



CHOCOLATE PROJECT

**Fair Trade and
Catholic Social Teaching**



Photo courtesy of Equal Exchange

**Lesson Plans
for Grades 1-12**

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crsfairtrade.org

Catholic Relief Services and

FAIR TRADE CHOCOLATE



Catholic Relief Services

Catholic Relief Services (CRS) is the official international humanitarian agency of the Catholic community in the United States. CRS' mission is to assist impoverished and disadvantaged people around the world, working in the spirit of Catholic social teaching to promote the sacredness of human life and the dignity of the human person. Although our mission is rooted in the Catholic faith, our operations serve people based solely on need, regardless of their race, religion or ethnicity in more than 100 countries. Within the United States, CRS engages Catholics to live their faith in solidarity with the poor and suffering of the world.

The CRS Fair Trade Program

The CRS Fair Trade Program provides opportunities for you to bring the values of our faith to bear in the marketplace, and to make consumer choices that help lift our brothers and sisters around the world out of poverty. CRS works in partnership with more than one dozen Fair Trade Organizations to bring Fair Trade handcrafts, coffee and chocolate to thousands of communities across the United States.

The CRS Fair Trade Chocolate Project

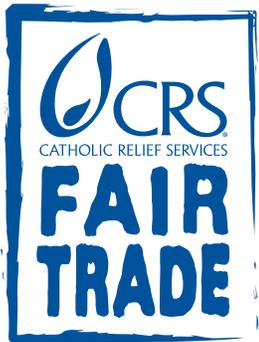
Fair Trade chocolate makes promoting economic justice delicious! We are proud to partner with SERRV and Equal Exchange on the CRS Chocolate Project. SERRV offers Divine Chocolate, the first farmer-owned Fair Trade chocolate brand. As a cooperative itself, Equal Exchange is committed to long-term partnerships with democratically run cooperatives in the Dominican Republic, Peru and Panama. To get involved in the CRS Fair Trade Chocolate project, buy chocolate for yourself, give it as a gift or sell it as part of a Raise Money Right fundraising campaign.

Using These Lesson Plans

Through the lens of Catholic social teaching, these lesson plans will help you share, information about Fair Trade and the realities of cocoa farmers with your students. By learning about the connections between our faith and Fair Trade, students realize the moral and economic significance of their decisions as consumers. These lesson plans may be used in conjunction with a Raise Money Right fundraiser to help bring to life the cocoa farmers that benefit from each sale of Fair Trade chocolate. For more information and tips on how to host a Raise Money Right Chocolate Fundraiser, see page 3.

Thank You!

Thank you for participating in the CRS Fair Trade program. Through your actions you are helping cocoa farmers in developing countries secure a more sustainable livelihood for themselves and their families, and building a more just economy for all!



Raise Money Right

Fair Trade Chocolate Fundraising

Help your community. Help your world!

Fundraising is about more than dollars. It's about bringing your community together to support worthy projects that improve our lives. Your fundraiser can have twice the impact when you Raise Money Right. A CRS Raise Money Right Fair Trade chocolate fundraiser helps your community raise funds while helping cocoa farmers around the world have a better life. Now what could be sweeter than that?

Fair Trade chocolate fundraising means:

- **Ensuring cocoa farmers are paid a fair price for their cocoa**
Fundraising with Fair Trade chocolate means that the farmers are guaranteed a fair price for the cocoa that goes into your chocolate bars. No exploitative child labor is allowed and the cocoa farmers can afford to send their children to school. A Fair Trade premium is paid to the cocoa cooperative to fund social projects, like education and health programs, in their own communities.
- **Learning about Fair Trade and how it reflects Catholic Social Teaching**
Our Bishops remind us in *Economic Justice for All* that, "Consumers are moral agents in economic life, by our choices... we enhance or diminish economic opportunity, community life, and social justice." A Fair Trade chocolate fundraiser creates opportunities to respond to this call. CRS Fair Trade offers educational resources for your group to learn more about the link between Fair Trade and Catholic social teaching.
- **Raising funds while supporting the mission of Fair Trade companies**
The CRS Fair Trade program partners with fully committed Fair Trade organizations to bring you Raise Money Right. Our partners, Equal Exchange and SERRV, are working hard to create a just economic trading system and to provide your community with practical kits to organize your fundraiser. Also, with each Raise Money Right fundraiser, Equal Exchange and SERRV make a donation to the CRS Fair Trade Fund. These funds are recycled into grants that expand the Fair Trade movement in the U.S. and overseas.
- **Enjoying delicious Fair Trade chocolate!**
Fair Trade chocolate not only does good, it tastes good. What's not to enjoy about high-quality Fair Trade chocolate that makes life sweeter for cocoa farmers around the world?!

For more information on how to Raise Money Right or to order chocolate, visit www.crsfairtrade.org.



Product photos courtesy of Equal Exchange and SERRV

Lesson plan

GRADES 1-3

Objectives

- Introduce students to the Catholic social teaching principle of Dignity of the Human Person.
- Explore the Fair Trade principle of Fair Payment and the concept of fairness as students compare their lives with the lives of others.

For all the Principles of Catholic social teaching, go to page 12.

Principle of Catholic Social Teaching: Dignity of the Human Person

All humanity has been made in the image of God. Through our actions we must express that each person is precious and that the lives and welfare of all people are priorities.

1. Read and explain the Catholic social teaching principle of Dignity of the Human Person.
2. Lead students in a discussion about what it means to live in a way which respects our human dignity. Ask them what they need in their lives to feel they are living a life God would want for them? (Give some examples, food, shelter, family...)
3. Point out the Dominican Republic on a map. Ask the students if they know anything about that country or what they think it might be like to live there.
4. Show one or two videos of students, like Franklin and Abel in the Dominican Republic, on the Equal Exchange YouTube channel, <http://www.youtube.com/user/equalexchange>.
5. Ask the students to think about whether the needs they listed would change, or stay the same, if they lived in another country.
6. Have the students compare their lives with that of the student in the video using the examples they came up with earlier. Are the needs of people in the U.S. different or the same as people in another country? Why do you think that is?



Fair Trade Principle: Payment of a Fair Price

Fair Trade guarantees farmers a fair price for their products—one that covers their costs of production and meets the basic needs of their families and them.

