First and Second Classes

School Works!

Child Labour, The Right to Education and FAIRTRADE

Primary School Resource Pack

CESESMA

into
Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

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.

For further information on *School Works!* contact:
Irish National Teachers' Organisation
35 Parnell Square
Dublin 1
Ireland
Tel: +353 1 8047700
www.into.ie

Design and Printing
digiprint·ie
print & design

CONTENTS

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 in1990. 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

Back row left to right:

Barbara O'Toole, Inclusive Education Department Coláiste Mhuire, Marino
Harry Shier, CESESMA
Tom Larkin, North Kildare Educate Together NS
Betty Payne, Lisdowney NS
John Fingleton, Scoil Bhríde NS, Knockmay, Portlaoise
Niamh McGuirk, Donabate/Portrane Educate Together NS
Richard Ramírez Rojas, CESESMA
Catherine Moore, Scoil Bhríde, NS Goresbridge

Front row left to right:

Zoila Medrano, CESESMA
Frank O'Meara, Cloch na Rince NS
Alison Gilliland, INTO Project Co-ordinator
Liz Morris, Griffeen Valley Educate Together NS
Rosaleen O'Reilly, Bayside SNS

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 Nicaindios, 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

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 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 Arnoldo 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

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

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

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/ipec**
- *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/ipec**
- 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**

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.

FAIRTRADE
Guarantees a **better deal** for Third World Producers

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.

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

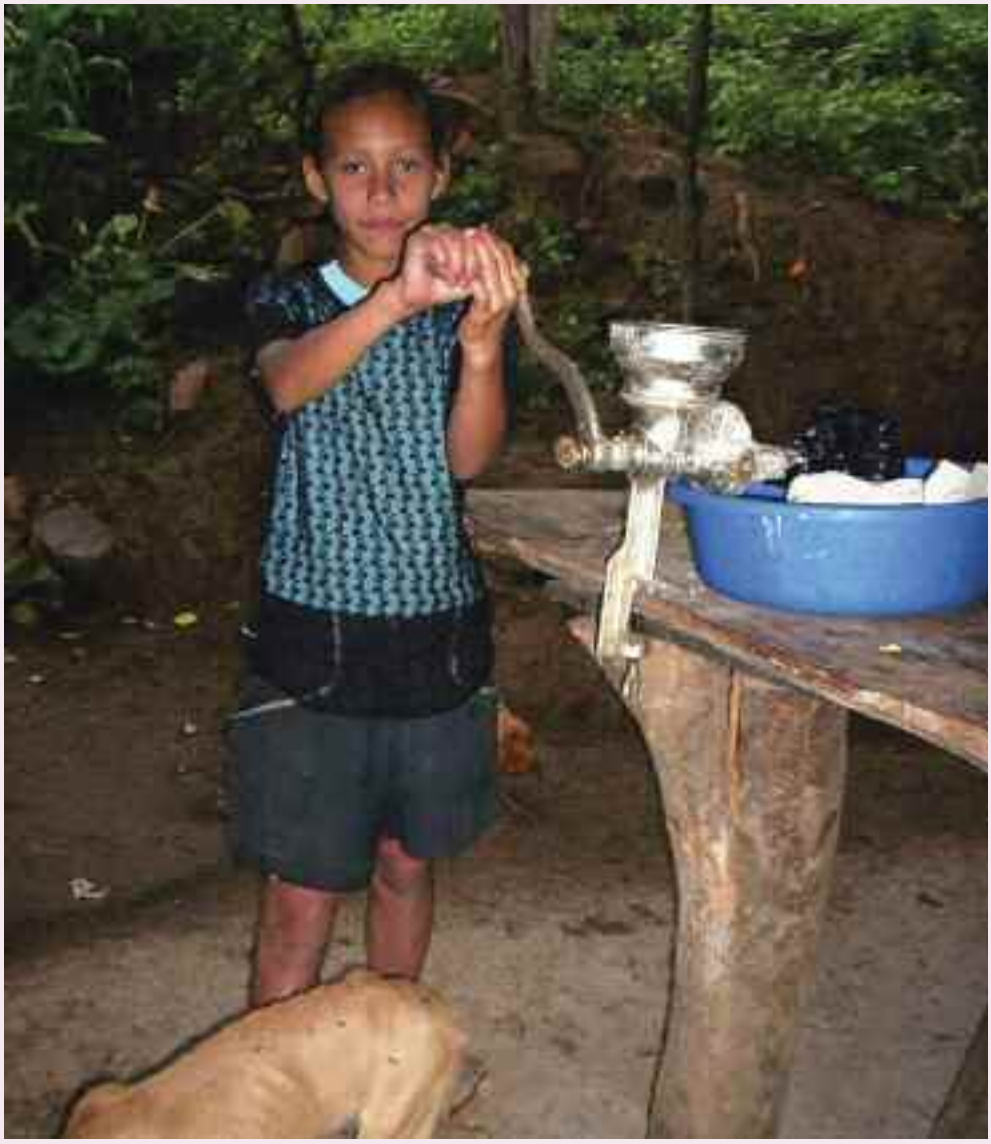
The Organisation of Northern Coffee Co-operatives (CECOCAFEN) is made up of eleven co-operative organisations representing two thousand small scale coffee producers. It sells coffee to the FAIRTRADE and international speciality coffee markets and has gained 'top ten' places each year in the internationally 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**

