

School Works!

Child Labour, The Right to Education and FAIRTRADE

Primary School Resource Pack



Acknowledgements

We would like to acknowledge CESESMA for its work with the children from Santa Marta and Guadelupe in the *Sharing Our Lives* project. It is on their life stories and photographs that the accounts of Roberto, Azalia, Nestor, Yilbert and Brenda Scarleth herein are based.

Information contained in this pack has been drawn from a wide variety of sources including CESESMA and the *Sharing Our Lives* project, UNESCO, ILO, IPEC, UNICEF, The Irish Coalition for the Global Campaign for Education, School is the Best Place to Work, The FAIRTRADE Foundation, FAIRTRADE Mark Ireland, UN Food and Agriculture Organisation, Delaware City Coffee Company, Trócaire Lenten Campaign 2006 and CECOCAFEN.

We would like to thank the teachers and children who contributed to this pack either by writing lesson plans, piloting lesson plans or providing feedback on the materials.

A final note of thanks goes to Liz Morris and Niamh McGuirk for their tireless work in compiling and editing the materials.

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Design and Printing

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INTRODUCTION

Over two hundred million children are involved in child labour worldwide. Many work in hazardous situations and conditions; working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. These children are everywhere but are invisible as they toil as domestic servants in homes, labour behind the walls of workshops or hide from view in plantations. These children are among the most vulnerable in the world. They are being deprived of their childhood and their basic rights.

In particular, they are being deprived of the right to education. Without an education these children are caught up in a vicious cycle of poverty and exploitation. At an individual level, lacking the basic skills of reading and writing, mathematics and language they are not afforded the opportunity to realise their talents and ambitions. At a social level, lack of education can limit community participation and economic prosperity.

There are many reasons for their situation but none that can justify it. Everyone has a responsibility to uphold the rights of others, everyone can play a role in the elimination of child labour. Many organisations promote access to education and work towards the elimination of child labour. One such organisation is FAIRTRADE, which provides a market for goods and pays producers and workers a fair price. This reduces the pressure on families to send their children to work and means that more children can spend time in school and on learning outside school.

As teachers, our role is to inform ourselves of these issues, highlight them and raise awareness of them among the children we teach and together proactively work to support its elimination. This INTO pack is designed to assist teachers in this role.

ABOUT SCHOOL WORKS!

This pack, *School Works!*, is the work of a collaborative Education Rights Development project between the INTO and CESESMA (Centre for Education in Health and the Environment) in Matagalpa, Nicaragua, supported by funding from Irish Aid. The project focuses on three inter-related developmental issues, with special relevance to teachers, children and young adults in both societies: Child Labour, the Right to Education and FAIRTRADE.

A group of practising primary school teachers formed the project's working group with responsibility for researching and designing the materials in this pack. These teachers who formed the working group have many years teaching experience across a wide range of primary school settings. They have collective experience in pre-service and in-service teacher-training, course-design and delivery. They also share experience in writing and developing teaching guides and resource material for educational and other publishers, international developmental agencies, and for the INTO.

The materials are informed by the working group's study trip to CESESMA in July 2006. The group's itinerary was co-ordinated by CESESMA and the INTO Professional Development Unit. The itinerary focused on CESESMA's *Sharing Our Lives* project. This project involved two groups of children from Santa Marta and Guadalupe schools, many of whom are involved in child labour, writing and drawing about their lives. The group met these children and their CESESMA community workers, visited local schools to meet with teachers and children, met with school cluster representatives, with representatives of the Nicaraguan Teachers' Union (ANDEN), with Ministry of Education representatives, local politicians, local FAIRTRADE associations and local education activists. The visit also included visits to several coffee plantations and an overnight stay with families working on one such plantation.

On return to Ireland, the children's stories were translated and, combined with some of their photographs, now form the basis for the composite

ABOUT SCHOOL WORKS!

stories in this pack, lending a unique and authentic voice to the lessons. Given the significant impact visual images have, care has been taken to ensure that the images used preserve the dignity of the subjects. A balanced selection of images has been used to convey diversity of people and situations and a context has been provided for all the images used.

The lessons all follow closely the Primary School Curriculum, and both curriculum aims and specific lesson objectives are highlighted at the start of each lesson. Integration, when such occurs, is also suggested in order to help teachers to identify possibilities for cross-curricular learning. The lessons are presented in clear step-by-step format, and reflect the progressive and developmental nature of the pack. Specific curricular aims and general objectives targeted in this pack are listed below.

Lessons may be taught sequentially, or teachers might prefer to plan to teach the units to coincide with those appropriate days or weeks marked by specific programmes or festivals. For example the units on child labour might be taught in the weeks leading up to International Day Against Child Labour on 12th June. The units on FAIRTRADE might be planned for that fortnight in spring when posters, promotions and advertisements encourage people to make a difference to the lives of producers in the developing world by supporting FAIRTRADE.

SCHOOL WORKS! AND THE PRIMARY SCHOOL CURRICULUM

This pack directly supports the following specific aims and general objectives from the curriculum:

Specific aims

- To enable children to come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically
- To enable children to develop a respect for cultural difference, an appreciation of civic responsibility, and an understanding of the social dimension of life, past and present
- To enable children to develop skills and understanding in order to study their world and its inhabitants and appreciate the interrelationships between them
- To enable children to develop personally and socially and to relate to others with understanding and respect

General objectives

- To develop a positive awareness of self, a sensitivity towards other people, and a respect for the rights, views and feelings of others
- To develop self-discipline, a sense of personal and social responsibility, and an awareness of socially and morally acceptable behaviour
- To develop the capacity to make ethical judgements informed by the tradition and ethos of the school

Reference:

Primary School Curriculum, Introduction, 1999, pp34 – 35

CURRICULUM AREAS COVERED BY *SCHOOL WORKS!*

CLASS LEVEL	LESSON	CURRICULUM AREA	STRAND	STRAND UNIT
Junior / Senior Infant Classes UNIT 1	Background to Nicaragua: Getting to Know Roberto (Lessons 1 and 2)	Geography	Human environments	People and places in other areas
Junior / Senior Infant Classes UNIT 2	Child Labour: Helping at Home	Geography	Human environments	Living in the local community – people at work
Junior / Senior Infant Classes UNIT 3	The Right to Education: Drawing Together	English	Oral language	Emotional and imaginative development through language
Junior / Senior Infant Classes UNIT 4	FAIRTRADE: Let's Be Fair and Share	SPHE	Myself and others Myself and the wider world	Relating to others Developing citizenship
First / Second Classes UNIT 1	Background to Nicaragua: Similarities and Differences	Geography	Human environments	People and places in other areas
First / Second Classes UNIT 2	Child Labour: Odd Jobs (Lessons 1 and 2)	English Geography	Oral language Human environments	Developing cognitive abilities through language People and places in other areas
First / Second Classes UNIT 3	The Right to Education: The A – Z of Going to School (Lessons 1 and 2)	English SPHE	Oral language; Reading; Writing Myself	Competence and confidence in using language Self-identity – making decisions
First / Second Classes UNIT 4	FAIRTRADE: Banana in My Lunchbox (Lessons 1 and 2)	Science	Living things	Plants and animals – processes of life
Third / Fourth Classes UNIT 1	Background to Nicaragua: More Similarities and Differences	Geography	Human environments	People and other lands
Third / Fourth Classes UNIT 2	Child Labour: Children's Work (Pre-lesson Activity, Lessons 1 and 2)	English SPHE	Oral language Myself and the wider world	Developing cognitive abilities through language Developing citizenship – local and wider communities
Third / Fourth Classes UNIT 3	The Right to Education: The Importance of School (Lessons 1 and 2)	SPHE Visual Arts	Myself and the wider world Clay	Developing citizenship – local and wider communities Developing form in clay Looking and responding
Third / Fourth Classes UNIT 4	FAIRTRADE: Is it Fair? Introduction to FAIRTRADE	SPHE	Myself and the wider world	Developing citizenship – local and wider communities
Fifth / Sixth Classes UNIT 1	Background to Nicaragua: Getting to Know Nicaragua (Lessons 1 and 2)	Geography	Human environments Natural environments	People and other lands – an environment in a non-European country, Trade and development issues Physical features of Europe and the world
Fifth / Sixth Classes UNIT 2	Child Labour: Causes and Consequences of Child Labour	SPHE	Myself and the wider world	Developing citizenship – National, European and wider communities
Fifth / Sixth Classes UNIT 3	The Right to Education: Links to Learning - The Chains That Bind	Geography	Human environments	People and other lands – an environment in non-European country Trade and development issues – development and aid
Fifth / Sixth Classes UNIT 4	FAIRTRADE: Coffee – Make it Fair (Lessons 1 and 2)	Geography SPHE	Human environments Myself and the wider world	People and other lands – an environment in a non-European country Developing citizenship – National, European and wider communities

CESESMA

CESESMA, the Centre for Education in Health and the Environment, is an independent non-government organisation working with children and young people in the coffee-growing area of northern Nicaragua. Here dependence on coffee production leads to a high incidence of child labour and associated social problems. CESESMA is a team made up almost entirely of Nicaraguans, most of them local people. Although CESESMA depend on overseas support and solidarity to fund their work, it is self-governing and independent of any external agency.

The challenge

Some of the world's finest coffee is grown in the remote mountains of northern Nicaragua. The Nicaraguan coffee industry employs many thousands of child workers who work long hours every day in difficult and dangerous conditions, receiving little or no payment for their efforts. Almost all drop out of school early. Some have no opportunity to go to school at all. The globalised coffee market has little respect for the rights, much less the dreams, of these children. The consequence is unemployment, hunger and destitution in these remote mountain communities.

An alternative vision of rural community education

CESESMA is developing a new approach to community education, designed in response to the reality lived by children and young people working in Nicaragua's coffee zone. It is founded on the rights established in the Convention on the Rights of the Child, ratified by Nicaragua in 1990. This approach supports children and young people in developing new skills and capacities which enable them to take on an active role, working for change and transformation at a personal, family and community level. Primarily focused on the children and young people themselves, CESESMA's skilled team of local community educators also works in partnership with parents, teachers, community leaders and others.

This educational strategy enables the young people to move from creative activity, reflection and analysis to the search for solutions and planning of joint community action to confront and transform their challenging and exploitative situation.

Source Harry Shier, CESESMA

For more information see www.cesesma.org



Working group and some members of CESESMA

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BACKGROUND INFORMATION ON NICARAGUA

Nicaragua, or República de Nicaragua, is in Central America, often called Latin America. It is bordered on the north by Honduras and to the south by Costa Rica. Its western coastline is on the Pacific Ocean, while the east side of the country is on the Caribbean Sea. With an estimated population in 2008 of 5 785 846, and a density of 47 per sq km, the Republic of Nicaragua is the largest but most sparsely populated country of Central America. It covers a total area of 129 494 square kilometres and contains a variety of climates and terrains. More than two-thirds of the country's population is concentrated on the western side of the country. In the mountainous central region, coffee plantations dominate the slopes. To the east the roads built to transport the coffee harvest gradually disappear and terraced hillsides give way to tropical rainforest. The Pan-American Highway, running north from capital city Managua, is the country's best-kept road and a vital link for the transportation of agricultural produce.

The country's name comes from 'Nicarao', the name of the Náhuatl-speaking tribe that lived on the Pacific coast and on the shores of Lago de Nicaragua in 2000 BC and 'agua' (water) because of large lakes such as Lago de Nicaragua and Lago de Managua (once called Xolotlán) as well as lagoons and rivers. Lago de Nicaragua and Lago de Managua are freshwater lakes joined by the Río Tipitapa. Lake Nicaragua is the largest body of freshwater in Latin America. Several large islands lie in the lake and Ometepe, the biggest, has two volcanoes. Nicaraguans claim it also has the only freshwater sharks in the world.

Ruled over by Chief Nicarao when the first conquerors arrived, this people's culture and language were probably influenced by the Aztec and the Mayan kingdoms to the north. Náhuatl (pronounced na-wha-til) was widely spoken and remnants of the Náhuatl language are found in the Spanish spoken by 97% of present-day Nicaraguans. Unlike their Mayan neighbours, these original Nicaraguans didn't leave any striking monuments or written history.

Spanish Colonisation

The Spanish colonial empire didn't expand into Nicaragua until the early sixteenth century when the conquistadors met three indigenous groups: the Nicaíndios, the Chorotegano and the Chontal. Often at war with one another, the caciques or tribal leaders didn't unite to repel the Spanish invaders and therefore allowed the Spanish to establish themselves.

Independence

Spain didn't withdraw from Central America until 1821, when Nicaragua and four other Central American states declared their independence on 15th September, now Independence Day in Nicaragua. They later became part of the Mexican empire but broke away in 1823 and formed the United Provinces of Central America. Nicaragua's flag was adopted in 1908 from that of the United Provinces of Central America.

The United States and Nicaragua

In 1838 Nicaragua left the union and, less than twenty years later a US adventurer, William Walker, invaded the country, declaring himself president and English the official language. The US established control over the Nicaraguan economy, crushed a people's uprising and remained in the country until forced to leave by the successful military campaign led by César Augusto Sandino whose resistance to US imperialism made him a national hero.