1. Ask students to brainstorm ideas about what the word “fair” means to them and list some ideas on the board. In reference to the previous discussion about human dignity, ask students to give examples of unfair situations that disrespect someone’s human dignity. For example, not being able to go to school, not having access to food or shelter, etc.
2. Write “Fair Trade” on the board and ask for volunteers to share what they think it is. Explain to the class that Fair Trade is a system that works to ensure that cocoa farmers in other countries, like the parents of the students they watched in the video, receive fair wages for the work that they do. Read students the Fair Trade Principle of Payment of a Fair Price.
3. Divide students into groups and have them develop a list of needs they would be able to meet for themselves and their families if they receive a fair wage for their work. After 5 minutes, ask the groups to share their thoughts with the class.

For a full description of the Fair Trade Principles, go to page 13.



Closing Discussion

1. Tell students that Catholic Relief Services, the international humanitarian agency of the Catholic community in the U.S., works in more than 100 countries on projects that help those living in poverty meet their basic needs and respect their human dignity.
2. Buying Fair Trade products, like chocolate, is one way people in the U.S. can act in ways that respect others human dignity.
3. Invite students to give some examples of how they can act in ways that respect the dignity of others.



Lesson plan

GRADES 4-6

Objectives

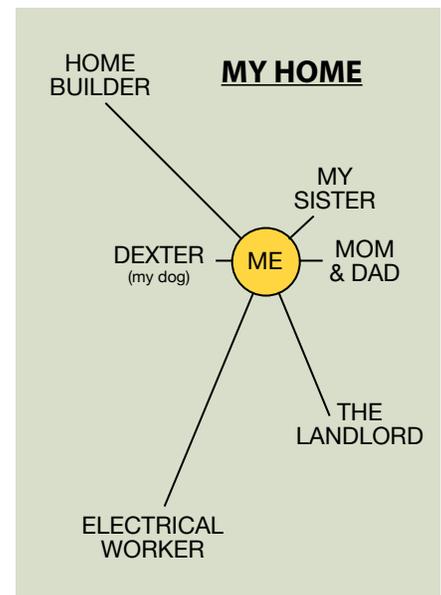
- Introduce students to the Catholic social teaching principle of Solidarity.
- Explore the Fair Trade principle of Capacity Building.

For all the Principles of Catholic social teaching, go to page 12.

Principle of Catholic Social Teaching: **Solidarity**

We are one human family, regardless of our differences. Answering the call to love our neighbors will promote a culture of respect and lead to peace in our communities around the world.

1. Tell students to take a minute to think about all the people they relate to during their day.
2. Ask them to pick an item from each of the following categories:
 - a. A piece of technology (cell phone, computer, iPod)
 - b. A physical space (house, class room, grocery store)
 - c. Something they eat or drink (vegetables, tea, a chocolate bar)
3. On 3 separate sheets of paper, have them write “me” in the center and circle it. Then have students surround the circled “me” with all the people that item connects them to, using a line to illustrate the physical distance those people have to the student. Encourage students to think broadly.
4. After students are finished, ask them to share some examples of the people they are connected to:
 - a. Were any of the people they’re connected to living overseas, like a farmer or factory worker?
 - b. Do they feel differently about those people now that they know they are somehow a part of their lives?
5. Explain the Catholic social teaching principle of Solidarity.
6. Given the exercise, ask students if they feel their notion of who lives in “their” world has changed? Ask students to give some examples of how the choices they make in their lives can positively or negatively affect people in their world that they don’t personally know.
7. Play the video of Jennifer Oforiwaa-Kusi, Divine Chocolate: Getting an Education on the Divine Chocolate YouTube channel: <http://www.youtube.com/user/DivineChoc>.
8. Ask students to consider how the positive choices they make have a trickledown effect using Jennifer’s story as an example. For instance, by living in solidarity with cocoa farmers and purchasing a Fair Trade chocolate bar, this action has positively affected who? (Jennifer, Jennifer’s father, other children in her village, if she becomes a nurse then Jennifer will help sick people in her community, etc.)



Fair Trade Principle: Capacity Building

For a full description of the Fair Trade Principles, go to page 13.

Under the Fair Trade system, farmers often receive access to technical assistance, such as market information, product feedback and financial management through their relationship with Fair Trade businesses in the North.

1. Briefly explain that Fair Trade works to connect farmers and artisans in poorer countries with the companies that sell their products in order to create successful long-term business relationships. Review the Fair Trade principle of Capacity Building.
2. Tell the students that they will be developing their own chocolate product to sell overseas. Divide the students into groups of 4 or 6.
3. Half of the groups should develop a make-believe country, with a name, climate, and a general description of the likes and dislikes of the culture, including tastes and flavors. Have them decide how much they are willing to spend on a chocolate bar.
4. The other half of the groups will represent a cocoa cooperative/chocolate company. They should develop an idea for a chocolate bar they think people will like and decide how much money they will charge for the bar. Tell them that \$0.75 of the price of their bar of chocolate goes to the production of the bar and will not be a part of their profits.
5. Pair the groups, matching one country with one cocoa cooperative/chocolate company. Have the cocoa group explain to the newly formed country the chocolate product they have developed to sell to them.
6. Have the students discuss as a group whether or not this product would sell well to the citizens of the new country based on their likes and dislikes. If it will not sell well, allow the cocoa group to modify their product based on the information they've learned about the new country.
 - a. Students may be as creative or realistic as they wish. For example, if the country tended to prefer spicy foods, the group may decide to create a spicy pepper chocolate bar.
7. Each group should then present their chocolate products to the class and state why they chose that product and how their cooperation with each other demonstrated the Fair Trade principle of Capacity Building.



Closing Discussion

1. Explain to students that Catholic Relief Services helps Catholics in the U.S. support Fair Trade cocoa farmers. By doing this, Catholics can learn about the people who produce the cocoa that we eat in our chocolate bars. Cocoa farmers benefit from technical assistance that helps them make more appealing products, and therefore benefit from the sales of their product.
2. Ask students how their discussion about the chocolate bar demonstrates the Catholic social teaching principle of Solidarity?
3. Have the students share their thoughts about how living in solidarity with our brothers and sisters around the world benefits us all.

