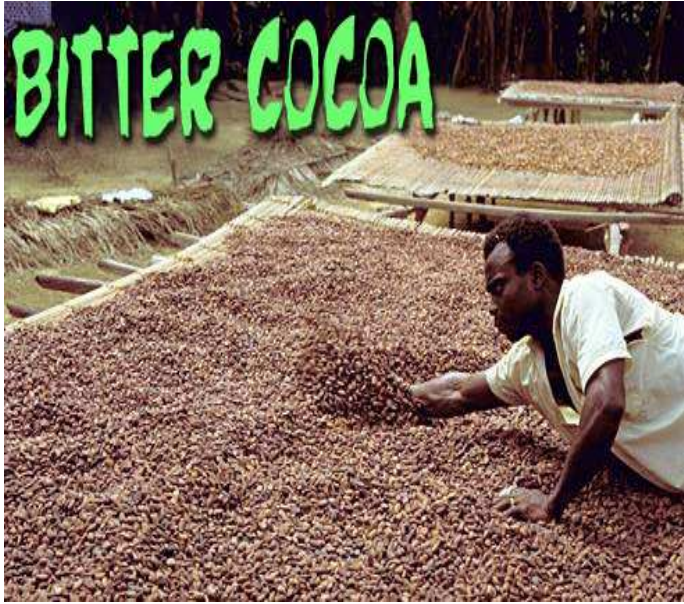


TEACHER'S GUIDE



Suggested Level	Secondary 1-2 (7 th -8 th Grades)
Length	Approximately 45 minutes.
Subjects	English, language of instruction.
Broad Areas of Learning	Environmental awareness and consumer rights and responsibilities.
Focuses of Development	Awareness of social, economical and ethical aspects of consumption.
Educational Aim	To make students aware of the working conditions in the cocoa industry in Ghana and elsewhere in the world. To make students aware of the alternatives that are available for consumers.
Subject-Specific Competencies	To write self-expressive, narrative and information-based texts
Cross-Curricular Competencies	To use information

Background Information

One of the major causes in the difference of distribution of wealth between rich and poor countries is due to the unfair conditions of the international trade market. Why is it that workers in cocoa plantations in Ghana, working 7 days a week, 365 days a year and often more than 15 hours a day are not able to feed their families? These workers live in conditions close to slavery. And why is the situation similar for workers in cocoa fields elsewhere in the world?

Instructions

Have the students read the text on the everyday life of a young Ghanaian. Then have them write a short letter (200 words) to Brandon, the story's narrator, to express their feelings about his situation and to point out that things are changing with the fair trade system. Students will submit their letter to their teacher who may send them to the In-Terre-Actif Network so that they can be published on the Web site.



▶▶▶ To learn more about the subject, you may wish to consult the following sources and propose them to your students:

In-Terre-Actif Network: www.in-terre-actif.com/english/show.php?id=2752

Transfair: www.transfair.org

Équiterre (in french only): www.equiterre.org/equitable/informer/cacao.html

Fairtrade: www.fairtrade.org.uk/pr260702.htm

AN INITIATIVE OF THE
In-Terre-Actif Network of the Comité de Solidarité/Trois-Rivières



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