



**BITTER**

**OR SWEET?**

**A PRIMARY SCHOOLS AND FAIRTRADE  
ACTION GUIDE ON CHOCOLATE,  
EXTREME POVERTY, CHILD LABOUR  
AND CLIMATE CHANGE**

#ChooseTheWorldYouWant



# INTRODUCTION



We've all eaten a chocolate bar, but how many of us have eaten a Fairtrade chocolate bar? What does fairly traded chocolate look like?

Fairtrade is about better prices, decent working conditions and a fairer overall deal for farmers and workers in developing countries. Fairtrade uses a two-pronged approach to work with farmers to become more resilient to climate change, whilst at the same time giving consumers, retailers and traders the opportunity to reduce their carbon footprint.

But with just six percent of the world's cocoa currently being Fairtrade, we can't secure better incomes and better livelihoods for farmers on our own.

Fairtrade is also about giving you an opportunity to not just imagine a better world but to help create it. It also supports the idea that the best place for children to work is in school.

The range of fairly traded products has now increased internationally to over 35,000 including the familiar tea, coffee, chocolate but also now including cold drinks, snacks and herbs and spices.

## This guide for Senior Primary Education:

- explores development issues with a focus on cocoa and chocolate including child poverty, child labour and climate change
- offers a series of everyday actions that build further on previous successes
- introduces the international Sustainable Development Goals agenda
- links with the Fairtrade Fortnight campaigns, Fairtrade schools and beyond
- offers 6 activities linked to senior primary learning outcomes and a set of action activities
- lists a range of support materials including videos

## DID YOU KNOW

that child labour isn't an idea from the past – an estimated **1.56 million children** work in cocoa production in West Africa today.



## USING THIS GUIDE

This guide for Fifth and Sixth Class teaching contexts can be readily adapted to enhance and extend lesson planning across a range of integration areas, including:

- **Social, Personal and Health Education** – to develop the learner's sense of personal responsibility for their own behaviour and actions, and by supporting them to become active and responsible citizens.
- **Geography** – to support learner's sense of place in the world and to develop empathy with people from diverse environments and explore resolutions to challenging issues.
- **Mathematics** – producing graphs and percentages to actively explore our connections to the key issues using mathematical language to share thinking and ideas.

A number of assessment and evaluation ideas are included. This guide can be adapted for online learning, making use of interactive screen tools, using on-screen text documents and showing videos/PPTs.



Check out our 10 Facts About Chocolate and Child Labour Quiz. Visit <https://www.fairtrade.ie/get-involved/current-campaigns/fairtrade-quiz-how-much-do-you-really-know-about-chocolate>



Access materials from the guide such as videos and PowerPoint at <https://www.fairtrade.ie/get-involved/fairtrade-schools>



Explore the latest stories and campaigns as part of Fairtrade Fortnight activities. Visit <https://www.fairtrade.ie/fortnight>



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## PRIMARY EDUCATION AND FAIRTRADE HAVE MUCH IN COMMON

- Building skills and critical awareness among learners, contributing to building democracy and to living sustainably
- Promoting an understanding of personal, social, economic, environmental and political realities at local, national and global levels and then offering an opportunity to imagine and make a real difference in the lives of individuals and communities
- Fairtrade and primary education also aim to contribute directly to the urgent need to live sustainably
- Enabling active citizenship rooted in an understanding of human rights and responsibilities, especially highlighting the values of human dignity and human capacity
- Fairtrade offers a practical opportunity to make 'real' these ideas in the context of our day-to-day actions and ideas.

Primary Education and Fairtrade share a common purpose in promoting the well-being of individuals, communities and ultimately the planet. They seek to achieve this through developing awareness and critical understanding of patterns and trends in society (in this case as regards trade and consumption), debating their merits and demerits, exploring alternatives and choices. Most importantly, they both seek to encourage imagination and practical action on how the world can be made better in simple and yet far-reaching ways.



# TOP 5 REASONS

## WHY FAIRTRADE MAKES CHANGE HAPPEN

Fairtrade. Have you heard the phrase before? You may have seen the logo on some of your clothes, on a bag of coffee at home or in the supermarket or on your favourite chocolate bar - But what exactly does it mean?

Fairtrade is a simple way to make a difference to the lives of the people who grow the things we love. We do this by making trade fair. Fairtrade is unique. We work with businesses, consumers and campaigners. Farmers and workers have an equal say in everything we do. Empowerment is at the core of who we are.

When farmers and workers can sell on Fairtrade terms, it provides them with a better deal: an opportunity to improve their lives and plan for their future. Fairtrade offers us a powerful way to reduce poverty through our everyday shopping.

**Above:** Sacks of cocoa are stored in this warehouse which CAYAT co-operative in Cote d'Ivoire built using Fairtrade Premium.  
Photo by Peter Caton

## **1 FAIRTRADE IMPROVES THE LIVES OF FARMERS:**

Fairtrade's approach enables farmers and workers to have more control over their lives and decide how to invest in their future.

As well as the Fairtrade minimum price, workers and farmers receive an additional sum of money called the Fairtrade premium. This money goes to a communal fund to be used as they see fit to plan for their future and improve their social, economic and environmental conditions.

## **2 FAIRTRADE MEANS FAIR COMPENSATION FOR ALL:**

Fairtrade works with a range of stakeholders and is half owned by farmers and workers representatives. With a greater voice, farmers and workers have a stronger say in decision-making on overall strategy, use of resources, prices, premiums and standards setting.

