquin & Lakeshore Catholic District School Board
	Sandra Kiviaho	Global Education Specialist, CHF
<u>French Translation Writers</u>	Ginny Mulawka	Algonquin & Lakeshore Catholic District School Board
	Lucie Riffou	Algonquin & Lakeshore Catholic District School Board
<u>Content Reviewer</u>	Josée Tremblay	Ottawa-Carleton Catholic District School Board
	Mary Carroll	Formally Catholic District School Board of Eastern Ontario
	Father Brian Hart	Archdiocese of Kingston
	Chantal Havard	TransFair Canada
<u>Web Design</u>	Mary Ann Oosterman	Oosterman Computer Consulting
<u>Document Layout</u>	Carol Irons-McCready	Millenium Consultants.com

© Copyright 2006 Eastern Ontario Catholic Curriculum Cooperative

It is the policy of the Eastern Ontario Catholic Curriculum Cooperative to make one copy of each document available at no cost, to each member board and to the other Ontario Catholic Cooperatives. Permission is granted to the three Ontario Catholic Curriculum Cooperatives to duplicate and distribute any portions of this resource for non-commercial and/or educational purposes only, by first purchasing original copies of each for their schools, acknowledging the source.

The writers have attempted to acknowledge all original sources of information. Should you locate an item for which no acknowledgement is included, please advise the Cooperative immediately.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Unit Context

In this era of global economic, cultural, and environmental integration, 'good citizenship' can no longer be defined by national borders. It is essential that every young Canadian student develop a deep understanding of Canada's links to the broader international community. Students must become more familiar with their global neighbours, appreciate different cultural, social and religious world views, and understand the global impact of their daily choices and actions.

In this unit students will explore Canada's links to other countries, with a particular focus on our country's international trading and economic relationships. Through the exploration of Canada's connectedness to other countries and their citizens, students will begin to develop a better understanding of Canada's role in the international community. Students will also begin to develop attitudes and values rooted in Catholic social teachings and aimed at promoting social responsibility, human solidarity, and the common good.

Unit Summary

This unit will help engage students to actively explore international trade, development and co-operation issues as they pertain to Canada, its trading partners, and the fair trade system. The unit will first provide students with some basic background knowledge of the living and working conditions faced by those living in developing countries. By comparing their own living conditions here in Canada to those in developing countries, students will begin to understand the stark contrasts that exist within our world economy. This will be an important starting point in the development of an informed and action oriented attitude towards global citizenship.

Students will then learn about 'fair trade' values and practices and how this alternative approach to trade can make a significant difference in the lives of those farming families and communities in developing countries. In turn they will explore the global impact of the fair trade efforts made by Canadian organizations and individuals to improve the quality of life for all the worlds' citizens.

Lastly this unit will help engage students in making connections between their community and the farming communities of the developing world. Through an understanding of this interconnectedness, students will come to see how making fair trade choices here in Canada can directly impact the well being of those in developing countries. In doing this students should come to feel they have an important role to play in international issues as not only a Canadian citizen but also a good 'global citizen'.

Culminating Task Assessment

In the culminating assignment, students will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed in this unit, in order to develop a presentation on the benefits of fair trade. Much of the information gathered through reading and research in previous subtasks will form the basis of this final project. Through their presentation, students will demonstrate to others what they have learned about Canada's trading relationships and partners, the inequality that exists within our international trading systems, and the alternative fair trade model. This final project may be in the form of an oral, written or visual presentation and may be prepared and presented individually or by a group.

By focusing their presentation on the benefits of a more equitable and fair system of trade students will be giving witness to key Catholic social teachings such as promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Catholic Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Links to Prior Knowledge

Before beginning this unit, students should:

1. Have some understanding that the Canadian standard of living is much higher than many countries with whom we trade.
2. Have some understanding of the difference between 'needs' and 'wants' whether they be personal or collective. For example all humans *need* food and water to survive, but may *want* to eat at the newest restaurant in town as opposed to eating dinner at home.
3. Have some understanding that there are a wide variety of social, cultural, political, geographic and environmental factors that influence and effect how human needs are met throughout the world community.
4. Have the ability to locate scripture passages in the bible using the book name, chapter and verse.
5. Have some understanding of why child labour may be a necessity for family survival in some parts of the world as opposed to abuse or exploitation (see 'Child Labour' section under 'Notes to Teacher').
6. Have the ability to find relevant research material on the internet and elsewhere.

Notes to Teacher**Knowledge of Fair Trade**

Teachers should take time prior to beginning the unit to become familiar with the concept, key principles, and working structure of the fair trade system. An excellent resource to assist teachers is Transfair Canada's '**Fair Trade: A Teachers Guide**' which has been included in the appendix of this unit (see Appendix A). This resource can also be found on line at www.transfair.ca along with a wide variety of relevant information on the topic of fair trade. Transfair Canada's website will provide a valuable starting point for any educator unfamiliar with fair trade.

Catholic Social Teachings

A sound background knowledge of relevant Catholic social teachings is essential to the effective delivery of this unit. Prior to beginning this unit teachers should review some of the key areas of Catholic social teachings that are most closely connected to the topic matter and content of this unit. In particular a review of the concepts of: *Dignity of the Human Person, Community and the Common Good, and Preferential Option for the Poor*, would be highly beneficial.

'Curriculum Support for Catholic Schools - Enhancing the Religious Dimension of Catholic Education (2005)' is an excellent resource for reviewing these key areas of Catholic social teachings. This curriculum support, web-based CD, published by The Eastern Ontario Catholic Curriculum Cooperative (EOCCC), was recently updated and provides a wealth of valuable resources, information,

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

and additional resource links. A selection of relevant material from this CD has been included in the appendix of this unit under the title **'Relevant Catholic Church Teachings'** (see Appendix B). Most subtasks also include passages of interest from relevant Church documents and Catholic social teachings. These excerpts are located under the *'Teacher Background Notes'* section of each subtask and should be of great benefit to a teachers' understanding of the underlining justice issue being addressed in the subtask.

Scripture References

In most of the subtasks a section on relevant scripture passages has been included under *'Teacher Background Notes'*. Teachers may find the suggested scriptures passages useful for student journal reflections, guiding class faith discussions, or for making connections to the faith dimension of the subtask. Teachers are encouraged to have students make use of classroom copies of the bible to locate specific passages. For convenience the full texts of these passages have also been included in this unit. They can be found in the appendix under the title **'Relevant Scripture Passages'** (see Appendix C).

Child Labour

The topic of child labour may arise many times throughout this unit. It is important that the teacher has a sound grounding in the key issues surrounding child labour, so as to be able to guide students carefully through this sensitive matter. A clear understanding of the difference between child labour in the family context and the more exploitive forms of child labour including child slavery is essential for those teaching this unit. Teachers wishing to learn more about child labour will find additional information at the following websites:

- CDIA's Youth Zone (The Candian Intenational Development Agency's Youth Zone)
http://www.acdi-ida.gc.ca/cida_ind.nsf/AllDocIds/B24B7238F83BCF7985256E2300501723?OpenDocument
- U.N's Cyberschoolbus website
 - [Toshi Module](http://www.un.org/Pubs/CyberSchoolBus/3PLUSU/toshiModule.html)
<http://www.un.org/Pubs/CyberSchoolBus/3PLUSU/toshiModule.html>
 - [Isabelle Module](http://www.un.org/Pubs/CyberSchoolBus/3PLUSU/isabelleModule.html)
<http://www.un.org/Pubs/CyberSchoolBus/3PLUSU/isabelleModule.html> under the 'Rights at Work' section).

The U.N. *Universal Declaration of Human Rights* and/or the U.N. *Declaration of the Rights of the Child* can also be valuable resources and can be found at the Cyberschoolbus 'Human Rights in Action' page (<http://www.un.org/cyberschoolbus/humanrights/index.asp>).

The basic underlying reality to remember when educating young Canadian students about child labour is that it is often a matter of family survival in many parts of the world to have young children work instead of attending school. Child labourers are generally trapped in a cycle of poverty. Their families are so poor they rely heavily on the income provided by working children just to meet their basic human needs.

Child slavery on the other hand is very different from this form of child labour. Child slavery involves parents selling their children for money. This is most often done under the false belief that this will provide a better life for themselves and their children. In many cases the family may never see their children again and they will be forced to work in abusive and exploitive situations (see the International Labour Organization's [Worst Forms of Child Labour Convention](#) for more details).

Technical Notes

1. Access to information over the internet offers great opportunities for enhancing the Social Studies Curriculum. Many sites have been suggested for further study in some of the subtasks in this unit and as places to find relevant resources and materials. While every effort has been taken to ensure

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

the reliability of these sites, teachers must ensure that students are well supervised when making use of the internet.

2. In the web-based CD version of this unit all BLM's are provided in 2 different formats (PDF and Word). Although the PDF versions are 'read only' the Word versions will be completely adaptable by the individual teacher to better allow for adaptation to specific student or class needs.
3. This unit has also been adapted for use in the French as a Second Language environment. All BLM's have been translated, adapted, or removed if not appropriate, to suit the requirements of French immersion or extended French classroom. Adapted French BLM's have also been provided in both PDF and Word formats to allow for the divergent abilities and needs of student.

Generic Adaptations

The activities in this unit are designed to be as open-ended as possible to allow for many learning styles and abilities. Teachers will want to choose small group members carefully to ensure that all student needs will be met. Individual accommodations to the unit should be considered by the classroom teacher based on student needs and through careful consideration of recommendations in individual IEP's.

Some suggested adaptations are:

- Recognize effort as well as full task completion
- Clarify expectations at the beginning of each lesson and perhaps provide sample responses for some students
- Repeat important information (concepts and ideas) or allow students to repeat and rephrase
- Conference with students, both formally and informally, regularly
- Present instructions orally and in writing
- Use pictures and diagrams whenever possible
- Encourage students to question for clarification and additional information before beginning work
- Vary resources with regard to reading level, amount of visual information, use of oral, written and visual data
- Modify the assignment in terms of time, quantity of work assigned, and nature of the assignment
- Stress quality rather than quantity
- Provide opportunities for strengths to be used
- Group students with varying abilities
- Help students keep lesson notes consistent and organized
- Adjust reading level of student material or tape record text
- Teach note taking and organizational skills
- Provide research material at their reading level, or with relevant information highlighted
- Use reading partners
- Assign enrichment tasks

Please refer to the *"Teacher Companions: Special Education Companions"* in the Ontario Curriculum Planner for more specific learning adaptations. The teacher's manuals for EQAO Testing for grade 3 and 6 also offer strategies for accommodating students.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Cross-Curricular Integration

Although this unit's primary focus is in the area of social studies, there are various opportunities for cross-curricular integration. In several subtasks expectations from other areas of the curriculum have been included to show where integration may occur (e.g., language, religion/family life, math, etc.). The level of cross-curricular integration will vary based on individual teacher preference.

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Subtask 1 - An Introduction to Poverty in Our World

A primary objective of this unit is to educate students about the realities faced by those living in developing countries, the positive impacts of fairer trade, and the global impact of their daily choices and actions. In order to begin engaging students in this process it is necessary that they become aware of the way in which people throughout the world live. In this initial subtask, students are introduced to the state of the world's people by listening to the story, *If the World Were a Village*. Through this story and the related activities that follow, students are provided a broad overview of the economic, social and cultural differences that exist in our world.

Subtask 2 - Introduction to the Culminating Task

For their culminating assignment (Subtask 8), students will develop a presentation on the benefits of fair trade, which will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed throughout this unit. Much of the information gathered through reading and research in previous subtasks will form the basis of this final project. Through their presentation, students will demonstrate to others what they have learned about Canada's trading relationships and partners, the inequality that exists within our international trading systems, and the alternative fair trade model. This final project may be in the form of an oral, written or visual presentation and may be prepared and presented individually or by a group.

In this introduction to the culminating task, students will be given a description of the task and shown some guidelines for the assignment. Students will also look at some samples of the three different presentation methods (i.e., oral, written or visual) from which they can choose as a format for their presentation. They will reflect on each of the sample presentations, share some discussion and critique those sample presentations, and finally select the method they will use as the format for their presentation.

Subtask 3 - Trade: Where Do Our Goods Come From?

In this subtask, students will explore where products they use each and every day are produced. Through the use of guided imagery students will examine their use of imported goods in the context of an ordinary day. They will then identify and record these imported consumer products, and the country of their origin, on a Consumer Product Inventory Chart. Students will share information from their Product Inventory Chart as part of a whole class discussion on the topic of imports and Canada's dependence on international trade. Students will also explore the most up to date statistics and data on Canada's imports and exports using the Statistics Canada website. Through the use of the Product Inventory Chart, the Statistics Canada website, and the related class discussion, some of Canada's trading partners will be identified and placed on a map of the world. Students will complete this subtask by writing a personal reflection on Canada's reliance on international trade for economic prosperity.

Subtask 4 - Trade: How Our Goods Are Sometimes Made

In this subtask, students further explore where some imports originate (i.e. soccer balls, toys, sports wear, etc.) and investigate the working conditions under which they are produced. This deeper examination of the goods we import begins by placing students in the 'shoes' of a disadvantaged Peruvian shoemaker through a simulation game called 'The Shoe Game'. Students then read and analyse fact sheets, from a variety of sources, which allow a deeper insight into a major problem with many of our imported goods – that many goods we appreciate and enjoy are being grown or manufactured in other countries where working conditions are far from ideal or just. Finally, in order to prepare for the culminating activity and demonstrate their research skills, students research and prepare a short report on the country in which the problematic situation from their fact sheet occurred.

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Subtask 5 - What is Fair?

Students begin the work of this subtask by reflecting on what they have learned about trade up to this point. In particular they focus on some of the inequities and unjust labour practices involved within the conventional system of international trade. Students discuss and explore their thoughts and feelings on this matter as well as any possible solutions. Using a rating scale, students then explore the concept of fairness in relation to trading relationships. Their goal is to determine 'What is fair?' As a conclusion to the subtask, students work together to create a class list of "fair" working and trading conditions.

Subtask 6 - Fair Trade Values and Principles

In this subtask students begin to look at the fair trade system as an alternative to the conventional trading system which they have discovered is rife with inequity and unjust labour practices. Students will examine the main principles of fair trade, as outlined by TransFair Canada and the Fair Trade Labeling Organizations International (FLO). Seven key principles of fair trade will be introduced and discussed through a whole class activity lead by the teacher. Following the class discussion, students will examine profiles of several Canadian businesses to determine if they adhere to the principles of fair trade. Students will also be required to find a local retailer of fair trade products in their community. Finally, to further deepen their understanding of these fair trade principles students will propose an idea for their own fair trade business. After deciding what product they will sell each student will complete an application to TransFair Canada requesting a license to use the Fair Trade Certified logo on their product.

Subtask 7 - Making Our World a Fairer Place

In this subtask students will learn more about individuals, businesses, and organizations that are working to make the world a fairer place. The teacher will begin this subtask by sharing two "good news" stories about how a justice and development issue was addressed by a local young Canadian. The teacher will then give a brief overview of a number of organizations that are attempting to address the issue and practice of unfair trade, poor living conditions and unjust working conditions in the world. Particular interest will be given to Canadian organizations that are working to promote Fair Trade as alternative to the conventional system of international trade. Students will then prepare a more substantive report on one of the organizations listed, which will be used in preparing the culminating assignment.

Subtask 8 - Creating a Fair Trade Presentation

In this culminating assignment, students will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed in this unit, in order to develop a presentation on the benefits of fair trade. Much of the information gathered through reading and research in previous subtasks will form the basis of this final project. Through their presentation, students will demonstrate to others what they have learned about Canada's trading relationships and partners, the inequality that exists within our international trading systems, and the alternative fair trade model. This final project may be in the form of an oral, written or visual presentation and may be prepared and presented individually or by a group.

By focusing their presentation on the benefits of a more equitable and fair system of trade students will be giving witness to key Catholic social teachings such as promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Description

The primary objective of this unit is to educate students about the realities faced by those living in developing countries, the positive impacts of fairer trade, and the global impact of their daily choices and actions. In order to begin engaging students in this process it is necessary that they become aware of the way in which people throughout the world live. In this initial subtask, students are introduced to the state of the world's people by listening to the story, *If the World Were a Village*. Through this story and the related activities that follow, students are provided a broad overview of the economic, social and cultural differences that exist in our world.

Catholic School Graduate Expectations

- CGE3b Creates, adapts, and evaluates new ideas in light of the common good.
- CGE4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE5a Works effectively as an interdependent team member.
- CGE5e Respects the rights, responsibilities and contributions of self and others.
- CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

- 6z39 use and construct a variety of graphic organizers and graphs to sort, classify, connect and interpret information (e.g., tables to show countries and total trade; double bar graphs to compare imports to exports; circle graphs to show how tourist dollars are spent)
- 6z41 use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations
- 6e1 communicate ideas and information for a variety of purposes and to specific audiences
- 6e26 explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience
- 6e32 summarize and explain the main ideas in information materials, and cite details that support the main ideas
- 6e35 select appropriate reading strategies
- 6e51 contribute and work constructively in groups
- 6m1 represent, and explore the relationships between decimals, percents, rates, and ratios using concrete materials and drawings
- 6m41 solve simple rate and ratio problems (shading and mapping)
- 6r7 to see the other as the image of God
- 6r28 to stir up a sense of justice
- 6r29 to examine issues of justice
- 6r32 to hear Jesus call us to generosity
- 6fl2 be encouraged to appreciate that every human person is created to be loved and to love
- 6fl11 reflect the need for all people to live in relationship with others

Groupings

Students work in a whole group
Students work in small groups
Students work individually

Teaching/ Learning Strategies

Read-Aloud
Discussion
Simulation
Demonstration
Response Journal
Visual/Graphic Organizers

Assessment

Students' work, and their contribution to class and small group discussions, are observed and recorded anecdotally by the teacher. Students complete a response journal in the form of a personal reflection, which is assessed using a rating scale.

Assessment Strategies

Observation
Response Journal

Assessment Recording Devices

Anecdotal Record
Rating Scale

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Teaching/Learning

1. Students complete the first activity in this subtask using the book, *If the World Were a Village*. The teacher begins this initial activity through a whole class discussion about how people live in different parts of the world. Students are asked to share their knowledge and any personal experiences of other countries or cultures. Students then complete, independently, the “Before Reading” sections of the Anticipation Guide (BLM 1.1) in their unit folder, journal or notebook. The teacher reads the story *If the World Were a Village* to the class and the students complete the “After Reading” sections of the Anticipation Guide (possible answers can be found on the Answer Key - BLM 1.2). Students compare, share and discuss their ‘Before and After’ responses as a whole group. In the class discussion that follows the activity an emphasis should be placed on the extreme differences and inequity in economic and social prosperity among the various peoples of the world.
2. In the second activity using *If the World Were a Village*, students work in small groups using the jigsaw format to complete a visual representation of the world as 100 people. In their expert groups, students use one of the sections of the story (e.g., Food, Schooling and Literacy, Religion) to colour his/her own 100 People Chart (BLM 1.3). As with all graphic organizers a legend or key should be included to help explain the visual information. Students then meet with members of the other expert groups to discuss their charts. These 100 People Charts can then be displayed on a bulletin board with the title ‘*If the World Were a Village of 100.*’ As an extension, students can use the ratios from their section of the story (e.g., 60 out of 100 people are always hungry) to calculate the actual number of people in the world who are part of those criteria. For example, given a world population of 6.2 billion as of January 1, 2002, 60% would be 3 720 000 000 people who are always hungry.
3. For the third and final activity of this subtask, students will take part in a simulation activity in which they have an opportunity to experience the unequal distribution of wealth and resources first hand. Using a globe, the teacher begins by showing that most of the richest countries are in the North (e.g. Canada, United States, European countries) and the most economically disadvantaged countries are in the South (e.g. Ethiopia, Haiti, etc.). The class is then divided into two sections to represent those who always have enough resources, the Northerners (approximately 25% of class), and those who are struggling to get by, the Southerners (approximately 75% of class). Within each of these two sections the teacher organizes the students into groups of 3 or 4 (by table, row, numbering, etc.) which represent families or communities within the Northern or Southern world.

Once the class has been organized into these groupings the teacher distributes jellybeans to each student. All Southerners receive 3 jellybeans each while all Northerners receive at least 12 jellybeans each. If you have enough jellybeans it is even more effective to provide the small number of Northerners with an unlimited amount of jellybeans in the form of a big bowl or bag. This better represents the extreme inequality that exists in our world (i.e. wealthiest 25% of world's population uses/controls 75% of wealth and resources).

The teacher then leads students through the Jellybean Demonstration activity as further outlined in BLM 1.4. Northerners have nothing to worry about as their communities always have more than enough resources. Southerners, however, are affected by a wide range of situations that may help or hinder their access to resources. The teacher begins by explaining to the Southerners that they live in an economically impoverished region of the world. Each Southern group is then read a scenario (from BLM 1.4) and a redistribution of their jellybeans is made. This can also be done by placing the scenarios in a container and allowing each group to randomly select a slip. Through the scenarios presented students are exposed to some of the factors that contribute to and sustain poverty in our world. After the demonstration, students discuss and brainstorm factors that create and sustain poverty. These ideas are recorded on chart paper that can be posted in the room for later

Trading Fairly In Our World

A Social Studies Unit for Grade 6

reference. At the end of the demonstration, students may eat their jellybeans, but you may want to have two sets – one for the demonstration and one for eating later.

4. To conclude this subtask, the teacher reads Luke 10: 25-37, the parable of the Good Samaritan, to the class. Students discuss and reflect on Jesus' call for us to help others who are in need. Students write a personal reflection in their unit folder, journal or notebook on their thoughts, feelings and reaction to what they have discovered in this subtask. In particular they should write about how it felt to be a Southerner or a Northerner. How do they feel about the inequality that exists in the world and do they have any ideas on how to change this unfair reality. This reflection is assessed using a Rating Scale (BLM 1.5). Students will revisit this reflection later in Subtask 5.

Resources

BLM 1.1 – Anticipation Guide

BLM 1.2 – Anticipation Guide Answer Key

BLM 1.3 – 100 People Chart

BLM 1.4 – The Jellybean Demonstration

BLM 1.5 – Rating Scale for Personal Reflection

If the World Were a Village – David J. Smith (ISBN 1-55074-779-7)

Bible Luke 10: 25-37

Colouring Tools

Calculators

Jellybeans

Teacher Background Notes

The following teacher's notes will be useful in providing background knowledge on the issues in this subtask and for assisting you when explaining these issues to your students. This section will improve students' awareness of how their lives differ from children and people around the world, will assist them in overcoming stereotypes and hopefully begin to engage them to be active citizens. It is not meant to be a comprehensive guide, but rather a starting point from which to start and facilitate class discussion.

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Notes for, 'If the World Were A Village':

Factors that Create and Sustain Poverty:

1. Unequal distribution of wealth
2. Lack of access to income or resources for income (i.e. land, credit, employment opportunities)
3. Environment conditions (drought, erratic rainfall, natural disasters, infertile soil)
4. Few or no programs locally to assist the poor in developing countries (food banks, health centers, dental plans etc.) For example, Canada has established a minimum wage that helps protect families from being in dire poverty. However, in developing countries there is no minimum wage so people will work for the bare minimum just to be able to have some sort of earnings. Many people barely make \$1 per day.
5. Location – if they are very far north or a place that is difficult to reach people will have limited access to resources
6. Corrupt governments who do not develop safety networks for their people
7. Lack of education -communities aren't able to get ahead, because they lack the knowledge
8. Unable to work or attend school because of diseases, poor access to doctors and medicine.
9. Multi-national companies controlling local resources and local people not receiving the benefits from these resources.

What does poverty mean? What do people have and not have access to? Does everyone need money? What types of programs are available in Canada to assist the poor?

Breakdown of Issues, 'If the World Were a Village':

- a. As shown in "If the World Were a Village", every person represents 62 million people. Since Canada has a population of ____, our lifestyle does not even represent ½ of a person in the global village. We may think that "we are the world", however, in reality how we live, our high standard of living, is very high in comparison to the rest of the world.
- b. What is a nationality? Multicultural place based on continent location and not on culture.
- c. Languages allow us to express ourselves. There are also many non-verbal cues that are universal (smile, frown etc). In today's global community it is very important to speak many languages.
- d. Ages of the world – young people make up a large portion of the world population.
- e. Religion - provide a brief summary of different types of religion, include the different religions of students in your class.
- f. Access to food - There is enough food in the world, but people's access to it is not equal. People may be growing cash crops like coffee that they are not able to eat. They then need to buy food that is more expensive and which they may not be able to afford.
- g. Education - everyone deserves access to an education. School may only cost a few dollars per year. This may not seem like a lot, but when a family only is able to earn \$1/ day, saving up extra money for children to go to school, and have school books is just too expensive. Children are needed to work in the field, gather water, and collect wood. There is not always enough time to go to school. It is difficult to attend school past grade 6 because most rural communities may only have an elementary school within walking distance. It is difficult to attend higher education unless one has access to a bike, has the time and energy to walk long distances or one can stay with a family member wherever the school is located. Many times children are needed to work in the field so sometimes attending school is not an option. More males are taught because it is the women's responsibility to take care of the family.
- h. Money/Possessions - What do we decide as important? Wants vs. Needs
- i. Electricity - How does electricity impact our lives? What would it be like without it?

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Relevant Scripture Passages

Teachers may find the following scriptures passages useful for student journal reflection, guiding class faith discussions, or for making connections to the faith dimension of this subtask. The full text of these passages can be found in Appendix C.

Luke 10: 25-37, Mark 12: 28-31, John 13: 34-35, Matthew 25: 31-40, 1 Corinthians 12: 12-16

Relevant Excerpts from Church Documents***Documents of Vatican II***

There is a growing awareness of the sublime dignity of human persons, who stand above all things and whose rights and duties are universal and inviolable. They ought, therefore, to have ready access to all that is necessary for living a genuinely human life: for example, food, clothing, housing... the right to education, and work.... Every day human interdependence grows more tightly drawn and spreads by degrees over the whole world. As a result the common good, that is, the sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own groups and their individual members relatively thorough and ready access to their own fulfillment, today takes on an increasingly universal complexion and consequently involves rights and duties with respect to the whole human race. Every social group must take account of the needs and legitimate aspiration of other groups, and even of the general welfare of the entire human family.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)***The Catechism of the Catholic Church***

1908 Second, the common good requires the social well-being and development of the group itself. Development is the epitome of all social duties. Certainly, it is the proper function of authority to arbitrate, in the name of the common good, between various particular interests; but it should make accessible to each what is needed to lead a truly human life: food, clothing, health, work, education and culture, suitable information, the right to establish a family, and so on.

1931 Respect for the human person proceeds by way of respect for the principle that “everyone should look upon his neighbour (without exception) as ‘another self’, above all bearing in mind his life and the means necessary for living it with dignity”. No legislation could by itself do away with the fears, prejudices, and attitudes of pride and selfishness which obstruct the establishment of truly fraternal societies. Such behaviour will cease only through the charity that finds in every man a “neighbour”, a brother.

1932 The duty of making oneself a neighbour to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be. “As you did it to one of the least of these my brethren, you did it to me.”

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Description

For their culminating assignment (Subtask 8), students will develop a presentation on the benefits of Fair Trade, which will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed throughout this unit. Much of the information gathered through reading and research in previous subtasks will form the basis of this final project. Through their presentation, students will demonstrate to others what they have learned about Canada's trading relationships and partners, the inequality that exists within our international trading systems, and the alternative Fair Trade model. This final project may be in the form of an oral, written or visual presentation and may be prepared and presented individually or by a group.

In this introduction to the culminating task, students will be given a description of the task and shown some guidelines for the assignment. Students will also look at some samples of the three different presentation methods (i.e., oral, written or visual) from which they can choose as a format for their presentation. They will reflect on each of the sample presentations, share some discussion and critique those sample presentations, and finally select the method they will use as the format for their presentation.

Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

Expectations

- 6z26 explain the relevance to Canada of current global issues and influences.
- 6z37 use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world (e.g. *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMS, Internet sites).
- 6z41 use appropriate vocabulary (e.g. *technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media*) to describe their inquiries and observations.
- 6z51 describe Canada's participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour, human rights violations, acceptance of refugees).
- 6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for

Groupings

Students work as a whole group
Students work individually
Students work in small groups

Teaching/ Learning Strategies

Direct Teaching
Discussion
Demonstration

Assessment

This assessment is diagnostic and no assessment data is to be collected for evaluation. The teacher makes anecdotal observations of class discussions that follow, and decides if any further teaching/learning needs to take place. The teacher should also observe and note important individual student observations, reflections, and understandings of interest.

Assessment Strategies

Observation

Assessment Recording Device

Anecdotal Record

Trading Fairly In Our World

A Social Studies Unit for Grade 6

an audience unfamiliar with the technical terminology).

Teaching/Learning

1. The purpose of this subtask is to make students aware of the requirements for the culminating activity (Subtask 8). The teacher begins this introduction by explaining to students that the final assignment of this ***‘Trading Fairly in Our World’*** unit will involve creating a presentation on the benefits of something called ***‘Fair Trade’***. The teacher will need to reassure students that although they may not know much about Fair Trade right now by the end of the unit they will have gained a great deal of knowledge about this concept. The teacher will need to stress that it is important to take part fully and actively in all subtasks and lessons throughout the unit in order to successfully meet the requirements of the final culminating assignment. Students must understand that the content, activities, and assignments from each subtask help develop their understanding of fairer trade and in turn help prepare them for the culminating task.
2. Next the teacher will give a general overview of the requirements for the presentation and the 3 ‘types’ or methods of presentation (oral, written, visual) from which students can choose. Students are given BLM 2.1 (*‘Trading Fairly in Our World’ Culminating Assignment: Creating a Fair Trade Presentation*) to assist the teacher in explaining the assignment and for use as a parent information sheet.

The teacher begins by reading through the 3 key elements this presentation must include:

- *The Problem*: Some background knowledge of the living and working conditions of people living in the developing world
- *A Possible Solution*: An overview of Fair Trade values and practices, and how this alternative approach to trade can help improve living and working conditions for those in the developing world
- *Connections (our role in this change)*: The connections between their community and communities in the developing world and what role they, as Canadian citizens, have to play in improving the lives of those suffering from economic, social and political injustices. Each of the 3 key elements is explained in detail and students are once again reassured that they will gain most of this required knowledge throughout the remaining subtasks and activities.

The teacher will then explain the difference between the 3 different methods of presentation. It is important for students to understand that the ‘type’ of presentation refers to the primary way in which the student (or group) communicates their information to the audience. Each type of presentation may have elements of the other methods of communicating within it (e.g. A visual presentation in the form of a display board will use some written material along with pictures, graphs, etc.). BLM 2.1 has a brief description of each method along with some examples, which should be reviewed with the class before continuing with the introductory lesson. The teacher also explains to students that they will be shown an actual example of each different method of presenting and by the end of the lesson will choose which method they think they will use for their culminating assignment.

3. Students will now be shown a sample of each of the oral, written, and visual methods of presentation. They will also be given a copy of the more specific presentation guidelines for each method (BLM 8.1 - *Oral Presentation Guide*, BLM 8.2 - *Written Presentation Guide*, and BLM 8.3 - *Visual Presentation Guide*). These guidelines describe in detail what their presentation should include. Students will put these guidelines to use during the follow up activities after experiencing each sample presentation. It is important, if at all possible, that each sample presentation be

Trading Fairly In Our World

A Social Studies Unit for Grade 6

presented in the mode of which it would normally be received (i.e. a speech should be read aloud by the teacher or students; a letter to the editor should be read by each individual student; a Power Point presentation should be viewed by the class on a screen using an LCD projector).

