Child Labor and Fair Trade

FAIR TRADE SCHOOLS

Differentiated Lesson Plans for Grades 6-12
Overview of Lesson Series

*Fair Trade Schools is a recognition program for schools, grades K-12, demonstrating their commitment to Fair Trade. Through this program, we seek to engage future generations in making a difference through their purchases and understanding Fair Trade within larger global issues. In our globally connected world, the concepts of environmental and economic justice, as well as fair treatment of those less fortunate, are imperative for students to learn.*

*Fair Trade Campaigns is a powerful grassroots movement mobilizing thousands of conscious consumers and Fair Trade advocates on campuses and in communities across the U.S. We are part of a global effort to normalize Fair Trade as an institutional practice and consumer preference across 24 countries and on 6 continents.*

These lessons were developed in partnership with, and incorporate original content developed by, Creative Change Educational Solutions.

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Table of Contents and Lesson Sequence

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<thead>
<tr>
<th>Lesson/Activity</th>
<th>Description</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>A) How do you define ‘work’?</td>
<td>Students review a list of duties and ‘work’ common for children (e.g., babysitting or a restaurant job), identify which they have done, and the financial/personal benefits or drawbacks.</td>
<td>15 minutes</td>
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<tr>
<td>B) The Lives of Child Workers</td>
<td>Students view a video about forms of child labor, assess ways the work is helping or harming children and families, and discover reasons why some children work instead of going to school.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>C) The Story of Two Chocolates</td>
<td>Students compare and contrast the ‘life stories’ of two different chocolate bars with an emphasis on the role of child labor.</td>
<td>20 minutes</td>
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<tr>
<td>D) Reading Selection: Why do children work?</td>
<td>A reading selection explains the factors driving child labor (particularly in the cocoa industry), and introduces Fair Trade as an alternative. As an assessment, students evaluate and alter ads to provide more of the ‘hidden story’ behind the product.</td>
<td>At least 45 minutes</td>
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</tbody>
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Document Structure

This document contains Teacher Notes followed by complete student materials for all activities. You can print and copy the student pages as desired.

For greatest impact, we suggest using the complete document in sequence. If you have less time, here are some strategies for selecting activities:

- Use Activity A as a ‘hook’ to engage students in the topic, and then continue with your relevant course materials.
- Use the reading selection to supplement your textbook and introduce different perspectives.
- Use the culminating activities as the basis of projects – assuming students have the background knowledge.

Regardless of your strategy, ensure you allow adequate time for debriefing, assessment, and closure. For additional guidance, please see An Educator’s Guide to Fair Trade.
Teacher Notes

Guiding Questions

- How do you define ‘work’?
- What are the different types of work children perform in different parts of the world?
- How can we differentiate between work that helps children, families, and communities, and work that is dangerous or otherwise harmful?
- Why do some children work in dangerous and harmful conditions?
- How can our purchasing decisions make a difference?

Concepts/Vocabulary

See An Educator’s Guide to Fair Trade for a Master Vocabulary List with terms you may want to introduce or review.

Background and Prerequisite Learning

It’s not uncommon for children to ‘work’. Chores, babysitting, helping on family farms, restaurant jobs, and paper routes may all be considered work. In contrast is ‘child labor,’ defined by the International Labor Organization (ilo.org) as “work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them.”

Work that does not have negative impacts on children’s well-being and education can be positive as it may contribute to family incomes, potentially enabling the family to pay for education.

The ILO estimates that there are around 168 million child laborers in the world, and around half of them work in hazardous conditions. The 1999 ILO Convention on the Worst Forms of Child Labor (No. 182) calls for “immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.” These worst forms (applicable to those younger than 18) include:

1. all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
2. the use, procuring or offering of a child for prostitution, for the production of pornography or pornographic performances;
3. the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
4. work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

The U.S. ratified the Convention in 1999.
References and Sources for Readings

- International Labour Organization
- U.S. Department of Labor Fact Sheet, Child Labor in Ghana
- Article on child labor in the chocolate industry
- The History Channel offers additional resources on the history of child labor in the U.S., including children in the coal mines
- The United Nations offers background information at the global level

Resources on Fair Trade and Child Labor:

- Fairtrade International
- Fair Trade USA
- Huffington Post article

Outcomes and Assessments/Activities

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Assessment/Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Students will understand that:</strong></td>
<td><strong>Students demonstrate learning as they:</strong></td>
</tr>
<tr>
<td>- Children all over the world perform different types of ‘work,’ ranging from household duties to paid jobs.</td>
<td>- Develop a definition of work.</td>
</tr>
<tr>
<td>- Child labor varies in terms of payment and benefits/impacts on children, families, and communities.</td>
<td>- Identify the impacts of different types of work on children, families and communities.</td>
</tr>
<tr>
<td>- The ‘worst forms’ of child labor are those that are exploitive, forced, and dangerous to children’s health and wellbeing. According to the United Nations, these include “slavery, trafficking, debt bondage and other forms of forced labour, forced recruitment of children for use in armed conflict, prostitution and pornography, and illicit activities.”</td>
<td>- Describe causes of some of the ‘worst forms’ of child labor.</td>
</tr>
<tr>
<td>- One cause of exploitive child labor is the lack of family-supporting jobs for adults.</td>
<td>- Increase consumer awareness of child labor issues through the medium of advertising.</td>
</tr>
<tr>
<td>- Consumers have a role in ending child labor by choosing products certified to be free of child labor.</td>
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</tbody>
</table>
### Common Core English Language Arts Anchor Standards

#### Reading Grades 6-12

**Key Ideas and Details**
1. Read closely to determine what the text explicitly says and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Activity C)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details. (Activities C and D)
3. Analyze how individuals, events & ideas develop and interact within the text. (Activity D)

**Craft and Structure**
6. Assess how point of view or purpose shapes the content and style of a text. (Activity E)

**Integration of Knowledge and Ideas**
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (Activity E)

#### Writing Grades 6-12

**Production and Distribution of Writing**
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Activities A & E)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Activities B, C & E)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (Activity C)

#### Speaking and Listening Grades 6-12

**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. (Activities A & B)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (Activities B & E)

#### Language 6-12

**Vocabulary Acquisition and Use**
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. (Activity D)

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**Materials and preparation:**

- Preview the five videos for Activity B and select the ones you want students to view. Select at least two so that students can compare and contrast them.
Activity Procedures
Self-explanatory directions for each activity are provided within the student pages. This section contains additional guidance for each activity.

Activity A: How do you define ‘work’?

Directions:
- Have students complete the table about their work experiences as noted in the directions. Using the discussion questions, help students identify which aspects of work can benefit or potentially harm them. Students will apply this in Activity B.

Activity B: The Story of Child Workers

Directions:
- Assign the videos to students to watch at home and/or in class (if you have tablets or laptops). Option: place students in groups and assign each group a video. You may need headphones if done in class.
- Students should use the graphic organizer that follows the videos to take notes on three things:
  - Why the child or children are working.
  - Ways the job is helping the child, their families or the community.
  - Ways the job is hurting the child, their families or the community.
- Have students report out and then identify patterns or conclusions about child labor. Examples:
  - Not all forms of child labor are the same.
  - Children and families don’t always have a choice about child labor.
  - Child labor can interfere with the child’s education.

Activity C: The Story of Two Chocolates

Directions:
- Have students complete the reading selection. Note that all students should read “Where chocolate comes from.” Students can then read one or both of the cocoa stories.
- Students will then complete the compare/contrast diagram on the following page. Have students read the text titled “A Different Set of Rules: Fair Trade.” This introduces new vocabulary associated with Fair Trade. Apply checks for understanding as needed.
- Suggestion: Have students work in pairs, with each student focusing on story 1 or 2. See An Educator’s Guide to Fair Trade for additional reading strategies.
Activity D: Reading Selection: Is Child Labor Working?

Directions:
- Using your preferred reading strategy, have students complete one or both parts of the reading selection (Part 1: Child Labor in the Cocoa Industry and/or Part 2: The Fair Trade Approach). As needed, provide support for student comprehension and vocabulary. (See An Educator’s Guide to Fair Trade for suggestions.
- The assessment activity “Talking Back to Ads” provides a creative way for students to demonstrate comprehension. Begin by reviewing the introduction and clarifying the purpose of advertising. Ask students to consider whether ads tell the full story about a product, and why creators of ads would include and/or omit information.
- Using the question prompt provided, have students review the sample ad, which was created by a student. Sample points students may raise:
  - The ad is critiquing labor practices.
  - In the ad, the consumer is reflecting on a different decision they could make.
  - The ad then suggests another possibility to consider.
- Review the directions and criteria for creating an ad and assign the students to work individually, in groups, or pairs. As possible, allow students to use different forms of media.
- Have students share and showcase their work by posting the ads or compiling them in a class website.

Student materials follow.
**Activity A: How do you define ‘work’?**

What does it mean to ‘work’? Does it mean a paid job? Chores around the house? School work? In this activity, you will explore the different interpretations of the work.