The Somoza period

Following the assassination of Sandino in 1934, Nicaragua was plunged into forty years of repression and violence as the dictatorship of Anastasio Somoza took hold, with American support. Somoza, who had ordered the assassination of Sandino, was himself assassinated in 1956 and was succeeded as president by his son Luis, and

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by another son, Anastasio Somoza Debayle, in 1967. The extended Somoza family ruled Nicaragua with an iron fist, exiling political enemies and amassing a family fortune, even diverting much of the international aid sent to the country when an earthquake destroyed Managua in 1972. In the same year, President Somoza turned over power to a civilian junta. A presidential election was held in 1974, and Somoza was elected to a six-year-term.

The Sandinistas

In 1961, inspired by the Cuban revolution, the Frente Sandinista de Liberación Nacional (FSLN) was formed by Carlos Fonseca, Tomás Borge and Silvio Mayorga in Honduras. When the FSLN launched an offensive in 1979, Somoza fled the country after seven weeks of fierce fighting and the Sandinistas assumed power, under the leadership of Daniel Ortega. The new revolutionary government was immensely popular and gave priority to the basic economic and social needs of the people. A National Literacy Crusade launched in 1980 took 100 000 volunteers into the countryside, giving people the opportunity to learn to read and write. Within a year the illiteracy rate fell from fifty to thirteen percent. Free education became available as primary and second-level schools were built. Medical students and nurses taught people how to build latrines and to clean wells, infant mortality was halved and polio eradicated.

Counter-revolution and the victory of Chamorro

Attempts to redistribute land and wealth unleashed a hostile response from the United States which in 1981 under President Ronald Reagan suspended US aid, imposing crippling sanctions and financing, training and arming the 'Contras'. The US government spent \$300m to support this notorious terrorist force, in a sustained campaign to overthrow the fledgling democracy. This intervention financed a vicious

civil war which claimed the lives of up to 50 000 people.

Although the World Court ruled that the US war against Nicaragua was in violation of international law, the US refused to accept the jurisdiction of the Court or to pay the estimated £12 billion damage to the country's infrastructure. The sheer scale of the destruction inflicted completely destroyed the Nicaraguan economy and demoralised the war-weary electoral base of the Sandinistas.

Eleven years of Sandinista rule ended when Violetta Barrios de Chamorro led a coalition to victory in the 1990 elections and a succession of neo-liberal administrations, the most recent under the presidency of Enrique Bolanos, began to dismantle the achievements of the Sandinistas, transforming Nicaragua beyond recognition. Their support for radical economic reforms pushed a growing number of people below the poverty line and unemployment is still endemic. An estimated 70% of the population is unable to adequately feed and clothe itself and some 60% is out of work. Cuts in spending on health and education, the removal of food subsidies and the loss of agricultural credit combined to worsen the situation of the majority. In October 1998, when Hurricane Mitch struck the country, with days of torrential rain and winds of up to 200 miles per hour battering everything in sight, a team of Cuban doctors, experienced in disaster relief work, was refused entry by then President Arnaldo Aléman, who said that Nicaragua had enough medical expertise of its own to deal with the situation.

Elections 2006

In 2006, Daniel Ortega returned to power. He said he wanted to end 'savage capitalism', claimed that his revolutionary days were over, and that his main priority now is to secure foreign investment to help to ease poverty for the almost 80% of Nicaraguans living on \$2 a day, or less. Ortega

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took office in January 2007 and the US has pledged to work with his government 'based on their commitment to and actions in support of

Nicaragua's democratic future', according to a spokesman for the White House National Security Council.

Map of Nicaragua



BACKGROUND INFORMATION ON NICARAGUA

Education in Nicaragua

A teacher's life in Nicaragua is similar in many ways to that of a teacher in Ireland. The main concerns are with the everyday business of teaching and learning, attainment and assessment, and generally caring for the education of the children. Schools have a two-year preschool cycle followed by a six-year mainstream cycle. Children are required to pass end-of-year exams to move up a grade. This, coupled with the reality that many children are absent from school because they must work and that there is no support-system for children with special educational needs, results in most classes of children having a wide range of ages and abilities. Children study five core subjects: Spanish, Maths, Science, Civics/History and PE. There is a high quality of education on offer despite a shortage of books and basic teaching and learning resources.

The structure of the educational system is markedly different to that in Ireland. There are two official layers of bureaucracy between the Ministry (Department) of Education and schools. Schools are organised into nuclei of between ten and thirteen schools. One principal is in charge of all the schools in the nucleus. This means that (s)he is likely to have to travel six to seven km between schools, either by bicycle or on foot. A teacher in each school is nominated to take responsibility for the school while the principal administers his/her cluster. School organisation is currently changing, with many clusters being organised into regional groupings for the administration of funding initiatives and curriculum development. The school year runs from January to October, with two months of holidays in November and December. Many schools are painted blue and white, to link with the national flag, and most school uniforms are also blue and white. Many teachers train on the job, especially in rural areas, due to teacher shortage and inadequate teacher training opportunities and facilities.

Although education is seen by many Nicaraguans in rural areas as one of the keys to change and development, access to schooling is not always a given. This can be due to economic factors – where coffee picking is the family's main source of income, children can be kept out of school from November to February to help with the coffee harvest in order to increase the family earnings.

Access to education in Nicaragua

Trócaire's Nicaragua campaign of 2006 revealed that some 800 000 children, out of a then population of some 5.6 million, are excluded from the education system. The campaign featured a nine-year-old boy, Jaime Ruiz, who had not managed to get past first class in primary school as every year he was forced to drop out of school in order to harvest coffee. Compulsory education is not enforced so it is perhaps surprising that the literacy rate, estimated at 80% in 2006, is quite so high.

According to most recent UNESCO figures (general information – education in Nicaragua) 15% of government spending, or 3.1% of GDP, goes to education and the pupil/teacher ratio in primary schools is 35:1.

The figures also show that:

- 52% of children are enrolled in pre-primary education
- 90% of girls and 90% of boys are in primary education
- 47% of girls and 40% of boys are in secondary education
- 73% of children complete a full course of primary education

Source UNESCO Institute for Statistics

Defining Child Labour

Not all work done by children should be classified as child labour that is to be targeted for elimination. Children's or adolescents' participation in work that does not affect their health and personal development, or interfere with their schooling, is generally regarded as being something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families; they provide them with skills and experience, and help to prepare them to be productive members of society during their adult life.

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
- 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.

In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age. Whether or not particular forms of 'work' can be called 'child labour' depends on the child's age, the type and hours of work performed, the conditions under which it is performed and the objectives pursued by individual countries. The answer varies from country to country, as well as among sectors within countries.

Some Definitions of Child Labour

Child Work:

Children's participation in economic activity, ie participation that does not negatively affect their health and development or interfere with education, can be positive. Light work is accepted for children from thirteen years and up (twelve years in developing countries.)

Child Labour:

This is more narrowly defined and refers to children working in contravention of the above standards ie work that interferes with the child's education, is dangerous or in other ways harms the physical, mental or social well-being of the child.

Worst Forms of Child Labour:

These involve children being enslaved, forcibly recruited, prostituted, trafficked, forced into illegal activities and exposed to hazardous work.

Bonded Labour:

This takes place when a family receives an advance payment to hand a child – boy or girl – over to an employer. In most cases the child cannot work off the debt, nor can the family raise enough money to buy the child back. The workplace is often structured so that 'expenses' and/or 'interest' may be deducted from a child's earnings in such amounts that it is almost impossible to repay the debt. In some cases, the labour is generational – that is, a child's grandparent or even great-grandparent was promised to an employer many years earlier, with the understanding that each generation would provide the employer with a new worker – often with no pay at all.

Slavery:

Slavery is when a child is sold or given away to somebody who forces him or her to work. Sometimes the parents give away their children to pay off old loans, sometimes they do it to put food on the table. Prostituted children are often traded in this way. Slavery is illegal in almost all countries.

CHILD LABOUR WORLDWIDE

More than two hundred million children are engaged in child labour (source: ILO). Of those, almost three-quarters work in hazardous situations or conditions: working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. These children are everywhere but are invisible, toiling as domestic servants in homes, labouring behind the walls of workshops or hidden from view in plantations.

Millions of girls work as domestic servants and unpaid household help and are especially vulnerable to exploitation and abuse. Millions of others work under horrific circumstances. They may be trafficked (1.2 million), forced into debt bondage or other forms of slavery (5.7 million), into prostitution and pornography (1.8 million), into participating in armed conflict (0.3 million) or into other illicit activities (0.6 million). However, the vast majority of child labourers – 70% or more – work in agriculture.

Statistics show that:

- The Asian and Pacific regions harbour the largest number of child workers in the five to fourteen-year-old age group, 127.3 million in total. (19% of children in the region work.)
- Sub-Saharan Africa has an estimated forty-eight million child workers. Almost one child in three (29%) below the age of fifteen works.
- Latin America and the Caribbean have approximately 17.4 million child workers. (16% of children in the region work).
- 15% of children work in the Middle East and in North Africa.
- Approximately 2.5 million children are working in industrialised and transition economies.

International Programme on the Elimination of Child Labour

The ILO's International Programme on the Elimination of Child Labour (IPEC) was created in 1992 with the overall goal of the progressive elimination of child labour. It aims to achieve this through strengthening the capacity of countries to deal with the problem and promoting a worldwide movement to combat child labour. IPEC has operations in some eighty-eight countries, with an annual expenditure on technical co-operation projects that reached over US\$74 million in 2006. It is the largest programme of its kind globally and the biggest single operational programme of the ILO.

The number and range of IPEC's partners have expanded over the years, and now include employers' and workers' organisations, other international and government agencies, private businesses, community-based organisations, NGOs, the media, parliamentarians, the judiciary, universities, religious groups and, of course, children and their families.

IPEC's work to eliminate child labour is an important facet of the ILO's Decent Work Agenda. Child labour not only prevents children from acquiring the skills and education they need for a better future, it also perpetuates poverty and affects national economies through losses in competitiveness, productivity and potential income. Withdrawing children from child labour, providing them with education and assisting their families with training and employment opportunities contribute directly to creating decent work for adults.

Sources International Labour Organisation (ILO) and UNICEF websites

CHILD LABOUR WORLDWIDE

Setting Target Group Priorities

While the goal of IPEC remains the prevention and elimination of all forms of child labour, the priority targets for immediate action are the worst forms of child labour. These are defined in the ILO Convention on the Worst Forms of Child Labour, 1999 (No. 182) as:

- 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
- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances
- 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
- 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 Importance of Education in the Elimination of Child Labour

The most effective approach to the elimination of child labour is the active involvement of children in education. Education provides children with knowledge and skills and ultimately the foundation for a better life not only in terms of employment opportunities but also in personal, social and health terms. Issues that create barriers to education in many developing countries include affordability, accessibility, and quality of education infrastructure and resources – including teachers. Many organisations focus on actively promoting and organising education initiatives to support vulnerable children access quality education.

Some of these organisations/campaigns include:

The Education For All (EFA) Movement

This movement was launched by UNESCO in 1990. It is a global commitment to providing quality basic education for all, not only children but also adults. Their initial commitment including a World Declaration of Education for All was reaffirmed in 2000 at the World Conference on Education for All in Dakar, Senegal. They identified six key education goals to meet the learning needs of all children by the year 2015.

For further information see www.unesco.org

Irish Coalition for the Global Campaign for Education

The Irish Coalition for the Global Campaign for Education was founded in 2000 and is a member of the Global Campaign for Education (GCE). The aim of GCE is ‘to mobilise public pressure on governments to fulfil their promises to provide free quality education for all’. It is an awareness-raising, human rights-based campaign working to raise awareness of the Education for All agreements in the education sector and in broader Irish society. Members of the GCE include various Irish NGOs and teacher unions. Each April GCE runs a Global Week of Action which officially highlights the Education for All goals and allows the public, especially schools, to participate in the campaign.

For further information see

www.campaignforeducation.ie

School is the Best Place to Work

'School is the Best Place to Work' campaign is run by the Alliance 2015 network of development organisations. Organisations of three European countries participate: Ireland, the Netherlands and Germany. Within Ireland, the campaign is supported by the Irish Congress of Trade Unions

CHILD LABOUR WORLDWIDE

and the teachers' unions (Association of Secondary Teachers of Ireland, Teachers' Union of Ireland and Irish National Teachers' Organisation). The campaign receives financial support from the European Union. The ultimate aim of 'School is the Best Place to Work' is to eliminate child labour through the provision of full-time formal education. The campaign calls on the governments of the Netherlands, Ireland and Germany and the European Union to:

- Create a coherent policy on the elimination of child labour linked to the provision of full-time, formal education for all children up to fourteen years of age.
- Ensure that European Union members work together to allocate at least 8% of Overseas Development Aid to formal primary education, including strategies to integrate all out-of-school children into the education system.
- Make provisions in Overseas Development Aid to ensure that girls and young children from vulnerable groups (including those living in absolute poverty) are integrated into the formal school system.

For further information see

www.schoolisthebestplacetowork.org

Educational Material on Child Labour

We acknowledge that this pack is one of many that explore the issues of child labour. One of the most relevant sources of educational material to inform teachers and to use with children is that produced by the International Programme on the Elimination of Child Labour (IPEC). These materials include:

- *The Invisible Child (2004)*. This is a basic brochure for teachers and educators on the issue of child labour with a focus on child domestic labour. It gives background information as well as practical and awareness-raising activities that would introduce the theme to pupils. This brochure can be downloaded on www.ilo.org/ipecc

- *Child Labour – An Information Kit for Teachers, Educators and their Organisation (2003)*.