## **3 FAIRTRADE COMBATS CHILD LABOUR:**

Fairtrade is committed to fighting the root causes of child labour and preventing abuse and exploitation of children. We have chosen to work in products and regions with known risk of child labour because this is where our work is most needed.

Fairtrade prohibits child labour as defined by the International Labour Organization (ILO) minimum age and the worst forms of child labour conventions.

## **4 FAIRTRADE CAN MAKE COCOA FARMING MORE ATTRACTIVE TO THE NEXT GENERATION OF FARMERS:**

The ability to earn a decent living offers the next generation of farmers and workers a sustainable future. It will require everyone playing their part – including shoppers choosing to stand up for farmer and worker livelihoods.

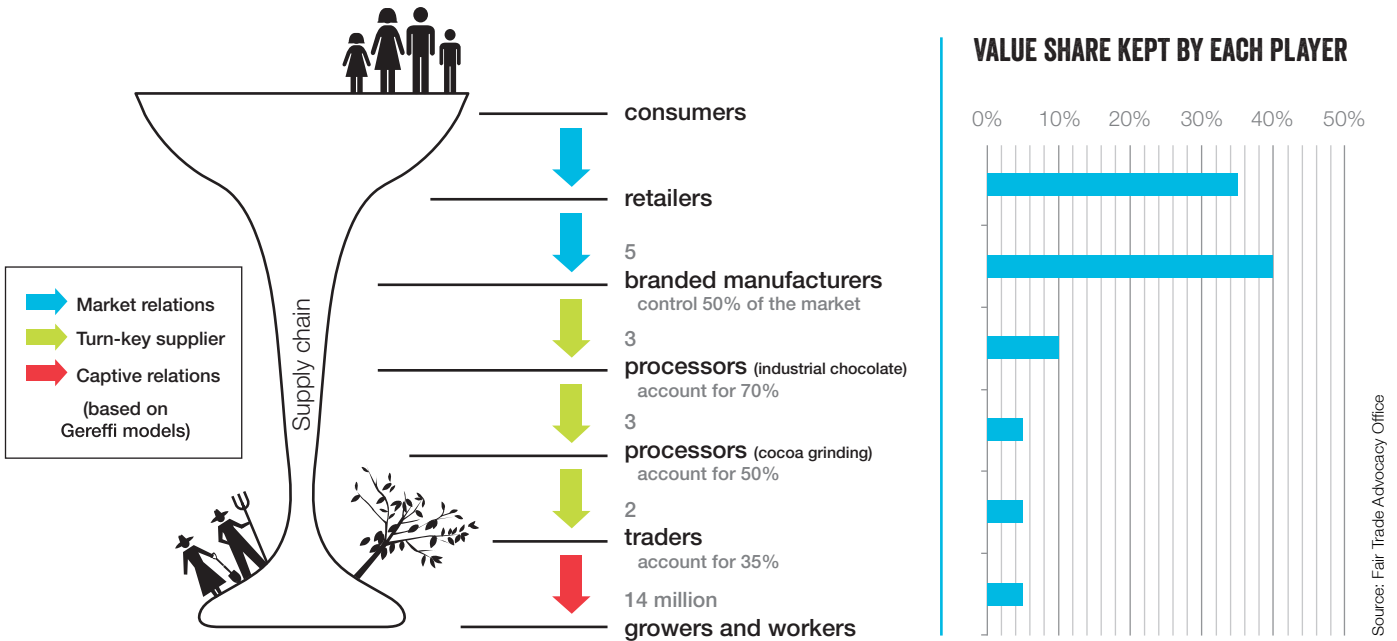
## **5 FAIRTRADE ENCOURAGES ENVIRONMENTAL SUSTAINABILITY:**

Farmers are on the front line of climate change. For millions of farming families and communities worldwide, especially those in the global south, the impacts of climate change are a daily reality. Fairtrade's unique approach helps farmers become more resilient to climate change, whilst at the same time giving consumers, retailers and traders the opportunity to reduce their carbon footprint.

Fairtrade helps safeguard the natural world by promoting sustainable food production through our standards – for example by prohibiting highly dangerous pesticides or cutting down trees in protected areas.

# HOW FAIRTRADE WORKS

This is how the global supply chain looks, with growers, workers and producers of agricultural goods receiving very little of the 'share' in profits from the sale of goods like cocoa; Fairtrade works to get more money into the hands of farming communities.



The benefits of a 'living income' as a decent standard of living - Fairtrade's approach to tackling poverty.



For more, watch the 3 min video 'What is Fairtrade' at <https://www.youtube.com/watch?v=g8LC3PJ-7r4>

# COCOA – A QUICK UPDATE

Cocoa has grown to be one of the most prominent Fairtrade products since it was first certified in 1994. We are pushing the confectionary sector to address a host of challenges that threaten the long-term sustainability of cocoa and the people behind it.

The world's appetite for cocoa is booming. And yet cocoa farmers around the world often struggle to make a living, despite their position as the source of a highly prized commodity.

Widespread poverty, deforestation, gender inequality, child labour and forced labour are persistent problems in the cocoa sector which could ultimately destroy it. But it doesn't have to be this way. At the root of most of these problems is very deep and persistent poverty.