Lesson plan

GRADES 7-8

Objectives

- Introduce students to the Catholic social teaching principle of Community and Participation.
- Explore the Fair Trade principle of Creating Opportunities for Economically Disadvantaged Producers.

For all the Principles of Catholic social teaching, go to page 12.

Principle of Catholic Social Teaching: **Community and Participation**

Human beings are not only sacred, but social. How we participate in our family and community, from our daily actions to our policy decisions, affects each and every person.

1. Read the story of Comfort Kumeah and have students underline all the different communities of which Comfort is a part.
2. If you have access to the internet, watch the video of Comfort's story Divine Chocolate: Empowerment for Women on Divine Chocolate YouTube channel: <http://www.youtube.com/user/DivineChoc>. Have students take notes on the various communities Comfort is involved in.
3. Explain the Catholic social teaching principle of Community and Participation.
4. Ask them to give examples of how Comfort's actions have contributed to the common good at the local level, national level and international level.



Comfort Kumeah

Story courtesy of Divine Chocolate.

Comfort Kumeah lives in the small town of Mim in the Ashanti region of Ghana. She is a member of Kuapa Kokoo cocoa growers' cooperative and was recently elected the national secretary for the Kuapa Kokoo Farmers' Union and the chair of the Farmers Trust.

Comfort is a mother of five and a grandmother. She teaches at her local primary school as well as farming cocoa. Her classroom of kindergartners often exceeds 120 students. She works on the farm whenever she isn't teaching, on Saturdays and during the school holidays.

"Before fair trade, we growers were cheated. People adjusted the scales. We got little money from the purchasing clerks and no bonuses. The growers' welfare was neglected. I joined Kuapa Kokoo because I saw it was the only cooperative which could solve some of our problems if they trade without cheating, with the welfare of the growers at heart. There are many problems with poverty. During the lean season there is no money. Now there is a Credit Union we can borrow to keep our farms. The Annual General Meeting is also very good. Growers make their own decisions... and we are proud of our chocolate company Divine which gives us power and a dividend.

In the first year the dividend was shared among farmers equally, all members received \$1. Last year the farmers decided the Divine dividend should be used to purchase machetes. So 38,000 machetes were bought and distributed to members — there were durbars in some communities to celebrate and there was press and TV coverage of members receiving the machetes."

Comfort Kumeah has visited UK for Fair Trade Fortnight, and to celebrate the first Decade of Divine. She also visited the US for the Valentine's Day 2007 launch of Divine Chocolate Inc.

Fair Trade Principle:

Creating Opportunities for Economically Disadvantaged Producers

The Fair Trade system supports marginalized small producers, whether these are independent family businesses, or grouped in associations or co-operatives. By working together, cooperatives and associations provide cultural, social and economic benefits to entire communities. Profits are often distributed more equally, and a portion of these profits is reinvested in community projects, such as health clinics, schools and literacy training. Farmers also develop long-term relationships with businesses in the North, which provides economic stability for the community.

For a full description of the Fair Trade Principles, go to page 13.

1. Explain the concept of a Fair Trade cooperative.
2. Based on Comfort's story, ask the students to describe the cultural, social and economic benefits her community has experienced due to their participation in a cooperative.
3. Ask students to identify any cooperatives or associations in their community. If they can not think of any, what groups in the community might demonstrate some of the same elements of these organizations. For example, cooperative grocery stores, unions, student and town councils, neighborhood associations. Have students answer the following questions:
 - a. How do their communities benefit from cooperatives and associations?
 - b. Based on what they've learned about American history, why are these organizations and similar civic and worker groups important to American society?
 - c. Why would the benefits of a cooperative be important to a community suffering from high levels of poverty, like Comfort's community in Ghana?

Closing Discussion

1. Catholic Relief Services works in over 100 countries on projects that help individuals build stronger, healthier communities.
2. Ask students what daily actions they can take to improve their community.
3. What daily actions can they take to improve communities in other countries?



Comfort Kumeah

Lesson plan

GRADES 9-12

Objectives

- Introduce students to the Catholic social teaching principle of Dignity of Work and Rights of Workers.
- Explore the Fair Trade principles of Capacity Building and the Environment.



For all the Principles of Catholic social teaching, go to page 12.



Principle of Catholic Social Teaching: **Dignity of Work and Rights of Workers**

The ability to work to earn a living is a right of all people. All workers have the right to a fair wage, to organize themselves, and to work in good conditions.

1. Read the Catholic social teaching principle Dignity of Work and Rights of Workers.
2. Ask students to compare the economies in their local community, the United States, to the Dominican Republic. Statistics for the United States and the Dominican Republic can be found in the *Background Information* section.
3. If time allows, encourage students to research unemployment rates, population below the poverty line, and other economic data in their own community.
4. Invite students to discuss in groups whether they feel the economy is serving all people by providing access to fair and safe work. As participants in the economy, what do they feel their rights are? Discuss as a class what actions can be taken to help the economy serve more people?

Fair Trade Principles

Capacity Building

Under the Fair Trade system, farmers often receive access to technical assistance, such as market information, product feedback and financial management through their relationship with Fair Trade businesses in the North.

The Environment

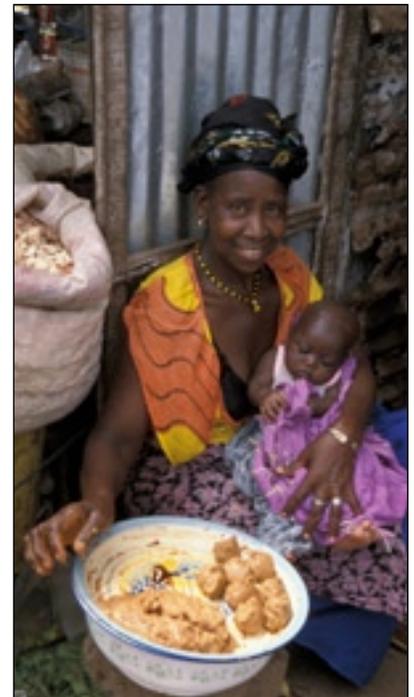
Fair Trade forbids the use of the most hazardous pesticides, creates economic incentives for organic certification, and helps train farmers in environmentally friendly production techniques. These measures are good not just for the Earth but also for farmers and their families.