Oral Presentation Sample

The teacher begins this introduction to the sample presentations by reviewing the 'Oral Presentation' description from BLM 2.1. Students are given a clear description of what is involved in an oral presentation and some examples of to whom or where an oral presentation might be given. Students should be given ample opportunity to ask questions to clarify their understanding of this presentation format. Following this overview of the oral presentation method, students are presented a speech by Canadian child environmental activist, Justin Friesen (see BLM 2.2a). This speech should be read aloud to the class to best demonstrate how an oral presentation can be most effective. (Note: This speech was presented by Justin and two other youth activist at the World Summit on Sustainable Development in 2002. Because there are actually 3 speakers, the teacher may enlist the help of some students before the lesson to ensure the best results).

After hearing the speech students are asked to look at the Oral Presentation Guide (BLM 8.1) for their culminating presentation task. Although this guide is specifically designed for a Fair Trade presentation the main criteria areas can be used to critique the sample speech. Under the guidance of the teacher and as part of a whole class discussion, students are asked whether Justin's speech fulfilled the general criteria outlined in their guide (i.e. Did he welcome those listening? Did he provide some background knowledge of the problem his speech was addressing? Did he provide some possible solutions? Did he suggest ways those listening could improve the situation? Did he thank those listening?). As part of this discussion, students should also be asked whether they thought the speech was effective and whether they learned anything new. Through this process students should develop a much better understanding of what is expected in their final culminating assignment. A second oral presentation sample has also been included as an alternative to Justin's speech (see BLM 2.2b - a speech by Craig Kielburger).

4. Written Presentation Sample

Next the teacher follows a similar process to introduce the sample of a written presentation. This begins with a review of the 'Written Presentation' description from BLM 2.1. Students are given a clear description of what is involved in a written presentation along with some examples. Once again students are given ample opportunity to ask questions to clarify their understanding of this presentation format. Following this overview of the written presentation method, students are presented one or more samples from the group provided (see BLM 2.3a, 2.3b, and 2.3c). BLM 2.3a is a newspaper article by Justin Friesen, BLM 2.3b is a letter to the editor from the Ontario Curriculum Writing Exemplars, and BLM 2.3c is a bulletin insert/pamphlet from Lutheran World Relief. After reading the samples presented, students are asked to look at the Written Presentation Guide (BLM 8.2) for their culminating task and critique the written samples based on the general criteria outlined in their guide.

5. Visual Presentation Sample

Lastly, the teacher repeats this process for the visual presentation sample. This begins with a review of the 'Visual Presentation' description from BLM 2.1. Students are given a clear description of what is involved in a visual presentation along with some examples. Once again students are given ample opportunity to ask questions to clarify their understanding of this presentation format. Following this overview of the visual presentation method, students are presented with a sample Power Point presentation on Fair Trade chocolate from the Lutheran World Relief Chocolate Project at http://www.lwr.org/flash/Chocolate_Project.ppt. After viewing

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

the sample Power Point presentation, students are asked to look at the Visual Presentation Guide (BLM 8.3) for their culminating task and critique the written samples based on the general criteria outlined in their guide.

6. To conclude this subtask, students select the presentation method/format they would like to use to present their culminating assignment. This will give students an opportunity to learn more about this presentation method over the course of the unit, while gathering material for their presentation. If the teacher is allowing students to work in groups on the culminating assignment, the groups should be established at this point as well. The teacher should also take some time to establish clear expectations regarding group work, the division and sharing of responsibilities, etc.

The teacher may also choose to hand out a 'Culminating Task Package' at this point consisting of the Culminating Task Overview (BLM 2.1), the Presentation Guides (BLM 8.1 to 8.3), and the Presentation Rubric (BLM 8.4).

Resources

BLM 2.1 - 'Trading Fairly in Our World' Culminating Assignment: Creating a Fair Trade Presentation

BLM 2.2a - Oral Presentation Sample (A)

BLM 2.2b - Oral Presentation Sample (B)

BLM 2.3a - Written Presentation Sample (A)

BLM 2.3b - Written Presentation Sample (B)

BLM 2.3c - Written Presentation Sample (C)

BLM 8.1 - Oral Presentation Guide

BLM 8.2 - Written Presentation Guide

BLM 8.3 - Visual Presentation Guide

BLM 8.4 - Presentation Rubric

LWR (Lutheran World Relief) Chocolate Project Bulletin Insert:

<http://www.lwr.org/chocolate/documents/chocoprojbulletininsert.pdf>

LWR (Lutheran World Relief) Chocolate Project Power Point Presentation:

http://www.lwr.org/flash/Chocolate_Project.ppt

Teacher Background Notes

The option of working individually or in a group to complete the culminating task has been left open to allow for more flexibility. The classroom teacher can decide ahead of time to allow for both options or for only individual or group presentations. If students are allowed to work in groups the teacher should give some consideration as to how best to ensure a fair distribution of responsibilities.

Each type or method of presenting (oral, written, visual) should support and promote the other methods being used by fellow classmates, (i.e. a newspaper article should inform readers that oral presentations and visual displays are available; oral presentation should promote the fact that a visual display is available; hand out copies of newspaper articles, etc).

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Description

In this subtask, students will explore where products they use each and every day are produced. Through the use of guided imagery students will examine their use of imported goods in the context of an ordinary day. They will then identify and record these imported consumer products, and the country of their origin, on a Consumer Product Inventory Chart. Students will share information from their Product Inventory Chart as part of a whole class discussion on the topic of imports and Canada's dependence on international trade. Students will also explore the most up to date statistics and data on Canada's imports and exports using the Statistics Canada website. Through the use of the Product Inventory Chart, the Statistics Canada website, and the related class discussion, some of Canada's trading partners will be identified and placed on a map of the world. Students will complete this subtask by writing a personal reflection on Canada's reliance on international trade for economic prosperity.

Catholic School Graduate Expectations

- CGE 3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE 7g Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Expectations

- 6z29 identify products that Canada imports and exports (e.g., *imports*: fruit, vegetables, chemicals, motor vehicles; *exports*: newsprint, grain, machinery, timber, telecommunications, and natural gas)
- 6z30 identify the countries to which Canada exports goods (e.g., the United States, Japan, the United Kingdom, China, Germany)
- 6z31 identify the countries from which Canada imports goods (e.g., the United States, Japan, the United Kingdom, Germany, other European countries, Taiwan, South Korea, Mexico)
- 6z37 use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world (e.g., *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites)
- 6z38 analyze, classify, and interpret information about the United States and at least one other country from another region of the world
- 6z41 use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations
- 6z42 use base maps and a variety of information sources to sketch the relative position of places (e.g., location of trading partners, popular tourist areas of the United States and Canada)
- 6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology)

Groupings

Students work in a whole class
Students work individually

Teaching/ Learning Strategies

Guided Imagery
Graphic Organizer
Map Making
Discussion
Reflection

Assessment

Use BLM 3.5 Personal Reflection Sheet to evaluate students' understanding of Canada's dependence on imports.

Assessment Strategies

Personal Reflection

Assessment Recording Devices

Rating Scale

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Teaching/Learning

1. Students will be introduced to the concept of trade and imports through a teacher reading of BLM 3.1 Guided Imagery: Life Without Imports. Students are asked to close their eyes and imagine what life would be like if we didn't have imported goods. They will need to focus their powers of concentration and stretch their imaginations. The guided imagery reading needs to be read slowly to allow students some time to create the image in their mind and silently reflect. A whole class discussion would naturally occur after the reading, about a lifestyle such as the one presented and the fact that Canada imports so many products.
2. Students will next be assigned BLM 3.2 the Consumer Product Inventory Chart, an out-of-class activity, on which they will gather information by listing various consumer products that they have utilized in a day (i.e. food, clothing, games/electronics, household items and transportation). A whole class sharing of these lists will lead into a discussion of Canada's extensive international trading relationships. Particular emphasis should be placed on the wide range of countries with which Canada trades, the large variety of consumer products that come from other countries, and the large amount of goods that Canada also exports to other countries.
3. The whole class discussion that arises from the Consumer Product Inventory Chart will act as a lead in activity to a deeper and more detailed investigation of Canada's international trading relationships. Students will now be asked to explore the most up to date statistics and data on Canada's imports and exports using the Statistics Canada website. Students first need to be introduced to the *Canadian Statistics* main page of the Statistics Canada website at www40.statcan.ca. From this page students can select the 'subject' tab from the menu on the left hand side of the page and then select 'Trade' from the list of topics given. Once in the Trade section students can access statistical tables on both imports and exports. Students will need to use these tables to complete the related worksheets BLM 3.3a, 3.3b, 3.3c. If a computer lab is unavailable for this activity the teacher can easily print these tables from the website and photocopy them for students to use. All worksheets and activities on this website are free to make use of and adapt/modify as the teacher sees fit. Students will most likely need to be supported throughout this activity and with the use/interpretation of these tables. This activity and the completion of the worksheets would probably work best as a teacher directed lesson or group activity with the teacher facilitating and supporting students within their groups.
4. Following the completion of the Statistics Canada worksheets, students will work together, in a whole class activity, to create a list of Canada's trading partners. Through teacher led discussion, a class list or chart of source countries ('Canada's Trading Partners') will be created. From the class-generated list, students will explore possible geographic import patterns. They will then locate and label these countries on a world map (BLM 3.4).
5. Students will be assigned BLM 3.5 Personal Reflection Sheet to demonstrate their understanding of Canada's reliance on other countries for goods and the importance of this trade to their quality of life.

Resources

BLM 3.1 - Guided Imagery: Life Without Imports

BLM 3.2 - Consumer Product Inventory Chart

BLM 3.3a - Statistics Canada: '*Student Worksheet 1*'

BLM 3.3b - Statistics Canada: '*Student Worksheet: International Trade, Exports and Imports*'

Trading Fairly In Our World

A Social Studies Unit for Grade 6

BLM 3.3c - Statistics Canada: 'Student Worksheet: International Trade, Trade Balance'

BLM 3.4 - World Map

BLM 3.5 - Personal Reflection Sheet

BLM 3.6 - Personal Reflection Sheet – Rating Scale

Statistics Canada Website (www.statcan.ca)

Teacher Background Notes

Everything you will ever need to know about Canada and Its Trading Partners may be found at http://www40.statcan.ca/l01/ind01/l2_1130.htm. This link includes data and statistics on Canada's imports, exports, trading partners and relationships.

Relevant Excerpts from Church Documents:

Ecclesia in America

20 A feature of the contemporary world is the tendency towards globalization, a phenomenon which, although not exclusively American, is more obvious and has greater repercussions in America. It is a process made inevitable by increasing communication between the different parts of the world, leading in practice to overcoming distances, with evident effects in widely different fields. The ethical implications can be positive or negative. There is an economic globalization which brings some positive consequences, such as efficiency and increased production and which, with the development of economic links between the different countries, can help to bring greater unity among peoples and make possible a better service to the human family.If globalization is ruled merely by the laws of the market applied to suit the powerful; the consequences cannot but be negative. These are, for example, the absolutizing of the economy, unemployment, the reduction and deterioration of public services, the destruction of the environment and natural resources, the growing distance between rich and poor, unfair competition which puts the poor nations in a situation of ever increasing inferiority. While acknowledging the positive values which come with globalization, the Church considers with concern the negative aspects which follow in its wake.

55 By her social doctrine the Church makes an effective contribution to the issues presented by the current globalized economy. Her moral vision in this area "rests on the threefold cornerstone of human dignity, solidarity and subsidiarity". The globalized economy must be analyzed in the light of the principles of social justice, respecting the preferential option for the poor who must be allowed to take their place in such an economy, and the requirements of the international common good. For "the Church's social doctrine is a moral vision which aims to encourage governments, institutions and private organizations to shape a future consonant with the dignity of every person."

Compendium of the Social Doctrine of the Church

172 "God destined the earth and all it contains for all men and all peoples so that all created things would be shared fairly by all mankind under the guidance of justice tempered by charity." (Universal Destination of Goods).....The universal right to use the goods of the earth is based on a principle of the universal destination of goods. Each person must have access to the level of well-being, necessary for his full development. The right to the common use of goods is the "first principle of all ethical social order" and "the characteristic principle of Christian social doctrine."...It is an "inherent right". It is innate in individual persons, and every person, and has priority with regard to any human intervention concerning goods, to any legal system concerning the same, to any economic or social system or method: "All other rights, wherever they are, including property rights and the right of free trade must be subordinated to this norm (the universal destination of goods); they must not hinder it, but rather expedite its application. It must be considered as serious and urgent obligation to refer these rights to the original purpose."

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Vatican II Documents

26 Every day human interdependence grows more tightly drawn and spreads by degrees over the whole world. As a result the common good, that is, the sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment, today takes on an increasingly universal complexion and consequently involves rights and duties with respect to the whole human race. Every social group must take account of the needs and legitimate aspiration of other groups, and even of the general welfare of the entire human family.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

OCCB Documents

It is precisely this solidarity and interdependence that are at the core of Catholic social teaching and that are so necessary if we are to begin to change those unjust global attitudes and structures that keep the South poor and the North rich.

Celebrating An Education for Justice and Peace, Ontario Conference of Catholic Bishops, 1996

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Description

In this subtask, students further explore where some imports originate (i.e. soccer balls, toys, sports wear, etc.) and investigate the working conditions under which they are produced. This deeper examination of the goods we import begins by placing students in the 'shoes' of a disadvantaged Peruvian shoemaker through a simulation game called 'The Shoe Game'. Students then read and analyse fact sheets, from a variety of sources, which allow a deeper insight into a major problem with many of our imported goods – that many goods we appreciate and enjoy are being grown or manufactured in other countries where working conditions are far from ideal or just. Finally, in order to prepare for the culminating activity and demonstrate their research skills, students research and prepare a short report on the country in which the problematic situation from their fact sheet occurred.

Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations

- 6z25 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.
- 6z26 explain the relevance to Canada of current global issues and influences.
- 6z27 identify some countries with which Canada has links (e.g., in Europe, the Pacific Rim, the Americas, Asia, the Middle East, Africa)
- 6z28 describe some of the connections Canada shares with the rest of the world (e.g., trade, history, geography, tourism, economic assistance, immigration, indigenous peoples, peacekeeping, media, culture).
- 6z29 identify products that Canada imports and exports (e.g., *imports*: fruit, vegetables, chemicals, motor vehicles; *exports*: newsprint, grain, machinery, timber, telecommunications, natural gas)
- 6z30 identify the countries to which Canada exports goods (e.g., the United States, Japan, the United Kingdom, China, Germany)
- 6z31 identify the countries from which Canada imports goods

Groupings

Students work in a whole group
Students work in small groups
Students work individually

Teaching/Learning Strategies

Simulation, Directed Reading - Thinking Activity, Demonstration
Guided Exploration, Independent Reading, Research Process, Writing Process, Internet Technologies, Online Public Access Catalogues (OPAC), Issue-Based Analysis, Concept Clarification

Assessment

Students' work during the simulation activity and their contribution to class and small group discussions, are observed and recorded anecdotally by the teacher. Then the first assessment has two purposes: to determine a student's ability to comprehend information from reading and to determine a student's ability to respond to a social and moral issue. The second assessment is more informal. It gauges the student's ability to obtain, record, and organize information that will be used in the culminating task.

Assessment Strategies

Observation, Response Journal and Research Task

Assessment Recording Device

Anecdotal Record and Rubric

(e.g., the United States, Japan, the United Kingdom, Germany, other European countries, Taiwan, South Korea, Mexico)

- 6z35 describe distinguishing characteristics of a country in another region with which Canada has links
- 6z37 use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world (e.g. *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMS, Internet sites)
- 6z41 use appropriate vocabulary (e.g. technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations
- 6e26 explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience
- 6e32 summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas
- 6e33 make judgments and draw conclusions about ideas in written materials on the basis of evidence

Teaching/Learning

1. Students begin this subtask by participating in a simulation game called "The Shoe Game". In this activity, students work together in small groups playing the role of a Peruvian family of shoemakers. Each family of shoemakers will be required to "produce" running shoes to be sold at the marketplace in order to provide for themselves and their family. Through this simulation activity, students will experience some of the frustrations and difficulties of those forced to work under poor labour conditions and an unstable economy. As a whole group, the students then reflect on their experiences of "fairness" during the game. These experiences are related to the daily life experiences of those families living in poverty in third world countries. This game requires a good deal of pre-planning and in-class time to be successful but is extremely effective and worthwhile. This simulation game and the class discussion/debriefing that follows should be completed one day and the remaining activities in the classes that follow. This subtask will take several class periods to complete. Please refer to BLM 4.1 through 4.7 (See Resource list for these BLMs) for a more detailed outline of the game and the worksheets and resources necessary to complete the activity. Once the game is prepared it can be used every year. (60 minutes or more)
2. Students will select a fact sheet from the selection listed in the attached grid (BLM 4.8). The teacher will ensure that a variety of situations are selected giving special consideration to the reading ability of various students and the difficulty of the passage. It should be made clear to the students:
 - that they will need to understand the problem presented in the fact sheet
 - that they will be required to learn about the country in which the problem is occurring
 - that they will eventually share the information that they have gathered

The teacher hands a fact sheet (one of BLM 4.9 to 4.21 - see Resource list for links to these BLMs) to each student along with the Reading Response Assignment worksheet (BLM 4.22). The teacher may then use this opportunity for an assessment of student reading ability. The students must hand in their reading response assignment before proceeding to the next step. (40 minutes or less)

3. After giving students the opportunity to become aware of a problem situation independently, the teacher will have students share the variety of problems that are being investigated. Students will be given the opportunity to verify and question the source of the information. Questioning sources is a key “social studies” skill. Some students may wish to add their own research (opportunities for Level 4 responses). (40 minutes or less)
4. In the final stage of this subtask, students will research and prepare a short report on the country in which the problem they investigated is occurring. The teacher can have students work individually or in their Culminating Task groups on this research assignment. The research assignment should focus on key socio-economic indicators and the living/working conditions for the citizens of these countries. Students should include the country’s location on a world map, some demographics, some idea of national wealth, trading relations (what and with which countries), income levels, school enrolment levels, etc. The CIA–World Fact book website (www.cia.gov/cia/publications/factbook) or the UN Country at a Glance website (www.cyberschoolbus.un.org/infonation/index.asp) have accurate and current information on the nations of the world. Students will need to consider how to present this information for their report and culminating task.

Suggestion

Teachers may want to work together with the class to create a sample report as a model for students before they research and write their own report. A whole class created, and teacher led report, on the United States would help provide students with a model and further assist the teacher in covering the expectations of the ‘*Canada and World Connections*’ strand of the grade 6 Social Studies curriculum - *Canada’s Links to the World*.

Resources

BLM 4.1 - The Shoe Game - Teacher's Notes
BLM 4.2 - The Shoe Game - Family Role Card
BLM 4.3 - The Shoe Game - Mercado Central Role Card
BLM 4.4 - The Shoe Game - Rent Collector Role Card
BLM 4.5 - The Shoe Game - Money Lender Role Card
BLM 4.6 - The Shoe Game - Trading Shoe Template
BLM 4.7a - The Shoe Game, Money (10 Nuevo Soles)
BLM 4.7b - The Shoe Game, Money (50 Nuevo Soles)
BLM 4.7c - The Shoe Game, Money (100 Nuevo Soles)
BLM 4.7d - The Shoe Game, Money (500 Nuevo Soles)
BLM 4.8 - Product/Country Selection Sheet
BLM 4.9 - Fact sheet 1
BLM 4.10 - Fact sheet 2
BLM 4.11 - Fact sheet 3
BLM 4.12 - Fact sheet 4
BLM 4.13 - Fact sheet 5
BLM 4.14 - Fact sheet 6
BLM 4.15 - Fact sheet 7
BLM 4.16 - Fact sheet 8
BLM 4.17 - Fact sheet 9
BLM 4.18 - Fact sheet 10
BLM 4.19 - Fact sheet 11
BLM 4.20 - Fact sheet 12

BLM 4.21 - Fact sheet 13

BLM 4.22 – Reading Response Assignment

BLM 4.23 – Research Rubric

CIA – The World Fact book website (www.cia.gov/cia/publications/factbook)

UN Country at a Glance website (www.cyberschoolbus.un.org/infonation/index.asp)

UN Cyberschoolbus website (<http://cyberschoolbus.un.org>)

Large wall map “A Developing World”, Canadian Geographic Enterprises (with assistance from CIDA), 2004. (www.canadiangeographic.ca/worldmap)

Teacher Background Notes

The teacher may wish to spend one class navigating the CIA World Fact book website and the UN Country at a Glance website (www.cyberschoolbus.un.org/infonation/index.asp) with students in order to make their research more efficient. Both these websites are an excellent source of information on countries.

The teacher will also find the United Nations website <http://cyberschoolbus.un.org>, useful for background information on the issues of worker rights and labour. Click on the “Rights at Work” link under the Curriculum menu. This is a youth oriented and visually appealing website that will be sure to interest students and provide valuable information.

Relevant Scripture Passages

Teachers may find the following scriptures passages useful for student journal reflections, guiding class faith discussions, or for making connections to the faith dimension of this subtask. In particular, teachers may want to have students look at what these passages have to say about treating labourers unfairly and how a person will be judged for such actions. The full text of these passages can be found in Appendix C.

Matthew 16:26, James 5:4, Luke 16:19-31, Matthew 25:31-40

Relevant Excerpts from Church Documents***Laborem Exercens***

17 ...it is respect for the objective rights of the worker-every kind of worker: manual or intellectual, industrial or agricultural, etc.-that must constitute the adequate and fundamental criterion for shaping the whole economy, both on the level of the individual society and State and within the whole of the world economic policy and of the systems of international relationships that derive from it.

19 Besides wages, various social benefits intended to ensure the life and health of workers and their families play a part here. The expenses involved in health care, especially in the case of accidents at work, demand that medical assistance should be easily available for workers, and that as far as possible it should be cheap or even free of charge. Another sector regarding benefits is the sector associated with the right to rest. In the first place this involves a regular weekly rest comprising at least Sunday, and also a longer period of rest, namely the holiday or vacation taken once a year or possibly in several shorter periods during the year. A third sector concerns the right to a pension and to insurance for old age and in case of accidents at work. Within the sphere of these principal rights, there develops a whole system of particular rights which, together with remuneration for work, determine the correct relationship between worker and employer. Among these rights there should never be overlooked the right to a working environment and to manufacturing processes which are not harmful to the workers' physical health or to their moral integrity.

Centesimus Annus

8 (There is) another right which the worker has as a person. This is the right to a "just wage", which cannot be left to the "free consent of the parties, so that the employer, having paid what was agreed upon, has done his part and seemingly is not called upon to do anything beyond" ...A workman's wages should be sufficient to enable him to support himself, his wife and his children. "If through necessity or fear of a worse evil the workman accepts harder conditions because an employer or contractor will afford no better, he is made the victim of force and injustice"....Would that these words, written at a time when what has been called "unbridled capitalism" was pressing forward, should not have to be repeated today with the same severity. Unfortunately, even today one finds instances of contracts between employers and employees which lack reference to the most elementary justice regarding the employment of children or women, working hours, the hygienic condition of the work-place and fair pay; and this is the case despite the International Declarations and Conventions on the subject and the internal laws of States. The Pope attributed to the "public authority" the "strict duty" of providing properly for the welfare of the workers, because a failure to do so violates justice; indeed, he did not hesitate to speak of "distributive justice".

15"humane" working hours and adequate free-time need to be guaranteed, as well as the right to express one's own personality at the work-place without suffering any affront to one's conscience or personal dignity. This is the place to mention once more the role of trade unions, not only in negotiating contracts, but also as "places" where workers can express themselves. They serve the development of an authentic culture of work and help workers to share in a fully human way in the life of their place of employment.

Rerum Novarum

20 The following duties bind the wealthy owner and the employer: not to look upon their work people as their bondsmen, but to respect in every man his dignity as a person ennobled by Christian character. They are reminded that, according to natural reason and Christian philosophy, working for gain is creditable, not shameful, to a man, since it enables him to earn an honorable livelihood; but to misuse men as though they were things in the pursuit of gain, or to value them solely for their physical powers - that is truly shameful and inhuman. Again justice demands that, in dealing with the working man, religion and the good of his soul must be kept in mind. Hence, the employer is bound to see that the worker has time for his religious duties; that he be not exposed to corrupting influences and dangerous occasions; and that he be not led away to neglect his home and family, or to squander his earnings. Furthermore, the employer must never tax his work people beyond their strength, or employ them in work unsuited to their sex and age. His great and principal duty is to give every one what is just. Doubtless, before deciding whether wages are fair, many things have to be considered; but wealthy owners and all masters of labor should be mindful of this - that to exercise pressure upon the indigent and the destitute for the sake of gain, and to gather one's profit out of the need of another, is condemned by all laws, human and divine. To defraud any one of wages that are his due is a great crime which cries to the avenging anger of Heaven. "Behold, the hire of the laborers . . . which by fraud has been kept back by you, crieth; and the cry of them hath entered into the ears of the Lord of Sabaoth." Lastly, the rich must religiously refrain from cutting down the workmen's earnings, whether by force, by fraud, or by usurious dealing; and with all the greater reason because the laboring man is, as a rule, weak and unprotected, and because his slender means should in proportion to their scantiness be accounted sacred. Were these precepts carefully obeyed and followed out, would they not be sufficient of themselves to keep under all strife and all its causes?

USCCB Documents

The needs of the poor take priority over the desires of the rich; the rights of workers over the maximization of profits...

Economic Justice for All, United States Conference of Catholic Bishops, 1986

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Description

Students begin the work of this subtask by reflecting on what they have learned about trade up to this point. In particular they focus on some of the inequities and unjust labour practices involved within the conventional system of international trade. Students discuss and explore their thoughts and feelings on this matter as well as any possible solutions. Using a rating scale, students then explore the concept of fairness in relation to trading relationships. Their goal is to determine 'What is fair?' As a conclusion to the subtask, students work together to create a class list of 'fair' working and trading conditions.

Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE4a** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations

- 6z24 identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world
- 6z41 use appropriate vocabulary (e.g., *technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media*) to describe their inquiries and observations
- 6z49 describe some ways in which Canada has influenced other countries (e.g., through the arts, technology, sports, literature, media, telecommunications, satellites)
- 6e48 ask and answer questions to obtain and clarify information
- 6e50 express and respond to a range of ideas and opinions concisely, clearly, and appropriately
- 6e62 follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities
- 6r29 to examine issues of justice
- 6r32 to hear Jesus call us to generosity
- 6f135 reflect on their membership in human society
- 6f137 reflect on the meaning of values

Groupings

Students work in a whole group
Students work independently

Teaching/ Learning strategies

Discussion
Worksheet

Assessment

This assessment is diagnostic and no assessment data is to be collected for evaluation. The teacher makes anecdotal observations of class discussions that follow, and decides if any further teaching/learning needs to take place. Students may also extend their personal reflection from Subtask 1.

Assessment Strategies

Observation

Assessment Recording Device

Anecdotal Record

Teaching/Learning

- Students begin this subtask by reviewing the fact sheets from Subtask 4 (BLM 4.9 to 4.21) and their personal reflection from Subtask 1. They are also asked to recall their experience as a Peruvian shoe maker in the simulation game played in Subtask 4. Then, as part of a whole class discussion, students re-identify, analyse, and reflect on the problems that they encountered in these activities. Students are given some time to brainstorm and discuss possible solutions to the problems of poverty and unfair working/living conditions presented in the fact sheets and simulation game. The teacher should allow a significant amount of time for this introductory

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

activity to ensure students fully explore their thoughts and feelings on the key issues of unjust trading and working conditions.

2. Next, students are given a worksheet (BLM 5.1) with several statements that relate to trading relationships, working conditions for those in developing countries, and buying practices of consumers in wealthy countries. Students are asked to rate on a scale from 1 (strongly agree) to 5 (strongly disagree) how much they agree or disagree with each statement. Students work independently to respond to various statements and record their level of agreement or disagreement using the rating scale. Before having the students begin work on the rating scale, the teacher should review the numeric values and relate them to the levels of agreement and disagreement, making sure students are clear in their understanding of how the scale works. The teacher may also choose to read each statement aloud to ensure that students understand the terminology used. When all students have completed the worksheet (BLM 5.1), they return to a whole class discussion of their opinions on the statements included in the rating scale.
3. The teacher can have students share their opinions from the scale in a variety of different ways. One creative suggestion is to create a number line across the floor of the classroom upon which students can stand to show where their opinion falls. As the teacher reads each statement, the students move and stand on the number related to their level of agreement or disagreement. This is a very visual and physical way for students to demonstrate their opinions. In this way students can clearly see where most students' opinions lie, if there is a consensus of opinion, or if there is little agreement on a statement. The teacher can record where the consensus of opinion lies for each statement as this demonstration occurs.
4. Finally, students use the statements in BLM 5.1 and their related opinions as a guide when responding to the fundamental underlying question of this subtask and unit - "What is fair?" The students share their thoughts, feelings, and ideas in a whole class discussion and record their ideas on chart paper. Through this process the class should arrive at a list of fair trading, working and buying principles. The teacher should keep in mind the 7 key Principles of Fair Trade, found in Subtask 6 (BLM 6.2), when guiding students through this discussion. This activity leads students directly into the following subtask which focuses on these key principles of the Fair Trade system. The hope is that the class will create a 'What is fair?' list that looks very similar to the Principles of Fair Trade presented in Subtask 6.

Teachers might also find the 'What's Fair?' resource at Transfair Canada's website (<http://www.transfair.ca/en/education/primary/whatsfair/>) useful during the concluding class discussion of this subtask. This example uses cocoa farmers to demonstrate the difference between fair and unfair trading relationships. It provides a more concrete example of what's fair and unfair if students are struggling to understand this idea and the related class discussion.

Resources

BLM 5.1- Rating Scale

Fact sheets from Subtask 4

Personal Reflection from Subtask 1

Transfair Canada website - <http://www.transfair.ca/en/education/primary/whatsfair/>

Cyberschoolbus website - <http://www.un.org/cyberschoolbus/humanrights/index.asp>

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Teacher Background Notes

The teacher may want to take some time, within the context of this discussion of what is fair, to have students look at the U.N. *Universal Declaration of Human Rights* and/or the U.N. *Declaration of the Rights of the Child*. There is a wide variety of resources available to support teachers in helping students work through these documents. Once again the most up to date and helpful material can be found at the United Nations educational website 'Cyberschoolbus' at the 'Human Rights in Action' page (<http://www.un.org/cyberschoolbus/humanrights/index.asp>). The 'Resources and Links' section is particularly useful and has plain language versions of both documents.

Relevant Scripture Passages

Teachers may find the following scriptures passages useful for student journal reflections, guiding class faith discussions, or for making connections to the faith dimension of this subtask. The passages chosen for this subtask focus on giving generously even to the point of significant self-sacrifice. It is important to keep this call of Christ to be generous to the extreme in mind during any discussion of what is fair and just. The full text of these passages can be found in Appendix C.