No one can provide a 100 percent guarantee that a product is free of child labour. Fairtrade guarantees that if we find breaches to our child labour requirements, we take immediate action to protect the impacted child or children by working with national child protection agencies and/or child rights organisations to ensure children's safe remediation and long-term wellbeing; We work with the producer organisation to strengthen their programmes and systems to address child labour. Failure to have adequate systems in place leads to suspension and then removal of their Fairtrade certification if it is not addressed.

Fairtrade is helping to change the cocoa business for the better in a number of ways. When you choose Fairtrade cocoa and chocolate, you are supporting this drive for change.

**THE WORLD'S APPETITE FOR COCOA IS BOOMING. AND YET COCOA FARMERS AROUND THE WORLD OFTEN STRUGGLE TO MAKE A LIVING, DESPITE THEIR POSITION AS THE SOURCE OF A HIGHLY PRIZED COMMODITY.**

## 10 FAIRTRADE FACTS ABOUT CHOCOLATE

- Per person, Ireland is the third largest consumer of chocolate in Europe
- The average person eats 7.7kg of chocolate per year. That's the equivalent of the brain of a sperm whale or 16 Guinea Pigs
- 70% of Cocoa is grown in West Africa
- Each cocoa pod contains between 20-60 cocoa beans
- 90% of the world's cocoa is grown on small family farms
- When asked, most Cocoa farmers had never even tasted chocolate
- Most Cocoa farmers in Ghana and Cote d'Ivoire live on less than \$1 per day. Poverty and its many related challenges, such as child labour, is a key challenge faced by cocoa growing communities
- The average age of a cocoa farmer is now over 50 because the younger generation cannot be attracted to the profession as the benefits are so poor.
- There are lots of different types of chocolate products bearing the Fairtrade Mark in Ireland, including premium, conventional, organic, gluten free and vegan
- 25% of all Fairtrade cocoa growers are women.





# FAIRTRADE FIVE SUSTAINABILITY DEVELOPMENT GOALS

There are many goals related to Fairtrade – here we highlight 5. Can you find more?



## SDG 1 is about eliminating poverty, in all its forms, everywhere, by 2030.

This ambition to eliminate poverty is why Fairtrade was set up many decades ago and we have worked to ‘Create Fairtrade’ examples ever since. Marciel Vivas of the Federación Campesina del Cauca in Colombia argues that

*‘the Fairtrade Premium allows people to not just improve production but also to invest in infrastructure and in social projects. This improves not just our economic position but also gives us increased power over decision-making.’*



## SDG 12 Responsible consumption and production

Dolores O’Meara, Chair of the Limerick City Fairtrade Committee links Fairtrade to climate change in arguing that:

*‘We can no longer ignore the impact that climate change, global trading and political events are having on people in the developing world. We, in the developed world, have the power to bring about change by making the right choices.’ I would encourage Limerick consumers to put some Fairtrade items in the shopping basket this Christmas.’*



## SDG 5 - Gender equality – empower all women and girls

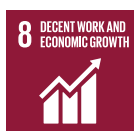
Rosa Adilia Toledo a member of co-operatives union SOPPEXCCA in Nicaragua argues that Fairtrade has allowed her to participate in competitions around coffee quality and to increase her confidence through seeing that her coffee was among the best in Nicaragua.



## SDG 13 Climate action

Gerardo Camacho, a Fairtrade coffee farmer from Costa Rica looks at the bigger picture:

*‘Fairtrade isn’t just about helping farmers in poor countries; by helping to protect forests, fields and rivers it helps us all to respond to climate change. We have had to change the way we grow and process coffee to meet Fairtrade standards, and have learnt about more sustainable production methods this way.’*



## SDG 8 Sustainable economic growth and decent work for all

Maria Genao of the small-scale banana producers association in the Dominican Republic points to the reality that

*‘the impact that Fairtrade has in the lives of the small producers are many, it ensures our work as producers by protecting the market throughout the year, by helping us in many ways to keep growing and by being there through tough times when we are in need. For all these and many other reasons I’m proud to be part of Banelino and to have been certified as a Fairtrade member’.*



# ACTIVITY 1:

## BASIC NEEDS

This lesson focuses on the difference between wants and needs, and helps the class to identify what all humans need to live a decent life. It uses a case study from a cocoa farm in Cote d'Ivoire as a context for learning. The lesson is designed for primary learners who are familiar with the concept of Fairtrade.

### Objectives:

- Learners can identify the basic needs of all people
- Learners can discuss the difference between a want and a need
- Learners can understand that farmers need to earn enough money to ensure their basic needs are met

### You will need:

- Wants and needs cards (set per group of 2-4 learners)
- PowerPoint with Therese's story and Beatrice's story

### STARTER ACTIVITY:

Ask the following questions to encourage the learners to start thinking about basic needs:

- What do you need to be happy and healthy?
- Of those things, what are the **most important**?
- Of those things, what are the **least important**?

### Part 1 – sorting Needs and Wants

This sorting activity is designed to get the class to think about the difference between wants and needs.

- Explain to the class that there is a difference between things that a human **needs** and things that a human **wants**. A **need** is something that is essential for a person to not only survive but to thrive also. A **want** is something that is nice to have.