1. Read to students the description of the Fair Trade principle Capacity Building. Ask them to consider what kinds of knowledge would benefit cocoa growers in developing a better product and stronger business? What kinds of assistance could a Fair Trade company offer an impoverished community of cocoa growers?
2. Have students imagine that they own a Fair Trade chocolate company, and have them do a cost benefit analysis on entering into a Fair Trade relationship with a cocoa cooperative in the Dominican Republic. Have students share what they felt were the costs and benefits of having a trade relationship where they also provide support to the cocoa growers.
3. Watch the Equal Exchange video on Abel Fernandez, <http://www.equalexchange.coop/video-abel-fernandez>, the sales and operations manager for a Fair Trade cocoa cooperative in the Dominican Republic.
4. Again, in the role of a Fair Trade chocolate company, have students list the costs and benefits of assisting the cocoa cooperative in the Dominican Republic after a hurricane. Allow them to share their thoughts with the class.
5. Read the description of the Fair Trade principle on the Environment. Have students consider why training farmers in environmentally friendly practices would be beneficial for the farming community, as well as the Fair Trade chocolate company. Do they think cocoa cooperatives selling to Fair Trade companies would be better able to respond to the effects of climate change? Why or why not?

Closing Discussion

1. Explain to students that the CRS Fair Trade program invites Catholics to purchase fairly trade coffee, chocolate and handcrafts.
2. Reflecting on your earlier discussion of ways to make the economy work for more people, ask students to discuss how their daily purchases can positively or negatively impact the lives of farmers living in impoverished countries.

For a full description of the Fair Trade Principles, go to page 13.



BACKGROUND INFORMATION

For Lesson Plans

Catholic Social Teaching

Catholic social teaching is at the core of our faith and can be seen as a guide for how we should live our lives. As the Catechism of the Catholic Church states, “The Church’s social teaching proposes principles for reflection; it provides criteria for judgment; it gives guidelines for action” (no. 2423). In this way, one can find many links between fair trade and Catholic social teaching.



The Principles of Catholic Social Teaching

Dignity of the Human Person

All humanity has been made in the image of God. Through our actions we must express that each person is precious and that the lives and welfare of all people are priorities.

Community and Participation

Human beings are not only sacred, but social. How we participate in our family and community, from our daily actions to our policy decisions, affects each and every person.

Rights and Responsibilities

We must take responsibility to protect the rights of all people. These rights include the right to life, food, shelter, education, and employment, along with political and cultural rights.

Option for the Poor

As a community of faith, we have the obligation to reach out to those most in need. The Gospel specifically calls us to take action on behalf of the most vulnerable members of society.

Dignity of Work and Rights of Workers

The ability to work to earn a living is a right of all people. All workers have the right to a fair wage, to organize themselves, and to work in good conditions.

Solidarity

We are one human family, regardless of our differences. Answering the call to love our neighbors will promote a culture of respect and lead to peace in our communities around the world.

Care for God's Creation

We are called to be good stewards of what has been entrusted to us. Through protecting the environment in which we live, we respect the goodness of nature, a gift God has given.

The Principles of Fair Trade

(as defined by the Fair Trade Federation)

Opportunities for Economically Disadvantaged Producers

Poverty reduction through trade forms a key part of the organization's aims. The organization supports marginalized small producers, whether these are independent family businesses, or grouped in associations or co-operatives. It seeks to enable them to move from income insecurity and poverty to economic self-sufficiency and ownership. The trade supports community development. The organization has a plan of action to carry this out.

Fair Trade

Fair Trade operates in many countries around the world, including Ghana, the Dominican Republic, Nicaragua, Belize, Bolivia, Cameroon, Costa Rica, Ecuador, Peru, Côte d'Ivoire, and Haiti. The Fair Trade system provides an alternative to the business-as-usual model. Under this system small-scale farmers form cooperatives and sell their cocoa under Fair Trade terms to buyers in Europe, North America and Asia. Buyers and farmer cooperatives draw-up long-term contracts in which they agree on prices and quantities of cocoa to be bought. This provides more stability for small-scale farmers since they are assured a market over the long-term. All buyers seeking Fair Trade cocoa guarantee a minimum price to farmers. The farmers' cooperatives re-invest a portion of their profits into their communities by funding various development projects, including the improvement of educational and health services and the development of new production techniques, which are more ecologically sound. In this way, growers and their families are ensured a more sustainable livelihood.

Transparency and Accountability

The organization is transparent in its management and commercial relations. It is accountable to all its stakeholders and respects the sensitivity and confidentiality of commercial information supplied. The organization finds appropriate, participatory ways to involve employees, members and producers in its decision-making processes. It ensures that relevant information is provided to all its trading partners. The communication channels are good and open at all levels of the supply chain.

Trading Practices

The organization trades with concern for the social, economic and environmental well-being of marginalized small producers and does not maximize profit at their expense. It is responsible and professional in meeting its commitments in a timely manner. Suppliers respect contracts and deliver products on time and to the desired quality and specifications.

Fair Trade buyers, recognising the financial disadvantages producers and suppliers face, ensure orders are paid on receipt of documents and according to the attached guidelines. An interest free pre payment of at least 50% is made if requested.

Where southern Fair Trade suppliers receive a pre payment from buyers, they ensure that this payment is passed on to the producers or farmers who make or grow their Fair Trade products.

Buyers consult with suppliers before canceling or rejecting orders. Where orders are cancelled through no fault of producers or suppliers, adequate compensation is guaranteed for work already done. Suppliers and producers consult with buyers if there is a problem with delivery, and ensure compensation is provided when delivered quantities and qualities do not match those invoiced.

The organization maintains long term relationships based on solidarity, trust and mutual respect that contribute to the promotion and growth of Fair Trade. It maintains effective communication with its trading partners.

Parties involved in a trading relationship seek to increase the volume of the trade between them and the value and diversity of their product offer as a means of growing Fair Trade for the producers in order to increase their incomes. The organization works cooperatively with the other Fair Trade Organizations in country and avoids unfair competition. It avoids duplicating the designs of patterns of other organizations without permission.