Acts 2: 44-45; Luke 21: 1-4; Mark 10: 17-23; Matthew 19:16-22

Relevant Excerpts from Church Documents

26 Every day human interdependence grows more tightly drawn and spreads by degrees over the whole world. As a result the common good, that is, the sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment, today takes on an increasingly universal complexion and consequently involves rights and duties with respect to the whole human race. Every social group must take account of the needs and legitimate aspiration of other groups, and even of the general welfare of the entire human family.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

47 But neither all this nor the private and public funds that have been invested, nor the gifts and loans that have been made, can suffice. It is not just a matter of eliminating hunger, nor even of reducing poverty. The struggle against destitution, though urgent and necessary, is not enough. It is a question, rather, of building a world where every man, no matter what his race, religion or nationality, can live a fully human life, freed from the servitude imposed on him by other men or by natural forces over which he has not sufficient control; a world where freedom is not an empty word and where the poor man Lazarus can sit down at the same table with the rich man. This demands great generosity, much sacrifice and unceasing effort on the part of the rich man. Let each one examine his conscience, a conscience that conveys a new message for our times. Is he prepared to support out of his own pocket works and undertakings organized in favour of the most destitute? Is he ready to pay higher taxes so that the public authorities can intensify their efforts in favour of development? Is he ready to pay a higher price for imported goods so that the producer may be more justly rewarded? Or to leave this country, if necessary and if he is young, in order to assist in this development of the young nations?

Populorum Progressio, (On the Development of Peoples), Encyclical Letter of Pope Paul VI, 1967

The Catechism of the Catholic Church

1941 Socio-economic problems can be resolved only with the help of all the forms of solidarity: solidarity of the poor among themselves, between rich and poor, of workers among themselves, between employers and employees in a business, solidarity among nations and peoples. International solidarity is a requirement of the moral order; world peace depends in part upon this.

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Description

In this subtask students begin to look at the Fair Trade system as an alternative to the conventional trading system which they have discovered is rife with inequity and unjust labour practices. Students will examine the main principles of Fair Trade, as outlined by TransFair Canada and the Fair Trade Labeling Organizations International (FLO). Seven key principles of Fair Trade will be introduced and discussed through a whole class activity lead by the teacher. Following the class discussion, students will examine profiles of several Canadian businesses to determine if they adhere to the principles of Fair Trade. Students will also be required to find a local retailer of Fair Trade products in their community. Finally, to further deepen their understanding of these Fair Trade principles students will propose an idea for their own Fair Trade business. After deciding what product they will sell each student will complete an application to TransFair Canada requesting permission for their proposed business to become a TransFair (Fair Trade) licensee.

Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE7e** Witness Catholic social teaching by promoting equality, democracy and solidarity for a just, peaceful and compassionate society.

Expectations

- 6z28 describe some of the connections Canada shares with the rest of the world (e.g., trade, history, geography, tourism, economic assistance, immigration, indigenous peoples, peacekeeping, media, culture).
- 6z29 identify products that Canada imports and exports (e.g., *imports*: fruit, vegetables, chemicals, motor vehicles; *exports*: newsprint, grain, machinery, timber, telecommunications, natural gas)
- 6z31 identify the countries from which Canada imports goods (e.g., the United States, Japan, the United Kingdom, Germany, other European countries, Taiwan, South Korea, Mexico)
- 6z37 use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world (e.g. *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMS, Internet sites).
- 6z41 use appropriate vocabulary (e.g. *technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media*) to describe their inquiries and observations.
- 6z51 describe Canada's participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour, human rights violations, acceptance of refugees).
- 6e9 frequently introduce vocabulary from other subject areas into their writing
- 6e15 understand specialized words or terms, as necessary (e.g., medieval in a historical novel)

Groupings

Students Working As A Whole Class

Students Working In Small Groups

Students Working Individually

Teaching/Learning Strategies

Brainstorming

Collaborative/Cooperative Learning

Note-Making

Directed Reading

Assessment

BLM 6.3 and 6.5 will be assessed for accuracy and completion.

BLM 6.7 will be assessed for depth of understanding of Fair Trade principles

Assessment Strategies

Observation

Performance Task

Assessment Recording

Devices

Anecdotal Record

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Teaching/Learning

1. The teacher will begin this subtask by introducing students to the basics of the Fair Trade system, through a reading of an OWL magazine article out loud to the class ('Square and Fair', OWL magazine, January/February 2005, p16-19). If this issue of OWL magazine is unavailable in the school or at the public library, a text-only copy of the 'Square and Fair' article has been included with this unit (see B.LM. 6.1). After sharing the article with the class, each student will be given a copy of BLM 6.2 and the teacher will read through and explain the main goals and principles of the Fair Trade alternative. Students are then led through a whole class discussion of the goals and main principles of Fair Trade and how they try to address some of the trade and labour problems discussed in previous subtasks. The classroom teacher might also use this time as an opportunity to discuss some key areas of related background information from TransFair Canada's "Fair Trade: A Teacher's Guide" (Appendix A). The sections titled 'Who Benefits and How?', 'What is the Impact of Fair Trade on Children and Young People?', and 'Which Products are Fair Trade Certified?' may be of particular interest.
Note: The picture book 'Stop, Don't Eat Me!' may be quite useful as part of this introduction as well. A copy can be purchased from Peace Diviners at www.peacediviners.org.
2. After the whole class discussion, students will be assigned BLM 6.3. Once completed this worksheet will provide an opportunity for teachers to assess students understanding of the principles of Fair Trade. Students will be required to explain and demonstrate an understanding of these Fair Trade goals, principles and values as part of their culminating assignment.
3. Students will now apply their knowledge of the goals and principles of Fair Trade to some stories of real Canadian businesses in order to determine whether they can apply to become licensed by TransFair Canada, in order to put the Fair Trade Certified logo on their product. The business profiles (BLM 6.4a, 6.4b, 6.4c) are given to students to be read and evaluated. These Fair Trade businesses will provide models/examples of good corporate citizenship to the students. The business profiles will also help them in the final component of this subtask, which requires each student to apply for their business to become a TransFair Licensee. After reading the profiles, a worksheet (BLM 6.5) will be assigned requiring the student to briefly explain at least 3 reasons why each business does qualify as a Fair Trade business and a TransFair Licensee. This assignment can also be completed in the student's unit folder, journal or notebook without the use of BLM 6.5. Students should also be allowed to research these businesses in more depth at their respective websites (www.lasiembra.com, www.equator.ca, www.justuscoffee.com). Students are also required to try and locate a local retailer of Fair Trade merchandise as part of this assignment. A list of licensees and retail stores can be found on the TransFair Canada website or students can simply investigate local food and grocery retailers in their community.
4. For the final component of this subtask, teachers will instruct students to imagine they are the operator of a small business and that they are interested in advertising their products and business as being fairly traded. To do this they must become a licensee of TransFair Canada and use the official TransFair Fair Trade logo on their products. At this time students will be introduced to the logo (BLM 6.6) and encouraged to look for it on products as a way of ensuring the product has been produced, marketed, and sold according to the principles discussed (refer back to BLM 6.2 if necessary). Students will then be required to complete a written application (BLM 6.7) that describes their business, demonstrates how the business adheres to principles of Fair Trade, and outlines their intent to continue as a supporter of Fair Trade principles. The teacher will evaluate the completed assignment and determine whether the applicant has earned the right to become a TransFair (Fair Trade) licensee. If successful, a student will be granted a TransFair license in the form of a TransFair Logo sticker (see BLM 6.8)

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Resources

BLM 6.1 - Square and Fair Owl Magazine Article
 BLM 6.2 - The Fair Trade System
 BLM 6.3 - Fair Trade Principles Worksheet
 BLM 6.4a - La Siembra Co-operative
 BLM 6.4b - Equator Coffee Roasters
 BLM 6.4c - Just! Us Coffee Roasters
 BLM 6.5 - Fair Trade Businesses worksheet
 BLM 6.6 - TransFair Logo
 BLM 6.7 - Application to obtain a license from TransFair Canada
 BLM 6.8 - TransFair Logo 'Stickers'
 Appendix A: TransFair Canada's resource 'Fair Trade: A Teacher's Guide'
 TransFair Canada's website (www.transfair.ca)
 Fairtrade Labelling Organizations International (www.fairtrade.net)
 La Siembra Co-operative (www.lasiembra.com)
 Equator Coffee Roasters (www.equator.ca)
 Just Us! Coffee Roasters (www.justuscoffee.com)
 United Nations website 'Cyberschoolbus' (www.cyberschoolbus.un.org)
 'Square and Fair', OWL magazine, January/February 2005, p16-19
 'Stop, Don't Eat Me!' picture book (<http://www.peacediviners.org>)

Teacher Background Notes

Teachers should review TransFair Canada's resource 'Fair Trade: A Teacher's Guide' (Appendix A) before beginning this subtask. Student notes could be derived from this resource and from the TransFair Canada website. Local Fair Trade businesses could be located through this website and contacted for further information on running a Fair Trade business.

The picture book called 'Stop, Don't Eat Me!' on Fair Trade chocolate may be useful as part of the introduction. You can view the story on the Peace Diviners website (<http://www.peacediviners.org>)

Relevant Excerpts from Church Documents**Relevant Scripture Passages**

Teachers may find **1 Corinthians 12:12-16** a useful passage for student journal reflections, guiding class faith discussions, or for making connections to the faith dimension of this subtask. This scripture passage focuses on community and the interconnectedness of all God's people which is a theme underlying the concept, principles and values of the Fair Trade system.

The full text of this passage can be found in Appendix C.

Relevant Excerpts from Church Documents***Catechism of the Catholic Church***

2439 Rich *nations* have a grave moral responsibility toward those which are unable to ensure the means of their development by themselves or have been prevented from doing so by tragic historical events. It is a duty in solidarity and charity; it is also an obligation in justice if the prosperity of the rich nations has come from resources that have not been paid for fairly.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

2440 It is also necessary to *reform* international economic and financial *institutions* so that they will better promote equitable relationships with less advanced countries. The efforts of poor countries working for growth and liberation must be supported.

Centesimus Annus

8 (There is) another right which the worker has as a person. This is the right to a "just wage", which cannot be left to the "free consent of the parties, so that the employer, having paid what was agreed upon, has done his part and seemingly is not called upon to do anything beyond" ...A workman's wages should be sufficient to enable him to support himself, his wife and his children. "If through necessity or fear of a worse evil the workman accepts harder conditions because an employer or contractor will afford no better, he is made the victim of force and injustice"...

Compendium of the Social Doctrine of the Church

339 All those involved in a business venture must be mindful that the community in which they work represents a good for everyone and not a structure that permits the satisfaction of someone's merely personal interests. This awareness alone makes it possible to build an economy that is truly at the service of mankind, and to create programs of real cooperation among the different partners in labour. A very important and significant example of this is found in the activity of so-called co-operative enterprises, small and medium-sized businesses, commercial undertakings featuring handmade products and family sized agricultural ventures. The church's social doctrine has emphasised the contribution that such activities make to enhance the value of work, to the growth of a sense of personal and social responsibility, a democratic life and the humane values that are important for the progress of the market and of society.

USCCB Documents

The obligation to "love our neighbor" has an individual dimension, but it also requires a broader social commitment to the common good. We have many partial ways to measure and debate the health of our economy: Gross National Product, per capita income, stock market prices, and so forth. The Christian vision of economic life looks beyond them all and asks, Does economic life enhance or threaten our life together as a community?

Economic Justice for All, Pastoral Message of the United States Conference of Catholic Bishops, 1986

OCCB Documents

It is precisely this solidarity and interdependence that are at the core of Catholic social teaching and that are so necessary if we are to begin to change those unjust global attitudes and structures that keep the South poor and the North rich.

Celebrating An Education for Justice and Peace, Ontario Conference of Catholic Bishops, 1996

Trading Fairly In Our World

A Social Studies Unit for Grade 6

"You are like light for the whole world. A city built on a hill cannot be hidden. No one lights a lamp and puts it under a bowl; instead he puts it on the lampstand, where it gives light for everyone in the house. In the same way your light must shine before people, so that they will see the good things you do and praise your father in heaven." (Matthew 5:14-16)

Description

In this subtask students will learn more about individuals, businesses, and organizations that are working to make the world a fairer place. The teacher will begin this subtask by sharing two "good news" stories about how a justice and development issue was addressed by a local young Canadian. The teacher will then give a brief overview of a number of organizations that are attempting to address the issue and practice of unfair trade, poor living conditions and unjust working conditions in the world. Particular interest will be given to Canadian organizations that are working to promote Fair Trade as alternative to the conventional system of international trade. Students will then prepare a more substantive report on one of the organizations listed, which will be used in preparing the culminating assignment.

Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2b** Reads, understands and uses written materials effectively.
- CGE3a** Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

Expectations

- 6z25 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
- 6z28 describe some of the connections Canada shares with the rest of the world (e.g., trade, history, geography, tourism, economic assistance, immigration, indigenous peoples, peacekeeping, media, culture).
- 6z37 use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world (e.g. *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMS, Internet sites).
- 6z41 use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations
- 6z48 use an appropriate presentation format to show how the contributions of an out-standing Canadian are recognized in the global community as well as in Canada (e.g., in dance, sports, music, literature, art, science, technology);
- 6z49 describe some ways in which Canada has influenced

Groupings

Students work in a whole group
Students work individually or in pairs

Teaching/Learning Strategies

Directed Reading -Thinking Activity
Report
Research Process
Writing Process
Internet Technologies

Assessment

Student's ability to prepare a report on one development agency or Fair Trade business will be assessed.

Assessment Strategies

Research task
Performance task

Assessment Recording Device

Research Rubric

Trading Fairly In Our World

A Social Studies Unit for Grade 6

- other countries (e.g., through the arts, technology, sports, literature, media, telecommunications, satellites);
- 6z51 describe Canada's participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour, human rights violations, acceptance of refugees).
- 6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology)
- 6e32 summarize and explain the main ideas in information materials (e.g., textbooks), and cite details that support the main ideas
- 6e47 make reports, describe and explain a course of action, and follow detailed instructions

Teaching/Learning

1. The teacher will begin this subtask by reminding students of the alternate trading system they began to learn about in the last subtask. It is essential that students understand the basic concept and the key principles of Fair Trade studied in Subtask 6. If necessary the teacher can spend some time discussing and reviewing these principles with the class in order to clarify and reinforce students' understanding of Fair Trade.
2. Next the teacher makes a point of emphasizing that the Fair Trade alternative is based on a more equitable and sustainable trading partnership that involves not only farmers and artisans, but traders, businesses people, and consumers in the wealthy developed world. Many people are involved in trying to make this 'different' approach to trade more common and to help create a better quality of life for those who live in poverty. The teacher will then ask **'So who are the people (and organizations) in our community and country who are working to make our world a fairer place and to help alleviate poverty in the developing world?'** Although this is meant as a rhetorical question and a way to lead in to the profiles of Ryan Hreljac and Naomi Poole, students may have some ideas they want to share. The teacher can allow for some suggestions from the class before introducing the two profiles or move directly to the profiles of these two young Canadian activists.
3. The teacher will present two "good news" stories (BLM 7.1 and BLM 7.2) about young Canadians who are making valiant efforts to raise awareness among Canadians and affect some positive change in the lives of those living in poverty in our world. Ryan Hreljac, who has created an organization called Ryan's Well, is working to bring safe wells and clean drinking water to the people of Africa. Naomi Poole, has written a book for children on Fair Trade called 'Stop, Don't Eat Me!' as well as being involved in a variety of volunteer and activist causes. These two profiles will demonstrate to students the powerful impact an individual, and more importantly a young Canadian, can make and hopefully empower them to be action-oriented global citizens.
4. The teacher then explains that Ryan Hreljac and Naomi Poole are just two of the many Canadians who are working hard to make our world a fairer place and put an end to extreme poverty in our world. Many people like Ryan and Naomi have also joined together with other activists for social change to form organizations or businesses, or to join governmental or aid organizations, which work to improve the living and working conditions of people in the developing world. The teacher explains that the students are now going to learn more about some of these organizations and the people who work in them, and will also be required to complete a research report on one organization from the list provided.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

5. The teacher will then give each student a copy of BLM 7.3, which list Canadian businesses and organizations involved in the Fair Trade system. The teacher may read about the organizations or have students read the information out loud to the whole class. Each organization can be discussed in more detail and students are asked for any background knowledge they have on these organizations. The teacher may also provide students with a copy of BLM 7.4, which list additional Fair Trade businesses and organizations outside of Canada.
6. Students will then complete a research report on one of the organizations listed in BLM 7.3. This report could include the mission statement of the organization, when they were founded, which organizations or which individuals are key to the organization, its current activities and programs, countries and/or communities that it is involved with, actual farmer or artisan stories of improved living/working conditions, etc. Students should focus on what involvement each of these businesses or organizations has in the Fair Trade system and movement. This report will be used as a component of the culminating task. A sample research report guideline sheet (BLM 7.5) has been included for use in this assignment and can also be modified to suit the specific needs of a given class or student. A sample research rubric for assessment purposes has also been included (see BLM 7.6). At the teacher's discretion, students may also select a business or organization from BLM 7.4 to research.
7. Finally, after hearing Ryan Hreljac and Naomi Poole's profiles and learning of the important and life changing work of a variety of Canadian organizations, students will be motivated and inspired to make a difference themselves. At this point the teacher may want to explore with the class the idea of 'What can I do?' as a way of empowering each student to help make the world a fairer place. The teacher will find many of the business and organizations listed in BLM 7.3 and 7.4 will have sections on their website dedicated to this topic that will provide a valuable resource to the students. Three websites that will provide a starting point for ideas include: The Canadian Fair Trade Network website (www.fairtradenetwork.ca) under the 'What You Can Do' section along the side menu; the Catholic Relief Services website (www.crsfairtrade.org) under the 'Get Involved' tab, and at the United Nations educational website Cyber School Bus, under the Rights at Work tab in the Curriculum section and then follow the cues to the Kaia Module and the 'What Can I Do?' tab (see <http://cyberschoolbus.un.org/3PLUSU/kaiaModule.html>).

Resources

BLM 7.1 - Ryan Hreljac and the 'Ryan's Well' project

BLM 7.2 - Naomi Poole – student, activist, and writer of Stop, Don't Eat Me!

BLM 7.3 - Canadian Friends of Fair Trade (Fair Trade Businesses & Organizations)

BLM 7.4 - Other Friends of Fair Trade

BLM 7.5 - Research Report: Fair Trade Business/Organization

BLM 7.6 - Research Rubric (for Subtask 7 Research Report)

Teacher Background Notes

Any additional background information on the organizations reviewed in this subtask can be found at the indicated website. These websites will provide the teacher and students with the most up to date information on the selected business or organization. Transfair Canada's website along with the sites of most of the other listed businesses and organizations will also have links to additional Fair Trade organizations. If additional examples of Fair Trade organizations are needed, teachers are encouraged to begin with Transfair Canada's website.

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Relevant Scripture Passages

Teachers may find the following scriptures passages useful for student journal reflections, guiding class faith discussions, or for making connections to the faith dimension of this subtask. All three passages explore some key underlying themes of this subtask, including solidarity, service and justice. The full text of these passages can be found in Appendix C.

Matthew 5: 14-16; Matthew 5: 1-12; Micah 6: 8

Relevant Excerpts from Church Documents

Catechism of the Catholic Church

1911 Human interdependence is increasing and gradually spreading throughout the world. The unity of the human family, embracing people who enjoy equal natural dignity, implies a *universal common good*. This good calls for an organization of the community of nations able to "provide for the different needs of men; this will involve the sphere of social life to which belong questions of food, hygiene, education, . . . and certain situations arising here and there, as for example . . . alleviating the miseries of refugees dispersed throughout the world, and assisting migrants and their families."

1932 The duty of making oneself a neighbour to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be. "As you did it to one of the least of these my brethren, you did it to me."

1939 The principle of solidarity, also articulated in terms of "friendship" or "social charity," is a direct demand of human and Christian brotherhood.

1940 Solidarity is manifested in the first place by the distribution of goods and remuneration for work. It also presupposes the effort for a more just social order where tensions are better able to be reduced and conflicts more readily settled by negotiation.

1941 Socio-economic problems can be resolved only with the help of all the forms of solidarity: solidarity of the poor among themselves, between rich and poor, of workers among themselves, between employers and employees in a business, solidarity among nations and peoples. International solidarity is a requirement of the moral order; world peace depends in part upon this.

Compendium of the Social Doctrine of the Church

366 As globalization spreads it must be accompanied by ever more mature awareness on the part of different organisations of civil society of the new tasks to which they are called on at a worldwide level. Thanks also to resolute action taken by these organisations, it will be possible to place the present process of economic and financial growth taking place on a global scale within a framework that guarantees an effective respect of human rights and other rights of peoples, as well as an equitable distribution of resources within every country and between different countries: "freedom of trade is fair, only when it is in accord with the demand of justice."

Centesimus Annus

58 It is not merely a matter of "giving from one's surplus", but of helping entire peoples which are presently excluded or marginalized to enter into the sphere of economic and human development. For this to happen, it is not enough to draw on the surplus goods which in fact our world abundantly produces; it requires above all a change of life-styles, of models of production and consumption, and of the established structures of power which today govern societies. Nor is it a matter of eliminating instruments of social organization which have proved useful, but rather of orienting them according to an

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

adequate notion of the common good in relation to the whole human family. Today we are facing the so-called "globalization" of the economy, a phenomenon which is not to be dismissed, since it can create unusual opportunities for greater prosperity. There is a growing feeling, however, that this increasing internationalization of the economy ought to be accompanied by effective international agencies which will oversee and direct the economy to the common good, something that an individual State, even if it were the most powerful on earth, would not be in a position to do. In order to achieve this result, it is necessary that there be increased coordination among the more powerful countries, and that in international agencies the interests of the whole human family be equally represented. It is also necessary that in evaluating the consequences of their decisions, these agencies always give sufficient consideration to peoples and countries which have little weight in the international market, but which are burdened by the most acute and desperate needs, and are thus more dependent on support for their development. Much remains to be done in this area.

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Description

In this culminating assignment, students will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed in this unit, in order to develop a presentation on the benefits of fair trade. Much of the information gathered through reading and research in previous subtasks will form the basis of this final project. Through their presentation, students will demonstrate to others what they have learned about Canada's trading relationships and partners, the inequality that exists within our international trading systems, and the alternative fair trade model. This final project may be in the form of an oral, written or visual presentation and may be prepared and presented individually or by a group.

By focusing their presentation on the benefits of a more equitable and fair system of trade students will be giving witness to key Catholic social teachings such as promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Catholic School Graduate Expectations

- CGE1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.
- CGE2c** Presents information and ideas clearly and honestly and with sensitivity to others.
- CGE3f** Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Expectations

- 6z24 identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world;
- 6z25 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;
- 6z26 explain the relevance to Canada of current global issues and influences.
- 6z27 identify some countries with which Canada has links (e.g., in Europe, the Pacific Rim, the Americas, Asia, the Middle East, Africa);
- 6z28 describe some of the connections Canada shares with the rest of the world (e.g., trade, history, geography, tourism, economic assistance, immigration, indigenous peoples, peacekeeping, media, culture);
- 6z35 describe distinguishing characteristics of a country in another region with which Canada has links (e.g., climate, physical features, political system, economic activities, international influence, celebrations).

Groupings

Students work in a whole group
Students work in small groups
Students work individually

Teaching/Learning Strategies

Simulation, Directed Reading - Thinking Activity, Demonstration
Guided Exploration, Independent Reading, Research Process, Writing Process, Internet Technologies, Online Public Access Catalogues (OPAC), Issue-Based Analysis, Concept Clarification

Assessment

Assessment is more informal. It gauges the student's ability to obtain, record, and organize information that will be used in the culminating task.

Assessment Strategies

Observation, Response Journal and Research Task

Assessment Recording Device

Anecdotal Record and Rubric

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

- 6z40 observing bibliographic conventions, use media works, oral presentation, written descriptions, illustrations, tables, charts, maps, and graphs to communicate main ideas, with supporting evidence, about the various regions of the United States and about one other country from another region of the world;
- 6z41 use appropriate vocabulary (e.g., *technology, culture, immigration, tourism, physical features, indigenous peoples, export, import, parallels, meridians, Pacific Rim, economics, media*) to describe their inquiries and observations.
- 6z51 describe Canada's participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour, human rights violations, acceptance of refugees).
- 6e1 communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6e3 organize information to convey a central idea, using well-linked paragraphs

Teaching/Learning

Students will consolidate the knowledge they have gained through the activities, discussions, assignments, and research completed in this unit, in order to develop a Fair Trade presentation. Much of the information gathered previously through reading and research will form the basis of this final project. The teacher will give an appropriate period of class time to prepare the presentations. Presentations will be scheduled and then evaluated by the teacher, perhaps with some assistance from other audience members.

Below is an overview of the general requirements for the presentation followed by some more specific guidelines for each type or method of presentation (oral, written, visual). It is important to remember that the 'type' of presentation refers to the primary way in which the student or group communicates their information to the audience. Each type of presentation may have elements of the other methods of communicating within it (e.g. A visual presentation in the form of a display board will use some written material along with pictures, graphs, etc.). This flexible approach to the final presentation task will better allow the teacher to meet the divergent needs of all students and be more interesting for students and their audiences. Students' presentations will be evaluated using a Presentation Rubric (BLM 8.4).

General Guidelines

In this presentation, students must include each of the following key elements:

1. Some background knowledge of the living and working conditions of people living in the developing world.
2. An overview of fair trade values and practices, and how this alternative approach to trade can help improve living and working conditions for those in the developing world.
3. The connections between their community and communities in the developing world and what role they, as Canadian citizens, have to play in improving the lives of those suffering from economic, social and political injustices.

Oral Presentation

A student choosing to communicate through an oral presentation may present to a group of peers (i.e. a class, club, etc.), or within the broader community (i.e. School Council, Board of Directors, CWL, Knights of Columbus, Parent Group, Town Council, at a community event, etc.). The presentation must include the elements listed in BLM 8.1, the Oral Presentation Guide. Students should remember to make use of visual or written materials in their presentation even though the primary method of communication is oral.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Written Presentation

A student choosing to communicate through a written presentation may write a letter or article to a person or organization. For example a persuasive letter or opinion piece may be sent to the editor of a local newspaper, Member of Parliament, School Principal, business, group or organization. They may also choose to design a brochure, pamphlet, or flyer as a way of presenting what they have learned about fair trade. The written presentation must include the elements listed in BLM 8.2, the Written Presentation Guide.

Visual Presentation

Students may also communicate their ideas through a visual presentation similar to those presented in Science Fairs (a visual display laid out on a large backboard) or it could be an electronic slide show (i.e. PowerPoint presentation). Students should remember to make use of oral or written materials in their presentation even though the primary method of communication is visual. The visual presentation must include the elements listed in BLM 8.3, the Visual Presentation Guide.

Resources

BLM 8.1 – Oral Presentation Guide

BLM 8.2 – Written Presentation Guide

BLM 8.3 – Visual Presentation Guide

BLM 8.4 – Presentation Rubric

Teacher Background Notes

Each type or method of presenting (oral, written, visual) should support and promote the other methods being used by fellow classmates, (i.e. a newspaper article should inform readers that oral presentations and visual displays are available; oral presentation should promote the fact that a visual display is available; hand out copies of newspaper articles, etc).

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Relevant Scripture Passages

This culminating assignment brings together all the key themes of this unit, including those rooted in scripture and Catholic social teachings. For this reason, teachers should find that any of the scriptures passages found in Appendix C could be useful with this subtask. Students should be encouraged to include a short passage of scripture into their fair trade presentation. It may also be useful to take some time at the end of this unit to reread several of these passages together in order to reinforce the importance and centrality of Christ's call to be people of justice, peace, and compassion.

Relevant Excerpts from Church Documents

The obligation to "love our neighbor" has an individual dimension, but it also requires a broader social commitment to the common good. We have many partial ways to measure and debate the health of our economy: Gross National Product, per capita income, stock market prices, and so forth. The Christian vision of economic life looks beyond them all and asks, Does economic life enhance or threaten our life together as a community?

Economic Justice for All, Pastoral Letter on Catholic Social Teaching and the U.S. Economy,
United States Conference of Catholic Bishops, 1986

30 It is imperative that no one ... would indulge in a merely individualistic morality. The best way to fulfill one's obligations of justice and love is to contribute to the common good according to one's means and the needs of others, and also to promote and help public and private organizations devoted to bettering the conditions of life.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

376 Thus a great deal of educational and cultural work is urgently needed including the education of consumers in the responsible use of their power of choice, the formation of a strong sense of responsibility among producers and among people in the mass media in particular, as well as the necessary intervention by public authorities."