Azalia pulling beans



Azalia grinding maize

FIRST / SECOND CLASSES – OVERVIEW OF LESSONS

UNIT 1 — BACKGROUND TO NICARAGUA: Similarities and Differences

Curriculum: Geography

Strand: Human environments
Strand Unit: People and places in other areas

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	Visual Arts
Strand: **Strand Unit:**	Drawing Making drawings, Looking and responding	**Strand:** **Strand Unit:**	Fabric and fibre Creating in fabric and fibre Looking and responding

UNIT 2 — CHILD LABOUR: Odd Jobs (Lessons 1 and 2)

Curriculum:	English	**Curriculum:**	Geography
Strand: **Strand Unit:**	Oral language Developing cognitive abilities through language	**Strand:** **Strand Unit:**	Human environments People and places in other areas

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	Physical Education
Strand: **Strand Unit:**	Drawing Making drawings Looking and responding	**Strand:** **Strand Unit:**	Games Creating and playing games
Strand: **Strand Unit:**	Paint and colour Painting Looking and responding	**Curriculum:** **Strand:** **Strand Unit:**	English Oral language Developing cognitive abilities through language

UNIT 3 — THE RIGHT TO EDUCATION: The A – Z of Going to School (Lessons 1 and 2)

Curriculum:	English	**Curriculum:**	SPHE
Strand: **Strand Unit:**	Oral language; Reading; Writing Competence and confidence in using language	**Strand:** **Strand Unit:**	Myself Self-identity – making decisions

Integration (Optional)		Integration	
Curriculum:	Drama	**Curriculum:**	English
Strand: **Strand Unit:**	Drama to explore feelings, knowledge and ideas leading to understanding Co-operating and communicating in making drama	**Strand:** **Strand Unit:**	Oral language Developing cognitive abilities through language

UNIT 4 — FAIRTRADE: Banana in My Lunchbox (Lessons 1 and 2)

Curriculum: Science

Strand: Living things
Strand Unit: Plants and animals – processes of life

Integration		Integration	
Curriculum:	Geography	**Curriculum:**	Drama
Strand: **Strand Unit:**	Human environments People and places in other areas	**Strand:** **Strand Unit:**	Drama to explore feelings, knowledge and ideas, leading to understanding Co-operating and communicating in making drama

UNIT 1 **BACKGROUND TO NICARAGUA** **Similarities and Differences**

Curriculum: Geography

Strand: Human environments
Strand Unit: People and places in other areas

Curriculum Objective:

1. Become familiar with some aspects of the lives of people

Lesson Title: Similarities and Differences

Lesson Objectives:

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

1. Identify Nicaragua on a world map or globe
2. Identify what the flags of Nicaragua and Ireland represent
3. Represent, through drawing or using fabric and fibre, a flag of their choice
4. Develop geographical skills and concepts through use of maps, globes and graphical skills

Resources:

- Large globe or world map, possibly Peter's Projection wall-map
- Thread or wool
- Photographs of the Nicaraguan flag and centre-symbol of the Nicaraguan flag
- Irish flag (**optional**)
- Flags of the countries of origin of class-members (**optional**)
- Drawing paper, or fabric and fibre as preferred

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	Visual Arts
Strand:	Drawing	**Strand:**	Fabric and fibre
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Creating in fabric and fibre Looking and responding

BACKGROUND TO NICARAGUA — Similarities and Differences

Introduction

Step 1

Ask children to name the country they live in now, ie Ireland, or one in which they once lived or holidayed, eg Poland, England, Philippines etc. Introduce the world map and/or globe and briefly explain how it shows all the countries in the world. Teacher (or child) locates Ireland and other countries in which children may have lived previously or holidayed in and marks them on map or globe with a symbol.