Payment of a Fair Price

A fair price is one that has been mutually agreed by all through dialogue and participation, which provides fair pay to the producers and can also be sustained by the market. Where Fair Trade pricing structures exist, these are used as a minimum. Fair pay means provision of socially acceptable remuneration (in the local context) considered by producers themselves to be fair and which takes into account the principle of equal pay for equal work by women and men. Fair Trade marketing and importing organizations support capacity building as required to producers, to enable them to set a fair price.

Child Labour and Forced Labour

The organization adheres to the UN Convention on the Rights of the Child, and national / local law on the employment of children. The organization ensures that there is no forced labour in its workforce and / or members or homeworkers.

Organizations who buy Fair Trade products from producer groups either directly or through intermediaries ensure that no forced labour is used in production and the producer complies with the UN Convention on the Rights of the Child, and national / local law on the employment of children. Any involvement of children in the production of Fair Trade products (including learning a traditional art or craft) is always disclosed and monitored and does not adversely affect the children's well-being, security, educational requirements and need for play.



Non Discrimination, Gender Equity and Freedom of Association

The organization does not discriminate in hiring, remuneration, access to training, promotion, termination or retirement

The organization provides opportunities for women and men to develop their skills and actively promotes applications from women for job vacancies and for leadership positions in the organization. The organization takes into account the special health and safety needs of pregnant women and breast-feeding mothers. Women fully participate in decisions concerning the use of benefits accruing from the production process. The organization respects the right of all employees to form and join trade unions of their choice and to bargain collectively. Where the right to join trade unions and bargain collectively is restricted by law and/or political environment, the organization will enable means of independent and free association and bargaining for employees. The organization ensures that representatives of employees are not subject to discrimination in the workplace.

Organizations working directly with producers ensure that women are always paid for their contribution to the production process, and when women do the same work as men they are paid at the same rates as men. Organizations also seek to ensure that in production situations where women's work is valued less highly than men's work, women's work is re-valued to equalize pay rates and women are allowed to undertake work according to their capacities.

Working Conditions

The organization provides a safe and healthy working environment for employees and / or members. It complies, at a minimum, with national and local laws and ILO conventions on health and safety.

Working hours and conditions for employees and / or members (and any homeworkers) comply with conditions established by national and local laws and ILO conventions.

Fair Trade Organizations are aware of the health and safety conditions in the producer groups they buy from. They seek, on an ongoing basis, to raise awareness of health and safety issues and improve health and safety practices in producer groups.

Capacity Building

The organization seeks to increase positive developmental impacts for small, marginalised producers through Fair Trade.

The organization develops the skills and capabilities of its own employees or members.

Organizations working directly with small producers develop specific activities to help these producers improve their management skills, production capabilities and access to markets – local / regional / international / Fair Trade and mainstream as appropriate. Organizations which buy Fair Trade products through Fair Trade intermediaries in the South assist these organizations to develop their capacity to support the marginalized producer groups that they work with.

Promotion of Fair Trade

The organization raises awareness of the aim of Fair Trade and of the need for greater justice in world trade through Fair Trade. It advocates for the objectives and activities of Fair Trade according to the scope of the organization. The organization provides its customers with information about itself, the products it markets, and the producer organizations or members that make or harvest the products. Honest advertising and marketing techniques are always used.

Environment

Organizations which produce Fair Trade products maximize the use of raw materials from sustainably managed sources in their ranges, buying locally when possible. They use production technologies that seek to reduce energy consumption and where possible use renewable energy technologies that minimize greenhouse gas emissions. They seek to minimize the impact of their waste stream on the environment. Fair Trade agricultural commodity producers minimize their environmental impacts, by using organic or low pesticide use production methods wherever possible.

Buyers and importers of Fair Trade products give priority to buying products made from raw materials that originate from sustainably managed sources, and have the least overall impact on the environment.

All organizations use recycled or easily biodegradable materials for packing to the extent possible, and goods are dispatched by sea wherever possible.



Country Information

source: U.S. government



United States of America

Population:	310,232,863
Infant Mortality:	6.14 deaths/1,000 live births
Life Expectancy at Birth:	78.24 years
Literacy:	99% of total population
Government Type:	Constitution-based federal republic
Gross Domestic Product:	\$14.26 trillion (2009 est.)
GDP per capita:	\$46,400 (2009 est.)
Labor force:	154.2 million
Unemployment Rate:	9.3% (2009 est.)
Population Below Poverty Line:	12% (2004 est.)

Ghana

Population:	24,339,838
Infant Mortality:	49.89 deaths/1,000 live births
Life Expectancy at Birth:	60.55 years
Literacy:	57.9% of total population
Government Type:	Constitutional Democracy
Gross Domestic Product:	\$36.57 billion (2009 est.)
GDP per capita:	\$1,500 (2009 est.)
Labor force:	10.33 million (2009 est.)
Unemployment Rate:	11% (2000 est.)
Population Below Poverty Line:	28.5% (2007 est.)



Dominican Republic

Population:	9,794,487
Infant Mortality:	25.04 deaths/1,000 live births
Life Expectancy at Birth:	73.99 years
Literacy:	87% of total population
Government Type:	Democratic Republic
Gross Domestic Product:	\$80.53 billion (2009 est.)
GDP per capita:	\$8,300 (2009 est.)
Labor force:	4.417 million (2009 est.)
Unemployment Rate:	15% (2009 est.)
Population Below Poverty Line:	42.2% (2004)



GROUP ACTIVITIES

and Games

Fair Trading

by Katy Cantrell

Objective

A basic game to help younger students learn the principles of Fair Trade and have fun “trading” along the cocoa supply chain.

Age: grades 1-4

Group size: 15+

Estimated time: 25 minutes

Materials: Copies of the principles of Fair Trade, 10 pennies for each group, 10 beans for each group (coffee beans or any dried bean will work)

How to play:

1. Review with the students the 10 principles of Fair Trade found on page 13.
2. Divide students into groups of 3. Have one student in the group represent a cocoa farmer, another represent a chocolate company, and the last represent a chocolate consumer.
3. Have the students stand with their group, the cocoa farmer and chocolate consumer on either side of the chocolate company. The chocolate company will stand in the middle with a copy of the principles of Fair Trade.
4. Explain to the students that the chocolate company will quiz both the cocoa farmer and the chocolate consumer on the principles of Fair Trade. Once they name a principle, they should trade. The cocoa farmer will give the consumer a bean and the consumer will give the cocoa farmer a penny. Have the students representing the chocolate company alternate between the cocoa farmer and the consumer when quizzing them on the principles.
5. The team that is able to trade all their beans first wins. Allow the students to change roles as they become more familiar with the Fair Trade principles and faster at trading.