The Compendium of the Social Doctrine of the Church

Anticipation Guide*"If the World Were a Village"*

Date: _____

Name: _____

Statement or Question	Your Response
<p>1. <u>Welcome</u> (pages 6-7):</p> <p>Imagine the world as a village of 100 people. Describe the sights, sounds, smells, and tastes you might encounter in this village.</p>	<p>Before reading:</p> <p>After reading:</p>
<p>2. <u>Nationalities</u> (pages 8-9):</p> <p>Of the 100 people in the village, how many would come from each of the seven continents?</p>	<p>Before reading:</p> <p>After reading:</p>
<p>3. <u>Languages</u> (pages 10-11):</p> <p>How many languages are spoken in the world village? What is the language that most people in the village speak?</p>	<p>Before reading:</p> <p>After reading:</p>

<p>4. <u>Ages</u> (pages 12-13)</p> <p>Of the 100 people in the village, about how many would be older than you and about how many would be younger than you?</p>	<p>Before reading:</p> <p>After reading:</p>
<p>5. <u>Religions</u> (pages 14-15)</p> <p>What are the three most common religions in the village?</p>	<p>Before reading?</p> <p>After reading?</p>
<p>6. <u>Food</u> (pages 16-17)</p> <p>According to the book, there is no shortage of food in the village and yet only 30 people always have enough food to eat. Why?</p>	<p>Before reading?</p> <p>After reading?</p>
<p>7. <u>Air and Water</u> (pages 18-19)</p> <p>How many of the 100 villager have access to safe drinking water?</p>	<p>Before reading?</p> <p>After reading?</p>

<p>8. <u>Schooling and Literacy</u> (pages 20-21):</p> <p>Not all school-age villagers attend school. Why?</p>	<p>Before reading:</p> <p>After reading:</p>
<p>9. <u>Money and Possessions</u> (pages 22-23):</p> <p>Do all villagers have enough money to meet their basic needs? Why or why not?</p>	<p>Before reading:</p> <p>After reading:</p>
<p>10. <u>Electricity</u> (pages 24-25):</p> <p>How many of the people in the village have electricity? What electronic item would there be the most of in the village: telephones, radios, televisions, or computers?</p>	<p>Before reading:</p> <p>After reading:</p>
<p>11. <u>The Past</u> (pages 26-27):</p> <p>Estimate how many people live in the village in the year 1900, in 1800, in 1500, and in 1000.</p>	<p>Before reading:</p> <p>After reading:</p>
<p>12. <u>Future</u> (pages 28-29):</p> <p>Estimate how many people will be living in the village in the year 2100.</p>	<p>Before reading:</p> <p>After reading:</p>

Anticipation Guide
"If the World Were a Village"
Answer Key

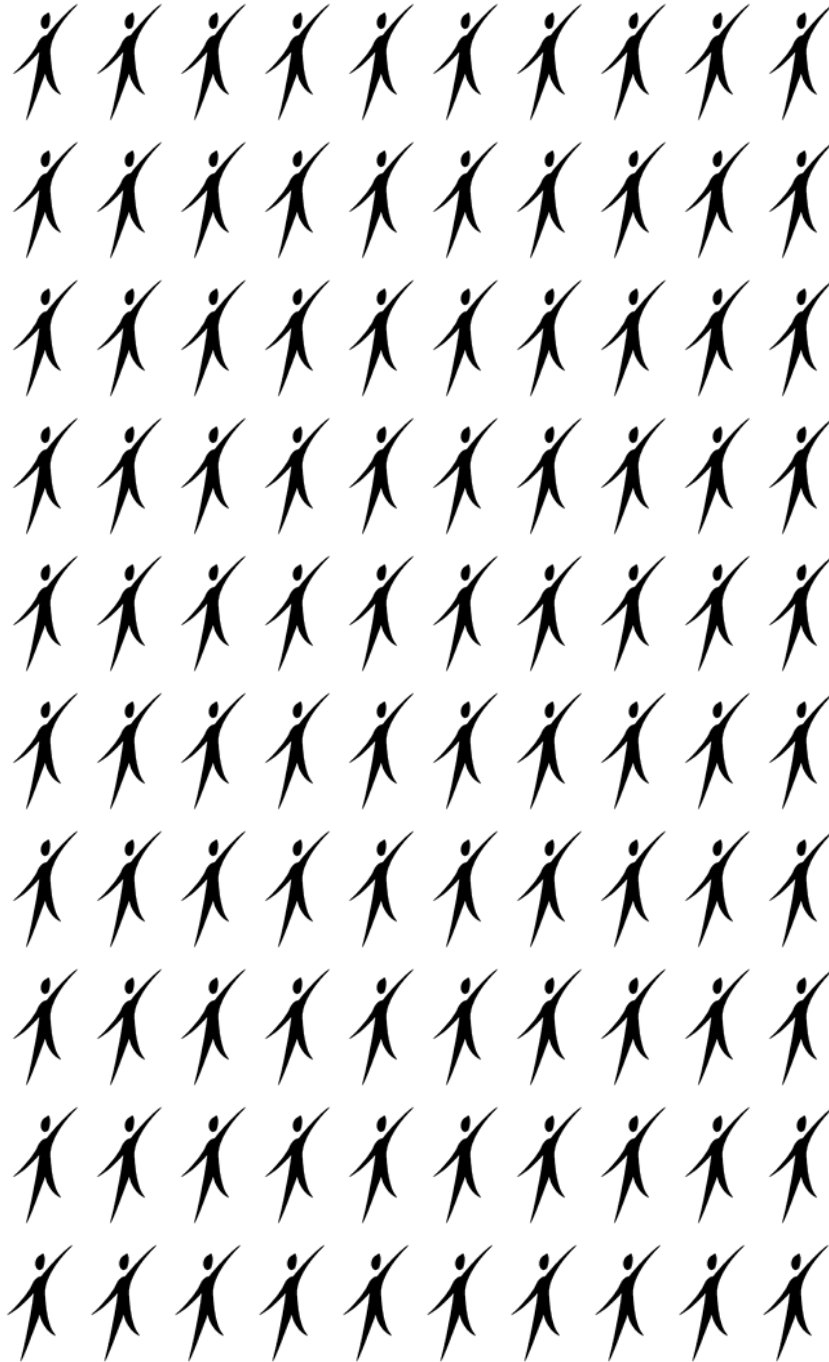
Statement or Question	Your Response
<p>1. <u>Welcome</u> (pages 6-7):</p> <p>Imagine the world as a village of 100 people. Describe the sights, sounds, smells, and tastes you might encounter in this village.</p>	<p>Answers will vary.</p>
<p>2. <u>Nationalities</u> (pages 8-9):</p> <p>Of the 100 people in the village, how many would come from each of the seven continents?</p>	<p>Asia: 61; Africa: 13; Europe: 12 South America, Central America (including Mexico), and the Caribbean: 8, North America (not including Mexico): 5; Oceania: 1</p>
<p>3. <u>Languages</u> (pages 10-11):</p> <p>How many languages are spoken in the world village? What is the language that most people in the village speak?</p>	<p><u>Almost 6000 languages are spoken</u> Chinese dialects (Mandarin) is the most commonly spoken language.</p>
<p>4. <u>Ages</u> (pages 12-13):</p> <p>Of the 100 people in the village, about how many would be older than you and about how many would be younger than you?</p>	<p>Answers will vary</p>
<p>5. <u>Religions</u> (pages 14-15):</p> <p>What are the three most common religions in the village?</p>	<p>Christianity, Islam, Hinduism</p>

<p>6. <u>Food</u> (pages 16-17)</p> <p>According to the book, there is no shortage of food in the village and yet only 30 people always have enough food to eat. Why?</p>	<p>Food isn't equally divided among the villagers.</p>
<p>7. <u>Air and Water</u> (pages 18-19)</p> <p>How many of the 100 villager have access to safe drinking water?</p>	<p>75 of the 100</p>
<p>8. <u>Schooling and Literacy</u> (pages 20-21):</p> <p>Not all school-age villagers attend school. Why?</p>	<p>There is no school to go to; they must work instead to help feed their family; (costs are too high).</p>
<p>9. <u>Money and Possessions</u> (pages 22-23):</p> <p>Do all villagers have enough money to meet their basic needs? Why or why not?</p>	<p>No. The money in the village isn't divided equally. Some people don't have the money to provide for own food, shelter, and other necessities</p>
<p>10. <u>Electricity</u> (pages 24- 25):</p> <p>How many of the people in the village have electricity? What electronic item would there be the most of in the village: telephones, radios, televisions, or computers?</p>	<p>Those who have electricity: 76</p> <p>Radios (42)</p>
<p>11. <u>The Past</u> (pages 26-27):</p> <p>Estimate how many people live in the village in the year 1900, in 1800, in 1500, and in 1000.</p>	<p>1900: 32 people 1800: 17 people 1500: 8 people 1000: 5 people</p>
<p>12. <u>The Future</u> (pages 28-29):</p> <p>Estimate how many people will be living in the village in the year 2100.</p>	<p>400 people</p>

100 People Chart

Name: _____

Topic: _____



The Jellybean Demonstration

Distribute jellybeans (or popcorn, beans, seeds) to each student as outlined in the Teacher's Notes. Some students will automatically eat edible items, but this is part of the learning experience, so don't feel you have to tell them not to eat the items. At the end of the demonstration, students may eat their jellybeans, but you may want to have two sets – one for the demonstration and one for eating later.

After explaining to the Southerners that they live in an economically impoverished area, read the following situations and redistribute the jellybeans among the students accordingly. Address specific groups of students for each scenario (e.g., by table, row, etc.).

- Your area is suffering from a drought, and you can't grow your crops. So, the people in another area with the same crops are able to sell at a higher price. You lose your income while the other group earns more money. (Take the jellybeans from this group of students and give them to another group)
- Your brother receives a scholarship to attend school in Canada. Everyone is happy for him, but it means that you will have one less person to harvest sugarcane this year. Each member of the family loses one jellybean. (Take one jellybean from each member of one group, and set them aside)
- Your family has just harvested a big crop of jute (used to make burlap bags). Since many of the companies that buy jute have been bought out by plastics companies, there is no one to make jute bags anymore and the price for your crop has fallen. Your family makes less money. (Take two jellybeans from each member of the group, and set them aside)
- A local organization has shown you how to increase the soil fertility (richness) by rotating crops, which has increased your yield. You make more money this year. (Each group member receives one additional jellybean)
- There has been an infestation of locusts this year in your region and you lost your entire crop. You did not have insurance, and so you lost everything you own to pay your landowner. (Take all the jellybeans from this group and give them to a Northerner – rich landowner)
- A multinational corporation has formed in your community to harvest the same crops, but is able to sell the crops at a lower price. Now, people are buying their crops instead of yours. You have lost your business, and can't break even. (Take the jellybeans away from the members of this group and give them to a group of Northerners)
- Your entire community decides to form a cooperative of small, independent farmers. Your wealth is redistributed to every member of the cooperative so that everyone is equal. (Redistribute the jellybeans so that everyone is equal again.)

Rating Scale for the Personal Reflection

- 1 – limited understanding
- 2 – some understanding
- 3 – good understanding
- 4 – extensive understanding

Has the student displayed empathy toward people in poverty?

1 2 3 4

Has the student identified factors that create or contribute to poverty?

1 2 3 4

Has the student incorporated ideas that were discussed in class?

1 2 3 4

Has the student incorporated original ideas about poverty and inequality?

1 2 3 4

'Trading Fairly in Our World' Culminating Assignment: Creating a Fair Trade Presentation

What is required in this assignment?

As a culminating assignment for our social studies unit 'Trading Fairly in Our World', students are required to develop a presentation on the benefits of Fair Trade. In this presentation, students must include each of the following key elements:

1. Some background knowledge of the living and working conditions of people living in the developing world.
2. An overview of Fair Trade values and practices, and how this alternative approach to trade can help improve living and working conditions for those in the developing world.
3. The connections between their community and communities in the developing world and what role they, as Canadian citizens, have to play in improving the lives of those suffering from economic, social and political injustices.

What format is this presentation to take?

This final project may be presented in the form of an oral, written or visual presentation. Below is a description of what each format would involve.

Oral Presentation

A student choosing to communicate through an oral presentation may present to a group of peers (i.e. a class, club, etc.), or within the broader community (i.e. School Council, Board of Directors, CWL, Knights of Columbus, Parent Group, Town Council, at a community event, etc.). The presentation must include the elements listed in *BLM 8.1, the Oral Presentation Guide*. Students should remember to make use of visual or written materials in their presentation even though the primary method of communication is oral.

Written Presentation

A student choosing to communicate through a written presentation may write a letter or article to a person or organization. For example a persuasive letter or opinion piece may be sent to the editor of a local newspaper, Member of Parliament, School Principal, business, group or organization. They may also choose to design a brochure, pamphlet, or flyer as a way of presenting what they have learned about Fair Trade. The written presentation must include the elements listed in *BLM 8.2, the Written Presentation Guide*.

Visual Presentation

Students may also communicate their ideas through a visual presentation similar to those presented at a Science Fair (a visual display laid out on a large backboard) or it could be an electronic slide show (i.e. PowerPoint presentation). Students should remember to make use of oral or written materials in their presentation even though the primary method of communication is visual. The visual presentation must include the elements listed in *BLM 8.3, the Visual Presentation Guide*.

Oral Presentation Sample (A)

Justin Friesen, is a young environmentalist from Halifax, Nova Scotia who is a strong advocate for political and social action to preserve our earth. Justin, along with 2 other children, delivered the following speech to the world's leaders, at the World Summit on Sustainable Development which took place in 2002, in Johannesburg, South Africa.

WORLD SUMMIT SPEECH

Sept 2, 2002

**CHILDREN'S SPEECH TO WORLD LEADERS AT THE WORLD SUMMIT ON
SUSTAINABLE DEVELOPMENT**

GENERAL ASSEMBLY

MINGYU:

Hi

My Name is Mingyu Liao and we are 3 children from 3 different continents to talk to you about children's concerns for the environment.

I would now like to introduce you to Justin Friesen and Analiz Vergara.

JUSTIN:

Analiz and I are representatives from the International Children's Conference of the United Nations Environment Programme (UNEP) that took place in Victoria, BC, Canada just over 3 months ago. More than 400 children from over 80 countries attended the conference. WE all had PLENTY to say, but the number one thing that all delegates were concerned about is that most leaders don't listen.

We were just babies when you met 10 years ago in Rio. What we are about to say is basically the same thing you heard then, and many times since.

This is because children are close to the ground and to the environment and suffer more from problems in the world. The children of the world are disappointed... because too many adults are too interested in money and wealth to take notice of serious problems that affect our future.

Think about your children, nieces or nephews and maybe even grandchildren - what kind of world do YOU want for them? Should they not have the same or even better opportunities that you had?

Our voices should not go unheard. Today we are gathered here because we want you to listen...to listen to everybody. We need you to put aside your differences. Make those choices that will allow ALL of us to live happily.

ANALIZ:

At the end of the International Children's Conference, all delegates came up with many challenges. Here's what the children of the world are saying:

Governments of the world must:

- Ensure that all people from developing countries have free access to clean drinking water
- Sign and act on the Kyoto Protocol...we are tired of wondering whether it will snow in the middle of summer!
- Limit the number of cars per family
- Provide free primary health care for all children
- Stop cutting down trees without replacing them
- Spend more money in helping the poor people and children around the world, rather than on attending too many meetings

JUSTIN:

People of the world must:

- Make use of alternative transportation such as walking, biking and car-pooling
- Reduce, reuse, recycle and compost as much as possible.

ANALIZ:

We are worried that many governments are easily bought off by those who care very little for the environment and people.

Remember, we cannot buy another planet, and our lives and those of future generations depend on this.

We know that when people commit crimes, they are sent to jail. Why is it so difficult to punish countries and people who damage the environment and harm us?

Can you look in the mirror and say, "Children will have a future, will have access to clean water, will not live in poverty, will not live in polluted areas because of actions I have taken".

We are not asking too much! You said this Summit is about taking action! We need more than your applause and comments of "well done" or "good speech". We need ACTION. We need more than just your commitment we need ACTION. We need more than just your motivation we need ACTION. What we now is "us versus them". This needs to become "us AND them" - young people and adults, rich and poor people, and rich and poor countries.

Thanks for having us here and for recognizing the importance of listening to the voices of children.

JUSTIN, MINGYU, ANALIZ:

Don't walk off and forget about the challenges. We finally challenge you, the leaders of the world to accomplish them.

Source: <http://www.justinvision.com/main/main.asp?L1Id=2&L2Id=808>

Oral Presentation Sample (B)**Kids can be Activists or Bystanders**

BY CRAIG KIELBURGER

The following is adapted from a speech by Craig Kielburger, a student from Canada who has been active in building a campaign against the use of child labor to produce products such as sports equipment, clothing, and handmade rugs. The speech was delivered before the American Federation of Teachers at its 1996 convention.

We have started a movement called Free The Children, a youth group made up of young people mainly between 10 and 16 years of age. Our purpose is not only to help those children who are being abused and exploited, but to also empower young people to believe in them-selves and to believe that they can play an active role as citizens of this world.

People sometimes look at me and say, "Well, you're only 13 years old, and 13-year-olds don't do these types of things, and is it normal?" And I ask you, why are people so surprised when young people get involved in social issues?

In other countries, children our ages and younger are working up to 16 hours a day in factories and fields. They are fighting in wars and supporting entire families. Drug dealers don't underestimate the ability of children. So often I find myself believing that the schools and that the adults in our lives underestimate who we are or what we can do, the good that we can do in making this world a better place.

We have been receiving hundreds of copies of letters written by children all over the United States, and I would like to read one of them to you now. This letter is to the president of the Nike Corporation.

"Dear Mr. Nike President: My name is Jamie, and I am eight and three-quarters years old. My Nike shoes are all worn out, but I will buy no more Nike running shoes if you don't tell me that you have no child labor in all of your factories" — and "all" is underlined. "Yours truly, Jamie."

Jamie may only be eight and three-quarters years old, but he's already learning that he does have a voice, that he is important. Jamie is learning to be an active citizen of this world.

It is not often that a young person my age has the opportunity to give his teacher advice — let alone nearly 3,000 teachers. But I believe that in this information age, with its global economy and global human rights, one of the greatest challenges that you as teachers and educators will face is to prepare your students to live in the new global village and to become active citizens of this world. As young people, we are capable of doing so much more than simply watching TV, playing video games, hanging around malls, or simply regurgitating information that is fed to us through schools or the media.

Now, don't get me wrong. I personally love hanging out with my friends and playing video games. But there is much more on top of that that young people can do. Today, young people in North America are more aware, more informed, and perhaps more frustrated than any other generation of youth, for we see all the poverty and injustices in the world. Yet, what role do we play in today's society? Where are the infrastructures, the opportunities which allow us to participate, to give and to help?

We can either grow up as bystanders simply closing our eyes and becoming immune to what is happening to the people in the world around us, or we can be taught that we can participate, that

we do have a voice, that we are important, and that we can bring about a change. And this is why I believe so strongly that service to others, whether at a local – for we have many problems in our own neighbourhoods – at a national, or even international level should be an integral part of our school, of our education.

I say education because when young people are challenged to look at others and to help others, we realize how lucky we truly are. We learn leadership skills and self-respect. We are able to put our energy and enthusiasm to a worthwhile cause. We learn that we can make this world a better place. Some people say that I am exceptional. But to me, the true heroes are the boys and the girls who work in near slave-like conditions to make the soccer balls which your children play with, to make the clothes which your children wear, and who even make the surgical equipment which saves lives in American hospitals.

As educators, you are such a powerful group. You have the power to motivate people, to stand up, and to bring about a change. What will you do to help these children? People, especially young people, live up to those expectations which others draw for them.

Today, if I leave behind one message with you, it will be to believe in us, the young people of today. Don't be afraid to challenge us to play a greater role in society, and please, don't underestimate who we are or what we can do. Our generation may just surprise you.

Craig Kielburger continues to work with Free The Children (see <http://www.freethechildren.org>). Free The Children describes itself as the "largest network of children helping children with over a million active youth in 40 countries around the world."

Written Presentation Sample (A)

The following article by Justin Friesen was printed in newspapers across Canada including the Halifax Herald, the Toronto Star and the Montreal Gazette in August, 2002.

WE CAN DO IT!

by Justin Friesen

I was born in 1991. Now in 1991, we looked at things differently. We did this because, we didn't recycle or compost where I lived. And if I had continued like this over my lifetime we would have lot more problems than we do now.

To give you a picture of what would be different, here's what I would have done in my lifetime if we didn't recycle or compost:

I would live to the age of 74 years old.

I would have four homes in my life until I retire in an old age home.

I would own twelve cars. Two of them would be lemons.

I would have 1.1 kids and 1.2 wives. (I'm not quite sure what that means, but I haven't finished Grade 6 math yet).

During my 74 years, I would consume a lot.

I would use 16,700 pop and juice containers.

I would drink 18,500 litres of milk.

I would burn 510,000 litres of oil and gas. 20% of that will be motor fuel.

I would eat 5,400 chickens. That's 10,800 chicken wings.

I would normally eat 5,000 fish. But I don't like fish. Probably I'd have more chicken.

I would eat 30 entire pigs and 35 whole cows.

I would eat 15,000 eggs.

I would use 13 million litres of treated water and produce that much again as sewage.

I would produce 15,000 kgs of packaging

As a result of this consumption, I would produce 1,200,000 kgs of Carbon Dioxide. Carbon Dioxide is most of our greenhouse gas emissions.

In '91 terms, I would have gone on to produce 65,000 kg of solid waste. Picture that. 65,000 kgs of solid waste thrown out, all rotting away in a landfill. That's 750 times my body weight.

Here is another scary fact. In the United States, every week they throw away one billion aluminum cans! In one year, all those cans could build 33,764 Boeing 737 jets!!!

But, things are different where I live now. All those things I would have thrown out, we now recycle and compost. I can recycle and compost in my school, my home, and at the store. We can do this because **we** made it happen. And why did we do it? Well certainly I can tell you why I do it - I need the environment a lot longer than the adults do (No offence!). While we have done a lot of things to help, we need to remember: we can't stop.

So what can you do? That is probably what most of you are still pondering. Well let me tell you there are thousands of things you can do. Like simply picking up a piece of litter on the ground

to organizing a local clean up! Start recycling at work or at school. Compost in your back yard. Plant a tree or a garden. Start a new web site. Get active in your community!!!

I started my own new web site to help kids and schools learn about the environment. It is www.Justinvision.com .

And you wouldn't believe what a bit of effort can lead to. Now the adults are listening to the kids! I was fortunate to be one of twelve kids from around the world to be on the Jr. Board for the International Children's Conference on the Environment sponsored by the United Nations Environmental Programme. It's brought kids from around the world to talk about environmental issues! At the conference there was an election by the kids to select two of us to go to the World Summit on Sustainable Development in Johannesburg, South Africa. Analiz Vergara, from Ecuador, and I were chosen to go. We will be presenting challenges we made at our conference to the world leaders at the Summit.

But here is our challenge: Too often the world leaders are just a bunch of adults talking, listening to big businesses who don't care about the environment. They tell lies like the environment is getting better, that they're not polluting, or that there is no such thing as climate change when we know this isn't true. There is pollution happening. The environment is changing. And there is climate change. Scientists have proven this for a fact! Look around you. Look at the smog across our countries this summer. There is pollution happening all around us! Did you know that very 8 seconds another person dies because they don't have clean water in the world. 1.1 billion people don't have access to clean water!

We need our leaders to listen to us this time!! We need them to do what the people of the world want and need. We need them to stop listening to big businesses who only care about money. All my life I have had to do what adults have told me to do. Now its time for the adults to listen to us kids. And that's because we want an earth that will be around when we grow up. You can help, too. Tell your friends, your politicians, everyone. Tell them to listen to the people. Tell them your kids need a future.

And don't just say something. Do something for the environment today. Its easy and fun to do. It makes me feel great to see everybody doing things to help. I love it when I see people at clean-ups, not even knowing who other people are, and just saying "Hi, I'm John" or "Hi, I'm Martha!" And then we just work together to keep our air fresh, our water pure and our ground clean. I just hope there is enough earth left (What am I talking about?! Of course there will be!) so my kids have a future, too. So don't just stand there, WE CAN DO IT!

Source: <http://www.justinvision.com/main/main.asp?L1Id=2&L2Id=812>

Written Presentation Sample (B)

The following article is taken from 'The Ontario Curriculum–Exemplars, Grades 1–8: Writing, 1999'. It is a sample of Level 3 work from a student in Grade 8. The article is an opinion piece in the form of a letter to the editor of a newspaper. For this task students were asked to write a letter to the editor giving an opinion about a current issue. They were reminded to support their points of view with relevant facts and to be clear and persuasive.

Grade 8 Level 3: Example 1 A LETTER TO THE EDITOR

Dear Editor,

Picture walking down any major street in a big city, in any country. Have you ever not been approached by a homeless person begging for money in these situations? I didn't think so. And what do we do? Ignore them. Most people are afraid they will be mugged or harmed if they stop to offer a handout to these people. "Go get yourself a nice hot meal." One might say, but what about tomorrow? We can't let these people depend on handouts from passersby on street.

Stats Canada states that 31% of all homeless or poor people are single mothers with infants or young children. What are they to do? Give up their children so they can afford a house and food? Why should they be punished like that? Donations and shelters have been established but, they don't seem to be doing anything.

Crime rates may be increasing due to people stealing or killing to get what they want. Suicide rates may increase due to such people taking their own lives because they've given up hope and don't want to live like this anymore. It is really very sad. Welfare may be an option for people who just don't have enough, but what about people who don't have anything? We need to think about this, we need to take action.

What I think today's society can do is find some way to start an organization with corporate support that can provide such people with money, basic necessities, and housing. Maybe then, we can give these people jobs and they can start a real life. If we try hard enough, and if we care about not only being safe from such people who are dangerous but, for the welfare of these unfortunate people then surely we can accomplish something that will give these people hope and a chance to have a decent life.

Source: 'The Ontario Curriculum–Exemplars, Grades 1–8: Writing, 1999', p. 142



sweet justice

Who doesn't love chocolate? Its rich, creamy taste brings a smile to faces young and old. But for the farmers who grow the cocoa used in making chocolate, the taste isn't always so sweet.



A bitter harvest?

Cocoa is one of the world's most traded commodities, but the vast majority of the money that cocoa earns goes to middlemen, not to the growers. Cocoa farmers may be forced to sell their harvest for less than the cost of production, or for just slightly more, leaving little money to provide for their families.



Fair trade means better lives for cocoa farmers.

In Ghana, 40,000 cocoa farmers have united to form Kuapa Kokoo, a democratic cooperative that gives them stronger representation in the cocoa market. When the cooperative sells its crop to fair trade buyers, the farmers receive a fair price. Also, the cooperative receives a fair trade premium that is invested in the farming communities.

Kuapa Kokoo empowers its members by teaching the farmers better cultivation techniques that increase the yields and are more environmentally friendly. The cooperative also works to ensure women's participation and equality in all of Kuapa's activities.



BLM 2.3c

Farmer-grown, farmer-owned.

Kuapa Kokoo owns one-third of The Day Chocolate Company which turns the cooperative's cocoa crop into Divine chocolate bars. Ownership means dignity and respect for the farmers by giving them direct involvement in the business decisions made about their cocoa. And, as part owners, they share in any of the chocolate company's profits. The Day Chocolate Company is the first farmer-owned chocolate company in the world.



The LWR Chocolate Project: your role in fair trade.

The Lutheran World Relief Chocolate Project challenges chocolate lovers to give cocoa farmers a fair deal. By choosing fair trade chocolate for gifts, or to enjoy personally, you ensure that farmers earn the income they need to feed their families, educate their children, receive medical care and improve their communities.

**Enjoy the sweet taste of justice
in fair trade chocolate...
and share it with others.**



To learn more:

lwr.org/chocolate

1-800-LWR-LWR-2

*The LWR Chocolate Project is a partnership of
Lutheran World Relief and SERRV International.*

Share the good news with your parish!



Use this reproducible bulletin insert to inform your parish about the importance of fair trade and how participating in the LWR Chocolate Project makes a significant difference in the lives of Ghanaian cocoa farmers.

Add your local parish information (prices, sale dates, contact person, etc.) in the space provided. Then, make double-sided copies, cut the copies in half and insert into worship bulletins.



lwr.org/chocolate
1-800-LWR-LWR-2

Guided Imagery: Life without Imports

Today we are going to imagine we are just coming through the door at home at 4:00 p.m. You are hungry and would like an orange, however, oranges are imported from California or Florida and there are no imported goods in your house. You must eat some Canadian grown fruit like an apple. If it's winter you might have to settle for some fruit preserves.

You decide to relax on the couch and watch some television. I hope the couch was made in Canada! Wait a minute, the fabric of the couch contains cotton, and cotton does not grow in Canada. To play it safe we had better sit on the floor. Now let's check to see what's on television today. Wait a second TV Guide is an American publication so we can't use it. More importantly the television set was made in Japan. Therefore, no TV.

What can you do to relax a bit? Let's see now, read a book, draw a picture, maybe listen to music? Wait a minute is it a Canadian band we are listening to? No matter, the stereo is definitely imported, so no music today! Perhaps you could ride your bike? Your bike is not an import is it? What else could you do?

It's dinnertime and you are really hungry! What's for dinner? Remember, no refrigerator, stove or any other American kitchen appliance! No Japanese microwave either. What food can we expect to eat for dinner tonight? Which foods are grown right here in Canada? Let's see now, cauliflower, broccoli, corn, carrots, spinach, cabbage, bread, eggs, cheese, milk...oh yes Canadian farms also produce a lot of meat and potatoes. So there is always lots of fresh food to eat, except in winter. Too bad the Canadian growing season is so short! Oh well, canned food is almost as good as fresh! Hey wait a minute, where do the empty cans come from? Canadian mines, smelters and factories, I hope!

Adapted from *Canada: A Good Neighbour*, Metropolitan Separate School Board, 1996

Consumer Product Inventory Chart

	<i>Product</i>	<i>County of Origin</i>
<i>Food</i>	<i>Orange</i>	<i>United States</i>
<i>Clothing</i>		
<i>Gamer/Electronics</i>		
<i>Household Items</i>		
<i>Transportation</i>		

Student Worksheet 1

A. Identifying Canada's major trading partners using the Canadian statistics tables

Trade is very important to Canada's economy, and even more so since we signed the Free Trade Agreement with the United States in 1989 and the North American Free Trade Agreement (NAFTA) a few years later.

- List some of the advantages and disadvantages of exports to Canadians:

- What are some of the advantages and disadvantages of imports to Canadians?

1. At the Statistics Canada website <http://www.statcan.ca/>, click on the language of your choice, English or Français.
2. Then click on Canadian Statistics located on the top navigation bar.
3. Find the Canadian Statistics table "Imports, exports and trade balance of goods on a balance-of-payments basis, by country or country grouping" to answer the questions below.

B. Questions

1. How many tables are listed under the topic International Trade?
2. How has the amount of Canada's total exports to the United States changed over the last five years?
3. Of Canada's total exports, approximately what percentage did the United States purchase in the most recent year?
a) 20% b) 40% c) 60% d) over 80%
4. Based on data in this table, describe the pattern of exports to Japan compared with exports to the United States, over the last five years.
5. Which is larger — our total exports or total imports with the United States?
6. Did Canada have a trade surplus or a trade deficit with the United States in the most recent year shown?

C. Identifying Canada's major exports using the Canadian statistics tables

Canada's major export products have changed over time. In the table below, rank the list of products in the order you expect, from highest to lowest value of exports (in \$) in column A.

In Canadian Statistics find the table "Exports of goods on a balance-of-payments basis by product." With the most recent year shown, fill in column B in the table below, listing the actual rankings.

1. Looking at the data over the last five years, fill in column C in the table below, indicating whether it has been increasing, decreasing or remaining stable over time.

Highest (1) to Lowest (6)			
	A	B	C
Product	Your estimated ranking value	Actual ranking from looking at the value in \$ for the most recent year	Trend in exports of this product over the last five years (increasing, decreasing, or stable)
Wheat			
Natural gas			
Lumber and sawmill products			
Newsprint and other paper and paperboard products			
Aircraft and other transportation equipment			
Motor vehicle parts			

5. Outline a possible reason for the trend in exports for any one of these products.

6. Now, scroll down to the bottom of the table and read the line labelled "Source." Fill in the blank in the text below.

Source: Statistics Canada

Student Worksheet
International Trade, Exports and Imports

The following instruction will help you navigate Statistics Canada's website at <http://www.statcan.ca/> .

In *Canadian Statistics* find the table 'Exports of goods on a balance-of-payments basis' (<http://www40.statcan.ca/l01/cst01/gblec04.htm>)

Using the 'Exports of goods on a balance-of-payments basis' table, answer the following questions:

1. List the top three major categories of export for the most recent year, calculate their values and their percentage of the total value of exports.
2. Thinking about Canada's imports in the most recent year, which major categories of products do you think will be in the top three and explain why?
3. Using the 'Imports of goods on a balance-of-payments basis' table (<http://www40.statcan.ca/l01/cst01/gblec05.htm>), compare the top three imports in the most recent year to your answers given in Question 1 for exports. Suggest a reason why the top three exports are also the top three imports.

Source: Statistics Canada

Student Worksheet
International Trade, Trade Balance

The following instruction will help navigate Statistics Canada's website at <http://www.statcan.ca/>.

In *Canadian Statistics* find the table 'Imports, exports and trade balance of goods on a balance-of-payments basis, by country or country grouping' (<http://www40.statcan.ca/l01/cst01/gblec02a.htm>)

Using the 'Imports, exports and trade balance of goods on a balance-of-payments basis, by country or country grouping' table, answer the following questions:

1. Explain in your own words, the trend in Canada's trade balance with Japan during the past six years.
2. List and discuss one major economic factor in Japan or Canada that contributed to the changes seen in the trade balance during this time.
3. Compare your answer given in Question 1 to Canada's trade balance with the United States for the past six years.
4. The United States accounted for ____ percent of the total value of Canadian exports in the most recent year.

Source: Statistics Canada

WORLD MAP



Personal Reflection Sheet

What do you think life would be like without imports?

How do you feel about Canada's dependence on products from other countries?

Do you think importing products from other countries improves our life or makes it worse? Explain.

Rating Scale for Personal Reflection

1 – rarely, very limited or inappropriate

2 – sometimes, limited

3 – usually, appropriate

4 – always, extended

Has the student stated his/her feelings with regard to life without imports?

1

2

3

4

Has the student connected his/her feelings to his/her own experiences and thoughts?