- Divide the class into groups of 2-4 and give each group a set of wants and needs cards.
- Ask the class to divide the cards into two categories: needs and wants. Once completed, feedback to the class.
- As a whole group, make a list of the basic needs **all humans** need to live a happy and healthy life.
- Refer back to the original list created by the class. Are these all basic needs or are there some we can live without?

### Part 2 – meeting basic needs

Thinking about the importance of earning enough money to meet basic needs.

- Ask the class to select the needs cards that you might need to pay for (food, medicine etc)
- Explain that not all people in the world have enough money to meet their basic needs. Without enough money, it can be difficult to lead a healthy and happy life. Many of the farmers who grow the cocoa for our chocolate are not paid enough money to meet their basic needs, even though they work very hard.
- It is important to emphasise at this stage that poverty isn't just about not having enough money. Living in poverty is not just about low or no income. It is about lack of access to basic needs also, such as clean water, schooling, shelter, electricity and healthcare.
- **Read Therese's story** (Supporting Powerpoint) to show how Fairtrade can help farmers and workers to meet their basic needs.
- **Discuss:** what can be done to ensure the basic needs of all farmers and workers are met?
- **Now read Beatrice's story:** What is different about her story? What other issues does Beatrice talk about? What does the class know about climate change? How does the class think it might affect farmers like Beatrice and Therese?
- **Follow on activity:** Using the basic needs cards, which ones does the class think could be affected by climate change? Are there any other basic needs that the class would like to add to these that they think Beatrice and Therese's families might benefit from?

# ACTIVITY 1: MEET THE FARMER

HANDOUT

## THERESE'S STORY

This is the story of a woman called Therese, who lives in a country in West Africa called Cote d'Ivoire. Cote d'Ivoire is the world's largest producer of cocoa beans, which is the special ingredient in chocolate. There are millions of farmers in Cote d'Ivoire who work hard to grow, harvest and prepare the cocoa beans before they are shipped to factories to be made in chocolate bars across the world.

Even though cocoa farmers work very hard, the average cocoa farmer in Cote d'Ivoire earns around 83c a day. This means that farmers are not able to meet their or their family's basic needs. When Therese was a little girl, her family did not have enough money to send her to school. Sometimes her parents didn't have enough money to pay for food, so she went hungry.

Now that Therese is grown up, she has eight children of her own. She wants her children to be happy and healthy, and wants to earn enough to meet their basic needs.

Therese joined the CAVA cooperative, a Fairtrade cocoa farming cooperative, which means she is paid a better price for her cocoa beans. Because of Fairtrade, Therese and her husband can pay for their children's school fees, books and lunch at school.

Therese and her children deserve to have a happy and healthy life, and to earn enough money to meet their basic needs.



## BEATRICE'S STORY

Meet Beatrice Boakye. Beatrice is a cocoa farmer in Ghana who works with Asuadai co-operative. For Beatrice, climate change is one of the biggest challenges she faces. She said that the rain now doesn't come when she expects it which means that it is affecting how much cocoa she can produce in a year. She's seen this happening for the last three years. With the rain hard to predict it's difficult to know when to do certain things on the farm.

'Initially my cocoa farm used to be very poor but through Fairtrade and Cocoa Life project the community members and the women group can see that there has been a change in my farm... I used to educate them about how important is that we should join the group'.

Fairtrade is working to reduce the impacts of climate change both through educating and training farmers on what to expect as the climate continues to change, how that will impact them direct and how to respond to higher temperatures, drought, floods, extreme weather, crop diseases, soil erosion and sea water contamination as they regularly threaten farmers' livelihoods.



## ACTIVITY 2:

# WHERE DOES CHOCOLATE COME FROM?

This lesson plan focuses on where chocolate comes from, the unfairness at the heart of one of our favourite treats and how we can use our voices and consumer power to address it. It is designed for senior primary learners who are relatively new to issues of global trade and consumer power.

### Learning Objectives

- Find out about the hard work involved in growing cocoa
- Reflect on the links they have with the farmers and producers who grow the food we eat
- Introduced to the concept of a supply chain
- Consider their role as consumers and the impact that their choices can have on producers.

### You will need:

- Powerpoint slides;
- Learners working in groups of 2 to 5;
- Photo sheets 1 and 2 printed out and cut into individual images showing the stages of the cocoa supply chain—you will need a complete set of images for each group of learners.



### STARTER ACTIVITY

Show the class the photo of chocolate (slide 2) and ask them the following questions to help them start thinking about chocolate and where their food comes from.

- What is your favourite chocolate bar?
- How often do you eat chocolate?
- What do you think the ingredients of a chocolate bar are?
- Share with the class some of these facts about chocolate:
  - In Ireland alone, we each eat an average of three bars a week!
  - Chocolate's history dates back well over 2,000 years to Mexico.
  - Globally we consume over 3 billion kilograms of cocoa every year, which weighs the equivalent of 15 cruise ships.

Share with the class the slide of the map – (slide 3)

- Does anyone know where chocolate comes from?
- It comes from the yellow areas on our map;
- What do you notice about them? [all across the middle of the globe]
- There is a 'line' that runs around the middle of the globe that links a lot of these countries –does anybody know what it is called? [the Equator]
- What is the weather like in those countries? [hot, humid, tropical]
- 60% of the world's cocoa is actually from two countries in West Africa - Côte d'Ivoire and Ghana (slide 4)



Access links, case studies, videos and PowerPoint slides at <https://www.fairtrade.ie/getinvolved/fairtrade-schools>

## ACTIVITY 2:

# WHERE DOES CHOCOLATE COME FROM?

### MAIN ACTIVITY

This activity is designed to encourage the class to think further about where chocolate comes from and the many different stages that it takes to get to our supermarket shelves. There are also some reflections on the affects of climate change on the supply chain.