Cocoa Farming for Kids

by Meghan O'Donnell and Susana Fajardo

Objective

To teach younger children the basic foundations of cocoa production in a fun game. Students will “build” a cocoa farm using cards. The player with the biggest farm (i.e. most Plant cards) by the end of the round wins.

Age: grades 1-3

Group size: 10+ (divided into smaller groups of 5-6)

Estimated time: 5 minutes per round, 2 rounds. Younger students may require more time.

Materials: 60 Index cards (write Tree, Seed, Labor and Water each on 15 cards, Die

How to play:

1. Divide the large group into smaller groups of 5 players each.
2. Mix Seed, Labor and Water cards together. Have the Tree cards in a separate stack.
3. Deal each player 5 cards from the stack containing a mixture of Water, Labor, and Seed cards. Each player is assumed to already have land for their farm.
4. The players should take turns rolling the die. If the die lands on a:
 - a. 1-3 the player should pick from the Seeds/Labor/Water pile.
 - b. 5 or 6 the player has the option to trade 1 card with another student or pick a card from the Seeds/Labor/Water pile
5. For every combination of 1 Seed, 1 Labor, and 1 Water cards, the player should receive a Tree card. The seed, labor, and water cards should be put back in the main stack when traded for a Tree card.
6. Each Tree card represents one cocoa tree. The player with the most trees by the end of the round is considered to have the largest farm and wins the game.





Sustainable Cocoa Bingo

by Eileen Harrington

Objective

To examine some of the environmental issues associated with cocoa production and recognize that as Catholics we are called to be good stewards of all life on Earth.

Age: grades 5-7

Group size: 15+

Estimated time: 25 minutes

Materials: Sustainable Cocoa Cards, Sustainable Cocoa Bingo Sheet

How to play:

1. Read to students the background information on “How Chocolate is Made”. Give each student one of the sustainable cocoa cards and a sustainable cocoa bingo sheet. Depending on the size of your class, some students might have to take more than one sustainable cocoa card.
2. Each student should read the description found on his/her card(s).
3. Students circulate around the room, and asks another student to describe him/herself according to the facts found on his/her card. The first student then tries to guess who the other student is, and writes the person’s name on the Bingo board in the correct space. The first person to get Bingo (four in a row) wins.
4. After playing Bingo, highlight what the different terms mean, and discuss the pros/cons of shade-grown cocoa. The following questions could be used as a guide:
 - What are some of the common pests that affect cocoa plants?
 - What are the benefits of shade-grown cocoa?
 - Why might some farmers prefer to grow their cocoa in full sun conditions? (Higher yields)
 - Often shade-grown or organic chocolate can be sold at a higher price. Would you be willing to pay more for this type of chocolate? Why or why not?
5. As a final reflection, have the students read the following Bible passages: Genesis 1:26, Ezekiel 34:2-4 and Isaiah 24:4-6. Ask them to reflect on what these passages tell them about their responsibilities towards the environment. They also can discuss how environmental problems can be connected to social and economic problems, and why they think it is important for us to care about how cocoa is produced.

How Chocolate is Made

Chocolate is made from cocoa beans, which grow in pods on trees. The cocoa plant (sometimes referred to as cacao) is native to Central and South America and naturally grows in the rainforest. Christopher Columbus first brought it to Europe. Because it is a rainforest plant, cocoa farms are located in tropical countries found in Africa, Latin America and Southeast Asia.

To make a bar of chocolate, you have to start on the farm. Cocoa pods grow on trees. Cocoa trees can grow to be 12-15 meters tall. Often, farmers plant their cocoa trees with other crops, such as corn and bananas which can provide food for their families. When the cocoa pods turn yellow, they are ripe and ready to be harvested. Cocoa farm workers cut down the pods from the vines they grow on using a cutlass (machete). This has to be done very carefully so as not to harm the tree. Once the pods are harvested they are then carefully split open and the white, damp beans are extracted. Again, this is all done very carefully by hand so as not to damage the beans. The beans are then wrapped in banana leaves and allowed to ferment in the sun. After five-seven days, they are removed from the banana leaves and placed on a drying table. They are then left to dry in the sun for another five-10 days. Farmers regularly turn the beans so that they are evenly dried, and they pick out any bad beans. After this the good beans are placed in sacks and shipped by truck to the coast. When they reach the coast, they are put on ships heading to chocolate factories in Europe or the U.S. At the factory, the beans are roasted, shelled and then smashed to acquire liquor and powder. These ingredients are essential in a chocolate bar.

Cocoa is cultivated almost entirely in regions of the world that have been highlighted as biodiversity hotspots—areas with high levels of biodiversity that are also at high risk for environmental degradation (Myers et al. 2000). In addition, around 15 million hectares of the Earth's primary forest are lost each year, most of it in the tropics. Of this, approximately 60% is lost to slash-and-burn agriculture, the rest to logging, other forms of agriculture and fire (ICRAF 1995). Because of these problems, many environmentalists have recommended that farmers return to shade-grown cocoa systems for production. Cocoa was originally a forest plant, but in order to increase yields, many farmers shifted to planting it in full sun, which requires higher fertilizer and pesticide inputs. This shift has led to increased health risks for farmers and their families, contamination of soils and waterways, and loss of wildlife habitat. In contrast, traditional shade-grown cocoa maintains the well being of farmers and their families, both in terms of health and through secondary products, such as timber, firewood, fruits and medicinal plants. Also, shade cocoa protects soil and water sources, and provides important habitat for many animal species. Many of these animal species can also act as important pollinators and biological controls of certain insect pests that harm cocoa plants.

Sources of Information:

- International Center for Research in Agroforestry (ICRAF). Alternatives to Slash-and-Burn: A Global Initiative. Nairobi, Kenya: ICRAF, 1995.
- Myers, N; Mittermeier, R. A.; Mittermeier, C.G.; da Fonseca, G. A. B.; and Kent, J. 2000. "Biodiversity Hotspots for Conservation Priorities." *Nature* 403: 853-858.