1

2

3

4

Has the student incorporated ideas that were discussed in class? (i.e. identified the countries from which Canada imports goods)

1

2

3

4

Has the student described some influences of other countries on contemporary Canadian society and the lifestyles of Canadians?

1

2

3

4

The Shoe Game - Teacher's Notes**Schedule:**

A. Setting the scene, explaining the rules, dividing into groups, etc.	10 minutes
B. Playing the Game	30 minutes
C. Concluding the Game (debriefing and reflection)	20 minutes

Materials:

- Whistle (to be blown every 10 minutes)
- Bell (to be rung every 5 minutes)
- Peruvian money - Nuevo Soles (BLM 4.7)
- a large room with seven tables or desks
- one envelope of materials for each of the 6 families (*give yourself time to prepare these 6 envelopes carefully*):

Gutierrez and Vargas families: 1 set each of the following materials:

Trademarks 'A' and 'C' (BLM 4.6)
 1 model running shoe (BLM 4.6)
 2 scissors
 4 pieces of paper
 2 pencils
 15 X 10 and 3 X 50 Nuevo Soles
 1 role card with instructions

Hernandez and Robles Families: 1 set each of the following materials:

Trademarks 'A' and 'B' (BLM 4.6)
 1 model running shoe (BLM 4.6)
 2 scissors
 2 pieces of paper
 1 pencil
 10 X 10 and 2 X 50 Nuevo Soles
 1 black marker pen
 1 role card with instructions

Gomez and Garcia Families: 1 set each of the following materials

Trademark 'A' (BLM 3.11)
 1 model running shoe (BLM 3.11)
 1 scissor
 1 piece of paper
 1 pencil
 5 X 10 and 1X 50 Nuevo Soles
 1 role card with instructions

- an envelope of materials for the vendor(s) at the 'Mercado Central' (central market):
 50 sheets of paper
 2 X 'B' trademarks
 4 X 'C' trademarks
 4 X black felt pens
 6 X blue felt pens
 Money: 10 X 10 Nuevo Soles 20 X 50 Nuevo Soles
 30 X 100 Nuevo Soles 10 X 500 Nuevo Soles
 1 role card with instructions

- an envelope of materials for the money lender(s):
 Money:
 10 X 10 Nuevo Soles
 10 X 100 Nuevo Soles
 1 role card with instructions
 A pen
 10 X 50 Nuevo Soles
 5 X 500 Nuevo Soles
- an envelope of material for the rent collector(s):
 1 role card with instructions
 A pen

Note: Monopoly money could be used for the bank notes. You might also want to 'name' the trademarks and vary them accordingly (e.g., you could invent names such as 'Beebok', 'Sabibas' or 'Zike'). Use your imagination so that it feels real to the group!

Part A: Setting the Scene (10 minutes)

Ask the group the following questions and record their answers.

- Which runners are 'in' now? What makes them special? Why do people buy them?
- How much do they cost?
- Have the students take off a shoe. Where are they made? (Most runners are made in Asia: Taiwan, Korea, China, Indonesia, and the Philippines. Some are made in Latin America: Brazil, Peru, Chile, etc. Very few are made in North America or Europe. More fine leather shoes are made in Europe.)
- How much do you think the workers who made them get paid?

Explaining the Rules

- Explain to the group that they are going to play a simulation game, which takes place in Peru. The students will be playing the roles of Peruvian families who make running shoes for a living.
- Show them how a running shoe is made: by tracing the model running shoe onto paper (i.e.: leather), cutting it out, and making a trademark on the shoe using the template.
- There are vendors at the central market who will buy the shoes from them and also sell them any items they might need to make the shoes. Inflation is very high so prices change rapidly.
- Rent collectors will be coming around to collect money from each family that would go toward rent, food, and clothing for the week. (For the purpose of the game, 5 minutes represents one week.)
- If they so choose, they may borrow money from the money lender, who will negotiate an interest rate with them. In Peru, currency is in Nuevos Soles, not dollars (nu-E-vos SOL-ehs).
- If they hear the whistle/bell, they should stop production for a moment to get further instructions. Assign the roles of Mercado Central, money lenders and rent collectors first, choosing 1-2 suitable students for each job. Adult volunteers can also play these roles. The Mercado Central should go to their table, and the rent collectors and money lenders have a roving role and do not need tables.
- Split the rest of the group into 6 families, each at their own table. Explain to the group that they are going to play a simulation game. They will be families in Peru, making shoes for a living. Explain that their instructions and their materials are in the envelopes.
- Give each group their envelope. Invite them to open their envelopes and take five minutes to read and understand the instructions before you start the game. The teacher may want to review the game orally before starting.

Part B: Playing the Game (30-40 minutes)

Blow the whistle to start the game.

- Every five minutes, ring a bell and announce that the rent collectors will be coming around to collect money from each family. Prices have increased due to inflation.
- After 10 minutes, blow the whistle and inform the families that a high rate of inflation is taking place. The vendor and rent collectors will need to increase their prices, and the money lenders will have to increase their rates in order to stay afloat. In addition, due to overproduction of the triangle brand shoes and a large shipment of them from Taiwan, the price has plummeted. The price of the other brands has increased.
- Blow the whistle again after a further 10 minutes, announcing another round of inflation. In addition, announce that because of Peru's international debt, the government has been required to cut food and rent subsidies. Rent prices will therefore increase dramatically.
- Allow the game to proceed for a total of 30-40 minutes (unless chaos results sooner!). By the end, most families will be struggling to make ends meet and may well be in debt.
- Ask each family to total their earnings (or debt). Ask each group to report to everyone what they had left at the end of the game.

Part C: Concluding the Game (20 minutes)

If the game goes according to plan, it will be very hard for any family to get ahead. As the groups started with unequal resources, some will struggle more than others. Some may well get hopelessly into debt.

Check out who 'won'. Ask each family:

- How much money they had left.
- How much they owed to the street vendor
- How much they owed to the money lenders
- Who owed most and who gained most? Why?

Ask the class:

- What are some of the things you had to do to make money?
- How did you feel to be in the role you played?
- Who are the people who do well in this game?
- Is it possible to work hard and not get ahead?
- Are there any parallels between the economic situation of the Peruvians and that of people in Ontario and Canada?

Ask students to share the feelings they experienced during the game.

Try to get the group to analyze what happened during the game by asking the following questions:

- Did you feel you had control over what was going on?
- How difficult was it to cope with inflation?
- Did you feel it was fair?

Things to Think About

There are real-life parallels for this game.

- In the late 1980s Peru had not been keeping up with her debt payments. The currency, the Nuevo Soles, was being constantly devalued both against the dollar and in terms of its purchasing power. It became impossible to save money because of the high inflation. Imagine receiving 1000% interest on bank savings if inflation is 2000%.
- Traders sometimes refuse to sell goods in the hope that a forthcoming price rise will mean more profit.
- Peruvian youth, like young people all over the world are fashion conscious and like to have the latest runners. Few can afford to pay European prices so family workshops often produce copies of the latest trends complete with all the designer labels!

What would change in your life if:

- Inflation was so high no one could predict prices or afford to save?
- Despite the fact that you worked hard, you could not afford to feed or clothe your children properly?
- Work was not dependable; today you might be working, tomorrow possibly not?
- There was no social security system or health services such as we have?

These are the realities that many people in Latin America have to live with daily.

Other points you may be able to draw out:

- You can work hard and still be poor.
- The instability of life and the influence of factors beyond the players' control. The reality for many people in the Third World is unpredictable inflation, no social security or health services, and jobs that are not secure.
- Poverty exacerbated by debts and IMF requirements
- Instinct to succeed/win/compete at any cost
- 'Task' orientation rather than 'people' orientation in group work. Consider how values change when the going gets tough. Many people experience the instinct to win/compete at any cost (e.g., stealing, cheating).
- The people who tend to fair well in the game (and in life) are the ones who have power (the vendors, the money lenders, the rent collectors), and those who start with more (the Gutierrez and Vargas families).

The Trading Shoe Game - Family Role Card**Family**

You are a Peruvian family making running shoes in a small workshop. You have certain materials in order to make the shoes. If you need more materials you may buy them from the 'Mercado Central' (the Central Market) at the current prices. **USE ONLY MATERIALS BELONGING TO THE GAME.** If you want to know what is available and the prices for buying and selling you may ask at the market. However due to rapid inflation prices are subject to change.

To make the shoes you cut out paper shoe shapes using the model running shoe and add a trade mark of your choice by tracing it from a template.

The Mercado Central will only accept shoes of good quality and in pairs (i.e., a right and a left shoe) and will pay you according to the current price for the 'brand' of shoes you have made according to the trademark.

Every 'week' you have to buy food etc. for your family at the current prices. For the purposes of this game, a week is five minutes. A 'rent collector' will come every 'week' (five minutes) to collect this money. For the purpose of this game, the money you pay to the rent collector covers all your basic needs (i.e., food, shelter, etc.) If you need to borrow money to pay bills, buy materials etc., money lenders will be available. Watch out for the whistle/bell ringing which signals a rise in rent prices.

Your goals are:

- To make enough money to feed and clothe your family
- To make some extra money to send your children to school, pay for medical bills, build a house, etc.

The Trading Shoe Game - Mercado Central Role Card

Mercado Central (Central Market)

In the 'Mercado', there are many buyers and sellers. For the purposes of the game, you represent all of them.

You sell 'leather' (paper) and other raw materials to families that need them. You also buy completed running shoes from them at the going prices. To be acceptable to you, running shoes must:

- a) be in pairs
- b) match the model shoe very closely

The prices are shown on the table below. In your country there are serious problems with inflation. When you hear the whistle, you change the prices according to the price list. Using the chalkboard or chart paper, make a current price list for customers. Make a new price list each time prices change.

Buying	Start	After 1st whistle	After 2nd whistle
Shoe 'A' (triangle)	50	80	120
Shoe 'B' (square)	50	90	130
Shoe 'C' (diamond)	50	100	150
Selling			
Trade mark (shape)	50	100	200
Marker pen	50	100	200
1 Sheet paper	50	100	200
Scissors	50	100	200

Keep a record of how many pairs of running shoes each family sells to you.

	Trademark A (triangle)	Trademark B (square)	Trademark C (diamond)
Gutierrez			
Vargas			
Hernandez			
Robles			
Gomez			
Garcia			

The Trading Shoe Game - Rent Collector Role Card**Rent Collector**

You represent all the people who sell things to the average family: food, clothing, electricity, water, etc. For their convenience they can pay you for all these goods and services. You collect from each family every week. For the purposes of this game one week lasts 5 minutes.

Due to inflation the prices you charge regularly increase. When you hear the bell, prices will increase immediately.

The starting price is 100 Nuevo Soles per week.

Keep a record of how much each family pays and if anyone can't pay.

Family	Gut.	Car.	Hern.	Rob.	Gom.	Gar
1 st week 100 nuevos soles						
2 nd week 200 nuevos soles						
3 rd week 300 nuevos soles						
4 th week 400 nuevos soles						
5 th week 500 nuevos soles						
6 th week 600 nuevos soles						

The Trading Shoe Game - Money Lender Role Card**Money Lender**

You lend money to people who need it at high rates of interest (e.g., I'll lend you 100 Nuevo Soles for 5 minutes but you must pay me back 110). Your objective is to make as much money as possible. Be persuasive! Be also aware that inflation is very high and so you need to charge enough to make a profit.

Keep records of who owes what.

Individual	Loaned (amount)	Paid back (amount)
Gutierrez		
Vargas		
Hernandez		
Robles		
Gomez		
Garcia		

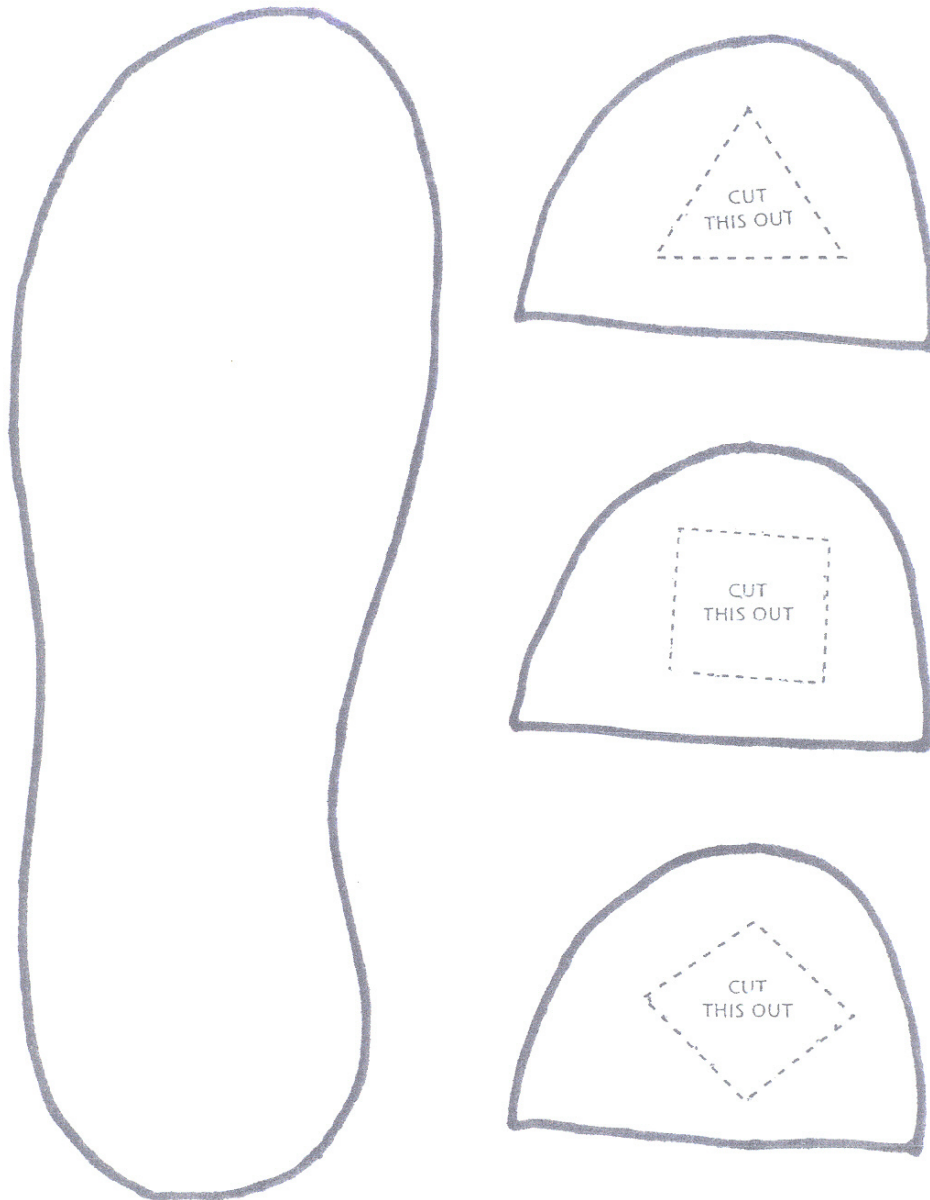
Suggestion:

You may want to offer different rates to different families depending on how you see their ability to pay back. Families who are falling behind on their payments may be 'high risk', while others who seem to be able to make their payments could be 'low risk'. For example, for 100 Nuevo Soles borrowed:

- low risk – total to pay back is 110 Nuevo Soles (10 % interest)
- medium risk – total to pay back is 120 Nuevo Soles (20 % interest)
- high risk – total to pay back is 150 Nuevo Soles (50 % interest)

Model Running Shoe

Trade Mark Templates



Instructions for the Leader

- Cut out (along the bold outlines) the model running shoe shape and the three trade mark templates, then cut out the inside of the trade mark templates along the dotted lines.
- Use these models to make out of cardboard:
 - 7 model running shoes (One ofr each family and one for the mercado)
 - 6 each of trade marks A, B, and C

Explain to the Group

- To make a running shoe, the model running shoe shape is placed on paper, drawn around and then cut out. A trademark template is placed on top of the shoe and the cut-out shape is used as a stencil to colour through onto the shoe with a felt pen.
- To make a pair of shoes, another shoe is made in a mirror image.

	10 Nuevos Soles		10 Nuevos Soles
	10 Nuevos Soles		10 Nuevos Soles
	10 Nuevos Soles		10 Nuevos Soles
	10 Nuevos Soles		10 Nuevos Soles

	50 Nuevos Soles		50 Nuevos Soles
	50 Nuevos Soles		50 Nuevos Soles
	50 Nuevos Soles		50 Nuevos Soles
	50 Nuevos Soles		50 Nuevos Soles

	100 Nuevos Soles		100 Nuevos Soles
	100 Nuevos Soles		100 Nuevos Soles
	100 Nuevos Soles		100 Nuevos Soles
	100 Nuevos Soles		100 Nuevos Soles



500
Nuevos
Soles



500
Nuevos
Soles



500
Nuevos
Soles



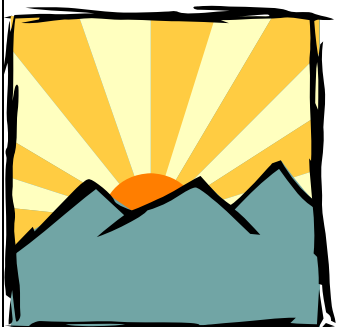
500
Nuevos
Soles



500
Nuevos
Soles



500
Nuevos
Soles



500
Nuevos
Soles



500
Nuevos
Soles

Product/Country Selection Sheet

Fact Sheet	Product	Country
1	Puma Sportwear	Thailand
2	Soccer Balls	Pakistan
3	Reebok Sportwear	Indonesia
4	"Bobble Head" Sports Star Dolls	China
5	Adidas Sportwear	Kampuchea (Cambodia)
6	Chocolate	Cote d'ivoire (Ivory Coast)
7	Cocoa	Ghana
8	Peanuts	Ghana
9	Bricks	Peru
10	Clothing	Honduras
11	Chocolate	Ivory Coast (Cote d'ivoire)
12	Coca-Cola	El Salvador
13	McDonald Toys	Hong Kong (China)

Fact Sheet 1

Puma Sportswear Produced in Thailand

Phan, 22-year-old migrant worker, sews sportswear for Puma at garment factory 'S' in Thailand. This is her account of life at the factory.

"Every day we work from 8 am until noon, then break for lunch. After lunch we work again from 1 pm until 5 pm. We have to do overtime every day, starting from 5:30 pm. We work until 2 am or 3 am during the peak season. We always have to work a double shift. Although we are very exhausted, we have no choice. We cannot refuse overtime work, because our standard wages are so low. Sometimes we want to rest, but our employer forces us to work.

I earn around US \$50.00 per month, but I pay US \$3.00 for electricity, water, and dormitory. I also pay US \$5.00 for rice. The employer also asks us to pay US \$7.00 per month for the workers' registration fee. So, I only have US \$35.00 left for all my other living expenses. In some months during the low season when I earn less, I only have 30 or 40 cents left that month.

I would like to demand the improvement of working conditions. However, we do not feel we can demand higher wages, welfare, and legal status."

Source: www.fairolympics.org

Play Fair at the Olympics Report, published in 2004.

(This report is the result of extensive collaboration between Oxfam, the Clean Clothes Campaign, Global Unions, especially the International Confederation of Free Trade Unions and the International Textile, Garment and Leather Workers Federation.)

Fact Sheet 2

Soccer Ball Production in India and Pakistan

Introduction

The following information includes a summary of what Amnesty International says about Fair Trade sports ball production, especially soccer balls. You can visit their web site at <http://store.amnesty.ie/home/footballs>

The link between Fair Trade and soccer balls is child labour. According to recent reports, thousands of children in India and Pakistan are involved in the production of soccer balls. Workers in both countries are earning wages much lower than the legal minimum and basic human rights are routinely neglected. Another 250 million children around the world and many of their families share the life of exploitation.

"I have been stitching balls for as long as I can remember," confided Greeta, a young girl from Jalandhar, who estimated her age to be between 10 and 12 years old. "My hands are constantly in pain. It feels like they are burning. There is nothing I can do. I have to help my older sister complete the order."

Most children are forced into labour to help their families survive. Ball stitching becomes home based family work where a middle man, acting on behalf of a sporting goods manufacturer, provides the ball pieces for in-home production. While helping their parents, many of the children miss out on their education, creating a vicious cycle of poverty and uneducated labour.

The average daily earning of an adult male in ball stitching is around 20 rupees, about one-third of the Indian minimum wage of 63 rupees. The wages of children are even lower. When we talk about child labour, we are referring to something intolerable. Children are denied the right to be children and denied basic rights of education, recreation and health. The International Labour Organization estimates there are more than 15,000 children stitching soccer balls in Pakistan. With the negative publicity, it is now suspected that some of the industry has moved to China and elsewhere in Asia and Latin America.

Fact Sheet 3
Reebok in Indonesia

The wages of many workers who sew, assemble, and pack sportswear for export are not enough to guarantee a decent existence for them and their families. Workers in Indonesian factory 'G', producing for Reebok, told researchers, *'We have many living costs here. We have rent to pay for the dorms; we have food and transport costs. We need at least Rp 10,000 (US \$1.19) per day for food and transportation. The company gives us only Rp 2,000 (US \$0.23) per day for transportation. If workers have children, the daily cost of living is at least Rp 25,000 (US \$2.97). A wage which would allow us to live and make some savings every month would be at least 1 million rupiah (US \$119).'* At the time of our research, the standard monthly take-home wage at this factory was only Rp 816,000 (US \$98.6), 82 per cent of the amount needed.

Overtime work presents a dilemma. Workers universally hate it for the toll that it takes upon their health, their personal lives, and their family lives. Yet the extra payment (when it is made) brought in by overtime work can make the difference between starvation and subsistence wages. As one worker states: *'We need overtime work because our basic wages are not enough to meet all of our living needs. We have rent to pay for the dorms that we rent on a monthly basis, we have food and transport money that is needed'.*

Source: www.fairolympics.org

Play Fair at the Olympics Report, published in 2004.

(This report is the result of extensive collaboration between Oxfam, the Clean Clothes Campaign, Global Unions, especially the International Confederation of Free Trade Unions and the International Textile, Garment and Leather Workers Federation.) pg. 21

Fact Sheet 4

China: Wal-Mart Turns Blind Eye To Factory Conditions

by Grant McCool, Reuters
February 9th, 2004

Labor rights groups on Monday accused the world's biggest retailer, Wal-Mart Stores Inc., of turning a blind eye to abusive conditions at a factory in China that makes plastic toys for the company.

The National Labor Committee and China Labor Watch said in a report that workers at the factory in Chang Ping Township in Guangdong province were paid less than the legal minimum and worked longer hours than legally allowed.

A Wal-Mart spokesman said he was not aware of the specific allegations but that the company worked to ensure factories all over the world were run legally and inspected for abuses.

The report said the Chinese factory management trained workers to answer prepared questions and paid them a bonus for remembering them correctly during visits by Wal-Mart inspectors.

It said emergency fire exits and medical boxes were normally locked, but the Chinese managers unlocked them ahead of inspections. They also doctored time cards, the report said.

The rights groups said Wal-Mart appeared to condone the Chinese management's methods. "No company could be that shallow or gullible, unless it were consciously acting out a role with the full intent of achieving the desired result -- a whitewash," the report said.

Bill Wertz, a spokesman for Bentonville, Arkansas-based company, said Wal-Mart had experienced inspectors who adhered to its corporate standards.

"It would be a complete violation of our policy for anyone to participate in any charade that would merely make a pretense of observing a thorough inspection," Wertz said.

The rights groups said workers received an average 16.5 cents an hour when the legal minimum in China was 31 cents an hour. The workweek was seven days when five days was legal and people toiled for up to 20-1/2 hours per shift.

The groups said the same He Yi Electronics and Plastics Products Factory produced "bubblehead" sports star dolls for America's major professional sports organizations through U.S. company Fotoball.

Charles Kernaghan, head of the National Labor Committee, said the sports organizations -- including the National Basketball Association, Major League Baseball and the National Collegiate Athletic Association -- had not responded to his letters.

"We're hitting a stone wall with these people, which is sort of amazing, given their profits and the salaries ... the players won't be happy that their images are being made by workers in China with zero rights," said Kernaghan, who revealed in October that a sweatshop in Honduras made the clothing line of hip-hop music and fashion entrepreneur Sean Combs.

Kernaghan said on Monday that Combs' staff had worked with his group to greatly improve conditions in that factory.

Source: www.corpwatch.org

Adidas In Cambodia

"Mara is a 25-year-old Cambodian garment worker, sewing products for Adidas. She moved away from her village in a rural province to look for garment work in Phnom Penh in order to support her widowed mother and six siblings, following the death of her father. She told researchers about the pressure at the factory:

'Our supervisor asks us to work faster, to sew accurately, and to meet the targets set. My target is 120 trousers per hour. For this, I earn between US \$1.25 and \$1.50. In the normal working day I have to sew 960 pairs. If I do not meet this, my monthly incentive bonus of US \$5 is cut. I even hold off from going to the bathroom to meet my target. When we want to go to the bathroom during working hours, the supervisor must stamp our production cards.

Overtime starts at 4pm and runs till 6pm. Sometimes we don't stop till 8 pm. If I work that late, I am frightened of the dark. Many motodup (motorbike taxis) ask to take me home. I do not want to go with them, so I run back to my room.

If I work all the overtime shifts, I get around US \$60-65 per month. If not, I get around US \$55. Of this, I spend US \$5 on rent for my room and send between US \$10 and \$20 to my family. The rest goes on food and medicine. I cannot save anything from my salary.' "

Source: www.fairolympics.org

Play Fair at the Olympics Report, published in 2004

(This report is the result of extensive collaboration between Oxfam, the Clean Clothes Campaign, Global Unions, especially the International Confederation of Free Trade Unions and the International Textile, Garment and Leather Workers Federation.) pg. 43

Fact Sheet 6**Fair Trade Chocolate and Cocoa:****The Sweet Solution of Abusive Child Labor and Poverty**

While chocolate is sweet for us, it is heartbreaking for cocoa producers and their families. In 2001, The US State Department and the ILO reported child slavery on Ivory Coast cocoa farms, the origin of 43 percent of the world's cocoa. Subsequent research by the International Institute of Tropical Agriculture indicated that though child slavery is thankfully very limited, other egregious forms of child labor are unfortunately widespread. Hundreds of thousands of children work in dangerous tasks on cocoa farms. At least 12,000 child cocoa workers have come to their present situation through trafficking. Most child cocoa workers in the Ivory Coast do not have the opportunity to attend school. The same investigation identified poverty as the cause - West African cocoa revenues average \$30-\$108 per year per household member. These impoverished producers have no choice but to keep their kids out of school to work in dangerous tasks on cocoa farms, or even use child slaves.

Producer poverty comes at the hands of large chocolate corporations, such as M&M/Mars and other members of the Chocolate Manufacturers Association of America, that manipulate the market to keep profits high while producer incomes stay low. The industry has developed a Protocol to end abusive child labor, but it doesn't guarantee the minimum price producers need to meet their costs and thus cease needing child labor. Without a stable and sufficient income, producers will remain trapped in poverty and forced to rely on child labor against their heartfelt wishes to do otherwise. The Protocol also unjustly lays the blame on producers and their strapped governments instead of admitting the role and responsibility of the industry in exacerbating poverty and child labor problems.

Source: www.globalexchange.org

Fact Sheet 7**Profile of Fiam, Age 9**

Fiam lives in Ghana, a country in Africa, across the Atlantic Ocean from North America. She has a brother who is eleven. She is nine years old, and last year she attended school outside, under a tree. Even though she is nine, she cannot read, because when she attended school, she did not have any books to read or write in. Even so, she misses school. She misses the chance to learn things and to visit and play with friends her own age. She does not get the chance to do that any more, because now, she is working on a cocoa plantation.

<u>Vocabulary words:</u>	<u>Definitions:</u>
Cocoa plantation	A cocoa plantation is a farm or field where cocoa beans are grown.
Cocoa	Cocoa is a bean that comes from the cacao tree that is used to make chocolate.
Pesticides	Pesticides are poisons that are used to kill bugs that eat plants grown on farms.
Slave	A Slave is a person who is owned by his or her boss and does not get paid for the work that he or she does.

Fiam's family is very poor, and she is lucky to eat one meal each day. Since only 64% of people in Ghana have access to clean drinking water (that's 64 out of every 100 people), Fiam doesn't always have clean water to drink either; often she has to drink dirty water from the stream by the hut that her family lives in. She spends much of the day being hungry and thirsty. Because her family is so poor, her parents needed to get jobs for the whole family working on a **cocoa plantation**.

Fiam and her family work on the **cocoa plantation** using sharp knives and **pesticides** that are dangerous. Some other workers on the plantation have been injured or have gotten sick from the poison. They have to work very hard, and they work long hours. They have to pick cocoa pods, slice them open, and scoop out the cocoa beans that are used to make chocolate. They start work at 6:00 a.m. (in the morning) and work until 6:30 p.m. (in the evening), a total of 12 ½ hours. Sometimes, Fiam or her family members are beaten by the owners of the plantation. Even though Fiam works hard every day, she only makes \$30 for a whole year's worth of work. Compare that to the \$220 that the average North American 10-year-old gets every year for *allowance*.

Compared with some children in West Africa, Fiam is lucky to get paid at all. In the Ivory Coast, a country just west of Ghana, many children are **slaves** on cocoa plantations and don't get paid anything. Some of the chocolate that we eat comes from cocoa plantations like the one that Fiam works on, and some chocolate comes from plantations where children work as **slaves**.

Source: <http://www.bctf.bc.ca/social/GlobalEd/GlobalClassroom/McLeodWalls.htm>

Fact Sheet 8**Ground Nuts (Peanuts) in Ghana**

Izaqu has been living with his uncle and his family since he was about 8 years old. He thinks he is now 12 years old, but is unsure of his age. Izaqu is very muscular, tough, well-mannered and savvy. But, his growth is stunted because of the lack of nourishment in his meals. As well, his muscles have not developed properly from all of his heavy labor in the peanut fields.

Izaqu works everyday from sunrise to sunset (6 AM to 6PM) in his uncle's peanut field. He is responsible for planting the seeds, picking the weeds, and tilling the soil with a hoe. When the land is hard and dry, and the peanuts are ready, he must pull them up (they grow like carrots). All of this work requires constant bending. When asked how he feels, he says, "My lower back hurts the most".

The next thing to do is to shell all of the peanuts. Because there are a lot of peanuts it takes many hours to do this. But, since Izaqu has been doing this for many years, he is very quick!

When there are enough peanuts, he will carry a big, heavy bag of them to the market 15km away. This will take 3 to 4 hours each way. It is often very hot (over 30C) and there is little protection from the sun. The bag can weigh over 10 kg. (Think of the small bags of peanuts we buy here and how much they weigh. These bags are a lot heavier!)

Although he works every day on his uncle's farm, he is not a child slave. Izaqu contributes to his family because they need to save for expenses like food and clothing. Izaqu works on the farm because his family really needs him and there is not enough money for him to go to school.

This story is drawn from Sandra Adamchuk's work experience in Northern Ghana. She is the Global Education Specialist for CHF. For more information please feel free to contact Sandra at 1-613-237-0180 ext.210 or 1 (866) 242-4243 or by email at sadamchuk@chf-partners.ca or visit CHF's website at www.chf-partners.ca

Fact Sheet 9**Peru - Brickmakers**

Miriam Acuna, 13, works with her entire family making bricks in Huacipa, Peru. Her job is to smooth off the tops of clay-filled brick molds.