Step 2

If Nicaragua hasn't been mentioned, locate it on the map. Explain it is a country about ten hours away from Ireland by aeroplane, and explain that this country is like Ireland in many ways, but different in many others. Teacher (or child) connects Ireland and Nicaragua using thread or wool.

Development

Step 1

Explain that each country in the world is represented by a flag and ask children questions in order to establish how many flags they recognise. Children might be shown the flags of their countries of origin and asked if they recognise these. Remind children that many Irish people wave and display the Irish flag on days of national importance eg St Patrick's Day, or when an Irish team is participating in a competition. Show or draw an Irish flag and explain that it is called the 'tricolour' because it has three colours: green, white and orange – explain too that the green is sometimes said to represent the lushness of the countryside, the white the peace, and the gold or orange colour the wealth of the country.

Step 2

Explain that Nicaragua also has its national flag. Take the photograph of the flag and the photograph showing the detail in the centre of the flag and show both to the children. Explain that the Nicaraguan flag has three horizontal bands with the national coat of arms in the middle of the white band. The two blue bands signify the two water masses that border Nicaragua (Pacific Ocean and Caribbean Sea). The white band represents peace. The coat of arms features a triangle encircled by the words REPÚBLICA DE NICARAGUA (Republic of Nicaragua) on top and AMERICA CENTRAL (Central America) on the bottom.

- The triangle stands for EQUALITY
- The rainbow signifies PEACE
- The red cap symbolises FREEDOM
- The five volcanoes represent the FRIENDSHIP between Nicaragua and its four nearest neighbours - the five countries of Latin/Central America that formed the United Provinces of Central America in 1823.

(Adapted from **http://vianica.com/nicaragua/3-national-symbols.html**)

Conclusion

Step 1

Divide the board in two and write 'Ireland' on one side and 'Nicaragua' on the other. Ask the children to help to draw or portray everything they remember about each country's flag.

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	Visual Arts
Strand:	Drawing	**Strand:**	Fabric and fibre
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Creating in fabric and fibre Looking and responding

Step 2

Invite the children to produce their own flags by drawing or by creating group-collages in fabric and fibre. They may choose to respond to those flags already discussed, or to create their own to represent a personal awareness of the country of their choice.

Step 3

Children might make representative drawings of themselves, detailing objects they associate with themselves. Some children might draw themselves with a football, or in the colours of their favourite teams, or they might draw a book, or a favourite pet etc. In this way, the children continue to develop their understanding of what constitutes a symbol or a representation.

National flag of Nicaragua

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	Visual Arts
Strand:	Drawing	**Strand:**	Fabric and fibre
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Creating in fabric and fibre Looking and responding

UNIT 2 **CHILD LABOUR** **Odd Jobs, Lesson 1**

Curriculum: English

Strand: Oral language
Strand Unit: Developing cognitive abilities through language

Curriculum Objectives:

1. Give a description, recount a narrative, or describe a process, and answer questions about it
2. Listen to other children describe experiences and ask questions about their reactions to them

Lesson Title: Odd Jobs, Lesson 1

Lesson Objectives:

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

1. List some work roles within families
2. Identity the differences and similarities between the work roles of adults and children

Resources:

- A4-sized pictures of an umbrella, preferably printed on card, or laminated
- Flipchart, pad and/or white/blackboard and markers
- Pictures/photographs from books or newspapers of jobs some adults do (**optional**)
- Small sheets of drawing paper, colouring pencils, crayons or similar

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	Physical Education
Strand:	Drawing	**Strand:**	Games
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Creating and playing games
Strand:	Paint and colour		
Strand Unit:	Painting Looking and responding		

CHILD LABOUR — Odd Jobs, Lesson 1

Introduction
Step 1

Select one or more of the following activities to introduce the theme of children doing jobs at home in order to help out, explaining each activity to the children before beginning it.

Umbrella Game

- Divide the class into three or more groups. Each group will play the game simultaneously.
- Select one child from each group to start the game for their group. Give this child a card with an umbrella drawn on it.
- The lead child in each group calls out the name of a job he/she does. Others who do the same job go and stand near or under or beside the picture of the umbrella.
- Repeat, with other children having a turn to hold the umbrella-card and call out jobs.