Witch's Broom

Witch's broom is a disease that affects cocoa plants, which is caused by the fungus, *Crinipellis perniciosia*. It deforms the branches—new buds on main branches grow into shorter ones that look like a broom. These new growths start out green, but then turn brown when the host stem dies back. At the same time, black spots appear on the pods until eventually they become entirely brown and dry, destroying the beans inside. The disease has attacked many trees in Central and South America. In Brazil, the production of cocoa beans has dropped from 400,000 to 100,000 tons in the last ten years largely due to witch's broom. The main way to control it, which is not very effective, is to remove the infected parts of the plant.

Black Pod

Several different types of fungi—*Phytophthora palmivora*, *Phytophthora megakarya*, *Phytophthora capsici* and other related species—cause black pod disease, which affects cocoa plants. The severity of the disease varies in different regions. Recently, severe outbreaks of black pod have occurred in West Africa. The disease affects shoots, leaves, seedlings, roots, and pods. Infected pods have a brown spore that starts out small and then spreads over the entire pod, causing it to turn black. New spores that form on the pod produce a white or yellow dusty appearance to the black surface. It usually takes fifteen days for the beans inside the pod to become infected so if the pod can be harvested before this time, the beans can be saved. Efforts to control the disease include frequent harvesting, regular pruning and the use of fungicides.

Deforestation

Deforestation is the loss of native or primary forest. Deforestation can lead to high rates of nutrient loss in soils in tropical areas, since the majority of the nutrients are tied up in the plants. Also, deforestation can cause contamination in rivers, streams and lakes due to higher rates of soil erosion. Deforestation also leads to a decrease in biodiversity. Often deforestation occurs because of the need for more land for agricultural purposes or the harvesting of trees for their timber. Deforestation rates in West Africa are some of the highest in the world. It is estimated that only about 22% of the original forest found in Ghana still exists today, most of which is found in forest reserves. However, much of the cocoa grown in Ghana is cultivated in shade conditions, which although not entirely the same as native forest, still provides pockets of forest.

Cocoa Tree

The cocoa tree used for consumption comes from the species *Theobroma cacao*. It was originally found in the forests of Central and South America. Today cocoa is cultivated around in the world in tropical areas. The tree can grow to a height of 8-10 meters under heavy shade. They often are shorter when grown in full sun. They need humid and warm conditions, like those found in the tropics to grow. Cocoa trees are cauliflorous, which means that the flowers and fruit grow directly on the trunk and branches, rather than on the branch tips like most fruits. Each tree can yield about 50 pods twice a year. The three main varieties of cocoa used in production are Criollo, Forastero and Trinitario. Criollo originated in Central America. Forastero originally came from the Amazon region in South America. Trinitario is hybrid variety that developed on the island of Trinidad.

Fermentation

Fermentation is one of the steps in converting cocoa beans into chocolate. After cocoa pods are harvested, farmers scoop out the pulp and beans inside of them. These are then placed in wooden boxes, sacks or barrels and covered with banana leaves. They are then left in the sun for four to seven days to ferment. The beans often change color and the pulp liquefies and is loosened from the beans. The longer the beans are left to ferment, the better the flavor of the chocolate.

Shade-Grown Cocoa

Shade-grown cocoa is when the cocoa trees are cultivated in areas with other trees. The natural habitat of wild cocoa trees is under shade. Many of these trees are taller than the cocoa trees, providing them with a protective shade that helps them maintain more moisture. The additional trees also add more leaf litter to the area, which adds nutrients to the soil and decreases soil erosion. These shade trees can also provide secondary products to farmers, such as fruits, nuts, timber and medicinal derivatives. Typical trees used in shade-grown systems include, kola nut, rubber, mango, plantains, bananas and coffee.

Cocoa Pods

Cocoa pods are the fruit of the cocoa tree. Each cocoa tree can produce up to 50 pods twice a year, and each of these pods generally contains 20-50 cocoa beans. The pods grow directly on the trunk and branches of the tree, not on the tips of branches. Each pod takes 5-6 months to mature. Different varieties have different colored and slightly different shaped pods. On some plants, green or green-white immature pods ripen to yellow pods, while on others red immature pods darken and may develop some yellow on them.

Cocoa Beans

Cocoa beans are found in the pods of cocoa trees. The beans are white or purple, depending on the variety, and they change to a deep brown color after fermentation. Once beans are fermented, they are usually spread out on wooden tables or on the ground and dried in the sun for about a week. These dried beans are then put into sacks and shipped to factories where they are roasted, husked, ground and then mixed with other ingredients to create chocolate.

Cocoa Butter

Cocoa butter is one of the by-products of cocoa bean processing. After the dried cocoa beans have been husked, the nibs that are left are crushed until they form into cocoa liquor and cocoa butter. These two substances are often separated. Some of the cocoa butter is sold to manufacturers of skin oils, lotions, soaps and creams for use in their products. Some of it is re-mixed with the cocoa liquor, along with other ingredients, to create chocolate.

Pesticides

Pesticides are chemicals that are applied to plants to protect them from various types of pests. The main types of pesticides include insecticides, which kill insects, fungicides, which kill fungi, and herbicides, which kill weed species. Pesticides have proven to be useful in increasing yields for farmers, but they also have side effects that can be harmful to both humans and other animals. Often because of the heat or simply due to a lack of awareness, cocoa producers spray their plants with pesticides without wearing proper protection, such as long-sleeved shirts, long pants, gloves, and a facemask. This can lead to chemical intoxications. Different levels of intoxication exist. Symptoms of a less severe case include: nausea, headaches, eyesight problems and tiredness. More serious cases consist of: breathing problems, cramps, nasal discharge and fainting. Over the long-term if people are exposed to pesticides either through application or simply because they live near agricultural lands, they can face the following health problems: various types of cancer, male sterility, brain or nervous system problems, and birth defects in pregnant women. Many of the pesticides used by cocoa farmers in West Africa have been banned or restricted in developed countries because of their toxicity.

