

Junior Soldiers

Unit 7 : Lesson 6



It's just not fair!

PURPOSE : For the children to explore and understand that some children in our world are not treated fairly and that we can have a positive impact on seeing them receive fair treatment.

'Whenever you possibly can, do good to those who need it.'

Proverbs 3:27 'Good News'

Consider & Prepare

Read:

Matthew 19:14 – Children are special to Jesus

Luke 18:15-17 – Children are special to the Kingdom and are an example of how we enter the Kingdom.

Galatians 6:2 – Bear one another's burdens

John 13:34-35 – We're commanded to love one another

Proverbs 22:6 – Treat seriously the training of children in right living

Proverbs 3:27 – Don't withhold goodness

Since its formation, The Salvation Army has been active in confronting social issues involving oppression and exploitation. We believe it is God's desire that all humanity should be able to live without being exploited or enslaved. In Unit 7 Lesson 5 we looked at the Salvation Army's work in the late 1800s and the establishment of a match factory to alleviate the exploitation of workers in that industry.

Today's lesson has a social justice focus and looks specifically at the topic of child labor. It is really important for us to spend time with our children considering the reality of these situations around our world as well as how we can respond in a God-honouring way.

Over the past few years there has been a lot of media coverage about the exploitation of people, including children, in the harvesting of cocoa. One of the main responses has been to advocate with those that place the demand on the suppliers, seeking to support buying ingredients that have been produced fairly and humanely.

We've chosen the cocoa industry as it will be good to emphasise, with the children, an injustice that has seen some positive development in recent years, but still needs further resolution. The positive changes are worth celebrating and are a testament to the impact that people can have when a stand is made against injustice.

Children may not know that in some countries it is quite normal for the children to work hard as a part of their family or community, pitching in to help; this involvement not only allows for a sharing of duties but is also a way that life skills are passed on to each generation. Note, however, that a child still has rights to be fed, be safe, be protected, be sheltered etc.

The International Labour Organisation describes the unfair treatment of children in the workplace in the following way: unfair work deprives them of their childhood, their potential and their dignity, and it is harmful to physical and mental development. This could mean that it is mentally, physically, socially or morally dangerous and harmful to children, and interferes with their schooling by:

- depriving them of the opportunity to attend school;
- obliging them to leave school prematurely; or
- requiring them to go to school and work long hours or be involved in heavy work.

This deprivation is particularly evident in the cocoa industry because of the poor living conditions in many areas where cocoa is harvested and processed and the lack of governance to uphold order.

Cocoa is produced in many developing countries where it is difficult to monitor conditions of workers. Cocoa is also farmed by millions of small producers, and these producers set the conditions that people work in. On top of all that, the workers on the farms depend on the work to survive so they have to make hard choices between survival and unfair labour conditions.

Here are some facts:

- 40–50 million people worldwide depend on cocoa production for their livelihood
- Small cocoa farmers provide more than 90% of the world cocoa production
- 5–6 million cocoa farmers exist worldwide
- In 2012, 3.9 million tons of cocoa was produced
- On average, people living in New Zealand and Australia consume 4–5.6 kg of cocoa products per person per year
- Africa is home to 73% of cocoa production

**From the World Cocoa Foundation March 2012 newsletter, www.worldcocoafoundation.org.*

Important things to consider: The exploitation of children is a sensitive topic to address with children. The concept of systemic exploitation of children and the enduring existence of it in our world can be very difficult for a child to comprehend. In this lesson we have chosen to focus on an issue which has had a significant amount of media attention over the past few years, this will also enable us to focus on some of the positive change that is happening. We want our kids to have a courageous hope as we wrestle with the challenges in our world.

It also needs to be clear that what we're discussing is different from a child contributing to the functioning of a family home or business (or farm) where chores are reasonably limited and contribute to the comfort and benefit of the whole family. Any complaints about household efforts ('I have to do chores!') that children make in your group need to be matched up against the International Labour Organisation statement a few paragraphs above.

GO FURTHER: GROUP PROJECT

This would be a really exciting and satisfying opportunity to do a project together. You could have the children work on a way to share about child labour with others (e.g. another group, church, home league, or their school) as well as providing a way for people to respond and make a difference.

For example, the message of cocoa production and the injustices surrounding it could be shared in the meeting as well as some of the things that the children have learnt and felt about this.