All Change Now

- Children sit on their chairs in a circle.
- Select a child to stand in the centre of the circle. This child does not have a chair.
- The child in the centre calls out a job eg 'All change places now … if you set the table' … ' if you dry dishes'
- The child who does not get a chair during the changing of places, now takes a turn as caller.
- Repeat, so that a number of children get the chance to be the caller.

Board the Train

- Children sit on the floor, or on chairs in a circle.
- Select one pupil to be the train driver and to go outside the circle and walk around the circle. The rest of the class chants and claps 'Choo, Choo …'
- The train driver, walking around the circle, calls out the name of a job children do (this may be done on a signal from the teacher or just when child is ready).
- Those who do this job join the train (put hands on the shoulders of the person in front of them).
- Continue until everyone has boarded the train.

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	Physical Education
Strand:	Drawing	**Strand:**	Games
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Creating and playing games
Strand:	Paint and colour		
Strand Unit:	Painting Looking and responding		

CHILD LABOUR — Odd Jobs, Lesson 1

Development

Step 1

Initiate a class discussion on jobs children may do at home, leading to a discussion on the jobs some adults do and why. Pictures or cuttings from newspapers or magazines might be helpful to initiate this discussion and to help children suggest a variety of jobs. The following prompt questions may be used and answers may be recorded on the board, flipchart or chartpaper:

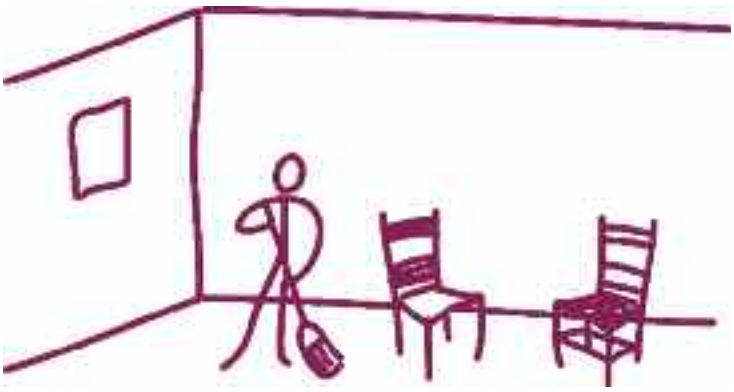
- What jobs do you do at home?
- Do you like doing these jobs?
- Are there jobs you do now that you didn't/couldn't do last year/two years ago? (as we get older we take on more responsibility).
- Who do you help by doing these jobs?
- Does everyone in your house do jobs? Why?/Why not?
- What jobs do other family members do?
- Do any of your teenage brothers/sisters/relatives have an evening/weekend job? Why?/Why not?
- What jobs do adults do?
- How do the jobs adults do differ from the jobs you do?

Step 2

Divide the board in half and write 'Children's Jobs' on one side and 'Adults' Jobs' on the other. Children, in groups or as a class, compile the two lists of jobs, writing the words themselves, or calling them out to the teacher.

Conclusion

Allocate each child or group a job to be illustrated, and the resulting pictures may be displayed near the lists of jobs.



Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	Physical Education
Strand:	Drawing	**Strand:**	Games
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Creating and playing games
Strand:	Paint and colour		
Strand Unit:	Painting Looking and responding		

UNIT 2 **CHILD LABOUR** **Odd Jobs, Lesson 2**

Curriculum: Geography

Strand: Human environments
Strand Unit: People and places in other areas

Curriculum Objectives:

1. Become familiar with some aspects of the lives of people
2. Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world

Lesson Title: Odd Jobs, Lesson 2

Lesson Objectives:

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

1. List some work roles within families
2. Identify the differences and similarities between the work roles of adults and children
3. Compare and contrast work roles in Ireland and in Nicaragua
4. Draw themselves doing jobs at home and Nicaraguan children doing jobs at home

Resources:

- Azalia's story (included in lesson)
- Photographs of Azalia hanging up the washing; Azalia pulling beans; Azalia grinding maize
- Set of photographs of Children Helping Out At Home (1–23)
- Sheets of A4 paper
- Paints and brushes, or markers or colouring pencils or crayons

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	English
Strand:	Drawing	**Strand:**	Oral language
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Developing cognitive abilities through language
Strand:	Paint and colour		
Strand Unit:	Painting Looking and responding		

CHILD LABOUR — Odd Jobs, Lesson 2

Introduction

Step 1

Remind children of previous discussion about the jobs children and adults do, and ask children to quickly call out all the jobs they can recall. If the class has illustrated some of these in the previous lesson, the pictures or visual images can be used as prompts.