- 1) Show the class the slide with the cocoa pod and chocolate bar (slide 5) – ask them to think about how the cocoa pod becomes the chocolate bars that we like to eat
- 2) Divide the class into groups and give each group one set of images each
- 3) Ask the class to describe what they think is happening in each of the photos – either collectively or in small groups
- 4) Give each group 5-10 minutes to put the photos in order to tell the story of where chocolate comes from – from cocoa pod to supermarket shelf [Teachers' Note: One of the photos does not fit in the supply chain – at this stage it should add to the group's discussion and will be addressed later]
- 5) Ask each group to report back either in turn, or collectively
- 6) Go through the PowerPoint (slides 6 –14) which describes what is happening in each of the images in the correct order. Point out that all of these stages are part of what we call a 'supply chain' – the journey that a product goes through to get to the consumer
- 7) Can the class identify any stages of the supply chain that may be affected by climate change? Reflect back to Beatrice's story from the previous activity. What does the class think the long/short term consequences might be of this?
- 8) Ask the class if there were any images that didn't seem to fit into the sequence
- 9) Share with the class that the photo of the tap is the odd one out and does not fit into the supply chain. Ask them if they can think why there might be an image of a tap.



Cocoa farmer Beatrice Boaky, member of Asuadai co-operative, preparing food outside her house, Ghana. Photo by Peter Caton

# ACTIVITY 3 (SLIDE 15): ROSINE'S STORY



This is Rosine. She is a cocoa farmer from Côte d'Ivoire.

She has to work hard every day growing cocoa. The price of cocoa goes up and down and is set far away from the cocoa farms. This makes it difficult for a cocoa farmer to know how much their crop will be worth and plan for the future. Despite the chocolate industry being worth around EUR615 million in sales in Ireland, very little of this money is paid to the cocoa farmers.

Rosine is part of a Fairtrade cocoa cooperative called 'CAYAT', which means that she has the safety net of the Fairtrade Minimum Price. This means that the price of her cocoa will never drop below a certain price and Rosine knows that she will be able to cover her costs of production. On top of that, Rosine's cooperative also receives the Fairtrade Premium, an extra amount of money to spend on whatever they feel will benefit their communities or businesses. That could be clean water – like the tap! Better access to water means that the farming community and their families do not have to travel so far each day to get the water for everyday tasks such as drinking, washing and eating.

Rosine and her cooperative have also used the Fairtrade Premium to:

- Invest in trucks to help the farmers transport the cocoa beans

- Invest in large warehouses to store cocoa beans
- Launch a radio station so that farmers in remote areas can access information and training
- Rebuilt damaged school buildings
- Built nursery schools so young children can go to school safely while their parents are at work [slide 16]

## MAIN ACTIVITY

- 1) Invite the class to think about Rosine's story and to highlight one or two things that stood out. Make a note of feedback.
- 2) Ask the class, in pairs, to look at the table below. Extreme poverty is measured internationally in US dollars based on wages or income earned in one day. What piece of information stands out for them, and what do they think about the differences between different kinds of income? How does this relate to Rosine's story?
- 3) Imagine that you have created a new Fairtrade chocolate bar and design a poster or chocolate wrapper to tell people about it?

You will need to think about:

- The name of your chocolate bar
- How people will know that your chocolate bar is Fairtrade
- How you will talk about Fairtrade on your poster/ chocolate wrapper



Video: Check out the 8min short film **The Story of Chocolate: Unwrapping the Bar** by the Fairtrade Foundation. Link: <https://www.youtube.com/watch?v=o9jWRv3WPBo>

A typical farmer's current income		Extreme poverty line	A living income	
Côte d'Ivoire: Less than \$1 (€0.89) per day	Ghana: Around \$1 (€0.89) a day	\$1.90 (approx. (€1.70) per day	Côte d'Ivoire: \$2.50 (approx. (€2.25) a day	Ghana: \$2.16 (approx. (€1.93) a day

**Above:** Rosine Bekoin, graduate of the Fairtrade Africa Women's School of Leadership and Secretary of the Women's Society, CAYAT, Côte d'Ivoire. Photo by Fairtrade

# ACTIVITY 4: FROM SOIL TO SHELF

From Soil to Shelf will take you on a journey to meet everybody involved in the chocolate supply chain.

## Learning objectives:

- Build on previous knowledge around the concept of supply chains
- Discover just how far cocoa travels and how many people are involved in the farming and processing of chocolate.
- Begin to see the role they play in the chain and the link they have to the cocoa farmers

## You will need:

- The supporting story: 'Thank you for the chocolate'
- Paper and markers/art materials

## STARTER ACTIVITY:

This activity aims to explore the class' knowledge of supply chains, reflecting on the learning from the previous activity.

- 1) Reflect on the learning from the previous activity. Ask the class how much they remember about where chocolate comes from, making a note on the board of their answers.