Mirids or Capsids

Mirids or capsids are small insects that damage cocoa trees. They are generally 7-11 mm long and are of various, mainly dark colors. The insects lay their eggs in flowers, branches, pods and pod stalks. The adults are sap-suckers, and they leave lesions on the plants where they have sucked sap. Many of these lesions leave the plant susceptible to fungi entering the plant. Control of these pests is often achieved through the application of pesticides. In some areas, different ant species have been introduced that feed on the mirids to control them.

Bollworms

The bollworm is an insect that mainly attacks young, unshaded cocoa trees that are up to three years old. The larvae feed on stem buds, and the older insects feed on leaves. The continual harm done to buds causes the tree to not develop properly. Bollworms are extremely difficult to control, but in some areas certain insecticides are used to control it.

Leaf-Cutting Ants

Leaf-cutting ants are mainly a problem in the cocoa growing areas of Central and South America. They form huge underground nests, covering up to 0.25 hectares. In these nests, they cultivate a fungus, which is their source of food. The fungus lives on pieces of leaves that the ants bring into the nest. The ants can destroy a stand of plants very quickly, removing the leaves to bring to their nests. They are controlled by introducing insecticides into their nests and by the physical destruction of their nests.

Midges

Midges are small insects that act as important pollinators for cocoa trees. The output of mature pods depends largely on the amount of pollination of the plant. Some studies have found that planting other trees, such as bananas with cocoa trees allows for an increase in the midge population since the midges can breed in banana plants.

Secondary Crops

Secondary crops are the products of other trees and plants that are planted with cocoa trees in a shade-grown system. These plants can provide ground cover, temporary or permanent shade, and improve soil quality. Some common secondary crops include coconut, rubber, kola nut, black pepper, nutmeg, bananas and pineapples.

Biodiversity

Biodiversity in its simplest definition is the variety and amount of plant and animals in a region. The term can also be defined more broadly as the totality of genes, species and ecosystems in a region. Many of the cocoa growing regions are located in biodiversity hotspots, regions with high levels of biodiversity, which are also extremely threatened with destruction.

Sustainable Cocoa Bingo

Witch's Broom _____	Fermentation _____	Bollworm _____	Leaf-Cutting Ants _____
Black Pod _____	Shade-grown Cocoa _____	Mirids or Capsids _____	Midges _____
Deforestation _____	Cocoa Beans _____	Pesticides _____	Secondary Crops _____
Cocoa Tree _____	Cocoa Butter _____	Cocoa Pods _____	Biodiversity _____

Fair Trade Scavenger Hunt

by Meghan O'Donnell

Objective

To provide students a fun and interactive way to learn about the Fair Trade movement.

Age: grades 5-6, 7-12

Group size: 10+

Estimated time: ± 30 minutes

How to play:

1. Divide the class into groups of 4-5 and tell the students they will be learning about the Fair Trade Movement through a scavenger hunt. Each group will be competing with the other groups to see who can find the correct information first.
2. Hand out one "Fair Trade Scavenger Hunt" worksheet to each group. The students should have access to the Background Information provided in this curriculum as well as internet access to find the facts they need to fill out the worksheet.
3. The first group who can find and correctly answer all the questions wins.

Answers: Fair Trade Scavenger Hunt

1. Fair Trade was begun in the 1940s by religious groups and various non-governmental organizations (NGOs). Ten Thousand Villages, an NGO within the Mennonite Central Committee (MCC) and SERRV International were the first, in 1946 and 1949 respectively, to develop fair trade supply chains in developing countries.
2. Fair Trade offers coffee, chocolate, handcrafts, flowers, fruits, and other products such as organic soaps. These items can be purchased online or in any of the Fair Trade catalogs, such as the Work of Human Hands catalog.
3. \$1,600/ton of cocoa + a \$150/ton premium. If the New York market price is above \$1,600/ton, the producers receive the higher price plus the premium.
4. Fair Trade Labeling Organization International (FLO) works to ensure the proper treatment and well-being of producers by setting international Fair Trade standards, promote economic justice internationally, develop global Fair Trade strategy, and encourage support for the producers around the world.
5.   
6. World Fair Trade Day is the second Saturday in May. This event is internationally recognized and works to celebrate and promote Fair Trade's efforts to end global poverty and mistreatment of workers. Hundreds of events will take place worldwide, including special sales of Fair Trade products and fairs displaying many beautiful handmade items and crafts.
7. To be Fair Trade Certified means that the cooperative making the product and/or the company buying and distributing it have met certain ethical and environmental production standards that Fair Trade uses to regulate production and trade to ensure the well being of the workers and quality of the product.
8. The Fair Trade Federation is an association of wholesalers, retailers and producers created to promote Fair Trade businesses in the U.S. market.
9. The ten principles of Fair Trade are: Creating Opportunities for Economically Disadvantaged Producers, Transparency and Accountability, Trading Practices, Payment of a Fair Price, Child Labour and Forced Labour, Non Discrimination, Gender Equity and Freedom of Association, Working Conditions, Capacity Building, Promotion of Fair Trade, and the Environment.
10. Coffee, Chocolate and Handcrafts

Fair Trade Scavenger Hunt

Directions

You may use the internet and/or the background information about cocoa production and Fair Trade provided to your teacher to find the answers to the following questions. The first group that finds the correct answers to all the questions wins.

Suggested Websites

- CRS Fair Trade
<http://www.crsfairtrade.org>
- Fair Trade Resource Network
<http://www.ftrn.org>
- Fair Trade Labeling Organization
<http://www.fairtrade.net>
- TransFair USA
<http://www.transfairusa.org>
- Fair Trade Federation
<http://www.fairtradefederation.org>

Questions

1. The Fair Trade certified label was launched in the 1990's. When did the concept of Fair Trade first develop?

2. Name three products that Fair Trade offers to consumers. Name two places where these products can be purchased.

3. What is the current minimum price that the cocoa farmers will receive for their cacao beans, regardless of the market price?

4. What does FLO stand for? What do they do?

5. Find and give a basic pencil sketch of two Fair Trade logos.

6. What date is World Fair Trade Day? Describe the event.

7. What does it mean to be "Fair Trade Certified?"

8. Who is the Fair Trade Federation?

9. Name the ten principles of Fair Trade.

10. Name the 3 Fair Trade products promoted through the CRS Fair Trade Program.