This kit includes four books. Book 1 details the causes, nature and consequences of child labour, the rights of the child and the role of education in preventing and addressing child labour. Book 2 details the role of teachers and their organisations in combating child labour. Book 3 details IPEC's strategies in combating child labour through education. Book 4 is a user's guide to the kit. The kit can be downloaded on www.ilo.org/ipecc

- *SCREAM Stop Child Labour – Supporting Children's Rights through Education the Arts and the Media (2002)*. This pack consists of a series of booklets and a CD-ROM of photographs. While mostly suited to senior classes and teenagers it provides useful ideas that could be adapted to suit younger children. This pack is available from IPEC.

Other materials are widely available on the internet and can be sourced via a search engine. However, it is essential to evaluate all materials regarding their appropriateness, both at a curriculum level and at an age-appropriate level.



Preschool child in Nicaragua

CHILDREN WORKING IN NICARAGUA

Some of the main everyday jobs that children in rural Nicaragua do include gathering wood for the fire, hauling water, grinding corn for the tortillas, grinding coffee and child-minding. In the few relatively affluent areas, some children go door-to-door selling tortillas and coffee, products they also try to sell on the street in the villages and towns.

Going into the forest to gather wood is dangerous because of the poisonous snakes, particularly as the children are often barefoot or in flip flops. Another danger to be found in the forest is a worm that falls or crawls from the leaves and that can burrow into the scalp. It then forms pus-bumps that are extremely painful to remove. Usually wood is collected in the evening for use the next day as it is needed for cooking corn and beans in preparation for the morning. Tortillas and beans are staple foods in most households. The beans need a lot of boiling so much wood is needed.

Early morning work includes grinding the corn for the tortillas, using a small metal grinder fixed to the table. It is backbreaking work and children might grind corn for over an hour. This work starts before dawn (five am at the latest) and is done by candlelight in some parts of the countryside. The tortillas taste better the more the cornflour ground, and so it may be put through the grinder up to three times. The fire is used for roasting the coffee beans before grinding them. Ground coffee is sold in small plastic bags door-to-door or on the street, in anything from 100g to 500g amounts. Those people who can afford to buy it prefer their coffee to be freshly ground each day.

Hauling water is the other big job that most children have to do. Few houses, particularly those in rural areas, have a convenient source of water for washing or drinking. Therefore many people go to rivers and streams to bathe and do laundry. For cooking and drinking purposes, children haul the water either from the river or from the pump in the village square or community centre, which could be the chapel or the clinic. It wouldn't be

unusual to see children as young as ten struggling with twenty-litre buckets of water. Again this job is done barefoot or in flip flops and there is the ever-present danger of snakebite or of picking up parasites. In many cases the water is contaminated and has to be boiled, which means more wood needs to be collected. When the water is not boiled properly, people may get parasite-related sicknesses.

Minding children is the lot of many from a very early age. It is not uncommon to see five-year-olds carrying a younger brother or sister. Children are expected to watch out for the younger ones when parents have to go out to work, or when they go visiting.

One Child's Experience

'The coffee harvest takes place between November and February and is a labour-intensive industry, providing employment for tens of thousands of men, women and children. The children, some as young as six years old, help their parents during coffee picking time, when they are on holiday from school. The coffee beans have to be picked by hand because they all ripen at different times and the workers are paid according to what they pick – they earn 8 córdoba (45 cents) per 10kg basket. The work is hard, back-breaking and supervisors check the work, sometimes beating workers if they leave coffee beans on the plant or pick beans that are not ripe. Adult workers on privately-owned plantations get paid 29 córdoba (about ⇔ 1.50) for eight hours work a day, though sometimes they must travel to other plantations to work, leaving home at 2am and arriving home at 5pm'.

- from Jaime's Story, Trócaire Campaign 2006

This excerpt has been reproduced with kind permission from Trócaire.

For further information see www.trocaire.ie

CHILDREN WORKING IN NICARAGUA

Other Forms of Child Labour

Work on plantations and farms:

When the fruit and vegetable crops are ripe there is plenty of work to be done and many children are kept from going to school in order to work with their parents in the fields.

Street-vending, particularly in urban areas:

Many children work for or with their parents selling drinks, snacks, sweets, chewing gum etc on the streets in towns and cities. Some act as messengers for stall-holders. Other children shine shoes or wash car windows.

Pothole-filling:

Many of the roads in Nicaragua are very poorly maintained and contain many potholes. A lot of these roads are busy with heavy traffic. Children, using a variety of tools and sticks, fill the potholes in with earth and stones and then hold their hands out to passing motorists seeking payment for the service they have provided.

Work in offices and factories:

Some children do messenger work in offices, or tidying-up work in factories. Others work with and without machines, manufacturing goods for sale.

Domestic work:

Many girls are sent to work in the houses of people who are rich. They may have to work for up to ten hours a day and without the benefits that other workers enjoy.

Scavenging:

Some children go to the city's rubbish dump scavenging for odds and ends that might be useful or even valuable.



Some Reasons Why Children Work

- Inadequate employment opportunities for adults
- Inadequate income necessitates a variety of incomes to provide for family members, especially where families are large
- Some jobs require small hands and bodies (sewing, crawling in small spaces)
- Many agricultural jobs pay by the amount of produce picked, a system that encourages families to bring more children into the fields to help collect/pick produce
- It is cheaper for employers to pay small children and so jobs are often offered only to children and not to their parents; parents then have no choice but to let their children earn the family income
- Many families around the world are unfamiliar with the rights of their children and think that it is perfectly usual and acceptable to send children to work
- Girls are often kept at home to look after younger children and to do housework
- Families think that school won't help their children to survive and so they send children to work where they can make money to feed themselves and family members
- Migrant children don't live in one place long enough to attend school, instead these children work in the fields and factories with their parents
- Many poor families can't afford to send their children to school



BACKGROUND INFORMATION ON CHILDREN'S WORK IN TIMES GONE BY

Until relatively recently, most children around the world were expected – and often forced to – work as soon as they were ‘old enough’. The following are just some of the many jobs or positions held by children in times gone by:

Apprentices: ‘Lucky’ children who became apprentices in trades like stitching, carpentry or stone-masonry.

Chimney sweeps: Small children, sometimes as young as six-years-old, who crawled up chimneys and cleaned out the soot. They often worked twelve-hour days.

Newsies: Children, mostly boys, who sold newspapers on street corners.

Oyster shuckers, shrimp pickers and gillie boys: Children who helped the fishermen to cut fish, bait hooks, pull nets and pick shrimp.

Loblollies: Boys who were surgeons' assistants and worked on military ships.

Office boys: Young boys who sharpened pencils, stuffed envelopes, swept floors and did messages.

Powder monkeys: Boys who worked on warships and at forts, carrying gunpowder to the cannons during battle.

Street Vendors: Children who sold goods on city streets, eg vegetables, muffins, peanuts, sweets, hot corn, baskets, neckties etc.

Waterboys: Children who brought water to farm and construction crews while they worked.

Shoeshine boys: Boys who worked on streets shining the shoes of people passing by.

See BBC site on children at work in Victorian times
<http://www.bbc.co.uk/schools/victorians/standard/work/>



Azalia pulling beans



Nestor carrying water



TESTIMONY OF ARLEN OCHOA ALEMAN

I was born in the Matagalpa hospital on June 7 1985. I live in Las Delicias, a community of the Yasica Sur in the municipality of San Ramón.

I used to work on the coffee plantation when I was very small. We used to fertilise coffee or prune coffee bushes. At harvest time, I'd go pick coffee cherries with my mom and sister, now deceased. We'd work from six in the morning till five in the evening, all season long. We'd leave the house when it was still dark out, going to the 'El Renacer de San Miguel' hacienda, and it took us almost two hours to walk there. On the last pick of the coffee trees (when all the remaining cherries are picked regardless if they are ripe) we'd leave the farm even later, because we'd have to sort the green from red cherries.

We quit school to help my mother work in the fields because alone she couldn't make enough to feed us. A five-gallon container full of coffee cherries brought in five córdobas, and sometimes she'd pick five in a day. They'd pay every fortnight. When I worked with my sister we'd get fifteen córdobas a day.

By the time I was eight, I was already picking alone. I thought it was OK work, and I liked to help my mom keep up the home. But it was bad because we were little and those twelve-hour days were bad for our health. I think that's how my sister got sick and died. When it was raining we had to walk almost two hours to the plantation, and work while all wet and uncomfortable. And the food they gave us was terrible.

The hardest thing about it was that they were always yelling at us, saying we didn't know how to do anything, that we were worthless. That was depressing and affected our self-esteem. The same thing happened sometimes at home, with my mom yelling at me and hitting me for things I didn't do. I remember I felt so bad at times when she wouldn't believe me, I wanted to run away.

Study Opportunities

My first memories of school are not too pleasant. I was six-years-old when I entered first class and I didn't know anybody. My sisters were already in higher classes, so I was sad at first, but gradually made friends. I didn't get to know any males because at home I'd been told to only mix with the girls, because boys were very foolish. From first to fourth class I was at the Los Placeres primary school in Yasica Sur. Then I had to drop out because my mother didn't have enough money to buy school materials. Things got better when I started to work with the CESESMA project as they helped me through fifth and sixth class. My mom requested help from Guadalupe (Lupita), one of their case workers, and she managed to secure some support from CESESMA so I could get notebooks and pencils. That's how I was able to register anew.

When my sister died I was about to drop out completely. I was totally depressed because we had been inseparable, but I got it together and when I decided to return to classes they'd already been in session for three months. Guadalupe spoke to the teachers so they'd accept me, but I had to go to school in La Lima. I had to walk ten kilometers every day because in Las Delicias there was no sixth class.

Community Work

With support from CESESMA, we organized a group of boys and girls in the community to reflect on our rights. We also got into dance, crafts and other community service projects, and that's how I began to socialize and interact with other people. I also worked with parents, inviting them to meetings. They paid attention and now I know they support me, and that I mean something to them, to my community and to my family. I have learned about many issues which I've shared with my mother. She no longer scolds or hits me. On the contrary, now we sit down and chat like two friends. She always gives me advice, and I think it's usually pretty good.

TESTIMONY OF ARLEN OCHOA ALEMAN

New Stage in Life

I discovered my vocation as a teacher in the year 2000, when I was picking coffee and a girl asked me to help her teach pre-school kids for three months. I did it because I'd worked with children on farms and in workshops, so I had a lot of self-confidence. When I accepted that job as teacher I felt my life change. I'm currently working as a pre-school teacher at the La Cumplida hacienda, so I live outside my community. I've learned so many things, like working with children, coordinating with parents, even dance techniques to teach my students! I teach twenty-five kids at preschool level, sharing all the knowledge I've accumulated with CESESMA on such topics like gardening, health, environment and children's rights as found in the Labor Code.

This whole process has been so important for me, and I feel I've established a solid base of communication with both the kids and parents. When I do my lesson plans it's easier after studying with CESESMA, and I can use things like 'dynamic games', which they really like. In my community and where I teach they pay attention to what I do. With my salary I've been able to help my mother settle her debts, because no one from my home was working except my brother, but he only brought in enough to pay for food.

I think I'll continue with my studies and be able to make more money. I believe I can do it with the help of my family, putting my shoulder to the load, and always sharing what I learn each day.

Personal Satisfaction

When I see other kids still working in the coffee fields, I remember how I had it. One suffers physically and psychologically in that work, because mothers hit the kids and insult them if they don't want to go. What's more, there are dangerous animals in the plantations.

Children suffer psychologically too, because they get this idea they're loafers, disobedient and inconsiderate. This leaves a scar inside. It happened to me, and I know a lot of these kids don't value themselves for what they really are. For these reasons I think it's one of the worst forms of child labor.

The past has been left behind. Now I feel satisfied and happy. There was a time in my life when I thought I'd never get out of the fields, but I was wrong.

My life has changed greatly. I continue to work, but now in something I really like. I enjoy working and sharing what I've learned with children.



Arlen was interviewed by Harry Shier, CESESMA.

FAIRTRADE WORLDWIDE

'Before you finish eating your breakfast this morning you've depended on half the world. This is the way our universe is structured ...

We aren't going to have peace on earth until we recognize this basic fact.'

- Martin Luther King Jr

The experience of globalisation for some of the world's most vulnerable people has been increasing income inequality, job losses and environmental damage. FAIRTRADE pays producers a fair price for goods, giving consumers the opportunity to help redress the imbalance between rich and poor, and to break the poverty cycle. It has experienced increasing success in the past ten years.

The products, identifiable by a distinctive logo, are traded through an independent system that ensures fair prices and better conditions for the farmers and workers involved. Worldwide there are many thousands of FAIRTRADE Mark products and the range in Ireland is growing all the time.

One of the main benefits producers receive from trading with FAIRTRADE buyers is the financial guarantee it gives them when selling their crops. This allows flexibility to invest socially in their farms and in co-operative plantations. This social premium can be invested in education and local infrastructure allowing greater opportunities for workers' children to gain employment outside farming.