**Directions:** Review the list of activities below and check the ones you have done. Check off if you are or were paid for the activity and note whether you consider it work.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Were/are you paid?</th>
<th>Do you consider it work? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babysitting children in your family</td>
<td></td>
<td></td>
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<tr>
<td>Babysitting other people’s children</td>
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<tr>
<td>Helping around the house (laundry, cooking, cleaning, mowing the lawn, etc.)</td>
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<tr>
<td>Helping with a family business, such as a restaurant, shop or farm</td>
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<td></td>
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<tr>
<td>Working at a business not associated with your family (ex: fast food restaurant, retail store)</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
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**Discussion questions:**
- Overall, which experiences benefitted you the most? Explain why.
- Which experiences benefitted you the least? Explain why.
**Activity B: The Lives of Child Workers**

**Introduction:**
It’s not uncommon for children to work. Chores, babysitting, helping on family farms, restaurant jobs, and paper routes may all be considered work. If the work does not interfere with a child’s health or education, these jobs can contribute to family income or help the child learn work skills for the future.

In contrast is the practice of ‘child labor.’ The International Labor Organization (ILO) defines child labor as “work that children should not be doing because they are too young to work, or – if they are old enough to work – because it is dangerous or otherwise unsuitable for them.” For example, in the early 20th century, children as young as 10 worked in potentially dangerous coal mines.

The ILO estimates that there are around 168 million child laborers in the world, and around half of them work in hazardous conditions. Child labor can also prevent a child from going to school, limiting their opportunities for the future.

In this activity, you will further explore the concept of work through stories about child labor in different parts of the world. (‘Labor’ is another word for work.)
Directions:
1. Below are five videos about child labor. View the video(s) as directed by your teacher.
2. As you watch the videos, use the graphic organizer on to take notes about three things:
   a. Why the child or children are working.
   b. Ways the job is helping the child, their families or the community.
   c. Ways the job is hurting the child, their families or the community.
3. Afterwards, you will compare your responses with other students as directed by your teacher.

Video 1: The story of **Yacinta from Tanzania**, who dropped out of school and left her family to work at age 13. (The video was produced by **Camfed**, an international organization dedicated to educating girls in Africa.) (Time: 3:58)

Video 2: The story of **several children from India** who work in home-based businesses to provide income for the family. (Time: 2:59)

Video 3: The story of **a teenage girl on the Asgaard Family Farm** in Au Sable Forks, NY. (Time: 3:00)

Video 4: The story of **child labor on U.S. farms** and how it has changed over time. (Time: 5:41)

<table>
<thead>
<tr>
<th>Why is the child/children working in this video?</th>
<th>In what ways is the work helping the child, their families or the community?</th>
<th>In what ways is the work hurting the child, their families or the community?</th>
</tr>
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<tbody>
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</table>
Activity C: The Story of Two Chocolates

What comes to mind when think about chocolate and children? Kids enjoying a candy bar or an ice cream cone on a hot day? For some children, chocolate is not a treat, but a form of work. In some parts of the world, children grow and harvest cocoa, the plant from which chocolate is made.

In this activity, you will explore two different ways cocoa is grown and how this impacts child labor.

**Directions:**
Read the paragraph(s) as directed by your teacher and complete the compare/contrast activity on the following page.

**Where chocolate comes from**
All chocolate is made from cocoa beans, which grow in pods on trees in tropical climates. Most cocoa is grown in Africa, Latin America, and Southeast Asia. One cocoa pod has about 50 beans and it takes about 50 beans to make a two-ounce chocolate bar. The cocoa trees are grown on farms and workers harvest the pods by hand.
The story of cocoa 1:

This cocoa was grown on a farm in the Ivory Coast in West Africa. Most of the farm workers are young boys, about 12 years old, who perform dangerous tasks such as using sharp tools and applying pesticides without necessary protection. Most of these children do not go to school. According to the U.S. Department of Labor (which monitors labor practices around the world), some children are also forced into this work as a form of slavery. Cocoa is grown using synthetic fertilizers and pesticides in order to have a large crop; this can create health hazards for the workers. Most of the money went to the processing company, advertising, distribution, and the store that sold the chocolate. Only a fraction of the price will reach the farmers.

The story of cocoa 2:

This cocoa was grown on a farm that is part of a cooperative. A cooperative is a group of farmers who own their own land and join together to build a business that they manage and control themselves. The farmers take extra time to meet, organize their business, and make decisions such as the price of their cocoa and their wages. Child labor is prohibited on these farms. The farmers earn enough money to support their families and send their children to school. The chocolate made from this cocoa may cost a little bit more.
Comparing and Contrasting Labor Practices

Directions:
1. Review the stories of each cocoa on the prior page and enter text excerpts that describe the labor practices.
2. Then complete the questions below as directed by your teacher.