This could then be followed up with a fundraiser after the service where fair trade chocolate or baked goods using fair trade cocoa are served.

1. Simply buy 10 bars of fair trade chocolate and make them available to be sold. This shows people that their choice of product really matters.
2. With a bit more organizing you could hold a fair trade fundraiser and donate the funds to a developing nation.
3. Hand out fair trade cocoa to some home cooks in your corps and ask them to bring a plate to sell; use the funds to help a developing nation.



What you will need:

For 'Connecting In'

- If using Option 1, you will need a range of chocolate bars: include at least one fair trade
- If using Option 2, you will need the ingredients to make hot chocolate including cocoa (fair trade), milk and sugar
- Print out pictures of stages of cocoa production from the end of the lesson, cut into individual pictures

For 'The Main Thing'

- Print off the Fairtrade symbol sheet

For 'Tying In'

- Fair trade chocolates for prizes (Cadbury dairy milk share packs are a good option)
- If exploring option 3, look up a current advocacy campaign

For 'Home & Beyond'

- Print off the Home & Beyond cards for each child
- Cadbury dairy milk share pack chocolates—enough for one per child to share with someone else



Connecting In

Option 1 – Explore – Where does it come from?

Have a series of chocolate products made from in range of different places. It would be good to include at least one fair trade chocolate.

Get the children to look at the products and see if they can work out

- Where was it made?
- Where was it packaged?
- What are the ingredients?
- Where did the ingredients come from? (*This information will not necessarily be on the packet.*)
- Point out that cocoa is common to all chocolate products.

Option 2

Make hot chocolate by using milk, fair trade cocoa and sugar, showing children that various products go together to make the things we enjoy.

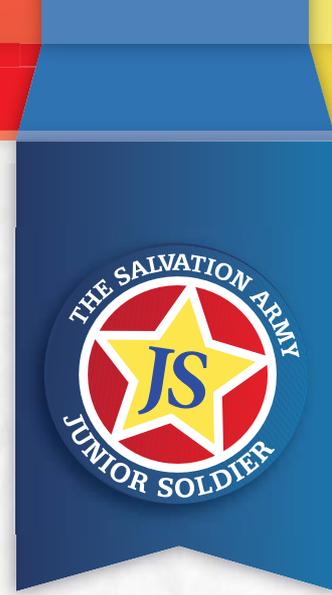
Link: Today we have enjoyed some chocolate/hot chocolate together. The cocoa used is sourced from lots of places around the world and, to keep the final product's cost low for people to buy, companies bargain for the cheapest price for the cocoa that they need to produce their product.

Attached to the end of the lesson you will find some pictures to show the different steps in the making of the cocoa powder. You will need to print these pictures out as separate pictures for the children to use. Using the pictures, read out the different steps of making cocoa powder and get the kids to order them. Once ordered, have the children describe what they think is happening at each stage.

- Cocoa pods grow on the tree
- People pick the pods
- Cocoa seeds are taken out
- Seeds are dried in the sun
- Seeds are roasted
- Seeds are ground into powder

There are many steps in the process of making cocoa, have a think about some of the people that you think might be involved. *(Give the children an opportunity to make some suggestions before talking through the list below.)*

- Own the farms of trees
- Take care of the trees
- Pick the fruit
- Carry the pods
- Take out the seeds out of the pods
- Carry the seeds to the drying mats
- Transport the dried seeds to the roasters
- Grind the seeds



Cocoa is commonly grown in places where the residents are very poor and will work for low pay simply so they can afford to eat and live. At the same time, employers are desperate to make as much money as they can, so they employ fewer staff than they should (this saves money), then they work their existing staff hard and pay them low wages. This sounds bad enough and unfair, but then remember, too, that some of this 'forced labour' are children as young as three or four.

The Main Thing

In developing countries around the world (i.e. countries with inadequate finances and services for their citizens) it is normal for children to play an active role in working to meet the needs of the family and community. This involvement is also a way the children are taught the skills they will need for later life in that community. Even though this is normal in many communities, there still needs to be a standard of fair treatment for all. However, this is not always the case: the reality is that there are far too many children in our world who are not treated fairly or don't have their basic needs met.

How would you feel if you worked for ten hours today doing hard work, got paid 50 cents, only had one meal to eat all day and, if you complained, the boss just sacked you immediately and gave your job to someone else? Now you don't get your 50 cents, can't afford to eat and don't have a job. To be treated like this is not fair, but it's how millions of children are treated day after day.