Step 2

Ask the class if they think children all over the world do jobs at home and remind them about the time when they spoke about Nicaragua. Tell the class that they are now going to hear a story about a little girl in Nicaragua called Azalia and about the jobs she does at home to help her parents.

Azalia's Story

Hello my friends. My name is Azalia and I'm eight years old. I live in Nicaragua. In Nicaragua, we speak Spanish and when we say hello, we say Hola (oh-la). I live with my parents, my little sister Maria Raquel who is five and my little brother Pedro who is seven. We live on a big coffee plantation with lots of other families.

I help my father and mother a lot. My father goes to work when it is still dark and I can hear him moving about while my mother boils water to make coffee for his breakfast. I don't like getting out of bed so early but I have to look after my little sister because my mother goes out to work before we go to school. In the morning, Pedro brings in some wood to burn on the fire and I grind corn to make tortillas and beans for us to eat. It takes ages to grind the corn and it's hard to do. We have a special metal machine that we put the corn into and when we turn the handle, the corn turns into a type of flour.

After breakfast, we wash the dishes and sweep the house. I help Maria Raquel to wash in the river before we get ready to go to school. Pedro, Maria Raquel and myself walk to school and walk home afterwards. Before we do our homework, we wash our clothes in the river. The water is cold and it's not always very clean because lots of people are washing their clothes there too. We wring them out and hang them up to dry in the sun so that they are ready to wear the next day. I love looking at all the clean clothes on the plantation blowing in the wind. They look like colourful birds dancing with the clouds.

After we do our homework, we play together and sing songs we have learned in school. Sometimes, we go down to the field to pull beans for Mama to make our dinner. Sometimes we watch the older boys playing ball. We shout and clap to help them to play better.

Sometimes, I have to go down to the well to fill up the big buckets with water. I don't really like that job because the buckets are heavy and I have to carry them up the hill. I like looking after the hens though. We have two hens at my house so I collect the eggs and in the evening I have to catch the hens and put them in their pen so that they don't run away during the night! I have to chase them around and it can be tricky to catch them but it is fun!

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	English
Strand:	Drawing	**Strand:**	Oral language
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Developing cognitive abilities through language
Strand:	Paint and colour		
Strand Unit:	Painting Looking and responding		

CHILD LABOUR — Odd Jobs, Lesson 2

Step 3

Show the supporting photographs and initiate a discussion about Azalia's experiences. The following prompt questions might be used:

- What jobs does Azalia do?
- Which of these jobs are similar to the ones you do?
- Are there any jobs that Azalia does and that you do not do? Why might this be so?
- How do you feel about the jobs Azalia does? Would you like to do them?

Development

Divide the class into groups and give each group the selection of photographs of Azalia and her friends helping out at home and ask children to discuss these in their groups using the following or similar prompts:

- Can you identify the jobs they are doing?
- Are there different jobs shown that you do not do? Why do you think this might be?
- How do you feel about the jobs they are doing? Would you like to do them?

Allow each group to feedback to the whole class and allow for interaction as a result of the feedback.

Conclusion

Step 1

Ask children to remember the jobs Azalia and her friends did. Record these on a flipchart or white/blackboard eg 'Azalia and her friends wash clothes by hand', 'Azalia and her friends pull beans'.

Step 2

Ask each child to create a picture illustrating a Nicaraguan child doing one of his/her jobs and alongside to draw him or herself doing one of his/her own jobs, and then to write a sentence about each one. As a source of vocabulary, draw pupils' attention to the sentences on the flipchart or white/blackboard and to the recorded list of jobs they themselves do. Circulate, talking to children about their illustrations and their sentences.

Integration		Integration	
Curriculum:	Visual Arts	**Curriculum:**	English
Strand:	Drawing	**Strand:**	Oral language
Strand Unit:	Making drawings Looking and responding	**Strand Unit:**	Developing cognitive abilities through language
Strand:	Paint and colour		
Strand Unit:	Painting Looking and responding		

UNIT 3 **THE RIGHT TO EDUCATION** **The A – Z of Going to School, Lesson 1**

Curriculum: English

Strand: Oral language; Reading; Writing
Strand Unit: Competence and confidence in using language

Curriculum Objectives:

1. Initiate discussions, respond to the initiatives of others and have practice in taking turns
2. Read aloud to share a text with an audience
3. Choose topics for writing after conferring with the teacher

Lesson Title: The A – Z of Going to School, Lesson 1

Lesson Objectives:

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

1. Sequence their school day and the activities within
2. Dramatise the school day in a series of sketches or improvisations (**optional**)

Resources:

- Flipchart and pad, or white/blackboard and markers

Integration (Optional)

Curriculum: Drama
Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit: Co-operating and communicating in making drama

THE RIGHT TO EDUCATION — The A – Z of Going to School, Lesson 1

Introduction

Step 1

Write the word 'school' at the top of board or flipchart, and ask children to suggest words they associate with schools. Record responses around the edge/down the side of board or chart.