Cocoa 1         Cocoa 2

Discussion questions:
- Who benefits from cocoa 1? Who is negatively impacted?
- Who benefits from cocoa 2? Who is negatively impacted?
- Do you think it’s worth paying a little more for cocoa 2?
Activity D: Reading Selection: Is Child Labor Working?

Part 1: Child Labor in the Cocoa Industry

West Africa is the source of 70 percent of the world's cocoa, and child labor plays a large role in the production. More than 2 million children in the Ivory Coast and Ghana are working in extremely hazardous conditions or working in place of going to school.

Three main factors contribute to the prevalence of child labor in the West African cocoa industry:

- **Poverty:** Farmers don't make enough to support their business. Cocoa farmers in West Africa can earn as little as $0.25-$0.50 a day, and are stuck in deep cycles of poverty. Cocoa prices are low, yields are low, and farmers are unable to pay for adult laborers, thus leaving them with no choice but to use their children as labor.

- **Limited Access to Education:** There is a dramatic shortage of schools and teachers in West Africa. Even where schools exist, many families can't afford necessary school-related expenses such as tuition, uniforms, and books.

- **Lack of Enforcement:** While there are laws prohibiting child labor in West Africa, the extreme prevalence of child labor, combined with overextended governments tasked with addressing many difficult issues, truly limits enforcement of these laws.

Learn more about child labor on cocoa farms in this article (with video).

Part 2: The Fair Trade Approach

Across the world, people are taking steps to reduce or eliminate child labor. For example, governments are working to strengthen enforcement of the ILO’s Convention on the Worst Forms of Child Labor. This international agreement, passed in 1999, calls for “immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.” As reported in Fortune magazine, the cocoa industry is now working on its 2010 pledge to reduce child labor in the Ivory Coast and Ghana by 70 percent by 2020.

Some cocoa producers are using a very different approach to business called Fair Trade. Fair Trade is an approach to global business that emphasizes ethical treatment of workers, wages that support families, and environmental protections.

Fair Trade aims to address the root causes of child labor by:

- Helping farmers earn a more stable income, so they can invest in their farms and hire adult workers.
- Providing communities with a financial premium that they can invest in things like education.
- Ensuring the strict standards that prohibit the use of child labor are monitored and enforced.
The Fair Trade Approach (cont.)

Of these, the most unique to Fair Trade is the ability to provide farmers with the resources to invest in education through a program called the Community Development Premium. For every metric ton of Fair Trade cocoa sold, farmers earn additional income (the premium) to invest in farm and community projects. Farmers vote to spend these funds on important needs like school tuition, lunch programs, and in some cases entirely new schools.

Learn more about Fair Trade farms in this video:
Life on a Fairtrade Cocoa Farm from Fairtrade America (Time: 4:17)
Activity D: Talking Back to Ads

Background
What is the purpose of advertising? What kind of information is provided in an ad? In this activity, you will evaluate and alter an ad so that it tells the bigger story about the labor and working conditions behind the product – the story that’s not in the ad itself. You’ll look at an example and then create your own using the directions that follow the sample ad.

Example 1

Next time, consider a shirt or pants that are certified Fair Trade. Fair Trade labels tells you that the person who made the clothes received worked in safe conditions and earned additional money to support their families and communities. You’ll feel good, and they will, too.

Example 1 explanation: This student chose an ad for children’s clothing. The original ad only pictured the child and the hat/shirt text below the child. But the student added the thought bubbles. What is the bigger story about labor the student is trying to communicate? What does the student want the viewer to know?
Directions to make your own ad:

1. Select an ad for a product of your choosing.
2. Research how the product is manufactured. You can Google ‘[item name] labor practices.’
3. Alter the ad to communicate something that is not in the ad, and that you think the consumer needs to know. Use words, phrases, sentences, or other pictures. You can cut out words and pictures from a magazine, create them on a computer, or write them directly on the ad.

Criteria:

- Your altered ad should communicate something about labor practices.
- Use facts and include the source of your evidence.
- Along with your altered ad, invite the reader to consider alternatives within the ad, or in additional text you add. For example, example 1 invites readers to consider an ethically produced, Fair Trade product.
APPENDIX A: Resource List

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PAGE 9
- VIDEO *Yacinta’s Story: 'The lengths I went to get an education'*. Retrieved from https://youtu.be/2kHrEjKPuhg
- VIDEO *Small Farm Rising - Family Farm Chores*. Retrieved from https://youtu.be/GRMs0hq5lck

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- **VIDEO** Life on a Fairtrade Cocoa Farm. Retrieved from [https://youtu.be/eXBLDSxfgxc](https://youtu.be/eXBLDSxfgxc)