- 2) Ask the class to think of the last chocolate bar they ate. What did they have? Who got it for them? But where did it come from before that? A shop/supermarket? How do they think they chocolate got there? In a truck? On a boat? What journey did it go on before it arrived there? Was it made in Ireland or far away? Ask the children to work backwards and think of where it came from. Write the answers on the board.
- 3) Using the answers on the board, ask the class to draw a map of the journey of chocolate from soil to shelf. This can either be done individually, in small groups or as a whole class. Materials used could be anything from markers and paint to mixed media, perhaps even packaging from Fairtrade products.



As a stimulus, show the 1min video *How to harvest cocoa*. Link: <https://youtu.be/tCk2yD9GEeA>

- 4) 'Thank you for the chocolate' could be read to the class during this activity to help to prompt the class and stimulate some thinking around who is involved in the supply chain. (script roles could be read by volunteers!)
- 5) In tables, invite the class to add a new line to Tom's story. What do you think Tom did next? Discuss the responses and where the class see themselves in that story.

**Alternative activity:** Use the transcript of 'Thank you for the chocolate' and put on a short play about the supply chain of chocolate.



## ACTIVITY 5:

# CHILD LABOUR AND CHOCOLATE

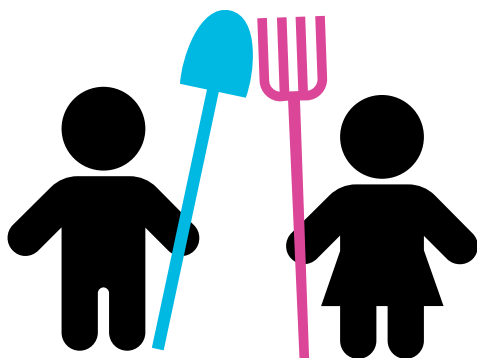
This activity demonstrates how child labour is a big problem in the cocoa and chocolate trade, how we are connected it and choices we can make.

### Learning Outcomes:

- Use facts and to explore some the realities of child labour in the chocolate trade
- Build empathy and understanding for learners and others currently involved in child labour and consider how we might respond to these realities

### You will need:

- Whiteboard, poster paper and access to YouTube



## INTRODUCE THE TOPIC 'CHILD LABOUR'

Introduce the topic by outlining that children have the right to get an education and to leisure, but that in some countries these rights are frequently missing or denied. Cocoa farmers in West Africa often have a very low income. This means that they are not able to pay their workers sufficient wages. It can also mean that children are used for this work instead of adults.

- 1) Facilitate a brainstorm about **child labour**. What comes into the class's minds when they hear the term?

Provide the learners with a definition of child labour:

According to the International Labour Organisation:

The term "**child labour**" is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to **work that:**

- **is mentally, physically, socially or morally dangerous and harmful to children;** and/or
- **interferes with their schooling** by: depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

## FAIRTRADE'S APPROACH TO CHILD LABOUR? -

Fairtrade takes the claims of child labour in its supply chain extremely seriously and strongly condemns the use of child labour in any context. Fairtrade continues to act on several fronts to tackle child labour by:

- setting strict standards and strengthening external inspections
- training farmer organisations, and
- engaging with governments at national and district levels.

We work with farmer organisations to strengthen their programmes and systems to detect, respond to and prevent child labour, including ensuring that children safely removed from child labour are not replaced by others. These actions are part of Fairtrade International's Protection Policy for Children and Vulnerable Adults.

The scourge of child labour is deeply rooted in the many challenges faced by developing countries, including deep poverty and the vulnerabilities to an unjust and unfair global economy. Fairtrade believes that when businesses see decent livelihoods and social justice as normal rather than the exception it will fundamentally improve the situation of millions of small-scale farmers and workers, as well as that of their children and communities.

## ACTIVITY 5:

# CHILD LABOUR AND CHOCOLATE

### INTERNATIONAL LABOUR ORGANISATION

The International Labour Organisation sets 15 years (or 13 for light work) as the general minimum age to work and the minimum age for hazardous work at 18 years (16 under certain strict conditions). It provides for the possibility of initially setting the general minimum age at 14 (or 12 for light work) where the economy and educational facilities are insufficiently developed, such as in developing countries.

- 2) Show statistics about chocolate and child labour in the world today

- **THERE ARE ABOUT 5 TO 6 MILLION COCOA FARMERS AROUND THE WORLD**

- **BETWEEN 40 TO 50 MILLION PEOPLE DEPEND ON COCOA FOR A LIVING**

- **THE WORLD'S COCOA GROWING REGIONS INCLUDE AFRICA, ASIA, CENTRAL AMERICA, SOUTH AMERICA - ALL ARE WITHIN 20 DEGREES OF THE EQUATOR**

- **70% OF ALL COCOA COMES FROM WEST AFRICA**

- **AN ESTIMATED 1.56 MILLION CHILDREN WORK IN COCOA PRODUCTION IN GHANA AND IVORY COAST ALONE**

- **CHOCOLATE IS A BUSINESS WORTH \$83 BILLION A YEAR, MAKING IT LARGER THAN THE TOTAL EARNINGS OF MORE THAN 130 COUNTRIES AROUND THE WORLD.**

- 3) Watch the 2min video

#### **The Home Delivery Service.**



Link <https://youtu.be/hJe4By2yurA>

- note, this is a challenging video produced with child actors from England, so worth reviewing by teacher in advance.