FAIRTRADE products include:

fresh fruit and juices	wines and beers	coffee
cocoa and chocolate	tea	herbs and spices
cotton products	honey	nuts and snacks
sugar and confectionary	preserves and spreads	flowers

FAIRTRADE MARK IRELAND

FAIRTRADE Mark Ireland is an independent charity that awards the FAIRTRADE Mark to products that meet international FAIRTRADE standards. It is supported by all the main developmental organisations and also by the Irish Congress of Trade Unions (ICTU). FAIRTRADE Mark Ireland is the Irish member of FAIRTRADE Labelling Organisations International (FLO), the organisation that sets standards and certifies producer groups as meeting these standards. In 2003, Clonakilty became Ireland's first FAIRTRADE town and now there is a move to get a similar status for Dublin, which would make

it Europe's first FAIRTRADE capital. In February 2008, there were thirty-one FAIRTRADE towns in Ireland with a further thirty towns working towards achieving FAIRTRADE status.



For further information see www.fairtrade.ie

BACKGROUND INFORMATION ON BANANAS

As the banana is a most popular item in children's lunchboxes and a FAIRTRADE product it is used as a focus in some of the lessons in this pack. The following background information is intended to support teachers' own knowledge about the banana. Further details to support the set of photographs on the Production Cycle of the Banana are given on page 41 of the First and Second Classes Lessons.

The banana is the most popular fruit and the fourth most important crop in the world, after rice, wheat and maize. It is a native fruit of tropical Asia. The top banana-producing nations are India, Brazil, China, Ecuador, Philippines, Indonesia, Costa Rica, Mexico, Thailand, Colombia and Burundi.

The banana's scientific name is 'musa sapientum'. It is not a tree, but a high herb which can grow up to fifteen metres high. It is a perennial plant that replaces itself. Its peak season is during the rainy season. Banana plants have one big, purple flower and each plant produces a single bunch of bananas. The time between the planting of a banana plant and the harvesting of the banana bunch ranges from nine months to one year. The flower appears in the sixth or seventh month. Bananas prefer a tropical, humid climate and require moist, rich, sandy soil and good drainage. The banana is nutritious, easily digestible and is a rich source of carbohydrates, phosphorus, calcium, potassium and Vitamin C. There are over one thousand varieties of banana.

Bananas in Nicaragua

Bananas were introduced to Nicaragua early in the colonial period. Initially, until a market appeared in the United States in the 1860s, bananas were destined mostly for local consumption. Small plots of the Gros Michael variety of banana were planted for export, but political turmoil and difficulties in establishing secure transportation routes hampered export. Nicaragua's large potential for this crop remained underdeveloped because US companies developed

banana production in neighbouring countries. Today bananas are Nicaragua's second largest agricultural product after coffee. It is the country's sixth largest export product after coffee, shrimp/lobster, tobacco, beef and sugar.

Interesting fact

'Banana Republic' is a pejorative term for a small, often Latin American or Caribbean country that is politically unstable, dependent on limited agriculture, and ruled by a small, wealthy and corrupt clique put in power by the United States government in conjunction with the CIA and the US business lobby. The term was coined by O Henry, an American humorist and short story writer.

Source UN Food and Agriculture Organisation – 2005



Photograph Credit: The FAIRTRADE Foundation



Photograph Credit: The FAIRTRADE Foundation

BACKGROUND INFORMATION ON COFFEE IN NICARAGUA

Coffee has been grown in the hills around Matagalpa in northern Nicaragua since the mid 1800s. The sale of coffee has dominated the Nicaraguan economy and has been Nicaragua's main export crop since the 1960s and provides a living for one-fifth of Nicaragua's population. Along with other key agricultural products such as sugarcane and bananas, it can suffer not only from fluctuations in the international market but also from environmental complications. In 2000 and 2001 international coffee prices fell to an all-time low and producers were receiving less than half the cost of production. Early seasonal or particularly heavy rains might see the entire crop rot on the bushes. Coffee is either grown on large plantations, many with absentee landlords, or on small co-operative plantations owned and worked by a small group of farmer-producers and their families.

Coffee Growing

The coffee shrub requires a frost-free climate, moderate rainfall and plenty of sunshine. The regions where coffee grows, known as 'origin regions' are grouped loosely in three geographical areas: the Americas, Africa and Arabia, and Indonesia. Within these regions, coffee grows in almost eighty different countries. It grows at altitudes ranging from sea level to 1830 m (6000 feet), in all sorts of different soils and microclimates.

The environment required for growing the best 'speciality' coffee is found only in select mountainous regions in the tropics, between the Tropics of Capricorn and Cancer. These coffee bean shrubs demand altitudes of between 1220m – 1830m (4000 – 6000 feet) to produce their wonderful flavours. They need an annual rainfall of about two hundred metres (eighty inches), with distinct rainy and dry seasons. The soil in which fine coffees grow must be extremely fertile, and is often volcanic. Regular mist and cloud cover are also necessary to protect the shrubs and their valuable cherries from overexposure to sunlight.

For such high quality coffee to thrive, year-round daytime temperatures must average sixty to seventy degrees, which by tropical standards is quite cool. The result is a longer, slower growth cycle, yielding beans that are denser and far more intense in flavour than their lower-grown neighbours. In some growing regions, most notably in Guatemala and in Costa Rica, beans are graded by elevation.

Coffee Processing

After the ripe cherries are picked, the beans must be extracted from within the cherry. There are four layers which separate the bean from the outer cherry: a tough shiny outer skin, a moist and sticky pulp of the fruit, a stiff parchment casing and the thin delicate silver skin which clings to the bean.

There are two methods used to extract the beans – the washed process and the dry process. The method used depends largely on the availability of fresh water, which is one of the most important determinants of coffee flavour.

The washed, or wet, method involves mechanically removing the pulp from the beans. After removing the pulp, top quality wet-processed coffees are transferred to large fermentation tanks. It is in the fermentation tanks that the sticky fruit swells and is released from the beans inside. Many first time plantation visitors are surprised to discover that these tanks of coffee smell like new-made wine. Fermentation lasts between twelve and thirty-six hours, depending on atmospheric conditions and on the nature of the coffee itself.

The path from ripe to rotten is short. If this stage is not stopped at the exact moment fermentation is complete, an entire batch of coffee can be ruined. Once fermentation is complete, the beans are washed free from the loosened fruit. The coffee beans, with the intact parchment layer, are left to dry on large patios. To ensure even drying, the beans must be raked and turned several times every day. Washed coffees are brighter and offer cleaner,

BACKGROUND INFORMATION ON COFFEE IN NICARAGUA

more consistent flavours than those processed by the dry method. Not surprisingly, the wet method predominates in Latin America, the very region whose coffees we associate with these characteristics. In more industrialised coffee-growing countries like Costa Rica, traditional wet processing is being replaced with a variation called ‘aqua-pulping’. With this method, the coffee is just depulped, rinsed, and dried. Sadly, such coffee can’t express the high notes and varietal characteristics of traditionally washed beans.

Dry-processed coffees (the type of processing focussed on in this pack, see *The Story of Coffee* in Unit 4 of the Fifth and Sixth Classes pack for comprehensive description of the process) are generally heavier bodied and more variable in flavour than wet-processed beans. Most Indonesian coffees are dry-processed, as are some of the more traditional coffees of Africa and Arabia.

Coffee Milling and Sorting

After being processed, coffee beans are milled to remove their stiff parchment and light, translucent silver skin. They are then sorted by size and density. At every step of the way, the milling and sorting processes work to bring similar beans together, and this is critically important to good roasting. Defects, which may include broken or unripe beans and small stones, twigs, or other foreign material, are also removed during milling and sorting.

Separated from defects and shed of their trappings, coffee beans are known to the trade as ‘green coffee.’ In truth, unadulterated ‘green’ beans range in colour from opalescent blue to a matte grey-green. Compared to roasted coffee, which has a shelf life that is measured in days, green coffee is fairly stable, with a shelf life of up to one year.

Source www.delawarecitycoffeecompany.com

CO-OPERATIVE PLANTATIONS AND FAIRTRADE IN NICARAGUA

Many co-operative plantations have FAIRTRADE accreditation. One of the major advantages of having FAIRTRADE accreditation is consistency of price received by the producers. Even if the international market goes down, the FAIRTRADE market remains constant so the producers can rely on an expected income

The Organisation of Northern Coffee Co-operatives (CECOCAFEN) is made up of eleven co-operative organisations representing two thousand small scale coffee producers. It sells coffee to the FAIRTRADE and international speciality coffee markets and has gained ‘top ten’ places each year in the internationally judged ‘Cup of Excellence’ for the outstanding quality of its coffee. All profits made are shared equally among the families on the co-operative plantations. CECOCAFEN, which also works on community-based agro-ecotourism projects, is run as a business dedicated to social change.

Blanca Rosa Molina, 2006 president of CECOCAFEN and producer, says:

‘For us FAIRTRADE means conserving and improving our land, it means looking after and improving the environment, it means improving the air that we breathe. It also means education for our children and access to health care for our families ... it means better opportunities above all for women, opportunities to organise and take decisions. FAIRTRADE means that producers and consumers work together for a better life. FAIRTRADE is more than just a question of money.’

For further information see www.cecocafen.com








Nestor carrying water



Nestor, his mum and his sisters

FIFTH / SIXTH CLASSES – OVERVIEW OF LESSONS

ALL UNITS	OPTIONAL: Interdependence and Globalisation (Lessons 1 and 2)							
	<p>Curriculum: Geography</p> <p>Strand: Human environments</p> <p>Strand Unit: Trade and development issues</p>							
UNIT 1	BACKGROUND TO NICARAGUA: Getting to Know Nicaragua (Lessons 1 and 2)							
	<p>Curriculum: Geography</p> <p>Strand: Human environments</p> <p>Strand Unit: People and other lands – an environment in a non-European country</p> <p>Strand Unit: Trade and development issues</p> <p>Strand: Natural environments</p> <p>Strand Unit: Physical features of Europe and the world</p> <p>Integration</p> <p>Curriculum: English</p> <p>Strand: Oral language</p> <p>Strand Unit: Receptiveness to language</p> <p>Strand Unit: Developing cognitive abilities through language</p>							
UNIT 2	CHILD LABOUR: Causes and Consequences of Child Labour							
	<p>Curriculum: SPHE</p> <p>Strand: Myself and the wider world</p> <p>Strand Unit: Developing citizenship – National, European and wider communities</p> <p>Integration</p> <table border="1" data-bbox="280 1048 1437 1249"> <thead> <tr> <th data-bbox="280 1048 855 1081">Integration</th> <th data-bbox="855 1048 1437 1081">Integration</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1088 855 1249"> <p>Curriculum: English</p> <p>Strand: Oral language</p> <p>Strand Unit: Emotional and imaginative development through language</p> </td> <td data-bbox="855 1088 1437 1249"> <p>Curriculum: Drama</p> <p>Strand: Drama to explore feelings, knowledge and ideas, leading to understanding</p> <p>Strand Unit: Exploring and making drama</p> </td> </tr> </tbody> </table>		Integration	Integration	<p>Curriculum: English</p> <p>Strand: Oral language</p> <p>Strand Unit: Emotional and imaginative development through language</p>	<p>Curriculum: Drama</p> <p>Strand: Drama to explore feelings, knowledge and ideas, leading to understanding</p> <p>Strand Unit: Exploring and making drama</p>		
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UNIT 3	THE RIGHT TO EDUCATION: Links to Learning - The Chains That Bind							
	<p>Curriculum: Geography</p> <p>Strand: Human environments</p> <p>Strand Unit: People and other lands – an environment in non-European country</p> <p>Strand Unit: Trade and development issues – development and aid</p> <p>Integration</p> <table border="1" data-bbox="280 1525 1437 1715"> <thead> <tr> <th data-bbox="280 1525 855 1559">Integration</th> <th data-bbox="855 1525 1437 1559">Integration</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 1565 855 1715"> <p>Curriculum: English</p> <p>Strand: Oral language</p> <p>Strand Unit: Emotional and imaginative development through language</p> </td> <td data-bbox="855 1565 1437 1715"> <p>Curriculum: SPHE</p> <p>Strand: Myself and the wider world</p> <p>Strand Unit: Developing citizenship</p> </td> </tr> </tbody> </table>		Integration	Integration	<p>Curriculum: English</p> <p>Strand: Oral language</p> <p>Strand Unit: Emotional and imaginative development through language</p>	<p>Curriculum: SPHE</p> <p>Strand: Myself and the wider world</p> <p>Strand Unit: Developing citizenship</p>		
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<p>Curriculum: English</p> <p>Strand: Oral language</p> <p>Strand Unit: Emotional and imaginative development through language</p>	<p>Curriculum: SPHE</p> <p>Strand: Myself and the wider world</p> <p>Strand Unit: Developing citizenship</p>							
UNIT 4	FAIRTRADE: Coffee – Make it Fair (Lessons 1 and 2)							
	<table border="1" data-bbox="280 1816 1437 2145"> <tbody> <tr> <td data-bbox="280 1816 855 1966"> <p>Curriculum: Geography</p> <p>Strand: Human environments</p> <p>Strand Unit: People and other lands – an environment in a non-European country</p> </td> <td data-bbox="855 1816 1437 1966"> <p>Curriculum: SPHE</p> <p>Strand: Myself and the wider world</p> <p>Strand Unit: Developing citizenship – National, European and wider communities</p> </td> </tr> <tr> <td colspan="2" data-bbox="280 1973 1437 2007">Integration</td> </tr> <tr> <td data-bbox="280 2022 855 2145"> <p>Curriculum: SPHE</p> <p>Strand: Myself and the wider world</p> <p>Strand Unit: Developing citizenship</p> </td> <td data-bbox="855 2022 1437 2145"> <p>Curriculum: Geography</p> <p>Strand: Human environments – an environment in a non-European country</p> <p>Strand Unit: Trade and development Issues</p> </td> </tr> </tbody> </table>		<p>Curriculum: Geography</p> <p>Strand: Human environments</p> <p>Strand Unit: People and other lands – an environment in a non-European country</p>	<p>Curriculum: SPHE</p> <p>Strand: Myself and the wider world</p> <p>Strand Unit: Developing citizenship – National, European and wider communities</p>	Integration		<p>Curriculum: SPHE</p> <p>Strand: Myself and the wider world</p> <p>Strand Unit: Developing citizenship</p>	<p>Curriculum: Geography</p> <p>Strand: Human environments – an environment in a non-European country</p> <p>Strand Unit: Trade and development Issues</p>
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Curriculum: Geography

Strand: Human environments

Strand Unit: Trade and development issues

Curriculum Objective:

1. Explore, through the study of some major world commodities, trade issues

Lesson Title: Interdependence and Globalisation, Lesson 1

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. List 'natural resources', 'agricultural goods', 'manufactured goods' and 'technological goods'
2. Identify, by locating on maps, where commodities originate

Resources:

- Four A4 sheets of paper
- World maps/atlasses
- Blank world map for each pupil (not included)
- Flipchart or white/blackboard

Lesson Preparation:

Part of the lesson requires that pupils should make a list of either a) where their clothes are made or b) where the foods/utensils they use for breakfast come from (see Step 1 in the Development section of this lesson). This might be set as a homework activity prior to the lesson.