Around the world, children and their families make bricks out of clay packed into simple molds. The clay is dried, and then baked in a kiln. In three Latin American countries - Peru, Argentina and Ecuador, brick factories are concentrated on the outskirts of large cities, according to a report by the International Labour Organization. Workers are often unskilled immigrants from rural areas. Fresh water and electricity are scarce. Pay is low, while production quotas are high, and so whole families work together. Some efforts, funded by the ILO, are being made in the three countries to modernize brick production, eliminating middlemen between workers and the kilns, and supply social services - especially education. The ILO's goal is to withdraw children from brick-making work.

Source: www.childlaborphotoproject.org

Fact Sheet 10**The Garment Industry****What is a sweatshop?**

In 1995, two major sweatshop exposes rocked the nation and put sweatshops back in the public eye. In the Los Angeles suburb of El Monte, labour officials discovered a slave-sweatshop where 80 Thai immigrants were forced to sew brand-name clothes in a compound behind razor wire and armed guards. Making clothing that was sold at major stores the workers made less than \$2 per hour. (Julie Su, El Monte Thai Garment Workers: Slave Sweatshops, *No Sweat: Fashion, Free Trade and the Rights of Garment Workers*, Verso, 1997.) In Honduras, teenage girls and young women were found sewing clothing for TV talk-show host Kathie Lee Gifford's apparel line sold at Wal-Mart. Girls as young as 13 to 15 years old worked long hours, usually from 7:30 am to 9:00 pm, Monday through Friday. Because of forced overtime to meet rush orders, the children were not permitted to attend night school, where from 6:00 pm to 10:00 pm they could have studied to complete their grammar school educations. (National Labour Committee, www.nlcnet.org.)

Since these sweatshops were discovered, other companies have been charged with using sweatshop labour in the U.S. and around the world including Nike, Gap, and others. Today, garment workers continue to organize for fair working conditions, and you can join their struggles to end sweatshops.

Many California garment workers are paid well below the state minimum wage. In 2000, when the California state minimum wage was \$5.75 per hour, the Census reported the average wage for garment workers in the United States as \$5.18 per hour, which is close to the federal minimum wage of \$5.15.

According to independent labour rights organizations in Hong Kong, a living wage in China would be about \$0.87/hour. Minimum wage rates vary as they are set by each provincial government, however, they do not meet this living wage. Shanghai's minimum is \$0.21/hour, and Guangzhou's \$0.26/hour. ("Behind the Label: Made in China," March 1998.

Why do sweatshops exist?**No Corporate Accountability -- Brand-Name Companies Ignore Sweatshop Conditions**

The garment industry is based on a subcontracting system where retailers - companies that sell clothing like Wal-Mart and Target - sit at the top of the subcontracting chain. They place orders with manufacturers - brand-name labels like Tommy Hilfiger and Levi-Strauss - who design clothing. The manufacturers then hire contractors, who sometimes hire subcontractors, to assemble the clothing. Contractors and subcontractors recruit, hire, and pay the garment workers who cut, sew, and package clothing. Garment workers lie at the bottom of the chain, yet are the base and strength of the industry. Fierce competition puts most contractors, or factories, in a "take it or leave it" position, where they must accept whatever low price is given to them by manufacturers or see the work placed in another factory. Contract prices are driven down so low that factories are unable to pay legal wages or comply with safety laws. The industry structure forces most contractors to "sweat" profits out of the workers, cut corners and operate unsafe workplaces. Within this system, retailers and manufacturers claim they do not directly employ garment workers and are not responsible for workers' wages and working conditions. But retailers and manufacturers exercise tremendous control over the garment production chain and have the power to ensure fair working conditions. In fact, a California law passed in 1999 (Assembly Bill 633) holds garment manufacturers and retailers responsible for workers' wages.

Free Trade Puts Profits Before Workers

The garment industry is part of the global economy, which is ruled by a free trade system. In this system, a powerful country such as the U.S., negotiates trade agreements with poorer developing countries (also called the Global South). Free trade agreements promise more market access to all countries involved by lowering or eliminating trade barriers such as taxes or tariffs. In this way, goods and services are sold or traded between the countries. Unfortunately, these trade agreements include very weak social clauses - provisions that set labour, social, and environmental standards - which do not adequately address worker protections or environmental concerns.

Also, most countries in the Global South have relied on loans from the International Monetary Fund (IMF) or the World Bank to fund their economic development. These loans come with conditions that require them to make drastic changes to their economy and social programs that impact their most vulnerable populations. These factors make it very attractive for a transnational corporation (TNC) to distribute their production across the globe, making their clothing in countries with the lowest labour costs and weakest regulations.

How does this affect garment workers?

- Workers lose their jobs when factories move to other countries in search of lower labor costs or weaker regulations.
- Wages and working conditions are driven down all around the world because of the competition in the global economy. This system pits countries against each other as they compete to make clothes for U.S. consumers.
- Workers' rights to speak up and resist exploitation or organize a union are weakened because clothing companies can easily close shop and move elsewhere to avoid workers' demands.

The bottom line: Clothing companies benefit from free trade through BIG profits, and garment workers lose out.

Workers Struggle with Fear and Intimidation

When workers demand their rights:

- They are often fired, suspended, or verbally abused by their bosses.
- In the U.S., employers often threaten that they will call the immigration authorities to report undocumented workers. Workers, who need their jobs to support themselves and their families, are often scared and silenced by such threats.
- Around the world, workers have been met with violent repression of their attempts to form unions.

Source: www.sweatshopwatch.org/swatch/industry/

Fact Sheet 11**Child Workers in the Cocoa Industry**

Save the Children Canada reports¹⁰⁰ on child labour conditions on cocoa farms indicate that in some cases children under the age of 14 have worked three to five years for 10 to 12 hours a day and had not been paid a wage. In other cases, children also reported being beaten and denied food because their work output did not meet the farmer's expectations. Other children indicated that they had to carry heavy loads on their backs, which often caused open wounds, which are still visible today. Some children also told stories of how they were beaten if they tried to escape from cocoa farms and some even faced death and were left by the side of the field where others worked as a warning to them.¹⁰¹

On the very first day, he [farmer] took our luggage and locked it away. He ordered us to move heavy sacks of cocoa. They were so heavy I could barely lift it. [One boy] could not lift his sacks. The owner took a branch off a tree and started whipping him. He beat him until all his body was covered in cuts and blood. At that moment, I know he would beat us, too...(Sylla, 15 year old boy)¹⁰²

We have never tasted chocolate... our bosses [farmers] never tasted chocolate...we work hard to pick the [cocoa] beans in the hot suns for 12 hours...no breaks...if we sit...we are dead...carry 40 kg bags on our shoulders...look at the scar here...this is because I carried bags and bags on my shoulder...no time to stop it [bleeding]...we had to carry it...otherwise bosses [farmers]...will beat us... If we run away and they always catch you...they cut our feet with razors. (Drissa, 14 year old boy)

One day I was really sick...I could not stand up and I could not open my eyes...the boss came in and I told him that I am sick...he shouted at me...took a stick and cracked it behind my leg and said do you feel better now...all day he put his eyes on me to see if I will sit down...(Traore, 13 year old boy)

I was thinking I would go to Côte d'Ivoire...work on cocoa farms...and one day...I could own my farm...I left here [Mali] because there was nothing to do...no money... on the first day of work...I knew my dream will not happen...I had to pay the man who brought me here...the boss [farmer] told me he can't pay me for one year...what I earned he had to pay the man who brought me here by truck...I cried all night...I tried to escape but they caught me beat me...I was bleeding... I had nothing to cover my wounds...(Diabaté, 14 year old boy)¹⁰³

¹⁰⁰ Reports are based on child workers who have gone through Save the Children Canada's Transit Center

¹⁰¹ Nadine Grant, West African Country Program Field Visit Notes, Save the Children Canada, 2002

¹⁰² Corinna Schuler, "Child Slaves Caught in Glittering Traps." National Post, April 17, 2002

¹⁰³ Sudarsan Raghavan, and Sumana Chatterjee, "A Taste of Slavery: How Your Chocolate May be Tainted." Knight Ridder Series, June 24, 2001

Source: *Children Still In the Chocolate Trade: The Buying, Selling, and Toiling of West African Child Workers in the Multi-Billion Dollar Industry* (A Working Paper Series: Children in Global Trade, Number 1, April 7, 2003).
<http://www.savethechildren.ca/whatwedo/advocate/cocoa2003.pdf>

Fact Sheet 12
Sweet and Sour

Coca-Cola is indirectly benefiting from the use of child labour in sugarcane fields in El Salvador, according to a new report by Human Rights Watch (HRW), which is calling on the company to take more responsibility to ensure that such abuses are halted.

Between 5,000 and 30,000 Salvadoran children, some as young as 8 years old, are working in El Salvador's sugarcane plantations where injuries, particularly severe cuts and gashes, are common, according to the 139-page report, 'Turning a Blind Eye: Hazardous Labour in El Salvador's Sugarcane Cultivation.'

Since the 1950s, sugar production has grown in importance in El Salvador, and by 1971 it exceeded the production of basic grains. By the 1990s, sugar, which was produced mainly by state-owned plantations, had become El Salvador's second-largest export crop after coffee. Beginning in 1995, most of the plantations were privatized.

While Coca-Cola does not own or buy cane directly from any of these plantations, its local bottler buys sugar from El Salvador's largest refinery, Central Izalco, and distributes the soft drink throughout Central America. HRW found that Izalco purchased sugarcane from at least four plantations that use child labour in violation of the law.

Coca-Cola denied any connection with child labour in El Salvador. "Our review has revealed that none of the four cooperatives identified by HRW supplied any products directly to the Coca-Cola Company, and that neither the Company nor the Salvadoran bottler have any commercial contracts with these farm cooperatives," Coca-Cola officials said in a statement released in response to the report. The company publicly opposes the use of child labour, and its "Supplier Guiding Principles" program provides that its direct suppliers "will not use child labour as defined by local law."

Michael Bochenek, counsel to HRW's Children's Rights Division, believes the company should take more responsibility. "Coke is saying that it has no responsibility to look beyond their direct suppliers, and we disagree," he said. "If Coca-Cola is serious about avoiding complicity in the use of hazardous child labour, the company should recognize its responsibility to ensure that respect for human rights extend down the supply chain."

Under Salvadoran law, 18 is the minimum age for dangerous work, and many consider work on the sugar fields to be one of the most dangerous jobs in agriculture. (Age 14 is the minimum for most other kinds of work in El Salvador.) But the relevant provisions are not generally enforced, in part because the children are hired as "helpers" and are therefore not afforded the same protections as employees.

Children hired as helpers often must pay for their own medical treatment if they are injured in the fields, despite a provision in the labour code that makes employers responsible for medical expenses for injuries incurred on the job.

"Child labour is rampant on El Salvador's sugarcane plantations," said Bochenek, lead author of the HRW report, which was based on interviews conducted early last year with 32 children and youths between the ages of 12 and 22, as well as with parents, teachers, activists, academics, lawyers, government officials, and representatives of the Salvadoran Sugar Association. "Companies that buy or use Salvadoran sugar should realize that fact and take responsibility for doing something about it."

Cutting sugar cane is backbreaking and hazardous work for a variety of reasons. The most common tools are machetes and knives. Both the monotony of the work and the fact that it is usually performed under direct sunlight make for frequent accidents, even among experienced workers.

Virtually all of the children interviewed by HRW bore multiple scars from cuts they received during their work. "I cut myself on the leg," one 13-year-old boy told an HRW interviewer as he displayed a scar on his left shin. "There was a lot of blood. I got stitches at the clinic." His mother added that the incident occurred when he was 12.

Because cane is often burned before it is cut to clear away the leaves, workers may suffer smoke inhalation and burns on their feet. As one former labour inspector told HRW, "Sugarcane has the most risks. It's indisputable - sugarcane is the most dangerous (agricultural work)."

Although not as hazardous, planting sugar cane—work that in El Salvador is mostly performed by women and girls—is also difficult and exhausting. Working under the hot sun, planters must keep up with tractors that plough rows for the cane.

Children who work on sugarcane plantations, particularly during the harvest, are often required to miss the first several months of school each year, while older children often drop out of school entirely.

HRW recommends that Coca-Cola and other businesses buying Salvadoran sugar require their suppliers to incorporate international child-labour standards in their contracts with the plantations and adopt effective monitoring systems to verify that compliance.

But it should not be a matter of simply firing child workers, particularly when their families have come to depend on the extra income their children bring home, according to Bochenek. "What is really needed to ensure that child labour is addressed in a comprehensive way is one that combines educational incentives and other safety nets," he said. "It's fine to have a carrot-and-stick approach if the stick is the last resort." He cited programs in Mexico and Brazil that provide cash grants to parents for enrolling their children in schools instead of sending them to work.

The sugar industry association in El Salvador has begun to work with the International Labour Organisation (ILO) on a more comprehensive approach to the problem of child labour, which HRW sees as potentially helpful.

In its reaction to the HRW report, Coca-Cola officials also noted that the sugar industry has been meeting with cooperatives to emphasize its "zero tolerance" for child labour. The company promised to step up its own monitoring and enforcement activities and to "continue to help provide increased educational opportunities for children from the farm cooperatives."

Company officials added that they will "work with our direct supplier to help (it) strengthen (its) outreach programs (and) will also work with the sugar industry association as they continue to implement a major program with the ILO to help families involved in Salvadoran sugarcane cultivation."

"That's awfully short on specifics," said Bochenek, who called for the company to make concrete commitments to finance and support educational and related programs and to assume greater responsibility for their success.

"Where you have had a company that used sugar, which it knows is produced by child labour, it can support these programs by contributing financially and in terms of technical assistance in concrete ways, as opposed to just saying the right thing," he said.

The new report marks the latest in a growing number of efforts by non-governmental organizations (NGOs) to press multinational corporations to take more responsibility for labour conditions under which their products, or components of their products, are produced.

Under pressure from NGOs, for example, major chocolate manufacturers agreed last year to take part in a program to monitor West African cocoa plantations to ensure their compliance with minimum international child labour standards. Initially, the chocolate manufacturers insisted that they bore no responsibility for abusive practices because they bought beans from commodity brokers, not from the farmers themselves. But as NGOs increased pressure, the chocolate manufacturers agreed to participate in the monitoring program.

Source: http://corpwatch.radicaldesigns.org/print_article.php?&id=11379

Fact Sheet 13**McDonald's Uses Sweatshop**

HONG KONG -- Snoopy, Winnie the Pooh and Hello Kitty toys sold with McDonald's meals in Hong Kong are made at a mainland Chinese sweatshop that illegally employs child laborers to package the toys, a newspaper reported Sunday. The children, as young as 14, work 16-hour days for about \$3 - barely the cost of one McDonald's meal in Hong Kong, the Sunday Morning Post reported.

The newspaper said one of its reporters mingled with some of the youngsters in a guarded factory complex in Shenzhen, just across the border from Hong Kong, where they live in spartan conditions. It said 16 workers sleep in a single room on wooden beds with no mattresses.

The newspaper quoted some of the youngsters as saying they lied about their age and used false identification documents to obtain jobs with a company called City Toys Ltd., a subsidiary of Hong Kong-based Pleasure Tech Holdings Ltd. that works under contract for a McDonald's supplier, Simon Marketing (Hong Kong) Ltd.

McDonald's said it has a strict code on labor rights that prohibits child labor and that for more than a year an independent auditing firm has carried out periodic, unannounced inspections of its suppliers. In October, auditing firm Societe Generale de Surveillance, or SGS, inspected City Toys and found it to be in compliance with corporate guidelines, McDonald's and SGS said in statements released Sunday.

"We take the current allegations very seriously and are taking immediate action to get all the facts," said a statement from McDonald's corporate spokesman Walt Riker. The statement said that if any McDonald's suppliers do not comply with its code of conduct, they could lose the company's business.

The newspaper quoted a City Toys director, Hong Kong businessman Jack Lau Kim-hung, as saying he "knew nothing about the underage workers" but would investigate. It also quoted a spokeswoman at Simon Marketing, Vivian Foo, as denying that the plant employed child laborers.

The newspaper quoted one worker it identified as 14-year-old An Luping as saying she lied about her age so she could work at the plant.

"My family is poor," An was quoted as saying. "It can't afford to keep four children."

"Many people do this," the girl was quoted as saying. "I used a fake name - Yang Li. She is my friend living in my village who is 17 years old."

Meanwhile, about 20 activists who accuse McDonald's of child exploitation demonstrated outside one of its outlets at a busy tourist spot in the territory Sunday.

"Stop exploitation, shame on McDonald's," the activists chanted.

Several McDonald's customers outside the branch said child labour was bad, but it would not stop them from eating at the fast-food chain.

Source: www.corpwatch.org/article.php?id=596

Reading Response Assignment

Name: _____

The purpose of this assignment is to read a passage about workers in other parts of the world and find important and specific pieces of information. This reading assignment must be done independently. Some of the questions you might focus on when writing your response are listed below.

1. What is the main problem the worker(s) is facing?
2. What are the working conditions like for the people mentioned in the passage?
3. What or who is causing the problem?
4. Who is suffering because of the problem?
5. Where is the problem happening?

Please write your response in the box provided below or use a separate sheet of paper if you need more space. Be sure to provide enough detail when forming your answer. The marking rubric for this assignment is included below.

Level 1	Level 2	Level 3	Level 4
Shows a limited understanding by sharing a few pieces of information related to the problem, but cannot identify the problem.	Shows some understanding of part of the problem or understands the problem but does not provide enough supporting details.	Shows a considerable understanding of the basic problem and provides adequate supporting details.	Shows a thorough understanding of the problem, provides many supporting details to enhance their understanding

Research Rubric
For use with Subtask 4

Student Name: _____ Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 6z35 describe distinguishing characteristics of a country in another region with which Canada has links (e.g. climate, physical features, political system, economic activities, international influence, celebrations)
- 6z37 use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world.

Category/criteria	Level 1	Level 2	Level 3	Level 4
Inquiry/research skills: -can extract relevant data from source material -can access and extract data from one or more appropriate web sites.	- applies few of the required skills and strategies, with only limited effectiveness	- applies some of the required skills and strategies, with only some effectiveness	- effectively applies most of the required skills and strategies	- effectively applies all (or almost all) of the required skills and strategies

Teacher's Comments:

Rating Scale – What is Fair?

1 = Strongly Agree 2 = Mostly Agree 3 = Neutral 4 = Mostly Disagree 5 = Strongly Disagree

Read each statement and record your level of agreement by circling the appropriate number.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I would pay more money for a Fair Trade product, so that I know the person who made it has enough money to pay for food, shelter and schooling. | 1 | 2 | 3 | 4 | 5 |
| 2. Farmers should produce as much as they possibly can and not worry about cutting down forests for more farmland. | 1 | 2 | 3 | 4 | 5 |
| 3. People should receive a high enough wage from their job to pay for basic necessities (e.g., food) for their family. | 1 | 2 | 3 | 4 | 5 |
| 4. People should work as many hours as possible, everyday of the week. | 1 | 2 | 3 | 4 | 5 |
| 5. Large businesses in the wealthy countries should have control over the products that are grown in other countries. | 1 | 2 | 3 | 4 | 5 |
| 6. I think it's okay to pay less for a product even if it means that the person who made it can't feed his/her family. | 1 | 2 | 3 | 4 | 5 |
| 7. What I buy directly affects the people who made the product. | 1 | 2 | 3 | 4 | 5 |
| 8. People, or groups of people, should be able to own their own land and work it independently without worrying about being "taken over" by large companies. | 1 | 2 | 3 | 4 | 5 |
| 9. Farmers need to pay the full cost of planting and growing their crop even if that means borrowing at high interest rates. | 1 | 2 | 3 | 4 | 5 |
| 10. Buying products directly from the people who made the product, rather than from a large company, means that the people will receive more of the profit. | 1 | 2 | 3 | 4 | 5 |
| 11. It's better to buy a product for the cheapest possible price. | 1 | 2 | 3 | 4 | 5 |
| 12. Companies should be responsible for telling us where their products come from and how they were made. | 1 | 2 | 3 | 4 | 5 |
| 13. Farmers don't need to know how much of their crop will be sold. They should just guess and hope for the best. | 1 | 2 | 3 | 4 | 5 |
| 14. Regardless of what I buy, or where I buy it, the people who made that product will be paid properly. | 1 | 2 | 3 | 4 | 5 |

Square and Fair**Discover how Fair Trade chocolate helps kids around the world by Clay McLeod****The Bitter Truth about Chocolate**

It's the world's favourite sweet treat. We eat three million tones of it every year. But most farmers and their families who grow the cocoa beans to make our beloved chocolate are desperately poor.

Many, many people around the world grow cocoa, so farmers cannot demand a fair price for their crop. Big companies that buy cocoa can shop around until they find farmers who will sell their crop cheap.

Because of cheap coca prices, wages for people who work on the farms are very low. Many families are so poor children are forced to work on cocoa farms and can't go to school. United Nations reports say that more than a quarter million kids are working in dangerous conditions on cocoa farms in West Africa, harvesting cocoa beans with big knives and spraying crops with poisonous pesticides without protective gear like masks. Most kids working on cocoa farms have never even tasted chocolate themselves.

Seventy percent of the world's chocolate comes from the west coast of Africa. Canada buys millions of cocoa products from that area each year. That's why Save the Children Canada and other organizations are encouraging Canadians to buy chocolate that is guaranteed to be free of child labour – chocolate with the Fair Trade certified logo.

Making Fair Trade

Fair Trade is a growing trend involving close to a million farmers around the world. Supporters like Chris Martin from the band Coldplay believe that farmers in poor countries should get a fair price from crops like cocoa beans, coffee, tea, sugar, and bananas so they can support themselves and their families. Fair Trade also makes sure craftspeople get a fair deal on the clothing and household items they sell.

Fair Trade companies guarantee cocoa farmers a fair price for their beans – sometimes twice what many big companies pay. Plus, Fair Trade companies guarantee that farmers will have cocoa buyers for years to come, which helps them save – and borrow – money to buy food, clothes, medicines, and pay school fees so kids can go to school.

In order to be Fair Trade certified, chocolate can't use cocoa or other ingredients that were farmed by child labourers. Kids can help on their family's farm but they must go to school and can't do dangerous work. In Canada, the Fair Trade logo also means that their cocoa beans were produced without harming the environment. Fair Trade chocolate sometimes costs more, but fans are happy to spend their money supporting cocoa farmers and their families.

Fair Trade Fan

Meet Olga Lidia de Jesus. She's 12 years old and lives in a village called Yanabo in the Dominican Republic. All the families in Yanabo are cocoa farmers and many belong to a Fair Trade farmer co-op called CONACADO. She told OWL how Fair Trade has helped her family and her community.

My father is a cocoa farmer. I don't work on the cocoa plantation. I go to school every day in La Taranas. It takes me a lot of time to walk home from the school, and I don't have many friends to play with in the evenings. Besides, I have to do my homework. Because our house doesn't have electricity, I have to go to bed early.

My dad get up early in the morning and goes with a machete (a big knife) to the cocoa farm. Sometimes, neighbours help him with the tougher jobs. At crop time, they carry sacks of cocoa from the farm up to the house on horses.

Life in my family has improved because Fair Trade companies pay my dad better for the cocoa. Now, his co-op can afford to teach people new farming skills. They are organizing a project to bring electricity to the community. This would be a dream! My father says he would never sell his cocoa to the big companies because they never do anything for the community like the Fair Trade companies do.

From Bean to Bar

Nothing better than a bite of your favourite chocolate bar? The delicious cocoa you love travels great distances to tingle your taste buds.

1. Cocoa comes from the tropical cacao (pronounced ka-kow) tree. Most cacao trees grow in West Africa, South America, and Asia.
2. When it's time to harvest the cocoa, the farmers cut cacao pods off the tree with machetes.
3. Then farmers break the pods and scoop out the cocoa beans.
4. Once the beans ferment and dry in the sun, the farmers sell the beans to a local buyer or trade co-op. Beans are shipped to factories, usually in Europe.
5. In factories, workers roast and grind the cocoa beans into cocoa liquor and butter. Then factory workers mix the cocoa liquor and butter with other ingredients, like milk and sugar, to make chocolate.
6. Then businesses package chocolate and distribute it to stores where you can buy it.

Where Do Your Chocolate Dollars Go?

Chew on this! It's not just big chocolate companies and cocoa farmers who profit from chocolate sales. "Coyotes" (as they're called in the Dominican Republic) are people who make money by buying cheap cocoa beans and reselling them at a higher price. When a Fair Trade company buys a farmer's beans, the beans are sold directly to an international Fair Trade chocolate manufacturer. So profits from the sale of beans go to the farmer and back to the community – instead of in coyotes' pockets

Non Fair Trade Chocolate - \$1.00

Ingredients:

- Milk, sugar, cocoa butter, cocoa liquor
- Cocoa plantations often using forced labour, child labour, and dangerous working conditions
- Farmers who can't count on a fair price for their crops
- Poor communities
- Buyers and exporters out to make money
- When a big company sells 100 chocolate bars, about \$5 goes to farmers

Fair Trade Chocolate – \$3.50

Ingredients:

- Milk, sugar, cocoa butter, cocoa liquor
- Fair prices paid to cocoa farmers
- Children going to school
- Families who can get health care when they need it
- Cocoa farmers who can count on sales to the same chocolate company for many years
- Strong communities
- When a Fair Trade company sells 100 bars, about \$35 goes to farmers

A Sweet Way to Make A Difference

By choosing Fair Trade chocolate you can help cocoa-farming families make a fair living from their work.

- Spread the word about Fair Trade chocolate:
Write a letter to the editor of your newspaper about what you have learned and encourage people to buy Fair Trade chocolate
Write a postcard to your local grocery store asking them to sell Fair Trade chocolate. Make sure to mention that you'll buy it!
- Suggest that your school chooses Fair Trade chocolate for its next fundraiser. (La Siembra Co-op: www.lasiembra.com has a Fair Trade fundraising program.)
- Learn more about Fair Trade.
Check out these web sites:
Make Trade Fair: www.maketradefair.com
TransFair Canada: www.transfair.ca

Source: The Discovery Magazine for Kids - OWL
January/February 2005

This feature has been produced with the support of the Government of Canada through the Canadian International Development Agency (CIDA)

The Fair Trade System

The Goals of Fair Trade

The international Fair Trade system is organized to provide the following benefits to farmers and workers in developing countries:

1. A fair living wage for their products and labour.
2. Improved access to credit and sustainable markets for their products.
3. Improved social services
4. Protection of human rights through improved economic security and sustainable environmental practices

The Principles of Fair Trade

A fair price

A fair trade price means that farmers earn enough to feed their families and that their children can go to school instead of working the fields. A fair trade price allows producers not only to cover their costs of production but also to earn enough profit to pay for their daily needs. This is known as a 'living wage'.

Fair and Humane Working Conditions

Fair Trade Organizations (FTOs) follow both locally and internationally established health and safety practices. Forced labour and child labour (15 yrs and under) is prohibited. Workers have the right to organize into associations and unions.

Direct Trade

FTOs buy as directly as possible from farmers and workers in developing countries. As such, there are fewer businesses sharing the profit/earnings leaving more profit for the farmer or labourer.

Long-term Commitment and Credit

FTOs enter into long-term contracts with producers. This allows cooperatives to better plan their operations and provides a greater level of economic security. Cooperatives have the right to advance payments (up to 50%) and/or low interest loans from their Northern buyers.

Environmental Conservation

FTOs use environmentally friendly and safe agricultural techniques. Most cooperatives participating in fair trade also practice organic agriculture (without the use of chemical pesticides and fertilizers).

Community Development

FTOs help to promote and support investment in health, educational and other development projects for disadvantaged. These projects are created by and for those farmers and workers who live in the local communities.

Democratic Management

One family, one vote. In order to work with FTOs, producers must divide their profits equitably. All workers must have a voice in the decision-making process and the way the group is organized.

Fair Trade Principles Worksheet

1. List the main principles of Fair Trade.
A) _____
B) _____
C) _____
D) _____
E) _____
F) _____
G) _____
2. List and explain two ways in which small-scale farmers benefit from taking part in the Fair Trade system.
3. How does Fair Trade benefit children within the farming communities of the developing world?
4. How does Fair Trade help the environment?
5. Explain what is meant by the phrase 'a living wage'. Do you think it is important for workers to earn a living wage and if so why?

La Siembra Co-operative

La Siembra Co-op is a leading North American fair trade organization offering consumers high-quality, Fair Trade certified and certified organic products that improve the livelihoods of family farmers and the well being of communities at home and abroad. Incorporated in 1999, La Siembra is the first organization to import, manufacture and distribute Fair Trade Certified organic cocoa products in North America. La Siembra's *Cocoa Camino* product line is sold throughout Canada and is expanding distribution in the USA.

La Siembra's Fair Trade approach to business guarantees consumers that farmers receive higher than world market prices. This includes the payment of organic and social premiums that are used for development programs, decided on by the producer co-op members.

La Siembra's Organic cocoa and sugar cane certification means better health for farmers, the environment, and the consumer. La Siembra's cocoa is produced using traditional Shade Grown techniques that preserve the environment and maintain bio-diversity while providing a much-needed habitat for migratory birds

We source our cocoa from co-operatives of family farms who grow organically under a shade canopy in the rainforests of the Dominican Republic.

The co-operative is founded on four main principles:

- Relationships between trading partners should be based on equality, integrity, and mutual respect;
- Workers in the North and South deserve meaningful employment, fair wages and working conditions, and a say in their future;
- Environmentally sound farming practices are critical for the health and long term economic viability of farmers and their ecosystems regionally, and for the health of consumers globally;
- Education is critical to create a fair and sustainable economy.

As a worker co-operative we are also committed to:

- Open, voluntary membership;
- Democratic control;
- Co-operation among co-operatives

Equator Coffee Roasters Inc.

Our Mission:

To foster mutually beneficial trade relations with farmers and workers in the developing world that are lasting, environmentally sound and economically just, while giving credibility to Fair Trade and organic products and philosophy by providing excellent products and service to our customers.

Our Company:

Equator Coffee Roasters is an incorporated company seeking to expand the use of fairly traded coffee in Canada. We are committed to forming a team environment for employees where fun, purpose, and old-fashioned hard work will ensure we meet our objectives.

What we do:

Our company wholesales and retails high quality products. Our coffees have three unique characteristics. They are:

- Fair Trade Certified
- Organic and Environmentally Sustainable
- Locally and Freshly Roasted

Just Us! Coffee Roasters**Our Mission**

To be a viable and profitable business while being socially and environmentally responsible, to serve our Fair Trade customers by giving them the best value on our products and informing them to the fullest possible extent, to serve the interests of Fair Trade producers by developing personal and long-term relationships that adheres to and indeed goes beyond the basic principles of Fair Trade, and to develop relationships with our members, employees, business associates and the community as a whole based on honesty and respect; and to maintain an ongoing commitment to education, innovation and collaboration.

The Company

Just Us! Coffee Roasters was started in 1995 as Canada's first Fair Trade coffee roaster. This progressive worker owned cooperative deals in Fair Trade coffee and other associated Fair Trade and organic products. Their manufacturing, distribution, and retail facilities are located in and around Wolfville, Nova Scotia. The company has steadily grown to become the premier Fair Trade coffee, tea and chocolate merchant in the Atlantic Canada region.

The company was originally established on Fair Trade principles and practices that involve paying producers a fair return for their products, commitment to the protection of the environment, investment into third world development and just treatment for all company stakeholders.