Step 2

Write the following five sentences, or similar, on the board or flipchart, and ask some of the children to read them out sentence by sentence:

- I eat my lunch
- I do my sums
- I brush my teeth
- I play with my friends
- I read my story book

Children might be encouraged to mime each action and to ask the rest of class to guess which sentence is being mimed.

Development

Step 1

Ask children to think about the order in which these things happen on a school day and to write down the order using appropriate letters, numbers, or full sentences. Then ask children for their sequences and to give their reasons for sequencing in the way they did.

Step 2

Develop this idea of a sequence of events and ask the children to detail what they do:

- Before school
- When they arrive at school
- Before lunchtime
- During lunchtime
- After lunchtine etc

Record answers and emphasise the sequencing and linking words. Children might be asked at this stage to write a sentence for each phase of the school day.

Step 3

Teacher or child starts a school-day story/sequence with 'I get up early' and each child is offered a chance to add a sentence to complete a story telling about a school day. The use of sequencing and linking words could be encouraged.

Conclusion

The school-day story could be mimed or dramatised in groups when the story has been completed.

Integration (Optional)

Curriculum:	Drama
Strand:	Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit:	Co-operating and communicating in making drama

UNIT 3 **THE RIGHT TO EDUCATION** **The A – Z of Going to School, Lesson 2**

Curriculum: SPHE

Strand: Myself
Strand Unit: Self-identity – making decisions

Curriculum Objectives:

1. Recognise and reflect on choices that are made every day
2. Realise that being involved in decision-making demands more personal responsibility

Lesson Title: The A – Z of Going to School, Lesson 2

Lesson Objectives:

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

1. Identify what they need to participate in school
2. Categorise their needs under a number of headings
3. Differentiate between needs and wants with regard to their school life
4. Compare their school activities with those of children in Nicaragua

Resources:

- Flipchart and pad or white/blackboard and markers
- Set of photographs of Children At School (1–25)
- Small pieces of paper (one-quarter A4 size or similar), crayons/coloured pencils

Teacher Reference Material:

- *Lift Off*, Lesson Two, pp18 – 22 (keywords: Needs, Wants and Rights)
- *Walk Tall Programme for Third Class*, Lesson Five, pp 57 – 60 (I Want … I Need)

Integration

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

THE RIGHT TO EDUCATION — The A – Z of Going to School, Lesson 2

Introduction

Step 1

Recap on the school-day story, asking children to remember the order or sequence in which they placed their activities. Then ask children to think of some of the things they need throughout a school day, from the time they get up in the morning until arrival home from school. Record the responses.

Step 2

Read out the list and ask children if they really need all the things recorded. Take some examples eg

- Do you really need a ruler? What might you use instead?
- Could you do without your lunchbox? Could you use something different?

Following class discussion and debate, whittle down the list to an agreed list of basics eg something to write on, something to write with, something for teacher to write on, and with etc. Children may insist that they really need a white board or blackboard or that they cannot possibly do without a lunchbox, and it may take a lot of discussion before a class list is agreed.

Development

Step 1

Explain that they are now going to categorise the things needed for school into the following categories: clothing, food, transport, school materials, buildings. Write these headings on the board. Call out each previously agreed need and ask children to categorise it, either individually or as a whole group. Responses are recorded on the board or flipchart.

Step 2

Reiterate that there are some things children really need for school and cannot do without, but there are other things they don't really need, but would like or just want to have for school. Some of these wants could now be recalled in groups.

Step 3

Ask children if they remember Azalia, the little girl from Nicaragua, and explain that children are now going to look at some photographs of Azalia's friends at school. Share the photographs among the children and ask them to look at the photographs and to

- Describe them in terms of similarities and differences
- Indicate if they think these children have the same needs in order to take part in school

Conclusion

Step 1

Children are divided into groups and each child given a small piece of paper. Explain that each group is going to make a drawing or write some sentences to represent one of the following*:

- Things Irish and Nicaraguan children need to take part in school
- Things Irish and Nicaraguan children do in school

*Alternatively, this could be done as an oral presentation

Step 2

Circulate and talk to children about their representations. Create a display for each group. Ask groups to nominate one or two children from their group to talk about their work to the rest of the class.