Note: This lesson is an adaptation of a lesson devised by Michael Fantauzzo at

<http://www.frontiernet.net/~mikef/lessonplans/lessons.htm>

OPTIONAL LESSON 1

Interdependence and Globalisation, Lesson 1

Introduction

Step 1

Discuss the following terms to ensure understanding: see glossary at the end of the lesson for simple explanations

- natural resources
- agricultural goods
- manufactured goods
- technological goods
- import
- export

Step 2

Divide the class into four groups. Give each group an A4 sheet of paper with one of the following terms written on it: natural resources, agricultural goods, manufactured goods, technological goods.

Ask them to write examples of anything they are aware of, in use in Ireland (it doesn't have to be Irish) under their category (eg natural resources: coal, oil, iron ore; agricultural goods: cabbage, milk, bacon, potatoes, wheat; manufactured goods: clothes, hairspray, ready meals, shoes, toys; technological goods: computers, mobile phones, TVs, etc).

Step 3

Once their list is collated ask them to put an 'I' or an 'E' beside each item to indicate whether it is imported into Ireland or if we export it to other countries as well as producing it ourselves. Ask them what they notice and what they learned. Use prompt questions such as:

- Does Ireland import more than it exports?
- What are the main types of goods exported/imported?

Development

Step 1

Option A

Explain that Ireland now imports a lot of clothing. Ask the children to take out the list of the countries where their clothes are made (done previously). Compile a list of countries where clothes are made on the flipchart or white/blackboard using all responses. Ask them what they notice about the countries listed. Ask them why we import so many clothes from other countries.

Step 1

Option B

Ask the children to take out the list of the countries from where the foods and utensils they had/used for breakfast came (done previously). Compile a list of all the countries on the flipchart or white/blackboard using all the responses. Ask them to talk about the list and the countries on it.

Note: You may wish to use this quote from Martin Luther King Jr at the end of the activity if you chose Option B:

'Before you finish eating your breakfast this morning you've depended on half the world . . . We aren't going to have peace on earth until we recognize this basic fact.'

Step 2

Ask the children to consult their world maps/atlas to locate any of the countries mentioned that they are unfamiliar with. Using their blank world maps, ask them to draw a line from Ireland to the places from where the commodities they discussed above come. Again ask them what they noticed and what they learned.

OPTIONAL LESSON 1

Interdependence and Globalisation, Lesson 1

Conclusion

Ask why countries import and export. Explain that we import goods based on our needs and wants (Demand) depending on the costs and availability of such goods (Supply). Countries export as they have goods other countries need and can earn a profit by selling such goods to them. Ask what we should be thinking about when buying goods, especially imported goods – for example we might consider the conditions workers who produce the goods work under, the levels of chemicals used in the production of foodstuffs, the amount of energy used and pollution created by transporting the products to Ireland.

Glossary

- natural resources: resources occurring naturally on earth eg water, oil, iron ore, diamonds, coal
- agricultural goods: goods that are produced as a result of farming land or waterways eg milk, grains, rice, meat, coffee, sugar
- manufactured goods: goods that are made from raw materials through a process using tools or machinery and a certain degree of labour that changes their form eg shoes and handbags (made from cow-hide), clothes (made from cotton, silk, wool), cars (metal, plastic, rubber)
- technological goods: goods that are used by people to manufacture, create, organise and communicate eg machinery, computer hardware and software, phones, photocopier, car engines
- import: to bring any good or service into a country from another country usually as part of a trade arrangement
- export: to send any good or service from one country to another country usually as part of a trade arrangement



Curriculum: Geography

Strand: Human environments

Strand Unit: Trade and development issues

Curriculum Objective:

1. Explore, through the study of some major world commodities, trade issues

Lesson Title: Interdependence and Globalisation, Lesson 2

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Explain the terms 'interdependence' and 'globalisation'
2. Illustrate, through a mapping activity, how interdependence and globalisation affects countries

Resources:

- Six world maps
- Import/export details activity sheets, one per pupil
- Thirty-six coloured adhesive dots
- Six small balls of string/wool
- Six pairs of scissors
- Blu-tak

OPTIONAL LESSON 2

Interdependence and Globalisation, Lesson 2

Introduction**Step 1**

Explain to the children that they are going to look at the movement of certain goods between certain countries.

Step 2

Divide the class into six groups. Give each group a world map, a pair of scissors, a ball of wool/thread, six coloured adhesive dots and blu-tak. Give each pupil an import/export activity sheet.

Step 3

Ask each group to locate each of the six countries listed on the activity sheet on their world map and to mark each one by putting a coloured dot on it.

Development**Step 1**

Ask each group to study their import/export activity sheet and to identify the movement of the various goods. Ask them to show the movement of goods between countries by cutting a length of string/wool and using the blu-tak to join up the countries importing and exporting from each other. eg Japan exports cars and Ireland imports cars so join Ireland and Japan using the string; Nicaragua exports bananas and the United States imports bananas so join Nicaragua and the United States. When all of the groups complete the activity, ask for comments/observations.

Step 2

Explain that when countries from around the world have many different relationships and connections, such as those involved in importing and exporting, with lots of other countries, it is described as globalisation. Ask children if they can identify any other global relationships/connections.

Explain that countries become dependent on one another for goods and services and that this situation is known as interdependence. Ask children to identify the interdependent trading relationships that emerged from their activity.

Step 3

Ask pupils to consider the following scenarios and how they might affect each country and its interdependence on others:

- A hurricane devastating Nicaragua
- A war breaking out in Saudi Arabia
- An outbreak of foot-and-mouth disease in Ireland
- Discovery of huge oil reserves in Mexico
- A ban on smoking everywhere in the USA

Alternative Approach

This activity could be done individually or in pairs/groups with smaller copies of a world map, the import/export page and coloured pencils/markers and rulers.

Conclusion

Explain that the activity has shown the extent and importance of globalisation and interdependence. Acknowledge that changes in relationships between and within countries, including natural and man-made disasters, new discoveries and price increases, can cause tension in trading and may result in goods not being available or becoming cheaper/more expensive.

OPTIONAL LESSON 2

Activity Sheet: Interdependence and Globalisation, Lesson 2

Import / Export

<p style="text-align: center;">Malawi</p> <p>Imports: oil, medicines Exports: tobacco, tea</p>	<p style="text-align: center;">United States</p> <p>Imports: tobacco, bananas Exports: grain, oil</p>
<p style="text-align: center;">Japan</p> <p>Imports: alcohol, tea Exports: cars, computers</p>	<p style="text-align: center;">Nicaragua</p> <p>Imports: grain, textiles Exports: coffee, bananas</p>
<p style="text-align: center;">Saudi Arabia</p> <p>Imports: computers, beef Exports: medicines, textiles</p>	<p style="text-align: center;">Ireland</p> <p>Imports: coffee, cars Exports: alcohol, beef</p>

UNIT 1

BACKGROUND TO NICARAGUA

Getting to Know Nicaragua, Lesson 1

Curriculum: Geography

Strand: Human environments
Strand Unit: People and other lands – an environment in a non-European country*

Strand: Natural environments
Strand Unit: Physical features of Europe and the world

Curriculum Objectives:

1. Become familiar with the names and approximate location of a small number of major world physical features
2. Study some aspects of the environments and lives of people in another part of the world

Lesson Title: Getting to Know Nicaragua, Lesson 1

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Develop geographical skills and concepts through use of maps, globes and graphical skills
2. Use a variety of research skills to obtain information about Nicaragua
3. Collate and present this information

Resources:

- World map, possibly Peter's Projection wall map
- Atlases and/or encyclopaedias
- Internet access if available/other resource material on Nicaragua
- A3 sheets of paper
- Activity sheet (**optional**)
- Thread or wool, blu-tak

Depending on the resources available, this lesson could be conducted over a series of short lessons allowing children to access materials at home

*Note: Selecting Nicaragua as 'an environment in a non-European country' should be reflected in the school's curriculum plan for Geography for Fifth and Sixth Classes

Integration

Curriculum: English
Strand: Oral language
Strand Unit: Receptiveness to language
Strand Unit: Developing cognitive abilities through language

BACKGROUND TO NICARAGUA**Getting to Know Nicaragua, Lesson 1****Introduction****Step 1**

Brainstorm with the children about what they know, if anything, about Nicaragua and what they would like to know about a country if they were going to visit it – suggestions should be recorded and might include:

- situation of country – on which continent/neighbouring countries
- rivers/mountains/lakes
- currency/currencies used
- country flag/symbols
- animals/birds native to the country
- capital city
- language(s) spoken
- customs/traditions
- plants/flora of the country
- weather

Step 2

Locate Nicaragua on the world map and ask child to join Ireland and Nicaragua using thread or wool to connect the two countries.

Development**Step 1**

Divide the class into co-operative working groups and ask them to work as a team of researchers. Specific roles might be assigned to each member of the group – reader, recorder, reporter etc. Each group is assigned a particular topic as an investigative task. Topics picked will depend on available resources and might include:

- rivers, lakes, oceans
- mountains, volcanoes
- capital city, towns, provinces, neighbouring countries
- animals and plants
- peoples and languages
- currency and trade
- national symbols
- customs and traditions

Explain that groups should collate the information onto a poster (A3 sheet) and make a presentation to the class about their findings.

Step 2

Allow groups to work on their project, circulate, and encourage them with suggestions, affirmations etc.

Conclusion**Step 1**

Invite a member/the reporter from each group, or from the class as a whole, to make a presentation. Encourage non-group members to ask questions for clarification etc. Collated information may be displayed in assembly area or classroom.

Alternative Suggestion

Each pupil/pair of pupils might be given the ‘Getting to Know Nicaragua’ activity sheet and an atlas, and asked to match the answers to the questions.

**Integration**

Curriculum:	English
Strand:	Oral language
Strand Unit:	Receptiveness to language
Strand Unit:	Developing cognitive abilities through language

BACKGROUND TO NICARAGUA Activity Sheet: Getting to Know Nicaragua, Lesson 1

On which landmass is Nicaragua situated?	The Pan-American Highway
What language do most Nicaraguans speak?	Managua
What ocean lies to the west of Nicaragua?	Bananas, coffee, tobacco, maize
Name the largest lake in Nicaragua	Blue and white
What is the capital of Nicaragua?	North America and South America
What crops are grown in Nicaragua?	Latin or Central America
What is the name of the motorway running North/South through Nicaragua?	Lago de Managua
What colour is the Nicaraguan flag?	Isla de Ometepe
What is the staple food of most Nicaraguans?	The Pacific Ocean
Name the countries in Latin or Central America	Lago de Nicaragua
Name the large island in the middle of the largest lake	Spanish
What sea lies to the east of Nicaragua?	Mountainous
Latin or Central America lies between which two landmasses?	The Caribbean Sea
How would you describe the northern area of Nicaragua?	Beans and rice
Name the second largest lake in Nicaragua	Guatemala, Honduras, Costa Rica, Panama, El Salvador, Belize, Nicaragua

BACKGROUND TO NICARAGUA Answer Sheet: Getting to Know Nicaragua, Lesson 1

On which landmass is Nicaragua situated?	Latin or Central America
What language do most Nicaraguans speak?	Spanish
What ocean lies to the west of Nicaragua?	The Pacific Ocean
Name the largest lake in Nicaragua	Lago de Nicaragua
What is the capital of Nicaragua?	Managua
What crops are grown in Nicaragua?	Bananas, coffee, tobacco, maize
What is the name of the motorway running North/South through Nicaragua?	The Pan-American Highway
What colour is the Nicaraguan flag?	Blue and white
What is the staple food of most Nicaraguans?	Beans and rice
Name the countries in Latin or Central America	Guatemala, Honduras, Costa Rica, Panama, El Salvador, Belize, Nicaragua
Name the large island in the middle of the largest lake	Isla de Ometepe
What sea lies to the east of Nicaragua?	The Caribbean Sea
Latin or Central America lies between which two landmasses?	North America and South America
How would you describe the northern area of Nicaragua?	Mountainous
Name the second largest lake in Nicaragua	Lago de Managua

UNIT 1

BACKGROUND TO NICARAGUA

Getting to Know Nicaragua, Lesson 2

Curriculum: Geography

Strand: Human environments

Strand Unit: People and other lands – an environment in a non-European country

Strand Unit: Trade and development issues

Curriculum Objectives:

1. Study some aspects of the environments and lives of people in another part of the world
2. Explore, through the study of some major world commodities, trade issues

Lesson Title: Getting to Know Nicaragua, Lesson 2

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Recall the factual information about Nicaragua
2. Compare and contrast their lives with the life of a Nicaraguan child similar in age to their own age

Resources:

- World map, possibly Peter's Projection wall map
- Nestor's story (included in lesson)
- Photographs of Nestor, his mother and his sisters; Nestor carrying water; Nestor checking the oranges; Nestor's house
- Paper/copybooks

Integration

Curriculum: English

Strand: Oral language

Strand Unit: Receptiveness to language

Strand Unit: Developing cognitive abilities through language

BACKGROUND TO NICARAGUA

Getting to Know Nicaragua, Lesson 2

Introduction

Step 1

Brainstorm with the children facts about Nicaragua, asking them to draw on the work they completed during the previous lesson.