Over the past seven years Just Us! Coffee Roasters Co-op has experienced healthy growth, created jobs in the community and developed a strong consumer loyalty and interest in their products, activities and philosophies. They are currently in the process of expanding their manufacturing facilities and have recently extended their product line to include fair trade organic tea, chocolate, clothing and Ten Thousand Villages crafts.

Products are currently sold through their retail outlet, supermarket chains, health food stores, cafes and churches across Canada with some export into the USA market. A recent public offering using a Community Economic Development Investment Fund (CEDIF) raised new working capital and will allow the organization to grow into exciting new market opportunities.

Our Values

- Socially responsible with our people, our resources, our customers and our actions.
- Assure the best value with quality products and service.
- Environmental responsibility and sustainability.
- Being a supportive place to work.
- We lead by challenging the norm!
- Enjoyment in what we do.
- Strive to be an ethical business in all areas.
- Be consistent in what we do and how we act.
- Initiative by owners and staff.

BLM 6.5

Read the accompanying three business profiles. Briefly explain at least 3 reasons why each business qualifies as a Fair Trade business and a TransFair Licensee.

La Siembra Co-operative

Equator Coffee Roasters Inc.

Just Us! Coffee Roasters

Name at least one local retailer of Fair Trade merchandise in your community.

TransFair Logo



This logo says that your product has been made fairly. It says that nobody has been made to suffer or work for little or no money. It says your product is Fair Trade Certified. You and your family can look for this logo on products such as chocolate bars, sugar, cocoa, sports balls, ice cream, chocolate milk, coffee, tea, rice, quinoa, spices, cut flowers, sports balls and others.

© 2004 TransFair Canada.



Application to obtain a license from TransFair Canada

Name of your Company _____

Name of Applicant (person filling out this form) _____

Date of application _____

Thank you for your interest in having your company certified by TransFair Canada. Please review the following list of commitments made by TransFair's licensed companies. If you believe your company meets the necessary criteria, please fill out the application and submit it for our consideration. You will be advised of our decision within a week of your submission.

Putting the Fair Trade Certified Logo on your products means:

- Importers may pay in advance
- Importers pay a minimum price related to the cost of production (do not try to purchase their products for the lowest possible price)
- Importers promise to buy from the same farmer for more than one crop cycle (this helps the farmer to become more stable and secure)
- Importers may loan money at a reasonable rate of interest or pay in advance

Please describe how your company will meet the criteria outlined above:

1. Paying in advance – will your company be able and willing to send a certain portion of the payment to the producer **before** you receive your product?

Yes _____ No _____

If your answer is yes, please describe why you are willing to make this commitment.

2. Will you agree that your company will pay a fair price (to be determined by the producer) even if this price is higher than you could pay other producers who are not TransFair certified? Yes _____ No _____

If your answer is yes, please describe why you are willing to make this commitment.

3. Will you agree to buy from the same farmer for more than one growing cycle, even if you can find the product elsewhere for a cheaper price?

Yes _____ No _____

If you answer yes, please state why you think this is an important commitment from the farmers point of view. _____

Additional Fair Trade Practices of Importers:

- Pay fair prices to producers which recognizes the true cost of labour and production
- Buy directly from producers
- Pay an advance of 50 % to allow producers to buy seeds, tools and materials
- Work to ensure the environment is not being harmed in the production of a product
- Ensure the culture of the producer is respected
- Work with organizations that treat their workers fairly

Please choose two (or three?) of the above criteria and describe why you think they are important commitments:

1.

2.

TransFair Logo ‘Stickers’

Photocopy, cut out and glue or staple to student assignment (BLM 6.7).



Ryan Hreljac and the RYAN'S WELL PROJECT

About Ryan

Ryan has always been a very sensitive boy. His parents and those around him have tried to nurture this characteristic. His grade one teacher, Mrs Prest was able to inspire Ryan. He decided that raising money for wells for people who didn't have clean water would be a good thing. He worked for four months in order to earn his first \$70.

It grew from the \$70 collected by doing simple household chores, to the support of non-profit organizations such as WaterCan, CPAR, CIDA and Free the Children. It grew to over \$800,000 in support of people in Africa who need clean water.

"I'm just a normal boy," Ryan says when anyone asks about his achievements. Although many people would disagree with this statement, it is very true. He plays soccer, basketball and hockey. He enjoys reading, playing Nintendo and swimming as well. He has friends in the elementary school he attends, including dedicated volunteers like Jack who, like Ryan, plans to be a water engineer when he grows up. He loves to visit his Nana and his cousins in Ontario's Niagara region and his Grandparents near Deep River, Ontario. Ryan plays with his brothers Jordan and Keegan and with dog Riley. He has been writing to his African pen pal Jimmy Akana, who you may have seen with him on the cover of Reader's Digest.

Throughout, Ryan's family has been very supportive of his efforts to get clean water to Africa. Older brother Jordan sets up most of Ryan's audiovisual presentations and little brother Keegan has licked hundreds of stamps for thank you letters and notes that have been sent around the world. The Hreljacs live in a country home in North Grenville, just south of Ottawa, Ontario, Canada.

Source: www.ryanswell.ca



Naomi Poole – Student, Activist, and Writer of Stop, Don't Eat Me!

Naomi was born in Athens, Greece Sept. 5, 1985. Her mother Penny Poole, a Canadian journalist, and father Rafael Guzman, a Venezuelan metal artist, brought her to Canada in 1987, where she attended Catholic elementary school in Lucan, Ontario. When she was 7, Naomi moved with her mother and sister and brothers to the Philippines, where she would spend the next 10 years, living in the cities of Manila, Davao, and Cebu, with occasional summers visiting relatives in Canada.

In 2002, at 16, she began experimenting with alternative media by publishing a monthly periodical, *'Standing Naked'*, which she conceptualized, designed, and launched as an independent campus paper at her Manila high school. Its aim was to raise awareness of hard issues, such as oppression and blind following.

At 17 Naomi and a friend produced two extremely effective fundraising videos for local organizations in Davao, Philippines. She co-wrote, narrated, and organized the production of the films *'Living Stones'* and *'Imagina'*. *'Living Stones'*, tells the story of the life of homeless children in the city of Davao through interviews with Filipino street kids, police officers, missionaries, and NGOs in order to highlight the growing issue of homelessness in Asian cities. *'Imagina'*, looks at an urban slum upgrading project in a Davao city squatter community, where most residents subsist on daily earnings of between \$1 and \$2.

On her next holiday from school Naomi elected to spend her time off volunteering on the streets of Davao, feeding malnourished kids, teaching pre-school, and visiting the sick at an impoverished government hospital.

At barely 18 Naomi came to Canada alone to complete her final year of high school and lived with an aunt in Kanata. She was stunned at the lack of awareness of global issues among her peers and began working to bring them to light. With her like-minded friend Jon Dickenson (fellow activist and now a student at Ottawa University), she launched *'Blurt'*, an alternative monthly journal that was registered as a business and sold in Fair Trade shops and alternative bookstores in Ottawa. Blurt articles focused on raising awareness of social and political issues such as Fair Trade, mindless consumerism, media monopolies, environmental sustainability, and advertising myths.

Other voluntary activities in recent years have included heading a fundraising project (auctions, food and clothing drives) for Marigot, a small village in Haiti in collaboration with the Haitian embassy, and regular visits to the Mandaluyong Correctional Institute for Women in Manila, where she tried to link prisoners to legal assistance.

Lest she sound like a saint, Naomi is quick to point out that she has done her share of regular jobs too, from waitress to camp counselor, swimsuit sales rep, supermarket cashier and file clerk, to cleaner and cook. She is a sailor, roller blader, certified scuba diver, and loves to read. Currently, Naomi is a student at Carleton University, studying Sociology and Human Rights.

Naomi wrote STOP! Don't Eat Me as a 12th Grade creative writing assignment, and hoped to use it to teach her young cousins about Fair Trade. Naomi finds the fact that she is now a published author "a little weird" but hopes the book's message will help people young and old think about what they buy, where it comes from, and especially about the lives behind the hands that made it.

Canadian Friends of Fair Trade **(Fair Trade Businesses & Organizations)**

C.C.O.D.P.: The Canadian Catholic Organization for Development and Peace is a Canadian and Catholic Organization that explains to Canadians, especially Roman Catholics, what some of the world's development problems are. This organization also supports projects in developing countries. www.devp.org

CIDA: The Canadian International Development Agency is a Canadian Government organization that directs Canadian federal tax money to world development projects. It often supports other organizations listed here. It also helps produce Canadian material about world development issues. www.acdi-cida.gc.ca

TransFair Canada: the Canadian organization that promotes and certifies Fair Trade products to improve the livelihood of developing world farmers and workers. www.transfair.ca

Just Coffee: a project run by the Canadian Catholic Organization for Development and Peace. Member farmers grow organic coffee and receive a fair price for their product. www.justcoffee.ca

Equator Coffee Roasters: works to expand the use of Fair Trade Certified coffee and other products in Canada. www.equator.ca

Équiterre (from the French words for equity and earth): works towards the creation of a more equitable system of international trade through the promotion of fair trade. www.equiterre.gc.ca

La Siembra: This is a co-operative company that produces organically produced, Fair Trade chocolate and other products sold nationally in Canada. www.lasiembra.com

Oxfam Canada: dedicated to supporting fairly traded coffee, bought directly from farming cooperatives and helping farmers to earn a fair living. Also lobbies at the national and international levels to make changes in the rules of international trade, through campaigns like "Make Trade Fair." www.oxfam.ca

Ten Thousand Villages: provides vital, fair income to Third World people by marketing their handicrafts and telling their stories in North America. www.tenthousandvillages.com

Bridgehead: This is a company that provides Fair Trade Certified coffees, teas and other products through 5 coffee shops in the Ottawa area. www.bridgehead.ca

Free the Children: is an international network of children helping children at a local, national and international level through representation, leadership and action. FTC was founded by Craig Kielburger in 1995, when he was 12 years old. www.freethechildren.org

Y Focus Fairtrade Sports: Y FOCUS Fair Trade Sports is the Ottawa based program of Y FOCUS-Ottawa, with the right to sell Fair Trade certified sports products, to promote the principles of Fair Trade and the elimination of child labour, as well as to support financially, worthy peace building projects around the world. www.yfocus.ncf.ca/fairtrade/about.htm

Canadian Fair Trade Network (CFTN): CFTN's mission is to increase the market share of Fair Trade products in Canada; in this way we hope to further social justice and environmental sustainability internationally. www.fairtradenetwork.ca

The Canadian Student Fair Trade Network (CSFTN): is a collaboration of the Canadian Fair Trade Network (CFTN), Équiterre, Oxfam Canada, Oxfam Québec, and TransFair Canada. CSFTN is a national amalgamate of high school and post-secondary students and student organizations advocating for Fair Trade principles and purchasing policies.
www.fairtradenetwork.ca

The Maquila Solidarity Network (MSN): is a labour and women's rights organization that works to improve working conditions within the factories of Mexico, Central America, and Asia. We believe retailers must be accountable for the working conditions under which their products are made. www.maquilasolidarity.org

Other Friends of Fair Trade

Fairtrade Labelling Organization International (FLO)

FLO is the organization that sets worldwide Fair Trade Standards. FLO guarantees that products sold anywhere in the world with a Fairtrade label conform to Fair Trade Standards and contribute to the development of disadvantaged producers. www.fairtrade.net

Global Exchange: an international human rights organization dedicated to promoting environmental, political and social justice. www.globalexchange.org

Fair Trade Federation: links low-income producers with consumer markets and educates consumers about the importance of purchasing fairly traded products. www.fairtradefederation.org

Equal Exchange: is the oldest and largest for-profit company in the US. As a worker-owned Fair Trade Organization, the focus is on building long term trade relationships, and connecting consumers with small scale farmers and their families around the world through quality food products. www.equalexchange.com

The International Labour Organization (ILO)

The International Labour Organization is the UN specialized agency which seeks the promotion of social justice and internationally recognized human and labour rights. www.ilo.org

Amnesty International (AI)

Amnesty International (AI) is a worldwide movement of people who campaign for internationally recognized human rights. AI's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights. www.amnesty.org

RUGMARK: is a global non-profit organization working to end illegal child labour and offer educational opportunities for children in India, Nepal and Pakistan. The RUGMARK label is your best assurance that no illegal child labour was employed in the manufacture of a carpet or rug. www.rugmark.org

The Day Chocolate Company: is a unique partnership between small-scale cocoa farmers in Ghana and organizations in the UK that support Fair Trade. Kuapa Kokoo is a co-operative of over 40,000 small-scale cocoa farmers in Ghana, West Africa who own a third share of The Day Chocolate Company and produce the beans for Divine and Dubble. www.divinechocolate.com

Catholic Relief Services (CRS): The official international relief and development agency of the U.S. Catholic community. CRS has a Fair Trade program through which disadvantaged artisans, farmers and farm workers receive fair compensation for the goods they produce. www.crsfairtrade.org

Research Report: Fair Trade Business/Organization

Name: _____

Date: _____

1. What is the name of the business or organization you are researching and when was it founded?

2. What is the mission statement of the business or organization?

3. Describe the key individuals who are a part of the business or organization.

4. Name any country or community that the organization/business is involved with. What is life like for most people who live in that part of the world?

5. What is something good that the business or organization is doing to help people in the developing world have a better quality of life?

6. Did you come across any real-life story of a farmer or artisan whose life has been changed through the work of this organization? If so, briefly describe how this person's life has changed for the better.

Research Rubric

Student Name: _____ **Date:** _____

Key expectations assessed with this rubric:

- 6z37 use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world.
- 6z51 describe Canada's participation in international efforts to address current global issues (e.g., peacekeeping, environmental initiatives, world health initiatives, disaster relief, regulation of child labour, human rights violations, acceptance of refugees).

Category/criteria	Level 1	Level 2	Level 3	Level 4
Inquiry/research skills: -can extract relevant data from source material -can access and extract data from one or more appropriate web sites.	- applies few of the required skills and strategies, with only limited effectiveness	- applies some of the required skills and strategies, with only some effectiveness	- effectively applies most of the required skills and strategies	- effectively applies all (or almost all) of the required skills and strategies

* Additional expectations that may be assessed with this rubric: 6z25, 6z28, 6z41, 6e1, 6e32

Teacher's Comments:

Oral Presentation Guide

Welcome

- address the specific group to whom you are presenting; i.e. Board Members, Parents, Fellow Students
- welcome people to the presentation and thank them for attending
- explain that you have been studying the issue of 'fair' and 'unfair' trade in class

Background Knowledge

- describe a trade problem with which you are familiar
- identify living and working conditions in the developing world
- provide definitions for terms used in your presentation (i.e. equitable, organic, consumer, charity, justice, producer, manufacturer, sweat shop, exploitation, etc.)

Solutions: Fair Trade Values/Practices

- describe the meaning of the term 'Fair Trade' and how it addresses some of the trade problem(s) mentioned
- describe TransFair Canada and show the logo and website address
- describe any activities you and/or your class have undertaken as a result of studying this issue (selling fairly traded items, presentations, etc.)
- each group member must share information from a *Fair Trade* company or organization (BLM 7.1)

Connections: Invitation to Act

- invite the audience to become involved by learning more; they may wish to ask for another presentation to a different group with which they are involved; they may wish to see the visual display or receive a follow up informational package
- invite the audience to purchase Fair Trade Certified products as individuals and as a group for their meetings, etc.
- if the audience is a group or organization, invite them to consider developing policies regarding Fair Trade
- leave each member of the audience with at least one 'hand-out', i.e. a brochure on TransFair, a brochure produced by a classmate, a newspaper article written by one of your classmates
- each member of your group must present one Fair Trade product

Thank You

- thank everyone for their interest and attention

Written Presentation Guide

Introduction

- address the specific group to whom you are writing; i.e. Editor, Parents, Fellow Students
- explain that you have been studying the issue of 'fair' and 'unfair' trade in class and have discovered problems with the way in which our countries trade.

Background Knowledge

- describe a trade problem with which you are familiar
- identify living and working conditions in the developing world that are related to this problem
- if necessary explain any relevant Fair Trade terms used in your letter (i.e. equitable, organic, consumer, charity, justice, producer, manufacturer, sweat shop, exploitation, etc.)

Solutions: Fair Trade Values/Practices

- describe the meaning of the term 'Fair Trade' and how it addresses some of the trade problem(s) mentioned
- describe TransFair Canada and if possible include the logo and website address
- describe any activities you and/or your class has undertaken as a result of studying this issue (selling fairly traded items, presentations, etc.)
- share information about a *Fair Trade* company or organization (BLM 7.2)
- describe the difference between charity and justice and how Fair Trade demonstrates a commitment to a more just relationship with producers and manufacturers

Connections: Invitation to Act

- invite the audience to become involved by learning more; offer to present to any interested group or organization
- let the audience know where they can find more information or resources on Fair Trade and Fair Trade businesses and organizations
- encourage the audience to purchase Fair Trade Certified products
- if the audience is a group or organization, invite them to consider developing policies regarding Fair Trade

Conclusion

- reiterate the positive benefits of Fair Trade products and encourage everyone to become an informed and wise consumer

Visual Presentation Guide

Background Knowledge

- describe a trade problem with which you are familiar
- identify living and working conditions in the developing world that are related to this problem
- include definitions, where necessary, for any Fair Trade terms used in your display/electronic presentation (i.e. equitable, organic, consumer, charity, justice, producer, manufacturer, sweat shop, exploitation, etc.)

Solutions: Fair Trade Values/Practices

- describe the meaning of the term 'Fair Trade' and how it addresses some of the trade problem(s) mentioned
- describe TransFair Canada and include the logo and website address
- share information about a *Fair Trade* company or organization (BLM 7.2)
- describe the difference between charity and justice and how Fair Trade demonstrates a commitment to a more just relationship with producers and manufacturers

Connections: Invitation to Act

- let the audience know where they can find more information or resources on Fair Trade and Fair Trade businesses and organizations
- encourage the audience to purchase Fair Trade Certified products and provide several examples (e.g.; chocolate, coffee, sugar, etc)
- if the audience is a group or organization, invite them to consider developing policies regarding Fair Trade

Visual Appearance

- information is well spaced, neatly presented and well organized
- appropriate and effective use of colour and other design elements to produce a visually appealing display or electronic presentation
- effective use of pictures, labels, charts, graphs, etc. where appropriate

Presentation Rubric: Trading Fairly In Our World

Name: _____ **Date:** _____

Category	Level 1	Level 2	Level 3	Level 4
Organization of ideas	<ul style="list-style-type: none"> - shows an understanding of few concepts connected to fair trade and its related issues - presentation shows limited organization and logic 	<ul style="list-style-type: none"> - shows an understanding of some concepts connected to fair trade and its related issues - presentation shows some organization and logic 	<ul style="list-style-type: none"> - shows an understanding of most concepts connected to fair trade and its related issues - presentation shows considerable organization and logic 	<ul style="list-style-type: none"> - shows an understanding of all (or almost all) concepts connected to fair trade and its related issues - presentation shows thorough organization and logic
Communication of required knowledge	<ul style="list-style-type: none"> - makes limited use of appropriate terminology and vocabulary - rarely communicates with clarity and precision 	<ul style="list-style-type: none"> - makes some use of appropriate terminology and vocabulary - sometimes communicates with clarity and precision 	<ul style="list-style-type: none"> - makes considerable use of appropriate terminology and vocabulary - usually communicates with clarity and precision 	<ul style="list-style-type: none"> - makes extensive use of appropriate terminology and vocabulary - consistently communicates with clarity and precision
Application of concepts and skills	<ul style="list-style-type: none"> - describes with limited effectiveness the link between his/her personal life, the issue of fairer trade, and the world outside the school 	<ul style="list-style-type: none"> - describes with some effectiveness the link between his/her personal life, the issue of fairer trade, and the world outside the school 	<ul style="list-style-type: none"> - describes with considerable effectiveness the link between his/her personal life, the issue of fairer trade, and the world outside the school 	<ul style="list-style-type: none"> - describes with a high degree of effectiveness the link between his/her personal life, the issue of fairer trade, and the world outside the school

* Remember that the Inquiry/Research skills were evaluated in Subtask 4 and 7.

* Expectations assessed with this Rubric include: 6e1, 6z25, 6z40, 6z41, 6z51

Teacher's Notes:

Fair Trade: A Teacher's Guide

TransFair Canada

Table of Contents

The Basics
How Fair Trade Works
How Fair Trade Started
Who Benefits?
What is the Impact of Fair Trade on Children and Young People?
Which Products Are Fair Trade Certified?
Fair Trade by Numbers
Certification System: How it Works
Standards
Licensees
The Logo
Glossary of Fair Trade Terms
Resources and Bibliography
Notes

The Basics

Fair Trade is an international system of doing business based on dialogue, transparency and respect. It contributes to sustainable development by offering better trading conditions for producers and workers in developing countries. Behind the principles and goals of Fair Trade is a rigorous international system of monitoring, auditing and certification.

The international Fair Trade system is structured to produce the following outcomes for farmers and workers in developing countries:

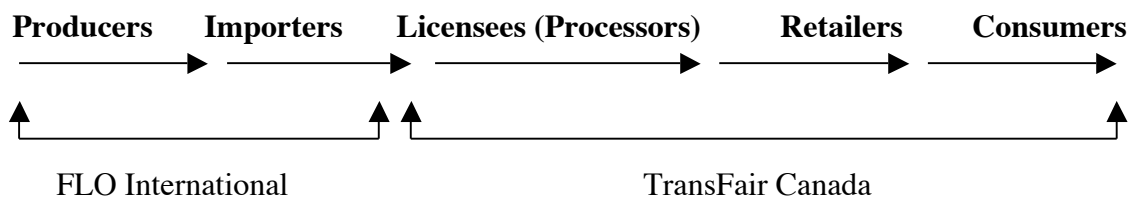
- q Fair compensation for their products and labour
- q Sustainable environmental practices
- q Improved social services
- q Investment in local economic infrastructure

How Fair Trade Works

Fair Trade is similar to a normal supply chain model of business, with fewer intermediaries. There are producers, importers, processors, retailers and consumers but the difference is the monitoring and certification at the core of the system which guarantees that the supply chain is built on and functions according to standards of fairness, transparency and accountability.

Producers and their organizations are monitored and certified by Fair Trade Labelling Organizations International (FLO). In Canada, the “Licensees” (processors) are licensed and audited by TransFair Canada to ensure that they are doing business with certified producers and that they are adhering to the standards set out by FLO. TransFair also works to promote Fair Trade Certified products at the retail and consumer level.

FLO and TransFair Canada support the needs of producers, consumers and licensees, and guarantee the integrity of the process while promoting the principles of Fair Trade Certification. The two organizations also work in tandem to verify and audit the sales from importers to the licensees.



How Fair Trade Started

Fair Trade began 50 years ago in Africa and Europe. It started with small-scale farmers working in conjunction with international aid organizations from industrialized countries. The farmers and workers in Africa were struggling with a combination of low market prices for their produce and a high dependency on unscrupulous intermediaries. It entrenched their families and local economies in a cycle of poverty. Together with aid organizations the producers laid the foundation for a trading system that ensured a fair price for their produce and a direct road to European markets.

From the aid organizations evolved a new type of non-profit business structure known as alternative trade organizations or ATOs. Most were run by volunteers. They set up what were known as World Shops in Europe and North America. Parallel to the ATOs, a new group of entrepreneurs also arose and created for-profit companies that were driven by the principles of Fair Trade. This latter type of company was and is particularly common in Canada.

In the late 1980s an international system of Fair Trade certification and labelling was introduced. It was an opportune time to establish a set of standards and labelling as there was a growing consumer demand for Fair Trade products. There was also growing commercial interest. Consumers needed a guarantee that their purchases were truly benefiting the producers and workers. The Fair Trade Certified logo is managed by TransFair Canada, an independent, non-profit organization that provides third-party certification of the products.

Companies or organizations wanting to trade, import, produce or sell Fair Trade Certified products sign a contract with TransFair Canada and must follow stringent business rules and terms for use of the logo.

The certification and labelling system has helped increase the scale and scope of products available, bringing Fair Trade Certified products beyond the World Shops into the mainstream grocery stores. There are now 17 national Fair Trade Labelling Initiatives that work under the international umbrella of the Fairtrade Labelling Organizations International (FLO). Today, there are close to a million farmers in 45 developing countries working within and benefiting from the sale of Fair Trade Certified products.

The first 50 years of Fair Trade have been filled with many successes. Hundreds of thousands of farmers and workers have gained a greater economic stability as a result and their communities have benefited from important infrastructures paid for by the Fair Trade Certified premiums.

Globally, there are dozens of Fair Trade Certified products, such as coffee, tea, rice, bananas, mangoes, cocoa, sugar, honey, fruit juices and sports balls. They can be found in stores, small and large, across Europe, Japan and North America. Other fresh fruit, wines, nuts, oils and non-food products will soon be added to the list of Fair Trade Certified products.

While much progress has been made in recent years, many of the same conditions of trade found 50 years ago still exist. Many producers and workers from developing countries still don't have access to the Fair Trade market, because there isn't enough demand in countries like Canada. There is a momentous push coming from the consumer level to move Fair Trade into the mainstream. Churches, communities, schools, unions, businesses and consumer groups are taking up the cause with energy. The topic of Fair Trade is having an impact on political and business organizations. Large grocery stores chains are getting involved and some multinational companies are beginning to offer Fair Trade Certified products. Fair Trade is being promoted by consumer groups not just as an alternative, but THE way to do business for the future of global trade.

Who Benefits and How?

Small-scale farmers and workers

Fair Trade has helped build economic independence and empowerment for certified farmer cooperatives and their workers, bringing them economic stability and a higher standard of living. Beyond being paid a fair price for their produce, the Fair Trade Certified premium helps build necessary social infrastructure of which the following are several examples:

- q Improved access to low or no-interest loans
- q Technical assistance for building infrastructure to increase production
- q Communications systems, and collectively-owned transport and processing equipment

- q New health and dental care centres
- q Technical training and skill diversification for cooperative members and their families

Consumers

Fair Trade benefits consumers in the following ways:

- q Gives them the option of purchasing according to their principles and values
- q Empowers them to be a player in the solution to global trade inequities
- q Provides them with products of superior quality
- q Assures them of the ethical source of their food and non-food purchases

Environment

Fair Trade rewards and encourages farming and production practices that are environmentally sustainable, such as:

- q Organic farming methods which avoid pollutants, pesticides and herbicides
- q Encouraging farmers to diversify their crops

What is the Impact of Fair Trade on Children and Young People?

Fair Trade has a very positive impact on the lives of children and young people. In rural regions there is often a higher percentage of children that are required by their families to leave their studies early to contribute to the family income. Fair Trade standards do not allow child or forced labour. By getting a better price for their products through Fair Trade, parents are instead able to send their children to school rather than require the children work to bring in money.

Fair Trade also brings economic stability to farming families and their communities. Farmers working within the Fair Trade market mention how Fair Trade has had a positive impact on their children's lives. In addition to children being able to go to school, the social premiums paid through Fair Trade can be invested in school buildings and materials. Premiums can also be invested in health services, ensuring a better living standard for children.

Which Products Are Fair Trade Certified?

As of early 2004, TransFair Canada certifies the following products for sale in Canada under the Fair Trade Certified logo:

- q Bananas
- q Cocoa
- q Coffee
- q Sports Balls
- q Sugar
- q Tea

Composite Products

- q Hot Chocolate Mix
- q Hemp Frozen Dessert
- q Chocolate

- q Chocolate Milk
- q Soap & Cosmetics
- q Ice cream

Globally, there are dozens of Fair Trade Certified products, such as coffee, tea, rice, mangoes, cocoa, sugar, honey, and fruit juices. They can be found in stores, small and large, across Europe, Japan and North America. Other fresh fruit, wines, nuts, oils and non-food products such as flowers and textiles will soon be added to the list of Fair Trade Certified products.

Fair Trade by Numbers

The following statistics will give you a general idea of the scope of the Fair Trade market and its growth.

Global Fair Trade Certified Sales (in millions of metric tons)

1998: 28.9
 1999: 33.5
 2000: 39.8
 2001: 48.5
 2002: 58.8

Source: Fairtrade Labelling Organizations International (Statistics: June 2003)

Canadian Fair Trade Certified Sales (in metric tons)

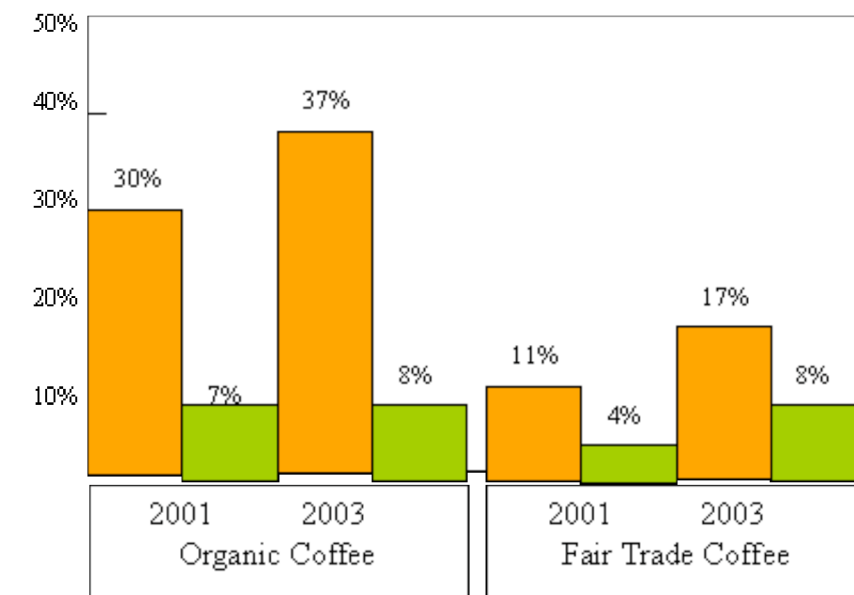
1998: 22
 1999: 76
 2000: 159
 2001: 280
 2002: 477
 2003: 719

Source: TransFair Canada (Statistics: June 2003)

Fair Trade by Numbers

315 certified producer organizations
 500 first level producer structures
 900,000 families of farmers and workers in 45 countries
 249 registered traders (importers and manufacturers)
 443 licensees in 20 countries

Awareness and Purchase Trends



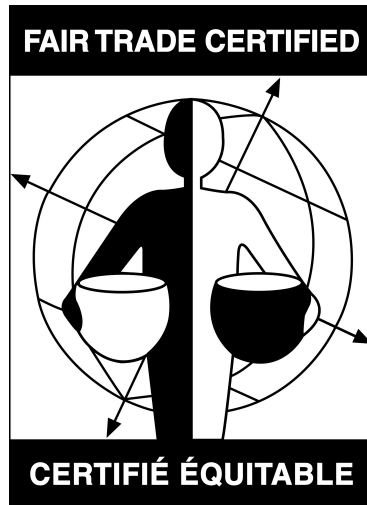
Aware Purchase

Source: Coffee Association of Canada, May 2003

The Logo

In the 1980s an international system of Fair Trade Certification and labelling became necessary. There was a growing consumer demand for Fair Trade Certified products and there was also growing commercial interest. Some organizations and companies were claiming that their products were "fairly traded", but there was no way of verifying their claims. The standards and principles were loosely defined and sometimes misleading. Producers saw the need for an official certification system and consumers were demanding to know which products were the result of guaranteed Fair Trade practices.