Your choice...

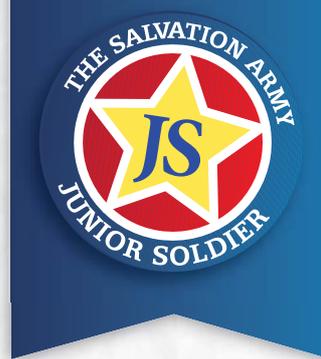
Read the list of statements below to the children and ask them to make a choice about whether they think each is FAIR or NOT FAIR and have them explain why. Get the children to show their choice by running to the side of the room that is identified as FAIR or NOT FAIR (you can make up some signs if you like or just nominate which side of the room is which).

- You're not allowed to go to school because you need to work.
- Clear the table after dinner.
- You can't have a toilet break all day.
- Pick vegetables from the garden for dinner.
- You can't drink water all day, even when it's a boiling hot day.
- You can't have desert after every meal.
- You'll get only one meal per day, even if you've worked hard.
- You'll be paid very little for your work.
- You're not allowed to watch television all day.
- You'll be locked in our living quarters when you're not working.
- Carry heavy sacks of cocoa all day, sun up till sun down.
- We can hit you with sticks if you don't work fast enough.

NOTE: It's important to ask some debrief questions after raising some of these topics.

- Have you heard of any other unfair things about how children are treated?
- What unfair item (from our activity) would be the worst for you?
- What worries you about this?
- Do you have any questions about this?
- What might happen if we did something about this?

Children in our world are made to work in unfair conditions to produce the ingredients for some of the foods that we love. The answer is not for us to stop buying chocolate—I love chocolate!—but to buy 'smarter'. When we buy chocolate we need to make choices that will make a difference, this includes purchasing items that are produced by using fair practices for their workers.



Read Proverbs 3:27 together—'Whenever you possibly can, do good to those who need it'—and explore the following:

- I wonder who you think might need help in our community.
- How might you find out who needs your help?
- In the verse it says 'whenever you possibly can'. What do you think that means?
- Do you recall any stories of Jesus helping people or talking about helping people?
- Who has helped you when you needed it?

It can be hard to know how to help people who are far away from us, in different places all over the world, especially like those who are being treated unfairly. There are, however, things that we can do to help others.



(Show the children the Fairtrade symbol attached to the lesson.) This is the Fairtrade symbol and when you see this on a product you know that the product has been made fairly. It tells you that:

- Workers are treated fairly
- Farmers are supported in knowing how to look after their people
- The way farming is done looks after the environment
- The farmers receive a fair price for their produce
- Profits made in the process go to helping build up people in the local community.

There have been lots of people that have tried to make a difference in these areas and have gathered others to help pressure companies to make a difference in the choices they make. In the past few years there have been companies that have been working to make sure their products are made with the Fairtrade guarantee. For example:

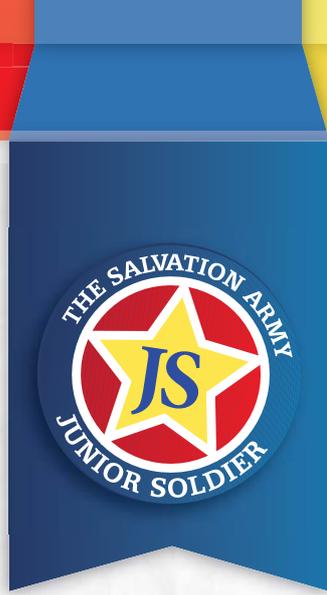
- In 2008, Cadbury Dairy Milk Chocolate family blocks have become Fairtrade in the UK and Ireland.
- In 2010, Cadbury Dairy Milk Chocolate family blocks have become Fairtrade in Australia, New Zealand and Canada.
- In 2006, Nestle took over and now promotes Green and Blacks chocolate, which is Fairtrade.
- Kraft has now taken over Cadbury and has pledged to honour Cadbury's Fairtrade agreements.
- Apart from chocolate, there are many Fairtrade producers now stepping into other unfair situations and changing the way people shop.

This change came about by people, including Junior Soldiers, who spoke up about their desire to see chocolate produced in a fair way. This prompted the chocolate companies to start making plans to ensure that cocoa is bought from suppliers that ensure the fair treatment of their workers and fair pay—otherwise people wouldn't buy their chocolate!