Step 2

Ask children to predict what living in Nicaragua is like, to say how they imagine it might be, and to say how it might compare to Ireland etc.

Development

Step 1

Before Nestor's story is read to the class, ask children to keep a brief record of 'points of interest'. 'Points of interest' may include aspects that reflect life in Nicaragua for Nestor.

Step 2

Write the key words (in Spanish and English) from the story on the board and explain their meaning. The children may take down the words in a list. When the children hear the key words in the story they may tick them in their list. The key words are:

1. **¡Hola! Mi nombre es Nestor**
(oh-la, me-nom-bray es Nestor: Hello, my name is Nestor)
2. **estancia**
(es-tan-see-a: plantation)
3. **servicio**
(ser-viz-ee-o: toilet)
4. **gallo pinto**
(guy-yo-pin-to: mixed dish of rice and beans)
5. **Señor Ramos**
(Sen-yore Ra-mos: Mr Ramos)
6. **el jefe**
(el-heh-fey: the boss)
7. **mercado**
(mer-ka-doh: market)

Step 3

Read Nestor's story to the class. If preferred, each child might be given a hard copy of the story.

Nestor's Story

¡Hola! Mi nombre es Nestor, (oh-la, me-nom-bray es Nestor) My name is Nestor. I am eleven years old. There are five in my family including my mother. My papa is dead. He got sick when spraying the coffee plants. I think it was from the chemicals in the spray, and so does my mother, but **Señor Ramos**, (Sen-yore Ra-mos: Mr Ramos) the plantation owner, said it was just because my father had smoked tobacco. Señor Ramos didn't give us any money in compensation like I've heard people get in Europe and in other places. Still, he said we could still live on the **estancia** (es-tan-see-a: plantation) if we kept working on his coffee plantation. We don't have any choice. We have nowhere else to go. It would be very difficult to get a home for our family anywhere else now we have no adult man to do the hard work.

Our plantation is high up in the northern mountain area of Nicaragua called Matagalpa. The nearest town of San Ramón itself is two hours away by bus so I don't go there very much. We live in a two-roomed house at the edge of the plantation; all the other houses are very near us. It's nice at night because you are never very far away from your cousins and friends and neighbours. You might find it hard to see our houses as they are on the side of very steep hills, and sheltered under trees and hidden by bushes. Some of the older people find it hard to climb up to our houses in the rains – once I hurt my leg and slipped in the mud and my sister had to pull me up to the house, it was so muddy and slippery.

Integration

Curriculum:	English
Strand:	Oral language
Strand Unit:	Receptiveness to language
Strand Unit:	Developing cognitive abilities through language

BACKGROUND TO NICARAGUA

Getting to Know Nicaragua, Lesson 2

The walls of our house are made with planks of wood, and there are sheets of corrugated iron on top to make a roof, I think this is called a 'galvanised roof' in some places, we call it 'zinc' here. My mother divided the long main room with a curtain and the small part is our kitchen now, the main part is where the family lives and where we sleep. Outside we have a pit-latrine toilet or **servicio** (ser-viz-ee-o: toilet), and we're lucky because it's not too far away from the house. Our teacher told us that houses in Ireland and England and France and Spain all had outdoor toilets like ours only fifty years ago. I hope we get indoor toilets one day, I don't like going outside to the toilet in the dark when it's raining and muddy and the branches drip down on your skin.

Every morning I get up very early, often it's still not bright. I (sometimes!) wash myself in a bucket of water one of us has carried from the river. I put on my school uniform and eat some tortilla and cold beans or rice. Sometimes my mother has sweet black coffee but not every day – we'd have to get the water, get the firewood to boil the water so it takes a lot of work to make it.

Our school is painted blue and white, just like our flag, and the classrooms are big because there can be forty children in the class. We sit at wooden tables or desks and the chairs are heavy with iron legs. I sit beside the boys and I don't like it if we have to sit beside the girls. Our teachers make lots of posters for the walls, and we decorate them too, with our pictures of birds and trees and heroes of our country. We use mops to clean the floors in the rooms, and the rest of the school too. Sometimes I practise playing the school drum. Most schools have a band and we love drumming. Every August there are local band competitions and all school bands take part in these. We have never won it but one day we hope to.

I walk to school even though it is almost one hour from the plantation. In the rainy season, when it rains all the time and the roads are broken and flooded, I sometimes can't go and then I have to stay at home. I can only go to school if my mother has enough money to buy a school uniform and shoes for me. You are allowed to go to school without a uniform but I wouldn't want to, I'd be too embarrassed. I'd prefer to stay at home.

We have a long school day, and I have to walk home when we finish, even though I am tired and would love to sit down and have a rest. I am the man of the house now, and when I get home, I get firewood for my mama and do some work on the plantation – maybe pruning the coffee plants or sometimes spraying them. Then I have my evening meal of **gallo pinto** (guy-yo-pin-to: mixed dish of rice and beans). This is our national dish and my favourite meal – it is made with beans and rice cooked together, and I love to eat it with tortilla. Sometimes we have fried chicken too, and that's my very favourite, but we don't have meat very often. We don't have vegetables very often either, but sometimes we eat potatoes, tomatoes, onions and carrots and some other vegetables like **quequisque** (ke-keys-kay: malanga/cocoyam) and **pipián** (pip-ee-an: from the squash family). We eat bananas growing on the trees that give shade to the coffee plants. They are really nice fried.

When the coffee is ready to be picked I can't go to school. I pick the cherries with my family all day, sometimes for twelve hours a day. My youngest sister, Ingrid, picks cherries too, even though she's only six years old and very small. But our mama needs us all to pick as much as we can since our father is not here to do the man's share of the picking. We get a meal of rice in the middle of the day. If we don't pick cherries we don't get paid and then we have no money. Each coffee picker on our plantation gets 25 cents for every box we pick – this box is about the size of your school bag, and it has to be filled to the top with coffee cherries. On the co-operative plantation on the far side of our mountain they get four times as much for their cherries as we do, but that's because they can keep all the money from selling the cherries. We only get what **Señor Ramos, el jefe** (el-heh-fey: the boss) gives us. And I think all he's interested in is the money he can make from the plantation.

Because Señor Ramos owns more than one plantation, he only comes to ours once a year. When he arrives in his big jeep he meets with Elias the plantation manager. If the money from the coffee cherries is down – and that can happen if it's a poor harvest and the cherries are no good, or it's too good a harvest and no one wants to pay full price for the coffee as there are so many people selling coffee at the **mercado** (mer-ka-doh: market) – el señor gets very cross. We hear him shout at Elias that he will have to work us harder or pay us less, or only give us half a bowl of rice for our mid-day meal – we only get that when we are picking anyway, we don't get it on any other days of the year!

My wishes for the future:

To be able to continue at school

To pass my exams (if I don't pass my end-of-year exam I can't move up to the next class)

To get to secondary school

To get a job

To earn enough money to buy some land where I can build a house, raise chickens, keep a cow for milk and give a home to my mother and brothers and sisters.

I hope you liked my story!

Sincerely yours,
Nestor (age 11)

Integration

Curriculum: English

Strand: Oral language

Strand Unit: Receptiveness to language

Strand Unit: Developing cognitive abilities through language

BACKGROUND TO NICARAGUA

Getting to Know Nicaragua, Lesson 2

Conclusion

Lead a discussion afterwards about Nestor’s life and try to establish how this life compares with their own lives using the following topics as a possible guide: home, jobs, school, weather, food, hopes and dreams etc.

Use the photographs of Nestor to support the discussion.

Suggested Extension Work

Provide the worksheet ‘My Typical Day’ (from 3rd/4th lesson pack) to complete using Nestor’s details.



Nestor checking the oranges

Integration

Curriculum: English
Strand: Oral language
Strand Unit: Receptiveness to language
Strand Unit: Developing cognitive abilities through language

UNIT 2 CHILD LABOUR Causes and Consequences of Child Labour

Curriculum: SPHE

Strand: Myself and the wider world
Strand Unit: Developing citizenship – National, European and wider communities

Curriculum Objective:

1. Examine how justice, fairness and equality may or may not be exemplified in a community

Lesson Title: Causes and Consequences of Child Labour

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Recognise the fact that children in the developing world often have no choice but to go to work, causing damage to their lives
2. Examine the causes and consequences of child labour through activities, reflection and discussion
3. List suggestions and debate suggestions as to what adults and children can do about child labour
4. Identify the meaning of ‘child labour’ and ‘children working’ and to understand the difference

Resources:

- Sets of statement cards
- Internet access (**optional**)

Additional/Optional Resources – (not included in pack)

- United Nations Convention on the Rights of the Child
- *Me, You and Everyone*: a Human Rights Education programme produced by *LIFT OFF*. (See www.liftoffschools.com)
- Video/DVD ‘Imagine’ available from Amnesty International (Irish Section)

Integration		Integration	
Curriculum:	English	Curriculum:	Drama
Strand:	Oral language	Strand:	Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit:	Emotional and imaginative development through language	Strand Unit:	Exploring and making drama

CHILD LABOUR Causes and Consequences of Child Labour

Introduction

Step 1

Optional

Ask the children to act out the ‘as if’ statements below:

- ... as if you were playing football on a very hot day
- ... as if you were carrying a bag full of heavy books
- ... as if you were breaking up rocks all day
- ... as if you were carrying a sack of coffee cherries on your shoulders
- ... as if you were stacking shelves in a supermarket all day
- ... as if you were falling asleep in class
- ... as if

Step 2

Ask the class the following:

- Can you remember/imagine a time when you felt exhausted?
- Were you allowed to rest?
- How would it feel if you had not been able to rest?
- If you were prevented from resting, how might that feel?

Step 3

Explain that the activities are a way of setting the scene for examining child labour in the world today.

Development

Step 1

Brainstorm with the class on what might be ‘good’ about child labour and then on what might be ‘bad’ about child labour. Explain that they are going to look at some of the reasons why many children, in some developing countries, work. At this point, clarify that while children in the class possibly would do some small/odd jobs around the house during the day, they may not consider these to be ‘work’, more as ‘helping the family’ or similar.

Step 2

Divide the class into five or six groups and distribute a set of statement cards to each group. Ask children to read the cards carefully, check for understanding and then ask children to place the cards in order, from bad to worse, ending with the option they believe to be worst.

Step 3

Initiate reflection on the activity. The following questions could be used:

- What did you think of the information on the cards as you read and talked about them?
- What feelings occurred to you as you thought about that information?

Step 4

Pose questions to initiate further discussion. The following questions might be used:

- Is it right that children should be sent to work? Why/why not?
- What might happen to families if the children didn’t go to work? How might things be different?
- Which might be the best outcome in your opinion: that child labour be abolished everywhere/or that child labour be regulated?*

*Regulated Child Labour would mean that working children’s hours and conditions would be agreed upon and inspected and examined to make sure that conditions were abided by, as happens with teenagers working in Ireland



Integration	Integration
Curriculum: English	Curriculum: Drama
Strand: Oral language	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit: Emotional and imaginative development through language	Strand Unit: Exploring and making drama

CHILD LABOUR Causes and Consequences of Child Labour

Conclusion

Step 1

Ask what adults and children can do about child labour, together and separately. The list below contains some suggestions that various groups have put forward – ask the children what they think, and ask for their own ideas and suggestions.

- Let other people know about child labour by talking about it
- Make posters so that others can learn about child labour too
- Find out more by visiting *Kids Can Free the Children* – a children's rights foundation that was created by a twelve-year-old Canadian boy
<http://www.freethechildren.com/index.php>
- Find out about, and avoid buying, items that might have been made by children in developing countries
- Consider buying FAIRTRADE products to help people to earn a fairer wage for themselves

INTO/Irish Aid Recommendation

The children should be encouraged to see sustainable development as a preferable alternative to charity. *'Sustainable Development Assistance aims to improve people's lives in a sustainable way over a longer period of time, helping them to move towards self-sufficiency, stability and independence.'*
- from *Our World, Our Future* p 49 [Irish Aid]

Suggested Extension

Work which could be used if the optional lessons on interdependence/globalisation were not used.