The Fairtrade Labelling Organizations International (FLO) was established in 1997 by amalgamating two existing labels (TransFair International and Max Havelaar) and a new system of certification and labelling was developed. The system has been constantly improved upon and has helped increase the scale and scope of products available, bringing Fair Trade Certified products into the public conscience and little by little into mainstream commercial channels.



The logo you see here is used in Canada and the United States. Below it is the corresponding logo used in the European countries, and Japan. Only these logos are recognized by the international Fair Trade Certified governing body, FLO International. The terms of usage are strictly enforced. The licensee has signed a legally binding agreement with TransFair Canada and must make this logo visible on the front of product packaging and on promotional material. Only products that have been certified by TransFair Canada can use this logo. Companies using the logo without certification or license are subject to legal action.

Certification System: How it Works

The Fair Trade certification system begins at the production level in countries where the source products and ingredients originate. All Fair Trade Certified products come from certified producer organizations. Beyond the source, the entire supply chain is monitored to ensure the integrity of labelled products. This chain of certification, monitoring and licensing ensures that the integrity of the supply chain cannot be compromised. It ensures that only a product or ingredient certified at the source can be labelled as Fair Trade Certified, and not just by anyone. Only licensees can use the Fair Trade Certified label.

Certification of Producers.

FLO Certification is run by an autonomous unit within FLO International. This unit coordinates all the inspections of producers, trade auditing and certification. It operates independently from any other Fair Trade Certified interests and follows strict guidelines to ensure the integrity of certification decisions.

The points of reference for FLO Certification of producers are the international Fair Trade Standards. These Standards are developed and regularly reviewed by FLO, in close cooperation with all relevant stakeholders, including the producers and licensees, who are represented on the FLO Board and other decision-making bodies within FLO.

In contrast to Codes of Conduct and other social labels, FLO's Fair Trade Certified standards are not only a set of minimum standards for socially

responsible production and trade. Fair Trade Certified standards go further: In addition to the minimum requirements that producers must meet, FLO standards guarantee a fair price, and, through process requirements, sees that the producer-run organizations invest part of the Fair Trade premiums in economic, environmental and social development. The producers and their organizations must operate both transparently and democratically and are required to make quarterly reports to FLO. Certification for producers hinges on meeting all the FLO standards for which they are audited.

Supply Chain Monitoring

Supply chain monitoring provides checks, balances and full accountability for all goods purchased at Fair Trade Certified prices.

In Canada, companies apply to TransFair Canada to deal in Fair Trade Certified products. They must sign an agreement with TransFair Canada obliging them to report their purchases, processing and sales of Fair Trade Certified products. This brings them into the monitoring system. In addition, the agreement states the terms of usage of the Fair Trade Certified logo on licensees' products. They are also required to open their books to TransFair for periodic audits, and pay a quarterly license fee on the labelled products sold.

Standards

Standards for Producer Organizations

There are two sets of producer standards, one for small farmers and one for workers on plantations and in factories.

- q Small landholders must be organized in cooperatives or other organizations with a democratic structure.
- q Workers must be paid decent wages, have the right to join trade unions and have access to good housing where relevant.
- q On plantations and in factories, minimum health and safety as well as environmental standards must be maintained
- q No child or forced labour can occur.
- q Producer organizations must also prove that they are investing the Fair Trade Certified premiums to improve working conditions, product quality, and increase the environmental sustainability of their activities.

Trading Standards

Trading standards state that traders must:

- q Pay a price to producers that covers the costs of sustainable production and living which is determined by FLO
- q Pay a Fair Trade Premium that producers can invest in development
- q Partially pay in advance, when producers ask for an advance
- q Sign contracts that allow for long-term planning and sustainable production practices

Licensees

Licensees are entities that have signed a contract with TransFair Canada (or another FLO affiliated national initiative) to purchase Fair Trade Certified products and ingredients from FLO registered producers. There are two types of Licensee: Licensee Labellers and Licensee Processors.

Licensees must follow the following procedures in order to qualify and maintain their license to sell Fair Trade Certified products:

- q Quarterly reporting of transactions with traders/producer organizations
- q Regular auditing of supply chain
- q Use Fair Trade Certified logo according to the terms set out in Trade-mark licensee agreement that is signed by the licensee with TransFair Canada

Glossary of Fair Trade Terms

Certified Producer - Any farmer, farmer organization or manufacturer that is registered as a Fair Trade producer with FLO International. Sometimes referred to as a Registered Producer.

Composite Products - Finished goods containing one or more commodities for which FLO Criteria exist, in addition to other ingredients not covered by FLO Criteria, such as hot chocolate mix which may contain Fair Trade Certified cocoa and sugar, but conventional milk powder. **Composite Products must have a minimum of 20% Fair Trade Certified ingredients to be labelled Fair Trade Certified.**

Conventional Products - Products that are not sold in association with the Fair Trade Certified system of certification.

Fair Trade Certified - This means that a product has been certified by FLO International and TransFair Canada as being fully or in part (must contain at least 20% fair trade ingredients by dry weight) Fair Trade.

"Fairly traded" - This statement is often used by companies and organizations that do not have official certification or licenses. They may indeed be operating according to principles of Fair Trade Certified and dealing with farmers or workers in a fair manner, but their products and source ingredients are not or not yet recognized by FLO International and TransFair Canada. If the product does not carry the TransFair Canada logo there is no guarantee that the product is grown, sold, imported, monitored or processed according to FLO criteria

FLO International - FLO stands for the Fairtrade Labelling Organizations International. It's the international governing body that certifies and monitors Fair Trade at the production end of the international Fair Trade Certified system. FLO also establishes the Fair Trade Certified Standards in collaboration with all

stakeholders.. It works in coordination with National Initiatives such as TransFair Canada, to certify and monitor the production chain, from farm to market.

FLO Criteria - These are the standards and terms of trade that are determined by FLO International, representatives of the National Initiatives (such as TransFair Canada and TransFair USA), as well as stakeholders in the Fair Trade Certified system such as producer organizations. There are general business criteria as well as criteria specific to each certified product category. For a detailed understanding of the FLO Criteria, visit the FLO website listed on the Resources and Bibliography at the end of this primer.

Licensee Labeller - A licensee which sells products to consumers in association with the Fair Trade Certified logo, but is not a Licensee Processor.

Licensee Processor - A licensee which processes one or more products or manufactures composite products. This includes such licensees as tea processors, coffee roasters, and chocolate manufacturers.

National Initiative - TransFair Canada is considered a National Initiative and is a non-profit organization and one of the member countries of FLO International. National Initiatives play an important role of monitoring, certifying and promoting Fair Trade Certified products in the consumer or importing countries.

Registered Importer - Any person or entity authorized by an agreement with FLO or TransFair Canada to import products from registered producers (under FLO Criteria) for resale to licensees.

Resources and Bibliography

Websites

TransFair Canada - www.transfair.ca
FLO International - www.fairtrade.net

General Books

Ransom, David. The No-Nonsense Guide to Fair Trade. New Internationalist/ Between the Lines 2001.

Waridel, Laure. Coffee With Pleasure: Just Java and World Trade. Institute of Policy Alternatives of Montreal, Black Rose Books. 2002.

Annotated Bibliography (Université du Québec à Montréal) - In French Only
<http://www.ceh.uqam.ca/pdf/cahier14.pdf>

Fair Trade Cookbooks

Kabelitz, Ralf. Just Desserts; 50 sweet surprises with Fair Trade ingredients. New Internationalist Fair Trade Cookbooks. 2003

Lucas Rosenblatt, Judith Meyer, Edith Beckmann. Cooking with Coffee 60 recipes using Fair Trade Coffee. New Internationalist Fair Trade Cookbooks. 2003

Other Fair Trade Links

Fairtrade Labelling Organizations International
International body in charge of monitoring and certification.
<http://www.fairtrade.net>

The European Fair Trade Association (EFTA)
A network of 11 Fair Trade organizations in nine European countries
<http://www.eftafairtrade.org/>

International Federation of Alternative Trade
www.ifat.org

The Fairtrade Federation
www.fairtradefederation.org

Make Trade Fair
Oxfam's research and campaign to make trade fair
<http://www.maketradefair.com>

Equiterre
www.equiterre.qc.ca

Fair Trade Resource Network
Find educational and promotional material
www.fairtraderesource.org

United students for Fair Trade
www.usft.org

Oxfam America
www.oxfamamerica.org
(section on youth action)

[Oxfam Canada](http://www.oxfam.ca/campaigns/downloads/Coffeekit.pdf)
<http://www.oxfam.ca/campaigns/downloads/Coffeekit.pdf> (Fair Trade coffee workshop)

<http://www.oxfam.qc.ca/html/publications/5outils1.html> has all the teaching tools for different grades...

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Relevant Catholic Church Teachings

Dignity of the Human Person

Description:

Created in the image and likeness of God, all human life is sacred and all people have dignity. Human persons do not lose dignity because of gender, disability, poverty, age, or race.

Documents of Vatican II

26 There is a growing awareness of the sublime dignity of human persons, who stand above all things and whose rights and duties are universal and inviolable. They ought, therefore, to have ready access to all that is necessary for living a genuinely human life: for example, food, clothing, housing, ... the right to education, and work ...

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

27 Whatever insults human dignity, such as subhuman living conditions, arbitrary imprisonment, deportation, slavery, prostitution, the selling of women and children; as well as disgraceful working conditions, where men are treated as mere tools for profit, rather than as free and responsible persons; all these things and others of their like are infamies indeed. They poison human society, but they do more harm to those who practice them than those who suffer from the injury.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

The Catechism of the Catholic Church

Section 1929-1933 Respect for the Human Person

1929 Social justice can be obtained only in respecting the transcendent dignity of man.

The person represents the ultimate end of society, which is ordered to him:

What is at stake is the dignity of the human person, whose defence and promotion have been entrusted to us by the Creator, and to whom the men and women at every moment of history are strictly and responsibly in debt.³⁵

1930 Respect for the human person entails respect for the rights that flow from his dignity as a creature. These rights are prior to society and must be recognized by it. They are the basis of the moral legitimacy of every authority: by flouting them, or refusing to recognize them in its positive legislation, a society undermines its own moral legitimacy.³⁶ If it does not respect them, authority can rely only on force or violence to obtain obedience from its subjects. It is the Church's role to remind men of good will of these rights and to distinguish them from unwarranted or false claims.

1931 Respect for the human person proceeds by way of respect for the principle that "everyone should look upon his neighbour (without any exception) as 'another self,' above all bearing in mind his life and the means necessary for living it with dignity."³⁷

No legislation could by itself do away with the fears, prejudices, and attitudes of pride and selfishness which obstruct the establishment of truly fraternal societies. Such behavior will cease only through the charity that finds in every man a "neighbour," a brother.

1932 The duty of making oneself a neighbour to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be. "As you did it to one of the least of these my brethren, you did it to me."³⁸

1933 This same duty extends to those who think or act differently from us. The teaching of Christ goes so far as to require the forgiveness of offences. He extends the commandment of love, which is that of

Trading Fairly In Our World

A Social Studies Unit for Grade 6

the New Law, to all enemies.³⁹ Liberation in the spirit of the Gospel is incompatible with hatred of one's enemy as a person, but not with hatred of the evil that he does as an enemy.

Other Church Documents

At the centre of all Catholic social teaching are the transcendence of God and the dignity of the human person. The human person is the clearest reflection of God's presence in the world; all of the Church's work in pursuit of both justice and peace is designed to protect and promote the dignity of every person. For each person not only reflects God, but is the expression of God's creative work and the meaning of Christ's redemptive ministry.

The Challenge of Peace, United States Conference of Catholic Bishops, 1983

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Community and the Common Good

Description:

Created in the image of God, human persons are both sacred and social. Their dignity and rights are realized in relationship with others, in community. "If one member suffers, all suffer together with it. If one member is honoured, all rejoice together with it." (1Cor.

12: 26)

Documents of Vatican II

Promoting the Common Good

26 Every day human interdependence grows more tightly drawn and spreads by degrees over the whole world. As a result the common good, that is, the sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment, today takes on an increasingly universal complexion and consequently involves rights and duties with respect to the whole human race. Every social group must take account of the needs and legitimate aspiration of other groups, and even of the general welfare of the entire human family.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

The Catechism of the Catholic Church

The Common Good

1905 In keeping with the social nature of man, the good of each individual is necessarily related to the common good, which in turn can be defined only in reference to the human person:

Do not live entirely isolated, having retreated into yourselves, as if you were already justified, but gather instead to seek the common good together.²⁵

1906 By common good is to be understood "the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily."²⁶ The common good concerns the life of all. It calls for prudence from each, and even more from those who exercise the office of authority. It consists of *three essential elements*:

1907 First, the common good presupposes *respect for the person* as such. In the name of the common good, public authorities are bound to respect the fundamental and inalienable rights of the human person. Society should permit each of its members to fulfill his vocation. In particular, the common good resides in the conditions for the exercise of the natural freedoms indispensable for the development of the human vocation, such as "the right to act according to a sound norm of conscience and to safeguard . . . privacy, and rightful freedom also in matters of religion."²⁷

1908 Second, the common good requires the *social well-being and development* of the group itself. Development is the epitome of all social duties. Certainly, it is the proper function of authority to arbitrate, in the name of the common good, between various particular interests; but it should make accessible to each what is needed to lead a truly human life: food, clothing, health, work, education and culture, suitable information, the right to establish a family, and so on.²⁸

1909 Finally, the common good requires *peace*, that is, the stability and security of a just order. It presupposes that authority should ensure by morally acceptable means the *security* of society and its members. It is the basis of the right to legitimate personal and collective defense.

1910 Each human community possesses a common good which permits it to be recognized as such; it is in the *political community* that its most complete realization is found. It is the role of the state to defend and promote the common good of civil society, its citizens, and intermediate bodies.

Trading Fairly In Our World

A Social Studies Unit for Grade 6

1911 Human interdependence is increasing and gradually spreading throughout the world. The unity of the human family, embracing people who enjoy equal natural dignity, implies a *universal common good*. This good calls for an organization of the community of nations able to "provide for the different needs of men; this will involve the sphere of social life to which belong questions of food, hygiene, education, . . . and certain situations arising here and there, as for example . . . alleviating the miseries of refugees dispersed throughout the world, and assisting migrants and their families."²⁹

1912 The common good is always oriented towards the progress of persons: "The order of things must be subordinate to the order of persons, and not the other way around."³⁰
This order is founded on truth, built up in justice, and animated by love.

Human Solidarity

1939 The principle of solidarity, also articulated in terms of "friendship" or "social charity," is a direct demand of human and Christian brotherhood.⁴⁵

An error, "today abundantly widespread, is disregard for the law of human solidarity and charity, dictated and imposed both by our common origin and by the equality in rational nature of all men, whatever nation they belong to. This law is sealed by the sacrifice of redemption offered by Jesus Christ on the altar of the Cross to his heavenly Father, on behalf of sinful humanity."⁴⁶

1940 Solidarity is manifested in the first place by the distribution of goods and remuneration for work. It also presupposes the effort for a more just social order where tensions are better able to be reduced and conflicts more readily settled by negotiation.

1941 Socio-economic problems can be resolved only with the help of all the forms of solidarity: solidarity of the poor among themselves, between rich and poor, of workers among themselves, between employers and employees in a business, solidarity among nations and peoples. International solidarity is a requirement of the moral order; world peace depends in part upon this.

1942 The virtue of solidarity goes beyond material goods. In spreading the spiritual goods of the faith, the Church has promoted, and often opened new paths for, the development of temporal goods as well. And so throughout the centuries has the Lord's saying been verified: "Seek first his kingdom and his righteousness, and all these things shall be yours as well":⁴⁷

For two thousand years this sentiment has lived and endured in the soul of the Church, impelling souls then and now to the heroic charity of monastic farmers, liberators of slaves, healers of the sick, and messengers of faith, civilization, and science to all generations and all peoples for the sake of creating the social conditions capable of offering to everyone possible a life worthy of man and of a Christian.⁴⁸

Justice and Solidarity among Nations

2437 On the international level, inequality of resources and economic capability is such that it creates a real "gap" between nations.²²³ On the one side there are those nations possessing and developing the means of growth and, on the other, those accumulating debts.

2438 Various causes of a religious, political, economic, and financial nature today give "the social question a worldwide dimension."²²⁴ There must be solidarity among nations which are already politically interdependent. It is even more essential when it is a question of dismantling the "perverse mechanisms" that impede the development of the less advanced countries.²²⁵ In place of abusive if not usurious financial systems, iniquitous commercial relations among nations, and the arms race, there

Trading Fairly In Our World

A Social Studies Unit for Grade 6

must be substituted a common effort to mobilize resources toward objectives of moral, cultural, and economic development, "redefining the priorities and hierarchies of values."²²⁶

2439 *Rich nations* have a grave moral responsibility toward those which are unable to ensure the means of their development by themselves or have been prevented from doing so by tragic historical events. It is a duty in solidarity and charity; it is also an obligation in justice if the prosperity of the rich nations has come from resources that have not been paid for fairly.

2440 *Direct aid* is an appropriate response to immediate, extraordinary needs caused by natural catastrophes, epidemics, and the like. But it does not suffice to repair the grave damage resulting from destitution or to provide a lasting solution to a country's needs. It is also necessary to *reform* international economic and financial *institutions* so that they will better promote equitable relationships with less advanced countries.²²⁷ The efforts of poor countries working for growth and liberation must be supported.²²⁸ This doctrine must be applied especially in the area of agricultural labour. Peasants, especially in the

Third World, form the overwhelming majority of the poor.

2441 An increased sense of God and increased self-awareness are fundamental to any *full development of human society*. This development multiplies material goods and puts them at the service of the person and his freedom. It reduces dire poverty and economic exploitation. It makes for growth in respect for cultural identities and openness to the transcendent.²²⁹

2442 It is not the role of the Pastors of the Church to intervene directly in the political structuring and organization of social life. This task is part of the vocation of the *lay faithful*, acting on their own initiative with their fellow citizens. Social action can assume various concrete forms. It should always have the common good in view and be in conformity with the message of the Gospel and the teaching of the Church. It is the role of the laity "to animate temporal realities with Christian commitment, by which they show that they are witnesses and agents of peace and justice."²³⁰

Other Church Documents

70 The obligation to "love our neighbor" has an individual dimension, but it also requires a broader social commitment to the common good. We have many partial ways to measure and debate the health of our economy: Gross National Product, per capita income, stock market prices, and so forth. The Christian vision of economic life looks beyond them all and asks, Does economic life enhance or threaten our life together as a community?

Economic Justice for All, Pastoral Message of the United States Conference of Catholic Bishops, 1986

35 According to Pope John Paul II, the Catholic tradition calls for a "society of work, enterprise and participation" which "is not directed against the market, but demands that the market be appropriately controlled by the forces of society and by the state to assure that the basic needs of the whole society are satisfied."

Centesimus Annus, (The Hundredth Year), Encyclical Letter of Pope John Paul II, 1991

Catholic social teaching more than anything else insists that we are one family; it calls us to overcome barriers of race, religion, ethnicity, gender, economic status, and nationality. We are all one in Christ Jesus - beyond our differences and boundaries.

Communities of Salt and Light , (pg 10), United States Conference of Catholic Bishops, 1993

Trading Fairly In Our World

A Social Studies Unit for Grade 6

38 Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good; that is to say, to the good of all and of each individual, because we are all really responsible for all.

Sollicitudo Rei Socialis (On Social Concern), Encyclical Letter of Pope John Paul II, 1987

17 We have inherited from past generations, and we have benefited from the work of our contemporaries: for this reason we have obligations towards all, and we cannot refuse to interest ourselves in those who will come after us to enlarge the human family. The reality of human solidarity, which is a benefit for us, also imposes a duty.

Populorum Progressio, (On the Development of Peoples), Encyclical Letter of Pope Paul VI, 1967

It is precisely this solidarity and interdependence that are at the core of Catholic social teaching and that are so necessary if we are to begin to change those unjust global attitudes and structures that keep the South poor and the North rich.

Celebrating An Education for Justice and Peace, Ontario Conference of Catholic Bishops, 1996

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Preferential Option for the Poor and Vulnerable

Description:

The God of Jesus Christ is above all a God who cares for the poor and marginalized. A distinctly Catholic perspective on the world maintains that we can measure the quality of any society by the way its most poor and vulnerable are treated.

Documents of Vatican II

66 If the demands of justice and equity are to be satisfied, vigorous efforts must be made, without violence to the rights of persons or to the natural characteristics of each country, to remove as quickly as possible the immense economic inequalities which now exist. In many cases, these are worsening and are connected with individual and group discrimination.

Gaudium et Spes, (The Pastoral Constitution on the Church in the Modern World)

Other Church Documents

58 Love for others, and especially for the poor, is made concrete by promoting justice.

Centesimus Annus (The Hundredth Year), Encyclical Letter of Pope John Paul II, 1991

94 The needs of the poor take priority over the desires of the rich; the rights of workers over the maximization of profits...

Economic Justice for All, United States Conference of Catholic Bishops, 1986

42 A consistent theme of Catholic social teaching is the option or love of preference for the poor. Today, this preference has to be expressed in worldwide dimensions, embracing the immense numbers of the hungry, the needy, the homeless, those without medical care, and those without hope.

Sollicitudo Rei Solicalis (On Social Concern), Encyclical Letter of Pope John Paul II, 1987

As individuals and as a nation, therefore, we are called to make a fundamental "option for the poor". The obligation to evaluate social and economic activity from the viewpoint of the poor and the powerless arises from the radical command to love one's neighbor as one's self. Those who are marginalized and whose rights are denied have privileged claims if society is to provide justice for all. This obligation is deeply rooted in Christian belief.

Economic Justice for All, United States Conference of Catholic Bishops, 1986

Priority of the Poor

15. The needs and rights of the poor, the afflicted, the marginalized and the oppressed are given special attention in God's Plan for Creation (WA, n. 4). Throughout his ministry Jesus repeatedly identified with the plight of the poor and the outcasts of society (e.g., Ph 2: 6-8; Lk 6: 20-21). He also took a critical attitude towards the accumulation of wealth and power that comes through the exploitation of others (e.g., Lk 16: 13-15; 12: 16-21; Mk 4: 19). This has become known as "the preferential option for the poor" in the scriptures. In a given economic order, the needs of the poor take priority over the wants of the rich (ER). This does not mean simply more handouts for the poor. It calls instead for an equitable redistribution of wealth and power among peoples and regions (WA, n. 3; ST; UC, n. 13).

Ethical Reflections on Canada's Socio-Economic Order, The Canadian Conference of Catholic Bishops, 1983

Trading Fairly In Our World

A Social Studies Unit for Grade 6

Relevant Scripture Passages

Subtask 1

Luke 10:25-37 (The Parable of the Good Samaritan)

Just then a lawyer stood up to test Jesus. "Teacher," he said, "what must I do to inherit eternal life?" He said to him, "What is written in the law? What do you read there?" He answered, "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." And he said to him, 'You have given the right answer; do this, and you will live.'

But wanting to justify himself, he asked Jesus, "And who is my neighbour?" Jesus replied, 'A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while traveling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, "Take care of him; and when I come back, I will repay you whatever more you spend.'" Which of these three, do you think, was a neighbour to the man who fell into the hands of the robbers?" He said, "The one who showed him mercy." Jesus said to him, "Go and do likewise."

Matthew 25:31-40 (The Judgement of the Nations)

"When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left. Then the king will say to those at his right hand, 'Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.' Then the righteous will answer him, 'Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?' And the king will answer them, 'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.'

Mark 12: 28-31

And one of the scribes came up and heard them disputing with one another, and seeing that he answered them well, asked him, "Which commandment is the first of all. Jesus answered, "The first is 'Hear O Israel: The Lord our God, the Lord is one; and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength. The second is this, 'You shall love your neighbour as yourself.' There is no other commandment greater than these."

John 13: 34-35

I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.

1 Corinthians 12:12-16

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. For in the one Spirit we were all baptized into one body – Jews or Greeks, slaves or free – and we were all made to drink of one Spirit. Indeed, the body does not consist of one

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

member but of many. If the foot would say, "Because I am not a hand, I do not belong to the body," that would not make it any less a part of the body. And if the ear would say, "Because I am not an eye, I do not belong to the body", that would not make it any less a part of the body. If the whole body were an eye, where would the hearing be? If the whole body were hearing, where would the sense of smell be? But as it is, God arranged the members in the body, each one of them, as he chose. If all were a single member, where would the body be? As it is there are many members, yet one body. The eye cannot say to the hand, "I have no need of you", nor again the head to the feet, "I have no need of you." On the contrary, the members of the body that seem to be weaker are indispensable, and those members of the body that we think less honourable we clothe with greater honour, and our less respectable members are treated with greater respect; whereas our more respectable members do not need this. But God has so arranged the body, giving the greater honour to the inferior member, that there may be no dissension within the body, but the members may have the same care for one another. If one member suffers, all suffer together with it; if one member is honoured, all rejoice together with it.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Subtask 4**Matthew 16:26**

"For what will it profit a man, if he gains the whole world and forfeits his life?"

James 5:4

"Behold the wages of the labourerswhich you kept back by fraud cry out; and the cries of the harvesters have reached the ears of the Lord of hosts."

Luke 16:19-31 (The Rich Man and Lazarus)

There was a rich man who was dressed in purple and fine linen and who feasted sumptuously every day. And at his gate lay a poor man named Lazarus covered with sores who longed to satisfy his hunger with what fell from the rich man's table; even the dogs would come and lick his sores. The poor man died and was carried away by the angels to be with Abraham. The rich man also died and was buried. In Hades, where he was being tormented, he looked up and saw Abraham far away with Lazarus by his side.

He called out, 'Father Abraham, have mercy on me, and send Lazarus to dip the tip of his finger in water and cool my tongue; for I am in agony in these flames.' But Abraham said, 'Child, remember that during your lifetime you received your good things, and

Lazarus in like manner evil things; but now he is comforted here, and you are in agony.

Besides all this, between you and us a great chasm has been fixed, so that those who might want to pass from here to you cannot do so, and no one can cross from there to us.'

He said, 'Then, father, I beg you to send him to my father's house – for I have five brothers – that he may warn them, so that they will not also come into this place of torment.' Abraham replied, 'They have Moses and the prophets; they should listen to them'. He said, 'No, father Abraham; but if someone goes to them from the dead, they will repent'. He said to him, 'If you do not listen to Moses and the prophets, neither will they be convinced even if someone rises from the dead'.

Matthew 25:31-40 (The Judgement of the Nations)

"When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left. Then the king will say to those at his right hand, 'Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.' Then the righteous will answer him, 'Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?' And the king will answer them, 'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.'

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Subtask 5**Acts 2: 44-45 (Life Among the Believers)**

All who believed were together and had all things in common; they would sell their possessions and goods and distribute the proceeds to all, as any had need.

Luke 21: 1-4 (Widow's Offering)

He looked up and saw rich people putting their gifts into the treasury; he also saw a poor widow put in two small copper coins. He said, "Truly I tell you, this poor widow has put in more than all of them, for all of them have contributed out of their abundance, but she out of her poverty has put in all she had to live on."

Mark 10: 17-23 (The Rich Man)

As he was setting out on a journey, a man ran up and knelt before him, and asked him, "Good Teacher, what must I do to inherit eternal life?" Jesus said to him, "Why do you call me good? No one is good but God alone. You know the commandments: 'You shall not murder; You shall not commit adultery; You shall not steal; You shall not bear false witness; You shall not defraud; Honour your father and mother'." He said to him, "Teacher, I have kept all these since my youth." Jesus, looking at him, loved him and said, "You lack one thing; go, sell what you own, and give the money to the poor, and you will have treasure in heaven; then come, follow me. When he heard this, he was shocked and went away grieving, for he had many possessions. Then Jesus looked around and said to his disciples, "How hard it will be for those who have wealth to enter the kingdom of God!"

Matthew 19:16-22 (The Rich Young Man)

And a young man came up to Jesus and said to him, "Teacher, what good deed must I do to have eternal life? And he said to him, "Why do you ask me what is good? One there is who is good. If you would enter eternal life, keep the commandments". He said to him, "Which?" And Jesus said, "You shall not kill, You shall not commit adultery, You shall not steal, You shall not bear false witness, Honour your father and mother, and, You shall love your neighbour as yourself." The young man said to him, "All these I have observed; what do I still lack?" Jesus said to him, "If you would be perfect, go, sell what you possess and give to the poor, and you will have treasure in heaven; and come follow me." When the young man heard this, he went away sorrowful; for he had great possession.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Subtask 6**1 Corinthians 12:12-16**

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. For in the one Spirit we were all baptized into one body – Jews or Greeks, slaves or free – and we were all made to drink of one Spirit. Indeed, the body does not consist of one member but of many. If the foot would say, “Because I am not a hand, I do not belong to the body,” that would not make it any less a part of the body. And if the ear would say, “Because I am not an eye, I do not belong to the body”, that would not make it any less a part of the body. If the whole body were an eye, where would the hearing be? If the whole body were hearing, where would the sense of smell be? But as it is, God arranged the members in the body, each one of them, as he chose. If all were a single member, where would the body be? As it is there are many members, yet one body. The eye cannot say to the hand, “I have no need of you”, nor again the head to the feet, “I have no need of you.” On the contrary, the members of the body that seem to be weaker are indispensable, and those members of the body that we think less honourable we clothe with greater honour, and our less respectable members are treated with greater respect; whereas our more respectable members do not need this. But God has so arranged the body, giving the greater honour to the inferior member, that there may be no dissension within the body, but the members may have the same care for one another. If one member suffers, all suffer together with it; if one member is honoured, all rejoice together with it.

Trading Fairly In Our World**A Social Studies Unit for Grade 6**

Subtask 7**Matthew 5: 14-16**

"You are like light for the whole world. A city built on a hill cannot be hid. No one lights a lamp and puts it under a bowl; instead he puts it on the lampstand, where it gives light for everyone in the house. In the same way your light must shine before people, so that they will see the good things you do and praise your father in heaven."

Matthew 5: 1-12 (The Beatitudes)

When Jesus saw the crowds, he went up the mountain; and after he sat down, his disciples came to him. Then he began to speak, and taught them, saying:

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are those who mourn, for they will be comforted.

Blessed are the meek, for they will inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they will be filled.

Blessed are the merciful, for they will receive mercy.

Blessed are the pure in heart, for they will see God.

Blessed are the peacemakers, for they will be called children of God.

Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven.

Blessed are you when people revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for in the same way they persecuted the prophets who were before you.

Micah 6: 8 (What God Requires)

He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?

The following passages are appropriate for use throughout the unit:

Isaiah 58: 6-8

Is not this the fast that I choose: to loose the bonds of injustice, to undo the thongs of the yoke, to let the oppressed go free, and to break every yoke? Is it not to share your bread with the hungry, and bring the homeless poor into your house; when you see the naked, to cover them, and not to hide yourself from your own kin? Then your light shall break forth like the dawn, and your healing shall spring up quickly ...

Matthew 22: 36-40 (The Greatest Commandment)

"Teacher, which commandment in the law is the greatest?" He said to him, "'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the greatest and first commandment. And a second is like it: 'You shall love your neighbour as yourself.' On these two commandments hang all the law and the prophets."

Mark 12: 28-31 (The First Commandment)

And one of the scribes came up and heard them disputing with one another, and seeing that he answered them well, asked him, "Which commandment is the first of all. Jesus answered, "The first is 'Hear O Israel: The Lord our God, the Lord is one; and you shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength. The second is this, 'You shall love your neighbour as yourself.' There is no other commandment greater than these."

John 13: 34-35 (The New Commandment)

I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.