Integration

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

UNIT 4 **FAIRTRADE** **Banana in My Lunchbox, Lesson 1**

Curriculum: Science

Strand: Living things
Strand Unit: Plants and animals – processes of life

Curriculum Objective:

1. Become familiar with the life cycles of common plants and animals

Lesson Title: Banana in My Lunchbox, Lesson 1

Lesson Objectives:

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

1. Recognise the FAIRTRADE logo or symbol
2. Arrange the production cycle of the banana into the correct sequence

Resources:

- A lunchbox containing a banana, preferably with a FAIRTRADE sticker on
- Bunch of FAIRTRADE bananas, preferably still in/with cellophane wrapper (**optional**)
- Set of photographs of the Production Cycle of the Banana (seven photographs)
- Photograph of FAIRTRADE Logo

Integration

Curriculum: Geography
Strand: Human environments
Strand Unit: People and places in other areas

FAIRTRADE — Banana in My Lunchbox, Lesson 1

Introduction

Step 1

Open a lunchbox containing a banana, preferably from FAIRTRADE bunch, hold up the fruit and point out the FAIRTRADE flag (and/or logo or sticker), asking children if anyone knows what it represents. It might be explained that the FAIRTRADE symbol or sticker means that the product was produced fairly and that the workers involved in getting the product to Ireland were treated and paid fairly. The following, or similar, questions might be posed in order to establish how much is already known, or otherwise, about the production cycle of bananas:

- Does anyone know where bananas come from?
- Can anyone tell me how bananas grow?

Take some responses, acknowledging the accuracy or otherwise of each, and explain that the class is now going to learn lots more about bananas.

Step 2

Divide the children into seven groups and give each group one photograph from the banana cycle pack of photographs. Ask each group to talk about their photograph and then ask a representative from each group to explain and describe their photograph to the class. After each explanation, affix the photograph onto the board in no particular order.

Development

Step 1

Explain that the photographs show the production cycle of a banana – how it ends up in our shops. Ask the class to suggest the correct order of the photographs, beginning with the photograph representing the first stage of the cycle. Pupils offer suggestions and give reasons for these choices or suggestions. When consensus is reached on which photograph represents the first stage of the production cycle, that photograph is moved to a display area. The same approach is taken with all photographs.

Step 2

Ask pupils to add a storyline that might describe the production cycle of the banana, using one or two sentences for each of the photographs, and offer the additional information necessary for the children to fully understand the production cycle. See the detail opposite to support this activity.

Conclusion

Record one or two agreed sentences, or specific vocabulary, for each photograph on the board or display area.

Integration

Curriculum:	Geography
Strand:	Human environments
Strand Unit:	People and places in other areas

Banana Production

The banana is the most popular fruit in the world. Bananas are the fourth most important crop after rice, wheat and maize. The banana is not a tree but a high herb. It can grow up to fifteen metres tall. It is a perennial plant that replaces itself. Bananas grow from bulbs. The time between sowing a banana plant and harvesting a banana bunch ranges from nine months to a year. The flower appears in the sixth or seventh month. They require moist soil and good drainage. The banana is nutritious, easily digestible and a rich source of carbohydrates, phosphorus, calcium, potassium and Vitamin C. There are over one thousand varieties of bananas.

The Banana Production Cycle: Set of Photographs

Photograph 1: Bananas in plastic
Banana-growing is, in general, labour-intensive because banana plants require intensive, individual care in order to obtain the required quality fruit. This labour involves clearing away the jungle growth; propping up the plants in order to counter bending from the weight of the growing fruit, and irrigation during the dry season. Banana bunches are covered with polyethylene bags in order to protect them from the wind and attacks of insects and birds, as well as to maintain optimum temperatures, creating a micro-climate. Banana bunches are called 'hands'.

Photograph 2: Bananas being harvested
Two types of workers are required to harvest bananas: a 'cutter' and a 'backer'. Bananas are harvested when they are green and hard, before they mature. The cutter cuts down the plant with a machete. The cutter then chops down the stem to enable the daughter plant to take over as the main stalk. The backer carries the fruit and places it in a cart where it is transported to the packing shed.

Photograph 3: Bananas being measured
Bananas are checked and measured in the packing shed.

Photograph 4: Bananas being washed
Bunches of bananas are removed by hand and washed.