A useful activity is to ask the children to do an inventory of where some clothes are made – this would be best done with parental permission and co-operation. It could be done in school but preferably at home with parents' /guardians' help. When the information is gathered, ask the children to locate the countries named on a world map. Ask them if they notice anything ie which countries/area is most represented. (For more information on how and where most of our clothes are made see: <http://www.cleanclothes.org/index.htm>)


Research on Child Labour

If the class wished to research the issues around child labour in depth, the following websites might prove useful
Research Lewis Hine (<http://www.historyplace.com/unitedstates/childlabor/>) and Iqbal Masih (www.childrensworld.org) on the internet as models of people who did something to create awareness of the effects of child labour on children.
Read *Iqbal*, the novel by Francesco D'Adamo, published by Simon & Schuster, 2004; ISBN 0 689 83768 2 (pbk)

The following are particularly useful websites that support and extend the subject matter:

- <http://www.historyplace.com/unitedstates/childlabor/>
- http://nhs.needham.k12.ma.us//cur/Baker_00/2002_p7/ak_p7/childlabor.html
- <http://www.bbc.co.uk/schools/victorians/standard/work/>
- <http://www.schoolisthebestplacetowork.org/>
- <http://www.rethinkingschools.org/archive/> (search 'child labour' esp. Vols. 17:2 and 18:4)
- <http://www.freethechildren.com/index.php>
- http://www.un.org/works/goingon/labor/lessonplan_labor.html

There are sets of lesson plans from the Child Labour Public Education Project available on what UNICEF calls 'The Worst Forms of Child Labour' (Hazardous Child Labour, Child Slavery, Child Soldiers, Trafficking etc) at http://www.continuetolearn.uiowa.edu/laborctr/child_labor/materials/k-12.html

	Integration	Integration
	Curriculum: English	Curriculum: Drama
	Strand: Oral language	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
	Strand Unit: Emotional and imaginative development through language	Strand Unit: Exploring and making drama

CHILD LABOUR

Activity Sheet: Causes and Consequences of Child Labour

Statement Cards: Causes of Child Labour

<p>Statement Cards: Causes of Child Labour</p>	<p>Agricultural jobs pay for the amount of produce picked. This system encourages families to bring more children into the fields to help collect farmed goods.</p>
<p>Poor families can't afford to send their children to school because of the cost of uniforms, books, copybooks, pens, exams and other charges, and so the children must go to work.</p>	<p>It is cheaper to pay children than to pay adults, and children are easier to manage because they are less likely to complain than adults.</p>
<p>Many families around the world are unfamiliar with the rights of their children and think that it is acceptable to send their children to work.</p>	<p>If a family is large then the parents or guardians need more money to feed everyone, which means more family members need to go to work – this usually means the children.</p>
<p>Families think that school won't help their children to survive. Therefore, they send children to work so they can make money to feed themselves and other family members.</p>	<p>Girls are often kept at home to look after younger children and to do housework.</p>
<p>Parents are unemployed so the children must go out to work to provide for the family.</p>	<p>Migrant children don't live in one place long enough to attend school, so they work alongside their parents – in the fields or factories.</p>

UNIT 3

THE RIGHT TO EDUCATION

Links to Learning – The Chains that Bind

Curriculum: Geography

Strand: Human environments

Strand Unit: People and other lands – an environment in non-European country

Strand Unit: Trade and development issues – development and aid

Curriculum Objectives:

1. Study some aspects of the environments and lives of people in another part of the world
2. Develop an increasing awareness of the interdependence of people in these places and people in Ireland
3. Come to appreciate the inequalities between the developed and the developing worlds

Lesson Title: Links to Learning – The Chains that Bind

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Identify the obstacles to education experienced by Nicaraguan children and by some other children around the world
2. Acknowledge the complexity of these obstacles and explore and list ways to overcome them

Resources:

- Strips of paper
- Pens/pencils/Prittstick or similar
- Comment Sheet: ‘What the children in Matagalpa say about education with CESESMA’
- Photograph of Nestor’s friends at school
- Internet (**optional**)

Integration		Integration	
Curriculum:	English	Curriculum:	SPHE
Strand:	Oral language	Strand:	Myself and the wider world
Strand Unit:	Emotional and imaginative development through language	Strand Unit:	Developing citizenship

THE RIGHT TO EDUCATION **Links to Learning – The Chains that Bind**

Introduction

Step 1

Ask children to recall Nestor’s story and show them the photograph of Nestor’s friends at school. Ask children to think back and remember why he sometimes didn’t go to school. Record key words on one side of the board entitled ‘causes’ as children suggest reasons. Allow children to interact with the reasons. Key words could include: work, weather, money, sickness, clothes, uniforms, school materials, responsibilities at home etc.

Step 2

Initiate a discussion on what happens to children who miss out on a lot of school. Record these responses on the other side of the board under ‘effects’ or ‘consequences’.

Step 3

Ask pupils to identify the advantages children who complete their full entitlement to education have over those who don’t. Compile these on the board. Ask for comments/observations.

Development

Step 1

Should the classroom seating arrangement not already include table groupings, organise children in groups of five or six and distribute blank strips of paper among them. Children choose a reason they feel most important or that they empathise with and write a sentence* (or draw a picture as appropriate) stating: ‘I can’t go to school because ...

*Children may write more than one sentence on various strips of paper to allow for differentiation in writing abilities

Step 2

When all children have written at least one sentence each on a strip of paper, the group then creates a paper chain by first gluing one strip to form a circle/link and then adding on additional strips until the chain includes all strips of paper from each particular group.

Step 3

When each group’s paper chain is complete, explain that the chains are symbolic (explain meaning where necessary) of the reasons why some children in Nicaragua, in Ireland and around the world are unable to fully access education.

Step 4

Explain that although it is difficult to solve the issue of children being denied the right to education, there are many ways in which people can help or are working to educate others about the right to education.

Step 5

Explain to children that one of the most crucial factors in eliminating child labour is support for children in accessing education. Explain, by looking back at the advantages children who complete their education have over those who don’t, that education can break the cycle of child poverty and labour as it increases their opportunities to get better jobs and earn their way out of extreme poverty.

Step 6

Explain about CESESMA and the work they do to support such children (refer back to Background Information on CESESMA, p5). Read a selection of comments from ‘What the children in Matagalpa say about education with CESESMA’. Explain that all these children have been supported in accessing education and learning by the organisation. Note: for many of these children the support CESESMA provided was training in a trade they could develop to support themselves and earn a living from it.

	Integration		Integration	
	Curriculum:	English	Curriculum:	SPHE
	Strand:	Oral language	Strand:	Myself and the wider world
	Strand Unit:	Emotional and imaginative development through language	Strand Unit:	Developing citizenship

THE RIGHT TO EDUCATION **Links to Learning – The Chains that Bind**

Step 7
Optional

Direct the children to research the topic using the following websites:

- <http://www.ilo.org/ipecc/index.htm>
- <http://www.schoolisthebestplacetowork.org>
- <http://www.campaignforeducation.org/>
- <http://www.concern.net/>
- <http://www.aclaim.ie/>
- <http://www.trocaire.ie/>

After the children have collated the information they could present their findings orally to the class or to a school assembly.

Conclusion
Step 1

Ask children for suggestions as to how they can support children access their right to education. Record the suggestions as a list of statements on the board. Possible statements may include:

- In school, we can talk about why not all children can go to school
- We can tell other people about some of the reasons preventing children going to school
- Many organisations teach children and families about their rights, we could invite them to speak to our school community
- Organisations work in many countries to try and stop child labour so more children can go to school, we can find out more about these organisations through the Global Campaign for Education
- We can buy FAIRTRADE products that guarantee better conditions for people in developing countries
- We learn about children’s rights in school and can talk to adults in power about child labour
- We can make posters to show that the right to education is a fundamental human right
- We can invite speakers in from organisations who fight for and protect children’s rights around the world

Step 2

Explain that these actions can break the chains that deny children their right to education. Explain that they are symbolically going to do this by breaking a link for each statement. Choose some children to read out the statements. Ask one child from each group to stand and break one link from their group’s chain as the first statement is read out. Continue reading out the statements and passing the links among the groups to be broken. Continue until all the chains are broken.

Suggested Follow Up Activity

The above conclusion to the lesson could be adapted into a short drama and preformed for parents and other classes.

	Integration		Integration	
	Curriculum:	English	Curriculum:	SPHE
	Strand:	Oral language	Strand:	Myself and the wider world
	Strand Unit:	Emotional and imaginative development through language	Strand Unit:	Developing citizenship

THE RIGHT TO EDUCATION

Links to Learning – The Chains that Bind

What the children in Matagalpa say about education with CESESMA

Jauxel, 13

6 I've learned many new things in my life. Before, I used to see physical abuse as normal; for example a man hitting a woman, a mother or father hitting a child for breaking a glass: this kind of thing I saw as something normal. But now I've come to see that this isn't normal. I've learned that children have the right not to be mistreated. I also understand that by studying you can make something of your life, and that older people can learn from young people. Another thing that helped me change was community theatre. When you do a play you can give a message to the audience, for example that education and training can help the people get out of poverty. CESESMA has helped me learn loads of things.

Amparo, 17

6 I remember the first time we organised a group of children at the school in La Pita and I taught them traditional dance. I didn't think I'd be able to do it and I felt nervous. I was anxious because the teachers said the children would never learn it. But after a week of classes the children were starting to dance really well. This made me feel I'd achieved something worthwhile, and I realised that what I was doing was important for them, and that I could expand my own knowledge and teach them other things, eg about the environment. Now I'm part of a committee where we're working for children with disabilities and this makes me feel I'm playing a useful part in society.

Javier, 12

6 Another good thing was making the vegetable plots. We all helped to clear the ground, put up a fence, make the beds and sow the seeds – all the different things you have to do. I didn't know then that it was bad to use chemical insecticides but now when I'm older I'm not going to use them.

Eva Luz, 14

6 For me, something that really helped was when I went to the first workshop which was on values and rights, and I was able to express myself. I have a right to life, to know who I am, and nobody has a right to take from me what I have. The way I pass this on to other children is that when the teachers at CESESMA teach me things, I teach it to the children according to how they've taught me. I love teaching the children and for me this is very important.

Mayra, 12

6 For us, what has helped us change is CESESMA. By taking us to workshops we've learned to grow vegetables with organic compost using cow manure and ash. I'm doing it now with some friends. We've learned a lot in the school and in CESESMA. They brought us chickens so we can breed them and other families can benefit.

Mercedes, 16

6 I didn't always study. I worked with my father on his smallholding. When CESESMA came there was a meeting with all the young people and we decided to join a crochet class. This has been a real achievement because we've learned to do it, and now we've developed what we've learned by running workshops with other children in the community. I have a group of ten students now.

Danny, 15

6 Before, I spent six years without studying; I wasn't interested in learning. But when I began to work with the children I got motivated and started studying again. I felt the need because I felt I wanted to do things properly, and the work I was trying to do I couldn't do that easily. So I started studying again to give an example to the other young people the same as me who didn't want to study. And this is an achievement because now in this community there are young people studying who, like me, weren't studying before. Then they saw me studying and they said, 'Let's go to Saturday school this year. Let's all sign up together'. This year I'm doing a census of all the preschool children, because the parents came to me and asked me to support them. They wanted to set up a preschool group. I had a meeting with them and we talked about how important it is for children to start learning when they're little."

UNIT 4

FAIRTRADE

Coffee – Make it Fair, Lesson 1

Curriculum: Geography

Strand: Human environments

Strand Unit: People and other lands – an environment in non-European country

Curriculum Objectives:

1. Study some aspects of the environments of the lives of people in another part of the world
2. Explore, through the study of some major world commodities, trade issues

Lesson Title: Coffee – Make it Fair, Lesson 1

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Describe the production cycle of coffee
2. Arrange the production cycle of coffee into the correct sequence
3. Identify the roles of people involved in the coffee cycle
4. Identify that the most labour-intensive role in the coffee production cycle is that of the coffee pickers

Resources:

- *The Story of Coffee*, cut up into strips for each group of four or five pupils
- Photograph of coffee cherries
- Photograph of FAIRTRADE logo

Integration

Curriculum: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship

FAIRTRADE**Coffee – Make it Fair, Lesson 1****Introduction****Step 1**

Initiate a discussion to ascertain what pupils know about coffee – where it is grown, how etc.

Step 2

Divide children into groups of four or five and give each group sentence-strips that tell the story of coffee. Ask children to sequence these in the correct order. Collaboratively with the class, discuss the order and agree on the coffee production cycle, adding in more detail as appropriate. Show class the photograph of the coffee cherries.