- 4) Debrief – In small groups, invite learners to make write down how they feel about the exercise and the video; in pairs, share their work. Invite them to update their notes during the discussion. Invite learners to share feedback with the group, and facilitate reactions to this process – what did they like/not like? What would they like to change?

- Reflection: identify which actions individuals can take to help reduce child poverty and limit child labour. Write up a list that the group may want to use/add to/act on.



## ACTIVITY 6:

# THE CONSUMER POWER GAME

This activity demonstrates the power that the class have as consumers.

### Learning Outcomes:

- The class will use graphs and percentages to display information, understand their power as consumers, be able to discuss the power behind their shopping choices
- Understand their power as consumers

### You will need:

- A coin or token for every child in the class
- A print-out or drawing of the boxes below

### MAIN ACTIVITY:

- 1) Ask the class who likes chocolate? Now, who has tried dark/milk/white chocolate? Did they like it?
- 2) They must now use their coin or token to show which one is their favourite by putting it in one of the boxes below. Which one would they spend their money on if they were to buy a whole bar?
- 3) Count how many coins or tokens are in each box.
- 4) Ask the class to show this information in a bar chart. Tell the class that you are now opening a (pretend) class shop together and you will be selling chocolate. You need to buy 200 bars to stock your shop but you are not sure which bars will sell best.
- 5) Using the data they have collected ask learners to recommend what *percentage* of the chocolate bars in the shop should be milk, dark and white chocolate. Ask them to show this on a pie chart.
- 6) How many of each chocolate bar should you stock? You could do the same task with a different class and combine the results. Ask learners to calculate

the new percentages of people who preferred milk, dark or white chocolate.

- How do these vary from their original results? Would this influence what they stocked in their shop?
  - How has consumer power affected which chocolate bars are stocked in the class shop? How could consumer power be used to get a better deal for farmers?
- 7) Lead a discussion about the potential impact of your school becoming a **Fairtrade school**; take notes, make the case to apply for or renew your status as a Fairtrade school and consider the steps involved. Establish a working group to take responsibility for this project.

For more:

- **Listen** to students on why they wanted to make change in their town and school in Castleisland.  
 Visit <https://youtu.be/EgasJ7OK6gM>
- **Be inspired** by teacher Paula Galvin's story and press clippings on how primary school students got creative in campaigning for their school and their town to achieve Fairtrade status in Clondalkin.  
Visit <https://developmenteducation.ie/feature/clondalkin-fairtrade-town-primary-school-students-campaign-for-fairtrade-town-status>
- **Download** the forms and check the 5 steps involved.  
Visit <https://www.fairtrade.ie/get-involved/fairtrade-schools/become-fairtrade-school>
- **Link in** with calendar events such as Fairtrade Fortnight, the International Year of the Elimination of Child Labour or the anniversary of the signing of the international treaty on climate change – the Paris Agreement.

MILK CHOCOLATE	WHITE CHOCOLATE	DARK CHOCOLATE

## REFLECTION ACTIVITY:

# CORONAVIRUS, THE PLANET AND ME

### The final reflection activity

Our choices are powerful. Their effects can reach far beyond us. They can help us shape the world we want. The daily decisions you make about what to eat, drink and wear affect the lives of people around the world – and the health of our planet.

Invite young people to read cocoa farmer and chocolate producer Alejandra Lemus' story from Honduras to spark a discussion to think about the challenges they might be faced as young people from Ireland with at the moment and into the near future – such as climate change, Covid-19, and how connected we are to each other across the planet.

#### What does the world you want to see look like?

Young people between are invited to share their vision of the world they want for farmers and workers worldwide, and the planet we share. Create your vision for the world you want, for the planet and everything on it.



Chocolate producers from the COAGRICSAL co-operative in Honduras. Photo by CLAC

**THE DAILY DECISIONS YOU MAKE ABOUT WHAT TO EAT, DRINK AND WEAR AFFECT THE LIVES OF PEOPLE AROUND THE WORLD – AND THE HEALTH OF OUR PLANET.**



**Fairtrade Ireland**

**Share your learning with us on Twitter by tagging**

@Fairtrade\_ie

#ChooseTheWorldYouWant!

[fairtrade.ie](https://www.fairtrade.ie)

#### Credits

Produced in 2021 by Fairtrade Ireland. This action guide is based on the findings of the report *Craving a Change in Chocolate How to secure a living income for cocoa farmers*, produced by Fairtrade Ireland in 2020. With special thanks to colleagues in Fairtrade UK for adapting educational materials as part of this guide, Fairtrade Africa, the Latin American and Caribbean Network of Fair Trade Small Producers and Workers (CLAC), Fairtrade International and to the hundreds of schools and communities that continue to inspire us and drive change in communities across Ireland. With thanks to photographers Peter Caton, CLAC, Chris Terry, Dominique Fofanah and Yaw Okyere Darko.

# MEET THE FARMER AND CHOCOLATE PRODUCER: ALEJANDRA LEMUS

HANDOUT



Alejandra Lemus is in charge of production in the COAGRICAL cooperative factory in Honduras. Photo by CLAC

A cooperative in Honduras is a striking example of the power of collective action to respond to one of the biggest challenges farmers face today – climate change.

Together, the cooperative and its 2000 members have planted more than 1.5 million trees and are leading a revival of cocoa production, response to the droughts and disease that climate change is bringing to coffee.