Photograph 5: Bananas being packed
Bananas are then checked again and packed into cardboard boxes.

Photograph 6: Bananas being loaded for export
Boxes of bananas are placed onto a trolley for loading for export.

Photograph 7: Bananas being driven to the port for export
Boxes of bananas are transferred to the lorry. Bananas are later transported to the ports to be placed in the specialised refrigerated ships called 'reefers'. When they arrive at their destination ports, they are sent to banana ripening rooms before they reach the shops.

Integration

Curriculum:	Geography
Strand:	Human environments
Strand Unit:	People and places in other areas

UNIT 4 **FAIRTRADE** **Banana in My Lunchbox, Lesson 2**

Curriculum: Science

Strand: Living things
Strand Unit: Plants and animals

Curriculum Objective:

1. Becoming familiar with the life cycles of common plants and animals

Lesson Title: Banana in My Lunchbox, Lesson 2

Lesson Objectives:

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

1. Explain, in simple terms, each step of the production cycle of the banana
2. Complete the accompanying activity sheet
3. Re-enact for others a scene about the production cycle of the banana (**optional**)

Resources:

- Set of photographs of the Production Cycle of the Banana (seven photographs)
- The Banana Production Cycle Activity Sheet.
- Age-appropriate scissors for each child
- Photograph of FAIRTRADE logo

Integration	
Curriculum:	Geography
Strand:	Human environments
Strand Unit:	People and places in other areas

Integration	
Curriculum:	Drama
Strand:	Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit:	Co-operating and communicating in making drama

FAIRTRADE — Banana in My Lunchbox, Lesson 2

Introduction

Step 1

Revisit the meaning of the FAIRTRADE logo, holding up the logo and ask the children if they remember that it represents food or products that have been produced and traded fairly. Children might also be asked if they have noticed this logo on any item or food product.

Development

Step 1

Distribute the activity sheet on the production cycle of bananas and explain that the children must try to draw the correct picture above the corresponding sentence. Circulate, and talk to children about their sentences. If required use the set of photographs of the Production Cycle of the Banana to support this activity.

Step 2

Hand a pair of scissors to each child and ask them to cut out the seven pictures and corresponding sentences, explaining that they can play a (sequence and matching) game by mixing up all the pieces, matching each picture with its corresponding sentence and by sequencing the pairs into the correct order.

Conclusion

Ask the children to stand and create a space for themselves to move in, by pushing their chairs under tables. Explain that they are going to imagine they are banana workers. Slowly take the children through each phase of the banana production cycle, encouraging a creative representation, by prompting, children to role play or mime each associated action:

- Covering the banana bunches to protect them
- Cutting down the banana with a machete
- Carrying the bananas to a cart
- Checking the bananas in the packing shed
- Washing the bananas
- Placing the boxes of bananas on the trolleys
- Loading the lorries with boxes of bananas

The sequenced actions or mimes could be performed for another class so that other children can learn about the work involved in the production of a banana.

Integration		Integration	
Curriculum:	Geography	**Curriculum:**	Drama
Strand:	Human environments	**Strand:**	Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit:	People and places in other areas	**Strand Unit:**	Co-operating and communicating in making drama

The Banana Production Cycle	**Bananas grow in bunches**
Bananas are cut when green	**Bananas are checked**
Bananas are washed	**Bananas are packed**
Bananas are placed on a trolley	**Bananas are driven to the port**

APPENDIX I - FIRST / SECOND CLASSES – LESSON RESOURCES

UNIT	RESOURCE PHOTOGRAPHS	RESOURCE ACTIVITY SHEETS
UNIT 1 **Background to Nicaragua:** Similarities and Differences	• National flag of Nicaragua • Centre-symbol of Nicaraguan flag	
UNIT 2 **Child Labour:** Odd Jobs Lessons 1 and 2	• Azalia hanging up the washing • Azalia pulling beans • Azalia grinding maize • Set of photographs: Children Helping Out At Home (1–23)	
UNIT 3 **The Right to Education:** The A – Z of Going to School Lessons 1 and 2	• Set of photographs: Children At School (1–25)	
UNIT 4 **FAIRTRADE:** Banana in My Lunchbox Lessons 1 and 2	• Bananas in plastic • Bananas being harvested • Bananas being measured • Bananas being washed • Bananas being packed • Bananas being loaded for export • Bananas being driven to the port for export • FAIRTRADE logo	• The Banana Production Cycle Activity Sheet

Notes

Notes

Notes