Step 3

Initiate a discussion on the production cycle and on the variety of work involved. Establish that the class can name the roles for those workers involved in the coffee production cycle:

- Plantation owners
- Coffee workers or agricultural labourers – tending, picking, spraying
- Coffee pickers picking coffee cherries by hand
- Coffee workers on machines removing the outer husk
- Coffee workers sorting the beans
- Coffee workers packing the beans into sacks
- Truck driver taking sacks to the port
- Sailors shipping the beans to other countries
- Dealers buying and selling the beans
- Coffee company workers roasting and blending the beans using machines
- Coffee company workers supervising the machines that fill the coffee jars etc
- Truck drivers delivering coffee to the shops/supermarkets

Development**Step 1**

Ask children in their groups to discuss the various jobs and to decide which group of workers has:

- The most labour-intensive job
- The least labour-intensive job
- The best environment to work in
- The worst environment to work in
- The potential to earn the least
- The potential to earn the most

Step 2

Allow each group to feedback to the whole class, and the other groups to interact with the responses. Clarify the correct situations and discuss the fairness or otherwise of each, ie labour input does/does not always determine labour reward:

- The most labour-intensive job is coffee picking
- The least labour-intensive job is that of plantation owner/coffee company owner
- The best environment to work in is in any of the leadership or managerial roles
- The worst environment to work in is that of the manual labourers who are exposed to sprays/weather
- The group that earns the least is the coffee workers, the manual labourers
- The group that earns the most is the owner-group, the coffee company bosses and plantation owners – the landlords

Integration

Curriculum: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship

FAIRTRADE

Coffee – Make it Fair, Lesson 1

Step 3

Explain that the most vulnerable people in the coffee production cycle are the coffee workers, those agricultural labourers who live and work on large plantations owned by landlords because they are dependent rather than independent.

Conclusion

Step 1

Refer to Nestor’s story and ask children to specify what his family’s role was on the coffee plantation where he works and lives.

Step 2

Ask the children to elaborate on the relationship between his family and the leaders/managers/landowner, reinforcing the fact that Nestor’s family have the most labour-intensive role on the plantation.

Step 3

Showing the FAIRTRADE logo, explain the FAIRTRADE concept and how this organisation helps to stop people being exploited by securing fair wages for the workers. Ask the children to examine closely the logo of FAIRTRADE in order to see if they notice a human figure with arm outstretched and pointing up/curving up to the right, the arm being formed by the green lozenge and the head by the black circle within the blue part.



FAIRTRADE logo

Integration

Curriculum: SPHE
Strand: Myself and the wider world
Strand Unit: Developing citizenship

UNIT 4

FAIRTRADE

Coffee – Make it Fair, Lesson 2

Curriculum: SPHE

Strand: Myself and the wider world

Strand Unit: Developing citizenship – National, European and wider communities

Curriculum Objectives:

1. Realise and begin to understand the unequal distribution of the world's resources
2. Begin to explore the concept of democracy

Lesson Title: Coffee – Make it Fair, Lesson 2

Lesson Objectives:

At the end of the lesson the children will be enabled to:

1. Compare and contrast two different types of coffee plantations
2. Develop the ability to draw conclusions and to empathise with people
3. Realise how FAIRTRADE, on co-operative plantations, helps to improve the lives of workers and helps to prevent their exploitation

Resources:

- Brenda Scarleth's story (included in the lesson)
- Photographs of Brenda Scarleth; Brenda Scarleth's chickens; Brenda Scarleth's neighbours
- Photograph of FAIRTRADE logo

Integration

Curriculum: Geography

Strand: Human environments – an environment in a non-European country

Strand Unit: Trade and development issues

FAIRTRADE

Coffee – Make it Fair, Lesson 2

Introduction

Step 1

Showing the FAIRTRADE logo, explain the FAIRTRADE concept and how the organisation helps to stop people being exploited by securing fair wages for the workers.

FAIRTRADE Explanation

FAIRTRADE is an organisation of traders that buys produce from small farmers on co-operative plantations and upholds high standards of respect for the environment and workers. It pays guaranteed prices for production. In many cases producers use some of the money to help their communities to build communal facilities, especially educational amenities. Mostly FAIRTRADE helps farmers and workers who produce crops by hand rather than by the use of machines.

Given that people in developed countries involved in labour-intensive work could be at risk of exploitation, ask children if they can name other products that would come under the FAIRTRADE banner: cocoa beans (chocolate), tea, rice, bananas, cane sugar, cotton, etc.

Step 2

Explain about co-operative coffee plantations in Nicaragua and how many of these are organised and helped by the FAIRTRADE organisation.

Co-operative Plantation

A co-operatively owned plantation is a plantation owned by a small group of families who work the plantation themselves and share the costs and the profits. The plantation usually produces one crop and everyone shares the production workload. The rights of each worker are respected and the environment is respected. When the families receive payment for their crops they often use some of the money to build communal facilities such as schools, clinics or water pumps. Often, co-operative plantation families sell their crops to FAIRTRADE buyers because these guarantee a good and fair price. Families get enough money for their crops to allow them enough for food, clothes and other family needs, along with money to build communal facilities for the plantation.

Development

Step 1

Tell the children that they are going to hear a story about a girl living on a FAIRTRADE co-operative plantation.

Step 2

Read Brenda Scarleth’s story and show the supporting photographs. If preferred, each child might be given a hard copy of the story.



Integration

Curriculum: Geography

Strand: Human environments – an environment in a non-European country

Strand Unit: Trade and development issues

FAIRTRADE

Coffee – Make it Fair, Lesson 2

Brenda Scarleth's Story

Buenos Dias, Me llamo (buen-os-dee-as, may-yam-o: Hello, my name is) Brenda Scarleth. I am now ten years old. There are six people in my family, including my mother and father. We live on a coffee plantation high in the mountainous region of Nicaragua called Matagalpa. There are lots of trees growing here and the mountains bring the rains down and so the air is always cool and clean, even when the weather is hot and the sun is shining down on us. I wouldn't like to live in Managua, our capital city, because my papa said it gets really hot and dirty down there in the lower regions.

We live in a three-roomed house – we have a kitchen where my mother cooks and where we wash ourselves, and the other two rooms are for sleeping in. We have a veranda outside the house. It is painted blue and white, like the colours in our flag. We often eat outside here because it is cooler and it's nicer, though the insects often bite me and even land on my plate. Sometimes we get fruit to eat with our meal and I love mango, it's my favourite thing to eat – but it's the favourite food of the insects too!

Beside our house we have a fenced-in field. In this field we keep a cow, which my older brother Junio (who-nee-o) milks each day. She is a bit bony because we haven't had rain to make the grass grow for a while, but my mama says we'd be hungry without our cow, so I find her bits of grass on my way to school. We also keep a cockerel, eleven hens and twenty-one chickens. One of my jobs is to collect the eggs. Sometimes the red hen (I call her La Enfadada (la-en-fa-da-da: the angry one) pecks me when I try to get the eggs. We swap eggs for beans or rice with the other farmers. I can hear the hens and the cockerel all night – they sometimes roost on the galvanised roof, and they move about and frighten me if I have to go outside to the latrine. One night I found a hen right inside the latrine – someone had not tied the door closed and she had got in and perched on the seat – I ran back in to the house without using the latrine that time!

Every morning I get up early, and I wash myself. We are very, very lucky now because last year our plantation got a water-pump from selling our coffee and it's not very far from our house. Before that I didn't always wash myself well because I hated having to walk for the water. I eat my breakfast and walk to school. The lane is very dusty now, but it's easier to walk in the dust than when it rains and gets muddy. Our co-operative plantation has a school for all the children of the local area. It's only one room but next year we might get enough money from our coffee to add on another classroom. I meet my friends at school and I work hard because I want a good education. I'd love to have more books and some new books to write in, but I know I'm lucky to be able to go to a school that's so near my house.

Coffee plants grow berries called cherries. They get red when they are ripe and must be picked. Coffee picking time starts in October and finishes at the end of December. During coffee picking time I pick coffee cherries every day after school and all weekend. We get two months school holidays in November and December so I spend those whole two months picking coffee cherries with my family. For each box we fill the co-operative pays us \$1. My father says this pay is much better than in Señor Ramos's plantation. My father and twenty-one other farmers own the land on which we've planted our coffee bushes. We planted the bushes under taller trees of banana and eucalyptus; this makes a canopy to protect the small bushes. My parents are so happy because we own the land. I know that once we own land we will not be hungry, even if the coffee bean crop is not good.

We dry the coffee cherries. When they are dry we put them into a big machine that removes the skin and leaves the coffee bean which is green. We sell the beans to a FAIRTRADE coffee buyer. FAIRTRADE buyers always give us a good price. Most of the money is divided among all the twenty-two farmers. Some is kept collectively to help make our plantation better for everyone – that's how we got the water-pump. This year we want to get materials for our school. Our family uses our share of the money to pay bills, to buy food, to buy school uniforms and shoes. Last year my sister got very sick and we had some money to go to the chemist to buy medicine and make her better. I love living here and I know we're very lucky. Papa says it's a great feeling to be lying in bed at night knowing that we own our home, our animals and our farm. I know how he feels. I love all our animals, even La Enfadada – the angry one!

I hope you enjoyed my story,

Brenda Scarleth (age 10)

**Integration**

Curriculum:	Geography
Strand:	Human environments – an environment in a non-European country
Strand Unit:	Trade and development issues

FAIRTRADE

Coffee – Make it Fair, Lesson 2

Conclusion

Step 1

Ask children to contrast Brenda Scarleth's life on a co-operative plantation, supported by the FAIRTRADE organisation, to Nestor's life on a landlord-owned plantation. Initiate a discussion on how FAIRTRADE helps.

Step 2

Ask children how they could support and promote FAIRTRADE. Suggestions may include:

- Ask a representative from FAIRTRADE to come in and talk to the class, the Students' Union/Student Council and school community groups about the possibility of becoming a FAIRTRADE school
- Write to FAIRTRADE at Carmichael House, Brunswick St in Dublin 7 for information, posters etc
- Display a selection of FAIRTRADE products bought locally and ask children to look for FAIRTRADE products the next time they are in the shop/supermarket

Step 3

Optional

Encourage pupils to access the FAIRTRADE Ireland website www.fairtrade.ie and to report back on their findings.



Brenda Scarleth



Integration

Curriculum: Geography

Strand: Human environments – an environment in a non-European country

Strand Unit: Trade and development issues

THE STORY OF COFFEE

Coffee grows in tropical countries near the equator. The main coffee producing countries are Brazil, Colombia, Indonesia, El Salvador and Nicaragua. The scientific name of the common coffee plant is *coffee arabica*. It originally grew in the wild in Ethiopia. Coffee contains caffeine which is a stimulant. Ethiopian shepherds noticed their flocks stayed awake all night after eating beans and leaves from the coffee plant.

Coffee Plantations

Coffee is grown on bushes under a canopy of taller trees on plantations in tropical countries. The coffee bushes have to be looked after by the coffee workers. Coffee berries called cherries grow on the coffee bushes. In the beginning they have a green skin and take about ten months to ripen. When ripe the outer skin is red and the cherries need to be picked. The coffee workers pick them by hand because they don't all ripen at the same time and a machine would not know how to select a ripe cherry and leave an unripe cherry.

Processing (The dry method)

The coffee cherries have to be processed in order to remove the outer skin called the husk. This can only be done when the cherries are dry. Sometimes they are dried outside in the sun and sometimes machines are used to dry them. When dry the cherries are put through machines like giant rollers to remove the dried husk of the skin that covers the bean. At this stage the inner bean is green.

Sorting and packing for export

The green beans are sorted by hand or machine into different sizes. Dust, debris and small beans are removed. The sorted beans are packed into sacks and transported to the port to be exported by boat.

Shipping

The sacks of beans are then shipped to the countries where they will be roasted and blended with other varieties of coffee.

Dealers

Dealers buy the beans from coffee exporters and sell them on to roasters or coffee companies.

Roasters

Roasters are big coffee companies that roast the green beans in order to turn them into coffee we can drink. The beans are roasted in a huge oven to a temperature of 482°C for sixteen or seventeen minutes. The beans lose one-sixth of their weight during roasting. The roasters blend the coffee, pack it, advertise and sell it to shops, cafés and wholesalers.

Supermarkets and shops

They sell coffee for home use. There are more than one hundred kinds of coffee for sale in shops.



Integration

Curriculum: Geography

Strand: Human environments – an environment in a non-European country

Strand Unit: Trade and development issues

APPENDIX I - FIFTH / SIXTH CLASSES – LESSON RESOURCES

UNIT	RESOURCE PHOTOGRAPHS	RESOURCE ACTIVITY SHEETS
<p>ALL UNITS</p> <p>Optional Lessons: Interdependence and Globalisation Lessons 1 and 2</p>		<ul style="list-style-type: none"> • Import / Export Activity Sheet
<p>UNIT 1</p> <p>Background to Nicaragua: Getting to Know Nicaragua Lessons 1 and 2</p>	<ul style="list-style-type: none"> • Nestor, his mum and his sisters • Nestor carrying water • Nestor checking the oranges • Nestor’s house 	<ul style="list-style-type: none"> • Getting to Know Nicaragua Activity Sheet • Getting to Know Nicaragua Answer Sheet
<p>UNIT 2</p> <p>Child Labour: Causes and Consequences of Child Labour</p>		<ul style="list-style-type: none"> • Statement Cards: Causes of Child Labour
<p>UNIT 3</p> <p>The Right to Education: Links to Learning – The Chains that Bind</p>	<ul style="list-style-type: none"> • Nestor’s friends at school 	<ul style="list-style-type: none"> • What the children in Matagalpa say about education with CESESMA
<p>UNIT 4</p> <p>FAIRTRADE: Coffee – Make it Fair Lessons 1 and 2</p>	<ul style="list-style-type: none"> • Brenda Scarleth • Brenda Scarleth’s chickens • Brenda Scarleth’s neighbours • FAIRTRADE Logo • Coffee cherries 	<ul style="list-style-type: none"> • <i>The Story of Coffee</i>