Marlene Soriano, the COAGRICAL cooperative's administrator explains that the

“coop members continue to suffer huge losses in coffee, from the coffee tree rust fungus, irregular rains, prolonged dry periods, all directly related to climate change. We realized that we needed to diversify to avoid depending only on coffee, and cocoa can grow in many of the places that coffee is most affected. Cocoa is more resistant to the changes in the climate, and the market prices are more stable. For our farmers, cocoa represents a more reliable future, and it's better for the climate.”

The cooperative's members got behind the plan and decided to use the Fairtrade Premium to partly fund the nurseries for the grafted, gourmet cocoa plants. Over the course of five years, they planted more than 1.2 million cocoa trees and 300,000 canopy trees to shade the cocoa.

As well as diversifying, they also decided to move up the value chain and start producing their own brand of chocolate. In 2019, they opened their new, state of the art factory, one of the largest in Latin America. It is run almost entirely by young women – an indication of the cooperative's commitment to inclusiveness and equal participation.

Alejandra Lemus, 24, is in charge of production in the factory.

“Most of these sorts of jobs are [usually] given to men. But, when I arrived here I saw that women are highly valued here. Fairtrade promotes more inclusivity for women. Here, women have many of the admin and decision-making jobs. Really, I think that in the society that we live in, it's not so easy to achieve things like this.”






Alejandra is in charge of production in the factory. She has a team of other young women operating machines, producing cocoa liquor and chocolate bars, in a huge spotless factory hall. Xol processes both organic and conventional cocoa.

Across the globe, Fairtrade certified cooperatives are taking collective action and using their Fairtrade Premium to invest in their businesses, and jointly tackle the challenges they face. From preserving biodiversity in the fragile wetlands of Panama to cupping and coffee roasting training for farmers at Indonesia's first all-women coffee cooperative, and most recently, enabling cooperatives to act quickly to support their members and wider communities through the COVID-19 crisis – the actions they take are as diverse as the farmers and the cooperatives themselves.

*This story is based on CLAC's news story, COAGRICAL produces chocolate for the future in Honduras*

# ALL OF US IN THE MOVEMENT FOR FAIRTRADE WANT TO SEE A FAIRER AND MORE JUST WORLD AND WE ARE SURE YOU FEEL THE SAME.

Here we share some ideas on what actions you and your friends, family and neighbourhood can do as part of a democracy actions, supporting learning journeys and citizen actions for a just world.

<p><b>Talk about it</b></p> <p>Use the information in this guide and on <a href="http://www.fairtrade.ie">http://www.fairtrade.ie</a> to prepare a one page 'fact sheet' on why thinking and acting Fairtrade is important and tell friends and family about the difference Fairtrade makes</p> 	<p><b>Share your vision of the world you want</b></p> <p>Create your vision for the world you want for the planet and for everything on it. Share your artwork, prose, poem or film by tagging us on twitter</p> <p>@Fairtrade_ie</p> <p>#ChooseTheWorldYouWant!</p> 	<p><b>Cocoa trees grow in countries with tropical climates</b></p> <p>Find out what fruit grows in Ireland. With an adult, make a plan to grow your own</p> 
<p><b>Investigate it</b></p> <p>Write a 1-page report about a company's website or social media and their awareness of Fairtrade and its benefits, and how they tackle issues such as child poverty, child labour and climate change.</p> <ul style="list-style-type: none"> <li>• Exploding Tree, Clonakilty, Cork <a href="https://explodingtree.com/about/ghana">https://explodingtree.com/about/ghana</a></li> <li>• Tony's Chocolonely <a href="https://tonyschocolonely.com/uk/en/our-mission">https://tonyschocolonely.com/uk/en/our-mission</a> - Sign their petition about slavery.</li> <li>• Lidl Way To Go! Chocolate <a href="https://www.lidl.ie/grocery-range/way-to-go-chocolate">https://www.lidl.ie/grocery-range/way-to-go-chocolate</a></li> </ul> <p>Write to a company – one of these or pick another one – with details of your findings.</p> 	<p><b>ACTION IDEAS ON CHOCOLATE, CHILD LABOUR AND CHANGE</b></p> 	<p><b>Use Google Maps or an Atlas to travel around the world</b></p> <p>Can you find a country where cocoa grows?</p> <p>Check the temperature in that country today. What was the temperature in that country 50 years ago? How has it changed?</p> 
<p><b>Is your school a Fairtrade School?</b></p> <p>If not, why not explore how it might become one?</p> <p>For inspiration, visit <a href="https://www.fairtrade.ie/get-involved/fairtrade-schools/">https://www.fairtrade.ie/get-involved/fairtrade-schools/</a> and <a href="https://www.youtube.com/watch?v=EgasJ7OK6gM">https://www.youtube.com/watch?v=EgasJ7OK6gM</a></p> 		<p><b>Find out how Fairtrade is responding to the Covid-19 crisis</b></p> <p>Explore and highlight stories and news about the lives of farmers and businesses across the world.</p> <p>Visit <a href="https://www.fairtrade.net/about/fairtradetogether-covid-19-updates">https://www.fairtrade.net/about/fairtradetogether-covid-19-updates</a></p> 



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Registered charity number CHY11264

**Cover photo:** Cocoa farmer Beatrice Boakye works with the Asuadai co-operative based in Ghana. Photo by Yaw Okyere Darko