Note that Proverbs 3:27 doesn't say 'do good to those you know' or 'do good to those who live in your street', it simply says 'do good to those who need it'. It's amazing to think that you can do something where you are that might help someone on the other side of the world have a better life. Doing good doesn't have to be limited to your community!

Tying In

Below are some options that you might like to explore with your group and decide what you can do together to make a difference and impact conditions for others. There is also an option to reflect on Scripture—it may be that, time permitting, you choose either option 1, 2 or 3 but also do option 4 anyway.



Option 1 – Where is the chocolate in your life?

Get the children to name all the things in the past week they have eaten that would have had chocolate in them, e.g. chocolate bars, chocolate cake, chocolate chips, hot chocolate, etc.

Give the children each a piece of paper that they can use to create a collage of the chocolate/cocoa that they have consumed this week. Give the children the opportunity to reflect on the choices they have made in relation to the chocolate that they eat/consume on a regular basis and ask them to think about how they might be able to make a difference by making different choices.

Option 2 – Fair chocolate prizes

For this option it would be good to have some chocolate to hand out to the children, Cadbury share packs have small dairy milk blocks in packets of 15 that could be a good option.

Ask the kids to share something that they learned that will change their thinking or that has challenged them today in relation to fair trade chocolate and the production of cocoa.

When the children have shared they can take a chocolate—emphasise that the chocolate is fair trade and that by supporting fair production we are helping make conditions better for those who work in the industry, including children.

Option 3 – Write a letter

Work on a message/letter together as a group that you can send to a current chocolate producing company that hasn't gone fair trade yet.

Check out current campaigns on www.stophetraffik.org/campaign/chocolate or other sites; see the additional resources section at the end of the document.

Option 4 – Learn from Scripture

The Bible has much to say about children and also about how Christians should treat others. Read the following verses and briefly discuss the main point/learning of each reading. Maybe each child could also select the reading that most appeals to them or challenges them and use it during their devotions this week.

Matthew 19:14 – Children are special to Jesus

Luke 18:15-17 – Children are special to the Kingdom and are an example of how we enter the kingdom.

Galatians 6:2 – Bear one another's burdens

John 13:34-35 – We're commanded to love one another

Proverbs 22:6 – Treat seriously the training of children in right living

Proverbs 3:27 – Don't withhold goodness

Home & Beyond

For this Home & Beyond, you will need to give each of the children one of the small Cadbury snack chocolates from the share packs to share with someone else as they tell them about the important message that they have learnt.

Sharing the message...

- Share what you have learned today with someone at home or your Big Bud or someone at church, and share a fair trade chocolate with them.
- Have a look in your pantry and find a few products that have cocoa in them, are they fair trade?
- Can you influence the choice to buy different cocoa products next time?
- When going shopping next, see how many fair trade products you can spy.

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Additional Resources

Stop the Traffik

Stop the Traffik has prepared some great resources on this topic that will be helpful in exploring the topic with children (www.stophetraffik.org/campaign/chocolate).

Especially note a powerful story called 'Chaga and the Chocolate Factory'.

It is quite a confronting story including a child's experience being lured away from their family, enslavement, disturbing conditions and the death of a child etc. While these are realities, please be sensitive in sharing this story, if you choose

to use it. Do a thorough debrief with the children. A good example of a debrief is in the chocolate lesson guide that goes with the 'Chaga and the Chocolate Factory' lesson. Also consider connecting with the parents/carers about what you have covered.

Other resources sites:

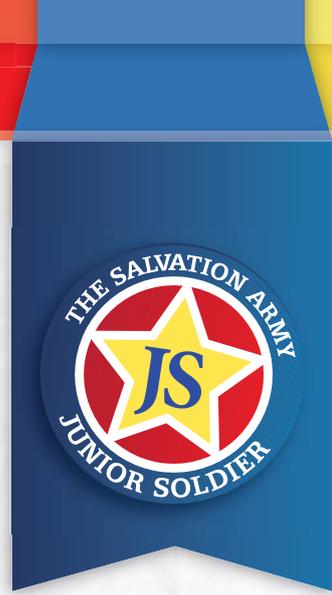
www.stophetraffik.org/campaign/chocolate

www.tear.org.au

www.fairtrade.com.au

www.fairtrade.org.nz

www.oxfam.com



FAIRTRADE

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

